

lands; Mr. Alexander Acheson, St. James; Miss Shore, Miss Lafferty, city. The proceedings were opened with reading of the Scriptures and prayer by the President. The several committees made their reports. Mr. Garratt suggested the desirability of increasing the membership fee, so as to provide the amount requisite for the payment of the subscription price for numbers of the CANADA SCHOOL JOURNAL sufficient to supply the members of the association with copies. Mr. Ferguson pointed out that the annual membership fee was fixed at 50 cents by the constitution, and that it could not therefore be changed except by a two-thirds vote, and notice of motion given at the preceding meeting. On motion of Mr. Stewart, seconded by Mr. Ferguson, the secretary was instructed to telegraph to the publishers of the JOURNAL to ascertain the price per year for which they would furnish the JOURNAL to this association. On motion of Mr. Ferguson, seconded by Mr. Springer, Miss McEwen and Miss Maggio Kyros were appointed scrutineers. Mr. Hunt was appointed to act as Secretary during the temporary absence of Mr. McIntyre for the purpose of sending a telegram as instructed in the resolution passed. Ballots having been taken for the several offices, and the reports of the scrutineers having been received, the following officers were declared elected: President, Rev. W. C. Pinkham, re-elected, 1st Vice President, Mr. J. H. Stewart; 2nd Vice President, Miss Wright; Secretary, Mr. W. A. McIntyre, re-elected, Treasurer, Miss Maggio Kyros. The afternoon session was opened at 1:30 o'clock, the President in the chair. The first business taken up was that of balloting for five councillors. From the scrutineer's report the following were declared elected: Miss McEwen and Messrs. Ferguson, Howitt, Hunt and Garratt. The general business of the association being thus far concluded, the reading and discussion of papers bearing on school work were entered upon. Mr. Stewart having in accordance with the programme of arrangements, being called upon to read the first paper, then introduced his subject which was "School Routine." He said that in the course of ten years experience in connection with teachers' institutes, he had been led to the conclusion that the first aim should be to make the exercises practical. It was of too frequent occurrence that the themes chosen, although highly elaborated and embellished, were of no practical importance. Again the complaint was often made that while the object of the meeting was that the members should profit by the accumulated experience of all, yet comparatively few of the teachers took an active part in the proceedings. In view of these facts he had determined not to prepare any special paper, but to touch upon some of the elementary principles, and take up some of the smaller difficulties with which the teacher had to contend at the very entrance to his profession. He proposed to deal with the classification of the pupils, the government of classes, and the general conduct of the school. To secure practical benefit, and to elicit the views of the members present, he proposed to have the teachers formed into a class, and to call upon them in order for expressions of their opinions on different subjects. Proceeding accordingly with the formation of a class, he then called upon the members present, by number, to state their practice and their views resulting from their experience in reference to such points as the following: the best method of calling in the scholars at the opening of the school exercises; calling them from their seats to their positions in classes; the bodily positions to be assumed by the pupils while reciting in class; the changing of the relative positions of the pupils in class; methods of dismissing classes; the teacher's position of body while hearing classes recite; seats; employment of monitors; how to deal with children coming to school late, etc. A considerable variety of practice, it appeared, was followed by the various teachers, and the different views held were enunciated with considerable interest and animation. After a large number of the teachers had taken part in the discussion, Rev. J. B. Silcox addressed the association briefly, advising with much force the practice of insisting with the utmost strictness upon absolute punctuality. Messrs. Adams, McIntyre, Hunt and Ferguson, also Miss Lafferty, spoke on the same subject. The President then closed the discussion with a few remarks. He said that the matter was largely in the hands of the teacher. He suggested that making the school a place where the pupils like to be was the most effectual means of promoting punctuality of attendance. In some respects the fewer the rules laid down, the better. Rules could not be laid down that would apply to every case. One of the best ways by which the teacher should strive to secure punctuality was by being punctual himself. It was a very common thing for teachers to be late; but where they were as punctual as they ought to be, the pupils would be also. Mr. Stewart then concluded his remarks by stating that he had, for some years, kept a note book in which he had recorded his observations upon school work, noting the various difficulties with which he had met and the means by which he had solved them. In visiting different schools he had noted how other teachers had overcome particular difficulties. From his note books thus prepared, he had selected the subjects which he had to-day brought before the association. He commended a similar course to the teachers, on the ground that it would afford them opportunities of reviewing their work from time to time and seeing wherein they had succeeded and wherein they had failed. Mr. Adams was next called upon to read a paper, the subject of which was, according to announcement, "How to make a child wish to come to school," (which will appear in next month's JOURNAL). It was then resolved, on motion of Mr. McIntyre, seconded by Mr. May, that the association request the publication in the newspaper of the city, and also in the CANADA SCHOOL JOURNAL, of Mr. Adams' paper. The meeting then adjourned until nine o'clock next morning, and the benediction was pronounced by Rev. A. McDonald. The second day's proceedings commenced at 9:30 o'clock on Saturday morning, the Inspector of the Winnipeg schools taking the chair in the absence of the President. The meeting opened with devotional exercises, conducted by the Rev. J. B. Silcox. Following the programme of arrangements, Mr. Hewitt then read a paper on "The Teachers' Appearance in the School Room." (This paper will also appear in our next issue, En. C. S. J.). In the absence of Mr. Martin, of High Bluff, who had been expected to read a paper on grammar, the following business was, on motion, taken up: Mr. Stewart presented a report of the committee appointed to prepare a system of uniform promotion examinations; and the last hour of the forenoon session was spent in considering the same. The report was taken up clause by clause, and, after an interesting discussion of a number of the clauses, it was on motion of Mr. Hewitt, seconded by Mr. Blakely, referred back to the committee with the request that they report again at the next meeting of the association. At noon the meeting adjourned until 1:30 p.m. *Fourth session.*—At the opening of the afternoon session the President rose and said that he had great pleasure in introducing to the association Mr. Stewart Mulvey, chairman of the Protestant board of school trustees, Winnipeg, a member of the Board of Education, and an old teacher, who had kindly assented to address the association. Mr. Mulvey, in response, read the following paper, "Should corporal punishment be retained in our Schools?" (which we shall publish in a future number of the JOURNAL). On concluding his address, Mr. Mulvey was warmly applauded. Mr. Acheson, in introducing the discussion of the paper, referred to his experience in the State of New York, where corporal punishment, though nominally abolished by the law, was practically retained. He agreed with the position that in most cases such punishment need not be resorted to. Mr. Ferguson agreed with the sentiments of the paper, but thought that a teacher lessened the esteem entertained for him by the parents of the children whom he punished. Discretion should be used as to the offences for which corporal punishment was employed. Mr. Hewitt believed that a teacher would be all the more respected if he punished judiciously. He should punish that the child himself would acknowledge the punishment to be justly administered. Mr. Adams thought that a teacher would lose esteem more by carrying favor than by acting with manly independence. Punishment should be reduced to a minimum. An ounce of honest praise—not fulsome adulation—went further than a pound of correction. The less threatening employed, the better. Punishment should be short, sharp, soon over and well felt, and then no more allusion to it. Pupils should know that the teacher had power to punish. Mr. Hunt was in favor of punishing according to natural law, or making the punishment like the natural result of the offence. Mr. Springer illustrated the good effects resulting from corporal

punishment judiciously administered. Such punishment, as was known, was more practiced in the old countries than in Canada. Mr. Stewart suggested the use of the negative punishment or refraining from marks of kindness, as effective in many cases. Still, the use of corporal punishment was at times necessary. It should then be so employed as to increase rather than diminish the affection of the child. Mr. W. P. Laxton expressed his agreement with the positions taken in the paper. The end to be arrived at was to maintain discipline, and it was not advisable to lay down cast iron rules as to the particular instances in which corporal punishment should be administered. The President expressed thanks to Mr. Mulvey, on behalf of the association, for his valuable paper which he had so carefully prepared and given. On motion of Mr. Stewart, seconded by Mr. Acheson, the association requested the publication of Mr. Mulvey's paper. It was resolved, on motion of Mr. Stewart, seconded by Mr. Garratt, that Mr. Stewart Mulvey be made an honorary member of the association, and that he be notified by the Secretary to this effect, also that the Secretary convey to him the thanks of the Association for the help which he has so kindly given. The President briefly addressed the association. He expressed himself as sure that the suggestions thrown out in the papers and in the discussions would do good particularly to the teachers, but also to all others present. He urged the importance of all teachers becoming members of the association. He was exceedingly grateful to those who had taken up the matter this year. He recommended that all, both old and young, should take an interest in the work of the association, and that none would consider himself too young or inexperienced to take part. As the Saviour drew from little children the lessons that those about him should learn, so the least experienced might touch exceedingly valuable lessons to those who were the most experienced. It was within the power of the teachers to make the association a success and a great good throughout the province. He hoped that those to whom the committee might assign work for the next convention would consider it their solemn duty to do the very best they could with the subjects assigned. In conclusion, he expressed his intense satisfaction, in view of the kindness and courtesy the association invariably received from the press of the province. He had always felt that they owed a great deal to the press of the City of Winnipeg for the willingness which they had invariably shown to publish anything worth publishing. Moved by Mr. Stewart, seconded by Mr. Acheson, and carried, that the publishers of the CANADA SCHOOL JOURNAL be asked for quotations for fifty or one hundred copies of their journal, and that the Secretary notify the members and teachers through the press what subscription sum would entitle them to the journal for one year, as well as all the privileges of the association, and also whether they would have to remit such sum to secure the desired privilege. A resolution for adjournment having then been passed, the President pronounced the benediction.

REVIEWS.

AN EDUCATIONAL WONDER.

6,000 YEARS OF HISTORY WITHOUT BOOKS.

ADAMS' ILLUSTRATED CHART OF BIBLICAL AND SECULAR HISTORY, FROM 4004 B. C. TO 1881 A. D. Combining *Object Lessons in History* for children, with tabulated and synchronized history for both day and Sunday schools. It constitutes a complete encyclopædia of history and chronology, for schools of all grades, for family use, for private students, and is indispensable to every well-equipped library. 5 Union Square, New York: Colby & Co.

This great practical Chart is a chromo-lithograph, mounted on canvas, is about twenty-one feet long by two and one-quarter feet wide, and is in three styles: On Rollers, turned by cranks, and occupying such space on a wall as may be desired for family or school use; in Portfolio form, for table use; and in Book form, bound in paper, hinged on cloth. We give our readers the following general description of this superb work:

The length of the Chart is divided by perpendicular lines into five and a half centuries and their decades; across these century columns pass, from left to right, colored lines or streams that represent the different historic nations (and lives of the patriarchs), and change their color to indicate every change of rulers; these streams divide, subdivide, unite, or disappear according to the record of the nation represented; thus every nation, with its consecutive rulers and all the leading facts of history, are placed upon a fixed scale and presented to the eye in their proper relations as to time, just as, geographically, a map locates towns, rivers, and countries. Meridians intersect places of the same longitude, in the same manner that century and decade lines on this Chart mark contemporaneous nations, rulers, and events.

The origin of nations, their grand march through the centuries, and their final overthrow, are prominent features of the Chart, while the confused mass of dates and events, that usually comprises our knowledge of history, is so sifted and synchronized by it, so lighted with colors, models, and illustrations, that the centuries of the past seem transformed into individual realities, marked with their peculiar characteristics. *The plan of the Chart is so simple that children can readily understand it, and so comprehensive that it is in itself an Historical Encyclopædia for the mature scholar.*

Beginning at the left (everything runs from left to right, from the past to the present), among the world's great eras and events so attractively presented on this panorama, may be noted, in the line of sacred history, the genealogy of the patriarchs, the genealogy of Christ, the Deluge, the Call of Abraham, the Bondage in Egypt, the Exodus, the Division of the