

forcing the Inspector, unless he is possessed of back-bone of more than ordinary stiffness, to secure temporary certificates and "extensions" when there is no good reason for their being asked.

The movement for an increased grant to public schools is of great moment, and we earnestly trust it may be successful. At present the Legislative Grant is a mere pittance, and the basis upon which it is distributed is antiquated and wrong. Public aid to educational institutions should be given in proportion to their needs and the efforts their supporters make to help themselves. Neither of these ends is accomplished by the present mode of distribution. The scheme suggested by the Inspectors who met at Kingston commends itself to our judgment as equitable in every respect. It takes average attendance and the local rate of taxation into consideration. In a future issue, we purpose returning to the consideration of the matter. At present, we ask for the matter the attention of our readers.—
North Hastings Review.

PROTEST OF SENATE OF QUEEN'S UNIVERSITY

AGAINST GRADUATES BEING COMPELLED TO ATTEND THE NORMAL SCHOOLS BEFORE ACCEPTING A MASTERSHIP IN THE HIGH SCHOOLS.

To the Honourable the Minister of Public Instruction for Ontario, Toronto:—

The Senate of the University of Queen's College would respectfully represent to the Minister of Education and the Governor in Council with reference to the Order in Council of July 31st, 1882, approving "Amended Regulations as to training of teachers in the Normal Schools," that Section three makes changes inadvisable in themselves, and the inevitable tendency of which is to discriminate against the graduates and undergraduates of all Colleges and Universities, outside, of Toronto.

The holder of a First Class Public School Teacher's Provincial Certificate is, but a University graduate hereafter is not, to rank as a legally qualified Assistant High School Master. The Senate considers that when a man has been taught for four years by men whose position is a guarantee that they are the

highest kind of educators of youth attainable, he himself has been trained to teach according to the only method that, in the judgment of the best authorities in the teaching profession, is worth anything as a preparation for the actual work of teaching. To oblige such a man to go to a Normal School before he can be allowed to teach is an additional bar to those already existing, the effect of which is to exclude the highest class of men from the teaching profession. While to prevent trustees from appointing such graduates as assistants is to narrow their choice, and to restrict them to men who, in the judgment of the world, have had an inferior training.

The change proposed affects not only the character of future High School Assistants, but also of Head Masters. Hitherto a graduate could be appointed an assistant, and if he gave practical proof, for a sufficient time, of knowing how to teach and how to rule, he was eligible for a Head Mastership. To subject him, in addition, to what is called a "professional training" or a text-book examination is something worse than a superfluity.

The change proposed with regard to undergraduates of the fourth year is still more objectionable. An undergraduate within one year of his degree is to be induced to withdraw from that training of the whole man which is acknowledged to be the highest, to the comparatively unimportant routine of a Normal School, or to what is called a "professional training" in Toronto, from September till the Christmas holidays. He is to lose a year for this three months' "training." Another year, which, if it is to be made compulsory, would be much better spent in post-graduate University work, is added to his College course. And it must be pointed out that something like a bribe is indirectly offered to all undergraduates outside Toronto to leave their own Universities, and attend where they can take simultaneously their collegiate year and their "professional" three months. Doubtless the Minister intended no such consequence; but it is the duty of the Senate to point out the inevitable results of the changes proposed. The higher class of minds will be more and more repelled from a profession which even at present is not attracting them to the extent we would all like to see; and to the lower class of minds powerful inducements are presented to induce them to shorten their course, by transferring themselves to Toronto, from the seats of learning they themselves had previously chosen.

The Senate trust that changes that seem to them to be unnecessary, and in the interest of an attempted over centralization, and