

THE

JOURNAL OF EDUCATION.

FOR THE PROVINCE OF NOVA SCOTIA.

As our readers are aware, the recent postage law provided that after December 31st, 1868, educational periodicals should be subject to postage. We shall therefore, in future, forward the JOURNAL by mail direct to Trustees and Teachers, instead of through the Inspectors. As the law requires that the postage on "periodicals" shall be prepaid, the funds at the disposal of the Superintendent are not sufficient for the monthly publication of the JOURNAL. It is very desirable that the paper should be issued regularly, but the multiplicity of official duties has hitherto rendered this impossible. We have done what we could, under all the circumstances. During 1869 the JOURNAL will be issued every two months—on the 1st of February, April, June, August, October, and December. See advertisement.

THE Educational Association of Nova Scotia having placed \$30 at the disposal of the Superintendent of Education, to be offered in prizes of \$10 each for three Educational Tracts, Teachers are notified that manuscripts will be received in competition for the following Tracts: "FROM 5 TO 15, or How our Children should be spending their time," "5 DAYS A WEEK, or The importance of Regular Attendance at School," "CO-OPERATION, or How the House can help the School." Each Tract to make either 4 or 8 printed pages. Style to be simple and popular:—the dialogue will not be excluded. Competition open to all the Teachers of the Province. MSS. prepaid, to be forwarded to the "Education Office" on or before June 1st, 1869.

CALKIN'S SCHOOL GEOGRAPHY OF THE WORLD is supplied to all sections, on the order of Trustees, at 56 cts. per copy. See "Official Notices,"—Prescribed Text-Books.

PROVINCIAL EDUCATIONAL ASSOCIATION— CONVENTION.

THE Convention of the Educational Association of Nova Scotia began its sittings on the evening of December 28th. Although the weather was very unpleasant, about 100 Teachers were present at the opening meeting. Rev. T. A. Higgins, M. A., President of the Association, was not able to be present. The customary inaugural address, therefore, was not delivered. A. McNutt Patterson, Vice-President, was called to the chair. The meeting was addressed by Rev. Geo. Miles, S. McNaughton, Mr. Richardson, J. Willoughby, and others. The addresses were spirited and profitable.

DECEMBER 29TH.

Morning Session.—A. McNutt Patterson, V. P., in the chair. The report of the Managing Committee was received and adopted. The petition presented by the Committee to the Legislature, at its late Session, in the name of the Association, was unanimously approved. A communication from the Yarmouth Teachers' Association was read. It contained fraternal greetings and an unanimous resolution from them, deprecating any change in the present School Law that would foster invidious distinctions founded on sex, class or condition of the people.

J. T. Mellish gave an interesting account of the Cumberland Teachers' Association.

Aubry Lippincott, B. A., Rev. Geo. Miles, and others, briefly addressed the meeting. Mr. Miles pointed out the advantages of Life Assurance to Teachers. In Nova Scotia, no provision had yet been made for Teachers disabled in the service. Perhaps it would be a difficult matter to secure a satisfactory Fund for such a purpose. In fact, such a provision was hardly necessary, now that

any Teacher could effect an endowment or assurance at so low a rate.

Afternoon Session.—A. McNutt Patterson, V. P., in the chair. T. H. Rand, M. A., Superintendent of Education, addressed the Association for an hour on *Some Principles underlying Methods of Teaching.* "In compliance with repeated requests of members of the Association, we propose, when our space permits, to publish the substance of this address. It concluded as follows:—

"I have not sought to enunciate any new thing. These principles, in one form or another, have been sounded in the ears of our Teachers for many years. But I felt, in responding to your invitation, that it would do us good to quarry them out afresh. Believe me, our work will not stand unless it is moulded on God's own plan—in harmony with the immutable laws which He has impressed on both mind and matter. I say it in all sincerity, I fear we are too forgetful of first principles. We are not whole-hearted; we have not faith in Education—as we ought to have it—or we should see a stronger, deeper, nobler professional spirit among us. If we realized as we ought that teaching in violation of established mental laws is a sin against our pupils, against ourselves and our profession, against society, and against the Creator whose workmanship we are, how thoughtfully would we work! How eagerly would we band together for mutual discussion, the comparison of notes, and the examination of principles underlying the methods of teaching! How eagerly would we obtain, and how carefully would we study, a work embodying the results of years of patient thinking and practice of one who has grown grey the educational service of his adopted land! How earnestly would we invoke for ourselves and our fellow-workers throughout this land the guidance of the Great Teacher himself, who took the little children in his arms and blessed them! Teachers of Nova Scotia, let us take a fresh start. Let us look our work honestly in the face. Let us magnify our office. Let us grasp first principles strongly, and make them the touchstones of our performance. Let us sit in stern judgment on ourselves. Let us shew by our painstaking labour, and high fidelity to our trust, that we, in some humble measure at least, understand the true end of Education—that we understand that upon which we operate—that we understand that *with which* we operate—and that we understand *how* to conduct the operation. To realize all this, even in thought, is difficult; to cherish it and labour for its largest and speediest realization, is the crown and glory of our profession."

At the conclusion of Mr. Rand's address a very interesting discussion ensued upon the matters which had been brought under review.

Evening Session.—A. McNutt Patterson, V. P., in the chair. Rev. Dr. Forrester, Principal of the Normal School, addressed the Association for upwards of an hour on *The History of Common Schools.* Dr. Forrester adverted to his youthful days, and the growing admiration and pride he felt in the Teachers of the Common School.

In the year 1524 public schools were first advocated by Martin Luther. Away back of that, education as attempted—near the close of the ninth century King Alfred having dedicated one-ninth of the revenues of England to the promotion of education. The churches and monasteries had control of these schools, and the real popular system was not known till 1524. It was novel, but soon spread through many States in Europe, and begot an idea still more novel—the compulsory attendance of children at school. This rule obtains wherever the most enlightened educational knowledge prevails.

The denominational system is opposed to the popular system. Its principle is—'Let the Churches undertake the work, and be aided by the State.' England for the past thirty years has been trying this method with more power, charity and wealth than could be found elsewhere, and yet the result is a failure. Eight millions in England cannot read or write. With all the zeal, philanthropy and enterprize, one-third, or two millions of the schoolable children are now attending no school at all. This proves that no power but the State can do the work. State education is a powerful system of police. The objection to this system is the religious or conscience element. Can a mid-way plat-