

the programme from stimulating mechanical teaching, to grasp subjects vitally and not by mere externals, and to lift principles to the surface, and not mere forms. To entitle any school to be classed at all, not less than 75 per cent. of the number of pupils on each class-roll should be presented for inspection. To entitle a school to the first rank 65 per cent. should pass in the obligatory subjects, and an equal percentage of those engaged with optional subjects should pass in two subjects of this programme,—it being obligatory to teach two of such subjects (if the condition of the school permitted), but the teacher having the option as to what two they shall be. Only one subject under physical science should be allowed in any term. If only 50 per cent. of any class (of pupils) passed in two subjects, a school should be entitled to be placed in the front rank if the number of passes averaged 65 for the school. But if this partial failure were repeated in the same subjects in another class (of pupils), the school should not rank as first even if eligible in all other respects, because this repeated double failure would argue inefficient teaching of these subjects.

"To entitle a school to the second rank, 50 per cent. should be required instead of 65, and one subject from the optional programme. Repeated double failure, on the basis of 25 per cent. instead of 50, to disqualify the school for second rank, even if otherwise entitled to it.

"To entitle a school to the third rank, 40 per cent. of enrolled pupils should be required to pass in the obligatory subjects, and repeated double failure out and out, in any two subjects, should preclude the school from classification.

"The number of passes in each subject, multiplied by 100, divided by the number on the class-roll, gives the percentage of passes in that subject; and the mean of these percentages gives the standard according to which the rank of the school would be determined. The outline I have now given is, of course, to be understood as merely approximate. The plan I have suggested is framed expressly with the view of avoiding the evils which educationists too truly, in my opinion, allege to exist in the English plan. The foremost teachers in Scotland assured me that the chief objection now existing in that country to the English plan, was that it ignored the correlation of the various subjects of study, and virtually barred the way to the employment of the most successful methods of dealing with the fundamental subjects. Experiment after experiment has been made, and it has been shown beyond all question, *that schools confined to the study of the three R's make less progress in these subjects, in the same period of time, than those having a more liberal course of study.* There is abundant proof that the soundest instruction in the essential branches is compatible with an extended course of instruction in other subjects. The plan outlined does not countenance the notion that a dry mechanical knowledge of any branch is the thing to be sought after, but it does assume three important things:—First, that good teachers can so inform the minds of their pupils that these pupils shall be able readily to command their knowledge and set it forth; secondly, that competent men can be had to perform this work of fairly testing the knowledge possessed and valuing the knowledge exhibited by any given number of pupils; and thirdly, that the Central Authority shall watch with untiring vigilance the inception, growth, and maturing of the whole system. These assumptions are warrantable ones, and are obviously involved in the provisions of the 11th section of the Act.

"The outline I have now given indicates the general system of school work and supervision which must in a few years result from the operation of the Common Schools Act. I respectfully submit that the Board of Education should be empowered to annex to the terminal payments provided by Section 11, the following SPECIAL PECUNIARY GUARANTEES TO TEACHERS:

"1. A School (or Department) passing in the first, second, or third rank, shall entitle the teacher to a yearly allowance from the Board of Education equal to the following amount, per year, for every year of service performed under this guarantee:

MALES.	FEMALES.
First Rank \$	First Rank \$
Second Rank \$	Second Rank \$
Third Rank \$	Third Rank \$

"Where the series of passes made includes different Ranks, the proportionate average amount affixed to these different Ranks shall form the yearly unit; but when the whole series of inspections of a school (or schools) taught by any teacher shows less than seventy-five per cent. of passes in some Rank, there shall be no claim to the special pecuniary guarantee, until this percentage is restored.

"2. Teachers who shall have taught for a period of at least five years, on an average, in each district in which he or she has been employed under this guarantee, and the whole series of inspections of whose schools shows seventy-five per cent. of passes in the First Rank, shall be entitled to receive a yearly allowance from the Board equal to the following amount per year, for every year of service performed hereunder:

Male Teachers \$—, Female Teachers \$—.

"It is specially to be observed that the Rank of the School has no legal connection with the Class of the Teacher, but is wholly dependent upon the QUALITY of the work professed by the School, under the operation of an Obligatory and Optional programme of instruction. This leaves ample room and verge for the recognition of every form of teaching ability, and affords no shelter for talented indolence.

"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 are in search of. 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 shown 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."

PLAN FOR THE SUPERANNUATION OF TEACHERS.—OBJECTION TO THE ONTARIO PLAN.

"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 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