

Messrs. Kneeland of Montreal, and Curtis of Berthier. Testimony was borne to the want of communication between the country parts and the Normal School. Inspector McLaughlin thought the latter difficulty might be removed if those wanting trained teachers would communicate directly with the Principal of the Normal School, and others. The fact was elicited that only a very small percentage of the country teachers are trained, and also that a goodly number of trained teachers do not obtain situations. This seems to be due to the inadequacy of the salaries generally offered, and the Normal School came in for some share of criticism. It was said that it is too much of a literary institution and does not devote itself as much as it ought to proper Normal School work. The course was said to be too long, and the subjects too numerous; while too much time was given to some subjects to the exclusion of others. Dr. Robins admitted that it might be possible to improve the Normal School, but he knew it had done good work in the past, and feared lest its history should be forgotten. He thought it possible to make the course too short; for one who has to guide the youthful mind over the road to knowledge must have travelled that road much farther himself.

Mr. CAMPBELL then read a very interesting paper on the "Social Status of the Teacher". The Convention then adjourned for dinner.

At the Third Session the discussion upon Dr. MCGREGOR's paper was continued by the Rev. Mr. Crothers, the Reader, R. W. Heneker, Esq., and Dr. Kelley, after which Mr. HENEKER was called upon to read his paper on "Superior Education in the Province of Quebec." He began by pointing out that the Common School System was the necessary ingredient in the training of the people, that it lay at the root of civilization, as without it people could not intelligently fulfil their duties as citizens. After adverting for a moment to the religious side of the question, the Reader proceeded to the consideration of the subject he had chosen, viz., Higher Education. The necessity for this he deduced from the fundamental differences between man and man, intellectually and otherwise; from the requirements of the professions, which should be filled by men adequately trained. He concluded by stating his opinion that:

"It stands to reason that however essential the Common School system may be, so that every citizen should at least be able to read and write, yet the duty