

TEACHERS' ASSOCIATION,

IN CONNECTION WITH

McGill Normal School.

ANNUAL MEETING,

REPORT, ETC.,

1872-1873.

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1873.

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# ANNUAL MEETING,

May 31st, 1873.

The annual business meeting of the Teachers' Association was held this morning in the McGill Normal School. The President, Prof. McGregor, occupied the chair; and there was a good attendance of members. The meeting was opened with prayer; after which, the minutes of the last annual meeting were read and approved, and the minutes of the Council read and confirmed.

The Annual Report was then read, and on motion by Mr. Humphrey, seconded by Mr. Dey, it was adopted.

Moved by Mr. Dey, seconded by Mr. Cameron, that 200 copies of the Report be printed and circulated among the members as soon as possible.

The Secretary and the Treasurer were appointed a Committee to revise the roll of members.

Next in order came the balloting for office-bearers for the ensuing year. Messrs. Rowell and Cameron were requested to act as scrutineers.

The following were elected office-bearers of the Association for the ensuing year:

## President.

PROF. J. MCGREGOR, M.A.

## Vice-Presidents.

PRINCIPAL HICKS, MESSRS. F. HICKS, DEY AND  
MISS DERRICK.

Secretary.—N. DUVAL.

Treasurer.—MISS CRAIG.

## Members of Council.

MR. ROWELL,	MR. CAMERON,
MISS MURRAY,	MR. JORDAN,
MISS CARMICHAEL,	MISS LAWLESS,
MR. HUMPHREY.	

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AMERICAN MESSIAH

Faint, illegible text, possibly bleed-through from the reverse side of the page. The text is arranged in several paragraphs and includes what appears to be a list of names or titles at the bottom.

ELEVENTH ANNUAL REPORT  
OF THE  
TEACHERS' ASSOCIATION,  
IN CONNECTION WITH  
MCGILL NORMAL SCHOOL.

Time in its flight has carried us on over another year; and our Association has completed, this month, its eleventh year of existence. Your Committee report that if the attendance at all meetings has not been as large as might have been desired, yet life and interest in the prosperity of the Association has been shown by many. The papers read before the Association have all been of a high character and very interesting and instructive. As we go on, the wants of the teacher are better understood, his qualifications more freely discussed, and insisted on. New suggestions are listened to with pleasure, weighed, examined, and thoroughly investigated. The cause of education is progressing in our midst, its importance more felt, and what can be more encouraging to teachers than to see the community taking an interest in their work? Large sums of money have already been expended in the cause of education, large school houses built, with all the modern improvements, yet we do not mean to stop there. But a few years ago—five or six—our Protestant Board of School Commissioners had at their disposal only a few thousand dollars. In 1867 all that the Board had to spend for education was from Government allowance \$338.40; from the City Council grant, \$1,921.50, representing a total of \$2,759.90. It is now, since the increase of the "School Tax," \$22,816.95. This is certainly an immense progress, and public opinion seems so much in favor of it, that taxes are still to be increased, yea even doubled, to satisfy the great call for



education. Nothing could be more satisfactory to those who have made teaching their calling for life. Now the call for educated teachers will every year become greater, and better salaries paid to those who are well qualified.

There is no doubt but that the labors and influence of this Association, combined with other causes, have greatly contributed to bring about this result.

The Association has continued to increase, five new members having been admitted during the session, making in all fifty members. The Business Committee was composed this year of Messrs. Dey and Barwick, and Misses Hart, Watsons and J. Smith. They exerted themselves faithfully to have papers ready for our meetings.

After the meeting in October which was devoted to the formation of committees and other business, the subjects which were brought under the consideration of the members of the Association were as follows:—

#### NOVEMBER.

At the regular monthly meeting Mr. S. P. Rowell read an excellent paper on "Compulsory Education." He stated that the numerous advantages of education were generally admitted by everybody. But men differed as to the means of rendering it accessible to all. The free school system had been tried in England and America without the expected results, whilst the compulsory system has accomplished great results, as can be seen in the case of Prussia. Austria and France have felt the need of improving their systems of education and the late wars in Europe have shown that an educated people is superior to an ignorant one. Several members spoke on the topics suggested by the paper. Mr. Dey said that the system could not, for the present, be introduced here as we have not sufficient accommodations for those who are anxious to be admitted into our schools. Mr. Morton spoke of education in Ontario and of the system introduced by Dr. Ryerson in that Province. Mr. W. E. Jordan was altogether in favor of compulsory education.

## DECEMBER.

At the regular monthly meeting of the Association Dr. J. Baker Edwards read a paper on "The Schools and Schoolmasters of Dickens." The paper consisted mostly of extracts from Dickens' own works, illustrating the character of the schools he had been sent to, and of the masters in charge of these schools, and exposing the erroneous principles on which the schools were conducted. For example, in the "Mutual Friend," the author draws a grimly ludicrous picture of an ill-ventilated school in a poor quarter of the city. Next he sarcastically touches on the "geometrical school" where everything works with mathematical precision. In "Dombey and Son" he aims a shaft at the so-called "Fashionable School," where all semblance of life and vivacity was crushed out in affected manners and politeness; and next at the "Practical School," where from spelling "window" the pupil is sent to wash it and thus to make himself familiar with his lesson.

Of all the School-masters who have sprung into life at Dickens' touch, none are so real as the old broken-down merchant who, an image of meekness and simplicity, governs his boys by the great power of love, and who, broken-hearted at the death of his pet scholar, mingles his silver locks with youth's fair curls on the pillow of death. The various extracts were well rendered by the Doctor and at the close of the reading he received the thanks of the audience.

## JANUARY.

There was no regular meeting of the Association in January, as the Friday of the "Week of Prayer" was the time for our regular meetings.

## FEBRUARY 13TH, 1873.

At the regular monthly meeting, the following subject was discussed at considerable length: "What are the best means of promoting a national spirit in our schools." The debate was opened by a paper by Mr. Duval. It began by showing that it

is most desirable to see in every inhabitant of a country a national spirit so developed that nothing of importance concerning its welfare can transpire which he does not feel deeply. He ought to love his country and seek her best interest. A nation's greatness and influence abroad will effect our estimate of it; but this does not necessarily depend on the extent of territory possessed, but it is rather to be attained by the moral and intellectual culture of its people. Let this be inculcated in the mind of every scholar, and he will soon discover that the work he is doing at school will promote not only his own interest but also the prosperity of his country. Mr. Dey remarked that a teacher should himself be possessed of a national spirit, so as to communicate it to his classes. Miss Derick and Mr. Jordan spoke disparagingly of the use of American books in our schools. They are written to favor their country and not ours; happily they are now almost everywhere set aside. Mr. Rowell also spoke of the difficulty of inculcating a national spirit in a population so mixed as ours. The teacher should go at it with a good deal of circumspection. After a few appropriate remarks from the President, the meeting was closed.

#### MARCH.

Miss Derrick read some "Extracts on the history of object Teaching." History furnishes no records of attention to elementary education prior to the seventeenth century. The ancients neglected the instruction of their children, although they provided schools of philosophy for their young men.

Comenius was the great educator of the seventeenth century. Although wandering, persecuted and homeless, during the desolating thirty years' war of that period, still he continued to labor unweariedly in the cause of education, which greatly modified the practices in teaching, and prepared ultimately the way for the more thorough reformation of schools which followed. His practical views of education may be discerned in the succeeding quotations :



"Instruction will usually succeed if it follows the courses of nature. Whatever is natural goes forward of itself."

"Instruction must begin with actual inspection, not with verbal description of things."

"The attention should be fixed upon one object at a time; and upon the whole first, and the parts afterwards."

"Sight will supply the place of demonstration. It is good to use several senses in understanding one thing.".....&c., &c.

It is difficult to judge to what extent the late educators Locke, Rousseau, and Pestalozzi—were indebted to Comenius for those principles which they severally taught subsequently, but we find much in the writing of each entirely in accordance with the teachings of this great pioneer in educational reforms.

Pestalozzi was born in the middle of the eighteenth century

He said: "Observation is the absolute basis of all knowledge. The first object then, in education, must be to teach a child to observe with accuracy; the second, to express with correctness the result of his observations."

The system of object teaching introduced at first in Prussia and the German States was widely diffused in other countries. Something has been done towards introducing the plans of Object Teaching into the best schools of Canada. Visitors from the United States to the celebrated Normal and Model School of Toronto, have caught glimpses of the system from time to time, and brought away many suggestions for improvement in their own methods of teaching. Our schools are then much indebted to the philosophy of Bacon, the principles of Comenius, the system of Pestalozzi for showing us what are the most practical methods of object teaching.

#### APRIL.

Principal W. H. Hicks read an excellent paper on "Pensions for Superannuated Teachers." He began by remarking that if before our days, teachers could complain that justice was not done them by society, now a great change had taken

place. If not appreciated as he should be, the teacher was gradually rising in the estimation of his fellowmen. One great difficulty he has to meet, is the very low salaries paid even to very good teachers, to those who had spared neither time nor money to qualify themselves for their calling. As a whole, there is no class, perhaps so poorly paid; and no wonder, then, that it is almost impossible for them to provide for future wants. If their salaries have increased it has not been in proportion to the cost of living, and their condition in this respect has not improved. Yet not one of those who have made teaching their calling for life, should remain satisfied with this state of things. It is in the interest not only of teachers, but of society at large, to see that a class of persons devoted to their interest, and who during many and long years have spared no pains to benefit society, should not, when disabled by age and infirmity, be left in want. A teacher should love his calling, and how can he love it and be happy in it if he has before him the prospect of seeing his last years spent perhaps in straitened circumstances? This question is now agitated in England, and if nothing very definite and satisfactory has yet been attained in that country, the time is not far distant when something will be done for teachers. That numerous body, comprising at least fifty thousand, will not remain satisfied till it has gained public opinion on its side and has attained something practical. Several members of Parliament have taken the matter into their hands and meetings of the most interesting character have often been held to discuss that question. He said that Mr. McKay had noticed that Prussia had already adopted, for a number of years, a system which provides for superannuated teachers: they must receive at least one-half of their ordinary salary, and that too when no longer able to work. Strange to say a military power has gone ahead of a commercial country in supporting and encouraging education. We speak of pensions for soldiers, and why not also for teachers? In Ontario the question has been of late agitated, and there is a law now passed compelling every teacher to subscribe towards a fund for superannuated teachers.

The Legislature will patronise it under the form of grants, and there is no doubt that this, with the yearly contributions of teachers, will before long suffice for the wants of that class. The Hon. Mr. Chauveau had tried years ago to have such a system adopted for the Province of Quebec, but it has not worked as satisfactorily as it might have done on account of the want of cooperation on the part of teachers. Those who had paid were receiving some help.

Messrs. Jordan, F. Hicks, Duval, Rowell, and Cameron also freely discussed this question. A vote of thanks was tendered by the meeting to the lecturer for his interesting paper.

MAY 9, 1873.

Rev. Dr. Jenkins read an address before the Association on "Some of the indirect influences exerted by teachers in the school." The Colleges and Normal Schools were doing a great deal for education. There was a time when the Commissioners were obliged to employ inferior teachers for want of better ones. The calling of the teacher was second only to that of the minister. By indirect influence he meant that influence which a teacher exerts on the pupil apart from the direct duties of the class-room, namely, the force of example. The habits of punctuality, diligence, cleanliness, neatness, and taste in dress, respect for superiors, could all be instilled into the youthful mind more effectually and forcibly by example than by precept. The teacher should aim at combining all these in his own conduct. Deference to superiors should especially be cultivated amongst us, strangers in coming to America notice a great deficiency in this respect. The remarks made on that subject by the Governor-General were very much to the point, and should not be lost sight of by the teacher. Boldness was too often mistaken for independence, and a pert answer for something clever. Teachers working in the same school should agree, and should cultivate among themselves everything which helps to uphold the dignity of the Profession.

Dr.

1872.

*E. C. CRAIG, in Account with Teachers' Association,*

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1872.

May, To Balance.....	\$28 87	Sept. By Advertising (Dougall).....	\$15 38
" " Members' Fees.....	20 00	" " Printing, Nov. (Becket),.....	18 00
		" " " March ".....	4 00
		" " " June, (Dougall).....	8 00
		" Balance Cash.....	3 49
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