

of school hygiene has been attempted—but an effort has been made merely to set forth clearly the two main principles to be observed for the

enjoyment of health in any sphere—and especially in some of their aspects which it seemed had not before been very strongly insisted upon.

THE TRAINING OF FIRST-CLASS TEACHERS.

BY J. SEATH, B.A., PRINCIPAL, COLLEGIATE INSTITUTE, ST. CATHARINES.

THE prominent feature of recent educational changes is the increased attention now paid to professional training. An effort is being made by means of County Model Schools to supply what used to be a serious defect in the preparatory course of Third-class Teachers, while the utilization of the Provincial High-schools for the education of Second-class Teachers in Literature and Science, and the altered character of Normal School work so far as this grade is concerned, mark an important era in the history of both classes of schools. No doubt there must be many modifications of the present scheme before the Model School system can be regarded as complete, but the first step has unquestionably been taken in the right direction. With the Second-class teacher, however, the case is different, and the public may fairly be congratulated on the success which has so far attended the existing arrangements. As is well known, the change in both cases was due to the disproportionate increase in numbers of the lowest grade, the almost uniform absence of systematic professional education on the part of a very large number of masters, and the impossibility, under the then existing regulations, of remedying these defects without burdening the Province with the expense of additional Normal Schools. It is not unlikely, either, that the general im-

provement of the High Schools, and the fact that in them, even before the passage of the last School Act, a good deal of the work of preparing teachers had already been done, brought out more clearly the impolicy of the course that had been pursued. The alteration of the work of the Normal Schools to the purely professional training of one grade of teachers, is specially important, for it is a departmental admission that this is their true function; and it naturally follows that the continuance of a literary and scientific course of study in these institutions is justifiable only on the ground that the other schools of the Province are not in a position to do for the First-class Teacher what they now do for the lower grade. If it be true that both the High and Public School systems, and the public interests generally, would be benefited by the restriction of the Normal School programme to the professional training of First as well as Second-class Teachers, it will not be easy to defend the present arrangements in reference to the former. With a caution that under the circumstances was necessary, the experiment of engrafting on the High-school system what had been one of the Normal School functions, has been tried in the case of one grade of teachers. The object of this paper is to show that the time is fast approaching when