Flesherton Advance.

"TRUTH BEFORE FAVOR." — "PRINCIPLES NOT MEN."

VOL. XV, NO 796 FLESHERTON, ONT., THURSDAY, MAY 28, 1896 W. H. THURSTON, EDITOR & PROPRIETOR

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A. McCAULEY, Prop

South Grey Teachers

The nineteenth annual meeting of the South Grey Teachers' Association met in the Model School, Durham, on Thursday and Friday of last week. Notwithstanding the fact that this convention is said to be usually accompanied by a down pour of rain, the weather on this occasion was exceedingly fine.

At ten o'clock the principal officers were on hand and the president, Mr. J A Graham opened the meeting by reading a scriptural selection, after which Mr. W. J. Sharp led in prayer.

The minutes were adopted, the electric button touched, and all the machinery set in motion. President Graham gave his opening address, which was full of good advice for the guidance of teachers in the discharge of their duties. He briefly reviewed the growth and development of the association and congratulated the teachers on its steadily progressive character. He advised teachers to remember that strangers came to these associations to take their measures. He regretted that teachers are not respected and appreciated as they should be. They were themselves partly to blame. We must respect ourselves if we wish to command the respect of others He believes the teacher's calling to be the grandest in the world, being as they are the character moulders of our country, its destny lies largely in the hands of the teacher. There should be more sympathy and a greater degree of professional honor among teachers. Mr. Graham denounces the under bidding system practiced by so many teachers. "Honor our profession" should be the teachers' motto.

Mr. McCannel read a paper on "How teachers' may be benefited by the Inspector's visit," which brought out considerable valuable discussion. Teachers' should keep "difficulties" in a note book and make use of the Inspector on his school visits. Inspectors should treat teachers courteously and any criticism should be made in private. Judicious work on the part of the Inspector has a tendency to prevent the teacher from running into 'ruts,' doing what may be regarded as merely superficial work. He should see that all work is done thoroughly. The teacher may be benefited by having the Inspector teach a type lesson. Use the Inspector as an encyclopædia. Have him discuss points that are susceptible of a double interpretation, and in this way inspire confidence in the minds of your pupils. During the Inspector's visit the teacher may resolve himself for the time being into one of the class, ask questions bearing on the subjects, and draw out of the Inspector all he can get that may be transformed into future power.

In the afternoon, Mr. J J. Tilley introduced the subject of "Inductive teaching," showing that naturally we proceed from the particular to the general. Objective *presentation* brings the senses into contact with the reality. By the use of words we call up in our minds a picture formerly presented, hence *re-presentation*. We also gain knowledge through the power of reason, as the result of observation. *Words* convey no thought; they call up thought, if the object represented by the word is already familiar. The meaning of the word should be known in the connection in which it is used. At the close of Mr. Tilley's talk he gave an exhibition of his method of teaching the Inflection of the adjective, to a class of eight children in the junior third form. Nothing should be told that the child can find out for himself. By the use of simple examples the idea of the comparative and superlative degrees was elicited for the children, Words should be taken that are inflected similarly, and after a number of examples have been expanded, an *examination* of the *changes* in these words should be made by the children, and their discoveries reported, and a generalization will result. The mode of procedure was shown to be as follows: (1) particulars, (2) examination, (3) comparison, (4) abstraction, (5) conclusion. It would be impossible to give in words a proper representation of this lesson. It should be seen to be appreciated, and had the convention been closed at this point the sections of teachers who were present will soon be doubly repaid for the loss(?) of the two days spent at the association. What a grand privilege it is for teachers to be able thus to come in contact with the minds of others, have their wits shapened and their ideas broadened. Nevertheless we feel sorry to report that Mr. Tilly was more than once obliged to stop work until some of the thoughtless ones gave over their conversation.

"The relation of trustees to teachers" was next introduced by Mr. Chas. Moffat, ex-warden. From this gentleman's accent one would be almost led to think him a Scotchman It may be, however, that he only attended a St. Andrews dinner. The nationality makes no difference. "A man's a man for a' that." Mr. Moffat shows rare versatility of wit, and comoined with that wit he is the possessor of wisdom and common sense. He believes that in a country where nine-tenths of the people are engaged in agricultural pursuits, that the interest of the agriculturist should be considered; that boys and girls should have a business education, they should not be taught by rote. The *why* as well as the *how* should be taught. Should be taught to *read*, *speak* and *write* 'the English language with propriety." An effort should be made to discountenance the use of slang. *Kids* for example is a good word if you are speaking of young goats. It should never be used to denote children either in school, out of school or in the newspapers. It is the duty of the trustees, not only to pay the teacher, but to pay him well. The so-called cheap teacher is often the dear teacher. A poor teacher is dear at any price. The teacher whose services can be had for two hundred dollars may not be as cheap as the teacher to whom you pay four or five hundred dollars Teachers should be engaged under a by law and not be removable to suit the whims of the trustees. It is the duty of ratepayers and trustees to visit the schools. Parents who speak ill of the teacher in the presence of their children destroy the teachers influence, and deprive the children of an education that properly belongs to them.

Mr. William Young, a trustee, was called upon and endorsed the remarks made by Mr. Moffat. In his opinion teachers were not paid as they should be. They should be heartly supported by the trustees and ratepayers.

Mr. Firth, another trustee, endorsed the remarks of the previous speakers.

Mr. Ritchie congratulated himself on having the president of South Grey Teachers' Association as the teacher of their school.

Mr. Richardson, of Flesherton, who entered the room during the discussion, was next called upon, and in his characteristically, happy style expressed his pleasure in meeting with the teachers of South Grey. He claims that no position in life is freighted with so much good as the position occupied by the teacher. Teachers leave upon the children the impress of their real inward character.

Mr. Richardson's address was listened to with interest, and most highly appreciated.

Mr. Charles McArthur, merchant, made a neat little speech in reference to his experience as a teacher. He knows both sides and is in full sympathy with the teacher.

Mr. Chas. Ramage, of the "Grey Review", expressed his pleasure in the practical character of the addresses made by Messrs. Moffat, Richardson and others who have spoken.

Mr. McKinnel next spoke briefly.

Mr. Jansen, Presbyterian clergyman, expressed his pleasure in being present. He denounced frequent changes of teachers quoting the proverb "changes are delightful, but fools are fond of them." The successful teachers should be retained, should be well paid, should not be required to sacrifice their lives for the good of humanity without pay.

Your reporter has attended many conventions, and never before has he heard the question of the teacher's salary so fully discussed as at this convention and every reference came from Trustees and ratepayers, and strange as it may appear, not a single teacher entered a protest against the opinion that teachers should be well paid. It may be that they have all learned to obey their trustees with fear and trembling.

Thanks of the Association were tendered to the speakers, coupled with the hope that they would carry out the principles so ably advocated.

A resolution was next adopted to furnish the Eductional Journal to members of the Association at 50c and the Teachers' Institute and Canada Educational Monthly at 35c each, the balance to be paid out of the funds of the association.

The evening meeting in the Town Hall was a decided success. Miss Annie Richardson, teacher of elocution in the Toronto Conservatory of Music, gave a number of well chosen recitals which we judge from the hearty applause delighted every one. Her rendering of "The Revenge" was excellent and shows Miss Richardson equal to the task of undertaking the heaviest sort of elocutionary work. Her "child imitation" was perfect. In fact Miss Richardson will shortly rise to the first rank as an elocutionist, if she is not there already. Her graceful appearance, her faultless gesture, and her full clear voice, combined with good taste in the choice of her selections could not fail to please and to command the respect of her audience.

Mr. J. J. Tilley addressed the meeting for half an hour on the training of children, bringing out many points that, if followed, will be productive of great good in the school as well as in the home. Even those who hate speeches were pleased with the pleasant manner in which Mr. Tilley addressed them.

The glee club and orchestra too did some excellent work in the entertainment while the band discoursed some of their sweetest strains during the assembling of the audience.

We must not forget to notice particularly the song sung by little Jessie Laidlaw, who sang as an encore, in excellent manner "Daddy wouldn't buy me a bow-wow."

Mr. Campbell occupied the chair in his usual easy and felicitous style.

The meeting was closed shortly after ten o'clock by singing the National Anthem, Mr. Parker leading on the piano.

On Friday morning Mr. Allan gave many good hints on "Grammatical Inflection," illustrating briefly his method of teaching the subject. Would make free use of the blackboard. Write sentences containing *nouns*; have sentences changed by pupils so that the noun may express a change of meaning. Deal similarly with other parts of speech. Be sparing about telling. Tell only what cannot be discovered, by the child.

Miss Annie Richardson was next introduced to the convention and gave an interesting talk on Reading—showing first the difference in meaning as used by the educator and the elocutionist. A plea was made for voice culture and several exercises in vocal gymnastics, and physical movements were illustrated—monotory in reading is largely due to inflexibility of voice. Exercises for the purpose of increasing flexibility and distinctness of articulation were given. Breathing should be full, and silent. Exercises in breathing should be taken so as to extend the capacity of the lungs by extending the inter costal muscles and diaphragm. Every one seemed pleased with the address. By request Miss R. gave an excellent rendering "The Raven." "First class, couldn't be better," was the opinion expressed by a man who knows. Truly good reading expresses the thought and feeling of the author. The hearty thanks of the association were tendered to Miss Richardson.

Mr. J. J. Tilley introduced his method of teaching Reading from the stand of education. He first paid a very high compliment to Miss Richardson, endorsing her remarks. He prefers to begin to read with *words* as a whole. The letter or the sound of the letter conveys no meaning. Pictures or objects do not assist in the recognition of words. First recognize the words; afterwards produce the object it stands for. Do not name the word; the pupils will know that, as soon as he sees the object. Use picture cards and objects freely with the junior classes. Here Mr. Tilley gave a few simple devices for exciting the pupil's curiosity and arousing interest, e. g. concealing pictures, models, etc.; concealing pictures behind screen on blackboard; using small picture cards, varying their positions, and having children tell or write what they do or see done. The exercises should be varied. After a short recess a small class was introduced and Mr. Tilley gave a most interesting lesson in teaching reading as the expression of thought. He used the sentences, "Do you go to school to-day?" "Mary always learns her lessons well," and by judicious questioning he had the pupils read so as to emphasize the words necessary to show the *who*, *when*, *where*, *how* and *what* of the expression. Further exercises in sight reading were taken from the reader. At the close of his work Mr. Tilley made a short address expressive of his pleasure in being again with the teachers of this Inspectorate. It was with no small degree of regret that the teachers learned that Mr. Tilley would in all probability, never be with them again in the capacity of Director of Institutes. The teachers great responsibility was graphically described in few words, and Mr. Tilley left the room carrying with him the very kindest feelings of all present.

Mr. Rowe, the active and energetic principal of Markdale Public School, next read a racy and interesting essay on the newspaper in schools. Every citizen reads the newspapers and owns the paper he reads. It is doubtful if newspaper men agree with him here. Newspaper reading will make pupils more thoughtful, and widen their ideas; will assist pupils in the understanding of parliamentary terms such as Cabinet, Ministry, Premier, etc. It would be well to use the newspaper in schools; it might be sometimes used with good effect for reading exercises. Several good points were brought out in the discussion of the paper by Messrs. Glendinning, Campbell, Ramage and Mills.

Mr. George Cushnie read an essay on "Geography, When, What and How to teach it" which brought out the following points; (1) Teach facts in proper order. (2) The occupations of the people and the interdependence of climate, soil, etc. on the occupations. (3) The productions. (4) The maps and cardinal points beginning at home. Use of compass, etc. (5) Chief towns and villages of the county, its physical features, etc. (6) The character of the people of different countries (7) Mathematical Geography by the use of appliances. (8) The plants and animals. (9) The necessity for imaginery lines on the map. The paper showed evidence of careful preparation.

Miss Ford, of Markdale, read an essay on "The Teachers personality" emphasizing its importance. Teachers need mental, moral and spiritual endowments. Children are good critics hence the teacher should be careful—should be particular, and neat in his dress, his speech, his manner of walking, and standing; should avoid a lounging, awkward attitude before his class. Miss Ford was requested to allow the paper to be published in the Educational Journal and the local papers.

Mr. D. Fletcher read a short essay on "Discipline" showing its necessity and importance as a factor in school work. Discipline secures order, attention and diligence. Pupils must be employed. Idleness leads the pupils to seek other channels for the exercise of their activities; attention is always necessary to vigorous progress in school work. Discipline insures diligence, continued application and obedience.

Mr. Campbell in continuing the discussion emphasized the importance of discipline. Teachers should insist upon obedience at any cost. The child should be taught the

Continued on last page.

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