

I would not for one moment undervalue the study of Modern languages,—particularly French—in our schools, and, of course, our own language and literature. I am myself, unfortunately, a very poor classic. I lament it every day, and at the same time I at one time had a very good knowledge of French, German, and Italian, being able to read, write, and speak them with ease. I speak therefore with some knowledge of this subject when I say that for mental training I value Classics more than all, and it is mental training which makes the man, and not the facility of speech in any language or any number of languages. From all these considerations you will see that I hold strongly to the opinion that our highest class of Academy teachers must have a knowledge of the Classics.

"In conclusion I would venture to offer the suggestion that a Standing Committee of the Convention be appointed to watch the course of events as regards education, and with whom the Protestant Committee could from time to time consult as to the practical bearing of legislation."

The letter concluded with good wishes for the success of the present meeting.

MR HOWARD, of Berthier, convener of the Committee on Resolutions, then presented a *Series of Resolutions*, which, with some trifling amendments, were agreed to. The Resolutions as amended were as follows:—

I. *Resolved*, That this Convention, on behalf of the Protestant Teachers of the Province of Quebec, tenders their most hearty thanks to the gentlemen, Messrs. W. J. Patterson and Henry Morton, who have so kindly presented copies of Dr. Richardson's Text Book of Temperance.

II. *Resolved*, That the course of study, as prepared by the committee, consisting of the Rev. Mr. Rexford, Dr. Harper and Dr. Weir, be concurred in with the following amendments:—

1. That supplementary selections be added to the course of Reading, commencing from the second grade of the Model School.

2. That in English, Longfellow's "Evangeline" be substituted for "The Deserted Village" in the third grade of Model schools and the first grade of Academies, and that in Brooke's primer of English Literature selections only, to be hereafter determined, be required of pupils in the third grade of the Academy;

3. That in History, second grade of Academies, the leading events of the history of Greece and Rome be substituted for "Rome to the close of the Punic wars," and that "Canada from the Conquest," be transferred to the third grade, as a substitute for Greece to Alexander.

4. That the study of French commence in the first grade of Model schools, and that to the second grade there be added adjectives, the present, imperfect and future tenses of regular verbs of the first conjugation, and that writing from dictation be included in the work of the second grade of the Model Schools, and be continued through all subsequent grades.

5. That in Latin and Greek the particular books of the assigned authors be specified, and that it is desirable that the matriculation examinations in these subjects remain unaltered from year to year and be identical in the different universities of the province.

6. That the course, so amended, be temporarily adopted to give teachers time to test the points of excellence, and that at the next Convention the scheme be finally submitted for discussion before becoming part of the system of our schools.

III. *Resolved*, That this Convention, having heard with great satisfaction the explanation of the Rev. Dr. Matthews respecting the intentions of the Protestant Committee of the Council of Public Instruction, in relation to