

same principle. It might be wise to follow the old maxim and "make haste slowly."

To remove these erroneous views and foster a healthy public opinion in regard to the great aim of education and the true mission of the teacher is no light task, but this appears certain, that if only those who have been trained and who have proved themselves efficient are allowed to teach, these wrong impressions will gradually disappear, and parents will better appreciate the labours of those to whom they have confided the education of their children. The establishment of County Model Schools and the return of our Normal Schools to their legitimate work of professional training will render material assistance, by giving us a class of teachers who will be educators in the truest sense of the word. It is to these schools that we must look for the dissemination of liberal and enlightened views among the profession, and they will but indifferently fulfil their mission if this result be not attained. If their work is limited to mere instruction in the mechanical routine of the school-room or in methods of teaching, however good and useful these may in themselves be, they will not wield an influence in the community at all commensurate with the expense incurred in supporting them. The idea is rapidly gaining ground that special preparation is as necessary for the work of teaching as it is for that of any other calling or profession, and unless teachers have a high ideal of what their schools should be and are imbued with a noble spirit in regard to their work, our school system will never accomplish the great things expected of it nor become a power for good in the land. Our County Model School system is clearly a step in the right direction. These schools, however, might be rendered much

more effective were certain changes introduced, which the experience of the past two years has rendered apparent. Obviously the present sessions are too short. No Head Master can give the necessary attention to the teachers-in-training during the limited time at his disposal, nor can the teachers-in-training receive that practical experience in teaching which is so essential to their success when placed in charge of any of our schools. As these County Model Schools are at present organized it is necessary to have a head master and two assistants, each as a rule having charge of a department. The head master has to discharge the duties of principal of the school, look after the interests of the pupils under his charge, and withal instruct the teachers-in-training in the various subjects prescribed in the regulations. These duties are neither light nor trifling, and it seems as though some branch of the work must necessarily suffer for want of proper attention. If these regulations were so modified as to allow three teachers with two divisions of pupils, and these pupils so selected as to have representatives from each of the four or five classes taught in our rural schools, the head master would have greater opportunities to instruct the teachers-in-training in methods of teaching and the principles upon which these methods are based. Occasionally these pupils might be so arranged in classes as to illustrate the method of conducting an ordinary rural school with one teacher, and again they might be graded as in schools with two teachers. These points are essential, for the great majority of our young teachers will have to secure their apprenticeship in the country, and if these schools are not to suffer, some instruction in the manner of conducting them is absolutely necessary. Young teachers not unfrequently lack