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# EDUCATION ACT,

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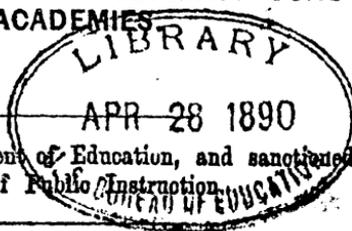
## COMMENTS THEREON,

AND

REGULATIONS FOR THE GUIDANCE OF ITS  
OFFICERS AND THE PEOPLE GENERALLY:

TOGETHER WITH

EXPLANATIONS CONCERNING SUPERIOR SCHOOLS  
AND ACADEMIES



Prepared by the Superintendent of Education, and sanctioned by  
the Council of Public Instruction

HALIFAX, N. S.

JULY, 1864.



4.6.11. Nov. 24 '0

REVISED STATUTES  
"OF PUBLIC INSTRUCTION."

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1. The Members of the Executive Council shall form a Council of Public Instruction, five of whom shall be a quorum.

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

3. The Governor in Council shall have power to appoint a Provincial Superintendent of Education, who shall also be Secretary to the Council of Public Instruction, at an annual salary of one thousand two hundred dollars, with travelling expenses and contingencies of office not to exceed four hundred dollars, whose duties shall be as follows:—

To inspect and examine annually all the County Academies throughout the Province, and, as often as he may be required by the Council of Public Instruction, all Schools receiving Provincial aid; and make such enquiries and report respecting the qualifications of Teachers and management of Schools, as he may think proper, under the directions of the Council of Public Instruction;—

To promote the establishment of Superior Schools;—to hold Institutes of Teachers, and public meetings;—to prepare printed instructions and blank forms for all purposes required under the Law, and furnish them, together with copies of this Act, gratuitously to the Boards of Commissioners and Teachers; and to make annually for the information of the Legislature, a report on the state of the Schools subject to his inspection, accompanied by full statistical tables and detailed accounts of the expenditure of the moneys appropriated by this chapter;—to distribute all necessary blanks for the purposes of this chapter, and make such suggestions on educational subjects as he may deem proper.

4. The Council of Public Instruction shall have the general superintendence of the Normal School;—shall prepare and publish regulations under which moneys shall be drawn and expended, and teachers classified, and shall make such general regulations for the guidance of School Boards as may seem best fitted to bring about uniformity in their proceedings;—shall appoint properly qualified persons to examine the students of the Normal School for the purpose of awarding them certificates after the completion of their term of attendance, who shall be entitled to receive three dollars each per diem when engaged in the performance of that duty;—shall recommend suitable text books and apparatus for all schools, as well as proper books for school libraries; and shall decide all cases of appeal from Commissioners, Trustees, or Teachers, and make such orders thereon as may be required.

5. The Council of Public Instruction shall appoint, upon the recommendation of the Superintendent of Education, an Inspector of Schools for each County of this Province, who shall be the Secretary and Clerk of the Board of Commissioners: his duties shall be to visit and examine half-yearly each school within his County,—report fully upon its condition to the Commissioners, in conformity with instructions received from the Superintendent,—furnish the trustees and teachers such information as they may require respecting the operation of this Act, and the performance of their duties,—have the charge and management of all school books belonging to the Board,—promote the advancement of education by holding public meetings, and diffusing such information as shall further that object, and also the improvement of school houses, and all appertaining thereto, and generally aid the Superintendent in carrying out a uniform system of instruction.

6. The Inspector shall give a bond in double the sum of money allotted to the County or district, to Her Majesty, with two sureties, for the faithful performance of his duties, and he shall keep the accounts, moneys, and records, of the Board of Commissioners.

7. The Inspector shall receive from the Commissioners five per cent. on the actual disbursements, and in addition thereto, seven shillings and sixpence for each half-yearly visit to each of the schools in his district.

8. The Governor in Council shall appoint seven or more Commissioners for each of the Counties and Districts named in annexed Schedule B, who shall form a Board of School Commissioners, of whom five shall be a quorum. Members of

the Legislature, the Clergy, and Magistrates within each County, shall be visitors of schools.

9. The Commissioners shall meet on the first Tuesday in May and November; and where there are more than one school district in a County, the Council of Public Instruction shall fix the time for the meeting of the Board of Commissioners.

10. The Chairman shall be elected annually at the meeting in May, and shall call a special meeting when required by two members of the Board, or when directed by the Council of Public Instruction.

11. The Chairman of the Board, the Inspector of Schools, and a Deputy Surveyor of Crown Lands, shall form a Commission to revise and re-arrange each school district in Schedule B, into sections,—subject to the approval of the Council of Public Instruction, who shall have power to confirm, amend, or direct a re-arrangement,—provided the expense for laying out such sections does not exceed the sum of forty dollars for any one district; the accounts to be approved by the Board, and paid from the Provincial treasury.

12. The above special Commissioners shall have due regard to the number of children, and to the ability of each section to support an efficient school; towns and villages, the population of which is less than four thousand, shall not be divided unless by special direction of the Council of Public Instruction, and no more than one school shall be held in one school section, unless in cases where upon the recommendation of the Inspector of Schools for the district, the Council of Public Instruction shall permit separate schools for the different sexes; the sections thus laid off shall be numbered and specifically described in a report to be submitted to the Board of School Commissioners at the meeting in November, due publicity by advertisements signed by the Inspector, posted in at least three of the most public places, having previously been given within each section of the bounds thereof.

13. It shall be competent for the Board of Commissioners, with the sanction of the Council of Public Instruction, to make such alterations in the allocation of the sections as may at any time be required, at a regular semi-annual meeting of the Board.

14. The Board of Commissioners shall appoint a committee of three examiners for each school district, one of whom shall be the Inspector of the district, whose duty it shall be to

examine all applicants for license to teach, in accordance with the qualifications of each class of teachers prescribed by the Council of Public Instruction, and grant the same to those found qualified, satisfactory evidence of good moral character having previously been given; and no teacher shall, without such license, receive any portion of the sums granted for the support of Academies, Superior, or Common Schools; said committee to receive at the rate of two dollars per diem, for every day they meet.

15. If any teacher holding a license shall become guilty of drunkenness, or other gross immorality, the Commissioners shall cancel his license, and notify him and the trustees of any section in which he may be employed, of the same; such teacher to draw no portion of the sum granted by this chapter for any time after his license shall have been thus cancelled.

16. The Clerk of the Board of Commissioners shall pay the sums allotted to the teachers personally or upon their written order, so soon as practicable after they are due.

17. There shall be granted annually, the sum of seven thousand two hundred dollars towards the support of County Academies to be constructed and located in accordance with the directions of the Council of Public Instruction, and to be applied as specified in Schedule A; the sum of seven thousand two hundred dollars for Superior Schools, to be constructed and located by the Council of Public Instruction, to be provided in the proportion of four hundred dollars for each County, each School to receive not less than one hundred dollars, and the further sum of fifty-eight thousand eight hundred and eighty dollars towards the support of Common Schools, as specified in Schedule B; and when in any County the sum granted for Academies shall not be drawn, one half the said sum shall be appropriated to aid the Superior Schools established in such County, and the remaining half to the Common School fund for said County.

18. One fifth of the whole sum appropriated for Common Schools shall be applied to aid poor and scattered sections, in addition to the amount to which they may be otherwise entitled, on such terms as the Commissioners shall decide; the remainder to be distributed among the sections where suitable school-houses are provided, in such manner that teachers of the same class shall receive at the same rate; that second class teachers shall receive not more than three fourths of the amount paid to first class teachers; third class teachers one half of the sum given to first class teachers, unless in cases

where the Inspector shall report that the teacher has not sustained the standing as a teacher indicated by his license, when it shall be competent for the Commissioners to withhold the Provincial grant in whole or in part.

19. The Commissioners shall draw half-yearly the before mentioned sums allowed under this Chapter, and in addition thereto the amount necessary to pay to the Inspector seven shillings and sixpence for each half-yearly visit actually made to each of the schools within the County; and they shall be entitled to allow not more than twenty dollars per annum of the Provincial allowance to the Clerk for stationery, and five per cent. on the disbursements.

20. The Commissioners shall allow twenty-five per cent. to all Schools supported by assessment in addition to the amount to which they would otherwise be entitled, provided the Inspector shall report that instruction has been impartially afforded to all seeking it.

21. Any person may convey or devise real estate to the Commissioners for any district, and duly vest in the Commissioners and their successors in office the legal estate therein, in trust for the purpose of erecting and keeping in repair a school-house thereon; and the Commissioners may sue and be sued in respect thereof; but shall have no control over any school-house on such lands, as against the trustees of the school section or the inhabitants, other than may be expressed by the conveyance or devise.

22. The Commissioners shall on or before the first day of December in every year, make a return to the Financial Secretary of their proceedings, and of the moneys by them received and distributed, and such other returns as may be directed by the Council of Public Instruction; and shall certify that the same is, to the best of their belief, correct in every particular, and that they have distributed the Provincial money impartially and faithfully.

23. The annual school meeting for the appointment of trustees and other school business, shall be hold in the school house of the section, or if none, in any other convenient building, on the last Tuesday in October. The first meeting succeeding the passing of this Chapter, shall be convened by the Clerk of the Commissioners, and all succeeding meetings by the trustees, or where none exist, by the Clerk, by notices posted in three of the most public places, at least three days previously, signed by the Clerk, or trustees, as the case may be.

24. At the first annual meeting under this Chapter, three trustees shall be appointed in each section, and at each annual meeting thereafter, one of the trustees first elected shall go out of office by ballot and another shall be elected in his room; provided always that he may be re-elected with his own consent. Any person appointed a trustee, and refusing to act, shall forfeit the sum of ten dollars.

25. At every annual meeting the majority of the freeholders and householders present shall elect one of their number to preside over the meeting, and shall appoint a Secretary to record its proceedings; and the chairman shall decide all questions of order, and shall take the votes of rate payers only, and shall give a casting vote in case of an equality of votes. Rate-payers in this Chapter shall mean the persons whose names are included in the county rate roll for the district, rated in respect of real or personal property, but shall not include persons rated only for poll tax.

26. The annual meeting shall receive the report of the trustees as to the state of the school, and the funds required for its support in the ensuing year; and the majority shall decide as to the manner in which such support shall be raised—whether by subscription or assessment; and in case it is decided to raise the required funds by subscription, and the sum subscribed for the support of the school fails to be realized, the balance shall be raised by assessment in manner as hereinafter mentioned, the amount previously paid being taken into consideration; and if a majority present agree to raise money for the support of one or more schools by assessment; or for the purchase of lands whereon to erect school-houses; or for the building or repairing them,—they shall then appoint three assessors who shall forthwith assess the amount upon the inhabitants of each section by an equal rate upon such section to be imposed according to the assessment roll for the year to be furnished by the Clerk of the Peace for the County or district in which such school section shall be situate, and shall be collected by a collector, to be also appointed at such meeting, under a warrant to be signed by the assessors; and in default of payment to be collected under and subject to the provisions of the Chapter of the Revised Statutes “Of County assessments,” and of any acts in amendment thereof, and such assessors shall return such assessment to the general sessions or to any special sessions held for that purpose, when appeals shall be had and determined. And when, in accordance with the instructions and regulations of the Council of Public

Instruction, the school-house or houses in any section shall be declared unfit for use by the School Commissioners, the trustees shall be authorized to raise the sum required for the building by assessment on the real and personal property of the inhabitants of the section.

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

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

And every person making such declaration shall be permitted to vote on all questions proposed at such meeting; but if any person shall refuse to make such declaration, his vote shall be rejected; provided always that every person who shall wilfully make a false declaration of his right to vote, shall be deemed guilty of a misdemeanor, and punishable by fine or imprisonment, at the discretion of the court, or by a penalty of not less than five or more than ten dollars, to be recovered by the trustees of the section for its use, as a private debt under chapter one of the Revised Statutes.

28. The trustees of any section shall be a body corporate for the prosecution and defence of all actions relating to the school or its affairs, and other necessary purposes, under the title of Trustees of Section No.     in the County or District of

29. It shall be the duty of the trustees to appoint one of themselves or some other person to be secretary of the board of trustees, whose duty it shall be to keep the accounts, moneys, and records of the board, and to collect and disburse the school moneys as directed by a majority of the trustees, who shall receive five per cent. commission on all sums collected by him for school purposes; and his duty shall be to keep the school-house in repair, and supply it with comfortable furniture, outhouses, fuel, and apparatus.

(1.) To take possession of and hold as a corporation all the school property of the section, (but not to interfere with any private rights, or the property of any religious denomination,) or which may be purchased for or given to it for the use or support of Common or Superior Schools, and if necessary to lease or rent land or buildings for school purposes, for a period of not less than five months.

(2.) To contract with and employ a licensed teacher or teachers for the section, for a period of not less than five months, and to determine the amount of his or their salaries, which must be procured from the people by voluntary subscription or assessment, and not by fees per pupil. All Common Schools shall be free to all the children residing in the section in which they are established.

(3.) To visit the school at least four times in each year, and to be present when practicable at the semi-annual examinations, and to prepare or have prepared, a true return of the state of the school, according to the form prepared for that purpose by the Superintendent, and to forward the same to the Commissioners at the close of each half year.

(4.) To take due care of the portion of library books allotted to the section, and return the same to the Clerk as directed in the rules for libraries.

(5.) If any trustee shall sign a false return tending to procure for the section an undue share of the public aid, he shall forfeit the sum of twenty dollars, to be recovered by the Clerk of Commissioners for school purposes, and if any dispute arise between the trustees and teacher respecting the teacher's salary or duty, it shall be referred for decision to the Board of Commissioners.

30. If the section be entitled to a Superior School, or to more than one school, the trustees of the section shall be trustees of all such schools, and no section shall have more than one board of trustees.

31. In case no annual meeting shall be held by trustees, it shall be competent for the Inspector to call such meetings twenty days thereafter.

32. No person shall be deemed a qualified teacher under this Chapter, or receive any portion of the school grant, unless he hold a license from the Commissioners of the County or District in which he is employed. It shall be the duty of every such teacher—

(1.) To teach dilligently and faithfully all the branches required to be taught in his school, and to maintain proper order and discipline therein, according to his engagements with the trustees and the provisions of this Chapter.

(2.) Not to attempt establishing a school in any section, without in the first place making an agreement with its trustees; and if there be no trustees, to notify the clerk of the same, that trustees may be legally appointed.

(3.) To keep an accurate register of the daily attendance of the pupils; the register to be at all times open to the inspection of Commissioners, Inspectors, Visitors, and Trustees.

(4.) To have, at the end of every half year, a public examination of his school, of which he shall give notice through the pupils to the parents and trustees, and to school visitors resident in the section.

(5.) To give notice of school meetings advertised by the clerks or trustees through his pupils.

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

(7.) To sign a certificate attached to the return, truly stating that no part of his salary has been collusively withheld, and that the engagements made by the trustees have been carried out in good faith; and any teacher signing a false certificate shall be liable to a fine of twenty dollars, to be recovered by the Clerk, and applied for school purposes.

(8.) To inculcate by precept and example a respect for religion and the principles of Christian morality.

33. The Superintendent and licensed teachers, while employed as such, shall be exempt from militia duty, and from serving in any town office, or on juries.

34. The Council may draw from the treasury a sum not exceeding sixteen hundred dollars, and apply the same in proportion to population for the establishment of school libraries in central and suitable places in each County, under such regulations as the Council of Public Instruction may deem proper; to be under the charge and control of the Commissioners, and open to the inspection of the Superintendent; provided that an equal amount be raised by the people themselves and appropriated to the same purpose,—the books to be selected by the Commissioners, with the approval of the Council of Public Instruction.

35. The Governor may advance, upon the requisition of the Council of Public Instruction, the sum of two thousand four hundred dollars, to be expended in the purchase of such improved school books, maps, apparatus, and educational reports as the Superintendent may select, with the sanction of the Council of Public Instruction, to be distributed among the Boards of Commissioners of the respective districts in the same proportion as the money appropriated for Common

Schools is divided, and to be gratuitously distributed by the Commissioners among such schools as they may deem necessary.

36. This chapter shall come into operation on the tenth day of May, 1864; but existing arrangements shall not be interfered with, and all officers shall remain in office until superseded by the operation of this Chapter, or under its authority.

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## SCHEDULE A.

### COUNTY ACADEMIES.

County of Queen's County	Six hundred dollars.
County of Annapolis	Six hundred dollars.
County of Lunenburg	Six hundred dollars.
County of Cumberland	Six hundred dollars.
County of Digby	Six hundred dollars.
County of Yarmouth	Six hundred dollars.
County of Shelburne	Six hundred dollars.
County of Guysborough	Six hundred dollars.
County of Cape Breton	Six hundred dollars.
County of Inverness	Six hundred dollars.
County of Richmond	Six hundred dollars.
County of Victoria	Six hundred dollars.

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## SCHEDULE B.

### COMMON SCHOOLS.

*Cape Breton County*—Three thousand seven hundred and fourteen dollars.

*King's County*—Three thousand three hundred and thirty-two dollars.

*Queen's County*—One thousand six hundred and sixty-seven dollars.

*Richmond County*—Two thousand two hundred and forty-four dollars.

*Antigonish County*—Two thousand six hundred and forty-seven dollars.

*Victoria County*—One thousand seven hundred and seventeen dollars.

*City of Halifax*—Four thousand four hundred and fifty-nine dollars.

*Halifax Co.*—Rural, Shore, and Western Districts—Four thousand two hundred and sixty-five dollars—to be divided among the existing districts according to population.

*Annapolis County*—Two thousand nine hundred and eighty-two dollars—to be divided among the existing districts according to population.

*Colchester County*—Three thousand five hundred and sixty-eight dollars.

*Cumberland County*—Western District—Six hundred and ninety-two dollars. Eastern District—Two thousand seven hundred and seventy-five dollars.

*Digby County*—Two thousand six hundred and twenty-five dollars—to be divided among the existing districts according to population.

*Guysborough County*—Two thousand two hundred and sixty-four dollars—to be divided among the existing districts according to population.

*Hants County*—Three thousand one hundred and eight dollars—to be divided among the existing districts according to population.

*Inverness County*—Three thousand five hundred and fifty-five dollars—to be divided among the existing districts according to population.

*Lunenburg County*—Three thousand four hundred and ninety-one dollars—to be divided among the existing districts according to population.

*Pictou County*—North District—Two thousand four hundred and forty-two dollars. South District—Two thousand six hundred and eighty-one dollars.

*Shelburne County*—One thousand nine hundred and two dollars—to be divided among the existing districts according to population.

*Yarmouth County*—Two thousand seven hundred and fifty dollars—to be divided among the existing districts according to population.

# COMMENTS

AND

# EXPLANATIONS.

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Prepared by the Superintendent of Education, and sanctioned by  
the Council of Public Instruction.

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

## I. SCHOOL SECTIONS

1. The term, *School Section*, means that portion of territory which may be presided over by three Trustees. Under the old Act, its equivalent was called a school *District*; but that Term is now used to designate that portion of territory placed under the charge of a separate Board of School Commissioners.

2. About thirty years ago, the counties were divided into School Sections. The many changes which have intervened, as well as the provisions of the new Act—that Common Schools are free, and that school-houses shall be built by assessment, render a general revision indispensably necessary. To meet this, the Act appoints a special commission with full powers to adjust all matters connected with these sections. This commission is instructed 'to have due regard to the number of children, and to the ability of each Section to support an efficient school, and not to divide towns and villages the population of which does not exceed four thousand, unless by the special direction of the Council of Public Instruction.'

3. A sad tendency obtains in many parts of the Province to subdivide and multiply School Sections. The cause of this is found in the intense desire of the many to have the school-house as near their own dwellings as possible.

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

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

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

There is also ample evidence showing that in School Sections of good size, the attendance is not less regular than in those of smaller dimensions. In fact, it is the unvarying testimony of experienced teachers that children living farthest from the school-house are the most regular and punctual in attendance,—thus confirming the proverb: "What costs little is valued little."

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

It is therefore earnestly hoped that parties most directly interested will cheerfully furnish every facility for the enlargement instead of the diminution of the sections.

5. In many cases two sections may be put into one, or, it may be, three into two. Wherever this is practicable, every sacrifice should be made to accomplish it. Excepting in densely peopled settlements, no School Section should be less than three miles in length, and in thinly peopled settlements, four miles.

Such a division of any county will place the school, if it be centrally located, within a mile and a half of most of the children, while but a few will be required to walk two miles.

In a few counties little will be required to adjust the sections; in many, much; while in all the nicest economy will be needed in order that the expense incurred may be as small as can well consist with thoroughness in the work.

6. The Inspectors shall keep a correct record of the boundaries of each School Section, and furnish, from time to time, printed copies of the same to each Board of Trustees, and to the Secretary of the Council of Public Instruction.

7. The Council submits the matter of School Sections to the careful consideration of the special commission to whom is intrusted its faithful execution. After this commission shall have finished its work, the Act empowers the various Boards of Commissioners to adjust the Sections as future exigencies may demand. The Council submits to them, also, the grave importance of this matter whenever this exercise of their prerogative may be required.

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## II. SCHOOL-HOUSES AND FURNITURE.

1. "If there is any one house in the district more pleasantly located, more comfortably situated, better warmed, more inviting in its general appearance, and more elevating in its influences than another, that house should be the School-house."—*Cousin*. With these sentiments the Council of Public Instruction fully sympathises. That every facility may be had by the people for the realization of these views, the new Act provides for the erection of School-houses by assessment.

2. It is believed that in many sections the School-houses are not at all in keeping with the advanced condition of the section; that in others they are tenantable only in summer; and that in more they are much too small for the number of children requiring accommodation. The Boards of School Commissioners are entrusted with the special supervision of the School-houses, and the Council relies on their manifesting much interest and zeal in this matter. In addition to personal effort, the Boards should direct the attention of the Inspectors to a careful examination of all School-houses within their respective bounds, and obtain through him, at an early day, a specific report respecting both their internal and external aspects. Such a report will be found of great service, also, in distributing the Provincial grant under the new Act.

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

In reference to the site, care should be taken to see that it is in a situation of readiest accessibility to the majority of the population of the section, that it is located at least fifty\* yards from the public highway, that it is removed from the poisonous influences of stagnant pools, and low-lying swampy grounds, that it has a dry airy position (with a gentle slope and southern exposure if possible,) and commands as attractive and extensive a prospect as natural facilities will permit.

The amount of land set apart for School purposes should not, in the country, be less than half an acre; † in thickly peopled localities not less than a quarter; and in towns, not less than one-eighth of an acre,—and wherever it can be procured the length of the lot should be twice its breadth.

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

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

\* A greater distance is preferable.

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

rows of desks, the following dimensions will furnish accommodation for the number of scholars prefixed.

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

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

5. The preceding are suitable dimensions for mixed schools having one Teacher, or, where there is a class-room attached, one Teacher and an Assistant. When, however, the number of children to be schooled in the Section, exceeds 100, instead of two or more separate houses, there should be two or more apartments under the same roof, with a corresponding number of Teachers, the whole being under the control of the Head-master. A fixed grade of attainment should be required of the pupils before they are allowed to pass out of one department into another.

For sections thickly settled, this is the cheapest mode. It avails itself of the principle of the division of labor, and turns it to practical account in school-teaching. It groups together those children of nearly equal attainments, and thus enables one Teacher to instruct a much larger number than if they were not so classified.

It is also more efficient. The Teacher is brought into direct contact with the minds of all his pupils during the greater part of the day. The course of study is continuous and steadily progressive, not only in the matter of method, and the subjects taught, but of text-books, and indeed of all external appliances. Besides, there is a constant stimulus preserved, and the younger department becomes the steady supplier of the more advanced.

This system requires quite a distinct arrangement in the matter of school buildings. All the departments must be under the same roof, and so constructed that there may be easy access from one to the other.

6. We give on separate sheets a few ground plans and elevations of both these sorts of School-houses. From these Teachers may select according to their means and taste. The style of finish is plain, but the same plans will admit of whatever degree of ornament the section may desire. We have drawn the plans on a large scale, in order that carpenters in every part of the country may be able to work from them without difficulty.

7. As to the style of desk best adapted to school purposes, we greatly prefer the Dawson desk, and the American patent desk. Benches do not afford the necessary support to the body, and, as

before intimated, are not adapted to an efficient organization of the school. They may, however, be used with advantage in classrooms. The Dawson desk should be made quite open at the sides and underneath, so as to secure both a free circulation of air, and ease of ingress and egress to the pupil. It should be without a screen, or high board, in front, having the seat attached to the desk,—the whole being placed on light iron shoes, and screwed firmly to the floor.

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

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

### III. APPARATUS AND TEXT-BOOKS.

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

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

(1.) Every Common School should have a clock, hand bell, ball-frame, blackboards, † a large map of the Province (and of the County if possible), the hemispheres (of large size ‡), a terrestrial globe, dictionary, and gazetteer.

\*The patent desk can be furnished at Truro, at \$7. for desk and chairs. The Dawson desk with iron sides can be furnished much cheaper.

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

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

(2.) Besides the above, an advanced Common-School should be provided with a large map of each Country for the minute study of its Geography; Johnston's charts illustrative of Natural Philosophy, and some apparatus for the same; instruments for Surveying; and (if it be taught) instruments for Navigation; and some Chemical apparatus.

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

The Preparatory department should be supplied with apparatus adapted to the best grade of Common or Superior Schools, or such as may be required to preserve an unbroken connection between the Elementary and High School or Academic departments.

The High School, in addition to the principal things laid down for Common Schools, should have a full set of ancient maps, and another of physical maps; Physiological diagrams, both vegetable and animal; a celestial globe, historical charts; adequate apparatus for Natural Philosophy, Chemistry, Surveying, and Navigation.

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

4. **TEXT-BOOKS.** The matter of text-books is of even greater importance than that already considered. To select suitable school books from the numerous series now before the public, and recommend the same for general adoption, is one of the special duties devolved, by the new Act, on the Council of Public Instruction.

The Council duly appreciates the many advantages arising from a uniformity of school books, and is well aware that to withhold all public money from schools which do not adopt the books recommended, is the only mode by which this uniformity can be fully secured. They do not, however, think it best, at present, to pursue too closely this course. Much diversity of opinion exists among Teachers and others on this subject, and the Council does not feel warranted to disregard the views of those possessing so much experience. They therefore prefer, for the present, to allow Trustees and Teachers a choice, within certain limits, in reference to the sorts of books used.

5. But whilst the Council makes only this partial restriction at present, they wish it to be distinctly understood that in each school

the same books shall be used in each separate class or branch of knowledge. This restriction they believe to be necessary in order to secure in any school a proper classification of the pupils, without which, they are of opinion, there can be no thorough and systematic teaching.

6. The Irish National Series of books is the only one that already has the sanction of the Legislature. This series is now in pretty general circulation, and though defective in many respects, it contains a large amount of valuable practical information, and is furnished at an exceedingly low price. The Reading series is not, however, well adapted, for the *teaching* of reading. The selections abound in unimpassioned narrative and didactic pieces; and are wanting, to a considerable degree, in the descriptive, the emotional, and the imaginative. The Primer and the two Introductory Reading books are ill adapted to beginners, and are far inferior to similar books of later preparation. These three the Council would displace, and substitute Nelson and Sons' "Step-by-Step," and "Sequel." The remainder of the Irish series may meet the wants of a large number of sections not able to purchase the corresponding books of the Nelson series. The Council regards the latter as much better adapted to the teaching of reading. Many schools may not require the whole series, but selections may be made according to the attainments of the pupils.

7. With these notes of explanation, and reserving the right of adding to or altering as occasion may require, the Council names the following as the authorized School Books of the Province:—

1. ENGLISH READING BOOKS.

Irish National Series, 3rd, 4th, and 5th Books.

Nelson & Sons' complete series.

Volume of Irish National Series on Elocution.

2. SPELLING BOOKS.

Spelling Book Superseded.

3. GRAMMAR AND COMPOSITION.

\*Nova Scotia Grammar. (In course of preparation.)

Morrell's Analysis.

Reid's Rudiments of English Composition.

Whately's Rhetoric.

4. ENGLISH DICTIONARIES.

Worcester's—all sizes.

5. MATHEMATICS.

*Arithmetic*.—Mulholland's Nova Scotia Arithmetic. (Revised and enlarged Edition.)

*Algebra*.—Chambers', Greenleaf's.

*Geometry*.—Chambers' Euclid.

*Practical Mathematics*.—Chambers'.

*Navigation*.—Norie—Bowditch.

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

## 6. WRITING AND DRAWING.

- \*Mülhauser's System of Writing.
- McKinlay's ruled Copy Books and Writing Models,  
in accordance with the above system.
- Dyce's Outlines of Drawing.
- Outlines of Familiar Objects, by Art Masters in con-  
nection with the department of Science and Art.

## 7. GEOGRAPHY.

- Calkin's Geography and History of Nova Scotia.
- †School Geography of the World, (in course of pre-  
paration.)
- Maps—McKinlay's Maps of Nova Scotia.
- Nelsons' Series of wall maps, (*blue sea*.)
- Nelsons' Junior and Senior Atlases.
- Johnston's Physical Atlas.

## 8. HISTORY.

- Boyd's Summary of Canadian History.
- Collier's School History of the British Empire.
- Collier's Great Events in History.
- Chambers' Ancient, Mediæval, and Modern History.
- Liddell's History of Rome.
- Smith's History of Greece.

## 9. SCHOOL SINGING BOOKS.

- Acadian Minstrel.
- School Singing Book, adapted to Elementary, Com-  
mon, and Academic Schools, (in course of pre-  
paration.)

## 10. NATURAL PHILOSOPHY.

- Parker's Natural Philosophy.
- Tate's do.

## 11. NATURAL SCIENCE.

- Chambers' Chemistry.
- [Dana's Mineralogy.
- Grey's Text Book on Botany.
- Patterson's Zoology.
- Page's Text-Book on Geology.]

## [12. MENTAL SCIENCE.

- Haven's Mental Science.
- Whately's Logic.
- Wayland's Moral Philosophy.]

\*The Council does not prescribe a knowledge of Mülhauser's System among the qualifications of Teachers; but would urge an intimate acquaintance therewith upon all who give instruction in penmanship.

†The Council leaves, for the present, the subject of a general Geography to the discretion of Trustees.

## 13. ECONOMIC SCIENCE.

Dawson's Elements of Agricultural Chemistry.  
 Johnston's Catechism of do.  
 Comb's Elements of Animal Physiology.  
 [Wayland's Political Economy.]

## 14. CLASSICS.

*Grammars.*—Edinburg Academy Latin Grammar.  
 do. do. Greek Grammar.  
 Eten Latin Grammar.  
 do. Greek Grammar.  
 Bullions' Latin Grammar.  
 do. Greek Grammar.

*Composition.*—Arnold's Greek and Latin Series.

*Classical Authors.*—Harper's Greek and Latin Texts

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

## IV. THE COMMON SCHOOL.

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

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

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

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

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

2. Three branches form the staple of Common School Instruction: the Mother-Tongue,\* or Language, Arithmetic, and Writing.

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

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

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

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

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

WRITING, viewed as a part of the means adapted to aid in the study of language, is entitled to share in the educative importance of that branch. Viewed as a distinct art it has considerable educative value. When the components of the character used are properly classified,\* and the pupil led forward step by step in a natural way, it is well fitted to exercise, and therefore, strengthen, both the imitative powers and the judgment. On the handling of these standard branches, more than upon all others, depends the intellectual character of the school. To make them yield a powerful and comprehensive discipline, implies, however, a rational mode of teaching them. Many children may and do gain a somewhat extensive knowledge of these branches, and yet fail to show evidences of mental growth commensurate with the means employed. The reason is often obvious. The Teacher has failed to so teach as to quicken and call forth the best energies of the pupil's mind. The means have been mistaken for the end; and hence there is, on the part of the taught, repose and indifference, instead of activity; and sloathing, instead of the keenest hunger.

\* No system of writing, perhaps, so admirably meets these requirements, as *Mulhauser's*.

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

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

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

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

Geography and History form the chief subjects of the latter; viz, that necessary for the general well-being of the citizen. To fit the children of this Province for the duties of citizenship, they should be well-instructed in the geography and history of Nova Scotia and the British North American Provinces, as well as of Great Britain, Ireland and the United States. A knowledge of other countries is very desirable; but an intimate knowledge of these is well nigh indispensable. These subjects are generally embodied in distinct text-books for separate study; but they should, as far as possible, be studied in connection. The skilful Teacher will find no subject offering a more inviting field for oral teaching, none more rich in materials wherewith to supplement book instruction.

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

The art of Singing should, in our opinion, form a part of elementary public instruction. The place which it should occupy in

the devotions of the school, as well as in the services of public worship, seems to require it. But when we add to this consideration that it beyond anything else, furnishes an elevating recreation for the pupil, and in after years for the citizen, it seems indispensable. No school can so pleasantly perform the work of which it is capable, if it lacks this means of order, discipline, and life.

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

## V. SUPERIOR SCHOOLS

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

2. To foster such schools, the new Act provides \$400 for each county, to be divided among not more than four schools. This sum shall be given in addition to the amount such schools shall be entitled to as first class Common Schools. Should but one school in the county reach the standing of a Superior School, such school shall receive the whole grant.

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

(1.) The school must not be situated within the same section as a County or Denominational Academy: (2.) The school-house must be of ample size for the section, and in good condition: (See *School-houses*.) (3.) The furniture must be of the most approved pattern,

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

whether of home or foreign manufacture, and arranged in proper order: (See *Furniture*.) (4.) The apparatus must be suitable and equal to the wants of the school: (See *Apparatus*.) (5.) The out-houses must be commodious and kept neat and clean.

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

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

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

4. Any section prepared to compete for the Superior-School grant, must forward to the Inspector, through its Trustees, a written notification of the same, on or before the 20th day of November or May in each school term. (See *Duties of Inspectors*, 7.)

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

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

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

(2.) MATHEMATICS. *Arithmetic*,—Ball-frame, ease and effect with which it is used. *Tables*,—accuracy of memory, and knowledge of origin and use. *Mental Arithmetic*,—accuracy, reasons for the rule, and quickness of work. *Fundamental Rules, and Slate arithmetic generally*,—Correctness, readiness of proof, explanation of processes whether of contraction or otherwise, expedition, and general neatness of the work. *Algebra*,—same as "slate arithmetic." *Geometry*,—application of principles to practical measurements.

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

(4.) GEOGRAPHY. Knowledge of its essential principles founded

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

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

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

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

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

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## VI. COUNTY ACADEMIES.

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

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

(1.) Every County Town having not less than one hundred and twenty-five and not more than two-hundred children of fit age for school, shall provide by assessment a commodious building, with two large apartments as school-rooms, and one class-room, according to plan furnished. (See plan). One of these apartments shall be called the Preparatory School, and the other the High School, or Academy. The inhabitants of said Town shall annually raise either by assessment or subscription, the minimum sum of five-hundred dollars toward the payment of salaries.

(2.) Every County Town possessing two-hundred and upward children of proper age for school, shall provide, by assessment, a school-house with three apartments as school-rooms, and two apartments as class-rooms, with other befitting appurtenances; and shall

annually raise by assessment or subscription, the minimum sum of six-hundred dollars toward the payment of salaries. These apartments shall be called the Elementary, the Preparatory, and the High School, or Academy. (See plan.)

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

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

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

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

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

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

4. No material alteration in the accompanying plans of Academies shall be made, except that the style of finish, which is plain in the plans, may be made as ornamental as parties may desire.

5. The Council of Public Instruction offer the grant to County Academies, subject to the preceding conditions, to the County Towns, until the first day of May, 1865. If at the expiration of this period the offer is not accepted and acted upon, it will be made to villages or other densely peopled sections in the county, under such restrictions as the Council shall deem proper.

6. The Superintendent of Education will visit these Institutions annually, and report upon their condition for the information of the Legislature.

## VII. THE NORMAL SCHOOL.

1. This, like all similar Institutions, is mainly and specially intended to fit for the business of teaching. Of all professions teaching is one of the most difficult: hence the need of special preparation. Civilization acknowledges this need. Accordingly every nation supporting a popular system of Education, has made provision whereby this training may be had. Last year the Imperial Parliament voted £800,000 sterling, to supplement local and denominational efforts in the cause of Common School Education. Of this sum £300,000 were appropriated to the training of a class of properly qualified Teachers. This Province grants for the furtherance of Common Schools about £20,000 currency. Of this sum £825 is a moderate amount to expend in equipping and sustaining a Provincial establishment devoted to such an important end.

2. By the new Act, the charge of the Normal School is transferred from the Board of Directors, to the Council of Public Instruction, so that uniformity of action may be secured between it and the schools throughout the Province.

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

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

4. Candidates for admission to the Normal School shall appear before any of the Examiners to the various Boards of School Commissioners; and if they pass a satisfactory examination on the third-class syllabus,\* they shall receive a certificate from the Inspector. This certificate shall give the holder admission to the Normal School, and, as under the old Act, entitle him to the allowance of three-pence per mile, for travelling expenses. In the case of those who hold licenses given under the new Act, it shall be sufficient to make application to the Inspector, who shall forward the requisite certificates to applicants. No person shall be admitted to this Institution as a pupil-teacher, without the above-named certificate.

Persons wishing to enrol as candidates for High School or Academy certificates must, in addition to a good knowledge of English, be thoroughly familiar with the Latin and Greek Grammars, and be able to parse with ease any passage in some elementary work in each

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

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

5. (1.) Under the new Act, the Council of Public Instruction appoints Examiners to the Normal School, who are to award, at the close of each session, certificates, or diplomas, to such pupil-teachers as may be found qualified to receive them.

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

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

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

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

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

8. At the close of each session, the Principal shall forward to the Secretary of the Council of Public Instruction a report, setting forth the name, sex, age, and residence of each pupil-teacher enrolled, and of each paying pupil. He shall also forward a list of those awarded certificates, with the class of each; and report generally concerning the business of the session.

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

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## VIII. SCHOOL LIBRARIES.

Regulations respecting the establishment of School Libraries will be issued in due time.

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

1. The Annual School Meeting of the Section is to be held on the last Tuesday in October. This meeting must make provision for the support of the School for the next twelve months, or for whatever period it may purpose to support the school during that time. (See *Time in Session*, 1.) The Trustees shall make a full report at this meeting, "as to the state of the School, and the funds required for its support in the ensuing year." At the first meeting (Oct. 1864), there being then no legally-appointed Trustees, the trustees whom this meeting may elect must immediately proceed to determine the requirements of the School, and the sum necessary for its support during the next year, and report forthwith to the meeting. Some preliminary arrangements on the part of those most deeply interested will go far to ensure the presentation of proper and adequate estimates.

2. The Act prohibits all payment of fees for pupils. All Schools, Common, Superior, and Academic, are to be maintained either by assessment or subscription, as a majority of the ratepayers present at the annual meeting may decide. When the subscription is not realized by the end of the first quarter, or at whatever time it may be agreed upon, the Trustees are empowered to raise the balance by assessment.

3. In consequence of this arrangement, every school is declared to be free, i. e., it is open to every child, rich and poor, in the section. This is a noble provision, and one that must be hailed by every patriot and philanthropist as the dawn of a brighter day for our Province. In future it cannot be said that the appalling ignorance of the land, is justly laid at the doors of our Legislature. It is earnestly hoped, however, that even the poorest will conscientiously contribute to the support of the school according to their ability.

4. If at the annual meeting a majority of the ratepayers shall determine to raise the entire school expenses for the year by assessment, they shall appoint at the same meeting, three assessors and a \*collector. Having obtained from the Clerk of the Peace the assessment roll for the year, the assessors shall forthwith levy the amount upon the inhabitants of the section by an equal rate. A list of those assessed shall then be furnished by the assessors to the collector who shall, under warrant signed by the assessors, proceed to collect the sums levied, and pay the same as soon as collected to the †Secretary of the Board of Trustees. In the case of persons refusing to pay the sums assessed, the collector is to proceed to collect the same according to the provision of the Act "Of County Assessments."

5. If the ratepayers at the annual meeting determine to raise the sum required for the maintenance of the school for the year, by subscription, the Council of Public Instruction recommends that the following course be pursued:—

(1.) That the inhabitants of the section then present subscribe the sums they purpose to give, and that the Secretary of the Trustees visit the absentees within one month thereafter, to obtain their subscriptions.

(2.) That the half of said sum be paid to the Secretary by the end of January; and the balance, by the end of July.

(3.) That on the second Wednesday of February, and on the second Wednesday of August, there be a meeting of the Trustees; and if they find that the adequate sum is not realized, they, as empowered by the Act, proceed in the regular way to raise the balance by assessment.

Those who have paid by subscription their due proportion of the original sum as it assessed, shall not be required to pay any more; but those who have paid only a part by subscription, shall be required to make up their deficiency by the assessment, while those who have overpaid shall have the surplus refunded.

6. So many and so great are the advantages attendant on supporting schools by assessment rather than by subscription, that the Council hopes to see the former mode very generally adopted. The principle, when viewed in all its bearings, will be found admirably adapted to further the best interests of each community, and in perfect consonance with the principles of equity and justice, as well as with the principles and ends of civil government.

Every Common (and Superior†) School that adopts this mode at its annual meeting, and faithfully carries it out, shall receive one quarter more Provincial aid direct from the Treasury than if supported by subscription. This sum is offered as a premium upon the *best mode* of supporting Schools.

\* The Council requests that the people and the Trustees arrange that the collector and Secretary of the Trustees be one and the same person.

†As before stated, it is highly desirable that the collector and secretary of Trustees be one and the same person. In that case, no transfer of money will be needed.

‡Not of its *special*, but of its *Common School* grant.

## X. SCHOOL REGISTRATION.

1. By this is meant the keeping by the teacher of a faithful record of certain things relating to his pupils. A Register to be complete, should include three things,—a correct account, (1) of names; ages, dates of admissions and withdrawals; (2) of average daily, weekly, monthly, quarterly, half-yearly and yearly attendance; and (3) of the general Progress of the Scholars. Such registers will prove of great value, not only to Teachers but to Pupils, Parents, Trustees, and especially to the Province at large since without them no reliable educational statistics can be obtained.

2. Every section shall furnish through its Trustees a well-bound and substantial School-Register of the form authorized by the Council of Public Instruction, in which the Teacher shall keep an accurate record as directed therein. This Register shall be permanently preserved by the Trustees, and shall at all times be accessible to the officers and visitors named in the foregoing Act, and to the inhabitants of the section.

REMARK. Specimen sheets in paper covers will be furnished gratis by the Superintendent of Education to every school at its first session under the new Act; and the Teacher shall keep the record of the school in accordance with such form. Larger Registers in substantial binding will shortly be prepared, so that each section may have no difficulty in purchasing a suitable Book.

## XI. TIME IN SESSION, HOLIDAYS, AND VACATIONS.

1. While the new Act requires each section at its annual meeting to make provision for the support of the School for a whole year, or whatever portion of it the section is able to sustain one, it does not prohibit a change of Teachers during that time. No Teacher, however, shall be engaged for a less period than *five months*. No portion of the Provincial allowance, therefore, can be drawn unless the Teacher has actually filled such engagement with the Trustees. It is hoped, however, that few will engage for less than a year.

2. In order to remove a fruitful source of contention, and to bring about greater uniformity in our schools, the Council deems it expedient to lay down the following regulations in reference to the number of teaching hours, holidays, and vacations:—

(1) The school year shall be understood to begin on the first of November.

(2) The hours of teaching shall not exceed six each day, exclusive of the hour allowed at noon for recreation. The Trustees may, however, determine upon a less number of hours.

(3) Every alternate Saturday shall be a holiday, and each Saturday on which the school is in session, shall be devoted to the review of the work of the preceding fortnight. Trustees may, if they prefer, allow every Saturday as a holiday.

(4) There shall be three vacations during the year; viz. Eight days at Christmas, a week at seed time, and a fortnight at harvest.

3. All engagements between Trustees and Teachers shall be subject to the foregoing regulations; and no Teacher shall be deprived of any part of his salary on account of observing allowed holidays and vacations.

## XII. DUTIES OF TRUSTEES.

1. At the Annual Meeting in October, 1864, three Trustees must be appointed in each section. At the Annual Meetings in 1865 and in 1866, one of the Trustees elected in 1864 shall go out of office *by ballot*; and at each annual meeting thereafter the first on the list, i. e. he who has served the longest, shall retire. These vacancies must be filled by the appointment of new Trustees. Those who have just gone out of office shall be eligible for re-election provided they shall consent to serve.

This plan will enable all who are qualified for the office to share in its responsibilities and labors.

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

2. It is required that the Trustees at the annual meeting give in a report "as to the state of the school and the funds required for its support in the ensuing year." (See *Methods of Supporting Schools*.)

3. The Trustee whose name is first on the list shall, at as early a day as possible, call a meeting of the Trustees for the appointment of a Secretary, and for the transaction of any other business which the law may direct.

This secretary may be either one of the Trustees or some other person in the section. He is to receive a commission of five per cent. on all school moneys collected by him. The Trustees shall furnish their secretary a well-bound blank book of good size, in which a correct record of all the school matters of the section shall be made, and carefully preserved as a part of its authentic School History.

Since so much depends upon the secretary, it is hoped that no pains will be spared to secure the services of the best man for the office.

4. As soon as practicable after their election, the Trustees shall take possession of and hold as a corporation all the school property of the section. For this purpose an inventory should be carefully made out and preserved; and a copy of the same presented to the teacher at the beginning of his engagement,—he being held responsible for any damage, except unavoidable wear, that may be done during his term of service.

5. If the Board of Commissioners acting in accordance with what has been set forth concerning school-houses, (see "*School-houses*") shall declare that a new School-house is necessary, the Trustees shall forthwith take proper steps for the erection of such a house,—selecting the design most suitable for the section, letting out the work by contract, and raising by assessment in the regular way the sum required.

6. Whenever the school-house shall need repairs, the secretary of the Trustees shall take immediate steps to put it in a tenable and serviceable condition. To the secretary, also, is specially committed the work of providing and arranging the furniture, apparatus, out-houses, and fuel.

No trouble should be spared by the secretary to discharge these duties with promptness and liberality, since both the comfort of the Teachers and Scholars, and the general prosperity of the School depend so largely thereon.

7. The Teacher is selected and engaged by the Trustees. They pledge him on behalf of the section the payment of a certain salary. The amount of salary will depend in a good degree upon the class of Teacher engaged. Both male and female Teachers are divided into three classes. The relative proportion of the Provincial grant received by each class is stated in the Act. (See clause 18). For scale fixed for female teachers, see "*Duties of Commissioners*," (8). The law instructs the Commissioners to distribute to the three classes in each group, their respective proportions of the public funds, so that Teachers of the same class shall receive at the same rate. It seems but proper, therefore, that, as the very lowest scale, the people should pay, irrespective of Provincial Aid:—

Male Teachers,	{	1st. Class \$240	}	Female Teachers,	{	1st. Class \$180
		2nd. " \$180				2nd. " \$120
		3rd. " \$120				3rd. " \$ 90

This, in our opinion, should be the minimum emolument from the section. The Council does not, however, for a moment suppose that sections able to raise larger sums, will fail to do so; as by this means alone, the services of the best Teachers can be secured. Every Teacher should receive whatever his services will command in the educational market. Let section vie with section in providing a competency for the worthy Teacher, and soon there will be found no lack of the best talent of the land in the teaching profession.

8. A relation being established between the Trustees and the Teacher, it becomes the duty of the former on behalf of the people

to see that the scholars are making sure progress, that there is life in the school both intellectual and moral,—in short, that the great ends sought by the education of the young are being realized in the section over which they preside. All may not be able to form a nice judgment upon its intellectual aspect, but none can fail to estimate correctly its social and moral tone. While the law does not sanction the teaching in our public schools of the peculiar views which characterize the different denominations of Christians, it does instruct the Teacher "To inculcate by precept and example a respect for religion and the principles of Christian morality." To the Trustees the people must look to see their desires in this respect, so far as is consonant with the spirit of the law, carried into effect by the Teacher.

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

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

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

It is specially incumbent on the Trustees as well as on the Teacher to see that all parents are aware of the boon now placed within their reach, and fully alive to its value; and to secure the largest and most regular attendance possible. If every Board of Trustees determines that every child within the bounds of the section shall at least be able to read, write, and cypher, some future census will bear imperishable testimony to their faithfulness and zeal.

10. The Trustees must prepare a true return of the state of the school according to the form prepared by the Superintendent, and forward the same to the Commissioners at the close of each half year. The forms furnished will be minute, and every Board of Trustees is expected to use every exertion to have them accurately filled up.

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

11. To discharge the foregoing duties with diligence and faithfulness, will require no small amount of labor. But when we call to

mind the object in view, and the important interests that hinge thereon, it cannot fail to be seen that such an object is amply entitled to it all. Besides, provision is made for the retiring of one of the members of this Trusteeship annually.

### XIII. DUTIES OF EXAMINERS.

We shall speak elsewhere concerning the appointment and requisite qualifications of these officials. (*See Duties of Commissioners, 4.*) Their business is to examine and classify all applicants for licenses according to forms prescribed by the Council of Public Instruction. The exercise of much judgment and discretion will be required of these Examiners. If, in the discharge of their high duties, they shall place themselves in sympathy with the efforts now put forth to leaven the youthful mind of the Province with a sound education, no provision of the new Act will do more to elevate the tone, and quicken the life of popular education, than the appointment of these officers. The following are the qualifications which the Examiners shall require of all applicants for licenses:—

#### SYLLABUS OF EXAMINATION.

##### 1. *Female Candidates—Class, III.*

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

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

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

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

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

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

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

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

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

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

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

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

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

## 2. Female Candidates—Class, II.

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

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

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

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

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

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

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

*Algebra*.—\*The Fundamental Rules of Algebra.

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

GEOGRAPHY.—1. \*To be able to draw from memory an outline

map of Nova Scotia, with the mountain ranges and chief rivers distinctly marked.

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

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

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

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

### 3. *Female Candidates—Class, 1.*

LANGUAGE: *Reading*.—1.\* To classify the letters of the alphabet according to the organs of speech employed in uttering them.

2. To give the *powers* of the letters. 3. To read a passage in prose and another in verse as in *Class II.*, and with just expression,—or with that modulation and that inflexion of the voice which will bring out with proper effect the true meaning of the piece.

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

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

*Grammar*.—1.\*—To classify grammatically any promiscuous assemblage of words, and assign the reasons for such classification.

2.\* To analyze any simple or compound sentence. 3.\* To parse, as in *Class II.* 4.\* To explain the structure of English verse and scan readily any of the four ordinary measures,—Iambic, Trochaic, Dactylic, Anapæstic.

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

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

1.—The Ball-Frame and its use. 2.—All the arithmetical Tables in use, with their application to commercial arithmetic.

3.\* The rules of mental and slate arithmetic as far as Exchange, as contained in the Nova Scotia Arithmetic, with their application:

*Algebra*.—\*To the end of Simple Equations.

*Geometry*.—\*The first Book of Euclid.

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

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

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

2.\*—To answer questions respecting the physical and political geography of British North America, England, and United States.

3.\* To understand the uses of the Globe.

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

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

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

4. *Male Candidates—Class, III.*

The same as required of Females—Class, II.

5. *Male Candidates—Class, II.*

Same as Class, I—Females.

6. *Male Candidates—Class, I.*

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

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

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

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

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

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

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

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

**MATHEMATICS.**—*Arithmetic.*—1. The Ball-Frame and its use. 2.\* To solve any account in Commercial Arithmetic.

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

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

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

*Navigation.*—To have a good knowledge of Navigation.

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

**WRITING.**—Same as *Female, Class I.*

**BOOK-KEEPING.**—To understand Book-Keeping by single entry.

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

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

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

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

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

## 7. COUNTY ACADEMIES.

*Head Master.*

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

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

*English Grammar.*—1.\* To know the history of the English language. 2. To have a most intimate acquaintance with English Grammar, in all its departments, especially the construction of sen-

tences, or analysis. 3.\* To be well skilled in the mechanism of English Prosody. 4. To punctuate correctly the examination papers.

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

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

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

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

**WRITING.**—As in *Male, Class I.*

**REMARK.**—The Council is of opinion that Mulhauser's system of writing is worthy the careful attention of Teachers.

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

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

**REMARK.**—The examination on this branch must embrace the uses of the Globe.

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

**HISTORY.**—To know accurately the following:—

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

2.\* Grecian and Roman History.

3.\* History of Great Britain.

4.\* History of British North American Provinces.

} In detail.

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

**CHEMISTRY.**—\*To be proficient in Chemistry—Inorganic and Organic—especially in its application to agriculture.

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

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

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

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

4.\* To translate English into Latin and Greek.

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

2\* Why should more importance be attached to the *Method of Teaching* than to the thing taught?

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

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

#### 8. DIRECTIONS TO EXAMINERS.

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

2. Suggestions as to the mode of conducting examinations will be forwarded to the Examiners by the Superintendent.

### XIV. DUTIES OF INSPECTORS.

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

2. Different countries pursue different plans to bring about a thorough system of inspection. Some employ few Inspectors, having large territories, and receiving large salaries; others adopt a mode the reverse of this,—each seeking to operate according to its educational condition and external circumstances. All, however, agree that a system of Inspection is indispensably necessary for the maintenance of an efficient system of education. The want of systematic Inspection has heretofore seriously deranged our educational machinery, and rendered our best efforts comparatively abortive.

3. The new Act seeks to remedy this serious defect by the appointment of eighteen Inspectors. Thus each county has one Inspector: and this, when we take into account our present transition state, local peculiarities, and the migratory habits of our Teachers, is, perhaps, the method best adapted to our present wants.

4. These Inspectors are Clerks of the local Boards of School Commissioners within the several Counties. This arrangement effects a great saving of expense in connection with the whole matter of School Inspection. Under the old Act there were paid to the Clerks of the several Boards about \$2,800, with comparatively little educational benefit accruing. This sum is now paid to the Inspectors upon whom devolve the duties of the clerks, as well as those of school Inspection. The actual expenditure, therefore, incurred to

obtain efficient men for School-Inspection is about \$3,000, or, \$3,200,—a small sum when we consider the benefits that must accrue to the Province at large. This sum does not diminish the common school grant: but is paid from the Provincial Treasury.

5. The following is an outline of the duties of these Inspectors:—

(1.) To be one of the commission to revise the School-Sections; (2.) To be one of the examining committee; (3.) To act as clerk of each School-Board within the county, and to draw from the Provincial Treasury all moneys passing to the same; (4.) To inspect half-yearly each school within the county; (5.) To report to the Commissioners, half-yearly, upon the condition of the schools in conformity with instructions received from the Superintendent; (6.) To furnish Trustees and Teachers with such information respecting the operations of the new Act, and the performance of their duties, as they may require; (7.) To have the charge and management of all School Books belonging to the Board; (8.) To promote the advancement of education by holding public-meetings; (9.) To diffuse such information as shall promote the improvement of School-houses, and all appertaining thereto; (10.) To report to the Council of Public Instruction the results of examination of Superior Schools; (11.) To see that poor and scattered sections are enjoying the special advantages of the new Act; (12.) Generally to aid the Superintendent in carrying out a uniform system of Education.

6. Such is a mere enumeration of these officers' duties. They are at once weighty and responsible, and demand for their faithful discharge sound attainments both literary and professional.

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

7. In testing the Schools which are candidates for the Superior-School grant, the Inspectors may call in the aid of the Examiners. Two visitations of such Schools should be had,—one early in the term, and another near its close. The Inspectors shall as soon as practicable submit the results of their examinations of these schools to the Secretary of the Council of Public Instruction.

8. Until the last of October next, the Inspectors will be engaged in visiting all the School Sections, that they may learn the educational peculiarities and conditions of each section, meet Trustees and Teachers. acquaint themselves with the schools, and hold public

meetings for imparting correct information concerning the requirements of the new Act. This visitation being made, the committee for revising the sections—of whom the Inspector is one—will enter upon its work. Next November, the Inspectors will be prepared to enter into a full examination of the internal condition of the schools.

Specific instructions for the guidance of the Inspectors, will be issued by the Superintendent.

## XV. DUTIES OF COMMISSIONERS.

1. The plan of local Boards is still preserved. A paid agent—the Inspector of Schools—will enable the Commissioners, more successfully than formerly, to become important auxiliaries in furthering the best interests of Common School Education.

2. After the Boards of Commissioners are appointed under the new Act, the first named in the several commissions shall call meetings of the various Boards for the appointment of chairmen to act till the regular meeting in May, and for the appointment of Examiners,

3. Boards of School Commissioners will be appointed for the several Counties and Districts as under the old Act. In Counties having but one District each, the Boards meet on the first Tuesday in May and November. The following are the times of meeting fixed by the Council of Public Instruction in Counties having more than one School District each:—

*First Tuesday in May and November* : Halifax City, Lunenburg, South Queens, Shelburne, Yarmouth, Digby, Annapolis West, Hants West, Colchester, Cumberland, North Pictou, Guysboro', South Inverness.

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

*Second Tuesday in May and November* : Halifax East, New Dublin. Halifax Shore, *three days later than Halifax East.*

4. The Chairman of the Board is one of the Commission appointed to revise the Sections. The deputy-surveyor of Crown Lands, who acts in conjunction with the chairman of the Board, and the Inspector of Schools, in this revision, will be appointed by the Council of Public Instruction. Where there are two or more Boards in a County, the chairman of each Board will act, in the above Commission, within the territorial limits under his jurisdiction.

5. Each Board appoints a committee to examine and license Teachers. This committee is to consist of three members, one of whom must be the Inspector of the County. The other two may be selected from the members of the Board, or from the District at large. From whichever source derived, they must be men of high literary and professional attainments. They will be required not only to examine and classify applicants for all grades of the Common Schools, but also to examine all applicants for High Schools or

Academies. The proper discharge of this duty implies large mathematical and classical knowledge, as well as clear views as to what constitutes an efficient Teacher, together with a thorough knowledge of the organization and management of Schools, both mixed and graded. (See "*Duties of Examiners.*")

6. The distribution of the Provincial grant is another and important duty of the Commissioners. Under the old Act, this duty was very imperfectly performed, owing to the vagueness which characterized its application to the circumstances of individual Schools. Commissioners, moreover, could not be expected to know the peculiar claims of each section, or the extent of its worthiness or unworthiness to share in the public grant. Hereafter the Inspector will supply this knowledge,—thus guarding the interests of the Province and advocating the just claims of the people.

The new Act lays down three *criteria* of decision:—a "suitable school-house" in sections able to build one, the class of the Teacher's license, and the report of the Inspector. These if honestly applied will disclose the worthiness of the section, the scholarship of the Teacher, and his ability to educate the young,—and these are sufficient. Some would add the number and average attendance of the pupils. But while this seems proper in the case of Superior Schools, it might be unjust to reward or punish the great body of Teachers for that over which they have so imperfect control. And further, the fact that all schools are free, taken in connexion with the capabilities of the Teacher, the supervision of the Trustees, and the visitations of the Inspector, causes us to believe that this object will be as fully secured as is possible without resorting to compulsory measures.

Distributing the provision for the poorer sections is an important duty entrusted to the Board. The Act instructs the Commissioners, on such terms as they may decide, to apply one-fifth of the whole sum granted to Common Schools, to aid "poor and scattered sections," in addition to the amount to which they may otherwise be entitled. This is an admirable provision, and if wisely carried into effect, will be fraught with good to the whole Province. The Inspector ought to be fully able to furnish such information to the Board as will secure to deserving sections a just share of this grant. In many localities, a portion of this money can be judiciously expended in procuring the services of itinerant Teachers. No portion of the District need be denied a School. The different Boards must see that the law, in this matter, is faithfully carried out.

The Commissioners shall also prepare a list of such Schools as are entitled to the Bonus of twenty-five per cent., and instruct the clerk to draw the gross amount from the Provincial Treasury, and to pay the same as soon thereafter as practicable. This Bonus shall not be given to such sections as may resort to assessment to meet deficiencies arising from the failure of subscription. (See *Methods of Supporting Schools.* 6.)

7. The Commissioners at their meeting in November, 1864, shall disburse the Provincial grant according to the provisions of the Old

Act. Inspectors shall be allowed their commission on the common school moneys, and the payment of actual expenditure for stationery within \$20; but the Boards shall allow out of the commission of five per cent. any just claims of the late Clerks.

At their meeting in May, 1865, the disbursement shall be made under the New Act. The following will show the order of procedure with moneys claiming the attention of the Boards under the provisions of the new law;—

(1.) The accounts of the Commission for revising the sections, the Examiners' accounts, and the Inspector's, for half-yearly visitations actually made to the schools, are to be approved by the Board and paid from the Provincial Treasury.

(2.) In distributing the Common-School grant:—Sections able to build suitable school-houses, but failing to do so, must be excluded participation in the public money.

(3.) Exclude, wholly or partially, from sharing in the grant, Teachers whom, on the Inspector's report, the Board may declare incompetent.

(4.) Allow five per cent. for Inspector's salary; and, also, his actual expenditure for stationery, within \$20.

(5.) Subtract travelling expenses for those to whom the Inspector has given a certificate of admission to the Normal School.

(6.) Deduct one-fifth of the remainder for "poor and scattered sections."

(7.) Find the number of schools taught in suitable school-houses, to which add those taught in poor and scattered sections; and also the number of Superior Schools. (See *Superior Schools*, 2.)

(8.) Teachers of the same class shall receive at the same rate; first-class Females shall receive the same as second-class Males; second-class Females the same as third-class Males; and third-class Females one-half the sum given to first-class Females.

8. The improvement in the matter of school-houses will hereafter largely depend upon the Commissioners. If houses are unfit for the purposes of the section, no time should be lost in declaring them so; and in forwarding such declaration to the parties interested. (See *School-Houses and Furniture*.) In some cases, a part of the grant to "poor and scattered sections," might be judiciously given to supplement the efforts of the section in erecting a suitable house.

The Council expects the several Boards to manifest becoming interest and diligence in this very important matter.

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The Plans of School-Houses, referred to in the preceding pages, and which were prepared to be bound with the same, could not be obtained from the lithographer in time. They will be bound separately, and forwarded to the Inspectors for distribution.

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ERRATA.—Page 16, line 7, for "leverage," read, leverage. Page 17, line 10, for "him," read, them. Page 18, paragraph 6, for "Teachers," read, Trustees. Page 20, paragraph 3, for "correct coinage," read, current coinage. Page 24, 15th line from bottom, for "character," read, characters.