

Instruction, that no teacher shall be employed in any of the public schools of the Province of Quebec at a salary less than one hundred dollars per annum, a result has been reached which, I am afraid, does not issue altogether from the will of the people. The people in most of our municipalities require further training before they see that the salary belongs to the position and not to any particular teacher. The bargaining habit is hard to cure. "How much will you take?" is still a query too often affixed to an advertisement for a teacher. I know you have no such thing on your side of the line, nor in Ontario, nor in any other part of the world—ah, I am not to be too sure of that. Well, at any rate we have it here in our province, and to such an extent too that teachers were till lately often brought together by Commissioners to bid for a vacancy as in an ordinary auction mart, while it is even yet no new thing to find a teacher offering to take less salary than his predecessor, and I need hardly say in your hearing or in our own, that until conduct of this nature on the part of Commissioners or candidates is scouted as the meanness that is worse than a crime, can we expect the teacher to assume his right position as a public servant in the community.

A great deal has been said and written among us, and among you too, by educationists and statesmen, and by other publicists of lower degree on the salary question, by way of emphasizing the fact that the teacher makes the school. But in too many instances the advocacy has run to seed in mere rhetoric. What I say is, let our teachers be true to themselves and to the dignity of their calling, and the salaries must increase even should the effect of a government donation fall short of the expectation. A subsidy of fifty thousand

dollars to our elementary schools to be further increased by the government of to-day if the financial position allows it, and the fixing of a minimum salary, sorely indicate how far alive we are in Quebec to the raising of the status of the teacher and the condition of the school as the proper functions of a progressive school system.

Arising from the neglect of first principles, and more particularly of the substantial fact that "the teacher makes the school," the importance of having trained teachers in every school, has been overlooked to a very large extent here as elsewhere. The value of a Normal School training has been underrated, and, I may say, is being underrated at the present moment to such an extent in our province, that when at last the step has been taken to give a training to all our teachers, the argument is advanced that the additional outlay on the Quebec teacher of the future is too much of a sacrifice to be demanded from the state or the candidate. Such a silly war cry against what is the practice in every field of skilled labor, makes one wish to re-write all that has been written in favor of Normal Schools from David Stowe's time to the time when the Cook County Normal School fell into the clutches of a Chicago School Commissioner. But I must not make any such combative attempt in a simple address of welcome. I think I hear some of you say: "We are not much better at home. The teachers of the United States are not all trained teachers." I know that, and the very fact ought to keep you humble at times, for can there be any one present in this assembly who, notwithstanding the late folly of a certain distinguished but misguided English head-master, would care to say that all teachers, Sunday-school teachers as well, need