

Teachers' Associations.

The publishers of the JOURNAL will be obliged to Inspectors and Secretaries of Teachers' Associations if they will send for publication programmes of meetings to be held, and brief accounts of meetings held.

PERTH.—The annual meeting of the teachers of the county of Perth was held in Princess Hall, Stratford. A large majority of the teachers were present. The programme was not so varied as usual, and the resident teachers in connection with the association did not figure so prominently as on previous occasions. However, a profitable meeting was enjoyed, and we have no doubt every earnest and observing teacher went away with renewed energy, and more thoroughly equipped for the discharge of his duties. The leading part in the programme was taken by Dr. McLellan, inspector of High Schools and Mr. G. W. Ross, inspector of Model Schools, who are acknowledged to be two of the most able, earnest and practical educationists in the Province. Mr. Rothwell of Listowell occupied the chair during the whole session with ability and success. *Geography in Public Schools.*—At the forenoon session on Thursday, a valuable paper on this subject was read by Mr. C. W. Chadwick, principal of the Stratford Public School. He recommended that the subject be introduced by object lessons, and pointed out how teachers could make the subject pleasant as well as profitable. He thought it better to teach a few important things well rather than cram the mind of the pupil with meaningless names, nine-tenths of which they never hear again after leaving the school-room. He also suggested that the head-teacher take the papers into the school and ask the pupils to locate the places mentioned in them. *How to Teach an Object Lesson.*—Mr. G. W. Ross illustrated this subject in a highly interesting way. His manner of dealing with the subject was most rational and simple and all the teachers who listened to him must have felt that they could go back to their schools and teach this subject more intelligently and profitably. The impression invariably formed in listening to Mr. Ross, and which he wishes distinctively and emphatically to convey, is that children are variously constituted as to mental endowment and aptitude, and this prime consideration must always be kept in view by the teacher who expects success. He made the division of school days as follows:—childhood, 6-12; youth, 12-16; manhood, 16-21. In childhood the most prominent faculties to be appealed to in imparting instruction, are perception and sensation; in youth, conception and imagination; and in manhood, judgment and reason. In childhood you have to teach scholars by observation; in youth by representation; and in the next stage by demonstration. How to do it in this way he beautifully and clearly explained. Mr. Ross maintained that every teacher to be successful must have a knowledge of mental science including the temperaments and disposition of children. Dr. McLellan also urged very distinctly the necessity for the possession of this knowledge by the teacher. Miss Shannon of Mitchell was then called upon for a reading and, in her usual pleasing, and attractive style, rendered Tennyson's "May Queen." *A Fine Lecture.*—In the evening Mr. G. W. Ross delivered a lecture entitled "Should we cultivate a national sentiment?" Mr. Ross is a very eloquent, forcible and pleasing speaker, and his lecture was brimful of good things. We know of no one who is more enthusiastically received by the teachers of this county, or, we venture to say, by the citizens of Stratford, who have had the pleasure of listening to him. *Friday's Proceedings.*—In dealing with "Elementary arithmetic" Dr. McLellan showed by his rational and common sense method that numbers are capable of being made to possess positive attractiveness to the youthful mind. By adopting the Dr's method the teaching of introductory arithmetic would become not a matter of dull routine, but one of vital interest and value. In order to teach this successfully the teacher must have the faculty of imaginative representation, and be able to make mental pictures to the minds of the scholars. Scholars are variously constituted as to the mathematical aptitude, and the best methods of mental development were clearly and forcibly pointed out. The principle of subtracting, so dark and incomprehensible to scholars generally, was explained and clearly illustrated by the use of simple marked blocks. The teachers who were present watched with pleasure and uninterrupted interest Dr. McLellan's close reasonings and helpful suggestions, receiving new ideas and catching a spirit of enthusiasm vastly important in arithmetical teaching. "By the Alma after the Battle," a very fine and pathetic selection, was read by Miss Knox of St. Mary's, in a most pleasing and effective manner. *The Art of Questioning.*—This old theme was then taken up by Dr. McLellan and dealt with in a fresh and vigorous way. The art of questioning was the true test of the teacher's success—a prudent question in fact is half knowledge. The object of questioning was: (1) to discover the pupil's knowledge; (2) to fix knowledge; the nature of mental impressions was here interestingly explained; (3) to incite interest; (4) to discover misapprehensions and remove difficulties; (5) to extend knowledge; (5) to arouse the dull. The qualifications of a good questioner were enumerated as: (1) the power of analysis; (2) accurate and minute knowledge; (3) close preparation; (4) full appreciation as to condition of the pupil's

mind as regards capacity and attainments; (5) vivacity—the enthusiasm of humanity; (6) practice in teaching. Each of these points was amply, vigorously and sometimes humorously illustrated. *Red Tapeism Illustrated.*—Mr. Rothwell, principal of the Listowell public school, whose name appeared in the programme linked with "Red Tapeism" somewhat sarcastically remarked that he was ignorant of what was intended. He acknowledged no such term in connection with our educational matters or their management. He pointed out a few of what he regarded as imperfections in our educational system, such as the extending of third class certificates; the unreasonableness of the Normal school term ending in the middle of a school term, thus preventing graduating teachers getting immediate employment; and the existence of the superannuation fund. *Imperfect Reading.*—In speaking of reading Dr. McLellan said that that of Canadians was characterized by slovenliness arising in no small degree from the slight importance attached to it in High Schools and colleges. The majority of teachers are not competent to teach reading as an art, having had no sufficient instruction in the matter themselves. Another difficulty has been that school readers were constructed more with a view to imparting knowledge than for the purpose of teaching reading. It cannot be effectively taught without study and application on the part of the teacher, neither by lecturing nor by laying down rules but by giving the scholars models to imitate. *Another Lecture by Dr. McLellan.*—The teacher and the parent in relation to the school was the subject of Dr. McLellan's lecture on Friday evening. The grand principle underlying our Canadian system was that of equality of opportunity. A comparison was instituted as to the comparative merits of the Canadian and American systems, and superiority claimed for our own in many respects. Popular ignorance is the bulwark of despotism and a nation's success and glory are due to her intelligence. The school is the source from whence this great power must emanate. The value of national education as a means of progress in industrial arts was indicated, as was also the complete revolution in the methods of teaching in the last score of years. The teacher should have a just conception of the aims, realities and grand possibilities of life in order to ensure success in his profession. He ought to possess an accurate knowledge of the laws that govern the mental faculties, must have general culture, besides strong moral convictions and reverence for what is good and true. *Closing Session.*—Saturday's meeting was occupied mostly by a somewhat animated discussion on the question of school readers. The representatives of the rival firms were first heard.—Mr. Moran representing Gage & Co., and Messrs Donly and Sullivan, Campbell & Son. A number of the teachers expressed their views on the question, but as many had not examined the two series it was desired to refer the matter to a committee to bring in a report next meeting of the association. A motion by Mr. Macgregor to this effect was defeated, and a resolution that the association recommend the adoption of the Gage series of readers was declared carried. Teachers, ex-teachers and model school students were requested to vote, but many of those who wished to defer action refrained from voting. *Election of Officers.*—The only item of business that was afterwards transacted was the election of officers, which resulted as follows: President, Mr. C. A. Mayberry, Stratford high school; vice-president, Miss Campbell; secretary-treasurer, Mr. C. W. Chadwick, Stratford public school. Executive committee, J. A. Harvey, D. G. McNeil, C. S. Falconer, and Misses Ross and Shannon.

WEST VICTORIA.—The semi annual meeting of the West Victoria Teachers' Association, was held in the school house at Fenelon Falls, Friday and Saturday 5th and 6th Oct. 1893. The president, Mr. H. Reazin in the chair. Rev. Mr. Wright was asked to take his subject "Abuse of words," but instead he read an interesting paper on "The use of words" illustrated by copious passages from Scripture. Mr. J. W. Graham of Fenelon Falls was next called upon to give his subject "Synthesis". He highly recommended the early use of Synthesis, in preference to Analysis as a means of teaching composition. Messrs Millar and Scarlett representatives from the rival companies, W. J. Gage & Co. and Campbell, were then introduced and asked to speak in behalf of their respective companies. It was moved and seconded that the following committee be appointed to examine the two series of Readers before the convention and to report on Saturday, viz. Rev. Mr. Pomeroy, B. A., J. W. Graham, L. Gilchrist, F. Nerrman and D. C. Smith. Convention was then adjourned. In the evening a large audience assembled in the Methodist church, where an interesting programme, consisting of songs, readings, and recitations were well rendered by the teachers of Fenelon Falls. Rev. Mr. Pomeroy, B. A., head master of the Oakwood High School, delivered an able address on "True Culture." A vote of thanks was tendered the lecturer, and the meeting adjourned. Convocation met at 9.30 on Saturday morning. The chairman of the committee was asked to give his report. Mr. Pomeroy reported: "Your committee having examined the two series of readers placed before them, recommend the adoption of Gage's series to the third book using it for the 3rd class junior, and Campbell's series for the higher classes, beginning with the third book for the 3rd class senior. It was moved and seconded that the report of the committee be received and adopted. Carried. Mr. Grant of Oakwood H. S.