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**Articles : Original and Selected.**

THE DUTY OF THE STATE TOWARDS SECONDARY  
EDUCATION.

BY JOHN MILLAR, B.A., DEPUTY MINISTER OF EDUCATION.

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

in fostering everything that concerns the national weal. The State is interested in elementary, secondary, and higher education. Each of these is essential to the development of national prosperity, and the State cannot afford to relegate any of them to private liberality or denominational zeal. High Schools should be supported by public funds. The working classes are benefited by High Schools. Progress in education has improved the masses of the people. The condition of the so-called working classes is better now than formerly. It is estimated that in the United States—and the same is true of Canada—each man, woman, and child did not receive, on the average, more than 10 cents a day in the year 1800. In 1850 it reached 25 cents, and is now probably 50 cents. The progress of education has made the wages of the working classes advance much more rapidly than the cost of the necessaries of life. This is particularly so as regards skilled labor, and higher education is the parent of skilled labor. Had the nation given no attention to education beyond the requirements of elementary schools the mechanic with brains would be little better off than the one not so favored. Science has made intellectual power more valuable than physical strength. The application of steam power, and the use of the railroad, the telephone, and the telegraph, have brought comforts within the reach of thousands who never entered a High School, but who would lack these blessings had superior education been overlooked. Electricity is about to revolutionize all our industries. Political economy and social science are bettering the conditions of the community. The power of the pulpit and the influence of the printing press are bringing gladness to thousands. Schools and books are within the reach of all. Had elementary education been the limit of the State's obligations, the conditions of the working classes would be far inferior in all that concerns human happiness.

The condition of the working classes is best in those countries that have extended educational privileges to the masses. As a result of the Education Act of 1870, in England 70 of every 100 families are each receiving \$1,000 a year. It is well known that the present movement in favor of secondary schools has come from the middle and poorer classes. From the rich friends of the great endowed schools is heard the cry, "Let those who want higher education pay for it." On this side of the Atlantic has been heard by the workingman who has a vote a similar cry from the political demagogue. In Italy, where less attention has been given to education than in England, 97 per cent. of the families receive each not more than \$300 a year. In Portu-

gal and Turkey the position is worse. The foremost countries of Europe are England, France, and Germany. In these countries 14.5 per cent. of the entire population is attending school. In Russia, Spain, and Turkey the per cent. is only 4.7. Russia has done much for higher education in so far as concerns the nobility. It has, however, its Nihilism and its starving peasantry, which are unknown in countries where there are free High Schools. In Canada, and in the United States, 22 per cent. of the people are enrolled in schools or colleges. In Mexico and South America the percentage is only 3.8. The lessons to be drawn are apparent. The poorer ranks are most benefited by educational advantages. Without good High Schools efficient elementary schools are impossible. Unless secondary education is accessible to the working classes, hereditary rank must divide mankind. If wealth and caste should divide the race, there may be some argument for limiting the benefits of higher education to the few. To prescribe such limits in a democratic country is unsound in theory and unknown in practice. The world is not going wrong. The farmer, more than the resident of city or town, requires efficient elementary schools. His stake in the country gives him special reasons for supporting whatever legislation promotes the progress and the stability of the nation. He knows how much the Anglo-Saxon race owes to its energy, its love of freedom, and its democratic views regarding the diffusion of education. From the rural districts have come many of the most brilliant scholars, teachers, editors, lawyers, doctors, merchants, statesmen, and clergymen. The farm and the Public and High School, attended by so many country students, have done more than any other agencies to give Ontario its proud position. The interests of each are the interests of the province.

Agriculture, to be profitable, cannot now ignore the march of science. Chemistry and biology have their place in all that affects the work of the farmer. Questions of commerce have special interest to him, and demand intelligence irrespective of political views. If the High School is not a benefit to the residents of the country, it does not deserve the support of the farmer. It may be shown, however, that many of the arguments addressed to farmers against municipal expenditures for secondary education are exceedingly weak, and may be readily answered. It is said, for instance, that the High School draws pupils from the farm and depopulates the rural districts; that it brings to the cities many persons who fail and come to poverty; that higher education crowds the professions, and that the

farmer is taxed to fit for other positions many who should pay for their own education.

It is true the population of cities has grown, and that of the country has declined. This is due mainly to three causes: (1) The extensive use of machinery, and the consequent lessening of the number of farm hands; (2) the removal to factories, where the work is now done, of the blacksmith, the shoemaker, and other mechanics, who formerly lived at the "cross-roads"; and (3) the growing desire for society and culture, which are more readily gained with city life. It is absurd to suppose that the farmer is impoverished by the large number entering the professions. Is the low price of wheat a result of so many leaving the plough and entering the calling of the merchant or the lawyer? Would the price of beef go up if half our editors, doctors, and teachers were to engage in stock-raising? It is true, the country could get along with a less number of bankers, lawyers, doctors, and engineers. If a profession is crowded, are not its members the greatest sufferers? What calling is not full? The druggist, the musician, the painter, and the typewriter are struggling for standing room. The bootblack, the newsboy, and the cabman meet us as soon as we arrive in the city, and even the profession of the tramp and of the idler has become so crowded as to be no longer lucrative or enticing. Thus competition is a marked feature of the age in every walk of life, and yet, with all its drawbacks, the former times were not better than the present. Why does one person fail, and another with no greater advantages succeed? From lack of industry, lack of good management, lack of ability to think, lack of character, which means want of education.

France and Germany present a suggestive lesson to Canadians. It was a commonly accepted doctrine in France during the time of Louis Napoleon that the State should not expend money for education beyond the requirements of the elementary schools. Germany recognized what Ontario has long believed—that there can be no good national school system if higher education is not supported. Germany taught France at Sedan that brains and not brute force will rule the world. One of the most eminent French statesmen voiced in a single sentence a sentiment which has made his country reverse its policy. He said it was not the needle gun that gained the victory, nor the German schoolmaster, but it was the German universities and secondary schools. France has been aroused. Within the last dozen years no country has made more progress in education. In 1864 no less than 58 per cent. of the men and women of

France could neither read nor write. To-day the proportion of the illiterate is not more than 18 per cent. University facilities have been widely extended, and secondary schools, normal schools, schools of pedagogy, and schools of science have been established in various parts of the republic. It has learned that no nation can more wisely expend its resources than in improving the intelligence of its people. No longer does the *laissez faire* policy of the Imperialists hold sway in so far as it bears on higher education, and, in spite of disturbing elements, France has vastly improved since the days of the Empress Eugenie. China and Japan in our own day should settle the minds of those who fear there may be too many educated persons. The policy of the Celestial Empire would suit those who think the farmer's son should not receive any inducement to go to a High School. The Chinese never have reason to lament the loss of "the good old times," for the old conditions, as well as the great wall, still remain. The cry that too many are entering the professions is never heard in Peking. Matters are different in Japan. Its intellectual progress has been marvellous. Educational activity has during the last ten years been the very life of the nation. It has learned lessons regarding higher education from England, France, Germany, and the United States. It has not been afraid of spoiling the poor boy by giving him a chance to prepare for university matriculation. The wisdom of its course is manifest. Tradition and caste have been unable to stand the march of science. China, with its 350,000,000 of an illiterate population, is no match for the better educated, better trained, and better disciplined forces that Japan, with only 40,000,000, has been able to bring into the field. Victory is not on the side of numbers, but on the side of intelligence. Li Hung Chang has lost his yellow jacket and his peacock feathers, and may lose his head. The eyes of the world are on the struggle, and neither England nor America has found any reason to regret the lessons presented. Patriotism calls for reasonable sacrifices in behalf of education. History tells us that the success of a people will be in keeping with their intelligence. Scotland is a standing example of the position which may be gained by enabling every child to receive that good training which can only be gained from a highly educated teacher. The Germans, in view of their numerous universities and secondary schools, are the thinkers of the world. New England believed in free High Schools. The Southern States did not. Compare the result as affecting the progress and the moulding power of the nation. Why has not Alabama or

Virginia presented such a galaxy of statesmen, orators, poets, essayists, historians, and teachers as Massachusetts can boast? In New York, and most of the Northern States, every city has made its High School free. Twice in the Empire State has an attack been made upon this generous policy respecting secondary education, and twice the attack has signally failed. Twice Michigan has had to contend with a similar assault, and on each occasion the friends of liberality have triumphed. President Angel gives it as his opinion that any expenditure made by the State for giving an industrious student a university training is returned to the State with compound interest. Our popular Lieutenant-Governor voiced public sentiment the other day at the University Convocation when he deplored any movement in the way of high fees which would shut out the children of the poor from gaining a superior education. Our most earnest and successful students at the High Schools are not the children of the rich, and the boy who heads the university class lists was not always born with a silver spoon in his mouth. Nova Scotia has practically made all its High Schools free. The system in Ontario is, perhaps, preferable and more in accordance with the principle of local control. The Legislature makes a liberal grant annually to the secondary schools, and the municipalities concerned may make these schools free, or may impose fees not exceeding a certain rate. To the credit of many of the most progressive cities, towns, and counties, their councils and school boards have made the High Schools and Collegiate Institutes free, and in few places are the fees more than a trifling part of the cost of education. It is safe to say that no municipal tax gives more value than that raised for education, and the most unlikely action that any town would take would be to abolish its High School.

The State is entitled to receive the services of the best talent the nation can produce. Its statesmen, its enterprising merchants and farmers, its teachers and its clergymen, should be selected from the many and not from the few. To make those who want a High School education pay for it is to say that only the wealthy classes are to rule. Why should the boy who has brains not get a chance to rise, even if he is the son of a poor man? It is sometimes claimed that the boy of ability will get on, in spite of his poverty. The argument is plausible, but fallacious. If it is meant that he does not need good educational advantages, then why, it may be asked, should any pupil of ability go to a High School? If it is meant that he will earn money and educate himself, it is sufficient to say a boy must

get his High School training when young, or not at all. It is occasionally remarked that the public should not be taxed to give children education any more than to furnish them food or clothing. Again the argument is unsound. It is the duty of Christian society to help its members, but judgment is to be exercised in the way this help is to be given. The aid given to the poor should, if possible, tend to make them help themselves. A boy may receive a good meal, and be a worse boy than before. It requires no great exertion on the part of a boy to wear a good coat. If he is given a good book, it requires application to read it. He must think, he must exert himself, and, while wearing good clothes may do him no good, it is impossible for him to read a good book, or, in other words, to receive an education, without benefiting himself and the community.

Christianity is the great foe of selfishness. The wealth which a man possesses is not his own. We are simply stewards, and what we have should be used to benefit the community, the nation, the race. Free education is the great leveller of modern society. No one has a right to refuse those less favored than himself by birth or fortune any fair assistance in getting on in the world. The duty of sustaining higher seats of learning should not be left to the churches. If elementary education should be sustained and controlled by the State, and not by churches, the arguments are overwhelming that High Schools, if sustained in any way, should be supported and maintained by the public, and not by religious denominations. The highest instincts of humanity call for the uplifting of the masses. Every impulse from the Christian heart prompts the man of wealth and position to do all he can to advance the cause of mankind. Schools of all grades, readily accessible to rich and poor, have been the products of Christian liberality, and this liberality has been most successfully manifested when the members of different churches have co-operated, not as representatives of denominations, but as citizens of a free and Christian country.

#### LOCAL NEGLECT.

It is said that the people think highly of the schools, and this is doubtless true. But the schools are a part of the political system, the officials are chosen and then the people turn to their own business. The officials are rarely chosen on account of their fitness and they do no more than they must. The result is that the schools are neglected by the patrons unless the teacher plans for visits and inspection. A very large number of



teachers want no inspection because the operations cannot but put the ignorance of the pupils in a very disagreeable light.

The teacher is the one that is to be blamed if there are no visits by patrons; yet the people ought to visit the school whether or not. It is the practice of wise teachers to appoint a committee of pupils whose business will be to invite in parents; the invitation of children cannot well be refused. The teacher who sets the children to urging their parents to come to the school will not lack for visitors. So that the school that is not visited suffers from the neglect of the teacher. An instance was lately reported where in a town of 3000 inhabitants, 200 visits had been paid during the year; during the preceding year there were only 6. This did not include those attending the graduating exercises; they were visitors on ordinary school days.

Several years ago a pretty village in the Catskill mountains was entered on a beautiful day in June; just on the outskirts a neglected school-house was passed; two out-houses stood in the rear in plain sight the doors of which had been torn off; sticks of wood and boards littered the yard; only some parts indicated that in an earlier age a fence had separated the school-yard from the highway; the clapboards in some places had been removed and there were broken panes of glass; the whole aspect told of neglect.

After settling for a stay of a few weeks, a walk was taken and a pretty little church was passed, it was painted, there were green blinds and a perfect fence surrounded the structure. The next house was evidently the residence of the clergyman and a visit was made. I asked a few questions concerning the health of the village which he replied to with great alacrity. Then I reached the matter that had disturbed me.

"And how about your schools?"

"Oh, the best in the country; excellent, excellent."

"Suppose we visit the school: can you go to-morrow?"

"Well, I shall not be able to go to-morrow."

"How the next day?"

"I don't think I can go that day, as I am unusually busy."

"Have you ever visited the school? You have been here *two years*, I believe."

This brought matters to a focus; he saw I was aiming at him, and capitulated.

"No; I have neglected my duty, I confess."

"Then you are not certain it is the best school in the country?"

"No, I am wrong; I will go whenever you say."

The visit proved an instructive lesson; a promise was made to preach a sermon on the subject of education, and it was one that stirred up the people. When the summer visit was over the leading trustee assured me that a better site would be selected and a new building erected before I came the next summer. And this actually came to pass.

But the new school-house demanded a new teacher; for the old teacher was in a large measure to blame for not interesting the people in the school. It was one of the noticeable effects of Mr. Page's influence on the graduates of the New York normal school, which he founded, that wherever they went the people took an interest in the school. It may be set down as one of the best evidences of a good teacher that the people visit the school. People go where they are wanted. Some schools have frequent visitors. Some have none. But the teacher can always get the patrons there, for the pupils will bring them.

SCHOOL JOURNAL.

### A PLEA AGAINST PRIZES.

One of the most interesting of professional discussions among teachers is that of rewards and punishments—what should they be or should they be at all. The anti-prize man has come to the front again and this is what he says about the matter in the January issue of the *Educational News*:

There are still many schools, especially colleges, that continue the stimulating of students by the offering of prizes. The argument of course is that the learner is stimulated to greater activity by the hope of winning a prize, and that therefore more work is secured from the student. This may be so, but from how many? Only from the few, I think. While the hope of winning a prize may be a strong incentive in the matter of securing diligent study, it is doubtful if the result of the study thus stimulated is healthful and beneficial. I quote from Raub's *School Management* the following arguments against, which I think are to the point:—

1. That the benefits to be derived are limited to a few pupils. Were prizes offered to the whole school, graded according to actual merit, they would not be objectionable, but then they would be rewards of merit, and no longer prizes in the ordinary acceptance of the term. Prizes being limited to a few in number, however, the benefits of the system are also limited to those most likely to compete, and these, while they may at first constitute the whole class, decrease in number rapidly until there are but few more contestants than prizes.

2. That pupils are injured rather than benefited. The dull pupils, indeed all but the very brightest, soon become discouraged in the contest and relapse into greater lethargy than before, while the few participants who continue the contest are unduly stimulated, and thus have their powers overtaxed. Indeed, those who enter the contest for a prize are usually the pupils who require least stimulus, and who ought rather to be held back than urged.

3. That prizes help to disorganize the school. It is impossible to award prizes so as to please all. The usual result is, that those who fail in the contest become envious of the successful competitors, and the successful ones regard their less fortunate rivals with feelings no more praiseworthy. Discord is thus awakened, and the discipline of the school becomes much more difficult to maintain.

4. That prizes are fictitious rewards. They have no connection with study. The prize having been gained, there is nothing beyond, unless another prize be offered. The stimulus being withdrawn, the diligence no longer continues, and the pupil's habits of study are destroyed rather than confirmed. The student having nothing but the prize in view overlooks the chief ends of study, and studies not to understand, not to learn, but to recite well and win the prize.

5. That there is difficulty in awarding prizes justly. In awarding a prize the question at once arises, Shall it be on merit of recitation alone, or shall all incidental circumstances—the difference of natural talents, the home surroundings, the age of the pupils, their advantages in securing outside help, etc.—be taken into consideration? Shall it be for scholarship alone, or shall deportment also be considered? Shall it be to those who study most industriously and recite but indifferently, or to those who, being talented, study but little, and yet make perfect recitations?

These and many other questions arise in the very outstart, and to the teacher the act of awarding the prize to the most deserving is a matter of much perplexity.

6. Great harm is frequently done in awarding prizes. When recitation alone forms the basis of the award, merit in study is frequently overlooked. One child may have intelligent parents or brothers and sisters who can aid him in his study; he may have access to libraries, or he may have plenty of leisure, with nothing to distract his attention. All his surroundings are favorable to study. Another, equally talented, is placed in circumstances just the reverse. He finds no one

at home to help him; he has no library to consult; much of his time is taken up in doing chores; his attention is distracted from study. These differences are not taken into consideration in awarding the prize, and the award is too often made to the less deserving of the two.

On the other hand I can see that a system of merits or rewards according to one's deserts might prove not only a healthful incentive but also one that would compensate each according to his efforts. Somehow I never could quite understand why in the parable the one who stood around until the eleventh hour idle should receive the same wages as they who toiled all the day. It never seemed to me quite just to those who bore the burden of the toil, and certainly according to all present theories of political economy we would pay according to the amount of work accomplished, and modern economies are sound on that point.

S. T. D.

## A SURE CURE FOR TRUANCY.

BY S. D. SINCLAIR.

It was a town of about four thousand inhabitants, and the truancy bacillus which at first had infected only a few of the worst spirits had spread until truancy had become an epidemic. A number of causes combined to aggravate the disease. It was an especially good season for fishing, rat-killing, and sundry other recreations dear to the truant's heart.

The usual remedies were applied. Every effort was made to increase the attractiveness of the school, and by interest to create involuntary attention superior to that for external things. But the magnets seemed devoid of power. There were half a dozen ringleaders, large boys, who were not school children at all but loafers whose parents did not send them to school, and had concluded that they were incorrigible. These ringleaders lay in wait for the schoolboys and by arguments more forcible than philosophical, persuaded them that it was better to "come along and have some fun." They sat on dry goods boxes and wrote elaborate excuses and signed the parents' names to them for the delinquent to present the following morning. And so the disease increased with uniform acceleration. When mild treatment in homeopathic doses failed, the teachers resorted to corporal punishment but this failed utterly; in fact, it seemed largely to undo the few good results secured by the "attractive" treatment.

Matters continued to grow worse until a teachers' meeting was called to discuss the situation.

It was decided at the meeting to adopt an entirely different treatment and heroically to focus attention on the evil. Every teacher agreed to visit after school during the next week the home of every pupil who had been absent during the day. This decision was announced in all the class-rooms the following morning, which was Friday. The reporters heard of it and the newspapers devoted a few interesting lines to it. The parents talked it over and some of the boys are said to have given it more than a passing glance.

On the following Monday morning the teachers were agreeably disappointed to find that many boys had suddenly recovered and that there were but few "vacant chairs." They called religiously upon the parents of all absentees and found that the parents were quite anxious to have their children attend regularly and were willing to lend a helping hand. The results exceeded the most sanguine expectations of those who made the experiment.

It took time for the disease to die out and it was not an uncommon thing to see parents accompanying convalescent children to school in the morning, but a genuine and lasting cure was finally effected, and parents and teachers were brought closer together.

### **Current Events.**

—The death of the Rev. J. C. Sanderson, of Danville, removes from our province a gentleman who always took a deep interest in educational movements. His illustrated lectures, in many parts of the Dominion, and more particularly in the Eastern Townships, had made a name for him the rising generation are not likely to forget; while within the circle of his own town he had endeared himself to young and old, both as a pastor and as a gentleman of the old English school. His career has been a useful one in the community which has just lost him, and where he labored as Congregational minister for over sixteen years. Mr. Sanderson was a man of earnest piety, unflinching charity and sanctified wit, as a warm friend of the deceased has said, a careful student, a wise pastor and friend, and a great, uncompromising and inspiring force in the temperance cause.

—Sir William Dawson in his last lecture before the Y.M.C.A. of Montreal, divided his subject into three parts, namely, Babel, the Dispersion, and Nimrod. Geological evidence, as the *Witness* reports, seemed to show that not only had the antediluvians lived first in the valley of the Euphrates, but that the

postdiluvians had also first settled there. Even before Egyptian civilization men had lived in the land of Shinar. It was popularly supposed that the antiquity of man was high, but it was forgotten that while changes were often brought about slowly, yet that civilization sometimes made very rapid strides. It was to be remembered also that the men who survived the Deluge were not savages. God had interfered with the building of Babel not because of the wish of the people to be united, but because they wished to establish an idolatrous worship. The ancient Chaldeans worshipped the heavenly bodies, their ancestors and heroes. Nebuchadnezzar found an ancient mound near Babylon, which he thought had been erected by a former king. This mound is yet in existence, and is supposed to be the remains of the tower of Babel. The record of the dispersion is genealogical and not geographical. It follows, too, the history of one family. The writer of the tenth chapter of Genesis did not know as much about our ancestors, the Aryans, as about his own people. Javan, one of Japet's sons, was the ancestor of the Greeks, according to their own records and those of the Egyptians. The Chaldean accounts represent Nimrod as a great hunter, and as having as his companion a necromancer whose dress resembled that of an Indian medicine man. The Chaldeans believed in the existence of a female deity whose worship resembled that paid to the blessed Virgin by the Roman Catholics. Nimrod, falling under the displeasure of this divinity, was smitten with disease, of which he was cured by Noah, whom he visited. Monumental evidences prove the truth of the tenth chapter of Genesis. Egypt was colonized from the west as well as from the south. It has been proved that the descendants of Melchisedek reigned in Jerusalem and worshipped the true God. They were subsequently driven out by Jebusites and Canaanites.

—While the Protestant Committee of Quebec has so far taken no action in providing a tangible reward to the teacher, when the returns from his school places it high on the list, an official list has just been published in France, of schoolmasters and schoolmistresses to whom there have been awarded the twenty-four silver and one hundred and nineteen bronze medals for distinguished activity in inducing vaccination and re-vaccination. The medals were given by the Minister of the Interior, at the suggestion of the Academy of Medicine. A new field of scholastic endeavor is here opened out.

—Every teacher who neglects to have a thermometer in school, and to ventilate the school-room at regular periods should

read about the interesting test, which proved that fresh air in winter was beneficial to even young and delicate children, as reported in the *Journal of Household Economics*. It was tried recently in a babies' hospital in Boston. All the sickly babies that were suffering from chronic indigestion and lack of nutriment, and who would not improve in spite of good food, perfectly ventilated rooms and careful bathing, were wrapped as for the street, put in perambulators and taken to the top ward of the hospital, where all the windows were wide open. They were kept in this room from two to four hours daily and soon showed a marked improvement. Their cheeks became rosy, they gained in weight and appetite and would often fall asleep and remain so during the entire time they were in the air. Very delicate children had bags of hot water placed at their feet. It is recorded in the account of this experiment that not one child took cold as a result of it.

—The organ of the Minister of Public Instruction of Ecuador dwells with satisfaction on the progress of education in the republic. Formerly educational agencies were represented by the Universities of Caracas and Merida, the seminary of Santa Rosa, some national colleges in the provincial capitals, a few elementary schools established by the municipalities, and one or two colleges or schools belonging to private persons. At the present day the following establishments are supported at the expense of the State: the University of Caracas or Central University and the Universities of Los Andes, Zulia, and Valencia, all with the full number of faculties; six federal colleges of the first class; ten colleges of the second class; twelve colleges for young girls; a polytechnic school; a school of arts and trades; schools of singing and music; two normal schools; and no less than 1,582 primary schools, distributed over the country. Twelve scholarships are awarded to enable young men to continue their studies at foreign Universities. There are various learned societies, and Caracas has now a national library of 40,000 volumes, also a museum and an observatory.

—Nearly three years ago the managers of a State Industrial school, as an experiment, abolished corporal punishment as a means to discipline in the institution. The experiment has been such an eminent success that lately the managers adopted this by-law: "Corporal punishment is abolished." Under the laws of the state governing this institution, this order has the full effect of the statute. "Lion," as Ascot Hope calls it, is still rampant in the province of Quebec: its tail is still wagging ferociously, notwithstanding the decline in the tanning business.

—An educationist has discovered that the Eton boy no longer reads Dickens. And he has announced this to an audience at the Royal Institution with complacency, as a proof that our literary taste has risen superior to “the inanities and crudities” over which, the educationist confesses, he fell asleep. That the Eton boy does not know his *Pickwick* is a fact for which any public-school librarian would be prepared. But then, does he know his Shakespeare, except when the compulsion of the examiner is upon him? And there are a few millions, more or less, who are not educated at Eton, and who do read Dickens, as free library records and publisher’s sale-books can testify. The few may be repelled by the broadness of his caricature, but the many recognize that Dickens was a demagogue in the best sense of the word. The fact that Mr. Gradgrind is an impossible character does not prevent our feeling the reality and strength of the protest against the danger of turning our schools into fact-cramming mills. So says the *Educational Journal of England*.

—Young Vernier, the mathematical prodigy of France, whose success in obtaining admission to the higher normal school without undergoing an examination, was lately announced, has arrived in Paris, and is the object of much curiosity. This youth of eighteen has a great opinion of his genius, for, when complimented on his wonderful proficiency, he calmly remarked that mathematics were so badly taught in France that he had no trouble in convincing the real savants of the “insanity” of the prevailing methods. He says that during his stay at the Lyons Lycee his master treated him as a “visionary”; but, he adds generously, “I forgive the poor man.” Vernier attracted notice by entering into correspondence with several mathematicians of note, who imagined that they were replying to an elderly savant like themselves, and were astounded when they ascertained that he was a schoolboy. The Minister of Public Instruction was informed of the existence of this “infant phenomenon,” and promptly admitted him to the higher normal school on his own responsibility. Young Vernier does not intend to repose on his laurels. On the contrary, he is writing for the Academy of Science a work which will be ready by the summer, and which, as he confidently puts it, will bring about “a revolution like that accomplished by Laplace and Newton.” He attributes every mathematical discovery to “intuition,” of which he evidently believes that he has a considerable stock at his command. It remains to be seen whether young Vernier will succeed in carrying out his threat of demolishing the exist-



ing system, and it is quite possible that he overrates his powers. There is no doubt, however, that he possesses exceptional talents, and his career will be watched with interest.

### Literature, Historical Notes, etc.

## THE TEACHING OF SUBJECTS AND THE TEACHING OF SCHOLARS.

D.—A WELL-TO-DO DRYSALTER.

S.—A SCHOOLMASTER.

D.—I have called this evening to consult you about my boy, Sam. He is just eight years old, and I think it is time he began to do something useful.

S.—What has he been doing so far?

D.—His mother would have him sent to Miss B.'s kindergarten. I don't think much of the kindergarten system myself; there is so much about gifts and colored wools and strips of paper, which cannot be of any real good, you know. I call it nothing but play.

S.—Happily there is no great hurry; your son is only eight years old.

D.—Yes, but I want to make a beginning as soon as I can. We ought not to waste these early years, or we shall feel the difference later on.

S.—Certainly, we ought not to waste time. But I should be quite satisfied if a boy of eight had made a promising start.

D.—That is just it! I want to make a promising start. My boy, I may tell you, is going to be a drysalter like myself.

S.—It seems early to take his future calling into account, if the boy is only eight.

D.—No doubt; but I want to consider the end from the beginning. I want my boy to learn nothing useless.

S.—The less the better. But we cannot specialize with a boy of eight.

D.—What do you mean by specializing.

S.—Taking a special line.

D.—That's the very thing I want Sam to do from the first.

S.—Happily, you are not obliged to put him to work early; it will be soon enough to consider his preparation for business when he is several years older.

D.—I don't agree with you. The sooner he begins to prepare for business the better. I don't want him to learn Latin and things of that sort.

S.—But I suppose that you want to give him a really good education ?

D.—It depends upon what you mean by a really good education. I want the boy to be smart at accounts, and to write a good hand, and to have a good style about him. I should like him to know a bit of chemistry too. Chemistry is of use in our business—there is so much humbug to contend with ; people try to sell you inferior stuff, and you must know all about the things you have to buy.

S.—We can do something for his chemistry later on ; but there are things which have to come first which are quite as important as accounts and chemistry.

D.—What are they ?

S.—Well, you want him to love work, I suppose ?

D.—So I do, and I find that at present he is much fonder of play.

S.—It is natural and right that a boy of eight should be much fonder of play than of work. But he should be beginning to like work as well.

D.—What can you do to make a boy fond of work ?

S.—Interest him in it. If you set him down, whatever he may be thinking of, and make him work sums for you, he will probably hate the sums. We ought to begin by interesting him in figures.

D.—A capital thing if you can manage it ; but it is not very easy to interest boys in sums and figures.

S.—It can be done. I often take a class of small boys, and get them to play at keeping shop. They weigh out what they call groceries, and keep accounts, and send out their bills. They soon catch the idea, and their imaginations supply all deficiencies. We weigh out sand instead of raisins or sugar, but the scales and weights are real ones, and the bills are added up correctly. This is a very popular game. Rather older boys are made to work out the cost of a new cricket pavilion. They have to mention all the articles required, and to fix likely prices for them ; then they find the total cost, and the total sum of the subscriptions in hand to pay it. There is perhaps a deficiency, on which the bank charges interest, which has to be reckoned. We teach a good deal in this way. Sometimes a question is put which requires measurement ; for instance, how many square yards are there in the schoolroom ? How many cubic yards ? What is the height of the vane on the school tower ?—which cannot be measured directly. All these give excellent practice. We don't teach arithmetic in this way alone,

but these practical questions are the life and soul of the teaching.

D.—I like that kind of teaching very well. But do you mean to say that Sam could find out the height of the vane by himself?

S.—Not yet. But he could weigh out sand into paper bags, and keep the accounts of imaginary customers in shillings and pence. We often set the boys to find out the capacity of large glass or tin-plate vessels of various shapes, such as globes, cylinders, and funnels. Some very pretty calculations are required to get right answers. Afterwards the calculations are checked by filling the vessels with water and measuring the water.

D.—That looks interesting, too. It would be very useful afterwards to an exciseman or an oil-merchant.

S.—Or any one else. It would be useful to any boy to be able to measure the oil in a cask, with nothing but a tape, because he must have learnt so many things before he can get so far as that. He must, among the rest, have learnt how to measure correctly, and you would be surprised to find how few people can be trusted to do that. But the thing which we have chiefly at heart is to make the boys love work, to be fond of doing things, whether they are required to do them or not, and to hate idleness.

D.—That is capital if you can only manage it.

S.—It can generally be done if a boy has any curiosity about things. Curiosity and imagination are the motive power of our school. We try to make the boys want to know, and then help them to find out. And imagination is the chief incentive to curiosity. You must not be surprised if we work at certain subjects merely because they exercise a boy's imagination and excite his curiosity.

D.—I think there may be some risk of a boy's imagination running away with him. We don't want imagination in the counting-house.

S.—It is the dreaming imagination which is dangerous. There is no fear of the power of imagination being abused if the things imagined have immediately to be done. Imagination is in its right place as an incentive to work.

D.—I admit that it is of great consequence that the boy should work with a will at whatever he has in hand. When do you think he ought to begin chemistry?

S.—Not just yet. A science, to be followed out methodically, requires much greater steadiness and power of thought than a young boy can be expected to possess. It is rare to find even a

well-educated boy who is really fit to study chemistry before sixteen.

D.—I should not have thought it necessary to wait so long.

S.—Chemistry, like any other science, requires a power of continuous thought which no entirely immature mind can give. We like to train a schoolboy upon things which can be studied a little at a time. When the judgment is stronger, and the boy or man can appreciate evidence, the time has come to study a science systematically. Meanwhile, I should not leave the boy quite ignorant either of scientific facts or scientific principles. But I should introduce them a few at once, and give him plenty of time to make them his own. The child thinks, and sometimes thinks intently, but never for long together. His attention soon tires. For that reason our lower classes now change lessons every half-hour. Leave us to train your boy for a few years in our own way. We will interest him in work, gradually show him how to apply his mind to a new subject, and to get the right conclusion from a number of particulars. When he has been well practised in all this by doing it every day for years together, we will start him with chemistry, and you will find that no time has been lost.

D.—I should have thought that the little bit of chemistry we require could be picked up without so much training of the mind.

S.—Mr. D., you know a good deal about horses, and very likely you know a good deal about the breaking-in of horses. To train a young horse to run quietly in harness takes much time and patience. It is a far harder thing to train a man's mind, because the finished product is so much higher. Don't be surprised if it cost years to accomplish it. There are habits to form, as well as knowledge to impart. We take a young child of small physical strength, with many desires and fears, impatient and restless, and we want to train that child into a strong man, able to control his desires and fears, able to think long and hard, able to endure hardship and toil for the sake of a remote benefit. Do not be surprised that it costs time, and that the getting of knowledge is the least part of the business. Among other things your boy has to live with others. You would like him to be a popular young fellow, interesting to those whom he meets every day.

D.—Certainly I should; but I have not found that it makes much difference to all that what school you have been to.

S.—The natural disposition of the boy and his home influences tell much more than the things which he does at school, I admit.

But it is something for a young fellow to be prepared to take his share in social occupations and amusements. Dancing and part-singing are excellent for this reason, and those young men and women who cannot take any part in them are at some disadvantage.

D.—No doubt, but, after all, these are small matters. The main thing is to make sure that the young man can earn his daily bread.

S.—Whatever encourages young people to co-operate for a common purpose is likely to be of use. I would have a boy prepared by school and college to take an interest in other people's cares, and to help in public business.

D.—Very good, if he does not mind other people's affairs to the neglect of his own.

S.—Don't force your son to stand aside when an interesting conversation or discussion is going on, merely because he has not the common knowledge of history or English literature which is required. He has to make himself interesting to others, and one way of securing that end is to give him pursuits which others will be likely to share. Don't let your boy be quite incapable of taking part in a political meeting or a conversation club, because he knows about nothing except accounts and chemistry and his own business.

D.—He must go on improving after he has left school. All that I can do is to start him.

S.—That is all that any one can do. But give him an effective start, and don't oblige him to learn as a man the things which can be easily and pleasantly learnt as a boy.

D.—There is no end to that kind of preparation for elegant conversation. Perhaps you would advise me to send my boy to college, and let him go into the counting-house at two or three and twenty.

S.—I can't see so far ahead. Let us go on gently, and decide for at most a year or two in advance. As a general rule, I don't think a man of business should go to the University, if it means putting off his entrance upon active business to so late an age as two or three and twenty. An excellent education can be given if he goes into the mill or counting-house at eighteen or nineteen. As you said just now, he can go on improving. I should like to give him such a start that he can go on improving for the rest of his life.

D.—That seems a good deal. Are you pretty sure that you can manage all that you undertake ?

S.—I perhaps undertake less than you suppose. I undertake

to try my best. We often fail in this or that particular because we are wanting in sense and experience and ability. Sometimes we fail for want of energy or talent in the scholar. What I ask of you is that you should not condemn us to failure for want of time.

D.—I should be sorry to spoil a promising experiment for the sake of saving a little time. Let us watch the result and see how the boy gets on. But I should like to know a little more about the subject you would take up. It seems to me so important that we should make a really good choice. I want to get in as many as possible of the things which he will put to use later on, and leave out pretty nearly everything that he will not find useful.

S.—I will ask you to give me your confidence instead of stipulating exactly what I am to teach. When I was ten years younger, I attached immense importance to the choice of subjects. It seemed to me the chief thing in education to consider how many languages I should teach, and what languages, how many sciences, and what sciences. Then I would study the preliminaries necessary to these languages and sciences, and I really thought, at one time, that I could give good reasons for adopting a particular curriculum on which I had spent much time and pains. But ten years of additional observation and practice, added to the fact that I have now three boys of my own, have changed my views a good deal. I don't care nearly so much about subjects now, and I care a great deal more about boys. If your little Sam is like most other boys of eight, he will be full of activity, which is often without any definite purpose, and may be called restlessness. He will have plenty of curiosity about things and people. He will be fond of imitating others, and especially of imitating grown-up people. He will have a lively imagination, and will easily picture himself, after a way of his own, in very novel positions. His imagination will appear most conspicuously in his play, and he will readily suppose himself to be a policeman or a wild Indian. Lastly, he will be social. It will greatly increase his delight if he has schoolfellows to share his activity, and his imitations, and his imaginative fancies. His social needs will make the ridicule of his fellows the bitterest of troubles. I should like to turn all these qualities to account, and use them to bring on gently and naturally greater steadiness, method, and reflection. To check him at every turn because he shows the qualities proper to his age would be absurd and mischievous. How are we to use the gifts of childhood? We must use his

curiosity by gradually changing it into the thirst for knowledge. We must add perseverance and method to his restless activity. We must employ his love of imitation to gain facility in speech and writing and drawing. We must use his imaginative power as a means of making real to him distant places and people long ago dead. We must strengthen his social instincts, and gradually make them reasonable and permanent. All this is much harder to accomplish than it sounds. It would be easier to confine our attention to subjects, and let the boy's mind take care of itself. But to aid, instead of discouraging, the natural development of the boy's mind is the great problem, and the schoolmaster will not do his duty if he shirks it. You must do your part too. We ask you to be considerate and patient, not to expect rapid changes, not to be disgusted if the boy does not become all that you could wish in the course of a few months. We ask you to expect nothing finished or complete from the boy so long as he is a boy. He is changing day by day, and the one thing to dread beyond almost everything else is that he should stop developing, and begin to take satisfaction in what he is and what he has done. Let him enjoy life, and grow unconsciously. Unconscious development, without much foresight or recollection, is perhaps best for him. It will be years before you or any one can tell what will become of it all. Do not judge our work by subjects, and do not judge our work as if your boy of eight or nine were already in his father's counting-house. We are making preparation for the future, and it is only in the future that the result will appear.

D.—It all sounds very well, but I am not sure that I understand above half of it. How can you train the boys so carefully when there are perhaps twenty of them in one class?

S.—In some ways it is a disadvantage to teach so many together. We cannot go out of our way for the sake of a particular boy. But by daily observation we get a very fair notion of each boy's progress and requirements. And you must remember that private teaching has its drawbacks too. Boys are social creatures, and they help one another as much in school work as in play. The best part of our teaching could not be attempted with single children.

D.—You throw overboard all my notions of sensible, practical teaching. I could judge for myself whether Sam was shaping right for business. But how am I to tell whether his mind is developing or not, and whether his imagination is being exercised? Sam's imagination, indeed! I am quite sure that you don't know what the boy is like.

S.—It is quite natural that you should want to satisfy yourself that your boy is making real progress, and my little experiments cannot prosper as I should like unless we are helped by the parents. Let me ask you simply to observe for the first few months. See whether the boy brings out his drawings and his maps on wet half-holidays or Sunday afternoons. See whether he talks about his problems in arithmetic or geometry at meal-times. Observe him quietly, but don't say much. Don't praise him much, and don't be too ready to find fault or correct. We want him to do things his own way a good deal. Now and then a little friendly interest in his occupations will do good. For instance, when he has done a nice map you might give him a new paint-box. But don't lead the boy to expect admiration, and don't dishearten him by criticism. You can tell very well by a boy's talk whether his mind is growing in the right way or not. Notice whether he talks more sensibly than he did, whether he is interested more and more in real and important subjects. A boy of eight should be dropping babyish talk, empty jokes about absolute trifles, and all that. He should be full of his occupations, whether work or play. He should have his eyes well open, and grow quicker to notice things which he has hitherto passed by as beyond him. His letters will give you excellent information. I don't mean so much in the way of improved writing and spelling, as in the choice and handling of subjects. He ought, if his school is doing well for him, to write more sensibly and fully than he used to do, and have a better notion of interesting his correspondent. The most unfavorable sign is apathy and indolence. If he lounges about with his hands in his pockets doing nothing, either play or work, and if this goes on, week after week, I should be the first to recommend you to try some other plan.

D.—He won't do that. He's an active little fellow, though not too fond of books.

S.—If he is naturally active we shall do well enough. Some boys who are naturally indolent can be helped to exert themselves. There are a few who don't answer to the spur at all, and they are very hard to deal with. I suspect that they are often in poor health, or else come from homes where nothing interesting ever goes on.

D.—Then, so long as the boy is fairly busy, you don't care very much what he is doing?

S.—That is as far as possible from my method. I do care immensely what he is doing. I want him to do those things which will develop his powers in a natural way. It is true that



I don't care much about the immediate results. A boy of nine or ten can do very little of anything that signifies. Perhaps he may be able to frighten birds out of the corn with a rattle, or something of that sort. The great question is, what is he going to be, what will he be able to do at sixteen or seventeen.

D.—Well, I am still a good deal in the dark. Suppose we try your plan for a year or two. I shall get to see better what you are driving at.

S.—Do, if you please. I wish you would come across now and then to talk over matters with me. I should like to find out things which only a father or mother can tell me. And I should like to explain my plans, bit by bit, so that you can help me to make them useful and practical.

D.—You won't make me into a schoolmaster, whatever pains you take. I have been a drysalter ever since I was fourteen, and I shall never be anything else.

S.—No man can be a drysalter and nothing else, any more than he can be a schoolmaster and nothing else.

L. C. MIALL.

### **Practical Hints and Examination Papers.**

—Mistakes are often made by teaching scholars artificial methods of making outlines. It is not necessary to ask yourselves such questions as When? Where? How? Who? and others equally mechanical. But simply sort out your knowledge under such heads as suggest themselves most naturally, and arrange these in the best order. The publisher of one of the most popular magazines recently said that the beginning and the ending of most articles from new contributors could be cut off without harm to the articles. Do not feel it necessary to begin with remarks more or less irrelevant to the subject for the sake of having an introduction, and after you are through, do not think that you must add a conclusion. Begin your subject without apology or explanation; and let the last item of your outline be a part of the information you wish to convey; and when you have covered every point, nothing more is necessary.

Bad manners and English, if developed in the school room, may be corrected and controlled at home, or a change of teacher or school be accomplished. But the effects of bad light or ventilation, of improper heating or furnishing requires scientific, and therefore expensive treatment to overcome, if it can be done at all. It is barbaric, the indifference in too many homes to the school-room and its surroundings and care. There are men and women going through life suffering from physical limitations due to the improper sanitary conditions of the room in which their school life began: they are the victims of ignorant or indifferent parents. The round shoulders and

crooked backs that detract from the appearance of so many men and women are the results of sitting in chairs, hours at a time, with the feet hanging unsupported. Sight is imperfect because no one noticed that the light did not strike the page or the desk properly, or the map or blackboard was too far from eyes of limited range of sight. Lungs lack their full power because no one thought of the importance of lung room, and pure air to fill it. We have made great strides in education, but there are miles of road to travel before there will be that close and intelligent relation between the home and the school that there should be; before there will be that sympathetic interchange between parents and teachers that is necessary to the fullest comprehension of the child's needs and limitations. It is a disgrace to parents that their appearance in the school should be the cause of embarrassment to either teacher or pupil, and doubly disgraceful if their appearance is a source of anxiety only because it means a complaint. If there is cause for censure only, the fault doubtless is due as much to the home regime as to the school: the failure or success of the life depends on the combination of the two. Neither is alone responsible for the health, or the progress, mental, moral or spiritual, of the child. The child is the record of the two forces moulding his life, determining his future. This being true, success depends on their intelligent combination, not on the critical separation of the two or in indifference about either.

**THE HERBERTIAN STEPS OF INSTRUCTION.**—The subject matter of each branch is supposed to be divided into suitable lesson-units. In arithmetic, such a lesson-unit might be "The division of a Fraction by an Integer"; in geography, "The Basin of a River"; in the United States History, "The Battle of Gettysburg." In teaching the lesson, the teacher will, according to the theory of formal steps, observe and pass through the following stages successively:

1. Preparation; that is, recalling the previous lesson and other knowledge familiar to the child as aids to appreciation, indicating also what is the aim of the present lesson.

2. Presentation, the gathering of all the facts on the lesson topic in hand. The method of presenting the facts will, of course, vary with the nature of the lesson.

3. Comparison, viz., of facts with facts, to discover their meaning. (A fine field for the cultivation of a most useful mental power, too often neglected.)

4. Generalization; that is, the pupil's reaching, as the fruit of his own investigation, those conclusions commonly called principles, definitions, laws, rules, formulas, etc.

5. Application; that is, the bringing back of the laws and principles already learned and applying them to new particular cases in science, business, and social, political, moral or religious life. This completes the cycle. The pupil starts from individual facts or events, and returns again to them, but this time with power to interpret them.

Higher than this no knowledge rises ; greater power none can possess. Herbart's system is by no means mechanical, although thoroughly systematized and formulated. On the contrary, it brings into the elementary school the charm of reality, and invests each subject with greater interest.

### Official Department.

#### ABSTRACT OF MINUTES OF THE THIRTIETH ANNUAL CONVENTION OF THE PROVINCIAL ASSOCIATION OF PROTESTANT TEACHERS.

FIRST SESSION.

Oct. 18th, 1894.

The Convention was held in the City of Montreal Oct. 18th and 20th, under the Presidency of Geo. W. Parmelee, B.A. Proceedings were opened with prayer by the Rev. Principal Adams, of the University of Bishop's College, Lennoxville. The minutes of the last Convention having been, on motion, taken as read, the reports of the various committees were called for.

The report of the Executive Committee was read by Mr. W. Dixon, B.A.

Four meetings of the Executive were held during the year. At the first of these the following sub-committees were appointed:—

On Revision of Constitution.

On Authorized Text Books.

On Printing Proceedings of Convention.

The following are the most important changes in the Constitution :

The delegate to the Protestant Committee and the Pension Commissioners to be *ex officio* members of the Executive Committee ; a plurality of votes to constitute an election ; of the 15 members of the Executive Committee other than the officers of the association, 8 must reside outside Montreal.

It is recommended that an abstract of the minutes be printed in the RECORD and that 400 copies of the same be printed and distributed among the members of the association.

Lists of the officers of the association, with the names of the members of the various committees, were printed and sent to each member of the association.

Prizes had been offered for school exhibits, and regulations to govern the exhibition drawn up and printed in the RECORD.

The Executive Committee had asked for the recognition of the Progressive French Reader, Part II., and a reduction of the limits for French re-translation in the A. A. examinations.

The new list of authorized text books was read by Dr. Kneeland.

It was moved by Dr. Harper, seconded by Principal Dresser, and resolved,

That the Protestant Committee of the Council of Public Instruction be requested to continue Jeffer's Canadian History on the list of authorized text books.

Miss Louise Derick, curator of the library, reported that 77 books had been borrowed during the year. Of these 31 were sent to country teachers. Books were borrowed by 25 teachers. Twelve copies of "Conduct as a Fine Art" had been presented by Mr. Geo. Stephens.

On motion of Mr. S. H. Parsons, seconded by Mr. W. Dixon, this report was received, and Mr. C. A. Humphrey presented his report as treasurer :

Receipts.....	\$438 06
Expenses.....	177 81
Balance on hand.....	698 63

Inspector McGregor and Principal Truell were appointed auditors. Dr. Robins, convener of the Committee on Compulsory Education, stated that nothing had been accomplished.

Dr. Robins presented the report of the Pension Commissioners :

Receipts from all sources.....	\$30,309 71
Pensions paid.....	\$32,751 23
Refund.....	1 60
Expenses.....	258 75
Total expenditure	<u>\$33,011 58</u>

Deficit.....	2,701 87
Accumulated capital.....	175,279 95
Increase this year.....	2,904 09

This increase more than offsets the deficit in current expenditure.

132 pensioners from old age receive.....	\$22,442 20
232 on account of illness receive.....	9,138 39
12 widows receive.....	1,137 44
Average male pension.....	218 91
Average female pension.....	47 72

The act as at present framed does not sufficiently guard against fraudulent retirement on the plea of ill-health.

Dr. Robins, as delegate to the Protestant Committee, gave an interesting report, in which he advised the teachers to present their case to the delegate in order to secure a full presentation of their just claims to shares in the grants.

SECOND SESSION.

Oct. 18th.

Convention resumed business at 2 p.m.

The minutes of the morning session were read and confirmed.

The President, Mr. Parmelee, named the following committee on resolutions :—Messrs. Hewton, Mabon and Dresser, and the Misses B. L. Smith and E. Binmore.

Mr. Truell moved, seconded by Mr. Parsons, that a time be appointed for the discussion of the new course of Bible Study. This was adopted.

The report of the Executive Committee was adopted on motion of the Rev. E. M. Taylor, B.A., seconded by Mr. E. W. Arthy.

The report of the Pension Commissioners was taken up, discussed, and adopted. The Commissioners were thanked for their labor.

#### ELECTION OF OFFICERS.

The following scrutineers were appointed:—Messrs. W. A. Kneeland, Walker, Gammell and Vaughan.

For President—G. W. Parmelee, Sir Wm. Dawson, and G. L. Masten were nominated.

The first two names having been withdrawn, Mr. G. L. Masten, of Coaticooke, was declared elected.

The scrutineers reported that G. W. Parmelee and E. W. Arthy were elected Pension Commissioners, Principal N. T. Truell, of Lachute, delegate to the Protestant Committee, and Miss Louise Derick, curator of library.

Dr. Robins then read his paper on "Elementary Arithmetic."

The beginnings of things were badly taught; children learn the multiplication table parrot fashion, without understanding it. To learn it properly the child should have a clear conception of numbers, and know thoroughly the addition tables. The grouping of the numbers into tens was illustrated on the black-board.

This paper gave rise to a lively discussion, in which the following took part:—Sir W. Dawson, Dr. Adams, Dr. Howe, Rev. E. I. Rexford, Miss Findlay, S. H. Parsons, and S. P. Rowell.

#### THIRD SESSION.

Oct. 18th.

The evening session was held in the Assembly Hall of the High School, Rev. Dr. Shaw in the chair.

Mr. Parmelee delivered his presidential address. He spoke of the Details of Education in the Province. From the nature of the case a minority must be at a disadvantage. Our system was a very expensive one, for we have to maintain two systems side by side. The children of different nationalities do not know one another; this generates distrust. More money is needed for common education. Children should be taught the principles of government.

Professor Murray spoke on "Psychology of Child Life."

Education should be a training, leading the pupil to be pleased and pained at proper things, to have the will to do at once what is right.

Mr. Cunningham and Miss Burdette contributed the music for the occasion.

Rev. Dr. Adams pronounced the Benediction.

## FOURTH SESSION.

Oct. 19th.

## McGill Normal School.

G. W. Parmelee, B.A., president, in the chair.

Opening prayer by Rev. E. M. Taylor.

Election of Vice-President.

The following were nominated :—G. W. Parmelee, Miss MacDonald, Miss B. L. Smith, Dr. Robins, Mr. A. McArthur, and Inspector McOuat.

Mr. Parmelee, Dr. Robins, and Miss MacDonald were elected.

Rev. E. M. Taylor was re-elected Recording Secretary.

For Corresponding Secretary Mr. Dixon, Mr. S. P. Rowell, and Miss E. Binmore were nominated. Mr. Dixon asked to have his name withdrawn, and Mr. Rowell was elected on the third ballot.

For Treasurer Mr. C. A. Humphrey and Miss Peebles were nominated. Mr. Humphrey was elected.

On motion of Inspector Hewton, seconded by Principal Mabon, Sherbrooke was selected as the place for the next convention.

Moved by Mr. S. H. Parsons, seconded by Inspector McOuat, and resolved, that the delegate to the Protestant Committee be allowed his expenses for printing and correspondence.

Mr. J. P. Stephen, in his paper on "School Room Elocution," said that unsuitable books being prematurely put into the hands of children had a great deal to do with the failure to teach reading well. The idea to be borne in mind, in teaching this subject, was to get pupils to express their feelings naturally.

Miss E. McLeod, M.A., read a very interesting paper on "Conversational English." Bad grammar, dialects, and such like interfered with the full and forceful operation of a man's worth and character upon his fellows. Children should be trained in keen, clear and clean enunciation. Slang should be condemned.

Mr. Geo. Murray, M.A., F.R.S.C., read a scholarly paper on the "Value of Classics." He was a believer in a classical education. His experience was that classics formed the best basis for a thorough education. Exclusive honors should not be paid them, but leading scientists and mathematicians acknowledged their indebtedness to them. We can learn much from the old writers.

## AFTERNOON SESSION.

The discussion of the papers read at the morning session was continued by the following members :—

Inspector Hewton, Principal Truell, Rev. E. I. Rexford, Professor Kneeland, Rev. Drs. Ryckman and Shaw, Dr. Kelley, Mr. Nicholson, Miss McLeod, and Chancellor Heneker.

The following motion was proposed by Principal Truell, and seconded by Mr. Wardrop :—

"That the Protestant Committee of the Council of Public Instruction be requested to require every candidate for a Teacher's

Diploma to produce a certificate signed by the Head Teacher of the school in which he has been educated, asserting that the candidate speaks clear and grammatical English."

After some discussion this was laid on the table on motion of Inspector Hewton, seconded by Mr. N. T. Truell.

Moved by Mr. J. A. Nicholson, seconded by Principal Mabon, and carried :—

"That the regulations of the Protestant Committee of the Council of Public Instruction be so amended as to give the Board of Examiners for Teachers' Diplomas in this Province power to reject candidates, unless their answers in the various subjects in which they are examined are expressed in grammatical English."

The following were elected members of the Executive Committee :

Mr. W. Dixon, B.A., Montreal.

Miss B. L. Smith, Sherbrooke.

Prof. Kneeland, M.A., Montreal.

Inspector Hewton, M.A., Richmond.

Inspector McGregor, Huntingdon.

Mr. S. H. Parsons, Montreal.

Miss Peebles, Montreal.

Inspector McOuat, B.A., Lachute.

Miss M. E. Findlay, B.A., Montreal.

Rev. Dr. Adams, Lennoxville.

Mr. H. J. Silver, B.A., Montreal.

Mr. J. A. Dresser, B.A., Aylmer.

Dr. Harper, Quebec.

Miss E. McLeod, B.A., Lachute.

Miss E. Binmore, Montreal.

Miss M. E. Findlay, B.A., read her paper on "Continuity from the Kindergarten Through the Primary Grades."

The paper was very interesting and was much appreciated.

Chancellor Heneker briefly addressed the Convention.

SIXTH SESSION.

Oct. 19th.

The Convention opened at 8 p.m. in the Assembly Hall of the High School, the President in the chair.

The minutes of the preceding session were read and confirmed.

The Judges of School Exhibits, Messrs. E. T. Chambers and Alex. B. Wardrop, and Miss N. E. Green reported the following awards :—

*Academy.*

1. Lachute.

*Model Schools.*

1. Girls' Model School (McGill).
2. Boys' Model School (McGill).

*Elementary Schools.*

1. Royal Arthur School, Montreal.
2. Berthelet Street School, Montreal.
3. Sweetsburg, Missisquoi County.

Mr. Dunn gave a song and Miss Simpkin a recitation to an appreciative audience.

The Rev. Geo. Abbott Smith, M.A., was introduced, and gave an admirable lecture on Greek Art and Architecture, illustrated by stereopticon views.

A cordial vote of thanks was tendered the Reverend Lecturer on motion of Dr. MacVicar, seconded by the Rev. E. I. Rexford.

A conversazione, with refreshments, closed the evening session.

SEVENTH SESSION.

Oct. 20th.

The Convention opened in the Normal School Hall, the President in the chair.

The minutes of the sixth session were read and confirmed.

On motion of Dr. Harper the following were appointed members of the Exhibition Committee for next year:—

Miss Blanche L. Smith, convener; Professor Honeyman, B.A.; Mrs. Simister, Mr. A. L. Gilman, Miss Sherriffs, with power to add to their number.

The Inspectors of the Province are *ex officio* members of this Committee.

Moved by the Rev. E. I. Rexford, B.A., seconded by A. McArthur, B.A.:—

That the specimens of school work for the Educational Exhibit be prepared upon paper of regulation size, 8 x 10, but any school may prepare its specimens upon paper of another size, provided a uniform size is used throughout the school and the specimens are mounted upon sheets of a size to be determined by the Exhibit Committee. Carried.

A letter was read by the Recording Secretary from Mr. Masten, resigning his position as President of the Association; thereupon Principal Gilman moved, seconded by Mr. W. A. Kneeland: That the resignation of Mr. Masten be accepted, and that nominations for President be now received. Carried.

The Rev. Principal Adams, Inspector Hewton and Prof. Kneeland were nominated

The scrutineers reported Inspector R. J. Hewton, M.A., elected.

Inspector Hewton then read his paper, "In the District School."

He condemned the public indifference in regard to common schools and the unsuitable places in which many school-houses were built. The "Superior Schools" were doing good work, but the Elementary Schools needed help. The majority of rural teachers were untrained. He could not too strongly urge the necessity of training teachers for the schools of the people. He urged all to use



their influence for the getting of money for this object. Money invested in the education of the young gave better returns than railway or bank stock. The common education of its children was the first duty of every nation.

Drs. Robins and Harper, Miss Nolan, Prof. Kneeland and Inspector Taylor took part in the discussion.

It was moved by Dr. Kelley, seconded by Dr. Harper, and resolved :—

“That a committee, consisting of Principal Robins, Rev. E. I. Rexford, Dr. Harper, Inspectors Hewton and McOuat, and Mr. Truell, be appointed to consider the question of the adequate extension of the professional training of teachers, and that they report as early as possible to the Executive Committee of the Association.”

It was moved by Inspector McOuat, and seconded by Inspector McGregor :—

That whereas the Elementary Schools of the Province are in great need of financial aid, and

Whereas the fund now spent for prize books for the purpose of encouraging education has not been productive of the benefit expected;

Be it resolved, that this Convention respectfully recommends to Government, through the Protestant Committee, that the fund annually expended in prizes be, for Protestant schools, expended in school apparatus and distributed as school prizes instead of as individual prizes, as at present. Carried.

The Treasurer presented a list of 82 new members. Their names were ordered to be entered on the books of the Association.

The Committee on Resolutions, through the Convener, Mr. Hewton, reported the following votes of thanks, which were carried *de forma* :—

To Dr. J. Clarke Murray and Prof. Geo. Murray for able and interesting papers,

To the Natural History Society,

To the different Railway Companies,

To the Press of Montreal,

To the Art Association,

To the Proprietors of the Cyclorama,

To the Authorities of McGill University,

To the Protestant Board of School Commissioners,

And to the Retiring Officers of the Association.

The President-elect, Inspector R. J. Hewton, M.A., was then called forward by Mr. Parmelee, the retiring president, and asked to take the chair. On doing so, Mr. Hewton briefly addressed the Convention.

The minutes of this last session having been read and confirmed, the Convention adjourned to meet next year in the City of Sherbrooke.