

education is synonymous with the acquisition of knowledge. I confess that this tradition is one of the difficulties the teachers in the Normal Schools have to combat. To one who has succeeded in conning over the pages of a botany so often that he can write out a description of a flower from memory, or who with every minutiae of detail can reproduce the pages of a Roscoe and Shoerleumar, I say to try to make such an one understand that he has not yet begun to study natural science is a task the magnitude of which can not be readily understood by one who has never undertaken it. With these the inculcation of facts is the be-all and end-all of school work.

With the new school of teachers, knowledge is not necessarily power. With them the developing and strengthening of the human faculties confers power. Hence with them, the mode of imparting a knowledge of a subject is of vital importance; hence the store they set upon a due and sufficient exercise of each faculty; hence the importance they attach to teaching the right class of subjects in right ways to each class of pupils, and hence one of their maxims "learn to know by doing and to do by knowing."

In dealing with methods of teaching another difficulty obtrudes itself which I fear is sometimes lost sight of, viz:—that a failure to teach well implies a failure of method. Some seem to think that a method can teach school by itself. Only a man or a woman can teach while the best method degenerates into mechanism when the teacher behind it is unable to assimilate and work it into a part of himself.

It is clearly the duty of the Normal Schools to lead in the imparting of improved methods and thus give tone to the general method of teaching throughout the Province; to suggest improvements in the teaching of this or that subject and at the same time to impress upon its students the idea that no methods however good now should be final, that one of the dangers of a teachers' profession is that of getting into the dry rut of routine and mechanism, a danger all the more imminent from the teacher thinking he has a fine method, when the subject will soon grow stale and cease to interest the teacher and of a consequence will become distasteful and uninteresting to his pupils.

3. As education has engaged human attention from the earliest times, teaching is certainly one of the oldest of the arts, if not of sciences, and as the teacher is to be an educator as such he should know what has already been done in the great field of human development. He should, as it were, stand on the shoulders of his predecessors, and while avoiding their blunders make use of their experiments and discoveries. Hence the intending teacher should know something of the literature of his chosen profession, and hence the vast importance of a history of pedagogics to the young teacher; consequently a history of education should find an important place in the Normal School curriculum.

The man who re-invents the steam engine, or re-discovers