

every child to cause such child to receive an efficient elementary education."

Another irritating grievance to teachers in the United Kingdom has been the manner in which the Government deal with the certificates of teachers, but a concession made by the committee last winter, and now part of the school law, will, in the opinion of those concerned, go far to remove the well-founded objections urged by masters.

UNITED STATES OF AMERICA.

I do not deem it necessary to give facts connected with the school system of the United States of America and its developments, for the simple reason that our own is so similar that I would only be repeating what you are all more or less well acquainted with. Therefore, instead of doing so, let me briefly state the complaints of educators—teachers and others, at school conventions and in the public prints—complaints frequently made and strongly urged:—(1) Frequent change of teachers; (2) The influence of politics in school affairs; (3) The want of moral instruction in the schools. Are not these words familiar to us, and becoming more so daily? It was with peculiar interest that I noted the objections made against the Public School system of the United States, because it seemed to me that thus we were enabled, as in a glass, to look at our own country some years hence, unless especial care is taken in good time to correct what are allowed to be serious defects in that system, and the results of which are showing themselves in the national character of that enterprising people.

Tenure of office by the teacher.—

In Great Britain and Ireland the schoolmaster was not engaged by the year, as is the case in Canada or the United States; but at home he

was engaged for an indefinite period, or as it was expressed in Scotland, *Quamdiu se bene gesserit*; so that the teacher in most cases might remain in the same school for years, frequently for life. Since Mr. Foster's Bill became law the master is engaged for an indefinite time, subject to dismissal, on reasonable notice being given by the school managers. The school managers (trustees) claim that they have the power to do this without assigning any cause. Several cases have come before the Superior Courts in Scotland involving this point, and the decisions have been generally in favour of the managers. The Scottish masters complain of this as a hardship, and contend that a master should not be dismissed without cause assigned, and being heard in his own defence; or before he loses his situation, that the Committee of the Privy Council on Education should send an inspector to report on the case; or have a statement from both master and school managers for its judgment between the parties. The Committee has refused to act on either of the last two alternatives. Public opinion is somewhat divided on this matter; but from indications in the public press, and from steps taken in the House of Commons, I would say that the public is largely in favour of the schoolmaster, and that some limit will be put on the dismissal powers of the school managers. Here I take the liberty of inserting the Bill proposed for Scotland, and most likely to become law, managers in several instances petitioning for it:

"In order to secure that no certificated teacher appointed by, and holding office under, a School Board in Scotland, shall be dismissed from such office without due deliberation on the part of the School Board, the following provisions shall, from and after the passing of this Act, have effect:—