

done to prevent the dissatisfaction that began to prevail in regard to the working of these schools. He said he would be glad to have the opinions of those connected with them; and Mr. Dearness handed him the paper containing an abstract of the answers, to the circular on this subject. He was told that the Legislative Committee had waived any reference to High School matters, as these were under the consideration of a special committee from the High School section. He said he hoped that the Committee would be prompt in laying any views they had before him, as he wished to introduce his Bill soon. Mr. Oliver asked him if there was any likelihood of change in the relations between Collegiate Institutes and High Schools. He said he did not see how there could be, as the special grant to the former was made by statute and not by the regulations of the Department. If the Legislature cancelled that grant to-morrow, it would not benefit the High Schools in the slightest degree. He said if he had the arrangement of the grant in his own hands, it might be put on a different basis. He remarked to Mr. Oliver further, that if he or anyone could point out how he could increase the income of High Schools in a reasonable way, without taking anything additional from the revenue, he would be glad to do it. He said, incidentally, that he often felt the need of consulting the minutes of the meetings of the Provincial Association, but did not always know where to lay his hand on them; and he would be willing to insert them in his own report for convenient reference. Mr. McAllister remarked that he would, in that case, have something more recent than the matter of his own Report to lay before the House.

Mr. Hughes also incidentally said, that a money grant to the Provincial Association was very desirable. Mr. Crooks asked how much would be wanted—one hundred dollars, or more? Mr. Spence, the treasurer, replied that the Association felt the need of money to pay the travelling expenses of distinguished educators that might be invited to lecture, and of delegates sent from local associations. The Minister indicated that he was not averse to a limited grant.

The Committee then withdrew. They subsequently met, and agreed to certain recommendations in regard to the Bill to be presented to the House. It was also decided to issue a circular to the various local associations to ask them to discuss a plan of Superannuation, and to send in their views to the Secretary. Mr. Hughes and Mr. Doan were appointed a deputation to lay before the Minister the changes the Committee proposed in his Bill.

SCHOOL-ROOM WORK.

FROM a variety of causes that it would be profitless now to investigate, the training in our Public Schools has been far from symmetrical, too much attention having been given to mathematical subjects to the neglect of English. The result has been that very few of those who remain even for a considerable length of time at school, can express themselves in decent English on leaving. How many of our boys and girls, who have advanced as far as the Fifth Book, can write a letter that would not be held up to scorn by pupils of similar standing in the majority of our private schools? Yet Public School teachers look with contempt on the training given in these schools. But whatever its defects may be, it cannot be said that the neglect of English composition is one of them. Now we hold that when a scholar reaches the Fourth Book, he should be able to write a letter correctly as to form, and to express himself clearly and grammatically, and with correct spelling. We propose to throw out a few hints for the teaching of this subject, and to supply some exercises to assist our readers in their daily work.

When should the teaching of Composition begin? It should begin with the first efforts that the child makes to express its feelings or its thoughts. It should be continued in the school-room without ceasing, with the tongue, with the pencil, and with the pen. Every utterance of the scholar should be required to be grammatically correct, and expressed in the most appropriate language. Teachers should not be content with giving a formal exercise in written composition at stated periods, but should require written