

street school, followed Mr. Lewis with some remarks upon "Marking for Conduct and Work." He said there was danger of putting too much stress upon marking; that the securing of good marks became the prime object of the scholar, and not the gaining of knowledge, or rectitude of conduct; which were or should be the objects of the teacher. The only merit he could see in the present marking system is that it stimulates the pupil's ambition. If they looked at the other side of the shield they would find that the marking occupied much valuable time, was in danger of dealing unjustly with very meritorious scholars, was often a reward for superficial rather than thorough work, and in some cases was a temptation to dishonesty. There was danger of imposing bad marks for faults which were due to the teacher's lack of proper discipline; or to his inability to keep up the interested attention of his scholars. Mr. Clark did not think that the schools would suffer much loss if the marking system were entirely done away with. In marking for exercises, done either at home or in school, he would attach more importance to neatness than to accuracy. In the course of his address he threw out an excellent hint for teaching spelling. "Give out by dictation the words you wish to have prepared as a spelling lesson for the next day. The scholars will thus see which they fail in, and will direct their attention more particularly to them."

These papers, with the discussions that followed, completed a good morning's work.

In the afternoon Mrs. Wallace, a teacher in the Park School, read a carefully prepared and well thought out paper on "How I manage my class." She said that a great deal of the secret of successful teaching lay in making the school hours as pleasant as possible for the children. Hence, she studies her scholars, believing that before a class can be in a proper condition for acquiring knowledge, teacher and scholars must understand each other. Point out offences with firmness, and if necessary punish rigorously, but with justice. Try to let troublesome scholars feel that they are an object of interest to you, and

they may thus be won from their evil ways. Shew discretion and tact especially in dealing with new pupils. Cultivate habits of neatness and order, and try to impress your scholars with the utility of what they learn, and thus they can be convinced of the benefits of habits of punctuality, regularity, and diligence. Let the scholars always be made to feel that what concerns them also concerns the teacher, and let the teacher begin work by skilfully leading the scholars to propose the plans she wants carried out for the day. Remember in going over work with them, what is stale to you may be quite fresh to them. She concluded with advising her fellow teachers not to give up, after even repeated failures, for perseverance would in the end bring success. She worked as hard as her scholars did to prevent them getting bad marks.

In the remarks that followed the reading of this paper some excellent hints were given. One lady advised not to let the children get tired, another to give praise when deserved, another to be unflinching in energy.

Mr. Douglas, formerly head master of the Orangeville High School, followed with a paper on "The Education of the Citizen," which we hope to be able to present to our readers in our next issue.

In the evening Professor Loudon, of University College, gave a lecture to the Association in the theatre of the Normal School, upon the "Tuning Fork." His well-known skill in rendering clear a difficult subject to persons with little scientific training was well displayed, and he illustrated it by a number of interesting experiments. The lecture will be found in the proceeding page.

Saturday's work was devoted to the election of officers, the reading of a paper on the "Teaching of History," by Mr. McAllister, which we hope to insert in an early issue; and by replies from the President to questions put to him, bearing more or less upon the interior management of the schools. His answer to the question, What is the best way to teach spelling to junior classes? will bear repeating: "Teach it by reading phonically and by transcription."