

ity. In the sciences students have to do real work for themselves, not merely to watch the work of others, or look at it after it is done. What would be thought of the Art School which presented to its students the masterpieces of great men and women for contemplation only, and in which the brushes and pencils were but seldom handled by them? Just the reverse of this is done in all our schools of art. When Flambert took Guy de Maupassant to make him a French writer he did not train him by giving him lectures in French, but set him at work on real themes, some of them of the greatest simplicity, the description of a tree, for example. It is claimed that only those can take mathematical and scientific courses who have natural aptitude for them, and this is a confession that many take the English course who have no aptitude for it, for it is surely a fact that great natural aptitude is rarer in English than in the other subjects. This is owing to the way the subject is treated. If it were dealt with in the same way as Mathematics or Science, the inapt ones would be forced out and specialists in English would be such as possessed the true literary and artistic instinct, not those who misunderstood fondness for literature for power therein. The last year or two of a university course in English should be devoted to original work, in which students should be compelled to show their ability to follow the style of any given author, and to give evidence of a meritorious style of their own.

He then referred to the papers read at the association as consisting of three classes: (a) Those of general educational interest, (b) pedagogical topics, (c) literary and scientific subjects. He hoped the association would realize the necessity of keeping the last two well balanced.

In speaking of the University extension movement, he said he thought it might be engrafted upon our educational system by combinations of districts among High School specialists. Many of these teachers would be eager to hold positions as lecturers in this movement, and earnest men and women would study arduously in it if some definite object could be accomplished thereby. It would be necessary to make University subjects popular, and bring them within the apprehension of those whom circumstances and environments have deprived of an academic education. The ability to do this is an evidence of the highest professional qualification. He suggested that groups be formed in different parts of the province of six or ten High Schools, whose teachers would undertake to give lectures in each other's towns. They could and would be assisted by the learned and zealous men of other professions, and lecturers from the universities could be brought to their aid.

Professor Baker paid a high tribute to the work and value of the primary schools, and suggested that they might, with profit, devote more time to comparative study. A series of papers on primary education in Germany, Switzerland, and France would be exceedingly instructive and interesting. He thinks results in German primary schools are superior to results in ours.

When speaking of Physical Education he referred to the resolution passed last year by the High School department requesting that it should be optional, and also quoted the regulations of the Education Department dealing with it. He read some interesting statistics showing that it was very badly neglected in the High Schools; was promising in the Collegiate Institutes; and in the Public Schools was so well developed that if an invading army were to disturb our peace they would be able to place a quarter of a million trained cadets in the field upon the shortest notice. He then declared that physical training should be assiduously carried on under the most careful supervision. We all agree with the aphorism, *sana mens in corpore sano*, and yet while we carefully attend to the *mens sana* we systematically neglect the *corpus sanum*. Physical training should be definite, and not left to the unguided and sportive vagaries of youthful spirits. In a well-considered system of education, sports should bear the same relation to physical culture that the literary societies do to the ordinary work of the school or college. Unguided sports may have as vicious an influence on our physical nature as the most debasing literature has on our mental and moral nature. Our indifference may be explained by the origin of our system of education in mediæval monasticism, which regarded the body as a vile and unworthy thing. Other countries are paying the greatest attention to physical cul-

ture. An international exposition will be held this year at Innsbruck, and at Athens the Olympic games are revived. We in Canada cannot afford to lag behind, and teachers especially should not be unfaithful to their duty in respect to this important matter.

He then touched upon the sex question in education, remarking that we must accustom the public mind to the thought that women should in numbers enter the other learned professions. Upon resuming his seat the able lecturer was warmly applauded.

Mr. J. L. Hughes, of Toronto, Inspector of Public Schools, in the absence of Dr. Bourinot, whom parliamentary duties kept at Ottawa, gave an interesting and instructive address on "The Influence of the Kindergarten in Higher Education." He began by outlining the influence of Froebel in breaking down the barriers of conventionality and bringing women forward in the work of education. He said he did not advocate the placing of women at the head of the educational system, but thought that the men and the women best fitted for educational work should do that work. One of the distinctive features of the kindergarten system was that the child was made the chief agent in his own discipline. Froebel changed the system of educating children from coercion by others to creative effort by themselves. We were now learning to apply Froebel's method of self-activity. He defined the difference between activity and self-activity as understood by Froebel and illustrated in his methods of teaching the child. From him we learned the value of object-teaching as well as of play. He was the first teacher to make play an inseparable part of the work of education. He aimed at developing the moral nature as well as the physical. Manual training is developed from the kindergarten ideal, and when this ideal is understood the people will furnish the money to develop it. Froebel's system recognized the co-ordination of the intellectual, physical, and moral faculties in his system of development.

CONVERSAZIONE.

Tuesday, April 7th, 1896.

Tuesday evening the delegates in attendance at the association met in the Chemical and Biological Buildings of the University of Toronto. Many of the citizens who had secured cards of admission took advantage of the opportunity to inspect the equipment of these buildings devoted to instruction in science. The staff were in attendance, and experiments were performed by them. Dr. Small gave an illustration of how photographs are secured by the Roentgen process. Mr. Hodgson gave interesting talks on electrical conductivity, and Mr. Elliott showed the process of electrolysis. Experiments were made by Mr. Allen to determine poisons.

President Loudon welcomed the visitors in an affable and interesting address on behalf of the University authorities. He was glad to greet them as members of a great brotherhood and sisterhood, and constituent parts of the national system of education.

The Minister of Education, the Hon. G. W. Ross, said that he hadn't words adequate in which to represent the greatness of the gathering, representing, as it did, all branches of the educational system of Ontario—the kindergarten, with its two hundred gentle, tender-hearted, lovely women; the Public and Separate Schools, with their nine thousand accomplished and faithful teachers; the High Schools and Collegiate Institutes, with their six hundred highly-cultured instructors; and representatives of the eighteen or twenty thousand trustees, with whom the teachers liked to be on the best terms. The Province owed much to the efforts of the indefatigable and intelligent teachers of the different schools, but it also owed a great deal to the enterprise and activity of the trustees who had so liberally endowed the land with fine schoolhouses and equipment. He was particularly glad to see them in this building, representing, as it did, the culminating point of the great school system and the representative of its unity, which, he declared, was unique. In England, with its centuries of progress and culture behind it, there was nothing like such an organized system of school co-operation as we had in Ontario. In looking over the various departments, it was difficult to say which was most important, or to which the scholars owed most. At the annual convocation of the University, as he watched the two hundred

or so graduates pass before the Chancellor, he often wondered to which part of their school lives they were most indebted for the training for good citizenship which they had just finished. It might have been down in the kindergarten, or in some Public School some wise, energetic, and faithful teacher had given the needed impress to his character; or it might have been done in the High School or college. For all that the school system could and did do, they all had great reason to be grateful. He welcomed them all for the work they were doing in the uplifting and upbuilding of this great Dominion. It was not the attainment of great scholarships that was most essential to national life. It was more important to know that in their schools were more than ten thousand men and women laying broad and deep the foundations for lofty ideas in the rising generation, who were making them honest, truthful, and manly, making them better citizens than were their fathers, and instilling into their plastic minds principles that would cause them to make the greatest efforts to raise their nation higher than it had ever been before. That was why the State aided the schools, and this was the return the State asked from them. He had no doubt the association would show him that he had forgotten many things, and would suggest various improvements. In conclusion, Mr. Ross said that ten of his happiest years were spent in teaching, and for ten years he had had the direction of the schools, sometimes with happy results, but he believed the future would show that they had all been doing a great work for their country.

The president of the association, Professor Baker, responded to the greetings of welcome and returned the thanks of the association for the warm welcome they had received. Mr. Ross had climbed every rung of the educational ladder, and the general opinion of the teachers of Ontario was that his experience eminently fitted him for the position of Minister of Education. The teachers were glad to recognize one of themselves occupying this exalted station, and proud to know him to be one of the ablest and most eloquent speakers in this Dominion. For twenty years Mr. Loudon had been associated with the great University, and had been the author of many of the acts of administration, and ex-students were glad to see him keeping abreast of the scientific spirit of the age. This was an age of conventions, because knowledge was so rapidly diffused that no one could keep pace with it. He must needs cull for himself, and occasionally meet with his fellows and compare notes. There was no inclination now to make secrets of inventions. They were given to the world for its profit and advancement. He then referred to the new building in which they were, and declared it was a great satisfaction to teachers to know that no great discovery in science could be made which could not be exemplified and tested and receive fresh application in its laboratories. He referred to the kindness of the professors in throwing the building open for the inspection of the visitors, and read a cablegram from the National Union of the teachers of England now assembled at Brighton, sending fraternal greetings and good wishes.

LORD TENNYSON AND THE HORSE.

A gentleman farmer, some years ago, happened to be at Haslemere station, when Mr. Tennyson arrived there carrying a heavy parcel of books. His own carriage was not to be seen, and so he was glad to accept the neighborly offer of a lift home. Going up the steep hills to Blackdown, Mr. Tennyson, with his characteristic consideration for animals, suggested that they and the books were too heavy for a small pony to drag. They therefore got out and walked some distance in front of the trap, until suddenly it was discovered that the books had dropped out by the way. Mr. Tennyson was asked if he would stand by the pony's head while its owner went back for the books. These were found a hundred yards or more down the hill; and on his return he found that the pony had been very restive. Knowing its dislike to strangers he asked how Mr. Tennyson had managed to keep it quiet, and was astonished to find that this had been accomplished most effectually by the device of holding a watch close to the animal's ear.