

One such is enough. The object of the Common School is the advancement of general education, especially in its fundamental branches and stages. Nothing should be allowed to divert it from the promotion of this object. How is the evil to be removed? Different opinions may obtain as to the *modus operandi*, but it will do good to discuss the matter.

First:—I think the time has come when higher attainments may be required of applicants for license. The profession is at present overstocked and we can safely limit supply. It is worthy of consideration whether the time has not come for withholding examination papers for third class teachers. If the grade is to remain, may not its holders be parties who have made a fair average on the exercises prescribed for higher grades, but have failed on some points. I am of the opinion that the grand point to which the attention of educationists must now be directed, is the elevation of the Standard of Education among the teachers. This end cannot be attained by the Normal School, however valuable it may be in its place. Education in the technics of the profession, which is the main object contemplated by the Normal School, is not the main thing wanted. We need a more thorough general education.

Second:—Might it not well be required of applicants, especially for the lower grades of license, to produce evidence of their regular attendance at school and of their attainments there, or to furnish a satisfactory record of their past educational history. At present, as account is almost solely made of present attainments as shown in working a few prescribed exercises or answering a few questions, a few months drill at school during the earlier part of the Summer term, suffices to qualify a fairly industrious applicant, whose early education has been sadly neglected, for attaining the lowest grade. But as the result has been attained by a spasmodic effort, and is not followed up by close study or only such study as enquiry into the general character of the question proposed, renders necessary for the attainment of a higher grade, the educational attainment is only temporary. The mind has not received the requisite discipline; nor has the applicant advanced so far as to be able to advance herself or himself reliably by private study, for which he or she has not a relish.

By raising the Standard of Education and requiring a satisfactory record of past educational progress, we might hope, I think, to reduce the idea of preparation for the Teachers' Examination from its present diminating position in the minds of teachers; while the improvement in the general body of the teachers would secure for teachers as a class, a larger share of public respect, and would help to remove some of the objections now presented to offering a higher rate of remuneration. At all events it would protect teachers who have, at considerable expense and toil, secured a good education for themselves from the competition of a class who never can bring much credit to the profession, but will manage to find places so long as they are admitted to the profession.

While presenting this subject as one which specially claims the attention of educationists, unquestionably, much may be done by intelligent and wealthy sections towards the attainment of so desirable a result. The offer of even a few good salaries has a powerful effect in this direction. Every ambitious teacher may hope to be the recipient of such a salary so long as any are offered. On the other hand when no paying salaries are offered it is useless to expect that educated men will remain longer in the profession than they can help. In this connection, I must express my deep regret that our wealthiest sections, have latterly pursued a retrograde and unworthy course. The Trustees of Windsor, last year, reduced the salary of the Teacher of the High School one hundred dollars. This year they have made a further reduction of one hundred and thirty, and reduced the salary of the next male teacher fifty