

School section is, I believe, the part still played by the Universities. It would be ungenerous to forget that some of the University men are amongst your ablest and most useful members, but a good many are not members, or are only occasional visitors. The situation is certainly better than it was eight or ten years ago, but there is not yet that sympathy between the Universities and the High Schools, which would redound to the advantage of all parts of our educational system. Nay, further, some of our University men—and I venture the statement in the friendliest spirit—show a singular ignorance of the conditions and requirements of primary and secondary education. In the United States it seems to be different. There the highest functionaries of the leading Universities—of Harvard, of Yale, of Columbia, of Chicago—are more than critics: they take an active and intelligent part in the deliberations of the National Educational Association, and are the leaders in every movement that makes for progress in national education.

On one other matter I have a word to say. You should have a school journal, worthy of you, in which to discuss matters of professional and of public importance. Two proprietary magazines, it is true, even now exist; but, with all due respect to their claims, neither of them can be said to represent fully—as yet, at least—the aims and necessities of our secondary schools.

I had intended to discuss the desirability of a superannuation system; but this is now unnecessary in view of the Premier's announcement in to-day's papers that he contemplates preparing a scheme for submission to the next Legislature. The teacher is a sort of civil servant, and as such he has claims upon the public which cannot be urged by the other professions. Here let me say that we are justified in describing our calling as a profession. The high importance of your duties everyone admits. Your education, too, costs in both labor and money at least as much as that of the ordinary professional man, and you now enter the schools almost invariably to make teaching your life work. It was not so fifteen years ago. Then the voice of the carpet-bagger was heard in the land. But, in the process of educational reconstruction, the carpet-bagger has almost disappeared.

I have always seen much to commend in Dr. Ryerson's superannuation scheme; and, while owing to the growth of the profession, it might in the eyes of an unsympathetic generation have turned out to be on too liberal a scale, there is reason to regret that it was abolished, not remodelled. School Boards have now, it is true, the