

THE AUDITORS' REPORT.

Inspector McIntosh presented the report of the Auditing Committee. They found the Treasurer's accounts correct; and reported a decrease in the revenue derived from the sale of the annual report.

The report was adopted, as also was a motion to reduce the price of the reports by twenty-five per cent. when purchased by Associations in quantities. The Secretary took numerous orders for books from representatives of local Associations, and said the Executive Committee would make an effort to have them ready for distribution at the fall meeting of associations.

EASTERN EDUCATIONAL ASSOCIATION.

Mr. A. P. Knight, of Kingston, was introduced by the President as a delegate from the Educational Association of Eastern Ontario. Mr. Knight met with a cordial reception, and conveyed the friendly greetings of the Eastern Association, which, instead of being antagonistic, was auxiliary to the older Association.

THE LATE INSPECTOR MACALLUM.

Mr. McMurchy, M.A., of Toronto, presented the report of the Committee appointed to draft a resolution of regret at the death of Archibald Macallum, M.A., LL.B., late Inspector of the Public Schools of Hamilton. Mr. Macallum, the resolution stated, was a faithful and useful member of the Association, from its very beginning, in 1860. By his presence, effort, and counsel he aided very influentially to forward the business of their annual gatherings, and thus in every legitimate way secure the healthy advancement of education and the best interests of the teaching profession. The Association put on record its earnest sympathy with the family of the deceased in their sore bereavement.

The resolution was carried by a standing vote, and a copy ordered to be transmitted to Mrs. Macallum, at Hamilton. The Association also requested Mr. McMurchy to prepare an obituary notice (having special reference to his school work) of Mr. Macallum, for insertion in the annual report of the Association.

SECRETARIES OF SECTIONS.

Mr. Alexander, of Galt, gave notice of a motion to make the secretaries of the different sections *ex officio* members of the Board of Directors.

THE CONSTITUTION.

Inspector Hughes reported that the Committee appointed to amend the Constitution of the Association recommended that the question be laid over for one year, and that the Executive Committees of the Sections be appointed a Joint Committee to consider and report on the subject at the next annual meeting. Adopted.

ELECTION OF OFFICERS.

Inspector Hughes read the report of the Executive Committee, nominating the officers of the Association for the ensuing year as follows:—President, R. Dawson, Belleville; Vice-Presidents, Wm. McIntosh, North Hastings; J. Seath, St. Catharines; H. Dickenson, Stratford; Secretary, James Hughes, Toronto; Corresponding Secretary, A. Purslow, Port Hope; Treasurer, F. S. Spence, Toronto.

In amendment to the first clause, Mr. Johnston moved that Mr. Alexander, of Galt, be appointed President.

The amendment was carried.

The other officers were elected by acclamation.

PHYSICAL EDUCATION.

Inspector J. Coyle Brown, of Peterboro', read a paper on the above subject. In the outset the writer referred humorously to certain classes of men who overrun the country, viz., sewing machine men, lightning-rod agents, apple-tree men, pedagogues, politicians, professional men, lawyers, doctors, clergymen, saloon-keepers, drummers, etc. These different classes of men are all useful in their way—some of them exceedingly so—but when by undue multiplication they threaten the well-being of society, it is high time for society to look round, ascertain the cause of the undue multiplication of these classes, and, if possible, remove it. Why, the writer asked, are these classes increasing so fast? Why are so many leaving the fields of manual labour and entering those of mental labour, or of no useful labour at all? Because physical education is neglected. Sports, such as cricket, football, lacrosse, and numerous other kinds of athletic games, are much encouraged, and develop the physical powers. But they scarcely reach the many; and a knowledge of no one of them, nor of all of them

combined, can be said to constitute physical education. A knowledge of them is no more physical education than a knowledge of whist, chess, etc., is mental education. Besides, if a true account could be made out of the effects of these, in which account the beneficial results could be placed on one side and the injurious on the other, it appears uncertain to the writer on which side the balance would be. The kind of physical education that is wanted is four or five hours' daily labour from say the age of twelve to the age of twenty-one—labour at the work-bench, at the anvil, in the garden, on the farm—labour that will lighten the burdens of parents and add to the wealth of the country. Why is it that so little attention is paid to physical education? Because intellectual education is so carried on as to render physical education impracticable. Our system as conducted is calculated to make book-worms rather than active men and women; to predispose to sedentary pursuits rather than to out-door ones. And how can this state of things be avoided? The writer, although confessing himself to be sadly deficient for the task, would make a few suggestions. A national system of education should prepare for all vocations, and unfit for none. Physical education is desirable for all, and indispensable for most. The most important part of physical education cannot be given in schools. Schools should therefore be so conducted as to afford time and opportunity for physical education elsewhere. Classes should be limited to 30 pupils, who should be divided into two sections—one attending school in the forenoon, the other in the afternoon. The advantages would be:—(1) Less school accommodation would be required; (2) there would be more teaching and less keeping order, more work and less worry; (3) there would be more bodily activity and greater progress in learning. Elementary departments of many schools, as conducted at present, are calculated to make blockheads rather than scholars. Children attend them for several years, not making the progress which ought to be made in one. They become listless and indifferent; sluggish in both mind and body. As to the number of teachers under the system proposed, the writer was of opinion it would not be increased, because the pupils would pass through the different grades much more rapidly than they now do. Country schools should be kept open during the summer half of the year, from eight until eleven for the large pupils, and from two until five for the smaller. The advantages would be:—(a) a portion of each day would be devoted to study, and another portion to work on the farm or in the house; (b) each child would have a warm dinner at home with the family, instead of a cold lunch to bolt down, as at present; (c) the smaller ones would have secured to them their fair share of the teacher's time and attention; (d) the difficulty of governing would be very much lessened, only half the pupils being under the teacher at a time; (e) the intervals between recitations being shorter, there would be greater mental activity; (f) the teacher having his dinner at his leisure, and having a considerable rest thereafter, would be better able to do justice to his pupils; (g) much of the misconduct that prevails during the noon hour would be avoided; (h) the period for continuous attendance at country schools would be lengthened, and the intelligence of country people materially increased; (i) continuous labor in the field from daylight until dark on long summer days would not drive so many country boys into towns in the often vain hope of finding an easier and more desirable way of making a living. As to High Schools, they should be open from 8 to 11.30. The course of study should be somewhat changed. Great attention should be paid to English; comparatively little attention to the other languages, except so far as to throw light on our mother tongue. Natural History should occupy a prominent place.

THE SEPARATE SCHOOL.

Mr. Thomas O'Hagan, head master of the Belleville Separate School, and President of the Separate School Association, read an interesting paper on Separate Schools.

(This paper is given in full in another column.)

UNIFORMITY OF TEXT BOOKS.

Inspector Hughes, of Toronto, followed with a paper entitled, "Is compulsory uniformity in Text Books desirable?" The "Text Book Question" is one of the most important subjects in connection with school work, and in undertaking it the writer desired to aid teachers and others in arriving at right conclusions in regard to it. He would not like to see any hurried change in existing regulations, but he had the strongest conviction that the time is not far distant when a radical change must be brought about. It may be laid down as a fundamental principle that the best text-book system