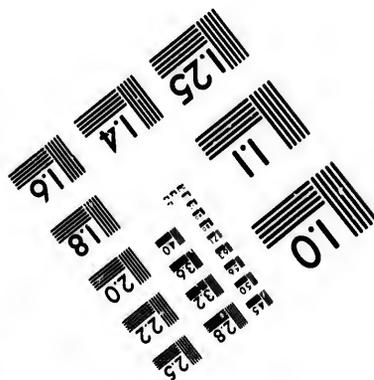
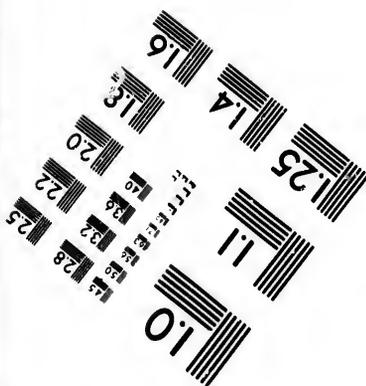
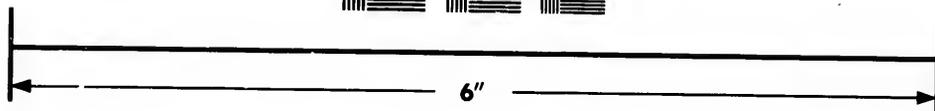
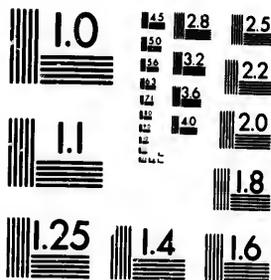


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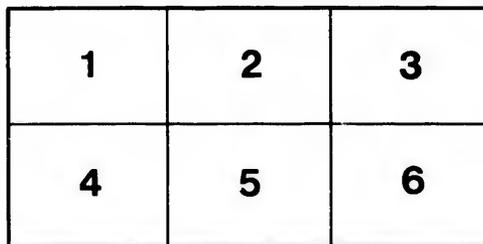
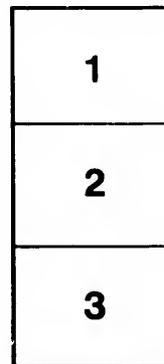
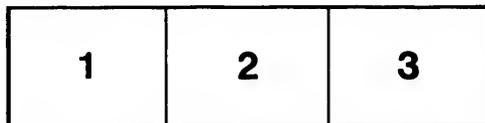
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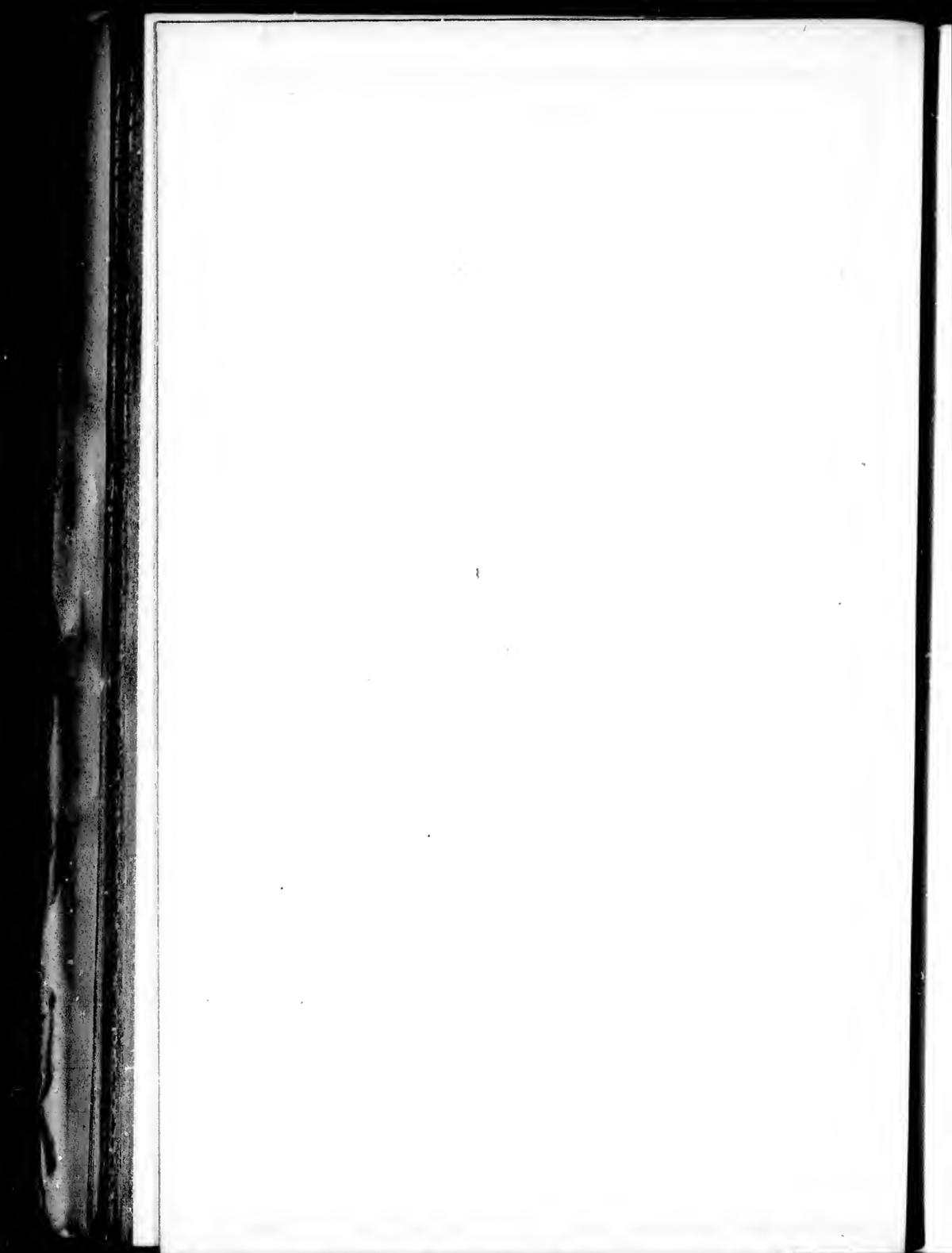
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REGISTER AND CIRCULAR
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OF
The Normal School
OF
NOVA-SCOTIA.

1862.



DIRECTORS OF NORMAL SCHOOL:

The Honble. SAMUEL CREELMAN, M.L.C.
The Honble. A. G. ARCHIBALD, Attorney General,
ARTHUR McN. COCHRAN, Esq., M.P.P.
J. W. BARSS, and HIRAM HYDE, Esqrs.

OFFICERS OF NORMAL SCHOOL.

Principal, Rev. A. FORRESTER, D.D.
Teacher of English and Classics, THEODORE HARDING RAND, A.B.
Teacher of Mathematics, W. R. MULLHOLAND, Esq.,
Teacher of Music, Professor WILLIAMS,
Teacher of Drawing, Miss M. STARR.

OFFICERS OF MODEL SCHOOL.

Head Master, J. B. CALKIN, Esq.,
Teacher of Intermediate, J. R. MILLER, Esq.,
Teacher of Primary, Miss SARAH MCLEOD.
Teacher of Sewing, Miss JANE GREAVES.
Teacher of Music, Vocal and Instrumental, Professor WILLIAMS.
Teacher of Drawing, Miss M. STARR.

TERMS OF NORMAL SCHOOL.

Summer Term commences on Second Wednesday of May, and closes on last Thursday of September.

Winter Term commences on second Wednesday of November and closes on last Thursday of March.

List of Grammar and First Class Graduates

From the opening of the Institution to the close of last term, and the Counties whence they came; also the number of pupils at each term, with religious denomination to which they belong.

First Term—1855-56.

53 PUPILS.

36 Presbyterians. 11 Baptists. 4 Methodists. 2 Episcopalians.

FIRST CLASS.

Mr. Joseph H. Webster,	Kings.
“ William Parker,	Halifax.
“ Henry Waddell,	Pictou.
“ Jeremiah Willoughby,	Halifax.

Second Term—1856.

59 PUPILS.

42 Presbyterians. 9 Baptists. 3 Methodists. 1 Reformed Presbyterian.
4 Episcopalians.

Miss Mary Kelly,	Colchester.
“ Elizabeth Tupper,	do.
“ Sophia Christie,	do.
“ Rachel Tupper,	do.
“ Christina Ross,	do.
“ Mary A. Stephens,	do.
“ Eliza McCurdy,	do.
“ Rebecca O'Brien,	Hants.
Mr. John B. Calkin,	Kings.
“ Hugh McEwen,	do.
“ John Forbes,	Guysborough.
“ Donald McCaulcy,	Victoria.

Third Term—1856-57.

44 PUPILS.

25 Presbyterians. 6 Baptists. 7 Methodists. 4 Episcopalians. 2 Church of Scotland.

FIRST CLASS.

Miss Mary Parker,	Halifax.
“ Helen Layton,	Colchester.
“ Sarah Scott,	Guysborough.
“ Christina McDonald,	Sydney.
“ Sarah Johnson,	Colchester.
“ Annie Archibald,	Halifax.
“ Jessie Archibald,	Colchester.
“ Elizabeth Archibald,	do.
Mr. William Richan,	Yarmouth.
“ Thomas Taylor,	Guysborough.
“ Jonathan R. Borden,	Kings.
“ William Morse,	Lunenburg.
“ Robert G. Irvin,	Shelburne.
“ Robert Colquhoun,	Inverness.
“ John Morrison,	Victoria.

Fourth Term—1857.

48 PUPILS.

28 Presbyterians. 8 Baptists. 5 Methodists. 6 Episcopalians.
1 Church Scotland.**GRAMMAR SCHOOL.**

Mr. John R. Miller* King's,

FIRST CLASS.

Miss Georgina Carlisle,	Yarmouth.
“ Harriet Dickson,	Colchester.
“ Elizabeth Donkin,	do.
“ Susan Chisholm,	Cumberland.
“ Amelia Flemming,	Colchester.
“ Rosanna Layton	do.
“ Rosanna Bentley,	do.
Mr. John McIntosh,	Pictou,
“ Mr. Donald McRea,	Victoria.
“ Charles L. Cox,	Colchester.
“ Gilbert W. Dakin,	Annapolis.
“ Robert O. B. Johnston,	Colchester.

Fifth Term.—1857-58.

63 PUPILS.

46 Presbyterians. 8 Baptists. 5 Methodists. 3 Episcopalians. 1 Church
of Scotland.**FIRST CLASS.**

Miss Margaret Archibald,	Colchester.
“ Georgina McCurdy,	do.
“ Isabella McCurdy,	do.
“ Jane Waddell, Pictou,	Pictou.
“ Annie McKenzie,	do.
“ Elizabeth Archibald,	Guysborough.
Mr. Eliakin Archibald,	Colchester.
“ Murdoch McGregor,	Cape Breton.

Sixth Term—1858.

37 PUPILS.

26 Presbyterians. 5 Baptists. 4 Methodists. 2 Episcopalians.

GRAMMAR SCHOOL.

Mr. Somerville Dickie, Kings.

FIRST CLASS.

Miss Janet Crocket,	Sydney.
“ Jane Flemming,	Colchester.
“ Mary A. Waugh,	do.
“ Susan Bentley,	do.
“ Sarah Bentley,	do.

* Session of Legislature of 1857, authorized Normal School to Grant Grammar School Diplomas.

Miss Amelia Arehibald,	Halifax.
“ Mary E. Delaney,	Colchester.
“ Martha Dickie,	Colchester.
“ Susan Johnson,	do.
“ Caroline McKenzie,	Pictou.
“ Thirza Dodson,	Colchester.
Mr. Samuel F. Raymond,	Yarmouth.
“ Caleb Phinney,	Digby.
“ James H. Doune,	Shelburne.
“ Jacob Layton,	Colchester.
“ James Little,	do.
“ John D. Bruce,	Pictou.
“ John Y. Gunn,	Inverness.
“ Charles Archibald,	Halifax.

Seventh Term—1858-59.

70 PUPILS

50 Presbyterians. 3 Methodists. 9 Baptists. 4 Episcopalians. 3 Church of Scotland. 1 Lutheran.

GRAMMAR SCHOOL.

Mr. Daniel McDonald,	Sydney.
“ Charles Pitblado,	Colchester.
“ William Elder,	Hants.

FIRST CLASS.

Miss Sarah McLeod,	Colchester.
“ Emma Page,	Cumberland.
“ Mary Annand,	Colchescer.
“ Nancy C. Archibald,	do.
“ Martha Campbell,	do.
“ Mary J. Campbell,	do.
“ Mary J. Cox,	do.
“ Margaret O'Brien,	Hants.
“ Lizzie Walker,	Lunenburg
“ Bessie Steele,	Halifax.
“ Nancy Barnhill,	Colchester.
Mr. Alexander McKay,	Colchester.
“ George Ross,	do.
“ Duncan McPhail,	Inverness.
“ Malcolm McKinnon,	do.
“ Roderick McNeil,	do.
“ Angus Ross,	Colchester.
“ Peter Ross,	Inverness.
“ Campbell Stewart,	Halifax.

Eighth Term.—1859.

66 PUPILS.

27 Presbyterians. 18 Baptists. 12 Methodists. 6 Episcopalians. 2 Congregationalists. 1 Lutheran.

GRAMMAR SCHOOL.

Mr. Nicholas Smith,	Queen's.
“ Samuel F. Raymond,	Yarmouth.

FIRST CLASS.

Miss Jane Gow,	Lunenburg.
“ Miss Emma Homer,	Shelburne.
“ Miss Elizabeth Thompson,	Hants.
“ Letitia Crowell,	Shelburne.
Mrs. ——— Hill,	Digby.
Miss Mary Revette,	Halifax.
Mr. Augustus Hiltz,	Lunenburg.
“ Donald McLeod,	Cumberland.
“ Duncan Duff,	Hants,
“ Charles Kenroth,	Lunenburg.
“ Frederick Lawrence,	Inverness.
“ John Blackadar,	Yarmouth.
“ Charles Darby,	do.
“ Samuel Archibald,	Colchester.
“ Nathaniel Hebb,	Lunenburg.
“ Richmond McCurdy,	Colchester.

Ninth Term.—1859-60.

82 PUPILS.

29 Presbyterians. 7 Methodists. 30 Baptists. 7 Episcopalians. 9 Church of Scotland.

FIRST CLASS.

Miss Charity Snadden,	Halifax.
“ Jessie Baxter,	Colchester.
“ Ellen Killer,	do.
“ Annie Green,	Halifax.
“ Maria Corbett,	Annapolis.
“ Annie Pitblado,	Colchester.
“ Elizabeth Lauder,	Pictou.
“ Isabella Kent,	Colchester.
“ Jane Reid,	Pictou.
“ Martha Stewart,	do.
“ Lillias McLeod,	do.
“ Jane Bremner,	Lunenburg.
“ Susan Waddell,	Colchester.
“ Maggie Walker,	do.
“ Elmina Cox,	do.
“ Janet Chipman,	do.
“ Ellen Page,	Cumberland.
“ Janet Matheson,	do.
“ Lois Kenny,	Yarmouth.
“ Sarah Butler,	do.
“ Lizzie Palfrey,	Annapolis.
Mr. Calvin Raymond,	Digby.
“ Reuben Raymond,	do.
“ John A. Morse,	Annapolis.
“ George Kent,	Colchester.
“ James Forbes,	Inverness.

Tenth Term—1860.

80 PUPILS.

32 Presbyterians. 28 Baptists. 8 Methodists. 11 Episcopalians.
1 Lutheran.

GRAMMAR SCHOOL.

Mr. Roderick McLean,	Pictou.
“ John A. Morse,	Annapolis.

FIRST CLASS.

Miss Mary A. Cousins,	Digby.
“ Mary A. Quirk,	Annapolis.
“ Maggie Denmore,	Hants.
“ Harriet O'Brien,	do.
“ Amelia Spencer,	Colchester.
“ Eusebia Minard,	Queens.
“ Lizzie Stephens,	Colchester.
“ Lexandie Archibald,	Halifax.
Mr. Alexander McRea,	Inverness.
“ John Miller,	Hants.
“ Benjamin Rogers,	Yarmouth,
“ James Ross,	Colchester,
“ Issac Johnson,	do.
“ Donald McLean,	Inverness.
“ James Lynds,	Colchester.
“ Hynam Eaton,	do.
“ J. Pearsons,	Queen's.
“ Albert Hameon,	Shelburne.
“ Watson Porter,	King's.
“ Reuben Wentzel,	Lunenburg.
“ Charles Hiltz,	do.
“ William Sargent,	Shelburne.
“ Charles Andrews,	Lunenburg.
“ Charles Church,	do.
“ David Webster,	King's.
“ H. McKenzie,	Pictou.

Eleventh Term.—1860-61.

80 PUPILS.

48 Presbyterians. 19 Baptists. 6 Methodists. 2 Episcopalians. 1 Congre-
gationalist. 1 Lutheran. 3 Church of Scotland.

GRAMMAR SCHOOL.

Mr. Reuben Wentzel,	Lunenburg.
“ William Richan,	Queen's.
“ Charles McDonald,	Pictou.

FIRST CLASS.

Miss Maria Hamilton,	Halifax.
“ Esther Hamilton,	do.
“ Fanny Allison,	Queen's.
“ Jane Crowell,	Shelburne.

Miss Annie Cook,	Colchester.
" Letitia Clark,	Digby.
" Annie Crosby,	Yarmouth.
" Mary J. Creelman,	Colchester.
" Maria Morris,	Guysborough.
" Margaret J. Peppard,	Colchester.
" Eliza J. Marshall,	do.
" Catherine Ross,	Colchester.
" Agnes Johnston,	do.
" Maria Minard,	Queen's.
" Annie Minard,	do.
" Hannah Dumphy,	Colchester.
" Jessie Dickson,	do.
" Esther King,	do.
" Georgina Sutherland,	do.
" Mary Gammell,	do.
" Jane Gammell,	do.
" Louisa Henderson,	Pictou.
" Caroline Fisher,	Colchester.
Mr. John B. Jefferson,	Annapolis.
" Edwin Archibald,	Colchester.
" Donald McKay,	do.
" Daniel McLeod,	Pictou.

Twelfth Term.—1861.

58 PUPILS.

36 Presbyterians. 16 Baptists. 1 Methodist. 2 Episcopalians. 3 Church of Scotland.

GRAMMAR SCHOOL.

Mr. A. McLeod Sinclair, Sydney.

FIRST CLASS.

Miss Matilda M. Faulkner,	Colchester.
" Helen Hamilton,	do.
Mrs. E. Campbell,	Pictou,
Miss Sarah McKenzie,	do.
" Rachel Pollock,	Colchester.
" Jessie Blair,	do.
" Libby Putnam,	do.
" Maggie Taylor,	do.
Mr. Charles Gilliland,	Digby.
" Albert Gayton,	Yarmouth.
" John Gibbons,	Shelburne.
" John Gowe,	Colchester.
" Roderick McKenzie,	do.
" Samuel Archibald,	Halifax.
" George A. Chase,	Kings.
" Frederick Best,	do.
" Richard Cann,	Yarmouth.
" Nathan Sanders,	do.

Thirteenth Term.—1861-62.

55 PUPILS.

28 Presbyterians. 12 Baptists. 9 Methodists. 5 Episcopalians. 1 Church
of Scotland.**GRAMMAR SCHOOL.**

Mr. John Y. Gunn,	Inverness.
“ Alfred D. Smith,	Colchester.

FIRST CLASS.

Miss Francis P. Gidney,	Annapolis.
“ Mary M. English,	Pictou.
“ Harriet Blair,	Colchester.
“ Annie Leake,	Cumberland.
“ Isabella Muir,	Colchester.
“ Catherine McLeod,	do.
“ Laura Little,	do.
“ Bessie McKay,	do.
Mr. James Mack,	Queen's.
“ William R. Blair,	Colchester.
“ Burpe Lynds,	Inverness.
“ John Campbell,	Inverness.
“ Hugh Gunn,	do.



Object and Value of Normal Schools.

The direct object of these institutions is to prepare and qualify Teachers for the due discharge of their duties. These duties require qualifications, both literary and professional, of the highest order. As there is no employment or vocation so complicated in itself, or so pregnant with results, as that of the Teacher, so there is none demanding attainments so diversified and extensive, or a spirit so self-denying and ennobling; and, by consequence, such a lengthened and pains-taking course of preparatory training and discipline. Normal Schools are designed, and, when properly equipped and managed, admirably fitted to impart this training. Scholarship is indispensably necessary to the Teacher, and the more thorough and various that Scholarship, the better prepared is he for his work, even in the most elementary branches. If simplicity in the mode of communicating knowledge, constitutes one of his highest qualifications—and this is admitted by every sound educationist—who does not perceive the vast stores of learning required to make even the most common things plain and level to the grade of every intellect. Normal Schools, accordingly, in all countries, make provision for consolidating deepening and extending the education of their students.

But the grand design of these institutions is the acquirement of the knowledge, both theoretical and practical, of the business of teaching.—This embraces a thorough acquaintance with the nature of the scholars, generically and specifically; correct views of the end of education, and of the best methods and means of reaching that end; and with all this knowledge practise must be combined—such practise as will enable the teacher to do his work skilfully and efficiently, like an experienced Mechanic, master at once of the science and art of his vocation. For this purpose every complete Normal School establishment is furnished with two separate compartments or buildings—the College and the practising School; the former to impart the theory and the latter the practise. The literary or Academic qualifications may be got elsewhere, but no means have yet been devised for giving the professional, at all to be compared to Normal Schools, when properly organized and conducted. This then ought to be held up as their grand specific object, and notwithstanding the disposition of not a few to sink the professional in the educational, or, at least, to give the greater prominence to the latter, it ought to be maintained, that, however important the educational, it stands in relation to the

other, in so far as these institutions are concerned, merely as means to an end.

And if such is the object of Normal Schools who will question their inestimable value. If education lies at the basis of all individual and national prosperity and happiness, surely the best means yet devised for the production of such results, is entitled to every possible encouragement and support. It is, indeed, one of the most remarkable features in the whole history of education that the world, applauding as it does its transcendent results, should have so long neglected the most obvious means of securing them, and that of all labourers in the field of mind, the teacher alone should have remained untaught, and left to pick up his professional knowledge the best way he could, at odds and ends, or to do without any.— This can only be accounted for, by one or other of two ways, either the depth of human perversity, on the one hand, or low, inadequate views of education, on the other. But be this as it may, it ought to furnish cause of gratulation to every genuine educationist and philanthropist that another spirit has begun to manifest itself, and that just as the idea is winning its way and asserting its supremacy, namely, that the education of the young implies something of vastly greater moment than the building of suitable school houses, providing the necessary furniture and apparatus, as well as a competent remuneration for the teacher, even the formation of character, through their physical, intellectual, and moral development, so is this spirit growing apace, and the cause of Normal Schools claiming a greater share of the attention of the wise and good of all countries, and under every form of government. Comparatively in the infancy of their existence, a bright career of usefulness is before them—beneficent and glorious results await their instrumentality. Would it, for example, prove of incalculable service to the cause of education to have the business of teaching exalted to the rank and dignity of one of the learned professions? Would it be of benefit, in every community, to be provided with a sure touch-stone, whereby to try the effects of any supposed improvement, either in the outer or inner processes of education? Would it serve to promote the educational interests of any province or state to have a uniform system in all its essential principles, in all its leading features, prevailing? Would it constitute the grand panacea of a nation's evils, the only effective preventative of pauperism and crime, the sure guarantee of its intelligence, industry, and morality, to have every schoolable child within its border, in the reception of the best and cheapest education? Would it be a sight on which heaven itself would look with benignest complacency, were groups of talented male and female teachers seen going forth, not for the purpose of experimentalizing and learning how to teach, at the expense or sacrifice of the taught, but fully qualified to mould and

fashion mind for the fulfilment of its high destiny; and not only so, but imbued with the true spirit of their office,—“a spirit, as Page says, that seeks not alone pecuniary emolument, but desires to be in the highest degree useful to those who are to be taught; a spirit that elevates above every thing else the nature and capabilities of the human soul, and that trembles under the responsibility of attempting to be its educator; a spirit that looks upon gold as the contemptible dross of earth when compared with that imperishable gem which is to be polished and brought out into heavens light to shine for ever; a spirit that scorns all the rewards of earth, and seeks that highest of all rewards, an approving conscience and an approving God?” Verily it would. And through what agency, what external appliances, is it asked, are these gladdening prospects to be realized? That agency may be designated *legion*, for it is manifold. But there is one agency that towers above the head of all the others, and that, need we say, is well accounted Normal Schools, pre-eminently the people’s College—a stronger bulwark of a nation’s defence than all her military garrisons, or constabulary establishments, a surer safeguard of a nation’s virtues and a nation’s immunities, than all her penitentiaries or reformatories.

History and Present Condition of Normal Schools.

The first form assumed by Normal Schools was that of elementary institutions, organized after the manner in which it was thought a school should be. In reference to these the word Normal was used in the sense of a Model or pattern. They corresponded, however, not so much to the Normal as to the Model Schools of later times. Of this class were those of Neander at Ilefeld in Germany, founded as far back as 1570, and of the Abbe de Lasalle, at Rheims, in France, in 1681. These establishments, with numerous others of a similar character, successively established prior to the beginning of the eighteenth century, were not simply schools for the education of children, but were so conducted as to test and exemplify principles and methods of instruction, which were perpetuated and disseminated by means of books, in which they were embodied, or of pupils and disciples who transplanted them to other places. These schools served as a kind of forerunner to prepare the way for the more efficient and perfect institutions of the same designation at a later day.

Normal is now applied to schools in which young men and women, who have passed through an elementary or even liberal course of study,

are preparing to be Teachers, by making additional attainments, and acquiring a knowledge of the principles of education as a science, and its methods as an art. The earliest attempt of this kind was made at Halle in Prussia, about 150 years ago. When the benevolent Franke turned his attention to the subject of popular education, he soon found that children could not be well taught without good Teachers, and that but few good Teachers could be found unless they were regularly trained for the business. Impressed with this conviction, he bent all his energies towards the establishment of a Teacher's Seminary, in which he finally succeeded in 1704, and now Prussia possesses upwards of 50 Normal Schools. The following list of the Normal Schools in Europe was published a few years ago:—Saxony, 10; Austria, 11; Bavaria, 9; Wirtemberg, 7; Hanover, 7; Baden, 4; Hesse-Cassel, 3; Hesse-Darmstadt, 3; Anhalt, 3; Saxe-Coburg Gotha, 2; Saxe-Meinengen, 1; Saxe-Weimar, 2; Oldenburg, 2; Holstein, 1; Nassau, 1; Brunswick, 1; Luxemburg, 1; Lippe, 1; Mecklenburg Schwerin, 1; Mecklenburg Strelitz, 1; Lubeck, 1; Bremen, 1; Hamburg, 1; Frankfort, 1; Holland, 2; Belgium, 2; Denmark, 2; Sweden, 1; France, 97; England and Wales, 39; Scotland, 5; Ireland, 2;—making in all nearly three hundred, and receiving large annual accessions. Indeed, there is scarcely a government, either great or small, among the dynasties of Europe, that does not recognise this class of institutions, as an indispensable part of its Educational machinery. In the United States of America the first Normal School established for the training of Teachers was at Lexington, Mass., in 1839, and now this State supports 4, Connecticut 1, New York 1, Michigan 1. In the States of Wisconsin, Iowa, Kentucky, and Rhode Island, provision has been made in some one or other of their Universities for the special training of their Teachers. In several of the larger cities of the Union, such as New York, Boston, and Philadelphia, Normal Schools have been established by the Municipal Authorities, and supported at the Municipal expense. Though it is not much more than twenty years since Normal Schools commenced their operations in the Union, there is now scarcely a State unprovided with one or more in some shape or another. In British America the cause has made similarly rapid and gratifying progress. There are in the Canadas 5, Nova Scotia 1, New Brunswick 1, Prince Edward Island 1, and in Newfoundland provision is made for training Teachers, though no school is established.

But enough has been said to indicate the bearing and progress of these institutions, and to demonstrate that however short may have been the period of their history, they have not only ceased to be an experiment, but have secured for themselves a powerful hold upon the governments both of the Old and New World.

Much, however, remains to be done, so as to render them productive of the high and important ends they are destined to accomplish. Larger endowments must be granted them; that their Students may be able to attend at least three whole years, devoting the last year of their course almost entirely to the work of practising—which, by the munificent grants of the Imperial Parliament, those in the mother country are able to do. Higher admission qualifications must be exacted, that less time may be required for the educational department, and much more given to the professional. It must be made a distinct stipulation in every national system of education, even as it is in Prussia, France, and other countries, that no Teacher shall be employed who has not graduated at one or other of these Institutions; that, in fact, the same rule shall be observed as in the other learned professions of Law, Medicine, and Theology. However much all these items may add to the expense necessary for the support of these Institutions, yet it is the truest economy. Is not the workmanship of the thoroughly trained and experienced Mechanic, however expensive at first, the neatest, the most enduring, and, in the long run, the most profitable,—and vastly more so is this the case with the education of the young.

History of Provincial Normal School.

On the 31st of March, 1854, the Legislature of Nova Scotia, on the motion of the Hon. SAMUEL CREELMAN, the then Financial Secretary, passed an Act to establish a Normal School.

This enactment provided for the appointment of five Commissioners or Directors, who were to choose a site in some central and convenient locality, to erect a building at a sum not exceeding One Thousand Pounds, and to take the general management of the Institution, framing the bye-laws and regulations, &c. These Commissioners selected Truro as the most eligible site, being as near the centre of the Province as possible, and possessing many of the most desirable requisites for the establishment of such an Institution.

The said Bill provided for the appointment of a Principal and two Assistants, which Principal was also to act in the capacity of Superintendent of Education for the Province. The present incumbent was appointed by the Governor in Council in the spring of 1855, visited the most important settlements in the Province during the summer months, for the purpose of explaining the nature and design of Normal Schools, and open-

ed the one at Truro in November of the same year. Dr. Forrester undertook the organization and management of the Normal School entirely on the understanding that Model Schools would be erected at Truro, not only for the purpose of furnishing the best exemplification of the system adopted, but still more of forming a workshop in which the Pupil Teachers might practise. At his earnest solicitation the Legislature of 1856 granted £500 for the erection of Model Schools, on condition that the people of Truro raised £300. This was speedily done, and the Model Schools were opened in the summer of 1857. These Schools were commenced out and out upon the most approved, graded method, having three departments—Primary, Intermediate, and High School, each with its own regular Teacher. Besides, there is a female who teaches sewing for two hours, every afternoon, and also a teacher of Vocal Music, and another of Drawing. The whole establishment, considering its size and means expended, will be found as well equipped as any similar institution, there being five Teachers in the Normal College, and six in the Model Schools. The cost of the Normal and Model Schools, and of the whole educational supervision of the Province, including contingent and current expenses, postages, &c., is exactly £1170, a less sum than is devoted to this object by any other country of similar size, where a national system of education exists.

The attendance at the Normal School has been greater than its best friends anticipated. It was supposed, looking at the population of other countries, and the number attending the Normal Schools therein, that if the attendance at Truro averaged thirty or thirty-five, it would be a fair proportion. Instead of this, however, the average attendance at each Term has been 61, and as there are two Terms in the year, the average annual attendance has been 122. The institution has now been in existence for thirteen Terms, and counting every one who has attended each Term the number amounts to 795. Of these, however, about 300 have attended two or more Terms, thereby reducing the actual number of Students to about 500—of which 230 have obtained Grammar School and First Class Certificates—about 200 Second Class, and about 70 have received no Certificates at all. Paying pupils, or those who come under no obligation to teach, of which the law allows 10, have averaged about 5 each Term since the commencement.

Nine-tenths of the Pupil Teachers have taught, or are now engaged in teaching throughout the Province, not only those who obtained Grammar School and First Class, but also those who obtained Second Class Diplomas, making in all about 450.

Many of these Students have attended the Normal School in the firm persuasion that a change in the mode of supporting education was on the

ever of being effected, by the introduction of some measure of modified assessment. Unless some such measure be speedily enacted, it cannot reasonably be expected that the same number will continue to attend. The past history of this Institution furnishes abundant evidence of the fact, that if a competent remuneration were provided, there would be no lack of promising and talented young men and women, prepared to qualify themselves for the discharge of the functions of the important office of Teachers.

System of Education Pursued in Normal School at Truro.

The Normal School System, as it is called, is a phrase oftentimes used as if there were but one system pursued in all these Institutions, and as if that system were uniformly the same. It is no doubt clear that every Normal School, if true to its name, should be conducted according to a fixed plan or rule; but what that rule or fixed plan is, it is left to each Normal School to decide for itself. Now, amid an immense profusion of sciolism and quackery on the subject, there have been propounded, properly speaking, only four distinct systems of education—the *Mechanical*, *Explanatory*, *Objective*, and *Training*; and from these a selection must necessarily be made by the authorities of every Normal School, and, if the Normal School of a country constitutes, as it ought to do, the exponent of its educational processes, it must be made with profound research and calm consideration. And on what will the selection of one or other of these systems naturally turn? Plainly on the view entertained respecting the end of the education of the young. If that is supposed to consist merely in teaching them to read, write and cipher, without any reference to the mode in which it is done; in making them go the round of certain mechanical observances and exercises, a frequent repetition of words or sounds, without the least attention given to their meaning, or the thoughts and principles they represent;—then, as a matter of course, the *Mechanical* or *Verbal* will be chosen.

If, again, the end of education is regarded as consisting of a process of simplification and analysis, making terms or subjects plain and palpable to the understanding of the scholars, or the mere imparting of knowledge, without any attempt to develop or strengthen their intellectual powers;

then, the *Explanatory*, or as it is sometimes, though erroneously, styled, the *Intellectual system*, will be adopted.

If, further, the end of education is supposed to be the development of the merely intellectual powers of our nature, and the awakening and training of the social or emotional parts, leaving the moral uncultivated, or cultivated merely by the ever fluctuating teachings of nature, and not by the unchanging standard of the Bible; then, the *objective* or the *Pestolozzian* will be taken.

If, still farther, by the end of education is understood the harmonious and consecutive growth of all the parts of the compound nature of the young—physical, intellectual, and moral, and that by the only appliance adapted thereto, namely, *exercise*; then, it is clear that the *Natural*, or *Training System* will be selected, as the only one at all fitted, even under the most propitious circumstances, to accomplish such an end.

This last we hold to be the real, the ultimate end of education, and to stop short of this is to do justice to the young neither for time nor eternity, is to sit neither at the feet of nature nor of revelation, is to have due respect neither to the interests of the State nor of the Church. It is because we maintain this view of the end of education to be altogether impregnable, and the Training as the only system at all adequate for its achievement, that at the commencement of our career as an Institution, not the slightest hesitancy was experienced in its adoption. Not that we condemn or reject either the *Mechanical*, or the *Explanatory*, or the *Objective* systems; they are all of utility as far as they go; in all their essential features they enter into the full working out of the one selected. But it is the Training System, when taken in all its length and breadth, that constitutes the grand consummation of the whole, that puts the capstone upon the educational fabric, that not only embraces all the parts of the compound nature of the young, but adapts itself to them in the only way that can secure their development and enlargement, according to their inherent and relative importance; that not only imparts valuable instruction, but by that very act creates an appetency and a power, aye, and a habit, for the endless, the ever-increasing acquisition of more; that not only fits and qualifies the recipients for any particular trade, or business, or profession, but for all the duties and trials of life; as well as for a higher appreciation of the glories of another sphere of being;—the system, in one word, that is not only in entire consonance with their physical, intellectual, and moral constitution, but which has the pledged blessing of heaven stamped upon it, illustrated and fortified by the conduct of the Great Teacher of Nazareth.

And for the full carrying out of this system two things, at least, are indispensable. The Educator must have, in the first place, a thorough

acquaintance with the grand leading characteristics of the nature of the Scholars, as possessed of body, intellect and conscience, and these in indissoluble union and reciprocal dependence ; as endowed with every possible diversity of talents and dispositions, and these with different consecutive epochs of development, the perceptive, the representative, and the reflective ; as having the greatest difference in attainments, and as endued with a social, emulative constitution, and thereby capable of being extensively operated upon by the power of the sympathy of numbers. But farther, he must be a proficient in handling the appliance necessary to strengthen and perfect all these constituent characteristics of their nature. That appliance consists of two things, knowledge or instruction, and the best method of its communication, so as most extensively to effectuate the end of education. The latter is vastly the more important, as it is the more complicated of the two. Here there is need of the most commanding powers, the most consummate skill, and the most industrious and patient perseverance, as upon this is suspended the momentous result whether the minds of the recipients shall become gems of purest rays serene, or remain as blocks of unpolished marble. For this purpose the Educator, whatever the branch of knowledge he imparts, must be, at least, as much concerned about the mode of doing it, as he is about the measure or extent of his acquirements regarding it ; more anxious to make the children go through the exercises themselves, than to tell them how to do them, or to do these exercises for them ; more bent to make the subject plain and intelligible to the most stupid and insensible in the class, than to the most bright and talented ; more ambitious to deposit in their minds, things, realities, full-shaped living ideas, than he is to obtain from them the most accurate and lengthened recitation of technical terms, or of well composed rules ; more intent respecting the quality than the quantity of their attainments ; rather to awaken within their bosoms a thirst for knowledge, and to provide them with the means of gratifying it, than to make them encyclopædias of learning. And in order to all this, he must know how to conduct them by analogies, and pictorial verbal illustrations, from the known to the unknown, how and when to use the analytical and synthetical methods of developing a subject, how and when to address his scholars orally or by text book ; and whatever be the mode of attack, never to imagine that the lesson is given until it is received, and satisfied that the best and most substantial evidence of its having been received, is when the pupils can recite in their own language its leading features, without the help or the prop of questioning.

And what is the external machinery requisite for carrying this system into practical effect? In reference to *School premises*, every provision must be made for ventilating the School house—a class room with gallery

is exceedingly desirable, but if that cannot be obtained, the seats and desks must be arranged in parallel lines, and gradually raised from the Teacher's platform—but above all, and as an indispensable pre requisite for doing anything like justice to the system, an enclosed play-ground must be provided, as an arena for the moral training of the Scholars, requiring the active and vigilant superintendence of the Teacher as much as in the covered School room.

In the matter of the *organization of the School*, that is, in registration classification, appropriation of time, recitation of lessons, reviews, &c., every thing must be regulated in the way best fitted to facilitate and consolidate the working of the system. Wherever there are a hundred scholars or more in a district, the School should be graded, having Primary, Intermediate, or, if need be, High School Departments.

In the *matter of discipline*, embracing order, diligence, obedience, every means must be employed in the whole external and intellectual management of the School, as well as in the bearing and example of the Teacher, to secure all these essentials, every care taken to avoid whatever may seem repugnant to the plain explicit precepts of christianity, such as taking of places, the awarding of prizes, save when character or conduct is considered as an element, along with intellectual attainment. But the grand characteristic here of the system is Moral Training, in contradistinction to Moral instruction, under the guidance and control of the all-animating principle of love. Vocal Music and physical exercise, should be intermingled with the whole business of the School, not as ends but as means, at once as intellectual stimulants and moral sedatives. Punishments, as far as possible, should be adapted to the nature of the fault and the disposition of the offender. Corporal punishment, with the consent of parents or guardians, may be had recourse to, after every other expedient has been tried and failed—but never inflicted in passion or revenge, more in grief than in anger, and for the purpose of doing good to the offender. The grand motto here ought to be, *The minimum of punishment, the maximum of excellence.*

Such is a brief sketch of the system aimed at in the Normal and Model Schools, regarded both in its theoretic and practical bearing. We say aimed at, for we have no expectation of seeing it carried out to perfection for many a long day, both by reason of the want of duly trained teachers, and, still more, of a befitting apparatus in our Schools. Nevertheless, we consider it to be our bounden duty to hold by the essential principles of this system, and to press on to higher attainments in its practise. There is one circumstance connected with it peculiarly encouraging, that even the most initiatory and feeble attempts to reduce it to practise, are productive of the most beneficial results both to Teacher and taught. And

no one who thoroughly understands and faithfully applies any one of its principles, will rest contented therewith, but will labour and strive after a nearer approximation to its thorough and perfect manifestation; and that, because every step he advances, but convinces him all the more of the soundness and solidity of its principles, and of the beauty and glory of its results.

Arrangement of Time and Studies in Normal School at Truro.

There are two terms in the year, the Summer and Winter, each consisting of nearly five months duration. As soon as the Pupil Teachers are enrolled and examined they are divided into two sections, senior and junior. For the first month, all the departments are engaged with a thorough review of the work they have already gone over, and with a considerable variety of preliminaries:—those deficient in Orthography with the Spelling Book Superseded, and those in Arithmetic, with Tables, &c., and those in Classics, with Rudiments.

At the end of the first month a Review of the fundamentals is taken in presence of the Principal, when any alterations are made in the classes that may be seen to be necessary. After this, the regular work of the Session may be said to commence, both in the educational and professional department.

The following is an outline of the headings of the course pursued:—

I.—EDUCATIONAL DEPARTMENT.

English. MR. RAND.—*In Elocution*, rules with recitations—Text Books, Elocution of Irish Series and Chambers' Principles. *In Grammar*, Etymology, Analysis, Syntax, Prosody, and Composition—Text Books, Sullivan's and Wilson's Grammar, Morrell's Analysis and Reid's Composition. *In Geography*, Principles of Mathematical, physical and political, Outline of Continents, with minute details of England—Text Books, Sullivan's Geography generalized, Lovell's Geography Mackay's Manual of Modern Geography. *In History*, Outlines of Ancient, Mediaeval and Modern, with minute details of Britain—Text Books, Lectures of Teacher and Chambers Histories.

Mathematical, MR. MULHOLLAND.—*Arithmetic Mental*, Fundamental Rules, computation of prices and interest. *State practise*, Proportion in all its stages, and the other rules based thereon; Fractions, vulgar and decimal, including currencies; Square and cube root; Miscellaneous exercises on several rules—Text Books, Teacher's Association, Thomson, Colenso. *Geometry*, Euclid's Elements, (see stages of qualification for graduates,) Algebra, fundamental rules, Fractions, Equations—Text Books, Chambers' and Greenleaf's. *Practical Mathematics*, Principles and Rules of Trigonometry, Heights and Distances; Land Surveying; Navigation, as far as oblique sailing, with the use of Quadrant and Sextant; calculation of Latitude, Longitude, and Time—Text Books, Norrie and Bowridge.—*Penmanship*, according to Mulhauser system.

Classical, MR. RAND, assisted, when necessary by PRINCIPAL. Class 1, Latin and Greek Grammar—Text Books, Edinburgh Academy in both Languages, Bullion. Class 2, Edinburgh Academy—Delectus, and Cæsar, Greek Testament, Xenophon and Odes of Anacreon. Class 3, Sallust, Livy, Virgil, Horace, Herodotus, Homer, Sophocles or Euripedes.—FRENCH by Principal—1, Ahn's Grammar with exercises; 2, Telemachus.

Music, Vocal, PROF. WILLIAMS, Theory and Practise, one hour every Tuesday and Thursday.

Drawing, MISS STARR, one hour a week.

II.—PROFESSIONAL DEPARTMENT.

PRINCIPAL'S LECTURES. *Outline of Course*. Chap. I. 1, Nature of Education, definition, end and means; 2, Benefits of Education to individual, State, and Church; 3, Systems, external and internal. Chap. II. 1, Enumeration of internal systems; 2, Training system—the exposition of its principles; 3, Its application in the different branches of education, viz., alphabet, examination of subject matter of lesson, derivation of words, spelling, penmanship, arithmetic, grammar, geography, history, mathematics, classics, oral lessons, music, form and colour drawing, religious knowledge; 4, Means by which this system is carried out—school premises; school organization, embracing registration, classification, appropriation of time, recitations, reviews, &c.; discipline, means to be used for promotion, &c.; 5, living agent—the teacher—office; duties; qualifications and means of obtaining them; difficulties; rewards. Chap. III. Systems external, 1, Duty of nations, as such, to education; 2, What comprehended in a National System; 3, National supervision; 4, National support; 5, National Legislation, embracing discussion of religious element; 6, Legislation in Prussia, Britain, America, British Colonies, specially Nova Scotia.

About the middle of the Term the Pupil Teachers are divided into five sections, and each section spends a day every week in the Model Schools for practise, in presence of Regular Teacher, and, oftentimes, of the Principal.

The Principal delivers a course of lectures, three days of the week, on Natural Science, principally for the purpose of qualifying the Students to borrow illustrations from the world of nature, in teaching in accordance with Training System by oral lessons or otherwise. These lectures, during Summer, are chiefly on vegetable and animal physiology, with the leading principles of Agricultural Chemistry, thus furnishing an excellent opportunity to young Farmers to become acquainted with the theory of their calling. Ten such are admitted by paying a small fee.

MODEL SCHOOLS.

These Schools are conducted as far as practicable according to the Training System. All the branches of an elementary and advanced education are taught, including the higher departments, in Mathematics, Classics, Latin and Greek, Modern Languages, French and German, Vocal and Instrumental Music, Drawing, &c., &c.

Qualification of Graduates.

The Graduates of the Normal School are divided into three classes—Grammar School, and First and Second Class Common School.

Candidates are supposed capable of standing a sifting examination on the following branches :—

Second Class.

1. To read with ease, intelligence and impressiveness any passage either in Prose or Verse, and to be well acquainted with the principles of good reading.
2. To spell correctly and with proper punctuation the words of an ordinary sentence, dictated by the Examiners.
3. To be able to write a plain, free hand, and to be acquainted with the rules of teaching writing, specially with the Mulhauser System.

4. To work on the Slate any Exercise in Arithmetic as far as Interest, including Fractions, with correctness and expedition.

5. To be able to parse any sentence in Prose and Poetry, to write grammatically any passage that may be given, and to be well acquainted with the analysis and syntax of sentences, the derivation of words, &c.

6. To be familiar with the principles of Geography, and the History of Nova Scotia.

7. To possess some knowledge of School Organization and School Government, and the most approved methods of teaching the different branches of a Common School Education.

First Class

In addition to the above,

1. To possess some knowledge of the elements of English Composition and the principles of Criticism.

2. To understand the use of the Terrestrial Globe, (to be able to draw Outline Maps should be considered a great recommendation.)

3. To be able to do any Exercise in Mental Arithmetic, and to work any Account in Commercial Arithmetic.

4. Female Candidates to be acquainted with the Simple Rules in Algebra, and able to demonstrate any Proposition in the First Book of Euclid.—Male, to be able to solve Problems in Simple and Quadratic Equations, and to demonstrate any Proposition in the First Four Books of Euclid.

5. Females, to know the Elements of Practical Mathematics;—Males, to know thoroughly the Rules for the Mensuration of Superficials and Solids, the Elements of Land Surveying and of Navigation as far as Oblique Sailing.

6. To be acquainted with the leading outlines of Universal History, the Elements of Natural Philosophy, and especially of Astronomy.

7. To possess a clear and definite view of the end of Education, and the means best adapted for its accomplishment.

Grammar School Class.

In addition to the above,

1. To be thoroughly acquainted with the highest departments of English Grammar and Composition.

2. To possess an accurate knowledge of Grecian and Roman History and Antiquities, and of British History down to the present time.

3. To be well acquainted with Ancient Geography.

4. To know the First Six Books of Euclid and highest branches of Chambers' Algebra, or one of similar character, and also a thorough knowledge of Practical Mathematics and Navigation.

5. To stand an Examination in Greek and Latin on the following Authors:—In Greek Testament, the whole of Luke's Gospel, and Xenophon's Anabasis, Book I. and II., Anacreon's Odes, Homer's Iliad, Books I. and II.;—In Latin, Caesar de Bello Gallileo, Books I., II. and III., Virgil's *Æneid*, Books I., II., III. and IV., Horace's Odes, Book I.;—and to be well acquainted with the rules of Prosody and able to translate from English into Latin Prose or Verse.

6. A knowledge of any of the Modern Languages reckoned a great advantage.

7. To be acquainted with the Elements of Chemistry, and especially that division of it known by the name of *Organic*, so as to be able to teach Agricultural Chemistry, as required by law.

The tests applied to these three classes of Candidates, by standing which they receive their Diplomas respectively, are,—1, General appearance in Class, and written exercises during the Term; 2, Private Examinations a week before the close of the Term, when for three successive days they receive from each of the Masters written exercises, to which written replies must be given, and these done without the least assistance from Notes or Books of any sort, or from fellow students. These replies are all examined by the Teachers, and the results handed in Tabular form to the Principal, who compares the whole and decides accordingly; 3, Viva voce examinations two days preceding the closing exercises of the Term; 4, The Teaching capabilities of the candidates, as far as these can be ascertained.

When the pupils have received a fair elementary education before they enrol, and prosecute their studies with diligence, they generally receive a Second Class Diploma at the end of the first Term. When they have studied before hand the higher departments of Grammar and Arithmetic, can pass a fair examination of First Book of Euclid, work Algebra as far as equations, and prosecute their studies with diligence and perseverance, they have a good prospect of taking a First Class Diploma at the end of the First Term. It is more advantageous, however, both to the Pupils and to the cause of Education, that they attend two Terms, whatever may be their attainments, as they require all that time to become acquainted with the system pursued. Pupils who have studied one or two Books of Euclid, worked Algebra, and are masters of Latin and Greek Grammar, on admission, will, with ordinary diligence, take a Grammar School Certificate at the end of the Second Term of attendance.

Expense of attending a Term at Normal School.

Tuition is free to all Pupil Teachers. Books and Stationery are provided by the Province. Boards of School Commissioners pay the travelling expenses of the pupils they recommend at the rate of three pence per mile. Good Board may be had at Truro at the following rates:— Females from 8s. to 10s. per week; Males from 10s. to 12s. 6d. The whole actual cost of attending a Term does not thus exceed £10 or \$40.

Announcement.

The next Term will commence on Wednesday the 14th of May, that being the second Wednesday of the month. The law requires that none shall be admitted beyond a week after the commencement of each Term.

ALEXANDER FORRESTER, D. D.

Superintendent of Education, and Principal of the Normal School.

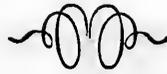


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