

AFTERNOON SESSION.

The chair was taken at 2.45. Beside the members of the convention, there were present as spectators, Hon. Mr. DeBoucherville, Premier of the Province and Minister of Education, (who was invited to a seat on the platform, Hon. J. Robertson, Provincial Treasurer and Dr. Giard Secretary of the Ministry of Public Instruction. The chairman stated that he had been asked to announce that the Laval University would be open to visitors from the Convention during its session in Quebec from ten to four each day. (Applause.) At this stage of the proceedings, the Lord Bishop of Quebec came in and took a seat upon the platform.

Principal Hicks of McGill Normal School, who stated that he himself was a trainer of teachers, and was anxious to see teachers offered such terms and such advantages as would induce them to remain in their profession. He eulogized the able paper of Mr. Butler, and stated that that gentlemen always gave good papers. He thought however that things were improving in this direction, and teachers' salaries he thought were improving also in every district. He had many letters and could not but notice how small were the salaries offered for Academy teachers. Still he had never seen so small a sum as \$20 offered for a teacher.

Mr. Inspector McLaughlin said we all ought to feel thankful to Mr. Butler for his able paper. He too believed that Academies were not training so many young people for college as they did a few years ago, though he did not wish to be understood as saying that they were not doing quite as useful a work. He spoke very highly of the Academies at Granby and Waterloo, which he said were doing as good work as they ever did. He knew some Academies however which only do model school work, while some of the model schools in his district do the work of Academies. He did not believe it could be said that Academies were not doing as good a work as formerly. In his district some difficulty was experienced in obtaining teachers from McGill for district schools, and they had to use teachers trained in the district.

Mr. Inspector Hubbard endorsed what had been said by his confrere of Bedford district and instanced the fair salaries paid to some Academy teachers in his district (Sherbrooke.) He suggested that instead of asking our legislative fathers to increase the grant for superior education, power be given to our local municipalities to levy sufficient to support high as well as common schools. He agreed with Mr. McLaughlin that small as the superior education fund grants were, they ought not to be removed. Regarding the provision in the regulation which provides that female candidates for Academy diplomas should not undergo examination in the classics, he stated that in some instances female teachers were not required to have a classical education since they were often engaged as assistants to the principals of Academies.

Revd. D. D. Nighswander asked for information relating to some private schools, which obtained government grants. The information was given by Mr. Hubbard.

Dr. Howe, of the High School, Montreal, thought much of the decline in the study of classics was due to the insufficient salaries paid to teachers, and also to the parents giving way to their children's desires. He instanced one boy of ten years who would not learn Latin at school, and the teacher was told by the parent that the child had chosen for himself a commercial education!

Principal Hicks knew that a good teacher could make a good school, but to do that it was necessary to pay a good salary.

Mr. Emberson said that as a rough rule you get the class of men proportionate to the salaries paid. It was at one time thought that in order to prevent men entering the church from monetary considerations, it would be well to reduce their salaries, but this was proved to be absurd. One of our teacher's chief difficulties lay in the opposition of the family, the ladies especially, to Latin and Greek. Euclid and Algebra escape the same virulent abuse, why, he did not know. He spoke of the Latin and Greek languages as the foundation of all our knowledge and believed that the study of them elevates the mind. He thought much of the opposition to the study of classics would be overcome, if this branch of a boy's education was deferred till his twelfth or thirteenth year. He knew that several boys educated in Montreal had learnt more in six months at that age than he had during six years, that is to say from the age of six to twelve.

Dr. Howe begged to differ from the views just expressed.

Revd. D. D. Nighswander thought the subject was perhaps discussed too much from a teacher's standpoint, and perhaps with teachers' prejudice, parents not being represented. He thought a boy's education depended much in the position a child was to take in the world. If they were to be commercially employed, they did not want to be crammed with the classics. We could not give children all the classics nor all the mathematics, but had to discriminate between what they should be taught. The speaker thought the number of Academies should be diminished. He also believed that the professions which required the study of classics were already over crowded, and believed the same in connection with the supply of teachers.

Mr. Walton thought the late discussion bore very much on his paper read last night. He modified his assertions of last evening somewhat.

Mr. Duval contended that neither ladies nor members of the clergy should be allowed to teach in Academies without passing the necessary examinations. He was in favor of children commencing their study of Latin at an early age for was not Latin the base of the English and French languages. He insisted that the same justice should be done Protestants as Catholics in this matter of compulsory examination.

Revd. Mr. Watson wished to put in a word for the ministers and the ladies. He felt that there was no disgrace in being coupled with the lady teachers. As regards ministers, in the large district of Bedford, there was but one clergyman teaching, and he was doing it because the High School had been closed for many years and he felt that for the sake of his own children he must do double work, and is now like a slave. If clergymen do work in schools for monetary matters the sooner they are starved out the better. If ladies could however teach a school better than a male teacher for less salary, he would be in favor of appointing them. So he could not but come to the conclusion that all the fuss about ministers and ladies teaching was a bugbear, and he hoped in future, that speakers would confine themselves to other matters.

Revd. D. D. Nighswander explained that there could be no objection to Ministers teaching, only on the principal that they should teach because they were clergymen.

Dr. Howe asked if Mr. Duval stated that French scholars from religious schools were not as well educated as Protestant children.

M. Duval repeated what he had said before.

Dr. Howe paid a high tribute of respect to the education of boys whom he had examined, trained in French religious schools.

Mr. Mills of Montreal, was of opinion that more could be gained from a few facts than by a large amount of theorizing. An attempt had been made to show that Government was not responsible for the state of education, but he would direct their attention to what Government had done in Ontario. The present bill was drawn up by Dr. Ryerson, and after discussion in the house was made law. Grants were paid to schools in that Province, according to the results, and he would like to see some such plan adopted here.

The Lord Bishop of Quebec said it might not be advisable for him to plunge into the discussion, not having had the advantage of hearing what he had been told was such an excellent paper. He believed that Academies or High Schools should be within the reach of all, and that the government grant should be distributed on the principle of payment by results as in England. His Lordship then referred to the enquiries going on as to the condition of superior schools—what he considers needful is a consolidation of academies,—that those doing the work if giving a superior education be liberally supported as academies—that those doing the work of elementary education be classed as elementary schools and receive grants as such. One very important matter, the inspection of schools had been mentioned. He held that no good would come till Educational was severed from political matter. Let them choose a superintendent of council. Choose a good man, give him the powers he requires—let Inspectors be well paid—and schools depend on his reports for their grants—surprised that grants in this province do not depend on the referred to system of grants in England, where government payments depend entirely on reports. He advocated such payments in this province.

Dr. Mar-den having expressed his idea that sufficient time had been spent in the discussion and had been pretty well considered, called up Mr. N. Duval to read his paper on "The French and English Languages".