

the pupils than the other.—Dr. Cumford seconded the resolution.—Mr. J. B. McGann thought it possible to make even English Grammar an interesting study to the pupils, and gave an illustration of his own system, by which he pressed upon their minds the difference between the transitive and intransitive forms of the same verb by the use of the preposition, and suiting the several demonstrations given to the explanations offered.—Mr. Cameron, Cobourg, thought that in endeavouring to carry out the teaching of Natural Science in the spirit pointed out in the motion, grammar and the study of our language generally would be lost sight of. He thought a little more time should be devoted to the cultivation of grammar and such subjects. He thought it impossible that this science could be carefully taught, and at the same time give due attention to more important subjects.—Mr. Hunter said he understood the speakers to mean, that it was impossible to introduce the teachings of Natural Science in any form by object lessons, and at the same time give justice to the teaching of the “three R.’s.”—Mr. McCallum, of Hamilton, said of course it was necessary that teachers should take care that neither this or any other subject should occupy too much time, and illustrated what he meant by this by referring to a schoolmaster who had been found fault with for not giving due attention to penmanship. To amend this, he kept his pupils writing a whole week. He urged upon them the necessity of making learning a work of the mind and not a mere repetition of words. Let teaching be of a character which will fit the children for the position they may occupy in life.—Mr. Miller, Goderich, approved of the object lessons and of the introduction of Natural Science. He also said he would approve of allowing the pupils the privilege of asking questions on any subject upon which they found themselves in any difficulties. He did not think it right that children should be mere machines for working questions, reading out of a book, or spelling words.—Mr. Fotheringham thought teachers should bring, and make their scholars find for them, specimens illustrating their natural science lessons. He, too, was in favour of the system of teaching technically, and said there might be more advantage obtained from object lessons in two hours than in the pursuance of the purely elementary system.—Mr. Glashan said it must of necessity turn out that teachers will adopt the teaching of Natural Science, for the course of the whole world had been progressive in that direction, as well as in others, and teachers too must advance. Remarking upon the difficulties attending the introduction of Natural Science into schools, he said not the least was the inability of teachers to impart a knowledge of it; and even inspectors would be none the worse for a touch up in this direction. With regard to models, he thought every man should make his own models. Tyndall himself was never satisfied with an experiment made by another man; and the very fingering of the materials required to make a model set a man’s brains in active operation. By all means let there be method in their teaching, he said, and do not crowd in too many subjects.—An animated and lengthy discussion ensued, in which the greater number of those present took part, and were apparently nearly all in favour of the resolution which was finally carried.

GOLD MEDAL.—The following letters were read from Dr. Hodgins, enclosing one from Mr. McCabe, Toronto, in which that gentleman intimated that he would offer a gold medal to the student standing highest in the division, obtaining first-class certificates before the Board of Examiners of the Department of Education, for 1873. The announcement was received with applause, and a motion that it be received and taken up in the convention was unanimously carried. The letters were as follow:—

EDUCATION OFFICE,
TORONTO, 6th August, 1872.

SIR,—I have great pleasure, as requested by the Chief Superintendent of Education, to enclose herewith the copy of your letter addressed to this Department by William McCabe, Esq., LL.B., in which he makes a most liberal offer of a Gold Medal, to be awarded to the candidate for a first-class Provincial Certificate, who obtains the highest rank among those who may compete for that certificate in Ontario, in 1873.

Mr. McCabe has himself been a most successful and enterprising teacher, and though he has at present retired from the profession, he has by this most praiseworthy act shown how strong his sympathy is with it still, and how deeply anxious he is for the maintenance of the high rank in that profession to which he himself attained with such credit.

Would you kindly communicate to the Teachers’ Association, over which you preside, the purport of this note.

I have, &c.,

The Very Reverend (Signed) J. GEORGE HODGINS,
Principal Snodgrass, D.D., Deputy Superintendent.
President of the Teachers’ Association of Ontario,

(Enclosure.)

TORONTO, August 3rd, 1872.

J. GEO. HODGINS, Esq., LL.D.,
Deputy Superintendent of Education,
&c., &c.

DEAR SIR,—I beg to offer a Gold Medal, open to all competitors, to be awarded at the examination of 1873, through the Department of Education, by the Central Board of Examiners, to that one of the candidates, for first-class certificates of qualification as teacher, who shall stand first in the highest A class, and who shall, other things being equal, give satisfactory evidence of the greatest success and aptitude in teaching.

As a former member of the profession, I think it desirable that distinctions of this character, long obtainable by those entering upon the other professions, be attached to one which ranks among the first, both in importance, honor and usefulness.

I would be very much pleased if the Chief Superintendent would be good enough to undertake to make the presentation to the successful candidate, either at the annual meeting of the Teachers’ Association heretofore held in August, or at such other time, or in such way as he may desire best.

I shall be glad to confer with you as to the design and other details respecting which your extended experience will be of the greatest service, and I shall place the medal in your hands so soon as it can be suitably manufactured.

Will you kindly call attention to the matter in such terms as you think best, in the next issue of the *Journal of Education*, that competitors may have ample notice.

Yours respectfully,
(Signed,) WILLIAM McCABE.

SUPERANNUATION.—The report of the committee on the subject of superannuation was the first business, and the subject of technical education, having already occupied so much time, was dropped.

The Board of Directors reported that copies of the petition against the clause referring to superannuation, inserted in the Education Act in 1871, had been forwarded to the public school inspectors of the various counties in the Province, and that a few copies, whose presentation to the Legislature of Ontario was not otherwise provided for, were duly laid before the Provincial Parliament by A. Farewell, Esq., M.P.P. This report was adopted.

Mr. Johnson argued that the right of teachers to a share in the superannuation fund as a “right” and not as a matter of appeal. He considered it as anomaly that the teachers of Ontario should be taxed by the government in the superannuation fund when the government did not pay the profession. He controverted the idea that there was any analogy between the case of the Wesleyan body and the teachers as some stated. He criticised the clause in the School Act relating to the Superannuated Fund, and moved a reference to it as above. “That in the decided opinion of this Association, the clause of the School Act of 1871 which relates to the Superannuation Fund, should, in compliance with the wishes of the great majority of the Public School teachers, expressed through the medium of their various local associations, be repealed. Mr. Henry Dickenson seconded the resolution. After an animated discussion, Mr. McCallum moved the following amendment to the resolution: “That the convention approve of the Superannuation clause in the School Act, on the following conditions: That all gentlemen connected with teaching should be included in the provisions of the law, and that some share in the management of this fund should be assigned to the teachers themselves, and that the principle be admitted, that after serving a certain number of years, teachers shall have a legal claim to participate in this fund whether he retires from teaching or not.” He said that all inspectors and teachers should be entitled to all the benefits of the fund. There should be, however, no taxation without representation. The convention, however, must be unanimous. In Wentworth the teachers association were against the whole thing by 10 to 1. Having in view the fact that the Government had given \$12,000 this year, shewed a tendency on their part to take the whole matter into their hands. Mr. Hunter read the 43rd clause of the act, and remarked that it was not intended to apply to high schools, yet the amendment providing for “all gentlemen connected with teaching” would not apply to them but to private teachers. He derided the pittance which this fund would give the recipient—in fact, about \$116 per annum. In twenty years, if money increased in value as at present, it would not support a Newfoundland dog. The arrangement would not be worth a cent if thrown on to the money market, they would realize nothing save much profanity. The arrangements were worthless, and it was monstrous to force on to unwilling men such a system of insurance. The Secretary said that the \$4 paid to the fund brought a better dividend than any