

and the future glory of our country were not disgraced by a petty squabble between political parties. That Act was strongly opposed by the people. It was the greatest innovation yet, and for two years it received some pretty hard knocks. Now, who dare assail it! Its former foes are now its friends, and the man or party would be doomed that dare lay hands upon the educational system of Nova Scotia. The people of Nova Scotia to-day pay over \$500,000 annually towards the education of the rising generation, and this is sufficient proof that we are in earnest in this matter; and the pleasing feature is that Protestant and Roman Catholic work side by side, pupil and teacher, without any disturbance or confusion. Ten years ago 1,000 teachers did our school work; now over 2,000 are employed. Since 1864 nearly 900 school houses have been erected, and the people of Nova Scotia have paid \$641,000 towards the building of such.

In accordance with a minute recently adopted by the Council of Public Instruction, there will hereafter be only one examination for teachers each year, beginning on the 15th of July; only one session of the Normal School, commencing on the first Wednesday in November; a vacation of four weeks instead of three at midsummer, and one of two weeks instead of ten days at Christmas.

The School law of this Province provides for the payment from the Provincial Treasury, to each School, of a certain sum per annum, according to the attendance and the time during which the school is kept open. This sum should be paid in addition to the amount agreed upon between the trustees and the teacher as the salary of the latter, but there is a strong tendency on the part of the trustees to evade the law by inducing the teacher to assume all risk as to the amount of the public grant coming to the school. It does not seem an easy matter to prevent them from doing so, except by the adoption of the plan which prevails in Ontario, in accordance with which the grant is payable to the teacher only, but is at the same time a part of the sum agreed upon as his salary. In other words, while the teacher draws the money the school section enjoys the benefit of it, and assumes all risk as to the amount.

**TALK IN THE SILENT WORLD.**—This German system may literally be called the art of teaching the dumb to speak. This will hardly appear impossible if it be borne in mind that the vocal organs of congenitally deaf persons are, so long as they are young, unimpaired. The faculty of producing sound is there, but the idea of sound not being present, no attempt to employ it is made. It is true that by long disuse the larynx loses the vocal property, but in the case of deaf children there is very little difficulty in inducing them to utter articulate sounds, not so clear and musical as those produced from persons who are not deaf, but distinct and intelligible. At the same time the eye of the pupil becomes educated to follow the lips of the speaker, and to gather from their movements the words uttered. The process of teaching children on the German system is curious and interesting. The first aim is to strengthen and expand the vocal organs by gentle exercise; the next, to train the pupil to watch the motions of the lips and tongue, and endeavor to copy them. The sense of sound, to which the auditory nerve is dead, is next conveyed through the sense of touch, the pupils being taught to feel the vibrations in their own throats and bodies when the sound is emitted, and to learn to control these vibrations at will. When a correct understanding and a use of all the vowels and consonants has been obtained, the pupils are ready to form words and use them as we do. The building up of language now commences on a plan similar to that which nature follows when children learn to talk by ear. Simple words and every-day phrases come first, the more difficult being gradually built upon and out of the simpler forms of expression; and the closer the artificial educational plan approaches to the natural ear-taught process, the better will be the result in the end. In some German schools a few natural gestures are allowed to be used in the early stages of teaching, but the highest type of the system is steadfastly opposed to all signs, and makes the pupils depend entirely on language as addressed to the eye, the meaning being conveyed by analogy, and language evolved out of language, as one problem in Euclid springs naturally from the one that precedes it. It must not be supposed that extraordinary intelligence is required in the pupils. Deaf children are very observant, and when pains are taken to talk to and with them they soon learn to converse freely with those whom they meet constantly. Conversational language must not be looked for in the first two years of instruction, for it must be borne in mind that a child, when its hearing is

perfect, takes a long while to learn to talk, but about the third or fourth year pupils of average ability begin to speak very intelligibly. One concession, and one only, the deaf children require, and that is, that all speaking to them shall open their mouths widely and enunciate with distinctness—a habit valuable in all, and, as the Archbishop of Canterbury remarked, at the meeting at Lambeth Palace, invaluable to clergymen. This is "all that is necessary to put them on a level with others, and to enable them to make their way in the world." In Vienna, a fancy leather merchant, who was born deaf and dumb, employed seventy men under him. The Emperor and Empress of Austria visited his workshop before the Vienna Exhibition; he could not only speak the language of his country fluently, but also a little English. The leather merchant had visited England and other countries; was a practical horticulturist, and altogether an agreeable, intelligent, wealthy man—wealthy through his own talents and industry. In a hatter's shop in Friedberg there is a toto-congenital deaf workman. A man was convicted for theft, principally on the evidence given *in voce*, in open court, by that deaf workman, who stood the test of examination and cross-examination without any other method of communication being used than word of mouth.—*All the Year Round.*

### Departmental Notices.

(Copy of an Order in Council, approved by His Honor the Lieutenant-Governor, the 28th day of July, A.D. 1877.)

Upon the recommendation of the Honorable Mr. Hardy, acting Minister of Education, the Committee of Council advise that the accompanying surrender by the Board of Education of the City of London, and the High School Board of the City of London, to Her Majesty of the lands therein mentioned, be accepted by Your Honor, and that the said surrender be enrolled in the Office of the Provincial Registrar.

The Committee further advise, that the lands in the said surrender mentioned be sold and the proceeds applied for High School purposes, under the authority of 37 Victoria, Cap. 27, Sections 88-94.

Certified.

(Signed)

J. G. SCOTT,  
Clerk Executive Council, Ont.

26th July, 1877.

The Honorable The Minister of Education.

(Copy of an Order in Council, approved by His Honor the Lieutenant-Governor, the 28th day of July, A.D. 1877.)

The Committee of Council have had under consideration the annexed report of the Honorable Mr. Hardy, Pro-Minister of Education, with reference to certain arrangements proposed to be made with the publishers of the CANADA SCHOOL JOURNAL, and advise that the recommendation therein contained be acted upon.

Certified.

(Signed)

J. LONSDALE CAPREOL,  
Asst. Clerk Executive Council, Ont.

30th July, 1877.

The undersigned respectfully begs to report to His Honor the Lieutenant-Governor in Council, respecting the Education Department, as follows:—

The publication of the CANADA SCHOOL JOURNAL by Messrs. Adam Miller and Company, with an editorial staff, and of contributors composed of many who take the lead in educational work in the Province, has brought under consideration the question of the continuance of the *Journal of Education*. In a former report to Your Honor in Council on this subject, the Minister recommended the continuance of the publication of the Journal in order to supply information as to the actions of the Department to Inspectors, Trustees, Teachers and others, which information required a special journal for the purpose. Now that such a journal does exist in the CANADA SCHOOL JOURNAL, whose success should be aided by the Department, and not imperilled by the competition of the *Journal of Education*, circulated gratuitously, the undersigned respectfully recommend that the arrangements proposed to be made by the undersigned with the publishers be approved of by Your Honor in Council, such arrangements being that the publishers shall be paid fifty dollars per month, and that in consideration of this sum should furnish the Department with two hundred and fifty copies of the JOURNAL for distribution to Inspectors and others, as also such space as the Department may from time to time require for the publication of Departmental matter, and that such arrangement be revocable at the pleasure of the Government.

(Signed)

ARTHUR S. HARDY,  
Pro-Minister of Education.

EDUCATION DEPARTMENT,  
Toronto, July 19, 1877.