

mass of highly interesting and reliable information relating to the settlement and growth of the Province.

The retail price of the work is \$7.00 a set. It will therefore be seen that, even in a pecuniary point of view, prizes of considerable value are thrown open to the competition of the pupils of our public schools. We trust they will show their appreciation by entering on the competition with ardour.

WE are happy to be able to state that the attendance of pupils at the public schools in the Province during the Term ended April 30th, was some 15,000 over that of the corresponding Term of 1866. This is progress of which every Novascotian may be proud.

ANY Inspector having on hand spare copies of the blank for Trustees' Half-yearly Return, Graded Schools, will please forward the same to the Education Office at once. Even a single copy may be of service.

TRUSTEES and Teachers in the Eastern Shore, District of Halifax, are notified, that the Inspector intends visiting the schools in that district commencing at Musquodoboit Harbour on Tuesday 20th Aug., and continuing eastward to the county line.

IN another part of this number will be found the commencement of an outline course of oral lessons on Number. Miss Mayo, Prof. Hermann Krusi, and E. A. Sheldon, have each contributed toward the production of these outlines. We would recommend teachers to procure a copy of Sheldon's "Elementary Instruction."

ERRATA.—*Journal of Education*, p. 90, Queen's Co., A. Hendry, for "\$13.45" read \$20.16; p. 105, Colchester Co., for "West New Annand," "Glade," read West New Annapolis, \*Slade's.

#### JUDGE JOHNSTONE ON THE PUBLIC SCHOOL SYSTEM OF NOVA SCOTIA.

HIS HONOR the Judge in Equity, in his recent charges to the Grand Juries of Colchester and Cumberland, gave utterance to the following sentiments. Their importance, justice, and grandeur, stamp them as worthy of the venerable speaker, the occasions, and the subject; and we heartily commend them to our readers. To the Grand Jury of Colchester he said:—

"A few years later a revolution was effected in the Educational system of the Province which it would be a misuse of words to call an improvement—it was a new creation. The reproach is taken away which attached to us as a people from the fact of thousands of our population being untaught. Henceforth the reproach of ignorance will attach to the individuals who with the means of instruction have spurned it, if such there shall be, and I hope and believe their number will be small, and be lessened every year,—but no reproach to the community which offers to all on equal terms the blessings of education without price. That the machinery should not at first work quite smoothly—that so great a change should induce some hardships and create many dissatisfactions, were things almost inevitable. But that an intelligent and virtuous people should long remain insensible to the blessings of universal education, or begrudge their individual contribution towards its support, was not possible. To those who have children or relations to be educated, the money thus contributed comes back in direct benefit, and the contributions of those who have not are sanctioned by the good they assist in effecting. The well-being of the country is promoted by the general instruction of its population, and the law of love is fulfilled when the education of the poor is attained on terms which do not wound their sensitive feelings. He who having the means begrudges the small appropriation he may be called on to make for objects so beneficent, seems to me to fail in appreciating alike the duty and the privilege both of patriotism, and philanthropy.

"Perfection does not belong to human institutions, and it is an evil incident to general systems of education supported by the common resources of the people, that religious instruction may be found incompatible with that liberty of conscience which is the inheritance of us all. Nevertheless, religious instruction lies at the foundation of truly useful education, and is essential alike for national prosperity and individual happiness.

"This conviction in former years animated my efforts in behalf of the denominational principle applied to the higher Seminaries,

and leads me now to invoke your attention to the subject—not to discuss this delicate and difficult question, but to impress the duty of sedulously supplying at the domestic hearth the deficiencies of the school room in this transcendently important matter, where deficiencies do exist, for in many cases they need not exist; and especially to enforce in all cases the necessity of supporting, encouraging and extending those invaluable auxiliaries of domestic religious teaching—the Sabbath Schools."

To the Grand Jury of Cumberland he said:—

"There is one event which has taken place within the last few years, which cannot fail to leave its impress on all Nova Scotia for all time to come. I refer to the enlarged system of education which has been introduced. I will not condescend, gentlemen, to ask whether the present means of instruction, which is afforded to the rich as well as the poor, on terms perfectly equal and free of all charge,—I will not ask, I say, whether such a state of things is likely to be beneficial or not. It must be beneficial. It is impossible to imagine that in a free country it can fail to be of vast benefit to enable all its inhabitants to take a share in promoting the welfare of their own country,—to take advantage of its material resources and industrial pursuits. I am quite sure that the advantages derived from a system of education of this kind are not confined to those who derive direct advantage from it in the education of their children and relatives. The indirect advantages are diffused over the whole country. No man can exist without being benefitted by the intellectual uprising of the community in which he lives. The man who contributes of his means towards the maintenance of this educational system, does so in a manner which is sure to bring back to himself beneficial results, both directly and indirectly.

"There is one observation which I always wish to make in connection with this subject. A system of education in public schools cannot embrace religious instruction to that extent which is essential, not only to the well-being of individuals, but to the prosperity of the community, for at the bottom of all prosperity lies religious instruction, and without it all other instruction is a mistake. By the establishment of this free-school system, the duty is imposed with increased obligation on every man and woman who holds the parental relation, to forward at their own homes, and by their own firesides, the religious instruction of their children. It is also essential to encourage those excellent institutions,—the Sunday Schools. Let every man carry impressed on his mind this principle, that just as the means of obtaining secular instruction are increased, so is the duty increased of every parent to promote the religious and moral instruction of his children.

"As we are British subjects and desire to perpetuate British principles and institutions, we ought to encourage those principles and institutions by every means in our power. We ought to present before our children the memory of British glory. We should show them that we respect British principles ourselves. We ought, I think, to cultivate, more than we do, British literature, especially in the education of our children. Nothing has afforded me more pleasure in connection with the recent change in our educational institutions than the introduction of a series of school books of the most elevated character and which have been formed on the principles to which I have referred. I think that the Nova Scotia series of school books redounds very highly to the credit of those who have been concerned in their preparation and introduction. Let us introduce works of a similar character into our houses. Let the books which we read by our firesides contain English sentiment and English memories. We need be at no loss for such works, for the English literature of that kind is now of the most excellent character, both as regards style, illustrations, and literary excellence. Take up the *British Workman*, and the British Sunday School books for children, and you will find in them illustrations which surprise you by their excellence. I have seen in the *British Workman*,—which can be bought in Halifax for two cents,—prints well worthy of being framed, and articles of a style manly and elevating. These publications are also, on the whole, cheaper than the American,—a consideration of great importance. We are not all aware of this, but it is really the case. The British publications are, I repeat, of the highest character as regards artistic embellishment, literary excellence, and moral and religious sentiments. I shall be very glad if public attention is directed to this subject. I find no fault with the books which are now used in our Sunday Schools. Let us, however, follow the example of our neighbours who impress on their children the political sentiments with which they desire them to grow up. Let us do the same. If we really love British institutions, let us train our children to know more of them and to revere them."

#### ON THE STUDY OF THE CLASSICS.

BY REV. THEODORE D. WOOLSKY, D. D., PRESIDENT OF YALE COLLEGE.

IN a country like ours, which lives on hope rather than on memory, which is prone to slight history, as if it furnished no rules nor precedents for our new experience, which regards the man of the past as the child, and the man of the future as destined to be the mature representative of the human family, it is natural that the study of the classics should be held by many to be useless,