

teacher of to-day has never given five minutes consideration.

Space will permit only a bare reference to the fact that the utility of the Ontario Normal College is hampered most seriously by the shortness of the course. As if any man or woman could possibly master the most difficult of all the arts and sciences in a single year! When the course is trebled in length it will be time enough to resent an insinuation that we view teaching not as a profession at all but a very easy trade.

Much that has been said with special reference to the Normal College has a very direct bearing upon the Normal Schools. Here we have the evils of an inadequate course and a short term, in intensified form. But probably the greatest handicap under which the Normal Schools labor is the low grade of the academic attainments characterizing a very considerable percentage of their students. The principals of such schools will inform inquirers that an unduly large proportion of the time and energy of the teachers-in-training is perforce devoted to non-professional work. This is an evil that is itself a symptom of one even greater.

It is a fact that very many indeed, who have passed the Junior Leaving Examination of our high school course, cannot speak one hundred words in ordinary conversation without a grammatical error and cannot speak ten words without a *lapsus linguæ* as regards articulation and pronunciation. It is the truth that very many Junior Leaving students have lost most of the skill they may at one time have possessed in oral reading, and that their writing is ordinarily atrocious. It is the case that average high school students of Junior Leaving standing are densely ignorant of English literature outside the narrow grooves defined by the examination syllabus. And it is not unfair to say that the Junior Leaving student's knowledge of history, geography, arithmetic and other foundation subjects is generally scrappy and super-

ficial. In short, so large a proportion of the holders of Junior Leaving certificates have been suffocated, educationally, by the cramming system, that they are not possessed of any adequate general education as a basis for normal instruction. It is not the purpose of this paper to treat at any length of remedies; until high schools cease to be compared on the basis of examination results and until a *sine qua non* in conferring a Leaving diploma, is the confidential report of the staff that they consider the candidate to be possessed of a thoughtful and reasonably well-stored mind, of earnest purpose and of refined manners,—we need not look for any material improvement.

Any adequate treatment of the anomalies of our Model School system would render this paper too long for publication, but the writer cannot forbear entering a protest against at least some of them.

An inevitable consequence of existing conditions in our Model Schools is the practical violation of every principle of pedagogy aimed against the forcing methods that we wish teachers to avoid. If the teachers-in-training get any notion of the evils of cramming, they get that notion itself by cram. Remember that for some reason public opinion seems to demand the graduation of the overwhelming majority of model school teachers-in-training after a single term. Remember that the students are boys and girls of eighteen, fresh, or rather, verdant, from the high schools, deplorably deficient from an academic standpoint, and as conversant with pedagogy as with meteorology. And then remember that apart from his desperate endeavors to make good the academic weaknesses of his teachers-in-training, the unfortunate model school principal is asked in a fourteen weeks term to lead his flock through a professional course very briefly outlined in an official syllabus of four hundred lines. The student must spend much time in "observing" (sic!) must prepare and