

though, in one instance, there is a State Board; there is no State programme for the examination of teachers; in most instances, the Boards of Examiners of teachers, are not only local, but are elected by county or township universal suffrage, and each local Board thus chosen fixes its own standard and makes its own conditions and regulations for the licensing of teachers. In some States the Trustees of each School examine and certify to the qualifications of the teacher, as well as employ him; in other places, a Township Superintendent, elected by universal suffrage; in other instances, a Township Committee or Board is elected for the double purpose of examining teachers and employing them. But even in Ohio, where there is a County Board of three examiners, appointed by the Judges of Probate, there is no uniformity of standard, or of strictness in the examination of teachers. I observe in one County, out of 492 applications for certificates, 138 were rejected; and in another County, out of 253 applications, only *one* was rejected—showing that the examination could have scarcely amounted to even a matter of form, and this variation goes on throughout the whole 88 Counties of the State. In 1864, out of 19,346 certificates given, upwards of one-half of them were given for six months; and in 1866, out of 18,756 certificates given, 7,651, or upwards of one-third of them, were for six months—showing the large extent to which the employment of teaching is regarded as temporary. The State Commissioner states the results of such deficiencies in his report for 1866, in the following words: "No one can visit the country schools, hear the recitations, observe the discipline, examine the teacher's records, and look upon the cheerless interior and exterior of the school-rooms, without a most depressing conviction of the inferior advantages enjoyed by the pupils, and the unfavourable educational influences by which they are surrounded."

2. The *second* cause of this deficiency in the country Common Schools of our American neighbours, appears to me to be, the *temporary employment and insufficient remuneration of teachers*. This is indeed the chief cause of the "low grade of teachers," and the still lower grade of the schools. In both Ohio and Pennsylvania, more than one half of the country schools are kept open only four months of the year; and this is the case in many country parts of New York. The teachers are employed there, not as in their cities and towns, and with us generally throughout the whole Province, by the year, but *by the month*. Their "wages," (or salaries as we call them,) are only for the months that the schools are kept open. For those months, a male teacher may receive from twenty-five to forty dollars a month, and a female teacher one-third and sometimes one-half less: and the other eight, or six, or five months of the year, as the case may be, the teachers must and do receive nothing, or seek other employments. Thus the country male teachers, do school teaching work when they can procure it to best advantage, and farm or other manual work of some kind the other larger part of the year; and the female teachers do likewise. Now, whatever may be the liberality of the Legislature, and the framework of the school system, and the patriotic aspirations and efforts of great numbers of citizens, in such a system of temporarily employing and perpetually changing