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**MINUTES**  
OF THE  
**SIXTH ANNUAL MEETING**  
OF THE  
**TEACHERS' ASSOCIATION**  
OF UPPER CANADA,

Held in Toronto, 7th, 8th, 9th and 10th August, 1866.

AND THE  
OPENING ADDRESS OF THE PRESIDENT,  
REV. W. M. ORMISTON, D. D., ALSO THE  
ADDRESS OF REV. A. WICKSON, L. L. D.

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Trenton :  
PRINTED BY GEORGE YOUNG, M. A.

1866.

MINUTES

SIXTH ANNUAL MEETING

TEACHERS ASSOCIATION

OF THE DISTRICT OF COLUMBIA

Held in Room 212, at the Washington Hotel

1906

MEETING HELD AT THE WASHINGTON HOTEL  
ON THE 15TH DAY OF SEPTEMBER 1906  
AT 8 O'CLOCK P.M.

Clinton

PRINTED BY HENRY H. HARRIS AT 2

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MINUTES

TECHNICAL ASSOCIATION

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MINUTES  
OF THE  
SIXTH ANNUAL CONVENTION

OF THE  
*Teachers of Upper Canada.*

*Held in the Temperance Hall, Temperance Street, Toronto,  
August 7th, 1866.*

Mr. T. G. CHESNUT, 2d Vice President, in absence of the President, took the Chair, and the meeting was opened with prayer by the Rev. Arthur Wickson, L.L.D. The minutes of last meeting having been printed, were held as read and adopted.

Communications were read from the Rev. Dr Nelles, President of Victoria College, Mr. J. G. Hodgins, L.L.B., Deputy Superintendent of Education, J. H. Sangster, M.D., and Mr. J. G. Boyle, Principal Central School, London, expressing regret at not being able to attend the Convention; also from Dr. Wellington Jeffers, editor of the *Christian Guardian*, and Dr. Wilson, U. College, accepting invitation of addressing the Convention. The Association adjourned to meet at 3.

*Afternoon Session.* The Convention met at three in the afternoon, the President in the chair. The President, Dr. Ormiston, delivered the opening address. A Committee consisting of Messrs. Dixon, Macallum, Scarlett, McCabe and Dr. Carlyle, was appointed to report on the several important matters and suggestions contained in the able and valuable address of the President, and have it incorporated in the printed minutes of the current year.

The Special Committee of Board of Directors reported order of business.

Mr. Dixon, Delegate to the National Teachers' Association of the U. States, was called upon to report, when that gentleman read an able and somewhat lengthy report, which was remitted back to him to be condensed. The Association then adjourned till half-past seven.

*Evening Session.* President in the chair. Mr. McGann brought up the Report of the Committee on Physical Education. Moved by Mr. Frood, seconded by Mr. Nelles, That the Report be received. Moved in amendment by Mr. Chestnut, seconded by Mr. Alexander, That in accordance with the general scope of the Report of the Committee on Physical Education, it is the opinion of this Association, that in view of the importance of regular physical exercise, especially in cities and towns, a few moments between the classes, should be devoted to exercise and develop the various parts of the body, and that regular military drill should constitute part of the regular exercise of every school. Mr. Frood, of Hamilton, submitted the following from the Wentworth Teachers' Association: "That all the male pupils in our public schools of twelve years old and over, should be subject to military training; that a bonus of ten dollars Government grant should annually be given to each school having a squad above ten in number efficiently trained, such efficiency to be certified by the Local Superintendent and the nearest graduate of a military school." Mr. Dickson, seconded by Mr. Collins, moved in amendment to the amendment, That the words "military drill" be struck out of the original motion, and the words "gymnastic exercises" be substituted. The amendment to the amendment was lost, and the amendment was carried. The President then ruled that this shut off any motion for the adoption of the Report at present. It was thereupon moved and carried that the Report be considered to-morrow.

Professor Robins, of the Normal School, Montreal, as Delegate from the Teachers' Association of Canada, delivered a very interesting address, at the conclusion of which the following resolution was adopted:

Moved by Mr. Dickson, seconded by Mr. Cranfield, That the thanks of the Association be tendered to Prof. Robins for his excellent address to which we have just listened, and we cannot refrain from expressing the hope that Lower Can-

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ada may enjoy the blessing of a national system of education, free from all sectarian tests, and we deeply sympathize with the Lower Canada minority and hope they may enjoy the privileges of the Upper Canada minority. The Convention adjourned to ten o'clock to-morrow morning.

*Morning Session, August 8th, 1866.* The Association met with the President in the chair. The Rev. Dr. Wickson then delivered a valuable address on the dignity and value of the Teachers' work; at the conclusion of which the thanks of the meeting were cordially tendered to the Rev. A. McMurchy, seconded by Mr. A. Macaulum, moved that Messrs. D. Ormiston and McCabe be a Finance Committee to examine the Treasurer's accounts for the years 1865-'66, and report at the first session of the following day.

Moved by Mr. Anderson, seconded by Mr. McCabe, That a committee be appointed to consider the propriety of having this Association incorporated, and the best means for doing so, and that said committee consist of Messrs. McCabe, Alexander, Buchanan and Anderson, to report this afternoon.

The first subject announced in the annual circular was then discussed: "The consideration of what means can be adopted in connection with our system of education, for ameliorating the condition of the vagrant children of our cities and towns." In connection therewith, Mr. McNaughton moved, seconded by Mr. E. Scarlett, That in view of the growing evil of irregularity in the attendance of our schools, this Convention would recommend the following as a remedy: 1st. That every child in a school section shall be required to attend school for at least four months in the year, in default of which the parent or guardian shall pay 25 cents for each pupil for each month during which he fails to comply with the above requirement. 2d. That for the non-payment of fines the proper authorities shall have power to punish by imprisonment for a term not exceeding two months. 3d. That no month shall be accounted in which the pupil has been absent more than five days. It was moved in amendment by Mr. J. Carlyle, seconded by Mr. Seath, That this Association fully recognizes the importance of regular attendance in our schools, and hopes that ere long measures will be adopted to compel the attendance of all children at school for at least four months a year. The amendment was adopted by a large majority.

It was then determined by the Convention, on motion, to re-consider the vote of the Association of the previous day on the Report of the Delegate to the U. S. National T's. A. Mr. McCabe moved, seconded by Mr. Watson, That the Report of the Delegate be received and referred to the Committee on printing. In amendment, Mr. McAlister moved, seconded by Mr. Seath, That the Report of yesterday be confirmed. The amendment was lost, original motion carried.

*Afternoon Session, August 8th, 1866.* The Association met with 1st Vice President in the chair. The following Delegates were then received and addressed the Association briefly viz., Mr. Watson, York; Mr. Scarlett, Northumberland; Mr. Meredith, North Ontario; Mr. Seath, Peel; Mr. Alexander, North York; Mr. Buchanan, Waterloo; Rev. Mr. Campbell, Ancaster; Messrs. Froot and Macartney, Wentworth; Mr. Izard, Oxford. The President having entered took the chair. The President then announced that the illness of two of his parishioners necessitated his absence during the remainder of the day. The 1st Vice President was called to the chair.

Mr. Anderson submitted the following Report of the Committee for the better organization of teachers into Associations:—

Your Committee having met and taken into consideration the question submitted, beg leave to recommend,—1st. That a Secretary be appointed in each county, whose duty it shall be to advocate the formation of Associations within the limits of their respective counties, and report annually the result of his labours to the Provincial Association through its Secretary. 2d. That a Committee be appointed to prepare a circular letter to be addressed to the teachers of the Province on the importance and advantages of Teachers' Associations. 3d. That in order to facilitate the attendance of teachers at the annual conventions, the summer vacations throughout the rural sections, as well as in cities and towns and villages, consist of four weeks, commencing not later than the middle of July. 4th. That in the opinion of your Committee, the incorporation of this Association would be attended with decided advantages.

WM. ANDERSON, *Chairman.*

The Report was taken up clause by clause. First was adopted, likewise the second. The third clause was amended as follows by the rural delegates: "That in the opinion of this Convention the holding of Local and Provincial Con-

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ventions is of great importance to the interest of education and the improvement of the teachers, and since their present holiday regulation necessitated the holding of local conventions during the sitting of the Provincial, and also for the health of teachers and pupils; therefore the authorities be respectfully requested to grant the last two weeks in July and the first two in August, as the summer vacation for common schools; and that all teachers availing themselves of these two weeks additional vacation be obliged to spend one week at least in each year in attending either the Local or Provincial Association during said vacation." The fourth clause was adopted without amendment.

Mr. McCabe submitted the following Report of Committee on the best method of recording the progress and standing of each pupil attending school (No. 3 annual circular) :

The Special Committee to which was referred the consideration of a uniform method of recording accurately the daily work of the school, so as to test its progress at regular intervals and shew clearly the standing of each pupil in attainments and conduct, beg to report:—1st, That the late Pres., Dr. Wilson, kindly visited U. C. College with your committee at the close of our last annual meeting, and conjointly with Dr. Barrett, explained fully the system pursued in that excellent Institution. 2d, Your committee has also had under consideration various other methods used in some of the best schools both in Canada and the United States. 3d, On the whole your committee begs to recommend two distinct plans, one for classes below the standing of the Fourth Book and the other being a modification of the plan followed in Upper Canada College, for classes in our Common Schools above the third National Reader and for the classes in our Grammar Schools. 4th, The first method is as follows:—to distribute daily to each pupil present at the opening of the school, one of the small tickets for punctuality published by the department of Education for Upper Canada, and at the close of the school for the day a similar ticket for perfect recitation, conduct, and diligence during school hours. Record might be made of these tickets monthly or otherwise, which would form a good basis for the distribution of prizes in those schools in which that system exists. It is also suggested in this connection, that a short abstract, shewing the standing of each pupil in these particulars, might be furnished monthly or otherwise to parents or guardians. 5th, The second method



applicable to the higher classes in Common Schools and to all in Grammar Schools, is:—to keep three books, viz., one for attendance, the ordinary Register, one for punctuality and deportment, the clerical work of which might be done by one of the senior pupils, and one for scholarship. Such a series of records exhibits all the relations which the pupil sustains to the school. The mere fact that such records are kept, it is thought, would of itself, be sufficient to prevent the great majority of misdemeanors which usually occur in school. The aim of such a system is to remove the occasion of faults. The mode of conducting the recitation is, however, probably the chief contributing means of producing the above result. The plan recommended is:—that the pupils change places in their classes during the daily recitations. In doing this, in case a pupil answers a question which one below him may have missed and which may have come round to him, he receives a counter and takes the place immediately above the one who has failed. At the conclusion of the recitation, two modes equally good in the opinion of your Committee, are in successful operation in some of our schools. By the one the members are arranged, the pupil having the largest number of counters—evidences of the work done—is placed first and so on, and the rank or number any one holds in the class is then recorded. By the other, the counters are retained by the pupil having gained them, and the class is not rearranged at the end of the recitation. A record of the number of counters or rounders is made weekly instead of the rank in the class being recorded daily, as by the first method. At the end of the month, the average of each pupil's work or counters in each subject of study is found by dividing the sum of his marks or counters by the number of recitations or records. All the averages are then added together, and any demerit marks he may have received either for conduct or tardiness, are added to the sum and the combined result being divided by the number of his averages, gives his monthly average. This monthly average being compared with those of his fellow students gives his rank in the class. Every pupil is thus made to feel that a creditable position in the school can be obtained only by good conduct as well as by diligence and activity, as every demerit mark will materially affect the average scholarship which determines the standing in the class, and is thus led as far as possible to correct his faults by perceiving the consequences of them. It is further recom-

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mended that the foregoing results exhibiting the comparative standing of the pupils together with the results of monthly written examinations, indicating the actual amount of knowledge of each pupil be furnished to each parent or guardian monthly.

All of which is respectfully submitted.

WM. McCABE, *Chairman.*

Toronto, August 8th, 1866.

On motion of Mr. McCabe, seconded by Mr. Watson, the Report was received. Moved by Mr. G. Young, seconded by Mr. Watson, That the Report of the Committee on the best method of recording the standing of pupils be adopted and printed in the minutes for the benefit of the Convention.—Carried. The Convention then adjourned to attend the Conversazione in the Normal School buildings, at 7:30. Owing to the unfavorable state of the weather, not many citizens attended. The attendance of teachers was large. Addresses were delivered by Drs. McCaul and Ryerson. The musical part of the programme was under the direction of Mr. Humphreys, kindly assisted by Miss Clayton, Miss O'Dea, Mr. Archer and the Sergeant of the Band of the 17th Reg't.

*Morning Session, August 9th, 1866.* The Association met with 1st Vice President in the chair. Mr. McCabe submitted a Report from the Committee on the incorporation of the Association, which on motion was received. Mr. Buchanan brought a Report from the minority of the Committee on the same subject which was likewise on motion received. Mr. Scarlett moved, seconded by Mr. Alexander, That the Report of the majority be adopted. Mr. Buchanan moved, seconded by Mr. Blackburn, That the Report of the minority be adopted. Mr. Seath, seconded by Mr. Scarlett, moved the previous question.—Carried.

*The Committee appointed to consider the question of Incorporation, beg to submit the following Report :*

Your Committee recommend that steps be forthwith taken to secure the Incorporation of this Association, provided this can be done under the general act applying to Mechanics' Institutes and Library Associations. But, if on due inquiry, it be found that this cannot be accomplished, your Committee would recommend that we ask the Legislature for a *Special Act*, provided that after due consideration, the Association do not consider the expense attending the passage of such an Act too great.

All of which is respectfully submitted.

WM. McCABE, *Chairman.*

On motion, the Report of the majority was then adopted. Moved by Mr. Young, seconded by Mr. Watson, That Messrs McCabe, Macallum, David Ormiston, Alexander and Buchanan be a Committee to take into consideration the feasibility of carrying into effect the Report of the Committee on Incorporation and report at the next annual meeting. In amendment, it was moved by Mr. McAlister, seconded by Mr. Seath, That Mr. McCabe, Rev. Dr. Wickson and Mr. Alexander, be a Special Committee to carry out the wishes of the Association as expressed in the Report of the Committee on Incorporation.—Carried.

Mr. McAlister moved, seconded by Mr. D. Ormiston, That a Committee be appointed to draft a By-Law defining the duties of standing committees, which Committee shall consist of Messrs. D. Ormiston, McCabe, and the mover.—Car.

On direction of the Board of Directors, Mr. McCabe submitted the usual motion, viz: That a Special Committee be appointed to nominate officers for the ensuing year, to consist of Messrs. Alexander, Scarlett, Dixon, McMurphy, Nelles and Young, to report this morning. In amendment, Mr. Chesnut moved, seconded by Mr. McCartney, That the Committee to nominate officers of this Association be the Delegates with power to add three to their number. In amendment to the amendment, it was moved by Mr. G. Reid, seconded by Mr. W. Plunkett, That nomination and election take place in open Convention. It was pointed out by Mr. Scarlett that the method in each amendment was impracticable. It was further explained that the action of the Committee was not final; that all sections of the country were represented and that all were delegates but two. The amendments were put and lost; main motion was then carried unanimously.

J. G. Hodgins, L.L.B., Deputy Superintendent of Education, U. C., delivered a very practical address, answering questions proposed by members of the Convention. Moved by Mr. Metcalf, seconded by Mr. Wm. H. Carter, and resolved,—That a vote of thanks be presented by this Convention to Mr. Hodgins for his very interesting and instructive address. Moved by Mr. Reazin, seconded by Mr. McCabe, and Resolved,—That in the opinion of this Convention, the Government should afford facilities by which Grammar and Common School Teachers may during their vacation gain a knowledge of military drill to enable them to give a course of military instruction to their pupils.

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Mr. Young moved, seconded by Mr. Nelles, That the officers nominated by the Committee this morning be the officers for the ensuing year.—Carried.

Mr. Buchanan moved, seconded by Mr. John Hunter, and Resolved,—That the Board of Directors appoint in each County or parts of Counties in U. C, Secretaries to attend to the interest of the Association.

Mr. Chesnut gives notice of his intention to propose certain changes in the Constitution with reference to the number of Vice Presidents; also to add to the Constitution a clause to make the delegates to this Association the Committee to nominate the officers.

Moved by T. Froot, seconded by A. Dewart, That this Association considers that the substitution of Township Boards of Trustees would be an improvement on the present system, and would obviate many of the difficulties under which teachers in the rural sections labour. Moved by Mr. W. Watson, seconded by Mr. J. C. Buchanan, in amendment, That in the opinion of this Convention the contemplated changes in the School law, relating to the appointment of Township Boards of Trustees instead of sectional Boards as at present constituted, would be detrimental to the interests of education throughout the Province. Amendment to the amendment, by Mr. Chesnut, seconded by Mr. Hunter, as the various Municipalities have power, as the law now stands, to establish Township Boards, but as the provision is rendered practically inoperative by the manner in which that change is to be effected. It is therefore, the opinion of this Association that the Legislative action most reasonable in the circumstances is such as would remove these obstructions and afford the greatest possible facility to those who wish to make the change from Section to Township Boards of Trustees. Main motion and first amendment lost, amendment to amendment carried.

Moved by Mr. McGann, seconded by Mr. Dixon, That this Association appoint a committee to nominate delegates to the Lower Canada and New York Teachers' Associations. In amendment, moved by Mr. Anderson, seconded by Mr. McAlister, That the New York Teachers' Association be omitted. Amendment carried.

*Afternoon Session, August 9th, 1866.* The Association met with 1st Vice President in the chair. The committee on the President's address submitted their Report, which on the mo-

tion of Mr. Young, seconded by Mr. Watson, was received and adopted, and ordered to be printed in the minutes for the benefit of the Convention.

*The Special Committee appointed to report on the President's Address, beg leave to submit the following :*

1. Your Committee are pleased to see that some of the changes proposed by Dr. Ryerson in the mode of conducting the examination of Teachers are likely to come into operation, and regard them as an improvement on the present system; but consider that before the highest certificates are granted the aptitude of the teachers for the active duties of his office, should be taken into account as exemplified by him in his work in the school room.

2. Your Committee agree with the remark of the President, that the faculties of children are developed at different periods and in a certain order, and think that lessons should be adapted to that order of development, and that Object Teaching is most in harmony with these views and best calculated to develop and discipline the faculties of childhood.

3. The President's opinion that the agitation in regard to Separate Schools should be deprecated, is in accordance with the views of the majority of the people of Upper Canada.

4. Your Committee regard the religious character of the Teacher as a qualification of vital importance.

5. And finally, we would suggest that Dr. Ormiston be respectfully requested to furnish the Printing Committee with a copy of his admirable address, for publication along with the Minutes of this Session, and that in case he cannot find it convenient to comply with the request, the said Committee make as good use as they can of the report of the address as published in the *Globe* of the 8th.

J. B. DIXON, *Chairman.*

J. CARLYLE.

Moved by Mr. Seath, seconded by Mr. McAlister, That in the opinion of this Association, the present system of granting certificates to teachers by County Boards of Examination is injurious to the interests of Education and unjust to the teachers; and this Association would recommend the appointment of a Central Board of Examiners, the certificates granted by which should be valid throughout Upper Canada. The examination questions of which Board to be distributed amongst sub-Boards in each electoral district. Said sub-boards to conduct the examinations and forward the answers to the Central Board for adjudication. Moved in amendment by Mr. Dixon, seconded by Mr. G. Young, That this meeting reaffirms its decision of last year in regard to the mode of granting certificates. In amendment to the amendment, Mr. Chesnut moved, seconded by Dr. Carlyle, That this Associa-

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tion, while approving of the original motion presented by Mr. Seath, deems it most prudent to take no further action on this question in view of the changes proposed to be made in deference to the views already expressed by this Association, till sufficient time has elapsed to let these changes come into operation. The amendment proposed by Mr. Dixon was carried.

*Evening Session, 9th August, 1866.* The following report was received and adopted:—

The special Committee appointed to nominate a delegate to represent this Association, at the next annual meeting of the Protestant Teachers' Association, of Lower Canada, to be holden in Montreal, commencing on the 31st, instant, beg to recommend that Edward Scarlett, Esq., Local Superintendent of schools, for the County of Northumberland, be said delegate.

WILLIAM McCABE, *Chairman*

Toronto, August 9th, 1866.

The Committee appointed to draft a By-Law defining the duties of Standing Committees, reported as follows:—That each Standing Committee shall bring before the Association at its annual meeting, a written report upon the subject or subjects it was appointed to deliberate upon; and when its deliberations cannot be carried on in the usual manner, each member shall forward to the chairman his opinion in writing upon the subject to be considered, in order that the latter may prepare a report that shall embody the conclusions arrived at by a majority of the committee. The Report was received and adopted, on motion of Mr. Nelles, seconded by Mr. McGann.

The Treasurer's (Mr. McGann) Report was received and adopted, on motion of Mr. McMurchy, sec'd by Mr. Young.

#### TREASURERS' REPORT.

Your Treasurer begs leave to report that the amount on hand lodged in bank for the year ending 1865, amounts to the sum of \$131 in bank, and \$16.16 in hand, which when added to fees of membership for the year, (\$128 and \$50.13, the proceeds of Conversazione,) deducting expenses of year ending 1866, the sum of \$180, is placed in the Permanent Building and Saving Society, and \$97 due your Treasurer, the aggregate amount of which, to the credit of the Association, is \$181.23, with interest accruing, \$10.

Your Treasurer would hereby, reiterate his decided opinion expressed to the Board of Directors, and other prominent members that in settling office in the Association, he is influenced by an ar-

dent desire to promote its best interest, by placing younger, and more active members on the Board of Directors.

Your Treasurer would here express his sincere thanks to the members of the Board of Directors, in particular, and those of the Association at large, for the confidence reposed in him as an Officer of the Teachers Association. May unity of sentiment, harmonious action, in promoting the welfare of teachers through the agency of the Association, characterize your every proceedings, is the fervent prayer of

J. B. McGANN, *Treasurer.*

### AUDITORS' REPORT.

The special Committee appointed to audit the Treasurer's Account for the year ending 31st July, 1866, beg leave to Report, That they found them substantially correct, and the funds of the Association in a flourishing condition, as the following abstract of the Book will shew:—

Aug. 9, 66 funds in Bank	\$131 00	Aug. 19, By cash of Mr.	
10, Members fees	128 00	Chesnutt	\$ 6 68
10 Interest on cash	6 16	" 11 " McMurphy	65 11
11 proceeds concert	51 13	" 11 " "	4 47
Mr. McGann,	0 97	Sep 13 " "	20 00
		" 26 " "	10 00
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		Deposit in Bank	181 00
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	\$316 26		\$316 26

The Bank Book shews \$220 deposited, and \$39 withdrawn, leaving \$181, which, with interest up to August 1st, amounts to \$191 76 to our credit. All of which is duly submitted.

W. McCABE.

D. ORMISTON.

Moved by Mr. W. Nelles, seconded by Mr. A. Dewart, and Resolved,—That the superintendence of Counties and Ridings of Counties instead of our present system of Township system, would materially promote the interests of education, and that the said office should be open to teachers only of experience, and of attainments not inferior to first-class Common School Teachers.

Moved by Mr. G. Young, seconded by Mr. J. B. McGann, That our next meeting be held in Toronto, commencing on the first Tuesday in August, 1867.—Carried.

Moved by Mr. McCabe, seconded by Mr. Hodgson, and Resolved,—That a special committee of three be appointed to examine into the defects in the system of primary instruc-

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tion generally practiced in our schools, to suggest a remedy and to submit in connexion with their report at our next annual meeting, a *time-table* and programme of work suitable for primary classes, and to state their opinion as to the introduction of object teaching. On motion of Mr. A. McMurchy, seconded by Mr. McCabe, Messrs. Hodgson, Dixon and Anderson were appointed that Committee.

*Morning Session. August 10th, 1866.* The Association met with 1st Vice President in the chair. The Finance Committee's Report was received and adopted.

Mr. McCabe moved, seconded by Mr. Hodgson, That the Association instructs the Special committee on Primary instruction, appointed yesterday, to procure and examine the publication used by the Home and Colonial Infant and Juvenile Training School of London, England, and to visit by delegation or otherwise, the city of Oswego, and report upon the practical working of the English system as practiced in the primary school in that city.—Carried.

Moved by G. Young, seconded by Mr. W. Watson, That Messrs. McCabe, McMurchy and D. Ormiston be a committee to provide for the publication of the minutes, addresses, etc.—Carried.

Moved by Mr. McGaun, seconded by Mr. G. Young, That Rule of Order No. 8 be amended to read as follows: That after the word "personalities" the following words be added: "and any member once reprimanded for the indulgence of improper language and persevering in it, be liable to public censure or expulsion, as the Association may determine. Notice of motion by Mr. McAlister, That Article 8 of the Constitution be amended by putting "three" in place of six Vice Presidents.

Moved by Mr. G. Young, M.A., seconded by Mr. William Anderson, That this Association recommends that worn out teachers should be placed on the same footing as pensioned servants of the civil service.—Carried.

Moved by T. Frood, seconded by Mr. Hodgson, That in view of the great importance of a knowledge of agricultural chemistry in our schools, this Association recommend that a bonus of \$5 be given from the Educational Fund to every school in which a class is efficiently taught in that subject, to purchase books or apparatus.

Moved by Mr. T. Frood, seconded by Mr. Wm. Anderson, That whereas this Association has recommended the in'tro-

duction of military drill in our common schools;—Resolved—That this Association recommend that a bonus of \$10 be given by the Government to each school in which a squad of 10 or more male pupils are efficiently trained in primary military movements.

Moved by Mr. G. Young, seconded by Mr. W. Watson, as notice of motion, That the interpretation of article 5 of the Constitution, relating to the members represented by the Delegates, shall consist of all male members who have paid the annual fee.

Moved by Mr. G. McIntosh, seconded by Mr. W. Carter, That the thanks of the Association be presented to Dr. Wickson for his untiring zeal in our behalf in attending all the meetings of the present session—Carried.

On motion, it was Resolved,—That the thanks of the Association be presented to the G. 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 Conversation, and to the Ladies and Gentlemen who 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 Arrangements and Accommodation for their efforts to meet the requirements of the Association; 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; to our Delegate for his valuable report; and to the ex-Treasurer for his disinterested and valuable services rendered the Association.

The Convention closed with prayer by Dr. Wickson.

#### ABSTRACT OF THE REPORT OF THE DELEGATE TO THE NATIONAL TEACHERS' ASSOCIATION, UNITED STATES.

The Delegate appointed to attend the National Teachers' Association for 1865, begs to leave to report:—

1. That he was present on Tuesday, August 15th, at the eighth annual session of the "American Normal School Association," held in the Capital at Harrisburg, Pa., at which the following subjects were discussed:—1. What is a Normal School course of study? 2. What domestic arrangements are necessary for the best interests of Normal schools? 3. The importance of memorializing Congress on the utility of establishing a *Normal School* in each State in the Union, especially in the South.
2. That the Normal School Association is different from the National Teachers' As-

sociation, both in the members of which it is composed, and in the objects contemplated. 3. That according to the statements made at this meeting, only a very small proportion of the Teachers in any State hold Normal school certificates. Mr. Cruickshank, of Albany, State Superintendent of New York, stated that of 1500 graduates of their Normal schools, only 500 were actually engaged in teaching in the State—many of the teachers having gone into other professions; and Mr. Hailman of Kentucky, added, Normal school graduates—(the same is the case in Canada, of 4625 teachers in Upper Canada, in 1865, only 554 held Normal school certificates—that is less than one-eighth.

4. That it would be impossible to find a more dignified, orderly, and humorous meeting than that of the American Normal School Association, while the gentlemanly conduct and the ability displayed by its members, do honour to the cause of education, and leave upon the spectator the impression that he has been in the presence of an assembly, in all respects a model of scholarly dignity and propriety.

5. That on Wednesday the 16th, the National Teachers' Association began its seventh annual session in the Court House; with a hearty welcome from Governor Curtin, on behalf of the people of Pennsylvania, and a speech from Governor Bradford of Maryland, followed by the President's address, on the "educational duties of the hour."

6. That on this day, the following papers were read:—(a) Introductory address, by the President, Prof. Greene, of Brown University; (b) Common Place Books, by Prof. Butler; (c) Normal Schools and their Characteristics, by Prof. Edwards, of Illinois. (d) The best method of Teaching the Classics, by Prof. Harkness.

7. That Thursday the 17th, was spent, (by about 550 members,) in visiting the battle ground, at Gettysburg, where all were most hospitably entertained at the expense of the town, and each company of fifty furnished with a guide. The members being called together at the close of the day's rambles assembled at the foot of the National Monument, in the Cemetery amidst the buried slain, and were addressed by the President, your Delegate, and a few others.

8. That on Friday the 18th, some preliminary business having been disposed of, the Association had a very entertaining discussion on one of the topics presented in Prof. Harkness' address on Classics, namely, the *proper method of pronouncing Latin*, about which there seemed to be very conflicting opinions.

9. That during this day the following Essays were read:—(a) Object Teaching, (a report,) by the President; (b) a National Bureau of Education, by A. F. Rickoff, Ohio; (c) Education as an Element in Reconstruction, by Prof. Wickersham, of Pennsylvania, and also a splendid speech was made by Prof. Crummell—a genuine negro—and a distinguished graduate of Cambridge University, England—for 14 years past, Professor in Liberia College, in Liberia, Africa.

10. That the regular business being ended, the members and others specially invited met at the Capitol Hotel to enjoy "a peach supper" provided by the city, when short speeches were made, on the state of Education in the different States, a few Resolutions adopted, and the meeting adjourned, a little before

"The silent solemn hour,  
When night and morning meet."

11. That the attendance, at the Session, was very large, there being representatives from all the Northern and Middle States, from some of the Southern States, and even from the Pacific Coast, as well as delegates and friends of Education from Upper Canada, Lower Canada, Nova Scotia, and New Brunswick and the financial conditions were satisfactory. At the close of 1864, the Association was in debt, but in 1865, all liabilities were promptly paid and a balance left in the Treasury.

12. That one feature of this Association, different from anything amongst us, consists in the reading of one or two carefully prepared Essays on the principal subjects for discussion by persons previously appointed—which Essays together with Proceedings are published annually in the "Journal of Proceedings and Lectures."

13. That the Association manifested a tendency towards the establishment of National as distinguished from State Education, while at the same time it was apparent that the best Educators could not rise above the doctrine of "State Rights." They merely ask for the establishment of a National Bureau of Education.

14. That your Delegate was very much surprised and grieved to find that none but gentlemen could be full members of the Association, the ladies being mere "honorary members," not one of whom read an Essay, offered a suggestion, or did anything, except that Miss Cooper, of Oswego, by special request, gave an Object Lesson on an apple to the children of Harrisburg.

15. That the Report on Object Teaching was deeply interesting, and is deemed to be a matter worthy of your serious attention, especially as the system is developed at Oswego.

16. That finally, your Delegate would recommend you to continue to send Delegates to the United States, both to acquire information and to cultivate an acquaintance

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.

### OFFICERS FOR THE ENSUING YEAR.

*President*, Rev. Wm. Ormiston, D.D., Hamilton; *1st Vice do.*, Wm. McCabe, L.L.B., Oshawa; *2d Vice do.*, R. Alexander, Newmarket; *3d Vice do.*, Wm. Anderson, Toronto; *4th Vice do.*, J. B. Dixon, M.A., Colborne; *5th Vice do.*, Jas. Carlyle, M.D., Model School, Toronto; *6th Vice do.*, W. Nelles, M.A., Clinton, Co. Huron; *Recording Secretary*, Archibald McMurchy, B.A., Mathematical Master Toronto Grammar School; *Corresponding Secretary*, David Ormiston, B.A., Grammar School, Berlin; *Treasurer*, Archibald Macallum, M.A., Principal, Central School, Hamilton; *Councillors*, Rev. A. Wickson, L.L.D., Rector Toronto Grammar School, John Hunter, Principal C. School, Stratford, Rev. A. J. Campbell, Ancaster, D. Johnson, Cobourg, and J. C. Buchanan, Preston.

## 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



the happiness of our homes and the prosperity of our country, and every means should be employed to elevate both. The power of the Teacher is unquestionable—to bless or blight the rising race, and therefore his place should be well understood and thoroughly sustained. His vocation should be regarded as a distinct and distinguished profession, before entering which he should receive the requisite culture and training. The schoolmaster of the past, is antiquated and out of place to-day. New methods both of management and instruction have now been introduced, and further progress is still to be made. The ancient oracle, that many should run to and fro and knowledge be increased, now receives a striking fulfilment and a wide illustration. Almost every department of knowledge, in the heavens above, in the earth beneath, or in the waters under the earth, in the realms of matter or of mind; is now in some degree subjected to research, and brought within the compass of ordinary instruction. On every hand we hear of inventions to lessen toil—increase comfort, or multiply the means of enjoyment. Mechanical contrivances can now do almost everything but think. These may be seen in the mine and the manufactory, ploughing the deep and plying over the plain, busy in the workshop and printing in the printing office, toiling in the kitchen and waiting in the parlor—and is it to be wondered at that they seek admission into the schoolhouse too. Much, very much has been done during the last twenty years, by the use of various means and agencies, to render the work of mental culture more easy and more thorough, and to raise the status and increase the usefulness of the teacher—and prominent among these means are Normal Schools and Teacher's Conventions, which are extemporized schools for training and instructing the Teacher. These Conventions are held all over the Province, and representatives of not a few of them are here to-day. The importance and value of a good education for all, is generally acknowledged, although there are here and there to be found a few men, fossils of the past, who question its utility to the laboring poor. Our Common Schools are, however, generally approved and well sustained. After some remarks on the necessary qualifications of a good teacher, and the attainments requisite for the duties of his office, the speaker insisted strongly on the indispensable importance of a lofty moral and sincerely religious character, an earnest, enthusiastic and useful spirit. The wisdom of the past and the skill of the present might be combined, to impart a knowledge of science or a love of literature, and yet if we failed to cultivate reverence for God—for His Word, His ordinances, and His laws, and to inspire a noble emulation to imitate all that is noble, generous, manly and saintly, in human character, our labors might prove worse than in vain. For the accomplishment of this we must look to the spirit and character of our teacher. The teacher gives tone to the school, and oft a lasting impetus to the character of his pupils. We need a class of well-educated, thoroughly trained, earnestly devoted, almost divinely inspired teachers—gentle, generous, tender, kindly, loving-hearted men and women.

He proceeded further to say, that teaching was an art, and ought to be regarded in the light of a profession. It is not a work which any man, whatever be his natural endowments or perverse habits or labors, may take upon himself fitly to perform, though from the practice of many, this would seem to be their sentiments on the subject. The idea that a man who happened to know a thing was, therefore, qualified to teach it, was really preposterous, and could be readily confuted by a thousand facts—men of vast erudition, skilled in sciences, or learned in

philosophy, might notwithstanding be destitute of the very first element which constitutes the qualification of a good teacher. Some people smil'd at the idea of calling common school teaching a profession, but skill in imparting instruction, was just as necessary a way, in some respects, more so, in teaching the alphabet, as in imparting a knowledge of chemistry, geology, and mathematics. If a teacher knows not how to teach a child his letters—or if his mode of management inspires terror and distrust, rather than love and confidence, he is just as useless in the school room, as he would be in the professor's chair. If he can awaken no enthusiasm in the minds of his pupils, very little progress will be made, and all men have not this gift, or if they had they known not how to use it. The teaching faculty is something quite distinct from a mere knowledge of the subject to be taught—it is a power to be cultivated, in addition to the due acquisition of knowledge, a man may have made great attainments in mathematics, and be unable to teach a child intelligently the multiplication table. He may be versed in classic lore, and have a knowledge of Hebrew and Sanscrit, and yet not be able properly to teach the English alphabet.

How is this art to be acquired? Some can never acquire it, and many, who attempt it should wisely turn their energies in a different direction, as nothing but failure and disappointment, and it may be disgust await them here. A few pick up the art—possessing a natural aptitude for it. Some of the best teachers, the world ever saw, have struggled through many blunders, and with great difficulties, and have overcome them, this is the history of not a few of our best teachers—all honor to them, men who enjoyed few advantages, never entered a Normal school, or even met in a teachers Convention. Few, however, are likely to attain eminence in a similar way, the majority in such cases making most lamentable failure—hence the necessity of special instruction and training for the work, and such associations as the one addressed, are admirably adapted for this purpose, where the best method may be exemplified and discussed, and the experience of each becomes the common possession of all. After additional statements as to the advantages and influences of Conventions, local or general, and training institutions generally, he said.—The teacher should be in every respect a model man—perfect as nearly as possible or attainable—inasmuch, as he is likely to photograph his likeness on many of the young minds under his tuition. His appearance, attitude, gait and manner, the whole style of the man teaches and impresses itself upon the scholars. His language, accent, thought, and sentiment, are communicated, therefore, teachers should be refined in manners, pure in sentiment, correct in morals and in their profession. Our common schools should be filled with the choicest specimens of our race. If need be, let there be homes for the infirm, or the embecile, or the inefficient, or the needy, but convert not the common schools of our country into a hospital. Let the best men be selected for teachers, men of good gifts, of a generous disposition, and of large loving hearts, men characterized by unselfish, and intelligent patriotism, and by unassuming and earnest piety—animated by a clear apprehension of the grandeur and nobility of their work, and actuated by genuine love for it, and who feel the solemn responsibility of their position as dealing with immortal powers, which will carry to their destiny the impress they receive; and as building up the character of the future rulers of the world, and servants of the church. The teacher who enters on his work, in this spirit, and prose-



cutes it with such views, may cheer himself that his work, whether rightly appreciated now or not, will endure, and prove his crown in a future day. The work of the most famous sculptor; or the most celebrated painter, though styled immortal, soon perish, they endure not for age, but the work of the wise and skillful teacher lives, and can never be forgot—enduring as the mind, he has awakened to the thought, or the soul, he has inspired with lofty sentiment or noble aspirations.

The undue facility of access to the Common Schools in this and in other countries, has been fatal to their highest success. Other professions are in some degree protected from the touch of the unhalloved and the blight of inefficiency, by certain restrictions and requirements of time, training or expense. The minister has many years of plodding study to fit him for the duties of his high office; the lawyer has a long course of particularly dry and severe reading, as well as the irksome drudgery of office duty to perform, ere he can wear the insignia of his profession.—The physician, too, has a definite course to fill before he is permitted to practice; but until lately almost every man fancied that however unfit for other duties, or unsuccessful in them at least, he could teach school. The discharged clerk—the disbanded soldier—the disappointed speculator—the unfortunate bankrupt—the unskilled mechanic, or the lazy laborer, each sought a rest or a refuge—a make-shift or a stepping stone in the school-house. Surely the school-room is no place for such—it is no case of a lullance. The readiness with which men have been admitted to the work, and the low remuneration often offered for it, has been a great hindrance to improvement and success, and when teachers complain of a high standard and hard examinations, they know not what they do.—They are working against their own interests. Just as the standard of excellence among the teachers is raised, will the profession rise—and their position and salary too.

The power of the teacher is great, his influence is wide, various and far-reaching. He sustains varied relations, each of them important. His relation to the parents is interesting; it is a very serious thing for a parent to take his child which has hitherto been surrounded by the atmosphere of home affection and parental watchfulness, and place him under the influence of a stranger; ought not the parent to be careful about committing such a trust to one who must henceforth be a co-worker with him.

The importance of his relation to the pupil cannot be overestimated; to the child the teacher should not only be a master or instructor, but in some sense a father, in his counsels, administrations, or chastisements.—His relation to the State is also deeply significant, and leads to important results—in the future patriotic law-abiding citizen or the reverse. Nor can any teacher overlook his relations to God—here his responsibility is very great. After a lengthened illustration and enforcement of the relations and responsibilities of the teacher, the speaker suggested various topics of special encouragement to faithfulness, devotion, and diligence in the work, making special reference to the place they would receive in the affection and memories of the grateful pupils. He next gave a number of valuable practical suggestions as to the practice of teaching, and the order in which different branches of study should be introduced, in order to the proper and symmetrical culture of the mind of the pupil. He spoke warmly in favor of our national system of Common Schools, and deprecated all attempts to establish separate or sectarian schools.

He congratulated the Association on their past success, and expressed the hope that the present session might prove alike pleasant and profitable.

## PROFESSOR WICKSON'S ADDRESS.

MR. PRESIDENT, LADIES & GENTLEMEN,—While I am deeply sensible of the honour which you, through your officers have conferred upon me, in placing my name among the number of those who were invited to address you. I cannot but feel a degree of embarrassment in responding at this moment to the call of the President. When I consider the abilities, and reputation of those whom you are accustomed to hear from this platform, gentlemen of wide-spread renown for attainments in literature and science, for the possession of eminent oratorical powers, and when I reflect upon what is due to such an audience as is here convened, where it is befitting that nothing be produced, *nisi perfectum ingenio elaboratum industria*. I feel that it would have argued unpardonable arrogance, and temerity to have sought in any way the position in which I now stand, so far, however, was I from so doing that I shrank with becoming diffidence from a task which I judged myself inadequate satisfactorily to perform, but which the kind urgency of the Committee induced me to undertake.

It affords me, Mr. President, great pleasure to meet the teachers of the Province assembled once more in annual convention.

It is exceedingly gratifying, to see again the faces and forms of friends, whom we knew in by-gone years, and in different scenes and circumstances, whose intellectual development, and whose advancement in life, we have marked with the deepest interest. The presence of large numbers possessed and swayed by common sympathies, animated by the same hopes, toiling under similar difficulties, encountering like obstacles, always produces an elevation of spirit, a quickened pulsation, a buoyancy of feeling of such influence, I am not unconscious; but I rejoice chiefly, because, I see in this Provincial association of Teachers, the probable means of greatly advancing the interests of those who are engaged in the responsible work of Education; nor of them only, but of the inhabitants of the Province generally, by the increased diffusion of knowledge, by the improved method and means of moral and intellectual culture.

Teachers will, individually, receive material benefit from meeting together to consider and discuss matters pertaining to the grand pursuit of their lives. They will be encouraged by

finding they are not alone in the work, but that though more or less widely scattered, there are laborers enough to form a goodly band; that they are in reality surrounded by a host of fellow workers. They will no longer regard themselves as mere units but as members of a wide-extended, far-reaching brotherhood. One can easily imagine how a teacher, from some far off spot, on the bounds of civilization—a pioneer in some settlement recently effected amid our dense forests, would be refreshed and reanimated by a few days intercourse with such an assemblage as this; how, after the meeting, he would wend his way homeward cheered and encouraged, and thus prepared more vigorously and successfully to prosecute the important duties of his vocation.

By means, too, of such associations, opportunity is afforded for diffusing information of vital importance to teachers; not such information, only, as may be obtained from books, for beyond this, much may be learned by intercourse with others, especially those who are engaged in similar duties, but possessed, it may be, of more mature experience, more extended observations, or superior natural ability. "Iron sharpeneth iron so a man sharpeneth the countenance of his friend."

Another advantage resulting from these conventions, to the members individually, is the counteraction of that tendency, which no doubt exists, though by misinformed or ill disposed people greatly exaggerated—the tendency, I mean, to egotism, arrogance and dogmatism induced in the teacher by daily intercourse with those who from their tender age are his inferiors in knowledge, experience and judgment, and over whom he wields almost uncontrolled authority. In addition, many teachers, in communities newly formed or otherwise peculiarly circumstanced, acquire by the amount of learning they may possess, their access to books, their fluency in utterance, a degree of importance sufficient to exert a baneful influence on any mind not fortified by an unusual amount of sense and sound judgment. Such an one brought into contact with so large and influential an assemblage of his *confreeres* as this Convention brings together, will quickly discover that there are many men as wise and as clever as himself, and that, though, in his own contracted sphere, his judgment was looked upon as little less than oracular, when he emerges into a wider arena he is furnished with a test of his abilities very different from any to which he has been accustomed.

But, again, there are men of quite an opposite character—

modest, diffident, retiring, seemingly ever ready to offer a humble apology for very existence—men whose worth and merits are appreciated, little by those around them, not at all by themselves, but who labor on with fidelity and untiring zeal. These timid ones may find encouragement from what they see and hear during the progress of these and similar conferences. They will observe that in the ranks of teachers are embraced men of various degrees of talent, popular address, eloquence and experience, that although in these and other respects, all are not equal, yet there is a sphere for all; that success does not always depend upon literary lore or other eminent attainments, but that the faithful discharge of daily duties always entitles one to respect from others, always affords sufficient ground for the indulgence of a moderate degree of self respect. Still another class may be benefited by attendance at these annual gatherings—I refer to those who have in some unfortunate manner come to look upon their position, as the one not sufficiently elevated do satisfy their vaulting ambition—the younger members of the profession, it may be presumed, are most liable to this misconception, not having become imbued with a sense of the importance and value of the teacher's work.

In all professions, and indeed in all pursuits, only the few can attain to the positions of eminence and emolument. There are such positions in the profession of teaching as in the others. They are filled of course, by the most talented men, and the *tenues*, those of more humble powers may enjoy a reflected lustre from connection and association with them. Is any teacher tempted to disparage his pathway in life, thinking it too contracted, too obscure for the exercise of his powers? let him recall to mind that the President of this Association for last year, a gentleman of high literary reputation across the Atlantic, as well as in this Province, does not disdain the duties of a teacher, that the Rev. gentleman who now so ably presides over the Association, left the rank of teachers only at the call of duty, to exercise the sacred functions of the ministry of the gospel, that the high and honorable position of Chief Superintendent of Education for the Province is filled by one who is not ashamed to refer to the time when he taught in a Grammar School.

We have thus glanced at a few of the advantages that may be reaped by an attendance at meetings such as these, more particularly, however, in reference to individuals than to the whole body of Teachers.



This Association is adapted, however, to prove a benefit to the whole Profession by its effect in influencing public sentiment. It presents teachers to notice, not as scattered amidst the population, and holding no defined position as exerting themselves and wielding influence nowhere but in the school room—instead of that it presents them as a class, as interesting themselves in public measures affecting Education, as capable of forming and expressing intelligent opinions on such measures, of originating and suggesting plans and procedures likely to aid in the moral and intellectual elevation of the masses of the people. On such subjects the opinions of Teachers—men who on becoming teachers, do not divest themselves of all common interest in matters pertaining to Education and bend everything to their personal aggrandizement, and who have gained experience in the carrying on of the great work—is surely entitled to great weight.

Associations, annual gatherings, reported discussions and resolutions, and the various proceedings of these Conventions will perhaps have more influence on the public sentiment than most even of the members themselves at first anticipated.

Union is generally necessary for the accomplishment of any worthy object. "Two are better than one," whether for defence or attack, whether for bodily preservation or the maintenance of the right and the good, whether for driving back a ruthless invader of the soil, or for pushing aside some obstacle to the progress of sound and solid learning.—What philosophy as well as poetic beauty is in the expression, "one shall chase a thousand, and two put ten thousand, to flight!"

When the unanimous voice of the assembled Teachers of the Province gives forth an utterance on any subject pertaining to the work in which they are not only interested, but which they are actually engaged in performing, it may readily be supposed to command attention and respect. Undoubtedly public sentiment yield to the moulding influence which influence which such great organizations as this naturally create and thus teachers will have accorded to them in reference to Educational matters that influence to which their experience and interest may seem justly to entitle them. How important it thus becomes, that in our meetings we evince such an amount of information on the subjects under discussion, or such readiness to receive enlightenment and information, such candour, such unselfishness, such self-control in discussion, such broad and liberal views of men and things in gene-

ral, as to win and maintain the favourable opinions of the wise and good in the community. It is of infinite moment to us, to the success of our work, of our mission, shall I say? as educators that we enjoy the confidence of society seeing that the dearest interests of so many are committed to our custody.

Having thus considered the necessity and advantages of union among Teachers, it may not be uninteresting or unprofitable to turn our attention briefly to the work itself, to which we have devoted ourselves. The profession of teaching—I employ the expression designedly, Profession of Teaching; for so noble, so important and so responsible a pursuit as that of Education, seems to deserve an honourable designation, and it is important that every means be employed to foster the idea that Teaching is not to be regarded as consisting in mere desultory efforts, as an engagement entered upon for a brief period or adopted only for a few years of life, and a stepping stone, to some desirable position—a prelude to some more important scene in the grand drama of life, but that it is worthy of being considered a life-work, to which young men shall look forward, for which they shall make special preparation. I am far from ignoring or undervaluing the advantages that have arisen from a merely temporary prosecution of this work. There are occasions when the devotion of only a couple of years to educational duties has proved a boon to a community in which teachers have been few and ignorance has abounded, but it is to be hoped that that time has passed away, and that now other qualifications will usually be demanded than simply a certain amount of knowledge, viz: experience, love to the engagement, intention to continue in the profession, or other qualities specially adapting one for the training of the youthful intellect.

Wide-spread misunderstanding and misrepresentation of the Teacher's position, duties, perplexities, and pleasures, have undoubtedly prevailed. It is to be feared that the fault is to some extent attributable to Teachers themselves. The deficiencies, eccentricities or worse characteristics of unworthy men have served to throw discredit or disparagement upon the whole class. The innocent have suffered with the guilty. The many excellencies of the majority have been obscured and beclouded to the public eye, by the glaring delinquencies of the few. This unfavorable opinion of Teachers as a class, has been fostered by the apathy that has rendered them willing to remain under unjust imputation rather



than bestir themselves and embrace fitting occasions to vindicate their characters, and without over-weening self-laudation or arrogant assumption of importance, to assert in a manly spirit their claims to the position of men usefully and honourably employed in one of the most responsible stations in life. What then, let us ask, is the estimation in which by at least a considerable portion of the community, the Profession of Teaching is held? It is no exaggeration to affirm that many people entertain towards Teachers a mingled feeling—half pity, half contempt—pity, for they picture them as the victims of unruly boys, subjected to annoyances from the stupidity or wilfulness of their pupils, confined to crowded rooms, wearied with the monotony of oft-repeated tasks, and in return for their toil, vexation and exhaustion, recompensed by a stipend so slender that it scarcely suffices to furnish the daily necessities of life;—contempt, for it is assumed that no man of spirit would endure such a life of combined labor and poverty; they therefore conclude that the ranks of Teachers are largely replenished from the class of the incompetent or the idle. Error is in great part a perversion of truth; caricature, a ludicrous and exaggerated representation of realities. It may be granted that there exists some basis for those distorted and unjust views concerning the Profession to which I have just alluded. Unquestionably Teaching is not the road to wealth. The *poor scholar* is a specimen of man not yet extinct. The emoluments enjoyed by the very highest Educational Functionaries in our Province, I might venture to add in the world, are not such as to create millionaires. The Rothschilds, the Peabodys, or the wealthy men in our own midst, have not made their money in the chair of the Professor or at the desk of the Teacher. To money seekers, therefore, we may say, *procul este!* Disappointment awaits you; you may gain your object elsewhere, here, you cannot.

But, is poverty a crime? does a slender income expose men to scorn? in the judgment of the world generally, yes—hence chiefly the disesteem in which teachers are held. There is also some shadow of ground for the idea that perplexity and annoyance are caused the teacher by the frolicsome disposition, or the diminutive intellectual capacity evinced by some of the members of his classes. But, what pathway in life is *all* strewn with flowers? Does the merchant experience no anxieties? are there no sudden fluctuations in the market? no financial crises? Has the lawyer no perplexing cases?

The barrister no impracticable juries? Has the physician no solicitude in diagnosis, in treatment? does he lose no patients? If we would avoid trouble, anxiety, pain and disappointment, we must pass to that world where, alone, the weary are at rest. The difficulties of the teacher are indeed formidable to a novice or to one whose disposition and temperament render him unfit to deal with the young—but before one who is adapted to his position, they speedily vanish. A well regulated class room presents a spectacle exceedingly attractive to any one properly interested in the rising generation. The objection based upon monotony, will be found, when examined to possess no great validity. True, a teacher must usually traverse the same ground very often, and on a mere cursory glance, it may appear that as with the door on its hinges, or the noble lion caged, so with the preceptor there is motion often, advance never. It must, however, be borne in mind that our whole life is largely made up of the repetition of similar acts; and that in the case of the teacher though the subject of instruction be the same, it is before ever-changing classes that he brings it—pupils pass rapidly from under his care, fresh faces, varying dispositions, humours, abilities, sympathies occur in a long succession, acquaintance is formed, and the parting arrives, so far from monotony, in this view of the case, troubling the teacher, one of his most frequent regrets is that he cannot retain a little longer those boys in whom he has come to take a deep and lively interest.

To stigmatize teachers as incompetents, that is men who from want of business aptitude, are glad to hide their deficiencies, and take refuge in the school room, is both slanderous and unphilosophical. A very few men may have endeavored, and for a time successfully, to find employment as school teachers who possessed capacity neither for this nor any other occupation, but that of manual labour of the rudest kind; but it is scarcely conceivable that in the present day any such incapables should get admittance to the ranks of teachers, or should they by some strange combination of circumstances find themselves there, I fancy little enjoyment would await them.

To argue that because a man is not adapted for some other position, and some duties entirely diverse, therefore he cannot be an efficient teacher, certainly does not indicate extraordinary acumen. The very peculiarities of his mental constitution, the bias of his inclination, his idiosyncrasies may fit him for this, rather than for another course of life. His having first tried some other pursuit, may have been a mistake; the force of circumstances, the persuasion of friends, failure of judgment in respect of his capabilities, may have occasioned the error; having now by some means found

the right track, do not judge him by his past failure, but by his present success. We should be both unwise and wicked were we, in cases of this kind, to disregard that Providence, which is constantly over-ruling, and directing the affairs of men, specially of those who seek Divine guidance. Many a time a man's way is hedged up before him till he turns into the path of duty. Happy is it for us if at the outset of our career, we place ourselves meekly and confidently at the disposal of Him, whose we are; whom it is incumbent on us to serve.

Very slight is the danger of overestimating the duties and responsibilities of the teacher. Who can adequately set forth the advantages of a civilized condition over barbarism, or of an educated over an untutored mind? who will estimate the value of those means by which such a change is effected? It may be urged that too much is here claimed for the teacher—that a large proportion of education is given by parents, and that much is acquired from books, and from observation. True, yet few parents do more than assist the teacher, or supplement his labours. Dispense with professed teachers for a while, and what will be the consequence? general ignorance or self tuition. Self educated men are rare—that for various reasons. Without external stimulus and aid, education is not often begun till many precious years have passed away. The youthful mind is not naturally studious; the period of reflection, of decision, of fixedness of purpose, must usually precede the incipient stage of self-culture; leisure, an iron constitution, an indomitable will, are required to overcome the obstacles, which in later years, present themselves before the aspirant to literary attainments, before him who in a diminished space of time, would reach the goal, towards which others have been pressing through successive years. Only the few can unassisted gain accuracy in the various departments of learning. The living voice is confessedly the best medium of instruction. This being the case, surely that class of society, whose avowed and recognized purpose is to apply their energies, and spend their strength in informing, developing, and training the young mind, must sustain a relationship to their fellow beings, such as will most materially affect their highest welfare:

That this is really the case, further appears from a consideration of the class of society with which Teachers have principally to do. They are the *young*, whose minds are plastic, whose characters may be moulded, whose memories may be stored with treasures or encumbered with trash, whose entire future may be marred or benefitted by those to whose charge their tender years are entrusted.

This period of life, is most keenly susceptible of good or evil—most affected by culture or neglect. I do not indeed, conceive that the youthful mind and heart may strictly be represented by a clear sheet of paper, on which one may inscribe characters according to his fancy, or by a block of marble which awaits but the

chisel of the sculptor to fashion\* it a Grace or a Fury, a Demosthenes or a Margites, a Milton or a merry Andrew. For there are natural diversities; Ovid could never be tutored into anything but a poet; Alexander was born for conquest. You cannot polish a lump of clay. The Teacher is not always chargeable with the faults or defects, mental or moral, of his pupils. Nevertheless, the only reliable anticipation and prospect of full and healthy development in mature years depend upon the instruction and discipline of the infant and the boy. Is there any employment comparable in its importance, to that of fitting the rising generation for the spheres they are to occupy, the duties they are to discharge, the responsibilities they are to sustain in vigorous manhood and declining years? Where would be the poets, orators, statesmen, jurists, but for the patient labors of the Teacher? The skill of man does not create the brilliant diamond, but does most certainly display its lustre. Human science does not compound the constituent elements of the precious metal, it does however, separate it from the masses of worthless substance in which it lies embedded and hidden. Many a diamond, much fine gold have from nooks and crannies of human society, been by the teacher's skill and energy brought forth and made to dazzle, to enrich, and to afford delight. "Full many a flower is born to blush unseen and waste its fragrance on the desert air." So sang the Poet, but happily few flowers of humanity remain unseen, or waste their fragrance in our favoured land.

The blessings of education are dispensed on so liberal a scale—teachers with the necessary tutorial machinery and appliances are, under the admirable system of Public Instruction so numerous, that rare indeed must be the instance of infant genius overlaid by the rubbish of ignorance. All honor to the system! all honor to the wisdom that planned it, to the skill and energy that introduced, fostered and defended it, and by which it is successfully administered!

The various Educational Institutions of our country afford the stepping stones, the successive rungs of the ladder, by means of which, ascent may be gradually and with facility effected from the infant class-room to the highest pinnacle of learning in the Halls of our Universities. The state of our country educationally, presents a fine sphere for teachers of capacity. School-houses are provided, school requisites are furnished, salaries are guaranteed, Teacher's rights are maintained by legal enactments; and thus they are relieved from anxieties respecting income, the collection of debts for school dues, threats of the removal of children from attendance and other petty annoyances and vexatious trifles which interfare with the independence of the teacher, hamper and embarrass him, and necessarily divert his attention from his legitimate work. He has the satisfaction of feeling that his position is that of employment in the public service and not a matter of speculation.

In view of these favourable circumstances it is but fair that the public should expect from teachers evidences of requisite prepara-



tion, natural endowments, an earnest spirit, and a conscientious determination to discharge the duties appertaining to their chosen Profession. Thus much the public will doubtless demand. Teachers already at work, teachers in training, and all who aspire to this Profession, may be assured that while the present scheme of Education is upheld, there will be no place found for incapables, for idlers, for moral delinquents. It should be so. The Teacher, for the sake of his own comfort as well as for the benefit of his pupils, should be thoroughly equipped—he should possess a good store of knowledge, especially in those particular branches in which he is to give instruction. It is the opinion of some, that it suffices for a Teacher to be just in advance of his pupils. One of the disadvantages, however, of such a relation between teacher and taught is, that studious and reflective boys are apt to ask questions or state difficulties which, if they fairly arise out of the lesson, it is exceedingly unpleasant and suspicious for a Teacher to decline answering. Indeed, a Teacher to be successful, to wield a due influence in the school-room and in the neighborhood in which he labors, should enjoy a reputation for proficiency—for scholarly attainments, so much the better.

As then, they value their peace of mind, as they hope to give satisfaction to others, I would most earnestly press upon teachers not to be satisfied with superficial or meagre attainments, but to secure sound, solid, thorough preparation for the work to which they give their lives. But it is not sufficient for a teacher to possess knowledge; his duty is to impart information to others; it is not enough for him to carry a certain amount of knowledge each day into his class-room, to be a sort of peripatetic library, or book of reference; his part is to incite in the mind of his scholars, a desire for information, to awaken eager attention, and so to discipline the mental faculties as to increase the ability, as well as the wish to gather up instruction from available sources.

Knowledge should be conveyed in an engaging manner, so that the pupil may be led to take delight in his scholastic exercises—as the bud expands beneath the genial warmth and light of the sun, the youthful mind will open to receive instruction presented in a kindly tone of voice, and with the smile of good will. A harsh, taughty, or domineering style of teaching will only repel the pupil, who will either fortify himself into determined opposition, or settle down into that most hopeless of all mental conditions, apathetic indifference. Boys should be treated by teachers as capable of being influenced by motives; appeals should be made to their love of propriety and fitness, to their better feeling. The advantages of forming good habits in youth, of study generally, of the particular branch of learning, that they may be pursuing, should be explained to them, in short every legitimate means should be adopted to enlist their sympathies and win their co-operation. They should be led, not driven; encouraged not terrified; a teacher will, on becoming by diligent observation acquainted with the dispositions of

his scholars, adopt as far as possible such a mode of dealing with them individually, as shall secure the best interests of each and of all. He will guard against that tendency to moroseness of temper and querulousness of tone, which may be excused as the result of over anxiety, confinement to the class-room, occasional annoyance from misbehaviour of scholars or disappointment at their tardy progress, but which will if indulged defeat his objects, and occasion those evils which he deprecates.

A master has his scholars under his influence, for so large a portion of their time; and at that critical period of life, when they are most susceptible of impression that it behoves him in all excellence to be himself a pattern. Their eyes are upon him, marking the expression of his features, his every gesture, his attitudes, his personal appearance. Their eyes catch and discriminate every accent, they do not simply criticize—that would be a comparatively trifling matter—their habits, feelings and characters, are becoming surely though imperceptibly moulded; their minds and hearts will bear the impress of the pattern he sets before them. What manner of man then ought he to be? in punctuality, in neatness, in orderly and methodical disposition of time and things, in language and expression, in look and demeanor, in gentleness, in self-control, in a word, in all that is correct and honorable, in all that is lovely and true, the master should aim to be a true type and model.

The teacher who, actuated by a due sense of the important bearing which his relationship to his pupils may have upon all their subsequent life, endeavours to his best ability to fulfil the responsible duties devolving on him, will generally find that reward, to which I have endeavoured to direct attention—success in the task of instruction, the affection of his pupils, and the approval of the public. Beyond this, however, there is a reward of which teachers should never be unmindful. They, indeed all men, are entrusted with talents for the employment of which they will be called to render an account. Happy are those who shall hereafter be greeted with the great Master's commendation, "Well done good and faithful servant."

I rejoice, Mr. President, that there are so many teachers in this Province, whose sentiments, and whose practice are in harmony with the views just expressed—that there are gentlemen and ladies, to whom teaching is a labour of love, who are happy when surrounded by their scholars, and proud of the profession to which they belong. May the number of such teachers increase! may the system of education, which fosters them long continue to be, as it is, the pride and boon of this favoured land.