

and from apprehension of reduction of pay. How great a boon is freedom from anxiety for the future! An uncertain tenure is no great hardship in early life, or so long as a man may readily turn from one pursuit to another; but when the prime of life is past, and the stiffened mind no longer bends easily to new tasks, though still apt for familiar labours, an uncertain tenure gives terrible anxiety to one of prudent temperament who has given hostages to fortune.

Again, how precious would be the independence which an assured position would give!—precious to the teacher, and of great value also to the public; for I am persuaded that the public now loses much good advice through the natural caution and reserve of annually-elected teachers. Thirdly, security of tenure would increase the public consideration which attaches to the teacher's office.

#### ANNUITIES.

Let us then imagine our representative teacher of proved capacity, appointed during good behaviour, upon an assured salary sufficient for the modest support of a family. He will lead a tranquil, independent, and honourable life, such as promotes longevity, and favours the prolongation of mental and bodily activity within familiar limits to an advanced age. Do we not here encounter a very serious objection to a system of long tenure? Are the schools to be filled with aged teachers? someone will naturally ask. Certainly not, under a complete and wise system. A regular provision for retiring old teachers on suitable annuities is a necessary supplement to a long-tenure system. It would

be very rash for any city or town to appoint even proved teachers without limitation of time, in the absence of any proper means of removing them from the school when they get tired out, inefficient, or obtrusive. Retiring annuities are desirable for three reasons: First, they enable an old teacher who is disposed to rest from strenuous daily labour, to retire with honour, and enjoy a repose which all the world agrees he has fairly earned. Secondly, they enable the city or town to retire faithful teachers whose services are no longer desirable, and to do this in a considerate, just, and not unacceptable way. Thirdly, the habitual use of retiring annuities, in part voluntarily claimed, and in part involuntarily accepted, makes promotion through all the grades of a large service more rapid than it would otherwise be. This is a great object, because the prospect of slow promotion deters ambitious young persons from entering a service which otherwise would attract them.

The administration of any retiring system must be entrusted to some reasonably permanent authority which commands the confidence both of the teachers and of the public.

These, then, are the three main features of a well organized public school service: Careful selection of teachers by examination and probation; ultimate appointment, without limitation of time; and a system of retiring annuities. These principles, taken together, either openly avowed or tacitly recognized, are the foundation of every just, economical, and efficient public administration in the world."