

teacher. This opinion gained ground very slowly. It was only through sad experiences that this view forced itself upon the attention of men. It was only by the frequent failure of a knowledge of subjects to bring about satisfactory results, and by the success scored by a knowledge of methods when the knowledge of subjects was not very brilliant, that the necessity for professional in addition to literary training came to be recognized. When, under the stimulus of this idea, the study of methods was taken up vigorously and the nature of the child to be taught was considered; when it was seen that "systematic training should watch the spontaneous movements of the child's mind and adapt its processes to these;" that the first three or four years of child life supply the golden harvest to which every scientific educationist must go to reap his facts; then men began to realize that the teacher required something more than mere literary training, important as this is, that men must sit at the feet of nature and study the ways of untaught childhood and trace carefully the course which children's mental activity spontaneously follows, if they would discover the true processes and principles upon which to base their methods of instruction. These thoughts and views of the few have come, by various means and influences, to be the opinions of the many, and the question of to-day is how to realize these in practice. We are no longer required to stamp the bearer of a degree, with the words "duly qualified to fill the most important educational post in the country and to draw the largest salary."

Teachers, not only in this Province, but elsewhere, are rapidly ranging themselves into two classes, (1) teachers who are professional men and women in the true sense of the word and who are being more and more generally recognized as such; members of a profession by virtue of their preparatory training, their present professional reading, their adaptation of their methods of instruction to the nature of the child and to the laws of mental growth, and (2) teachers who are day laborers, who enter upon the work without anything to distinguish them from those not so engaged; entirely destitute of those marks which distinguish the professional man from others, who give no time to the study of educational methods, who follow a certain course, because it has been marked out for them, or because they have seen others following it, teachers who are recognized in an intelligent community for what they really are, namely, workers, but not members of a profession. It is the influence of such as these that prevents the work of teaching taking rank as a profession; the non-professional members have outnumbered the professional members, and yet, the loudest complaints concerning the status of the teacher come from those non-professional members who have no right to a status.

Among the prominent movements to provide for the professional training of teachers, the normal training school was the earliest. When we remember that the history of these institutions does not extend beyond the memory of some of our oldest teachers, we have abundant reason for being satisfied with the results which have been accomplished