

tuation. He was followed by Messrs. Bryden and McDiarmid, who agreed with the previous speakers in their methods of teaching reading, and condemned the present text-books as inadequate for the use of Public Schools. The Secretary, Mr. Edwards, having arrived, the minutes of the previous meeting were read and approved, the financial statement submitted, and several persons were proposed as members, after which the meeting adjourned until 1.30 p.m. In the afternoon session a discussion took place as to the proper place for the permanent location of the Association, when a resolution was carried declaring this in future to be an Association for East Kent, and to hold its meetings quarterly at Ridgetown. Mr. Bryden introduced the subject, "English Composition." He spoke of the great benefits of this much neglected branch of education, and thought that one great reason for its being so much neglected in our public schools is that teachers themselves are very far behind what they should be in the art. He held that it might be taught pupils almost as soon as they entered school. For beginners some very simple themes might be given, and the teacher could draw out suggestions by asking questions which would lead the pupil to think. They might be asked to describe familiar scenes, relate stories, form sentences containing given words, &c. Care should be taken not to discourage the learners by any harsh criticism. Mr. Harrison thought composition should be taught very much like object lessons. Something might be presented and the pupil asked to

describe it. J. A. Walker said that children began to compose as soon as they began to talk. A good method for beginners was for the teacher to write some common subject on the blackboard and desire the class to say something concerning it, and take down every statement made. He held that quantity, not quality, should be first required. After the pupils advanced in knowledge they could then learn to connect their statements properly. Mr. McDiarmid agreed that composition should be on the same principle as object lessons. For more advanced classes regular themes might be given, and the pupils allowed to criticise one another's work. He found his pupils to take quite an interest in this study. Messrs. Foy and Edwards followed, after which a "Question drawer" was opened for the benefit of any desirous of asking questions upon the subject. A very exciting discussion took place upon the "Best method of apportioning the Government Grant," in which Messrs. Edwards, Harrison, McDiarmid, Bryden, Walker and Sinclair took part. A resolution was carried recommending the distribution of a portion of the Government Grant in Schools according to results. Mr. McDiarmid, was elected President in lieu of Mr. Bryden, who resigned, and Miss Bissel was elected 1st Vice. The subjects for discussion at next meeting are, the advisability of establishing Township Boards of Trustees, and the best method of teaching Arithmetic to small pupils. The meeting adjourned to meet again at Ridgetown on the last Saturday in February, 1876.

CHOICE MISCELLANY.

—In education, the method is everything.

—All is but lip wisdom that wants experience.—*Sidney*.

—He who can not learn from a child can never teach one.

—What is defeat? Nothing but education—nothing but the first step to something better.—*Wendell Phillips*.

—Of ten infants destined for different vocations, I would prefer that the one who

is to study through life should be the least learned at the age of twelve.—*Tissot*.

—The gathered stores of all our knowledge and wisdom are but a grain of sand in the desert, or a single star in the measureless heavens, compared with what waits for our search to find out.—*Duff Porter*.

—Talent for talent's sake is a bauble and a show. Talent working with joy in the cause of universal truth lifts the possessor to new power as a benefactor.—*Emerson*.