

CONSTITUTION,
BY-LAWS,
AND RULES OF ORDER,
OF THE
TEACHERS' ASSOCIATION OF UPPER CANADA,

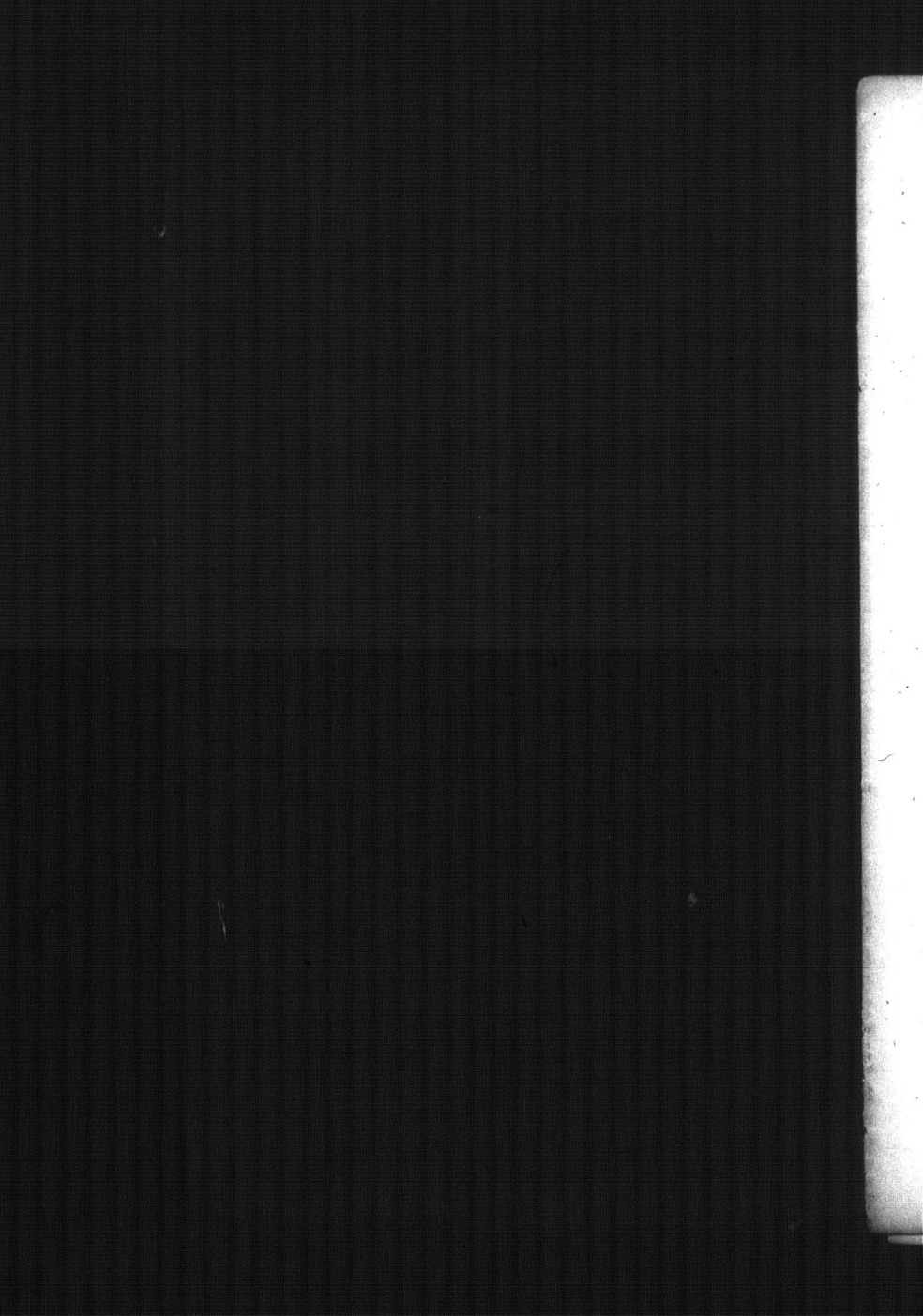
TOGETHER WITH
THE MINUTES
OF THE
FIFTH ANNUAL MEETING,

Held in Toronto, 8th August, 1865, and following days.

AND THE
OPENING ADDRESS,

BY PROFESSOR WILSON, LL.D.

Printed:
PRINTED BY T. CUTTELL & SON,
KING STREET EAST.
1865.



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TEACHERS ASSOCIATION OF UPPER CANADA

THE ANNUAL MEETING
OF THE ASSOCIATION
WILL BE HELD AT
THE HOTEL MANITOBA
ON THE 15th OF SEPTEMBER
NEXT AT 10 O'CLOCK
A.M.

THE ASSOCIATION
WILL MEET AT
THE HOTEL MANITOBA
ON THE 15th OF SEPTEMBER
NEXT AT 10 O'CLOCK
A.M.

MEMBERS OF THE ASSOCIATION
ARE REQUESTED TO BRING
WITH THEM TO THE MEETING
A COPY OF THE REPORT
FOR THE YEAR ENDING
31st DECEMBER 1911
AND TO BRING WITH THEM
THEIR CONTRIBUTION
TOWARDS THE COST OF
THE MEETING.

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CONSTITUTION
OF THE
TEACHERS' ASSOCIATION
OF UPPER CANADA.

PREAMBLE.

The objects of the Association are :—

1st. To advance the interest of Education, by encouraging the formation of Local Associations throughout the Country, and affording them the means of comparing their views on the various subjects connected with the interests of practical Education, and of the Profession; and of giving expression to such views and conclusions as they may, in general Convention, agree upon.

2nd. To suggest to the Council of Public Instruction, and press upon the attention of the Legislature, such improvements or modifications in the School Law, as from experience may appear to Teachers expedient or necessary.

CONSTITUTION.

NAME.

ARTICLE 1.—This Association shall be styled “THE TEACHERS' ASSOCIATION OF UPPER CANADA.”

Who Eligible for Membership.

ARTICLE 2.—All persons engaged in any department of Education shall be eligible to Membership.

Members how admitted.

ARTICLE 3.—Application for admission to Membership shall be made, or referred to the Board of Directors, or such Committee as they shall appoint; and all who may be recommended by them, and accepted by a majority vote of the

members present, shall be entitled to the privileges of this Association, upon signing the Constitution, and paying the prescribed fee. This fee is dispensed with in the case of Lady Teachers,

Honorary Members.

ARTICLE 4.—Upon the recommendation of the Board of Directors, any person who may have been distinguished as an educator may be elected an honorary member by a two-thirds vote of the members present (the vote to be by ballot), and as such shall have all the rights of a regular member, except those of voting and holding office.

Branch Associations.

ARTICLE 5.—Every Local Association appointing a Delegate to represent it at the Annual Meeting shall be a Branch Association; and shall, through its Representative, have one vote for each of its Members connected with this Association not present at the Annual Meeting, provided that the names of such Members and such Representative, together with the annual fees for the same, be transmitted to the Secretary, on or before the 1st day of July, in each year.

Annual Fee.

ARTICLE 6.—The annual fee to members of Branch Associations shall be 50 cents; to others \$1.

Life Members.

ARTICLE 7.—Any person eligible to Membership, may become a Life Member, by at once paying ten dollars.

Officers and Board of Directors.

ARTICLE 8.—The Officers of this Association shall consist of a President, six Vice-Presidents, a Recording Secretary, a Corresponding Secretary, a Treasurer, Five Councillors, and the Delegates from the Branch Associations. These Officers shall constitute the Board of Directors, and shall be elected annually.

Meetings.

ARTICLE 9.—A meeting of the Association shall be held annually, in the first or second week in August, at which meeting twenty members shall form a quorum. The place

and the precise time of meeting shall be determined by the Association, at its annual meeting. Special Meetings shall be held at such times and places as the President shall determine, on the recommendation of twenty members.

Adoption of By-Laws.

ARTICLE 10.—By-Laws, not inconsistent with this Constitution, may be adopted by a two-thirds vote of the Association.

Amendments to the Constitution.

ARTICLE 11.—This Constitution may be altered or amended at any regular meeting of the Association, by the unanimous vote of the members present; or by a two-thirds vote, providing the alterations or amendments have been substantially proposed at a previous regular meeting.

BY-LAWS,

Duties of Board of Directors.

The Board of Directors shall have power to fill all vacancies in their own body; shall have in charge the general interests of the Association; shall make all necessary arrangements for its meetings; and shall do all in their power to render it a useful and honorable Institution. The Board of Directors shall hold their regular meetings two hours before the time of the assembling of the Association; as occasion may require during the meeting of the Association, and immediately after the adjournment of the same. Five of the Board of Directors shall form a quorum for business. The President shall have power to call a meeting of the Board whenever the interests of the Association may seem to demand it.

Duties of President.

The President shall preside at all meetings of the Association and of the Board of Directors, and shall perform such other duties as by custom devolve upon a presiding officer; and shall be *ex officio* member of all Committees. In his absence, one of the Vice-Presidents shall preside; and in the absence of all the Vice-Presidents, a *pro tempore* Chairman shall be appointed on nomination, the Secretary putting the question.

Duty of Secretaries.

The Secretaries shall keep a full and just record of the proceedings of the Association and of the Board of Directors; shall give notice of the meetings of the Association and of the Board of Directors; shall conduct such correspondence as the Directors may assign; prepare a daily order of business for the use of the Chairman; and shall have their records present at all meetings of the Association and of the Board of Directors.

Duties of Treasurer.

The Treasurer shall receive and hold in safe keeping all moneys paid to the Association; shall invest, deposit, or expend the same as the Board of Directors shall order; and shall keep an exact account of his receipts and expenditure, with vouchers for the latter, which account he shall render to the Board of Directors prior to each regular meeting of the Association; he shall also present an abstract thereof to the Association; and shall give such security for the faithful discharge of his duties as may be required by the Board of Directors.

1. All questions proposed for debate shall be in accordance with the declared objects of the Association, and shall be delivered to one of the Secretaries in writing, for the approval of the Board of Directors.
2. Theological questions of a sectarian nature shall not be introduced or discussed at any meeting.
3. Each speaker in a debate shall be allowed ten minutes; the mover shall be allowed five minutes at the close for a reply; five minutes shall be allowed for each reading, and twenty-five minutes for an Essay.
4. The questions debated at each meeting shall be decided by a majority of the members present.
5. The Lecturers for each public meeting shall be appointed by the Board of Directors, and one of them, at least, shall be a teacher of a Grammar or Common School.

RULES OF ORDER.

1. On a point of order being raised while a member is speaking, the member speaking shall at once take his seat. The point of order shall then be stated by the member objecting, and the Chairman shall without further debate decide thereupon, stating the rule applicable to the case without argument or comment.
2. No motion shall be put from the chair unless submitted in writing, except a motion to adjourn, to lay on the table, or of the previous question.
3. Without the permission of the Chairman, no member shall speak when there is not a motion before the Association.
4. No member shall speak to a motion until it has been delivered to the Chairman in writing, with the names of the mover and seconder thereon. The mover shall then have the first, and the seconder the second right of speaking to such motion.
5. No amendment to a motion can be received after an amendment to an amendment, nor any motion unless for the previous question, to lay on the table, or to adjourn simply.
6. A motion to adjourn simply shall take precedence of all motions and amendments; a motion to lay on the table of all except to adjourn; a motion for the previous question of all except to adjourn or to lay on the table.
7. The yeas and nays upon any question shall be recorded on the minutes, when called for by five members.
8. When a member intends to speak or submit a motion, he shall rise in his place, and respectfully addressing the chair, confine himself to the question, and avoid personalities.
9. Should more than one member rise to speak at the same time, the Chairman shall at once, and without appeal, determine who is entitled to the floor.
10. Members shall speak but once on any question, including amendments, without the consent of the Association.
11. The previous question shall be put in this form—
"Shall the question be now put?" If this be carried, no further motions, amendments, or debate shall be permitted, but the question put without delay.

12. The following questions shall not be debateable—1st. To adjourn simply. 2nd. To lay on the table. 3rd. The previous question.

13. No amendment to the minutes shall be allowed after their adoption; and no resolution to expunge any part of them shall have any other effect than the erasure of the record; nor shall any motion to expunge be in order until after a motion for their adoption.

14. A motion to adjourn simply shall always be in order, except 1st. when a member is in possession of the floor; 2nd. when members are voting; 3rd. when an adjournment was the last preceding motion; 4th. when it has been decided that the previous question shall be put.

15. A rule may be suspended at any meeting of the Association, by a two-thirds vote.

16. These Rules of Order shall also, as far as possible, apply in Committee of the whole.

ORDER OF BUSINESS.

The following shall be the Order of Business at the Annual Meetings:—

- 1st. Meeting opened with prayer.
- 2nd. Roll of Officers called.
- 3rd. Reading of Minutes.
- 4th. Reading of Communications.
- 5th. Reports of Committees.
- 6th. Receiving of Delegates.
- 7th. Discussion of topics announced in the annual circular.
- 8th. Discussion of topics submitted by Branch Associations.
- 9th. New Business.
- 10th. Election of Officers.
- 11th. Closing Business—Time and Place of next Meeting.
- 12th. Adjournment.

The Association may at any time, by a majority of votes, alter the Order of Business.

Note.—The Evening Sessions shall be devoted to the hearing and consideration of Essays, Addresses, Readings, and practical Illustrations of Modes of Teaching.

MINUTES
OF THE
FIFTH ANNUAL MEETING
OF THE
Teachers' Association of Upper Canada,

Held in the Temperance Hall, Toronto, 8th August, 1865.

The President, DANIEL WILSON, LL.D., in the Chair.

The meeting was opened with prayer; after which the roll of Officers was called, and the minutes of the last meeting read and approved. After the reading of communications from Principal Snodgrass, of Queen's College, Kingston; Principal Nelles, of Victoria College, Cobourg; Rev. J. McCaul, LL.D., President of University College, Toronto; Hon. W. McMaster; Professor Young, Inspector of Grammar Schools; Hon. O. Mowat, Vice Chancellor of Upper Canada; Dr. Eyerson, Superintendent of Education; Dr. Ormiston; and G. B. B. Cockburn, Esq., Reports of Committees were called for, when the Report of the Delegate, Mr. E. Alexander, of Newmarket, from this Association to the National Convention of the Teachers' Association of the United States was submitted, and adopted. The Report of the Committee to provide accommodation for members attending the Convention was submitted by Mr. Chestnut, from which it appeared that accommodation had been provided for four hundred. The Association then adjourned, to meet at 2 p.m., when the Opening Address, it was announced, would be delivered by the President.

The Association met at 2 p.m., when the Opening Address was read by the President, Dr. Wilson. A Committee, composed of the Rev. Dr. Omeara, Messrs. Chestnut, Alexander, McGann, McCabe, Dixon, and the Rev. Mr. Blair, was then appointed, to take charge of the printing of the President's Address.

The reading of Reports was then resumed. The Report of the Committee appointed to examine the provisions of the School Law, with reference to arbitrations between Trustees and Teachers, was submitted by the Chairman, Mr. McMurchy. It was moved, in amendment to the Report which recommended that the third arbitrator should be chosen by the two selected by the parties to the arbitration, "That the law remain as it is at present." Carried.

The Report of the Committee appointed to revise the Constitution and By-Laws was submitted by Mr. Chestnut. It was moved that the Report be referred back to the Committee, to receive certain amendments, with instructions to prepare a Preamble. Carried. The Convention then adjourned, to meet again at 8 o'clock, p.m.

On re-assembling, the President introduced the Rev. Dr. Ryerson, Chief Superintendent of Education, who addressed the Association on the subject of the duties and relations of Trustees and Teachers, at the close of which the thanks of the Association were presented to Dr. Ryerson.

SECOND DAY.

The Association met at 10 a.m., when the first subject announced for discussion in the circular was taken up, viz., "Ought the Apportionment of the Grammar School Fund to be dependent on the average attendance of those pupils who are learning Greek and Latin?"

Moved by Mr. Dixon, of Colborne, Seconded by Mr. Thorburn, of Ottawa, "That the thanks of this Association are due, and are hereby tendered to the Council of Public Instruction, for revising and simplifying the programme of studies in the Grammar Schools of Upper Canada, and for the other excellent regulations adopted by them in regard to such Schools, and published in the April Number of the Journal of Education for Upper Canada." Carried.

The Rev. Mr. Blair, in behalf of the Committee on the President's Address, submitted the Report recommending that it be published by the Association, which was unanimously adopted.

Afternoon Session. The discussion of the first subject on the circular, relating to the apportionment of the Grammar School Fund, was resumed, when it was moved by Mr. Dixon, seconded by Mr. McCabe, "That it is the opinion of this Association that the Grammar School Fund should be apportioned among all Grammar Schools according to average attendance of pupils in all the subjects contained in the Grammar School programme, and not in classics alone; and that in order to meet the wants of those pupils who do not intend to enter any University, and yet wish to obtain a superior Education, the programme should be so extended as to include therein higher Mathematics, English Literature, and more of the Natural Sciences, and to allow those who have satisfactorily passed the First, Second, and Third Classes to omit Classics, and take equivalents, if they prefer." It was moved in amendment by Mr. Kirkland, seconded by Mr. Thorburn, "That the programme be amended only so far as to make provision for teaching the extra subjects required to matriculate in the Department of Civil Engineering, and to pass the preliminary examination for Provincial Land Surveyors." It was moved in amendment to the amendment by Mr. Alexander, seconded by Mr. Watson, "That this Association, in view of the changes made in the programme of the Grammar School studies, is of opinion that the education of a large number of the youths of this country will be stopped far short of what is their right, and of what the welfare of the country requires, therefore, be it resolved,—1st. "That this Association is of the opinion, that the education of that part of the community whose preparation for the active duties of life does not require a classical training demands special attention and encouragement at the present time, because of the recent changes in

Grammar School regulations." 2nd. "That a certain portion of the School moneys for education be devoted to the establishment of schools for the higher English, Mathematics, and Natural Sciences." After a lengthened discussion, in which the Inspector of Grammar Schools, Rev. G. P. Young, M.A., took part, Mr. Dixon's motion was carried in the following amended form, viz., "That the funds should be apportioned among all Grammar Schools according to the average attendance."

The next subject announced in the circular for discussion was taken up, viz., "What means are best calculated to secure a practical union among Teachers, by Teachers' Associations or otherwise, with a view to promote their common interests, and the progress of Education?"

It was moved by the Rev. Mr. Blair, seconded by the Rev. Mr. Campbell, "That in the interests of Education it is desirable that a more complete organization be established among the different Teachers' Associations throughout Upper Canada; and that with this view a Committee of this Association be appointed, to take the necessary steps, and to correspond with the Local Associations."—Carried.

Moved by Mr. Chestnut, "That the Committee to carry out the above resolution be the Committee on the Constitution and By-Laws, and that the names of the mover and seconder of that resolution be added to the Committee." Carried.

It was moved by Mr. J. B. McGann, "That Ladies be admitted Honorary Members of this Association by simply signing the Constitution." Moved in amendment by Mr. Chestnut, seconded by Mr. McCallum, "That Ladies be admitted to Membership in this Association without payment of the ordinary fee; and that this resolution take immediate effect." Carried.

The Association then adjourned, to attend the Conversations in the Normal School Buildings, at 7 p.m.

The Conversations was well attended, and a most pleasant evening was spent. Addresses were delivered by the President, Dr. Wilson, of University College; by Dr. Byerson, Chief Superintendent of Education; and by the Rev. Mr. Frazer, Commissioner from the Middle Schools Enquiry Commission of England. The musical part of the programme was under the direction of Mr. Humphreys, kindly assisted by Miss Gunn, the Misses Clayton, Mr. and Mrs. Pernet, Mr. Scott, and Dr. O'Dea, while the Picture Galleries and Halls of the Normal School, which had been kindly placed at the service of the Association, added greatly to the enjoyment of the occasion.

THIRD DAY.

The meeting was opened with prayer, by Professor Yotting.

The President announced that the first hour would be devoted to the hearing of Delegates from Local Associations; when the fol-

lowing Delegates addressed the Association:—Mr. Campbell, from the Beverly Teachers' Association; Mr. Watson, from York Township; Mr. Buchanan, from the Board of School Trustees, Preston; and several others.

The Report of the Finance Committee was then presented by Mr. McCabe. [See Report at end of Minutes.]

The following resolution was then submitted, and adopted:—*Resolved*,—"That in consequence of the small number of pupils attending the Common Schools in the rural sections during the month of July, the Summer Vacation in Common Schools be four weeks, ending at the same time as the Grammar School Vacation."

Reports of the Delegates, Messrs. Campbell, Watson, and Buchanan, were received, and laid over for future consideration.

The following resolution was then submitted by Mr. Dixon, relative to the third topic announced in the circular for discussion, viz. "The expediency of the power of granting Certificates of qualification as Teachers by County Boards, or the transference of this power to a Central Board of Examiners, giving Provincial Certificates."

Resolved,—"That it is expedient and necessary, for the advancement of Education amongst us, to discontinue County and Circuit Boards of Public Instruction, as now constituted; and appoint Superintendents, who have been at least first class Common School Teachers, or Grammar School Teachers, to be nominated by the County Council, and appointed by the Council of Public Instruction, for each County of Upper Canada. Three or five of such Superintendents, forming a Board of Examiners, to grant Certificates to Teachers, in their respective Circuits, limiting such Certificates to County or Township, according to their judgment, or making them valid for the whole Circuit; and to require each Board to elect, either annually or otherwise, one of its members to act in their behalf, in a Central Board of Examiners, formed of such Elective Superintendents, having power to grant Provincial Certificates to such Teachers as they find qualified, and who have already satisfied the Local Boards of their ability to teach, and been recommended by them to this Central Board."

Moved in amendment by the Rev. Mr. Porter, and seconded by Mr. Richard Lewis, "That in the opinion of this Meeting a Provincial Board of Examiners should be appointed by the Department of Education, which shall include no individual whose own pupils shall be subject to such examination; and that such Board of Examiners shall be alone authorized to grant Certificates to Candidate Teachers, wherever taught or trained."

Moved by Mr. McCallum, "That Mr. Dixon's motion be amended, by adding the words—And that the Masters of the Normal School belong to such Central Board." Carried.

The original motion, as thus amended by Mr. McCallum, was then carried.

A Report on Physical Education was then submitted by Mr. McGann, and referred to the following Committee, to report on at next meeting:—Rev. Dr. O'Meara, Dr. Gillespie, and Messrs. McGann, McCallum, and McCabe.

On motion of Mr. McCallum, the following Committee was appointed, to nominate the Officers for the ensuing year:—Messrs. Young, Carlyle, McCabe, Alexander, Anderson, and the mover.

On the motion of Mr. Buchanan, a Committee was granted to report on the Resolutions submitted by himself, in regard to School-readers. Messrs. Carlyle, Dixon, and the mover were appointed on the Committee.

It being understood that Mr. Huntsman, of County of Oxford, had wished to call the attention of the Association to his Phonetic method of teaching Reading, an opportunity was now afforded. At the close of his remarks, the thanks of the Association were presented to him for his interesting explanations.

The sixth topic on the circular was then taken up, viz., "What are the defects of our present Provincial School and University Systems in providing for the higher Education of Girls? and how can they be remedied?"

The following resolution on this subject was moved by Mr. McCallum, seconded by Mr. Young, of Oakwood, "That the Grammar Schools, as they are to be organized under the new regulations, are not suited to the wants of the higher Education of Girls; and it is recommended that Greek and Latin be optional subjects for girls after they have completed the First and Second Classes of the prescribed curriculum; and that they continue to be considered Grammar School pupils while they continue to pursue the remaining subjects of the programme; and it is hoped, that ere long they will enjoy equal advantages with boys, in an endowed Provincial College for Females."

Moved in amendment by Mr. Kirkland, seconded by Mr. D. Ormiston, "That Greek and Latin be optional in all classes with such female pupils as study French."

Moved in amendment by Mr. Chestnut, "That in the opinion of this Association the School system of this Province makes no suitable provision for the higher Education of Girls; and that such provision as does exist has been rendered still less suitable by the recent changes in the Grammar School Law; and that therefore a class of Schools should be established to remedy this defect."

After considerable discussion, the original motion was carried.

Mr. Chestnut then submitted the Report of the Committee on the Constitution and By-Laws; when it was moved by Mr. Dixon, seconded by Mr. McCallum, that the following be substituted for No. 3 of the amended Constitution, "That the Officers of this Association shall consist of a President, six Vice-Presidents, a Recording Secretary, a Corresponding Secretary, a Treasurer, five Councillors, and the Delegates from the Branch Associations." Carried.

The Amended Constitution, By-Laws, and Preamble were then adopted.

THIRD DAY.

The meeting was opened with prayer, by the Rev. Dr. Wickson.

The following Report of the Committee on Reading Books was submitted by Mr. Buchanan;—*Resolved*,—"That the Teachers' Association of Upper Canada strongly urge the necessity of having introduced into the Schools of Upper Canada a Series of Reading Books better adapted to our Canadian Schools than the Irish National Series." Carried.

Mr. Strauchan, Delegate from the Oxford County Association, was then introduced, and made a few remarks.

The fifth subject on the circular was then taken up, viz., "Can a uniform method be introduced for accurately recording the daily work of the School, so as to test its progress at regular intervals, and show clearly the standing of each pupil in attainments and conduct?"

Mr. Wm. Carlyle explained the method adopted in his school. The President and Mr. Chestnut explained the method adopted in Upper Canada College.

It was moved by Mr. Watson, "That this subject be put upon the paper next year for discussion, and that a Committee, to be named by the President, be appointed, to examine the various systems, and report at next meeting." The President named the following gentlemen as the Committee:—Messrs. Alexander, McCabe, McCallum, Young, and W. Carlyle.

Mr. McCallum then moved the adoption of the Report of the Committee on the nomination of Officers, when the following were elected:—

President	Rev. W. Ormiston, D.D.	Hamilton.
1st Vice-President	A. McCallum, B.A.	Hamilton.
2nd " "	T. G. Chestnut	Toronto.
3rd " "	W. McCabe, LL.B.	Oshawa.
4th " "	G. Young, M.A.	Oakwood.
5th " "	R. Alexander	Newmarket.
6th " "	Wm. Anderson	Toronto.
Recording Secretary	A. McMurchy, B.A.	Toronto.
Corresponding "	D. Ormiston, B.A.	Berlin.
Treasurer	J. B. McGann	Hamilton.
Councillors	Rev. A. Wickson, LL.D.	Toronto.
	Dr. Carlyle	Toronto.
	Dr. Omeara	Georgetown.
	W. Watson	Weston.
	B. Lewis,	Toronto.
	P. Kean	Cobourg.

The thanks of the Association were then presented to the retiring President, for his earnest and unremitting efforts to promote the

interests of the Association, and for the sacrifices he had so cheerfully made in discharge of his duties as President of the Association during three successive years, accompanied with an expression of the deep regret felt in parting with one who had exerted so salutary an influence, not merely over the Association as a whole, but over the minds and hearts of all connected with it.

Resolutions were then adopted, expressing the thanks of the Association to the Grand Trunk, Great Western, and Northern Railways, for their consideration and liberality from year to year, in granting return tickets to members attending the Association; to Dr. Ryerson and the Council of Public Instruction, for their kindness in granting the Normal School Buildings for the Conversazione, and to the Ladies and Gentlemen who so cheerfully contributed their services on that occasion; to the distinguished gentlemen who had addressed the Association, in accordance with the announcement made in the public circular; to the Committee on Accommodation, who at so great an outlay of personal labour had provided ample and excellent accommodation for all; to the Reporters of the *Globe* and *Leader*, for their careful and accurate reports of our proceedings; and to the proprietors of those Journals, for affording so much of their valuable space to our affairs.

REPORT OF THE AUDITING COMMITTEE.

The Special Committee appointed to audit the Books and Accounts of the Treasurer, beg to report:—

- 1st. That the books and accounts of the Treasurer are in a most satisfactory state.
- 2nd. That the receipts for the year 1864 amounted to .. \$209 41
Derived from the following sources:—
- | | |
|---|----------|
| (1) Balance from last account (1863) .. | \$ 14 55 |
| (2) Membership Fees (1864) | 161 00 |
| (3) Proceeds of Concert | 33 86 |
| | \$209 41 |
- 3rd. That the Expenditure amounted to 78 40
- Leaving a balance of \$131 01
Which is placed on interest in the Freehold Permanent Building and Savings Society.

All which is respectfully submitted.

W. McCABE, }
J. B. DIXON, } Auditing Committee.

Toronto, 10th August, 1865.

PROFESSOR WILSON'S ADDRESS.

LADIES AND GENTLEMEN,—The gratifying duty again devolves on me, as your President, of welcoming the friends of education to this, the fifth annual convention of the teachers of Upper Canada. Young as our educational system is; young indeed as is the country for which it is provided: it may be questioned if we are not to blame for undue tardiness, rather than for any excess of zeal, in thus seeking to organise the teachers of Canada into a deliberative body, for the consideration of all questions affecting their profession. Certain it is, at any rate, that the time is fully ripe for such conjoint action; and it affords me no slight pleasure to congratulate the members of this association on the evidences of its growing strength and efficiency as an adjunct of our comprehensive educational system.

The training and acquirements of teachers; the selection and sanctioning of text books; the apportionment of school funds; the organization of union, model, and central high schools; and the powers vested in superintendents, inspectors, and trustees: these and many similar questions are annually brought under the consideration of city, county, or provincial boards; or submitted anew to the Legislative Assembly of the Province. Deeply as each one of you is interested in such questions, your individual opinion can carry little weight; but it is scarcely possible to over-estimate your influence as a united body; and I trust the time is not far distant when every teacher of Upper Canada will consider it his duty no less than his privilege to be a member of this association. With hearty co-operation on the part of all; and your deliberations conducted with the prudence and wisdom becoming an assembly of educated men: your decisions cannot fail to carry weight, and to influence the future course of legislative action. Union is the source of strength throughout the whole social fabric. National and Friendly Societies, Boards of Trade, Agricultural Associations, and other kindred organizations, suffice to show how thoroughly this is recognised in every sphere of life; but no class of men stands so much in need of it as your own. The duties of your profession keep you apart. Your battles are fought, and your triumphs achieved single handed; and too frequently, when the best interests of the profession are brought into jeopardy by some overbearing official, or mercenary board of Trustees, the victim succumbs to their injustice without even a consciousness of sympathy; much less with the hearty support of his brethren. Every teacher, moreover, experiences difficulties in the progress of his work; and the more thoroughly he is gifted with all the natural and acquired requisites of a good teacher, the more frequently will he find his practice fall short of the high standard of excellency

which his mind has conceived. But gathered thus in annual convention, such difficulties are the very vantage ground for future progress. As iron sharpeneth iron, so a man sharpeneth the countenance of his friend. The difficulties which have impeded his solitude, will here furnish a basis for useful discussion; elicit the accumulated knowledge derived from varied experience; and stimulate the indolent and indifferent to a sense of virtuous shame at their own self-complacent ease.

The members of our profession occupy a peculiar position in every state of society; but nowhere more so than in a young community like this. Isolated and apart, each of you has been absorbed in his special duties since last we met here for mutual counsel: not unforgetful, I will believe, of the great issue which our duties involve. As teachers of youth, it is scarcely possible for us to exaggerate our responsibilities. With the young and impressible mind spread out before us, as a pure tablet on which we may write what we will: to us especially must the Divine maxim come home with peculiar force, that "for every idle word we must give an account." Education is not merely that which is derived from the text books which Councils of Public Instruction or University-Senates may authorize. It is daily and hourly progressing amid all the impressions the susceptible mind of youth receives through every gateway of knowledge which the senses supply. The courtesy of the gentleman and the high principle of the Christian teach by every word and action; and no one is thoroughly qualified for his high calling as the instructor of the rising generation who does not superadd to all else that school inspectors, trustees, or professors may certify of him, the indispensable requisites of the Christian gentleman. Courtesy, and that high principle which is derived from the religion of the heart, smooth a thousand difficulties in the school-room; and, daily exhibited there, give a tone to its social life of far more real value than much that is dwelt upon by modern educationists as foremost among the essential acquisitions of youth.

The young mind may be compared to a calm, pellucid stream, which reflects alike the sunshine and the shadow, and derives all its color from the objects that surround it. How much then does it become the teacher to guard that pure mirror from being clouded by the storms of passion, or defaced with the soil of impurity. The personal influences of a conscientious teacher, unconsciously operating in every word of encouragement or reproof, trains the youthful mind to yield to generous impulses, and develops into healthful activity the moral principle, without which mere intellectual culture may be a curse instead of a blessing. I feel as though I owed an apology to you for dwelling on ideas so trite, and, as I may presume, familiar to you all. Nevertheless, I could name masters who have fallen under my own observation, of cultivated minds and gifted with many special requirements of the teacher, who mar all their work by the lack of that genial courtesy which is the very life and sunshine of the school room.

During a recent visit to Boston, I was deeply interested in the discussion, with Dr. Howe—so well known to all as the teacher of the remarkable blind and deaf mute, Laura Bridgeman, on the condition and prospects of the colored population of Canada. The influence of the prejudices of caste, especially in the school room, was freely debated, in reference to Canadian and New England schools. "But, after all," he added, "I must confess much seemed to me, during my visit to Canada, to depend with you on the personal feeling of the teacher. Where he contemptuously designated his colored pupils as *niggers*, his prejudice found a responsive echo in every unreasoning little aristocrat. But," he added, "where, as in the chief school in Hamilton, its excellent teacher, Mr. McCallum, recognized no other difference in the colored child than that which called for a greater exercise of tender courtesy and help, to lift him up from his degradation to the common birthright of humanity, the effect was conspicuous in the friendly rivalry of white and black children in all the emulations of the school and the play-ground." No better illustration could be found of that undesigned and unconscious education which we are daily communicating in the school room or in the college-hall. Yet what education can be more important than that on which may depend the social relations of diverse sections of the community? Sectarian jealousies, prejudices of race, of caste, or creed; elements of disunion that go far to counteract the healthful workings of our free institutions; may all be fostered by the idle words of a rancorous partizan, or softened and eradicated by the gentle courtesies of a sincere Christian, undesignedly exhibited day by day in the intercourse even with children of tender years.

Let the consciousness of such far-reaching influences stimulate and encourage the humblest member of our profession in his arduous and often ill-requited task. Some of you gather here, to aid in our common deliberations, from the log-house or homely frame-building of our remotest clearings, where savage haunted wastes are being reclaimed to the services of civilization, and where, by the wise providence of our national system, you are called to cast in the first seeds into the intellectual soil; to claim the infant mind as a heritage of that civilization of the future; and, amid many privations and difficulties, are inaugurating that education of the new generation which is the indispensable basis of the well-being of a free people. I may confess now, after a sojourn of twelve years has made of me a thorough Canadian; that the memory of many loved friends, and the charms of Edinburgh's unrivalled social circles, long held me back from a complete naturalization in my new-world home. Death, alas, has severed fond ties, which nothing but death could sever. But the first thing which enabled me thoroughly to identify myself with my adopted country was the consciousness that as a teacher in one of its chief educational institutions, I am privileged to bear a part, however humble, in moulding the destinies of a young nation, and influencing the thoughts of the coming-time. Let the conscious-

ness of this stimulate us all nobly to fulfil to the utmost our noble trust. We are as the crew of a stately ship in mid-ocean. Each has his appointed work, and no one can forsake his post or neglect his duty, without retarding the voyage, and imperiling the hopes of its still distant haven. Amid the numerous schools and ancient seats of learning, and all the appliances of letters and science in the mother country, the fortunate possessor of a well-endowed college fellowship, or scholastic sinecure, may haply make its acquisition the passport to dignified idleness, like the luxurious cabin passenger in the ocean ship; but in this Canadian craft of ours there are scarcely hands enough to work the vessel; and since each must play his part heartily and willingly, each may be permitted to claim his share in the future triumph.

But while some of you are the representatives of the remotest of our clearings, in others I recognize those who are honored with the trust of Grammar schools and other seminaries in some of the chief centres of industrial enterprise; and who, I doubt not, find a pleasant relaxation in thus resorting to this educational metropolis, where already your pupils have distinguished themselves in a higher academic career, and made you sharers in their hard-won honors, by the evidence thereby afforded of your ability and zeal. The years in which I have been privileged to bear a part in the furtherance of education in Canada, brief though they have been, have already sufficed to indicate that rapid progress of our Grammar Schools, in the numbers of their pupils, that now annually offer themselves as candidates for the highest honors and prizes of the University. The period has altogether passed away when Upper Canada College was considered the sole avenue to University honors; and this not by any lowering of the efficiency of that valued provincial institution, but by the elevation of one after another of the Grammar Schools, under the guidance of zealous and efficient teachers, to a status which enables them to enter into honorable rivalry with it; and year by year to carry off an ever increasing number of the coveted awards.

And this recalls us to the all important truth that the school system is nothing without its staff of teachers. Whatever tends to secure for the teaching profession a fair share of the best talent in the country; be it a juster appreciation by parents, trustees, and Municipal Councils, of its important functions; the opening up of new avenues to professional distinction; or the most practical of all stimulants, an adequate increase in its emoluments; the result cannot fail to react beneficially on the system. Under the worst system an able zealous teacher will triumph; under the best one an idle and inefficient one will fail. And on this account, I hail the reassembling of this convention with the highest hopes of benefit to result from it. All of you must be conscious of the influence of that isolation which is the inevitable accompaniment of your professional duties; and all, therefore, I conceive, must be glad to avail yourselves of this opportunity of comparing the results of your experience, and interchanging views on many practical questions of education. It

is impossible that so numerous a body, scattered throughout the school sections of this province, can fail to discover many things connected with the daily round of duties in the class room, as well as with the general working of the school system, which admit of improvement. Every good teacher, moreover, is a no less diligent student, always learning, advancing, improving upon the past; ever keenly alive to his own deficiencies, and setting before himself a goal of perfection which, if it be unattainable, is at least a generous stimulus towards the achievement of many attainable excellencies. No error is greater than that which assumes that a mere rudimentary knowledge is sufficient for him who has only to teach the rudiments of knowledge. The amplest stores of a richly cultivated mind are never in excess; while the modesty which is the inevitable accompaniment of liberal culture carries with it a lesson invaluable to the pupil; like that which Newton still addresses to every student of science in the memorable words uttered by him towards the close of his life: "I know not what I may appear to the world; but to myself I seem to have been only like a boy playing on the sea-shore, and diverting myself in now and then finding a smoother pebble or a prettier shell than ordinary, whilst the great ocean of truth lay undiscovered before me."

A further stimulus to the constant increase of our stores of knowledge lies in the implicit faith with which the ingenuous youthful enquirer receives all that we can communicate; and in this respect the country school master not unfrequently finds that such reliance on his opinions is by no means limited to the rising generation. Here, as well as in older countries, his lot is often cast amid a simple rustic community to whom his opinion is law on all questions lying beyond the range of their knowledge and experience. We can still recognise, I imagine, not a few touches from a life familiar to ourselves, in the gentle irony blended by Goldsmith, with his picturing of his own youthful memories, where

"In his noisy mansion skilled to rule,

The village master taught his little school.

Such skilled scholastic rulers are not altogether of the past; nor has our new born school system so prevailed and leavened the community that it may not hereafter be told of some Canadian preceptor by the future scholar, or the poet he is now training:—

"Yet was he kind, or if severe in aught,
The love he bore to learning was in fault;
The village all declared how much he knew,
'Twas certain he could write and cypher too;
Lands he could measure, terms and tides presage,
And e'en the story ran that he could gauge;
In arguing, too, the parson owned his skill;
For e'en though vanquished he could argue still;
While words of learned length, and thundering sound,
Amass'd the gazing rustics ranged around,
And still they gaz'd, and still the wonder grew,
That one small head could carry all he knew."

Yet when we consider that the generation has not yet passed away which witnessed the opening of the first common school in Upper Canada, it is no insignificant fact to remember that—without noting our, perhaps, too numerous Grammar Schools—there are now, including 147 Roman Catholic Separate Schools, 4,224 Common Schools in this western province; and that, through their influence, in many an out-lying township and remote clearing, the teacher is a centre of light to the little community, and the minister of intellectual emulation and growing knowledge to those on whom are hereafter to devolve all the duties and responsibilities of a free people.

Much yet remains to be accomplished. But no one can look around him on the costly edifices and well organised machinery, devoted to educational purposes with ungrudging liberality, by a young and struggling community, without feeling that the people have done their part, and proved themselves worthy of the good old stock of mother England. When, indeed, it is considered that all this has been the work of a single generation, we might be pardoned if we look back at times with feelings akin to envy on the noble educational endowments which the mother country inherits from the pious liberality of many generations. Nor is their wealth their only enviable attribute. From this distant province of the empire many of us revert with loving memories to her ancient seats of learning, and all of us can estimate the worth of such schools as Cambridge, wealthy in rich endowments, but how much wealthier in the memory of such sons as him I have already referred to, on whose monument, in his own College Chapel, are inscribed the memorable words:—"Let mortals congratulate themselves that there has existed such and so great an honor of the human race;" or of Oxford, nursing the accumulated largess of generations reaching back to Saxon times, to which one of the most gifted of English statesmen, the present Chancellor of the Exchequer, has recently paid the discriminating tribute of his filial reverence, at the termination of his political relations with the University where his mind received its early culture and much of its peculiar bias. "My heart's prayer," he exclaims, "is, that her future may be as glorious as her past, and yet more glorious still. But if it is to be so, that result must be brought about by enlarging her borders; by opening her doors; by invigorating her powers; by endeavoring to rise to the height of that vocation with which I believe it has pleased the Almighty to endow her. That, as in other times, the Universities of the land, and Oxford the first of them, fed the mind and thought of the country upon the path of improvement, so now they may still prove worthy of that high office."

The noble vocation thus ascribed to England's educational institutions is not less fitly applicable as an exhortation to duty to each one of us, summoning us as the teachers of this province to lead the mind and thought of this country ever onward into higher and nobler paths of improvement. If industry and zeal for the accumulation of wealth absorb all other energies, let us the more earnestly show forth the value of intellectual riches, and guard the precious treasure of moral

worth from contamination and debasement, amid the dust and turmoil of this working-day world. But while tempted to envy England her ancient and wealthy foundations of learning, with teachers and students alike provided with all that wealth can supply to facilitate the highest intellectual acquisitions, we are recalled by the remarks of Mr. Gladstone to a consideration of advantages peculiar to our own position, as the pioneers of learning in a new country. We have indeed no glorious memories of an ancient past, such as linger around the halls where a Chaucer, a Spenser, a Sydney, and a Milton, a Bacon, a Locke, and a Newton, gathered the first gleanings of so rich a harvest. But also we inherit with them no obsolete shackles and time-honored abuses, to trammel us in our course. The borders of our educational system require only to be guarded from insidious encroachments, and protected from the well-meant but mischievous zeal of those who would engraft upon the free growth of the nineteenth century, obsolete tests, and archaic or sectarian offshoots of long buried generations. Our best inheritance from the past is its experience. We have prejudices and sectarian barriers enough of our own, without seeking to lay upon ourselves a yoke which our fathers found it hard enough to bear.

Nor is it in that direction only that we are untrammelled with the prejudices, no less than with the endowments, of a venerable past. It is impossible to study the recent report of the commission appointed to enquire into the condition of the great public schools of England, without perceiving that along with noble legacies they also inherit not a few of the cobwebs and the rust of antiquity. The generous spirit of loving veneration enkindled in their classic shades, finds expression in many a tender reminiscence; as when the poet Gray, looking forth on Eton's antique towers, exclaims:—

“Ah, happy hills; ah, pleasing shade!
 Ah, fields belov'd in vain!
 Where once my careless childhood strayed,
 A stranger yet to pain.”

Or where Wordsworth apostrophises:—

“The sacred nurseries of blooming youth,
 In whose collegiate shelter England's flowers
 Expand, enjoying through their vernal hours,
 The air of liberty, the light of truth;

And reverts to the time when he paced the long avenue, or roamed by his own beloved Cam:—

“An eager Novice robed in fluttering gown.”

But when we turn from those fond reminiscences—which awaken a kindred response in all who have been privileged to enjoy in youth the fostering care of such an *Alma Mater*, and substitute for them the prosaic utterances of Dons of Eton and Oxford addressed to the commission of enquiry into the present condition of the great public schools of England, we strangely reverse the picture. Obsolete

features of a system devised for a totally different state of society, are sacred in their eyes as the geese of the Roman Capitol ; and even the cumbrous furniture and incongruous vestments inherited by public schools of England from ages which introduced them—not as antiquarian relics, but with every purpose of practical utility—are guarded from improvement as akin to impiety and sacrilege. It is impossible to look on such manifestations of unreasoning conservatism, thus clinging to worn out legacies of the past all the more passionately because of their utter inaptitude to the wants of the living age, without feeling that in our unshackled freedom we enjoy some compensation for our poverty, and can turn our limited resources to the best account, if we but have the wisdom, as we have the will to do it.

Let us then, while gratefully remembering all that we inherit from those ancient seats of learning on which England looks with loving pride, and all that they are still accomplishing for the progress of scholarship and science, retain a just estimate of the advantages we enjoy in this favored province of the same great Empire. Still more let us not fail to appreciate our own responsibilities entrusted as we are with the sowing of the first seeds of knowledge in the virgin soil of this young country. The destinies of a great future are in our hands. We are privileged to form and fashion, as it were, the young giant's limbs ; and if it be a true figure of speech that 'as the twig is bent the tree inclines,' we are now setting influences in motion which will operate, not years only, but centuries after we are returned to dust. The minds of the rising generation are in your hands as clay in the hands of the potter. Your lessons stamp their impress on each. Your teachings are no idle words ; but impulses pregnant with good or evil, far-reaching and comprehensive as time itself ; for

"Words are things ; and a small drop of ink,
Falling like dew upon a thought, produces
That which makes thousands, perhaps millions, think."

But you have now left behind you, for a brief period, the school room and its responsible duties ; and assemble here as a deliberative body, uniting in your collective capacity much of the best educational experience of the province. Important questions are to be submitted to you, with the result, I doubt not, alike of pleasure and profit to all in the free interchange of opinions. It cannot fail to be the case that differences of views will arise between those with whom the modifications of our school system originate, and you who are required to carry their ideas into practical operation. Under any system this must be the case, and especially is it to be looked for as inevitable in one of so recent development, and wrought out amid a people hewing out new homes for themselves from the virgin forest. But in such opportunities of friendly intercourse and exchange of thought as your annual conventions supply, lies one important means for turning this diversity of sentiment to the best practical account.

Important changes, for example, are now in contemplation in reference to the apportionment of the grammar school fund. The proper

source and value of certificates, provincial or otherwise, for teachers, is under review. More than one influence is at work tending to awaken renewed attention to the demand for greater facilities for the higher education of girls throughout the province. and here, at least, and probably in other large cities, the question of what is to be done with our young pariah population, is forced upon us with an imperativeness that cannot long be resisted. Our common schools are free. The education they offer is the passport to future success in life; and yet hundreds of our city children roam idly through its streets, heedless of the inestimable advantages placed within their reach; training too frequently in vice and crime; candidates for the jail, the penitentiary, and the gallows. Have we, then, done all our duty to these wretched children, in opening schools, the value of which they cannot appreciate, and which their dissolute and criminal parents regard with indifference or contempt? Is it not a wrong done to the community to allow a child thus to be trained in our midst in ignorance and crime; to grow up to inherit the privileges of a freeman, and yet wholly incapable of exercising them except for evil? We may doom that child to a police cell or the dungeon of a jail; and it is a melancholy fact to see how many children of tender years annually expiate their first petty crimes in this manner, and are thus, as it were, indentured to a life of shame. We may employ the constable, the jailor, ay, even the hangman, to do his wretched work on these children fashioned in the image of God, and born to the inheritance of a freedom as ample as any people ever enjoyed. Is it incompatible with our duty; is it not even urged upon us by every motive of interest and self-defence, to employ a like compulsion while it is still time, and train these infants, while yet they can scarcely discriminate between right and wrong, into cultured, virtuous, God-fearing members of society; rather than abandon them, like noxious weeds, to grow up as pests of the community, and swell the charges of our criminal expenditure to an amount that might endow with scholarships every grammar school in the province?

These are some of the questions calling for your earnest deliberation, and others no less interesting to you in a professional point of view will immediately be brought under your notice in the reports of the committees appointed at last meeting. I recommend them to your consideration; and trust that in all your deliberations you will be under the guidance of the Great Teacher; and be so directed that you may be able to develop the educational resources of this Province into a system adequate for the training of a loyal, an intelligent, and a happy people for the full enjoyment of all the blessings we inherit. And if it be, that, in the fulness of time, England, the ark of Europe's liberties, is destined to become the mother of nations, where she has already peopled new worlds with her sons,—may it be your proud distinction to have imbued the minds of those who are to work out the destinies of their country, with refined culture and high-toned christian principles, that as it widens its boundaries, pressing westward in the path of the setting sun; it may find its fittest emblem in the glory and beauty of that western sky.