

of eyes before I acquired that skill." His mistakes were serious. Not so much so, however, as those of the untrained teacher. His work is of such a nature that its results cannot easily be seen as in the case of the oculist. In fact his work is such that eternity alone can reveal its true results, but if they could be seen and computed, the spoiling of a bushel of eyes would be small compared with them. Think of a man assuming to practice in law or medicine without any training for his profession. We would no doubt hesitate long before committing our case to such hands. If then we would not be willing to trust our property, or our persons, in the hands of those untrained for their profession, why should we be expected to trust work of infinitely greater importance to those without any preparatory training? Guizot says, "Let no schoolmaster be appointed who has not himself been a pupil of a school which instructs in the art of teaching, and who is not certified after a strict examination to have profited by the opportunities he has enjoyed." All the leading countries—Germany, France, England and the United States—have their training schools, and the leading educationists of our own country have seen the necessity of having some provision for the training of every teacher in the Public Schools. In 1847 our Provincial Normal School was opened. It has done a noble work in sending out trained teachers to all parts of the Province, and trustees have not been slow in availing themselves of their services as their superiority became manifest. Just thirty years after witnessed the inception of the County Model School, well called "the last link in our Public School system," and I think I may safely say not the least important link in our renowned system of education. The County Model Schools are designed

for the training of third-class teachers, a work which could not be overtaken by the Provincial Normal Schools, except by vastly multiplying their number, which would entail a very great expense on the country. They are comparatively inexpensive, and are designed to do a great work in giving preparatory training to the inexperienced teacher. Certainly before a teacher is allowed to take charge of a school, he should understand that he has to deal with the pupil in all the aspects of his nature as a physical, moral, and intelligent agent, and that he but imperfectly performs his work who fails in educating the pupil in all those aspects. The regulations for the conduct of the County Model School make provision for training the teacher for this work. They provide for instruction in the Science and Art of Teaching, and it is satisfactory to know that Education is now, more than at any time in the past, regarded as a Science. The Convocation of the University of London, deeming it desirable that proficiency in the Science and Art of Education be recognized, lately requested the Senate of the University to establish a Degree of Education. In fact it is now all but universally conceded that there are certain laws and principles regulating the activities of the human mind, and that he who would be successful in training the young must understand these principles and obey these laws. The lectures to the teachers-in-training are designed to teach them those principles and the work in the school-room to give them illustrations of how they should be applied. They are thus being taught by precept and example. Besides this, provision is made by which each teacher-in-training is to conduct a recitation before the principal, or some of his assistants, and in the presence of the student-teachers, after which the