

for the higher education of those who desire it, and one to be the instruction of the youth of the country. The foundation of this was begun by our predecessors in the old country, who set apart large tracts of land for the support of the schools. He saw no better means of furthering the best interests of the people than the acquisition of higher education. The Scottish he took as a high standard of education, but even in this there is a possibility of great improvement, and in such large counties as Middlesex he questioned if Township Boards would not be an improvement upon the present system of School Sections. This is being tried in the County of Huron, and the results have so far been most satisfactory. This is, however, one of those propositions that require to be discussed, and the trial of it has not yet been complete. The speaker next touched upon the qualifications of teachers, which he hoped would increase year by year, although the great bulk of this is sure to be thrown on the general Government. But higher education will involve the payment of higher salaries, but only nominally so. If men are worth money, they will obtain it in any business. Upon the head of raising the standard of teachers much remains to be done, in which connection the speaker read a number of statistics to show that there has been no appreciable progress made in the granting of first-class certificates, while in the second-class there has been a large decrease, this being made up by an increase in the third-class. This he thought should be remedied, and the third-class made a period of probation, whereas now we find a great many of them being removed from town to town. Trustees should not be satisfied with this. There are now rewards for the teachers, and it only requires perseverance and ability in order to reach them. In conclusion, he thanked the audience for the kind attention given him, and said we should endeavour to make our educational system as universal as possible, for no system can be complete if the people do not comprehend the benefits to be derived from it. (Applause.)

Mr. G. W. Ross, M.P. for West Middlesex, was the next speaker. After referring complimentarily to the speech of the previous orator, he spoke of the large percentage who attend school in Canada—larger than anywhere else—there being one in about every three who are under instruction. In regard to the drawbacks to education, he said the greatest was the irregularity of attendance. The next was the unsuitability of teachers, and if we could “re-construct” one-half of them we would have more efficient schools. He spoke this in no spirit of disparagement to the teachers, but they do not always realize the importance of their position. Scholars sometimes form habits which are injurious, and they would be more benefited if school did not keep at all. If we want our schools to be a benefit, we must put teachers in them whose authority will be felt. The teacher is put there to rule the scholars, and if he will cultivate the habit of unremitting attention among his pupils when they bear his control, the foundation will be laid, and Canada will produce such men in her public schools as she need never be ashamed of. He next criticised the habit some teachers have of doing problems instead of allowing pupils to do them. This is not right—scholars should be left to their own resources. Cultivate the natural abilities of pupils, and they will soon be able to take care of themselves. Cultivate independence of thought, for the progress of the world is more due to this than any other cause. Sir Isaac Newton and all the past astronomers have been men of independent thought, and this is necessary to greatness. Mr. Ross next referred to the pleasing lack of immorality in the class of teachers, paying a high compliment to the profession generally. He alluded to the necessity for more training, and advocated the building of another Normal School in Ontario. In this connection he cited some of the United States, where there are a great many more Normal Schools than in Ontario; and why should we not spend \$100,000 in a Normal School? (Loud applause.) The speaker said he did not lay all stress upon the fact of a man holding a certain certificate—he should have his mind stored with the information to be gathered in all well-ordered libraries. Let every teacher feel that the great aim is the development of perfect man and womanhood, and if a teacher fully realizes his position he will labour with this object in view. In conclusion, he eloquently referred to the high mission of the teacher, and hoped all would so conduct themselves as to raise Canada in the eyes of the nations. (Applause.)

Mr. B. Cronyn then read and moved the following resolution, seconded by Mr. A. Black:

“Resolved—That in the opinion of this large and influential meeting (representing as it does a large number of those most deeply interested in the subject of education, both from the city and surrounding country) there is immediate necessity for increased Normal School accommodation to meet the urgent demand by securing trained teachers for our schools.”

The mover spoke of the deep need of the Normal School, and was glad the Minister of Education had shown from his own remarks that increased accommodation is necessary in the Normal

Schools, there being now a number of persons from West Middlesex who are attending the school at Ottawa. The speaker here read the speech of the Hon. Alexander Mackenzie as to a Normal School, he having said he was betraying no State secret in saying schools were to be erected at Ottawa, Kingston and London. (Loud applause.) The speaker would say nothing as to the location, believing the Government would do justice, merely laying before the Cabinet that London is a railway centre, fully believing they would carry out the views of Hon. Mr. Mackenzie, the present Premier. (Applause.)

Mr. Black, the seconder of the resolution, instanced the fact that there are few Normal School graduates in this vicinity, and the majority of these have come from the neighbourhood of Toronto. This, he thought, demonstrated that other Normal Schools are necessary, and he thought we deserved one in the western part of the Province as well as the eastern or central part. He believed the Government is disposed to give us our just dues. He was not advocating any particular locality, but speaking in a general sense as to the necessity of the school, although he did not think that with a search warrant a better location than London could be procured. (Laughter and applause.) He gave a number of statistics to show how far behind Ontario is in the matter of Normal Schools, it being shown that this Province has less Normal Schools than any other country. He believed the western part of Ontario will compare very favourably, either in wealth or intelligence, with either the central or eastern part, and he did not see that anything better could be done for the cause of education than the establishment of a Normal School in the city of London. (Loud applause.)

After a few remarks from the Hon. Mr. Crooks, as to why he was present, the resolution was carried unanimously.

Mr. B. Boyle moved a vote of thanks to the speakers, in the doing of which he spoke of the low remuneration given to teachers. Seconded by Rev. Father Northgraves, and unanimously carried.

Messrs. Crooks and Ross briefly replied, when, on motion of Mr. Dearness, seconded by Mr. Watterworth, a vote of thanks was given to the Mayor for his conduct of the meeting. This closed the very interesting meeting.—*London Advertiser*.

3. SCHOOL TEACHERS' CONVENTIONS.

The Association of Public School Teachers for East Middlesex, held on Friday and Saturday last, in this city, a meeting which was an unusually interesting one. The presence of the Minister of Education, the Hon. Adam Crooks, gave an *éclat* to the affair, and brought together a larger and more varied assemblage than what we are accustomed to witness on such occasions. The fact, too, that he was to address the meeting upon subjects connected with the teachers' profession, and with the general question of education in the Province, was another powerful source of attraction. These Associations, whether fully developed institutes, or still in an embryotic state, are becoming very common throughout the Province. Few counties have not made such an attempt, and in a great many a very satisfactory measure of success has been achieved. The small amount of subscription payable by the teachers is never felt, and when judiciously managed serves to form the nucleus of a teachers' library, which goes on increasing in extent and usefulness year by year. The books selected are, as a general thing, such as treat upon the profession of teaching, handle professional subjects, or discuss subjects closely allied with the duties and pursuits of the teachers.

That these periodic meetings of teachers are deemed important, and calculated to advance, directly or indirectly, the cause of education among us, is quite evident from the encouragement given to such efforts both here and in the United States. In the latter they have had a more lengthened existence, a wider experience, a more thorough organization, and, consequently, are able to effect and have effected more important results than could reasonably be looked for in Ontario up to the present time. Among the enterprising people on our southern border these institutes have taken deep root, and may now be looked upon as a part, and no inconsiderable part, of the machinery which keeps the system of national education in a state of uniformly accelerated motion. These meetings stop not with a town, a city or a county, but at stated times delegates from the County Associations throughout the whole State will meet and discuss such questions as may have appeared of the greatest importance and interest to some or all of the County Conventions. But to give a wider range still, and to concentrate and turn to account a more varied experience, these meetings assume occasionally a national character, and on such occasions courteous invitations have been extended to, and in a few instances accepted by, some of the leading educationalists of Ontario. There can be no rational doubt, that these meetings, composed principally of those engaged in the practical work of instruction in