

he lived in another land, and finished by asserting that he could never learn to love any other land better. (Applause.)

A cordial vote of thanks was passed to the rev. doctor for his lecture; and Dr. Ryerson paid him some very complimentary remarks, as did also Mr. Lewis and other gentlemen, some of whom had the benefit of studying under his able leadership.

SCHOOL ACCOMMODATION.—Mr. Fotheringham drew attention to the very unsatisfactory accommodation provided in various schools to the serious detriment of the children's health, as well as to the proper discipline of the school. He regretted that the teachers should return from this convention to their homes without making some arrangements for requesting additions and improvements to these public school buildings. He said the trustees appeared to be perfectly willing to do anything in accordance with the law, so long as it did not cost them anything; but when that came to be considered, it seemed the matter was changed. He said the law required only nine square feet of room and 100 cubic feet of air to each scholar, which was less by many times than was allowed to every soldier in the British army; but he pointed out an instance of a school-room containing over eighty scholars which was only 6½ feet in height. (Sensation.) He declared that was worse than the log-houses of thirty years ago—(hear, hear)—which, however, were a little too airy. (Laughter.) He pressed upon the convention to take some mode of impressing its objection to such a bad state of matters upon the Legislature, and moved that the following resolution be carried before Dr. Ryerson by the presiding officer:—"That in the opinion of this convention the school accommodation required by the new School Law is under, rather than above, that demanded by health and comfort, as well as the proper organization and discipline of our schools."

The motion was seconded by Mr. McAllister, and unanimously agreed to.

NORMAL SCHOOL COMMITTEE.—It was moved, seconded and agreed to that Messrs. Kirkland, McMurchy, Fotheringham, Lewis and Anderson, be a committee to take into consideration the questions in connection with Normal Schools.

VOTES OF THANKS.—A vote of thanks to the first vice-president for his able and excellent conduct was passed amid great applause, and great praise was bestowed upon that gentleman for the way in which he conducted the order of business.

It was moved by Mr. Miller, seconded by Mr. Johnson, that the thanks of the Association are cordially tendered to the Chief Superintendent of Education for the use of the theatre of the Normal School on this occasion; to the representatives of *The Globe*, *Leader Mail*, for their excellent reports of the proceedings; to the managers of the Grand Trunk, Great Western, Northern, and Nipissing railroads, for their kindness in granting return tickets to the members of the Association at reduced rates; and to the members of the Society residing in Toronto, for the great amount of work they have voluntarily performed in the interests of the Association.

CLOSE OF THE SESSION.—Mr. Lewis, who acted as chairman in the absence of the first vice-president, then gave a few closing remarks. The National Anthem was sung, three cheers given for the Queen, and the members separated.

PROCEEDINGS OF INSPECTORS' SECTION OF THE ONTARIO TEACHERS' ASSOCIATION.

Mr. Harrison, of Kent, occupied the chair, and Mr. Miller, of Huron, acted as secretary.

Uniformity in Marking Subjects in Teachers' Certificates.—Moved by Mr. McCallum, seconded by Mr. Brown, and resolved "That the Central Board be called to the desirability of securing greater uniformity in marking the subjects on Teachers' certificates and other matters connected with the examination, and that the following gentlemen be appointed a committee to arrange the matter and report to-morrow—viz., Messrs. Scarlett, Elerham, Smith, Miller, and the mover and seconder."

Marking Work and Deportment in the Public Schools.—Moved by Mr. Platt, seconded by Mr. Smith, and resolved "That Messrs. Brebner, Johnson, and Platt be a committee appointed to suggest a system of marking *Work and Deportment* in the Public Schools."

Public School Regulations.—Moved by J. C. Glashan, seconded by Mr. Somerset, and resolved—"That Messrs. Fotheringham, M'Kinnon, and the mover and seconder be a committee to examine the regulations of the Council of Public Instruction passed under authority of Clause 4, Sec. 119 of Common School Act of Ontario, and to report those they consider beneficial with a view to the collection of such regulations in a School Law Amendment Act."

Report of Committee on Marking Work and Deportment.—Your committee beg leave to suggest with reference to a system of marking in Public Schools, that a simple plan be insisted upon in every

School by the various Inspectors, with the object of securing the regular and punctual attendance of the pupils, showing their general standing, and thus enlisting the interest and co-operation of the parents; and that a committee be appointed by this section of the Association, to devise and mature a thorough scheme for general adoption throughout the Province, and report the same at our next annual session.

The above report was adopted, and the committee re-appointed.

Committee on General Regulations reported only one resolution respecting school accommodation, which was referred to the general body and carried unanimously.

Report of Committee on Examinations, &c.—Your Committee respectfully suggest that the following method be adopted in marking certificates, viz:—

1st. That the scale be from one to six—one the highest, and six the lowest.

2nd. That marks be allowed as follows:—

From 85 to 100	= 1 ;	70 to 85	= 2 ;
" 55 to 70	= 3 ;	40 to 55	= 4 ;
" 25 to 40	= 5 ;	1 to 25	= 6.

In amendment to the above, it was moved by Mr. Fotheringham and seconded by Mr. M'Kinnon, and carried by a small majority, that the percentage obtained by the candidate in the various subjects be inserted instead of the marks 1, 2, 3, 4, 5, 6.

3rd. That no Candidate receive either Third or Second Class Certificates who does not receive in the Third 40 per cent., and in the Second 50 per cent. in each of the subjects Reading, Spelling, Arithmetic, and Grammar.

4th. That the Examination of the Subject Composition be enforced, and a time appointed on Programme of Examination for such subject. The Central Board shall prescribe subjects and attach values.

5th. That Board of Examiners be required to examine first the papers on the following subjects—Reading, Spelling, Grammar, and Arithmetic, and that they be empowered to omit sending all further papers of any candidate who fails in any of the above subjects.

6th. That separate values be given to Reading and Spelling.

7th. That Mensuration be joined to Euclid instead of Arithmetic, and that no distinction be made in the examination of male and female candidates.

8th. In examining Dictation—

1st. That punctuation be not considered.

2nd. That each mis-spelled word in Third Dictation be reckoned 3, and in Second 5; and that the sum of such mistakes be deducted from the total value of paper, and so marked in column.

3rd. That all words incorrectly spelled in all other subjects be counted one half mistake, and that the sum of such be deducted from the value assigned to spelling.

Report as amended, carried unanimously.

I. Papers on Practical Education.

1. DARWING IN PUBLIC SCHOOLS.

The group of art instruction in elementary drawing which is considered suitable to the powers of pupils in day schools comprises five subjects, and includes,—1. Free-hand drawing; 2. Model or Object Drawing; 3. Memory Drawing; 4. Geometrical Drawing; 5. Perspective. A thorough grounding in these subjects is the best preparation for any further study of the higher branches of art education. A pupil, having passed examination as such, would be ready to take hold of the instruction in schools of art, or even to continue his studies by himself in more advanced subjects. The group of five subjects named is that in which the public school teachers of England have to become proficient, and for a successful examination in which, the Government grants a D. S. certificate, stating that the holder is competent to give instruction in drawing in public schools.

The adaptation of this course of study to the graded schools of this country is not a difficult matter the moment the corps of teachers become qualified to teach drawing; and it can be commenced at once in those subjects which the teachers themselves are practising, or have already become proficient in. The order in which the subjects are usually taken will decide the suitability of each to the different schools.

A simple arrangement would be as follows, giving three subjects in each grade or school: in Primary Schools—Free-hand, Model, and Memory; in Grammar Schools—Memory, Model, and Geometrical; in High and Normal Schools—Memory, Model, and Perspective.

I propose to describe to you in what manner and to what degree these objects may be taught in the three grades of schools.