

STATUS AND VALUE OF THIRD-CLASS CERTIFICATES.

other professions would be attended with disaster. Imagine a worthy M.D. plodding at his Gray, with an examination in the near future, in fear and trembling lest the faculty deprive him of his license to practise. He would probably neglect his professional work and his patients would neglect him. The three years' restriction seems to be a relic of primeval legislation when the teachers were such bad scholars that time had to be given them to work up to proficiency. With our modern system of secondary education such precautions are unnecessary, because they cause a useless and hurtful distraction from the really important work of practical education. The high standard demanded and obtained by Third Class teachers since 1880 is a guarantee of sufficient scholarship to teach any school for which they ought to be eligible. Incessant drudgery over the same worn and thread-bare course of study will never have a tendency towards progress, but must rather engender distaste. If any work needs re-examination it is the professional. A practical method for inducing teachers to a love for their work and desire for progress therein might be sketched as follows:—Third Class Certificates might be granted for three years as at present, renewable upon application, provided the teacher had displayed those qualities of mind and heart necessary for success in any calling—diligence in the work of the school, attention to methods and principles of the profession, and zeal in the discharge of his duties. If deficient in these particulars the invigorating tonic of another session at the Model School should be prescribed. Should the teacher give satisfaction in all respects, and desire a distinguishing grade of Third Class, a second examination on methods, literary work, and professional routine might be established, to be held concurrently with the non-professional examinations. Such an examination would incite teachers to study from a laudable impulse—professional advancement.

This Third Class A. would be intermediate between an ordinary Third and Second B. Such a course would induce the teacher to become a thinker and a reader instead of a "dumb driven creature," plodding wearily over the same old monotonous non-professional curriculum. In my experience, teachers fail, or at least meet with more difficulty in the professional work than in the non-professional. Thoughtfulness in the presentation of a subject, and the philosophy of our art are the most common wants of our teachers. Encouragement is not offered to Third Class teachers to proceed onward on a new and progressive line. Hence many fall sick by the way and drop from our ranks. Real love for the profession is a most uncommon thing, and without this the teacher is "poor indeed." Though a teacher speak with the tongue of angels and hath not this love he is as a sounding brass and a tinkling cymbal.

Well, Sir, I have considered at some length the intellectual and moral status of Third Class certificated teachers. All the professions acknowledge the worth of the training given to our teachers, and many universities and medical colleges have accepted the non-professional examination as sufficient guarantee of literary standing.