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For some time it has been felt that the long-standing arrangement by which the public schools of the Town of Truro, or certain departments of them, were made to serve the secondary purpose of a "Model School" in affiliation with the Provincial Normal School, had ceased to be the best possible under the circumstances. It is not too much to say that through no fault of either of the parties entering into it, but simply from its own inherent weakness and want of adaptation to the necessities of the case, it has of late proved somewhat unsatisfactory to both. We are glad to announce that negotiations between the Council of Public Instruction and the Town Council of Truro, conducted in the most amicable spirit, and with an evident desire on both sides to secure the best possible results for all concerned, have issued in the entire severance of the relationship heretofore subsisting between the Normal School and the Truro public schools, the latter under the somewhat misleading appellation of "the Model Schools." With the close of the current year, the schools of the Town of Truro cease to sustain any special relation to the central Provincial Instruction, within whose walls "model" departments are to be established and maintained entirely under Provincial control. It is believed that marked advantage will accrue to both parties from this new arrangement. The Town of Truro will be entirely responsible for the management of its own schools. The anomaly of practically conditioning important Provincial interests on the views and action of a purely local authority will be done away with. Each force will work more smoothly, and with better results, while operating strictly within its own sphere.

Probably the greatest gainers of all will be the pupil-teachers in attendance at the Normal School. Fortunately there are available under the same roof as their own lecture-rooms, apartments admirably suited for the model classes about to be organized. It is the intention of the Council of Public Instruction that the new Model School shall, in both outfit and methods, illustrate the best spirit of Modern Education.

ONCE more the Annual Examination for teachers' licenses has come and gone. Taking the various grades together, the list of candidates was somewhat smaller than last year's, and rather below the average of recent years. This is a good sign, so far as it indicates the growths of juster conceptions of the teacher's office. The time has come when we should seek to build up our teaching profession from the choicest material the country affords. It is in the power of teachers to lend influential aid towards the realization of this ideal by timely counsel to these young people who, before they have mastered the very elements of knowledge, are smitten with an ambitious desire to teach (!) others. Apart from the question of scholarship, and even from that of professional qualifications, the successful management of the smallest school pre-supposes a development of character which cannot safely be counted on in the case of average girls and boys

of sixteen or seventeen. It is, therefore, with deep regret, and no small surprise, that we sometimes find parents and teachers disposed to complain of the very moderate age-limits by which the Province seeks to protect one of the most responsible of all professions from an inundation of mere children.

We, of course, have nothing to say against young persons cherishing an honorable ambition to enter and adorn the profession of teaching, nor against teachers lending special aid in special cases, but we suggest the propriety of deliberation, caution, discrimination, in this matter of "conching" pupils for licenses. Let the foundations of general scholarship be first laid, broad and deep; and then let those who seem to have a true calling in this direction be induced to prepare themselves for duty and for success by seeking the fullest professional preparation within their reach. Let teachers do everything in their power to make their own profession respected and influential.

WHILE opinions may honestly differ as to the most expedient calendar for our school year, all must admit that so long as the seasons and the general pursuits of the people retain their present order and character, the time covered by the winter term is to the older classes of our youth—particularly to the older boys—the most valuable part of the year, as affording them their most advantageous period of study. Indeed, to many it is *either this or nothing*. How important then that the opportunity be afforded for gathering in the largest possible results from these winter months of study! How utterly inexcusable and shameful the conduct of Trustees, who by inattention to such little matters as doors, and windows, and floors, and stoves, and fuel, do their best to cheat the youth of their Section out of their educational birthright! Such cases may be rare, yet the Inspectors' Monthly Reports show that they do occur. But let us limit ourselves more precisely to the past and say that they *have occurred*, while we express the hope that they *will never occur again*. By all means, Trustees, get your school premises in good order for a good winter's work.

THE experiment of a summer School of Science has been most successfully launched. Too much credit cannot be given to the teachers and other school officers who devoted no inconsiderable part of their brief vacation to genuine hard work in the interests of science, and particularly of science-teaching in our schools. Wolfville proved itself in all respects an admirable centre of operations. So will Picton next summer. A pleasing feature of this new departure was the almost unexpected revelation of interest taken in our schools and in those working in their behalf, by the leading men of various surrounding communities. The other day, casually turning over the pages of a well-known scientific work (European) we came across a statement that "with the exception of the Island of Arran, the Province of Nova Scotia comprises within a limited area the fullest and most instructive illustration of the various geological formations to be found in the world, while unlike Arran, it is full of mineral riches." Such a Province must abound in centres suitable for the operations of our scientific friends.