

JOURNAL OF EDUCATION.

FOR THE PROVINCE OF NOVA SCOTIA.

RETURNS.—BY AN INSPECTOR OF SCHOOLS.

HAVING been somewhat employed, since the close of the School year, in the examination of Returns and preparation of Abstracts from them, and having found a very large proportion of them incorrect or incomplete in some respects, I am led to believe that some simple directions may be of service. Errors arise from several causes—the principal being carelessness, a misunderstanding of the questions, and a feeling that the labour is useless, the information required of no particular value. To the careless, my directions will be of very little service. In their case, another sort of remedy must be applied. To those who think the labour fruitless, a word may not be amiss. The importance of the subject, the worth of a thorough knowledge of the educational condition of the country cannot be over-estimated. From full and reliable statistics furnished by those who are on the spot, a large part of this knowledge must be had. If this is wanting or defective, theories must be baseless,—legislation ill-advised, hasty, hurtful. We have a system of Returns calculated to elicit such information fully. Every one of these is carefully examined—the information they contain collated and put into such form as that the Superintendent of Education, the Council of Public Instruction, the Executive, the Legislature may be fully and exactly informed, and may afford such aids, or apply such remedies, as may be required. It is only required that the people, the parties principally interested, shall furnish through their official channel, the trustees, the required data.

There are two principal classes of Reports or Returns:—Return A to be rendered at the close of each term by the Trustees of every Section in which a school has been in operation during the term. Return B, rendered annually by every section.

RETURN A.

The first blank should be filled with the name and number of the section, name of the District, and the date of the last day of the term, so that when complete it may read thus,—

For Canton, Section No. 14, District of St. Mary's.
Term ended 31st October, 1869.

Remember not to give the date of the closing of the school, if closed before the end of the term, but of the last day of the term—April 30th or October 31st. I have frequently seen this blank filled thus:

For School Section No. 17, District of Slipville.
Term ended September 17th, 1869.

The trustees of Slipville forgot that a District is a portion of territory under the jurisdiction of a Board of Commissioners, and that although Slipville was called prior to 1864 a School District, it is now only a School Section. Teacher's name, sex and class: rate of salary.

Some think it quite superfluous to give the sex after having given the name, forgetting that only the initial letter of the Christian name is frequently given, and that every one is not supposed to know whether J. L. Spooner is a male or female. It is also desirable to make the labour of those who examine these returns as easy as possible. It is fully explained, and I think generally understood, that it is the rate of salary for a full term, exclusive of Provincial grant, which is required—i. e., if a teacher gets \$15 for 90 days when the full term is 114 days, the answer should be \$57. If a teacher receives \$80 and board for 5 months, then the answer should be \$135.60; i. e., (96 + 39.60.) If a teacher of Grade B is engaged at the rate of \$400 per annum, including Provincial grant, the answer should be \$140—i. e., (400—60)—Table I.

In answer to 3 give the number of months attendance at the Normal School. Questions 6 and 7, as may be seen, refer only to the Assistant.

Time in Session.—Great care should be taken to answer these questions correctly. Teachers should remark that they are now required to attest to the number of days. Under 11 give all the week days other than Saturday, during which the school was in operation. Under 12 give every Saturday during which the school was in operation, if in operation 6 days in the week, Saturday making up days lost in other weeks. Under 12 give every Saturday that was only the fifth day of the week, giving the dates in the proper place. If it is more convenient in your section that the holiday should be given regularly on Monday or some other day in the week, I think it would be alto-

gether justifiable and in accordance with the regulations, to call such days Saturdays, and to treat them as such in your Return. Under 14 give the total No. of legal teaching days, your school was open according to your knowledge and understanding of the regulations. For instance, your school may have been open upon some prescribed holiday such as the Queen's birthday, you did not know it, but find out subsequently that it was a holiday. You have school on two Saturdays, being the sixth day, on two which were not the sixth day, but one of these was in the week after the other. You have had school upon every other week day except the three prescribed. Your answer should then be as follows:—

11	12	13	14
112	2	2	114

112+2+2=116, but the Queen's birthday and one illegal Saturday must be struck off. Under 15 give the time the school was in session, including forenoon and afternoon recesses. I have known these deducted which is wrong. Table 2—Pupils enrolled.—Some have not discovered that the answer to 19 should be the sum of 16, 17, 18, or of 20 and 21. A pupil is over 5 or 15 years of age immediately after reaching those periods. Thus one of the age of 5 years, 1 month, is over 5—between 5 and 15, and should be classed and counted under 17. I have been so unfortunate as to find "the grand total No. of days attended by all the pupils," very often wrong, if any reliance can be placed in the No. of days attendance placed opposite the name of each pupil. I fear to say how many were wrong last term: very sorry to say at the best carelessly wrong. I do not believe intentionally so. A teacher knows that he is about to attest to a certain statement, to swear that to the best of his knowledge it is true. He does so, but upon a very slight investigation it is found untrue. But the means of knowing were plainly, palpably within his reach. Can we not, must we not infer that one of two things is true—either the teacher does not truly estimate the nature of an oath, or that some Justice of the Peace has so far forgotten his solemn oath and obligation as to certify that which is not true. If the plan I now suggest is carefully followed, there need be no mistake. First, examine carefully the addition of the half days at the bottom of the Register, correcting errors, if any. Add these and divide the sum by two, and carry the quotient to the end of the line. Then carefully add the number of days attended by each pupil, carrying the sum into the proper column at the extreme right, add this column, when, if all the work has been correctly performed, its sum will be equal to the quotient already obtained, and the Register will have somewhat the following appearance:—

Names	Monday	Tuesday	Wednesday	Thursday	Friday	Totals
John.....	1 1	1 S	1 1	1 1	1 1	4½
Thomas.....	1 1	S S	E E	1 1	1 E	2½
George.....	W -W	1 1	1 1	1 1	1 1	4
	4	3	4	6	5½	11

If these are not found equal, re-examine your work until the errors are found. Some teachers have completed their work on the return, before the school was closed, estimating the attendance for a day or two, thinking they had not time enough. I can speak of but one County in which no one has less than 24 hours after the close of the term, most have two and three days, some four days. The work of making out the Return can all be done beforehand, except answering questions, 11, 11, 22, 23, 21, 75, 76,

77, 79, and surely this can be done in 24 hours. Attention to the instructions given in the Register and a knowledge of Decimal Fractions will ensure correct answers to 23 and 24. It certainly does not look well to find in one of these places 5.625, when the answer should be 56.25. Some trustees seem very averse to answer 25, 26, 27. Perhaps if a proper relationship were established between 25 and 27, this aversion might disappear. A little pains would secure a sufficiently correct answer to 25.

Table 3—No particular notice of the particulars of this table is required, except perhaps a suggestion of the necessity of greater care. Because pupils sing, is no sufficient reason for returning them as being instructed in Vocal Music.

Half yearly Examination.—Fill in these blanks correctly and carefully, do not treat fancies as facts, and remember that the same law that secures to a Teacher a fixed sum from the Provincial Treasury, requires a half yearly examination, and a true report of it.

Abstract of Register, &c.—Before attempting to fill this page, proceed carefully, as already suggested, to test the accuracy of the marking and adding of the days attended by each pupil—enter in the proper column in the Register the days lost by reason of sickness, weather, &c., &c., and see that the Total of these equals all the days lost by the several pupils while attending school, then enter "Total days lost" in the proper column in the Register, transferring to the Return. Then find the averages of Department and Progress, entering these also in the Register and Return. In filling up the Return, be sure to place the figures in 74-79 opposite the names of the pupils to whom they refer. If you cannot be sure of this without ruling, rule the page, and if this does not please a fastidious taste, you can rub out the pencil lines after the work is completed. Carefully avoid the lazy and inexcusable error of culling the days lost by any pupil; the difference between the days attended, and the whole number of days the school was in session. Thus—the school was in session 114 days. Tom Brown commenced school June 1, ceased Sept. 21, —was in school 57 days. He really lost 24 days or thereabouts, but one of these lazy ones enters it, 57 days lost. I say "lazy ones," because a close investigation will ferret out the facts—that the teacher has not carefully inquired into the causes of absence, has not properly entered them, that page 6 of the Register is untruthful, unreliable on account of this laziness—this shameful self-indulgence. Be careful to add these columns correctly, make them correspond exactly with the Totals in the Register. In fact, if every teacher would properly and correctly fill the blanks in pages 6 and 7 of the Register, the work of making out the Return would be easy, and my suggestions needless.

RETURN B.

The directions as to the heading of the other Return, should be observed here—

School House.—No particular directions are needed here, except in reference to the answering of question 9. This refers to a house not yet built, not to votes of money for houses which have been built—to money voted at the last Annual Meeting.

School Room.—Where the ceiling is arched, give the average height which may be estimated with sufficient accuracy.

School Attendance.—Some trustees think it quite superfluous to ask or answer question 18, as it has already been asked and answered in Return A. But it should be remembered that Return A is not furnished by every section at the end of the year, some having no school. The answer stands in a different relationship in the two returns. The information is required, and it is more convenient to have it all in one place, than to search a number of papers for it. Having once ascertained it the Secretary can easily transfer it from one paper to the other. Questions 19, 20, 21 can only be answered by a careful examination of the Register. Perhaps the answer to 19 can be most readily found by adding the attendance for both terms, and subtracting from this sum the number who attended in both. In a section having more than one department subtract also those who attended in more than one department.

Apparatus.—Under 37, give, as directed, the full value of all books and apparatus, subtracting depreciation by wear and tear.

School Books.—Do not include under 40 the cost, only the charges or expenses.

Income.—In answering 46, include everything not contained in 42-45,—money paid by Commissioners in aid of a poor section, your share of the superior school grant,—money received from pupils for books,—the value of fuel not furnished by the Secretary from school funds,—the estimated value of board when the tender boards from house to house,—focs from non-resident pupils, rents, gifts. The answer to 47 should be the sum of 42-46—although all the assessment may not have been received by the trustees.

Expenditure.—Include in 49 and 50 the estimated value of the board where it makes part of the salary. In your answer to 60, include every item of expenditure not given elsewhere, such as Rent, &c. You may also with propriety add any rate or balance of a rate which cannot be collected. In order to secure accuracy in the transaction of business, each section should furnish two blank books for the trustees. In one should be entered a correct record of the proceedings of sectional meetings signed by the Chairman and Secretary or by the Secretary, and of the meetings and transactions of the Trustees. The other book should contain all the accounts and business transactions to which a price can be attached. This would secure accuracy and save trouble.

If these directions prove of service to the teachers or trustees, I shall consider myself well rewarded for the labour expended. I know that many do not need any information, and I also know many who do, and, alas, some who do not desire any. I shall be happy to answer any inquiries as to points not embraced in this paper.

FIVE DAYS A WEEK, OR THE IMPORTANCE OF REGULAR ATTENDANCE AT SCHOOL.

By Miss H. M. NORRIS.

[Awarded the prize of \$10. as the best Educational Tract.]

FRIEND, will you turn aside for a few moments from the varied current of your daily life, to consider the life of a little child? You once were one, do you remember? It seems a long while, perhaps, since you first wonderingly looked out at this vast busy world, with its hosts of people that were years and years above you, who were managing everything, and nobody to tell them how.

There are dozens and dozens of such little wonderers to-day, who do not belong to the great world at all, only to mother; but we had better have a care for them, for the great world will belong to them some day.

We will presume that the necessity for schools is a settled question, and that you have one, the best you can get; and that means not only a good teacher, but a suitable house, well-furnished; and trustees who have a good many children at school, or else have heavy taxes to pay, and so are not in danger of forgetfulness of duty. Now the question is "Are all the little ones there to-day?"

Probably no other reason for absence is so frequently urged as the need of aid at home. The boys must help their father, the girls must help their mother. This they certainly ought to do; yet, probably, in the majority of cases, a little forethought would prevent the necessity of adopting a course unjust to the child, and of no ultimate benefit to the parent. Careful expenditure of the time before and after school will generally leave school hours free. Indeed the parent should consider these as sacred to the children, and be more reluctant to deprive them of accustomed food or sleep. It is during school hours chiefly that the foundation of future intelligence is laid, and in depriving the little ones of those we are enfeebling them for life. With all the press of our business we find time for Sunday, and few forego their necessary rest at night. It is admitted that the moral and physical natures must have time specially devoted to them, but the Sabbath for the intellect, when all other work is laid aside that its stores may be garnered, and preparations made for the long battle of life, this may habitually be broken, and none cry "shame!" From infancy we have been taught to keep holy the Sabbath day, and to say nightly "Now I lay me down to sleep," but not so have we been trained to a set time to "get understanding," a time when our mental faculties may receive that nourishment, and exclusive attention necessary to their perfect development.

Many say the children need to be trained to work, even more than they need schooling. Assuredly so, but they need to be trained before the work is pressed upon them. Is the farmer wise who harnesses a young colt to the plough that he may learn to work? Does not all experience say "Let his bone and muscle grow, give him time to develop his power, then he will be strong to labor for years to come?"

Again, children are not placed so long under parental control that the parents may have the benefit of their labor, but rather that they may be provided for while they are preparing to bear "the burden and heat of the day." "The children ought not to lay up for the parents, but the parent for the children." How many to-day look back upon a mispent childhood! They found themselves struggling in the battle of life before their weapons were forged. As they passed on they gathered scraps of knowledge here and there, and spare moments were given to what should have been the business of the hour. What avails the work their childish hands performed? far more had been accomplished if they had been earlier equipped. The world is not wise in weakening its children.

Nor is it true that to keep the child home one day can do no harm. It is one step aside—that is all,—and to be classed with only one glass to the drunkard, and only one apple to Eve. For the child has been turned aside from the path of his duty, and has lost ground; it is not merely the lessons he has missed, his attention has been diverted, and a thirst awakened for work other than his own; the zest has been taken from his pursuit of knowledge, to supply energy for the employment that has superseded it. The farmer cannot thrive who has no time to plough; the merchant cannot prosper who is too busy to attend his counter; nor can the boy succeed who is constantly called from his school.

It is a sad mistake to lead a child to suppose that he should go to school only when he has nothing else to do, that a day on the

farm, or at the fisheries is more profitable than one with his teacher. A child's business is to learn, and to forestall the working time is to draw upon the principal which after a few years, would have yielded life-long interest. As it is children are far too eager to become men and women, and gaining this position too early are dwarfed for life. A child should never touch the chord "When I am a man," without hearing the refrain "While I am a boy." Indelibly fixed in his mind should be the idea that the work of to-day will determine the glory of to-morrow; that there is no place in life for idle waiting; that the gifts of time for preparation, though liberal, is not lavish, and shapes all the time to come. Let the order of longing for maturity spend itself in working-out that fitting prelude, a noble childhood. Let the child understand or feel that school time is of very great importance. Since to the teacher is given the charge of the children's education with special reference to intellectual culture, let there be no half-measures about it. Let the time set apart for mental development be sternly kept. If parents are properly impressed with the vital importance of constant attendance, the children will readily catch the same spirit; but they can have no adequate idea of the worth of this time if it is used as a reserve fund, to be drawn upon when other interests demand more than their share. They will soon learn to place little value on what others so lightly esteem.

If you wish one to be diligent in business as a man, see that he perseveres at his books while a boy—constancy here, trains to steadfastness there; the punctual child will be prompt in years to come; and the influence of determinate persistence in carrying out school-work will certainly exhibit itself in the prosecution of the plans that pertain to maturer years and riper thought. Who has not felt the force of habit, or the strength of the tie that warps as to the routine of daily life? Let this be brought to bear upon the school boy, and we have thrown a strong safeguard around him, but if we readily break his engagement to suit our pleasure, we may be sure he will readily do it to please himself.

It must not be forgotten, however, that much absence from school is attributable to mere thoughtlessness, or a wilful disregard of the claims of life upon our early days; yet manhood knows no hours so precious as those of a little child. Then the bud is nurtured that shall form the future flower; then the twig is taught the inclination of the future tree. How culpable we deem those who fritter away their time, benefitting neither themselves nor others; yet we love to see the children enjoy themselves while they may! Forgetting that children's time is most valuable! Foolishly supposing that those who waste time are happier than they who improve it! Children are little men and women, and work makes us all better and happier. True, toil was given as a punishment, but Infinite Love knew the lurking sweetness for the diligent and obedient. Who that has done an honest day's work does not know that it yields infinitely more satisfaction than a day of idleness and ennui? The pleasure arising from work well done, is the sweetest earth can give. They are utterly mistaken who suppose that, even to children, holidays are the happiest days when they are not fairly earned.

The child better enjoys school hours when he is constantly there. One cannot "serve two masters," but he will "love the one and hate other," and a child seldom loves a school he only half attends. Each absence checks his progress and damps his ardor. His unity with the school is broken, and reluctantly knits again. He misses an hour there much the same as we miss a leaf from a volume. Many others may remain, but what a gap that leaf may make! Certainly we run great risk of losing the thread of the story. Would it not spoil the most interesting book for you if every few pages part of a leaf were gone? Just as completely do school hours lose their charm when they are continually broken in upon.

Then will you see to it that the little ones are with their teachers to-day? If old habits of carelessness in yourself and in them are not easily overcome, remember that the sooner we "cease to do well," the easier we shall "learn to do well." It is not right to rob the children of their dowry of times, neither should we permit them to impoverish themselves. Let us strive, then, to aid them all we can, remembering that He who "took young children in his arms, put his hands upon them, and blessed them;" said elsewhere, "Inasmuch as ye have done it unto one of the least of these my brethren, ye have done it unto me."

CAPE GANSO, N. S.

EDUCATIONAL ASSOCIATION.

(REPORTED FOR THE JOURNAL OF EDUCATION BY HERBERT BAYNE, A. B.)

THE Annual Convention of the Educational Association of Nova Scotia met, according to appointment, in the Convocation Hall of Dalhousie College, on Monday evening, Dec. 27th. At half-past eight o'clock, A. McNutt Patterson, Esq., President of the Association took the chair. Owing to the inclemency of

the weather not above sixty teachers were present. Prayer having been offered, at the request of the President, by the Rev. R. Sommerville, it was proposed to postpone until a subsequent session, the Inaugural address of the President, that a larger number of the members of the Association might enjoy the privilege of listening to it. Other members of the Association having spoken in favor of adhering to the programme drawn up by the committee, the motion for postponement was withdrawn.

THE INAUGURAL.

The President then entertained the audience by a very neat and instructive address, delivered in an affective and felicitous manner. He announced as a topic for remark the broad subject of education. To mark his cordial appreciation of the Teacher's calling he cited the sentiment of Hitchcock of the United States—"When we consecrate our property, our influence, our lives to the cause of Education we consecrate them to one of the noblest of all human enterprises."

This high eulogium was justified by the speaker in very happy terms. "To till the soil," said he, "is noble work indeed; to build a Great Eastern, to construct a Victoria Bridge, to direct a ship across the pathless ocean, to unite continents by an electric wire, to compute the finances of an empire,—are works that speak the majesty of mind: but to train the human heart, to develop the youthful intellect, to fit man for all these employments, to prepare him for a useful and a happy life, as far transcends these labors as mind surpasses matter. These grand achievements are but the conquest of mind over matter, whereas the successful teacher's conquests are those of mind over mind itself. Pardon me for extolling my own profession, but I wish to bring home to you the importance, dignity, the responsibility and the sacredness of your profession. There is not one of us that can honor it too much, that can grace it fully; there is not one of us too good for it. A teacher should have the highest type of intellect, trained to every phase of knowledge, and graced with every Christian virtue.

Could I find an individual, possessed of the wisdom of Solomon, of the governmental ability of Moses, of the zeal and perseverance of Paul, and the piety of John, I would say this individual could not employ himself more usefully, in any sphere of earthly labor, than in teaching the youth of our country."

Education was viewed, not as partial, but in its most extensive sense; and the importance of unity in arms and effort on the part of teachers was well brought out.

While different individuals in various parts of our province may have vastly different ideas as to the proper and true object of education, and consequently what the process of education should be, we, as teachers, should be united in our opinion of the object of the cause in which we are unitedly working, and also essentially at one in our ideas of the best process of obtaining this object.

To illustrate my view on this point: One person considers the object of education to be to raise one man's knowledge above another, so that the former may take advantage of the latter, and thus increase the worldly goods of the former.

Another considers the object to be the fitting of man to acquire worldly property. Another, that it is to give him respect, reputation and influence. Another, that it is to advance improvement and increase the luxuries of life. Another, that it is simply to elevate man above the brute, and correct his vain fears, superstitions and prejudices. Another, that it is to introduce him to the boundless fields of knowledge and intellectual enjoyment; and not a few consider education, when pursued beyond the very ordinary acquirements, simply a fitting individuals to get a living without labor.

These objects are often attained by education, but the best of these are unworthy of our toil. The true object of education is to fit man for performing those duties, which God has assigned him.

An education that looks to temporalities alone is woefully defective. An education that is conducted upon principles that have no reference to man as an immortal being, no reference to his future and greater existence, deserves not the name of education; while a Godless system of education is a prostitution of the noble work altogether."

Education is to be considered a necessity for all, not a business for a limited class; and hence the demand for its universal and compulsory provision on the part of Civil Governments. The mode of imparting knowledge at present pursued was challenged as partaking too much of the abstract and too little of the rational and practical.

"It should be remembered that the Volume of Nature lying open all around us, contains the great lessons of science and of religion.

How many of us make our pupils familiar with the nightly scenes so brilliantly illuminating the heavens? How many of our pupils are familiar with the appearance of Orion, Taurus, Leo, Canis Major and Minor, Ursa Major and Minor, and other constellations that now course our evening sky?

How many are acquainted with the common operations in the growth of plants? How many are taught to notice the succeeding changes of our landscapes, as months follow each other in their yearly round? How many are acquainted with the structure of their own bodies?"

An eloquent but just tribute to the memory of the late Rev. Dr. Forrester was here introduced by Mr. Patterson.

"Since we last gathered here, our venerable leader has been taken from us, translated from the earthly vineyard to the Heavenly Paradise.

No more will his venerable form grace our platform, nor his deep round voice be heard in our assembly, but the memory of Dr. Forrester will ever be cherished by us, and that memory is sweet and inspiring.

Though absent from us in the body, yet I trust his example will ever be living with us. His was a whole-soul offering to the cause of education. Every minor consideration bent to the broad principles of philanthropy and patriotism, while a warm christian heart endeared him to all who knew him.

He entered upon the educational work many years ago, when we were without system; the whole was a chaotic mass, with here and there a protruding diamond, showing there was hidden treasure in the lumps. The doctor labored to surmount the many barriers to improvement, such as political ignorance, general prejudice, and much indifference, with a zeal almost indescribable; and throughout the length and breadth of our Province ever held up an improved system of education as the great requirement of the times, ever pointing to the youths of Nova Scotia as its wealth—a property of far more value than its forests, its mines, or its fisheries. And to what extent the labors and influence of this one man went towards bringing about the great change in our school system, no human tongue can tell.—He lived to see the fond ideal, for which he so unceasingly labored, a living, moving reality, viz: Common Schools supported by general taxation and free to all. To use his own words,—“This is a priceless boon to any country.”

Fellow teachers: while we mourn the departure of this great and good man, let us emulate his zeal, and glorying in our profession, consider our lives well spent, our talents well employed if like him death finds us clad in our educational harness.”

The encouraging aspect of Education throughout the Province was shown in the increased number of scholars and registered attendance in school houses built in every section, and of commodious and ornamental type, and in the long and almost numberless petitions showered upon the table of the House of Assembly, in defence of our common school system. The School Law however defensible and meritorious in its leading provisions, Mr. Patterson considered as defective in its details, and invited the Association to regard the perfectory process, as largely placed in their hands.

“I am fully aware that our decisions have no legal force, that our enactments can be nothing more than advisory, (for we are a voluntary organization)—but let no one despise our proceedings on this account. We are a re-organized body and wield a power which is not delegated to us by law, but by reason, by profession, and by experience. And this kind of power wisely handled is more effective and successful in accomplishing a desired change, than power given by law, and foolishly used. I fear there are some teachers who do not appreciate the influence of this Association, who do not understand what is to be accomplished by it, and who do not perceive the relation it sustains to the present system of education. I affirm if ever the profession is to rise and take its position among the learned professions, we, the teachers, must be the leaders, and not the led, because we are in a proper position for observation. We behold daily the friction of the machinery. From our position in the work we should know more than any other class of individuals respecting the cause, in which we are engaged.

In the spirit of these remarks the Association was invited to consider the question of the Inspectorships of the Province. The special right of teachers to fill these offices and their peculiar qualifications for them were advocated:

“First, then, the teachers claim by law. The law particularly specifies that the Inspector is to be recommended by the Superintendent of Education. But why by the Superintendent of Education? I know it has been properly said, that this arrangement was made to prevent the office becoming political property; but it was also made, because the Superintendent is in a position to make the proper selection, for if the selection were to be made from the clergy, the recommendation should come from a synod or an association, but the recommendation is to come from the Superintendent of Education, because he is supposed to be acquainted with the teachers of the Province, and from them to make his selection.

Secondly, what are the duties, and consequently what are the needed qualification, for an inspection?

An Inspector is required to visit every school and report upon its condition, both as to the efficiency of the teacher, and the progress of the school. He is to see that the law is complied with, and the public funds properly distributed.

Now, I ask what training can be better adapted to qualify for such a position than a teacher's? Who can visit a school and more critically observe its excellences or its defects, than a man

who has spent years in school work? Who can better understand, during his visits, how to give a cheering word, a cordial greeting, a sympathising word of counsel, than a man who has passed through the ordeal himself, and knows its trials, its labors and its responsibilities, by experience.”

The late dismissal of F. W. George, A.M., from the Inspectorship of Cumberland County was referred to, and the sympathy and influence of the Association invoked in his behalf.

Mr. Patterson ended his address in the following terms:

“We have much to stimulate us in our work. Already our system of Common School Education is attracting the admiration of the world. England herself is about to take a lesson from us. Her teeming millions yet thirst for the streams of knowledge, which now course every Nova Scotian valley and lave its shores. Let us not relax our united efforts until we see the system in perfect working, and let a true spirit of patriotism nerve us for the work.

I like the sentiment so tersely expressed by Kossuth,—“It is not I that have inspired the Hungarian people, it is the Hungarian people who have inspired me.” I ask no one to inspire the cause of education, but I ask, let the cause of education inspire you.”

The address was received with the warmest applause. On motion of Messrs. Parsons and McLaughlin the thanks of the Association were tendered to the President for his very eloquent, appropriate, and instructive Inaugural.

REPORTS.

Several gentlemen were then called upon to give some account of the state of Educational matters in their respective spheres.

S. McNaughton, B.A., Principal of Guysborough Academy reported from the Eastern Section of the Province, and represented educational matters in that quarter as being in a very favorable state. He advocated strongly the new system of examination and spoke very favorably of the means taken to secure a better class of men in the teaching profession.

H. Bayne, B.A., of Pictou Academy, reported from Pictou. He gave an account particularly of the working of the New School Law, and of the graded system in the town of Pictou. He spoke in complimentary terms of the Trustees and people of the town Section, and of his fellow labourers in the work.

E. D. Millar reported from the Western Section of the Province. He expressed a very favorable opinion of education advancement in Chester, Bridgewater, and Lunenburg. He was engaged at Bridgewater and represented the progress there being made as very encouraging.

The meeting adjourned at ten o'clock.

SECOND SESSION—TUESDAY MORNING.

The Convention met this morning at 10 o'clock, the President in the chair. Rev. Dr. Robertson engaged in prayer. The Minutes of the last Meeting and also of the last Annual Convention, were read by the Secy., F. W. George, A.M., and approved by the members present.

COMMUNICATION.

J. Parsons, A.B., Secy. of Education Committee read a Communication from the Superintendent relative to the erection of a Monument to the late Rev. Dr. Forrester. The letter was favorably received and a committee, consisting of the President, Messrs. Bayne, McNaughton, Hollies, Condon and Sterns, were appointed to consider the subject of the communication and ordered to report before the close of the Convention.

REPORT OF EXECUTIVE COMMITTEE.

The report of the Executive Committee was then read by Mr. Parsons, and after some discussion adopted. The question of members' fees having been referred to, it appeared that there had been some misunderstanding in one part of the province in respect to the collection of these fees. Mr. Parsons then made explanation of the arrangement for the prepayment to the Inspectors, or others, to whom Railway certificates had been forwarded. Members who had received passes without prepayment were requested to hand in their annual fee of membership to the Secretary of this Association.

S. McNaughton suggested the propriety of a certificate on return from the Secy. in preference to the plan adopted by the Committee this year. Mr. Parsons explained that the Committee had been guided by the instruction of Railway authorities in the plan they had followed. It was agreed to continue the arrangement.

PRIZE ESSAY.

Mr. Parsons reported from the Committee on the Prize Essay. Only three had been written upon the subjects announced in the *Journal of Education*. To one of these upon “Five days a week, or the importance of regular attendance at School,” the prize was awarded. The essay was a production highly creditable to the author and was well received by the Convention. The name having been called for, the Secy. broke the seal of the accompanying envelope and announced Miss H. Maria Norris of Cape Canso as the name of the successful essayist.

CONSTITUTION AND BYE-LAWS.

D. McDonald, Esq., Vice President, had been appointed at the last Convention to draft a Constitution and Bye-laws for the Association. His draft was submitted, and after brief discussion handed over to a Committee to be examined and perfected. The Committee consisted of the following gentlemen—Messrs. Hollies, Ross, Phinney, McLean, McNaughton, Patterson, Hutton, Senn, and McArthur.

MOTION.

E. D. Miller moved a resolution for the appointment of a Committee to arrange for the discussion of the subject to occupy the attention of the Convention on Wednesday morning, "The tenure of office in Educational appointments." J. Scott Hutton seconded the resolution. The following gentlemen were appointed a Committee—the President, Messrs. Condon, Hutton and McKenzie.

REPORTS.

There being still a few moments left before the regular time for adjournment, reports from different sections of the Province were called for by the President.

Rev. Dr. Robertson, Chairman of the Board of Commissioners for Annapolis East gave a cheering account of Educational prospects in that County. He contrasted the present attainments of Teachers generally, with their attainments a few years ago, and spoke favorably of a uniform and somewhat strict system of Examinations for teachers. Mr. Fullerton also from Annapolis bore cheerful testimony to the great increase of attendance at School within the few last years. Opposition to the School Law in that part of the Province he represented as fast dying out. Mr. McNeil spoke of the evil consequences of a withdrawal of the superior School Grant. Much advantage had arisen from this Grant. Mr. Parsons made explanation justifying the act, only upon the ground of necessity. A retrenchment in some part of the Provincial Grant he showed was indispensable. To discontinue the Book Grant was to take away a boon from every school, while to withdraw the superior School Grant affected a very small number of Schools. Besides the superior School Grant had about done its work. It was doubtless not intended to be a permanent Grant, but merely as an incentive for a few years. The impulse which it had given would not soon be lost.

Meeting adjourned to 3 o'clock.

THIRD SESSION—TUESDAY AFTERNOON.

Convention assembled at 3 o'clock. Prayer was offered by the Rev. T. A. Higgins. There was a larger attendance than during the preceding sessions, over one hundred being present. Minutes of previous sessions were read and approved.

"MUSIC IN SCHOOLS."

The subject of discussion arranged for this afternoon was then introduced by Mr. H. Condon, Principal of the Public School, Milton, Yarmouth County.

He gave quite an animated description of the steps taken in Yarmouth by the advice and assistance of Professor Gates to secure regular instruction in this important branch. The efforts of the teachers under the instruction of this gentleman had been crowned with abundant success. Professor Gates he described as eminently qualified in every way to give the requisite instruction to teachers for conducting this branch of art on scientific principles. He had studied for a lengthened period in the schools of Maine in the United States, and in England, (was a fellow-student of Professor Doane of the Philharmonic Society, Halifax, N.S.) and on return took quite a lively interest in the School and Church music of Nova Scotia. He had brought with him a valuable series of charts, which were used under sanction of the educational authorities in England, France and Germany, and also in the United States. What object, asked Mr. Condon, had the Council of Public Instruction in having printed in the School Returns the question, "How many study music in this School?" They obviously designed that music should have its proper attention as well as other branches of higher importance. If then we are expected to teach music in the school let us do so properly, let us teach it on scientific principles. Especially is instruction in the principles of the art practicable in Graded Schools. And teachers in such departments should lose no opportunity to qualify themselves for this duty. The arrangement which had been made at Yarmouth, Mr. Condon thought might be effected elsewhere. At the request of the Teachers Institute at Yarmouth the Council of Public Instruction had been pleased to grant the teachers a week to receive such instruction from Professor Gates as would qualify them for the immediate introduction into their respective departments of the science and art of music. The system was so much simplified by the use of charts that in the course of a few weeks the children of the Yarmouth Schools had made very considerable proficiency in the knowledge of the principles of music. We may look for a vast improvement in reading among the results of the successful study of music.

Mr. Condon referred to the success attendant upon similar efforts in the schools of Britain, and on the Continent and concluded by moving the following resolution:

Whereas,—Musical instruction forms a part of the curriculum of study in the Public Schools of Great Britain, France and Germany, and also those States of the Union which have offered the best examples for imitation; therefore

Resolved,—That it is the opinion of this Convention that the study of music on scientific principles may be introduced at this time with great advantage into the schools of this Province.

Mr. Hollies seconded the resolution, and recommended that the teachers should, upon the evening of the 30th, hear the performance at Temperance Hall of Handel's Oratorio, the "Messiah," by the Philharmonic Society, under the training of Prof. Doane.

Mr. Parsons remarked, that what training we have in the schools of the Province at the present time, is generally nothing more than the acquisition of a few pieces of music by ear. He maintained that the study of music scientifically by children, who have already acquired some pieces by ear, was no more impracticable than teaching the same pupils to read a language, the words of which they already have employed in their everyday conversation. He gave it as the experience of several female teachers in Halifax County, that the science of music could be taught to children at an early age.

Mr. Spinney thought that the purchase of the charts which Professor Gates proposed to introduce, was one difficulty in the way of poorer sections, and sufficient to preclude any effort on their part to make this one of the branches of daily school-work. Let the Government, "as the fountain head," take hold of this matter, and include the charts among the books and apparatus, at reduced rates, or devote a part of the book-grant to the purpose of securing charts for schools at a moderate rate.

Mr. Greenough thought it important that opinion should be expressed on this subject. Speaking from experience, he corroborated the statements of the introducer of the resolution in respect to children understanding the principles of music. Difficulties would be met with in poorer sections. Some parents knew nothing of music; others considered it of no practical benefit, and in a miscellaneous school the great difficulty was want of time. Still he thought the difficulties might be overcome, and the teacher would be amply rewarded in the results of his labors. If worth while singing at all, why not sing scientifically.

A call for the question was then made, and the resolution being put, passed unanimously.

SUPERINTENDENT'S ADDRESS.

T. H. Rand, Esq., M. A., Superintendent of Education, was then introduced, and delivered an address, replete with facts of the highest practical interest. He was pleased to observe the every-day increasing interest throughout the country in educational matters. There is scarce a household throughout the Province in which the subject is not now agitated to some extent. An increasing widening, deepening sentiment is being lodged in the hearts of the people in favor of the School System. The whole question in regard to its quantity, so to speak, is calculated to cheer the heart of every patriot. Throughout all the ups and downs, successes and defeats, in the workings of the system there had been one steady, broad path of progress. This was evidenced by the increased number of enrolled pupils during the last five years. In 1861 there were unrolled at school 33,000 pupils in the winter, 37,000 in the summer, and some 48,000 during some portion of the year.

In 1869 there were 72,000 in the winter, 75,000 in the summer, and about 95,000 during the year. Thus in Nova Scotia there has been the large average of 1 in 4 of the population receiving education at school during the year 1869. This proportion is most encouraging. England has 1 in 7.7 registered in attendance at School. The best educated countries give an average of 1 in 6.5 of the population. The question of Free Education is thus a settled fact. These figures warrant the statement.

The quantity of education supplied then in this province is large, but we cannot, and would not, avoid the question, What of the quality of the mental pabulum daily furnished? When the people show faith in the matter, are we having the care we should, in respect of the nature of the education imparted? What of the qualification of the living agent and his adaptation to his profession? Experience seems to be the great desideratum on the part of the members of the teaching profession. Of the 1500 teachers in the province last summer, 850 had taught a period less than three years, 238 between three and five years and 207 between five and ten years, whilst the numbers above this diminish rapidly. Thus there is not yet with us in the teaching profession a large amount of experience. Under these circumstances it had been represented to the Legislature that there should be a discrimination made amongst teachers in respect of experience, by a distinction observed in the distribution of the Provincial Grant. If the law of the land were to make such a distinction the people would likely observe it too and give the preference to experienced teachers. A college course or attendance at Normal School, might be reckoned as so many years experience.

The question of remuneration was another important matter. It is conceived necessary by some earnest Educationists of this Province to throw a shield around the male teachers, lest their lady associates drive them all out of the profession. For women, teaching is the most remunerative employment in which they can be engaged. This is an important point to be considered, and experience in Massachusetts, and other States, has demonstrated the truthfulness of the apprehension. We must retain a certain proportion of the masculine element. The place for the female teacher and the position to be exclusively occupied by her is the elementary departments. For this position she is peculiarly adapted, and the male teacher is altogether unsuited. In him there is the want of the maternal sympathies so requisite for the successful conduct of the lower grades. Female teachers may occupy its higher positions to which their qualifications entitle them, but the primary is their sphere preeminently.

These are matters which must occupy the attention of those entrusted with the promotion of education, and it was desirable that the Convention should express its mind upon the questions that were pending.

In one matter there was room for immense improvement. The average attendance of pupils during the year 1868, was only 50.33 per cent. No system yet adopted had met the exigencies of the case, and it seemed as if some other system of registration and records were requisite. It is desirable that upon this subject likewise experienced teachers should express their views.

The Superintendent closed his address by a warm and feeling tribute to the memory of the late Dr. Forrester. Intimately associated with him for years in the public service, he felt it, in those days, to be a good thing to be able to say of one who labored so earnestly, so heartily, and so lovingly in the cause of Education, that he never knew a man more true to his convictions. Believing that a science of education is practicable, and that method is the very soul of school work, he wrought laboriously for the practical embodiment of his views in the schools of the Province. His labors are a legacy to us all. His fidelity to his convictions of duty is a lesson for us all—his fidelity in his daily work, not less so. Under an impelling sense of Duty he wrought his way; and we know,

He that ever following her commands,
On with toll of heart and knees and hands,
Thro' the long gorge to the far light—has won
His path upward and prevailed,
Shall find the toppling crags of Duty scaled
Are close upon the shining table-lands,
To which our God Himself is moon and sun.
Such was he; his work is done

DISCUSSION ON ADDRESS.

J. Scott Hutton, Vice President (in the chair), expressed the pleasure he had in listening to the address, and heartily endorsed the well paid tribute to the memory of Dr. Forrester, who had laid the Province under so deep a debt of gratitude.

On motion, the thanks of the Association were presented to the Superintendent for his address.

S. McNaughton suggested that a high average in obtaining a license should be ranked as a certain amount of experience, and rewarded accordingly.

Mr. Condon briefly addressed the convention upon the subject of school rewards.

Mr. Bayne made explanation of the system of merit cards which had been introduced into the higher departments of the schools in Pictou. He exhibited the cards used, which are neatly printed in colored inks, and for their intrinsic merit are quite worthy of competition. They had been found most valuable incentives to diligence in study, to good deportment in school, and more important than all, to punctuality and regularity of attendance. They could be obtained at a very small outlay—an assorted box of 500 costing but \$1.

Mr. George set forth the necessity of keeping experienced teachers engaged in the work.

Rev. T. A. Higgins expressed himself feelingly upon the loss sustained in the death of the venerable Dr. Forrester, who had taken so lively an interest in the organization of the Teachers' Association. He wished to see the Association take steps to express in acts their appreciation of the late Doctor's services in the cause of Education.

Some objection was made to the oath which had been required of teachers in making their returns during the past year. Many were conscientiously opposed to taking an unconditional oath.

Mr. Rand highly appreciated such conscientiousness on the part of teachers. He said it had been found necessary to require an oath, but this he looked upon in the light of an oath as commonly taken, and understood it to imply that to the best of knowledge and ability the returns which the teachers made were correct.

After some further discussion the meeting adjourned.

FOURTH SESSION—TUESDAY EVENING.

The Association assembled at 7.30, the Rev. T. A. Higgins in the chair. The Rev. Dr. Robertson opened the proceedings with prayer. The Rev. Alex. McArthur proceeded to read a lecture on "The Democracy of Education." The lecture was worthy of careful study on the part of teachers.

On motion a vote of thanks was tendered to Mr. McArthur for his able lecture. A request was preferred that Rev. Mr. McArthur would permit his lecture to be published in the *Journal of Education*.

[Rev. Mr. McArthur's lecture will appear in full in the next issue of the *Journal*.—Ed. J. E.]

Remarks upon the topics of the address were made by the Secretary, Messrs. Hollics, Hutton, senr., McNaughton and Parsons.

The subject of school rewards was again upon motion brought forward. Various opinions were advanced, some advocating the prize system, others the merit system, as explained in the afternoon session, and others deeming no reward at all requisite or advisable, but a sense of duty discharged to be the true motive to study. At the close of this discussion the Association adjourned.

SIXTH SESSION—WEDNESDAY AFTERNOON.

Vice President J. Scott Hutton, Esq., took the chair; Rev. T. A. Higgins, at his request, engaged in prayer.

ESSAY ON "THE TEACHING OF GEOGRAPHY."

Mr. McNaughton read an interesting and instructive essay upon the Teaching of Geography. "His ideas were that all due obstructions and formal technicalities should be abandoned and the pupils taught largely from nature. They should be invited to gaze upon the hills, the brooks, the lakes, islands and points, and enlarge them in their imaginations to the grandeur of mountains, rivers, oceans and islands of which they are to be informed. The ideas, not the words, should be taught, the pupils' curiosity and his enthusiasm excited, so that every part he hears becomes indelibly impressed upon his memory."

The paper was well received and its author highly complimented. Messrs. George, Culkin and Hutton, junr., expressed admiration of its contents. They liked the light in which the teaching of geography had been presented. Such a method carried into practical detail was calculated to expand the mind, and elevate the views of pupils. Map-drawing from memory, recommended by the essayist, was highly spoken of as a practical point. No one teaches geography effectually who cannot construct a geography of his own.

ORDER AND MANAGEMENT IN THE HIGH SCHOOL DEPARTMENT

was the subject of a second essay read by Herbert A. Bayne, Esq. The subject was handled in a practical manner. The best methods of securing order, that suggested themselves in the experience of the author, were first set forth. Then the management of the different departments of the school work was considered, both class-work and seat-work. Plans for securing the most accurately performed class-work were recommended, means of inciting to diligence in seat-work, and methods for obtaining the most careful and faithful home preparation. The system of "recitation" was explained and its manifest superiority to the old system of question and answer rendered sufficiently apparent. Manuscripts for Arithmetic, Algebra and Practical Mathematics were considered essential to the High School. The system of rewards by means of neatly printed merit cards was approved of, and had been tested with eminent success.

The thanks of the Association were tendered to the author. The Editors of the Dalhousie College Gazette, through the Secretary, Mr. Parsons, requested the essay for publication in their paper. He has since, however, been solicited to place the manuscript in the hands of the Superintendent, and portions of it will appear in the first issue of the *Journal*.

ORDER AND MANAGEMENT IN THE PREPARATION DEPARTMENT.

(Of a Graded School.)

The essay on this subject was written by a lady teacher. It was read by Mr. Parsons. The paper was interesting and well written, and commended itself to the teachers present. Much satisfaction was expressed that the lady teachers were now taking so prominent a part in the work of the Convention. It had been previously intimated that another paper by a lady teacher would be read in the evening, upon the Elementary Department of the Graded School. Association adjourned.

SEVENTH SESSION—WEDNESDAY EVENING.

F. A. Higgins, Vice President, this evening occupied the chair. F. W. George, A.M., opened the meeting in the usual manner. After the reading and adoption of the minutes, Rev. Dr. Robertson was introduced as the lecturer for the evening, and the subject of his lecture announced to be

THE INFLUENCE OF CLASSICAL STUDIES ON THE INTELLECTUAL AND MORAL CONDITION OF THE LEARNER.

The Rev. gentleman stated it to be his purpose to refute the too common objection taken against the pursuit of classical studies, as too largely engrossing the time which might be more profitably devoted to other branches of greater practical utility.

Classical study, he said, had always formed an important branch of education, because it opened up a vast fund of knowledge. The experience of others thus becomes ours; ancient modes of thought,

social life, intellectual character, are all faithfully depicted and made valuable to us. From out of these dark ages there shines a ray of light that may prove beneficial in every age. In order to obtain a just idea, and a correct view, he would consider (1), The subject matter of classical study; (2), The intellectual and moral faculties called into exercise by it; (3), Its powerful effect upon the formation of individual character.

1. The subject matter was characterized as very voluminous. The field in which we study classical outlines was limited to 1000 years, or as including the period extending from the time of the Argonautic expedition to the reign of Trajan. Books written in that period might be arranged in groups, commencing with the Augustan Era and reckoning backwards.

Historians—Julius Caesar, Sallust Livy, Tacitus, Quintus Curtius, &c. Biographers—Cornelius Nepos, &c. Poets—Ovid, Virgil, Horace, Juvenal, Petrus, Lucretius, Catullus, &c. Dramatists—Terence and Plautus. Orator, and Statesman, Cicero. This enumeration includes the great classical writers, subsequent to 200 B. C. Previous to this date the Greek authors are those to whom we are indebted for classical writings. Historians—Herodotus, Xenophon, Thucydides. Poets—Hesiod, Homer, Anacreon, Pindar, Theocritus, &c. Dramatists.—Æschylus, Sophocles, Euripides, Aristophanes, &c. Orators—Demosthenes, Isocrates.

These writers flourished in the most civilized age of Greece. The light of philosophy shone all around, and is reflected from these works. The Greek language has survived until the present time. This establishes its conformity to the wants and feelings of men. Classical Greek is still cultivated in Greece. Romanic, the modern Greek, does not differ much from the ancient language. Two thousand years have intervened, and still the ancient classics are read with facility and much appreciated by modern Greeks.

2. The intellectual and moral faculties called into exercise. Memory.—*Excolendo memoria augetur.* By constant exercise of the memory, such as classics afford, the faculty is expanded almost illimitably. What constant practice has effected was well illustrated in the case of Methridatus of Pontus, who could repeat, it has been said, the names of his whole army, consisting of 22,000 men. Julius Caesar also could dictate three letters to his amanuenses at the same time, while writing a fourth himself.

Association of Ideas. This faculty is admirably cultivated in the study of classics.

Imagination.—Latin and Greek poetry and heathen mythology are well fitted to exercise and stimulate the imaginative powers of the faithful student.

Reason.—Parsing, grammatical construction, application of syntactical rules are involved the exercise and improvement of this characteristic faculty of the human mind.

Taste.—This is a power highly cultivated by the correct and critical rendering of passages from the Latin or Greek into the English idiom. It is called into play by every line read or scanned and every word parsed.

Perception.—A readiness and clearness of apprehension will be greatly promoted by faithful and patient effort to discover step by step the process of thought in the author's mind.

Experience thus demonstrates that the entire range of intellectual faculties is greatly benefited by a thorough course of classical study. Individuals that have devoted most attention to classics are those who have made the highest intellectual mark. Take for examples the Earl of Derby, D'Israeli, Gladstone, &c. So it is with nations, the most enlightened and refined.

3. The powerful effect upon the formation of individual character. Classical study benefits the soldier, statesman, philosopher, historian and mathematician.

The soldier may read of victorious conflicts, gather courage from others' success, discover errors from others' experience. The statesman may obtain much profit from examining the history of ancient republics, their rise and fall and various fortunes.

The philosopher obtains more benefit than any other class of men. The philosophy of modern times, as elucidated by Hutchison, is actually found in the ancient philosophy of Greece. Pyrrho taught the same philosophy that lay at the foundation of the great revolution in France, and threatened to flood England with infidelity.

The historian cannot fail to reap much advantage from the elaborate histories of ancient times. Grote found material for twelve of his volumes on Grecian history; Mitford likewise drew largely from the same source.

The mathematician of the present day has as the foundation of all his investigations, and as a text book for his instruction, the work of an ancient philosopher, borne about 300 B. C.

Heathen mythology was represented as a subject full of interest to every one, and by no means so worthless as many have supposed, or as a cursory glance would indicate.

Classical studies ought to form an important part in any system of liberal education. In England, seats of classical learning are richly endowed. In this country the people have yet to learn the benefit of classical education before their hearty sympathy and generous support can be secured in favor of Academic institutions.

The lecture was eloquent and evinced an extensive and thorough acquaintance with classical lore.

Mr. George Hutton had much pleasure in moving a vote of thanks to the lecturer for his able and instructive lecture.

F. W. George, Esq., seconded the motion and expressed his regret that the sentiments of the lecturer were not more generally

entertained. Halifax city, he was sorry to observe, was far behind in regard to an advanced system of education.

Messrs. Condon, Parsons, T. H. Rand, Esq., and Rev. T. A. Higgins supported the motion, and it passed with applause.

ESSAY ON ELEMENTARY DEPARTMENT OF GRADED SCHOOL.

An essay on the Elementary Department of a Graded School, written by a lady teacher, was then read by Mr. Parsons, and received a hearty vote of thanks from the Convention. The essay was well written and instructive, and abounded in practical suggestions for the training of the little ones. Some discussion upon the hours of school attendance ensued, and the Association adjourned at 10.30 o'clock.

EIGHTH SESSION—THURSDAY MORNING.

A large number of teachers, according to arrangement, visited this morning the Provincial Museum and were kindly received and entertained by Dr. Honeyman. After an hour thus pleasantly spent they repaired to the College. Convention opened for business at 10 o'clock, J. Scott Hutton, Esq., in the chair. Prayer was offered by Rev. S. McCully. The minutes of the previous evening's session were read and approved.

ELECTION OF OFFICERS.

The Convention then proceeded to the election of officers for the ensuing year. After nomination and vote of the Convention, the following parties were declared duly elected:—

Principal of Normal School, J. B. CALKIN, Esq., President; HINKLE CONDON, Esq., Rev. T. A. HIGGINS, A.M., Vice Presidents; F. W. GEORGE, A.M., Secretary and Treasurer.

J. Hollies, J. F. L. Parsons, John J. McKenzie, D. M. Stevens, and J. Scott Hutton, Esqrs.,—Executive Committee.

MONUMENT TO DR. FORRESTER.

Mr. McNaughton, from the committee on the proposed monument to Dr. Forrester, reported as follows:

"Whereas, in the all-wise Providence of Almighty God, our dearly-beloved brother and venerated father, Dr. Forrester, has been removed from his high and honorable sphere of labor on earth:

"And whereas, from his abundant and highly successful labors in the cause of Education and Free Schools, his honored name richly deserves to be perpetuated, not only in the memories and tenderest affections of Teachers and Educationists generally, but also by some enduring public memorial, which will afford tangible evidence of the high appreciation and profound regard of his pupils and friends:

"And whereas, the Superintendent of Education has already, by circular, called the attention of Teachers throughout the Province to the desirability of the speedy accomplishment of this praiseworthy and noble undertaking:

"Therefore Resolved, That this Association heartily approves of the method recommended by the Superintendent, in behalf of Teachers and other friends; and further recommends the appointment of a Standing Committee of five, with power to add to their numbers, to devise ways and means for raising the amount necessary for the erection of a memorial which they, in conjunction with the Superintendent of Education and Principal of the Normal School, shall deem worthy the late deceased and much lamented Principal of the Normal and Model Schools."

Brief addresses were made by several members of the Convention in relation to the matter. Mr. Calkin proposed the erection of a statue of the deceased upon the Model School grounds as the most fitting memorial they could make. It would no doubt require a considerable outlay of means, but a sufficient amount for the purpose might, he thought, be raised.

Mr. Hollies objected to the measure on the ground of its being altogether beyond the means of the Teachers of the Province. He thought that no suitable statue or monument could be erected by them, and suggested as an appropriate memorial a large and handsome portrait of the Doctor, to be placed in the Normal School. He thought this within their means, and better calculated than a monument to preserve the memory of the deceased.

The Convention deemed it prudent to make no decision meanwhile as to the specified kind of memorial. Endeavors, it was understood, were to be made by all, the members to raise, amongst Teachers and others disposed to contribute, as large a sum for the purposes possible, and the committee empowered to decide on the nature of the memorial, according to the funds at their disposal.

The report was sustained, and the following appointed as a committee, with power to add to their numbers: J. Hollies, of Dartmouth, Messrs. J. L. Hutton and J. F. L. Parsons, of Halifax. Mr. Alfred D. Smith, of Yarmouth, S. McNaughton of Guysboro', and J. H. Rindress of Sydney Mines; Mr. Parsons to be convener and J. H. Hollies treasurer and secretary.

<p>GRADE E.</p> <p>Fennelly, Mary 114 \$22 50 Hart, Isabella 114 22 50 LeBlanc, English 110 21 80 McCabe, Mary 100 19 75 Morrison, Christy 114 22 50 McRae, Mary 111 21 90 McDonald, Ann 114 22 50 McCabe, Eliza 114 22 50 McKinnon, Agnes 114 22 50 McDonald, Isabel 100 19 75 Raggett, Mary A. 114 22 50 Smith, Elizabeth 112 22 10 Urquhart, Ellen 114 22 50 Terrio, Virginia 114 22 50</p> <p>ASSISTANTS—GRADE B.</p> <p>Malcolm, McNeil 111 60 00</p> <p>GRADE C.</p> <p>St. Maurice, Lady 97 25 50 St. John, Lady 97 25 50 St. Alxdrine, Lady 97 25 50 St. Euphro. Lady 97 25 50 St. Mary Lady 97 25 50 Toomey, James 110 43 60</p>			<p>McDonald, Annie 114 30 00 McDonald, Margt. 83 21 80 Reynolds, Leander 108 28 40 Swaine, Emeline 114 30 00 Snow, Deborah S. 114 30 00 Wilson, Letitia 114 30 00</p> <p>GRADE E.</p> <p>Arnold, Selina 114 22 50 *Crowell, Emma 100 26 30 Crosbie, Margaret 114 22 50 *Doane, Julia 99 26 00 Doane, R. A. 100 19 75 *Forbes, Phibe A. 112 20 50 Gardiner, Reb'ca S. 74 14 60 Homer, Mary 100 19 75 King, Bethia 102 20 15 Madden, Maria A. 112 22 10 McKay, Mary J. 100 19 85 McGill, Mary 114 22 50 Richardson, My. A. 85 16 75 Ringer, Mary E. 78 15 40 Swaine, M'ria A.L. 109 21 50 Smith, Adelaide 84 16 55 Snow, Georgina 111 22 50</p> <p>COUNTY OF VICTORIA.</p> <p>GRADE A.</p> <p>McLean, T. S. 115 \$</p> <p>GRADE B.</p> <p>Boyde, J. C. 114 60 00 McDonald, Murd. 109 57 35 McDonald, Peter 114 60 00 McLennan, John 115 60 00 McNeil, E. P. 115 60 00</p> <p>GRADE C.</p> <p>Anderson, Ann. M. 65 \$25 40 McDonald, Angus 114 45 00 *McDonald, John 114 60 00 McIvor, Henry 70 27 65 McKenzie, John 108 42 60 McKenzie, Neil 115 45 00 *McLeod, Norman 114 60 00 *McLean, Sarah 100 52 65 Mornam, John 115 45 00 *McMillan, Allan 102 53 65 McMillan, Duncan 115 45 00 McNeil, John H. 115 45 00 Newton, James 104 41 05 Reid, Delia 112 44 20 Sparling, Emma J. 115 45 00 Sparling, Helen 114 45 00</p> <p>GRADE D.</p> <p>*McAulay, Murd. 114 10 00 Buchanan, Ewen \$3 21 80 McCharles, Rod. 114 30 00 *Campbell, Donald 99 34 75</p> <p>McDonald, James 112 29 45 McDonald, David 115 30 00 *McDermid, Eun. 115 40 00 McDonald, My. J. 115 30 06 Hart, Elizabeth 110 28 95 *Melvor, Angus 95 33 35 *McKay, Allan 115 40 00 *McKay, Daniel 112 39 25 McKay, Norman 115 30 00 Kerr, Duncan 115 30 00 McKinnon, Norman 78 20 50 McKinnon, Joseph 115 30 00 McKenzie, Ann 115 30 00 McKenzie, Chris. 103 27 10 McLeod, Malcom 110 28 95 McLeod, John 79 20 75 *McLeod, Murd. 108 37 85 McLeod, John 115 30 00 *McLeod, Angus 100 35 05 McLean, Dolina 98 25 80 *McLennan, Rod. 110 38 60 McMillan, Angus 89 23 40 Nicholson, Neil 115 30 00 McNeil, Murd. 106 27 85 *McPharlane, Jno. 102 35 75 McRitchie, John 115 30 00 McRitchie, Murd. 110 28 95 McRitchie, Donald 115 30 00 McRitchie, Norm, 115 30 30</p> <p>GRADE E.</p> <p>McLeod, Mr. 100 19 75 *Smith, Sarah 113 29 75</p> <p>COUNTY OF YARMOUTH.</p> <p>GRADE B.</p> <p>Blackadar, J. 111 58 45 Condon, H. 111 58 45 Crosby, J. 114 60 00 Gayton, A. 76 40 00 Hilton, T. 109 57 35 Killam, J. 110 57 90 Lent, A. 114 60 00 Nowlan, J. 95 50 00 Rogers, B. 113 59 75 Smith, A. 114 60 00 Sparling, G. 108 56 80 Saunders, N. 97 51 25 Saunders, J. 79 41 55 Woodworth, R., 64 33 65</p> <p>GRADE C.</p> <p>Brown, E. 112 41 29 Bingay, A. 114 45 00 *Crosby, M. 107 56 30 Cann, H. 114 45 00 Dakin, F. 112 44 20 *Durkee, W. 114 60 00</p> <p>ELLIS, H. 107 42 45 Goudey, M. 111 43 80 Harrison, J. 111 43 00 *Hilton, E. C. 99 52 10 Hilton, M. 112 44 20 Hilton, E. 113 44 80 Jackson, E. 112 44 20 Moore, E. 112 44 20 Murphy, E. 80 31 60 Porter, V. 114 45 00 Page, E. 51 21 35 Robbins, A. 114 45 00 Rogers, M. 114 45 00 Vanorden, A. 93 83 70 Woodworth, M. 112 44 40 J. Westcott, 105 41 45</p> <p>GRADE D.</p> <p>Atwood, A. 103 27 25 Crosby, M. 113 29 90 Doucet, S. 79 20 75 Dentrement, G. 100 26 30 *Forbes, P. 99 34 75 *Grant, E. 95 33 35 Gallies, S. 92 82 25 Goudey, A. 114 30 00 Gavcl, J. 114 30 00 Hilton, A. 89 23 40 Murphy, C. 83 21 80 McIver, S. 114 30 00 *Porter, M. 28 9 85 Potier, T. 112 29 60 Raymond, B. 79 20 75 *King, M. 69 24 20 Scott, M. 114 30 00 *Tedford, M. 95 33 35</p> <p>GRADE E.</p> <p>*Bain, S. 60 15 80 Blauvelt, J. 50 6 85 *Gridley, M. 70 18 55 Hersey, M. 95 18 75 Hunter, B. 59 11 75 Larkin, M. 99 19 55 Surette, E. 101 19 95</p> <p>ASSISTANTS—GRADE D.</p> <p>Jackson, M. 113 19 95 Nowlan, M. 90 15 80 Simonds, A. 97 17 10</p> <p>GRADE E.</p> <p>Doucet, F. 52 6 85 Gayton, E. 83 10 90 Potier, F. 62 8 15</p>		
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COUNTY FUND.				COUNTY OF ANnapolis.				COUNTY OF CAPE BRETON.			
SECTION.	No. of pupils registered.	Grand Tot'l days attendance made by all the pupils.	Amount from County Fund.								
				Farmington,	54	3427	35 33	Willet,	47	2820	29 17
				Middleton,	42	1884	19 42	Gesner,	46	3478	35 86
				Laurencetown,	72	4689	48 35	Chesley,	53	3579	36 90
				Paradise,	55	3239	33 59	Rosette,	50	3136	32 33
				Bridgetown,	145	8423	86 85	Moschelle,	47	2166	22 35
				Meadowvale,	39	3265	33 66	Annapolis,	153	9102	93 85
				Torbrogk,	48	3748	35 64	Ryerson,	40	1948	20 08
				Cataract,	87	2157	22 24	Clementsport,	54	3309	34 05
				Nictaux,	47	2472	25 17	Clements West	59	3355	34 59
				Williamston.	39	2572	26 52	Waldeck East,	47	3030	31 04
				Carleton,	49	3578	36 89	Waldeck West,	47	1958	20 16
				Messenger,	38	2389	24 63	Bridgeport,	79	3206	33 05
				Bentville,	15	861	8 87	Hessian West,	54	2656	27 38
				Albany North,	30	2145	22 11	Clementsvale,	56	3202	33 01
				Albany South,	24	1866	19 24	Lequille,	53	3370	34 74
				Sanders,	41	2760	28 45	Phinney Mountain,	46	2742	37 89
				Springfield,	26	1403	44 46	Young Mountain,	58	3394	46 60
				*Douglas,	28	1648	22 65	BORDER SECTION.			
				*Morse Road,	24	753	10 35	Sherbrook West	28	592	8 15
				*Bloomington,	35	2150	29 55				
				*Durling's Lake,	24	1309	17 99				
				*Roxbury,	23	1100	15 12				
				*Dalhousie West,	26	1762	24 22				
				*Dalhousie Centre	33	1798	24 71				
				*Lake Pleasant,	29	1433	19 70	Sydney,	218	15460	145 32
				*Falkland,	27	1342	18 44	South Bar,	62	3849	36 18
				Mariner,	70	5483	56 53	Low Point,	49	1805	16 97
				Karsdale,	61	4697	48 43	Lingan,	84	5891	56 31
				Winchester,	46	4220	43 51	Bridgeport,	54	5308	52 09
				Hall,	37	2867	29 56	Little Glace Bay,	259	13155	123 94
				New Caledonia,	75	5571	60 53	Big Glace Bay,	62	5193	48 86
				Rectory,	53	3722	38 37	Gowrie Mines,	177	11600	114 57
								Holmville,	25	2101	19 75
								Round Island,	22	1150	10 81

undergo Examination in the grade of which they have notified the Inspector. Seats will not be reserved for any who do not forward notification as above. Applications may be made for examination at one of the following stations:

STATION.	ADDRESS.
Sydney	E. Outram, Sydney.
Baddeck	A. Munro, Boulardarie.
Margaree Forks } Port Hood. . . }	John Y. Gunn, Broad Cove.
Arichat	Remi Benoit, D'Escouse.
Guysboro' } Sherbrooke }	S. R. Russell, Guysboro'
Antigonish	A. McIsaac, Antigonish.
Pictou	D. McDonald, New Glasgow.
Amherst	Rev. W. S. Darragh, Shinimicas,
Truro	H. C. Upham, Great Village.
Halifax } Tangier }	J. F. Parsons, 30 Albro St., Hx.
Windsor	Rev. D. M. Welton, Windsor.
Kentville,	Rev. Robt. Sommersville, Wolfville.
Bridgetown	Rev. Geo. Armstrong, Bridgetown
Digby	A. W. Savary, Digby.
Yarmouth	G. J. Farish, Yarmouth.
Shelburne	Rev. W. H. Richan, Barrington.
Liverpool	Rev. D. O. Parker, Liverpool.
Lunenburg	W. M. B. Lawson, Lunenburg.

Candidates are to furnish their own writing material. Candidates already holding license of any grade from the Council of Public Instruction, are required to give the number of the same at the Examination. All Candidates for License will be required, on presenting themselves for examination, to furnish a written certificate of good moral character, signed by a minister of Religion, or by two of Her Majesty's Justices of the Peace. These certificates are filed in the Educational Department, together with the other papers relating to the candidate's Examination.

The use of books or manuscripts will be strictly prohibited.

Persons not intending to engage as Teachers in the Public Schools will be required, on presenting themselves for Examination, to make payment to the Deputy Examiner as follows:—Grade E, \$0.37; D, \$0.50; C, \$0.75; B, \$1.00; A, \$1.00. Also, teachers wishing to be re-examined in any grade for which they already hold a license, will be required to make payment to the Deputy Examiner as above.

Candidates for license of the grade A who have already made an average of 75 or upwards on Grade B, are to work papers on those subjects only which are peculiar to grade A. Such Candidates are required to present themselves for examination (with their licenses or memoranda) on THURSDAY noon. Other candidates for grade A will present themselves at the opening of the Examination on Tuesday.

An exercise in spelling will be held on Thursday afternoon at 3 o'clock, for Candidates who at any previous examination made an average of 60 or upwards in the Examination for 1st Class, and were debarred from receiving license of the 1st Class by reason of bad spelling. The list will contain a number of ordinary English words to be written at Dictation, and any such candidate not making more than 6 errors will be granted a license of the 1st Class without further examination.

* Every person examined will be informed by mail of the result of his or her examination, as soon as decided.

IV. Holidays and Vacations.

Notice is hereby given to Trustees of Schools and others, that CHAPTER XI, of the COMMENTS AND REGULATIONS OF THE COUNCIL OF PUBLIC INSTRUCTION. "Of Time in Session, Holidays, and Vacations" has been revised as follows:

HOLIDAYS.

The following Regulations have been added to SECTION 3, of the Chapter above-named.

a. When for any cause the Trustees of a school shall deem it desirable that any prescribed Teaching Day should be given as a Holiday, the school or schools may be kept in session on the Saturday of the week in which such Holiday has been given, and such Saturday shall be held to be in all respects a legal Teaching day.

b. When, owing to illness, or for any other just cause, a teacher loses any number of prescribed teaching days, such teacher shall have the privilege of making up for such lost days, to the extent of six during any Term, by Teaching on Saturdays; but

c. No School shall be kept in session more than five days per week for any two consecutive weeks;

d. Nor shall any Teacher teach more than FIVE DAYS PER WEEK on the average (vacations not being counted) during the period of his engagement in any term.

The Anniversary of the QUEEN'S BIRTHDAY shall be a Holiday in all the Public Schools, as heretofore, also any day proclaimed as a public holiday throughout the Province.

VACATIONS.

The following Regulations have been made in lieu of SECTION 3, of the Chapter above-named:—

1. The CHRISTMAS VACATION shall remain as heretofore, the "eight days" being held to mean week-days other than Saturdays.

2. Instead of two vacations during the summer term (a week at seed time and a fortnight at harvest) as heretofore, THREE WEEKS (15 week-days other than Saturdays) shall hereafter be given as vacation during the summer term, at such time or times as the Trustees shall decide: Nevertheless

3. In order that the due Inspection of Schools as required by law, may not be interfered with, each Inspector shall have power, notwithstanding anything in the foregoing Regulations, to give notice of the day or days on which he proposes to visit any school or schools in his county for the purpose of inspection, and to require that on the day or days so named such school or schools shall be kept in session.
July 1867.

V. Teachers' Agreements.

The attention of Teachers and Trustees is again called to the necessity of complying with the provisions of the Law in relation to the disposal of the county Fund. It appears from the School Returns of the past Term that some teachers have in their agreements with Trustees in respect to salary, assumed all risk as to the amount to be received from the County Fund. Such proceeding is contrary to the provisions of the law and directly subversive of a most important principle of the School system, since the pecuniary penalty imposed upon the inhabitants of the section by the absence and irregular attendance of pupils is thereby inflicted upon the teacher, while the pecuniary rewards consequent upon a large and regular attendance of pupils at school is diverted from the people to the teacher. These results clearly tend to prevent the growth and development of a sentiment of responsibility and interest among all the inhabitants of each section, and thus measurably defeat the object of the whole system—the education of every child in the Province.

The Superintendent of Education, therefore, calls the attention of Teachers and Trustees to the following

NOTICE.

1. The COUNTY FUND is paid to the TRUSTEES of the section. The amount depends upon the number of pupils, the regularity of their attendance, and the number of prescribed teaching days on which school is open in any section during the term.
2. Teachers must engage with Trustees at a definite sum or rate. The Provincial grant is paid to teachers in addition to such specified sum.
3. The following form of agreement is in accordance with the law:

(FORM OF AGREEMENT.)

Memorandum of Agreement made and entered into the _____ day of _____ A.D. 186____ between [name of teacher] a duly licensed teacher of the _____ class of the one part, and [names of Trustees] Trustees of School Section No. _____ in the district of _____ of the second part.

The said [name of teacher] on his (or her) part, in consideration of the below mentioned agreements by the parties of the second part, hereby covenants and agrees with the said [name of Trustees] Trustees as aforesaid and their successors in office, diligently and faithfully to teach a public school in the said section under the authority of the said Trustees and their successors in office, during the School Year (or Term) ending on the thirty-first day of October next, (or the thirtieth day of April, as the case may be.)

And the said Trustees and their successors in office on their part covenant and agree with the said [name of teacher] Teacher as aforesaid, to pay the said [name of teacher] out of the School Funds under their control, at the rate of _____ dollars for the School Year (or Term.)

And it is hereby further mutually agreed that both parties to this agreement shall be in all respects subject to the provisions of the School Law and the Regulations made under its authority by the Council of Public Instruction.

In Witness whereof the parties to these presents have hereto subscribed their names on the day and year first above written.

Witness, [Name of Witness] [Name of Teacher] [Names of Trustees]

4. Each Inspector is instructed to report every case of illegal stipulation on the part of teachers, in reference to the County Fund.

VI. To Trustees of Public Schools.

1. "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 latter 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."—Comments and Regulations of Council of Public Instruction, p. 51, reg. 5.

2. Whereas it has been represented to the Council of Public Instruction that Trustees of Public Schools have, in certain cases, required pupils, on pain of forfeiting school privileges, to be present during devotional exercises not approved of by their parents; and whereas such proceeding is contrary to the principles of the School Law, the following additional Regulation is made for the direction of Trustees, the better to ensure the carrying out of the spirit of the Law in this behalf:—

ORDERED, That in cases where the parents or guardians of children in actual attendance on any public school (or department) signify in writing to the Trustees their conscientious objection to any portion of such devotional exercises as may be conducted therein under the sanction of the Trustees, such devotional exercises shall either be so modified as not to offend the religious feelings of those so objecting, or shall be held immediately before the time fixed for the opening or after the time fixed for the close of the daily work of the school; and no child

dren, whose parents or guardians signify conscientious objections thereto, shall be required to be present during such devotional exercises.

March, 1867.

3. "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. A short recess should be allowed about the middle of both the morning and afternoon session. In elementary departments, especially, Trustees should exercise special care that the children are not confined in the school room too long."—*Comments and Regulations of Council of Public Instruction, p. 48, reg. 2*

VII. The Provincial Normal School.

First Term begins on the first Wednesday in November, and closes on the Friday preceding the last Thursday in March.

Second Term begins on the first Wednesday in May, and closes on the Friday preceding the last Thursday in September.

*. Students cannot be admitted after the first week in each term, except by the consent of the Principal.

FACULTY OF INSTRUCTORS.

NORMAL COLLEGE

Method, and the Natural Sciences:—J. B. CALKIN, Esq.
Principal of the Normal College and Model School
English Language, Geography &c.:—J. A. MACCABE, Esq.
Mathematics:—W. R. MUXHOLLAND, Esq.
Music:—Miss M. BECKWITH.

Drawing: —————

MODEL SCHOOL.

High School Department, Mr. EDWARD BLANCHARD.
Preparatory " Mr. JAMES LITTLE.
Senior Elementary " Miss FAULKNER.
Junior do. " Miss A. LEAKE.

None but holders of valid licenses will be admitted to the Normal School as pupil-teachers. The license (or memo) must be presented to the Principal at the opening of the Term.

Extracts from the Regulations of Council of Public Instruction:—
"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, stationery, and the use of text books (except Classical) shall be furnished pupil teachers, free of Charge."

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

VIII. Bond of Secretary to Trustees.

"The Secretary of 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; and the same shall be lodged by the Trustees with the Clerk of the Peace for the county or district."—*School Law of 1866, Sect. 42*

This bond is to be given annually, or whenever a Secretary is appointed, and Trustees should not fail to forward it by mail or otherwise, to the Clerk of the Peace, immediately after they have appointed their Secretary. The following is a proper form of bond:—

PROVINCE OF NOVA SCOTIA.

KNOW ALL MEN BY THESE PRESENTS, THAT WE, (name of Secretary) as principal, and (names of sureties) as sureties, are held and firmly bound unto our Sovereign Lady VICTORIA, by the Grace of God, of the United Kingdom of Great Britain and Ireland, Queen, &c., in the sum of _____ of lawful money of Nova Scotia, to be paid to our said Lady the Queen, her heirs and successors, for the true payment whereof, we bind ourselves, and each of us by himself, for the whole and every part thereof, and [the heirs, executors and administrators of us and each of us, firmly by these presents, sealed with our Seals and dated this _____ day of _____ in the year of Our Lord one thousand eight hundred and _____ and in the _____ year of Her Majesty's reign.

WHEREAS the said _____ has been duly appointed to be

Secretary to the Board of Trustees of _____ School Section, No. _____ in the District of _____

NOW THE CONDITION OF THIS OBLIGATION IS SUCH, That if the said (name of Secretary) do and shall from time to time, and at all times hereafter, during his continuance in the said Office, well and faithfully perform all such acts and duties as do or may hereafter appertain to the said Office, by virtue of any law of this Province, in relation to the said Office of Secretary to Trustees, and shall in all respects conform to and observe all such rules, orders, and regulations as now are or may be from time to time established for or in respect of the said office, and shall well and faithfully keep all such accounts, books and papers, as are or may be required to be kept by him in his said office, and shall in all respects well and faithfully perform and execute the duties of the said office; and if on ceasing to hold the said Office, he shall forthwith, on demand, hand over to the Trustees of the said School Section, or to his successor in office, all books, papers, moneys, accounts, and other property in his possession by virtue of his said office of Secretary—then the said obligation to be void—otherwise to be and continue in full force and virtue.

Signed, sealed, and delivered } [Name of Secretary] (Seals)
in the presence of } [Names of Sureties] (Seals)

[Name of Witness.]

WE, THE SUBSCRIBERS, two of her Majesty's Justices of the Peace for the County of _____ do certify our approbation of _____ (name of Sureties,) within named, as Sureties for the within named— (name of Secretary,) and that they are to the best of our knowledge and belief persons of estate and property within the said County of _____ and of good character and credit, and sufficiently able to pay if required, the penalty of the within bond. Given under our hands this _____ day of _____

A. D. 1866

[Names of Magistrates].

IX. Prescribed School Books, Maps and Apparatus.

In pursuance of an Order of the Council of Public Instruction, made October 15th, 1869,

NOTICE IS HEREBY GIVEN

That Prescribed School Books and Apparatus will be supplied to the Trustees of Public Schools, for the ensuing school year, at three-quarters of the prime cost of the same. Diagrams, Maps, and Globes will be supplied at half cost as formerly.

Orders from Trustees of Sections placed, in May last, by the Boards of School Commissioners upon the list of sections entitled to receive special aid, will be filled at half cost. All such orders must be distinctly marked over the top, "POOR SECTION." In making up their orders, Trustees of Poor Sections will deduct one-third from the prices given below; except in the case of Diagrams, Maps, and Globes, which are already marked at half cost.

Trustees will carefully note the following Regulations:—

Reg. 1.—Applications must be made in the following form, and addressed to MESSRS. A. & W. MACKINLAY, HALIFAX, who have been duly authorized to attend to all orders.

(FORM OF APPLICATION.)

(Date)

Messrs. A. & W. Mackinlay,
Halifax,

SRS,—We enclose (or forward by _____) the sum of \$_____ for, which you will please send us the following articles provided by the Superintendent of Education for use in the public schools. The parcel is to be addressed _____ (here give the address in full) and forward by _____ (here state the name of the person, express, company, or vessel; and, if by vessel, direct the parcel to be insured, if so desired.)

LIST OF ARTICLES.

(Here specify distinctly the Books, Maps, &c., required, and the quantity of each sort.)

We certify that each and all of the articles named in the above list are required for use in the Public School (or Schools) under our control, and for no other purpose whatsoever; and we engage strictly to carry out the Regulations of the Council of Public Instruction for the management and preservation of school books and apparatus.

(Signed) _____ } Trustees of _____ School Section,
_____ } No. _____, in the County of _____

Reg. 2.—Any application not accompanied with the money will not be attended to.

Reg. 3.—All costs and risk of transportation of parcels must be borne by Trustees, (i. e., by the Sections on behalf of which they act, and not by the Education Department)

If Trustees so direct in their application, goods (except Globes,) transported by water will be insured for the amount paid for the same by them, at the following rates:—

Parcels shipped during the First Term of the School year, 2½ per ct.
 " " " " Second Term " " 1½ per ct.

Trustees must forward with their application the amount required to effect the insurance, otherwise parcels will not be insured. No charge will be made for policies.

Reg. 4.—Applications will, as far as the articles in stock permit, receive attention in the order of their receipt

REGULATIONS.

The following are the Regulations of the Council of Public Instruction with reference to all Books, Maps, and Apparatus furnished to Trustees through the Education Department.

Reg. 1.—They shall be the property of the School Section, and not of private individuals, (except as specified in Reg. 5.)

Reg. 2.—Any pupil, shall be entitled, free of charge, to the use of such school books as the teacher may deem necessary.

Reg. 3.—Any pupil shall have the privilege of taking home with him any books, &c, which, in the opinion of the teacher, may be required for study or use out of school

Reg. 4.—Pupils, or their parents or guardians, shall be responsible for any damage done to books beyond reasonable wear and tear.

Reg. 5.—Any pupil desiring it, may be allowed to purchase from the trustees the books required by him, provided the same be done without prejudice to the claims of other pupils; the price to be, in all cases, the same as advertised in the official notice published from time to time in the *Journal of Education*. No pupil who has been allowed to purchase a book shall have any claim on the trustees for the free use of another of the same kind.

Reg. 6.—Any section neglecting to provide a sufficient supply of books, maps, and apparatus, may be deprived of the public grants.

Reg. 7.—Trustees shall make such further regulations, agreeably to law, as may be necessary to ensure the careful use and preservation of books, maps, and apparatus belonging to the section.

Any section infringing in any way upon the above regulations will forfeit the privilege of purchasing books, &c., through the Education Department.

LIST OF TEXT-BOOKS, MAPS, AND APPARATUS.

The following list of books will be extended, and other articles of apparatus included as the fund at the disposal of the Superintendent permits.

PUPILS' WEEKLY RECORDS.

Weekly Record (for one Term) 1½ cent each.

THE NOVA SCOTIA SERIES OF READING BOOKS.

Book No. 1 \$0.35 doz.	Book No. 6 \$3.16 doz.
" 2 0.77 "	" 7 4.28 "
" 3 1.12 "	The art of Teaching
" 4 1.86 "	Reading 0.09 ea. Or,
" 5 2.05 "	Bailey's Brief Treatise on Elocution. 00.7½ "

SINGING BOOK.

The School Song Book, 25 cents each.

SPELLING BOOK.

The Spelling Book Superseded, (Eng. Ed.) \$1.58 per doz.

GRAMMAR AND COMPOSITION.

- English Grammar.*
- English Analysis, 7½ cents each.
- Reid's Rudiments of Composition, 30 cents each.
- Bain's Rhetoric, 60 cents each.

*The Council of Public Instruction has authorized the preparation of an English Grammar for use in the Public Schools, and until this work is published the Superintendent of Education will not procure any text-book on this subject. In the meantime, Trustees are authorized by the Council to use whatever Grammar they prefer. Lennie's Grammar, if followed by Analysis, will, perhaps, give as good results as any.

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X. Evening Schools.

The Council of Public Instruction has made the following Regulations in reference to Evening Schools :

1. Trustees of Public Schools may establish in their several Sections Evening Schools, for the instruction of persons upwards of 13 years of age, who may be debarred from attendance at the Day School.
2. Such Evening School shall be in session 2½ hours; and in relation to Public Grants, two evening sessions shall count as one day. The Prescribed Register shall be kept, and a Return of the school made in the form directed by the Superintendent.
3. Books and School materials for such Evening Schools will be furnished at the same rate, and subject to the same conditions as for day schools; provided always that no pupil of an Evening School shall have power to demand the use of books free of charge, but shall, on the other hand, have the right of purchasing from the Trustees at half-cost, if he should desire to do so.
4. No portion of Provincial or County funds for Education, shall be appropriated in aid of Evening Schools, unless teachers are duly licensed.
5. The Council would greatly prefer that the Teachers of Evening Schools should be other than Teachers of Day Schools, but where this may not be practicable, it shall be legal for the Teacher of the day school to teach day school four days in the week, and evening schools three evenings in the week.

XI. Address of Inspectors.

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C. J. FULLER, Sec'y to Trustees.
 Arichat, Nov. 4th, 1869. 2in.

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