

fair system of marking extending over the whole term. The value of monthly reports was next dwelt upon. In his reports he added a question to the parents, asking whether they were willing to have these reports discontinued. He received invariably an emphatic "No." The value of merit cards given daily in the first and second classes was highly approved. The granting of privileges of various kinds would be found a good means of rewarding the extra diligent. As an incentive to good order, the singing of an exercise song in the middle of the longer sessions is valuable. Teachers who cannot teach singing may give three minutes for general conversation and laughing, too, if there was anything to laugh at. The pros. and cons. of corporal punishment led to a conclusion in favor of a very sparing use of this stimulant. For ridicule there is nothing to be said but that it is a poison to be set on the back shelf and there left. The value of encouragement, judicious praise and private admonition cannot be over estimated. To induce greater regularity, the school, outside and in, should be made attractive. After an animated discussion in which Messrs. Donaldson, Honor, Liddicoat, &c., took part, Mr. R. Graham took up the subject of the "Occupation of Junior Pupils at Seats." The advantages of a preliminary course of carefully taught drawing of manual practices were impressed. The common plan of occupying pupils with what is called printing was shown to be highly injurious, as it confirms beginners in habits of gross carelessness and prevents the development of elasticity of the hand and freedom of its movements so necessary to the subsequent teaching of penmanship. The degeneration of writing was certified and attributed to the careless so-called printing and the low value attached to the subject of writing at the examinations. The nature of the susceptibility of the child's mind for good or evil, and the importance of such employment tends to inaugurate indefatigable exertions on the true principles of education. To develop independence, the pupil should be placed at an early age under a method of employment, which seeming hard, yet salutary discipline compels the pupil to do for himself and suffer correction until, independently, this end is accomplished. Drawing not being as essential as some of the other elementary subjects, it is necessary that a careful distinction should be made in selecting the lessons to be given to pupils in the primary forms. As far as a teacher is able to economize time without some such aid, over two thirds of their time is lost. A child's being idle in a school is attributable to the want of some lesson, which, though not requiring much thought, will eventually produce good results. The teacher is, therefore, blamable in such cases for not providing for the super-abundant activity being called forth by its own inherent nature. It therefore lies with teachers, more particularly those who are good penmen, to awaken an earnest interest in the work of penmanship. Mr. Graham gave a series of excellent exercises by charts and on the blackboard. Mr. Eckert, of London East, on introducing this subject of "Writing in our Public Schools," said that Mr. Graham, had gone over just what he intended to take up. The new series of readers which are in process of publication will most assuredly contain a number of illustrations on this subject. While only twenty marks are given on the examination papers for that subject, we would always find teachers devoting the major part of the time to the illustration of subjects for which more marks are given. He deprecated the most ridiculous idea some people have of having and writing very peculiar and unintelligible signatures. Such people, he thought, should be banished from the profession. Boys and girls he found frequently saying, "O, I can't learn to write." To such he would say "Try." Teachers had been heard to say that they could never learn to write. Any person with a will could learn to write. Teachers should practice incessantly. Before a pupil can have that enthusiasm so necessary to its proper study instilled, he must have beautiful samples executed for him. Any teacher at least can make nicely formed letters by making them slowly. The scholars will then see that the task is not a very difficult one. He illustrated by quoting an example of a boy who, when the first lesson was given, had received a great amount of encouragement by simply practising on one letter. A confidence in himself was thus obtained. He always taught writing by single letters in the early stages, being very careful not to introduce word writing until the letters were thoroughly mastered. Mr. Yerex, of the London Commercial College, being present, the President called upon that gentleman to make a few remarks concerning the prize which he had so liberally offered to be competed for during the week of the Western Fair of 1882. Upon looking at invoices, &c., coming particularly from the United States, he found that they were nicely written, and, to his mind, the day was not far distant when we would witness such a prominence given to that subject which its importance demanded. He concluded by stating that the awarding of the prizes would be left solely in the hands of the Association. The meeting after some discussion proceeded to appoint a committee to nominate officers and adjourned. At the afternoon session, the Committee on Nomination recommended the following for officers of the Association for the ensuing year:—President, Mr. John Dearness I. P. S.; 1st vice, Mr. R. K. Row, 2nd vice, Miss McNaughton; Treasurer, Mr. W. D. Eckert; Secretary, Mr. A. McQueen. Report adopted. Moved by W. D. Eckert, seconded by T. H. Scute, that this Association recognize the great benefit derived from the establishment of the combined promotion examination, and the H. S. entrance examination, in this Inspectorate, and that the Secretary be instructed to

acknowledge our thanks to the Hon. the Minister of Education for granting the establishment of this examination, and to the County Council for the means of carrying it out. Carried. Moved by Mrs. Oliphant seconded by Miss L. Langford, that the thanks of this Association are due, and the Secretary is hereby instructed to convey them to Mr. Freeland and friends who assisted him, and the children of the London South school for the instructing and entertaining session afforded this Association. Carried. Moved by H. T. Johnson, seconded by R. K. Row, that from what we have witnessed last night of the method and results of teaching singing by the tonic sol-fa notation, that it receives our hearty approval, as a system of teaching singing, and that the managing committee be instructed to interview Mr. Freeland for the purpose of giving the teachers a course of instruction, and when the roads improve to notify the teachers to meet for the purpose of receiving their report. Carried. Resolution adopted. The resolution of Condolence to Mrs. Dr. Ryerson, in her bereavement as drafted by the Committee was carried. Miss McNaughton, of London East, presented a good essay on "How to teach Reading." For beginners she thought the "Look and Say" method was the best yet in use, and the third lesson part 1st, was the best to take up first. After the pupils knew a few simple words they should be drilled on the powers of the letters. Pupils should be taught to read with expression from the very first lessons. If a child reads in that dull, monotonous style too frequently heard, stop him and ask him a question or two and let him see that he is not talking naturally. A humorous discussion followed on how to break off the habits of misplacing the "h," stammering, etc., in which good suggestions were made by Mrs. Oliphant, Messrs. Eckert, Learn, Marshall, Honner, Dearness, and others. Mr. Falkner, of Waterloo County, was called upon and made a few remarks congratulating the Association on its large attendance and interesting programme, and asked Mr. Eckert how he would deal with German children who gave the "d," sound to "th" in that. Mr. Eckert replied that nothing was so good as being associated with purely English speaking people. Moved by Mr. McQueen, seconded by Mr. Row, that the management be instructed to make arrangements relative to the competition for Mr. Yerex's scholars, securing that gentleman as judge on behalf of the Association, and to notify the teachers of such arrangements. Carried. National Anthem.

NORTH PERTH.—The semi-annual meeting of the North Perth Teachers' Association was held in the Public School, Listowel, on the 8th and 9th inst., and was fairly attended. As the President, Mr. Monroe, was not present, Mr. Thompson was elected to preside over the meeting. The first subject taken up was "How to teach Composition." by Mr. B. Rothwell, who handled it in an able and energetic manner. He favoured the idea of causing young pupils to reproduce easy lessons from their readers, on which they had previously received a thorough drill in the class, as preliminary exercises in composition. He said that the great fault in teaching composition to beginners was in giving them a subject with which they were not acquainted. Mr. Morphy then took up "The Theory of Algebra," and, beginning with the Hindoo method, traced the various changes and improvements that had taken place in the symbols used to express Algebraic quantities from that time until the present. At the afternoon session Mr. B. McCallum, M. A., read a most excellent paper on English Literature, in which he traced the various phases through which poetry had passed since the days of Chaucer. He dwelt particularly on the works of Cowper in restoring English verse to the place from which it had fallen during the days of Dryden. The Rev. Dr. Sommer gave a short lecture on the benefits of teaching the Natural Sciences in our public schools. He said that a knowledge of the principles of natural science was essential to everybody, whether male or female, and that it was neglected in our schools and other things taught that were of less practical benefit. Dr. McLellan took up the principle of Symmetry in Algebra, and showed by a series of examples how very difficult problems could be solved by means of it. He said that a thorough knowledge of symmetry and factoring would greatly facilitate the study of this science. The second day's proceedings were opened at 9 a.m. The "A B C of Arithmetic" was taken up by Dr. McLellan, who favored the idea of teaching numbers to young pupils by means of sensible objects arranged in symmetrical groups. The subject of promotion examinations was then discussed by the Association. Considerable fault was found with some of the papers set at the last examination, particularly the dictation, and the arithmetic for jun. third class. It was shown that the dictation for entrance to fifth class contained more difficult words than are to be found on any paper set for the intermediate examination. The following officers were elected for the ensuing year: Mr. Wm. Waddell, President; Miss Matilda Draper, Vice-President; Mr. Hoigins, Secretary-Treasurer, re-elected; Messrs. W. Alexander, B. Rothwell, G. V. Poole, J. Laird and W. Knox, management committee. The Secretary-treasurer, Mr. Hodgins, read a report of the financial standing of the Association. Messrs. W. Alexander and Geo. Hamilton were appointed to audit the books and report at next meeting. The Association then adjourned to meet in Stratford at the call of the President. On Friday evening a public lecture on "National Education" was delivered by Dr. McLellan in Osborne's hall, to a large and appreciative audience.—Listowel Standard.