

very different provision for Institutes, but, by a recent law, provides for the organization of County Normal Schools."

The effect of such meetings upon the teachers cannot help but be salutary. The reports that appear in the various educational periodicals of the United States are highly flattering. They are said to "excite enthusiasm," to furnish the "key to success," to be "stimulating," to "strengthen and vitalize the system of education." If these be their effects to the South of us we would like very much to have some influence of a similar kind put into operation here. We certainly require more professional enthusiasm among teachers—more energy and ardor in labor. While many "noble spirits" address themselves to their duties as men responsible for their trust, it is not to be disputed that others, alas! too many, are alike indifferent to their own improvement or the advancement of their school. Content with the merest routine, they go through their accustomed round utterly unconscious that all around them there is an irrepressible immortality, to which every moment lost is the knell of a wasted opportunity. To them the beginning of their duties gives no pleasure, and the close of their day's labors no other reflection than, that another dollar is earned, or the term of their engagement much nearer its close. To correct such a state of affairs where it exists is the object of those Institutes, which we most heartily advocate.

To make Teachers' Institutes successful, several circumstances must be taken into consideration.

1. INSTRUCTION.—The instruction to be imparted should be of the most *practical* nature possible. Let the teachers of the county assemble in the county town; let there be a proper *Time Table* for the session, and let those subjects which are of general importance be first considered. The Chief Superintendent in his very able

Report for 1871, writing on the subject says:—

It is suggested that during each day, the teachers composing the Institute be either formed into classes, for school exercises, under able instructors, or discuss the modes of teaching the various subjects of Common School instruction, and school organization and discipline.

The evening lectures might commence at eight o'clock. The exercises each day will commence in the morning at nine, and continue until noon; will be resumed in the afternoon at two, and close at five.

The subjects which should engage attention during these exercises ought to be, chiefly, the *METHODS AND PRINCIPLES OF TEACHING, Reading, Writing, Arithmetic, Orthography, Geography, (with mapping), Natural and General History, Grammar*; and, in some instances, perhaps, higher subjects; also School Government and Discipline. Some of these subjects may occupy much less time and attention than others, according to their relative importance; and as circumstances suggest, collateral subjects may on some special occasions be introduced.

This would undoubtedly be a wise course to pursue. The subjects mentioned embrace the most important part of Public School work, and in giving practical instruction in the best methods of teaching these, the greatest good would, for the present, be accomplished.

2. THE INSTRUCTORS. It is generally considered that the County Inspectors should take charge of the Institutes in their respective counties, and give the necessary instruction to the teachers under their care. This system would no doubt accomplish a great deal of good. We are quite satisfied that County Inspectors are well qualified to conduct such Institutes to the profit of the teachers. But the question is, have they time to give to the preparation necessary for such work? A course of lectures on education, like those inimitable lectures given by Dr. Sangster, in our Normal School, would be necessary, and would require much preparation and research. The labor