

tional obligation, and in the defect of the commonwealth, its authorization should proceed from the nation." And it is not surprising to find, in presence of Dr. Mulford's attempt to put the cart before the horse, that the Hon. John W. Dickenson, late secretary of the Board of Education, Massachusetts, in the very latest promulgation on the "State and Education," as it appeared in the September number of the monthly magazine called *Education* should be found saying, "A free State like our own, a community of persons living within well-defined limits of territory, and acting together under a permanent (?) organization, controlled by self-imposed rules for the protection of these persons in the enjoyment of the objects of their natural rights, and for their development into intelligent and loyal citizens, must accept the responsibility of making ample provision for popular education." And so it has come about that in Canada, as in the United States (since education is a necessity even before there is a nation), the commonwealth, the so-called province which is a State for the time being, has had to assume the responsibility of providing for the education of succeeding generations.

And what is this responsibility? I do not think there is an accredited educationist in the world at the present time who will not say, with me, that it is the teacher who makes the school. Before my experience as a supervisor of teachers and their work, I possibly may have thought differently at times, as some of you may yet do, referring this deficiency to the pupils, that to the commissioners, and this to the parents. But during my whole professional life there has come to me no emphasis more emphatic in anything than in the fact that "it is the teacher who makes the school."

And may I not say that, next to this, there comes nothing more emphatic in my investigations as an educationist than that it is the duty of the State to "make" the teacher—nothing more emphatic than that it is the duty of the State, the commonwealth, or nation, to provide for a normal school training for those who judiciously desire to be teachers, as well as to provide for their safe keeping afterwards as citizens of a special function.

Were the limits to such a paper as this not prescribed I might imitate the analogical recreations of others, and point out how the normal school is the heart of our public school systems, the department of public instruction the head, our inspectoral supervision the nerves, and so on with the other elements of our educational system. But I must confine myself chiefly to one phase of our system, namely the making of our teachers, suggesting, moreover, a reform or two that must be instituted sooner or later.

When our Canadian provinces were first organized, the question of education assumed no important phase, as our Laval in Quebec, and our King's College in Nova Scotia, New Brunswick and Upper Canada bear witness; but, when we came to examine the dates when our first normal schools were opened, we see how far our ancestors, coming from Britain or the revolted colonies to the south, were possessed with the idea that education was only for the higher and not for the lower grades of humanity. As it is, even at the present time, there is not much of an importance put upon the training of our Canadian teachers. In Ontario, it is true, the normal school notion after forty years' maturity has broken out in two ways, in the model school for elementary teachers and in the normal college for