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# JOURNAL OF EDUCATION.

FOR THE PROVINCE OF NOVA SCOTIA.

## SCHOOL SECTIONS.

THE division of the Province into school sections was a wise and necessary preliminary to the present educational system, and so localized it that the advantages of the whole are concentrated in each section wherever situated. It was a starting point in harmony with the work that followed. In the majority of cases, these sections rarely extend beyond a distance of three miles, and many of them are of less extent, and are supposed to have at some point, near the centre, the Section School House. Where this arrangement has been practical, as it assuredly is in most cases, and the designs contemplated by the framers of the law, honestly and carefully adopted, results have shown the benefit of the sectional division, and on all sides, the benefits arising are standing inducements to guard with jealous care these local divisions and interests.

When the School House is near the centre of the section, and, once the people see the advantage of a well sustained school, such as can be had only where material in quantity and quality is found, rarely in such a case is there a disposition to disturb existing arrangements, except where the development and successful expansion of the school interests render enlargement in the means of instruction a necessity. When sections divide because of such results, and from having fostered and cultivated the elements of growth, the new sections most assuredly will not retrograde or recognise a standard of attainment falling below that, of which division and enlargement are but the necessary and hoped for outgrowth.

Notwithstanding this necessary and simple division into sections, there is, and it is to be lamented, more friction in the educational machine, at this point, than elsewhere. At this time a number of sections are seeking for division, when evidently division is the last thing to be thought of. In a few cases the interest of education demands it, but in many instances the aim is to reconcile contending parties and interests. Obstinate men—sometimes men are conscientiously obstinate, and dogged to the last point, compatible with integrity—are in extreme divisions of sections and hold extreme views. They differ in politics, in religion, in opinion, relative to the location of a School House, or the grade of the required teacher, or the amount of money required for the School Section. Each has the *great man's* ambition narrowed and flattened down to his own autocratic aspirations, hence Commissioners are petitioned to divide sections, which are not able to erect one house of respectable dimension and sustain one efficient teacher. The Commissioners demur, and are charged with a want of promptitude. The Council of Public Instruction is next appealed to. "The interests of education demand division, the school interest will be sacrificed unless we have a division," and so they press the sundering of sections, that in reality ought to combine with neighboring ones, as the only practical way to obtain an effective school.

Evidently all this is wrong, and where this ambition for division exists, and where it is pressed as a remedy for evils that are altogether personal and local, the best interest of the school must suffer. We think the Council of Public Instruction is decidedly opposed to the division of sections, except for reasons evidently good and obviously tending to the enlarged and successful working of the Public School System.

As a general rule, large sections are almost sure to have good schools, while small ones, except in a few localities are exposed to all the disadvantages of limited means. Parents generally mistake the true interest of their children, when for the sake of having a school close to their own dwelling, they allow their influence to go for dividing school sections. Better send five miles to a good school than have an inferior one at a stone's cast.

Large sections, we do not mean beyond the limits prescribed by the present law, will generally, if not always, have a large School House, and probably a graded school, with suitable grounds, apparatus and all the appendages of successful work, a first-class teacher, with large attendance; and who does not know the powerful impulse imparted to youthful minds, by surrounding numbers? The entire aspect will tell favorably upon all interested, Parents, Teacher, Pupils, and even the rate-payers themselves will be conscious of a generous pride as the successful school, sustained, it may be with a sacrifice, becomes an instrument of good apparent to all.

When sections divide merely to harmonize contending and clashing interest, the school interest will be weak and intellectual, and the generous man will look in vain for results gratifying to his ambition. An inferior House, a Teacher of low grade, a limited attendance, things measured by a low standard, and dragging like an insupportable burden upon an unwilling people, are a picture without a solitary lineament of beauty. We think, that in

most cases where division is sought, it is the last remedy for existing evils, and the removal of which must assuredly be in another direction, requiring, it may be, a little of that somewhat scarce endowment, self denial, with a generous regard for the interest of others, but yet in the end better for the head, the heart, the purse, and the section. Let there be union, combinations and harmony, and soon it will be found that one good school is worth a multitude of inferior ones.

We urge this as self evident, and advise that division of sections be not for a moment contemplated until success makes such imperative. Do not divide merely to harmonize contending interests and discordant opinions. Aim for larger sections, teachers of higher grade, commodious houses, and very soon a measure of success will be reached amply rewarding all the labor and the sacrifice.

CATHERINE E. BEECHER AND HARRIETT BEECHER STOWE have recently published a work entitled *The Principles of Domestic Science*, as applied to the duties and pleasures of home, and designed as a text-book for the use of young ladies in schools, seminaries, and colleges.

The authors of this work have been long known as occupying a distinguished place among the literati of the United States. Miss Beecher especially, has distinguished herself in Female Education and the work now referred to, the result of years experience, exhibits an intimate knowledge of the art of uniting the useful and the ornamental in this department of education.

This work abounds with suggestive hints not elsewhere found, and we think the author's views suited the Teachers of this Province, and may afford valuable aid to Teachers in our own public and private Seminaries.

We give below a specimen of the author's style, and commend the book to such as wish to combine the useful and practical with high literary instruction. The quotation below relates to an Institution for Female Education, an important desideratum in Nova Scotia, and exhibits the views of the gifted author on this subject:

"But a time is coming when women will honestly perpetuate their name and memory, by bestowing endowments for their own sex, as they have so often done for men.

The first indication of this advance is the organization of an association of prominent ladies and gentlemen of the City of New York, for the purpose of establishing institutions in which highly-educated women shall be supported by endowments to train their own sex for the practical duties of the family state, and also to some business that will secure to them an independent home and income.

The plan aimed at is large and comprehensive, but will commence on a small scale, and be enlarged as means and experience shall warrant. When completed it will include the departments:

1. The Literary Department, which will embrace a course of study and training for the main purpose of developing the mental faculties. Much that goes under the head of acquiring knowledge will be omitted, until it is decided what profession the character and tastes of a young girl indicate as most suitable. When this is decided, the studies and practical training will be regulated with reference to it, and the pupil will select that department of general knowledge most connected with her special profession.

The public mind is fast approaching this method in the education of young men who do not aim at what have heretofore been called the liberal professions, and who enter institutions where the course of study is adapted to the profession to be pursued. At the same time our colleges are gradually modifying mediæval methods to those which bear more directly on practical life.

2. The Domestic Department, in which the pupils of the literary department will be received and examined as to their practical acquaintance with the varied duties of the family state, aiming to supply every deficiency in past training, so as to fit them to be economical, industrious, and expert house-keepers. The Principal of this department will have a family of about twelve, consisting of her assistant principal and ten pupils, who will be carried through a regular course of domestic labor and instruction, and then vacate their place to another class of pupils. In another family, consist-

ing of stationary residents, another assistant principal will superintend the training of servants to be conscientious and faithful cooks, chamber-maids, and table-waiters, and will provide suitable places for them when trained.

3. The Health Department, in which the pupils of the literary department will be trained to preserve their own health, and also to superintend the health of a family. In this department, the attempt will be made to train scientific nurses of the sick, monthly nurses of mothers and young children. With the scientific training will be combined moral instruction and influences to induce the sympathetic, conscientious, and benevolent traits so important in these offices.

While the preparation of women for the full duties of the medical profession will be left to medical schools, an extensive hygienic course of both study and training will be instituted, for preparing women to superintend the health of a family and of communities. It is a singular fact that, as yet, there has been no profession whose distinctive business it is to preserve health. The physician's profession is to cure, but not to prevent disease. Ordinarily, it is for his professional interest to relieve his own patients; but it is for his personal and pecuniary interest to have general sickness prevail. This being so, it is greatly to the honor of the medical profession that they so frequently are leaders in efforts to promote public health. This, however, is owing solely to conscience and philanthropy, while it is contrary to their pecuniary interest.

4. The Normal Department with its model primary and kindergarten schools, in which women will be trained to the distinctive duties of a school-teacher.

5. The department of the fine Arts, in which all those branches employed in the adornment of a home will receive attention; drawing, painting, sculpture, and landscape gardening, which are peculiarly fitted to be professions for women, will be included in this department.

6. The Industrial Department, the chief aim of which is to train women to out-door avocations suited to their sex, by which they can earn an honorable independence. The raising of fruits and flowers, the cultivation of silk and cotton, the growing and manufacture of straw, the superintendence of dairies and dairy-farms, are all suitable modes of earning an independence, and can all be carried on by women without any personal toils unsuited to their sex. And agricultural schools to train women to the science and practice of these occupations are the just due to women.

This plan seeks to avoid the evils incident to institutions devoid of the chief feature of the family state, which is a small number controlled under the influence of warm, personal feeling. A central building will be provided for general gatherings, literary, apparatus and recitation rooms. Around it will be dwelling houses for a family of ten or twelve in each, consisting of pupils and the principal of some department, with her associate principal at the head. Efforts will also be made to secure the co-operation of parents in training their offspring by providing suitable adjacent residences.

We are now entering upon a great and hazardous experiment on which the prosperity and even the existence of our country depends. The nations of Europe and Asia have but begun that immense flood of emigration that is coming by millions; a large portion are to enter our schools. And the house-keepers and school-teachers of our country are to become missionaries, not to foreign lands, but to the heathen thronging to our homes and our schools. Oh! what glorious and yet fearful responsibilities rest on all of our profession.

### THE DEMOCRACY OF EDUCATION.

A LECTURE DELIVERED BEFORE THE PROVINCIAL EDUCATIONAL CONVENTION BY THE REV. ALEX. M'ARTHUR.

Ladies and Gentlemen,—

The subject which I wish to submit to the consideration of the Convention is the Democracy of Education, or the common school system carried to its legitimate results.

Time was when what are called the learned professions enjoyed a monopoly of the gifts, emoluments, and honors of education. That time, like the days of chivalry and knight errantry, has all but passed away.

Educated persons are to be found in all professions; and even in the humbler walks of life are those who, though not in the sense of the schools learned, are really educated in the practical meaning of the term.

The printing press, more than any other instrumentality in this leveling and utilitarian age, perhaps, has contributed to the abolishing of this peculiar class distinction. The common school system of education is stepping in to complete what the press has so auspiciously commenced.

Any boy or girl may now acquire what in former times was considered a rare attainment, and which would have placed them in the first rank of the patricians of education.

Learning has descended to the masses, and the era of the Democracy of Education has been inaugurated. The colleges and universities, as well as the common schools, are open and accessible to all classes, and any young person of ordinary energy and ability may now receive what is called a liberal education. There is still a desire, however, on the part of some educated men to perpetuate the aristocracy of education, and a desire also on

the part of the rank and file to enter the privileged circle of honors; however, the distance between the two classes is yearly growing less.

What is to be the result of this universal diffusion of classical, literary, and scientific knowledge? Can we fix its limit or should we prescribe its bounds? If not, how can it be controlled and regulated that it may become a blessing and not a curse to society. Knowledge is power, but power uncontrolled and misapplied is an evil and not a good. The locomotive on the railway in the hands of the engineer is a mighty instrument of power for good, but let loose under a full head of steam without a guide it is a tremendous instrument of destruction. There are dangers ahead which we can foresee as the result of general education. One of these is the over-stocking of the so-called learned professions by which society may become burdened, and, without sound moral principle, corrupted. This is taking place even now in some countries. Men of education, forsaking industrial pursuits, are driven to shifts for a living in such a way as to degrade character and subvert the foundations on which society is based. This must always be the case where there is not an opportunity of support from legitimate employment.

Every man has a right to a living who can render a *quid pro quo* to society, by brain or hand, by pen or hammer, by mental or muscular energy; but, an idle man as well as a useless man is a burden upon the community, and all men are idle whose services are not required. I am sustained in this remark by Bacon, the father of philosophy, who said "that man is idle who can do anything better than he is now doing." But suppose his services are needed and he renders an equivalent for what he receives, he can hold up his head among his fellows with an air of independence. He who can "teach the young idea how to shoot"—who can make two blades of grass grow where only one grew before, who can inspire the hours of labor with poesy and song, who can lessen them by a new invention, who can by the information a spiritual truth teach men how to overcome evil and do good, renders such service to his kind as demands their gratitude as well as their support. But how stands the case when there is a redundancy in any department of effort, especially in what are called the learned professions—when too many propose to live by the exercise of their brains alone—can society be benefitted, or suffer no loss? Clearly not. If in any community, there be an overplus of professional service; that community must suffer; for if four men can do the work of ten it is obvious the other six must be supported at the public expense.

This economic aspect of the subject is by no means a light consideration in an age when labor is high and bread is dear. It is not a fair division of labor. There ought to be no drones in the industrial hive, when there is so much to be done, and so many opportunities and facilities for doing the work which the age demands. There ought to be no idlers, especially no idlers of a dominant class. No one ought to engage in any business without some fair prospect of being able to render to society a proper return for value received. An educated commercial conscience demands this, and surely such a conscience is itself one of the ends of education.

2. But there are moral considerations in connection with the subject of even more importance than this. An overcrowding of the learned professions, as before said, presents strong temptations before educated men to live by their wits—to take advantage of the ignorance of others to forward their own interests. This is a most injurious (I had almost said a common) exercise of litigation, endless, irritating and demoralizing, have been prosecuted, which might have been avoided if interested lawyers had not been tempted to exact a fee from ignorant or incautious clients. Professional intrigue is almost inseparable from such circumstances. But grant that they are "all, all honorable men," who can tell of the domestic misery, the woes and wants and subtleties of genteel poverty, endured in consequence of this thirst for professional standing, and this undue augmentation of the ranks of "the profession."

None of the professions are exempt from this overcrowding and cramming and its injurious consequences. In many a village we find half a dozen clergymen "living at a poor dying rate," where one or two might undertake the cure of all the souls in the place—but they must be provided for, too often at the expense of begetting and fostering sectarian strife; and at the cost of the heathen as well, who might have the valuable services of some of these ministers as missionaries of the Gospel.

Another evil resulting from a plethora of professional men, is the temptation, upon not being fully employed in their legitimate calling, of turning their talents and acquirements to that most dubious of all trades, the trade of politics. There are lofty souls, who, like Richard Cobden, seize upon great principles of reform, and who pursue them through scorn and ridicule, in spite of blandishments of place and power, the temptations of bribes or party interests, to their consummation, where they are expressed and embodied in the statutes of nations or the policy of governments. I speak not of such, but of the mere politician, who but too often stirs up strife on questions of no practical interest, and who like the cuttlefish, muddles the waters for his own safety, that he may secure a retreat to live upon the fat gains of an ill-gotten office.

But the crowding of professional avenues leads to the degradation of talent in another direction. How many of the literati are doomed for a piece of bread to pander to a vitiated public taste in writing for the dime novel and yellow literature of the sensational market Periodicals which have swarmed upon us numerous and as loathsome as the frogs of Egypt—not from the grand Nile of inspired genius, but from the sloughs of impure passion and common sewers of fetid imaginations, or if from the Nile of genius, from that river profaned and turned to blood. Yes, some of these authors have talents fitting them to hold converse with angels, but who, to secure a pittance, are condemned to draw inspiration from the Lamia of the pit.

No doubt some of these authors turn with disgust to vomit the poison which they receive from this source, and which they seek to incorporate with the mental fare of their readers. They despise the taste which demands such fare, and themselves the more for having the meanness to furnish it. Oh! it is pitiful that men, aye, and women, too, can be found, who to gain a living, or maintain a standing in the literary world, to prostitute their talents to the goddess of sensuality. They are more the objects of pity than of blame, forced as they are by the inexorable circumstances of society to cater to the taste of a corrupt civilization or—starve.

This perversion of education is no doubt to be laid at the door of depraved human nature, but who can tell how much of its development is to be attributed to the aggravating force of circumstances, the abnormal condition of society, and to prevailing fallacies concerning position, office, and profession, which lead ambitious minds to seek for class distinction!

How much litigation might have been averted, quackery suppressed, sectarian bitterness allayed, literary prostitution checked, and how much truth discovered had other business been sought—business just as noble, because useful, as any of the learned professions.

3. A monopoly of learning, like monopoly in any department of human activity, is a bar to all true progress.

Men of any class are, as a rule, unwilling to receive truth as the most ignorant, if it does not come in the line of their peculiar profession. The conservatism of party has a blinding influence. There is the same disposition as of old to reply to those who are supposed not to know as well as they, "thou wast altogether born in sin, and dost thou teach us!"

Many examples of this reluctance on the part of classmen of being taught by those out of their circle might be given did time permit.

4. Now what is the cure for those evils? Set limits to education? confine our common schools to the merest rudiments of learning? Shut up our college halls against plebeian aspirations, and confine the higher branches of education to a privileged few? No! What then? Inaugurate the era of the Democracy of Education, and carry the common school system to its legitimate results.

What is the nature of the work before the educationist in connection with our common schools? What are the facts in the case? He comes into close contact with the common people, as they are called—the masses. His duty is to instruct them or their children. The system of education is by no means meagre now, and will be more comprehensive shortly—fitted to qualify our youth to occupy almost any situation in life, and to make any position in life honorable, as it will be when elevated by education.

We have just entered upon the cultivation of the popular mind. In view of the facilities now afforded by government for carrying on the work; in view of the possibilities of the future, and the many false notions to be removed, and which can be removed, I know of no situation fraught with more responsibility or that presents a wider sphere of usefulness, than that of teacher in our common schools.

It seems to me one most important duty before him, if he would obviate the evils to which I have alluded, is to inspire his pupils with the proper incentives for study. It has been customary to stimulate the young mind in a course of education by motives wholly evil—by appeals to love of self, power, and worldly position. These are the staple motives of lecture rooms, lyceums, and even the platform of the Young Men's Christian Association has not been altogether free from them.

Examples have been set before the young of men who have risen from the humbler walks of life to positions of honor and influence in the world, without much, if any, reference to that most sacred of considerations in this universe—THE LOVE OF USE. Under the inspiration of lower motives young persons have been induced to elevate themselves, not in character but in position, above the common multitude. This is wrong, all wrong. The tendency of such teaching is to prevent the growth and development of our Common School system, by fostering the aristocratic element of education, and thus preventing the growth of that sympathy; for and among the people upon which it must receive its valuable impulses. It is not affirmed that educated men have the feeling which would lead them to look down with any degree of contempt upon the people, otherwise our common school system would have few friends. It is, nevertheless, a fact that such motives have been presented as incentives for action. They belong to human nature. There is surely enough of this

feeling manifesting itself gratuitously, without having it stimulated into vigorous growth by positive instruction. It must be suppressed. Let no youth be taught to seek the walks of learning that he may escape the drudgery of labor.

Never let it be taught, even by implication, that labor is degrading, or that a young man must needs leave the plough, the plane, or the hammer, if he would hope to attain to honor and respectability, or achieve true greatness. As society is constituted—the great majority must be laborers. This is the normal condition of the world. Now, unless you can give the impression to your pupils that they can be great and good and noble where they are—as laborers—universal education will work universal mischief. You will upheave the very foundations of society as by an earthquake. You will misapply the power of education.

But the people must be educated—all educated, thoroughly educated—to this sentiment every educationist heartily responds. Very well, but unless you succeed in breaking down this class distinction and in removing the motives which underlie it you will never get the people thoroughly to sympathize with you in your efforts, because they will instinctively feel that only a few after all can obtain to this element of power, and they will naturally look with suspicion upon a system which furnishes motive and opportunity to any of their compeers to rise above them into a class with whom they can have no fellowship, and from whom they can have little sympathy.

We would set no limits to education, but would strive to dignify labor. We would proclaim between them the ban of marriage. We would not repress the aspirations of the young but would seek to purify and direct them. This, I take it is the especial work now before the educationists. He must insist that a first-class education is not too good for a farmer, a mechanic, or a merchant, or that any calling is too low for learning. In a word it must be shown that a thorough education is not the privilege of a special class.

Am I placing the standard of education too high in regard to either the exterior qualification or the interior principle? Or is this beautiful dream too far in the future as to its realization to induce you to look upon it with any degree of interest? I care not how far in the future you place it so long as you admit its possibility. Grant me then that there is such a high table land toward which education is ascending. Grant me that progress is a law of the human mind and from this time onward, a law of society, and that we have started on an era of especial educational progress and you admit all I claim to carry my conception into reality.

Time was, and not very long ago, either, when, if there was in the district a broken down, superannuated specimen of humanity, he was sure to be installed as school master, not to teach but to herd the children. When not fit for any useful employment he was considered qualified to keep school. The school master was abroad in those days. What are the facts to day in reference to education? Is not the standard continually rising? Is it not more difficult to enter the lists as a teacher in Nova Scotia than it was even five years ago? It is becoming more and more difficult. The standard is not so high now as these professors around me wish to make it. They, at least, do not think labor is incompatible with a sound education, or think it is a waste of power to confer it on the masses, or that work of the world does not need the comprehensive grasp of educated thought in these masses to make our civilization what it is destined to become, an industrial millennium on the basis of a general education. Call it by what name you will, such a condition of society—the true golden age—has in all time past been the burden of the prophet, the speculation of the philosopher, the dream of the poet, the hope of the philanthropist, and the prayer of the christian, as it is now the intuitive conviction of mind everywhere—

" 'Tis coming up the steps of time;  
'Tis coming, yes, 'tis coming."

But who are the human mediums under God to usher in this "good time coming?" Of all persons the teachers of youth in our common schools. Upon you depends the character of the next generation and of generations following. Providence has called you to a noble work, and in our common school system has furnished you with the means of accomplishing it, and accomplish it you will if faithful to the situation and hour. From the Superintendent's address, delivered in our hearing this afternoon, it would appear that teachers themselves do not feel the force of this conviction, otherwise so many would not be found making their calling merely a stepping stone to others deemed more honorable as the world goes, or, perhaps, more lucrative! This cannot be too severely reprobated. For ladies leaving the school room under peculiar circumstances there is certainly an excuse, unless we compel them to become perpetually what they are temporarily, sisters of charity; but for gentlemen, when smitten by the plague of aristocracy, there can be no excuse whatever. Unless they are constrained to teach schools by that heavenly motive THE LOVE OF USE, they are illy prepared to do the work assigned them in the Divine Providence in the opening of a new and better era.

What is your incentive, ladies and gentlemen? The motive with which you ought to inspire your pupils is the one that

ought to guide and control your own hearts in seeking such a situation as this. The Superintendent of Education proposes to reward experience; but how is experience acquired? Is it not by habit and want under the influence of THE LOVE OF USE. Some one has finely said "the kingdom of Heaven is a kingdom of uses." No one thing in this universe exists on its own account, or has its uses terminating upon itself. By virtue of its nature, properties and relations, it is made to contribute to the good or advantage of something else. The entire economy of nature is one of benevolent action. "The architect who built the skies," himself the great worker and educationist, proclaims the inseparable relationship between labor and learning—education and charity, by constructing every work of His, on the principles of Geometry adapted as a means to a benevolent end. Teachers, you require to catch the influence of this divine conception, and seek to dignify labor by education, and thus impress the rising generation by precept and example, with the idea of the supreme importance of educated industry as one of the chief instrumentalities in building up the civilization of the future.

There is no situation so favorable to aid in the accomplishment of this grand result, Teachers' as yours. Your modes and models are all fresh and new, and in perfect keeping with the end proposed. You are in a position where the idea of progress is accepted. The theologian is cramped by modes of thought formed in the twilight of the Reformation. You have no stereotyped creed to embarrass you. The politician is subjected to the claims of an interested party. You have no such bias. The lawyer is in danger of having his judgment warped by the thousand considerations which appeal to human selfishness. Your work is one solely of charity. The physician has his time occupied in fighting "all the ills that flesh is heir to." Yours, in giving direction to young and vigorous life. You work on virgin soil. You have the stimulus of youth to animate you—the unwavering rules of language to direct you; the inflexible law of mathematics and physics to sustain your deductions. You are therefore placed at immense advantage, and can exert prodigious moral power in inculcating motives and precepts. You speak as one having authority, and though not expected or required to teach any system of theology, you can inculcate what is of more importance, the ethics of christianity.

You can impress the youthful mind with the conviction that the lowest use in life is compatible with the highest education. You can reverse the assertion of Cicero, "nothing noble can be found in a workshop," by showing that not long after that statement was made, the founder of Christianity himself issued from a workshop, and left upon it the glory of His presence and the Divinity of His origin forever.

And you who have the revision and construction of primary school books can wipe out every line that teaches or insinuates that vulgarity and labor are inseparable. Thus you can send down the influence of education as the light descends—downward—as the rain, as the rivers—downward to the very roots of society, to come up again in unending productiveness.

You can demonstrate, as you would a problem in mathematics, that the highest natural elevation does not consist in knowledge alone, but in work united with it, and that by a complete and inseparable combination of these the straight line of integrity can be given to guide in the affairs of civil life, the curve of beauty to domestic relations, and a charm thrown over the whole of society, and a degree of happiness conferred upon the world which has not hitherto been attained.

Do you say the situation is obscure—your labor not appreciated, nor sufficiently remunerated. That all may be. But remember your motto—"A life of usefulness be mine." Why should we choose our professions with reference to lower considerations? A life of usefulness is not to be estimated by a position of notoriety.

Quite otherwise. The most potent influences in nature are those that work in secret and in silence, like moisture at roots of plants, or magnetism in atoms, action attended however with the most obvious and the momentous results. No work for the value given is less appreciated perhaps than school teaching, none so fraught with such far reaching moral consequences and material advantages to the individual and to society. This conscientiousness is your best reward. Men may never know whence the influence came. May never sufficiently reward your services or acknowledge their results, but your names will be celebrated in the songs of the angels.

There was in Germany a school teacher of the name of Trebonius. He was in the habit of saluting his pupils when he entered the school room, or when he met any of them in the street "for," said he, "I do not know but there may be among my boys, prospectively, the greatest man of his age." The name of one of his boys was—MARTIN LUTHER.

Among your pupils are the future clergymen, merchants, literati, farmers, and mechanics of the Province. Let us follow one of these as he enters upon public life and is called to put in practice those lessons of instruction which you have taught him in the school room. He turns out a CONDEN or a BRIGHT. He perceives a struggle going on between capital and labour. On the side of the former is wealth, learning, nobility, and religious influence. Labour, the Polyphemus of the age, is blind and

starving. The mighty producer is himself crying out "give me bread or I perish."

The soul of the young statesman is stirred within him. The lessons of the school room starts in his mind like an army with bristling bayonets, and by the moral influence of RICHARD CONDEN, and the inspiring songs of ELLIOT the Corn Law rhymer, the poet of labor, the ports of England, and those of far distant countries, fly open, and the harvests of the world are poured into the lap of labor to still his hungry cry for bread.

But labor has also political rights, and demands a voice in the affairs of the country, and John Bright—a son of toil—gives him his coveted liberty. But labor is still the blind giant, strong in his blindness, and may like Samson pull down the fabric of Society to his own destruction as well as that of his friends and enemies and Lowe is moving the nation to give labor its blessing which education alone can impart, eyesight to enable him to see how he may apply his power to useful purposes. Your moral lessons have given labor bread, liberty, and intelligence, and he may now laugh in the face of his foes.

But suppose your pupil chokes the walks of literature. He springs, a Burns, lark-like from the sod. However high he may soar he never forgets the place from which he sprang. His centre of rest is there. There are the sources of his inspiration and these are richer, greater, deeper, purer, than any that has ever been opened by the Poet of Pegasus. Geo. McDonald is finding them to-day. His "Alex. Forbes of How Glen," "Annals of a Quiet Neighborhood," and "Robert Falconer," are redolent with the fragrance of these daisies of humble life—sweet with the breath of his own heathery hills.

As to humble toils we trace the rich resources of the earth, so there are intellectual treasures to be gathered by educated labor which will enrich the pages of literature when such writings as those of a Sue, a Dickens and Thackeray, will be forgotten. Educate the people. Bless labor with intelligence and freedom based on the morality of christianity, and you will lift up the whole field of literature from the lower levels of thought and sentiment, and like some new continent raised from the depths of the ocean, you will cover it with the flora and fauna of original creations, the last and best efforts of illuminated genius. In proof of this, compare the literature of England, where liberty, though realized, has not been fully utilized, with any country where constitutional liberty is not enjoyed in any degree—with China for example—the latter is weak, inane, and peurile; the former is strong, healthy and vigorous. Carry liberty to its final results. By education give breadth, volume, current and expression to that pent up fountain of thought springing in the common mind. Let it come forth like Lazarus from the dead; let it be expressed in essay, epic, song and sermon, and the world will witness an exhibition of mind upon which we can only now gaze as gazed the prophet on the land of promise from the top of the distant mountain.

The education of the people will sweep away forever all the barriers in the way of reform, growing out of class distinction. It will destroy this childish tendency of mind to rely on the authority of great names before an idea that is new can be entertained. Many a valuable suggestion has been lost to the world because it did not happen to make its advent in the line of a special class. The enquiry is still made, even by men of learning, when any new prophet rises from the people with a mind pregnant with new thought. "How many of the rulers believed in him."

With universal education every truth will be received on its own merits. With such education what a foundation is laid for the growth and development of christian character! Without education religion degenerates into superstition and fanaticism, as in Abyssinia, and the rulers of an ignorant people sink into formalism and the despotism of religious houses. This is the history of religious ignorance everywhere—an intelligent people demand an educated ministry. Before the power of such a ministry error loses confidence in itself, and yields the struggle in the long run. Spiritual religion, based on general education, is the cure for fanaticism and superstition on the one hand, and for formalism and despotism on the other. When a revival takes place, after the decline of pure religion, reform generally comes through the people—or from God, through the lower crust of society, as a medium. Moses is taken from the hill-side, or the fisherman of Galilee from their boats and nets, to do a work which no one trained in a stereotyped class is fit to accomplish.

By the education of the people you sweep away all fictitious greatness—the greatness of show and of sham—and establish true greatness, found in whatever condition in life—and it will be found in all conditions—upon the basis of intrinsic worth and confirm the maxim for all time to come, that

"Worth makes the man, the want of it the fellow;  
The rest are all but leather and prunella."

Educate the people, and will Nova Scotia ever forget the names of those who helped to institute her common school system of Education?

Sooner will she forget her granite rocks, her alluvial deposits, her golden ore, and her black diamonds, than she will forget, the unbending integrity, the fidelity, the genial spirit, the democra-



tic nobility, and self-denying labours of ALEX. FORRISTER. Or when the smoke and dust of political conflict shall have rolled away by which she is at present surrounded, will we fail to call to grateful remembrance the name of Charles Tupper, in connection with the cause of education. Of those who are actively engaged in this cause I will not speak. They live at present in their works, and ever shall in the memory of posterity. With such men at the helm of educational affairs, Nova Scotia will never be cursed with titled ignorance or with highborn stupidity. The hour is big with hope and promise. I would say to teachers, stick to your profession—comprehend its importance as a sphere of usefulness—make the people's cause your own—devote your life to the cause of education. Identify yourself with it, and you will rise with the people in all that is great and good.

As no man can bind the chain of slavery around the heel of his fellow man without having the other end bound around his own neck, so no one can aid in elevating the people without himself attaining to the highest excellence of mind, heart and life; and he may rest assured coming generations will embalm his memory.

This cause must go on. Behind the throne of human activity is a power greater than the throne itself. The fiat of God and Nature, is: "LET EDUCATION BE CONJOINED TO LABOR." Those who, filled with the spirit of their position, are willing to accept the responsibilities which Providence imposing upon them, will share in the ultimate rewards and triumphs of education, while those who oppose and resist will be made useful by presenting a terrible spectacle of ruin to all who would dare frustrate a Divine design.

"Then let us pray that come it may,  
As come it will for a' that,  
When man to man the world o'er  
Shall brithers be, and a' that."

#### SOME QUESTIONS OF PEDAGOGIC CASUISTRY.

THE Right and the Wrong of the school-room are a peculiar right and wrong, and require special treatment. The code which teachers are expected to enforce and pupils to obey must have its roots somewhere; in individual caprice, in mere tradition, in a deeper ground of utility, or perchance, in the depths of our moral nature. How do we justify, first to ourselves and then to our pupils, our enactments, our decisions, our punishments? Or do we include our statutes among those matters which are now beyond the comprehension of the youthful mind, but to which it will ultimately grow?

The greater moral delinquencies that taint the character and the reputation of the adult rarely come into the school-room in conspicuous forms. When they do, the case is simple. The diagnosis of the malady is usually easy, though the medicines to be administered may be harsh. In these cases the teacher falls squarely back upon the universal conscience which young and old possess beyond a doubt. Pupils and parents, delinquent and judge, all recognize the authority of the appeal, and the teacher appears to act, not as an individual, but as representing the majesty of the Moral Law.

*Dishonesty*, in its myriad forms, is the worst common vice of the school-room. Here questions innumerable come up, concerning, however rather the means of avoiding temptations to the crime, than the ways of making it appear heinous to the offender. There is an arbiter in every child's consciousness to which the very names of dishonesty naturally appear terrible. Your ground of reproof and punishment is here surely not factitious. You need make no rule against deception any more than against theft, profanity, or cruelty. The theme of *Educational Honesty* is a very broad one, branching into many interests of tremendous practical importance. While every dishonest deed is, ideally, wholly culpable, how bad are, or may be, the actual results to character of the very common habit, for example, among college students, of using illegal aids in their daily work? How much worse a man is a pupil likely to make for having learned a trick or two whereby he secures a better report than he deserves? In brief, is the dishonesty of the pupil's relation to a school master or professor harmful, judged on the practical grounds of the probabilities of a good name and genuine worth of character in the mature man? Still more briefly, is there the same reflex damage to character from cheating a schoolmaster as in cheating a creditor or a revenue assessor?

We shall not stop to discuss these questions at present. We pass to the milder, but undoubtedly more vexatious, sins of the school-room, the violations of the Pedagogic Customary Law, which, unfortunately, has a basis less coincident with the intuitions of the general conscience than does the Common Law of England.

Every teacher insists on obedience to his requirements. *Disobedience* is an ugly monster in the school-room, hostile to all movement, to all concert of action. Can a teacher divest his precepts concerning this fault of all apparent arbitrariness? Can he appeal to the moral sense of a pupil who has violated his statute enforcing a matter in itself indifferent? Is it possible or right to make a pupil see a thing as right or wrong which is only expedient or inexpedient? Does obedience to the teacher

rest on any deeper ground than mere expediency? Is it conducive to good moral teaching, always to hold up to pupils disobedience and dishonesty as crimes of the same dye, equally and in the same manner punishable?

To descend still lower into the region of the petty scholastic vices, on what ground do we put our prohibition of *whispering*? Undoubtedly on the ground of its incompatibility with good working order. It will not be easy to find a profounder basis for our precepts against thus annoyance. It is then an annoyance, a vexation, not a crime *per se*. Is it judicious then to insist on abstinence from whispering in the same way as on the other, more human, virtues? Are we liable to produce a moral confusion in young heads by mixing up the Right and the Wrong with *our right* and *our wrong*, or, still worse, with our convenience and our inconvenience?

Whispering is forbidden because it annoys other persons who have a right to quiet. But if one pupil can whisper so very gently that absolutely no disturbance is caused, why is it in that case forbidden? Because, of course, the pupil cannot be trusted in the long run to temper his susurrations always so delicately as he can in any one conscious effort. Is not the chain of ethical reasoning now growing somewhat too weak to lead young people to a satisfactory *understanding* of the discipline enforced upon them in the case supposed? How many teachers who rigidly enforce a prohibition of *communication* among their pupils really think they have any pupils whose *consciences* can compass this almost impalpable delinquency? If the learner is made to expect punishment for deeds proper to human nature, and in no sense a vice of human nature, expect in the artificial ethics of gregarious education, and is made also to expect the same, or even similar, punishment for the greater sins against his conscience, how shall he learn morality without inextricable confusion?

Again, no one will pretend to subject very young children to the rule of non-whispering and non-communication, because in them the animal nature asserts itself too strongly, and the rules would be in vain. Nor do college presidents and professors pretend to subject to such rules the young gentlemen under their charge, because here the intellectual nature is growing into the flush of independence, and a formidable recalcitration would render the rules here also ridiculously impotent. At precisely what intermediate point then is it practicable to enforce rigidly the petty disciplines of the school?

The case grows curiously complicated when, as in some western institutions of education, the mature collegiate youth are brought into contact with the juvenile element of the lower grades. If whispering is forbidden because it is offensive, why are not the Seniors' ears also tweaked when the offense comes from them? Are these things easy for boys to understand? Or is there no need of their understanding them?

We have seen even under Dr. Wayland's frown a turbulence and irreverence among college youth, which, appearing in a school, would have sadly injured the reputation of its master. Public opinion explains all this unconsciously. College youth, like other audiences of human beings, will deport themselves according to their inner emotions and convictions; and the purpose of the professional chair and its occupant is to lead them to have such emotions and convictions as will promote their intellectual and aesthetic development. College students, therefore, in their deportment in presence of the professor, unconsciously furnish a criterion of his success in a very different way from that in which school boys show how they have been trained. The former are critics to some extent. The latter are crude material, out of which the master is to carve what he can, passive recipients, unresisting, unthinking, unreasoning, reflecting only a power that never consults them but does with them as it will. Hence the element of human fallibility is mingled with the judgments of the students, while the deportment of the school boys points as inevitably to the formative hand of the teacher as a machine to the hand of the mechanic.

Perhaps, then, the case resolves itself into this:—The traditions and the utilities of the school room may be enforced, without reason given, simply by force of authority and through the might of the system which upholds us, so long as we can so enforce them. This is "The good old rule, the simple plan." Driven to the conclusion that it is beyond our power to enlist the youthful reason on our side in enforcing pedagogic law, we must see to it that it is within our power to enforce the law without reasoning. Renouncing the active intelligence of the pupil as the alloy of our executive functions, we, of course, renounce it also as the eulogist of our personal merits. What the pupil thinks of our laws being of no consequence, what he thinks of us, too, will be of no consequence. Practically, how far does this consistency go with teachers who are fond of maintaining the non-reasoning theory? Are they as a class conspicuous for indifference to juvenile flattery?

S. T.

#### TAXATION.

Mr. Editor—That our present system of Free Schools has been a great gain and boon to the people at large, will not now be gainsaid by any who have witnessed its operation since its intro-

duction into the Province. The means of Education are now within the reach of all—and any child, no matter how humble his origin, or poor his parents, may by patient assiduity fit himself honorably and usefully to fill the highest offices in the gift of a free people. The introduction of the new school act into Nova Scotia, has not been unattended by sacrifices. Old prejudices have had to be laid aside, and the people have had to submit to increased taxation—especially repugnant to Nova Scotians, who have the credit of always guarding their pockets with jealous care, and who have heretofore, and with reason, been wont to pride themselves on the lightness of their tax-roll; and the cheerfulness with which this increased burden has been borne, proves that the country estimates aright the blessings of education.

While the benefits arising from the act for the "better encouragement of education" are freely conceded, the most ardent admirers of the system, must admit that the machinery is capable of improvement, and it will probably be years before an education act is passed against which no valid objection can be urged, and it is the duty of those having the interests of young Nova Scotia at heart, while heartily sustaining the principle to unite in devising such modifications and improvements, as time and experience show to be necessary to the efficient working out of that principle.

In July of last year, the Local Government carried through the Legislature an act in amendment of the educational law, which as regards the raising of the assessment, is a decided improvement on the law as it originally stood, inasmuch as by that the tax was levied only "on the real and personal property within the county of the residents of the section according to the county rate-roll," whereby many who were weekly or monthly tenants, and possessed no visible property, real or personal, escaped the school tax entirely, although they might, and probably did, participate in the schools to a greater extent than many on whose real and personal property the tax was levied.

The amendment remedies this, to some extent at least, by levying on every male person, 21 years of age or upwards, or who has resided in the section for a period of six months previous to the levying of the assessment, a poll-tax of one dollar, the balance of the assessment to be levied on the real and personal property as heretofore. This amendment reaches all, and as there is no one too poor to have his children educated, so there is no one so straightened in circumstances that they cannot pay the sum of one dollar annually for the privilege of a free school for all their family, and though at first sight it might appear somewhat unjust that those assessed on real and personal property should be called upon to pay the poll-tax, yet as the amount raised by the poll-tax decreases by so much the amount required to be raised by assessment, it is evident that as far as they are concerned it matters little whether they pay their whole quota as assessment or with the reduction of a dollar paid as a poll-tax. And it would be interesting if the Superintendent of Education were able to preserve for publication in the *Journal of Education*, the amount of the poll-tax raised throughout the province, and give also the balance from assessment, as by that means the people would understand the amount the education of the province costs. The amendment also exempts "all persons over sixty, and all regularly ordained ministers, occupied in ministerial work, and any unmarried woman or widow from assessment on property to the amount of one thousand dollars, but leaves them liable for any excess of that sum." Possibly this amendment might be advantageously extended so as to free from all taxation the widows of ordained ministers. Ministers as a class are rarely able to make any provision for their families, while their stipends seldom if ever more than meet the requirements of themselves and their families. And adding to this a consideration of all the extra duties performed by ministers of the gospel gratuitously, it would be no more than a graceful acknowledgment were the Legislature in consideration of these services to exempt ministers and their widows from any assessment for school purposes.

There is one portion of the act, not unworthy of further consideration: I refer to the provision to assist those sections of a county, where in consequence of the poverty of the people or the sparseness of the population no school can be opened, or if opened, efficiently maintained, for I understand that in some places public schools have been abandoned from these causes, the few persons able to pay not being willing to carry the whole burden of the school. Some remedy ought to be devised for this evil where it exists. In every county there are sections, where from the wealth and number of the people the rate is comparatively light, and enables a family to be educated at less cost than under the private school system. Ought not those richer sections to have a generous care for their poorer brethren? And might it not be well to consider the advisability of apportioning the whole of the county fund among the poorer sections? Or would it not be better that the trustees of the different sections should meet annually with the Board of Commissioners, and determine what amount of money would be needed to provide each section with a school or schools according to its requirements, and that this sum should be levied upon the whole county and paid into a county fund, and thence distributed among the different sections in the proportion previously agreed upon as requisite by the trustees and commissioners? Thus the education of the whole county

would be thrown upon the whole county, and no section would be without any or have only an indifferent or inadequate school, while a more fortunate section was in the enjoyment of the full blessings intended by the school act.

I merely at present throw this out by way of inviting discussion on an important matter. I may recur to it again, myself, if you will kindly allow me space in the *Journal*.

In the meantime, I am

VOX POPULI.

## DALHOUSIE COLLEGE CONVOCATION.

THE proceedings at the Annual Convocation of the Dalhousie College, yesterday, were of a highly interesting character. The benches in the Chamber of the Assembly, where the Convocation was held, presented a somewhat different aspect from that of a fortnight ago when the assembled wisdom of the country, was in session. Fair faces, slender forms and gay dresses, occupied the places usually filled by our burly and bearded legislators. The contrast certainly was not unpleasant from an æsthetic point of view (no offence will be taken by our legislators, we trust, because people prefer to look at pretty women). The President, Dr. Ross, in his opening address, regretted the necessary absence of Sir William Young, President of the Board of Governors. He referred to the condition and prospect of the institution, lamenting the fact that sufficient funds were not placed at the disposal of the Governors of the College, but stating that what had been placed at their disposal would be well accounted for. The number of students attending the College he stated to be 67, most of whom were regular undergraduates, only a few being special students. A report was then read by the President assigning the rank of those students in the various classes who had achieved something beyond a passable standing. The list was of course long, and chiefly interesting to the students and their particular friends.

After the reading of the report the distribution of prizes took place as follows:—by Dr. Ross, in Ethics, to Hugh McD. Scott; in Physics, to Gordon McGregor; by Prof. Johnson, in Classics, to W. P. Archibald (2nd year), G. McGregor (3rd year) and H. Scott (4th year), the second place among 4th year students being held by Walter M. Thorburn; in Mathematics, to Archibald McKie (1st year), and Eph. Scott (2nd year); by Prof. Lyall, in his classes, to Ernest Bayne and Archibald; Prof. Lawson, to Alex. G. Russell, in 1st class Chemistry, and Ephraim Scott, 2nd class Chemistry; by Prof. DeMill, in History, to W. Thorburn, in Rhetoric, to Arch. McKie; by Prof. Liechte, in French, to H. Scott and G. McGregor. Certificates were then given to students who had not received prizes, according to their respective merit.

Three special prizes had been offered, one by Rev. G. M. Grant, and two by Sir Wm. Young. Prof. Johnson reported frankly that the Committee did not see fit to award Rev. Mr. Grant's prize, as none of the competitors, in their opinion, had fairly earned it. This was owing partly, however, to a misunderstanding on the part of the competitors as to the nature of the work they were expected to do. Sir Wm. Young's first prize for Elocution was awarded to Duncan Fraser, and the second for the best essay on "The Relation of Labor to Capital," to W. M. Thorburn. The President announced that he had received a note during the forenoon from Rev. Mr. Grant, who had seen these prize essays, offering a prize of \$10 to H. Scott, whose essay was but little inferior to the one which had been awarded first prize.

The candidates for the degree of Bachelor of Arts were then presented to the President by the Secretary, and the degree was formally conferred upon them with a few appropriate remarks by the President in English, instead of the usual unintelligible Latin. The names of these B. A.'s are Hugh Scott, Walter Thorburn, A. W. Lindsay, and John Wallace. The degree of Master of Arts was conferred upon Messrs. McNaughton and McDonald, Bachelors of three years standing.

After the formal work of the convocation had been gone through, addresses, spirited and interesting, and appropriate, were delivered by Messrs. C. Robson and A. M. Uniacke, and the present and late Superintendents of Education.

The President, regretting that want of time prevented him from calling upon other gentlemen whom he should like to hear speak on this occasion, closed the exercises by pronouncing the benediction about 1½ P. M.

## SELECTION OF TEACHERS.

### WHO APPLY FOR POSITIONS AS TEACHERS.

1. *Real Teachers.* Some real teachers apply for schools. It is to be regretted that more do not. You advertise for a teacher, and twenty applicants arrive; you will seldom find five that are or will ever be teachers in the true sense of the term. The reason why so few of this class apply is very evident; they are usually busy with their work, believing they should do well whatever they do; they work the harder the poorer the situation; hence, they have no time to be looking for a better place.

2. *Poor People.* Many estimable young ladies, with no fitness for teaching, and purse poor, appeal to the sympathies of the School Committee. Their argument in the main is, that the money raised by the town should be given to those most needy; this is true of that portion of the money raised for the support of the poor. Miss A., though acknowledged to be a superior teacher, has a well-to-do father, and does not need the money; hence should be rejected: and Miss B., though known to be an inferior teacher, must be employed, as she needs the funds. Such reasoning we regard as erroneous. The appropriation for the support of schools is entirely independent of that for the support of the poor, and it is as much a breach of trust for the committee to use it to support the poor as for the selectmen to use the latter appropriation for the support of schools. Do not let us be understood as objecting to the employment of worthy teachers because they are poor, far from it; but we have no right to prepare many for a life of poverty to save one.

3. *School girls.* Another large class of applicants embraces those girls fresh from the High School, where they have figured extensively as memorizers of history and Latin conjugations, and writers of sentimental essays, who think themselves competent to teach any school, but condescend to begin in their native town. This does not include those who have real merit, for usually such realize their unfitness for the work without further preparation, and consequently endeavor to prepare themselves. Let us remark, in passing, that we consider few able to teach their first school successfully if near home. Many think "home material" should be almost entirely employed; some, because they think it will make the High School more popular, others, because it keeps the money at home. A few years since a committee in a certain New England town remarked with evident satisfaction that for a given time all the money raised for school purposes had been kept in town. When we visited the schools we had no doubt of it, and were reminded of the man who attempted to keep all the heat in the room by having the flue in the chimney made smaller, thereby retaining all the heat and smoke.

4. *Daughters of influential men.* Not unfrequently does an influential man demand—or asks in a manner that amounts to that—of the committee one of the most responsible positions in town for a daughter entirely unfitted for the place.

5. *Ladies fitted to get situations.* Many persons, with a superabundance of a very popular metal, use it to the best possible advantage, and endeavor by confidence, perseverance and deception to obtain a certain position, regardless of their ability to fill it. Having thus briefly considered the classes of applicants, let us consider.

#### THE DUTIES AND RESPONSIBILITIES OF THE TEACHER.

More and more each year do we depend upon the public schools to furnish the child with that training which shall fit him intellectually to be the head of a family, a member of society, and a citizen of the town, state, and nation, and upon the Sunday School to furnish moral and religious training for the same. Unwise as we consider it, it is nevertheless true that family training is giving place to school training; and until the public opinion changes, our mechanics, our tradesmen, our professional men, our citizens and our statesmen must be trained principally in the public school. If you would have good mechanics, tradesmen, professional men, citizens and statesmen in the next generation, you must have good schools now.

The school is made almost wholly by the teacher. It matters not how fine the building, how abundant the means for illustration, nor how efficient the supervision, there will not be in the true sense a successful school unless the teacher appreciates the work devolving upon him as one who is to teach those under his instruction how to make life a success, how to do and get the greatest amount of good; and in order thus to teach them studies carefully the individual ability and need of his pupils, is able and willing to work earnestly and unceasingly to make each pupil all that his Creator intended him to be.

With some limitations, it may be said that the teacher makes the school, and the school makes the nation; hence, the teacher makes the nation. Having considered thus fully the duties and responsibilities of the teacher and who the applicants are, we will in conclusion consider

#### WHOM WE SHALL EMPLOY.

First of all, let those who are responsible for the selection of the teachers be independent of every religious, social and political clique. Consider well what it is to employ a teacher; think of the thousands you are to influence for good or evil, and regardless of the importunities of friends, the threats of enemies, the demands of politicians, and appeals to your sympathies, select that teacher whom you believe will accomplish the most real good for the pupils committed to him. Leaving the responsibility with God, DO YOUR DUTY.

W. E. A.

#### LANGUAGE A MEASURE OF GROWTH.

BY GEORGE S. HURLEIGH.

LANGUAGE, in its broadest signification, is the power by which thought and emotion may be expressed, and is therefore not confined to beings possessed of vocal organs, but is common to all sentient creatures. The bee and the ant express themselves intelligibly to their kind; the crows, when feeding, station sentinels on conspicuous points to give the alarm when danger approaches, and by some signal, understood among themselves, they relieve the sentry at intervals, that all may share alike the luxuries and the duties of a crow's precarious life. I have seen a large convention of those pets of the ocean, "Mother Cary's Chickens," summoned about me from unseen distances in a few minutes by the two or three I had amused myself in feeding.

The gulls, by a remarkably concise system of telegraphy, report the discovery of rich pickings; and the half-reasoning dog, while he converses in his own peculiar Latin with his canine fraternity, has a pretty fair understanding of the vernacular of his half-brother, man.

As we raise in the scale of intelligence we gain in the capability of expression, and in every upward step in the development of thought, is a corresponding increase in the faculty of language, till in man we first reach a system of articulate sounds, whose endless modifications and combinations give almost unlimited power of expression, which is further assisted by a still more mysterious system of symbols, representing articulate sounds, that hold in eternal silence the transient vibrations of the air, with all their original significance unimpaired.

Familiar as it has now become to us, this is verily the crowning miracle of human genius in which one might almost say man began to be immortal. The thought which came and went in a passing breath, is thus fixed forever by the pen of the writers, and generation to generation speaks down all the ages. What was before as fluctuating as the winds of heaven, is now as permanent as the granite rock, and the power which resides in expression, wherever a soul is struggling to liberate itself, is rendered cumulative, as the diffused lightning of the atmosphere is gathered in Leyden jars, or shaped in clouds to irresistible bolts.

Books are, to the lightning of the mind, as the glass and tinfoil of the jar to the electric element of the atmosphere. They retain that subtle flash of thought, which can only give a momentary brilliancy to spoken language, a transient effect, powerful it may be above all former developments of the soul, but in its visible influence scarcely reaching beyond the echoes of the living voice.

The great fact of being is soul, without which all outward appearances were dead and hollow. Whatever opens a door into the secret chambers of that mysterious essence, though it give but broken glimpses of the wonderful habitant, is inexpressibly precious. He who first uttered articulate sounds, intelligible to another soul, must have felt more triumphant than Columbus when he first set foot upon this western world; more joyous than Gama when he doubled the giant Cape of Good Hope and drove his daring keel into the waters of another world. By this simple power of expression, the soul burst the fetters of its narrow continent and became free of the universe of thought, past, present, and to come. Out of the blank of forgetfulness and loss, hereby has humanity doubled its vasty Cape of Good Hope, into a nobler world than imagination can fully picture, even now, and of which then it could not conceive.

But wonderful as that gift of expression must even seem to the thoughtful mind, the discovery of Cadmus, if so you will name the inventor of letters, as far transcends it, as the beautiful processes of Dauguerre transcend the action of a simple mirror. The Adam, or primitive man, held up to the soul this mirror which we call language, and the thousand fitting thoughts and emotions took sensible shape, and were reflected from man to man, with a vividness of portraiture that must have been astonishing, as delightful to the possessor of the newly discovered faculty of speech. But to this beautiful mirror of the first speaker, Cadmus, or man progressed, added an element that fixed the image in unfading daguerrotype, so that now, ancient thought is as familiar to us as the face of our neighbor and the gossip of the street. The existences of remote ages are prolonged, potentially, into this; and the unwhispered reverie of some solitary monk becomes the thunderbolt of a modern revolution. By that marvellous invention the grey old fathers of the world reach down pale hands from the dim centuries, and grasp us with a thrilling touch, lead us to the deep wells of ancient wisdom, or away from the wreck-strewn beaches of ancient folly, and set us on the high vantage ground of what has been, to give us a grander flight into the heavens of what shall be.

They who neglect this gift of verbal expression, let slip from their careless hands the mightiest engine in the armory of the soul, and voluntarily withdraw from the vanguard of advancing humanity, to join the dark ranks of savage life, in a path that approximates more to the brutal than the human. Thought pales when expression ceases. Ideas grow stagnant, and die, like waters with no outlet. In the effort to get adequate utterance, the whole soul moves, and one thought, in stirring to find a word



for itself, arouses another, and the whole fluid spirit of man is affected, transmuted into power, like the pressure of a child's hand on the lever of the hydraulic ram.

A young man should accustom himself to expression, though his office was only to be dumb waiter in a deaf-mute asylum. In fact the less his calling demands speech of him the more assiduous should he be to cultivate it, for what he must do he will not be likely to neglect, while he will be sadly prone to omit the culture not required by his office.

The imprisoned soul was only liberated by expression, and he who accepts not the franchise consents to the fetter, and for some petty vanity, or trivial impediment, assumes the very bondage which it was the pride of Cadmus to break. The modesty of those youth who refuse to write and make to themselves a habit of expression is just as commendable as would be the persistency of a child in refusing to walk till it knew how to walk well. Let him continue so to refuse and the years will show you a wretched cripple, whose worthless limbs are a life-long rebuke of the shallow folly that would not make them available, and a lasting insult to the benevolence that vouchsafed him those noble organs of locomotion.

Let our timid friends, who are afraid to attempt composition and rhetorical exercises, evade every opportunity to get their souls into words, and the result will be as fatal, to a more vital power than that of locomotion. Intelligence itself will stagnate at its source, or only dribble out in the turbid channels of petty gossip and shallow inanities. Mind will have no dignity, and thought no incentive; and the poor withered soul will graduate into the next circle of being without the narrowest qualifications for making a decent use of this.

Thus it is that language is not only a measure, but a means of growth. It reveals how far the creature has ascended toward that pure intelligence, of which all the universe is an expression; and it puts his finite being into line, as it were with the mighty pulses of that infinite life, like some tiny bay laid open by its little tides to the great swing of the Atlantic.

#### PRIMARY READING.

**A**MONG the several methods of teaching children to read, the *word method* seems to have attained much popularity. By this plan an attempt is made to teach the child to recognize in print those words whose meaning and use he has previously learned in conversation, without any regard to the characters or letters of which they are composed.

Its advocates argue that as children learn the concrete before the abstract, the whole before its parts, the printed words should be learned before the letters which make them up.

That things, actions, qualities, etc., in the material world are, to some extent, so learned is not denied; but with regard to the words that represent them, we think the case is quite different. Even spoken words are learned principally in elementary parts. The child begins to talk by imperfectly lisping the simplest sounds and most elementary words of the language. Perhaps the child first learns to utter the Italian *a*, because this is the element most naturally produced by simply opening the mouth and emitting sound. Afterwards the most easily articulated consonant sounds are combined with this power of *a*, and such words as *ma*, and *pa*, *mamma* and *papa* are heard.

But as the child learns rapidly, since he learns naturally, at this period of his existence, the principal vowels and consonants are soon acquired; and such words as *me*, *see*, *go*, *eye*, *cat*, *dog*, etc., are distinctly uttered. In a short time, the easiest combinations of consonants, such as in *bread*, *grass*, *stand*, etc., are mastered by the little learner. And so the process continues, until the more complicated and difficult words can be uttered with ease.

If this theory is correct, it is evident that the parts or elements of spoken language are unconsciously learned before the whole or words can be spoken. Elements are learned before words, and words before sentences can be formed.

But more especially is this true of written language. The child, having previously learned the elements of spoken language, has only to learn the characters that represent these elements, acquire facility in combining them so as to form words, and in recognizing these combinations when formed.

The elements are few, and if we had a character for each, and but one, as in phonetic print, the task of learning to read would be simple and easy. If this were the case, I suppose the word method would have few advocates.

Though the orthography of our language has many irregularities, it would not seem to justify a system of teaching so much at variance with that which would be so clearly indicated were orthography regular.

The writer concludes, from the above and other considerations not presented, that the *word method* is not the best plan of teaching children to read. He may, in a subsequent article, offer some further thoughts on this subject, and indicate more clearly

what he regards as the true method of teaching this important branch of primary education.

JOHN D. JOHNSON, Yadkinville, N. C.

#### RELATIONS OF TEACHERS TO COMMITTEES AND THE COMMUNITY.

**A**RE teachers professional agents, or simply servants? Do they owe a professional service, or the service of the day laborer? May they at the stroke of the clock, close the door, turn the key, and shut out or shut in all school care and school thought, as the laborer drops the pick at the sound of the whistle? The teacher claims that he stands in *loco parentis*, and so much must be left to his judgment, to his discretion, to his sense of duty and the fitness of things, that I do not see how he can claim, or committees grant less. But who thinks of limiting a mother's efforts for her children by the hour, or of estimating their value in dollars and cents? Does not the teacher, straining every nerve for the good of his pupil, belong to the same class of laborers as the physician sitting anxiously by the bedside of his patient, or the pastors watching "for souls as one that must give an account?" If so, his service is a professional service, and is no more to be measured by the six hours a day for five days in a week, than is the pastor's by three hours a day for one day in the week. If, however, teachers are day laborers, they have a right to open offices, take agencies, go into the book business, etc., and when school is out hire them to their several places, and carry on a legitimate and thriving business. But should they do this, would not the community feel that the teacher did not give himself to his proper work; that there would be a divided interest, and that in that division the school would suffer? Moreover, the "Rules and Regulations" seem to recognize something more than day's labor, when they say of the meetings of the Teachers' Association held Saturday afternoons, that "teachers are required to attend the meetings, and contribute severally their share in rendering the exercises interesting and useful." And is not the rule and is not the community right in this respect? Are not the care of a school, the carrying of forty or fifty pupils upon the heart, the taxing of the brain for their improvement, the devising of means for their control enough? Are not the wear and tear of nerve and soul that come from the school-room all that any one ought to subject himself to? If the teacher renders a professional service, he should be paid for such service. If the whole man is engrossed, the whole man should be paid for. He should be so paid that he will not feel compelled or at liberty to engage in other business. If he gives himself to serve the community, to meet their demands, he should be recognized as one devoting himself to the good of that community. But if the teacher is such an agent, duties are his as well as privileges. He must devote himself to the school. He is not at liberty to select his home or his boarding-place with reference to church or lectures or concerts, to lessons in music or French or German, but with reference to school. If duties to his school require him to be here or there, to do this or that, he may not plead that he boards down town or up town, and so cannot do the work. He may not engage in anything that will "counter work in himself or another" the work he is called to do.

If the teachers' meetings are not interesting, he is to "contribute his share" to make them so. If he say that he cannot learn anything at the meeting, I will only say that that is just the complaint that a scholar sometimes makes of his teacher, and in such cases the fault is invariably placed to the account of the scholar, and not of the school. It may be asked, what shall a teacher do who is so poorly paid that he cannot give all the time demanded by his school. If a sense of the insufficient pay so presses upon him that he will not do the work, or if his relations and obligations are such that he cannot, then he should resign. He who stays in a position consciously withholding efforts demanded by the position, cannot be true to himself or his calling; and the community who will suffer an earnest, faithful teacher to render unrequited service, further than in the nature of the case much of his service must be unrequited, is not true to itself or to human rights. "The laborer is worthy of his hire."

E. A. HUBBARD.

A FRENCH paper gives the following account of the origin of the expression "to make a complete fiasco." A German one day seeing a glassblower at his occupation, thought nothing could be easier than glassblowing, and that he could soon do it as well as the other. He accordingly commenced operations by blowing vigorously, but could only produce a sort of pear-shaped baloon or little flask (fiasco). The second attempt had a similar result, and so on until fiasco after fiasco had been made. Hence arose the expression which we not unfrequently have occasion to use when describing the result of our private and public undertakings.

**GOVERNMENT GRANTS,**

*In aid of Public Schools, appropriated to Trustees of School Sections for the Term ended Oct. 31st, 1899.*

*The asterisk (\*) indicates the Poor Sections.*

SECTION.	No. of pupils registered.	Grand Total days attendance made by all the pupils.	Amount from County Fund.
<b>COUNTY OF CUMBERLAND.</b>			
Malagash Point,	51	3488	\$37 02
N. Shore Malagash,	38	2230	24 24
S. Shore Malagash,	30	1060	18 04
Stako Road,	55	2810	30 54
Sholo Bay,	59	5404½	26 14
Goose River,	57	4047	44 00
Wallace,	90	6190	67 20
Six Mile Road,	40	1040	11 30
Wallace Bridge,	30	1765	19 18
Wallace River,	64	2379	25 85
Wentworth,	37	2344	25 48
Wentworth,	38	1871	20 34
North Wallace,	55	1843	20 04
Fox Harbour,	36	1580½	17 18
Lower Gulf Shore,	34	2070	22 50
Upper Gulf Shore,	35	1535	16 08
Pugwash,	247	9257	100 64
North Wallace Bay,	27	1285	13 96
Head Wallace Bay,	28	1318	14 32
Doherty Creek,	33	1353	14 70
Pugwash River,	50	2357½	25 03
Pugwash River,	55	1966	21 37
Wallace Bridge,	42	2290	24 90
Port Philip,	32	1774	19 28
Roslin,	44	1687	18 34
Guy's Road,	47	2093½	22 76
Victoria,	43	1681	18 27
Crawford Settlement,	43	1542	16 76
Goose River,	44	2208	24 98
Upper Shinimicas,	37	1734	18 85
Lower Shinimicas,	53	2545	27 67
Tidnish Corner,	53	2650	28 80
Amherst Head,	46	2085½	22 67
Amherst Head,	39	2180	23 70
Amherst Head,	22	1529	16 62
Amherst,	308	16748	182 05
Fort Lawrence,	35	2488½	26 50
Amherst Point,	31	1809	19 66
L. O'Brian Settlmt.,	68	3542	38 50
Nappan,	72	3098	33 68
Maccan,	47	2507	27 26
River Hebert,	20	1535	16 69
Banonsfield,	25	1887	20 51
Little River,	67	3229	35 10
Manudie,	74	3499½	38 04
Joggin Mines,	70	4270	46 42
Jackson Settlement,	47	2211	24 04
Head R. Hebert,	22	1287	13 98
Little Forks, Maccan,	66	3999½	43 95
Maccan,	48	3033½	32 98
Westbrook,	54	7769½	84 47
Claremont,	51	3189	34 07
Halifax Road,	46	2597	28 23
Salem,	34	2245	24 41
Fenwick,	64	2608	28 35
Strut's Ridge,	37	968	10 51
Leicester,	31	1695	18 42
Leicester,	43	1564	17 00
Little River,	45	2432	26 43
Oxford,	63	2933	31 88
Town Hall, R. Philip,	48	2723	29 60
River Philip,	19	1018	11 06
E. Branch R. Philip,	63	4061	44 14
Westchester,	59	3320	36 09
Hasting,	38	1573	17 10
W. Branch R. Philip,	44	2007	21 82
Eel Creek,	29	1732	18 83
River Hebert,	54	3234	35 70
*Dewar's River,	36	1547½	22 43
*Toney Bay,	42	1748	25 34
*Mouth R. Hebert,	18	854	12 37
*Ragged Reef,	44	1917	27 79
*Shular,	37	2023	29 32
*Chapman Settlement,	45	2620	37 93
*Tidnish River,	35	1643½	23 82
*Five Island Road,	41	2376	34 44
*Maccan Mountains,	24	841	12 18
*Maccan Mountains,	35	1595	23 12
*Glenville,	39	1412½	20 47

*W. Branch R. Philip,	42	1999	28 07
*Westchester Lake,	33	1590	23 05
*Greenwich,	46	1827½	26 48
*Greenville,	28	1334	19 33
*Farmington,	32	1130½	16 33
*Richmond,	36	1953	28 30
*Mount Pleasant,	42	1202	17 42
*Cross Road,	31	2122	30 75
Mill Village,	29	1210	13 15
Port Greville,	62	4645	60 49
Black Rock,	56	2710	29 45
Kirk's Hill,	36	2116	23 00
Diligent River,	28	1760	18 48
Fox River,	60	5001	54 36
Brookville,	33	2314	30 69
Fraser Ville,	52	3638	39 16
Spencer's Island,	54	4817	52 56
Cape D'or,	69	4514	49 07
Advocate,	85	5058	54 99
Apple River,	37	1084½	11 78
Lake Lands,	55	2064	22 43
New Cannan,	23	1031	11 20
*Salem,	19	1226	17 77
*Sugar Mill,	28	1596	23 13

**COUNTY OF GUYSBORO.**

Guysboro' Academy,	180	12516	\$155 68
Riverside,	34	1230	15 99
North Intervale,	49	2086	25 88
South Intervale,	52	1722	21 37
Cook's Cove,	62	3596	44 62
Colored People,	38	1893	23 40
Old S. River Road,	27	1575	19 54
Canada,	30	2097	26 02
Salmon River Lakes,	53	1711	21 23
New Harbor,	58	2480	30 77
Halfway Cove,	52	3114	38 64
White Head,	51	2787	34 58
Port Felix,	88	5723	71 62
Charlo's Cove,	70	4970	61 67
Torbay Point,	17	1235	15 32
Manchester,	78	3315	41 13
Middletown,	21	1130	14 75
Manchester,	97	4941	61 31
Manchester,	78	4582	56 80
Manchester,	55	1687	20 93
Port Mulgrave,	109	3472	105 13
Pirate Harbor,	56	2680	33 25
Steep Creek,	47	2524	31 32
Sand Point,	40	3116	38 01
Sand Point,	43	2121	26 32
Oyster Ponds,	63	2448	30 37
Isaacs Harbor,	25	1439	17 85
Island Harbor,	27	1363	16 91
Seal Harbor,	17	1465	18 18
Giants Lake,	56	2885	35 80
*Riverside,	30	1909	31 58
*Salmon River,	61	2777	45 05
*Country Harbor,	49	2097	34 69
*Country Harbor,	18	1497	24 76

**DISTRICT OF ST. MARY'S.**

Sherbrooke,	140	9310	100 54
Stillwater,	47	3010	32 50
Forks, (Glenelg),	40	2100	22 38
Lower Caledonia,	48	4014	43 35
Middle Caledonia,	37	1952	21 08
Wallace Bridge,	37	1693	18 28
Upper Caledonia,	21	1365	14 74
Melrose,	36	2084	22 50
Upper Cross Roads,	48	2295	24 13
East River,	40	1519	16 40
Lochaber,	34	1536	16 58
Ecum Secum,	40	2114	22 83
Middle Liscomb,	35	1649	17 80
Wine Harbor,	75	3052	32 96
Indian Harbor,	68	3947	42 62
Sonora, (Brooklyn),	39	2599	28 06
Goldenville,	137	8773	94 74
Goshen,	39	1648	17 79
*Church Section,	13	1179	16 97

**BORDER SECTION.**

County Harbor,	34	1186	14 71
Argyle,	47	867	10 75

**COUNTY OF INVERNESS.**

P. C. Hastings,	75	5559	\$54 70½
Low Point,	26	2068	20 33
Creignish,	31	1919	18 88

Long Point,	42	1604	15 78½
Judique Banks,	72	4971	48 91
Judique,	60	5259	51 76
Interval Judique,	54	3423	33 65½
Little Judique,	52	2785	27 30
Red Banks,	56	2201	21 65
Port Hood,	55	4295	42 25½
Hay's Farm,	41	1956	19 25
S. W. Ridge,	39	3017	29 67
Mabou Bridge,	54	2976	29 27½
Mouth Mabou,	44	2146	21 11
Coal Mines,	43	1493	14 68
Sight Point,	27	1998	19 60½
B. C. Banks,	32	2075	20 42
B. C. Intervale,	51	3760	37 60
Black Glen,	40	2041	20 07½
Black River,	31	2023	19 90
Smithville,	28	2231	21 94
Walker,	40	2347	23 08½
Tulloch,	51	3772	37 12
Hillsburgh,	48	3548	34 90
Mount Young,	42	2419	23 79½
Mull River,	50	1992	19 60
Turk,	46	3763	37 02
New Canada,	55	2991	29 43½
Brigain,	50	4146	41 10
Brook Village,	57	3573	35 16
Sky Glen,	42	2231	21 95½
Indian Rear,	62	4580	45 15
Long Stretch,	43	1938	19 06
Red Bridge,	49	2722	26 77½
West By Roads,	30	1800	17 73
Ross Mill,	28	466	4 58
North Mount,	40	1958	19 26½
Little Harbour,	41	2747	27 03
Malagawatch,	32	2337	22 90
Cross Rds. Rvr. Dennis,	32	2409	23 69½
McPherson's Brook,	38	2119	23 70
Cariboo,	41	3098	30 48
Portage,	31	2316	22 77½
Blues Cove,	45	1938	19 07
Rvr. Inhabitant Ridge,	44	1003	9 92
River Dennis, Chap.,	43	2359	23 12½
Big Harbor Island,	18	953	9 38
Mount Noah,	62	4963	48 72
*Little Mabou,	46	2542	33 34½
*Big Ridge,	42	2271	29 79
*Boyd's,	52	3010	30 48
*Dallas Brook,	58	2285	20 96½
*Big Brook,	48	3057	40 11
*N. West Arm,	48	1862	21 79
*Rear Long Point,	17	396	5 19½
*Top Cape, (south),	42	2962	38 86
*Top Cape, (north),	40	2800	36 72
*Scotch Hill,	51	3598	47 19½
*Sky Mount,	54	3577	46 93
*Rear Jud. Intervale,	36	1570	20 53
Grantosh,	47	1450	14 27½
Little River,	78	7276	71 59
Lower Cheticamp,	60	4786	47 08
Plateau,	85	7689	75 63½
Big Pond,	81	7935	78 07
Friar's Head,	81	7055	69 40
East Side Harbour,	52	2906	28 53½
Forks,	46	2001	19 70
Munroe,	52	3080	30 30
Ledbetter,	58	2751	27 07½
King Ross,	32	1998	19 67
Ingraham's Brook,	72	4377	43 06
N. E. Chapel,	50	2539	24 97½
Big Brook,	50	2575	25 35
Capt. Allan's,	94	4250	41 32
McFar's Bridge,	60	3789	37 27½
Lake Outlet,	43	2401	23 62
Hamilton,	60	4147	40 70
McMill's Mill,	57	1950	19 19½
Ainslie Glen,	77	5458	53 69
Little Narrows,	43	1837	18 07
Whycocomah,	82	5207	51 22½
Chimney Corner,	23	1413	13 89
B. Cove Marsh,	68	5159	50 76
B. Cove Chapel,	31	1484	14 59½
Big River,	19	581	5 72
Loch Bain,	52	3351	32 97
Widow Lords,	48	2868	28 21½
*Jacob,	37	1826	23 95
*N. W. Big Intervale,	27	2696	35 34
*N. East Egypt,	30	1674	21 95
*Lake O'Law,	21	803	10 55
*Upper East Lake,	42	2401	31 49
*Lewis Mount,	15	1165	15 28½
*B. Cove Ponds,	24	1655	21 70
*Rear Loch Bain,	36	1414	13 55

*Wycocomah Mc,	39	3203	42	80
*S. West Egypt,	30	1703	22	35
Hawkesbury,	100	6223	61	24
Riv. Inhab. Bridge,	55	338	8	33

COUNTY OF LUNENBURG.

Academy,	298	21137	224	04
1st Peninsula,	30	2381	24	56
2nd Peninsula, Upper,	10	686	7	26
Upper Centre,	23	1870	19	88
Garden Lots,	19	1308	13	86
Lower South,	08	4100	44	09
Upper South,	20	741	7	85
Feltz South,	39	1617	17	13
Upper Rosebay,	33	2445	25	01
Lower Rosebay,	26	1972	20	90
Lower Kingsburg,	29	2447		
Ritcey's Cove,	56	4164	44	13
Lower LaHave,	32	2549	27	01
Lower LaHave,	23	1238	13	11
Ferry, (LaHave),	04	4974	52	72
Summerside,	49	2448	25	94
Snyder's, (LaHave rd.),	45	2923	30	98
North West Range,	02	2958	31	35
Mader's Cove,	68	5503	58	38
Mahone Bay,	152	7376	78	18
Oakland,	07	4136	43	83
Martin's River,	50	2655	28	14
Centreville,	57	2893	30	66
Stambourne,	46	2180	23	10
Rosdale,	60	3530	37	41
Hirtle's, (Germany rd.),	35	2847	30	17
Bridgewater East,	48	3400	36	04
Maitland,	45	2327	24	00
Mcisingher's, (branch),	22	980	10	38
Snyder's, Upper "	30	2102	22	28
2nd Peninsula, (lower)	26	1280	13	56
Tancook,			25	93
*Blue Rocks,	58	3001	42	48
*Black Rocks,	50	2646	37	38
*Heckman's Island,	25	1583	20	04
*North West Range,	43	3232	45	66
*Weinacht's,	31	2406	34	00
*Indian Point,	39	2657	37	57
*Falkland,	45	1864	28	33
*Langille's,	46	2659	29	09
*West Northfield,	27	1300	18	37
*Lower Northfield,	43	1740	24	66
*Upper Northfield,	57	2631	37	17
*New Canada,	50	3508	49	57
*Ironbound Island,	11	1165	10	45
*Ohio,	65	3791	53	57
Bridgewater,	181	12329	130	59
Conquerall Bank,	53	5304	56	22
Pleasantville,	64	3149	33	37
Pentz's,	57	3959	41	96
West Dublin,	78	5502	58	32
Petite Reviere,	76	4826	51	15
Broad Cove,	26	1814	19	22
Conquerall,	61	4192	44	43
Baker's,	37	1508	15	98
Upper Chelsea,	60	3953	41	90
Lapland,	43	2058	21	81
*Frelig's,	40	2034	28	73
*New Cumberland,	57	1649	23	29
*Cronse Town,	42	2592	36	62
*New Italy,	25	2593	36	21
*Hebbs,	25	1178	16	44
*Newcombville,	46	2238	31	61
*Wiles,	22	918	12	96
*Lakeville,	30	1273	17	98
*Waterloo,	25	1599	22	58
*Camperdown,	33	1923	27	12

DISTRICT OF CHESTER.

Chester Town,	144	8518	112	00
East Chester,	68	3511	46	20
Marriott's Cove,	65	3518	46	29
Chester Basin,	70	2988	39	31
Cross,	36	2755	36	24
Mill Road,	43	1920	25	26
Back of Lake,	63	2560	33	75
Gould's River,	77	4127	54	30
Martin's Point,	49	3242	42	65
Blandford,	51	2544	33	47
Bayswater,	28	1923	25	36
Fox Point,	56	2730	35	92
Pine Plains,	33	1420	18	68
*Forties,	41	1473	25	82
*Young's Island,	32	1578	27	68
*Beech Hill,	28	1145	20	06

COUNTY OF PICTOU.

Pictou Town,	620	38523	\$446	47
Carriboo River,	50	1721	19	95
Toney River,	72	2738	31	75
Cape John, McLeods,	32	1656	19	21
Cross Roads, C. J.,	32	1581	18	33
South Shore, C. J.,	57	1346	15	62
Elmsville, Holmes R.C.,	46	2086	24	19
Sand Marsh,	32	1772	20	55
Louisville,	29	1610	18	67
Brookville,	47	2315	26	85
River John Village,	216	12773	148	16
Welsford Bridge,	48	2087	24	21
Upr. Set. W.S. Wiers,	46	2110	24	47
West Branch Church,	36	1356	15	73
West Branch, R. J.,	35	1636	18	97
Head N. Wt. Dalhousie,	78	3787	43	35
South Mt. Dalhousie,	65	4185	48	55
Mt. Dalhousie, S. side,	34	1793	20	85
Rogers Hill (Upper),	42	1942	22	51
Carriboo Meadows,	45	2930	33	99
Rogers Hill, church,	63	4287	49	72
Hardwood Hill,	60	3013	34	95
Rogers Hill, Rogers,	70	4698	54	49
Six Mile Brook,	74	2118	24	59
Eight Mile Brook,	42	1648	19	11
Salt Springs,	53	2588	30	01
Mt. Thom, Old Road,	40	2343	27	17
Mt. Thom (Lower),	52	3061	35	59
Waterville (Axtulote),	66	2779	32	22
New Gairloch,	41	2451	28	44
New Lairg (Upper),	76	4017	46	59
Pleasant Valley,	36	2524	29	27
Fanuel Hall,	44	3821	44	31
Green Hill (Upper),	60	2680	31	09
Green Hill (Lower)	33	1831	21	23
Union Hall,	32	2272	26	35
Ten Mile House, W.R.,	44	2341	27	16
Durham,	66	3473	40	27
Leons Brook,	80	4480	51	97
Scotch Hill, McDonald,	33	1248	14	49
Fisher Grant,	67	3852	44	68
Carriboo Central,	30	1958	22	69
Sandy Cove,	48	2788	32	33
Three Brooks, Carriboo,	46	2699	31	31
Carriboo Island,	23	1100	12	75
Pictou Island,	39	2803	32	50
New Glasgow,	460	33541	388	97
Alma,	47	1859	21	58
Mid. Set., Mid. River,	21	735	8	51
White Hill,	38	2034	23	82
Marsh W. B. R.,	46	1060	12	29
Glenarry,	50	2446	28	36
Big Brook,	49	2005	23	24
Hopewell (Lower),	42	2593	30	07
Fish Poole,	39	2454	28	44
Island, R. River,	35	1938	22	46
Acadia Mines,	128	9394	108	99
Albion Mines,	339	22137	256	79
Springville,	42	1635	18	95
Elmsville,	88	3556	41	23
Upper Set., E. River,	84	3543	41	08
Blue Mountains,	55	2689	31	19
Garden Eden,	65	4512		
Waterville, E. River,	45	1965	22	98
Marsh, McLellan Mt.,	50	2227	25	81
McLellan Brook, Lowr.,	53	2439	28	30
Fraser's Mt., S. side,	33	1804	20	91
McLellan Brook, Upr.,	32	2190	25	38
Churchville,	57	3171	36	76
Big Gut,	42	2166	24	57
Loading Ground,	59	3129	36	28
Fraser's Mt., N. side,	27	1312	15	21
Little Harbor,	61	2890	33	53
Pine Tree,	49	2565	29	74
Sutherland River,	46	2661	30	84
Merigomish, West,	45	2100	24	34
Merigomish, Mid.,	54	2694	31	21
Peidmont,	76	2383	27	63
Barney's River, Mid.,	53	2851	33	05
Barney's River, Lower,	54	2904	33	69
Bailey's Brook,	85	3732	43	29
Knoidart,	47	2076	24	07
Bailey's Brook, Upr.,	39	1699	19	68
Big Island,	24	853	9	87
Marshy Hope,	26	676	7	83
Smithville, B. R.,	50	2073	24	03
Barney's R'r, A. McK's,	42	2300	26	67
French River, East,	63	2825	32	75
French River, West,	67	3400	39	42
W'tworth, Gt. Meikles,	40	1844	21	39
Mid. Little Harbor,	30	1483	17	19

Mid. River (Collier),	39	1680	19	47
Brooklin, E. River,	39	1882	21	81
Wentworth, Gt. S. R.,	41	1610	18	66
Westville,	212	11822	137	09
*River John Road,	25	1408	16	33
*Mountain Road, R.J.,	24	1896	21	98
*Johnston's Road, R.J.,	19	1404	16	27
*College Lands,	32	1926	22	33
*Black Brook,	46	3666	42	50
*Rogers Hill (Forks)	27	1426	16	53
*Mill Brook,	25	2110	24	46
*Brookville, S. Hill,	39	2996	34	73
*Moose River,	34	2393	27	74
*St. Mary's (Lower),	31	1730	20	06
*St. Mary's (Upper),	21	2108	24	44
*McLellan's Mt., Lwr,	40	2540	29	53
*Chance Harbor,	19	1369	15	86
*Marsh Head, B.R.,	27	1472	17	07
*New Lairg (Lower),	34	2094	23	29
*Wentworth Gt., M'sh,	18	1208	14	00
*McLellan's Mt., Upr.,	28	2140	24	87
*Hopewell (Upper),	20	782	9	06

COUNTY OF VICTORIA.

Baddeck,	112	6918	373	12
Big Baddeck,	52	3008	32	61
Mill Brook,	31	1501	16	49
Upper Baddeck,	41	1973	20	84
Peters Brook,	23	1233	13	02
Baddeck Bay,	16	680	7	18
Hunters Mount,	39	1487	15	70
E. Side Middle River,	41	1795	18	90
Church Middle River,	33	1483	15	06
W Side Middle River,	49	2069	21	86
N. Side L. Narrows,	21	748	7	89
S. Side L. Narrows,	23	967	10	21
McKinnon's Intervale,	44	3547	37	48
Grand Narrows,	55	4399	46	48
Gillis Point,	50	2258	32	85
Red Head,	49	3028	32	00
Plaster,	36	1822	19	25
Big Harbor,	23	1322	13	97
Cape Dauphin,	03	3096	42	22
Great Bras d'or,	56	1340	14	16
Big Bank,	76	3644	38	51
Kempt Head,	51	3526	37	26
Point Clear,	33	2822	29	82
Island Point,	62	3615	40	31
South Gut,	62	4540	47	68
English Town,	40	2522	26	05
Munro's Point,	60	2850	30	17
North River,	46	1905	20	13
Tarbert,	65	3119	32	95
Eel Cove,	48	2804	29	63
Indian Brook,	29	1231	13	00
Plaster, N. Shore,	49	2398	25	38
French River,	36	1534	16	20
Wreck Cove,	33	2475	26</	

Little Auce,	51	3851	37	07
Cape LaRonde,	01	4077	45	75
D'Escousse,	02	5241½	51	37
Richmond Mines,	01	4045½	39	57
Cariboo Cove,	58	3288	32	10
Basin,	61	5833½	57	06
Kempt Road,	01	3892	38	07
Grandique,	39	3214	31	44
Spt'z Mountain,	51	3080½	30	21
Scott's River,	20	2004	20	19
Cape George,	15	1041	10	18
Points,	28	1750	17	17
St. George's Channel,	30	1011	15	75
S. Mountain,	44	2445	23	92½
St. Peter's Island,	50	4710	40	13½
L'Ardoise,	59	4338	42	43
Grand River,	64	3277	32	00
L'Archevoque,	38	2558	25	02
St. Esprit,	46	2560	25	13
Head L. Lomond,	38	2521	24	06
S. Side Loch Lomond,	45	2914	22	04
N. Side Loch Lomond,	29	2410	23	03½
Red Island,	50	2287	22	37
Soldiers' Cove,	70	3198	31	29
Salmon River,	49	2590	25	33½
River Bourgeois, E.,	71	5135	50	23
River Bourgeois, W.,	50	3729	38	48
St. Peter's,	60	3594	35	16
Grand R. Road,	39	2011	19	07
Framboise,	54	3195	31	26
Gut of Canso,	35	1528½	14	95
Rocky Bay,	40	3434	33	69½
" Bray,	22	902	9	47
Orange,	68	5087	49	70
Cap. Augnet,	48	4007	39	20
River Tear,	34	2702	26	43
Marashe,	48	3957	38	71

Peter Mtn.,	49	3045½	29	39
Brymer,	00	4047½	45	30½
Edwards,	34	2283	22	33
McDougall,	60	2609	26	11
McNab's,	40	2780	27	26

COUNTY OF SHELburnE.

Et. Mid. Sable,	25	1545	18	36
Sable River,	49	3440	40	95
Louis Head,	22	1050	12	55
Little Harbor,	31	1930	23	00½
Et. Rag'd Islands,	34	2245	20	68½
Rag'd Island Bay Hd.,	50	3720	44	21
Locke's Island,	05	0302	75	00½
Jordan Falls,	50	3526	41	90
Jordan Bay,	45	2762	32	82
Shelburne,	218	17090	203	09½
Birch Town,	53	3638	43	23½
Roseway,	37	2420	28	76
Black Point,	48	2672	31	77
N. E. Harbor,	39	2244	26	66½
Indian Brook,	30	2197	26	11
Lower Ohio,	24	2062	24	50
Upper Ohio,	33	1733	20	59½
Middle Clyde,	25	1343	15	96
Church Over,	40	2603	30	93
Little Port Hebert,	19	812	9	65

DISTRICT OF BARRINGTON.

Lyle's Falls,	25	1844	17	98
Cape Negro,	31	1242	12	12
Blanche,	29	1939	18	91
Cape Negro Island,	34	2156	21	02
Upper Port la Tour,	55	3746	36	53
Lower Port la Tour,	49	3704	36	71
Baccaro,	53	3539	34	51

Hibbert's Brook,	07	4150	40	53
Passage,	107	8811	86	21
Doctor's Cove,	02	4454	43	44
Bear Point,	38	2469	24	08
Shag Harbor,	76	5772	50	29
Lower Wood's Hr.,	90	5899	57	52
McGray's,	57	3053	29	77
Newell's,	79	4091	39	89
Clarke's Harbor,	99	5282	51	51
South Side,	54	3413	33	29
Strong Island,	53	3990	38	01
Barrington Head,	68	4355	42	47
*Hill,	28	1261	16	44
*Oak Park,	53	3217	41	82
*West Wood's, H's,	21	1540	20	02

COUNTY OF ANNAPOLIS.

Erratum.—The following Poor Sections were omitted under ANNAPOLIS COUNTY Distribution of County Fund in the last number of the Journal:

*Leonard,	02	3543	\$48	71
*Hillsburne,	40	1825	25	09
*Leitchfield,	38	2020	27	85
*Fundy,	18	517	7	10
*Victoria Beach,	60	3775	51	89
*Guinea,	28	1424	19	57
*Princeville,	22	1042	14	32
*Virginia,	34	1078	14	81
*Birchtown,	12	760	10	44
*Graywood,	37	2567	35	29
*Milford,	36	2222	39	54
*Dargie,	24	1766	24	27

BORDER SECTION.

*Sherbrook West,	28	502	81	5
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SPRING EXAMINATION, 1870.

STATIONS.	Grades.					Totals.
	A.	B.	C.	D.	E.	
Amherst.....	3	3	27	18	.....	51
Antigonishe.....	9	27	15	18	.....	69
Baddeck.....	7	10	19	2	.....	38
Bridgetown.....	19	42	9	.....	.....	70
Digby.....	1	1	1	5	.....	8
Guysborough.....	2	9	17	1	.....	29
Halifax.....	6	38	59	11	.....	114
Kentville.....	8	40	11	.....	.....	59
Liverpool.....	1	12	10	1	.....	24
Lunenburg.....	1	6	12	5	.....	24
Margree Forks.....	5	22	13	.....	.....	40
Normal School.....	1	10	36	6	.....	53
Pictou.....	11	52	43	4	.....	110
Shelburne.....	1	8	7	1	.....	17
Sherbrooke.....	1	8	16	2	.....	27
Tangier.....	.....	.....	1	3	.....	4
Truro.....	1	7	36	61	5	110
Windsor.....	10	16	7	2	.....	35
Yarmouth.....	2	10	9	3	.....	24
Totals.....	6	104	400	338	58	906

The above Table shows the number of persons examined in March last. The delay in furnishing many of the candidates with the usual memorandum, exhibiting the results of the recipient's examination has been unavoidable, and is much regretted. Extraordinary circumstances have contributed to produce this delay. But few persons not directly connected with the administration of the Education Office, are aware of the large amount of labor an examination devolves upon that department. When, from any cause, checks are experienced in the performance of one branch of work, delays necessarily follow in the accomplishment of those branches subordinate to it.

The citation of one fact will give a slight idea of the amount of the work alluded to. The number of distinct papers written by candidates and requiring examination, and more than the usual handling, was Eleven Thousand Eight Hundred and Fourteen (11,814.)

CORRESPONDENCE.

UNIVERSITIES.

Mr. Editor:—In every thing that relates to material greatness, the United States occupies a first rank among the nations of the world; but with regard to intellectual greatness, their position is relatively lower than that of many others. The first place in this respect is generally conceded to Germany. In metaphysics, in philology, in history, in theology, both orthodox and heterodox, Germany undoubtedly takes the lead, whilst France and England are rival claimants for the second place, and each may point to remarkable achievements in every branch of philosophy, theology and science. Now, on none of these things can the United States pretend to occupy a place commensurate with their greatness in other respects. With a population of forty millions they have fewer original thinkers than Scotland, with a population of less than four millions. In fact, the intellectual position of the United States is at present entirely a provincial one. They are content to receive the thought of Europe. They furnish but little original thought to the world. It is therefore an interesting subject of inquiry—Why such a thing should be?—why it is that a nation which claims to be first in war, first in peace, and first in its natural resources, should be inferior to petty European nations in the position which it holds with reference to first-class thought.

Many different reasons have been assigned for this. One is that America is a young country, and has not yet attained to maturity of thought. This is one of the commonest excuses, and yet it is based upon a falsity. America is politically a young country, it is true, but still it has the civilization of the nineteenth century, and enjoys all the results of the past. It is not called upon to make its civilization, but found it ready made. Its people came from Europe, and should be considered as mature in mind as their brethren in the old world. Another excuse is, that the people of the United States are too much engaged in practical pursuits to think much of intellectual. This, however, is quite untrue, for, in point of fact, they have a larger population engaged in such intellectual pursuits as teaching, preaching, and newspaper editing, than either France or England. A third excuse is, that the political exigencies of the nation have attracted their ablest thinkers. Yet a statement like this needs only to be made in order to be answered; for it is notorious that, in the United States, politics do not engage the best minds. It is asserted there that politics have become vulgarized, and there is a common complaint that the best minds of the



nation hold aloof from an active interest in the affairs of the nation. Still another excuse is presented, to the effect that commercial pursuits hold out such great inducements that they attract nearly all to themselves. The answer to this, however, is found in the large proportion of teachers and preachers, as above mentioned, who certainly are not in the way of making fortunes.

Turning aside from all these, we find a better reason assigned by some who have turned their thoughts to the subject. They see a surer cause for this difference between their country and others in the university system which maintains in the United States, and think that the absence of high thought and high culture may be traced to the absence of those great communities of thinkers which may be found in Europe. They assert that there are no great centres of thought and culture; that the vast resources of the United States have been misapplied; that while much money has been spent, it has been dissipated on a multitude of small colleges; and that the great interests of the nation have been sacrificed to the prejudices of religious denominations.

This view may, or may not, be a correct one; but, at any rate, there is something in it—much, indeed, that at first sight appears just. For if we examine the character of American colleges, we find the greater number denominational. This system was adopted at the outset. At the outset, also, the colleges were necessarily more like schools than universities. At the present moment the greatest seat of learning in the United States is Harvard University. It was begun on the denominational system, and was out of the control of the State. Changes have taken place in it, yet still it is essentially denominational: it cherishes also its early traditions; its students are boys rather than men; and it would be difficult to say how long it will before Harvard can rival Oxford. Efforts have been made in other directions. Turning aside from the denominational colleges, we find two other classes represented. One class is created by the State, and the best example of these may be found in the University of Michigan. Another class is found in some which have been created by private effort chiefly, and in strict subjection to a wise and liberal theory, the best example of which may be seen in Cornell University. Admirable as both of these last mentioned institutions may be, they, however, are far from being commensurate with the resources and the necessities of such a nation as the United States. It is felt that between the needs of the United States and the supply there is a vast difference, and it has already become a serious question among earnest minds there, how the necessity may best be met. Various suggestions have been made, but none seem to satisfy the exigency of the hour as well as the proposal for a National University. The advocates of this plan recommend an Institution which shall be worthy of the nation, and be the equal of the great universities of Europe. They assert that it is of as much importance as the Pacific railroad. They ask for a University where there shall be Professorships endowed liberally enough to attract the best thinkers of Europe; and Fellowships and prizes to stimulate the intellect of America. They wish for endowments worthy of a great people, so that inducements may be offered to a community of scholars and thinkers to spend their lives in intellectual labor. They think that if this were done the effect would be felt in one generation. By that time they hope that the United States would be raised to an equality with France and England; and, indeed, with the abounding life and energy of this young country, they see no reason why a class of scholars and thinkers should not be produced who would surpass the world.

For us in this Dominion, the United States must often serve as an example. Already we have followed in the footsteps of our brethren across the border in many things. We have adopted their school system; their college system may also be seen among us; and when they begin thus to propose educational reforms, it will be well for us to see if our own circumstances will not admit of a similar reform?

The condition of our colleges, considered as a whole, has much resemblance to that of the United States colleges, though of course there are some material differences. Looking over these Provinces, we find a large number scattered about without any great centres of education. Among the lower provinces there are Newfoundland and Prince Edward Island without any. Nova Scotia, however, seems to make up their deficiency in this respect, for we possess no less than five. New Brunswick has Sackville, which belongs half to Nova Scotia; and its Provincial University, which

is smaller than some of our own colleges. In Canada we notice Toronto, McGill, Kingston, and a considerable number of smaller institutions. In looking over all these it is not too much to say, that so many colleges in so small a population is certainly a great dissipation of strength and resources, which, if united and more widely expanded, would lead to far different results. This, indeed, is the opinion of many thoughtful educationists of the Dominion, and already various plans have been made, looking toward a reformation of our higher education. One plan is that each province organize a Provincial University on a larger scale, making use, as far as practicable, of the colleges already in existence. Another plan is, that one University be established for the maritime provinces, another for Quebec, and another for Ontario. A third proposal embraces the idea of a National University for the Dominion, and resembles that which has been proposed, as above mentioned, in the United States. If this last plan were possible, it would indeed be the greatest conceivable blessing for our young nation. We want a great University, with a great library, with great inducements to entice men to thought and study. So great a thing, however, may scarcely be practicable, and something less important must suffice. Yet, in any case, the country needs some action of this sort from its government. Something should be done, and done generously. There should be universities with libraries, prizes, honors, and large rewards to men of brains, large enough to induce such men to devote their lives to thought and study, without any idea of seeking more money-making employments.

Denominational colleges have been tried throughout all America, and have been found wanting. Our government has grappled with the question of Common Schools; it is now time to take up the equally important question of the Universities. So long as a Reform is made, it matters not whether it be effected by the Dominion government or by the local. Let the denominations stand aside, and stop their warfare for a time, until a University may be established that shall stand apart from religious questions. The government may safely overlook the dissensions of sects, and act for the nation. Some of our denominations have already embraced most eagerly the principle of unsectarian common schools; these, at least, ought to embrace the principle of unsectarian universities. After accepting one, there is no alternative but to accept the other; for the arguments which maintain the one, maintain the other, and the two must stand or fall together.

#### THE MISSING SHIP.

Breeze, thou hast swept o'er the stormy Atlantic!  
Thy kisses are fresh, with the salt of its spray;  
Knowest thou nought of the ship that is missing—  
The ship that sailed bravely and blithely away?  
Answer! oh answer!

Wave, let the seething of turbulent waters  
Send thee to break on the still, sunny beach;  
Say, did she yield to the winds and the darkness?  
Or spread her white sails till they bore her from reach?  
Answer! oh answer!

Where have ye stranded her, winds of the ocean?  
Where have ye scattered her, waves of the sea?  
What is the fate that hath claimed her and wrapped her?  
Whisper, oh whisper the secret to me!  
Answer! oh answer!

Thou that controllest the might of the tempest;  
Thou that restrainest the wing of the wind;  
Thou, in thy ken, holdest all of this mystery;  
Lift up the veil and show what is behind.  
Answer! Lord, answer!

For, behold, there are hearts that cry out in the night time,  
Who have no delight in the face of the day;  
Hearts that go out on the wild waste of waters  
To look for the ship that sailed blithely away.  
Answer! Lord, answer!



OFFICIAL NOTICES.

I.

UNION OF THE SCHOOL DISTRICTS OF LUNENBURG AND NEW DUBLIN.

In accordance with the resolutions passed by the Boards of School Commissioners for the Districts of Lunenburg and New Dublin, requesting a union of the said District, in terms of Section 13th of the Act to amend the Existing Laws relating to Education, 1869.

It is ORDERED, by the Council of Public Instruction, that the School Districts of Lunenburg and New Dublin, in the County of Lunenburg, hereafter be and constitute one School District, to be known as the School District of Lunenburg and New Dublin. The Board of School Commissioners for such district shall hold its regular semi-annual meetings as follows:—The meeting of May in each year at Bridgewater on the second Friday in the month, and the meeting of November at Lunenburg on the second Friday in the month.

December 16th, 1869.

II. School Books—Superior School Grants.

In consequence of the increased drafts required for Teachers of Common Schools, the Council finds the funds at its disposal inadequate to meet all the expenditures contemplated by the School law. At the same time the Council is desirous of resuming the supply of Books and Apparatus to the Schools at reduced rates for another year. It is therefore ordered, with the concurrence of the Superintendent of Education, that no further sums be paid to competitors for the grant to Superior Schools, and that the sum allowed by the law for that purpose be applied towards furnishing the Schools with Books and Apparatus at the rates fixed by the order of October, 1868. [This Order is not to affect the unpaid grant of the past term.]

October 15th, 1869.

III. Examination of Teachers.

"The half-yearly Examination for license to teach in the Public Schools, shall be held in March and September of each year. Examinations to begin on Tuesday the ninth day preceeding the last Thursday of said months."—*Reg. Council Public Instruction.*

NOTICE IS HEREBY GIVEN, That the next semi-annual Examination will begin on

TUESDAY, 22nd March next, at 9.30 o'clock, A.M.

Deputy Examiners will be strictly forbidden to admit any person to be examined who fails to be present on the day and hour named.

Candidates are required to forward to the Inspector, not later than FEBRUARY 1st, a written notification of their intention to be examined, and of the grade of license for which they will apply. Candidates are to undergo Examination in the grade of which they have notified the Inspector. Seats will not be reserved for any who do not forward notification as above. Applications may be made for examination at one of the following stations:

STATION.	DRESS.
Sydney.....	E. Outram, Sydney.
Baddeck.....	A. Munro, Boulardarie.
Margaree Forks } Port Hood..... }	John Y. Gunn, Broad Cove.
Crichat.....	Remi Benoit, D'Escousse.
Guysboro' } Sherbrooke }	S. R. Russell, Guysboro'
ntigonish.....	A. McIsaac, ntigonish.
Pictou.....	D. McDonald, New Glasgow.
Cumherst.....	Rev. W. S. Darragh, Shinimicas,
Truro.....	H. C. Upham, Great Village.
Halifax } Tangier }	J. F. Parsons, 30 Ibro St., Hx.
Windsor.....	Rev. D. M. Welton, Windsor.
Kentville.....	Rev. Robt. Sommerville, Wolfville
Bridgetown.....	Rev. Geo. Armstrong, Bridgetown
Digby.....	A. W. Savary, Digby.
Yarmouth.....	G. J. Farish, Yarmouth.
Shelburne.....	Rev. W. H. Richan, Barrington.
Liverpool.....	Rev. D. O. Parker, Liverpool.
Lunenburg.....	W. M. B. Lawson, Lunenburg.

Candidates are to furnish their own writing material. Candidates already holding license of any grade from the Council of Public Instruction, are required to give the number of the same at the Examination. All Candidates for License will be required, on presenting themselves for examination, to furnish a written certificate of good moral character, signed by a minister of Religion, or by two of Her Majesty's Justices of the Peace. These certificates are filed in the Educational Department, together with the other papers relating to the candidate's Examination.

The use of books or manuscripts will be strictly prohibited.

Persons not intending to engage as Teachers in the Public Schools will be required, on presenting themselves for Examination, to make payment to the Deputy Examiner as follows:—Grade E, \$0.37; D, \$0.50; C, \$0.75; B, \$1.00; A, \$1.00. Also, teachers wishing to be re-examined in any grade for which they already hold a license, will be required to make payment to the Deputy Examiner as above.

Candidates for license of the grade who have already made an average of 75 or upwards on Grade B, are to work papers on those subjects only which are peculiar to grade A. Such Candidates are required to present themselves for examination (with their licenses or memoranda) on THURSDAY noon. Other candidates for grade will present themselves at the opening of the Examination on Tuesday.

An exercise in spelling will be held on Thursday afternoon at 3 o'clock, for Candidates who at any previous examination made an average of 60 or upwards in the Examination for 1st Class, and were debarred from receiving license of the 1st Class by reason of bad spelling. The list will contain a number of ordinary English words to be written at Dictation, and any such candidate not making more than 6 errors will be granted a license of the 1st Class without further examination.

\* Every person examined will be informed by mail of the result of his or her examination, as soon as decided.

IV. 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.

V. 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 this \_\_\_\_\_ 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 (names 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.

**VI. 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 or 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 a 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."—*Comments and Regulations of Council of Public Instruction, p. 45, reg. 2*

**VII. 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, Esq.
- Principal of the Normal College and Model School
- English Language, Geography &c.—J. A. MACCABE, Esq.
- Mathematics.—W. R. MULLOLLAND, Esq.
- Music.—Miss M. BECEWITH.

Drawing : \_\_\_\_\_

**MODEL SCHOOL.**

- High School Department, Mr. EDWARD BLANCHARD.
- Preparatory " Mr. JAMES LITTLE.
- Senior Elementary " Miss FAULKNER.
- Junior do. " Miss A. LEARN.

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."

**VIII. 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."—*School Law of 1866, Sect. 42*

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].





Packages (12 slips) of blank drawing paper, for model cards, 4cts. pr. pack  
 Blank drawing books, for model cards, 13 cents each.  
 Blank drawing paper, for Sketch Books, or model cards, 42cts. per quire  
 Drawing Pencils, F, 34 cents per doz.  
 " B, " " "  
 " BB, " " "  
 " HB, " " "  
 " H, " " "  
 India Rubber Erasers, 13 cents per doz.

## DIAGRAMS.

For purposes of illustration, and "Oral Lessons."  
 Forest Trees (12).....\$0.31 per set.  
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 Botanical Prints (roots, stalks, leaves, &c., 26) 0.89 "  
 Notes of Lessons on do. do. do. .... 0.05 "  
 Wild Flowers (96)..... 1.98 "  
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 Patterson's Plates of Animals (set of 10, mount-  
 and varnished)..... 12.50 "  
 Staples' Writing Charts.....\$1.50 per set.

## GEOGRAPHY.

Calkin's Geography and History of Nova Scotia, 12½ cts. each.  
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 North America..... 1.52 " to the Con. of Europe.) 1.52 "  
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 Eastern Hemisphere. } per set. Palestine..... 1.52 "  
 England..... 1.52 " Gen'l Map of Bible Lands 1.52 "  
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 and Quadrant)..... \$4.50  
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 Orbis Veteribus Notus.\$1.36 each Asia Minor Antiqua... 1.36 "  
 Italia Antiqua..... 1.36 " Orbis Romanus..... 1.36 "

## HISTORY.

Hodgins' School History of British America, \$4.13 doz.  
 or, Boyd's Summary..... 1.26 "  
 Curtis' Chronological Outlines of Eng. History 0.90 "  
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 (Revised Edition)..... 3.74 "  
 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).... \$0.30 doz.

## ECONOMIC SCIENCE.

The Chemistry of Common Things.... \$0.23 each  
 How Plants Grow..... 0.68 "

## CLASSICS.

Latin.—Bryce's First Latin Book..... 30 cts. each  
 Bryce's Second Latin Book..... 53 "  
 Edinburgh Academy Latin Grammar. 30 "  
 Or, Bullion's Latin Grammar..... 79 "  
 Arnold's Latin Prose Composition... 95 "

## AUTHORS—OXFORD EDITIONS.

CÆSAR, de Bello Gallico, 1 vol., bound, 35 cts: Lib. I.—III. (with short  
 notes), 1 vol., paper, 18 cents.  
 VIRGIL, (complete), bound, 38 cents: the Georgics (with short notes),  
 1 vol., paper, 30 cents: the Æneid, Lib. I.—III. (with short notes),  
 paper, 15 cents.  
 CICERO, de Off., de Sen., de Amicit., 1 vol., 30 cents: de Sen., and de  
 Amicit., 1 vol., (with short notes), paper, 15 cents: Oration for the  
 Poet Archias, (with short notes,) paper, 15 cents.  
 HORACE, (complete), bound, 30 cents: the Odes, (with short notes),  
 paper, 30 cents.

## DICTIONARIES.

White's Junior Scholar's Latin-English Dictionary.. \$1.13 cts. each.  
 " " English-Latin " 0.82 "  
 Greek.—Bryce's First Greek Book... 38 cts. each.  
 Bryce's Second Greek Book..... 53 "  
 Bullion's Greek Grammar..... 86 "  
 or, Edinburgh Academy Greek Grammar 53 "  
 Arnold's Greek Prose Composition... 86 "

## AUTHORS—OXFORD EDITIONS.

XENOPHON, Anabasis, bound, 30 cents.  
 EURYPIDES, Alcestis, (with short notes), paper, 15 cents.  
 XENOPHON, Memorabilia, bound, 20 cents.  
 HOMER, Iliad, (complete) bound, 63 cts.: Lib. I.—VI. (with short notes),  
 1 vol., paper, 30 cents.

## LEXICONS.

Liddell & Scott's Greek-English Lexicon (abrgd.).. \$1.13 each.  
 Yonge's English-Greek Lexicon..... 1.40 "

## X. Evening Schools.

The Council of Public Instruction has made the following Regulations  
 in reference to Evening Schools:

1. Trustees of Public Schools may establish in their several Sections

Evening Schools, for the instruction of persons upwards of 13 years of age,  
 who may be debarred from attendance at the Day School.

2. Such Evening School shall be in session 2½ hours; and in relation  
 to Public Grants, two evening sessions shall count as one day. The Pro-  
 scribed Register shall be kept, and a Return of the school made in the  
 form directed by the Superintendent.

3. Books and School materials for such Evening Schools will be furnish-  
 ed at the same rate, and subject to the same conditions as for day schools;  
 provided always that no pupil of an Evening School shall have power to  
 demand the use of books free of charge, but shall, on the other hand, have  
 the right of purchasing from the Trustees at half-cost, if he should desire  
 to do so.

4. No portion of Provincial or County funds for Education, shall be  
 appropriated in aid of Evening Schools, unless teachers are duly licensed.

5. The Council would greatly prefer that the Teachers of Evening  
 Schools should be other than Teachers of Day Schools; but where this may  
 not be practicable, it shall be legal for the Teacher of the day school to  
 teach day school four days in the week, and evening schools three even-  
 ings in the week.

## XI. Address of Inspectors.

J. F. L. Parsons B.A..... Halifax.  
 Rev. D. M. Welton, M. A..... Windsor.  
 Rev. Robert Sommerville, B.A..... Wolfville.  
 Rev. G. Armstrong, M.A..... Bridgetown.  
 A. W. Savary, M.A..... Digby  
 G. J. Farish, M.D..... Yarmouth.  
 Rev. W. H. Richan..... Barrington.  
 Rev. D. O. Parker, M.A..... Liverpool.  
 W. M. B. Lawson..... Lunenburg.  
 H. C. Upham..... Great Village.  
 Rev. W. S. Darragh..... Shinimicas, Cumberl'd 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.

## ADVERTISEMENTS.

## EDUCATIONAL ASSOCIATION.

The opening of the Annual Convention will take place in Pictou, on  
 Tuesday, 27th December next, at 7 p.m.

Local Associations and members of the Provincial Association having  
 any subject to bring before the Convention will please communicate with  
 the Managing Committee before December 1st.

When further arrangements are made, notice will be given in the  
 JOURNAL OF EDUCATION.

By order of the Committee,

J. HOLLIES, Secretary.

Dartmouth, June 20th, 1870.

## SITUATIONS WANTED!

In a graded School, on the first of May next, by a Female Teacher,  
 holding a Provincial License of the First Class, of 1½ years' experience,  
 and a graduate of the Normal School.

Good references can be given.

Address,

H. S. H.,  
 Mill Village,  
 Queens Co.

A FEMALE TEACHER, holding a first-class Prov. License from the  
 Normal School, desires a situation in a graded school. Salary \$200  
 for the school year. Has two and-a-half years experience, and can  
 give good reference.

Address,

M. A. T.,  
 Cross Roads,  
 Country Harbour, Co. Guysboro'.

## The Journal of Education,

Published every two months, under authority of Act of Parliament—  
 FEBRUARY, APRIL, JUNE, AUGUST, OCTOBER, DECEMBER—and furnished  
 gratuitously to Trustee-Corporations, and to such Teachers as are speci-  
 fied in Sect. 6 (15) of the law concerning Public Schools.

Any person not entitled to a copy free of charge, will have the Journal  
 sent to his address, postage prepaid, on payment of FIFTY CENTS per  
 annum, in advance.

The Journal will be forwarded, postage prepaid, direct from the office  
 of publication to Trustee-Corporations and to Teachers entitled to receive it.

Trustees will file and preserve the Journal as the property of the sec-  
 tion they represent, to be handed over to their successors in office. Each  
 number should be properly stitched and cut open before being read.

Teachers wishing situations will have the privilege of inserting a brie-  
 advertisement (class of license, experience, references, salary, and ad-  
 dress,) for one month, free of charge. Trustees in want of teachers will  
 be allowed a similar privilege.

All Communications intended for insertion in the JOURNAL should be  
 forwarded before the 15th day of the month preceding the month of pub-  
 lication. Communications to be addressed "EDUCATION OFFICE, HALI-  
 FAX, N. S."

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