

the cheap untrained teacher. The proportion of at least partially trained teachers is yearly increasing. The importance of having only the best teachers is evident from the fact that the school gives by far the best opportunities for training for good citizenship—for the school is a miniature commonwealth.

The *Gleaner* is just as far astray when it refers to the Normal Schools (McGill Normal School in particular) in these words :—

“The vexed question of providing duly qualified teachers occupied some attention. The underlying assumption of the chief speakers, that a certain remedy is to insist on a normal school certificate, is one not sustained by experience. Inquiry among school boards would show that teachers with normal school diplomas are not more uniformly successful than those who have qualified otherwise. What the normal school might do were it an efficient institution is not under discussion, it is what it does do and has done. The existing agitation looks like an effort to supply pupils to an inferior institution by force. The adoption of a regulation requiring all scholars to hold normal school diplomas would have a twofold effect—

1. It would decrease the number of school teachers whose homes are in the country ;

2. It would eventually close the schools in country places where superior education is imparted.

Girls, whose parents manage to qualify them as teachers by sending them to the rural academies, could not defray the cost of their attending the normal school, and, deprived of the support afforded by the attendance of those girls, the rural academies could not exist.”

A wholesome note has been sounded in New Brunswick, which we feel assured will be a welcome

sound all over the land, among teachers and all interested in their welfare. The question has often been asked : Are our teachers true to themselves ? The answer is to be found in what our contemporary, *The Educational News*, said when commenting upon the teachers' institute held lately in Charlotte County, New Brunswick : “All patriotic teachers,” says that periodical, “will hail with satisfaction the effort that has been made by the teachers of Charlotte, N.B., to stem the tide of professional misconduct that has been growing for some time past. There is probably no other profession that would have submitted as long as the teachers' without complaining. Nearly every other profession and trade has a code of etiquette for the guidance and protection of its members, and not a few of them have established penalties within themselves for its violation. The only penalty sought to be imposed by the teachers as yet is publication of the names of those guilty of non-professional conduct ; and such teachers must bear in mind that they have to deal not with the institute alone, but that the eye of self-respecting school boards and school officers will be upon them, and that when these influences are subtracted little will remain to profit any teacher by such line of action.”

When an American Association invades Canada for the purpose of holding one of its conventions, it is customary to receive our visiting cousins with that hospitality for which Canadians have become proverbial ; but when the coming of such an association indicates in a half-hidden way antagonism or rivalry, or brings with it any untoward policy of exclusiveness, Canadians are surely not to be blamed if they turn a cold shoulder upon the proposed visit. From a Montreal correspondent we learn that a Boston Teachers' Association in-