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THE LAW
RELATING TO
THE PUBLIC SCHOOLS
IN
NOVA SCOTIA.

PASSED THE 2ND DAY OF MAY, 1865.

TOGETHER WITH THE
COMMENTS AND REGULATIONS
OF THE
COUNCIL OF PUBLIC INSTRUCTION.



HALIFAX, N. S.
PRINTED BY A. GRANT, QUEEN'S PRINTER.
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HALIFAX, June, 1865.

THE following Act of Assembly, and Regulations of the Council of Public Instruction, are published in conformity with the 29th Chapter of 28 Victoria, Sections 6 and 7.

The Public School service is to be regulated and conducted, from and after the 15th day of October next, agreeably to said Act and Regulations.

T. H. RAND,
Superintendent of Education.



ANNO VICESIMO OCTAVO

VICTORIÆ REGINÆ.

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

1. The following terms used in this act shall mean as herein defined: Definition of Terms.

(1.) "Section." That portion of territory the school or schools of which may be presided over by a Board of Trustees.

(2.) "Border section." A section embracing portions of two or more districts.

(3.) "District." That portion of territory the schools of which may be under the general supervision of a Board of Commissioners, except where the context shall exclude such definition.

(4.) "Rate-payer." Any resident of a section rated in respect of real or personal property in the county rate-roll.

2. The members of the Executive Council shall form a Council of Public Instruction, five of whom shall be a quorum. Council of Public Instruction, how formed.

3. The Governor in Council shall have power to appoint a Provincial Superintendent of Education, who shall also be secretary to the Council of Public Instruction. Superintendent of Education.

4. The Governor in Council shall have power to appoint a Principal of the Normal and Model Schools, at a salary not exceeding twelve hundred dollars per annum, who shall appoint such assistants, with the approval of the Council of Public Instruction, as may be found necessary. Principal of Normal and Model Schools; salary &c.

5. The Governor in Council shall have power to appoint seven or more commissioners for each district named in the annexed schedule A, who shall form a Board of School Commissioners, of whom five shall be a quorum. Commissioners.

COUNCIL OF PUBLIC INSTRUCTION.

6. The Council of Public Instruction shall have power—

(1.) To make regulations for the conduct of the Normal School, prescribe the conditions of admission and graduation of pupil teachers, and appoint Provincial Examiners to examine the same at the completion of each term, for the purpose of awarding certificates to those found qualified; said Provincial Examiners to receive three dollars each per diem while actually engaged in the work of examination, and necessary travelling expenses to and from Truro; and also an Examiner for each district in the Province, who shall be Chairman of the Committee of District Examiners. Council of Public Instruction—powers of.

(2.) To appoint, upon the recommendation of the Superintendent of Education, an inspector of schools for each county of the Province. Normal School.

(3.) To prepare and publish regulations under which moneys may be drawn and expended, and teachers classified. Chairman of District Examiners.

(4.) To fix the time of the semi-annual meeting of each Board of School Commissioners, and call special meetings of any Board when deemed necessary. Appointment of Inspectors.

(5.) To fix the time of the semi-annual meeting of each Board of School Commissioners, and call special meetings of any Board when deemed necessary. Regulations for drawing money, &c.

(6.) To fix the time of the semi-annual meeting of each Board of School Commissioners, and call special meetings of any Board when deemed necessary. Meeting of School Boards.

Make rules to guide School Boards.

(5.) To make such regulations for the guidance of school Boards as may seem best fitted to secure uniformity in their proceedings.

To regulate holidays, &c.

(6.) To regulate the time in session holidays and vacations of all public schools.

To prescribe text-books, &c.

(7.) To prescribe, with the concurrence of the Superintendent, suitable text-books and apparatus for all public schools, proper books for school libraries, and plans for school houses.

School registers

(8.) To prescribe the form of school registers for all public schools.

To determine appeals from Commissioners.

(9.) To determine all cases of appeal from the decision of Commissioners, District Examiners, and Trustees, and make such orders thereon as may be required.

To make regulations for Academies and Superior Schools.

(10.) To make regulations for constructing, locating, and controlling County Academies and Superior Schools, and to authorize the payment of provincial grants to the same.

To arrange for separate apartments.

(11.) To receive the recommendation of any inspector for separate apartments or buildings in any section, for the different sexes or different colors, and make such decisions thereon as they shall deem proper.

To provide for exigencies arising under this act.

(12.) To make any provisions, not inconsistent with this act, that may be necessary to meet exigencies occurring under its operation.

To draw grant for school libraries.

(13.) To draw from the treasury a sum not exceeding sixteen hundred dollars, for the establishment of school libraries, on the condition that any section raise a sum equal to the amount sought from the Council (consideration being given to poor sections); the books to be selected from a general catalogue authorized by the Council, and the libraries to be managed under uniform regulations prepared by the Council, and at all times to be open to inspection of the Superintendent, Inspectors, and Examiners; and when the foregoing sum, or any portion of it, remains undrawn, it may be applied for the purchase of maps and globes, to be supplied to sections on the same conditions as the library books.

Grant conditional.

To draw public grant for district examiners, &c.

(14.) To draw from the treasury, upon the requisition of the Superintendent, a sum sufficient to pay the amount allowed to provincial and district examiners, and the expenses incurred by the Superintendent in furnishing printed instructions, blank forms, and copies of this act, as directed by law; and, also, five cents a mile towards the travelling expenses of those to whom District Examiners may give certificates of admission to the Normal School.

To draw grant for school books, &c.

(15.) To draw from the treasury, upon the requisition of the Superintendent, the sum of two thousand four hundred dollars, to be expended in the purchase of such school books, maps, apparatus, and educational reports as the Superintendent, with the approval of the Council, may select,—the same to be apportioned as benefactions to the several districts, according to their population.

SUPERINTENDENT.

7. The Superintendent of Education shall receive an annual salary of one thousand two hundred dollars, and four hundred dollars for travelling expenses and contingencies of office. The Superintendent's duties shall be as follows :

Superintendent.
Salary. Con-
tingencies;

Duties of.

(1.) To have, subject to the Council of Public Instruction, the general supervision and direction of the inspectors, the Normal School, County Academies, Superior and Common Schools.

To have super-
vision of inspec-
tors and schools

(2.) To enforce the provisions of this act and the regulations of the council.

To enforce this
act.

(3.) To promote the establishment and efficiency of county academies and superior schools.

To promote
county acade-
mies, &c.

(4.) To hold public meetings and institutes of teachers.

To hold meet-
ings.

(5.) To inquire and report respecting the qualifications of teachers and the management of schools.

To report qual-
ifications of
teachers.

(6.) To inspect, as often as possible, all the county academies, and, when directed by the Council of Public Instruction, any school receiving provincial aid.

To inspect
county acade-
mies and
schools.

(7.) To prepare printed instructions and blank forms for all purposes required by this act, and furnish them, together with copies of this act and the regulations of the Council, gratuitously, to the Inspectors, Boards of School Commissioners, Trustees, and Teachers.

To prepare in-
structions,
blanks, &c.

(8.) To distribute annually, as provided by law, such school books, maps, apparatus, and educational reports as he, with the approval of the Council, may select.

To distribute
books, &c.

(9.) To issue, at such times as he may deem proper, with the sanction of the Council of Public Instruction, an Educational Journal, a copy of the same to be forwarded to each licensed teacher, inspector, chairman of examiners, and commissioners in the Province, and the necessary expense to be deducted from the gross provincial grant to county academies, superior and common schools.

To issue Educa-
tional Journal.

(10.) To make annually, for the information of the legislature, a report on the state of the academies and schools subject to his inspection and supervision, accompanied by full statistical tables and detailed accounts of the expenditure of the moneys appropriated by this act, and offer such suggestions on educational subjects as he may deem proper.

To make annual
report.

COMMISSIONERS.

8. Each Board of Commissioners shall meet semi-annually on the day appointed by the Council of Public Instruction, and shall elect a chairman at the regular meeting in the autumn, who shall call a special meeting when required by two members of the Board, or when directed by the Council

Commissioners
—meetings f.

Special meet-
ings.

of Public Instruction. In case of a special meeting, the chairman shall notify the inspector of the same, and if the inspector be unable to attend, the Board shall appoint a Secretary *pro tem.* who shall record the proceedings of the meetings, and preserve such record for the inspector, and transact any other necessary business, as directed by the Board; and in case of the absence of the chairman, the Commissioners may appoint a chairman *pro tem.*

District Exami-
ners—how ap-
pointed.

9. Each Board of Commissioners shall appoint two well qualified district examiners (who may or may not be members of the Board), who shall co-operate with an examiner appointed by the Council of Public Instruction, for the purpose of examining and licensing persons wishing to teach.

Returns—when
to be lodged at
inspector's
office.

10. Each Board of Commissioners shall fix a day, which shall be at least two days prior to the semi-annual meeting, on or before which the returns of all common and superior schools and the county academy shall be lodged at the district office of the inspector.

Commissioners
to receive in-
spector's report.

11. Each Board of Commissioners, at its semi-annual meeting, shall receive the inspector's report as to the condition of the schools of the district, and the Board shall examine the several returns, and, if found satisfactory, they shall be marked as approved by the Board, and shall be signed by both the chairman and the inspector; and if from any just cause, as specified in this act, the Commissioners shall withhold their approval, they shall write upon the return their decision, with the grounds thereof; and each Board, upon the recommendation of the inspector, shall have power to authorize the payment of the provincial grant to any licensed teacher who may have taught in more than one poor or scattered section for at least four months. All school returns shall be transmitted to the Superintendent of Education.

Approval or
disapproval to
be endorsed on
return.

Money—how
granted to itin-
erant teachers.

12. Each Board of Commissioners shall divide semi-annually, a sum equal to one half of the annual provincial grant, diminished by the amount allowed to the inspector as commissions on the same, and also by a sum, not exceeding ten dollars, for actual expenditures for stationery, postage, and printing, among the teachers of the district, according to the class of their licenses, as provided by this act; and they shall also divide, semi-annually, among the same teachers, a sum equal to one half the amount annually raised by county or district assessment for public schools, by an equal sum per pupil, according to the average attendance in each school for the school half year. The chairman of each Board, under the direction of the Commissioners, shall furnish, through the inspector, drafts to licensed teachers, as provided by this act, upon the county or district treasurers, and for the city of Halifax upon the treasurer of the city, as may be required under the provisions of this act.

Provincial
grant and sum
raised by coun-
ty assessment—
how divided.

County fund—
how drawn.

13. Each Board of Commissioners shall forward with the semi-annual returns, district examiners', and inspectors' accounts, a certificate signed on behalf of the Board by the chairman, and also by the inspector, stating that to the best of their knowledge the accompanying distributions of provincial and county moneys have been made in accordance with the provisions of this act.

Certificates of distribution.

14. Each Board of Commissioners shall have power,—

Powers of commissioners.

(1.) To make such alterations in the existing boundaries of school sections, at any regular semi-annual meeting, as may from time to time be necessary, the inspector having been consulted as to the propriety of any alterations, and to fix the time when such alterations shall take effect, whether at once, in six months, or in a year; and the Commissioners shall in all cases have due regard to the number of children, and to the ability of each section to support an efficient school; but they shall not divide towns and villages unless by the special direction of the Council of Public Instruction.

To alter sections.

Mode of.

Limitation.

(2.) To declare, upon the inspector's report, or upon other reliable information, the school house, or houses or buildings used as such, unfit for school purposes, and shall forward such declaration to the trustees of the section, and the Board shall thereafter withhold all provincial aid from any such section, if measures are not adopted whereby a suitable house or houses may be provided according to the ability of the section.

To declare school houses unfit.

Penalty on sections for neglect.

(3.) To withhold the provincial grant from any section presenting a false return, and also to withhold the grant, in part or in whole, from any teacher who may be found negligent of duty, immoral, or who may otherwise fail to sustain the standing indicated by his or her license, and the Board shall immediately report any such case, with a statement of the facts, to the Superintendent.

To withhold provincial grant in certain cases.

(4.) To settle any disputes arising between the trustees and teacher, respecting the teacher's salary or duty.

To settle disputes between trustees and teachers.

(5.) To cancel the license of any teacher under their charge, who may become guilty of drunkenness or other gross immorality, and to suspend at their discretion the license of any teacher under their charge, for negligence of duty or incapacity, and to notify the teacher of the same, and the trustees by whom said teacher may be employed; and the Board shall immediately acquaint the Superintendent of any such case, and of the name, sex, and class of the teacher whose license shall have been cancelled or suspended.

To cancel or suspend teachers' license.

And to report to superintendent.

(6.) To appoint trustees, or a trustee for any section, in cases as hereinafter provided.

To appoint trustees in certain cases.

15. Any person may convey or devise real estate to the Commissioners for any district, and duly vest in the Commissioners and their successors in office the legal estate therein, in trust, for the purpose of erecting and keeping in repair a school house or houses thereon; and the Commissioners may

Commissioners may hold real estate in trust.

Restriction. sue and be sued in respect thereof, but shall have no control over any school house or houses on such lands as against the trustees of the school section, or the inhabitants, other than may be expressed by the conveyance or devise.

COMMITTEE OF DISTRICT EXAMINERS.

District examiners—meetings of.

16. Each Committee of District Examiners shall meet in October and April in each year, for the examination of teachers, and shall be entitled to receive a sum, not to exceed two dollars a day each, for every day actually engaged in examination, the accounts to be approved by the Board of Commissioners, signed by the chairman and inspector, and forwarded to the Superintendent.

Duty of: To examine teachers and grant licenses.

17. It shall be the duty of the District Examiners,—

Discretionary power.

(1.) To examine all applicants for license to teach, in accordance with the mode and qualifications prescribed by the Council of Public Instruction, and to grant a license to those found qualified, satisfactory evidence of good moral character having previously been received; but they may, in their discretion, grant a license to any teacher already holding one from the Examiners in another district, without subjecting the applicant to a formal examination.

To grant certificates to teachers wishing to attend Normal School.

(2.) To furnish, at the regular semi-annual examinations, certificates of character, ability, and scholarship to worthy applicants, capable of working at least the third class syllabus of examination, who may wish to attend the Normal School, indicating in any such certificate the division of the syllabus worked by the applicant, and to transmit to the Superintendent, on or before the first day of December and June in each year, a list of the same, with the name and residence of each applicant.

To report names of those to whom licenses have been granted.

(3.) To report to the Board of Commissioners at the regular meetings, and also to the Superintendent, the name, sex, and class of each person to whom a license shall have been granted.

INSPECTORS.

Inspectors—amount of commission, &c.

18. Each Inspector shall receive semi-annually from the Commissioners five per cent. commission on a sum equal to one half the annual provincial grant to the county or district, and a sum, not to exceed ten dollars, for stationery, postage, and printing, and each Inspector shall receive from the treasury one dollar and fifty cents for each half yearly visit to each of the schools in his county; the accounts for the same to be approved by the Commissioners, and the orders to be signed by both the Chairman and Inspector. It shall be the duty of each Inspector,—

Duty of.

To act as clerk of school board.

(1.) To act as clerk of each Board of School Commissioners within his county, and to draw, in November and May,

from the treasury, upon the order of the chairman, the provincial money, as provided by this act, and promptly deliver to licensed teachers personally, or upon their written orders, their provincial allowance and drafts upon the county or district treasurer.

To draw the provincial grant and distribute it.

(2.) To give a bond to her Majesty, in double the sum granted to his county, for the faithful discharge of the duties of his office.

Shall give bonds.

(3.) To keep a correct record of the boundaries of each school section in his county, and furnish, from time to time, amended copies of the same to the several sections.

Shall keep record of school sections.

(4.) To visit and inspect, half yearly, each school and county academy within his county, and report fully upon its condition to the Board of Commissioners for the district in which it is situate, in conformity with instructions received from the Superintendent, and in case of failure to visit any school, to indicate the fact and the cause in his report.

Inspection of schools.

(5.) To furnish trustees and teachers such information as they may require respecting the operation of this act and the performance of their duties, and especially to assist teachers to improved methods of imparting instruction, classifying pupils, and conducting schools.

Shall aid teachers with necessary information, &c.

(6.) To make special reports half yearly, as directed by the Superintendent, upon the relative efficiency internally and externally, of all Superior Schools in each district within his county, and forward such reports to the Superintendent simultaneously with the returns of schools for each district respectively.

Half-yearly reports on superior schools.

(7.) To acquaint himself with, and to record the facts concerning the relative proportion of poor and indigent children in the several sections and parts of sections of each district, the number of rate-payers resident in the part of each district included in border sections, and also of any itinerant teachers in poor or scattered sections.

Statistics of poor sections and border sections.

(8.) To have the charge of all school books, maps, and apparatus forwarded by the Superintendent, as benefactions to each district within his county, and to apportion the same as far as possible in accordance with the number and relative wants of the sections in each district, including parts of border sections, and to report to the Commissioners, at the following semi-annual meeting, the apportionment made to each section.

Have charge of books, maps, apparatus, &c.

(9.) To appoint a convenient place in each district within his county where all school returns shall be lodged, and where trustees can procure the portion of school books allotted to their section, and to give sufficient publicity to any such arrangement.

Shall appoint place in each district for returns.

(10.) To keep on hand and distribute as directed by the Superintendent all necessary blank forms and returns.

Blank forms.

(11.) To diffuse such information as shall promote the improvement of school houses and grounds, and all appertaining thereto.

School houses and grounds.

Fines.	(12.) To report annually to the Superintendent all fines received by him under this act.
Public meetings	(13.) To promote the advancement of education by holding public meetings as frequently as possible, and especially to encourage the establishment of schools in sections where none exist.
Uniform system of education.	(14.) To aid the Superintendent in carrying out a uniform system of education, and generally in giving effect to this act, and the regulations of the Council of Public Instruction.
Half-yearly return—nature of.	(15.) To transmit to the Superintendent on or before the first day of December and June in each year, a statement of the half-yearly distribution, and also by the first day of December in each year, a general report of his labors, noting the condition of the schools in his county, and the means of improvement, stating the sections visited where schools did not exist, and the results of such visitations, and furnishing therewith such statistical information as the Superintendent may solicit.
Yearly report.	

METHODS OF SUPPORT.

Provincial grant for county academies.	19. There shall be granted annually the sum of six thousand six hundred dollars towards the support of County Academies, to be constructed and located in accordance with the directions of the Council of Public Instruction, said sum to be applied as specified in schedule B.; the sum of seven thousand two hundred dollars for Superior Schools, to be constructed and located in accordance with the directions of the Council of Public Instruction, said sum to be provided in the proportion of four hundred dollars for each county in the Province, each school to receive at the rate of one hundred dollars; one-half the sum granted to County Academies and Superior Schools, to be drawn half-yearly; and when in any county the sum granted for County Academies or Superior Schools shall not be drawn, it shall be appropriated at the option of the Commissioners to aid poor sections in providing suitable school houses in such county, or in sustaining its Superior Schools, said appropriation to be made on the recommendation of the Superintendent of Education; and the further sum of ninety thousand dollars shall be granted towards the support of common schools, as specified in schedule A.
How applied. For superior school?	
Amount—when not drawn to aid poor sections.	
For support of common schools. County assessment.	20. The Clerk of the Peace in each county, except as hereinafter provided, in relation to the county of Lunenburg and the city of Halifax, shall add to the sum annually voted and passed for general county purposes at the general sessions, a sum sufficient, after deducting costs of collection and probable loss, to yield an amount equal to two-thirds of that granted by the legislature to each county, as set forth in schedule A, toward the support of public schools within each county.
Lunenburg.	The Clerk of the Peace for that portion of the county of Lunenburg, comprising the districts of Lunenburg and New

Dublin, shall add to the sum annually voted and assessed for the said portion of the said county of Lunenburg, a sum sufficient to yield two-thirds of amount contained in said schedule for the school districts of Lunenburg and New Dublin.

The sum so added by the Clerk of the Peace to the amount levied on any county shall form and be a portion of the county rates, and shall, without any deduction for costs of collection, or otherwise, be distributed to each school by an equal sum per pupil, according to the average attendance for the school half year, and be paid to teachers personally, or upon their written order by the county treasurer, upon the order of the commissioners, signed by the chairman.

How collected and disbursed.

Where counties are divided into districts, holding General Sessions of the Peace, the term "County" in this clause shall, for the purposes contained in said clause, be held to include and apply to such districts as fully as if such districts had been specifically mentioned therein.

When counties are divided into districts.

21. Seventy-five thousand dollars of the sum granted for the support of common schools shall be drawn from the treasury, and applied under this act, for the first half year of each school year, and the remaining fifteen thousand dollars of the provincial grant to common schools, together with sixty thousand dollars, raised by assessment, upon the several counties and districts, shall be applied under this act for the second half of each school year.

Provincial grant: amount raised by assessment—how drawn and applied.

22. Any amount required for the support of a school or schools in any section over and above the sum provided by the province and county, shall be raised by subscription and not by fees per pupil; and such schools shall be free to all persons resident in the section five years of age and upwards, who may wish to attend school.

Local amount to be raised by subscription.

Schools must be free.

23. Any sum voted at the annual school meeting as necessary for the leasing, purchase, or erection of school houses, or for the purchase or improvement of school grounds, and all interest on money borrowed by the section for the same, shall be a charge on the section, and shall be levied on the real and personal property within the county of the residents of the section, according to the county rate-roll; and the trustees shall furnish to the secretary a list of the assessments under this clause, with instructions in writing thereon, signed by the trustees, authorizing and directing such secretary to collect from the persons therein named the amounts set opposite their names; and the secretary shall demand the several amounts from the persons so assessed; and in default of payment the same shall be collected under and by virtue of the provisions of the chapter of the Revised Statutes, "Of County Assessments," and of any acts in amendment thereof; and the trustees shall return such assessment to the general sessions, or a special sessions held for that purpose, where appeals shall be had and determined.

Sum voted for school houses, &c. to be charged on section.

How levied and collected.

Corporate property liable to sectional assessment.

24. Real and personal property situate within a school section, and belonging to a corporation or company, shall be subject to sectional assessment, and the rates shall be payable by the agent, to the extent of the funds in his hands, or under his control, at the time of the demand, as if assessed upon him personally, and be chargeable by the agent to the principal.

THE ANNUAL MEETING.

Annual school meeting—when held.

25. The annual school meeting for the election of trustees, or a trustee, shall be held in the school house of the section, or if not commodious, or if its use cannot be obtained, or if there is none, in any other convenient building, on the third Monday in October; the meeting to be called by the trustees, or, where none exist, by the inspector, by notices posted in three public localities within the section, five days previously, signed by the trustees or the inspector, as the case may be.

Notice.

Meeting—how organized.

26. At the annual school meeting the majority of the rate payers of the section present shall elect from their own number, or otherwise, a chairman to preside over the meeting and a secretary to record its proceedings; and the chairman shall decide all questions of order, and shall take the votes of rate-payers only, and shall give a casting vote in case of an equality of votes; and the rate-payers shall, by a majority of those present, decide what amount shall be raised by the section to supplement the sums provided for public schools by the Province and county, and they shall also decide whether any and what sum shall be raised for the purchase or building of school houses, for the purchase or improvement of school grounds, or for general school purposes.

Rate-payers to decide amount to be raised by section.

Right to vote may be challenged.

27. If any person offering to vote at an annual or other school meeting shall be challenged as unqualified, the chairman presiding at such meeting shall require the person so offering to make the following declaration:

Declaration.

“I do declare and affirm that I am a rate-payer, and that I reside in this school section, and that I am legally qualified to vote at this meeting.”

Penalty for false declaration.

And every person making such declaration shall be permitted to vote on all questions proposed at such meeting, but if any person shall refuse to make such declaration, his vote shall be rejected; provided always, that every person who shall wilfully make a false declaration of his right to vote, shall be deemed guilty of a misdemeanor, and punishable by fine or imprisonment, at the discretion of the Court, or by a penalty of not less than five nor more than ten dollars, to be recovered by the trustees of the section, for its use, as a private debt, under Chapter 1 of the Revised Statutes.

TRUSTEES.

28. Each school section shall have a Board of three trustees, and no section shall have more than one Board.

Board of trustees in each section.
Trustees—how elected.

29. At the first annual meeting of any section, under this act, the majority of the rate-payers of the section present shall elect from their own number three trustees, and at the second and third annual meetings one of the trustees elected at the first meeting shall go out of office by ballot, and at each annual meeting thereafter he who has served the longest shall retire from office, and each of the vacancies shall be filled by the election of a new trustee; provided always, that he whose term of office has expired may be re-elected, with his own consent, his time of service to date from such re-election; but it shall always be competent for existing trustees to complete the business of the closing school year.

How to retire.

Vacancies—how filled.

30. Where any section, at the time fixed for the annual meeting, fails to elect three trustees, or to fill the annual vacancy occurring in the trusteeship, or vacancies from other causes, the trustee or trustees shall be appointed, upon the written requisition of seven rate-payers in the section, by the Commissioners of Schools for the district in which the school house is situate, or in which a majority of the rate-payers of the section reside; and where any trustees or trustee have been elected, and refuse to act, or shall neglect the performance of duty for twenty days after such election, the Board of Commissioners shall, with or without a requisition, appoint trustees, or a trustee, in place of the persons or person so refusing to act; and in case any person, appointed by the Board of Commissioners as a trustee, shall refuse or neglect to act as aforesaid, the Board of Commissioners shall make such further appointments as may be necessary to fill any such vacancy; and any Board of Trustees, thus secured, shall, as soon as practicable, convene a meeting of the rate-payers of the section as provided for the annual meeting, and such meeting shall transact all business, except the election of trustees, required of the annual meeting, and in the same manner, provided that arrangements be made for the support of the school or schools for at least five months, or, if the section be poor, at least three months in either half of the school year.

Proceedings when meetings fail to elect trustees or fill vacancies.

31. Any person elected, or appointed a trustee, not being a Commissioner of Schools, and refusing to act, or any trustee who, having accepted office, shall not perform the duties thereof, shall, for every such offence, forfeit the sum of twenty dollars, to be collected by any rate-payer in the section; said sum to be payable to the Inspector, or his order, and applied by the Superintendent of Education to the objects specified in clause 7, (8.)

Penalty for refusing to act.

32. It shall be lawful for the trustees of any section, wherein are located academic institutions, other than county

Trustees may co-operate with trustees of insti-

tutions receiving separate grants.

academies, to co-operate with an equal number of persons, chosen by the governing bodies of such institutions, in order that the section may secure the educational advantages supplied by such institutions; such combined Board of Trustees to manage the school or schools, as the case may be, in accordance with the provisions of this act.

May admit to school pupils from other sections.

33. The trustees of any section may, in their discretion, admit to school privileges, pupils from other sections; and if the trustees shall deem it necessary they may exact from such pupils a reasonable tuition fee.

Trustees to be body corporate.

34. The trustees of any section shall be a body corporate for the prosecution and defence of all actions relating to the school or its affairs, and other necessary purposes, under the title of Trustees of School, section No. —, in the district [or districts] of —, and they shall have power, when authorized by the school meeting, to borrow money for the purchase or improvement of grounds for school purposes, or for the purchase or building of school houses; and all such amounts shall be paid by equal yearly instalments, not exceeding five, to be assessed upon the section, and the money so borrowed shall be a charge upon the school section.

Duties of trustees.

35. The duties of the Trustees shall be as follows:—

To meet and organize.

(1.) To meet as soon after the annual election or appointment of Trustees, or a Trustee, as practicable, and appoint one of themselves, or some other person, to be secretary to the Board of Trustees, and to provide him with a suitable blank-book, and instruct him to keep therein and carefully preserve a correct record of all the doings of the Board.

To hold school property.

(2.) To take possession of, and hold as a corporation, all the school property of the section, or which may be purchased for, or given to it for the use or support of common, superior, or academic schools; but they shall not interfere with any private rights or the rights of any religious denomination.

To lease or rent lands.

(3.) To lease or rent lands or buildings, if necessary, for school purposes, for a period of not less than five months, or, if the section be poor, not less than three months.

To fix sites of school houses.

(4.) To determine the sites of school houses, subject to the sanction of the three nearest commissioners, residing out of the section.

To provide school accommodation, as follows:

(5.) To provide school privileges, free of charge, for all persons resident in the section five years of age and upwards, who may wish to attend school, and, when authorized by the school meeting, improved school accommodations, such accommodations to be provided as far as possible, in accordance with the following arrangements:—

(a.) For any section having fifty pupils or under, a house with comfortable sittings for the same, with one teacher.

(b.) For any section having from fifty to eighty pupils, a house with comfortable sittings for the same, and a good class room with one teacher and an assistant.

(c.) For any section having from eighty to one hundred pupils, a house with comfortable sittings for the same, and two good class-rooms, with one teacher and two assistants. Or, a house having two apartments, an elementary and a preparatory, with two teachers. Or, if one commodious building can not be secured, two houses may be provided in different parts of the section, with a teacher in each; one being devoted to the younger children, or elementary department, and the other to the more advanced or preparatory department.

(d.) For any section having from one hundred to one hundred and fifty pupils, a house with two adequate apartments, an elementary and a preparatory, and a good class-room, accessible to both, with two teachers, and, if necessary, an assistant. Or, if the section be long and narrow, three houses may be provided, two elementary and one preparatory, the former being located towards the extremes of the section, and the latter at or near the centre.

(e.) For any section having from one hundred and fifty to two hundred pupils, a house with three apartments, an elementary, a preparatory, and a high school, and at least one good class-room, common to the two latter, with three teachers, and, if necessary, an assistant. Or, if necessary, separate houses may be provided for the different departments in different parts of the section.

(f.) And generally for any section having two hundred pupils and upwards, a house, or houses, with sufficient accommodations for different grades of elementary and preparatory schools, so that in sections having six hundred pupils and upwards, the ratios of pupils in the elementary, preparatory, and high school departments, shall be respectively about eight, three, and one.

36. If any section having more than one department under one roof, or under separate roofs, the Trustees, by the aid of the teachers or otherwise, shall regulate from time to time the attendance of pupils in the several departments according to their attainments.

Trustees shall regulate attendance of pupils in several departments;

37. If in any section the Council of Public Instruction shall permit separate departments under the same or separate roofs, for pupils of different sexes or different colors, the Trustees of the section shall, in this as in other cases, regulate attendance on the several departments, according to the attainments of the pupils.

Shall regulate attendance when council permits separate departments.

38. It shall further be the duty of the Trustees :

(1.) To contract with and employ a licensed teacher or teachers for the section, and, where necessary, licensed [or unlicensed] assistants, for a period of not less than five months, or, if the section be poor, not less than three months.

Trustees' further duties. Shall employ teachers.

(2.) To notify, as they may deem proper, the inhabitants of the section, of the opening or re-opening of the school or schools that pupils may present themselves for classification without delay.

Give notice of opening of schools.

To furnish town clerk or clerk of peace with list of rateable inhabitants of section.

(3.) To furnish, in case the annual meeting shall have determined to raise money for the purchase or building of school houses, or for the purchase or improvement of school grounds by assessment, the town clerk or the clerk of the peace for the county in which the section or a portion of it may be situate, a list of the inhabitants of the county resident in the section liable to be taxed, and the town clerk or the clerk of the peace shall affix the amount of property for which each is assessed according to the county assessment-roll for the year, and the town clerk or the clerk of the peace, as the case may be, shall be entitled to receive from the trustees a fee of twelve cents for every list so furnished.

To provide for erection of school houses.

(4.) To provide by assessment, as set forth in clause 23, for the purchase of suitable grounds, and the purchase or erection of a house or houses, according to the decision of the school meeting, to select the design of building most suitable, and let out the work, the amount required being levied and collected in equal portions, from year to year, not exceeding five years, with any interest accruing, until the whole shall have been raised.

To visit schools.

(5.) To visit the school at least four times in each year, and to be present, when practicable, at the semi-annual examinations and the visitations of the inspector.

May suspend or expel pupils.

(6.) To suspend or expel any pupil from school who is persistently disobedient to the teacher, or addicted to any vice likely to injuriously affect the character of other pupils, until there shall be indications of reform.

Health of school.

(7.) To adopt efficient measures for the preservation of the health of the school.

May call special meetings.

(8.) To call a special meeting of the section, due notice being given by means of the school or otherwise, for the purpose of filling any extraordinary vacancy occurring in the Board of Trustees, and for any other necessary purpose; and at any such meeting a chairman and secretary shall be appointed, as provided for the annual meeting.

Annual report.

(9.) To present an annual report on the state of the school or schools, and of the doings of the Board, at the regular school meeting in October.

School returns.

(10.) To prepare or have prepared a true return of the state of the school, according to the form drawn up for that purpose by the Superintendent, and, if there are more than one department in the section, a return for each, indicating the grade of each department, and to lodge the same, duly certified by the teacher or teachers at the district office of the Inspector, on or before the day fixed for the same by the Commissioners for the district; and, if the section be a border section, the Trustees shall present a complete return to each Board of Commissioners, under whose supervision a part of the section may lie, marking the same as a *border section*, and stating also in each return the number of rate-payers, resident within the portion

A return for each department.

To be forwarded by a certain day.

Returns of border sections.

of each district, embraced in the same; and if the trustees of any section shall present a false return the provincial grant shall be withheld from the section over which they preside.

39. Trustees shall have power to suspend or dismiss from their employ any teacher for gross neglect of duty or immorality, and they shall immediately forward a written statement of the facts to an acting member of the Board of Commissioners for the district, and they shall also forward a statement of their proceedings to the Superintendent, and the pay of any such teacher shall thereupon cease unless otherwise ordered by the Board of Commissioners upon the appeal of the teacher; but he or she shall be paid rateably up to the time of his or her suspension or dismissal.

Penalty for false return.

May suspend or dismiss teachers

Notification of same.

Pay of such teachers.

SECRETARY TO THE TRUSTEES.

40. The Secretary to the Trustees shall give a bond to her Majesty, with two sureties, in a sum at least equal to that to be raised by the section during the year, for the faithful performance of the duties of his office.

Secretary to trustees shall give bond.

41. The Secretary shall be entitled to receive five per cent. commission on all sums collected by him, or under his direction, for the support of the school, or schools, including expenditure for rents, repairs, furniture, outhouses, fuel, maps, apparatus, and salaries, excepting in cases where payment shall be voluntarily made, when he shall make a deduction to persons making such payment of two and a half per cent. from his commissions; and he shall be entitled to two and a half per cent. on all sums collected by him, or under his direction, for the purchase or erection of a new school house, or houses, and for the purchase or improvement of school grounds.

Salary.

42. The Secretary's duties, to be performed under the direction of a majority of the Trustees, either by the Secretary in person, or under his direction, shall be as follows:—

Secretary—duties of.

(1.) To keep the accounts, moneys, and records of the Board, and to collect and disburse all school moneys.

Keep the accounts, &c.

(2.) To keep the school house or houses in good repair, and supply the same with comfortable furniture, outhouses, fuel, maps, and apparatus.

Keep school houses in repair.

(3.) To obtain from the district office of the Inspector the portion of school books allotted to the section, and to distribute them, as needed, to poor and indigent pupils, to keep an accurate record of all books so received, and the names of those to whom the same have been distributed, with the sorts of books to each, and to inform the Inspector from time to time of any surplus of books on hand, that the same may be appropriated to poor sections; the foregoing record to be opened at all times to the inhabitants of the section, the Inspector, and the Superintendent.

To distribute school books.

To supply teachers with copies of school registers.

(4.) To promptly supply to the Teacher, or Teachers, copies of the school register prescribed by the Council of Public Instruction, and carefully preserve the old registers.

To keep record of Maps, &c.

(5.) To keep a faithful record of any maps or apparatus that may at any time be furnished to the section by the Superintendent or Inspector, and of the disposal of the same.

To give teacher inventory of school property.

(6.) To present the Teacher with a copy of the inventory of the school property under his or her charge, and renew the same from time to time.

To take charge of library books, &c.

(7.) To take due care of the library books of the section, and see that the same are managed in conformity with the regulations of the Council, and generally transact any business of the Board, as directed by a majority of the Trustees.

TEACHERS.

Provincial grant—relative amount to teachers of different classes.

43. The Provincial Grant to Teachers shall be distributed throughout each district in such a manner that male and female teachers of the same class respectively, shall receive at the same rate; male teachers of the second class, and female teachers of the first class, shall receive three-fourths of the amount paid to male teachers of the first class; male teachers of the third class, and female teachers of the second class, one half the sum paid to male teachers of the first class; and female teachers of the third class, one half of the amount given to female teachers of the first class. Assistant teachers, if provided with class-rooms, and employed at least four hours a day throughout the school half year, shall receive two-thirds the allowance of the provincial grant, according to the class of their license.

Licensed assistants.

To receive portion of grant, teacher must be licensed.

44. No person shall be deemed qualified to receive, under this act, any portion of the moneys granted toward the support of County Academies, Superior, or Common Schools, unless holding a license from the Examiners for the district in which he or she may be employed, or in which the school house may be situate, or from the Provincial Examiners. It shall be the duty of every such Teacher—

Duty of teachers.

Not to establish schools without agreement with trustees.

(1.) Not to attempt establishing a school in any section without first making an agreement with its Trustees.

To teach efficiently, &c.

(2.) To teach diligently and faithfully all the branches required to be taught in the school, and to maintain proper order and discipline therein, according to the engagements entered into with the Trustees and the provisions of this act.

To call roll and keep register, &c.

(3.) To call the roll morning and afternoon, and otherwise keep an accurate register in the manner prescribed by the Council of Public Instruction, on pain of liability to forfeiture of the public grants; the register to be at all times open to the inspection of the Trustees, Visitors, Examiners, Commissioners, Inspectors, and Superintendent.

(4.) To render, when necessary, the Trustees all possible assistance in classifying the pupils of the section, according to their attainments, and, when requested by the Trustees, to institute quarterly examinations, for the purpose of transferring any pupils who may be prepared to another department.

To co-operate with trustees.

(5.) To inculcate by precept and example a respect for religion and the principles of Christian morality:—justice, and a sacred regard to truth, love of country, loyalty, humanity, and universal benevolence, sobriety, industry, and frugality, chastity, and temperance, and all other virtues which are the ornaments of human society.

To inculcate principles of Christian morality.

(6.) To give assiduous attention to the cleanliness, health, and comfort of the pupils, and to report to the Trustees the appearance of any infectious or contagious disease in the school.

To have special regard to health and comfort of pupils.

(7.) To have a special care to the usage of school books and apparatus, the neatness and order of the desks, and the cleanliness and ventilation of the school room.

To have special care of books, &c.

(8.) To remunerate the Trustees for any destruction of school property by the pupils that is clearly chargeable to gross neglect or failure to exercise proper discipline on the part of the teacher.

To remunerate trustees for destruction of school property.

(9.) To have, during or at the end of each half year, a public examination of the school, of which notice shall be given to the parents and Trustees, and to school visitors resident in the section.

To hold public examinations.

(10.) To give notice, through the pupils, of school-meetings advertised by the Inspector or Trustees.

To give notice of school meetings.

(11.) To furnish the Trustees, Examiners, Commissioners, Inspector, and Superintendent, any information that may be in his or her power, respecting anything connected with the school, or affecting its interest or character.

To furnish general school information.

(12.) To sign a certificate, attached to the half yearly returns, truly stating that the school register has been faithfully and impartially kept, and that his or her school duties have been punctually discharged; and any teacher signing a false certificate, shall have his or her license cancelled or suspended, as the Commissioners may decide.

To certify correctness of returns.

45. Members of the Legislature, ministers of religion, and magistrates shall be visitors of schools; and each incumbent clergyman and minister of religion shall be exempt from all taxes for the support of schools, to the same extent only as Teachers under this act.

Visitors of schools.

46. The certificate of any Inspector shall be received in courts of law as evidence of the boundaries of school sections.

Bounds of sections—how determined in law
Exemptions of superintendent, teachers, &c.

47. The Superintendent, Inspectors, Teachers of the Normal and Model Schools, and licensed Teachers, while employed as such, shall be exempt from militia duty, statute labor, and from serving in any town office, or on juries, and they, while so employed, shall be exempt from poll-taxes, and shall not be

taxed for schools, or other purposes, on real or personal property, rated under two thousand dollars; but they shall be liable for any excess of that sum.

Commencement of school year. Act shall come into operation 16th Oct., 1865.

48. The school year shall begin on the first of November; and this act shall come into operation throughout the Province on the sixteenth day of October next; but Trustees, then in office, shall complete the business of the closing school year; and the Inspectors, District Examiners, and Boards of Commissioners, then in office, shall perform their respective duties till their successors are appointed; and each Board of Commissioners, at the meeting in November next, shall distribute the Common School grant, appropriated under the act of 1864, according to the provisions of said act, and of any amendments thereof, and shall make the arrangement required by clause ten for the returns for the half year ending thirtieth of April, eighteen hundred and sixty-six; and all teachers holding licenses, granted under the act of eighteen hundred and sixty-four, and of any amendments thereof, shall be held qualified under this act, and subject to its provisions, according to the terms of their certificates; and all engagements entered into under the act of 1864, shall be binding under this act, and the first named, or, in case of inability to attend, the next in order, in the several commissions appointing Boards of Commissioners under this act, shall serve as Chairman of the Boards till the regular meetings in the autumn of eighteen hundred and sixty-six.

Distribution of moneys in Nov. 1865.

Proceedings under act of 1864 confirmed.

Chairman of Boards—when elected.

City of Halifax. Management of schools.

City one section

Commissioners: how appointed, and powers thereof.

Commissioners to provide school accommodation.

Commissioners may co-operate with governors of established schools.

All public schools to be free.

City assessor to perform duties

49. The schools in the City of Halifax shall be managed as follows:

(1.) The city shall be one school section, and the Governor in Council shall appoint a Board of Commissioners for the city, which shall consist of twelve members, two of which shall be resident in each ward; and such Board shall be a corporate body, and may exercise all the powers given to trustees under this act, and perform all the duties imposed on trustees by the same.

(2.) The Board of Commissioners under this clause shall, after their appointment, take all necessary steps to provide sufficient school accommodation, before the first day of November next.

(3.) The Board of Commissioners are authorized to co-operate with the governing body of any city school, on such terms as to the Board shall seem right and proper, so that the benefits of such school may be as general as circumstances will permit; and in such cases the Board may make allowance to such schools out of the funds under their control as shall be deemed just and equitable. But no public funds shall be granted in support of any school unless the same be a free school.

(4.) The City Assessor shall perform the duties required by Clerks of the Peace under clause 20, and the sum so added

by the City Assessor under the provisions of that clause shall be levied on and collected from the inhabitants of the city, and form and be annually a portion of the city rates, and shall be paid by the City Treasurer to teachers personally, or upon their written order upon the draft of the Commissioners, under the terms of this act.

of clerk of peace.

(5.) The Board of Commissioners shall make an estimate of any sum that may be required for the yearly support of the schools under their charge, to supplement the amount of the provincial grant and the amount levied as a general rate on the city, and they shall levy the sum required upon the rate-payers of the whole city, according to the city rate-roll for the year, to be furnished by the City Assessor, and shall make returns of such assessment to the City Council, to whom appeals therefrom shall be made; and the Secretary to the Board of Commissioners, either in person or by his agent, under a warrant signed by at least two Commissioners and the Chairman or acting Chairman of the Board, shall collect the sums thus assessed; and, in default of payment, they shall be collected by warrant from the City Treasurer, as other city rates, and the sum so collected shall be apportioned by the Board of Commissioners to the several wards, according to the requirements of each.

Amount required beyond provincial grant to be assessed and collected on city rate-roll.

(6.) When the Board of Commissioners shall deem it necessary to raise money for the purchase or improvement of lands for school purposes, or the purchase, leasing, or building of school houses, the same shall be assessed by an equal rate upon the inhabitants of the whole city, according to the city rate-roll for the year, to be furnished by the City Assessor; the assessment to be levied by the Board of Commissioners, and collected and apportioned as provided for the yearly support of schools in the city.

Manner of raising money for school house lands, &c.

(7.) The Board of Commissioners shall have the power to select and purchase the sites for school houses, and they shall have power to borrow money for the purchase or improvement of grounds for school purposes, or for the building or purchasing of school houses, and all such amounts shall be a charge upon the section, and shall be paid by equal yearly instalments.

Commissioners may select sites and borrow money for school houses.

(8.) To enable the Commissioners to borrow money, they may issue debentures in such form as they may decide upon, payable, within such period as shall be therein specified, by equal yearly instalments, which shall be sealed with the seal of the incorporated Board, and be signed by the Chairman and countersigned by the Secretary.

Commissioners may issue debentures.

(9.) The Board of Commissioners are hereby invested with the title of all public school property, real and personal, within the city, with the exception of the Halifax Grammar School, and may sell and dispose of the same, or any part thereof, and with the proceeds may purchase new school house sites and

Title to school property vested in commissioners.

erect new school houses, in such places and at such times as shall be deemed most expedient.

Chairman—
how appointed.

(10.) The Commissioner whose name shall stand first on the list of appointments shall be Chairman of the Board, and in his absence the next Commissioner on the list present shall act as Chairman; and the Commissioners shall appoint their own Secretary.

Secretary.

Pupils of one
Ward entitled
to privileges of
any other.

(11.) The provisions of this act, except as hereinbefore named, shall apply to the City of Halifax, but the pupils of one ward shall be entitled to school privileges in any other ward.

Trustees and
commissioners
may insure
school houses.

50. The Trustees in the several counties, and the Board of Commissioners in Halifax, are authorized to effect insurances on school houses.

SCHEDULE A.

ANNUAL GRANTS TO COMMON SCHOOLS.

[The Grants to the several Districts to be adjusted every Decennial Census, according to population.]

<i>District of Cape Breton</i> . . . \$5675	<i>Rural District of Halifax</i> , \$1279
<i>District of Victoria</i> 2623	<i>District of East Hants</i> 2113
<i>District of North Inverness</i> 1797	<i>District of West Hants</i> 2636
<i>District of South Inverness</i> 3634	<i>District of Kings</i> 5095
<i>District of Richmond</i> 3429	<i>District of Annapolis East</i> , 2452
<i>District of Antigonishe</i> . . . 4045	<i>District of Annapolis West</i> , 2105
<i>District of Guysborough</i> . . 2390	<i>District of Digby</i> 2608
<i>District of St. Mary</i> 1131	<i>District of Clare</i> 1404
<i>District of North Pictou</i> . . 3732	<i>District of Yarmouth</i> 2492
<i>District of South Pictou</i> . . 4096	<i>District of Argyle</i> 1710
<i>District of Stirling</i> 1360	<i>District of Barrington</i> . . . 1464
<i>District of Colchester</i> 4092	<i>District of Shelburne</i> 1438
<i>District of Parrsborough</i> . . 927	<i>District of South Queens</i> . . 2006
<i>District of Cumberland</i> . . . 4387	<i>District of North Queens</i> . . 541
<i>District of Halifax City</i> . . 6807	<i>District of Lunenburg</i> 2791
<i>District of Halifax West</i> . . 3929	<i>District of New Dublin</i> . . . 1341
<i>District of Halifax Shore</i> . 1263	<i>District of Chester</i> 1208

SCHEDULE B.

COUNTY ACADEMIES.

<i>County of Cape Breton</i> . . . \$600	<i>County of Annapolis</i> \$600
<i>County of Victoria</i> 600	<i>County of Digby</i> 600
<i>County of Inverness</i> 600	<i>County of Shelburne</i> 600
<i>County of Richmond</i> 600	<i>County of Queens</i> 600
<i>County of Guysboro</i> 600	<i>County of Lunenburg</i> 600
<i>County of Cumberland</i> 600	

COMMENTS AND REGULATIONS
OF THE
COUNCIL OF PUBLIC INSTRUCTION.

- I. OF SCHOOL SECTIONS.
- II. OF SCHOOL-HOUSES AND GRADED SCHOOLS.
- III. OF APPARATUS AND TEXT-BOOKS.
- IV. OF THE COMMON SCHOOL.
- V. OF SUPERIOR SCHOOLS.
- VI. OF COUNTY ACADEMIES.
- VII. OF THE PROVINCIAL NORMAL SCHOOL.
- VIII. OF SCHOOL-LIBRARIES.
- IX. OF SUPPORTING COMMON, SUPERIOR, AND ACADEMIC SCHOOLS.
- X. OF SCHOOL REGISTRATION.
- XI. OF TIME IN SESSION, HOLIDAYS, AND VACATIONS.
- XII. OF TRUSTEES.
- XIII. OF EXAMINERS.
- XIV. OF INSPECTORS.
- XV. OF COMMISSIONERS.

I. OF SCHOOL SECTIONS.

1. The Act empowers the Boards of Commissioners, in connection with the Inspectors, to make any necessary changes, at the regular semi-annual meetings, in the boundaries of sections; but towns and villages cannot be divided except by the direction of the Council of Public Instruction. Care must be exercised by the Boards that changes do not injuriously affect school arrangements existing at the time of the action of the Boards.

2. The provisions of the Act touching the classification of pupils, the employing of assistant teachers, and the grading of schools, render it necessary to retain sections of good size. Except in densely peopled settlements, no section should be less than three miles in length, and in thinly peopled settlements, not less than four miles.

In times past a tendency has obtained in many parts of the Province to subdivide and multiply, unnecessarily, school sections. The cause of this is found in the intense desire of the many to have the school-house as near their own dwellings as possible.

While the Council of Public Instruction acknowledges that this desire may proceed from legitimate and even laudable motives, it cannot be unmindful of the many evils such a course has heretofore entailed on the cause of Education in this Province.

Experience has abundantly shown that small school sections are the parents of feeble and inefficient schools. The resources of the inhabitants are so subdivided as to render it impossible to establish schools of high order, build suitable school-houses, or support competent teachers, without incurring a burthen too heavy to be willingly borne.

Such a course moreover frequently hampers the skilful teacher. His school is too small. The wholesome stimulus engendered by the presence and contact of many minds is wanting; and the school, instead of being an arena fitted to produce intellectual vigor, is feeble, dwarfed, and comparatively lifeless.

There is also ample evidence showing that in school sections of good size, the attendance is not less regular than in those of smaller dimensions. In fact, it is the almost unvarying testimony of experienced teachers that children living farthest from the school-house are the most regular and punctual in attendance.

If, then, experience shows that among the advantages secured by having school sections of good size, is the increased ability of the section to purchase a good site for the school-house, to erect suitable buildings, to procure greater conveniences for instruction, to employ better qualified teachers, to have a full school by which emulation is begotten,—in short, to obtain a more powerful leverage over the whole matter of the education of our youth at a less expense to each individual; it is highly desirable that our Province reap the benefit of this experience.

3. The law directs that a careful record of the boundaries of each section be kept by the Inspectors, and that Boards of Trustees be informed of any changes affecting their sections.

II. OF SCHOOL HOUSES AND GRADED SCHOOLS.

1. "If there is any house in the district more pleasantly located, more comfortably situated, better warmed, more inviting in its general appearance, and more elevating in its influences than another, that house should be the school-house."—*Cousin*. With these sentiments the Council of Public Instruction fully sympathises. That every facility may be had by the people for the realization of these views, the Act provides that the school meeting may vote any sum necessary for school lands and buildings, the same to be levied by an equal rate upon the rate-payers resident in the section. The sum required may be spread over several years, not exceeding five, and collected in equal yearly instalments.

2. It is believed that in many sections the school-houses are not at all in keeping with the advanced condition of the section; that in others they are tenatable only in summer; and that in more they are much too small for the number of children requiring accommodation. The Boards of School Commissioners are entrusted with the special supervision of the school-houses, and the Council relies on their manifesting much interest and zeal in this matter. In addition to personal effort, the Boards should direct the attention of the Inspectors to a careful examination of all school-houses within their respective bounds, and obtain through them specific reports respecting both their internal and external aspects.

3. In the erection of a school-house the two most important points to be attended to are a suitable site, and the size and commodiousness of the building.

In reference to the site, care should be taken to see that it is in a situation of readiest accessibility to the majority of the population of the section; that it is located about fifty yards from the public highways; that it is removed from the poisonous influences of stagnant pools, low-lying swampy grounds, and from the clatter of the mill or factory, the noise of a railroad station or tavern; that it has a dry, airy position (with a gentle slope and southern exposure if possible,) and commands as attractive and extensive a prospect as natural facilities will permit.

The amount of land set apart for school purposes should not, in the country be less than half an acre; * in thickly peopled localities not less than a quarter; and in towns, not less than one-eighth of an acre. The form of school grounds should be rectangular, the length (extending north and south, if possible, and) bearing the ratio to the breadth of not less than 3 to 2.

As to the size and commodiousness of the building, provision should be made for one-quarter of the population of the section; and whatever that number may be, the school-house should be of such capacity as to furnish to each scholar at least 150 cubic feet of pure atmospheric air, or seven square feet of superficial area, with ceiling running from 13 to 16 feet in height.

* The Council strongly recommends larger areas, so that there may be ample room for play-grounds.

4. The American mode of arranging the seats in school-houses is now almost unanimously admitted to be the best. (See plans.) By this plan the teacher is enabled to have his eye upon every pupil, and every pupil to have his eye upon the teacher. According to this method, and allowing for the length either 6 or 8 feet for entrance hall, 4 to 5 feet for teacher's platform, 4 to 5 feet between the platform and the desks, and 2 feet 6 or 9 inches (according to the size of pupils) for each desk and seat together; and allowing 2 feet for the aisles, from 3 feet 6 in. to 4 feet, in graded schools for each desk, and at least 2 feet for divisions between rows of desks, the following dimensions will furnish accommodation for the number of scholars prefixed.

<i>Plans</i>	}	24 Scholars,	26 × 21 clear,	6 feet hall,	3 rows of desks,
No. 1,		30 " "	29 × 21 " "	" "	" "
No. 2,—	36 " "	32 × 21 " "	" "	" "	" "
	46 " "	35 × 26 " "	8 ft. hall,	with single desks at sides,	and 3 rows of graded desks in centre,
No. 3,—	56 " "	40 × 27 clear,	with class room.		

Adding 2 feet 9 inches to the length for every additional row of desks. Where the number of scholars amounts to upwards of fifty, there should be a class-room attached.

Plans of school-houses have been issued by the Council of Public Instruction, and the requirements of the Act are so explicit as to be a sufficient guide to Boards of Trustees.

5. As to the style of desk best adapted to school purposes, we greatly prefer the Dawson desk, and the American patent desk. Benches do not afford the necessary support to the body, and, as before intimated, are not adapted to an efficient organization of the school. They may, however, be used with advantage in class-rooms. The Dawson desk should be made quite open at the sides and underneath, so as to secure both a free circulation of air, and ease of ingress and egress to the pupil. It should be without a screen, or high board, in front, having the seat attached to the desk—the whole being placed on light iron shoes, and screwed firmly to the floor.

The patent desk has the seats separate from each other and from the desk, while both seats and desk are supported by light iron castings screwed to the floor. This desk has already been manufactured in this Province, and if Nova Scotian enterprise could devise some means by which so great a convenience could be furnished at a price within the ability of a large number of our schools, it would confer an inestimable blessing upon the cause of education.

The desks and seats in every school should be graded, and no desk should seat more than two pupils.

6. The law requires that the principle of the classification of pupils be applied as universally as circumstances will admit. Unless this is done the education furnished through our common schools must be very imperfect. The grading of schools in the country is practicable in somewhat thickly populated sections only. In such it is practicable, and the schools will never yield their best fruits without it. If the value of a graded school was really appreciated, a near approximation to this result could often be

had with very slight changes in existing arrangements as to school-houses. Whenever from 50 to 80 pupils can be brought together, seats should be provided for them in the same school-room, and a good class room should be attached. There should be a principle teacher and one assistant, and the pupils should be divided into two grades and subdivided into classes. One of the teachers should remain in the school-room, while the other could draw off classes into the smaller room.

Whenever from 80 to 100 pupils can conveniently meet at one house, there should be seats for all in the school-room, and two class-rooms should be supplied, each with an assistant. The law, however, allows two departments when they can be afforded.

The advantages of such a plan are very great. The older children can lend their protection to the younger ones in going to and coming from school. The increasing number of pupils can be accommodated by enlarging the old houses whenever they are sufficiently good to warrant it. The Trustees are enabled to procure the services of the best Teachers as Principals, since they can better afford to pay good salaries. The assistants could, in many cases, be chosen from among the oldest and best qualified pupils: they might not be needed all the time, and would not expect large compensation. Under the direction of a competent Principal, they would do good work, and if chosen because they desired to become teachers, the system would be partially self-supporting.

In thickly settled rural sections, in villages, or in towns, the grading of schools can be made more perfect. The more dense the population, other things being equal, the more cheaply and efficiently can schools be carried on,—provided the schools are carefully graded.

The law sanctions both the separate and the union graded system. The separate system—i. e., when the departments are in different parts of the section—places the elementary schools at a less distance from the pupils, and avoids sudden dangers as from fright or fire. The union system—i. e., when all the departments are under the same roof—can be managed more cheaply, admits of better gradation of pupils, and can be subjected to a much more complete supervision. In well trained hands, as a working machine, union schools have a decided advantage over any other system.

Some of the most prominent objects secured by graded schools, as prescribed by the law, are the following:

They save Time and Labor.—In miscellaneous schools where the attainments of the pupils are very varied, the number of classes is large. In each branch of learning several classes are required, to instruct which requires far more time and labor than if the attainments of the pupils would allow the teacher to combine all the classes in a given branch into one. Graded schools diminish the number of classes, and thus save time and labor.

They diminish the Cost of Teaching.—If graded schools lessen the number of classes, they likewise lessen the number of teachers required to conduct them, and in this way diminish the cost of teaching.

They render Teaching more effective.—Both pupils and teachers always take less interest in small classes than in those which are larger. Ten or fifteen pupils will make greater progress in a class than two or three. The pupils being nearly of the same attainments each feels the influence of his fellows, and thus all are stimulated to high efforts and noble emulation.

Advantage can be taken, also, of the teacher's special tastes or special talents. Not many teachers can teach ten or a dozen branches equally well. Yet these are required in many ungraded schools. A well-managed graded school will be conducted by teachers chosen for their special fitness for the several departments over which they preside.

They promote good Order.—From the very nature of their organization, graded schools admit better system and discipline than would be possible in miscellaneous or ungraded schools. When large and small pupils are taught in the same apartment, many sources of disturbance arise which their separation would remove. The easiest school to govern, other things being equal, is the one composed of pupils of nearly the same attainments and years,

They prompt the ambition of Pupils.—A pupil knows that there are higher departments, he sees his companions transferred to them, and he naturally gives himself to diligent study to hasten his own going. If judiciously managed, the constant spur of such a motive may do much good.

They make it possible to give considerable Instruction in the higher branches of Learning.—There is but one opinion, among those who are competent to judge, as to the value of what are called the higher branches of an education: and that is, that no one can be able to appreciate the true worth of knowledge who neglects the study of them. To bring out the talent of our people, as well as to allow the privileges of liberal learning to be enjoyed by the poor and the rich alike, the course of study in our common schools ought to be so extended as to embrace, whenever the number of pupils and the ability of sections will warrant, several of the higher branches of learning.

But this cannot be done, in any satisfactory degree, in a miscellaneous or ungraded school, without neglecting the more ordinary branches which must ever hold the first place in our common schools. To do full justice to reading, writing, arithmetic, geography, and grammar in an ungraded school is well-nigh the utmost limit of the teacher's ability. Our schools must be graded, or the education of the vast majority of our people must stop at this point.

They largely remove the necessity of leaving home to obtain a good Education.—It has been shown that the schools in our thickly settled rural sections, as well as in our villages and towns, can be graded, and when graded, that the higher branches of learning can be taught in them with considerable success; and this, in very many cases, removes the necessity of children leaving home to obtain an education. The dangers of school-life generally increase in proportion to the distance the child is removed from the family. A system that secures a good education, and at the same time allows the pupil to be under the immediate charge of his parents, must commend itself to every right-thinking parent, and earnest educator.

III. OF APPARATUS AND TEXT-BOOKS.

1. The teacher cannot do good work without suitable apparatus, any more than the mechanic without suitable tools. This apparatus should be provided out of the funds of the section, and not left to the random efforts of teachers or of private individuals. A comparatively small sum devoted yearly to this object, would, in a short time, equip the majority of schools throughout the Province.

2. The following articles should be considered indispensably necessary:—

(1.) Every common school should have a clock, hand-bell, thermometer, ball-frame, blackboards,* a large map of the Province (and of the County if possible), the hemispheres (of large size), a terrestrial globe, dictionary, and gazetteer.

(2.) Besides the above, an advanced common school should be provided with a large map of each country for the minute study of its geography; Johnston's charts illustrative of natural philosophy, and some apparatus for the same; instruments for surveying; and (if it be taught) instruments for navigation; and some chemical apparatus.

(3.) In graded schools, the elementary department should be furnished with an extensive assortment of objects and pictures for object lessons, a ball-frame, the different linear measures, the current coinage of the country, the various weights with a pair of small scales, a box of wooden bricks, and models of the more common solids.

The preparatory department should be supplied with apparatus adapted to the best grade of common or superior schools, or such as may be required to preserve an unbroken connection between the elementary and high school or academic departments.

* Blackboards should extend around the walls of the school and class-room. (See published Plans of School Houses.) Too much blackboard surface cannot be provided.

As school-houses are being built or repaired, cheap and excellent blackboards can be made as follows:—Upon a "scratch coat" of plastering on sawed laths, lay on evenly, but without "smoothing," a second coat, one sixth of which is plaster of Paris.—Take lampblack, and, after subjecting it to a sufficiently strong heat in an iron vessel to free it from oily matter, mix with alcohol or burning fluid to a thick paste. Take clean fresh-water sand, lime, putty, calcined plaster (rather more plaster than putty), and a small quantity of flour of emery; mix thoroughly, and add enough of the lampblack paste to make the mortar jet black. Lay this upon the 'second coat,' and polish very smooth with the trowel. These "boards" will last as long as the building. They should not be often washed, but cleaned with a lambskin rubber.

Or the following:—4 pecks of white finish or white coating, 4 pecks of beach or other fine sharp sand, 4 pecks of ground plaster, 4 pounds of lampblack, and 4 gallons of alcohol or strong whiskey. This quantity will make a mixture sufficient to cover twenty square yards of surface. A little flour of emery will prevent the mixture from "setting" immediately, thus giving time to put it on the wall with necessary care. If emery be not used, only a small quantity should be mixed at a time. This black mixture takes the place of the usual white coating, and is put on in the same manner. After the black-surface is on the wall it must be carefully dampened and rubbed, in order to fill up all the pores and make the surface *hard and smooth*.

If wood is used it must be well-seasoned pine or poplar, of fine quality, and the blackboards must be well made and carefully painted. The following makes a good paint:—10 oz. pulverized pumice stone, 6 oz. pulverized rotten-stone, 12 oz. lampblack, and one gallon of alcohol. Mix with enough alcohol to make a thick paste. Grind the mixture very thoroughly in a paint mill, and then dissolve 14 oz. of shellac in the remainder of the alcohol. Stir the whole together, and the paint is ready for use.

† Small maps are of little use in the school-room. At a little distance the names of places are illegible and the outlines of countries indistinct; consequently classes fall into great disorder in their attempts to decipher them.

The high school, in addition to the principal things laid down for common schools, should have a full set of ancient maps, and another of physical maps; physiological diagrams, both vegetable and animal; a celestial globe, historical charts; adequate apparatus for natural philosophy, chemistry, surveying and navigation.

3. Trustees should encourage teachers, and they, in turn, their scholars, to collect into a small museum the curiosities of natural history to be found in the neighbourhood. These objects will serve many purposes of illustration, while the employment will quicken the powers of observation, stimulate enquiry, and awaken the minds of all to the wonders that surround them. The efforts of teachers of academies should, when desirable, be aided by the funds of the section, in order that a museum containing types of the general objects of natural science may be provided both for study and illustration.

TEXT BOOKS.

4. The matter of text-books is of even greater importance than that already considered. To select suitable school books, and prescribe the same for general use in our public schools, is one of the special duties devolved, by the Act, on the Council of Public Instruction.

While the Council prescribes, in some cases, different text-books in the same branches, they wish it to be distinctly understood that in each school the same books shall be used in each class respectively. This restriction they believe to be necessary in order to secure in any school a proper classification of the pupils, without which, they are of opinion, there can be no thorough and systematic teaching.

5. Reserving the right of adding to or altering as occasion may require, the Council names the following as the prescribed school books of the Province:—

ENGLISH READING BOOKS.

Nova Scotia Series, 1st, 2nd, 3rd, 4th, 5th, and 6th books,
 “ “ Advanced Reader, No. 7.

REMARK.—This series has been selected from Nelson & Son's Readers, and care has been taken to adapt it to our public schools. To be ready this autumn.

Irish National Series, 3rd, 4th, and 5th books.
 The Art of Teaching Reading (Irish Series).
 Bailey's Brief Treatise on School Elocution.

SPELLING BOOK.

Spelling Book superseded.

GRAMMAR AND COMPOSITION.

*Easy Lessons in English Grammar, } In course of
 *Advanced English Grammar, } preparation.
 Morrell's Analysis.
 Reid's Rudiments of Composition.
 Whately's Rhetoric.

* The Council prefers, for the present, not to recommend any published Grammar, but to allow local parties their own choice.

ENGLISH DICTIONARIES.

Worcester's—all sizes.

MATHEMATICS.

Arithmetic—Nova Scotia Elementary Arithmetic (in course of preparation).

Mulholland's Nova Scotia Arithmetic for Common Schools and Academies.

Mulholland's Arithmetical Tables.

Algebra—Chambers'. Greenleaf's.

REMARK.—The Council has taken steps to secure the publication of Chambers Algebra in two parts. Part I. embracing as far as Quadratics.

Geometry—Chambers' Euclid.*Practical Mathematics*—Chambers'.*Navigation*—Norie. Bowditch.

WRITING AND DRAWING.

Staples' Progressive Penmanship, with Copy Books.

Dyce's Outlines of Drawing.

Outlines of Familiar Objects, by Art Masters in connection with the Department of Science and Art.

Bartholemew's Series of Drawing Books for Schools.

GEOGRAPHY.

Calkin's Geography and History of Nova Scotia.

*Calkin's School Geography of the World (in course of preparation).

Maps—Mackinlay's Map of Nova Scotia.Nelson's Wall Maps (*blue sea*).

Nelson's Junior and Senior Atlases.

Johnston's Physical Atlas—

Mitchell's Ancient Geography and Atlas.

Johnston's School Classical Maps:

Orbis Veteribus Notus,

Italia Antiqua,

Græcia Antiqua,

Asia Minor Antiqua,

Orbis Romanus.

HISTORY.

Hodgins' School History of the British North American Provinces.

Collier's School History of the British Empire.

Chambers' Ancient, Mediæval, and Modern Histories (in separate volumes).

Smith's Smaller History of Rome.

Smith's Smaller History of Greece.

†Liddell's History of Rome.

†Smith's Larger History of Greece.

* The Council leaves, for the present, the subject of a general Geography to the discretion of Trustees. Campbell's or Lovell's will be found to be about the best.

† These Histories are too large for ordinary class use; they will be found of great value to Teachers as works of reference in connection with the use of the "smaller" histories.

SCHOOL SINGING BOOKS.

Acadian Minstrel.

School Singing Book, for Elementary, Preparatory, and High Schools (in course of preparation).

NATURAL PHILOSOPHY.

Parker's Natural Philosophy.

Tate's " "

NATURAL SCIENCE.

Chambers' Chemistry (Revised edition).

Varley's Rudimentary Treatise on Mineralogy.

Dana's Mineralogy.

How Plants Grow (Rudimentary Botany)—Gray's.

Class-Book of Botany—Wood's (Revised edition).

Gray's Text-Book of Botany (for Teacher's use).

First Steps in Zoology. Parts I. and II.—Patterson's.

Tenney's Text-Book of Geology for Schools and Academies.

REMARK.—This work deals briefly with Chemistry, Mineralogy, Botany, and Zoology, since it is necessary in geological investigations to refer to all these branches of Natural Science. The work is beautifully illustrated.

MENTAL SCIENCE.

Haven's Mental Science.

Whately's Logic.

Wayland's Moral Philosophy.

ECONOMIC SCIENCE.

Dawson's Elements of Agricultural Chemistry.

Johnston's Catechism of " "

Hithcock's Animal Physiology (including Anatomy).

Wayland's Political Economy.

CLASSICS.

Grammars—Edinburg Academy Latin Grammar.

" " Greek Grammar.

Eton Latin Grammar.

" Greek Grammar.

Bullion's Latin Grammar.

" Greek Grammar.

Composition—Arnold's Latin Series.

" Greek Series.

Classical Authors—Harper's Latin Texts.

" Greek Texts.

REMARK.—Harper's Texts have a beautiful letter-press, are neatly bound, and are sold at a low price.

IV. OF THE COMMON SCHOOL.

1. The Common School is the groundwork of our public education, and therefore has high claims on our attention. Its design is to foster and direct the unfolding of the youthful mind, and to fit it for a rational manhood and an enlightened citizenship.

In its physical aspect, it should have such a care for the body as the inflexible laws of our being render imperative, in order that the best conditions for the exercise of the intellectual powers may be had, and had continuously, and to purpose.

In its intellectual aspect, it should seek to make a well-informed and intelligent people. To secure the former, it must furnish the pupil with knowledge: and this it strives to accomplish by means of instruction. To create the latter it must exercise the powers of the pupil's mind on the knowledge presented: and this is Education.

In its moral aspect, it should aim to make all physical and intellectual activity the product of just motives, to direct mental power into proper channels, and to mass the sum of the child's energies into one fit and substantial whole—*character*.

These processes, moreover, to be carried to their best issue, should be kept in play simultaneously.

2. Three branches form the staple of Common School Instruction: the Mother-tongue,* or Language, Arithmetic and Writing. These are universal in their utility. Being instrumentary branches, or those by means of which the pupil may unlock the treasure-house of all knowledge, they must ever, and justly, occupy the first place in the Common School. Whatever else it teaches, these *must* be taught; and if it does not teach them effectively, it completely fails to discharge its first duty to society and to the State.

These branches, in the hands of the skilful teacher, can be made, not only to supply a certain amount of knowledge necessary for the transaction of the general business of life, as well as furnish the means of securing more knowledge; but also *themselves* to become eminently tributary to a just development and growth of the mental activities thereby called into exercise.

LANGUAGE, if properly taught, does more than furnish an inlet to the world's thought; it gives a *steadily progressive mental discipline*. It is itself the production, the exact copy, of thought, at every turn exhibiting principles and obeying laws, so that in classifying its words, tracing them under different forms, stripping them of inflexional changes and additions, and grappling with its propositions, the mind is tracing and applying principles under an endless variety of conditions. In this mental exertion lies the power of discipline possessed by any subject. However long the school period may be, the demands of this branch, in its various forms, will increase in proportion as the horizon of the pupil's mental vision is enlarged.

* A good knowledge of language implies the following points:—*Reading*, with *Spelling*, which teaches the sounds, forms, and sense of its words; *Grammar*, which teaches its constructions and their mutual dependence; and *Composition*, which teaches the suitable expression of thought.

NUMBER takes its place next in rank to Language, as furnishing a perfect disciplinary process. A few first principles run through the whole science; a few elementary operations enfold all its rules of procedure; while the circumstances in which these rules are applied, are infinitely various.

WRITING, viewed as a part of the means adapted to aid in the study of language, is entitled to share in the educative importance of that branch. Viewed as a distinct art it has considerable educative value. When the components of the character used are properly classified, and the pupil led forward step by step in a natural way, it is well fitted to exercise, and therefore, strengthen, both the imitative powers and the judgment.

On the handling of these standard branches, more than upon all others, depends the intellectual character of the school. To make them yield a powerful and comprehensive discipline, implies, however, a rational mode of teaching them. Many children may and do gain a somewhat extensive knowledge of these branches, and yet fail to show evidences of mental growth commensurate with the means employed. The reason is often obvious. The teacher has failed to *so* teach as to quicken and call forth the best energies of the pupil's mind. The means have been mistaken for the end; and hence there is, on the part of the taught, repose and indifference, instead of activity; and loathing, instead of the keenest hunger.

3. In addition to the subjects named above, there should be taught in every school a certain amount of general knowledge suited to early years. This is commonly called "the science of common things." These lessons may be drawn from any of the departments of real knowledge: e. g. the animals of our own and other countries, the products of the soil, the processes of the arts, and the like. Subjects must be selected from the visible world because, at certain stages of advancement, the *real* affords the only means of drawing forth the pupil's sympathies with knowledge, and of calling into action his powers of observation and comparison.

This method of instruction, graded to the attainments of the scholars, should form a part of the regular work of the teacher. The lessons must, of course, be given orally, and not through text-books.

4. The school should impart, also, a certain amount of supplementary knowledge. This embraces such as is essential to the pupil's personal welfare, and such as becomes him as a future citizen of a free country.

As a part of the former are included the general laws of health; the design of the senses, and the manner of using them; the importance of the habit of attention, and the conditions of its effective exercise; the marks of a sound judgment, and the caution required in forming opinions; social duties; the instincts of his animal and rational nature, their uses, and the control to be exercised over them; the feelings to be cherished towards himself, his neighbor, and his God; the sanctions to virtuous conduct, both in this life and in the next.

Geography and history form the chief subjects of the latter: viz., that necessary for the general well-being of the citizen. To fit the children of this Province for the duties of citizenship, they should be well-instructed in the geography and history of Nova Scotia and the British North American Provinces, as well as of the United States, Great Britain, and Ireland. A

knowledge of other countries is very desirable; but an intimate knowledge of these is well nigh indispensable. These subjects are generally embodied in distinct text-books for separate study; but they should, as far as possible, be studied in connection. The skilful teacher will find no subject offering a more inviting field for oral teaching, none more rich in materials wherewith to supplement book instruction.

5. The school should also prepare the pupil for enjoyment as well as for work. Both are alike instincts of his nature, which must find their gratification; and it is difficult to decide which exerts the greater formative influence upon character. To meet this, provision should be made for the imparting of knowledge specially adapted to the cultivation of Sentiment and Taste. Such knowledge is found in Singing and Drawing.

The art of Singing should, in our opinion, form a part of elementary public instruction. The place which it should occupy in the devotions of the school, as well as in the services of public worship, seem to require it. But when we add to this consideration that it, beyond anything else, furnishes an elevating recreation for the pupil, and in after years for the citizen, it seems indispensable. No school can so pleasantly perform the work of which it is capable, if it lacks this means of order, discipline, and life.

Drawing, as a branch of common school instruction, designs "to educate the eye to the discrimination of form, and the hand to its reproduction." Beyond the many practical advantages conferred upon those who give attention to this art, there is called forth and chastened a taste for beauty of form. It also exerts a direct and beneficial influence on the study of penmanship. Some common schools in the Province have introduced Outline Drawing as an integral part of instruction, and it is hoped that the number of such will speedily increase.*

V. OF SUPERIOR SCHOOLS.

1. By a Superior School is meant a Common School of great excellence. This excellence must be manifest, not only in the accuracy with which the memory does its work, but also in the readiness with which the pupils apprehend and apply the principles involved in any branch of study. There must also be that evident quickening of the varied mental activities of the scholars, from the youngest to the oldest, which results from a correct mode of presenting knowledge, rather than from knowledge itself. To secure these ends, the organization of the school must be complete; and order, obedience, and application to study, must rule throughout.

2. To foster such schools, the Act provides \$400 for each county, to be divided among not more than four schools. This sum shall be given in addition to the amount such schools shall be entitled to receive as first class Schools, both from the ordinary Provincial Grant, and from the fund raised

* I have never yet, in the experiments I have made, met with a person who could not learn to draw at all; and in general there is a satisfactory and available power in every one to learn drawing if he wishes.—*Ruskin*.

by county assessment. In case but one school in the county reaches the standing of a Superior School, the Council reserves the right of determining the amount of its grant.

3. The Council of Public Instruction deems it wise and just to place this award within the reach of as many sections as possible. The matter is therefore thrown open to competition. The following are the conditions on which any section may compete for the grant:—

(1.) The school must not be situate within the same section as a County or Denominational Academy: (2.) The school house must be of ample size for the section, and in good condition: (See *School Houses*.) (3.) The furniture must be of the most approved pattern, whether of home or foreign manufacture, and arranged in proper order: (See *Furniture*.) (4.) The apparatus must be suitable and equal to the wants of the school: (See *Apparatus*.) (5.) The outhouses must be commodious and kept neat and clean.

(6.) The Teacher may be either a male or female, but must hold a license of the first class—(7.) must deliver daily (or at least three times a week) to the whole school an oral lesson* on the science of common-things, or some branch of natural science—(8.) must be able to use with effect the Arithmeticon or Ball-frame, and be well skilled in the various uses of the Black-board.

(9.) The school must be in a state of complete organization, management, and discipline.

(10.) The daily average attendance of pupils for the whole term must be not less than thirty.

4. Any section prepared to compete for the Superior School grant, must forward to the Inspector, through its Trustees, a written notification of the same, on or before the 20th day of November or May in each school term.

5. The Council indulges the hope that both Trustees and Teachers will show a spirit of noble emulation in competing for this grant. If those who compete one season fail to obtain it, success may await them another; while both people and Teacher will be largely benefited by the trial.

6. In the decision the following tests will be rigidly applied:—

(1.) **LANGUAGE.** *Reading*,—Correct pronunciation, distinct utterance, proper pauses, fluency, just expression of the sentiment of the passage, and full knowledge of the subject-matter of the piece read. *Spelling*,—the reading lesson and dictation: the method pursued, and the accuracy of the exercise. *Grammar*,—Parsing, Analysis, and Composition of sentences, according to the grade of scholars: the plan adopted, and the thoroughness of the work.

(2.) **MATHEMATICS.** *Arithmetic*,—Ball-frame, ease and effect with which it is used. *Tables*,—accuracy of memory, and knowledge of origin and use. *Mental Arithmetic*,—accuracy, reasons for the rule, and quickness of work. *Fundamental Rules, and Slate arithmetic generally*,—Correctness, readiness of proof, explanation of processes, whether of contraction or

* The teacher must preserve an outline, or skeleton, of these lessons, and furnish the Inspector an examination of the papers as he may desire.

otherwise, expedition, and general neatness of the work. *Algebra*,—same as “slate arithmetic.” *Geometry*,—application of principles to practical measurements.

(3.) **WRITING.** Posture of the pupils, manner of holding the pen, form and inclination of the letters, spacing, firmness, and legibility of hand-writing, neatness of Copy-Books, and ease with which the pupils write.

(4.) **GEOGRAPHY.** Knowledge of its essential principles founded upon the use of the Globe, with natural and political outlines of the hemispheres; a minute acquaintance with any map or maps in the other laid down (see *The Common School*), and paper or blackboard outlines of the same by the scholars.

(5.) **HISTORY.** An accurate knowledge of the general history of Nova Scotia, New Brunswick, Canada, Great Britain, or of whatever country the Geography of which is professed to be taught in the School. The outlines of Universal History, as the School may be able to overtake them.

REMARK. History is the compliment of Geography. Each is but half-taught separately. A historical outline should introduce the map of each Country, and this outline should be carefully filled in as the geographical lessons proceed. It is not necessary that the pupils should have a historical text-book for this exercise. The Teacher can present vivid sketches of the leading events, and thus more effectually than by text-books alone, associate the chief points of history, by contiguity of place.

It must be distinctly understood that the foregoing tests of the internal state of the School, have reference not to a few scholars only, but to the general average of the whole.

VI. OF COUNTY ACADEMIES.

1. The Act encourages the establishment of an Academy in each County, in which there does not already exist an advanced educational Institution in the reception of a Provincial grant. The terms of the grant to these Academies are as follows:—“There shall be granted annually the sum of six thousand six hundred dollars towards the support of County Academies, to be constructed and located in accordance with the directions of the Council of Public Instruction, said sum to be applied as specified in Schedule B.” This Schedule appropriates the sum of six hundred dollars to each County entitled to participate in the grant.

2. The conditions fixed by the Council on which this grant may be drawn, are as follows:—

(1.) Every County Town (or other section) having not less than one hundred and twenty-five and not more than two hundred children of fit age for school, shall provide, by assessment, a commodious school house, with two large apartments as school rooms, and one class-room, according to plan furnished. (See plan). One of these apartments shall be called the Preparatory School, and the other the High School, or Academy.

(2.) Every County Town (or other section) possessing two hundred and upward, children of proper age for school, shall provide, by assessment, a school house with three apartments as school rooms, and two apartments as class-rooms, with other befitting appurtenances. These apartments shall be called the Elementary, the Preparatory, and the High School, or Academy. (See plan.)

(3.) Any County Town (or other section) possessing less than the required number of children, may receive the grant by making such arrangements as shall be satisfactory to the Council.

(4.) The furniture throughout must be of the most approved pattern, whether home-made or imported; and the desks must be properly graded. (See *Furniture*.)

(5.) The several school rooms must be kept in good condition, and adequately supplied with suitable apparatus, as the wants of the school may require.

(6.) A fixed amount of attainments shall be required of the pupils of each department, and an examination had in presence of all the Teachers, before a transference from one department to another can take place.

(7.) The subjects taught in the Elementary department shall be those common to all initiatory or primary schools; in the Preparatory, those required of Superior Schools, with the elements of Latin; in the High School, or Academy, Mathematics, Latin, Greek, and French, the elements of Natural Philosophy and Natural Science, with the higher branches of an English education.

(8.) The Master of the Academy shall be Head Master of the whole establishment, and no one shall be eligible for such situation who is not thoroughly acquainted with the graded system of schools, and can give satisfactory evidence that he is apt to teach. He must also be a sound English as well as Classical and Mathematical Scholar.

(9.) The Teacher of the Elementary department may be either a male or female, though the latter is preferable for the sake of the female scholars, who may be in attendance. If the latter, she must possess a *practical* and intimate knowledge of the manner of conducting primary schools. Whether male or female, the Teacher must be capable of giving object and oral lessons.

(10.) Each department of these Academies shall be open to both sexes; and the High School or Academic department shall also be open, without charge, to all residing within the county, who may be able to pass the examination required of Candidates from the Preparatory school.

3. The Elementary and Preparatory departments shall be entitled to participate in both the Provincial grant to common schools and the sum raised by county assessment, on the same terms as common schools throughout the county. If the Town shall have provided school accommodation, in accordance with the foregoing requirements, and an increased number of apartments are still required, each additional school necessary for the section, established and controlled by the Trustees, and supported by the section, in conformity with law, shall participate on the same terms as other schools in the public moneys disbursed by the Board of School Commissioners.

4. The Superintendent of Education, under the direction of the Council, is charged with the general management of the County Academies. He will visit them as often as his duties will permit, and report upon their condition, for the information of the Legislature. The several departments of these institutions are also subject to the semi-annual visitations of the Inspectors.

VII. OF THE PROVINCIAL NORMAL SCHOOL.

1. This, like all similar Institutions, is mainly and specially intended to fit for the business of teaching. Of all professions, teaching is one of the most difficult: hence the need of special preparation. Civilization acknowledges this need. Accordingly every nation supporting a popular system of Education, has made provision whereby this training may be had. The Legislature, at its last session, (1865,) voted the sum of \$600 for the purpose of enlarging the Normal School building and improving the apparatus. The salary for an additional Teacher was also provided.

2. In order that uniformity of action may be secured between this Institution and the Public Schools of the Province, the Superintendent of Education, under the control of the Council of Public Instruction, is entrusted by law with its general supervision and direction.

The Bye-Laws passed by the late Board of Directors, appertaining to the internal arrangements of the Institutions, remain in force.

3. Before being enrolled a Student at the Normal School, every pupil-teacher shall make the following declaration, and subscribe his or her name thereto:—"I hereby declare that my object in attending the Provincial Normal School, is to qualify myself for the business of teaching; and that my intention is to teach for a period not less than three years in the Province of Nova Scotia,—if adjudged a Certificate by the Examiners." In consideration of this declaration, instruction, stationary, and the use of textbooks, (except classical) shall be furnished pupil-teachers, free of charge.

4. Candidates for admission to the Normal School shall attend the regular semi-annual examination, conducted by the District Examiners, and if they pass a satisfactory examination on the third-class syllabus,* they shall receive a certificate from the Inspector. This certificate shall give the holder admission to the Normal School, and upon presenting said certificate to the Superintendent, the holder shall receive an allowance of five cents per mile, towards travelling expenses. In the case of those who hold licenses, given under the Act of 1864 or 1865, it shall be sufficient to make application to the Inspector, who shall forward the requisite certificates to applicants. No person shall be admitted to this Institution as a pupil-teacher, without the above-named certificate.

Persons wishing to enrol as Candidates for High School or Academy certificates must, in addition to a good knowledge of English, be thoroughly familiar with the Latin and Greek Grammars, and be able to parse with

* If qualified, they may be examined on the second- or first-class syllabus, omitting the practical questions at the end.

ease any passage in some elementary work in each language. In Mathematics, they must be competent to solve any example in the Nova Scotia Arithmetic, to work quadratic equations in Algebra, and to demonstrate any proposition in the first four books of Euclid.

5. (1.) The Council of Public Instruction appoints Examiners to the Normal School, who are to award, at the close of each session, certificates, or licenses, to such pupil-teachers as may be found qualified to receive them. These licenses render it unnecessary for the holders of the same to secure a license from the District Examiners; but these licenses may be cancelled or suspended by the Boards of School Commissioners for incapacity, neglect of duty, or immorality.

(2.) Pupil-teachers who have never taught, shall be required to attend two sessions, before they can present themselves as candidates for the first-class diploma; and not then, unless they have taken the second-class diploma, at the close of the first term.

(3.) Pupil-teachers who have taught with a good degree of success for five months, and have passed a superior examination before the District Examiner on the second or first-class syllabus, as well as graduates of Colleges, shall be entitled, at the end of the first term, to present themselves as candidates for the first-class diploma.

(4.) Pupil-teachers who enrol as candidates for High School or Academy certificates must, whatever be their attainments on entering, attend two sessions before they can go before the Examiners to obtain their diplomas, provided that they do not already hold the first or second-class diploma from the Normal School. Two sessions at the least will be needed to become thoroughly acquainted with the practical working of the graded system of Schools, and the best method of conducting the same.

6. The principal, as formerly, may admit pupils not intending to teach, to the number of ten each term, at the rate of \$8 per session. The funds thence arising shall be used to procure a Teacher in Drawing, for whom no remuneration has been provided by law. Pupil-teachers shall receive instruction in this, as in other branches, without charge.

7. As outline lectures on Natural Science, embracing Chemistry, Mineralogy, Botany, Zoology, and Geology, are delivered in this Institution, and special attention given to Agricultural Chemistry with Vegetable and Animal Physiology, the Principal may admit young farmers to the advantages of this Course, (as well as to kindred branches), who are desirous of obtaining a theoretical knowledge of their future calling. Practical illustrations, touching Horticulture and Agriculture, are given by means of the experimental garden and farm attached to the Institution. Such students shall be admitted to this course on the payment of a small fee, which shall be expended on the improvement of the garden and farm.

8. At the close of each session, the Principal shall forward to the Superintendent of Education a report, setting forth the name, sex, age, and residence of each pupil-teacher enrolled, and of each paying pupil. He shall also forward a list of those to whom the Examiners shall have granted licenses, with the class of each, stating the class of each certificate of admission, with the name of the Inspector by whom it was given; and report generally concerning the business of the session.

9. There shall be two sessions of the Normal School in each year; the first commencing on the second Wednesday in November, and closing on the last Thursday in March; and the second commencing on the second Wednesday in May, and closing on the last Thursday in September. None shall be admitted after the first week of each term, except in cases deemed satisfactory by the Principal.

VIII. OF SCHOOL LIBRARIES.

Every section should seek to open wide the gates to wholesome knowledge. One of the means provided by the act to accomplish this, is the establishment of a suitable Library in the several School Sections throughout the Province. Works of History, Travels, Biography, Literature, and Science, placed within easy access of the youth of the land, would go far towards supplying that knowledge which a system of free public education renders, in a two-fold degree, a necessity.

1. The law provides that a sum equal in amount to that raised by any section for a library, shall, upon the application of the Trustees, be added from the treasury for a like purpose. Poor sections may receive even a larger bonus. Sixteen hundred dollars, however, is the total yearly grant.

2. The library books must be selected by the applicants from a general catalogue* authorized by the Council of Public Instruction; and the library must be managed agreeably to the Council's regulations.

3. Accommodation should be provided in the school-house for the library, but the Board of Trustees is empowered to determine a suitable place where the books shall be kept, and to appoint a Librarian.

4. Applicants shall receive the bonus in the order of their applications.

5. The Secretary of the Trustees, under the direction of the Board of Trustees, is charged by the law with the duty of properly carrying out all regulations concerning the library books. He shall mark, or cause to be marked, in each book, the name and number of the school section, and adopt measures for the proper care and preservation of the books. The number of volumes under the charge of the Secretary, shall be reported in the semi-annual school returns.

6. Such poor sections as the Board of Commissioners may determine, shall, upon application to the Inspector, be entitled to select; without charge, not to exceed twenty volumes each, from the library books now in circulation.

* As soon as a suitable selection shall have been made, a catalogue will be published by the Council and forwarded to each school section.

IX. OF SUPPORTING COMMON, SUPERIOR, AND ACADEMIC SCHOOLS.

1. The Annual School Meeting of the Section—to be held on the **THIRD MONDAY IN OCTOBER**—must make provision for the support of the school, or schools, for the ensuing twelve months, or for whatever period it may purpose to support the same during that time.*

THE GENERAL SUPPORT provided by law, independently of the section, for these public schools, is as follows :

FOR COMMON SCHOOLS. The Act provides ninety thousand dollars Provincial aid. This sum is apportioned to the several districts according to their population. (See *Act, Schedule A.*) The amount drawn by each district is distributed by the Board of Commissioners to licensed teachers according to the class of their licenses. Assistant teachers, if licensed, provided with class-rooms, and employed not less than four hours a day, may receive two-thirds the allowance of principal teachers. (Act, Clause 43.)

The Act further provides that a sum equal to two-thirds that drawn by any county from the Provincial treasury shall be paid to licensed teachers and licensed assistants by the county treasurer (or district treasurers) on the order of the Commissioners. This sum is to be raised by general assessment, as a county, or district, rate. The amount of this fund received by each teacher will not depend upon the class of his or her license, but upon the average daily attendance of pupils for the term as shown by the school register, each school throughout the county, or district, receiving an equal sum per pupil.

FOR SUPERIOR SCHOOLS. See "Superior Schools."

FOR COUNTY ACADEMIES. See "County Academies."

THE YEARLY LOCAL SUPPORT required, in addition to the sums provided by the Province and County, or district, for the efficient maintenance of Common, Superior, or Academic Schools, must receive the careful consideration of the annual meeting. Whatever sum is required must be raised by *subscription*, and not by fees, or assessment. The meeting having voted the necessary amount, the inhabitants of the section then present should subscribe the sums they purpose to give, and the Secretary of the Trustees for the ensuing year should visit the absentees at an early day, to obtain their subscriptions. It is hoped that all, both rich and poor, will conscientiously contribute to the support of the school according to their ability. Let section vic with section in providing a competency for the

* The following outline indicates the *usual* and most important business to be transacted by the annual meeting:

1. To elect a Chairman of the meeting. 2. To elect a Secretary to record the proceedings of the meeting. 3. To receive any report the Trustees may have to present concerning the doings of the Board, and the wants of the section. 4. To secure the election of Trustees or a Trustee (as the case may be) for the ensuing year. 5. To provide "school accommodation," and, if money be voted to provide the same, to fix the amount and the period within which it shall be collected. 6. To determine the amount to be raised in the section, by subscription, towards the payment of a teacher, or teachers. 7. To transact any other necessary business.

worthy teacher, and soon there will be found no lack of the best talent of the land in the teaching profession.

2. The liberal grant of ninety thousand dollars from the Province, and sixty thousand dollars from all the counties, being secured as a general fund toward the support of Teachers, and the purchase of lands, and the building of school-houses, being provided for by sectional assessment, every Public School is declared to be FREE, i. e., it is open to every child, rich and poor, of school age, in the section. This is a noble provision; recognizing as it does the right of every child within our borders to a good common school education. Schools which are not FREE cannot participate in the public moneys.

X. OF SCHOOL REGISTRATION.

1. The Act makes it the duty of the Council of Public Instruction to prescribe the form of School Registers for all Public Schools, of the Secretaries of the Boards of Trustees to promptly procure copies of the prescribed Registers for Teachers, and of all Teachers to keep these Registers in the manner prescribed by the Council, on pain of liability to forfeiture of the public grants.

2. The Council has prescribed a form of School Register, and caused the same to be published, so that Trustees will have no difficulty in securing a faithful and proper registration of the schools under their charge. The provision that the sum annually raised by county assessment shall be distributed according to the average-number of pupils in attendance during the term, renders it absolutely necessary for each Board of Trustees to see that the right of their school to participate in the public moneys is not endangered by any neglect in this matter.

XI. TIME IN SESSION, HOLIDAYS, AND VACATIONS.

1. The school year begins on the first of November, and embraces two terms. Each term must include a period of—

In ordinary sections, five months, at the least.

In poor sections, three months, at the least.

But itinerant Teachers may fill out a term by teaching in more than one poor section, for at least four months during one half year.

2. The hours of teaching shall not exceed six each day, exclusive of the hour allowed at noon for recreation. Trustees, however, may determine upon a less number of hours. In Elementary departments especially, Trustees should have a care that the children are not housed too much nor too long.

3. Every alternate Saturday shall be a holiday, and each Saturday on which the school is in session, shall be devoted to the review of the work of the preceding fortnight.

Trustees may, if they prefer, allow every Saturday as a holiday, and the Council strongly recommends this course.

In Towns, Boards of Trustees may allow a half-holiday on Wednesdays and Saturdays, if preferred.

The anniversary of the Queen's birthday shall be a holiday in all the public schools of Nova Scotia.

4. There shall be three vacations during the year, viz., eight days at Christmas, a week at Seed time, and a fortnight at Harvest. As the exact time when the vacations at seed time and harvest would be most desirable must vary in different parts of the Province, and in different years, each Board of Trustees is free to select such periods as may best accommodate the section over which they preside.

5. All engagements between Trustees and Teachers shall be subject to the foregoing regulations; and no Teacher shall be deprived of any part of his or her salary, or portion of public moneys, on account of observing allowed holidays and vacations.

XII. OF TRUSTEES.

1. At the first annual meeting (on the third Monday in October, 1865), three Trustees must be elected in each section. At the annual meetings in 1866 and in 1867, one of the Trustees elected (or appointed) in 1865 goes out of office by *ballot*; and at each annual meeting thereafter the first on the list, i. e., he who has served the longest, retires. These vacancies must be filled by the appointment of new Trustees. Those who have just gone out of office are eligible for re-election, if willing to serve,—their term of office to date from their re-election. In case of vacancies caused by death or other extraordinary circumstances, the Act provides for a special meeting to elect a new Trustee or Trustees. A special meeting may also be called for other necessary purposes. In the event of no annual meeting being held, or no election of Trustees being made, the Act provides for the appointment of Trustees by the Board of Commissioners.

2. These Trustees represent the inhabitants of the section, and transact all school business in their name and on their behalf. The interests of Education cannot thrive in any section unless these officers efficiently discharge their duties. Formerly, Trustees justly complained that their work was in a great measure undefined. As a consequence, it remained unperformed. Hence much of the past weakness and imperfection is remedied by enlarging the powers of these officers, and defining more specifically their important duties. *Sound judgment must be exercised by the various sections in choosing fit men for this work—men of intelligence, of business habits, and of educational zeal.*

3. The time intervening between the annual meeting and the first of November—the beginning of the school year—will enable the Trustees elect to make adequate preparations for the new school term or year; while the business of the closing school year can be completed by those under whose charge the schools have been conducted during the season.

4. The duties of Trustees and their Secretary, are too specifically stated in the Act to require explanation. Upon them is devolved the duty of assessing, and upon their Secretary, of collecting all moneys for school houses or lands, when authorized by the school meeting.

5. The Teacher, or Teachers, is selected and engaged by the Trustees. All such engagements should be made in writing. The trustees are responsible to the Teacher for his or her salary. The amount of salary from the people will depend in a good degree upon the class of Teacher engaged. Both male and female Teachers are divided into three classes. The following may be considered a pretty accurate guide as to the proportion which should obtain between the salaries of the several classes:—

1st class	Male Teachers	1
2nd	“ Male Teachers	} $\frac{3}{4}$
1st	“ Female Teachers	
3rd	“ Male Teachers	} $\frac{1}{2}$
2nd	“ Female Teachers	
3rd	“ Female Teachers	$\frac{3}{8}$

The four groups correspond to the four degrees of qualifications required in the general syllabus of examination. The Provincial grant is disbursed to the several classes upon the scale given above, but the money raised by county assessment is apportioned by an equal sum per pupil, according to the average attendance for the term.

The proportions named in the foregoing scale are not compulsory, but the Council desires to see adequate remuneration given to all, believing that in no other way can the services of good teachers be secured, and retained.

The law makes special provision for the employment of assistant teachers. These, of course, will not expect as large salaries as teachers upon whom is devolved the management of schools. The advantages that may accrue from the employing of assistants have been already pointed out.—(See “Graded Schools.”) Trustees are empowered to employ any qualified person as an assistant, but those only who hold licenses, given after due examination on the prescribed syllabus, and who teach at least four hours daily, in suitable class rooms, are entitled to public money. It may frequently occur that some advanced pupil in the section would give valuable aid in the capacity of an assistant, during a portion of the day, and trustees are empowered by the Act to employ such if they desire, even though he or she may not have a license. Such assistant, however, cannot receive the public moneys.

6. A relation being established between the trustees and the teacher, it becomes the duty of the former, on behalf of the people, to see that the scholars are making sure progress, that there is life in the school both intellectual and moral,—in short, that the great ends sought by the education of the young are being realized in the section over which they preside. All may not be able to form a nice judgment upon its intellectual aspect, but none can fail to estimate correctly its social and moral tone. While the law does not sanction the teaching in our public schools of the peculiar views which characterize the different denominations of Christians, it does instruct the teacher “to inculcate by precept and example a respect for religion and

the principles of Christian morality." To the trustees the people must look to see their desires in this respect, so far as is consonant with the spirit of the law, carried into effect by the teacher.

That the trustees may be thoroughly familiar with these internal aspects of the school, the law makes it their duty to visit the school four times in the course of the year, and urges their attendance at the semi-annual examinations. By visiting in rotation, a monthly visit may be had. This would require, on the part of each, one visit a quarter. The encouragement and stimulus thus given both to the teacher and the taught would be incalculable.

It is also very important that the trustees be present at the school during the Inspector's visitation.

9. Every school being free to all the children in each section, there remains no hindrance to a universal popular education, but through the indifference or selfishness of parents. This exists to an alarming extent.

It is specially incumbent on the trustees as well as on teachers to see that all parents are aware of the boon now placed within their reach, and fully alive to its value; and to secure the largest and most regular attendance possible. Thus will they secure a larger portion of public money, and disseminate the blessings of education. Let all be able at least to read, write, and cypher.

10. The trustees must prepare a true return of the state of the school according to the form prepared by the Superintendent, and see that the same is lodged at the office of the Inspector on the day appointed for the same by the Board of Commissioners. Any failure in this respect will subject school officers to great inconvenience, and may deprive the section of public money. If the section be a "Border Section," the law instructs the trustees to make returns to each Board of Commissioners with which it is connected. The forms furnished will be minute, and every Board of Trustees is expected to use every exertion to have them accurately filled up.

These returns must form the ground work of all our educational statistics. Heretofore these statistics have been unreliable; but henceforth the register of the teacher will form the chief source whence they must be drawn; and trustees must, during their school visits, satisfy themselves that such register is being properly kept. The returns of the trustees being found reliable, we may know our condition in this department of the common weal, and be able to adopt such measures as shall best meet the exigencies of this branch of the public service.

11. To discharge the foregoing duties with diligence and faithfulness, will require no small amount of labor. But when we call to mind the object in view, and the important interests that hinge thereon, it cannot fail to be seen that such an object is amply entitled to it all. Besides, provision is made for the retiring of one of the members of this trusteeship annually.

XIII. OF EXAMINERS.

1. Each Board of Commissioners appoints two well-qualified persons—who may or may not be members of the Board—to be members of the “Committee of District Examiners.” The Council of Public Instruction appoints another member of this Committee, who acts as its Chairman. The business of this Committee is clearly set forth in the Act.

2. Each committee will hold semi-annual examinations during the months of October and April. All applicants for license to teach, and all wishing to be examined for admission to the Normal School, must present themselves before the Examiners at their semi-annual examinations. The law makes no provision for special examinations, nor is any needed. Each committee will appoint stated times for its semi-annual meetings, in order that all may be aware of the times of their recurrence.

3. The exercise of much judgment and discretion will be required of these Examiners. If, in the discharge of their high duties, they shall place themselves in sympathy with the efforts now put forth to leaven the youthful mind of the Province with a sound education, no provision of the Act will do more to elevate the tone and quicken the life of popular education than the appointment of these officers. The following are the qualifications which the Examiners shall require of all applicants for licenses:

SYLLABUS OF EXAMINATION.

Female Candidates—Class III.

LANGUAGE: Reading—To read a passage in prose, and another in verse, with a distinct utterance and due attention to the punctuation.

Spelling.—To spell correctly any ordinary sentence dictated by the Examiners.

Grammar.—1. * To parse easy sentences and apply the rules of Syntax.
2. To have some general knowledge of the construction and various modifications of simple sentences.

REMARK.—The order pursued in parsing should be, from the general to the particular, as in the following model:

Word.	Class.	Sub. Class.	Inflexions.	Syntax.	Rule of Syntax.
Boys	Noun.	Com.	{ Plu., 3rd Pers. Mas. gen. Nom. Case.	{ The subject of the pro- position.	{ “The subject of a proposition must be in the Nom. Case.”
love	Verb.	{ Transitive, Regular.	{ Active Voice, Ind. Mood. Pres. Tense, Plu. 3rd Pers.	{ Agrees with its subject, “Boys.”	{ “A verb must agree with its subject in num- ber and person.”
novelty.	Noun.	Com.	{ Sing. 3rd Pers. Neut. gen. Obj. Case.	{ Limits the action ex- pressed by the verb “love.”	{ “A noun or pronoun used to limit the ac- tion of a Trans. verb, must be in the Obj. Case.”

ARITHMETIC.—To be thoroughly acquainted with the following:—

(1.) The Arithmeticon or Ball-frame, and its use in illustrating the fundamental rules.

(2.) All the Arithmetical Tables in use in the North American Provinces, with their application to commercial Arithmetic.

(3.) * Arithmetic to Reduction inclusive, with the principle involved in Decimal Notation, and with the different methods of proof,—as laid down in the first and second parts of the Nova Scotia Arithmetic.

WRITING.—* To write a specimen of the penmanship used in setting copies of text hand and small hand, and to be able to give tolerable instruction in penmanship.

GEOGRAPHY.—(1.) * To know well the Geography of Nova Scotia. (2.) * To answer general questions concerning the lines used on maps. (3.) * To answer leading questions concerning the great natural divisions of the earth.

HISTORY.—To be well acquainted with the History of Nova Scotia.

* 1. To explain with some facility the subject matter of any common reading lesson.

Female Candidates—Class II.

LANGUAGE: *Reading*—To read a passage in prose, and another in verse with distinctness, fluency, and due attention to the punctuation.

Spelling—To spell correctly any ordinary sentence dictated by the Examiners. 2. To know and exemplify the proper use of capital letters. 3. To know and exemplify the proper use of the period in punctuation.

REMARK.—The passage dictated by the Examiners should be such as to bring out in a single Exercise the Candidate's knowledge on these points.

Grammar—1.* To have a thorough knowledge of the classification and inflexion of words. 2. To analyze any simple sentence. 3.* To parse any ordinary sentence, and apply the Rules of Syntax. (See form of parsing under *Class III.*)

Composition.—1.* To correct simple examples of the wrong use of words. 2.* To write plain prose on a given subject.

MATHEMATICS.—To have a thorough knowledge of the following:—

Arithmetic.—1. The Ball-Frame and its use. 2. All the Arithmetical Tables used in the British Provinces, with their application to Commercial Arithmetic; also, those of England, United States, and France. 3.* The Rules and application of mental and slate Arithmetic as far as interest, as contained in the Nova Scotia Arithmetic; and to be able to illustrate all the Rules, by means of objects.

Algebra.—*The Fundamental Rules of Algebra.

WRITING.—*To write a firm, plain hand, both text and small; and to know well the principles of penmanship.

GEOGRAPHY.—1.* To be able to draw from memory an outline map of Nova Scotia, with the mountain ranges and chief rivers distinctly marked.

2.* To answer questions about the physical and political Geography of the British North American Provinces, and any general questions concerning the Hemispheres.

3.* To understand the use of the globe sufficiently to illustrate thereby the succession of day and night; and of the seasons.

HISTORY.—*To be familiar with the histories of Nova Scotia and Great Britain.

1.* Point out the means to be employed for exciting to diligence in study and for securing good order and obedience. 2.* Set forth the expedients you would adopt in teaching the following:—(1.) Reading, so as to secure the qualities of distinctness and fluency: (2.) Grammar and Arithmetic to beginners.

Female Candidates—Class I.

LANGUAGE: Reading.—1.* To classify the letters of the alphabet according to the organs of speech employed in uttering them. 2. To give the powers of the letters. 3. To read a passage in prose and another in verse as in *Class II.*, and with just expression,—or with that modulation and that inflexion of the voice which will bring out with proper effect the true meaning of the piece.

REMARK.—This exercise must be so performed as to leave no doubt, in the mind of the Examiner concerning the Candidate's fitness to conduct Recitation or Rhetorical exercises.

Spelling.—To spell correctly any sentence dictated by the Examiners, exemplifying in the same exercise the proper use of Capital letters and the principles of Punctuation.

Grammar.—1.* To classify grammatically any promiscuous assemblage of words, and assign the reasons for such classification. 2.* To analyze any simple or compound sentence. 3.* To parse, as in *Class II.* 4.* To explain the structure of English verse and scan readily any of the four ordinary measures,—Iambic, Trochaic, Dactylic, Anapæstic.

Composition.—1.* To give an abstract, or outline, of any piece selected by the Examiner. 2.* To convert a piece of poetry into the order of prose, and to paraphrase parts of it. 3.* To explain any of the principal figures of speech.

MATHEMATICS.—Arithmetic.—To have a complete knowledge of the following:—

1. The Ball-Frame and its use. 2. All the Arithmetical Tables in use, with their application to commercial arithmetic. 3.* The rules of mental and slate arithmetic as far as Exchange, as contained in the Nova Scotia Arithmetic, with their application.

Algebra.—*To the end of Simple Equations.

Geometry.—*The first Book of Euclid.

WRITING.—*To write a firm current hand, and to be able to teach with much facility the principles of Penmanship.

BOOK-KEEPING.—Book-Keeping in its simple and elementary form.

GEOGRAPHY.—*1. To draw, from memory, an outline map of England. The mountains, chief rivers, and seaport towns to be distinctly marked.

2.* To answer questions respecting the physical and political geography of British North America, England, and United States. 3.* To understand the uses of the Globe.

HISTORY.—*To have a minute knowledge of the History of Nova Scotia, and Great Britain.

REMARK.—The outlines of Universal History are not required in this Examination, but are strongly urged upon the attention of Candidates.

1.* To write notes of examination on any given reading lesson, adapted to scholars six, nine, and twelve years old. 2.* To answer questions on the proper expedients to be used in giving instruction in reading, spelling, grammar, and geography.

Male Candidates—Class III.

The same as required of Females—Class II.

Male Candidates—Class II.

Same as Class I—Females.

Male Candidates—Class I.

LANGUAGE—Reading.—1.*—To show what alphabetical combinations always represent simple sounds, and how this should be taken advantage of in teaching children to read, (as *th* in *this*.) 2. To give with accuracy and ease the *powers* of the letters. 4. To read a passage in prose and another in verse, with correct pronunciation, distinct utterance, proper pauses, fluency, and a just expression of the sentiments of the passage.

REMARK.—See *Rem.* under *Female Candidates—Class I.* 3.

Spelling.—Same as *Class II.* : and to exemplify the correct use of quotation points.

Grammar.—1.* To show the elements of the English language, and give the proportion of each. 2.* To present, with reasons in full, the grammatical classification of the words of our language. 3.* To present examples of simple, complex, and compound sentences, and analyze any given sentence. 4.* To parse in tabular form any sentence.

REMARK.—See Tabular Form, given in Remark *Female Candidates—Class 3.*

5. *To explain any of the following:—metre, quantity, accent, feet, caesural pause, and rhyme. 6. To scan with accuracy and ease any ordinary form of English verse.

REMARK.—An acquaintance with the grammar of any other Language will be considered as enhancing the standing of Candidates.

Composition.—1.* To convert a piece of Poetry, richly florid, into prose severely chaste. 2.* To explain the nature and advantages of figurative language, and be well acquainted with the principal figures of speech.

MATHEMATICS.—Arithmetic.—The Ball-Frame and its use. 2.* To solve any account in Commercial Arithmetic.

Algebra.*—To work any example, to the end of quadratic equations.

Geometry.*—To demonstrate any proposition in the first four books of Euclid.

Practical Mathematics.*—To be well versed in right and oblique-angled Trigonometry, the Mensuration of Surfaces, and Land Surveying, as given in Chambers' series, or an equivalent.

Navigation.—To have a good knowledge of Navigation.

Natural Philosophy.—To have a tolerable knowledge of the elements of Natural Philosophy, especially of Mechanics.

WRITING.—Same as *Female, Class I.*

BOOK-KEEPING.—To understand Book-keeping by single entry.

GEOGRAPHY.—1.* To draw from memory, an outline map of any of the Continents, with the mountain ranges and great rivers accurately marked. 2.* To have a good knowledge of general geography, and a very complete knowledge of the subjects given in *Female, Class I.* 2.

HISTORY.*—To be well versed in the history of the British North American Provinces and Great Britain, and to possess an accurate knowledge of the outlines of Universal History.

CHEMISTRY.—To be able to teach the leading principles of Agricultural Chemistry.

1.* To show what is meant by an *abstract* of a lesson, and how pupils should be trained to write such abstracts. 2.* To describe the spelling-lessons adapted to the first, second, and third divisions of a Common School, and show how exercises in Dictation may be most expeditiously and effectively corrected. 3.* To draw up a Time-table for use in a miscellaneous school under given circumstances.

REMARK.—By a time-table is meant a scheme showing the allotment of time to each branch taught in the School.

COUNTY ACADEMIES.

Head Master.

LANGUAGE: *Reading*.—Same as required of *Male, Class I.* 4.

Spelling.—1. To spell any word of fixed orthography and in common use that may be dictated by the Examiners. 2. To spell correctly the written exercises embraced in this syllabus.

English Grammar.—1.* To know the history of the English language. 2. To have a most intimate acquaintance with English Grammar in all its departments, especially the construction of sentences or analysis. 3.* To be well skilled in the mechanism of English Prosody. 4. To punctuate correctly the examination papers.

Composition.—1. To answer any questions concerning the following: (1.)* The essential elements of a good style. (2.)* The different kinds of style. (3.)* The nature, use, and classification of figurative language. (4.)* The different kinds of Composition.

2.* To write a Critical examination of a given passage.

MATHEMATICS.—To stand a satisfactory examination on the following:—

1.* Arithmetic; 2.* Algebra, *Chambers or Greenleaf*; 3.* The first six Books of Euclid; 4.* Practical Mathematics, as given in *Chambers*, or an equivalent; 5.* Solid and Spherical Geometry; 6.* Navigation, as contained in *Norie or Bowditch*. Also, *Natural Philosophy and Astronomy.

WRITING.—As in *Male, Class I.*

BOOK-KEEPING.—To be able to teach Book-keeping, both by double and single entry.

GEOGRAPHY.—1. To possess a minute and comprehensive knowledge of Modern Geography,—*Mathematical, *Physical, and Political.

REMARK.—The examination on this branch must embrace the use of the Globes.

2. To have an accurate and extensive knowledge of Ancient Geography.

HISTORY.—To know accurately the following:—

1*. Full outlines of Universal History, and the leading events under each period.

2.* Grecian and Roman History.

3.* History of Great Britain.

4.* History of British North American Provinces. }

} In detail.

PHYSIOLOGY.—To know the leading features of Animal and Vegetable Physiology.

CHEMISTRY.—*To have a tolerable knowledge of Chemistry—Inorganic and Organic—especially in its application to agriculture.

CLASSICS.—To know thoroughly the Latin and Greek Grammars, and be able to translate and parse accurately any of the following:—

1. *Latin.*—Cæsar—*DeBel'o Gallico, Books I. II. III. Horace—Odes, Book I., and *Ars Poetica; Virgil—Æneid, Books I. II. III.; Livy—Book I.; Cicero—two orations; Tacitus—*Agricola.

2. *Greek.*—Xenophon—*Anabasis, Books I. II.; Memorabilia, Book I.; *Homer—Iliad, Books I. II. III. Euripides—*Alcectis.

3. To answer questions in Latin and Greek Prosody, and to scan with correctness and expedition any of the preceding portions of Virgil, Horace, and Homer.

4*. To translate English into Latin and Greek.

1*. Describe the steps necessary to secure the thorough organization of a Graded School, and the benefits flowing therefrom.

2.* Why should more importance be attached to the *method* of teaching than to the thing taught?

3.* Write out notes of an oral lesson on any subject illustrative of the Science of Common Things. (Subject to be selected by the Examiner.)

4*. In what ways may wholesome emulation be encouraged in exciting to diligence in study?

DIRECTIONS TO EXAMINERS.

1. The answers returned to questions on any subject marked with a star (*) in the preceding exercises must be on paper. This does not preclude any oral answers the Examiners may require of Candidates on any subject named in the syllabus. Examiners shall file and preserve the Examination papers, and furnish the Superintendent an inspection of the same whenever he may desire.

XIV. OF INSPECTORS.

1. A systematic inspection of schools is essential to their life and growth. By it a wide-spread educational spirit is begotten and maintained. If efficiently performed, local parties are made alive to their duty and interest,—especially Trustees, Teachers, and Scholars.

2. Different countries pursue different plans to bring about a thorough system of inspection. Some employ few Inspectors, having large territories, and receiving large salaries; others adopt a mode the reverse of this,—each seeking to operate according to its educational condition and exter-

nal circumstances. All, however, agree that a system of Inspection is indispensably necessary for the maintenance of an efficient system of education. The Act provides an Inspector for each county in the Province. The school grant is not diminished to provide remuneration for these Inspectors beyond what was formerly appropriated to the Commissioners' Clerks,—the balance required being paid from the Provincial Treasury.

3. The officers' duties are enumerated in the Act. They are at once weighty and responsible, and demand for their faithful discharge sound attainments, both literary and professional.

The finest points in all the branches of a common-school education, as well as the end of education itself, and the fit means for attaining that end, require to be practically known and appreciated in order to determine with confidence whether a school is well or ill taught, and to be able to point out any defect and suggest the proper remedy. These officers require, also, to be familiar with all matters of detail relative to school premises, school organization, classification, appropriation of time,—in short all that pertains to both the external and internal of the school. They should have, too, full command of their time, that they may be able to spend at least three hours in every school twice during the year. In a majority of counties, this would occupy five or six months, irrespective of the time that must be devoted to the other duties of the office.

4. Schools competing for the superior school grant must be inspected twice each term,—once early in the term, and again toward its close.

5. Trustees, Teachers, and others, requiring information concerning educational matters, should freely consult the Inspectors.

XV. OF COMMISSIONERS.

1. Existing Boards are competent to discharge the duties devolved upon Commissioners, until new Boards shall be appointed. The first-named in the new commissions, or, if unable to serve, the next in order, are to serve as Chairmen of the Boards until the regular meetings in the autumn of 1866.

2. The following are the times fixed by the Council of Public Instruction for the semi-annual meetings of the Boards, beginning in May, 1866 :—

First Tuesday in May and November : Halifax City, Lunenburg, South Queens, Shelburne, Yarmouth, Digby, Annapolis West, Hants West, Colchester, Cumberland, North Pictou, Guysboro', South Inverness, Cape Breton, Victoria, Richmond, Kings, Antigonish.

Three days later than the preceding Boards : Halifax West, North Queens, Barrington, Argyle, Clare, Annapolis East, Hants East, Stirling, Parrsboro', South Pictou, St. Mary's, North Inverness, Chester.

Second Tuesday in May and November : Halifax East, New Dublin.

Halifax Shore, *three days later than Halifax East.*

3. Each Board is required to fix a day, which must be at least two days prior to the semi-annual meeting, on or before which the returns of all public schools within the District shall be lodged at a place selected by the Inspector. The returns of all departments of the County Academies are included for the information of the Commissioners, since each department, except the High School, or Academy proper, will, under the Act, participate in the public moneys in charge of the Board. The returns of the several departments of these Academies must be forwarded, immediately after the meeting of the Board, to the Council of Public Instruction.

4. Each Board appoints two members of the "Committee of District Examiners" provided by the act, and the Council one, who is to be the chairman of the committee. The selection by the Board is not confined to its own members, but may be made from the District at large. From whichever source derived, no pains should be spared to select men of high literary and professional attainments. They will be required not only to examine and classify applicants for all grades of the Common Schools, but also to examine all applicants for Head-masterships of Academies. The proper discharge of this duty implies large mathematical and classical knowledge, as well as clear views as to what constitutes an efficient Teacher, together with a thorough knowledge of the organization and management of schools, both mixed and graded. (See "*Of Examiners.*")

5. The distribution of the provincial grant to common schools, as well as the sum raised by County (or District) Assessment, is another important duty of the Commissioners.

Concerning the PROVINCIAL GRANT, the act lays down four *criteria* of decision:—The character of the school-house; the time the school has been in session during the term; the class of the Teacher's license, and the report of the Inspector. These, if honestly applied, will disclose the worthiness of the section, the scholarship of the Teacher, and his ability to educate the young,—and these are sufficient. Some would add the number and average attendance of the pupils. But while this seems proper in awarding the Superior School grant, it might be unjust to reward or punish the great body of Teachers for that over which they have so imperfect control. And further, the fact that all schools are free, taken in connexion with the capabilities of the Teacher, the supervision of the Trustees, and the visitations of the Inspector, causes us to believe that this object will be as fully secured as is possible without resorting to compulsory measures.

In order to aid poor sections, the *minimum* length of term required to entitle them to an allowance according to the class of teachers employed is three months; while in other sections, it is five months. It is further enacted, in order to aid very destitute sections, that a licensed teacher may receive an allowance, according to his class, even though he shall have taught in different poor sections during the term, provided he shall have been thus engaged for at least four months during that time.

In all these cases the Inspector should be prepared to furnish the Board with correct information. Each Board, while it seeks to foster schools in poor sections, should have a zealous care to the putting forth on the part of the people, of suitable efforts, and in the manner provided by law.

Concerning the distribution of the SUM RAISED BY COUNTY ASSESSMENT, the law directs—(1.) that the same teachers, and such only, as receive Provincial aid, shall participate in the funds secured by the county assessment;

and (2,) that each teacher, whether holding a 1st, 2nd, or 3rd class license, shall receive an equal sum per pupil, according to the average number who have been in attendance for the term. The *minimum* length of term allowed for sections in different circumstances, has been stated above.

Care must be taken to see that all returns are properly certified, and that the prescribed Registers have been accurately kept in order,—that the averages reported may be known to be reliable. The Act gives the Commissioners power to withhold the Provincial grant from any section making a false return, and, as the county fund is disbursed to such teachers only as receive Provincial aid, to withhold the money derived from one fund is to withhold it from both.

6. The following will show the general order of procedure, with moneys claiming the attention of the Boards, in May 1866, and onwards :

- (1.) Exclude all schools which are not FREE.
- (2.) Sections able to build suitable school-houses, but neglecting to do so after being duly notified by the Board, may, in the discretion of the Board, be excluded participation in the public moneys.
- (3.) Exclude any section presenting a false return.
- (4.) Exclude wholly or partially, Teachers whom, on the Inspector's report, the Board may declare incompetent.
- (5.) Allow the Inspector five per cent. commission on a sum equal to the half-yearly Provincial grant to the District; and also, from the Provincial grant, a sum not exceeding \$10, for stationery, including postage and printing.

(6.) Find the number of licensed Teachers, the number of licensed Assistants, legally qualified, and the class of license held by each :

“ Teachers of the same class respectively, shall receive at the same rate ; male Teachers of the second class and female Teachers of the first class shall receive three-fourths of the amount paid to male Teachers of the first class ; male Teachers of the third class and female Teachers of the second class, one-half the sum paid to male Teachers of the first class ; and female Teachers of the third class, one-half the amount given to female Teachers of the first class. Assistant Teachers, if provided with class-rooms, and employed at least four hours a day, shall receive two-thirds the allowance of the Provincial grant, according to the class of their license.”

7. Apportion the fund raised by County (or District) assessment to the same Teachers, by an equal sum per pupil, according to the *average* number in attendance for the term. Care must be taken that the pupils in charge of Assistant Teachers are not reckoned twice. The principal Teacher should report, in his or her return, the Assistants employed, and no separate returns should be received from Assistants.

8. The improvement in the matter of school-houses will hereafter largely depend upon the Commissioners. If houses are unfit for the purposes of the section, no time should be lost in declaring them so ; and in forwarding such declaration to the parties interested. (*See School-Houses.*)

The act provides that all moneys undrawn by County Academies or Superior Schools, shall be appropriated by the Boards, when duly notified by the Superintendent, to aid either poor sections ~~in~~ providing school-houses, or the superior schools in the county, as the Commissioners may decide.