

persists in going contrary to law or the direction of the Trustees, it is the duty of the Trustees to dismiss him forthwith. Neither does the law provide for laying any fine on this officer. The law protects Trustees against loss through improper conduct on the part of their Secretary, by providing that he shall give a Bond "for the faithful performance of the duties of his office." If through any fault of his moneys are lost, or the business of the Section is deranged, or if, on ceasing to hold the office, he refuses to give up all moneys, books, &c., in his possession belonging to the Section, the Trustees can prosecute both him and sureties for the full amount of damages. This is the only redress provided by law.

It may be well to add that the appointment of the Secretary is annual. In cases of re-appointment the old Bond remains good.

RESULT OF THE ANNUAL MEETINGS.

SO far as we have learned up to the present time the results of the annual meetings promise a very successful year. From some Counties the reports are most encouraging. It was anticipated that the existing depression in commercial affairs and consequent scarcity of money would have the effect of materially checking the local expenditure for school purposes. But in general this anticipation has been agreeably disappointed.

From Halifax County we learn that the meetings, so far as heard from, have almost uniformly resulted well. Dartmouth leads off with a vote of \$3,200. The meeting voted to increase the salaries of the teachers. The colored children belonging to the section having failed to take advantage of the existing provision, it was agreed to provide a separate department for them. In Waverley, Bedford, Lower Sackville, S. E. Passage, Chezzetcook, Indian Harbour, Kent's Island, Petpeswick, Ketch Harbour, N. W. Arm, Meagher's Grant, Nuttall's, Gladwin, Little River, and other Sections, reasonable provision has been made for the support of schools. Beech Hill and Cross Road (Sackville) Sections, (both colored) had satisfactory meetings, and will have schools during the year.

From Annapolis County the report is equally favourable. The Inspector writes:—"The annual meetings have not yet been heard from as fully as I desire, but from the intelligence received I judge that matters have not materially changed. No backward movement has been reported except in a very few sections, while advance has been gained in others."

Owing to local difficulties in connexion with the County School Fund—many of the Trustees' orders remaining unpaid—it was feared that the meetings in Queen's County would turn out badly. The Inspector writes that notwithstanding this trouble, most of the sections have made provision for the support of schools. In Liverpool and Port Medway the meetings were particularly successful. The local assessment authorized in Port Medway for the present year is \$1,400; the same sum has been levied during each of the past two years.

The Inspector of Colchester County writing on the 24th October, says,—“No section thus far heard from has voted down a school.”

From Antigonish the report is not so favourable. The Inspector writes that "only in a few sections has any money been voted. If school will be kept in the large majority of sections during the coming winter, the teachers must take their chance; that is, labour for what they may receive from the County Fund and Government Grant. This will be contrary to Regulation, but what more can be done under the circumstances?" The Inspector has been advised that no person engaging to teach on such terms need expect recognition as teaching a public school. If the people of any section refuse to co-operate with the law in the support of a lawful school, they must learn by experience that the law will not assist them in the support of any other kind of school. The teachers of Antigonish County owe it to themselves and their fellow teachers throughout the Province, to decline engaging on any such conditions. The Inspectors everywhere are instructed to investigate, and report faithfully, "every case of illegal stipulation in reference to the County Fund." The pecuniary responsibility of public schools must be borne by the people, not by teachers. To tolerate any other arrangement, even as a temporary expedient, would be to inflict an injury on both people and teachers.

EXPOSITION OF THE TRAINING SYSTEM.

[From Dr. Forrester's Teacher's Text Book.]

THESE features, as they developed themselves to the mind of the devoted and enthusiastic founder of the system, have been already noticed with more or less particularity. Nevertheless, we think it in every way advantageous to gather them all together and present them in a condensed, consecutive form, that they may be looked at in their relation to other systems, embracing, as we conceive, all that is excellent in these systems, and yet shooting far in advance of them all. At all events, a succinct enumeration of these features will be of great service when we come to exemplify them in the teaching of the different branches of learning. Then, we shall only require to show their application to these branches respectively.

1. This system professes to educate all the parts of the child's nature, both separately and unitedly.

This is its aim—its high errand. We say aim; for it has never yet, we believe, been carried out to its fullest extent, never yet been exhibited in all its diversified and glorious results in consequence of the external impediments it has encountered, even in the most advanced and favoured circumstances. Nevertheless, this is its declared object, even the cultivation of all the component parts of the child's nature, and the more closely we approximate that object, the higher must be our educational condition. That nature is two-fold,—body and mind; the former being subdivided into systems of organs; and the latter, into powers, generally regarded as Intellect, Sensibilities and Will. The Training system nobly aspires after the development of all these organs and powers and that under the heads of physical, intellectual, æsthetic, emotional, and moral education. It not only regards these in their separate, but in their relative existence, as acting and reacting the one upon the other. It, accordingly, calls in the one as the handmaid and auxiliary of the other. In one word, it professes to educate all the parts of the child's nature, and these parts in all their relations sympathies and tendencies.

2. This system throughout all its processes draws a marked distinction between teaching and educating, between telling and training.

It starts with the principle that education is a life-work, yea that it is a work bounded only by eternity, and that the education of the young consists mainly in putting them on the way of educating themselves. Taking up and holding the position that the child is the father of the man, it endeavours so to connect his education as that when he becomes a man, he shall be able to think and feel and speak and act aright. It is therefore far more concerned about the mode of imparting the instruction, than the instruction or the knowledge itself. Not that it undervalues instruction. Quite the reverse. Just as the means in every case rises in value in very proportion to the magnitude of the end to be served, so is it here. Wherever then it is proper, it imparts instruction, but in doing so, it strives to provide both the means and the methods of getting more, and that by dint of the application and investigation of the scholars themselves, preparing them for the varied duties and trials before them. Thus whilst it regards instruction and education as inseparable, it does so simply because they stand to one another in the relation of means and end.

3. This system strives to give a practical bearing, an out and out application to all the knowledge communicated.

This is the very import of its designation. It attaches vast importance to knowledge, but it does far more to wisdom—which is neither more nor less than the reducing of the knowledge acquired to practice. Accordingly, it not only shows speculatively the uses of any subject, but it labours, as far as practicable to body forth and exemplify the same. And this it does not merely for the purpose of demonstrating the utility of the subject itself, but of obtaining more enlightened and enlarged views regarding it. Much of this it accomplishes through the medium of oral lessons, and these principally on objects and pursuits, with which the young are perfectly familiar, but whose nature and application they neither comprehend nor appreciate.

4. In the consideration of any subject it makes the analytical the basis of the synthetical, the concrete of the abstract.

At the earliest period, almost from the moment that their observational powers come into play, the young manifest an instinctive desire to subject every object to their senses, not merely to their