

The following table indicates the progress made in teaching the most essential branches; it comprises the Institutions of Superior Education as well as the Elementary Schools. Book-keeping, Geogra-

phy and History are now taught in all the Model and in a great number of the Elementary Schools.

COMPARATIVE TABLE of the number of children learning each branch since the year 1853.

	1853	1854	1855	1856	1857	1858	1859	1860	1861	1862	1863	1864	1865	1866*	1867	Increase over 1853.	Increase over 1858.	Increase over 1862.	Increase over 1866.
Scholars reading well	27367	32861	43407	46940	48833	52099	64362	67753	75236	77108	77676	75555	96491	98706	101166	73799	49067	24058	2460
Do writing.....	50072	47014	58033	60086	61913	65404	80152	81244	87115	92572	97086	99351	107161	111703	112191	62119	47797	20619	498
Do learning Simple Arithmetic...	18281	22897	30631	48359	52545	55847	63514	63341	69519	74518	75719	14197	83930	84201	84544	66263	28697	10026	343
Do learning compound Arithmetic	12428	18073	22586	23431	26643	28196	30919	31758	41812	44357	45727	46529	52892	53726	54660	42232	28017	10303	934
Do learning Book-keeping .....	.....	799	1976	5012	5500	6689	7135	7319	9347	9614	9630	9615	10381	10430	10825	10825	4136	1211	395
Do Geography...	12185	13326	17700	30134	33606	37847	45393	49462	55071	56392	60585	66412	64718	64998	65616	53431	27769	9224	618
Do History.....	6733	11486	15520	17580	26147	42316	45997	46324	51095	54461	59024	66894	71153	71453	71965	65227	29649	17504	512
Do French Grammar .....	15353	17852	23260	29328	39067	43307	53452	54214	50426	61312	63913	68564	76097	76264	76996	61643	33689	15684	732
Do learning English Grammar..	7066	7097	9004	11824	12074	15348	19773	25073	27904	28464	27358	29428	30453	30648	31748	24682	16400	3284	1100
Do learning Analysis of Grammar	4412	9283	16439	26310	34064	40733	44466	46872	49460	50893	52244	60311	66237	66341	68172	63760	27439	17279	1831

(To be concluded in our next.)

**Sixth Annual Convention of the Provincial Association of Protestant Teachers of the Province of Quebec.**

This body held its annual session at Waterloo, commencing on the morning of Wednesday, August 25th. After prayer, and the disposal of routine work, the Address of the President being deferred until the afternoon, a discussion took place on the question "Are the Natural Sciences too much neglected in our High Schools." Several gentlemen, amongst whom Prof. Duff, Inspectors Hubbard and Parmalee, and the Reverends Messrs. Duff, Lindsay and Jones, took part in the debate which ensued.

**SESSION OF WEDNESDAY AFTERNOON.**

The Hon. C. Dunkin, President, took the chair. After prayer by the Rev. A. Duff, the Chairman addressed the Association, taking for his subject some of the peculiarities of Protestant Teachers in the Province of Quebec. He said:

The great mass of the schools were, of course, common schools; this term including model schools. Model schools were just what all common schools should be. Above these, all education might be termed superior—that taught in academies, high schools, or grammar schools, which were all the same, and which were meant to fit a pupil for college, or to make him an educated man. Then, there were the universities, with the three old-established professional faculties. These, however, did not cover all classes. There were now faculties of applied science, and there were schools for the purpose of fitting pupils for the profession of the teacher, than which one could not aspire to a more responsible, more respectable, or more difficult pursuit. His field of operation, although not quite so wide as that of the clergyman, embraced responsibilities that were in many respects greater.

The arrangements of society were, in this country, more like those of our neighbors in America than like those of the population of the old country. Here, the population was often very sparse, a thing unknown in many parts of England. There were here, in the country at least, none of those distinctions of rank which made common schools an impossibility in England. Again, our municipal institutions were much further advanced than those of England, where schools were either the private enterprise of those who lived by them in the best way they could, or of an eleemosynary nature. Government there could only interfere when necessary. Here, education must be urged forward by law, or be left hopelessly behind. The chief evil likely to arise from the condition of things was too much dependence on law and too little on private beneficence.

Here, in Lower Canada, Protestants were a small and numerically speaking, a weak minority. This difficulty is increased by a diversity

of language. We might some day become a bi-lingual people, but meantime we were in language almost as small a minority as we were by religion. It is idle for us to talk of our all using the same common schools. We may be willing, but no wish of ours can very materially affect the honest preferences of our neighbors, which they have a right to hold. We cannot pretend that our views should influence the course of those portions of the country where others were almost a totality of the people; and where were we in a similar majority we could not admit the authority of other people. Minorities who do not like the views of the majority must have every opportunity of dissent, and in this matter we had, perhaps, as good a general system as any other would be.

There is a danger here of people relying too much on the machinery and aid of the government, to the ignoring of the earnest personal effort of the community itself. We also, as a minority, must not show a tendency to aggressiveness. And an earnest desire should be felt to overcome our own differences among ourselves. Our difficulties were great enough to maintain our system even if we were all united. We must do all we can to make private effort supplement the law in developing education,—doing even more than the law makes us do. Endowment was a very important means of carrying out this; and in this, we might take our pattern from the magnificent endowments of the Old World.

If the law makes people pay for their schools they should get the good of them—no matter how sparse or how poor the population, they must have schools within reach, and if, as a rule, we must expect for poor pay poor preach, we must make the pay as good as we can possibly make it. It was desirable that we should have a large class of permanent school teachers. We could never have a good system without this; and to this end we must pay better,—until that we must, as we do now, depend principally on our educational militia, and the fact that a large number passed through years of such service as this was far from an unmixed evil. We could not for generations have any other system, and it was to be deplored that people should regard such employment as in any respect a coming down. It was not, and this feeling should be reformed. When he knew Harvard, thirty years ago, it was considered the correct thing for the most aristocratic young men to give months every year to teaching. This elevated both the schools, and the men, and gave the latter a character, as having obtained the confidence of their professors, who gave them liberty to do so.

Teachers were not only to be as well paid as possible, but we ought to treat them with respect. The most honorable calling were always those which were worst paid. An English officer's recompense for his time, was not in his pay, but in his rank; and such was properly