

finding that the student isn't quite sure whether Naseby was fought in 1645, or 1845, or 1445.

I deal in considerable detail with the lives and characters of just a few of the greatest figures. I try to do justice to their great qualities, and I ruthlessly exclude all minor details. For instance, I forget Elizabeth's marvellous powers of physical endurance, her strong language and her lapses from regal dignity and concentrate on her statesmanlike qualities, her love of country, and so on.

It is my practice to plan my course in Brit. Hist. so that I can go slowly over the history of the nineteenth century. The Industrial Revolution created a new England—the England of today—and I like to deal somewhat at considerable length with its development and particularly with those movements that have marked the progress of democracy.

Five or ten minutes from the end of the lesson, I write on the board a few words or phrases to be used as pegs on which the pupils will hang their reports of the topic. On the whole these reports are similar in outline but show considerable variation in details. Once a week I inspect note-books, but I do not pretend to read the whole of what is in them. I frequently get one or two pupils to read their reports to the class. I do not find it difficult to get these notes done.

I am by no means sure that I shall adhere to my present methods in my teaching. I was led to adopt them because I became con-

vinced that the text-book was not really intelligible to the great majority of the students, and that the good students wasted their time over unimportant details. I feel, however, that the educative value of my work would be greater if I could take the text-book as it stands, and show the class how to use it and how to supplement it. But its sins both of omission and commission have always prevented me from regarding it as a safe basis for study. Perhaps next year I'll experiment with it.

My practice, I must repeat, falls far short of my theories, but with all due allowance for human frailties I try to co-ordinate my methods with my ideals, I have a lively appreciation of the value of ideals, and it is good to raise our heads from the ground occasionally and see in what direction we are travelling.

The outstanding features of my methods are perhaps these:—

1. The use of biography to develop an appreciation for greatness.
2. The persistent tracing of cause and effect.
3. An ever-present recognition of the truth that one of the main uses of history is to explain the present in the light of the past.
4. The development of an historical perspective.
5. Last, but most important, the inculcation of a real liking for the subject.

Modern Language

Minutes

Meeting held on Wednesday morning, Prof. Osborne in chair.

Miss Rowell gave a talk on "Summer Courses."

A Round Table Conference was conducted, the subject for discussion being "Matriculation French."

Mrs. Le Neven gave an account of teaching of French in Channel Islands.

Miss Jones gave an account of some work done in Welsh Schools.

Prof. Muller urged the importance of ear and tongue training.

Miss Reany urged an oral examination.

The following resolutions were adopted:

"Whereas the Department of Education

has expressed a desire to have the pupils in our High Schools able to speak French at the end of the course, and whereas the teachers of French sympathize warmly with this idea; Whereas, however they recognize the impossibility of accomplishing such desire if the time of the study is confined to three years of the high school and to classes of over forty pupils, therefore be it resolved that we recommend that the study of French be begun early in the grades, and that twenty-five should be the maximum number of pupils in a French class."

Miss Baker's class from Kelvin School then gave a demonstration of French oral Composition, singing and dramatization.

Mathematics

Minutes

Met on Wednesday with Mr. Neelin in the chair.

Mr. Johannson read a paper on Algebra.

Prof. Warren gave an address on Mathematics for Secondary Schools.

A committee consisting of Messrs. Loucks, Johnson, Pincock, Schofield, Cornish,

Campbell, McDonald and Professors Warren and Kingston and Messrs. Dudley, England and McDougall was appointed to consider the correlation of Algebra, Geometry and Arithmetic. the committee to report to this section in 1919.