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# JOURNAL OF EDUCATION.

FOR THE PROVINCE OF NOVA SCOTIA.

Book Notices. We continue to receive the monthly numbers of Berlin's "Magazine." We are happy to see that this justly popular periodical continues to merit the well earned confidence of Magazine readers. The matter is instructive and entertaining.

The Rhode Island "School Master," published in Providence, R. I., the "University Monthly," the "Educational Monthly," the New York "Teacher," the "Journal of Education" for Ontario and Quebec, and the "Journal of American Education," are received. These works are valuable contributions to the cause of Education, and if possible should be in the hands of those engaged in Educational work, especially are they commended to Trustees and Teachers.

**THE SCHOOL LAW.** We have not been able to supply the Manual of School Laws and Regulations to Trustees and others who have applied for it. Early in the year the first edition was exhausted and we delayed printing a second till the Education Law, as amended at the last Session of the Legislature, could be officially published. To meet immediate demands we are about to issue a temporary unbound edition of the Law which will be ready in a few days. Inspectors and Trustees will be supplied with this until a new edition of the School Manual can be prepared.

**HANDBOOK OF WORDS.** Mr. Gossip has placed upon our table a small book, entitled a "Pronouncing Handbook of words often mispronounced, and also of words as to which a choice of pronunciation is allowed."

The purpose of the book is to report the current usage of the best speakers with regard to such words as are most liable to be mispronounced, and also to record such words as may be pronounced in either of two ways without any offence to good taste.

The design and plan of the work are good, and especially in the hands of our teachers it will be of great service; we do not, therefore, hesitate to commend it to a favorable consideration.

The Book contains three thousand words. The price is sixty cents and is for sale at the Book Store of Wm. Gossip, Granville Street.

## THE WINTER TERM.

**T**HE Winter Term of the Common Schools, throughout the Province, is now about commencing; and this fact suggests some ideas which we would like to impress upon the School Trustees, the parents and guardians of children who attend, or ought to attend School,—and indeed upon the friends of education generally. They may be very common place ideas; but nevertheless they seem to be too much lost sight of.

As a general rule, a lesser number of young, or small, children attend our schools during the Winter, than during the Summer Term. It is during the latter that the larger number of older and more advanced pupils attend School. The obvious reason of this is, that, during the open or Summer season, it is considered indispensable that the time of the youths of our laboring classes, especially of the young men, must be employed in the vocations to which they respectively belong. It is argued that the needs of the class in question make this necessary; and it is probable that, in many instances, this argument is irrefutable. If so, we find in this fact the greater necessity for making due provisions for the educational wants of those young people who can only attend school for a part of the year.

Trustees should endeavour to secure the services of first-class male teachers to meet the requirements of these older and more advanced pupils; and since the Winter Term is the time during which alone a large proportion of them can attend school, extra pains should be taken to secure the services of teachers of the class just named, during the Winter Term. We have frequently, in these columns, lamented the propensity—we fear the growing propensity—of Trustees, to employ inferior teachers because they could obtain their services at a low salary. The bad policy and the downright evil of such a course, have been, again and again, pointed out in the Annual Reports of the Educational Department. We shall now only once more protest generally against the folly of such a procedure, whether the provision to be made is for a Summer, or a Winter Term.

During the Winter Term, however, and for the reasons already intimated, it is especially important that care should be taken to provide first-class teachers for our schools. It is extremely to be regretted that, for the sake of a pecuniary consideration, trivial at the most, when distributed over the rate-payers of any ordinary School section, those schools should be rendered insufficient to provide the competent instruction for our young people comprising the older and more advanced pupils. When such is

the case, our Common School system fails to meet the requirements which it was intended to meet.

Let us consider the case of one single class of pupils alone. A very large proportion of the young men and boys of Nova Scotia, are intended for a seafaring life. They begin their virtual apprenticeship at an early age. It is their habit to go to sea during the Spring, Summer and Autumnal months, or the greater part of them. In Winter they usually remain at home; and this is the only time they have for attending School. When the opportunity is afforded them of doing so, a large proportion of them avail themselves of this opportunity. But as most of them are, as pupils, advanced comparatively in years, and many of them in attainments, it is utterly useless for them to attend, a cheap School kept by a woman, or a boy, or by any teacher of inferior attainments. In fact they will not attend such a one at all; and in such case the time which might be most valuable to them is lost. These young seafaring men can never reach the higher, and more responsible, and more remunerative stations of their profession—they can never even put themselves in a position to qualify for them—unless they have first obtained a first-class Common School Education. We doubt not that every Nova Scotia seafaring youth, when the first goes to sea, hopes, and certainly he ought to hope, that he will one day command and perhaps own the ship that he sails in. It is his right to be provided with the facilities for acquiring an education which will qualify him for such a position. We have taken one class of what are usually among our older and more advanced pupils, as an illustration. We might take any other class of them, and argue, with equal force, upon their claims to be provided with facilities for first-class Common School Education.

We must recur to the general subject of Teachers' Salaries. It is one which will bear being harped upon; for it is one to which, we regret to say, a large number of our people do not attach due importance. There would really seem to be almost an infatuation upon the subject. During the Summer now just passed, a number of our first class teachers have left Nova Scotia. Why? Simply and solely because the remuneration which they could here obtain for their services was inadequate to support their families. The only way in which we can retain the services of our first class men in the teaching profession, is by giving them fair salaries. In truth they, if any people in the world, ought to be dealt with even generously. Men who are only half supported in any profession, or business, will, as a general rule, leave it as soon as they can. Those who do not leave it can scarcely be expected to exert themselves very strenuously in the line of their duty. Whether it is expected of them, or not, there is not one in a thousand who will do it. It is not human nature that they should.

Where, in the teaching profession, people are constantly performing "dying views," it is impossible that we can have many experienced teachers, and perhaps there is no other profession in which experience is so great an element of value as it is in that of teaching. Certainly this fact should not be overlooked. We wish that we could impress upon trustees everywhere the value of this truth; that low class and what are held to be cheap teachers, are after all, by far the most expensive, as they are the most inefficient, that trustees can employ.

In this matter some few School sections of our Province are setting worthy example. Yarmouth, for instance, always—candor compels us to say—in the first rank in useful and generous enterprises amongst the communities of Nova Scotia, takes a lead here too, we find. We know of one teacher in a public school there to which an annual salary of \$1200—twelve hundred dollars—is given. We have no doubt that the people find it

pays them well to give this more than usually large salary. We are certain that they will do so if they have not already. We trust that the day is not remote when, as the rule, larger salaries than this will be offered to first-class teachers in this Province. There is no profession—we make not one exception—which requires a higher order of ability and a more rare combination of faculties, than that of the School Teacher. To ensure our having competent teachers, WE MUST PAY.

### CORRESPONDENCE.

*To the Editor of the Journal of Education.*

I enclose you an article taken from the "Canadian Illustrated News," giving an interesting description of the circulation of Currents produced by artificial means. It would, I think, be of interest to many readers of the Journal.

Yours very truly,

E. H. O.

### THE OCEAN ILLUSTRATED.

THE principles involved in the circulation of the waters of the sea, were beautifully shown before the Royal Geographical Society recently, by a simple experiment.

A trough with plate-glass sides, about six feet long and a foot deep, but not more than an inch wide, was filled with water. At one end a piece of ice was wedged in between the sides to represent the polar cold, while the tropic heat was represented at the other end by a bar of metal laid across the surface of the water, the projecting end of which was heated with a spirit-lamp. Red colouring matter was then put in at the warm end and blue at the cold end, so that the currents could be traced. The blue water chilled by contact with the ice, immediately fell down to the bottom, crept slowly along and gradually rose towards the surface of the equatorial end, after which it gradually returned along the surface to the starting point.

The red water crept first along the surface to the polar end then fell to the bottom just as the blue had done, and formed, another stamum, creeping back again along the bottom and coming to the surface.

Each colour made a distinct circulation during the half-hour in which the audience viewed the experiment.—*Canadian Illustrated.*

### FOSSILS.

FROM all that fossils teach it is clear that living beings, however far back in time we may date their appearance, have not always existed upon the earth. They had a beginning. Descending through the successive strata which compose the crust of the earth, we reach a point at last where all vestiges of life disappear. It is but little way we go in our descent before we have left behind us all that pertains to man—his bones, his implements of war, his monuments, his cities; they occupy only a few feet of its superficial sand and clay. And when we have gone only a few geological formations lower down the whole family of mammals has disappeared with him. Passing down into strata still lower and older, we cease to find any of the remains of birds; and continuing our descent we reach formations at last which contain no traces of the vertebrate family—mammals, birds, reptiles and fishes have all disappeared. Nothing is to be seen in the vast sepulchre of extinct races around but the remains of shell-fish, crustaceans, and zoophytes. And finally, in the oldest rocks exhibiting traces of life, these remains are seen to be running out; they are found further and further apart, until they too cease to appear. The invertebrates fade out with the higher forms, and "dark night settles down upon the landscape."—(From September "Home and School," Louisville, Ky.)

### HOW TO CHOOSE A TEACHER.

I HAVE often read, "how to choose a wife," "how to write a letter," "how to get rich," "how to make a garden." These and kindred themes have been fully expounded by others; but I am aching to have my say, and tell the expectant world, not how to teach school (normal shade, be not offended), but how to choose a teacher.

Do not look for a dandy. The man who spends his time fixing up his outside, probably will have little left to see the little within, and less to help other people.

Do not choose a graduate. By a graduate I mean one whose education is completed, who knows everything from addition to parallax, from English to Arabic, and can glibly tell all he knows in a few minutes. No, do not choose a mere graduate, though he have "four diplomas" in his trunk.

Do not in every case look for an "experienced" teacher. Experience is valuable, but if good is not always in the market, it is better for you to "break another colt" than pasture a worthless, broken-down horse.

Avoid a boaster. The good teacher, though not wanting in self-respect, seldom finds it necessary to blow his own trumpet.

Shun a fault-finder. He who is continually finding notes in fellow teachers' eyes has, no doubt, many a beam in his own.

Do not look for a teacher full of hobbies. He may last for a little while, but he runs not well.

Having decided what you will not look for, start briskly on your journey.

Look for common sense, it is better than Greek;  
Look for patience, it is better than "grit";  
Look for knowledge and a desire to increase it;  
Look for modesty. Look for Christianity.

(P. S.—Do not look for an angel.)—*Maine Ed. Journal.*

### ONE METHOD OF TEACHING THE USE OF CAPITAL LETTERS.

Let the class be in position for recitation. The readers are closed, and on the desk in front, or in some other convenient place, and the slates and pencils are in hand, ready for us. The teacher, having previously selected some short declarative sentence which contains but one capital letter, says—"Now I am going to tell you something by speaking it, and I wish you all to tell the same thing by writing it." The sentence is dictated, and the pupils write it as seems best to them—no directions having been previously given, except, perhaps, to write the words on a horizontal line." "James, you may spell the first word." This is done. "Mary, spell the next." In like manner let all the words be spelled. "Henry, what is the first letter you wrote in telling this?" "A t." "What kind of a t?" "A small t." "How many commenced with a small t?" Of course those who begin with a capital letter will be very few, and perhaps none will. "Now I wish you to tell the same thing by writing it, but to commence with a capital letter, and spell every word correctly." When this is done, the teacher says, "Sarah, what was the last thing you did in writing this—the last mark you made?" Probably Sarah and the majority of the class will say that the last letter in the sentence was the last thing made. A few may have made a period, but the majority will not. "Now you may each put a period after the last word which you have written." This is done. "You may all open your readers to the —th page, and see if you can find what you have written in the —th paragraph, and raise the hands as soon as you have found it. John, how does it commence?" "With a capital letter." "Mary, how does it end?" "With a period." "That is true. Well, writing and printing are very much alike. Printing is only writing with a machine, and the letters are of a somewhat different form. Whenever a capital letter or a period should be used in printing, we should use a capital letter or a period in writing the same thing." Other sentences on the same page are referred to until the teacher can with safety make the following statement:

Whenever we tell anything, by writing it, we should begin with a capital letter and end with a period.

The above statement may, if space can be spared, be written on the board and remain until the next exercise, by which time all the pupils should be required to have thoroughly committed it to memory. In the second exercise, a few will omit the capital letter and period, but do not look for perfection. After a short drill upon declarative sentences it will be a change to take interrogative sentences, by beginning in a similar manner. The period will be placed where the question-mark should be, but by the end of the third exercise, nineteen-twentieths of the class will use capital letter, period and question-mark properly. The statement on the board may now receive the follow addition:—

*Whenever we write a question, we should begin with a capital letter and end with a question-mark.*

The two statements already given in italic, when united, form our first rule for the use of capital letters. Let sentences now be introduced which contain different names of the Deity; others containing names of persons; others containing names of the months, and still others which contain names of the days of the week. Do not introduce a new element too soon. Be sure that all is understood as far as you have gone. If the class has gone as far as is indicated above in twelve exercises, it has done well, for we suppose it to be composed of pupils who have just begun to write their spelling-lessons. Experience shows that older pupils progress but very little faster, however. Now introduce sentences containing the personal pronoun I. The second rule will appear on the board in the following successive stages:

2. Names of the Deity should commence with capital letters.

2. Names of the Deity and persons, should commence with capital letters.

2. Names of the Deity, persons and months should commence with capital letters.

2. Names of the Deity, persons, months and days of the week should commence with capital letters, and the letter I, when it means the speaker, should be a capital letter.

Enough has been said now to show the manner of presenting each rule, or part of a rule. Frequent reference to some text-book to verify by illustration each new part of a rule has the effect to help fix the matter in the mind, and what is perhaps of full as much consequence, has also a tendency to increase the pupils' confidence in their teacher. These two rules seems to be of the greatest importance. The third, fourth and fifth are so arranged as to best fix themselves in the memory. The third begins with large political divisions and grades down. The fourth and fifth will vary slightly in different schools, on account of the answers to the following two questions in the authorized text-book in geography: "What are the natural divisions of land?—of water?" The rules given in the following pages are arranged to accommodate Warren's series. Should a teacher succeed in thoroughly drilling a class upon these five rules in twenty weeks, there need be no cause for discouragement. In the sixth rule the different titles of honor can be memorized by young pupils quite easily, and when once thoroughly committed, will probably be retained through life, just as we, who were drilled upon "Andrews and Stoddard," remember the order of "*ad, ante, con, in, inter, ob, post, pro, sub and super.*"

It will be seen that after the seventh rule it will require a greater knowledge of the principles of language than was required at first, and the teacher must exercise judgment in regard to the proper time for taking up the succeeding rules. The rule for omitted letters is placed after the rules for capital letters simply because the writer knows of no better place for it. Does the reader? One great object has been to use language which is adapted to the understanding of children—avoiding technical terms of grammar as much as can well be done.

If by adroit questioning, the teacher can draw from the class the proper expression for the successive rules, the interest will be much increased, for the school will feel a personal interest in them as being something of their own manufacture.

#### RULES FOR THE USE OF CAPITAL LETTERS.

1. Whenever we tell anything by writing it, we should commence with a capital letter and end with a period; and whenever we write a question, we should commence with a capital letter and close with a question-mark.

EXAMPLES.—The sun rises in the east. Which way are you going?

2. Names of the Deity, persons, months and days of the week should commence with capital letters, and the letter I when it means the speaker should be a capital letter.

EXAMPLES.—God, Jesus, Abraham Lincoln, February, Wednesday. Where shall I find it?

3. Names of countries, state, counties, cities, towns, villages and streets should commence with capital letters.

EXAMPLES.—Russia, North Carolina, Venango, San Francisco, Gettysburg, Newtonville, High Street.

4. Names of continents, islands, peninsulas, capes, isthmuses, plains and deserts should commence with capital letters.

EXAMPLES.—America, Jamaica, Lower California, Cape Hatteras, Isthmus of Tehuantepec, Sahara.

5. Names of oceans, seas, gulfs, bays, sounds, straits, channels, lakes, ponds and rivers, should commence capital with letters.

EXAMPLES.—Arctic Ocean, Mediterranean Sea, Gulf of Guinea, Chesapeake Bay, Albemarle Sound, Behring Strait, English Channel, Lake Superior, Fresh Pond, Amazon.

6. Titles of honor or respect, such as Rev., Mr., Mrs, Miss, Dr., Esq., Hon., Gen., Col. and Capt., when written with the names of persons, should commence with capital letters, and if they are abbreviations, should end with periods.

EXAMPLES.—Rev. George Croly, Mr. Bryant, Mrs. Wade, Miss Wilson, Dr. Lewis, Thomas Rice, Esq., Hon. Benjamin Wade, Gen. Grant, Col. Ellsworth, Capt. Miles Standish.

7. Every line of poetry should commence with a capital letter, and the letter O, when it expresses joy, sorrow or surprise, should be a capital letter.

EXAMPLES.—"Let us then, be up and doing,  
With a heart for my fate;  
Still achieving, still pursuing,  
Learn to labor and to wait."

"O, he kept trying, and that is the cause of his great success."

8. Adjectives derived from proper nouns, should commence with capital letters.

EXAMPLES.—European, Turkish, Mexican.

9. The first word and all other words in the titles of books, pamphlets or written compositions, except the articles, prepositions and conjunctions, should commence with capital letters.

EXAMPLES.—"School and Field Book of Botany." "History of the United States."

#### RULE FOR OMITTED LETTERS.

When a word is shortened, or two words are reduced to one by omitting letters, an apostrophe should be put in the place of the omitted letters.

EXAMPLES.—I'll, we'll, o'er, e'er, Edinboro', 'neath.

### VIENNA, 1873.

#### EDUCATION AT THE VIENNA EXPOSITION.

AMONG the several groups embraced in the plan for the World's Exposition at Vienna was that of Education, Teaching and Instruction, a department which, while it underlies and runs through all others, has a small proportion of machinery and appliances to exhibit, either as the means of its advancement or as the products of its work, unless it be said that the whole Exposition is the resultant of the common school and its adjuncts. To those especially interested in the advancement of our schools the exhibition of the several countries of their educational facilities is one of the most interesting and instructive, and its value is often in an inverse ratio to the room occupied in the Industrial Palace and grounds. It could not be expected that there would be an exhibition of methods of instruction, or that a school would be in operation to show the practical working of the systems. All that could be shown was the most complete embodiment in tangible form of the condition of education, as illustrated by school-houses, models and plans, school furniture, school-books, maps, charts, apparatus, and the results of written examinations, as tests of literary excellence and of needle-work, drawings, and models of architectural design, as evidences of skilled manual labor in connection with the requisite knowledge to produce them.

And now that the Exposition is complete and the awards

have been given, we may speak with more assurance of the various items which were presented in competition in the educational line, and among which our American exhibitors hold a distinguished rank. In fact it was the pride of all Americans at Vienna, to point to the excellence of our common school work, even if we had not gained the greatest honors in connection with our machines and fabrics.

The school-houses of the Exposition first attract our attention, and are worthy of our examination. Of these there are only two, the American and the Swiss, primary or rural school-houses, suitable for the accommodation of from eighty to one hundred pupils, and divided into two rooms.

The American school-house is very simple in design and in finish, both inside and outside. It occupies thirty by sixty feet of ground, and is divided by a central hall or entry into two rooms for two grades of school, and is fitted up in the style of hundreds of our New England school-houses. One room is seated with single desks for fifty pupils, with a platform and teacher's desk. A Mason & Hamlin cabinet organ occupies a place by the teacher's desk, from which an organist is constantly evoking pleasant school-music. The walls are lined with a slated blackboard, of proper dimensions, and maps and charts of various kinds are suspended above them. Mason's Musical charts occupy a place upon the frame, and all other items of school furnishing, from the mat and scraper at the door, to the crayon, books, slates, drawing-books, pencils, rubbers, etc., in and about the desks are in their places. Here, in this school-room, if no where else in Vienna, the American feels at home, for such school-houses as this have made our American homes so attractive, and the hundreds who daily visit this model to study its construction, will certainly carry away with them new ideas with reference to America, from the simple republican school-house.

The Swiss model school-house is a very neat and well constructed building, possessing in its exterior more of architectural adorning than the plain American house. The materials of construction are wood, though the school buildings throughout Switzerland are usually of brick or stone, covered with a brown cement and decorated with classical designs, which become durable ornaments

to the architecture, under the influence of the climate upon this plastic material. The general plan and arrangements of the various parts of the school-building are not materially unlike our own. The school seats and desks are of various patterns, but do not equal in style or comfort the American. Cheapness of construction still compels the use of long desks and benches, not unlike those of New England thirty years ago, at which from two to eight pupils sit. The feature of a foot-rest under the desk seems an excellent one, but cannot be easily connected with our iron-framed desks. The Germans, in their school furniture, unlike the American and Swiss, in some patterns, adopt the rotary chair, inserted at proper intervals in long plank benches. With such heavy wooden furniture the school-room loses the light and airy appearance of the American school-house. The black-boards occupy a large space upon the walls, and are made of slate, or of a slated surface upon a mortar foundation. We should judge that much attention is paid to black-board work in the schools, from the excellent specimens presented in the Exposition, as well as the excellent black-board surfaces we saw in other school-rooms.

Good maps and charts were suspended about the Swiss school-house, and in the use of graphic illustration of the studies taught in their schools, we are quite sure that the Swiss and Germans are in advance of American methods.

In the matter of light and ventilation, neither house in the Exposition presents a perfect model. In the matter of light the teacher or pupil is obliged to face windows, and in ventilation the windows and doors are the only avenues for the ingress and egress of air, faults which, perhaps, would be remedied in houses built for school purposes, instead of for exhibition.

Judging from what we have seen, we incline to the opinion that in all that goes to make up a healthy and comfortable school-house, the American school-house should rightfully receive the first premium at Vienna, as the judges have given their award.

In our next article we propose to write of models and apparatus for schools.

COUNTY FUND.				COUNTY OF HALIFAX.						
SECTION.	No. of pupils registered.	Grand Tot'l days attendance made by all the pupils.	Amount from County Fund.	SECTION.	No. of pupils registered.	Grand Tot'l days attendance made by all the pupils.	Amount from County Fund.			
In aid of Public Schools, appropriated to Trustees of School Sections for the Term ending 30th April, 1873.				The asterisk (*) indicates the Poor Sections.						
				Lake Porter, Seaforth,						
				Chezzecook, 178	10011	156 03	Henry, 41	2186	34 07	
				Head of Chez'ck, 61	2879½	44 88	*Dutch Village, 22	1831	38 12	
				Upper East do			*Kerrs, 51	1914	29 81	
				Lower East do	2531	39 44	*Dean, 51	1914	29 81	
				*East Dover, 56	4333	90 03	*Chaplain,			
				*Blind Bay,			*McKenzie,			
				*Shad Bay,			*Kents Mills,			
				*St. Andrews,			*Cariboo,			
				*Beech Hill, 25	960	19 94	HALIFAX SHORE.			
				*Oak Hill,			Pitpezwick, 33	409½	6 27	
				*Green Head,			Musquodoboit, 45	2168	38 47	
				*Goodwood,			Upper Jeddore, W.			
				*Brookside, 21	1570	32 63	Lower Jeddore, W.	48	2093½	32 63
				*Lower Prospect,			Oyster Pond, 57	3235	50 42	
				*Pennant, 43	1630	33 87	Owls Head, 28	1101	17 15	
				*Harrietsfield, 15	385	8 00	Ship Harbor, 45	2574½	40 13	
				*Hempton, 21	1709	35 52	Ship Hr. West,	62	4179½	65 16
				*Springfield,			Murphy's Cove,			
				*Cross Road,			Shoal Bay, 56	2906½	46 24	
				*Maroon Hill,			Tangier, 99	4841½	75 46	
				*Porto Bello,			Pope's Harbor, 28	1374	21 42	
				*Win'sor Junction 49	3129	65 02	Spry Harbor,			
				*Grand Lake, 35	1558½	32 39	Spry Bay, 74	3468½	54 07	
				*Gaysboro Road,			Sheet Hr. West,	70	4745	73 95
				*Goff's,			" " East,			
				*Lake Loon,			Lower Sheet Hr.			
				*New Road, 47	3051	75 87	Salmon River, 33	528	8 23	
				*Devil Island, 23	1806½	37 52	Newdy Quoddy, 80	5674	88 44	
				*Salmon Hole, 9	649½	13 52	Kirkers, 39	1341	20 90	
				*Middle (Lake P.) 24	2074	43 09	Mosers River,			
				*Head Lake Porter			Necumtau, 32	1227	19 14	
				*Graham, 23	2115	43 92	*Petpezwick West,			
							*Kents Island, 28	1968	40 92	
							*Musq. Harbor,			
							*Buzers, 23	2148½	44 07	
							*Lower Jeddore, E	41	1605	33 36
							*Lakeville, 22	297	6 18	
							*Clam Harbor, 37	1466	30 47	
							*Porters Passage, 14	730	16 23	
							*Mooselands, 19	1445	30 06	
							*Genards Island,			
							*Taylors Head,			
							*Mushaboon,			
							*Lochabor,			
							*Lower Sackville, 47	2400½	37 43	
							N. Beaver Bank,			
							N. W. Arm, 25	1260	19 66	
							Three Mile House,			
							Glenmore, 32	1314	20 48	



Major, C. J. 114 00 00	Miller, C. 114 45 00	Richardson, Chas 108 51 91	Gibbons, John 118 30 00
McLaughlin, J. H. 114 00 00	Paterson, J. 118 44 60	Willoughby, J. 118 60 00	Greenough, Carrie 80 20 33
Morrinus Bro., 106 55 79	Payne, A. J. 114 45 00		Grosor, Kirby A. 109 27 71
Noah Bro. 106 55 79	O'Baunyon, J. 114 45 00		*Ketter, Jane 118 40 00
Odorick Bro. 107 56 31	O'Connor, G. 110 43 42	GRADE C.	Henry, Flora 114 28 98
O'Hearne, P. 106 55 79	O'Donoghue, M. 107 42 23	Archibald, Adam 108 41 18	Hosterman, Mrs. 112 28 47
Patrick Bro., 105 55 26	O'Toole, M. S. 102 40 26	Archibald, Arthur 107 40 80	Johnson, Sarah 103 26 18
Philappian Bro., 107 55 31	Robinson, S. 114 45 00	Archibald, Bessie 109 41 56	*McCarthy, M. 100 33 89
Rennels, George 113 59 47	Rousselle, L. 114 45 00	Archibald, Mary A. 81 30 88	McNab, Jessie S. 74 18 81
Ross, A. 114 60 00	Ryan, T. 114 45 00	Archibald, Mary A. 111 42 33	McKay, Alex. P. 115 29 23
Smith, J. A. 114 60 00	Shields, S. 114 45 00	Archibald, Mary 110 41 94	Mahon, F. A. 105 26 69
Sterns, D. M. 114 00 00	Stanford, E. 99 39 07	Archibald, Sarah 60 22 88	McCurdy, Janet A. 114 23 93
Walsh, J. L. 108 50 84	Sterns, J. 114 45 00	Ballantyno, John 106 40 42	Mason, Samuel J. 118 30 00
	Teas, W. 114 45 00	Bruce, Jane 119 45 00	O'Toole, Mary T. 114 30 00
	Torrey, E. C. 114 45 00	Braden, Mary E. 117 44 62	Ogilvia, Amelia 100 26 91
	Warner, E. 101 41 05	Bacon, Bessie 101 38 51	*Putnam, Addie F. 109 36 94
GRADE C.		Brown, Angus 100 38 13	Reid, Margt. J. 113 28 72
Adams, E. 113 44 60		Cunnabell, W. W. 110 41 01	*Richardson, Mary 113 38 31
Archibald, A. 114 45 00		Deller, Samuel 49 18 68	*Roche, Jane 110 37 29
Archibald, Geo. 114 45 00	GRADE D.	Deller, Sarah 116 44 23	Roome, H. R. 107 27 20
Augustine, Sister 109 43 02	Gossip, C. M. 114 30 00	Fox, Elizabeth 118 45 00	Sibley, Susan 91 23 13
Bell, Annie 93 36 71	Johns, M. A. 114 30 00	Heller, Annie 111 42 33	*Templeton, Fanny 78 26 44
Bonaventure, Sister 108 42 03	McLeod, J. 113 29 73	Henry, Sydney 99 37 01	Umlah, L. 109 27 71
Bremner, J. S. 110 43 42	McNab, Amelia 113 29 73	Lindsay, Rebecca 76 28 98	
Bernard, Sister 107 42 23	McNab, Anne 114 30 00	Lockwood, Sarah 114 45 00	GRADE E.
Caldwell, M. 114 45 00	Payson, C. A. 114 30 00	Logan, Jessio 96 34 51	*Bacon, Amelia 67 17 03
Camilla, Sister 109 43 02	Regina Sister 109 28 68	MacArthur, M. H. 107 40 80	*Bisset, Sarah 119 30 00
Clare " 107 42 23	Stanford, C. 114 30 00	Major, Kate H. 114 45 00	Bruce, Matilda 118 22 50
Clementina " 107 42 23	Stanislaus Sister 107 28 16	McKeen, Margt A. 118 45 00	*Clarke, Eliza A. 117 29 75
Cleophas " 108 42 03	Teresa, H. Mde. 104 27 37	McKenzie, Annie S. 115 43 85	*Downey, C. 109 27 71
Creighton, J. M. 114 45 00		McKenzie, Jane 66 25 16	*Hama, Amanda 118 30 00
Donovan, M. 107 42 23		Marshall, Lucy A. 114 45 00	*Kent, Ama B. 102 25 93
Duncan, J. E. 35 12 82	GRADE E.	Marshall, Maggie, 114 45 00	*McIntosh, Janet 117 29 75
Gammell, A. P. 114 45 00	Brown, J. L. 114 22 50	Mcagher, Ellen J 112 44 21	McIntosh, Margt. 114 21 83
Graham, C. 114 45 00	Baker, E. 114 22 50	Metzler, Arma H 39 14 87	McLearn, Mary E. 117 22 31
Hall, S. C. 107 42 23	ASSISTANTS—GRADE E.	Munroe, Susie 85 32 41	*Naught, C. S. 118 30 00
Hamilton, A. E. 114 45 00	E. Guinane 114 15 00	Romans, Wm 118 45 00	*Ogilvia, Euphemial 118 30 00
Helene, Sister 108 42 03		Stewart, Mary E. 118 45 00	Ogilvia, Phebo A. 115 21 92
Johns, P. 114 45 00	CO. OF HALIFAX.	Sutherland, Mary A 57 21 73	Parker, Ellen 117 22 31
Johns, M. L. 114 45 00		Walsh, Alice 117 44 62	Umlah, Isabella 72 13 72
Julie, Mde. 104 41 05		DeWitt, Adelia 111 42 33	*Umlah, Isabella 22 5 59
Keleher, D. 110 43 42		White, T. A. 118 45 00	*Wood, Maria A. 94 23 89
Logan, A. 99 39 07			Leslie, Isaac K. 118
Lyons, J. N. 110 43 42			Night School.—GRADE A.
Mary A. Sister 108 42 63			McKay, A. 32 16 43
Maxwell, A. 114 45 00			Assistants.—GRADE E.
McArthur, J. R. 114 45 00			Bellefontain, B. 117 14 88
McArthur, K. 114 45 00			Unlicensed.
McClosky, B. 114 45 00			Leary, Susan 78 00 00
McCulloch, A. 15 4 92			
McDonald, F. 113 44 60			GRADE D.
McDonnell, M. 110 43 42			Johnson, Laura 114 20 00
McGregor, H. 114 45 00			
McIntosh, K. 114 45 00			
McPhail, A. 114 45 00			
McPherson, E. 114 45 00			
Michael Sister 108 42 63			

<b>COUNTY FUND.</b>				Liverpool, 435 28195½ 401 95	No. Brookfield, 53 2913 41 81
<i>In aid of Public Schools, appropriated to Trustees of School Sections for the Term ending 30th April, 1873.</i>				Milton, 275 21426½ 307 73	Pleasant River, 40 2746 39 44
<i>The asterisk (*) indicates the Poor Sections.</i>				Blue Berry 65 4080 58 60	Caledonia, 57 4363 62 66
<b>COUNTY OF QUEENS.</b>				Port Medway, 196 13314 191 22	Harmony, 31 1749 25 12
SECTION.	No. of pupils registered.	Grand Total days at-tendance made by all the pupils.	Amount from County Fund.	Mill Village. 156 6785½ 97 45	Kempt, 37 2215 31 81
				*Port M. Island, 23 1446 27 69	C. Caledonia 32 1804½ 25 92
				*N. W. Bay, 17 1133 21 70	*Waterville & West-field. 16 00
				*Beach Meadows, 14 00	
				Moose Harbor, 13 00	
				<b>BORDER SECTION.</b>	
<b>SOUTH QUEENS.</b>				Grafton 27 1714 \$25 01	
Port Jolli,	37	2000	38 30	Greenfield, 39 2349½ \$33 74	
N. P. Mouton,	54	3803½	47 45	So. Brookfield, 52 2897 41 61	

THE LOVE OF PRAISE.

THOSE who condemn the love of praise and lament the fear of shame misconceive the true nature of these sentiments, and judge of them in their degenerate state. The love of praise in its reasonable, healthy action is not a craving for flattery. However eagerly an honorable love of praise may grasp its meed, it rejects whatever is not honestly its due. But it is only in its healthy action that this sentiment is productive of good, and therefore it is of greatest importance that its healthy action should be preserved; and this is not to be secured by neglect any more than by excessive laudation. The love of praise undoubtedly lies at the root of all well-doing, and prompts, at least originally, the love of duty. By judiciously fostering this attribute of generous minds the necessity for punishment, the in-

fiction of which is a pain to the sensitive, may be escaped. Yet as the love of praise is peculiarly liable to degenerate into a craving for flattery that quickly becomes insatiable, it is of the utmost importance to keep that great principle in view, that "praise is worth nothing if it be not founded on truth." The fear of shame, in its very nature, is adapted to be a restraint upon the inordinate desire for approbation, just as the love of praise is intended to counteract the excessive and depressing dread of censure. The temperaments most susceptible to praise are invariably most keenly alive to blame, and it is the fault of parents and teachers if that susceptibility hardens into indifference, or degenerates into an unworthy appetite for adulation independent of desert. The child that does not care for praise is always most difficult to control, for the sense of shame is dull where desire for approval does not exist; and

equally dull is that great moral curb where the love of praise that spur to enterprise, is deformed into the degrading appetite for flattery. It behooves all educators then, whether parents or teachers, not to permit carelessness, vanity, selfishness or indifference to convert this instrument of good into a source of evil. It behooves all who have the care of children to cherish this noble attribute; not to abuse nor to neglect it; for only through the love of praise do rewards have efficacy, as through the fear of shame punishment's work reformation. While then we are careful never to feed the young mind on inordinate praise, let us be equally careful never to withhold hearty commendation when well deserved—commendation that springs from a lively sympathy with honorable effort, but is yet plainly restrained within the bounds of truth and justice. There will be little danger in such praise becoming excessive, and an absolute certainty that it will prove an encouragement to merit." (*From September "Home and School," Louisville, Ky.*)

#### THE FOUR CORNER-STONES OF CHARACTER.

CHARACTER is a nobler aim in the teacher's work than scholarship, but is practically a mere incident in most cases, and, in not a few, is never directly cultivated, at least not beyond the school-room demands of good behavior.

Now, were it understood that any school habitually turned out very skillful penman and arithmeticians, that school would be warmly honored; but, if it were a fact, also, that a large per cent. of its scholars became ultimately forgers and sharpers, the school would need, and the community demand different teachers.

Omission is commission in such a procedure, where neglect to educate the conscience is the sure precursor of frauds; as, again, where neglect to educate the body is the forerunner of ill-health. The teacher is justly answerable for the neglect of his duty—a statement which is near an axiom. Does his duty include character, the moral culture, the formation of right views, integrity, honesty, fidelity, trustworthiness, caution, patience, firmness, gentleness, truth, purity—as the very virtues of all true citizens? Yes; most emphatically, yes. Directly and indirectly, whenever and wherever it is possible, the inward goodness and soundness of the pupil's spirit must be carefully cultivated. The teacher's example should be a perpetual and delightful power over the scholars, to lead them into noble and upright manhood.

The urgent need, the constant call and demand of society and business is for the honest, the faithful, the diligent, the pure. Or, to put it in another form, what merchant wants thieving clerks, or idlers, or eye-servants? What mechanic is called for who comes late to work and leaves early, and slights his work as a carpenter, as a bricklayer, as a printer? Who would marry a young lady well knowing her to be a dawdler, a heartless flirt, a lovely dunce, or a dressy doll?

"As is the teacher, so is the school." It should be a qualification, indispensable and supreme, in addition to literary and executive ability of whatever rank, that a candidate for a teacher's position shall possess the power and earnest wish to make the pupils grow better as well as wiser. The will and the deed must be omnipresent, reaching into the motive and the inmost soul, inspiring the best and the strongest motives to all possible excellence of character as well as of technical scholarship.

This implies not less study and effort on the part of the children, but more of the right spirit, love to parents, desire of future achievement, self-respect, and the constant, ever-active thoughts of "God and immortality," as Jean Paul Richter taught. Such must be cherished or inspired—cherished, where they are found to be active by nature and by parental culture; inspired, where the moral nature has been wholly neglected and perhaps is originally weak by defect or by hereditary descent.

It is painfully certain that, with all that parents and school and books can do to train the young in the best ways, they cannot bring them up any too honest, too just, too prudent, too good. The danger is all the other way. The bright ideal will seldom be reached, and never surpassed. We shall always have the poor, the lavish, the wasteful, the profligate, the vile in greater abundance than society requires or business can safely endure, hanging

as dead weight, the prolific source of taxation, pauperism and crime, the breeding-grounds of moral pestilence and corruption, especially when massed together in our larger towns and cities. There will always be too many of these dreadful causes, against all the prevention and cure that the wit of man can employ. We are solemnly bound, by self-defence, by self-interest, by public spirit, if nothing else, to develop civic virtues as fully and systematically as possible. Why, our government and liberties rest on the twin columns, knowledge and virtue; Sin is the Samson who is eternally trying his giant-strength to overthrow them.

Turning from the principles of this claim, for the studious attention to the inner character of the young, to the fearful evils that result where character is not properly fortified, the candid inquirer and careful observer need but look from his office window for five minutes to see painful and ample evidence on both sides.

Take a simple case of a defaulter. A gentleman, a church member, a very highly-educated man, successful in his own calling, a wealthy man, admirably connected by marriage, a lover of art, literature and music, a genial friend, a thorough man of business, as all suppose, is active in organizing a new bank, or a new insurance company. He is elected president by a unanimous vote.

In a few years he proves a defaulter. The saving of the poor vanish like snow on the river. The woe and want, the heart-breaking and life-long anguish of a thousand depositors, the suffering of fatherless children with actual hunger and cold, when wages fail and the bank has broke, the smash up of comfortable homes whose few hundred dollars went in as mere pittances into the sum total of his defalcation—and the shock to all confidence of men in each other, because so good and so able a man is a fraud—all show what a need of sound morals the president had; a need of moral firmness on the clear command, "Thou shalt not steal." Your graceful apologist says blandly, "His account was gradually overdrawn \$200,000, and his secretary's \$30,000." Playing one game, both mum, worthless securities, defrauded stockholders, thunder-struck directors, and a turbulent uproar of voices from the public, praise, blame, inquiry, pity, contempt, fury, distress, all loud and all clamorous at once in regard to the default and the defaulter—all these make up the picture.

Did he know that the stockholders who held but a few shares were, some of them, poor, and these shares were their earthly all, the sole prop of feeble childhood, or of orphans, or of widows, or of invalids, or of the old—to whom the interest was the money that paid for daily bread, and coal, and the rent, added to their scanty income? Yes, the honorable Mr. President knew it. Did he stop his bold operations? No. Did he sell out at a sacrifice to save others from robbery? "Not much, if he knew it." Did he deliberately survey the robberies and wrongs and woes he was in a fair course to inflict? He certainly could easily, and certainly should. Had he no good excuse? None, except such as "pavo hell." The operations involved heavy losses; the whole came to light; the stockholders lose their hundreds of thousands because one or two men had not the four-fold foundation, the Roman virtues—justice, prudence, self-control and fortitude—a set of corner-stones that stand yet unsurpassed by any modern substitutes of stucco or whitewash. The president was unjust, and fell into the other faults as the natural results. If "woes cluster," so do crimes or virtues. He violated the charter repeatedly and increasingly; he risked detection and exposure, and risked it coolly amidst augmenting peril; he walked a hypocrite among associates who thought him still strictly honest and honorable; he received, and bore as his due, praises and honors that would have been curses and black reproaches had he been understood by the business men who met him daily; he sunk deeper or rose higher with his embarrassments as a swimmer when the under-tow of the ocean beach grasps and gripes him, is whirled lower or higher; he was borne down, struggling with frantic agony, and his corpse was thrown up, at last, a terrible warning to the bold, the venturesome, the misjudging, for he lost the game by a single mismove, which he thought only men played and where God bore no hand. Amidst the mingling blessings of his private friends and curses of his helpless victims, the eulogies of his beneficiaries and the varied comments of his fellow citizens, such a defaulter may live to endure all these experiences, or die suddenly and pass to the solemn account of the judgment day.

The educator, the parent or teacher who omits moral culture, wrongs his scholar in the most vital part, defacing the very image of God Almighty, and periling the fair heritage of immortal bliss.

BROOKLYN, N. Y., Aug. 20, 1873.

L. W. HART.



## PUNISHMENT OF CHILDREN.

CORPORAL punishment is a moot point, and probably will always remain so, while so much may be said both for and against it. There can be no doubt that it has in many instances been administered unwisely, and often with cruelty. There are some children whose nervous system and moral tone never recover from the shock of a caning that is forgotten in an hour by a sturdier urchin. Teachers in general are too selfishly alive to the imputation of partiality to make due allowance for the difference in organizations, and hence they are prone to inflict corporal punishment in cases where it is unnecessary or injurious. The genial and humane Sir Richard Steele says, and says truly, "I am confident that no boy who will not be allured to letters without blows will ever be brought to any thing with them;" and he quotes a pertinent observation of Quintilian, that "if any child be of so disingenuous a nature as not to stand corrected by reproof, he, like the very worst of slaves, will be hardened even against blows themselves." Dullness can never be corrected by stripes, and therefore they are no adequate penalty for failures that proceed from want of capacity. *Nevertheless there are cases where the rod, properly administered, is the only efficacious and therefore the only righteous punishment.* Yet to sensitive and refined natures this mode of correction is so objectionable, and frequent resort to it is so degrading both to judge and culprit, that if after one or two trials the rod work no amendment it may safely be abandoned; for if it do no good, it will surely do harm. Parents, who hold supreme control over their own children, may substitute other punishments; and teachers, whose control is limited, may exercise the right of expulsion. Of course the question of sex makes, in the case of schools especially, a vast difference in the theory and practice of punishment. Boys, less amenable to persuasion, are more difficult to control than girls; but, provided that the barbarity of punishing children for the defects of nature be abolished, parents who object to the rod need not fear that their sons, when old enough to be sent to school, will stand in danger of ignominious blows if proper home-training has been given them. Fathers and mothers have it in their own power to displace this time-honored badge of the pedagogue's office. Children, we have seen, learn their earliest lessons through contact with objects around them—that is, through the senses; and not a few of those early lessons are learned through the sense of touch, or, as it is popularly termed, *feeling*. They learn to connect cause and effect at a very tender age through the operation of this sense in particular, and hence, if the rod perform its duty in the nursery, it will not be needed in the school-room. And yet there are worse punishments. Scolding and recrimination are indeed below the dignity of punishment, yet many who deny the rod do not hesitate to resort to this unworthy and pernicious expedient. Far better the bodily pain and the temporary indignity, that are over and done with, than the prolonged irritation of a railing tongue.—*From September "Home and School," Louisville, Ky.*

## THE MANAGEMENT OF CHILDREN.

WHEN rewards are bestowed let the pride and pleasure in them be as lasting as possible; but when once punishment is inflicted there let it end, taking care to restore the culprit to favor upon the earliest manifestations of contrition and reform. Never doubt the signs of repentance in a child; better be deceived than to blight the germ of honor by distrust. The pupils of the Master of Rugby were wont to declare that it was "a shame to tell Arnold a lie, because—he always believed a boy's simple word!" and it is related of Dr. Nicholas Brady that his pupils thought it the greatest punishment in the world when he refused to speak to them. Had these two masters left on record nothing more of their scholastic management than these two anecdotes, they would yet have done a rich service to youth in the lessons thus taught to educators.—*From September "Home and School," Louisville, Ky.*

## THE TRUE LADY.

THE true lady would be as polite to her inferiors as to her equals. The servant who takes wages from her hand, the clerk who serves her behind the counter, the dress-maker whose weary labor furnishes the elegant dresses that so enhance her beauty, the very child who sweeps the crossings, and the beggar who solicits alms are her fellow beings, and have feelings which the true lady never wounds, either intentionally or through neglect. She is always thoughtful of others; observant of the peculiar likes and dislikes of her companions, that she may minister to the one and avoid the other. *She is gentle in manner, attentive and obliging. She yields to others the first place, and gracefully takes of her own accord the second. She never shows temper in company; bears neglect as well as attention, with an unruffled brow, and shrinks from being made conspicuous in any way. She is polite to all who approach her, whether they be entertaining or the reverse. She always behaves, speaks, even looks with tact. She is deferential to those older than herself and kindly affable to those younger and less at their ease. She remembers always the Bible injunction, "Be ye courteous one to another."*—*From September "Home and School," Louisville, Ky.*

## BEFORE THE EARTH HAD LIFE.

THE evidence for the beginning of life upon our globe is negative, and no other is possible in the case. We infer that it began at a certain point because we can trace it no further back. It has been conjectured that it commenced at an earlier period, but that the petrifications have been obliterated by fire, and that the metamorphic rock once contained the debris of still more ancient generations. But there are two strong reasons for rejecting this conjecture. The first is that the protozoic rocks show the lowest organisms, as if creation might have commenced with them; and a second and more conclusive one is that heat has not the power of destroying organic remains in the rocks. Every day corals and shells are seen retaining their natural shape in our fossiliferous limestones after being subjected to the most intense heat. Fire can not burn them out.

And we conclude, therefore, that there was a time in the indefinite past when life had no existence upon the earth. The azoic rocks, it can hardly be doubted, refer to a period in its history when it was "void" of every thing that gives variety and charm to its surface—when it was verdureless, tenantless, lifeless—a waste theater of vapor, land, and ocean, upon which there were no laws in operation but the "blind, unintelligent" forces of chemistry and physics. From the beginning it revolved upon its axis and brought the morning and evening, as now, and spring and summer returned at their appointed time; but no plant was quickened into life; no animal gladdened by their genial warmth; no flower bloomed amid its sands; not a leaf, simple as that of the hyssop on the wall, gave it a tinge of verdure, and no living creature moved in all its expanded waters.—*From September "Home and School," Louisville, Ky.*

## MONITORS AS ASSISTANT TEACHERS.

UNDER the new School Act it becomes the duty of Trustees, where the average attendance at any Public School is above fifty, to engage an assistant teacher. It is a matter of some difficulty to Inspectors, we presume, to enforce this clause, particularly in rural schools. The increased expenditure recently incurred by rate-payers, for the enlargement of school premises, as well as the rise of teachers' salaries, has excited a certain amount of feeling in many sections, which, though by no means, to be feared, must be recognized. To oblige them to engage an assistant teacher, in addition to expenses already incurred, might excite such opposition to our Public school system as would prejudice its future usefulness.

Now, while readily admitting that fifty scholars fully engage the attention of any teacher, and that to require him to take

charge of a greater number is a loss of time, and a waste of energy, yet we see difficulties in the way of inducing Trustees to comply with the law worthy of some consideration.

By the new system of examination it is quite evident that the great majority of our teachers will be for some time third class teachers. And if the old County Board certificates are recalled, there is no doubt but many who hold first-class certificates under the old system, will have to be content with a lower grade under the new. It follows, then, that to engage an assistant, it will be difficult to secure any gradation in the standing of teachers—it being more than likely that, in most cases, they will both be on the same footing, so far as education is concerned. A difficulty might arise in this way, which would be prejudicial to the school, as one teacher might not so readily acknowledge the superior authority of another, of no higher status than himself. Again, it is nothing but fair that salaries should be, to a certain extent, based upon qualification. If an assistant is engaged in a school, he will, in all probability, be expected to accept a lower salary than his Principal. Hence another source, possibly, of jealousy.

With these difficulties, particularly the one that is felt in the pockets of rate payers, it will be no easy task to prevail upon Trustees, in all cases, to comply with this regulation of the Council of Public Instruction. And, to our mind, it is not necessary that an assistant should always be a certificated teacher. We believe it is quite possible to meet the exigencies of many schools by *paid monitors*, whose services could be obtained at a lower rate, and who could relieve the teacher of much labor, and, at the same time, contribute materially to the advancement of the school.

The method we propose is very simple. When the Inspector notifies Trustees that an assistant is required, he might also instruct them to send to him a few of the best scholars, who were willing to be engaged as monitors. These the Inspector could examine, and, to the one best qualified, award a certificate valid for one year. The subjects in which he should undergo examination might be those belonging to the first three forms. Having obtained his certificate he might then be engaged by the Trustees at a comparatively low salary, and be required to teach at least four hours each day. The Principal or master of the school could assign him a certain number of classes, for whose progress he might hold him responsible, while at certain hours he would himself be a pupil, and thus advancing in his own studies. The Inspector might, in his regular examinations, hold him also jointly with the teacher responsible for the advancement of the pupils under his care, and, between the double pressure, there would be little doubt but his work would be tolerably well done. It might be made a condition of a renewal of his certificate as monitor that he should labor faithfully and secure the satisfactory advancement of his pupils.

It might be objected to this system that a pupil of the school could not maintain the necessary order and discipline. To this we reply, that in many cases both the assistant and the pupils would be under the eye of the Principal, and the danger on this score would be very small indeed.

The advantages of the system we propose are many.

*First.* There would be a great saving in expense. In rural districts taxes are more felt than in towns, and the rate-payers complain far more of any addition to their burden. To impose any regulation upon them which would materially increase the rate of taxation would be disagreeable, and might lead them to disregard the value of an education which is of the first importance to all classes of the community.

*Second.* The possible scarcity of teachers would be fully met by accepting the services of others as supplementary.

*Third.* We would at once put in training a number of the best scholars of our Public Schools, for taking the entire management of a school themselves at some future time. The pupil who has served as monitor for a few years has received a certain amount of training, which will be invaluable to him when he enters the profession. One of the greatest drawbacks to our schools is the superficial character of untrained teachers' work.

By adopting the monitorial system, after the manner above briefly sketched, we would partially, at least, remove the greatest hindrance now existing to the progress of education.

## HOW CAN TEACHERS GET HIGHER SALARIES?

THE matter of salary is something in regard to which very few are indifferent. Every man who has labor to sell, no matter of what kind, likes to sell to the highest bidder, or to the best advantage. In this way both brain, muscle and skill are a marketable commodity, the highest price being always paid to the best quality of each.

The teachers' labor comes under the same general commercial law as the labor of any other class who have something to sell. Our artificial mode of living at the present time makes it convenient to hand over the education of our children to those who make such work a specialty. Parents seldom educate their children after the mode so eloquently advocated by Cowper in his "Tirocinium." And so long as children are educated after the present system, they will be anxious to secure the services of those best qualified for such work. They will also be willing to pay the highest price for the best commodity.

There are various circumstances, which, for a long time, kept down teachers' salaries. We can remember a teacher in the palmey days of old, who labored his six hours a day, every day in the week, for nine dollars per month, with the additional luxury of "boarding all round." Since then both the social and financial condition of society has somewhat changed. Prices, in every department of labor, have advanced. The style and standing of the profession have improved, and what might have been considered a first-class teacher then, would not even approximate a third class now.

But, even with all our modern advantages, salaries of teachers are said to be low still. And in a certain way they are really low—far lower than they ought to be to secure a fair share of the talent of the country. By the Chief Superintendent's Report last year, the average salary in counties was, \$251 for males, and \$182 for females—the highest to a male teacher in a county being \$325, and the lowest, \$100. That such a disparity should exist between the salaries of teachers and clerks and others who sell their labor in departments of far less responsibility, is very much to be regretted. Indeed; it betokens a rather low state of public sentiment in regard to the great interests of education. How often does it happen that the man who pays a clerk \$500, to sell goods from behind a counter, hesitates to pay a teacher \$400, for the more important work, both to his children and society, of developing the immortal mind? How often does it happen that your day laborer unhesitatingly gets his one dollar and a half per diem, for the most common sort of labor, and the teacher has to be content with his one dollar for the most important labor? Evidently there is a disparity, and that disparity the very reverse of what one would naturally expect to find when the duties of the teacher are contrasted with those of other classes of society. It is held by some that the teacher should be protected against the niggardliness of the public by a provision in the law as to what should be a proper minimum at least. Now, we hesitate not to say that protection to the teacher, as in all other respects, is a delusion and a snare. It is, to say the least of it, an indignity to the profession. No teacher possessing both natural and acquired fitness for the profession need fear but, in the course of time, his labors will be so appreciated that, if a good salary cannot be obtained in one place it will in another. Protection in this case would be a benefit, not to those who deserve it, but often to men who could never rise in the profession—to protect whom would be to do an injustice to the public. What right has a man to protection who has no higher object in view than to perform the daily routine of school life? What protection does that other man deserve who never thinks of his school duties, from the time he leaves school, till he returns again? If salaries are to be raised, and we trust they will, it cannot come from any legal protection, or from any such outward pressure as would coerce the public into a liberality that does not seem compatible with its own interest.

To secure an increase in teachers' salaries we propose the following practical suggestions:—

*First.* Let teachers endeavor to educate public sentiment on this point by aiding and encouraging the diffusion of literature. The lowest salaries are generally, if not always, paid by sections

where the greatest amount of ignorance prevails. Education has invariably a liberalizing tendency. Educate a man properly and he appreciates the services of those who devote their time exclusively to the work of teaching others. Further, he feels himself constantly benefitted by his own acquirements, and hesitates not to take proper steps to bestow similar advantages on others.

In adopting this course we are encouraged by the results of the past few years. No one will deny but there is a more general diffusion of a literary taste among our people than there was some years ago. The vast increase in newspaper circulation is of itself sufficient evidence of this. Besides, we have an increased number of Mechanics' Institutes, Public Readings, &c., all contributing to the general aggregate of intelligence. From these the teachers now are deriving certain pecuniary advantages and it is to these, as external influences, that they must look in the future.

Besides these, there are other circumstances which must and do govern the increase of teachers' salaries. And first, we would mention *Attainments*. The remark made by Daniel Webster to a young candidate for the legal profession, "There is plenty of room up stairs," holds good in every profession, and particularly with the teacher. There are certainly numerous openings and good salaries in store for the man of attainments in his profession. A first-class certificate, with a thorough training to back it up, will command a good price. No man, intending to continue in the profession, should think of opening a school without some sort of training, calculated to make him almost master of his work from the very start. And no man possessing this need fear but the public will reward him suitably for the time devoted and outlay incurred in fitting himself thoroughly for his duties.

It often happens, however, that the really good teacher suffers from competition with others who have no fitness for the profession, but who are willing to accept a very moderate salary. For this evil there may be no immediate remedy, but, like most other evils, it works its own cure. The public soon become dissatisfied with the mere *school keeper* and readily pay even an advanced price to the man capable of meeting their expectations.

The salaries of teachers also suffer from those who enter the profession temporarily. It is indeed very much to be regretted that so few are decided upon remaining permanently as Public School teachers. The loss to society from this unsettled state of affairs is incalculable. In fact, a large proportion of our schools are constantly taught by apprentices—the result being what we have already pointed out—comparative inefficiency. These temporary teachers have only one object to serve, and that is to earn a little money, that they might engage in something else, and this once obtained, they leave the profession for ever. To check this by legislation may be difficult, if not impossible. It might, however, prove to be some restraint, if every candidate applying for a certificate would be required to sign a declaration similar to that signed at the Normal School, obliging him to teach at least three years. Still we have little faith in legislative restraints of this kind. The only real power to keep men in the profession is good remuneration, and the only check upon the profession being over-crowded or depreciated is a high standard of qualification.

To sum up the whole matter, we would only remark that promotion, as well as remuneration for teachers, depends largely upon themselves. The diligent, well-trained, faithful teacher has his reward. Though, perhaps in some cases, underpaid, he never fails to command the highest salary, where he has the independence and self-reliance to ask it, and if not given in one section, trust to his abilities to secure it for himself in another. Teachers should also feel that, in order to get high salaries, they must deserve them. It is only by the faithful and efficient discharge of their duties that they can impress the public with the value of their services, and in proportion as that impression is deep and lasting, so will be the remuneration of those by whom the impression is made. Self-reliance in teaching a knowledge of what the profession requires, and what services well rendered are worth, will go a great way towards improving the salaries of many who now feel disposed to complain of the niggardliness of the Trustees, or the absence of appreciation on the part of the public.

## VENTRILLOQUISM.

BY NELLY MARSHALL M'AFEE.

I HAVE always had a craving after things occult. When experience taught me that all the fairy lore and magical stories in which, as a girl, I had so much delighted, were only the wildest of fictions, but one course was left to me. I could not abandon altogether what I had so dearly loved, and so of necessity accepted the seeming realities for the realities themselves. Not being able to believe in ghosts absolute, I studied how to raise scientific ghosts; regretfully enough turning away from the lamp of Aladdin and the wonder-wand of Cornelius Agrippa. I devoted my attention to the "Adam's Wand" of the modern prestidigitators (jaw-breaking word!) I sometimes laugh when I find myself hard at work passing pennies through hats and tables, making coins vanish, and doing my best to prove that the laws of nature are not laws at all; that all matter is pervious to all matter; and that gravitation and the doctrine that all things tangible must of necessity be visible are learned follies, meaning nothing at all. I have read more or less upon astrology; have a faint theoretical knowledge of geomancy; have waded through alchemy, pneumatology, incantations; and indeed, could I boast of a memory as retentive as the desire to understand has been ardent, I should now be a fair theoretical scholar in magic, both black and white.

The result of all this is rather unsatisfactory, I must admit. The ghosts that I can raise are merely the famished children of optics, and my best experiments in the Black Art are shockingly commonplace and childish. Perhaps I might make an exception in favour of a trial I once made of the "Electrobiology," as scientific men call it (why they call it so I don't exactly see); but the story is a long one, and I must not repeat it here.

I remember too a somewhat peculiar but to me delightful evening, passed with a certain famous author, in the summer of '61. The man was a boy in feeling; therefore we met upon equal ground. A looker-on might perhaps have indulged in the nowise irrational doubt as to whether either of us had actually arrived at years of discretion. I was juggling as rapidly as I could, and he, great-eyed with surprise and enthusiastic to the last degree, was roaring with laughter; yet we two, both with the onerous cares of life upon us, and the terribly real problem of life to solve! It was jumping off from the tread-mills of labor to run back to the nursery and listen to goblin and fairy stories. We passed our evening in that way—both nearer to a literal second childhood than we ever shall be again.

What numberless works upon legerdemain I have devoured! What fat, solemn-looking histories of magic, and biographies of alchemists and reputed magicians! They have stood to me in place of novels. How, in the course of my very desultory reading, I have read and re-read every notice of a strolling conjurer and charlatan, and how much more I have valued Metastasio and Becker and Jacques Calbot for loving these very things so dearly, you can, I suppose, scarcely understand. But if this love be an erratic one, with no foundation in reason, I at least have erred in the best of company.

A desire for ventriloquial powers is one which it is not so very hard to gratify. The old idea, so assiduously propagated by interested persons, that ventriloquism is a natural gift, has long since been exploded. Any one who chooses to give sufficient attention to the subject may become possessed of the art, so to speak, for an art it certainly is as opposed to a natural gift. Not a few of our celebrated singers have "studied" it in connection with their regular musical studies, and have become more or less proficient therein. Jenny Lind was a fine ventriloquist, and her marvelous executions of the celebrated "Echo" song depended upon the possession of such powers. The term ventriloquism (from *venter* and *loquor*) is itself a misnomer, and has served in no small degree to perpetuate the erroneous idea to which I have referred. The ventriloquist does not speak from the stomach; he *seems to do so*, however. He does not project his voice to a distance; he *seems to do so*. He does not "throw his voice" in any direction at will; he *seems to do so*. The secret of ventriloquism indeed consists in an alteration and a proper modulation of the voice.

To enter into a thorough explanation of the working of the illusion would be tedious; but I think any one would be able to

fill in the mere outline which I here propose to give, less for the instruction than amusement.

You are sitting with me in the library. I hear a voice which I at once say is not yours; moreover, that it is not in the library; in short, that some third party in another portion of the house is speaking. How do I know this? Firstly, through sight; your lips have not moved, and experience teaches me that when you articulate a given series of sounds your lips should move. Secondly, through hearing; the voice which I heard was not your normal voice; it was moreover, so modulated by distance that it could not have been an utterance from one near me; therefore I say some one is speaking in the next room. Now, presuming that you wish to deceive me, how must you proceed? Simply thus: take a deep inspiration, thereby providing yourself with air to be acted upon; speak out your normal voice, with little or no motion of the lips; imitate a distant voice, and you have deceived me. In short, as soon as you can make negative those propositions which I have just stated in the affirmative you have made yourself a ventriloquist.

In ventriloquism a man speaks *low down in his throat* instead of at the teeth and lips. A "professor of the science" once gave me this explanation of his first induction into ventriloquial mysteries: "When I was a boy, playing 'policeman and thief' with my fellows, I, as the policeman, used to speak in a gruff voice, like a man, and that was my first start."

Remember, surprising though this art may seem or be, the main secret of it consists in one of the simplest and first laws of nature—*taking breath*. Make a strong, deep inspiration, by which air is introduced into the lungs in a considerable quantity. The air is afterward to be acted upon by the flexible powers of the larynx or cavity situated behind the tongue, and the trachea or windpipe. After being thus prepared the expiration of the experimenter should be slow and gradual. Any person in practice can obtain more or less expertness in this exercise; in which, though not apparently, the voice is still modified by the mouth and the tongue, and it is in the concealment of this *aid* that much of the perfection of ventriloquism lies. But the distinctive character of this art consists in its imitations being performed by the voice *seeming to come from the stomach*.

Although the voice does not actually come from that region, in order to enable the ventriloquist to utter sounds from the larynx without moving the muscles of his face he strengthens them by a powerful action of the abdominal muscles. Hence he speaks by means of his stomach; although the throat is the real source from which the sound proceeds. It should, however, be added that this speaking distinctly without any movement of the lips at all is the highest perfection of ventriloquism, and has but rarely been obtained. Thus MM. St. Gille and Louis Bradrant, two celebrated French ventriloquists, appeared to be *absolutely mute* while executing their art, and no change in their countenances could be discovered. It has lately been shown that some ventriloquists have acquired by practice the power of exercising the veil of the palate in such a manner that by raising or depressing it they dilate or contract the inner nostrils. If they are closely contracted, the sound produced is weak, dull, and seems to be more or less distant; if, on the contrary, these cavities are widely dilated, the sound will be strengthened, the voice become loud, and apparently close to us.

Another of the secrets of ventriloquism is the *uncertainty* with respect to the direction of sounds. Thus if we place a man and a child in the same angle of uncertainty, and the man speaks with the accent of a child without any corresponding motion of his mouth or face, we shall necessarily believe that the voice came from the child. In this case the belief is strengthened by the imagination; for if we were directed to a statue as the source from which we were to expect sounds to issue, we should still be deceived, and refer the sounds to the lifeless stone or marble. Thus illusion will be assisted greatly by the voice being totally different in tone and character from that of the man from whom it really comes. Thus we see how easy are the deceptions when the sounds are required to proceed from any given objects, and are such as they actually yield. The ventriloquists of our time have carried their arts still farther; they have not only spoken by the muscles of the throat and the abdomen without moving those of the face, but have so far overcome the uncertainty of sounds as to be

come acquainted with modifications of distance, obstructions, and other causes, so as to imitate them with the greatest accuracy. Thus each of these artists has succeeded in carrying on a dialogue, and each in his own single person and with his own single voice has represented a scene apparently with several actors.

Extraordinary varieties of voice may be produced by speaking with a more acute or grave pitch than usual, and by different contractions of the mouth. Thus may be imitated the grinding of cutlery on a wheel, the sawing of wood, the frying of a pancake, the uncorking of a bottle and the gurgling noise in emptying its contents, the squealing of a pig, the warbling of birds, mewing of cats, barking of dogs, and many others. Most of these imitations mentioned are very easy.

### FINISHING HER EDUCATION.

BY ANNIE M. BARNWELL.

HAVING in a previous article, entitled "Finished her Education," proved to my own satisfaction, if not to the conviction of my readers, that when she leaves school the groundwork only of a girl's education has been laid, I find myself so much in love with the subject that I can not lay it aside. There are, I know, among the readers of "Home and School" and many who are now

"Standing with reluctant feet  
Where the brook and river meet,  
Womanhood and childhood sweet;"

and to them I should like to offer a few suggestions which may influence all the life upon which they are so joyously entering.

Books are laid aside, study-hours are passed away forever, and naturally like a freed bird, the emancipated school-girl throws aside all restraint and enters eagerly upon a life of ease and pleasure. Dress, balls, a ceaseless round of amusement, and last, though far from least, beaux, fill up her time in thoughts and the present, the sunny present, is the only season to which she gives heed. Music is generally the solitary study or accomplishment, with the exception of dancing, which still claims a portion of her time and attention; while the languages, acquired with so much labor, and the various branches of knowledge which occupied her years of study are consigned to a neglect not seldom resulting in oblivion.

A few years of this butterfly life and then our young lady becomes a wife, or else younger or fresher rivals usurp her place in society, and she sinks into a wall-flower, or, in plain terms, an old maid. These are the only two paths open to that class of ladies who have no occasion to labor for their own support, and to fill either position rightly more is necessary than the mere education of the school-room.

And now, dear girls, who have revisited your last lesson in the old familiar school-room, will you pause awhile on the threshold of your new life and listen to a few earnest words from one who would fain see you noble, fully-educated women? Take your education into your own hands now, and set about the work of finishing it. And first, to all let me suggest that you study how to be ladies.

I understand that scornful tossing of your pretty heads and those exchanged glances, half of anger, half of amusement. They say plainly, "We are ladies already, and that study at least is utterly needless." If by the term "lady" you simply mean one whose birth and position entitle her to a place in the best society, you may be right in this assertion; but I give the term a far wider sense. I have seen women in the lower walks of life that were far more truly ladies than many a haughty dame who rode in her handsome carriage and answered to one of the proudest names in the land.

Webster says the term lady can be applied *correctly* only to a woman of refinement. Let it be your study to refine yourselves. Open trusty old Johnson and read his definition of the word refine: "To purify, to clear from dross, to make elegant, to polish, to improve in point of accuracy and delicacy, to grow pure." A lady then must be pure—pure in thought, word, and deed; and she must also *grow* pure. Growing implies an increase never a decrease; so, my dear girl, if you would be truly refined

the mysterious "Don Juan," which you mean to read when you are older, must ever remain a mystery to you. A lady must be "clear from dross," true gold, whose value no time or change can lessen. Do you think you can be all this, my fair young friend, when you lay aside that fascinating novel of Ouida's over whose pages you are poring so intently? A lady must be elegant and polished, accurate and delicate. There is no better family in the country than the A's; and the B's; C's, and the D's are fully their equals. Misses A, B, C, and D, of course consider themselves perfect ladies, but candidly can Miss A's loud laugh and voice and her constant use of slang be termed polished? Are the exaggeration of Fashion in Miss B's dress and her "dashing" manner elegant? Is Miss C accurate when she scatters her superlatives about so freely? Was Miss D delicate when she spoke so insultingly and unfeelingly to her servant, and refused to let her visit an ill parent because she must have her new dress finished in time for the ball?

The true lady would be as polite to her inferiors as to her equals. The servant who takes wages from her hand, the clerk who serves her behind the counter, the dressmaker whose weary labor furnishes the elegant dresses that so enhance her beauty, the very child that sweeps the crossings, and the beggar who solicits alms are her fellow-beings, and have feelings which the true lady never wounds, either intentionally or through neglect.

She is always thoughtful of others; observant of the peculiar likes and dislikes of her companions, that she may minister to the one and avoid the other. She is gentle in manner, attentive and obliging. She yields to others the first place, and gracefully takes of her own accord the second. She never shows temper in company; bears neglect as well as attention, with an unruffled brow, and shrinks from being made conspicuous in any way. She is polite to all who approach her, whether they be entertaining or the reverse. She always behaves, speaks, even looks with tact. She is differential to those older than herself, and kindly affable to those younger and less at their ease. She remembers always the Bible injunction, "Be ye courteous one to another."

With some gifted individuals the majority of these attributes of a true lady are natural. Happy indeed are they the born aristocrats of nature's own unrivaled stamp, and happy too are those with whom their lives are entwined; but even more lovely and interesting are they who have come forth conquerors in a hard fought field, and won for themselves, a glorious victory over that fiercest of enemies, self. To see a passionate, impulsive, selfish nature brought under a complete subjection to a strong sense of right and a powerful will, and made calm and gentle, does indeed prove more strongly than aught besides, that we are not, as the heathen Greeks boasted proudly, "akin to the gods," but as the Christian claims, with adoring awe, a part of the eternal God of gods himself.

Do you think I have wandered from my subject and soared to greater heights than the theme warrants? Do you say that the qualities which distinguish a lady from the rest of her sex belong to the surface, and do not reach the godlike part of her being? That outward polish has nothing to do with inward holiness? Perhaps, in a measure, you are right. The gates of heaven open as widely to admit the roughest fish-woman, who builds her faith upon the holy atonement of the cross, as they do to welcome in the most refined of her fellow-women. Yet do you not think the fish-woman will lose all her roughness in the better land? Will not all be gentle, courteous, and refined there? Was not Christ the model of a gentleman as well as of a man? Think of his conduct to Mary Magdalen and the afflicted woman who touched him in the throng; recall his courtesy to the Roman centurion; his tender pity for the trembling woman in whose behalf he made that noble speech, which lives as a keen rebuke to us all, "Let him that is without sin cast the first stone;" the polished courtliness of his reply concerning the tribute-money; and above all his wonderful forbearance and dignity in that dread hour when his enemies accused him before Pilate. Let us strive to be like him in this respect as well as in all the rest.

Always bear this truth in mind, if the fountain be pure and sweet, the streams which flow from it will be pure and sweet also. Cultivate an interest in all around you, rejoice in their

happiness and sympathize in their sorrows, seek for power to obey the command, "Love your neighbor as yourself," and rest assured your outward bearing will correspond to the feeling within, and you will be gentle, courteous, and unselfish—a true lady.

Wealth, station, intellect, high birth, and right principles are priceless treasures; I do not undervalue one of them, nor overvalue either; but you may possess all and still not be a lady. Strive to "see yourself as others see you," judge yourself as critically, as impartially, and, alas! as harshly as you do your neighbor, and answer to yourself truthfully, if, judged by the standard of refinement I have set up for your contemplation, you are a true lady. I do not mean a lady to your out-door acquaintances only, but a lady in your home-circle, to your inferiors, aye, even to your own maid. If you can reply in the affirmative, then that branch of your education is completed, and my advice, to you at least, is not needed. But if you find yourself far below this elevated standard, set about the work of refining yourself without delay, and never cease your efforts until the standard is reached. Trust me, your labor will bring its own reward, and very, very sweet that reward will be.

### A DREAM OF A HAPPY HOME.

BY WILL. HARRY GANE.

I dream of a home where roses  
Shall encircle the windows all;  
Where the noise of the busy city  
Shall never around me fall;  
But where the earliest flowers  
Peep up with the morning light,  
And where the birds shall whisper,  
As the day fades away into night.

I dream of a home with a loved one,  
To meet me at night at the door,  
And kiss the clouds from my forehead,  
When the toils of the day are o'er.  
To sing in the twilight hours,  
Some song of the olden days,  
To wake my soul to dreaming,  
And tune my heart to praise.

I dream of a home with little ones,  
To gather around my knee;  
It seems like the whisper of angels,  
Their childish voices to me.  
To press their hands on my temples,  
So wildly throbbing with pain;  
Methinks it all would vanish away,  
As the clouds do after the rain.

I dream of a home in heaven,  
Where my dearest treasures are—  
Whose gates of golden beauty  
Shine through the mist like a star.  
There I shall never be weary,  
Nor my eyes ever grow dim,  
No one to love like Jesus,  
No one to worship like him.

### ADVERTISEMENT.

#### NOTICE TO SCHOOL TRUSTEES.

R. T. MUIR & CO.,

Desire to solicit the patronage of School Trustees for

**SCHOOL BOOKS, STATIONERY**  
AND SCHOOL APPARATUS.

LONDON BOOK STORE - - - - 125. GRANVILLE ST



**OFFICIAL NOTICES.**

112 Teaching Days in this Term.

**MINUTE OF COUNCIL.**

Passed June 6th, 1872.

**NORMAL SCHOOL.—PROVINCIAL EXAMINATION.—HOLIDAYS AND VACATIONS.**

At a meeting held on the 6th day of June, the Council of Public Instruction passed the following minute:

Ordered, That after the present School Year, the semi-annual examination for License to teach in the Public Schools, shall be discontinued; and there shall be an Annual examination instead, commencing on the first Tuesday after the 15th of July in each year.

There shall also be but one session of the Normal School in each year, instead of two sessions as heretofore; the annual session shall open on the first Wednesday in November, and close the Friday preceding the annual Provincial Examination in July.

The Council also order, that there shall be a summer vacation of four weeks—that is of twenty week days other than Saturdays—in all the Public Schools; instead of three weeks as heretofore. After the present year, this vacation shall commence on the Monday preceding the annual examination of teachers.

There shall be a Christmas vacation of two weeks—that is of ten days other than Saturdays—in all the Public Schools, instead of eight as heretofore.

**I. The Provincial Normal School.**

**FACULTY OF INSTRUCTORS.**

**NORMAL COLLEGE.**

*Method, and the Natural Sciences:*—J. B. CALKIN, M.A., Esq.  
Principal of the Normal College and Model School.  
*English Language, Geography &c.:*—J. A. MACCABE, Esq.  
*Mathematics:*—W. R. MULLOYLAND, Esq.  
*Music:*—MISS ABNIE HYDE.

**MODEL SCHOOL.**

High School Department, HUGH MCKENZIE, Esq.  
Preparatory “ JAMES LITTLE, Esq.  
Senior Elementary “ MISS M. A. HAMILTON.  
Junior do. “ MISS B. ARCHIBALD.  
Primary “ MISS A. LEAKE.

**II. Address of Inspectors.**

Hinkle Condon, Esq. . . . . Halifax.  
Rev. R. R. Philp, B.A. . . . . Maitland.  
Colin W. Roscoe, Esq. . . . . Centreville. Co. Kings.  
L. S. Morse, Esq. . . . . Bridgetown.  
A. P. Landry, M.D. . . . . Clare.  
Rev. John Ambrose, M. A. . . . . Digby.  
G. J. Farish, M.D. . . . . Yarmouth.  
A. C. A. Doane, Esq. . . . . Barrington.  
Rev. Charles Duff . . . . . Liverpool.  
W. M. B. Lawson . . . . . Lunenburg.  
R. B. Smith, M. D. . . . . Upper Stewiacke.  
Rev. W. S. Barragh, . . . . . Shinimicas, Cumber'd Co  
Daniel McDonald, Esq. . . . . New Glasgow,  
Angus McIsaac. . . . . Antigonish.  
William Hartshorne, Esq. . . . . Gaysboro'.  
John Y. Gunn, Esq. . . . . Broad Cove  
Alexander Munroe, Esq. . . . . Baddeck.  
Alexander McKinnon, Esq. . . . . Sydney.  
Reni Benoit, Esq. . . . . D'Escousse.

**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., 18\_\_\_\_, 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 [name 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 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 in these presents have hereto subscribed their names on the day and year first above written.

Witness, [Name of Witness] [Name of Teacher] [Name of Trustees]

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

**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 scholars are making sure progress, that there is life in the school, both intellectual and moral,—in short, that the great ends sought by the education of the young are being realized in the section over which they preside. All may not be able to form a nice judgment upon its intellectual aspect, but none can fail to estimate correctly its social and moral tone. While the law does not sanction the teaching in our public schools of the particular views which characterize the different denominations of Christians, it does instruct the teacher "to inculcate by precept and example a respect for religion and the principles of Christian Morality." To the Trustees the people must look to see their desires in this respect, so far as is consonant with the spirit of the law, carried into effect by the teacher."—Comments and Regulations of Council of Public Instruction, p. 51 rev. 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 sessions. 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 52, sec. 10.

**SCHOOL DESKS.**

A. STEPHEN & SON are now prepared to furnish Schools with Desks made after the New York and Boston patterns, as recommended by the "Board of School Commissioners for the City of Halifax." We have already furnished several schools throughout this City and Province, and are now prepared to supply them in any quantity at lower rates and a more durable article than those imported. Information as to style and price given on application to

A. STEPHEN & SON,  
HALIFAX, N. S.

### V. 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. 186\_\_\_\_ [Names of Magistrates].

### VI An Act to Alter and Amend Chapter 58 of the Revised Statutes "of Public Instruction," and the Acts in amendment thereof.

(Passed 18th day of April, 1872.)

Be it enacted by the Governor, Council, and Assembly, as follows:

1. The existing provision for the sectional assessment of property held by corporations and companies, mean, and shall be understood to mean, that all such property is liable to assessment in and for the benefit of the section wherein it lies, and after the thirty-first day of October, A. D. 1872, these provisions shall extend and apply to all rateable property held by any association, company or firm, whether incorporated or otherwise; that is to say, the assessment payable directly by the association, company, or firm, in respect of any property, shall be paid in and for the benefit of the section where the property lies; and if any portion of the rateable property of any association, company, or firm lies in a place not embraced in any school section, such portion shall be treated in all respects as if situate in the section where the chief works and business of the association, company, or firm are established.

2. In any case where, owing to neglect on the part of the assessors, the County Roll does not afford the information necessary for the purposes of this Act, the Trustees shall request the Clerk of the Peace to refer the Roll back to the assessors for correction or amendment.

3. The following words are added at the end of the fourth subsection of Section 35 of Chapter 29 of the Acts of 1865, entitled "An

Act for the better encouragement of Education," that is to say, and in case the three nearest Commissioners do not agree to the site of a school house the matter shall be referred to the Board of Commissioners for the District or County in which the school is situate, and their decision shall be final. In cases of border sections where the nearest Commissioners do not agree, it shall be referred to the County Inspector, subject to an appeal to the Superintendent of Education, whose decision shall be final.

4. The seventh section of chapter 3 of the Acts of 1866, entitled "An Act to amend the existing laws relating to Education," is amended by substituting the words "Five hundred dollars" for the words "One thousand dollars" in such section.

5. Section 7 of Chapter 30 of the Acts of 1866 entitled "An Act to amend the Act for the better encouragement of Education" is repealed and the following Section substituted therefor:

"The Council of Public Instruction shall have power to draw annually from the Provincial Treasury such sum as shall be necessary for the publication of an educational journal, a copy of which shall be supplied gratuitously to each Board of Trustees for their own and the teachers' use, and also to each inspector and each chairman of examiners and of commissioners.

6. No County in this Province shall be permitted to draw more than six hundred dollars in any one year for assistance to poor districts except in cases where the academy grant is not drawn; in which case the counties shall be permitted to draw the amount of the academy grant in addition to such sum of six hundred dollars, but no more. No section employing a teacher holding a first-class license shall receive any assistance as a poor section.

7. The meeting required to be held by Section 25 of Chapter 20 of the Acts of 1865 "An Act for the better encouragement of Education," shall be held on the last Monday in September in each year instead of on the third Monday in October as prescribed in such section.

8. So much of Chapter 58 of the Revised Statutes and of the Acts in amendment thereof as is inconsistent with this Act is repealed.

9. Nothing in the first two sections of this Act contained shall apply to the school sections in the town of Yarmouth.

By Section 5 of the Act to alter and amend chapter 58 of the Revised Statutes, the Government appropriation to aid in the purchase of School Books has ceased. We would therefore specially direct the attention of Trustees and Booksellers to this Revised Section. The Council of Public Instruction will, as heretofore, prescribe the Books to be used in the Public Schools, but will not aid in their purchase.

Also by section 7 of the above amendment, the time for holding the annual school meetings is changed. This meeting in future will be held on the last Monday in September, instead of on the third Monday in October as heretofore. Trustees will observe that this amendment regulates the school meeting to be held this coming autumn.

The sum required by any section, for the purchase of prescribed school books maps and apparatus shall be determined by a majority of rate-payers, present at any regularly called school meeting (to be assessed upon the section in the same manner as all other sums required for the maintenance of the school or schools.)—*See Section 24, page 29 of the School Manual.*

#### REGULATIONS.

The following are the Regulations of the Council of Public Instruction with reference to all Books, Maps, and Apparatus purchased by Trustees for use in their respective sections.

Reg. 1.—They shall be the property of the School Section, and not of private individuals.

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 section neglecting to provide a supply of books, maps, and apparatus may be deprived of the public grants.

Reg. 4.—Trustees shall make such further regulations, agreeably to law, as may be necessary to ensure the careful use and preservation of books, maps, and apparatus belonging to the section.

#### LIST OF TEXT-BOOKS, MAPS, AND APPARATUS.

In accordance with the above amendment, the following books are prescribed by the Council of Public Instruction to be used in all the Public Schools.

##### PUPILS' WEEKLY RECORDS.

Weekly Record (for one Term).

##### THE NOVA SCOTIA SERIES OF READING BOOKS.

Book: No. 1, 2, 3, 4, 5, 6, and 7; The art of Teaching Reading, Bailey's Brief Treatise on Elocution.

##### SINGING BOOK.

The School Song Book.

##### SPELLING BOOK.

The Spelling Book Superseded, (Eng. Ed.)

##### GRAMMAR AND COMPOSITION.

Calkin's English Grammar; English Analysis; Reid's Rudiments of Composition; Bain's Rhetoric; Dalglish Introductory to English Composition; Dalglish Advanced English Composition.

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.
- Greenleaf's National Arithmetic
- "    New Practical or Common School "
- "    New Elementary "
- "    New Primary "
- "    New Intellectual "

*Arithmetic.*—Nova Scotia Elementary Arithmetic. Nova Scotia (advanced) Arithmetic. Nova Scotia Arithmetical Table Book.  
*Algebra.*—Chambers' Algebra, (as far as Quadratics). Do. Do. (complete). Greenleaf's Geometry and Trigonometry. Greenleaf's New Elementary Algebra.

*Plane Geometry.*—Chambers' Euclid, (including Plane Trigonometry)  
*Practical Mathematics.*—Chambers' (including Land surveying, a brief treatise on Navigation, &c.)

*Solid and Spherical Geometry.*—Chambers' (including Spherical Trigonometry, Conic Sections, &c.)  
*Mathematical Tables.*—Chambers'

*Navigation.*—Noric's, (an extended treatise).

- Chisholm's Mathematical Scale
- Ball Frames*
- Slate Wipers, (to be used without water).
- Slates.—Common Slates, (beveled frames) 6½ in. by 8½ in.
- "    "    "    8 in. by 10 in.
- "    "    "    9 in. by 13 in.
- Blackboard Chalks, (1 gross); Slate Pencils, per box, (100).
- Eaton & Frazee's Book-keeping.
- "    "    Blank Books, sett of three Books.

WRITING.

Payson, Dunstan & Scribner's International system of Penmanship.  
Swau's Series, Victoria Head Line.

STAPLES' PROGRESSIVE SERIES OF COPY BOOKS :

For both girls and boys.	}	Book No. 1,	}	For girls only.	Book No. 8,
		" 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).

- Ruled Card to accompany copy books.
- Penholders.
- Staples' Circular Pointed School Pens.
- Inkpowders.
- Rulers, 12 in. (for pupils' use,.)
- Lead Pencils.
- India Rubber Erasers.
- Pink Blotting Paper.

DRAWING.

BARTHOLOMEW'S SCHOOL SERIES OF PROGRESSIVE DRAWING LESSONS.

- For beginners. } Set of 72 Model Cards, Nos. 1 to 5.
- For advanced lessons. } Sketch Book (models only), Nos. 1 to 5.

- Packages (12 slips) of blank drawing paper, for model cards.
- Blank drawing books, for model cards.
- Blank drawing paper, for Sketch Books, or model cards.
- Drawing Pencils, F, B, BB, HB, H.
- India Rubber Erasers

DIAGRAMS.

For purposes of illustration and "Oral Lessons."

- Forest Trees (12). Natural Phenomena (30). Botanical Prints (roots, stalks, leaves, &c., 26). Notes of Lessons on do. do. do.
- Wild Flowers (36). Geometrical Figures (2 sheets). Mechanical Forces (6 on cloth) with exp. sheets.
- For purposes of illustration, and "Oral Lessons."
- Patterson's Plates of Animals (set of 10, mounted and varnished) Staples' Writing Charts.

GEOGRAPHY.

- Calkin's Geography and history of Nova Scotia.
- Calkin's School Geography of the World.
- Series of Wall Maps.*—
- Nova Scotia.
- British America.
- North America.
- Western Hemisphere.
- Eastern Hemisphere.
- England.
- Scotland.
- Ireland.
- British Isles (in relation to the Con. of Europe.)
- Europe.
- Palestine.
- Gen'l. Map of Bible Lands.

*Globes.*—The Terrestrial Globe (12 in. diameter, bronze meridian and Quadrant)

The Celestial Globe—*Classical Wall Maps.*—Orbis Veteribus Notus—Italia Antiqua—Græcia Antiqua—Asia Minor Antiqua—Orbis Romanus.

HISTORY.

Owen's Chronographical Chart on rollers & varnished with Hand Books, Hodgins' School History of British America, or, Boyd's Summary, Curtis' Chronological Outlines of Eng. History, For use in Adv. Com. Schools—Collier's School History of the British Empire (Revised Edition), Collier's History of Rome, Collier's History of Greece. For use in High Schools—Smith's Smaller History of Rome, Smith's Smaller History of Greece, Chambers' Ancient History.

NATURAL SCIENCE.

Chambers' Chemistry, (with new notation)

ECONOMIC SCIENCE.

"The Body and its Health"—an elementary work in Physiology, The Chemistry of Common Things, How Plants Grow.

CLASSICS.

*Latin.*—Bryce's First Latin Book, Bryce's Second Latin Book, Edinburgh Academy Latin Grammar, Or, Bullion's Latin Grammar, Arnold's Latin Prose Composition.

AUTHORS—OXFORD EDITIONS.

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

DICTIONARIES.

White's Junior Scholar's Latin-English and English-Latin Dictionary.  
*Greek.*—Bryce's First Greek Book, Bryce's Second Greek Book, Bullion's Greek Grammar, or, Edinburgh Academy Greek Grammar, Arnold's Greek Prose Composition

AUTHORS—OXFORD EDITIONS.

XENOPHON, Anabasis, EURIPIDES, Alcestis, (with short notes), XENOPHON, Memorabilia, HOMER, Iliad, (complete) : Lib. I.—VI. (with short notes) 1 vol.

LEXICONS.

Liddell & Scott's Greek-English Lexicon (abrgd.), Yonge's English-Greek Lexicon.

VII. 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.
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.

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 & Frazee, Commercial College, Halifax, or to A. H. Eaton, Commercial College, St. John, N. B.

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Address, stating Terms,  
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A Male Teacher holding a Provincial License of the First Class who has had about four years experience in Teaching, is desirous of obtaining a situation. Services to begin the first of November, or earlier. A Graded School preferred. Apply to Barney's River, Pictou Co., N.S. JOHN REID.

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- Lennie's English Grammar and Key.
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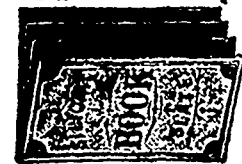
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