

School, Mr. Johnston, Principal of the school, wrote to the Minister of Education in regard to the matter. Mr. Crooks' reply is given in the "Ontario Notes" of this number. It will be read with satisfaction by those interested in the professional training of the lower grades of teachers. It is especially satisfactory to know that Councils are not to have any option in the matter of making grants in aid of their Model Schools. The general policy of the Educational Department is to leave, as far as possible, the arrangement of local school matters to the people of the municipality or section concerned. The training of Third Class Teachers is not merely a local question, however. It is an essential part of our national system. It is true that, so long as the teacher has only the Third Class rank, his being trained or not simply affects the County in which he receives his certificate. But as soon as he gets one step higher his domain becomes the Province. The Province recognizes this fact, and gladly pays its grant to secure the efficient working of the County Model Schools, so that the foundation of the training system may be properly laid. It has, therefore, a right to say to every County, "Do your duty." It is pleasing to know that the intelligence of the people throughout the land is so great, that in nearly every County it was only necessary to call attention to the duty. Where it has been so cheerfully assumed and so readily performed, its enforcement will be no burden.

FIRST CLASS TEACHERS' EXAMINATION.

The number of candidates for First Class Certificates at the recent Ontario examinations did not average one for each county. Of those who succeed in obtaining a First Class Certificate for the first time there will probably be, on an average, one for every two counties in the province. Nearly, if not quite, as many First Class Teachers will leave the profession during the year for various reasons. Their number is not therefore likely to increase under present arrangements. It may not be desirable that very large additions should be annually made to their ranks. It would certainly be unfortunate if an increase in their numbers should be secured by lowering the standard to which they must attain before receiving a certificate. There is no doubt, however, that there should be more First Class Teachers than there are at present. It is not possible, while retaining the present high standard of acquirements, to secure a large number of candidates for First Class Certificates. Is it the high standard required that discourages so many from attempting to obtain the highest rank? We think not. The deterring cause is the extent rather than the difficulty of the work to be accomplished. There are too many subjects embraced in the First Class programme for one examination. A teacher who is engaged at his professional work cannot get time to cover so much ground in one year. Even when he tries to do so, and succeeds in passing the examination, he does so by "cramming." This is what the Education Department wish to avoid, but under existing circumstances it is unavoidable. Would it not be better to divide the work at present crowded into one examina-

tion, into three parts—namely, two non-professional and one professional examination? The non-professional work might be grouped under two general heads, Mathematics and English; and the professional work might be extended and taken at least one year after a First Class non-professional standing had been attained. Each teacher would by this arrangement be enabled to study each subject much more thoroughly, and higher percentages might be required for the various grades of certificates than at present. The pure professional work of the teacher's course would be made to occupy a more important position. The time necessarily occupied in obtaining a First Class Certificate would be such as would ensure sufficient practice in teaching on the part of each candidate. The Normal Schools would become more thoroughly training institutions. But the chief benefit to be expected from the change would result from the largely increased number of good Second Class Teachers, who would be induced to work for a higher certificate. More First Class Teachers are needed everywhere; leaving out the cities, there are only three of them for each county on an average. There must be more of them before teaching can properly be regarded as a profession.

TEACHERS' EXAMINATIONS.

The examinations, which have caused so many hours of anxiety and toil to such a number of teachers and students in Ontario during the past year, are over. The number of candidates for certificates, especially for those of the Second and Third grade, is larger than ever before. The results are not yet fully known, but so far as the examiners have been able to report the candidates have done, on the whole, better than usual. The work of preparing for the non-professional examination is now done chiefly in the High Schools, and is therefore more thoroughly and carefully done than formerly. The High Schools have found the preparation of candidates for the examination to be one of their most important functions, and have therefore made greater exertions to perform it properly. The adaptation of the Intermediate and Second Class work has enabled the Masters to do this work successfully. The papers of the Central Committee have, on the whole, given more uniform satisfaction than formerly. This is what might be expected, and shows that the Examiners have learned to estimate correctly the general advancement of education throughout the country. Another reason for the general approval which has been given to the papers may be found in the fact that the examinations are no longer competitive. Mr. Crooks decided wisely, that the object of all the examinations conducted by the Department should be simply to find out whether a candidate was possessed of a sufficient amount of knowledge to entitle him to a certain standing or not, instead of to discover which candidates were possessed of the greatest amount of knowledge. The "grouping" system has also produced good results. There is, no doubt, still room for improvement. The general principles upon which First Class certificates, at any rate, are granted may be somewhat modified by experience, and the papers in one or two of the subjects may