

would warrant. I venture to repeat a suggestion, which I made some years ago in addressing this Association, viz., that it might be well to provide instruction in, say, elementary French in the public schools, to be taken only by those pupils who display special talent, and who in fact do not find enough to exercise their energies in the ordinary work. In regard to the pupils in our High Schools and Collegiate Institutes, I think it is unfortunate that the Education Department, by its recent legislation, has made it increasingly difficult for them to find their way to the university. I do not claim that every boy should attend the university, but there can be no doubt, I think, that the way should be left open for him, if he should finally desire to do so. The examination for the Junior Leaving Certificate is of such a character that it practically excludes the study of all foreign languages, including Latin, and, as many of our High Schools cannot afford to prepare pupils both for the University Matriculation and the Junior Leaving Examination, the result can only be that any pupil who finally desires to enter the University finds himself without the necessary qualifications, and, unless he has unusual energy, a promising scholar is lost to the country. My main objection to the discrepancy between these two examinations is that whatever makes it more difficult for the son of the poor man to enter the university is virtually in contradiction to the fundamental principle of democracy, that everyone should have equality of opportunity in the matter of education. What I have just said applies with even increased force to those teachers who hold a

Junior or Second-Class Certificate. If teaching is to be a profession and not a trade, every encouragement should be given to the Second-Class teacher to proceed to the attainment of a First-Class Certificate. I think, therefore, that at least Latin should be added to the subjects required for the Junior Leaving Examination. This change, while in itself essential for a really educated teacher of English, would bring the two examinations into closer harmony with each other. A still more important improvement in the education of teachers of all grades might well be made. It is proposed, as I understand, to abolish the present unsatisfactory system of model schools, and to establish additional Normal schools. The character of the teaching in these schools should naturally be such as to incite even our Public School teachers to carry on their education until they had secured a university degree and a Specialist's Certificate. It is hard to overestimate the value of the inspiration which would be communicated to the whole teaching profession, and so indirectly to the pupils in all our schools, by all teachers coming into direct contact with the work and ideals of the University. If the Second Class teacher should thus be encouraged to look forward to a higher position, the general elevation of the whole profession would have a beneficial influence upon the High School teacher, and indirectly upon the University itself. At present our High School teachers as a rule limit themselves to the work of instruction. And no doubt, at least under present conditions, nothing more can be expected of them. In Germany, on the other hand, as Pro-