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T H E

JOURNAL OF EDUCATION.

FOR THE PROVINCE OF NOVA SCOTIA.

OWING to an unusual pressure of official duties, we were unable to issue the *Journal of Education* for April.

THE Government has granted the Rev. Alexander Forrester, D. D., Principal of the Provincial Normal School, leave of absence from his post for the summer term. The close and severe application which Dr. Forrester has for some years given to the discharge of official duties, has rendered relaxation necessary. We trust that Dr. Forrester may regain to the full his wonted bodily health. J. B. Calkin, Esq., takes charge of the professional work in the absence of Dr. Forrester.

THE RECENT EXAMINATION.

NEARLY 700 candidates presented themselves for public school licenses at the late examination. This is by far the largest number ever examined at one time in this province. A detailed report of the Examiners' estimates was forwarded to each person examined. These reports entailed much labor upon the educational department. It must be evident, however, that such labor is well spent, since it must tend, in the most direct way, to stimulate those who are at all deficient in respect of qualification. The candidate sees at a glance in what subjects he excels and in what he is weak, and is thus directed in his future preparations.

In our next issue, we expect to give a full statement of the results of the examination. The names of candidates will not be given until the autumn of 1870—the date at which licenses of all classes issued previous to October, 1867, cease to be valid. At that time a complete list of all who then hold provincial licenses will be published, and regularly each examination thereafter.

We call attention to the excellent remarks and suggestions, in another column, of the Examiner in the Department of Language,—Rev. Dr. Hensley of King's College. We trust the other Examiners will give teachers the benefit of their suggestions also.

EXTENSION OF TIME.

IT will be seen by reference to "Official Notices" that valid licenses of all classes issued prior to October, 1867, remain valid in the District in which they were issued or endorsed, till October 31st, 1870. This extension of time in favour of holders of first and second classes, will furnish abundant opportunities for all to obtain provincial licenses without serious inconvenience.

SUPERIOR SCHOOLS.

WE extract the following matter, together with the annexed circular, from the directions issued to Inspectors, in pursuance of the revised regulations concerning Superior Schools. The regulations will be found under "Official Notices." Trustees and Teachers would do well

to examine these data carefully, as they will form the ground of all decisions in connexion with competing schools:—

1. No. children in Section 5-15 years of age.
2. No. pupils adequate accommodation provided for.*
3. No. pupils registered at School for past Term.*
4. No. days school was open during past Term.*
5. No. pupils daily present on an average.*

SCHOOL ACCOMMODATION, ETC.

The Inspector will give his estimate of the school accommodation of the Section, under the following heads, using 100 as the standard number for marking. These marks apply to the whole school accommodation of the Section.

6. School Building or Buildings.
7. Furniture.
8. Apparatus.
9. Text-books.
10. Play-ground.
11. Outhouses.
12. Ventilation.
13. Total.

EFFICIENCY OF TEACHER.

Marks in the following subjects apply to the Competing Department only.

14. Cleanliness and General Neatness.
15. Classification.
16. Mode of Teaching.
17. Order and Management.
18. Vocal Music.
19. Reading, &c.
20. Spelling.
21. Geography.
22. Drawing.
23. Writing.
24. Arithmetic.
25. English Grammar, &c.
26. History.
27. Keeping of Accounts.
28. Chem. of Com. Things.
29. Latin.
30. Algebra.
31. Geometry.
32. TOTAL.

CIRCULAR.

TO INSPECTORS OF SCHOOLS:

In reporting on Competing Schools, Inspectors will be guided by the following directions:—

1. Forward with the Abstract a copy of our Notes of Inspection for each competing school, marking the *Notes* with letters corresponding to those in the Abstract. Forward in a separate envelope a "Key" giving the names corresponding to the letters, in the same way as for the Examination.

2. In all marks under "School Accommodation" regard the relative ability of the Competing Sections. Sections which are willing to exert themselves to the utmost extent of their resources should not be excluded from this competition by reason of poverty. In the same way an allowance should be made under "Classification" in favor of miscellaneous schools, in order that the vastly superior facilities enjoyed in this respect by Graded Schools may not give any undue advantage. In applying this principle it will of course be necessary to use the greatest caution and discrimination.

3. In accordance with revised regulations an Elementary department in one Section may enter into competition with an advanced department in another Section. This necessitates a modification in the principle of estimating the relative efficiency of the competing teachers. Instead of examining each school on *all* the branches

* Whole Section: if several departments, give the average days in column 4.

set down in the Abstract, the Inspector will allow each tender to select such of the said branches as are naturally adapted to the position of the school; such selections to be in all cases subject to the following conditions:

(a) The first four columns under "Efficiency of Teacher" must be filled in for all competitors of whatever grade.

(b) Of the subjects named in the remaining FOURTEEN columns each competing teacher may choose not less than SEVEN, or if a Primary School, not less than FIVE, on which the examination for competitive purposes shall be made.

(c) In Elementary Competing Schools the teacher shall not be at liberty to omit vocal music or linear drawing from the list of subjects of examination.

The competitions will be decided as heretofore on the general principle of *average standing*. Marks on certain more important points will however exert a double and in some cases a treble force, according to fixed rules adopted for guidance in making these decisions.* The Inspectors will see the necessity for increasing care and faithfulness in making the report on the competition.

By order of the Council,

T. H. RAND, *Supt. of Education.*

* The fourteen branches of scholarship are of equal force.

LETTER FROM THE REV. J. M. HENSLEY, D. D.,
EXAMINER IN DEPARTMENT OF LANGUAGE.

IN making a few observations on the recent examination, as far as concerns the department of language, I cannot refrain from expressing my opinion that the change introduced into the mode of conducting the examinations has already produced beneficial results. As yet I know nothing of the decisions in the other departments, and I am, therefore, ignorant of the final results to the candidates, nor have I made any accurate comparison between the papers of last autumn and this spring; at the same time I have no hesitation in stating that in general precision, fulness, and style of execution, the papers of this spring exhibit a very decided progress.

It is well known to those who have paid any attention to the present system, that the examiners know nothing about the candidates whose papers they have to examine, they do not even know in what County they have been examined. A number on the outside of the envelope containing the papers, is the only distinguishing mark. By this method an effectual check is provided against the operation of either prejudice or partiality, feelings by which the most conscientious are liable to be influenced.

While speaking of this, it may not be out of place to mention that in the course of my inspection of the papers, my attention was arrested by the excellence of those of a number of candidates, evidently examined in one place, as was shewn by the consecutiveness of the numbers on the envelopes. Almost all of them were considerably above the average, and many of them of superior excellence. I noted the numbers at the time, and when I had looked over all the papers I requested the Superintendent of Education, for my own satisfaction, to let me know whether there was anything in the training or circumstances of these candidates which would account for this satisfactory result. He informed me that they were all pupils of the Provincial Normal School, and that they had exhibited similar superiority in the other departments. I need hardly add that it affords the best evidence of the excellence of the training imparted in that institution.

One great benefit of the present system must be the gradual elevation of teaching as a profession. So long as the licenses were confined to the respective Counties, and the examinations conducted with little or no attempt at uniformity, the position of the teacher was uncertain, and his opportunities of advancing himself exceedingly limited. Now his license is valid all over the Province, and he can avail himself of any opening that occurs for improving his position. It is to be hoped that this will be realized more and more by the whole body of teachers, and that, while they may possibly perceive defects in the present system, they will do their best to render it efficient, and thus promote the interests of the Province, as well as of their own noble profession. The influence of teachers must necessarily be very great; their position ought to be among the foremost; it rests very much with themselves to make it so.

The department of language includes Latin and Greek, English grammar, analysis of sentences, prosody and composition. Of the papers in Latin and Greek, I would observe that those in the former language were in general superior to those in the latter, both in quantity and quality. One or two of the translations from the Latin were entirely free from any serious error, and displayed a very creditable amount of scholarship. In a few instances the versions were too free, being rather paraphrases than translations; which, although admissible in an oral examination, are not desirable in a written one, where the examiner has no means of testing the accuracy of the candidate. Those who are experienced in teaching know that a free version is as often a refuge for inaccuracy, as a manifestation of scholarship. In cases where this mode of translation is adopted by the candidate, it is better to indicate, by a note or otherwise, that the original construction is clearly understood.

It is well also for candidates to remember that it is of no use to supply answers to questions not in their papers. If the examiners attached any value to such answers it would be much the same thing as allowing the candidates to examine themselves. It is obvious that if such a state of things were admitted, it would be the simplest mode for each one to prepare a number of answers, and put them down on his paper, whatever may be the questions proposed to him. Instances occur in which this has evidently been the method pursued, when the candidate not being able to answer the actual question, has thought it better to answer an imaginary one of his own.

I do not believe, however, that this will account for all the answers to questions not submitted, or for more than a moderate portion of them. I think that in very many cases, in the hurry and excitement felt on such an occasion, the candidates do not always give sufficient attention to the question, but anxious to make the most of their limited time, skim over the questions, dashing down their answers without mature consideration. This is especially the case in the *definitions* supplied in answer to questions, or, to give an example from the last examination, where it was required to give the principal parts of certain verbs as: cleave (to split), cleave (to stick), &c., several of the candidates conjugated "to split" and "to stick," as well as the words actually required.

The best plan is to give careful consideration to each question, and to endeavor to give it a thorough answer; as a few questions fully worked out, are of more value than a number answered imperfectly. On the same principle there should be a strict adherence to the forms of parsing and analysis given in the papers.

One of the points which the examiners are required to report on is the number of ordinary words mis-spelled. In my department there was a decided improvement exhibited in this respect at the last examination. Very few deserved to be reported as extremely deficient in this matter, and the majority were almost entirely free from error. It is worthy of note, however, that no word was more frequently mis-spelled than "grammar," which appeared under the forms of "gramer," or "gramar," or, still oftener, "grammer." It is perhaps as well to mention that when a word occurs more than once, it is not sufficient to spell it correctly in one place only, and incorrectly elsewhere; for the examiners have no means of knowing which way the candidate esteems the correct one. Cases have come under my notice, in which the same word has been spelt in three different ways in one exercise.

I would recommend future candidates to write their answers on each subject on separate sheets of paper, and, if possible, to write all the answers of each subject on the same sheet. More justice can be done by the examiner when he has all the answers before him in compact form, than when he has to hunt them up on six or eight little slips of paper, as is sometimes the case.

J. M. HENSLEY.

King's Col., Windsor.

POPULAR ERRORS CONCERNING EDUCATION, AND
THEIR INFLUENCE.

BY D. NASMITH, ESQ., BARRISTER-AT-LAW.

[From the Journal of Education for the Province of Quebec.]

THAT Parents have a right to interfere with School Discipline.— Let us, in approaching this subject, concede to parents that the inconceivable harm they do by their notions, conversations, and actions in this respect, is attributable to a mistaken fondness, and

we shall be able to deal with it dispassionately. We say, then, that it is an error to suppose that parents have a right to interfere with school discipline. We make this assertion because the circumstances of the case necessitate it, and any other assumption must resolve itself into an absurdity. The act of placing a child at school is the delegation by the parent of his or her authority, an authority given to the parent by Nature and by the State. That authority is to govern. Government is the imposition of laws for the benefit of the community, of which the governed forms a part, and there cannot be a law without a sanction, or, in other words, without a means of enforcing it. If this position does not hold, then the authority of the parent is not delegated, and the responsibility of the master does not accrue. As a matter of fact, the law holds that it is delegated, and that the master is only responsible to the State, whence the parent derives his authority, if in its exercise he violates the law of the land. But as a second matter of fact, militating against this happy state of things, the parent and master are in a false position relatively; i. e., the parent has, as things at present stand, the right of refusing to continue the supplies; and the poor master is compelled to listen to the whinnings of weak-minded parents, and their still more officious friends, and to concede, for personal security, ruinous license. Parents should perhaps have the right to select a school for their children, but they should not have the right to withdraw the child, when once placed, without the permission of a governing scholastic authority, or the order of a magistrate, obtainable only on the production of valid reasons, any more than they should have the right to interfere between the apprentice and his master.

But to the consideration of the causes of interference; they are—1st, want of confidence in the delegate; and 2ndly, ignorance of the nature, object, effect, and spirit of punishment.

1. The want of confidence in the delegate must arise from his real or supposed incapacity for the duties he has undertaken; therefore the parent, in placing the child under him, is clearly guilty of a breach of duty, both to the delegate and to the child, by asking the one to do what he supposes him incapable of doing, and intrusting the other to a person unfit to have his custody. If the incapacity of the master is real, the act of the parent is criminal; if hypothetical, the parent was bound not to act till the fact was established. We apprehend, however, that acts of interference are for the most part unjustifiable, and are traceable to the fault of the parent, and not to that of the delegate, the presumption being—first, that masters do not punish for their own gratification; second, that they do not needlessly peril their own interests, which involve the retention of their pupils; third, that a child who requires much punishment at school must have been badly trained at home.

1. The sole object of punishment is the conservance of the law to which it is attached; this it accomplishes by its direct infliction upon the violator of the law, and by intimidation. Its efficacy depends upon its certainty of overtaking the law-breaker, its nature is akin to the law to which it is attached, and its spirit is the benefit of the punished and justice to those amenable to the same law.

If the law is righteous, and binding upon the whole school, the violator of the law should be punished for his own benefit, and for that of others, to screen him from the punishment he has merited, is to do him an injury and his comrades an injustice.

The efficacy of punishment depends upon its certainty. If human institutions could attach to their laws adequate punishments which would certainly overtake the law-breaker, there would be no law-breaking, at least intentionally, because, presuming the punishment to be adequate, that is to say proportioned to the advantage gained by the commission of the crime, there would be a certain disadvantage to the criminal. No man will deliberately thrust his hand into the fire without the moral certainty of securing something more valuable to him than the pain he is certain to incur, but thousands will plunge their hands into other men's pockets, literally and figuratively, simply because they are buoyed up with the hope of escaping detection and punishment. From whatever source, therefore, failure in the attaching of punishment to the commission of crime comes, crime must increase, and the law fall into contempt. It is far better to have no law, than to suffer it to be violated with impunity. If schoolmasters have not the necessary power, or are placed in circumstances where they are in peril if they exercise it, they might do well to abolish all systems of law suited to civilized bodies in times of peace, and establish a species of school martial law, dealing with the case as the necessity of the moment may require; for, by so doing they will not teach lawlessness. But with modern example before them, they would do well to remember, that popular twaddling sentimentality keeps the halter round the neck of him who rules, more willingly than it places it round that of him who defies the ruler.

The neglect of Physical Training.—We have spoken of the five senses, and have endeavoured briefly to point to a few of what we consider to be the existing errors of omission and of commission respecting the mental training of youth. We have seen that the general tendency of the day is to overload the mind, that schools are regarded as places where youth is to be stocked with a certain amount of information—an amount too frequently considered sufficient to carry the instructed through life; enough to enable him, upon quitting his school or college, to throw down his books, and to regard his education as complete. With such notions prevailing, it is worthy of consideration whether examinations, at all

events those that are termed final, are not more injurious than the total non-existence of such examinations; for if the obtaining a given certificate or degree is an assurance to the fortunate candidate that he has done enough, would it not be better that he should never possess it, and thus go on labouring, ignorant of what others deem a maximum in any particular? It is to be hoped that the time will come, when this subject will receive the attention it merits; and when all professional bodies and universities will possess and exercise the power of conferring Degrees and distinctions upon all comers at all times, with results of their genius and prudence that may or can prove of service to society—a day when the members of all professions have substantial inducement not to be satisfied with the position of mere practitioners, and when art and science shall not compel its voters, for the sake of bread, to prostitute their talents to popular bad taste.

But is it possible for any reflecting man to believe that a given amount of information, upon any given number of subjects, is education? Education, we apprehend, has for its object the fitting of the educated for the stern realities of life, and must therefore regard the physical as well as the moral and intellectual being. It must consider him as an individual, as a member of his immediate family; as a component part of that greater family, the State; as a member of humanity, and as a subject of the Almighty. As an individual, it must recognize the fact, that he is physical as well as mental; as a member of his private family, that his interests are inseparable from it, that as a citizen he is bound not merely to avoid being a burden, but that it is his solemn obligation to support and defend it; that his humanity is not limited to country; and that, as a subject of the Everlasting, his aspirations cannot be measured by time.

Mentally it is our business, not so much to instruct him, as to educate him to instruct himself; to give him that assistance that will enable him to overcome early difficulties which might prove insurmountable without it. But it is especially our duty to withhold any aid that would stultify his energy or pauperize his soul: for the want of self-reliance and perseverance is a curse for which no blessing can compensate. Self-reliance, and its attendant, nobility of nature, are inseparable from a good physique, we do not intend a burly animalism, but a mind holding in due subjection a sound nervous body. It is the province of the mind to govern—it is the duty of the body to obey; and a being who cannot hold himself in subjection must be the miserable slave of his own passions, and the ignoble tool of other men.

The fact that athletic sports are being largely replaced by semi-effeminate games, and that healthful recreations are giving way to artificial excitements, should awaken the attention and serious consideration of all interested in the perpetuation of our national prosperity.

We would direct attention to the very able remarks of Thomas Carlyle, in his "Shooting Niagara," upon drilling; and we would suggest to legislators about to take up the subject of education, that their attention should not be confined to schools for the poor, but that their Act should require all children at schools to be properly drilled for one hour per diem at the least—girls in an approved system of calisthenics, and boys in the regular military drill, and that the State may at the same time derive the double benefit of ready-made young soldiers and robust citizens, and not be guilty of inflicting a hardship upon youth, let the legislature expressly require that the time so devoted shall be taken from the regular school hours.

Educators, and all interested in youth, would do well seriously to consider this subject, to reflect upon the number of hours young students are kept in the fetid atmosphere of the school-room; to consider the position of the chest while bent over the desk, and to bear in mind that, long before the bloom of youth actually fades from the cheek, the seeds of its decay are being slowly though surely sown, that a little extra information is dearly purchased at the cost of a sickly or of an impaired constitution, and that when youth has once passed from the school to the house of business, the physical development can less easily be attended to than before.

The Voluntary System, and the Duty of Government.—It is really refreshing to hear that some able men are awake and beginning to rub their eyes. Voluntary system! Who in the name of reason ever heard of crime begging chastisement, of darkness seeking the light, of indolence praying for labour, or of ignorance delighting in intelligence? We know of ignorance envying and hating intelligence, of indolence coveting the reward of labour, of the evil deeds of darkness flying the light, and that chance punishments have had very little effect upon crime; and now, having slumbered far into the morning, we feel something like a nightmare of a French 1792, and begin to ask ourselves, What must be done? We have known, ever since we had knowledge, that the volunteer System was a myth in our own case: for when we were children, our going to school was *volens*; and when we had children of our own, their going was *volens volens*. Our sentiments, as children, regarding the school, and those of our children, were not unreasonable. The child cannot be expected to understand that it is for his good that he should be deprived of his freedom, nor is it easy for him to appreciate the wisdom of compelling him to work hard at something of which he cannot possibly conceive the use. Is not his case precisely that of the parent in the lowest stratum of English society? That parent does not know, and cannot understand, the use of school, either for himself or his children; and, as in this he is but a child, so should he by the State be treated as a child.

Charitable institutions we have by hundreds, and in proportion, it would appear, as they increase, so does pauperism grow strong and bold, not to say respectable. If it were otherwise, it would be unnatural. Churches and chapels of every form and creed have arisen so rapidly amongst and around us, that from a distance our towns look like dry docks, so thickly are they studded with spires; yet crime flourishes amongst us. We have Boards of Health, Sanitary Commissioners, and a fine police force; nevertheless it is scarcely possible to walk a hundred yards without the annoyance of having to contemplate human misery in its most loathsome form, or to inhale stenches the most repugnant to the olfactory nerves. These are sacred liberties of the subject. What does the machinery of charity, church, and police annually cost; and what does it do, in return for its enormous cost, to reform the class that requires reform? These agencies doubtless are, in different ways and degrees, of great importance to the State; therefore let him not be slighted or abandoned; but as it is equally clear that they do not meet the evils which most urgently require removal, because they most threaten our social peace and safety, it is manifest that, to remove or successfully combat these evils, no reliance can be placed upon these agencies.

What then is "the one thing needful" that legislators have overlooked, and that can help us in our extremity? We answer a rational system of National Education, and placing the schoolmaster in his proper sphere; and it is to be hoped that the three agencies referred to will lend their charity, their religion, and their civic experience, to bring about this desirable end.

The Voluntary System in theory is good, remarkably good; and nothing could be better, under other circumstances; but experience has taught us that it is of no use in the present state of things. Society, as we know it, may be divided into three classes—1st, Those who consider education all important, and who will therefore avail themselves of its best machinery within their reach. 2d, Those who are indifferent, but who may be persuaded either way by example or by precept. 3rd, Those who are prejudiced against schools of every kind, and who will not allow their children to go to them unless compelled.

It is not necessary to indicate from which of these classes emanate the crime that fills our gaols, the pauperism that swamps our charities, or the filth which keeps us in autumnal dread of pestilence; nor would it be more necessary to ask for co-operation in an attempt to force upon this sick portion of our community the medicine necessary for its comfort and recovery, were it not for the existence of error, prejudice, and jealousy.

The leading error is the confounding instruction with education; the most obstructive jealousy is the fear expressed by one denomination that the children of that third class will, under any Government scheme, be instructed in sectarian tenets different from their own; and therefore the most ignorant upon these points would rather let Class No. 4 remain a curse to itself, and to the community, than run the risk of a few of its representatives picking up a smattering of any subject which these broad-souled individuals deem unbecoming certain stations: while the most bigoted, it would seem, prefer to leave salvation alone, so far as others are concerned, rather than give them a chance of reaching heaven by any door other than their own. It is to be hoped that many such do not exist; but it is to be feared that their spirit finds its way to oppose all suggested plans of National Education in shallow though specious argument—about the liberty of the subject—the glories of the Voluntary System—that Christianity should not be propagated by the arm of the law—that the force of example will surely, though perhaps slowly, elevate the lowest to their proper platform—a great deal about the sphere in which it has pleased Almighty God to place No. 3, and the danger of over-educating the lower orders. As to the liberty of the subject, we might fairly ask which is the greater violation of it—to restrain the liberty of five thieves, or to restrain the liberty of one father to make thieves of his five children? As to the glories of the Voluntary System, why not extend it to the payment of Taxes, and the respect of property? As to the non-propagation of Christianity by the arm of the law, if there is anything in it, let publications and others open their houses during the hours of Divine service. If there is any sincerity in the objection, do away with our quiet English Sunday, and substitute for those who like it the French antidote to rest. If the force of example is sufficient for social progress, abolish our costly prison system, and point out to the unblushing pick-pocket taken in the act the good lessons taught him by the orderly citizen. And as to the sphere in which it has pleased Almighty God to pass the poor wretches, it may be equally true that Almighty God has placed No. 1 in the sphere to get No. 3 out of his hobble; and that if No. 1 neglect to do it, he will have to take the consequences. As the last objection, that is to say, the last we now notice, "the danger of over-educating," we quite admit it, but not in the sense in which it is used. A human being, as has been already stated, when it comes into the world, comes with the seeds sown in it, so to speak, of every virtue and of every vice. Whether the virtues are to live, or to be choked by the vices, depends upon circumstances. Some of those circumstances are the tones of the voices that fall upon its infant ears; the coarseness, or otherwise, of the touch that greets its tiny limbs: the cleanliness, the luxury, or the reverse, that characterizes the abode of childhood; the truthfulness in word and deed of those entrusted with its youth. Let but the genial rays of probity and intelligence shine upon the first fifteen years of youth, and the seeds of virtue will have developed

into growths too strong to be overcome by the weeds; on the other hand, suffer but for a like period the blighting influences of ignorance and vice to brood over the lad, and he can scarcely fail to prove a moral deformity beyond the hope of perfect cure. In this sense there is a danger of over-educating; in this sense thousands of English children are daily being over-educated; but that a child can be over-educated in righteousness, is impossible. In another sense, also, we agree with the enemies to over-education, viz., that in which, by over-education, they convey the idea that children can be imprudently instructed, over-instructed, or too rapidly instructed; that the kind or extent of instruction which is requisite for one position in life, is not only not necessary, but may prove baneful, to its recipient in another. With this to the full it is easy to agree; and even to go further and to say, that incalculable injury is constantly done, in our schools for the poor, by teaching children to read before they have been passed through a proper preparatory training, before a taste for wholesome knowledge has been inculcated. It is well to note who the patrons are of the trash which daily gushes from the foul springs of a certain portion of our cheap press. Are they not, for the greater part, those who have been taught, at our lower public schools, to read: but not having been taught more, use (and they are not to be blamed for it) the power they possess, in storing their minds with falsehood, and their hearts with yearnings that can never be honourably gratified?

The distinction we draw between education and instruction, then, is this: by education we understand a drawing out or development of the physical, intellectual, and moral being; and consistently with our definition and explanation before given, this may be done so as to develop all that is lovable or all that is hateful in the being educated, so as to make him a blessing or a pest to himself and to society. And therefore, what we conceive should primarily be the aim of any national system of education, is to supply so far as is possible the education of the good to those whose home-influence is calculated to develop only or mainly the bad. By instruction, we understand the imparting of information upon any particular branch of human knowledge; and as it is self-evident at the time that children of the class in question can afford to give, must be limited, it is at least prudent to turn it to the best account, and to impart that species of knowledge likely to prove of the greatest use in after life. What we consider it the duty of the nation to provide is, that in every district throughout the kingdom there should be schoolrooms sufficient to admit all the poor of the locality; that these schoolrooms should be kept unexceptionably clean; that no child should be allowed to enter the school till its face and hands are washed, and its hair properly brushed; that therefore there should be attached to every school-building the requisite lavatories for the use of those whose parents neglect to send them to school in a proper condition; that there should be a covered gymnasium attached to each school-building; that no child should be allowed to learn to read till its mind is stored with proper and entertaining anecdotes of men, women, and children, who, by virtue and industry, have become ornaments of society; that a taste for refinement should be cultivated by covering the walls with pictures of merit; that the educator should be selected from a class as far as possible above that of the educated, and that no parent should be allowed to absent his child from school within the years of four and ten, without liability to penalty.—*Educational Times*

ON TEACHING SPELLING BY DICTATION.

A VARIETY of methods have been employed for teaching spelling, of which the most important are the following:—

1. Learning to spell lists of words by rote.
2. The correction of misspelt words.
3. Transcription.
4. Dictation.
5. Reproduction.
6. Composition.

In the case of reproduction and composition, this is a subsidiary, but still a very important part of the result which is desired as the effect of the exercise. The method which is most generally followed, and which we propose now more particularly to consider, is that known as dictation. This deservedly popular and much-used method has, however, we conceive, been very frequently, too exclusively, and almost always, injudiciously used. The teacher can often do more by a judicious variation and alternation of methods, than by an exclusive and slavish adherence to a single mode of instruction.

It would be altogether out of place to say more here of the exercises named above, as reproduction and composition, the teaching of spelling not being their principal object; but they conduce so far to that object, that it was necessary to include them in our list of methods.

With respect to the method which we have placed second on the list, very little consideration ought to convince the teacher that it is both unfair as a test, and unsound as a mode of instruction. It is with the latter consideration that we have to do here. It is an established principle in psychological science, that whilst the feelings and emotions are most easily affected through the medium of the ear, the intellectual faculties, and amongst them the memory, are most effectively acted upon by means of the eye. Whatever is frequently presented to the eye is easily remembered. If, then, we

employ a method of teaching spelling in which wrongly spelt words are constantly placed before the pupil, it is easy to conceive what will be the natural result. This method is, in fact, both wrong in principle and injurious in practice, and should be entirely abandoned. We shall endeavour to shew indeed, presently, that the same objection applies, although in a mitigated degree, to the usual mode of giving dictation lessons.

There remain, then, for our consideration, three methods of teaching spelling, viz., learning by rote, transcription, and dictation.

Learning by rote was formerly the only method employed. Lists of words, contained in what was denominated a spelling-book, and usually classified into words of one syllable, two syllables, three syllables, &c., respectively, had to be learned by rote, so many at a time. This method is often condemned as inferior to dictation, because, it is alleged, whilst the latter teaches by means of the eye, the former does through the ear. The method of learning by rote, however, just as much depends upon the employment of the sense of sight as dictation itself. The pupil learns to spell by looking at the list of words which he has to learn, exactly as he does by looking at the words he writes in the exercises of dictation. The inferiority of this method arose rather from the defective selection of the words of which the lists to be learnt were composed. The old spelling-book compilers seem to have chosen the words with which they filled their books for their length and difficulty, and for their infrequent occurrence in ordinary conversation or compositions.

When on the contrary, we employ properly selected extracts for dictation, these contain the kind of words which the pupil is most likely to meet with, and in them all the commonest and most necessary words in the language are frequently repeated. The learner is made to notice them, and observe their spelling over and over again. His attention, too, is kept fixed upon each word for a longer time when he has to write it, than if he has only to learn it by rote. In these two particulars, lies mainly the superiority of the method of dictation,—in the selection of words, and in the enforced longer interval of attention to each word.

Transcription is an exercise which has been little used for teaching spelling, but which deserves to be employed much more than it is at present. It possesses both the advantages of dictation exercises, which have been just pointed out, and in which it is superior to learning by rote. Transcription is, however, inferior to dictation, in that it does not compel the full and complete attention of the pupil; he may easily get into the habit of copying the words set before him mechanically, with very little mental attention. It is therefore an exercise to be more frequently and suitably employed with young children, whose power of attention is yet comparatively undeveloped. We propose to shew in the sequel how both transcription and learning by rote may be advantageously combined with dictation, and we believe that a judicious combination of these three methods will be found to be by far the most advantageous and the surest way of teaching spelling.

Dictation exercises are, however, very frequently gone through especially in large schools, in a way which must often be worse than useless. The teacher should always bear in mind that an improper dictation exercise, is liable to a defect from which both rote-learning and transcription are free, the very same, in fact, which we have already pointed out in connection with the second method enumerated at the commencement of this article. If the passage chosen for dictation be too difficult, or if the pupil has not been properly prepared for it, he will, of course, make numerous errors in spelling, and thus wrongly spelt words will be presented to his notice and attention, and the wrong spelling will often be retained in his memory.

Dictation lessons, as commonly given, are defective in several particulars. As just pointed out,—

1. The passage for dictation is frequently ill-chosen, and not proportioned to the pupil's stage of progress; and,
2. The dictation of the passage is not preceded by the necessary preparation.

Besides these,—

3. The exercises are often not properly corrected.
4. Sufficient care is not taken that the pupil should learn to spell those words which he has misspelt in the exercise.

In a large school, the master, as he alleges from want of time, but we should say from want of judgment, frequently concludes an exercise in dictation with a very rapid and insufficient correction of the pupils' errors, sometimes allowing absolutely no time for learning the correct spelling. Dictation lessons, such as these, are, as we have already described them, simply worse than useless. They accustom the pupils to see bad spelling. If, as is alleged in reply, the time which can be spared for a dictation exercise in a large school is very limited, the remedy is simple and evident; a sufficiently short passage should be chosen, even if it should only be one short sentence. The difficulty in question, however, arises quite as often from the teacher's neglecting to prepare his pupils for the dictation exercise. We shall explain presently how this should be done. This neglect of preparation allows the pupils to make so many errors in their exercises, as to require more time for correction than the teacher finds he can afford.

To come, however, to the practical application of the above remarks,—we propose to describe two modes of preparing, directing, and correcting dictation exercises, one suitable for the lower, and the other for the more advanced classes in a school.

These two methods will necessarily differ in the following respects:—

1. In the choice of the passage to be dictated.
2. In the amount and kind of preparation gone through.
3. In the mode in which the errors in spelling, made by the pupils, are corrected, and the learning of the correct spelling secured.

Before proceeding to particularise the details of these proposed methods, it will be useful to indicate the distinction between an examination in spelling by means of a dictation exercise, and a lesson in spelling, of which such an exercise forms only a portion. Many teachers, in consequence of not sufficiently regarding this distinction, make all their class exercises in dictation examinations, rather than lessons in spelling. Now it is the object of an examination to test knowledge, and not to impart it. All that is necessary, therefore, by way of examination, is the dictation of a suitable passage (which, for this purpose, should be a passage quite new to the pupils, and yet not beyond their powers), and the ascertaining of the amount of errors, this being best expressed by a fraction in which the number of misspellings is placed for the numerator, and the total number of words in the passage is made the denominator.

In a dictation lesson, instead of the passage dictated being one which the pupils have not before seen, it must be one to which they have given a certain amount of attention and study by way of preparation, as will be explained directly, in order that they may be in a position to profit by the exercise, and that the number of errors may be reduced to a minimum. The reason of this has been already indicated. We desire that as few misspellings as possible should be allowed to appear before the eye of the pupil. The object of a dictation lesson is not to find out the errors which the pupil will make, so that he may be required to correct them and learn the right spelling of the words, as seems to be generally assumed. If properly conducted, it is rather to exercise him in recollecting, reproducing in writing, and fixing in his mind the correct orthography of words. Every error made should be looked upon as a necessary evil, indicating rather an insufficient preparation for the exercise than anything else. As, nevertheless, errors will appear, however judiciously the teacher may proceed, they must, of course, be seized upon and turned to advantage in furthering the purpose of the lesson. If this is not carefully attended to, the lesson is incomplete and defective.

These few remarks upon the difference between a dictation examination and a dictation lesson, will enable us to shorten and simplify the description of our proposed methods, by rendering it unnecessary to turn aside for the purpose of giving reasons for the steps proposed by way of preparation.

We now proceed to describe the method which we propose to be followed with the less advanced pupils. The passages selected for dictation should be of a suitable length. As has already been remarked, they are usually too long, and by their length often render the proper completion of the lesson impossible within the period of time which can be spared for the exercise. However simple and unnecessary to be insisted upon this precaution may appear, it is practically of the utmost importance, and the neglect of it often very materially lessens the advantage gained by the performance of the exercise.

In the next place, the passages should be taken from the reading books used by the pupils. For reasons which have been sufficiently indicated above, it should not contain too many words entirely new to the pupils, who must make themselves familiar with the passage before attempting to write it from dictation. They will do this all the more easily if the passage be taken from books which they constantly have in their hands at their reading lessons. A passage from a book will be found much more suitable for the purpose, than a mere list of words without connection. The commonest words of the language, are those with which it is most important that the pupil should be well acquainted, and he should, therefore, first be made to acquire a facility in spelling these correctly. These words will often occur, and be frequently repeated in passages selected from reading books. When these more frequently recurring words are thoroughly mastered, it will be time enough to learn lists of peculiar and more difficult words.

The passage selected should first be read, and its meaning carefully explained by the teacher. It may then be read by some of the pupils chosen for that purpose by the teacher; after which it must be transcribed once or several times by the pupils, the number of times being according to their age and proficiency. All the words in the passage should next be learned by rote, and the pupils afterwards called upon to spell them from memory, not in turn, but irregularly, the teacher pointing out the pupil who is to spell each word. When the class is thus sufficiently prepared, they will be ready to write the passages from dictation, which should always be slow and distinct, a word or two at a time. Teachers, especially young teachers, often give out a dictation exercise too indistinctly and rapidly, and hence find it necessary to repeat each word or phrase several times. If the dictation be sufficiently distinct and deliberate, it will not be found requisite to enunciate them more than once, except with very young children. By this means the pupils' attention will be much more closely fixed upon the lesson in hand. The contrary practice is a direct incentive to habits of inattention on the part of the pupil; he will often not trouble himself to catch the word or phrase the first time, when he knows it will be repeated once or twice.

The errors being marked, and the reading books distributed to

the class, the pupils should be required to transcribe the words which they have respectively misspelt a certain number of times, and then to spell them from memory.

It will be best, with the youngest pupils, that the preparation and dictation of a passage should form parts of the same lesson. When they have made sufficient progress, the preparation and dictation will advantageously form distinct lessons separated by an interval. The teacher will then be enabled to increase the length of the passages selected for the exercise.

We shall conclude by indicating the modifications and changes in method which will be requisite when we come to deal with the more advanced pupils in the school. And first, as to the choice of passages, they will, of course, be more difficult, and require a greater amount of effort on the part of the pupils, commensurate with their more advanced stage of instruction. They will not always be selected from the reading books; but the pupils may now be fairly required to write passages selected promiscuously from a variety of works, newspapers, &c. It will now also be found very useful to employ occasionally lists of words peculiar in their spelling or in other respects, classified lists of words shewing the powers of various combinations of letters, words alike in sound but differing in spelling, &c., and sentences or paragraphs constructed for special exercise in such peculiar words.

The teacher will also judiciously and gradually diminish the amount of time given to the preparation of each passage. He will first omit the transcription, when he finds it no longer necessary, the pupils preparing the passage sufficiently by being required to learn the words by rote. Still more advanced pupils may be simply required to look over the passage and observe the spelling of the words with which they may find themselves to be unacquainted; and frequently passages should be dictated which have not been prepared at all.

In proportion as the amount of preparation is diminished, with the increasing proficiency of the pupils, to the same extent must the care bestowed upon the rectification and utilisation of the errors made by them be increased. The words misspelt should be, as before, written out and learnt by rote, but this should not be considered sufficient. The teacher should keep a list of all the words in which errors are made; in the course of several lessons, he will collect a sufficient number to form themselves the subject of a dictation lesson with more than ordinary profit. They should be dictated half-a-dozen at a time; the teacher should then go round the class and mark all errors, writing the words afterwards upon the blackboard. When these have been learnt by the pupil, he will dictate those which have been misspelt the first time over again, with one or two more to make up the half-dozen. He should proceed in this manner through the whole list, omitting each time those words which the whole class has spelt correctly, and making up his half-dozen by taking in fresh words. The difficult words will be thus, as it were, worked into the pupil's minds, and their exercises in dictation will be rendered of much more advantage to them than such exercises usually are.—*Museum*.

AMERICAN AND EUROPEAN SYSTEMS OF DEAF-MUTE INSTRUCTION, COMPARED.

BY E. M. GALLAUDET, PRESIDENT OF DEAF-MUTE COLLEGE.

(Concluded.)

PROBABLY no practitioner of the so called German method more faithfully represents the views of his class of workers, than Mr. Hill of Weissenfels in the Prussian province of Saxony.

He has been engaged in teaching the deaf and dumb for upwards of forty years, has published many valuable professional works, and is everywhere looked up to as authority among his countrymen.

Mr. Hill says, in answer to queries recently propounded in regard to the proportionate success of pupils in learning to speak and read from the lips:

"Out of one hundred pupils eighty-five are capable when leaving school of conversing on common place subjects with their teachers, family and intimate friends. Sixty-two can do so easily.

"Out of one hundred, eleven can converse readily with strangers on ordinary subjects. Others learn to do this after leaving school."

So far from agreeing with Mr. Hirsch that "the language of signs can have no connection with the process of instructing deaf-mutes," Mr. Hill in a recent work takes decided ground in favor of that leading agent in the system of de l'Épée, which Heinicke declared to be no less than "delusive folly, fraud and nonsense."

Speaking of those who pretend that in the German schools every species of pantomimic language is proscribed he says: Such an idea must be attributed to malevolence or to unpardonable levity.

"This pretence is contrary to nature and repugnant to the rules of sound educational science.

"If this system were put into execution the moral life, the intellectual development of the deaf and dumb would be inhumanly hampered. It would be acting contrary to nature to forbid the deaf mute a means of expression employed even by hearing and speaking persons * * * it is nonsense to dream of depriving him of this means until he is in a position to express himself orally. * * *

"Even in teaching itself we cannot lay aside the language of gestures (with the exception of that which consists in artificial

signs and in the manual alphabet, two elements proscribed in the German school) the language which the deaf-mute brings with him to school, and which ought to serve as a basis for his education.

"To banish the language of natural signs from the school room and limit ourselves to articulation is like employing a gold key which does not fit the lock of the door we would open, and refusing to use the iron one made for it * * * at the best it would be *drilling* the deaf-mute but not *moulding* him intellectually and morally."

Mr. Hill then goes on to make an extremely philosophical analysis of the sign language and its special uses under thirteen different heads, which it would be tedious to detail in this connection, but which has been translated and will be given to the public at no distant day.

It is to be borne in mind that this gentleman is one of the most successful teachers of articulation living, that he was trained in a German school and has given a life-time of labor to this peculiar species of deaf-mute instruction.

When he claims therefore but eleven per cent of his graduates as being able to converse readily with strangers on ordinary subjects, the inference is unavoidable that the system founded by Heinicke, which would make articulation the fundamental principle of instruction *has, as a system*, on which the mass of those for whose benefit it was devised may be taught, most completely and signally failed, and this too in a country where it has had every opportunity for success that could be afforded by Government patronage, private benevolence, undisputed sway, the labor of scores of talented and indefatigable men, and a hundred years of trial.

Nay more, the schools of Heinicke and his disciples have only been able to succeed in educating the large majority of their pupils by the adoption and practice of that much abused but ever indispensable language of signs, the discovery and adaptation of which will reflect immortal glory on the memory of de l'Épée.

And it is not until within a comparatively brief period that this fact, long understood by experts, has been admitted in the frank and honest manner of Mr. Hill.

This adverse judgment as to articulation as a system of education for the mass of so called deaf-mutes, must not, however, be taken as a total condemnation of its practice in cases where success is possible. Among this class there always appears a varying proportion of persons who, acquired deafness after having learned to speak.

The power of speech in these having already germinated, may in nearly every instance, be cultivated and brought to a good degree of perfection.

Others also who having once heard, became deaf before gaining any command of language, may in some instances learn to speak and read from the lips. Others still, born partially deaf and retaining defective hearing, may do the same; while a very few are found born totally deaf, who may acquire artificial speech to a useful extent. But taking all these classes together, we fall short of reaching a majority, or even a large minority, of the so called deaf and dumb who can achieve sufficient precision or clearness of utterance to be able to make themselves understood by strangers.

No argument will be necessary to secure from intelligent minds the admission of the fact that not all persons are endowed with a talent for music; that not every human being can succeed in art essays; that few men are capable of oratory and fewer still of poetry. So well established by the experience of ages are these conclusions, that a teacher of youth would be thought little removed from insanity who should attempt to make all his pupils poets or artists, or musicians, though all might learn to sing, to draw after a fashion, to declaim and even to rhyme.

And at the same time he who should endeavour to foster and develop talents for painting, sculpture, oratory or poetry, wherever among his pupils he found these choice gifts in existence, would draw forth universal commendation.

This experience proves it to be with articulation among the deaf and dumb. To the mass it is unattainable, save in degrees that render it comparable to those sculptures and paintings that never find a purchaser; to books and poems that are never read; to music that is never sung. Involving much patient labor on the part of teacher and pupil it exhibits only that limited degree of success which honest criticism is compelled to stamp as no better than failure.

And yet, when the congenial mute *can master* oral language the triumph both of teacher and pupil is as deserving of praise as the achievement of true art, music, poetry or oratory.

The actual removal of the affliction of deaf-dumbness may be looked for only at the hands of Him who when on earth spoke the potent "*Ephphatha*" as a proof of His divinity. But those who labor in his name in behalf of His stricken ones should welcome every means of lessening the disabilities under which the objects of their care are found to rest.

And so while articulation has failed *as a system* the method has proved so useful in certain cases that it has been adopted among the institutions of Europe until of thirty-three continental schools recently visited by the writer but one was found where it was not regularly taught.

The introduction of stated instruction in artificial speech and lip reading to those found capable of acquiring it, (this task to be performed by additional teachers,) would undoubtedly prove a valuable accession to the system of deaf-mute education as now carried for-

ward in this country. And no obstacle stands in the way of adoption of such an improvement by the existing institutions.

In those European schools where articulation has been accepted as an adjunct, the main reliance being on the language of signs, the manual alphabet and writing, the highest degree of general success in a given term of years has most unquestionably been attained.

No time is wasted, out of respect to exploded but ancient ideas, in vain attempts to achieve that which if gained at all will be of no practical value to its possessor, while at the same time no efforts are spared to impart any and every species of useful knowledge, attainable to the pupils according to their various abilities.

No candid person at all conversant with the wants and powers of the deaf and dumb, and familiar with the workings of our American institutions for this class of persons, who will examine critically similar institutions in Europe, can escape the conviction that in essentials ours equal the best, and far surpass the great majority of foreign schools.

So entirely defensible, both in the soundness of its theories and the success of its practical workings, is the American system of deaf-mute instruction, that he who should attempt in the light of the present advanced age, to build anew from the starting points of the Holders and Wallises, the Aminans and the Heinickes of former centuries, or even to experiment with methods of whose worthlessness the most ample proofs exist, would richly deserve the contempt and reproach which would be swift to follow upon his certain failure. With the addition, easily effected, of classes for articulation in our existing institutions, in the manner generally adopted on the continent of Europe, the deaf-mute schools of the United States may justly claim to be exercising every means at present employed in any country for the most thorough and enlightened education of their pupils.

And yet it must be confessed that there exists a common defect from which no system can claim to be free.

It is a fact, admitted abroad as well as at home, that very many deaf-mutes of fair intelligence, on leaving school, after a five, six or seven years course of study under faithful and accomplished teachers, have not acquired an ability to express their thoughts on all subjects in absolutely correct written language. In other words they have not learned to think in their vernacular. They commit errors in composition that are termed by their teachers deaf-mutisms, and which can hardly be described except by examples.

It will be unnecessary to enter into an argument to prove that a child born deaf labors under great and peculiar disadvantages in acquiring language.

All teachers whether basing their efforts on articulation or signs, agree in acknowledging the difficulty of imparting to their pupils the power of idiomatic, and absolutely grammatical, composition.

The great loss of that daily and almost hourly tuition in conventional and exceptional forms of language, received passively, but none the less effectively, by hearing children, is apparent in the deaf-mute at almost every step of his education.

Common justice would seem to demand that a period of tuition in school equally extended with that afforded to their more favored fellows, should be accorded to the deaf and dumb. That such a length of time is secured, when they are limited to five or six years for the acquirement of a new and complicated language, and for all the education wherein they are ever to receive the assistance of competent teachers, no one will undertake to claim.

That the defect just alluded to might be removed in great measure by an extension of the period of tuition and the beginning of the education of the mute at an earlier age than has been customary, is most probable.

Great interest therefore attaches to efforts recently inaugurated in England and in this country for the establishment of infant schools for the deaf and dumb.

At Manchester, England, an institution of this description has been in operation several years, but not as yet a sufficient time to exhibit full results, and if the school recently opened at Northampton, Mass., be kept rigidly within the bounds of its present organization it may solve the question whether a general system of infant schools for mutes be desirable, than which a more important point does not remain to be decided in the whole range of effort for this class of persons.

The idea has been brought rather prominently before the public in the United States during the past two years that special institutions for the deaf and dumb are to a great extent unnecessary, and that this class of persons may with little difficulty be educated wholly or in large part in schools for hearing and speaking children.

The opinions and writings of a certain Dr. Blanchet of Paris have been cited in support of this theory and it has been claimed that success has attended efforts exerted in this direction.

To one who has made the instruction of the deaf and dumb his daily labor for any extended period, the discussion or even the suggestion of an idea so impracticable seems the height of absurdity.

The public generally, however, understand so little the condition and capabilities of the deaf-mute, that they may be led to believe the most impossible things as quite feasible, provided he who recommends them be ingenious in his arguments and persistent in his efforts.

In several countries of Europe attempts have been made to effect the education of mutes in the common schools, ending uniformly in failure: the highest end attained being the preparation

of the child in some small degree for the essential work of the special institution.

The recommendations of Dr. Blanchet have been followed in certain schools for a considerable period, with results so decided as to lead to the hope among the true friends of the deaf and dumb that all further experiments in this direction may be abandoned.

A single incident which came to the notice of the writer in Paris will serve to show how entire has been the failure of the so called Blanchet system.

On entering the office of the Director of the Paris Institution one day I found there a mother and a son, the latter fifteen years of age.

He was deaf and dumb and had been attending for eight years a common school where the teachers had endeavored to instruct him on the Blanchet system.

He has attained no success in articulation and in his attempts at written language committed errors that would be regarded as inexcusable in a pupil of two years standing in our special schools.

His mother was seeking to secure his admission into the Paris institution that he might be educated before he become too old; and I feel justified in claiming from what I saw and heard, that the benefit he had derived from his eight years instruction in the common school was less than would have been secured by two years enjoyments of the advantage of the Paris Institution.

Professor Vaisse, the Director, informed me that this was but one of many similar cases which had been brought to his notice, and that the testimony of competent witness was agreed as to the entire failure of the Blanchet system in France.

EDUCATIONAL INTELLIGENCE.

AT HOME.

Dalhousie College Convocation.—The University met in Convocation on the 22nd April, at 3 o'clock.

In addition to the Governors, Professors and Students, there was a very full attendance of ladies and gentlemen from the city. On the platform were the Hon. the Chief Justice, Chairman of the Board, Dr. Avery, Hon. S. L. Shannon, C. Robson, Esq., Hon. Alex. Keith, Rev. Canon Cochran, A. M. Uniacke, Esq., Rev. Dr. Bayne, Rev. Professor King, Rev. P. McGregor, Rev. Professor MacKnight, Rev. G. M. Grant, Rev. Chas. Grant, and many others.

The proceedings were opened with prayer by the Very Rev. Principal Ross, D. D.

The general results of the work of the session were given, accompanied by a few remarks on the satisfactory condition of the College,—after which Prizes were presented by the Principal; in the Classical Classes, by Prof. Johnson; in Mathematics, by Professor MacDonald; in Metaphysics, by Prof. Lyall; in Chemistry, by Prof. Lawson; in Rhetoric and History, by Prof. DeMill, and in Modern Language, by Mons. Leicht.

The Pass and Honor Lists were read by Professor MacDonald, Secretary of the Senate.

The ceremony of Graduation was then proceeded with. Professor Lawson, as Promoter, introduced the Candidates for graduation, and after the customary response, the Principal conferred the degree of Bachelor of Arts upon six candidates who had completed their studies and passed the prescribed examinations from year to year throughout the course.

The meeting was then addressed by the Rev. G. M. Grant, who in an able and eloquent speech enforced the importance of unity of action in University education. Mr. Grant was followed by A. M. Uniacke, Esq., who referred to the present and prospective condition of University education throughout the Dominion, and the valuable work that was being done by the various colleges, even in their isolated condition. The Rev. Dr. Bayne, whilst warmly expressing interest in the evidence of success which the college afforded, called attention to the inadequacy of the College Hall for such public meetings as the present. After several other remarks from gentlemen, the Hon. the Chief Justice enforced, in an eloquent appeal, the value of College training, and the high privileges which were within the reach of the youth of the city, in having such a noble institution in their midst. A Medical Faculty has been established, and now our young men will have the means of obtaining professional as well as academic training.

It was announced that the Medical Faculty would commence their proceedings on Monday evening, 4th May.

The Degree of Bachelor of Arts was conferred, with the usual ceremonies, upon the following Students:—

Arthur Frederick Carr, St. Edwards, P. E. I.
Thomas McCulloch Christie, Yarmouth.
James G. Aylwyn Creighton, Halifax.
James Forrest, Halifax.
Kenneth McKay, Pictou.
Isaac Smith Simpson, Merigonish.

PRIZES.

1st Year:

Classics—James G. McGregor,
Mathematics—James G. McGregor
Rhetoric—Alex. G. Russell.

2nd year :

Classics—Arthur P. Silver,
Mathematics—Arthur P. Silver,
Logic and Psychology—Arthur P. Silver,

3rd Year :

Classics—Herbert Bayne,
Physics—E. D. Millar,
Metaphysics—H. Bayne,
Chemistry—E. D. Millar.

4th Year :

Classics—J. G. A. Creighton,
Ethics and Political Economy—T. M. Christie,
Mod. Languages—J. G. A. Creighton.

ROY PRIZES.

For English Reading, open to all Students—Alex. G. Russell.
For Students of the Rhetoric Class—James G. McGregor.

YOUNG PRIZES.

Senior Division—George Murray.
Junior Division—Wentworth Roscoe.

1st CLASS CERTIFICATES.

4th Year—J. Creighton, H. Christie.
3rd—H. Bayne, E. D. Millar.
2nd—A. Silver, H. Scott.
1st—J. G. McGregor, A. Russell.

2nd CLASS CERTIFICATES.

4th Year—K. McKay.
1st Year—James Fitzpatrick, J. D. Story, W. E. Roscoe.

The Schools of Yarmouth.—In our last we noticed the progress of Yarmouth in material wealth; but wealth of this description is really valuable only in proportion as it is applied to educational expansion, and to the healthy growth of moral and religious sentiment. The people of Yarmouth, impressed with this fact, have done themselves immense credit by establishing several institutions of learning of a most useful character. The most prominent of them is the Yarmouth Seminary. This is a four story building of large dimensions erected at a cost of some \$20,000. It was built by a company of liberal, enterprising gentlemen, of which N. K. Clements, Esq., is a prominent member. We are informed that this gentleman was largely engaged in running the blockade during the late American war, and report says, that in a few years he amassed wealth in this business to the extent of some \$200,000. Be this as it may, he has built a costly and magnificent mansion for himself, and has contributed largely to the erection of this seminary of learning. He is said to be a man of capacious conceptions, and of indomitable perseverance. When such men are disposed to do good they generally do it upon a grand scale.

The plan of the Seminary edifice is admirable in design, and most thorough in execution. The basement is used only as a play-room for the pupils in stormy weather. One of the Free Schools of the town at present occupies the second flat and a portion of the third. This school has five departments, with a teacher at the head of each, and the classes are all graded according to the school basis, beginning with the Infant School and ascending to the Grammar School. All these departments combined have sometimes numbered upwards of 300 pupils. The Grammar School is at present under the instruction of Rev. Mr. Coy, a graduate of Acadia College; but he retires the first of May to devote himself unreservedly to the ministry of the gospel. His place, we understand, is to be filled by Mr. Woodworth, formerly of Cornwallis, who is spoken of as an acceptable teacher. Musical instruction in the institution is under the superintendence of Professor C. R. Bill.

The High School or Seminary proper, though occupying the same building, is entirely independent of the Free School, and is supported by a Government grant and the tuition fees. It has male and female departments. Professor McLennan is Principal of the High School, and in addition to instruction in the higher branches of English education, teaches the classics. Professor Yale is the teacher of modern languages, and imparts instruction in French, German and Italian. These gentlemen are graduates of the University of Toronto, and are said to be well qualified for their work. The young ladies' department is under the tuition of Miss Brown, who performs well her part. Some of the young ladies take lessons also in the classes of the male department. There is also a teacher of drawing and painting. Such an institution, under the guidance of healthy management, cannot be otherwise than a blessing of priceless value to the people of this country.

A Literary Society has been formed in connection with the Seminary which promises to render good service. They gave a "Literary and Musical Entertainment" on the evening of the 11th inst., in the Seminary Hall, which was numerously attended, and which gave very general satisfaction. Rev. Mr. Hennegar, Wesleyan clergyman, occupied the chair. The following was the order of exercises:—

Piano Forte Solo, Miss Sarah Baker; Glee—"Stars of the Summer night;" Address by Mr. George Lavers; Duet—"What are the wild waves saying," (Glover,) Miss M. Dado and Miss E. Richan; Reading—"The burial of Moses," (Mrs. Alexander,) Mr. A. S. Hood; Solo—"La Marseillaise," Mr. H. Yale; Electrical experiments by Professor McLellan; Reading—"The execution of Montrose," (Ayton,) Mr. H. Yale; Solo & Chorus—"Swinging in the lane," Prof. Bill and others; Essay—"Fashion," Mr. J. D. Christie; Duet—"The Minute gun at sea," Prof. Bill and Mr. H. Yale; Address by Mr. Daniels; "God save the Queen."

Where all performed their part so well we must not particularize lest we should be considered as invidious; but we shall be pardoned for saying that the address of Mr. Daniels was of a high order. He is a young man of more than ordinary promise. The music of the occasion was under the guidance of Prof. Bill, and was highly applauded by an appreciative audience.

Our conviction is, that instruction in musical science should be made a part and parcel of the educational system generally, extending all through the several departments, from the infant class to the highest university. It is only in this way that the musical talent of a country can be thoroughly cultivated and developed; or that we can have, what so many so much desire, congregational singing in our churches. The talent and love of music are almost universal. To be without a love for music is regarded as the next thing to being destitute of a soul. Hence by all civilized nations music is reduced to a science of exquisite sensibilities and delightful charms: but there is no "royal road" to this science; it can only be acquired by the dint of study and application. We can no more be proficient in music without study, than we can be proficient in Greek, Latin, or Mathematics without it. Music should therefore be regarded as an essential element in the education of the family, and in the instruction imparted in the schools. Such is the sentiment of all the best educationalists of all nations, and all progressive communities are acting upon this principle. We are glad to see that Yarmouth, in this respect, does not intend to be behind the spirit of the age.

The Lower Section School.—In addition to the Central School as described above, one of large dimensions is established in the lower part of Yarmouth Town. The building is three stories high and will accommodate some 400 pupils. The school has four departments and is under the superintendence of Mr. Smith, a gentleman highly competent to discharge the duties of his office. His school is said to be in a very efficient state.

The Milton School is not more than one mile above the Central. The house is nearly equal in size to the one below, and also has four departments. Mr. Condon, formerly of Aylesford, is the Principal of this school. He is deemed eminently qualified for his position, and is performing an admirable work. His school is large and effective. These institutions are exerting a most healthful influence on the outlying districts, and the demand for first class teachers is increasing on every hand.

Under the influence of this new order of things thoroughly worked out, Yarmouth will advance in education as much in the next ten years as it has during the last fifty years; and all this is largely the result of the Free School system, as now inaugurated in Nova Scotia. Would that we had a kindred system in New Brunswick. When will the representatives of the people become sufficiently enlightened, magnanimous and patriotic to give birth to such a noble plan for the education of the rising progeny of the country? For school accommodations the small town of Yarmouth, numbering not more than 5,000 inhabitants, is far in advance of the commercial emporium of New Brunswick. Surely it is quite time for St. John to take an advance step in the cause of education.—*St. John, N. B. Visitor.*

Colchester Co.—In March I visited the schools of Five Islands, (three sections with three teachers and an assistant), three schools in Economy, Bass River, and three departments of the Model School Truro. In April I visited the other department of Model School, the Supplementary School in Truro, Bible Hill, Harmony, West Branch, North River, Lower Village, Old Barns, Beaver Brook, North Mountain, Central Onslow, Lower Onslow, Chigonis (two departments), Upper Chigonis, DeBert River No. 2, Folly Mountain (two sections), Mastown, Folly, Highland Village, Cumberland Road north Acadian Mines (1 teacher, 1 assistant) and Brookfield; and for the second time, Cumberland Road South, Great Village (High Department), and Lower Stewiacke East. The ten schools visited had a registered attendance of 720, with an average attendance of 430, very nearly 60 per cent. The new school house in Truro will accommodate two departments and will probably induce the attendance of many who cannot now get admission with advantage.

Present prospects are, that a large number of schools will be at work next term, perhaps 4 or 5 more than in the corresponding term of last year. H. C. UPHAM.

PROVINCIAL GRANTS

In aid of Common Schools, paid to Teachers, for the Term ended April 30, 1898.

The asterisk (*) marks those employed in poor Sections.

TEACHER. Number of Teaching days employed. Amt. paid to Teacher from Prov. Treasury.

COUNTY OF CAPE BRETON.

Creed, H. C., B. A. 111½ —

GRADE A.

Archibald, Isaac	80	\$39 67
Carey, John	109	54 05
Chisholm, Kenneth	113	56 03
Dimock, W. D.	110	54 55
Dowling, T. C.	121	60 00
Johnston, T. W.	101	50 08
Morrison, Alexr.	118	58 50
McLennan, Angus	119	59 00
Rindress, John	118	58 50
Stewart, John	119	59 00

GRADE B.

Anderson, Caroline	115	42 75
Brown, C. M.	60	22 30
Cameron, A. D.	121	45 00
Dixon, Lavinia	103	38 30
Ells, Agnes M.	120	44 62
Fraser, John	121	45 00
Harrington, Annie	119½	44 43
Lewis, Francis	102	37 95
*McLean, Donald	120	59 50
McNeil, M. A.	119	44 25
*McSween, D. A.	112	55 50
Morrison, Donald	120	44 62

GRADE C.

Ahearne, Catherine	121	30 00
*Arbuckle, Niel	121	40 00
*Cameron, A. T.	120	39 67
Campbell, Christina	119	29 50
Chisholm, John	120	29 75
Ferguson, Angus	70	17 35
Garett, Charles	113	28 02
*Gillis, Andrew	89	29 40
*Gillis, Duncan H.	119	39 33
Hanrahan, M. J.	111	27 52
*Hayes, Joseph	121	40 00
*Johnston, John	118	39 00
Johnston, John	42	10 40
Logan, Mary Jane	117	29 00
Lowther, George	120	29 75
McAdam, Alexander	120	29 75
McDonald, Alexander	121	30 00
McDonald, Alexander J.	100	24 80
*McDonald, Archibald	120	39 67
*McDonald, Angus	108	35 70
McDonald, John	120	29 75
McDonald, John	117	29 00
*McDonald, Joseph	119	39 33
*McDonald, Joseph J.	116	39 35
*McDonald, Malcolm	115	38 00
*McDougall, Allan	97	32 06
*McDougall, Archibald	112	37 03
McDougall, John	117	29 00
McGilvray, Daniel	119	29 50
McGilvray, Joseph	120	29 75
McInnes, Niel	110	27 25
McIntosh, Donald	120	29 75
*McIntyre, Peter	69	22 80
*McKay, George	116	38 33
*McKinnon, Joseph	119	39 33
*McLean, Catherine	120	39 67
McLean, John	60	14 87
*McLean, Roderick	112	37 03
McLellan, Ronald	67	16 60
McNeil, John	119	29 50
*McNeil, Michael	116	39 33
*McNeil, Michael A. L.	114	37 67
*McNeil, Murdoch	117	38 67
*McNeil, Roderick	120	39 66
*McNiven, Archibald	119	39 33
McPhie, Peter	110	27 25
McVarish, Joseph	121	30 00
*McVicar, John	80	26 44
Matheson, Murdoch	85	21 08
Matheson, Murdoch	36	8 92
Townsend, Zachariah	121	30 00
Walsh, Mary	121	30 00
*West, Joseph K.	63	20 80

GRADE D.

Campbell, Flora	117	21 75
*Johnston, Catherine	120	29 75
*McDonald, Effie	60	14 86
*McDougall, Julia	110	27 25
McKinnon, Margaret	119	22 12
McLeod, Catherine	120	22 30
*McNeil, Margaret	110	27 25
Martel, Leonora	112	20 87
*Morrison, Christina	116	28 75

TEACHER. Number of Teaching days employed. Amt. paid to Teacher from Prov. Treasury.

COUNTY OF VICTORIA.

GRADE A.

Cameron, John J., B. A. 121 —

GRADE B.

Archibald, O. W.	120	\$59 50
Boyd, I. C.	95	47 12
McDonald, Peter	105	52 05
McDonald, Murdoch	121	60 00

GRADE C.

Anderson, Annie M.	100	37 20
Baxter, Ellen	120	44 62
*Campbell, Malcolm	121	60 00
Fraser, John	121	45 00
McKay, Angus	115	42 75
McKay, Angus (E.)	87	32 37
McKay, Charles	121	45 00
McKinnon, Murdoch	121	45 00
McDonald, H. A.	121	45 00
McDonald, John	118	43 88
*McDonald, Angus	121	60 00
McNeil, John H.	120	44 62
*McLeod, Norman	121	60 00
McNeil, E. P.	119	44 25
McDonald, M. B.	120	44 62
McMillan, Allan	120	44 62
McKenzie, John	61	22 68
McLennan, John	116	43 14
Morrison, John	121	45 00
Newton, James	121	45 00
Ross, Margaret C.	106	39 42

GRADE D.

Campbell, D nald	121	30 00
Kerr, Duncan	121	30 00
McRitchie, Norman	95	23 55
McMillan, Colin	120	29 75
McCharles, Roderick	120	29 75
*McRitchie, Murdoch	99	32 72
McKinnon, Norman	106	26 28
McRitchie, John	121	30 00
McLeod, Malcolm	121	30 00
McIvor, Angus	88	21 82
McInnes, M. L.	101	25 04
*McKay, Allan	121	40 00
*McDonald, David	121	40 00
McMillan, Duncan	116	28 75
*McInnes, John	116	36 33
McLennan, J. D.	121	30 00
*McLennan, Donald	119	39 33
*Morrison, Donald	121	40 00
*McLeod, Murdoch	108	35 70
McLeod, Malcolm	121	30 00
McLennan, J. D.	119	29 50
McKay, Daniel	120	29 75
*McRae, Murdoch	120	39 67
McPherson, Helen	116	28 75
*McDonald, M. I.	120	39 67
McLean, Sarah J.	116	28 75

GRADE E.

McAuley, Jane	112	20 87
McRitchie, Flora	109	20 25
McLeod, Ann B.	121	22 50
Morrison, Catherine	109	20 25

COUNTY OF RICHMOND.

GRADE A.

Chisholm, A., Rev Dr. 110 —

GRADE B.

Bethune, John	121	\$60 60
Gillis, Alexander	121	10 00
McEachern, D.	118	58 50
McNeil, Malcolm	115	57 00
McLean, Angus	121	60 00
McLean, Donald	113	56 05
McQuarrie, H.	119	59 00

GRADE C.

Hearn, Sarah	116	48 14
Heberé, M. A.	121	45 00
McKay, John, senr.	121	45 00
McLean, Duncan	118	43 88
McKenzie, M.	118	43 88
McPherson, Stephen	108	40 16
McPhail, A.	114	42 40
Morrison, Norman	120	44 62
St. Claude, Lady	121	45 00
St. Zythonna, Lady	121	45 00

GRADE D.

Beranger, John	120	29 75
Currie, R. J.	108	26 77
Campbell, J. E.	119	29 50
Campbell, Neil	92	22 80
Doyle, M. A.	98	24 30
Ferguson, Roderick	103	25 53
Heberé, Jane	121	30 00

TEACHER. Number of Teaching days employed. Amt. paid to Teacher from Prov. Treasury.

Hearn, Bridget	116	\$28 75
Johnston, Archibald	117	29 00
McKay, John, junr.	118	29 25
McDonald, John	120	29 75
McNeil, Joseph	118	29 25
McKeagney, H.	86	21 32
McKay, John, 2nd	107	26 52
McMillan, J. H.	94	23 30
McReno, Joseph	121	30 00
Shehan, Daniel	89	22 05
Shaw, John	114	28 25

GRADE D.

Beausejour, Maria	120	22 22
Tennelly, Mary	121	22 50
Marchand, Margaret	121	22 50
Laundry, Alexandrine	104	19 37
Sutherland, Jesse	112	20 87
Terrio, Judith	115	21 38
Terrio, Josephine	85	15 80
Walsh, Mary	60	11 15

ASSISTANTS—GRADE D.

Picard, J. B. 118 19 50

GRADE C.

St. Helene, Lady	121	30 00
St. Euphrosina,	121	30 00
St. John	121	30 00
St. Maurice	121	30 00
St. Alexander	121	30 00

COUNTY OF INVERNESS.

GRADE B.

Forbes, James C.	82	\$40 67
Gunn, J. Y.	100	49 60
McDonald, Angus	121	60 00
McLean, Allen K.	121	60 00
Doyle, James	100	49 60
McLeod, John H.	120	59 50
McLean, H. K.	117	58 00
McLellan, Peter	121	60 00
McGregor, Murdoch	115	37 00

GRADE C.

Bartlett, John H.	119	44 25
Chisholm, Duncan	97	36 07
Chisholm, Donald	86	32 00
Chisholm, Theodore	90	33 50
Kennedy, Angus	121	45 00
McIntyre, Peter	105	39 05
McLellan, Alex.	115	42 75
McKinnon, Malcolm	121	45 00
McDonald, Hugh	116	43 14
McEachern, John	120	44 62
Vindy, Thomas	120	44 62
Fitzgerald, Mathew	90	33 50
Jamison, Neil E.	121	45 00
*Munro, John	120	59 50
McGregor, Donald	117	43 50
Spurling, Emma G.	118	43 88

GRADE D.

Boyle, Dougald	121	30 00
Bruce, Maggie J.	119	29 50
Chisholm, Colin	118	29 25
Campbell, Donald H.	120	29 75
Chisholm, Alex	115	28 50
Gillis, John	109	27 02
Jameson, John	121	30 00
Jameson, John	119	29 50
Kennedy, Daniel G.	120	29 75
Matheson, Angus R.	120	29 75
McAuley, Neil	120	29 75
McKay, Alexander	119	29 50
McLean, Peter	120	29 75
McIntyre, Hugh	119	29 50
McKay, John	120	29 75
McDonald, Daniel	100	24 80
McInnis, John	100	24 80
McKinnon, Allan	120	29 75
McIsaac, Alexander	112	27 75
McKinnon, Donald	116	28 75
McLean, Lauchlin	121	30 00
McKay, John	100	24 80
McMillan Peter	100	24 80
McDonald, Michael	120	29 75
McDonald, Peter	109	27 02
McQuarrie, John G.	114	28 25
McKenzie, John	121	30 00
McLennan, Alexander	120	29 75
McLeod, Neil	99	24 54
McLeod, Malcolm	100	24 80
McDonald, Donald	102	25 30
McEachern, Alexander	72	17 85
McIsaac, Allan	120	29 75
McQuarrie, William	115	28 50
McQuarrie, Alex.	84	20 83
McLean, Ross J.	110	27 25
Walker, Donald	120	29 75
Cameron, Allan	118	28 02

TEACHER.	Number of Teaching days employed.	Am't. paid to Teacher from Prov. Treasury.
DeCarterot, John	120	\$29 75
Gillies, Michael	114	28 25
*Gillies, Hugh	90	29 75
Gillies, Donald	119	29 50
Gunn, Maggie	110	27 25
*McLean, Donald	85	28 10
McMillan, Neil	120	29 75
McMillan, Charles	115	28 50
*McDonald, Alexander	110	35 33
McLean, John	120	29 75
*McLeod, Malcolm	100	33 06
McAuley, Murdoch	116	23 75
McMillan, Duncan L.	121	30 00
McLellan, Alexander	111	27 52
*McLeod, Donald	110	36 33
McDonald, Alexander	120	29 75
McLean, Isabella	104	25 78
Penbroke, John	120	29 75
*Reville, Matthew	95	31 75
GRADE K.		
Campbell, Jessie	116	21 57
McLean, Ann	89	16 55
McPherson, Catherine	110	20 45
Smith, Mary Ann	82	15 25

COUNTY OF CUMBERLAND.

GRADE A.		
Mellish, J. T.	120	—
GRADE B.		
Atkinson, Horatio	120	59 50
Dixon, Amasa	116	57 50
Fraser, Duncan C.	120	59 50
Fulton, Allison	116	57 50
Huntley, Frederick S.	117	58 00
Ibbitson, W. H.	115	57 00
McCabe, James	121	60 00
McLeod, Donald J.	121	60 00
GRADE C.		
Baird, Annie	119	44 25
Baker, Hibert	117	43 50
Beaton, Mary Jane	111	41 25
Betts, John T.	120½	44 80
Black, Bessie J.	120½	44 80
Black, Mary E.	119	44 25
Brown, Amy	120	44 62
Burns, Margaret	120	44 62
Charman, Mary	107	39 80
Colter, Mcinda	105	39 05
Creed, Annie D.	120	44 62
*Euter, Sarah S.	119	59 00
Fulton, Samuel O.	60	22 31
Fulton, Silas C.	120	44 62
Gooden, Edward B.	116	43 14
Groene, Elizabeth	125	45 00
Hamilton, Helen M.	121	45 00
Keith, A. C.	74	27 52
Kennedy, Eran	121	45 00
Logan, Charlotte E.	120	44 62
Logan, Rebecca J.	121	45 00
McDonald, Annie	120	44 62
McKenzie, Anna	121	45 00
Page, Ellen C.	119	44 25
Page, Jessie	120	44 62
Patterson, Wm. G.	120	44 62
Phelan, George H.	115	42 75
Robinson, Frederick	120	44 62
Reid, Henry	119½	44 43
Ross, Alexander S.	122	45 00
Ross, John T.	120	44 62
Schurman, Samuel P.	119	44 25
Stevens, Harriet N.	120	44 62
Stevens, Maria H.	102	37 93
Stuart, Bessie Ann	119	44 25
Sutherland, B. A.	104	35 67
Tuttle, Charles R.	114½	42 58
Tapper, Rachel	119	44 25
Treen, George R.	121	45 00
Ward, Sarah M.	114	42 40
West, Julia	110	40 90
*Woods, Walter	99	49 06
GRADE D.		
Baird, Lucinda	120	29 75
Brown, Wm. H.	120	29 75
Brownell, George W.	117	29 00
Carter, Elizabeth	120	29 75
Chapman, Charles	120	29 75
Colter, Kliza A.	116	25 75
Colter, John M.	108	26 77
Finley, Aaron	117	29 00
Finley, Annie	111	27 52
Fisher, Joseph M.	114	23 25
Fowler, Julia A.	120	29 75
Fulton, Theresa M.	60	14 87
*Glennie, M. J. W.	73	24 18
*Graham, Isabella	79	26 10
*Harrison, George W.	120	39 67

TEACHER.	Number of Teaching days employed.	Am't. paid to Teacher from Prov. Treasury.
*Horton, James A.	71	\$23 46
*Horton, Lucy M.	107	35 36
Huestis, Sarah A.	76	18 84
Huestis, Harvey	99	24 54
Ibbitson, Celia A.	86	21 32
*Ibbitson, T. L.	89	29 40
McAlman, Ruth	82½	20 45
*McCarthy, John	110	36 33
*McIntosh, Donald	109	36 03
Mills, Phebe A.	118	29 25
Miner, Henry	120	29 75
Munroe, Isabella	110	27 25
Phelan, Julia S.	120	29 75
*Phelan, Udivilla	119	39 33
Roberts, C. S.	85	21 08
Sayre, Clara	81	20 08
Slack, Ellen	120	29 75
Smith, Wellington	120	29 75
*Spencer, Lucinda	102	33 75
*Swallow, Charles W.	116	38 33
Treen, Margaret J.	107	26 52
Tuttle, Elizabeth A.	120	29 75
GRADE E.		
Bliss, Augusta	114	21 20
Dobson, Mary	115	21 38
Martin, Martha	116	21 57
*Phillips, Martha S.	104	25 82
Pagan, Mary Ann	117	21 75
Purdy, Udivilla W.	85	15 80
Salter, Jane	110	20 45
Wheeler, S. J.	104	19 37
ASSISTANTS—GRADE C.		
Laura A. Seaman	115	28 47
GRADE D.		
Mary E. McKenzie	121	20 00
Clarissa Ward	74	12 23

COUNTY OF PICTOU.

GRADE B.		
Barker, Rev. E.	114	\$56 50
Ballie, John	118	58 50
Cameron, J. W. H.	115½	57 25
Collie, James R.	117	58 00
*Clark, John S.	105	69 40
Cameron, William	120	59 50
Dunn, James S.	113	56 05
Fraser, William	111	55 05
Fraser, Roderick	120	59 50
Forbes, John W.	64	31 73
Fraser, Malcolm	117	58 00
*Gordon, Aeneas	121	60 00
*Gunn, Adam	121	60 00
Hunter John	121	60 00
Hynds, David	120	59 50
Jack, John	118	58 50
Lippincott, Aubrey B.A.	116	57 50
Mitchell, George	121	60 00
McLean, James	113	56 05
McLean, John	120	59 50
McLean, Roderick	120	59 50
McKay, Alexander H.	87	43 15
McMillan, Finlay	95	48 60
McIntosh, Robert	90	44 63
McKenzie, Alexander	119	59 00
McDonald, Daniel	118	58 50
McKenzie, William J.	118	58 50
McDonald, Duncan	119	59 00
Oliver, John E.	34	41 6
Stromberg, Hector	121	60 00
Turner, J. W.	120	59 50
GRADE C.		
Campbell, Mary	112	41 65
Campbell, Donald	121	45 00
Creswick, Edward	121	45 00
Cameron, Eimeline	120	44 62
English, Mary	121	45 00
Fraser, Kate	118	43 88
Fraser, Sarah	85	31 62
Gray, Andrew	116	43 14
Gellan, John	121	45 00
Gray, Andrew	119	44 25
Harris, James A.	109	40 53
Harris, Alice	119	44 25
Henderson, L. F.	112	41 65
Kennedy, Alexander	115	42 75
*Miller, Anna	60	29 75
Marshall, Jane	119	44 25
Murray, Elmira	120	44 62
McQuarrie, Jessie	116½	43 33
McKay, Alexander	112	41 65
McDonald, John	117	43 50
McDonald, Daniel W.	116	43 14
McLennan, Janet	89	33 09
McDonald, Catherine	118½	44 07
McLeod, Daniel	108	40 16
McDonald, Dalinda	39	14 50

TEACHER.	Number of Teaching days employed.	Am't. paid to Teacher from Prov. Treasury.
McKenzie, Hector	120	\$44 62
McGilvery, Augustus	121	45 00
McKenzie, Anna	117	43 50
McKenzie, Thomas	119	44 25
McIntosh, Daniel	15	5 57
McMillan, William	118	43 88
McDougall, Jessie	121	45 00
McBean, Alexander W.	115	42 75
McDonald, Sophia	40	14 87
Oulton, Christina	121	45 00
Patterson, Ann	111	41 28
Ross, Jane G.	116½	43 81
*Reid, Jane	118½	58 76
Ross, William	119	44 25
Stewart, Martha	110	40 90
*Smith, Robina	115	57 00
Stewart, Alexander	116	43 14
Sutherland, Hector	121	45 00
Thompson, Alexander	74	27 52
Weir, Janet	34	12 63
GRADE D.		
Blackie, Maggy	21	5 20
Cameron, John	100	24 80
Cameron, Christy A.	100	24 80
Campbell, Mary Bell	17	24 05
Cameron, James T.	100	24 80
Fitzpatrick, Mary J.	100	24 80
Fraser, Mrs.	121	30 00
*Falconer, Robert	65	21 44
Fraser, Isabella	20	4 96
*Gallon, Thomas	91	30 06
Grant, John	100	24 80
Logan, Richmond	117	29 00
Matheson, Hugh	114	28 25
*Murry, Margaret	60	19 83
*McMillan, John	116	38 33
McLeod, Flora	121	30 00
McKay, Catherine	120	29 75
*McLean, Janet	117	38 56
McLeod, George	119	29 50
McDonald, Daniel H.	105	26 03
McDonald, Mary J.	120	29 75
McKenzie, Mary	90	22 30
McKay, John	118	29 25
McDonald, James	120	29 75
McLeod, Margaret Ann	102	25 30
McIvre, George	102	25 30
*McKay, Margaret A.	50	26 44
McLean, James D.	85	21 08
*McLeod, Robina	120	39 66
Nash, Roxina	114½	28 37
*Parker, Henrietta	81	26 77
Ross, William, senr.	119	29 50
Ross, William, jr.	120	29 75
Robertson, James	101	23 04
Roy, Anna	104	25 78
Ross, James	120	29 75
Ross, Hannah	92	22 80
Roy, Jane	121	30 00
*Reid, John	60	19 86
Smith, Mary A.	96	23 80
Sutherland, David	100	24 80
Stewart, Janet	80	19 83
*Sutherland, Spencer	110	36 33
GRADE E.		
Harris, Christy A.	82	15 25
McDonald, Elizabeth	70	13 00
Smith, Mrs. George	114	21 19

COUNTY OF COLCHESTER.

GRADE A.		
Calder, J.	111	\$55 05
GRADE B.		
Corbett, W. D.	118	58 50
Croelman, D. F.	110	54 55
Crowe, L. G.	113	56 05
Franks, A. W.	110	54 55
Guild, W. H.	90	44 63
Jefferson, J. B.	120	59 50
Little, James	118	58 50
McDonald, S.	100	49 60
McGrath, J.	109	54 05
Moore, Edward	100	49 60
Murray, S. C.	100	49 60
GRADE C.		
Andrews, H. W.	121	45 00
Brown, H.	117½	43 68
Campbell, A.	114	42 40
Campbell, G. C.	119	44 25
Crowe, J. D.	83	30 35
Downing, J. R.	114	42 40
Ellis, H. A.	119	44 25
Finmore, P.	100	37 20
Fulton, John	105	39 05
*Hamilton, J. J.	97½	48 35
Hingley, S. J.	78	27 14

TEACHER.	Number of Teaching days employed.	Amt. paid to Teacher from Prov. Treasury.	TEACHER.	Number of Teaching days employed.	Amt. paid to Teacher from Prov. Treasury.	TEACHER.	Number of Teaching days employed.	Amt. paid to Teacher from Prov. Treasury.
ASSISTANTS—GRADE D.			Spinney, A.	61	\$15 12	*Forbes, Phebe J.	94	\$31 06
Alphousus, (Sister)	120	\$19 84	Spinney, O.	87	21 55	Wilson, Letitia	79	19 58
Copeland, N.	119	19 67	Thomas, J.	101	25 05	Snow, Deborah S.	70	17 35
LeBlanc, A.	119	19 67				Van Nordon, Mary J.	117	29 00
COUNTY OF YARMOUTH.			GRADE E.			GRADE E.		
GRADE B.			*Cooke, L.	120	29 75	McGill, Mary	118	21 95
Blackadar, J.	115	57 00	*Fox, E.	60	14 87	Richards, Mary A.	64	11 90
Bowers, E.	112	35 55	*Hersey, M.	112	27 87	Shirlock, Louisa M.	50	9 30
Butler, N.	101	50 08	Potier, M.	92	17 10	Swaine, Maria	78	14 50
Condon, H.	114	56 50	Surette, E.	92	17 10			
Cox, E.	65	32 25	ASSISTANTS—GRADE C.			GRADE A.		
Crosby, J.	97	48 12	McCully, S.	121	30 00	Smith, Nicholas,	121	—
Crosby, J. W.	105	52 05				Pattillo, T. R.	113	56 05
Durkee, J. A.	54	26 75	GRADE D.			GRADE B.		
Gayton, A.	121	60 00	Hilton, E.	112	18 50	Boyle, P.	104½	51 80
*Hilton, S.	101	66 75	Dunham, A.	98	12 20	Covey, J. M.	116	57 50
Hilton, T.	118	58 50	COUNTY OF SHELBURNE.			DeVine, M. E.	113	56 05
Lent, A.	121	60 00	GRADE A.			Freeman, J. M.	110	54 55
McCully, S.	121	60 00	Ellis, Robert W.	119	\$ —	Knight, J. W.	121	60 00
Rogers, B.	117	58 00	GRADE B.			Lowden, M. K.	118	58 50
Rose, E.	104	51 60	Fisk, A. H., B. A.	112	55 55	McDonald, J. H.	121	60 00
Smith, A., A.B.	117	58 00	Rand, E. M., B. A.	90½	44 87	GRADE C.		
Saunders, N.	106	52 55	Ross, Angus	53	26 28	Bourden, A.	117	43 50
Woodworth, R.	97	48 12	Stewart, Richard.	84	41 65	Carder, A. G.	109	40 53
GRADE C.			Colquhoun, Robert	69	34 20	Dodge, B. B.	120	44 63
Armstrong, A.	121	45 00	Doane, A. C. A.	101	50 08	*Freeman, S. M.	106	52 56
Archibald, J.	119	44 25	Doane, James H.	110	54 55	Gough, W. H.	111	41 28
Brown, E.	112	41 65	Munro, James H.	115	57 00	Kempton, S.	121	45 00
Caskie, A.	118	43 88	GRADE C.			Morine, C. A.	121	45 00
Darby, A.	119	44 25	Coffin, Adeline,	96	35 70	Parker, J. A.	112	41 65
Ellis, H.	115	42 75	Crowell, Ebenezer	97½	36 25	Parker, G. S.	109	40 53
Harrison, J.	115	42 75	Gibbins, John	112	41 65	Smith, S. V.	121	45 00
Hilton, M.	118	43 88	Goodick, James D.	107	39 80	Whitman, J. W.	121	45 00
Hilton, E.	119	44 25	Hogg, George	84	31 25	GRADE D.		
Moore, E.	118	43 87	Wadsworth, George G.	113	42 00	Allison, F.	121	30 00
Murphy, E.	60	22 30	Waterman, Josephine	116	43 13	Crooker, A.	94	23 30
Rogers, M.	112	41 65	Brettie, James	121	45 00	Gosley, S.	120	29 75
Weston, L.	118	43 87	Covil, Bartlet	99	36 80	Parsons, A.	121	30 00
*Adams, G.	78	38 70	Doane, Carrie J.	116	48 14	Selden, F.	91	22 55
Churchill, G.	117	43 50	Hogg, Alexander	100	37 20	*Stewart, T.	80	26 45
Edgar, J.	97	36 10	Matheson, William	120	44 62	Foster, P. A.	120	29 75
Potier, D.	112	41 65	Matheson, Daniel	100	37 20	GRADE E.		
VanNorden, A.	99	36 80	Nickerson, Moses H.	100	37 20	Freeman, L. A.	121	32 50
Westcott, J.	121	45 00	Taylor, Hattie	94½	35 13	Lloyd, M. E.	80	14 87
GRADE D.			GRADE D.			Smith, N.	121	—
Steele, A.	117	29 00	Harding, A. McM.	70	17 35	ASSISTANT—GRADE D.		
*Durkee, J. L.	117	38 70	Johnson, Frederic	96	23 80	Carder, M. A.	75	12 40
*Gaval, J.	102	33 75	Morse, S. P.	40	9 90			
Potier, A.	60	14 87	Bowker, Seretha	110	27 25			
*Potier, T.	97	32 10						
Rogers, T.	102	25 30						

For the Journal of Education.

PRIZES IN SCHOOLS.

Educators, and literary men in general, agree that a wholesome stimulus for students and pupils of public schools is found in prizes offered for competition at stated times. The Legislature generously offered a large number of prizes for competition in our public schools, with what success, everybody who is at all interested in education, is already fully aware. A wholesome stimulus was thus formed to awaken the latent energy of the young, and to inspire in them a noble emulation to excel. This was a very wise act on the part of the Legislature, and we are happy to say that it has been attended with most beneficial results,—at least in Guysborough Academy. If we might be allowed to suggest an improvement, we would say, that in our humble opinion, additional benefits might be obtained by granting prizes of less value, and more frequently. If prizes worth say two dollars, were granted towards the close of each school term, and for more branches than before, we think a greater good even might be effected. The head master and the teachers of the preparatory and senior elementary departments in Guysborough Academy, have given prizes to the value of twenty-five dollars to their pupils, for the last term, with most encouraging results, as was evinced by the good conduct, progress, and success of their pupils during the term, and at the several examinations. Girls of 11, 12, and 13 years of age, have obtained second and third class provincial licenses, having also carried off prizes at the county examinations. Their teachers do not take credit to themselves for their success, except inasmuch as they have been enabled by the judicious use of proper stimuli, to awaken in the minds of their pupils an eager desire for knowledge, a sincere love for study, and a determination to excel.

Prizes, if judiciously employed, may be made to serve as a stimulus to deportment and punctuality, as well as to diligence in study. The prizes in Guysboro' Academy were given under the following restrictions, viz.—that no pupil whose average on the deportment roll was below 4, or who was absent 3 times without excuse, would

be allowed to compete. Here was an inducement held forth to the whole school for punctuality and good behaviour. There was also a small per centage added to the value of each examination of those whose average for deportment amounted to 4½ and 5. The result of this proviso was, that no pupil was excluded from competition for deportment. However, in one or two cases the prize was secured to the pupil who stood highest on the deportment roll, when otherwise a tie would have occurred.

We subjoin the names of those who obtained prizes in the different departments:—

In the Senior Elementary Department, Miss Page gave 6 prizes, which were awarded to: Mary Sullivan, for deportment; Willie Morris and John Gaetz, for punctuality; Chas. Skinner (colored) for general improvement; John Dillon, for reading; and Carrie Gosbie, for writing.

In the Preparatory Department, Mr. Cox gave 8 prizes. Reading: 1st class—Lewis Grant and Annie Condon; 2nd class—Ella Hattie and Carrie Grant. Spelling—Annie Condon. Mental Arithmetic: Annie Condon. Deportment and punctuality: Ella Hattie and Edgar Tory.

In the Academy the Head Master gave 19 prizes. This examination occupied 2½ days, being a thorough written examination, and was keenly contested. British History: 1st prize—Sophie C. Tory; 2nd prize—Hattie Peart. Reading, Spelling, Grammar and Analysis. Advanced Section. 1st prize—Eliza H. Cunningham; Junior Section, 1st prize—Florence Tory; 2nd prize—Lucy J. Morris. Arithmetic, Algebra and Geometry: Advanced Section, 1st prize—Arthur H. Cunningham; Junior Section, 1st prize—Florence Tory; 2nd prize—Lucy J. Morris. Latin and French: 1st prize—Chattie Hart and Hattie Peat, equal; 2nd prize—Eliza H. Cunningham. Writing and Drawing: 1st prize—Carrie B. Morrison; 2nd prize—Sophie C. Tory. Prize Poem: Una H. Morris. Deportment and Punctuality: Katie Sutherland, Lucy Morris, Laura Clark, Florence Tory, Hattie Peart. Honorable Mention: Eva Campbell, for Reading.

Guysboro', May, 1868.

To the Editor of the Journal of Education.

YARMOUTH, MAY 12, 1868.

Mr. Editor,—A recent issue of the *Journal* contains a notice of the inception of a Teachers' Association for the Co. of Cumberland. Encouraged by this, our Association has appointed us a committee to communicate to the public, through the medium of your columns, the following brief account of its formation and proceedings. This Association was, by the arduous exertions of two or three teachers in this County, set on foot about a year ago. and at present numbers from twenty to thirty licensed teachers. Its objects, it is scarcely necessary to add, are similar to those of kindred institutions, and, so far, a large amount of interest has been manifested in its discussions and transactions; and it has been cheerfully sustained by the attendance of the teachers from the various sections throughout the County. We expect to render it still more effective and interesting in the future by the formation of an educational library for the use of its members. A considerable sum has been already raised by subscription for this purpose, and we anticipate doubling it before the list is closed. The library will consist of the best procurable works on education in all its departments, as well as of educational journals and magazines of recognized merit. Such an institution as this must, it is obvious, be of incalculable advantage to the teachers, and consequently tell powerfully on the education of the country; and we would submit that since the pupils of this Province have been so materially aided by the governmental discount on the prices of their text-books, it surely would not be amiss to help teachers in the acquisition of theirs.

The Association has made the purposed re-examination of teachers the subject of an earnest and exhaustive discussion, and has come to the conclusion that, viewed in any light, said examination will prove highly detrimental to the cause of education in this Province. Our reasons for arriving at this conclusion cannot be stated here without unduly entrenching on the columns of this *Journal*. To us they appear totally unanswerable, and we would observe that we here represent the views of all the teachers in the County prior to the last examination, which has admitted some who have no reason to complain, and cannot be here taken into account. To some it might seem in bad taste for us to introduce in this paper, views reflecting on the soundness of the policy adopted by the Council; but we conceive a *Journal of Education* should always be open to teachers discussing, with candour and moderation, their views, no matter how *ultra*, on any given subject whatever. But the space we had allotted to ourselves forbids us to trespass any further on your kindness.

Yours respectfully,

ALFRED D. SMITH, Pres.

R. W. WOODWORTH, Sec'y.

[We have studied the subject of re-examination with much care and have felt ourselves driven to a conclusion the very opposite of that expressed in the foregoing Communication. We open our columns to our esteemed friends of Yarmouth, and are willing to discuss this question with them, in "candor and moderation."—ED JOUR. ED.]



OFFICIAL NOTICES.

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

T. H. RAND,

Sec'y to C. P. I.

I. Examination of Teachers.

NOTICE IS HEREBY GIVEN that the Council of Public Instruction has revised the Regulations concerning the Examination of Teachers, as follows:—

OF LICENSES ISSUED PRIOR TO OCTOBER 1867:

1. Subject to all the limitations and restrictions under which they were originally granted, all legal and valid Licenses shall continue to be legal and valid as follows:—

Head Masters' Certificates,	Till October 31st, 1870
Licences of the First Class,	" " "
" " Second Class,	" " "
" " Third Class,	" " "

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

II. Amended and Additional Regulations concerning Superior Schools.

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

1. In lieu of sub-divisions (2), (4), and (10) of SECTION 3—
- (2) Ample School accommodation must be provided for all children of school age in the Section.
- (4) The furniture must be of an approved pattern, and the supply of books, apparatus, and school materials, sufficient for and adapted to the wants of the school.
- (10) a. School must have been kept at least 100 days during the term.
- b. At least three-fourths of the children of school age must be registered at school.
- c. The number of pupils daily present on an average, must be at least two-thirds of the number registered.
2. In Sections having Graded Schools, tests referring to school buildings, furniture, books, apparatus, and school materials, shall apply to all the departments. The number of registered pupils daily present on an average, shall apply to all the departments in the aggregate.
3. In the case of Graded Schools, the Council will determine which department shall be eligible to compete in any term; and notice of the same will be given at least three months previous to the commencement of such term. Any department of a Graded School shall be examined only upon such subjects as are suited to its grade.
4. Agreements respecting Teachers' salaries must be regular in every respect.
5. As one-half of the grant to any superior school is payable to the Trustees and one-half to the Teacher, in deciding the competitions two elements will be kept in view as the basis of all awards:
 - First—The character of the school accommodation, general equipment, school attendance; and generally, all matters wholly or chiefly under the control of the SECTION—
 - Second—The organization, management, discipline, and progress of the school; and generally, all matters wholly or chiefly depending on the ability and diligence of the TEACHER—
 And these two elements will be regarded as of equal force and importance.
6. The foregoing Regulations shall take effect on the first day of May, 1868, and all existing Regulations not inconsistent with the foregoing shall continue in force thereafter.

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

III. Evening Schools.

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

1. Trustees of Public Schools may establish in their several Sections Evening Schools, for the instruction of persons upwards of 13 years of age, who may be debarred from attendance at the Day School.
2. Such Evening School shall be in session 2½ hours; and in relation to Public Grants, two evening sessions shall count as one day. The Prescribed Register shall be kept, and a Return of the school made in the form directed by the Superintendent.
3. Books and School materials for such Evening Schools will be furnished at the same rate, and subject to the same conditions as for day schools; provided always that no pupil of an Evening School shall have power to demand the use of books free of charge, but shall, on the other hand, have the right of purchasing from the Trustees at half-cost, if he should desire to do so.
4. No portion of Provincial or County funds for Education, shall be appropriated in aid of Evening Schools, unless teachers are duly licensed.
5. The Council would greatly prefer that the Teachers of Evening Schools should be other than Teachers of Day Schools; but where this may not be practicable, it shall be legal for the Teacher of the day school to teach day school four days in the week, and evening school three evenings in the week.

IV. Holidays and Vacations.

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

HOLIDAYS.

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

- a. When for any cause the Trustees of a school shall deem it desirable that any prescribed Teaching Day should be given as a Holiday, the school or schools may be kept in session on the Saturday of the week in which such Holiday has been given, and such Saturday shall be held to be in all respects a legal Teaching Day.
- b. When, owing to illness, or for any other just cause, a teacher loses any number of prescribed teaching days, such teacher shall have the privilege of making up for such lost days, to the extent of six during any Term, by teaching on Saturdays; But
- c. No school shall be kept in session more than five days per week for any two consecutive weeks;
- d. Nor shall any Teacher teach more than FIVE DAYS PER WEEK on the average (vacations not being counted) during the period of his engagement in any term.

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

VACATIONS.

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

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

SPELLING BOOK.

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

GRAMMAR AND COMPOSITION.

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

MATHEMATICS.

Arithmetic.—Nova Scotia Elementary Arithmetic, 10 cents each.
 Nova Scotia (advanced) Arithmetic, 15 " "
 Nova Scotia Arithmetical Table Book, 19 " doz.
Algebra.—Chambers' Algebra, (as far as Quadratics), 20 " each
 Do. Do. (complete), 30 " "
Plane Geometry.—Chambers' Euclid, (including Plane Trigonometry), 15 " "
Practical Mathematics.—Chambers', (including Land-surveying, a brief treatise on Navigation, &c.), 45 " "
Solid and Spherical Geometry.—Chambers', (including Spherical Trigonometry, Conic Sections, &c.), 15 " "
Mathematical Tables.—Chambers', 80 " "
Navigation.—Norris's, (an extended treatise), \$1.60 " "
Ball Frames...... 70 " each.
 Slate Wipers, (to be used *without* water), 18 " doz.
 Slates.—Common Slates, (beveled frames) 6½ in. by 8½ in., 37 " "
 " " " 8 in. by 10 in., 40 " "
 " " " 9 in. by 13 in., 60 " "

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

WRITING.

STAPLES' PROGRESSIVE SERIES OF COPY BOOKS:

For both girls and boys.	Book No. 1, 2½ cts. each.	For girls only.	Book No. 6, 2½ cts. ea
	" No. 2, " "		" No. 8, " "
	" No. 3, " "		" No. 7, " "
	" No. 4, " "		" No. 9, " "
	" No. 5, " "	For boys only.	

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

DRAWING.

BARTHOLOMEW'S SCHOOL SERIES OF PROGRESSIVE DRAWING LESSONS.
 For beginners. } Set of 72 Model Cards, Nos. 1 to 6..... 42 cents per set.
 For advanced lessons. } Sketch Book (models only), Nos. 1 to 5.....\$1.00 per set.
 Packages (12 slips) of blank drawing paper, for model cards, 3 cts. per pack.
 Blank drawing books, for model cards, 8½ cts. each.
 Blank drawing paper, for Sketch Books, or model cards, 28 cts. per quire.
 Drawing Pencils, F, 28 cts. per doz.
 " B, " " "
 " BB, " " "
 " HB, " " "
 " H, " " "
 India Rubber Erasers, 12 cts. per doz.

DIAGRAMS.

For purposes of illustration, and "Oral Lessons."
 Forest Trees (12).....\$0.30 per set.
 Natural Phenomena (30)..... 0.60 "
 Botanical Prints (roots, stalks, leaves, &c., 26) 1.00 "
 Notes of Lessons on do. do. do. 0.06 "
 Poison Plants (44)..... 0.60 "
 Wild Flowers (96)..... 2.00 "
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 Mechanical Forces (6, on cloth) with exp. sheets. 1.00 "
 Patterson's Plates of Animals (set of 10, mounted and varnished).....11.00 "

GEOGRAPHY.

Calkin's Geography and History of Nova Scotia, 3½ cts. each.
 " School Geography of the World.*
Series of Wall Maps.—Scotland.....\$1.35 each.
 Nova Scotia.....\$0.55 each. Ireland..... 1.35 "
 North America..... 1.35 " British Isles (in relation to the Cont. of Europe) 1.35 "
 Western Hemisphere... 1.35 " Europe..... 1.35 "
 Eastern Hemisphere... 1.35 " Palestine..... 1.35 "
 England..... 1.35 " Gen'l Map of Bible Lands 1.35 "
Globes.—The Terrestrial Globe (12 in. diameter, bronze meridian and Quadrant).....\$4.50
 The Celestial Globe..... 4.50
Classical Wall Maps.—Græcia Antiqua.....\$1.20 each.
 Orbis Veteribus Notus.\$1.20 each. Asia Minor Antiqua..... 1.20 "
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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

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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 in the year of Her Majesty's reign.

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

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

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

[Name of Witness.]

WE, THE SUBSCRIBERS, two of Her Majesty's Justices of the Peace for the County of do certify our approbation of (names of Sureties,) within named, as Sureties for the within named (name of Secretary,) and that they are to the best of our knowledge and belief persons of estate and property within the said County of and of good character and credit, and sufficiently able to pay, if required, the penalty of the within bond. Given under our hands this day of A. D. 186

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