

ments may be a highway to an intelligent teacher, but what is the good of a highway to the man who cannot walk? What is the good of those improvements to those who do not know how to use them? It is useless to plead that *experience* will remove all these deficiencies. The amount of injury inflicted before experience has accomplished its legitimate work is incalculable. Bad habits are formed, many things neglected that cannot afterwards be easily remedied, wrong methods of study are pursued, and a general lack of symmetry and completeness allowed to prevail that may destroy, to a very great extent, the future usefulness of both scholar and teacher.

That this is the great bane of our Public Schools must be evident from the fact that so far as the Normal School training is traceable we have only 844 holding certificates from that institution out of 5,306 teachers actually employed in the Province. This leaves about 4,500 engaged in a profession for which, so far as we know, they have had no training whatever.

In point of *economy* the advantages to the country from trained teachers are very important. Who can calculate the time wasted by the awkward efforts of an inexperienced young man in a Public School? Without system or tact, without a knowledge of the means best adapted to secure certain ends, without any training to communicate instruction according to the capacity of his pupils, he struggles on day after day "putting in" his time, to be sure, but perhaps doing positive injury to those for whose benefit he is supposed to be laboring. On the other hand, were he properly trained, every day would add to the efficiency of his school and to the knowledge of his pupils. Like a master mechanic, he would never fail in adapting means to an end. The "eternal fitness" of certain principles for the accomplishment of certain results would be well understood, and without doubt or hesitation

he would labor intelligently, seeing the end from the beginning.

The necessity of trained teachers to assume the management of our schools being now established, it might be well to consider how we can best bring about an increase of their number. There are always obstacles in the way of every reform, and this does not escape the fate of its predecessors. And first we might mention *low salaries*. The expense of a Normal School training, even in this favored Province, is considerable to many a young man. Nor is there any guarantee that after the labor and expense there will be such *pecuniary* advantages as will justify the outlay. The salaries of Normal trained teachers are not much in excess of those holding merely county certificates. Indeed many Boards of Trustees never take the fact of training into consideration at all. All they want to know is "What is the *lowest* wages you will take?"

Again, teaching is yet but a temporary occupation. There is no permanence about it. Many use it as a stepping-stone to other professions, and many others get so disgusted with the fickleness of Trustees and the trifling pretexts on which they feel justified in changing teachers, that they leave it for some other vocation more permanent. To such there is no inducement to submit themselves to a course of training that may not reimburse them for the outlay incurred.

There is yet another obstacle—the distance to be *travelled* by many to reach the only Normal School in the Province. At first sight this should not appear a very great obstacle in itself; with our railway facilities for cheap travel, it might seem that no-one need be prevented from this cause. But what do we find on looking to Table K. of the Chief Superintendent's Report, which contains an abstract of the counties from which the students who attended the Normal School since it was opened have come? Just this, that out of 6,418 who were ad-