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EDUCATIONAL RECORD

OF THE
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Articles : Original and Selected.

REPORT OF THE CONVENTION OF 1891.

The newspapers of Montreal city have already given attention to the proceedings of the Teachers' Convention of 1891, held last month in that city, and under the guidance of their reports we have been able to make up the following summary. The various sessions were held in the McGill Normal School, all of them being largely attended by teachers from every section of the province. The proceedings were opened in the usual way by the Rev. E. I. Rexford, who called upon the Corresponding Secretary, Mr. Arthy, to read the report of the Executive Committee of the Association. In this report reference was made to the organization of a Dominion Association of Teachers under the presidency of the Hon. G. W. Ross, of Ontario, to the action taken in the matter of compulsory education, to the organization of a Kindergarten in connection with the Public Schools of Montreal, and to the appointment of an interim Secretary in the person of Mr. H. H. Curtis. After the reading of the report, formal congratulations were extended to Mr. G. W. Parmelee, Dr. Kneeland, and the Rev. Mr. Rexford, in consideration of their respective promotions to higher spheres of labour.

The report of the sub-committee on compulsory education, which was ordered to be read separately from the Executive Committee's report, need only be mentioned here, as the full report will be found elsewhere in our issue of this month.

The report was read by Dr. Kneeland. It opened by a historical sketch of legislation in Europe and America. Then followed the opinions of eminent jurists and prominent teachers in regard to this important subject. The report concluded by a recommendation that steps be taken to present the importance of the subject to the attention of the Legislature at its next session. The report was adopted and referred to the Executive Committee for action.

The treasurer's report, read by Mr. C. A. Humphrey, showed that \$665.16 had been received, and \$361.75 expended, leaving a balance on hand of \$303.41, as against \$210.72 last year.

Dr. Robins then reported on behalf of the Pension Commissioners. This report will probably appear in full in our next issue.

The report of the Committee on Canadian History, while mentioning the names of a committee representing all the provinces of the Dominion that had been suggested as a proper representation to secure a text book on Canadian History for all the provinces, indicated at the same time how far the original plan had lost something of its character. The prize money is no longer a donation but a mere loan. As the report says: To accomplish the purpose in view the means at the disposal of that committee are the use of \$2500 for two or three years, without interest, kindly given by Mr. J. H. Burland, B.A.Sc., of Montreal. The report stated that it was likely that this money would be offered as prizes in a competition for the best history. Further pecuniary assistance, however, was required, because provision must be made to meet the expenses of the Dominion Committee. It would cost about \$600 to hold one meeting of that committee, and more than two or three meetings would not be necessary.

The report of the Committee on Examinations in Elementary Schools was read by Mr. McOuat, of Lachute, but as it involved recommendations of a very important character, it was decided that action should be delayed until the report had been printed and distributed among the teachers. A copy of the report, we trust, will be placed at our disposal for insertion in the RECORD. A like action was also taken in connection with the report of the Committee on Government Grants for Superior Education. The discussion on this report, therefore, took place on Saturday morning, when a recommendation which will appear elsewhere, involving a new method of distributing the grants, was ordered to be placed before the Protestant Committee.

Mr. R. J. Hewton, M. A., of Sherbrooke, then read his paper on the "Professional Training of Teachers," which opened up

perhaps the most important question of the day in connection with our schools. Mr. Hewton's plea for the enlargement of the powers of the Central Board of Examiners, and his further plea for an improved and extended system of training for teachers in our Normal School, not only indicated some serious defects in our system, but will lead us, it is to be hoped, eventually to find some remedy for these defects. We expect to be able to give a full report of Mr. Hewton's arguments in a subsequent issue.

Mr. J. S. Tomkins, of Granby, followed Mr. Hewton with a paper on "The best means of Improving the Efficiency of our Elementary Schools." He also took occasion to point out the deficiencies in the management, pecuniary support and inspection of these schools, not so much evidently with the desire of finding fault as to suggest a remedy. The paper was well received and will, no doubt, be placed at our disposal for publication.

Mr. John Whyte, of Megantic, followed Mr. Tomkins on the same subject in a very pleasant address, in which he classified the people against whom the School Commissioners had generally to contend in the country districts. These, he said, included (1) those who did not believe in school education, (2) the property owners who had no children to send to school, many of whom believed that paying money for school purposes was extortion, and (3) the absentee property holder who abhorred all taxes. In fighting against these three classes the zealous School Commissioner often officially comes to grief, being left out in the cold when the time of election comes round. Then the dual character of our school system is another defect which, like the other, seems to be insurmountable. Two schools in one district where one was often more than enough, not unfrequently resulted in neither of them being good for much. Mr. Whyte also entered a plea in favour of a limited course of training in our Normal School for our elementary teachers. He thought that the arranging for a three months' course in the Normal School would do a great deal towards improving our schools. Teachers, he said, generally know enough, but do not know how to impart their knowledge to others in a right way.

Sir William Dawson, having been invited to address the Convention at the close of Mr. Whyte's excellent and practical remarks, referred in fitting terms to the progress education was evidently making in the Province of Quebec.

The Rev. Mr. Taylor, Inspector of schools, in following up the discussion of the questions touched upon by Messrs. Tomkins

and Whyte, traced many of the defects of our elementary schools to one of the primary causes which has been pointed out again and again. Increased grants, as he said, are an urgent necessity. As these grants are at present, the people often care little whether they secure them or not. If the Government will only increase the subsidy as to make it an object to work for a larger grant, then School Commissioners will not be slow to carry out the law in every detail. In connection with this discussion, Mr. N. T. Truell, of St. John, thought that centralization of district schools would be advantageous, as it has been found in Vermont.

During the session on Thursday evening the time was devoted to the reading of the President's Address, and a paper on "Form," by Dr. Robins. As both of these papers are likely to be placed before our readers in unabridged form, it is only necessary to recommend them to the attention of all who desire to learn, in the first place, what a true education means, and in the second how far the much applauded natural method of imparting instruction differs, or does not differ, from the method of the centuries of which Euclid is held as an exponent.

Among others who took part in the proceedings of the evening were Mr. Jesse Davis, of East Farnham, who sang very effectively a favourite hymn in a voice of much sweetness and compass, and Miss Simpkin and Prof. Stevens, each of whom gave a highly appreciated reading.

On Friday morning the programme included the inception of the process for electing officers, a list of whom is given elsewhere, the discussion of Dr. Robins' paper, and "Hints on Teaching French," by the Rev. T. Z. LeFebvre, B.C.L., of Quebec. Mr. LeFebvre seems to have invented a comprehensive method, first, for the giving of a true and stable pronunciation; second for promoting a fluency of reading and translation, and third, for producing a quicker comprehension of spoken French; and, as this method is no mere theory, but one that has been carefully tested and has produced the most gratifying results, the teachers seemed to take the deepest interest in Mr. LeFebvre's explanations.

In the afternoon, while the elections were being proceeded with, Dr. T. Wesley Mills, of McGill University, read a highly practical and interesting paper on the "Teaching of Physiology and Hygiene" in our schools. In the opinion of Professor Mills, physiology was being taught in the schools to pupils whose minds could not grasp the idea, and frequently the subject was taught by teachers who did not know as much as

they might about it themselves. One of the hardest attempts, and one that had proved a total failure in England, in the history of education, was the attempt to introduce physiology into the schools. The "Pathfinder" series of text books on physiology and hygiene, came in for strong condemnation from the professor, who characterized them as being practically useless. Many instances were given, which, the speaker contended, would give the child false ideas. The first and second books he called false physiology and said if hygiene were to be taught in this fashion the effects on the systems of other things besides alcohol and tobacco should be shown. If such subjects were to be taught in the schools at all, they should be taught morally and not scientifically. An interesting discussion followed, in which the president, Principal Masten, Mr. Alexander, and several others took part. The subject was closed by Dr. Mills, in these words: "Advance the moral character as far as you can by all the means in your power, but don't call it physiology or hygiene."

This was followed by a paper on physical education by Mr. W. S. Kneeland, B.C.L., of Montreal. The paper was an exceedingly interesting one, being illustrated by the drill of one of Mr. Kneeland's own classes, boys and girls in partial uniform, who went through their exercises with ease and well trained agility. The discussion which followed was taken part in by Miss Barnjum and Mr. Macaulay, their remarks adding very much to the interest of the proceedings.

The manner in which Miss Matilda Higginson brought the subject of "Elementary School-work" before the Convention has been very highly spoken of, bringing to an end the afternoon's session so pleasantly and profitably spent by every teacher present.

The conversazione in the evening was largely attended, the social part of the programme being preceded by three addresses, a well rendered song by Miss Wilkinson of Quebec, and an admirably executed recitation by Messrs. Warner and Gregor. Mayor McShane was the first speaker. In the name of the citizens of Montreal he bade the delegates welcome, and hoped that their labours here would be productive of good. It had been suggested that the Dominion Association should meet in this city, the commercial metropolis, next year. He could only say that if he were mayor at that time, he would give them as hearty a welcome as he did now, and would do all in his power to make their visit a pleasant one. At the close of Mr. McShane's address it was unanimously resolved that the

Association extend an invitation to the newly organized Dominion Association of Teachers, to hold their first meeting in Montreal during the summer months of 1892.

The second speaker was the Hon. Judge Lynch, and as his utterances have been referred to at length elsewhere, it is but fair that his address should be given in full, as it was reported in the *Montreal Daily Witness*. This is given elsewhere.

At the end of Judge Lynch's address, Professor Crocket, of Morrin college, was introduced to the Convention. Laying down as a first principle that our schools have to deal more with the immediate mental, physical, and moral improvement of the pupil than with the guiding of a pupil towards a certain business destiny in after life, he proceeded to give a clear and succinct description of the New Brunswick system, over which he had presided for so many years. The manner of distributing grants, the system of inspection and the provisions for the training of teachers, were not only explained but defended, and there is no doubt that his remarks on the latter subject will have some effect in awaking the Province of Quebec to the necessity of making provision for the supplying of all our schools with trained teachers.

At the close of the programme, refreshments were provided, and a pleasant hour spent in the renewing of friendships among the teachers and the promoting of new ones.

The withdrawal of Mr. Alexander's paper on "School Libraries," from the programme, at that gentleman's special request, provided the Convention with time to turn to the discussion of the Pension Act. The issue of the discussion was the election of two new commissioners in the person of Messrs. Arthy and Masten. The further omission from the programme of the papers to be read by Mr. Parmelee and Dr. Harper, enabled the Convention to turn to the discussion of the printed report of the Committee on the Distribution of Grants, in behalf of superior education, the issue of which discussion is to be found in the following amended recommendation. This discussion virtually brought the Convention to a close.

The first section of recommendation provided that a sum not exceeding one-third of the total amount distributed by the Protestant Committee should be divided between McGill and Bishop's College Universities, in the same proportion as at present. This was adopted without discussion.

The second section regulated the grants to affiliated colleges. It provided that when they did not compete with the academies they should have a grant of \$400 each and a bonus for every

matriculated student passing the sessional examination of the university with which it is connected. When these colleges compete with academies they should be regarded as academies. The section was adopted with slight amendments.

The next section dealt with academy and school grants. The grants were to be determined by the following standards: Grand total of marks, averages of the percentages per grade, percentage of those enrolled who presented themselves for examination, percentage of passes reckoned in the same manner, average percentage of those enrolled who passed in geometry, algebra, Latin, French and English, general excellence of examinations and of school, as shown by report of the inspector, average number who passed in Latin, French, English, geometry and algebra.

Editorial Notes and Comments.

The Annual Convention of the Provincial Association of Protestant Teachers, which was held this year, as usual, in Montreal, had about its proceedings much that will distinguish it from its predecessors, in the memories of those who happened to be present at its various sessions. The number in attendance was more than sufficient to show how far our teachers from all parts of the Province are willing to make some sacrifice of time and money to take part in the deliberations of their fellow labourers. It has repeatedly been said, in the hearing of Quebec teachers, that the guiding principle in our provincial educational movements is that of self-sacrifice; and perhaps at this convention, more than at any other, the tendencies of a true self-sacrifice, as distinguished from a make-believe self-sacrifice, were made apparent. Whatever may be the opinion of those who claim that the EDUCATIONAL RECORD should not say too much on one subject or too little on another, it would be sheer hypocrisy to attempt to disguise the fact that some of the members of the Association have of late been trying to make too much of the Convention in the direction of their personal ambitions. In these times, it is often difficult to keep caucus-force out of even the most staid of our societies. Every day brings us fresh proof how the country at large has suffered from its evil tendencies. Even our church courts are far from being beyond its sleeker dominancy. Indeed, so universal has its operations come to be extended, from the political club-house to the temple of God, that to warn any society against its obliquities seems, at times, at least to those who justify it as a necessity, as the profane reviling of a law of nature. Yet every one must regret that

the statement has had to be made openly concerning the indirect methods which some of the members of the Association are pursuing to fashion a public opinion in the Convention, which is anything but the outcome of a well-matured and unprejudiced public opinion, spontaneous as it ought to be in its action. The words of advice which were given by the chairman *pro tem.*, when accusations and counter insinuations had been made in open meeting, were timely and to the point, though perhaps they lost somewhat in their force from the earnestness with which that gentleman afterwards advocated certain nominations to office. It is not every man, however, who can always be as good as his prayer, and hence, outside of any appearance of inconsistency on the part of Dr. Robins, it is to be hoped that the words of advice which he uttered in denunciation of everything like a caucus pre-arrangement of policy for the Convention will have a permanent effect, and when the time comes round for another annual gathering, no teacher shall have cause to accuse his fellow teacher of conduct indiscreet and impolitic. Of the events which marked the Convention none seemed to cause such a stir as the address delivered by the Hon. Justice Lynch, unless it were the after discussion on the Pension Act and the election of Commissioners. It is very difficult to know how far we are to follow the Judge in his spirit of reform, until he has more clearly defined what modifications he would like to see introduced into our system. He has referred to some irregularities arising from a seeming misinterpretation of the statutes, or the spirit in which certain of them were framed, and at the same time has pointed out the irresponsibility of the administrative body which has the distribution of the moneys devoted towards the support of Superior Education. But these grievances, as the Judge has called them, are no new and original references to a state of affairs that is likely to continue until some more efficient form of administration has been projected by the powers that be. Indeed, until the late Minister of Crown Lands awoke their echoes in the Convention, many had looked upon the question of the Universities' right of having the share of money which they have enjoyed so long, and the allotment of the Jesuits' Estates as dead issues, at least the one dead and the other about to be settled in an amicable way. The latter question namely, the instalment of the funds arising from the Jesuits' Estates involves a wider question which Judge Lynch himself has declared he would not like to see resuscitated. May it, therefore, not be wise to let the lesser question rest as quietly

as the greater, and engage the attention of the public with some project whereby the administrative body shall be re-organized as a body responsible directly to the people. The Judge has declaimed against the Protestant Committee as an irresponsible body, but he has not shown wherein that body is not representative, and until he does so, he is not likely to institute a reform which must have its inception recommended by such a proof. He has declared himself to be a man of the people, and, as such, a deadly opponent to anything like taxation without representation; but he has not proved that the Protestant Committee does not represent the people, and as the proof that such is the case rests with him, we must await his further recommendations in favour of an improved system for the disbursement of the funds for superior education. Those who know Judge Lynch cannot but respect his honesty of purpose. He was once a member of the Protestant Committee, and we trust the day is not far distant when he shall again be able to give of his advice in educational affairs as a member of that body, whether he succeed or not in making it more of a representative body than it seems to him to be now. When he again resumes his seat at that Board, we feel assured that he will change his opinion about many things in connection with our educational system. He will find out in a very short time that the influences controlling the Committee are very much the same influences that control the Provincial Association of Teachers, promoting a unification of interests between the teachers and the present system, whether these interests be of the people or not. He will find out that if the system under which our superior schools are being carried on is ruining our schools and the people, it was not framed with that intention, but was suggested and nurtured by one whose sound judgment he has not unfrequently spoken of in the highest terms of praise. He will probably find out that if the elementary subjects, such as reading, writing, arithmetic, and spelling, are neglected in our schools, it is not because the regulations of the Committee have discriminated against the careful study of such subjects, seeing no child can proceed to the examinations authorized by the Committee, without having made sufficient progress in all of them. He will doubtless also find that the Committee does not base the standing of our superior schools exclusively upon the higher branches, that, with the exception of Latin, the subjects which Mr. Lynch calls the higher branches are optional subjects in the eyes of the Protestant Committee, and that but for the opposition of

the teachers, even Latin would have remained optional as a subject in the course of study for our Academies. But it is hardly necessary for us to indicate further, directly or indirectly, how far the Protestant Committee are labouring in a good cause and in the right direction. There can be no hiding of the fact that many people in our province have been looking upon our educational enterprises after the manner of Judge Lynch. They are willing to praise or blame by majority, and as they have discovered flaws in a system which is said to have been fostered for the most part by the sunshine of one man's smile, it can hardly be forbidden to others to be chary of a reform that finds its inception in a single man's frown. A system of education, to be successful, must be founded on first principles, a reform that can be justified must have more than a majority for its justification. The study of Latin or Greek may be made as useful to a boy in his after life as the study of book-keeping or agriculture. Indeed, in the course of study there is not a subject which can well be eliminated if our boys are to be made all-round practical men, and our girls the after teachers of their own or other people's children. It seems almost ridiculous to the true educationist for some school subjects to be called the "higher branches" and others the "practical subjects." All subjects that are worthy a place in any sound course of study are practical subjects, while all are equally important. Besides, they are all elementary subjects. The "higher branch" is only in order after the pupil has left school; and it would be well if the critics of any system of imparting instruction to the young would only keep this in view, remembering at the same time as a first principle, that the only thing that can justify the introduction or amplification of any subject in any school course of study is its efficiency as a means to an end, the end being the mental improvement of the pupil, the promoting of a mental activity that enables the pupil to take charge of his own physical, intellectual and moral being.

—The subject that seemed to come next in importance, from the fervid tone in which it was discussed, was the Pension Act. This is purely a teacher's question and it is to be regretted that one of our newspapers has mixed it up, inadvertently no doubt, with general educational issues. The merits or demerits of the Pension Act form a subject which always provokes a lively discussion in the Convention, though it is somewhat strange that the question has never yet made sufficient progress as to be relegated to the action of a sub-committee. There appear to be anomalies in the Act which are said to stamp in one case

an act of justice and benevolence as illegal, and in another case a seeming act of injustice as legal. But it is hardly a question for us to discuss before the teachers have been fully heard from. The writer has already been accused of knowing nothing about the labours of the administration, and is willing to assume the full responsibility of being in the majority until more light has been thrown on the subject. It was at one time thought that the Boards of School Commissioners would assume the burden of the stoppages, but the movement, inaugurated and still continued by some of the more generous of the Boards, was, for some reason or other, indirectly frowned upon, and has consequently made little or no progress. In our opinion, such would be a solution of the difficulty. Meantime, however, the EDUCATIONAL RECORD will make space for any suggestions that may deliver the subject from the class of vexed questions.

—We expect to give in our next issue the verbatim report of the Rev. Mr. Rexford's address at the Convention on Moral Training in Our Schools. Coming as it does after the prominence that has been given of late in these pages to various articles on this subject, we cannot but welcome its utterances. The necessity for improved methods in training our children to know the right from the wrong, and what is of more importance, to create in them habits of right doing, is pressing itself upon the people of every section of the continent. Partyism in church and state, and selfishness in every walk in life create *a right* of their own, but it is not *the right* as distinguished from *the wrong*. Christ did not establish two systems of ethics, and Christian moralists can know but one. "Be ye wise as serpents and harmless as doves" does not mean that society may undermine a man's reputation and smile on him with all the sweetness of innocence during the process. "An eye for an eye" may still be a principle, but it is an immoral principle and let us not admit it in our lives, by permitting it in our children's playground. There is but one morality, and it is the training in this morality we would have in our schools, a morality that is sincere enough to do the right by all men, irrespective of the feelings that provoke to harming out of revenge.

Current Events.

The following is the report of the Hon. Judge Lynch's address before the Convention as given by the Montreal *Daily Witness*. Referring to his first grievance, Judge Lynch "protested against the money derived from the sale of marriage licenses

going to the universities. The Committee in giving it to the universities were misinterpreting the law. Years ago, Mr. Chauveau, late superintendent of education for Quebec, had said that this was what the statute meant; but he contended strongly that it meant anything but that, and the committee were wrong in accepting Mr. Chauveau's interpretation. They should do their duty and divide the money among academies and model schools, as well as the universities. In justice it belonged to the elementary schools. (Hear, hear.) It was an unjust tax, as the money was not at present expended upon the young men and young women who were desirous of becoming united. The struggle of the academy was becoming harder year by year because of the diminishing English population in our country towns and villages, and it behoved them to care for these institutions of learning. The universities were interested in their maintenance, as from them their ranks were recruited. While he did not want to depreciate the city schools, it was a recognized fact that a great proportion of the successful university students came from the country. The second grievance he had was connected with the Jesuits' Estates Act. There was a rustle of excitement. The Judge smiled. 'I don't intend to re-open that question,' he said, 'I have heard all I want to of it.' (Hear, hear.) It was determined by the Protestant members of the Legislature, and agreed to by the Government, he continued, to divide this money, \$62,000, up amongst the elementary schools, but it was found unfeasible, as the amount per school would have been very small. Then it was decided to divide it up among the superior schools. He found afterwards, to his amazement, when he had left the Legislature, that it had been placed in the hands of the Protestant Committee with no reservation for its use. Sixty-two thousand dollars had been placed in the hands of a body of men not responsible to anyone. He did not mean to say that they would do anything wrong with the money. Had he been a member of the Legislature, he would have protested against the placing of a sum like that in the hands of a body of irresponsible men, to do with as they saw fit. Then he came to his third grievance. The present system under which our high schools and academies are being carried on is ruining our schools and the people. Children, he said, were being crammed with useless knowledge. They were going on the assumption that everybody was to receive a university education. He wished that every child could receive one, but everybody knew how impossible this was. Not more than five

per cent. of the students of the country schools passed through universities. They had but two or three months in the two or three years in the academy course to finish the education they received in the elementary schools. And yet he saw, in his journeyings through the country, little children carrying great bundles of books upon the most complicated subjects. He did not know but what in doing this they were endeavouring to combine intellectual and physical culture. The fact of the matter was that 95 per cent. of the children in the country academies were being taught subjects for which they had no possible use, while those subjects needed in their everyday life were being neglected. He would venture to say that 90 per cent. of the 'A.A.' candidates could not read, write and spell correctly. Why was this? It was because these and other important subjects were neglected for the higher branches upon which the Committee based the standing of the academies of the Province. What benefit was it to a young man to study Latin or Greek for three months who spent the remaining nine months working on a farm? They wanted a plain but thorough English education. The system was bad in itself, and it was ruining itself. He would say that 75 per cent. of the teachers thought as he did. Perseverance by the Committee in the line they were following would result in ruining the schools. Of course, it was gratifying to read in the reports that so many scholars had passed in algebra, and so many in Latin, and so on. He was pleased to see it himself; but he knew this was all wrong. There was too much theory and too little practice about the course of study. It was commercial schools that they wanted. He heard that they had that afternoon refused to recognize agriculture as a study in the schools. He was sorry to learn this. He would have liked to have been present and to have spoken upon the subject. They did want agriculture in the schools. The boys and girls from the farm were the bone and sinew of the country, and they desired special teaching in the branches of practical use to them. They should copy Ontario, where they had a beautiful little text-book on the subject used in every school. The trouble was that the ideas of the Protestant Committee were too much in line with university education. They did not encourage the academies and high schools sufficiently. The universities were strong, and could make their own way. The country academies were feeble, and needed assistance. Support for the country school meant prosperity for the country."

—While some are anxious to narrow the school opportunities of the youth of our land to a course in which the culture of the mind is to depend upon book-keeping and kindred subjects, it is pleasant to recognise the pleadings of the *Montreal Star* in favour of University Extension. The farmer's boy has a soul to be cultivated to its fullest bent as well as the millionaire's son, and every opportunity should be given to both to make the most of their powers, side by side. The man who says that Latin and Greek are useless subjects to the *farmer's* boy can hardly realize the rights of every child in our community to be well educated, be he farmer's child or millionaire's. As the *Star* says, "No educational system is other than inadequate which does not offer opportunity to capacity and interest in whatever station of life they may be found. The most valuable part of a nation's wealth is the intelligence and character of its people. To develop these, education must be open to whosoever shows himself worthy of it." Can it, therefore, be said that an education which has for its object the mere making of office boys, clerks and shop-keepers out of our farmers' boys is superior to the education which may fit them to come in contact with the "higher branches" in a University Course, even if he never finds his way to a University?

—Another educationist has another way of putting this educational problem. Monsignor O'Bryen, who has charge of the Church of Sant Andrea delle Frate, Rome, Italy, preached in the Church of the Gesu some weeks ago. The sacred edifice was crowded. The subject with which the learned and eloquent divine dealt was the antagonism which has arisen between the church and the state with regard to the education of the young. He held that the state, in trying to superintend the education of the young, was acting unjustly, and was, in fact, undertaking a task which did not lie within the sphere of its proper action. In assuming the right to control the education of the young, the state was exercising a tyrannical power. The preacher traced the history of the human race from the creation to the present day. The Church of God had an imprescriptible right to the education of children, because, in the first place, she had been divinely appointed to do so by her Divine founder, Jesus Christ, who had said to her, "Teach all the nations whatsoever I have commanded you;" and, in the second place, she has fulfilled that command faithfully down to this age, was still engaged in the task of fulfilling it, and would continue discharging that lofty mission until time should be no

more. At the beginning of his life on earth man was created perfect. He fell, however, and it was incumbent upon him to endeavor to get back to the condition from which he had fallen. The Catholic Church provided him with the sacramental means of attaining to that lost state. When a child was born she gave it baptism, which freed it from the stain of original sin and made it an heir to the Kingdom of Heaven. As it grew up and its intellect developed and expanded, she directed its thoughts in the right way, teaching it what it should aspire after and what it should avoid, showing it that the love of God and His Christ should be the object, as well as the motive, of all its efforts. Had the state the necessary qualifications for the fulfilment of this duty? No. A minister of justice or of education might decree certain rules to be followed; but what were his credentials? He had attained to his position because he had received more votes than his opponent. He might be an atheist or an indifferentist, a pagan or a non-Christian. Clearly he was not qualified to superintend the course of education which should be followed by the children. The church had always protested against this usurpation by the state of functions which did not belong to it. The English Nonconformists had done the same. They had left their native land and settled upon a new and strange continent rather than submit to the enforcement of a principle which they felt to be wrong. All honor to them for having done so. The Catholic Church would ever struggle against the encroachments of the state upon the domain of the education of the young.

The following is a copy of the resolution inviting the Dominion Association to hold its first Convention in Montreal:—*Proposed* by Dr. Kelley, *seconded* by Dr. Harper, and *resolved*: “That this Convention extend a most cordial invitation to the Dominion Association to hold its first annual meeting in the City of Montreal in the early part of July next; and that a Committee, composed of the President (Mr. E. W. Arthy), Dr. Robins, Rev. E. I. Rexford and the mover and seconder of this resolution, be appointed to secure the co-operation,” etc.

—The following is a list of the officers of the Teachers' Association for the year 1891-92:—*President*, E. W. Arthy, Esq.; *Vice-Presidents*, G. L. Masten, Esq., Miss Kate Wilson, S. P. Robins, LL.D., the Presidents of Local Associations; *Recording Secretary*, H. H. Curtis, Esq.; *Corresponding Secretary*, W. Dixon, B.A., Fraser Institute, Montreal; *Treasurer*, C. A. Humphrey, Esq.; *Executive Committee*, Rev. E. I. Rexford, B.A., R. J. Hewton, M.A., Rev. E. M. Taylor, M.A., G. W. Parmelee, B.A.,

J. M. Harper, M.A., Ph.D., Mrs. Fuller, Inspector McGregor, F. W. Kelley, Ph.D., Wm. Patterson, M.A., Miss Peebles, Miss Hunter, B.A., Professor Kneeland, Ph.D., Miss Binmore, B.A., J. H. Silver, B.A., L. Gilman, B.A.; *Curator of Library*, Miss Robins, B.A.; *Delegate to Protestant Committee*, Rev. Elson I. Rexford, B.A.; *Members of Administrative Commission under the Pension Act*, G. L. Masten and E. W. Arthy; *Delegate to Vermont Teachers' Association*, R. J. Hewton, M.A.

—The following is a list of the various Committees, and members of the Association are requested by the Corresponding Secretary to consider this notice as sufficient official notification of their various appointments:—*Committee on Text-Books to be authorized for use in this Province*, Professor Kneeland (Convener), Dr. Robins, Dr. Kelley and Mr. Hewton; *Committee on a Compulsory Education Bill*, Dr. Robins (Convener), Professor Kneeland, Mr. Hewton and Mr. Arthy; *Library Committee*, Dr. Kelley (Convener), Professor Kneeland, Miss Robins, Miss Binmore and Mr. Hewton.

—The following report shows the progress of educational affairs at Lennoxville among our friends of Bishop's College:—“The special meeting of the Corporation was held on the 16th October, and was largely attended. At this meeting the vacancy caused by the lamented death of the late Bursar, Mr. R. H. Tylee, was filled, when Mr. A. D. Nicolls, M.A., was unanimously elected. Mr. Nicolls is a son of the Rev. Jasper Nicolls, D.D., who was the first Principal of Bishop's College, and held that office for thirty-two years, until his death in 1877. Mr. Nicolls is a member of the legal firm of Chapleau, Hall, Nicolls & Brown, of Montreal, and is giving up good professional prospects to devote himself to the services of the College. He is an alumnus of the School and a graduate of the College, and for several years has been a member of the Corporation, first as a member of the Council and latterly as a Trustee. The appointment has given universal satisfaction among the friends of the institution. The question of re-building the Chapel was brought up, and a Special Committee was asked to report on the subject within a month. As a further contribution to athletic news, we may add that victory has attended the efforts of the College against the Crescents of Quebec and of the School against Montreal 3rd.

—There is a hint in the following, for the gentlemen who are enthusiastic about instruction in agricultural subjects in our common schools, but who as yet do not seem to have any definite plan for its introduction or its encouragement, beyond

the preparation of a text-book. "The Lancashire County Council has adopted an important scheme of the technical instruction committee. The migratory dairy school having been much appreciated, arrangements have been made to start a second school at Ulverston. A scheme for agricultural instruction is also being arranged, at an estimated cost of £500 per annum. The total sum available for technical instruction is £40,391, and, after the sums already guaranteed by the council and the special amounts now asked for are taken into account, there is a balance of some £29,000 to be dealt with, which the committee recommend should be apportioned between the urban and rural districts of the administrative county on the dual basis of rateable value and population. The committee recommend that a director of technical instruction be appointed at £500 per annum, with travelling expenses; that £3,600 be set apart to provide twenty scholarships not exceeding £60 each for a term not exceeding three years, apportioned as follows: eight for science, tenable at Owens' College, Liverpool University College, or other approved public institution, two for art, four for commercial subjects, and six for the science of agriculture, including horticulture; and that £1,200 be set apart for providing eighty exhibitions of £15, tenable for one year at Owens' College and Liverpool University College evening classes, or any other technical, commercial, or intermediate school. It is proposed that this sum should be apportioned as follows—thirty-two exhibitions for science, eight for art, sixteen for commercial subjects, and twenty-four for agriculture."

—The Owens' College, Manchester, has developed into a immense school within the last twenty years. As Victoria University, it now numbers 1,150 students, of whom 692 belong to the main department of Arts, Science, and Law, and Medicine. Both these departments have increased in number since last session, while the evening classes continue to show a tendency to decline, owing to the increased opportunities for instruction of the same kind afforded of late years by other agencies. A liberal donation from the Incorporated Law Society has this session enabled the council to appoint two new readers and a tutor in law.

—A paragraph worth reading in the hearing of our young friends of the Quebec Model Schools and Academies is to be found in the following:—

"Every man who is educated at all is self-educated. Schools and colleges are valuable aids to him in the work of self-

education, but it is he and not they who must do that work. It is perfectly true that a man may educate himself very thoroughly without the aid of school or college; it is also true that with the aid of the best schools and colleges a man may make a very indifferent job of his education. But neither of these truths has any just bearing upon the value of school and college training. To the earnest student that training is of very great value; to the dolt, the dullard, or the idle fellow, nothing is of any effect in the way of making him an able man. Because a man with no musical aptitude may take lessons on the violin from the best masters without making a musician of himself, we do not say that the tuition of such masters is a worthless thing. Because a man of musical genius may learn to play exquisitely upon the violin without any lessons at all, we do not reject tuition as a vain thing. It is time to stop talking nonsense upon this subject. The colleges furnish favourable conditions for study. The earnest student who is wise will avail himself of those advantages if he can afford them. If not, he will do the best he can without them. The student who is not earnest or who lacks ability affords in his person no just measure of the worth of a college training. The only just complaint of the colleges is that under the four-class system graduation is so strongly presumed that they grant diplomas to the dull and the bright, the industrious and the idle—within certain limits—with very little discrimination, and thus give seeming point to criticism which is otherwise senseless.”

—France has taken away the Latin and Greek from the curriculum of public instruction. The German and English tongues, with their literatures, will take the place of the classics, and are to be taught in an analytical and logical way to secure the same results as by the former studies. Besides these studies, the French language and literature, geography, history, ethics, philosophy, political economy, law and science—physical and mathematical—are declared to be the real classical studies to complete a desired education.

—The military drill, which was adopted in the public schools of Paris some years ago, under the belief that in this way the school-boys would be prepared for service in the army, has been abandoned as detrimental to military service. Service in school regiments has the effect of disgusting the boys with army life.

—Among the recent occurrences of special interest to education was the dedication of the new building of the German American Normal school. This fine building, a gift to the institution from the late Guido Pfister, his wife and daughter,

is situated on Broadway, and was opened with proper ceremonies on March 30. The institution had its origin as far back as 1851 in the organization known as the Milwaukee School Society; it now includes the German and English Academy, the German-American Teachers' Seminary, and the Town Teachers' Seminary.

—Elementary education is widely diffused in Denmark, the attendance at school being obligatory from the age of seven to fourteen. Education is afforded gratuitously in the public schools to children whose parents cannot afford to pay for their teaching. The University of Copenhagen has about 1,300 students. Connected with the university is a polytechnic institution, with 20 teachers and 200 students. Between the university and the elementary schools there are 13 public gymnasia or high schools in the principal towns of the kingdom, which afford a "classical" education, and 27 modern high schools. There are five teachers' training colleges. Instruction at the public expense is given in parochial schools, spread all over the country, to the number, according to the latest statistics, of 2,940; namely, 28 in Copenhagen, 132 in the towns of Denmark, and 2,780 in the rural districts; with 231,940 pupils in all, or 123 per thousand population.

—The apparatus of public instruction seems to occupy the attention of the government of the Argentine Republic in a becoming manner, and doubtless in the course of time the citizens will be fairly well educated. At present, as far as my experience goes, the young Argentines are as ignorant and badly informed as they are badly behaved, and that, too, not from want of intelligence—they are very precociously intelligent—but from lack of severe and logical training. One is tempted to conclude that there is a want of discipline and of good pedagogic methods in schools and colleges, and one cannot believe that the extreme license allowed to boys ten and twelve years of age, such as liberty to smoke, and to contract premature habits of vice and immorality, is compatible with good intellectual training. A more corrupt, rude, unlicked, and irrepressible creature than the average Argentine boy it would be difficult to find in any other civilized country. The girls, too, have an air of effrontery and a liberty of language to which the older civilization of the world has not accustomed us. The educational statistics, are however, satisfactory, so far as mere registered results are concerned. There are two Universities, one at Buenos Ayres and one at Cordoba, which together counted 993 students in 1889, and delivered 234 diplomas, including

81 doctors of law, 85 doctors of medicine, and 11 civil engineers. In the whole Republic there are 16 National Colleges, with a teaching corps of 464 professors, and an attendance, in 1889, of 2,599 pupils. In the capital and the provinces there are 35 Normal Schools, with 12,024 pupils of both sexes, who become professors and teachers, chiefly for the primary schools. In Buenos Ayres in 1889 there were 285 primary schools, directed by 1671 teachers, and attended by 54,509 children. In the provinces there were 2719 primary schools, with a teaching staff of 4532, and an attendance of 205,186. To resume, the results obtained were 3042 primary schools, 6103 teachers, 259,695 pupils, and 2373 primary school-houses in the whole republic. Of these school-houses 485 are the property of the nation or of the provinces, and 1888 private property.—From “The Argentine Capital,” by THEODORE CHILD, in *Harper's Magazine* for March.

Literature, Historical Notes, etc.

REPORT OF THE COMMITTEE ON COMPULSORY EDUCATION.

The committee charged with the duty of investigating the subject of compulsory education, begs leave to present the following report which, for convenience, has been divided into several sections.

In the first place your committee has endeavoured to deal with the subject from a historical point of view, and in so doing is enabled to report that Scotland adopted a compulsory education law by act of 1872, section 69 of which makes attendance compulsory between the ages of five and thirteen, and provides penalties for defaulting parents. Where wise and conservative Scotland leads the way, few need fear to follow.

England, sometimes thought to cling too tenaciously to the old paths, was not long in following the good example of her sister, Scotland, for by the Elementary Education Act, passed in 1876, attendance was made compulsory for every child between the ages of five and fourteen. In Prussia, Frederick William I. issued the first law concerning compulsory attendance on the 28th September, 1717. In this law are found the following words: “We have resolved with grace to issue this our general edict, and to order earnestly that hereafter wherever there are schools in the place the parents shall be obliged, under severe penalty, to send their children to school.”

This law was modified in 1736, 1739, 1763, and 1794, in which year the following remarkable clause was added:—Art. 46, “The instruction in school must be continued until the child is found to possess the knowledge necessary to every rational being. The clergyman of the district determines this.” Amendments were passed also in 1808, 1811, 1812, 1817 and 1825, when the compulsory law was enforced in all newly acquired territory. By act of Frederick William IV., in 1850, the Prussian constitution provided for a continuance of the same laws.

Since 1850 every state of Germany has adopted compulsory laws, and in 1890 the Prussian Diet passed a general compulsory act, of which clause 1 reads:—“Every child within the kingdom of Prussia must follow the course of instruction laid down for the elementary schools.” By this act the term of compulsory attendance was fixed to extend from the sixth to the fifteenth year. It went into force on the first of October, 1890.

Germany to-day reports no illiterates. During the year 1888 out of 500,000 children of school age, but 5,145 were absent from school longer than the time allowed by law, or but about one to the thousand. In Berlin but fifteen parents proved law-breakers, and in all Germany but 1,020 were fined for delinquency.

Denmark, Switzerland, Belgium, Bavaria, and France, have compulsory laws which are effective and salutary. In a recent address in Washington, Rev. William Morley, of New Zealand, gave it as one of the evidences of progress and prosperity in the colonies of New South Wales, Queensland, Victoria, South Australia, West Australia, New Zealand, Tasmania, and Fiji, that they all have free secular and *compulsory* education by state provision. In the United States, twenty-seven states and territories have compulsory laws, no less than 16 having enacted such laws since 1886.

Massachusetts passed her first compulsory law in 1642, when a fine of 20 shillings was imposed for non-attendance. The truant law was passed in 1850, and the foundation of the present compulsory law in 1852. This law of 1852 required attendance of all children between 8 and 14 years of age for a period of not less than 12 weeks in each year. The truancy laws were consolidated into a general statute in 1859, made more effective in 1862, when school districts were compelled to carry out these laws.

A new and more satisfactory act was passed in 1873, when the length of compulsory attendance was changed from 12 to

20 weeks, and the age from 8-14 to 8-12 years. During the same year the truancy laws were made more stringent. By acts of 1876 and 1878 these laws were made so effective that attendance was practically universal.

By act of 1889 exemption from complying with the law, on account of poverty, was done away with. By amendments passed during the present year, the age has been raised to 15, wherever opportunity is furnished for instruction in the use of tools, or for industrial education in any form. There is no native illiteracy in Massachusetts.

Connecticut passed its first compulsory education act in 1650 and added to or modified it until 1888, when the present act was adopted.

The law at present enforces attendance upon all children from 8-16 years of age, for 24 weeks each year.

In New York state a compulsory education law was passed May 11th, 1874. By section 4 of this act the age of compulsory attendance was fixed at from 8 to 14 years, and the time to 14 weeks in each year, and the penalty of non-attendance by section 5, to five dollars for each week of such delinquency. Section 6 provides free text-books for poor children.

In Rhode Island the fine compulsory law was passed in 1883. This law was revised in 1887, and made more stringent and practicable. The penalty for non-attendance is fixed at twenty dollars, age from 7-15, and time at 12 weeks each year.

Children found playing truant are to be consigned to houses of correction, and penalties are laid upon municipalities for failure to carry out the law.

Kansas passed a compulsory attendance law in 1874, and amended it in 1876. The age is fixed at from 8-14, time 12 weeks, six of which must be consecutive.

Illinois passed such a law in 1883, and a more stringent one in 1889, called "The Force Act." The age is fixed at from 7-14 years, and time 16 weeks, 8 of which shall be consecutive. A fine of \$20 is provided for delinquents, with imprisonment until paid with costs.

Wisconsin dates her law from September 1879. It was amended in 1882, and provides that every child between 7-15 years must attend school for at least 12 weeks in each year. In 1889 a new act was passed called the "Bennett Law," which provided a more workable system. All fines imposed revert to the school boards for their use.

The District of Columbia has also a compulsory law, passed in 1864.

Vermont first declared for compulsory attendance in 1867, and confirmed and strengthened her law in 1870 and 1888, when the time of compulsory attendance was extended to 20 weeks, and illiterate children under 14 were debarred from seeking employment.

New Hampshire's law dates from 1871. It was amended in 1886. The age is fixed at 6 to 16 years, and truants may be sent to reform schools for one year.

Michigan, where so much has been done to educate the people, dates her first law from 1871. In 1883 a new act was passed, and it was amended in 1885. Its provisions are the same as those of the Kansas law already mentioned.

Washington Territory passed a compulsory act in 1871, fixing time at 3 months and the penalty for delinquency at \$100.

Additional acts were passed in 1877, 1883, and in 1890 the present law was passed.

Nevada follows with a law dating from 1873, with like provisions, but with a higher penalty for a second offence, to wit, \$200.

California passed her act in 1874 and it is still in force.

Maine made compulsory laws as long ago as 1850, and strengthened them in 1875. The age is from 9 to 15 years.

New Jersey dates her original law from 1875, but the present act was passed in 1885; truants are sent to reform institutions.

Wyoming provided for herself such a law in 1876. The age was fixed at from 7 to 20 years, for 3 months in the year.

This law was revised in 1887, and the age changed to from 6 to 21 years.

Constables are charged with apprehending loiterers on the streets during school hours.

Ohio dates her law from 1877. It was ineffective, as no provision was made for its enforcement, but the subsequent act of 1889, amended in 1890, is perfect in this respect; the age is fixed at from 8 to 14, but those over 14 and under 16 who cannot read and write must attend school one-half of each day.

Dakota passed a compulsory act in 1883, and amended it in 1887.

Montana also in 1883, identical with the Kansas law.

Minnesota adopted a compulsory education law in 1885. Its provisions are also similar to those of the Kansas law, although penalties for delinquents are greater. In Nebraska attendance was made compulsory in 1887. Idaho followed her example during the same year. New Mexico antedates them

by 17 years, but she added to and strengthened her law in 1887 and 1891.

Colorado followed in 1889 with a law, based wisely upon the Michigan law. Oregon seized her opportunity in 1889, and Utah in 1890.

San Salvador and some of the other Central American States have compulsory laws in force, and under these laws Guatemala is making great strides towards the more advanced state of her more northern neighbours.

And last, and of more importance to us, Ontario in 1891. Clause 4 of this act reads as follows:—"All children between 8 and 14 years of age shall attend school for the full term during which the school of the section or municipality in which they reside is open each year, unless excused for the reasons hereinafter mentioned, and if the parents or guardians having legal charge of such children shall fail to send them to school regularly for said full term, or if such children shall absent themselves from school without satisfactory excuses, such parents, guardians and children shall be subject to the provisions and penalties of section 9 of this act." Section 9 provides a penalty of not less than \$5 nor more than \$20 for delinquents, or they may be required to furnish bonds for their future conduct, and article 15 provides a fine of from \$25 to \$50 for those officers charged with the enforcement of the act who fail to do their duty. This act went into force July 1st, 1891.

In most countries where compulsory laws are in force the schools are free or practically so, and in many, text-books are also free.

Such then is a brief historical resumé of the subject.

OPINIONS OF EMINENT EDUCATORS.

The following paragraphs contain a few opinions as enunciated by men of note and influence:

Superintendent Draper, of N. Y., says that "A government that provides a free public school system for its own safety is necessarily bound to see that all children are brought within the influences of that system."

Superintendent Maxwell of Brooklyn says, "A law that does not provide summary punishment for the parents who neglect their duty, is unworthy this age and country."

R. T. Ely in *Century*, says, "Compulsory education laws should everywhere be passed and enforced as in other civilized countries."

Samuel Smith, M.P., says in *London Times*, after travelling in Germany "I have not seen a single case of a ragged or begging child."

The Massachusetts Board of Education in 1852 said, "It is the right and duty of the State, for its own safety and advantage, to intervene and compel the parent to accord to his child, as a fundamental right, so much of education as shall fit him to be a citizen of a free state."

Hon. B. G. Northrop said in 1872, "To bring up children in ignorance is a crime, and should be treated as such."

Superintendent John Jasper, of N. Y. city, said in 1890, "The beneficial effects of the enforcement of this law are shown most clearly by the police statistics."

Superintendent Edwards of Illinois said in 1890, "The compulsory education law is right in principle," and "To say that it is an interference with the freedom of the citizen is emphatically to misrepresent it."

Superintendent Thayer, of Wisconsin, said in 1890, "All classes of citizens concede the right of the State to supervise and control the education of children where parents or guardians neglect or refuse to make suitable and adequate provision for such education, and to compel attendance of children."

The Lutheran Synod of Missouri left on record in 1889 the following in regard to compulsory education:—"In case parents neglect their duty, the State is justified in compelling them, by appropriate legislation, to the discharge of their duty."

The National Educational Association, at its meeting in Philadelphia in 1891, resolved, "That it is the right and the duty of the State not only to provide for this education, but also to insist that no child shall be deprived of that priceless heritage."

Superintendent John Slaughter, of Wyoming, says, "I am uncompromisingly in favour of compulsory education."

Hon. John Hancock, of Ohio, said in Jan. 1890, "The compulsory education law is one of the highest moment to our people."

The State Board of Dakota declared in 1888, "The State has the right to compel the support of schools, and the further right to compel attendance."

The Committee on legislation at the convention of Dec. 1890. Indiana recommended "that the State legislature be urged to enact a well-considered law for compulsory attendance."

Superintendent Thayer, of Wisconsin, recently said, "Some form of compulsory education is a necessity."

Hon. C. E. White said, at Lincoln, Nebraska, on Dec. 30th, 1890, "Compulsory education in Germany defeated France in the late war."

Superintendent John Hancock, of Ohio, said, Feb. 25th, 1890, "The public sentiment of the people of Ohio is in favour of the complete enforcement of the compulsory law."

The Superintendent of the Boston schools said, on the same date, that "not more than 500 children out of 7,000 are absent during any one year."

The Chicago *Daily News*, of Jan. last, said, "There will be no widespread dissent to the doctrine, that compulsory education in the language of the republic, for a certain number of days in each year, is really the fundamental groundwork of any beneficent compulsory school law."

President Walker said, at the Illinois State Convention in field in Dec., 1890, "There are thousands of children growing up in ignorance to become a perpetual menace to the peace and safety of the state. Parents failing to secure to them a suitable education, the State should compel."

Prof. Loon, of Arkansas, says "Compulsory and universal taxation calls for universal and compulsory education. The State's right to protect itself against the dangers of ignorance and crime is paramount to the parent's right."

The *Christian Guardian*, of Toronto, said last winter, "The press and public are getting thoroughly alive to the importance of compulsory education. Discussion is compelled by the lax school attendance of children, and the excellence of our educational system cannot endure a reproach like this. The Trades and Labor Council have been considering the question, and the report of its legislative committee thereon contains some excellent suggestions. We hope it is true that the Minister of Education is considering an amending measure which will cure the defects of the school law in its present state. There are so many considerations of public benefit which cluster round this needed reform, that it is impossible to imagine a more salutary change. It touches the life of our youth in all vital points, and will prove a better guarantee of good citizenship and patriotism than any other means which could be proposed. Every society for charitable relief, every institution connected with the reformation of our juvenile criminals, every movement for the preservation of our Canadian youth, will hail compulsory education as a friend and deliverer. When children are compelled to attend the public schools they will not only gain habits and instruction which will last them

through life, but they will be removed from an atmosphere of idleness and crime. The discussion of the subject may perhaps bring out some queer vagaries about liberty and interference with parental authority. But it is a wholesome thing to legally interfere with the ignorance and selfishness of parents who do not know enough or do not care enough to do what is best with their own children, and at any rate society will not suffer from such interference. It would be only for a limited period—a period, however, whose neglect can scarcely be atoned for. It would be compelling the appropriation of a benefit in a case where class prejudice or sectional blindness would not be likely to offer much opposition. It seems certain, moreover, from the character of current discussion and the urgency of the need, that public opinion will not recede from the position which it is taking on this question. That position is just and tenable; and we hope that ere long the Ontario Government will give its earnest attention to a demand which has arisen and will persist until a remedial measure is granted.”

Finally, Dr. Hinsdale, of Michigan University, said in April last, “While the State should leave many to this voluntary treatment, all experience shows that the education of the mass of the children is not one of them.”

CONCLUSIONS.

In view of the successful working of compulsory education laws in so many parts of the world; in view of the absence of any such law in this province, resulting in many cases in deplorable neglect on the part of parents and guardians to take advantage of the education offered them; in view of the inalienable right of the state to protect itself from the consequences of ignorance and its attendant crime, and in view of that bond which makes every man his brother's keeper, your sub-committee feels called upon to recommend to this convention immediate and energetic action for the purpose of securing at an early date an adequate and wisely arranged compulsory education law.

Lastly, as to the feasibility of the thing in this province, your sub-committee is not too sanguine.

It is thought that opposition to the passage of such an act would be made from various quarters, but nothing is to be gained by delay. All great reforms have met with opposition at the outset, but though opposition may be anticipated your sub-committee is sanguine of a support equally strong.

The hon. the Premier of the Province, who has so enthusiastically supported every scheme for the educational advancement

of the people, and the hon. the Superintendent of Public Instruction have already been in conference upon this subject, and by way of popular example it may be stated that the Knights of Labour, a popular and influential body, have already pronounced in its favour.

The intelligent and thoughtful of all classes endorse the movement and they will eventually lead the masses.

Therefore, although the horizon is not as clear as could be desired, your sub-committee recommends that steps be taken to bring the question of compulsory education before the Legislature at its next session.

(Signed) A. W. KNEELAND, Convener.
 " E. W. ARTHY,
 " E. M. TAYLOR.

Practical Hints and Examination Papers.

Physiology and Hygiene.—One hour.

1. How many bones in the human body? Of what are bones composed? Describe the formation of the skull, and give the other bones of the head and face.
2. State briefly, yet clearly, the different steps in the process of digestion.
3. Describe the human heart. How much blood is pumped at each pulsation? Through what vessels will it pass in its circulation?
4. What is alcohol? How is it obtained from fruit? What are its effects on (a) the nerves, (b) the liver, (c) the lungs?
5. What would you do in the following cases, provided no physician were at hand: fainting? dislocated arm? bleeding at the nose? poisoning? drowning? deep cut in hand?
6. What are muscles? Give four of their uses. How may they be (a) strengthened and (b) weakened? What is the name of the muscle which bends a limb; of the one which straightens it?
(Elementary candidates may choose any five of the above.)

School Law and Regulations.—One hour.

1. Give the number of members of the Protestant Committee of the Council of Public Instruction, and state how they are appointed.
2. Write briefly upon *School Inspectors, School Visitors, Monthly Fees.*
3. Give the different sources from which funds are derived for the support of elementary schools.
4. Give five points, determined by law, which govern the relations of School Commissioners and teachers.
5. Give five points, determined by Regulation, which govern the relations of teachers and pupils.

Correspondence, etc.

To the Editor of the EDUCATIONAL RECORD.

SIR,—I beg to call the attention of your readers to the following intimations in connection with the Teachers' Association :—

1. Any member of the Association who has not received a catalogue of the books in the library may do so by applying to Miss Robins, McGill Normal School.

2. The Presidents of Local Associations being *ex-officio* Vice-Presidents of the Provincial Association will kindly send their addresses to the Corresponding Secretary, so that he may know where to send notices of meetings, etc.

3. Members of the Association will kindly consider the notices in the RECORD as sufficient official notification of their various appointments.

Yours sincerely, W. DIXON, *Corresponding Secy.*,
Prov. Ass. of Prot. Teachers of Quebec.

The following is the text of an offer much discussed by teachers in Canada, and which is published for their perusal :—

To the School Teachers of Canada :

OTTAWA, Oct. 21, 1891.

I hereby offer to the Dominion Committee on Canadian History the sum of two thousand five hundred dollars for a period of two or three years without interest.

I give the free use of this money on condition :—1. That it shall be expended as a prize or prizes, or otherwise, to secure the production of a text book of Canadian History, written from a Dominion standpoint, and suitable for use in all the schools of Canada. 2. That the text so produced be authorized for use and adopted by the schools in at least five of the seven provinces of the Dominion, and in all if possible. 3. That satisfactory security shall be given me when I pay out this money, for its return to me at the expiration of the time agreed upon. 4. That the copyright of the manuscripts winning first and second prizes shall be vested in a board of trustees, of whom I shall be one, appointed by the committee, whose duty shall be to publish the history and conduct all financial affairs appertaining to the committee.

In connection with this offer, I beg to suggest that the text-book be sold at as low a figure as is consistent with its cost, and the objects desired in the following clause, *i.e.*, that the profits accruing from the sale of the book be expended in the several provinces in proportion to the receipts from each, of establishing a course of lectures on Canadian History in each of the Normal Schools in the Dominion, and in providing a reference library on Canadian History for each of those schools.

Should this offer be accepted, it is confidently expected that a standard history will be issued for use throughout the schools of the Dominion, at a rate not exceeding forty cents per copy.

Respectfully submitted, JEFFREY H. BURLAND.

COOKSHIRE, P. Q., Nov. 2nd, 1891.

The Editor EDUCATIONAL RECORD, *Quebec.*

DEAR SIR,—I have noticed, on reading the EDUCATIONAL RECORD, that communications from our rural districts are “conspicuous by their absence.” Permit me to break the ice, trusting it may be the means of others, more capable than myself, of letting people outside their own municipality know what advance is being made in the cause of education. An addition to the Model School building here has been built during the past summer, size 35 by 54 feet, two storeys, thereby exactly doubling the holding capacity of the former building. The building now shows a front of 90 by 35 feet on north end, and 55 on south, basement 10 feet high of solid masonry under whole building; three furnaces.

The Commissioners have added a new and most important feature in connection with the school curriculum, viz., a business department, under the management of Mr. H. C. Smith, of Albert College, Belleville, Ont., gold medallist of 1890. The subjects taught are: Banking, Bookkeeping, Telegraphy, Shorthand, Typewriting, Penmanship and Business Correspondence. Only fifteen pupils have as yet availed themselves of this course, but the Commissioners think this number will be increased shortly. The fees are placed within the reach of all, \$30 for seven months. There being no other school of this kind, that I know of, nearer than Montreal, I have no doubt but that when its great usefulness dawns upon the public at large, it will be a success. If a grant from the Educational Fund could be had, even though small, until this school becomes self-sustaining, it would be a great encouragement to the Commissioners who have shouldered the whole responsibility. I am, dear sir, yours respectfully,

EDWARD S. BAKER,
Sec.-Treas. of Eaton.

Books Received and Reviewed.

ETHICS FOR YOUNG PEOPLE, by C. C. Everett, Professor of Theology, in Harvard University, and published by the Messrs. Ginn & Co., Boston, U.S.A., is a book which is well worthy the teachers' attention. Professor Everett has certainly done much in this little work towards stimulating a right way of thinking in young minds, as well as leading them to a knowledge of right and wrong. Even if not used by the pupils themselves, it would be of great assistance to the teacher by suggesting a systematic and logical line of work for instruction in morals, and the subject matter might be made to furnish excellent material for each lesson.

CESAR. BELLUM GALLICUM. BOOKS I. AND II., by Samuel Woods, M.A., Principal of Collegiate Institute, London, Ontario, and VIRGIL. ÆNEID. BOOK I., by J. E. Wetherell, B.A., published by the Messrs. Gage & Co., Toronto. These editions of the above works

contain, besides the text, a vocabulary of all words which occur, and a collection of extensive and well-chosen notes, as well as other information valuable to the student.

HISTORICAL GRAMMAR OF THE GERMAN LANGUAGE, by Emil Trechmann, M.A., Ph.D., University of Sydney, and published by the Messrs. Macmillan and Company, London, England, is a translation altered and adapted for English students, of Dr. Otto Behagel's *Die Deutsche Sprache*. This work cannot but be one of great interest to students of language, treating, as it does, of the formation and growth from the very earliest times till the present day of the German tongue. The writer certainly gives a clear and concise account of the development of the language, and that in a very interesting manner.

ARITHMETIQUE ELEMENTAIRE, published by the Messrs. Gage & Co., is a translation into French, of Kirkland & Scott's valuable little work on Arithmetic, which has been in use in our schools for so many years.

SPANISH GRAMMAR, with Historical Introduction and Exercises, by A. Hjalmar Edgren, Ph.D., Professor of Modern Languages and Sanskrit, in the University of Nebraska, comprises a methodical survey of Spanish pronunciation and accidence, syntax and versification. Dealing, as it does, in a systematic manner with the Grammatical principles of the language, it is a work which is likely to be very extensively adopted by those who make a speciality of modern languages. The book is published by the Messrs. J. C. Heath & Co., Boston, U.S.A.

Official Department.

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, under date the 22nd September, 1891, to appoint a school commissioner for the municipality of "St Antoine," Co. Chateaugay.

25th Sept. To appoint a school commissioner for the municipality of "Ste. Marguerite of Wexford," Co. Montcalm; and to appoint James Campbell school trustee for the municipality of "St. Octave of Metis," Co. Matane.

28th Sept. To erect a distinct school municipality for the Roman Catholics only, under the name of "St. Ignace of Missisquoi," Co. Missisquoi.

30th Sept. To appoint a school commissioner for the municipality of "N. D. de Grace West," Co. Hochelaga.

2nd Oct. To appoint Mr. John Roberts, jr., school commissioner for the municipality of "Grande Stève," Co. Gaspé, to replace Mr. Robert Price.

5th Oct. To appoint Mr. John McCallum, school trustee for the municipality of "St. Laurent de Matapédia," Co. Bonaventure.

2nd Oct. To erect a distinct school municipality under the name of "Coteau St. Pierre;" also a distinct school municipality under the name of "Cote St. Luc;" also a distinct school municipality under the name of "Village Turcot," all in the Co. of Hochelaga, and to come into force in each case on the 1st of July, 1892.

2nd Oct. To detach from Saint Paul of Chester, county of Arthabaska, the lot number 9 of the 5th range of the township of Chester, known under No. 354 on the official cadastre for the parish of Sainte Hélène of Chester, and to annex it to the school municipality of "Chester-East."

This annexion shall come into force on the first of July, 1892, only.

8th Oct. To appoint a school commissioner for the municipality of "Garthby," Co. Wolfe.

21st Oct. To appoint a school commissioner for the municipality of "Des Crans," Co. Montmorency; also a school commissioner for the municipality of "Hamilton," Co. Bonaventure.

To detach from the municipality of the village of Belœil the parts of No. 207 of the cadastre for Belœil, belonging to Dame Elophe Bernard and Féréol Bernard, and the No. 197 belonging to Norbert Bernard and Olivier Dubois, and to annex them to the municipality of the parish of Belœil, for school purposes.

This annexion shall come into force on the first day of July (1892).

To detach from the municipality of Notre-Dame de la Victoire, the cadastre lots Nos. 240, 242, 244, 245, 246, 247, 248, 252 and 250, and to annex them to the municipality of Saint Henri, in the county of Lévis, for school purposes.

This annexion shall come into force on the first day of July (1892).

23rd Oct. To appoint two school commissioners for the municipality of "Des Crans," Co. Montmorency. (2475.)

QUEBEC, Nov. 10, 1891.

Notice is hereby given that an examination of candidates for the office of inspector of Protestant schools will be held at the Department of Public Instruction, Quebec, at 9 a.m. on Wednesday, the 30th day of December next. Candidates are requested to send their applications and certificates accompanied with a deposit of six dollars to the Secretary of the Protestant Committee of the Council of Public Instruction, Quebec.

GÉDÉON OUMET,
Superintendent.