

grade, and there is a natural tendency to force children into work they are not fit for, and if the grant is not so large one year as another, the teacher is blamed. He should let the grant take care of itself, and ground the pupils thoroughly as far as they go. Some people have so little self-respect that they give one person the whole risk of schooling their children, and he is forced to gather in all the pupils he can, and force them into classes too high for them. He stated emphatically that in future where this occurred, no grant would be given. In reference to optional courses, he thought a man who took a classical course was better fitted for a science or professional course than one who studied science solely, and in this he was supported by the experience of the German schools.

On the second day of the Convention, after the usual routine of business had been attended to, the Convention divided into two sections. The section of Academy and Model School section was opened with a lecture and lesson by Mr. Thompson, of the Montreal High School. He directed the attention to three aspects of the case: Why should drawing be taught; what should be taught, and how is it to be managed in the school curriculum. He gave some striking illustrations of these three points, and held that drawing develops the perceptive qualities of the mind; it trains the eye and gives one a better use of the hands, it cultivates good taste and a love of the beautiful; it is an auxiliary language for the teacher, and is the language of the industrial arts. Drawing is not an accomplishment; it requires no special talent any more than handwriting. Drawing may be resolved into three main factors: construction, or drawing in industrial occupation by diagrams and sketches; representation, or giving an idea of objects; and decoration, as applied to adornment. and underlying all these is geometrical drawing. The speaker then, by means of models and colored chalks, illustrated very cleverly these three forms of drawing, by instances of side and front elevation, plan and section, pictorial, perspective, geometric, conventional and historic drawing. For women there are large fields opening up, in engraving, lithography, wood carving, and even drawing plans in ship-yards, as seen in Glasgow. Drawing should be taught in every school, and by the regular teacher. The utmost pains in leading the pupil to cultivate the power of observation, and to gain ideas by