

they did not deserve, and the dignity of which they were unable to maintain.

In regard to the renewal of Third Class Certificates, we are bound to say, that we cannot entirely agree with the teachers of Wellington County. We admit that there is some force in the argument that the teacher so deficient in application as not to work himself up from a Third Class to a Second Class in three years, deserves to be cashiered. But while this is true, there is another consideration, and that is whether in the interests of education it would not be better to renew the certificate of a third class teacher, who has added three years experience to his own attainments, than to hand his school over to another teacher of no higher attainments, and without any experience whatever. We believe the experienced teacher is worth a good deal more than the inexperienced, and therefore in many cases a renewal of certificate might be advisable in the public interest.

The granting of permits or interim certificates is, however, a different matter. These should be entirely dispensed with except where there is no other means of filling all the vacant schools. It is a power which might be abused by an Inspector, but which is worthy of being retained in order to meet contingencies that could not be met in any other way.

The suggestion that British and Canadian History should be substituted for General History is a good one, but might be even still more modified. We think the Central Examining Committee should prescribe some limited portion of history on which candidates should be examined, advertising the same one year in advance. It is utterly absurd to ask a Third Class candidate to read up as much history as a First Class candidate. The only remedy for this absurdity would be to limit Third Class candidates as already indicated, thus following out the same system as now pre-

vails with regard to First Class candidates in the study of English literature.

The second resolution commends itself without note or comment. It is quite useless to encumber our "programme" with a variety of subjects to which no teacher in a country school can be expected to give his attention. The resolution is as follows :

"2. Moved and seconded that, in the opinion of this meeting, Botany, Natural History, Agricultural Chemistry, Domestic Economy, Civil Government, Book-keeping, and Christian Morals, as taught from a text-book, be made optional subjects.

The third resolution proposes to dispense with quarterly examinations, leaving it optional for the teacher to choose whatever season would suit him best to hold semi-annual examinations.

The fourth resolution calls for an extension of holidays, asking "that the vacations of Public Schools should be the same as High Schools and at the same time." We think that at present the holidays are quite sufficient. We believe it is not in the interest of the profession to advocate an extension. There is such a thing possible as to create the feeling that a profession is too highly favored. The effect of the feeling would be to reduce wages and excite unkind criticisms adverse to the profession. Besides, there is another side to this question. Would not an extension of holidays be a hindrance to the cause of education? Teachers should remember that they are in duty bound not only to give an equivalent for their salaries, but, also, in the interests of the profession, to avoid anything calculated to impair its usefulness, or diminish its influence. The work in which they are engaged is of the highest national value. The progress of the country and their own advancement are closely connected, and in no case should they pursue a course that would retard that progress or affect their own interests.