

if I may so speak, provided by it for turning out teachers, the supply was fast exceeding the demand, it was a mistake not to take decided measures to meet the difficulty, and in the interests of the schools to prevent the older and more experienced teachers from being displaced by the increasing influx of third class teachers from the Model Schools. Surely it must have been evident to all that with only a trifle over 8,100 positions to fill, and the Model Schools, Normal Schools, and School of Pedagogy sending out 2,100 freshly stamped Public School teachers each year (of whom over 1,500 are from the Model Schools), and with human nature constituted as it is, Gresham's law that "Bad money drives out good" is not more certain in its operation in the financial world than that a similar result would follow in the educational world, and that the tendency would be for the cheaper low-grade teachers to displace the dearer high-grade ones.

Fortunately all these mistakes, if such they were, as I honestly believe, can easily be rectified within a comparatively short period, and that, too, without injustice to any one. All that is required is courage and firmness to deal with the question. If the Department would promptly decide and forthwith announce that after 1897,

(1) Any new third class certificates granted would be valid only in the counties in which they were issued.

(2) The Department would exercise the right to say, on the representation of Public School Inspectors, that untried third class teachers should not be at liberty to take charge of certain schools which in the judgment of the Inspectors required teachers of experience.

(3) County Boards might, on giving a year's notice, decide that no one should be admitted to the Model

Schools in their counties under the age of 19 (or 20), or with a lower non-professional standing than a junior leaving certificate.

I do not see that any injustice would be done to any one, and I firmly believe that within three years we should see a marked improvement in the state of affairs.

So far I have been speaking of the effect of the regulations in the past, and with special reference to the overwhelming supply of third class teachers. I come now to speak of recent changes in the regulations, and I shall devote my attention mainly to the following points :

(1) The requiring of at least two languages for a junior leaving certificate.

(2) The dropping of grammar and arithmetic and of the 50 per cent. on the total from the junior leaving requirements.

(3) The New Form I. Examination for High Schools and Collegiate Institutes.

And I shall endeavor to show that unfortunately the tendency of these changes will be to increase still further the number of third class teachers and to decrease the proportion of seconds and firsts.

Now I am free to say that I was not an advocate of any of these changes, and that in fact I did all I could to prevent some of them from being adopted. Although not fully convinced that it would be wise to insist on even one language being made compulsory, yet believing, as a classical teacher of many years' experience, that Latin, when properly taught, is an excellent means of training and culture and that not only would a course in it be of advantage to a teacher if ever he wished to enter a profession or a university course, but what is of more importance, that it could not fail to give him a better knowledge and a more accurate command of his own lan-