

tory of the first year, and in the pass English subjects of the same course of the second year.

GRADE A.—Honour standing in the honour English subjects prescribed for the course in Modern Languages with History of the second year, and the pass English subjects of the same course of the third and fourth years.

2. DEPARTMENT OF MATHEMATICS.

GRADE B.—Honour standing in the pass and honour Mathematical subjects prescribed for the course in Mathematics and Physics of the first year.

GRADE A.—Honour standing in the pass and honour Mathematical subjects prescribed for the course in Mathematics and Physics of the second year.

3. DEPARTMENT OF NATURAL SCIENCE.

GRADE B.—Second Class Honour standing in the pass and honour Natural Science subjects prescribed for the course in Natural Science of the second year.

GRADE A.—First Class Honour standing in the pass and honour Natural Science subjects prescribed for the course in Natural Science of the second year.

4. DEPARTMENT OF FRENCH AND GERMAN.

GRADE B.—Honour standing in pass and honour French and German of the first year and pass French and German of the second year.

GRADE A.—Honour standing in honour French and German of the second year and pass French and German of the third and fourth years.

5. DEPARTMENT OF CLASSICS.

GRADE B.—Honour standing in pass and honour Classics of the first year.

GRADE A.—Honour standing in pass and honour Classics of the second year.

I may add in explanation that the phrase above, "or the equivalent thereof," has been inserted in the Regulations in the case of grades A and B, and of these only, to enable the Education Department to recognize the equivalent examinations of the denominational Universities. The answer papers at the examinations for grades A and B will be valued by the examiners of Toronto University, those for the other grades by a committee appointed by the Minister of Education.

(3) Some one of the Departmental examinations detailed in (2) above is recognized in almost every case as the preliminary examination for entrance into the learned or other professions, and having passed one of those held on University papers entitles a High School pupil to a Graduation Diploma from the Education Department. These examinations, therefore, affect many others besides the teachers, for whom they are chiefly intended. As a matter of fact, indeed, these examinations include almost all the elementary scientific and literary examinations now held in the Province. The following statistics, which I take from the Minister's report for 1886, show how far-reaching are the examinations now controlled by the Senate of the Provincial University: Of a total High School attendance, in 1886, of 15,344, no fewer than 5,777 pupils are reported as having been in immediate preparation for a teacher's non-professional certificate; 723 for entrance into a learned profession; 969 for university junior matriculation, and 101 for senior matriculation. Those who are candidates for a High School graduation diploma merely, are reported under one or another of these heads. The statement in regard to the University examinations includes, of course, those preparing for the denominational universities as well as for the University of Toronto. It is well to note, however, that the former have assimilated their matriculation courses to those of the Provincial University; and if their examinations are not, in all respects, of the same character, they will probably soon become so.

(4) Since 1885, as now, the non-professional qualification for the position of assistant in a High School has been a degree in Arts from any chartered university in the British Dominions, the rank of undergraduate in Arts of at least two years' standing, or a First class certificate from the Education Department. The following statements, which I have compiled from the High School Inspectors' reports for 1887, show the non-professional standing of the teachers employed in the High Schools during that year; they show also the extent to which the different

universities influence our secondary system of education through their teacher graduates and undergraduates:

I. HEADMASTERS AND ASSISTANTS.

University	No. of Grads.	No. of Under-grads.	Total.
Toronto	163	8	171
Victoria, Cobourg	48	2	50
Queen's, Kingston	18	3	21
Trinity, Toronto	9	0	9
McGill, Montreal	2	0	2
Ottawa	1	0	1
Old Country Universities	6	0	6

In addition to the above, there were 83 teachers who held First class Departmental certificate, 21 who are qualified under special regulations, and 25 occasional teachers (teachers of drill, music, etc.):

II. HEADMASTERS.

University	No. of Graduates.
Toronto	68
Victoria	22
Queen's	10
Trinity	4
Old Country Universities	5
Certificate (under old law)	1

From the foregoing statements, it is clear that the Provincial University bears a unique relation to the teaching profession. It provides by far the largest number of High School head masters and assistants; in effect it largely determines (with, of course, the concurrence of the Education Department) the programme of study in the High Schools, and, above all, it sets the examination papers for most of the Departmental examinations; that is, for all but one of the grades of Public School teachers' certificates, for preliminary professional examinations, and for High School Graduation. I say "above all;" for, in this age of examinations, the body that sets the examination papers controls the character of the work done by the teachers. Nor will the influence of the Provincial University be confined hereafter to the non-professional work of High and Public School teachers. When the proposed chair of Pedagogy is established, its occupant will be in a position not merely to direct the professional training of High School and first class Public School teachers, but to mould the character of that of all grades of the profession. The University has intimate relations with one section of the medical profession; it will soon have more intimate relations with the legal profession; but with neither of these can its relations be so intimate as with the teachers and their work. Many advantages will, no doubt, result to the school system from the changes I have detailed above. It would, however, be a mistake to suppose that none will result to the University. The courses in the joint syllabus recently issued by the University and the Education Department mark a distinct advance on those hitherto provided by either, and are a proof that the advantages to be derived from the recent changes will not be altogether on the side of the school system. Were there nothing else, indeed, the mere fact that these changes will bring the University more directly into contact with the Secondary Schools of the Province is itself an advance of prime importance; for the University will hereafter be in a position to discharge more effectively those functions which justify its existence as a Provincial institution.

And now as to the proper courses of study to be taken by the intending teacher:—

The teachers in the High Schools may be divided into two classes: Teachers of special departments, or, as they are called, "Specialists;" and teachers of the general courses. By regulation, the minimum non-professional qualification for a specialist is a Departmental First-class Grade A certificate, or its equivalent; and for other teachers with University standing, the rank of an undergraduate in Arts of two years' standing. In view of the details I have already given, the University student who intends to become a teacher should have no difficulty in deciding what subjects will have most direct bearing on his future work. It is well to note, however, for the benefit of those who are taking a pass course, or who have to