

T H E

JOURNAL OF EDUCATION.

FOR THE PROVINCE OF NOVA SCOTIA.

THE PROVINCIAL NORMAL SCHOOL.

THE next session of the Normal School begins on the first Wednesday in May. None but holders of valid licenses are admitted as pupil-teachers. Each candidate for admission is required to present his or her license to the Principal. Teachers can not gain admission to the Normal School after the first week in the session, except at the option of the Principal.

There was a large attendance during the last session, and we fear there will be some difficulty in accommodating all who desire to attend the coming term.

ATTENDANCE AT SCHOOL, 1868.

THE attendance at the public schools during the years 1865, '66, and '67 was so far in advance of previous years, and reached in the latter year so high a figure, it was to have been expected that the distress which prevailed a year ago in so many parts of the province, coupled with the monetary depression which has characterized the whole of the past year, would have seriously reduced the attendance at school. We are glad, however, to be able to state that the extraordinary attendance of 1867 was not only equalled but considerably surpassed during the last year. The official returns shew that there were registered in the Winter Term of 1868, 65,083 pupils; in the Summer Term, 72,141; and that 88,707 different pupils were at school during some portion of the year.

AT the recent Examination of Teachers, upwards of 950 candidates presented themselves.

WE regret that in the printing of the Questions for the recent Examination, several typographical errors occurred.—Some of these were detected in time to notify the Deputies in relation to them. One of the Algebra questions for Grade B and another for Grade C, were afterwards discovered to be rendered absurd by mis-print. We give them here as they stood in the original copy:—

(v)

4. Given $\frac{x}{4} + y = x - \frac{y}{8}$, and $xy + 4 = 100$; find the value of x and y . [The misprint gave a 2 instead of the 8.]

(c)

6. There are three numbers such, that the first added to half of the second equal 14; the second added to a third of the third equal 18; and the sum of the second and third is 30, find the numbers. [The italicised words were omitted.]

The Examiner in Mathematics has been requested to make every reasonable allowance in favour of candidates on account of the errors in questions.

THE number of teaching days in the present Term is 121.

ERRATUM.—*Journal of Education*, February, 1869, third subject for Educational Tracts.—**CO-OPERATION** or *How the House can help the School*, read **CO-OPERATION** or *How the Home can help the School*.

THE CHEMISTRY OF COMMON THINGS.

TEACHERS who are preparing for Examination in Grade B, are notified that the examination questions in Agricultural Chemistry will in future be given upon the subjects embraced in the prescribed text-book, **THE CHEMISTRY OF COMMON THINGS**. We desire to call the special attention of teachers of all grades to

this admirable text-book. The matters of which it treats are of the highest practical interest, and the pupils of our schools should become as familiar with them as with household words:—

The Constituents of the Atmosphere.

The Plant, and what it Feeds on.

The Plant, and what it Yields us.

The Animal, and what it Feeds on.

Importance of Saline Food.

The Saline Food of Plants and Animals.

The Decay of Plants and Animals.

The Circulation of Matter.

Teachers who are unable to introduce this work as a text-book will find it a store-house of materials for an extended course of Oral Lessons, at once accurate in information, interesting, and profitable. The following are the concluding sentences of the book:—

580. Man owes much to the atmosphere; for it gives him pure air to breathe; it carries away his bad gases; it feeds the plants he requires as food; and it wafts his ships from shore to shore.

581. Man owes much to the ocean; for it rises into the air and rains down water to refresh his fields, and to cleanse his home and self; it issues forth as springs, and runs through the country as rivers; whilst it forms a highway on which his ships can glide to distant lands.

582. Man owes much to the land; for it hands him sandstones, limestones, coal, ironstones, and precious metals; it gives him salt and other saline matter for food; and affords him anchorage ground in his sojourn through space.

583. Man owes much to plants; for they suck in the noxious gases of the air, and make him food therefrom; they give him wood and coal, cotton and linen, spices, perfumes, and medicines.

584. Man owes much to animals; for they aid him in his daily toil; they afford him nourishment in its most condensed and suitable form; they clothe him with material to resist the inclemency of the winter; and they watch over his welfare during the dark hours of midnight.

585. And man owes everything to God, who governs all things, and has so ordained that the atmosphere, the ocean, the land, the plants, and the animals, should minister to his wants; who lights up and guides each star in its course through space; who watches over each drop of water as it sojourns from ocean to sky, from cloud to earth, and from river to ocean again; who directs each atom of gas and salt as they perform their endless circuit, from atmosphere and soil to plant, from plant to animal, and from animal to atmosphere and soil again; who so allots each atom of matter, that, whilst all is in endless motion, and forms part of a mighty circle, yet nothing is lost, and the minute as well as the great fall in and form part of a Mighty Plan.

READING.

By ROBERT ROBINSON, *Inspector of National Schools Ireland.*

DEFINITION OF GOOD READING.—Reading may be called good when it is easy, yet not slippant; clear and firm in tone, without show or affectation; definite and exact in enunciation, without a parade of distinctness; expressing at the same time the true meaning intended, and joining with this expression judgment and taste.

DEFECTS OF READING.—It unites expression with understanding; and, therefore, its chief defects must relate to the comprehension of the text, and to the tone and manner in which the sense is conveyed. Defects in tone and manner are indistinctness, hesitation, affectation, monotony, unnatural pitch of voice, mal-pronunciations, &c. Of these, I intend to exclude pronunciation; for although a boy may pronounce badly, yet he may be able to collect easily and truly the statements of the author, and convey them clearly and forcibly to others; and these, as I take it, are the two most important elements of reading, and about the only ones we have a right to seek for in most of our primary schools, or that we are at all likely to attain.

ERRORS OF PRONUNCIATION.—Many teachers look upon the correction of such errors occurring in the reading as the most important of their duties. In their extreme desire to secure purity of utterance, they overlook the child's comprehension of the text, and the force and correctness with which he makes himself understood. They appear, as the Rev. Mr. Grant describes them, "to