

SECTIONAL MEETINGS OF THE TEACHERS

Educational Matters Were Discussed Under Various
Departments of Work at Sessions Held
Yesterday Afternoon.

(From Thursday's Daily.)

The Dominion Educational Association, at its yesterday afternoon session, divided into sections and held four meetings in different parts of the city. The elementary department assembled in Assembly hall; the higher education department met in the Pemberton gymnasium; the industrial and training departments held their meetings in the industrial department building. The industrial department met in the Pemberton gymnasium; the industrial and training departments held their meetings in the industrial department building.

The convention of teachers is the most important educational gathering that has ever been held in Victoria. It has attracted instructors and those associated with educational institutions from all parts of Canada and some from the United States. University professors, provincial superintendents of education, high school teachers and public school teachers are all assembled together, getting inspiration, talking over methods, and receiving every hour of the day by their inter-course new lessons to better fit them for the important task they have in shaping the public opinion of this country. These men and women are charged with training the future citizens of Canada. The influence of the teacher has a lasting effect upon most of the boys and girls who attend the schools. To the honor of the profession it can be said that few teachers fail to realize that responsibility.

The convention is proving a grand success, said the teachers of British Columbia are reaping rich benefits from its meetings here. Everything is moving like clock-work under the presidency of Dr. Alex. University superintendent of education, and J. L. Buchanan, the able secretary.

HIGHER EDUCATION SECTION CONVENES

Yesterday afternoon, the higher education department of the convention met in the High school with the president of that section, A. B. Lang, in the chair. Prof. Lang made an introductory address. He was followed by Prof. Milner of Toronto, who spoke on the subject "What is Specialization?" The address was a good one, and drew deep interest was taken in it, as shown by the short speeches which followed. Dr. Milner said that there was always some doubt as to whether the young people who left the college have really the "higher education" which was in the field of higher education that there was most divergence among educationalists. He spoke highly of the work being done by the much smaller, small college, which, he said, often compensated favorably with the larger institutions.

He wondered when it would be recognized that education was continued after the university career. At Toronto the courses had grown up as a compromise between professionalism and higher education.

At Oxford mathematics never flourished. In the courses power rather than knowledge was the aim. An Oxford first class was a higher guarantee of power than any other degree in the world. This was acquired by devotion to one of the great departments of the course. Men were sometimes led into their life work by an insignificant event. When this happened, it was not to their advantage, for it would influence his education.

The person who did not get the university education often felt the lack of something which he fancied the others had. The western academic man sneered at some of the works of the old thinkers, as text books. At Oxford there were no text books. The books were simply a base for argument which developed the philosophic temperament.

The speaker advised arranging the kind of knowledge and training to be given to one of the courses. Subsidiary subjects were taken up only as they might be necessary. The great workers, he said, had succumbed to a great immediate interest which had led them on to greater things.

When President Elliott advised people to read a five-foot shelf of books in order to get a liberal education, he was flying in the face of the learned institutions on the continent. Higher education he claimed was more than a mere training of the intellect.

Liberal Education.

Any group of men studying together any subject were getting a real university training. The American system was to study a number of unrelated subjects. Still there were no mind numbing courses from the small colleges and was a big product from the greater schools. Any company of workers, if they were enthusiastic, were bound to be benefited. The speaker said that the best education was to be found in the work of the nation would not be broadened.

There was a critical hour in the west in the matter of learning. "Shall we aim at discipline, outlook or manhood?" inquired the professor, or shall we ask the students to choose for themselves what they will learn?

Three great difficulties presented themselves. There was really a great waste of energy in a great university. The first duty of men in a new country was to criticize the work of the existing institutions and to choose the best.

the writing of words, and in grades three and four proceeds to more difficult work. The crux of a great deal of the poor work in this and other studies in higher grades, he said, was to be found in the acceptance of slovenly work in the lower grades. In grade five composition would be introduced and, in view of many children leaving off school there, the writing of simple business letters, although personally he thought that a grade too soon. Throughout the pupils must be taught to be careful, to use good language and put their ideas in proper form and order.

Miss Hurlbatt, Montreal, asked to what extent the speaker would allow the use of stories.

J. Smith, Vernon, B. C., asked Principal Wallis to develop his ideas a little further along the lines of the method of arousing the critical faculty.

Principal Wallis, in reply, said that the story and the grade of information were stated away in his brains. In the higher grades stories were used as a basis for written compositions, the pupils being asked to develop these in their own words. Mr. Smith he said one method of developing the critical faculty was by having the pupils read each other's work. A person would find errors in another's work where they would slip their practice in their own. He himself also had his pupils write in the books they read and in newspapers and advertisements for badly constructed sentences and poor English.

Examination Papers.

J. R. Brown, Kelowna, B. C., asked Principal Wallis how he managed about the working of examination papers.

Principal Wallis replied that it was a very debatable question whether grammar should be taught in connection with composition. He did not think it necessary. In regard to punctuation he reminded the association that the training of teachers was no absolute uniformity of usage.

The chairman, apropos of the stress laid on the mechanics of composition, remarked that in the United States there was a plan to have the most developing the inner life of the child. He expressed a desire to hear from Dr. Greenwood, superintendent of the schools of Kansas City, on this subject.

Dr. Greenwood, of Kansas City, told the association that the plan followed in the Kansas City schools, which was having good results, was rather different from that of the other states. In force encouraged the children to write well in plain English, not to indulge in fancy, and to follow the system of using not too many words nor yet too few, to use the right word or words and to put each word in the sentence where it stands for the most and does the most.

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Miss Ethel Hurlbatt, warden of the Royal Victoria College, Montreal's college for women in affiliation with McGill University, read a clever and highly intellectual paper on the place and influence of the woman teacher in elementary education. She pointed out the great disparity between the sexes in the teaching profession. Prince Edward Island has more than half as many women as men, New Brunswick more than eight times as many, Nova Scotia nearly seven times, Quebec about seven times, Ontario four times, Manitoba more than three times and Alberta more than twice as many. Figures were given for British Columbia and Saskatchewan.

The tendency was to employ women rather than men, women being the cheaper article, so to speak, and men finding more remunerative outlets in the development of the country.

There was no doubt of the place of women in school work. Miss Hurlbatt said. Men and women should work together as equals in every other line of work in life; boys benefited by the care and influence of men and women, girls benefited by the influence and care of women and men. Two lines of school work in which the influence of women would be found were those of school hygiene and physical education. In the latter connection Lord Strathcona's report for cadet corps and physical education was mentioned. There need be no fear that the cadet corps would foster the military spirit, but they would be effective in building up life and character. A military spirit of physical education was not suited to the young.

Dr. Robinson, Miss Williams, principal of the Girls' Central school; W. P. Argue, city superintendent of the Vancouver schools; Rev. T. W. Gladstone and Dr. Greenwood, Kansas City, spoke in high terms of the paper. Rev. Mr. Gladstone referred to the change in England from a system of military drill to physical training and warned the Canadian teachers to be careful lest the military system of education was forced upon them. Another thing on which he put weight was the showing of children how to play games.

John Kyle, superior of drawing in the Vancouver schools, read a paper on the adaptation of nature to design in the elementary school. He showed a blackboard and crayons he explained his system of correlating nature study to the drawing lesson. Young children in the elementary schools, he said, were not adapting to the work from nature direct; they preferred to draw from discussion or imagination. They would rather draw with a brush and colors than with the pencil, and they loved decoration. Mr. Kyle showed how simply children could be led into a knowledge of nature through the drawing lesson and also how readily the faculty of design and drawing could be aroused in them.

The paper was discussed by Miss J. A. Cameron, supervisor of drawing in the Winnipeg schools; Miss Mills, Vancouver; and Inspector J. L. Hughes, Toronto.

INDUSTRIAL IN EDUCATION

The manual training section opened this afternoon with President Dunlop in the chair, and a goodly number of people interested in this branch of education present.

The president, after welcoming the delegates from other cities, spoke of the prejudice that existed among some teachers to manual training work, and pointed out means of rectifying matters. He also stated that in this province manual training was being talked more and more in rural districts, and ere long several centres were likely to be opened.

The matter of forming an association of manual training teachers was touched upon, but the question was postponed until to-morrow.

Owing to his wife's illness Mr. Bennett of Regina, was unable to be present to give his paper, "Industrial Training for Teachers," and Mr. Northrop of Vancouver, was asked to read it in his place.

The main central idea of this paper was that teachers as a rule were not in touch with the outside industrial world. He advocated teachers to take special courses during vacation or go to farms, factories, etc., and so get in touch with the every-day life of the outside world.

Constructive Imagination.

W. H. Blinn of Victoria, followed with a paper entitled "The Development of Constructive Imagination in the School." The paper was well received and the main idea of this paper was that in all our centres too much of a stereotyped set of models was given. Mr. Blinn said that by using constructive lessons, pupils could be brought to design their own models after having first learned the new tool operation each model contained.

TRAINING SECTION OF TEACHERS' WORK

Yesterday the section of the convention having the inspection and training of the curriculum, then he must be fortunate in not having either of those who were to have given papers, present at the meeting. The president, David Solon, was also absent, but his place was taken by A. C. Smith, of the situation was explained the section adjourned and repaired to other divisions of the convention.

R. A. Little, principal of the London Collegiate Institute, one of the most successful of Ontario's collegiates, sent a paper on "The Professional Preparation of the High School Teacher." The paper was taken as read, was as follows:

High School Teacher.

This is an age in which special preparation for life work is demanded of every one. In the professions of law and medicine this is especially true. The wide outlook during his university course, the non-graduate should get it, if not before, then in the purely technical part of his professional training.

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The high school curriculum has in recent years undergone a wonderful expansion and is now broad and complex. The individual teacher must fit into a complicated system. While possessing a general knowledge of at least the main features of the subject, he must be specially fitted to teach some portion of it with more than ordinary skill. The professional training of the high school teacher must be complex in degree corresponding to the curriculum, and the school or college that undertakes this work has a great variety of human material to deal with and a great variety of subjects to handle and correlate. Such a complicated problem as the training of teachers does not admit of a solution that has scientific or mathematical certainties. This feature of the case should be recognized both by the institutions that undertake this work and the public and profession itself that is only too ready to criticize the work and product of these institutions. As should remember that in the working-out of this problem the modifying factors are very numerous. It must be solved by the educational authorities in a more tentative way. The local or provincial situation must be taken into account. Existing institutions must be solved in the most practical way. I shall consider first some of the outstanding features of the situation.

One of the main questions connected with the training of teachers is that to which there is considerable diversity of opinion in the United States is this: What affiliations and connections, if any, should exist between training schools and the institutions to which the graduates of learning—colleges or universities. By some it is maintained that the atmosphere, academic and domestic, of a college university is a material factor in the development of the teaching spirit; that the distraction incident to such university life is opposed to the development of that consciousness of public duty which should animate the teacher in an eminent degree; and that therefore the strictly professional training should be given in an institution wholly free from the material tendencies of the age and where the teacher-in-training will be under the continuous guiding influence of men animated with the same purpose and ideals as the future teacher ought to be. This theory it should be observed has reference par-

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In the case then of the graduates we may dismiss this theory as unworthy of consideration, refuted by the experience and conscience of graduate teachers themselves. But in any case the theory seems a very narrow one. Apart from the relation of the work of the great universities of the United States rather than any of our own—it is a question of the spirit of the prospective teacher himself. The profession should be animated with lofty ideals of service and self-sacrifice, but the martyr attitude is scarcely an elevating one for the profession itself to assume. Seclusion is detrimental to the best interests of the teacher and a fencing-in process is the one to be avoided.

This narrow view is the product of a narrow and of educational theories which saw the wide divergence between the methods of the university lecture-room, with whose fallings graduates are only too familiar, and the method proper to public and high school teaching. But it was also limited by the narrow theory of Herbartian methodology and set too high a value on mere method. By these two things the teacher is distinguished from wide and varied academic scholarship. The higher professional training of teachers is in its incipency in this country and in the highest training of teachers in the authorities of the different provinces will be free from this worn-out doctrine in determining the principles under which they shall establish faculties in the high training of teachers. It will scarcely be denied by any one that if a teacher of any grade is to have a proper view of the relation of any subject to the curriculum, then he must have a cross-view of intellectual life in general and have an intelligent appreciation of the great movements and activities of modern life in all its phases.

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methods of instruction presented in the lecture room. Imitation does not cease with childhood and the college lecturer or professor may be of the greatest service to all his students by wise and clear methods of instruction. The influence of Great Paxton's own blessed memory, has in this regard gone with his students into school, law, doctor's office and industrial house throughout the whole Dominion. Reverting now to the case of the non-graduate who may obtain a certificate to teach in a high school, it is an open question whether it would not be better to have the student receive his initial training in a normal school. The strong argument against such a policy at present is that it would increase the attendance at the already over-crowded normal schools and largely decrease the attendance at the university training-schools—faculties of education—which are capable of handling more than the number of graduates who offer themselves for admission. It is at present a matter of expediency and economy. The transition of a pupil from a public school to a high school is a gradual one. The subjects of the public school course are pursued at greater length in the high school. The public school teacher with the certificate of certificate and experience in teaching this work should be able and is able to handle this work quite satisfactorily. But he should have public school experience of at least two years before engaging in high school work. It would then be necessary for him to obtain his professional certificate in the first instance from the normal school and his professional course at the faculty of education could be lightened, as it actually is now in the case of those who have had certain experience in teaching. Three years at least and in not more than four years is the average difference in age between university graduates and graduates of the high school with the highest academic certificate. It is not reasonable that these two classes so far apart in age and academic training should receive their professional training at the same institution and largely of the same kind. The training of the normal school would not hold in the case of those who have, after attendance at the normal school, taught several years on a second class school certificate and in the meantime passed the senior leaving examination.

The teachers in the training schools perhaps better than the students, realize that one year is all too short to have a proper work of preparation in the case of those who have had no previous experience in teaching of any kind. And yet it is felt that one year is much too long to be asked of the purpose of those who are entering upon the teaching profession. It is scarcely too much to say that many students in six months and some even in a year can scarcely do more than comprehend the meaning of what the lecturer is saying or of what he has read in books dealing with educational systems and principles, and psychology. We are brought how face to face with another question of supreme moment connected with teacher-training. It is possible for the best professional training to be given before the teacher has had any real teaching experience and consequently his entire professional training precede all other training. It is possible for the teacher to extend over a year or six months. Let us look at the same problem in connection with the public school. In Ontario the model school teacher has had no previous teaching experience and consequently his entire professional training precede all other training. It is possible for the teacher to extend over a year or six months. Let us look at the same problem in connection with the public school. In Ontario the model school teacher has had no previous teaching experience and consequently his entire professional training precede all other training.

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ticularly to normal schools which in the United States train teachers for public schools and the lower grades of high schools and we must bear in mind that in our own country high school teachers are of two classes, graduates and non-graduates, and this to be so we must consider the cases of these two classes separately. Surely, however, we are right in assuming that the advocates of this theory do not in any way desire to underestimate the value of a university course for any teacher. Whatever arguments may be advanced against teachers living and moving in the university atmosphere during their professional training, these can in no way affect the fact of the necessity of a university course for a large majority of the teachers in our high schools. Such a course is manifestly necessary for those who are going to teach the special and so-called higher branches.

In the case then of the graduates we may dismiss this theory as unworthy of consideration, refuted by the experience and conscience of graduate teachers themselves. But in any case the theory seems a very narrow one. Apart from the relation of the work of the great universities of the United States rather than any of our own—it is a question of the spirit of the prospective teacher himself. The profession should be animated with lofty ideals of service and self-sacrifice, but the martyr attitude is scarcely an elevating one for the profession itself to assume. Seclusion is detrimental to the best interests of the teacher and a fencing-in process is the one to be avoided.

This narrow view is the product of a narrow and of educational theories which saw the wide divergence between the methods of the university lecture-room, with whose fallings graduates are only too familiar, and the method proper to public and high school teaching. But it was also limited by the narrow theory of Herbartian methodology and set too high a value on mere method. By these two things the teacher is distinguished from wide and varied academic scholarship. The higher professional training of teachers is in its incipency in this country and in the highest training of teachers in the authorities of the different provinces will be free from this worn-out doctrine in determining the principles under which they shall establish faculties in the high training of teachers. It will scarcely be denied by any one that if a teacher of any grade is to have a proper view of the relation of any subject to the curriculum, then he must have a cross-view of intellectual life in general and have an intelligent appreciation of the great movements and activities of modern life in all its phases.

It is a mistake to regard the teacher as the best teacher of the higher grades is the man who has a broad academic knowledge of the work of the higher grade. It is a mistake to regard the teacher as the best teacher of the higher grades is the man who has a broad academic knowledge of the work of the higher grade.

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