

prosperity, and had no doubt that his old age would be characterized by activity in educational matters.

The President then presented the diploma to Dr. Fitch.

Dr. Fitch, in reply, said that it was extremely difficult for him to reply to the somewhat too generous remarks of Dr. Ross, and it would be a very ungracious thing for him to criticise his language. Although he had never had any official connection with Scotland, he was glad to be present, and he was specially pleased with their kind welcome, because, as one intimately connected with the administration of the Education Act in England, he had always looked to Scotland for a great deal of valuable guidance and suggestion. They had, in the North, the great advantage of three centuries of honourable tradition in favour of making education a matter of public concern. They had thus to deal with a community which, on the whole, had been trained to a higher sense of the blessings of mental cultivation than was common among Englishmen. In many respects, the Scottish standard of education had thus been higher than the English. In many problems which would come up for solution in the future, Scotland had tried experiments, and obtained results of high value, particularly in regard to the relation between elementary and secondary schools, and in regard to another problem which interested him still more closely—the right relation of the Universities to the professional training of teachers. In those respects, English teachers knew very well that Scotland had got far ahead of them, and that the experience so gathered would be most helpful for the guidance of English statesmen and administrators. He had always held a strong faith in the value of Teachers' associations. There was no other profession whose members were so much isolated from

each other, and who had so much to learn from one another. It had always seemed to him that an association of teachers, joined together for mutual help and conference, and to encourage sympathy among their members, had a very high and important function. He congratulated the Institute particularly on the fact that it included in its ranks teachers of all classes. He was never more struck with the value of that kind of co-operation than when he visited America. The great American Institute there went from city to city holding its conferences, enlisting among its members elementary teachers, secondary and higher teachers, college professors, University authorities, besides the official inspectors and school superintendents, and many of the most distinguished friends of education, who were all animated by a common interest and enthusiasm about the improvement of education. After the introductory meeting, which was intended to increase the sympathy of members for each other, they broke up into several sections, after the manner of the British Association at home, one discussing classical instruction, another infant instruction, and so on all through the various departments of school work. In England they had some very valuable associations, but to a great extent they were sectional, such as the Headmasters' Conference, the Endowed and Middle Class School Associations, the Private Schoolmasters' Association, the Ladies' Association, and the National Union of Teachers. They all worked to a certain extent independently of one another, and that appeared to him a disadvantage. The Teachers' Guild was the only one which sought to combine all ranks of teachers. It was sometimes said that professional unions were very apt to have the character of trades unions. He did not consider that altogether