

as fully as possible the workings of such schools as intending teachers will be required to manage. Hence at a Normal School the students should observe the actual working and management of such a school as they themselves would subsequently be required to teach, and have as much practice in conducting such a school as the limited time will permit.

I may here remark that, while such an extended course of observation and practice must from the very nature of things prove of great benefit to the would-be teacher, I believe no school can be so organized and managed as to illustrate all the difficulties that beset the public school teacher, and the best mode of overcoming them. I believe the art of school management, perhaps the most difficult part of a teacher's duty, has to be largely learned by actual work in the school of experience. In the case of the physician no amount of clinical instruction and hospital diagnosis will enable the young physician to deal successfully with all cases, these having to be learned by actual experience, so no school, however managed, will enable the young teacher to grapple successfully with all cases of discipline. But as mistakes are likely to be much fewer in the case of a physician who has enjoyed the benefit of careful instruction and much actual practice under an experienced guide, than when the contrary is the case, so with the teacher who graduates from a Normal School, he should be well grounded in the general principles of school management and have observed how teachers of experience act in certain cases. While provision cannot be made for all cases of school organization and management, yet with a properly equipped school of observation mistakes will likely be much fewer, and assured success much more certain, and the evils consequent upon putting an inexperienced head over a school reduced to a minimum.

6. Normal schools should supply as far as may be, motives sufficient to make the students inclined towards teaching as a permanent calling, *i.e.*, they should impart professional enthusiasm.

However men of genius may differ, whether they be the physician seeking to heal the body, the lawyer whom we employ to protect our temporal interests, the minister of the gospel anxious about our spiritual welfare, or the teacher seeking to train the child, they all agree in one respect, they are always earnest and enthusiastic. Enthusiasm is the very life blood of genius, and in our calling is as essential to success as is the air to animal life. No man, no teacher can be a success without it. The enthusiastic teacher is ever active, ever aggressive. He knows he has an important work to accomplish and is ever on the look out for fresh methods, new hints, other illustrations. Every fresh difficulty to be removed inspires him to nobler endeavor. This ardent spirit, this earnest enthusiasm of purpose will enable one to overcome most difficulties, and I may say that in all my years of experience I never yet knew a really enthusiastic teacher who took a genuine interest in his work who did not "find a way or make it" to success.