

would be without a school if attendance at the Normal School were made compulsory, as the salary paid in those sections is too small to enable them to employ teachers who have undertaken the cost of such a preparation. The time, however, must come when N. S., like other countries similarly situated, must have only trained men and women in charge of its schools. The reasons are manifold. General Morgan says: "The two specific ends aimed at in our common school should be the awakening of the faculties, and the impartation of that knowledge that will be of most practical utility." A teacher needs to develop, train and instruct. In order that he may do this he must understand child nature. In order that he may understand child nature, he must know physiology, so he may not cause suffering by his ignorance of ventilation, heat, light, exercise, over-work, recreation, &c. Any person about to become a teacher, or now engaged as such, should bear in mind that the health, aye! the life perhaps of the pupils in his charge is in his hands, and he should be very careful how he takes so great a responsibility upon himself. By his carelessness he may bring ruin upon many who are patiently sitting at his feet, waiting for knowledge but receiving a contorted frame, the germs of lung disease, or some other malady easily prevented.

He should know Psychology so he may develop the mind. He cannot force the hand of nature, or invert the order. If he undertakes any other process than that in accord with psychological laws, he must fail. The mind in expanding, has as definite a set of laws to follow, as a flower, and obeys them as implicitly. He should know Ethics so as to properly train the moral nature, imbue patriotism, make the child unselfish and self-denying. The teacher should know the laws that underlie the whole social fabric, the social and moral growth of a community, so that he may be able to unfold and develop a high moral character, a phase of education too often neglected.

He needs to understand Logic so as to promote clearness in answering; he can systematize much better, and train his pupils to make proper classifications, deductions, inferences.

He should study the Philosophy of Education. This is a very far-reaching subject. In its range it carries one from the cradle to the grave, from the Kindergarten to the University. It covers education, moral, intellectual, and physical. It is a vast subject, and not half studied by our best teachers.

He should know the history of education and the history of great educationists, their life's work and their systems, so as to be filled with the fervour and energy natural to the study of great men. He should understand the principles of teaching any given subject, so as to know how to place it before his school properly, that it may be absorbed to the fullest extent.

Method and school economy are also essential, so that time and interest may not be lost.

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