

work as those who had been teachers for three years. In reply to a question from the President, Mr. Alexander stated that in his experience there were many teachers who went out of the profession because they did not care to face the work of a second class certificate.

SCHOOL FUND.

The report of the School Fund Committee was presented by Mr. J. Dearnness, as follows: 1st. That the amount of the legislative grant to public schools be largely increased. 2nd. That a part of each grant (say one-half) be divided equally among all the school sections in the municipality, and that for the purposes of this section each "additional department" count as one-half of a school in making this division. 3rd. That the balance of the legislative grant (say one-half) be appropriated on the basis of the rates of taxation in the several school sections for the previous year, and that the balance of the municipal grant be appropriated on the basis of average attendance for the whole year. The report was adopted without amendment. The main feature of the evening session was an address by Rev. Principal Grant, of Queen's University, on the subject of "Some popular fallacies with regard to education."

PRINCIPAL GRANT'S ADDRESS.

Rev. Principal Grant, called attention to the fact that he did not choose to speak of all fallacies in education, but only some. He did not propose to give them opinions, but to attack fallacies. If opinions were to be given, for instance, he might say that he would prefer to have a non-political head of the Education Department, one having a seat in the House, but not for any particular constituency, and with the right to speak on educational matters, but without the right to vote. He would not argue the proposition, he would merely state it. A Minister of Education would be all the better if he were not a politician. He thought that, in order to progress, they must be freed from the thralldom of mere words and theories. The theory-ridden mind was almost debarr'd from progress. One of the things to be got rid of above all was conceit. We had got into the idea that we had a perfect system. We took prizes at foreign exhibitions, and intelligent strangers coming here, being interviewed and desiring to say something civil, praised our educational system. We therefore got a conceited idea that we were far ahead of other countries. A true system must aim at sending out the youth with minds flexible and strong. Education should have reference to the race, surroundings, and circumstances of the pupils. What became of all the gold medal winners? No wonder that somebody had said the hope of the country was in its stupid boys. The delicate, sensitive brains were killed by over-stimulation. There was seen the evil of early competitive examinations and of frequent promotion examinations for young children, particularly when the promotion of the teacher depended upon the result. Poor man! He must live though they died. Boys brought to him examination papers, and he confessed that he would be plucked upon them. There was also the result cramming which left the brain in a congested state. Young men came to college anxious not to study as much as possible, but barely to scrape through. Another result was that the mind was dissipated among a whole lot of subjects. In many schools were the three R's badly done and a great many things not done at all. The men who framed the curriculum had no intention of putting in so much, but even a man who came along had some new fad and so all this lot of subjects was pressed down upon the poor little shrinking brain. The great thing he thought, was to teach the children how to read. If they taught them to read so as to understand what they read, there was no chamber of the great temple of knowledge which they might not unlock, and if they did not unlock them it was their own fault. Then there should be optional courses, and those studies most useful for their gymnastic results. He highly commended the German system of intermediate schools, and called attention to the fact that the Professors of the Berlin University had declared that even for the study of science, the gymnasium was better than the school in which the science teaching was begun. Rather than a training in mathematics he would train in literature, for a literary training was in his opinion the best for all (Applause.) Taking up another branch of the subject he dwelt upon the fact that it was an old practice to bring the plastic, unawakened mind of the child in contact with the formed and awakened mind of the teacher. That was a good rule. The better the teacher the better the school. Having found what they wanted in education, therefore, the next thing was to find out how to secure the best teachers, retain them, and get the most out of them when at work, and how should they smooth the way of the children to come in contact with these teachers? A host of fallacies clustered round these questions. Some people said that they could get the best teachers by paying them. He did not believe that. To secure teachers they should make the profession thoroughly honourable. To do that they must follow the lines of other professions. It must not be supposed that the best way was to hire teachers by the year; they did not get ministers, or lawyers or doctors in that way. They must enable the teacher to retain his self-respect. It was not calculated to promote the self-respect of the teachers by compelling them to retire at the end of three years unless they passed a higher examination. But they said these teachers were given permits to go on teaching. That was simply putting the rope around the teacher's neck, and giving

him to understand that the rope might be tightened and his official life taken away at any time. Again, they would not allow the teacher to examine. If they wanted to find out the pupil's ignorance, that was right. But the object was to find out his knowledge. This system was obsolete in England, and should not be retained here. The Scotch system which enabled boys to study in their own schools, thus enabling them to prepare for college at home was better, to have to go to a school five miles distant was as great an expense as to go to one five hundred miles away, for he had to pay his board in either case, and this must keep many clever boys away. The result was that a great deal more was done with the same grant in Scotland than in England, and the reason, he believed, was largely because of this system of local training for the Universities. The teachers' hampered, pressed back, and harassed, were often told that one of the great needs of their profession was that they should be enthusiastic. What encouragement was there for them to be enthusiastic? No wonder that many left the profession. He asked them to remember that he had been talking about fallacies. Had he been talking about their encouragements his tone would have been different. For they had many things to encourage them, and their position was much better than that of the teachers who had preceded them. They had the grandest material to work upon minds created in God's own image and in their hands lay the destiny of the country. He asked them to remember that, and prayed that the blessing of God would rest upon them in their labors.

Hon. G. W. Ross presented the medal won by Mr. W. H. Davis, of the Ottawa Normal School.

LANARK.—The first business was reading minutes and communications. Mr. Michell, I. P. S., and President of the Association, delivered the opening address. Mr. W. A. Smith, Almonte S. School, should have then read a paper on "How to increase the influence of the profession," but failing to take his place, Mr. E. Anderson, No. 2, Pakenham, gave a practical illustration of his method of teaching "Mental Arithmetic to 2nd and 3rd classes." The President called on those present to state any difficulty they had met with in teaching spelling. A number of difficulties were mentioned and written on the black-board; the President then took them up one by one and threw much light upon each. Mr. J. McCarter read a very fine essay on "The Status of the Teacher." The essay was so good that we will not do it the injustice of referring to isolated parts of it. Several teachers joined in a discussion, all commending the essay, and particularly emphasizing the necessity of the teacher being a pattern in morality. Mr. John McDonald, of No. 5, Pakenham, then read a short but instructive paper on "Music in Schools." He advocated the Tonic Sol Fa System as being much simpler, and capable of being more easily and more quickly taught than the common method. Dr. McLellan highly complimented Mr. McDonald for his paper, and said that it was very probable that music and industrial drawing would soon be made compulsory subjects in our High School curriculum. Dr. McLellan then gave a short but instructive address on the best method of teaching reading, pointing out many of the most common errors into which the great bulk of readers are apt to fall. On Friday morning the election of officers took place, with the following result: F. L. Michell, M.A., I.P.S., President; J. McCarter, H.M. P.S., Almonte, Vice-President; H. S. Robertson, Perth M.S., Secretary-Treasurer; Committee of Management—Mr. Jacques, Perth M.S.; Mr. McCreary, S. Falls P.S.; D. M. Ross, Lanark P.S.; J. R. Johnston, B.A., H.M. H.S., C. Place; and Miss Finlay, Balderson P.S. Auditors, M. Rothwell, H.M. C.I., Perth, and N. McDonald, Balderson P.S. Mr. Walrond, of the Almonte High School, gave quite a lengthy blackboard illustration of his method of teaching vulgar fractions, and received the thanks of the Association for his papers. Mr. Rothwell then took up the subject of the "Assignment of Home Work." By his remarks we should judge that he was not in all respects in accord with the present state of affairs. Mr. McGregor, of the Almonte H.S., then addressed the Association for half an hour on the subject of "English Composition." He pointed out what he thought were the best methods of teaching the subject by the teachers speaking correctly, correcting all oral or written mistakes made by the pupil, practical exercises, themes, letter-writing, etc. He claimed that the pupil should commence in some measure the study of English composition the first day he enters the school, and that it should be continued side by side with English Grammar. The last paper was an exceedingly well arranged and well composed one on "The Atmospheres," by Mr. J. R. Johnston, of C. Place H.S. After a short discussion on this subject the convention was brought to a close.

PRINCE EDWARD.—According to programme, the forenoon was spent in visiting the public school, Picton, and observing the methods of teaching followed by the Principal, Mr. R. W. Murray. Arithmetic, Grammar, Dictation and Reading were taken up by the Principal and handled in a very thorough and practical manner. At half-past one the teachers assembled in Shure Hall. The meeting was called to order by the President, Mr. Murray, and opened with prayer by the Inspector, G. D. Platt, B.A. H. M. Faul was appointed secretary. Minutes