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THE LAW
CONCERNING
THE PUBLIC SCHOOLS
IN
NOVA SCOTIA.

As Amended during the Session of 1866.

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

Revised in accordance therewith.



HALIFAX, N. S.
PRINTED BY A. GRANT,
PRINTER TO THE QUEEN'S MOST EXCELLENT MAJESTY.
1866.

Nova Scotia Laws, & Statutes the 65th

3

THE LAW

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1866.

EDUCATION OFFICE, HALIFAX, JUNE, 1866.

THE Council of Public Instruction has deemed it expedient to issue, for general circulation and reference, the following edition of the Law concerning Public Schools. If the Act of 1865, and the Amendment of 1866, were published separately, the Council is of opinion that much trouble and inconvenience would be incurred by school officers and the people generally, from being compelled on every occasion to compare the one with the other, in order to determine what portions of the old Act are still in force, and what portions are repealed. In order to obviate this, and to give, in a clear and connected form, the amended provisions of the law, all the repealed portions of the Act of 1865 are omitted, and each amendment is inserted in its proper place, under the subject to which it relates. The chief amendments, except those referring specially to the city of Halifax, are printed in italic letters.

The following sections and parts of sections do not come into operation until the **THIRD MONDAY IN OCTOBER** next, viz.:—Sec. 6 (15); sec. 17; the part of sec. 18 in italics; sec. 19; sec. 20; the part of sec. 42 in italics. Sec. 20 may, however, be acted upon at once, as specified in sec. 41.

For the information of sections having school-houses owned in shares, the Act to authorize the sale of the same is appended. See page 20.

The Comments and Regulations of the Council have been revised in accordance with the amended law.

The Public School service is to be regulated and conducted, on and after the third Monday in October next, agreeably to the amended Law and Regulations herein published.

By order.

T. H. RAND,
Superintendent of Education.

ALPHABETICAL INDEX OF LAW.

(The numbers refer to the Sections of the Law.)

A

ANNUAL MEETING.—How convened, 25.
How organized, 26. Powers of, 26, 29.

APPARATUS.—See *Books*.

ASSESSMENT.—On County for Schools, 19.
On section, for school purposes, 20, 41.
On city of Halifax for do., 49 (4).

B

BOOKS.—How prescribed, 6 (7). To be
supplied to Trustees at half cost, 6 (15).
Record of to be kept by Secy. to Trust-
tees, 44 (4). Care of by teacher, 45 (7).

BORDER SECTION.—Defined, 1 (2). Return
of, 38 (10).

BORROWING MONEY.—34, 38 (4). In Hal-
ifax city, 49 (7).

BOUNDARIES OF SECTIONS.—How altered,
13 (1). Record of, 17 (3). Evidence
of, in Courts of Law, 47.

C

CLERK OF PEACE.—To assess County for
Schools, 19. To notify Supt. of Ed. and
Inspector of sum so assessed, 21. To
affix amount of property of rate-payers
on list, and fee for same, 38 (3). Bond of
Secy. to Trustees to be lodged with, 42.

COMMISSIONERS.—Appointment of, 5. Pow-
ers of, 13 (1)-(7); 14. Time of meet-
ings of, how fixed, 6 (4). Special meet-
ings of, 6 (4), 8. To decide on legality of
schools, 11. To certify distributions,
12. Appeals from decisions of, how de-
termined, 6 (9).

CORPORATIONS AND COMPANIES.—Property
of, subject to sectional assessment, 24.

COUNCIL OF PUBLIC INSTRUCTION.—How
formed, 2. Powers of, 6 (1)-(15).

COUNTY.—Term "County" to apply to
Districts holding General Sessions of
the Peace, 23.

COUNTY ACADEMIES.—How regulated, 6
(10). Supervision of, 7 (1). Inspec-
tion of, 17 (4); 6. Special grant to, 18,
and Schedule B.

COUNTY FUND.—How levied, drawn, and
apportioned, 19. Amount of, due schools
in May, to be loaned from Treasury, 22.

D

DISTRICT.—Defined, 1 (3). List of Dis-
trict, Schedule A.

E

EDUCATIONAL JOURNAL.—Publication and
circulation of, 6 (15).

EXAMINERS.—*Provincial*, how appointed,
6 (1). License from, valid for whole
Province, 45. *Committee of District*,
Chairman, how appointed, 6 (1). Other
members, 9. Meetings and pay of, 15.
Duties of, 16 (1)-(3). Appeals from
decisions of, how determined, 6 (9).

EXEMPTIONS.—School officers, while em-
ployed, exempt from certain duties and
taxes, 48. Clergymen and ministers
exempt from school taxes under \$2000,
46.

H

HOLIDAYS.—How regulated, 6 (6). Schools
to receive no allowance for being in
session during, 19.

I

INSPECTORS.—How appointed, 6 (2). Sal-
ary of, 17. Duties of, 17 (1)-(13).

INSTITUTES OF TEACHERS.—Superintendent
to hold, 7 (4).

L

LIBRARIES.—Books for, how prescribed, 6
(7). Regulations for, how made, 6 (13).
Grant for, 6 (13).

M

MAPS.—See *Books*.

N

NORMAL SCHOOL.—Principal and Teachers
of, how appointed, 4. Regulations for,
how made, 6 (1). Admission certificates,
how obtained, 16 (2). Travelling ex-
penses of teachers attending, 6 (14).

P

POOR SECTIONS.—How designated, 19. Spe-
cial aid to, 19; 18; 6 (13).

PUPILS.—To be admitted free, 35 (5). Classification of, 36 ; 37 ; 45 (4). May be suspended or expelled, in certain cases, 38 (6). Trustees may admit from other sections, 33.

R

RATE-PAYERS.—Definition, 1 (4). To decide amount to be raised for school purposes, 20, 26. Meetings of, 25, 30. Special Meetings of, 38 (8), 41. Requisition of, 30, 41.

REGISTERS.—How prescribed, 6 (8). How distributed, 17 (8). To be kept by teachers, 45 (3). To be preserved, 44 (3).

RETURNS.—Blanks, how distributed, 17 (8). To be made by trustees, 38 (10). To be certified by teacher, 45 (12). Penalty for false, 13 (3), 45 (12).

S

SCHOOLS.—To be free, 35 (5). Grading of, 35 (5) (e)-(f) ; 36. Notice of opening of, 38 (2).

SCHOOL-HOUSES.—Sites of, 35 (4). Changing sites of, 40. Selection of designs for, 38 (4). Plans for, how prescribed, 6, (7). Trustees may insure, 50. May be condemned as unfit, 13 (2).

SCHOOL ACCOMMODATION.—Extent of, according to No. of pupils in section, 35 (5) (a)-(f).

SCHOOL YEAR AND TERMS.—Defined, 51.

SECRETARY TO TRUSTEES.—How appointed, 35 (1). To give bond, 42. Commissions

of, 43. Duties of, 44 (1)-(6). To collect sums assessed on rate-payers, 20.

SPECIAL MEETINGS.—Of Commissioners, how convened, 6 (4), 8. Of Rate-payers, how convened, 38 (8), 41.

SUPERIOR SCHOOLS.—How regulated, 6 (10). Report of Inspector on, 17 (6). Grant for, 18.

SUPERINTENDENT.—How appointed, 3. Salary of, 7. Duties of, 7 (1)-(8).

T

TEACHERS.—Regulations for classifying, how made, 6 (3). How examined, 16 (1). Must hold license, 45. Duties of, 45 (1)-(12). Grants to several classes of, 18. Number employed to be proportioned to number of pupils, 35 (5) (a)-(f). Trustees may suspend or dismiss in certain cases, 39. License of, may be cancelled in certain cases, 13 (5).

TRUSTEES.—How elected, 29, 38 (8). How appointed in certain cases, 13 (7), 30. To assess amount voted by rate-payers, 20. To call special meetings, 30, 41. Powers of, 32, 33, 34, 39, 40, 50. Duties of, 35 (1)-(5) (f), 36, 37, 38 (1)-(10), 41. Penalty for refusing to act, 31. Appeals from decisions of, how determined, 6 (9) ; 39.

V

VACATIONS.—See *Holidays*.

VISITORS OF SCHOOLS.—Members of Legislature, ministers of religion, and magistrates, to be, 46. Register to be open to inspection of, 45 (3).

The Law concerning Public Schools.

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

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

(1.). "Section." That portion of territory the school or schools of which may be presided over by a Board of Trustees, [except where the context shall exclude such definition].

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

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

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

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

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

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

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

COUNCIL OF PUBLIC INSTRUCTION.

6. The Council of Public Instruction shall have power—

(1.) To make regulations for the conduct of the Normal School, prescribe the conditions of admission and graduation of pupil teachers, and appoint Provincial Examiners to examine the same at the completion of each term, for the purpose of awarding certificates to those found qualified; said Provincial Examiners to receive three dollars each per diem while actually engaged in the work of examination, and necessary Council of Public Instruction—powers of.

Normal School.

- Chairman of District Examiners.** travelling expenses to and from Truro; and also an Examiner for each district in the Province, who shall be Chairman of the Committee of District Examiners.
- Appointment of Inspectors.** (2.) To appoint, upon the recommendation of the Superintendent of Education, an Inspector of Schools for each county of the Province.
- Regulations for drawing money, &c.** (3.) To prepare and publish regulations under which moneys may be drawn and expended, and teachers classified.
- Meeting of School Boards.** (4.) To fix the time of the semi-annual meeting of each Board of School Commissioners, and call special meetings of any Board when deemed necessary.
- Make rules to guide School Boards.** (5.) To make such regulations for the guidance of School Boards as may seem best fitted to secure uniformity in their proceedings.
- To regulate holidays, &c.** (6.) To regulate the time in session, holidays and vacations of all public schools.
- To prescribe text-books, &c.** (7.) To prescribe, with the concurrence of the Superintendent, suitable text-books and apparatus for all public schools, proper books for school libraries, and plans for school houses.
- School registers** (8.) To prescribe the form of school registers for all public schools.
- To determine appeals from Commissioners.** (9.) To determine all cases of appeal from the decision of Commissioners, District Examiners, and Trustees, and make such orders thereon as may be required.
- To make regulations for Academies and Superior Schools.** (10.) To make regulations for constructing, locating, and controlling County Academies and Superior Schools, and to authorize the payment of provincial grants to the same.
- To arrange for separate apartments.** (11.) To receive the recommendation of any inspector for separate apartments or buildings in any section, for the different sexes or different colors, and make such decisions thereon as they shall deem proper.
- To provide for exigencies arising under this act.** (12.) To make any provisions, not inconsistent with this act, that may be necessary to meet exigencies occurring under its operation.
- To draw grant for school libraries. Grant conditional.** (13.) To draw from the treasury a sum not exceeding sixteen hundred dollars for the establishment of school libraries, on the condition that any section raise a sum equal to the amount sought from the Council (consideration being given to poor sections); the books to be selected from a general catalogue authorized by the Council, and the libraries to be managed under uniform regulations prepared by the Council, and at all times to be open to inspection of the Superintendent, Inspectors, and Examiners; and when the foregoing sum, or any portion of it, remains undrawn, it may be applied for the purchase of maps and globes, to be supplied to sections on the same conditions as the library books.
- To draw public grant for district examiners, &c.** (14.) To draw from the treasury, upon the requisition of the Superintendent, a sum sufficient to pay the amount allowed to Provincial and District Examiners, and the expenses incurred

by the Superintendent in furnishing printed instructions, blank forms, and copies of this act, as directed by law; and, also, five cents a mile towards the travelling expenses of those to whom District Examiners may give certificates of admission to the Normal School.

(15.) *The Council of Public Instruction shall have power to draw annually from the treasury, upon the requisition of the Superintendent of Education, a sum not to exceed ten thousand four hundred dollars; to be applied by the Superintendent, under the direction of the Council, to the purchase of prescribed school books, maps, and apparatus, and the publication of an Educational Journal; the former to be supplied at half cost to trustees on their presenting a certificate that the articles required are for the exclusive use of public schools; and a copy of the Educational Journal shall be supplied gratuitously to each Board of Trustees for their own and the Teacher's use, and where there are more than one licensed teacher employed, a copy to each such teacher; also, a copy to each Inspector, Chairman of Examiners and of Commissioners.*

School books, maps, and apparatus—how provided.

Educational Journal.

SUPERINTENDENT.

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

Superintendent. Salary. Contingencies.

Duties of.

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

To have supervision of inspectors and schools

(2.) To enforce the provisions of this Act and the regulations of the Council.

To enforce this act.

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

To promote county academies, &c.

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

To hold meetings.

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

To report qualifications of teachers.

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

To inspect county academies and schools.

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

To prepare instructions, blanks, &c.

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

To make annual report.

COMMISSIONERS.

Commissioners
—meetings of.

8. Each Board of Commissioners shall meet semi-annually on the day appointed by the Council of Public Instruction, and shall elect a chairman at the regular meeting in the autumn, who shall call a special meeting when required by two members of the Board, or when directed by the Council of Public Instruction. In case of a special meeting, the chairman shall notify the inspector of the same, and if the inspector be unable to attend, the Board shall appoint a Secretary *pro tem.* who shall record the proceedings of the meetings, and preserve such record for the inspector, and transact any other necessary business, as directed by the Board; and in case of the absence of the chairman, the Commissioners may appoint a chairman *pro tem.*

Special meet-
ings.

District Exami-
ners—how ap-
pointed.

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

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

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

Commissioners
to receive in-
spector's report.

11. Each Board of Commissioners, at its semi-annual meeting, shall receive the Inspector's report as to the condition of the schools of the district, and the Board shall examine the several returns, and, if found satisfactory, they shall be marked as approved by the Board, and shall be signed by both the chairman and the inspector; and if from any just cause, as specified in this act, the Commissioners shall withhold their approval, they shall write upon the return their decision, with the grounds thereof; and all school returns shall be transmitted to the Superintendent of Education.

Approval or
disapproval to
be endorsed on
return.

All returns to
be sent to Super-
intendent.

Certificates of
distribution.

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

Powers of Com-
missioners.
To alter sec-
tions.
Mode of.

13. Each Board of Commissioners shall have power—
(1.) *To create new school sections or alter existing boundaries of sections by vote of two-thirds or upwards of the Commissioners present at any regular semi-annual meeting, the inspector having been consulted as to the propriety of the same, and to fix the time when such changes shall take effect, whether at once, in six months, or in a year; and the Commissioners shall in all cases have due*

Limitation.

regard to the number of children, and to the ability of each section to support an efficient school; but they shall not divide towns and villages unless by the special direction of the Council of Public Instruction.

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

To declare school houses unfit.

Penalty on section for neglect.

(3.) *To withhold the county school moneys from any trustees presenting a false return, and they shall also withhold their approval of any school returns forwarded by them to the Superintendent if it shall appear that the teacher has been immoral, incompetent, or neglectful of duty, endorsing thereon explicitly their reasons for recommending the non-payment either of all or a portion of the Provincial grant to such said teacher.*

To withhold county moneys in certain cases.

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

To settle disputes between trustees and teachers.

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

To cancel or suspend teachers' license.

And to report to superintendent.

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

To appoint trustees in certain cases.

(7.) *To appoint a committee of not less than three of their number to perform the duties imposed on them by section thirty of this act, and such committee, when so appointed, is hereby authorized to perform said duties.*

To appoint a committee to appoint trustees.

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

Commissioners may hold real estate in trust.

COMMITTEE OF DISTRICT EXAMINERS.

15. Each Committee of District Examiners shall meet in October and April in each year, for the examination of teach-

District examiners — meetings of.

ers, and shall be entitled to receive a sum not to exceed two dollars a day each, for every day actually engaged in examination; the accounts to be approved by the Board of Commissioners, signed by the chairman and inspector, and forwarded to the Superintendent.

Duty of : To examine [teachers and grant licenses.

16. It shall be the duty of the District Examiners—

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

Discretionary power.

To grant certificates to teachers wishing to attend Normal School.

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

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

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

INSPECTORS.

Inspectors—remuneration of, &c.

17. *Each Inspector shall receive semi-annually from the treasury the sum of one dollar and a half for each school inspected by him during the half year, and for every teacher regularly employed in his county, a sum equal to five per cent. on one half the average of the annual grants to the several classes of teachers as specified in section eighteen of this act; also an allowance for stationery, postage, and printing not to exceed ten dollars for each Board of Commissioners of which he is clerk. It shall be the duty of each Inspector—*

Duty of.

To act as clerk of school boards, &c.

(1.) *To act as Clerk of each Board of Commissioners within his county, and he shall deliver promptly to the parties in whose favor they are drawn, either personally or upon their written order, all drafts received by him from the Superintendent of Education or from the Board or Boards of Commissioners.*

Shall give bonds.

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

Shall keep record of school sections.

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

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

Inspection of schools.

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

Shall aid teachers with necessary information, &c.

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

Half-yearly reports on superior schools.

(7.) To appoint a convenient place in each district within his county where all school returns shall be lodged, and to give sufficient publicity to any such arrangement.

Shall appoint place in each district for returns.

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

Blank forms.

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

School houses and grounds.

(10.) To report annually to the Superintendent all fines received by him under this act.

Fines.

(11.) To promote the advancement of education by holding public meetings as frequently as possible, and especially to encourage the establishment of schools in sections where none exist.

Public meetings

(12.) To aid the Superintendent in carrying out a uniform system of education, and generally in giving effect to this act, and the regulations of the Council of Public Instruction.

Uniform system of education.

(13.) To transmit to the Superintendent, on or before the first day of December and June in each year, a statement of the half-yearly distribution, and also by the first day of December in each year, a general report of his labors, noting the condition of the schools in his county, and the means of improvement, stating the sections visited where schools did not exist, and the results of such visitations, and furnishing therewith such statistical information as the Superintendent may solicit.

Half-yearly return—nature of.

Yearly report.

MODE OF SUPPORT.

18. *Legally qualified teachers, who shall have taught a common school in accordance with this act during the school year, shall receive from the Provincial treasury according to the following rates:—Male teachers of the first class, one hundred and twenty dollars; female teachers of the first, and*

Amount of Provincial grant to teachers.

male teachers of the second class, ninety dollars; female teachers of the second, and male teachers of the third class, sixty dollars; and female teachers of the third class, forty-five dollars. Assistant teachers, if provided with separate classrooms and regularly employed at least four hours in each day, shall receive two-thirds of the amount given to principal teachers of the same class. All teachers shall receive semi-annually one-half the foregoing sums, or rateably according to the time they shall have satisfactorily taught a public school.

Assistants.

Grant may be withheld in certain cases.

The Superintendent shall, with the approval of the Council of Public Instruction, withhold the Provincial grant, or a portion thereof, from any teacher who has not complied with the requirements of this act.

Provincial grant for County academies.

There shall be granted annually the sum of six thousand six hundred dollars towards the support of County Academies, to be constructed and located in accordance with the directions of the Council of Public Instruction, said sum to be applied as specified in schedule B; the sum of seven thousand two hundred dollars for Superior Schools, to be constructed and located in accordance with the directions of the Council of Public Instruction, said sum to be provided in the proportion of four hundred dollars for each county in the Province, each school to receive at the rate of one hundred dollars; one half the sum granted to County Academies and Superior Schools, to be drawn half yearly; and when in any county the sum granted for County Academies or Superior Schools shall not be drawn, it shall be appropriated at the option of the Commissioners to aid poor sections in providing suitable school houses in such county, or in sustaining its Superior Schools, said appropriation to be made on the recommendation of the Superintendent of Education.

How applied.

For superior schools.

Amount—when not drawn to aid poor sections.

County fund—how levied.

19. The Clerk of the Peace in each county, except as hereinafter provided in relation to the city of Halifax, shall add to the sum annually voted for general county purposes at the general sessions, a sum sufficient, after deducting costs of collection and probable loss, to yield an amount equal to thirty cents for every inhabitant of the county according to the last census preceding the issue of the county rate-roll; and the sum so added shall form and be a portion of the county rates. One-half the sum thus raised shall be paid semi-annually by the County Treasurer upon the order of the board or boards of School Commissioners for the county.

How drawn.

How apportioned.

One-half of the amount provided to be raised annually as aforesaid, shall, at the close of each half-year, be apportioned to the Trustees of Schools conducted in accordance with this act, to be applied towards the payment of Teachers' salaries; and each school shall be entitled to participate therein according to the average number of pupils in attendance and the length of time in operation, but shall receive no allowance for being

in session more than the prescribed number of days in any one half year.

Each Board of Commissioners shall in May of each year determine what sections under its supervision are entitled to special aid as poor sections during the following school year; and the Commissioners shall allow to the Trustees of Schools kept in any such sections one-third more per pupil from the county fund than the allowance to other sections; and the Superintendent of Education shall be empowered to increase the provincial allowance in the same proportion to any legally qualified teacher employed in any such section.

Special county aid may be given poor sections—mode and amount of.

Special provincial aid for poor sections.

20. *Any sum required by any section over and above the sums provided by the province and county for the support and maintenance of a public school or schools during the ensuing year, including the purchase or improvements of school grounds; the purchase, erection, furnishing, cleaning or repair of school houses and out buildings; rent of buildings or lands; insurance on school property; the purchase of fuel, prescribed school books, maps, and apparatus; the payment of interest on money borrowed by the section; teachers' salaries, or any other expenses required in providing an efficient public school or schools, in accordance with this act, shall be determined by a majority of the rate-payers present at a regularly called school meeting; and any amount so determined shall be a charge on the section, and shall be levied on the real and personal property within the county of the residents of the section according to the county rate-roll; and the trustees shall furnish to their secretary a list of the assessments under this clause, with instructions in writing thereon, signed by the trustees, authorizing and directing such secretary to collect from the persons therein named the amounts set opposite their names; and the secretary shall demand the several amounts from the persons so assessed; and in default of payment, the same shall be collected under, and by virtue of, the chapter of the Revised Statutes, "Of County Assessments," and of any acts in amendment thereof; and the trustees shall return such assessment to the general sessions, or to a special sessions held for that purpose, where appeals shall be had and determined.*

Fund raised by the section.

Objects.

Mode of fixing the amount.

Mode of collection.

21. *Each Clerk of the Peace shall, immediately upon making up the rate-roll in each year, notify the Superintendent of Education, and the Inspector of Schools, of the sum provided by county assessment for the support of schools during the ensuing year.*

Clerk of Peace to notify Superintendent and Inspector of Co. assessment.

22. *One-half the amount assessed as a county rate in the several counties for the support of public schools, shall be advanced from the provincial treasury in May of each year.*

First half-year's liability to be met by a loan from Treasury to county.

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

Term "County" to mean "District."

Corporate property liable to sectional assessment.

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

THE ANNUAL MEETING.

Annual school meeting—when held.

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

Notice.

Meeting—how organized.

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

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

Right to vote may be challenged.

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

Declaration.

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

Penalty for false declaration.

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

TRUSTEES.

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

Board of trustees in each section.

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

Trustees — how elected.

How to retire.

Vacancies — how filled.

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

Proceedings when meetings fail to elect trustees or fill vacancies.

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

Penalty for refusing to act.

32. It shall be lawful for the trustees of any section, wherein are located academic institutions, other than county academies, to co-operate with an equal number of persons,

Trustees may co-operate with trustees of institutions receiving separate grants.

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

May admit to school pupils from other sections.

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

Trustees to be body corporate.

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

Duties of trustees.
To meet and organize.

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

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

To hold school property.

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

To lease or rent lands.

(3.) To lease or rent lands or buildings, if necessary, for school purposes.

To fix sites of school houses.

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

To provide school accommodation, as follows:

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

50 pupils or under.

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

50 to 80 pupils.

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

80 to 100 pupils.

(c.) For any section having from eighty to one hundred

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

(d.) For any section having from one hundred to one hundred and fifty pupils, a house with two adequate apartments, an elementary and a preparatory, and a good class room, accessible to both, with two teachers, and, if necessary, an assistant. Or, if the section be long and narrow, three houses may be provided, two elementary and one preparatory, the former being located towards the extremes of the section, and the latter at or near the centre. 100 to 150 pupils

(e.) For any section having from one hundred and fifty to two hundred pupils, a house with three apartments, an elementary, a preparatory, and a high school, and at least one good class room, common to the two latter, with three teachers, and, if necessary, an assistant. Or, if necessary, separate houses may be provided for the different departments in different parts of the section. 150 to 200 pupils

(f.) And, generally, for any section having two hundred pupils and upwards, a house, or houses, with sufficient accommodations for different grades of elementary and preparatory schools, so that in sections having six hundred pupils and upwards, the ratios of pupils in the elementary, preparatory, and high school departments, shall be respectively about eight, three, and one. 200 pupils and upwards.

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

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

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

(1.) To contract with and employ a licensed teacher or teachers for the section, and, where necessary, licensed [or unlicensed] assistants. Trustees' further duties.
Shall employ teachers.

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

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

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

To provide for erection of school houses.

(4.) To provide by assessment, as set forth in section 20, for the purchase of suitable grounds, and the purchase or erection of a house or houses, according to the decision of the school meeting, to select the design of building most suitable, and let out the work, the amount required being levied and collected in equal portions, from year to year, not exceeding five years, with any interest accruing, until the whole shall have been raised.

To visit schools.

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

May suspend or expel pupils.

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

Health of school.

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

May call special meetings.

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

Annual report.

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

School returns.

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

A return for each department.

To be forwarded by a certain day

Return of border sections.

any section shall present a false return the county moneys shall be withheld from the section over which they preside. Penalty for false return.

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

40. *Whenever it may be deemed desirable to change the site of a school house, or to dispose of school land by sale or exchange, such lands may be so disposed of by the trustees, who are hereby authorized to purchase or accept other lands or sites in lieu thereof.* Trustees may effect sale or exchange of lands.

41. *Upon the requisition of a majority of the rate-payers of any section, the trustees shall convene a special meeting of rate-payers for the purpose of voting money or adding to any amount previously voted for any purpose authorized by this act, notice of which meeting shall be given by the trustees, as provided in the case of the annual meeting, and such notice shall express the object of such meeting.* Special meeting of rate-payers to vote money—how called—powers of.

SECRETARY TO THE TRUSTEES.

42. The Secretary of the Trustees shall give a bond to Her Majesty, with two sureties, in a sum at least equal to that to be raised by the section during the year, for the faithful performance of the duties of his office; *and the same shall be lodged by the Trustees with the Clerk of the Peace for the county or district.* Secretary to trustees shall give bond.

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

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

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

- Keep school houses in repair** (2.) To keep the school house or houses in good repair, and supply the same with comfortable furniture, out houses, fuel, prescribed school books, maps, and apparatus.
- To supply teachers with copies of school registers.** (3.) To promptly supply to the Teacher, or Teachers, copies of the school register prescribed by the Council of Public Instruction, and carefully preserve the old registers.
- To keep record of maps, books, &c.** (4.) To keep a faithful record of any school books, maps or apparatus that may at any time be procured from the Superintendent, and of the disposal of the same.
- To give teacher inventory of school property.** (5.) To present the Teacher with a copy of the inventory of the school property under his or her charge, and renew the same from time to time.
- To take charge of library books &c.** (6.) To take due care of the library books of the section, and see that the same are managed in conformity with the regulations of the Council, and generally transact any business of the Board, as directed by a majority of the Trustees.

TEACHERS.

- To receive portion of grant, teacher must be licensed.** 45. No person shall be deemed qualified to receive, under this act, any portion of the moneys granted toward the support of County Academies, Superior, or Common Schools, unless holding a license from the Examiners for the district in which he or she may be employed, or in which the school house may be situate, or from the Provincial Examiners. It shall be the duty of every such Teacher—
- Duty of teacher.** (1.) Not to attempt establishing a school in any section without first making an agreement with its Trustees.
- Not to establish schools without agreement with trustees. To teach efficiently, &c.** (2.) To teach diligently and faithfully all the branches required to be taught in the school, and to maintain proper order and discipline therein, according to the engagements entered into with the Trustees and the provisions of this act.
- To call roll and keep register, &c.** (3.) To call the roll morning and afternoon, and otherwise keep an accurate register in the manner prescribed by the Council of Public Instruction, on pain of liability to forfeiture of the public grants; the register to be at all times open to the inspection of the Trustees, Visitors, Examiners, Commissioners, Inspectors, and Superintendent.
- To co-operate with trustees.** (4.) To render, when necessary, the Trustees all possible assistance in classifying the pupils of the section, according to their attainments, and, when requested by the Trustees, to institute quarterly examinations, for the purpose of transferring any pupils who may be prepared to another department.
- To inculcate principles of Christian morality.** (5.) To inculcate by precept and example a respect for religion and the principles of Christian morality:—justice, and a sacred regard to truth, love of country, loyalty, humanity, and universal benevolence, sobriety, industry, and frugality, chastity, and temperance, and all other virtues which are the ornaments of human society.

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

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

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

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

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

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

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

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

47. The certificate of any Inspector shall be received in courts of law as evidence of the boundaries of school sections. Bounds of sections — how determined in law

48. The Superintendent, Inspectors, Teachers of the Normal and Model Schools, and licensed Teachers, while employed as such, shall be exempt from militia duty, statute labor, and from serving in any town office, or on juries, and they, while so employed, shall be exempt from poll-taxes, and shall not be taxed for schools, or other purposes, on real or personal property, rated under two thousand dollars; but they shall be liable for any excess of that sum. Exemptions of superintendent, teachers, &c.

CITY OF HALIFAX.

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

(1.) The city shall be one school section, and the Governor in Council shall appoint a Board of Commissioners for the city, which shall consist of twelve members, two of whom shall be resident in each ward; but in case of a vacancy occurring, such vacancy may be filled by a selection made from any part of the city; and such Board shall be a corporate body, and City one section Commissioners: how appointed, and powers thereof.

may exercise all the powers given to trustees under this act, and perform all the duties imposed on trustees by the same.

Commissioners to provide school accommodation.

To furnish report, returns of schools, &c.

(2.) The Board of Commissioners, under this clause, shall take all necessary steps to provide sufficient school accommodation, and shall furnish semi-annually to the Superintendent of Education a report of their proceedings under this act; also returns of all schools subject to their control, and a statement of the appropriation of all moneys received and expended by them under the provisions of this act.

Commissioners may co-operate with governors of established schools.

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

All public schools to be free.

Support from the city.

(4.) On request of the Board of Commissioners, specifying the amount required, in addition to the sums provided from the Provincial treasury for the yearly support and maintenance of the schools under their charge, the City Council shall be authorized, and are hereby required, to add a sum sufficient, after deducting costs of collection and probable loss, to yield the sum so specified by the Board to the general assessment of the city, to be levied and collected from the inhabitants thereof, which sum shall be paid quarterly by the City Treasurer to the said Board, upon the written order of the chairman or vice-chairman.

Objects for which assessments may be made.

(5.) The objects to be provided for by the Board of Commissioners out of the sum so assessed shall be the salaries of teachers and assistants, and of the Secretary to the Board, the leasing of lands and buildings for school purposes, the repairing and improving of grounds and buildings, the cleaning, fuel, and insurance of school houses, the purchase of prescribed school books, the interest payable on debentures issued by the Board, and all other expenses required in the due execution of the different powers and trusts vested in the said Board by this act.

Commissioners may borrow money in certain cases.

(6.) The Board of Commissioners shall have power to select and purchase sites for school buildings, and shall have power to borrow money for the purchase of the same; as also for the purchase or erection of buildings, the improvement of school grounds, and the purchase of suitable furniture and apparatus for the schools under their charge.

Commissioners may issue debentures.

(7.) To enable the Commissioners to borrow money, they may issue debentures, in such form, and for such sums as they may decide upon, payable with interest in twenty-five years from the date thereof, free from taxation; said debentures to be a charge on the city of Halifax, and the interest thereon to

be paid every six months, and to be included in the sum specified and required to be assessed upon the inhabitants of the city as aforesaid. The debentures shall be sealed with the seal of the incorporated Board, and shall be signed by the chairman and countersigned by the secretary.

(8.) The Board of Commissioners are hereby invested with the title of all public school property, real and personal, within the city, with the exception of the Halifax Grammar School, and may sell and dispose of the same, or any part of the same, and with the proceeds may purchase new school house sites, and erect new school houses, in such places and at such times as shall be deemed most expedient.

Title to school property vested in Commissioners.

(9.) The Commissioner whose name shall stand first on the list of appointments, shall be chairman of the board, and in his absence the Commissioner next on the list present shall act as chairman, and the Commissioners shall appoint their own secretary, and fix his salary.

Chairman: how appointed.

Secretary.

(10.) The provisions of this act, except as in the said act provided, shall apply to the city of Halifax; but the pupils of one ward shall be entitled to school privileges in any other ward.

Pupils of one ward entitled to privileges in any other.

INSURANCE OF SCHOOL HOUSES.

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

Trustees and Commissioners may insure school houses.

SCHOOL YEAR AND TERMS.

51. *The school year shall begin on the first of November, and six calendar months, commencing with the first of November and the first of May in each year, shall constitute a school term, including all holidays and vacations prescribed by the Council of Public Instruction.*

School year—length of school term.

PREVIOUS ENGAGEMENTS.

52. All Teachers holding licenses, granted under the act of eighteen hundred and sixty-four, and of any amendment thereof, shall be held qualified under this act, and subject to its provisions, according to the terms of their certificates; and all engagements entered into under the act of 1864, shall be binding under this act.

Proceedings under previous act confirmed.

SCHEDULE A.

District of Cape Breton.	District of Halifax, Rural.
District of Victoria.	District of East Hants.
District of North Inverness.	District of West Hants.
District of South Inverness.	District of Kings.
District of Richmond.	District of Annapolis East.
District of Antigonish.	District of Annapolis West.
District of Guysborough.	District of Digby.
District of St. Mary.	District of Clare.
District of North Pictou.	District of Yarmouth.
District of South Pictou.	District of Argyle.
District of Stirling.	District of Barrington.
District of Colchester.	District of Shelburne.
District of Parrsborough.	District of South Queens.
District of Cumberland.	District of North Queens.
District of Halifax City.	District of Lunenburg.
District of Halifax West.	District of New Dublin.
District of Halifax Shore.	District of Chester.

SCHEDULE B.

COUNTY ACADEMIES.

County of Cape Breton..\$600	County of Annapolis....\$600
County of Victoria..... 600	County of Digby..... 600
County of Inverness 600	County of Shelburne ... 600
County of Richmond.... 600	County of Queens..... 600
County of Guysborough.. 600	County of Lunenburg... 600
County of Cumberland.. 600	

AN ACT

To authorize the Sale of School Houses in Certain Cases.

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

In all cases wherein a school house has been built within any section, and is owned in shares, it shall be competent for the majority in interest of the owners of shares to sell and dispose of the same to the section at any meeting duly held after ten days notice of the object thereof, at such price as this meeting shall determine, or as may be realized at a public sale thereof duly advertised, and the proceeds of sale shall be divided among the proprietors in proportion to their shares in interest in the property.

COMMENTS AND REGULATIONS
OF THE
COUNCIL OF PUBLIC INSTRUCTION.

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

I. OF SCHOOL SECTIONS.

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

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

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

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

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

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

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

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

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

II. OF SCHOOL HOUSES AND GRADED SCHOOLS.

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

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

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

In reference to the site, care should be taken to see that it is in a situation of readiest accessibility to the majority of the population of the section; that it is located from 15 to 50 yards from the public highway; that it is removed from the poisonous influences of stagnant pools and low-lying swampy grounds; from the clatter of the mill or factory, and the noise of a railroad station or tavern; that it has a dry, airy position, (with a gentle slope and southern exposure, if possible) and commands as attractive and extensive a prospect as natural facilities will permit.

The amount of land set apart for school purposes should not, in the country, be less than half an acre;* in thickly peopled localities, not less than a quarter; and in towns, not less than one-eighth of an acre. The form of school grounds should be rectangular, the length (extending north and south, if possible) bearing the ratio to the breadth of about 4 to 2. If an acre can be obtained, it should be about 8 rods wide by 20 rods long; but if suitable land can be procured, the length should be increased, in order to furnish longer play-grounds. Six or seven rods (according to the size of the house) will generally be found wide enough.

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,

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

without changing his position, to give direct attention to 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 to 4 feet in graded schools for each desk, and at least 2 feet for divisions between rows of desks, the following dimensions will furnish accommodation for the number of scholars prefixed:

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

Adding 2 feet 9 inches to the length for every additional row of desks. Where the number of scholars amounts to upwards of fifty, there must be a class-room attached. See Act, sec. 35 (5) (a) (b) (c), &c.

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

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

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

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

Sections furnishing their schools with (double) patent desks will find the following table of service in adapting the size of desks to the pupils, &c.:

Age of Pupils.	Height of Chairs.	DESKS.			Space between desks for Chairs.
		Height of side next to Pupil.	Length.	Width.	
5 to 6 years	11 inches.	21 inches.	36 inches.	12 inches.	14 inches.
6 to 8 "	12 "	22 "	39 "	13 "	15 "
8 to 10 "	13 "	23 "	42 "	13½ "	15½ "
10 to 12 "	14 "	24½ "	44 "	14 "	16 "
12 to 14 "	15 "	26 "	46 "	14½ "	16½ "
14 to 17 "	16 "	27½ "	48 "	15 "	17 "
17 "	17 "	29 "	48 "	16 "	17 "

6. The law requires that the principle of the classification of pupils be applied as universally as circumstances will admit. Unless this be done, the education furnished by the public schools must be very imperfect. The grading of schools in the country is practicable in somewhat thickly populated sections only. In such it is practicable, and the schools will never yield their best fruits without it. If the value of a graded school was really appreciated, a near approximation to this result could often be had with very slight changes in existing arrangements as to school-houses. Whenever from 50 to 80 pupils can be brought together, seats should be provided for them in the same school-room, and a good class room should be attached. There should be a principal teacher and one assistant, and the pupils should be divided into two grades and subdivided into classes. The teacher should remain in the school-room; while the assistant should draw off classes into the smaller room.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

III. OF APPARATUS AND TEXT-BOOKS.

1. The teacher cannot do good work without suitable apparatus, any more than the mechanic without suitable tools. This apparatus should be provided out of the funds of the section, and not left to the random efforts of teachers or of private individuals. A comparatively small sum devoted yearly to this object, would, in a short time, equip the majority of schools throughout the Province. Every section is empowered by law to assess itself for the purchase of school apparatus. The law also provides that such apparatus shall be supplied to Trustees, for the exclusive use of public schools, at half cost.

2. The following articles should be considered indispensably necessary :

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

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

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

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

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

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

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

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

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

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 high schools and academies should, when desirable, be aided by the funds of the section, in order that a museum containing types of the general objects of natural science may be provided both for study and illustration.

TEXT-BOOKS FOR SCHOOLS AND ACADEMIES.

4. The matter of text-books is of even greater importance than that already considered. The law enables every section to raise by assessment any sums required for the purchase of school books, maps, &c., and provides means by which these may be secured by Trustees, for the exclusive use of public schools, at half cost.

To select suitable school books, and prescribe the same for general use in our public schools, is one of the special duties devolved by Law, on the Council of Public Instruction.

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

5. Reserving the right of adding to or altering as occasion may require, the Council names the following as the prescribed school books of the Province:—(June, 1866.)

ENGLISH READING BOOKS.

Nova Scotia Series, 1st, 2nd, 3rd, 4th, 5th, and 6th Books.

“ “ The Advanced Reader, No. 7.

[Irish National Series, 3rd, 4th, and 5th books, are *permitted* to be used.]

The Art of Teaching Reading (Irish Series), *or*
Bailey's Brief Treatise on School Elocution.

SPELLING BOOK.

Spelling Book Superseded.

GRAMMAR AND COMPOSITION.

*Easy Lessons in English Grammar, }
*English Grammar, } In course of preparation as
part of the Nova Scotia
School series.

Morrell's Analysis.

Reid's Rudiments of Composition.

Whately's Rhetoric.

* Until the above Grammar is published, Trustees are at liberty to select what author they please; but the Educational Department will not undertake to supply such a text-book until the one in preparation is issued.

ENGLISH DICTIONARIES.

Worcester's—all sizes.

MATHEMATICS.

Arithmetic—Nova Scotia Elementary Arithmetic. }
 Nova Scotia Arithmetic for Schools } Nova Scotia
 and Academies. } School series.
 Nova Scotia Arithmetical Table Book }

Algebra—Chambers', or Greenleaf's.

REMARK.—The first part of Chamber's Algebra (as far as Quadratics) can be procured in a separate volume.

Plane Geometry—Chambers' Euclid (including Plane Trigonometry).

Practical Mathematics—Chambers' Practical Mathematics (including Land-Surveying and a brief treatise on Navigation).

Solid and Spherical Geometry—Chambers' (including Spherical Trigonometry, Conic Sections, &c.)

Mathematical Tables—Chambers'.

Navigation—Norie's (an extended treatise).

WRITING AND DRAWING.

Staples' Progressive Penmanship, with Copy Books (Nova Scotia School series).

Bartholomew's Series of Drawing Lessons for Schools.

GEOGRAPHY.

Calkin's Geography and History of Nova Scotia. }
 *Calkin's School Geography of the World (in course } Nova Scotia
 of preparation). } School series.

SCHOOL MAPS.

Map of Nova Scotia.

Series of Blue Sea Wall Maps, viz.:

British America, (prepared under the supervision of the Educational Department, for the public schools of Nova Scotia.)

British Isles.

England.

Ireland.

Scotland.

Europe.

Palestine.

Western Hemisphere.

Eastern Hemisphere.

North America.

South America.

Asia.

Africa.

Australasia.

} In course of preparation, under the supervision of the Educational Department, for the Public Schools of Nova Scotia.

The Terrestrial Globe.

*Until the above work is published, the Council leaves the choice of a general Geography to Trustees; but the Educational Department will not undertake to supply any general Geography until Calkin's is issued.

Johnston's Classical Wall Maps, viz. :

Orbis Veteribus Notus.

Italia Antiqua.

Græcia Antiqua.

Asia Minor Antiqua.

Orbis Romanus.

Mitchell's Ancient Geography and Atlas.

Philips' Physical Atlas.

HISTORY.

Hodgins' School History of the British North American Provinces.

Collier's, School History of the British Empire.

Curtis' Chronological Outlines of English History.

REMARK. Curtis' Outlines are prescribed by the Council of Public Instruction to meet the wants of those schools which have not room in their school work for the introduction of Collier's British History. By means of these very brief and well arranged outlines the Teacher of every school in the Province can familiarize his pupils with the chief events in the history of the Empire of which we form a part. One lesson a week, supplemented by suitable oral instruction from the Teacher would be sufficient for the purpose.

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

Smith's Smaller History of Rome.

Smith's Smaller History of Greece.

SCHOOL SINGING BOOKS.

Acadian Minstrel.

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

NATURAL PHILOSOPHY.

Parker's Natural Philosophy.

Tate's Natural Philosophy (for Teachers' use).

The Celestial Globe.

NATURAL SCIENCE.

Chambers' Chemistry (Revised edition).

Varley's Rudimentary Treatise on Mineralogy.

Dana's Mineralogy.

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

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

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

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

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

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

MENTAL SCIENCE.

Haven's Mental Science.

Whately's Logic.

Wayland's Moral Philosophy.

ECONOMIC SCIENCE.

The Chemistry of Common Things, (Nova Scotia School Series).

REMARK. This book is copiously illustrated, and intended to be used by *advanced* classes as a reading book once or twice a week. Every lesson should be carefully prepared by the pupils, and the Teacher should extend and impress the instruction of the text-book by suitable experiments and illustrations.

ECONOMIC SCIENCE—(Continued.)

Dawson's Elements of Agricultural Chemistry.
 Hitchcock's Animal Physiology (including Anatomy).
 Wayland's Political Economy.

CLASSICS.

Latin—Bryce's First Latin Book.
 Bryce's Second Latin Book.
 Edinburgh Academy Latin Grammar, or
 Bullions' Latin Grammar.

Authors { Caesar—*Gallic War*; Virgil—*Georgics*; Cicero—*Friend-*
 (Oxford { *ship, Old Age*; Virgil—*Æneid*; Cicero—*Poet Archias*;
 Editions). { Horace—*Odes*.
 Arnold's Latin Prose Composition.

Greek—Bryce's First Greek Book.
 Bryce's Second Greek Book.
 Bullions' Greek Grammar, or
 Edinburgh Academy Greek Grammar.

Authors { Xenophon—*Anabasis*; Euripides—*Alcestis*; Xenophon—
 (Oxford { *Memorabilia*; Homer—*Iliad*.
 Editions). { Arnold's Greek Prose Composition.

IV. OF THE COMMON SCHOOL.

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

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

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

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

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

2. Three branches form the staple of Common School Instruction: the Mother-tongue,* or Language, Arithmetic, and Writing. These are univer-

* 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.

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

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

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

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

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

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

3. In addition to the subjects named above, there should be taught in every school a certain amount of general knowledge suited to early years. This is commonly called "instruction in common things." Lessons may be drawn from any of the departments of real knowledge: e. g., common objects, the animals of our own and other countries, the products of the soil, the processes of the arts, natural phenomena, and the like. Subjects must be selected from the visible world because, at certain stages of advancement, *things* afford the only means of drawing forth the pupil's sympathies.

with knowledge, and of calling into action his powers of observation and comparison.

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

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

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

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

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.*

* 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*.

V. OF SUPERIOR SCHOOLS.

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

2. To encourage and foster such schools, the law provides \$400 for each County, one-half of which sum is to be divided semi-annually among not more than four schools or departments, located in different sections. As the conditions prescribed by the Council for the receipt of this grant require considerable effort, not only on the part of teachers, but also on the part of the people of the section, in providing suitable school accommodation, furniture and apparatus, one-half of the amount allotted to any school or department, after the expiration of the present year (1866), will be paid to the trustees of the section, to be applied by them in improving the school apparatus, or for general school purposes; and one-half will be paid to the teacher of the school or department. The above grant is over and above the amounts allowed, under the general provisions of the law, to teachers and trustees of first class common schools. In case but one school in the county reaches the standing of a superior school in any term, the Council reserves the right of determining the amount of its grant.

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

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

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

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

(10.) The daily average attendance of pupils for the whole term must be not less than thirty. [This condition may be modified in favour of sec-

*The teacher must preserve an outline, or skeleton, of these lessons, and furnish the Inspector an examination of the same, on the days of his visitation.

tions having graded schools, where it shall appear that the number of pupils in the competing department has been kept below the requirement for the sake of more thorough grading.]

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

5. The Council indulges the hope that both Trustees and Teachers will show a spirit of noble emulation in competing for this grant. If those who compete one term 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*,—Analysis, Parsing, 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 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 “*Of the Common School*”), and paper or blackboard outlines of the same by the scholars.

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

REMARK. History is the 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 only, but to the general average of the whole.

VI. OF COUNTY ACADEMIES.

1. The Act encourages the establishment of an Academy in each County, in which there does not already exist an advanced educational Institution in the reception of a Provincial grant. The terms of the grant to these Academies are as follows:—"There shall be granted annually the sum of six thousand six hundred dollars towards the support of County Academies, to be constructed and located in accordance with the directions of the Council of Public Instruction, said sum to be applied as specified in Schedule B." This Schedule appropriates the sum of six hundred dollars annually 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.) Any County Town (or other section) having not less than one hundred and twenty-five and not more than two hundred children of fit age for school, shall provide, by assessment, a commodious school house, with two large apartments as school rooms, and one class-room. One of these apartments shall be called the Preparatory School, and the other the High School, or Academy.

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

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

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

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

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

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

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

(9.) The Teacher of the Elementary department may be either a male or female, though the latter is preferable for the sake of the female schol-

ars, who may be in attendance. If the latter, she must possess a *practical* and intimate knowledge of the manner of conducting primary schools. Whether male or female, the Teacher must be capable of giving object and oral lessons.

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

3. Teachers of departments in connection with the County Academies, except those engaged in imparting instruction in the High School departments, will receive from the Superintendent the same amount of provincial aid as is prescribed by law for teachers of common schools; and the trustees will receive from the Commissioners an allowance for all the departments, including the High School, from the funds provided by county assessment, as in the case of common schools. If the town or section shall have provided school accommodation, equal to the foregoing requirements, and an increased number of apartments is still required, each additional department necessary for the section, established and controlled by the Trustees, supported by the section and properly graded in conformity with law, will receive public aid from both the Superintendent and Commissioners.

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

VII. OF THE PROVINCIAL NORMAL SCHOOL.

1. This, like all similar Institutions, is mainly and specially intended to fit for the business of teaching. Of all professions, teaching is one of the most difficult: hence the need of special preparation. Civilization acknowledges this need. Accordingly every nation supporting a popular system of Education, has made provision whereby this training may be had. The Council of Public Instruction has sought to render the Normal School of Nova Scotia increasingly efficient and equal in every respect to the requirements of the Province. There are three well-furnished school apartments in the Institution, and a staff of three Teachers, besides a teacher of music and drawing. An excellent graded Model School, having three departments, with an experienced teacher in each, is connected with the Normal School establishment. By means of the several departments of the Model School rare facilities for the illustration and practice of the most approved methods of teaching and conducting public schools are secured to the pupil-teachers.

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

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

3. Before being enrolled a Student at the Normal School, every pupil-teacher shall make the following declaration, and subscribe his or her name thereto:—"I hereby declare that my object in attending the Provincial Normal School, is to qualify myself for the business of teaching; and that my intention is to teach for a period not less than three years in the Province of Nova Scotia,—if adjudged a Certificate by the Examiners." In consideration of this declaration, instruction, 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 attend one of the regular semi-annual examinations conducted by the District Examiners in October and April in each year, and if they pass a satisfactory examination on the third-class syllabus,* they shall, if found worthy of the same, receive a certificate of "character, ability, and scholarship." This certificate shall give the holder admission to the Normal School, and upon presenting said certificate to the Superintendent, the holder shall receive an allowance of five cents per mile, towards travelling expenses. In the case of those who hold licenses, granted since October 1864, it shall be sufficient to make application to the Chairman of the District Examiners, 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 language. In Mathematics, they must be competent to solve any example in the advanced Nova Scotia Arithmetic, to work quadratic equations in Algebra, and to demonstrate any proposition in the first four books of Euclid.

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

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

(4.) Pupil-teachers who enrol as candidates for provincial High School or Academy licenses must, whatever be their attainments on entering, attend two sessions before they can go before the Examiners to obtain their licenses, provided that they do not already hold a first or second-class license 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.

* If qualified, they may be examined on the second, or first-class syllabus, omitting the practical questions at the end. See Reg. 6 (3).

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

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

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

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

VIII. OF PUBLIC SCHOOL LIBRARIES.

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

By the 13th subdivision of the 6th section of the School Law, it is enacted that the Council of Public Instruction shall have power "to draw from the treasury a sum not exceeding sixteen hundred dollars, for the establishment of School Libraries, on the condition that any section raise a sum equal to the amount sought from the Council (consideration being given to poor sections); the books to be selected from a general catalogue authorized by the Council, and the libraries to be managed under uniform regulations prepared by the Council, and at all times to be open to inspection of the Superintendent, Inspectors, and Examiners."

It will be observed that *local exertion* (and not property or population)

is, almost exclusively, the ruling principle in the appropriation of the above grant, as of all other provincial grants in aid of public schools. The principle of aiding each school section in proportion as it exerts and helps itself is, when slightly modified in aid of very needy sections, wholly unobjectionable, and is admirably adapted to excite and bring into action that interest and public spirit which are the life of any general system of social advancement.

2. GENERAL PRINCIPLES UPON WHICH BOOKS WILL BE SELECTED FOR LIBRARIES.—The Council of Public Instruction deems it proper to state its principles of proceeding in performing the important and responsible task of selecting books for the Public School Libraries.

(1.) The Council regards it as imperative, that no works of a licentious, vicious, or immoral tendency, and no works hostile to the Christian religion, should be admitted into the libraries.

(2.) Nor is it, in the opinion of the Council, compatible with the objects of the Public School Libraries, to introduce into them controversial works on Theology, or works of denominational controversy; although it would not be desirable to exclude all historical and other works in which such topics are referred to and discussed; and it is desirable to include a selection of suitable works on the evidences of Natural and Revealed Religion.

(3.) In regard to books on ecclesiastical history, the Council deems it best not to include them in the Public School Libraries.

(4.) With these exceptions, and within these limitations, it is the opinion of the Council that as wide a selection as possible should be made of useful and entertaining books of permanent value—adapted to the young, the middle-aged, and those advanced in years—in the various departments of human knowledge; leaving each board of Trustees to consult its own taste, and exercise its own discretion, in selecting books from the general catalogue.

(5.) The including of any books in the general catalogue is not to be understood as the expression of any opinion by the Council in regard to any sentiments inculcated or combated in such books; but merely as an acquiescence on the part of the Council in the purchase of such books by any board of Trustees, should it think proper to do so.

(6.) The general catalogue of books for Public School Libraries will, if possible, be published the coming autumn (1866). The catalogue may be modified and enlarged from time to time, as circumstances may suggest, and as suitable new works of value may appear.

3. THE ESTABLISHMENT AND MANAGEMENT OF PUBLIC SCHOOL LIBRARIES.—Under the authority of the School Law, the Council has adopted the following regulations respecting the establishment and management of Public School Libraries:—

(1.) Any board of School Trustees may establish a Library in the section over which it presides; or two or more boards of School Trustees of sections contiguous to each other may unite in establishing and supporting one Library for the sections so united, the Library to be subject to all the regulations applicable to Libraries established in single sections.

(2.) Each Library shall be under the management of the School Trustees, and the Trustees shall appoint or remove the Librarian, and fix his salary.

(3.) The Trustees receiving Library Books must provide a proper case for the books, with a lock and key ; and must cause the case and books to be kept in some safe place, and repaired when injured ; and must also provide sufficient wrapping paper to cover the books, and writing paper to enable the Librarian to keep minutes of the delivery and return of books, and write the needful notes or letters.

(4.) When any books are taken in charge by the Librarian, he shall make out a full and complete catalogue of them ; and at the foot of each catalogue, the Librarian shall sign a receipt to the following effect :

“ I, A. B., do hereby acknowledge that the books specified in the preceding catalogue have been delivered to me by the Trustees of School Section No. — (or School Sections Nos. —), in the District (or Districts) of —, to be carefully kept by me as their Librarian, for the use of the inhabitants within their jurisdiction, according to the regulations prescribed by authority of the Statute, for the management of Public School Libraries, to be accounted for by me according to said regulations, to said Trustees, and to be delivered to my successor in office.” Dated, &c.

Such catalogue, with the Librarian's receipt, having been examined by such Trustees, or some person or persons appointed by them, and found to be correct, shall be delivered to Trustees, and shall be kept among their official papers.

(5.) The Librarian shall be accountable to the Trustees appointing him, for the cost of every book that is missing, or for the whole series of which it formed a part. The Librarian shall also be accountable, in like manner, for any injury which a book may appear to have sustained, by being soiled, defaced, torn, or otherwise injured ; and can be relieved from such accountability only by the Trustees, on its being satisfactorily shown to them, that some resident within their jurisdiction is chargeable for the cost of the book so missing, or for the amount of injury so done to any work.

(6.) The Librarian must see that in each book belonging to the Library, the number of the book and the name of the Library to which it belongs, is written, either on a printed label pasted inside the cover of the book, or on the first blank leaf of it, and that the number of days allowed by these regulations for the perusal of the book is legibly marked thereon ; and he is on no account to deliver out any book which is not thus numbered and identified. He shall also cause all the books to be covered with strong wrapping paper, on the back of which shall be written the title of the book, and the number in large figures. As new books are added, the numbers shall be continued, and they are in no case to be altered ; so that if the book be lost, its number and title must still be continued on the catalogue, with a note that it is missing.

(7.) The Librarian shall keep a blank book, which may consist of a few sheets of writing-paper stitched together—ruled across the width of the paper, so as to leave five columns of the proper size, for the following entries—to be written lengthwise of the paper : In the first column, the Title and No. of the Book ; in the second column, the Name and Residence of the person to whom delivered ; in the third column, Date of Delivery ; in the fourth column, the Date of its Return ; in the fifth column, Remarks respecting the Condition of the Book, as good, injured, torn, or defaced, &c., in the following form :—

TITLE AND NO. OF THE BOOK.	TO WHOM DELIVERED.	WHEN DELIVERED.	WHEN RETURNED.	CONDITION OF THE BOOK.

As it will be impossible for the Librarian to keep any trace of the books without such minutes, his own interest, as well as his duty to the public, should induce him to be exact in making his entries at the time any book is delivered; and when it is returned, to be equally exact in noticing its condition, and making the proper minute.

(8.) The Librarian shall act at all times and in all things according to the orders of the Trustees appointing him; and whenever he is removed or superseded, he shall deliver over to his successor, or to the order of his Trustees, all books, catalogues, and papers appertaining or relating to the Library; and if they are found to be satisfactory, his Trustees, or successor in office, shall give him a receipt to that effect. But if any of the books shall have been lost, or in anywise injured, the Librarian shall account and pay for such loss, unless released by his Trustees.

(9.) The Trustees are to attend faithfully to the interests of their Library; they are, at all times, when they think proper, and as often as possible, to examine the books carefully, and compare the books with the catalogue, and note such as are missing or injured; and to see that all forfeitures are promptly collected, and that injuries done to books are promptly repaired, and that the Library is properly managed and taken care of.

4. REGULATIONS FOR THE CARE AND USE OF THE LIBRARY BOOKS.

—The following are the regulations for the care and use of the books in the Library:—

(1.) The Librarian has charge of the books, and is responsible for their preservation and delivery to his successor, or to the order of his Trustees appointing him.

(2.) A copy of the catalogue of the books shall be made out and kept by the Librarian, and open to the inspection of all persons entitled to get books from the Library, at all seasonable times, or at such times as may be determined by his Trustees.

(3.) Not more than one book can be delivered to a person at a time; and any one having a book out of the Library must return it before he can receive another.

(4.) No person upon whom a forfeiture has been adjudged under these regulations, can receive a book while such forfeiture remains unpaid.

(5.) Each resident of sufficient age to read books belonging to the Library, shall be entitled to all the benefits and privileges conferred by these regulations relative to Public School Libraries; but no person under age can be permitted to take a book out of the Library, unless he resides with some inhabitant who is responsible for him; nor can he receive a book if notice has been given by his parent, or guardian, or person with whom he resides, that he will not be responsible for books delivered to such minor.

But *any* minor can draw a book from the Library on depositing the cost of such book with the Librarian.

(6.) Where there is a sufficient number of volumes in a Library to accommodate all the residents who wish to borrow, the Librarian may permit each member of a family to take books as often as desired, as long as the regulations are punctually and fully observed. But where there are not books enough to supply all the borrowers, the Librarian must accommodate as many as possible, by furnishing each family in proportion to the number of its readers or borrowers, or by delivering not more than one book at a time for each family.

(7.) Every book must be returned to the Library within as many weeks after it shall have been taken out, as it contains hundreds of pages—allowing one week for the reading of a hundred pages; but the same person may again take the same book, if application has not been made for it while it was so out of the Library, by any person entitled, who has not previously borrowed the same book—in which case such applicant shall have the preference in the use of it. And where there have been several such applicants, the preference shall be according to priority in the time of their applications, to be determined by the Librarian.

(8.) If a book be not returned at the proper time, the Librarian is to report the fact to the Trustees, and he must exhibit to them every book which has been returned injured by soiling, defacing, tearing, or in any other way, before such book shall be again loaned out, together with the name of the person in whose possession it was when so injured.

(9.) For *each day's* detention of a book beyond the time allowed by these regulations, the forfeiture of *two cents* shall be incurred by the borrower, and shall be payable forthwith to the Librarian.

(10.) For the destruction or loss of a book, a forfeiture shall be incurred by the borrower, equal to the cost of the book, or of the set, if the book be one of a series. And on the payment of such forfeiture, the person paying it shall be entitled to the residue of the series.

(11.) For any injury which a book may sustain by a borrower, a forfeiture shall be incurred by such borrower, of not less than *five cents* for every spot of grease or dirt upon the cover, or upon any leaf of the volume; for writing in or defacing any book, or for cutting or tearing the cover, or the binding, or any leaf, not less than *ten cents*, or more than the cost of the book.

(12.) If a leaf be torn out, or so defaced or mutilated that it cannot be read, or if any thing be written in the volume, or any other injury done to it, which renders it unfit for general circulation, the Trustees shall consider it a destruction of the book, and the forfeiture shall be incurred accordingly, as above provided in case of the loss of a book.

(13.) When a book shall have been detained seven days beyond the time allowed by these regulations, the Librarian shall give notice to the borrower to return the same within three days. If not returned within that time, the book may be considered as lost, and the forfeiture imposed in such case as incurred accordingly.

(14.) When, in the opinion of the Librarian, any forfeiture has been incurred by any person under these regulations, he shall refuse to deliver any book to the party liable to such fine until the Trustees shall have decided upon such liability.

(15.) It shall be the special duty of the Librarian to give notice to the

borrower of a book that shall be returned injured, to show cause why he should not pay the forfeiture incurred. Such notice may be given to the agent or child, or sent to the house, of the borrower who returns the book; and it should always, if possible, be given at the time the book is returned.

(16.) The Librarian is to inform the Trustees of every such notice given by him, and they shall assemble at the time and place appointed by him, or by any notice given by them, or any one of them, and shall hear the case. They are to keep a book of minutes, in which every forfeiture which, in their judgment, has been incurred, shall be entered and signed by them, or the major part of them, or by the Librarian on their order, and these minutes, or a duly certified copy of them, shall be conclusive evidence of each of the facts recorded in them.

(17.) It shall be the duty of the Trustees to prosecute promptly for the collection of the forfeitures adjudged by them, and all forfeitures shall be applied to defraying the expenses and increasing the books of the Library.

5. MISCELLANEOUS REGULATIONS.—(1.) When a School Trustee shall be notified as having incurred a forfeiture for detaining, injuring, or destroying a book borrowed from the Library, he shall not act as a judge in his own case, but such case shall be decided upon by a majority of the other members of the Corporation. In all cases, the acts of a majority of a corporation are to be considered as the acts of the corporation.

(2.) In order to prevent the introduction of improper books into the Libraries, it is required that no book shall be admitted into any Public School Library established under these regulations which is not included in the catalogue of Public School Library books, prepared according to law.

(3.) The Trustees have authority, if they shall think proper, (according to the common practice of Circulating Libraries) to require the borrower to deposit with the Librarian a sum equal to the cost of the book taken by him, as a security for its safe return and the payment of any injury which may be done to it.

(4.) The Inspectors of Schools shall inspect and inquire into the state and operations of the Libraries within their respective jurisdictions, and give the results of their observations and inquiries in their annual reports; and each School Section Corporation must report annually, in the "School Return B," the condition of its Library, as specified in said Return.

(5.) The foregoing regulations being made under the authority and requirements of the 13th division of the 6th section of the School Act, are binding upon all parties concerned in the establishment, management, and privileges of Public School Libraries; and all parties act with a full knowledge of these regulations.

(6.) The regulations will be subject to reconsideration and revision from time to time, as experience and the circumstances of the country may suggest.

6. REMARKS ON THE FOREGOING REGULATIONS.—By the regulations, it will be seen that a very wide discretion is confided to the Trustee Corporations, in the selection of books for Libraries, while the duties of all parties concerned in the management and use of these Libraries are fully stated, in order to prevent all doubts or mistakes respecting them. Trustees are relieved from the responsibility and odium of imposing penalties or forfeitures in any case whatever; these are all specified in the regulations;

and it only remains for the school authorities to investigate and decide upon the *facts* of each case of alleged delinquency, and act accordingly.

The most of these regulations are adopted from Upper Canada and the State of New York, where much experience has been acquired in the management of Public School Libraries. That experience has shown that a strict adherence to these regulations is absolutely necessary to the maintenance of harmony among all parties concerned, and to the preservation and usefulness of the Libraries.

IX. OF THE SUPPORT OF PUBLIC SCHOOLS.

The mode of supporting Public Schools is clearly set forth in the Law. It is three-fold: Provincial, County, and Sectional.

1. **PROVINCIAL.**—The Superintendent of Education will pay to each legally qualified Teacher, who has taught a common school the entire number of prescribed teaching days in any school year, the following sums, or proportionately according to the number of days he or she may have taught:

First Class Male Teachers.....	\$120
First Class Female Teachers }	90
Second Class Male Teachers }	60
Second Class Female Teachers }	60
Third Class Male Teachers... }	45
Third Class Female Teachers.....	45

Any legally qualified Teacher employed in a section designated by the Board of Commissioners as one entitled to special aid as a poor section during any school year, will receive from the Superintendent one-third more than the respective sums mentioned above for the school year, or proportionately according to the number of days he or she has taught. Payments will be made half-yearly. In addition to the above aid in support of schools, text-books, maps, and apparatus will be sold to each section, as public property, on the payment by the Trustees of *half the cost* of the same.

For special aid to Superior Schools, see "Of SUPERIOR SCHOOLS."

For special aid to County Academies, see "Of COUNTY ACADEMIES."

COUNTY.—It is provided that a County (or Sessional District) school rate, yielding for distribution a sum "equal to thirty cents for every inhabitant of the County (or Sessional District), according to the last census preceding the issue of the county rate roll," shall be levied annually; and the amount thus obtained will be paid to the Trustees by the County (or District) Treasurer upon the order of the Board of School Commissioners.

The County fund will be distributed by the Commissioners, in terms of the Act, as follows:—

"One-half of the amount provided to be raised annually as aforesaid, shall, at the close of each half-year, be apportioned to the Trustees of Schools conducted in accordance with this act, to be applied towards the payment of Teachers' salaries; and each school shall be entitled to participate therein according to the average number of pupils in attendance, and the length of

time in operation, but shall receive no allowance for being in session more than the prescribed number of days in any one half year."

Trustees of Schools kept in sections designated by the Commissioners as those "entitled to special aid as poor sections" during any school year, will receive from the County fund one-third more per pupil than they would otherwise be entitled to.

3. SECTIONAL.—From what has been stated above, it will be seen that the amount of Provincial and County moneys that will be secured by any section towards supporting its school or schools, will depend almost exclusively upon *local exertion*, or the direct efforts made by the inhabitants of each section in supporting as efficiently as possible their own school. In order to remove every obstacle to the putting forth of this local effort on the part of the residents of each section, by which they will be enabled to secure schools of a high order and of ample accommodation, and thus obtain the largest amount of public money, the law provides that—"Any sum required by the province and county for the support and maintenance of a public school or schools during the ensuing year—including the purchase or improvement of school grounds; the purchase, erection, furnishing, cleaning or repair of school houses and out buildings; rent of buildings or lands; insurance on school property; the purchase of fuel, prescribed school books, maps, and apparatus; the payment of interest on money borrowed by the section; teachers' salaries, or any other expenses required in providing an efficient public school or schools, in accordance with this act, shall be determined by a majority of the rate-payers present at a regularly called school meeting; and any amount so determined shall be a charge on the section, and shall be levied on the real and personal property within the county of the residents of the section according to the county rate-roll." Although every section may know what sum will be received by the Teacher from the province, yet the exact amount that will be received from the county funds by the Trustees cannot be known at the time of the annual school meeting of the section. The school-meeting should, therefore, be careful in voting its estimates to authorize a sum amply sufficient to enable the Trustees to meet the liabilities of the school year. Any balance remaining in the hands of the Trustees is, of course, to be carried to the credit of the next school year, while any deficit arising from an authorized expenditure may be carried forward and provided for in the estimate of the following year.

X. OF SCHOOL REGISTRATION.

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

2. The Council has prescribed a form of School Register, and caused the same to be published, so that Trustees will have no difficulty in securing

a faithful and proper registration of the schools under their charge. The provision that the sum annually raised by county assessment shall be distributed according to the average number of pupils in attendance during the term renders it absolutely necessary for each Board of Trustees to see that the right of their school to participate in the moneys raised by County assessment is not endangered by any neglect in this matter. The School Register may be obtained gratis on application to the County Inspector.

XI. TIME IN SESSION, HOLIDAYS, AND VACATIONS.

1. It is provided by law that : "The school year shall begin on the first of November, and six calendar months, commencing with the first of November and the first of May in each year, shall constitute a school term, including all holidays and vacations prescribed by the Council of Public Instruction."

Teachers will receive semi-annually from the Province one half the sums fixed by law for the school year, provided they have taught every weekday during the six calendar months of the term, less the number of days prescribed for holidays and vacations ; and proportionately if they have taught a less number of days during the term. (See par. 5.) No teacher, therefore, will receive any additional amount from the Province, by teaching more than the prescribed number of days in any school term.

The same provision concerning time applies equally to the amount received by the Trustees from the County school fund. Each Board of Trustees will secure a larger amount by keeping the school in operation every teaching day in any term, than if the school were open only a portion of those days ; but no additional allowance will be received by keeping the school open during the time prescribed for holidays and vacations. (See par. 5.)

Intervals of rest from study will be found necessary to both teachers and pupils. Both will thereby be refreshed. The school will become a place of cheerful labor, instead of a place of confinement. The progress of the pupils will not be retarded, but rather accelerated, while their daily attendance will become more regular and constant.

2. The hours of teaching shall not exceed six each day, exclusive of the hour allowed at noon for recreation. Trustees, however, may determine upon a less number of hours. A short recess should be allowed about the middle of both the morning and afternoon session. In elementary departments especially, Trustees should exercise special care that the children are not confined in the school-room too long.

3. Every Saturday shall be a holiday ; but Trustees of *Town* sections may, if preferred, allow a half holiday on Wednesdays and Saturdays. The anniversary of the Queen's birthday shall be a holiday in all the public schools.

REMARK.—One holiday each week, and short vacations, insure better recreation, and better school progress, than few holidays and long vacations. Besides, parents who, from necessity or pleasure, often require the presence of their children at home for a whole day, can frequently be induced to select Saturday instead of one of the regular teaching days of the week. In this way the average daily attendance in the school will be increased, and this increase will necessarily lessen the amount to be paid by the rate-payers of each section.

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

5. Any *teaching days* on which schools are closed in order that Teachers may attend an Institute convened by the Superintendent of Education, or under his directions, will not lessen the amount of public money that would otherwise be received either by Teachers or Trustees. Teachers will be credited for such days as if spent in teaching, and Trustees will be credited as if the schools had been open, and will be allowed for such days the average daily attendance during the term. Each Teacher present at an Institute will receive, at its close, a certificate from the Superintendent, or from his deputy. This certificate must be securely attached to the Trustees' semi-annual Return, in order to secure for the section both the Provincial and County moneys as above.

XII. OF TRUSTEES.

1. It is provided by law that the annual school meeting* "shall be held in the school-house of the section, or if not commodious, or if its use cannot be obtained, or if there is none, in any other convenient building, on the **THIRD MONDAY IN OCTOBER**; the meeting to be called by the trustees, or, where none exist, by the inspector, by notices posted in three public localities within the section, five days previously, signed by the trustees or the inspector, as the case may be." Trustees should on no account fail to give the required notice to the inhabitants of their section.† Where sections are without Trustees, the people should see that the required notices are procured in time from the Inspector, and properly posted.

Of the members of each board of Trustees *elected* in October, 1865, or *appointed* at any time subsequently, by the Commissioners, *one* goes out of office by ballot in October, 1866, and *one* in October, 1867; and at each annual meeting thereafter the first on the list, i. e., he who has served the longest, retires. These vacancies must be filled by the election of new Trustees. Those who have just gone out of office are eligible for re-election,* if willing to serve,—their term of office to date from such re-election. [Sections which have not Trustees must elect three at their first annual

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

1. To elect a Chairman of the meeting. 2. To elect a Secretary to record the proceedings of the meeting. 3. To elect a new Trustee (or Trustees, as the case may be). 4. To receive the report of the board of Trustees concerning the educational condition of the section during the year, its finances, and the requirements of the section during the ensuing year. 5. To determine, by a vote of a majority of the rate-payers present, what amount shall be raised by the section during the ensuing year for any or all of the objects authorized by law; and if any sum is included for the purchase or improvement of grounds, or for the purchase or building of school-houses, to fix the period (not to exceed five years) within which the sum voted for these purposes shall be collected; and, if necessary, to authorize the Trustees to borrow money for the procuring of houses or lands. (See Act, sec. 24.) 6. To transact any other necessary business.

† See Act, sec. 31.

meeting, and at their second and third annual meetings, one of the Trustees elected at their first meeting goes out of office, in the manner specified above.]

In case of vacancies caused during the school year, by death or other extraordinary circumstances, a special meeting may be called by the remaining Trustees or Trustee. In the event of no annual meeting being held, or of no Trustee (or Trustees) being elected, a Trustee (or Trustees) may be appointed by the Commissioners on the petition of seven or more rate-payers. (See Act, sec. 30.)

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

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

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

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

The four groups correspond to the four degrees of qualifications required in the general syllabus of examination. The proportions named are, of course, not compulsory, but the Council desires to see adequate remuneration given to all, believing that in no other way can the services of good teachers be secured, and permanently retained.

The law makes special provision for the employment of assistant teachers. These, of course, will not expect so much remuneration as teachers upon whom is devolved the management of schools or departments. The advantages that may accrue from the employing of assistants have been already pointed out. (See page 26.) Trustees are empowered to employ any qualified person as an assistant, but those only who hold licenses, given after due examination on the prescribed syllabus, and who teach at least four hours daily, in a class room separate from the Teacher's school room, can receive provincial aid from the Superintendent. It may frequently occur that some advanced pupil in the section would render valuable aid in the capacity of an assistant, during a portion of the day, and trustees are empowered by the Law to employ such if they desire, even though he or she may not have a license. Such assistant, however, cannot receive provincial aid.

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

That the trustees may be thoroughly familiar with these internal aspects of the school, the law makes it their duty to visit the school at least 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.

6. Every school being free to all the children in each section, there remains no hindrance to a universal popular education, but indifference or selfishness of parents.

It is especially incumbent on the trustees as well as on teachers to see that all parents within the section are aware of the boon now placed within the reach of their children. They will thus secure the largest and most regular attendance possible, and as a consequence, a larger portion of public money. They will also more widely disseminate the blessings of education. Let all be able at least to read, write, and cypher.

7. The trustees must prepare a true return of the state of the school according to the forms issued by the Superintendent, and see that the same is lodged at the office of the Inspector on the day specified on the back of the return. Any failure in this respect will subject school officers to great inconvenience, and may deprive the section of public money. If the section be a “Border Section,” the law instructs the trustees to make returns to each Board of Commissioners with which it is connected. The forms furnished will be minute, and each board of Trustees is expected to use every exertion to have them accurately filled up. *A false return will subject the section to the loss of its grant for the term.*

These returns must form the ground work of all our educational statistics. In the past 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.

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

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

XIII. OF EXAMINERS.

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

2. Each committee will hold semi-annual examinations during the months of October and April. All applicants for license to teach, and all wishing to be examined for admission to the Normal School, must present themselves before the Examiners at these semi-annual examinations. The law makes no provision for special examinations. Each committee will appoint stated times for its semi-annual meetings, in order that all may be aware of the times of their recurrence.

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

SYLLABUS OF EXAMINATION.

Female Candidates—Class III.

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

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

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

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

WORD.	CLASS.	SUB-CLASS.	INFLEXIONS.	SYNTAX.	RULE OF SYNTAX.
Boys	Noun.	Com.	{ Plu., 3rd Pers. Mas. gen. Nom. Case.	{ The subject of the proposition.	{ “The subject of a proposition must be in the Nom. Case.”
love	Verb.	{ Transitive, Regular.	{ Active Voice, Ind. Mood, Pres. Tense, Plural 3rd Person.	{ Agrees with its subject, “Boys.”	{ “A verb must agree with its subject in number and person.”
novelty.	Noun.	Com.	{ Sing. 3rd Pers. Neut. gen. Obj. Case.	{ Limits the action expressed by the verb “love.”	{ “A noun or pronoun 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 advanced Nova Scotia Arithmetic.

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

GEOGRAPHY—(1.) * To know well the Geography of Nova Scotia

(2.) * To answer general questions concerning the lines used on maps

(3.) * To answer leading questions concerning the great natural divisions of the earth.

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

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

Female Candidates—Class II.

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

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

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

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

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

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

Arithmetic.—1. The Ball-frame and its use. 2. All the Arithmetical Tables used in the British Provinces, with their application to Commercial Arithmetic; also, those of England, United States, and France. 3.* The Rules and application of mental and slate Arithmetic as far as interest, as contained in the advanced 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 terrestrial 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 to be adopted in teaching the following:—(1.) Reading, so as to secure the qualities of distinctness and fluency: (2.) Arithmetic and Grammar to beginners.

Female Candidates—Class I.

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

REMARK.—This exercise must be so performed as to leave no doubt in the mind of the Examiner concerning the candidates 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, Anapestic.

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 advanced 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 terrestrial 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, or geography.

Male Candidates—Class III.

The same as required of Females—Class II.

Male Candidates—Class II.

The same as required of Females—Class I.

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. 3. 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 *Reading, Female Candidates—Class I.*

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

Grammar.—1.* To show the verbal 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 of parsing given in Remark, *Female Candidates—Class III.*

5. * To explain any of the following:—metre, 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.*—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, Geog.* *2. 3.* To understand well the uses of the Terrestrial Globe.

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

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

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

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

COUNTY ACADEMIES.

Head Master.

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

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

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

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

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

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

1.* Arithmetic; 2.* Algebra, *Chambers or Greenleaf*; 3.* The first six Books of Euclid; 4.† Practical Mathematics, as given in *Chambers*, or an equivalent; 5.* Solid and Spherical Geometry; 6.* Navigation; 7.* Natural Philosophy and Astronomy.

WRITING.—As in *Male, Class I.*

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

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

REMARK.—The examination on this branch must embrace the uses of the terrestrial 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 have a tolerable knowledge of Chemistry—Inorganic and Organic—especially in its application to agriculture.

CLASSICS.—To know well the Latin and Greek Grammars, and be able to translate and parse accurately any of 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—*De Amicitia*; 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 Graded School, and the benefits flowing therefrom.

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

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

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

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 forward them to the office of the Superintendent whenever required.

XIV. OF INSPECTORS.

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

2. Different countries pursue different plans to bring about a thorough system of inspection. Some employ few Inspectors, having large territories, and receiving large salaries; others adopt a mode the reverse of this,—each seeking to operate according to its educational condition and external circumstances. All, however, agree that a system of Inspection is indispensably necessary for the maintenance of an efficient system of education. The Law provides an Inspector for each county in the Province. The school moneys distributed to Teachers and Trustees will not be diminished, after the present term, to provide remuneration for the Inspectors.

3. The duties of Inspectors are enumerated in the Law. These duties 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, or to be able to point out any defect and suggest the proper remedy. These officers require, also, to be familiar with all matters of detail relative to school premises, school organization, classification, appropriation of time,—in short, all that pertains to both the external and internal of the school. They should have, too, full command of their time, that they may be able to spend at least three hours in every school twice during the year. In a majority of counties, this would occupy five or six months, irrespective of the time that must be devoted to the other duties of the office.

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

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

XV. OF COMMISSIONERS.

1. Each Board of Commissioners holds its semi-annual meetings in November and May. A chairman is elected annually at the November meeting. Special meetings may be called by the chairman, on the requisition of two members of the Board, or by the direction of the Council of Public Instruction. Five members constitute a quorum.

2. The Council of Public Instruction has appointed, in conformity with the law, the following days for the semi-annual meetings of the Boards, beginning in November, 1866 :

District of Cape Breton,	second Tuesday in November and in May.		
"	Victoria,	second Tuesday in	" " "
"	South Inverness,	second Tuesday in	" " "
"	North Inverness,	third Tuesday in	" " "
"	Richmond,	second Tuesday in	" " "
"	Antigonish,	second Tuesday in	" " "
"	Guysborough,	second Tuesday in	" " "
"	St. Mary,	third Tuesday in	" " "
"	North Pictou,	second Tuesday in	" " "
"	South Pictou,	second Thursday in	" " "
"	Colchester,	second Tuesday in	" " "
"	Stirling,	third Tuesday in	" " "
"	Cumberland,	second Tuesday in	" " "
"	Parrsborough,	third Tuesday in	" " "
"	Halifax City,	second Monday in	" " "
"	Halifax West,	second Friday in	" " "
"	Halifax Rural,	third Friday in	" " "
"	Halifax Shore,	third Tuesday in	" " "
"	West Hants,	second Tuesday in	" " "
"	East Hants,	second Friday in	" " "
"	Kings,	second Tuesday in	" " "
"	Annapolis West,	second Tuesday in	" " "
"	Annapolis East,	second Friday in	" " "
"	Digby,	second Tuesday in	" " "
"	Clare,	second Friday in	" " "
"	Yarmouth,	second Tuesday in	" " "
"	Argyle,	second Friday in	" " "
"	Shelburne,	second Tuesday in	" " "
"	Barrington,	second Friday in	" " "
"	North Queens,	second Tuesday in	" " "
"	South Queens,	second Friday in	" " "
"	Chester,	second Tuesday in	" " "
"	New Dublin,	third Tuesday in	" " "
"	Lunenburg,	the Friday coming between the days fixed for the meetings of the Chester and New Dublin Boards.	

3. The following comprises the principal duties requiring the attention of the Commissioners at the semi-annual meetings :

(1.) *The Reception of the Inspector's Report for the Term.*—Each Inspector is required to report fully to the Commissioners upon the condition of the schools of the district. This report should contain specific and reliable information upon the various matters to be brought under the consideration of the Board, in order that each member may know the educational aspect of the entire district.

(2.) *The Examination of the Trustees' Returns.*—In connexion with this examination, the Board should freely avail itself of the Inspector's *special*

report of the results of his inspection of any school. If the returns are found satisfactory, they must be marked "approved," and signed, in behalf of the Board, by the chairman, and also by the Inspector; but, 'if from any just cause, as specified in the law, the Commissioners shall withhold their approval, they shall write upon the return their decision, with the grounds thereof.' The grounds on which the Commissioners are to withhold their approval have reference both to Trustees and Teachers, and are as follows:

(a.) *Respecting Trustees and the section they represent:*

Failure to conduct a free school, and one in accordance with law. Sec. 19, par. second.

False Return. Sec. 13 (3); sec. 38 (10).

Failure to adopt measures to provide proper school accommodation, after the school-house has been declared "unfit" by the Board. Sec. 13 (2).

(b.) *Respecting Teachers:*

Want of license from the District or Provincial Examiners. Sec. 45.

False certificate made by him or her to Trustees' return. Sec. 45 (12).

Immorality, incompetency, or neglect of school duties. Sec. 13 (3).

Being engaged in a school not conducted according to the law. Sec. 18.

Each Board of Commissioners is expected faithfully and wisely to carry out the above provisions of the law respecting the approving or disapproving of school returns. Otherwise, enterprising sections and faithful teachers will not receive their merited rewards; and the most important provisions for the elevation of all the schools of the district will be well-nigh powerless for reform.

The decisions of each Board must be explicitly stated upon the Returns forwarded to the Superintendent of Education. The Law provides (sec. 18) that "the Superintendent shall, with the approval of the Council of Public Instruction, *withhold the Provincial grant, or a portion thereof, from any teacher who has not complied with the requirements of the Act.*"

(3.) *The Distribution of the fund raised by county (or district) assessment.*—Where more than one Board of Commissioners draw from the same County Treasury, the county money cannot be distributed till after *each Board so connected* has met and passed upon its Trustees' Returns. Otherwise the law cannot be carried out, as it requires that all the schools in the county shall participate in the fund according to the same rate. This rate cannot be determined until the number of satisfactory schools, and the average attendance of pupils, and the time in session of each school in the county, are known. This delay will occur in only a few cases, where "School Districts" are not co-extensive with counties or "districts holding General Sessions of the Peace."

In distributing the county fund to Trustees, each Board of Commissioners will proceed as follows:—

(a) Exclude all schools whose Returns are *not* "approved" by the Board for any reason specified in the law, as detailed above (par. 2), "*respecting Trustees and the section they represent.*"

(b) Distribute the fund at the disposal of the Board for the half-year, to the Trustees of sections having satisfactory schools, according to the provisions of the law, in the manner indicated in the "Commissioners' half-yearly sheet."

(4.) *The distribution of certain undrawn Provincial grants.*—In the event of the special grants in aid of Superior Schools or County Academies remaining undrawn at the expiration of any school year, the same may be placed by the Superintendent at the disposal of the Board of Commissioners, to aid poor sections in providing suitable school accommodation, or in improving their furniture. Any distribution of such moneys should be so regulated by the Board as to call forth corresponding local exertion on the part of the recipients. It should, like all other school grants, be strictly a grant *in aid*.

(5.) *The condemning of school-houses, or of buildings used as such.*—This is a most important and extensive power committed to each Board of Commissioners, and should, with necessary prudence, be faithfully exercised. There cannot be any lasting educational progress unless suitable school accommodation is provided by each section, according to its ability, for all its children. The law provides means by which an ample portion of the resources at the command of the inhabitants of each section may be devoted to so necessary and so noble a use; and it is for each Board of Commissioners to determine how long it will suffer certain sections whose school accommodation is insufficient or perhaps a disgrace to its inhabitants, to share in the public grants, while other sections, having, it may be, less means at command, are prompt to supply in a liberal manner every requisite for the conduct of efficient schools.

During the past year, several of the Boards of Commissioners have dealt most wisely in this matter, and the effect of the exercise of their authority has been most salutary. Every Board should, in justice to those sections under its charge which have spared neither money nor pains to secure commodious school-houses, as well as in the interests of social advancement, solicit from the Inspector at least an annual statement of the condition of school buildings, and the extent of their accommodation, compared with the number of children eligible for school privileges. Reliable information having been obtained concerning the unfitness of the school buildings in any sections, no time should be lost in formally declaring the same, and such declaration should be forthwith forwarded to the Trustees, and their attention called to the provision of the law requiring the Board after ——— [here state the time determined by the Commissioners] to “withhold all county school moneys from any school section, if measures are not adopted whereby a suitable house or houses may be provided, according to the ability of the section.”

Each Board will be careful to give every section sufficient notice. It is recommended, as a general rule, that declarations condemning school-houses be made at the semi-annual meeting in May of any year. This will allow the section to take action at its annual school meeting during the following October. The attention of Commissioners is also specially directed to the requirements of the law respecting the *nature* of the school accommodation to be provided. See law, sec. 35, (a), (b), (c), (d), (e), (f), secs. 36, 37; also, “Comments and Regulations of the Council of Public Instruction,” p. 26–27. The law contemplates graded schools, wherever the number of children is sufficiently large, and where it is not, the nearest possible approximation to Graded Schools, by means of class-rooms and assistants. By such accommodation, better buildings will be secured, less expenditure will be required to educate all the children, the progress of the pupils will be more rapid, and the schools will in all respects be rendered far more

efficient. All the public schools must be so conducted as not to violate this leading provision of the law.

(6.) *The appointment of Trustees.*—Provision is made in the law (sec. 13 [6], and sec. 30) for the appointment by each Board of Commissioners of School Trustees (or a Trustee) in case of failure on the part of the people to elect the same. The first appointment in a section in any school year is to be made upon the requisition of seven or more rate-payers; but in the event of any person appointed as a Trustee by the Board refusing or neglecting, for twenty days, to act in that capacity, the board shall, with or without a requisition from the rate-payers, make such further appointments as may be found necessary.

In cases where trustees (or a trustee) have been duly elected by the people, but refuse to act, or neglect the performance of duty for twenty days after such election, the board shall, with or without a requisition from the rate-payers, appoint suitable persons as trustees.

In order to obviate the necessity of convening special meetings of the Commissioners to appoint trustees, each board is empowered by law (sec. 13, 7) to appoint a committee of not less than three of its number to make all such appointments that may be needed between the regular semi-annual meetings. Each board is strongly urged to provide such a committee. Its members should reside very near each other, so that cases needing attention might be dealt with without delay. A careful record of every appointment should be made by the Committee, and preserved.

(7.) *The providing of special aid to poor sections.*—No provision of the school law is more noble and humane than that which directs each Board of Commissioners at its semi-annual meeting in May of each year, “to determine what sections under its supervision are entitled to special aid as poor sections during the following school year,” i. e. the “school year” beginning on the November ensuing. The May meeting is the only time at which the boards are empowered by law to take such action; and the report of the Inspector, together with local knowledge possessed by each Commissioner, should enable each board to determine wisely what sections shall receive this aid. An entry must be made of the name of each section, and a notice forwarded to the trustees, stating that if the inhabitants of the section sustain a public school in accordance with the requirements of the law, they will receive one-third more per pupil from the county fund than the allowance to other sections; and that the Superintendent of Education will increase the Provincial allowance by one-third to any legally qualified teacher whom they may engage,—provided the school is conducted in a satisfactory manner. Every section thus notified will be in a position to adopt such measures at its annual meeting as will secure a school. Some sections will not require special aid for more than one year, while others may need assistance for several years. Each Board of Commissioners, while it seeks to establish and foster a school in every poor section, should have a zealous care to the putting forth, on the part of the people, of suitable local effort. If judiciously administered, this provision of the school law will remove every reasonable obstacle to the establishment of a public school in every section throughout Nova Scotia. *The list of sections entitled to special aid must be revised by the Commissioners at each succeeding May meeting.*

(8.) *The fixing of a day on or before which Trustees' Returns must be lodged with the Inspector.*—Each Board is required to fix a day, which must be at least two days prior to its semi-annual meeting, on or before which the

trustees of all public schools within the district must lodge their returns, duly certified, at the place previously indicated by the Inspector. The days named by the Council of Public Instruction for the semi-annual meetings of the boards will allow each school term to expire before the trustees are required to make up their returns. This will enable the "average attendance" and "time in session" of each school to be accurately reported in the returns.

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

(10.) *The cancelling or suspending of teachers' licenses in certain cases.*—Licenses granted by the "committee of District Examiners" are subject to cancellation or suspension by the Commissioners in the following cases:—

(a.) *To cancellation.*—For "drunkenness or other gross immorality," sec. 13 (5).

(b.) *To cancellation OR suspension.*—For "signing a false certificate" attached to the trustees' half-year return, sec. 45 (12).

(c.) *To suspension.*—For "neglect of duty or incapacity," sec. 13 (5). Licenses granted by the Provincial Examiners are subject to the same exercise of authority by the Commissioners, with respect to cancellation or suspension, as the above.

The law makes it the duty of the Commissioners to notify any teacher of any such action taken by the Board, and the trustees by whom such teacher may be employed; and to immediately acquaint the Superintendent, stating the name, sex, and class of the teacher whose license shall have been cancelled or suspended.

(11.) *The altering of the boundaries of existing sections, and the creating of new sections.*—The power of the Commissioners in this matter, and the conditions on which it may be exercised, are distinctly stated in the law, sec. 13, (1); see, also, "Of School Sections," p. 23. Since one of the leading enactments of the law provides for the grading of schools, it is earnestly hoped that each Board will exert its influence and authority to preserve, wherever practicable, such a number of inhabitants in each section as will enable either graded schools, or the closest possible approximation to them, to be sustained in as many sections as possible. No mere preference in favor of one section or another, on the part of parents, should be allowed to interfere with the preservation of the proper bounds of sections. Such bounds should always be determined upon as will enable the people of all the sections to educate their children in the most efficient and most economical manner. That sections of good size will secure efficiency and economy,

does not admit of question. (See law, p. 13.) One good school is every way preferable to two poor ones.

In making any necessary change in the established boundary of any section, the utmost care must be exercised that such change does not take effect prior to the settlement of engagements entered into by the trustees, under the authority of the annual meeting. The Council recommends that, as a general rule, the changes required from time to time be made at the semi-annual meeting in May, to take effect at the annual school meeting of the section on the third Monday in October. The sections affected must always be notified as early as possible of the decision of the Board.

ERRATUM.

"Comments and Regulations," page 47, 15th line from top, for "Any sum required by the Province," &c., read, "*Any sum required by any section over and above the sums provided by the Province,*" &c.