

tion is the development of the pupil after he leaves school. All a teacher has to do is to impart to his pupils a desire for knowledge. The teacher has minds to deal with, and he must understand fully what the mind is. The mind develops slowly, and a teacher makes a mistake if he appeals to mental powers not yet fully awakened. No opportunity should be omitted of awakening in young pupils the observing powers, by means of drawing, object lessons, and music. If this part is well done, the hardest part of the work is accomplished. It is from this point of view that it is necessary to be careful about the use of text-books, which cramp the powers of observation while appealing to the memory.

The next address came from the REV. E. I. REXFORD, Protestant Secretary of Education. He could not help remembering that he spoke to the teachers in a new relation since he last addressed them. He came before them to say what he had found to be the state of things at Quebec. He had found that the Department was willing to carry out all reasonable suggestions that the Convention might desire. The Secretary then spoke of his journeys in different parts of the Province, and was pleased to find how willingly local managers and commissioners fell in with his suggestions and those of the circular that had been issued. Thus "boarding round," is nearly a dead letter in this Province—and this has been one year's work! A course of study for elementary schools has also been prepared. Mr. Rexford then called the attention of the Association to the pressing educational needs of Quebec. In all country districts the real rule is "As is the teacher so is the school." Some prominent obstacles have been removed from the way of real teachers; but the *first* great need now is professionally trained teachers. Yet many of the townships will not or cannot pay for them. But if such teachers cannot be obtained, the next best thing to be done is to utilize as far as possible the teachers as they exist. The *second* need is a central examining board, the common argument against which is the expense. This Mr. Rexford showed, by reference to what was done in Nova Scotia, to be really no objection. Legislation, however, would be needed and this had its difficulties, as all laws passed for Protestants affect Catholics. But this difficulty, he hoped, might be got over. A *third* great professional need was that all teachers, who are unable to attend the