

tions, and base their antagonism upon the fact that untrained teachers are often known to become more successful educators than other teachers who have passed through a Normal School experience. But the *vice versa* of such an experience is none the less true, and hence the statement as an argument is of no avail. It is a mere catch-penny fallacy used mostly by those politicians who are ever ready to die in favour of retrenchment. Training is experience, and it matters little how teaching experience is gained in as far as its effects subsequently appear in school-work. But the question of time is always a matter of importance. Five years' honest work—experimenting work, in a school—may do for a teacher what a preliminary Normal School training may do. By daily experimenting with the organisms in his charge, the young instructor may attain to some definite knowledge of the *how* and the *why* in matters pertaining to mind expansion, and he may be proud of his discoveries. But after all, his discoveries are much the same as the discovery of America made a hundred years after the death of Columbus. His discoveries have been the common property of the world since the days of Pestalozzi; and he naturally becomes discouraged when he begins to realize in his own experience that there is nothing new under the sun. In a word, had such a teacher been fortunate enough to attend a series of practical illustrations of the methods by which the culture of the human mind may be promoted on the basis of its own nature, he would undoubtedly have saved himself and his pupils much inconvenience, if not pain. In view of the discoveries he has made all alone by himself, he certainly can claim to be a true teacher, and in the power of the teacher, as much as in the enactments of the State, lies the hope of educa-

tional progress. But *Præceptor nascitur* is a principle too narrow for the utilities. The average teacher is not born full of enthusiasm with his work. That enthusiasm must be excited within him by outside influences; the first stage of his progress as a teacher must begin with the Normal School, where he becomes imbued with a sense of the importance of education as an art founded upon true scientific principles.

From the Normal School and its success has sprung the Institute or Local Teachers' Association. In some instances, the latter has been organized under circumstances, political and personal, which have prevented young persons from undergoing a course of professional training and instruction at a Normal School, with the view of preparing themselves for the work of teaching. Where there is a dearth of trained teachers, as there is in the provinces of Quebec and Nova Scotia, the Institute provides the only available remedy, until the Legislature thinks to pay for and enforces the training of all teachers. But while the absence of Normal School training may necessitate the organization of Teachers' Institutes, where untrained teachers may associate with trained teachers, or with those who already possess a matured experience of school-work; yet the Normal School is none the less the origin of the Institute. As soon as the young teacher begins to understand that mere scholastic attainments, without experience in the art of imparting instruction, are of minor importance in raising him to the rank of a successful teacher, he becomes more and more anxious to add to his professional experience by associating with his neighbour teachers, in order to collect, from their conversation and advice, hints which may guide him in his experiments with child-nature. Anxious to succeed in his school, and to raise himself in