

The report was taken up clause by clause.

In amendment to the recommendation for the election of Mr. Smith to the presidency, Mr. Suddaby proposed Mr. J. L. Hughes, and Mr. Sinerl proposed, in amendment to the amendment, Dr. McLellan.

Mr. Hughes requested his friends to drop his name, and asked them to support Dr. McLellan.

Mr. Hughes' name was then withdrawn.

A ballot was then taken, Messrs. Bryant and Campbell being appointed scrutineers, and resulted in the election of Dr. McLellan.

The report as a whole was then carried.

Messrs. McMurchy, Alexander and McKinnon were appointed a committee to report next year on amendments to the constitution.

Mr. Smith moved that the next annual meeting be held at the Grimsby camp grounds.

The vote was lost.

The Chairman then introduced Col. F. W. Parker, of the Normal School, Normansville, Ill., and author of "Talks on Teaching."

Col. Parker then delivered an address on the Teaching of Reading and Language in Schools. He said that the maxim, "learn to do by doing," had been disregarded. For the last thirty or forty years teachers had been trying to do a thing by doing something else. In the first place, reading was not talking. The child had learned to talk before he came to school; in fact all great elocutionists said, "If you will learn elocution, go to a little child." The child's pronunciation and articulation might be imperfect; its emphasis never. The lecturer imitated in a way which excited the laughter of the audience the dull, monotonous tone in which a child reads after a few months' training at school, and said it was something between a whine and a groan. Reading was not pronunciation. If pronunciation had to be taught, it was something quite separate from reading, nor did reading consist of articulation or emphasis, both of which the child had learned before coming to school.

He defined reading as a means of getting thought by means of written sentences. Reading was thinking by means of written words. If the child did not think he did not read. Thinking was the mind's means of growth, and reading was one great means of thinking. The great mistake committed had been to make expression the end of education, whereas power should be the end and expression the means. As frequently taught, oral reading, instead of a means to make the child think, was actually an obstacle between the child and the thought. Children, he thought, were born good, but men had sought out many inventions to make them bad. One of these was the old A, B, C method of teaching the alphabet. Another

was the phonic system, as sometimes taught, and another was elocution, in which children were taught to make strange and unnatural noises. He strongly condemned the system under which children were made to read the same book again and again after they had learned its contents by heart. Take this question of polluting literature. Why did children read it? Because they were starved in the school-room on this miserable rubbish. He would throw away the spelling books, the grammars, the primary geographies, and buy a library for every school-house in America. He concluded by expressing a hope that his hearers were moving in the direction of taking a little time to develop the child's mind.

Mr. J. L. Hughes presented the report of the committee appointed to consider his paper on Industrial Education. They recommended (1) that industrial drawing be made compulsory in Public and High Schools, and that the marks of drawing be taken into account the same as any other subjects at the Entrance Examinations; (2) that so far as practicable, industrial occupations of an appropriate character should be introduced into the Public Schools, especially in the junior classes, and that the Honourable the Minister of Education be requested to provide for such training in connection with the Normal and Model Schools as a means of cultivating manual dexterity and developing the mind. He moved the reception and adoption of the report.

The report was adopted.

Mr. Burrows moved, seconded by Mr. Smith, that the Secretary be instructed to furnish each member of the Association with a copy of the minutes of the annual meeting free of charge.

Mr. McAllister moved in amendment to refer the matter to the Executive Committee.

The amendment was lost, and the motion was carried.

Mr. William Carlyle, read his paper on "Uniformity of Text-Books." After speaking of the late Dr. Ryerson's efforts to arrive at uniformity in text-books, in which, if that gentleman had lived until 1883, he would have found he had not succeeded, he pointed to the uniformity in the whole system. It was said that all the children should not read the same books, as reducing all to the same dead level. Grant this, and who is to decide upon the books? Frequent changes would destroy permanence. The pupils have now to endure frequent changes of teachers. If to this were added text-books, the case would be well nigh hopeless. Unless the same author or no text-books be used, classification would be a practical impossibility, and dispensing with class instruction would require a remodelling of the