

(2) That the trend of salaries, at least outside of the cities and the larger towns, has been for the last few years distinctly downward.

(3) That notwithstanding the raising of the legal age for certificates the average age of our Public School teachers has lowered, and that our schools are getting more and more into the hands of comparative boys and girls, cleverer, quicker and better furnished intellectually, perhaps, than their predecessors of a generation ago, but lacking the steadiness and weight that only age and experience can give.

What, then, were the mistakes to which I refer?

(1) It was surely a mistake to make third class certificates provincial. If there was any valid reason for the step I do not remember ever hearing it advanced by any one. They ought, in my opinion, to have been confined to the counties where they were issued, unless perhaps when it was clear that the choice lay between endorsing a third class certificate from another county and granting a permit to some one belonging to the county. Moreover, County Boards of Examiners should always have had full power, if they judged it advisable, to raise the minimum qualifications for passing the professional examination, on giving a year's notice of their intention to do so.

(2) It was a mistake to make no difference between the experienced first or second class teacher and the untried holder of a third class certificate in regard to their legal right to accept the charge of any Public School (except Model School) without regard to its circumstances or needs. Now I am quite aware that it is possible to find *third-rate* teachers with first or second class certificates, and *first-rate* teachers with only third class certificates. I know, too, that some young and untried teachers have proved emi-

nently successful from the first, and therefore I am not going to argue that every third class teacher should be forced to begin and serve a year as an assistant. All I claim is as it was found by experience that it was not wise to allow college graduates, even after a term at a Training Institute or a year at the School of Pedagogy, to take charge of High Schools till they had served a successful apprenticeship as assistants, it is not too much to ask that some check should be placed on the power and right of Public School trustees to appoint an untried third class teacher, holding it may be only a primary non-professional certificate, to the charge of a school which in the judgment of the Public School Inspector for the district requires the services of an experienced teacher with at least a junior leaving certificate. May I not safely appeal to the experience of the Public School Inspectors present, if they have not known of cases where a school has been practically disorganized, and six months, if not a year, virtually lost to the majority of the pupils, simply because a Board of Trustees, in order to save \$50 or \$100, or it may be more, or to find a place for somebody's son or daughter, filled the place of an experienced and successful second class teacher by the appointment of a raw, untried and poorly qualified third class teacher. What the check should be I do not stop to discuss or decide. I merely claim that there should be some restrictions, and that it ought not to be a very difficult task to devise suitable ones. Certainly if the Public School Inspectors are the right men in the right places, they ought to have something to say in this matter.

(3) May I not add that when the Education Department saw, as it could hardly help seeing, that things were tending towards the results I have mentioned, that with the machinery,