

Teachers

Motive of teacher love to God & Man
& arising from this love to the
truths of life — without
this no earnestness, & without this
no E in scholars & no divine blessing

Acquainted habit of self-examination
Thoughts, feelings & actions alike
+ if know & reach other hearts
know exactly how to appeal to
others + in another form, must
have experience + know
thyself a kind of self-ed. must be =

scholar

1 Love of truth + truth the great
instrument of Gods Spirit, "I sanctified
through truth" and all attempts
to kindle devotion or religion without
the aid of truth hopeless — the work
of God a summary of this truth, and
truth and passion + possible it is
so true to sin against truth, but
how rarely do most see truth +
how faintly do we perceive even best
of us many of most important
truths + truth not to be recalc-
culated by force but living means

1. Come know by the intelligible
way + anything unexplained must
be misunderstood + fit tone of mind
of children + illustrate of some
thing known especially feeling
and facts which know but be
in mind + or give in connection
with facts which children must
observe + be aware that these
be things tending in themselves
to profit.

2 Attend to intellectual growth
of pupils + this in S S subordi-
nate — but not to be neglected
Tops of intellect
dull & slow almost stupid not
so agreeable to instruct but must
have patience + much more
often remain well & make solid
progress + will always find me
facile, acute, and with ability
to find this out, and use it + but
at some time improve others

quick & acute - these often need
to be controlled, but not too abruptly
to however volatile can get
that attention if you + and this
especially important to give them
a line of truth because heads re-
ceive impressions + and when a
line of truth tends to cause labour
their cleanness may degenerate
into confirmed superficiality.

I never forget that sound jud-
gement and power of original
thought is often deficient in
mature age, are generally almost
wanting in children + can-
not expect that truth will be
digested and followed in its
indications & consequences as in
a disciplined mature mind,
+ should try to strengthen & awaken
this power + and stop if original
sound thought a great matter +

Love of Beauty ^{defining it} Joy & Morn
This in our country ^{thought of}
good taste rare and its want
so often accompanied by bad
distorted feelings - this absence
of mind of joy of Joy & morn being
very common
Each children for example
the sense of what obs. in relation
with harmony of all proper +
all nature in a before gods im-
age + shows forth his glory + and
that glory appearing in a count-
enance which we call beauty + this com-
menced, & scripture - which constantly
compares holiness to purity to beauty
most obs + should in this follow
as example.

Power of this principle in hu-
man faces + always more
beauty unless grazed like a horse
but when dead looking with good
feels - best beauty.
This perhaps a reason why in
ages when idolatry enters church
paints while was employed to in-
dicate figures of saints but their ex-
pression of life high & not feeling
that the votary might be exalted

This a great abuse - place lecture
in place of creature + good use
of kind spirits - pleasant
youth have as largest capacity
of the anything - effort to have a
good description of Christ character
(highest conceptions of some of
divinely attributes)

selected this example best to
illustrate present teaching and good
to show use & abuse of taste -

Beauty of Scripture, picture
beauty of moral beauty
beauty of action - all lead
to higher life of soul and more
delight in study.

all said of love of truth &
beauty strengthened by fact
that in religious instruction
which can be present regard
justice much willing to
receive.

Must view the truths of
religion as practical
in this view are principles
of deep import - that of
love - chief of all graces
scripturally - first principle
apt to lose sight of this -
spirit of grace and not to
be confounded with natural
disposition
agreeable - kind hearted
cold - reserved

Should, cultivate spirit of kind-
ness and + keep in view that
youth are not only to many
pleasure & comfort of love to just -

Considerable efforts to improve
this done but of beauty or beauty
them - can produce no lasting
good but only real improvement
perhaps there reason to doubt
but unless love reaches our

To parents —

Teachers must improve
artist —

Mr. Watson is
proceeds —

The object —

The time he has
Child himself
to act as then

Not relate
The family
The families

The state
Student progress
Policies — must
of progress

The spirit —
The religion
The spirit —

Opponents of progress
of progress

Views intelligent educators
teachers

Students
8/11/11
to make
nature

Difficulty of carrying
care of 900 young people
Not impossible — multi-
tude of little details

Pleasure to cast off of course
The — Interest
in E. Township last
Sept

More than 40 students
& heads in training for
E. Township
Word given ^{no room to doubt}
integrated in Grand population
Center. Better influence in
of World together.

Cannot anything new not
prepared to give same
Lecture.

Not at all pretty & much as old
principles. Other
applications & extension
Such meetings lead to good
1. Solid teachers

2. Correct ideas

3. Give new thoughts

4. Mental cooperation

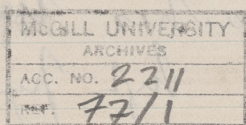
5. Higher understanding of work

6. Experience shared

7. High level progress

8. Influence felt far

Attaching a level
few a living
high a low



Contribute a few thoughts

1 Principles of I predict
in enlightening study of man

Old that child future be
run up child ~~always~~

Old that must teach him

- Teach ~~facts~~ facts - little teaching
old that little children
were a little the old

Amateur.

The Greeks & Romans

Amateur contemporary of ~~Amateur~~

Inhabitant of Beauty —

1 Moral means in action

An orator a good man who
can speak

Pure heart = clear head
Aristotle define a virtue

Plato character ~~Stoic~~ is a rationalist fool
No control one mind

Corporal punishment

Just and kind

Fit for slave

Hardness

Plato for
more officers

Has no good for life

Natural for man to think &

Learn — as birds &

wisest edue fly —

out of

Education too often a preparation

Not hard measure free of

just of art & hearty

interest

what is higher than & cultivated

Learn me

Learn me

then

Practical education

2 Not too much in the
abstract —

All must with crafts
free — nature
the facts & feel
principles.

Small necked little

3 Importance of things as
well as words

Lead to water dog the
not in a ship and
wants things as for
sake of things.

Verbal training must compare
what meaning we require
well from the
without facts & things

should a story of old edues be
by story of facts the
meaning will be in
unfamiliar?

Mind of our modern poets
is more reactive against
Darker ages — not
apt to grasp antiquity
it simpler times.

Look at

Teaches modern

high poems & capers

- Dreams

composers

another poems

else sentiments

relate to fact

But there is time to learn & Modern

All of us
at this work

to art

to fact

to work out has an
educational

I may perhaps be appropriate
on this stormy evening to direct your
~~thoughts to a few~~ attention to a
few general thoughts that arise
from the discussions of this
convention. The great variety of
the ^{topics} subjects which have been
brought under review indicates the
vast range of the subject of education
and its ~~great~~ ^{many} and multifarious bearings
on all human interests, while its
extent is also seen in ~~the~~
another aspect in the fact that
it extends all the way from
the most elementary things of the
kindergarten to the highest work
of the university. Nor should we
omit from our number the further
fact that in this convention
our attention has been directed
as to points here and there
in the vast fields of theoretical
and practical education. In

all these fields also the freedom
from discussion has brought out
real varieties of view and of
results, such as are mentioned
in a paper on infant school as
has been said of the Science of
Jelly has its study part & day
where its goal was justly.

With all this variety however
it has been apparent that the
different departments of educa-
tion are closely connected with
each other and mutually
dependent. This interdependence
is very manifest in the different
grades of education unit. What
the elementary and the secondary
school should do depends
by much on what the university
and the professional schools can be
taught in the foundation. The
primary and secondary school have
ended, and what the Univ

Teachers and ~~Teachers~~ ^{Superintendents}
 Schools can do depends on the
 means each of the other schools.
 There is also a total independence
 There must be some plan or system
 for all the schools of my given
 district or Province and that
 they must be the whole Dominion and
 that the central must not
 what the people of the Dominion
 but must have some mutual
 relations,

Beyond these compliments
of elegant manner which have
been directed here with so much
skill and practical sagacity, there
he has found general truths
which have also been very pleasant
before us and ~~the~~ which I think
we should accustom ourselves
to fall back in all questions
of an educational character.

One of these perhaps the most
fundamental of all is that the
object of the education should not
be so much what the pupil can
do ~~as~~ ~~the~~ as it is to do in the future
as the formation of the character
~~of the pupil himself~~ and development
of the power of the pupil himself.
This is the chief part of the
education and the one above
doubt will tell most effectively
in active life. More especially
in new and free conditions
of society in which any man a
human may be called on
to play many parts it is
~~as~~ ~~the~~ more important that
the whole power be turned
to active and useful creation than
that any one direction be given
to them. This is indeed general
as distinguished from special
training a professional education

And while the latter is said
and we put in its way it can
never take the ~~formal~~ place
of the ~~formal~~ ^{stages} of general
education. At one time perhaps it
was too much neglected, now it
seems as if it were being ~~the~~
pushed & an emphasis which
will be injurious. In any case
it is our business as educators
to see that the whole nature
of the pupil is adequately trained
that laying a sound foundation for
any kind of superstructure.

This great principle it ~~self~~ has always
appeared to me to be the flexi-
blest question whether education
should consist of instruction in
practical unpl sup ing, or should
be of the nature of a mental gymnastic
pursued to train the powers without
other utility. In point of fact
what is called the unpl gymnastic

is to us the main and highest
utility; but that is no reason why
we should not use for educational
purposes matter that will be
of daily service in the ordinary
work required of the recipient of
our time.

A second great principle of
education depends on the complex
nature of the pupil, in whom
we must recognize ^{several} ~~various~~ ^{relatives} & powers,
Physical, Mental, Moral and
Spiritual, all needing appropriate
training & nurture. The due adjustment
of these and proportion of all these
several needs, with the limitations
of ~~time~~ ^{space} and circumstance constitutes
one of our great practical difficulties.
Happily for us now
ever we have here a great and
merely natural process that
runs in many respects equal
to that which we need

But must fear too ~~the~~ great
range of work ^{presented} to be
to arranged as to ^{some extent} ~~be~~ ^{one}
part of the complex nature
while ~~the~~ ~~the~~ ~~is~~ another
is being exercised. The aim
has been to do with the great
of education & amusement
in education. It is well that
education should be made at
least not at the risk
of losing its efficiency. Both ends
can be secured if we bear
in mind the distinction between
amusement and recreation.
Amusement we do not need
but recreation can be had
by voluntary activity of our
faculties for interchange that
they may relieve one another.
Dance is good for recreation.

Note the word classes of literature &
Science - Obs. Exp. Comp. & Inductive

Still another fundamental
principle of education is that it
~~is~~ is a ~~driving~~ path and
way of the process of a
natural ~~growing~~ organism.
It is not like chiefly a statue
one of marble or paint on a
blank canvas but the
gradual ~~tray~~ ~~of~~ ~~one~~ ~~is~~ ~~a~~
laying in the act of constant
development. It is the
~~learning~~ ~~of~~ the education but
to shape or mould but to train
the natural growth into
the desired forms.

On this subject I may
quote from an old paper
of my own — old enough
I have been taught the
present generation of teachers.

Nature may lead us to even more lofty analogies with reference to our relations to God. To be answered, the appeal of the suppliant must be in some measure in harmony with the constitution of the creature appealed to. The cry of the raven will evoke no answering feeling in the ox or the sheep, nor will the bleat of the lamb or the lowing of the calf affect the raven. So it may be with God. He is a Spirit, and must be worshipped in spirit and in truth. The prayer of hypocrisy and selfishness must be an abomination to him, and the form of supplication without reality, of all things most nauseous in his sight. The acceptable worshipper should, to fulfil the analogy of nature, be a partaker of the divine spirit. The only point in which revelation seems to transcend nature here is in the manifestation of God as a forgiving Father, who can lend a pitying ear even to the cry of his evil and rebellious children, and receive the returning prodigal. But does not human affection offer a parallel even to this? May not the good man listen to the entreaty of his worst enemy when in distress or danger, and does not the agonized inarticulate cry of a noxious animal awaken some pity in a feeling heart? I do not mean to assert here that science could have informed us on all these subjects without revelation; but merely that when revealed they prove themselves perfectly in harmony with the analogy of nature.

~~These thoughts may seem to be a digression from the subject of this paper, but they are not.~~ Education must ever keep in view the great principle that its highest object is the mental and moral elevation of the pupil, the evolution of all that is best and most noble in his powers and character. It must aim at the highest things or its result will be failure. Science education must be prepared to regard nature as a revelation of the infinite creative Mind, in the evolution of his great plans, else it will become less than nothing and mere vanity. If what is called science should ever, by a retrograde development, become the mere anatomizing and analyzing of material things, the mere playing with natural forces in order to astonish or excite, the mere study of mechanical powers to secure selfish ends, the means whereby we and our children are to be reduced to automata, the sports of chance or necessity, or the victims of an insensate struggle for existence—then it had better be banished

Any address

The teacher must be too closely purchased with the
idea that the purpose of man's higher nature which makes
him a soul.

The true teacher of science need not fear such results. Na-
ture itself bears the strong testimony to its power, and it too
well attuned to harmony with what is best in man, to permit sci-
ence to fall so low. But the teacher must be the humble pupil
of nature, the accurate and true expounder of natural facts and
laws, or rather, perhaps, he must allow these facts and laws to
teach themselves, and must seek to have his heart in sympathy
with nature, with man, and with God. Thus will he be able to
teach truly and intelligibly and attractively, and to set the high-
est example to all other educational workers. However science
teaching may now seem to fall short of this ideal, it should keep
in view the orderly, systematic evolution of all the higher
powers and principles. That it will earn a commanding place
in education and science in time to do all that nature can do
for the education of humanity, and thus it will find itself, unex-
pectedly, in harmony with the eternal interests of
humanity, with the great culture of truth, with the high-
est morality, and with the religion of Christ, while it will lose
nothing, either in fact, theory, or even speculation, that is truly
and essentially its own.

J. W. Dawson.

Finally I think it right
to add that there are certain
things about it is not the
dog of the teacher to do.
One of these is to lead the
young traveler into the things
and shows paths that
are among the acknowledged
beats of science and fact
and religion. The literature
of our time has run much
with inaccurate attempts
to penetrate beyond the virtual
known world sphere of know-
ledge and to pick the locks
of all the mysteries to which
the eye is forbidden by either
Nature or revelation. I do
not wish to oppose new interests

It is to set my limits & say
but the mind must have
mastered the ~~unk~~ known before
it can take the questions ^{out} of
the unknown, and it is for
the teacher to create a real
curriculum in matters either
on the verge of an actual
knowledge or still in the
condition of active controversy
Questions as to our concepts of
space and time of the elements
of matter and motion of the relations
of organic species, of ~~the~~ the unknown
and disputed elements in history
of unexplained facts and degrees
the things are not for the
unmatured minds of learners.
They may have to grapple with such
questions in the future. It is for
us to get them for the struggle

But not permitting to give them
unprepared about maps, msselle and
have they needs a full them
with a false pride of Knowledge
And give them the volume and
dangerous habit of dogmatically
affirming or denying with reference to
matters which they do not
fully understand. The best training
is that which leads to humility
not to arrogance, and this
object is to be best attained
by the free and careful acquisition
of Knowledge and Power with
respect to subjects which can be
thoroughly understood by the pupil
at the stage of development to
which he has reached.

This applies very clearly to
the more modern subjects of study and
especially to those Scientific Subjects which
now occupy so much attention —

Atchafalpa

Am

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