

the option of increasing that amount by contributions of 4, 8, 12, or 10 dollars." This would enable the teacher who had a small salary to provide a sufficiency equal to those more fortunate, and thus secure a better provision for old age. Seconded by Mr. McGregor, President, No. 1, Leeds County. Mr. Campbell opposed such an arrangement on the plea that teachers when superannuated would, in many instances, be better off than when they were teaching. Mr. Henderson, Thornbury, said East Grey Association did not approve of the sliding scale. Mr. Reid spoke at some length on the object of such a fund which he thought should be considered in a charitable sense, and moved an amendment to the amendment that the payment be voluntary. Mr. Mackintosh, who was in favour of the Toronto plan, altered his opinion on hearing what Mr. Campbell said. He would support clause 2 as in the circular. Mr. White, of Watford, was also against Mr. Hughes's amendment. Mr. F. S. Spence said that the Hon. Adam Crooks was decidedly in favour of the sliding scale, and not in accordance with the percentage system which would cause much difficulty. The circular did not express the views of either the Minister of Education or the Legislative Council. The best men did not often get the best salaries, and in the country the trustees are so good, just and virtuous that they give salaries according to efficiency; it might be different in the city and the percentage system would be unfair. He could not see how a man could retro on a larger salary than he received while teaching, but if the amendment became law good men would be encouraged to remain in the profession and indifferent ones would leave it. The reasons which induced him to favour the sliding scale were four, as follows:—(1) because it gave the provident man a chance to provide, and not simply a certain paltry amount; (2) because the man who enters the profession will know for certain the sum he will receive on retirement; (3) because it was easy to manage; (4) because it gave no discrimination to those receiving large salaries, but placed all upon an equal footing. Mr. A. S. McGregor, South Perth, would prefer a settled and fixed annual sum, but failing that he favoured the sliding scale. The motions were then put to the Convention, the amendment to the amendment being lost, only three voting for it. Mr. Hughes, in reply to an enquiry, explained how the scheme he proposed in his amendment would work. Under it a teacher would be entitled to five-sixths of the total amount he had paid. If a teacher paid \$8 per annum for thirty years, five-sixths of that would be \$200, the amount he would receive. So that his income from the fund would depend on the amount he had paid in and the number of years he had taught, and not on the amount of his salary. Mr. Hughes's amendment was then put and carried by a large majority. (At this stage the further discussion of the subject was stopped to proceed with the programme, but as it may be more convenient to our readers to have all in connection with it given continuously as it came on at the several sessions we proceed to do so.) Clause 4 reads as follows:—"Every male teacher of a public school is required to make such payments annually into the fund during the period or periods in which he is engaged in teaching. There was considerable discussion over this clause. The general opinion appeared to be that if the payments were made compulsory in the case of one class, it should be so in the case of all. At length a motion was carried providing that all those who were entitled to contribute under clause 2 should be compelled to contribute under clause 4. On motion of Mr. Campbell clause 4 was amended so as to read "all persons enumerated in clause 2 as entitled to a retiring allowance shall be required to comply with the conditions attached during the period of their service." This settled the question in favour of no exemptions. Clauses Nos. 5 and 6 were, on motion, struck out, and clause No. 7 amended by having the words "at the rate of two per cent. upon the salary of each person and the said sum of two dollars also to be annually paid by non-contributors, as hereinbefore provided," struck out. Clause No. 8 was adopted. The discussion on clause No. 9 caused a lively debate, after which the first section of the clause was amended and passed. The second section was also passed. The remaining clauses were then agreed upon, with a change in clause 11, as follows:—"That no contributions should be returned, but that after two years, in case of disability or death, the funds should be given to the party, his relatives or representatives." In continuation of the programme, an able paper on "Agricultural Education in Schools" was read by Prof. J. Mills, Principal of the Agricultural College, Guelph, who admitted that the children of Canadian public schools were more proficient than those in other countries in arithmetic, geography, history, &c., but thought they were not so well up in composition, reading and spelling, because in his opinion the teachers either did not give sufficient attention to these subjects or were not themselves proficient enough to teach them. He looked upon good reading and correct spelling as of primary importance, and suggested that the Normal Schools should include on their staff the best teacher of elocution they could get. Prof. D. C. Bell's appointment to the Toronto Normal School was a step in the right direction. Geography received too much attention, while more practical subjects, such as botany, geology, and elementary chemistry were neglected. The agricultural resources of Ontario are gradually decreasing, not through the soil becoming exhausted, but through the lack of scientific skill in cultivating it. Prof. Mills thought that agriculture should be included in school studies, to give children an idea of how the soil ought to be managed, so as to produce

larger yields without becoming impoverished. This information could only be imparted legitimately in the public schools, and primers on the subject might be put into the hands of the children. Teachers should receive a course of instruction in that branch at the Normal Schools; and an incentive to study would be afforded by the Agricultural and Arts Association, who intend to hold examinations on agriculture and stock-raising periodically throughout the Province, and grant certificates. Mr. Wm Johnston, by request, spoke at some length on the importance of learning Agriculture, and the desirability of its introduction into the public schools, but he feared that as the programme of school work had a restricting influence, and embraced only technical subjects, which aimed in the direction of some practical pursuits, there was no room at present for such a useful and necessary study as that of agriculture. A resolution in favour of introducing a course of instruction in that branch, into the public schools, was lost. In the evening the President delivered a highly instructive and practical address bearing upon the "Galt half-time system; the use of hair-line type in reading books for letters which are not sounded in the words, and the ventilation of school rooms. A mere summary of the address would be very unsatisfactory, and could not do justice to the many excellent ideas brought out; but we may be able to publish it in full in a future number of the JOURNAL. Second Day.—The public school section met at 9 a.m., and took up the subject, "Our Over-supply of Teachers," which was introduced by Mr. McAllister, Toronto, who referred to the fact that a large number of applicants appeared for such situations as gave a salary of not more than \$300 per year. This arose from the ease with which the profession was entered by those who intended to remain in it for a year or two only. He thought the training in Model Schools too short, and that young persons who had little or no experience should act as assistant teachers for at least twelve months before being entrusted with the full management of a school. A considerable discussion ensued in which the following took part: Messrs. Duncan, Wightman, Powell, Colles, Miller, Linton, White, Black, Rothwell, Campbell, Lewis, Alexander, Spence, Harvey, Henstridge, Bole, Dufoc, and Bowman. Mr. Campbell of Ottawa, thought third-class teachers should not have full management. Mr. Lewis, Toronto, was of opinion that too much importance was given to certificates instead of to experience and success in teaching. Passing an examination did not qualify a person to teach, it would answer as well for any other profession; but while the standard of certificates was taken, the teaching profession would be constantly filled by those who only intended to make it a stepping-stone to other positions. Mr. Alexander contended that there should be no grades among teachers, the standard should be success; other professions had no such grades. Mr. W. Rennie, Newmarket, then moved, F. S. Spence, Toronto, seconded, and it was carried, "That Messrs. Alexander, McAllister, Lewis, Colles, and Wood be a committee to draft a resolution embodying the ideas of the section on the subject of over-supply, to the Minister of Education, said committee to report to this section to-morrow morning." After hearing Mr. McQueen's paper on "Representation to Provincial Association," which was read by Mr. Smith, P.S.I., Wentworth, the following resolution, proposed by Mr. Spence, and seconded by Mr. R. W. Doan was adopted:—"That each local association be entitled to three delegates who shall be full members of this association; that any teacher or inspector may be a privileged member on payment of fifty cents, such privileged member to be entitled to all the privileges of this association, except voting at the election of officers, or when the yeas or nays are called; and for purposes of representation the section shall be considered a local association." The Convention resumed at 2 p.m., Mr. Alexander, President, in the chair. Mr. A. H. Morrison, Galt, read a paper on "Physical Education," which we publish in our columns. A vote of thanks to Mr. Morrison was moved by Mr. Reid, Mount Forest, seconded by Mr. Scarlett, P.S.I., and carried with acclamation. Mr. J. L. Hughes, P.S.I., Toronto, then gave an extremely practical address on "Industrial Drawing," as taught in the public schools of Toronto. He said that teachers considered this subject could only be taught by a Drawing Master, but he would show that it was within the scope of every teacher to give instruction in it, if that individual's mind was cleared of three popular fallacies, namely: (1) That pupils cannot learn to draw; (2) That all teachers cannot learn drawing; (3) That in teaching drawing we should educate the hand. He then clearly showed how a teacher might commence the art with even very young pupils, by drawing a regular figure such as a square, and sub-dividing it into squares.—thus teaching on the square. (laughter). These figures could be filled in always remembering that what was drawn on one side should be similarly performed on the other side of the centre. He cut a pattern from a maple leaf and illustrated how that, or any similar pattern might be utilized on the same principle. He referred to some specimens of work performed by the children of the Toronto Public Schools, which were exhibited in the Entrance Hall of the Education Department, as evidence of what might be done by this system; and we may here remark that, considering the ages of the juvenile artists, the specimens we saw were, in many instances, extremely well executed, and we could scarcely credit the assertion that they were original designs—but such is the fact. Mr. Linton, Galt, said he knew nothing of the subject until he heard Mr. Hughes give an address on it at a convention in Waterloo County. He