

It is the unconscious *life* of the teacher that produces the most lasting impressions. "He communicates to his pupils a large amount of himself—of his own spirit, of his own character, of his own life." Dead himself, he communicates death. He drags his pupils through a dull and dreary routine, "drugging their minds with unprofitable facts—making them read and commit to memory without once introducing them into living contact with the thoughts,"—without once touching the moral nature, or arousing the intellect to activity. I am sure, no true teacher will take the low ground that "anything will do for the ordinary public school," and that, especially, the attainments represented by a third-class certificate are sufficient for his work. And I venture to express the opinion, that no true friend of education will be found advocating principles or supporting a policy whose permanent triumph would smite the country with a lasting curse.

(b) Scholarship alone is not sufficient to make a true teacher. A man may know much of mathematics, science, literature—this is indispensable. But to be a successful teacher, there is a co-ordinate qualification—he must know how to organize, how to govern, how to teach, in short, how to *educate*, and therefore a *second great reform is that which makes further provision for the professional training of teachers*. When we speak of professional training, we imply that there is a Science of Education. That there is such a science has been maintained by some, denied by others. Mr. Lowe, for instance, ridiculed the proposal to establish a "Chair of Education" in the University of Edinburgh, because, as he asserted, there is no science of education. But it appears to me that the proposition requires little more than to be fairly stated in order to command assent. Are the conscious efforts of the teacher to develop the mental activities of his pupils mere crude experiments, knowing no law, or order, or definite aim? Education is, or ought to be, no more a series of hap-hazard experiments than, for instance, medicine. Instruction, I suppose, is an art; but as an art it is the application of systematic principles derived from investigations of the laws of mental action. Education and medicine are both practised as arts; but they are equally the practical application of general principles—the one being, we may say, an applied physiology, the other an applied psychology. Without, however, entering upon a full discussion of the question, it is enough to say that there are certain laws regulating the activities of the human mind—that some of the most important of these laws have been discovered and applied in education—and that a knowledge of them reveals right methods of instruction, and guides the teacher in the work of true education. It follows that all teachers should be thoroughly familiar with the principles of education, and as far as possible skilled in their application. For, as we have quacks in medicine, so we have empirics in education; and if the community is to be protected against the former, how much more against the latter? If we have a salutary dread of those who may kill, or maim, or enfeeble the body, with what feelings should we regard those who have a similar treatment for the soul?

The absolute importance of professional training for teachers has been all but universally acknowledged. The ablest statesmen in every civilized country which has undertaken the education of the masses at the public expense, have used all efforts to establish institutions to supply such training. In 1875 there were in Great Britain 38 Normal Schools, in France 86, and in Germany 174. Our first Normal School was established in 1847, and unquestionably has exercised a powerful influence on the education of the country. But during the earlier years of its existence its chief work was—not to give its students that professional training which it is the principal function of a Normal School to impart, but to prepare them for passing the prescribed literary examination. This was unavoidable, inasmuch as there were but few schools in the Province that were at once easily accessible, and able to give the requisite literary training. But the High Schools have, in recent years, so greatly improved that they now can give the highest literary training that the teacher may require. Accordingly a change became practicable, and was promptly made. Second-class teachers, whose training had occupied nearly all the teaching power of the Normal Schools, must now acquire the requisite scholarship and pass the prescribed scholastic examination before entering these institutions, which are thus placed in a position to discharge with efficiency their principal function, in imparting a sound knowledge of the principles of education, and a large measure of practical skill in their application.

But something further was required. It was found that about nine-tenths of the teachers of the country had received no system-

atic training in the art of teaching. The great value of professional training had been clearly shown in the generally superior teaching and management of those who had graduated at the Normal Schools, and from all parts of the country came a demand for trained teachers. The existing Normal Schools could not meet the demand; the requisite number of additional Normal Schools could not be established without an enormous expenditure, which our people, with all their liberality in matters of education, would have been, perhaps, unwilling to sanction. It became necessary, therefore, to devise a more simple and less expensive scheme to enable teachers to acquire a certain amount of professional knowledge and intelligent experience. The system of County Model Schools was accordingly established, and it at once met with a large measure of popular favor. These schools are, in effect, inexpensive County Normal Schools—certainly not capable of doing all that we have a right to expect of a fully equipped training college—yet able to do, and, I hesitate not to say, actually doing a work which will tell with powerful influence on the public schools. I do not say that they are yet all that they ought to be; I do not say that the Normal Schools are doing all they ought to do; there is, without doubt, room for improvement in both these classes of schools. But I say that both are doing a great and noble work, and that the moral and intellectual influence of the trained teachers they send forth will tell with incalculable effect on the rising generation.

The time at my disposal prevents more than a brief reference to the subject of Teachers' Institutes. They are, when properly conducted, a most valuable auxiliary to normal and model school training. They are, on the whole, well conducted in Ontario, as I have had ample opportunity of witnessing. Their success depends largely on the Public School Inspectors. And I have pleasure in publicly stating my belief that the ability, energy and earnestness—not to say enthusiasm—which characterize the great majority of our inspectors, are nowhere more clearly seen than in the successful working of these valuable agencies in our educational work.

(2) IN THE SECOND PLACE, in order that the objects of national education may be as fully as possible attained, a *judicious course of study is of paramount importance*. What the extent of such a course should be, and what subjects it should embrace, are questions that have been widely discussed and variously answered according to the views held of the aim and scope of popular education. If its object is to put the pupil in mechanical possession of the barest elements that may assist him in making a livelihood, the course will be a narrow one, consisting of but three subjects, reading, writing, and the elements of arithmetic—since, on the utilitarian theory, these are the "knowledges" that are of most worth, and the only ones that the common citizen requires. But, as has been already said, the aim of Primary education is not confined to this; the child is to be *educated*; he is to be treated as an intelligent being, whose wonderful activities, so far as certain limitations of time and circumstances allow, are to be aroused and strengthened. No doubt, *useful* knowledge is to be imparted, but in such a way as to influence life and character. From a low view of the aim of education, the child's whole nature may be grievously wronged by the meagre programme and the blundering teacher. On the other hand, subject to truly educating influences in the impartation of even elementary knowledge, his plastic mind may receive impressions which shall outlive the rough battle of his humble life, reacting on the family and all the social forces.

Assuming, then, that the higher view of popular education is the correct one, two things are to be kept in view in the arrangement of a judicious course of study—the value of the subjects in *discipline* and their value as *knowledge*, or, in other words, *practical utility*. Doubtless there are subjects which are *practically* of little worth, though they may have a high value as instruments of discipline. But, for the purposes of Primary education, those should be selected which at once are valuable in discipline and *practically* useful. This has been done in arranging the course for the Ontario schools. Language, Elementary Mathematics, History and Geography, Elementary Science, Writing, Drawing and Music. All these are of high value, whether regarded as means of culture or sources of useful information. It will be admitted, also, that in the order of arrangement; in the number of subjects prescribed for simultaneous instruction, in their subdivisions into grades—in a degree of flexibility which leaves a reasonable latitude to both teacher and pupil—in all these essentials the new programme, while not above criticism, is a great improvement on the old. But can these subjects, or the most of them, be taught in the