

opposed to each other. Bacon long ago pointed out the true distinction when he said: *Ars est homo additus Nature*—art is nature with the addition of man—art is man's work added to (not put in the place of) nature's work. This assembly hall and the classroom in the second storey, primarily exist to furnish facilities for shewing that all this is as true in respect of the whole field of the teacher's work, as it is in all other callings of life. But it needs the actual conditions and work of the school-room in order to give a correct and working knowledge of principles. These are supplied in this building, as I have stated, by the arrangements for Model schools. In these the principal secures to the student-teachers opportunities for observing the operations there carried on, and whether they illustrate or violate the findings of his discussions of the class-room. But while observation, for those who have eyes to see, is a good thing, and while here and there one is found able to see that at which he steadfastly looks, many more are found unable to appreciate just what all the trouble and worry they have been through in listening to or taking part in discussions of the nature of education, the nature of the child, the science and the art of teaching, and the how and why of management, was about. They cannot see but the children are right enough, always doing the right thing at the right moment, saying just what they ought to say, and very ready to learn. That is about the extent of the benefits of observation to one who has never had charge of a school. And here is where the virtue of practising schools come in. The principal requires students to take charge of these schools for short periods, at a time, and to give specified lessons in presence of himself or his associates, and groups of student teachers. When the exercise is over, opinions of its merits are elicited from those of the students who witnessed it, and then is revealed, as with a sunbeam, the grasp of principles and facility to apply them, or the want of these. Here are real and substantial data from which to carry on the work of training, and it is often very surprising how generally, and in some instances rapidly, a correct knowledge of principles is thus successfully lodged, and professional skill developed. These are, in brief, some of the characteristics of the work for which this institution exists, and for the more successful cultivation of which this building has been erected. Here, we trust, is to be impressed deeply upon the minds and hearts of our teachers, the truth that the object of education is the development of manhood and womanhood in harmony with the attributes with which the all-wise Maker has endowed them. Here, we are confident, our teachers will carefully be taught that they are to do the work assigned to them in our school system, in full view of the great object of which it forms so important a part. It is a great, a noble, a blessed work,—

"No work
Of art, or finest mechanism in things
Material, hath e'er so challenged for
Its right discharge e'en the vast aggregate
Of human skill."

The same subject forms the basis of the following remarks in a recent number of the *Nova Scotia Journal of Education*:—

The idea is sometimes put forward that a young person should teach for a year or two before entering a Normal School. No advice could be less to the point. If a Normal School is what it should be, the sooner the would-be teacher is in it the better. The year or two of bungling is a loss to the teacher and pupil alike. The true method is for the aspirant to study the Science and Art of teaching under the best masters possible, just as the man or woman does who desires to excel in singing, or playing on the piano. The truth is, we are all of us under the influence of the past in this respect. We learned to teach by painful trials in the school-room. A celebrated oculist was complimented on his dexterity—"Before I acquired it," he replied, "I spoiled a bushel of eyes." And so before we attained skill we sacrificed many a pupil. We may not like to confess it, but facts are against the method by which we became teachers. The Normal School proposes to instruct teachers in the Science and Art of teaching. And in the words of Guizot, we would say—"Let no school master be appointed who has not himself been a pupil of the school which instructs in the art of teaching, and who is not certified after a strict examination to have profited by the opportunities he has enjoyed."

There is a single argument, in addition to the many that have been frequently urged why every teacher should be a graduate of a Normal School, that is of great weight—Hundreds of young men and women never can teach and never should try it. They will

learn this fact very soon after they enter the Training Department. If a man has no aptitude for teaching, and it cannot be developed, the sooner he seeks some other occupation the better. The service the Normal School thus does is of the highest benefit to the schools as well as to the individual. Like the lightning rod, they draw off silently a class that would do a great deal of harm if allowed to practise on the community for a year or two, to satisfy themselves of the absence of aptitude to teach.

The deep interest taken in the training of teachers by educationists of the present day in all countries, and not least in our own Province, is a proof of the intrinsic importance of the question. The fact that New Brunswick has just completed a handsome Normal School building, while Nova Scotia has one under construction, is ample evidence of the attention paid by our sister Provinces to this department of educational work. Here we have just ushered into existence a highly elaborate system of training institutions, the operation of which will be watched with no small amount of anxiety. Should the system prove a success, the country will have reason to congratulate itself on the comparatively small sum expended; should it prove a failure, something else must be tried, for trained teachers can no longer be dispensed with.

—We publish this month, in the form of a supplement to the *SCHOOL JOURNAL*, the new Public School programme, accompanied by the official "Hints" on its use, and the authorized lists of Public and High School text-books. It will be worth each teacher's while to preserve the sheet for future reference. It will be observed that in the case of the Public School text-books the publisher's price accompanies the title of each volume. By this simple but wise precaution the Department has put it into the power of each teacher to see that his pupils are not overcharged by those from whom they purchase their school books. It will be noticed, also, that a sample copy of each work published in Canada is filed in the Department, so that purchasers can, if they choose, ascertain whether the books sold them are of the quality stipulated by the Department and agreed to by the publisher. It is to be hoped that in all cases teachers will endeavour to avail themselves of these precautions, with a view to protecting the pupils and their parents from unnecessary loss.

Practical Education.

Queries in relation to methods of teaching, discipline, school management, &c., will be answered in this department. J. HUGHES, Editor.

HOW TO READ.

BY RICHARD LEWIS.

II.

There are three qualifications necessary to constitute a good reader, which because they are physical and not mental may easily be acquired in youth, and, unless there be some organic defect, are not impossible to adult age. These qualifications are: (1), a voice of good quality; (2), flexibility of voice; (3), perfect articulation. The exercises necessary to cultivate the voice are most beneficial to the general health. The voice, and all the vocal organs, never suffer from use but from abuse. Children in play shout and laugh with all the energy they can