

high school masters. In our own province, where we have had lately enunciated the principle in a regulation, that all teachers must be trained teachers, there are three normal schools, as there are also three in the Maritime Provinces, one for each. Travelling westward, we find that in Manitoba there is a normal school, though it is anything but too wide in its provincial influences. In Regina or British Columbia there is as yet no institution of the kind, while in many sections of all the provinces there still prevail, more or less, a penny-wise and pound-foolish sentiment that a normal school training is more of a fad than a necessity.

Is it possible for you to bear with me while describing, even in the most concise way, our several Canadian normal school systems? Beginning from the east, the Nova Scotia Normal School, established at Truro by the most self-sacrificing of Canadian educationists, the Rev Dr. Forrester, and still having its abiding place there, is a well equipped institution, efficiently staffed, though it has not yet come to be so intimately identified with the provincial system of education as to have its diploma recognized as a *sine qua non* in the making of Nova Scotia teachers. For the training of New Brunswick teachers, there is a normal school established at Fredericton, and, though for the moment some would wish to classify it as a house divided against itself, its work is in full touch with the educational system of the province, just as are the several normal schools and model schools in Ontario. In Prince Edward Island there has been for some years the travesty of a training department for teachers in connection with the Prince of Wales College, though the Prince Edward Island Normal School had an honor-

able origin in the well conceived system of public instruction, outlined in the School Act of 1877. Coming home to ourselves, there are three normal schools supported by our province, two in Montreal and one in Quebec, all of them excellent in their way but sadly needing the money for their fuller development, which Mr. Marchand is not, I think, indisposed to provide them with. No province can give too much money to its normal schools—if care be taken that it is not mispent. As for the McGill Normal School, there have been manifest improvements in its curriculum of later years, with the practising function brought so far into a more effective equilibrium with the lecturing that we are all convinced that, with its trained teachers in all our schools, one side of the school system of Quebec will soon hold no unenviable position among the school systems of Canada; and I have often thought that were a more intimate relationship to be established between our inspectors and the institution, with possibly an inspectors' visiting day or days arranged for, the country districts would be brought to recognize the fact of its efficiency much sooner than they seem inclined to do.

Naturally enough, it is by observing the deficiencies of these institutions, that we find suggestions in behalf of reform for our own, though in our advocacy of reform it is neither politic nor necessary to enlarge upon these deficiencies. In at least four of our provinces the "fiat" has gone forth that all public school teachers must be trained teachers and this in itself is encouraging seeing such a "fiat" has not gone forth in any other country in the world save in Prussia and Canada. Even our brethren on the other side of the line have not yet reach