

ed this point in any of the States, by declaring it to be the duty of the commonwealth to make the teacher and to keep him made. And yet the boast of Ontario, New Brunswick, Prince Edward Island and Quebec in this respect brings to our notice a defect. If it be the duty of the province to make the teacher, it is surely the duty of the province to select carefully the material out of which our teachers are to be made. In my opinion, there should be even greater care taken in admitting young people into the normal school, than in graduating them from it. In a word, no person should be admitted to any of the normal schools who has nothing but a mere literary qualification to recommend him or her.

Take our own entrance examination for instance, and as a literary standard for the purpose I hold it to be high enough. But who of us feel inclined to say that merely because a boy or girl has passed in Grade II. Academy, he or she is the right kind of material out of which to make a teacher? What element of that examination discovers a possible successful teacher in the candidate? Has the successful candidate always the physical endurance, not to mention the mental and moral characteristics to control in the right way a department of young people? In a word, what does an entrance examination such as ours or such as is held in the other provinces prove? Ask some of the principals and professors of our normal schools, and they will tell you that, whatever it proves, it places too often in their hands material out of which a good teacher cannot possibly be made. A commonwealth must have officers, the making of the teacher is a duty and one of the officers must be a physician, who shall test the "preceptor nas-

citur" there is in any one seeking to become a student teacher in more than name, and who shall see that the "preceptor fit" has been observed in every stage of the normal school training?

As a second reform in keeping the teacher made, I rather favor the idea of re-examination at intervals or the grading of our teachers by examination. It never interferes with the school-work, but rather tends to freshen it for the teacher himself to be preparing for an examination that will take him up the ladder of his calling. Speaking for myself, I never felt in better trim for my class-work than when I was reading up for an examination, and if our McGill authorities were to arrange for an extra-mural course, I might even yet be found trying to pass one of their stiff examinations. It was thought that by this time there would have been established a professorship of education in McGill, and I am of the opinion that a series of extra-mural examinations from the Normal School final, say, to a McGill Ph.D., would do much to keep our teachers made, while freshening their interest in educational affairs.

To keep the teacher made, the principle of teachers' rewards has been inaugurated in our province, and if it were only possible for us to have our own representative on the floor of the Legislature, who would have about him "the feeling of our infirmities," the principle might come in time to find a fuller development in a permanent increase of salary. Oh, were it possible for me to collect all the applause that has been thrown away on our public men on this platform and elsewhere who have advocated an increase in the teacher's salary, and to turn it into the coin of the realm, our teachers would be made comfortable