

Seven discussions were engaged in, viz: Approved method of teaching Dictation and Long Division, Teachers' Certificates, Homework required by the Pupils, the use of Monitors, Tattling among Scholars, and the Examination Papers of 1876.

Two lessons were taught upon Notation, by Mr. McKellar, and Parsing, by Mr. McGill. A reading was given by Miss Laidlaw.

There was a question drawer in connection with each meeting, and an aggregate of 31 questions were propounded and answered.

The year was made memorable in the history of the Association by the honour of a visit from the Hon. Mr. Crooks, Minister of Education. The Association at that time held a two days' session, the Department having kindly granted authority to consider Friday a holiday, and money has been apportioned to the Sections accordingly.

His Honour gave a public address on Friday evening, and visited and addressed the Teachers on Saturday. The Minister's presence and expressions were highly appreciated by the Teachers of this district, and his visit has added new life to the Association.

ANNUAL MEETING, FEB. 3RD, 1877.

President in the chair. Minutes of last meeting read and adopted. A revised constitution was read and laid over to next meeting for consideration.

John Eckford, Esq., late local superintendent of Schools, gave an address upon Education, Progress, and the necessary qualifications of a Teacher. The soul-stirring and practical thoughts of the address, delivered in that gentleman's usually earnest manner, received the hearty appreciation of the Association.

Mr. Gorsline exhibited his method of teaching Map Geography to an advanced class, and Mr. Colles, his method of introducing decimals. An essay upon Mary, Queen of Scots, was read by Miss Boulton.

There were two discussions: The Awarding of Prizes, and Punishment of Pupils. The former was introduced by Mr. Todd, followed by Messrs. Gorsline, McGillivray, McKellar, Mitchell, Dr. Bell, and Clendening; and the latter was introduced by Mr. McGillivray, followed by Messrs. McKellar, Miller, and Clendening. Messrs. McGillivray and McKellar made admirable addresses.

Reports were read by the Secretary and Treasurer for 1876, and on motion were adopted.

Mr. Miller, the President, gave a valedictory address, noting particularly the increasing influence of Teachers' Associations, and the progress of our own, and recommending the itinerant principle in selection of officers. The following officers were appointed for 1877:

Mr. Hugh McKellar, President; Rev. Dr. Bell, 1st Vice-President; Mr. John McBride, 2nd Vice-President; Mr. Arnoldus Miller, Treasurer; Mr. W. S. Clendening, Secretary.

Votes of thanks were presented to Mr. Eckford and Miss Boulton, and the retiring officers of 1876.

There were twenty-eight teachers and inspectors present, which, considering the almost impassible condition of many of the roads, occasioned by the thaw, was very encouraging. Five new names were added to the roll of membership.

The following are the names of those who were present:—

Walkerton—Boulton, Ross, Wisser, Wallace, Miller, Mitchell, Dr. Bell, Clendening.

Brant—Bacon, Elder, Graham, Chislitt, J. McBride, Todd, Gorsline.

Carrick—Chisholm, Thornton, Fletcher, Peterson, Reddon, McPherson.

Greenock—McNaughton, Armstrong, McIntosh.

Arran—McGillivray.

Elderslie—R. McBride.

Teeswater—McKellar.

Hanover—Colles.

W. S. CLENDENING,
Secretary.

IV. Miscellaneous.

1. EDUCATION IN THE PROVINCE OF QUEBEC.

A work which we had occasion to notice a few days ago, of which the Hon. Mr. Chauveau is the author, furnishes remarkable evidence of the progress of education in this Province during the last quarter of a century. It is satisfactory to know that this progress is continuous, and it is even more rapid than the increase of the population itself. According to the recently published report of the Superintendent, we find during the five years from 1871 to 1876 inclusive, there was an augmentation in the number of pupils attending our various schools, of more than 11 per cent.—the increase of the population being only 8 per cent. The actual number

last year was 247,696. The number of schools under the direction of commissioners or trustees, has increased from 3,790 to 4,030 in the last two years. In the same time the average attendance rose from 171,226 to 193,714. The progress made during the last twenty years, may be seen in the statement that in 1857 there were 2,573 commissioners' schools in operation, against (as already mentioned), 4,030 in 1876.

It must not be supposed that we have reached perfection. On the contrary there is still need for a great deal of improvement in many respects. In the autumn of 1874, the inspectors received instructions to pay a special visit to all the academies and model schools, so as to ascertain how these institutions discharged their obligations to the public. The result was that several of them were found deficient, and were removed from the list of subventions. One chief cause of their failure, was a kind of foolish ambition on the part of the founders which burdened them with a name to which they had no right, and which imposed duties which they could not fulfil. We have ourselves known schools, virtually elementary, which were complimented by the name of model, model schools, which were known as academies, and academies which were dubbed colleges. Such a system of nomenclature places the institutions in question in a false, and sometimes ridiculous, position; though in some cases it may lead to such laudable efforts as may entitle them to the name. But nothing tends so much to bring the cause of education into contempt, as to place a cheap, and therefore inferior, teacher in charge of one of these high-sounding establishments. The beggarly remuneration which teachers receive for their work in some parts of the Province, is one of the great drawbacks to sound education. Some of the salaries paid are so low that, if the fact were not stated in black and white, we could hardly believe that trustees could be found to offer or teachers to receive them. There are in the Province 115 male teachers, and 1,722 female teachers, who labour for an annual stipend of less than \$100! There are 374 males, and 2,544 females, who receive less than \$200 a year. Salaries of from \$200 to \$400 are given to 480 male and 345 female teachers; and those who receive the prizes of the profession, salaries exceeding \$400 a year, number 219 gentlemen and 50 ladies. It ought to be mentioned, however, that of the 1,722 female teachers who receive less than \$100 a year, 787 belong to religious communities. This still leaves 935 lay female teachers who obtain only that sum. Of the whole number of male teachers, moreover, 536 are religious by profession, which reduces the number of male lay teachers who receive less than \$400 to 318. This is certainly quite enough to suggest the necessity of more ample remuneration for a class of persons who, by courtesy at least, are ranked among educated people. It may be remarked that the ill-paid teachers are found almost invariably in the country districts. Any one who glances at these figures, need not wonder if he sometimes hears complaints from inspectors and others, of the want of knowledge and skill by which such teachers are characterized. The wonder is rather that, for such rewards, persons should be found at all to undertake such laborious and responsible duties. The first requisite for any marked improvement in the rural education of this Province is to rectify this absurd injustice.

As to higher education, we see that there are 21 Roman Catholic industrial colleges, attended by 3,461 pupils; and one Protestant institution of the same kind, with 160 pupils. Protestants, it must be remembered, obtain their commercial education in our high schools. The progress which has been made in this branch of education in late years, is very marked. In 1867, there were only 6,713 pupils learning book-keeping; in 1876, this number had grown to 13,383. In most of the schools and colleges it is now customary for a commercial course to precede the classical course, and this innovation has been found to work well. English and French are taught with equal care in almost all the schools. General and Canadian history and geography, also receive more attention than formerly. The ordinary branches of education,—arithmetic, grammar, dictation, etc., are taught in all the schools. As to the higher branches, the reports of the inspectors are, in the main, favourable. An impetus has been given to the teaching of design, and the Hon. Mr. Ouimet quotes largely from the report published by the committee appointed by the Council of Arts and Manufactures. It is now a part of the regular course in all the schools of the Christian Brothers, and there is hope that, before long, the example will be generally followed.

Among the reforms suggested by the Superintendent, are the augmentation of teachers' salaries, already referred to; the establishment of a depot for books, maps, and other school appliances, and of a scholastic museum; the construction of school buildings according to the principles of hygiene and the demands of comfort; the adoption of the savings bank system in connection with schools; the general use of a text-book on agriculture, with some instructions, when needed, in horticulture and apiculture; the continuous pre-