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T H E

JOURNAL OF EDUCATION.

FOR THE PROVINCE OF NOVA SCOTIA.

ERRATUM.—Explanations of Register, sixteenth line, for "pages 3 and 6," read "pages 3 and 7." Teachers are requested to make the correction in their Registers.

THE HALIFAX COUNTY COMPETITION, which takes place March 13th, will be held in Temperance Hall, Halifax City. Exercises begin at 10 o'clock, A. M.

LOST DAYS.—We may state in answer to enquiries, that any days lost by schools in attending the county competitions may be made up as provided by the regulations for "Holidays and Vacations." See Official Notices.

NOTWITHSTANDING the liberal contributions made for the relief of our suffering fishermen, much want still prevails among extensive settlements along our shores. We beg to offer a suggestion to Teachers, acting upon which they can do something to assist the starving, and the same time teach their pupils the lesson of christian charity and deepen public interest in their schools. Let them, with the concurrence of their Trustees, have school exhibitions—recitations, music, dialogues, spelling matches, etc., during these fine evenings. In many cases two or more adjoining schools could unite in one of these exhibitions. If such a movement were general among the schools, even a small admittance fee would in the aggregate yield a handsome sum. Whatever is done should be done promptly—"Withhold not good from them to whom it is due, when it is in the power of thine hand to do it." Any funds raised by schools for this object may be transmitted to the Education Office. Remittances will be promptly handed to the Relief Association, and acknowledged through the JOURNAL.

ABOUT SCHOOL DISCIPLINE.

A GENTLEMAN who takes a deep interest in Education has sent us some pungent strictures on matters connected with certain schools. He says:—

"I do feel that there is much need of further enlightenment in regard to discipline and government. It is a notorious fact within my observation, that at least one first class female teacher, has been known to seize her pupils by the ears and pull them severely. Another raps or whacks her pupils lustily and habitually, with a hardwood ferule; or, if that be not at hand, with a book, on either or both sides of the head. This same teacher asserts that she does not use "corporal" punishment! Despite her severity she has a very high reputation for teaching. Then, also, the language occasionally made use of by these teachers is as follows: "Study your book, you little urchin." "You have no more principle than an Indian." "If you do not have that lesson the whacks will come." Now, such language, I maintain, is not very worthy any teacher, much less the foregoing modes of punishment. No, they are barbarous; they deserve unsparing denunciation as inconsistent with Christian principles and influences, or with the truest progress of the school in study. It scares the little ones, causes the older and obedient pupils fairly to cringe, and inspires others with a spirit of rebellion. It is high time that ear-pulling and ferule-rapping on the head, were done away with by teachers in a christian land. Thus much on discipline." He also speaks of seven reading classes and "almost as many in arithmetic," being taught in one school. There is no need of this, Three, or at most four, classes are enough for any miscellaneous school.

The trustees of the schools referred to should not permit the continuance of the practices so justly condemned by our correspondent. They should at once faithfully and firmly remonstrate with the teacher. Corporal punishment may be found necessary, but it should never be administered on the head, nor with an improper instrument, as a "hardwood-ferule," and only when other

means have failed. It is not conducive to sound discipline to be always brandishing the ferule, and threatening punishment. Nothing is more demoralizing. The best governed schools seem not to be governed at all. No threats are heard, yet every one seems to do just what one ought. Ask the teacher the secret of all this willing and cheerful obedience, and he will tell you he assumes at the outset that his pupils will obey him, and carries on his school work in this assurance. A want of prompt obedience is treated as exceptional, even abnormal. Suitable means are at once adopted to restore the only conditions upon which teaching is possible. That teacher has learned one thing which every teacher ought to know—*discipline is a means, not an end.* Scolding, threatening, petulance, and fault-finding, never did and never will conduce to the discipline and progress of any school. Nor will "whacking," "ear-pulling," "hair-pulling," and the like. These are simply manifestations of littleness and spleen.

One word more. If any teacher is troubled with a disorderly school, if he finds the sweetness of his temper leaving him day by day, if his pupils are uneasy or listless, something is radically wrong, and should be righted at once. Let him cast about him for the remedy. And, first of all, let him satisfy himself that his school-room is plentifully supplied at all times with pure atmospheric air. Thorough ventilation is the first and indispensable condition of discipline. Without it, the winning ways of an Esther, the patience of a Job, or the muscle of a Samson, will contribute little to secure this result. Many a child has been punished for inattention to study, and many a teacher has grown weary with fretting, when impure air was the real cause of the troubles. Probably one-half the difficulties experienced by some teachers would at once vanish, if their school-rooms were properly supplied with fresh air. We are disposed to think that our correspondent's strictures apply, in part at least, to CARBONIZED AIR,—one of the most peevish, crabbed, ill-humored and ill-flavored teachers that was ever suffered to hold sway within the walls of any school-house. The period of his license has, by law, expired, and he has already been expelled from the best schools in the province. We advise trustees everywhere to bid him "Be-gone."

ABOUT LICENSES.

WE have been informed that Inspectors and Commissioners in some counties have expressed the opinion that those teachers who failed to secure a provincial license at the late examination, forfeited the license which they previously held. This opinion is not correct. The regulation of the Council of Public Instruction, published through the JOURNAL in August last, and by placards in almost every section in the province in September, is very explicit touching the time when existing licenses cease to be valid. It is as follows:—

"Subject to all the limitations and restrictions under which they were originally granted, all legal and valid licenses now held shall continue to be legal and valid, as follows:

Head Master's Certificate.....	Till Nov. 1st, 1868.
Licenses of the First Class.....	" " 1868.
" " Second Class.....	" " 1869.
" " Third Class.....	" " 1870.

Licenses issued by the late Boards of District Examiners remain valid as above in the district for which originally issued, and for any other district, or districts, in which they may have been duly endorsed previous to May, 1867. 'Permissive' licenses cease to be valid on the expiration of the period for which they were originally granted."

It will be seen that the regulation very wisely furnished holders of M. 1 and F. 1 three opportunities of obtaining a like grade of provincial license; while holders of M. 2 and F. 2, and holders of M. 3 and F. 3, were permitted five and seven trials respectively.

In this way the re-classification of teachers proceeds gradually, and every consideration that could reasonably be asked is extended to teachers already in the field. The regulation is even generous, for it not only allows all teachers, including the timid, the uncertain, and the poorly qualified, repeated trials; but while they remain in the district in which they were licensed, it permits them to receive provincial aid for a fixed period, according to the grade of their former license. And not only so; it also permits them, when advantageous to themselves, to ignore their previous license, to compete for and receive a higher grade, and to enjoy from the first day of the new term immediately following, an increased provincial grant. It must, we think, strike every candid mind, that such an arrangement offers every protection to teachers, and, at the same time, fosters the true interests of education, by stimulating all to the attainment of that degree of knowledge and skill so indispensable to teachers.

Under the previous law, when teachers entered another district from that in which they were licensed, they were necessarily liable to re-examination. No Board of Examiners could authorize a person to teach except in the district over which it had jurisdiction. If teachers, previous to obtaining a provincial license under the new regulation, enter a district in which they hold no license, they are, of course, without authority to teach a public school in such district. They never had such authority, and, therefore, require a provincial license. In order, however, that teachers and trustees might be aided in every way compatible with the manifold and important interests involved, the Superintendent, by the authority of the Council of Public Instruction, directed Inspectors in October last, to endorse for the term the license of any teacher so circumstanced, such teacher being required to be examined and classified at the next examination. Should any such teacher, however, return to the district in which his previous license was valid, he could, if he desired, fall back upon his district license within the period specified by the regulation quoted above. These are exceptional cases, and few in number, yet it will be seen that every precaution was taken to protect, as far as possible, every interest which from the inherent defects of the former system of classification, was in any way endangered.

There was another class of teachers whose position was peculiar. We mean the graduates of the Provincial Normal School,—those who since 1864 received provincial licenses from a Board of Examiners appointed to that Institution. It was believed, and rightly so, we think, that those who had enjoyed the advantages of a professional training would cheerfully undergo some inconvenience, in order that adequate means might be perfected by which a professional standing could be publicly accorded to all teachers of public schools in the province. As these teachers already had authority to teach in any and every district in the province, the regulation permitted them, if advantageous to themselves, to fall back upon the license already secured, till Nov. 1868, Nov. 1869, or Nov. 1870, according to grade. The liberty to teach in any district, and the privilege of three, five, or seven trials was pledged to them in common with those holding district licenses; as well also as the opportunity of competing for, and receiving an advanced grade in any term.

We may add (as was stated in the JOURNAL for October last) that when persons who never had any license at all fail to secure one on examination, or who having had licenses shall not have succeeded in securing a provincial license of any grade previous to the expiration of the period fixed by the regulation, such of these persons as the inspector may recommend as having a degree of fitness for teaching and as needed by the exigencies of the schools in the county, may receive a "permissive" license of the third class for the period of one year. At the expiration of this period, and previously, such teachers may be examined for a regular provincial license. If unsuccessful, a new "permissive" license may be granted if the necessities of the county demand it, but not otherwise.

It would appear from what we have stated, that the regulation issued in August last is admirably adapted to carry out the purpose of the Legislature. The interests of all classes of teachers, as well as of the people of the several counties, and the entire system of public education, were kept in view and balanced as delicately as possible. The end and aim of the change was to quicken and immeasurably advance our system of education, by securing thoroughly qualified teachers. We believe all its tendencies are

directly to this end, and that the change must command the approval of all who desire that our public schools shall be vigorously conducted, and in all respects what they profess to be,—institutions for the correct and thorough training of the young. If anything else is desired, if ignorance and incompetency are to be cloaked and fostered, and sound attainments and skill are to go unhonored and unrewarded, then will rottenness enter into the very bones of the system. There must be discrimination, and that discrimination must be free from the taint of partiality and favoritism; it must be based on merit.

NEW BRUNSWICK.

THE New Brunswick Education Report for 1867 has been published. We learn from it that the number of schools in operation during the winter term was 797, and during the summer term 847, an increase of 4 and 18 respectively over the corresponding terms of 1866. The number of pupils in attendance was, in the winter term, 28,231, an increase of 422, and in the summer term, 30,871, an increase of 1,090.

Of the 866 teachers employed during the summer term, 637 or nearly three-fourths of the whole, were persons regularly trained for the work. This feature in the school statistics of New Brunswick presents somewhat of a contrast with our own.

The expenditure from the Provincial Treasury for educational purposes during the year, was as follows:—

Common Schools.....	\$74,403.91
Superior Schools.....	6,348.70
Training School.....	2,126.00
Inspectors (four, at a salary of \$1000 each).....	4,000.00
School Libraries, (bonuses).....	63.16
Prizes at Competition Examination.....	160.00
Salary and Travelling Expenses of Superintendent, and salary of Clerk.....	2,540.00
Board allowance to Teachers attending Training School, paid upon actual employment in teaching.....	2,512.00
Printing, Postage, &c.....	1,729.79
Total 1867.....	\$93,883.56
" 1866.....	93,306.92
Increase.....	\$576.64

The amount raised for salaries by local subscriptions, tuition fees, &c., amounted to \$107,441.64.

We notice that the Provincial Grants are largely increased this year, the sum set down for education in the estimate being \$113,960.00 besides \$9,684.00 for the University of New Brunswick; in all \$133,644.40 for educational purposes in 1868.

The following extracts from the Report will be read with interest in this Province:—

"The number of school-houses built within the past year is about fifty, and others are reported as having been repaired. This is about the average rate of progress in school-house building for a number of years past, and used to be regarded as tolerably satisfactory. But in the quickening march of events, a higher rate seems now to be demanded, more particularly since it has become generally known that our friends across the Bay have been erecting in some one of their Counties more school-houses than we have been doing in the whole of our Province in the same space of time. It is hardly for us to say that Nova Scotia has thus shown only her greater need of them, and that such efforts are but spasmodic fits. Pity some such fits would not seize us for the next year or two. At our present easy going pace, it is clear we must always have a lot of old school-houses on hand; for "decay's effacing fingers" are often plainly visible upon some before the materials for others have been taken from the forest. However, let us not despond. Rather let us be thankful for what little has been done in the past, and take heart for the future. The signs of the times are significant, and seem to point to a day at hand when we shall not be one whit behind the very best of our neighbours in all that tends "to make men moral, good, and wise."

Referring to defects in the existing laws relating to Grammar Schools and Common Schools, the Superintendent says:—

"Legislation is necessary to remove some obstacles to their more efficient working, and to bring about some desirable improvements. It is important, for instance, in the event of vacancies, to provide that none but men of undoubted qualifications should receive appointments to these Schools, and that in all cases, a uniform as well as a rigid test should be applied to all candidates for Grammar School Licences. At present the Board of Education has not the power to exact such a test in every case. Again, it is a question worthy the consideration of the Legislature whether the local emoluments of the teachers should not now be raised. The present rate is just what it was fifty years ago, and, as it will

hardly be denied, that the cost of living has advanced considerably within that period, justice alone would seem to require something like a corresponding advance in the teacher's salaries. Teachers might then, with more reason and justice, be required to devote their whole time and undivided energies to their proper and important duties, which they can hardly be said in every instance to do at present. Moreover, many material improvements might be effected were the Legislature to invest the Trustees with power to raise all the necessary local funds by direct taxation, or, as this might in present circumstances be attended with inconvenience, even if they were merely empowered to receive funds raised in this manner from the Parish School Trustees, in the event of the latter assessing a Parish, or any District in a Parish where a Grammar School is placed. With a view to effect these and other required reforms, the rough draft of a Bill has been prepared by the President of the University and myself, and it will be forwarded to the Government for their approval and submission to the Legislature at the approaching Session.

I have now gone over in detail the different grounds ordinarily embraced in Reports of this kind, pointing out the various operations of the past year, and the actual progress that has been made, as well as the impediments that lie in the way of a greater and more rapid development of our educational system. I think it has been shown that although the schools are not so good, and the scholars not so numerous, as we could wish to see them, they are yet neither so bad, nor give evidence of such wide-spread ignorance, as some ardent friends of education suppose, and conscientiously believe. But if we must accelerate our educational progress, and speedily bring into our public schools all the children in town and country throughout the Province that are not now and never have been under school instruction;—if we are to educate the children of worthy but indigent parents, as well as the neglected offspring of vicious poor, equally with the sons and daughters of the moral, the well-to-do, and the affluent, then I do not hesitate now, as I have never hesitated in the past, to avow the opinion that the only certain road to such a goal is DIRECT TAXATION AND FREE SCHOOLS."

BENEKE'S PSYCHOLOGY.

SECTION XIV.—*On the Vivacity, Vitality, or Quickness (Lebendigkeit) of the Original Faculties, and the Influence of this on Consciousness.*

LOOK here! Here is a sheet of paper covered with pictures of animals all well known to you. I hold it up for an instant before your eyes. What animals have you seen upon it? Some of you will be able to tell me the names of most of the animals, while some can give me no account of them whatever. How is this? Must it not be that some of you see things more rapidly than others? We remark the same thing in reading. Some require a little time to read over a single line, others catch it at a glance. We seize external attractions most rapidly by the ear. Think with what rapidity single tones, syllables, and words follow each other in speaking, and yet not one of them escapes us. How rapidly the notes of a piece of music succeed each other, and yet we catch them all. There is certainly a difference observable here in different persons; some hear more quickly than others, but generally speaking the sense of hearing is the most rapid of all our senses.

We must thus ascribe to the original faculties, in addition to the qualities already named, *i. e.*, of susceptibility to external stimuli, and of strength, this other quality of vivacity or rapidity, by which they lay hold of external stimuli.*

* In these three attributes of the original faculties, the soul even from its birth already possesses a most important substratum, while as yet it has received into itself nothing objective, and is thus objectively empty. From this proceed the innate laws of development, which we shall by degrees collectively become acquainted with. Two souls acted upon by the same objects, will yet develop themselves very differently if they differ in the susceptibility, in the strength, and in the quickness of the original faculties. If susceptibility be naturally obtuse, then little will be received, if there is little strength, then what has been acquired is soon lost again; and if there is little quickness or vivacity, the manufacture and cultivation of what is retained becomes a very tedious process. Thus it depends on the nature of the original faculties in how far what is received from without shall continue to exist, and to what degrees of growth it shall be subjected, for these attributes of strength and quickness stamp their impress on every thing that is admitted within the soul, and impart to it a permanent subjective character, which, insignificant as it may appear at first, must be augmented exceedingly by the process of development, as with the continual accumulation of traces, the subjective impress of these traces continues to multiply itself infinitely. Is then the soul at its birth to be likened, as some have asserted, to a blank sheet of paper, a "tabula rasa?" By no means! Only as respects the objective, not as respects the subjective, can it be so compared. Objects are inscribed on the soul not as on a dead passive wall; the soul is no dead thing which passively receives the impressions of objects, it is throughout a thing alive, whose character the impressions themselves must receive. When in this essay we frequently use the expression "vacant original powers," we mean only, either that nothing objective has yet been received, or that it has again been lost.

We meet with this property of quickness in all the remaining senses, though in a less degree. The sense of touch and the muscular* sense appears to possess it most largely; the muscles of the fingers, for example, exhibit it in an almost equal degree with the sense of hearing, as we see in such acts as expert playing on the harp or violin, lace-making, rapid penmanship, &c.

Stimuli of taste, smell, and feeling of different kinds, following each other in quick succession, no one is able accurately to apprehend and distinguish. These faculties are in their nature slower and more sluggish.

We meet with men who seem to be all life. They not only seize with extraordinary quickness everything that comes before their eyes and ears, but all their ideas pursue each other and drive along with equal rapidity. We perceive this in their speaking and in all they do. We see it even in their eyes. No other quality of the original faculties expresses itself directly and indirectly so distinctly as this property of quickness. On the other hand, we find persons who are much more calm and measured in all they do; and in some the property of quickness is so deficient, that they let slip anything that passes rapidly by them, and only bethink themselves of what they should have said or done when it is too late.

A greater amount of quickness in the original faculties causes not only a more rapid appropriation of external stimuli, but has the effect also of bringing unconscious ideas more rapidly into consciousness. We call a man who is greatly deficient in quickness, dull or stupid, because he needs too much time for self-recollection, *i. e.*, to rouse up the ideas required by him in any given case. He may be in possession of the ideas, but, before the sluggish original faculties have awakened them all to full consciousness, it is too late. We must not confound the dull with the ignorant, although dulness and ignorance certainly often go together.

SECTION XV.—*The Rise of Ideas.*

Of all those things which we have (with some measure of perfection) perceived through the senses, there remains behind in the soul a trace or residuum (Sec. 6), and traces of the same nature unite together and form a whole. In this way have arisen all the multitudes of conceptions, more or less distinct, of external objects which we possess. Now it frequently happens that we become conscious at the same time, or in immediate rapid succession, of several distinct perceptions. We go, for example, into the country, and see meadows, linden trees, birches, alders, poplars, firs. What then takes place? We represent or think of these things together; and further, this is what invariably takes place in the soul when things of the same kind come together, *i. e.*, then points of agreement, will unite together more strongly and closely because they mutually attract each other, and the moving or exciting elements on which consciousness depends will also, according to an invariable law of the soul, always flow in the largest measure towards objects which are most intimately connected together. In the case before us, these are the parts of the different objects which are of the same nature; these receive the largest amount of the exciting elements, while from the remaining parts they more or less withdraw themselves.

Hence it follows that in these objects we have named, the parts which are alike in each, as the roots, the stem, the branches, the twigs, will stand out with special clearness in our consciousness. On the other, what is peculiar to each of these objects, as colour,

* Inasmuch as there exist in our bodies muscles by means of which we accomplish outward movements, we may be said also to possess a muscular sense. This is divided into different systems, muscles of the fingers, of the hand, the arm, the legs, muscles of the eye and of the organs of speech, and hence we may with as much correctness speak of many muscular senses as of one. For each system has its peculiar degree of quickness, and the most rapid of all are the finger muscles. As in the last the sense of touch is included, the question arises whether the degree of quickness is equally great in each, a question which we can hardly answer in the affirmative, because even blind persons cannot accomplish perceptions of touch of different kinds in succession, with the same rapidity as they perform movements of the fingers, and the sense of touch among persons generally, is of course much slower.

That the various muscular systems form one special sense is moreover evident from the particular feelings which we experience after long continued muscular efforts, or from long suspended muscular activity, and also from the still more important fact that in their normal state, excitement of the muscles always arises from within, from the soul, while only when in an abnormal condition are they excited from without, and this causes the phenomenon which we call cramp. In very rare cases indeed, cramp has been known to arise from within, as for example, in some persons at the sight of a spider, in which cases it is explained by an over measure of the emotional element (beweglichen element).

form of leaves, height, strength, produce, &c., we shall for the present think of with much less distinctness. All this happens naturally in accordance with what we have already learned in the 10th chapter; for the greater the number of traces of a like nature which have united to form one whole, so much the more clearly is this whole brought into consciousness, when stimulated by the exciting element, while it follows that a far less clear consciousness will be stirred up by the same element, acting on objects whose impressions are fewer, and points of agreement less numerous.

The constituent parts of each of these objects, *i. e.*, the roots, the stem, the branches, are indeed presented to the mind sevenfold, because in seven different objects, while what is peculiar to each is presented only once; so that our consciousness of the properties common to all, must of course be seven times clearer than of what is peculiar to each; this indeed for the time almost disappears. The homogeneous therefore being fuller of consciousness, because richer in traces than the individual, it follows that the larger portion of the exciting element must fall to its share. Hence, for the future, we so represent these objects, that the points of difference disappear from our consciousness, and we think only of the points of resemblance which they have in common, which have been as it were laid hold of all together by the consciousness. In this way we arrive at what is generally termed *an idea* of these objects (a general or collective representation). This idea is not lost when the consciousness passes onwards from it to other images, it merely lapses into unconsciousness, existing as a trace or impression, for that which is contained in it has received a special strong connection. What possesses roots, a stem, branches or twigs, we henceforth call shortly a tree.*

What, therefore, must already be existing in the soul before an idea can be formed of its rise there? and what is it that takes place when several different perceptions are called into consciousness simultaneously or directly after one another? Why must the property common to a number of things which we think of together, come out far more distinctly in our consciousness than that which is peculiar only to one of them? Wherein then do *ideas* differ from ordinary single perceptions, or conceptions? shew how the ideas, bird, bush, insect, fish, have been formed in your soul?

SECTION XVI.—*Gradation and Modification of Ideas.*

We have seen in the foregoing paragraphs how ideas arise, that they form themselves spontaneously when the soul becomes conscious of the points of agreement on common attributes belonging to classes of objects. Mutual attraction brings, then, the like into ultimate connection with its like, and a permanent connection is formed between them, and this connection the soul retains as a special distinctive act of consciousness; and even when the consciousness is again lost, the trace or residuum remains. In doing this, the idea does not take anything from the perceptions to which it owes its existence, but it has and retains its consistence merely by means of the intimate blending of their elements of agreement. Without the exciting together of the perceptions which contain the points of resemblance, no idea could arise, while if the exciting cause is adequate, the idea is sure to follow.

As these ideas are general representations, so they are always adapted to a whole class of individual objects, while each separate perception is adapted only for the object from which it has arisen.

You shall now form some ideas for yourselves. Think of the following things: coat, vest, jacket, stockings, boots, shoes, gloves, &c. What do you think of collectively? Clothes; but how is this possible? I have not mentioned the idea clothes, but simply the

words coat, vest, &c. But all these things we use for the covering of our bodies, and we express them by one word, clothes.

Thus that which in each object is common to all (in being made use of for covering the body) has united to form one whole, and because the combination is *eight-fold*, made up of many traces, it speedily absorbs the entire consciousness, while the special characteristics of the various objects, as material, colour, shape, &c., disappear from the consciousness. Thus the idea "clothes" is formed. What is comprehended in it, or what does it include? But farther; I repeat the words knife, fork, plate, spoon, table-cloth, napkin, &c. What now do you think of? All these things we make use of during meals. Thus you have the idea—table furniture. What does it comprehend?

Again, plough, harrow, waggon, mattock, spade, rake, &c. What, now, do you think of? All these things are made use of by the husbandman for the cultivation of his land. Here you have the idea—agricultural implements. What is comprehended in it?

Reflect now on the three ideas just named, clothes, table furniture, agricultural implements. What is it which they all have in common? All clothes, furniture for the table, and implements of agriculture are made by man; here you have the idea—product of art. This comprehends the property common to each of these ideas, but what is comprehended underneath it?*

There are comprehended not merely the ideas out of which it has directly arisen, but also the individual perceptions from which the ideas themselves took their rise. So, when points of similarity belonging to different ideas are combined and blended together from the ideas having been simultaneously excited, there then arises a new idea, which comprehends within itself, and as it were encircles, not merely these ideas themselves, but also all the individual perceptions out of which the different ideas arose. We justly call this a higher and wider idea (an idea of wider circumference). I will now mention a number of ideas with which you are familiar, tree, bush, fish, mountain, stone, cloud, star. Think now of something lying in all these which is exactly the opposite of what was contained in our last formed idea, and you will be able to tell what that is which all these ideas have in common. All trees, shrubs, fish, mountains, clouds, &c., are made by God. Here you have the idea, product of nature, for God works through nature. Now, reflect on both these ideas, products of nature and of art together. What is common to both? All products of nature and of art occupy space, and are perceived by the senses. Here you have the idea of body. What is comprehended under this, or what belongs to its circumference? (1) Not only the ideas, nature and art products; but also (2) all the former ideas out of which these have arisen; and consequently also (3) all the individual perceptions out of which the first were formed. Consequently, it is the highest and widest idea among all these.†

The result is thus reached, that in the human soul, the points of resemblance existing in different representations are attracted to one another and blend together, and thus arise ideas; and when these have also within them a common element, this again blends together, the like combining with the like, and thence are originated new and ever higher and wider ideas. The condition for this result being, that the existing fundamental conceptions (the individual perceptions, and the lower ideas, that is) in which the common element is contained, should be simultaneously excited.

Consider here, by way of repetition, the influence which the strength and the susceptibility of the original faculties has on the formation of ideas.

Ideas will be clear, strong in consciousness in proportion to the strength of the original faculties, they will be accurate in proportion to their susceptibility to external influences. Why do animals, although some of them are endowed with greater susceptibility in some of their original faculties than man, yet attain by it to no clear ideas? The cause lies solely and entirely in this, that the strength of original faculties possessed by man is wanting in them.

* Each idea naturally comprehends or contains that of which it consists. There underlie the perceptions out of which it has arisen. The former is its substance, the latter, collectively, we call its circumference, and it is manifest that the substance of the idea (the idea itself) must lie in the perceptions which form its substance. The whole circumference of an idea we are wont to indicate by the words all, or each, its partial circumference by the expression some. So is it in the axioms, All men are mortal; Some men are learned.

† The formation of ideas certainly does not take place with the rapidity indicated in the above examples; we only mean to shew how and whence they arise.

* In this way the greater part of ideas must have been formed in each soul entirely of themselves and without our help. That the formation of the idea tree should be preceded by that of particular kinds of trees, such as the oak, the pine, &c., is natural. With the rise of these (less general ideas) the points of similarity blend together still more, so that the representation of such an idea, on account of its many points of resemblance, demands a special term of description. Yet it happens in many, if not in most cases, that the idea tree has place in the mind of a child before that of any particular kind of tree. Are even all grown-up persons acquainted with the various kinds of trees which are found in their neighbourhood? And yet the idea of a tree exists with perfect clearness in their minds. Nor is it otherwise in regard to the various animals and minerals which surround us, unless we have applied ourselves particularly to observe their distinctions. It is of the objects that most frequently act upon our mind that we first obtain ideas. If these are special kind of things, then our first ideas will be special; if they are individuals of different kinds together, then there will rather be formed the idea of race or genus. The earlier rise of the idea of genus is moreover very much favoured by the custom most parents have of giving their children first the generic name instead of the individual. Thus bird instead of lark, fish instead of trout, tree instead of fir, &c., &c.

NUMBER.

A COURSE OF LESSONS PREPARATORY TO THE USE OF A TEXT-BOOK ON ARITHMETIC.

VI.

FOURTH STEP.

Addition, Subtraction, Multiplication, and Division, extended to Higher Numbers. Also a Short Course in Fractions.

THIS Step, which is thoroughly connected with the preceding one, is often neglected in common arithmetical works, and its solutions merely left to chance. Although at this step the visible illustrations may be to a great extent discarded, yet it becomes the more necessary to appeal to those sound principles which oblige the pupil to give to number a *real* value, and not, as is sometimes the case in cyphering, a mere *nominal* one.

Where cyphering begins too early, the child will often operate in a mechanical manner, even when he is required to perform a mental example. In order to illustrate this, we will assume that 25 and 47 have to be added. A child taught by rules will probably imagine the 47 placed under the 25; then adding 7 and 5 together, he will probably put two and carry one, which he adds to the sum of the two figures to the left, 4 and 2. The sum he will thus obtain he calls 72. Now it need not be said that this method is very cumbersome for mental arithmetic, and becomes nearly impracticable when applied to an example of subtraction. On the other hand, a child taught by natural principles will mark out a true path for himself, after having started in the right direction. We state here some of the most obvious features of this Step:

1. In performing operations of *mental arithmetic* with numbers composed of tens and units, it is safer to consider first the tens, and then the units.

2. The tens have to be treated as if they were units, as far as the operations are concerned.

3. The exercises have to be so arranged, that each one explains the following.

4. The solutions must not be given to the children, but drawn out by questions.

ADDITION AND SUBTRACTION.

EXERCISE I.—*Addition of Tens to Tens, and Subtraction of Tens from Tens.*

Example in Addition: How many are $20 + 20$? How many are 2 and 2? How many tens do 2 tens and 2 tens make? How many units?

The solution then stands as follows: 2 and 2 are 4; 2 tens and 2 tens are 4 tens, or 40; therefore $20 + 20 = 40$.

Example in Subtraction: How many are $50 - 20$? How many are 5 — 2? 5 tens less 2 tens are how many tens? How many units?

Solution: $5 - 2 = 3$; 5 tens less 2 tens leave 3 tens, or 30; therefore $50 - 20 = 30$.

A great many questions of this kind must be given, and their solutions required.

EXERCISE II.—*Addition of Tens and Units to Tens, and Subtraction of Tens from Tens and Units, or of Tens and Units from Tens.*

Example in Addition: How many are $35 + 20$? How many are $30 + 20$? And 5 more?

Solution: $30 + 20 = 50$; $50 + 5 = 55$.

Example in Subtraction: How many are $59 - 20$? What is $50 - 20$? $59 - 20$? Why do you add 9 to the former result? Are the units changed in this example? Are the tens?

REMARK.—The child will see at once that the diminution only takes place in the tens, and that the units are left unchanged. The children will now be able to solve similar examples, which should be abundantly supplied by the teacher.

Example in Subtraction: How many are $50 - 37$? How many are $50 - 30$? $20 - 7$?

Solution: $50 - 30 = 20$; $20 - 7 = 13$.

EXERCISE III.—*Addition of Tens and Units to Tens and Units, and Subtraction of Tens and Units from Tens and Units.*

Example in Addition: How many are $43 + 29$? $43 + 20$? $63 + 9$?

Solution: $43 + 20 = 63$; $63 + 9 = 72$.

REMARK.—If some of the children should make [the solution thus: $40 + 20 = 60$; $9 + 3 = 12$; therefore $60 + 12 = 72$, it

should be accepted, although the former method will be more expeditious.

Example in Subtraction: How many are $73 - 28$? $73 - 20$? $53 - 8$?

Solution: $73 - 20 = 53$; $53 - 8 = 45$.

The teacher must use her own judgment as to the number of examples that should be given under each exercise. Before proceeding to the next exercise, the children should be able readily to solve any examples given them.

MULTIPLICATION.

The exercises in this step comprise examples in which one of the factors may go as high as 100, whilst the other must at present be limited to numbers not exceeding 10.

EXERCISE I.—*Multiplication of Tens by Units.*

REMARK.—This exercise will prove extremely easy, but not the less important. Since, however, the results obtained will soon exceed 100, and will reach as high as 1,000, it will be necessary for the teacher to extend the pupil's knowledge of notation and numeration, so as to enable him to write down correctly all the numbers from 100 to 1,000. This she can do on the plan suggested in a previous Step, under the head of "Notation."

In order to do full justice to this fundamental exercise, the children should compose several series by multiplying 10 successively by all units; after this 20, next 30, next 40, &c., up to 100.

The questions composing these series should first be given orally, and analyzed, after which they may be written on their slates.

These series will stand thus, when written:

$10 \times 1 = 10$	$20 \times 1 = 20$	$30 \times 1 = 30$
$10 \times 2 = 20$	$20 \times 2 = 40$	$30 \times 2 = 60$
$10 \times 3 = 30$	$20 \times 3 = 60$	$30 \times 3 = 90$
$10 \times 4 = 40$	$20 \times 4 = 80$	$30 \times 4 = 120$
&c., to	&c., to	&c., to
$10 \times 10 = 100$	$20 \times 10 = 200$	$30 \times 10 = 300$

This table should be read, "One time ten, two times ten," &c., and not "Ten times one," &c.

REMARK.—The first of these series needs no comment, since it was discussed in a previous Step, on Notation. In order to prove, in the second series, that 2 times 20 = 40, the teacher may ask, Of how many tens is 20 composed? 2 times 2 are how many units? 2 times 2 tens are how many tens? How many units?

The succeeding examples may be treated in the same way, till the children readily see the analogy between the multiplication of tens and that of units.

Many miscellaneous questions should be given, and their solutions required; as, for instance, 5 times 80?

Solution: 5 times 8 = 40; 5 times 8 tens = 40 tens = 400.

EXERCISE II.—*Tens and Units Multiplied by Units.*

Example: 53×4 ? The teacher must first show that this question requires that 4 times 50 and 4 times 3 should be added together.

Solution: 4 times 50 = 200; 4 times 3 = 12; $200 + 12 = 212$.

Example: 97×9 ?

Solution: 9 times 90 = 810; 9 times 7 = 63; $810 + 63 = 873$.

Let many questions be added, until the children can readily solve any question given.

DIVISION.

EXERCISE.—*Division of Numbers not falling below Ten Times, and not exceeding Twenty Times their Divisor, which must not exceed 10.*

Example: $37 \div 2$?

As examples of this kind are in their analysis somewhat different from those in multiplication, they require a fuller development.

The teacher may ask first, into what parts they would divide the given number, before operating upon it? The probable answer would be, Into 30 and 7. The teacher then must proceed to show, that however convenient such an arrangement would have been for any of the preceding operations, it might not prove to be so in this case. Let us take another example: How many times is 2 contained in 30? If the children hesitate in their answer, the teacher proceeds: How many times is 2 contained in 20? 10 times. By how many more is 37 than 20? Seventeen. Then we may arrange 37 into 20 and 17. How many times is 2 contained in 20? Ten times. And in 17? Eight times and 1 over. How many times in $20 + 17$, or in 37? 10 + 8 times and 1 over, or 18 times and 1 over.

Example: $49 \div 3$. Into what parts would you separate 49 to be divided by 3? Into 30 and 19. Why would you do so? Because we know that 3 is contained in 30, 10 times. And in 19? 6 times and 1 over. Therefore it is contained in 49 how many times? 16 times and 1 over.

The children are thus led to separate all the numbers which they are required to divide in this Step, into two numbers, one of which is equal to ten times its divisor, and the other the difference between this and the given number. Both these numbers are then divided, and their quotients added together.

The teacher should not, however, be satisfied with giving a few isolated examples, but should occupy the class during several lessons by examples arranged like those below, the children giving a solution for each example:

- $27 \div 2?$ $37 \div 2?$ &c.
- $33 \div 3?$ $42 \div 3?$ $56 \div 3?$ &c.
- $46 \div 4?$ $53 \div 4?$ $61 \div 4?$ $73 \div 4?$ &c.

And so on, using 5, 6, 7, 8, and 9 as divisors of any number which does not give a quotient greater than twenty.

The teacher should continue similar examples, until the children can readily solve any question conforming to the conditions laid down.

The preceding questions, and their solutions, will prepare the children to solve on their slates questions written on the black-board by the teacher, not by a mechanical process, but by a true analysis of the numbers which compose them. The following example will suggest the manner in which it may be written by the children:

Example: $167 \div 9?$
Solution: $90 \div 9 = 10$
 $77 \div 9 = 8$ and 5 over.

 $167 \div 9 = 18$ and 5 over.

EDUCATIONAL INTELLIGENCE.

AT HOME.

Digby Co. — School-houses.—Six new buildings have been erected in Digby, and two in Clare. An idea of their size can be formed from the following statement:—

	Length.	Breadth	Height.	Playground.
DIGBY..	Hillsburgh (2)	20 ft.	20 ft.	12 ft. $\frac{1}{2}$ acre.
	Hillsburgh (4)	21	21	13 $\frac{1}{2}$
	N. Range,	28	20	13 $\frac{1}{2}$
	St. Mary's Bay (12)	32	24	10 $\frac{1}{2}$
	Mistake (B.)	22	20	12 $\frac{1}{2}$
CLARE..	Freeport,	50	25	15 $\frac{1}{2}$
	New Tusket,	24	20	13 $\frac{1}{2}$
	Theriau (A.)	28	22	12 $\frac{1}{2}$

The house at Freeport contains two departments. During the severe gale which swept over the province in August, it was blown down, although properly walled and boarded in. It was, however, soon put up again in a very secure manner, and at a cost of \$60.00 to the people.

New buildings are in course of erection in No. 16 (B. colored,) the Light-house Road, East Ferry, and in Theriau (B). These are all very poor sections indeed, and I heartily wish that funds were at my disposal, so that I might, by judicious grants to each, stimulate the flagging energies of the people, who are really anxious but scarcely able, to proceed with the work. In this poverty I must, certainly, include the negro population of Hill Grove, set apart by themselves two years ago. The wretched affair formerly used as a school-room is beyond repair; and whenever a new house replaces it, the location must be more central.

The Bellevue's Cove section, Nos. 2 and 3, Clare, vote \$1000.00 more than a year ago for supplying that populous locality with school accommodation. A portion of the frame has been got ready, but disagreement as regards the site is alleged as a reason why more progress has not been made. I fear, however, that the true cause of delay is a hope entertained by some of being able to succeed in getting the former boundaries restored, which would be most unfortunate, as the section is little more than three miles long, and has scarcely any breadth. Two departments have been allowed, provided they are graded, as the law requires. They are now conducted in rooms too contracted, and otherwise ill-adapted for the purpose, to be long tolerated. It has been plainly intimated to the trustees, that unless vigorous measures are soon adopted to carry into effect the wishes of the meeting referred to, the matter will have to be brought before the Board of Commissioners, and the Council of Public Instruction. Individuals must not be permitted to bring the law into contempt, and at the same time be in the receipt of that generous provision made to those who comply with its requirements, which none can say, with truth, are either unrea-

sonable or unjust. The school-house in Middle Section, L. I., has been thoroughly repaired and seated on the approved principle. Some repairs have also been effected on that at Milford Corner. The building for the elementary department, at Beaver River, has been thoroughly painted, and the nicely papered room presents a cheerful appearance. I ought not to omit remarking that all the sections which competed for a portion of the Superior School Grant, with the exception of one, placed their houses in a very creditable state. The trustees of Weymouth and Sandy Cove spared no expense to have theirs, in every respect, as contemplated by the Council of Public Instruction; the former has a large amount of black-board surface, and the latter has a bell and a neat belfry. The inhabitants of Bear River, at the annual meeting, voted \$140 for the purchase of an eligible spot of ground as a site, (half acre) which had been approved by the Commissioners. The sum of \$1500 was also provided for the erection of a school-house with two departments.

The school in the Grande Concession, Clare, is held in the upper part of a new but unoccupied house; a room has been conveniently fitted up, but it is desirable that no time should be lost in providing a new school-house. Corbéri has neither house nor school. The section is quite small, and numbers only 11 families, the children of which could attend school. It is said that the highest average attendance would not be more than 13. It is too far distant from the next section, Rosedale, to be incorporated into it. The Sissiboo section has not yet done anything towards a school-house. Several meetings have been held with that view; and, at one time, I was sanguine the object would be attained. The Clare Board condemned the building at Ohio. Its dimensions, 20 feet by 19, with a ceiling barely 8 feet in height, rendered such action imperative. Wretched rooms, such as this, cannot but exert a most injurious influence on the health both of teachers and scholars. Many a delicate, but intelligent and promising child has, I am convinced, been in this way consigned to a premature grave. We have recently lost a valuable teacher, who repeatedly said to me, that his failing health could first be traced to his teaching in a low and ill-ventilated school-room in Colchester County, some years ago. During my visits of inspection, I cease not to press upon trustees and people the great importance of having rooms constructed upon the most approved principle. I may here add that the sum of \$3,154 was voted in Digby to supplement teachers salaries, and for the purchase of books, &c.; and in Clare for the same purposes, \$1,750. This is an increase over the year just closed of about \$200 in the former, and \$300 in the latter. The District of Digby also voted \$1553 for new houses and repairs.

Books, Apparatus, &c.—With few exceptions, the books in use are the new series. Most sections are now well provided with hemispheres and the map of the province. The amount expended under this head, during the last twelve months, was, in Digby, \$390; in Clare, \$210. In the former case *six*, and in the latter *eight times* as much as in the year 1866. Several applications for globes failed, as the stock was exhausted. A few dictionaries, clocks, ball-frames, and hand-bells have been supplied; but articles so indispensable to the proper management of a school, are still far too few; and the area and quality of the black-board surface does not yet, in the majority of cases, come up to what is required.

Academy.—I have much pleasure in being able to report that this institution has undergone marked improvement under the administration of Mr. Elder. This gentleman has succeeded in winning the affection and esteem of his pupils. He excels in imparting instruction by means of oral lectures, which are marked by simplicity, luminous thought, and skilful analysis. I could only regret that, comparatively, so few boys were studying the classics. While freely conceding that too much attention may, in time past, have been devoted to the languages, at the expense, perhaps, of mathematical, scientific, and practical studies, it must not be forgotten that they afford admirable training to the mental faculties. It is unquestionable that they tend greatly to strengthen the memory, to improve and enlarge the judgment, to form the taste, and to cultivate the imagination; and it would not be difficult to point to many a really great orator, poet, statesman or divine, who felt deeply indebted to his classical training. At all events, it is very desirable that a good proportion of the youths in our academies should be able to read Virgil and the Greek Testament with critical accuracy. Nor would such an attainment be attended with as much difficulty as would at first sight appear. I am convinced that two or three year's vigorous application would enable most intelligent and persevering lads to acquire such an amount of Latin and Greek as would prove to them sources of enjoyment, and usefulness in after life. I trust the objection, that "learning the dead languages is a mere waste of time," is well nigh exploded. You are, in fact, slowly but carefully acquiring a deeper knowledge of your own; and there is much truth in the observation, of no less an authority than Cicero, that thorough acquaintance with any department of study fits and prepares you for the speedier mastering of another. French is also taught at the academy, and some of the drawing evinced much taste and skill. Mr. Elder has given several public recitations in his school. I had not the pleasure of being present on these occasions, but I have learned from competent judges that they reflected much credit on the scholars, as well as on their earnest teacher. The trustees are anxious to render all the departments as efficient as possible; and at the last annual meeting a vote of \$800 was passed for the purchase of more books, apparatus, and for additional school accommodation.

Teachers.—Twenty-eight candidates were licensed and classified as follows, at the April examinations:

DIGBY.				
Sex.	Class I.	Class II.	Class III.	Total.
Male.....	2	1	2	5
Female.....	2	10	3	15
	4	11	5	20

CLARE.				
Sex.	Class I.	Class II.	Class III.	Total.
Male.....	1	2	0	3
Female.....	1	4	1	6
	2	6	1	9

Of the above applicants one was advanced from a second to a first class; one was promoted from a third class to a second; three second class females received first class certificates; two of the second class, holding "permissive certificates," received full ones; and to a young woman in Clare, a third class "permissive" was granted. Under the new arrangement four candidates came up for examination in October. The provincial examiners adjudged to one, a first class certificate, to a second a first class F., and to a third, a permissive certificate 3 C. F., was given for one year. Thus, it appears, that while the quantity has been diminished, the quality has, doubtless, been increased. The alterations in the mode of conducting these examinations are, unquestionably, several steps in the right direction. Nevertheless, it is only some idea of the amount of knowledge possessed that can be formed; of the ability for communicating that knowledge, and skill and ability in the management of a school, but little conception can, after all, be formed. The teachers in this County are, as a body, discharging their duties,—I have pleasure in stating,—with integrity, and with greater or less efficiency. We sometimes meet with those who have received no special training, and who, so to speak, have formed a system for themselves. These persons are, for the most part, endowed with force of character, and possessing natural aptitude for teaching, must be considered as exceptions to the general rule. I do not hesitate affirming again, and with increased emphasis, that I consider those trained at the Normal school superior to others. Their teaching is taught as a science, the details of school work and management being thoroughly understood, are consequently performed with facility and pleasure. When inspecting schools, the teachers of which have been well trained, I seldom notice anything faulty in their mode or manner—the register is kept with neatness and accuracy, and the school tells of good organization and control. I am, indeed, so impressed with the importance of having well-trained teachers in all our sections, that I believe the full benefit conferred by the school law will not be appreciated until such teachers are brought within the reach of all. We have several estimable men now at work, whose efficiency would be greatly increased if they could contrive to spend, were it only six months at Truro. And, indeed, so deeply convinced are even tolerably good teachers of their deficiencies, in some points, that two or three of them, over 40 years of age, have expressed to me a determination to use every effort (late though it be) to avail themselves of those advantages which they did not enjoy when younger men. The instructor of youth, in order to be eminently successful in his difficult, but honorable vocation, ought to possess a good type and a philosophical cast of mind, subordinated to strong moral feeling; a perfect enthusiast in his profession, so as to communicate to his scholars some of the ardor and fire that glows and burns within his own breast. Having to deal with young persons differing greatly in natural dispositions, temperaments, and intellectual vigor, he ought also to have much discernment, and wishal possess a kindly and winning manner, and have his temper under perfect control.

One source of injury to many schools is the frequent change of teachers. Instead of making progress from term to term, it too often seems like building up at one time and pulling down at another. Much valuable time is often lost before the services of another can be obtained; and penurious trustees have, thereby, a pretext for the employment of persons of inferior attainments, because those of a higher grade are not to be had. Great harm is thus frequently done to the brighter and more advanced scholars, which it may take time for a capable successor to repair. The period, we trust, is not far distant when teachers of high moral and intellectual qualifications will become, so to speak, the property of the government, and no longer be subjected to the caprice of sections, but will be sent forth, for a term of years, under the highest auspices, to train the faculties, and to aid in forming the character of our youth. It is proper to state that there are several schools vacant, simply because well-trained first and second class teachers could not be obtained.

Inspections.—During the past year I have inspected 99 schools, the total number in operation. This does not include the five extra visits to the Superior Schools. And here I beg to tender sincere thanks for hospitality and kindness shewn to me by teachers, trustees, and other friends of education.

No. at School.—The annexed statement exhibits the number of schools in operation during the last term of the old school law, and the progress made under the new Act, up to the present time.

No. of Pupils attending the schools in operation during the summer of 1864.

In the District of Digby.....	926
" " Clare.....	451
	1377

	DIGBY.		CLARE.		Total In the County.
	No. of Schools.	Registered No.	No. of Schools.	Registered No.	
1865 { Winter...15	831	4	253	1084	
{ Summer...18	1160	8	374	1534	
1866 { Winter...24	1746	10	556	2302	
{ Summer...26	1649	13	656	2305	
1867 { Winter...33	1996	12	867	2863	
{ Summer...38	2094	16	1015	3109	

The above facts speak for themselves. They show that during the past year the registered number of scholars exceeded that of the year 1866, by 1365; and the year 1865, by 3354. Also that during the summer term of 1867, the enrolled number was greater than that of the last term of the previous school law, by 2832. In the winter term containing 119 days, the average number of days the schools were in operation was, in Digby 99½, nearly; in Clare 105½. During the summer term, (116 days), in Digby 86½, nearly; in Clare 111½. During the last term Digby received \$1439.00 County Fund money, and the trustees paid the teachers \$1298.20 in addition to that amount. Clare received \$774.00, and the people contributed \$872.81 besides.

Progress.—I have observed that the classification is more perfect and thorough than the previous year. In most schools also fewer readers are, very properly, made use of than formerly. With only one or two exceptions, perhaps, commendable improvement has been made in reading, writing, and arithmetic. More attention has been devoted to recitation, dictation, keeping of accounts, and analysis. Many of the schools excel in penmanship; Algebra is taught in a good proportion, Euclid in fewer. Some of the scholars of Beaver River Section passed very satisfactory examinations in the Fourth and Sixth Books; and, in several other places, difficult algebraic equations were skillfully solved.

There are eleven schools in Clare, chiefly French. In some of these considerable proficiency has been made in the grammar of that language, and in dictation; and, in nearly all of them, is more or less attention paid to English. There are several teachers laboring in this district with zeal and ability. Some of them, acting under the direction of the trustees, drew up Returns A, and you must have noticed that they are not only models of neatness and accuracy, but also exhibit beautiful penmanship. Those who knew anything of the condition of this part of the county, previous to 1865, both as regards buildings and the quality of instruction imparted, will be ready to believe that nowhere else, in all probability, has the educational measure wrought out more good than in Clare.

The average attendance in the schools in each district is not so large as could be wished. Doubtless, in most instances, the fault lies with parents for not enforcing their authority, and for permitting frivolous reasons to detain their children at home. At the same time, I am convinced there are other causes that cannot always be controlled, and, among these, I would enumerate, want of shoes, and insufficient clothing during the winter season, distance, etc. It must also be borne in mind that as soon as boys are old enough to drive oxen, or strong enough to use an axe, their services are, not seldom, required to eke out the scanty family store.

Superior Schools.—These have been very efficiently conducted. In addition to the instruction given in the ordinary branches, much attention has been paid to English and Universal history, mathematics, algebra, trigonometry, astronomy, natural philosophy, the chemistry of common things, drawing and composition. Four competitors were in the field during the winter term—C. E. Gilliland, Beaver River; G. F. Campbell, Weymouth; Mary R. Cousins, Sandy Cove; and B. Havy, Westport. To each of these the usual grant was awarded. Another name was added to the summer competition, in the person of Mr. N. E. Butler, Weymouth Bridge. This gentleman labored faithfully and well, but the school not being adequately supplied with apparatus, could hardly hope, even if the attainments of the pupils were greater, to carry off the palm from the others.

Public Meetings.—I regret that I cannot report quite so favorably under this head as I could wish. In some sections the well affected did not attend the annual meetings, believing that their presence was not absolutely required, and those opposed to schools by assessment had it all their own way. In other places the notion seems to have gone abroad that great alterations would be made in the education act during the next session of the legislature, and that whatever action a meeting might take would be liable to be frustrated,—hence they did nothing. Already, however, a reaction has taken place, consequent on juster views on this subject; and, I am certain, that, in May next, several sections, in which schools are at present in abeyance, will organize themselves. I delivered twelve addresses on the school law and education generally, as near the time of the holding of the annual meetings as possible, and, I believe, with some good results.

In bringing this report to a close, I beg to state that the benefits conferred upon the province by the great educational movement, inaugurated three years ago, must be acknowledged by every candid and unprejudiced mind. In very many instances the low,

contracted, cold, ill-ventilated, and filthy hovels, denominated school-houses, have been replaced by large, spacious, well-constructed, and even elegant structures, the internal arrangements of which have regard to the health and comfort of the children. These are attended by scholars eagerly receiving instruction, far in advance of that imparted in former years. An admirable series of books, beautiful maps, and apparatus of every description, have been offered, at a rate so extremely low as to bring them within the reach of the poorest section. In short, everything that could be devised, and that circumstances could justify, has been done to induce the great mass of the people to avail themselves of the means of instruction, and to endeavour to wipe away the stigma that was fastened on this province, when the astounding fact was revealed that of 284,000 of its sons and daughters over five years of age, 81,469 could not read a single printed page, and that very nearly 115,000 could not attach their signatures to the humblest document. It is undeniable that the people have not been insensible to, but have appreciated the disinterested efforts made to ameliorate their distressing educational condition. Scores of sections where the inhabitants were, at first, through ignorance or misapprehension, opposed to the present law, have, from deliberate conviction of its great excellence, become its warmest and staunchest advocates and friends; and would now feel deeply aggrieved were privileges, from which such beneficial results are likely to accrue, abridged or curtailed.

Earnestly, therefore, is it hoped, that now that this great measure is still in its infancy, it will continue to receive the fostering hand of the legislature. We contend that, in the main, a cheaper mode of educating the masses it would be difficult to devise; it is the admiration of countries older than ours,—and unless checked and blighted in its upward growth by an ill-advised policy, will, in a brief period of years, fully justify present outlay, by the intelligence and morality, and material prosperity of the people of this land. We contend, also, that it would be unwise, and impolitic,—yea, dangerous to disturb the foundations of a scheme that has been so strongly and broadly laid, that a movement that would introduce the principle of *subscription* would be a *retrograde movement*: for that principle will prove again, what it has ever proved before, a fruitful source of weakness, vexation and disorder. It will tend, practically, to exclude from the instruction of the school-room,—from a feeling of wounded pride alone,—great numbers of those whose claims education ought, among the first, jealously to guard and defend. And however successful the efforts of the voluntary system may for a while appear, it is undoubted that, ere long, the closed, injured, and decaying school-houses will proclaim how fallacious has that principle proved, and how utterly incompetent has it been in leavening the country with knowledge. We are satisfied, that if the province at large had an opportunity of deciding this momentous question upon its intrinsic merits alone, its wisdom and acceptability would be affirmed by a large majority; we are confident that a voice, loud and deep, would go forth for the continuance of a system that ensures to the poor man his natural rights, and under which Nova Scotia is destined, by the blessing of Almighty God, to work out for itself a foremost position among the people on this continent.

P. J. FILEUL, Inspector.

Annapolis Co.—The number of schools at work during the last term is considerably greater than that in the first term, as will be seen from the following statement:—

No. of schools, 1st term.....	65
“ “ 2nd term.....	79
Increase.....	14

This increase has occurred almost wholly in the district of Annapolis East. The number of pupils enrolled in these schools is as follows:—

Annapolis West, 1st term.....	1371
“ “ 2nd term.....	1371
Annapolis East, 1st term.....	1599
“ 2nd term.....	1791

The average attendance stands as below:—

Annapolis West, 1st term.....	804.48
“ “ 2nd term.....	810.30
Annapolis East, 1st term.....	929.44
“ 2nd term.....	1011.40

From the papers already forwarded during the year, and from those now sent, it will be seen that the disbursements of public moneys for school purposes in this county, do, in the aggregate, exceed by far the amount expended for the same object in any previous year, even since the recent school legislation provided so considerably and liberally towards the support of public schools, free alike to all.

The Provincial Grant to the county stands thus:—

1st term.....	\$2682.50
2nd “.....	3430.97

Total for the year.....\$6113.47

The County Fund for educational purposes at the disposal of the Board of Commissioners, for the entire year, is \$5026.00; total from province and county, \$11,139.47. To this sum is to be added the amount assessed in the sections, to supplement the liberal pro-

vision supplied from the above named sources. The burden required from local sources for the support of education in the different sections, has been cheerfully borne by those who prize knowledge and proper training beyond perishable treasure; though it must be confessed that a considerable number who would refuse to be classed with the foes of education, or even with those who are indifferent to its claims, or neglectful of its blessings, complain somewhat bitterly of the intolerable hardship of being compelled to contribute to the support of schools in the county, or in their own neighborhood, or for providing the indispensable accommodation, furniture, and apparatus required for the necessary comfort of the pupils, and to ensure that enlarged measure of progress in right training and true knowledge which so amply repays every necessary outlay. Instruction in the usual branches of common school education, has been given more or less perfectly in all the schools in the county; and a considerable degree of life and progress have been exhibited by a very large number of these schools.

Much, very much, remains to be done in the matter of popular education in almost every community in the county. Even some of the older and richer sections are found to be educationally in a backward, or almost dormant condition, and the cause is not seldom apparent,—they have failed to make the efforts and sacrifices required, in order to keep in an advanced and elevated position. Hence it is that frequently, within a few years past, new and weaker communities which have evinced their high estimate of the value of education, by their earnestness, energy, enterprize and liberality, in providing, with wise forethought, as far as in their power, the necessary appliances for imparting knowledge to their children and securing their proper training in the right time, have reached a position of intelligence, influence, and power, much beyond others that failed to treat proper education as one of the prime elements of material and social progress. Some of what are called Poor Sections, show much more spirit, enterprize, and self-sacrifice in the cause of their children's education, than some other sections which might easily, and ought to be, far in advance of those otherwise less favored ones.

Free schools are raising the masses up; and if those that in point of age, means, and privilege, have had the advantage, will not make the proper exertion to keep in advance, they will inevitably be left far behind and below, by those who have begun to rise, and who are determined to obtain, as far as possible, the elevation, usefulness and success, which earnest and proper efforts in the work of education usually confer on her votaries, be they individuals or communities.

A few teachers, I fear, have failed, at least in part, to awaken the interest of the mass of their people in the necessary and appropriate studies of the school. Where this defect has been discovered disappointment and pain have been felt; and endeavors have been made to stimulate teachers to the proper efforts, and suggestions offered, which, it is hoped, have not been in vain.

Improved school apparatus is coming more generally into use, and the benefits resulting are apparent in many schools. Blackboards and maps are found in the greater number of schools; and it is only for the most part in what may be considered, not unjustly, non-progressive, or almost dormant schools, that these simple and inexpensive, but necessary and valuable appliances are wanting.

The prescribed books, especially those in reading, are highly valued, and are almost universally used in the schools in this county. As a consequence, in part at least, of the introduction of these last improvement in the important and precious art of reading is very observable in some schools. As to the reading sometimes heard in schools little can be said in commendation. It is faulty every way. It would be a great benefit to their pupils, if some teachers would direct more attention to the much needed, but greatly neglected branch of common school, and even college education,—*correct and expressive reading*. It is a shame for a teacher to be unable to read a plain sentence with a fair degree of correctness, or to be able to explain pretty correctly why stress is laid upon any particular word, or words, in the sentence read. Even little children would teach us emphasis and proper intonation, if we would observe them when they speak naturally and spontaneously, as they usually do when at their recreations; unless, indeed, in their respect they have been spoiled by the so-called tuition of some one who could not teach them how to read, and would not learn. Though I deem it proper to make these remarks, it would be unjust to convey the impression that they apply generally to teachers in this county; nay, it is to a few only that they are at all applicable.

The great majority of teachers employed in the county, I am happy to say, have performed their work in a manner satisfactory to all; some, indeed, have shown great aptitude for their work, and excellence in it. Those of an opposite class are not many; and the way of improvement is open to them, and invites proper enquiry and careful study,—which, if neglected, loss must result to themselves, their reputation, standing and usefulness as teachers. A teacher must keep constantly improving himself, if he would usefully and honourably maintain his position in the present keen competition among teachers and sections.

Four schools competed for the Superior School Grant in the first term, and a like number entered into competition in the second term. The number of competitors was not so large as was expected; some sections and teachers, in consequence of apprehended failure in some points, having declined to carry out their design or competing. It is perceived that the requirements demand not only ability and diligence on the part of the teacher, and zeal and

industry from the pupils, but also hearty co-operation on the part of the people, in order to provide suitable school accommodation, furniture, apparatus and play-ground, so that the school shall be superior in its organization, equipment, work and standing. Some see this and are willing to put forth strenuous efforts to supply what is needed to secure success; while others, though desirous of success, are unwilling to put themselves in a position to deserve it. The work done in these Superior Schools is, on the whole, very creditable to the skill and efforts of their teachers, and highly beneficial to the pupils generally. The healthful tendency of successful competition to awaken other sections, teachers and pupils to similar endeavours, is becoming stronger and more apparent. The grant for the first term was, as you know, awarded to the Bridgeport, Willett and Melvern schools; while the grant for the second term was received by Bridgeport, Willett, Melvern, and Clements West.

Of the county academy located at Annapolis Royal, the elementary and preparatory departments only were in operation during the first term; while in the second term all the departments were successfully at work. The academic department, though small, is working efficiently, and is prepared for enlarged operations; the head master is anxious to receive reinforcements from the preparatory department, and from the schools in the county, as rapidly as pupils are qualified to enter, with advantage, on the more advanced course of study pursued in the high school. This desideratum will, I doubt not, be ere long supplied.

New school houses have been opened during the year in the following sections:—Bridgetown, Lawrencetown, Havlock, Morse Road, Dalhousie West, Waldeck West, Greenland, Inglisville. School-houses have been built in the following sections, but have not yet been opened:—Albany North, Chesley, Dargie, Port Williams, Virginia and Lake LeRose. The following sections are building school-houses:—Clementsport, Dalhousie Centre, Durling's Lake, Waldeck East. Other sections also have voted to build. The Board of Commissioners have given the necessary attention to the important interests entrusted to their charge, and, in so doing, have rendered valuable aid to the cause of popular education. The following school-houses having been reported as unfit for use, were condemned by the Board of Commissioners:—Albany North, Carleton, Palmer, Port George, Port Williams, Inglisville, Salem, Williamston—all these are in Annapolis East. In Annapolis West the following schools were condemned in like manner: New Caledonia, Leonard, Lake LeRose, Maitland, Lake May, Hessian West, Waldeck East, Birchtown and Fundy. The good resulting from a judicious exercise of this power vested in the Commissioners has been quite observable since May last. In consequence of such action by the Boards put forth in the interest of education, and not by any means to obstruct it in the least, some sections which for some time past were almost dormant, or opposed to action under the existing school law, are now taking the matter in hand, and have initiated measures which, it is hoped, will be successfully and liberally carried out, to provide the needed school accommodation, and thus so far prepare the way for efficient school work. This is encouraging. It shows that when people come calmly to consider the best interests of their children, and the community as a whole, they will see that education, operating as a cause more or less extensively and powerfully, is closely connected with those interests; and they will not fail to adopt, though not perfect, an educational system which offers such great advantages as are now happily put within the reach of the masses everywhere throughout the province.

Examinations for teachers were held in April by the District Examiners for the County; a similar examination, under the auspices of the Provincial Examiners, was held in October, according to instructions from the Education office. Of the result of these examinations you have been informed.

It remains to be added that the prospect of improvement in the schools of this county as respects their support, management, work, and efficiency, continues to be highly encouraging, and excites the confident hope that progress, extended and satisfactory, will, in addition to the higher results of education so obtained, repay, in material forms, more than ten-fold the expenditure incurred and the toils endured in this necessary and noble work. To secure these results requires, on the part of all concerned, as each may be able to render the appropriate service, large liberality, unremitting efforts to improve, judicious management, and constant vigilance. The object is worthy, the way direct and inviting, and the reward sure to earnest and patient labourers.

GEORGE ARMSTRONG, Inspector.

Shelburne Co.—Sections.—One section has been added in the district of Barrington, viz., Cape Island. This island is separated from Cape Sable Island by a Strait, which is, at times, difficult to cross; and, as requested by the rate payers, is now constituted a school section. There are, therefore, twenty-five sections in Barrington district, and thirty-six in Shelburne district; making a total of sixty-one in the county.

School-houses.—In Shelburne district we have twenty-six school-houses, and the academy with its three large rooms and two small class rooms. Of these twenty-six, sixteen may be termed good, though six of them recently built are not quite completed in the inside; six may be classed middling, and four poor. Four other sections have commenced to build school-houses, having the frames and material prepared. There are twenty-four school-houses in

Barrington district, which may be classed as follows: eighteen good, three middling, and three poor. Few districts in Nova Scotia have better school accommodation than Barrington. Five of the school-houses contain two departments. The Doctor's Cove school-house, erected during the summer, is a very fine building.

Furniture.—The school-houses are generally seated on the Dawson principle. A few are still poorly seated, but there is a very general improvement, and we trust that the stiff forms and benches will soon be among the things of the past. The academy and the school-house at Locke's Island have the American patent furniture.

Apparatus.—A few schools are now pretty well supplied with apparatus, such as Locke's Island, Hibbert's Brook, Passage, the academy, etc., but even these require considerable additions. A large number of the schools are too scantily supplied, and a few are almost destitute. Considerable improvement has been made during the year in providing clocks, hand-bells, black-boards, etc. The black-board is in general use. In my addresses I urge the necessity of providing globes, maps, dictionaries, gazetteers, etc.

Books.—The N. S. Series is now very generally introduced into the schools, though the supply in many of the schools is very limited. Staples' copy books are in many of the schools, and experienced teachers regard his system as very excellent. Lennie's Grammar, Lovell's, Morse, and Calkin's Geography, and Chambers' Mathematical Works, are also text-books in our schools.

Licensed Teachers.—The following number of teachers have been licensed in this county since 1864:—

1st class, Male.....	14	1st class, Female.....	5
2nd " ".....	15	2nd " ".....	21
3rd " ".....	3	3rd " ".....	27
	32		53

Of these eighty-five teachers, about twenty-eight have either left the county, or engaged in other occupations. Our supply of male teachers is very limited.

No. and condition of Schools in operation during the past year

SHELBURNE DISTRICT.			
	Schools.	Aveg. attd.	Reg'd attd.
Winter term.....	17	591	972
Summer ".....	20	570	853
BARRINGTON DISTRICT.			
Winter term.....	19	590	1005
Summer ".....	25	773	1201

These figures shew an increase over the year 1867, in the winter term in Shelburne district, of seven schools, two hundred and ten of an average attendance, and four hundred and twenty-seven of a registered attendance,—and in the summer term of fifty-one of an average, and fifty-six of a regular attendance; and in Barrington district, in the winter term of 1867, an increase over that of 1866 of five schools, one hundred and twelve of an average attendance, and two hundred and seventeen of a registered attendance,—and in the summer term, of two schools, one hundred and one of an average attendance, and two hundred and thirty-five of a registered attendance. You will notice by the above statistics that education was very general in the district of Barrington throughout the year, but more especially during the summer term. We find by the census taken in 1866 that the number of children between five and fifteen, in Barrington district, is fourteen hundred and twenty-one, being only two hundred and twenty greater than the number attending school during the summer term. In Shelburne district, the highest number attending at one time was nine hundred and seventy-two, being less than two-thirds of the total number between five and fifteen, viz., fifteen hundred and eighty-three. This is caused chiefly by the fewness of the families residing at great distances from each other, and, moreover a number of them are very poor. I have yet been unable to induce six or seven sections in this district to build school-houses. They complain of their inability, assuring me very earnestly that they can scarcely obtain a living for their families. Were there a clause added to the school law, by which it might be allowed to grant the County Fund to these poor and scattered sections, to aid them in building school-houses, I am confident it would be a great blessing. In inspecting these schools time and again I have closely noted their condition and progress, and am happy to be able to report that they have been conducted with considerable ability and creditable success. Both teachers and pupils have been diligent and persevering in attention to their several duties.

Four schools taught in the winter term were admitted to the Superior Grade, and I expect soon to receive the award of the Council of Public Instruction, stating that three of the summer schools will also participate in the Superior Grant. These schools are of great importance, inasmuch as they largely supply teachers for the other sections.

Messrs. A. C. A. Doane, and J. H. Munro, have been at work during the year with their usual ability, zeal, and success, in Hibbert's Cove and the Passage sections, in Barrington district; they did good to a large number of pupils. While the general classes in both schools were skillfully conducted, special mention should be made of classes in Geography and Euclid in Mr. Doane's school, and of Bible History and Latin in Mr. Munro's school. They are both admirable teachers. Mr. John F. Godfrey conducted the school at Locke's Island with very considerable ability and success. His classes in Algebra were by far the best in the county. Mr.

Jas. H. Doane taught the school in Lower Woods Harbor during the winter term. He is a very systematic and devoted teacher, sparing no labor which may advantage his scholars.

The academy has had a large attendance during both terms, over three hundred have been receiving instruction in the different departments. It has been subject to vicissitudes during the past year. Mr. Crofton U. McLeod, its very energetic principal, was called away very suddenly by death early last summer. Mr. McL. possessed very superior qualifications as a teacher. His memory is cherished with peculiar interest by those who were under his care. The Rev. Mr. Wainwright conducted his department to the close of the term. The intermediate department was under the charge of Mr. E. M. Rand, and considering the very large attendance of different ages and capacities, the pupils made very fair progress. The primary department was well conducted by Miss Bower. It is again in full operation with a staff of new teachers,—Mr. Ellis having charge of the head department, Mr. Ross the intermediate, and Miss Waterman the primary. The L. is now completed, affording sufficient accommodation for the primary department.

Prospects.—The past season has been very unfavourable for our fishing population, and this has caused many sections to make poor provision for the support of education. A considerable number of teachers are at work in Barrington district and in some parts of Shelburne district, but I fear that a number of our poorer sections will be without schools this winter.

As my official labours as inspector are now drawing to a close, I take this opportunity of thanking the teachers of this county for their co-operation, for their generous and ready aid in helping me to carry forward my work. I also acknowledge the general willingness of trustees to carry out my suggestions, and the countenance I have ever received from the people of this county in advancing the cause of education. I have pleasure in testifying that the Commissioners of schools in both Boards have manifested the deepest interest in the promotion of education in the county.

Though my multiplied labours rendered it necessary for me to resign the office of inspector of schools, yet I would not have it inferred that I am less interested in the progress of education. It will at all times afford me delight to see efficient schools not only in this county, but throughout our land; and I trust I may never see the school doors shut against the poorest children in Nova Scotia.

G. M. CLARK, Inspector.

Lunenburg Co.—From November 1866, to May 1867, there were (including the academy) 42 schools and departments in operation, with 2,133 registered pupils, in the district of Lunenburg. In the district of New Dublin there were 15 schools and departments at work, with 701 pupils. In the district of Chester there were 15 schools and departments, with 840 pupils.

From May to November, 1867, including the academy, there were at work in Lunenburg district, 49 schools and departments, with 2,312 pupils registered. In New Dublin there were 22 schools and departments, with 948 pupils; and in Chester district there were 16 schools and departments at work, with 886 pupils, shewing a very respectable increase in the number of schools and pupils on the previous term, which may be more plainly seen by the following table:

Number of schools in operation and pupils registered.

Date.	Lunenburg.	N. Dublin.	Chester.	Total.	Total registered.
October	49	22	16	87	4212
May.....	42	15	15	72	3674
Increase in 1867..	7	7	1	15	538

These figures are, I think, a sufficient testimony of the onward progress of education in this county. But the continued failures of the fisheries, the shortness of the crops and the scarcity of licensed teachers, all combined, will, I fear, operate injuriously on our schools this term, and cause a very sensible decrease in their number.

During the past year seven new school-houses, some of them handsome buildings, have been put up in this county, and several more were repaired and enlarged. One of these houses has been built in a poor section, where there had never been any school before. This building has been put up chiefly through the persevering exertions of an individual in the section, whose children have long since grown up, and he can now expect to reap no direct benefit from the school; yet knowing and deploring the educational destitution around him, he has made no slight sacrifice of his means, to give to the children of those around him, that, which he never could obtain for his own—the ever-blessed advantages of a free school.

Many sections are beginning to outvie one another in putting their school-houses in decent and comfortable repair; certainly a very great improvement upon four years ago, when a decent, comfortable looking, or commodious school-house, was, generally speaking, the exception, not the rule.

In the district of Lunenburg there are five sections without school-houses; of these, three are poor and require aid to enable them to build; one of the remaining two is preparing to build, had indeed begun, for the frame was set up, but a heavy gale threw it down. The people, however, intend again to build in the spring, meantime their school is kept in a rented room. The other remaining section, still destitute of a house, is far from being a poor one, yet has hitherto contented itself with a rented room,—while an

adjoining section, not one whit more wealthy, has built, during the last summer, a really handsome and commodious house, and furnished it with neat, serviceable, home-made Dawson desks; but, then, the trustees were "the right men in the right place." I am, however, pretty well convinced that the tightness of the times alone prevents many sections from building new houses, when those at present occupied are either too confined in their accommodation or too common-place in their appearance.

New Dublin has four poor and scattered sections still unprovided with school-houses. In one of these preparations are being made to build; the others want aid to assist them in building. Some of the people in these sections are anxious to have schools, while others, although they have large families of schoolable children, seem very careless and luke-warm on the subject, notwithstanding all the endeavours made to stir them up. I hope, however, that shortly, they too will get warmed up to the desired point.

In the district of Chester there are also two sections still destitute of school-houses, and some of the people residing in them are so wretchedly poor that they have great difficulty in procuring the means of subsistence. This is, indeed, a great drawback to the prosperity of education in these and such like localities.

During the past year \$90 have been granted by the Lunenburg Board of Commissioners, from the funds at their disposal, to aid several poor sections in building and repairing their school-houses.

Apparatus.—Nine schools in this county are now supplied with globes; an increase of six during the past year, and I have every hope that another year will add respectably to their number. Good wall maps and ball-frames are becoming more plentiful with us; indeed the ball-frame is now beginning to be looked upon by all our teachers, trained and untrained, as a sine qua non in school apparatus. I am happy to be able to report that the black-board is now beginning to be thoroughly appreciated, and that good results are following from its constant use in many schools, when it is judiciously employed. I have endeavoured, and in many instances succeeded in persuading trustees to have these boards done in the finishing coat of plaster, in the newly built houses, and also in several old buildings where repairs have been made. I am sorry to add, however, that I have, as yet, been unable to convince all our teachers, especially those in some of the larger schools, of the great advantage to be derived from working by a time table; some, however, who have adopted it, have expressed to me their conviction of its usefulness.

Books.—The wise and munificent provision of the law in reference to school books, is a great boon, and very generally esteemed as such; and has been eagerly laid hold of by a great majority of our Boards of Trustees in the several districts of the county. By its means our schools have been very generally stocked with that wholesome provision which was so much needed, and thereby excluding the noxious article which had begun to find its way into our schools from a source highly inimical to British sympathies. In every school in the county the prescribed books are to be found, in some schools the present supply is, to be sure, rather scanty, but time will mend that. Staples' copy books are pretty generally used in all our schools, and in some with marked success.

Furniture.—There has been some considerable improvement made in this during the past year. The county academy and the Bridgewater schools have been elegantly furnished with patent desks and chairs; and many other schools in the county, besides those competing for the Superior School Grant and the new houses recently built, are neatly and conveniently fitted up with home-made Dawson desks. Indeed, a very great improvement is fast taking place in school furniture in this county; of course a great many schools are still much behind hand in this as well as in other conveniences; but I hope to be able, in the course of another year, to report still more favourably in this respect.

Sections.—There are 117 school sections in the county; 61 in Lunenburg District, 31 in New Dublin and 25 in Chester Districts.

Superior Schools.—During the first term of the past year two schools competed successfully for the Superior Grant, viz., Chester and Petite Riviere. Chester has a graded school of three departments. During the past year there have been four competing schools, viz., Chester, Mahone Bay and Bridgewater graded, and Petite Riviere not graded. All of these have been specially reported upon.

Visitations.—During the first term of past year, I visited all the schools in operation in the county but one, which the state of the roads prevented. During the second term, I visited all in operation but three, which the weather and the badness of the roads, combined with other difficulties, prevented; I also visited several vacant sections. In all I have made 129 visits during the term, and have fully reported to the several Boards in the county, upon the condition of each school visited both terms.

Condition of Schools, &c.—I am happy to be able to report that a decided improvement over last year has taken place in a great majority of the schools in this county, both in their general external appearance and in their internal fittings, as also in the professional character and standing of the majority of the teachers employed, fully warranting the assertion that the cause of education in this county is still on the advance, and that although its progress in some instances may be slow, it is nevertheless a progress in the right direction.

There is one terrible impediment to the healthy progress of many schools in this county, viz., irregularity of attendance. It tends, in a great measure, to discourage and even disgust the

teacher, and too frequently renders the pupil careless and idle. Any excuse, even the most frivolous, sometimes no excuse at all, or one bordering on impertinence, is brought on the lips of thoughtless children and attempted to be imposed on the teacher as a sufficient reason for absence, while the child bringing the excuse well knows its fallacy,—and thus the teacher's authority is brought into contempt by foolish parents, and the efficiency of the school undermined; dissimulation and lying are implanted in the minds of children, and the foundation laid of a miserable and contemptible existence. It, therefore, becomes the duty of all parents and trustees to insist upon as regular an attendance as the weather and health will permit, and allow no frivolous pretext to prevent it.

Finally, I would beg leave to add, that, in the majority of schools visited during the last term, I have found some improvement over the previous term, in some a great improvement, and but in few, very few, have I perceived none; therefore, I trust I may be justified in saying, that the foundation of a good and sound system of education is laid in this county, and that it now only remains for us, one and all, to take firm hold of it, to cherish and foster it by every legitimate means in our power, so that the now but just sprouting acorn may, in due season, become the deep-rooted, the strong, the wide-spreading, and towering oak.

I now beg leave to tender my best thanks to commissioners, trustees, and all others who have so kindly aided me in the performance of my duties during the past year; and I trust that, by the blessing of God, the good work now going on may still continue to prosper, and to produce, ere the close of the present year, still more satisfactory results.

W. M. B. LAWSON, *Inspector.*

Kings Co. Educational Association.—The meeting of the Educational Association of this county, as advertised in your columns and by circular, took place in Kentville, on the 9th inst. Notwithstanding the inclemency of the weather and the bad roads, a large number of the teachers were present.

The proceedings of the forenoon session commenced by the President, Wm. Eaton, Esq., taking the chair at 10.30. This being the annual meeting, the election of officers was the first thing to engage the attention of the meeting. These, with the exception of a few who were absent, were the same as those of the preceding year.

Mr. Theakston of the *Acadian*, being proposed for membership, was unanimously elected. After giving a short history of the progress of the paper, and showing the interest that he took in education as the greatest instrument, next to religion, in the elevation of the human race—he offered the *Acadian* to teachers at half-price. The rest of the forenoon session was occupied in considering whether any radical change that might be effected at the present session of the legislature with regard to education, would be desirable. The question is one of great importance. It was carefully and honestly debated. Principal Higgins, the president, Messrs. Borden, Whitman, and others taking the leading part.

The general impression appeared to be that in the circumstances it would be very unwise to make any material change; especially that any violation of the principle of Free Schools would be a retrograde movement. The opinion of the Association I fully endorse. The wisest statesmen of Britain and America have grappled with this subject, and have scarcely succeeded in placing it beyond an unsettled condition. They had all the advantages of power, limited only by the people—of the most extensive learning—and of large experience in legislation, yet all their pet schemes have been unsatisfactory, even to themselves. * * * I grant and believe that our present House is filled with earnest, honest, practical men, yet they should be cautious lest in pulling down they cannot rebuild. The history of Cromwell's Parliaments, and of the Convention of the States General of France, is fraught with lessons that ought not to be forgotten.

The case recently reported in the papers with regard to an act of discipline in the Dartmouth schools, was introduced to the notice of the meeting by Principal Higgins. It gave rise to some interesting discussion. In the afternoon session the same subject was resumed in a more abstract form—the nature and limits of a teacher's authority. On this subject Messrs. Jones, Brown, Theakston, Farrel and others, spoke very effectively, illustrating by their experience, either as teachers or pupils, the effect of the various modes of school discipline in common use. The conclusions arrived at were something such as these—

1. The teacher must make his pupils feel that he is an active, energetic man.
2. He must give them plenty of work to do, and see that it is done.
3. His pupils must not be confined to too many rules, but individual cases must be decided by a reference to the existing circumstances.
4. Teachers should be intimate with parents or guardians, and act in concert with them.
5. The teacher being *in loco parentis*, must have unlimited authority in the school room, and over the studies of the pupils at home.
6. Public opinion in the school should be made largely available.
7. Physical punishment should be resorted to only in the most extreme and rare cases.

In the elucidation of the above points the society owe much to the Rev. J. O. Ruggles, who had been, at one time, one of the most successful teachers of the province. I was much pleased to see the interest which that rev. gentleman took in the education of the county. There is surely no greater support to an enlightened religion than a good educational system.

Principal Higgins also did excellent service to the less experienced of his friends in the profession, by the clear and common sense method in which all his ideas on this subject were presented.

—*Wolfville Acadian.*

A TEACHER.

The Dartmouth School Difficulty.—We publish below the Address that was presented to Miss Hamilton, by the inhabitants of Dartmouth, on Monday last. That young lady can scarcely regret the unjust and unseemly persecution to which she was subjected at the hands of the Magistrate, since it has called forth such a unanimous expression of good will and sympathy from the respectable portion of the community. Nearly all the children attending the school were present on the occasion, and N. Russell, Esq., who presided, after reading the address on behalf of the signers, asked Miss Hamilton to accept the amount of the fine and costs, as they were anxious that she should not be put to any charges or expense, for doing what they conceived was only her duty as a teacher.

Dartmouth, February, 1863.

TO MISS MARY A. HAMILTON, TEACHER IN THE DARTMOUTH PUBLIC SCHOOL:

We, the undersigned inhabitants of Dartmouth—and chiefly parents and relatives of children attending the school in which you are an efficient and beloved teacher—desire to wait on you with the expression of our heartfelt sympathy in the unpleasant position in which you were placed during the trial of the suit recently brought against you, not only by the bearing of the counsel for the plaintiff, but also by the most singular decision of the presiding Magistrate.

We are convinced that to inflict corporal chastisement on the child, is not only the right, but in many cases the duty of the parent. We are well aware that there are many children who are not amenable to the discipline which altogether excludes the infliction of physical pain. Unless the parent's right to punish be delegated to the teacher, the influence of that teacher will be, to a great extent, destroyed; and hence we consider that the recent decision tends to inflict a serious injury on the Dartmouth school. In presenting this address, we wish to do all in our power to prevent such a result, while we desire at the same time to express our high sense of your merits as a teacher, and of the wisdom and gentleness of deportment, which have won for you the warm affections of your pupils.

We respectfully beg you to accept from us the amount of the fine and cost which you have been compelled to pay. In complying with this request you are incurring no obligation. In punishing the offender you protected the interests of the school and of our children, and the pecuniary loss which has been the penalty of your firmness, should be borne not by you, but by us.

We regret that it has not been in our power to shield you from the pain which this affair has inflicted; but this, we trust, has been much alleviated by your knowledge of the fact that you possess the sympathy of the whole community, and by the strong expression of reprobation with which the verdict was received by the large audience who were present when it was delivered.

(Signed)

Rev. William Ellis,	G. K. Merriam,	Edward Elliot,
" T. Angwin,	P. Fuller, J. P.	George Wells,
" A. F. Porter,	James Arnold,	Freeman Elliot,
" A. S. Hunt,	Henry Wisdom,	E. Richard,
" A. McKnight,	R. S. Campbell, M. D.	George Publicover,
" D. McCurdy,	A. McInnis, J. P.	John Huxtable,
Charles Robson,	F. Farrell,	John Elliot,
Donald Ross,	Henry Watt,	Rufus Foster,
John Forbes,	Donald McLean,	Maurice Downe,
A. Richard,	James H. Thorne,	John H. Drake,
L. A. Killam,	C. A. Creighton,	John Courtney,
M. Dart,	T. A. Hyde,	J. D. Ross, M. D.
J. B. Elliot,	Edward Billing,	John Jones,
J. G. Foster, Esq.,	C. B. Cowling,	John Gilliard,
Thomas Allen,	Pascal Bown,	J. B. McNab,
G. Halliday,	A. Shiels,	L. S. Payzant,
Otto Fultz,	J. Settle,	Thomas A. Bauer,
J. Jenkins,	Henry Elliott,	William Hissett,
R. Deane,	William Keating,	S. Gaston,
A. Hutchinson,	J. W. Wallace,	John Wilson,
W. R. Foster,	J. Murray,	William Drake,
J. C. Brown,	J. Ledlay,	E. C. Saffrey,
George Connors,	J. H. Angwin,	J. Walker,
J. E. Lawlor,	T. Gentler,	Robert Huxtable,
Joseph W. Allen,	Alex. James, Esq.,	E. M. Walker,
Luther Sterns,	James C. Bowes,	W. K. Angwin,
P. Donohoe,	G. A. S. Crichton,	Charles Warren,
James Lyle,	J. E. Power,	John Wyle, senr.
W. L. Evans,	W. T. Knight, J. P.	John Wyle, junr.
W. A. Gammon,	W. H. Weeks, M. D.	G. Wolfe,
Alexander Misner,	J. Woodman,	Principal Ross.
	T. H. Rand, Superintendent of Education.	
	N. Russell,	
	D. Farrell,	Trustees of School.
	G. Wilson.	

I can give no opinion on the facts, or the law as applicable to this case. My judicial position forbids me to do this; but as far

as it is a testimony to Miss Hamilton's excellent character personally, and as to the necessity of the maintenance of subordination and discipline in our schools, I cheerfully subscribe this paper.

J. W. JOHNSTON, *Judge in Equity.*

REPLY.

TO THE PARENTS AND INHABITANTS OF DARTMOUTH WHO HAVE SIGNED THE ADDRESS:

It with feelings of deep gratitude that I receive this expression of your sympathy and confidence.

I also accept with thanks the sum you have now placed in my hands; but along with it there is something conveyed to my heart which I prize far more, and that is your *kind feeling*.

When you delegated to me, through the Trustees, the position as teacher in your school, and I left my home to assume the onerous duties in connection therewith, I truly felt the responsibilities of my situation; and I assure you, that from the first, I have always acted towards the pupils under my care from no other motive than their good, and that the few cases where corporal punishment has been indispensable, in every one I have acted on this principle.

It gives me great pleasure to be assured that my services as a teacher have been so much esteemed by you, and I feel it a great incentive to continue my exertions.

Yours very respectfully,

—Halifax Citizen.

MARY A. HAMILTON.

A B R O A D .

The National Conference on Education.—Whichever side of the education controversy our readers may favor they must regard with deep interest the proceedings of the Conference held in Manchester last week. It was attended by so many leading men of different parties and from different localities that it was fairly entitled to the broad name it assumed. It brought to light one "great fact," which many will not like, but which none can deny, that during the last nine or twelve months the growth of opinion in favor of "compulsion" as against "voluntarism" has been almost tropical in its rapidity. Last session a bill was introduced into the House of Commons by Mr. Bruce and others, which was simply "permissive." It proposed that the rate-payers in any district might appoint a school committee and levy a school rate upon themselves if the majority were so disposed. The first question laid before the recent Conference for discussion was whether in the bill to be brought in this session the "permissive" element should be exchanged for the "compulsory." Shall the rate-payers be left free to tax themselves or not as they may deem best, or shall they be compelled to tax themselves whether they like it or loathe it? Last year a "Permissive Bill" was as much as any one deemed it prudent to ask for, but now, as the Conference plainly revealed, there are many quite ready to go to the extreme of compulsion, and put the school rates on the same level as the rates for the relief of the poor. In favor of this, speeches were made, not only by the dignitaries of the Establishment and school inspectors, but also by Dissenters and members of Parliament who belong to the "extreme left" of the Liberal party, and there is little doubt that a resolution to the same effect would have been carried by an overwhelming majority, had not Mr. Foster, M. P., proposed a medium course. With only one dissentient, it was resolved to make provision in the Bill for compulsory rating in all districts where the education agencies are inadequate, and the people show no disposition to increase them.

Another question discussed was that of compulsory attendance, and on this point also the Conference showed a decided preference for extreme measures. It was urged that while the supply of education falls far short of the necessities of the country it is greatly in excess of the actual demand. Professor Jack, of Owen's College, stated, that for every 100 scholars in England for whom accommodation is provided, in government-aided schools, there is only an average attendance of 59, while in Scotland 77 per cent. of the provision is used. The Manchester Education Aid Society pays for those children whose parents plead poverty as the reason for not sending them to school. It issues tickets which secure for the holders admission into any one of the schools sanctioned by the society. During the fourth year of its operation only 37 per cent. of the tickets issued were used, so that out of every 100 poor children for whose gratuitous education this benevolent institution made provision, 63 neglected the boon. These facts make it clear that the chief necessity is not an increase of givers but an increase of receivers, and the Conference proposed to meet that necessity by force of law. Some who supported the compulsory rating hesitated as to the compulsory receiving, not, however, from their own personal objections to it, but from a fear that public opinion is not yet ripe for such an extensive measure. After much discussion the following resolution was unanimously passed—"That the Education Bill Committee be requested, in conjunction with Mr. Bazley, to prepare such clauses as they may consider practicable to enforce the attendance at school of neglected children."

We are not surprised at the conclusion to which the Conference came, for it seems to us that compulsory attendance is the logical, and the just, and the inevitable outcome of compulsory rating.

We offer now no opinion as to the righteousness of or expediency of the latter, we only express our decided conviction that those who adopt the one must, in consistency, sooner or later, go on to the other. After you have infringed upon the liberty of the sober, industrious, and thrifty citizen by compelling him to provide schools, apparatus, and teachers, it is too late to be squeamish about infringing upon the liberty of the lazy, or drunken, or prodigal citizen, by compelling him to do his duty and send his children to school. The man who neglects all the higher duties of a parent and a citizen is surely not the man about whose liberties the most jealous care is to be exercised. Men must not begin compulsion in a green tree if they think it so wrong to carry it out in a dry. Moreover, in the Factories Act we have provision already for compulsory attendance. The State sends its inspector into the workshop and the manufactory, and compels the children under a certain age to spend a portion of their time at school. If the master discharge those children and they be left to run wild in the streets, the State instantly ceases its supervision, and insists no longer on their being educated. In one court or alley there are twenty children, ten of about the same age; ten of them are sent to factories to get the skill by which they may win their daily bread; ten of them roam about in dirt and idleness, and become expert in all kinds of evil. The State follows the ten who go to honest work, and tells them they must go to school also; the ten who are growing up in laziness and devilry are not interfered with, because there is a reluctance to infringe upon the "liberty of the subject." How those who object to compulsion in the case of the latter ten, can justify it in the case of the former, is a profound mystery. Every advocate of the Factory Act and the Workshops Bill must either go with the Manchester Conference, for Mr. Bazley's compulsory attendance clauses, or he must eschew all logic, and forfeit all claims to consistency.

The subject of secular schools was brought before the Conference, and we are glad to find that there was a very decided expression of feeling as to the unwisdom and injustice of the present exclusion of such schools from all participation in government grants. In denouncing this exclusion one speaker protested also against the sectarianism of the present system, and, in favor of a broader scheme, quoted no less an authority than the Queen. In her diary lately published, are these remarkable words, written after visiting a model school in Dublin:—"Children of all creeds are admitted, and their different doctrines are taught separately, if the parents wish it; but the only teaching enforced is that of the Gospel truths, and love and charity. This is truly Christian, and ought to be the case everywhere." Other speakers pointed out the evils of the existing denominationalism; but we fear that the majority of the Conference were not in favor of supplanting it by a national secular system. The only Baptist utterance was in the form of a letter from Professor Green, of Rawdon College, in which he protested against the exclusion of secular schools, but dealt very tenderly with denominational ones. The Rev. Newman Hall wrote:—

"I have come back from America firmly convinced, from all I have seen and heard, of the necessity of a general system of education, supported by local rates and under local management, providing for the education of all children of the district. And in case the inhabitants cannot agree in so small a thing as a hymn sung in common and a passage read from the Bible, it would be better to have simply secular teaching on the week days than to have sectarian schools, training the children from the first into narrowness and exclusiveness."

The following testimony from the Rev. R. W. Dale goes to show that the views put forth in the *Freeman* are those which are held by a vast majority of the Congregationalists. After apologizing for his absence, Mr. Dale wrote:—

"Had I been there I should have endeavored to correct one grave misapprehension. It is generally supposed that the Congregationalists of this country are anxious to preserve unimpaired the denominational element in our national system of education. This impression has been produced by speeches recently delivered by two or three gentlemen holding a conspicuous position among us, and exerting considerable influence—gentlemen for whom I have the most cordial respect, and whose zeal in the cause of popular education deserves the gratitude of the country. But, having a large knowledge of the actual state of opinion on this question among Congregationalists, I deny most distinctly and most emphatically that the impression to which I have referred is at all accurate. What, before all other things, nine Congregationalists out of ten would prefer, would be a national system, locally administered, of secular education. There are many of us, however, who feel that it would be alike unjust and inexpedient, violently to break up the present schools; and we are anxious to discover the best method of conciliating the claims of those who have worked hard under the present system—with what seems to us the imperative necessity of introducing a broader and bolder scheme."

We have been more anxious in this article to chronicle facts and opinions than to comment upon them. There is too much reason to fear that many amongst us are as indifferent about this subject as if it mattered nothing to them which way it is settled. All parties in the State are taking it up, and it has already become one of the most prominent and pressing questions of the day.—There can be no doubt that we are on the eve of great changes and important movements in our educational legislation.—*The London Freeman.*

For the Journal of Education.

MR. EDITOR,—It is my pleasing duty to inform you that the ardently cherished wish of many of the teachers in this county, (Cumberland), was realized on the 10th inst., in the formation of that valuable auxiliary of any educational system, a Teachers' Association. A number of teachers from the central districts of the county were in Amherst, attending a Teacher's Institute on that day; and after the Institute had adjourned its afternoon session, they spent a short time in forming themselves into an Association. Mr. J. T. Mellish, head master of the County Academy, occupied the chair. The "Draft Constitution" in the *Journal of Education* was adopted, and filled out, and the Association named "Amherst Local Association of Teachers."

The following are the Officers:—*Chairman*, J. T. Mellish; *Sec'y and Treas.*, W. H. Ibbitson; *Committee*, S. Fulton, A. Fulton, A. Dixon, E. Brownell.

This being the first meeting no papers were read, but several of those present volunteered to prepare papers to be read before the Association at its next meeting. The Association adjourned to meet again on the day immediately preceeding the half-yearly examination of teachers, next spring.

The attendance was not as large as could have been desired, but considering that the weather was so unpropitious, and that it had been previously announced that similar meetings would be held in two other places in the county, it was good. But the most pleasing feature was the unanimity that prevailed,—all present identifying themselves with the Association.

We cannot appreciate too highly either the energy or urbanity of our Inspector, F. W. George, Esq., M.A., who presided over the Institute, and to whose zeal we mainly owe the existence of our Association.

Maccau, Jan., 1868.

W. H. IBBITSON, *Sec'y.*



OFFICIAL NOTICES.

EXTRACT FROM THE MINUTES OF THE COUNCIL OF PUBLIC INSTRUCTION, JULY 7TH, 1866.—"Provision being made by the School Law for the publication of a *Journal of Education*, the Council of Public Instruction directs that the said *Journal* be made the medium of official notices in connexion with the Educational Department."

T. H. RAND,
Sec'y to C. P. I.

I. Examination of Teachers.

NOTICE IS HEREBY GIVEN, That the Council of Public Instruction directs that the next semi-annual Examination begin on

TUESDAY, 24th March next, at 9.30 o'clock, A.M.

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

Persons desirous of being examined, will be at liberty to present themselves at either of the following places of examination:

Sydney, Baddeck, Margaree Forks, Fort Hood, Archat, Guysborough, Sherbrooke, Antigonish, Pictou, Amherst, Truro, Tangier, Halifax, Windsor, Kentville, Bridgetown, Digby, Yarmouth, Shelburne, Liverpool and Lunenburg.

Candidates are to furnish their own writing material.

All candidates for License will be required, on presenting themselves for examination, to furnish a written certificate of good moral character, signed by a Minister of Religion, or by two of Her Majesty's Justices of the Peace. These certificates are filed in the Educational Department, together with the other papers relating to the candidate's examination.

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

II. Amended and Additional Regulations concerning Superior Schools.

NOTICE IS HEREBY GIVEN to Teachers of the First Class, Trustees of schools and others, that CHAPTER V. of the COMMENTS AND REGULATIONS OF THE COUNCIL OF PUBLIC INSTRUCTION, "Of Superior Schools," has been revised as follows:—

1. In lieu of sub-divisions (2), (4), and (10) of SECTION 3—
(2) Ample School accommodation must be provided for all children of school age in the Section.

(4) The furniture must be of an approved pattern, and the supply of books, apparatus, and school materials, sufficient for and adapted to the wants of the school.

(10) a. School must have been kept at least 100 days during the term.

b. At least three-fourths of the children of school age must be registered at school.

c. The number of pupils daily present on an average, must be at least two-thirds of the number registered.

2. In Sections having Graded Schools, tests referring to school buildings, furniture, books, apparatus, and school materials, shall apply to all the departments. The number of registered pupils daily present on an average, shall apply to all the departments in the aggregate.

3. In the case of Graded Schools, the Council will determine which department shall be eligible to compete in any term, and notice of the same will be given at least three months previous to the commencement of such

term. Any department of a Graded School shall be examined only upon such subjects as are suited to its grade.

4. Agreements respecting Teachers' salaries must be regular in every respect.

5. As one-half of the grant to any superior school is payable to the Trustees and one-half to the Teacher, in deciding the competitions two elements will be kept in view as the basis of all awards:

First—The character of the school; accommodation, general equipment, school attendance; and generally, all matters wholly or chiefly under the control of the SECTION.—

Second—The organization, management, discipline, and progress of the school; and generally, all matters wholly or chiefly depending on the ability and diligence of the TEACHER.—

And these two elements will be regarded as of equal force and importance.

6. The foregoing Regulations shall take effect on the first day of May, 1868, and all existing Regulations not inconsistent with the foregoing shall continue in force thereafter.

IN pursuance of the above Regulations, Trustees and Teachers of Graded Schools are hereby notified that the Council of Public Instruction has determined that the most ADVANCED Department shall be eligible to compete during the term beginning May 1st, 1868, and the most ELEMENTARY Department during the term beginning November 1st, 1868.

III. Evening Schools.

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

1. Trustees of Public Schools may establish in their several Sections Evening Schools, for the instruction of persons upwards of 13 years of age, who may be debarred from attendance at the Day School.

2. Such Evening School shall be in session 2½ hours; and in relation to Public Grants, two evening sessions shall count as one day. The 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.

IV. Holidays and Vacations.

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

HOLIDAYS.

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

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

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

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

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

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

VACATIONS.

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

1. The CHRISTMAS VACATION shall remain as heretofore, the "eight days" being held to mean week-days other than Saturdays.

2. Instead of two vacations during the summer term (a week at seed time and a fortnight at harvest) as heretofore, THREE WEEKS (15 week-days other than Saturdays,) shall hereafter be given as vacation during the summer term, at such time or times as the Trustees shall decide: Nevertheless

3. In order that the due Inspection of Schools as required by law, may not be interfered with, each Inspector shall have power, notwithstanding anything in the foregoing Regulations, to give notice of the day or days on which he proposes to visit any school or schools in his county for the 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.

V. 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.

Witness, (Name of Teacher.) (Names of Trustees.)
(Name of Witness.)

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

VI. To Trustees of Public Schools.

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

ORDERED, That in cases where the parents or guardians of children in actual attendance on any public school (or department) signify in writing to the Trustees their conscientious objection to any portion of such devotional exercises as may be conducted therein under the sanction of the Trustees, such devotional exercises shall either be so modified as not to offend the religious feelings of those so objecting, or shall be held immediately before the time fixed for the opening or after the time fixed for the close of the daily work of the school; and no children, whose parents or guardians signify conscientious objections thereto, shall be required to be present during such devotional exercises. *March, 1867.*

3. "The hours of teaching shall not exceed six each day, exclusive of the hour allowed at noon for recreation. Trustees, however, may determine upon a less number of hours. A short recess should be allowed about the middle of both the morning and afternoon session. In elementary departments, especially, Trustees should exercise special care that the children are not confined in the school room too long." — *Comments and Regulations of Council of Public Instruction, p. 43, reg. 2.*

VII. The procuring of Books and Apparatus.

1. WHEREAS, by the 20th Section of the Amended School Law, the rate-payers of each school section are empowered to assess themselves for the purchase of prescribed School Books, Maps, and Apparatus; and WHEREAS, by the 15th subdivision of the 6th section of the said law, an annual Provincial Grant is provided to enable the Superintendent of Education to furnish the above articles at half their cost, to School Trustees,—

NOTICE IS HEREBY GIVEN,

That the Superintendent of Education will furnish, as below, School Books Maps, and Apparatus, to the extent of the Provincial Grant in aid of the same.

2. Trustees must carefully comply with the following Regulations:—

Reg. 1.—Applications must be made in the following form, and addressed to MESSRS. A. & W. MACKINLAY, HALIFAX, who have been duly authorized to attend to all orders.

[Form of Application.]

(Date)

Messrs. A. & W. Mackinlay,
Halifax.

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

LIST OF ARTICLES.

(Here specify distinctly the Books, Maps, &c., required, and the quantity of each sort.)

We certify that each and all of the articles named in the above list are required for use in the Public School (or Schools) under our control, and for no other purpose whatsoever; and we engage strictly to carry out the Regulations of the Council of Public Instruction for the management and preservation of school books and apparatus.

(Signed)

Trustees of _____ School Section
in the County of _____

Reg. 2.—Any application not accompanied with the money will not be attended to.

Reg. 3.—All costs and risk of transportation of parcels must be borne by Trustees, (i. e. by the Sections on behalf of which they act, and not by the Educational Department.)

Reg. 4.—If Trustees so direct in their application, goods (except Globes,) transported by water will be insured for the amount paid for the same by them, at the following rates:—

Parcels shipped during the First Term of the School year, 2½ per ct.
Second Term " " 1½ per ct.

Trustees must forward with their application the amount required to effect the insurance, otherwise parcels will not be insured. No charge will be made for policies.

Reg. 4.—Applications will, as far as the articles in stock and the annual grant permit, receive attention in the order of their receipt.

Regulations.

3. The following are the regulations of the Council of Public Instruction with reference to all Books, Maps, and Apparatus furnished to Trustees, under the operation of Sec. 6 (15), of the law concerning Public Schools:—

Reg. 1.—They shall be the property of the School Section, and not of private individuals (except as specified in Reg. 5.)

Reg. 2.—Any pupil shall be entitled, free of charge, to the use of such school books as the teacher may deem necessary.

Reg. 3.—Any pupil shall have the privilege of taking home with him any books, &c., which, in the opinion of the teacher, may be required for study or use out of school.

Reg. 4.—Pupils, or their parents or guardians, shall be responsible for any damage done to books beyond reasonable wear and tear.

Reg. 5.—Any pupil desiring it, may be allowed to purchase from the trustee the books required by him, provided the same be done without prejudice to the claims of other pupils; the price to be, in all cases, the same as advertised in the official notice published from time to time in the *Journal of Education*. No pupil who has been allowed to purchase a book shall have any claim on the trustees for the free use of another of the same kind.

Reg. 6.—Any section neglecting to provide a sufficient supply of books, maps, and apparatus, may be deprived of the public grants.

Reg. 7.—Trustees shall make such further regulations, agreeably to law, as may be necessary to ensure the careful use and preservation of books, maps, and apparatus belonging to the section.

Any section infringing in any way upon the above regulations will forfeit the privilege of purchasing books, &c., at half cost.

4. List of Text-Books, Maps and Apparatus.

The following list of Books will be extended, and other articles of apparatus included as the fund at the disposal of the Superintendent permits. The Wall-Maps (including one of the United States) now in course of preparation, under the supervision of the Educational Department, will be added to the list as soon as published.

PUPILS' WEEKLY RECORDS.

Weekly Record for one Term (on printing paper) 1 cent each.
do. do. (on writing paper) 2 cents each.

THE NOVA SCOTIA SERIES OF READING BOOKS.

Book No. 1.....\$9.22½ doz.	Book No. 6.....\$0.17 ea.
" 2.....0.50 "	" 7.....0.23 "
" 3.....0.06 each.	The art of Teaching
" 4.....0.10 "	Reading.....0.07½ " Or,
" 5.....0.11 "	Bailey's Brief Treatise on Elocution 0.05 "

SPELLING BOOK.

The Spelling Book Superseded, (Rev. Ed.) 8½ cents each.

GRAMMAR AND COMPOSITION.

English Grammar.*
Morell's Analysis, 5 cents each.
Reid's Rudiments of Composition, 20 cents each.
Bain's Rhetoric, 40 cents each.

MATHEMATICS.

<i>Arithmetic</i> .—Nova Scotia Elementary Arithmetic.....	10 cents each.
Nova Scotia (advanced) Arithmetic.....	15 " "
Nova Scotia Arithmetical Table Book.....	19 " doz.
<i>Algebra</i> .—Chambers' Algebra, (as far as Quadratics).....	20 " each
Do. Do. (complete).....	30 " "
<i>Plane Geometry</i> .—Chambers' Euclid, (including Plane Trigonometry).....	15 " "
<i>Practical Mathematics</i> .—Chambers', (including Land-surveying, a brief treatise on Navigation, &c.).....	45 " "
<i>Solid and Spherical Geometry</i> .—Chambers', (including Spherical Trigonometry, Conic Sections, &c.).....	15 " "
<i>Mathematical Tables</i> .—Chambers'.....	30 " "
<i>Navigation</i> .—Norris's, (an extended treatise).....	\$1.60
<i>Ball Frames</i>70 " each.
Slate Wipers, (to be used without water).....	.18 " doz.
<i>Slates</i> .—Common Slates, (beveled frames) 6½ in. by 8½ in....	.37 " "
" " " 8 in. by 10 in....	.40 " "
" " " 9 in. by 13 in....	.60 " "
Blackboard Chalks, 20 cents per box, (1 gross); Slate Pencils, 7 cents per box, (100).	

WRITING.

STAPLES' PROGRESSIVE SERIES OF COPY BOOKS:
 For both girls and boys. { Book No. 1, 2½ cts. each. | For girls only. { Book No. 6, 2½ cts. ea.
 " " No. 2, " " | " " " { " No. 8, "
 " " No. 3, " " | For boys only. { " No. 7, "
 " " No. 4, " " | " " " { " No. 9, "
 " " No. 5, " " | " " " { " " " "

Ruled Card to accompany copy books, 6 cts. per doz.
 Penholders, 20 cents per gross.
 Staples' Circular Pointed School Pens, 24 cents a box (1 gross).
 Inkpowders, 38 cents per doz.
 Rulers, 12 in. (for pupils' use), 20 for 12½ cents.
 Lead Pencils, 8 cents per doz.
 India Rubber Erasers, 12 cents per doz.
 Pink Blotting Paper, 15 cents per quire.

DRAWING.

BARTHOLOMEW'S SCHOOL SERIES OF PROGRESSIVE DRAWING LESSONS.
 For beginners. { Set of 72 Model Cards, Nos. 1 to 6. 42 cents per set.
 For advanced lessons. { Sketch Book (models only), Nos. 1 to 5. \$1.00 per set.
 Packages (12 slips) of blank drawing paper, for model cards, 3 cts. per pack.
 Blank drawing books, for model cards, 8½ cts. each.
 Blank drawing paper, for Sketch Books, or model cards, 23 cts. per quire.
 Drawing Pencils, F, 23 cts. per doz.
 " B, " " "
 " BB, " " "
 " HB, " " "
 " H, " " "
 India Rubber Erasers, 12 cts. per doz.

DIAGRAMS.

For purposes of illustration, and "Oral Lessons."
 Forest Trees (12). \$0.20 per set.
 Natural Phenomena (30). 0.60 "
 Botanical Prints (roots, stalks, leaves, &c., 26). .. 1.00 "
 Notes of Lessons on do. do. 0.06 "
 Poison Plants (44). 0.60 "
 Wild Flowers (96). 2.00 "
 Geometrical Figures (2 sheets). 0.05 "
 Mechanical Forces (6, on cloth) with exp. sheets. 1.00 "
 Patterson's Plates of Animals (set of 10, mounted and varnished). 11.00 "

GEOGRAPHY.

Culkin's Geography and History of Nova Scotia, 8½ cts. each.
 " School Geography of the World.*
 Series of Wall Maps.— Scotland. \$1.35 each.
 Nova Scotia. \$0.55 each. | Ireland. 1.35 "
 North America. 1.35 " | British Isles (in relation to
 Western Hemisphere. 1.35 " | the Cont. of Europe). .. 1.35 "
 Eastern Hemisphere. 1.35 " | Europe. 1.35 "
 England. 1.35 " | Palestine. 1.35 "
 " " " " | Gen'l Map of Bible Lands 1.35 "

Globes.— The Terrestrial Globe (12 in. diameter, bronze meridian and
 Quadrant). \$4.50
 The Celestial Globe. 4.50
 Classical Wall Maps.— Græcia Antiqua. \$1.20 each.
 Orbis Veteribus Notus. \$1.20 each. | Asia Minor Antiqua. 1.20 "
 Italia Antiqua. 1.20 " | Orbis Romanus. 1.20 "

HISTORY.

Hodgkin's School History of British America. .25 cts. each.
 Curtin's Chronological Outlines of Eng. History 6 "
 Collier's School History of the British Empire
 For use in adv. { (Revised Edition). 20 "
 Com. Schools. { Collier's History of Rome. 15 "
 { Collier's History of Greece. 15 "
 For use in { Smith's Smaller History of Rome. 35 "
 Co. Academics. { Smith's Smaller History of Greece. 35 "
 Chambers' Ancient History. 25 "

NATURAL SCIENCE.

Chambers' Chemistry, (with new notation). 35 cents each.

ECONOMIC SCIENCE.

The Chemistry of Common Things. 15 cents each.

CLASSICS.

Latin.—Bryce's First Latin Book. 20 cts. each.
 Bryce's Second Latin Book. 35 "
 Edinburgh Academy Latin Grammar. 20 "
 or, Bullion's Latin Grammar. 50 "
 Arnold's Latin Prose Composition. 60 "
 AUTHORS—OXFORD EDITIONS.
 CÆSAR, de Bello Gallico, paper, 20 cts.: bound, 25 cts.: Lib. I.—III. (with
 short notes), 1 vol., paper, 10 cts.
 VIRGIL, (complete), paper, 20 cts.: bound 25 cts.: the Georgics (with short
 notes), 1 vol., paper, 20 cts.: the Æneid, Lib. I.—III. (with short notes),
 paper, 10 cts.
 CICERO, de Off., de Sen., de Amicit., 1 vol., paper, 15 cts.: bound, 20 cts.:
 de Sen., and de Amicit., 1 vol., (with short notes), paper, 10 cts.: Oration
 for the Pret Archias, (with short notes), paper, 10 cts.
 HORACE, (complete), paper, 15 cts.: bound, 20 cts.: the Odes, (with short
 notes), paper, 20 cts.
 DICTIONARY.
 White's Junior Scholar's Latin-English Dictionary. 93 cts. each.
 Greek.—Bryce's First Greek Book. 25 cts. each.
 Bryce's Second Greek Book. 35 "
 Bullion's Greek Grammar. 55 "
 or, Edinburgh Academy Greek Grammar, 35 "
 Arnold's Greek Prose Composition. 55 "
 AUTHORS—OXFORD EDITIONS.
 HÆCOPHON, Anabasis, paper, 15 cents. bound, 20 cts.
 EUMIPIDES, Alceastis, (with short notes), paper 10 cts.
 HÆCOPHON, Memorabilia, paper, 10 cts.: bound, 14 cts.
 HOMERUS, Iliad, (complete), paper, 30 cts.: bound, 35 cts.: Lib. I.—III. (with
 short notes), 1 vol., paper, 20 cts.

LEXICONS.

Liddell & Scott's Greek-English Lexicon (abridg.). \$0.93 each.
 Yonge's English-Greek Lexicon. 1.06 "

FRENCH.

DICTIONARY.

Contanseau's French-English and English-French Dictionary. .\$.043 ea.
 *The Council of Public Instruction has authorized the preparation of a
 General Geography, and an English Grammar for use in the Public Schools,
 and until these works are published the Superintendent of Education will
 not procure any text-books on these subjects. In the mean time, Trustees are
 authorized by the Council to use whatever Geography or Grammar they
 prefer. Campbell's or Lovell's Geography will be found to be about the
 best; and Lennie's Grammar, if followed by Morell's Analysis, will,
 perhaps, give as good results as any.

VIII. The Provincial Normal School.

FIRST TERM begins on the second Wednesday in November, and closes
 on the Friday succeeding the last Thursday in March.
 SECOND TERM begins on the second Wednesday in May, and closes on
 the Friday succeeding the last Thursday in September.
 *Students cannot be admitted after the first week in each term, ex-
 cept by the consent of the Principal.

FACULTY OF INSTRUCTORS.

NORMAL COLLEGE.

Method, and the Natural Sciences.—REV. ALEXANDER FORRESTER, D.D.
 Principal of the Normal College and Model School.
 English and Classics.—J. B. CALKIN, ESQ.
 Mathematics.—W. R. MULLHOLLAND, ESQ.
 Music and Drawing.—MISS L. HAYES.

MODEL SCHOOL.

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

None but 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 de-
 claration, instruction, stationery, and the use of text books (except Classi-
 cal) shall be furnished pupil-teachers, free of charge."

Persons wishing to enrol as Candidates for High School or Academy cer-
 tificates 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."

IX. 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 dur-
 ing 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 Secre-
 tary) 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 pay-
 ment 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 here-
 after, 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 Secre-
 tary 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 estab-
 lished 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 per-
 form 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 SUBSCRIBERS, 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. 186 _____ [Names of Magistrates.]

X. List of Inspectors.

- J. R. Miller..... Halifax.
- Rev. D. M. Welton, M.A..... Windsor.
- William Eaton..... Kentville.
- Rev. G. Armstrong, M. A..... Bridgetown.
- Rev. P. J. Filleul, B. A..... Weymouth.
- 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.
- Robt. McDonald..... Antigonish.
- S. R. Russell..... Guysboro'.
- James Macdonell..... Port Hood.
- C. R. Macdonald..... Baddeck.
- Edmund Outram, M. A..... Sydney.
- W. R. Cutler..... Arichat.

ADVERTISEMENTS.

MORTON'S MAGAZINE LIBRARY,

No. 185 Hollis Street --- Next to the Union Bank.

NO FINES! NO TIME LIMITS!

The following Periodicals are supplied on the usual terms, or may be subscribed for at the prices named:

All the Year Round.....	\$3 00	Harper's Monthly.....	3 50
Argosy.....	1 50	Ladies' Treasury.....	2 00
Arthur's Magazine.....	1 50	Leisure Hour.....	1 60
Atlantic Monthly.....	3 50	London Magazine.....	1 50
Blackwood's.....	4 00	London Society.....	3 00
Boy's Monthly.....	1 50	Meliora.....	1 00
How Bells.....	2 00	Once a Week.....	3 00
Belgravia.....	3 00	Penny Readings.....	1 50
Chambers' Journal.....	2 50	People's Magazine.....	1 50
Cassell's Monthlies.....	1 50	Quiver.....	1 50
Churchman's Magazine.....	3 00	Saint James' Magazine.....	3 00
Christian Work.....	1 50	Sunday at Home.....	1 50
Christian World.....	1 50	Sunday Magazine.....	1 75
Cornhill.....	3 00	Temple Bar.....	3 00
English Woman's Fashions.....	3 50	Tinsley's New Magazine.....	3 00
Family Treasury.....	1 50	World of Fashion.....	2 25
Good Words.....	1 50	Young English-woman.....	1 50
Godey's Lady's Book.....	3 00	Young Lady's Journal.....	2 25

* 25 cts. additional for postage on all Monthly Journals mailed to the country. Prepayment may be made in postage stamps or otherwise.

The following Newspapers may also be obtained regularly as above, and mailed to subscribers in the interior without any additional charge for postage. Subscriptions payable in advance. Postage stamps received for sums under \$4.00

Army and Navy Gazette.....	\$6 50	London Journal.....	1 50
Alliance Temperance Newspaper.....	2 00	London Review.....	6 50
Athenaeum.....	4 00	London Reader.....	1 50
Bell's Life.....	6 50	Liverpool Mercury.....	4 00
British Messenger.....	0 30	Mercury, New York.....	2 50
British Workman.....	0 30	Mining Journal.....	6 50
British Workwoman.....	0 30	New York Herald.....	4 50
Band of Hops Review.....	0 30	" Ledger.....	3 00
Budget of Fun.....	1 50	" Tribune.....	3 00
Children's Prize.....	0 30	" Times.....	3 00
Children's Friend.....	0 30	" News.....	3 01
Christian Times.....	2 00	" World.....	3 01
Cassell's Family Paper.....	1 50	Queen Newspaper.....	7 01
Chemical News.....	6 50	Punch (Comic).....	3 00
Cottage Gardener.....	4 00	Penny Post.....	0 30
Canadian Farmer.....	1 25	Public Opinion.....	4 00
Frank Leslie's Newspaper.....	4 00	Penny Pulpit.....	3 00
Fire-side Readings.....	0 50	Photographic News.....	5 00
Fun (London Weekly).....	1 50	Reynold's Newspaper.....	3 00
Family Herald.....	1 50	Reynold's Miscellany.....	1 50
Guardian, (London).....	6 50	Saturday Review.....	7 00
Gardeners' Chronicle.....	6 50	Scientific American.....	4 00
Gardeners' Magazine.....	3 00	The Field.....	7 00
Harper's Newspaper.....	4 00	United Service Gazette.....	6 50
Illustrated London News.....	7 00	Universal News.....	4 00
Illustrated Times.....	4 50	Weekly Review.....	6 50
Illustrated Penny Newspaper.....	2 00	Weekly Times.....	3 00
Illustrated Weekly News.....	2 00	Weekly Register.....	6 50
Illustrated Sporting News.....	2 00	Yankee Notions.....	1 75
News of the World.....	4 00	Young Lady's Journal.....	2 00

ADDRESS:

G. E. MORTON & CO.,
185 HOLLIS ST., HALIFAX.

TEACHER WANTED.

APPLICATIONS will be received from Male Teachers of the first class, to teach the Advanced Department and oversee the Elementary Department of the public school of Weymouth. None but competent teachers need apply.—holders of provincial licenses preferred. A good salary will be given. Services to begin May first. The Trustees are prepared to compete for the Superior Grant. Address, stating terms,
C. D. JONES,
Secretary to Trustees, Weymouth.

February, 1868.

Secretary to Trustees, Weymouth.

TEACHER WANTED.

THE Trustees of Section No. 1, Sydney, C. B., desire to engage a First Class Male Teacher. Services to begin on 1st May. Salary \$280, exclusive of Provincial Grant.

Applications, accompanied with testimonials of character and capability, will be received until the 31st day of March next, by

Sydney, February, 1868.

C. H. HARRINGTON,
Secretary to Trustees.

JAN. NOW READY. 1868.

Deemy Bro. 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:—

- Rev. George Armstrong..... Annapolis Co.
- Rev. P. J. Filleul..... Digby Co.
- Dr. Farish..... Yarmouth Co.
- William B. Lawson, Esq..... Lunenburg Co.
- James McDonnell, Esq..... Inverness Co.
- S. R. Russell, Esq..... Guysboro' Co.
- C. R. McDonald, Esq..... Victoria Co.
- Rev. E. McCurdy..... Musquodoboit.
- W. R. Cutler, Esq..... Richmond Co.

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

Age of Pupils.	Height of Chair.	DOUBLE DESKS.				Space between desks for chairs.	Prices.
		Height of side next to Pupil.	Length.	Width.	Height of side next to Pupil.		
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 "	" 45 "	" 14 1/2 "	" 16 1/2 "	5 0	
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 WINDSOR, 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.

The Journal of Education,

Published monthly, under authority of Act of Parliament, and furnished gratuitously to Trustee-Corporations, and to Teachers as 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 on payment of \$1.00 per annum, in advance. The Inspectors in the several Counties are authorized to receive subscriptions.

The number of copies required for distribution to Trustee-Corporations and to Teachers entitled to receive them, will be forwarded to the Inspectors. Subscribers will receive their copies direct from Halifax.

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

Teachers wishing situations will have the privilege of inserting a 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.

A limited 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.

Communications to be addressed EDUCATION OFFICE, HALIFAX, N. S.