

proof that we are capable at least of working together for a common object. But more than this has been accomplished. Until recently the opinions of teachers on educational matters have been practically disregarded. Not so when legislation was invoked on matter affecting other classes. When a new Insolvency Bill was introduced into Parliament, leading merchants were consulted in regard to its provisions. If a Medical Bill were brought before the House, representatives from the different medical schools were examined before a special committee. If a measure affecting the legal profession was under consideration, the members of the Bar and the Bench were respectfully requested to express their opinions. When bank charters required amendment, cashiers and presidents were forthwith summoned to the capital. But when school legislation occupied the attention of the people's representatives, nobody thought of asking teachers what they thought about matters which they above all others were most likely to understand. How are we to account for this strange inconsistency? It will not suffice to say that educational questions are of less importance than those relating to trade, law, or medicine. Ask the people, with the services of which of the classes just named they could most easily dispense: and the answer will certainly not be, 'With those of the teachers.' It is unnecessary to stop to enquire where the fault lies—probably with teachers themselves—but we may congratulate ourselves on the fact that this state of things is rapidly passing away. Important changes have just been made in the school law by the Act of the present year; and it is highly creditable to the judgment of the respected head of the Education Department that the new features introduced are not the result of mere theory, but are based on the matured experience of practical teachers and superintendents, as expressed by the deliberate decisions of this body. At the meeting held in Hamilton in 1862, a motion was introduced affirming the desirability of establishing a central board of examiners to issue Provincial certificates of qualification in lieu of the recently abolished system of issuing County Board certificates. The mover of the resolution recommended the plan adopted in the examinations of the London University, that is, that the questions should be prepared by this Central Board, transmitted under seal to the County Boards, opened in presence of the candidates, and the answers returned to the Central Board for adjudication. This motion was lost by a small majority; but at several subsequent meetings was carried unanimously. At the Convention of 1865 an additional clause was proposed, and strongly urged by several speakers, to the effect that all candidates for certificates of qualification, wherever educated or trained, should be examined by this board, which should include no individual whose pupils were required to undergo its examination. By the late School Act, and the regulations of the Council of Public Instruction, precisely this plan of licensing teachers has been adopted, and is now in operation throughout the Province. With regard to certain matters of detail, there will no doubt be much difference of opinion; but as a whole this may be regarded as one of the most important features of the new law. It removes one of the main causes