

fideliety can obtain fair wages. It only remains then for the teacher to enter upon her work as if she meant to make it a life business. She must find time for self-improvement; she must take time. If she is thoroughly in earnest in her endeavours to excel, she will soon be sought after as our teacher, and will command her choice of schools. Let her then select one with a steady boarding place, where she can have time and opportunity for preparing herself with books and periodicals of art, works on the science of teaching, and compare the experience of others with her own. She should visit other teachers in their schools, and observe wherein they lack or excel, by comparing the methods of others with her own. She can often make improvements. She should attend a good school as opportunity offers, no matter how long since she obtained her diploma, nor how many terms she has taught. In this way she can make up for previous deficiencies, and keep pace with the progress of the times. For, in the business of teaching more than almost any other, to stand still is to go backward, and that teacher who, having been admitted to the profession, makes no further effort to advance, but simply goes through her work in the spirit of the hireling, will find, some day, that her occupation is gone.

Miss Murray, of the McGill Normal School, made the following remarks on the paper read:—This subject is one in which I feel great interest. A teacher cannot possibly be too well educated, and it seems to me that the people in general cannot make a greater mistake than to suppose that any person who knows a little more than the children will do well enough for an elementary school teacher; it requires a good teacher to teach even the elements. I can scarcely bring a greater authority in support of what I say than Dr. Arnold, of Rugby. He, while insisting that the actual work of the school should have the foremost place in the minds of the masters, strongly advised them to attend to their own reading, and gave them all opportunities of doing so. He compares a teacher who never tries to improve himself to a pool of stagnant water, and one who does strive to add to his stores of knowledge to a running stream; and contrasts the advantages of drinking from such a stream with the disadvantages of using the water from the pool. Besides possessing certainly a thorough knowledge of the elements of the subjects taught, a teacher should be a person of good general information, able to stand before his class and teach it or question it without referring constantly to the text-book, or to the questions at the bottom of the page or at the end of the chapter—able to illustrate one subject by reference to another—able to draw from the scholars that which they know. The best of training schools must be supplemented by efforts on our own parts. It requires a well-read teacher to make knowledge pleasant to the pupils—to give them such a love for it as will prompt them to improve themselves when they have left school. For what, after all, does the very best school education amount to? It is only the very foundation that we can lay; and if through our ignorance that foundation is badly laid, what sort of a superstructure can we expect? If we ourselves felt that what the best of us know, is comparatively little; that feeling, more than any other one thing, would prompt us to take advantage of all means in our power to add continually to our stores of knowledge. The almost painful consciousness of my own ignorance has led me to apply myself to the utmost of my strength to improve my own mind, and I believe that I am being already rewarded by a visible improvement in my scholars.

A paper on the "Advantages of closing Academies at three o'clock," was handed to the Secretary as there was no time for its reading.

A short discussion took place on the subject of "Amusements for pupils during play hours."

Principal Hicks then addressed the Convention on the subsidy of "Teachers' Pensions." He called the attention of those present to the importance of having in the Province a means by which teachers might be furnished with retiring pensions after a certain number of years' teaching, or when incapacitated by sickness or old age. He referred to the benefits it produced by inducing teachers to remain in the profession, and thus improve the education of the country. He then said that in England at the present time teachers were energetically agitating this subject, and that ultimately a scheme would be established which would benefit their class generally. He spoke of what had been accomplished lately in the Province of Ontario by the establishment of a Superannuation Fund, and read some answers from the Education Office in that Province which he had received in reply to questions that he had sent some time ago when making up matter for this Convention. He also spoke of the establishment some years ago of the Superannuation Fund in the Province of Quebec, and the condition upon which teachers might avail themselves of its benefits; at the same time stating that it was the duty of all to make themselves acquainted with its details so that it might ultimately be made effective for the benefit of all teaching in this Province. He next called attention to what teachers were doing among themselves in other countries by the establishment of Benevolent Societies. He instanced a society in England, which had a fund of £5,000 raised by the profession for the aid of necessitous teachers, and trusted the time would soon come when the teachers of Canada would exhibit that *esprit de corps* which would lead to their doing something similar for those among their body who, by sickness or other misfortunes, might be in a position to need the aid of their fellow-teachers. In conclusion he moved the following resolution. "That a committee consisting of four others and the mover, be appointed to ascertain the present condition of arrangements in this Province, with respect to teachers' business; also as to the advisability of establishing a benevolent fund for the aid of necessitous teachers, and to report to the next Convention."

On motion of Professor McGREGOR, seconded by Mr. ROWELL, a hearty vote of thanks was tendered to the inhabitants of Cowansville, for their hospitality to delegates attending the Convention from other places.

It was then moved by E. Finley Esq., seconded by J. A. McLoughlin, Esq., "That the thanks of the inhabitants of the District of Bedford are hereby given to Dr. Miles, Atty. General Irvine, and others who have attended this meeting from a distance, for the valuable information imparted by them and for the encouragement they have given to all engaged in carrying out the school laws of the Province of Quebec."

Votes of thanks were also tendered to Mr. Andrew and the church choir for their valuable assistance, and to the Railway Companies who had issued tickets to delegates at reduced fares.

After singing the Doxology, the Convention closed in time for the Montreal visitors to take the four o'clock train homewards.—*Official Report of the Secretary.*

#### **Systematic Training of Teachers in the Science and Art of their Profession.**

Apropos of the address (concluded in this number) of Prof. Hodgson delivered before the Social Science Congress of England, on the 4th ult., *The Educational Times* for last month has the following editorial:

"In the course of his recent address before the Social Science Congress, Dr. Hodgson found occasion to allude