

may be exhibited, and information on educational matters obtained and exchanged.—To encourage provision for sickness and old age among teachers.—To promote the establishment of Teachers' Homes and Homes of Rest for invalid and aged teachers.—To compile and publish a list of desirable places in England and elsewhere in which holidays can be passed at a reasonable expense.—To establish a Registry for teachers.—To take such measures as shall lead to the registration of duly qualified teachers of all grades.—To promote generally the welfare of teachers, and to do all such lawful things as are incidental or conducive to the attainment of any of the above objects.—To receive donations and subscriptions from persons desiring to promote the objects aforesaid, or any of them.

The plan of organization includes a central Guild and affiliated local Guilds, of which some three or four are already formed. The local Guilds appoint their own committees and officers, and generally manage their own affairs, and frame their own Rules and By-laws, but the latter must be submitted to the Council of the central Guild.

The working machinery of the Guild includes a Teachers' Registry to aid in procuring situations, and provision for life, endowment, and annuity, insurances. An Investment Agency is also under consideration. A sub-committee undertakes the management of a list of holiday resorts. A Library is in process of satisfactory growth.

One of the main objects of the Guild is to provide the public and teachers with means of forming sound opinions on educational matters. In pursuit of this object meetings have, from time to time, been organized, and friendly and well sustained discussions had on important educational questions. The growth of membership has been encouraging, over 1,550 names having been enrolled by the 1st of March, 1886.

Our space will not admit of even a resume of the important points made by the speakers at the annual meeting. But, for the reassurance of any who may be disposed to condemn such organizations in advance on the ground of narrowness and selfishness of work and aims, we quote a few sentences from an admirable speech by Mrs. Westlake:

"Mrs. Westlake, in moving a resolution in support of the Guild, said that in looking over the list of the members of the Guild, she found the large majority of them were women. They were in the proportion of something like four to one to the male members. This made the Guild especially interesting to herself. It had struck those who had made efforts to raise and improve the position of women, how isolated they were, how without any organization to press forward their views or their wants, how much their power was wasted, and how much they suffered in consequence. Look at medical women, at women employed in teaching, and at women employed in trades, such as sempstresses—all have little or no organization. An exception should perhaps be made in the case of elementary school-mistresses who belong to the National Union of Elementary Teachers, and who are members on the same footing as men. But in the secondary and higher grades women teachers required organization as much as men did, and therefore she welcomed the work of this Guild. There was always a danger in organizations of this kind that their aim might become narrow. The members might be too apt to think that their opinions and thoughts were those of the great outside world, of which they did not hear so much. There was always a danger, therefore, of their looking upon their own personal and professional advancement as the chief object of

the association. The Guild was carefully protected from danger of this kind by the distinguished names of those who formed the governing body, which were a guarantee against any narrowing of the avowed objects, and by the inclusion of eminent outsiders who were not engaged in the work of the profession. One of the most important objects of the Guild was to collect and diffuse information as to educational methods, not at home only, but on the Continent and in America. As an insular people, we were apt to be insular morally and mentally; we were apt to think that we were superior to the other nations of the world, that what was English must necessarily be the best, and that we had little to learn from foreigners. In this matter of education, we in England merely stood on the threshold of a great kingdom, of which some foreign nations had almost taken possession."

## Special.

### CONTENTMENT.

BY C. C. FRASER-TYTLER.

*"As having nothing, and yet possessing all things."*

A crazy door, low moaning in the wind,  
The beat and patter of the driving rain,  
Thin drifts of melting snow upon the floor,  
Forced thro' the patch upon the broken pane.

One chair, a little four-legged stool, a box  
Spread with a clean white cloth and frugal fare,  
This is the home the widow and her lad,  
Two hens, and his grey cat and kittens, share.

"Ben, it's full time thee was in bed," she says,  
Drawing her furrowed hand across his locks.  
"Thee's warmed th' toes enough, the fire won't last,  
Pull to th' coat—I'll put away the box.

"Then say th' prayers—that's right, don't pass 'em by,  
The time's ill-saved that's saved from God above,  
And doan't forgit th' hymn—thee never has,  
And choose the one th' father used to love.

"Now, lay 'ee down—here, give the straw a toss;  
Doan't git beneath the winder—mind the snow—  
I like that side—I'll cover 'ee just now,  
The boards is by the fire—they're warm, I know.

No blanket wraps the lithe half-naked limbs,  
But love, that teaches birds to rob their breast;  
To warm their younglings—love deviseth means  
To shield this youngling from the bitter east.

The warm boards laid about the weary child,  
He turns a smiling face her face towards—  
"Mother," he says, soft pity in his tone,  
"What do the poor boys do that have no boards?"  
—The Day of Rest.

### ADDRESS

DELIVERED BEFORE THE ONTARIO TEACHERS' ASSOCIATION, AUG. 10TH,  
BY THE PRESIDENT, MR. S. McALLISTER.

*Ladies and Gentlemen:*—Let my first words to you this evening be those of thanks for the honor you have done me by making me President of the Ontario Teachers' Association. It would be the shallowest hypocrisy on my part to pretend that I do not feel proud of a position which is the highest that it lies in the power of my fellow-teachers to bestow. I must not forget, however, that with the honor comes the responsibility of seeing that the work of this convention is conducted to a successful issue, and I trust shall