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JOURNAL OF EDUCATION.

FOR THE PROVINCE OF NOVA SCOTIA.

THE Education Office has received the first number of "THE UNIVERSITY MONTHLY," devoted to the cause of "School and Home Education." This Journal heartily advocates a support of the new periodical by all interested in the advancement of Education.

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REPORT OF THE SUPERINTENDENT OF EDUCATION.

THE first part of the General Report, for 1870, of the Superintendent of Education has been published for the use of the members of the Local Parliament. The Superintendent states that the Educational Institutions of the Province continue to give evidence of progress, and that the interests of Education are receiving increased and increasing attention from the public generally.

THE NORMAL SCHOOL.

This important institution continues to occupy its position as the head of the public school system, not only with no diminution of usefulness but with additional efficiency. The School continues to be well filled each term with students undergoing training for the important profession of Common School Teachers. The necessity for a new and improved building for the use of the Normal and Model School is strongly urged. The suggestion of the Principal of the School that, instead of dividing the school year into two terms, there should be but one long term annually, meets with the unqualified approval of the Superintendent who recommends the change to the favorable consideration of the Council of Public Instruction. Such a change would tend to secure greater efficiency in the students; for the minimum of time for which each of them would be in training (one term) would, of course, be longer than at present. The trouble and expense of two journeys of students annually, to and from their homes, would be only half what it now is, as only one such double journey would be requisite. It is also believed that one long term and one long vacation would suit the convenience of both teachers and students better than the present arrangement; thus the change would, in every way, advance the public interests.

SPECIAL ACADEMIES.

The condition of the Special Academies is highly satisfactory, and their management commended. The Yarmouth Seminary is pointed out as meriting the highest eulogium.

COUNTY ACADEMIES.

The County Academies, as a whole, are represented by the Superintendent, as only partially doing the work for which they were designed. He further states that much remains to be done to place those establishments on a truly useful footing. The want of a superior High School for the city of Halifax is one which is keenly felt, and it is highly desirable that steps be taken, at the earliest possible day, to provide the requisite remedy.

COMMON SCHOOLS.

The increase during the year in the number of schools and in the number of the pupils attending them is not large. This was to have been expected. Whilst the new system was in process of extension, new school sections being established, new school-houses being erected, and the necessary organizations for putting them to use being perfected, the annual returns shewed a rapid increase both in the number of schools and of pupils. Now that the provisions of the new system have been extended to nearly

every inhabited section of the country, and the system itself has assumed an aspect of permanency, we must expect the growth of our Common Schools to be little over the proportionate increase of the whole population of the Province.

The returns of the past year show, however, an increase for the winter term of fifty-four, and for the summer term of fifty-one schools. The number of pupils also exhibit an increase of 1566 and 714, for those respective terms. On the other hand, there has been an absolute diminution in the total number of days' attendance of all the pupils in the Province who have been attending school. The decrease in the days' attendance for the winter term amounted to no less than 278,455, and for the summer term to 3,719, compared with the corresponding term of the previous year. In juxtaposition with this fact, it must be mentioned that teachers are, without doubt, more efficient, and continually improving in efficiency. School-houses are more numerous, more commodious, and better fitted up, and many evidences are discernible that the main body of the people are more keenly alive to a sense of the importance of Education.

In harmony with the recommendation of but one long term in the Normal School, instead of two shorter terms, the Superintendent recommends that there be but one annual examination of candidates for license to teach in our Provincial schools. The Superintendent adds:

"I may here mention that, at the request of the Council of Public Instruction, I, last June, visited the Arichat Female Seminary, which is now classed as one of our Public Common Schools, and concerning which some complaints have been made. This Institution has now been in operation for about fourteen years, under the management of the Ladies of a Religious community. Since our new School Law came into operation, it has been converted into a Public Common School. I found that in the organization and direction of the School under the new regime, the requirements of the Law were, as far as practicable, complied with. It is to be remembered, that the pupils attending these Schools—there are two large schools designated as one Institution—are largely from the French population, and that a number of them do not speak the English language. The Teachers were duly licensed; the Schools were subject to the direction of properly appointed Trustees, upon the Board of which both the Catholic and Protestant element are now represented; the returns were sanctioned at the regular School meetings, and the School books prescribed by law were in use, and education in the English and French language imparted. I considered the Schools in a highly efficient condition, and saw no grounds of complaint against them.

"For further information on the present state of the female school at Arichat, I may add the following, from a communication made to this office by the Inspector of Richmond, dated the 14th inst., and replying to some enquiries relative to the Arichat school:

"I certainly assert that the School is conducted in accordance with Law, the Teachers are licensed and legally engaged by lawfully appointed Trustees, the School is a free Public School, and entirely under the control of Trustees who carry out the Law to the best of their ability."

"I am not aware of the existence either, of any irregularities in the School, or of any ground of complaint against it. On the contrary, I have been assured by both Teachers and Trustees, on whom I called after the reception of your letter, that there were no complaints whatever. I may add that the Trustees, one of whom belongs to the Church of England and is Secretary to the Board, have repeatedly expressed themselves satisfied with the School, and that there were no grounds for complaint."

TEACHERS.

The Superintendent observes that there are evidences of gradual improvement in the efficiency of the teachers, as a body. The returns show an increase in the number of teachers employed of 70 in the winter and of 33 in the summer term.

SCHOOL HOUSES.

The number of new school-houses erected during the year was 70; the number in course of erection on 1st November was 116. The estimated value of school property held by Trustees was \$677,013.00. At the close of the year to which the report refers, the total school-house accommodation was considered sufficient for 80,905 pupils.

BOOKS.

Additional Text books have, during the year, been added to the prescribed list for use in Schools. It was found that in point of act some of these were already in use under Teachers of known judgment, and long experience, and as they were found to be not only unobjectionable, but commendable works of their class, they were, with a few others, added to the list. There is now an ardent demand that this addition should be extended.

The supplying of Books and Apparatus has been thrown open to competition among those in the trade generally, instead of being retained in the hands of one establishment as in previous years. The old system had caused some dissatisfaction, which there is every reason to hope the change will have removed. At the same time, schools will be as well supplied, and possibly at a still cheaper rate.

The Superintendent remarks, in conclusion:

"I will only observe in general but emphatic terms, that the Education of the Province has made immense strides in advance since the present system came into operation; and that the system continues the progression with highly satisfactory results; but that under it, a vast amount of work and a great degree of care are still required, to bring up our Public Schools to the high standing which they are capable of attaining, and which it is so very desirable that they should hold."

INTRODUCTION TO CHISHOLM'S SCALE—STEP BY STEP.

FOR Proportion, by this Scale, the two following rules must be observed in all cases:—

RULE 1st.—When the first term in a proportion is greater than either of the other two terms, it must be taken on F or index, and its quantity thereon brought in contact with the perpendicular of one or the other terms on A. Then the third term taken on index will be in contact with the perpendicular of the fourth proportional, or answer on side A.

RULE 2nd.—When the first term is less than either of the other two terms, it must be taken on side A, and one of the given terms—no matter which—taken on F or index and brought in contact with the perpendicular of the first term as taken on A. Then the third term taken on A—as the first term was on it—its perpendicular traced to index, will thereon cut the fourth proportional or answer on side A.

Illustration of Rule 1st.

EXAMPLES.

F, A,	F, A,	}	Perhaps the operator should be reminded that the 100 on F or index should be kept on the perpendicular of 80 on side A and be kept there till notice is given.
As 50 : 40 =	75 : 60		
" 40 : 32 =	75 : 60		
" 25 : 20 =	75 : 60		
" 90 : 72 =	75 : 60		
" 100 : 80 =	75 : 60		
" 110 : 88 =	120 : 96		

Illustration of Rule 2nd.

A, F,	A, F,	}	NOTE.—If the 100 on index be placed on the parallel of 80 on side B, all the above results will be equally clear and correct thereon.
As 40 : 50 =	60 : 75		
" 20 : 25 =	60 : 75		
" 48 : 60 =	60 : 75		

A, F,	A, F,	}	It is hoped that it is not necessary to remark to the operator that these results are obtained by
50 : 70 =	60 : 75		
88 : 110 =	60 : 75		

multiplying the first and second terms together and dividing by the first term.

NOTE.—The operator will observe that the 100 on index is equal to 100 on side A or B, and being movable will, wherever placed on the plane of the scale, cut the side A or B proportionally, or any perpendicular or parallel thereon. Hence its power for computation in Arithmetic, Geometry, and Trigonometry, Plane and Spherical. The 10th division on side A or B, also the 10th division on index may be used for many purposes as the whole sides are, and often more conveniently. See Key to Scale, sec. 11 and 12.

To find the value of any number of articles, when the price is given in cents:

NOTE.—100 on index still kept on 80 on A. Examples—
Sold 90 yds. of cotton, at 8 cents per yd.; required the value in dollars and cents.

As 100 cents on F is to 8 cents on A, so is 90 yds. on F to \$7.20 on A; and so is 100 yds. on F to 88 on A, and so is any number of yds. on F to dollars and cents on A. Every less division on A = 10 cents. If the price were 80 cents, every division on A would be dollars. Thus 55 yds. on F = \$44 on A; but 56 yds. on F = \$44.80 on A. For this, see what 100 on index, or 10 on index cuts on A—: this will shew the fraction. When the price is more than 10 cents,

RULE.—Set the number of cents taken on F upon the perpendicular of 10 on A; then any number on A will cut dollars and cents on F.

In the present position of F, we find the perpendicular of 10 on A cuts 12½ cents on F. The 10 on A assumed as 100, then the case stands thus:—As 100 cents on A is to 12½ cent on F— to 24 articles on A to \$3 on F: and so is 36 articles on A to \$4.50 on F, &c. If the price were one dollar and twenty-five cents, the setting of the index would be the same as now. The numbered divisions on F would represent \$10, the others 1 dollar each. Example:

(10 on A assumed as 100). As 100 cents on A is to 125 cents, the price on F, so are 20 articles on A to \$25, the value on F; and so are 30 articles on A to \$37.50 on F, &c., &c.

The operator may now observe, that when the perpendicular of 10 on A cuts 125 on F—: the perpendicular of a 100 on A will without any assuming cut 125 on F. And the 10th parallel on side B will cut the less divisions on F in the proportion that the 100th parallel on side B would cut the index in whole divisions. And results obtained by using these perpendiculars and parallels will be equally correct and more convenient at times than by the larger divisions. Lest there be any doubt of the accuracy of setting so near the pivot, prove it thus: If 10 on A cut 125 on F. then 20 on A cuts 25—10 on A cuts 50, on F or index. This may be extended and accuracy obtained whether by whole numbers or fractions, or both.

Bought at 8 cents and would sell at 50 per cent. profit. Require the selling price.

RULE.—When the buying price is less than 10, set the 10 on F to its perpendicular on A. Then the 10 on F and the profit per cent. added will cut the setting price on A.

EXAMPLES.

As 10 assumed as a 100 cents on F is to 8 cents on A, so 15 assumed 150 cents on F to 12 cents, the selling price on A, and so is any per centage on F to selling price on A.

RULE 1.—When the selling price is more than 10, set the 10 as a 100 on F, with the profit per cent. added on the 10 on A as a 100. Note.—In this position of F, we find that 10 on A cuts 122 on F, the buying price.

Then as 10 on A assumed as a 100 on A : 122 F = 150 : 18 F or 19 cents, nearest selling price.

To compute Interest at any rate per cent.

RULE.—Set the 100 on F to the perpendicular of the rate on side A. Then the principal on F will cut the perpendicular of the interest on A. In this position of F, the rate of interest is found 8 per cent. on A.

Then as a 100 dollars on F is to the rate 8 dollars or 800 cents on A, so is principal 80 dollars on F to 6 dollars and 40 cents on A, and so is any other principal on F to interest on A. Note.—But if we use the side B, it will be as 100 on F is to 6 dollars on B, so is any principal on F to interest on B, at 6 per cent. or any other rate.

To find the interest for months, the amount per annum being given—say 6 dollars and 40 cents amount per annum.

RULE.—Assume 120 on F or index as 12 months and bring it to the perpendicular of 64—as 6 dollars and 40 cents. They will not come in contact, but 60 will cut 82 on A and be equally correct. Then the numbered divisions on F will cut their respective proportions of the interest on A. Thus as 12 months on F : is to \$6.40 on A, so is 3 months on F to \$1.60 on A, and so is 6 months on F to \$3.20 on A, &c., &c.

To find the interest for days:

RULE.—Set the amount per annum on F to 80½ for 365 days on A, then each of the less divisions is 10 days on A, and will cut their respective quotas of interest on F.

Examples: As 305 days on A is to \$0.40 on F, so is 10 as a 100 days on A to \$1.75 on F, and so is 10 on A, as 1 day, to \$1.75 on F, and so is 10 as 10 days on A to 17½ cents on F, and so is 20 days on A to 35 cents on F, and so is 80 days on A to 100 cents on F, and 64 days on A to \$1.12 on F.

RULE.—When the amount to be divided is less than the number of days in the year, take 365 on F and bring it in contact with the perpendicular of the amount to be divided on A. The days on F will cut dollars and cents on A, viz., as 365 on F is to \$3 or 300 cents on A, so is 10 days on F to 8 cents on A, or a 100 on F to 80 cents on A, &c., &c.

We have here selected 8 per cent. to retain the position of index, any other rate is equally simple.

To find the superficial content of a board or plank, the length in feet, and breadth in inches being given:

RULE.—When the breadth is more than 12 inches, take it on F and bring it in contact with the perpendicular of 12. The gauge point on A. Then the perpendicular of any length on A will cut the superficial content or answer on F. (The index 100 on perpendicular of 80 on A).

Examples: Require the superficial content in square feet of a board 15 inches wide and 20 feet long.

As 12 inches, the gauge point on A, is to 15 inches on F, so is the length 20 feet on A to 25 feet on F, and so is any length on A to content on F.

The operator cannot fail to see that any breadth on F may be brought in contact with 12, the gauge point on A, and may take any length on A.

When the breadth is less than 12 inches:

RULE II.—Bring the 12 on F or index in contact with the breadth on A. Then any length on F will cut the perpendicular of the answer on A. In this position, 12 on F cuts 96 inches on A.

Then as 12 on F: 96 inches on A: : 20 feet on F: 16 feet on A.

NOTE.—Here the operator cannot fail to see that 12 on F may be brought in contact with any breadth less than 12 on A.

To find the solid contents of a piece of square timber, whose sides are 15 inches deep and 20 feet in length:

RULE I.—Proceed as if one side were a board, then repeat the operation, using the result or superficial contents of one side as length in the second operation. This last result is the solid or cubic contents or answer.

Example: As 12 on A is to 15 inches on F, so is 20 feet on A to 25 on F, and so 25 feet on A will give 31½ solid feet on F.—Ans.

RULE II.—When the depth of side is less than 12 inches, use Rule II. for board measure and repeat—without changing index—the operation as before.

When it will be as 12 on F is to 9.6 on A, so is 20 on F to 16 feet on A—: and so is 16 feet on F to 12.75 on A—the answer. Any depth in inches may be brought in contact with 12 on A or B.

When timber is unequal sided: **Rule.**—Bring the depth of one side to the 12 on A or F, as the case may be; find and note the result. Then bring the depth of the other side to 12 as before, using this last result as length in the next operation. The result will be the cubic content or answer.

To find the cubic content of round timber, the length and diameter being given:

RULE.—Proceed as in the case for square timber, using the diameter as if it were the depth of a side. Find and note the result. Then move the index to between the perpendicular of 78 and 79—nearest to 79—then the aforesaid result taken on index will give the cubic content on A. Note that, while the index is in this position, the square of any diameter taken on index will give the area of such circle on A, &c., &c.

To find the number of acres in a plot or piece of ground, the dimensions being given in rods:

As an acre contains 160 rods—the 16th division on A may be assumed as a 160 or gauge-point. In this position of F, we find the 16th division.—As 160 on A cuts 20—as 20 rods on F for one side of field or piece of land: then as 160 rods on A is to 20 rods on F, so is 20 rods on A to 25 acres on F, and so is 30 rods on A to 3.75 acres on F, and while the index is in this position, any length on A is to acres and tenths on F—a tenth = 16 rods.

When the dimensions are given in links:

RULE.—As 100,000 links are contained in a acre, the 100 on F or the 100 on side B may readily be assumed as 100,000 links. In this position of F, 100 on it cuts 80 on A. Then as a 100,000 links on F is to 80 links on A, so 80 links on F to 0.064 of an acre on A or 10.24 rods; and as 100,000 links on F is to 800 links on A, so is 80 links on F to 0.64 on A = to 102.4 rods, and as 100,000 links on F is to 800 links on A, so is 800 links on F to 6.4 acres on A—and so is any number of links on F to acres and fractions of

acres on A. When the dimensions are given in chains, 10 square chains make an acre. The 100 on F assumed as 10. Then as 10 chains on F is to 8 chains on A, so is 8 chains on F to 6.4 acres on A; and as 10 chains on F is to 80 chains on A, so is 80 chains on F to 640 acres on A, and so is any number of chains on F to acres and fractions on A.

To find the area in acres, &c., of a triangular field, two sides and the contained angle being given:

RULE.—Set the index to the given angle on arc. Take the greater side on A, the less side on F. A perpendicular will be found ready reckoned on B, from the end of the less side on F, to fall at right-angles on A. Half that perpendicular, multiplied by the base, will by the foregoing rules give the area.

CORRESPONDENCE.

For the Journal of Education.

FEMALE TEACHING.

THERE is a disposition to undervalue female teaching. To get a male teacher is a first consideration; if this cannot be, if the people are poor and humble, and if the trials that arise from such causes are to be endured, then only the people can think of a female teacher. Have the friends of right, and the keen discrimination of providential arrangements, considered these conclusions? What place does the women occupy in the family? Who does not know that in the most important institution in the world, *Home*, woman's mind is the governing power? Who does not know that all minds receive the first training, the first direction, the first noble, generous pulsation of future ambition, under the moulding and elevating authority of the female? Take from our homes this female training; take from society, generally, this element, and what are our homes or what our country? There is a part of the great system of instruction in which woman towers immensely above man. The teacher's office is specially suited to women—who are natural educators. The question is often asked, Why this disparity in the number of the sexes who teach? The answer is obvious. Females in far larger proportions are suited to the work, and from a consciousness of their adaptation to it continue to teach and love the profession, while by far the greater number of males, conscious of their want of adaptation to the work they have assumed—not chosen—quit the profession for something more genial. The disparity between the salaries of male and female teachers, must often arrest the attention of thinking persons. When it is stated that, for the same labor, females receive less pay, though that labor may be as well, if not better, performed, we are compelled to feel that an aspersion is cast upon our sex, from which our past history and present influence ought to save us, and if it has any meaning at all, is a sad commentary upon the chivalry and gallantry of our countrymen.

Much of the work that is done in our school-rooms, is done better by women, simply because, from the constitution given by the All-wise Creator, she is better adapted to do it, and it would be well for the school system of our land, if the field of female labor, as teachers, were enlarged. I am quite sure that many of our County Academies and Superior Schools would receive a new and upward impulse if some of our active, energetic female teachers were placed over them. In other places, experiments in this direction have been made with eminent satisfaction. But, in any case, I contend that when the same work is done by females, and done well, they should have the same pay—anything short of this is unfair and unjust, for in the influence woman has exercised, she has assuredly won for herself this consideration. Her supremacy as teacher in the United States is felt and confessed in every State. It is growing in the parent country, and in this our native Province it is so apparent that we may justly draw the notice of the Government to the fact above stated, and inquire why, when we do the same work, and do it well, we should not receive the same generous consideration for our toil and influence in the great educational field.

These reflections have long been in my mind, and I had hoped to see some of the stronger sex find this same train of thought and present them to view. As yet I have waited in vain. And now, though it is incongenial to my feelings, I send them, asking that they may have some spare corner of your excellent Journal, and by giving them such a place you will much oblige

A FEMALE TEACHER.

To the Editor of the Journal of Education:

REVEREND SIR,—

A man who has a hobby is ever grateful to those who have kindly permitted him to trot it out before them. His gratitude is likely, however, to verify the proverb that it is a lively sense of favors to come, and to show itself in a ferocious determination to give his benefactors additional opportunities of viewing the performances of his favorite little animal. You were liberal enough some months ago to allow me space for some observations on the facility with which instruction of a very valuable kind might be given by teachers sufficiently energetic and well read to follow the events of any great contest, such as that which, *Caus Deo!* has been closed by the capitulation of Paris, and explain their effects and recall their associations for the good of his more advanced scholars. I attempted to show how much financial, social, geographical and historical knowledge might be pleasantly and profitably imparted in the way I have indicated.

Permit me once again, for positively the last time, to return to that subject. I am not all incompetent to treat of it, since I have practised my own method with a success that makes me sanguine of its further success with other and more competent persons.

Since I wrote my last letter how great have been the changes, how immense the calamities, how astounding the successes, how sudden the fall, of constitutions, peoples, armies and cities, in the war-torn plains of Central Europe. The seeker after analogies and coincidences and lessons of one kind or another was overwhelmed with the multitude of them, that week after week of charge and battle, and seige and sortie, brought to his feet. When your readers were casting their eyes over the number of the JOURNAL containing my letter, the telegrams were coming in fast, and filled full with historic names of rivers and cities that were again to be made the strategic points, and the fields of a new and most terrible conflict. There is a species of secret writing what requires to be struck with a glove to bring out the impression. I have always thought of it in connection with the historic places of Germany and of France. There they stood, the great cities, by the sea and on the banks of the stately flowing rivers; there they clustered, the little villages, in the shade of the friendly hills, in the peaceful days, and few men thought of them as mines of historic memories, immortal in the pages of historical writers. The ships came and went with their riches to the great marts, the ploughs were driven and the harvest reaped, aye! and the church bells rang out day by day calling men to worship God and pray for the peace of princes, in the villages—and the millions of growing associations were hidden in them, were like secret writing on the fair page. But suddenly they were smitten by the iron gauntlet of war, and then the historic associations came out in splendid and sparkling numbers. Antwerp revealed the story of her sieges in the dark days of the Spanish Philip. Strasbourg told us many a tale of war, and many a romantic legend, and many a weird fable about her splendid cathedral spires. The Rhine flung up, as it were, upon its banks the hidden associations of centuries. Paris called us to witness to her glory that had been growing since Clovis. All these things, besides the more material effects of the war, were open when I wrote last, to the curious eye and brain of the student or the teacher, who is only a more advanced student to utilize in the way I have mentioned.

Since that time the store of learning in history and legend and fable, as well as in economic science, has been lavishly increased by the events of the past months. The throne of the Napoleonic dynasty was overthrown, and its overthrow (like the overthrow of the cruel giant in the usual story, which releases brave knights and fair, sweet ladies) disclosed nothing that was fair or sweet, but the supports that had propped it up, the intrigues that had gathered about it, the traditional policy of which it had been the agent, and called up to one's mind the events of the preceding changes, and added one more chapter to the revolutionary history of France. The value of the lesson to be learned from such an event, happening in our own time, and heard of with such miraculous rapidity, that ere the shouts of the Parisians have died away the echo has crossed the channel and the ocean and startled us here in our quiet northern and western homes, is far greater than the lesson to be learned from the study of any past

revolution, for those who are too young to be intimately acquainted with the minute occurrences in history. But for those who do know something of past history, the lesson of the events of 1870 are increased infinitely in value. That fair and tender lady who gathered up her robes and fled to the yacht of the chivalrous, loyal-hearted English gentleman—surely the finest of all gentlemen—does she not remind the student of that other fair and infinitely more unfortunate lady who was also a queen of the French and whom the French, to their shame, murdered; and does she not remind him of the other flights, the flights of Louis XVIII., of Louis Phillippe, of Charles X.; and the lesson of it all is, in part, that the "mob"—not the people—the great city mob is ever the same,—brutal, bloody, selfish, riotous, factious, *rerum novarum cupidi* forever—and that the weaknesses as well as the vices of kings bring punishments upon nations.

But there are also lessons to be learned (I am but hinting at them) from other events, subsequent to the downfall of the empire, which those who are teaching history should seize upon, to impress these every day lessons more deeply on their pupils' minds. For instance, it is easy to give to smart, advanced pupils an excellent comprehension of the revolutionary period of 1848, by referring to the newspapers of to-day in which even the young take so deep an interest. For the rising of 1870 was just as complete a copy of the rising of 1848 as could be expected from the difference of time and the changes wrought in twenty eventful, progressive years. Just as the Empress fled last year, so King Phillippe fled in '48. Just as the Republican government of 1870 was compelled to seize dictatorial powers and impose heavy taxes and make levies, so with the government of 1848. Just as the Reds of to-day are disaffected, so were they in 1848. Just as they violated the churches and raised barricades in 1870, and had to be shot into submission, so with them also in 1848. Just as the Republican movement of 1848 ended in a monarchy, so also in 1871 things are tending, also, monarchy-wise in France. In this way one imagines an interested teacher might impress his most advanced and brightest pupils with knowledge that they would never forget, because it was so brought home to them by the vivid illustrations before their own eyes, in their own time. We teach children to read easily by the help of pictures—to do as I suggest is only the same system applied to advanced pupils with far greater chances of success. We neglect the events of our own day too much. How many advanced pupils, how many who are not pupils, are intimately acquainted with the government and condition of countries in this very time? Not a very great many, compared with the number who know of the campaigns of Cyrus and Cæsar. In fact, until very lately, it was next to impossible for the average pupil to obtain a knowledge of modern matters. School life was too short, is too short yet, to carry people from Adam to Baron Hausmann over the historical high-roads; and yet the knowledge of modern affairs affords most pleasure and profit to the average young scholar. The only remedy I can see is to begin differently—to begin with Baron Hausmann and to go gradually back, to Adam if time allows, if not, as far as is possible. I think a young person who wishes to get a knowledge of say English political history, will do best to begin with Mr. Gladstone and go back through the Palmerstons, and Pitts, and Granvilles, and Walpoles, and Cecils, and Wol-singham, back to Becket, and to Anselm, if he wishes. Beginning with Gladstone, he has a deep, living interest in the subject of his study. The solemn, triumphant sounds of the great premier's reform speeches are yet in his ears. The signs of the great political struggle are yet plain to his eyes. He will carry back with him into the earlier times the interest he began with, to his manifest gain. If one wishes to obtain a knowledge of the religious legislation of England for Ireland, where can he begin his studies with such absorbing interest and such hope of success as at the period of the Dis-establishment, January 1, 1871. If he wishes to obtain a knowledge of modern Roman history, where can he begin with interest better than at the date of the recent invasion. Beginning with Victor Emmanuel, he will have interest enough to carry him back to Carom, to Joachem Murat, to Barbarossa, "the gay, the brave, the wise, the relentless and the goddess Frederic," who was the dreaded of infidels and the cursed of popes, the terror of the German lords and at last the meek suitor for peace; and back, if he will, to Arnold of Brescia,

whose ashes will float on the Tiber of history forever and forever,—so long will men be rapt in the records of the history of Rome. I think I have indicated the mode of study that may be pursued with success, the mode of instruction that might be practised with profit. It is a species of dissection. You have the corpus before you, lay in, open gradually, take it to pieces slowly and by and by you will get a better knowledge of the secret springs of growth and motion. And I would not close without calling attention to the one great lesson that may be learned from the events of the past few months, viz., that it is education, it is the cultivated, disciplined brain that wins in most great contests of modern times. Jean was as good a soldier as Fritz, may be a better, but the brain of Fritz was more disciplined, knew more about Jean than Jean knew about him, knew too how deep was the importance of obedience, while Jean rejoiced in his individuality—and Fritz has won in this great fight. Jean was thinking too much of the past, of Wagram and Austerlitz and Ulm and Jena—but Fritz was thinking of *to-day*, of his needle-gun, and his powder pouch, and his captain—and Fritz has won. But Fritz has his danger before him. He may now, that he is a part of the population of a great empire, turn his eyes backward too much to contemplate the German empire of the bitter, bloody centuries gone by, and may forget that his duties are of *to-day* and his glory a delusion and a snare. And for all such forgetfulness there comes sooner or later a punishment from hands that hold the scales of justice—from Him to whom all paths are clear, all men known, all actions weighed, all motives plain, and who has revealed to us all lessons that are good for man to learn.

Yours, &c.,

HALIFAX.

SOME NEW BOOKS OF HISTORY.

Mr. Editor,—

I desire to call the attention of students and teachers to some new historical compilations. You may have remarked, sir, that a difficulty arises in the way of most persons who propose to continue, after leaving school or college, the historical studies commenced, as we all commence them, in the epitomes. I fear that these same epitomes have not always the most beneficial effects, and do not predispose many to pursue the paths of history. They are too "dry," too dull, too statistical, too much like the melancholy monotony of the multiplication tables to fascinate the minds of the young—too much, in fact, like Baron Leibig's extract of meat, which is dangerous, in quantities, for the tender stomach. Once we have left school, sir, I think I may assume that we (meaning a number of young persons) do not turn with any pleasurable remembrance to the spelling books and do not seek solace or elevated amusement in the historical abridgements, we hated so cordially in the days of our pupilage. "Don't she hate the pyramids," said dear little Rosebud to Edwin Drood concerning the "red-nosed giantess" he was playfully supposed to be engaged to;—"if she was to hear Miss Twinkleton bore about them, with their ibises and Cheapses and Pharaohs, she would hate them." I thin' 'ittle Rosa expressed the feelings of a good many young persons about prominent deceased parties and historical monuments. That William the Conqueror invaded England in 1066, fought the battle of Hastings, and died in 1087, are facts which must have often excited in the minds of youngsters a feeling of vindictive pleasure in thinking that the wicked unwieldy old bore *was* dead with his Curfew bells and his Domesday books and other bothers. Coming from school with such feelings it is not wonderful that pupils quite forsake further walking in such stony, rugged roads, devoid of all greenness and lightness and pleasantness. But suppose some of us desire to study more history—where shall we turn first, what books shall we seek to aid us and please us and instruct us? Our time is not limitless remember. Well, we think of Macaulay—everyone thinks of Macaulay, and talks of Macaulay, till he has become nearly as great a bore as his tiresome preposterous New Zealander. But he must remember that his five good stout volumes are only a fragment of a work and cover only one reign. We shall not get a great deal from Macaulay. We think of

Froude perhaps. Well, his eleven brilliant volumes are something of an undertaking, and life is short and time is fleeting, and care—*atra cura*—is climbing on our growing backs disturbing our learned leisure; they cover only one reign also. Shall we turn to Hume? Putting aside the danger to religious principle, his six great volumes (American edition) are a labor of no inconsiderable magnitude. I refer now only to the history of England. Suppose you want a good knowledge of it with little time to acquire it, which of the writers will you select? It is not an easy matter to decide. But suppose you want to know something of France and Italy and Spain and the Netherlands and the East, and the wandering of the nations in the early centuries—you see the troubles rise Alps on Alps before your despairing eyes. How to solve this difficulty, that is the question!

I think it has been solved. I desire to call attention to the solution. There is being published in England by MacMillan & Co., a series of HISTORICAL SELECTIONS, by Miss E. M. Sewel and Miss E. M. Yonge. Two volumes have appeared, and these contain, I think, the solution of our difficulty. The first volume begins with the history of England before the conquest, and ends about A. D. 1154. And in this one volume we get a most admirable account of general European history during that period. The method of the compilers is to select from leading authors extracts illustrative of the history of a country at a particular time, and as these extracts are made to follow each other in periodical order, and as they generally treat of some very distinguished man about whom gathered and clung all the chief men and things and policies of his time—the success of the work may be judged. Thus in this first volume Mr. Freeman is made to tell us in his own charming manner the condition of England before the conquest. Those who have read his beautiful volumes on the conquest will know how valuable and readable even are extracts from his book. The battle of Hastings is described most graphically by the author of the Lives of the Kings of England, the Life of Lanfranc is given by Dean Hook. The story of the Normans in Sicily is told beautifully by Gally Knight, whose architectural work is so magnificent and so neglected. The life of the great Pope Gregory VII, is taken from Sir J. Stephen, and is a most admirable essay. The Crusades are described at different periods by Dean Milman. Then there are splendid lives of Thomas A'Becket, Abelard, Barbarossa. The foundation of the Latin Empire in the East is given by Gibbon, in his stateliest style. The life of Langton, "that was a grete clerk in his dayes in making of many bokes," is given by Dean Hook. And so the series will continue—a historical Mosaic in once beautiful and comprehensive, giving to those who have little time for long readings and not much taste for hard "cramming," the one thing they have been looking for so long, a historical series that will give them European history in a short and fascinating manner. I beg to call the attention of all students to the series, and all fathers likewise who have a care how their sons shall waste or make fruitful their scholastic and their leisure days.

Yours,

HISTORICUS.

To the Superintendent of Education of Nova Scotia:

S: —

I FEEL it my duty to make some explanation with regard to the price of "Eaton's Commercial Arithmetic," lately placed on the list of books prescribed by the Council of Public Instruction to be used in the public schools of Nova Scotia. When I was applied to, to name a price for the book, not very well understanding the arrangements made in Nova Scotia for supplying the prescribed books to the schools, I gave the lowest price at which it has ever been offered at retail, viz., one dollar; at the same time, by advertisement in the JOURNAL OF EDUCATION, I directed trustees and others wishing to be supplied at wholesale to apply to me, at St. John, or to Mr. Frazee, of the Commercial College, Halifax. This, with my imperfect knowledge of the subject, appeared to me to be the best course I could pursue. The strictures lately passed upon the position of affairs by a portion of the Press of Halifax, have, however, led me to make myself better acquainted with the subject, which, I confess,

I should have done before : and I now see that it is best to fix on a uniform price at which to have it supplied to the schools, without reference to the number ordered. As I believe the work will be largely used in the schools, when once it becomes known, you will oblige by putting the three-fourths price at 57 cents each.

I cannot, however, in view of all that has been written on this matter, close without further remarking that, if any wrong has been committed, it is chargeable to me and not to you ; though, were it not that my action has been taken advantage of to direct undeserved censure upon you, which I am sorry to have been the cause of, I should be inclined to thank those Editors, who have discussed the matter, for bringing it to my notice.

I am, sir, yours very truly,

A. H. EATON.

St. John, N. B., March 13th, 1871.

Scribner's Monthly Illustrated Magazine, for April, came to hand. It contains a large amount of instructive and entertaining matter, in which the character of the work is well sustained. We think the Magazine merits an extended circulation.

JESUS, DELIVERER.

FROM THE GREEK OF ST. ANATOLIUS. BY M. G. K.

Fierce was the wild billow ;
Dark was the night :
Oars labored heavily ;
Foam glimmered white ;
Trembled the mariners ;
Peril was high ;
Then said the God of God,
" Peace, it is I !"

Ridge of the mountain wave,
Lower thy crest !
Wall of Euroclydon,
Be thou at rest !
Sorrow can never be,
Darkness must fly,
Where, saith the Light of Light,
" Peace, it is I !"

Jesus, Deliverer !
Come Thou to me ;
Soothe Thou my voyaging
Over Life's sea !
Thou when the storm of Death
Roars sweeping by,
Whisper, O Truth of Truth,
" Peace, it is I !"

ENGLISH LITERATURE.

PART FOURTH.

" A sincere lover of literature loves it for itself alone : and it rewards his affections. He is sheltered as in a fortress. Whatever troubles and sorrows may besiege him outside, his well of water, his corn, and his wine, are safe within the walls. The world is shut out."

PERIOD OF DEAD ENGLISH, 1250-1350.

WE are now to consider the state of literature in England from the time of the frustration of the efforts of Henry III. to deprive the people of their rights in 1228, to the active wars of Edward III., which are marked, among other battles, by that of Cressy in 1346.

Three kings of England have reigned more than fifty years each. They are Henry III., Edward III., and George III., and two of them come under our notice now. After Henry III., who was feeble and irresolute, came Edward I., a firm and clear-headed sovereign. His son, Edward II., was weak and dissolute, and he was followed by the warlike and ambitious Edward III., one of the most powerful rulers the country has ever had.

The thirty-five years of the reign of Edward I. are marked by wars in Wales, Scotland and France. The first resulted from

Edward's ambition to see Wales annexed to England, which end it effected. During the Welsh war the queen became the mother of a son, born at Caernarvon, who was declared Prince of Wales, a title which is still given to the eldest son of the royal family. At this period also occurred the traditional slaughter of the Welsh bards, upon which the poet Gray founded his spirited ode, beginning—

" Ruin seize thee, ruthless King !
Confusion on thy banners wait !"

The Scottish campaign brings to mind the patriotic, romantic and almost legendary stories of Robert Bruce and William Wallace.

Edward II. also had war in Scotland, and at the noted battle of Bannockburn in 1314, his army of 100,000 was routed by only 30,000 Scots under the redoubtable Bruce.

Edward III., after some battles in the same land, turned to France, the crown of which he claimed through his mother. This claim led to a series of brilliant encounters, in which the king, and his son, called the Black Prince, greatly distinguished themselves. Victory was won by the yeoman-soldiers, who thus were educated to self-respect and to a love of independence, which is apparent in the period of Reviving English.

One other influence was exerted at this period to which we must devote a few words. The popes, who had great power in England, as well as elsewhere throughout christendom, had been forced to leave Rome, where their authority had been supreme, and to take up their abode at Avignon, in France, where they were in a less independent position. Here they remained for seventy years, and not only was their influence jealously watched in England, but the suspicious feeling gave rise to a dislike of the papal abuses which became more and more pronounced. These circumstances all contributed to increase the spirit of patriotism, and to advance the growth of independence which were felt in literature, and laid a good foundation for the advance of the next age.

To the period of Dead English we must trace the beginnings of many characteristic English institutions, of which the House of Commons was one. It was the seed time—a time of preparation—and after the sunshine of an active patriotism had exerted its quickening influence the seed bore fruit. The principles needed warming and nursing, but if they had not been in existence they would never have been developed.

The unwonted agitation caused by the Crusades had excited Europe for two centuries, and this was now on the decline. The wonderful ascendancy of the wealthy religious orders began to bring about a reaction, and the orders of mendicant friars were formed for the purpose of exerting a counteracting influence. To these latter orders belonged most of the prominent authors of the period, and it is interesting to note that all the compositions that have come down to us in the vernacular are in metrical form. The people's speech was growing in disfavor among the learned as the process of disintegration continued. This was not only because it became unfashionable among the higher classes. There were better reasons than that, though fashion was powerful even then. The changes in English were apparent to all, and as one word was seen to lose a syllable, and another to assume a new form, writers concluded that they must look elsewhere for a permanent language in which to embody important thoughts. Besides, it was not to be supposed that readers out of England would study the literature of a language that was disparaged at home. Writers therefore who desired their works to be of long life or to be read on the continent, used Latin rather than English, and this added to the difficulties in the way of the improvement of the vernacular, and the growth of its literature. So far as literature is concerned, then, English was little used, less esteemed, and in this sense may be said to have been dead.

A general view of the literature of England at this period must include some reference to that fruit of British thought recorded in Latin. The greatest mind of the time, and one of the very greatest of all time, was that of Roger Bacon, who was born in 1214 and died about 1294. He was an humble and honest Franciscan friar, an independent thinker, a devoted student and an earnest worker for the good of others. The poverty and lack of general culture in his order rendered it difficult for him to commit the fruit of his studies to writing, and all that he did write is in Latin. The pope, Clement IV., desired to be informed of the true nature of the investigations made by Bacon, and in consequence, the laborious philosopher produced three works in a very brief space of time. They are entitled *Opus Majus*, *Opus Minus*, and *Opus Tertium*. The pope was, however, not enlightened by them, for before they reached him he was attacked by a mortal illness. Valuable as these works are in the history of philosophy, they only express to the student of English literature the fact that the vernacular was in a state of decadence at the period.

After this towering genius the writer who attracts our attention is Robert Grosseteste, or Greathead, bishop of Lincoln. He is credited with the honor of directing Bacon in his studies, though it is not known to what extent his influence was exerted upon his great pupil. Deeply pained by the abuses of those who pretended to support the Church, he opposed them with word and efficient act. He even went to the pope for help, and when leaving his holiness after a fruitless effort, he exclaimed aloud,

"Oh money, money, how much can you do!—especially at the court of Rome." In pursuance of his efforts to purify the Church he removed seven abbots and four friars whom he found unworthy of their offices, and over whom his bishopric extended. He estimated the income of the foreign clergy in England, at three times that of the king. The king was often thwarted by him in his plans, but still considered him a fountain-head of erudition and wise counsel, and Matthew Paris, a Monk of St. Albans, approved his efforts to reform the house of prayer, which had well nigh become a den of thieves. Robert Grosseteste appears as truly catholic in his spirit and teachings as his opponents were narrow and bigoted. The legends that bells were heard in the air by several persons the night of his death, and that miracles were wrought at his tomb show the regard which the people bore him. He was one of the most voluminous authors England has produced, though many of his books have been lost, and many of them at least were in Latin or French.

Robert Mannyng, of Brunne, or as it is now called Bourne, in Lincolnshire, is the only other writer who need detain us from a consideration of the more agreeable period just before us. His work is the most considerable of all those now extant written at this time, and Dr. Marsh says it is the last conspicuous production before the revival in English literature. This is a translation and continuation of a French rhyming chronicle of Britain, and, as the author avers, was written that the people might have solace when they sat together in fellowship, by reading it aloud, as was then customary. It is cheerful in style and strong English in phrase. The same author has left us, also, a book of morals in rhyme, in which the design is to amuse and teach. This is accomplished by illustrating the Ten Commandments and the Seven Deadly Sins, by means of doctrine and anecdote. An example will show how this is done. The statement is made, under the head of Pride, that women's trails; dresses are wrong, and it is illustrated by the "French tale, how the devil has power over women's trains." "A woman with a long train passes two monks; one sees a devil sitting on it, and, when she turns her tail to the monk, the devil falls into the mud. Therefore know that the devil has power over women's long tails." Such tales would hardly be considered convincing arguments now, and it is not on their account that the writings of Robert of Brunne are valuable. They contain vivacious, accurate and minute pictures of society, which, like many others in our literature, enliven history and help us realize its scenes. The literary merits are slender, which is what one would expect of a writer in the vernacular, during the period of Dead English.

Not only was the vernacular little used, but writers mixed it at times with both Latin and French, in the same work, sometimes in the same line. The following is only one among many similar quotations that might be made. "God Lord Almighty, *da pacem, Christe benigne.*"

Let us now drop this unpromising period with the closing remark that it exhibits a stage in the growth of the English mind, when the literature was in a comparatively dormant state.—*New York Teacher.*

FICTION AS AN EDUCATOR.

WE believe that every one who reads at all, every one to whom books were anything in childhood—and it may be taken for granted that all readers in manhood were readers in childhood—every man who ever took up a book for his diversion, can look back to some particular book as an event in his inner history; can trace to it a start in thought, an impulse directing the mind in channels unknown before, but since familiar and part of his very being. He perhaps wonders how the book, being such as it is, should have wrought such marvels, but of the fact he cannot doubt: he was different after reading it from what he was before; his mind was opened by it, his interests widened, his views extended, his sense of life quickened. And he will surely find that the book thus influential came to him by a sort of chance, through no act of authority or intention. He seemed to find it for himself: it was a discovery. His teachers had surrounded him with books, whether of instruction or amusement, suited to his dawning faculties; but to these, however well adapted to their purpose, he can trace no conscious signal obligation. No doubt he owes much to them, but the methods and processes are lost. As far as his mind is stored and cultivated they have an important share in the work; but his memory is treacherous as to individual services. They are associated with the routine of duty, when the fancy is hard to enlist. Because they were suited there was nothing to startle.

Books are founders of families as well as men—not meaning the great books, the folios that overshadow the world of thought and teach ages and generations to write and think with a family likeness—the Aristotles, Augustines, Bacons, and so forth; but books of infinitely less weight, composed under certain conditions of fervor and vivacity. For we take it that no book gives the start we mean, let who will be the author, which was not compos-

ed in heat of spirit to satisfy a necessity for expression, and with vigor of execution.

It may be granted that of all reading, novel-reading, as usually performed, is the slightest of intellectual exercises—one that may be discontinued with least perceptible loss to the understanding. As we view the enormous amount of novels issuing from the press, it can be said of few that any of the readers for whom they are expressly written are materially the better for them. A chat with a neighbor, or a nap, or a game at bezique, would fulfil every purpose they effect on the jaded, hackneyed attention. Any one of the three modes of passing an hour would leave as lasting an impression as the average serial manufactured for the monthly demand by even fairly skilful hands—that is, on the mind familiar with such productions. Yet to judge by the autobiography of genius, the novel plays a part second to none—we might almost say, the foremost part—in the awakening of its powers. It is a point on which memory and present observation are not only not agreed, but strangely and absolutely at odds. There is no comparison between the novel of recollection and the novel of to-day. We do not mean in literary merit, but in the sway and telling power on the reader. Who can forget his first novel? the tale that entranced his childhood, introducing him to those supreme ideas of hero and heroine; opening a new world to him—not the nursery, school-room, play-ground world, but a veritable field of cloth-of-gold, of beauty, achievement, adventure, great deeds, success! He reads the story now, and wonders where its power lay—that is, unless his lucky star threw some masterpiece in his way, such as "Ivanhoe," entrancing to childhood, and still delightful at every age. But this is a chance. The exquisite vision of life may have come in the shape of a classical story—the action is stilted to his mature taste, the language turgid. Or in a tale of chivalry, he can only laugh now at impossible feats of heroism. It may have been an historical romance, such as Thaddeus of Warsaw, which Thackeray harps upon: the whole thing strikes him as at once false and dull. It may have been a tale of passion, flimsy to his mature judgment, though the author's heart was in it. His mind can scarcely, by an effort, revive even a faint echo of the old absorbing excitement; but not the less is he sensible of a lasting influence—a permanent impression following upon the first enchantment.

Who that has felt it but will class such hours among the marked ones of his life? What a passionate necessity to unravel the plot, to pursue the hero in his course; what a craving for the next volume, stronger than any bodily appetite; what exultation in success; what suspense when the crisis nears; what pity and tears in the tragic moments; what shame in these tears—the shame that attends all strong emotions—as they are detected by unsympathizing, quizzing observers: shame leading to indignant, protesting, pertinacious denials, haunting the conscience still, and deceiving no one! What a blank when the last leaf is turned, and all is over!

Who cannot contrast the weariness with which he now tosses the last novel aside, with the eager devices of his childhood to elude pursuit and discovery, to get out of ear-shot, or turn to a deaf ear, when the delightful book is in his grasp which is to usher him into another world? What ingenuity in hiding, behind hedges, in out-houses and garrets—nay, amongst the beams and rafters of the roof, to which neither nurse nor governess, nor mamma herself, has ever penetrated. Even the appearance of the book devoured under these circumstances lives a vivid memory—torn page, thumb-marks, and all. But it is the way of such things to disappear when their mission is accomplished—to elude all search; though for some we would willingly give as much as ever book-hunter did for a rare pamphlet.

If it were possible, as has been more than once attempted, by a system of rigorous and vigilant exclusion, to confine an intelligent child's education within certain exactly defined limits—to impart what is called an admirable grounding in all exact knowledge, and at the same time to shut out every form of fiction from its mind—to allow it to receive no impressions through the fancy—to compel its powers of thought and perception into one prescribed direction,—to suffer it to read and hear nothing but fact, to imbibe nothing but what is called useful knowledge, to receive its history purified of all legend, its grammar without illustration, its arithmetic without supposed cases, its religion through direct precept only,—and to compare it with another child of equal age and powers, which had learnt nothing laboriously, nothing but through unrestricted observation and the free use of its senses—knowing nothing that lessons teach, reading, if it could read, only for amusement,—but familiar from infancy with legendary lore, fairy tales, and the floating romances of social life,—some interesting conclusions might be drawn. As the first case is an impossible one, we can only surmise which mind would be most developed, which would be possessed of the trust, because most clearly and largely apprehended knowledge. Either system is mischievous followed out to its full length. These victims of experiment or neglect would each be wanting, perhaps permanently, in supremely important elements of intellectual power; but there is no doubt what would be the voice of experience as to the extent of loss where the higher faculties are in question. All the men of genius who tell us anything of themselves give it—whether intentionally or not—in favor of feeble

and exciting the imagination from the first dawn of thought, as a condition of quickening that faculty in time, and sustaining the human race at a due elevation.* There are indeed dry men, who are satisfied with the restrictive system which made them what they are, by stopping some of the mind's outlets for good and all; while Fancy's child, on the contrary, is often painfully conscious of something missing, some strength needed to carry out the brain's conceptions: but satisfaction with an intellectual status is no warrant for its justice. The poet has both types in his thought when he pictures the model child, the growth of the system of his day, as

"A miracle of scientific lore,
Ships he can guide across the pathless sea,
And tell you all their cunning; he can read
The inside of the earth, and spell the stars;
He knows the policies of foreign lands;
Can string you names of districts, cities, towns.
The whole world over, tight as beads of dew
Upon a gossamer thread; he sifts, he weighs;
All things are put to question; he must live
Knowing that he grows wiser every day
Or else not live at all, and seeing too
Each little drop of wisdom as it falls
Into the dimpling cistern of his heart;"

and contrasts the little prig with the child expatiating, all unconscious of itself, in the free range of fiction and fairy-land. It is thus Wordsworth congratulates Coleridge on their mutual escape:—

"Oh! where had been the man? the poet where?—
Where had we been, we two, beloved friend,
If in the season of unperilous choice,
In lieu of wandering, as we did, through vales
Rich with indigenous produce, open ground
Of fancy, happy pastures ranged at will,
We had been followed, hourly watched, and noosed,
Each in his several melancholy walk;
Stringed, like a poor man's heifer, at its feed,
Led through the lanes in forlorn servitude;
Or rather, like a stalled ox, debarred
From touch of growing grass, that may not taste
A flower till it have yielded up its sweets
A prelibation to the mower's scythe?"

It is common, however, for men of genius to complain in their own case of a defective intermittent education in a tone which gives it for elaborate training; it is their grievance against their special belongings or against society generally. They assume their imagination a giant no chains could have bound; while exacter, more varied, and deeper knowledge would have added strength and power to their crowning faculty. We discover this querulous humility in men who have acquired distinction; to whom, therefore, the world allows the privilege of talking about themselves. They are aware of inequalities, and perhaps feel themselves pulled back by deficiencies which would not have disturbed them had their education been more regular and systematic at some early period when they were left to themselves, and allowed to follow their own devices. Under the desired circumstances their powers would have been more on a level. This is probable, but the level might be attained through the checked exuberance of their highest and most distinguishing faculty; a sacrifice they would be little prepared for, though the average of capability might be raised.—*Blackwood's Magazine.*

BALANCED FORCES.

(From the *Massachusetts Teacher.*)

ONE of the most wonderful things in all the natural world is the constant destruction and as constant restoration of the equilibrium of forces which are daily calling for readjustment. "All the rivers run into the sea; yet the sea is not full; unto the place from whence the rivers come, thither they return again." Every thunder-storm, each tornado, is a cry for quiescence. The destruction of the equilibrium is unceasing, its restoration always recurring. Where the balance is best maintained there is the most enduring and the securest life.

Whatever is true in this regard of the material world is true in a deeper sense of the world of man. All history is but the story of jarring forces adjusting themselves to and balancing

* Bearing upon our subject is a well-considered lecture recently delivered and since published by Lord Neaves on "Fiction as a Means of Popular Teaching." The line of thought leads him chiefly to dwell on the value of parable and fable as moral teachers for all time and every age. His numerous examples in prose and spirited verse are not only apt and varied, but show a familiar acquaintance with the literature, both European and Oriental, of the subject.

each other, the balance being more nearly reached as the progress of a race or a nation beyond primitive modes of living is more marked. The best governments of to day are those in which the different departments of the government are so arranged that they form a balanced whole.

What is true of the nation is also eminently true of the individual. The man is small and one-sided who trains himself only in some one direction, forgetting those qualities which are foils to his speciality. Generosity continually tends to become lavishness, a wise prudence turns to nigardliness, unless these opposite characteristics are so developed as to hold each other in check.

A wise and symmetrical development of all the opposite powers makes the strong thinker and worker, the man who,

"If an unexpected call succeed,
Come when it will, is equal to the need."

What is the real strength of the best and greatest men this world has known, but just this even balance of powers? They have known both how to be abased and how to abound. It was by no conspicuously brilliant single quality that Washington won and held the proud title of Father of his Country, or that the "silent prince" held steadily, through all discouragement, the purpose which, once realized, made his country free from a foreign yoke, and made

"his great example stand
Colossal, seen of every land,
To keep the Soldier firm, the Statesman pure."

Such people often do not attract the attention as do those whose characters are unevenly developed, because there is no single marked excellence standing in bold relief, patent to the careless eye of any chance beholder, so that he who runs may read; but we turn to them in seasons of discouragement, in hours of darkness, and we feel the power which we do not see. We often measure its greatness by the void left when it is gone. No one would like to live with the irresolute, unready Hamlet whom all men may admire to study, who is the central figure of the play that bears his name, but whose meteor light is overshadowed by the steady radiance of the strong, quiet, balanced Horatio, whom we would take to our hearts to be trusted in any emergency.

Now, what is the secret of the development of a harmonious, a balanced intellect and character? He who could answer this question rightly would have told the one thing which all educators since the beginning of teaching have been striving to determine. Even one who points out any defect in systems of education is helping toward this end. Now and then some earnest soul has caught a glimpse of some one of the principles upon which all true training must be based, has wrought out a plan to embody this principle, and a new force has been introduced into systems of training whose echo lives even in those places from which its soul has died out. Nay, by that strange tendency of our nature to the destruction of symmetry, the new workers who follow the discoverer so work out the details of his plan, that they hide the principle itself by the very finish and elaboration.

Thus the classification and course of study in our schools are often so minutely wrought out that nothing is left to the wit or judgment of the teacher, and it requires a martinet rather than a thinker to manage the system, and our schools are no more places of real mental and moral training than the mimic show of the parade ground is a real battle. The problems of life are individual, and the training which fits people to solve them must be individual, to a greater extent than those who are adorers of system alone are willing to admit. There must be a limitation of the number of pupils under one teacher's care to twenty-five or even a smaller number, before the best results can come from our school training, before the true balance between the training of the individual alone, and of the class alone, can be struck.

The same tendency to elaboration of details is seen in the teaching of particular subjects, and in the preparation of text-books. Thus have arisen those finished systems of grammatical analysis, wherein language has been so pruned and trimmed, that no chance is left for any free growth of a living tongue. They are post-mortem rather than physiological studies, and the outcry against the teaching of classics is but the effort to return to a balanced training. It will be fortunate indeed if the momentum of this movement does not carry us so far that we lose the ability to retain what is valuable in the language training of the past.

The Education Bill of the Ontario Government is a most comprehensive measure, and, so far as we can judge from Mr. Cameron's speech, it is just what was required to complete the previously admirable system in that Province. The chief changes are that all schools shall be free, and that attendance shall be compulsory. It is also proposed to introduce into the school course the study of Natural History, Chemistry and Agriculture, and to establish Industrial Schools. Well done, Ontario!

EDUCATION IN SWEDEN AND NORWAY.

GEN. C. C. Andrews, American Minister-Resident at Stockholm, has forwarded full reports on the systems of public instruction in Sweden and Norway to the Department of State, which has in turn referred them to the Bureau of Education. These documents are dated November, 1870, and are full of interest to those who would learn what has been done in other lands for the cause of education.

SWEDEN.

In Sweden, the number of children in 1868, between 5 and 15 years, was 679,128, of whom 526,646 were attending the "Folk" schools (schools for the lower classes), and 141,541 were attending other schools or being instructed at home. It follows, therefore, that 97 out of every 100 children were receiving instruction—a percentage which is probably not exceeded by any other nation, and which the most enlightened of the United States of America may look upon with envy. Several causes have contributed to the more than ordinary diffusion of literary knowledge among the masses of Sweden. From the earliest period, the peasantry constituted one of the four estates or chambers of the highest legislative assembly—the Diet. The masses enjoyed much liberty, and took part in politics. On the establishment of the Lutheran Church three centuries ago, the rite of confirmation and a knowledge of the catechism was made obligatory. For many years back there has hardly been a Swede, therefore, who could not at least read. A peasant from Scania, Nils Manson, had the honor of introducing the first bill for the establishment of a popular system of education into the Swedish Diet, in 1828. At that time many schools were supported by local contributions.

An agitation of ten years in the House of Peasants finally constrained the Government to take up the subject. Then there arose a remarkable and unanimous opposition from the Bishops. Notwithstanding the opposition of the Established Church, in three years from the time these answers were given, the present system of Folk schools had its foundation in an act of the Diet. By the law of 1842, one such school was required to be maintained in each Sochen (a political division of from six to twelve miles in extent), both in the city and in the country.

The following are the branches taught in the Folk schools and the numbers that received instruction in each branch of study in 1867: Writing, 402,250; Biblical History, 397,000; Catechism, 286,500; Arithmetic, 339,500; History and Geography, 132,700; Grammar, 105,900; Geometry and Linear Drawing, 35,300; Singing, 235,000; Gymnastics, 153,200; Horticulture and the Planting of Trees, 21,850. The study of and exercise in military tactics is obligatory upon every boy, and in the Folk schools as well as in the higher schools the boys have target practice and compete in sharpshooting, using the Remington (American) rifled musket. The Folk school-boys are organized into battalions and practice in the school of the soldier, the company and the battalion—uniforms of a light blue cotton blouse, white trousers, and dark blue cloth cap, being furnished by subscription. They generally drill with light imitation muskets. Children leave school to enter manual employments at about 14 years of age. A savings bank is attached to each school in Stockholm, and the pupils are encouraged to make small deposits.

The method of instruction is a mixed one, but to a large extent oral, with the use of the blackboard and charts. The erection of school-houses falls upon the parish, which often contract for loans for this purpose at six per cent, running twenty years. In the country the teachers reside in apartments in the school-house, and as from one to twelve acres of land is attached to each school for the benefit of the teacher, the school-house acquires a certain home-like appearance. Hundreds of school-houses are annually erected. In 1867, 400 new ones were finished. Modern improvements, such as arrangements for drawing the foul air from near the base of the room, and heating with hot water or steam, are generally introduced in new school-houses. School libraries are established by law; there are 1,300 in Sweden. Compulsory attendance may be carried to the separation of children from parents; but this has been resorted to in but few instances, where poverty of the parent rendered it necessary for the parish to support the child. There is a growing sentiment in favor of enforcing universal attendance, though perhaps not extending to the separation of parent and child. Even the distribution of soup to the poor in winter is made so as to encourage attendance at school. If school house accommodations are insufficient, pupils are equally divided, and each half attend alternately two or three successive days. In the country, boys and girls attend the same school, but in large towns separate schools are provided. Instruction in Folk schools is practically gratuitous. Movable schools for those parishes deficient in means or population, is a feature of the Swedish school system. In 1867 there were 2,117 fixed, and 1,206 "ambulatory" schools.

In the selection of teachers special regard is paid to their religious sentiments and moral character. In appointing, the vote of the pastor counts equal to half the vote of the parishioners, and he is therefore really the appointing power. A few hundred teachers are assistant pastors, and about 1,000 teachers perform the duties of church clerk and chorister. The minimum salary of teachers is

\$106, with lodging, fuel, and pasture for a cow. For every month of extra service he is entitled to a quantity of grain. Teachers who have attained the age of 60 years, and served 30 years, receive a pension equal to three-fourths of the salary. In 1867 there were 3,365 male and 260 female teachers. The average number of pupils to a teacher is about 70.

Beside the Folk schools there is the "Sma Skola" (small or primary schools) and the "Hogre Folk Skola" (Folk higher school). In 1867 there were 3,249 Sma Skola with 151,526 pupils. There are but 10 of the Folk higher schools. There are two agricultural institutes and two agricultural schools that receive some aid from the government. There is an institute and six schools for instruction in maintaining and stocking forests. There are also several trade and scientific schools. Of her two ancient and famous universities, Upsala and Lund, the former is the larger, and has 100 professors and tutors, and 1,449 students—an increase of 139 over the year 1866. This university had its beginning in the year 1250.

NORWAY.

All common schools maintain a Christian character, and religious instruction is considered of primary importance. Common schools are divided into Lower Schools and Higher Schools. In the Lower Schools, all the children of the district must receive instruction, either voluntary or compulsory. The Higher Schools comprehend several circles or districts, and afford a more complete education. Each circle includes as many families as the School Committee shall find most convenient. Wherever there are 30 children legally bound to attend school, living sufficiently near each other, there must be a school. Many portions of the country are intersected by high mountains and deep fords, so that the small population is scattered. In such locations there are "ambulatory" schools, whose teachers travel from one farm to another, living with the peasants. Manufactories and other industrial establishments in the rural districts, employing as many as 30 workmen, are obliged to provide a school for the children of their workmen.

LETTER FROM A DISTANT SCHOOL-MASTER.

IN the region around Ke-ala-ke-kua Bay, nature seems to have exhausted her store of extremes. Along the shore on both sides, and extending inland about a mile, is a region to which Sahara would be a pleasure ground, while just back of this belt of desolation, the "orange and the citron" flourish, and the wants of man are all supplied with no effort of his, save to put forth his hand and pluck what hangs from overarching boughs, or grows in the clefts of rocks at his feet. It is a perfect paradise for *lazy men*, (lest there should be a rush hither I'll state that the land is all pre-empted, and the owners are too lazy to sell out). The bread fruit and banana grow without planting; luscious pine-apples peer up from between the rocks; sweet potatoes of marvelous size grow among the piles of loose punice. The native apple offers its rich juice to the thirsty and weary. Yaro grows in profusion on the mountain side, while the lime, citron, orange, coffee, cocoa, date, and many other tropical trees only ask to be planted and their branches are loaded with fruit that might tempt *another Eve* to partake.

It was my good fortune while there, to sit at the hospitable board of Rev. J. Paris, who resides about three miles from the beach. Upon his table were turkey, ham, Irish and sweet potatoes, and other garden vegetables, pine-apples, oranges, coffee, sugar, cream, butter, etc., and of all that was there spread before me in such profusion, nothing came from outside of his immediate neighborhood, save only the pepper and salt, and the flour from which the bread was made.

Purchasing, for twenty dollars, a horse, that in New York would have cost two hundred, I started one morning on a visit to Honanau, an ancient city of refuse, distant from Kealakeua about three miles. Generations of natives had made it one of the oldest travelled roads in the world, yet urging my horse to his utmost, it took me two mortal hours to thread my way over, under and among the jagged rocks with which the plain is covered. The time at which this lava tide rolled down from Mauna Loa, is lost even to tradition, yet in many places it appeared as fresh as though it had started on its errand of destruction but yesterday. In many places I observed round holes, where the lava had surrounded cocoa-nut trees and cooled before the trees had fallen, while the tops of the trees and the clusters of nuts had left their form plainly stamped on the sluggish and rapidly cooling mass, an epitaph that recorded their own fate, and the name and nature of their destroyer. The frequency of these holes, the soil at their bottom and the little islands of verdure that had escaped the over-spreading lava, showed plainly that this must have been a fertile and populous district before vengeful *Pele* had swept it with destruction. A short distance back from Honanau the fiery flood had poured over a precipice, about seventy-five feet high, and cooled while still flowing, leaving a rigid lava cascade, ex-

tending from the top to the bottom of the cliff. Between this cascade and the wall of the precipice, is a space of several feet, where clouds of Australian pigeons resort to hatch their young. Like the cliff at the head of Kealakekua this is also pierced with numerous lava ducts, which extend far back into the mountain. By the assistance of my guide, I climbed to the mouth of one of the largest of these, and lighting a taper, with which I provided myself, I started on a tour of exploration. Leaving my guide, whom I could not persuade to enter this hole of *this house of dead men*, I walked, stumbled, and crawled about half a mile, up into the bowels of the mountain. The main passage was quite straight and regular, but there were numerous side passages, crypts and chambers along the whole tunnel, and these were literally stowed full of the relics of departed humanity, placed there by those who had lived long before the *Ockykee* of Capt. Cook was ever dreamed of by the adventurous West. Some of these skeletons were perfect, others had partially crumbled to dust, while bits of decayed wood, showed the nature of the rude case in which the body had been placed. Only one coffin remained perfect. This had been hewn with a stone hatchet from a section of a soft tree, that grows in abundance up the mountain. These with shreds of ancient *kapa*, a kind of cloth pounded from the bark of a certain tree, were the only relics accompanying the silent inhabitants of these abodes of the dead. This mode of sepulture was nearly universal among the ancient Hawaiians, and it is practiced to quite an extent to the present day.

This cave was perfectly free from any signs of moisture, and I experienced currents of pure air passing down from the mountain. The odor of the charnel house was entirely wanting, and but for the proximity of the dead, with its associate ideas, this would be a cool, healthy and not unpleasant retreat for the living. The bright sun, however, had assumed new beauties as I emerged again into its light, and I cared not to halt again till I had reached Honaunau.

It is a coincidence, not a little singular, that the Hawaiians held many traditions and customs similar to those of the ancient Hebrews. One of the most striking of these, was that of their cities of refuge; two of these were on the island of Hawaii, one in the valley of Waipio on the East side of the island, the other at Honaunau. This latter, on account of its associations, is regarded by the old Hawaiians, with almost as much veneration as the Jews cherished for their sacred temple at Jerusalem. The boldest warrior that ever wielded a sceptre over the dusky natives of Hawaii would not dare to pass beyond its sacred limits in pursuit of a fleeing criminal, be his crime ever so great. Even the great *Ka-meha-meha*, paused, trembling at its portal, though goaded by the fury of an outraged husband, whose hands were still reeking with the blood of the chief who had wronged him; and the rock of *Ka-ahu-manu* is still pointed out as the spot where this chieftess repented and succeeded in soothing the anger of her offended lord. This city, or place of refuge, was built for *Keawe*, who reigned on Hawaii about three hundred years ago and while it was sacred to nearly all the gods, this deified king was regarded

as its tutelary divinity. It is seven hundred and fifteen feet long, by four hundred and four feet wide; its walls are from twelve to twenty feet high, and twelve feet thick. These walls were formerly surmounted with images, four rods apart over the whole extent. Within were four large *hei-ous*, or temples, one a solid pyramid of stone one hundred and sixty feet long by sixty feet wide and ten feet high.

In many parts of the outer wall I observed massive rocks that must weigh several tons; some of these were six to eight feet from the ground, and destitute of machinery as these people were, it is a marvel how they mised them to their present position. Just outside of this enclosure stood, until within a few years since, the house of Ke-awe, which was for over two hundred years the royal mausoleum of the kings and high chiefs of Hawaii. A short distance from this, my guide pointed to the rock of the Keoua, upon which that giant king was accustomed to sun himself after a bath in the sea. This rock is fourteen feet long, and tradition says that Keoua could touch one end with his toes, while with his fingers he could grasp the other—this is doubtless exaggerated, yet the old missionaries say that the chiefs found here, on their first arrival, were men of gigantic stature; and the natives have many traditions proving that *there were giants in those days*, and that they had degenerated in size even at the early day to which the missionaries allude.

In a land where nature appears only in her fiercer moods, where the earth frequently rocks and shakes so that no one is able to stand upon his feet, where the fiery floods can be heard lashing the inner surface of the crust that separates the home of man from the hell beneath, and where the torrents of molten lava, miles in width, rush with incredible velocity down from the summit of Mauna Loa into the ocean, sweeping to destruction houses, villages, trees and forests; it is not wonderful that these savage islands should have worshipped only those malignant deities whose wrath could be propitiated only by the greatest sacrifice in the power of man to offer. Hence, upon numerous altars throughout this whole group, human sacrifices were of frequent occurrence.

With fearful frequency were the altars at Honaunau deluged with human blood in those days of darkness, before the arrival of the missionaries. It was situated in a region through which the fierce *Pele* often passed in anger. The insatiate *Maui*, the man-eating shark, swam around its shores, while the gods of war often led rival chieftains to decide their quarrels, with club and spear, among the rocks with which the mountain side is covered. It mattered not who conquered—the vanquished were taken to this neutral city, and the god of to-day's victory revelled in the blood of those who were the conquerors of yesterday. Whatever the occasion, whether of dire calamity or of exultant joy, human blood was sure to flow over those rocky mounds, that still stand as a land-mark to separate the past from the present, man as he is when left to himself, from elevated man by the principles of Christianity.—*New York Teacher.*

GOVERNMENT GRANTS

In aid of Public Schools, paid to Teachers for the Term ended October 31st, 1870.

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

TEACHER.	Number of Teaching days employed.	Am't. paid to Teacher from Pro. Treasury.
COUNTY OF GUYSBORO.		
GRADE A.		
McNaughton, Sml. A. M.	114	\$
GRADE B.		
Boyle, Peter	114	60 00
Cox, Robinson	114	60 00
Kennedy, Robt. H.	114	60 00
McIntosh, Alex. D.	57	30 00
McArthur, Alex.	105	55 26
GRADE C.		
Cahoon, Susan E.	114	45 00
Campbell, Peter	114	45 00
Cameron, Jessie	114	45 00
GRADE D.		
Archibald, Malilda	90	23 68
Bruce, Esther	94	24 73
Cameron, Colin	114	30 00
Campbell, Smith	114	30 00
Chisholm, Martha	109	30 00
Campbell, Cathac.	114	30 00
Deslauriers, Isidore	114	30 00
Grant, James H.	114	30 00
Hattie, Emma	114	30 00
Hutcheson, Lucinda	108	28 42
Kirk, David	114	30 00
McLean, John	93	24 47
Meaney, Daniel	113	29 73
Marshall, Jas. C.	109	28 68
McIsaac, John	114	30 00
*Newman, Maurice	107	37 53
Peart, Emma M.	114	30 00

Pitblado, Helen	91	23 94	Mooney, P. C. C.	97½	50 90
Reid, Sophia	114	30 00	*Noah Brother	97	50 50
Sutherland, Ellen	111	29 20	*Odorick Brother	97½	50 90
Taylor, Annie	94	24 73	Rennels, Geo.	103	60 00
*Torey, Florence	114	40 00	Ross, Angus	103	60 00
GRADE E.					
Ehler, Maggie	111	21 90	Smith, J. A.	103	60 00
*Grant Cynthia	94	24 73	Sterns, D. M.	101½	59 12
Kirk, Libbie	112	22 10	Walsh, J. L.	97	50 50
McPherson, Mary	84	16 57	McIntosh, Kate	103	45 00
Myers, Mary	113	22 30	Miller, Catherine	103	45 00
Mundell, Jane	114	22 50	Philip Brother	103	60 00
McKeen, Annie	102	20 13	GRADE C.		
*McArthur, Janet	114	30 00	Archibald, Amelia	101½	44 31
*O'Donnell, Maggie	103	27 10	Archibald, Geo.	102½	44 78
O'Connor, Mary A.	60	11 84	Barnaby, E. R.	103	45 00
*Pearl, Emma B.	114	30 00	Bell, Annie	51	22 28
Keddy, Maggie	114	22 50	Bremner, J.S.	51	22 28
Scott, Amelia	114	22 50	Caldwell, Mary	51	22 28
Terrio, Judith	86	16 97	Cocilia Sister	95	41 50
Taylor, Eliza	114	22 50	Clare "	97	42 37
CITY OF HALIFAX.					
GRADE A.					
McCully, Samuel	103	\$60 00	Crimini Jerome, Sr.	97	42 37
GRADE B.					
Artz, James	103	60 00	Gammell, A. P.	103	45 00
*Christian Brother	97½	50 90	Gammell, Elizabeth	103	45 00
Dakin, G. W.	103	60 00	Graham, Cassie	103	45 00
Major, C. J.	103	60 00	Griffin, John P.	97½	42 60
McLaughlin, J. H.	101½	59 12	Ignatia Sister	96	41 94
McLean, J. D.	51	29 70	Johns, Pa.	103	45 00
GRADE C.					
GRADE D.					
GRADE E.					
GRADE F.					
GRADE G.					
GRADE H.					
GRADE I.					
GRADE J.					
GRADE K.					
GRADE L.					
GRADE M.					
GRADE N.					
GRADE O.					
GRADE P.					
GRADE Q.					
GRADE R.					
GRADE S.					
GRADE T.					
GRADE U.					
GRADE V.					
GRADE W.					
GRADE X.					
GRADE Y.					
GRADE Z.					

NEW ADVERTISEMENTS.

Educational Association.

THE ANNUAL CONVENTION

Will take place in ANNAPOLIS during summer vacation.
 Local Associations and members of Provincial Association having any subject to bring before the Convention, will please communicate with the Committee, before May 31st.
 Notice of further arrangements will be given in the June Number of the JOURNAL OF EDUCATION.

By order of the Committee,
GEORGE ROSS.

WANTED.

AN experienced first-class Female Teacher is wanted for a School Section at Baddeck, C. B. The situation is a pleasant one, and the Salary will be Two Hundred and Sixty Dollars per annum.
 Apply at the EDUCATION OFFICE, Halifax; or to
ALEX. TAYLOR, JR.,
 Baddeck.

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A. & W. MACKINLAY

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School Maps,
School Globes,
 AND
SCHOOL APPARATUS.

TRUSTEES' ORDERS

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A. & W. MACKINLAY,
 PUBLISHERS,
 april—6in
 Granville Street.



OFFICIAL NOTICES.

The number of prescribed Teaching days in the present School Term will be 120.

I. School Books—Superior School Grants.

In consequence of the increased drafts required for Teachers of Common Schools, the Council finds the funds at its disposal inadequate to meet all the expenditures contemplated by the School law. At the same time the Council is desirous of resuming the supply of Books and Apparatus to the Schools at reduced rates for another year. It is therefore ordered, with the concurrence of the Superintendent of Education, that no further sums be paid to competitors for the grant to Superior Schools, and that the sum allowed by the law for that purpose be applied towards furnishing the Schools with Books and Apparatus at the rates fixed by the order of October, 1868. (This Order is not to affect the unpaid grant of the past term.)
 October 15th, 1869.

II. Address of Inspectors.

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

III. Holidays and Vacations.

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

HOLIDAYS.

The following Regulations have been added to SECTION 3, of the Chapter above-named.
 a. When for any cause the Trustees of a school shall deem it desirable that any prescribed Teaching Day should be given as a Holiday, the school or schools may be kept in session on the Saturday of the week in which such Holiday has been given, and such Saturday shall be held to be in all respects a legal Teaching day.
 b. When, owing to illness, or for any other just cause, a teacher loses any number of prescribed teaching days, such teacher shall have the privilege of making up for such lost days, to the extent of six during any Term, by Teaching on Saturdays; but
 c. No School shall be kept in session more than five days per week for any two consecutive weeks;
 d. Nor shall any Teacher teach more than FIVE DAYS PER WEEK on the average (vacations not being counted) during the period of his engagement in any term.
 The Anniversary of the QUEEN'S BIRTHDAY shall be a Holiday in all the Public Schools, as heretofore; also any day proclaimed as a public holiday throughout the Province.

VACATIONS.

The following Regulations have been made in lieu of SECTION 4, of the Chapter above-named:—
 1. The CHRISTMAS VACATION shall remain as heretofore, the "eight days" being held to mean week-days other than Saturdays.
 2. Instead of two vacations during the summer term (a week at seed time and a fortnight at harvest) as heretofore, THREE WEEKS (15 week-days other than Saturdays) shall hereafter be given as vacation during the summer term, at such times or times as the Trustees shall decide. Nevertheless
 3. In order that the due Inspection of Schools as required by law, may not be interfered with, each Inspector shall have power, notwithstanding anything in the foregoing Regulations, to give notice of the day or days on which he proposes to visit any school or schools in his county for the purpose of Inspection, and to require that on the day or days so named such school or schools shall be kept in session.
 July 1867.

IV. Teachers' Agreements.

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

of each section, and thus measurably defeat the object of the whole system—the education of every child in the Province. The Superintendent of Education, therefore, calls the attention of Teachers and Trustees to the following

NOTICE

1. The COUNTY FUND is paid to the TRUSTEES of the section. The amount depends upon the number of pupils, the regularity of their attendance, and the number of prescribed teaching days on which school is open in any section during the term.
2. Teachers must engage with Trustees at a definite sum or rate. The Provincial grant is paid to teachers in addition to such specified sum.
3. The following form of agreement is in accordance with the law:

(FORM OF AGREEMENT.)

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

The said (name of teacher) on his (or her) part, in consideration of the below mentioned agreements by the parties of the second part, hereby covenants and agrees with the said (name of Trustees) Trustees as aforesaid and their successors in office, diligently and faithfully to teach a public school in the said section under the authority of the said Trustees and their successors in office during the School Year (or Term) ending on the thirty-first day of October next, (or the thirtieth day of April, as the case may be.)

And the said Trustees and their successors in office on their part covenant and agree with the said (name of teacher) Teacher as aforesaid, to pay the said (name of teacher) out of the School Funds under their control, at the rate of _____ dollars for the School Year (or Term.)

And it is hereby further mutually agreed that both parties to this agreement shall be in all respects subject to the provisions of the School Law and the Regulations made under its authority by the Council of Public Instruction.

In Witness whereof the parties to these presents have hereto subscribed the names on the day and year first above written.

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

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

V. To Trustees of Public Schools.

1. "A relation being established between the trustees and the teacher, it becomes the duty of the former, on behalf of the people, to see that the latter are making sure progress, that there is life in the school both intellectual and moral,—in short, that the great ends sought by the education of the young are being realized in the section over which they preside. All may not be able to form a nice judgment upon its intellectual aspect, but none can fail to estimate correctly its social and moral tone. While the law does not sanction the teaching in our public schools of the peculiar views which characterize the different denominations of Christians, it does instruct the teacher "to inculcate precept and example a respect for religion and the principles of Christian morality." To the Trustees the people must look to see their desires in this respect, so far as is consonant with the spirit of the law, carried into effect by the teacher."—"Comments and Regulations" of Council of Public Instruction, p. 41, reg. 5.

2. Whereas it has been represented to the Council of Public Instruction that Trustees of Public Schools have, in certain cases, required pupils, on pain of forfeiting school privileges, to be present during devotional exercises not approved of by their parents; and whereas such proceeding is contrary to the principles of the School Law, the following additional Regulation is made for the direction of Trustees, the better to ensure the carrying out of the spirit of the Law in this behalf:—

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

March, 1867.

3. "The hours of teaching shall not exceed six each day, exclusive of the hour allowed at noon for recreation. Trustees, however may determine upon a less number of hours. A short recess should be allowed about the middle of both the morning and afternoon session. In elementary departments, especially, Trustees should exercise special care that the children are not confined in the school room too long."—See Manual of Laws and Regulations for Public Schools, page 22, sec. 10

VI. The Provincial Normal School.

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

FACULTY OF INSTRUCTORS.

NORMAL COLLEGE

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

Drawing: _____

MODEL SCHOOL.

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

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

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

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

VII. Bond of Secretary to Trustees.

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

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

PROVINCE OF NOVA SCOTIA.

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

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

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

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

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

VIII. Prescribed School Books, Maps and Apparatus

MINUTE OF COUNCIL.

(Passed November 23rd, 1870.)

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

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

DRAWING.

BARTHOLOMEW'S SCHOOL SERIES OF PROGRESSIVE DRAWING LESSONS.
 For beginners, } Set of 72 Model Cards, Nos. 1 to 5..... 69 cents per set.
 For advanced lessons, } Sketch Book (models only), Nos. 1 to 5.... \$1.56 per set.
 Packages (12 slips) of blank drawing paper, for model cards, 4cts. pr. pack
 Blank drawing books, for model cards, 13 cents each.
 Blank drawing paper, for Sketch Books, or model cards, 42cts. per quire.
 Drawing Pencils, F, 34 cents per doz.
 " B, " " "
 " BB, " " "
 " HB, " " "
 " H, " " "
 India Rubber Erasers, 13 cents per doz.

DIAGRAMS.

Forest Trees 46
 Natural Phenomena..... 84
 Botanical Prints..... 1.84
 Notes..... 70
 Wild Flowers..... 2.97
 Geometrical Figures..... 00
 Forces..... 1.28
 For purposes of illustration, and "Oral Lessons."
 Patterson's Plates of Animals (set of 10, mounted and varnished) 12.50 "
 Staples' Writing Charts..... \$2.25 per set.

GEOGRAPHY.

Calkin's Geography and History of Nova Scotia, 12 1/2 cts. each.
 Calkin's School Geography of the World, 84 cts. each.
Series of Wall Maps.—
 Nova Scotia..... \$0.92 each. Scotland..... \$1.52 each.
 British America... 1.35 " Ireland..... 1.52 "
 North America..... 2.28 " British Isles (in relation to the Con. of Europe.) 1.52 "
 Western Hemisphere. } \$1.56 Europe..... 1.52 "
 Eastern Hemisphere. } per set. Palestine..... 1.52 "
 England..... 2.28 " Gen'l Map of Bible Lands 1.53 "
Globes.—The Terrestrial Globe (12 in. diameter, bronze meridian and Quadrant)..... \$6.75
 The Celestial Globe..... 6.75
Classical Wall Maps.—
 Orbis Veteribus Notus. \$2.04 each. Græcia Antiqua..... \$2.64 each.
 Italia Antiqua..... 2.04 " Asia Minor Antiqua... 2.04 "
 Orbis Romanus..... 2.04 "

HISTORY.

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

NATURAL SCIENCE.

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

ECONOMIC SCIENCE.

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

CLASSICS.

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

AUTHORS—OXFORD EDITIONS.

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

DICTIONARIES.

White's Junior Scholar's Latin-English Dictionary. \$1.13 cts. each.
 " " English-Latin " 0.82 "
 Greek,—Bryce's First Greek Book... 38 cts. each.
 Bryce's Second Greek Book..... 53 "
 Bullion's Greek Grammar..... 86 "
 or, Edinburgh Academy Greek Grammar 53 "
 Arnold's Greek Prose Composition... 86 "

AUTHORS—OXFORD EDITIONS.

XENOPHON, Anabasis, bound, 30 cents.
EURIPIDES, Alcestis, (with short notes), paper, 15 cents.
XENOPHON, Memorabilia, bound, 20 cents.
HOMER, Iliad, (complete) bound, 63 cts.: Lib. I.—VI. (with short notes), 1 vol., paper, 30 cents.

LEXICONS.

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

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

ADVERTISEMENTS.

SITUATION WANTED.

A Male Teacher holding a First Class Provincial License, who has had two and a half years experience in teaching, desires a Situation in a Public School on the first day of May next. Good references can be given.

Please address, stating terms &c.

A. GILLIS,
 S. E. Mabou, C. B.

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

WANTED by the first of May, a good situation—one where there is good pay, plenty of work, and a fair chance given to perform it—by a young man who has had four years experience in teaching, who holds a First Class Provincial License, and Superior from the Normal School. Satisfactory reference given. Early applications desirable. Please address
 E. L. N.
 River John, Pictou Co.

A MALE TEACHER holding a First Class Provincial License, who has had five years experience in teaching, desires a situation in a Public School (graded preferred) on the first day of May next. Good references can be given. Please address, stating terms, &c.,
 HUGH D. McLEOD,
 TEACHER,
 New Lairg, Pictou Co.

Eaton's Commercial Arithmetic

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

Dr. Forrester Memorial.

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

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

TOTAL, \$128.31½

J. HOLLIES, TREASURER.

Dartmouth, March, 1871.

THE COUNCIL OF PUBLIC INSTRUCTION

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

BOOKS AND STATIONERY,

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

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165 & 167 HOLLIS STREET,

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FOR

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HALIFAX

Halifax, January 23rd, 1871.

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

Begs to Solicit the Patronage of School Trustees for

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

Which he is now enabled to supply at Prescribed Prices.

LONDON BOOK STORE,

125 Granville St.

December, 1870.

The Journal of Education,

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

Any person not entitled to a copy free of charge, will have the *Journal* sent to his address, postage prepaid, on payment of FIFTY CENTS per annum, in advance.

The *Journal* will be forwarded, postage prepaid, direct from the office of publication to Trustee-Corporations and to Teachers entitled to receive it.

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

Teachers wishing situations will have the privilege of inserting a brief advertisement (class of license, experience, references, salary, and address,) for one month, free of charge. Trustees in want of teachers will be allowed a similar privilege.

All Communications intended for insertion in the *JOURNAL* should be forwarded before the 15th day of the month preceding the month of publication. Communications to be addressed "EDUCATION OFFICE, HALIFAX, N. S."

BLACKADAR BROS., 70½ & 72 Granville Street, Halifax.