

for diplomas the more strict the examiners can afford to be in granting them, and an increase in this I find to be now demanded of them all over the country. A good teacher can teach more in five days in the week than a poor one can in six. And if a good teacher finds that some of her scholars can with profit do work on a Saturday she can always give them work to do at home. And work thus done at home, not under the immediate compulsion of the teacher's presence and the teacher's eye, is of inestimable advantage for moral and intellectual training. And the work which the teacher thinks it profitable for the minority to do will not be an injustice to the majority, who would seem to learn more by going to school five days a week than they would if they went six.

Mr. F. W. Hicks, M. A., said the necessity of the subject had been called up at the last annual meeting of the convention, when it was then moved and carried "that the teaching hours should not be longer than five hours a day and five days a week." He spoke of the strain upon the mind and health of the teachers from week to week, which was very intense. He thought that the Saturday could profitably be spent in recreation. It had been said that inert-machinery was occasionally benefited by a brief stoppage, and if this was the case how much more beneficial would be the rest to the human machinery after a hard week's work. He was decidedly in favor of a whole day being given in every week for a holiday.

Mr. Hubbard (Sherbrooke) was very happy to say that in many schools in his district the teachers only taught five days a week. But he regretted that a mere expression of opinion on the part of the Convention had no legal weight, and it was, therefore, desirable that some legislative pressure should be brought to bear on the subject. He was decidedly in favor of the Saturday being a whole holiday.

Mr. Lawrence (Sherbrooke Academy) thought Thursdays and Fridays would be the best days in the week.

Dr. J. Baker Edwards spoke from the parents' standpoint. He thought that a child should get a whole holiday once a week. He did not consider Sunday as a whole holiday, as there were many things a child had of necessity to do which could not be regarded as a holiday undertaking. He was in favor of a whole day.

Dr. Howe did not agree with Mr. Emberson's theory that a boy could learn as much in five hours as in six. He did not think that teachers could satisfactorily teach their scholars in less than six hours a day. He advocated one whole holiday a week, but he questioned very much if Saturday was the best day they could choose. Would not Thursday be the best? He thought so.

The President here invited the ladies to speak—but in vain.

Dr. Howe said his experience was that boys were much smarter and clearer in their ideas, and that he got the best papers from them on Monday morning.

Mr. C. A. Tanner (Richmond) was happy to say his experience tallied with both gentlemen's.

The President said Thursday was the day chosen in France for a holiday, but he did not think the day was specially important. In the field of mechanical labor it was found that the last two or three hours did not give the same result as the first hours gave.

Mr. E. T. Chambers gave his experience in getting good lessons from his pupils on Monday. He found the boys were clearer and brighter on the Monday, and that the lessons rather dragged toward the Friday afternoon. He did not think children could be got to come to school on Saturday, which had always been associated with a school boy's holiday.

Mr. S. P. Rowell (Montreal), in speaking to the motion, did not find the lessons were usually so well prepared on Monday as on other days in the week.

Mr. J. Elliott and Rev. Mr. Duff (who were in favor of six hours' tuition a day), and others having spoken, the motion was put and carried unanimously.

The Convention then adjourned until 2 o'clock.

#### Afternoon Session.

The minutes of the morning session having been read, Mr. Hubbard presented a letter of apology from Wm. Sawyer, Esq., M. P. P., expressing his regret that he could not attend the meeting.

Mr. Inspector Hubbard then made an address upon "The teaching of linear drawing in schools." He had chosen the subject because the Legislature had enacted that drawing should be taught in schools. He was inclined to think that the study was both expedient and practicable. The greater part of the teachers in the common schools in the country, he was sorry to say, had not taught the subject, and there were some also in the higher schools who had omitted it from their list of studies. It was a singular fact that while the Legislature had enacted that the study should be taught in the schools the examination of the teacher according to the rules of the Department did not include an enquiry into the teacher's knowledge of it. The text-book would be one by Walter Smith, entitled the "Teacher's Manual of Freehand Drawing." The book

was written so plainly and simply that the teacher could hardly fail to make it a success. A good slate, a long, well-pointed pencil, and a good blackboard were all that was required in the way of apparatus. The more he looked at the subject, the more favorably was he impressed with its value. One of its best recommendations was that the means of acquiring the study were cheap and handy.

The subject being open to discussion.

Mr. Chambers (Montreal) had always found drawing to be a useful and a recreative study England had owed much of its greatness to the development of the Arts, and manufactures depending upon Art, to the increase of the knowledge of drawing as taught in its schools. The speaker gave his experience as a student and teacher, founded upon his observations at South Kensington Museum. One of the best means of developing the capacity of the pupil was by giving him some object to copy—as a jug or plate or cup. He illustrated the value of freehand by citing an instance where in England a poor lad had acquired a high position through his talents which were originally developed in the study of freehand drawing.

Dr. Miles said the subject was receiving much attention from the Department of Public Instruction. The Superintendent was doing every thing in his power to promote the undersal introduction of this branch into the Public Schools of the Province, and the text book which had been adverted to, "*Walter Smith's Manual of Free Hand Drawing*", had, under his auspices, been reproduced in the French language by Mr. Oscar Dunn, a talented officer of the Department. The English copy was, in the Superintendent's opinion, more expensive (75 cents) than he hoped to be instrumental in having it presently furnished, the Edition in French being already accessible to teachers at the low cost of 25 cents.

The subject was necessarily important for us to take up in order that this Province may follow creditably and successfully the example set by other countries foremost in the world as respects the industrial arts. In the United States, England, France Germany and Belgium, very great stress was laid upon this as a branch of ordinary School instruction, for the reason, amongst others, that it is a fundamental and essential requisite for future general excellence in the industrial arts. It has been reported that at least 5 millions of children attending school in the United States are made to prosecute this object.

The speaker said that a very able article on the subject would appear in the October number of the *Journal of Education*, selected from among the papers presented at a Convention of Teachers held in the State of Ohio, and to this he would invite the particular attention of those present. Some who had not reflected on this subject, might feel disposed to refer to the already numerous list of branches on the school list; but it was a fact that in many schools, an excessive amount of time was assigned for some branches which might be dispensed with or shortened, and the time occupied to better advantage probably if given to drawing.

M. Rowell gave the Convention the benefit of his experience in this study which he said was exceedingly simple and quite easily mastered. The result had been quite satisfactory, taking into consideration the character of the drawing it was designed to teach, which had been made more interesting by the fact that prizes were given to the children. He was glad to say one of the most successful teachers of this department in Montreal was a lady. The drawing of line figures had also been applied to a system of dictation, by which the pupil could readily master the elementary principles required in teaching it. Mr. Rowell cited some instances where the teaching of this system of drawing had met with remarkable success.

Mr. F. W. Hicks said one of the best recommendations of the system was that the faculty of originality or conception was cultivated. Some of the designs illustrated at the Centennial by the children of the Boston schools were very beautiful and specially adapted to wall papers and carpets. The Protestant School Commissioners had engaged the services of Mr. Harrington Bird, who had studied at South Kensington, and who would no doubt be happy to give any information on the subject.

Principal McVicar, Potsdam, N. Y., knew of no way of teaching this subject except by the aid of the blackboard. It was no use attempting to talk drawing into children. He knew of one teacher who had attempted it, but it was a lamentable failure. It would not be found very difficult to get the children into it. He questioned from his American experience whether there would be one child in ten thousand who could draw a design from which some pecuniary benefit could be realized. He spoke of dollars and cents. But there was a higher object in view. It was the teaching the children to appreciate the beauties of form—to convert the ear language into eye language—to be able, in short, to thoroughly understand the subject, and the pupil able to put it upon paper to his own as well as his teacher's satisfaction.

Dr. Howe thought that the last speaker's remarks about the pecuniary value to be placed upon the teaching of freehand drawing would apply equally to other studies taught in schools. He did not think that argument would hold water. There was a higher object