

On motion the department was requested to select as sub-examiners high school masters and other teachers of practical experience.

The following officers were elected:—Chairman, Dr. Purslow; Secretary, Mr. Merchant; Executive Committee, Messrs. Straug, Embree, MacMurehy, Miller, and Robert Alexander; Legislative Committee, Messrs. Bryant, Scott, and Wetherell.

INSPECTORS' SECTION.

In the Inspectors' section, amendments to the school law were considered. The section expressed its opinion that summer vacations in rural districts should be six weeks long; that the nomination and election of Public School trustees in cities and incorporated villages should be held on the same day as the nomination and election of municipal councillors, and in the same place; that the number of trustees of rural school sections be increased by two, and that the same be five instead of three, also that each trustee hold office for five years; that it be compulsory in trustees to pay their teachers quarterly; that the expenses of all examinations, except entrance examinations, in connection with the public educational system, be provided for by fees to be paid by candidates; that it should be incumbent upon County Councils to provide and levy \$10 towards the local teachers' institute; that section 186 of the School Act should be changed so as to remove all doubt in regard to its being compulsory on County Councils to provide for the travelling and other official expenses of Public School Inspectors.

The section elected the following officers:—Chairman, A. Campbell, Kincardine; Secretary, F. L. Michell. Directors—Messrs. Fotheringham, McKinnon, Clapp, and Hunter. Legislative Committee—Messrs. Maxwell, Smith, and Little.

A committee consisting of Messrs. McMurchy, Alexander, and McKinnon, was appointed to report next year on the consolidation of the constitution and by-laws of this Assembly and the amendment of them so far as they relate to the election of officers.

Col. F. W. Parker 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. 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 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. 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. A faulty system 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.

Mr. Hughes presented a report recommending that industrial drawing be made compulsory in Public and High Schools, and that marks in drawing be taken into account the same as those in other subjects at the entrance examination to the High Schools; also that industrial occupations be introduced into the Public Schools, especially in the junior classes; and that the Minister of Education be requested to provide such training in Model and Normal Schools. The report was adopted.

Dr. Carlyle read a paper on "Uniformity of Text Books." He expressed himself in favor of uniformity, and suggested that a series of readers be used which would contain one complete English classic instead of scraps without beginning or end.

Mr. A. P. Knight, Kingston, read a paper on "University Consolidation and State Aid to Colleges." He suggested that a certain amount of aid should be given to all colleges which fulfilled certain requirements.

In the evening Col. F. W. Parker delivered an address on "The conflict of two ideals in education." He said that throughout all history two ideals had governed human action. One was that of fore-ordination—man's fore-ordaining what man should be. Whether for good of man, or for selfish purposes, the rich and powerful had fore-ordained what a great portion of mankind should be, either by educating them or by keeping them in ignorance. The question to be solved was, "How to make the best subject." The usual way was to keep the people in ignorance. Some nations had adopted a different mode, namely, to educate the people. Among these was Prussia, whose sovereigns had acted on the principle of making their subjects good soldiers and

artisans. As soon as education was introduced then began the conflict between the two ideals—one that the subject was made for the king, and should be educated accordingly; the other, that a man should make the best of himself that he possibly could. The other ideal was that of freedom—the development of the mind into truth. The outward battle might give liberty, but only the inward struggle gave men freedom. The ideal of freedom was opposed to that of limitation. With the American republic was founded the first absolute condition of liberty, but not of freedom. The fathers of the republic in their wisdom founded the common school. Even at this day there was no common school system in the world except on this continent. The schools of Germany were not free; there were free schools for the poor, but the others were "stratified," and stratified schools meant a stratified society. One great end of education was to have the rich mingle with the poor on the same benches and fight them on the same playground. Under the idea of limitation the child was for the course of study; under the ideal of freedom the course of study was for the child. No subject should be included in the course of study which did not develop the child's mind. And in order to know what subjects to select they must study the child's mind—not only the working of the mind generally, but the individual mind of each child. There was no college for the training of teachers, properly speaking. Normal Schools were doing magnificent work, but they had been to a great extent nothing but academies. They had been obliged to receive children who were not yet ready to learn to teach. Make expression the means of thought and the teacher could not go wrong. Shakespeare, and Bacon, and Locke knew nothing of grammar. The speaker also attacked the system of promotion examinations. There should be examinations, but they should be made by the teacher, and made every hour.

Mr. H. I. Straug, after referring to a previous discussion on the respective merits of the system of a Minister of Education and Superintendent of Education, moved that, in view of the change that has taken place since the question was brought before the Association and the general feeling throughout the country that the new Minister should have a fair trial, it was inexpedient to discuss the matter further at present, but that it was desirable that the head of the department, whether Minister or Chief Superintendent, should have a regularly constituted Board of Advisers, representative in character, with specific duties defined by statute.

Mr. McMurchy introduced the subject of Bible reading in schools, and a committee composed of Messrs. Doan, McMurchy, and Walsworth was appointed to urge on the Government the views of the Association as expressed at the last convention.

The convention then adjourned.

PRINCE EDWARD ISLAND.—The annual convention of this Association was held in the Upper Prince Street School, Charlottetown, Oct. 8th and 9th, and was the largest ever held. A number of visitors also attended and took a warm interest in the proceedings. The President, Mr. D. Montgomery, Chief Superintendent of Education, called the meeting to order at 10 a.m., and after the disposal of some routine business, Mr. McPhail read a very interesting paper on "The Artificial in Teaching." His idea of the profession was not in accordance with the views of many of his hearers, as he considered the teacher bound by the code of instruction to pursue a fixed course instead of acting on what he conscientiously considered the best for his pupils. On the motion of J. F. Mellish, M.A., seconded by Mr. Larkin, the thanks of the meeting were given Mr. McPhail. Mr. Neil McLeod read a good, practical paper on the Teaching of History. He recommended a general outline of the subject, taught topically, instead of the dry bones usually given in the shape of dates, genealogies, and other interesting details. In the animated discussion that followed some valuable suggestions were given by Miss Snaddon, Rev. W. B. King, principal of St. Peter's school; Miss M. Lawson, Messrs. Mackenzie, McLennan, Stewart, Larkin, and Mellish.

In the afternoon Mr. N. McLeod read the report prepared by a committee appointed at last year's convention on the course of instruction for public schools. After discussing it clause by clause it was amended somewhat and adopted. In effect it is as follows:—1. No change in first three grades. 2. No text-book on grammar to be used until pupils enter fifth grade, or intermediate course; in fourth grade the term "musical notation" be substituted for "theory of music." 3. Latin to be commenced in High School course only, in seventh and eighth grades; and that the knowledge of Latin now required of the fifth and sixth grades be deemed sufficient for the seventh, and that of the seventh sufficient for the eighth. 4. Algebra to be taken up in High School grades only; for the seventh to simple equations, and for the eighth to quadratics. 5. That the study of Greek in the public schools be left optional. Miss Snaddon read a well written and thoughtful paper on "What a High School ought to be." Her plans, if applied to the local schools, would be productive of much benefit. Mr. J. L. Robertson, of Toronto, gave an address on Primary Reading, which was well received. He recommended the phonic system combined with the "word method." Mr. J. McSwain, head master of the Model School, read a very practical paper on the teaching of Grammar. He advo-