

Where thoroughly qualified persons are employed continuously in any calling, the results should be more satisfactory to themselves and to their employers. On all hands it is admitted that better work and better returns are secured when skilled workmen perform the same duties in the same office year after year. Change of office or officer of necessity implies initiation into the peculiarities and specialities of the new office or officer, with corresponding loss of time, efficiency and progress. Change, of necessity, implies a period of disquietude and friction of anxiety, if not mortification, to employer and employed; and these disadvantages are intensified as the nature of the work involves more of the intellectual and moral and less of the merely mechanical.

It is not risking much to affirm that in no occupation are the evil effects of change more likely to be serious than in teaching. The material with which the teacher has to deal is the most precious and enduring, of which the earth has knowledge, and its essential nature is so delicate and full of far-reaching possibilities under skillful management, that to transfer its management from hand to hand, year by year in its plastic condition seems a guarantee that great, irreparable loss must follow. A plant cannot thus be transferred from soil to soil and climate to climate without a serious dwarfing of its powers. Neither can the young mind, learning to observe, reason, act, to know and love truth and beauty and power, after the training and individuality of one teacher, in the atmosphere and soil of which he is the sun, be transferred to the hands of another without serious loss.

Even in a pecuniary aspect, frequent change involves no small loss. Under favorable circumstances the new teacher cannot readjust the mental and administrative machinery of a school, and have the whole moving on harmoniously from the point his predecessor left it at, in less than two months—not always so soon. It may be allowed that, in ordinary circumstances, three months are nearly lost to a school. When the change is a bad one, which is too often the case, a year and more with all its outlay is lost.

It is frequently affirmed and universally believed that in Ontario much is lost through lack of permanency in the profession to which we belong. To reach as nearly as may be the actual state of the case, I have grouped statistics bearing on this point as I could gather them from official returns. These cover thirteen years beginning with 1871, and ending with 1883, the last that has been fully reported. If all the generalizations reached are not absolutely correct, they are at least approximately so.

In 1871 5,036 teachers were employed in Ontario, and 2,236 certificates (including 390 interim) were issued by the Education Department and County Boards. That is, 42 new teachers for each hundred employed were licensed in 1871. In 1872, 2,560 (including 578 interim) certificates were granted. That was at the rate of 46 to the hundred. In 1877, 2,269 (including 464 interim) certificates were sent out, making 35 new to each hundred. In 1881, if I have been able to get the correct figures, only 20 to the hundred were granted. In 1883, 34 to the hundred were given. During the thirteen years the Department and the County Boards had issued 260 first-class, 2,885 second-class, 16,570 third-class, and 7,256 interim or other certificates—28,071 in all. To maintain an average staff of 6,257 teachers in active service for thirteen years, 28,000 certificates were issued, or an average of 2,159. Putting this in other words, the new issues one year with another were 34 per cent of those in actual use.

This would not necessarily show that 34 per cent of the teachers were raw recruits, the average issue of first-class was 20, of second-class, 306, of third-class, 1,274, and of interim and other special certificates, 558. Now all first and second-class teachers must have had employment before securing their certificates, while some

"thirds" were given a second time on due examination, and a considerable number of "specials" were, no doubt, "extensions" of "thirds." We may, therefore, regard all the first and second-class as "renewals," that is an average of 326. To this, add an equal number for renewals of "thirds," and say one-half of the "specials," and we shall have a total of about 930 certificates issued yearly to persons who had more or less experience. Deducting these from the average issue we have still left about 20 new and inexperienced teachers every year in 100, or one out of five. At this rate the profession is entirely changed in five years; and I am satisfied that this is within the mark.

A large proportion of third-class teachers do not remain in the profession till their certificates expire; and the expirations of "extensions" and "specials" not frequently means the expiration of the holder's term of service.

The medical profession is largely replenished if not over-stocked from ours. Not a few in law and divinity get their first start in pocket, if not in ambition, in the teacher's calling, while a sprinkling of our legislators and other public men own their knowledge of men and things to the impetus given them in their school-teaching days.

And the discovery in the Public School of the gift to teach has no doubt, led a large number of those now in high schools to devote themselves to the more remunerative and more permanent work of their advanced calling.

Thus, naturally, creditably, in this young country, our profession has given of its best talent to all the profession. No wonder that it changes so much. Yet it holds its own even though changed in personnel once in five years. More, we stand to-day in advance of our profession of twenty, ten, five years ago. In literary attainment, in professional training and public opinion the teacher of to-day is in advance of himself yesterday; and while, hitherto we have suffered heavily from lack of permanency in the profession, we find in the vantage ground, as well as in the rapid increase of second-class teachers in the service, a sure promise of better things still in the future.

(Note—In 1871, 517 Second Class Teachers were employed. In 1883, 2167 or four to one were in active service.)

Some of the causes of the lack of permanency in the profession have been hinted at. I shall seek to place them more in detail:

Insufficient remuneration is undoubtedly a leading cause. Persons wishing to become teachers must spend from two to three years in non-professional and professional preparation at a time when it would be possible for them to earn a fair livelihood in other pursuits. After all this time and considerable outlay of money they seldom secure \$300 as a salary at first. If successful, they may hope to get \$400 by the time their "Third" expires. Then comes another course for a "Second," after which they may look forward to the munificent sum of \$450 or so, though the highest average reached in counties for male teachers is less than \$400, and for female teachers, less than \$250.

With equal literary and professional training in other callings, teachers would undoubtedly have far superior prospects both as to permanency and pay; while, with an additional expenditure not greater than that of the past, they often find employment in one of the learned professions where the prizes offered are both more numerous and more inviting. It is no matter of surprise, therefore, to find many of our clever and ambitious teachers making ours a stepping stone to some other life work.

Lack of fixity of tenure, if constant change of sphere may be so named, is another important factor in driving teachers out of the profession. Like travellers in a desert, they do little else than pitch tent and next remove it. One year here, another there, they