

Professional Training.

There is unfortunately an apathy among the majority at least of the graduates of all professional schools as regards removal of faults in existing systems, and improvement in the work for the coming generation. Once a man has succeeded in securing the coveted diploma for which he has laboriously wrought he, perhaps naturally enough, devotes himself to personal advancement and private advantage and looks with slight interest upon any attempts to make his successors in the struggle for professional qualification find a better course of training than his own. That this want of interest should exist is a serious mistake, and especially is it deplorable as regards the teaching profession. For the reputation of the individual rises with the reputation of the class and before all things the standard of this profession is marked by the qualifications required of its most recent graduates. No other profession, perhaps, is so dependent for its success upon its standing with the people.

So much by way of preface to a brief notice of one or two defects in our present curriculum.

First comes the very serious fact that the non-professional qualifications of the Normal College graduate are not in accord with the terms of his professional certificate. The unsuspecting layman might naturally suppose that the holder of an High School assistant's certificate has the knowledge and the ability to teach all the subjects of our secondary course as far as the Pass Matriculation Examination, for such is the meaning of his name. Can he do so? What of the "nature study" (alias Botany) and the French and the German and the Latin, and even the Drawing and the elementary mathematics?

And it is no reply to say that a teacher's deficiencies in knowledge will vanish with study and practice,

and that, if he has the theory of pedagogics at his finger's ends, he will easily in time make up his shortcomings. As well give a man a certificate to teach Hebrew though he knows nothing of the language, on the understanding that he has the pedagogic faculty fully developed and has only to learn the subject. It is, unfortunately the fact that the senior leaving student shows, as a general rule, a better knowledge of his subjects than the university graduate of his so-called pass work. The moral is obvious—and also the remedy.

Let the aspirant to a High School teacher's certificate bring with him a diploma obtained at some recognized examination that he has obtained a good percentage (thirty-three is far too low) in the subjects which he wishes to teach. A man who is to teach a subject successfully must know more about it than the mere smattering which will pass him through the examination tests of the present. Then let the curriculum of the Normal College be extended so as to provide for the actual teaching (by the staff) of all the different subjects of the High School course, that those who are deficient in certain lines may find a course of instruction laid down for them.

Another fault which strikes one's notice is at first sight a small defect, but, as one involving a question of injustice and unfair discrimination, should be noted. This is the division of University graduates into two classes according to their having or not having a senior leaving certificate. And stranger still is it that even senior leaving students are divided according to the subjects in which they may have passed, and, in the case of the "split" option, according to nothing at all. While for all of these, graduates, undergraduates, senior leaving men and "split optionists" the final professional certificate is the same, and the holder thereof may go forth into the world conscious