

# THE ONTARIO TEACHER:

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## ADDITIONAL NORMAL SCHOOLS.

There are two objects in working out a system of Public Education which should not be lost sight of viz.: efficiency and economy. In regard to the paramount importance of the first there can be no difference of opinion. Without efficiency there can be no real education.

In order to secure this very desirable end great efforts have of late been made by the Government and Educational Department of this Province. The School Law has been revised; a new series of school books issued, a programme of studies and timetable drawn up, a new system of inspection instituted, and many other minor changes made, all of them of more or less importance. It is evident, however, that no matter how excellent the *machinery* of our educational system, no matter how much care is bestowed upon *detail* in school legislation, our realization, as a people of the benefits accruing from education must be limited indeed, so long as our schools are taught by *untrained* teachers.

It is not a little remarkable that in matters pertaining to the higher interests of the body politic so little care is bestowed, while

in other matters of far less importance there is the utmost caution observed. For instance, no man would engage a mechanic to do the most ordinary piece of work unless he felt sure that he was possessed of some training, and had, by previous practice, accustomed himself to work of a somewhat similar kind. Even farm laborers, porters and clerks are trained to their respective duties. In the art of teaching how different! Young men and women in their teens, fresh from the pupil's form, with minds very feebly developed, without an intelligent idea in regard to mental science, without the slightest knowledge of the natural order in which the faculties of the mind unfold themselves, assume the *role* of teacher, are engaged by a Board of Trustees and undertake to direct the education of some sixty or seventy young immortals. Now what great benefit to them that there is a programme of studies, that our textbooks have been revised, that such excellent facilities are afforded for the education of the young? Not knowing how to communicate the first idea, these helps are comparatively useless. These improve-