

The institutions for normal training in Ontario are classed as Model Schools sixty in number; Normal Schools, three in number; and the Ontario Normal College. Let us commence with a scrutiny into the weak points of the last named institution, with which we are all familiar and whose interests we all have at heart. An ancient proverb says that there is a crack in everything the gods have made. If I were not afraid of being charged with an irreverent pun, I should express the opinion that, associated with even the Ontario Normal College, our own Alma Mater, the leading pedagogical institution of British North America, are several things showing serious evidence of the existence of cracks somewhere.

No one familiar with the facts will question the statement that there is something decidedly wrong with the system of examinations of which O. N. C. students are the victims. It is bad enough so often to see deserving students and apt teachers plucked by extramural pedants, bent upon ignorantly proclaiming their knowledge of everything except pedagogy; but, from the point of view of the public weal and the interests of our profession, it is perhaps worse that frivolous and superficial students should not infrequently escape the examiners' net, to injure the good name of our college and exercise a permanently injurious influence on the boys and girls entrusted to their charge. Space will not permit enlarging on this theme, and the nature of our topic precludes any satisfactory discussion of the remedy required. However, the examination evil is one regarding which the writer is convinced that the college faculty and the students, past and present, feel very keenly.

Again, it seems to the writer that the course of study in the Ontario Normal College is, in important respects, inadequate to the ends in view. The history of education should be studied in very much greater detail.

The graduate of the highest institution for professional pedagogical training should surely have an intelligent grasp of the general history of education and the development of educational theories, together with the educational biography involved. He should have more knowledge of the history of education in this Dominion, including the origin, nature and peculiarities of the various provincial school systems. And the study of the history of education in Ontario should involve a detailed examination of school law and regulations, and a careful scrutiny of the principal alterations therein and additions thereto, the work of the educational leaders of the last half century. Under existing conditions there is no entirely adequate remedy for this lack, as the college year is already full to overflowing. But, under the circumstances, the writer believes it would be well to require intending teachers-in-training to pass a preliminary examination on the History of Education.

Secondly, the curriculum is seriously defective so long as it does not call for a careful comparison of our own school system with those of other contemporary peoples and the observation of the educational experiments and innovations of other lands. The holder of a certificate of graduation from the Ontario Normal College should, for example, be able to express an intelligent opinion regarding technical and general manual instruction; regarding the People's High Schools of Denmark; regarding municipal boarding houses connected with schools, as existing in France; regarding night schools and their work, as viewed in different countries; regarding the desirability and feasibility of medical and dental inspection of public schools; regarding school gardens; regarding the conveyance of children to school at the public expense; regarding the nature and function of ambulatory schools; and regarding scores of other topics of absorbing interest to which the average