

that the law would be found to operate beneficially when all the necessary arrangements of detail should be completed, which could not be all at once, as the scheme was a large one, requiring time for its maturing. It was now in partial, though pretty extensive operation, as much could be expected in the first year, and it was hoped that next year it would be fully established. One early effect anticipated was to secure, not only that every child attending school should be provided with what was absolutely necessary in the way of text books, &c., at the lowest possible rates of expense, but the accomplishment of the earnest desire of the Committees of the Council of Public Instruction, and of the Department, to secure uniformity for use in schools of only such works as have been, or may be in future, sanctioned and approved according to law. Text books for readers and Geography were especially adverted to. Surely some of those in use, not sanctioned by the Council, were objectionable, seeing that, in the examples of merit virtue and other high qualities which they held up for imitation by the youth of Canada, as well as in other respects, love and the knowledge of their own country, and the sentiment of patriotism generally amongst ourselves, were inculcated by the unnecessary reference to foreign sources, excluding those belonging to the past and present of our own people.

Journal of Education.—As this publication had been more than once adverted to, the speaker said he would offer a few additional remarks before he sat down. All present knew that it was a monthly journal in which articles on matters pertaining to Education, the arts, and sciences, carefully selected from the best sources, were given, and to which our own teachers were expressly invited to contribute. On the principle, that, by sending in concise statements of their own experience and views on educational topics of a practical nature they would benefit not only their fellow teachers but themselves also, if there be any truth in the old adage "when one wishes to perfect oneself in any important matter, one must read and think about it, talk about it and write about it." Teachers present were exhorted to contribute articles to the Journal.

The speaker went on to say that arrangements had been made by the Superintendent to ensure every public school teacher having access to the Journal free of charge. To this end the Secretary Treasurer of every school municipality, besides the copy or copies supplied for the use of the members of the Board, was now entitled to receive a copy for each school under its control. He had only to state the number of the schools to have a like number of copies dispatched from the Department to his address. Such copies were to be preserved in each school for present or future reference. Of course, teachers desiring to have copies for their own private use, could do so by continuing their subscriptions, at half price as heretofore.

The speaker concluded by stating that he was authorized to make it known at this meeting that the arrangement for supplying free copies of the Journal was not limited to the Common Schools. It applied also to the Institutions on the Superior Education list—the Colleges, Academies and Model Schools, in official communication with the Department by means of their periodicals reports. Should any such not be in receipt of the Journal, as issued, its manager or Secretary Treasurer should apply for it.

The convention then adjourned.

Evening Session. Friday, Oct. 12th.

Mr. F. W. Hicks, M. A., after the convention had been called to order, read a most thoughtful paper upon "the Cultivation of Truth, Courage and such like qualities." The ground work of the paper may be defined as an argument to prove that in the qualities of truthfulness and courage the scholars of to-day are not behind those in the English public schools, the qualities in whom have furnished frequent opportunity to the novelist for enlargement. It was upon one of such characters in Canon Kingsley's charming book entitled "Westward, Ho!" that Mr. Hick's paper was founded.

His Lordship the Bishop of Quebec, who is himself an old schoolmaster, said he entirely agreed with the author of the paper that the sons of England were not one whit behind their ancestors in moral courage and truthfulness. This courage was elevated and strengthened by healthy, vigorous exercise. He believed moral courage was cultivated by all associations of English boys in the play-ground and in their associations with their masters. Truth and courage should be cultivated indirectly by the teacher. Truth was often the highest form of courage, and if the master was worthy of his place the principle of truthfulness would not only be recognized but revered in the school. This could only be done by contact of the master with the boy. If he taught truthfulness to the pupil, he must himself be the embodiment of truthfulness, in every word, look and action. He knew from his own experience that the bulk of the boys in any school could be educated in truthfulness. He had only to look the boys full in the face to get a truthful answer. He gave illustrations of the justice of his remarks, gathered from the experience of

former years. Boys, he added, were quick to perceive an act of injustice, and injustice would cut with a keen edge into the love of truth. He counselled teachers to speak to boys as if they were perfectly confident that the boys were telling the truth, and when they punished to punish so as to carry the school with them in the convictions that the punishment was merited. It was one of the highest essentials to have the public opinion of the school with the teacher at such times, and if he had these his influence would be permanent and beneficial. His Lordship's speech was loudly applauded for its eminently wise tone and judicious language.

Dr. Howe and Professor McGregor also spoke on the subject.

The President in concluding was glad to find so many encomiums passed upon the school system in Canada, which was in direct contrast with his experience in France, where in visiting and educational institution he found small panes of glass placed in the doors of the dormitories, which were visited in turn by an "Inspector" who exercised a system of *espionage* upon the students. The speaker expressed his indignation at such a state of things, and concluded by affirming that to the confidence which England had placed in her sons was due in no small degree their sense of honor and love of truth.

An amusing reading from Max Adelor's book entitled "Elbow Room" was given by Mr. Andrews, of Montreal, which caused much laughter.

Classical in education Canada—Rev. Philip Read, M. A., of Lennoxville, next read a paper upon Classical Education in Canada, its means and hindrances.

The paper, which we regret we cannot publish in full, was a vigorous exposition of the reasons why classical education had not progressed in a proportionate ratio with that in England. We can only find space for one assertion made by Mr. Read. Speaking of the standard of classical education in Canada he remarked: "When the work required from a man before he takes a good degree is hardly more, if, indeed, any more than would be required of a good sixth form boy, can we expect a good generation of apt schoolmasters with a sufficiently advanced knowledge, to grow up around us, ready in our hands? If we expect it we are certainly disappointed in our results. It cannot be."

There was no discussion on the subject.

Votes of thanks.—The following votes of thanks were passed unanimously:

To the President for his able and impartial conduct in the chair.
To the people of Sherbrooke for the courtesy and hospitality extended to the visitors.

To the Railroad Companies for the generous facilities afforded the members of the Convention for transportation.

To the proprietors of the *Montreal Gazette* in sending their representative to report the proceedings, it being the only journal present.

His Lordship the Bishop then pronounced the benediction and the Convention was declared closed.

Considering the large attendance of practical teachers, clergymen of all denominations, and of public men, noted for their endeavours to promote the cause of education, and the amount of useful work done, this 14th Annual Meeting of Provincial Protestant Teachers, deserves to be styled a successful one.

Besides those whose names occur in the foregoing report, we noticed among those present, Mr. E. T. Brooks, M. P., Sheriff Bowen, the Rev. A. C. Searth Chairman of the Lennoxville School Commissioners, the Revs. O. P. Reid and E. Parkin, Mr. C. Brooks, J. P., and numerous public school teachers, belonging to Montreal, Quebec, Sherbrooke, and parts of the Eastern Townships. While the District of Bedford and Missisquoi were represented by Messrs. School Inspector McLaughlin and Brown, Stanstead by the Rev. Mr. Holmes, Argenteuil by Mr. School Inspector Emberson, it is to be regretted that there were present so few of the large number of teachers belonging to the districts mentioned, and not a single one from that of Ottawa. The absence of a worthy and respected veteran in the cause of public education—Principal Hicks of the McGill Normal School—was universally regretted, this over-worked public servant having recently suffered from an attack of illness which induced him to refrain from making the journey to Sherbrooke.

We hope to publish in full, in a future number, the papers read by the Rev. Mr. Fyles, Mr. Secretary Hicks and the Rev. P. Read, Rector of the School of Bishop's College.