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G. L. Jones

# JOURNAL OF EDUCATION

FOR  
NOVA SCOTIA.

CONDUCTED BY THE SUPERINTENDENT OF EDUCATION.

VOL 2.

NOVEMBER 1852.

No 3.

The time is now approaching when the subject of common school education must again be brought before the legislature. Next session should give the province a new law, and who can measure the influence which that law may exercise for good or evil on the destinies of the country, and on the individual welfare of every parent and child. There has been too much indifference to the importance of this subject. The people do not need to be told that our present plan is defective in its support, in its methods of instruction and its local management. This is felt in nearly every settlement in the province. It is only necessary that every person should question himself as to his personal interest in a greater diffusion of humanising and elevating training, and should act accordingly, to bring to bear on the legislature a force of public opinion which would sweep away all the hesitation of wavering representatives, who fear to benefit the country less than to punish them for it. To aid in exciting a well directed and vigorous effort in the approaching crisis, we shall, even at the risk of wearisome repetition, again direct attention to some of the principal objects to be contended for.

*First.* We must have public instruction for all—no class distinctions—no party distinctions—no denominational distinctions, but a broad educational platform based on our common civilisation and christianity. On this ground alone can sound popular education stand and flourish in small and divided communities. We sympathise with the few honest voices that ask for some more direct and extensive recognition of religion than is consistent with leaving the matter of christian instruction solely at the discretion of the parent; though we believe them to be mistaken not only on the ground of public expediency but on the higher one of christian love and duty. But if there be any political partisans ready to hazard the education of the poor man's children for the infinitely little gain of a little political capital, we trust all good men will despise and abhor them.

*Secondly.* We must have a good and well supported Normal Seminary, to send well qualified teachers over the length and breadth of the Province, until every school shall be taught by a person trained

in the best methods of conducting the work of education. After a few years such an institution will double the value of the public and private money expended on the schools, shorten the time necessary to obtain a useful education, and send forth a much more highly educated race of young people from the schools. There are very few persons not convinced of the utility of a Normal School; and it is to be hoped that its efficiency will not be cramped by too narrow views of economy.

*Thirdly.* Free schools supported at least in part by assessment must be secured before we can hope to have a general diffusion of the blessings of education. This of all educational improvements is the most opposed—yet it must come. The example of other colonies and the interests of the mass of the poorer population must enforce the acknowledgment of the right of all children to a common school education paid for from the public purse. The principle on which this is demanded, and its probable influence on public interests, are now familiar to every intelligent man all over the province—let them set themselves to combat the prejudices of the ignorant, and to outweigh the influence of the selfish. Let it be thoroughly understood that the intention is not to withdraw the public grant, but to add to it a sum collected from property all over the province, and employ the united sums in placing a school within the reach of every parent, for just so much in addition as he may choose to give; and that the choice of teachers by the people or their representatives the trustees, and the independent management of the affairs of every district by its own people, will in no respect be interfered with, but on the contrary greatly extended, while the facilities for having good teachers and sending all the children to school will be vastly increased.

*Fourthly.*—Efficient annual inspection of every school by local inspectors, acting under a general head, must be provided for. This is an important check and stimulus, and can, on the plan proposed in the school bill of last winter, be secured at small cost. As it is explained in another part of this number, no further remark is necessary here.

*Fifthly.*—Arrangements for the regular and orderly election and performance of the

duties of trustees. Under all previous laws this has been much neglected; and to this cause we must attribute much of the inefficiency of the schools. The trustees elected by the people have a large share of substantial power. This is the liberal and popular element in our school system, and unless actively worked out to its true results, no exertions of officers appointed by government can infuse sufficient energy into the schools.

These are the great objects which we have all along thought should be aimed at in a new law, and we beg leave now most urgently to press on the friends of popular education the importance of informing the public mind and petitioning the legislature. To facilitate the latter object, and at the request of many friends of education, we shall prepare and circulate forms of petition along with the present number of the Journal, and we respectfully request those who may receive them to do all that is possible to have them presented to the legislature, respectfully signed. Persons who do not receive copies, and who are desirous of aiding in the work of obtaining signatures, may have them by applying to the Superintendent of Education.

## FREE SCHOLARS.

Inquiries are frequently made as to the number of free scholars allowed by law, and the terms of their admission. On this subject the law is sufficiently explicit, and Trustees should be in no doubt as to the nature of their duties. The children of persons known to be unable to provide for their education have a right to admission, and should apply for it. The Trustees cannot refuse them unless eight free scholars are already on the list. On the other hand it is an absolute fraud to make up the number of free scholars by admitting children whose parents are able to pay. In many districts the benevolence of teachers and trustees admits more than the required number of free scholars. In other cases, however, there is reason to fear that there is a sort of combination of the teacher and wealthier parents to exclude the children of the poor. Where good evidence of this can be obtained, it affords ground for withholding the public money from such schools. It is to be hoped that all the difficulties attending the present distinction between paid and free scholars will soon be removed by the establishment of Free Schools.

## The School Bill of Last Session.

(Continued.)

Having given in full the provisions relating to a Normal School & Assessment, which are the most prominent new features in the bill, we shall in noticing the remaining Sections, refer only to those clauses which differ materially from the existing law.

*Superintendent of Education.*—The duties of this officer as principal of the Normal School have been already referred to. (No. 1.) As Superintendent he is requested to collect and diffuse information on all subjects connected with the improvement and prosperity of the Schools; to supply teachers to vacant districts; to prepare and circulate forms and instructions; to establish Associations and Institutes of teachers; to expend the grants for school books, apparatus and horaries; to report annually on the state of the schools.

In addition to these duties, he is required to prepare and publish instructions for the proper carrying out of all the provisions of the act, to print the act and its accompanying instructions in sufficient quantity to supply every teacher and Board of Trustees with a copy, and to publish an Educational Journal for gratuitous distribution to Commissioners and teachers. The proper performance of these last mentioned duties alone, will be of inestimable importance to the cause of education.

Objections have been made to the union of the offices of Superintendent and Principal of the Normal School. These have been already answered under the head "Normal School," and we need only state here that the arrangement is believed to be quite practicable, and recommends itself on grounds of economy, and on account of the unity of management which it secures. If, however, the Legislature should prefer, and be willing to remunerate a separate Superintendent—there can be no doubt that even in our small Province he would have scope for exertion in the improvement of education.

*Commissioners and their Clerks.*—The appointment and duties of Commissioners are in the main the same as in the existing law. In dividing the school sections they are required to attach to each a permanent number, which is necessary to enable the trustees to perform their duties aright, but this has been neglected in many districts—the districts not having been numbered at all, or the numbers frequently changed without notice to the trustees.

In examining for license the commissioners are required to proceed under a prescribed form for each class of teachers. This is intended to obviate the injustice at present inflicted by the variable character of the examinations before different Boards, and before the same Board at different meetings, as well as to give a

more certain position to each class of teachers. They are also authorised to cancel the license of every teacher found to be guilty of grossly immoral conduct.

In the distribution of the public grant an important improvement is contemplated. At present the only tangible criteria are the sums contributed by the people and the time the school has been kept; but it is evident that these grounds of distribution often have but a small connection with the relative merit and usefulness of the schools, and it is only by referring to the character of the instruction—number of free pupils and other considerations of a somewhat vague and uncertain character, that an approach to justice can be made.

In the new Bill it is provided that the Commissioners shall distribute the Provincial grant and also the county assessment as follows:

1. To every school taught by a first class teacher at the rate of four shillings per pupil for all pupils in regular attendance over 12 weeks.

2. To every school taught by a second class teacher at the rate of three shillings for every pupil in attendance over 12 weeks.

3. The remainder in accordance with the efficiency of the schools, and the sums raised by the people for their support; provided that the Commissioners may reserve one sixth of the funds at their disposal, to aid poor districts on such terms as they may think reasonable.

In other words, about one half the public money is to be distributed in accordance with the number of scholars and class of teacher, second class teachers receiving three fourths of the sum per scholar allowed to first class teachers:—the remainder to be distributed on the same grounds now employed for the distribution of the whole. On this plan it is evident that a greater inducement will be held out than at present to hire the best teachers, and to send as many children as possible to school.

Since last winter a new provision in reference to this subject has come into operation in Upper Canada, and perhaps would be found to be a farther improvement. It is the distribution of the Public money according to the *average attendance* at the schools. This is the most equitable method possible, and if the returns of this year show it pretty general attention is being paid to the keeping of school registers, it may be well to introduce this further improvement into our new law.

*High Schools, or Grammar Schools,* are to have teachers who, "in addition to first class common school qualifications," must be "competent to teach Algebra and Mathematics, with their practical applications, and if required by the Commissioners, Classics and Agricultural Chemistry, or one of the modern languages." Such schools are to receive from the county assessment a sum equal to the Provincial

grant, and the people of the district are required to raise an equal sum. This will give as the lowest salary of grammar school teachers, £75, and as the ordinary salary, £100. To obviate the difficulties arising from the excessive variety of labor at present required of grammar school teachers, it is provided that when both classics and mathematics are taught, or where children under 8 are admitted, there shall be an assistant entitled to a share of common school money for all pupils over 30; perhaps it might not be too much to give the allowance for one half of the pupils, whatever their number.

High schools are to be established for a half year only, if necessary, as some districts are quite unable to furnish the necessary number of pupils in summer; and the number of pupils necessary to draw the grant is to be reduced from 10 to 8. It is hoped that both these arrangements will better ensure the efficiency of these schools and render their support easier. This will be more especially the case if assessment be introduced. Particular directions are also given in the new Act for settling in an equitable manner the difficulties which may arise where two or more sections compete for the grammar school allowance.

A very important addition to the powers of Commissioners is made in section 40, which empowers the boards to engage itinerant teachers for the poor and scattered districts, many of which are now entirely excluded from the benefits of the school Act. The commissioners are also authorised to apply the High school grants to this purpose, in cases where it proves impossible to establish High schools. It has been objected that this may tend to injure the High schools.—This, however, cannot be, as the commissioners have no power to divert the money from its original destination, unless after it has been found that no grammar school exists to receive it. Further, the very counties which cannot sustain grammar schools are those which have the greatest proportion of destitute districts, and by the appropriation of the money to those schools which they can sustain, they are only placed on an equality with the older and wealthier districts; whereas under the present system these counties altogether lose the High school grants.

The duties and powers of clerks of commissioners are somewhat extended, and more exactly defined; and in event of county assessment, and more especially when they hold the additional office of school inspector, their emoluments will also be larger. From the nature of the case, many important duties fall on these officers, and it is desirable that the office should be made more worthy of the acceptance of men of education and ability. Under the present law, the whole management of the schools is vastly improved in the districts, (and

they are not few.) which have able and intelligent clerks.

*School Visitors.*—This portion of the bill gives to all clergymen, commissioners of schools and justices, the right of visitation, and of advice in the management of the schools.

*School Inspectors.*—Under this head, an inspector is provided for each district under a board of Commissioners. He is to be selected by the Superintendent, and is to visit each school annually, provided with a form of questions, prepared by the superintendent. These forms, when filled up, he is to present, as his report to the commissioners, by whom they are to be forwarded to the superintendent. He is also, to do all in his power, to diffuse information, especially such as may be furnished to him for that purpose. He is to receive 5s for each school visit.

Without these officers, there cannot be any useful and general school inspection. This was pointed out by the present superintendent in his first report, and he then insisted on the necessity of local inspectors acting under a general head, as in Upper Canada and several parts of the American union. Since that time, Lower Canada and New Brunswick have adopted this method of inspection, convinced of its necessity from the example of the countries which had previously adopted it, and there can be no question that they will soon feel its beneficial influence, both on the teachers and supporters of the schools.

It has been objected that the remuneration proposed is too small. It is based on that given in Upper Canada, and is the same in proportion to the labor required. If thought desirable, however, no friend of education would object to the same remuneration provided in the new law of New Brunswick, which is as follows:—

“Salaries, or remuneration for such inspectors, shall in no case exceed seven shillings and sixpence for each inspection made, except in counties where the remuneration by such compensation would amount to less than fifty pounds, which shall be the minimum allowance per annum for the inspection of schools in any one county.” The last clause would not suit our small counties or districts.

*School Trustees*—Under this head are some of the most important improvements in the new law. The trustees constitute the popular element in our school system, and represent that right of freely selecting instructors for their children, and managing the affairs of their schools, which the people of every free country should regard as one of their most precious rights. The office of the trustee thus becomes one of high importance, and where it is neglected the affairs of the schools are either mismanaged or they fall out of the control of the people into that of the officers appointed by the government, or into the hands of a few

self constituted leaders. Any of these results materially impairs the prosperity of the schools, and diminishes the public interest in them, and it is to this cause that we must attribute a large proportion of their present defects. The remedies proposed in the new law are mainly borrowed from the school law of Canada, and are as follows:—

1. An annual district school meeting at which in the first instance the trustees are to be elected, and in all subsequent meetings, one trustee to supply the place of a retiring member. The trustees must report to this meeting on their management during the past year, and must present an estimate of expenses for the ensuing year, on which the meeting may decide as to its amount and the manner of collection, but cannot reduce below the lowest amount which the trustees may declare to be necessary to the efficient maintenance of the school.

2. The trustees must appoint a secretary, who may be one of themselves or any other person, and whose duty it will be to collect and pay school monies, keep the accounts, &c. This officer will receive a commission on his collections of 5 per cent. This last provision is necessary in order to induce competent persons to act with energy,—as experience has amply shown that in small communities like school districts, the onerous and thankless duty of collecting school monies will rarely be properly performed gratuitously.

3. Full directions are given for the performance of the duties of trustees, in erecting and repairing school houses, hiring teachers, examining the school &c., so that there will be no excuse for the non-performance of these duties on the ground of want of information.

4. A few clauses have been added to accommodate the provisions for the performance of the duties of trustees to the case of towns and villages.

With proper exertion on the part of the superintendent and commissioners, the provisions relating to trustees would in a few years come into universal and active operation, and would introduce into the affairs of the schools a degree of uniformity, promptitude and certainty, altogether unattainable in the present lax and uncertain condition of the legal provisions relating to the election and duties of these important officers.

*Teachers*—Under this head an attempt has been made to specify some of the more important duties of the teacher.—Most of these require no remark; but one of them is too important and delicate to be passed over without a few remarks. This is his duty in reference to the all important matter of religion. On this subject the law requires that he shall “inculcate by precept and example a respect for religion and the principles of christian morality,” “but that he shall not give denominational instruction, except by

desire of the parents. This short clause, which agrees in substance with the provisions of the law of Canada and New Brunswick on the same subject, when taken in connection with the other provisions of the law, leaves the whole subject of religious instruction within the control of the parents in each school district. The commissioners are required to satisfy themselves of the good moral character of the teachers before licensing them. The trustees, acting for the people, are bound to select a teacher who shall be unexceptionable to the whole or the majority in his moral and religious character. The teacher on his part is bound to inculcate those great principles of christian truth and morals on which all christians are agreed. This gives him, if a good man, a wide and useful scope. In addition to this, however, he can give all instruction of a more particular character which the parents may require, and which his own religious views may make it possible for him to give. It must be remarked, however, that it is a very mistaken view to suppose that the whole or even a very large portion of the work of religious instruction devolves on the common school teacher. His place as a religious instructor must always be subordinate to that of the parent at home, and that of the church, through its ministers. In this respect, the teacher of a day school is in a very different position from that even of the head of a boarding school, who has the children always under his care. Taking this limited view of the teachers' duties in this department, which however in no respect derogates from the responsibility of his position, we think that every christian should be disposed to admit that the provisions above referred to give all the guarantees for religious instruction possible in the circumstances. The only other alternatives are the adoption by the legislature of some form of instruction as the religion of the state, or the division of the school money among the several sects. The first, even those who believe it desirable, know to be impossible. The second would dissipate and waste the small means available for public instruction, would deprive many poor districts of schools, and would excite an incalculable amount of politico-sectarian animosity. We subjoin for comparison the provision of the new law of New Brunswick on the subject:—

“Also to exert his best endeavors both by example and precept, to impress upon the minds of his scholars the principles of the christian religion, morality and equity, provided that no child shall be required to read or study in or from any religious book, or to join in any exercise of devotion or religion which shall be objected to by his or her parents or guardians.”

Here we close for the present our comments on the new school law. It proposes nothing utopian or untried, but

only attempts to introduce improvements approved by experience, in countries whose circumstances resemble those of our own. If it have a fault in this respect, it is that of not going sufficiently far in those directions in which the school systems of all parts of this continent are now steadily advancing. As already stated, some of its details will require modification to adapt it to the growth of another year, but in its main provisions it is hoped that it will prove acceptable to the intelligence of the country and to a majority of the legislature.

### REMARKS

*On the Climate and Soil of Nova Scotia, in reference to their agricultural capabilities.*

[Continued from last number.]

Admitting, however, that the annual produce of the soil in Nova Scotia, will bear comparison with that of the best grain growing districts in America, our farmers may still be liable to some disadvantages from the nature of the climate, and especially from the length of the winter.

1. There may be a deficiency of time for farm work. Prof. Johnston on inquiring into this subject in relation to New Brunswick, finds that the average time of latest ploughing is the 17th November, and the average time of earliest sowing the 21st April. He infers from this that the average duration of summer, including under this term the working time of spring and autumn, is six months and twenty-two days. He then takes three months and 17 days as the average time required for the growth of spring grain, and calculates that the time for spring and autumn work before sowing and after reaping, is three months and three days. These numbers are equally applicable to Nova Scotia, taking the average between the earliest districts in the western countries and the latest parts of the eastern hills. On comparing these dates with those for western New York, Prof. Johnston finds; "1st, that the winter in Western New York is 22 days shorter than that in New Brunswick; 2nd, that this shortness consists in the addition of 21 days to the open weather of fall and one day to the open weather of spring." To counterbalance this advantage, he finds that the New York farmer has a somewhat larger number of rainy days, which reduce his extra time in fall to between 10 and 15 days. These facts would induce us to conclude that the advantage in regard to open weather in New York and Upper Canada as compared with Nova Scotia, does not exceed 20 working days in the year, and this almost altogether in the fall. The farmers in those countries appear to have as much reason to complain of short springs as we have.

There can be no doubt that the period for out of door labour in Nova Scotia is

much shorter than in England or Scotland. It must be remembered, however, that the number of rainy days in those countries is much greater than with us, and that the action of the frost on the soil here tends to allow the farmer to dispense with the repeated ploughings necessary there. It appears from the meteorological register of Mr. Poole, of the Albion Mines, that we have an average number of 114 days of rain and 60 of snow. This is greater than the number for New Brunswick as given by Johnston, but considerably less than that for most parts of Britain. On this subject Johnston remarks:

"The number of days during which rain impedes the operations of the British farmer is notoriously very great. In some Counties, which possess soils of a peculiarly tenacious character, it brings in another evil than that which attends the New Brunswick winter. It not only shortens the period during which the work of preparing the land can be done, but it also makes it heavier or more difficult to do. Thus the farmer's expenses in Great Britain are considerably increased by the precarious nature of the climate he lives in.

But in New Brunswick the climate is more steady and equable. Rains do not so constantly fall, and when they do descend, the soils in most parts of the Province are so porous as readily to allow them to pass through. Thus the out-door operations of the farmer are less impeded by rain, and the disposable time he possesses, compared with that of the British farmer, is really not to be measured by the number of days at the disposal of each."

2. The winter may exert injurious influences on grass lands, on stock and on the employment of labour, which may seriously diminish the Farmers' profits. On the former of these subjects I quote the following remarks from Johnston

"The substance of the evils produced upon grass land are—That when the winter is changeable, so that a thaw comes on and fills the ground with water, which freezes afterwards, or when the ground, before being covered with snow, is subjected to a severe frost, the grass in old pastures and meadows, and the clover in artificial grass lands, is liable to be thrown out and winter killed,—that for the same reason winter grain cannot be sown,—that this effect is less on dry and light lands than on such as are wet and heavy, and that early spring rolling very much remedies the evil in grass lands,—that when uncovered the fine soil is sometimes drifted before the winds in winter,—that the melting of the snows in spring occasionally chills the soils, causes them to run to moss, and sometimes washes them and diminishes their strength.

The evils complained of here, except the last, which is doubtful, are experienced by New Brunswick in common

with all the northern parts of America. They are only occasional, however, and incidental, and to a certain degree cannot be prevented.

The inability to grow winter grain is not unfrequent in some parts of Scotland, owing to a similar action of the frost, and the winter killing of the clover is very generally complained of both in England and Scotland, and many unavailing remedies have been tried to prevent it.

Only two methods can be depended upon, as likely to be efficacious in lessening the effects of the alternate frosts and thaws.

These are, first, a thorough drainage of the land most subject to be winter killed or chilled in spring, that the water may have a more speedy escape, and thus to a less extent linger and freeze in it. The other is the early rolling in spring, recommended by Mr Farmer of Charlotte County, and practised with so much advantage in the old country. Where land is in good heart, these two methods will often prevent the evils complained of, but for the occasional scorching effects of the cold winds, which, like the north west winds in the neighborhood of Saint Andrews, sweeps over the ground when naked, and appears actually to burn up the grass, there is one other remedy, in regard to which I may here introduce a few general observations, which may apply also to other cases similar to the present.

On the farms of New Brunswick, wood is to a certain extent considered a nuisance which it is desirable to get rid of, and hence it has almost everywhere been cut down indiscriminately, and few attempts have been made to plant belts or clumps of trees, which in Great Britain are every where found necessary for the purpose of shelter. The consequence of this is, that almost every cleared section of the country is exposed to certain cold or prevailing winds, which scarcely fail every now and then in producing evidently injurious effects upon the farmer's crops.

Against these winds it is very desirable that shelter should be procured. If belts or clumps of the original forests refuse to withstand the winds to which they have been unaccustomed, when the trees which sheltered them have been cut down, as I understand is very generally the case, then plantations should be made across the course of the prevailing or most injurious winds. It will surprise persons who have no experience as to the effect of such shelter, to see how much good is produced by it. Not only are the stock kept warm, which feed in pastures so protected, but the herbage and all the other crops are remarkably benefited by it. I know of one formerly unsheltered locality in the north of England, not exposed to the sweep of the sea breeze, but to the sweep of the wind coming down a wide valley, the grass upon which

for pasture, was raised from 5s to 40s. an acre of yearly rent, solely by the planting of belts of trees so as to turn off the prevailing winds."

With respect to the effects of the winter on stock we have these to contend with in common with all the inhabitants of the northern parts of America and Europe; and though this difficulty must always to a greater or less degree be felt, it may and will be greatly lessened by attention to the following points. 1, More comfortable housing of cattle, which will cause a less consumption of food. 2, The more extended cultivation of turnips and other green crops for winter feeding. 3, Greater attention to the saving of manures and collection of composts for the purpose of promoting the growth of green crops, hay and straw. It is no exaggeration to say that with a little attention to these points as they usually receive here, the winter keeping of stock would be nearly as difficult in Scotland or Holland as in Nova Scotia.

Johnston's opinions on these subjects are well worthy of attention.

"It is acknowledged at present by chemical physiologists that warmth is equal to a certain portion of food—that an animal which is exposed to more cold will eat more—and one that is better housed and warmer kept will eat less.—To keep an animal comfortable therefore is to save food, and this alone ought to be a sufficient inducement, where a scarcity of winter food is complained of.

In my tour through the Province, I have frequently observed how little attention appeared to be paid to the proper housing of the stock. Wide chinks between the boards or logs, of which the cattle houses or barns are built, or large openings about their feet, too often admit currents of cold air in the winter season. The most of the prevailing winds also find their way through the walls, and the comfort of the cattle is thus continually liable to be destroyed, the chance of their thriving interfered with, and their consumption of food increased. Those who allow such a state of their cattle houses to continue, unjustly blame the winter for what arises from their own want of care.

One of the opinions regarding the winter, which I have inserted above, makes it a matter of complaint that much care, attention and experience are required to keep cattle in condition while the winter lasts; this is no doubt true, but the same qualifications are necessary to success in any other branch of husbandry; and he who is unwilling to bestow all the possessions of them upon the business in which he is engaged, may happen to thrive, yet scarcely deserves to prosper.

According to some, an acre of land in turnips will go three times as far as the same acre under hay. Crops vary so much, however, that no general rule can

be established. It is certain only that by feeding cattle partly with turnips, and partly with hay, or other dry food, not only will the same extent of land support more stock, but the same amount of food will go further than when either of the two is given to cattle singly. Nor is the good conferred upon the farmer by large green crops confined to the immediate influence upon the cattle and upon the extent of land necessary to support them; but the manure of a rich quality which they are the means of placing at the farmer's disposal, enables the same extent of land to produce more corn than before, so that in a double sense he is benefitted by this culture. He employs less land than before in feeding his cattle, and he grows more corn per acre on the remainder of his farm."

By these and similar improvements in husbandry, the winter may in fact be shortened, or its evil effects on stock removed.

The difficulty of finding profitable employment for the farmer and his hired men in winter is often urged against the capabilities of our country, especially for farming on a large scale. That there is some difficulty in this need not be denied. There are, however, many necessary parts of farm work which with prudent and industrious men occupy much of the winter.

Perhaps, much more time should be spent on manures and stock in winter than is usually given to them. No time is better for hauling bog, marsh and sea mud, and nothing tells more on the improvement of a farm. The saving and keeping together of barn yard manure is also a most important department of labor, requiring much attention in winter. The cutting of straw and steaming and boiling of roots for cattle, regular feeding and attention to their comfort and cleanliness, are also most profitable departments of winter farm work. Flax, hemp and wool, if cultivated in sufficient quantity, could alone be made to give profitable employment to all the spare time of winter. The winter might also afford time for the prosecution by the farmer of handicraft trades, in the manner so common in Germany and New England; and we must not forget that the winter is precious for the opportunity it affords of mental improvement, and that a severe winter is a good school for a hardy and energetic people.

The above considerations are sufficient to show that our long winters are blamed for much that is the result of our own ignorance or carelessness, and that it is our wisest course not to condemn our climate till we have tried earnestly and skilfully to break in the winter to a useful place in our system of farming operations. Above all, every young man should be cautioned against the foolish error that there is any where a perfect

climate, or that there are many not in our way or another subject to drawbacks more injurious than those of ours.

### REPORT

#### Of the Superintendent of Education.

[FOR THE HALF YEAR ENDING JULY 1, 1852]

HON. JOSEPH HOWE.

SIR:—I beg leave, in accordance with the School Act, to present, through you, to his Honor the Administrator of the Government, a short Report for the half year ending July 1, 1852.

After sending in my report for 1851, I was occupied for some time in completing the statistical tables and appendices, correcting the proofs of the report, preparing a draft of a new school Act, issuing a fourth number of the Journal of Education, and attending on the educational Committee of the House of Assembly. In the hope that the legislature would take up the subject of education, and believing that the whole character and efficiency of the schools would be affected by the nature of the Act which might be passed, and that the people were anxiously expecting a change in the system, I devoted much time to the explanation of the provisions of the new Bill, both orally and in printed notes. I trust that the time thus spent may not be without good effects in the future discussion of the subject.

In the present advancing state of education in these colonies, there is much reason to regret that the subject could not be satisfactorily disposed of in the last session. The delay has now left Nova Scotia in the rear of all the neighbouring colonies. The law of Upper Canada was taken as a model in the proposals made last winter. The Act of 1851 has given to Lower Canada all the improvements contemplated in our late school bill. New Brunswick and Prince Edward Island have also in the past winter advanced beyond our present law, in making provision for inspection, training schools and assessment.

These facts, so hopeful in their promise of colonial progress, but so humiliating to us as a province, show that the measures which I had the honor to recommend in my last report, were not utopian or premature, but on the contrary absolutely necessary to enable us to keep pace with the progress of improvement. Lower ground could not have been taken without imputing to the legislature an unworthy pusillanimity, or to the people whom they represent, a degree of ignorance and backwardness not found in the other provinces. I trust that the ensuing session will show that Nova Scotia is not unprepared to take a leading place in providing for the mental and moral training of the young.

In the latter part of March and in April, I visited 27 schools in parts of the counties of Halifax and Pictou, which I

had not been able to reach in the previous autumn, and closed up the business of the educational year, preparatory to the intended resignation of my office.

Since the first of May, I have been acting under the engagement entered into with the government, by which I have undertaken to perform, gratuitously, all the duties of the office except those of school inspection, and holding educational meetings. Under this arrangement the following objects have engaged my attention.

Forms of Commissioners' returns and school district returns have been prepared and circulated. A few changes proved by experience to be useful, have been introduced into these forms; and to ensure uniformity I have supplied the clerks with printed forms for all the schools.

Books for distribution to poor schools have been selected and ordered, and have been in part received, and it is hoped that the whole will be ready for distribution early in autumn. As in former years, I have endeavored, by contracting with the publishers, to expend the grant for this purpose as economically as possible, in consistency with procuring useful and durable books.

I have published the first number of the second volume of the Journal of Education, and have the second number in press. The Journal is as heretofore distributed gratis to commissioners and teachers. It is also offered to subscribers at a low rate. In the present year the Journal will contain, in addition to general educational information, the school Bill of last session with comments, and such parts of my replies to inquiries in reference to the operation of the present law, as may appear to be of general interest. In order more widely to extend an interest in school improvement, I have also arranged with the editors of some of the most widely circulated newspapers to publish articles taken from the Journal of Education.

I shall endeavor, during the course of the summer, to prepare a digest of the provisions of the new school laws of the British Provinces and the United States, and to introduce into my annual report a careful comparison of them with the measures which have been proposed for adoption in this province, with the view of submitting for the consideration of government such amendments as the lapse of another year may have suggested or rendered necessary.

From notes collected in the past two years, with the aid of recent reports on other countries, I have in course of preparation a pamphlet on the agriculture of the province, which I propose to publish in autumn, and which I trust may give additional stimulus to the introduction of agricultural education into the schools, and may, in some small degree confer on this province benefits similar to those

which New Brunswick has derived from the admirable report of Professor Johnston.

I trust that by the above and similar efforts, the subject of education may be kept before the public mind, and that by the blessing of an overruling providence, the delays which have occurred may ultimately serve the true interests of popular instruction.

I have the honor to be, sir,

Your obedient servant,

J. W. DAWSON

Pictou, July 30, 1852:

#### Teachers' Associations.

We occasionally hear of the state of these societies. Some are flourishing and doing good service to the cause. Others are languid. Now, in the beginning of winter, is a good time for teachers who love the work to infuse new life into them, or to introduce them into new places. At the institute at Truro it was proposed to take steps toward a general provincial union of teachers. Can any of our friends inform us if anything has been done in this.

We shall be glad to receive from the Secretaries of all the Associations reports of their condition to the close of the summer half year; and if short and pithy, to make room for some of them in the school report for the present year.

#### Undrawn Grammar School Monies.

Petitions having been presented to the legislature from two districts in reference to monies of this description: the Committee on Education, at the suggestion of the Superintendent, agreed to recommend a general plan for the reappropriation of these monies. The following resolution was accordingly passed by the Legislature.

"That the monies heretofore granted to grammar schools in the several counties of the Province and remaining undrawn from the Treasury, except the sum of £25 to Barrington and £37 10s. to Annapolis hereinafter mentioned, be granted and placed at the disposal of the Superintendent of Education, to be employed in aiding such Grammar Schools as may be hereafter established, or purchasing books and apparatus for the same; but no County to receive more than fifty pounds in any one year."

Under this resolution any of the districts entitled to Grammar Schools, which have failed in establishing such Schools during last or the previous year, and whose Grammar School Grants are consequently in whole or in part undrawn, may, so soon as they have established legal Grammar Schools, draw from the treasury through the Superintendent their undrawn monies for the past years; and secure an amount of Books and Apparatus sufficient to place their schools in these respects on a most respectable footing. It is to be

hoped that this substantial bounty on the establishment of Grammar Schools, will induce the people to make an effort to prevent this important part of the School Grant from being lost to these districts.

Among the districts having undrawn monies and in which we believe schools have not yet been established are Southern Inverness, Richmond, Parrsborough, Clare and Argyle. In all of those districts there are places which might easily support Grammar Schools; and it will certainly be discreditably if with the additional inducement now offered by the Legislature they fail to do so.

Boards of Commissioners having undrawn monies, and in whose districts Grammar Schools have been established, are hereby requested to certify the Superintendent of the fact, and to state in what description of Apparatus or Books the monies granted under the above resolution may in their judgment be most usefully expended. This may very well be done at the regular November meetings.

#### New Publications.

1. *A course of Map and Terrestrial Globe Lessons, with a Scripture Geography; written and compiled for the use of the Pupils of the Amherst Female Seminary, by K. Yates; (13 pages, 3 maps and a frontispiece)*

This little work contains a well arranged series of Lessons for the Terrestrial Globe or map of the hemispheres, and a useful sketch of Scripture Geography. It has the rather unusual feature of giving the pronunciation of all difficult names, is neatly printed, and we think well deserves the attention of teachers.

2. *Dawson's Map of Nova Scotia.*

The second edition has just been published. As a few copies have been sent to each Board of Commissioners, teachers will have an opportunity of judging of its merits for themselves. A new edition of the *Handbook of the Geography of Nova Scotia*, with a reduced copy of the Map, and much improved in printing and binding, is now ready, and will be on sale about the 1st November.

3. *Rhode Island Educational Magazine.*

We have received a few numbers of this publication, which like our own journal is intended to be circulated gratis among the educational officers of the State, and is offered to subscribers at 50 cts. per annum. It contains much educational and general information.

4. To be published in December or January—"Scientific contributions toward the improvement of Agriculture in Nova Scotia." This work will include the results of inquiries and observations made by the Superintendent in his educational tours, and a variety of useful matter collected from other sources. It is intended to aid teachers of Agricultural Chemistry and farmers in applying modern scientific principles to the circumstances of the Pro-

vince. It will be a pamphlet of about 70 pages octavo.

5. We have received specimens of the following Educational Works, published by Burgess & Co., New York.

*Smith's Quarto Geography.* Neatly got up and illustrated by good maps; but chargeable with the same fault that has induced us to discountenance all American Geographical books except Morse. It devotes 14 pages of letter press and 11 maps to the United States, and only 5 pages and 3 maps to the whole of Europe, including Great Britain. We should not like a view so distorted to be given to the children of Nova Scotia, and we think it not desirable even for those of the United States. A general Geography should give a well proportioned view of the whole world; and the inhabitants of each country should study the geography of their own portion of the globe in separate works specially devoted to it.

*Smith's Illustrated Astronomy.* A good work, well brought up to the latest discoveries, and presenting great facilities for the study of the heavens as seen in this latitude. Its illustrations are numerous and very well executed. We should have preferred it, if the matter had been arranged in another form than that of a catechism; but on the whole we can recommend it to all teachers who give instructions on astronomy, or may be desirous of introducing it as a general or occasional exercise.

*Tower's Intellectual Algebra or Oral exercises in Algebra.*—This is something quite new to us, and intended, the author says, to take in Algebra the place which Colburn's mental Arithmetic has long occupied in that study. We have no doubt that it may be made to furnish many useful and pleasant exercises to Algebra classes.

**Reports of Commissioners for 1852.**

To avoid unnecessary trouble and postage, the clerks of the Commissioners are requested to send their returns for the present year to the Superintendent in Pictou, as he will probably be in that place while preparing his report.

It is to be hoped that the returns will be forwarded punctually "on or before the 31st December" as required by law, as much inconvenience was experienced last year in consequence of the long delay of some of the returns.

Some of the Boards of commissioners append to their statistical report, very interesting notices of their proceedings, and of the state of Education in their districts. This appears to have been contemplated in the law, and it is much to be desired that the practice should become general. Suggestions in reference to a new law might also be very appropriately added to the reports.

**District Assessment.**

It would appear that Cape Breton is taking the lead of Nova Scotia proper in the introduction of assessment for schools under the present law. The following

extract from a letter refers to the school at Coxheath, near Sydney:—

"This school is one of the few in the Island which is supported by local taxation, this being the second year of its being in operation on that system, and so far it works well; there were only three dissentient voices at the last meeting, and they were parties who had no relatives to educate. There are 27 families in the district, upwards of 80 children, 46 on the register, 30 average daily attendance in summer 38 in winter."

The numbers in attendance in this case are not so large as usual in cases of assessment. There is probably some local reason for this of which we are not informed.

**Industrial Statistics of Nova Scotia.**

*From the Census of 1851.*

*Professions and Trades.*—Clergymen, 288; Lawyers, 143; Physicians, 145; Merchants, 2,415; Persons employed in Manufactures, 3,200; Mechanics, 8,895; Farmers 31,604; Fisherman, 9,927; Seamen, 5,374; Lumberers, 1,254.

*Buildings and Property.*—Inhabited houses, 41,455; Uninhabited houses, 2,028; Houses building, 2,347; Stores, Barns &c., 52,758; Churches, 567; Schools, 1,096; value of Real Estate, £8,050,923.

*Agriculture.*—Acres of dyked land, 40, 012; other improved land, 799,310; Horses, 28,789; Neat Cattle, 156,857; Milch Cows, 86,856; Sheep, 282,180; Swine, 51,533; bushels of Wheat, 297,157; Barley, 196,037; Rye, 61,438; Oats, 1,384,437; Buckwheat, 179,301; Indian Corn, 37,475; tons of Hay, 287,837; bushels of Peas and Beans, 21, 638; bushels of Grass Seeds, 3,686; bushels of Potatoes, 1,986,789; bushels of Turnips, 467,127; other roots, 82,225; pounds of Butter, 3,613,890; pounds of Cheese, 652, 069.

*Fisheries.*—No. of Vessels, 812; Tonnage, 43,333; Men, 3,681; No. of boats, 5,161; Men, 6,713; Nets and seines 30,154; cwt of Dried Fish, 196,434; barrels of Salmon 1,669 do of Shad, 3,536; do of Mackerel, 100,047; do of Herring, 53,299; do of Alewives, 5,343; boxes of smoked Herring, 15,403; value of Fish, £217,270; gallons of Fish Oil, 189,250 value, £17,754.

*Manufactures.*—No. of Saw Mills, 1,153; Grist Mills 398; Steam Mills and Factories, 10; Tanneries, 237; Foundries, 9; Weaving and Carding establishments 81; Handlooms, 11,096; yards of fullcd cloth, 119,698; yds of unfulled cloth, 790,104; yds of Flannel 219,352; Breweries and distilleries, 17; other Factories, 131; value of Agricultural implements, Cabinet Ware and other wooden manufactures, £56,519; Bricks, 2,815,400; value of soap, £28,277; Candles, £21,210; pounds of Maple Sugar, 110,441; no. Vessels built 486; Tonnage 57,776; No of boats 2, 654.

*Mines, Quarries &c.*—Chaldrons of Coal, 114,992; Tons of Gypsum, 79,795; easks of Lime 28,603; Iron, 250 tons; Grindstones, 37,100 tons.

In addition to the above there are large exports of timber, deals, battens, boards, building stones, fruit, &c., the amount of which is not stated.

Cumberland has the largest number of Manufacturers, and Halifax of Mechanics, Pictou of Farmers, and Queens of lumberers. Cumberland exceeds other counties in extent of dyked land, in buckwheat and butter. Pictou has the greatest extent of im-

proved upland, and raises the largest quantity of wheat, oats, grass seed, and peas and beans, and has the greatest number of neat cattle, sheep, horses, and swine. Colchester is the greatest grower of hay. Cape Breton, including Victoria, excels in milch cows. Lunenburg exceeds the others in barley, and Kings is the greatest producer of potatoes, and Annapolis of turnips and other roots, as well as of cheese and smoked herring.—Shelburne cures the largest quantity of dried fish, and prepares the largest quantity of fish oil; Guysboro of herring and salmon. Colchester of shad, Halifax of mackerel, and Inverness of alewives. Colchester smelts most Iron, Pictou raises most coal and lime; Hants quarries most gypsum, and Cumberland most grindstones; Halifax manufactures most leather, bricks and malt and distilled liquors; Inverness most fullcd cloth; Colchester most not fullcd; and Pictou most flannel.

*Comparison of the increase of population in Nova Scotia with New Brunswick, and adjoining States of the United States of America.*

Territory.	Population in		Increase.	
	year 1851	year 1851	Number in	percent in
Nova Scotia,	208,181	276,117	13 yrs 67,936	10 yrs 25.10
New Brunswick	1840	143,800	11 yrs 39,800	" 29.40
State of Maine	501,796	563,088	10 yrs 61,292	" 16.20
" N. Hampshire	284,374	317,864	" 33,490	" 11.70.
" Vermont	291,948	313,611	" 21,663	" 7.42
" Massachusetts	737,699	992,883	" 255,189	" 34.50

The above is taken principally from the census of New Brunswick, and shows the increase of our population to compare favorably with that of New Brunswick and the more northern States. It is, however, much smaller than that of Up. Canada and the western states, though about equal to the average of the American Union.

**Practical Lessons on Schools from Boston.**

1. The respect in which teachers of youth are held, and the value attached to their labors. The teachers of the public schools in Boston rank with the members of the Legal and Medical professions; and several of those teachers receive larger salaries than the Governor of the State. The Boston city Superintendent of Schools (having the oversight of 210 schools) receives a salary of \$2,500, or £625 per annum. The Secretary of the State Board of Education receives a salary of \$2,000, besides his travelling expenses. The Salary of the Governor is only \$2,500; and that of the Secretary of State \$1,600. To no offices or departments in the State is higher importance and value attached than to those connected with public common school education. The daughter of the present President of the United States was two or three years since a Normal School Student at Albany, and since then a Teacher at a public school in Buffalo.—Governor SEWARD, of New York, v as

once a common school Teacher; and so was Dr JAMES SPARKS, present President of Harvard College or Cambridge University; and so was the great DANIEL WEBSTER, who was so remarkable for the accuracy and precision of his language when a teacher, that certain young ladies gave him the cognomen of Mr "Set-Speech." These distinguished men exerted themselves as much by their industry and character to honor and make honorable the position of common school teacher, as they have since to do honor to the more prominent, though not more honorable, positions to which they have been called by the voice of their fellow citizens.

2. The interest and affection with which every man of every profession, pursuit and condition regards the common schools, is another circumstance which must impress the mind of the observing visitor at Boston. In his conversation and inquiries, he will find there no class of literary, professional or public men who look upon the common schools as no concern of theirs, as a matter beneath their attention, if not as an innovating nuisance. From the Governor downwards, every man with whom you meet and converse on the subject refers to the common schools as the glory of the city, the first and most vital interest of the State—that to which all other interests are quite secondary—the first and most potent lever of civilization, and the palladium of public liberty. You will find no difference of sentiment on this subject, and little diversity of feeling. Every man feels himself as much obligated and concerned to support the public schools, as to support public order and liberty. Such a feeling is the soul of enlightened patriotism, and is the great desideratum in our country. Its prevalence and predominance would produce an amazing revolution in the public press, and elevate and expand the entire public heart to the generous and noblest impulses of an intelligent, industrious and free people.

3. A third circumstance, impressive and suggestive to the Canadian visitor in Boston, is the system of police in respect to juvenile offenders. They are sent to school and set at work, under a system of oversight and discipline, parental, judicial and christian. Truancy at school and vagrancy in the streets are legal offences, and are sure to place the young offenders in a corrective school of instruction and employment adapted to weaken every vicious propensity, and develop and strengthen virtuous principles and habits. Some most respectable citizens commenced their career of virtue and successful industry in these schools of correction and reformation. Thus is vice nipt in the bud, the number of criminals reduced by scores, the number of useful citizens proportionably increased, the prevalence and influence of crime and the

expenses of criminal jurisprudence vastly reduced. Political economy, no less than Christian philanthropy and benevolence, requires something of the same kind to be done, to prevent the multitudes of idle and vicious youths in our cities, towns and villages from becoming a giant race of criminals, expensive, miserable, and dangerous, instead of being made intelligent, happy and useful citizens.

4. Another circumstance which both attracts the eye and arrests the attention of the visitor in Boston, is the economy and taste evinced in public school architecture. The school houses are not indeed the most expensive, but they are among the most beautifully situated and the finest buildings in the city—removed from the noise of the streets, central in the districts for which they have been erected,—plain but elegant without, admirably arranged, completely furnished, and perfectly clean within—each costing about \$10,000, besides the grounds, and each accommodating from 800 to 1,000 pupils—each having a head master with several assistants, mostly females—each including a primary, intermediate, and grammar (or English high) school—the premises throughout neat, and the pupils cleanly and orderly. It is the result of long experience in this model city for schools, that it is much cheaper to build one large house for the accommodation of 1,000 children, than to build ten houses for the accommodation of 100 each, or five houses for 200 each; that it is much cheaper to warm and furnish one such house than ten small ones; that it is much cheaper to employ one able head master with several assistants, for one large school, than to employ ten head masters for ten small schools; that 1,000 pupils can be more advantageously classified, according to age and attainments, taught and advanced from division to division, from class to class, and from school to school, when collected in one large house, and under one master and system, than when divided in ten buildings, under as many different masters, if not systems.

5. Should a Canadian visitor who is familiar with the methods of teaching pursued in our Normal and Model Schools, enter one of the spacious school-houses in Boston, and witness the exercises and examination of the pupils he would be struck with the similarity of the methods of teaching adopted in Boston and being introduced into Canadian schools.—the method of teaching to observe, investigate, and think, and not merely to remember—the method of teaching principles and things, and not merely rules and words, of exercising all the faculties, rather than loading the memory, of drawing out and developing the powers of the mind, rather than of cramming it. There are also two other features of the Boston schools worthy of note and imitation—namely, the prominence given to vocal

music and linear drawing; both taught to an extent truly creditable and really surprising, and that without the least interference with other studies—thus familiarising the eye and the hand with the handiwork of nature and art, and attuning the heart and voice to the praise of nature's God.—*Jour. of Edu.*

### "We heard a Sage."

We heard a sage of our England say,  
"She is strong by forge and loom,  
But where will the soul of the elder day  
In these trading times find room—  
The soul that hath gotten our land renown  
By the patriot's sword and the martyr's  
crown?"

"Banner and battle-ting are faded,  
Glorious and valor wane,  
We have come to the work-day of the world,  
To the times of toil and gain.  
The song and the symbol lose their hold;  
Our hands are strong, but our hearts are cold,  
For faith hath come to the bought and sold,  
It is only these that reign.

"Our people's sport and our children's play  
They have sounds from shop and school,  
And ever the soul of youth grows grey  
With the Reekner and the Rule,  
With the husks of knowledge dry and dead,  
With the strife for gold and the cry for bread.

So that half-seer spake,—and more  
Had said, but one who passed  
The twilight stand of his narrow lore  
Replied—"Look forth at last [page  
From thy bounded school and thy trusted  
On the breadth of thy land's brave heritage—

"It is rich with glorious victories  
O'er the old material powers,—  
The Titan gods that from eldest days  
Have warred with us and ours.  
It hath conquered the might of time and  
space,  
It hath broken the bars of clime and race,  
It hath won for human freedom place  
From life's dusty wants and dowers.

"Great hearts of old by the Druid's tree  
In the towers with ivy green  
Have pined away in the wish to see  
The things that we have seen.  
Yet never had England nobler scope  
For the martyr's faith or the patriot's hope.

"Her march is swift, but the way is far  
To the goal where conflicts cease:  
For wide is the search and long the war  
That must work the world's release.  
But strength and cheer to the humblest hand,  
To the feeblest step in that van-ward band  
Who have won such conquests for our land,  
In the battle-fields of peace!"

London, 1852.

FRANCES BROWN.

### A Child's Evening Prayer.

Jesus, Heavenly Shepherd, hear me,  
Bless thy little lamb to-night;  
Through the darkness be thou near me,  
Watch my sleep till morning light.

All this day thy hand has led me,  
And I thank thee for thy care;  
Thou hast warmed, and fed, and clothed me  
Listen to my evening prayer.

May my sins be all forgiven;  
Bless the friends I love so well;  
When I die take me to Heaven,  
Happy there with thee to dwell.