

On the evening of the first day of the Convention there was held a *conversazione* in the new building of the Montreal High School, at which addresses were delivered by the Rev. Principal McVicar, the Hon. Gédéon Ouimet, Dr. Heneker, the retiring President of the Teachers' Association, and the Mayor of the city of Montreal. During the evening there were refreshments and music.

The President of the Association, in his address, said: "I would like to speak to the teachers as a teacher, and though there will be a great many details in which outsiders are but little interested, I hope the audience will bear with me. The school boy was an interesting object as at about seven years of age he presented himself at school. He united in himself the trials of the past and the hopes of the future. Education sees in him, soul, mind, and body, and feels its responsibility. It sees in the mind the sum of capabilities and it proceeds to develop them. In this process of development the thing that plays the most important part next to teaching is a judicious course of study, the most difficult of all work. This fact, unfortunately, is by no means universally recognized. Most people have their own ideas about what children should learn, and they forget that it is a professional matter that should not be tinkered with. Mr. Arthy gave several instances of how often the courses of study were changed, not even neglecting the question of dinner and luncheon or teaching pupils how to take care of their body on an empty stomach. The qualifications of a man who is to lay down a course of study were true conception of the value of, and true end of, education. Having determined this he must have a clear idea of the different classes of educators. Then, again, he must be familiar with the process of education as it takes place in the mind of the child. Lastly he must have a fair estimate of the doctrine of educational value and make such a selection that the true balance between knowledge and mental training be preserved. We are fond of comparing our profession with that of the law and others, yet we are on an entirely different footing, for we must acknowledge the supervision of school boards and others. Still, the opinions of teachers ought to be deferred to on professional questions as well as in other professions, and on this point all teachers ought to take a determined stand. There is much in our system of which we ought to be proud, but there are many defects. For one thing it suffers from the mechanical influence of the graded system. In a word, the children are learning to do rather than to know; to acquire power rather than know-