

Of those who applied the number passed were as follows :—

1st Class.....	20
2nd Class.....	276
3rd Class.....	1633

Total 1929

While then there is no great probability of there being any scarcity in the supply of teachers on the present basis, it cannot be fairly argued, that were Third Class Certificates entirely abolished there would not be a deficient supply. From the statistics already given in a former part of this article it appears that 2,771 out of a total of 5,642, or very nearly 50 per cent. of the teachers of the country hold Third Class Certificates. If an order was issued that no more Third Class Certificates would be granted, how many of these would be able to attain a higher grade, and thus continue in the profession? And if these were lost to the profession, where was the supply to come from? The present standing of our Public Schools clearly shows that they are not likely to furnish us with a very high grade of learning. And so we are forced to choose between two alternatives—either to close many of our schools for the want of high graded teachers, or to content ourselves with the present standard improved,

amended and developed, according to the progress of the country.

While thus putting in a plea for the continuance of a Third Class Certificate under present circumstances, we trust our remarks will not be construed by any teacher as a justification or even an apology for him to rest satisfied with a *minimum* professional qualification. We have no sympathy with those whose ambition rises no higher than to be *able to teach according to law*. Such a disposition is not a characteristic of the good teacher. A little industry seasoned with a small *quantum* of perseverance, would in the course of three years fit any ordinary person for at least a Second Class Grade B. Indeed it was the original design, and we believe a very wise one, to *force* Third Class teachers into a higher grade, by limiting the duration of their certificates to three years. Should, however, it appear, that from a want of energy and application, there is no *upward* tendency of Third Class teachers then it might become necessary to adopt some other means by which the profession can be relieved of those who evince no desire to qualify themselves for higher usefulness in a work that requires at their hands, honest application and unswerving devotion.

OUR PUBLIC SCHOOL TEACHERS.

ADDRESS READ BEFORE THE EXETER DISTRICT TEACHERS' INSTITUTE, ON SATURDAY, SEPT. 11TH, 1875—BY REV. H. GRACEY, AND PUBLISHED BY REQUEST.

(Continued from October No.)

Demostheness, the Athenian orator, was asked, what is the first great essential in oratory? His answer was, *action*. And what is the second? he was asked; again he replied, *action*. And what is the third essential? His answer was still the same, *action*

Now if I were asked the first great essential in teaching, I would take a hint from the old Athenian and reply *energy*, and the second essential is *energy*, and the third is still the same, *energy*. I do not overlook learning. The more solid, reliable, and