

ments, is, that I think, with regard to teachers, they have two entirely different branches of labour; they have that of instructing their pupils from books, and they have that of instructing them from their own conduct and their own manner. You want to teach a child—I must say it is better than book learning—you want to teach a child to be gentle; not the gentleness that is weakness, for there is a perfect gentleness which is combined with great force. You want humanity—humanity to animals is one point. If I were a teacher of a school, I would make it a very important part of my business to impress every boy and girl with the right of his or her being kind to all animals. Well, then, there is the quality of unselfishness. There is much selfishness in families. Selfishness in families is the cause of misery, and the cause of great injustice. Unselfishness and a love of justice, these are qualities which come, if you offer them, to the child's or the young person's mind with a special invitation; their very nature is such that they cannot receive them except with liking and approbation, and I have no doubt that it is possible for the teachers in the elementary schools in Birmingham during the next ten years or so, during which they will have two or three generations of children under their care—it is possible for them so to impress their minds on these subjects that twenty years hence it will be seen and felt over the whole of the town that there is an improvement in these respects in the general population. Now, these are things which I think it behoves the teachers of these schools to bear in mind. They cannot possibly have too high a sense of the responsibilities of their position and of their duties. The sense of that is growing over all the country. Since the School Act passed, the demand for teachers, men and women, has enormously increased. The consideration in which they are held is also very much enhanced, and you know, I hope and believe, that the remuneration which is given for teaching is probably twice as much as it used to be. I know, with respect to some schools that I have myself an intimate knowledge of, that, going

back to the time when I was a scholar myself, I believe that the masters of those schools at this moment are receiving three times the remuneration they were receiving fifty years ago. If that be so, they ought to be much better than they were then; they ought to occupy a much higher position than they occupied then, and feel that upon their course depended, to a large extent, the character of our population in future times, and not the character of our population as speaking of individual men and women, but the actual position and honour and greatness of our country. I agree with what the Mayor has said with regard to much we should expect to receive from the school system. There are difficulties. I heard it said the other night in a speech by a nobleman who occupies a very high position in the politics of the country that he thought the complaint that was made of extravagance by certain persons in Parliament had reference only to the extravagance of the school system. Well, I would have no extravagance in the school system if I could help it. Nothing that was done for ostentation, nothing that was done for show, but whatever can be done to make education real, to raise the character of our population, and exalt the sentiment of the people; whatsoever can be done by the expenditure of money and the devotion and the earnest effort of good men and good women, like the 500 or 600 I see before me, that I would do and have done. And although there may be those, and there are those, who think it proper, in public speeches, to slander the educational efforts of the people of Birmingham, I am quite sure it is done only by those who are not acquainted with what you are doing; and if they were acquainted with it as you are and as I am, to a certain extent, there would be no voice lifted here and hereafter against the School Board or the people of Birmingham for the course they have taken with regard to the education of their community. I only exhort you to go on, and consider there is nothing in this town that is more essential to the town's future prosperity and greatness than the good and sound education of your children, and every