

TEACHERS' ASSOCIATIONS.

CHRONICLE OF THE MONTH.

TEACHERS' ASSOCIATION—COUNTY OF NORFOLK.—The Teachers of Norfolk held an Institute on the 13th and 14th of February, at Simcoe, 110 teachers being present. Dr. Wadsworth, the Inspector, took the chair in the absence of the President. After devotional services, conducted by the Rev. George Grant, B.A., the minutes were read and approved. Mr. Bennett asked what had been done toward procuring a teachers' library. The library committee reported that they had procured catalogues of the libraries of adjacent counties, but as yet no purchases had been made, and Messrs. Bennett and Pegg were then appointed to audit the accounts for 1879.

Mr. W. F. Cron took up the subject of Map-drawing. Apart from its use in teaching geography, he held it to be exceedingly valuable as a training for both hand and eye. He drew a map of South America on the blackboard, and shewed that it was an exercise in which the members of the class might profitably and easily take part every day without loss of time. Mr. W. W. Pegg then delivered a lecture on the "Teaching of Reading to Junior Classes." He preferred to teach first by the word-forms, and afterwards the letters. His plan differed in one important respect from that of most of those who had attempted the method, in that he used the black-board extensively, inventing lessons of an original and interesting character, and printing them on the board while talking to the class; thus the pupil supplied the ideas and he the signs. This work was introductory to the ordinary book lessons. Transcription followed; he found this plan was productive of intelligent and natural reading. Many teachers took exception to

this "look and say" method, contending that the spelling suffered. The effect of the debate appeared to be that many teachers would in future try the word-system, with a very liberal use of the black-board and slate and original lessons.

Afternoon Session.—Mr. Courtlandt, the President, took the chair. Mr. W. H. Weston dealt with the subject of Algebraic Factoring. His style was remarkably clear and convincing, and was a model of algebraic illustration. Dr. Wadsworth then addressed the institute on "Home-work for Teachers and Pupils," and maintained that the necessity for home-work was the out-come of time wasted in school. He said that the pupils in the first, second and third books should prepare their lessons under the guidance of the teacher, and in the school rooms, and that the true remedy for the evils connected with home-work was in skillful preliminary teaching at the time the lessons were assigned. He thought that much of the time now taken up in recitations, might, with advantage, be spent in rousing the interest of the pupil in the coming lesson, and in stimulating him to correct modes of thought. He claimed that this could not be done without special home preparation on the part of the teacher himself. Mr. D. W. Parsons, while admitting the value of preliminary teaching, urged the want of time in rural schools. An animated discussion followed. Mr. Donly then read a paper on the School System of Ontario, for which he received a vote of thanks, coupled with a request for the publication of the article. The paper appears elsewhere in our columns.

Evening Session.—At 8 p.m., the Association met at the Mechanics' Hall, where an