

LIST OF PUPILS WHO OBTAINED LICENSES AT  
THE END OF THE 21ST TERM OF THE PROV.  
NORMAL SCHOOL, SEPTEMBER 27, 1866.

FIRST CLASS.		
Miss Annie Logan	- - -	Hants County.
" Agnes Lewis	- - -	Colchester "
" Harriet Stevens	- - -	do. "
" Dolina McDonald	- - -	Pictou "
" Sophia Bishop	- - -	Kings "
" Charlotte Caldwell	- - -	do. "
" Mary A. Baxter	- - -	Colchester "

SECOND CLASS.		
Miss Augusta Christie	- - -	Colchester County.
" Lavinia Dickson	- - -	do. "
" Cecelia Terhune	- - -	do. "
" Agnes McLeod	- - -	Pictou "
" Sarah Shields	- - -	Halifax "
" Letitia Barnhill	- - -	Colchester "
" Sarah Young	- - -	do. "
Mr. Alex. McKay	- - -	Pictou "
" Alex. McKenzie	- - -	Victoria "
" Robert Munroe	- - -	Pictou "
" Charles W. Bryden	- - -	Colchester "
" Samuel J. Hingley	- - -	do. "
" Andrew Gray	- - -	Pictou "
" Angus Kennedy	- - -	Inverness "

THIRD CLASS.		
Miss Esther McLaughlin	- - -	Guysborough County.
Mr. Oscar W. Archibald	- - -	do. "
" Eliakim T. McCurdy	- - -	Colchester "
" Laughlin McLean	- - -	Inverness "
" George A. Goldfinch	- - -	Digby "

### A PLEA.

The man who has to depend on his day's labour to procure a scanty livelihood for himself and his family, is exposed to a strong temptation to wrong his children. Life with him is a ceaseless struggle against adversity, a continual battling against poverty and want. There is a daily call on him to put forth all his energies in his work. Not to do so would be to succumb to misfortune and perhaps to starvation. To him the return of the dawn is the signal that he must be up and doing, and the stars of the evening witness the close of his labours for the day. There is a sullenness in the opposition which he everywhere encounters, that nothing but toil can overcome. If he has a small farm, the soil seems unwilling to do him any favour. His crops have to be extorted from it. If he is a fisherman, the sea will yield him nothing without work. His house is not the home of idleness or sloth. As soon as his son becomes strong enough to aid him in his work, there are many inducements to make him bear a share of the labour. There are stones to be gathered off the land, weeds to be pulled or hoed up, and a thousand things to be done in which even young hands may be useful. The fisherman's boy can help about getting bait and drying fish, or may even tend a hook and line for himself. Thus there is a strong temptation for the parent to do his child a great injustice. In many cases such a course may be absolutely necessary. Without the aid of every available help it may be utterly impossible for a parent to provide even the humblest fare for the family with which God has entrusted him. Where this is the case, we can only deplore the unkindly fate with which both father and child have to contend, and hope that such things may not continue long. But in many cases it is to be feared that parents allow a too eager desire for worldly prosperity to supplant the purest and noblest ambition of which a parent is capable. The wish to better one's circumstances and to enlarge one's possessions is, in itself, when restrained within due limits, very proper and commendable. To it we are indebted for all enterprise and prosperity. But when it is allowed to override the higher impulses of our nature, when covetousness, which is idolatry, creeps in, we become mean, unworthy, and even cruel. A parent who, for the sake of adding a few pitiable shillings to his hoarded gains, can cheat his children of that blessing which childhood alone can obtain for them, is unfit to have the control of a child.

The school law of Nova Scotia is now such as to leave almost no excuse for neglect of parental duty in this respect. If a father, for a selfish purpose, deprives his child of the blessing which the law of the country declares to be his due, how shall he face that son when he grows up to manhood, and realises the wrong which he has suffered at the hand of him who should have been his natural protector?

It is good to know much, but better to make good use of what we know.

Reading makes a full man; speaking, a ready man; writing, a correct man.

Memory should be a store-house, not a lumber-room.

In teaching we learn, and by giving we receive.

### THINGS TO BE REMEMBERED.

The County School Fund is paid to the Trustees of the several sections according to the average number of pupils attending their school or schools for the full term.

If their school has been in operation only half the term, they will receive only half as much money as they would if their school had been in operation the whole term.

For one pupil who attends school regularly every school day during the term, the Trustees will receive as much as they will for two who attend only half the time.

When any boy or girl stays out of school the section is losing money by it, and the boy himself or the girl herself is losing what is much more precious than money.

If a boy can earn 50 cents by staying home, he can earn what is better than 50 dollars at school.

Compound interest counts up very fast, but to have an education is better than to have money out at compound interest.

The number of teaching days in each term is about 120. In the present term it is 119.

### HABIT.

HABIT at first is but a silken thread,  
Fine as the light-winged gossamers that away  
In the warm sunbeams of a summer's day;  
A shallow streamlet, rippling o'er its bed;  
A tiny sapling, ere its roots are spread;  
A yet unhardened thorn upon the spray;  
A lion's whelp that hath not scented prey;  
A little smiling child, obedient led.  
Beware! that thread may bind thee as a chain;  
That streamlet gather to a fatal sea;  
That sapling spread into a gnarled tree;  
That thorn, grown hard, may wound and give thee pain;  
That playing whelp his murderous fangs reveal;  
That child, a giant, crush thee 'neath his heel.

### HINTS FOR ORAL LESSONS, INTRODUCTORY TO THE FORMAL STUDY OF GEOGRAPHY.

(Continued.)

14. CLIMATE.—Lead the children to see that the sun is the source of heat, and that perpendicular rays give more heat than oblique. Allow them to hold the hand to the fire, so that the rays fall perpendicularly,—then inclined,—in the former case they will feel the heat much more than in the latter. This will afford an illustration of the cause of the varied power of the sun at different times of day, and at different seasons of the year. (Do not attempt, at this stage, to explain more minutely the cause of the seasons.) Show that the mountain is colder than the plain. This they can infer from the fact that there is often snow there, when there is none upon the low ground. They can also infer that slope influences temperature by comparing the south side of a hill with the north. Show the cooling effect of evaporation of water from the earth. Various illustrations may be used for this purpose. A bottle of water, wrapped in a cloth kept saturated with ether, may be frozen in a hot day. Cologne water poured on the flesh produces cold. It requires heat to change a liquid to the form of vapour, and heat is taken from the bottle or body for this purpose,—the liquid having combined with heat, becomes vapour, and escapes into the atmosphere. So also sprinkling water upon the floor on a hot day, cools the room. Hence it can be shown that if the ground is kept wet all the time, it must be cold, as all the heat will pass off with the vapour; and hence the value of cultivation and drainage. The children may also be told that it is very unhealthy to live near wet, boggy places, especially in hot weather. They can now form some idea what is meant by the climate of a country, and understand some of the causes on which it depends.

15. A PHYSICAL MAP.—Having first called upon the children to observe carefully the natural features of the school section, as the hills, the plains, the valleys, the brooks, and the ponds, ask for a description, including an estimate of distances. Draw from them that these are the features impressed upon the place by the Creator, and not made by man,—that they are called *natural* or *physical* objects. Direct them to make a physical map of the section, on a given scale.

16. MINERALS, PLANTS, AND ANIMALS.—Give lessons upon the minerals and rocks, the trees and wild plants, birds and wild animals found in the section. Avoid, at this stage, scientific and