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JOURNAL OF EDUCATION.

FOR THE PROVINCE OF NOVA SCOTIA.

SUPERFICIAL EDUCATION.

THE progress of knowledge has given birth, within the past century, to so many useful arts and sciences that a man of liberal curiosity finds both sufficient occupation for his time and sufficient exercise for his understanding, in acquiring a superficial knowledge of such as are most inviting and most popular, and consequently has much less leisure and inducement than formerly, to dedicate himself to these abstract studies which call for more patient and persevering attention. In olden times, a man had nothing for it, but either to be absolutely ignorant and idle, or to take seriously to theology and the school logic. When things grew a little better, the classics and mathematics filled up the measure of general education and private studies, as pursued at the present time. Philosophy received little addition. Some few individuals might attend to other things; but a knowledge of these was all that was required of men of good education, and was held accomplishment enough to entitle them to the rank of scholars and philosophers. Now-a-days, however, the necessary qualification is prodigiously raised, at least in denomination, and a man can scarcely pass current in the informed circles of society, without knowing something of political economy, chemistry, mineralogy, geology and etymology,—having a small notion of painting, a taste for the picturesque, a smattering of literature and the languages; some knowledge of trade and agriculture, and a far more extensive knowledge of existing parties, factions and eminent individuals, both literary and political, at home and abroad, than ever were required at any other period of society. The dissipation of time and of attention that is occasioned by these multifarious occupations is, of course, very unfavorable to the pursuit of any abstract or continued study; and even if a man could, for himself, be content to remain ignorant of many things, in order to obtain a profound knowledge of a few, it would be difficult for him, in the present state of the world, to resist the impulse and the seduction that assail him from without. Various and superficial knowledge is now not only so common, that the want of it is felt as a disgrace; but the facilities of acquiring it are so great that it is scarcely possible to defend ourselves against its intrusion. So many easy and pleasant elementary books, such tempting summaries, abstracts and tables, —such beautiful engravings and ingenious charts, and *coups d'œil* of information, that a taste for miscellaneous and imperfect education is formed almost before we are aware, and our time and curiosity irrevocably devoted to a sort of encyclopedical trifling. In the mean time, the misfortune is, that there is no popular or royal road to the profounder and more abstract truths of philosophy, and that these are apt accordingly, to fall into discredit or neglect, at a period when it is labor enough for most men to keep themselves up to the level of that great tide of popular information which has been rising, with such unexampled rapidity, for the past century.

Such, we think, are the most general and uncontrollable causes which have to some extent depressed the study of those sciences which require thought and earnest application, far below the level of the importance attached to them earlier in the century, and produced the singular appearance of a partial falling off in the intellectual enterprise and vigor of an age distinguished, perhaps, above all others, for the rapid development of the human faculties. The root of what may be called the "smattering evil," takes firm ground here, and spreads with great rapidity, until the world is filled with men whose education exhibits but partially the triumphs of educational culture.

A PROVINCIAL UNIVERSITY.

The subject of Colleges and collegiate education is, very naturally and properly receiving, just now, an unwonted share of public attention in this province. By the extent of the interest in the subject, although not in the excitement it causes, one is reminded of a period in our Provincial history about thirty years ago, when the great battle of Denominational Colleges was fought out. The tide of public opinion now, too, unquestionably sets in a different direction from what it then did.

The establishment of Denominational Colleges, of course, by the popular wish, was owing, nevertheless, rather to a series of circumstances, over which the great body of the people have no control, rather than to any decided feeling on their part in favor of such institutions. We have no wish, nor would this be the place to re-open the old controversy of the period referred to. It is sufficient for our present purpose to remark that Denominational Colleges were founded, whatever the cause; and that they have now, as such, been all in full operation for about thirty years. We must add that there is a rapidly growing opinion in the community that these institutions are not up to the present requirements of the country.

A calm and careful view of their position will, we think, lead any impartial and intelligent observer to the conclusion that it could not be otherwise. These Colleges have unquestionably done good work in their day. They happened to be suited to the time,—probably much better than if their place, during the period mentioned, had been filled by a single Provincial University, of the best class of the time. But they did this at a terrible personal sacrifice to many gentlemen who were mainly instrumental in keeping them up. As was natural to suppose, there was a rivalry between these institutions, but neither an unseemly, nor a malignant one. The Colleges were many and the candidates for matriculation were few. Consequently the cost of Collegiate education was reduced, through competition, to the lowest possible rate—we should say to an impossibly low rate if the Colleges were expected to be self-sustaining. Extensive private contributions had to be made for their support. This state of affairs, could not long continue, since even the most intense denominational zeal, when its exercise necessitates continuous pecuniary burdens is apt to flag.

But even during the most cheering and most successful periods of the Denominational regime down to the present moment, every one familiarly acquainted with its working cannot but know that the professors and tutors have been most miserably paid. The men whom we are bound to suppose are among those possessing the best native talents and the highest intellectual cultivation of any in the land, and who, too, as the instructors of youth, have the most solemn obligations resting upon their shoulders, are more meanly remunerated for their labor than any other men in the community possessing like or even much inferior, attainments. This should not be unless these gentlemen prefer it. But further, every one of these Colleges is meagrely provided—and because under the existing system, it cannot be otherwise—with a staff of instructors to teach the various branches embraced in its curriculum. Given, a certain number of branches to be taught in a college, or any other high class institution of learning, the Professional faculty can manage and instruct five hundred students quite as efficiently as it can fifty; and because there are only fifty students in the college, a staff of instructors inefficient as to numbers or attainments, can do no more justice to that fifty than it could to five hundred. In nothing more does the principle of the necessary division of labor to produce good results, apply than in the Art of Educating. We believe that we are safe in saying that the average annual attendance of students in each of the Colleges in Nova Scotia, for the past thirty years, has not exceeded thirty. Still again, our Colleges in this Province, are, from the very necessities of their sectional position, all meagrely supplied with libraries, apparatus, and such like facilities to aid in high toned intellectual development.

We cannot but think that the time has arrived when a new movement should be made relative to Collegiate Education in

Nova Scotia. A naturally talented, studious, and determined young man *may* obtain a first class education in any one of our Colleges. Such a student *may* possibly do so without even entering a College at all. But, in either case, the chances for him, much more for the student of inferior mental capacity, are decidedly the reverse.

Our reflections, and, as it must be perceived, our reasoning upon this subject, point to the necessity of having established in Nova Scotia a single Provincial University which alone should be empowered to confer degrees. It may be that some Religious Denominations may decline to close the Colleges they now possess and cast in their lot with the Provincial University. Even if so, we do not see that any such disposition need interfere with the carrying out of the Provincial plan. Doubtless some, perhaps all, of them would prefer retaining their existing collegiate institutions as Theological Seminaries—or colleges, if that name should be preferred. Perhaps certain students would even prefer taking their secular instruction from such Denominational Institutions. We could say, let even that be so, but allow no degrees to be conferred except by the University of Nova Scotia. Every college which chose to retain its modified charter would thus perceive that the quality of its handiwork had to be judged of by other judges than those within its own walls.

Of course it will be perceived that we are advocating the establishment of a Nova Scotia University upon the plan, so far as we can carry it out, of that of the University of London. The subject is so suggestive that we cannot farther pursue it at present, but may recur to it on a future occasion.

GENERAL FACTS.

THE following facts are approximately true, sufficiently reliable at least, to give pupils a general idea of the topics treated, and they may be made the basis of a series of short profitable talks by our teachers also:

- There are on the globe 1,288,000,000 souls, of which—
- 360,000,000 are of the Caucasian race.
- 552,000,000 are of the Mongolian race.
- 190,000,000 are of the Ethiopian race.
- 176,000,000 are of the Malayan race.
- 1,000,000 are of the Indo-American race.
- There are 3,642 languages spoken, and 1,000 different religions.
- The yearly mortality of the globe is 33,333,333 persons. This is at the rate of 91,554 per day, 3,733 per hour, 62 per minute. To each pulsation of the heart marks the decease of some human creature.
- The average of human life is 33 years.
- One-fourth of the population dies at or before the age of 7 years.
- One-half at or before 17 years.
- Among 10,000 persons, one arrives at the age of 100 years, one in 500 attains the age of 90, and one in 100 lives to the age of 60.
- Married men live longer than single ones.
- In 1,000 persons, 95 marry, and more marriages occur in June and December than in any other months of the year.
- One-eighth of the whole population is military.
- Professions exercise a great influence in longevity. In 1,000 individuals who arrive at the age of seventy years, forty-three are priests, orators or public speakers, forty are agriculturists, thirty-three are workmen, thirty-two are soldiers or military employees, twenty-nine are advocates or engineers, twenty-seven professors, and twenty-four doctors.
- Those who devote their lives to the prolongation of that of others, die the soonest.
- There are 336,000,000 Christians.
- There are 5,000,000 Israelites.
- There are 60,000,000 Asiatic religionists.
- There are 190,000,000 Mohammedans.
- There are 300,000,000 Pagans.
- In the Christian churches:
- 170,000,000 profess the Roman Catholic.
- 75,000,000 profess the Greek faith.
- 80,000,000 profess the Protestant.—*Journal of Education.*

TO TRAIN A CHILD.

A LITTLE tract issued for distribution by the Ladies' Sanitary Association of London, gives these wise suggestions for the nurture of children in health of body and spirit:—

1. Never refuse a thing if it is harmless, but give it, if you are able, without delay.
2. Never give anything because it is cried for, that you have refused when asked for.

3. Be careful to observe real illness and avoid causing bodily uneasiness from over-clothing, or cold, or unwholesome food, such as candy, sugar plums, sour fruit, or giving buns or cakes to quiet the child.

4. Avoid false promises. They are sure to be found out false.

5. Avoid threats of all kinds. If believed, they make children timid, and injure both mind and body; if not believed, they are useless. Such threats as bogie, policeman, and black-man, are sure to be found out to be false, if the child lives.

6. Never say anything untrue to a child.

7. Do not wreak your own bad temper, or visit your own feelings of fatigue and trouble on children, by being severe with them, or by saying, "You shan't have it," or, "I won't give it to you," when there is no reason for refusal, except that you are yourself tired, or in trouble, or out of sorts.

8. Avoid giving orders, such as "Stand still," "Go on," "Hold your tongue," etc., unless you really mean that you should be obeyed; and the fewer orders you give the better.

9. Neither give too much pity, nor yet be severe and unkind, when a child tumbles down or hurts itself.

10. Do not worry a child. Let it alone, and let it live in peace.

11. Teach it early to play alone, and amuse itself without your help. Let it alone, is a golden rule nine cases out of ten.

To sum up all in a few words, try to feel like a child; to enter into its griefs and joys, its trials and triumphs. Then look forward to the time when it shall have numbered as many years as you have seen, and pray for help and strength to do your duty by it. You may fail, as we all may; but if you sow the seed of humility and faith, you will have done all that is permitted to us imperfect creatures; and if you have reared up a cheerful, loving, truthful and brave spirit, in a healthy body, you have been working with him who told us it was "not the will of our Father in Heaven that one of those little ones should perish."

THE ART OF SECURING ATTENTION.

BY R. C. PARDEE.

EVERYONE will acknowledge the indispensable necessity of a teacher's securing good attention. By attention we mean "fixity of thought, steadiness of mind."

1. Says Mr. Fitch: "Attention is—1. An act of the will. 2. It is the one of the mental faculties which is most under our control. Therefore the degree of attention we give depends upon our disposition, and is therefore largely a matter of discipline; and other things being equal, that teacher will gain the best attention who has the most personal influence, and who is looked up to with the greatest respect." (Teacher! is your conduct and manner such as will entitle you to respect?) "3. Attention is a habit. If truly given, every day it becomes the easier. And every day we listen languidly to a lesson or sermon, the habit of inattention is strengthened.

2. Attention is prompted by a deep and earnest interest in and sympathy with the child, as well as for him. We must enter into sympathy with him, so as to understand his nature, his weakness, and his trials, and make all due allowance for him.

3. If the teacher would secure attention, he must be accurately and abundantly prepared; for no teacher can teach all he knows, and the moment a teacher approaches the limit of his preparation, he shows his weakness and embarrassment, the child detects it, and he is gone.

4. Improve well the circumstances which surround the daily life of the child, for you must here gather your best illustrations. Teachers can do this if they are industrious, and will keep their "Sunday-school spectacles on."

5. Give the children frequent change of posture to relieve them. Study to do this especially in infant classes. Give much freedom of motion and gesture to the little ones. If they speak of God and heaven, let them point and look upward in harmony, and thus teach them in a reverent manner to act out their words and feelings.

6. Simultaneous reading and making of ellipses, leaving the children to fill in a word at the close of the sentence or lesson, will aid in securing attention.

7. Recapitulation is very important to gain the attention. The scholar must give attention to be prepared for the expected review. Therefore always ask in detail, in order to see that all is understood. No child or man ever takes pains to grasp a subject, so as to fasten it on his memory, unless he expects to be called upon for it, or in some way to find use for it hereafter.—We cannot retain in our minds isolated or abstract knowledge. Todd beautifully says: "Ask a child if he knows what whiteness is, and he will tell you no; ask him if he knows what a white wall or paper is, and he knows at once. Ask him if he knows what hardness is, and he will only stare at you; but ask him if he knows what a hard wall, or hard hand, or hard apple is, and he will tell you at once." Connect the lesson with previous

knowledge, and take great care to sustain the lesson with abundant resources, for if it is once lost, it is a very difficult thing to regain it on the same lesson.

8. Pictorial power. Word-painting by the aid of the imagination and ample details; the power of describing scenes and incidents, so as to appear real to the child's imagination, will assist you in gaining his attention. If you will dwell on all the little details of a fact clearly, you will be graphic in picturing it out in words; and without these details, the teacher may sometimes be very graphic with children, even in the simple act of reading with suitable emotion, emphasis and action. Said a little girl, "Oh father, Mr. F., the minister, read the 21st chapter of Revelation in church to-day, and it was just as if he had taken a pencil and paper and pictured it right out before us." It is St. John's elegant description of the Holy City.

9. Avoid a stereotyped or routine mode of teaching. If ever so good, strive to improve it; vary it and freshen it up in some way, and thus keep each child expecting something.

10. Awakening curiosity. Archbishop Whately says: "Curiosity is the parent of attention; and a teacher has no more right to expect success from those who have no curiosity to learn, than a husbandman has who sows a field without plowing it." Duly regard their love of approbation by cherishing their self-respect; and if you would retain attention, patiently cultivate their inquisitiveness, for it will prove one of the grateful rewards for your kindness. Says an old writer: "The general occupation of infancy is to inquire. Education directs their inquiries." Therefore bear patiently with your little ones, and answer all their endless questionings. Do not rashly check the rising spirit of free inquiry with an impatient word or frown. Says the poet:—

"Answer all a child's questions, and ask others as simple
As its own, yet wisely framed
To waken and prove the young child's faculties,
As though its mind was some sweet instrument,
And you with breath and touch were finding out
What stops and keys would yield the sweetest music."
—Selected.

TO MAKE CHILDREN THINK.

AT the Teachers' Institute, recently held in Providence, the following question was proposed by one of the teachers present: "My pupils do not think. What shall I do to make them think?" This complaint and inquiry appears in its most expressive form, just as it comes from the lips of the teacher, who

"With strained and tired nerves,
With weary and aching head,"

Has been trying almost vainly to instill a few valuable thoughts into the mind of some pupil whose attention is preoccupied. The inquiry is a difficult one to answer. What would prove successful in producing satisfactory results in one case, might be of little avail in another. Pupils, as well as teachers, have different dispositions, and are affected in different ways. Various theories might be presented, the practice of which would at least seem sufficient to obviate any difficulties which might arise in regard to thoughtless pupils. But actual experience which have proved successful, we believe will be more heartily received than untried schemes. We heard this same question asked years ago by an experienced teacher; and when the suggestion was made that she should win the attention of her class, by telling them stories in connection with the lesson, or calling upon individuals in the class to do so, her answer was, "What shall I do with the boy who does not care about the rhinoceros?" In this instance the study under discussion was geography. Now, in many instances, this question is asked with no intention of being benefited by a reply. The teacher may have tried the plan once, and becoming irritated by the failure to engage the attention of some indifferent pupil, determines to confine herself to the book, and force the scholars to commit the words by penalties for failures; and so the school-days pass. Such a decision imperils the teacher even more than the pupil; for under present customs and arrangements (in the country by change of teachers, and in the city by promotions,) the scholars change teachers so frequently as to secure a variety of talent, while the teacher who has resolved to confine herself to the text-book, has fixed for herself a routine which will be almost insufferable. Some teachers we know, by the judicious dropping of facts accumulated by their own reading, have been able to elevate the taste for reading among their scholars, and to set them upon a track of pursuing such books as would be intensely interesting even to the teacher; and with all their varied tastes, the items called out from the class can scarcely fail, in process of time, to interest the most indifferent. Buy some interesting book, if you have not a school library, and sacrifice it to the wear and tear of the school-room. You will be amply repaid by acquiring the information yourself, by hearing it reiterated in the school-room, instead of having it nicely bound between two covers and standing untouched in your library or on your parlor table. Most

children are fond of novelty. Nothing is better adapted to keep their attention than constant change. The dry details of any branch of study soon become irksome to them. They are wont to let things pass through their minds, rather than to think of them. They become satisfied with seeing or hearing what is said, without going farther. Let each recitation be conducted with much oral instruction, animating them with choice facts and pleasing incidents, interspersed where circumstance requires or opportunity affords. Accustom the scholars to study systematically. Often read to them, or require them to read, and induce them to express the thoughts of the author in language of their own construction, kindly correcting mistakes in thought, and encouraging the pupils to further efforts by due praise and commendation, and you will have awakened a new impulse to thought, that will grow and strengthen as you feed and nourish it.—R. I. Schoolmaster.

WATER.

BY DR. J. A. SEWALL.

Water is a fluid that exists in great abundance, both on and in the earth, and in the things upon the earth. It is four-fifths of the weight of the vegetable kingdom, and three-fourths that of the animal. It is essential to the continuance of all organic life. It is composed of two gases, oxygen and hydrogen, eight parts of the former to one of the latter (by weight.) It dissolves gases in various proportions; ammonia, seven hundred times its own bulk; carbonic acid its own bulk or volume; therefore there is in nearly all water, more or less of these gaseous matters. They give to water its sparkling appearance, and agreeable flavor. When water is boiled, then these gases are driven out, and the liquid becomes insipid.

Rainwater, which has passed through the porous soil and strata of the earth, dissolves such portions of its soluble materials as it meets with. The amount of mineral matter thus dissolved, varies greatly, from 1-20th of a grain to 20,000 grains in a gallon.

Common spring and well water contains from ten to sixty grains to the gallon.

The well water of our State is nearly all surface water—that is, water that has passed through the more porous soil, and has been arrested by the more compact layers below. When a well is sunk the water finds its way into the hole in the ground, thus furnishing us our drink.

As the water filters through the soil, it dissolves more or less of the mineral matter with which it comes in contact, as well as organic matter. The latter is particularly bad or unhealthy.

John (you know John, Mr. Editor,) took a bottle of well water into the laboratory, and interrogated it as to what it contained. On adding nitrate of silver it yielded a copious precipitate of chloride of sodium, common salt; oxalate of ammonia revealed quantities of lime; chloride of barium showed marked traces of sulphates; lime found carbonic acid; sulphurated hydrogen gave indications of iron; carbonate of soda revealed large quantities of magnesia; white terchloride of gold brought out a mass of organic matter, of all sorts, a regular soup.

John said he believed that the water was *dirty*, though it appeared perfectly clear and transparent, it was full of dirt. So I think that if folks will *drink well water* they must *drink the dirt too*.—Bloomington, Illinois, Schoolmaster.

THE VILLAGE SCHOOL-MASTER.

Beside yon straggling fence that skirts the way,
With blossomed furze unprofitably gay,
There, in his noisy mansion, skill'd to rule,
The village master taught his little school.
A man severe he was, and stern to view;
I knew him well, and every truant knew;
Well had the boding tremblers learn'd to trace
The day's disasters in his morning face;
Full well they laugh'd with counterfeited glee,
At all his jokes, for many a joke had he;
Full well the busy whisper, circling round,
Convey'd the dismal tidings when he frown'd.
Yet he was kind, or, if severe in aught,
The love he bore to learning was in fault.
The village all declared how much he knew,
'Twas certain he could write, and cipher, too;
Lands he could measure, storms and tides presage,
And even the story ran that he could guage;
In arguing, too, the parson own'd his skill,
For even though vanquish'd, he could argue still;
While words of learned length and thundering sound
Amaz'd the gazing rustics rang'd around;
And still they gaz'd, and still the wonder grew,
That one small head could carry all he knew.

GOLDSMITH.

LEGAL PREVENTION OF ILLITERACY.

IF Mr. Bergh had set out to organize a Society for Compelling Kindness to Animals, his efforts would scarcely have been crowned with success. The most considerate and tender-hearted horse-owner would resent a law presuming him to treat his beast with humanity; and would most likely be a trifle discourteous to any volunteer inspector of stables who might fall in his way.

But a Society for the Prevention of Cruelty to Animals is a very different matter. It has a specific and legitimate object—the suppression of wrong. It interferes only with the vicious and brutal. The great majority of the community, who feel no disposition to abuse their "poor relations," and whose sensibilities are shocked by every exhibition of brutality, are protected, not oppressed, by its operations and its founder, though laughed at, now and then, for some real or apparent excess of tender-heartedness, is honored throughout the land, in a practical way that must be very pleasing to him.

It is to be regretted that the originator of the phrase, "Compulsory Education," had not been blessed with Bergh's good judgment in choosing a name, or had not had a clearer understanding of the real work to be done. *Compulsory Education* is an unhappy expression. It implies something radically different from what is, or should be, aimed at; and by threatening an offensive and uncalled-for interference with private affairs, it alienates those who would naturally be the warmest friends of the object to be attained, and whose sympathy and support are most required. The great body of American parents desire the education of their children. To very many it is a duty which nothing could induce them to neglect. They are willing even to make great sacrifices for the sake of other and less fortunate children. At this juncture a well-meaning but bungling reformer comes along and says, in effect, if not in so many words: "I will have a law compelling you to educate your children." "We do that already," is the indignant reply; "so far as we are concerned, your law is an impertinence; it is worse, it is insulting. Be so kind as to mind your own affairs."

The trouble is, the would-be reformer is working the wrong lead, as the miners say. The thing to be accomplished is not the compulsory education of all the children in the community, but the securing of school privileges for those that are now deprived of them. The two things are as unlike as a law compelling kindness and a law preventing cruelty. The end to be attained may be the same in both cases, but the way to it is direct and legitimate in the one case, indirect and illegitimate in the other. Laws should be framed to repress and punish wrong-doing, not to restrict the liberty of those who do well.

But there are those who will not do their duty by their children, it is urged, or who do not admit that the education of their children is a duty. What shall be done with them? The answer is simple: Make them do their duty. A man abuses his horse, denies him proper food and care, or drives him when sick or lame—the law does not hesitate to interfere to protect the animal and punish the brute. Shall it do less for a child than for a horse? One of the inalienable rights of every child is a chance to make the best of the life thrust upon him. This right society is bound to respect, and does respect, in part, by protecting the child against physical maltreatment and cruelty. As our civilization is constituted, a certain amount of learning is as needful in the struggle for existence as a normal development of body and limbs, and the same arguments that justify intervention in the former case justify it in this—when it is necessary. Existing ignorance is mainly beyond our control. Our millions of illiterate men and women will, in all probability, continue illiterate for the rest of their lives. But they will not live forever: and we are able, and it is our duty, to prevent other millions of the same sort, by seeing that the coming generations are kept from growing up unschooled. How shall the community, or the State, or the nation—which are but the different names for the people in their collective capacity—go to work to secure this end?

Obviously the first step is to provide sufficient school accommodations for all the children needing instruction. This step has not yet been taken. The second is to offer instruction really suited to meet the necessities of those to be taught. This step will require greater effort than the first, for it demands a thorough overturning of the matter and methods of our popular teaching. The third step is to give instruction at such times, and for such periods, that the children of all classes can avail themselves of it. The prevailing opinion seems to be that the children are for the schools, not the schools for the children. When school managers realize that the reverse is the truth, and act accordingly, there will be fewer children excluded from the schools by their inability to comply with arbitrary and unwise conditions.

After all this forming and reforming has been accomplished, there will, perhaps, be still some children deprived of schooling by the indifference or criminal selfishness of parents and guardians. For these society must interfere; the rights of the children must not be sacrificed to folly or greed. The offending parents and guardians, if there be any, must be compelled to do justice by those in their care. But this contingency is far off. Let us

see first if such compulsory measures are necessary; whether any children will be kept from learning when proper instruction is offered them in a proper way, and at a proper time.—*Christian Union*.

"THE SCHOOLMASTER IS ABROAD."

SOME of our readers may have forgotten and others may never have heard, who was the author of this familiar saying. The words were uttered by Lord Brougham in a speech on the promotion of Wellington to the Premiership after the death of Canning. The connection in which they occur gives added force to them, and many will be glad to scan the whole paragraph in the midst of which the now familiar saying had its first setting:—"Field Marshal, the Duke of Wellington may take the army, he may take the navy, he may take the great seal, he may take the mitre. I make him a present of them all. Let him come on with his whole force, sword in hand, against the constitution, and the English people will not only beat him back, but laugh at his assaults. In other times the country may have heard with dismay that 'the soldier was abroad.' It will not be so now. Let the soldier be abroad if he will; he can do nothing in this age. There is another personage abroad, a personage less imposing; in the eyes of some, perhaps, insignificant. *The schoolmaster is abroad*: and I trust to him, armed with his primer, against the soldier in full military array."

THE EDUCATIONAL REPORTER,

A publication devoted to popular instruction, published by Ivison, Blakeman, Taylor & Co., New York. We have received the third number of this valuable publication, and insert from it the following extracts, that must prove highly interesting to all devoted to the progress of "Popular Instruction."

EDUCATIONAL NOTES.

PENNSYLVANIA.—The Annual Report of the Superintendent of Common Schools, J. P. Wickersham, gives the number of schools in the State as 14,212; of teachers, 17,612; of pupils, 828,891. Average salary of male teachers per month, \$10.66; of female teachers, 32.39. Average cost of tuition of each pupil per month, 98c. Total cost of tuition for the year, \$3,745,415.81. Total cost for tuition, school buildings, &c., \$7,771,761.20. Estimated value of school property, \$15,837,183. There are five Normal Schools in operation, with 66 professors and teachers, and 2,675 students. The number of city or borough superintendents is 14,—the salaries varying from \$700 to \$2,500.

Philadelphia has 2 High Schools, 55 Grammar Schools, 108 Secondary Schools, 182 Primary Schools, and 33 unclassified schools,—all taught by 80 male and 1,435 female teachers; the male, at salaries averaging \$135.98 per month; the female, at \$43.61.

There is no law requiring the Bible to be read in public schools, but it is read in 11,396 of them. Mr. Wickersham presents an able report. He thinks Pennsylvania stands well educationally in comparison with the other States of the Union, and makes many valuable suggestions in the direction of improvement. From the reports of the county superintendent, he finds the obstacles to the success of the schools to be "short school terms, irregular attendance, poorly qualified teachers, indisposition of grade teachers' salaries according to qualifications, want of local supervision, neglect of duties on the part of directors, and want of interest in education on the part of the people." These are serious obstacles, but we hope our friend Wickersham will persevere in the good work he has so successfully undertaken.

New York.—The Seventeenth Annual Report of the Superintendent of Public Instruction for this State, Hon. Abram B. Weaver, is like his preceding report—an able and business-like document, giving a clear and complete statement of the present condition of education, with the progress and results of the past year.

There has been a slight decrease in the number of school districts during the past school year. Eleven Union school districts have been founded under the general school act, by the consolidation of twenty-three common school districts. The number of school-houses is 11,695. The reported value of school-houses and sites, for 1870, is \$20,426,412—an increase of nearly \$2,000,000 since 1869, and of 4,000,000 since 1868.

The number of children between five and twenty-one years of age, is 1,480,761. Of this number, 1,026,447 attended public school.

The amount expended for teachers' salaries in 1870, was \$6,496,692.39, being an average salary of \$372.58, or 10.53 per week of the average school term.

The amount expended in maintaining the common schools during the year, was \$9,005,514.22. The entire amount expended during the fiscal year ending September 30, 1870, for educational purposes, including appropriations, Normal Academic schools, Indian schools, teachers' institutes, supervision, etc., was \$10,280,349.72.

Six of the nine normal schools provided for are in successful operation. The expense of their maintenance, the past year, was \$123,723.59. The aggregate attendance of normal students, was 1,921.

RHODE ISLAND.—The Annual Report of the Commissioners of Public Schools, Thomas Bicknell, comes to us in good shape. This State has thirty-four towns and cities. Eight of them support High Schools, and twelve of them have superintendents. The number of children under fifteen years of age is 56,934. The number of pupils registered in the summer schools was 25,567; in the winter schools, 28,364; the number of private schools, 6,336. Mr. Bicknell advocates uniformity of text-books throughout the State. He also argues ably for the establishment of a school for technical instruction. The late General Assembly of this State passed a law establishing a State Normal School, and voted a very handsome appropriation for it.

IOWA.—The State is unsurpassed in educational zeal and practical effort, and, considering the many disadvantages incident to so new a State, her progress is remarkable. The people seem fully alive to the advantages of the common school system, and they contribute to its support with a degree of good will and liberality seldom equalled. Fine school buildings are springing up all over the State, first class teachers are being called to the field from other States, and able lecturers are employed, at public expense, to do institute work, and to enliven the school interest among the people generally by evening lectures. The indications everywhere give promise of continued progress and ultimate honor to the State. To obviate the necessity of sending abroad for the majority of her teachers, normal schools are very much needed; but this want cannot long be felt, as such schools will soon be established. The larger towns, and even those of the most recently settled portions of the State, are supplied with elegant and commodious school buildings and efficient teachers. The State Superintendent spends a large portion of his time visiting schools, laboring in institutes, and lecturing to the people, and is everywhere infusing new life into the system and stimulating the people to more earnest effort. Iowa is destined soon to occupy a very high educational rank.

MICHIGAN.—The legislature of this State passed a compulsory attendance law at its last session, which is Prussian in its character, but modified so as to be American in its application. The friends of education in that State seem to be jubilant over the result. Michigan has the honor of being the first State in the Republic to adopt a straightforward system of compulsory education.

NEW YORK CITY.—Among the most interesting of the recent reports from the different New York City Departments, was that of the Department of Education, of which Henry Kiddle, Esq., is the efficient head. It appears that this Department has 221 schools under its exclusive jurisdiction, and 13 corporate schools, employing in all 2,787 teachers. The schools are classed as follows: 1 Normal college, 1 Normal school for teachers, 1 model or training-schools, 90 grammar schools, 94 primary schools and departments, 29 evening schools, 6 day schools for colored children, 3 evening schools for the same, and 13 corporate schools. There were enrolled in all these schools last year, 239,764 pupils, an increase for the year of nearly 5,000. The entire cost of the schools was \$2,733,591, of which \$115,023 went for the support of evening schools, \$77,876 for corporate schools, and \$56,570 for colored schools. The real estate held by the city for school purposes is valued at nearly \$9,000,000; the personal property of the department is estimated at \$1,000,000 more. The total fund which by law was placed at the disposition of the Board for 1870-71 was \$7,059,702; of this sum \$5,178,500 were called for. The property of the city paid during the same period \$3,139,800 for the support of schools in other parts of the State.

EUROPEAN EDUCATION NOTES.

RUSSIA.—Russia is likely before long to afford to women educational advantages equal to those of Western Europe. For some years the lectures at the University of St. Petersburg were open to the public and a good many women attended them. But the University was remodeled, and under the new regulations women were excluded, except from the medical lectures, which faculty forms a separate academy, independent of the University. Recently, however, a large number of women have written to the University authorities requesting to be allowed to attend the other courses of lectures, especially in philology and natural science, and it is thought that their request will not be refused.

PRUSSIA.—It gives some idea of the extent to which education is encouraged in Prussia, when we are told that a manual of 32 pages was published at Berlin not very long ago, entitled, "The Little Guide for the German Soldier in France." The publication of such a book, giving, as it did, in both French and German, all the simple sentences which are necessary to enable a German to man-

age for himself in France, is a standing proof that, although they did not provoke the war, the Prussians were resolved to be the winners. At all events, we never heard of a "Little Guide for the French Soldier in Prussia."

ENGLAND—SWITZERLAND.—Since the recent war between France and Prussia, the question of drill as a part of the school curriculum has been much discussed in England, and making it a part of the regular exercise is very generally urged. In this matter it is pleasing to us Americans to notice the fact that the little republic of Switzerland is spoken of as the model for perfection in this branch of education. It is stated that this country can from a population of two millions and a half, place in the field, in a fortnight, a well appointed army of two hundred thousand men, the soldiers as well educated and trained as those of Prussia. As soon as a Swiss boy is six years of age, he enters into a course of drill, which is continuous and progressive through his school life; and the Swiss army in consequence, is said to be the cheapest army, and one of the most efficient in Europe. It is not alone, however, in a military point of view that this system is valuable, but physical training is as essential as mental cultivation, and any exercise which makes children hold up their heads, stand firmly and uprightly, breathe more freely and walk more gracefully, should be welcomed by all educationists.

THE EDUCATION OF GIRLS IN ENGLAND.—In an able paper recently read before the Society of Arts in England, it was pointed out that the condition of education among the girls in the upper and middle classes of England is worse than that of the industrial population, and that the higher the scale, the worse in quality is the course of education usually supplied to the daughters. In all boys' schools and in elementary schools for girls the pupils are practically educated, so that they may be best fitted to get their living as early and as readily as possible. In the higher classes of schools showy accomplishments of superficial advantage in life are the great aim of all instruction. And it was declared that at the present moment a large number of the girls brought up at first-class schools would be completely unable to pass such an examination in arithmetic, reading and needle-work as the majority of the girls at the Hanwell District Pauper School qualify in before they leave that institution. Unless some remedial efforts are put in force, it was apprehended that as the School Boards get into working order, the difference in the quality of education will become greater and greater.

CORRESPONDENCE.

For the Journal of Education.

MISCELLANEOUS OBSERVATIONS ON THE SCHOOL STUDIES OF GIRLS.

WHAT a field of vision opens itself before us as the above heading of the paper is read; and what a crowd of phantoms appear. We try to fix our gaze upon some prominent shade, and following with the hope that something of peculiar interest will be unfolded, find that many a beckoning ghost is ready to impart what specially belongs to itself. We can amidst the crowd discern the Latin language in her Roman toga, with her stately step, and solemn march; the Greek with its surpassing vigor and ready applicability to every shade of thought and feeling in the human mind and heart; the French to all lovers of modern languages cannot be but attractive, its light tripping gaitly, and the volubility of the tongue, together with the easy sweetness of the majority of its sounds will render it a perennial favorite. History with her dusty volumes, Geography with her spheres, maps and charts, Astronomy with her piercing telescope, Chemistry with her crucibles, Mechanics with her wonderful machines, Drawing with her oils and colors, Geometry and other kindred sciences are ever standing in sober earnestness to invite our attention to their peculiar merits. But the question is can the invitation of all be accepted? can the demands of all be complied with? Has the sudden discovery been made at this advanced period of the world's existence that there is in poor weak woman such a latent power that she is able to learn all languages living and dead, to master all sciences and acquire skill in many arts? It would not be courteous to deny the astonishing power of woman to skim over the surface of science and art, to which power such unequivocal testimony is given in the programme of studies drawn out in every advertisement relating to a "young ladies' seminary." There is an old saying, "It is better to know a little well than a great deal inaccurately," but this like many other old sayings is in danger of falling into oblivion. We must therefore dismiss the crowd of phantoms, and consider in sober sense and seriousness on what

subjects it is desirable that the mind of woman should be employed during the years appropriated to study, to enable her, as the catechism has it, to do her duty in that state of life unto which it shall please God to call her.

Now let us premise for the information of whom it may concern, that when we speak of the training of women we do not mean the setting in order of a musical machine, for a musical box would answer that end, sometimes better than a thing with life in it; nor a drawing machine; nor do we want merely a pretty face and figure to look at, for any exhibition of wax-work will supply that desideratum; nor worst of all are we ambitious to instruct and educate an empty, frivolous, butterfly flutterer, whose only thought carefully instilled and deeply rooted, is how she may soon be, as it is often miscalled, settled in life, imagining according to the novelist's code of laws that when marriage takes place the story must end, whereas it is then only just beginning. Our inquiry is then, how woman may be best fitted for the right performance of all duties in life whether in a state of single blessedness or matrimonial misery. Here then our whole system of public education is at fault, it provides for nothing of the kind; the indispensable acquirements for a position in a household are persistently ignored to be learnt when and how they can. We maintain that in all our girls' schools every pupil should be well informed in all things relating to the house, prices of provisions, furniture, &c. Articles of wearing apparel should not be beneath their consideration; to cut out, make and repair such articles should be an acquirement of every girl in the country. She should be trained in the duties belonging to her sex, and be fitted for domestic life. We place this first because it is very important and altogether neglected, in fact despised. Girls too frequently seem to be ashamed to confess that they know anything of domestic work, "their little hands were never made to make a loaf or pie." Most girls would as soon be caught in theft as engaged in household work, and they would deem their reputation lost if known to wash, cook or scrub. Our girls should be taught that they are not to be ball-room chandeliers, street lamps, or public luminaries of any kind or description, but household lights diffusing more or less their benign influence according to their magnitude and the sphere in which they are placed. This part of the paper may not be wholly acceptable, but as it is written in earnestness, with the consciousness of personal failing in this very particular, it is hoped that no extremely severe criticism will follow it.

But let us proceed to the consideration of necessary elementary studies, which the country is under an obligation to supply to every child in the Province. Of course every woman in the country should be able to do three things at the least,—read distinctly, write legibly, and calculate her common expenses with exactness and facility. Some idea should be possessed of the ordinary business of life, but on this we will not touch, for practical things are to be acquired by practice, it is enough to state their importance and the means of acquiring them. Now startling as it may appear these simple acquirements are by no means commonly met with, even among those who have enjoyed what they would term a "liberal education." To take for example a point little likely to be questioned as indispensable,—reading distinctly; how very few read to make themselves intelligible! There are certain solid acquirements which ought to be made, without which accomplishments are worse than useless, and good reading appears to be one of these. More attention ought to be given to this branch of education, than is at all common, and care ought to be taken in the very beginning that children do not acquire those dreary tones and false intonations which may affect all their future reading. The power of reading well, that is, of entering into the sense of the author, and pronouncing his sentences intelligently and intelligibly is one of the most elegant accomplishments a woman can possess, and it is one of the rarest.

Writing legibly is our second item. We do not say writing elegantly, that is another point, we only maintain that to speak in a voice that no one can hear, and to write a hand that no one can read are two offences against society. A foolish idea has been propagated, and ought to be now nearly exhausted, that clever persons always write bad hands. By a bad hand it may be necessary to explain we do not mean an inelegant, but an illegible

hand. Now while it is granted that some clever persons have from carelessness or indifference been guilty in this respect, it does not follow that all are so; still less does it follow that all who choose to write illegibly are clever. The best result would be the union of elegance and legibility.

Now to our third item, Arithmetic; what? for girls! yes, for girls. Few sciences of practical utility are so badly taught as this. Truth to say it is not taught as a science founded on principles, but merely as an art requiring mechanical dexterity, a process to obtain stated answers to stated questions, and this dexterity is believed to be attainable only by a blind and slavish adherence to certain rules. We admit that rules are useful in their place, but their value is rather negative than positive; they do not enable us to work intelligently, effectually and with certainty. Principles when once fixed in the mind cannot be forgotten, but rules useless continually practised soon fade away. How frequently are we told by pupils that they once knew the rule but have now forgotten it! Rules encumber the mind, principles enlarge it; the mere working by rule narrows the intellect, and loads the mind with a mass of uncongenial matter. We have never required pupils to commit to memory arithmetical rules, being convinced that a very small proportion of arithmetical problems are capable of solution by a direct application of rules. Let children reason out a result, and throw rules to the wind, they will be the better and wiser for it; they will be rational beings and not calculating machines. No better illustration could be given of the unscientific merely mechanical character of ordinary teaching in this branch than the bewilderment which seizes a class of pupils when an arithmetical problem is put in a different form from that to which the examples in their text-books have accustomed them. Let a problem be stated in any but the stereotyped form and they are quite at a loss how to set to work. They can dash off the examples in their book by the dozen, but put the question in a form which makes a little careful reasoning necessary in order to discover what particular additions, subtractions, &c., have to be performed in solving it, and they are, to use a common expression, "brought up short," immediately. Example,—Ask a class to reduce £13 13 3, to pence, it is done in a twinkling; ask the same class the same question in this form, "How many pints of milk at 1d. a pint would pay for a cow worth £13 13 3?" is it difficult to imagine the consternation depicted on nine-tenths of the faces before us? The "oh my's," the "oh's," we can almost hear as the question is proposed. Perhaps one clever little girl among them may have a confused idea about it (better than no ideas at all), and doubtfully reproduces the previous answer, and be wonderously surprised to be told she is right; but she shows no signs of that confidence in her own work which ought to attend every such operation. Rules! rules! are a scholar's curse, especially in mathematics. The best arithmeticians we have known as pupils, are those who never learnt a rule in their lives, scarcely know what book they studied from, and can hardly say how they were taught. They can do what they want, and depend on their work, that is all they know,—and enough too. There are many girls and boys too we suppose who will learn in some sort in spite of bad teaching, and there are many teachers who know how to help on a clever and willing pupil. But what we wish to urge is, that it is the fault of the system of teaching by rule and not by principle, that the number of clever and willing pupils is comparatively so small. It is not denied that there are very great differences in the capacities of children, though these inequalities are rendered apparently much greater than they really are by the want of proper attention to the development of the natural powers in early childhood, particularly in the first stages of their instruction. But we do assert, most distinctly and most emphatically, that under a more rational system of teaching, results might be obtained in the case of ordinary pupils, and even of many who are now set down as absolutely dull and stupid, which would amaze many of the teachers among us. To teach a girl or boy the elements of arithmetic, it is not necessary that the teacher should be deeply and extensively acquainted with the higher mathematics. Certainly there is not the slightest need for him or her to have taken a high average at the examination which secured the license to teach. Not that we advance any objection

to the teachers being of extensive and varied attainments; very far from it, the more they know the better, the higher their average as scholars the better, if only they know it well themselves, and know how to put the elements of knowledge before children's minds clearly and simply. This is the essential point, and, we do not hesitate to say, it is more frequently possessed by teachers of very moderate attainments and of a lower grade, than by others of superior attainments and a higher grade.

One qualification of the first importance in a teacher, especially with young pupils, and one which is often particularly difficult of attainment by teachers of great natural quickness and ability, is the faculty of putting oneself in the learner's place, of realizing the light, or rather darkness, in which a new subject appears, and of giving on the spur of the moment a thoroughly intelligible explanation of difficulties as they occur. No one who has not had experience in teaching can form a just idea of the extreme difficulty which young, slow and untrained minds find in taking in many notions which to a person in a more advanced state of knowledge, appear so simple and so clear that explanation and simplification of them is not merely unnecessary but almost impossible. Thus all practical teachers know perfectly well that even fairly intelligent girls and boys often appear utterly incapable of drawing the simplest possible inference in mathematical problems especially. Tell them for example that the angle ABC is equal to the angle DEF, and DEF equal to GHI, they cannot draw the conclusion that ABC is equal to GHI. They are almost as likely to reason as a student, who when asked what he inferred from the fact that the three sides of an equilateral triangle were equal to each other, replied, that the *fourth* side was equal too! This may seem an extreme case, but it is a fair instance of numberless points requiring explanation to young beginners which either never occur at all to the mind of the teacher, or if they do, are passed over by her, because it is thought that if a pupil cannot understand them of herself she is so hopelessly stupid that it is of no use to take any pains in the explanation of principles, and knowledge can only be given by enforcing an adherence to rules, and fill the mind by the sheer process of cramming. But the teacher should anticipate and meet these difficulties and advance not a step till the way is thoroughly cleared. The progress may be slow, painfully slow, and inspector may malevolently mark him slow and low, but depend upon it, it is sure and sound. Let no difficulty be slurred over, that is one secret in successful teaching, and another is to *tell* the pupil as little as possible, guide her to find things out for herself by inference and analogy. Arithmetic in most of our schools holds a place analogous to the mathematical course at academies and colleges. It is the only one of the pure sciences that is available for close and systematic reasoning. To degrade it therefore as was before said, to a mere routine of mechanical devices for "working suns" is a fatal mistake; it makes no pupil better for her pains, nor wiser for her success.

Our succeeding remarks will be applied to Language and accomplishments. Every woman ought to be able to express her thoughts, if she has any, in her own language with ease and elegance. Let English be learnt first. What comparison can for one moment be made between the faculty of being intelligible in a foreign tongue which may possibly be never used, and the various advantages of a full command of our own? Our mother tongue ought to be systematically studied, and the acquisition of other languages be made subservient to this end. In fact we cannot fully understand our own without the study of others to some extent, in order to assist the knowledge of derivations. Latin and French are the most important from the fact that all words of Latin origin in ordinary use are modified by passing through the French language. The study of etymology therefore is of no mean importance in ascertaining the full, exact and original meaning of words. The study of words in this manner will not only convey much useful knowledge, but strengthen the mind, exercise the faculties, and induce a habit of research and investigation. And the principle on which this should be carried on, is "little and well." It matters not how short the lessons are, provided they are thoroughly explained and understood. Indeed, at first the shorter they are the better, for they are so much more likely to be remembered, and our spelling-book superseded is an admirable little book to

assist us in this part of our labor. But this after all is but a preliminary step. The forming of words into sentences is the next consideration. Every woman should be able to write as well as speak her own language with facility and correctness. The habit early commenced of writing ones thoughts on any subject whatever will be found a most useful aid in this respect. English grammar should be well understood of course, but we think it would be well to postpone its study to a later period than is usual in our schools; without this we merely load the memory with rules imperfectly understood, or not understood at all, without enlarging the mind with principles. We have known, and still know, pupils who when called on could repeat without the omission of a word, any of the thirty or forty rules of Syntax as readily as to give you their own name, and yet would violate every one of them in writing a simple letter or in thirty or forty minutes conversation with her class fellow. This fact alone argues the necessity for a change in the method of imparting instruction in grammar.

We will now speak of History as a subject of study, as tending to strengthen the judgment and reasoning powers. In this study the comparison of different characters and *ch. icles*, the examination of characters as delineated by historians of different religious, political or social views; the observation of facts and events and their relation to previous or subsequent history; the search after reliable evidence; all these must be made use of in this study. By history is not meant the committal of two or three hundred pages of a book to memory, or the faculty of crowding into the mind for a few weeks fully a thousand dates of important events in the history of a country. It is not a knowledge of history that a person can boast of whose mind is like an old almanack; for history is "philosophy teaching by example," the close observation of circumstances, study of character, opinion, times and manners; and investigation into motives, and the ability to judge of effects from a knowledge of causes and *vice versa*. History, we repeat, is, or may be of the most important use to women. It may be urged that the qualities required for the proper study of the subject are precisely those which women lack. Complimentary, certainly. The judgment of women may be often at fault in the ordinary circumstances of life; not so much perhaps from any real defect, for it is as well to put the most favorable construction on everything, but because her sympathies are so strong, her feelings so ardent, her imagination so lively, as to lead her to see events and characters in the wrong light; and she decides not according to realities, but according to the view she is induced to take. Her feelings and passions intrude, and when this is the case she cannot see things in the right light. Let her sympathy be kept from the office of a special pleader either for her own rights or those of others, let her feelings be restrained from rushing into the jury-box, and her imagination be kept from clambering into the pulpit, let her ambition not reach the judge's bench, let her not transform herself into a commission agent or a gold broker, and it is highly probable that the veriest woman of ordinary parts will decide as truly and justly as any man in North America. How very desirable then does it appear that in the closing years of the short time that is devoted expressly to her instruction she should be led to think, compare and judge respecting characters and circumstances in which her individual feelings are concerned. So much for history.

Now for Geog-aphy. This subject should be carefully attended to, and by geography we do not mean the mere knowledge of names. It is quite possible that a radical defect in our schools is that our teaching is too verbal, it is too much about names, too little upon ideas; the sign obscures the reality. There is too much vaneering, too much varnishing to satisfy the teacher who really wishes to train as well as teach. The spread-eagle system of our neighbors is infecting our own Province, and *sham* is becoming the order of the day, not from a desire on the part of the teacher, but from the insane requirements of what is termed the "exigencies of the age." Our system requires a half yearly "exhibition" in schools, and bad luck attends that teacher who detests from the bottom of his heart all that bears evidence of *sham*. The true teacher is lost, and sinks "unhonored, unconfined and unsung." What children go to school for, if rightly understood is to gain habits of application, order, method, discipline;

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 truthful, and in Nova Scotia so flattering 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

no matter who." In some few instances opposition to the School Law is a qualification of some value. Alas for the section where such is the case! Who should be Trustee? Who should not be? Enemies to the School Law, the indifferent, the lukewarm or conciliating friends, are by no means, if escape from such is possible, to be exalted to the responsible and honorable position of Trustee. From such, the friends of education can expect nothing but obstruction, and during their term of office, the interest of the section will know neglect.

If a stern, determined, uncompromising conflict in a school meeting is admissible, it is when a party hostile to the interest to the school, or with a view to impede progress, attempts to force unsuitable men upon the Section, as Trustees. Opposition, then becomes the duty of every man who values the education of his children. Be assured that enemies or indifferent men will not—cannot, exercise a fostering care for the interest they assume to encourage and protect. If there is an intelligent, clear headed, and sound hearted friend to education in the Section, we urge you by all means, to draw forth all possible influence and give all your strength to have such an one elected Trustee. The effort you make to accomplish your purpose, the object being secured, is well made and will be amply repaid. In placing the School interest in such hands, you express your estimate of honest intelligence, and have, in the character of the Trustee you elect, a guarantee for deserved success. The influence of such Trustees will appear in all school matters, and the wisdom of the choice will be profitable to all. The necessity of having for Trustees the best and most intelligent friends of our School System ought to impress itself deeply on the minds of the people, for as yet a few enemies of our School System lurk in the ranks of friends, ready at any time, to lay unhallowed hands upon this essential appendage to the progress and elevation of our country. And what a field of usefulness is presented to Trustees interested in the work to which they are appointed? Whether we regard it in its progress or contemplate the future labors, we fail not to perceive every motive power to excite a generous mind to honorable activity. As Trustees they are carrying forward and giving increased momentum to agencies which in their results can never cease, and which from their very nature will gather increased force, and have a widened range for good, to be enjoyed in other years and by coming generations.

Who are to vote? The chairman, it is expected, will be sustained in his enforcement of the law which we subjoin.

SECTION 2ND OF THE AMENDED ACT.

"2. On depositing with the Secretary of Trustees, previous to, or at any annual School meeting, the sum of one dollar, any person liable to pay such poll-tax, though not rated in respect of real or personal property, shall be qualified to vote in the election of Trustees at such meeting, and at any other meeting held for the election of Trustees within a year from such deposits, except the same be refunded as hereinafter provided, nevertheless, that a majority of the Trustees shall be persons rated in respect of real or personal property. Money deposited as above shall be refunded on demand in every case where no assessment is authorized by such meeting; otherwise it shall be retained as payment of the poll-tax of the depositor."

From the above it will be seen, that any person paying a poll-tax of one Dollar, as well as any person paying tax on property may vote for Trustees, thus the law wisely gives young men, for the small tax of one Dollar, the privilege of voting on one of the great interests of their country. Though they may have no property they are made, in the exercise of this privilege, to realize that that they have a country, and are recognized as identified with its best interests, and are holding and exercising with those around them the dignity of a common manhood. We regard this fact as a most valuable feature in the present School Law. It is not so much the worth of a dollar. The country can live and advance without this; but will do badly with just that manly influence and power, which young men exercise and cultivate, when by vote they assume the valued and inalienable birth-right of Englishmen. There is moral beauty in seeing young men, though as yet they may have no free hold, taking an active interest in education. Mark such, they will be men for their country's good ere many years have fled. It is difficult to imagine a young man of real worth, willing to ignore his position as a member of a community and with the sordid motive of saving one dollar, sinking all his conception of manly dignity into selfishness. Find a Section where the young men value the privilege of a vote on educational matters, and cheerfully and promptly pay their poll-tax, and that Section has a bright and prosperous future. Education and the accompanying blessings will there thrive and bear fruit, as a luxuriant tree, in its own native soil.

Another important duty devolving upon the annual meeting is the voting of a sum of money for the ensuing year. When this question is up, the meeting should labor to have a distinct and intelligible prospective view of the year for which provisions are now to be made. Several considerations must be presented, and honestly deliberated upon, if the incoming year is to be one

of progress? There is the School House, is it sufficiently ample for the Section? Is it warm? Is it ventilated? Are its surroundings such as they ought to be? It is hard for the Trustees to carry on a School in an insufficient House, and for children to love their school and be interested in its exercises unless they are warm and otherwise comfortable. The meeting should look to this part of the Trustees report, for it is to be expected that the retiring Trustees will report upon the state of the premises, and if improvements are required, recommend a generous appropriation of money. Are there Books in the School? We mean books which are the property of the Section; upon this also the Trustees should report, for a strict construction of the School Law, a Section not supplied with books for free use is not entitled to a participation in the grant. This part of the law has not been enforced; there however should be a constant approximation to this provision. We have heard of an instance where a Teacher obtained books at the reduced price, and sold them to the pupils at a small profit for his own benefit. We hope such violations of Law are rare, but Inspectors and Trustees should unite to guard this part of the Law from such abuse. The Books which Mr. McKinlay is authorized to sell at reduced prices, are, when purchased, the property of the School Section, and the affidavit required can be appended only when so purchased. Trustees should therefore be guarded in their transactions. The supply of Books should be well understood, and the annual meeting is the proper time and place for its consideration, and when the requirements of the Section are known, the meeting will, it is hoped, make a liberal appropriation.

An important matter yet remains for deliberation. The Teachers and the Salary. These two thoughts naturally associate. A good Teacher and a low Salary, or a good man and poor pay, are expressions the compatibility of which one fails to discover. Consider the work required of the Teacher, his relations to the children's future position in life, the power placed in his hands; and at once the generous heart is prompted to act liberally. All our feelings constrain us to urge the Teachers claim. If they are incompetent do not have them at any price, but if otherwise, and are faithful to their trust, sustain them well, for good Teachers are a blessing in the community where they labor. By all means, if you are resolved upon a good School, vote a generous support.

From the above suggestions, it is apparent that the annual meetings for deliberating and deciding these important matters are such as demand the serious attention of the people. Associated with them are weighty interests, and the rate payers of the Sections should make such gatherings the subjects of previous thought,—the points for deliberation should be honestly debated and preparation for action made. If, however, from the past we contemplate the future, assurances arise that in the hundreds of meetings to be held on the 17th inst., the interest of Free Public Schools will not fail for want of vigor and decision on the part of friends.

THE TEACHER TAUGHT.

O'er wayward children wouldst thou hold firm rule,
 And sun thee in the light of happy faces'
 Love, Hope, and Patience—these must 'e the graces,
 And in thy 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, Hope, and Love!
 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 will 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,
 Woes 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, o'ertasked, 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.

SAMUEL T. COLERIDGE.

COUNTY FUND.

In aid of Public Schools, appropriated to Trustees of School Sections for the Term ended April 30, 1871.

The asterisk (*) indicates the Poor Sections.

COUNTY OF INVERNESS.

SECTION	No. of pupils registered.	Grand Totl ^l days Attendance made by all the pupils.	Amount from County Fund
Port Hastings,	81	6213	58 13
Lou Point,	28	1014	10 10
Long Point,	49	2736	25 48
Judique Banks,	61	3490	31 66
Judique,	61	4816	45 13
Little Judique,	51	3214	30 58
Red Banks,	60	4909	45 72
Port Hood,	107	6141	57 18
Hay's Farm,	42	1892	17 62
S. West Bridge,	42	1855	17 28
S. West Bridge,	49	2746	25 58
Mahou Bridge,	67	4811	45 68
Mahou Marsh,	14	437	4 08
Coal Mines,	56	2921	27 20
B. C. Intervale,	66	3901	36 33
Black Glen,	42	2172	20 30
Black River,	31	1464	13 64
Smithville,	24	1456	9 84
Halku,	32	1197	17 66
Tulloch,	31	2344	21 83
Hillsboro',	51	3216	29 94
Mount Young,	56	2527	23 53
New Canada,	51	3686	34 32
Bridge End,	69	3095	28 82
Brook Village,	58	4089	38 07
Sky Glen,	45	1598	14 88
Indian River,	47	3102	28 89
Long Stretch,	48	2090	19 46
Red Bridge,	43	3718	31 62
West Bay Road,	45	2782	25 91
North Mount,	46	3344	28 35
Little Harlow,	41	3082	28 70
Malagawach,	47	2743	25 55
McLean's Bridge,	51	2968	27 63
Cross Road, River Dennis,	32	2261	21 05
Mill Brook,	18	1194	11 12
Cariboo,	37	2173	20 21
Portage,	26	837	8 14
Blues' Cove,	41	1460	13 60
Bridge River Inhabitants,	55	3152	29 35
River Creignish,	46	2102	19 58
Lake Horton,	38	2534	23 60
Riv. Dennis Chapel,	43	3122	29 07
Point Hood Island,	29	2577	24 01
Mount Noah,	58	3382	31 49
North East Mahou,	21	1300	12 11
Big Marsh,	24	2414	22 47
Dunmore,	44	2593	24 15
*Little Mahou,	40	1641	20 36
*Upper S. West,	42	2531	31 43
*Seight Point,	43	3177	32 44
*Mull River,	47	2689	33 39
*Turk,	28	1039	12 90
*Big Bridge,	39	2517	31 24
*Boys,	40	1335	16 59
*Ross Mill,	43	1959	21 32
*Dallas Brook,	45	3001	37 26
*Blues' Mill,	37	2283	28 34
*Big Brook,	43	2520	31 29
*Boom,	16	759	9 42
*N. West Arm,	39	2141	26 58
*Rear Long Point,	16	800	9 93
*Top Cape (South),	51	4866	60 39
*Top Cape (North),	47	2716	31 92
*Scotch Hill,	49	2116	26 29
*Sky Mount,	59	4286	53 19
*River Intervale, Judique,	38	2767	34 36
*Seal Cove,	20	1651	20 49
*McKenzie Brook,	18	1711	21 28

NORTH INVERNESS.

Friar's Head,	84	8519	79 33
Forks,	63	2015	19 04
Munroe,	62	3455	32 16
Ledbetter,	68	4636	43 16
Ingraham's Brook,	60	5460	50 83
North East Chapel,	56	2125	29 09
Big Brook,	46	2124	19 78
Captain Allan's,	80	3934	36 62
McFarlan's Bridge,	58	3176	29 56
Lako Outlet,	48	2201	20 49
Hamilton,	63	4200	39 10
McMillen's Mill,	51	2171	21 13
Ainslie Glen,	65	5402	50 28
Little Narrows,	46	2140	19 92
Whycogomah,	79	4407	41 02
Chimney Corner,	17	1087	10 11
B. C. Marsh,	68	4102	38 19
B. C. Chapel,	41	2130	19 83
Loch Bain,	64	3135	29 18
Widow Lord's,	48	2533	23 76
*Grantosh,	51	3220	39 95
*Jacob,	32	1810	22 46
*Big Intervale,	29	1908	23 68
King Ross,	31	2534	31 43
North East Egypt,	32	1674	20 77
Lako O'Law,	20	793	9 83
Scotch Settlement,	23	1624	20 15
Upper East Lake,	45	3645	45 25
Lewis Mont,	25	1743	21 64
B. C. Pond,	37	2060	25 57
Big River,	15	1100	13 64
Red Loch Bain,	29	1857	16 82
Whycogomah Mt.,	22	2131	25 20
S. West Egypt,	30	1702	21 10
Greenwood,	73	4254	43 47
Jackson,	32	1702	16 18
Waterville (A.),	38	2680	19 83
Morristown,	77	5715	54 36
Sand Hill,	51	3805	36 19
Dempsey Corner,	45	2177	20 68
Brooklyn (A.),	39	2289	21 78
St. Mary's,	45	3982	37 88
Piedmont,	83	5308	50 49
Long Point,	56	2855	27 14
Weston,	54	2327	22 13
Welsford,	50	3709	35 28
Somersset,	62	6300	59 94
Borwick,	79	6372	60 61
South Berwick,	38	1750	16 64
Waterville (C.),	88	6249	59 45
Grafton,	50	4360	41 48
Kinsman's Corner,	114	7402	70 98
E. Black Rock,	48	2339	21 96
Chipman Brook,	44	2683	25 50
†Do.,		2844	27 03
E. Hall's Harbour,	61	3021	28 90
Lakerville,	91	6843	65 09
Billtown,	54	2042	19 42
Brooklyn (C.),	40	2255	21 44
Cambridge,	51	2896	27 63
Cold Brook,	46	1699	16 15
Beech Hill,	50	2783	26 46
Canaan,	41	2403	22 85
Kentville,	102	5805	55 21
Steam Mill,	59	3539	33 56
Centreville,	60	2608	24 80
Sheffield Mills,	77	4038	38 41
N. Scots Bay,	53	4121	39 29
Lower Pero,	47	2677	25 46
Upper Pero,	42	2745	27 05
Medford,	86	5728	54 44
Habitant,	49	3356	31 92
Woodside,	51	3294	31 33
Randville,	51	2949	28 05
U. Canard,	112	8888	84 52
L. Canard,	110	8379	81 58
Town Plot,	51	2774	26 38
Church Street,	45	3156	32 86
U. Church Street,	54	4141	39 31
Port Williams,	65	4565	43 41
New Mines,	65	3101	36 18
Wolfville,	174	13632	129 86
Davison Settlement,	39	1302	12 38
Gaspereau,	73	3224	37 34

Lower Gaspereau,	88	3373	32 08
Lower Horton,	43	3133	29 80
Avonport,	59	2870	27 00
Lockhartville,	110	7254	69 00
Bloomfield,	47	2177	20 70
Prospect,	25	1517	15 68
Grand Pré,	106	6324	64 63
S. Scots Bay,	50	2816	26 16
Middle Pero,	46	3346	31 83
W. Cornwallis Mt.,	43	2787	35 33
Pleasant View,	43	3234	30 61
*Harmony,	42	1834	23 22
*Lake George,	21	1542	19 62
*Clermont,	42	1753	22 20
*Morden,	61	3717	48 28
*Ormsly Road,	30	1997	25 30
*Fair View,	63	3997	50 66
*Black Rock and Giv. Mountain,	50	2291	29 09
*Blue Mountains,	33	2245	26 46
*Banter's Harbour,	51	2651	33 59
*Pero Mountains,	48	1902	24 10
*Scots Bay Mountain,	46	2233	28 31
*Greenfield,	61	2381	30 18
*W. Black Rock,	62	3499	44 36
*North River,	20	1262	16 02
*Lake Paul,	21	1345	17 05

BORDER SECTIONS.

Kingston,	52	3231	28 92
Tremont,	48	1908	17 03

COUNTY OF LUNENBURG.

Lunenburg,	223	23389	227 07
1st. Peninsula,	49	1465	14 21
2d. Peninsula (U.),	43	2709	26 35
Garden Lots,	25	1324	12 86
Upper South,	86	5228	50 65
Upper Rosebay,	7	192	1 85
Lower Rosebay,	15	3384	32 90
Kingsburg,	34	1987	19 31
Ritcey's Cove,	70	3036	29 53
Lower La'Havé,	10	2104	20 46
Snyder's (La'Havé R.),	58	3829	37 24
North West Range,	71	4318	41 99
Mader's Cove,	80	4990	48 51
Mahone Bay,	148	11657	113 40
Oakland,	81	4747	46 17
Martin's River,	52	2764	26 88
Upper Cornwall,	36	1943	18 88
Langilles,	38	2447	23 79
Centreville,	35	1877	18 25
Rosedale,	49	3075	29 91
Hirtle's, N. G. Road,	38	2506	24 40
Bridgewater, East,	55	4731	46 02
New Canada,	60	3628	35 28
Misner's (Branch),	50	2981	28 98
Cook's (Branch),	30	1763	17 07
Kaock's,	56	3257	31 07
Snyder's (Branch),	44	2595	25 23
2d. Peninsula (L.),	47	3266	31 76
Tancook Island,	107	6024	58 60
Bridgewater,	108	14910	145 06
Conquerall Bank,	67	4881	47 41
Pleasantville,	48	2123	20 68
Fantz's,	72	3010	29 28
West Dublin,	77	4197	40 82
Petite Reviere,	72	3851	37 45
Broad Cove,	53	2443	23 75
Vogler's Cove,	46	2783	27 06
Conquerall,	57	4137	40 24
Hebb's Cove,	36	1713	16 65
Baker's,	42	2589	25 17
Chelsea (Upper),	59	3285	31 94
*Blue Rocks,	60	3260	42 28
*Black Rocks,	79	5463	70 85
*Heckman's Islands,	36	2621	34 10
*Weinarhts,	24	1608	20 88
*Indian Point,	33	3484	45 17
*Lower Cornwall,	24	1148	14 80
*Upper Cornwall,	45	1976	25 61
*Falkland,	45	2956	38 32
*Misner's, N. Germany,	40	2118	30 81
*Riversdale,	19	1505	19 51
*West Northfield,	45	2564	33 24
*Lower Northfield,	53	2886	37 41
*Upper Northfield,	55	1760	22 89
*Penny's,	24	1321	17 11

†Do.—(Received too late to be included in sheet for term ended Oct. 31st, 1870.)

*Big Lots,	31	2179	28	21
*Frelings,	56	3005	39	00
*Crousetown,	41	3323	43	08
*New Italy,	28	2310	30	40
*Newcombville,	41	2864	37	13
*Wileville,	29	1746	22	02
*Lakeville,	32	2474½	32	08
*Camperdown,	41	1876	24	82

DISTRICT OF CHESTER.

Chester Town,	163	13052	171	32
East Chester,	81	3855	48	37
Marriet's Cove,	79	4319	51	19
Basin,	53	2263½	28	39
Windsor Road,	39	1952	24	48
Cross,	36	2367	29	09
Gould's River,	78	2850	35	70
Mill Road,	33	1344½	16	89
Martin's Point,	61	3745	46	99
Indian Point,	24	1790½	22	45
Meisner's Island,	8	706½	8	88
Pine Plains,	43	1833	22	99
*Grant,	18	1314	21	97
*Aaldersville,	26	988	16	52
*Back of Lake,	32	1588	26	56
*Fortie's,	35	1999	33	43

COUNTY OF PICTOU.

Pictou Town	665	54477	588	13
Carriboo River,	67	3092	33	38
Toney River,	72	3002	32	40
Cape John (M'Leod),	43	2048	22	10
Cape John (C. R.),	38	2168	23	40
Cape John (S. Shore),	51	2198	23	08
Elmsville,	48	2716½	29	32
Sand Marsh,	32	1586	17	12
Louisville,	32	1722	18	58
Millville,	47	3151	34	01
River John Village,	229	15203½	164	13
West Branch, R. J.,	120*			
Logansville,	77	4775	51	54
Mount Dalhousie,	34	3184½	34	37
Roger Hill (Upper),	40	2009	21	08
Carriboo Meadow,	52	3475	37	51
Scotsburn,	67	3354	36	20
Hardwood Hill,	57	2975	32	11
Roger Hill (Fork),	38	1846	19	02
Roger Hill (Roger),	89	3769½	40	68
Six Mile Brook,	47	2231	24	08
Brooklanc,	40	2089	22	55
Salt Springs,	54	2197	23	71
Mount Thom (Upr.),	40	2207½	23	82
Mount Thom (Lor.),	41	1391½	15	01
Watervale,	78	5469	59	04
Gairloch,	32	2224	24	00
New Laing (Upper),	68	3681	39	78
Mill Brook,	34	2818	30	42
Pleasant Valley,	32	1548	16	71
Farmel Hall,	41	2475	26	71
Green Hill (Upper),	47	2889	31	18
Green Hill (Lower),	27	1244	13	42
Union Hall,	47	3041	32	82
Central West River,	60	2092	43	09
Lyon Brook,	73	5038	54	38
Fisher Grant,	64	3615	39	02
Carriboo (Central),	41	9474½	26	70
Carriboo (Sandy Cove),	43	2625½	28	33
Carriboo (Three Banks),	49	2280	21	61
Pictou Island,	40	3004	32	43
Carriboo R. (Lower),	18	1189	12	29
Mill Brook Evening School,	40	800	8	03
New Glasgow,	431	35034½	384	70
Alms,	51	2558	27	61
White Hill,	36	2491	26	89
Marsh W. B. E. R.,	54	2510	27	39
Big Brook,	56	3335	30	00
Hopewell (Lower),	48	4641½	39	30
Fishport,	38	2979½	32	16
Stellarton,	103	6518	82	24
Albion Mines,	289	20543½	221	98
Springville,	26	787	8	49

*Returns of Sections No. 18 did not come in until after meeting of the Board, and are not included. D. McD.

Bridgville,	49	2801	30	27
Elmsville,	78	4408	47	58
Sunny Brae,	65	3100	41	02
Blus Mountains,	64	3450	37	24
Moose River,	32	2400	25	91
St. Mary's (Lower),	35	1510½	17	43
Watervale,	48	3156	34	06
McLellan's Mt.,	41	2282	24	03
McPherson's Mill,	48	2971	28	83
Marsh McLell. Mt.,	49	2887	31	10
McLellan's Brook,	62	4287	40	28
Frazer's Mt. (South),	34	2252	24	31
McLell. Brook (U.),	29	1593	17	19
Churchville,	44	2401	25	99
Loading Ground,	53	3120	33	08
Frazer's Mt. (N.),	23	1392	15	02
Little Harbour,	50	3221	34	77
Pine Tree,	47	2489½	26	87
Sutherland River,	51	2895	41	81
Merigomish (West),	40	1979	21	36
Merigomish (East),	60	3024	33	40
Peidmont,	55	2895	31	25
Avondale,	46	3016	32	55
Barney's River (L.),	65	3383	36	52
Bailey's Brook (L.),	79	3872½	41	80
Kneidoirt,	30	2137	23	06
Bailey's Brook (U.),	47	3239	31	96
Big Island,	34	1823	19	67
Smithfield,	61	3457	37	25
French River (East),	62	2374	25	62
French River (W.),	48	2167	23	39
Little Harbour (W.),	41	1756	18	95
Middle River,	50	2502	27	02
Brooklin,	40	1703½	18	34
Hopewell (Upper),	25	1032½	11	14
Wentworth Grant,	48	3207	31	62
Westville,	261	16132	174	15
Granton,	29	1188½	12	88
*River John Road,	26	1574	22	66
*Mountain Road,	33	1860	26	86
Harelock (R. John),	20	209½	13	08
*Black Brook,	39	1959	28	19
*Carriboo Island,	22	1120	16	11

SOUTH DISTRICT.

*Mid. Lot, Mid. River,	20	1597	22	98
*Fox Brook,	30	2037	20	32
*St. Mary (Upper),	34	1344	19	35
*Chanco Harbour,	18	916	13	18
*Marshy Hope,	27	1151	16	56
*New Laing (Lower),	24	1140½	16	40
*McIntosh Mill,	16	1031	14	83
*McLell. Mill (U.),	29	1488	21	41
*Black Brook Kepek,	14	648½	9	32

COUNTY OF QUEENS.

Port Jollie,	25	1066	13	02
Hunt's Point,	51	2797	34	16½
Western Head,	41	2015½	24	98
Liverpool,	450	26434	332	85
Milton,	217	16222	198	13
Blue Berry,	59	3276	40	01
Port Medway,	151	13183½	161	02
Mill Village,	187	9092½	120	95½
White Point,	23	1391½	16	99½
*Port Mouton Island,	28	1878½	229½	4½
*Catherine's River,	22	989½	12	08
*Lower Pt. Mouton,	32	3096	37	91½
*North West Bay,	17	1624½	19	14
Greenfield,	43	2068½	36	25½
South Brookfield,	57	4772	58	28½
North Brookfield,	43	3305	40	37
Pleasant River,	44	2288½	27	95
Caledonia,	36	3204	39	13½
Western Caledonia,	44	2194	26	79½
Harmony,	34	2473	30	20½
Kempt,	40	3009	36	75
Central Caledonia,	27	1130½	13	81
May Flower,	16	1604½	20	82

BORDER SECTIONS.

*Albany New,	38	2352	12	99
*Grafton,	41	3130	32	74

*The amount for Border Section is included in amount given.

COUNTY OF SHELBURNE.

*Port Hebert,	15	920	12	18
Sable River,	50	2450	24	33
*Wt. Mid. Sable,	27	1207	15	97
Louis Head,	37	1508	15	53
Little Harbor,	45	2228	22	07
Et. R'gd Island,	63	3487	21	40
Head Ragged Islands,	63	63	34	56
Lockeport,	75	5716	50	65
Wt. G'n Harbor,	63	3722	36	88
Et. Jordan Ferry,	80	2166	21	47
Jordan Falls,	67	4464	44	24
Wt. Jordan Ferry,	43	1800	17	84
Lower Sand Point,	57	3285	32	56
Upper Sand Point,	43	1759	17	44
Shelburne,	213	13470	133	49
Birch Town,	51	3040	30	12
Gunning Cove,	51	3092	30	64
Roseway,	60	3395	33	61
N. E. Harbor,	34	3918	37	81
Indian Brook,	34	2442	24	20
Lower Ohio,	27	2318	22	98
Upper Ohio,	23	1228	12	18
Church Over,	41	2914	28	88
Powers Brook,	25	1340	13	29

BORDER SECTION.

Lower Clyde,	57	3180	19	96
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DISTRICT OF HARRINGTON.

Lyles Fall's	31	2005	21	92
*Blanche,	38	1803	26	28
*Cape Negro Island,	31	661	9	61
U. Port La Tour,	66	4366	47	10
L. Port La Tour,	49	2850	31	23
Baccaro,	71	4637	50	70
*Hill,	35	1288	18	78
Hebbert's Brook,	62	3231	35	88
*Oak Park,	46	2327	33	96
Passage,	109	6740	73	71
Doctor's Cove,	72	6002	72	20
Bear Point,	48	2608	28	52
Lower Woods Hbr.,	118	6246	68	32
Upper Woods Hbr.,	72	4624	50	56
Megray's	44	1410	15	52
Newell's,	84	4213	46	27
Clark's Harbor,	147	6244	68	30
Stoney Island,	74	2022	22	10
Barrington Head,	70	3631	39	72
*U. Port La Tour, colored,	41	1679	24	41

COUNTY OF VICTORIA.

Baddock,	115	6840	75	54
Croudes Mt.,	26	1737	19	74
Big Baddeck,	41	2251	25	59
E. S. Baddeck,	23	1168	13	27
New Glen,	40	1922	21	55
Upper Baddeck,	47	2831	32	23
Upper S. Baddeck,	29	1809	20	58
Hunters Mt.,	60	2933	33	34
E. S. M. River,	31	2307	26	23
Church M. River,	28	1752	19	92
Middle River,	36	1953	22	20
Upper S. M. River,	45	3827	43	53
Gillanders Mt.,	28	1582	19	13
W. S. M. River,	52	2550	28	99
Shipyards,	34	2048	23	23
St. Patrick's Channel,	43	1579	17	95
Washabock,	28	972	11	05
S. S. I. Narrows,	23	1301	14	80
Cain's Mt.,	28	1564	17	79
M'Kinnosa' Intervale,	27	1763	20	08
Grand Narrows,	53	3518	40	61
Gillis Point,	53	2125	24	16
Red Head,	23	1283	14	55
Plaster,	31	1634	18	59
Big Harbor,	23	948	10	7
Cape Dauphin,	78	3617	41	15
Great Brasdor,	52	2961	33	66
Big Bank,	59	2592	29	45
Boulardarie,	49	2804	31	89
Kempt Head,	36	1940	20	93
South Gut,	74	6481	73	72
English Town,	50	2578	29	31

Morth Gut, 41 2933 26 53	Central, 322 19811 104 03	Little River, 83 4912 29 93
Munro's Point, 50 2928 26 47	Milton, 220 14951 121 47	
U. S. N. River, 50 2943 28 07	N. Chegoggin, 50 3009 33 29	DISTRICT OF ARGYLE.
Fairbert, 58 2740 31 22	Sanford, 93 0893 57 38	L. E. Pubnico, 61 4236 44 24
Eel Cove, 50 2007 33 73	Maitland, 118 0226 70 81	U. E. Pubnico, 72 3206 33 50
Indian Brook, 31 1457 16 57	Ohio, 128 11528 95 06	U. W. Pubnico, 57 3430 35 90
Plaster U. Shore, 00 4070 40 30	Wellington, 82 6072 55 55	L. W. Pubnico, 53 3350 35 09
French R., } 50 3599 40 90	Hebron, 137 10200 85 41	Lower Argyle, 53 2112 22 06
" " Evening, } 26 983 11 16	Brenton, 48 3600 29 97	Central Argyle, 75 3654 33 17
South Ingonish, 98 5121 53 29	Arcadia, 65 3357 27 95	Robert's Island, 77 4437 40 31
Big Intervale, 43 2435 27 00	C. Chebogue, 83 5449 45 35	Argyle Head, 71 5009 52 32
Middle Harbor, 76 2635 29 97	Salem, 52 3046 25 35	Eel Lake, 85 4582 47 85
Forks, 25 1001 11 30	Brooklyn, 91 4084 31 00	Central Kemptville, 46 2865 29 93
*Peter's Brook, 27 1541 23 96	Sand Beach, 69 4331 36 47	Tusket, 110 7783 81 30
*Baddeck Bay, 11 516 7 81	Burnside, 58 3874 32 25	Upper Wedge, 82 7082 83 37
*Inlet, 30 1307 18 81	*Lower Town, 60 3800 42 17	Middle Wedge, 80 7206 76 22
*Grant, 27 1249 18 93	*Richmond, 49 973 10 80	Wedge Point, 100 7141 74 60
*Big Hill, 57 2747 41 64	*Bloomfield, 30 1873 20 79	Lower Eel Brook, 43 2094 28 15
*Smith Mt., 28 1159 17 42	*Carlton, 55 3910 43 40	*Forks, 60 3424 47 70
*Cape St Lawrence, 35 2114 32 04	*W. Kemptville, 37 2206 25 15	*Abram's River, 37 2461 34 27
	*Canaan, 48 2408 26 73	*Sluice Point, 51 4365 60 79
	*Pinkney's Point, 21 1631 18 10	*Rockingham, 50 2199 30 63
	*N. Kemptville, 30 1907 21 17	
COUNTY OF YARMOUTH.		
	BORDER SECTIONS.	BORDER SECTIONS.
Chebogue Point, 72 4812 40 06	Tusket Road, 49 1965 10 20	Gavel, 48 3275 18 08
Lower Town, 214 16392 136 46		



OFFICIAL NOTICES.

The number of Teaching days in the present term is 116.

I. Address of Inspectors.

J. F. L. Parsons B.A.	Anifax.
Rev. D. M. Welton, M. A.	Windsor.
Rev. Robert Sommerville, B.A.	Wolfville.
L. S. Morse, Esq.	Bridgetown.
A. W. Savary, M.A.	Digby.
G. J. Farish, M.D.	Yarmouth.
Rev. W. H. Richan	Barrington.
Rev. Charles Duff	Liverpool.
W. M. B. Lawson	Lunenburg.
	Great Village.
Rev. W. S. Darragh,	Shinimicus, Cumberland Co.
Daniel McDonald	New Glasgow.
Angus McIsaac	Antigonish.
S. R. Russell	Guysboro'.
John Y. Gunn	Broad Cove.
Alexander Munro	Baddeck.
Edmund Outram, M.A.	Sydney.
Rémi Benoit	D'Escousse.

II. Holidays and Vacations.

Notice is hereby given to Trustees of Schools and others, that CHAPTER XI, of the COMMENTS and REGULATIONS of the COUNCIL of PUBLIC INSTRUCTION. "Of Time in Session, Holidays, and Vacations" has been revised as follows:

HOLIDAYS.

The following Regulations have been added to SECTION 3, of the Chapter above-named.

a. When for any cause the Trustees of a school shall deem it desirable that any prescribed Teaching Day should be given as a Holiday, the school or schools may be kept in session on the Saturday of the week in which such Holiday has been given, and such Saturday shall be held to be in all respects a legal Teaching day.

b. When, owing to illness, or for any other just cause, a teacher loses any number of prescribed teaching days, such teacher shall have the privilege of making up for such lost days, to the extent of six during any Term, by Teaching on Saturdays; But

c. No School shall be kept in session more than five days per week for any two consecutive weeks;

d. Nor shall any Teacher teach more than FIVE DAYS PER WEEK on the average (vacations not being counted) during the period of his engagement in any term.

The Anniversary of the QUEEN'S BIRTHDAY shall be a Holiday in all the Public Schools, as heretofore; also any day proclaimed as a public holiday throughout the Province.

VACATIONS.

The following Regulations have been made in lieu of SECTION 4, of the Chapter above-named:—

1. The CHRISTMAS VACATION shall remain as heretofore, the "eight days", being held to mean week-days other than Saturdays.
2. Instead of two vacations during the summer term (a week at seed time and a fortnight at harvest) as heretofore, THREE WEEKS (15 week-days other than Saturdays) shall hereafter be given as vacation during the summer term, at such time or times as the Trustees shall decide: *Nevertheless*
3. In order that the due Inspection of Schools as required by law, may not be interfered with, each Inspector shall have power, notwithstanding anything in the foregoing Regulations, to give notice of the day or days on which he proposes to visit any school or schools in his county for the purpose of Inspection, and to require that on the day or days so named such school or schools shall be kept in session.
July 1867.

III. Teachers' Agreements.

The attention of Teachers and Trustees is again called to the necessity of complying with the provisions of the Law in relation to the disposal of the county Fund. It appears from the School Returns of the past Term that some teachers have in their agreements with Trustees in respect to salary, assumed *all risk as to the amount to be received from the County Fund*. Such proceeding is contrary to the provisions of the law and directly subversive of a most important principle of the School system, since the pecuniary penalty imposed upon the inhabitants of the section by the absence and irregular attendance of pupils is thereby inflicted upon the teacher, while the pecuniary rewards consequent upon a large and regular attendance of pupils at school is diverted from the people to the teacher. These results clearly tend to prevent the growth and development of a sentiment of responsibility and interest among all the inhabitants of each section, and thus measurably defeat the object of the whole system—the education of every child in the Province.

The Superintendent of Education, therefore, calls the attention of Teachers and Trustees to the following

NOTICE

1. The COUNTY FUND is paid to the TRUSTEES of the section. The amount depends upon the number of pupils, the regularity of their attendance, and the number of prescribed teaching days on which school is open in any section during the term.
2. Teachers must engage with Trustees at a definite sum or rate. The Provincial grant is paid to teachers in addition to such specified sum.
3. The following form of agreement is in accordance with the law:

(FORM OF AGREEMENT.)

Memorandum of Agreement made and entered into the ___ day of ___ A.D. 186___ between [name of teacher] a duly licensed teacher of the ___ class of the one part, and [names of Trustees] Trustees of School Section No. ___ in the district of ___ of the second part.

The said [name of teacher] on his (or her) part, in consideration of the below mentioned agreements by the parties of the second part, hereby covenants and agrees with the said [name of Trustees] Trustees as aforesaid and their successors in office, diligently and faithfully to teach a public school in the said section under the authority of the said Trustees and their successors in office during the School Year (or Term) ending on the thirty-first day of October next, (or the thirtieth day of April, as the case may be.)

And the said Trustees and their successors in office on their part covenant and agree with the said [name of teacher] Teacher as aforesaid, to pay the said [name of teacher] out of the School Funds under their control, at the rate of ___ dollars for the School Year (or Term.)

And it is hereby further mutually agreed that both parties to this agreement shall be in all respects subject to the provisions of the School Law and the Regulations made under its authority by the Council of Public Instruction.

In Witness whereof the parties to these presents have hereto subscribed their names on the day and year first above written.

Witness, [Name of Witness] [Name of Teacher] [Names of Trustees]

4. Each Inspector is instructed to report every case of illegal stipulation on the part of teachers, in reference to the County Fund.

IV. To Trustees of Public Schools.

1. "A relation, being established between the trustees and the teacher, it becomes the duty of the former, on behalf of the people, to see that the scholars are making sure progress, that there is life in the school both intellectual and moral,—in short, that the great ends sought by the education of the young are being realized in the section over which they preside. All may not be able to form a nice judgment upon its intellectual aspect, but none can fail to estimate correctly its social and moral tone. While the law does not sanction the teaching in our public schools of the peculiar views which characterize the different denominations of Christians, it does instruct the teacher "to inculcate by precept and example a respect for religion and the principles of Christian Morality." To the Trustees the people must look to see their desires in this respect, so far as is consonant with the spirit of the law, carried into effect by the teacher."—*Comments and Regulations of Council of Public Instruction, p. 61, reg. 5.*

2. Whereas It has been represented to the Council of Public Instruction that Trustees of Public Schools have, in certain cases, required pupils, on pain of forfeiting school privileges, to be present during devotional exercises not approved of by their parents; and whereas such proceeding is contrary to the principles of the School Law, the following additional Regulation is made for the direction of Trustees, the better to ensure the carrying out of the spirit of the Law in this behalf:—

ORDERED, That in cases where the parents or guardians of children in actual attendance on any public school (or department) signify in writing to the Trustees their conscientious objection to any portion of such devotional exercises as may be conducted therein under the sanction of the Trustees, such devotional exercises shall either be so modified as not to offend the religious feelings of those so objecting, or shall be held immediately before the time fixed for the opening or after the time fixed for the close of the daily work of the school; and no children, whose parents or guardians signify conscientious objections thereto, shall be required to be present during such devotional exercises.

March, 1867.

3. "The hours of teaching shall not exceed six each day, exclusive of the hour allowed at noon for recreation. Trustees, however may determine upon less number of hours. A short recess should be allowed about the middle of both the morning and afternoon session. In elementary departments, especially, Trustees should exercise special care that the children are not confined in the school room too long"—See *Manual of Laws and Regulations for Public Schools, page 22, sec. 10.*

V. The Provincial Normal School.

FIRST TERM begins on the first Wednesday in November, and closes on the Friday preceding the last Thursday in March.

SECOND TERM begins on the first Wednesday in May, and closes on the Friday preceding the last Thursday in September.

* * * Students cannot be admitted after the first week in each term, except by the consent of the Principal.

FACULTY OF INSTRUCTORS.

NORMAL COLLEGE

Method, and the Natural Sciences—J. B. CALKIN, 1sq.
Principal of the Normal College and Model School.
English Language, Geography &c.—J. A. MACCABE, Esq.
Mathematics—W. R. MULHOLLAND, Esq.
Music—PROF. SPINNEY.
Drawing—

MODEL SCHOOL.

High School Department, MR. J. R. HARPER.
Preparatory " MR. JAMES LITTLE.
Senior Elementary " MISS FAULKNER.
Junior do. " MISS A. LEAKE.

None but holders of valid licenses will be admitted to the Normal School as pupil-teachers. The license (or memo) must be presented to the Principal, at the opening of the Term.

Extracts from the Regulations of Council of Public Instruction—
"Before being enrolled a Student at the Normal School, every pupil-teacher shall make the following declaration, and subscribe his or her name thereto: 'I hereby declare that my object in attending the Provincial Normal School, is to qualify myself for the business of teaching; and that my intention is to teach, for a period not less than three years, in the Province of Nova Scotia,—if adjudged a Certificate by the Examiners.' In consideration of this declaration, instruction, stationery, and the use of text books (except Classical) shall be furnished pupil teachers, free of Charge."

Persons wishing to enrol as Candidates for High School or Academy certificates must, in addition to a good knowledge of English, be thoroughly familiar with the Latin and Greek Grammars, and be able to parse with ease any passage in some elementary work in each language. In Mathematics, they must be competent to solve any example in the advanced Nova Scotia Arithmetic, to work quadratic equations in Algebra, and to demonstrate any proposition in the first four books of Euclid."

VI. Bond of Secretary to Trustees.

"The Secretary of the Trustees shall give a bond to her Majesty, with two sureties, in a sum at least equal to that to be raised by the section during the year, for the faithful performance of the duties of his office; and the same shall be lodged by the Trustees with the Clerk of the Peace for the county or district."—*Manual of School Law, page 6, sec. 25.*

This bond is to be given annually, or whenever a Secretary is appointed, and Trustees should not fail to forward it by mail or otherwise, to the Clerk of the Peace, immediately after they have appointed their Secretary.

The following is a proper form of bond:—

PROVINCE OF NOVA SCOTIA.

KNOW ALL MEN BY THESE PRESENTS, THAT WE, (name of Secretary) as principal, and (names of sureties) as sureties, are held and firmly bound unto our Sovereign Lady VICTORIA, by the Grace of God, of the United Kingdom of Great Britain and Ireland, Queen, &c., in the sum of _____ of lawful money of Nova Scotia, to be paid to our said Lady the Queen, her heirs and successors, for the true payment whereof, we bind ourselves, and each of us by himself, for the whole and every part thereof, and the heirs, executors and administrators of us and each of us, firmly by these presents, sealed with our Seals and dated this _____ day of _____ in the year of Our Lord one thousand eight hundred and _____ and in the _____ year of Her Majesty's reign.

WHEREAS the said _____ has been duly appointed to be Secretary to the Board of Trustees of _____ School Section, No. _____ in the District of _____

NOW THE CONDITION OF THIS OBLIGATION IS SUCH, That if the said (name of Secretary) do and shall from time to time, and at all times hereafter, during his continuance in the said Office, well and faithfully perform all such acts and duties as do or may hereafter appertain to the said Office, by virtue of any law of this Province, in relation to the said Office of Secretary to Trustees, and shall in all respects conform to and observe all such rules, orders, and regulations as now are or may be from time to time established for or in respect of the said office, and shall well and faithfully keep all such accounts, books and papers, as are or may be required to be kept by him in his said office, and shall in all respects well and faithfully perform and execute the duties of the said office; and if on ceasing to hold the said Office, he shall forthwith, on demand, hand over to the Trustees of the said School Section, or to his successor in office, all books, papers, moneys, accounts, and other property in his possession by virtue of his said office of Secretary—then the said obligation to be void—otherwise to be and continue in full force and virtue.

Signed, sealed, and delivered } [Name of Secretary] (Seals)
in the presence of } [Names of Sureties] (Seals)
[Name of Witness.]

WE, THE SUBSCRIBERS, two of her Majesty's Justices of the Peace for the County of _____ do certify our approbation of _____ (name of Sureties,) within named, as Sureties for the within named _____ (name of Secretary,) and that they are to the best of our knowledge and belief persons of estate and property within the said County of _____ and of good character and credit, and sufficiently able to pay if required, the penalty of the within bond. Given under our hands this _____ day of _____ A. D. 186_____ [Names of Magistrates].

VII. Prescribed School Books, Maps and Apparatus.

MINUTE OF COUNCIL.

(Passed November 23rd, 1870.)

WHEREAS the contract under which Messrs. A. & W. McKinlay & Co. have supplied Prescribed School Books and Apparatus to the Public Schools, has now expired.

And Whereas, it is deemed expedient that all Booksellers be authorized to supply the Trustees of Public Schools with the prescribed Books, Maps, Stationery, and other Apparatus for the Public Schools, at the same rates and upon the same terms, as the Council authorized in its Minute of Oct. 15, 1869—excepting that diagrams, maps and globes, shall be supplied at the same rate as Book and Stationery.

It is Therefore Resolved, That when any Bookseller in this Province shall supply the Trustees of Public Schools with prescribed Books, Maps, Stationery, &c., for the use of Schools under the management of such Trustees, and may present to the Superintendent of Education the prescribed affidavit, the Superintendent is authorized to pay one-fourth of the cost of Books, &c., furnished to ordinary sections, and one-half of the cost of Books furnished to Poor Sections.

A. S. HUNT,
Secy. to Coun. of Pub. Inst

In pursuance of an Order of the Council of Public Instruction,

NOTICE IS HEREBY GIVEN

That in ordinary School Sections, Trustees will be supplied with the prescribed School Books, Maps, Globes, Diagrams, Stationery, and at three quarters of the cost.

And that, Trustees, of poor Sections will be supplied at one half the cost.

Trustees will carefully note &c.

Reg. 1.—Application must be made in the following form, and addressed to (The name of any Bookseller), who, by the above minute of Council is duly authorized to attend to all orders.

FORM OF APPLICATION.

(Date)

To (name of the Bookseller),

Halifax,

Sirs,—We enclose (or forward by _____) the sum of \$_____ for, which you will please send us the following articles provided by the Superintendent of Education for use in the public schools. The parcel is to be addressed _____ (here give the address in full) and forward by _____ (here state the name of the person, express, company, or

GEOGRAPHY.

Calkin's Geography and History of Nova Scotia, 12½ cts. each.	
Calkin's School Geography of the World, 84 cts. each.	
<i>Series of Wall Maps.</i> —	
Nova Scotia.....\$0.92 each.	Scotland.....\$2.28 each.
British America... 1.35 "	Ireland..... 2.28 "
North America... 2.28 "	British Isles (in relation to the Con. of Europe.) 2.28 "
Western Hemisphere... } \$1.56	Europe..... 2.28 "
Eastern Hemisphere... } per set.	Palestine..... 2.28 "
England..... 2.28 "	Gen'l Map of Bible Lands 2.28 "
<i>Globes.</i> —The Terrestrial Globe (12 in. diameter, bronze meridian and Quadrant).....\$6.75	
The Celestial Globe..... 6.75	
<i>Classical Wall Maps.</i> —	
Orbis Veteribus Notus.\$2.04 each	Græcia Antiqua.....\$2.04 each.
Italia Antiqua..... 2.04 "	Asia Minor Antiqua... 2.01 "
	Orbis Romanus..... 2.01 "

HISTORY.

Owen's Chronographical Chart.....\$2.28 each.	
Hodgins' School History of British America, \$4 13 doz. or, Boyd's Summary..... 1.26 "	
Curtis' Chronological Outlines of Eng. History 0.90 "	
Collier's School History of the British Empire (Revised Edition)..... 4.50 "	
For use in adv. } Collier's History of Rome..... 2.70 "	
Com. Schools. } Collier's History of Greece..... 2.70 "	
	Smith's Smaller History of Rome..... 6.00 "
For use in } Smith's Smaller History of Greece..... 6.00 "	
High Schools. } Chambers' Ancient History..... 4.50 "	

NATURAL SCIENCE.

Chambers' Chemistry, (with new notation)....\$6.30 doz.

ECONOMIC SCIENCE.

"The Body and its Health"—an elementary work in Physiology.....12 cts. each.
The Chemistry of Common Things.....\$0.23 each.
How Plants Grow..... 0.68 "

CLASSICS.

<i>Latin.</i> —Bryce's First Latin Book30 cts. each
Bryce's Second Latin Book 53 "
Edinburgh Academy Latin Grammar. 30 "
Or, Bullion's Latin Grammar..... 70 "
Arnold's Latin Prose Composition... 95 "

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