

of this character should not have equal success. The suggestion was one which might tend to supply a want now generally felt. Mr. John Cameron was of opinion that object lessons were among the best means of inducing the pupils to think for themselves. Mr. Campbell believed that one great argument in favour of the establishment of a paper was the fact that it would tend to displace from its present position the mischievous literature of the present day.

Other speeches followed, generally approving of the scheme of establishing a newspaper, and eventually Mr. King moved "that the President appoint a committee to consider the feasibility of establishing a paper suitable to the requirements of the pupils of our common schools, the same to report at the next annual meeting of the Association."

A PAPER SUITABLE FOR PUPILS.

Mr. Landon did not think that the resolution went far enough. Apart from the proposal to start another paper, there was another consideration. The *Journal of Education* was doing very little good at present for the money which it cost, and he suggested that an attempt should be made to induce the managers of the present journal so to amend its policy as to fill the field now vacant. He suggested that this idea should be incorporated in the resolution. Mr. King said his idea was that the proposed journal should be one for children only. It would occupy a different position from that filled by the *Journal of Education*. Mr. Scarlett thought that the non-eligibility of the *Journal of Education* was owing to the teachers not sending articles to it. There was no doubt that they would be inserted if sent. The motion was then carried; and a resolution that the opinions expressed by the Convention on the question under debate should be drawn up by a Committee was also adopted. The Chairman announced that the names of the following gentlemen as members of the Committee to carry out the resolution passed at the morning sitting respecting the establishment of a school paper:—The President, Messrs. King, Hodgson, McMurchy, Scarlett, Alexander, Chesnut, Moran and Langdon. The Committee who were appointed to bring up a report embodying the views of the Association on the question discussed at the morning meeting, presented the result of their labours. Mr. Miller (of Goderich) read the report as follows:—*Resolved*, That in the opinion of this Convention, the best means to be adopted to induce pupils to pursue a proper course of study after leaving school, are 1st. That the teacher at all times conduct the work of the school in such a way as to make the attendance of the pupils a pleasure instead of a task; to ground the pupil thoroughly in every subject taught; and by all means avoid the examining system so much in vogue, and thus by creating an interest in the work in which the pupil is engaged, offer inducements to prolong the course of study so that the rich mines of literature may be opened up, and when once explored, create a greater stimulus to increase his store of knowledge. 2nd. That teachers make it a part of their duty to inculcate at all times the many and valuable advantages arising from the possession of a well-read and cultivated mind. 3rd. That the practice of spending one afternoon of the week in reading selections from whatever source chosen by pupils, and criticising thereon, as also the very frequent exercising of the pupils by preparing original compositions on the subject of study, be highly recommended. Also that a chart embracing the various departments of knowledge, with divisions and sub-divisions, systematically arranged, and with a list of text books thereon attached, be prepared and suspended in our school rooms, and used in connection with lectures or conversation with the pupils on the afternoons devoted to this purpose. Your Committee would close the report by stating that well-conducted Mechanics' Institutes, Literary Associations, Young Men's Christian Associations, and the very excellent libraries supplied by the Educational Department are of so much benefit that their importance and value cannot be very readily estimated. The report was adopted after a short discussion.

REPORT ON COMMON SCHOOL TOPICS.

The following report was submitted by the Committee of Common School Masters appointed to consider this subject:—They beg leave to report: 1st. That the thanks of the profession and of this Association are due to the Chief Superintendent of Education for his efforts at framing the proposed amendments to the Common School Acts of Ontario, and for pressing the same upon the attention of the people and Legislature of Ontario, containing, as they did, features which if adopted would improve and render more effective the schools of the Provinces. And further, that this Association respectfully request the Chief Superintendent to urge upon the Legislature the necessity and importance of the proposed amendments. 2nd. Your Committee would recommend that the Association respectfully direct the attention of the Chief Superintendent of Education to the amendments proposed by the Board of Direc-

tors of this Association in January, 1869. 3rd. That in the event of the principle of compulsory education being adopted by the Legislature, your Committee deem that the establishment of industrial schools will be absolutely necessary, to receive vagrant children and incorrigibles. 4th. Your Committee regret that the clergymen of the Province do not avail themselves of the provisions of the School law in the matter of the religious training of the pupils of our schools. 5th. We would urge upon the profession the duty of cultivating a high feeling of professional etiquette towards each other. Mr. Alexander, a member of the Committee, in introducing the Report, referred to the evil resulting from a lowness of professional training. He thought as one means of its improvement, that some means should be adopted to mark as novices new teachers, and this mark should be continued for the space of three years. Many of the best scholars in the schools went before the county board and obtained certificates, mainly from a spirit of fun and novelty; but many of them afterwards on there arising a vacancy in the neighbourhood, were prompted by their friends to fill the situation, and by this means a person was appointed to the office of teacher who had never an intention of fulfilling these duties at the time of obtaining his certificate. He also thought that no teacher should be eligible for the office of Inspector unless he has had five years professional training. Some amendment was also required in the position of the teacher, and public attention ought to be called to the fact. The *Globe* had some few weeks since, published a leader with this view, and no doubt good results would be shown in consequence. The position of the teachers in this country was, in the matter of salary, 25 per cent. worse than it was in England. Three clauses having been passed, on the 4th clause, in reply to Mr. Hodgson, Mr. Johnson, of Cobourg, explained that the object of the resolution was to call the attention of clergymen to their duties. The clause was also put forward as a reply to the charge sometimes made by ministers against the schools as being godless, and against the teachers as being godless men. They wished to declare publicly their willingness to see ministers enter the schools and give scholars an opportunity of gaining spiritual knowledge. There could be no doubt that very few ministers fulfilled their duty in this respect. Mr. Hodgson thought the question should be left over for future consideration. A member considered the clause of too sweeping a character. He knew ministers who fulfilled their duties in this respect, and no doubt there were many in the Province that did so with whom he was not acquainted. (Hear.) He would therefore propose as an amendment that the word "many" should be inserted in the motion, thus removing the objection of its too sweeping character. Mr. Chesnut thought that keeping the children after school hours to receive religious instruction would be likely to have bad results by creating feelings of distaste to religion. The Chairman said the law was, that the time for religious instruction should be after the regular school hours. He would suggest that the word "majority" should be used in place of "many." This alteration was adopted, and the amendment was then carried. The clause, as amended, was agreed to. Clause 5 was struck out after a short discussion. The report, as amended, was then proposed. Mr. Chestnut moved as an amendment—"That the report of the Committee to bring before the Association the matters relating to the inspection of schools, and the work of grammar and common schools, be laid on the table, and the amendments to the school city law be brought up as distinct resolutions." This amendment was lost, and the Committee's report was then adopted.

ENGLISH IN PUBLIC SCHOOLS.

The consideration of the question, "The Study of English in our Public Schools," was then taken up. Mr. Seath, of Oshawa, in introducing the question, said that the reports of the Grammar School Inspectors, particularly those of Professor Young and the Rev. J. D. McKenzie, showed clearly that a complete change was necessary in the mode of carrying out the programme of study prescribed for our public schools. In the course of lengthy remarks, Mr. Seath generally condemned the excessive attention paid to the study of the classics, and made some suggestions as to the manner in which the study of English could be improved. The address was referred to the Printing Committee with a view to publication. Mr. Scarlett (Northumberland), coincided with the views of the essayist, considering that sufficient attention was not paid to the study of English. Mr. Young, of Strathroy, referred to the want of good English knowledge shown by all classes of persons in the country. He had heard members of Parliament make gross mistakes, and even clergymen were not entirely free from error. The great problem was how to teach English well, while at the same time so much time was devoted to the classics and other special educational departments. It was found that professors were not able to give sufficient time to English, when there were so many