

ONTARIO EDUCATIONAL ASSOCIATION.

Reported for THE EDUCATIONAL JOURNAL by Mr. John Spence, principal Clinton-street school, Toronto.

(Continued from last number.)

Mr. W. A. Sherwood, A.R.C.A., of Toronto, read an interesting paper on "Color in Nature and its Relation to the Schoolroom." He discussed the causes of color blindness, and disproved the theory held by some that it is caused by the excessive use of wine and tobacco, or narcotics of any kind. The main cause was due to the absence of color in our surroundings. Associate the children with colored objects in school and out of school, and this defect will almost entirely disappear. In most schools, there is an almost complete absence of color, as nature, whom we should closely follow, is lavish in the extreme. There are no primary colors in nature, but only secondary, and these only should be found in the schoolroom. All illustrations should be of such a nature as will please the eye. Much improvement of late has been made in schoolrooms. Complementary and contrasted colors should be used; green and brown being the prevailing nature colors, these should prevail in our schools and homes. They are most restful to the eye. Men who have been constantly associated with black and white colors have become blind. He pointed out the dangers of color blindness to such men as engineers. Scope for development should be given to the æsthetic habits of our pupils. Our text-books should have an agreeable variety of colors.

Miss E. J. Preston, of Ottawa, followed Mr. Sherwood in an intensely interesting paper on "The Elements of Our Population." In very choice language, filled with humor, she described the different nationalities that make up our population, noting their physical, mental, moral, social, and political proclivities. The experience of the United States in admitting all classes of men to make homes in their territory, without exercising any discrimination, was vividly portrayed, and should be a warning to us to exclude from our land all undesirable persons. Our desire for increased population should not influence the Government to act injudiciously in throwing wide open the vacant lands of Canada to any and all who choose to come. This paper will be published in a subsequent issue of THE JOURNAL.

Miss Davidson, of Crumlin, read a paper on "The Position of Physiology, Hygiene, and Temperance on the Public School Curriculum." The difficulty of getting any change in our educational system was illustrated by the trouble it gave to get this subject placed on the same footing as other subjects of the programme of studies. The teacher is obliged to counteract the effects of environment and heredity, and children must be taught that neglect on their part to develop themselves physically will entail future suffering. The preservation of health is a duty, and its neglect is physical sin, and leads to certain punishment. It is just as necessary to educate the child along physical lines as on any other. We should have a high physical ideal, and general rules for producing the ideal should be constantly impressed. There should be a fixed course of experiments in teaching the subjects. Each teacher should have a skeleton, mannikin, and charts, so that the instruction may be made as interesting as it is instructing and beneficial. Any teacher can obtain the different organs to be studied from home or the butcher. If you can't get your school board to procure you apparatus for teaching this subject experimentally, make your own.

Wednesday, April 8, 1896.

Mr. J. R. Brown, of Madoc, read a paper on "The Relation of School Work to the Occupations of the Public." He stated that the prosperity of the people depended upon the occupations of the people, and these occupations were the source of the wealth of the country. He advised joint meetings of teachers' and farmers' institutes, and urged that the people should be encouraged to read the newspapers to become well informed in the current history of the nation. He dwelt upon the natural resources, products, and occupations of the country and people.

Mr. W. Irwin, of Flesherton, read a paper on "National Patriotism." The first duty of every teacher is to instil a love of country into the hearts of his pupils, as being an obligation he owes to the

State as well as to the child. Obedience was inculcated to the laws of the land in so far as they were good. The people make the laws through the legislators they choose, and these laws reflect the sentiments of the citizens. The evils of bigotry were pointed out.

Mr. Weidenhammer, Waterloo, read a very interesting paper on "Music in the Public Schools." The points made were that music was for the public good, rather than for the individual; that it was a powerful means for developing the emotional nature; that truth is vividly impressed by singing; that the thoughts went straight to the depths of the heart; and that sight-singing was as good an intellectual stimulus as the study of Latin.

A series of ten-minute addresses by eminent educationists was a feature of the session. The Hon. Minister of Education briefly reviewed the late legislation affecting educational interests. Among many things mentioned were the "continuation classes" to be established in public schools and liberally aided by public grants, for pupils who had passed the Public School Leaving Examination; the notice of the extension of the Easter vacation in rural sections was heartily applauded. The Minister declared that the teachers had many friends in the Legislature to protect their rights and see that no hindrances to the progress of education were allowed to exist. In alluding to the many difficulties and perplexities of the teacher's life and vocation, he urged his hearers to look on the bright side of things.

Mr. Parkin, Principal of Upper Canada College, said the teacher's life must be unselfish, being founded on love of a work that did not bring large monetary rewards. To avoid becoming mechanical should be the constant care of every teacher. He should have his heart centred in his work, not in the pecuniary gain to be secured. Stupid pupils should not be neglected. Teachers should be Christians, and should remember they are working out the great moral problem of creation.

Dr. McLellan spoke on "Moral Training." Dogma and doctrine never make moral nations. Moral training depends largely upon the personality of the teacher and the training he gives his pupils. Every subject should have a distinctly ethical effect. Literature is the best subject for the purpose, because it trains the imagination and emotional faculties. Imagination has been too much undervalued and neglected. Science and mathematics have an indirect moral effect.

Mr. Hughes, I.P.S., Toronto, made a plea for the so-called stupid children. His thoughts and sympathies were for them. They needed most help, and too frequently got the least. Most difficulties were physical and easily removed. Physical culture was the basis of moral culture.

Mr. Muir, of Toronto, author of the "Maple Leaf," spoke on "Patriotism." He reviewed our history and eulogized the deeds of the sons of Scotland settled in Canada. After a glowing description of our country's resources, he made an eloquent appeal to the teachers to fill their pupils with the spirit of patriotism, using as a means the noble deeds recorded in our history.

Mr. John Ball Dow, Whitby, of the Trustees Department, gave an address on "Our Rural Schools." He pointed out the weak points in the educational system. The full programme was not taught, and many of them were in charge of incompetent teachers. The defects in rural schools were due chiefly to youthful, inexperienced, poorly paid instructors, and bad accommodation and equipment. He advocated the abolition of Third Class certificates, the formation of township boards and larger sections.

Mr. Tilley, Bowmanville, I.P.S. for Durham, discussed the equipment of rural schools. The grounds are generally too small, rough, and barren, while the buildings are cheap and badly built, with no attempt made at ornamentation. Every school building and room should be decorated. Every school have a dictionary, a gazetteer, and an encyclopædia. Trustees ought to be compelled to attend to these things, and if a grant of public money were given, as in High Schools, they would soon be secured.

Mr. Parsons, of Delhi, read a paper on "Efficiency," in which he advocated the raising of the status of the Public School teacher to a higher standard as the best means of securing efficient work.

Miss McKenzie, of London, gave an interesting address on the "Transition from Home to School." She pointed out how great a change it is for the

child. Hitherto Nature has been his teacher. As much of home as possible should be introduced into the school. Kindergarten methods should be adopted in the youngest classes of rural schools.

Mr. Jordan read a paper on the "Relative Rights of Principal, Parents, Inspector, and Trustees." He thought the principal should be an advisory member of the school board, and difficulties between parents, teachers, and trustees should be adjusted outside of school hours. He thought inspectors had sufficient authority.

Mr. Burritt, of Pembroke, discussed "Parents and Trustees." He said it was the duty of the latter to make every possible provision for the comfort and advantage of the pupil. His position between parent and teacher required delicate movement and great tact.

Mr. Davidson, of Newmarket, spoke on "Principal and Inspector." The inspector had a two-fold duty to perform, (a) to advise the teacher, (b) to acquaint the trustees with the exact condition of the school. His character greatly influenced the character of the work done in school. He should have great skill in testing the work of the teacher, and should have a clear idea of what qualities he was testing for.

Mr. Groves, of Toronto, outlined his ideas of "Classification and Management." The principal and teachers should determine the classification, as no one else is in a fit position to do this. The parent especially is unfitted to have any voice in classification, or promotion, because he is not likely to be unprejudiced.

Miss Loveck, of Ottawa, addressed the meeting on "The Importance of Kindergarten Training to the Youth of Canada." She showed how it taught the child to work for himself, and aroused his self-activity.

Mr. Putnam, of Ottawa, followed, and declared kindergarten work awoke the child's interest, and gave him much pleasure and amusement. The children are taught to perceive sound and color, and lose self-consciousness.

Mr. Ballard declared that time alone would tell how much benefit to the school has obtained through the kindergarten.

Rev. Mr. Jackson, of Galt, said that this training would make better mothers for future generations, and this was the greatest need of the country. All teachers should take the kindergarten course.

EVENING SESSION.

Wednesday, April 8th, 1896.

Prof. Baker, Toronto University, delivered the president's annual address. After thanking the association for the honor conferred on him by his election last year, he began his address proper by stating that the teaching profession is in a state of unstable equilibrium, rendering essential constant readjustment, which is accomplished by the annual parliament of the educationists of the province. The meeting of teachers in convention intensifies their interest in their great work, quickens their enthusiasm, and tends to unity of sentiment and action. The present meeting clearly emphasized the fact that education is a progressive science. He then dwelt upon the improvement being made in methods of teaching. Every effort is now being made to keep the creative faculties in equal activity with the receptive faculties. In Science teaching the greatest importance is attached to individual work on the part of the student; in History constant reference to original authorities is insisted on; a characteristic feature of the work in Political Economy is a gathering of facts by students for themselves. Educational methods in teaching English had not kept pace with the work of other departments, despite the fact that in this branch of study there are greater possibilities than in any other, owing to the equipment students bring with them when they enter upon the study of their mother tongue. The complaint is being continually made that our teaching of English does not produce men who speak and write their language correctly. While the teaching of English in the High Schools and Collegiate Institutes has made great advances, the same statement is true of the work done in the Universities. One reason for the advances made in other departments is that the receptive faculties are not cultivated to the exclusion of the creative faculties. In English teaching the appeal is almost entirely made to the receptive powers of the mind. Criticism can end only in the destruction of spontaneity and original-