

establishment of a thoroughly efficient school must depend upon procuring a thoroughly efficient teacher. He must be a man specially trained for his work. A beautiful parallel has been drawn by two preceding speakers between the special education of the artisan, the physician, and the lawyer, and the special training of the teacher. If we would not intrust to an ignorant pretender the care of this body, so curiously and wonderfully wrought and framed, when health only would be endangered; if we demand years of study from the man to whom we trust the guardianship of our liberties, shall we not also demand some special preparation from him to whom in great part we delegate, not only the present happiness, but what is of more value, than health, or liberty, or life,—the future destiny of our children. To give this special preparation is the work of a Normal School. In the institution, which to-day we have met to inaugurate, we shall aim at the attainment of a twofold object; first, to enable the teacher readily to communicate to others the knowledge which he possesses; and, secondly, to give him a sort of moral and mental vantage ground by the aid of instruction, exceeding in amount the mere modicum of knowledge which he may have to impart. Both of these are necessary. Many who have the faculty of extensive comprehension, and can grasp the widest range of science, or form the most gigantic plans, have not formed those habits of minute analysis, which brings knowledge down to the comprehension of the learner. A special mode of thought,—habits of vigorous scientific investigation—are necessary to form the perfect teacher. The teacher should know much that he never may expect to teach, in order that he may have command of such extensive intellectual stores as may give him a facility for clearly illustrating the subjects which he has to teach, and that also his own mental faculties may be strengthened and enlarged, in the act of acquiring these additional and, by some accounted, superfluous attainments. In the Normal School we shall endeavor by the following means to attain these objects:—1st, by lectures on the various branches of knowledge, not confining ourselves to that which the pupil teacher does not know, but reviewing thoroughly the most elementary branches of a common school education. 2ndly, by lectures on the theory of teaching, connecting the art of teaching with the laws of our mental being, as far as they have been revealed to us. 3rdly, by constantly witnessing the operations of the Model Schools, and practising in teaching therein. With reference to the Model School now about to be established, (for of that which has been so well conducted in Bonaventure Street, I need say nothing) we shall be guided in its organization, and in the methods of teaching, by two principles, which will at once recommend themselves to your approval; that all education which does not aim at the full and harmonious development of all our powers, physical, mental and moral, is false and mischievous; and that it is necessary, in every system of teaching, not only to impart knowledge, but also to train and strengthen the faculties for the duties of future life. More might be said, but I fear I have already trespassed too far upon your patience. I shall conclude with one word to those whom I set before me, who are about to devote themselves to this noble work of teaching. Much has been said about the position of the teacher. Remember, your position will be what you make it. Have yourselves just views of the sacred character of your profession, and of its weighty responsibilities. Aim to acquire that heightened moral bearing that alone can ensure for you success in your work, and the esteem of those by whom you are surrounded. And, allow me to say, that whoever shall worthily fulfil the duties of a teacher, will not have lived in vain—will not die unhonored. Over his grave will be shed tears of sincere affection. Your name, faithful teacher, may not be handed down to posterity; you may not be like a comet blazing along the sky. “the observed of all observers”; but you will rather be like one of those lesser stars, unnoticed, save by the astronomer, unnumbered and unnamed, but adding nevertheless to the brilliancy and splendour of the midnight heavens; and your name, and the remembrance of your devoted life, will be recorded in the everlasting memory.

Professor Hicks said:—The maintaining of a Training School, for the purpose of sending out properly qualified instructors of the youth of the country, must be a subject of great gratification to every one who has the welfare of that country at heart. There are few of us so selfish as to look only to the present benefit to be derived from an undertaking. Thousands, on the contrary, are anxious to promote any measure that will lead to future permanent good. The supplying of a sufficient number of teachers for the chief educational wants of the country is a great undertaking, therefore the sooner it is set about the better—this is what we are about to do, and I trust with God's blessing we may succeed. The Training School, as I understand it, is an institution organized for the purpose of preparing young persons who may be desirous of following the

profession of teaching, by instructing them in the art of school keeping. Owing to the inefficiency of most of those who apply, direct instruction in literary subjects forms a large part of the course in a training school; otherwise the whole time of the student should be spent in the Model School, and the study of education and educational systems. It is now generally admitted that Normal School training is necessary to form the successful teacher. It has been my lot, during the last twenty years, to be engaged with schools and schoolmasters, and I have had ample opportunity of judging of the advantages of the trained over the untrained teachers, and I have, therefore, no hesitation in saying, that even in the ordinary details of school management—routine—as we call it, the most inexperienced eye would detect at once the properly qualified man from him who had perhaps been led to adopt the profession because he could find no other employment. In the latter case of the untrained teacher, order, management, discipline, time arrangements and many other important things are unheeded or unknown, and at last the school becomes a scene of confusion; the newly appointed teacher fancies, in order to screen himself, that he has got into one of the worst neighborhoods in the world, and everything goes to ruin. Not that I mean to say that a training school can train any one so as to make him a teacher in the proper meaning of the term. It can send him out prepared for his work. He will understand the best arrangement of a room—the classification of his pupils—the taking of reports—and many other things which, if neglected by the best of teachers, will ultimately lead to failure. I believe, however, that it is a part of the beneficial arrangements of the Almighty to raise up those who are wanted whenever any work is required to be done for the benefit of man, and as the education of the masses is to keep pace with the development of science and the extension of commercial enterprise, I feel assured there now exists in society a sufficient number of young persons of both sexes who are mentally qualified for the teacher's office, and that society has not found them, because they have not been sought after.—Teaching has been almost entirely left to the ruined tradesmen, the disappointed clerk, or one who, having failed in other pursuits, as a last, and only as a temporary resource, resolves to try teaching till something better turns up.—And children have been intrusted to such, only to be sent out ignorant into the world, the whole of their early years,—those pearls of days—which should have been employed in storing the mind and building up a character, withered and blasted by neglect. Now, I believe that the class of what we may call mentally qualified teachers will be found so soon as we remove one or two impediments, the chief of which is the low position which the elementary teacher has taken in society. The refined mind requires intercourse with those possessed with endowment, and when one position in life denies the gratification, another will certainly be looked for. It may be said that the elementary teacher has hitherto been one who, on account of the low state of his acquirements, has not been qualified to take any other than a low position. This has, in many cases, been true; but it has been my lot to see many ignorant men, by an ability in filling their pockets, take a position which the teacher would never be allowed to reach, however prone he might be to fill his head. The training school, however, having for its object the sending forth of properly qualified persons, this reproach we trust will soon be done away with, and that society will give the elementary teacher that position which he deserves, as one who is fighting the battles of his country against ignorance and crime—two of the worst enemies to encounter. Now, if I were asked what I considered to be tests by which one whom nature has laid out for teaching might be known, I would say, in the first place, love of children—affection towards those little ones who are growing up to fill our places in this world. Without this, it is impossible to expect great results. Every teacher should have a heart something resembling that which beat in the breast of the French writer, Berquin, who wrote a book for children, called “*L'Ami des Enfants*.” He gave up his whole soul to promote the happiness of the young.—He joined in their sports, wrote for them, and when he died, thousands of the little ones he loved followed him to the tomb. All our great educationists have been lovers of children. Pestalozzi, Lancaster, Bell, and Oberlin; and shall I be thought irreverent should I say that the Great Teacher Himself said, “Suffer little children to come unto me.” He was eminently successful in arresting the attention of the young, because he loved them. We may say, then, that love of children stands first in the list of the teacher's qualifications. The next is a high appreciation of the importance of the teacher's office—I may, say the teacher's mission. Let the teacher look upon his office as one of drudgery, and farewell to every attempt at success. The many petty occurrences which we always find in a school-room, calculated to ruffle the uneasy mind, are magnified into a thousand times