

cattle drovers ; some keeping public houses, others keeping turn-pike gates ; some registering births, deaths and marriages; others acting as secretaries to benefit building societies; one teacher is described as porter, barber, and layer out of the dead in a work house—one a publican's wife separated from her husband, and in one district nine were in the receipt of parochial relief. 'Its little they pays me,' said a worthy dame teacher 'and its little I teaches 'em.'

It is very interesting to notice the growth of public sentiment in regard to the matter, within the last half century. Our model schools and normal seminaries are but of yesterday. Half a century ago, the qualifications demanded for teaching the young were exceeding meagre and unsatisfactory. If a candidate for the school room had the merest rudiments of knowledge, accompanied by fair moral character, it was generally considered amply sufficient. The necessity of grammar school or college training—far less the knowledge of *how to practice the art of teaching*, was never for a moment dreamed of. "The teacher was left to cut and cane the minds and memories of his pupils as he pleased in the slow process of his apprenticeship to himself." Thus the office became, as has been well said, a sort of infirmary—a general asylum into which indigents of every variety of mental and moral qualifications were deemed entitled to take refuge. In some cases it must be admitted, candidates for the office of teacher, had *sufficient scholarship* but nothing of *that aptness to teach*, which is even more necessary than extensive acquirements. There was a period in Scottish history, when the parish schools were largely supplied from the pulpit. In other words when men never by Providence intended to exercise the Ministerial gifts, had failed in convincing the people of their elquence, were quietly and comfortably installed for life, in the parish schools. In some cases they succeeded in maintaining a fair professional

standing, and sent forth to the world eminent scholars and useful citizens, but in the great majority of instances, *their transference from the church to the school room was a grievous failure*. Nor could it be otherwise. For while a teacher of ripe scholarship and talent may aspire to adorn the pulpit, a minister incapacitated to instruct a congregation, is the last of all men to lead young minds in the paths of knowledge.

The honor of establishing Normal Schools for the training of teachers, belongs, like many other good things, to a Scottish Educationist, who has been spared to see his statesman-like plans adopted in many lands, and crowned with most gratifying success. In thus speaking, I am not forgetful of the stimulus given to education, in the 17th century by Milton and Locke ; but even in their ages, "education was not regarded as a blessing which all, even the poorest in the nation were not only qualified but entitled to receive." As Mill says, "though men of great benevolence, they yet seem in their writing to have had in view *no education but that of the gentleman*." Nor do I overlook the praiseworthy efforts of Bull and Lancaster a century later, in the work of education, and their partial success in arousing the nation to a perception of the absolute necessity of reform. Nor yet the system of Pestalozzi, which, with all its defects, is worthy the attention of every man or woman who aspires to the office of teacher. But while bearing in mind the value of those different labors in the common cause, we must after all, regard David Stow, of Glasgow as the master mind, who has set in motion and accomplished the work of Educational reform, as regards the *training of teachers*—who has raised the standard of scholarship in our schools, and demanded for the qualified teacher that honor and respect to which he is entitled. The causes which led to the establishment of Normal Schools in Britain is one of the most inter-