

difficult. What has been said of shading, applies equally well to shadow.

Distant objects do not appear to the eye under the same angle as near ones, and as drawing must be true to nature, objects should be represented as they appear. Hence the necessity of perspective in drawing. The eye should be trained to judge accurately of perspective, as its laws are too cumbersome and formal to be of much aid in drawing an object. When the teacher is capable of imparting a knowledge of these laws, it should be done; but this is not essential. Ruskin says, "It would be worth while for the student to learn them (the laws of perspective), if he could do so easily; but without a master's help, and in the way perspective is at present explained in treatises, the difficulty is greater than the gain. For perspective is not of the slightest use, except in rudimentary work. You can draw the rounding line of a table in perspective, but you cannot draw the sweep of a sea bay. You can foreshorten a log of wood by it, but you cannot foreshorten an arm. Its laws are too gross and few to be applied to any subtle form, therefore, as you must learn to draw the subtle forms by the eye, certainly you may draw the simple ones."

As in writing, the pupils should be taught in classes; the blackboard should be in constant use both by the teacher and pupils; good models should be at hand for imitation, and much care should be taken in the correction of errors. The model cards provided for our schools are equally adapted for lessons on the abstract method or the concrete. Every teacher can arrange the order of the cards to suit himself. No teacher, however, should confine the lessons exclusively to the models, but prescribe many and frequent lessons similar to those which we have outlined. When teachers cannot procure a supply of cards, pencils, paper, and rubbers, they should make use of the slate and blackboard; and the growing interest of the pupils in the practice of drawing will, in good time, prove effectual in securing a proper equipment of drawing materials for the whole school. Those who are supplied with models and paper, will find it an excellent practice to call in the aid of the slate and blackboard. First lessons should generally be given in this way.

We think from what we have said, that teachers will see that this branch has high claims to a prominent place in all our schools, and that every teacher of ordinary skill and tact can advantageously introduce it into his school. It is gratifying to know that a considerable number of boards of trustees have already provided their schools with adequate appliances for exercises in drawing.

### ORAL LESSONS IN GEOGRAPHY.

The outlines of a complete series of conversational lessons, introductory to the systematic study of geography from the text-book, may be found in the September and January numbers of the *Journal*. These outlines, sketched by J. B. Calkin, Esq., of the Provincial Normal School, are well worthy the attention and careful study of teachers. We have not been surprised to learn that some of our foremost teachers have already adopted these outlines as the basis of their elementary instruction in geography. If teachers would but reflect upon the utter folly of beginning geographical teaching with lessons upon the solar system, and then proceeding to discuss the form, dimensions and motions of the earth; poles, axes, meridians and zones; continents, countries, counties, townships and sections; they would keenly appreciate any practical hints by which the process may be entirely reversed, and made as simple as the ways of nature. We would ask every teacher who reads this, to re-peruse the outlines to which we have referred, and, having caught the spirit in which they are conceived, to prove their value by the practical test of the school room.

[For the Journal of Education.]

### EDUCATIONAL ASSOCIATION.

RESOLUTIONS passed at the meetings of the Educational Association of Nova Scotia, held in Dalhousie College, Halifax, on the 27th and 28th days of December, 1866.

1. On motion of F. W. George, seconded by Mr. Samuel McNaughton, it was unanimously resolved:—

That this Association, originally formed for the purpose, among others, of promoting the improvement of educational legislation and regulations, has observed with sincere thankfulness the passage of an amended law in the last session of the Legislature, carrying into full effect the views of this Association.

The Association, keenly alive to the benefits which are thus conferred on this and future generations, feel it incumbent on them to express their admiration of the noble and enlightened policy, and patriotic spirit of the originators and supporters of the new legislation, especially the Hon. Charles Tupper, Adams G. Archibald, Esq., and T. H. Rand, Esq., Superintendent of Education. They feel the profoundest gratitude for the improved facilities afforded to teachers, and the priceless blessing of a free education put within the reach of every child in our Province.

2. On motion of Mr. J. S. Hutton, seconded by Mr. John Hollies, it was resolved, *nem. con.*,

That this Association, strongly impressed with the importance of improving teachers in the art of elocution, and desirous of obtaining the services of a competent instructor; but having no resources sufficient to defray the necessary expenses, respectfully represent to the Council of Public Instruction, that by taking the matter into favourable consideration, as far as present circumstances may render practicable, they would confer a great benefit on the teachers of the Province.

Extracted from minutes of Educational Association by

F. W. GEORGE, *Secretary*.

### INSPECTION OF SCHOOLS.

For the information of trustees and teachers we give below a transcript of the most important items contained in the portfolios, recently forwarded to the inspectors of schools, by the Superintendent of Education. No provision of the law has done more for the encouragement and stimulus of public education, than that which provides for the half-yearly inspection of schools and school premises. Under the operation of the amended law, it becomes a matter of the first importance that every award of public money shall be based upon reliable statistics, obtained by careful and minute inspection.

By a careful perusal of the following, trustees and teachers of common schools may obtain a pretty correct idea of the nature of the official inspection:—

TO THE INSPECTORS OF SCHOOLS:

The following are the points under each head on which notes are expected to be made:—

ACCOMMODATION.	SCHOOL.
<b>BUILDING:</b> (1) Site. (2) Repair. (3) Ventilation. (4) Commodiousness.	<b>CLEANLINESS, &amp;c.:</b> (1) Cleanliness of premises. (2) Neatness in disposal of apparatus, &c. (3) Tidiness of pupils.
<b>FURNITURE:</b> (1) Style of desks, &c. (2) Condition. (3) Supply. (4) Arrangement.	<b>CLASSIFICATION:</b> (1) Good or not. (2) Interfered with by want of books or not. (3) If graded, according to law or not. (4) Time-table, judicious or not.
<b>APPARATUS:</b> Enumerate the several articles, using abbreviations, if necessary: e.g. 140 b. bd., for 140 sq. feet of blackboard; <i>Eng. dict. 4to.</i> , for 1 English Dictionary, quarto size, &c.	<b>MODE OF TEACHING:</b> (1) Skill in presenting subjects. (2) Do. in conducting class-exercises. (3) "Oral lessons," ( <i>Comments</i> , p. 33, par. 3.) (4) Class of license sustained or not.
<b>TEXT BOOKS:</b> (1) The prescribed or not. (2) Supply. (3) Properly cared for. (4) Itc. carried out ( <i>Circ. 10.</i> )	<b>PROGRESS, &amp;c.:</b> (1) Satisfactory or not. (2) If below middling, cause.
<b>PLAY GROUND.</b> (1) Size. (2) Fenced or not. (3) Improved or not.	<b>ORDER, &amp;c.:</b> (1) Quietness of school. (2) Attention to work in hand. (3) Order in assembling and dismissing. (4) General character of punishments.
<b>OUTHOUSES:</b> (1) Fitness of construction. (2) Location. (3) Cleanliness.	<b>PHYSICAL EXERCISES:</b> (1) Due amount of. (2) Judicious or not. (3) Precision in performance of.

Notes on the above points, in order to be serviceable for publication, should be uniform, i. e. a uniform system of classification