

with their best Educators, since Education, like Literature, Science, and Philosophy, should know no clime, no caste, no color, no boundary line but be considered the common inheritance of the brotherhood of man.
Respectfully submitted.

J. B. DIXON.

Toronto, Aug. 1866.

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AN OUTLINE

OF

THE PRESIDENT'S OPENING ADDRESS.

He first expressed the high sense he entertained of the honour which the Association had conferred upon him in inviting him to occupy his present position—a compliment which he appreciated all the more in that it was paid in his absence during their last meeting. He next referred to his long connection with the educational institutions of the country, commencing nearly a quarter of a century ago. He rapidly sketched some of the marked improvements which had been made in our Common Schools, and the corresponding and very gratifying progress of the teacher since that day, when almost the only qualification demanded of the candidate for common schools, was—Loyalty, ascertained by administering the oath of allegiance.

He then entered upon the particular subject of his Address—*The place and power of the Common School Teacher*—stating that no power in the country was more effective, in moulding and forming the natural character than its Common Schools, the teachers in which, have to do with the very beginning of thought and the elements of character. The character and qualifications of the teacher are of the utmost importance to