

should be followed. In every case where quality or style is involved, the relative degrees of excellence will be sufficiently indicated by using the following descriptive words: very good, good, middling, poor, very poor. The numbers given above may be used for reference, thus: BUILDING, "(1) not central," for "site not central," &c.

Weather:	Roads:	Registered in	Present in	Estimate
Vocal Music.				
Aver.	Book.			
	Book.			
	Book.			
	Recitation.			
SPEAKING AND READING.				
Aver.	Oral, (on reading lessons, &c.)			
	Written, (by Dictation.)			
GEOGRAPHY.				
Aver.	Oral.			
	N. Scotia.			
	General.			
DRAWING.				
	Model Cards.			
	Sketch Book.			
WRITING.				
Aver.	First Lessons.			
	Half Text.			
	Fine hand.			
ARITHMETIC.				
Aver.	Ball frame, Objects.			
	Mental.			
	State.			
GRAMMAR WITH KNABBS.				
Aver.	Oral, on reading lessons.			
	Text book.			
HISTORY.				
Aver.	British American.			
	British.			
	Keeping of Accounts.			
	Chemistry of Common Things.			

In the Table enter the numbers registered and present in all the branches taught in the school. The estimate must of course be confined to the subjects in which pupils are actually examined. It has been decided that for indicating the proficiency of the pupils in the several branches, the following scale will be more serviceable and more easily applied than the system of marking formerly used: very good, good, middling, poor, very poor. To indicate these degrees use the figures 5, 4, 3, 2, 1, respectively.

Under READING space is given for three books—the Nos. being left blank. It is undesirable that more than three should be simultaneously in use in any one school.

Inspectors are requested to pay particular attention to the encouragement of Singing and Drawing in the school. Singing should be one of the first exercises at the inspection of a school, especially of an elementary one.

REMARKS.

Under REMARKS, note any very special features in the LIFE of the school. The interest taken by the people and Trustees, &c. State also:

I. Whether defects pointed out at previous inspection have been remedied by Trustees and Teacher.

II. Whether the agreement between Trustees and Teacher is,

according to law. Report faithfully every case of illegal stipulations in regard to the County Fund.

III. Whether the provisions of the law respecting accommodation have been carried out.

These Notes are to be forwarded to this office at the close of the Term. Number the pages in order, and fill out an index of the whole.

T. H. KANT, Superintendent of Education.

Education Office, January, 1867.

THE PROCURING OF SCHOOL BOOKS.

We have received a letter from a "Common School Teacher," in Victoria Co., in which he says, "In looking over the January No. of the *Journal of Education*, I find that no books have been sent to this county this season; and without an order, accompanied by the cash, to messrs. A. & W. Mackinlay, no books can be had. Allow me to state that eight-tenths of our trustees are as ignorant of these laws as they are of the revolutions of Saturn."

We are at a loss to know from what part of the number of the *Journal* referred to our correspondent learned that no books had been forwarded to Victoria. No such statement was made in the *Journal*: on the contrary we stated that "Orders from sections in every county in the province have been received, and the articles promptly despatched." But, probably a grant of books for poor pupils is meant. If so, we beg to remind "Common School Teacher" that the Legislature, at its last session, abolished the old grant, and substituted another four times as great, in order that every section might purchase at a cheap rate all necessary books. The school law knows nothing of "poor pupils."

Nor is it true that no books can be had in Halifax, except as procured in conformity with the regulations of the Educational department. Abundance of prescribed school books may be purchased any day, without let or hindrance, only not at half cost.

We cannot believe that the Trustees of schools in Victoria are as ignorant of the arrangements by which school books and apparatus may be obtained at half cost, as our correspondent represents them to be. The arrangements were published in the September No. of the *Journal*, and a copy sent to the trustees. The January No. was also sent to every section in the county. Teachers may do much to secure the articles needed for their schools, by carefully studying the provisions of the law, and pointing them out, when necessary, to the trustees.

LOVE, HOPE, PATIENCE.

O'er wayward childhood would'st thou hold firm rule,
And sun thee in the light of happy faces;
Love, Hope, and Patience, these must be thy graces,
And in thine own heart let them first keep school.
For as old Atlas on his broad neck places
Heaven's starry globe, and there sustains it, so
Do these upbear the little world below
Of Education,—Patience, Love, and Hope.
Methinks I see them grouped in seemly show,
The straitened arms upraised, the palms aslope,
And robes that touching as adown they flow,
Distinctly blend, like snow embossed in snow.
O, part them never! If Hope prostrate lie,
Love, too, will sink and die.

But Love is subtle, and doth proof derive
From her own life that Hope is yet alive;
And bending o'er with soul-transfusing eyes,
And the soft murmurs of the mother dove,
Woos back the fleeting spirit, and half supplies;
Thus Love repays to Hope what Hope first gave to Love.
Yet haply there will come a weary day
When overtaken at length
Both Love and Hope beneath the load give way.
Then, with a statue's smile, a statue's strength,
Stands the mute sister, Patience, nothing loath,
And, both supporting, does the work of both.

COLERIDGE.

He that is busy is tempted by but one devil; he that is idle, by a legion.

Hope is a pleasant companion, as well as a useful guide.

Prefer diligence before idleness, unless you esteem rust above brightness.

Books, like friends, should be carefully chosen.