

which an interesting and amusing description was given. The magnificence of the west was contrasted with the squalid suburbs in the east of London, the existence of which was not, however, so much the fault of England as the disease of old countries. The neighbourhood of London was as interesting as the metropolis itself. The beauty of the Crystal Palace gardens led one to forecast the happier time when a new and more glorious Versailles should rise, not for a Louis XIV., but for the people. In alluding to Oxford, Mr. Smith took occasion to point out that the English Universities were federations of a number of different colleges. The University conducted all the examinations except the entrance examinations, and conferred all the honours and degrees. Each college had its faculty of tutors, and the University had a superior faculty of some forty professors. This system permitted the existence of a great university staff, the building of magnificent libraries, and the creation of an atmosphere of learning and science which so largely promoted both, and had very great advantages in comparison with the American system, which had crept into Canada, of isolated colleges. He had always regretted that in this country our colleges were scattered and our resources frittered away, so that in no one place had we that atmosphere of learning and science which Oxford and Cambridge, to their great benefit, enjoyed. We could not expect to create in this new land universities like those of the Old World. We could not expect to introduce their systems of education here yet at all events. Our education must be of a more practical kind, or it would have no roots in the affection and interest of the people; but still, though industry and commerce must be our main concern, we might look forward to adding to our wealth what alone could make wealth worth having, for if a commercial nation had wealth without education it would only go on breeding sensuality which would lead to decay. (Applause.) The country life of England was then described, a favourable idea was given of its climate, the location in which grandeur of scenery was to be found, and the general sylvan beauty of English landscapes were mentioned. The union workhouse was by far the saddest object in an English landscape. The lot of the agricultural labourer had, however, been much improving, and of late his wages had risen. Some, at least, of the credit of this must be given to the humble statesman, Joseph Arch. (Applause.) A brief reference to the active manufacturing north, and to the remnants of the England of the past, led to an eloquent peroration, in which Mr. Smith said the memories of our past were in Westminster Hall, Westminster Abbey, and Windsor Castle. Our present objects, our hopes for the future, were here in our own Canada. Our ancestors had run their glorious career in the Old World. Let us try to run a career which should not shame them in the New. (Cheers.) A unanimous vote of thanks was tendered to Mr. Smith by the Convention.

Mr. White, ex-President of the National Teachers' Association of the United States, and Principal of the New York Normal School, then addressed the Convention on the invitation of the chairman. He referred to the interesting character of the proceedings of the Convention during the afternoon, and especially to its action regarding the late Mr. Dixon. Many of the greatest and best of men had contented themselves with the position of teachers, and there were few successful men who were not indebted for their success to the same humble individual. It was, therefore, fitting at their Conventions that they should record their appreciation of those who since their last meeting had passed away. He alluded to the Centennial Exhibition, from which he had just come, dwelling particularly upon its influence as an educating power. The exhibit of the Educational Department of this Province was especially interesting and instructive, and was highly spoken of by all educationists who witnessed it. He concluded by wishing the Association God speed. A vote of thanks was passed to Mr. White, who, in responding to the vote, said that very likely the next meeting of the National Educational Association would be held in Put-in Bay, Lake Erie, and he hoped to see a large attendance of Canadian educationists.

EXAMINATION OF PUBLIC SCHOOL TEACHERS.

Mr. Richard Lewis read a paper on the examination of public school teachers. He divided his subject into three parts:—1, the principle upon which certificates were now granted; 2, the subjects of examination, especially for the award of the first-class certificates; 3, suggestions as to alterations and remedies. He remarked that it was a question whether they had not gone too far and attempted too much in this matter. According to the present system, attainments were treated as everything, and experience and skill as nothing. The tendency of this was to discourage professional skill and to encourage merely intellectual attainments. While many holders of Provincial certificates were content to rest on their laurels, there were many uncertificated teachers who were in no particular below those who possessed certificates. While this

latter class were anxious to attain the highest honours of the profession, and were constantly increasing their knowledge, no allowance was made for their experience and skill. In regard to the programme of examination, he said the Board of Examiners was an irresponsible and autocratic body in relation to the teachers. They had power to raise the standard, and might do so either to raise the qualifications of the teachers, or to exclude all but university men from the office of Inspector. The English language and literature received only 425 marks, art 150, while science received 1,575 marks. Mathematics alone had 1,000 marks—more than a third of the whole number. Mathematics thus stood prominently high and English prominently low. This, he contended, was not in proportion to the requirements. The schools were spreading the knowledge of reading, but were they directing it in the right direction? If the same care were taken to explain a play of Shakespeare's, a passage of "Paradise Lost," or a novel of Scott's or Dickens' as was taken to expound a mathematical problem, much would be done to form a correct taste for literature. An irresponsible Board of Examiners could easily defeat the object of the Act of Parliament by making the questions too easy or too difficult. The members of that Board being separated by pursuits and previous studies from the great body of Public School teachers, they would view the subject from their own standpoint. He strongly advocated the necessity of giving more place to English literature and composition, and placed music and drawing among the most important and necessary branches of Public School studies. The proposal that Public School teachers should be more fully represented on the Central Committee would, if carried into effect, have the happiest results. The number of third-class certificates had largely increased, 50 per cent. of the candidates having passed. In the second class but 20 per cent. passed, and in the highest examination only ten certificates were granted. The preponderance of lower class teachers and the small cost of obtaining their services would drive out the higher class of teachers, and immediate action was therefore wanted on the part of the Government. Greater centralization was required, and he recommended that the papers of the second class, like those of the first, should be examined only by the Central Board. It had also been suggested that the pupil teacher system, as it prevailed in England, should be introduced, in order to secure teachers trained in the work of teaching, and further that grants of public money should be made to schools which employed the higher grade of teachers. It had also been proposed that, in order to allow working teachers to obtain the higher class certificates, two years should be allowed in which to pass the examinations—the candidate being examined the second year only in those subjects in which he might have failed in the first. He urged that the promise made by the late Council of Public Instruction that the examination should be based on certain specified text-books should be rigidly adhered to. A fear had arisen of late that obstacles would be interposed which would virtually preclude the practical teachers from being promoted to the office of Inspector. It had been suggested that this office should be confined to those who had a University education. A leading journal had advocated this restriction, and had predicted that the time would soon come when a University degree in arts, in addition to the possession of a first-class certificate, would be indispensable. He maintained that there should be no necessary distinction between the qualifications of the Public School Inspector and those of the Public School teacher, except in regard to longer experience and greater skill. If the proposal were carried out faith would be broken with the teachers who held high class certificates, which would prove only empty honours. They might enter the ministry, medicine or law without a University education, but as Public School teachers they were to be told that, whatever attainments they might have, unless they agreed with the curriculum of a University they should not have the office which their country, in a momentary fit of justice and generosity, of which it afterward repented, promised should be the reward of their skill and experience. He called on the Convention to maintain the claims of the Public School teacher, and hoped that the country would be faithful to the conditions it laid down and the hopes it created. (Applause.) Mr. Sullivan, moved a vote of thanks to Mr. Lewis for his paper. The motion was carried after remarks on the subject were made by Mr. McAllister and Dr. Wadsworth.

Mr. McAllister, then moved the following resolutions:—"That in the opinion of this Association, extended experience in successful teaching should be recognised as an important element in granting first and second-class certificates; that candidates for the grades of both first and second-class certificates should be allowed the option of taking up the whole of the subjects at one examination, or of dividing them into the work of two subsequent examinations—if they take up the whole at one examination and fail, they should be required to be examined the next year in