

changing the word "should" to *must*, he might be doing an incalculable good to the education of the Province. Mr. Inspector Tilley, as usual, puts in a valuable report on these schools, in which he advances cogent reasons for lengthening the Model School term for students-in-training. In the course of his remarks he says: "The non-professional training and the non-professional examinations have been engaging the major part of our attention for years. I think we may very properly allow these to rest for a time, and turn our attention to the improvement of professional training. The time, labour and money expended upon the former appear to be quite out of proportion to that expended upon the latter. We require *teachers* as well as *scholars*." He shows that as there are at the present time 147 teachers to every 100 vacancies, the standard for admission to the profession may be raised very considerably without causing the supply to fall below the demand. The majority of the principals agree with him that the Model School term is too short to produce really satisfactory results.

NORMAL SCHOOLS.

How many students successfully passed the examinations at these schools? What percentage were they of those who attended? What are the salaries of the masters? Was the curriculum of professional training strictly carried out? What is the cost of these schools to the country?

These are questions that any one taking an intelligent interest in Normal School education would at once ask, yet we seek in vain for an answer to them in the pages of the report before us. By the Public Accounts we see that Dr. McLellan still receives a salary as inspector of Normal Schools, What has become of his report? We know of no one man more able or in a better position to help the Public

School teacher than Dr. McLellan, and the absence of his report from the yearly Blue Book of the Education Department is a felt want.

INSPECTORS' REPORTS.

The reports of the Public School inspectors show that education is making satisfactory progress in Ontario except with that class that the compulsory clause of the School Act was intended to reach. There is remarkable unanimity among inspectors, who daily see the need of its enforcement, that this clause is a dead letter, and regrets are expressed that trustees do not put it in operation. We regret that trustees are not made to do so.

The reports of the High School inspectors deal largely with their method of grading with a view to distribute the legislative grant. In addition to this, the junior inspector favours us with an elaborate report on the teaching of most of the subjects in the High School programme, in the course of which he gives us the benefit of his own views on the way some of these subjects should be taught. His remarks are worth the attentive perusal of all our High School masters, for while many may benefit by his practical observations, all should heed his warning notes as danger signals for the coming examinations. It seems to be his aim to make himself an important factor in the education of Ontario by means of these examinations, and we can imagine with what bitterness he regrets that "drill, calisthenics and gymnastics cannot be placed upon the examination list." He has some excellent remarks upon the teaching of science and English literature, which unfortunately are marred by his dogmatic style. Dogmatism is not his only fault. His writing has other blemishes. For example, in one place he says, "the teacher might direct the reading of the pupil and thus supplement an in-