

to the clergyman. We, said he, utter fiction as if it were truth, while you speak truth as if it were fiction.

Poor reading is, we fear, to a large extent chargeable to Common Schools. Much I know, is attributable to home teaching, but nevertheless, it is a fault belonging to common School instruction. Reading ought to receive more attention, and elocution should be carefully and constantly taught by all first class Teachers, and eloquence as a study, should be set before every boy, as a potent means, for the acquisition of most valued results.

We think if a good system of vocal music were introduced, it would prove an efficient means of cultivating the voice, and so aid the pupil in his study of elocution. Music has especial merits of its own, which make it desirable that every Teacher, who is capable, should give it a share of his or her attention. Besides being a source of intellectual enjoyment, it tends to refine and elevate the taste. We think that vocal music and reading aloud should be daily and assiduously practised, as an important means, to good reading and elocution, and also because assuredly conducive to health.

I may remark, that the almost universal ability of children of School age to appreciate music, and its influence in forming a refined and melodious voice is admitted by nearly all educationists.

We would offer a hint on another branch of Education common to all our section Schools. Penmanship is a branch of Education, the neglect of which subjects our School system to severe and we fear just censure. It is often alleged, that in this particular, there has been a falling off under the new system. We, however, are very unwilling to concede this point, yet desire to present the consideration of this subject to those whose business it is to fit our youth for the stations of life they will be called to occupy. Your attention is constantly directed to a consideration of the best methods of teaching Arithmetic. This subject cannot engage too deeply and earnestly the inquiry of Teachers. Arithmetic and Mathematical studies generally, when assiduously attended to, have the effect more than any other that could be devised, of drawing out, *educating* the higher faculties of the intellect, that is to say—the reasoning faculties. The culture of these leads to habits of accuracy—accuracy both of thought and execution. Thus the study of the Mathematics is no less important for its practical utility, than as an intellectual exercise, for what can be of more inconceivable value to the young man entering upon the business of life than the habit of accuracy?

Not infrequently his whole success depends upon it. We cannot, indeed, expect our common Schools to give instruction in an extended course of Mathematics; but Arithmetic itself may be called a synopsis of Mathematics, and the Nova Scotia public has a right to expect that every pupil shall be thoroughly instructed in that.

We would write over the door of every School House in the land, *Accuracy and Neatness*. These, with a good moral character and a fair Common School Education, will warrant any young Nova Scotian in aspiring to any political, or commercial position his country has to give. The young man so prepared is ready to commence the practical duties of life in almost any one of the many fields open to him. But it is not to be supposed for a moment that such a young man will be content, with the acquirements with which he left school. If he has been *thoroughly* instructed in the branches of Common School Education, he will have acquired the habit of, and the taste for study, and will assuredly go on improving his mind while life lasts. What position is too high for such a young man to aim at? What position so high, that we do not, frequently see it attained by young men of this very class, of whom the world is usually and justly proud? Thoroughness then, we repeat, *thoroughness* in teaching the elementary branches, should be a first consideration with every teacher connected with our system of Common School Instruction.

Allow me to say a word in reference to our Higher Schools. Let it not be forgotten that we have a Provincial Normal School, sustained by the Government of this Province at a large expenditure of public money. The instruction there is of a professional character, and in the hands of experienced and efficient teachers. The instruction is free to all who look to teaching as a profession, free to every youth in Nova Scotia who is willing to teach. We need not say to *this audience* that the advantage gained by attending the Normal School will spread itself over all after life. The benefit will be experienced in the head, in the heart and in the purse. Most earnestly then would we advise all who can do so, to repair to Truro, and enjoy, at least, one term at the Normal School.

The day may not be distant when there will be two such Institutions in Nova Scotia, one East and one West, and when it may be made obligatory for all who aspire to the possession of a School License to spend a term, at one or the other of these Institutions. The influence of this last named suggestion would be most beneficial. We make no particular comparison, for such would be invidious, but it is well known that in the examination of candidates, the general average of the Normal School Students, clearly indicates the position of the marked advantage of which they have availed themselves.

I am glad to see that some of our county Academies are represented at this meeting of the association. We regret to have to say, that while some of these Institutions have efficient teachers

and are, as far as possible, doing their work, on the whole they do not accomplish that for which they were wisely designed, that was, to supply in each County a suitable place and the requisite facilities for education in the higher branches. In too many instances they have practically lapsed into the condition of the Common School, while enjoying the privileges and advantages of County Academies.

These Institutions should be strictly High Schools, and should cherish and expand a love for advanced Education, and stand between the Common School and the College. We wish to press this, the only correct view of the matter, upon the Trustees of these Institutions, and still more forcibly we would press it upon the Teachers. We cannot but think that there is good yet to come from them, and that with the growing educational aspirations of the country our Academies will become what the friends of education wish them to be.

We feel that in these remarks a word to parents will not be considered as out of place. Parents must not suppose that when they have contributed to the successful establishment of a School, and have duly placed their children in it, that they have washed their hands of all further responsibility in the matter. They themselves owe a duty to the School whilst in operation; and it is to be feared that many of them are open to the charge of neglect of duty, in this respect, to an extent which they little imagine. Do you—we ask of parents—do you know what your children are doing in school? Do you know the character of the preparation they make at home for the exercises of the school? Do you govern them at home, as they ought to be governed at school? Do you know how much of the failure in the school-room is traceable to home neglect? Do you visit and encourage the teachers? Whatever parent cannot answer *yes* to each of these enquiries, is, beyond doubt chargeable with dereliction of duty. We say further; if you would have your children regard your own authority, then teach them to regard that of their preceptors, attend carefully to such hints, and their influence will appear in the school, and you will secure a blessing to your family and to your own hearts.

In conclusion, allow me to express the pleasure I have experienced, during the days we have been together, in knowing personally so many of our experienced and successful teachers. I doubt not, we shall long remember our visit to this lovely spot, and the mutual interchange of friendly greetings, had on all sides. I am sure that in going back to resume your labors you will go strengthened and cheered in the conviction you will carry with you that you are working for the land of your nativity, or adoption, in a cause in which, beyond all others, her interests are involved. Last of all permit me to endeavour to impress you with a sense of accountability to God at whose judgment we must stand. Go act your part, so pursue your duty, and so accept Heaven's gracious guidance.

When the official minutes of the meeting of the Teachers Association were printed, a large part of the matter for the Journal was in type; we therefore could not, as we wished, insert the whole of this excellent and faithful report of the Secretary, but have made room for as much as possible. Its appearance in the columns of the Daily Papers will, we hope, offset the omission we are compelled to make.

PROCEEDINGS OF THE EDUCATIONAL ASSOCIATION.

[SPECIAL REPORT.]

COURT HOUSE, ANNAPOLIS, }
Tuesday, July 18th, 1871, 8 P.M. }

The Association met as above, according to announcement. Peter Bonnett, Esq., High Sheriff of Annapolis, by request of the Association, presided at the first session. Rev. A. S. Hunt engaged in prayer. Owing to the absence of the President, the Rev. Dr. Robertson was called upon to deliver the inaugural address. He spoke eloquently of the grade or steps of progress in Education, (1) in Britain, (2) in Nova Scotia. He contrasted the manner of distributing the public grants for education, which formerly prevailed, with the present improved system. The educational zeal and energy of the late Geo. R. Young, of Dr. Dawson, and the late Dr. Forrester, will not soon be forgotten. He referred to the improvement which has taken place in legislation on school matters, and in collegiate education, paying just honour to the Episcopalians and other branches of the Church, for establishing colleges and academies during the infancy of the Province. He spoke of the obstacles which have already been surmounted, and those which must yet be met, and commended the Legislature for discouraging denominational education. Teachers should keep in view two main objects: (1) Reverence for revealed truth. (2) The condition of the country,—which requires instruction of pupils in Botany, Natural Philosophy, Mineralogy, &c. He said that the multiplicity of the minutes of the C. P. I. is somewhat perplexing.

On motion of Messrs. McNaughton and George Ross, the thanks of the Convention were tendered to Dr. Robertson for his able and instructive address.