

The fifth resolution^s submitted to the Convention, but not voted upon is as follows :

" 5. Moved and seconded that, in consideration of the frequent changes which teachers are compelled to make in rural sections, and the inferior class of houses which they are compelled to occupy, it would be a great advantage to married teachers, and help to keep them in the profession, if such a change were made in the school year as would enable them to terminate their annual engagements with the summer holidays ; and that such a change would also benefit the Public Schools, since a teacher can gain control of a school much more easily, when the attendance is small, as it invariably^s is after the summer vacation; also that large scholars, who attend school during the winter season only would have the advantage of the same teacher during the whole session ; and further we hold, that it would facilitate the attendance of teachers at the Normal Schools, and be more convenient for teachers who obtain certificates in July. "

The object of this resolution is simply to change the fiscal year of our Public Schools. The reasons for this change are, 1st. Convenience of married teachers; 2nd. Disciplinary advantages ; 3rd. Continuity of classes ; 4th. Facilities for attending the Normal School.

In regard to the first reason, it is quite apparent that there is no more inconvenient season in the year than mid-winter for a teacher with a family, to change his location. Roads are in many cases bad, weather severely cold, dwellings hard to get and many other inconveniences which do not prevail in the summer season. In this respect the example of the itinerant system in connection with some of our religious bodies might have some weight. Changes in church connection are all made in the summer, when the weather is warm and conveniences of travel much more abundant, than they usually are in winter. This view of the question alone should suffice to bring about the desired change.

The " Disciplinary " argument is also a

good one. It certainly is a great disadvantage to a teacher to go into a school particularly if it is in any way disorganized, and find himself surrounded by fifty or sixty pupils the first day. To a young teacher the task is almost appalling, and many failures may, no doubt, be traced to the enormous strain put upon the teacher by the combination of discipline and tuition, so suddenly imposed upon him. By taking charge of a school at midsummer, however, all these difficulties are removed. His classes are small. The larger pupils, who are most likely to give him trouble are absent. He has no difficulty in establishing his authority, because accession to the number of his pupils is so gradual, that they can easily be brought into sympathy with the general tone of the school, and thus what would be almost an insuperable task on the 1st of January, becomes comparatively easy under the more favorable circumstances proposed in this resolution.

There is a good deal also to be gained by the continuity of classes. Many larger pupils renew their attendance at school every year about the middle of November. They are no sooner nicely started however, than there is a change of teachers, with a new mode of discipline, classification, etc. Plans which were well nigh matured are overturned, and much time is lost by the changes proposed, as well as by the inability of the new teacher to understand for some time what is best to be done. Were the fiscal year changed, the same teacher would have the same pupils during the whole winter term and thus, without any interruption carry them through the programme for the whole term.

The loss of time likely to accrue from attendance upon our Normal Schools, under the present system, deserves the most serious consideration. Not only is it unjust to the teacher, but, it is also likely to affect the attendance of students. To break engagements or to seek them, in the