

Newton's Laws of Motion, shows that he has a master-mind, but the human family at large is not benefited. There is no step forward for the human race. So the teacher who re-discovers the principles of Comenius, Pestalozzi, or Froebel, shows he is the peer of these great educators, but the progress of truth and education is not benefited.

Again, the man who starts from first principles and refuses to be guided by those who have preceded him in the physical world may waste his time and money in re-discovering laws long since known. He alone suffers. Not so in the educational world. The empiric experiments on precious souls. His mistakes may live and grow into misery and crime. Hence the necessity of this subject, so that our future teachers may be prevented from falling into the pit-holes that have marked human progress, and, by following a course that has stood the tests of time and trial and must consequently be truly scientific and practical, may thus shun the exploded fallacies of by-gone days, and may thus be prepared to conserve the good and ready to reform what is amiss in our educational work.

4. The principles discussed and the methods recommended should be illustrated in as perfect a form as possible in the training school connected with the Normal School. This should be twofold in its nature. In the first place, lessons should be taught by skilled teachers in the presence of student teachers who should be required to note the salient points of each lesson; and in the second place, the student should be required to apply and illustrate the principles and methods already discussed by teaching classes under criticism.

The student is thus enabled to note by actual observation the results of the principles taught to him and the methods based on these principles which have been recommended to him, and thus when he comes to apply them himself they become to him real elements of power.

Then this school should be to the student all that is implied in the name—a model school—a model as to organization and discipline—a model as to grounds, buildings, apparatus, classification, and instruction. Thus this school should be to the intending teacher, each time he visits it, an object lesson on his pedagogic principles.

Again, this school should be used for testing new ideas, and for trying the efficacy of this or that new method, and thus the student will be enabled to observe the results of these experiments. It should also illustrate what can be accomplished by a class in a given kind of work, and thus the student should carry away with him correct ideas of the work to be accomplished as to both kind and quality in the various classes of our public schools.

5. Another duty of a Normal School is to give the students instruction and practice in organizing schools of various kinds, whether graded or ungraded, to apply the principles deduced from the science of education to the management of pupils, and to illustrate