

and this he must have acquired himself during his non-professional training. In view of these facts, we can see no valid reason why the present term of the Normal College should be prolonged. Looking at it from the standpoint of a high school teacher, and taking into consideration the time spent at the university along with the one year here, the course of preparation for this calling is now as long as that of any of the learned professions.

In reference to the Normal Schools, Mr. Black asserts that the weakest point of the system is "the low grade of academic attainment of the students." I suppose the majority of Normal School students have only Junior Leaving standing. Then there is the question, is a person who has passed the Junior Leaving examination from the standpoint of literary attainment not qualified to teach in a public school?

The elementary subjects, arithmetic, English grammar, geography, etc., which form the chief part of the public school curriculum are pretty well exhausted in the Junior Leaving work; and in the ordinary college course the previous knowledge of these subjects is not much enlarged on. Mr. Black descants on the Junior Leaving candidate's ignorance of grammar, literature, etc. Now if this is the case, it is a serious reflection on the high school teachers of the province, but an examination of the facts show us that it is untrue; and, as a matter of fact, it is only a small proportion of those who have passed the Junior Leaving examination that cannot speak the English language without violating the rules of grammar.

As regards literature, it is true that the majority of Normal School graduates may not have a very broad knowledge of the subject, but is this a considerable disadvantage for the work they have to do? No reasonable man will claim that children of public school age are capable of appreciating English literature generally, but only

such literature as in language and thought is perfectly adapted to their mental calibre; and for the interpretation of this it is not necessary that the teacher should have a critical knowledge of Shakespeare, or have studied Goethe's Faust, or read Homer in the original. Indeed may not the possession of such knowledge be to the teacher, so far as elementary work is concerned, in many cases actually a hindrance rather than a help?

More: He says that so large a percentage of the holders of Junior Leaving certificates have been educated by the cramming system, that they have not a sufficient general education as a basis for normal instruction. It is not alone Junior Leaving candidates that are suffocated by the cramming system, and so long as the written examination is made a final test and the success of pupils at examinations, the chief criterion of a teacher's power, this evil will be amongst us; moreover it applies to our colleges and universities as well as to the high schools.

Mr. Black's criticism of our Model Schools, I am, owing to the limits of space, obliged to pass over, but there is a function for these schools, and as at present constituted they do their work well. Be it admitted that there are many short comings in our normal system; still it must be apparent to any man or layman who takes a common sense view of the subject, that Mr. Black's views on this question are lamentably erroneous; that his criticism of the Ontario Normal College is altogether impertinent; that the changes he suggests in regard to the Ontario Normal College course would be of no direct aid to the teacher; and that his assertion regarding the ignorance and illiteracy of our Normal School graduates is wholly unsupported by the facts.

Again I say, let it be admitted that there are imperfections in our normal system as a whole; be it admitted that there is and always will be room