

	COUNTIES.
Johnston, George	Grey.
Johnston, John	Lambton.
Kinney, Stephen	Northumberland.
Keys, Thomas A.	Lincoln.
Lawrence, Wm.	Huron.
Learn, James	Elgin.
Leith, Duncan L.	Lambton.
Long, Wm. H.	Lambton.
Lutin, Alfred	Grey.
McArthur, Colin	Elgin.
McIntyre, Archibald ..	Grey.
McKellar, Archibald ..	Wellington.
McLean, Duncan E.	Bruce.
Masewell, Charles	Elgin.
Minnie, John G.	Wellington.
Norton, Wm. E.	Lambton.
Nugent, James	Wentworth.
Paterson, Archibald C ..	Elgin.
Phoenix, George E.	York.
Potter, Charles	Durham.
Ranton, Samuel	Bruce.
Reid, Wm. R.	Grey.
Reid, Thomas	York.
Reid, Samuel J.	Simcoe.
Ross, Adam A.	York.
Sheir, Henry A.	York.
Stewart, James Albert ..	York.
Terry, Robert I.	York.
Tudhope, James B.	Perth.
Therbald, Albert	Bruce.
Walker, M. David	Huron.
Walrond, John E.	Waterloo.
Watson, Joseph	York.
Windsor, John Alfred ..	Grey.
Wilkinson, John	York.
Young, John	Bruce.

FEMALES.

Second Class. B.

Bartlett, Barbara	Essex.
Beith, Margaret	Grey.
Brown, Alice	Grey.
Burkholder, Annie J.	Ontario.
Chalmers, Maria S.	Leeds.
Cowie, Agnes	Wentworth.
Day, Emelie M.	Wellington.
Duncan, Barbara	Huron.
Lawlor, Jane	York.
Mitchell, Margaret	Grey.
Morgan, Annie M.	Brant.
Patterson, Christina	Elgin.
Potticary, Eliza	Elgin.
Robinson, Hattie	Elgin.
Shaw, Margaret	Carleton.
Spence, Jane	York.
Tenny, Emily	York.
Tolton, Harriett	Grey.
Walker, Anna	Brant.
Wise, Maria S.	Elgin.
Wilson, Janet	Huron.
Woodyatt, Jennie W.	Brant.
Wood, Ruth	Haldimand.

NOTE.—In addition to the above, certain cases have been appealed and are under consideration.

7. DIFFICULTIES IN THE SCHOOL SYSTEM.

While we claim that through the untiring efforts of your worthy predecessor, Dr. Ryerson, our system is not surpassed, at least in breadth and minuteness of detail, in any country, we are painfully conscious of causes rendering all its liberal provisions almost inoperative, and we feel confident that our alluding to some of them is only necessary to receive your best effort for their removal. First, and greatest, is the fearful irregularity of attendance which paralyzes the teacher, and renders useless the fitful efforts of those who attend. We are aware of treading on delicate ground when we assert that the system is suffering seriously from the multiplying and renewing of certificates of a low grade, and putting them into the hands of untrained youths. That good teachers are suffering, and that schools cannot make the best progress must, however, be admitted by all who look into the character of those now employed as teachers. Other evils, only to be mentioned, but requiring your

best consideration are to be found in the too frequent change of teachers, and the great inequality of taxation for school purposes.—*Extract from an address of the North York Teachers' Association to the Minister of Education.*

8 THREE OBSTACLES TO THE EFFICIENCY OF THE SCHOOL SYSTEM.

We respectfully submit the following, as some of the greatest obstacles to the efficient working of our Public Schools—the lack of trained teachers; the migratory life of almost all Public School Teachers, caused partly by low remuneration, and partly by the whim of Trustees, and which we think would be greatly obviated by the establishment of Township Boards of Trustees, and the lamentable irregularity of attendance.—*From the address of the East Bruce Teachers' Association to the Minister of Education.*

9. TOWNSHIP BOARDS.

We respectfully submit the following as some of the greatest obstacles to the efficient working of our Public Schools:—The lack of trained teachers; the migratory life of almost all public school teachers, caused partly by low remuneration and partly by the whim of trustees, and which we think would be greatly obviated by the establishment of Township Boards of Trustees; and the lamentable irregularity of attendance.—*Extract from the address of the East Bruce Teachers' Association to the Minister of Education.*

II. Proceedings of School Conventions.

1. THE ELGIN TEACHERS' ASSOCIATION.

TOWNSHIP BOARDS AND THE PROFESSIONAL EDUCATION OF TEACHERS.

The quarterly convention of the Elgin Teachers' Association was held in the Court House, on Friday and Saturday, and was largely attended by teachers from all parts of the County. We can only give the résumé of the proceedings here.

The meeting was formally opened at 10 a.m., on Friday, the President, Mr. Burdick, of Springfield, in the chair.

A variety of miscellaneous subjects were brought up and discussed by the Association while awaiting the arrival of the Minister. The Inspector thought that above all other subjects that of the revision of the text-books was the most important. Another question was that of Teachers' Institutes. The opinion was generally expressed that Institutes should be established, and attendance at them made compulsory.

At this stage in the proceedings the Honourable Minister of Education entered the room, and was introduced to the teachers by the President. He gave a short address, indicative of his pleasure in meeting so many of the teachers of the County, after which the Association adjourned till 2 p.m.

On assembling in the afternoon Mr. J. Walker introduced the subject of Township Boards. He illustrated the practical working of the present system of section trustees, and showed the great defects attending it. With Township Boards this will be done away with. The rate would be equalized over the whole township, and the standard of Education would be raised by it. The Government grant would be apportioned more equitably, and a teacher should be given a certain proportion of the money, the amount to be dependent upon his success.

Mr. Miller gave a lengthy address on the wants of the teachers' profession. He classified them under three heads, viz., defective education, defective preparation, and inadequate remuneration. He showed that while the standard for first and second-class certificates was very high, that of the third class was very low. The vast majority of those engaged in the profession in this Province was third-class teachers. To remedy this want, and place the schools on a proper footing, it would be required to raise the standard of the third-class certificates. He showed that preparatory training was absolutely necessary to the success of the teachers. This want was one of the greatest difficulties which the schools of Ontario had to contend with. Young men entered the work because they could learn more for the first year or two than they could in any other profession, but after a few years' application they found that had they devoted the same time to any other pursuit they would be in a far better position, and the result was that they abandoned it. The true remedy for this evil was the raising of the standard of the lower class certificates and grading the schools, confining the holders of different classes of certificates to teaching certain grades of schools. A different distribution of the Government grant could be used to keep good teachers in the profession. If the money were divided according to the class of certificates held by