

fair scholarship, more is still needed to make an influential and effective teacher. Practical sagacity, tact, insight, the power to gain and hold interested attention, the personal qualities (whatever they may be called), which make it easy for their possessor to control and guide the young without demonstrative effort; all these must be possessed by the teacher who would have the highest success in the school-room. Such qualifications are partly intuitive, partly the result of careful study and observation, and largely the outcome of experience in the actual work of teaching.

In so far as it is possible to develop these qualities in candidates for the office of teacher, it is the work of normal schools. The value of a sound professional training cannot be too highly estimated; but it is easy to over-estimate the value of the inculcation of educational theories and pedagogical maxims apart from the practical application of these theories and maxims in the actual work of teaching. There is an art as well as a science of education; and the art is only to be acquired in two ways: By careful observation of the methods of expert teachers in the school-room, and by frequent practice in teaching, under the direction of experts, if possible. The selection and classification of candidates according to their professional fitness and worthiness to become teachers, is the special function of normal schools. Aptness to teach is a rarer endowment than good scholarship.

### The Schools of Nova Scotia.

The annual report of the schools of Nova Scotia for 1896-7 is an instructive document, giving much interesting and valuable information of the schools of that province. In Nova Scotia normal school training is optional. It is therefore gratifying to find that the number of normal school trained teachers is increasing rapidly. They are, however, only 752 out of 2,346 teachers, less than one-third of the whole. If professional training is as effective in the improving of teachers as it is in the preparation of lawyers, dentists, physicians and other specialists, then it can scarcely be said that the making such training optional is good because it works smoothly, or because "it gives a chance to the impecunious student to earn money for his advancement to some profession." If the method works smoothly, may it not be on account of the criminal apathy of the people, or because they find the normal school trained teachers to be not much better than the untrained teachers? In the percentage of trained teachers Colchester, Cumberland and Hants stand highest.

The tables show that, although the average provincial grant to each teacher has decreased, yet, through the increased liberality of the sections, the salaries are on an average higher than before. The number of candidates for provincial high school certificates has more than doubled since 1892. That the examination is fairly strict is shown by the fact that of 2,917 candidates only 957 obtained the grade for which they applied.

An interesting table shows that the cost of education per pupil has been gradually rising. In 1832 it was \$3.29; in 1842, \$4.09; in 1852, \$4.74; in 1862, \$4.93; in 1872, \$12.56; in 1882, \$13.31; in 1892, \$14.65. Last year it was \$15.06. The improvement in the

character of the schools has been no doubt proportional to the increase of their cost. In 1896 the cost per pupil in the United States was \$18.92; in the Northern Atlantic States, \$28.28; in Massachusetts, \$36.78.

Pictou Academy is reported as being the best equipped academy in the Maritime Provinces. "The building excels, particularly in its heating and ventilating system and its complete suite of laboratories, museums and accessory rooms, in addition to the commodious classrooms. The chemical laboratory is at present the best model in the province." The Halifax Academy, on the other hand, has a large laboratory, but no apparatus. Music and calisthenics are said to be neglected in many of the academies. In the common schools, however, music receives a fair share of attention. The Provincial High School examinations are conducted at a net cost to the province of \$3089. Their advantages are shown to be very great. Two or three pages in the report are devoted to showing that care has been taken not to allow the cost of text-books to increase. Few countries are so well supplied in this respect and at such reasonable expense. English authorities are quoted to show that our efforts in the direction of practical and scientific work are in the right direction.

"The movement for the introduction of manual training into all classes of schools, as a corrective to an excess of book work, seems to be gaining strength in this, as in other countries. It is felt that the exercise of hand and eye, as well as of the memory and the powers of verbal expression, is necessary to true education. It appears to be true that the process of growth in a child's mind is furthered by manual training, and that the latter promotes the attainment of power and accuracy in other studies. . . . We are glad, therefore, to observe that increasing attention is given in our public elementary schools to such subjects as cookery, house-wifery, wood-work, and gardening. . . . We observe with satisfaction that more thought is being given to the ways of teaching these subjects, and we are far from desiring to substitute unreal or fanciful forms of instruction for the more homely, but withal scientific, lessons which best arouse the interest of the children, because they are nearer to their personal experience of daily needs, and to the actual circumstances of their home life. . . . The rural teacher needs special skill in organization, but has also special opportunities of interesting his scholars by illustrations from the common objects of the country. It is desirable that in the training colleges care should be taken to show students that much which will give life and interest to their teaching is ready to their hand in a country district. It is sometimes forgotten that one of the most natural and fruitful methods of education is to train the powers of observation, and to build up intellectual and scientific interests round the natural objects of daily experience. Children are naturally interested in flowers, trees, and animal life, and in country schools an observant teacher, who is fond of such subjects, and has properly prepared himself by studying them, can find in the object lesson a far more powerful instrument of early education than can be drawn from the more lifeless substitutes on which the town teacher is sometimes bound to rely. Much depends on the improvement