

to learn how to think and reason, and to find out things for themselves, not to be told things they do not know. To put a girl or boy in the way of learning how best to use his or her natural faculties for the attainment of such wishes as reason points out to be the worthiest, that, we take it, is the true object of a school teacher. But *retournons a nos moutons*, in studying the geography of any particular country the natural features should be observed and noted, the different ranges of mountains, their elevation, their effect upon climate, people and productions; the course, rapidity and volume of rivers, and their relation commercially considered and otherwise, to the country through which they flow; the nature of the soil, the habits of the people, and how far these habits are modified by the geography of the country; these and many other particulars should form what is known, or ought to be known, as geography. The ability to enumerate all the countries, capitals, mountains, rivers, &c., in the world, with the ability to indicate their locality on a map, is but a sorry item in the teaching of geography, and this is precisely where the deficiency lies.

To proceed with our necessary studies. The first elements of natural philosophy will tend to give some expansion to the mind, and will be found of much practical utility in after life. For this is not the age in which it is allowable to pass through the world with the eyes shut. How few of the commonest phenomena of daily life, or of daily occurrence are understood by the girls of our period! How many girls or women as they view their charms in their faithful mirror can tell why it tells so truthfully, and in Nova Scotia so flatteringly a tale? The phenomena of rain, snow, hail, dew, frost, the rainbow, the phases of the silvery moon, her eclipses, and other kindred topics, such as winds and tides, how many of them are understood, and how many care to understand them? They can judge with astonishing accuracy of the peculiar properties that make one fashion preferable to another, can distinguish probably a waltz from a polka, can do a few other equally important things, and then they are at the end of their resources. Is this all we must expect? Should not a general knowledge, at least, of the things around them be imparted? Should not a general view of the polite literature of the day be presented to them? and would not the perusal and study of some of the best works of our best authors advantageously take the place of those common tenpenny novels, the ephemeral and enervating literature of our times, so eagerly sought for, and so frequently seen in the hands of young ladies of the time. Examine the catalogues of our public libraries, ask the librarian the general character of the works issued to young lady subscribers, and the state of affairs is at once revealed.

We will skim over what many think the most important part of education, accomplishments. Not that we undervalue them because we do not happen to possess them. It was our misfortune and not our fault that we know nothing of them practically. We know they are the ornamental part of a woman's education; they are more, they call forth faculties and exercise powers which otherwise would remain dormant. and they diffuse an elegance over the whole mind, and a polish over the deportment which are wonderfully and peculiarly winning and graceful. But if they are acquired apart from solid and necessary instruction they are misplaced, and altogether unsuitable in that station of life where plain solid information is all that is or ever will be required. Music and drawing to be really well learned are expensive studies, and cannot be taught in our public schools. Superior instruction in these branches will ever command a high price, and teachers of acknowledged excellence will continue to measure out their instructions for gold and gold alone, and taste and style formed in an inferior school will quickly be betrayed. The tortured sonata on the piano may by courtesy be called music, and the achievement of a great red and green smear may by some figurative language or other be styled a landscape; but the cultivated ear of taste will be disgusted with the one, and the eye will turn away in contempt from the other.

There is one accomplishment however of most potent influence which should be extended to all classes of society, that is, vocal music. Who does not like a song? a glee? a madrigal? a chorus? Surely Shakspeare is right when he says he who has no music in his soul is fit for treason and vile plots. "The human voice is the most varied of musical instruments, then why

is it not more cultivated? We do not mean mere singing by vote. a little more care would enable a pupil to sing from notation, an acquisition that would be useful through life. Why should not the humblest among us be qualified to join in the domestic hymn, the social glee, or the public praise of the Redeemer, or the soul stirring strains of loyalty and patriotism? Let the heart enlivening strains which have awakened the rapturous devotion of our forefathers be familiar to every ear, and let the national flag, the red cross flag, which under God's protection has "braved a thousand years the battle and the breeze," and which the densest smoke of the fiercest fight has never sullied, let it be in the songs of our youth the loved and familiar object to which their thoughts can at all times with pleasure return.

But our readers tire. We will have mercy and conclude. If these desultory remarks tend to draw the attention of even a few to the subject of a girl's education the writer's purpose is answered. A stone thrown into the water may form at first only a small circle, but another and another succeed, and we know not, we cannot know, how far the movement of the widening circles may extend.

M. S. S. II.

THE ANNUAL SCHOOL MEETINGS.

THE importance of the subject of annual school meetings to the entire population of the Province, causes us to insert an article published, in this Journal, at this time last year.

The third Monday in the present month is the day on which our School Law requires the annual School meetings to be held in all the School Sections throughout the Province. To the friends of Education, and for our Public Schools, the day above named is one of much interest, as the deliberations and decisions of those School meetings must assuredly be for good or harm.

The following is the usual order of business in these meetings;—1st, to elect a Chairman; 2nd, to elect a Secretary; 3rd, to elect new Trustees, or a new Trustee, as the case may require; 4th, to receive the report of the Trustees; 5th, to determine, by vote of a majority of rate payers present, the amount of money to be raised by the section for the ensuing year.

We shall make a few remarks on some of the points in the above outline. After the organization of the meeting, the Chairman being in his place, the meeting will proceed to the election of a Secretary. In this duty the Electors should exercise mature judgment and sound discretion, and inasmuch as an accurate record of the business of the meeting is to be handed to the Inspectors for the County, and may become the basis of future action, the record of the meeting should, as far as possible, be correct and intelligible, that, when consulted, the will of the meeting may be well understood. With a view, therefore, to this desirable accuracy, the meeting should elect for Secretary, if one such is eligible, a person of honest, business-like habits, able to make a correct minute of the business of the meeting, and to record its decisions.

The presenting of the report of the Trustees for the year now expiring will be the next business in order; and it is presumable that this report has been prepared with careful attention to all the requirements of the sections, and that it places before the rate payers a detailed account of the expenses of the past year, so that every man may understand how school matters stand. Not unfrequently confusion, almost without remedy, results from the negligent and inaccurate manner in which Trustees prepare and present, in their reports, the business of the Section. Rate payers are not generally satisfied with reports of business which they do not understand, doubts insinuate themselves, and the suspicious mind is prepared to believe that confused statements were purposely confused, to conceal fraud. The report should, therefore, be as distinct and definite as possible, going into all necessary details, and making an honest and open exposure of the whole interest of the school. Attention to this, we are persuaded, will prevent a large amount of needless debate, loss of time and sectional partyism. Trustees should feel it a duty, owed to the section, to look well to the suggestions now made, and the intelligent rate payers should, as an imperative duty, insist on having from retiring Trustees, an explicit statement of the whole income and expenditure of the year. In this way the Section will understand its position, and have a fair opportunity for making provision for future success.

The choice of Trustees, or of one Trustee, will probably be the next business in the School meeting. Among rate payers the question is frequently heard, who shall be Trustees? and the inquiry is one of no little value to the School interest. Judging from the actions of some few sections, we fear that not a few individuals answer this interrogation by replying, "any one at all