

as other professions. Teachers to a man should join to repress this shameful abuse of a somewhat disunited employer. Further, our profession like others has its incidental disadvantages. Our work does not produce the *quid pro quo* so directly as many others. "A school," some one has said, "is a microcosm," a little world. The inhabitants of this world are not of our generation. The teacher's time is employed amidst the posterity of his co-existent generation, and the motto of these latter is too frequently, if not expressed at least tacitly implied, "what has posterity done for us?" So they heap up treasure for their children and forget to assist in the formation of that nobility of character without which greatness sits awry. Ours is a new country. Material advance is our idol. With all thy getting get riches has pushed aside the outworn maxim, "With all thy getting get understanding." The products of the teacher's labour are not appreciated by, I am afraid, a majority of our people. Cheap and incompetent teachers are engaged because they are cheap. The Department might without being charged with centralization and official meddling make it compulsory for the board of a section assessed at say over \$75,000 to engage a Second-Class teacher. Third-Class Certificates at present have the whole Province as a field for their ambition. This regulation does manifest injustice to the teachers of the higher grade because Third-Class teachers can afford to underbid them since their educational and professional standing has cost them less. All certificates should be restricted to the jurisdiction of the body by whom granted. Third-Class Certificates cannot possibly be Provincial in point of fact whilst they continue to be granted upon examination by the County Boards.

Another evil to which our profession is heir is irregular attendance. The teacher is too often judged by the whims of the children and not upon his merits. Some wag has said that in Canada the child governs the mother, the mother the father, and the father, if he be a trustee, the teacher. Ask how the teacher is getting along and in nine cases out of ten you receive for answer, "Well, the children seem to like him or dislike him," as the case may be. Children are allowed to remain at home for all conceivable and many inconceivable reasons. Dislike towards the teacher is a very common reason given. Is our work to be judged by the whims and dislikes of children? It will be thus judged so long as the attendance is not made compulsory. The present so-called *compulsory clause* is as dead as the proverbial door-nail. The teacher is at the mercy in too many cases of every dissatisfied pupil who is able to reach the oversensitive heart of a too fond parent by a pathetic tale of woe. *Similibus curantur*. The law should touch the pocket of said sensitive parent acting as a counter-irritant to produce the desirable equanimity in the sufferer. A practical compulsory system of education is the natural sequence of any system under the supervision and management of the Government.

So much as to the status of Third Class Certificates and their holders. As to the value of the same I am able to say very little.