

The first subject was Arithmetic, by Mr. Kenny, who solved a large number of questions on the board, selected by teachers from Authorized Text-book, explaining his method of teaching them to scholars—the other teachers at the same time working them and giving the method adopted by them, thus frequently getting several solutions of the same question. This interchange of ideas must prove a great benefit to teachers, especially those who are inexperienced. Mr. Kenny kindly consented to take up the subject at the next meeting.

Mr. Redick in discoursing upon Object Lessons, said he considered them of the utmost importance in developing the mind of the child, and in furnishing information which would form the groundwork of Composition, thus removing in a certain degree that dread that exists in children of writing essays; they also supplied in an interesting manner much valuable practical knowledge, that will be useful in after life. He exemplified by a lesson on Glass, showing how he would elicit from the pupils by appropriate questioning, its description, appearance, qualities, uses, &c. These he would write on the board, and explain its invention, kinds, components in manufacture, and any other information he deemed adapted for the mental capacity of the pupils. He would then review the whole, and frequently review old lessons, and require the pupils to write a short composition upon the subject. At the request of the Association, Mr. Redick kindly consented to resume the subject at the next meeting.

Professor Dawson, in introducing Composition to junior classes, would ask them to name some noun and then some act performed by the thing named, thus beginning with the simplest form of a statement and gradually introducing adjectives, adverbs, prepositions, &c. He would advise teachers to use such language as was perfectly comprehensible to the child, or explain the meaning of those words they were not already familiar with, and to be very particular that no ungrammatical expressions be allowed to pass uncorrected. Teach them to correct the expressions of each other, and prohibit altogether the use of slang phrases. Review the work frequently, and join the exercise with the teaching of Grammar, and go from simple to compound and complex sentences. Also have them express the same idea in as many forms as they can. The Professor said that teachers would be surprised at the small number who can readily give a definition of the simplest words, those with which they are thoroughly furnished, and of those whose meaning they have a correct conception.

The regular meeting will be held on Saturday, 17th June, commencing at 10.30 A.M.

Subjects:—Arithmetic, Decimals, Authorized Arithmetic—Mr. Kenny. Object Lessons—Mr. J. W. Redick. Composition—Professor Dawson: and a discussion on School Government.—*Intelligencer*.

LONDON, June 12th, 1876.

To the Editor of the Journal of Education.

SIR,—I have the honour to submit to the Minister of Education the following draft of resolutions relating to the School Law and Regulations, passed by the East Middlesex Teachers' Association in Convention assembled, June 9th and 10th, 1876:—

Resolved, That in the opinion of this Association, the law relating to Township Boards of Trustees should be amended so as to provide for return to the section system, if desirable by a two-thirds majority of the ratepayers; also, that it be made compulsory to vote on the question of Township vs. Section Trustees at every annual School Section meeting.

Resolved, That the Regulation on Public School Examinations should be amended as follows:—

That there ought to be three Public School examinations, but that there shall not be less than two in each year.

That whereas a large proportion of third class Teachers either fail, or do not aspire to obtain second class certificates, thus tending to lower the average Teacher's standard, and to supply largely the schools with beginners, instead of persons who have had experience in teaching:

Therefore, be it hereby *Resolved*, That in the opinion of this meeting there should be two Grades of third class certificates, to be known as Grades A and B.

That to the subjects at present required for third class certificates, there be added Algebra to the end of Simple Equations, Elementary Mensuration, Euclid Book I, and Bookkeeping.

That Grade B be given on not less than 50 per cent. of the subjects at present required, and Grade A on 50 per cent. of the total, 50 per cent. being obtained on each of the test subjects.

That Grade A qualify for the position of master, Grade B for assistant.

That the present system of granting monitors and assistants certificates be abolished, their place being taken by Grade B of the third class certificates.

That candidates for Grade B be admitted at sixteen years of age, candidates for Grade A at nineteen, persons of the latter age being quite young enough to take sole charge of a school except such as have had Normal training with Model School practice.

That Grade B be given for one year, and renewable from year to year, on the recommendation of the Inspector.

That Grade A be given for five years, with permission to write for a second class certificate at the end of three years, giving the candidate option at beginning of examination to write the whole examination at once, or proceed to his certificate by two examinations, taking a fixed part of the subjects one year, the remaining the year following.

That a third A be renewable from year to year on the special recommendation of the Inspector, and at the requisition of the Trustees, and that all renewals be made by the Board of Examiners, after examination (for third A) on second class papers.

That no permits be granted, except to persons coming from another province, and that after a reported examination.

I have, &c.,

(Signed)

JNO. DEARNESS,

Pres. E. M. Teachers' Association.

To the Editor of the Journal of Education.

At the annual meeting of the West Durham Teachers' Association, held in Hampton June 2nd and 3rd, the following resolution was unanimously adopted:—"That we, the Teachers of West Durham cannot allow the present opportunity to pass without expressing our very sincere thanks to the Rev. Dr. Ryerson for his long and faithful services to his country in the cause of Education, and we hope he may be long spared to enjoy his retirement from his arduous labours."

Bowmanville, June 10, 1876.

5. WENTWORTH TEACHERS' ASSOCIATION.

At the annual meeting of the Association, upwards of fifty teachers were present from various parts of the county. A few difficult points in parsing and analysis were brought before the Association and ably answered. Many of those present gave evidence of a careful study of the English language by the ability displayed in criticising the views of each other, as well as by reference to the defects of some of our grammars.

A petition relating to the present inequality of holidays in our High and Public Schools was laid before the Association. A motion was then made to the effect that the petition be signed by the teachers present, and forwarded to the Minister of Education. It was then moved in amendment, that while we agree with the prayer of the petition, so far as it relates to the inequality in the vacation in High and Public Schools, we would respectfully suggest that the winter vacation be changed so as to allow the schools to be opened on the 2nd day of January instead of the 7th, that the Easter vacation be done away with, and that the summer vacation commence on the 1st day of July instead of the 16th, as required by the present regulations. After a full discussion, the amendment was declared carried by a large majority.

A number of problems in the miscellaneous exercises at the end of Smith and McMurphy's large arithmetic were then taken up and discussed. Mr. James Bruce took up the subject of Mensuration. This was done very cleverly, and was explained very lucidly to the Association. Mr. W. H. Ballard, M.A., took up the subject of Natural Philosophy, at the conclusion of which he explained a number of difficulties which had occurred to the teachers in the course of their studies. The following is the President's address:

"THE TEACHER'S DUTY."

In order to succeed in life we must have a clear conception of what constitutes success, and, having settled this point, we must keep it constantly before us, and, bending all our faculties and directing our energies towards it, press forward to the goal. Or, in other words, if we are to succeed in life, we must have an object or aim in life, a purpose in living. For I care not with what talent a man may be endowed, or what his opportunities may be, if he has no definite purpose in life, if he has never settled with himself the question as to what he is best fitted for, and wherein he would be most likely to be useful to the world, then, though his course may be marked by the flashing of wit and the coruscations of genius, his life will prove a miserable failure, unsatisfactory to