

taining of efficient training schools for its teachers is simply acting the part of an idle boaster or hypocrite. That the teacher makes the school is a principle, perhaps, not wide enough to include every element of school-work, but it is a fairly practical principle that may be adopted by a school board when selecting teachers, and an excellent guide to the government that has the cause of education at heart. Nearly all of our Canadian provinces had it in view when they inaugurated a system of public instruction, with the exception, perhaps, of British Columbia, where there exists no Normal School up to the present time. That there should be a Normal School in Victoria or Vancouver the people of British Columbia have no hesitation in saying when they join our educational gatherings to the eastward; and at one time the Hon. Colonel Baker, a former Minister of Education of that province, seemed to be on the eve of organizing such an institution. The institution, however, has not yet been organized, and possibly may not be organized until the passion of politics comes to take up the question, with partyism on both sides of the street. Many of the teachers and school inspectors of the great western province have had their learning in the other provinces of the Dominion, the Superintendent of Education, Dr. Pope himself, also hailing from the East. From his experience gained there he has been able to add to the improvements of the system he has been called upon to supervise, and we are assured that his sympathies are all in favor of "beginning at the right end" as soon as possible.

It would be absurd for us to advance reasons in favor of a Normal School training at this late date, even should any benighted Westerner wish to have them repeated for the thousandth time as an encouragement to the Local

Government at present in charge of the affairs of his province, if not to all our local governments. And yet he may be surprised to learn that the training of teachers has not yet been introduced or developed as far as it should go in many countries that claim to possess the "best educational system in the world." Only in one or two of the Canadian provinces and in but few of the States has the Normal School training of the college graduate received the attention it ought to receive, and even yet the idea lingers amongst us that a young man is fitted to teach if he has graduated at any of our universities. In Ontario the well-organized School of Pedagogy established at Hamilton, and now under the able superintendency of Dr. McLellan, has removed the reproach from that Province that a Normal School training might with safety stop at the elementary school. An effort is also being made to establish a professorship of education in connection with McGill University, but beyond these movements little or nothing has been done to give the College graduate a special training to fit him to take charge of advanced classes in an Academy or High School. This fact, however, should not deter the people of British Columbia from making immediate provision for the maintenance of a well-equipped Normal School for the training of teachers for their schools.

Pestalozzi left this as a legacy to the world, that the teacher should be specially trained. David Storne, the founder of the first Normal School in the world, accepted the legacy as a challenge, and worked out the principle to a success in Glasgow. When Horace Mann began to improve the school system of Massachusetts, he soon found that the great defect in the system was not the indifference of the parents or the communities, but the ignorance of the teachers and their