

of those on the other side of the line, who have adopted it, is not in any sense a live question among the ratepayers of this province.

But, as an alternative to these provisions and propositions I would suggest:

That the present entrance work be lightened of the subjects of hygiene and temperance, and that a post entrance course of two years' duration be prescribed by the Department, having a fixed curriculum for each of these years, embracing the subjects omitted from the entrance work, together with the Public School leaving work, and if not at once, yet looking forward to making agriculture one of the subjects of the closing year of that course, agriculture in the meantime being made one of the subjects of the curriculum for rural school teachers. These regulations to apply to all rural schools. The thing above all to be desired is to secure if possible a more extended attendance of our youth at our rural schools. We believe that by lessening the entrance work and a judicious arrangement of the subjects for these two years, that ample time would be secured to teach all those subjects without the constant pressure and cram that so far too great an extent obtain at present.

And at the same time to do away with the far too prevalent notion that once the entrance has been passed, that Public School education is finished and complete. And the boy or girl who has passed the entrance under the existent state of matters and modes of study in the course of a year or two forgets nearly one-half of what they were supposed to have acquired.

(a) That all certificates to teach should be for life to those who have completed their studies and training for the duties of the profession. So that no one entering the profession shall be under the necessity of having to retire for a time in order to qualify himself for further continuance in the profession. It would always be optional with any teacher to retire and take an additional course of study whenever he might see fit.

No teacher can do his best work in one, two, three or even five years. If, as we believe, it is, the most important element in teaching is the formation and moulding of character, then that cannot be done in a day. Impressions deep and enduring may be made in a short time, but character is of slower growth, and before much progress can be made the teacher has to manifest that he has a character of his or her own, and it is only when the teacher has attained to a recognized standing on the ground, not only of efficiency in school work, but of revealed moral worth, that he or she is fitted to do the best work to the highest advantage of all concerned. The thorough identification of the teacher with the every day life of the community and as a co-worker with the parent, places the teacher in his proper position and relations for fulfilling all the functions of the teacher's office.

(b) That every legally qualified and certificated teacher shall be entitled, under authority of Government, to a minimum salary of not less than three hundred and fifty dollars per annum. Thus placing all on an equality on entering the profession and do-