

"Teachers of French Schools may be examined in French, instead of English.

"No teacher shall receive a Diploma of the first class for a Model School or Academy unless he shall have obtained two-thirds of the total number of marks in the special examination for the Diploma.

1. "It appears that some Boards give full marks for reading Others find the candidates very defective in this important subject. It is recommended that much attention be given to accuracy and style of reading.

2. Boards of Examiners will observe that it is imperative that the fees should be prepaid. The Examiners are authorized to expend so much as may be necessary of the fees for stationary and books, and for hiring examination-room, if necessary, and for travelling expenses of Examiners from a distance,—any surplus to be transmitted by the Secretary of the Board with an account of expenditure, and number of candidates entitled to re-examination without Fee to the Secretary of the Committee on or before December 1st in each year.

3. Under the Head "2 special (a)," "Elementary Diploma,"—the two thirds required is the aggregate of Art of Teaching, History of England and History of Canada. It is also understood that candidates for French certificates are held to pass in the English Branches. Should Candidates offer knowing French only without English, these may be examined, but such cases must be regarded as altogether exceptional, and their acquaintance with French only, must be specially mentioned in their Diploma. It is understood that all French Teachers of Protestant Schools are expected to know English as well, and that the French in the Model School and Academy Examination is imperative on all. Teachers, however, may be allowed to answer the question in French, and may have the questions translated to them at the discretion of the Examiners. Further "in the (b) Model School Diploma," "use of Globes, or Linear Drawing" should be number 9, and "in (c) Academy Diploma" "Natural Philosophy" or Scientific Agriculture" should be number 7, and Art of Teaching number 8.

4. Special attention is directed to the requirement on the part of Elementary Teachers of an examination in the Art of Teaching, and in Canadian and English History, and it is suggested to republish the regulations with these explanations in an early number of the *Journal of Education* to be sent to all schools, and to each member of the Board of Examiners. It is also requested that a thousand extra copies be placed in the hands of the Secretary for distribution.

5. It is suggested that specimens of the Examination-Papers might be occasionally published in the *Journal of Education* for the information of Teachers and intending candidates, and that copies remaining over after the examinations be circulated by the Secretary."

#### REGULATIONS FOR DIPLOMA EXAMINATIONS :

1. The examination-papers to be forwarded by the secretary to the presidents of the boards.

2. At the meetings of the several boards, on the morning of the examination, the president or chairman of the meeting, to open the papers, and cause them to be distributed to the candidates.

3. If there be no candidate for any diploma, the papers set for that diploma to be returned unopened to the secretary.

4. The times and places of meeting of the several boards for holding the examinations to be advertised by the secretary of each board.

5. No omissions or alterations to be made by the examiners in any of the questions printed.

6. The examiners to take due care in the placing of candidates, &c., to prevent copying or communication of any kind.

7. Pens, ink and paper to be provided for each candidate, and no other paper than that provided to be allowed to be used.

8. Writing to be on one side of the paper only.

#### Address of Dr. M. H. Buckham, President of the University of Vermont.

(Delivered before the Protestant Provincial Teachers' Association, P. Q., at the Annual Convention, Oct. 26, 1878.)

MR. PRESIDENT AND FELLOW TEACHERS :

I hope that you will not regard it as a mere compliment when I say that I consider myself highly honored in being invited to speak to you on this occasion. Though an American by citizenship and long residence, I am an Englishman by birth and a Canadian by domicile in boyhood, so that I have a kind of right to be interested in everything that interests you. And I hope also that you will credit me with full sincerity when I say that I have been greatly impressed by the exercises of this Association which I have witnessed. I shall not disparage to you the merits of my brethren in the profession at home, but I shall tell them that we might learn something from the earnestness, the thoroughness and the courage with which you deal with educational problems here. One thing which surprises me is that we have hitherto known so little of each other. If there cannot be a commercial reciprocity treaty, surely there may be, and there should be, an educational one. You are going over very much the same ground that we are, encountering much the same difficulties, working toward the same results. Only in one respect, so far as I have observed, do we materially differ. It struck me somewhat strangely, at first, that you should call yourselves the *Protestant Teachers' Association*, until I remembered the peculiar legal relations of the religious bodies in this Province, and the necessity you are under of maintaining your distinctive character and rights as Protestants. There are some who think that we have before us, in the United States, a similar problem to solve, but I trust we have escaped that in having had a more fortunate historic development than yours has been. With this one exception, we are, on both sides of the line, working in the same spirit and for the same object, and it shall not be my fault if hereafter we do not know more of each other.

It is a significant fact that the highest degree conferred by the universities of all Christendom is that of "Doctor," teacher. To be qualified to teach in any art or mystery—in law, medicine, theology, music—is supposed to imply the highest degree of attainment in that art. One may become a bachelor, baccalaureate, ivy-crowned, as a reward of study ; a master, even, who may lecture and have pupils ; but the full dignity of a recognized public "teacher" is reserved as the