

in the first, second, or third rank, to entitle the teacher to a yearly allowance from the province equal to the following amount, per year, for every year of service performed,—

MEN.	WOMEN.
First Rank.	First Rank.
Second Rank.	Second Rank.
Third Rank.	Third Rank.

When the series of annual classifications includes different ranks, the proportional average amount affixed to these different ranks, to form the yearly unit; but when the whole series of annual classification shews less than seventy-five per cent. in some rank, no claim to exist until this percentage is restored.

2. A teacher who shall have taught for a period of at least five years, on an average, in each district in which he or she has been employed, and the whole series of annual classifications of whose schools shews seventy-five per cent of the first rank, to be entitled to a larger amount, per annum, in the event of being disabled.

It is specially to be observed that the rank assigned to the school, under the plan suggested, has no necessary connection with the class of license held by the teacher, but is dependent upon the character of the work done under such standards as are adapted to the school, in accordance with the outline course of instruction. This would leave ample verge for the recognition of every form of teaching ability, and afford no shelter for talented indolence.

Referring now to the two conditions which have been specified, it is my conviction that they include in essence and must evolve in operation, a fullness of sound results far beyond what the first blush of the subject might disclose. I shall briefly put these suggestions to the test, and in doing so let me anew direct the reader's attention to what it is we wish to accomplish. It is this simply: the right

education of the people,—not the right education of the few, and the wrong education of the many, but a measure of the veritable possession for all. This is the aim, nothing more, or less, or else. Any proposition, come whence it may, that seeks incorporation into a school system is to be condemned, if it can be shewn that its operation will not always be a means to this end. But if it fairly passes this test it is genuine. Do, then, the conditions which I have named so touch the complex sources of school life as to evoke concurrently all the forces of the school organism in the spread of sound education? A reply to this crucial question may be rapidly outlined:—

For the province to demand specific qualifications as the basis of conferring authority to teach, involves the determination by the province of the nature of these qualifications, the ensuring of suitable facilities for their attainment, and the careful examination by competent persons of all applicants for license. Thus, at one stroke, scholastic and professional preparation is quickened over the whole country, and quickened for all time.

Persons who are not capable of demonstrating a reasonable degree of fitness for the work of teaching will not seek to enter upon it, or, seeking, will be debarred. Young men and young women of good parts observe that the province has work for them to do,—work which it impressively declares to be of great moment, and which unqualified persons will not be commissioned to undertake, and their sympathies are enlisted in this department of the public service.

There is ever being born into the community a host of true souls, such as real teachers are made of, who are ready to renounce the prospect of becoming wealthy, for the sake of doing service in a great and worthy cause. All that is needed is the public assur-