

class of certificated teachers is much in excess of the number retiring voluntarily from the profession; for, besides reducing the salary and thereby reducing the respectability and influence of the teaching classes, this cause drives out the most energetic and experienced teachers, leaving the schools in the hands of young or unenterprising men. I have in my mind a case, and there are many similar, in which an inexperienced young lady supplanted her teacher, a tried and successful second class man, because she was willing to teach for \$150 a year less salary. The annual increase in the number of teachers for the six years preceding the establishment of County Model Schools was 1,782. It is observed that beginners rarely fail to secure schools, being willing to accept almost any remuneration; hence, since there are positions in the Province for only 6,400 teachers, and under the present system the annual increase may be approximated at about 1,600, it may be safely inferred that in about four years nearly all the teachers at present employed will have to leave their schools, if for no other reason than to make way for the novices. Fair remuneration for their services, with half the increase in the number of teachers would prove more advantageous in every way to the educational interests of the country. However, let us not view with dismay the magnitude of the army of aspirants seeking admission to the teaching profession, but rather, approving their choice, depend on and require those whose duty it is to certificate them under judicious legislation to give the country sufficient supply of the best material. Good men need not fear honourable competition. The system as in operation at present is not sufficiently eclectic as regards certification. The work of preparing and qualifying persons to be teachers is very differently done in different Model Schools, and to these we have to look exclusively for our new material. I have found by questioning teachers who apply, which they must do personally, for endorsement of their certificates, that some have had their teaching criticised for their benefit after every lesson they taught in the Model School, others say their mistakes in teaching were seldom or never pointed out to them; some have seen no organization other than is afforded by the Graded School in which the Model School is established, others have seen classes selected from the various rooms, organized and taught like an ordinary rural school; some have been taught that the first-book classes should receive only two lessons daily, others that they need four at least—six or more if possible. Model School masters complain justly that the time allowed them is too short to prepare beginners to practise the difficult art of teaching. Seven weeks is a truly short apprenticeship to train youths of seventeen or eighteen years to become doctors of the mind. It takes the University of Philadelphia, except in special cases, as long as that to make a man a doctor of medicine, who usually pretends to treat only the casket in which the mind is set. Some of the Model School masters complain, too, of the imperfect pre-