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JOURNAL OF EDUCATION.

FOR THE PROVINCE OF NOVA SCOTIA.

PUBLIC INSTRUCTION IN ONTARIO.

THE Province of Ontario was the first one of those now composing the Dominion of Canada, which adopted a system of Free Public Schools, based upon taxation, and ever since its inception, we believe, that system has been under the able and eminent superintendence of Dr. Ryerson. Since that Province has had much more experience in this matter than any other in the Dominion, any changes made in the Common School Law or Regulations of Ontario, are deserving of careful attention by us in Nova Scotia, in order to see if we may profit by the example they embody.

Very considerable changes have recently been made in the School Law of Ontario. To only one of these, we now purpose to make a brief reference; it is one relating to the examination and grading of teachers. There, as in this Province, Common School Teachers are of three grades. We understand that, under the new arrangement, a much higher standard of acquirements is stipulated for than has heretofore been considered sufficient; so much so that third class certificates under the new regulations are held to be quite equal to second class under the old. The examinations are to be held simultaneously throughout the whole Province; and the same programme of questions is to be everywhere employed. Nothing, of course, can be more fair and impartial than this; whilst the fact of the examinations being all made on the same day effectually guards against any collusion between candidates. The examinations for second and third class certificates are to be held before the County Boards; those for first class certificates, before the Provincial Board of Public Instruction only. The Provincial Board can thus be pretty thoroughly assured as to the capability of those to whom are to be entrusted the responsibilities of first class teachers, at the same time it can form a good idea as to the earnestness and care with which the several County Boards have conducted previous examinations.

We mention these changes for the consideration of the friends of Education generally in this Province, without pretending, at this early stage, to say that they are, or are not, suitable to the better working of our own system. But there is another provision in the new Ontario law, relative to Teachers, which may be deserving of more serious consideration in Nova Scotia. It is this. No one can be a candidate for a second class certificate on first turning his attention to teaching. He must hold a third class certificate and furnish evidence of three years successful teaching before he can compete for one of the second class. So, no one can compete for a first class certificate who does not already hold a second. If we are to assume that men are not born teachers, but have to learn, both by practice and theory, how to properly discharge the duties of their profession, as has to be done in all other professions, the advantages of this arrangement must be obvious. Every one who has given any thought to the matter, must be aware that a young man, or young woman, may go through the Normal School with credit, may pass a good examination and secure a high class certificate, and yet never become a successful teacher. This requirement of the new Ontario regulations, provides against such eventualities as far as legal enactments can. It also has a tendency to make the business of teaching a life-long profession, instead of a mere temporary occupation; and we cannot but think that whatever tends to that result, tends, also to materially advance the best interests of Education.

A writer in one of the daily Halifax papers calls attention to what seems an irregularity in the employment and pay of Teachers in some of our Public Schools. From the remarks of this writer, we are led to infer that Trustees, taking advantage of the Govern-

ment Grant to Teachers of a higher grade, urge, that as the Teacher receives his education without charge, which, however, is not always the case, and having a higher grade of license, and consequently a larger Government Grant, can take a less sum from the Trustees. It is to be assumed that the holder of a higher License is the more valuable teacher, and the Government therefore pays according to the grade of License, and expects that the salary from the Trustees will in like manner, and for like reasons, increase also.

The County Grants are distributed according to the average number of pupils, and the time the School was in operation; the sum required in addition is provided for in the Sectional tax, in which the Poll tax comes first.

There certainly is nothing in the Law to interfere with "the privilege of hiring as low as ever they can;" but is there not an efficient check to the abuse of this privilege in the self-respect and conscious worth, which, it is presumed every teacher possesses? We can scarcely imagine a first or second class teacher giving his or her time and ability for the sum of the Government and County grants. The teacher who will do this assuredly ought not complain, nor should teachers blame trustees if they themselves, by consenting to such agreements, induce this extravagant parsimony.

It must be remembered, that there are two parties in every contract, and in this case, if teachers insist upon a liberal salary, Trustees will have no alternative. The spirit and aim of the Law is, that Teachers holding a higher License shall claim from Trustees, as from the Government, a higher remuneration for the service performed. Where the Government gives more the Trustees should also give more: for the simple reason, that the service of a more valuable teacher is thereby secured for the section. A teacher holding a high grade of License should never so underrate himself as to teach for the smallest sum for which he can possibly live. If he has the vigor of character to be expected, rather than do this he will seek from the multitudes of surrounding openings one more generous as to financial results. Teachers themselves have much to do in correcting the evil of which the above named writer complains; but, we hope it is not true that the choice between first and third class Teachers is in the fact that the former receives from the Government a larger sum, and will therefore take less from Trustees. A few solitary cases may exist. We think they are very few, and are alike discreditable to Trustees and Teacher. With the exercise of a little firmness and prudence in this matter, there are few country Teachers that will not be "as well lodged, as well fed, and quite as highly respected as any other professional class in Nova Scotia."

THE following from the closing Address of the Superintendent to the Teachers Association, at its recent Session at Annapolis, is printed by request:—

"We have gathered on this occasion, in the ancient capital of Acadia, a fact which to many present, will, I doubt not lend an additional interest to our meeting. This place is replete with historic associations, and, indeed, it is in that respect, second to none in North America.

We are assembled upon the site of what was the first settlement destined to be permanent, made by Europeans upon any part of the continent of America, north of Florida. Since that many an exciting, many triumphant, and too many a sad scene, has been enacted, in and around this spot. Within ear of where we now are, many a time, many a hundreds of times, has the pierce Micmac's war-whoop startled the white man from his slumbers,—on every side of us cannon have rolled and thundered

during the many vehement contests in which yonder old fort was lost and won, as now the French, now the English, flag waved over it.

Fortunately our meeting here to day, is for an object, at once more agreeable and christian like, than those that were wont to take place here in the stormy days of old, and I need not dwell farther upon the threshold of my subject, but proceed at once, and invite attention to a consideration of the object and aim of this Association.

Our object is to advance an interest in what has been and will be, and ever must be an essential element in all national progress and greatness. For Education is but a synonym for civilization. Statesmen and Politicians rack their brains, and write and talk and dispute in their efforts to determine what is the best form of civil Government, while it seems obvious enough to those who have duly considered the matter, that the best form, whatever it may be called, is that, or will be that, whenever we get it, prevailing in a country, where the whole people, governed and governors, are highly educated.

To govern in such a community would be an easy task, in fact the people could govern themselves without artificial impulse, or restraints. We see the Philanthopists striving to ameliorate the social condition of the world; Legislators exercising their utmost ingenuity to enact efficient laws for the repression of vice and crime. The best mode and indeed the only effective mode of advancing the one, and curbing the other, is to thoroughly educate the people, and to do this we must commence with the young.

But let us look at Education with reference rather to its individual, or personal application. After the exercises of the past days, and the varied exhibition of well trained talent that we have seen, it would be superfluous to advert again to subjects which have been so ably presented. We wish, however, to make upon this branch of the subject one remark, and we make it with a deep sense of its importance, believing that all will accept the statement, viz., That Education is a preparation for the duties of life, and the destinies of Eternity.

It is something more than the mere acquisition of facts; it is the training and development of all the faculties of our moral and intellectual being. It is making man what he ought to be, here and hereafter. That is, in a word, what his creator would have him to be.

This truth does not, we fear, sufficiently impress itself upon the minds of many who wish to be, and think that they really are, friends to Education. It cannot we think be too sincerely entertained, or too constantly kept in mind, by those who are called upon to take part in directing the machinery of our Educational system. But, especially should it permeate the entire conviction, of the whole body of Teachers. Each School in which this sentiment prevails is a power for elevating and ennobling the present and future generations. We have no idea of a really good School, taught by one who is insensible to the influence, which he must, of necessity, exert, or of a really poor School, where the Teacher is alive to the tremendous power he is called upon to exercise.

In an intelligent and christian community, the employment of a Teacher, is considered a matter of vast moment, not unlike the settlement of a Clergyman; and why is the last named act of a community so significant? It is because of the immense interest involved. So of the former, and there are many persons who consider the functions and duties of a School Teacher, no whit less onerous and solemnly obligatory, than those of a clergyman. I will not, now at least, dispute this point. In either case too high an estimate cannot be held.

Be assured, gentlemen of the Profession, that christian parents feel the magnitude of the interest they place in your hands when they entrust you with children they tenderly love. They entrust you, co-jointly indeed with themselves, with the formation of the character of those children, and the moulding and directing of all their intellectual and moral power, with which, to fix unalterably, a future—an unseen, and to us, an unknown future.

It is this conviction on the part of christian parents which leads them to enquire anxiously into the character of our Teachers; and it is this thought which ensures for the Government the sup-

port and sympathy of the people in its efforts to supply for this most important work, Teachers of the highest worth. We therefore need offer no apology for pressing this subject at a meeting like this. In doing so, we are speaking for christian parents, we are speaking for the government, and for the common interest of the land we love; and with a reference to that future to which the influence of our actions must ere long descend. It is for you, gentlemen, to administer the highest and noblest gratification to home, to give it new attractions and increased loveliness; it is for you to co-operate, with the good, the pure, and the generous patriot. Fix for a moment your eye upon some one distinguished for goodness and greatness, and remember the process by which he arrived at that exalted position.— You are, so to speak, called upon to carry every child in your School through a similar process that he may, if possible, reach the same goal.

You must therefore be what you want your pupils to be. Be assured that whether it is aimed at, or not, the class will be such an image of the Teacher, that the portraiture will strike any eye. Children are imitators, and many a fine and promising boy has made shipwreck of life, and wandered far from the right way, from imitating those who, in the days of his youth, he was led to regard as wiser and better than himself. It is said that thoughts never die, assuredly principles do not, and it may be questioned, if the influence of early example ever wholly loses its power.— Our own conviction is that influences on the *youthful mind, never die.*

So far as we have known the present Teachers in our Public Schools, we believe that they are to be valued and esteemed for the high moral and intellectual character they justly claim, and for the work they are aiming to do. We believe they are willing to work, and value the means they are using for the Education of their country, and have, therefore, a high claim upon the land, for the elevation of which they are consecrating to the cause of learning, their talent and energies.

Our attention has been directed during these days of pleasant interchange of thought, to the methods by which the principal branches of Common School Education may be best imparted. I am quite sure, that, should not all agree as to these methods—and that is not to be expected—all will be profited in knowing the various systems which have obtained value and extended experience.

Let me, however, direct especial attention to one or two branches taught in every section School, and which command the first consideration. It is to be feared that too little attention is given to reading. If not, how are we to account for the almost universal complaint, poor readers? Why is it that to read well is such a rare attainment?

Search the learned professions, and a good reader is a rare exception to a general rule, and also, as a *natural consequence*, so is what is called a good delivery in public speaking, and even in ordinary conversation; for good reading goes hand in hand with other branches of elocution. Some of the best sermons preached are spoiled, and their effect lost, through a disregard of this essential. The best thoughts of public speakers are often lost, and their indifferent ones made worse, through an utter ignorance, or disregard, of what elocution demands. The most profound, the most eloquent, the first, the best, authors in English literature, are daily and hourly persistently murdered in the reading. We have heard men in this Province, learned men, eminent in the higher branches of knowledge, bitterly lament that this part of their education had been so neglected in early life. Even conversation has little fascination from the lips of a bad elocutionist. We, many of us, pay our money for the luxury of going just to hear readings of authors, with which we are already familiar, and come away delighted that we have done so. Yet there is not a boy, or girl, who should leave any of our Public Schools, without being able to read almost as well as any of those professional readers. Every body, even very ignorant people, are charmed with good reading. The human voice—we might almost say every human voice, is capable of a high culture. It has powers which, when cultivated and developed, attract the admiration of delighted thousands. Good reading and elocution are powers that attract to the Theatre, as too often bad reading repels from the Christian Church. How much may be learned from the reply of the actor

to the clergyman. We, said he, utter fiction as if it were truth, while you speak truth as if it were fiction.

Poor reading is, we fear, to a large extent chargeable to Common Schools. Much I know, is attributable to home teaching, but nevertheless, it is a fault belonging to common School instruction. Reading ought to receive more attention, and elocution should be carefully and constantly taught by all first class Teachers, and eloquence as a study, should be set before every boy, as a potent means, for the acquisition of most valued results.

We think if a good system of vocal music were introduced, it would prove an efficient means of cultivating the voice, and so aid the pupil in his study of elocution. Music has especial merits of its own, which make it desirable that every Teacher, who is capable, should give it a share of his or her attention. Besides being a source of intellectual enjoyment, it tends to refine and elevate the taste. We think that vocal music and reading aloud should be daily and assiduously practised, as an important means, to good reading and elocution, and also because assuredly conducive to health.

I may remark, that the almost universal ability of children of School age to appreciate music, and its influence in forming a refined and melodious voice is admitted by nearly all educationists.

We would offer a hint on another branch of Education common to all our section Schools. Penmanship is a branch of Education, the neglect of which subjects our School system to severe and we fear just censure. It is often alleged, that in this particular, there has been a falling off under the new system. We, however, are very unwilling to concede this point, yet desire to present the consideration of this subject to those whose business it is to fit our youth for the stations of life they will be called to occupy. Your attention is constantly directed to a consideration of the best methods of teaching Arithmetic. This subject cannot engage too deeply and earnestly the inquiry of Teachers. Arithmetic and Mathematical studies generally, when assiduously attended to, have the effect more than any other that could be devised, of drawing out, *educating* the higher faculties of the intellect, that is to say—the reasoning faculties. The culture of these leads to habits of accuracy—accuracy both of thought and execution. Thus the study of the Mathematics is no less important for its practical utility, than as an intellectual exercise, for what can be of more inconceivable value to the young man entering upon the business of life than the habit of accuracy?

Not infrequently his whole success depends upon it. We cannot, indeed, expect our common Schools to give instruction in an extended course of Mathematics; but Arithmetic itself may be called a synopsis of Mathematics, and the Nova Scotia public has a right to expect that every pupil shall be thoroughly instructed in that.

We would write over the door of every School House in the land, *Accuracy and Neatness*. These, with a good moral character and a fair Common School Education, will warrant any young Nova Scotian in aspiring to any political, or commercial position his country has to give. The young man so prepared is ready to commence the practical duties of life in almost any one of the many fields open to him. But it is not to be supposed for a moment that such a young man will be content, with the acquirements with which he left school. If he has been *thoroughly* instructed in the branches of Common School Education, he will have acquired the habit of, and the taste for study, and will assuredly go on improving his mind while life lasts. What position is too high for such a young man to aim at? What position so high, that we do not, frequently see it attained by young men of this very class, of whom the world is usually and justly proud? Thoroughness then, we repeat, *thoroughness* in teaching the elementary branches, should be a first consideration with every teacher connected with our system of Common School Instruction.

Allow me to say a word in reference to our Higher Schools. Let it not be forgotten that we have a Provincial Normal School, sustained by the Government of this Province at a large expenditure of public money. The instruction there is of a professional character, and in the hands of experienced and efficient teachers. The instruction is free to all who look to teaching as a profession, free to every youth in Nova Scotia who is willing to teach. We need not say to *this audience* that the advantage gained by attending the Normal School will spread itself over all after life. The benefit will be experienced in the head, in the heart and in the purse. Most earnestly then would we advise all who can do so, to repair to Truro, and enjoy, at least, one term at the Normal School.

The day may not be distant when there will be two such Institutions in Nova Scotia, one East and one West, and when it may be made obligatory for all who aspire to the possession of a School License to spend a term, at one or the other of these Institutions. The influence of this last named suggestion would be most beneficial. We make no particular comparison, for such would be invidious, but it is well known that in the examination of candidates, the general average of the Normal School Students, clearly indicates the position of the marked advantage of which they have availed themselves.

I am glad to see that some of our county Academies are represented at this meeting of the association. We regret to have to say, that while some of these Institutions have efficient teachers

and are, as far as possible, doing their work, on the whole they do not accomplish that for which they were wisely designed, that was, to supply in each County a suitable place and the requisite facilities for education in the higher branches. In too many instances they have practically lapsed into the condition of the Common School, while enjoying the privileges and advantages of County Academies.

These Institutions should be strictly High Schools, and should cherish and expand a love for advanced Education, and stand between the Common School and the College. We wish to press this, the only correct view of the matter, upon the Trustees of these Institutions, and still more forcibly we would press it upon the Teachers. We cannot but think that there is good yet to come from them, and that with the growing educational aspirations of the country our Academies will become what the friends of education wish them to be.

We feel that in these remarks a word to parents will not be considered as out of place. Parents must not suppose that when they have contributed to the successful establishment of a School, and have duly placed their children in it, that they have washed their hands of all further responsibility in the matter. They themselves owe a duty to the School whilst in operation; and it is to be feared that many of them are open to the charge of neglect of duty, in this respect, to an extent which they little imagine. Do you—we ask of parents—do you know what your children are doing in school? Do you know the character of the preparation they make at home for the exercises of the school? Do you govern them at home, as they ought to be governed at school? Do you know how much of the failure in the school-room is traceable to home neglect? Do you visit and encourage the teachers? Whatever parent cannot answer *yes* to each of these enquiries, is, beyond doubt chargeable with dereliction of duty. We say further; if you would have your children regard your own authority, then teach them to regard that of their preceptors, attend carefully to such hints, and their influence will appear in the school, and you will secure a blessing to your family and to your own hearts.

In conclusion, allow me to express the pleasure I have experienced, during the days we have been together, in knowing personally so many of our experienced and successful teachers. I doubt not, we shall long remember our visit to this lovely spot, and the mutual interchange of friendly greetings, had on all sides. I am sure that in going back to resume your labors you will go strengthened and cheered in the conviction you will carry with you that you are working for the land of your nativity, or adoption, in a cause in which, beyond all others, her interests are involved. Last of all permit me to endeavour to impress you with a sense of accountability to God at whose judgment we must stand. Go act your part, so pursue your duty, and so accept Heaven's gracious guidance.

When the official minutes of the meeting of the Teachers Association were printed, a large part of the matter for the Journal was in type; we therefore could not, as we wished, insert the whole of this excellent and faithful report of the Secretary, but have made room for as much as possible. Its appearance in the columns of the Daily Papers will, we hope, offset the omission we are compelled to make.

PROCEEDINGS OF THE EDUCATIONAL ASSOCIATION.

[SPECIAL REPORT.]

COURT HOUSE, ANNAPOLIS, }
Tuesday, July 18th, 1871, 8 P.M. }

The Association met as above, according to announcement. Peter Bonnett, Esq., High Sheriff of Annapolis, by request of the Association, presided at the first session. Rev. A. S. Hunt engaged in prayer. Owing to the absence of the President, the Rev. Dr. Robertson was called upon to deliver the inaugural address. He spoke eloquently of the grade or steps of progress in Education, (1) in Britain, (2) in Nova Scotia. He contrasted the manner of distributing the public grants for education, which formerly prevailed, with the present improved system. The educational zeal and energy of the late Geo. R. Young, of Dr. Dawson, and the late Dr. Forrester, will not soon be forgotten. He referred to the improvement which has taken place in legislation on school matters, and in collegiate education, paying just honour to the Episcopalians and other branches of the Church, for establishing colleges and academies during the infancy of the Province. He spoke of the obstacles which have already been surmounted, and those which must yet be met, and commended the Legislature for discouraging denominational education. Teachers should keep in view two main objects: (1) Reverence for revealed truth. (2) The condition of the country,—which requires instruction of pupils in Botany, Natural Philosophy, Mineralogy, &c. He said that the multiplicity of the minutes of the C. P. I. is somewhat perplexing.

On motion of Messrs. McNaughton and George Ross, the thanks of the Convention were tendered to Dr. Robertson for his able and instructive address.

Messrs. A. Ross and D. McDonald moved that the Rev. Dr. be an honorary member of the Association. Passed unanimously.

On motion of Messrs. Smith and Major, the Rev. A. S. Hunt was also elected an honorary member.

Reports on the state of Education in various counties were then made by D. McDonald, Esq., Secretary to the association, S. McNaughton of Guysboro, Mr. Caldwell of Kings, Mr. Creed of Yarmouth, Mr. Fullerton of Annapolis and Mr. Tucker of Digby. A vote of thanks was tendered to the Sheriff for the able manner in which he had presided.

Wednesday, July 19th, 9.30 A.M.

The Rev. Mr. Godfrey opened the meeting with prayer. The minutes of the last Convention were read by the Secretary. Reports of standing Committees being called for, Mr. McNaughton, the only member of the Forrester Memorial Committee present, asked the leniency of the Association, promising, if possible, to report at a future session. He did not do so, but the Secretary of the Association subsequently read a letter from Mr. Hollies, treasurer of the Memorial Fund, stating that the amount received by him to date was \$224.564.

It was resolved that the annual fee of membership of the Association be reduced to fifty cents for gentlemen and twenty-five cents for ladies.

Moved by Messrs. A. Ross and Whiston,—

"1. That in the judgment of this Association the practice which has hitherto prevailed in this country of appointing Inspectors from other than the teaching profession is highly injurious to the cause of Education and unjust to teachers.

"2. That the managing committee for the ensuing year are hereby authorized and instructed to bring the subject of the foregoing resolution to the notice of the Council of Public Instruction."

After the mover and seconder, and Messrs. Horner and Tucker had made remarks, the discussion was deferred.

2 P.M.

Convention resumed, Vice President Phinney in the chair. Professor Lawson, L.L.D., addressed the Association on "Chemical and Natural Science as School subjects." He dilated forcibly and eloquently on the necessity of practical education. The great natural resources of our country will be of little value without mental culture on the part of the people. We have raw material and intellect. Must improve both. Natural subjects should be made practical; pupils should be accustomed to handle apparatus and experiment for themselves. These subjects should be taught to all pupils so far as practicable, but too much crowding of subjects should be avoided. Those who are preparing to attend College should not be troubled with them as "there is a good time coming" for them in this respect; but those who go from the common school to the business of life, should be able to read the book of Nature. The habit of thought and reflection should be cultivated. Those who say they cannot teach the Natural Science should try and they will find that they themselves will become apt pupils, and that their schools are quite capable of mastering these subjects. The lecturer believed one of the main reasons why so many young men leave this province is the almost entire absence of means of training for special lines of life, such as mining, engineering, &c. He cautioned teachers against the idea that word knowledge is what is required. Technical terms should not be taught so much as general principles—the former change so often.

Dr. Lawson then, by consuming the oxygen from atmospheric air, obtained Nitrogen and showed by experiment that it is a non-supporter of combustion. He also exhibited the force of oxygen, by burning in it, a candle, an ignited stick, sulphur, phosphorus, magnesium and iron, explaining lucidly the processes and combinations resulting. He then prepared Hydrogen (1) from ice and (2) from water, by burning sodium in the water and thus removing the oxygen, and by experiment showed the properties of the gas. The lecture was replete with instruction, the experiments interesting, and both riveted the attention of the audience.

The thanks of the Association were tendered to Prof. Lawson for his lecture.

The consideration of the Resolutions introduced during the morning session by Messrs. Ross and Whiston was resumed. After remarks by Rev. Dr. Robertson, Rev. Isaiah Wallace, Messrs. McNaughton, McDonald, Creed, Condon, Patterson and Horner, the Resolutions passed unanimously.

8 P.M.

Prof. Elder being called upon, read a paper on "Scientific Education." The divisions of his subject were. (1). The end and aim of Education. (2). The method. (3). The means to be employed. He discoursed forcibly and well on these points. What we find out for ourselves is our own; what is communicated to us we hold only by a loose grasp of the borrower. Experiment is essential and leads to important and unexpected results. We should always aim at securing healthy mental activity. He spoke of the importance of Scientific Education and of the difficulties connected with its first introduction.

A vote of thanks to the lecturer was passed.

Moved by Messrs. McNaughton and McDonald: "That this Convention respectfully recommend to the Council of Public Instruction the desirability of combining several counties in the matter of School Inspection—say seven or eight Inspectorships

for the Province, with a liberal salary sufficient to insure the services of thoroughly trained and practical men, who have risen to eminence in the teaching profession.

"Further Resolved, That the Convention most emphatically object to the practice of appointing clergymen, lawyers and physicians, who are in no way affiliated with the teaching profession, to the office of County Inspector, while thoroughly competent men may be found in the ranks of teachers."

Messrs. McNaughton, Tucker, Hiltz and Patterson, spoke on the Resolutions, after which they passed unanimously.

THURSDAY, July 20, 9 A.M.

A paper by Mr. Greve on the schools of Germany and Holland was read by Mr. Smith of Halifax. Mr. Major of Halifax read a paper, written by a lady, on the school studies of girls. Professor Gates explained to the association the use of certain charts in teaching music. After a discussion, the following resolution was adopted.

Whereas, Prof. Gates has kindly consented to spend a week gratuitously in the several Counties of the Province to give instruction to teachers as regards the introduction of music in schools.

Therefore resolved, That this Convention respectfully request the Council of Public Instruction to grant to teachers the privilege of attending his lectures for one week—this week to be reckoned as equivalent to regular teaching.

Mr. Gates was elected an honorary member of the Association.

The officers were then elected by ballot, and are as follows:—A. McN. Patterson, Esq., President; H. Creed, Esq., and S. McNaughton, Esq., Vice Presidents; D. McDonald, Esq., Secretary.

An irregularity occurred in the election of the managing Committee, which was corrected at the next session, when the following gentlemen were elected, J. A. Smith, George Ross, C. J. Major, J. H. McLaughlin and J. R. Wilson, Esq., of Halifax, C. H. Tucker, Esq., of Digby and A. McKay, Esq., of Kentville.

Mr. McLaughlin read an able paper on the teaching of Mathematics, for which the thanks of the association were tendered.

8 P.M.

Convention resumed, Vice President Condon in the chair. Meeting opened by prayer by Rev. J. J. Ritchie. Rev. A. S. Hunt then delivered an address on the objects of the Association. He spoke of the many ideas and historical events called up by visiting Annapolis, the ancient capital of the Province; explained the nature of a really good education; to wit, a preparation for time and eternity; the necessity of teachers being impressed with their responsibility, and the great trust given them. Teachers should show a good example, as children are essentially imitators. He referred (1) to the little attention paid to good reading and its great importance. (2) to the desirability of using means to secure good penmanship, (3) to the intellectual training secured by the study of arithmetic. He advised all teachers to spend at least one term at the Normal school—was sorry that County Academies do not fulfil the end of their institution—and told the teachers that their calling is a noble one, and should be loved and enthusiastically prosecuted.

The Convention was then addressed by Rev. J. J. Ritchie, who inquired to what extent the sciences may be introduced into our public schools, stating his belief that boys can comprehend such subjects much better than is generally supposed. He would not depreciate the study of the classics, but we must learn from things as well as from words.

On motion of Messrs. Horner and Tucker, the thanks of the Association were tendered to Rev. Mr. Hunt for his able address.

The Treasurer then read his report, showing a balance in hand of \$92.97. The report was adopted.

The thanks of the Convention were then given to Sheriff Bonnett for the use of the Court House, and to Deputy Sheriff Rice for taking charge of the room, and furnishing oil, &c., free from all charge; also, to the railway authorities for return tickets.

The time of the next meeting was left to the decision of the committee of management.

The Convention then adjourned. There were present, during some or all of the sessions, fifty-six members, viz., 21 from Annapolis Co., 9 from Halifax, 8 from Yarmouth, 5 from Kings, 4 from Colchester, 3 from Pictou, 2 each from Guysborough and Hants, and 1 each from Cumberland and Shelburne.

DANIEL McDONALD.

CORRESPONDENCE.

For the Journal of Education.

There are certain moments in life when the heart is overcome by an irresistible desire to ignore for a while the stern realities of the present, and the eager anticipations of the future; when the weary soul is longing to divest itself of the never ceasing multitude of thoughts which crowd together, rendering human life the continuous succession of trials it is. In those moods the mind wanders back among the sacred memories of the years "that have gone by, never to return." All the events, all the joys and sufferings of bygone days appear in vivid colors before our eyes and we rest in solemn, thoughtful contemplation of the

earliest days of our youth; succeeded by the noisy school-days, endeared to us by the recollection of so many old friends and associates. Of some, who have gone forth on the troubled stormy sea of life to win laurels of fame; of others, who have quietly settled down to a peaceful citizen's life; of others again whom the stern necessities of fate called away to their long home, and who have been consigned to rest in the calm, benevolent silence of the grave. A multitude of tender thoughts assail the heart on all sides, when we review the many days which have passed over our heads. We love, especially, to dwell for a long while upon some central figure among the many whose memory we revere. It is but just then that, after meditating for a while upon the character of my departed father, I should turn my thoughts elsewhere and devote a few moments to the memory of my Teacher, that one who did so much to prepare me for fighting life's battles. Oh! how distinctly do I remember the good man's character! A man of the old stamp of sturdy, practical educators of the young; plain in dress and habits and talk, strictly avoiding all superfluity of words, a severe disciplinarian, yet a good, fervent, kind hearted christian. A man who devoted himself to his arduous task with all the force and energy of his soul; hard working, eager to frame his scholars into men and women, armed alike with sound knowledge and christian piety.

Every morning at 9 o'clock, when his large congregation of scholars assembled within the spacious building, he rose behind his table and in simple but pathetic language, invoked God's blessing upon the labors of the day. How well he knew to touch the hearts of his pupils by his simple prayer, a prayer for all creeds and denominations, a christian's appeal to his Maker, without distinction of sect, but embracing all believers of the Word in its folds. The prayer ended, the daily exercises were at once commenced. Throughout the whole proceedings we found him unalterably the same; conducting the exercises with the precision of a clockwork, always willing to give every requisite information, exceedingly kind in address and earnest though firm in his reprimands. He was a man whose language, when addressing a disobedient scholar, was wrought with such an air of tenderness and kind interest, with such an earnest appeal to the delinquent's good feelings, that all of us would greatly prefer a sound beating to being addressed by him in his plain, homely way. He had the secret of kindling in our hearts that consciousness of guilt, that feeling of regret, which the rod can and will never impart. And yet, he would sometimes inflict summary punishment, but it was with a feeling of sorrow for being placed in this painful necessity.

Years have passed since; the worthy man has laid down his burden of troubles; his earthly pilgrimage is at an end, and I fervently hope that he may have met with a full reward of his labours, in the new world where he preceded us.

A vast amount has already been said about the relation between the teachers and his pupils. Somewhat threadbare as the subject will perhaps be considered, I yet venture to devote to it a few lines—hoping that you will agree with me that "wholesome truths cannot be too often told."

Much, in this question, depends, of course, upon local influences, but taken as a whole, a Teacher of tact and ability can, in course of time, neutralize, or do away with these local impediments which retard the progress of his school.

Firstly, a teacher should be careful to make his pupils understand that since the very beginning, obedience is the only alternative. It is his duty, in opening a School, to address himself to the flock entrusted to his care. He should tell them that his mission is one of good will and peace, that he feels deeply interested in their welfare, has none but kind feelings for his young friends, that from their own conduct, the success of the school and, in fact, their future prosperity depends. But he should also tell them that, while good behaviour will receive its reward, and kindness will be the watchword, disobedience and bad conduct, in general, will be summarily punished. This will lead the scholars to understand their position, and to perceive that their Teacher is Master in the true sense of the word, without taking, however, of the nature of a tyrant.

Further, a Teacher must exercise his functions with strict impartiality. It is his duty to establish a good, consistently carried out discipline, and to be considerate in the treatment of his scholars. He should never spare pains to explain any given subject at sufficient length for making it comprehensible, nor should he scold a scholar for coming to the desk too often for information. Better for the boy to ask the requisite information than to mope away his time in idleness. In order to make a School house attractive, and thus, to give to it its real character, namely that of a place where genuine amusement and useful study go hand in hand, every teacher should be very kind with his scholars, but not familiar by any means. Kindness engenders respect and love, but familiarity—besides being altogether uncalled for—places both Teacher and pupil in a false position. A good deal of judgment and discretion must be exercised in bestowing praise upon industrious scholars. If any pupil really strives hard to make headway, every encouragement should be given. A few appropriate words of praise are good sometimes, but too much of it will awaken the vanity of the scholar, will lead him to assume an arrogant attitude and prove altogether detrimental to his best interests. A kind look from the Teacher—a prize at the Examination—are sufficient tokens of appreciation, but excessive meeds of

praise are calculated to engender jealousy in the minds of the other classmates, although intended by Teachers to excite ambition.

A Teacher cannot be too cautious in inflicting punishment. I have heard young and old Teachers threaten scholars with punishment, at least a dozen of times, without executing their resolution. This is very injudicious, as it learns the scholars to consider their Teacher's words as insignificant and devoid of meaning. A pupil can be reprimanded in a proper manner without the use of threats, but if admonition proves useless, stronger measures must of course be resorted to. But before applying the rod—as a last alternative—the delinquent should be addressed in firm, but polite language, "for a good word with the tongue will often have a better effect than a hard cut with the switch." It is the Teachers duty to appeal to the boy's better feelings, to picture for him the serious consequences his conduct will involve, and to make him sensible of the fact that, punishment, when inflicted, is a matter of painful necessity. Corporal punishment can, to a large extent, be superseded by earnest and conscientious admonition.

Sometimes, of course, an example is indispensable and even useful in order to check a growing spirit of disorder; but frequent repetitions will cause much evil and disorganize, rather than consolidate, a School.

The rules of the School must be strictly adhered to. A Teacher should conduct his flock strictly on his own principles. He must not allow himself to be influenced by outside advice, unless from his Superiors. Consistency is one of the incentives to success in the life of every man, no matter what his profession may be.

Some Teachers are very deficient in their treatment of troublesome scholars. A boy who has been recently punished, is apt to have the impression that his Teacher is greatly displeased with him, and will consequently feel reluctant to approach the desk for some information. In such cases it is highly reprehensible to frown at the young sinner for the sake of his past offences.—The Teacher should use him kindly, and the scholar will at once tell his comrades—in his own simple way—"that master is good-natured after all and does not entertain any grudge." A good Teacher will also consider it his duty to instruct his scholars in the necessary courtesies of life. It looks well to see a crowd of scholars, coming out of a school-house, disperse without any noisy demonstrations, and respectfully lift their caps to salute elder acquaintances. And yet, a great many Teachers neglect to impart these habits of politeness and good will. These different incidents in school life have not merely a passing importance.—Trivial as they seem to be, they ultimately strengthen the faith of the scholars in their Teacher and establish many relations between both, all of which combine to render a School successful.—It is absolutely necessary that a Teacher be a "chosen one" among the many; pious, sober, penetrated by a profound sentiment of duty, conscious of his responsibilities. He must endeavour to entertain as well as instruct his scholars; thus doing, he will make his school-house an abode of study and recreation, gathering treasures for the mind and soul.

In short, it is essential that any Teacher, no matter where his field labour may call him, shall devote himself to the discharge of his duties in all earnestness of mind, sincerity of heart, and with the firm resolution to do what is fair and justifiable in the eyes of his Maker. There are certain maxims and laws, which we cannot ignore with impunity. We must cheerfully accept the laws of creation, enacted by the greatest of Legislators, we must labour for the good cause, cheerfully shoulder our task, we must raise the standard of our glorious profession in anticipation of the reward which will not be denied us. I will now conclude! To exhaust the subject would occupy too much space. On another occasion the subject may be revived, till then, farewell!

J. W. GREVE,

New York, 13th July, 1871.

For the Journal of Education.

DEAR SIR,—There is an Exercise in the N. S. Arithmetic about the answer to which there has been much discussion. The Example is No. 20, of the "Miscellaneous Exercises," page 301. It seems to have been copied from Thomson's Arithmetic, and a rather ludicrous mistake made in transferring it.

Thomson's answer is, £784 ⁰⁷⁸¹²⁴/₁₃₂₁₀₀₉

The copyist has multiplied the pounds by 4, and both the numerator and denominator also by 4. The answer, therefore, as it stands in the N. S. Arithmetic, is \$3136 ³⁹¹²⁷⁷⁶/₅₂₈₄₀₃₆

and, correctly, \$3138 ¹²⁷⁰⁷⁵⁸/₁₃₂₁₀₀₉

The method by which I solve the exercise is this: Find the present worth of \$1.00, payable at the specified periods; viz.—
 $\frac{1.00}{1.01\frac{1}{2}}$, $\frac{1.00}{1.03\frac{1}{2}}$, $\frac{1.00}{1.06}$, $\frac{1.00}{1.08\frac{1}{2}}$, and these fractions, reduced and added, will give $\frac{132101900}{34554975}$. Then, state as $\frac{132101900}{34554975}$: \$4.00:.

\$3000.00: Answ. \$3138 ¹²⁷⁰⁷⁵⁸/₁₃₂₁₀₀₉, which is, I think, the true answ.

By inserting the above in the JOURNAL, you will oblige,

Yours, truly, L. A.

WHAT THE SPARROW CHIRPS.

I AM only a little sparrow,
A bird of low degree;
My life is of little value,
But the dear Lord careth for me.

He gave me a coat of feathers;
It is very plain, I know,
With never a speck of crimson,
For it was not made for show.

But it keeps me warm in Winter,
And it shields me from the rain;
Were it bordered with gold or purple,
Perhaps it would make me vain.

And now that the Spring-time cometh,
I will build me a little nest,
With many a chirp of pleasure,
In the spot I like the best.

I have no barn or storehouse,
I neither sow nor reap;
God gives me a sparrow's portion,
But never a seed to keep.

If my meal is sometimes scanty,
Close picking makes it sweet;
I have always enough to feed me,
And "life is more than meat."

I know there are many sparrows;
All over the world we are found,
But our heavenly Father knoweth
When one of us falls to the ground.

Thou small, we are never forgotten;
Though weak, we are never afraid;
For we know that the dear Lord keepeth
The life of the creatures He made.

I fly through the thickest forest,
I light on many a spray;
I have no chart nor compass,
But I never lose my way.

And I fold my wings at twilight,
Wherever I happen to be;
For the Father is always watching,
And no harm will come to me.

U am only a little sparrow,
A bird of low degree;
But I know the Father loves me,
Have you less faith than me?

THE HOUSE OF BOURBON.

IF length of descent is a thing to be proud of, there ought to be no prouder family in Europe than that of the Bourbon. Not only can they trace a line unbroken to Hugh Capet, the strong-handed putter-down of a degenerate dynasty, but it leads through thirty generations of kings, interrupted here and there, where a stream breaks off, to run through banks studded with castles of honor only just short of royal. Hugh Capet is the first. From him the line runs uninterruptedly till we come to Louis IX., the Saint. The direct trunk here carries on the race of kings, which terminated in the children of Philip the Fair, and gave place to the House of Valois. After their failure of male issue, the Bourbons come in. Robert, sixth son of Louis the IX., married Beatrix, heiress of that noble sief of Bourbon which lay in the centre of France, north of Auvergne and Guienne. From him sprang eight Dukes of Bourbon; a stalwart, hard-fisted race, who were ever to the fore when fighting was going on, and always loyal to the crown, in good times and bad.

Antoine de Bourbon—a poor, irresolute creature, "the prince *san's gloire*," who never knew which side he was fighting for, nor which religion he belonged to—had the great good luck to marry Jeanne d'Albret, daughter to the King of Navarre and his wife, Margot of Valois. By greater luck still, he had for an only son the jolliest, if not greatest, of French kings—their fourth Henry—whose succession put the Bourbon family for the first time, on the throne of France. His claims were threefold. Through his father he sprang direct from Louis IX.; through his mother, from Charles V.; and through his maternal great-grandfather, from Louis X. In the next generation but one, the race splits up again. The brother of Louis XIV., the Duke of Orleans, was the first of the Orleans branch, which now survives in the child-

ren and grand children of Louis Philippe. The representative of the direct line is the Count de Chambord, who is now fifty years of age, and has been long married, without children. He is supported by a very small following in France, who adhere to him from principle, and who will transfer their allegiance to the Orleans family as soon as he is out of the way. From time to time he puts his name to a document, which is drawn up and published to let people know he is still alive, and their king by divine right; and it may very reasonably be supposed that he has long since given up all hopes of succeeding to the crown.—He seems to have inherited that character which is occasionally reproduced in the Bourbon family, of which the type is the indecisive and vacillating Antoine de Bourbon, father of Henry IV.—Such was Louis XIII.; such Louis the Dauphin; such Louis XVI. Their energy and bravery are dashed by a fatal hesitation; they dare, but they think too long about daring; they resolve, but too late; they act, when the time for action is past.

One word on the Orleans family. They began, as has been said, with the brother of Louis XIV. He chiefly distinguished himself by trying to spoil the grand old Castle of Blois. Three more dukes followed him, including that prince of debauchery, the regent. And then we come to Phillippe Egalite, the father of Louis Philippe. This family, which had been in exile for twenty-two years, has shown how adversity may be borne without loss of dignity. They have been guilty of no conspiracies and no intrigues. Probably their conduct has never excited a single suspicion in the breast of the Emperor. They have spent their time in travel, in study, in writing; and they have shown, that, in intellect at least, there is one branch of the grand old house which is still ready to go to the front.—*Appleton's Journal.*

LANGUAGE.

PROFESSOR J. C. GREENOUGH.

LESSONS in reading are valuable as a means of training pupils to a proper utterance of the language of others. They should also be made a means of developing the pupil's own language, and it is the object of this article to show some ways in which this may be done.

If the selection is descriptive prose, then before it is used as an exercise in reading, let the teacher write upon the black-board, topics including that which is presented in the selection. These topics will serve to fix and to direct the attention of the pupils while studying the selection for the ideas expressed, and will also aid the pupil in his subsequent writing. When the pupils are prepared to study, then, having laid aside their reading books, let them, in a connected manner, state orally or write the thoughts which the selection has occasioned in their minds.

If the selection is in verse or in difficult prose, then let the teacher designate portions which the pupils are to translate into prose of their own. They may be required to give their translations in writing or orally. In these exercises, the pupils should be required to use other words than those found in the selection, excepting the participles and the relation words. These exercises, if rightly conducted, will furnish pupils in our grammar schools no mean equivalent for exercises in translating from Latin and Greek,—a kind of training from which the great mass of the pupils in our schools have been hitherto excluded.

The written productions of the pupils should be carefully criticised in respect to spelling, capitals, punctuation, neatness and accuracy. This may be done by the teacher, or one pupil may criticise the work of another.

The tasks assigned in these lessons in language, should be short, and, in their preparation, pupils should be encouraged and required to use books of reference. The teacher should prepare himself, so far as he can, to give a full explanation of what the pupils are unable to find out for themselves. Much might be said of the importance of furnishing our schools with dictionaries, atlases, gazetteers and cyclopedias, so that some of the excuses, made by pupils and teachers for reading that which is not understood, may be removed.

Such exercises in language as we have now noticed, furnish a good preparation for reading the selections which have been studied. Such exercises also tend to prevent the habit of reading without regard to the ideas expressed.—*From the Rhode Island Schoolmaster.*

PERIODICALS AND MAGAZINES RECEIVED.—The Massachusetts Teacher or Journal of School and Home Education.—The American Educational Monthly. Rhode Island Schoolmaster. Louisville School Messenger. Quebec Journal of Education. American Sunday School Worker. Scribner's New Monthly Magazine, by the Scribners of New York. Home and Health, a monthly Magazine devoted to health and home, by W. R. DePug & Brothers, 205 Broadway, New York; \$1.00 per annum. University Monthly, a Journal of School and Home Education, 155, New York. Michigan Teacher, devoted to Educational intelligence, and the philosophy of Education. Western Educational Review, St. Louis.

GOVERNMENT GRANTS

In aid of Public Schools, paid to Teachers for the Term ended April 30th, 1871.

The Asterisk () marks those employed in Poor Sections.*

TEACHER.

Number of Teaching days employed

Am't. paid to Teacher from Treas.

CO. OF CAPE BRETON.

GRADE A.

Pipes, W. T. 114 \$

GRADE B.

Armstrong, J. N. 119 59 50
 Campbell, Malcolm 114 57 00
 Carey, John 120 60 00
 Dimock, W. D. 119 59 50
 Dowling, Thomas 98 49 00
 Gillies, Alexander 116 58 00
 *Gillies, Joseph 120 80 00
 Kennedy, Alex. 126 60 00
 Kennedy, Alex. 55 27 50
 McDonald, Daniel 125 64 00
 *McDonald, Joseph 120 80 00
 McEachran, Duncan 116 58 00
 *McKenzie, Duncan 120 80 00
 McKinnon, Alex. 120 60 00
 McKinnon, Michael 120 60 00
 McLeod, J. H. 118 59 00
 McRea, John 109 51 50
 Morrison, Alex. 120 60 00
 Rindress, John 120 60 00
 *Rudderham, C. H. 109 54 50

GRADE C.

Anderson, Annie 120 45 00
 *Anderson, Carrie 113 56 50
 Archibald, Bessie 119 44 62
 Archibald, Emily 117 43 87
 *Chisholm, Murdoch 117 58 50
 Corbet, James 118 44 25
 *Garret, Charles 120 60 00
 Hanrahan, M. J. 119 44 62
 Hanrahan, J. C. 112 42 00
 Harrington, Annie 119 44 62
 Kerr, Duncan, 118 44 25
 Lewis, Francis 120 45 00
 *McCuish, Margt. 120 60 00
 *McDonald, Alice 96 48 00
 *McDougall, Alex. 120 60 00
 McDougall, Philip, 105 39 37
 McKay, Charles 114 42 75
 *McKinnon, Joseph 118 59 00
 *McLean, M. J. 120 60 00
 McMillan, Duncan, 99 37 12
 McMillan John, 120 45 00
 McMullan, Malcolm 119 44 62
 *McNeil, Michael A. 120 60 00
 *McNeil, Murdoch 88 44 00
 *McNeil, Stephen 120 60 00
 McRea, John 85 31 87
 McSween, D. A. 115 43 12
 Matheson, Murdoch 119 44 62
 Morrison, Donald 120 45 00
 Walsh, Mary 120 45 00

GRADE D.

*Arbuckle, Niel 120 40 00
 Bonnar, James 117 29 25
 *Cameron, Angus T. 120 40 00
 Collins, Elizabeth 120 28 00
 Dowling, Patrick 117 29 25
 *Ferguson, Arch. 120 40 00
 *Ferguson, Marian 84 28 00
 *Gillis, Hugh 110 36 00
 *Gillis, Maggie 120 40 00
 *Hayes, Joseph 119 39 00
 Holmes, Annie 119 29 75
 *Johnston, John 114 38 00

Johnston, John J. 118 29 50
 *Lowther, George 120 40 00
 *McAnlay, Norman 104 34 00
 *McCuish, Maggie 120 40 00
 *McDonald, Arch. 120 40 00
 *McDonald, Don. J. 90 30 00
 *McDonald, Duncan 120 40 00
 *McDonald, Hugh 120 40 00
 *McDonald, John 114 38 00
 McDonald, Launchlin 115 28 75
 *McDonald, Mary 101 33 66
 *McDonald, Neil 120 40 00
 *McDougall, Allan 86 28 66
 *McDougall, D. 120 40 00
 *McDougall, James 120 40 00
 McGilvray, Daniel 120 30 00
 *McGilvray, Joseph 91 31 33
 *McGilvray, Joseph 120 40 00
 *Melsaac, Daniel 120 40 00
 *McKay, Allan 120 40 00
 *McKeagan, Alex. 120 40 00
 McKenzie, Elizabeth 113 28 25
 *McKinnon, Joseph 100 33 33
 *McKinnon, Stephen 120 40 00
 McLean, Roderick 107 26 75
 McLean, Rod. J. 120 30 00
 *McLellan, Donald 115 38 33
 McLeod, Kate 120 30 00
 McMillan, Donald 99 24 75
 *McNiel, Angus 120 40 00
 McNiel, Rory 120 30 00
 *McNiven, Arch. 120 40 00
 McPhie, Isabel 114 23 50
 *McPhie, Peter 120 40 00
 *McRea, George 101 33 66
 *McRea, William 120 40 00
 *McVicar, Donald 110 36 66
 Martell, Julia 116 29 00
 Martell, Susannah 120 30 00
 *Moore, Josephine 115 38 33
 Munroe, Angus 90 22 50
 Norwood, Annie 115 28 75

GRADE E.

*McDonald, Lavinia 95 23 75

CO. OF GUYSBOROUGH.

GRADE A.

McNaughton, S. A. M. 120 \$

GRADE B.

Boyle, Peter 102 51 00
 Cox, Robinson 120 60 00
 Comerson, William 120 60 00
 Cameron, Angus 112 56 00
 Campbell, Peter 120 60 00
 Knodell, James R. 100 50 00
 McIntosh, A. D. 120 60 00
 McGillveray, A. S. 120 60 00
 Sutherland, A. F. 120 60 00
 Willoughby, J. W. 117 58 50

GRADE C.

Cameron, Jessie G. 111 41 62
 *Davidson, John 120 60 00
 Fraser, Simon 106 39 75
 Kirk, David 119 44 62
 Kinney, George J. 84 31 50
 McDonald, August. 120 45 00
 McFarlane, Alex. 105 39 37
 McDonald, Libbie 28 10 50
 McHefly, Maggie 110 41 25
 Palmer, S. Hulbert 74 28 87
 *Peart, Hattie 120 60 00
 Sutherland, Kate 120 45 00
 Tory, Sophia C. 120 45 00
 Thompson, Joshua 69 25 87
 Tupper, Mary A. 112 42 00

GRADE D.

Archibald, Amanda 117 29 25
 Chisholm, Colin 33 8 25

Deslauriers, Isidoro 76 19 00
 Fitzgerald, Jane 114 28 50
 Gunn, Sophia 117 29 25
 Meaney, Daniel 75 18 75
 Marshall, James C. 26 6 50
 Morrison, Caroline 120 30 00
 McLean, John. 91 22 75
 Peart, Emma M. 120 30 00
 Pitblado, Helon 50 12 50
 Reid, Sophia R. 75 18 75
 Taylor, Annie 120 30 00

GRADE E.

Cook, Hattie 98 18 37
 *Grant, Cynthia 119 29 75
 Kirk, Libbie 113 21 18
 Myers, Mary E. 83 15 56
 McDonald, Maggie 114 21 37
 *O'Donnell, Maggie 110 27 50
 Quinn, Maggie 83 15 56
 Terrio, Judith 114 21 37
 Taylor, Eliza 64 12 00
 *Wheaton, Maria 92 23 00

COUNTY OF INVERNESS.

GRADE B.

Royle, Dugald 120 60 00
 Chisholm, John M. 115 57 50
 Campbell, John H. 105 52 50
 *Carmichael, A. G. 120 80 00
 *Campbell, Donald 120 80 00
 *Caldar, James 120 80 00
 *Doyle, James, J 103 68 66
 Embree, Jeremiah 110 55 00
 Gunn, R. E. 120 60 00
 Gillis, Alexander 120 60 00
 McDonald, John 120 60 00
 McLean, Duncan 120 60 00
 *McMillan, Neil 120 80 00
 McLellan, Donald 114 57 00
 *McKenzie, John 120 80 00
 McPhail, D. M. 92 46 00
 McPhail, A. A. 111 53 50
 *McMillan, Duncan 115 76 66
 *McIsaac, Angus 100 68 66
 *McIsaac, Angus 20 13 33
 McDonald, Alex. 100 50 00
 McDermid, Donald 115 57 50
 McDonald, A. C. 120 60 00
 McRea, Christopher 72 38 00
 McLellan, Donald 115 57 50
 McKay, John G. 120 60 00
 *McDrueil, Duncan 120 80 00
 McLennan, Angus 110 55 00
 *McLennan, Alex. 120 80 00
 Stewart, James 115 57 50
 Stewart, Donald 120 60 00

GRADE C.

Bartlett, John H. 120 45 00
 Campbell, John 115 43 12
 Colleretti, Zepherin 120 45 00
 Colleretti, Zepherin 31 11 62
 Gunn, Maggie 60 22 50
 *Gillis, Michael 105 52 50
 Gillis, James 120 45 00
 Hart, Phoebe 115 43 12
 *Jamison, John 116 58 00
 Kennedy, Angus 110 41 25
 *McKenn, Edith 102 51 00
 McDonald, Floria 116 43 50
 McLellan, Alex. 115 43 12
 McKinnan, Malcom 120 45 00
 McEuchan, John 120 45 00
 McIntyre, Peter 100 37 50
 McKen, Louisa 76 28 50
 McLellan, D. G. 115 43 12
 McDonald, Michael 115 43 12
 McLeod, Malcolm 114 42 75
 McLellan, Arch. 115 43 12
 *McDonald, William 115 57 50
 *McDaniel, James 17 8 50
 McLellan, Malcolm 114 42 75
 McLean, Alexander 120 45 00
 McDonald, A. L. 114 42 75

McLeod, Alexander 120 45 00
 Thompson, Joshua 58 21 75

GRADE D.

Burton, Melinda 120 30 00
 *Bruce, Maggie 119 39 06
 Chisholm, Colin 108 27 00
 Cameron, Alex. 110 27 50
 Chisholm, Alex. 115 28 75
 Cameron, John 115 28 75
 *Cameron, John 118 38 00
 De' Carteret, J. R. 120 30 00
 *Droiling, D. B. 83 27 66
 *Ferguson, Merin 114 38 00
 *Gillis, Hugh 87 29 00
 Gillis, Donald 115 28 75
 *Jamison, John 115 38 33
 *Kennedy, John H. 120 40 00
 Morison, Elizabeth 120 30 00
 *McDonald, Charles 110 27 50
 McLannis, Roderick 95 23 75
 McDonald, Hugh 110 27 50
 *McMillan, Alex. 120 40 00
 *McIsaac, Allan 90 30 00
 *McDonald, Peter 118 39 33
 McQuarin, William 115 28 75
 *McQuarin, Alex. 92 20 00
 McLean, Flora 120 30 00
 McKeagney, Henry 120 30 00
 *McDonald, Hugh 120 40 00
 *McMillan, Peter 120 40 00
 McLean, Peter 106 26 50
 *McLellan, Alex. 120 40 00
 McKeachan, Alex. 100 25 00
 *McKenzie, Daniel 92 30 66
 McKenzie, Alex. 107 26 75
 *McLennan, Hugh 25 6 25
 McKinnon, Hector 118 29 50
 *McLellan, Malcolm 112 37 33
 McKinnon, Neil 116 29 00
 *McDougall, John 96 32 00
 McAulay, Murdo 100 25 00
 McKay, John 75 18 75
 McDonald, Ellen 120 30 00
 *McDougall, L. 113 37 06
 Rankin, Donald 114 28 50
 *Ross, Isabella 120 40 00

GRADE E.

Campbell, Jessie 85 15 93
 *McLean, Flora 115 28 75
 McDonald, Mary 80 15 00
 McLeod, Jessie 80 15 00
 McLeod, Elizab. 58 10 87
 McPhail, Anne 104 19 50
 McKay, Mary 115 21 56
 *McMillan, Elizab. 120 30 00
 McLean, Maggie 101 18 93
 McIntosh, Mary 114 21 37
 Smith, Maggie 108 20 25

ASSISTANTS—GRADE B.

McDonald, Duncan, 90 30 00

GRADE D.

Ingraham, Albert 116 19 17

COUNTY OF LUNENBURG.

GRADE A.

Owen, Edward H. 113 \$

GRADE B.

Andrews, Alfred 116 58 00
 Bowles, Fred. J. 75 37 50
 Burhoe, Theophily 120 60 00
 Church, Charles E. 60 30 00
 Cooke, Henry 105 52 50
 Gates, Isaac 119 59 50
 Gow, John 119 59 50
 Parker, Joseph J. 119 59 50
 *Parker Wilber W. 118 78 66

| | | | |
|-------------------------------|--------------------------------|--------------------------------|------------------------------|
| Porter, Bishop H. 100 50 00 | *Lohns, John 120 40 00 | Barkhouse, Anna F. 98½ 21 50 | Fox, Olivia A. M. 112½ 42 00 |
| Rieser, Daniel 100 53 00 | *Lohns, Janetta 120 40 00 | Church, Hannah H. 119½ 29 75 | Fox, Olivia A. 105 39 37 |
| GRADE C. | | | |
| Beals, Lucy S. 112½ 42 00 | Mosman, Isaac 100 27 25 | *Countway, Gus. 119 39 06 | Golden, Thomas 106 39 75 |
| Carder, Alex. G. 109½ 37 50 | *Newcomb, Bessie 114½ 38 00 | Crosskill, Sarah V. 95 23 75 | Goodick, J. D. 72 27 00 |
| Forrester, Mary 112 42 00 | *Prince, George B. 60½ 20 00 | Hiltz, Agnes H. 117½ 29 25 | Laven, A. H. 95 35 02 |
| Freeman, Theresa 100 37 50 | *Roland, Oliva C. 84 28 00 | *Nillam, Anna L. 97 32 33 | Lyle, Emilie R. 116½ 43 50 |
| Kempton, M. S. 85 31 87 | Selig, Clara 37 9 25 | *Morton, Sophia 100 25 00 | Matheson, Daniel 108 40 50 |
| Maider, Henry E.S. 120 45 00 | Selig, Melissa 61 15 25 | Thomas, John 100 25 00 | Matheson, William 120 45 00 |
| Martin, John E. 115 43 12 | *Silver, Lousia B. 119 39 00 | Warner, Augustus 120 30 00 | Nickerson, M. H. 81½ 30 37 |
| Marshall, Mary E. 82 30 75 | Silver, Christy Anne 118 20 50 | GRADE E. | |
| Morse, Nellie 109 40 87 | Smith, Norman 52 13 00 | Foeder, Carrie 118 22 12 | Reynolds, Leander 118 44 25 |
| Roland, Ada C. 100 37 50 | West, George H. 109 27 25 | Frederick, Louisa A. 104 19 50 | Robertson, John 110½ 41 25 |
| *Ross, Susan R. 113 56 50 | Wile, Esther 115 28 75 | GRADE D. | |
| *Wadsworth, Geo. Y. 115 57 50 | Wilo, Victoria M. 120 30 00 | Atwood, Amanda 98 24 50 | Van Norden, M. J. 104½ 39 00 |
| Whelock, Saleah 120 45 00 | GRADE E. | | Webster, Maggie 92 34 50 |
| *Whitford, A. E. 114 57 00 | *Baibly, Eugenia 107 26 75 | COUNTY OF SHELBURNE. | |
| GRADE D. | | | |
| *Adams, Henry 120 40 00 | *Brady, Regina A. 117 29 25 | GRADE A. | |
| Armstrong, Z. P. 110 27 50 | Crouse, Naomi 94 17 62 | Smith, Nicholas 120 860 00 | |
| Acker, Carolino 120 30 00 | Keano, Edith M. 120 22 50 | GRADE B. | |
| Arnberg, Rosanna 116 20 00 | *Keating, Mary L. 80 20 00 | Colquhoun, Robt. 104 52 00 | |
| Arnold, Selina 80 20 00 | *Newcombe, Regina 117 29 25 | Doane, A. C. A. 99 49 50 | |
| *Baker, Mary A. 114 38 00 | *Oxner, Matilda 96 24 00 | De Vine, M. E. 60 30 00 | |
| Browne, Lucie 115 28 75 | *Robar, Albertina 118 29 50 | Fox, Charles 100½ 53 00 | |
| Burn, Sarah 119 29 75 | Smith, Rosanna 120 22 50 | Mack, J. F. 95 47 50 | |
| *Cameron, Leander 70 23 33 | District of Chester. | | |
| Carder, Mary A. 118 20 50 | GRADE D. | | |
| Corbett, George B. 60 15 00 | Chisholm, Duncan 113 56 50 | Brettle, J. H. 105 39 37 | |
| *Curl, John E. 120 40 00 | Coldwell, Aubrey B. 105 52 50 | Covill, B. F. 75 28 12 | |
| *Fair, Annie F. 100 33 30 | GRADE C. | | |
| Grim, Simon P. 114 28 50 | Barkhouse, Jas. R. 114 42 75 | Crowell, Maggie 100 37 50 | |
| Heckman, William 33 8 25 | Coffin, Mary A. 120 45 00 | Crowell, Edwin 85 31 87 | |
| *Heckman, Alb. D. 120 40 00 | Hennigar, Hiram 94 35 25 | Deinstadt, Wm. 112½ 42 00 | |
| Heckman, William 69 17 25 | Wilson, George 120 45 00 | Doane, Carrie J. 105 39 37 | |
| Hubley, Caleb F. 120 30 00 | GRADE D. | | |
| Hirtle, Sarah 117 29 25 | *Ashe, Elizabeth 115 38 33 | Els, Lousia H. 117 43 87 | |
| Kaulbach, Laura M. 99 24 75 | GRADE E. | | |
| Leadbetter, S. A. 120 30 00 | GRADE C. | | |

COUNTY FUND.

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

The asterisk (*) indicates the Poor Sections.

CO. OF ANNAPOLIS WEST.

| SECTION. | No. of pupils registered. | Grand Total days attendance made by all the pupils. | Amount from County Fund |
|--------------------|---------------------------|---|-------------------------|
| Mariner, | 41 | 3012 | 27 47 |
| Karsdale, | 55 | 2697 | 24 59 |
| Winchester, | 61 | 5474 | 49 92 |
| Halo, | 43 | 3235 | 29 49 |
| New Caledonia, | 78 | 5155 | 47 00 |
| Rectory, | 58 | 4117½ | 37 55 |
| Willet, | 56 | 3527 | 32 16 |
| Gesner, | 47 | 3545 | 32 33 |
| Chesley, | 41 | 2950 | 26 89 |
| Rosette, | 55 | 3020 | 33 00 |
| Moschelle, | 54 | 3710½ | 33 84 |
| Annapolis, | 154 | 9697 | 88 43 |
| Clementsport, | 113 | 6917 | 63 07 |
| Clements West, | 60 | 5270 | 48 05 |
| Waldeck East, | 54 | 4667 | 42 55 |
| Waldeck West, | 38 | 1935½ | 17 64 |
| Bridgeport, | 95 | 5945 | 54 20 |
| Hessian West, | 69 | 4441 | 40 50 |
| *Greenland, | 36 | 1566 | 19 04 |
| Clementsvale, | 51 | 2532 | 23 09 |
| Maitland, | 44 | 2321 | 21 18 |
| Lequille, | 57 | 4237½ | 38 64 |
| *Phinney Mountain, | 39 | 1479 | 17 97 |
| *Young's Mountain, | 66 | 3711 | 45 10 |
| *Leonard, | 59 | 2044 | 24 85 |
| *Hillsburn, | 42 | 2681 | 32 59 |
| *Leitchfield, | 54 | 3005 | 36 55 |
| *Victoria Beach, | 70 | 2592 | 31 51 |
| *Wright, | 34 | 1285 | 15 62 |
| *Virginia, | 24 | 2329 | 28 31 |
| *Birchtown, | 12 | 840 | 10 19 |
| *Graywood, | 38 | 1345½ | 16 35 |
| *Milford, | 32 | 1953 | 23 74 |

ANNAPOLIS EAST.

| | | | |
|---------------------|-----|-------|-------|
| Melvorn, | 89 | 5689 | 51 87 |
| Margaretville East, | 70 | 6100 | 55 63 |
| Margaretville West, | 72 | 5911 | 53 90 |
| Albert, | 51 | 3730 | 34 01 |
| Victoria, | 41 | 2858 | 26 05 |
| Galis Mountain, | 42 | 2890 | 26 33 |
| Port George, | 60 | 4475 | 40 81 |
| Mount Hanley, | 59 | 3106 | 28 82 |
| Havlock, | 49 | 2471 | 22 55 |
| Port Williams, | 60 | 3736 | 34 06 |
| Arlington, | 60 | 3184 | 29 03 |
| Hampton, | 69 | 2973 | 27 10 |
| Clarence West, | 46 | 8435 | 22 18 |
| Clarence Centre, | 36 | 2528 | 23 05 |
| Clarence East, | 39 | 3626 | 33 06 |
| Brooklyn West, | 53 | 3500 | 31 92 |
| Brooklyn East, | 24 | 730 | 6 65 |
| Salem, | 22 | 1034 | 9 43 |
| Farmington, | 65 | 3736 | 34 00 |
| Middleton, | 47 | 3765 | 34 33 |
| Lawrencetown, | 97 | 6615 | 60 32 |
| Paradise, | 88 | 6312½ | 57 56 |
| Bridgetown, | 140 | 9067 | 82 68 |
| Meadowvale, | 45 | 3780 | 34 46 |
| Torbrook West, | 70 | 3079 | 36 27 |
| Cataract, | 44 | 2524½ | 23 02 |
| Cleaveland, | 33 | 1900 | 17 32 |
| Nictaux, | 40 | 1790 | 16 81 |
| Williamstown South, | 47 | 3297 | 30 06 |
| Williamstown North, | 31 | 2330 | 21 24 |
| Carleton, | 61 | 5620½ | 51 25 |
| Messenger, | 36 | 2857 | 26 03 |
| Inglisville, | 46 | 2307 | 21 03 |
| Albany North, | 23 | 1989 | 18 13 |
| Albany South, | 26 | 1645 | 15 00 |
| Sanders, | 47 | 3895½ | 35 50 |
| *Douglas, | 34 | 2554 | 31 05 |
| *Mount Hope, | 24 | 1542½ | 18 76 |
| *Morse Road, | 18 | 1522 | 18 50 |
| *Bloomington, | 29 | 1313½ | 15 97 |

| | | | |
|--------------------|----|------|-------|
| *Boxbury, | 21 | 1363 | 16 57 |
| *Dalhousie West, | 22 | 310 | 3 78 |
| *Dalhousie Centre, | 22 | 869 | 10 54 |
| *Lake Pleasant, | 20 | 1293 | 15 72 |
| *Falkland, | 35 | 1478 | 17 99 |
| *Stoddart, | 9 | 727 | 8 84 |

BORDER SECTIONS.

| | | | |
|------------------|----|------|-------|
| Forest Glen, | 38 | 1555 | 14 18 |
| *Sherbrook West, | 21 | 1606 | 3 15 |

COUNTY OF ANTIGONISH.

| | | | |
|----------------------------|-----|-------|--------|
| Antigonishe, | 257 | 17321 | 126 17 |
| Antigonishe Harbor, | 27 | 1045 | 13 04 |
| Antigonishe Harbor, | 39 | 2638 | 33 15 |
| Morristown, | 28 | 834 | 10 41 |
| Morristown Lake, | 90 | 5001 | 73 61 |
| Cape George, S. S., | 44 | 2335 | 29 13 |
| Cape George, N. S., | 60 | 2729 | 34 05 |
| Cape George, B. S., | 16 | 180 | 2 25 |
| Georgeville, | 57 | 2695 | 33 52 |
| Malignant Cove, | 48 | 3314 | 41 35 |
| Arisaig, | 40 | 2038 | 26 05 |
| Mac Arai's Brook, | 46 | 3745 | 40 73 |
| Summersville, | 38 | 3105 | 39 30 |
| Brown's Mountain, | 28 | 2523 | 31 51 |
| *Eig Mountain, | 35 | 3556 | 44 37 |
| Yankee Grant, | 35 | 2726 | 34 01 |
| William's Point, | 41 | 2228 | 27 80 |
| Lower S. River, | 49 | 2529 | 31 55 |
| S. S. Harbour, | 38 | 2132 | 26 85 |
| Middle Pomquette, | 42 | 1986 | 24 78 |
| Pomquette Forks, | 50 | 2434 | 30 37 |
| Byfield, | 49 | 2882 | 35 06 |
| Little River, | 37 | 1962 | 24 48 |
| Cross R. Tracadie, | 83 | 6271 | 78 25 |
| Tracadie, | 42 | 3136 | 39 13 |
| E. S. Tracadie, | 35 | 2081 | 26 37 |
| Harbor Au Bouche, | 158 | 5234 | 74 04 |
| *E. Side Harbor Au Bouche, | 59 | 4412 | 55 05 |

ABSUNT, NON DESUNT.

VIONVILLE, AUGUST 18TH, 1870.

EVIL and long has the battle been,
 And the lilies fair of France
 Lie trodden beneath the invader's heel,
 And torn by the German lance.
 Down drops all silently the sun
 To the gray mist, crimson-barred;
 And the bugle-call in the hush rings out
 For the First Dragoons of the Guard.
 Evil and long has the battle sped;
 In the thick of the fight rode they;
 Do they hear the sound, as the silver notes
 Towards Strasburg die away?
 Vain to look on the shot-torn field;
 The dead sleep all around.
 Far to the East they rode away—
 Again let the bugle sound!
 The tramp of hoofs! Ah, the bold dragoons!
 They shall yet ride free and brave,
 All victory-crowned, through the Brandenburg gate,
 In the city they fought to save.
 Hark to the hoofs! From the right, from the left!
 And nearer they come, and near;
 The brave dragoons! How they spur their steeds,
 As the bugle-call they hear!
 And nearer they sound!—Who will come no more
 Of the thousand so brave to start?
 We fear to see, yet the ringing hoofs
 Ring fear into hope in the heart.
 And nearer they sweep, till they close into rank,
 And shoulder to shoulder they stand—
 Six hundred riderless horses—
 Waiting the word of command!
 Weary, and wounded, and bleeding,
 Dusty, and stained with gore,—
 Six hundred riderless horses
 Of the First Dragoons!—No more.
 Oh hush the sound of the bugle,
 Ere the sun drop the hills below!
 Lest more of them come at the summons,
 Where they lie there, breathing slow.
 Oh hushed be the silvery bugle—
 One more fills a vacant space!
 And blinded and stumbling, another
 Wheels in, and then drops in his place!
 Oh hush all the call of the bugle!
 Let the shade of the blessed night
 Drop down from the infinite heaven,
 And hide them from the sight!
 The pain on the shot-torn war-field,
 And the moan in the quivering air
 Were as nought to the empty saddles
 And the suffering that was not there.
 Oh measureless depth of silence,
 Than sound more painful far,—
 Oh sign of a vanished presence,
 How terrible ye are!
 The notes that are never sounded!
 The words that we wait to hear!
 The palaces and no master!—
 Will the heaven make it clear?

ANNA C. BRACKETT.

ORIENTAL EDUCATION.

BY DR. ROBERT MORRIS, SECRETARY OF THE SCHOLARS' HOLY LAND EXPLORATION.

IN response to the polite invitation of the editor, I will make some desultory notes, in much the same condition as when first jotted down, upon Oriental Education, particularly remarking upon the subjects of study, qualifications of teachers, methods of instruction, school discipline, and compensation of teachers. I observed the schools at Smyrna, Beyrout, Damascus, Joppa, Jerusalem, Alexandria, and Cairo; but as a dreary uniformity runs through them all, it is unnecessary to specify where my notes were taken.

The location of a school, in any oriental town, is so plainly pointed out to the passer-by, both to eye and ear, that he need not apprehend the possibility of mistake. When, passing along the narrow lane that represents a street—much as the miserable school I am about to describe represents one of the graded institutions of Michigan—his ears are pierced by a yell of childish sopranos, emanating from some "shebang" rather worse in appearance than the general average of Eastern houses, he may accept it as an infallible indication that "school is in." Then he

has only to look for a pile of slippers heaped outside of some doorway, and there is the school-house!—Those slippers are the covering of the now discolored feet, which will serve as the target of the teacher's ratan, in his stern moments of discipline.—In leaving them outside, the boys are but practising upon the first rule of oriental etiquette, viz.: "When you go under a roof, have your head covered, your feet bare." The celebrated Abd-el-Kader, who is himself a pedagogue in his old age, having his fifty or sixty theological students in a daily class in the Great Mosk at Damascus, practices upon the same rule when he enters his school. Which reminds me of the fact that when I called on him, and he led me into his splendid reception hall, he removed his slippers at the door, while I, not to be outdone in good manners, began to tug at my boots, which never seemed to come off with so much difficulty before! However, the good-natured Emir smilingly forced me to discontinue my efforts, and led me, boots and all, across his gorgeous Turkey carpets to the cushion of honor at the further end of the apartment.

The little pile of slippers at the door of one of these oriental school-houses is worthy our attention. Let us look at them before we go in. They have no heels. They are usually of red morocco, except when so much faded that we can not recognize the color. They are emphatically *slippers*, and can not be drawn over the heel and ankle. Into them the foot is evidently shuffled, and they are kicked off when removed! No cobbler in Michigan would give the price of a good pair of shoes for the whole stack, as they lie here before us.

Passing these *impediments*, we enter the door, and are standing in the school house. What a noise! This is the "loud school" of whose merits I used to hear so much in the days of 1836 to 1840, when I was a Western teacher, and often an unpopular one, too, with my "subscribers," because I wouldn't allow the scholars to study aloud! Yes, this is the model "loud school"—a little louder, no doubt, than usual, from the fact that a stranger is present, and the boys judge, from the teacher's eye, that it is a good time to show off. Just so my scholars used to show off for the credit of the school, and make my visitors admire their earnestness of study and seriousness of deportment, to be compensated for, afterwards, by extraordinary rudeness and lack of attention.

To what shall we compare them? To nothing else so exactly as to a chattering flock of blackbirds, as they wheel over the autumn fields, each striving to outchatter his neighbor. We shall be struck, in all our peregrinations through this country, with the fact that men of a low order of intellect invariably *think aloud*. See it in the dull African. See it in that class of men who can not read a newspaper understandingly, unless they read it aloud. Think of that insufferable bore you and I have so often met at railway stations, who always read his newspaper aloud. Why are not such men smashed up in the frequent railway disasters? Is Providence just?

Watch the lips, watch the features of this group of fifty boys! What play is observable upon them! They are study all over. See their hands and arms in motion. Observe the swing of their bodies; it is the necessary rhythm to the thoughts that agitate their minds. Their eyes glitter; their white teeth sparkle. The coarse, horrible Arabic gutturals, much too large and heavy for their juvenile bodies, gurgle, gurgle out of their throats, then taking on the treble clef, rise in a sharpness of soprano that is ear-piercing and deafening. It reminds us, for all the world, of the Dead March in Saul, (written for trombones and other ophidian thing in brass) played on a piccolo flute. Oh, such gutturals as the Arabic language is made of! To make love in Arabic must be much like bellowing it through a tin horn. To whisper a prayer in Arabic to a dying man would be as cruel as the method adopted by Hazaël to assist his master Benhadad in securing a sound nap.

The teacher comes forward to meet us. Deportment? Mr. Turveydrop in "Bleak House," might learn lessons of him in the art of fascination. Bowing low, with right hand alternately on breast, lips, and forehead, he gives the oriental *salaam* with a perfection which, if my boys were going to school to him, would insure the promptest payment of his bills. He apologises to us for the want of such seats as we are accustomed to. *Moyah* (water)? Surely. Before the word is spoken, the water-goblet is at our mouths. May we listen while he attends his ordinary recitations? Certainly. *Tersfulle* (welcome) a thousand times. Heaping several cushions together, he extemporizes seats, and at our request resumes the exercises of the day. Let us sum up his appearance in a few notes.

"A man of sixty or sixty-five. Monocular, scrofulous, disagreeably so behind the ears. We will not look too closely, however, behind the ears, or in any other . . . out-of-the-way cy-ners. On his head a *tarboush*, very greasy, very much worn, very . . . Barefoot! His entire dress a pair of Turkish trousers, of vast antiquity; a shirt, marvellous in the amount of foreign substances embodied in it; a sort of vest, open in front, just wide enough, unfortunately, to suggest the earthy condition of the figure within. With a very disagreeable smell generally. Yet a Beau Brummell in deportment. And a school-master, he tells us, since Ibrahim Pasha left here in 1810. In the days of Ibrahim a sort of quartermaster, and had an eye punched out by the said Ibrahim's order, on account of some trifling defect in balancing his accounts of barley furnished the troops."



OFFICIAL NOTICES.

I. Address of Inspectors.

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

II. Holidays and Vacations.

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

HOLIDAYS.

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

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

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

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

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

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

VACATIONS.

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

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

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

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

July 1867.

III. Teachers' Agreements.

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

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

NOTICE

1. The COUNTY FUND is paid to the TRUSTEES of the section. The amount depends upon the number of pupils, the regularity of their attendance, and the number of prescribed teaching days on which school is open in any section during the term.

2. Teachers must engage with Trustees at a definite sum or rate. The Provincial grant is paid to teachers in addition to such specified sum.

3. The following form of agreement is in accordance with the law:

(FORM OF AGREEMENT.)

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

The said [name of teacher] on his (or her) part, in consideration of the below mentioned agreements by the parties of the second part, hereby covenants and agrees with the said [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 the 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.

IV. To Trustees of Public Schools.

1. "A relation being established between the trustees and the teacher, it becomes the duty of the former, on behalf of the people, to see that the latter 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 wise 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 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."—*See Manual of Laws and Regulations for Public Schools, page 32, sec. 10.*

V. The Provincial Normal School.

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

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

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

FACULTY OF INSTRUCTORS.

NORMAL COLLEGE

Method, and the Natural Sciences:—J. B. CALKIN, Esq.
Principal of the Normal College and Model School
English Language, Geography &c.:—J. A. McCABE, Esq.
Mathematics:—W. R. McHOLLAND, Esq.
Music:—Miss M. Beckwith.

Drawing:—

MODEL SCHOOL

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

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

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

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

VI. Bond of Secretary to Trustees.

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

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

PROVINCE OF NOVA SCOTIA.

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

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

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

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

WE, THE SUBSCRIBERS, two of her Majesty's Justices of the Peace for the County of _____ do certify our approbation of _____ (name of Sureties,) within named, as Sureties for the within named _____ (name of Secretary,) and that they are to the best of our knowledge and belief persons of estate and property within the said County of _____ and of good character and credit, and sufficiently able to pay if required, the penalty of the within bond. Given under our hands this _____ day of _____ A. D. 1860 [Names of Magistrates].

VII. Prescribed School Books, Maps and Apparatus.
MINUTE OF COUNCIL.
 (Passed November 23rd, 1870.)

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

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

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

A. S. HUNT,
 Sec'y. to Coun. of Pub. Inst

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

NOTICE IS HEREBY GIVEN

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

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

FORM OF APPLICATION.

(Date)

To (name of the Bookseller),

Halifax,

Sirs,—We enclose (or forward by _____) the sum of \$_____ for, which you will please send us the following articles provided by the Superintendent of Education for use in the public schools. The parcel is to be addressed _____ here give the address in full) and forward by _____ (here state the name of the person, express, company, or 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, No. _____, 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 Education Department)

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 permit, receive attention in the order of their receipt

REGULATIONS

The following are the Regulations of the Council of Public Instruction with reference to all Books, Maps, and Apparatus furnished to Trustees through the Education Department.

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 trustees 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 careful use and preservation of books, maps, and apparatus belonging to the section.

Any section infringing in any way upon the above regulation will forfeit the privilege of purchasing books, &c., through the Education Department.

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 prices placed opposite each Book is the three-fourth price which is to be sent to the Bookseller by the School Trustees.

The one-half price may be known by taking one third from the three-fourth price.

PUPILS' WEEKLY RECORDS.

Weekly Record (for one Term) 1½ cent each.

THE NOVA SCOTIA SERIES OF READING BOOKS.

| | |
|----------------------------------|--|
| Book No. 1 \$0.35 doz. | Book No. 6 \$3.16 doz. |
| " 2 0.77 " | " 7 4.28 " |
| " 3 1.12 " | The art of Teaching |
| " 4 1.86 " | Reading 0.09 ea. Or, |
| " 5 2.05 " | Bailey's Brief Treatise on Elocution 00.7½ " |

SINGING BOOK.

The School Song Book 25 cents each.

SPELLING BOOK.

The Spelling Book Superseded, (Eng. Ed.) \$1.58 per doz.

GRAMMAR AND COMPOSITION.

- English Grammar.*
- English Analysis, 7½ cents each.
- Reid's Rudiments of Composition, 30 cents each.
- Bain's Rhetoric, 60 cents each.

Dalglish Introductory to English Composition 15 cts.
 " Advanced " 30 cts.

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

MATHEMATICS.

The Editions of Greenleaf's Works now in the prescribed list, are the latest and most approved of these very excellent and generally used works. They are especially recommended to the attention of Trustees and Teachers.

| | |
|--|---------------|
| Eaton's Commercial Arithmetic | 57 cts. each |
| Greenleaf's National Arithmetic | 83 " |
| " New Practical or Common School " | 68 " |
| " New Elementary " | 28 " |
| " New Primary " | 15 " |
| " New Intellectual " | 25 " |
| Arithmetic.—Nova Scotia Elementary Arithmetic | \$1.80 " |
| Nova Scotia (advanced) Arithmetic | 2.84 " |
| Nova Scotia Arithmetical Table Book | 0.29 " |
| Algebra.—Chambers' Algebra, (as far as Quadratics) | 3.60 " |
| Do. Do. (complete) | 5.40 " |
| Greenleaf's New Elementary Algebra | 53 cts. each. |
| Plane Geometry.—Chambers' Euclid, (including Plane Trigonometry) | 2.70 " |
| Practical Mathematics.—Chambers' (including Land-surveying, a brief treatise on Navigation, &c.) | 8.16 " |
| Solid and Spherical Geometry.—Chambers' (including Spherical Trigonometry, Conic Sections, &c.) | 2.70 " |
| Mathematical Tables.—Chambers' | 6.30 " |
| Navigation.—Norie's, (an extended treatise) | 2.63 each |
| Chisholm's Mathematical Scale | 1.87 " |
| Ball Frames | 10 " |
| Slate Wipers, (to be used without water) | 0.27 doz. |

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| Slates.—Common Slates. (beveled frames) 6½ in. by 8½ in. | 0.49 " |
| " " " 8 in. by 10 in. | 0.57 " |
| " " " 9 in. by 13 in. | 0.83 " |

Blackboard Chalks, 20 cents per box, (1 gross); Slate Pencils, 7 cents per box, (100).

WRITING.

Payson, Dunstan & Scribner's International system of Penmanship 65 cts. per doz.
 Swan's Series, Victoria Head Line 40 cts per doz.

STAPLES' PROGRESSIVE SERIES OF COPY BOOKS :

| | | | |
|-------------------------|--------------------------|----------------|--------------------------|
| For both girls and boys | Book No. 1, 48 cts. doz. | For girls only | Book No. 8, 48 cts. doz. |
| | " No. 2, " " | | " No. 10, " " |
| | " No. 3, " " | | " No. 9, " " |
| | " No. 4, " " | | " No. 11, " " |
| | " No. 5, " " | | |
| | " No. 6, " " | | |
| | " No. 7, " " | | |

Nos. 1 to 11 bound in 1 vol., with full instructions on the system (for the Teacher's desk) 80 cents.
 Ruled Card to accompany copy books, 9 cents per doz.
 Penholders, 29 cents per gross.
 Staples' Circular Pointed School Pens, 36 cents a box (1 gross.)
 Inkpowders, 60 cents per doz.

- Rulers, 12 in. (for pupils' use,) 2 cent each.
- Lead Pencils, 12 cents per doz.
- India Rubber Erasers, 13 cents per doz.
- Pink Blotting Paper, 20 cents per quire.

DRAWING.

BARTHOLOMEW'S SCHOOL SERIES OF PROGRESSIVE DRAWING LESSONS.
 For beginners } Set of 72 Model Cards, Nos. 1 to 5 69 cents per set.
 For advanced } Sketch Book (models only), Nos. 1 to 5 . . . \$1.56 per set. lessons.

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

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| " B, " " | " " " |
| " BB, " " | " " " |
| " HB, " " | " " " |
| " H, " " | " " " |

India Rubber Erasers, 13 cents per doz.

DIAGRAMS.

| | |
|--|-----------------|
| Forest Trees | 46 |
| Natural Phenomena | 84 |
| Botanical Prints | 1.84 |
| Notes | 70 |
| Wild Flowers | 2.97 |
| Geometrical Figures | 0.09 |
| Forces | 1.28 |
| For purposes of illustration, and " Oral Lessons." | |
| Patterson's Plates of Animals (set of 10, mounted and varnished) | 12.50 " |
| Staples' Writing Charts | \$2.25 per set. |

GEOGRAPHY.

Calkin's Geography and History of Nova Scotia, 12½ cts. each.
 Calkin's School Geography of the World, 84 cts. each.

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|---|--------------|--|--------------|
| Series of Wall Maps.— | | Scotland | \$1.52 each. |
| Nova Scotia | \$0.92 each. | Ireland | 1.52 " |
| British America | 1.35 " | British Isles (in relation to the Con. of Europe.) | 1.52 " |
| North America | 2.28 " | Europe | \$4 56 |
| Western Hemisphere } per set. | | Palestine | 1.52 " |
| Eastern Hemisphere } per set. | | Gen'l Map of Bible Lands | 1.52 " |
| England | 2.28 " | | |
| Globes.—The Terrestrial Globe (12 in. diameter, bronze meridian and Quadrant) | | | \$6.75 |
| The Celestial Globe | | | 6.75 |
| Classical Wall Maps— | | Graecia Antiqua | \$2.04 each. |
| Orbis Veteribus Notus | \$2.04 each | Asia Minor Antiqua | 2.04 " |
| Italia Antiqua | 2.04 " | Orbis Romanus | 2.04 " |

HISTORY.

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

NATURAL SCIENCE.

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

ECONOMIC SCIENCE.

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

CLASSICS.

| | |
|--|---------------|
| Latin,—Bryce's First Latin Book | 30 cts. each. |
| Bryce's Second Latin Book | 53 " |
| Edinburgh Academy Latin Grammar | 30 " |
| Or, Bullion's Latin Grammar | 70 " |
| Arnold's Latin Prose Composition | 95 " |

AUTHORS—OXFORD EDITIONS.

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

DICTIONARIES.

White's Junior Scholar's Latin-English Dictionary \$1.13 cts. each.
 " " " English-Latin " . . . 0.82 "

Greek.—Bryce's First Greek Book 38 cts. each.
 Bryce's Second Greek Book 53 "
 Bullion's Greek Grammar 86 "
 or, Edinburgh Academy Greek Grammar 53 "
 Arnold's Greek Prose Composition . . 86 "

AUTHORS—OXFORD EDITIONS.

XENOPHON, Anabasis, bound, 30 cents.
 EURIPIDES, Alcectis, (with short notes), paper, 15 cents.
 XENOPHON, Memorabilia, bound, 20 cents.
 HOMER, Iliad, (complete) bound, 53 cts.: Lib. I.—VI. (with short notes)
 1 vol., paper, 39 cents.

LEXICONS.

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

VIII. 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 schools three evenings in the week.

IX. Examination of Teachers.

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

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

TUESDAY, 19th September next, at 9.30 o'clock, A.M.

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

Candidates are required to forward to the Inspector, not later than SEPTEMBER 1st, a written notification of their intention to be examined, and of the grade of license for which they will apply. No application can be received after this date. Candidates are to undergo Examination in the grade of which they have notified the Inspector. Seats will not be reserved for any who do not forward notification as above. Applications may be made for examination at one of the following station:

| STATION. | ADDRESS. |
|---|------------------------------------|
| Sydney | F. Outram, Sydney. |
| Raddeck | A. Munro, Boulardarie. |
| Margaree Forks } Port Hood } | John Y. Gunn, Broad Cove. |
| Arichat | Remi Benoit, D'Escousse. |
| Guysboro' } Sherbrooke } } | S. R. Russell, Guysboro'. |
| Antigonish | A. McIsaac, Antigonish. |
| Pictou | D. McDonald, New Glasgow. |
| Amherst | Rev. W. S. Carragh, Shinimicas. |
| Truro | Dr. Smith, Stewiacke |
| Halifax | J. F. Parsons, 30 Albro St., Hx. |
| Windsor | Rev. D. M. Welton, Windsor. |
| Kentville | Rev. Robt. Sommerville, Wolfville. |
| Bridgetown | S. L. Morse, Esq., Bridgetown. |
| Digby | A. W. Savary, Digby. |
| Yarmouth | G. J. Farish, Yarmouth. |
| Shelburne | Rev. W. H. Richan, Barrington. |
| Liverpool | Rev. Will. Duff, Liverpool. |
| Lunenburg | W. M. B. Lawson, Lunenburg. |

Candidates are to furnish their own writing material. Candidates already holding license of any grade from the Council of Public Instruction, are required to give the number of the same at the Examination.

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

The use of books or manuscripts will be strictly prohibited. Persons not intending to engage as Teachers in the Public Schools will be required, on presenting themselves for Examination, to make payment to the Deputy Examiner as follows:—Grade E, \$0.37; D, \$0.50; C, \$0.75; B, \$1.00; A, \$1.50. Also, teachers wishing to be re-examined in any grade for which they

already hold a license, will be required to make payment to the Deputy Examiner as above.

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

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

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

ADVERTISEMENTS.

SCHOOL BOOKS!

A. & W. MACKINLAY

Beget call the attention of Trustees to their large stock of

School Books,
 School Maps,
 School Globes,

AND

SCHOOL APPARATUS.

TRUSTEES' ORDERS

Will receive prompt attention at the prices quoted in the Journal of Education.

A. & W. MACKINLAY,

PUBLISHERS,

April—6in

Granville Street.

SITUATIONS WANTED.

A Teacher who has had six years' experience in a Graded School, and holds a Head Master's Provincial License, wishes to obtain a situation as Principal of an Academy, or Graded School. A situation in the City preferred.

Satisfactory testimonials and references can be given.

Apply to the Education office,
 or to J. JACK,
 New Glasgow, N.S.

At the beginning of the winter term, a young lady of four years experience in Teaching and holding a License Grade C., is desirous of a situation in a graded or miscellaneous school. Very excellent credentials can be given.

Apply to D. E. R.
 Port Williams, Kings Co.

A LADY of Halifax, holding a "First Class Certificate" from the "Normal School," would like a situation out of Halifax, in a "Graded School or County Academy." Application to the Rev. A. S. HUNT, Superintendent of Education, Halifax.

Eaton's Commercial Arithmetic

Is for sale at R. T. MUIR'S, and at the Commercial College, Halifax. Trustees of Schools and others wishing to be supplied at wholesale will please apply to Eaton & Frzee, Commercial College, Halifax, or to A. H. Eaton, Commercial College, St. John, N. B.

Dr. Forrester Memorial.

Acknowledgment of sums received since the publication of the December "Journal," 1870.

| | |
|---|----------|
| Collected by Rev. W. H. Richan, Shelburne Co. | \$32.87½ |
| " " D. M. Sterns, Halifax City, | 32.03 |
| " " S. McNaughton, Guysboro' Co. | 12.41 |
| " " Danl. McDonald, Inspector, Pictou Co. | 51.00 |

Total, \$128.31½

J. HOLLIES, TREASURER.

Dartmouth, March, 1871.

THE COUNCIL OF PUBLIC INSTRUCTION

HAVING abolished the EXCLUSIVE SALE of School Books and Stationery to the Public Schools, and amended the PRESCRIBED LIST by the introduction of several new and valuable Educational Books, I have determined to carry out their views by always keeping on hand a supply of all the required

BOOKS AND STATIONERY,

for which I will be glad to receive orders from the Trustees of Public Schools in Nova Scotia, in the terms set forth in the printed list of the Superintendent, as applicable to the Schools of the Province, whether in general or in poor districts.

I keep on hand

ALL GREENLEAF'S WORKS,

At the Lowest Prices,

ESPECIALLY THE NEW SERIES,

besides all kinds of Drawing Material for Oil and Water Colour,

CRAYON AND PENCIL DRAWING,

from the London House of Messrs. Winsor & Newton, and others of the chief establishments in England and America.

Address to

WILLIAM GOSSIP,
United Service Book and Stationery Warehouse,
No. 87 Granville Street.

CONNOLLY & KELLY,

Booksellers and Stationers,

36 GEORGE STREET,.....HALIFAX, N. S.

SUPPLY ALL KINDS OF

SCHOOL BOOKS & STATIONERY

As prescribed by the Council of Public Instruction. The above supplied at Reduced Prices, according to the regulation of the Council.

We particularly call the attention of Teachers to the following

PAYSON, DUNTON & SCRIBNER'S

INTERNATIONAL SYSTEM OF

PENMANSHIP!

The Cheapest and Best Copybook.

ALSO—JUST PUBLISHED,

THE DOMINION SONGSTER:

For Schools and Classes and the Family Circle.
Both of the above are now used in the Public Schools of the City.

Teachers and Trustees visiting the City are invited to inspect our Stock of School Sundries.

Z. S. HALL,

165 & 167 HOLLIS STREET,

Is prepared to fill orders for the

BOOKS & APPARATUS

Prescribed for use in the Public Schools.

**M. A. BUCKLEY'S
English and American Book
Store,**

85 Granville Street,.....HALIFAX.

Solicits the patronage of

Trustees of the Public Schools

FOR

**SCHOOL BOOKS,
STATIONERY, &C.,**

Which he can now supply at Prescribed Prices.

Particular attention is requested to the

VICTORIA COPY - BOOKS !

Which we publish.

M. A. BUCKLEY,
85 Granville Street,
HALIFAX

Halifax, January 23rd, 1871.

NOTICE TO SCHOOL TRUSTEES.**R. T. MUIR**

Begs to Solicit the Patronage of School
Trustees for

**SCHOOL BOOKS,
STATIONERY****AND SCHOOL APPARATUS!**

Which he is now enabled to supply at Prescribed Prices.

LONDON BOOK STORE,

125 Granville St.

December, 1870.

The Journal of Education,

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

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