

it will be wise policy and true economy to extend the operation of the new scheme to the highest grade as well. But first it will be proper to state the advantages that have accrued to education even from its present limited application:

1. Another *raison d'être* has been conferred on our High Schools, which establishes a claim on public support that in many places is the strongest argument for municipal generosity. Their claims on other grounds are no doubt equally cogent, but this is one in which the case of an efficient school comes home to the most economical councillor. The almost general acquiescence in the clause of the last School Act, which throws on the counties more of the burden of the support of these institutions, shows that this, amongst other things, has secured for them a recognition which had been refused to them before.

(2.) The High and Public Schools have been brought more closely together—a more decided unification of our school system has been effected. The Public School Master of the future will have been the High School student, and we may look for the complete extinction of an antagonism which still lingers in some localities.

(3.) The High Schools themselves have been improved. Example is contagious, and the introduction of a class of earnest students cannot fail to have a good effect on the ordinary school-members. On the other hand, many a teacher by attending a High School is induced to set his face towards a University career, whose highest ambition might otherwise be a Public School teacher's certificate. And further, as the Science optional group is that generally selected by the candidate for a Second-class certificate, more attention is now paid to Natural Philosophy and Chemistry than was usual under former regulations. High School Masters who are

not willing to be left behind in the race are forced to maintain, in some degree of efficiency, regular classes in elementary Science, of which any pupil may avail himself as well as the teacher in training.

(4.) The separation of the professional from the non-professional training of Second-class teachers has in itself greatly improved both courses, for it has directed special attention to each; while, by devoting themselves solely to the former, the Normal Schools have found their proper work, and under the system pursued necessarily do it better than when the sympathies of both masters and students were divided. And further, the competition which has sprung up amongst High Schools for this class of students, however harassing it may be to the masters, cannot be regarded as prejudicial to the education of the Second-class teacher in Literature and Science.

(5.) An increasingly large number of trained Second-class teachers are yearly provided, the advantage of which will soon show itself in the general improvement of our Public Schools. Under the late regulations a teacher might obtain a Second-class certificate, as indeed the candidate for First-class is still able to do, without having received any professional education other than what he picked up in the school-room, or gleaned from his private reading. The present arrangement properly forces him to take a session at a Normal School.

Although the new scheme had been in operation for only a year, it was found necessary last September to refuse admission to the Normal Schools to about two hundred applicants for professional training as Second-class teachers, many of whom have been from this cause thrown out of employment, or are now teaching by special permission of the Department on extended Thirds. If this state of matters