

ninth year he had no teacher, in any subject who had not completed three years' work in the graduate school": and you will better realize what this means when you recall the fact that the leaving certificate which gives the right of entrance into a German university is about on a level with an ordinary college B.A. on this continent. Thus it is that in Germany the most elementary teaching is given by men who are experts in their own special department and who never require hastily to learn one day what they must teach the next,—men too who have the inspiring enthusiasm for their subject which springs from profound scholarly interest and knowledge. Some people take a very narrow view of the range of attainments required for teaching in elementary schools. If the circumstances of a country prevent it from doing better, we must acquiesce: but let us not forbear to state what we believe would be better. I had a good deal of correspondence with the Scottish Universities' Commission on this subject, and the minutes of evidence have just been published in a Blue Book: and even in that country of educational light and leading, there is a more or less sorrowful acceptance of the fact that it is useless to speak of a university education—even in part—for any more than the merest handful of those who are to become elementary teachers. My own idea would be to make every aspirant in this Province for a teacher's certificate of any grade qualify first by attendance at university classes for two whole sessions, *i. e.*, up to the Intermediate Examination. But that is unfortunately not possible under existing conditions.

I have left myself very little time to touch on a few practical points, in regard to each of which I desire to make a very brief reference.

First, then our University Entrance Examinations, held in June and September. It is the fashion, now-a-days, to decry examinations, but we have yet to find an adequate substitute for them; a time may come when it will be enough for the principal of a Quebec school to say that so and so is fit to enter the University, but I venture to doubt whether that time has yet arrived. We know, of course, that there is a great part of your work that cannot be measured by examinations. Your results in the matter of forming taste and character, in inspiring a love for good books, and in inciting to self-improvement, cannot be adequately tested in this way. Examiners can only