the position of the teacher, whose rank in society should supplement

his miserable pay.

There existed at present a most serious heresy about superior education. It was utterly wrong to think that universities and higher education were for the higher classes. The European universities were originally established to give education to the poor, not only free but rewarded. If this was the case where ancient distinctions of rank were known, it should be where there were no such distinctions of station or rights. These higher educational institutes should be territorially and otherwise within easy reach of all, even the poorest. You have not only to make them free, but to give substantial advantages to poor pupils who attend, rather than leave them to the idle sons of the rich. These higher institutions would not take care of themselves any more than the lower. They must be endowed by the rich, and helped by the state. What raised the calling of the lawyer or doctor was the great prizes attainable. Such prizes should be open also to teachers. There was a duty incumbent on all of us to develope a teacher-class by every means in our power.

Our community had now to be measured with other communities; we must do it with intellectual and, still more, moral eminence, and to this end, we must give abundant material and moral support to our

teachers.

At the conclusion of the President's address, the first subject taken up for discussion was—"Is not a national system of schools essential to a free people." Mr. Sanborne said the subject, if discussed, should be honestly approached. To say that a national system of education was essential to a free people was a mistake—thoroughly free peoples had existed without it; but, undoubtedly, the tendency of freedom was towards it, and it was a great good, but not an unmixed good. The Prussian system was, though manly, painfully stereotyped. We could here properly give our individual views without offending anybody. He would desire to see all our schools in the Province of Quebec based on a common principle. The difficulty was not one of language, but of creed. It was impossible for us to have a common system for all. Protestants generally express themselves satisfied with moral teaching without religion, but the Roman Catholics would not agree to this, and we need not insist on what we can't get.

Mr. McLachlan, M. A., of Sutton, said schools were established in this country, not according to the wants of the country, but according to the possibily of obtaining grants. System was attacky appropriate to the possibily of obtaining grants.

ing to the possibily of obtaining grants. System was utterly unknown. Mr. D. R. Roberts, M. A., of Phillipsburgh, agreed with those who said that the present state of things was about as good as could be expected, but we might look forward to improvement. The natural effect of the present state of things would be to perpetuate differences; we must look forward to sweep away distinctions. We are, and must ever be, the moving power in this province, and must not rest satisfied with that which is imperfect. We must, at least, maintain a protest.

Rev. Mr. Fessenden, of Bolton, said that in the Uuited States it was now found, as a free people, differences must ever be permitted to exist; and such differences must ever be permitted among us. The tendency of freedom was not toward unity, but diversity; and the only way that any progress could be made towards unity would be by making the people think alike, by intelligent conviction.

be by making the people think alike, by intelligent conviction.

Rev. C. P. Watson, of Cowansville, said that no system could be such as to interfere between a man's conscience and his God; and, therefore, severed entirely from religion, it was possible to have a

uniform system.

Professor Duff, the indefatigable Secretary of the Association, said that the higher schools should not be forgotten. Our academies had no system whatever. Our high schools are not high schools. In our laws we have hardly a word about them. There was no provision there for either their working or their management. The teachers were not provided for. There was no adequate provision for their examination. In every family there were those who had a right to academy training, and there should be properly qualified teachers, adequate support and systematized training. Our University, which filled the country with young men who had had advantages equal to the best in the world, was supported by gentlemen in Montreal, and had no national character. Those who were educated there had not the remotest knowledge either of the men or the thoughts that led our French neighbors.

Mr. Lay, of Waterloo, urged a national system, pure and simple. The President said a stump orator had once been complaining that the country was not a free country. He was asked if he could not do as he liked. Yes, he said, but he could not make other people do as he liked; and a good deal of the language which has been used would give us a system such as the majority would choose.

Mr. Trenholme said a national system should be a combination of rusal by those who did not hear it read. We sho the common elements in all portions of the people. Acknowledge give it entire in a future number of the Journal.

any other mode and there is a disintegrating element introduced which would make every sect a state within the state.

Prof. Robins read a brilliant Essay on teaching arithmetic, urging the teaching of the science as well as the art of calculating. The most rapid calculation was the most exact, as it was simply a mechanical movement of the mind free from the agency of fallible volition. How to teach the greatest facility in this operation was explained and illustrated on the blackboard in a very able way. He urged especially that children should learn to associate the relations of numbers with the written and not with the oral expression of them, so as to enable them to operate without needing always to translate a written symbol into the name by which it is known.

As previous arrangements prevented an evening session, the Convention adjourned to Thursday.—(Waterloo Advertiser and Montreal

Witness.) (1).

(To be concluded in our next. Report of. School-Pic-nic at Shefford in our next.)

Current Exchanges Received.

It is impossible in this number to do more than acknowledge receipt of the following though many more are to hand.

The Notre Dame Scholastic, devoted to the interests of the Students;— Vol. III, No. 2. This is the first that has come to hand, and to which we

say welcome.

The National Normal, an educational monthly, edited and published by R. A. Holbrook, 176 Elm St, Cincinnati, O. We received the first number of this excellent monthly, issued October, 1868, but none after until February, 1869, from which time they have been regularly received, but by some unaccountable oversight, we omitted to put it on our exchange list. We now make the amende honorable, and will send our current volume. But for the formidable words, copyright secured, attached to a series of articles entitled "School Management," which have appeared in the National Normal, we would have laid its pages under contribution.

American Educational Monthly, devoted to Popular Instruction and Literature, for October, 1869, J. W. Schermerhorn & Co., 14 Bond St. New-York, only \$1.50 per annum. It ranks amongst the foremost of our exchanges. Those Teachers who are not already subscribers should

become so at once.

The Manufacturer and Builder, Vol. 1, Nos. 8, 9 and 10 for August, September and October. 1869. The first half volume of this Journal ended with June last. In that period the publishers, have given 500 columns of matter, from the pens of the best writers in the country, and presented in connection therewith upwards of 150 engravings, at an aggregate cost to themselves of over \$25,000, but to its readers only 75 cents, and in cases where they have joined in clubs, at 50 cents and less. Send your subscriptione at once to Western and Company, No. 57 Park Row, N.-York, P. O. Box 5969.

Journal of Education, St. Louis, September, 1869.

Leisure Hours, a monthly magazine, devoted to History, Biography, Prose, Poetry, Wit, Romance, Reality and Useful Information for August, September and October, 1869. A series of valuable articles entitled Facts Worth Knowing, have appeared in this periodical, which to the practical Teacher, are worth the year's subscription. The October no. comminces a new Volume, so now is the time to subscribe. Send \$2 00 American currency to O'Dwyer & Co. 59, 4th Avenue Pittsburgh, Pa.

Hearth and Home, to latest date.—We would take this opportunity of recommending this journal as an excellent family paper. Matter to suit all ages will be found in its pages,—and always moral too, which is more than can be said all of the weeklies published now-a-days. Read the following and see if you will not be tempted to subscribe:—

To all who subscribe before next January, for one year, at the Reduced Rates printed below, *Hearth and Home* will be sent from the date of their subscription to the end of the year *Free*, so that all such yearly subscriptions will end January 1st, 1871.

Therefore, those who subscribe earliest will get the most for nothing. Our only terms hereafter are the below reduced rates for 1870, *Invariably in Advance*.

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Making Hearth and Home, to a Club of Five Subscribers at \$2.40 each, The Cheapest, as it is the most complete, Family Weekly Newspaper in the world.

(1) Want of space has obliged us to confine ourselves to these outlines of the speeches and other proceedings of the Sixth Annual Meeting of the Protestant Teachers' Association. In particular, the paper by Mr. W. E. Jones, on Technical or Scientific Education, would be well worthy of a perusal by those who did not hear it read. We should desire, if possible, to give it entire in a future number of the Journal.