

They are leaving school with the desire, the ability and the determination to rise. Many remain on the farm. Farming must improve, for men with minds aroused will not permit it to be a "mindless drudgery."

The elevation of the school means the elevation of the home, and the elevation of the home means the elevation of the country.

Educational Meetings.

EAST ALGOMA TEACHERS' ASSOCIATION.

(Condensed from *Algoma Advocate*.)

THE regular annual meeting of the Eastern Algoma Teachers' Association was held in the school-house at Thessalon on Thursday and Friday, June 10th and 11th. Over twenty teachers were present. The work taken up was of a practical nature and specially adapted to the teaching profession in the District; and the proceedings were conducted by the Inspector and teachers of this District. In previous years a Director was sent by the Education Department for the purpose of conducting the meeting. This year none was sent, so the teachers were thrown upon their own resources, and did nobly. A gratifying feature was the presence of a large number of visitors. It was pleasing to notice the number of pupils from the Thessalon and other schools, who attended during the session.

At 9 a.m. on Thursday the teachers assembled and work was begun. Mr. Percy, of the Sault, Vice-President of the Association, took the chair. After business routine, Mr. McCaig, I.P.S., showed his manner of teaching an Object Lesson. He exhibited very clearly his method of presenting the subject. He claimed that Object Lessons were an excellent means of interesting pupils, and were productive of much good, as they lead the pupils to think, and thereby acquire much useful knowledge.

Mr. Sparling then took up the subject of "How to Conduct the Recitation." His paper was an exhaustive one. He first spoke of the importance of having some knowledge of the mental abilities of children, and urged that attention should be paid to mind study. He then, by way of introduction, showed how ideas present themselves, and how one idea acquired paves the way for others to follow. The objects of a recitation are to excite interest, arouse self-activity, develop will-power. He divided his method into five divisions, as follows: 1. Preparation; 2. Presentation; 3. Association and Comparison; 4. Classification; 5. Practical Application. Each of these was fully treated. He summarized the work of instruction under the following heads: 1. It should introduce the new lesson by means of a preparatory discussion; 2. Present the new lesson; 3. Compare the new in its parts and with older ideas and their combination; 4. Draw out the general results of this comparison, and arrange them in systematic form; 5. Convert the knowledge acquired into use.

On assembling at 1.30 p.m., Mr. Case dealt with the subject of "Fractions to Beginners." He would make use of objects and lead the pupils thus to think for themselves. He dealt with the fundamental principles and clearly showed the reason for each step. The paper was an excellent one, and was well received.

Mr. McCaig then exhibited his method of presenting a lesson in Grammar. He would commence by taking a sentence, but would first deal with a word in the sentence. He showed his method of teaching the Parts of Speech in a clear and conclusive manner. Some discussion arose as to whether definitions should be told the pupils or they should be taught to form definitions for themselves. On this there was a difference of opinion, but the majority of teachers present favored the plan of drawing out the ideas of the pupils by a series of questions, and thus leading them to form their own definitions as far as possible.

Mr. Percy then read his paper entitled "The Teacher's Difficulties." He dealt with a number of the difficulties which present themselves to teachers in the course of their work. He alluded to cases of violations of discipline, and showed his method of dealing with the same. The paper was

an able one, and was carefully prepared. This closed the proceedings of the first day.

On Thursday evening, Mr. McCaig delivered a lecture in the Methodist church. Mr. Cairns, President of the Association, occupied the chair. The subject of the lecture was the "Unity of Nature." The lecture was an able one, in fact, the most instructive that has ever been delivered in Thessalon.

On Friday morning Mr. McCaig took up the subject of "Neglected Studies." He referred to several studies which were very much neglected in the schools of the District. Music, Drawing and Temperance were especially referred to. He made a strong plea for more attention to be devoted to these, especially to the latter. Mr. Sparling briefly alluded to the subject of Temperance. He held that it should be taken up in connection with elementary Physiology and a knowledge of the laws of health. He would teach first the functions performed by the various organs of the body, and then would deal with the injurious effects of alcohol and other stimulants and narcotics upon the human system. He hoped that the day was not far distant when the teaching of Temperance would be made compulsory in all schools, and would also be made a compulsory subject at teachers' examinations.

As Mr. McCaig was obliged to leave by the boat, he briefly addressed the Convention. He was highly satisfied with the proceedings.

Mr. Cairns then read a paper on the "Conditions of Effective Work in Education." He pointed out a number of the more important things requisite in order that successful work may be done. Among these he mentioned Regular Attendance, Sympathy, Earnestness, Development, etc. He dealt very fully with each, and clearly showed that the chief objects in education were to develop character and thinking power, not necessarily to impart knowledge. The paper was well prepared, and dealt very fully with the subject.

Mr. Sparling then dealt with the value of "School Discipline." He first defined good order as consisting in letting the children take a good, easy, healthy position at their work. He arranged his subject under the following heads: Punctuality, Regularity, Silence, Truthfulness, Justice and Kindness. Each was dealt with in turn.

The election of officers was next proceeded with, and resulted as follows: President, B. C. Case; Vice-President, W. C. Acheson; Sec'y-Treas., R. H. Cairns; Library Committee, Messrs. Case, Cairns and Miss Marks.

The Convention then adjourned for dinner. On re-assembling in the afternoon, Mr. Sparling read a paper entitled, "What Will Insure a Teacher's Success." He first pointed out what true success was, and mentioned the following as necessary in order to attain success: Motive, Culture, Sympathy and Heart-Kindness, Sound Reason, Good Judgment and Self-Control, Good Ideals and General Information. He advised all present not to forget the fact that, though they were teachers, still they were citizens, and should discharge all the duties of citizenship. They should be familiar with all public questions, and be ready at all times to express themselves intelligently. Teachers should not confine their influence solely to the school-room, but should seek avenues in which work could be done towards furthering the cause of moral and social reform. He concluded by exhorting all to "Love God and keep His Commandments," to be cheerful, take care of their health, to guide their conscience, read the best books and the best papers, associate with the best people and not be discouraged at failures. Mr. Cairns made a few remarks by way of corroborating the ideas advanced in the paper read. Many other subjects relative to school work were discussed very profitably by the members present.

A resolution asking the Minister of Education to make the teaching of Temperance compulsory in all Public schools was introduced and carried unanimously.

The Inspector was also requested to make no effort to secure outside assistance next year, but to leave the teachers to conduct the work of the Association.

The Convention then adjourned, to meet at Bruce Mines next year.

Heaven never helps the man who will not act.—Bailey.

* Correspondence. *

A UNION OF PUBLIC SCHOOL TEACHERS.

To the Editor of the EDUCATIONAL JOURNAL.

SIR,—Mr. Bolton has shown with great force and truth, in his timely and spirited address, the necessity for union amongst teachers, to secure better salaries and a higher social standing. It was at one time trusted that the Provincial Association would regard these objects as paramount—that it would constitute itself an educational Parliament, not disregarding the necessity for development and improvement in the methods of school education, but as a representative body, especially of the interests of Public School Teachers, asserting and defending their claims to just remuneration and a higher social position, consistent with the importance and necessity of their work. But that Association has failed in satisfying these expectations, if it ever recognized them. During the brief time of its annual sessions, it has limited its discussions to professional topics and methods of teaching, interspersed with occasional lectures from members of other professions on the importance and responsibilities of the school teacher; but avoiding every topic which might express the discontent which is universal and just, and which makes the office of Public school teacher a mere stepping-stone to some more lucrative and, therefore, more honored position.

The Provincial Association may continue to exist as an educational institution, but it has no claim to the support of the Public school teacher as a defensive, and, when necessary, an offensive society. An attempt was made a few years since to change its organization and powers, but the changes had no regard for the interests of the great body of Public school teachers, the eight or nine thousand who are regarded as subordinate and inferior to the more privileged class; and it might as well be understood and announced in the programme of the defensive union contemplated by Mr. Bolton that it would in no respect exclude from its membership the rectors of Collegiate Institutes or the professors in Universities; but that it must be like a Trades Union, or an organization of Knights of Labor, a union of Public school teachers for defensive, and, if necessary, offensive purposes.

Mr. Bolton does not propose any details of action, nor are they necessary. They will follow. Union first, union of both sexes, whose principles shall be represented in the claims, that the character of the schools, the social standing of the pupils, whether High or Public school, shall no more be the rule for fixing payment than the character of the patient is with the physician or the client with the lawyer, or than that of the congregation is or ought to be with the clergyman. The value of the work done for the community should in all cases be the standard of remuneration and honor, and in that regard distinctions of sex should have no existence. It should be a representative and central body, with power to collect and hold possession of funds for defence and the support of any of its members subjected to unjust treatment by school or other authorities; and with similar powers to prevent the appointment of any school officers who received their appointments on any grounds other than those of satisfactory competency; and of teachers in accordance with payments sanctioned by such central body. These are but suggestions of the course of action necessary to such a union. But they may, with the suggestions thrown out with excellent effect in Mr. Bolton's paper, assist in the great work of organization.

The movement will inevitably cost something at first, but it will pay. It has cost the labor classes dearly, in privations, poverty, imprisonment, every injustice; but it was a noble sacrifice in behalf of their own interests. Sixty years since it was a criminal offense for the labor class, who make the wealth of a nation, to combine for higher pay and limited hours of labor. Now they have their Labor Parliaments, whose delegates are invited to imperial councils, and their official Bureaus of Labor supported by the State; and when they unite to secure just wages, they have the sympathy of imperial powers and dignitaries of the Churches