

their questions as to enable us to avoid this rock. I think it is highly advisable that examiners should be frequently changed. In the matter of the "Intermediate," it would be advisable that the Inspectors should have something to say in the matter, but it is not in the interests of education that our examinations should run in a groove, even if it be a broad one.

If our education is to be what it should be, there must be more than mere working towards examinations. To pass written examinations is not the schoolboy's chief end, and the teacher has a nobler duty to perform than the mere drudgery of a never-ending grind.

There seems to have sprung up in these days a species of men with whom examination is "King," and "Cram" is prophet. It has been said that "cramming"—that is, filling the mind with undigested knowledge—is better than nothing. I do not believe the doctrine.

A large assortment of facts is useful to any man, and professional education is largely of that nature; but in the school-room cram has no place. The mental constitution of the boy who is perpetually subjected to this process is injured in the same way as the man injures his body who eats too fast or too much, and sows the seeds of dyspepsia.

As a writer I once read says:—"The teacher's duty is not to impart information, but to teach children how to value, gain, and use information for themselves. The mind may be trained so that all his life long the boy can gain lore with ease and rapidity. We do not make good huntsmen by providing them with game at the contest, but by showing them how to hunt and handle their weapons. If in practising we bring down game, it is well, but, in all the preparatory course, the main object is practice, not prey."

I had intended to discuss the absence of any incentive to attach due importance to physical culture—to draw attention to the fact that if this branch of education be ignored, we shall have little chance in future of a "*mens sana in corpore sano*." The premium now set on forcing the bright pupil, and neglecting the dull and indolent one, also demands our attention, and it might be not amiss to consider the prospect, if matters remain as they are, of a possible more extensive development of the private school. But I find that I have exceeded the limit I had set for myself, and I fear I have already overtaken your stock of patience. No doubt I have said a good deal many of you will oppose. I should feel that I have imperfectly performed my task if I had not; but I am sure you will all join with me in wishing a speedy haven of rest for our High School system.

A discussion followed in which the following gentlemen took part: Dr. Crowle, Messrs. Dawson, Purslow, ~~Strang~~ Brown, Connor, Miller, Harvey, McGregor, McIntosh, McCallum, Carlyle, McKinnon, McMurchy, Glashan and Seath.

Mr. Miller said he believed that the anomalies in the result had arisen from the candidates failing in some simple subjects.

After further discussion, Mr. Glashan asked if the High Schools were prepared to take the second-class papers instead of the Intermediate papers? The Central Committee had nothing to do with the Intermediate Examination. The Central Committee did not prepare the papers.

Mr. Miller said he had seen it stated that the three Inspectors prepared them.

Mr. Seath, in concluding the discussion, said there was a large percentage of luck about written examinations. He thought it would be absurd to think of accepting the Intermediate Examination as an equivalent for a second-class certificate, because the subjects were different.

Mr. Glashan asked if Mr. Seath would be willing for any one who had not paid particular attention to High Schools to examine High School pupils?

Mr. Seath said certainly if he were a competent Examiner. It would be very absurd for a master to devote all his time to the higher pupils for one half year, because he would suffer for it afterwards with the pupils he had neglected. He believed the Inspectors were doing the best they could for the High Schools. He did not believe there had been much cramming for the last Intermediate, because the masters did not know what the papers would be. The vote of thanks to Mr. Seath was then carried.

8. MEETINGS OF SECTIONS.

The Teachers' Association is divided into three sections, one of which is composed of High School masters, the second of Public School inspectors, and the third of Public School masters. These sections meet during the forenoon of each day, in separate rooms, for the transaction of business more immediately concerning the members of each section. The conclusions arrived at during the successive sittings of the sections are submitted to the General Convention in the form of a report.

The Inspectors' section met at 9.30 a.m.

The forenoon was taken up by a very earnest and spirited discussion on School Registers, in which Messrs. Smith (Wentworth), Dr. Wadsworth (Norfolk), Knight (Victoria), McIntosh (Hastings), Little (Halton), Harrison (Kent), Scarlett (Northumberland), Brown (Peterboro'), McCallum and Dearness took part.

HIGH SCHOOL MASTERS' SECTION.

The subject under discussion in this section was the recent Intermediate Examination. The criticisms of the speakers were directed partly against the Intermediate Examination itself, but mainly against the manner in which the only one which has yet taken place was conducted. The substance of what was said may be put in this form: The Intermediate is of questionable utility at best, and if important modifications are not made in the manner of conducting it, it will act injuriously instead of beneficially on the schools. One objection was based on the character of the papers, especially those on algebra and history, the former being entirely too long, and the latter containing some questions unsuitable for boys and girls of 14 or 15 years of age. The exaction of a minimum of 40 per cent. on every paper was felt to be a grievance, more especially as whenever a candidate fell below that percentage no more of his papers were read, and he was regarded as plucked, no matter how well he might be up in the aggregate. As a consequence of the adoption of this method, no detailed information could be furnished to teachers showing where and how their candidates had failed. It was suggested by one speaker that there should be no minimum prescribed, and by another that the subject should be arranged in groups, such as Mathematics, English branches, &c., in each of which groups there might be a prescribed minimum. It was urged that while Boards of Trustees would hold the masters strictly responsible for the failure to pass pupils, there was no motive to which the masters could successfully appeal in their efforts to induce candidates to come forward. Something in the way of utilizing the examinations ought, it was contended, to be done, if the whole thing was not to become a miserable failure. The opinion was expressed that the Intermediate was capable of being turned to good account if these defects were remedied.

PUBLIC SCHOOL MASTERS' SECTION.

A prolonged discussion took place on "Teachers' Examinations," the conclusions arrived at being embodied in a series of resolutions which will appear in the proceedings of the General Convention. In addition to their finding on the subject of "Teachers' Examinations," the members passed a resolution affirming the desirability of making the Public School vacation as long as that of the High Schools.

ELECTION OF OFFICERS.

The Nominating Committee submitted the following names of officers:—President, Rev. Principal Caven; Recording Secretary, A. McMurchy; Corresponding Secretary, J. Hughes; Treasurer, S. McAllister. The several nominations were unanimously confirmed.

THE COUNCIL OF PUBLIC INSTRUCTION.

Mr. Jas. Hughes addressed the Convention on the subject of the Council of Public Instruction. He said that when this subject was assigned him, the recent important changes in the educational control of the Province had not been made, and the question now was, should the Council of Public Instruction be revived? He did not believe that that body should again be called into existence, supposing it were to retain all its former executive functions; that would tend to hamper the responsible Minister. But he thought it would be well to return that body as an Advisory Board under the Minister of Education. The Central Committee was scarcely of a representative character. One member might be said to represent the Universities, three the High School Inspectors, and two the Public School Inspectors, while the High School masters and the Public School masters were totally unrepresented. These being largely in the majority should, undoubtedly, be represented on that Committee, and he believed that if this Association expressed its opinion in that direction, the Minister of Education would fall in with the idea. He (Mr. Hughes) could see no tangible reason why such an Advisory Board should not act cordially and harmoniously with the Minister. He believed that the profession should, through its various sections, be represented on this Council or Advisory Board. This Board might well be executive in its character with reference to a few minor matters—such, for instance, as the revision of text-books and the preparation of limit tables. He concluded by moving, seconded by Mr. McMurchy, "That a Committee, consisting of Messrs. Seath, McMurchy, and Dawson, of the High School Section; Johnson, McAllister, and Alexander, of the Public