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T H E

JOURNAL OF EDUCATION.

FOR THE PROVINCE OF NOVA SCOTIA.

THE PROVINCIAL NORMAL SCHOOL.

THE next session of the Normal School begins on the first Wednesday in May. None but holders of valid licenses are admitted as pupil-teachers. Each candidate for admission is required to present his or her license to the Principal. Teachers can not gain admission to the Normal School after the first week in the session, except at the option of the Principal.

There was a large attendance during the last session, and we fear there will be some difficulty in accommodating all who desire to attend the coming term.

ATTENDANCE AT SCHOOL, 1868.

THE attendance at the public schools during the years 1865, '66, and '67 was so far in advance of previous years, and reached in the latter year so high a figure, it was to have been expected that the distress which prevailed a year ago in so many parts of the province, coupled with the monetary depression which has characterized the whole of the past year, would have seriously reduced the attendance at school. We are glad, however, to be able to state that the extraordinary attendance of 1867 was not only equalled but considerably surpassed during the last year. The official returns shew that there were registered in the Winter Term of 1868, 65,083 pupils; in the Summer Term, 72,141; and that 88,707 different pupils were at school during some portion of the year.

AT the recent Examination of Teachers, upwards of 950 candidates presented themselves.

WE regret that in the printing of the Questions for the recent Examination, several typographical errors occurred.—Some of these were detected in time to notify the Deputies in relation to them. One of the Algebra questions for Grade B and another for Grade C, were afterwards discovered to be rendered absurd by mis-print. We give them here as they stood in the original copy:—

(v)

4. Given $\frac{x}{4} + y = x - \frac{y}{8}$, and $xy + 4 = 100$; find the value of x and y . [The misprint gave a 2 instead of the 8.]

(c)

6. There are three numbers such, that the first added to half of the second equal 14; the second added to a third of the third equal 18; and the sum of the second and third is 30, find the numbers. [The italicised words were omitted.]

The Examiner in Mathematics has been requested to make every reasonable allowance in favour of candidates on account of the errors in questions.

THE number of teaching days in the present Term is 121.

ERRATUM.—*Journal of Education*, February, 1869, third subject for Educational Tracts.—CO-OPERATION or *How the House can help the School*, read CO-OPERATION or *How the Home can help the School*.

THE CHEMISTRY OF COMMON THINGS.

TEACHERS who are preparing for Examination in Grade B, are notified that the examination questions in Agricultural Chemistry will in future be given upon the subjects embraced in the prescribed text-book, **THE CHEMISTRY OF COMMON THINGS**. We desire to call the special attention of teachers of all grades to

this admirable text-book. The matters of which it treats are of the highest practical interest, and the pupils of our schools should become as familiar with them as with household words:—

The Constituents of the Atmosphere.

The Plant, and what it Feeds on.

The Plant, and what it Yields us.

The Animal, and what it Feeds on.

Importance of Saline Food.

The Saline Food of Plants and Animals.

The Decay of Plants and Animals.

The Circulation of Matter.

Teachers who are unable to introduce this work as a text-book will find it a store-house of materials for an extended course of Oral Lessons, at once accurate in information, interesting, and profitable. The following are the concluding sentences of the book:—

580. Man owes much to the atmosphere; for it gives him pure air to breathe; it carries away his bad gases; it feeds the plants he requires as food; and it wafts his ships from shore to shore.

581. Man owes much to the ocean; for it rises into the air and rains down water to refresh his fields, and to cleanse his home and self; it issues forth as springs, and runs through the country as rivers; whilst it forms a highway on which his ships can glide to distant lands.

582. Man owes much to the land; for it hands him sandstones, limestones, coal, ironstones, and precious metals; it gives him salt and other saline matter for food; and affords him anchorage ground in his sojourn through space.

583. Man owes much to plants; for they suck in the noxious gases of the air, and make him food therefrom; they give him wood and coal, cotton and linen, spices, perfumes, and medicines.

584. Man owes much to animals; for they aid him in his daily toil; they afford him nourishment in its most condensed and suitable form; they clothe him with material to resist the inclemency of the winter; and they watch over his welfare during the dark hours of midnight.

585. And man owes everything to God, who governs all things, and has so ordained that the atmosphere, the ocean, the land, the plants, and the animals, should minister to his wants; who lights up and guides each star in its course through space; who watches over each drop of water as it sojourns from ocean to sky, from cloud to earth, and from river to ocean again; who directs each atom of gas and salt as they perform their endless circuit, from atmosphere and soil to plant, from plant to animal, and from animal to atmosphere and soil again; who so allots each atom of matter, that, whilst all is in endless motion, and forms part of a mighty circle, yet nothing is lost, and the minute as well as the great fall in and form part of a Mighty Plan.

READING.

By ROBERT ROBINSON, *Inspector of National Schools Ireland.*

DEFINITION OF GOOD READING.—Reading may be called good when it is easy, yet not slippant; clear and firm in tone, without show or affectation; definite and exact in enunciation, without a parade of distinctness; expressing at the same time the true meaning intended, and joining with this expression judgment and taste.

DEFECTS OF READING.—It unites expression with understanding; and, therefore, its chief defects must relate to the comprehension of the text, and to the tone and manner in which the sense is conveyed. Defects in tone and manner are indistinctness, hesitation, affectation, monotony, unnatural pitch of voice, mal-pronunciations, &c. Of these, I intend to exclude pronunciation; for although a boy may pronounce badly, yet he may be able to collect easily and truly the statements of the author, and convey them clearly and forcibly to others; and these, as I take it, are the two most important elements of reading, and about the only ones we have a right to seek for in most of our primary schools, or that we are at all likely to attain.

ERRORS OF PRONUNCIATION.—Many teachers look upon the correction of such errors occurring in the reading as the most important of their duties. In their extreme desire to secure purity of utterance, they overlook the child's comprehension of the text, and the force and correctness with which he makes himself understood. They appear, as the Rev. Mr. Grant describes them, "to

be lying in wait for provincialisms," and by their captious manner, and their constant fault-finding, they worry and distract their children until they force them to commit, in their perplexity, errors which they otherwise might have escaped.

BEST PLACE TO ATTEND TO MAL-PRONUNCIATIONS.—Errors of pronunciation consist chiefly of provincialisms and local peculiarities, and can, therefore, be best checked in that conversational intercourse which always exists between the teacher and children during school hours. They are reducible, as Dr. Woodford remarks, to a few great heads, and therefore it is obvious that a short column of words and a few simple expressions might be selected to represent the whole, which, being carefully and repeatedly pronounced every morning, or as occasion may suggest, would serve for their correction.

DEFECTS IN READING ARE ALMOST UNIVERSAL.—The defects which I do retain under the head of bad reading are, I regret to say, almost universally met with, notwithstanding the improvement that must have taken place within the last twenty years in the education of the people of Great Britain and Ireland. Inspectors and other educational authorities continually refer to them. The Rev. Mr. Cook says, "The reading is hasty, monotonous, and unintelligible." Mr. Moseley "is not aware that in any school is attention given to just expression or correct emphasis." Mr. Thurtell: "It is in general extremely monotonous." Mr. Alderson: "I have found, in the course of my inspection, nothing more annoying than the indistinct mumbling which in many schools passes current for reading." Mr. Brodie: "By great courtesy only and forbearing allowance can that inaudible sound, which, because a pupil is standing with a book in his hands and his lips are doubtfully moving, you hope to hear, but might as easily hope to see, be called reading. Occasionally, but rarely, the other extreme prevails, and the whole class shrieks. Stops are disregarded, and the reader speedily sits down, or, if a female, droops into her place, with a serene indifference to the last words of the sentence, joyous anyhow to have rushed through the small portion of an ungenial task." While in his report for the next year he adds, "There is imperfect enunciation and articulation, slurring over of final letters and syllables, little attention to stops, unheeded emphasis, mumbling, inaudibility." Mr. Wilkinson, in the same year, corroborates this statement. He says: "During the past year I have frequently had to complain of the inaudible mumbling, particularly among the lower classes of my schools, which frequently passes current for reading." Again, in Ireland, Mr. Sheridan, Head Inspector, reports that—"Almost universally the practice is to accustom the small children to utter the words *one by one*, and in the same tone throughout, which is always several degrees higher than the natural or speaking tone."

My own experience as an inspector is in accordance with the statements of these gentlemen. I have found that even with the most advanced children the tone is monotonous, unnaturally high, and, generally, so unlike the tone in which they speak, that, when a child ceases to read and begins to enter into conversation, so great a difference is manifested, that one might suppose he was listening to different persons.

REASONS ASSIGNED BY THE INSPECTORS IN IRELAND.—Many different reasons have been assigned for the prevalence of these defects. In Ireland, the inspectors attribute their existence to "the infrequency of teaching reading," "to its not being taught as a distinct lesson," "to the neglect of it in favour of geometry, mensuration, &c.," "to the habit which most teachers have of interrupting the children to correct errors of pronunciation, or to ask questions on the subject-matter of the lesson, or to require the derivation or meaning of some word;" to the fact that "the monotonous pronunciation of the words incidental to the early attempts at reading are not diligently removed as the pupils gain fluency."

CAUSES ASSIGNED BY THE INSPECTORS IN ENGLAND.—In Great Britain, the causes assigned, in addition to the above, are: (1) Teachers' unwillingness to engage in the mechanical work of the school; (2) Pupils and teachers are too easily satisfied; (3) Shape of class; (4) Pupils do not read enough, owing to the size of class, and time spent in questioning, spelling, meanings, taking places, &c.; (5) Masters not conscious of the necessity which exists for applying special remedies; (6) Too much noise in schools; (7) Reading sentence by sentence, in order of position, and others too numerous to mention here.

THESE CAUSES CAN BE TRACED TO TEACHERS' NEGLIGENCE.—These causes may, I regret to say, be fairly attributed to some fault in the teaching body. There is scarcely any subject which requires more earnest care, constant labour, and never-failing patience, on the part of the teacher, than reading; but there is no subject on which, in my opinion, a conscientious master should produce a more marked effect, as it is brought almost continually under his notice from the first day of the child's school life until its close.

I. RULES TO PRODUCE GOOD READING.—The following rules for teaching reading are chiefly drawn from my own experience. They are easy of application, and in the majority of cases they have proved effectual. I have arranged them, so far as they will admit of so simple a classification, under two heads. These designed chiefly to secure expression, and those whose chief object is to make the children collect the meaning of the passage read.

I. RULE OF IMITATION.—The great means to produce correct expression in reading may be said to consist in a steady adherence

to one rule—THE RULE OF IMITATION; that is, to reading the sentence as it ought to be read, and causing the child to exercise his powers of imitation upon the model thus placed before him.

Reading is, after all, but cultivated talking, and must, of necessity, be acquired as speaking itself is—by imitation. Where it is taught—that is, taught in the true sense of the word—the style of master and pupils ought to be very nearly the same; and this supplies a test, not, indeed, as to the quality of the reading, but as to whether it has been faithfully and earnestly attended to or not.

TWO WAYS TO APPLY THE RULE.—There are two ways in which the rule of imitation may be advantageously employed in practice: (1) Where the master reads and the child listens, and then endeavours to reproduce; (2) Where both read together. This last should be resorted to, however, only with the most backward, and chiefly in the junior classes; and, whenever used, the master should avail himself of the earliest opportunity of dispensing with it in favour of the other, which is the most rational and correct; for, when both read together, the master, being engaged in reading himself, cannot sufficiently attend to the errors of the child; and the child, being so completely engrossed with his own efforts on the one hand, and the master's style and tone on the other, is in danger of being too confused to imitate correctly, and must to a certainty lose the substance of what he reads.

A THIRD WAY DESCRIBED BY MR. FLETCHER.—There is, indeed, a third way of applying this rule, but, in my opinion, not so good as either of the others. It consists in allowing the child to make an effort himself, and then giving him the model, so that he may compare his own results with the true standard. Mr. Fletcher thus describes it: "First, the selected hard words are spelt by each child in rotation, the monitor spelling them correctly *after* each, and not before it, that it may be enabled to appreciate the correction, if there be any, through having already made an effort. Next, each boy reads a *word* of the text, which is also read correctly *after* him by the monitor; a *whole clause* is then read by each in like manner, and under like correction. Finally, each reads a sentence completely, and, when he stumbles, appeal is made to other boys, when he who makes the true correction gains one place, and but one."

The same gentleman describes the application of one of the other plans to the teaching of the junior classes thus: "The monitors (who should all read very well) read the lessons sentence by sentence after them, round and round the class, until all have read each sentence, and then they read without the leadership of the monitors."

HINTS TO CARRY OUT RULE PROPERLY.—When reading *with* the child, the teacher ought not to let his own exemplar reading be too continuous. He ought, occasionally, to cease, and allow the child to fill up the blank by himself, lest in the end he acquires the habit of repeating merely what he hears, and not what he sees. These blanks can be left in the easiest or most difficult parts, and made longer or shorter according to the proficiency of the child himself.

NOT TO BE TOO MUCH AT A TIME.—When reading *for* the child, the teacher ought not to read too much at a time. It is clear that if he do the child is almost certain to forget the tone and style of the beginning while listening to the end. A small sentence, or one or two clauses of a large one, will in most cases be found sufficient, but with the advanced children more may be read. Of the exact quantity the teacher himself will be the best judge.

RULE SHOULD BE APPLIED EARLY.—When not applied soon enough habits are formed which it is almost impossible to remove at any future time. Even the very lowest class children should be taught to group the words naturally—to speak them, in fact, as the master himself would speak them. Instead of permitting them to say, for instance, "He—thre—home—from—school," pausing after every word, they should be accustomed to say, "He thre home—from school." And this they can be taught to do by the master's repeating *for* them, or *along* with them, the words in groups as they ought to be repeated, and encouraging them to do so too. A few trials will produce the desired result, for children are quick in imitating.

THIS NOW NEGLECTED.—This grouping of words, although of vital importance, is almost wholly left without any special attention, and on this account pupils of the junior classes can scarcely be said at present to read at all. When I say this, I make a distinction between the mere naming of words in their order, which is sometimes, but erroneously, called reading, and the *naming of them in connected groups in accordance with their sense*, which alone is entitled to be so called.

MR. SHEEHY'S OPINION OF READING IN THE PRIMER CLASS.—Mr. Sheehy, Inspector of National Schools, Ireland, says: "When I examine the junior classes, I find that the children repeat the words in the one tone of voice, accent all equally, pause and nod after each word, and seem not to know what they read about. In fact," he adds, "their reading resembles very much the reading in time of a piece of music consisting of crotchets and crotchet-rests alternately."

THIS WANT OF GROUPING NATURAL WITH YOUNG CHILDREN, IF UNAIDED.—This hesitation is certainly very natural with children, for when struggling with the difficulties of distinguishing one

word from another, they must fail, if left entirely to themselves, to pronounce them in groups. It is probably because that it is natural, and very probably also from supposing that there will be time enough to remedy it as they advance, that the junior classes are so much neglected in this respect. But let those teachers who act thus remember that they are not only neglecting the duties they have undertaken to discharge, but they are laying up for themselves a mass of trouble from which they can scarcely ever afterwards free themselves. As Mr. Sheridan says: "The habits the pupils acquire while learning the First Book accompany them into the higher classes, and once contracted are never thoroughly cured."

NEGLECTED EVEN IN THE SENIOR CLASSES.—But even in the senior classes it is too frequently quite neglected, notwithstanding that it does more to destroy the perspicuity of the language, and mar the reading, than any other. In some cases, indeed, the disagreeable effects of erroneous grouping force themselves too strongly upon the teacher's attention to permit him to overlook them altogether, but the remedies applied convince one that the true cause is unknown. The child is told "to read more quickly" or "more slowly," or to "mind the stops;" but in the majority of cases, when these instructions are given, the defect is not so much in the slowness or rapidity of utterance, or in neglect of the printed pauses, as in that wrong collocation of words of which I am now speaking.

Take, for instance, the following:—

"With one knee on the grass did the little maiden kneel."

A slow and hesitating reader would group the words somewhat thus:—

"With one—knee on—the grass—did the little—maiden—kneel."

While a quick, but inexperienced reader, would on the other hand join them something like this:—

"With one knee on the grass did the little—maiden kneel."

In such cases it is clear that the defects are neither slowness nor quickness, for, in the one, the reading may be made quicker, and, in the other, much slower, without becoming more correct, or more pleasing. Neither will the command to "mind the stops" be of any advantage, for there happens to be no stop in the line at all.

"TRY AGAIN."—Sometimes the child is told to "try again," and, probably, after another failure he may be required to make a second, or even a third effort; but to tell a child to read any passage in which he has signally failed, without showing him in what his errors consisted, or affording him a means for correcting them, is like telling him to work an arithmetical question for whose solution he has not yet seen any established guide. Mr. Fussell says: "Few things are more painful to me than to see the energies of a young teacher frittered away after this fashion. A child reads a sentence—he commits gross faults. 'Read it again,' says the teacher. He reads it again, and, as might be expected, he reads it very much as at first. 'Read it again,' says the teacher; and so on. It does not seem to enter into the teacher's conception that his own labours, and the child's too, would be immensely lightened if he would but tell the child what his faults are, and *why* he was to read it again."

ONLY TRUE PLAN IS THE APPLICATION OF THE RULE OF IMITATION.—The only true remedy for this defect is in the application of the rule of which I am now treating—reading the sentence as it ought to be read, so that the child may possess something tangible, by means of which he may discover and correct his errors. Without this, the commands, "mind your stops," "read slower," or "quicker," &c., will be valueless; and "to try again," may, indeed, produce a difference, but it can only by accident produce correctness.

FAULTS IN APPLYING THE RULE TO THE LOWEST CLASS.—There is little difficulty in applying this rule to the senior classes, but in its application to the lowest class I find that teachers commit two faults: (1) In their anxiety to make the pupils join the words together they permit them to read very rapidly, and without any pause until the end of each small sentence, thus making, in fact, one group out of what ought to have been several; (2) or they make the pauses too long and too marked. Thus they either read the sentence, "Lie thee home from school," as if in one breath, or else they make as long a stop after the word "home" as if the sense was completed there.

REMEDY FOR ROTE READING.—I find also that the pupils get the sentences by rote, and repeat them without looking at the words. To remedy this, they should be called upon first to name single words selected at random through the lesson, and when they can do so rapidly and correctly they should then be taught to read in groups as explained. In some schools tablets are used from which to teach this class. In such cases the pointer should be used with judgment, for I find that a good deal of the disconnected reading in the lowest classes is owing to the way in which this instrument is handled. The master points to one word after another, and, as a consequence, the child, in following the master, pauses equally after each.

HOW TO USE THE POINTER.—Instead of this, the pointer should merely indicate the sentence to be read, or, what I have sometimes seen tried with advantage, it should be made to pass rapidly over the words which form a group, stopping after each group so

long as the master thinks correct. Thus, with the sentence, "Lie thee home from school," the teacher may either say, "Read that," or he may pass the pointer over the words "Lie thee home," pausing a little after "home," and then passing it over the remainder. Thus he indicates each group, each pause, and its exact duration.

SPECIAL FAULTS MAY REQUIRE SPECIAL REMEDIES.—By a careful adherence to the rule of imitation the children will very soon pick up the general features of the master's style, and, in many cases, also, even its minute characteristics, but there still may remain special faults which can be removed more quickly by some special additional remedies.

INDISTINCTNESS IS A FAULT OF THIS KIND.—Indistinctness is a fault of this kind, and requires careful attention not only from its producing bad reading, but from its destroying to a considerable extent the good effects expected from draft teaching. Every child when reading is supposed to be conveying instruction to his class-fellows, and when answering he is contributing to the common fund of information; but it is clear, that when his utterance is indistinct—when he is not clearly heard—time is wasted, and an amount of knowledge lost.

INAUDIBLE SPEAKING, ONE CAUSE OF.—Pupils are inaudible very frequently from being permitted to stand with their heads down, with their chests cramped, and in other attitudes in which to speak clearly is almost an impossibility. Unless the organs of speech have fair play, unless the body is erect and firm, not only will the child always speak at a disadvantage, but his mind itself will grow languid and listless. He should keep his head well up, his chin and breast well forward; he should stand firmly and uprightly, and hold the book so as not to stop the flow of sound. If held before the mouth, as it sometimes is, the voice is checked considerably.

ANOTHER CAUSE.—Sometimes, however, pupils are inaudible simply from carelessness and from bad habits early contracted. In such cases it is more difficult to effect a cure. The best remedy I have met with—one, indeed, that I have scarcely ever known to fail when intelligently applied—is to place the child at a considerable distance from the teacher, generally at the opposite end of the room, and to encourage him to pitch his voice so as to be heard from there. In such a case nature assists the child in acquiring the true pitch, and by a little care and exactness on the teacher's part, the child will soon succeed in making himself clearly heard. He should then return to his class, and be called upon to read *with the same tone that he made use of when at a distance*. In his efforts to do this he almost invariably succeeds in adopting the very tone he ought to make use of in his class, for a consciousness of the change of position tempers down the high tone to the true standard.

REMEDY WHEN INDISTINCTNESS IS CAUSED BY SLOVENLY HABITS.—Indistinctness, however, may proceed from muttering or mumbling the words, from slurring over their final syllables or letters, or from running one word into another, as, for example, "he fired with so sure an aim," may be read as if it were "he fired with so sure a name." When it is thus the result of slovenliness of speech, a different remedy should be applied. The master should read very slowly for their imitation, making them read very slowly also, sounding each word clearly and by itself, but paying most attention to the ending syllables of each. A little practice in this way will produce clearness and distinctness, but accompanied with a considerable amount of disconnectedness. Ease and fluency must be afterwards acquired by the proper methods.

IRREGULARITIES OF TONE ARE ALSO SPECIAL FAULTS.—Irregularity of tone is another of these special faults. When the tone is "irregular," it may be either too high or too low, or, if in the natural or speaking key, it may be dull and monotonous. It may also be accompanied with a kind of cadence or intonation, giving to the reading a character between speaking and singing. This is produced by either abruptly stopping at the commas, or else by raising and prolonging the voice at them. To encourage the child to catch the tone in which the master himself reads is one remedy for this fault. The child's expertness in picking up this tone depends very much upon whether his ear is naturally sensitive or not. If he have a good musical ear he will have but little difficulty.

BEST REMEDY FOR THIS FAULT.—The best plan, however, is to make him speak the words, as he would in conversation, without looking at the book. For this purpose the general meaning of the passage should be explained to him, he should commit the words correctly to memory, and he should be called upon to repeat them to the teacher—or, better, to one of his class-fellows. In verbatim doing this he will almost insensibly adopt the natural or speaking tone. When he has done so, permit him to use the book, and the defects will gradually disappear. In most cases, indeed, at first the tone, when using the book, will differ from that when the book is closed; but this difference will diminish with every trial, until at last it will become almost imperceptible.

If familiar sentences were used in the first case—such, for instance, as the ordinary forms of salutation, the school rules, sentences about the weather, &c., which the child is in the habit of using himself, or of hearing others use—his attention could be more forcibly drawn to the difference between his manner of speaking and reading. But, whatever sentences are used, he will,

by careful attention, gradually come to perceive that the more nearly reading approaches in style to speaking, the more correct and pleasing it is deemed; and thus the true standard of reading will be realized by him, and at all future times, when in doubt, he will recur to it. He will ask himself, "How should I speak this sentence?" and he will try to imitate that when reading.

TO READ WRITING IS ANOTHER REMEDY.—Another plan is to get him to write down any passage he may think of, and to call upon him to read his own writing. He will invariably do this more naturally than if called upon to read print. This, moreover, is an exercise which possesses an intrinsic value of its own, for to read manuscript is always of considerable importance in our progress through life. As many children at present never learn to read it at all, and some of even the most advanced find great difficulty in doing it, I strongly recommend that even the very youngest should practice it. The Rev. Mr. Kennedy is also of this opinion. He says: "It is not the practise in any school I have seen in this district to teach children to read hand-writing. This, however, might be done with advantage at an early stage, for some children who leave school never acquire this power. The learning to write the alphabet should be practised simultaneously with the learning to read it, as these two processes are a great mutual help."

SIMULTANEOUS READING ANOTHER REMEDY.—That plan of reading which is called simultaneous, when properly directed and kept within due bounds, is another very admirable remedy for these special defects. It consists in the joint reading of the master and his class, or of the class alone—all keeping time, as it were, and training their voices into harmony with each other. Such an exercise derives its value from its tendency to create a uniformity in the reading, and to oblige the entire class to take the tone from the most proficient. It therefore checks quickness, and gives confidence and firmness to those who are hesitating. It secures body of voice, removes those tones which are unnatural, monotonous, or accompanied with a cadence; while by the very effort which all are obliged to make to keep up to the true standard, and by that sympathy which must exist throughout the class, distinctness of utterance is necessarily produced. Mr. Stokes says also of it, that "it shortens the process of learning to read, and produces, in good schools, a commendable correctness, which in a few cases rises into elegance." It must be remembered, however, that these are about its chief advantages, and that the highest excellence in reading must always be the result of well-directed individual effort. It should not, therefore, be too much practised or relied upon, except for the removal of the faults with which it is intended to deal.

(To be continued.)

From the American Educational Monthly.

ANALOGY OF EDUCATION TO PLANT-GROWTH.

THE mind is not simply a void to be filled, or wareroom to be stored; pouring in knowledge, or storing away facts, however well done, is not enough.

The mind is not a canvas or tablet for surface-sketching; memorizing is not enough.

The mind is not well grown muscle needing only exercise to give it hardness, and training to give it skill; discipline is not enough.

Least of all is the mind, especially the child-mind, whatever be its nature else, a thing of unmistakable instincts, needing no control or guidance, but only impulse to urge it forward: pleasing stimulant will not suffice.

How then shall we view the mind? Material forms and notions seldom illustrate spiritual ideas well; yet with due care they may become quite helpful.

In the corn-grain is a mysterious life-germ. Of its real nature we know but little. Drop it in the soil, where are moisture and warmth, and in answer to its inner power it will swell, burst, send down a rootlet for the meat and drink God has placed there for it, and shoot up a leaf for air and light. Stir the earth about it and it will throw out root after root for a firmer hold, and mouth after mouth to gather to itself richer stores. Let the winds shake it, and it will add fibre to fibre to resist them. Let the sun dart his beams, and the evening drop her dews upon it, and it will unfold blade after blade to gather them to its bosom, and thus build up and enrich its own life, and finally put out its nodding ensign, bidding man to joy in its beauty, and come and take of its plenty.

Divine wisdom drops a nut in the forest. It, too, under the stimulus of heat and wet, and obedient to the wondrous life-power in it, sends down its roots with mouths for food, sends up its branches with lungs for air, adds limb to limb and leaf to leaf to catch the sunlight and rain-drop, adds growth to growth and root to root to stay the tempest, until the little thing you might fling with your finger swells to the mighty monarch of the forest, lifts its head beneath the weight of centuries, and challenges the king of storms to battle.

Now here are many things to be noted. Let us glance at a few of them.

1. There is in the seed an inherent life-power, a kind of growth-force; in answer to which, expansion, development, and growth go successively and successfully on.

Just so in the mind. There is in it an inherent life-element, a sort of growth power, which is the basis of all its activity and development. With this, mainly, education has to deal.

2. In the seed this growth-power is at first latent; it may become active early, or lie dormant years, and even ages, and yet keep its vitality, only waiting its proper conditions to spring to activity and life.

So in the uneducated mind, whether of the child or full-grown man, there is a nucleus of latent-power. It may be called into action early or late, developed to a point of which we may yet have but a faint conception, or left in its embryonic state while years shall harden the bands that bind and lock it in their close embrace. Yet it is still there—ever there—hidden it may be, and like the wheat-corn in the mummy's hand, long buried from sight, yet still living on in its prison-house of neglect, and only waiting the magic touch of Education's wand, to wake it to energy and a higher life.

3. This growth-power of the seed owes its very first movement, and much that follows, to outside influence, moisture, warmth, etc., without which it must lie dormant or stop short of its end, with which it must become and remain active.

So of the mind. Without contact with the outside world through sight, sound, touch, etc., there cannot start its first spring of life, nor can its growing powers long keep active; with this contact its hidden forces begin to move and ply their busy functions. Education is to promote this contact, and direct this movement.

4. Plant-growth has its food and organs of supply. Its food, found in the soil and air around, is taken up by its feeders and distributed to uses as the inner plant-life demands. It is in no case crowded into the plant. True, the organs of supply may be quickened to a higher action, and an undue measure of food may be taken in, but not without derangement to other functions, and hence a stoppage rather than an increase of healthy growth.

So mind has its food in the world around and its feeders in the organs of sense. These latter—eye, ear, touch, taste, and smell—in their healthy action, gather up and bear in such and so much knowledge as may be needed for the manifold calls of each stage of the mind's growth. Their undue action must derange and embarrass the whole. Education is to take note of and conform to this law of supply and demand in mind-growth.

5. This life-force of the seed, by which its food is gathered, assimilated, and applied, and thus its growth carried on, is called to many a changing duty, and to each in its own time and season. The swelling germ, bursting shell, rising sprout, unfolding leaf, hardening fibre, encircling bark, gathering bud, opening blossom, growing and ripening fruit, are only results of countless unseen efforts and movements, none of which can be greatly hindered or hurried out of its usual rate or order without hurt, if not ruin to the whole.

So, but much more, with mind. Its growth-power is called to a thousand offices, changeful and mysterious as are the countless forms and degrees of human thought and feeling. These all have their times and seasons: break in upon them largely, and confusion if not havoc must soon follow.

But further, in mind as in plant-growth, all these outside growth agencies as well as the answering inside growth energy, have manifold modifications of nature, degree, time, and circumstance, which make up the whole development and final character of the man. All these it is the province of Education to understand and use.

6. Plant-life has lower and higher forms or types. In ratio as the form is lower will the plant withstand rough treatment, mutilation, and even partial destruction. Certain plant forms may be cut or broken to many pieces, and yet each part hold to its life and growth to its full development. As the forms of life is higher this is less and less the case, each higher form allowing less tampering, and yet needing more care. Soul-life, the highest form of created being, least of all will bear without hurt the influence of destructive agencies or the harm of unwise tampering.

Further, in ratio as forms of life are higher, they cannot be left to chance influences and yet reach their full development, but are the more dependent on intelligent foresight and care.

Mind or soul, being to us the highest form of growing life, least of all can be left to chance, and most of all needs intelligent guidance and watch-care.

7. Plant-growth has its ideal form: all its powers look to a divinely appointed plant-type. Its every effort is towards this and its every outside agency should aid it thither. But it meets many a hindering cause—the worm, the fly, the drought, excessive wet, mildew, blight, frost, heat, hail, and storm.

So, mind-growth has an ideal end: all its lively forces look to a divine and perfect man-type. Its every outward agency and every responsive inward effort should point thither. This perfect man-type is no less than an image of the very God. But there are a thousand hindering causes that, in this case, have well-nigh gained the mastery. Education must be ready to lend a hand to every favoring influence, check and beat back every opposing agency, and thus build up the Perfect Man. Because it does not do this, or does it so badly, humanity is so sadly far from its archetype.

8. Once more, but now very differently. Plant-life, having its typical form finite, soon arrives at its end and passes away. Soul-life, having its typical-form infinite, even God, admits an endless growth.

Again, in the healthy plant decay sets not in until growth is com-

plete. This being true of the healthy soul, and its growth admitting of no completion, how bright becomes the vision of an endless and ever-advancing life!—a view which ten thousandfold heightens the hazards of faults and blunders, and enhances the glory of success in EDUCATION.

THE STATE AND EDUCATION.

“WE say that *knowledge is the universal right of man*; and we need bring no clearer demonstration than that intellectual nature, capable of it, thirsting for it, expanding and aspiring with it, which is God's own argument in every living soul. We say that the assertion for himself of this inherent right, to the full measure of his abilities and opportunities, is *the universal duty of man*; and that whoever fails of it, thwarts the design of his Creator; and, in proportion as he neglects the gift of God, dwarfs and enslaves and brutifies the high capacity for truth and liberty which he inherits. And all experience, and every page of history confirm the assertion, in the close kindred, which has everywhere been proved, of ignorance and vice with wretchedness and slavery. And we say farther, that the security of this inherent right to every individual, and its extension, in the fullest measure, to the greatest number, is *the universal interest of man*; so that they who deny or abridge it to their fellows, or who encourage, or, from want of proper influence, permit them to neglect it, are undermining the foundations of government, weakening the hold of society, and preparing the way for that unsettling and dissolving of all human institutions, which must result in anarchy and ruin, and in which they who have the greatest stake must be the greatest sufferers. A lesson, clearly taught by that divine philosophy, in which the Maker of mankind becomes their Teacher; reveals the world as but one neighborhood, and men as brethren of one family; and writes upon all social institutions these golden truths, the fundamentals and essentials of the true political economy, which neither individuals nor nations have ever disregarded with impunity,—“all things whatsoever ye would that men should do to you, do ye even so to them”—“none of us liveth to himself”—“whether one member suffer, all the members suffer with it; or one member be honored, all the members rejoice with it”—“bear ye one another's burdens, and so fulfill the law of Christ.”—**REV. GEORGE W. DOANE.**

“Doubtless it will be urged that a general tax on property, for this object, (Public Schools,) would fall on many who have no children, and is therefore unjust. Carry out the principle of this objection, and it would overthrow the whole system of taxation. One would say that he never uses the public roads, and therefore he must not be taxed for them. Another never goes out in the evening, and therefore must not be taxed for lighting the streets. Another denies the right of all government and prefers to be without any protection but that of virtue, he must not be taxed for courts and legislatures. But taxation, we apprehend, is never based on the principle that the individual wants it for his direct benefit, but that the public wants it; for the public has a right in all property as truly as the individual, and may draw upon it for its own uses. And one of these uses is the education of the youth; for there is a very important sense in which children belong to the State, as they do to the family organization. Indeed, if we revert to the Jewish, Persian, Lacedæmonian, and Roman States—all those ancient fabrics that rose in the youth time of nature—we see the State to be naturally endowed with a real instinct of civil maternity, making it the first care of her founders and constitutions, to direct the education of the youth. And why should she not? These are her heroes of the future day, her pillars of state and justice, her voters on whose shoulders she rests her constitution, her productive hands, her sentinels of order, her reliance for the security of life, liberty, and property.”—**DR. H. BUSHNELL.**

AMERICAN GIRLS AS SEEN BY SCOTCH EYES.

[From Daniel Macrae's Notes on America.]

THE paleness in the American girls, though beautiful, is too universal; an eye from the old country begins too long for a rosy cheek. Lowell said that colour was a thing of climate, and that I should find plenty of rosy cheeks among the mountains of Maine, where there is more moisture in the air. It may be so; I never got to the Maine mountains to see. But as far as my observation went, I never saw any, either on mountains or valley in any part of New England. My private impression is, making all allowance for dry air, that the peculiar paleness of New England girls connects itself with so much metaphysics, hot bread and pie.

I have strong convictions on the subject of pie. Not to speak of mere paleness, I don't see how the Americans can reconcile it with their notions of what is due to the laws of nature to live to the age they do, considering the amount of pie they eat and the rapidity with which they eat it. I don't remember that I ever sat down to a dinner in America, even in a poor man's house, without finding pie of some kind, often have several kinds on the table, and without finding that everybody partook of it down to the microscopic lady or gentleman whom we should call the baby. Pie is indispensable. Take anything away, but leave pie. Americans can stand the prohibition of all intoxicating drinks, but

attempt to prohibit pie and you would plunge America into revolution in a day.

The metaphysics! In one family which I visited in the Connecticut Valley, two of the girls were deep in the study of algebra and metaphysics, as a voluntary exercise, and shut themselves up for three hours a day with Colenso, and Sir William Hamilton and Kent. This was perhaps exceptional, but the New England brain is very busy. It develops very soon and very fast and begins at an exceedingly early age to exercise itself with the abstruser studies. Parents and teachers often told me that their difficulty, with the girls especially, was not to get them urged on, but to get them held back. In one young ladies' seminary which I visited they were held back with the following light studies, in addition to all the ordinary branches: Virgil and Horace, Latin prose composition, anatomy and hygiene, moral philosophy, mental philosophy and quadratic equations. To this add pie and hot bread, and what could you expect but paleness, even among the Mountains of Maine?

Paleness and pie notwithstanding, the American girls are very delightful. And in one point they fairly surpass the majority of English girls—they are all educated and well informed. It is a painful, but, I fear, an incontrovertible fact, that most of the girls on this side are very ignorant on general subjects. I don't blame them; I blame the system of education. Some girls are fascinating, whether they are educated or not; but to be left alone, as one sometimes is, with a girl who knows nothing, in a room with no piano, is exceedingly embarrassing—after the weather has been exhausted. There is never the same difficulty with American girls. The admirable educational system of New England, covering the whole area of society, has given them education, whether they be poor or rich; has furnished them with a great deal of general information and has quickened their desire for more.

An American girl will talk with you about anything, and feel (or what has the same effect, seem to feel) interest in it. Their tendency is, perhaps, to talk too much, and to talk beyond their knowledge. With the cleverer (or as they would say themselves, the “smarter”) of them, it seemed to me sometimes to make no perceptible difference whether they knew anything of the subject they talked about or not. Mentioning this feature of American character to a Boston gentleman, he said: “It is true, I was struck in England with the silence of the people when they had nothing to say. One time travelling in the carriage with a nobleman, I asked him his opinion of the ballot. He replied, ‘I have not considered the subject.’ You might travel all over America, said my friend, and never hear a man say that.” But the American girls generally know a little of everything, and their general intelligence and vivacity make them delightful companions.

I had an idea before going over that the New England ladies spent time over intellectual pursuits to the neglect of household duties. I did not find it so. Comparing class with class, they are quite as good housekeepers as I have seen anywhere. They had need be, for service at present is in a very wretched condition in America; so much so that middle class families in the country often dispense with servants altogether. The young ladies can make beds as well as demonstrate propositions; and their mental philosophy, whatever it amounts to, never interferes with the perfection of the pies. Samuel Johnson used to say that a man would rather that his wife should be able to cook a good dinner than read Greek. But he does not seem to have anticipated a time when a woman could learn to do both.

DISMISSED.

“*Tecum, vivere amem; tecum obeam lubeus.*”

I have stood the last time in my school-room,
And have said that the school was dismissed,
My loved ones have gathered around me
To bid me good-bye and be kissed.
In the emerald lanes and the meadows
Their musical voices depart;
There is silence at last in my school-room,
A silence that saddens my heart.

Alone, all alone, in my school-room,
Where three happy winters I've been,
Alone, all alone, in my school-room,
Where I shall be never again;
And, methinks, as the lengthening shadows
Obscure the old maps with their gloom,
That some of life's sunniest hours
May close with the door of my room.

Hours spent with the gentle and loving,
Too bright and too blissful to last,
Yet leaving a mellow twilight
To fade with the dawn of the past.
Hours bright with the footsteps of angels,
And pure as the regions above,
'Tis sweet to be loved by the many,
'Tis sweet to have many to love.

Yes, I have been happy this winter,—
Wherever my lot may be cast,
My mind will go back in its dreamings
To the beautiful light of the past.
To the school-house that stood by the meadow,
To the play-ground, the pond, and the swing,
And memory find in the autumn
The gentle aroma of spring.

They go from their books and their study,
They go from their pastime and play,
From a hand that was tender and loving,
Uncertain their lot and their way;
Their faces all bright with the sunset,
As they leave the old house in their tears;
May their faces be bright with the sunset,
When turned to the valley of years.

I have set no examples of passion
For them to embitter their lot;
I've appealed to their gentler nature,
And taught them what Jesus had taught;—
And it, in their moments unguarded,
Their errors suggested the rod,
I've gone with my burden of sorrow
To them and the presence of God.

I would pray for the loved ones departing,
That God would direct them aright,
Till the bells of the school-room of glory
Ring out from the portals of light.
That they may go forth in their beauty,
As in childhood and youth unbeguiled,
And meet for that heavenly kingdom,
Which Jesus compared to a child.

My life shall be wiser and calmer
By the lessons I've learned from the young.
I ask not for riches and honor,
Nor love that the poets have sung;
But, when, in life's wearisome journey,
My lot is less pleasant and mild,
I solace would seek from the children,
My sorrows would tell to a child.

—Boston Recorder.

CORRESPONDENCE.

For the Journal of Education.

KING'S COLLEGE, WINDSOR, MARCH 18, 1869.

Mr. Editor,—In the February number of the *Journal* I observe that "A Teacher" repeats his objections to my demonstration. The first of these objections is, that it is illogical to investigate the law of indices in an expansion while overlooking the law of co-efficients. As I formerly stated the abstract reasons on which my method of procedure is founded I need not mention them at present. I regret that they produced no conviction of their validity in the mind of my learned censor; and also, as it would seem, that he did not think it worth while to look into the general method of which that part of my demonstration was a direct and normal application. Had he done so, he would either acquit me of the error which he now attributes to me, or else would have condemned me in company with the most distinguished writers on Analysis. The only mode of defending myself, which now occurs to me, is to extract the following similar application of the same method from Hind's well-known treatise on Algebra:—

"We shall divide the proof of this theorem (the Binomial) into the two following propositions:

(1) To determine the law of the formation of the indices, and the co-efficient of the second term.

(2) To investigate the law of the formation of the succeeding co-efficients.

First, let the index be a positive whole number; then since by actual multiplication,

$$(1 + v)^2 = 1 + 2v + v^2$$

$$(1 + v)^3 = 1 + 3v + 3v^2 + v^3$$

$$(1 + v)^4 = 1 + 4v + 6v^2 + 4v^3 + v^4: \&c.$$

We perceive that the first term is 1, that the indices of v increase regularly by 1 in each succeeding term, and that the co-efficient

of the second term is the index of the binomial: whence, assuming, in accordance with this observation, that

$$(1 + v)^{m-1} = 1 + (m-1)v + Bv^2 + Cv^3 + \&c.:$$

we shall have

$$\begin{aligned} (1 + v)^m &= (1 + v)(1 + v)^{m-1} \\ &= (1 + v) \{ 1 + (m-1)v + Bv^2 + Cv^3 + \&c. \} \\ &= 1 + (m-1)v + Bv^2 + Cv^3 + \&c. \\ &\quad + v + (m-1)v^2 + Bv^3 + \&c. \end{aligned}$$

$$= 1 + mv + (B + m-1)v^2 + (C + B)v^3 + \&c.:$$

from which we infer, that if the indices in each succeeding term increase by 1, and the co-efficient of the second term be equal to the index of the binomial, for any one value of that index, the same will hold good for the next superior index.

After this investigation of the law of indices Mr. Hind, in a subsequent section, proceeds:

"To determine the law of the formation of the co-efficients."

It may be remarked that the above process for ascertaining the law of indices (which is such a stumbling block to "A Teacher," being derivable immediately from a general method, is often omitted by mathematicians on account of its simplicity, as a thing to be easily supplied by the student. The process for determining the law of co-efficients is, on the other hand, sometimes extremely difficult, and taxes the ingenuity of the best men. It is here that a fallacy, if there be one, is likely to creep in, but my critic, I observe, has passed that part of my demonstration over in silence.

He, however, still adheres to his objection "on the score of too many assumptions." Now, in point of logical accuracy, (I am not speaking of mathematical neatness) on which his criticism is grounded, the demonstration would be unobjectionable if it contained not only two but two hundred assumptions—PROVIDED that each of them held not only for the assumed values but for the next greater integral value. The two assumptions in my demonstration do hold for the next greater integral value.

As to his observation, that I "wisely assumed that particular value for $\sin p A$ that would lead to the conclusion I wished to reach," I think it would have been wiser in him not to have made it. He should know that I was bound down in the form of the assumption by what is observed to hold for particular numerical values. This suggests to me an objection that he is likely to make. "Mr. Hind actually shows us, that a certain arrangement of indices holds for certain numerical values; but has Professor MacLeod showed that his assumptions do hold for any numerical values." The reason why I did not go through that preliminary step was to avoid what, to any one in the least degree acquainted with trigonometry, would appear wholly superfluous labour. The demonstration was, of course, not intended for others.

There are some other points in "a Teacher's" letter, which ought to be discussed by me, but I fear that I am not quite capable of grappling with them successfully; and I beg therefore that, if he writes again on this subject, he will deal with me as mercifully as possible.

Yours very truly,
JOHN MACLEOD.

To the Editor of the Journal of Education.

DEAR SIR,—Many of your readers no doubt are interested in observing the face of the sky, and are sufficiently well-informed to give information to a tyro observer, upon two points.

1. *Aurora Australis*.—Is there any good ground for the opinion that the Aurora is more frequently seen towards the south of late years than formerly? My observation, unaided by an adequate knowledge of the subject of these phenomena, has led me to entertain such an idea. On the evening of Tuesday, the 9th March, we had a remarkable display of those "fitting flames of heaven." For a long time, a brilliant arch spanned the southern sky, just similar in appearance to the commonly pictured form of "Northern lights." Afterwards long streaks of light radiated from the zenith, in every direction, like the ribs of a huge umbrella. If the aurora is the precursor of a storm, or of any atmospheric change, does the quarter in which it chiefly displays itself indicate anything respecting the coming change?

2. *Zodiacal Light*.—Is this phenomenon ever seen in this country? In a recent work on astronomy, published in New York, it is stated that March and April are the months during which the light is seen in the evening. But the author says it "can be seen in this latitude only on the most favorable evenings, when the sky is clear and the moon absent." Till recently I supposed it was never visible so far north as this, or at least only very rarely and faintly. But on the evening of the lunar eclipse—January 27th—an unusually clear and brilliant evening,—shortly before the eclipse commenced I noticed "a faint tremulous light, of a conical shape," in the western sky, sloping up along the ecliptic perhaps thirty degrees. As I had never observed the appearance before, and thought it could not be the zodiacal light at that season, in this latitude, and on such an evening, I dismissed the subject from my thoughts. But I have seen the same thing two or three times since, when I have happened to be out early on a clear evening; the last occasion was on the 13th March. Information on either of these topics will be thankfully received by

Sydney, C. B., March 15, 1869.

A TYRO.

To the Editor of the Journal of Education.

Sir,—An intimate of the School Law, from its establishment in this Province, I have carefully watched its working and the relations it established between the teacher and section, and from my own experience I have not found it so satisfactory as it ought to be, from the fact that while it enables a majority in a section to make any provision for the maintenance of a school, it gives them no power to compel parents to send their children to such school. Now, this impotency shows me—and I speak from experience—that so long as compulsion is not a prominent feature in the law, many parents and guardians will always neglect their children's education, and a law designed to afford the advantages of a good education to all the people of a country fails in its mission, simply because it is not compulsory in all its features. I am aware, that a compulsory attendance clause at its inception, would be highly injurious in the School-Bill, but since then there has been a reaction, and it is now obvious that what would then be tantamount to a *casus belli*, would now be graciously received by the whole Province, just because it would at once lighten the burden of sectional taxation and instruct the families of indifferent and negligent parents. Now, the ignorance, but oftener the inexcusable indifference of some parents, in sections, weighs like an incubus over the educational zeal of others. They cannot see that the more children they send to school, and the more regular their attendance, the greater the pecuniary returns to the section from the County-fund, not to mention the greater advantages resulting from education itself. But if heads of families do not send their children to school, is it just or right then that rate-payers having no schoolable children must pay taxes for those who, instead of going to school, are idling at home or running unrestrained about the country. Then, if such parents act thus, and cannot see their duty either to themselves, their families, and in general to society, legislation must check-mate their short-comings and authoritatively enact that children of age must, despite their natural tendencies, go to school for at least a portion of each term: I know no other method that can possibly meet the evil. I admit that, in many sections, there is no possible need of a compulsory attendance law. Who is to thank for this; not the present school system I am sure, it cannot of itself force a child even for a day, into a public school, nor the merits of their teachers either, but simply that moral reasoning which convinces the parents the duty which is due to their children. However, these are on the whole exceptions, and are no more a rule for our guidance than the one that would prescribe the same regimen for every system, whether sound or debilitated.

Say what we will, the rate-payer who is compelled to pay a school-tax, must find himself aggrieved when he sees that it is optional, whether those for whom he is taxed, may go to school or not. Plainly speaking, this optional feature is every day, in sections with which I am particularly acquainted, rendering the School-law very unsatisfactory. That which is otherwise excellent in its way, is looked upon as a grievance, and it cannot be denied that in many sections an opposition not to be despised, is arraying itself against it, from the fact that it is not compulsory enough, and nothing less than a compulsory attendance law will satisfy the people. I am partly confirmed in this view from what I witnessed at our own annual school-meeting. Those rate-payers who were always found in opposition to the school, voted to a man in favor of a compulsory attendance law.

The want of such is every day more and more forcing itself into prominence, not altogether for the pecuniary hardships inflicted, but also from the deleterious effects produced by irregular attendance at school. When this is in excess, the prestige of the school is hurt, the most zealous in time feel the contagion and become lax in attending. Every Educationalist knows well the injurious effects generated by bad attendance of pupils. Besides manifesting its consequences in an impaired emulation, it puts education at a low estimate, it also discourages the teacher, and when this occurs, as it must, for it is a natural consequence, the whole intent and purpose of the law is frustrated, and such schools are actually in the same pitiable condition they were placed in prior to the advent of the school law of 1864.

I must confess, that under our present system, the teaching profession has been elevated and placed in a very satisfactory position above what it formerly was. It does great justice to the teacher in all its relations but this one, in creating a respect for his authority, in a word, by the great latitude it allows the pupil, the authority the teacher ought to exercise and his rules can be placed at naught whenever the caprice of parent or child so wills it. I admire the system when an appreciative section directs it, but when handled by an unappreciative people it fails from its inherent weakness, namely, compulsion. In a new country like ours, where there is an aptitude to infringe on new laws, a system should be guarded with constraints, and these, most of times, are its safest and best argument when confronted with carelessness and indifference. An arch wag once remarked that "digestion was an affair of the stomach and indigestion that of the doctor." In like manner the defect of our school-law is the affair of our Legislature, and we trust that the next session of our Provincial Government will not close its sitting, without a compulsory attendance clause being appended to it. I am positive that the slightest recognition of a clause like this, would be of incalculable benefit to many sections, and prove itself a most salutary preventive of the abuse of free

schools. A compulsory clause like that contained in the *Journal of Education* for August and September is a most excellent one, and if made law, I have no hesitation in asserting that the school-law, as then amended, will be the happiest that could be framed under our present circumstances, for the education of the masses.

These views I have already laid before our obliging and attentive School Inspector, the Rev. D. O. Parker.

PATRICK BOYLE.

Western Caledonia, Queen's Co.

To the Editor of the Journal of Education.

MR. EDITOR,—I have much pleasure in now sending you the enclosed minutes of a public meeting, held in this section on January 18th, and which you will please to publish in your invaluable journal, prized surely as such by every true friend of Education. The question of compulsory attendance is an important one, and should be taken up and calmly discussed in every section of our Province; in the meantime, much may be done, by Trustees of Sections and other friendly individual exertions, to remedy the evil so very generally complained of. "The irregularity of attendance." I will give a case in point: The average attendance in our school did not exceed 46 for the last three years; and the number of children in our section from 5 to 15 is at present about 82. The trustees engaged three ladies in the section who were much interested in the school, to visit every family, and in the most friendly manner to inquire into the causes which prevented the children from attending more regularly, and in many cases not attending the school at all, and to use every possible argument to induce them to look after the best interests of their children, now that a free school, ample accommodation, and every possible advantage is open to them. The result of these ladies' visits is gratifying: our school numbered, during the last week, 58, 60, 61, 60, 60. It is therefore evident, that with all the aid and encouragement that the Government can extend to our Common Schools, they will still be a failure, unless the trustees and other friends to Education, in every section, will use every possible exertion to stir up the people to perform their duty to their children and to the public, in seconding the laudable efforts of the Government in diffusing the great blessing of Education and Free Schools amongst us.

Yours respectfully,

L. ROBERTSON,
Secretary to Trustees, Section 34.

North Sydney.

MINUTES OF MEETING.

At a meeting held in the new School House, Upper North Sydney, Section 43, on the 18th of January, 1869, to take into consideration various matters in connection with the school, Mr. Alex. Musgrove in the chair, Mr. John Musgrove acting as Secretary, twenty-two of the rateable inhabitants of the section being present.

The old School House was first set up at auction, and knocked down to Mr. John Musgrove for the sum of sixty dollars.

The question of compulsory attendance was next taken up, and after an animated discussion of about two hours, it was moved by the Rev. Mr. Porer, and seconded by L. Robertson, Esq., "That in the opinion of this meeting, such a law as that proposed in the *Journal of Education*, empowering Trustees to enforce the attendance of neglected children, would be safe and salutary in its operation,"—which, being put from the chair, was carried 13 to 4, a few remaining neutral. It was then moved, and unanimously carried, that the Secretary of the Trustees be requested to forward a report of this meeting to the *Journal of Education*.

JOHN MUSGROVE,
Secretary.

BOOK ORDERS FOR SCHOOL YEAR, 1868-9.

Poor Sections are designated by an asterisk (*). Diagrams, Maps and Globes are supplied to all Sections at half cost.

	Amt. paid by Govt., at j.	Amt. paid by Govt., at j.	TOTAL paid by Govt.
1869.			
Jan'y. 25, Pictou.....	\$0 89	....	\$0 89
05, Kings.....	0 50	....	0 50
9, A Annapolis.....	4 45	3 04	7 49
60, Halifax.....	0 78	....	0 78
99, Cumberland.....	2 85	....	2 85
*Cornwall, Lunenburg.....	....	1 13	1 13
*33, Pictou.....	....	4 70	4 70
12, Annapolis.....	6 65	....	6 65
9, Halifax.....	....	1 99	1 99
23, Digby.....	....	1 75	1 75
8, Digby.....	1 82	....	1 82
*53, Cumberland.....	....	3 95	3 95
29, Cumberland.....	2 80	....	2 80
41, Cumberland.....	0 15	6 02	6 17
*Beach Hill, Halifax.....	....	7 96	7 96
Farmington, Cumberland.....	1 66	....	1 66
42, Richmond.....	2 30	....	2 30
53, Richmond.....	2 18	....	2 18
Ship Harbor, Halifax.....	0 38	....	0 38
14, Lunenburg.....	1 88	....	1 88

	Amt. paid by Govt. at £.	Amt. paid by Govt. at £.	TOTAL paid by Govt.		Amt. paid by Govt. at £.	Amt. paid by Govt. at £.	TOTAL paid by Govt.
Brooklyn, Hants.	0 32	....	0 32	45, Lunenburg	1 70	1 52	3 22
*22, Halifax	....	4 96	4 96	28, Annapolis	0 87	5 60	6 47
*13, Halifax	....	6 00	6 00	31, Pictou	3 29	....	3 29
1, Lunenburg	1 36	....	1 36	Newport, Hants	0 13	....	0 13
11, Shelburne	3 48	0 61	4 09	43, Kings	0 37	....	0 37
1, Pictou	6 00	1 00	7 00	*28, Lunenburg	....	3 56	3 56
14, Cumberland	2 94	....	2 94	1, Pictou	1 11	25 31	26 42
*Northfield, Hants	....	1 72	1 72	30, Annapolis	0 10	....	0 10
13, Pictou	5 29	4 59	9 88	*20, Halifax	....	2 67	2 67
53, Kings	3 81	....	3 81	Sheet Harbor, Halifax	0 91	0 56	1 47
66, Kings	21 82	3 04	24 86	Feb.1 *27, Kings	....	4 42	4 42
Jan.7 56, Kings	1 16	....	1 16	*Noel Road, Hants	....	2 53	2 53
22, Lunenburg	0 87	....	0 87	53, Kings	....	5 04	5 04
4, Lunenburg	0 95	0 60	1 55	*3, Halifax	....	2 00	2 00
55, Lunenburg	1 43	3 65	5 08	1, Lunenburg	2 13	....	2 13
2, Lunenburg	....	0 61	0 61	32, Kings	3 80	....	3 80
Kentville, Kings	9 32	....	9 32	28, Halifax	0 52	0 61	1 13
*21, Halifax	....	1 08	1 08	*12, Halifax	....	1 76	1 76
3, Queens	1 21	....	1 21	24, Lunenburg	....	0 61	0 61
12, Hants	6 53	....	6 53	*32, Hants	....	3 95	3 95
72, Hants	1 51	....	1 51	31, Hants	0 14	1 12	1 26
3, Colchester	1 19	....	1 19	3, Colchester	1 70	....	1 70
6, Kings	6 67	....	6 67	55, Kings	0 76	0 56	1 32
*69, Kings	....	2 50	2 50	12, Colchester	3 22	2 24	5 46
48, Kings	1 33	....	1 33	Feb.4 39, Lunenburg	1 67	....	1 67
100, Cumberland	1 07	....	1 07	Hessian, Annapolis	2 00	....	2 00
70, Kings	0 90	....	0 90	1, Annapolis	....	3 37	3 37
33, Pictou	2 13	....	2 13	35, Hants	0 55	....	0 55
4, Pictou	0 32	0 61	0 93	41, Colchester	2 74	67 20	69 94
West Point, Shelburne	0 84	....	0 84	6, Halifax	1 25	0 00	1 25
Higgins, Halifax	1 05	....	1 05	65, Colchester	1 72	....	1 72
*30, Hants	....	2 39	2 39	1, Pictou	0 05	6 75	6 80
Amherst, Cumberland	2 75	....	2 75	Albion Mines, Pictou	3 66	31 04	34 70
27, Annapolis	4 09	....	4 09	10, Digby	3 29	6 64	9 93
47, Colchester	3 30	....	3 30	21, Kings	2 24	0 56	2 80
3, Hants	2 79	....	2 79	Martin's Brook, Lunenburg	0 81	3 04	3 85
8, Queens	2 51	....	2 51	Sackville, Halifax	0 93	0 56	1 49
14, Queens	3 31	....	3 31	*40, Halifax	....	2 27	2 27
Newport Road, Hants	0 66	....	0 66	Educational Department	....	....	46 74
65, Halifax	1 11	....	1 11	Cross Roads, Colchester	0 33	0 56	0 89
Ellerhouse, Hants	4 55	....	4 55	Ship Harbor, Halifax	0 20	....	0 20
68, Kings	1 34	....	1 34	27, Pictou	0 20	3 36	3 56
Jn.14 *47, Hants	....	4 90	4 90	Albert, Halifax	0 09	3 36	3 45
43, Antigonish	2 67	....	2 67	*77, Colchester	....	8 15	8 15
6, Antigonish	1 67	....	1 67	6, Halifax	....	0 56	0 56
24, Halifax	2 74	....	2 74	45, Kings	1 75	4 48	6 23
10, Colchester	1 30	....	1 30	0 Mile River, Hants	2 27	2 80	5 07
*Waterville, Hants	....	3 16	3 16	32, Annapolis	1 78	3 04	4 82
*20, Colchester	....	2 01	2 01	1, Inverness	4 14	13 44	17 58
*6, Hants	....	4 43	4 43	*78, Kings	....	1 92	1 92
15, Lunenburg	0 49	....	0 49	*Pictou Road, Colchester	....	10 02	10 02
*Junction, Halifax	....	0 85	0 85	Louisville, Pictou	1 45	....	1 45
50, Hants	2 63	....	2 63	Lower Onslow, Colchester	0 32	6 72	7 04
Scotsburn, Pictou	5 74	2 08	7 82	79, Kings	1 24	0 56	1 80
23, Pictou	2 37	....	2 37	81, Kings	0 67	....	0 67
20, Digby	1 27	....	1 27	Feb.12 27, Annapolis	1 66	2 80	4 46
*Lakeville, Halifax	....	2 22	2 22	3, Shelburne	1 97	....	1 97
20, Halifax	0 56	....	0 56	*85, Kings	....	3 74	3 74
5, Hants	1 21	....	1 21	Arichat, Richmond	1 31	6 56	7 87
4, Annapolis	0 14	....	0 14	70, Cumberland	....	5 04	5 04
*Boutliers Point, Halifax	....	5 83	5 83	5, Queens	....	0 56	0 56
10, Halifax	0 94	....	0 94	1 & 28, Hants	0 96	0 56	1 52
46, Kings	2 63	....	2 63	15, Hants	0 28	....	0 28
7, Lunenburg	0 37	....	0 37	*Junction, Halifax	....	2 85	2 85
1, Lunenburg	2 33	26 83	29 21	22, Pictou	0 32	3 04	3 36
73, Cumberland	1 01	0 61	1 62	99, Cumberland	0 42	3 04	3 46
Williamston, Annapolis	1 19	0 56	1 75	*14, Colchester	....	6 45	6 45
*12, Pictou	....	2 07	2 07	*Granville, Cumberland	....	5 92	5 92
24, Cumberland	6 62	....	6 62	*33, Annapolis	....	5 93	5 93
*4, Hants	....	8 37	8 37	*62, Halifax	....	2 12	2 12
11, Pictou	1 79	....	1 79	58, Cumberland	....	3 04	3 04
*68, Halifax	....	4 16	4 16	44, Pictou	....	3 92	3 92
1, Hants	9 10	0 87	10 06	67, Cumberland	....	0 61	0 61
Jn.20 55, Kings	8 34	20 16	28 50	Halifax City	147 91	7 30	155 21
61, Kings	0 75	....	0 75	Amherst, Cumberland	1 25	9 76	11 01
61, Pictou	2 25	....	2 25	1, Lunenburg	2 23	....	2 23
60, Colchester	2 68	....	2 68	7, Shelburne	0 44	....	0 44
47, Pictou	1 77	....	1 77	51, Colchester	0 31	1 12	1 43
14, Pictou	2 03	1 52	3 55	46, Pictou	2 32	3 04	5 36
*56, Pictou	....	10 29	10 29	63, Colchester	0 10	4 48	4 58
12, Annapolis	3 82	1 52	5 34	Geshen, Guysboro	....	2 24	2 24
*Stoddart, Annapolis	....	4 98	4 98	58, Kings	3 38	6 72	10 10
Jordon, Shelburne	2 47	....	2 47	9, Queens	2 09	....	2 09
3, Pictou	4 42	....	4 42	Jeddore, Halifax	0 26	....	0 26
Ryan's Creeks, Hants	0 54	....	0 54	Renfrew, Hants	1 75	....	1 75
8, Halifax	1 94	0 56	2 50	Amherst Point, Cumberland	1 21	....	1 21
19, Hants	1 59	....	1 59	Feb.19 Halifax City	0 60	....	0 60
*Bloomington, Annapolis	....	4 22	4 22	23, Colchester	0 54	5 66	6 14
21, Shelburne	1 66	....	1 66	7, Halifax	1 02	....	1 02
*43, Annapolis	....	3 93	3 93	*27, Halifax	....	4 37	4 37
23, Annapolis	5 68	1 52	7 20	*Mile Brook, Pictou	....	11 20	11 20
Marryatt's Cove, Lunenburg	1 54	....	1 54	50, Hants	1 14	....	1 14
2, Cumberland	1 79	....	1 79	8, Cape Breton	1 34	....	1 34
11, Kings	0 82	....	0 82	1, New Glasgow, Pictou	1 22	57 52	58 74
Woodville, Hants	0 75	1 68	2 43	*7, Hants	....	4 88	4 88
*53, Halifax	....	1 92	1 92	Gladwin, Halifax	0 41	....	0 41
*64, Cumberland	....	4 48	4 48	21, Hants	0 07	1 68	1 75
22, Lunenburg	0 46	....	0 46	Sydney Mines, C.B.	....	7 28	7 28
51, Colchester	1 07	....	1 07	Dartmouth, Halifax	....	2 72	2 72
14, Halifax	0 44	....	0 44	*12, Halifax	....	4 48	4 48
Brooklyn, Pictou	1 74	0 56	2 30	61, Kings	0 15	....	0 15
Brooklyn, Hants	2 94	1 12	4 06	37, Kings	2 91	....	2 91
34, Annapolis	0 83	....	0 83	34, Antigonish	2 63	....	2 63
11, Cumberland	4 46	....	4 46	51, Kings	0 97	....	0 97
Jn.27 Dartmouth, Halifax	13 58	50 40	63 98	8, Annapolis	1 34	....	1 34
*10, Pictou	....	9 42	9 42	38, Kings	2 27	....	2 27
25, Kings	1 92	....	1 92	59, Cumberland	1 62	....	1 62
31, Annapolis	0 51	....	0 51	8, Halifax	1 62	....	1 62
1, Annapolis	2 46	....	2 46	1, Pictou	0 42	....	0 42
8, Colchester	0 83	1 68	2 56	16, Pictou	3 55	3 04	6 59
Middleton, Annapolis	0 68	0 56	1 24	63, Halifax	3 64	0 61	4 25

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" III, " "
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* The Council of Public Instruction has authorized the preparation of an English Grammar for use in the Public Schools, and until this work is published the Superintendent of Education will not procure any text-book on this subject. In the meantime, Trustees are authorized by the Council to use whatever Grammar they prefer. Lewis's Grammar, if followed by Murell's Analysis, will, perhaps, give as good results as any.

NATURAL SCIENCE.

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Latin.—Beyce's First Latin Book..... 32 cts. each.
Beyce's Second Latin Book..... 55 "
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Arnold's Latin Prose Composition..... 32 "

AUTHORS—OXFORD EDITIONS.

CÆSAR, de Bello Gallico, 1 vol., bound, 39 cts.; Lib. I.—III. (with short notes), 1 vol., paper, 16 cts.
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DICTIONARY.

White's Junior School's Latin-English Dictionary..... \$1.40 cts. each.
Greek.—Beyce's First Greek Book..... 40 cts. each.
Beyce's Second Greek Book..... 55 "
Bullion's Greek Grammar..... 32 "
or, Edinburgh Academy Greek Grammar, 35 "
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DICTIONARY.

Coste's French-English and English-French Dictionary..... \$0.65 ea.

V. 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 deterred from attendance at the Day School.
2. Such Evening School shall be in session 2 1/2 hours; and in relation to Public Grants, two evening sessions shall count as one day. The Prescribed 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 furnished 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 school three evenings in the week.

VI. Holidays and Vacations.

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

HOLIDAYS.

following Regulations have been added to SECTION 2, 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 6, 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 purposes of inspection, and to require that on the day or days so named such school or schools shall be kept in session.
July, 1867.

VII. Teachers' Agreements.

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

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

NOTICE.

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

[Form of Agreement.]

Memorandum of Agreement made and entered into the _____ day of _____ A.D. 186____, between (name of teacher) a duly licensed teacher of the _____ class of the one part, and (names of trustees) Trustees of School Section No. _____ in the District of _____ of the second part. The said (name of teacher) on his (or her) part, in consideration of the below mentioned agreements by the parties of the second part, hereby covenants and agrees with the said (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.

(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.

VIII. 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. 51, reg. 5.*

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

ORDAINED, 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. 48, reg. 2.*

IX. The Provincial Normal School.

FIRST TERM begins on the first Wednesday in November, and close 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.—REV. ALEXANDER FORBES, D.D. Principal of the Normal College and Model School.
English and Classics.—J. B. CALKINS, Esq.
Mathematics.—W. R. MULLOHLAND, Esq.
Music and Drawing.—MISS L. HAYES.

MODEL SCHOOL.

High School Department, MR. EDWARD BLANCHARD.
Preparatory " MR. JAMES LITTLE.
Senior Elementary " MISS FAULKNER.
Junior do. " MISS A. LEAKE.
Junior:—MR. DOBSON.

Non-holders of valid licenses will be admitted to the Normal School as pupil-teachers. The licenses 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."

X. 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 this day 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.] (Seal)
in the presence of } [Names of Sureties.] (Seals)
Name of Witness.

WE, THE SHERIFFS, two of Her Majesty's Justices of the Peace for the County of _____ do certify our approbation of _____ (names 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. 1865

[Names of Magistrates.]

XI. List of Inspectors.

J. F. I. 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.
 F. W. George, M. A. Amherst.
 M. T. Smith. Pictou.
 Angus Melsaac. Antigonish.
 S. R. Russell. Guysboro'.
 John Y. Gunn. Broad Cove.
 Alexander Munro. Baddeck.
 Edmund Outram, M. A. Sydney.
 W. R. Cutler. Arichat.

ADVERTISEMENTS.

SITUATIONS WANTED.

A FEMALE TEACHER, holding a First Class Provincial License, with "Superior" grade from the Normal School, desires a situation in a public school, (located within easy access to the Railway,) on the first of May. Address, stating terms,

P. VANBUSKIRK,
 Bedford, Halifax Co.

A FEMALE TEACHER of eight years' experience, who has attended the Provincial Normal School for one term, and holds a public school license of the First Class, granted by the Council of Public Instruction in October, 1868, desires a situation. A department in a graded school is preferred. References can be given.

Please address, stating terms, &c ,

E. A. S.,
 Teacher,
 Brooklyn, Cornwallis, Kings Co.

A FEMALE TEACHER, holding a First Class Provincial License, and who has had two years' experience in teaching, wishes a situation in a Graded or Miscellaneous School. Services ready May 1st.

Please send applications to the

INSPECTOR OF KINGS CO.

TEACHERS WANTED.

Wanted, an experienced Teacher, as Head Master, for the Academy at Digby. Services to commence May 10th. Salary \$600.

Address,

E BURNHAM,
 Sec'y to Trustees.

Digby, March 22, 1869.

The Trustees of North Beaver Bank (Border Section) wish to engage a FEMALE TEACHER holding a Second or Third Class License, or a MALE TEACHER of the Third Class. Services to begin May 1st.

Address,

D. A. NICHOLSON,
 Secretary to Trustees,
 Beaver Bank, Halifax County.

Wanted, a Second Class MALE TEACHER for Section No. 16, Upper Musquodoboit, Halifax County,—one holding a Provincial License preferred.

Address,

WILLIAM HORTON,
 Secretary of Trustees.

February 22nd, 1869.

The Trustees of Pugwash River School will receive applications from First Class FEMALE TEACHERS or Second Class MALE TEACHERS, to take charge of School on the 1st of May, 1869. A liberal salary given.

Please address, stating terms,

THOS. A. FRASER,
 Sec'y to Trustees.

Pugwash River, Cumberland, N. S., March 5th, 1868.

Wanted, to take charge of the School in Goldenville, on the 1st of May, a FIRST or SECOND CLASS Teacher. Applications will be received from Teachers holding Provincial licenses, or licenses valid in this district.

Address,

J. CUMMINGER,
 Sec'y to Trustees,
 Goldenville, St. Mary's, Guysboro' Co.

Books for School Teachers.

COMMON SCHOOL EDUCATION, By Currie.

EARLY AND INFANT SCHOOL EDUCATION, By Currie.

For sale by

A. & W. MACKINLAY.

SCHOOL DESKS.

THE undersigned is prepared to supply School Trustees with the improved School Desks recommended by the Council of Public Instruction for use in the Public Schools throughout the Province.

The desks and chairs are made of thoroughly seasoned oak and ash, and the standards or supports are made of iron. The desks are finished in oil, and the chairs are varnished.

The following scale will furnish any needed information, as to sizes, &c The prices attached are for one desk and two chairs:

Age of Pupils.	Height of Chairs	DOUBLE DESKS.			Space between desks for chairs.	Prices.
		Height of side next to Pupil.	Length.	Width.		
5 to 6 years.	11 inches.	21 inches.	36 inches.	12 inches.	14 inches.	\$4.00
6 to 8 "	" 12 "	" 22 "	" 39 "	" 13 "	" 15 "	" 4.25
8 to 10 "	" 13 "	" 23 "	" 42 "	" 13 1/2 "	" 15 1/2 "	" 4.50
10 to 12 "	" 14 "	" 24 1/2 "	" 44 "	" 14 "	" 16 "	" 4.75
12 to 14 "	" 15 "	" 26 "	" 46 "	" 14 1/2 "	" 16 1/2 "	" 5.00
14 to 17 "	" 16 "	" 27 1/2 "	" 48 "	" 15 "	" 17 "	" 5.25
17 "	" 17 "	" 29 "	" 48 "	" 16 "	" 17 "	" 5.50

•• Single Desks (i. e. desks accommodating one pupil each) will be manufactured if required.

Desks and chairs (with screws) packed and delivered on board the cars, steamer, or packet at WINSLOW, at the above prices. Terms cash on delivery. Trustees wishing to procure desks should send in their orders as early as possible. Specimen desks and chairs may be seen at the EDUCATION OFFICE, Province Building, Halifax. Address,

EDWARD CURRY,
 Windsor, N. S.

JAN. NOW READY. 1868.

Dem'y 8vo Price \$2.00

THE TEACHER'S TEXT-BOOK,

BY

REV. ALEXANDER FORRESTER, D. D.,

Principal of the Provincial Normal School.

A. & W. MACKINLAY,

Publishers

The undermentioned gentlemen have kindly consented to act as Agents for Dr. Forrester's work on Education. Supplies of the book are now being forwarded to each, and subscribers can obtain their copies on application. Subscription price \$2.00:—

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 Rev. E. McCurdy.....Musquodoboit.
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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 specified 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.

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

Admitted number of advertisements in connection with education and kindred subjects, will be inserted at 20 cents a line for the first and 10 cents a line for each subsequent insertion.

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