

Supplement to the ACTON FREE PRESS.

ACTON, MARCH 18, 1879.

H. C. T. A.

Halton Teachers con- vene in Georgetown.

To Discuss How Best They
may be Successful in
Their Labors.

AN INTERESTING CONVENTION.

ABOUT 60 TEACHERS PRESENT.

The Teachers are "Happy to
Meet, Sorry to Part,"
And Will be Happy to Meet
Again.

In Georgetown, about the last of Feb.

(By our own Reporter.)

Georgetown, Feb. 27, 1879.
The Public School Teachers of
the county arrived here to-day, and
are arriving on every train, to
attend the semi-annual meeting of
the Halton County Teachers' Asso-
ciation. Mr. Moore, the head
master of the school here, together
with his lady assistants, Misses
Tolson and Lutz, have been busy
for several weeks past in securing
places for the teachers to remain
while attending the Convention, and
they have succeeded admirably.
If all who attended were as well
provided for as your reporter there
is no need of complaint.

MORNING SESSION.

After the Association was opened
by prayer the business of the
last meeting of the Association,
held at Acton, were adopted.
The routine business having
been disposed of, the president, Mr.
Little, delivered his address. He
said that our common school sys-
tem is one of the marvels of the
century. The main object of our
schools is to provide education for
the youth of our country, that they
may engage in the business of this
life with security. The main duty
of education devolves on the par-
ents, both by the laws of nature
and divine laws. In many cases
the parents have themselves under-
taken the education of their chil-
dren, and they have also provided
substitutes, thus schools have been
established, and the teacher is the
parent's deputy. The parents some-
times do not manifest much interest
in their children's education. This
is from various causes, such as
poverty, selfishness, heartless in-
ference, &c. In some countries the
evil has reached such gigantic
proportions that the state has had
to interfere. The children have
rights as well as the parents; they
live the right of life, of liberty
and of maturity. It has been
found necessary in Canada to pro-
tect their rights; the parents did
not provide proper substitutes, and
the state stepped in and filled these
vacants. Unless all the elements of
school machinery work harmoniously
together, the result cannot be
so successful. When feelings of
antagonism, or politics, or religion,
or society agitate the community
and the people take sides, it cannot
be otherwise than disastrous to the
school. Also in small sections,
where there is only a small amount
of area to be assessed, the trustees
can only offer small salaries, thus
driving able men out of the
profession. The speaker held that
small sections are undesirable as
they diminish the salaries, and
thus limit the educational privileges
of the residents. For this reason
there are two remedies: one is to
form boards of township trustees,
and the second to give the trustees

councils power to levy a uniform
tax. A school can best be taught
successfully by paying a liberal
salary, thus encouraging teachers
to do their work well; trustees
should supply all necessary appar-
atus for the convenience of teachers;
they should also care for the health
and comfort of the pupils by pro-
viding suitable desks, thorough
ventilation, having floors scrubbed
whenever required, &c.; the trust-
ees should visit the schools as
often as possible, thus stimulating
the teacher; parents must be
willing to pay for the educational
advantages of their children, as if
they are continually complaining,
it will create the idea in the child's
mind that going to school does not
pay; the teacher should have the
parents' confidence until he has
done something to forfeit it. If
these and other matters were at-
tended to, the schools would be
more successful. There is another
way in which the parents should
show their confidence in the teacher,
that is, invite him or her to visit
at each home. Parents should not
only visit the schools on examina-
tion days, but often, and when not
expected. There are some people
who send their children to school
but don't visit the schools more
than once, and that is the greatest
mistake. Parents should not
with some exceptions, of the
trustees. The pupils should regu-
larly be sent to school, and irregu-
lar attendance hinders all of the
class, and it speaks very little for
the sincerity of the parents to keep
their children from school on slight
pretexts. About 24 per cent.
of the children between the ages of
seven and twelve do not attend
school four months during the year.
Parents should not listen to tales
told by their children, which are
interferential to the teacher's report.
The main hope of a successful
school depends on the teacher, and
though a portion depends on the
children and the people. But the
teacher has to learn the lesson of self-
control, which some never thorough-
ly master, and others never hard-
ly. Mr. Little then clearly unfold-
ed a few of the proper methods of
teaching, and explained how cer-
tain difficulties should be overcome.
He concluded his address by hoping
all the teachers would have liberal
trustees, who would pay liberal
salaries, and that each would have
the confidence of the parents, and
the love and affection of the
pupils.

AFTERNOON SESSION.

Order was called at 1:30 o'clock.
Rev. J. Eingle, of Georgetown,
was called on to address the Asso-
ciation. He had been a school
teacher himself, and his address
consisted chiefly of some reminis-
cences of his school life. He had
taught both in Ontario and Quebec,
and was greatly pleased with the
favorable contrast when the results
of the Ontario system are compared
with that of Quebec. The lecturer
spoke for twenty-five minutes, and
succeeded in interesting the audi-
ence during that time.
Mr. Wellwood, B. A., Head
Master Oakville High School,
lectured on the subject of Geometry.
He said that many teachers had a
vague idea of how they should
commence to teach this subject.
The proper way to teach the
subject was to do it in a prac-
tical manner, and he clearly showed
how this should be done. If the
teachers would follow the example
given by him, the subject would

not only lose its dryness, but would
become interesting. The lecturer
was the best on that subject ever
reported ever had the pleasure of
listening to, and shows there is
always a right and a wrong way to
teach these subjects.
When the invitation to discuss
the subject was given, the Rev. N.
Barnes of the Georgetown College
said he thought Mr. Wellwood had
left no points for discussion.
J. M. Buchan, M. A., High
School Inspector, next lectured on
the subject of "Grammatical Anal-
ysis," and "The English Language."
He first congratulated the school
on the success of its meeting.
He commenced by saying that
Grammar was both a science and
an art, but he said that most
schools teach the science and lose
sight of the art. He thought that
grammar, properly taught, is a very
important subject, in fact, the
science can never be taught but
man's knowledge of this subject.
One reason why grammar is so
difficult to learn is the multiplicity
of text books. The proper method
of teaching grammar was shown.
As soon as the pupil was in the
second book he would commence,
and as they might be unable to do
it, the teacher should give the
ideas first, and the person after-
wards. He then in a very clear
manner, showed how English
Literature should be taught in our
schools, also giving reasons why
the subject had been introduced.
The Association then heard their
thanks to Messrs. Pringle, Well-
wood and Buchan, for their inter-
esting addresses, and then adjourned.

ENTERTAINMENT.

A large audience of teachers and
others took part in the entertain-
ment which Mr. Buchan lectured on
"Poetry and Politics." Mr. W.
Baker, of the "Plain," High
School, was appointed to read much
by those present. He said that at
first sight it might seem that there
was little or no similarity between
these subjects, but if it is compared
they are as far apart as to have no
connection whatever, but in reality
there is little or no difference be-
tween the poet who lives in cloud
land, and the politician who lives
in the mud; Time and incidents
affect poetry, that being the reflex
of the leading questions of the day,
of the manners, knowledge and
of society. The lecturer explained
that whatever question agitated the
political world the same question
was of great interest to poets.
Poetry has been an active agent in
nearly all political movements. At
the conclusion of the lecture the
house gave Mr. Buchan a hearty
vote of thanks.

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teachers would follow the example
given by him, the subject would

the pupils make in conversation
should be corrected; the teacher
should avoid asking fragmentary
questions, and giving fragmentary
answers. By reading widely, a
knowledge of this subject could be
gained, as by the practice the
pupils get a good command of
words. Derivation is also a good
method of securing a good vocabu-
lary. Latin and Greek are useful,
but they are carried by the
schools, as for nine-tenths of the
community it is of no utility.
Dictation should be used with
caution among small pupils. The
quotations used for dictation should
be written by the teachers, and
writing composition the teacher
should adopt the method of class
criticism, for the following reasons:
—it can be applied to any grade;
the pupils should be encouraged to
observe the teacher's method, and
to bring localities are cultivated,
and it is, principally, with the
art side of grammar. The teacher
should also read a selection from
difficult, "The English Language,"
naturally, and the pupils should
this promotes the facility of composi-
tion, and helps young men to their
eloquence. The subject of partici-
pleasing was then dealt with.
The Association tendered its
thanks to Mr. Moore for his
lecture.

Mr. McLean, Head Master of
the Oakville Model School, then
requested to read his paper on "Pro-
positional Study and Course of
Reading." He commenced by
referring to the old style of teaching
the practice of years ago, and then
he dealt with the question of the
methods of instruction over which
education has in the last few years
suffered during the past few years.
He said that the great advantage of
our present school system, showing the
great advantage of the children, now
have, to secure a good common
school education. The teachers
great knowledge by reading, and
he advised them never to think
of their own studies, but keep
on ever anxious to add more to
their store of learning. The lec-
turer then mentioned a number of
elementary points in reference to
the course of study, and referred to
several of the systems which have
been introduced at different times
by different persons. The next
matter referred to was the true aim
and object of education, and he ex-
plained how best the school for
results could be obtained. The
nature of classification of pupils,
and the best way of attending to,
and several other matters. The
different modes of questioning
pupils in their classes, and the ex-
planation of several of the leading
methods, together with references
to the leading characteristics of a
good teacher, was dealt with in a
clear manner. The speaker con-
cluded by urging the teachers to
keep up their studies, and that
they would be most successful in
their labors.

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teachers would follow the example
given by him, the subject would

of those who heard it. The lecturer
would not relate any anecdotes of
his teaching days, many of which
he could tell, but he referred to the
ruling idea of children, which is
life, and the lecture principally
consisted of a synopsis of life, life
giving affections, life loving pro-
pensity and desires for life in
children. He continued by con-
sidering the school room to the state,
and showed that what the state
would do for the people the school
should do for the pupils. The
teachers, as public officers, do not
care whether their pupils are suc-
cessful in life or not, all the school
is for is to do them for social life.
It is not required that the teachers,
as public officers, should teach the
religion of the soul, but they should
teach morality. He showed that
morality was essential to the
nation's prosperity, so it was essen-
tial to the child's prosperity. The
teacher should always be careful,
and be a living example of morality
before the pupils. A child gets its
moral training from the teacher,
its parents, its schoolmates, and he
thought a child learned more
from history. The speaker thought
that the Bible was the best text
book on morals that could be used,
but the objection is raised against
this text book which is raised
against many others, viz.—it treats
of both morals and religion. But
shall we pass aside the text book
because it deals of that subject
besides morals? Another objection
against teaching morals is, the
time to teach it. But surely time
could be found to teach this subject,
which is of most importance. The
subject was very ably handled, and
at the conclusion Mr. McLean
expressed the thanks of the Associa-
tion.

Mr. Little thought the subject
the most important before the
Association. Mr. Coates thought
Mr. McLean had left no ground
for discussion, but it would be
difficult to draw the dividing line
between morals and religion.
On the report of the committee
on Uniform Proportion being called
for, they asked further time, and
it was moved by Mr. Malouin,
that the report be extended, and the report
be handed in at the next meeting
of the Association. It was also
moved by Mr. McLean, seconded
by Mr. Nixon, that no action be
taken with reference to the meet-
ing after the report is received, and
also that Mr. Moore, of Georgetown,
be placed on the committee in
place of Mr. Little. The commit-
tee now is composed of Messrs.
Cameron, McPhee, Cooper and
Moore.
Professor Young arrived and gave
delivered his lecture on the "True
Revolution of Psychology to Educa-
tion." He placed the principal
points to be discussed on the board,
and the lecturer handled his sub-
ject with clearness. The points
were: I. Good bodily health—II.
faculties unexhausted, under which
he argued that lessons should
not be prolonged after fatigue points
have been reached, and that there
is no advantage in long school
hours; III. concentration; when
he referred to the influence on per-
ception and retention, and the for-
mation of habits of concentration;
IV. pleasure in work, showing
how this aids the pupil, and why
pupils so seldom take pleasure
in their work; V. pleasure in
progress, which was not so impor-
tant as the preceding subject, and
the lecturer thought the approb-
ation of the teacher a better way
of the attainment of proper

ACTON, MARCH 18, 1879.

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