

MORAL EDUCATION.

Following is the report of the committee on Mr. Millar's address on "Moral Education." Your committee beg leave to report as follows:—

1. That in the opinion of your committee the teacher as representing the parent is responsible for the moral as well as the intellectual training of his pupils while under his charge. 2. That all systematic moral training in the schools of Ontario should be based upon the Christian religion as set forth in the Bible. 3. That the reading of selected portions of Scripture as a part of the regular daily exercises in all our schools would be a material aid to teachers in the discharge of their duties in regard to such moral training. 4. That we reaffirm the opinion of this association expressed last year, to the effect "that anyone who cannot reverently, humbly, and lovingly read the Work of God is not fit to be a teacher." 5. That the Education Department be requested to secure the preparation of readings for the schools under its charge. 6. That the use of such selections be made obligatory in all schools, unless the Board of Trustees in towns and cities, or the annual school meeting in rural sections, decide to the contrary. 7. That in the opinion of this committee more might be done by the ministers of the Gospel of the various denominations in the way of awakening public interest in this question, especially amongst the members of their own congregations. Much good would also result from frequent informal visitation of schools by clergymen.

The report was adopted clause by clause. After the first four clauses were adopted Mr. Clark moved in amendment to the fifth clause, "That the teachers be left free to choose what portion of the Scriptures they shall read." The amendment was lost and the clause carried.

An amendment by Mr. J. L. Hughes that the sixth clause of the report be expunged, thereby leaving the law on the matter as it stands at present, was carried. An amendment by Mr. Reazin that the seventh clause be struck out of the report was carried. The report was adopted as amended.

EXAMINATIONS AND EXAMINERS.

Mr. F. C. Powell, of Kincardine, read a paper on "Examinations and Examiners."

A vote of thanks was tendered to Mr. Powell for his paper. A vote of thanks to the press also was passed, for the full reports of the proceedings of the Convention printed, after which the Convention adjourned by singing the National Anthem.

After the adjournment a number of the members of the association visited the Grange, by invitation, where they were received by Prof. Goldwin Smith.

The reports of the High School Section, the Public School Section, and the Inspectors' Section are held over for want of space. The able paper by Principal McHenry, of Cobourg, on the Professional Training of High School Teachers will appear among our Special Articles in a future issue.

Teachers' Associations.

The publishers of the JOURNAL will be obliged to Inspectors and Secretaries of Teachers' Associations if they will send for publication programmes of meetings to be held, and brief accounts of meetings held.

CARLETON.—A meeting of the County Carleton Teachers' Association was held in the school house at Old Stittsville on the 13th and 14th of September. About forty members were present on the occasion.

The Vice-President being absent, Mr. Smirle, the newly appointed inspector, was requested to preside. The preliminary business of the meeting being disposed of, Mr. C. W. Whyte proceeded to illustrate and fully describe his method of teaching the "Railroads of Canada" to a Third, Fourth, or Fifth class. He strongly recommended the teacher to sketch roughly on the blackboard the railway system to be taught, and then by a classification of his own proceeded to show how the subject could be mastered in a few lessons. Considerable discussion followed, in the course of which the question was raised whether the subject of railways should be gone into so minutely in a Public School course. The members, however, were unanimous in the opinion that Mr. Whyte had succeeded in simplifying this somewhat difficult and uninteresting study.

The subject of "Geographical Pronunciation" was next taken up. Mr. McKercher introduced the discussion by a carefully prepared paper. His illustrations were numerous and well chosen. The weight of opinion, however, seemed to be in favor of pronouncing, in all doubtful cases, at least, according to the rules of English orthography. It was shown very clearly that any attempt at the pronunciation of foreign

words according to the rules of the language to which they belong must necessarily be imperfect, and in the end lead to confusion. A hearty vote of thanks was tendered Mr. McKercher for the able and learned manner in which he treated the subject.

A discussion arose on the various sets of "Readers" now before the public. After a careful examination of the specimen copies in the hands of the association, it was moved by James McElroy and seconded by Hugh McKercher, and unanimously carried, "That in the opinion of this association, 'Gage's Canadian Readers' are best adapted for use in our Public Schools, and that in order to avoid confusion, we hereby agree to recommend them to trustees for use throughout the various schools of the country."

Mr. D. B. Sawyer and Mr. A. Stewart, whose names were down for penmanship and arithmetic respectively, having failed to put in either an appearance or an apology, caused some inconvenience, the time, however, was profitably taken up in the discussion of practical questions relating to the work of the school-room.

The officers elect for the ensuing year are: President, A. Smirle, I. P. S.; Vice-President, Mr. Keenan; Sec. Treasurer, H. S. Moffatt; Man Com., J. McElroy, J. H. Moffatt, H. McKercher, and the Misses Richardson and Steadman.

REVIEWS.

THE RATIONAL METHOD OF TEACHING READING, by Thomas Packer, Kingston. 54 pp. We hope that this thoughtful little book will find its way into the hands of every primary teacher in the Dominion. It is an elaboration and practical application of the principles in Prof. Meiklejohn's *Problem*, but is written in a thoroughly independent tone, and will give any young teacher a good grasp of the excellent method of economising time with younger classes. Whether teachers adopt Mr. Packer's machine or not we sincerely hope they will adopt his principles and methods. Incidentally, and apparently quite unconsciously, the author gives on pp. 8 and 9 the most crushing evidence against the Royal Primer lately authorized in this province. We hope all teachers and trustees will see Mr. Packer's little book before they adopt "these outrageous primers," and thus inflict "tortures" on "thousands of little innocents while 'Learning to Read.'" Price 10 cents.

DEVELOPMENT LESSONS FOR TEACHERS. *New York: A. Lovell & Co., July, 1883.* This is a *lice* little book of 300 pages by two practical educationists, Esmond V. De Graff, superintendent of schools, Paterson, N.J., and Margaret K. Smith. It contains typical lessons fully elaborated so as to give a clear idea of how lessons on the Senses, Size, Form, Place, Plants may be conducted. Each lesson is classified, 1. Object of the Lesson. 2. Point. 3. Materials. 4. Matter. 5. Method. The method is fully expanded, and explicit directions are given to assist the teacher. We believe that every young teacher will find the book a real friend, and we feel sure that our associations would be greatly enlivened if a few such lessons were given at every meeting instead of elephantine papers on abstract subjects. The short compends on the Science and Art of Teaching, School Discipline, and an exposition of Quincy School Work complete the book. From some points of view the book is open to criticism, but after all it is fresh, vigorous, and thoroughly practical. Price, by mail, \$1.50.

DIE ANNA LISE. A German play by Hermann Hersch; with an interlinear translation and directions for learning to read German by Prof. Charles F. Kroch. Price \$1, text alone only 40 cents. *D. Appleton & Co., New York.*

This book is intended for students that have read Kroch's First German Reader, or a part of Adler's German Reader. In fact it may be put into the hands of any pupil who has fairly mastered the verbs and declensions. The hero of the play is Leopold I., Prince of Anhalt-Dessau, a distinguished general under Frederick the Great. Prof. Kroch has produced an admirable volume. It contains an explanation of the arrangement of words in German sentences, a chapter on the study of words, vocabularies and notes to each act, an interlinear translation, and an excellent chapter on German "Expletives," e. g., doch, schon, Jacmneal, &c. With the judicious aids given by the editor, we venture to say that even the tyro in German will read this beautiful play with but little effort and with absorbing interest. We cannot see why such an interesting play cannot be prescribed for the intermediate examination. At all events we heartily recommend it to every teacher and student of German, and are quite certain that students will read this play—as they read Robinson Crusoe—for the sake of the pleasure it affords, and in the exercise of a delightful recreation, will be the better prepared for any examination they may have to undergo.