

education, that our educators show a tendency towards a uniform recognition of the fundamental principles underlying the art. This so far as it prevails is an earnest that still better work will be speedily accomplished.

With two Normal Schools in the Province, and a training school of less pretension, but of large capacity for usefulness, established in nearly every county, with the semi-annual gathering of teachers in county institutes, together with the annual sessions of our educational parliament here, all zealously devoted to the indoctrinating of educationists with principles that have been proved to be scientifically correct; should we not expect an agreement of opinion to be reached among Inspectors and Masters of High and Public Schools, as to what constitutes *good teaching*? But to be a competent teacher, and an author of text-books, are qualifications possessed by few. There are many teachers in the schools quite able to teach the subject independently of the book. But so long as the profession incorporates annually a large number of novices, who have made but a beginning in acquiring scholarship, text-books will continue a necessity.

In attempting to prepare a paper on this hitherto vexatious subject, under pressure of other duties. I have avoided the political and trade aspects of the question, preferring to allow all wounds to heal rather than to re-open them. And have confined myself to uniformity of text-books as a necessary feature of the Ontario System of Education, a system calculated to aid in moulding out of somewhat diversified elements a homogeneous community.

It is maintained that a system of public instruction to be efficient must be designed for educating the masses. That the acquisition of accurate scholarship necessitates the use of text-books, and that the permanent use of the same books be secured to our youth permanently however frequently they may change their residence within the province. That uniformity of text-books is a necessary feature of the Ontario System of Education.

UNIVERSITY CONSOLIDATION AND LEGISLATIVE AID TO COLLEGES.

MR. A. P. KNIGHT, KINGSTON.

MR. PRESIDENT, LADIES AND GENTLEMEN,—I like the representative character of this Association. To-day I see before me men and women belonging to all grades of the profession, from the freshest "schoolmarm" to the grey-headed college professor. It is for this reason that many of us think there can be no fitter place than this for discussing the questions, upon which, I am here to-day merely to introduce the discussion. The various Universities have representative graduates here amongst the High School men, amongst the Public School Inspectors, or amongst the Public School Teachers.