

him for his work? An endeavour to answer briefly these two questions will close this paper.

The difficulty of finding a solution to the first, is at once seen in view of the facts before referred to, of the small proportion of the teaching body found to have taken advantage of training institutions in countries where they are plentifully supplied and liberally equipped. There is no doubt, however, that the causes that tend to produce this state of affairs will afford a key to the remedy. I will notice two of them: (1) The failure of the people to realize the loss consequent upon the employment of an untrained teacher; and (2) the unwillingness of the student, who proposes to spend only a short time in the work, to incur the expense and delay incident to a systematic preparation for it. How shall we convince people that a trained teacher is better value at an enhanced price than the raw but cheap beginner? Argument: There has been a fabulous amount of good logic swallowed up in the vortex of this question. It takes a great deal of persuasion to reconcile the minds of some trustees to a balance on the wrong side of the account. There is but one way that I can see to do this, and that is by taking the poorer article out of their reach and supplying them only with the better, so that they may experimentally prove the truth of what perchance one's eloquence failed to convince them. How shall the unwillingness of the student to incur expense and delay be met? It is plain that here also, in the majority of cases, as long as there is an option between commencing to teach at once with no preparation and of waiting and paying for such training as will secure eventually better rewards, that which presents the prospect of quickest returns will prove most attractive. The removal of the option then seems to be the

only course competent to meet this difficulty. But there are other expedients that call for caution and judgment in its adoption, for the schools must go on unchecked of their supply of teachers even by the carrying out of a great reform. That this reform can be effected, however, with due regard to these and other interests, there can be no manner of doubt; and we may confidently look forward to the time when, in order to secure a license to teach in this Province, every candidate must give evidence of having served an efficient apprenticeship to his profession. We will now look at the question, What is a normal training expected to do for a student in order to fit him for his work? Will it send him into his school-room a perfect teacher, with nothing to be learnt by experience and nothing to be perfected by study? While no one will venture to say yes to this, yet is it not evident that many by their actions affirm their belief that there remains nothing for them to learn, so evenly do they pursue the tenor of their way, oblivious of the busy, moving world around them, and content to perform their little round of dry duties without any disturbing reference to it?

But while the training cannot be expected, in a short session, to perfect the student in his work, it may put him into the way of commencing aright and inspiring him to continue his researches into the principles of education, and the correct application of them to the art of teaching. In this way the young teacher is enabled to begin his school-room work with definite aims before him, and with at least some knowledge of the correct method of accomplishing them. He has, by observation, become acquainted with the mode of operation in school-rooms in which teachers of skill and experience are engaged; he has also been