

Quebec than the French in Ottawa. He agreed with Lord Aylmer that increased and increasing attention should be paid to agriculture. There might be just as many farmers as the country could hold, but all other classes could only be increased in proportion as the agricultural class increased. In this view it was necessary that education should have a primary regard to fit men for farmers and the wives of farmers. The idea that a fool or a dunce could be a good farmer was fallacious, for there was no business that required more skill, foresight, and attention. He had tried to learn both law and farming, and he found that the last was the far most difficult study of the two. Everything, therefore, that training, skill, and education can do, should be done to farmers. He had no doubt the great object suggested by Lord Aylmer would be carried out by the government to the extent of its means. An important element in agricultural education would be our normal schools, to give to those they educate as much of education as they can receive in connection with the branches absolutely necessary. The pupils issuing from these schools will then be fitted to promote agriculture and horticulture wherever they become teachers. But, besides all this, the people must put their own hearts into the work. Every farmer must cultivate his own mind, and give his sons an education to fit them to be intelligent and able cultivators. To this end, also, he should support the schools and colleges established for their improvement, and tell the legislature what he wants more.

SCHOOLS OF TORONTO AND CHICAGO.

Archibald Duff, Esq., A.M., of the High School, Montreal, read an interesting paper on the Schools of Chicago, and the Normal School and Common Schools of Toronto, upon all of which high encomiums were bestowed. He advised all who want maps, &c., to apply at the Education Department there, the supply being abundant, and very excellent and cheap. There was also a complete digest of the school-laws, and of all legal decisions upon them. These were very useful to the teachers of Ontario, and we should have a similar digest for the teachers of Quebec.

Mr. Sanborn, referring to what had been said about Chicago, said the Superintendent of Education in Chicago some years ago had informed him that the Normal School in Canada West was superior to anything in the States, and Mr. Chauveau pleasantly added that we in Lower Canada were ahead of both.

MISCELLANEOUS ADDRESSES.

The Hon. Mr. Chauveau thanked Lord Aylmer for his paper on agricultural education,—a subject which had been occupying the government for some time, but which, though it appeared easy in theory, was found very difficult in practice. The whole country must be awakened to the importance of the subject, and he was therefore glad that public opinion was supporting the government in its efforts after agricultural education. These efforts had already established two agricultural schools,—those, namely, of St. Anns and L Assomption.

These efforts were not known to the English, for in Canada the two races reminded him of the staircases of the Chateau Chambord in France. These staircases twisted round each other in such a manner that a person might ascend each at the same time, and be close together all the way, and yet neither see the other. It is the same with the French and English here. We are climbing we know not where, and in close proximity, but we scarcely see each other. We know not even the names of each other's *Literateurs* and *savans*. He had tried, by the *Journal of Education*, to make each people acquainted more and more with the other; and, if an assimilation of creed and language and social intercourse could not be expected, a community of thought and effort for the public good may be attained. We have made an immense stride in the way of becoming known to the world. And the question is asked by studious men on the other side of the water, how the two different races in this country are to fuse into one people? Now, perhaps, our very position of one race being in a minority in the confederation, and in a majority in this province, is the best to teach mutual forbearance, respect, and friendship.

Principal Graham spoke of the hopeful state of feeling throughout the Eastern Townships concerning education, of which he had extensive means of knowledge, having visited all parts of the Townships, and conversed with most of the friends of education; and he could say that the pledges which had been given of legislation in aid of the English school system were regarded as satisfactory, and the people doubted not these pledges would be fulfilled.

Mr. Dougall, of Montreal, was much gratified with the extent and success of this convention, which was not more distinguished for its numbers than for the ability of those who had spoken; and he was satisfied that its influence for good would be very great. An audience like this was one of the most important for its influence that could be gathered, and he hoped the words he was going to say would meet with favor from them. We had heard much of the beneficial influence of education, and much of the importance of

agriculture, but all know too well that there is a baneful influence which may blight both. Schools are the fountains from which the principles and habits of the future men and women would come, and it is of the utmost consequence that they send forth sweet water. Not long ago drunkards abounded as school-teachers, for only broken-down men of good education could be hired cheap. Their influence is very baneful, but not so bad as if they had been genteel, moderate drinkers. The drunkard was a standing temperance lecture, but moderate drinking was attractive, till, like the snake warmed in the bosom, it stung its fosterer. A great effort had been made to introduce temperance teaching into Sunday schools in the measure that the Bible teaches temperance. To show, for instance, that all should shun temptation, and should beware of putting stumbling-blocks in others' way; but Sunday schools only lasted for one hour one day in each week, while common schools lasted for several hours for five or six days in the week. Temperance teaching in them, therefore, was of incalculable importance, but one glass a year would throw the teacher's influence against the temperance cause. He therefore, entreated teachers to remember the influence they were exerting.

Mr. Robertson, Mayor of Sherbrooke, was deeply impressed with the importance of such meetings, and thought an abstract of the proceedings should be published in the papers; and studied by teachers generally.

The Hon. Mr. Chauveau said the government owed thanks to the Convention for so ably seconding the Education Department. If all that had been suggested for common schools could be carried out, education would make wonderful progress. He commended variety in school teaching, and, though botany, chemistry, &c., could not be regularly communicated in common schools, yet easy lessons upon them might be given in a pleasant way upon objects which would interest pupils, awaken curiosity and instil a taste for these sciences. Agriculture may be introduced in the same easy way, with much pleasure both to teacher and scholar. If this is done, as has been to a certain extent accomplished in schools already, the children will grow up with a taste for agriculture. The study of physiology in the French normal school had made many become physicians, and the introduction of military drill had induced many to give themselves to that profession, some of whom, he regretted to say, had left the country, though he was bound to approve of their object. So the teaching of agriculture would make many farmers. It had been remarked that those who left the profession of teaching succeeded in whatever line of life they undertook. He did not say this to induce any to leave the profession, but many did leave it after a number of years, and we could not expect it otherwise. They would prove our best citizens. Teaching is the best method of learning, and teachers therefore are thoroughly educated themselves and fit for other callings. Instead of lamenting that some leave the profession, we should rather be thankful that they have given part of their lives to it,—and depended on them ever after as firm friends of education.

Hon. Mr. Dunkin thought that the teacher's profession, like that of the clergyman or physician, should be invested with due respect, and that irrespective of the size of his school or amount of remuneration or sphere of labor. It is therefore desirable to keep teachers in their profession; but yet those who only taught for a time accomplished great good. They never could lose their love and respect for the position, or fail to do what they could to promote education.

Lord Aylmer said it was thought by many that agriculture could not be taught in common schools, but he differed from their opinion. Geology and chemistry are intimately connected with agriculture, and the elements of these might be taught in schools and applied to agriculture. Mechanics also apply to the shape of ploughs and other implements, and mechanics can be taught in schools, and so with other sciences. Public schools could therefore give agricultural education.

Rev. Mr. Lee, of Stanstead, recommended brain labor and brain power as well as physical power in agriculture, and so should all farmers. In the long winter they could cultivate their minds and those of their boys. More brain power would save muscular power, and produce a larger result.

Dr. Dawson said that the relations of city and country teachers were of the most friendly kind. He had long labored for the introduction of agriculture into schools. Education bearing on the arts and trades was the great want of Canada. The common school has no chance to teach practical agriculture, but only principles. The relation of the plant to the soil, for instance, which is a matter of elementary knowledge, should be taught. Schools should have means to buy books, &c., and school committees should allow time and some premium to those teachers who taught agriculture. The Normal school of Montreal is ready now to send forth teachers capable of teaching agricultural principles by introducing which you