

## TEACHERS' ASSOCIATIONS.

## CHRONICLE OF THE MONTH.

**EAST BRUCE TEACHERS' ASSOCIATION.**—The sixteenth semi-annual meeting of this Association was held in the Model School, Walkerton, on the 24th February, 1882, about fifty teachers attending. Mr. W. S. Clendening, Public School Inspector, was elected President *pro tem.*, and Mr. A. MacIntosh, Secretary. After the minutes of last meeting and several communications were read, an essay, entitled "Be what you seem," was delivered by Miss Sang, which was full of excellent advice.—Mr. Leyes read an excellent paper on "Reading."—Mr. Telford stated that reading should be made intelligible as well as intelligent to the pupils. In the first stage reading was largely imitative. Phrase reading should be the proper method. He thought that the pointing out of the words to the pupils should be abolished. He was in harmony with simultaneous reading, as advocated by Mr. Leyes. He spoke of its usefulness in removing timidity. Error in reading, uncorrected, confirmed that error. Pupils should not be advanced too rapidly in reading.—Mr. Robb advocated intellectual reading and word-reading. He was in favour of simultaneous reading.—Mr. Reilly's advocacy was against simultaneous reading.—Mr. Leyes remarked that the object of simultaneous reading was to economise time, especially in large schools.—Mr. Telford was of opinion that, in tablet lessons, simultaneous reading should be the rule.—Mr. Clendening stated that one of the objects of teaching reading should be the development of the intellectual powers. He knew of scholars who could read a lesson fluently, but could not tell one word from another. The eye should be practised to observe, and made familiar with the words first and then

with phrases. The class should criticize or correct mistakes made by a pupil. In simultaneous reading, the timid would be encouraged, the slow stirred up, and the fast restrained. Pointing out words should be practised, especially when the pupils do not know them.—Mr. King maintained that simultaneous reading would destroy individuality, encourage laziness, and cause pupils to throw away their books.—"Teachers' Associations," the title of an essay by Mr. Munro, came next. It was highly suggestive. He stated that they developed power in teaching, removed defects in training, and caused teachers to look upon their profession with pride.—Mr. Reddon then gave an excellent reading on "The Earth and Man."—"Grammatical Analysis" was next taken up by Mr. Morgan, B.A., Principal of the High School, Walkerton, and was handled in an able manner.—Mr. Hunter took as the subject of his essay, "A Teacher's Leisure Hours." They should be profitably spent. The teacher should be vigorous, and have good health.—Miss Davidson gave a reading, which was full of practical suggestions.—Mr. McKay, of the Walkerton High School, handled his subject—Arithmetic—in an able and lucid manner. He is master of his subject. He was interrogated by Messrs. Burgess, Leyes and Telford on the subject.—Mr. McKechnie introduced the next subject, "Desirable Changes in Public School Programme." He complained of there being too many subjects, and pointed out other defects.

In the evening, at an open meeting in the town hall, Mr. Robb discussed the subject of "Cramming," and addresses were delivered by several teachers and clergymen. Mr. Telford gave a humorous reading.