

townsmen in their unanimous desire to have the Normal School for the western part of Ontario located in this town—as a permanent source of good to the town and county at large on the one hand, and as a memorial on the other, that the Government deems a county which has for many years been so liberal and so loyal, worthy to watch over and foster at least one of the institutions of our country.

“Expressing our highest esteem for and confidence in you as a public man, and again thanking you for the honour you have done us, we subscribe ourselves, on behalf of the faculty of the Canadian Literary Institute.”

Mr. Mowat replied in general terms, and on behalf of his colleague, Mr. Crooks, and for himself, he returned hearty thanks for the words of good-will contained in the address. He spoke of the great progress the Institute has made since its commencement, and hoped it would go on and prosper in the future as in the past—a wish in which he was sure all true Canadians, who had the welfare and proper training of the young at heart, would share. He, in conclusion, paid a high compliment to the faculty.

—**QUEEN'S COLLEGE.**—At the recent opening of the 34th session of Queen's College, the Reverend Professor Mowat addressed the convocation on the subject of the “Connection of Religion and Learning.” The rev. gentleman's eloquent address was too long to give to-day and to give a digest of the argument would be to greatly detract from its beauty and force.

—**ALBERT COLLEGE.**—The Rev. Dr. Jacques, of the United States, has succeeded Bishop Carman as President of the Albert College University.

—**ANDERSON SCHOOL HOUSE, LONDON.**—On the 8th ulto. the new school in London East was opened under the most favourable auspices. On the motion of Mr. Murray Anderson, Chairman of the Trustees, the Reeve of the village (Mr. A. M. Ross), was called on to preside.

The chairman, congratulated the villagers on the acquirement of such an excellent school-house; the trustees certainly deserve great credit for the taste they had displayed in the get-up of the building, and that at a very cheap rate, too. From the position he held in the community for the past year, he had always endeavoured to keep down the taxes as low as possible; but he held that whatever they paid for they should pay for schools, and for the provision of a good education for their children, most cheerfully. That was a tax, when judiciously laid on, as in the present case, that he never regretted. It is but right to educate our children thoroughly, and thus to prepare them for their being able to battle with the world, and take their proper part in it. The Reeve then referred to the large sum required by the County of Middlesex for the Administration of Justice—a sum about equal to that required for educational purposes—and maintained that with plenty of education for the rising generation, that sum might soon be greatly reduced, and the cells in the prison become tenantless. He trusted that such a consummation was not far distant. But a school-house like this is not only an advantage to education—it has a tendency to elevate the tastes of the young, tending to their refinement, and preventing that slovenliness which an untidy, ill-kept school house was always sure to promote. There was a great difference between the Schools of Canada now-a-days, and those to which he was accustomed in his young days. While he was very young his father settled in the Township of Adelaide, then an almost unknown district. That was in 1832, and for 10 years after there was not a single school-house in the neighbourhood. In 1843 the speaker was sent to a school. It was not a splendid building like that in which they were now assembled; but one constructed of round logs, piled above one another, and from roof to ceiling was only some 6½ feet in height. The floor was of bass wood logs, hewn down, cut in two, and, in their rough state, laid. The seats were made of the same material, and were set round the sides of the building, the faces of the children to the wall, their backs to the schoolmaster. (Laughter.) He did not believe there was a dozen nails used in the entire construction. There was no Government or County aid to education then; and the teachers made a living in rather a novel way; they went round from one family to another, boarding a week at each place. (Laughter.) He related several laughable incidents of school life in those days; and gave a description of the rather primitive text-books then used, and whilst Lord Metcalfe was Governor. In 1844, things took a change. Dr. Ryerson in that year, seeing the necessity for an improvement in this rather backward state of matters, visited the state of Massachusetts, in order to produce a better system of education for the children of the country. He was not pleased with his investigations there, and he afterwards visited Ireland and Germany; on his return he recommended one series of lesson books—a proposal which was adopted, and afterwards, through his efforts, the Normal School at Toronto was erected, and a subsidy granted by the Government of the day for the promotion of education. From that day to this the educational facilities of the country had gone on increasing, and were likely to do so for the future. The speaker credited Dr. Ryerson with being the means of introducing the free system of education into the country, of which system he spoke in glowing terms. So much had the mother country thought of it, that they had in 1866, when the Committee on Education was sitting in England, sent for Dr. Ryerson to get his advice in reference to the best system of national education for Britain. In conclusion, he impressed on the parents present the necessity of giving their children not only a good secular education, but to imbue their minds with religious principles, and thus prepare them worthily to

fill the place of their fathers. If they went on in their work of building school-houses, providing them with good teachers, and thus securing to their children the heritage of a good sound education, there was no fear of the future of London East. Mr. Ross then introduced His Worship, Mayor Cronyn, who expressing himself happy at being present, congratulated the Trustees on their energy in erecting such an excellent building, in so short a time after their appointment. It was certainly an achievement, considering the comparatively short time which had elapsed since the entire district surrounding the edifice was a forest and a wilderness. From the good which would likely accrue from the erection of the school, he was sure they would be willing to bear their share of the taxation, even although it might press rather hard upon some of them for a time. He had always thought differently from some of the other members of the City Council in regard to the acquiring of the suburbs of the city. He believed it was better for the city and better for such a community as London East that they should remain separate; and they had given evidence, from the spirited way which they had set about improving the village, that such a course was inadvisable under the circumstances. They had great reason to be proud of their municipality, and of the gentlemen who so ably represented them, as well as of their school-house. But where many schools were found, it was also necessary that there should be trained teachers; and he expressed a hope that, with this purpose in view, the Council in London East would do all in their power to assist the City Council to have the proposed Normal School for the West, promised by the Government, located in London. He did not think the Government could any longer ignore the claims of London East to have that school erected in London. His Worship went on to say that the chairman had referred to his late father. For many years education was the delight of his beloved father; and it would certainly have amazed and pleased him to have seen the building in which they were now met erected in what in comparatively recent times was a wilderness, and the locality in its neighbourhood settled. It certainly showed great enterprise on the part of the inhabitants. Mr. Manville, Chairman of the city school Trustees, next spoke, remarking at the outset that he was deeply interested in anything which had the promotion of the education of the mass as its aim, and that was the reason he accepted the invitation to be present. In the course of his remarks he argued that to make men intelligent is to make them good; the question is not whether man will be led blindly on in despotism, but whether he will be capable of taking an intelligent, solid, logical view of a subject and having done so, not to shrink from it. To illustrate this he referred to the tenacity with which the Scotch clung to Protestantism, even to the giving up of their life for it. He asked, Why did they do so? Because, said he, they were educated to it and believed in it. And this is the power which makes nations and makes men. Let the young mind be brought under the influence of proper training, and it brings its proper influence to bear on the world and on time. He proceeded to caution his young hearers against the popular error of thinking they went to school to learn what to think; they merely went to school to learn when to think. He next impressed on parents the duty of doing all they could to help the teachers, by home training, &c. They had all need to rejoice that the policy of the country was the diffusion of the greatest possible knowledge amongst the greatest possible number; and that, unlike the dark ages of days gone by, they had a system of education destined to raise our country to such a state of culture as will permit of few countries being like this Canada of ours. Councillor Waterman next spoke. After a few preliminary remarks, he enlarged on the excellence of their national system of education. This is a country, said he, in which every one can give his child a fortune, and that fortune is a good education. If he has a good training, no matter where he goes, he is sure to be able to make his way in the world, and secure a livelihood. He impressed on parents the necessity of compelling their children to attend regularly at school, and of giving them a religious training. He referred to laxity in attendance, and the Prussian compulsory system, of making the parents responsible for the attendance of the child every day, except when sick; such an arrangement might be profitably adopted here, judging by the many children whom he saw running about the street during school hours. He congratulated the villagers on the school now opened, and trusted they would soon be able, through the increase of their population, to have a central school in the village, where the higher branches would be taught. Rev. Messrs. Gordon and Parker followed, giving short addresses in a similar vein to those who preceded them. Mr. Murray Anderson, Chairman of the village School Trustees, next spoke, confining himself principally to giving an account of the proceedings taken to get the school now opened erected, and concluding by remarking that he thought the villagers had got a very good bargain, and that their school-house, as furnished, was second to none of the kind in the Province—statements which the audience bore out by their applause. Rev. Mr. English made a few remarks on the progress made by London since he went to school. 45 years ago, the only school in London was an old log house, which not only served that purpose but was made to do duty as church, town hall, temporary prison, &c. Things had greatly improved since then, and their meeting to-night was another evidence of that. After some further remarks, he concluded by stating that their new school was the neatest and best furnished school he had seen in the Dominion, and he had travelled a good deal. Councillor Gough made a very reasonable address, in which he touched on the many privileges now enjoyed by the community, compared with the early days of the pioneers, concluding with a number of well-timed hints to parents. He moved a