

when now they would fail to obtain higher than a "C" class. There will therefore be no immediate change in the status of the teacher affecting the rate of supply and demand, as this grade "B" will, for instance, without professional training be ranked as a class C license. (It will be noticed that the word *grade* henceforward applies to the school work, and *class* to the license.) Professional training at a Normal School will henceforward count for something in giving the teacher a higher status, as well as a non-professional education. In the opinion of the most of our leading educationists, as well as according to the practice of other provinces and countries the premium set on Normal School training is altogether too low. It will be admitted, however, that it must be better than none at all; and we hope it may sufficient.

Our High School system is now organized into the form of an Elementary Provincial University, with three or four grades or degrees. The provincial certificate will be equally valuable in every part of the province as an evidence of a certain degree of scholarship. The grade A will not be expected to be found except in the largest academic institutions, and in these the classes must naturally be small. This work will be for the High Schools generally what Post-graduate work is for our universities. While the grades D, C, and B contain one year's work each, A then may conveniently be placed at two years—the average present time required to advance from grade B to A.

Our legislature has now very emphatically given every one to understand, that the man who undertakes to train young citizens under its patronage, must be a specially model citizen himself. If the circle of his virtues is not more comprehensive than that of the average man he is not wanted in a profession which has for its object the development of all the good and the repression of all that is bad in the weak and plastic material which twenty years hence will have crystallised into the rigid structure of our country's laws, customs, and conscience. We find no fault with the person who makes teaching a stepping stone to some more remunerative profession, so long as he does his duty well, while benefiting himself he is also benefiting others. It is of the one who enters upon the work of the teacher without the proper idea of his great responsibility we complain. Above all men the teacher should be an example of perfect self-control. His example should make his teaching to be loved and his manners to be the glass of fashion for the young around him. He should glorify the habit of abstinence from indulgence in what some people might even think innocent enough, if he merely knows that the indulgence is unnecessary to any and may be dangerous to some. No teacher can now carry out the spirit of the law if he is not an abstainer in person from unnecessary habits which experience has proven to be specially dangerous to a percentage of our fellow citizens. In this respect our teachers will, no doubt, compare favorably with those of any other country.

It is specially the duty of the trustees—their most important duty—to lead so far as they may be able, the sentiment of the section, so that the proper kind of teacher may be obtained. The entrance examinations may be conducted by the Principal. Unthinking,

uneducated people cannot understand the great difference in the results flowing years after from the influences of the good as compared with that of the indifferent teacher. Knowing this, the leading minds in the school section cannot escape the responsibility resting upon them to enlighten and lead.

After all, the most of this work must be done by the teacher himself. He must demonstrate his value to the people. The only practicable way of increasing the teacher's salary is to demonstrate that it pays. To raise salaries, the one effective way is to improve the teacher. To turn out cheap or less valuable teachers means to lower salaries. To believe in the opposite view would be to believe that our people have no sense at all.

Good books on Temperance and Hygiene are recommended to our teachers. But it is possible to pass examinations in these subjects, and yet fail to carry their principles into effect. It is the duty of the trustees to see that the school building, grounds and outhouses are kept in good sanitary condition. But if they should fail in their duty the teacher is responsible if the defects of this nature have not been forcibly presented to their attention. The school building should be kept scrupulously clean. If for the beautification of building and fences in some poor sections, paint is too expensive, lime is cheap, beautiful and healthy. If outhouses are not kept inoffensive both as to odor and sight, the school buildings should be condemned, until they are made safe both as regards the public health and morals. Both teacher and section should lose the public moneys while the buildings continue, according to the Inspector's opinion, unsightly or unsafe. It is to be hoped no further legislation may be required to force any section to do its duty to itself in matters of this kind.

Music books in the Tonic Sol-fa notation are numerous and cheap. *The Tonic Sol-fa Music Reader* (45 cents) is highly recommended by the best authority for the teacher's use. Curwen's *Young Voices*, Parts I, II, and III, (price 5 cents each), are used in many schools.

Those having already *Gage's Elements* of Physics or *Fessenden's Gage*, will not require to procure for "B" work *Gage's Introduction to Physical Science*, which is simply a more elementary book.

Every book mentioned in the High School Curriculum is not necessarily prescribed to the exclusion of a book which may have been used in accordance with the previous course of study. In such cases the title of the book is used to indicate the character of proficiency in the subject which will be required of the candidate at the examination.

The Secretary of Trustees is requested to call the attention of the Teacher to the contents of this JOURNAL without any delay.