

representatives from all our higher seats of learning are found taking a prominent part in the discussions at these meetings. The Universities of Toronto, Victoria, Trinity, Knox, McMaster, St. Michael's and Queen's, all join in friendly discussion of educational matters of common concern.

Could there be possibly a better omen of healthy growth and real progress than this one fact reveals?

This is the 42nd Annual Meeting of this Association, and I venture to say that perhaps greater interest is being taken in it than in any of its predecessors, for the plain reason that much more interest, the wide world over, is now being taken in matters of education than at any previous time.

It has been a subject of loud and constant complaint in England for example, for many years, that neither in Parliament, the press, nor elsewhere, has an adequate interest been taken in educational concerns.

A great change, however, has at last taken place.

EDUCATIONAL PROGRESS IN ENGLAND.

The last decade in England has been very fruitful of progress. Much time has been consumed in Parliament itself in the discussion of educational topics, and the leading newspapers and magazines have again and again reverted to the discussion. The chief characteristic of these discussions, has been, it is true, a feeling of dissatisfaction and unrest, due doubtless to the fact that pressing educational problems for manifest reasons have been greatly multiplied, and that they are for the most part new and perplexing.

The Royal Commission in England of 1894, less than ten years ago, presided over by Professor Bryce, marks a distinct era. The main outcome of that commission was the establishment of a separate Educational