

the general level of scientific education could thus be raised, so that each young man or young woman, when he or she issues from school doors, should have enough definite knowledge of the great laws of the physical uni-

verse to instantly denounce blue-glass theories and attempts at perpetual motion, not from the pride of knowledge, but from the feeling that error, credulity and superstition, should be combated with truth.—*Popular Science Monthly*.

COUNTY MODEL SCHOOLS AND THEIR WORK.

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WITHIN a few years many and important steps have been taken towards giving a more thorough education to the masses. In 1871 was passed, somewhat in its present form, the amended School Act, which introduced many important reforms, and scarcely a session has passed since which has not added something to what was so well begun, until we have at the present time a system of education perhaps second to none in the world. Our schools are so far free that the poorest in the land have every facility afforded them for securing an education; and as a result every one is becoming more or less educated, and many are receiving sufficient education to enable them to pass the non-professional third-class examination, notwithstanding the fact that the standard of qualification has been gradually raised, till the third-class teacher of to-day stands quite superior to the old County Board first-class teacher of the past. So many have been successful in passing those examinations, that three-fourths of the schools are now taught by them. This being foreseen by the leading educationists, it was felt that a crisis had arisen in our history, when some attempts should be made to give at least some training to those young teachers for the very important work they were undertaking: hence the

establishment of the County Model Schools. What holds true in nearly every case, holds especially true with regard to the teacher, viz., that a man is not capable of doing anything well until he has had some teaching and experience in that work. We would think that this proposition need but be stated to be assented to, nevertheless we find some holding the opinion that when a person has passed a prescribed examination, having no reference whatever to his profession, he is quite capable of teaching a school without any instruction whatever as to how it should be managed,—without any knowledge of child nature, and not having the first idea as to discipline. It is true he cannot be a successful teacher without the education required to pass such an examination, and the better education he has the better teacher he will be, other things being equal; but it is also just as true that he may possess all the scholarship of the age, and utterly fail in managing a school. I will freely grant that if a person who is very observant be placed in charge of a school, he may in time acquire tolerably correct ideas as to how it should be managed, but before he acquires such proficiency he will have made a great many very serious mistakes. A celebrated oculist was once complimented on his skill. He replied "Yes, but I spoiled a bushel