

Toronto.—The second semi-annual meeting of the Toronto Teachers' Association was held on the 17th and 18th September, in the Wesleyan School, the President, James L. Hughes Esq., (P. S. I. City) in the chair. Teachers present, (including those in training in Yorkville Model School) 170. Mr. G. R. Powell read a paper on "Percentage," showing it to be of the nature of fractions, and classifying the problems in commission, insurance, interest, etc. The essay was well received. Dr. Playter read an interesting paper on School Hygiene, dwelling upon the principal points in Hygiene that should be taught in the Public Schools—air, exercise, food, cleanliness, etc. Votes of thanks were passed to Mr. Powell and Dr. Playter for their excellent paper. The Convention adjourned to meet at 8 o'clock p.m., in the Theatre of the Normal School.

Eight o'clock p.m., the Convention met in the Toronto Normal School, the Hon. A. Crooks, Minister of Education, in the chair. The hall was well filled. The Minister addressed the audience, and introduced the lecturer, Rev. Professor Calderwood, of Edinburgh (Scotland), who chose for his subject "The mind in relation to the brain." The lecture was a very interesting one, and thoroughly illustrated by suitable diagrams, used for the first time in Canada. Dr. Geilie moved, seconded by Mr. James L. Hughes, a cordial vote of thanks to Professor Calderwood for his excellent lecture, which was carried amidst applause.

Second Day.—Saturday.—The Convention met at nine o'clock, the President in the chair. Some time was taken up in discussing revision of regulations for guidance of parents. Miss Lewis introduced "Vocal Drill" in relation to reading by exhibiting a "Table of vocal exercises" by Prof. J. W. Shoemaker, the Convention joining in the exercises. Mr. R. Lewis followed, illustrating "Voice Culture." Vote of thanks passed to Mr. and Miss Lewis for their exercises. F. F. Manly, M.A., of Collegiate Institute, read a paper on "How to teach Euclid" to a class of beginners, illustrated by blackboard exercises. Vote of thanks passed to Mr. Manly for his paper and exercises. Afternoon Session.—Discipline on regulations relating to pupils resumed. It was considered necessary that a class for "confirmed truants" should be formed with as little delay as possible in the city schools. Miss A. Freeman read a very interesting essay on the "Teachers' Temptations," or every day life in the school-room, which was listened to with marked attention; the composition and delivery were much admired. Cordial vote of thanks passed to Miss Freeman for her paper. Resolutions were passed, changing the time of meeting from January to February, and from September to October, in each year. Also the advisability of the Association presenting a prize annually at the Combined Examination. The Convention having joined in singing the National Anthem, adjourned till the annual meeting in February, 1881. Thus ended one of the most successful meetings the Association has yet held.

LINCOLN TEACHERS' ASSOCIATION.—The members of this association assembled in the Central School, St. Catharines, at 10 a.m. 22nd ult. After the minutes of last meeting were read and adopted, the President, Mr. J. B. Gray, delivered his opening address, which chiefly referred to the duties of teachers, especially those just entering the profession from the Local Model School. The Rev. Mr. Wetherald, in the absence of Mr. Somerset, I. P. S., gave a short address to the teachers on the religious and moral nature of their work.

The Committee appointed to consider means of promoting physical well-being of the children attending the schools, presented their report. It referred (1) to ventilation, heat, and cleanliness in the school-room as directly affecting not only the health, but also the mental activity and brightness of teachers and scholars. (2) The careful oversight of the physical condition of the children with reference to the observance of the ordinary rules of health in their habits and amusements, and to the age at which children should begin school, as well as the length of their daily application to study. (3) The use of physical exercises calculated to develop symmetrically every part of the frame, and to give grace and vigour to its movements, thus preventing habits of stooping and other imperfections in form and gait. The report, which was elaborate and exhaustive, was adopted, and ordered to be printed for circulation in the county. In the afternoon session the Committee on County Promotion handed in their report. It consisted of fixed rules for the examination and promotion of pupils so as to secure uniformity throughout the county. The plan suggested by the committee was one that would tend to give better satisfaction to parents, prevent confusion on a change of teachers, &c. After a short discussion it was ordered that the report be printed and a copy be sent to every teacher and board of trustees in the county. The Committee on Physical Exercises drew up a system of short drill and calisthenics to occupy about five minutes at a time. They recommended the use of "Drill and Calisthenics," by J. L. Hughes, and "How to get Strong," by W. Blaikie, as suitable works in the hands of every teacher. This report was also adopted. Mr. Rittenhouse exemplified, by teaching a class, his method of giving instruction in Grammar. A discussion on methods followed. In the absence of Mr. Seath, Mr. Robertson took up Arithmetic, solving some difficulties in a manner that elicited the highest satisfaction and approbation. The evening session was entirely occupied by Mr. Wm. Scott, head master of the Provincial Model School, Toronto, whose able services were secured to conduct a Teachers' Institute. He selected "How to deal with indolent pupils" as his subject, and the clear, practical, common-sense manner in which he

handled it would almost lead one to think that the "indolent pupil" is a somewhat mythical character. He (Mr. Scott) desired to trace up every effect to its cause, and the cause of indolence in pupils may be traced to the teacher, through neglect in seeing that home study is duly performed; to the parents, by keeping the pupils too often away from school; to the home influence, associates, or other forces at work on the pupil himself. It is the teacher's duty to trace the evil to the root and then deal with it judiciously. Many plans have been adopted to remedy the evil, but no fixed rule could be adopted, as different dispositions require different treatment. He did not approve of flogging, but as "persuasion is better than force," he would try the moral method and use occasional approbation when he sees a fair opportunity, private admonition, or deprivation of certain privileges, but principally sympathy.

Second Day.—Although the weather was very inclement, the attendance was large and the interest evinced by Mr. Scott's valuable lectures was perceptible throughout both that and the afternoon sessions. The lecturer took up "Arithmetic," handling it in a masterly manner, beginning with the simplest rules and exemplifying plans for making the science of numbers attainable by very young children; avoiding abstruse rules, which, like the ancient method of teaching Latin, gave a teacher an opportunity of showing off his profound erudition in the presence of his pupils, and left them little wiser than they were. He advocated first principles, teaching by examples, quick work, mental exercises, use of black-board, attention to slow pupils, self-reliance, and short methods.

He finished an extremely interesting and instructive lecture by solving some complex problems in a ready, able manner, which was highly appreciated, and in replying to several very intelligent questions put by the members.

A large number of the teachers gave in their names as subscribers to the CANADA SCHOOL JOURNAL, and a club was formed in the association to enable them to procure the periodical at the reduced club rate for teachers.

At the afternoon session, Mr. Wm. Scott, M.A., took up "History for Entrance Examination in High Schools." He showed the importance of learning the subject as a matter referred to in every-day life; deprecated the system of cramming with unimportant dates, or dwelling upon the records of "blood and thunder"; demonstrated how pupils could be made to take a live interest in the study by tracing certain effects to their causes, and illustrated his plan of teaching the subject by taking up the feudal system and the American War as his basis, and working out the details of each with great judgment and ability.

In reply to a teacher, Mr. Scott recommended Epoch Primers as the most suitable text book for a pupil in the fourth class; he would not use a book in the third, but would give oral lessons, which might be used with advantage as subjects for composition. On the motion of Mr. W. F. Rittenhouse, seconded by Mr. J. Hippoe, a hearty vote of thanks was accorded with acclamation to Mr. Scott, to which he briefly replied. The convention then adjourned, the next time of meeting being left to the arrangement of the executive committee.

PRINCE EDWARD COUNTY TEACHERS' ASSOCIATION.—The Convention of this Association was held in Picton on the 29th and 30th ult., and was largely attended. Mr. G. D. Platt, B.A., President, opened the proceedings at 9 a.m., with a sound practical address. The minutes of previous meeting were read and approved, after which Mr. T. F. Spafford read an excellent essay on School Discipline, which gave rise to an animated general discussion. Mr. W. T. Kinney took up the subject of "Junior Reading," in which he advanced some ideas that met with sharp criticism, but defended them with ability and good humor. Simple Rules of Arithmetic met with a clear elucidator in Mr. W. J. Osborne, who showed much thoughtful care in the preparation of the subject. Mr. R. Dobson, B.A., handled English Composition in a manner testifying to refinement and deep study, and earned the well-merited applause he received. Dr. McLellan, who on coming forward was welcomed with enthusiasm, selected Euclid as his subject, and it is needless to state how he handled it. The study is one which is not generally in favor with pupils, but he showed how it could be made very interesting by a live teacher. He recommended pupils to read the history of the science, to make neat figures, to get into the logic of every proposition, to understand clearly each step, not to mix up hypothesis with proof (a frequent cause of mistake), and to practise perseverance, as every difficulty is a key to success. Pupils think the *pons asinorum* almost impassable, but it is because they are not well drilled in the previous proposition of which it is only a deduction. He strongly advocated teaching deductions as tending to develop reasoning faculties, beginning with those of the simplest kind, as a preparation for the work that follows. He advised a thorough mastery of every syllogism, for if the student carries away any difficulty which he cannot surmount, it is like an accumulating residuum that will over impede his faculties. At the conclusion of this lecture the meeting adjourned. An open meeting of the Association was held in the evening in the City Hall, which was attended by a large and appreciative audience. The chair was taken at 7.45 p.m. by Mr. G. D. Platt, B.A., President, who, in introducing Dr. McLellan as lecturer for the evening, said that to no one man in the Province, interested in education, is more credit due than to the gentleman who would address them, and the teachers held his lectures and visits in high esteem. On coming forward Dr. McLellan was received with applause, and after a few preliminary remarks he entered on