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REPORT

OF THE

Fifth Annual Convention

OF THE

PROVINCIAL ASSOCIATION

OF

PROTESTANT TEACHERS

OF THE PROVINCE OF QUEBEC,

HELD IN RICHMOND, AUGUST 27<sup>TH</sup> & 28<sup>TH</sup>, 1868,

WITH

THE OPENING ADDRESS OF THE PRESIDENT,  
HON. J. S. SANBORN, M.A.,

AND LIST OF OFFICERS FOR THE YEAR 1868-9.

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*Published Under the Direction of the Central Executive Committee.*

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1869.

## OFFICERS FOR THE YEAR 1868-69.

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*President :*

HON. CHRISTOPHER DUNKIN, M. A., D. C. L., M. P.

*Vice-Presidents :*

The Presidents of the Local Associations, viz. :

BEDFORD ASSOCIATION,

MONTREAL " J. W. DAWSON, LL.D., F. R. S., & C.

QUEBEC,

ST. FRANCIS, J. H. GRAHAM, LL.D.

*Secretary :*

ARCH. DUFF, M. A.

*Treasurer :*

JAS. MCGREGOR, M. A.

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### CENTRAL EXECUTIVE COMMITTEE.

1st. The foregoing Officers.

2nd. The Council of the Teachers' Association in connection with the McGill Normal School, viz. :—Prof. DAREY, Prof. HICKS, Prof. ROBINS, Mrs. LAY, Mrs. SIMPSON, Miss HERVEY, Miss MURRAY, Messrs. ANDREW, DUVAL, RODGER, and F. HICKS.

3rd. The Secretaries of the Local Associations.

BEDFORD ASSOCIATION, None.

MONTREAL " Mr. A. C. WILLIAMSON,

ST. FRANCIS " Mr. W. R. DOAK, Compton,

QUEBEC " None.

## REPORT.

The Fifth Annual Convention of the Provincial Association of Protestant Teachers of the Province of Quebec met, at Richmond, in the St. Francis District, as determined at the Convention of 1867, in accordance with the request of the Local Association of that District. The meetings of the Convention were held in the hall of the St. Francis College, on Thursday and Friday, August 27th and 28th, 1868.

The members' roll showed that there were present at the several sessions :

## OFFICERS.

Hon. J. S. SANBORN, M. A., Q. C., Senator, of Sherbrooke—*President.*

Principal J. W. DAWSON, LL.D., F.R.S., &c., of McGill College, Montreal—*Vice-President.*

Principal J. H. GRAHAM, LL.D., of St. Francis College, Richmond—*Vice-President.*

ARCHIBALD DUFF, M. A., of McGill High School, Montreal—*Secretary.*

ROBERT ROBINSON, of St. Francis College, Richmond, Secretary of St. Francis District Association, and Mem. C. E. Com.

## HONORARY MEMBERS.

Hon. P. J. O. CHAUVEAU, LL.D., M. P., Minister of Public Instruction, Quebec.

Hon. C. DUNKIN, M. A., D. C. L., M. P., Knowlton, Mem. C. P. I.

H. H. MILES, Esq., LL.D., Assistant Secretary of Education, Quebec.

H. HUBBARD, Esq., M. A., Inspector of Schools, Sherbrooke.

M. STENSON, Esq., " "

LORD AYLMER, Melbourne, Mem. Board of Examiners, Richmond.

There were present also a large number of teachers, chiefly from various parts of the district, and a few from Quebec and

the Three Rivers District. Of the teachers, the larger part were ladies.

The Convention was opened at 10 o'clock a.m., on Thursday. The President, Hon. Mr. Sanborn, called on Rev. W. H. Prideaux, M. A., of Bishop's College, Lennoxville, to lead in prayer.

The President thanked the Association for the honour done him by placing him in the chief position among them, and asked the aid of all in the discharge of the duties laid upon him.

Principal Graham, in a short address, extended to all hearty welcome on behalf of the Local Association of the District.

It was resolved, on motion, that the usual reading of the minutes be omitted, inasmuch as they had been published, and that they be considered as read and approved.

Hon. Mr. Sanborn then delivered his opening address on the subject: "Our Common School System; what is required of it."

Its first object is to put into the hands of the rising generation facilities with which to educate themselves. The State recognizes the duty devolving upon it to provide common school instruction. That every individual in the community should know how to read and write, is for the common good. In an age like the present, when books are so numerous and so cheap, and periodicals and newspaper literature upon all subjects circulate everywhere, ability to read and write opens to a man the avenues for self-education to any extent to which he has a desire and a will to improve himself.

It is only one in many who will have the energy and perseverance to make of himself an Elihu Burrett, a Hugh Miller, or a Horace Greeley; but whenever the elements of education are furnished to the masses, we find some of the leading minds of the age, with only common school instruction, thereafter educate themselves. To afford facilities for such spirits to develop themselves, is a powerful incentive in a public point of view to secure common school instruction to all. Another reason for common school instruction is the security it gives to property. Education in a Christian country cannot be entirely separate from moral improvement. It has been often questioned whether the mere acquisition of knowledge improves the heart. We will leave this point to the speculation of the curious. If a man cannot read, he cannot know, except by hearsay, anything of the written laws of the country. Ignorance of the law is no excuse for the violation of it. The least the State can do, then, is to afford means for every man's knowing his duty to the Government. Reading induces reflection, and reflection strengthens a sense of public duty. It is a low, narrow view of a person's interest, in most cases, that tends to crime. When the mind is enlarged by information, even if the moral sense is weak, reasoning and reflecting upon causes and results tend to make one believe the maxim that "honesty is the best policy." A proper comprehension of the moral economy of society leads every man to perceive that the observance of rules made for the common good, is the best security of his individual rights. Another reason why society at large has an interest in



general education is, that it tends to the greater production of wealth. The more generally information is circulated, the greater are the facilities for individual prosperity. The mind is stimulated to greater exertions. The farmer acquires the knowledge of improved husbandry. The mechanic seeks out new inventions. Every improved machine that produces greater result with less labor, adds to the common wealth of the country. Every farmer who acquires the knowledge which enables him to increase the products of his farm, is thus contributing to the common granary of the community. It is said that in parts of Mexico, at the present time, farmers cut their hay with a knife. Such a practice could not exist where every person could read, and where even a common newspaper could find its way.

The common education of the whole community is indispensable to a proper appreciation of the people's franchises. In a country like ours, where the choice of their representatives is committed to the people, reading is the great safeguard of public rights. It is the only means of rendering this system a common benefit. Men who read and inform themselves, as every one who can read may do, cannot be led blindly. They exercise their political privileges with more or less of reflection. This measure of instruction is particularly necessary for the success of our municipal institutions. The principal reason why our municipal institutions in many localities have become a snare to the people is, the prevalence of ignorance of even the elements of education. In such cases the body of the people are placed in the power of one or two individuals, capable of transacting business; and if such persons are selfish and designing, the community is brought into difficulty and embarrassment. This would soon be remedied if all persons interested had the means of watching and checking the designs of deceitful men.

The elements of education put into the minds of a generation will develop talents for practical business of a local and neighbourhood character, which without these facilities would remain latent. It produces self-reliance and self-respect. Some say, "A little learning is a dangerous thing." It inflates with conceit. It makes pedants. This is a sophism—one of those maxims put forward as if self-evident, which require proof. Tom Hood calls them "Johnsoniana," from Dr. Johnson's positive style in putting them forward. He instances several, one is,—a mother is advising her promising son not to be good for a hope of reward, but from a sense of duty. "Madame," says Johnson, "would you have your son good for nothing?"

There are narrow minds. In fact a large portion of mankind have minds sufficiently so, and those who know little will have more contracted views than if they knew more, but on the whole will be more useful, if not more agreeable, than if they knew nothing. If a person is vain of a little knowledge, as a general rule, his vanity does not disappear with greater attainments. Solomon says, "if you bray a fool in a mortar among wheat with a pestal, yet will his foolishness not depart from him." If a man by reason of having learned to read and write, reads of things that in his philosophy before he never dreamed of, and gains a superficial knowledge of many things which he supposes are new to the rest of the world, because new to him, and sets himself to enlighten mankind by lecturing on the abstruse sciences, and makes himself generally more ridiculous than he has any conception of; if with all this he has obtained a knowledge of common things, which raises him a step in life, we can smile at his fantastic tricks, and approve the general result.

Facility to read and write prevents imposition and fraud. If a man cannot read or write, he is dependent upon another to state his wishes correctly in a written agreement. If a man who cannot read and write is a rogue, and wishes to evade a contract he has really made, he always has an excuse, he did not understand the purport. It is the common interest

to have all men know what they agree to do, when they contract, that they may be held to do it. The benevolence of the age provides instruction for deaf mutes. A man in our day who cannot read and write, to the great moving, living world, is a deaf mute. It is Government's first duty to give him hearing and speech.

What then is expected of the common school system? It has its own place and sphere. It has not to do the work of colleges or grammar schools. It bears the relation to these that the number of small fountains from which trickle little threads of water, bear to the brooks that are made from an accumulation of these threads and rivers, made from many brooks ever flowing onward into the great ocean of knowledge. Common schools do not differ from higher schools merely in degree, but in kind. The great majority of the people must be simply graduates of common schools. There should be then a completeness of education of a certain measure.

The Prussian schools have been greatly admired for their many excellencies, and particularly because all education there was gradatory, every person is educated upon the same pattern, put through the same curriculum in the same way. The common school is the first step in the ladder. This system has been very successful in making an educated people; its results in the production of moral power to the nation are apparent. Is it, however, desirable that such a perfect uniformity should exist in a system of education? You go into a foundry and see the pattern of Stewart's stove, it is admirable in its arrangements, very perfect in its arrangements, very perfect as a stove, the mould always produces the same article; if there is a blemish in the mould, you have always the blemish in the stove; one scarcely likes this foundry business applied to the mind. "The human form divine" is surpassingly beautiful, but its beauty is in its general similarity, and in its infinite diversity. If a person of great beauty and excellence had a mole on his face or a wart on his hand, you would not wish him repeated so exactly as to perpetuate the mole or the wart.

So far as relates to schools for superior education, I should deprecate this perfect uniformity of teaching or course of study. In a country like ours, where there is no despotic element, and the source of power rests with the people, variety in the modes of higher education, where a large majority of the leading minds must be educated, tends to induce more originality. Thoughts do not run in the same grooves, ideas become more cosmopolitan and less stereotyped.

With the common schools of a country it is otherwise. A good system of instruction should be adopted, and it should be as far as possible uniform. Schools will always differ, not so much from the difference in scholars as teachers. Some persons will find themselves at home in a school-room and will communicate instruction with very few facilities, and even with no facilities outside of themselves, they will, by their ingenuity, devise various modes of illustration from the objects around them without maps, apparatus, or even books, if driven to this extremity, while others never will think of doing anything they have not seen done. I once employed a man to put up a spring bedstead, and I told him I wanted eight slats with springs. He looked at me with an expression of mingled astonishment and pity at my ignorance. "Why, sir," said he, "they never put but six slats to a bedstead." "But," said I, "I want eight." "They never come so, they are never made so; I have sold many, and never saw one with more than six slats." I then very solemnly asked, "do you know anything in the law that forbids eight?" "No, sir." "Then, if you think it would not be against the law, I should like eight." This mechanic brought to his art the same species of mind that many teachers bring to their profession. The object of Normal schools is not merely to give sufficient instruction to qualify teachers to instruct in elementary education, but to teach them the art of teaching. Here the most approv-

ed methods of instruction in the common branches are taught, by making the pupil-teachers examples to illustrate them. The value of discipline is learned by the painful ordeal through which they have to obtain it. The great secret of successful teaching is keeping children at one thing till they know it, before taking the next. Never mind the time, it is not lost. If a pupil learns one thing, and then a second, when he acquires the knowledge of ten things, you can count and measure with exactness his attainments. If he, instead, superficially passes through, or rather over, in the same time, one hundred things, or educational facts, he has no certain knowledge of any thing. These two modes lie at the bottom of good or bad education, and generally follow one as far up as he goes in learning. A careless teacher, who has not sufficient love for his work to be painstaking with his scholars, will encourage his pupils to be inexact and superficial. A superficial scholar will make a careless man of business, and want of careful early training mars the prospects of many men in after life. The object of Normal school teaching is to take pupil-teachers over the road in the manner they are expected to train others to travel. It cannot give them mind, or heart, or taste for the work, unless they have the natural adaptation for it, and when a stupid teacher ascertains that teaching is a drudgery, the sooner he abandons the work of teaching the better for himself and for the cause of education.

Elementary education, unlike that of superior education, may be complete in itself. A person may perfect himself in reading naturally, with proper expression, in writing a good hand and the principles of penmanship, in orthography, common arithmetic, English grammar, or the grammar of the vernacular, whatever it may be, and in a knowledge of geography, without proceeding further in higher studies. There may be a perfect comprehension of these branches so as to be enabled to teach them well and properly without the absolute necessity of proceeding further. It is fortunate that this is the case, otherwise our common schools could not be provided with a sufficient number of competent teachers at so moderate an expense as these can now be provided. Reading, writing, and common arithmetic form the basis of all mental improvement. The art of reading is indispensable to enable a person to enter the portals of the palace of recorded knowledge. Good readers are as rare, if not more rare, than good singers. This should not be. All cannot become good singers, but all can, with perfect organs of speech, become good readers. It is an accomplishment of the highest order, as well as a prime necessity. The art of writing is the means by which we communicate our ideas to others, and, without it, the mind is shut up in a prison. To whatever extent one proceeds in the higher mathematics, algebra, geometry, calculus, or the application of mathematics to philosophy, astronomy, or mechanics, the processes, however varied or far pursued, are all accomplished by the four simple rules of addition, subtraction, multiplication and division. Hence the importance of thorough and correct teaching in our common schools.

Writing is a mechanical process, but for this reason should not be neglected. That affectation which would despise good penmanship is not to be commended. Certainly, one object of writing is that it may be of such a character as to be read. Sergeant Bell, an eminent barrister in England, is said to have written three hands, one which he could read himself, one that his clerk could read, and one that neither himself nor any one else could read. None of these are suited to be taught in our common schools.

What is desirable for our common schools is, that there should be secured in the class of teachers permitted to take charge of them, a completeness of instruction in the elementary branches designed to be taught there; that they know to a positive certainty these things, not have a vague and misty vision of them; that they should have a knowledge by observation, of the most approved methods for conveying instruction to pupils, and, above all, that they be alive, and have a heart for their work.

Nothing is more trying to the nerves than to see a teacher going through a routine with the spirit of a martyr, like a soldier marching backward and forward on sentry, where no enemy ever appeared or is ever expected to appear. It makes school visitors feel much as the farmer feels who has placed a lazy man in his corn field, who is ever and anon looking at the sun, praying that Phoebus may hurry on, though he is by no means in a hurry. Our system of examinations, and the granting of diplomas, is calculated to meet one want here designated. It has done excellent service.

The influence of conventions like this, and of normal and superior schools must be relied upon to supply another want, the infusing of a spirit of life and intelligence into this large body of educators. They are the educators of the many and they need to magnify their calling. To the elevation and perfection of our common schools must we look for the awakening of a proper interest in and appreciation of the value of education. The higher schools and colleges will not thrive unless the common schools prosper. If the latter are doing their work well, we shall find many by their own energies pushing on higher. These, too, are the very best material, with which to make strong men, intellectual powers in society.

I do not agree with those who would discourage young men or women from teaching while preparing themselves for higher or other stations, merely because they may not remain teachers for life. It is said that is only used as a stepping stone and a convenience. It may be so in some cases, but, as a rule, you will find the brightest minds are those who are making this a means of helping themselves to higher attainments. They are burning with a love for knowledge and with such the work of conveying instruction is generally a pleasure because it is a stimulant to study in themselves. There is also another truth, persons who acquire knowledge are not generally like persons acquiring property. Imparting, rather than hoarding knowledge, affords pleasure. Besides, young persons bring to their work the freshness and ardor of youth, which finds a sympathetic cord in the hearts of children around them. Another reason why I would encourage such teachers is that it helps on the work. It affords facilities in an honorable and useful calling for indigent youth to climb the hill of science.

To render our common schools what they ought to be, they should be free from all partial, local or sectarian influences. These schools, unlike the superior schools, are sustained by the property of the country almost without exception. The only exception is that of scholar fees which fall upon persons in proportion to the number of their children. This is not always in the same ratio as the possession of property. This provision in the law seems to be in the interest of bachelors. The fact that the whole community sustain common schools under the law, shows that the object is one in which all are supposed to be agreed. In a country like ours, where the people are divided by the double partition of creed and language, this becomes a most important and delicate duty of the system to manage.

I do not consider that the teaching of personal religion has any place in the common schools. Religious instruction, as such, must be provided elsewhere. Nothing will sooner bring common schools into contempt than local favoritism, the government of neighborhood cliques or proselytism. While this is true, our schools should be christian, not pagan schools. The principles of christian morality should be inculcated. Our dissentient school law is a safety valve to prevent the evil of sectarian schools becoming aggravated. It is, however, beneficial mainly as provisions in a contract and which are termed comminatory—threatening. This is a right, like many other precious rights, that is all the more valuable for being rarely exercised.

No rules can be laid down to guide teachers in the discharge of their delicate duties. They must rely upon that forbearance and mutual confidence which a larger acquaintance always engenders with men of different



racess and creeds. Much of the dread of others' ideas is due to prejudice. This removed, we find ourselves wonderfully harmonizing upon matters where we supposed there was a world-wide difference. These annual Conventions should do a world of good in enlarging the minds of teachers; in generating a liberal spirit, and in removing prejudices by the supplanting of suspicion by confidence; the cold salutation of the stranger for the cordial grasp of the friend.

In closing my responses to what is expected of our common schools, I venture to remark that the principles of our civil policy should be taught in them—What are we, a monarchy or a republic? Are we under a despotic government? What is a limited monarchy? The leading maxims and principles of our constitution should be taught, particularly those duties devolving upon jurors, and witnesses in courts of law. More than all, in importance, the nature and general features of our Municipal law should be taught. A hand-book might be prepared, which, if used as a reading book, with occasional lessons and questions, would familiarize pupils with certain general principles of great use. An elementary education in this science is much needed. It tends to make a homogeneous people—to generate national pride, and particularly it gives an introduction to society, so that when civil responsibilities are thrown upon a young man he may have some idea where he is, what to do and where to get information.

With common schools well sustained, well and faithfully managed, a generation of intelligence will grow up, our people will have a good comprehension of their privileges and appreciation of their wants. They will become better informed of the general progress of the world. They will improve in all the industrial arts. They will have more wants, higher tastes to gratify, but will have great facilities for supplying these new wants. They will enjoy more and have a higher order of enjoyment. Ignorance with the masses makes the literary atmosphere of the country cold and cheerless. Literary efforts of every kind find very little sympathetic response. It may do for a rude people in a semibarbarous age to have an ignorant peasantry. It may contribute to mystery and poetry, but for a progressive, matter-of-fact, utilitarian epoch like this, we must have educated yeomanry.

Our common schools are the agency by which this want must be supplied.

Hon. Mr. Sanborn's address was listened to with great attention and interest. At the close, the choir, which had been prepared for the occasion, sang a beautiful selection. Announcements were then made—by the President, of the hours for the meetings of the Convention; and by Principal Graham, concerning places of abode for those who had come from a distance, and thereafter the Convention rose to reassemble in the afternoon.

#### AFTERNOON SESSION.

A meeting of the Executive Committee was held at half-past one.

The Convention came to order at 2 o'clock, the President occupying the chair.

Rev. W. H. Prideaux was called upon, and after explanation of his inability to give all the time which preparation for the Convention required, read a paper on "English Composition." Valuable advice was given concerning the "style" which should be cultivated in writing. Discourse is either premeditated or extempore, and this distinction should be borne in mind and the style adapted to the occasion. Every book or composition should be readable, avoiding errors in grammar, and too great length of sentences. This fault of too great length is common to beginners in the art and to those who are well practised and at the same time fluent speakers.

Secondly, the structure of our language demands our care that the vocabulary be preserved in purity. Coining new words should be studiously avoided, unless it is necessary in order to the expression of some new thought. It is remarkable how many words have dropped out of our stock in course of time, as *e. g. peize*; and it is curious too how some have moved along a line of thought from one shade of meaning to another. We see some words used in their former sense in some of our literary monuments of the past, as in our translation of the Bible. Teachers, more than others, have to do with the preparation of language for the rising generation, and have a large responsibility resting upon them. They ought to strive earnestly to preserve the purity of our tongue. The Orthography of our language receives not too great attention. Innovations in spelling do us great injury by blotting out part of the history of words. A sort of filial affection for our mother tongue will, it is to be hoped, save us from changes at variance with good taste, and otherwise not to be desired.

The President followed with a few remarks on the principles which new words may be introduced into our language.

After music by the choir, Hon. Mr. Chauveau, LL. D., Minister of Instruction, was called upon to address the Convention. He said he was very glad that he was able to be present, and that Dr. Miles, the Secretary of the Educational Department, was present also. He had not expected to be with the Convention, and this must be an apology for want of preparation to do more than make extemporaneous remarks. He had heard

with pleasure the address of the President, but could not agree with him in everything he had advanced. He thought it was impossible to have a non-sectarian system of education in this Province, where forms of religion are so different, and languages as well. Gentlemen in other countries whom he had met, had expressed to him their opinion that the present plan was very well suited to the circumstances. He said that a man's faith is a thing hard to keep, and it is therefore no wonder that some should look with feelings of jealousy on anything which would tend to the weakening of the faith of the people. He felt that the best plan was not to have unity in everything, but diversity as well where necessary. Variety is essential, and uniformity impossible. In any place where some might choose to secede and form a separate school for themselves, he felt it right that they should be allowed to take with them all that might belong to them. Education was progressing in the Province, although there were many drawbacks, especially in the thinly settled districts where the roads to school must often be very long. The Department was ready to help all who would do well if aided, and also to relax its rules when this might be needed.

He desired to make a few remarks on special points in the working of schools. Hygienic principles should receive more attention. The health of pupils, and of teachers too, was neglected to such an extent that much evil often followed. In many schools there was too little ventilation, and pure air was sometimes sought by the sudden opening of windows. This might produce very bad effects. The teacher could do more than commissioners or parents to remedy these faults. Gymnastics ought to be practised but not with heedless violence. Military drill afforded a happy means of securing gentle exercise. A happy disposition on the teacher's part would accomplish much good.

French ought to be studied more in English schools than it is, and not, as is too often the case, as a dead language. It must be spoken, even though in a bungling way at first. French schools, in their study of English, set a very good example.

Canadian history should receive much attention. One teacher made the Parliamentary Blue Books a study, that he might be thoroughly acquainted with the progress of affairs in the country,

and for this he deserves great credit. Penmanship should be taught more systematically, and with an aim to make pupils beautiful writers, with enough of peculiarity to mark the individual.

Finally, let the teacher give his whole heart to his work, and he may go forward sure of success.

Rev. A. J. Parker, of Danville, followed with an interesting paper on the History of Common Schools in the Townships during the forty years past. Mr. Parker gave at the outset a sketch of the area styled the Eastern Townships, lying in a somewhat triangular form along the northern frontier of the States of Vermont and New Hampshire, and stretching from the outlet of Lake Champlain to a point about thirty miles from Quebec, and thence to the U. S. boundary on the State of Maine.

This territory, a dense forest even forty years ago, was long ere this settled by hardy New Englanders, not from the more comfortable ranks of society, but of those who sought to rise to a better condition than they already enjoyed, and whom the low price of our land induced to cross the border. Many were led, too, by a desire to live under British rule. Settling at isolated points far apart in the great wilderness, there was little communication between them along the tracks marked only by "blazed" trees. There was thus little opportunity to set up schools, even had they been of the better educated class, who would feel their want; and besides, they found it all they could do to feed and clothe their little ones. Some families, however, had teachers for themselves, and after a time log school-houses were built in a few places, where at intervals, and with teachers not such as would be considered the best now, a scanty education was given. A few of the scholars of these days still live. (One was present at the Convention.)

About sixty years ago, the Royal Institution for the Advancement of Learning was established, to meet the necessities of the growing population. This body did not receive the desired popular support and in this district was not very successful.

The desire for education, stimulated by this movement, had no satisfaction until about two score years ago, when two members



from the St. Francis District were sent to the Parliament of the Province. Roads then began to be opened up to the markets, and postal arrangements to be made. In 1830, the Liberal Parliament of the day voted the proceeds of the confiscated Jesuits' Estates for educational purposes. Scores of school-houses were then set up. Messrs. Childs and J. Brooks, M.P.'s for the St. Francis District, Dr. Meilleur and Mr. Jacob DeWitt had much to do with the promotion of this early school system. The act expired by limitation in 1835, and hereafter, partly on account of the troubles of 1837, nothing was done, except by private voluntary effort, until the year 1843, when the present school law in its original form was enacted. Great good has been accomplished by this measure. All classes have lent their effort to secure the present measure of success. We should rejoice and thank God that His guiding providence has led the people to lay aside, in great part, their prejudices, and work together, instead of dealing with each man's hand against every other. Some local contentions have existed, but none widespread, and our schools have done much to cement society. Many trained in these have gone forth and taken high rank in the world. The investment has been a good one.

The essayist illustrated the progress of educational affairs by an anecdote. Some years ago a commissioner was sent from Quebec to Sherbrooke to meet several of the school managers of the district, and find out whether the school reports were not falsely filled up and signed, because the subjects were so far beyond those taught in some other districts, catechism and prayers being the only studies in these latter; and the reports from the former were signed by the teachers in good hand-writing, while from the latter they were in many cases signed with a cross, the teachers being unable to write.

The annual reports now show far greater progress, and as we go forward, let us bear in mind, that in the management of the schools, no arbitrary control should be tolerated, but the opinion of every citizen carefully respected.

Care and catholicity are needed in reference to religious training. There should be no urging of dogmas. With hearts

thankful for the past, we may go forward hoping that the forty years to come may be much brighter than the forty years past.

The President suggested that it might be well to afford now some lighter work for the mind than further attention to essays, and on motion it was resolved that the remaining time of the session be occupied in discussion on any of the points brought up in the papers read, and that each speaker be allowed five minutes.

Principal Graham, LL.D., then referred to instruction in writing, and advised that classes be formed in the schools for this study, just as for arithmetic, and that they have regular terms for work and examination.

Rev. Mr. Lee, of Stanstead Academy, said that it would be very difficult to do this in common schools.

Mr. Wilkie, M.A., of the Quebec High School, said that in his thirty years' experience in teaching, he had always had a regular class, the whole school coming together in one for this purpose. He had endeavoured to keep up with the improvements in copy books, using now the Payson system, which he highly recommended. Boys with no great talent for other studies, are often found to excel in this. They should be ranked in the class, each one receiving credit for his work.

Mr. Inspector Hubbard, M.A., urged parents to aid their teachers, by procuring for their children books, so that in one school all children should have the same system, and each the book adapted to his ability.

Mr. Inspector Stenson described efforts he was making to improve penmanship in his inspection district.

Mr. W. E. Jordan, of Danville Academy, advised teachers to study the principles of handwriting, and endeavour to become skilful themselves. They would use the black-board with benefit in this branch of their work, and would find it well to train their classes to count while writing, as men at drill do, marking each step in the process.

Hon. Mr. Chauveau said, that this plan just mentioned was followed in Prussia. Children should be required to write very carefully any exercises, such as are required in a History class.

Principal Graham advised teachers to give to advanced scholars in this subject practice without copybooks. Book-keeping, or copying from collections of letters illustrating commercial correspondence gives room for this. After learning to form letters well, by using such books as Payson's, practice as recommended tends to bring out the peculiarities of the individual, along with beautiful forms.

At the request of the Convention, Mr. Jordan occupied five minutes longer, and said, it was well to let little children write first on a slate, then on paper with a lead pencil, then with a pen over writing previously traced lightly by the teacher or a senior pupil. After this, self-reliance is safe.

The President then announced that the Evening Session would open at half-past seven, and addresses would be delivered by several gentlemen.

The Convention united in singing the Doxology and adjourned.

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#### EVENING SESSION.

The Association re-assembled at half-past seven, with the President in the chair.

After singing by the choir, Rev. A. J. Parker led the Convention in prayer. It was stated that subscriptions towards defraying the expenses of the Association would be received by the Secretary. The Chairman announced that Dr. Dawson, Principal of McGill University, had arrived, and he had much pleasure in calling on him to address the meeting.

Dr. Dawson expressed the pleasure he felt in being present at this Convention, and his regret that he had not reached it earlier in its sessions. He said that he would address the meeting on "Some Characteristics of British-Canadian Minds."

He said we have been called a new nationality, and this word implies national character as well as national existence. Now what is our national character, if we have any? In one respect, we are very heterogeneous, belonging to various nations, but in other respects we are homogeneous, being surrounded by similar circumstances. He spoke now of British Canadians, a class to which he himself belonged, and could therefore speak freely. The Anglo-Canadian differed from the Englishman in three particulars. His colonial position was that of a sleeping

partner in the empire, and almost lost sight of by the mother country. This has a belittling effect on the Colonial mind, and it can only be overcome by education. We must become better acquainted with the empire, better with Canada, and better with the great experiment of self-government going on alongside of us. Newspapers should give more information on all these points, but these papers are only the exponents of public opinion. Now the recent change in our condition had caused a great ferment in the public mind, and required a corresponding activity in education in all its branches. Nor was this effect of Confederation confined to those who approved of it. Those who opposed it had equal exercises of mind concerning independence or some other change.

The second cause was, the absence of the fixity and constraint of long established customs and conditions. The rough independence thus produced, was advantageous in one respect; it gave more poise and vigour, but it was apt to degenerate into hard, selfish individuality, in which case the sense of the beautiful in the moral or natural world was lost. The love of nature should be characteristic of the Canadian mind, but the trees were in too many cases looked upon, not as ancestral memorials as in England, but as so many cords of wood. The educator had therefore much to do here to imbue the mind with a taste for the beautiful in nature, in art, and literature, and to this end much more attention should be turned.

The third cause of difference between the Englishmen of England and of Canada, was the absence of marked ranks in social position. This had much effect on the national character,—all offices and callings are here alike open to all. There is nothing reserved for special classes or orders. Every man here is, to a considerable extent, his own master. But the want of those rigid social distinctions which make men run in grooves, renders it the more necessary that the educator should prepare the Anglo-Canadian for the energetic and independent life that lies before him. Indeed, in Europe itself the state of society is drawing nearer and nearer to our state. The individual is becoming more and more important, and the corporate less and less. There is as good a proportion of mental capacity among the youth of this country as any other, and it was perhaps fully as active; but it is useless to expect the fruits of culture without culture. We cannot have manufactures and fine arts without the necessary schools. In European countries and in the United States, the greatest pains were taken to raise up schools of art and design, and we might as well expect a good soil to produce good crops without culture, as fruitfulness in the good mind we have to work upon without education. We had also, as a minority, peculiar need to occupy a high and influential position, and this we must do, not by numbers, but by mind. We must rely upon ourselves, and the way to do so was to diffuse high educational culture among the Anglo-Canadian population, that they might hold their own however far out-numbered.

The choir followed with another beautiful piece of music, after which Lord Aylmer addressed the Convention on "Agricultural Education."

He said,—Our prosperity is entirely owing to agriculture. We have a productive soil, and all our interests are dependent upon it. The success of all classes hangs on that of the agriculturist. Of his intelligence, industry, and prosperity all will reap the benefit. If agriculture languish, all the rest will suffer. Have we, then, improved agriculture as we ought? Look back at our agricultural history and enterprise, and say what has been done. Are we in advance of the first settlers? We fear not. Is agriculture not looked upon as a low, commonplace toil, instead of a profession of the highest importance? In what respect is science brought



practically to bear on agriculture? What does the farmer know of mechanics, geology, chemistry, and many other sciences with which he must practically come in contact? The soil is the capital of the country, and the farmers who own it should be the highest educated class of the community; but if the farmer undervalues his own profession, what respect can he expect for it in others? Every art and science aims at the highest perfection; but the farmer goes on only using his hands. Every branch of industry is rapidly improving except agriculture, which needs it most of all. Though there are distinguished colleges, none of them teach agriculture. There are theological, medical, law, and military schools, with fine libraries, but poor agriculture, which sustains them all, gets no attention! Nay, if our legislators, who are so liberal to other kinds of education, are asked for an agricultural school, they give forth no response. What finer sight could there be than a farm of 400 acres, showing all the attainments of ages in the art, where pupils from every part of the country would be instructed in all the sciences connected with agriculture. There every new agricultural implement might be tested, every new kind of seed tried. If objection be made to the cost, is it not reasonable that the class which pay most of the taxes should get a small share laid out on themselves?

As a number of French Canadians were present, Hon. Mr. Chauveau was asked to address them in their own language. He said:

There never was a time when the French Canadian people were destitute of education. The excellent education of the family, supplemented by the education of the church, always prevailed. There were also schools of instruction, adequate to the wants of the people, according to the views of those times; and it was only after the conquest that schools were found deficient for the growing population. The Assembly of Lower Canada tried to establish an educational system, but was hindered by the Legislative Council. Finally, however, a system was established, which had been gradually improving, and, if Lower Canada was behind Upper Canada in this respect, it was before the Maritime Provinces. Four-fifths of the French Canadian women under thirty could read and write, and three-fourths of the males of the same age. He then drew the attention of French teachers to the deficiency of their school-houses in a hygienic point of view. The school rooms were very small, and they were very badly ventilated, so that both scholars and teachers were stifled. The seats were not low enough and had not suitable backs for the children, who were very uncomfortable; but when the children are fatigued by long lessons, or sitting idle in an unnatural position, it was exceedingly bad for them as well as the teachers. There should be variety in the exercises of the school, and recreation should be interspersed with lessons. The closeness of school-houses, and tiresomeness of the exercises, caused great mortality among teachers, many of whom fell victims to consumption. He might add that teachers speak generally too loudly to their scholars. This is caused by the noise which they cannot otherwise surmount; but the more noise the teacher makes, the more noise the scholars will make also. The proper way to obtain attention is to speak naturally and in an interesting manner. Teachers should resolve, both for their own good and that of their scholars, to be cheerful, composed, and self-possessed. An important point in Canada was the teaching of French to the English, and English to the French scholars, and the only way to learn a foreign language is to speak it. This is the natural way, and arrangements should be made to carry it out. Of course, reading and grammar should follow or accompany speaking. It is also necessary that the history of Canada should be studied, and there will be a more suitable history for schools than the compilation from Garneau, which had been used because there was no other.

These teachers' institutes, conventions, or conferences should also be introduced among the French-Canadians, as of the greatest importance in aiding teachers.

Hon. C. Dunkin, M.A., M.P., Finance Minister of the Province, then addressed the assembly on "The importance of a Moral Basis for Education, as of equal value with Physical circumstances in the healthy development of a people." Teachers should bear in mind that it is their duty to lay a good healthy moral foundation on which a great people may be built. He said:—

He once visited the Island of Nantucket,—which had not a tree, and scarcely even a harbour. Every vessel of any size had to be lightened, even to its masts and rigging, in coming over the bar; yet that island contained a large and flourishing city, with fine houses and a dozen churches well attended; and that population, though it had no advantages, and every difficulty, was holding its own in every respect, with others much more favourably situated. The only thing it lacked was paupers. What was the reason of this prosperity under difficulties? The settlers of that island had been the cream of the cream: they had fled from persecution on the mainland, as the people on the mainland fled from persecution in England. They were the most moral portion of the population, and hence their prosperity. New England, as a whole, is another instance of the same thing. A great proportion of the men who rise to distinction, as western men, northern men, or middle-state men, were originally from New England, where the moral influences he desiderated were most abundant. He concurred with Dr. Dawson in thinking that we as a minority should so educate and conduct ourselves as to command the respect of the majority; though he could assure the audience that it was impossible for a majority to be more disposed to be just and considerate to the minority than the French Canadians were. He could say that the English were better treated in Quebec than the French in Ottawa. He agreed with Lord Aylmer, that increased and increasing attention should be paid to agriculture. There might be just as many farmers as the country could hold, but all other classes could only be increased in proportion as the agricultural class increased. In this view it was necessary that education should have a primary regard to fitting the people for farmers and the wives of farmers. The idea that a fool or a dunce could be a good farmer was fallacious, for there was no business that required more skill, foresight, and attention. He had tried to learn both law and farming, and he found that the latter was the far more difficult study of the two. Everything, therefore, that training, skill, and education can do, should be done for farmers. He had no doubt the great object suggested by Lord Aylmer would be carried out by the Government to the extent of its means. An important element in agricultural education would be our normal schools, to give to those they educate as much of education as they can receive in connection with the branches actually necessary. The pupils issuing from these schools will then be fitted to promote agriculture and horticulture wherever they become teachers. But, besides all this, the people must put their own hearts into the work. Every farmer must cultivate his own mind, and give his sons an education to fit them to be intelligent and able cultivators. To this end, also, he should support the schools and colleges established for their improvement, and tell the legislature what he wants further.

The Hon. Mr. CHAUVEAU thanked Lord Aylmer for his paper on agricultural education,—a subject which had been occupying the Government

for some time, but which, though it appeared easy in theory, was found difficult in practice. The whole country must be awakened to the importance of the subject, and he was therefore glad that public opinion was supporting the Government in its efforts to encourage agricultural education. These efforts had already established two agricultural schools,—those, namely, of St. Ann's and l'Assomption.

These efforts were not perhaps known to the English, for in Canada the two races reminded him of the staircase of the Chateau Chambord in France. These staircases twisted round each other in such a manner that two persons might ascend each at the same time, and be close together all the way, and yet neither see the other. It is the same with the French and English here. We are climbing we know not where, and in close proximity, but we scarcely see each other. We know not even the names of each other's *litterateurs* and *savans*. He had tried, by the *Journal of Education*, to make each people acquainted more and more with the other; and, if an assimilation of creed, and language, and social intercourse could not be expected, a community of thought and effort for the public good might be attained. We have made an immense stride in the way of becoming known to the world. And the question is asked by studious men on the other side of the water, How the two different races in the country are to fuse into one people? Now, perhaps, our very position of one race being in a minority in the Confederation, and in a majority in this Province, is the best to teach mutual forbearance, respect, and friendship.

It was resolved, on motion, that the hearty thanks of the Association be tendered to those gentlemen who had addressed the meetings through the day, and especially to the members of the Government, who had come to lend us their counsel and encouragement.

After motion for adjournment till 9 a.m. of next day, the President announced the programme for the next morning's session, stating also that the Central Executive Committee would meet at half-past eight a.m. The proceedings were then brought to a close by singing the Doxology.

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## SECOND DAY.

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### MORNING SESSION.

A meeting of the Executive Committee was held on Friday morning, previous to the public gathering, and a programme of business arranged for the day.

The Association assembled at 9 a.m., with the President in the chair. Rev. Mr. Lee led in prayer. Reports from various committees appointed at the Convention of 1867 were called for.

Dr. Dawson reported on behalf of the Committee appointed to confer with the Associations of other Provinces in the Dominion relative to the formation of an Association for British North America. The Committee had not yet obtained sufficient information to enable them to present a report such that this Association might act upon it, and they requested leave to continue in charge of the whole subject.

On motion of Principal Graham, seconded by E. Hurd, Esq., M. D., the committee was re-appointed, and consists of Professor Robins, Dr. Dawson, Inspector Hubbard, and Mr. Wilkie, of Quebec.

On behalf of the delegates to the Provincial Association of Teachers for Ontario, who were Prof. Robins, Inspector Hubbard, and Mr. Wilkie, Mr. Hubbard reported that it had proved impossible that he should attend the Ontario Convention, and he had communicated this fact to the Secretary of that Association.

Mr. Wilkie reported that he had intended to fulfil this duty, but circumstances had prevented him.

On motion it was resolved that Rev. Mr. Lee, of Stanstead, and Mr. R. W. Laing, of Waterloo, be delegates to the next Ontario Convention.

The Secretary read the minutes of previous sessions of this Convention, and these were approved.

On motion it was then resolved that the next Annual Convention of this Association be held in the District of Bedford, the particular place to be chosen by the Local Association.

Balloting then took place for the elective officers of the Association for the ensuing year, and resulted as follows:

President—Hon. C. Dunkin, M. A., D. C. L., M. P.

Secretary—Archibald Duff, jr., M. A.

Treasurer—James McGregor, M. A.

It was resolved that a Report of the Proceedings of this Convention be published, and that copies of the various papers read be requested from the writers, in order that such abstracts of them might be published as might be convenient.

The Secretary stated that the suggestions made by the late



Hon. T. D'Arcy McGee, touching Evening Schools, in a letter sent by him to the President of this Association at its Convention in Montreal in 1867, had been discussed fully by the McGill Normal School Teachers' Association in accordance with action taken on the letter at our Convention. The subject had been laid before the School Commissioners of Montreal.

Rev. Mr. Lee, of Stanstead, was then called to address the Convention.

He said that he attended this Convention with much pleasure, because he felt it was in his own country and for the benefit of his own profession. He would direct attention to the importance of several subjects which the teacher might bring before his children in a simple way with great benefit. The present age is so busy and makes strides so rapid in its progress that we must indeed be energetic in order to train youth to fitness for life. The mind must be carefully cultivated, although there is but little time for all the study that seems imperative. The frame of the human body should be explained to youth, and thus means taken to prevent disease as much as possible. Men should know how to live. Botany is a most interesting field of study, for its subjects form the carpet of the earth. The knowledge of the mode of life of the many thousand kinds of living creatures that people the globe is too important to be neglected. The surface and formation of the earth's crust claims the study of every one for many reasons. We should instruct youth first about the part of the earth which they can see at home for themselves, and then lead the mind over our own continent, with its vast mountain ranges and table lands. Geography is best taught by beginning with home, and leading the learner's thoughts from this to the idea of a town, a province, and other larger communities. The importance of proper instruction in Language can hardly be overestimated. How many misunderstandings are brought about by an improper use of words. The history of our own land is too little studied. Real greatness does not lie in intellectual power alone. Teachers have great power placed in their hands in moulding minds. Discipline in schools must be kindly and yet firm. Let each teacher be faithful in his work, remembering that the results are not for time only.

After music by the choir. Dr. E. P. Hurd, of Danville, read an excellent paper on Physical Education. The following is a summary :

Physical education was defined as instruction, discipline, and cultivation, designed to give health, strength and vigor to the bodily organs and powers. It comprehends the knowledge and practice of physiology and hygiene. This kind of education is needful for all, and the earlier it is commenced the better, for it concerns the present and future welfare, the intellectual and moral standing of the individual. It ought to be taught in our educational institutions. The teacher should be a practical physiologist. Physical education is both theoretical and practical.

The theoretical includes a knowledge of the muscular, digestive, circulatory, respiratory, secretory, excretory, and nervous systems. The wonders of each of these were briefly alluded to. It is on account of the intimate relation between the physical and mental systems that physical education is essential to intellectual and moral culture. Many students "break down" from inattention to their physical organs, in connection with mental work; neither can the moral faculties be well developed if

there be an unsound condition of the body or brain. The speaker was understood to indorse in part the *cerebro-physical* views of Combe's "Constitution of Man." The moral faculties in the criminal type of brain are only rudimentary. Indolence, luxury, etc., which are antagonistic to correct physical training, prevent the due manifestation, growth, and exercise of the moral sentiments.

The practical is the principal thing. Many men, from their circumstances in life, enjoy excellent physical training. A short history of the physical culture of the Greeks and Romans was given. Their national games were described. They were a military people, and military discipline is the best physical education. Gymnasia (*gymnos*, naked) originated with the Greeks. The speaker traced the downfall of these nations to the decline of the military and athletic spirit. Neglect of physical education will destroy any nation. He closed with a forcible appeal to parents, tutors, and youth, to give earnest attention to the laws of health. Gymnastics for young men of colleges and academies, invigorating pastimes for common schools, calisthenics for young ladies. The uses of rest, recreation, temperance, and chastity, were urged, and the indulgence of tobacco and alcohol denounced. Cleanliness is of special importance; hence bathing, the flesh-brush, &c., are advised. But, after all, physiology can never become a panacea. To know, in all circumstances, all the conditions essential to health, would imply omniscience, and the "millennial man" will be dependent on the helping care of his Omniscent King.

Dr. Dawson made a few remarks on the subjects brought up in the foregoing essays. It is difficult to teach Natural History in common schools, as specimens for illustration cannot always be easily procured. Physiology and Botany present no such difficulties, for every pupil is a specimen himself in Physiology, and every plant a Botanical subject. Teachers, however, should be qualified to give instruction on these subjects, and knowledge on the teacher's part, coupled with good sound sense and practical energy, would help to remove many obstacles.

The President said the playground is the best gymnasium. There should be proper recesses in every school. A ramble in the woods is almost the best kind of exercise for the student. There he can forget books.

Dr. Miles then read two short papers on the Qualifications of Common School Teachers, and the Remuneration of Teachers. In the first of these he said :

There are seven times as many children attending common schools as higher institutions, and there are fifteen times as many common or elementary schools as there are other public schools, and elementary school-teachers are three times as numerous as others. The Hon. Mr. Sanborn had said that for the sake of security of property, as well as the production of wealth, the common schools merited our particular attention, and further that our people at large were mainly dependent upon these schools for acquiring the ability to appreciate their political and municipal privileges, and intelligently to exercise and enjoy their rights in these matters. The practical inference is, that we should aim at perfection in our common

school system. Efficient teachers, he thought, were the great desideratum. He urged that there ought to be no distinction as to quality between the competency of teachers of common schools, and those of the higher places of education. The common school teacher ought to be as thoroughly qualified for his work, in his scene of labor, as the instructor or professor in a grammar school or college for his office. There are no gradations admitted in law and medicine, and there ought to be none in school-teaching.

The second paper had reference to the social position and remuneration of the teacher. He spoke of the remuneration as being, in most cases, altogether inadequate. But society is the pay-master, and upon the appreciation of society must the teachers depend ultimately for affording adequate compensation. Governments and legislatures, apart from the sanction and support of public opinion, cannot be expected, in this respect, to do more than guide and give expression and force to the liberality of those whom they represent: it is society that is to blame for the poor remuneration of teachers. In order that this evil may be corrected, society must see her educators coming up nearer to the actual requirements of the day, and supplying a better article as the result of their labors. Hence, teachers themselves can do much towards remedying the present state of things. They can and ought strenuously to exert themselves on all occasions, in their work in school, and in their demeanor and example outside, to impress upon all with whom they come in contact a high opinion of their calling. The speaker recommended such normal-school instruction and training as is adapted to enable teachers to obtain a greater fitness for their work.

The Convention then adjourned till afternoon.

#### AFTERNOON SESSION.

The Executive Committee held a meeting for arrangement of programme shortly before the Association meeting.

The Association re-assembled at two p.m. Rev. John Mackay led in prayer.

The Secretary, Archibald Duff, jr., read a short paper describing visits to the schools of several cities in the west. He had attended the closing exercises of the schools in Detroit and Chicago, and visited the buildings of the University of Michigan. He had had great pleasure in witnessing the excellent systems in operation in these cities. The school buildings were large, very comfortable, well furnished with everything which seems necessary to make children happy in school. Music is carefully taught to those who have a taste for it. The teachers seemed to be men and women well fitted for their work. All the classes are open to boys and girls alike. The buildings and grounds of the Normal School in Toronto are very fine. The supply of books, maps, &c., kept by the Superintendent of Education for the purpose of supplying schools throughout the Province, is excellent. There is for sale in the book department, a complete digest of the school laws of the province, with legal decisions upon them. It would be well to have something of this kind for our teachers in Quebec province. The schools in Kingston were visited with very much pleasure.

Principal Graham spoke of the hopeful state of feeling throughout the Eastern Townships concerning education, of which he had extensive means of knowledge, having visited all parts of the Townships, and conversed with most of the friends of education. He could say that the pledges which had been given of legislation in the aid of the English school system were regarded as satisfactory, and the people doubted not these pledges would be fulfilled.

Several gentlemen were called upon to speak, but excused themselves on account of want of preparation.

Mr. Dougall, of Montreal, was much gratified with the extent and success of this convention, which was not more distinguished for its numbers than for the ability of those who had spoken; and he was satisfied that its influence for good would be very great. An audience like this was one of the most important, in its influence, that could be gathered, and he hoped the words he was going to say would meet with favor from them. We had heard much of the beneficial influence of education, and much of the importance of agriculture, but all know too well that there is a baneful influence which may blight both. Schools are the fountains from which the principles and habits of the future men and women would come, and it is of the utmost consequence that they send forth sweet water. Not long ago drunkards abounded as school-teachers, for only broken-down men of good education could be hired cheap. Their influence was very baneful, but not so bad as if they had been genteel, moderate drinkers. The drunkard was a standing temperance lecture, but moderate drinking was attractive, till, like a snake warmed in the bosom, it stung its fosterer. A great effort had been made to introduce temperance teaching into Sunday-schools in the measure that the Bible teaches temperance. To show, for instance, that all should shun temptation, and should beware of putting stumbling-blocks in others' way; but Sunday-schools only lasted for one hour one day in each week, while common schools lasted for several hours for five or six days in the week. Temperance teaching in them, therefore, was of incalculable importance, but one glass a year would throw the teacher's influence against the temperance cause. He, therefore, entreated teachers to remember the influence they were exerting.

J. G. Robertson, Esq., M. P., said he was deeply impressed with the importance of such meetings, and thought an abstract of the proceedings should be published in the papers, and studied by teachers generally. In that case there would be a much larger meeting next year. He moved a vote of thanks to the inhabitants of Richmond and Melbourne for their hospitality.

Mr. Mallory, in seconding the resolution, said he saw in this meeting a very pleasant proof of Protestant union in Quebec. All denominations of Protestants were represented here, working in harmony for the advancement of a common object.

In putting the motion the President remarked that everyone from a distance could not feel otherwise than grateful. The people of the community had done a great deal for the good of the Province by aiding this meeting.

This resolution was adopted by rising.

Mr. Jordan moved that the thanks of this Convention are due, and are hereby tendered to the Grand Trunk Railway Company for their kindness in conveying members to and from this place of meeting for half fare. The resolution was seconded by Mr. Dougall and carried.

The Hon. Mr. Chauveau said the government owed thanks to the Convention for so ably seconding the Education Department. If all that had been suggested for common schools could be carried out, education would make wonderful progress. He commended variety in school-teaching, and, though botany, chemistry, &c., could not be regularly communicated in common schools, yet easy lessons upon them might be given in a



pleasant way upon objects which would interest pupils, awaken curiosity, and instil a taste for these sciences. Agriculture may be introduced in the same easy way, with much pleasure both to teacher and scholar. If this is done, as has been to a certain extent accomplished in schools already, the children will grow up with a taste for agriculture. The study of physiology in the French normal school had made many become physicians, and the introduction of military drill had induced many to give themselves to that profession, some of whom, he regretted to say, had left the country, though he was bound to approve of their object. So the teaching of agriculture would make many farmers. It had been remarked that those who left the profession of teaching succeeded in whatever line they undertook. He did not say this to induce any to leave the profession, but many did leave it after a number of years, and we could not expect it otherwise. They would prove our best citizens. Teaching is the best method of learning, and teachers, therefore, are thoroughly educated themselves and fit for other callings. Instead of lamenting that some leave the profession, we should rather be thankful that they have given part of their lives to it—and depend on them ever after as firm friends of education.

Hon. Mr. Sanborn, referring to what had been said about Chicago, said the Superintendent of Education in Chicago some years ago had informed him that the Normal School in Canada West was superior to anything in the States. Mr. Chauveau pleasantly added that we in Lower Canada were ahead of both.

Hon. Mr. Dunkin thought that the teacher's profession, like that of the clergyman or physician, should be invested with due respect, and that irrespective of the size of his school or amount of remuneration or sphere of labor. It is therefore desirable to keep teachers in their profession; yet those who only taught for a time accomplished great good. They never could lose their love and respect for the position, or fail to do what they could to promote education. This Convention did much good by bringing together all classes of teachers to consult with each other.

Lord Aylmer said it was thought by many that agriculture could not be taught in common schools, but he differed from their opinion. Geology and chemistry are intimately connected with agriculture, and the elements of these might be taught in schools and applied to agriculture. Mechanics also apply to the shape of ploughs and other implements, and mechanics can be taught in schools, and so with other sciences. Public schools could therefore give agricultural education.

Rev. Mr. Lee, of Stanstead, gave some information respecting a new kind of oats recently introduced. In 1864, but one oat of this kind was found in a package of pease from Norway. From that grain the produce was 4,700 grains; some of the heads were eighteen inches long. Mr. Lee procured a bushel of this kind of oats, and distributed it widely. Some had produced ears 23 inches long, with 326 seeds in one. From seven and a half lbs. 125 bushels were harvested. This oat has been tested in three different soils, and in every place it is found far superior to other oats. On the last day of March, he sowed wheat which was harvested early, and was probably as good a crop as was ever raised in this county. He sought to use brain labour and brain power as well as physical power in agriculture, and so should all farmers. In the long winter they could cultivate their minds and those of their boys. More brain power would save muscular power, and produce a larger result.

Dr. Dawson said that the relations of city and country teachers were of the most friendly kind. He was sorry that so few teachers from the city were present, but this was because many who would gladly come were absent for the holiday season. He had long laboured for the introduction of agriculture into schools. Education bearing on the arts and trades was

the great want of Canada. The common school has no chance to teach practical agriculture, but only principles. The relation of the plant to the soil, for instance, which is a matter of elementary knowledge, should be taught. Schools should have means to buy books, &c., and school committees should allow time and some premiums to those teachers who taught agriculture. The Normal School in Montreal is ready now to send forth teachers capable of teaching agricultural principles, by introducing which you make agriculture a learned profession, and enable the people to appreciate it.

Mr. Hubbard was delighted to see such a large meeting in the district with which he was officially connected. He thought that teachers, while desiring and deserving greater appreciation, must make their own position by their own earnest, faithful efforts. He asked teachers of the district to make known to him any troublesome delinquency they might experience in obtaining their salaries, and said he would gladly do all in his power to assist them.

On motion to adjourn, the President said, in bringing the Convention to a close:—

“You come, teachers, to get information; you get it; and you go away to bring out the results in your schools. Try to bring beneficial, practical results out of the papers and addresses you have heard, and make this one of your means of improvement, but only one. Study every means within your reach, magnify your calling, and feel that it is honourable, useful, and beneficial to all; and, with this spirit, each of your schools will rise, and, consequently, general education will rise to a higher level, and the influence will be reflex on yourselves. He was delighted to add that there had not been a harsh word spoken at the Convention, although different opinions were expressed freely and ably.”

He then announced to Hon. Mr. Dunkin that he had been elected President of the Association for the ensuing year.

Hon. Mr. Dunkin, in accepting the position, said, that he accepted it as an honour done to an old teacher. He would be very glad to meet all now present at the Convention in the District of Bedford next year.

The Association then adjourned.

TREASURER'S STATEMENT.

*James McGregor in Account with the Provincial Association of Protestant Teachers.*

Dr.

1868.  
 July 1.—To Balance ..... \$14.04  
 Oct 14.— “ Cash per Secretary, Richmond  
 Subscriptions ..... 40.75

1869.

July 1 —To Balance ..... \$15.51

Cr.

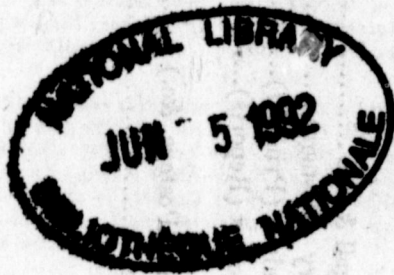
1868.  
 April 23.—By J. Dougall & Son ..... \$2.00  
 Aug. — “ Secretary (Postage) ..... 85  
 “ — “ J. S. Walton (Printing) ..... 4.25  
 Oct. 29.— “ J. C. Becket (Reports) ..... 31.00

1869.

June — “ Secretary (Postage, &c.) ..... 1.18  
 July 1.— “ Balance, ..... 15.51

\$54.79

\$54.79



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The next Annual Convention will be held at  
Waterloo, Quebec, on Wednesday and Thursday,  
25th and 26th of August.

Every Teacher should endeavour to attend.

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