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The Parish School Advocate,

AND FAMILY INSTRUCTOR:

FOR NOVA SCOTIA, NEW BRUNSWICK, AND PRINCE EDWARD ISLAND.

THE PARISH SCHOOL ADVOCATE, and FAMILY INSTRUCTOR: is Edited by ALEXANDER MONRO, Bay Verte, New Brunswick, to whom Communications may be addressed,—post paid; and Printed by JAMES BARNES, Halifax, N. S.

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VOL. I.

AUGUST, 1858.

No. 8.

EDUCATION IN LOWER CANADA.

THE Educational System of Eastern Canada, like the systems prevalent in the lower colonies for the last twenty years, Prince Edward Island excepted, has been in a transition state—repeatedly undergoing alterations. From having no properly organized system the proportion of school-going population of this section of Canada, with that of Nova Scotia and New Brunswick, only amounts to about one-eighth of the entire population, while our more systematic and energetic colonial neighbour, Canada West, sends one-fourth of her population to school. This by no means very encouraging state of education in these three colonies, calls loudly upon the governments having the executive charge of the systems, teachers having charge of the art of teaching, and parents and others having the youth of the land under their controul to be up and doing.

Let the people be instructed by the spread of educational works, and let public lectures be delivered throughout the length and breadth of the land, teachers' institutes established, and the different legislatures agitated: then will

the people become aroused to a sense of their duty in the education of their families, and new life be infused, and the time-honoured and wonder-working systems of other countries be introduced with a more sure measure of success.

But turning from this partial digression to the more immediate object under consideration—the state of education in Lower Canada, we beg thus publicly to acknowledge, with thanks, from the Hon. PIERRE J. O. CHAUVEAU, Superintendent of Education for Canada East, the School Reports for 1855 and 1856, and also the Journal of Education for the last seventeen months, published under the same competent authority, from which we glean a few statistics well worthy of perusal by our readers, inasmuch as the rapid advances recently made under the present board of management show us, of the lower provinces, what may be done when competency, energy and determination characterize the head of the educational departments of a country.

In his report for 1855, the superintendent says:—"The social condition

of the two sections of the province is far from being the same. Upper Canada, moreover, where the system of local taxation is carried out and extended with astonishing and admirable rapidity, already raises by special assessment, 118,250*l.* for teachers' salaries. In Lower Canada, we cannot hope to obtain such a result for several years to come."

In place of only one normal school, as is the case in the other provinces, Canada East has several, thus affording each individual desirous of entering the teacher's ranks an opportunity of selecting whatever institution is most consonant with his views.

This we hold to be the best system of advancing normal school education in countries like Canada East and the lower provinces, where there is such a diversity among the population both in language and religion. The non-Catholic population of Lower Canada amounts to about 150,000 souls, out of a population of about 1,200,000.

The following tabular statement will show the progress made during the years indicated thereby:—

Years.	Institutions.	Pupils.	Contributions.
1853.	2,352	108,284	£ 11,462
1854	2,795	119,733	59,508
1855.	2,869	127,058	62,284
1856.	2,919	142,141	101,691

The 142,141 pupils reported above as attending school in 1856, includes those attending the higher institutions of education also. The total number of children in Canada East, between the ages of five and sixteen (in 1856) is set down at 292,059. Out of this number, 94,629 attend elementary schools; 10,590 in the boys' model schools; 2,482 in girls' model schools; 2,584 in dissentient elementary schools; 11,283 in independent schools; forming a total of 121,568: hence there are 20,573 pupils, a large proportion, attending the higher institutions of education.

The numbers instructed in the various elementary branches in 1856, are as follows—Reading well, 46,940; writing well, 60,086; simple arithmetic, 48,359; compound arithmetic, 23,431; book-keeping, 5,012; geography, 30,134; history, 17,580; French grammar, 39,328;

English grammar, 118,224; parsing, 26,310.

With regard to the monies appropriated in 1856, for educational purposes, the superintendent says:—"The amount is 101,691*l.*, which would give an increase over 1855 of 39,407*l.*, and over 1854, of 42,183*l.*, which would show a sudden increase from 2,776*l.* to 39,407*l.* The fees paid to the several institutions for superior education amount this year to 64,346*l.*, which shows that the inhabitants themselves have contributed directly for the purpose of education, 166,037*l.* The annual grant for elementary schools amounts to 28,994*l.*; the amount of supplementary aid to poor municipalities to 1,000*l.*; the grant to institutions of superior education, 18,777*l.* The cost of the establishment and fitting up of the normal schools, 5,733*l.* The salaries of the officers of the department and of the school inspectors, the library of the department, the parochial libraries, the superannuated teachers' pension fund, books given as prizes in the different schools, and all other contingent expenses of the department form together an item of 8,007*l.*: showing that the government has expended in all, 62,511*l.* To this amount expended for educational purposes, as well by individuals as by the government, should be added 20,753*l.*, representing interest at six per cent. on the value of the real estate possessed by the different educational institutions—345,895*l.*—which will give 249,301*l.* for the total amount expended for the purposes of education in Lower Canada; a large sum for a population of only 1,200,000 souls."

The amount levied for primary schools is:—"For voluntary contributions or legal assessment to equal sums granted, 28,471*l.*; assessment over and above the amount of grant or special assessment—23,474*l.*; monthly fees, 43,372*l.*; assessments for building and repairing school houses, etc., 6,373*l.*"

Of the various books used in the schools, "the Bible or the New Testament are read in 506 schools."

The libraries, and other school apparatus are:—Books, 96,823 volumes; value of philosophical apparatus, etc., 16,000*l.*

The report divides the educational establishments as follows:—

Divisions.	No. of Schools.	No. persons employed in teaching.	No. of Pupils.
Sup'r. School.	12	54	377
Secondary "	168	869	23,547
Primary "	2,739	2,919	118,984
Grand Total.	2,919	3,842	142,908

The number of students learning natural philosophy is 545; the number learning to take meteorological observations, 265; astronomy is taught to 559 pupils; chemistry, 249; natural history, 668.

Of the sexes of pupils attending the educational institutions of Lower Canada, there were 71,268 boys, and 71,630 girls. The difference, it will be observed, is small.

Of the religious persuasions of the twelve classical colleges, nine are Catholic, two Protestant, and one non-sectarian.

The fifteen commercial colleges are all Catholic.

Of the 64 academies for boys, about one-half are catholic, the remainder Pro-

testant and non-sectarian. Of the 54 academies for girls, 53 are catholic and one Protestant.

The total number of Catholic and Protestant pupils who attended the superior and second class schools in 1856 were,— Catholics, 20,947; Protestants, 2,932.

The average salary of male teachers of primary schools ranges from 40% to 60%; and for female teachers, from 20% to 30%. In many cases teachers receive besides their salaries, lodging and fuel free. . . . The number of parochial libraries is 92, containing 57,493 volumes."

It would appear from the published school reports of this section of Canada, that more has been done towards the advancement of education, especially in the primary schools, during the last three years, under the present management, than had been done for a great many years previous. "Yet," says the report, "it is very evident that there is still much to be done to give public instruction all the development that could be wished; but it is to be hoped that better results will be obtained, in time, through the means of the laws for the promotion of education, now in force."

WESLEYAN EDUCATION.

FROM recent reports of the Mount Allison Academy, Sackville, there were, during the last year, in the male branch, 97 students; in the female branch, 116. Steps are about to be taken to raise 1000% for the purpose of connecting a college scholarship with this institution.

The following article, touching the interest taken in this subject by the Wesleyan body in England, breathes noble sentiments on this important subject:—

The supreme importance of a sound education for youth, is universally admitted: but regarding the means by which this great object is to be attained there exists a degree of diversity and conflict of opinion the wide world over, such as perhaps has been engendered by no other subject of public interest and discussion. The appeal is constantly made for Legislation: but legislation is paralyzed by the variety and opposition of sentiment which is found to prevail.

While this is the case, the cause itself goes on, and it is at once gratifying and instructive to mark the results of denominational enterprise in this direction. In England, especially, the education of the people appears to be committed to the various religious bodies, aided in a liberal manner by the state. No less a sum than six hundred and sixty-three thousand pounds will this year, it is said, be spent in assisting education in the parent land. Our own denomination is doing excellent service, as will be gathered from the following extract which we give from the report of a meeting on Wesleyan Education, lately held in London.

The Right Honorable W. F. Cowper, late Minister of Public Instruction, occupied the chair, and delivered a speech full of sound sense and practical suggestions. In the course of his address he said:—"The Wesleyan body have been particularly zealous and active of late

in erecting new buildings, and in improving existing schools; and this fact is illustrated by comparing the amount of public grants which have been received by different educational bodies in the year 1857 with the preceding year 1856; for, upon comparing the increase of grants which each body has obtained in these two years, I find that the increase obtained by the Wesleyan body is the largest of all. In the year 1857, schools in connection with the Wesleyan body received grants to the amount of 32,000*l.* having, in 1856, received grants to the amount of 22,000*l.*—being an increase of 10,000*l.* in one year; and that is a larger proportionate increase than any other of the denominations has claimed and received. The Inspectors appointed by the Privy Council have borne full and ample testimony to the efforts that have been made, and the success that has attended those efforts, in support of the Wesleyan schools. One of the inspectors, Mr Laurie, has pointed out as a school which deserves particular attention, and which may be held up as a model, a school at Goxhill in Lincolnshire, under a master by the name of Hopwood; and in the mining districts of South Staffordshire, and in Lancashire, are schools in which very great and successful efforts have been made by persons connected with this society.”

The character of the education afforded at the institutions under Wesleyan control, may be gathered from the remarks of the Rev. F. A. West, President of the British Conference. “Sir,” said he, “the end of education is not, as some apprehend, the mere principle or power of acquiring knowledge for mere intellectual gratification. It is not enough, either, that our end in education should be, to qualify individual youth, men and women, for the duties of social life. Many seem satisfied if, by education, we can raise the general average of intellectual attainment and power, so that the franchise may be safely put into the hands of the mass of the people because they have been thus intellectually ‘trained.’ That is too low a view to be taken by this institution.—That we are anxious to prepare the youthful mind committed to our care, for social life, we freely admit; and we make it a matter of earnest solicitude.—Our instruction, I am bold to say,—and I know what I say,—is of a character

that will fit both boys and girls, young men and young women, the men and the women of a future age, for the station which God’s Providence has authorized them to fill. That there are many duties which we cannot train them for, we admit; but if we can give them such an amount of instruction as shall awaken their curiosity and attention,—if we can draw them out,—we are doing as much as our circumstances will permit; and they, thus excited and empowered, will be able to do the rest. I may refer to such ordinary duties, as are, it is well known, very imperfectly understood and still more imperfectly practised, among the labouring poor,—the duties of the household,—that which is the very foundation of all English comfort,—that which the class of children we take especially under our care ought to have thoroughly enforced into their minds, that when they come to maturity,—to womanhood especially,—they may be fitted to make a comfortable home for their husbands, by which they may be reclaimed from the public-house,—that they may be able to manage the affairs of the family, so that the husband can do that which it is always the wisest thing for him to do, if he has a fitting wife,—cast all the product of his labour on a Saturday night into her lap, and let her take it and manage it. Unless they be trained to a proper knowledge of these duties, depend upon it, there will be a wide chasm; at the very basis of society there will be found mischiefs, the full import and results of which not one of us can comprehend. In our institution such lessons as these are taught. Cooking a plain pudding is to my mind and taste a most admirable thing; and to have a potatoe well boiled, is, to me, a very essential part of my life. I am well aware, and most of us are aware, that things thus spoken of as ‘common’ and ‘every day’ in their character, can be well and easily done; but I don’t often find them well done,—I don’t mean at home, of course,—there all is perfect. But unless children’s attention be directed to matters of a common sort, those to which you, Sir, have so properly alluded in your address, depend upon it, there are and will be evils ahead. This is one of the matters which press upon my mind with great force. I cannot now, however, go into it at length; for I remember that I owe it to succeeding

speakers that I should be brief. But, any one considering the condition of the dwellings of the poor—any one who regards the comfort of home—the place where the best virtues flourish, and where the worst vices grow,—and whoever remembers, again, how necessary it is that all those affections which should subsist between parents and children should be cultivated by the blessing and comfort of home,—will see that this is a matter of great importance; and it is also a matter of comfort to us to know that it is not at all neglected in the Westminster Normal Institution. I will take one illustration of the importance of these household things,—the duties which are owing to the sick. Much, not merely of the question of life and death, depends upon the manner in which a sick room is managed, but the length and duration of the disorder, the comfort of the patient, the spread of the disease, and vigour of the constitution after the disease is rooted out;—these greatly depend on the manner in which the wife or mother has managed and kept the sick apartment.

Every one of us, who may have suffered sickness, knows that there is so gentle and gracious a balm in the right administration of all the duties within the sick room, as to make sickness little formidable, comparatively speaking,—according to the amount of gentle, womanly, and rational attention which we may receive in the hour of sickness. In our institution you may hear, occasionally, a lesson given on all the particular duties which devolve upon a woman having the care of the sick,—and, I hold, it is a grand thing, that that institution circulates a knowledge of common things, and thus puts that into children's minds which they can never forget, because their own interest is connected with it; and that that institution is therefore doing a great good to society, and, on that ground, deserves the support of all philanthropists, of all who long to see the social condition of society greatly improved. But if we stop here, we should be imperfectly discharging our duty. There are great moral duties to be enforced; literature, philosophy, science, will do nothing for any country where moral instruction is not imparted. All the beauties and tastes of classical Italy,—what have they done for Italy? Or, the learning, so acute and so deep,

of Germany,—what has it done for Germany? What will any of the advantages by which any nation is distinguished, do for it, unless it be based upon religious truth, and filled with the life of moral power? As you observed, Sir, it is here where our great moral power lies,—that we are able in our schools to impart the knowledge of that best of Books—that truth which is above all truth,—that which constitutes the very Alp of mind,—that which pervades and lies at the basis of all science and of all sound philosophy,—that which is the only true code of ethics, and which alone furnishes a law to the conscience,—that which alone can give powerful motives to the heart,—and that which God has put his own stamp and signature upon, as being the vehicle of gracious influences. The Bible is an open book with us. I cannot imagine how or why people should object to the study of the Sacred Scriptures by all children, and, I was going to say, especially, by the very youngest. If the mind were a blank sheet of paper as it came into the world, there are plenty of influences to write evil upon it. Those influences come early enough,—so early, indeed, that I am sure we may not be afraid of being too early in the impartation of truth. Error will find a congenial soil,—vice will luxuriate in the heart,—there needs no foreign influence to make it productive of all that is evil to the individual, of all which lessens the strength of the nation, and provokes the curse of God. We must be early in our operation upon the mind of the children and infants to be taken charge of. This is taken care of in our institution; and this we conceive is one of the greatest boons which we can confer upon society. Many of the parents of these little ones are unable to instruct them. Many will not do so. Many will just cast them loose upon society, and leave them to the providence of the philanthropist. I hold that the duty of religious instruction is an obligation which primarily rests with the parent, and that that duty cannot be transferred. No parent, no head of a family, is at liberty to transfer the primary religious instruction of his children to another, if he is able to impart it,—and even those who are unable to impart it cannot turn the responsibility of the charge of their children upon teachers, whether gratuitous or paid. I owe to my children a duty

which I cannot transfer to another ; and there are points of contact, and modes of instruction, and degrees of influence, and there are religious and moral benefits which I can bestow, which no teacher on earth can bestow, and I owe them to my children. But if we find parents neglecting their children, or incompetent to perform it, our obligation as Christians is, clearly, to take hold of such minds as early as possible, because there is danger that

If good's not planted vice will fill the mind,
"For as the twig is bent the tree's inclin'd."

I rejoice in this Resolution, as I have no doubt,—taking those early associations of their mind, and viewing them in connection with these facts—that the bringing them under the influence of teachers who, from the love of Christ, love these little ones, and seek to imbue all their lessons with the gentle spirit of Christ, and who by their own faith and their own prayer, can bring blessings upon their neighbours, by such methods in such hands I may expect the highest possible results. I am satisfied that our schools will be thus made a national

blessing, as I am sure they are a connexional blessing ; and I trust that through the blessing of God, we shall see immediate, full, and spiritual benefits, far exceeding our hitherto most sanguine expectations. I have great pleasure in proposing for the adoption of this meeting the Resolution which I have been very incoherently and imperfectly speaking to. I can state what will be an ample apology for my not doing justice to it, as I could have wished, that the great labours of the past day and night have quite unfitted me for the task. I must, however, testify my own admiration for the institution,—the conduct and spirit of the teachers, so far as I have observed them, and the general effects of our schools through the length and breadth of the land. I rejoice that we are thus fulfilling the definition of education given by the judicious Hooker, who says :—' Education is the means by which our faculty of reason is made both the sooner and the better to judge rightly between truth and error, good and evil.' "

Provincial Wesleyan.

ACADIAN GEOGRAPHY.

[Continued from page 85.]

CORRIGENDA.

Page 61, first column, fifth paragraph, and after the third line of the paragraph, insert:

Miramichi bay is situate in latitude $47^{\circ} 10'$ N., and longitude 65° W., and is 30 miles northerly of Richibucto harbour. It is deep and spacious, and capable of admitting large class vessels. It is one of the most important harbours on the eastern coast of New Brunswick.

The principal islands within this harbour are, Sheldrake, Fox, *Portage*,—not "Porage," as stated on same page,—Egg, and Vin.

Page 84, second column, for "Granwake," read *Grawwake*; and for "Byrites," read *Pyrites*.

And in the second column, eleventh line from bottom, for "It (the new red sandstone) underlies the carboniferous or coal measures," read, *It overlies, etc.*

CIVIL GOVERNMENT, ETC.

BRITISH NORTH AMERICA is divided into five colonies or provinces, and one territory. The chief Executive Officer in each colony is the *Governor*, appointed by the Crown of Great Britain, of which he is the immediate representative in the colony. This vast country, larger than the whole United States, is presided over by a *Governor General*, who resides in Canada.

EXECUTIVE.

Each Governor administers the government in his respective colony with the advice of an Executive Council, and has the power of appointing all officers, Judges of Courts, Magistrates, etc., and temporarily, until known in Britain, the members of the Executive and Legislative Councils. He can pardon criminals, except in cases of murder and high treason ; and has the power of calling, proroguing, or dissolving General Assemblies at his discretion.

EXECUTIVE COUNCIL.

This body usually consists of nine members, appointed by the Crown, but whose continuance in office, like that of the ministry in England, depends on the wishes of the people, as expressed by their representatives. They are the advisers of the Governor, in the administration of the affairs of the colony, and they consist in part of the heads of the principal departments.

LEGISLATIVE BODIES.

Each province has its legislature, which consists of two branches—the Legislative Council and House of Assembly.

THE LEGISLATIVE COUNCIL

Varies in number, Nova Scotia and New Brunswick each twenty-one, and Prince Edward Island nine members; whose appointments proceed from the Crown, and continue during pleasure. Their duties and functions correspond in a great measure with those of the English House of Lords, forming the upper branch of the Legislature. It has the power to reject or amend bills sent to it by the House of Assembly, and may originate any measures except money bills.

THE HOUSE OF ASSEMBLY,

Emphatically the Commons of its respective colony, are elected quadrennially by the people. The qualification of voters vary. Each county, including townships, elects a limited number of members, who have the power of making laws, investigating provincial accounts, and appropriating the revenue, except where the executive have the initiation, levying taxes; and in general of legislating in all matters connected with the interest of the colony, subject to the approval or rejection of the government of Great Britain.

DEPARTMENTS.

The members composing the Heads of Departments vary in number, and are on the increase. In the lower provinces the following are the principal:—Attorney General, who is generally, though not necessarily, the leader of the government; Solicitor General, Surveyor General, Post Master General, Provincial Secretary, Commissioner of the Board

of Works, etc. The principal part of the heads of departments, on receiving their provincial appointments, have to return, under the responsible government system, which prevails in these colonies, to their constituents for re-election.

ATTORNEY GENERAL.

Duties.—As a member of the Executive Government, he has to give legal advice and opinions on the legality and constitutionality of matters involving questions of law and legislative enactments, examine and report on grants issued from the Surveyor General's office, assist in the criminal business, and give legal advice to the heads of Departments, and also in numerous local matters.

THE SOLICITOR GENERAL

Is one of the Law Advisers of the crown, and has to assist the Attorney General in all matters connected with the business of the province.

SURVEYOR GENERAL.

This officer, the head of the Crown-Land Department, conducts the sales and transfers of crown lands; leases minerals and timber berths; appoints the deputy crown surveyors, and orders surveys to be made when authorized by the legislature.

THE POST-MASTER GENERAL

Regulates the number and transit of mails, establishes post and way offices throughout the country, and arranges the general postal affairs of the country as by law directed.

THE PROVINCIAL SECRETARY

Is an important officer. He has to prepare and countersign all proclamations and other documents emanating from the executive; affix the Great Seal to all Letters Patent; countersign and register all grants of land from the crown; and has to superintend the general business of the country, as well as conduct all correspondence of a provincial nature.

BOARD OF WORKS.

The number of officers comprising this department, along with the duties connected therewith, differ in the different colonies. In Nova Scotia, they are entrusted with the management of the pro-

cinoidal buildings; the provincial penitentiary and insane hospital; the light houses, Sable Island, etc.;—the railways are controlled by three officers. In New Brunswick, there is a *Commissioner of the Board of Works*, who superintends the construction and improvement of the bridges and great roads of the province. The Railway Board, consisting of three officers, is non-political.

NON-POLITICAL DEPARTMENT.

These are Auditor General, Receiver General, and Provincial Treasurer.

The duties of the AUDITOR GENERAL is merely to audit the public accounts.

THE RECEIVER GENERAL

Receives all monies paid in under the head of casual revenue, fines in courts of law, fees of the Secretary's office.—He has charge of the surplus civil-list fund, and pays all warrants touching these departments.

The duties of the PROVINCIAL TREASURER are, to collect, at his office and through his deputy treasurers, who are scattered throughout the province, all the revenues. Warrants for payment have to be drawn on him,—which he pays.

JUDICIAL INSTITUTIONS.

The principal Courts of Justice consist of the Court of Chancery, Supreme Court, Court of Marriage and Divorce, Court for the punishment of Piracy, Court of Vice-Admiralty, Probate Court, Court of General Sessions of the Peace, Justices' Courts, and Sheriffs' Courts.

DUTIES.

Court of Chancery.—This court has been recently abolished in Nova Scotia and New Brunswick, and its equitable jurisdiction is transferred to the Supreme Court. Its duties are to decide causes which cannot be justly settled by the strict rules of common law.

The Supreme Court consists of one Chief Justice, and other Assistant or Puisne Judges. Its jurisdiction extends to all criminal and civil suits, except such as are cognisable by Magistrates' Courts. The proceedings of this court are regulated by the forms, statutes, and rules of common law.

The Court of Marriage and Divorce consists of the Governor and Council, and other officers. Its jurisdiction extends over all matters relating to matrimonial rights, prohibited marriages, and divorce.

Court for the trial and punishment of Piracy committed on the high seas.—The officers of this court consist of the Governor and Council, and Judges of the Supreme Court and Court of Vice-Admiralty, etc. It has jurisdiction over all piratical offences committed on the high seas within the respective boundaries of the court.

Court of Vice-Admiralty.—This Court is presided over by a Judge appointed by the Crown. It has jurisdiction over maritime disputes, prizes taken in war, etc.

Probate Court.—This Court extends to the disposal and settlement of the estates of deceased persons. It is presided over by a Surrogate Judge.

The Courts of General Sessions of the Peace, are local courts held in each county by the Justices and Grand Jury, for the levying of taxes and the settlement of local affairs. Connected with this court in New Brunswick is the

Court of Common Pleas, which is presided over by local Judges, of which there are several in each county: their jurisdiction extends to the collection of debts of any amount.

Justices' Courts are held in each parish, township, or district, into which the counties may be divided. The jurisdiction of Justices differ in the different colonies. In Nova Scotia, ten pounds, and in New Brunswick, five pounds, can be collected; and in Prince Edward Island, District Courts are established, presided over by Commissioners, with a Clerk to each court. Justices have power to adjudicate on breaches of the peace, assault and battery, Sabbath desecration, and all violations of order and decorum; and also to examine and inquire into all felonies, and other criminal acts, with many other minor matters of a judiciary nature.

The Sheriff of each county has power to hold courts of inquiry in certain cases; and also, by himself or his deputies, to execute the Queen's writs,

serve processes issued from either of the Courts, summon juries, call out the forces of the county to preserve peace if required, to take care of debtors and criminals, and to act as first executive officer of the Crown in his respective county.

QUESTIONS.

How is British North America divided?—Who is the first Executive officer, how appointed, and what are his powers? What are the numbers and duties of the Executive Council, and how appointed?

The Legislative Council—how appointed and what are their numbers and duties?

House of Assembly—how constituted, and of what do their duties consist?

Departments.—How constituted? Name the different officers forming the heads of departments. What are the duties of the several officers forming the heads of departments, both political and non-political?

Judicial Institutions—what do they consist of? How are the different courts controlled, and what are their powers? Name each court individually, and their duties?

DESERTERS FROM THE NOBLE PROFESSION OF TEACHING.

THE following hints which we find quoted in the *Rhode Island Schoolmaster*, have a special application to the teachers' profession. No calling suffers more from the desertion of its members. Teaching is used but as a stepping stone to some other business—a sort of Jericho where the youth may tarry a little while till his beard is grown, and he can successfully enter some other profession. Except in the higher departments, it is not looked upon as a proper business for a life time. Now, why is this? No work is more noble, more humane—nay, more divine—than that of the Christian teacher. No more exalted office is open to man than that of a teacher of his race. None labour for higher results; none wield a more potential influence.

Is it because an ignorant public sentiment pronounces other callings more respectable and pays them better wages, that the teacher leaves his business for the law or medicine? Let him reflect that true greatness is to be gained by cultivated growth rather than by climbing. A pigmy does not become a giant, merely by stepping into giant's shoes. Let the same mature learning and ripe talent persistently keep pace in the teachers' calling, that has given reputation to the law, and teaching will soon come to have as strong a hold on the public esteem as the bar or the pulpit. The school room furnishes as noble a field for the exercise and growth of sound learning and sterling ability as either of the other professions. The career of

Dr Arnold is a remarkable instance of this.

Let teachers take service for life; let them seek by frequent association with fellow teachers, to widen their experience and correct their views, and by diligent study and extensive reading, ripen and enlarge their learning, and no position in society would be counted more honourable than that of the teacher. A generous scholarship, profound without pedantry, and extensive without superficiality, would command a truer respect than is now paid the lawyer or physician, while the high moral character of his labours would win for the teacher the affectionate regard which is yielded to the clergyman's office.—Wages would increase with the real worth of the work done, and a grateful world would load with its rarest and richest honours, the men who were, in the full significance of their name, its **TEACHERS.**

This use of teaching as a stepping stone is a cruel wrong done to one of the most important and useful of human callings.—Would not the lawyer or physician justly complain if half educated young men were to go about practising medicines or pettifogging in the courts, till they could find something more profitable or more respectable to do? No profession could long maintain its respectability under such an infliction. But society, too, is deeply injured by thus degrading a profession on whose work the well being of society depends. The incoming generation might

well complain of such a shameful desecration of that sacred office to which they must look for the education which alone can elevate them to the highest mark of a cultivated and useful manhood. —It were well, if no one should enter the teacher's ranks who does not intend to stick to the business.

There cannot be a greater error than frequently changing one's business. If any man will look around and notice who have got rich and who have not, out of those he started life with, he will find that the successful have generally stuck to some one pursuit.

Two lawyers, for example, begin to practice at the same time. One devotes his whole mind to his profession; lays in slowly a stock of legal learning, and waits patiently, it may be for years, till he gains an opportunity to show his superiority. The other, tired of such slow work, dashes into politics. Generally, at the end of twenty years, the latter will not be worth a penny, while the former will have a handsome practice, and count his tens of thousands in bank stock or mortgages.

Two clerks obtain a majority simultaneously. One remains with his former employer, or at least in the same line of trade, at first on a small salary, then on a larger, until finally, if he is meritorious, he is taken into partnership. The other thinks it beneath him to fill a subordinate position now that he has become a man, and accordingly starts in some other business on his own account, or undertakes a new firm in the

old line of trade. Where does he end? Often in insolvency, rarely in riches. To this every merchant can testify.

A young man is bred a mechanic.—He acquires a distaste for his trade, however, thinks it a tedious way to get ahead, and sets out for the West or California. But, in some cases, the same restless, discontented, and speculative spirit, which carried him away at first, renders continuous application at any one place irksome to him; and so he goes wandering about the world, a sort of semi-civilized Arab, really a vagrant in character, and sure to die insolvent. Meantime his fellow apprentice, who has staid at home, practising economy and working steadily at his trade, has grown comfortable in his circumstances, and even, perhaps a citizen of mark.

There are men of ability in every walk of life, who are notorious for never getting along. Usually it is because they never stick to any one business. Just when they have mastered one pursuit, and are upon the point of making money, they change it for another, which they do not understand; and in a little while, what little they are worth is lost forever. We know of scores of such persons. Go where you will, you will generally find that the men who have failed in life are those who have never stuck to one thing long. On the other hand, your prosperous men, nine times out of ten, have always stuck to one pursuit.

Philadelphia Ledger.

HINTS FOR STUDENT-LIFE.

From an excellent address lately delivered at Belleville Seminary, by A. Carman, Esq., B. A., we select, for its general applicability, the following closing advice to the pupils of that seminary;

In selecting your studies, you must not give uncontrolled scope to your natural prepossession. Some of you will prefer the Classics altogether, some the Mathematics, some the Natural Sciences, some the Metaphysics, and some the Fine Arts. What I wish to caution you against is, the undue gratification of any decided predilection, the undue cultivation of any faculty. You must

preserve the mental equilibrium. One faculty should not be made gigantic, while the others are dwarfed or their existence is ignored. The symmetry of the person is lost when one limb has outgrown the other. The tree whose branches are all upon one side, is neither beautiful nor safe. You must cultivate your imaginations that you may have sail, your powers of reflection that you may have ballast, and your reason that you may have rudder, then as graceful vessels you will sail gallantly over the ocean of life.

Again in order to insure success in this calling, as well as in any other,

your habits must be regular; you must learn to systematize. To aid you in this, in the management of the Institution, certain hours of each day are allotted to study, certain to recitation and lecture, and certain to bodily exercise. It belongs to you to attend to the minutiae of the arrangements. Give a certain portion of your time to the study of Arithmetic, another to Grammar, another to Philosophy, and so on, prosecuting the same plan each succeeding day. Do not fritter away your precious moments, by glancing first at one subject, then at a second, and a third, and by hasty repetitions of the same routine; but investigate thoroughly and entirely, master each lesson before your attention shall have been diverted to some other. A careful review just before entering the class-room will prepare you for examination, render the exercises lively and mutually beneficial, and furnish a good groundwork upon which to dispose the ideas advanced by the teacher. A second review immediately upon leaving the class-room will fix more surely upon your memories the principles and truths contained in the lesson, and will enable you to incorporate more successfully the author's views and those of your teacher into your own mental processes. Sometimes, indeed, promontories may jut out and turn you a little from your prescribed course, yet nothing can occur to frustrate a well digested plan.—Alfred the Great, a noble monarch, a finished scholar, and a good man, divided each day of his time into three portions of eight hours each, one of which he devoted to the concerns of his administration, another to meditation and reading, and the third to the refreshing of his body, by sleep, food and exercise. His life was a splendid success; and if he could in such a course, with the onerous burden of government in turbulent and calamitous times upon his shoulders, why cannot you, who have nothing else to attend to?

It is very important that you commence each day aright, that you early get a draught from some inspiring fountain. Devote a portion of each morning to reading the Scriptures of Revealed Truth. They will give you such views of life as will enable you to study with redoubled diligence and learn with increased ease. You have come to commune with books. Here is the Book

of Books. You have come thirsting for knowledge. Here is unfolded a knowledge of duty to God and men, knowledge of true terrestrial felicity and celestial bliss. Study then those Bibles that pious and affectionate fathers and mothers,—trembling as to the course you will pursue, now that you are from under their immediate direction,—have given you. Let not your model of true worth be set up by the world, but that which is sanctioned in the Sacred Writings. Inexperienced and worldly minds place a very wrong estimate upon things presented to their view. They adore pageantry and despise humility. They are dazzled by the pomp of the present and apprehend not the abiding lustre of the eternal future. You will err if you measure action and events by their false standard. Erect within yourselves pure and noble ideals of manhood, and conform every day's practice to those ideals. And where, I ask, can you find higher types of purity and nobility than in the character of the men whom God hath exhibited as examples of virtue, and pattern for the race? Would you have a tried pattern of chastity? Study the irreproachable life of Joseph, the son of Jacob. Do you admire disinterested and unsullied friendship? Read of Ruth and Naomi, of David and Jonathan. Do you look for bold moral contrasts? Place in opposition the true courage of John the Baptist, who, though an unassuming preacher, sacrificed his life to duty, and the pusillanimity of the craven Herod, who, though a king, dared not to deny a wicked damsel that life before debauched courtiers. Do you revere a holy self-denial? Behold it in the very essence of the Acts of the Apostles. Do you seek enrapturing eloquence? Catch the strains of Job; mount after the soarings of the Psalmist; in spirit as well as in letter, run up the climaxes of the great Apostle of the Gentiles. Do you doubt that good can be uniformly returned for evil; that amidst buffeting and scorn, suffering for the right can be endured; that infinite power and glory are consistent with childlike simplicity? Walk by the side of the ever persecuted Redeemer of the world. Gaze upon him as an obedient child, an industrious unassuming youth. Mark him spending his energies amongst the poor and the despised of this world; wonder, as he dies in behalf of those who had condemned

him in life, and nailed at him crucified. Meditate upon these characters, and learn the lessons taught by them, and you shall indeed be as "trees planted by the rivers of water." Live so that

you may gain the immortality of the good, and you shall learn forever; shall eternally bathe in the infinite ocean of Truth.

Toronto Journal of Education.

THE USE OF SCHOOL LIBRARIES.

"Read thou first and well approve the books thou givest thy child."

THERE is a certain transition state, a period in which, most of all, children need a parent's fostering care and guiding hand, when their minds are a chaotic state, and are suffered too often to run wild—to vegetate where they will—and to wander without company or guide. These are the neglected ones—and neglected, at the most critical period of their lives. Now take such a child, interest him in reading, or in listening to the readings of useful and instructive books, and his education is begun, and not only begun, but so well begun, that it may be said to be half done. Now if parents will not take upon themselves the responsibility of this part of a child's education, an education which begins with the first development of thought, but will force it prematurely upon the teacher, then let the proper course be pursued at school. Instead of driving him to his A B C, teach him first of all, to love books—to love the knowledge they contain—teach him to think, to reason, to philosophize, to analyze. Then, after he has arrived at an age in which he can read for himself, furnish him with books, direct and encourage him in reading, and you have laid a foundation for his education, broad, sure, and deep, upon which he will not fail to build a fitting superstructure. To accomplish all this, we need books at the school room to which pupils can have daily and easy access.

With these prefatory remarks, we are led to the consideration of the subject before us: The use of libraries in schools. Were our wishes to take the form of a resolution, they would be embodied in the following words:

Resolved, that we recommend to each and every school section, the purchase and introduction into the schools of said section, of suitable libraries for the exclusive use of persons connected therewith.

We would urge the adoption of this resolution for the following reasons:

1st. The insufficiency of other public libraries to meet the wants of the young. These libraries are confined to the cities and large towns, so that but a small proportion of the population of the county have access to them. Many of those public libraries belong to mechanics' institutes and young men's associations; and of course, are intended for their exclusive use. Even if these libraries were designed for general circulation, the selection of books would be ill adapted to the capacities of children.

2nd. The same fault may be found with township libraries, with the additional objection, that they do not contain books sufficient to supply any considerable portion of the community.—Libraries without books present a strange anomaly. From these township libraries, the trustees have the privilege of drawing a certain number of volumes for the use of the schools in their district. But the proportion of books to the number of pupils, must be extremely small. In instances which have come under our observation, the proportion has been about 1 to 10, and more than one half of these books were very unsuitable for young persons.

3rd. Were family libraries general there would be no necessity for school libraries. A family library is the best of all libraries.—Besides being always accessible, always available, always select, children form an attachment for the books they daily and hourly see and use, they become to them old familiar friends, and they learn to cherish and revere them in after life. But such libraries are not general, either for want of means, or lack of interest on the part of parents. A few odd volumes, of doubtful interest, are the most that many, and perhaps a vast majority of families, can boast.—How few parents take sufficient interest in the improvement of their chil-

dren or have the ability to direct or encourage them in their reading.

4. There are as yet but few section libraries in the country; but the testimony of those teachers who have them, is that they are of vast utility, and invaluable auxiliaries in the education of the young. A section library selected, as it necessarily would be, with reference to the ages, the attainments and tastes of the pupils in attendance on such schools, would meet, more than any other could, his actual wants.

“Remembering the weakness of his thought, and that wisdom for him must be diluted, let him taste the strong wine of ‘ruth, in the bonied water of infant tales.’” Books for the young should be adapted to their capacities. Knowledge encumbered with abstract thought, becomes repulsive. The selection of books for section libraries, where of necessity be entrusted to those sometimes acquainted with the capacities and wants of the pupils, as well as with the books to be purchased. Kept in the school building and if necessary during vacation, at the residence of their teacher, such a library would be not only accessible, but a place of daily resort. It would be a source of attraction, drawing many into the school who would not otherwise attend. It would render important service to the teacher, as an auxiliary in the imparting instruction, in inciting an interest in study, and in securing obedience to the rules and requirements of the school.

A section library should, to a certain extent, supply the wants of the teacher. The successful teacher must be a diligent student. The present standard demanded of the teacher, is such that constant application to books will be necessary in order to meet that demand. The teachers’ profession is the worst profession in the world for personal improvement or literary attainments. Required to teach such a diversity of subjects, with a moment’s thought bestowed upon this, and a moment upon that, here a little, and there a little, his mind must be, to a certain extent, broken up, and his powers of concentrated thought dissipated, if not fatally impaired. By continually bending or lowering his own capacities to meet those of the child they become weak. This is sometimes termed the levelling process. Now, to counteract all this tendency to lower his own standard of attainment, he should have con-

stant resort to books of the most elevating character; and so marked should be his daily progress, that the influence should not only be seen, but felt by his pupil. No teacher can safely trust to past attainment. Not a section is under obligation to furnish a teacher’s library as a part of the section library. The salaries of most teachers will not allow of their having very extended libraries for personal use.

Again, a section library would be a source of interest and improvement to parents. Books drawn by children would be taken home and read at the fireside to the profit of the whole household. They would also have a reflex influence, leading parents to take a deeper interest in the school and their children’s progress in their studies. The economy of this system is another argument in its favor. In a community of fifty families, an annual contribution of one dollar each would furnish them with sufficient reading matter. This, to all practical purposes, would amount to so many distinct family libraries for each family has the benefit of the whole fifty volumes, and that too at a place nearly as accessible as if at their own dwelling.

Two points only remain to be considered: What books should be read, and how they should be read. For a small library, fifty dollars would be a fair beginning; and for this we might name a few familiar histories, and other books. But for a complete library, each district should be furnished with—

1st. Books for circulation among the pupils.

2nd. Books for parents and patrons.

3rd. Books for reference, such as Encyclopedias, Dictionaries.

4th. Books on Schools and School systems, for officers of schools and for parents.

5th. Books on the theory and practice of teaching, and on Education generally.

How should books be read? They should be kept at the school building in a suitable case, and always under lock and key. Pupils should be allowed to draw but one book at a time and to keep the cover on till returned. Books should be delivered to those only who by diligence and good deportment have proved themselves deserving. The drawing of the books should always take place in the presence of the whole school, who

should be made to feel that the use of the library is not only a privilege but a great honor. The teacher should frequently read choice selections to the school, making such comments as will give them a better understanding of the subject investigated and offer such criticisms as the case demands. That a library may be made of the greatest utility, the teacher should be not only familiar with its contents, and able to make

just criticisms and exhibit the beauties of the various works, but also to give some general instruction in respect to habits of reading, and the application of the knowledge acquired. A good library in the hands of such a teacher is a mine of wealth from which can be brought forth jewels of untold worth.

E. L. Ripley before the Michigan State Teachers' Association.

LITERATURE.

The first number of "*The Journal of Education and Agriculture*" for Nova Scotia is before us. The front page contains a neat view of the Normal and Model Schools of this province, situate in the picturesque village of Truro.

The articles under the head of Education contain a number of well arranged and well digested facts on the nature, importance and necessity of education; appeals made to parents, teachers and trustees, should not be lost sight of.

The Agricultural department of the

paper also contains much valuable information under this head,—thus rendering the work well worthy the patronage of the friends of Education and Agriculture throughout the province.

In a ~~word~~ ^{word} ~~the~~ ^{the} work is well executed both in ~~its~~ ^{its} ~~generality~~ ^{generality} and typographical point of view, and is cheap,—five shillings per annum. We hope the Rev. Dr FORRESTER, the *Editor*, may meet with a full measure of success in his new and laborious undertaking.

MISCELLANEOUS.

THE DOG.

ORDER.—*Carnivora*—or, Flesh-eating Quadrupeds.

THE dog belongs to the same family as the wolf. This tribe is distinguished from that of the cats by the form of the muzzle, the number and structure of the grinders, . . . and by the blunt claws, which are not drawn in and out.

The dog, in eastern countries, is seldom treated as a domestic animal; and hence scarcely shows any marks of that attachment, faithfulness, and obedience to his master, which make him among us, quite a favorite. In the east, the famished dogs run about the streets like beggars, and grumble if they do not get a full meal. They devour carrion, rummage the heaps of refuse, and even tear open graves to appease their ravenous hunger; and when criminals had been executed it was usual to throw their bodies to the dogs. Jer. xv. 3: 1 Kings

xiv. 11, xvi. 4, xxi. 23, xxii. 38: 2 Kings ix. 33, 36. In what contempt the dog was held by the Hebrews from the earliest times, is shown by the proverbial expressions we meet with in the Old Testament. Job xxx. 1: 1 Sam. xxiv. 14: 2 Sam. iii. 8, ix. 8: 2 Kings viii. 13. But after the times of the Maccabees, when the Jews had adopted, in some measure, Grecian customs, dogs were probably kept as domestic animals. Thus the Syrophenicean woman said to our Lord, "The dogs eat of the crumbs which fall from their master's table," Matt. xv. 27; and dogs are described as licking the sores of Lazarus, as he lay at the rich man's gate. Luke xvi. 21. Still, in the New Testament, the allusions to the animal are all expressive of contempt or abhorrence. According to the Mosaic law, dogs were unclean; flesh that had been torn by beasts was directed to be thrown to them. Exodus xxii. 31. Unholy men are termed dogs by our Saviour, in Matt. viii. 6: "Give not that which is holy unto dogs." The

same name is given to false teachers, by Paul, in Phil. iii. 2; and in Rev. xxii. 15, it is applied to men addicted to vile sensuality.

Scripture Natural History. —

—o—
THE BEAR.

ORDER:—Carnivora.

“As if a man did flee from a lion,
And a bear met him.”

AMOS v. 19.

In the days of the Kings of Israel, the bear was much more common in Palestine than at present. There are several kinds of this animal: but the one mentioned in Scripture is that called the Syrian bear. It frequently preys on animals, but for the most part, feeds on vegetables. The skin is sometimes of a yellowish brown, and sometimes a yellowish white, varied with yellow spots. The bear has a long clumsy body covered with coarse hair; and short, thick legs: but what distinguishes it particularly is its feet. It walks on the soles of the feet, while most of the Mammalia tread upon the ground only with their toes. When its anger is roused, it is a dreadful opponent, from its great strength and undaunted resolution.

The anger of bears, when robbed of their young, gave rise to a proverbial expression, which occurs in several places in Scripture. Jehovah, in threatening his rebellious people, declares: “I will meet them as a bear that is bereaved of her whelps, and will rend the caul of their heart.” Hosea xii. 8. Of David and his numerous warriors it is said: “They be chafed in their minds, as a bear robbed of her whelps in the field.” 2 Sam. xvii. 8. In the vision of Daniel —vii. 5,—the second beast which appeared was like a bear, and represented the empire of the Medes and Persians.

Ib.

—o—
ONE GOOD DEED.

One pound of gold may be drawn into a wire that would extend around the globe.—So one good deed may be felt through all time, and even extend its consequences into eternity. Though done in the first flush of youth, it may gild the last hours of a long life, and form the only bright spot in it.

IMPROPRIETIES OF SPEECH.

I.

We often hear persons speak of “an use,” “an union,” etc. As properly might they say “an year.” When *u* at the beginning of a word has the sound of *yoo*, we must treat it as a consonant, and use *a* instead of *an* before it. So in the word *one*, the vowel sound is preceded by the consonant sound of *v*, as if it were *aun*; and we might as properly say “an wonder,” as say “such an one.” Before words commencing with *h* silent *an* must be used; as “an hour,” “an honest man,” etc. Before words commencing with *h* aspirated we use *a*; as “a hope,” “a high hill,” “a humble cot,” etc. Do we aspirate the *h* in *humb’e*? Yes. So say Webster and the most modern authorities.

II.

It is a common mistake to speak of a disagreeable *effluvia*.” The word is *effluvium* in the singular, and *effluvia* in the plural. A similar form should be observed with *autom’ato*, *arc’num*, *err’atum*, *phenom’ennon*, *alluvium*, and several other words which are less frequently used, and which change the *um* or *on* into *a*, to form the plural. In *memorandum* and *encomium*, usage has made it allowable to form the plural in the ordinary way, by the addition of *s*. We may say either *memorandums* or *memoranda*, *encomiums* or *encomia*. A man, who should have known better, remarked, the other day: “I found but one *errata* in the book.” *Erratum*, he should have said; *one erratum*, two or more *errata*.

III.

There is an awkwardness of speech prevalent among all classes of American society in such sentences as the following: “He quitted his horse and got on to a stage-coach;” “He jumped from the counter on to the floor;” “She laid it on to a dish;” “I threw it on to the fire.” Why use two prepositions where one would be quite as explicit, and far more elegant? Nobody, in the present day, would think of saying, “He came up to the city for to go to the exhibition.”—because the preposition *for* would be an awkward superfluity; so is *to* in the examples given. There are some situations, however, in which the two prepositions may with propriety be employed, though they are never indispensable; as, “I accompanied such a one to Bridgeport, and then walked on to Fairfield.” But here two motions are implied, the walking onward and the reaching of a certain point.

IV.

There seems to be a natural tendency to deal in redundancy of prepositions. Many people talk of “continuing on.” I should be glad to be informed in what other direction it would be possible to *continue*.

V.

It is illiterate to put the proposition of after the adverb *off*; as, "the satin measured twelve yards before I cut this piece *off* of it;" "the fruit was gathered *off* of that tree;" "he fell *off* of the scaffolding."

VI.

There is an inaccuracy connected with the use of the disjunctive conjunctions *or* and *nor* by persons who speak in the following manner: "Henry or John are to go to the lecture;" "His son or his nephew have since put in their claim;" "Neither one nor the other have the least chance of success." The conjunctions disjunctive *or* and *nor* separate the objects in sense, as the copulative unites them; and as, by the use of the former, the things stand forth separately and singly to the comprehension, the verb or pronoun must be rendered in the singular number also; as, "Henry or John is to go to the lecture;" "His son or his nephew has since put in his claim;" "Neither one nor the other has the least chance of success."

VII.

Many people improperly substitute the disjunctive *but* for the comparative *than*; as, "The mind no sooner entertains any proposition, *but* it presently hastens to some hypothesis to bottom it on."—*Locke*. "No other resource *but* this was allowed him;" "My behaviour," says she, "has, I fear, been the death of a man who had no other fault *but* that of loving me too much."—*Spectator*.

VIII.

Sometimes a relative pronoun is used instead of a conjunction, in such sentences as the following: "I do not know *but* what I shall go to New York to-morrow;" instead of I do not know *but* that," etc.

IX.

Never say "cut it in half;" for this you cannot do, unless you could annihilate one half. You may "cut it in two," or "cut it in halves," or "cut it through," or "divide it;" but no human ability will enable you to *cut* it in half.

X.

There are speakers who are *too refined* to use the past (or perfect) participle of the verbs "to drink," "to run," "to begin," etc., and substitute the *imperfect tense*; thus, instead of saying, "I have *drunk*," "He has *run*," "They have *begun*," they say, "I have *drank*" "He has *ran*," "They have *begun*," etc. Some of the dictionaries tolerate *drank* as a past participle; but *drank* is unquestionably correct English. Probably it is from an unpleasant association with the word *drunk* that modern refinement has changed it to *drank*.

XI.

It is very easy to mistake the nominative when another noun comes between it and the verb, which is frequently the case in the use of the indefinite and distributive pronouns; as, "One of those houses *were* sold last week;" "Each of the daughters *are* to have a separate share;" "Every tree in those plantations *have* been injured by the storm;" "Either of the children *are* at liberty to claim it. Here it will be perceived that the pronouns "one," "each," "either," are the true nominatives to the verbs; but the intervening noun in the plural number, in each sentence, deludes the ear; and the speaker, without reflection, renders the verb in the plural instead of the singular number. The same error is often committed when no second noun appears to plead an apology for the fault; as, "Everybody has a right to look after *their* own interest;" "Either *are* at liberty to claim it." This is the effect of pure carelessness.

XII.

There is another very common error, the reverse of that last mentioned, which is that of rendering the adjective pronoun in the plural number instead of the singular, in such sentences as the following: "These kind of entertainments are not conducive to general improvement;" "Those sort of experiments are often dangerous." This error seems to originate in the habit which people insensibly acquire of supposing the prominent noun in the sentence (such as "entertainment or "experiments") to be the noun qualified by the adjective "these" or "those;" instead of which "it is "kind," "sort," or any word of that description *immediately following* the adjective, which should be so qualified, and the adjective must be made to agree with it in the singular number. We confess, it is not so agreeable to the ear to say "This kind of entertainments," "That sort of experiments;" but it would be easy to give the sentence a different form, and say "Entertainments of this kind;" "Experiments of that sort;" by which the requisitions of grammar would be satisfied, and those of euphony, too.

Whatever is worth doing is worth doing well. If our native language is worth studying, it is worth speaking well. Youth is the time for forming correct habits of speech.

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