

ing of the sense of hearing as a means of culture. Very few could repeat a sentence even after having heard it perhaps more than once, and, consequently, the evidence of different persons as to what had been said in their presence, was almost always very different. He had tried to teach habits of listening by making individual members of a class repeat sentences read in their hearing.—In this way great attention and interest were secured, for as none knew who would be called upon to repeat a sentence read, or what sentence would be selected, all soon learned to pay the utmost attention to all that was going on. He had tried this simple plan not only in school but in Bible-classes, and at family worship, for sixteen years, and found it the best cure for listlessness, inattention, and inaccuracy, besides being a most valuable branch of education. He had recommended it to others who also found it to work well, and he now recommended it cordially to the Convention. Another point to which he desired to call their attention was the too general substitution of oral for written recitations. "Writing makes the exact man," and it had been well said there is no better thing to throw out light than a blackboard. The pupil in beginning to learn the alphabet should step up to the blackboard and form the letter as well as he can, and in the same way he should write everything he learns all through the last. In spelling particularly, oral lessons were not nearly so advantageous as writing, and here he might ask, why should spelling be taught from a spelling book? why should it be separated from reading and writing? The child should spell every word he reads or writes; but long columns of words without any connection were tedious, and far too much time was occupied with them. Let pupils copy compositions, making every letter, word, and stop as perfect as possible; and they would learn writing, spelling, and punctuation better than they could be learned separately. Whatever was learned by heart also should be exact. Let the exercise be brief, but insist upon perfect exactitude. These suggestions were alike important in teaching young children or more advanced students.

Prof. Hicks thought conventions of this kind were very valuable both for trained and untrained teachers. They were common in Europe and he had derived much advantage from attending them in England. Their chief object was to discuss educational subjects, and young teachers as well as old should take part in them. Pupils in Normal Schools in Britain were encouraged and enabled to visit the schools in the neighborhood, and report what they had observed. Oral instruction he thought very valuable for bringing the teacher's mind in contact with the minds of the pupils, and it could be communicated to any number at once. The black-board, however, was not sufficiently used. The use of it was a study, and the more experienced a teacher became the more highly he would appreciate it. One thing that hindered the advancement of the profession of teaching very much was leaving it so soon. At the end of three years, instead of leaving the business, the teacher was only beginning to be useful. In the old countries, teachers continued for life in the profession, but they had fair salaries and a retiring allowance in old age. These conditions were also necessary here, and he thought teachers should unite together on some plan to make provision for sickness and old age, and then they could continue in the profession. Government would, he thought, aid them in this.

C. Dunkin, Esq., M. P. P., being called upon as a member of the Board of Public Instruction, said he thought order and discipline were most important in schools. Knowledge is power, but it is the power to do evil if not accompanied by the cultivation of the moral powers. He thought it a great mistake to call upon children to vote the rules of the school. These should emanate from authority, and children should be taught to obey them on that ground.

Mr. Dougall, being called upon by the President, gave a brief account of an American Educational Convention which he had recently attended, dwelling particularly upon some remarkable instances of the power of prayer to subdue rebellious spirits in schools. He added that he hoped this important meeting would give forth some clear deliverance as to what was the duty of Protestants in Lower Canada with respect to education at this crisis.

The interest of the meeting was greatly aided by several fine pieces admirably sung by a choir led by Professor Fowler

#### SECOND DAY.

Dr. Dawson, having arrived in town, took the chair, and apologize for his unavoidable absence the previous evening.

Prayer was offered by the Rev. Dr. Hamilton, and the election of officers for the year was proceeded with by ballot. This resulted in the following appointments:—President, Dr. Dawson, re-elected; Secretary, Professor Darey, instead of Professor Robins, resigned; Treasurer, Mr. McGregor, re-elected; Vice Presidents and committee

Dr. Hamilton then delivered, by request, a lecture upon "Gesture,"

with practical illustrations, for which he received the thanks of the meeting.

The committee appointed on the previous evening to present a report on the educational state of the Province, reported a series of resolutions, which after long discussion and considerable alteration and amendment, were adopted, first *seriatim*, and then, as a whole, as follows:—

1. *Resolved*,—That the present meeting of this Association, being the first opportunity of expressing our united views on a subject which is agitating this Province deeply, namely, the security which the Protestant minority in L. C. is to have for the vital interests of education under the approaching Confederation of the Provinces, we hereby express our deep regret that the guarantees promised to Protestants in this matter have not been included in the Provincial legislation preparatory to Confederation; and we hereby declare our conviction that nothing short of the embodiment of the following principles in the Imperial Statute of Confederation will secure the future peace and welfare of this Province.

2. *Resolved*,—That it is as objectionable to compel Protestants to pay for Roman Catholic schools as to pay for Roman Catholic churches; and, therefore, seeing that the majority of the schools in Lower Canada are denominational, the only just principle to apply to the education law is that which has always been applied to the tithe law, namely, that no Protestant shall be required to pay for the support of Roman Catholic Institutions.

3. *Resolved*,—That all direct taxes for the support of schools, paid by Protestants, unless otherwise designated by themselves, should be applied to Protestant or non-denominational education. And that all public monies given for the same purpose should be divided between Protestants and Roman Catholics in proportion to population.

4. *Resolved*,—That in addition to efforts made in this country to secure the object of the foregoing resolutions, we respectfully suggest to Protestants throughout Lower Canada to make known their views on the subject to the Imperial authorities; and that we, on behalf of this Association, appoint a committee to draw up a memorial based on the foregoing resolutions; copies of which to be forwarded through the appropriate channels to Her Gracious Majesty the Queen, the Imperial Parliament, and the Canadian Commissioners appointed to arrange the terms of Confederation.

5. *Resolved*,—That the President of the Association, with the present committee, and the Secretary elect, constitute a committee, to prepare the memorial referred to in the report, and submit it before distribution to the central Executive Committee.

Principal Dawson, in closing the Convention, said that, as he had been so unfortunate as to be absent at the session of yesterday, he would attempt no *résumé* of the proceedings. In relation to the principal discussion of to-day he would say, that though he had little confidence in any effectual interference of the Imperial Government in local educational matters, he did not despair of justice being secured to Protestants in Lower Canada. It should be remembered that the Education Bill introduced by the Government had been defeated by a combination of interests which could not readily occur in a separate Lower Canadian Legislature; that one member of the Ministry, Mr. Galt, had honorably redeemed his pledge by resigning his office; and that the Lower Canadian Premier had pledged himself that justice should be done. It should also be borne in mind that the greater number of our most important demands had the full concurrence of the Superintendent of Education, and were admitted on all hands to be fair and proper. Everything, however, depended on union, and mutual good understanding among Protestants themselves. If this can be maintained, along with the energetic prosecution of our claims, and if we continue to act well our parts in the spheres allotted to us, we have no reason to fear.—*Montreal Witness*.

#### Thirtieth Meeting of the Teachers' Association in Connection with Jacques Cartier Normal School.

(Held 31st August 1866.)

Present:—Hon. P. J. O. Chauveau, Superintendent of Education; Messrs. J. C. Brauneis and F. J. V. Regnaud, Professors in the Normal School; Inspectors Valade, Caron and Grondin; Messrs. J. E. Paradis, President; M. Emard, Vice-President; D. Boudrias, Treasurer; G. F. Dostaler, Librarian; U. E. Archambault and H. E. Martineau, Members of the Council of the Association; T. Armand, M. H. Dostaler, A. Fleury, J. Gariépy, J. E. Labonté, Z. O. H. Larmarclie, C. Lefebvre, S. A. Longtin, J. Lussier, G. Martin, J. Moller, O. Pelletier, P. Primeau, L. J. René, R. Lavigne, &c.

On motion of Mr. D. Boudrias, seconded by Mr. M. Emard, Mr. U. E. Archambault was elected Secretary *pro tempore*.

The minutes of last meeting having been read and adopted, Mr. J.