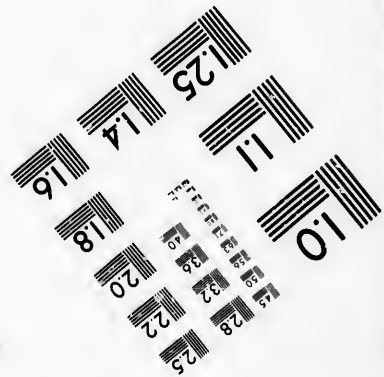
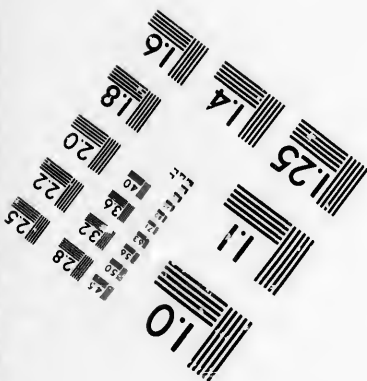
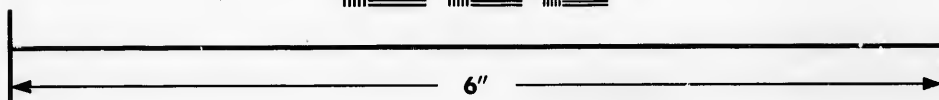
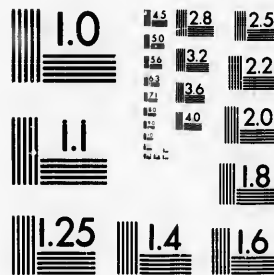


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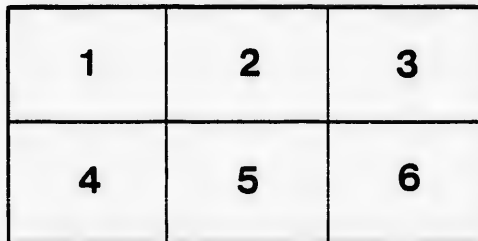
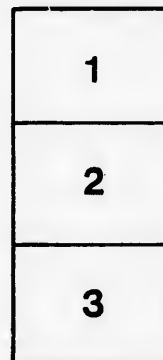
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PROVINCIAL ASSOCIATION  
OF  
PROTESTANT TEACHERS  
OF LOWER CANADA.

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LIST OF OFFICERS.

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**CONSTITUTION:**

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REPORT OF THE  
**FIRST ANNUAL CONVENTION,**

HELD

JUNE 3<sup>RD</sup> & 4<sup>TH</sup>, 1864.

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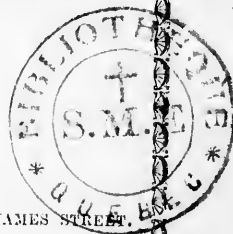
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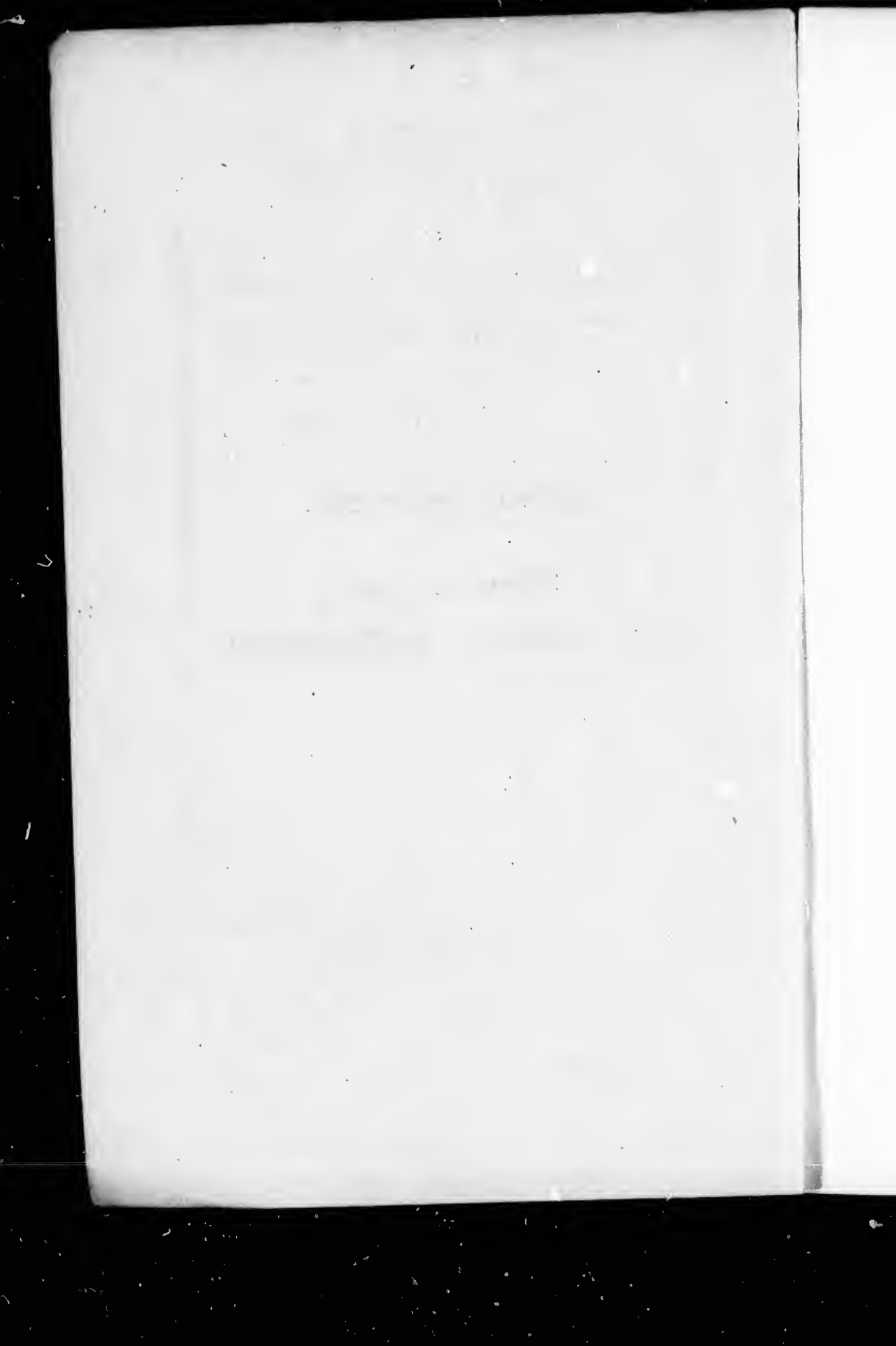
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1864.





PROVINCIAL ASSOCIATION  
OF  
PROTESTANT TEACHERS  
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1864.

## OFFICERS

FOR THE YEAR ENDING JUNE 1865

*President* :—REV. JASPER H. NICOLLS, D.D.

*Vice-Presidents* :—

The Presidents of the Local Associations, viz. :

\* *Bedford Association*, - R. W. LAING, ESQ.  
*Huntingdon* " - MR. WHYTE.  
*Lachute* " - MR. EMSLIE.  
*Montreal* " - J. W. DAWSON, LL.D., F.R.S., &c.  
*Quebec* " - REV. EDWIN HATCH, B.A.  
*St. Francis* " - REV. DR. NICOLLS.

*Secretary* :—S. P. ROBINS, B.A.

*Treasurer* :—JAS. MCGREGOR, B.A.

### CENTRAL EXECUTIVE COMMITTEE.

1st. The foregoing officers.

2nd. The Council of the Teachers' Association in connection with the McGill Normal School, viz. :—Prof. Hicks; H. A. Howe, M.A.; T. A. Gibson, M.A.; Mrs. Simpson; Mrs. Lay; Miss Lyman; P. J. Darcy, M.A.; Mr. Arnold; Mr. Warren.

3rd. The Secretaries of the Local Associations.

*Bedford Association*, - - -  
*Huntingdon* " - - -  
*Lachute* " - - -  
*Montreal* " - - - MR. A. C. WILLIAMSON.  
*Quebec* " - - -  
*St. Francis* " - - - W. E. JONES, A.M.

\* The Associations are always named in alphabetical order.



CONSTITUTION  
OF THE  
**Provincial Association of Protestant Teachers**  
OF LOWER CANADA.

---

PREAMBLE.

The object of this Association shall be to advance the educational welfare of the country, and to enhance and elevate the status of the Teacher.

MEMBERSHIP.

The Provincial Association shall consist of the members of all Local Associations of Protestant Teachers in Lower Canada. Teachers resident in localities not within the district of any local Association, may be elected members of the Provincial Association, on conditions to be determined by Bye-Laws.

The Superintendent of Education, members of the Council of Public Instruction, Inspectors of Schools, and members of Protestant Boards of Examiners, shall be, *ex officio*, honorary members of the Provincial Association.

ANNUAL CONVENTION.

A convention of the Provincial Association shall be held annually at such time and place as may have been determined at a previous convention.

OFFICERS.

The Officers of the Provincial Association shall be a President, Vice-Presidents, a Secretary, and a Treasurer.

The President, the Secretary, and the Treasurer shall be appointed at the Annual Convention, and shall hold office until their successors are appointed.

Presidents of all Local Associations shall be, *ex officio*, Vice-Presidents of the Provincial Association.

## CENTRAL EXECUTIVE COMMITTEE.

The Council of the Teachers' Association in connection with the McGill Normal School, with the President and Secretary of each of the other Local Associations shall be the Central Executive Committee of the Provincial Association. The President, Vice-Presidents, and Secretary of the Provincial Association shall hold the same offices in the Central Executive Committee.

It shall be the duty of the Central Executive Committee to manage the affairs of the Provincial Association under Bye-Laws to be hereafter enacted.

## ARRANGEMENTS FOR MEETINGS.

The Local Association of the place fixed upon for the Annual Convention, shall make all necessary arrangements for the Meeting, with the aid of such Local Committee as may have been appointed at the preceding convention.

The programme of proceedings for the Convention shall be prepared by the Local Association and Committee, and submitted to the Central Executive Committee for approval or amendment.

Should a meeting be appointed for a place not in the district of any Association, a Local Committee shall be appointed to make the necessary preparations for it, under the direction of the Executive Committee.

It shall be the duty of the Local Association, or Committee, of the place where the Convention is to be held, by subscription, sale of tickets, or otherwise, to provide funds to defray the expenses of the same; any surplus to be disposed of by vote of the Convention.

Protestant ministers of religion, resident in localities where the Convention is held, and such other persons as may be elected by the Convention, shall be admitted associates of the Provincial Association during such convention.

## REPORT.

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Towards the close of May, 1863, the Teachers' Association in connection with the McGill Normal School, desirous of cultivating friendly relations with educationists in other parts of the Province, and of taking steps toward a union of the different associations of teachers in some central organization, invited many teachers to meet them at a Convention that assembled in the Hall of the McGill Normal School, Montreal, on the 29th and 30th of that month.

At this meeting the Hon. Mr. Chauveau, Superintendent of Education, Dr. Dawson, Principal of McGill University, and several other influential gentlemen strenuously urged the importance of a comprehensive union of teachers, and the meeting itself was so far successful as a pleasing and instructive gathering, that the wish was very generally expressed that such meetings should be held at stated periods, and thus that teachers should have opportunity of conference and consultation with each other. It was accordingly moved by Prof. Robins, of the Normal School, seconded by Rev. Dr. Nicolls, Principal of Bishop's College, Lennoxville, and unanimously resolved:—

“That the Secretary of this Association, under the direction of its Council, put himself in communication with the Bedford and St. Francis Associations, through their Presidents, and ask for suggestions on the subject of the formation of a Central Teachers' Association for the Protestant Teachers of Lower Canada, of which existing local associations shall be branches, and which shall aim at the establishment of Branch Associations throughout the country; and that he report on the same at the ordinary meeting of this Association in October next.”

In pursuance of this resolution, the negotiations referred to were opened, and the Bedford and St. Francis Associations, which were, as far as we are aware, the only then-existent Associations of Protestant Teachers in Lower Canada, were invited to send delegates to Montreal to confer with the Council of the Protestant Association of this city. But one delegate, however, Mr. Laing, of the Waterloo Academy, representing the Bedford Association, came to the conference, which was held on the 10th of October, 1863, the St. Francis Association having no representation. At this conference the subjoined draft of Constitution for a Provincial Association was adopted.

PROPOSED CONSTITUTION OF PROVINCIAL ASSOCIATION  
OF PROTESTANT TEACHERS OF LOWER CANADA.

MEMBERSHIP.

The Provincial Association shall consist of the members of all Local Associations of Protestant Teachers in Lower Canada. Teachers resident in localities not within the district of any local Association, may be elected members of the Provincial Association, on conditions to be determined by Bye-Laws.

The Superintendent of Education, members of the Council of Public Instruction and Inspectors of Schools, shall be *ex officio*, honorary members of the Provincial Association.

ANNUAL CONVENTION.

A Convention of the Provincial Association shall be held annually, at such time and place as may have been determined at a previous Convention.

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The Officers of the Provincial Association shall be a President, Vice-Presidents, a Secretary, and a Treasurer.

The President, the Secretary, and the Treasurer shall be appointed at the Annual Convention, and shall hold office until their successors are appointed.

Presidents of all Local Associations shall be, *ex officio*, Vice-Presidents of the Provincial Association.

CENTRAL EXECUTIVE COMMITTEE.

The Council of the\* Local Association, with the President and Secretary of each of the other Local Associations shall be the Central Executive Committee of the Provincial Association. The President, Vice-Presidents, and Secretary of the Provincial Association shall hold the same offices in the Central Executive Committee.

It shall be the duty of this Committee to take charge of all business of the Provincial Association during the intervals between its Conventions, and if any public educational question be submitted to it through any of the Local Associations, it shall, if necessary, convene thereon a special meeting of the Provincial Association, or of its Officers with those of the several Local Associations.

ARRANGEMENTS FOR MEETINGS.

The Local Association of the place fixed upon for the Annual Convention, shall make all necessary arrangements for the meeting, with the aid of such Local Committee as may have been appointed at the preceding Convention.

The programme of proceedings for the Convention shall be prepared by the Local Association and Committee, and submitted to the Central Executive Committee for approval or amendment.

Should a meeting be appointed for a place not in the district of any Association, a Local Committee shall be appointed to make the necessary preparations for it, under the direction of the Executive Committee.

It shall be the duty of the Local Association, or Committee, of the place where the Convention is to be held, by subscription, sale of tickets,

\*To be filled up at the first Annual Convention of the Association.

or otherwise, to provide funds to defray the expenses of the same; any surplus to be disposed of by vote of the Convention.

Protestant ministers of religion, resident in localities where the Convention is held, and such other persons as may be elected by the Convention, shall be admitted associates of the Provincial Association during such Convention

It was also determined that this draft should be further submitted to consideration at the next meeting of the Bedford Association, in the ensuing February, and that a delegation should be sent from Montreal to that meeting, in the hope that a delegation would also be sent by the St. Francis Association. At the appointed time, however, a severe snow-storm intervened, and the delegation from Montreal arrived only to find that the Association had been prevented from meeting; but at an informal conference held that evening, between Mr. Laing, as representing the Bedford Association, Prof. Robins, as representing the Montreal Association, and Mr. Marsh, of the St. Francis Association, but who claimed no representative powers, it was agreed that a convention of teachers should be summoned to meet in Montreal in the first week of June, 1864, to reconsider the Draft of Constitution, and if possible inaugurate the Provincial Association.

Accordingly, in response to a circular issued and widely distributed by the Council of the Montreal Association, a number of gentlemen and ladies connected with, and interested in education, assembled in Montreal on Friday and Saturday, the 3rd and 4th of June, 1864.

The proceedings of the Convention were opened by a preliminary meeting on Friday evening, intended rather to welcome the guests of the Association, than to formally enter upon the discussion of the business of the Convention. This meeting, to which the public had been invited by advertisement, was addressed by Dr. Dawson, F.R.S., &c., Principal of McGill University, as President of the Convention, by Mr. Laing, President of the Bedford Association, by Mr. Hubbard, School Inspector, on behalf of the St. Francis Association, and by Prof. Robins, on behalf of the Association in connection with the McGill Normal School.

After singing and prayer, the President said:—

We open this, the second Convention of Teachers in connection with this Association, under favourable auspices. We have not only a

large attendance of teachers and friends of education from Montreal, but representatives of the other Associations in Lower Canada, so that we may hope to inaugurate on this occasion a **PROVINCIAL ASSOCIATION OF TEACHERS**, in which this and the other Associations shall be united, on equal terms, and shall hold still larger and more successful conventions in succession, in all the more important places in Lower Canada. Should it be so, this meeting will be an important one in the history of education in Lower Canada,—a meeting to be looked back upon with interest and respect by our successors, in times when we hope the education of this country will have attained a far higher position than that which it now occupies. That we may make this meeting worthy of the high objects we have in view, it becomes us to withdraw our minds as far as possible from our own little special spheres, and to consider ourselves members of a general educational body, all whose parts work together for a great common end, one of the greatest which it is given to man to promote. Let us leave behind us all our little personal interests, jealousies, and grievances, as unworthy of the occasion, and let us regard ourselves as educational missionaries, bound to endure hardness, if need be, in furtherance of the great work of education. Let us bear in mind also, that our function is not so much negative as positive; that we are called on not so much to fight against the evils that affect education, however much these may annoy and injure us, as to prepare for a better future, by sowing the seeds of good that shall in time counteract the evil. This is a somewhat obscure and quiet work, when compared with the labours of the soldier, or of the political reformer; but it is a work that more effectually and thoroughly moulds the form and destinies of society. Let us then meet here in a spirit of love to one another, and to all mankind, in a spirit of humble dependence on God's blessing, in a spirit of large and liberal self-sacrifice on behalf of this great work of education, and let us consider not so much the petty difficulties which beset us, as the space for exertion that lies above them.

Mr. Laing announced as the subject of his address, some of the more common errors of our system of school education :—

First referring to those of the teacher, he said:—His errors and shortcomings are more fundamental, more direct and active in their pernicious effects than all other evils combined. Too many teachers follow teaching as a means of gaining a livelihood merely, and feeling no abiding interest in their work neither estimate aright its responsibility, nor prepare themselves properly to discharge its duties. Public opinion sets great value on intellectual culture, but goodness of heart and faithfulness to principle receive but few favours and little attention. Great men are too frequently only intellectually great. Hence too many young men, dazzled by the prizes of the world, spend all their strength in efforts to attain them, and but few are willing to brave that public opinion, by which such as are true to principle and spend their lives in doing disinterested good, are consigned to comparative obscurity. So schools of every grade shape themselves to secure popular favour, and it cannot be doubted that the principal strength of our institutions of learning, is, and has been, devoted to the education of the intellect, and that, in consequence, the standard of public morals is low. A true education is one that develops, jointly and harmoniously, all the faculties of our complex being, and that not merely opens the mind to the full light of intellectual truth, but lets in upon the soul the more than noonday radiance of those higher and holier truths that "make us wise unto salvation."

A common error on the part of teachers, is a want of precision and

distinctness of ideas. To remedy this, the teacher should make large use of globes, maps, models, pictures and similar appliances.

Scholars are frequently permitted to pass too hastily from one subject to another, especially from lower to higher departments of the same branch of study. In guarding against this, the teacher will oft-times meet the direct opposition of parents, who judge the superstructure by its outward show and great height, rather than by its solidity and just proportions.

Teachers are at times criminally heedless in over-exercising the faculties of children. Children of very different ages are classed together and each expected to do the same amount of work. Little children are required to spend too much time in the school-room. When the attention of the scholar, instead of being voluntary and intelligent, becomes forced, when he is really mentally tired, the play-ground is the place for him. But when the little pupil passes but one hour of the day in study, and four or five hours in balancing upon a narrow board with legs dangling in air, is it strange that he sometimes cries and "does not want to go"? At whatever time the tasks of the day are finished, it is time that the pupils should go home.

Another point to be considered, is the often faulty discipline of schools. Teachers not infrequently lay down, as the basis of discipline, a code of rules, which must either be rigidly enforced with not seldom gross injustice to no inconsiderable portion of the school, modified subsequently and thus diminishing the respect of the scholar for those modified, or entirely abandoned, to the humiliation of the teacher. Such a course, too, by subordinating questions of right and wrong to merely human authority, is apt to confuse the moral perceptions of the scholars.

Another fault partly chargeable upon teachers is want of attention to such more simple studies as Reading and Spelling. If not well acquainted with these matters no higher attainments will entitle the pupil to be called a good scholar.

He further proceeded to note a few errors on the part of the parents. Parents pay too little regard to education as a distinct process, sending a son to the school not to fit him the better for all the varied duties of life, by the farther development of his intellectual and moral nature, but to fit him for some particular business or profession. They ignore the fact that the more thoroughly one is educated the better he is fitted for *any* station, and suppose that instruction in any particular vocation can be superinduced upon a very slight amount of general culture.

The character of our schools as affected by the low wages paid the teacher is mainly to be attributed to the parent. It is idle to suppose that really efficient teachers can be obtained at a less rate than they can earn in other employments. Good work in any trade must be well paid for; pay a good teacher what his work is worth and you yourself will be interested in seeing that his work is well done. Many parents who are up with the times in adopting all striking improvements in agriculture and mechanics, will still send their children to school with the outfit of books of a quarter of a century ago, and yet find fault if their children do not make equal progress with the best.

At the same time that parents never fail to complain of any lack of progress on the part of their children, they have too little real interest in the character of the school. They know too little of the teacher, of what he is doing and of his mode of work. In many cases they confide to the care of a stranger, the minds and souls of their children to be

moulded and trained by him in a way that they know not. Of what more unwarrantable and criminal indifference can we conceive?

In conclusion, we must notice one deficiency on the part of our school law, and that is, that the necessary qualifications of teachers are rated too low. The law requires for elementary diplomas no more than every scholar of sixteen years of age ought to know. The teacher should know much more than he is expected to teach, otherwise his work will be a dry monotonous routine, equally uninteresting and distasteful to himself and his pupils. He must know the relations, and appreciate the mutual dependencies not only of those studies that naturally succeed each other, but of those that are auxiliary to each other. He must have a large fund of illustration to draw upon. Historical and scientific facts, biographical incidents, items of travel and adventure must all be gathered into his garner and all will be needed sooner or later. Not only his pupils but his patrons expect that he should know much that they do not, and a discovery of his ignorance in a matter really non-essential to his vocation, not unfrequently leads to a distrust of his general fitness.

We affirm that as is the teacher so will be the school; we may with equal truth affirm, that as is the teacher so will be the people. The moral and religious education of the youth demands the most serious and earnest consideration of all reflecting minds. The stability of a government rests upon the virtue of the people. Intelligence without moral principle is not sufficient for its preservation. That may build cities; may dot the country over with cultivated farms and pleasant villages; may bind its different parts together by chains of railroad, or spread telegraph wires over it like a great net-work; may erect colleges and schools; may establish armies and build navies, but without virtue there is no sure basis, and the whole superstructure must eventually fall. It is not the Legislature that frames the laws, nor the Executive that administers them that controls the destinies of a country—it is a power further back and greater; a power that makes rulers what they are—the educators of their youth. If we would have our country in its manhood, that for which we hope and pray, let us see that the sources of its youth are pure and healthy. The children of the present are to be the men of the future. They are in our hands, and the responsibility is ours; as we mould and fashion them will be the Canada of an after age. Let us then in the fear of God, as we love our country, as we hold its welfare and honour dear, train up its youth, physically, mentally and morally, to the full stature of perfect manhood.

The meeting was then addressed by Mr. Hubbard, who was unexpectedly called upon in the absence of Dr. Nicolls:—

He said: While we admit the difficulties referred to by the last speaker, these should not be sources of discouragement to the teacher, but so many incentives to a more earnest and faithful discharge of his own duties. The teacher's responsibility is not, in any way, removed by the neglect or short comings of others, he should go straight forward, as directed by the chairman, in the faithful performance of his own labors, and endeavor in this way to interest parents in the work of education. In behalf of the St. Francis Association, he remarked that an Association of Teachers was organized in the District,—January, 1857— but was more fully organized as a District Association, in January, 1858, under the direction of the late Mr. Inspector Child; that since that time it has been in operation with a good degree of success and usefulness. It now represents nearly 300 Elementary Schools, 12 High Schools or Academies, and 3 Colleges. He spoke of the frequent changing of



teachers as a prevalent evil, two teachers or more being frequently employed in one school in the scholastic year. This had arisen, in part, from the somewhat peculiar circumstances of the people, but was no less an evil to be deprecated, and he hoped that it would at least gradually be remedied. He said, that they would hope for good from the formation of a Provincial Association, and would, as he trusted, be found cordial in the effort.

Prof. Robins being then called upon by the chairman said :—

That he had much pleasure in welcoming to this city the friends of this movement from abroad. The Association which they hoped to establish, was a means to the accomplishment of a great end, the advancement of the educational interests of the Province. It aimed to do this, by affording opportunity for teachers to aid each other, by mutual encouragement and support, and by bringing together all educationists and educational functionaries of every grade, for mutual consultation. The teacher who grew discouraged in his solitary and ill-remunerated labours, would, by such meetings as this, be cheered and strengthened, and thus, too, would a desirable mutual understanding between the framers and administrators of educational law on the one hand, and the teachers on the other, be effectually secured. He felt grateful that so lively an interest was taken in the contemplated organization, by men, who in their capacity of heads and Professors of Colleges, represented the highest grades of education, and indeed was confident that this matter deserved the attention of all teachers, as upon the common school was built up the whole educational superstructure. He rejoiced that so much cordiality of feeling subsisted between the teachers of public and private schools in Montreal, and trusted that no petty jealousies of what others were doing would supervene to mar the work so auspiciously begun. Those, to whom the President had referred, whose instincts led them to destroy rather than build up, were reminded that their affinities were with the brute and insensate forces of the universe, or with the lower forms of animal life, while the true distinction of a man was that he was emphatically in this world a maker, and so was a dim reflection of God the Creator. Much labour and thought had been expended on this organization, and he doubted not of its triumphant success.

The proceedings of the evening were enlivened by singing, under the direction of Mr. Fowler, and by reading, by Mr. Andrew.

The meeting was resumed at nine o'clock on the following morning, when Dr. Dawson took the Chair, and called on the representatives of the various local associations to report themselves, when there were found present of the

**BEDFORD ASSOCIATION**,—Mr. Laing, of the Waterloo Academy, President, and Mr. Marsh of the Granby Academy.

**HUNTINGDON AND LACHUTE ASSOCIATIONS**,—Mr. Bruce, School Inspector.

**MONTREAL ASSOCIATION**,—Dr. Dawson, F.R.S., F.G.S., &c., President; Prof. Hicks, H. A. Howe, M.A., T. J. Gibson,

M. A., S. P. Robins, B. A., Vice-Presidents; Mr. Williamson, Secretary; Jas. McGregor, B. A., Treasurer; Mrs. Simpson, Mrs. Lay, Miss Lyman, P. J. Darcy, M. A., Mr. Andrew, Mr. Warren, Members of Council; Rev. Canon Leach, LL.D., Honorary Member, and many ordinary members.

QUEBEC ASSOCIATION.—Mr. Wilkie.

ST. FRANCIS ASSOCIATION.—Rev. J. H. Nicolls, D.D., President; J. H. Graham, M.A., H. Hubbard, M.A., School Inspector.

Mr. Bruce then addressed the Convention on the advantages of union among Teachers.

One great hindrance, he said, to the advancement of Education in Canada East, is the isolation of our teachers. Each stands alone and works alone in his weakness. The counsel of his fellow-teacher he has not. Of the experience and professional skill of others he knows nothing. In school and out of school, he has difficulties to contend with, but he has no place in the bosom of a brotherhood, whose feelings will be all on his side, and whose influence and backing might be to him a host. All this and more is true respecting educators without a unity of brotherhood; and one of the best ways to promote their own improvement, to elevate the character of their profession, to contend with most probability of success with the difficulties and hardships and many perplexities that encompass their profession is, in my opinion, by unions or associations. United, their common interests and duties and vocations can be made more and more confidentially, subjects of consideration. But let us direct attention more specially to a few of the advantages of educational unions.

1st. They tend to diligence in the teacher's calling; for, frequently associating with his fellows, the teacher comes to know, not from the tongue of the defamer, but from his own confidants, engaged in the same field of labour, and equally jealous of the honour of their profession, the advantages and good results of a well regulated, steady diligence.

2nd. Union among teachers is very favourable to emulation. In no state or position is the principle of emulation more potent than where we are excited to cope with each other in parallel paths, where all have the same end in view, and the same honor at stake. Can the efforts of the educator in the development and training of the youth committed to him and fitting them to become valuable members of society, be better or more advantageously strengthened, and himself more encouragingly stimulated in the discharge of duty than by a union with his fellow-teachers? "I speak as unto wise men, judge ye."

3rd. Self-culture is greatly benefited by Association. And who more needs self-culture than the teacher? To educate a child perfectly demands profounder thought, greater wisdom, more knowledge of the developing mind, and a deeper insight into the working of its powers than to govern a state; and that for this reason, that the interests of the latter, and its wants are more superficial, coarser and more obvious than the spiritual capacities, the growth of thought and feeling, and the subtle laws of the mind, which must less or more be studied and comprehended before the work of education can be thoroughly performed. And does not all this suppose much study, much reading and research, and a vast deal of self-culture? And to fit ourselves more and more for

our work must not a brotherly union with others, equally emulous with ourselves to possess higher qualifications, offer many advantages? Let but teacher meet teacher thirsting for excellence in his vocation, and most assuredly it will become, to both, a meeting of profit. Where there is a free and open, and unrestrained interchange of thought, the knowledge, and experience, and professional skill of each flow out to become the common stock of all.

4th. Again, union among teachers gives them a new, elevated, and more advantageous position. United, they can secure and maintain a more commanding position in society, vindicate their rights, and resist encroachments with superior influence.

5th. Another advantage of union among teachers is that in a united capacity, they are better able to resist opposition and remove hindrances in carrying out improvements in conducting schools and in teaching. *Alone and singly* educators have done wonders in improving our race, advancing civilization, giving an onward impulse to society, preparing the human mind for pushing on in making improvements in arts and sciences and best of all, giving men's minds a godly mould and cast, preparing them for their eternal onward progression. But *unitedly* I am satisfied they might have done more, much more. None needs more a well supported, well united agency than the educator. His work lies at the very root of improvement; but in carrying it on he has to contend with opponents and opposing causes. And just for want of the support and backing of the enlightened and philanthropic, how often has he to succumb to the difficulties of his task? But in unity with his fellow labourers, and supported by the true friends of educational progress, he has his phalanx within which, and under whose joined shields he can safely face and fight the enemy.

6th. One other advantage deserves notice. The teacher like others has his failings, his teaching infirmities, his many weak points. His professional skill may be very limited or defective—unsound in some points, behind the age in others, unfavourable to mental development in points not a few, but where may these and other defects be brought up and dealt with without fear or hesitancy, so well as in conclave with his teaching-brothers, who cannot but have fellow-feeling with him in his wants and difficulties, and in every weak point in his system that may need correction, or be an hindrance to his success.

Speaking generally of the subject of professional organization, let us enquire further how the work of education calls for the organized co-operation of those engaged in it. Is there not in this single idea that the educator labours to stem and if possible dry up the pestiferous and azotic stream of ignorance and vice which bears man downwards, and turn upon its course a healthful life-giving current, something that should deepen the high moral importance of your labours, something that calls to unity of effort in this paramount work. The benefits of being so associated are indeed too apparent to need enumeration; for as on the dark so on the bright side of kindred feeling. If we share in sympathy the wants and trials and perplexities of each other, so too do the comfort and success of each add to the satisfaction of all, and the support received, individual or public, and the hearty co-operation and support of parents and others become a kind of common stock, serving to strengthen, stimulate, and cheer on the whole brotherhood in their common cause.

But what think you of that further advantage of a union of brotherhood, *congenial sociality*? Coming together occasionally to exchange thought free of the forms of etiquette, must give rise to an impulse of spontaneous kindness, and earnest sincerity which cannot fail to exhilarate the mind and for a time relieve it from the cares and ennui of office.

After describing at some length the efforts made in other countries to establish and maintain such societies, he proceeded to say :—

What better helping agencies can we have than those composed of men who daily stand at and work the helm of education, banded together for still higher efforts? Others may help by their means, or encourage by their influence. But the teacher acts. Others may recommend. But the teacher works. Friends may do much to cheer on. But the teacher buckles himself to steady continuous labour. Governments are doing much to help the advancement of education, and to encompass it with proper guards. But the teacher is the man who works the machinery. We need help, the help of unity—the help of friends—the help of enlightened and progress-working men. But in seeking help, the first move must be with ourselves. And a first move has been made, and in the right quarter, but unless seconded, how shall it accomplish its object, the formation of a Provincial Association of Teachers. We do hope—and earnestly—that the efforts made for this object by the Association of the Protestant Teachers of Montreal, will be successful, and that this may form a distinguished epoch in the history of education, in Canada East.

The proposed Constitution was then submitted for discussion. It being decided to take up the clauses *seriatim*; it was moved by the Rev. Dr. Nicolls; seconded by Mr. Laing; and resolved :—

That the articles referring to membership, be adopted with the addition of the words “and members of Protestant Boards of Examiners,” after the word “Schools.”

Moved by Mr. Laing; seconded by Mr. Hubbard; and resolved :—

That the article headed “Annual Convention” be adopted.

Mr. Reid, who had been engaged in the preparation of a preamble, here moved; seconded by Prof. Robins; and carried :—

That the words which follow, be inserted as a preamble to the Constitution :—“The object of this Association shall be to advance the educational welfare of the country, and to enhance and elevate the status of teachers.”

Moved by Mr. Wilkie; seconded by Mr. Gibson; and resolved :—

That the articles headed “Officers” be adopted.

On the succeeding clauses headed “Central Executive Committee,” some discussion took place as to the manner in which the blank was to be filled. At length it was moved by Dr. Leach; seconded by Mr. Reid; and resolved :—

That the blank in the first clause be filled up by the insertion of the words “The Teachers’ Association, in connection with the McGill Normal School,” and that the second clause be omitted.

Moved by Prof. Howe; seconded by Mr. Gibson; and resolved:—

That the words "It shall be the duty of the Central Executive Committee, to manage the affairs of the Provincial Association under Bye-Laws, to be hereafter enacted," be inserted instead of the omitted second clause.

Moved by Mr. Hubbard; seconded by Mr. Wilkie; and resolved:—

That the clauses headed "Arrangements for Meetings" be adopted as printed.

The time allotted for recess having now arrived, it was announced to the regret of the Association, that an "Object Lesson" to have been given by Mr. McGregor was withdrawn for lack of time. Before separating, however, the three Presidents of Associations present were requested to act as a committee for preparing the business of the afternoon session. After an intermission of fifteen minutes pleasantly spent in general conversation, in examining the philosophical apparatus exhibited by Mr. Hearn, Optician, and the school books and maps submitted by Mr. Miller, and Mr. Campbell, or in witnessing the creditable military drill of the boys of the McGill Model School, the Convention again resumed its session.

In the absence of Mr. Bruce, who had intended to submit the next motion, it was moved by Prof. Robins, seconded by Mr. Laing, and resolved:—

That on the basis of the constitution now adopted we form ourselves into the Provincial Association of Protestant Teachers of Lower Canada.

Moved by Prof. Robins; seconded by Mr. Marsh; and resolved:—

That the next Annual Convention be held in the first week of June, 1865, at such place within the limits of the St. Francis district, as may be determined by the Local Association of that district.

Moved by Mr. Laing, seconded by Mr. Hubbard, and resolved:—

That the following gentlemen be the officers of the Provincial Association for the year ensuing.

REV. DR. NICOLLS,	President.
PROF. ROBINS,	Secretary.
MR. MCGREGOR,	Treasurer.

Moved by Principal Graham; seconded by Mr. Gibson; and resolved:—

That the Executive Committee be requested to prepare a Draft of Bye-Laws to be submitted to the next Annual Convention.

At the request of the Chairman, Principal Graham read a paper, entitled "Some conditions of success in School Teaching." He said:—

———"Let no unskilful hand attempt  
 "To play the harp, whose tones, whose living tones,  
 "Are left forever in the strings."

To attain eminent success, the teacher must be thoroughly imbued with the spirit of his work; must realise somewhat the responsibilities of his calling; must well understand the branches to be taught; must refresh his own mind by daily reviews and original investigations, and must possess the power of making his pupils, to some extent at least original thinkers and investigators also;—he must moreover, be apt to teach, practising the best known methods of instruction; he should be familiarly acquainted with the powers and capacities of both body and mind, and the laws which govern their development, growth, and decay; he should have an extensive knowledge of human nature and individual character, that he may suitably adapt instruction and discipline to each; he should have a strong love for children and youth, and an anxious solicitude for their highest good; he must have the power of arousing dormant minds to action and directing them aright when once awakened; he must be able carefully to curb and restrain the already too fast, and bring forward from the rear those who lag behind, and he must, if possible, cause all to become conscious of their own powers and to rely chiefly on their own efforts for advancement.

He must, moreover, be apt to govern as well as apt to teach,—to govern himself and to govern others. A person without self-control, cannot successfully control others, but he who can govern himself, is fit not only to govern a school aright, but is likely to be a fit person "to govern the world." But schools, like the world, are often governed too much: yet without government, a school is comparatively worthless, and many of our teachers seem to fail in this important part of their duty. A common remark is—our teachers *know* enough, but they cannot govern.

"*Poe'a nascitur, non fit.*" is not more true of the Poet than of the Teacher; but nature, so called, in this case, as in most others, can be improved by cultivation; hence the teacher must needs be taught, not only how to teach but how to govern.

Government involves, among others, two leading ideas—that of influence and that of authority. That government is best in which influence direct and indirect, greatly preponderates, with as little as possible of direct authority; yet authority is sometimes necessary, both as a *first* and *last* resort; and he who can most effectively use it as a *first* resort, in the extremely few cases in which it is necessary, will be found to be the most successful in its application.

But influence is the great reliance of all those who govern effectually without seeming to govern at all. This may be exerted in a thousand ways; by every look, word and action; by all his intercourse with pupils, parents, and others. He must bear in mind that government is an *end* to be sought, not a *means* to be used in accomplishing an end; hence he must so provide his pupils with as much work as they ought to do that they will have little time to attend to anything else but their duty; he must, if at all possible, get their minds occupied on what is good, so that there may be few opportunities to attend to what is wrong; he must so classify and arrange the studies and recitations as to produce the greatest good and the best possible effect. If the teacher fails here, he fails everywhere, so that he ought to bend all his energies to awaken such an interest in study and improvement as to overcome, as far as

practicable, all tendencies and influences from within and without in an opposite direction.

In short, the teacher must be what he wishes his pupils to be. If he wishes them to be interested, he must be; if he wants them to be studious, doing their work thoroughly and well, he must do the same; if to be quiet and orderly, he must be so himself; if to be punctual in attendance and constant in application, let him set them an undeviating example; require only what is right—endeavour to obey his law himself and have each pupil do the same.

The teacher should be a school missionary.—He must visit the parents at their homes; talk with them about education, and but little else, especially the education of *their* children, giving to each all the credit which he can conscientiously, and show to these parents both by his words and actions, that he has a deep interest in the educational advancement of their children; and there is scarcely a parent in the country who would not co-operate with such a teacher to the utmost of his ability.

Tell me not that parents have little or no interest in their children, in whom are centered nearly all their earthly hopes; they often live for them alone; and the teacher who has not a realizing sense of this has yet to learn the "royal road" to eminent success in his profession. It is not because parents do not have an abiding interest in their offspring that they do not co-operate more heartily with the teacher, but because, in the most cases, their interest needs direction and guidance. Let teachers but awaken and guide this parental solicitude, and a permanent revival of deep-toned interest in school improvement will be enjoyed.

To perform these and other duties successfully the teacher must have his being, as it were, in educational advancement. He must give himself a *living* sacrifice, wholly devoted to his work, endeavouring faithfully to perform his part of the duty involved in the command given by the wisest of men. "TRAIN UP a child in the way he should go," which is not only the most truly exhaustive definition of the aims and objects of education ever penned, but it is the great precept that ought ever to be implicitly obeyed in the physical, intellectual and religious training of the young.

But says the almost disheartened teacher,—Who is sufficient for these things? The inspired words of an apostle are at hand. "I can do all things through Christ who strengtheneth me."

Mr. Marsh then rose and spoke to the following effect:—

Among the most important matters connected with education is the relation which the school bears to the church. It is not merely that *the school* should understand its true position as an aid to the Church, and that its end should not be limited by the requirements of intellectual culture, but at the present day it is even more important that *the Church* should also understand that it has a duty and a responsibility toward the school. The world has in these days a distinct appreciation of the value of learning, and if the education of the present and succeeding generations is to be a Christian education, it behooves those who are interested in its being such, to look well to the interests of the schools. The point to which I desire especially to draw attention, is the importance of directing the thoughts of intelligent and religious youth to the profession of teaching, and instilling into their minds a respect and love for it, so that we may no longer be pained by seeing the great lack of religious teachers, and the great proportion of promising young men, who enter the professions of Law and of Medicine. I do not mean to say that I think it desirable that teachers should generally be clergymen, much less that they should

teach any particular doctrine or the creed of any particular denomination; but that many more should enter on the profession as a part of the work appointed to be done by the Church universal, and to enter upon it heartily because it is such. I think that Clergymen might do much by their influence and advice, to promote this object, and that it is an object worthy the effort of all who desire the progress of true piety and religion in the world.

Mr. Wilkie proceeded to detail the mode in which the boys of the High School of Quebec were brought under religious and moral influences. After some further conversation Prof. Darcy gave a specimen lesson in French, to a class of boys from the High School, illustrating in particular the pronunciation of the alphabet. The time being so far advanced as to preclude any discussion of the lesson, a vote of thanks to him was passed, and Mr. Wilkie on the part of the delegates expressed his thanks to the members of the Montreal Association for the kindness shown them.

Dr. Dawson then closed the business of the meeting by a short address, in which he congratulated the members of the Convention on the successful result of their labours, and enforced the responsibility resting upon all to uphold the constitution that had been adopted, and to make whatever sacrifices might be necessary to promote the success of the next Annual Convention.

The Convention then adjourned to the play-ground of the High School, witnessed with much pleasure the parade of the High School Drill Association, and visited the Gymnasium connected with the same institution.

The business of the day was happily terminated by a conversation at Mrs. Simpson's, where the members of the Convention, Montreal Teachers generally, and many of the Protestant Clergy of the City were hospitably and pleasantly entertained by their kind hostess.

Montreal, July, 1864.



