

were to be regarded as merely temporary, the necessity for a change of some kind would be less obvious, but the capacity of the Normal Schools is limited, and under existing arrangements they are unable to send out more than three hundred and sixty Second-class teachers a year. There certainly is one way in which the authorities can put an effectual check on the production of holders of non-professional certificates—by increasing the severity of the examination; but this is a remedy that for some time to come would be both impolitic and unjust. To a gradual rise of the standard within limits there can be no objection, provided it keep pace with, and be not in advance of, the progress of education. The *per saltum* principle, however praiseworthy it may be in the arrangement of some matters, is indefensible when it affects the complex machinery of our schools; nor is one bound to admire the eccentric orbits of the examinations of July and December, 1877. There can be little doubt that unless this expedient be resorted to, the number of applicants for admission to the Normal Schools will steadily increase instead of diminishing. All the efforts of the Department have been directed to this end, and this question, though it may be shelved for a time, will soon be up for settlement. Such a result is not only desirable but desired. Another Normal School would, of course, afford a ready but expensive solution of the difficulty. It may, however, be possible to utilize for some time yet the existing machinery without greatly increasing the cost of an already costly system, by restricting to their proper functions the Normal Schools we have, and, while providing in the High Schools for the requirements of First-class teachers in Literature and Science, to advance the general interests of education.

It is important to consider the fol-

lowing in connection with this question:—(1.) A teacher who holds a Second-class certificate, and has taught for at least two years, may obtain on examination a First-class of any grade, having obtained his education by private study or by attending a school. In other words, the First-class teacher is in the same position as the Second-class teacher was before July, 1877. The regulations do not recognize the absolute necessity of further systematic professional education, and, though these are the men from whose ranks the future Model School Masters and Public School Inspectors are to be drafted, the elementary training they obtain in a few weeks at Toronto or Ottawa, when qualifying for a second, is regarded as enough for the efficient discharge of the duties of these important offices.

(2.) Even at the Normal Schools which now claim to train First-class Teachers in both the professional and non-professional subjects of the course, the former are in a great measure subordinated to the latter. The following analysis of the time-table now in operation in the Toronto Institution will show to what extent this is true: the table shows the number of hours devoted to each subject every week:—

Elocution	2	hrs	Calisthenics	.. 1	hr.
Literature	2	"	Botany	1	"
Physics	1	"	Geography	.. 1	"
Algebra	2	"	Drawing	 1	"
Nat. Philo's phy	1 1/2	"	Drill	 1	"
Book-keeping	1	"	Physiology	.. 1	"
Arithmetic	.. 1 1/2	"	Religious In.	1	"
Grammar	2	"	Atten'ce, Model		
Euclid	2	"	School	1	"
Chemistry	2	"	Teaching in		
Writ. Examina			Model School	1	"
tions	1 1/2	"	Education or		
Music	1	"	Elocution	..1	"

It is evident, therefore, that the work done in this Department of the Normal Schools is to a great extent that of the English course of the fourth and fifth forms of our High Schools, and that though theoretically