

the professional and non professional training in some branches might be concurrent, the anxiety of the students to pass an examination in which the distinctively professional subjects are conspicuous for their unimportance, and the natural anxiety of the Masters to fit them for the ordeal, can have but one effect on this course of study. It is also noteworthy that fully one-half of the time of the members of the Normal School staff is spent on the class in training for first class certificates.

(3) The attendance of candidates for First class certificates is generally very small. Towards the close of last session, the number at Toronto was reduced to about a dozen, and the Ottawa staff had to concentrate their energies on a solitary student. If there were no other mode of providing for the requirements of this class of teachers, the end would justify the means; but, when the same work is being done elsewhere at far less cost, the maintenance of the present system involves unnecessary expense and a loss of educational power.

(4.) The English and Science departments of the Upper School programme of our High Schools is identical with the course of study prescribed for First-class teachers, if we except what must in courtesy be called the professional subjects in the latter.

(5) Some of the High Schools now undertake to train candidates for First-class certificates, but necessarily at a disadvantage, owing to the admixture with Literature and Science of other subjects, for instruction in which the Normal Schools have, as matters stand, special facilities, and to the absence of any inducement to render this department efficient.

It will be seen, then, that the two classes of schools are now related to the question of the training of First-class teachers, in precisely the same way as they were to that of Second-

class teachers before the inauguration of the present scheme. Both High and Normal Schools now undertake the First-class course, and from the nature of the case the professional subjects are practically treated as of comparatively little importance.

The writer believes that, if the professional and non-professional courses were separated for First as well as for Second-class teachers, the former being relegated wholly to the Normal Schools, and the latter to the High Schools, the change would be beneficial to general education, and at the same time more fully meet the special requirements of the profession. The acceptance of the principle in the case of Second-class teachers is an admission of its correctness, while the marked success that has attended the experiment justifies the further extension of the system. The advantages which have been claimed as resulting from the present limited utilization of our High Schools would be increased. The High Schools would become more popular; the school system would be rendered more symmetrical, and each class of schools would have a well-defined place and well-defined duties in the scheme of public instruction. The Normal Schools, in particular, would thus be enabled to devote themselves wholly to their proper duties; the professional training of teachers, if properly carried out, would become an integral part of a well-ordered course, and important branches of study which are now omitted might receive the attention they deserve. Foremost among these may be placed Psychology. Although the elements of this Science, and of the Philosophy of Education, should be known to every teacher, it is chiefly to the Model School Master and the Public School Inspector that the Province must look for the dissemination of correct notions on such subjects, not necessarily in the form of set lectures, but as occa-