

teachers, exact from them a rigid examination, and let them run their course. In order to prevent the evil complained of, viz: having our schools filled with beginners, instead of experienced teachers, we believe it would be much better to renew third class certificates on a higher percentage—say 75 per cent.—and to add a few more subjects to their work. The public and the profession lose heavily by so many retiring, when their third class certificates expire. All the experience gained during three years is thrown away, and “beginners” with no higher qualification, and without any experience whatever, repeat the blunder that those who are retiring knew well how to avoid. We think it useless, at present, to add any more subjects to the programme for third class teachers, under the present mode of examination. It is hard enough to get a sufficient number of candidates “well up” in the present programme, and what it would be if the subjects above named were added, nobody can tell. Could we only get additional Normal School facilities, and be able to get trained teachers who could communicate what they did know, we think our schools would be much more prosperous on the basis of instruction already laid down, than they now are. It is not by the number of subjects a teacher has studied, nor by the extent of an examination programme, that his usefulness is to be judged; it is *ability to govern a school, energy to work, and the power to communicate, that is wanted.* This is the great evil to be remedied, and nothing but training will do this. County Institutes, Teachers’ Associations, Normal Schools, newspapers, anything that will excite a love for the work and cultivate aptitude, will do more to make good teachers, than any mode of examination that can be proposed.

We don’t object to a sub-division of exam-

ination work for second class candidates. The course of study is considerable, and to many who have to work alone and unaided, it would be quite an inducement to be allowed to work up half the course of study one year, and the remainder the year following. We want more second class teachers. If they could be got this way there need be no objections.

—Vice Chancellor Moss, of Toronto University, in his address to the students at the Convocation, referred at considerable length to the curriculum of studies and laid particular stress upon the study of the natural sciences and modern languages. We think it is very much to be regretted that our Universities occupy so much time in studying ancient classics. We do not wish to undervalue the great masters of classic lore, whether a Virgil, a Cicero, or a Xenophon, but we feel that much time that could be applied to the study of what would *practically* be far more useful, is often expended on what, while it may give critical discipline, gives nothing more. We are very glad to see our Canadian University, of which we are all so proud, endeavor to adapt its curriculum to the wants of this practical age. It too often happens that students, instead of acquiring a practical, or even theoretical knowledge of the sciences, exhaust their strength on Greek and Latin idioms, bid farewell to their Alma Mater, just as unprepared to enter upon the duties of life as when they entered. Were the natural sciences properly and practically taught, a much more utilitarian cast would be given to the course of study. Some would become practical chemists, geologists, mineralogists, or botanists. The knowledge acquired could be turned immediately to account. We hope to see greater changes made in the direction indicated by the Vice-Chancellor, and greater attention paid every year to the study of natural science.

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