

in the Public Schools. It is certainly possible to ascertain with sufficient accuracy whether the attainments of any applicant for authority to practise in any recognized department of the profession are such as to warrant, without injustice to any, the granting of that authority, in accordance with established principles, applicable alike to all. A common authority must guard the door of admission to the profession in the province, and the character of this common authority, and the uniformity of its operations, must be such as to preclude all suspicion of favouritism, and command in all respects the confidence of the public.

Granted that suitable means are set in operation by which scholastic and professional preparation may be had, and applicants for admission to the profession worthily tested, none will question that a second condition is this: *teaching must offer such pecuniary guarantees as shall permit qualified persons to make it their business for life.* I do not refer especially to the obligations resting upon the local communities in this matter. These obligations are great, and must, of course, be assumed before we shall see a staff of qualified persons making teaching their life work. These obligations will be acknowledged and discharged very much in accordance with the estimate placed by the Legislature of the Province upon the *quality* of the work performed in the schools. This estimate can find effective expression only in the means adopted by the province to insure to the people that the character of each teacher's work shall be regularly and adequately tested, and publicly made known. Were such well done by the province, it is plain that the local communities would, in this way, be continuously and powerfully appealed to by the importance assigned to the business of teaching. To overtake this work

successfully, an outline course of school instruction, having the sanction of representative teachers, and adapted to graded schools in cities, towns, and villages, and ungraded schools in country districts, should be issued by the Education Department, that, among other benefits, every teacher might know what is expected of him. The ablest teachers should be selected as Inspectors, and the quality of the work done in the schools carefully ascertained by annual inspection. I believe there is such a thing as too frequent official inspection, and it appears to me that semi-annual inspection (I do not mean visitation) is calculated to foster neither freedom in teaching nor permanency of schools. The evils which inhere in the English plan of inspection may be avoided, I think, by classifying schools as schools. I do not propose, however, to detail a plan of school classification. When a teacher has been admitted to practise in a specified department of the profession, in accordance with the first condition I have mentioned, there is a reasonable presumption, *and that is all*, that he has the essential qualifications for his office. When he has had charge of a school for a year, the character of his work should be tested and made known, and this process should, for the benefit of all concerned, be annually repeated. I see little use in laboriously classifying a school which has not been in charge of the same teacher for a year immediately preceding such classification.

My special object in presenting the above outline is to indicate the practicability of an intelligent adjustment of provincial pecuniary guarantees to teachers—a Relief and Aid Fund—available in the event of loss of health in the school service, or disability from old age:—

1. A school (or department) classed