

surprising that there are only 989 schools in operation, but Mr. Rand attributes this disproportion to the recent changes in the educational system which have overturned the old routine countenanced by a part of the population, and established a new system, thus causing hesitation and delay in the execution of the law. Besides this, many of the sections not having any schools in operation, were employed in erecting and repairing their school-houses. The last Act passed by the legislature to regulate the system of education has caused a great step to be made towards the advancement of the country. The Superintendent takes an active part in this work, suggesting new ideas and striving to surmount difficulties; the energy displayed by him in resisting prejudices seems highly commendable.

The Superintendent's report purports to contain a correct statement of the condition of education in the colony, and gives an interesting view of his system of school organization, which may be considered as a protest against the abuses and prejudices favored by a certain class of people, and the vague aspirations after ideal perfection indulged in by others.

While a portion of the people oppose the introduction of compulsory taxation altogether, others would have the schools supported entirely from the public revenue, and demand that a general system of taxation be adopted for this purpose. Mr. Rand rejects the views entertained by these parties and ably maintains that they are either inconsistent with the educational requirements of the country or wholly impracticable.

A glance at the history of the colony shows that education had at a comparatively recent period, made as yet but slow progress. Eighty years ago not a single school existed in the populous county of Pictou, whereas the number reported for the year 1865, is 120. In 1787, only thirty schools could be found in the whole province and Cape Breton. The annual grant accorded by the government about thirty years since, was \$16,000, and at that period children in most cases were taught at home by their parents, there being but few persons found willing to enter upon the duties of a schoolmaster, and these not unfrequently incompetent. This is in striking contrast with the present condition of the schools. The grant now is \$90,000. The two provincial establishments known as the Normal School and Model School, founded in 1855 and 1857, have provided the most distant districts with teachers of first class merit and capacity. Nowhere are the educator's services more properly appreciated. Some teachers receive \$600 a year, and none less than \$180, a liberality which must contribute materially to their encouragement and success.

The educational institutions of Nova Scotia have sent out but few literary men as yet, and the books published in England and the United States supersede in a measure native productions; nevertheless, the writings and works of Sam Slick (Judge Haliburton), John Young, Professor Dawson, the able Principal of McGill University and McGill Normal School, Professor Syall, Rev. George Paterson, and of several others, would not be unworthy of a place in an English or American library.

Twenty-ninth Meeting of the Teachers' Association in connection with Jacques-Cartier Normal School, held 25th May, 1866.

Present,—Abbé Verreau; Mr A. Duval, Professor in the Normal School; Messrs Caron and Grondin, School Inspectors; Mr J. E. Paradis, President; Mr Emard, Vice-President; Mr D. Boudrias, Treasurer; Messrs H. Bellerose, H. E. Martineau, H. T. Chagnon, J. B. Priou, members of the Council of the Association; Mr J. O. Cassegrain, Secretary; Messrs U. E. Archambault, D. Bourbonnière, J. E. Roy, S. Boutin, S. A. Longtin, L. T. René, L. N. Desjardins, A. Guibord, A. Lanctôt, G. Martin, E. Boutin, P. Campbell, S. A. Aubuchon, J. E. Girard, G. T. Dorais, N. Paquin, A. Malette, L. Verner, J. B. Delège, C. Ferland, E. Lusignan, J. Gariépy, and the pupils of the Normal School.

The minutes of the meeting held in January were read and adopted.

The following members were appointed office-bearers for the ensuing year: Mr J. E. Paradis, President; Mr Emard, Vice-President; Mr J. O. Cassegrain, Secretary; Mr D. Boudrias, Treasurer; Mr G. T. Dostaler, Librarian.

On a motion by Mr Emard, seconded by Mr Cassegrain, Messrs U. E. Archambault, H. E. Martineau, H. T. Chagnon, D. Bourbonnière, J. B. Priou, and H. Bellerose were appointed members of the Council of the Association.

Mr J. E. Roy read a paper entitled *Ireland*.

The following subject was then discussed: "Of all the French grammars used in this country, particularly those of Bonneau, des Frères, Julien, and Poitevin, which is best adapted to the use of our schools?"

Mr Emard having opened the discussion with some remarks on the above grammars, expressed himself in favor of the *Frères'*, which, he said, was used in almost every school, and from its style was well adapted to the intelligence of children, an advantage which in his opinion was seldom met with in the other grammars, more especially in that of Poitevin, whose language was too technical for beginners.

Mr Inspector Caron, Messrs Martineau, Bourbonnière, and Priou expressed themselves equally in favor of the *Frères'* grammar.

Mr Archambault made a concise analysis of the above mentioned grammars, and was of opinion that each had its advantages; but did not hesitate to say that he regarded Poitevin's grammar as the code of the French language, and hoped to see it adopted by the Council of Public Instruction.

Mr Boudrias was of the same opinion.

Abbé Verreau also took part in the discussion. He said that all these grammars were the fruits of laborious study, that he however preferred Poitevin's, as it was the result of many years' experience in teaching and approved by the Council of Public Instruction in France. It had been published in three different forms, entitled respectively *La Grammaire du Premier Age*, which though rudimentary, was complete in itself; *La Grammaire Élémentaire*, containing the same rules, but much more developed; and *La Grammaire Complète*, which might be regarded as the philosophy of grammar; this course being perfectly in accordance with his idea of logic and of teaching, which was to proceed from the simple to the compound; for it was by being continually repeated that lessons became more deeply impressed on the memory. He further observed that it would be necessary to continue the discussion of this subject, and indicated the means of deriving the greatest benefit possible from it; he then alluded to the modifications to be introduced into the system of education established in this country, and reviewed successively those followed in France, England, Italy, and the United States, pointing out what he considered to be defective in these systems with regard to religion and morals, the basis of all sound education, and added that instruction should never be separated from education. The Rev. Principal then closed his address with appropriate remarks touching the part borne by the educator in the progress of civilization.

Mr Longtin gave a lecture on *Blood*. He spoke of the constituent elements of this fluid, and of its two essential parts, the serum and the globules, of the number and form of these globules, and the different colors which they assume in different animals; ending with some observations on the coagulative properties of the blood and the causes which accelerate or retard its coagulation.

It was then moved by Mr Archambault, seconded by Mr Bellerose, and unanimously

Resolved,—That a vote of thanks be tendered to Abbé Verreau and Messrs Caron and Grondin for assisting at the present convention and for the good advice they were pleased to give.

It was also resolved that the discussion on the French grammars should be resumed at the next meeting.

Mr Boudrias promised a paper on this subject.

Messrs A. Dalpé, M. Guérin, C. Gélinas, J. E. Labonté and H. R.