

for the quiet withdrawal of those who, from whatever cause, are not successful teachers, is a problem that must be solved before sound education can be widely diffused. But the careful classification of all teachers by the Province, and the periodic classification of their schools under the conditions and in the manner suggested, with the accompanying guarantees, would set the door of entrance wide open, render those happy who love the work, and ever motion the remainder towards the door of exit. And just here, by way of example, I wish to put a current proposition to the touchstone of this test. Both on this Continent and in Europe a superannuated teachers' fund is thought to be a most desirable thing. In this opinion I fully concur, but not in the principle on which any fund known to me is administered. Take the Ontario fund, which illustrates a feature common to all that have come under my notice. Every teacher may pay in a certain trifling sum each year, and thereby become entitled, in the event of disability, to draw out annually a sum equal to \$6 a year for every year he has been employed. The Legislature of Ontario grants in aid of this fund some \$4,000 annually. Now, the benefits of this fund do not flow to the recipients as the recognition by the Province of the *excellence* of service rendered. The benefits are open to good, poor, and indifferent teachers alike. Hence persons who lack the energy necessary to make a decent livelihood in other callings, discover that their country's forethought has met their needs exactly. The result is, they are powerfully drawn towards 'keeping school.' They can eke out the present as well at teaching as at anything else; while the fund so thoughtfully created for the cloudy day ahead begets in them a persistent continuance in the work. The shifts of which they are capable pass comprehension. Their existence in the profession drives many worthy persons out of it, and keeps more from entering it. These "specks in the garnered fruit" generate decay. Poor teachers multiply, and the school system is weighed down with them. This is the obvious tendency of a fund so administered, and unless powerfully counteracted must retard the spread of sound education among the people at large. But, unless I greatly mistake, the pecuniary guarantees I have suggested meet the very case these superannuated funds were created to meet, and on principles which pass the test. These guarantees are for excellence of work,—excellence not of to-day, or of to-morrow, but throughout the entire period of service. Those whose schools fail of being ranked at all, or of maintaining the minimum status, are not doing a tolerable measure of the educational work required. The publication of this fact by the Province withholding the pecuniary guarantees given to others, must result in stimulating such teachers to diligence and effort, or in causing them to make room for better teachers. The migratory habits of teachers can also be effectively checked by the operation of these guarantees, so far as it is desirable to check them.

I think I have sufficiently indicated the far-reaching character of the simple suggestions I have offered, and shown their adaptation to the end in view. I am impressed with the thought that the administration of the entire school system of the Province should be regulated by a few funda-