

teacher seems to think that his whole duty is performed when he has wisely shaken his head and said "next," or "wrong," or passed the question to some other pupil. It is not enough to show a pupil that he does not know the answer or understand the subject.

To say, as a teacher once did to a boy, "You don't know nuthin'," is not a very good educative process. To show a pupil that he does not know a thing is often a necessary part of the teacher's duty, but it is never his *whole duty*. He must make the pupil correct his error in some way or other. If possible the pupil who makes the mistake should be led to see his error, and to think out the correct solution of the difficulty himself, or find the answer in his text book by study. The more independent the pupil can be of the teacher in this respect the better. Indeed the teacher's whole duty may be said to consist in aiding his pupils to become independent men and women, capable of grasping the problems of life, and of solving them in a proper manner. He can best do this by making them correct their own errors themselves. However, the errors *must be corrected*, whatever be the method of doing so. The teacher is not a mere machine for testing the accuracy of answers, applying appropriate (?) punishments, and marking results. If one or two or more pupils miss in answering, they should each repeat the right answer before another question is asked.

It is a mistake to be satisfied with one correction of an error. The teacher should repeat and re-repeat the questions that have been missed. He should not, of course, repeat a question several times in succession. Time will not admit of consecutive repetition by the same individual. If several members of a class have failed to answer a question properly, it is quite right occasionally to have the answer given in rapid succession a few times by the class simultaneously. When an error has been made and corrected by the pupil who made it, the same question should be given again to him a few minutes afterwards. Impressions are made, and errors eradicated by repetition. Whenever it is possible, as in spelling, composition, &c., for the pupil to make a list of the mistakes he makes, he should be required to do so. These lists should be used frequently in drills. The best spelling book a pupil can have is a list of the words he has spelled inaccurately. The best dictionary he can have is a list of the words he has mispronounced in reading, or in conversation with his teacher.

TEACHERS' CERTIFICATES.

Enquiries are frequently made with reference to Teachers' Certificates issued by the Education Department of Ontario. The following is a concise statement of their kind, their comparative values, and the conditions on which they are granted:

KINDS.—The Certificates are of three classes; First, Second and Third. First Class Certificates are divided into three grades, A., B. and C.: and Second Class into two grades: A. and B. Third Class Certificates are ungraded.

COMPARATIVE VALUE.—The Certificates rank in value as follows:

1. First Class A.
2. " " B.
3. " " C.
4. Second " A.
5. " " B.
6. Third Class.

First and Second Class Certificates are valid in all parts of the Province, and during the good behaviour of their holders. They can be annulled only by the Minister of Education. Third Class Certificates are valid only in the County in which they are issued, and remain valid for only three years.

CONDITIONS ON WHICH CERTIFICATES ARE ISSUED:

Before receiving a Certificate, even of the lowest grade, a candidate must satisfy the Educational Department in relation to two questions: first, he has to show that he has a sufficient knowledge of the subjects he has to teach; and second, that he knows *how to teach* them. He is thus required to pass two examinations before receiving a certificate to entitle him to teach. These are named the "Non-professional" and the "Professional." The first is an examination on the subjects taught in schools; Arithmetic, Grammar, &c.: the latter relates mainly to methods of teaching, School Management, School Law, &c. Both these examinations must be passed satisfactorily before a candidate receives his certificate. (For a detailed statement of the work of the "Non-professional" examination for First, Second and Third Class Certificates see page 235, Compendium of School Law and Regulations, 1878.)

THIRD CLASS CERTIFICATES:

A candidate, to obtain a Third Class Certificate, has to do three things:

1. Pass a "Non-professional" examination.
2. Attend a County Model School for eight weeks.
3. Pass a "Professional" examination.

The first step may be taken by a male candidate at the age of seventeen years, and by a female at the age of sixteen. The certificates are not issued until they are eighteen and seventeen years of age respectively.

SECOND CLASS CERTIFICATES:

Before receiving a Second Class Certificate four conditions must be fulfilled:

1. The candidate must have taught successfully at least one year in a Provincial School.
2. He must pass the "Non-professional" examination for Second Class Certificates.
3. He must attend a Normal School for one term and receive a satisfactory report from the Principal.
4. He must pass a "Professional" examination conducted by the Central Committee.

The passing of the High School Intermediate Examination is regarded as equivalent to passing the "Non-professional" examination for Second or Third Class Certificates.

FIRST CLASS CERTIFICATES:

First Class Certificates may be obtained on the following conditions:

1. The candidate must have previously obtained a Second Class Certificate.
2. He must have taught successfully in a Provincial School for two years, or have attended a Normal School for one year after having obtained his Second Class Certificate.
3. He must pass a "Non-professional" examination.
4. He must pass a "Professional" examination.

The examination papers for all teachers are prepared by the Central Committee. The answers of Third Class Candidates are read by the County Boards of Examiners; those of First and Second Class Candidates are read by the Central Committee, assisted by a number of sub-examiners who read under their direction.

THE CHARACTER OF PUPILS.

We take pleasure in inserting the following communication. Every teacher knows that the better he understands the character of his individual pupils the easier his work in disciplining becomes, and the higher are the results of his teaching. Too little attention