

that school boards will use such methods and that teachers will consent to cheapen their services to an extent that is appalling. The "others" are to be pitied in that, through no fault of their own, they find themselves in an unfortunate position into which they have to some extent been cajoled, and out of which they can get only at considerable inconvenience and loss. The way by which they arrived at their unfortunate position was the pleasant, broad way of the Model Schools; the ways by which they get out are divergent and thorny.

That the number of Model Schools in the province is far in excess of the work which they are required to do is gradually becoming alarmingly apparent, and at the present moment we see the unusual spectacle of factories, or mills, or whatever you may choose to liken them to, turning out about three times as much material as there is any demand for. At the same time another branch of the same government educational system is tugging at the provincial purse strings in the hope of obtaining sufficient money to pay a deficit of several thousands. There are Model Schools in each county receiving support from the Education Department of Ontario and charging fees by no means adequate to meet the expenses of maintenance. The fees are altogether too low. This is, no doubt, that the advantages of the Model Schools may be within the reach of all, as we are told when a dictionary is offered for sale, but now that it has become apparent that there is by no means room for "all" to gain a livelihood by teaching, the fees might reasonably be raised so that the Model Schools should be self-sustaining. But, it might be objected, by such action a great number of prospectively proficient teachers would be lost to the world. Not necessarily, for, in addition to raising the fees the number of Model Schools should be reduced considerably. This reduction in the number of Schools would necessitate but a small increase in the amount of the fees, owing to the reduced cost of maintenance consequent upon centralization and the increased number of students at each school. Then, when the reduction had been accomplished, and the fees had been raised sufficiently to make the Model Schools self-sustaining, the Education Department would be in a position to devote a portion of the sum voted in previous years to this account to scholarships, or exhibitions—call them what you will—to be given to a candidate or candidates at each Model School who would otherwise be unable to take the course, provided the candidate had shown that he possessed a natural faculty for teaching. The examination should not be all, or nearly all, a written one, but should consist, to a considerable extent, of tests of the candidate's natural ability to impart knowledge, or, in other words, to teach.

In another way the Model School as it exists at present raises false hopes and fails in its work, while it in part, and to a greater extent its offshoot the Normal School also, does harm to the universities. When a teacher has completed the course at the Model School and is thus qualified to hold a position under the government which has trained him, which in fact has done more than that, has well nigh coaxed him to be trained, he has some claim to have at least a reasonable chance given him of obtaining employment in the educational system for which he is avowedly educated. Unfortunately, this chance is not given. It is impossible that it could be given when two of every three persons who are trained by the government as teachers must look for employment in some other occupation in order that they may earn their daily bread. This, at present, so far as the Normal Schools are concerned, is not so true, since they are not so numerous. But these, too, are becoming a burden and an evil, though in a different way.

It is being pretty well accepted by the graduates of our universities as a burdensome but unavoidable law that they must take a course at a Normal School (or at the School of

Pedagogy, which is really a Normal School), before they can, with success, compete for the few places which become vacant from time to time on the staffs of the Collegiate Institutes and High Schools. And, on the other hand, it has become a sore grievance to the man who, with his certificate and Normal School training alone to depend upon, finds himself out-classed by the university man who has taken a Normal School course. If the Normal School were fulfilling its duty there would be no preference given the university graduate. Evidently, then, as a thing by itself the Normal School is a failure, and until it becomes incorporated as a department of university education its maintenance is a piece of useless extravagance and an intolerable grievance.

What becomes of the superfluity of teachers which reduces wages and quality to a minimum? is a fair question. The embryos loiter for a time, waiting in vain "for something to turn up," and then drift into the current of the busy world to obtain wages as best they may. The time which they have spent in the training schools has been a loss to them, to a great extent, for, if they had not the money to lose in a gaming speculation they could much better have used it in fitting themselves for the occupation into which they have ultimately drifted. If they have been able to afford the outlay they would have expended their money to much better advantage in taking a university course. A Model School or Normal School course is to a great extent technical and teaches knowledge only as a means to an end—and that end to teach again. A university course should teach knowledge, but of a different sort—namely, culture.

The superabundance of teachers and the poorness of wages must soon bring into existence some sort of protective association similar in character to the Law Society and the Medical Council, if radical means for checking the overcrowding are not shortly adopted. The subject, in any case, presents food for reflection whether considered as a means of economizing for the benefit of the provincial university, or for the good of all university education and our public schools, or as a social problem in this age of overcrowding when we of the rising generation are comforted with the fond hope that "there is always room at the top."

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