

the High Schools of Ontario is not equal to the demand."

"There are many who, from lack of training, are unable to do work of a really high character."

"Misdirected energy, faulty discipline, empirical, capricious and changeable methods, waste of time, neglect of foundation work, hazy and pointless and inconsequential presentation of subject-matter, may be specified as among the most prominent faults in those who have not made the art of teaching a distinct study."

The Inspectors, in accordance with the principle referred to, and in view of the facts cited, urge upon the Minister the necessity of at once providing the means whereby an improved state of things may be brought about.

The Minister admits the force of these representations, their suggestions meet his approval, and, after due consideration, he takes steps to give them practical effect. The first definite proposal is to utilize Upper Canada College for the purposes of a Model High School. This idea is apparently abandoned, and, instead, it is proposed to establish at the Education Department, Toronto, a course of lectures on professional subjects for first class teachers and High School masters. A Regulation is framed accordingly, and, in July, 1882, is approved by Order in Council. This Regulation, however, is subsequently suspended, the reasons for which have not yet been officially stated.

The question evidently has not reached a definite settlement, and hence it may not be deemed inappropriate for us to discuss it, and, if it be thought advisable, formulate our views thereon.

Before expressing an opinion myself, or leaving the question with you for discussion, it may be well to notice some of the objections urged against the Regulation. For convenience they may be classified as follows:—

I. Objections offered professedly in the interests of those who are usually appointed assistant masters in High Schools; for example—

(a) "This Regulation would prove a serious obstacle to many deserving young men, and prevent their ever taking a university degree. Many of these work their way through college by teaching in High Schools for a year or two; and it would unreasonably interfere with their course to require them to spend the additional time necessary to take a special course at the Education Department or Normal School."

(b) "It would be rather lowering to university graduates to have to attend a Normal School after going through college, and take up a course intended for Public School teachers."

II. Objections which in effect condemn Normal School methods as essentially defective:—

(a) "The training which is proposed would not be materially beneficial. Necessarily formal and mechanical, the course would tend to produce a *dead uniformity* in our High School teaching."

(b) "It will also fail to furnish these young men with that inspiration for their work which they can receive by associating with their college professors. In the latter case 'the contact of mind with mind' will supply both a knowledge of the subjects to be taught, and that superior inspiration which will qualify them to impart the knowledge to others."

(c) "These young men do not really require such a course, for they have already been associated, not only with college professors, but previously with High School masters, whose methods they have observed."

(d) "Some of our best High School masters never attended a Normal School."

(e) "If a High School is furnished with a first-rate teacher as head master, there need be very little import-