

the arguments against him were cumulative, and were, when taken together, more than sufficient to sink any book not sustained by prejudice engendered by long usage and undisturbed possession of the educational field. A cordial vote of thanks was given to Mr. Kirkland for his paper. Mr. Sullivan pointed out that though efforts had been made to improve Euclid, he had been returned to again in many quarters. Dr. Kelly, Inspector, said that the career of two thousand years in every country was a strong testimonial in its favour. It was not quite correct to say that the book was quite disused in France. He thought there was no process of reasoning so satisfactory to the student as that of Euclid. Mr. Inspector Glasahan also spoke in favour of Euclid's style of definition and argument. Mr. Hunter remarked that he was unable to see that any book intended to supersede Euclid was at all calculated to do better what the old book did so well.

"COMMON SENSE OF LOGIC."—Dr. McCaul spoke of the honour he felt in being asked to address the Association, and of the difficulty he at the moment felt in choosing a subject on which he should address them, or whether it should be an address or lecture. Having been a teacher forty years, it occurred to his mind whether he should not address the Association on the duties and responsibilities of teachers; but from this he thought no good would arise, for he had no experience in the department the teachers were most engaged in. The next subject which presented itself was one in which he felt a deep interest, that was archaeology, archaeological treatment of school teachers; but this might be more abstruse than useful, and whilst agreeable to himself might not be so to others; he therefore determined on a conversational lecture, for he believed it was the best form by which information can be gathered. The subject he had selected was "Common Sense of Logic." In treating with this subject he thought it was scarcely necessary to mention that there is a strong prejudice against the study of logic, in fact there were people who believed that a knowledge of logic was of no use in life; indeed, some persons went so far as to think that the mere fact of a man being a logician was a proof that he was something akin to a swindler. He trusted that he would be able to persuade them that there was a good deal of common sense in logic. For every nine persons who had what is commonly termed genius, he did not meet one who had common sense. The mastery of recondate theories was of little value, unless one was able to apply them. The invention of logic had been ascribed to the philosopher Leno. The great object the ancient philosopher had in view in cultivating it was to bring their disputes to a termination. These men were at the present day often spoken of with contempt, as being ignorant and shallow. This was a great mistake, as the ancient philosophers were men of great learning and research, and this was shown by what they accomplished in relation to religion, while labouring under the disadvantage of not having the light of Christianity. These men plunged boldly into the mine of uncertainty and drew forth sparks of shining life. They first inferred the immateriality of the soul from the fact that matter was incapable of reasoning, and from this they came to the conclusion that the soul was immortal. They then went a step further, and held that there must be a day of judgment. The lecturer then proceeded to say that the ancient philosophers in inventing logic did not intend to bring forward any new mode of reasoning. Logic is no new mode of reasoning. Logicians boldly say that a man cannot reason except in a certain way. Some men do it intuitively, and others from knowledge. The philosophers of antiquity believed that a man must speak of something; it was entirely a modern invention for a man to speak of nothing. The lecturer then proceeded to explain in a popular style the elements of logic, showing the nature of syllogisms, premises, &c., &c. *En passant*, and illustrative of the subject, he gave a brief and humorous outline of the play of "Clouds," the production of the comic poet Aristophanes, and touched upon the school of sophists, who professed to teach men to convert the weaker argument into the stronger. In conclusion, he assured his hearers that they would find it worth their while to study the science. As a system of mental gymnastics there was nothing to compare with it. They must, however, take care not to expect a study of logic to give them knowledge. It was of great service for a man to possess a pair of scales, but if he wanted to weigh butter on them, he must first obtain the butter. A cordial vote of thanks to Dr. McCaul having passed, he said that he had great pleasure in being present at this meeting of teachers, for he had been a teacher more than forty years, and he might astonish them in stating, although forty years had elapsed, he would not select any other profession in the world than teaching.

SUPERANNUATED TEACHERS.—Mr. J. Campbell, chairman of the Public School Teachers' Committee on the Superannuation Fund, reported, That having examined the proposed amendments of the School Bill of 1873, with reference to the superannuation fund, the Committee were of opinion that the following changes in the Act

should be asked for:—1st. That every teacher who has been worn out in the profession, or who has taught 25 years, or who has arrived at the age of 55 years, be entitled to the pension, even though he may not have become infirm. 2nd. That any teacher retiring from the profession shall be entitled to receive back from the Chief Superintendent the whole of any sums paid in by him or her to the fund, through the P. S. Inspector or otherwise. 3rd. That the annual allowance to any superannuated or worn-out teacher shall not be less than six dollars for each year that such teacher has taught in a Public or High School in Ontario. Mr. Anderson contended that a teacher, on leaving the profession, should not be permitted to draw upon the Superannuation Fund to the full amount he has paid in to it. He held that teachers are placed on a better footing than Government officers, in regard to superannuation. Mr. William Johnston spoke forcibly against the principle of compelling the teachers to pay to the fund; granting that the end was laudable, but the means of obtaining it objectionable. On motion of Mr. McAllister, seconded by Mr. McCown, it was agreed "That, in the opinion of this section, the compulsory clauses of the School Act of 1871, which relate to the Superannuation Fund, should be repealed as soon as practicable." The 1st and 3rd clauses of the report were adopted, and the second clause struck out. On motion of Mr. Mackintosh, seconded by Mr. Ferguson, a Committee consisting of Messrs. Lewis, McQueen, and the mover was appointed to wait upon the Attorney-General to lay before him the expression of the Public School teachers.

MODEL SCHOOLS AND TEACHERS.—Mr. Macintosh presented the report of the Committee on model schools and teachers, which was as follows:—1. That as teaching is a profession, its members require professional training, and that no teacher should receive a certificate who has not received such training. 2. That in order to provide such training, some existing public school in each electoral division of the county, elected by the Council of Public Instruction, on the recommendation of the Public School Inspector, be constituted a Model School, and that all candidates for third class certificates who have not previously taught a public school for three years, be required to receive a training as pupil teacher in some such Model School for that period. 3. That the head-masters of said Model Schools be first-class certificated teachers of at least five years' standing. 4. That Teachers' Institutes be established in each county. 5. That each County Teachers' Association having regular meetings at least quarterly, be constituted a Teachers' Institute. 6. That an Inspector of Teachers' Institutes be appointed, whose duty it shall be to visit each Institute at least annually, and conduct its proceedings during the whole of one of its sessions. The report was adopted.

INSPECTORS' ASSOCIATION.—At a meeting of the Inspectors a base of union between the Inspectors' Association and Inspectors' branch of Teachers' Association was unanimously adopted, and a union thereupon effected. Officers, J. J. Tilley, chairman; W. R. Bigg, secretary; executive committee, Dr. Kelly, W. Carlyle, H. L. Slack, E. B. Harrison, J. J. Tilley.

MODERN CULTURE IN SCHOOLS.—Mr. J. Howard Hunter, M.A., spoke of the progress of school culture, referring to that which existed in Henry VIII.'s time, and to the present system. The turning of the tide in modern culture is, in Ontario, deeply marked by the School Act of 1871, and the University Act of 1873. He remarked that nothing of a practical character has yet been accomplished by the Senate of the University; he wished there was even a hope of the revision of the curriculum being at once proceeded with. What Kant said in the 18th century of German schools of learning is equally applicable to the Toronto University; they needed not show reform but quick revolution. As the new Act is intended to involve all needful academical reforms, it would evidently exert a most wholesome effect upon the University Senate if its proceedings were opened to the public. The friends of educational progress, who appear to be overmatched by the strategy and volubility of the reactionists, would find themselves strengthened by the sympathies of the graduates and the general public. Representation, when unaccompanied by an accurate report of what our representatives say and do, certainly appears a merry jest. Important changes in the University curriculum were required of the institution, to command the hearty sympathy of educationists. The matriculation examinations ought to represent, not the state of human knowledge in the days of Queen Elizabeth, but the enlarged culture of the days of Victoria; it ought to represent a good general basis of knowledge, and should include some acquaintance with the science of observation and experiment. At present the examinations are overweighted with classics. He did not refer to the area of classical text required, but to the further exaction of pedantic rubbish, quite foreign to the general spirit of the authors, and which tends to withdraw the student's mind from the liberal banquet before him. In speaking of teachers, Mr. Hunter said, it will soon