

narrow literary tendency; that to this tendency is due the rush of so many young men to the large centres of population in search of what, looking at their scholastic training, they regard as the most congenial occupations; that it is possible for the schools to do as much towards counteracting the tendency in question as they now do towards its encouragement; that a course of physical science from the primary to the higher schools, would be likely, in a great measure, to fulfil the purpose in view, by directing attention to the natural resources and capabilities of the Province; that this may easily be effected by the demand for more knowledge of the requisite kind, and, perhaps, less of some other sort; and that the study of physical science is, as a means of mental discipline, fully the equivalent of any other course, generally, and, so far as Ontario is concerned, likely to prove of more than usual practical utility. Any fear that the ranks of commercial and professional life might, by pursuing this course, become depleted, is perfectly groundless. Natural selection, outside of any aid extended to it by artificial means, will always enable the right man to find the right place. The round man in the square hole, or *vice versa*, would be a thing of far rarer occurrence than it is to-day, and the number, who, as at present, have so much difficulty in meeting with any sort of a hole at all that they are qualified to fill, materially diminished.

Let us, at the very least, in all our teaching, try to impress upon the youth of this land, in whatever relates to its immense physical resources and great natural beauties, that ignorance is *not* bliss, and that it is *not* folly to be wise.

## PROFESSIONAL EXAMINATIONS IN COUNTY MODEL SCHOOLS.

MR. JOHN DEARNESS, I. P. S., EAST MIDDLESEX.

In the preliminary discussion of my subject, "The Professional Examination of Teachers," at the meeting of the Directors, the only limitation or suggestion proposed was that I should consider the causes and effects of the large annual increase in the number of teachers, and how this increase could be checked in case it were shown to be an evil. This point I shall notice but briefly for two reasons: first, it is my intention to consider, not how to diminish or limit the number of teachers, but how to improve their efficiency; second, the over-crowding of the profession is the subject of a paper to be read before the Section of this Association which it specially affects. It is unquestionable that there is loss to the country when the number of persons annually added to the

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