

by intuition on correct methods of instruction or discipline, or to educe them experimentally within such a period as to prevent incalculable mischief during the process? The natural recourse of the perplexed novice is to the practice of pure memoriter text-book recitations, with their consequent intellectual stagnation and sterility, and with the chances strongly in favor of this vicious method perpetuating itself."

The remedy for this is to make "our provincial licenses, with a due regard to vested interests, as reliable guarantees of teaching ability as they now are of scholarly attainments."

To attain this end, Dr. Allison urges that professional preparation be made an imperative standard, but would not insist on compulsory attendance at the Normal School; and he makes the following propositions:

1. The elimination from the provincial syllabus of all professional features, giving to the resulting certificate, according to grade, the character simply of a testimonial of scholarship, which shall be held to be the only required non-professional basis of license and the sole credential of admission to the Normal School, where, except as needed for illustrative purposes, the work of general instruction shall no longer be carried on.

2. That the necessary professional complement of this general certificate shall be either:

- (1). Classification at our own or some other approved Normal School doing equivalent work; or,

- (2). The successful passing of a professional examination under definite provincial regulations, which shall in general embrace the requirements implied in (1) and which shall be conducted in some central place providing the necessary conditions, partly of course in writing, but largely by exhibitions of practical work, with oral questioning on points arising in connection therewith.

3. That the general provincial examination should be made self-sustaining, while the expenses of the special one for licenses should be borne by the province, and should include reasonable travelling allowances for the candidates.

4. That as third-class teachers are a "vanishing quantity" in our system, they might be excepted from these arrangements, some local method of granting them professional certificates being provided.

Among the advantages I would anticipate from these modifications, I may mention, in addition, of course, to the increased efficiency of the teaching staff of the province, with the corresponding gain to the schools:

1. A most desirable differentiation of academic and professional instruction. The Normal School, relieved of the burden of ordinary class-room work, would concentrate its energies on professional studies and practice, with attention to certain intermediate subjects, such as music, drawing, science in its relations to oral elementary teaching, etc. The high schools, academies, and superior schools generally, would experience a similar relief and in like manner be set free to carry on their proper functions as instruments of secondary education. At present while almost every school in the land has its class of candidates "studying for license," no

teacher is under the slightest obligation to give instruction in the required professional subjects. These have not, and should not have, any place in the established courses of study. So far as instruction is given in them, they are taught in an irregular sort of way, generally "out of hours." Under the proposed arrangement, this vexatious addition to regular work would come to an end. The non-professional syllabus for teachers would be identical with the advanced portions of the prescribed course of study.

2. Such an equalization of supply and demand in the matter of available teachers as would make the profession of teaching at once more remunerative and more honorable. Some persons having purely temporary purposes to serve by becoming teachers might experience inconvenience; those who propose permanent identification with the profession would gain much in every way. But enlargement on this point is not necessary. In any case the interests of society must override those of individuals.

The report of the Minister of Education for Ontario shows that the number of children attending school at present is less than it was ten years ago. The maximum was in 1877, the minimum in 1883. They were respectively 490,860 and 464,369. In 1886 the number was 487,496. The minister observes a slight improvement in the regularity of attendance; but refers to the "compulsory attendance" clause of the law, which requires 100 days' attendance per annum for all between seven and thirteen years of age, as never having been enforced by the trustees. In 1886 there were 7,364 teachers, of whom 2,727 were males and 4,637 females. There has been a steady decrease in the number of male teachers. The average salary of male teachers was \$424, of female teachers \$290. In counties they were \$400 and \$270 respectively; in cities \$794 and \$401 respectively. There are 5,454 school-houses, of which 607 are log buildings. The average cost per pupil was \$7.09 on total attendance and \$14.46 on average attendance, against \$6.13 and \$14.15 in 1876. There are 109 high schools with 378 teachers and 15,344 pupils, costing \$31.14 per pupil on total attendance. There are fifty-five model schools for the training of teachers—1,491 were in attendance for 1887, of which 1,375 succeeded in passing.

From the last annual report of the public schools of the State of New York, we find that the number of children of school age was 1,763,115; the total enrolment, 1,037,812, and the average daily attendance, 625,610. That is, the average attendance is about 60 per cent. of the enrolled pupils and only about 35 per cent. of the total children of school age. Of 31,000 teachers only 5,821 are males. From these figures we find the average school for each teacher to have an attendance of about 20 pupils only, in a