

It is my conviction that the suggestions offered include in essence, and must evolve in operation, a fulness of sound results far beyond what the first blush of the subject might disclose. I shall briefly attempt to put these suggestions to the test. And in doing so, I wish anew to direct attention *to what it is we wish to accomplish*. It is this simply : the right education of the people of our Province,—not the right education of the few and the wrong education of the many, but a measure of the veritable thing itself for all. This is the aim, nothing more, or less, or else. Any proposition, come whence it may, that seeks incorporation into a school system, is to be condemned, if it can be shewn that its operation will not always and ever be a means to this end. But if it fairly passes this test, it is genuine, and all should unite for its incoming and welcome. Do, then, the two suggestions I have ventured to offer in behalf of a teaching profession in this Province so touch the complex sources of School life as to evoke concurrently all the forces of the school organism in the spread of sound education? I think a satisfactory reply to this crucial question may be rapidly outlined :

For the Province to demand specific qualifications as the basis of conferring authority to teach, involves the determination by the Province of the nature of these qualifications, the ensuring of suitable facilities for their attainment, and the careful examination by competent persons of all applicants for license. Thus, at one stroke, scholastic and professional preparation is quickened over the whole country, and quickened for all time.

Persons who are not capable of demonstrating a reasonable degree of fitness for the work of teaching will not seek to enter upon it, or seeking, will be debarred. Young men and young women of good parts observe that the Province has work for them to do,—work which she impressively declares to be of great moment, and which unqualified persons will not be commissioned to undertake; and their sympathies are enlisted in this department of the public service.

There is ever being born into the community a host of true souls, such as real teachers are made of, who are ready to renounce the prospect of becoming wealthy, for the sake of doing service in a great and worthy cause. All that is needed is the public assurance that the material wants of themselves and theirs shall be provided for in a manner tolerably in keeping with the functions to be discharged. Let this class of persons once know that the Province is pledged to make public declaration of the quality of the teacher's work, and that those who do good work can devote their lives to it without being exposed to distress and want in their days of weakness and old age, and the Province will have their services in the school rooms of the land. And let me here remark, that the special pecuniary guarantees which I have suggested are not pay for the services done, but simply the removal of an obstacle which would have prevented the service being done; and the recognition of the importance and value of the service.

To keep the door of the profession wide open for the admission of the best talent of the country, and at the same time to keep another door open