

That this convention would view with the greatest satisfaction, a more intimate official relationship between the Protestant secretary of the Education Department and the Protestant Committee of the Council of Public Instruction.

Carried.

SIR WILLIAM DAWSON.

Mr. Butler then moved, seconded by Mr. Walton,

That, inasmuch as Her Most Gracious Majesty has thought it advisable to confer the honour of knighthood upon a distinguished member of this association, Principal Dawson, we hereby tender to him our congratulations, and earnestly hope that he will long continue to wear the honour so worthily conferred upon him.

The resolution having been carried unanimously,

Sir William Dawson, in replying, said he only felt that if he could have the confidence, and above all the affection of the teachers of this Province, in whom he had always taken the greatest possible interest, for he wished most earnestly to do all that he could to promote the great work in which they were engaged, he should feel it a source of greater satisfaction than did the honour which Her Gracious Majesty had been pleased to confer upon him, and he attached great value to that. He felt also in connection with this matter that it was regarded by those who cultivated science in this country as a tribute to them and to the great cause which they represented. They must all feel that they were working, not for a certain amount of money, but because they felt that it was a great work. They were workers together with the Master, and if they faithfully performed that work their reward would be great above.

The convention then took recess.

THE EVENING SESSION.

At the evening session a choice programme of vocal and instrumental music was carried out, and several addresses were delivered. Refreshments were also provided by the ladies.

Sir William Dawson, on rising to address the meeting, was greeted with loud and long continued applause. This meeting, he said, recalled to him the work of his youth, when he assisted at smaller gatherings of this kind in Nova Scotia. Referring to the statement in the President's address, that the number of female teachers had increased from 2,000 in 1867 to 4,000 in 1883, he said it was this kind of thing that had enabled our neighbours of the United States to carry their education to such a high point of perfection. In Europe also, and elsewhere, they were

waking up to the fact that it was only by the employment of educated women that they could hope to educate the whole community, and it was this that had led to the agitation for the higher education of women. In England and Scotland the demand, not only for more teachers but better teachers, was sending thousands of women to colleges to train themselves for the profession of teaching, and the girl graduate, which only a few years ago was a poetical myth, was going to be a reality. The result of this would be to throw the teaching profession almost entirely into the hands of women. The same thing was now going on in Canada, and he thought this was a step in the right direction. The movement for the college education of women would work almost a revolution in English society, and ten or twelve years from now there would be an entire social revolution in that country, compared with which the French revolution was of little account. The Protestant Normal Schools had done more in this country to make the profession of teaching pre-eminently that of women than anything else, and the same thing would take place with the classes for the higher education of women in McGill University. He said he did not believe in the doctrine of mixed education. From his observations in England and the United States, he believed the true system was to train young women in separate classes, at least until they reached the higher and senior years, and this system would be followed in connection with McGill University. He hoped also that some kind friend of Bishop's College would enable it to come into line and open its doors to women. (Applause.) In regard to the distribution of the educational grant, he said no one regretted more than he did that the universities took any of it at all, and he was looking for a benefactor who would say to them, "Here is \$50,000 or \$100,000; do not take any more money out of the public fund." (Applause.) The money was all required by the academies, which were the feeders of the universities, and if these were starved, how could they be expected to feed the universities? Elementary and higher education were both equally necessary, and he trusted that they all recognized each other as members of the one great profession. (Applause.) Personally he had worked as an original worker in science, a very good thing in its way, but he would be willing to sacrifice that and any reputation arising from it, if he could do anything for any department of education, either low or high, as it was a higher thing to work for the future. (Applause.) Their worthy president had taken occasion to congratulate him on the honour which the Queen had been graciously pleased to confer upon him, and