

teaching what they know well enough, because they have not the power of talking it into their pupils, and making thought appear to others as it is felt by themselves. The extemporaneous discussions which call out the opinions of the members at the end of each subject, form a good exercise for the practical business of teaching. The habit of taking notes of every important fact or opinion expressed, and of reserving for future consideration what cannot be duly pondered at the time, is one of vast importance to the young teacher, and if persevered in, will, in a few years, be fruitful of surprising results: it will serve to establish the principle of passing judgment upon anything hastily, and of noting for future reflection and use, whatever may be met with, in a course of reading or observation, that is worthy of preservation. No lesson can be learned that will more conduce to accuracy of scholarship, or more effectively to richness of thought.

"Another important object subserved by Institutes is the opportunity they furnish of readily introducing into the practice of the profession, such new improvements as are made in the science and art of teaching. Were it not for these gatherings, it would require a long time for a new method to work its way into use among the isolated members of a profession so numerous as this. But through the agency of the Institute, a happy invention of proof, an abridged solution, an illustration, or a discovery of a new application of education spreads quickly. In this respect, it is a means of improvement more thoroughly organized and more practically effective than is possessed by the members of any other profession. It also makes the members familiar with the usages of a deliberative assembly and the rules that should prevail in it."

And now we come to the very important question, "How can the meetings of the association be made a success? How can we best conduct our meetings so that the general principles upon which every branch or subject of education rests, may be thoroughly discussed and understood, and that clear and correct views may be obtained?" This, in my opinion, can be accomplished by a clear conception of our duty, and a faithful discharge of it. The 5th sub-section of section 17 in the General Regulations, relating to the duties of masters and teachers, reads thus:

"All masters and teachers shall regularly attend the teachers' meetings, or institutes, at such times and under such regulations as the Inspector shall direct, and they shall, by study, recitations, and general exercises, strive to systematize and perfect the modes of discipline and of teaching in the Public Schools."

In this our duty is clearly and explicitly laid down. It is as much our duty to attend the meetings of the convention as it is to attend our schools during the prescribed teaching days in each school term; and it is equally our duty, by study, so to prepare ourselves, that we may contribute to the interest, pleasure, and profit of the association. Let each member, in the interval between the meetings of the association, note any difficulties experienced in the conduct or management of the school, to be submitted for consideration and discussion at the next meeting, or it may be some expedient experimented upon, and found successful in the teaching of some particular subject.

Again, the teaching of a class on some stated subject, as a model lesson, followed by a friendly discussion and criticism, would furnish us with model school work of the highest character, and could not fail to profit those present.

Another means of profit might be made by the adoption of class drills, and which are intended to draw out the methods pursued by teachers in conducting classes, and in governing schools. "The method of conducting a class-drill is to have some one appointed to lead, who states the subject for consideration, as, for example, the methods of teaching spelling, and then calls on some of the members, each in turn, say a gentleman and lady alternately, to

state the methods practised, and the success attending each. In this way the experience of a large number of teachers, and the comparative success of different methods, is obtained in a little time."

This exercise is highly valued by the teachers in some of the States. They are in the habit of meeting an hour before the commencement of the daily session, and conducting them as just described.

The question box also should be largely patronized by teachers taking note of, and submitting for solution, any point upon which they may be desirous of receiving information.

There are a good many teachers in this county, but the Institute has seen too few of them. I am informed by the Secretary-Treasurer, that only twenty-four teachers of the ninety engaged in this county are enrolled as members. Why the majority do not come is a problem. It cannot be because they have not been asked. Every teacher has been invited to attend these meetings, and that so few respond is certainly not to the credit of the profession in the county.

What is wanted is that each teacher in the county of Peel should feel himself or herself in no way isolated, but come out and see what others are doing. Besides, the teacher can in no better way exhibit to his trustees that he is worthy of their confidence, than his ability is such as to command their respect, that he is really mastering the theory of teaching, and is able to discharge with skill the arduous duties of his calling.

Let me in conclusion express a hope that we are about to enter upon a new era: that the year 1881 will show a very different record to that of the present one; that inspector and teacher, thoroughly awakened to a sense of their duty towards the Institute, will work unitedly and energetically to make their meetings second to none in the Province.

HIGH SCHOOL TEACHERS, BEWARE!

LINDSAY, Ont., Dec. 28, 1880.

To the Editor of the Canada School Journal:

SIR,—I congratulate your paper on having hit on a very practical issue as to a grievance indeed felt—the mode of self-advertising adopted by certain Collegiate Institutes. But it is carried further than even you are probably aware of. Not content with advertising by the press, and running a so-called Educational Magazine, the Hamilton Collegiate Institute employs a travelling agent, who attended our Convention, and presumably attends other Conventions, for the purpose, not merely of pushing the Magazine, in which he is irrepressible, but of touting for pupils to the Collegiate Institute. Sir, it is a fact that this person had to be rebuked for so doing by the Principal at our late Convention. Such means of obtaining pupils might consort with the dignity of Mr. Squeers, or with that of the pilgrim who in this land promulgates patent medicines and lightning rods, but they ill suit the position of a Collegiate Institute, and challenge criticism of work done at the latter, which it is so easy to answer, I am, dear Sir, yours,

A TEACHER.

Mathematical Department.

Communications intended for this part of the JOURNAL should be on separate sheets, written on one side only, and properly paged to prevent mistakes. They must be received on or before the 20th of the month to secure notice in the succeeding issue, and must be accompanied by the correspondents' names and addresses.

EXAMINATION PAPERS.

The following Algebra papers, so far as they go, will be found of about the same difficulty as those given at Intermediate and First Class Examinations.

I.

1. Find quantities which will divide into the following without remainders: