

so that it might become a social force in our midst, which, while neither under nor over any provincial authority, perhaps not even distinctively advisory in an official sense, would bring about by judicial and justifiable means an assimilation of provincial necessities and pedagogic affinities that would eventually lead the teachers of Canada and through them the rising generation to help in the movement that has for its object a shading away of the provincial into the federal, into the national. Dr. Harper's suggestion, it is hardly necessary to say, was received with great acceptance, and before the convention came to an end a resolution was passed appointing a Committee to take charge of the matter and help to mature it as a practical project worthy the attention of the federal authorities.

Another very important suggestion was made by Dr. J. A. MacCabe, of the Ottawa Normal School, who has been chosen president of the Association. The suggestion was given in a paper read at one of the public gatherings in Orphan's Hall, and was well received by the crowded audience present. A uniform standard of teachers' licenses for the Dominion has been under discussion among our teachers for many years, and Dr. MacCabe now suggests that something practical should be done to bring about the assimilation. We intend to publish his interesting address in a subsequent issue. The information he laid before the teachers could not but convince them that such assimilation for the Dominion is feasible; and action will, no doubt, be taken in the direction of making all teachers' licenses valid in the provinces of the Dominion, subject, of course, to certain minor conditions. Dr. MacCabe's final word to the teachers afraid of competition is worth immediate attention. "The uniformity of license or teachers' diploma," he said, "and the reciprocity of employment does not oblige any teacher to go outside

his own province for employment. If the holder of a position is as good a man as can be obtained for that position he would have nothing to fear; if he is not, then he should not expect to retain his position if a better man can be obtained. No province will long rest content if its standard of proficiency is below that of the other provinces. There will exist a wholesome fear lest their schools may not be up to the standard which prevails elsewhere, and they will strive for a place among the schools of the Dominion to which, under the present condition of affairs, there is no incentive."

One of the most interesting features of the convention was Hon. Dr. Longley's brilliant address in favor of "The Spiritual Element in Education." In introducing his subject Dr. Longley offered two criticisms of our educational system: First, it is not sufficiently practical; secondly, it is too essentially practical and worldly. In elaborating this somewhat paradoxical statement, he said that in time technical education and manual training might be expected to rectify whatever may be lacking in the practical side of our educational system; the defect on the other side, however, is more radical in its character, is less fully recognized and has fewer persons to plead in its interests and to struggle for its reform. From the beginning to the end the supreme object of most teachers under our system is to get pupils who can pass successful, and, if need be, splendid examinations upon the various subjects which constitute the curriculum of the common school course, to send forth into the world pupils who have done well in their studies, or to send into the academies and universities men who are prepared to shine in the higher institutions and to graduate therefrom with the highest honors. May I venture to submit, with deference, that this is not educa-