

death rate is about 50 in the 1000 annually; in the north half of the Township of Hull with a population of 1700 there were during the year ending April 1st, 1871, but 7 deaths, being a little over 4 in the 1000 inhabitants, or one-twelfth of the death-rate of Montreal which would be even greater were it not for the continual supply of healthy people from the country. Were it generally known that large cities have always been vampires continually preying on, and ultimately annihilating the best and most active portion of the population of the country, I say were this generally known, there would not be such great anxiety manifested by country people, to flock to the cities, until (as in some of the New England states) the cities almost absorb the whole country, the latter adopting the customs and vices of the former, the population would diminish were it not for the continual introduction of immigrants from other countries.

Did our rural population but know that the world depended on them for its inhabitants as well for its food, they would not be so anxious to do their part in bringing the world to an end, by flocking to the cities.

Before I conclude, I would like to refer to a proposition made by certain high officials in a sister Province, to eliminate from history certain facts because they are not liked by some people. You might as well eliminate from a chain a number of the links here and there, which do not look so attractive as the rest; you gain beauty but you entirely destroy its practical worth.

The paper finished, the discussion on corporal punishment was opened by a lady asking the opinion of members on the subject of keeping children in after school hours as a punishment.

Mr. Hubbard hoped he had not been misunderstood in what he had said in the afternoon. He thought that corporal punishment should be used by teachers as it should be by parents not to satisfy a bad temper but as a means to prevent the repetition of the offence. He thinks there are modes of punishment more objectionable than corporal punishment. He referred first to the infliction of tasks. Ten or Fifteen lines of a beautiful poem imposed for idleness or carelessness, is simply barbarous. What can it do but make a child disgusted with poetry altogether. Worse still is the imposition of verses of Scripture. He could see no objection to a child being kept in for idleness or neglecting to prepare his lesson before school being kept in to do a duty he ought to have done before.

Rev. Nighswander thought that a great deal of what had been said about punishment should be left to the judgment of each individual teacher; that he must suit his punishment to the temperament of his pupils. Each teacher will find that his scholars differ and will treat them accordingly. Some teachers have a peculiar gift of gaining the sympathies of their scholars, some have the power of doing this, others have not. He must say again that each individual teacher must study the individual tempers and capabilities of his scholars.

Mr. Mills always held that personal influence is the great power in obtaining and preserving discipline in a school. To say that this or that method is best is simple nonsense. He had said that he would undertake to get in order as many pupils as he could personally teach; if he had a good playground. As regards the Sherbrooke Street School in Montreal, he must acknowledge it has peculiar advantages, convenient building, and a large play ground. When he finds the children have not prepared their lessons he does not resort to corporal punishment, they are kept in. But he was sorry to see that the teachers had to stay in as well. After all the held that much of the fault lay in the carelessness of the parents. He therefore proposed that teachers might write notes to the parents informing them of the fact and requesting them to see to it. He also recommended teachers to visit the parents, found those who did so the most successful. He then explained the rules of the Commissioners of Protestant Education of Montreal as regard corporal punishment, claiming that they were so well framed that if any praise is due to the Sherbrooke St. School it is due not to the teachers, but to Professor Robins the Inspector and Superintendent of Schools in Montreal. He has found that threatening children with suspension has effect upon parents. He proposes to keep an honor list comprising the names of all children who during the month have not been reported for bad conduct, have been regular and punctual in attendance and never fail in a single lesson.

Mr. McLaughlin, thought the suggestion to teachers to visit parents excellent, but in some cases parents will not see the same as teachers. Then as to suspension, he thought it a very serious affair especially to very young children as it turned them into the streets to complete their ruin. He could not but think corporal punishment wise if only judiciously administered. A teacher thoroughly acquainted with his pupils knew whether the neglect was through wilfulness, or inability.

Mr. Mills spoke against corporal punishment in some respects. He alluded to the qualities of a young lad who attended his school, showing how he neglected it, and the difficulties that attended the whole work of his scholarship.

Mr. Patterson, (of Richmond) said that he was not a teacher but a pupil, and recollected being placed twice in the centre of the school for not knowing his lessons, and it had a beneficial effect upon him. After such a punishment, he resolved not to be caught again and he was not either. Another source of corporal punishment which he saw adopted in another school that he attended and which had a wholesome effect was that of placing a scholar in a large wooden box situated at the head of the school room, so that everyone could see him, with his back to the wall. In this quiet exposed position the scholar had been left long enough to reflect over his conduct and in this way too the desired effect was attained. This closed the debate on corporal punishment.

Mr. J. M. Walton read a paper on "The disadvantages under which a country teacher labors, and how they may be lessened." He urged that though the paper might be out of place in Quebec, still there might be many who, like the writer, labor under the disadvantage of endeavoring to impart a sound education to those placed under his care without the adequate means of doing so. He had an experience of over eight years as a high school teacher, and had never yet been inside a school room properly furnished with apparatus. A man might teach geography without a map, globe or book, but the must be a clever man indeed who could convey a thorough knowledge of it this manner, and yet he might be on a par with the teacher who inscribed as a copy head "Quebec is the capital of Montreal." In mathematics a great deal could be done with a blackboard and piece of chalk. The cause of the trouble is the want of apparatus and the irresponsibility of trustees. The writer had necessarily followed the various occupations of plasterer, paper-hanger, glazier, painter and locksmith in connection with his school. Common school matters were worse than this; a schoolhouse is built and the committee hire a teacher and then consider that their duties are at an end. The teacher is told that the room will need sweeping, as the plasterers have just left it. She goes and finding no broom is told on asking for one, to borrow one somewhere; the day is cold and the teacher is told that she can pick up pieces of wood lying about the building and make a fire; even when the farmers have not brought in firewood to make it with. The room was often not found fitted with seats and desks, and a chair for the teacher had often to be borrowed; a subscription is often taken up for a water pail to be brought and a tin cup procured. Should the building be an old one, matters are still worse. Hard work keeping warm, rain coming dropping through the roof are the drawbacks. Want of accommodation for the pupils is also felt. A case was instanced of a whole class of children having been sent into the porch of a school for lack of accommodation. Yet these are a few of the proofs of the indifference they meet with and which hinder teachers in in a prosecution of their work. The remedies proposed in the paper are: A reduction in the number of high schools; an increase of Government aid; that the necessary fittings and paraphernalia of a school be placed in it as soon as built; and finally an increase of interest on the part of the public generally, that would bring out an outlay of money. The paper concluded by the opinion that if the cause of labor is not progressing it must be declining, for, if we are standing still we are gradually but surely falling behind the requirements of the constantly increasing population of our country.

Mr. Hubbard thought a great deal of the paper just read. As he said in the afternoon there was some trouble experienced over school accommodation in rural districts. He certainly believed there were grievances but he thought the greatest one was in reference to the apparatus adopted in these rural district schools and not with reference to school buildings and their accommodation.

Dr. Marsden suggested the appointment of a sub-committee on this subject.