

Presidents of local Associations being *ex-officio* Vice-Presidents of the Provincial Association; that the Council of the Montreal Local Association, with the President and Secretary of each of the other Local Associations, shall be the Central Executive Committee of the Provincial Association; and adds some paragraphs respecting arrangements for meetings.

During the recess of fifteen minutes that followed, the audience occupied itself with examining school books, maps, and philosophical apparatus, exhibited by Messrs. Miller, Campbell, and Hearn, or in witnessing the drill of the Model School boys.

After the recess the Convention formally constituted the Provincial Association by electing the following officers: President, Rev. Dr. Nicolls, of Lennoxville University; Prof. Robins, B.A., of McGill Normal School, Secretary; and James McGregor, Esq., B.A., of McGill Normal School, Treasurer.

The next meeting of the Association was appointed to be held the first week in June, 1865, within the limits of the St. Francis district, at such place as may hereafter be determined by the Association of that district, and the Executive Committee were instructed to prepare a draft of By-Laws to submit to that meeting.

At the request of the Chairman, Principal Grahame then read a paper entitled "Some Conditions of Success in School-Teaching," which opened with the apt quotation:

'Let no unskilful hand attempt
To play the harp, whose tones, whose living tones
Are left for ever in the strings.'

To attain eminent success, he said, the teacher must be thoroughly imbued with the spirit of his work; must realise the responsibilities of his calling; understand the branches to be taught; refresh his own mind by daily reviews and original investigations; and possess the power of making his pupils original thinkers and investigators. He must be apt to teach; be familiarly acquainted with the powers and capacities of both body and mind, and the laws which govern their development, growth and decay; he should have an extensive knowledge of human nature and individual character, that he may suitably adapt instruction and discipline to each, a strong love for children and youth, and an anxious solicitude for their highest good; the power of arousing dormant minds to action and directing them aright when once awakened; be careful to curb and restrain the already too fast, and bring forward from the rear those who lag behind; and cause all to become conscious of their own powers, and to rely chiefly on their own efforts for advancement. He must be apt to govern as well as to teach,—to govern himself and to govern others. Schools, like the world, were often governed too much; yet without government, a school was comparatively worthless, and many of our teachers seemed to fail in this important part of their duty. A common remark was, our teachers *know* enough, but they cannot govern. Government consisted of influence and authority. That government was best in which influence, both direct and indirect, greatly preponderates, with as little as possible of direct authority. Authority was sometimes necessary, but influence was the great reliance of all those who governed effectually without seeming to govern at all. The teacher must be what he wished his pupils to be. If he wished them to be interested, he must be; if he wanted them to be studious, he must be the same; if orderly, he must be so himself; if punctual, let him set them an undeviating example: require only what is right—endeavour to obey this law himself, and each pupil do the same. He should be a school missionary; should visit the parents at their houses, talk with them about education, and but little else, especially the education of their children, giving to each all the credit which he can conscientiously, and show to these parents both by his words and actions, that he has a deep interest in the educational advancement of their children; and there is scarcely a parent in the country who would not co-operate with such a teacher to the utmost of his ability. If the teacher would attain that success which is so earnestly coveted by all, he must give himself a living sacrifice, wholly devoted to his work, endeavoring faithfully to perform his part of the duty involved in the command given by the wisest of men,—‘train up a child in the way he should go,’—which was not only the most truly exhaustive definition of the aims and objects of education ever penned, but it was the great precept that ought ever to be implicitly obeyed in the physical, intellectual and religious training of the young. But said the almost disheartened teacher,—Who is sufficient for these things? As an answer to this the inspired words of an apostle were at hand: ‘I can do all things through Christ which strengtheneth me.’

An interesting conversation on various topics ensued, in which Mr. Marsh, of the Grauby Academy, Mr. Laing, of the Waterloo Academy, Mr. Wilkie, of the Quebec High School and Prof. Hicks, of the Normal School, took part; after which Prof. Darey kindly exhibited his mode of teaching French with a class of boys from the High School, particularly pointing out some matters to be attended

to in the pronunciation of the alphabet. A vote of thanks to Prof. Darey was passed, Mr. Wilkie, on the part of the delegates, expressed their thanks to Dr. Dawson for the kindness he had shewn them, and the Association proceeded to the grounds of the High School to witness the parade of the High School Drill Association and to visit the Gymnasium.

The business of the day was happily concluded by a *conversazione* at Mrs. Simpson's, where the members of the Association, and many other gentlemen and ladies, interested in education, were hospitably and pleasantly entertained by their kind hostess.—*Lower Canada Journal of Education.*

2. TEACHERS' ASSOCIATION OF UPPER CANADA.

FIRST DAY.—The annual convention of the Teachers' Association of Upper Canada took place on the 2nd, 3rd and 4th inst., in the Temperance Hall, Temperance Street. There was a large attendance of teachers from all parts of Canada West. The days proceedings were commenced by an address from Prof. Wilson, President of the Association, as follows:

GENTLEMEN,—In addressing you again as President of the Teachers' Association of Upper Canada, to which you did me the honor of re-electing me in my absence, permit me to congratulate you as a body on the increasing interest manifested in your Association, and on the beneficial prospects for the cause of education which may be anticipated as the result.

I hail with peculiar satisfaction the successful organization of this Association, because I recognize in it the evidence of that proper *esprit du corps* which is best calculated to elevate the status of the teacher, and thereby to confer substantial strength on our educational system. There was a time when at home even more than here, the teacher's office—outside of the college or well-endowed public school—was regarded as little better than a refuge for the destitute. When in Scotland, the “*stikit minister*,” and in England the discharged clerk, the broken down tradesman, and the needy adventurer of every kind—with no definite vocation, and no recognizable qualifications—resorted unchallenged to your profession; and when not a few of the same class emigrated to this country with similar plans in view. Even now, I fear, not a few of the Ladies' Schools of Upper Canada have been organized on a similar principle, by those who, not unfrequently had passed the meridian of life, before some reverse of circumstances drove them to a profession for which neither their habits nor culture furnished any special training.

The injurious effects which such a system involves, long told with peculiar evil alike on the middle-class education of England and on the status and popular estimation of its teachers; until the ridicule of the satirist, and the labours of the educational reformer combined to grapple with the evil. But mischievous as its results could not fail to be, the evil was checked in some degree, at home, by the influence of a highly educated class; the memories that have gathered around ancient and well-endowed seats of learning; the historical names associated with its colleges and great public schools, and by the prizes which rewarded scholastic ability and permanently enlisted among educators a fair share of the best educated and most gifted of those whose choice of avocation is limited to the learned professions.

In Canada the evils to which I refer have been coped with in another way, and some of their worst results averted by the organization of a comprehensive national school system. The needy adventurer may still be seen amongst us at times, with the flashy advertisement of his “college” or “institute,” duly setting forth its imposing board of directors, its many titled faculty of profession, and its easy, royal road to learning, with all the sonorous epithets that Noah Webster can supply. But the educational quack is limited here to a narrow field, and if he still finds his dupes it is not from want of other choice that they resort to his spurious wares.

It is inevitable, however, that we should suffer in another direction, where England's greatest strength lies. There the dignified offices in its colleges, the masterships of its amply endowed public schools, and even the emoluments of the independent professional teacher, amply suffice to secure a constant accession of talent to the scholastic ranks. Here, on the contrary, the prizes of the profession are few and inadequate. Too frequently, as I have had occasion to notice in my own experience as a teacher, the talented undergraduate of our universities is tempted away from his preparations as a teacher by the glittering prizes of the law, the freer sphere of the medical profession, or the higher and more influential duty of the pulpit. All this, however, will cure itself in due time, and by no means so effectually as by the very plan you are now pursuing in this associative organization of teachers.

Education is slowly, but surely, gaining ground among us; and with an educated community as the judges the well-qualified and gifted teacher will have nothing to fear. The really learned and ef-