

gaged in acquiring a general education, struggles through his sciences, his languages, and his mathematics; careful only to secure the knowledge of which he is in search. The pilot or engineer, however, whose business it is to guide others, watches every turn to the right or to the left, and attends to every circumstance that happens by the way; so should the teacher acquaint himself with the path along which he would conduct the steps of his pupils, and with everything that can add interest to the journey.

Bacon in his *Human Organization*, immortalized his name by pointing out the true method of investigating nature. If Bacon's methods are philosophical and require special study, a like philosophy may be found, and a philosophy well worthy of special study, in the true method of teaching—the order of proceeding from the simple elementary ideas of a subject to those more complex, until the mind can grasp the whole.

Inseparably connected with teaching is school government; and a third reason why a teacher should receive special preparation is, that school government requires a special kind of knowledge which will not be gained from the study of the several branches of learning, and which cannot be acquired either at the College or the University. No one, it is presumed, will argue that good scholarship will qualify a person for governing a school; that school government does not depend upon principles that may be studied and successfully practised. It is freely admitted, that all persons, even with the most careful study, cannot govern well; but this does not invalidate the truth of the principle that study, even in this respect, is generally profitable.

For these reasons then, if a profession require special preparation on the part of its members in order to secure their success, I say that teaching has a right to that appellation.

The fifth and last inquiry is. Has teaching any competent authority for deciding upon the qualifications of candidates for membership? Authorities with competent powers for this purpose have been provided in the professions of Law, Medicine, and Theology; and there are obvious reasons why such should be the case in any profession.

The standard of a profession is generally judged by the qualifications and conduct of its individual members; hence, as a measure of protection from imposition, no persons should be admitted to membership in it, without having first submitted to a test of their qualifications. Suppose that any man at pleasure could assume the title of Doctor or Lawyer, and enter into the practice of either of those professions, how long, think you, would they remain respectable? Or rather, how long would they be recognized as professions at all? That business which anyone could follow, would not deserve the name of a profession.

Until the passage of the New Act, there was no competent authority in Ontario to test the qualifications of first-class common or public school teachers; for I hold that the Normal School teachers were *not* a competent authority to examine the students of that institution; and it is acknowledged on all hands that the old County Boards were nothing more nor less than a farce: witness the number who held first-class County Board certificates, and failed to take second, and even third, under the New Law. Perhaps I may surprise some when I say that the County Boards, as at present constituted, are not entirely free from objection. I shall give my reasons. Many of the old Local Superintendents, clergymen, doctors, and others, who received that appointment, because they were *supposed* to be qualified, have been appointed members of the present Boards, by virtue of their having held the former office for three years, whereas, to my certain know-