

## THE TEACHER OF TO-MORROW.

If we are to secure through the medium of the teacher the highest and best form of education for our children, our teachers must not only know more but must know better than the teachers of the past. They must have not only wider knowledge, but also that breadth and depth of judgment, that enthusiasm for learning which broad and continuous study alone can give. They must be trained to understand not merely how to teach subjects, but to appreciate the significance of the work in which they are engaged, and to bring to bear upon it powers of judgment, analysis, reflection, and investigation which only a well-trained mind can exercise. Again let it be said that, though the qualifications of our present teachers are better than we have deserved to secure with the recompense we have offered, it is still true that only a moderate proportion of those engaged in the work of teaching have, in any adequate sense, been trained to the extent referred to. The responsibilities of teachers in the future will be more exacting, their duties will be wider, the subjects taught will be broader in their effects, the methods will be more scientific, and the whole conception of teaching will be higher than ever it has been before. We must therefore not only insist that the best intelligence in the community shall be made effective by the most complete and suitable form of training, but we must see to it immediately that we take steps to make this possible. The advance referred to cannot be made in a day. Even if we began to-morrow with all the necessary financial, institutional, educational, and other resources requisite for securing and training the type of teacher above described, it would take five or six years to enable the new order of things to show its effects in our schools. Since, therefore, this minimum period is required under the best and most favourable conditions, the urgency for immediate action and the folly of any hesitation or delay should surely be apparent.

In America, where local rating and local control have operated so largely in the administration of education, the gravest concern has been shown regarding the position of things in that country with respect to the training of teachers. A Commission recently appointed says, "The United States has had almost no national teacher-training plan or system of education at all. At any rate, the inequalities in her schools constitute their most striking characteristic, and this is most pronounced in the training of teachers." The Commission therefore states that "There is urgent need for one hundred thousand additional trained teachers, and that salaries should at once be raised 50 per cent., and in the near future 100 per cent. Mere boys and girls intent upon spending two or three years in teaching because it is a respectable calling cannot measure up the requirements of the present situation."

## THE GRADING OF TEACHERS.

However necessary it is to obtain a better supply of well-equipped teachers, it is even now, as it always will be, a matter of the greatest importance to utilize to the best possible advantage the staff we have in our service. Thus the best teachers should be placed in the most responsible positions, not only to ensure promotion due to merit, but to secure efficiency. In order to prepare for the effective distribution of teaching talent, the Dominion grading scheme was recently established to assess the relative qualifications of all the certificated teachers in the Dominion. In making this classification, account was taken of teaching ability, personality, disciplinary power, organization, environment, academic status, and length of service, the marks being awarded by the School Inspectors of each district. The Department gave attention to the general working of the scheme, its interpretation by the various Inspectors, and its uniform application as to standard of marking. The first grading was made in 1916, and the classification was revised in 1917 and in 1918. In spite of the great difficulties presented, we now have, for the first time, a reasonably reliable classification of the teachers according to all-round qualifications, and in addition we have a kind of stock-taking of the teaching-power at our disposal. The position revealed with regard to the qualifications of teachers relatively to the positions they severally occupy provides a striking illustration of the lack of co-ordination referred to in another paragraph. Not only as