

to a child that will not study, the privilege of going on an excursion into the country or following its favorite sports. I should make the denial on the ground that there is a proper order in which the faculties should be exercised, on the ground that the higher, the mental faculty should be exercised first, on the ground that he who will not aim at the higher satisfactions, neither shall he enjoy the lower. Do you not see that by making physical pleasures, sport, games and the like, the reward of study, you exalt these lower satisfactions so as to make *them* the higher, so as to make the satisfactions of knowledge appear of slighter value than the satisfactions of the senses? The two ideas which I have mentioned will, I think, carry us through the practical problems of discipline; the one that the exercise of every faculty carries with it its own reward, the other that some faculties are higher than others, and that the exercise of the higher must precede that of the lower.

In an ideal community every one of our faculties would be brought into play in its turn without our ever being tempted to regard the satisfactions of one as compensation for the exertion of another. The human soul has often been compared to an instrument of many strings. I should prefer to compare the soul to an orchestra. In this orchestra there are violins, viz., the intellectual faculties—they lead and inspire all the rest; there are the flute notes of love; there are the trumpet tones of ambition and there are the rattling drums and cymbals of the passions and appetites. Each of these instruments comes in at its own proper place, and the mortal plan of life is the musical composition, the noble harmony, now sad and tender, now broken and tearful, now swelling into tones of triumph and joy, which they all assist in rendering. In the ideal community men will perform both manual and intellectual labor gladly because of the delight which skill and the acquirement of knowledge give—what other reward should men seek? I should like to banish the vicious idea of extraneous reward altogether. I should like to impress upon men's minds the new thought of the new age, that life is an opportunity for the exercise of our faculties, and that each of the faculties carries with it its own satisfactions. I should like to expel the notion that man is an animal whose object in life is to eat and drink, to have gold and fine garments and to gratify every desire, and who can be brought to labor only on condition that he may obtain such pleasures. I should like to impress instead the notion that labor itself is satisfying—manual labor, mental labor, moral labor—and that the more arduous the labor, the higher the compensating satisfactions.

We can do a great deal to make or mar the moral future of our little ones. According to the seed which we plant in the furrows of their young hearts will be the fruit which will grow hereafter on their tree of life. And in educating our children we shall be educating ourselves. We shall gain a new insight into the mysteries of existence, and the light we kindle will reflect itself into our own souls to warm and illumine us.

## Educational Meetings.

### WEST VICTORIA TEACHERS' CONVENTION.

THE semi-annual meeting of the West Victoria Teachers' Association was held at Lorneville on Friday and Saturday, 21st and 22nd November. The attendance was not so large as on former occasions, but much interest was manifested by those present. Mr. McMillan, Delegate to Provincial Association, gave a full report of the proceedings of the meeting held at Niagara. In the discussion that followed, it was the opinion of the majority of the teachers that the subject of Agriculture should receive special attention in our Public schools.

Mr. McDougall introduced the subject "Arithmetic." He highly recommended Mental Arithmetic as a means of arousing thought, and strongly advised teachers to allow their pupils to depend upon themselves for solutions in order to the development of the mental faculties. He outlined his methods of dealing with this subject in each class. He suggested the teaching of fractions, after the elementary rules are thoroughly mastered, and before the compound rules are taught. He gave solutions of problems taken from the paper set for Third Class teachers.

Mr. Nutting, Headmaster of the Cannington Public School, gave an interesting lecture on "Geometrical Perspective." He illustrated each step to be taught, and gave proofs for every conclusion arrived at. He gave as a leading axiom that all retiring parallel lines meet in a point. He explained how to draw lines making different angles with the ground line or picture line; also, the proper method of measuring distance on such lines.

Mr. Morris gave a literary criticism of Burns' Mary. He read a racy paper, in which he pointed out some of the mysteries that surrounded this notable lady. Nevertheless, by a series of witty inventions, he came to the conclusion that she was none other than Burns' wife.

Mr. Birchard, Headmaster of the Beaverton Public School, kindly consented to take the subject "Physical Culture." He highly recommended calisthenics as a means for developing the muscles of the body. He exemplified about twenty different motions to be taught to pupils, but suggested that teachers be careful to observe that the motions be properly made and in good time. He also advised an occasional drill in order to vary the exercises. A vote of thanks was tendered Mr. Birchard for his interesting address.

Mr. Beazin gave a short talk on Entrance Examinations, after which the following resolution was passed:—

"Whereas the present school law and regulations do not distinctly draw the line between Public and High school work; and whereas, in the opinion of this convention, it is in the interest of both Public and High school education that this line should be distinctly drawn, that it is desirable that a "leaving examination" be established to include fifth-class work."

On Friday evening an entertainment, consisting of readings, recitations, singing and selections by the Woodville band, was given in Reid's Hall.

### MANITOBA TEACHERS' CONVENTION.

THE following extract from the report given in the *Free Press and Sun* of proceedings at the Manitoba Teachers' convention contains the resolutions referred to in our last. Though the report does not explicitly say so, we presume that the resolutions were all adopted.

Mr. D. J. Goggin, chairman of the Committee on Resolutions, presented the report of that Committee, and moved its adoption clause by clause as follows:

That it is the opinion of this Association that, in the interest of education, no non-professional certificate should be a license to teach unless the holder has previously had professional training, at least equivalent to that required from third class professional certificates.

That in the opening of this Association permits should be issued only when certified teachers cannot be secured; that then they should be issued only upon the recommendation of the inspector in whose division such schools are situated.

That in the opinion of this Association no teacher should be granted a life certificate until he has furnished evidence of one year's successful teaching in the schools of the Province.

That in the opinion of this Association, the academic and the professional training of teachers should be conducted in separate institutions.

That this Association approves of the institute work as now conducted, and desires that the time devoted to each institute be increased to at least three days.

That a committee, consisting of Messrs. McColeman, Schofield and W. A. McIntyre, be appointed to wait upon the Department of Education and the Advisory Board to present these resolutions.

The resolution on separate institutions for the professional training of teachers was discussed with some earnestness by the principals of High schools who regarded themselves as specially interested.

Mr. F. H. Schofield, of Winnipeg, pointed out that the average age of the pupils in the high schools now was between fifteen and sixteen years, and that they were not mature enough to undergo professional training. The teachers in the High schools had now too much to do, and they would have still more to do if professional training were added. The pupils had now all they could do; why add to their burdens? These were, after all, but secondary reasons; the main reason was the incompatibility of the two courses; all who had a practical acquaintance with the character of academic work and professional work recognized this.

Mr. Davidson, of Brandon, said that if it was possible in Winnipeg to undertake professional training in the High school, how much more must it be so in a small school like that of Brandon. The lines of work were so different that it must be apparent to all that they can best be done separately. If it were introduced into the High schools, specialists would have to be appointed, and the courses to all intents and purposes kept separate. To put such work upon the High schools would be an imposition.

Mr. Cheeswright, of Portage La Prairie, followed, urging the undesirability of combining these departments.

Inspector McIntyre pointed out that the fatal objection to the proposed union of professional and academic work was their incompatibility. Academic work must underlie the professional work; the latter is based on it, and the history of education shows there is no need to repeat the experiment here, that professional work is based upon, apart from and after academic work.

The following officers were elected:—President, D. J. Wright, Crystal City; 1st Vice-President, F. H. Schofield, Winnipeg; 2nd Vice-President, W. P. Argue, Neepawa; Secretary, T. M. Maguire, Brandon; Assistant Secretary, W. Leece, Birtle; Treasurer, W. Pye, Stonewall.

The Executive recommended that the next convention be held in Brandon, the first week in July, 1891; that the local Association collect exhibits of school work, that the best be selected from these exhibits and sent to the Provincial Association, and that the best of these be sent to the World's Fair in Chicago in 1892.

The Association decided to co-operate with the Quebec Teachers' Association in the formation of a Dominion Association.

### WEST BRUCE TEACHERS' ASSOCIATION.

(Condensed from *Kincardine Review*.)

ON the 23rd and 24th days of October, the autumn meeting of West Bruce Teachers' Association was held in the Model School, Kincardine. In the absence of the president on Thursday morning, the vice-president, Mr. D. Rannie, occupied the chair. The attendance was small and only routine business was done. At 1.30 the afternoon session opened with a full attendance of teachers, students and visitors. The president, Mr. J. McKinnon, of Port Elgin, presided. Miss J. McLean gave a reading, "Remembered by What I Have Done." The thoughts were well delineated, the expression good, and the clearness of tone excellent. The report of the delegates to the Provincial Association was given by Mr. D. Rannie. It contained a complete outline of all the business done during the four days at Niagara-on-the-Lake.

Mrs. D. McNeill gave an address on "Work." She gave numerous illustrations from her own experience of the advantages of work. Work is the