

them, and especially to their Maker, which they can only discharge by diligent assiduity in the acquisition of knowledge. Let them be made to feel that if they neglect these duties they do wrong, and must suffer the reproaches of an accusing conscience. Let the teacher quietly and earnestly impress upon his pupils that time is short, and that for the manner in which it is spent an account must be rendered hereafter; that both their time and their privileges are precious, and that they have no right to waste the one or neglect the other.

6. *Let the teacher be an earnest, faithful and enthusiastic student himself.* This is the last means of stimulating pupils to study which we shall give at present, but it is by no means the least important. Without it the others will avail but little. Example is contagious. If the teacher does not love study, neither will his pupils. The *similia similibus* is a real law of the mind, whether it is of medical science or not. A teacher who constantly studies a subject becomes enthusiastic over it; and even should he, at times, go far beyond his pupils, so that they cannot follow him, yet the enthusiasm of his nature will inspire his pupils to rival him. We cannot close this article better than by the following extract from a letter of Dr. Arnold to a young teacher:

"But, on the other hand, you need not think that your own reading will now have no object, because you are engaged with young boys. Every improvement of your own powers and knowledge tells immediately upon them; and indeed I hold that a man is only fit to teach so long as he is himself learning daily. If the mind once becomes stagnant, it can give no fresh draught to another mind; it is drinking out of a pond, instead of from a spring. And whatever you read tends generally to your own increase of power, and will be felt by you in a hundred ways hereafter."

### SCHOOL LAW AMENDMENTS.

The School Law and Regulations as set forth in the Compendium lately issued by the Minister of Education are, in general principle, sufficiently advanced to remain in force, with very slight amendments, for a considerable length of time. There are a few minor points of detail, however, to which the attention of the Minister of Education and the Legislature might properly be directed.

1. *Model Schools.* County Model Schools have proved to be of great importance in training teachers of the lowest grade. They are just what the country needed to give teachers the first step in the ladder of training. Four suggestions may be made in relation to these.

(1) One Inspector should be appointed to secure uniformity of management, introduce improved methods of teaching, and report the progress made and the standing of the different schools to the Educational Department.

(2) The Public School Inspectors should be brought more directly in connection with the Model Schools as such. The students trained at a County Model School are to teach in the county in which the school is situated. Upon the Inspector of that county more than any other person rests the responsibility for the proper education of the children who reside in it. He ought to be the one who keeps abreast with the times in educational progress. He is the man who must mould the teachers of his district, and direct them in the best methods of conducting their work. He knows better than

any one else possibly can the character of the schools in his county and the nature of the difficulties which young teachers are likely to encounter in their work. Who then could be as well fitted as he to deliver a course of lectures to the students who are preparing to become his teachers? If he could not deliver all the lectures, he should at least deliver those on school management.

(3) Cities should be allowed to have Model Schools separate from counties if they desire to do so. The cities of Ontario are increasing in number and extent so rapidly that the time has arrived when their special needs will have to receive attention. Not only should they have separate Model Schools, but their Model Schools should be conducted under special regulations. The duties of a teacher in a graded city school are essentially different from those of a teacher in a rural district. To be fitted for the proper performance of her duty she requires a very different training. A young lady who intends to teach in a city school can learn her duties and how to perform them in no place so well as in the schools of the city in which she is to teach. The law at present does not recognize Local Examining Boards for cities, nor is it necessary that it should do so. There are in every city more students who pass the Intermediate Examination than there are vacancies in the staff of teachers. Why then should an Examining Board be appointed to manufacture a large supply of Third Class teachers annually? Every pupil in a city can attain with ease the non-professional standing required for Second Class teachers before she is old enough to receive a legal certificate to teach. City Model Schools should therefore train only those who have already passed the Intermediate Examination or the non-professional Second Class Examination.

It is perfectly evident that with two examinations per annum the number of Second Class teachers who will seek admission to the Normal Schools will soon be much greater than can be trained with the Normal Schools at present in existence. Could not the expense of building more Normal Schools be avoided by allowing City Model Schools to give Intermediate Students a course of training, to extend throughout a year at least, with the power to grant to those who at the end of that time received a favorable report and passed a satisfactory examination, Second Class Professional Certificates? The professional examinations in such schools, if they were established, should be conducted by the Central Committee or some Board appointed by the Minister of Education. Candidates trained in City Model Schools of the above character would have received in their year's training quite as much, if not more, benefit than they now receive by attending the County Model School for eight weeks and the Normal School for about three months.

(4) To render the County Model Schools efficient in the highest degree, it is absolutely essential that the masters in them should have a fair understanding of the fundamental principles of the natural growth and development of the human mind, that they may theoretically and practically hold up as examples to their students only correct models of teaching.

2. *Payment of Inspectors' Salaries.* The Government has power to allow five dollars per school to assist in paying the