

## Kent Teachers Elect Officers

CONCLUDE THEIR CONVENTION WITH AN ADDRESS FROM PROFESSOR DEARNESS—THE TEACHING OF ARITHMETIC.

The Central school bell changed its horrid clang at 9:30 Thursday morning, and divers and certain pretty teacher-girls who had been dawdling out in the halls in company with divers and certain handsome teacher-boys, came trooping to their seats. The morning attendance was, if anything, better than that of the previous day.

Nor were the teachers deterred by the fact that the secretary still sat at the receipt of custom ready to garner in from all comers the annual fee of five and twenty cents apiece.

After balloting for officers had taken place, Prof. Dearness, Vice-Principal of London Normal School, took up the subject of "Arithmetic."

Arithmetic is "the logic of the school room." It is a most important subject.

Some regarded arithmetic as merely the manipulation of figures. In his early experience as an inspector he had encouraged rapid, accurate manipulation of figures. But in the later years of his inspectorate he noted that the work of pupils trained on this plan abounded in mistakes. Since noticing such things, and since reading Mr. Wilson Taylor's arithmetic, he had reached the conclusion that this method of teaching was introduced at the wrong period of school life.

Were he revising the curriculum he would introduce arithmetic gradually and incidentally in connection with nature study and object work. Thus gradually the subject would be developed as the child advanced.

Too many teachers trained their pupils to rapid and accurate manipulation of figures. It was better to make the children strong on the fundamental numerical relations. Exactness could come later.

Prof. Dearness proceeded to quote the figures regarding teaching of various subjects, compiled by W. T. Harris, U. S. Commissioner of Education. The teaching of arithmetic should be divided into three stages—objective, representative and symbolic. He condemned type questions. Too many teachers allowed the solving of questions by algebraic operations instead of by arithmetical operations. Children should be taught to bridge the relations in problems.

Prof. Dearness closed by thanking the teachers for their attention.

Mr. W. Taylor, B. A., of the C. C. I., thanked the speaker for his kind references to his own work. While he concurred entirely with Prof. Dearness, he would be inclined to go further. He would make the power of expressing himself the test of the child's knowledge. Mr. Taylor illustrated his theory by examples.

Principal Plewes spoke briefly in commendation of what Prof. Dearness had said.

Inspector Park agreed with a great deal of what Prof. Dearness had said. He referred to his own experiences. The unitary method, once adored, was responsible for a good deal of evil.

The paper was also discussed by Miss Abram, Mr. C. Ross McColl, Miss Walker and Mr. T. W. Leigh.

The results of the balloting for officers were then announced:

President—T. N. Leigh, Principal of Wallingford Separate school, Aed.

Vice-Pres.—Miss Mounteer, Central school.

Sec.—Treas.—R. Park, I. P. S., Aed. Committee—Vote in the order named—Messrs. C. Voss McColl, Valetta P. S.; D. S. Paterson, M. A. Prin. of the C. C. I.; Misses Nellie Young, McKenough school; M. Rowe, S. S. No. 6, Chatham; K. Campbell, Merlin P. S.

Principal J. S. McAllum, Tilbury P. S., took up "Commercial Work in the Fifth Classes." The school course

during the past eight years had been fitting pupils for the High school. But they had been doing nothing for the pupils who did not go to the High school. These were the pupils who were unable or unwilling to take up the course preparatory for High school work. These were not dull-heads by any means. Often they went to the commercial colleges, and achieved success in after life.

The public school had been teaching only the one class of pupils—the pupils going to the Collegiate Institute. They should give a start to those who had to go out into the world and earn a living.

What are we doing for this class of pupils? Nothing. The public school is not for the one class of pupils, but for all. The commercial course in the public school should be emphasized. Such a course would start the majority of pupils, those who could not go to the High school, into life. Penmanship should be better taught. Shorthand and book-keeping should be taught.

The paper was discussed by Mr. J. C. Stewart.

Moved by Inspector Park, seconded by J. C. Stewart, that the thanks of the Association be tendered to Messrs. Thornton, Cowan, McCall, Austin and Westman for their generous gift of \$25 to encourage the improvement of school premises. Carried unanimously.

A resolution was moved by Messrs. Park and Plewes, and carried unanimously, endorsing Morang's Geography and Phonetic Primer and urging their introduction into the schools of West Kent.

Prof. Dearness then addressed the convention on "Nature Study." What is nature study? The popular opinion is that it consists in instruction on natural objects. His idea of nature study is using the child's activities in order to teach the child to know himself, to put him in proper relation with his environment. It was a method rather than a subject.

A means of teaching a child to use his own faculties. Better to train the child to learn facts at first hand, for himself. Nature study was chiefly beneficial in that it trained the child to learn by investigation. We teach some subjects for their mental discipline, some for the power they give, some for the culture they give, some for their practical utility. The chief value of nature study by its discipline, training pupils to grasp the problems of daily life. If we properly teach nature study for purposes of discipline the other things will follow in the course. Observation did not consist in being able to remember a multitude of little things, but in being able to see things as they are related to one another, to see the relation between cause and effect. In nature study the child does something, he finds something, he works out something, he learns to express himself. How may nature study be taught? By leading the children to find out facts for themselves. By obtaining information, not from books, but direct, through seeing the thing itself. There will never be any natural study worthy of the name till this method is followed, till teacher and children investigate for themselves.

A vote of thanks was passed to Prof. Dearness, to which the Professor responded suitably.

J. W. Plewes, Inspector Park and others briefly discussed the subject.

On resolution the thanks of the Association were tendered to the City School Board for the use of the school buildings.

Resolved that this Association learns with regret that Mr. H. W. H. Williams has severed his connection with the profession, and tenders him its heartfelt wishes for the future.—Carried.

Mr. Williams briefly responded.

A vote of thanks was also tendered the city teachers for their splendid reception on the previous evening.

It was decided to hold the next convention in the Central school, Chatham, on the Wednesday and Thursday before Easter, 1902.

## CHARMING EVENING CAPE.



Evening cape with stole ends, made of white taffeta, appliqued with white chiffon with black lace braid and jet. Ruffles of white chiffon, and trimming of white marabout with black tufts of the same.

## Maple City Thespian Art

MACAULAY CLUB WILL ENDEAVOR TO REPEAT THE SUCCESS OF CHATHAMITES A QUARTER OF A CENTURY AGO—PRINCIPAL PATERSON, OF THE C. C. I. AND CAPT. BELL ALONE REPRESENT THE OLD CASTE.

In Captain Edwin Bell Chatham is about to lose one of her most enterprising and progressive citizens. During the years he has been a resident of Chatham his sympathy and whole-souled support has been with every public movement which tended towards the advancement of our city, and he will be greatly missed when the time comes for his departure.

Mr. Bell, with the spirit of a true lover of manly and athletic sport, is taking a deep interest in the movement which is now on foot, to erect an athletic bungalow and club house on Tecumseh Park.

"I am glad to hear that on April 24th you are going to put on a benefit in the Opera House for this laud-

able purpose," said he during the course of a pleasant conversation with a Planet representative, "and I hope you meet with unbounded success. It is a good plan to divide the concert in two parts, the first of music, and the second a trial scene, and there is no reason why the entertainment should not be a success in every way."

Mr. Bell is particularly interested in the staging of the Merchant of Venice, having at one time played the part of Antonio in a former local production.

"I remember well when the trial scene from the Merchant of Venice was put on in Chatham by local talent in June, 1878," he continued. "I was attending High school at the time under Mr. Paterson, who is still principal of the school. The scene was staged by Mr. Paterson and the parts were taken by scholars from the school. We were all comparatively young then and amateurs in acting, but we were given a crowded house on the night of the performance and everyone apparently enjoyed it."

"It was put on in Hunter's Hall, which was then located where the C. P. R. station now stands. The production will, no doubt, be remembered by a number of the older residents, as it was quite the talk of the town at the time. Mr. Paterson took the part of Shylock, and he was a good one. Miss Sophia Fox, afterwards a famous elocutionist, played Portia. Miss Nettie Ryan, now deceased, took Nirissa's part; Dr. Bell, now of Merlin, Gratiano; James Paterson, a nephew of ex-Mayor Paterson, Bassanio, and John Foxton, then of Raleigh, now in the Northwest, the Duke.

"The costumes were all made by the actors themselves, with the exception of one or two, which were procured from Detroit. They were very elaborate indeed and original in design. We held rehearsals for about a month before the entertainment came off and we all felt very proud over the success of our first attempt in acting, as every one in the case, with the exception of Mr. Paterson, was under 18 years of age."

Mr. Bell is taking an active part in showing his good will towards the promoters of the bungalow scheme and will, at his own expense, take all of the members of his company in uniform, to the entertainment. This will not only serve as a material assistance to the building fund, for which the concert is given, but also as a farewell treat to the boys of his company, with whom he has ever been popular.



This beautiful robe is of white silk and the finest white black chenille. The applications are of white and black velvet, and ruffles of black and white chiffon. The blouse waist is decorated with deep color and bretelles of lace, the large puff sleeves having a fall of chiffon over the wrists.

## A Fuel Relic

Frank Moore, Pine St., has a gold mine on his place. Of course, it is not a real gold mine, but some people would have considered it as such last winter. Mr. Moore's treasure consists of some ten or fifteen cords of good, sound beech and maple, cut in stove-wood lengths. That Mr. Moore is proud of his possession goes without remarking. The wood is all carefully piled in his barn, and has been there for past twenty years and more. He put it there when he retired from his farm in Raleigh Tp., and the fuel is still there. It is, perhaps, a good thing that the fuel was unknown during the past winter, when there was an appalling scarcity of fire-wood, or Mr. Moore might have awak-

ened some morning to mourn the loss of his treasured store. Burning coke and coal he has no use for the wood, and only keeps it as a memento of the past.

In a brown study, eh? Yes, I was just thinking. Thinking what?

I was just wondering why a fellow never has as much trouble borrowing trouble as the trouble he has borrowing other things.

If you please, Ma'am, exclaimed the nursemaid in great excitement. I can't keep the baby from going to the scullie and trying to eat coal.

Dear me! exclaimed Mrs. Languid, that child is going to take after his father for extravagance.

I have no doubt you have heard some stories to my discredit, he said. I don't like to put it in that way, she quietly replied.

How then? he hopefully asked. I have never heard of any stories to your credit, said she.

May I ask you for the loan of a dollar? Certainly.

(After a pause)—Well, where is it? Where is what?

Why, the dollar. Blessed if I know. Wish I did—I'd divide with you. Haven't got an extra cigar in your clothes; have you?

An odor of perfume about a man is apt to check expressions of friendship.

## EASTER SCENE IN JERUSALEM.



This picture from a photograph taken in the Holy City, shows the inhabitants preparing for Easter feasting. All day the cooking, eating and bargaining go on.

## EASTER IN JERUSALEM.



Strange as it may seem to us, Easter is nowhere more generally observed than by all the people of Jerusalem, whether believers in Christ or followers of Mahomet. The above picture is taken from a photograph of a Turkish woman of rank in Jerusalem, and she will observe Easter as enthusiastically as a Christian.