

but the reward which these virtues bring, though sure, is not immediate, and children are not in the habit of looking far into the future. When they are trundling hoops, playing cricket, running, leaping, and gamboling, their object is not so much increased strength of muscle and agility of limb, though indeed these are the certain results of the exercises, as what Mr. Stowe recommends as the best means of developing the youthful character "*plenty of fun*." Similarly may they be allured at School by the prospect of a small reward which is within their reach, to enter the lists and strive manfully for that greater prize which lies in the distance. The expense of this prize scheme may be urged as another objection. But it is not at all necessary that these prizes should be either numerous or costly, or that their distribution should be more than occasional or exceptional. It is not so much the number and value of the chances in favor of the pupils, but the fact that there are chances, which stimulates them to exertion. But it is a truth there is no denying that it has been too often and too readily taken for granted that the children of the laborer, the mechanic, or the farmer, will or ought to seek after, and love for its own sake, that learning which those of wealthier parents acquire under the stimulus of a great variety of rewards, honors and emoluments. I trust then that this subject will receive due attention from the Board, and that some provision will soon be made for a supply of the prizes suggested, which, under judicious management, will, I believe, induce many, who but for such stimulus would think little or nothing about it, to make acquaintance with the elements of intellectual culture.

"I shall now venture to offer a few suggestions, the adoption of which may tend in some degree to improve the qualifications, and elevate the condition of the Teachers. For the accomplishment of these desirable objects, we must look first and chiefly to the Normal or Training School, which no labor or expense should be

spared to render as efficient as possible. Hardly any amount of Scholarship or of natural talent in a Teacher will supply the place of a special training for his work. The principle of training, however tardy has been its application to the case of Teachers, has long been recognized, and the necessity of it felt, in other relations. The clergyman, the lawyer, the doctor, the soldier, the sailor, all are trained with a special view to the efficient discharge of their respective callings, and what has been found so essential in these cases can hardly be reckoned unnecessary in that of Teachers. In no other way can the growing demand for Teachers be fully met, or met so well. But it is superfluous to argue for a principle the importance of which has been conceded by all except that small class which can see no improvement in any thing new—which will not look at the new moon out of love to the old one. There is however a very general complaint that many of the Teachers who have undergone a course of training at one or other of the Provincial Training Schools, have, after leaving these Institutions, and simultaneously with their return to their old Schools, returned to their old systems. This is an evil for which a remedy must be provided, and one of the best remedies will I presume, be found in the formation of Teachers' Institutes, or Associations. These Institutes are not new on this Continent, though they may be new in the Province. They have been tried in the United States and in Canada, and as far as I can learn, with great success. There are many advantages attending these associations. One is, they afford Teachers the means of social intercourse, and frequent interchange of views and sympathies, without which they are in danger of becoming uncourteous, bigotted and illiberal in their profession. Trained Teachers, too, as already hinted, would thus have an opportunity of mutually assisting to remove the difficulties of carrying out the Training system; while to the untrained Teacher the advantages must be obviously greater still. With the