

cutive officer of the entire teaching system, in charge not only of inspection, but of the financial management, with a large staff of inspectors under him. This last suggestion was heartily applauded.

The presentation of a fine portrait of Mr. Hughes, painted by Mr. J. W. L. Forster, then took place. Mr. A. F. Macdonald made the address. We reprint here a few paragraphs which show the model relations which may exist between head master and associates :

"For a quarter of a century, the closing quarter of the world's grandest century, it has been your privilege to mould and direct the school system of this city, the educational capital of Canada. By zeal and enthusiasm, by devotion to your vocation, by great executive ability, you have developed a system of schools at once unique and admirable, the pride of our citizens and the praise of our visitors. Your ardent study of the child, your marvellous intuition, your remarkable prescience, led to the introduction of the kindergarten into Toronto. In the kindergarten schools, which are now an organic part of the system of elementary education of this province, you have a monument more enduring than granite or bronze. Your published contributions to the theory and practice of education are a treasured inheritance of all true educators. The hallowed memory of these twenty five years of noble endeavor and of divine evolution must ever remain your chief reward and abiding satisfaction. In the performance of arduous duties you have extended to us courtesy and affability, sympathy and friendship. By your happy genius of seeing the best in each you have been an inspiration to all. You are enshrined in our hearts."

Mr. Hughes' response was direct, virile, full of suggestive humor and earnestness mingled with the strong feeling which the occasion prompted. He said he never could have hoped to succeed in his position without the hearty and earnest co-operation of the teachers. Twenty-five years ago headmasters received \$700 per annum, now \$1,500; in another quarter of a century he hoped to see them receive double the latter figure. He knew he should get more for his labors; he had, indeed, received better offers, but he had never asked the Board for an increase, and it was a genuine pleasure for him to work with an honest, earnest, able body of men and women, like the teachers of these public schools. No man does his duty who leaves things as he finds them, and seeks not to better present conditions. One of the great principles of his life is never to be in harmony with the present; God meant us to try to be in harmony with the future. The greatest of words is "Evolution." There are three classes of men, and three classes of teachers; those who live in the past, those satisfied with the present, and those who want to live in the future. He expects to die wanting to make things better. It would be a disappointment to him if in his old age he should ever grow distrustful of youth; he wants to be in sympathy with the young men always. He thanked God that he had never been blighted with the idea that the Ontario school system is the best in the world. It is better in some things than that of other countries, but not in all. He has known educators to come from abroad and spend hours dilating on the failures of other countries. He has always looked for the things in which they surpass us. England is ages in advance of us in some matters of