

chosen, their names should be placed on the board. When the children can readily give examples from the chart, they may be required to do so from memory.

Subjects for Further Lessons.

All native animals that are familiar, and a few of the more prominent foreign animals, as lion, elephant, &c., may be taken. Lessons from Scripture Natural History may be included.

EXAMPLES.

Raven,	Lion,
Serpent,	Ass,
Camel,	Sheep,
Fish,	Bee,
Dove,	Eagle.

EDUCATIONAL INTELLIGENCE.

AT HOME.

Annapolis Co.—The deferred Prize Competition was held in the Academy, Annapolis, Sept. 4th, commencing at 10 o'clock, a.m. The greater part of the day was spent in the exercises. The number of competitors was much smaller than I had reason to expect.

In *Spelling* the competition was close and sharp. The allotted number of prizes (6) in this branch was awarded thus,—Mary Ann McCahill, Alice Lonnergan, Voorheis Harris, Chas. Fullerton, Charles Ruggles, James Ruggles. The judges wish to make honourable mention of Olivia Hardwick, as having performed the first part of the exercise in a very satisfactory manner. With perseverance she will win a prize yet.

The prizes for *Reading* were awarded to Frederick Hartt and Charles Fullerton. Thomas Cowling is deserving of honourable mention in connexion with this exercise.

The only prize given in *Mental Arithmetic* was awarded to Eliza Troop;—none of the other competitors being considered up to the mark.

The competition in *History* was not well sustained, and the judges, therefore, thought they would be serving the cause of education by retaining the prizes in this department for future competition.

There was no competition in *Elocution*. Five prizes, therefore, remain to invite the zeal and industry of pupils, and are ready to reward successful effort.

Mr. Ross's illness, and the consequent suspension of the academic department, operated much against the interest and success of the competition; none of the pupils belonging to that department taking part in the exercises. Notwithstanding untoward circumstances, the day and occasion were interesting and profitable. My thanks are due to the Rev. H. DeBlois, M.A., of Granville, for the judicious and efficient manner in which he conducted the examination in *English History*; also to Mr. Caleb S. Phinney, teacher in the advanced department of the school, Lawrencetown, for the able and satisfactory manner in which he conducted the examination in *Mental Arithmetic*.

I think it would be preferable to hold the next competition in another locality, so as to allow the more distant sections an opportunity of competing. The distribution of the prizes created much joy among the successful competitors and their friends. Teachers should take more interest in these exercises, and encourage their pupils to make the proper efforts for success.

G. ARMSTRONG.

LEGISLATIVE.

WE give from the columns of the *Morning Chronicle*, the official report of the debate on the second reading of a Bill introduced by the Hon. Mr. FLYNN, in amendment of the "Act for the better encouragement of Education." The Bill was introduced in accordance with the prayer of a petition signed by His Lordship the Bishop of Arichat and some 3000 others.

Hon. Mr. FLYNN moved the second reading of the bill to amend the Act for the better encouragement of Education.

Mr. PURDY said, that contrary on his own desires, he had last week agreed to postpone his resolutions in reference to the ballot, a question which he regarded with deep interest, in consequence of the session being so far advanced and of other business pressing. The principle which the present bill involved was highly important and would agitate the entire country. It would change, to a large extent, the educational system now in operation. In endeavoring to give a free education to all classes of the people, the Legislature should jealously guard any enactment by which the system would be injured and the progress of education in the country hindered. Without going at length into the question raised by the bill, he would ask the House if it would not be reasonable to postpone the matter until next session. In the meantime this and all other proposed amendments of the Education Act, and the petitions which had gone before the committee, might be printed, and the members on returning to their duties, having received the instructions of

their constituents, would be prepared to deal with the question more satisfactorily. Before engrafting into the educational scheme a new feature, it would be necessary to consider the operation of the change, and to ask where its effects would end. All throughout the country it was felt that under the present system many hardships existed, and some modifications were required on all sides, but before any change was made it would be necessary to prepare for a complete revision of the law in such a way as to adapt it to the wishes and interests of the country. He thought the bill premature just now.

Mr. WHITE said, that the feature of the bill, which vested the control of the action of the minorities in the Board of Commissioners and the Council of the Public Instruction, should completely disarm opposition.

Hon. Mr. TROOP asked what the principle of the bill was, and why the legislature should be called on to give to one portion of the Province a system of education that would not be applicable to the whole Province.

Hon. Mr. FLYNN said that the bill would be general in its application. It was designed to give protection to the minorities, and vested the control in the Commissioners and the Council.

Hon. Mr. TROOP said that there was or was not a principle in the bill. If there was, its advocates could shew their reasons for supporting it. It was entirely beside the question to talk of the checks and guards which had been thrown around the measure. If the principle were sound, why restrict its operation, and why delegate to the Board of Commissioners functions which properly belonged to the legislature. In a matter of so much importance as a change in the education law, before the House was called on to affirm a new principle and introduce a new feature, it should be satisfied that there was good reason for the change.

Mr. MORRISON said that as he understood the bill if there were a section of 50 freeholders and 40 of them were for one mode of establishing the school and ten for another, the ten would ask the Commissioners for a separate school; and if there were 30 freeholders in an adjoining section divided into 16 on one side and 14 on the other, the 14 could join the 10 in the other section. The confusion would thus be interminable. In every school district there was a minority, and thus the whole system would be disorganized.

Hon. Mr. FERGUSON said that he saw a good reason why the discretionary power proposed by the Bill should be given to the Commissioners. In this country some ill-feeling had been created by the minorities having no power, and it had been found necessary tacitly to act on the principle embodied in the bill. It was an important fact that Protestants as well as Catholics were petitioning largely for the bill. If the Commissioners had not been willing to accommodate matters, some districts would have to go without a school at all. He thought the bill would be highly beneficial in its results. No body of men were so capable of judging of the necessities of each case as the Commissioners who devoted their time and labor from a love of the cause of Education and a sense of duty.

Mr. CAMPBELL said he could not see why any objections should be urged against the bill. It appeared to avoid altogether the objectionable feature in the separate schemes formerly introduced. If he thought it would have a tendency to disorganise the educational system, he would not vote for it,—it would merely legalise a state of things which actually existed. As the measure was carefully guarded, and as no member had pointed out any reasonable objection which the most fastidious sectarian could uphold, he would feel bound to support the bill.

Mr. PURDY read from the British North America Act a section which provided that where any system of separate schools existed or should exist, an appeal by the minority would lie to the Governor General and Council who might make remedial regulations. He said that the moment an act was put on the statute book to establish separate schools, the guidance and control would be vested in the Dominion Government. He trusted that this fact would be well considered by the House.

Mr. MORRISON said that the bill extended to all minorities whether on religious or other questions. To make the school sectarian and denominational would be to cut up the whole system of Common School Education. There were minorities in every district and the Commissioners would be overwhelmed with applications.

Mr. WHITE said that such a case as that put by Mr. Morrison in his previous remarks, it would not be reasonable to imagine. No Commissioners would bring a minority of 16, and bring them to be added to a minority of 10 in an adjoining section. Such a style of argument was only splitting hairs.

Hon. Mr. FLYNN said that there was evidently on the part of some members either a disinclination to understand the bill or an inclination to make its meaning appear obscure. Separate Schools had been spoken of, but the bill would not establish separate schools pure and simple, although the petition asked for them. It had been asked what was the principle of the bill? He thought he had answered that question when he said the protection of minorities. That was the object which the petition had in view, but he was willing to take the measure in the modified form contemplated in the bill. That principle was fully recognised by the law of every country in Europe excepting two, and was in full operation in both the provinces of Ontario and Quebec. In Prussia, where every child must be taught, religious instruction was