

settlements were getting fewer. He regretted anything that would diminish the healthy minded and sturdy dwellers in the fresh rural districts. The rush from the country to the city was due to the fact that there was no good schools in the country. That was a matter that deserved careful consideration. And what was more, they wanted in these country places efficient teachers, and the ex-President here gave his personal experience of some country schools. It was a fact that half the teachers in the Province of Quebec were untrained, and for any successful system of education every teacher ought himself and herself to go through a course of training.

Just one point more Mr. Parmelee emphasized, and that was the desirability of teaching in our schools, like in our elementary schools, some of the simplest principles of the systems of municipal and general government under which they will have to play the part of good citizens. Mr. Parmelee's address was listened to with the greatest attention and interest, and he sat down amid hearty applause.

When Miss Maud Burdette had contributed to the evening's pleasure with a beautifully sung song, the Rev. Professor Clark Murray spoke at some length on "The Psychology of Child-Life." He showed that eminent psychologists by their writings were getting their theories to penetrate as far even as the nursery, and he gave a number of scientific experiments which had been made. One very interesting and well established fact he mentioned, bearing especially upon the Kindergarten system. The muscles of the fingers and the nerve centres in the brain controlling those muscles were slow of development and it was not till the child was five, six or seven years old that any great use of these muscles should be made. In some cases, where the use of the larger muscles of the legs and arms and body were neglected in exercise and the fingers too much used, the result was St. Vitus' Dance. These and many other things easily understood by mothers and nurses, the Professor related with much clearness of description. Speaking more particularly to teachers, he went on to say that all the faculties of the brain and mind were equally divided into three groups. 1st. The power of accepting knowledge, the receptive power. 2nd. The feelings or conditions, whereby we feel what is right and wrong, what is pleasant and what is painful. 3rd. The will. And in a long course of argument and illustration Professor Murray impressed upon his audience that the great end and aim of all education was to educate the