

pattern. Now let us remember these things. Separate schools are only yet on their trial in Ontario. Hitherto the educational machinery of that Province has not worked any more harmoniously than the public school system of Nova Scotia. Our system in spirit has wrought out grand results in Prussia and the New England States. If we saddle ourselves with separate schools, and find we have made a mistake, with all the influence of the priests and bishops in the Dominion against us, it will be next to impossible to retrace our steps.

Let us copy Ontario and other countries where education prospers in one thing. Teachers trained at Normal Colleges take precedence of all others. This must be the case with us if we would raise the standard of teaching and make our Normal School more than an expensive ornament. Doctors and lawyers and ministers require professional training. Why should the instructors of youth be allowed to teach without a diploma from some Normal College, or a certificate of service equivalent thereto.

Let us look at some of the apparent defects in the working of our school system.

1. *The political character of the Council of Public Instruction.* It is an unhappy arrangement that makes the members of Government perform the double functions of executive council and council of public instruction. This is the cause which more than any other mixed up educational matters with party politics. This is the reason why the government is so often tempted to sell us and our educational interests for a few votes to keep themselves in their places of power and emolument. Important educational offices are very likely to be filled with pliant-political tools. The fear of making political enemies deter the government from making the needful reforms about academies and inspectors. A council of public instruction partially independent of the executive would materially help though not cure this state of things. If the present council would only be patriotic enough to commit suicide and substitute a non-political council in their place I should be very happy to perform the funeral obsequies and thousands of Nova Scotians would sing their requiem with joy.

If the present order of things is to continue why not make education a public department whose head would have a visible and responsible place in Parliament. The people could then question and decapitate the head when the council did wrong.

2. *Inferiority of professional attainments in the teacher.* The number of third class teachers throughout the country is something alarming. I do not suppose the cause of education would suffer, though no more such licenses were granted. And to remedy this evil I would suggest a bonus to every teacher trained in a Normal School, and likewise to those who had continued in office a certain number of years, and certified as having been efficient. I would also make a grant as formerly for four or more superior schools in every county. This grant to be competed for yearly—the state of the building and apparatus—the average attendance of scholars and the efficiency of the teaching, and perhaps the grade of the teacher—all to be elements considered in making the award. I am free to say that under a proper system of inspection such schools would stimulate the people, trustees, scholars, and teachers. In this case one law has been legislation backward.

3. *Defective inspection.* Every one whose opinion is worth anything sees the necessity of getting fewer and well-qualified men to do the work of inspection for the whole province. You can pay each of them \$1200 a year and they will cost no more than the present eighteen do. We would have live men instead of figure-heads.