

Valid, Mr. F. L. Michell, Perth. *High School Section*.—A Commercial Department in High Schools and Collegiate Institutes, Mr. J. E. Bryant, Galt; Matriculation Examination of Toronto University, Mr. H. I. Strang, Goderich; The Equalization of the work in High School Options for Second and Third Class Certificates, Mr. J. A. Clarke, Smith's Falls; Report of Committee on "Subjects in Natural Science for Matriculation," Messrs. J. E. Bryant, J. Turnbull, and D. C. McHenry.

THE Toronto Public School Principals' Association thinking that an attempt will be made to abolish the Superannuation Fund in the Province of Ontario, has submitted the following questions for consideration to the different Teachers' Conventions of the Province:—

1. Was not the fund established (1) to encourage teachers to remain in the profession; (2) to compensate teachers in some measure for the inadequate salaries they received, by making some provision for them when they became incapacitated for duty?

2. What effect will the abolition of the pension grants have on the educational interests of the Province?

3. As it is admitted that the labours of teachers are indispensable to the public good, are their claims for aid, in their declining years, unusual or are they derogatory to their dignity or self-respect, in view of the fact that Ministers of State, Judges, and other public functionaries receive similar compensation for their services, and that churches regard it as a sacred obligation to superannuate their clergymen, to whose duties, in their moral aspect and influences, those of the school teachers bear so close an analogy?

4. Is it probable that the existence of the teachers' pension grant tends to prevent an increase of salaries, and that its abolition would induce the public to compensate them adequately for the loss thus sustained?

5. Would it not be more just to act on the merits of the case by a consideration of the services and claims of those teachers who spend their lives in the profession, rather than be guided by the decision of those who engage in school teaching only until they can enter upon more lucrative employment?

6. Are any teachers, whether they remain in the profession or not, justified in objecting to pay the small amount levied, in view of the advantages they receive, and of the claims of those who remain until incapacitated by age or infirmity?

EAST VICTORIA TEACHERS' ASSOCIATION.
—There was a large gathering of trustees as well as teachers at the Friday afternoon session of the Victoria teachers' convention

to hear Hon. Mr. Ross's address on education subjects. After some preliminary business had received attention, Hon. Mr. Ross adverted to the several subjects on the programme. He said it was very desirable to limit the third-class teacher to his own county so as to see how he got on under the inspector. They would grant renewals or permits in certain cases or districts but always under protest. They did not want to let permits enter into competition with experienced teachers. The permit would tend to keep salaries low; but worse than that he represented limited attainments. Another question was: Shall we go back to the old board of examiners? Mr. Ross said he was in favour of that course. With county boards we could adjust the educational standard to the educational status of the counties. At present everybody was fitted to the same standard at Toronto, and it made no difference what the county status was. Then again he thought there was something in the examiners knowing something of the candidates. It was not always those who had the most technical knowledge who made the best teachers. The county boards would know the candidates, their circumstances and attainments, and of what stuff they were made. The county boards would have more experience and judgment than the provincial examiners could possibly have. The third-class examination should have a public school course only, leaving optional subjects for the second-class. Reading, writing and arithmetic should be the great essentials for this class; and for second class the teachers' knowledge should be so widened and broadened that they would keep abreast of the times and advance the cause of education. They desired to urge third-class to study and advance to the second if not higher. Mr. Ross then proceeded to deal with the superannuation fund. Of the \$51,000 required each year the sum of \$12,000 was contributed by the teachers, leaving over \$38,000 to be made up by the province. There was a strong feeling in the house that the Provincial Exchequer should be relieved of that charge; and something would have to be done in the matter. His own opinion was that teachers could manage their own savings as well as any other person. There had been petitions to Parliament to have vote by ballot for trustees and to have the nominations in villages, towns and cities on the same day as municipal elections were held. It was thought that this would excite greater interest in school matters. Personally he was in favour of that view. He was in favour of any plan that would save time and labour. It was not intended to apply this plan to separate schools or to rural schools. One objection