

discretionary latitude must be allowed the teacher to some extent to provide for special cases and local conditions.

In addition to the carrying out of the programme provided for the guidance of the proceedings of this institute, I trust we shall be able to find time for the discussion of two or three matters in regard to which an opinion expressed by the teachers would have great weight with the board of education.

The first of these I shall mention is, whether or not it will be in the interests of public education to revert to the former arrangement as to the school year—that is, having the school terms beginning on the first of May and the first of November respectively, and the school year end on the 31st October. As the provincial fiscal year has been, by the action of the legislature at its last session, made to end as formerly in October, it would seem to be fitting that the school year should terminate at the same time. It is not necessary, however, that the school year and the fiscal year shall be exactly co-terminus. Such an arrangement would, without doubt, be desirable in many respects; but the inconvenience of disturbing present arrangements, the necessity that would follow of making numerous changes in the school manual, and the temporary confusion incident to a general change of any kind, when great interests and a large number of persons are concerned, suggest that the change should not be made unless it be clearly apparent that the educational interests of the country as a whole shall be thereby advanced. Should the school year remain as it is, and should the legislature be called to meet in January or February, I would probably find it impossible to lay the annual school report before the legislature at the opening of the session; but, I presume, that is not a sufficient reason for changing the school year, as the report could be ready before the close of the session.

As I propose to invite the institute to give an expression of opinion on this matter, I do not wish here to state the reasons which present themselves to me for or against the suggested change. I will only say that the general interests of education throughout the province shall determine the matter, not the convenience of either the educational department or of the teachers as a class—much less sectional views or local prejudices.

Another interesting subject of discussion pertains to the expediency of establishing some system of reciprocity between the provinces of the Dominion in regard to the recognition anywhere in Canada of teachers' certificates, or licenses granted by the Educational Department of any of the provinces. This question was introduced at the Dominion Asso-

ciation held in the city of Montreal in 1892, when the Minister of Education for Ontario and the superintendents of the other provinces were constituted a committee to report on the feasibility of adopting some system of inter-provincial reciprocity in this matter. I have recently had a communication from the minister of Ontario on the subject, which I shall now read for your information:

EDUCATION DEPARTMENT,
Toronto, 5th April, 1894. }

MY DEAR SIR,—

At the meeting of the Dominion Educational Association held in Montreal in 1892, the Minister of Education for Ontario and the various superintendents of the other provinces were constituted a committee to report on the feasibility of adopting some system of inter-provincial reciprocity in teachers' certificates of the higher grades.

In order that you may consider the standards adopted in the Province of Ontario, I enclose a memorandum of the requirements for first and second class certificates from which, and from the statutes and regulations respecting the public and high schools, which I send herewith, you will be able to compare the qualifications required for these grades with the qualifications required for similar grades in your province.

I shall be pleased to receive from you, at your earliest convenience, a similar memorandum of requirements for the same grade of certificates in your province, in order that I might be able to form an opinion as to whether it would be consistent with the standards in Ontario to receive teachers holding such grades of certificates without further examination.

If on consideration of the course of study required for Ontario, you are of opinion that teachers holding first and second class certificates may properly be accepted by you without examination, kindly let me know. I shall communicate with you, on receipt of the papers asked for, with regard to the acceptance or non-acceptance of your standards by the Education Department of Ontario.

By reference to page 30 of the Minutes of the Dominion Association you will observe that the same committee was appointed "to consider and report to the next meeting of the Association some general system of classification and nomenclature of schools."

I would be greatly pleased if the different provinces would adopt some common classification, as it would greatly facilitate comparisons and statistical references. If the different provinces could agree upon a classification for statistical purposes, under the head of elementary schools and secondary schools, all that would be required for statistical purposes would, in my opinion, be attained. The question to be settled, then, would be a common standard for these two classes of schools. In Ontario, public schools, separate schools, kindergartens and night schools would then be classified as elementary schools, and are practically so classified now under the designation public schools. In the same way our high schools are secondary schools, and the only class of secondary schools recognized by statute. If all the provinces in their statutes and regulations adopted