

is wrongly spent, that it is not as well-spent as though a portion of it were directed to agricultural education. I do not want to say that the grant for education should be reduced, but if there is no other way of getting technical education but to take a portion of that grant off, then I say it is our duty as representative,—it is the duty of this Government, to take the matter seriously in hand, and see that a portion of the funds now spent on education are diverted from the channel in which they are now used, and used in the direction I have indicated. I had the honor of an invitation to a meeting in this City of the members of an association which had for its object the consolidation of the Colleges in this province a short time ago, and I heard enough there to satisfy me, if I had not any other information, but I have had information before and since as well,—that the most prominent individual in the educational department in this province is opposed to any deviation from the present course of education in our Common and Normal Schools. The course open to us at the present time is to place a competent Professor of Agriculture in the Normal School; but I have heard the expression from the Superintendent of Education that he had no intention that the schools of this country should be turned into workshops. I say it would be much better if every school house in Nova Scotia were shut up, and the whole of the educational funds diverted to workshops, if there were no other way to provide technical education to the young men and women of Nova Scotia. (A voice—hear, hear.) I do not say it is necessary, but if there is no other way to go at it, let us do that. We would have then a better educated people, a people who would understand the arts and mechanics necessary to develop the resources of this country. Associated as I am with some of the mechanical industries of this province, I say it is impossible to get competent men here to undertake the control of manufacturing institutions, but have to send to Europe or the United States for thoroughly competent men. Does that reflect credit upon our educational system? I say it would be better to stop every school in Nova Scotia, if necessary, to divert every dollar voted for educational purposes into the channel I have indicated. I say there is no question at all which we can begin to approach in this Legislature that is of as vital importance to this Province of Nova Scotia as this question of technical education. You can spend millions of dollars on railways, if you will, but of what advantage will they be to the Province if we have not the skill among our own people to develop or take advantage of our resources? We have heard of this Province being the workshop of the Dominion, and I say the natural resources of Nova Scotia are sufficient to place it in the position of being the workshop of the Dominion of Canada, but, before that can be, you must educate the people to work. We are struggling for existence against the educated intelligence of the other Provinces of this Dominion and of the other parts of this world. You may talk about free trade and protection, but I say that there is not half as much in that question to-day as in this question of educating the people to qualify them for this work."

*Importance of Free Hand.* It is much easier to learn to draw well than to write well, and there is no child that would not do both admirably if it were obliged from the first hour to use *free hand*; that is to say, to control the pen or pencil from the shoulder allowing the arm to rest on the table just enough to prevent fatigue. The whole difficulty of drawing lies not, as is popularly and very ignorantly supposed, in composing and inventing figures, but in drawing simple lines. Now let the teacher in every school, however humble, bear in mind this great truth, that if a child acquire true free hand in writing it cannot only *draw* well, but do almost anything well which requires perfect control of the hand. This wonderful faculty enables the possessor to almost at once feel, as it were, the chief difficulty of wood-carving—the light artistic touch—and to overcome it.

So is it with all other arts. With this power they can all be literally mastered. The younger the pupil who acquires it, the sooner in life will he make it his own and the greater will be his manual skill in all things when older grown. There are very few teachers who fully realize this, few parents who ever think of it; yet it is the mainspring of all manual art. For the sake of this it would be worth while to make industrial art a part of the education of all children, the younger the better. Therefore, all who propose to teach or learn art in any form should seriously consider *free hand* as the true key to all its practice. It is a great stimulant to quickness of perception.—*Chas. G. Leland.*

## AN ACT TO SECURE BETTER ATTENDANCE AT PUBLIC SCHOOLS.

(Passed April 19th, 1883.)

Be it enacted by the Governor, Council, and Assembly, as follows:

1. It shall be the duty of the Chairman of each Annual School Meeting, held under the provisions of Chapter 32, Revised Statutes 4th Series, to call upon the qualified voters present at such meeting to vote *yea* or *nay* on the resolution embraced in Schedule A.

2. Whenever two-thirds of the qualified voters present shall

have voted in favor of the resolution embraced in Schedule aforesaid, it shall be the duty of Trustees of Schools to ascertain through their Secretary, or other person or persons appointed for that purpose, before the first day of November following the School Meeting, the names and ages of all children residing in the Section, between the ages of *seven* and *twelve* inclusive, and the names of their parents or guardians, and to preserve carefully-prepared lists of the same.

3. To ascertain as soon as possible after the first of June next ensuing, how many of the children embraced in the foregoing list have not been at school for *eighty* full days during the then current school year, and to notify the parents or guardians of such children of the exact number of days' attendance made by their children, from the first of November until the first of June.

4. To ascertain as soon as possible after the close of the school year how many of the children of the Section have not been at school during the School Year for the period of *eighty* full days, and to impose upon the parents or guardians of such children a fine of Two Dollars for each child who has attended school no portion of the year, and *pro rata* in the case of each child who has attended school, but has not reached the period of *eighty* full days.

5. Such fines shall be collected in connection with the sectional School rates of the following year, and as a part thereof.

6. The rate-payers present at the annual School Meeting are empowered by this Act to make provisions to compensate the trustees for the discharge of the duties imposed by this Chapter.

7. In imposing fines for failure to attend the required minimum period of *eighty* full days, Trustees shall exempt such parents or guardians as can show that their children are being properly educated otherwise than in the public school, or whose children are by reason of delicate health, or being distant over two miles from a school, or other sufficient causes, prevented from attendance.

8. Parents or guardians fined under the provisions of this Chapter can appeal within ten days from the imposing of said fine to any Police Magistrate or Stipendiary Magistrate residing in the Section, or in the absence of such officer, to any acting Justice of the Peace, who may remit or modify the fine after hearing evidence in such case.

9. It shall be the duty of the Mayor of the City of Halifax to submit annually, on or before the first day of October, to the City Council, the resolution embraced in Schedule A, with the substitution of the words "the City of Halifax" for the words "this Section," as found in said Schedule.

10. Whenever the resolution aforesaid shall have received the assent of a majority of the members of the City Council voting thereon, the Commissioners of Schools, on receiving due notice of such action of the City Council, shall and are hereby required to perform, in respect to the City of Halifax, all the duties assigned by sections 2, 3, 4, 5, and 6 of this Act to Trustees of Schools, in regard to their respective School Sections, and to report to the City Council, as soon after the first of November as possible, all fines imposed by them under provisions of section 4.

11. It shall be the duty of the Warden, or Presiding Officer, of each Town in the Province having special Municipal incorporation, to submit annually, on or before the first day of October, to the Town Council the resolution embraced in Schedule A, with the substitution of the word "Town" for "Section," as found in said Schedule.

12. Whenever the resolution aforesaid shall have received the assent of a majority of the members of the Town Council voting thereon, the Town Council shall and are hereby required to perform in respect to the Municipality, the duties assigned by sections 2, 3, 4, 5, 6, and 7 to Trustees of Schools, in regard to their respective Sections.

13. Sections 4 and 6 of this Act shall be taken as applicable to the City of Halifax and Incorporated Towns, as well as to ordinary School Sections.

14. This Act may be cited as the "Act to secure Better Attendance at Public Schools."

### SCHEDULE A.

Resolved, That the provisions of Chapter \_\_\_\_\_ entitled: An Act to secure better attendance at Public Schools, shall be made operative in this Section.

### SCHEDULE B.

To any of the Constables of said County:

We command you to summon A. B., of . . . . . County, to appear before me at . . . . . on the . . . . . day of . . . . . at . . . . . o'clock in the . . . . . noon, to answer to the charge of having failed to cause B. C. to attend School, as provided by the Act to secure better attendance at Public Schools.

Hereof fail not, and make due return hereof, within ten days from the date hereof.

Dated at . . . . . this . . . . . day of . . . . . A. D. 188

C. D.,  
E. F.,  
G. H., } Trustees.