

The master could give a regular course of lectures on the principles of education, including the elements of mental science, cultivation of the faculties, &c., on organization, and discipline, on the art of teaching and method. The students might in succession give "criticism lessons" to their fellow-students, under the guidance of the master. The other rooms in the building would afford the Model School, where each in presence of his fellow-students and the master would be required to give short lessons, all of which would be criticised by the students on return to their own room.

Such normal classes as these could be established without very great cost, and they would be efficient. The entrance examination to the High School might be made the entrance to the County Normal School, and there might be two or three sessions each year. Only those bearing satisfactory certificates from Normal masters might be allowed to write for Third Class certificates.

In this way each class of schools could effectively perform its own work. The Provincial Normal Schools could prepare our County Normal and Model School masters; the High School continue its legitimate work of higher education and preparation for the Normal School, College, or University; and the county training school supply the much needed training for Public School Teachers.

### Education Society of Eastern Ontario.

A society bearing the above name has been organized at meetings held in Ottawa. Its constitution and by-laws have been considered and adopted, and although the *raison d'être* of the society is not set forth in form, we can infer the object and intentions from remarks made by speakers at the inception meeting, and from the work done after the adoption of the constitution. One of the speakers is reported to have said that absolutely necessary action would be taken by organizing such an association since the eastern part of the Province was not represented in the Ontario Association. The formation of a "like body" to the Provincial Association was the aim. Then its object and functions are to be those of the Provincial Teachers' Association, which holds its meetings in the capital of the Province. Teachers' associations and educations are important instruments for good, and everyone who has the interests of education at heart desires to see them interesting, useful and numerous; but it is very questionable whether the interests of education will be advanced by establishing more than one association, assuming to present the united opinion of educators over the Province in the way of suggestion or criticism of educational measures to our Legislature.

If there was absolute necessity for instituting an eastern association like the Provincial Association, unless the interests of the eastern teachers are rival to the interests of other teachers of the Province, or are ignored by them, then there is good reason for the advice given by the *Napanee Standard* to form a Kingston district educational society, and the same grounds for forming similar western societies. In 1874 the number of public and separate school teachers, reported as entitled to vote, was 5,018. Of this, 1,532 were east of the County of York, and 2,500 west of the same county, the remaining 246 being in York and Toronto. Consequently, if two associations should

be established east of Toronto, there should be three west. Even geographically considered, the case is not much altered, for Amherstburg is nearly as distant from the capital of the Province as Ottawa. The remarks of the *Globe* on this question clearly represent the case. "Those who strive to build local associations must bear in mind that those they try to establish cannot cover the ground exactly covered by the Provincial Association, or compete with it successfully. There can be no objections to the formation of large local associations, but if the whole Province were divided into large districts, each having its local association, no one of these, nor even the whole of them together, could be expected to carry the same weight with the Legislature as the Provincial Association. The functions of a local and provincial association are quite different in reality. The chief purpose of the local is to serve as a kind of institute; of the Provincial is to bring the united opinion of teachers and inspectors to bear on the school law, its workings and defects. Those who know anything of the history of school legislation during the past ten years, know how much of the credit of what is good in it is due to the deliberations and conclusions themselves, as expressed authoritatively through their association; and if the teachers of any locality think to divert from the general body any of the prestige it has thus acquired, and made on the whole rich good use of, they will soon find that they have labored under a mistake."

It is to be regretted that the Eastern Education Society has fixed the same date for its summer meeting as that on which the sessions of the Provincial Association will be held, as the latter body will likely be deprived thereby of some of its useful members. The absence, for example, of the 1st Vice-President of the E. S. E. O. would be a loss to the deliberations of his section.

### School Census Returns.

A difficulty has arisen in furnishing the required census returns on the part of the Trustees of S. S. No. 6, Wilmet. They object to the part of the return that requires the number of children from 7 to 12 years of age, inclusive, who have not attended at all, or have attended less than four months, on the ground that it does not make exception for those who "have been otherwise educated. This difficulty, however, was more surmountable than one which presents itself in the declaration, by signing which the Trustees affirm that they have taken the census as required by sections 137 and 148, that this census shows the number from four to twenty-one, the number from five to sixteen, and the number from seven to twelve, inclusive, and that they have proceeded, or intend to proceed, against those who have failed to comply with the requirements of the Act. The last clause they struck out before signing the return, as they allege they would otherwise have bound themselves to punish even those who were prevented by justifiable causes from compliance with the letter of the law.

The *Globe*, in referring to this plea set up by the Trustees, says it is quite uncalled for, in face of the provision of the School Act empowering the convicting magistrate to remit all penalties if he finds that the spirit of the law has been observed. What the trustees are expected to do is to prose-