

THE
EDUCATIONAL RECORD

OF THE
PROVINCE OF QUEBEC.

No. 4.

APRIL, 1895.

VOL. XV.

Articles : Original and Selected.

THE DUTY OF THE STATE TOWARDS SECONDARY
EDUCATION.

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During the last quarter of a century marvellous progress has been made in education. The advanced nations have more than doubled their previous efforts, and the less favored races have recognized the need of education if they are not to remain too far in the rear. The whole field of learning has been carefully examined, and broader views and sounder principles have been accepted by those who have to do with the question of national education. It is felt that the science of education is but yet in its infancy. We are yet occupying ground that is more or less debatable regarding courses of study, methods of instruction, and educational values. We are not ready to dogmatize as to the proportionate time to be given to the training of the observing, the reasoning, and the language faculties. The utilitarian subjects of the curriculum are not clearly defined, and even if they were known it is still true that man cannot live by bread alone. The complex relations of society and the increasing interdependence of nations and communities render the question, "Am I my brother's keeper?" more pressing than in the days of Abel. The matter of education in its highest sense is the great question of the future. The State has its duty to perform