

whether in proprietary or public institutions, on payment of a registration fee. The teachers registering would be subject to the conditions now affecting their work, except that an annual membership fee would have to be paid by each teacher to keep his or her name good on the register.

It is proposed that after the organization and incorporation of the Society, no one will be admitted without passing the examination prescribed by the Society. The members might be classed as follows:

(1) *Associates*: Corresponding to third class teachers. The examination for the standing of Associates should correspond to the matriculation or the preliminary examination for any of the professions.

(2) *Licentiates*: Corresponding to second class teachers.

(3) *Fellows*: Corresponding to first class teachers and to High School masters.

III. THE GOVERNMENT OF THE SOCIETY should be vested in a council elected by the Fellows and Licentiates.

IV. ITS POWERS.—The Society should have power to manage its own affairs, to enact by laws for the admission and government of its members, to impose fines and penalties for the violation or non-fulfilment of duties prescribed, and to settle all matters of dispute arising among teachers.

V. CERTIFICATES AND DIPLOMAS.

(1) *Certificate of Associate*. A membership certificate entitling the holder to the standing of

(a) Third class teachers, as at present recognized.

(b) Private school teachers, in their present status.

(2) *Licentiate*. A certificate authorizing the holder to teach, subject to the conditions affecting second class certificates.

(3) *Fellows*. A diploma issued to first class teachers of all grades and to High School masters.

VI. PENALTIES. For the efficient working of the College, penalties, similar to those enforced by the College of Physicians and Surgeons, Ontario, should be enacted, say,

(1) For teaching without a license.

(2) For non-payment of fees.

(3) For other violations, such as unprofessional conduct, etc.

VII. FEES. (Suggested.)

(1) For admission to the Society and issuing certificates (Associate and Licentiate), \$5.00.

(2) For diplomas, \$10.00.

(3) Annual membership fee, \$2.00; or commutation fee for Life membership, \$30.00.

(4) For each examination, \$5.00.

VIII. RELATION OF THE SOCIETY TO TEACHING INSTITUTIONS.

The Society should be an examining and not a teaching body. It should conduct, independently of the Education Department, both the professional and non-professional examinations for all grades of teachers' certificates and diplomas.

As a fair equivalent for the work done by the Teachers' Society, the Province should support, in part, the system of Normal and Model Schools now established; but they should confine their work to methods of teaching, school organization, school discipline, school law, together with such subjects of study as aid in the practical working of schools.

The theory of education and the solution of educational problems should be left to the University in which a Chair of Education should be founded and endowed.

IX. ITS RELATION TO THE STATE. It is analogous to that of the Law Society of Upper Canada, and its parallel points of resemblance may be thus summarized:

The State demands and pays for the proper administration of justice as a matter of public weal; it also demands, and for the same reason, that only those who are properly qualified (as determined by examination,) shall be entrusted with this work; but the duty of deciding who are qualified to practice law is left to a society composed of legal practitioners, who, in their corporate capacity, have the power of conducting all examinations of candidates as to their fitness to practice law.

Similarly, the State demands and pays for public education as a contribution to the public well being; it also demands, and for the same reason, that only those who are properly qualified shall be entrusted with the work of teaching in schools receiving Provincial aid; and the duty of deciding who are qualified should be entrusted to a society composed of teachers qualified for any position in the public system of education.

The Teachers' Society should hold the same relation to the State and to the educational institutions of the Province that the Law Society holds to the State and to the law courts of the Province.

The Law Society decides who shall practice law; the Teachers' Society should decide who shall practice teaching. The right of teachers to control the admission of members to the teaching profession rests on the same grounds as that of the Law Society to the control of its membership.

The Law Society demands that all positions requiring a knowledge of law shall be held by its members; in like manner the Teachers' Society should demand that all positions requiring a practical knowledge of schools and school teaching, should be held by members of the teaching profession, and by them alone.

X. Besides these practical matters this Society would be competent to deal with the question of *Life Insurance, Sustentation Fund, Superannuation Allowance, Teachers' Bureau*, and all that concerns teachers and the teaching profession generally.

There are many advantages which the scheme suggests as likely to follow its adoption, and a few of these may here be mentioned:—

1. *To the Public*:

(a) Fuller protection from incompetent teachers.

(b) Better work in the schools.

2. *To the Cause of Education*:

(a) As the information of the Teachers' Society will certainly give more permanency to the profession it will induce a larger number of able teachers to remain in the work.

(b) The danger of misdirected energy will be lessened.

3. *To the Teacher*:

(a) He will obviously have a better social position, a fuller recognition as a member of an organized profession.

(b) He will have the support and encouragement that a society formed for mutual protection and benefit confers.

(c) He will have a voice in the government of the Society that regulates his work, and which admits to membership in the profession; overcrowding in the ranks may thus be dealt with by teachers themselves.

(d) The defects of our system of examinations can be corrected by this organization without appealing to political bureaucracy for redress.

Having now laid this matter thus fully and in its varied aspects before you, some questions will likely arise in your minds as to the relations of the projected Society to the chief executive officer of the Department of Education. The matter is a delicate one, particularly as I discuss it without having had the advantage of conferring first with the Honorable the Minister; but the benefits of the scheme are so obvious that I venture to think they will commend themselves, not only to you and to the profession at large, but to one who, in the person of the present Minister of Education, happily combines, with a thorough and practical knowledge of all branches of school work, an enthusiastic interest in the profession of teaching, and a laudable regard for the teacher's status and welfare. It may be taken for granted that the work of the college would relieve the Minister of many duties that are of necessity irksome and sometimes embarrassing. What these are, in the political connections of the Minister's functions and office, I need not refer to; they will occur to the minds of all of you.

The organization and operation of a Society such as is here outlined will not lessen, in the slightest degree, the necessity for an executive head of the Department of Education. It will be necessary, indeed, that the details of the whole scheme should receive his concurrence, and that the aims and objects of the Society should meet with his full and cordial approval. It would be advantageous, moreover, were he to become an *ex officio* member of the college with special powers. With his sanction and co-operation, and the hearty endorsement of this meeting and the profession at large, our undertaking should not fail of immediate and assured success.

We are indebted to the *Globe* for the following summary of the debate upon this important question.

Mr. J. Miller believed there was a radical change in the present system of education involved in this project. He was inclined to think that while they should attach a great deal of value to the suggestions it would be wise to act judiciously in this matter. A College of Preceptors had been established in England, but notwithstanding this, Ontario had made greater strides. Teachers could not be compared with lawyers in the manner in which Mr. Dickson had made a comparison. Teachers did not deal directly with the public as lawyers or doctors.

Dr. Kelly moved that the principle of Mr. Dickson's paper meets the approval of this convention. He said that if this scheme received the approval of the Minister of Education and the House of Assembly, they would have established a grand move towards making teaching a profession.

The lawyers could fine those who practised without a license. They could strike a delinquent member or an unprofessional member off the roll. The only protection which honest teachers had was that the Minister of Education could cancel the certificate of an unprofessional teacher. He had great pleasure in moving his motion.

Inspector Morgan stated that during the past year the musicians of the Province had made a move such as that proposed by the teachers. This was in accordance with the success of a similar movement in Europe. The movement elevated the standard of music and gave musicians a status in the land. If a success with musicians, it should certainly be a success with teachers. The difficulties could be removed, and success would be sure. He seconded the motion.

Mr. J. O. Pomeroy, of Oakwood, was decidedly opposed to this