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THE

# JOURNAL OF EDUCATION.

FOR THE PROVINCE OF NOVA SCOTIA.

Our apology to Trustees and Teachers for the non-appearance of the JOURNAL OF EDUCATION since September last, is a simple one. The publishers were not able to procure paper on which to print it. Paper of the required quality was ordered in June last, but no supply was received till late in December. We regret that after so much delay, the paper should prove to be of inferior quality; but we shall be obliged to make use of it for one or two numbers, until better can be procured.

Yearly subscriptions received in October last will be reckoned as commencing with the present number.

## MEETING OF THE EDUCATIONAL ASSOCIATION.

The late annual session of the Educational Association of the Province was well attended by Teachers, the number present at the several meetings being larger than on former occasions. The proceedings throughout were entered into with much interest, and carried on with great harmony of feeling. Indeed if this annual gathering had produced no other beneficial result than the cordial acquaintanceship and *esprit de corps* begotten among the teachers, even this would more than compensate for all the inconvenience and expense incurred in attending it. But the benefits arising from the meetings of the Association are not confined to the cultivation of the social and sympathetic. In the discussion of the various topics brought under review, in the mutual interchange of views in regard to the many questions connected with popular education, a large and lasting influence for good is exerted. In educational matters, if anywhere, there are ample subjects to occupy the attention of an assembly. In the teacher's profession, if anywhere, there is need of mutual counsel, sympathy, and support among those engaged, and in no way can these be so fully or effectively developed as by the holding of periodical Conventions such as that under consideration.

The forenoon of the first day was taken up with the reading of minutes, reports, &c., and the discussion of some minor matters, financial and other, connected with the society. The necessity of securing a better organization of the body was also considered. This subject was subsequently referred to a committee, and, in accordance with their report, some amendments were made in the constitution and the members were formally enrolled. This was regarded by all as an important step towards the consolidation requisite in the Association. It may be mentioned that Mr. STUART MILL'S views as to the extension of the Franchise are acted upon by the Association, and the results have hitherto amply justified the opinions held by that eminent philosopher.

One gentleman drew rather a lively contrast between the present provision for raising teachers' salaries and the mode much in vogue in certain parts of the Province when he began his labours as a teacher. At that time the first thing to be done was to rent the school-house of the proprietors. Then "the brief" had to be carried for "signers," each parent putting down his name for one, two, or three pupils, as the case might be, and engaging to pay so much "in kind" for each at the end of the term,—a liberal discount being allowed as the number of pupils from one family

increased. The picture he drew of the teacher going his round at the close of his engagement to collect his half-bushels of wheat and pecks of barley, and then backing the reward of his labours to the nearest mill, elicited a good deal of merriment, chiefly, perhaps, because it was a picture of a state of things no longer existing. The gentleman did not state whether he could truthfully say:

"I loved the brimming wave that swam  
Through quiet meadows round the mill,  
The sleepy pool above the dam,  
The pool beneath it never still.  
The meal-sacks on the whitened floor,  
The dark round of the dripping wheel;  
The very air about the door  
Made misty with the floating meal."

## AFTERNOON SESSION.

In the afternoon, the President, Dr. FORRESTER, delivered his opening address. He began with expressing the great interest which he felt in the Association, and the importance which he attached to it as a means of benefiting those teachers who attend its meetings. When sixteen years ago he had urged the propriety and necessity of forming such an Association, it was for the purpose of lifting the Teachers into a position where they might demonstrate that they are an important class of the community, where they might use their combined efforts to diffuse enlightened views on the great subjects with which their calling is connected, where they might as a body exert their united influence to bring about a reform in the then deplorable condition of affairs, and demand with a united voice the redress of the numerous grievances under which teachers as a class were then labouring. There were then many difficulties in the way of forming and carrying on an efficient association which had since been removed. Many of the discouragements and obstacles which were at that time to be met, have now disappeared. After years of unceasing labour on the part of the educationists of the Province, things had at length become ripe for the introduction of a national system. A new epoch had now been inaugurated in our educational affairs, and such a complete revolution had been brought about that some might be inclined to suppose there was no further use for an association of teachers. But in his view the association was but entering on the threshold of its usefulness. The legislation of the past four years had given the teachers of the Province a status, had given this association a vantage ground, never before possessed. By providing for general education it had given the teacher a new importance in society. Every one responds with gratitude to those through whose instrumentality a sound practical education has been brought within the reach of every child in the Province, save where the culpable neglect of parents prevents. Every child in Nova Scotia to-day is born to a fortune, a kingdom infinitely more valuable than any worldly possession. All honour to those wise legislators, all honour to the Government, all honour especially to the Premier who, when the educational horizon was dark and stormy, did not shrink from the responsibility of perfecting what he had begun in this great cause; all honour to a man of tried and trusty patriotism, who, though in Opposition, had risen above the influences and motives of party, and had stood firm and assisted the Government in maturing this great measure. And while we rejoice that so much has been attained, let us rejoice with trembling, thanking Him who has the hearts of all men in his hand.

It is the recognized duty of the country to provide not only a popular, but also a sound moral education for every child. There is something higher sought after than mere intellectual training. The whole character of education must be elevated. Legislation may secure good houses, apparatus and text-books, and without these the teacher is helpless.

These, however, it must be remembered, are but the tools with which the teacher is to work. Legislation may also do much in the way of introducing the principle of classification and gradation, to stimulate the emulative element in the child's nature and thus render the work of education more rapid and complete. It may also do much to aid and encourage the teacher by providing adequate remuneration for his services. Still more and above all, legislation may raise the whole standard of qualification on the part of teachers. He (Dr. F.) knew of no country in the world in which legislation had so well and amply secured all these essential qualities as it had in our own; and for this we were largely indebted to the zeal and intelligence which the present Superintendent of Education had brought to bear on the whole question. But after legislators have done all they can, the real work is only beginning. On the teachers as a body devolves the responsible task of demonstrating the great problem, what sound and thorough education can do for our people. Instead then of returning to our homes, the members of this association are just putting on their armour; the foundation has been laid, the structure is yet to be secured. The Prussians have a saying, "If you wish to put anything into the nation, put it into the schools;" but I would say "put it into the teachers." A high standard of professional qualification should be aimed at. The teacher should have all his mental and physical energies in full vigour. He should be a thoughtful, cheerful, patient, hopeful, christian man. The educator, of all men, must study himself. Many think the profession of teacher different from all others, and that while lawyers and doctors, no matter what their natural gifts or literary acquirements, are required to pass through a regular curriculum before pretending to touch the real work of their profession, teachers may be chosen at random and placed in a most responsible position without the slightest special preparation. How can a man succeed in developing mind unless he first studies its nature and capabilities? The school should not be made an experimental crucible; the teacher should be able to set about his work intelligently. He (Dr. F.) had, during the years he held the office of Superintendent, done all in his power by forming institutes, and in other ways to raise the standard of the teaching profession and to elevate the whole character of education throughout the Province. One of his first attempts at authorship, after landing in this country, was a lamentation over the desolation of Dalhousie College. Since that time a great improvement had taken place in the educational aspect of the community, yet he felt that the work was only beginning.

What then is the duty of this association in reference to the whole matter? Manifestly as the educators of the country its members have an important office to fill, and should combine to guard the qualifications and standing of the profession. The question of examinations is a most important one. What should be the standard of acquirements? What constitutes the best body of examiners? Are they to be merely scholars, or should they be also practical educators? How can those who have never made the science of teaching a study, be familiar with the qualifications necessary for a teacher, or with the best modes to be adopted in the instruction of youth? These things should be thought of by those interested, and must not be blinked.

The grand question for each teacher to put to himself is, 'Am I making progress?' Are we, as teachers, faithful, resolved to do our work, determined, not to carry out this method or that system, but to demonstrate to the world what education can do in elevating the moral status and quickening the industry of a country. As remarked by His Excellency the Lieutenant-Governor, in his reply to their address last year, education lies at the foundation of a country's prosperity. A high tone of morality, sobriety, social refinement, and material wealth are the best qualities in a people. Education waits on its wave these transcendent results. In accomplishing these high objects the teachers of Nova Scotia occupy a noble vantage-ground. They should then come up to their true position. They should abandon their gipsy habits. In going into a place, each should say, "Here is my field." Six years are too little in which for a teacher to do justice to himself, to realise the full fruits of his labours in a school. Permanence is a most important thing in the profession, and everything possible should be done to encourage it. A movement should be made to secure teachers' dwelling-houses in connexion with our schools. A bonus should be given to teachers who spend a given number of

years in one school. The teacher has a high and solemn duty to perform, and his place in society should be in keeping with his responsibilities. We must have stability in the profession. This association may do much by way of helping and stimulating each other in the discharge of the arduous duties devolving upon its members.

After the delivery of the President's address, Mr. WILLIS, Secretary of the city Board, called the attention of the association to the desirability of forming a Teachers' Mutual Life Assurance Society, giving it as his opinion, based on knowledge of the working of such institutions, that, by the payment of a few dollars annually, every teacher might be able to secure, for those dependent on his or her labours, a reasonable guarantee against any sudden coming of want through disability or death. After some discussion this subject was referred to a special committee to report at the next meeting of the Association. Mr. WILLIS also spoke of the facility with which teachers may encourage and assist their pupils in the study of Natural History, by collecting such specimens and objects as may be within their reach, and placing them in cabinets in connexion with their schools. There is no part of the country in which a very interesting collection of such a kind may not be made. Pupils themselves would soon, under the direction and guidance of their teacher, be able to make very respectable collections. In doing so, they would be spending their time most pleasantly, and would be acquiring knowledge which, in after years, must prove eminently interesting and useful. Mr. WILLIS further said he would be happy to aid any teachers who might feel disposed to enter into the project, by exchanging specimens with them, and in every other way in his power. After some discussion, in which several of the teachers took part, the association adjourned to 7 o'clock in the evening.

#### EVENING SESSION.

To Dr. LYALL's lecture on "the ideal in education" no abridgment or summary can do any manner of justice. From first to last it was a continuous chain of chaste and logical thought, already condensed within the narrowest possible limits. He began with showing that in all our studies and pursuits there is a natural tendency to set before our minds an ideal. To rest in the seen, or to be satisfied with what we have already attained, is impossible. The beautiful suggests the still more beautiful, the grand the still more grand. We are ever reaching after something higher, purer, better. Everything in heaven and on earth seems formed to quicken and develop this quality in our nature. In the external universe we are invested with the ideal. In the universe of thought we have ideals of noble deeds and virtues. The design with which we have been so constituted is a beneficent one, and the educationist may well seize upon the advantage which it yields. He should make it his aim to cultivate and steadily develop all high thought and noble ambitions both in himself and in those with the shaping of whose minds he is entrusted. While the humble powers of the mind are being strengthened, the nobler faculties should not be neglected. There is no clashing between them, that one set need be sacrificed in order to preserve the other. Neither should the ideal be allowed to take the place of the practical. The noble in literature and art has often been associated with the low in morals. Some poets have acted as though they were above the laws which govern the conduct of ordinary mortals. But artists have realised, poets have lived, their ideal. No fineness of taste or strength of imagination can atone for the absence of the virtues; as there is beauty in virtue, so is there virtue in beauty. The cultivation of the aesthetic is in perfect harmony with the practical ends aimed at in education. The carving of the entablature or the ornament of the frieze does not interfere with the usefulness of the column. Knowledge deals with fact, and is essentially practical. Philosophy teaches the ideal of being, pointing us to the perfect in nature and in ourselves. The study of both is necessary in order to realise the full scope and import of our life.

In ancient science and civilization the ideal and speculative received the chief attention. Our days witness a dif-

ferent state of things. Practical science and useful inventions have taken the prominent place. For us the steam engine has wrought its wonders. The printing press has given us the intellectual wealth of all the ages that have preceded. To who can read has all science at his command. The learning of Greece and Rome are his. Plato thought and Cicero declaimed for him. If in our day a man cannot read, from what a boundless field of enjoyment is he shut out. What must it be to have the consciousness that to us the fountains of knowledge are sealed? As the power to read, and read understandingly, is more and more generally acquired, the influence of the practical will extend. The discipline of the mind, which is so frequently heard of, and so much insisted upon, comes under the head of the practical. The more robust only of our powers are subjected to discipline. The study of the practical sciences may afford discipline. But to the classics must we look for the cultivation of the finer susceptibilities of the mind. From them we must seek the elegance and the charm. In the study of them culture and discipline blend in one. In the cultivation of the ideal part of the mind, the practical receives strength. Milton was no worse a statesman for being the best of poets and the finest of classics. Cromwell was not a poet, yet in his Commonwealth and in himself there was much of the true ideal. The same truth is exemplified in the case of Bacon, Humboldt, Guizot, Gladstone and a host of others. Science with the light of the ideal shining upon it, is like the universe bathed in the light of heaven. Material laws are transfigured by spiritual vision. So to train the mind of youth that habits of usefulness may be combined with elevated thought, energy in the affairs of life with love of the beautiful and the good, is the business and should be the aim of every educationist. The ideal should lead upwards to its proper climax, the spiritual. To aspire to the pure and the holy, to hold communion with the centre and source of all good, is the highest aim of which man is capable. Without this all discipline and culture fall short of their true design. Flower and fruitage are disjointed; the porch is entered, but the great inner temple remains unopened.

On the close of Dr. LYALL'S address, of which the above is but a very meagre and imperfect outline, the President made some very just and appropriate remarks in reference to it. Other members of the Association followed. Mr. HIGGINS spoke of the evil which ensues where a teacher is content to travel each successive day over the same beaten path, and of the beneficial results which would follow if teachers were to keep constantly in view an ideal of the teacher's work, endeavouring every day, in the discharge of their duty, to rise higher and higher in skill and efficiency. He also alluded to the slovenly manner in which some of our schools are conducted—the untidiness and lack of the tasteful in the dress and appearance of pupils; all of which might be easily remedied if teachers would aim to carry out in practice the principles enunciated in the lecture which they had just heard. Mr. RAND testified to the great pleasure and delight with which all had listened to the calm, chaste, and philosophical paper read by Dr. LYALL. A very wide practical application might be made of the principles so well and logically established. There are many ways in which teachers may develop the ideal in the minds of their pupils. To impart knowledge is not the whole business, nor is it the whole result of teaching. The teacher communicates *himself*, in and through the subjects with which he deals. His tastes and whole mental character are in a great degree stamped on the minds of his pupils. Hence the importance of the teacher having not only high literary and professional qualifications, but also a fine appreciation of the pure and the beautiful in nature and in human conduct.

He (Mr. R.) fully agreed with all that had been advanced as to the importance of aesthetic culture. It might, perhaps, be a rather gross application of the principles so ably elaborated in their hearing to refer, in connexion with them, to such a matter as the external appearance of school-houses, furniture, books, grounds, &c., yet he felt that the importance of this point can hardly be over-estimated. Every one who has studied the matter would admit that surroundings have

a great influence in shaping the tastes of children. In the selection of books for our schools this principle had been kept in view. It was sought to have them, even on the outside, neat and inviting. They are well printed on good paper, and bound in a superior style,—wherever there is an illustration, it is chaste, appropriate, and in the highest style of the engraver's art. In the published plans for school-houses the same principle had been insisted on, as far as possible, regard being had to the limited means of most of our country sections, and the state of educational sentiment at the time of their publication. It is hard to convince some people that anything approaching to ornament is requisite in a school-house. He had once been asked at a public meeting in a certain place where he had urged the erection of a new school-house, "Well, Mr. Rand, can we be allowed public money for our school if we don't put the cornice on the building?" But, notwithstanding this, he believed that most of the people are willing to go the extent of their means in decorating and beautifying the place where their children are to receive their early training; and it was in contemplation to issue a new series of school-house plans, embodying this view more fully than those already published.

#### SECOND DAY.—FORENOON.

After the disposal of some preliminary business, it was moved by Mr. MELLISH that the association petition the Legislature to change the commencement of the school year from November 1st to August 1st, and to enact that the month of July be given as vacation in all the public schools. The Summer Term to begin August 1st and end at Christmas; the Winter Term to begin January 2nd and end June 30th. Against the present arrangement Mr. MELLISH urged—

1. That owing to the new school year commencing immediately on the closing of the old, many of the sections necessarily lose a good deal of the first term before obtaining teachers and making other arrangements for opening school. His proposal, he argued, would give trustees a month between the end of one year and the beginning of the next, which would be ample to get all in readiness for opening their school with the first day of the school-year.

2. That the present vacations, coming at seed-time, harvest, and Christmas, break up the terms very much, and interfere seriously with the efficiency of the schools. The change proposed would give all the vacations *between* the terms.

3. At present the public examinations of the schools at the end of each term are not followed by a vacation. This is contrary to the usage of the higher seminaries of learning in this and other countries. The proposed change would remedy this irregularity.

4. The half-yearly examinations of Teachers as at present held, call such teachers as desire to obtain a higher class away from their work, and compel them to close their schools in order to attend. Under the proposed arrangement their examinations might be held during the vacations, in July and at Christmas.

5. The School Commissioners are now compelled to hold their semi-annual meetings at very inconvenient times, when the travelling is at its worst, and in the case of the May meeting, at a very busy season of the year.

This proposition was taken up and very fully discussed by the members of the Association. In reply to arguments stated above, it was urged by several speakers that the proposal, while removing some evils, would introduce others more serious.

1. It would cause a great deal of confusion and disorganization which is at present avoided. Very many of the larger pupils who attend in winter leave for other employment about the first of May. These resume their attendance on school about the first of November. Most of the schools have, during the summer, a wholly different class of pupils from those they have during the winter. The present arrangement of terms meets this difficulty admirably. The other would give a teacher one set of pupils to open his school with for the term, and an entirely different set at his close.

2. It would bring the summer vacation at a time when there is usually least need of it. The attendance of children

is commonly most regular during the month of July. Under the proposed scheme a month of the best part of the teaching season would be lost.

3. Many of the child ren in rural sections are required to do light labour at home for a short period at seed-time and again at harvest. Shut up the schools during the month of July, and these will be almost wholly deprived of their benefits during the summer season.

4. The loss of time at the first of the year will gradually grow less as things become settled. The Trustees have the latter half of the month of October to make their arrangements for the incoming year. The fact of a school being in operation in the section does not in the least interfere with them. The delay in engaging teachers is now, practically, nothing, as a teacher may know, "before the lamps are blown out at the annual meeting," if it is desired to re-engage him.

5. As to the convenience of teachers attending the half-yearly examinations, and of commissioners travelling to their semi-annual meetings, it ought to be remembered that these are for the schools, and not the schools for these.

These considerations were held, by a majority of the association, to be conclusive against the proposed change in the school year. The motion was therefore rejected, and an amendment, moved by Mr. THOMPSON, was passed, recommending a small change in the time and extent of the summer vacations.

By invitation, Mr. RAND addressed the Association relative to the progress made in educational matters since the last annual meeting of the Teachers. He began with remarking on the increasing interest everywhere manifest among the people with regard to school affairs. The law is studied, reports and statistics are carefully examined by many in all parts of the province who a few years ago paid very little attention to such things. He had been frequently astonished in going through the country, at the accuracy of information which prevails in reference to the provisions and working of the School Law. The change in popular feeling towards the measure, the growing tendency to regard education in its true light, to acknowledge its vital importance, and to contribute willingly and liberally for its support, gave ample proof that the free school system had taken a deep and permanent hold on the minds of the people. This, in a free country, was, he felt, the surest guarantee of success. Just so far as the people take the matter in hand, feeling that public education is their business, that the schools are their schools, will the educational interests of the Province flourish.

The members of the association were already pretty familiar with the changes made for the better in the school law at the last session of the Legislature. It was not necessary to remind them that in their meeting a year ago, they had resolved to petition for the repeal of voluntary subscription as a means of supporting free schools. That for which the petition asked had been done, and the support of a school system in the Province was now placed on a sound and reliable basis. It was not needful to remind the association of the difficulties and discouragements in the face of which these advances had been gained. When last winter it was rumored that the question was to be brought forward in the Legislature, many of the best friends of free education were in alarm lest such a step would prove the means of losing all that had already been achieved. He had received letters entreating that his influence be used to prevent so great a risk. Even the Secretary of the Association, beside him on the platform, desirous and anxious as he was to see the principle of assessment adopted in its entirety, had said, "Be careful." Ay, and even his honored predecessor, the President, an untiring advocate of free schools, had counselled him not to make any attempt to procure a change. Yet the attempt was made, and he felt that the association and the country owed much to these in the Legislature who, in the face of difficulties, many of which probably did not appear on the surface, had carried such an important and extensive reform in our educational system.

The practical results of the year, as shown by the statistics of the schools in operation, had been eminently satisfactory, considering the extremely uncertain mode in which the local funds necessary for their support had to be raised. A statement of the number of children at school during the first term had been made public, showing an increase of upwards

of nine thousands over the corresponding term of the year previous. The statistics of the summer term, so far as compiled, had shown a like satisfactory growth. [Mr. R. here proceeded to give certain facts, which will be found under "Educational Intelligence."]

In view of these results, some might say, "Look what voluntary subscription can do!" But if all the circumstances are borne in mind, the advocates of that principle will have very little to boast of. It must be remembered that the cost of all the houses repaired, and the new ones built, was raised by assessment; that the public grants were more than double what they had ever been before; and that those who desired assessment agreed to carry on the schools in their various sections at any sacrifice, looking to the legislature for a speedy amendment of the law. Had not their expectations in this behalf been fulfilled, he (Mr. R.) believed the results of the year would have been very different. As it was, many trustees had been compelled to pay teachers out of their own private means. The teachers, too, had suffered great decrease of salary, and the best of them would soon have sought more remunerative employment, had they not felt confident that a change must come. In the three counties, Picton, Colchester, and Kings, there had been thirty, during the past term, whose only salary was the amount received from the public grants. Every one must see that such a condition of things could not last long without producing the most disastrous results.

After Mr. Rand had concluded, the President made some remarks expressive of the pleasure with which he had heard the statements just made, and explaining that in asking to let the law stand unamended, so far as regards voluntary subscription, he was influenced by the view which he holds of the duty of each parent to assume a special responsibility and care in the education of his own children.

#### AFTERNOON SESSION.

For the afternoon the subject of TEXT-BOOKS had been announced for discussion by the Committee on Business, in accordance with the request of some members of the association.

Mr. GEORGE expressed himself generally in approbation of the selection made of books for our schools. It was a difficult matter to suit everybody as to the books proper, or best adapted, for use in schools; yet so far as he had examined the prescribed books, he believed the selection a very wise and judicious one. He did not by any means hold that the books were perfect, but believed that the defects were as few as in any books on the same subjects, and were such as might easily be remedied in the course of time.

Mr. WHISTON thought the prescribed books, more particularly the Reading series, a great boon to teachers. His only fear was that there might not always be enough of them.

Mr. MORRIS could not understand why the sentences in the first book of the Reading series begin with small letters instead of capitals. In writing dictation exercises pupils are told to begin every sentence with a capital, and he thought it wrong to place in the hands of beginners books in which a contrary principle is followed.

Mr. PATTERSON objected to No. VII. of the Reading series. He believed the style of the selections it contains too heavy, and not at all adapted to teaching elocution. He quoted his own experience in learning to read as going to convince him that simple and animated pieces, easily comprehended by the pupils, are best calculated to produce good readers. He also held that a synopsis of the rules of elocution, with examples under each, should be given in each of the advanced books. In this respect he knew no better book than *Porter's Rhetorical Reader*.

Mr. CALKIN thought that Mr. Patterson had misjudged the design of the book in question. It was intended to be used, not by beginners, but as an exercise book for pupils who had already been made familiar with the principles of good reading. As to the rules of elocution, he thought it more convenient to have them as at present, published in a small volume separately.

Mr. MILLER held that the rules, if given in any of the books, should be incorporated in the first "Step by Step!"

It was a mistake to suppose that elocution and reading are distinct. Children should be taught to read *well* from the beginning, instead of leaving elocution to be acquired afterwards. It would therefore be plain to all that the rules spoken of would be out of place in the reading books. The teacher must furnish the model of good reading himself.

Messrs. DEWOLFE, FRASER, and several others expressed themselves highly satisfied with all the prescribed books, except those in mathematics, more particularly the *N. S. Arithmetic*. This latter they agreed was altogether inferior as a text-book, to the works of Colenso, Greenleaf, and others.

Dr. FORRESTER considered the prescribed books one of the greatest boons conferred on the schools by the Superintendent. The Irish National Series of Reading Books, previously in use, were altogether unfit to carry out the phonic system of teaching, now universally adopted in the best schools. He had examined a good many series of Reading Books, and believed those adopted for Nova Scotia infinitely the best he had seen. At the same time he believed they might be improved by inserting a few rules of elocution in each of the advanced books. The elementary principles of analytical grammar might also be introduced with advantage. The pupil would then have the science of elocution and the science of language side by side.

Mr. RAND held that nothing would be gained by cumbering reading books with rules. *The Art of Teaching Reading*, intended to be used with the N. S. Series of Readers, presents the whole in a nut-shell. A brief treatise by Bailey on the same subject, had also been put on the list. These are both excellent, and, as they are constructed on different principles, teachers may choose the system best suited to their mode of teaching. In reference to the selections contained in the Advanced Readers, he would say that the object of the series was to give in the first numbers such simple and spirited pieces as children might readily comprehend and become interested in. The more advanced numbers (VI. and VII.) are designed to introduce the pupil to the wealth of English literature. They embrace selections from the best authors and orators, of Britain and America, and he thought it would be assuming too much to characterise their finest productions as "heavy." Mr. R. called the attention of the association to *The Chemistry of Common Things*, and to brief Histories of Greece and Rome, intended to bring those subjects within the range of common schools.

Rev. Mr. SOMMERVILLE was of opinion that the style of text-book used in teaching reading was a minor matter. If the teacher was a good reader, he would have no difficulty in making equally good readers of his pupils, with almost any text-book. If the teacher is not a good reader himself, no amount of good books and rules can supply the defect. The great thing was to get the pupil to enter into the spirit of the author. "Be in earnest" he found the best rule in elocution. There was an anecdote told of Garrick, which illustrated his meaning. When asked how it was that people sat unmoved while ministers proclaimed the most solemn truths, but are excited to tears when actors perform in their presence, his reply was "You preachers tell your truths as if they were lies, while we actors give our fictions as if they were true." He (Mr. S.) thought the N. S. Series of Readers very well suited to meet the requirements of the schools. He, however, attached very little importance to the books used. A good teacher may do without any book; with good books he would of course do all the better.

After the above discussion the election of officers for the ensuing year was gone through with. The former President and Secretary were re-elected.

#### EVENING SESSION.

At the evening session the question of organizing local associations of teachers received full and careful consideration. The general tenour of the discussion was that an effort should be made to form County or District Associations, subordinate to the Provincial Association now existing. Resolutions were passed with a view to carrying out the desire of the meeting in this respect.

The place and time for holding the next Annual Meeting was also discussed at length. Some were of opinion that it should be held in New Glasgow, some in Pictou, and others in Halifax. The propriety of changing the time of meeting

for the summer vacation was also debated. No decision was arrived at on either of these questions, other than to refer them to the Managing Committee. The committee was also instructed to arrange a programme of proceedings for the next meeting, and publish the same in the *Journal of Education*. Other resolutions were also passed which we hope to receive from the Secretary in official form for publication in the next number of the *Journal*.

#### IMPORTANT CAUTION.

It has transpired that in some cases agreements have been entered into between Trustees and Teachers, whereby the teacher receives a guarantee of only a small partial salary, and for the balance takes the chances of the amount falling due to Trustees from the County fund. Such agreements are contrary to the spirit and letter of the law. In order to make it the interest of all the rate-payers of each section to have all the children as regularly at school as possible, it is provided that the large sum assessed as a county rate should be distributed according to the average number of pupils in attendance on each school; and that the amount shall in every case be PAID TO THE SECTION, through the Trustees. If the teacher assumes the risk of the amount which may fall due to the section from this fund, the stimulus is removed and the design of the law frustrated. Such a course, moreover, places the teacher in a wholly false position, since any effort on his or her part to incite pupils to greater regularity of attendance is liable to be attributed to selfish and mercenary motives. Such a state of things is as unnecessary as it is undesirable. The people of each section can easily compute, within a trifle, the amount to which they may entitle themselves out of the County Fund by keeping all available children regularly at school. They have in their own hands the power to decide how far such a regular attendance shall be kept up, and must suffer the pecuniary loss which irregular attendance entails. In voting the yearly estimates, a margin may be given for any deficiency which may arise, as it is provided that any balance remaining unexpended shall be carried to the credit of the section for the next year.

This is therefore to notify all parties that any engagements hereafter entered into between Trustees and Teachers will not be regarded as legal, if it shall appear that the amount of the teacher's salary in any way depends, or is contingent on the amount to be received by the section from the County Fund.

#### SCHOOL BOOKS, MAPS AND APPARATUS.

School requisites to the value of \$10,000.00 prime cost, were furnished, in accordance with the official notice of the Superintendent, to school trustees, during the months of November and December. The city of Halifax is not included in the above. Orders from sections in every county in the Province have been received, and the articles promptly despatched. It is impossible to over-estimate the benefits which must result from this generous provision of the school law. Teachers will soon have the satisfaction of seeing their schools well equipped with excellent books, and other necessary materials. Thus the effectiveness of their labours will be greatly increased.

Until the more common wants of the schools with respect to text-books, slates, maps, rulers, &c., are supplied, it has been deemed prudent to restrict the articles furnished at half cost to those in the list given in the official notice.

On account of the large number of orders which have been received, a few books are not in stock; but a further supply has been ordered.

Several Inspectors and Commissioners have suggested the establishment of county and district agencies for the sale of school books at reduced rates. This proposal, at first sight, would seem to be feasible, and well calculated to effect the end desired. But a careful examination of the whole subject, will, we believe, result in a preference for the present arrangement. Communication both by land and water is frequent and regular with the capital, and when the railroad shall be opened to Pictou on the north, and Annapolis on the west, there will be scarcely a school section in the province which cannot as readily procure books from Halifax as from the shire town. But it is not wholly nor chiefly a question of convenience. It is a question of books and materials at *half the prime cost*, or at *three times* that amount. It is impossible to supply school materials through twenty or thirty agencies without consuming the chief portion of the original grant in commissions, and expenses of supervision. This consideration is sufficient of itself to show the impracticability of supplying school books and apparatus at anything like the present low rates by means of numerous agencies throughout the province. One central agency has been found sufficient in Upper Canada, and after a little longer experience Trustees will find no difficulty in procuring for their schools the necessary materials from Halifax. In the more distant rural sections we would suggest that Boards of Trustees give their orders in the form prescribed, to the nearest merchant, and have their parcels transmitted to his care.

LIST OF PUPILS WHO OBTAINED LICENSES AT  
THE END OF THE 21ST TERM OF THE PROV.  
NORMAL SCHOOL, SEPTEMBER 27, 1866.

FIRST CLASS.		
Miss Annie Logan	- - -	Hants County.
" Agnes Lewis	- - -	Colchester "
" Harriet Stevens	- - -	do. "
" Dolina McDonald	- - -	Pictou "
" Sophia Bishop	- - -	Kings "
" Charlotte Caldwell	- - -	do. "
" Mary A. Baxter	- - -	Colchester "
SECOND CLASS.		
Miss Augusta Christie	- - -	Colchester County.
" Lavinia Dickson	- - -	do. "
" Cecelia Terhune	- - -	do. "
" Agnes McLeod	- - -	Pictou "
" Sarah Shields	- - -	Halifax "
" Letitia Barnhill	- - -	Colchester "
" Sarah Young	- - -	do. "
Mr. Alex. McKay	- - -	Pictou "
" Alex. McKenzie	- - -	Victoria "
" Robert Munroe	- - -	Pictou "
" Charles W. Bryden	- - -	Colchester "
" Samuel J. Hingley	- - -	do. "
" Andrew Gray	- - -	Pictou "
" Angus Kennedy	- - -	Inverness "
THIRD CLASS.		
Miss Esther McLaughlin	- - -	Guysborough County.
Mr. Oscar W. Archibald	- - -	do. "
" Eliakim T. McCurdy	- - -	Colchester "
" Laughlin McLean	- - -	Inverness "
" George A. Goldfinch	- - -	Digby "

A PLEA.

The man who has to depend on his day's labour to procure a scanty livelihood for himself and his family, is exposed to a strong temptation to wrong his children. Life with him is a ceaseless struggle against adversity, a continual battling against poverty and want. There is a daily call on him to put forth all his energies in his work. Not to do so would be to succumb to misfortune and perhaps to starvation. To him the return of the dawn is the signal that he must be up and doing, and the stars of the evening witness the close of his labours for the day. There is a sullenness in the opposition which he everywhere encounters, that nothing but toil can overcome. If he has a small farm, the soil seems unwilling to do him any favour. His crops have to be extorted from it. If he is a fisherman, the sea will yield him nothing without work. His house is not the home of idleness or sloth. As soon as his son becomes strong enough to aid him in his work, there are many inducements to make him bear a share of the labour. There are stones to be gathered off the land, weeds to be pulled or hoed up, and a thousand things to be done in which even young hands may be useful. The fisherman's boy can help about getting bait and drying fish, or may even tend a hook and line for himself. Thus there is a strong temptation for the parent to do his child a great injustice. In many cases such a course may be absolutely necessary. Without the aid of every available help it may be utterly impossible for a parent to provide even the humblest fare for the family with which God has entrusted him. Where this is the case, we can only deplore the unkindly fate with which both father and child have to contend, and hope that such things may not continue long. But in many cases it is to be feared that parents allow a too eager desire for worldly prosperity to supplant the purest and noblest ambition of which a parent is capable. The wish to better one's circumstances and to enlarge one's possessions is, in itself, when restrained within due limits, very proper and commendable. To it we are indebted for all enterprise and prosperity. But when it is allowed to override the higher impulses of our nature, when covetousness, which is idolatry, creeps in, we become mean, unworthy, and even cruel. A parent who, for the sake of adding a few pitiable shillings to his hoarded gains, can cheat his children of that blessing which childhood alone can obtain for them, is unfit to have the control of a child.

The school law of Nova Scotia is now such as to leave almost no excuse for neglect of parental duty in this respect. If a father, for a selfish purpose, deprives his child of the blessing which the law of the country declares to be his due, how shall he face that son when he grows up to manhood, and realises the wrong which he has suffered at the hand of him who should have been his natural protector?

It is good to know much, but better to make good use of what we know.

Reading makes a full man; speaking, a ready man; writing, a correct man.

Memory should be a store-house, not a lumber-room.

In teaching we learn, and by giving we receive.

THINGS TO BE REMEMBERED.

The County School Fund is paid to the Trustees of the several sections according to the average number of pupils attending their school or schools for the full term.

If their school has been in operation only half the term, they will receive only half as much money as they would if their school had been in operation the whole term.

For one pupil who attends school regularly every school day during the term, the Trustees will receive as much as they will for two who attend only half the time.

When any boy or girl stays out of school the section is losing money by it, and the boy himself or the girl herself is losing what is much more precious than money.

If a boy can earn 50 cents by staying home, he can earn what is better than 50 dollars at school.

Compound interest counts up very fast, but to have an education is better than to have money out at compound interest.

The number of teaching days in each term is about 120. In the present term it is 119.

HABIT.

Habit at first is but a silken thread,  
Fine as the light-winged gossamers that away  
In the warm sunbeams of a summer's day;  
A shallow streamlet, rippling o'er its bed;  
A tiny sapling, ere its roots are spread;  
A yet unhardened thorn upon the spray;  
A lion's whelp that hath not scented prey;  
A little smiling child, obedient led.  
Beware! that thread may bind thee as a chain;  
That streamlet gather to a fatal sea;  
That sapling spread into a gnarled tree;  
That thorn, grown hard, may wound and give thee pain;  
That playing whelp his murderous fangs reveal;  
That child, a giant, crush thee 'neath his heel.

HINTS FOR ORAL LESSONS, INTRODUCTORY TO  
THE FORMAL STUDY OF GEOGRAPHY.

(Continued.)

14. CLIMATE.—Lead the children to see that the sun is the source of heat, and that perpendicular rays give more heat than oblique. Allow them to hold the hand to the fire, so that the rays fall perpendicularly,—then inclined,—in the former case they will feel the heat much more than in the latter. This will afford an illustration of the cause of the varied power of the sun at different times of day, and at different seasons of the year. (Do not attempt, at this stage, to explain more minutely the cause of the seasons.) Show that the mountain is colder than the plain. This they can infer from the fact that there is often snow there, when there is none upon the low ground. They can also infer that slope influences temperature by comparing the south side of a hill with the north. Show the cooling effect of evaporation of water from the earth. Various illustrations may be used for this purpose. A bottle of water, wrapped in a cloth kept saturated with ether, may be frozen in a hot day. Cologne water poured on the flesh produces cold. It requires heat to change a liquid to the form of vapour, and heat is taken from the bottle or body for this purpose,—the liquid having combined with heat, becomes vapour, and escapes into the atmosphere. So also sprinkling water upon the floor on a hot day, cools the room. Hence it can be shown that if the ground is kept wet all the time, it must be cold, as all the heat will pass off with the vapour; and hence the value of cultivation and drainage. The children may also be told that it is very unhealthy to live near wet, boggy places, especially in hot weather. They can now form some idea what is meant by the climate of a country, and understand some of the causes on which it depends.

15. A PHYSICAL MAP.—Having first called upon the children to observe carefully the natural features of the school section, as the hills, the plains, the valleys, the brooks, and the ponds, ask for a description, including an estimate of distances. Draw from them that these are the features impressed upon the place by the Creator, and not made by man,—that they are called *natural* or *physical* objects. Direct them to make a physical map of the section, on a given scale.

16. MINERALS, PLANTS, AND ANIMALS.—Give lessons upon the minerals and rocks, the trees and wild plants, birds and wild animals found in the section. Avoid, at this stage, scientific and

technical terms,—encourage the children to bring specimens,—teach them to observe qualities and characteristic features,—lead them to see adaptations and uses. Teach them to observe the difference between the stones found in one part of the school section, and those of another part, or of an adjoining school section; also the difference in the forest trees, and wild flowers, in connection with varieties of soil. Refer to exotics not being able to endure our winter, but reared as house plants.

17. **INHABITANTS.**—The children have seen white men, black men, and copper-coloured or Indians, perhaps all are found in the school section. Draw from the children the characteristic features of each. Tell them that the white man came from a distant country called Europe, the blacks also from a distant land called Africa, and that the Indians were the original inhabitants, found here when our forefathers came from Europe. Describe the condition and mode of life of the Indians when the country was discovered,—show the difference between civilized and savage. Show that it is no reproach to have a black or copper-colored skin,—that he who fails to do his duty is the one to feel shame,—that he who acts uprightly, be he black or white, should be esteemed. "Act well your part, there all the honour lies."

18. **PURSUIITS.**—Give lessons on the various occupations of men, as arising out of their necessities and circumstances,—the advantages of each devoting himself to a certain calling, as compared with attempting to do the work of all the trades,—the dependence of the pursuits in any particular locality, upon the natural conditions of that locality,—farming, upon the qualities of the soil,—fishing, upon contiguity of the sea,—mining, upon the mineral products,—lumbering, upon the forest,—ship-building, upon the forest and the sea,—manufactures, upon the abundance of raw material and ease in finding market,—the importance of trade, or exchanging products with other people,—means of transporting goods, as by shipping, railroad, trucks, &c., giving an idea of the relative advantage of each, and the importance of having good roads. Show the advantage of having a class of persons who devote themselves specially to trade, merchants,—the circumstance which influences the merchant in choosing his location, a place of resort and easy communication with other places,—why the town or village has arisen in one place rather than in another, leading the children to see what occupations must largely engage the attention of the inhabitants of the town, as trade manufactures and fishing,—why they could not be farmers.

19. **EDUCATION.**—Give lessons on the educational condition of the section,—the advantages of education to the individual himself,—personal satisfaction,—effectiveness of labour guided by intelligence,—avoidance of dangers, &c.,—the advantages of living in a community where all are educated,—gratification and sharpening of mind arising from intercourse,—opening up the industries, furnishing honorable employment,—diminishing poverty and crime,—rendering property more valuable; hence it is just for everybody to support the school.

20. **CIVIL DIVISIONS.**—Exercise the children upon distances; let them measure a quarter of a mile, and note the time occupied in walking it,—how long would they be in walking a mile? how long in walking a hundred miles? how far could they walk in a day? Call attention to artificial bounds in the school section, as bounds between farms,—show how bounds may be imaginary lines having definite position, as lines running through a forest, or marsh, where there is no fence. Ask for the name of the place where the children live,—how far around that name extends,—what places adjoin on the various sides, north, east, south, and west,—in what country they are situated. Direct them to make a map of the school section, or of a portion of it, laying down the roads, the bounds between farms, and the houses.

21. **THE COUNTY.**—Question the children what they have seen beyond their own school section and within the county. Get as complete a description as possible, from different children who have been from home,—of the mountains, plains, streams, coast line, villages, products, occupations, and trade of the county. Make a map of the county, laying down mountains, streams, villages, &c., according to the dictation of the children,—the teacher making all necessary corrections and supplying omissions, both in the description and on the map, and also giving some interesting details with respect to the early history of the county. Show them the importance of observing everything closely, when they visit a

new place; in that way they can learn the geography of the place. As opportunities occur of obtaining examples and illustrations, picture out geographical terms, as a bay, a gulf, a strait, an island, a cape, a peninsula, &c. *Direct the pupils to make a map of the county.*

22. **NOVA SCOTIA.**—Nova Scotia may now be taken up as a whole, giving first some of the interesting points of its early history, without referring much to precise dates. Tell of the Indians, their mode of life when the country was discovered,—of the condition of the country at that time,—of the early French settlements,—the name Acadia, given by the French,—the capture by the English,—difficulties of settlement, &c. Give an idea of the size of Nova Scotia, by comparison with some known area,—give lessons on the leading physical features, as mountains and rivers—then the civil affairs, pursuits, government, and political relations. *Direct the pupils to make a map of the province on a given scale.*

23. **THE WORLD.**—A few incidental lessons should now be given for the purpose of calling attention to other parts of the world. Some familiar article of foreign produce will form a good introduction. A barrel of flour, for instance, will lead to a lesson on Canada, or the United States,—a piece of broadcloth, to one on England,—an ostrich feather, to one on Africa,—tea, to one on China, &c. In this way the children will see that there are many countries with which we have intercourse, and they should point in the direction in which the various countries are situated with respect to Nova Scotia. Their interest having been excited, they will be anxious to know how intercourse is carried on with foreign countries. This will lead to conversation about long voyages over the sea.

24. **LAND AND WATER.**—Lessons may now be given on the earth, as consisting of land and water,—their proportions,—the benefit arising from their relationship,—how a country is benefited by inlets of the sea, referring to the bays and harbors of Nova Scotia. The great divisions of land, and the great oceans, can be pointed out and their names given.

25. **VOYAGES.**—Question the pupils as to the mode of representing the surface of the earth by maps,—show the hemispheres as representing the whole earth, that although on separate sheets and apparently two worlds, they are united,—trace voyages, carrying products of one country to another,—awaken curiosity by telling of vessels pursuing generally one course, and finally arriving at the starting point.

26. **THE EARTH A GLOBE—ITS MOTIONS.**—Show a globe as a correct representation of the earth, going uniformly in one direction, and at last arriving at the starting point, a proof of this,—other simple proofs. Illustrate the earth's daily rotation,—its axis,—the poles,—day and night. By carrying a ball around some central object, representing the sun, explain the earth's annual motion and the seasons; it can be shown that the sun is never directly above our head beyond the breadth of a belt around the middle of the earth, equidistant from the poles, and that the sun crosses this belt twice a year,—that on account of the globular form of the earth, the sun's rays fall more and more obliquely, as we go from the central belt toward the poles, and hence the cold increases.

27. **CIRCLES.**—Lessons may now be given on the equator, the tropics, the northern and southern hemispheres, the five zones, latitude and longitude. The children having previously been taught the position of the poles, the equator can be shown as a circle midway between the poles, also as dividing in two equal parts the belt which the sun crosses twice a year. Show the importance of knowing the distance of a place from the equator,—that the distance between the equator and each pole is divided into ninety equal parts called degrees of latitude,—that these degrees are marked by circles parallel to the equator and to each other,—that we count from one to ninety, commencing at the equator and ending at each pole. Show the latitude of Nova Scotia, and of the school section, as near as may be. Explain how we define the position of places more definitely by lines running north and south, called *meridians*, or lines of longitude, crossing the equator at right angles and meeting at the poles,—that the equator is supposed to be divided into 360 equal parts by such lines,—that there is no natural place at which we can begin to count, but it is usual to begin with the meridian which passes through London, counting



180 degrees, east and west. Explain the difference of time of places not on the same meridian. Give the longitude of Nova Scotia, of the school section, and the difference of time between it and London.

To prevent misapprehension respecting the preceding oral exercises, it may be well to repeat, that it is designed that they should be simply preparatory to the systematic study of Geography from the text book. Great advantage will also result from continuing such exercises after the book has been placed in the hands of the pupil.

#### PUBLIC versus PRIVATE EDUCATION.

The good effects and great utility of early instruction are universally allowed; but we often meet with a difference of opinion, whether public or private education is the most beneficial. This subject has employed the pens of many ingenious writers, ancient and modern; and although much has been said in recommendation of private tuition, as being best adapted to form youth to virtuous habits, yet it is certain that the various passions and affections of human nature, as they begin very early to exert and display themselves, will, if not authoritatively restrained and directed, have a fatal and unconquerable influence over the whole tenor of future life. The influence of parental affection and authority does not always succeed and then propensities of self-will take a deep root as never to be extirpated; and the youth, from indulgence, is too often made lastingly unhappy. Liberty unreasonably obtained is commonly intemperately used. Milton, in his "Tractate on Education," very elegantly says, "Come with me and I will conduct you to a hill-side, where I will point out to you the right path of a virtuous and noble education; laboriously, indeed at the first ascent, but on every side so smooth, so green, so full of goodly prospect and melodious sounds, that the harp of Orpheus was not more charming."

In public schools, the nature and affections of the soul have the fairest exercise; equality is felt, friendships are formed, and literary improvement is pursued with most success; the powers are called forth into exertion from the influence of example, and idleness is avoided by the fear of disgrace and shame; the careless and obstinate heart is led into willing obedience; and it is here youth are inspired with hopes of becoming worthy and distinguished members of society. Sir Joshua Reynolds, in his Discourses, says, that it is generally found that a youth more easily receives instruction from the companions of his studies, whose minds are nearly on a level with his own, than from those who are much his superiors; and it is from his equals only that he catches the fire of emulation, which will not a little contribute to his advancement. With proper guides to direct him he travels through the most beautiful and fruitful regions of knowledge, the mind meanwhile gradually acquiring freedom, openness and extent; and if he sometimes find the way difficult, it is beguiled by having fellow travellers, who keep an even pace with him; for each light dispenses a greater lustre by mixing its social rays with those of others.

"And thus the youth whom Education leads  
Through Wisdom's paths, and Virtue's peaceful meads;  
Though in his tender years he thoughtless play,  
Nor think his flow'ry Spring will pass away;  
Though trifling scenes and trifling toys amuse,  
Yet still his course progressive he pursues:  
Fresh streams of knowledge all their stores impart,  
Wealth to his mind, and goodness to his heart;  
The inspiring force of excellence confest,  
Blest in himself he renders others blest."

A discerning youth perceives that courage, generosity, and gratitude, command the esteem and applause of all his companions; cherishes, therefore, these qualities in his breast, and endeavors to connect himself in friendship with those who possess them. He sees, on the other hand, that meanness of spirit, ingratitude, and perfidy, are the objects of detestation. He shuns, therefore, those near him who display those odious qualities, and finds that the true sources of gratification are the respect and affection of his teachers. Here he is necessitated to decide and act for himself: his reputation among his companions depends solely upon his own conduct. This gradually strengthens his mind, inspires firmness and a certain manliness of character.

It is of great importance, as Quintilian observes, that those who are destined to occupy superior stations in society should enjoy the benefits of an enlarged and liberal education; that they should be furnished with every substantial and ornamental accomplishment; and that those who are intended for any particular profession or employment, should be principally directed to such studies as are appropriate to their future position; and, in every rank of life, an attention to the morals of youth should be the primary object; for it is by an amiable disposition, united with cultivated talents, that we secure the affections of our relatives, and the respect and esteem of the world. May we not therefore conclude, that a young man will most assuredly become wiser, and probably more virtuous, by public than by private education? For virtue flourishes in action and in trial. Accordingly it has been the opinion of successful teachers, from Quintilian to Arnold, that young people attain to a better knowledge, both of themselves and the world, in free and populous schools, than when confined to private tuition in retired life, where we too often see contracted and

awkward timidity, or an important self-conceit, for which there is no other apology than the want of experience. To advise a man, unaccustomed to the eyes of a multitude, to mount a tribunal without perturbation; or tell him whose life has passed in the shades of contemplation, that he must not be disconcerted in receiving or returning the compliments of a splendid assembly; is to reason, and to endeavor to communicate by precept, that which only time and habit can bestow.

These truths were poignantly felt by Cowper, who freely owns, in his Letters, "that the want of resolution and manly confidence was a severe check to his progress in his life, and prevented his talents being called into action by a conspicuous and honourable appointment."—*W. M. Magazine.*

#### INTRICACIES OF THE ENGLISH LANGUAGE.

The following is from the *Canadian Churchman*:—The construction of the English language must appear most formidable to a foreigner. One of them, looking at a picture of a number of vessels, said, "See what a flock of ships." He was told that a flock of ships was called a fleet, and that a fleet of sheep was called a flock. And it was added, for his guidance in mastering the intricacies of our language, that "a flock of girls is called a bevy, that a bevy of wolves is called a pack, and a pack of thieves is called a gang, and a gang of angels is called a host, and a host of porpoises is called a shoal, and a shoal of buffaloes is called a herd, and a herd of children is called a troop, and a troop of partridges is called a covey, and a covey of beauties is called a galaxy, and a galaxy of ruffians is called a horde, and a horde of rubbish is called a heap, and a heap of oxen is called a drove, and a drove of blackguards is called a mob, and a mob of whales is called a school, and a school of worshippers is called a congregation, and a congregation of engineers is called a corps, and a corps of robbers is called a band, and a band of locusts is called a swarm, and a swarm of people is called a crowd."

#### CARLYLE ON EDUCATION.

Who would suppose that education were a thing which had to be advocated on the ground of local expediency, or indeed on any ground? As if it stood not on the basis of everlasting duty, as a prime necessity of man. It is a thing that should need no advocating; in such as it does actually need. To impart the gift of thinking to those who can not think, and yet who could in that case think; this, one would imagine, was the first function a government had to set about discharging. Were it not a cruel thing to see, in any province of an empire, the inhabitants living all mutilated in their limbs, each strong man with his right arm lamed? How much crueller to find the strong soul, with its eyes still sealed, its eyes extinct, so that it sees not! Light has come into the world, but to this poor peasant, it has come in vain. For six thousand years, the sons of Adam, in sleepless effort, have been devising, doing, discovering, in mysterious, infinite indissoluble communion, warring, a little band of brothers, against the great black empire of necessity and night; they have accomplished such a conquest and conquests; and to this man it is all as if it had not been. The four and twenty letters of the alphabet are still Runic enigmas to him. He passes by on the other side; and that great spiritual kingdom, the toil-worn conquest of his own brothers, all that his brothers have conquered, is a thing non-existent for him; an invisible empire; he knows it not; suspects it not. And is it not his withal; the conquest of his own brothers, the lawfully acquired possession of all men? Bateful enchantment lies over him from generation to generation; he knows not that such an empire is his, that such an empire is at all? O, what are bills of rights, emancipations of black slaves into black apprentices, lawsuits in chancery for some short usufruct of a bit of land? The grand "seed-field of time" is this man's, and you give it him not. Time's seed-field, which includes the earth and all her seed-fields and pearl-oceans, may her sowers too and pearl-divers, all that was wise and heroic and victorious here below; of which the earth's centuries are but furrows, for it stretches forth from the beginning onward even unto this day!

"My inheritance, how lordly, wide and fair;  
Time is my fair seed-field, to time I'm heir!"

Heavier wrong is not done under the sun. It lasts from year to year, from century to century; the blinded sire slaves himself out, and leaves a blinded son; and men, made in the image of God, continue as two legged beasts of labor; and in the largest empire of the world, it is a debate whether a small fraction of the revenue of one day (£30,000 is but that) shall, after thirteen centuries, be laid out on it, or not laid out on it.

Niebuhr, the historian, in a letter to his nephew, gave the following high and truthful estimate of the teacher's calling:—

The office of a schoolmaster especially is a thoroughly honorable one; and, notwithstanding all the evils which disturb its ideal beauty, truly for a noble heart one of the happiest ways of life. It was once the course I had chosen for myself; and it might have been better had I been allowed to follow it. I know very well, that spoilt as I now am by the great sphere in which I have spent my active life, I should no longer be fitted for it; but for one whose welfare I have so truly at heart, I should wish that he might not be spoilt in the same manner, nor desire to quit the quietness and the secure narrow circle in which I, like you, passed my youth.

AN ADDRESS,  
DELIVERED AT THE OPENING OF THE CUMBERLAND COUNTY  
ACADEMY, AMHERST, N. S., NOVEMBER 29th, 1866.

By John T. Mellish, Head Master.

[PUBLISHED BY REQUEST.]

Mr. Chairman, Trustees of Amherst Academy, Ladies and Gentlemen:

From the farm and the workshop, from the office and the counting room, from the clergyman's study and the teacher's desk, from the various walks of life, we have assembled here to-day, not indeed to welcome some returning hero laden with the honors of a victor on the battle-field, or to raise a monument to the memory of any of our gallant countrymen, but, nevertheless, to do that which in its issues will bless us, our posterity and our country, and shed a halo of honor around our memories when we shall have passed away:— We meet to-day to dedicate this building to the sacred cause of education.

We need scarcely speak of the importance of proper intellectual training. It is admitted on all hands that it is needed by every individual to enable him to discharge life's duties with credit and profit to himself and for the good of mankind. The mind as well as the physical frame should be trained by vigorous and continued exercise. With the intellect dwarfed for want of education man is little above the animal creation; properly train the powers of the mind and he is allied to angels. To accomplish this is at present the object of every philanthropic individual and of every enlightened state.

Almost everything in nature undergoes some transformation before it is adapted to the designed end. The gold must be separated from the sand or quartz before it assumes the form of the glittering jewel or coin. The shapeless mass of marble must be fashioned by the chisel of the artist before it takes the form of the beautiful statue. So with the mind; if must undergo a certain process ere the high ends for which it was designed can be attained.

Apart from considerations of a religious nature there is no greater boon of which man may be the recipient than a liberal intellectual training. It enlarges and improves the mental capacities and eminently tends to render the possessor happy and useful. It saves him from being a man-puppet, imparts to him the power of discovering and maintaining truth, introduces him to a world of pleasure which is hid from vulgar gaze, and in short, constitutes his title to manhood. To education, art, science, commerce, all the refinements and virtues which adorn social and domestic life, and everything that protects human rights and human happiness owe their origin and existence. Religion herself loses much of her influence and beauty when deprived of this potent auxiliary, and her power and claims are never so exalted as when associated with it. We would not substitute the intellectual for the divine or spiritual, or knowledge of the head for knowledge of the heart, but we do say that the former gives additional lustre to the latter and clothes it with greater power. Who was charged with the conduct of the mighty army of Abraham's sons during their flight from the dominions of the Pharaohs and their desert march of forty years? Not one of the ignorant Hebrews, but Moses who was learned in all the wisdom of the land of Euclid, Ptolemy and Hipparchus. Who was called at the inauguration of that glorious system which was heralded by the angel anthem of "Glory to God in the highest, on earth peace, good toward men," to preach among the Gentiles, to combat the Grecian sages, and to sound the gospel trumpet in the streets of Imperial Rome? Not one of the unlearned fishermen, but St. Paul who had studied at the feet of Gamaliel. And all down through the ages, who have cherished the most sacred regard for the right, the good and the true? Amid general moral devastation and all but universal sinking into the darkness of paganism, who have been the moral Hector—'oi deoi met' andrasin'—the god's among men? Those who had conned the classic page, who had drank deep at the Pierian spring, and whose minds were enriched and disciplined by long years of patient study.

We will briefly notice some of the grand departments of learning, to which we shall endeavour to direct the attention of those who may here be placed under our charge.

The study of the Latin and Greek classics has for ages been considered the best means of developing the mind. Of late the

utility of this study has been ignored by some who hold that no practical good results from the acquisition of the dead languages. This is a great mistake. The constant reference to fixed authority, the careful analysis, the nice distinction, the evolving and expressing of ideas, and the habits of patience and perseverance which the classical student has continually to practice, give him a compass of mental power and mental adaptation which no other study can impart. The student of to-day as well as the student of the Elizabethan age, has to collect, compare and translate for himself. With his grammar and lexicon as his principal aids, his turning the dead language into the vernacular is to him the same as if he were the first person by whom it had ever been done.

But this is not all. Through the avenues of Grecian and Roman literature we are introduced to the choicest gems of thought, the noblest productions of human genius, the master-pieces of history, poetry and elegance. Greece is her own monument, the glory of Rome has long since departed, the Acropolis and the Pantheon are in ruins, the Forum and Amphitheatre are fast crumbling to dust, but classic story and classic song as precious heirlooms of genius, have survived the lapse of ages, immortalizing not only the authors but those who hung upon their lips or read with sated souls, and linking the present with the mighty past. And these must be read in the original to be fully appreciated. The real essential spirit and true beauty of the original vanish in the most faithful rendering. There have been many translations of the Iliad, ending with Lord Derby's, and of the Æneid, ending with Prof. Conington's, but the "vengeance, deep and deadly of the Son of Peleus," and the adventures of the hero who first came to the Lavinian shores, have never been resung in English. We cannot pay court to the shrine of ancient genius clad in modern equipage. The most illustrious statesmen and jurists of Britain have always drawn largely from the invaluable and inexhaustible stores of legal and political instruction furnished by the classics, which the ripe scholarship for which they have been celebrated, made available to them.

Our own language owes much to the Latin, without at least a rudimentary knowledge of which no English student can claim to be master of his mother tongue. The nomenclature of the various sciences is derived largely from the Latin and Greek, and works in law, medicine and theology, are bristling over with Latin terms. The noblest acts of heroism, the most zealous patriotism, and the grandest achievements of daring valor, of war and arms, are recorded on the classic page. Soulless must that youth be who can read of those glorious historic examples of Roman bravery and fidelity given by Livy and Cæsar, and of the life-sacrificing patriotism and devotion of the Grecian heroes at Thermopylæ, Salamis and Marathon, which Herodotus has recorded, and not be fired with love for his own country, and without resolving, should she call him, to do and dare, and if need be, to suffer and to die in her service.

The modern languages open to us vast storehouses of knowledge, and as mediums of intercourse with the European nations they cannot be too highly valued.

The study of mathematics has many important advantages, whether it be considered in reference to the practical and abstract truths which it makes known, its application to the physical sciences, or its disciplinary effect on the mind. This study must enter largely into every course of any respectable pretensions whatever. The building of railroads, the construction of canals, mining operations, the various departments of civil and military engineering, and the constant recovery of new territory from a wilderness state, require a large number of well-trained mathematicians here in British America. The value of the study as a means of disciplining the mind is very great. A mere knowledge of facts does not constitute education. A man may be a walking encyclopædia, and at the same time be anything but a reliable guide in matters requiring skill and judgment; while another not possessing a title of the same amount of knowledge, but whose intellectual powers have been trained, will be well qualified to advise and direct. True education seeks rather to expand and strengthen the powers of the mind, to put them in effective working order, and to fix principles in the memory, than cram it with isolated facts. It is sometimes argued that the study of mathematics is unfavorable to the cultivation of eloquence and liberality of sentiment. We would just refer to the fact that Dr. Chalmers,

one of the most gifted and eloquent men the world has ever produced, and of whom Scotland may well be proud, was also one of the greatest mathematicians.

Natural science in its various departments spreads before us everything in the wide realm of nature, from the drop of water or atom of matter to the ponderous world which sweeps through space. Man's conquest over nature, (we speak reverently,—we do not mean the God of nature) is all but complete. The bravest spirits from the time of Bacon to the present have attacked her in every vulnerable point, and notwithstanding repeated defeats, they have been the victors. Superstition and witchcraft have received their death-blow,—many of the mighty forces of nature have been tamed and utilized to purposes of labor and locomotion,—the transmission of thought over the fathomless ocean or spreading continent is the work of a few seconds,—much of the vast unknown has been explored,—and mind has asserted its supreme power over matter.

Geology tells us what animals lived on our pre-Adamite earth, and what luxuriant vegetation waved in breezes which fanned not mortal brow. Astronomy measures the heavenly world,—calculates their times and distances, and predicts eclipses, and meteoric showers too—with hairbreadth accuracy. The sciences of common things—Chemistry and Natural Philosophy applied—reveal every-day mysteries, tell us what it is we see or handle, why it is so, what it does, and what can be done with it.

Only the torturing of truth and facts the most palpable can make any disparity appear between the works and the word of God. The power which established the everlasting hills, which gave bounds to the ocean and framed the mighty universe, is the same that indited the pages of revelation. And if a chance one who deciphers from the embedded strata the past history of our globe, regards with stoical and unenlightened soul the metamorphoses effected by time as the work of pure chance or innate law, not subordinate to the will of Heaven, that is no reason why the spirit of investigation should be repudiated, or the claims of revelation ignored. The more extensive our acquaintance with the nature and operations of material creation, the wider the range of our observation, the deeper the investigation, and the more minute the analysis, the more exalted will be our conceptions of the power, wisdom, and benevolence of the Great Creator, and the more beautiful will appear the harmony between nature and revelation.

The province of moral philosophy is the classification and explanation of moral law. Based on a belief in the existence of a Great First Cause it leads to a consideration of His nature and attributes, and of our relation to Him as our Creator and Preserver, and to each other as children of a common parent, inhabitants of the same world and beings of an eternal destiny.

Mental science or psychology explores the realm of mind. In this field the wisest and most profound thinkers have long been engaged. The result of their assiduous labors is a well digested system based on facts and long continued observation, by which the various laws and operations of the human mind have been classified. An intimate acquaintance with these is essential for the lawyer, the physician, the teacher, the divine.

In the outer world we deal with facts, with visible objects: the mental world within us is unseen, but of immeasurable capacity and governed by laws as fixed as is the realm of matter. The mind,—what a mystery it is!—prying into every department of creation, roaming alike through time present, eternity past and eternity to come, calling up ages which have long slumbered with their freight of event and interest, peering into the unknown future, and giving "to airy nothing a local habitation and a name." Its expansive capacity has never on earth reached its utmost limit, and through the long hereafter it will be drinking in fresh truth, understanding new principles and mysteries, and becoming through successive ages more closely assimilated to the great eternal essence Himself:

"What guides man in high pursuit,  
Opens, illumines and cheers his way,  
Discerns the mortal from the brute,  
God's image from the face of clay?  
'Tis knowledge;—knowledge to the soul  
In power and liberty and peace;  
And while eternal ages roll,  
The joys of knowledge shall increase."

History presents a true representation of human character and

a faithful record of human experience. What a treasure it is!—Without it whence our knowledge of the nameless millions who have peopled our world since Paradise received its Heaven-born tenants? With no knowledge of Assyria or Egypt, of Greece or Rome, of Moses or Solomon, of Homer or Hannibal, of the actors of the past, of their habits and tastes, of the story of their wrongs and their struggles for the right, of the growth of principles, except what might perchance be transmitted by traditionary or legendary fable, what a wild world ours would be! With no directing ray from centuries of toil and experience how sad would be our case. History points out to us the shoals on which others have foundered and warns. It holds up to view the wise, the good and the great of immortal memory, and those too who are remembered only to be despised and scorned. Sacred history, the outlines of ancient and especially that part of modern history which refers to our own nation, should be thoroughly mastered by every student who aspires even to mediocrity in literary attainment.

Our own language in its flexibility, copiousness, and richness is admirably adapted for the highest purposes of the historian, orator and poet. It combines the force and strength of the Latin with the spirit of the modern French, and if it is inferior to the mellifluous language of Demosthenes, in smoothness and compass, it equals, and perhaps rivals it in precision. And our English literature furnishes an extensive field for study and enjoyment, and is rich in the highest productions of genius. From these, in our researches here, we will seek to cull the choicest flowers, and study their varied and surpassing beauties.

Love of the beautiful in nature and in art has an ennobling effect. The cultivation of taste and a leading to an appreciation of beauty and fitness constitute no unimportant part in the careful training of the young. While the ornamental should by no means take the place of the useful studies, we think that drawing, painting and music should be studied when at all practicable, not only on account of their being delightful sources of recreation, but also for their educative value.

We should aim, in the work of education, at inspiring our sons with a sacred regard for our institutions and laws, love for our country and anxiety for her prosperity. For years back the rush of material prosperity in the neighbouring republic has drawn but too many of our young men—the pride and strength of our provinces—away from their homes. The imbibing of republican principles by them has been the result. British America stretching from the iron-bound Atlantic coast to shores laved by the Pacific, and from the 43rd parallel of latitude to where the frost-king holds eternal sway, embracing an area of 34 millions of square miles, in its extent, condition, resources and prospects, presents an inviting field for the most ambitious spirit. This vast territory having its eastern peninsula rich in inexhaustible coal and iron mines, with its broad lumber forests, with its majestic rivers and seas, with its noble harbors, with its fertile land and marshes, with its untold treasures of the deep, with its field of auriferous dust rivaling Ophir and Eldorado,—this is the country in which we want our young men to dwell—this is the country which is ours to possess and ours to develop. I say ours, for while Nova Scotia is peculiarly ours, wherever the British flag floats there may every loyal Briton claim protection and find a welcome home.

Our climate is such as the history of mankind has proved to be the most conducive to the healthiest, and most vigorous, physical and intellectual development.

Who can predict what the future of British America will be? Our progress has been rapid. In less than half a century the face of nature has been changed. The Indian wigwam is now seen only as the relic of a by-gone day. A more active and a more vigorous race has supplanted the red man. The bustle and hum of civilization everywhere greet the ear. Its blessings are widely diffused. Comfortable, farm-houses, thriving villages, towns and cities, seats of learning and temples of the Most High everywhere adorn the land.

The manner in which many of our Provincialists have acquitted themselves in the world's broad field of action, ay, and on the field of mortal strife, amid the din of battle and clang of arms, proves that we are not unworthy descendants of the men who fixed our language and modelled our constitution, or of those who victoriously fought at Agincourt, Louisburg, Quebec and Waterloo. The inherent energy of the population of these Provinces will

rapidly develop our resources. Our ancestors who made their homes in the forests of this western world, were men of strong arms and brave hearts. With difficulties they had to struggle to which their providence and toil have made us strangers. We are descendants of a race whose strength of will ever made it formidable in the face of obstacles of every kind; a race that drove off the invading foe more than once, that forced the Magna Charta from an obstinate king, that has ever guarded with jealous care its country's interest of every nature; a race that has expanded into a nation whose colonies are planted in every corner of the globe, whose treasure-laden argosies plough every sea, whose sons explore every land, whose iron walls with their latent thunders guard the deep, and whose "flag for a thousand years, has braved the battle and the breeze."

The idea of the annexation of these Provinces to the United States should not for a moment be entertained by us. We wish to live at peace with the Americans, to vie with them in the peaceful pursuits of commerce and trade, but to form a part of their body politic we never should, we never will. We will not do dishonor to the memories of the men who made our country, or who fought and died for the rights we possess, or of those who during the spirit-stirring times of '76, rather than renounce their allegiance to the red-cross flag, took refuge in the forests of New Brunswick and Nova Scotia.

X We think the time has come for the publication in British America of a Monthly or Quarterly Review. We need a literature of our own. That of the United States is not what we want. Our popular taste must be educated above pandering to a certain kind of fictitious reading matter, which, instead of giving strength to the intellect and scope to the imagination, enfeebles the one and corrupts the other. Our proximity to the neighbouring republic implies danger, not so much perhaps from Monitors and sharpshooters, as from Americanism—being impregnated with American ideas and deluged with American literature of the sensational stamp.

Our country is capable of supporting a population of 50,000,000. Let emigration be encouraged. Let British subjects come to live and labor among us. Let all that liberal and wise legislation can do be done in making our country an attractive and remunerative field for enterprise, ambition, and talent. And let us teach the rising generation to love our flag, to love our time-honoured institutions, to love the homes of their fathers. As the tide of progress advances, the fertile plains of the far west will be settled; and who will dare to say that in half a century the Amherst merchant will not receive his teas and other products of the distant East by railway direct from British Columbia, and that Nova Scotia in wealth and importance will not be the England of this continent?

Early in the history of our Province, while our fathers cleared the forests and caught fish, while they traded and bartered, while they formed the nuclei of villages and towns, although interest in educational matters was at a low ebb, it was not altogether wanting. Scattered over our land were clergymen who had come from the fatherland to break the bread of life to the scattered children. While these honored men toiled and suffered all the privations incident to travelling through our country at this early period, while they erected altars to God amid the forest homes, they sedulously labored to educate the people, and to found educational institutions. And their labor was not fruitless. Seats of learning soon sprang into existence. King's College, Windsor, the oldest in British America, was founded by Royal charter in 1789, in the eventful reign of George III. Picton Academy was founded in 1814; Acadia College in 1838. The Male Branch of the Mount Allison Institution, founded by the late C. F. Allison, Esq., was opened in 1843, the Female Branch in 1854, and the College in 1862. Dalhousie College, under present arrangements, was opened three years since. St. Xavier's College now confers degrees. The University of New Brunswick, and the different higher seats of learning in Canada were established at an early day. Prince of Wales College, Charlottetown, was opened six years ago, and St. Dunstan's many years previously.

Not a few of the thousand sons of these various institutions have made themselves illustrious in letters, in science, in politics, in jurisprudence and in arms. While with pride we claim as our countrymen the heroes Williams and Inglis, whose names will long

remain household words, not only in Nova Scotia, but throughout the British empire, with pride, too, we point to their Alma Mater.\*

More than two centuries ago the pious pilgrim fathers conceived the magnificent idea of placing education within the reach of all the people, and established the basis of that system of Free Schools which has done so much for the New England States. The Free School system in Canada, under the able superintendence of Dr. Ryerson, has worked wonders. In 1852, through the praiseworthy exertions of the Hon. George Coles, then leader of the Government of P. E. Island, the Legislature of that Colony passed a Free Education Act, which has proved itself an invaluable blessing. And the unprecedented activity, interest and zeal manifested at present in educational matters by the people of our own Province of Nova Scotia, the fact that hundreds of spacious and elegant school-houses have been erected within the past two or three years or are in course of erection, the fact that talent of the highest order has been enlisted in the work of instruction, and that our schools, now free, are attended by so many thousands of pupils, clearly indicate that the system which is now being initiated in our country is already doing a noble, a philanthropic work.

Of late years the subject of female education has received a large share of attention. It is now pretty well established and pretty generally admitted that the intellect of woman is as capable of comprehending abstruse meaning and of being as thoroughly disciplined as that of man, Archbishop Whately's *dictum* that such instances are exceptional, to the contrary notwithstanding. Indeed the writings of Harriet Martineau, George Eliot, Lucy Aikin, Joanna Bailey and other ladies bear the impress of a keenness of perception, a range of knowledge and a strength of intellect which many a *savant* might well envy. In educational institutions where both sexes recite in the same classes, not only in History and Language but also in the graver studies of Mathematics and Philosophy, the young ladies equal and in many cases surpass the young gentlemen. Gold is gold, whether it be found scattered in the sands of Africa or hid in the rocks of Nova Scotia; and mind is mind whatever be the casket in which it is enshrined.

We can see no reason why Academic degrees and honors should not be conferred on ladies whose attainments come up to the required standard. This is already done at many American Colleges, and initiatory steps are being taken for the admission of ladies to the Oxford and Cambridge examinations.

Miss Cornwallis, one of the most gifted English authoresses, argues that as woman's intellect is not inferior to man's she is entitled to the same rights in society, law, the state and the church. We think her conclusion is altogether unwarrantable, and while we have no desire at present to discuss the subject of "Woman's Rights," we would say that the question is not one of relative mental capacity at all. The fencework between the positions of men and women is not an arbitrary or legal one but one of nature's making, and which in the nature and fitness of things cannot be broken down. If we do so, where are we to replace it? If not at all, then Boadiceas and Joans, equipped with swords and bucklers, may again take the tented field and Penthisleas again lead on their bands of Amazons to battle.

A thorough knowledge of the ordinary branches of an English education, we consider a necessary substratum of a subsequent knowledge of the higher branches. As it will be our work to train the unfolding powers of the mind from almost the first dawning of thought to the full development of intellectual vigor, our mode of disciplining those powers and imparting knowledge, must be skilfully adapted to the various stages of progress. This we will endeavour to accomplish by arrangements such that the pupils will rise, step by step, from one department to another, as they may be found qualified. A certain standard of attainment will be required in order to gain admission to each department above the primary, and the test examinations will be held at the close of each term, when those who come up to the required standard will be admitted, and those who fail to do so turned back.

A regular and fixed course of study, extending over a number of years, will be pursued. Students in good standing on completing this course, and passing the required examinations satisfactorily, will be entitled to receive suitable diplomas. This arrange-

\* King's College, Windsor.

ment, we feel assured, will stimulate the students in every department to the greatest industry.

We anticipate the cordial support and coöperation of parents and guardians. This can be evinced by assisting in various ways to carry our different arrangements into effect. Nothing serves better to stimulate a pupil to industry in his work, than the frequent visits of his parents and friends to his school, and their witnessing his appearance in his classes. We shall expect parents and guardians to insist on the virtue of punctuality in connection with our arrangements. No training without it will properly qualify a person for any position whatever in life. Deficiency in education can to some extent be remedied by punctuality; but no attainment whatever can compensate for its absence. Regularity in attendance will be necessary. The pupil who is absent from his classes one day each week, loses half his time, and causes the greatest trouble and annoyance by falling behind in his work. Far better would it be for his progress, as well as the comfort and progress of his classmates, were he to attend his classes three months regularly and punctually, than twelve months with weekly interruptions.

All the pupils except mere beginners will daily have more or less work assigned in the various branches which they may be studying, for preparation at home. Not less than three or four hours' study at home will suffice for this work in the advanced classes. *Parents and guardians should insist on this work being done from day to day, if they expect the pupils to make respectable progress.*

Our system of government will aim at teaching the student to be self-regulating. We will endeavor to inculcate a spirit of kindness and benevolence, love for parents and regard for the law of God; feeling assured as we do that without the cultivation of the affections and of a love for the good and the true, the education of a being endowed with a moral as well as an intellectual nature is incomplete. In behalf of those associated with me and for myself, I may say that our best efforts will be used to expand and strengthen the mind by training while we enrich it with knowledge, to impart symmetry to the character, and, in short, to send young ladies and young gentlemen, from a well-regulated institution, prepared for the duties and relationships of life. Persons benevolently disposed will have an opportunity of forwarding our enterprise by founding scholarships, prizes, &c. Our venerable townsman, James S. Morse, Esq., is entitled to the thanks of the community for having sold the site of this building to the committee for less than half its market value.

I see many here this afternoon whose sun is past the meridian. Venerable men, you who were the pioneers of our country; who strengthened her in her infant days and watched her progress through successive years, and who still bless us by your presence and counsel,—we rejoice that you are here with us to-day, and that your hearts are cheered in beholding this another temple of learning springing into existence in your land.

Clergymen, you who have consecrated your time and talents to the service of your Divine Master in labouring for the welfare of mankind; through long years you and your honoured predecessors have endeavoured to quicken intellectual as well as moral and spiritual life. This occasion fully testifies that your labor has not been in vain. We respectfully ask a continuation of your support and interest.

Legislators, you who are the custodians of the people's weal we thank you for the liberal appropriations you have made for educational purposes, and for the interest you have manifested in a cause so closely identified with the prosperity of the country. We solicit your continued aid.

• Trustees of Amherst Academy, for the zeal with which you have discharged the duties of your office, for your painstaking care and labor in erecting this building—all gratuitously bestowed, in behalf of the inhabitants of the town of Amherst and of the county of Cumberland we tender you our most grateful thanks.

Citizens of Amherst, this is indeed a proud day for you. To a noble purpose you have appropriated your means in erecting this Academy. You have placed within the reach of your families and the rising generation of this town and county, a noble patrimony. May you have your reward in seeing them grow in

• R. B. Hucatis, T. R. Black and Alex. Robb, Esqrs., for last year. At the last meeting W. D. Main, Esq., was elected instead of R. B. H., retired.

knowledge and virtue, and in their life-long gratitude to you. In their behalf, and in behalf of all who may in coming time resort hither for instruction, we tender our sincerest thanks.

To-day we kindle afresh at this new Olympia, the Promethean fire by which industry may be inspired and genius light its torch. We dedicate this building to the cause of sound learning, to genuine intellectual attainments, to the development of the highest style of character, to lofty ideals and honorable achievements, to the good of our country, to loyalty to the British throne, to the welfare of mankind, to the honor of God.

## EDUCATIONAL INTELLIGENCE.

COLCHESTER Co.—H. C. Upham, Esq., reports that "the school-house at North River, Five Islands, bids fair to be completed by November. There has been no school house here for very many years, and a school for only six months within six years. The new house at Lower Economy, replacing a mere hovel, is nearly finished. It is a good building, well ventilated, and will be thoroughly furnished. A new school-house at Bass River is getting along well, and will be a very respectable building. It is placed in the centre of a generous lot of land. A good building is nearly completed at Lower Village. A new house on Cumberland road, South Section, is about finished. It is a good building, and will be airy, well arranged, and furnished in a superior manner. It supplants a "shanty." One of the trustees said to-day, 'that any one who could teach in the old house a year without severe sickness, must have had an iron constitution.'

"The house at Middle Stewiacke (South side) is a gem, the exterior differing in the windows and finish from the plans furnished. We have twelve sections competing for the superior school grant, six of which are in Upper Stewiacke. Drawing a line by the Bay and Salmon River to Pictou County line, three sections south of it are without school. We shall have at least ninety-six schools this winter in one hundred and two sections.

"The school-house at Otter Brook I found to be pretty nearly finished. It is a good building, with a good acre of play-ground, but its appearance has been marred by the way in which the windows have been put in. It is somewhat remarkable that of all the new school-houses built or building by the Government plans, I do not recollect one which has not a small window, round, triangular or gothic put in over the door; something to relieve the nakedness which is apparent in the plans, and is much more apparent in the building. The new house at Upper Stewiacke village seemed to be getting along slowly, the outside not being finished. The new house at Cross Roads (built last year) is a good building. The inside is not finished, although it is seated and has been occupied during the summer. It is to be ceiled with wood, and the Trustees thought best to have it thoroughly dried before being put up. The new school-house at Meadowville was nearly finished. It is built in a superior manner; and will be most thoroughly fitted up. Taking everything into consideration Upper Stewiacke bears the palm in educational matters in this county."

THE ROYAL ACADIAN SCHOOL.—We have great pleasure in learning that the girls' department of this most useful and popular institution presented their teacher, Miss Tupper, with several elegantly bound volumes of the British Poets, on the occasion of closing school to-day for the Christmas vacation. A pleasing feature in the school is the mutual confidence and respect which are exhibited between teachers and pupils. Miss Tupper has most certainly achieved wonders with her pupils in the short space of one year, during which she has been engaged as the teacher of the Preparatory Department of the Royal Acadian School.—*Halifax Express.*

THE pupils of Mr. Mellish presented him a highly complimentary address, at the close of the Academy for Christmas holidays, which was accompanied by a handsome furnished writing desk from the young ladies, and a well bound, illustrated volume of Josephus, from the young gentlemen.—*Amherst Gazette.*

ANNAPOLIS Co.—The Inspector reports as follows: "Though very much work remains to be done, yet a noble beginning has been made, and the prospect of great success is highly encouraging. Through the wisdom of the Legislature, one element of great weakness—subscription—has been eliminated from the law, and assessment for the support of schools, and for the building of school-houses, has been rendered absolute—which alterations, with other important changes made, are generally recognized and received as great improvements. The law is rapidly and surely working its way to universal and lasting favour. In not a few sections the people are making noble and persevering efforts to render their schools increasingly efficient and attractive. Good teachers are eagerly sought for, and receive in most cases a fair, in some a liberal compensation for their work. The children are becoming increasingly interested, and in many cases crowd the schools in pursuit of instruction. Bridgeport, Annapolis, Mariner and Bridgetown sections have provided fine school-houses during

the year; while Clementsport, Victory, Virginia, Chesley, Dalhousie Centre, Darling's Lake, Moose Road, Lawrence town, Inglisville, and Plimney Mountain sections are now engaged in building suitable school-houses. This county is much in need of good second class male, and first class female teachers. The trustees of the County Academy are desirous of securing a thoroughly qualified head master.

**LUNenburg Co.**—W. M. B. Lawson, Esq., reports:—"I have no hesitation in saying, that if the popularity of the existing act is to be estimated by the anxiety expressed by the different sections in the county to get their schools into operation, then I may safely affirm that the present school law is just as popular in this county, as that of 1864 was unpopular. That there is still some grumbling, I do not pretend to deny, but if we have to wait until a law can be framed which will be unanimously acceptable, I fear we shall have no school law until the millennium." During the past summer and autumn there were sixty-seven schools, having an attendance of 3089 pupils, in operation in this county. During the corresponding term of last year there were but fifty-one schools and 1816 pupils at school. Three sections have also competed for the superior school grant during the year. Last year there were no competitors for this grant.

**INVERNESS Co.**—During the last school year thirty-three new frame school-houses have been built. These, with twenty-five built during the preceding year, make fifty-eight new school-houses built in the county since the Education Act came into operation at the beginning of 1865. While all the buildings are creditable, those erected last summer at Mabou Bridge, Ingraham's Brook, Ledbetter, and N. E. Chapel sections, deserve special notice, as indicating an enlightened appreciation of the value of education on the part of the rate-payers.

There were seventy-three schools in operation in the county during the term ended October 31st, 1866,—an increase of twenty-four over the corresponding term of the previous year.

**VICTORIA Co.**—Mr. McDonald, the Inspector of this County, writes.—"The following is a list of vacant sections visited by me during the past six months. Portage Lake; South side L. Narrows; Upper Washabuck; Gairloch Mountain; Rear Upper Washabuck; Lewis' Mountain; Big Bras d'Or; Big Bank, Bourlardrdie; Kelly's Cove; North Side, Big Bras d'Or, Eel Cove, North Shore; Indian Brook; Bay St. Lawrence; Wreck Cove, Bay St. Lawrence; Sugar Loaf, C. North, Middle Harbor, C. North; Southern Bay, Ingonish; East side Big Baddeck; Munro's Point; Black Head; Upper Settlement M. River; Big Baddeck; Grant, South Side; Plaster N. Shore—twenty four in all. Nine of these sections have schools now in operation: three have built new houses, and the remainder are building new school-houses, or repairing old ones."

**YARMOUTH Co.**—The annual meeting was held, according to law, in fifty-five of the sixty-two sections into which the county is divided. These meetings voted the aggregate sum of \$14,870 for the erection and repair of school buildings, and \$13,400 for salaries of teachers, &c., for the current year. This makes in all \$28,270. The amount to be levied by law, as a county rate for schools, is \$4,634. This does not include the large sum for the maintenance of the Yarmouth Seminary. The number of teachers employed in the county, for the last term, was sixty-four,—an increase of thirty over the corresponding term of the previous year. Of these, thirty hold licenses of the first class.

Our readers will be glad to learn that the school-house of the Lower Town was formally opened on Tuesday last. The Principal, Francis L. Checkley, B. A., late Science Scholar, Trinity College, Dublin, briefly stated the plan on which the schools were organized and would hereafter be conducted. The clergy of the different denominations, with others of our leading men, then addressed the meeting. The speeches were much to the point and well received.

The schools within the building are four in number, namely, the Elementary School, the Junior Preparatory, the Senior Preparatory, and the High School, attended in the aggregate by 222 pupils.

The Trustees have shown sound judgment and good taste in providing such excellent school accommodations for the youth of this section, and the funds supplied by the liberality of the rate-payers have been carefully expended and with good result under the supervision of the indefatigable Secretary and Trustee, Alex. S. Murray, Esq. The building is 81 feet long, 46 wide, and two stories high, with a good basement. The rooms are large and lofty, well finished and supplied with the most approved furniture and apparatus.—*Yarmouth Herald*.

**THE PUBLIC SCHOOLS IN UPPER CANADA.**—The total expenditure for Common School purposes by Upper Canada, last year, was nearly 1,500,000 dollars—being not much short of a dollar for each individual of the whole population. The number of male Teachers employed was 2930; female Teachers, 1791.

**QUEENS Co.**—The Inspector says:—"Unquestionably the record of the ensuing year will be one of triumphant success. If but one-fourth of what has been voted at the last annual meetings shall be realised, great improvements will be achieved. • • • The amended act is popular, and "He were as wise a man who should think to roll back the Atlantic, as he who would stay the advancing tide of intelligence which is pressing through the land."

**RICHMOND Co.**—W. R. Cutler, Esq., reports that "six new school buildings have been erected and finished within the year, seven others are in course of erection and nearly completed, and fifteen additional sections are making efforts to erect suitable houses or repair those within their limits, during the winter. In almost every section visited the past term, I found the people generally alive to the cause. In those sections still without a school, the almost universal expression was, "We must have one," and a desire was manifested to establish it within as short a period as possible. • • • The liberal provision made by the Legislature at its last session to provide books, maps and apparatus at half cost will prove of incalculable benefit."

**HANTS Co.**—Ten new school-houses have been completed during the year. They are all "neat, stylish, and respectable," while two of them—East Rawdon and Belmont—reflect the highest credit on their builders, and are an ornament to the county. Nine other houses are in process of erection; some of them nearly completed. At the late annual meetings nineteen additional sections voted about \$12,500 towards new houses.

Edward Curry, Esq., of Windsor, has undertaken the manufacture of the best style of school desks. Mr. Curry has already large orders contracted for. The Trustees of Windsor and East Rawdon are supplying their schools with these desks, which are said to be equal to those of American manufacture.

**ACADIA COLLEGE.**—We learn from the *Christian Messenger* that the following annual prizes have been offered for competition in connection with Acadia College:—Two Matriculation prizes, \$20 and \$10, open to candidates from all schools and academies; four scholarship prizes, \$20 each; an Elocution prize, \$20; \$25 for the best series of monthly essays; Alumni Society's prize, \$40 for the best Essay upon "The claims of the Natural Sciences to a prominent place in the curriculum of a college;" and two Cricket prizes, \$20 and \$10. These prizes were announced at the Christmas oratorical exhibition given by the Sophomore class.

**PICTOU Co.**—The terminal examination required by law proved an occasion of much interest to the public schools of the town of Pictou. Each of the eight grades into which the schools are divided, passed a very satisfactory examination. Singing, reading, spelling, punctuation, English and classical analysis, were specially commended by those who witnessed the various exercises of the schools. At the close of the examination, 46 prizes were awarded for excellence of deportment and scholarship.

Early in October last we had the pleasure of visiting these schools. Great praise is due to Robert Doull, Esq., and his coadjutors in the trusteeship, as well as to the teachers, the resident commissioners, and the rate-payers of the town, for the creditable position which education already occupies in Pictou. Mr. Herbert Bayne, Headmaster of the Academy, has discharged his responsible duties most efficiently; and we feel justified in saying that the town of Pictou has entered upon an educational era, which will eclipse anything it witnessed in the "days of old."

In the County of Pictou 35 new schoolhouses have been completed during the past year. There are also 15 at present in course of erection. The Inspector says, "These buildings are almost without exception constructed in accordance with the plans issued by the Council of Public Instruction, and are in every respect vastly superior to those they have replaced." A very superior school building is being erected in Pictou Town. The intention is to make it in style of architecture and commodiousness equal to any building of its kind in the Province. The sum of \$4,000.00 is voted to be assessed towards its construction.

The number of pupils registered in the schools of the county for the past term was 5516, an increase of 507, as compared with the corresponding term of the previous year.

Extract from a letter received from one of the Inspectors:—"A person who has never travelled this county can have no idea of the disadvantages and hardships many of the poor people have to labour under. Notwithstanding this, and to their credit be it said, they are putting forth every effort to provide schoolhouses."

In the island of Cape Breton there were 231 schools in operation during the past term. The number for the corresponding term of last year was 163.

The world is a great book, of which they that never go from home read only a page.

He that thinks his business below him will always be above his business.

For two enemies, the world is too small.

For two friends, a needle's eye is big enough.

Three family physicians,—Dr. Diet, Dr. Quiet, and Dr. Merryman;

Cultivate habits of industry, punctuality, neatness, candor, cheerfulness.

Deeds are the measures of life.

Happy is the man whose habits are his friends.

The world is a workshop and the wise know how to use the tools.

Time is the sober judge that examines all offenders.

## THE BISHOP OF OXFORD AND DIOCESAN EDUCATION.

(From the Correspondence of the London Times.)

Sir,—The anecdote which Mr. Bright related at the Glasgow meeting, showing the ignorance of the labouring classes in the agricultural districts "within six miles of the Royal Castle of Windsor," was an unpleasant truth, which the Bishop of Oxford "read with surprise as well as pain." Of Mr. Bright's further complaints of the "helpless poverty and ignorance of the southern labourers," arising from the neglect of their education by the landowners, the right rev. prelate has just unconsciously afforded a striking confirmation. On Sunday last our clergyman at Ascot, instead of a sermon, read for the edification of the congregation a pastoral letter addressed to him by the Lord Bishop of Oxford, calling attention and soliciting aid to the Oxford Diocesan Board of Education, the objects of which were stated to be—1. The building, enlarging, and improving parochial schools; 2. Assisting rural parishes to secure the services of trained teachers; 3. Furnishing to the schools of poorer parishes books and other apparatus; 4. An annual grant towards the maintenance of the training college for schoolmasters at Cullham. The diocese of Oxford consists of the three counties of Oxford, Berks, and Bucks, containing 622 parishes, and the report sent by the Bishop states that "the annual subscriptions do not average more than £460, to which may be added about £40 of donations and offertory collections. The regular subscribers chiefly consist of clergy; not more than £170 being contributed by the laity of the three counties."

The same indifference to the education of the people on the part of the landowners exists in this diocese as the Commissioners of Education report in 1861 as common to all the agricultural districts, and the same neglect of the clergy for the support of the schools. Of the £500 per annum subscribed, two-thirds are subscribed by the clergy; only £170 per annum is contributed by the landowners of the 622 parishes in the diocese, being an average of 5s. 6d. per parish!

Is the scandal to continue, that this, the richest, shall remain the most ignorant Protestant country in the world? If not, it is clear that popular education must pass from the hands of the philanthropist into the domain of the statesman. Nobody can reflect on our 1,200,000 paupers and our crowded prisons without alarm. Is there any remedy for these evils? If our bishops would cease their wranglings about the colours of clerical vestments, and would bear more in mind the injunctions of their Divine Master, their influence and exertions might be usefully directed to carrying out the remedy which has proved so efficacious in other countries. Some years ago the attention of the Swedish Government was directed to these objects, and they sent Mr. P. A. Liljeström, M. A., to the United States to inquire into and report upon the educational institutions of that country. This report, translated from the Swedish, is a most interesting and instructive volume. Mr. Liljeström reports, as the result of his inquiries, that in the proportion as the people are educated is the diminution of pauperism and crime. The New England States in America spend more in education than any other, and are rewarded by having less pauperism and crime than any other. Mr. Liljeström states that out of 1,597 persons admitted in 1849 into the workhouse of Boston, only 102 were born in that city. Of the 860 prisoners confined in the House of Correction at Boston, only 204 were natives of the New England States.

Mr. Liljeström observes, "I think that by this time the opinion is becoming pretty generally established in Europe that the cheapest and most effective remedy against pauperism would be to give every individual that amount of education and that feeling of self-respect which, if they do not prevent poverty, at least render pauperism impossible; that it is better to keep the youth of the country imprisoned in a school during some hours of the day than to let a certain number of individuals pine away the whole of their lives in prisons and houses of correction, as victims of crime born of ignorance and brutality; that general enlightenment among the citizens of a country is the most watchful and the most active police force; that the standing army which most effectively guarantees the independence of a State is an army of school children; and that the country which possesses the most numerous and best-disciplined army of this kind will eventually prove to be not only the happiest, but also (supposing all other matters to be equal) the most powerful." How is it that the Anglo-Saxon race, as soon as they quit "the old country" to people foreign lands, their first care is to provide for the education of their children? Mr. Liljeström says that "in the United States one of the first questions addressed to the stranger by young and old, by men and women, is 'Have you seen our popular schools?'"—and this question speaks volumes. Your correspondents in America continually recount the wonders which our race has there achieved. Look at our colonies. Canada and Australia have laid the foundation of their future welfare by, in like manner, manfully providing for the education of their children. Who can contemplate without pride the future of our race, the finest the world has yet seen, which seems destined to spread our religion and our free institutions all over the world! And shall the glorious old country from which this race has sprung be left to dwindle in pauperism and crime for lack of education? The problem of averting this calamity ought to be the first care of the reformed Parliament for which our people are clamouring.

Yours truly, J. B. SMITH.

King's Rine, Ascot, Dec. 8.

## OFFICIAL TOUR OF THE CHIEF SUPERINTENDENT.

(From the Journal of Education for Upper Canada.)

The Rev. Dr. Ryerson, Chief Superintendent of Education for Upper Canada, having obtained leave of absence until June, 1867, left Toronto in the early part of this month to visit the United States and Europe. The object of this tour is the re-establishment of his health and the improvement of the system of Public Instruction in Upper Canada. He has been authorized by the Government to add to the collection of models and works of art for the proposed Provincial School of Art and Design, and to engage the services of a properly qualified master from the graduates of the Government Schools of art and design in England, to take charge of the same. He is also authorized by the Provincial

Secretary to visit and collect information from the best institutions in the United States and in Europe for the education of the Deaf, Dumb and Blind, to be made available in the proposed Schools for these persons, to be established by the Government in Upper and Lower Canada. In a recent letter from Dr. Ryerson, while visiting this class of institutions in the United States, he says, writing from Cincinnati: "The institutions of the Deaf, Dumb and Blind in these States are worthy of all admiration. I do not regret the trouble I have taken to visit them. In Illinois the institutions are free for seven years—boarding as well as instructing the pupils, whether the parents are rich or poor—and they are admirably conducted. \* \* \* I am making pretty copious notes." Dr. Ryerson sailed for England, from New York, in the Inman Steamer *City of Boston*, on the 23rd instant.

The HON. MR. CHAUVEAU, Superintendent for Lower Canada, has gone to Europe with the same object as Dr. Ryerson. In reference to his mission, the *Journal of Education* for Lower Canada says:—"Charged with the task of studying the educational systems in the most progressive countries of Europe, Mr. Chauveau will commence his labors in the United Kingdom, visiting in turn England, Scotland and Ireland; thence he will pass successively into France, Belgium and Prussia, and after visiting other parts of Germany proceed to Austria and Italy, sojourning a while at Rome, its far-famed metropolis."

## OFFICIAL NOTICES.

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

T. H. RAND,  
Sec'y to C. P. I.

## NOTICE TO INSPECTORS.

The attention of Inspectors of Schools is especially called to the STANDING ORDER contained in Circular No. 9, par. 7. A strict compliance with said order is required.

The Council of Public Instruction, under the authority of the 12th subdivision of the 6th section of the *Law concerning Public Schools*, has made the following order:—

"In cases where sections failed to determine, in annual meeting, which member of the existing Board of Trustees should retire from office, and to fill the annual vacancy in the Trusteeship, it shall be the duty of the Inspector to determine which Trustee shall retire; and the Commissioners shall fill such vacancy in the manner directed by law."

October 31, 1866.

## Prescribed Text-Books.

The Council of Public Instruction has prescribed Bain's Rhetoric in place of Whately's Rhetoric. Dr. Collier's Histories of Greece and Rome have also been added to the list of prescribed text-books, for use in advanced Common Schools.

## To School Trustees.

WHEREAS, by the 20th Section of the Amended School Law, the ratifiers of each school section are empowered to assess themselves for the purchase of prescribed School Books, Maps, and Apparatus; and WHEREAS, by the 15th subdivision of the 6th section of the said law, an annual Provincial Grant is provided to enable the Superintendent of Education to furnish the above articles at half their cost, to School Trustees,—

## NOTICE IS HEREBY GIVEN,

That the Superintendent of Education will furnish, as below, School Books, Maps, and Apparatus, to extent of the Provincial Grant in aid of the same.

Trustees must carefully comply with the following Regulations:—

Reg. 1.—Applications must be made in the following form, and addressed to MESSRS. A. & W. MACKINLAY, HALIFAX, who will be duly authorized to attend to the same.

[Form of Application.]

(Date)

Messrs. A. & W. Mackinlay,  
Halifax.

SIR,—We enclose (or forward by \_\_\_\_\_) the sum of \$\_\_\_\_\_, for which you will please send us the following articles provided by the Superintendent of Education for use in the public schools. The parcel is to be addressed—(here give the address in full) and forwarded by—(here state the name of the person, express company, or vessel; and, if by vessel, direct the parcel to be insured, if so desired.)

## LIST OF ARTICLES.

(Here specify distinctly the Books, Maps, &c., required, and the quantity of each sort.)

We certify that each and all of the articles named in the above list are required for use in the Public School (or Schools) under our control, and for no other purpose whatsoever, and that due care will be exercised to secure their preservation.

(Signed)

\_\_\_\_\_ } Trustees of \_\_\_\_\_ School Section,  
\_\_\_\_\_ } in the County of \_\_\_\_\_

Reg. 2.—Any application not accompanied with the money will not be attended to.

Reg. 3.—All costs and risk of transportation of parcels must be borne by Trustees, (i. e. by the Sections on behalf of which they act, and not by the Educational Department.)





**The Provincial Normal School.**

**FACULTY OF INSTRUCTORS.**

NORMAL COLLEGE.

*Method, and the Natural Sciences*—REV. ALEXANDER FORRESTER, D.D.,  
Principal of the Normal College and Model School.

*English and Classics*—J. B. CALKIN, Esq.

*Mathematics*—W. R. MULHOLLAND, Esq.

*Music*—MISS S. RAND.

*Drawing*—MISS L. CROWE.

MODEL SCHOOL.

High School Department, MR. EDWARD BLANCHARD.

Preparatory " MR. JAMES LITTLE.

Senior Elementary " MISS LOGAN.

Junior do. " MISS A. LEAKE.

Janitor:—MR. DONSON.

Instruction, Stationery, and the use of Text Books (except Classical) are provided for pupil teachers, free of charge.

*Extract from Regulations of Council of Public Instruction.*—"Candidates for admission to the Normal School shall attend one of the regular semi-annual examinations conducted by the District Examiners in October and April in each year, and if they pass a satisfactory examination on the third-class syllabus, they shall, if found worthy of the same, receive a certificate of character, ability, and scholarship." This certificate shall give the holder admission to the Normal School, and upon presenting said certificate to the Superintendent, the holder shall receive an allowance of five cents per mile, towards travelling expenses. In the case of those who hold licenses, granted since October, 1864, it shall be sufficient to make application to the Chairman of the District Examiners, who shall forward the requisite certificates to applicants. No person shall be admitted to this Institution as a pupil-teacher, without the above-named certificate.

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."

"\*If qualified, they may be examined on the second, or first-class syllabus, omitting the practical questions at the end."

**Superior Schools.**

All interested are notified that, in accordance with the Revised Regulations of the Council of Public Instruction, after the expiration of the present Term, (Oct. 31st), one-half of the grant to Superior Schools will be paid by the Superintendent of Education to the Trustees, to be applied by them in improving the apparatus of the school, or for general school purposes; and one-half to the Teacher of the school for his own use.

The conditions on which sections will be allowed to compete for this grant may be found on page 35 of the "Comments and Reg. of the Council of Public Instruction." A careful compliance with the requirements relating to the school house, furniture, apparatus, out-houses, &c., as well as those relating to the skill and thoroughness exhibited by the Teacher in his work, will hereafter be required of each section receiving the grant.

**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.—*School Law of 1866, Sect. 42.*

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 this day been duly appointed to be Secretary to the Board of Trustees of \_\_\_\_\_ School Section, No. \_\_\_\_\_ in the District of \_\_\_\_\_

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

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

WE, THE SUBSCRIBERS, two of Her Majesty's Justices of the Peace for the County of \_\_\_\_\_ do certify our approbation of \_\_\_\_\_

(names of Sureties,) within named, as Sureties for the within named (name of Secretary,) and that they are to the best of our knowledge and belief persons of estate and property within the said County of \_\_\_\_\_ and of good character and credit, and sufficiently able to pay, if required, the penalty of the within bond. Given under our hands this \_\_\_\_\_ day of \_\_\_\_\_ A. D. 1866 [Names of Magistrates.]

**The Nova Scotia Series of Reading Books.**

Much pains have been taken to insure accuracy in the text of these books. The Superintendent of Education will thank teachers to notify him of any error that appears in this series.

**NOTICE.**

**EASTERN SHORE DISTRICT, HALIFAX.**

The Inspector of Schools for Halifax County will visit the shore district during the present month. Trustees are particularly requested to attend the inspection of their respective schools. The Inspector will hold a Teachers' Institute by the authority and direction of the Superintendent of Education, at Tangier School House, on Tuesday, 29th Jan'y, at 10 o'clock, A.M.

As the Council of Public Instruction has provided that the province and county grants shall be paid as usual to teachers and trustees, for the time spent in attendance on Teachers' Institutes,—See comments and reg. school act, xi. (b), page 49,—a full meeting of the teachers of the above district is expected.

Jan. 2, 1867.

**List of Inspectors.**

- J. R. Miller.....Halifax.
- Rev. D. M. Welton.....Windsor.
- William Eaton.....Kentville.
- Rev. G. Armstrong, M. A.....Bridgetown.
- Rev. P. J. Filicul, B. A.....Weymouth.
- G. J. Farish, M. D.....Yarmouth.
- Rev. G. M. Olark.....Shelburne.
- Rev. D. O. Parker.....Arbordale, Queens Co.
- W. M. B. Lawson.....Lunenburg.
- H. C. Upham.....Great Village.
- Rev. James Christie.....Amherst.
- M. T. Smith.....Pictou.
- Rodk. McDonald.....Antigonish.
- S. R. Russell.....Guysboro'.
- James Macdonell.....Port Hood.
- C. R. Macdonald.....Baddeck.
- Edmund Outram, M. A.....Sydney.
- W. R. Cutler.....Aricat.

**Morton's Magazine Library.**

NO FINES—NO TIME LIMITS—TERMS MADE KNOWN ON APPLICATION.

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