

A teacher's residence would be within the possibilities ; thus perhaps inducing a very desirable degree of greater permanence in the incumbency at least of the head-master. More competent persons would be encouraged to choose teaching as a life-long occupation. Many eminent men, I need scarcely remind *this* assembly, began their careers by teaching school, until opportunity came, or was won, for entering some better-paid profession. I do not say that this practice is altogether to be deplored, though it was sometimes bad for the small rural school that found itself in the sole charge of an able but inexperienced youth. The same youth employed in a graded school as assistant under a permanent principal of ripened skill, could have rendered better value to the community ; and the youth himself would have obtained even a better start in life. The ambition of parents that their boys and girls should teach school for a time at least, does not deserve discouragement. The contemplated plan would tend to overcome the most serious objections to this prevalent custom, for it would not only lessen the number of temporary young teachers, but it would render remote their chance of ever happening to have sole charge of a school.

The Inspector could pay more frequent, more prolonged, more beneficial visits to such united schools.

A vastly superior system of sanitation would become feasible—and speedy improvement in that matter is imperative.

The establishment of two or three large graded Union Schools in every township would go far to solve the Fifth Form problem.

The graded school of a large district could command a far finer library than the many small schools can afford. The Principal might do excellent service as librarian of a good public library, whose volumes could be conveniently circulated by means of the older pupils. Such a school would soon become a centre whence would radiate social and intellectual influences not easy to overestimate.

Love for the little ones is the mightiest motive actuating mankind. Solely for their sake the troublesome burden of the schools is borne. Can any one doubt that a large, well-equipped school, officered by a competent and experienced staff, would afford to its pupils very much greater advantages—a broader, deeper, better culture than could ever be attained at a number of small schools, scattered and poor ?

But distance from the homes of numbers of the pupils has hitherto prevented the growth of such larger schools. It is proposed to

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