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JOURNAL OF EDUCATION.

FOR THE PROVINCE OF NOVA SCOTIA.

BOOK NOTICES, &c.—We have received the January number of *Scribner's Monthly*: It contains, as usual, a large amount of reading matter, both instructive and entertaining.

The *Canadian Illustrated News* is also received. The increasing circulation of this paper, and its favorable reception, are sufficiently indicative of its merits.

The *Rhode Island Schoolmaster*, published in Providence, R. I., the *University Monthly*, the *Educational Monthly*, the *Schoolmaster*, the *New York Teacher*, *Good Health*, *Home and Hearth*, all published in New York; also, the *Journals of Education* for Ontario and Quebec are received. These works contain valuable contributions to the cause of Education, and present the views and experience of those who have devoted time and thought to that cause, for the interest of which these works are circulated.

The *Manufacturer and Builder* also comes to hand—a work that cannot fail to be very useful to a large part of our population.

SCHOOL TRUSTEES.

THE relations of School Trustees to their electors, on the one hand, and to the Teachers with whom they are brought into contact, on the other, is a subject to which we may not unprofitably give a little editorial consideration. In former times, before the present School Law came into operation, School Trustees partook of a shadowy, almost mythical character. Upon going into a school section—as we now call them—and making the necessary enquiries, it is true that certain men would be pointed out who were called the Trustees, but further enquiries would probably show that they had been irregularly chosen, even under the not very stringent law of that time. When properly elected in the first instance, they frequently continued to be recognized as Trustees, year after year, without ever having been formally re-elected. In some instances indeed, one, or two, men, who felt an exceptional degree of interest in keeping up the school, would, without more ado, constitute themselves Trustees, and act accordingly. There was usually some advantage derivable from this last mode of doing business, for these self-appointed Trustees were apt to exhibit a certain activity in keeping up a school. When Trustees were elected, that act was little more than an empty formality. The men chosen were often very incompetent; and their election was regarded more as a personal compliment than as an act imposing important duties and responsibilities. As a rule, the Trustees so chosen gave themselves no special concern about the school. They did not bargain with the teacher, or see him paid after his part of the bargain was completed. The teacher dealt directly with the people, and where there was dissatisfaction he was directly censured, or deposed, by the people generally. The only duty which the Trustees seemed, in most instances, to consider incumbent upon them, was that of signing the half-yearly Return to lay before the Board of Commissioners.

In speaking of what should be the practice, at the present time, in the choosing of School Trustees and in their mode of discharging their duties, we might say in brief, that it should be the very opposite of that of former times, as above described. It ought not to be necessary to say, that, in every school section, a very onerous responsibility rests upon the Trustees. Knowing this, as the rate-payers all should know, they cannot exercise too much care in choosing the best men to be had for that position. In making their selection, they should, of course, regard the natural intelligence and educational attainments of those from whom they make choice; but it is no less important that the men elected should be such as will take a deep interest in the

school and will be prepared to give their unwearied attention to the promotion of its efficiency.

The Trustee, occupying a position midway between the great body of the rate-payers, on the one hand, and the Teacher, on the other, has delicate and yet important duties to discharge relative to both. He cannot duly acquit himself of these except by constant attention—not necessarily by a great expenditure of his time, but still by keeping his powers of observation employed and never losing sight of the duties he has undertaken to fulfil. It may be that the example of the former time of which we have spoken, has, in some instances, exercised more, or less, of a deleterious effect upon the men of to-day. All such influences should be shaken off.

We should be sorry to advise what might eventuate in vexatious officiousness on the part of the Trustee; but it cannot be difficult to keep the mean of actual duty. He should always be accessible—and agreeably so—to those supporting and interested in the school; to listen to complaints, should such unfortunately be made; and also to listen to suggestions of improvements in the school, or its surroundings. Due consideration should be given to both, and pains taken to correct errors and to add improvements where possible. The representations made to him may be crude and ill-judged; yet it is desirable, for the harmony of the school section, that they be listened to with patience and their errors pointed out with temper.

On the other hand, the School Trustee is the natural protector and support, as well as the censor of the teacher. To perform his duties in this respect, it is incumbent upon him that he frequently visit the school. The teacher may be possessed of great book attainments—may, on examination, have obtained a high class certificate, and yet have some defect which materially detracts from his usefulness as a teacher. Doubtless, most persons can be educated into the knowledge how to teach. It is nevertheless true that the talent for that work varies much in different individuals. Some appear to be almost naturally born teachers, whilst others possess scarcely any talent for it at all. It is unreasonable to suppose that the Trustee can detect deficiencies in the teacher, unless through frequently visiting the school and closely observing the way in which it is managed.

But, again, the comfort and support which such visits, if frequently and kindly made, must be to the industrious and conscientious teacher, are beyond calculation. To such a teacher, the consciousness that his, or her, labors are being attentively observed, and sympathized with, and appreciated, especially by those from whom that attention is due, lightens the toil and furnishes a stimulus to renewed effort, which it is not in human nature to resist. If, on the contrary, the Trustee seldom, or never, enters the school, the teacher, however naturally well-disposed, is almost certain to drift into habits of inattention and lethargy, and, at length, chronic inefficiency. The people do not care about their children's tuition; their representatives, the Trustees, take no interest in it; why need I toil when my work is not appreciated, when the idle teacher is paid as well as the diligent one? Such is, very naturally, the self-communing question of the teacher thus left to toil unobserved. Such school visits as these we are urging should not be formal affairs made at stated times when all is expressly prepared for the visitor's reception. They should be whenever, and as often as, the Trustees can afford to make them. Thus only can he become acquainted with the true inner working and habitual management of the school.

We should be glad to know that the School Trustees throughout Nova Scotia will give their serious attention to the foregoing

considerations and to such as are naturally evolved from them. We assure them, that to them no less than to Normal Schools, Boards of Commissioners, or Teachers, will be owing the success, or non-success, of our Common School System.

THE PEDAGOGUE IN LITERATURE.

As good-natured schoolmasters sometimes give bon-bons to their boys that they may be willing to learn the first elements.

WHAT a *rara avis* a schoolmaster of the class which Horace describes must have been! If not duly appreciated by his boys, he should at least have been a favorite of the confectioners of that day, especially if he were very liberal in dispensing his bon-bons. It would be difficult, Horace notwithstanding, to convince the boys of a generation ago that something else was not dispensed besides bon-bons; and that the arduous thorny paths of learning were made so flowery and enticing, and that tardy strugglers were not impelled by other means to drink the Pierian spring or climb Parnassus' heights. No, no, we can hardly believe one of these "good-natured" schoolmasters a representative of the craft in those times; he must have been an exceptional type, delicately sensitive too, and keenly sympathising with the woes and bewilderment of school-boys; or, perhaps, he had at one time waged fierce warfare with the subjects of his scholastic realm, and having got the worst of the battle, was compelled to pay a sort of tribute for a suspension of hostilities.

His own schoolmaster could not have been of the class alluded to in this passage; for we have Orbilius Pupillus made infamous to all time by the stinging remembrance Horace had of him as a teacher; and he alludes to him on account of his flogging propensities by the title of *plagosum* (fond of flogging) in his Epistle to Augustus.

We have in this wonderful age of metamorphosis and progress changed a good deal, and the pedagogical type has no less escaped the transforming influence of the age; so whatever characteristic delineation we give, must be drawn in a great degree from the traditionary accounts handed down by previous generations, when pedagogues were installed to rule in dominant dignity and undisputed sway in their learned domain, with something like the Divine right of kings, and when there was no possibility of relinquishing their high office for mere showy worldly allurements. The supporters of Darwin's theories may here find another example of "The Transformation of Species;" and the youth of a succeeding age, when the terrible despots of the ferule, with all his awful surroundings, is put before them, may look with something of the same awe and incredulity as we ourselves do when these terrible reptiles and ferocious monsters of former geological periods are placed before us in their repulsive outlines. Still there are certain traits, or as the French would say, *habitudes* of the type that cannot wholly be eradicated; indeed they must, in spite of individual temperament and circumstances, cling to it, as they constitute its very *raison d'être*, and are inseparable from any lengthened discharge of its functions.

Mankind, justly or unjustly have pretty generally agreed on attributing certain superficial foibles to the pedagogical class as invariably associated with it, and infallibly distinguishing it from every other. It has been plausibly insinuated in defence of a useful but much maligned class, that there is here a little gratuitous spite; and that in this manner the blockheads of former days, who as urchins were birched and battered to expedite their loitering steps, have taken this mean way to revenge themselves on their tormenters by belittling them and holding them up to the contempt of the world.

Somewhat or other, we generally meet an apologizing or indulgent manner towards the class. It is taken for granted that there are certain shortcomings always accompanying a teaching career, such as are necessarily contracted from its demands and pursuits; and therefore we have fixed on a certain standard to measure the pedagogue as a class, and writers have remarkably agreed upon certain salient outlines of this standard. We observe frequent allusions in kindly extenuation of the poor man's infirmities, and sometimes his severity is kindly excused as in the following:

"Or if severe in aught,
The love he bore to learning was in fault."

It is remarkable how intimately the idea of punishment has been associated with teaching from all time; and scarcely ever do we find an allusion to a pedagogue without at the same time a reference to his flogging propensities. It would seem that mankind, when everything else of the teacher's influence was forgotten, have only remembered the pains connected with his own. If there should be set up in some Museum of Curiosities a picture of a pedagogue of a former epoch, to which we could point the pampered, delicately trained youth of the present day, and remind them how much they are indebted to the refined, benevolent spirit of the age for their deliverance from a *monstrum horrendum*

that inflicted such untold-of woes on the youth of former times, it might be in the following style:

In his noisy mansion, seated on a pedestal, he should be enthroned as monarch of all he surveys; his brow wearing a fepri-manding menace to juvenile antics and puerile peccadilloes, or scowling on scholastic shortcomings; his face betoken the condescending compassion of profound knowledge for untutored ignorance; in his hand a large broad ruler, the emblem of his power, the woeful instrument of executive justice, and the signal of terror to all within his jurisdiction; while a little way off would be seen a yelping urchin, who had his tricks just terminated or his efforts stimulated by its application.

"And he sits, amidst the little pack,
That look for shady or for sunny noon,
Within his visage like an almanack—
His quiet smile foretelling gracious boon:
But when his mouth droops down, like rainy moon,
With horrid chill each little heart unwarms,
Knowing that infant show'rs will follow soon,
And with forebodings of near wrath and storms
They sit, like timid hares, all trembling on their forms."

An old writer pleasantly refers to the liberality of stripes in his time:

"From Paul's I went, to Eton sent,
To learn straightways, the Latin phrase,
Where fifty-three stripes given to me
At once I had.

"For fault but small, or none at all,
It came to pass thus beat I was:
See, Udai, see, the mercy of thee
To mo poor lad."

Not every one preserved such a kind and appreciative remembrance of the benefits of the rod as did Hood, who thus alludes to the birching habits of his days:

"Ay, though the very birch's smart
Would mark those hours again,
I'd kiss the rod and be resigned
Beneath the stroke, and even find
Some sugar in the cane."

In the description of this class by writers, there is one trait which they all set forth prominently: it is the ostentatious display they are addicted to make of their knowledge, and their parade of Latin phrases and quotations, as well as a verbose formal manner of speaking; and here we may note a very interesting etymological fact, namely, that in consequence of this disposition the word *pedant*, which Shakespeare uses as a synonymous term for schoolmaster, came in the course of time to be applied to any one who vainly and ostentatiously displays his learning.

The character of Holofernes in "Love's Labor Lost" shows out this trait in a masterly manner. There we observe how on every matter, in every way, the pedant or schoolmaster makes use of his Latin; and whatever knowledge besides he possesses, he parades on all possible occasions. So noticeable was this parade and ostentation, that Moth observes to Costard: "They have been at a great feast of languages, and stolen the scraps;" to which Costard replies: "Oh! they have lived long on the alms-basket of words. I marvel thy master hath not eaten thee for a word."

Admirably does Sir Walter Scott indicate this trait in his "Dominie Sampson." He shows him too as given to tiresome verbosity, and a constant use of Latin quotations, with the same stilted, formal mode of speaking. We cannot help observing how exact in this respect is the resemblance between the two characters. Holofernes is represented to us as possessing more vivacity and humor with a rollicking joviality. Goldsmith, too, has not failed to point out this same liability to high sounding words in his description of the "Village Schoolmaster:

"While words of learned length and thundering sound,
Amazed the gazing rustics ranged around—
And still they wondered, and still the wonder grew,
That one small head could carry all he knew."

Quaint Thomas Fuller alludes to this pedantry in this manner: "Out of School he is no whit pedantical in carriage or discourse; contenting himself to be rich in Latin, though he doth not jingle with it in every company in which he comes."

With the personal appearance and peculiarities of the schoolmaster writers have generally made much merriment, and in this respect the craft has been more severely caricatured. To a full-formed, corpulent well dressed pedagogue would be almost a phenomenon. The typical one must have a gaunt, spare form, thread-bare but neat garments, not cut in any modern style, or worn after any modern fashion; a figure of a rugged type, somewhat angular of course, and rather long,

having an exact counterpart between the mental and moral organization and the external development. Washington Irving in his "Ichabod Crane," has exactly given us in his inimitable style the lineaments of such a personage, and in one sentence, which we quote, we have him admirably portrayed: "To see him striding along the profile of a hill on a windy day with his clothes bagging and fluttering about him, one might have mistaken him for the genius of famine descending upon the earth, or some scarecrow eloped from a corn-field." But Scott, in his "Dominio Sampson," has most especially and happily delineated this physical peculiarity of the pedagogue. Were it not that we are well aware of the poor man's innate goodness of soul, and real worth, we would be disposed to treat him as an exceedingly unloveable, if not repulsive, person, from the grotesque and almost hideous spectacle he presents to us in his outward appearance. Who cannot read without laughing heartily at his utter indifference to his personal appearance, and contempt for the world's gay adornment, at the ruse which was practised on him when McLarin surreptitiously took away his time-honored thread-bare, patched garments, and substituted, piece by piece, a new set, without the good old man being aware of it? Life was too solemn a thing with him to admit of thoughtless amusements; none but "serious" conversation was allowable, and a hearty laugh was the expression of a spirit ripe for the destination of unforgiven sinners.

Society has been reproached for its neglect and want of appreciation for a calling that properly discharged has an incalculable effect on its welfare; and it has been well observed, that there we find a most stable and advanced state where the teaching class are held in due esteem and importance, and their labors adequately rewarded. We are progressing in this respect. It is now no longer believed that a person who is absolutely worthless elsewhere will, if he have a modicum of learning, do very well for a teacher. We have been convinced that in this there is special training, special adaptability, and general culture required; and that it is not as it was represented by Fuller two hundred years ago, only necessary to have a rod and ferule to set up as a schoolmaster. The popular impression of a teacher in the present time is quite different from what it was a hundred years ago, and there is no doubt if such a personage is ever embodied in the pages of our future standard literature, he will have quite different features from those we have noticed.

It was not uncommon in time past to deplore the teacher's fate, to sympathize with his un congenial employment, to represent him as a sort of drudge. Crabbe gives us a sketch of a teacher as follows:

"But Leonard—yes, for Leonard's fate I grieve,
Who loathes the station he dares not leave,
He cannot dig, he will not beg his bread;
And all his dependence rests upon his head.
And deeply skill'd in sciences and arts,
On vulgar lads he wastes superior parts.
Alas! what grief that feeling mind sustains
In guiding hands, and stirring torpid brains:
He whose proud mind from pole to pole will move,
And view the wonders of the worlds above;
Who thinks and reasons strongly—hard his fate,
Confined for ever to pen and slate."

The sentiments here expressed were unhappily at one time too general, and perhaps even now are not quite rare. True, in such a career there is small field to play the heroic, but is it without distinctions? Has it no great names to enshrine in its temple of fame? A profession counting an Ascham, an Arnold, a Mann in its ranks, can never be ignored.

JOHN PROFFATT.

NOTES ON CLIMATE.

I. *Meaning of Term*—From the Greek, *Klima*, a shape; a zone or region of the earth. The ancients drew imaginary circles round the earth, parallel to the equator, in such a way that the longest day in each circle was half-an-hour longer than in the one succeeding. Thus, there were twenty-four climates from the equator to the poles. The word now means the general character of the weather in any country, as regards:—

- (1.) The degree of heat and cold at different seasons.
- (2.) The humidity of the atmosphere.
- (3.) The direction and force of the prevalent winds.
- (4.) The varieties of electrical condition.

II.—CAUSES WHICH EFFECT CLIMATES.

(1.) *Latitude*.—The amount of heat derived from the sun depends upon the angle at which its rays strike the earth. Where it shines vertically, the greatest amount of heat is received; and as the sun always shines vertically at some point within the tropics, that region of the earth is the hottest, and is called the

Torrid Zone. There the days and nights are nearly equal throughout the year, and the temperature is, therefore, comparatively uniform. The further we get from the equator, the less is the amount of heat received, because the sun's rays strike the earth more obliquely; and the difference between summer and winter increases in the same proportion. In the temperate regions, the four seasons—spring, summer, autumn, winter—are distinctly marked. In the Frigid Zone the short summer is very hot, because the sun is then nearly always above the horizon and a great amount of heat is thus accumulated; but the winters are long and bitterly cold, the sun being scarcely seen for months in the year: the days are very short, the nights very long. The temperature of a place depends, therefore, principally on its latitude.

(2) *Elevation above the Sea level*.—The temperature of the air constantly diminishes as we ascend above the sea-level, in the proportion of 1° F. for about 300 feet rise. The air is therefore always cool at great elevations, even in tropical latitudes. The city of Quito, for instance, though situated on the equator, has a temperature climate, it being situated between 9,000 and 10,000 feet above the sea.

(3.) *Proximity of the Sea*.—The water of the ocean becomes heated by the sun's rays much less rapidly than the land, and also parts with this heat much more slowly by radiation. The temperature of water is therefore much more equable than that of land, and, as the surrounding air partakes of the same character, islands and countries near the sea have the heat of summer and the cold of winter greatly modified, and enjoy a much more equable climate than inland countries. This effect is greatly increased when marine currents being a large quantity of warm water, as is the case with the Gulf Stream on the western shores of Europe. On this account, the temperature of the North of Ireland is about equal to that of New York, which is 13° nearer the equator. At Moscow which is surrounded by a large expanse of land, the average difference between summer and winter temperature is as much as 50°, while at Edinburgh it is only about 20°.

(4.) *The Mountain Slope, or Aspect of the Country*.—The side of a mountain, or hill, which faces the sun at noon receives a much greater quantity of heat than the opposite side, and its mean temperature is therefore proportionally greater. There are some remarkable exceptions to this rule, due to other causes, especially in the Himalaya and Pyrenees mountains.

(5.) *Character of the Prevailing Winds*.—If they come from a warmer region, they raise the temperature; if from a colder, they lower it. The prevailing winds of Europe are from the west and south-west: as these blow over a vast expanse of water warmed by marine currents, the countries where they blow have their temperature raised. Of a very opposite character are the east winds which often prevail in spring-time in the western countries of Europe. These, blowing from the cold blains of Siberia and Russia, are cold and dry at this season; but in summer, as these plains are hotter than England, they are warm winds. The character of the winds affects humidity as well as temperature. The south-west winds of England are moist, and bring rain; so do the east winds of South America, and the south-west monsoons of India. In England, in spring time, fogs are prevalent, especially on the south coast, from the meeting of the warm moist south-west winds with the cold east winds. The former, being suddenly cooled, are unable to retain their moisture in an invisible state, and so it becomes visible as fog, mist, or rain.

(6.) *Direction of Mountain Chains*.—If these are so placed as to form a barrier against cold winds, the country on one side will be warmer than that on the other: if they intercept moist winds, one side will be more humid than the other. Thus the countries south of the great mountain axis of the Old World—as Hindostan, Sahara, Italy; &c.—are free from cold winds. Again, on the east side of the Andes, rain is very abundant; on the west side it seldom falls.

(7.) *Human Agency*.—The degree of cultivation a country has reached has a sensible effect on the climate. The removal of forests tends to raise the temperature, and to render the air less humid. On the other hand, a large extent of forest sometimes acts as an effectual barrier to cold or pestilential winds. The clearing of the Apennines is believed to have effected the climate of the right bank of the Po, so that the Sirocco now prevails in that district, though it was formerly unknown. It is estimated that the mean annual temperature of England is 2° F. higher now than a century ago, and this result has been brought about by the removal of forests and the cultivation of the land.—*Papers for the Schoolmaster.*

THE SUCCESSFUL TEACHER.—He who would teach successfully must do five things:

1. He must get the knowledge of the things to be taught.
2. He must study this knowledge.
3. He must study himself.
4. He must study his pupils.
5. He must mix faith, patience, and prayer with the whole.

EDUCATIONAL VENEERING.

VENEERING is a great art. It makes things "go so much farther," and there is nothing an economist likes so much as to make things hold out. Our ancestors were so foolish as to build solid mahogany tables, bureaus, and sideboards. We know better. We have found out that a piece of wood a sixteenth of an inch thick will transform the commonest wood into mahogany or rosewood. And so the honest old tables and sideboards have given place to sleek veneered ones, which look just as well.

A monument should be built to the man who discovered this wonderful art. For its applications are so numerous. The crockery men sell imitation china; they have learned the art of veneering. The rogue veneers himself with the dress and manners of a gentleman. The cook veneers her dishes. The shaky broker veneers his credit by keeping up appearances. The parson, alas! sometimes veneers his sermon with thin layers of learning. The doctor veneers his conversation with sounding phrases. The politician veneers his thieving by thin patriotism. The fortune-hunter veneers his cupidity with professions of love. What a wonderful art it is! How bad we should feel if the veneering were taken off and all our purposes, acquirements, and pretension appeared the naked pine and poplar that they are!

But when it comes to education, we wish veneering had never been invented. And now that George and Maria are about to begin school, let us enter our protest against the veneering establishments. There are schools for boys and hundreds of schools for girls where the whole business transacted is the putting on of a thin layer of outward appearances. Everything is taught from a compend. History is boiled down to a strong decoction of facts and dates, and Ann Matilda is required to swallow it. "There were five thousand on one side, commanded by General Brown. There were seven thousand on the other, commanded by General Smith. General Smith was surprised on Sunday morning, and driven back with a loss of five hundred men and three pieces of artillery." This Ann Matilda, and Ann Matilda's parents, and Ann Matilda's friends fondly believe is history. It is paid for as history, labeled history, and must be history. But whatever there is of philosophy, poetry, of culture, of mental discipline in history is gone. This dessicated extract has no nourishment whatever. Of the peculiarities of race, of the domestic life, of the underlying causes of history, Ann Matilda learns nothing. She has swallowed a register, a gazetteer, but not a history. But she has passed her examination and "graduated." Her education is all right. It has the seal of the proper authorities on it, and she can go in peace.

English literature is worse taught than history. It is a thing that can not be learned from a compend. The very essence of the highest culture, for people who speak the English language, is in English literature. But no one can learn English literature at second-hand. A good, thorough knowledge of the authors themselves in their works is the only road to this culture. And all short-cuts are only delusions.

The great mistake in the education of girls, and for that matter of boys, is that they master nothing. A little here and a little there is the plan. The object seems to be to enable the pupil to give a long catalogue of things studied. And for this charlatanism the parents who demand it are chiefly responsible. There are schools which are thorough. It is not for us to point them out, but for parents to be sure that they are not caught with the chaff of an empty pretense. In education, veneering will peel off.—*Hearth and Home.*

LABOR CONDUCIVE TO LONG LIFE.

IN view of the short duration of life entailed by some occupations, it must be regarded as a consoling, yea, a sublime fact, that labor in general does not tend to shorten life; but, on the contrary, by strengthening health, lengthens life; while, on the other hand, idleness and luxury are productive of the same results as the most unhealthy occupations. Dr. Guy, an Englishman, in calculating the average duration of life of the wealthy classes, arrived at the very surprising result, with regard to adults, that the higher their position in the social scale, the more unlimited their means, the less also the probability of a long life. We have been so long accustomed to consider the possession of riches as the best guarantee for physical welfare, that many will be surprised to hear from Guy that "the probability of the duration of life lessens, with regard to the adults in each class of the population, in the same degree as the beneficial impulse for occupation is lacking. If a person, who for a long time has lived an active life, retires from business, it may be taken for granted, with a probability of ten to one, that he has seized the most effective means to shorten his life." We may smile at the soap-maker, who, after having formally retired from business, went, nevertheless, on each day of soap-boiling to his workshop; but it must also be acknowledged that his instinct did not mislead him. Of all conditions of life, idleness is hardest for nature to combat; and this is especially true of persons who have accustomed themselves to a busy life.

THE OLD SCHOOL HOUSE.

"Still sits the school-house by the road,
A ragged beggar sunning.
Around it still the sumachs grow,
And blackberry vines are running.
Within, the master's desk is seen,
Deep scarred by raps official;
The warping floor, the battered seats,
The jack-knife's carved initial.
The charcoal frescoer on its wall;
It's door's worn sill betraying
The feet that creeping slow to school,
Went storming out to playing."

EDUCATION—A CURE FOR THE EVILS OF FRANCE.

WE must remove the bad cause of all our ills—ignorance—whence issue alternately despotism and demagogism. Yes it can be clearly proved that it is the inferiority of our national education which has brought us to reverse. How can we expect that men whose only knowledge of society is obtained from that aspect which irritates them—that of an insufficiently paid labor—should not become embittered, and at length allow their passions to burst forth in the public places? Therefore I declare that there will be no peace, repose, and order, until all classes of society shall be led to participate in the benefits of civilization and knowledge, and shall consider their Government as a legitimate emanation of their sovereignty, and not as a jealous and greedy master. Until then, by continuing in the fatal course in which we are engaged, you will only produce ignorant men, sometimes the supporters of the *coups d'etat*, and some times the auxiliaries of violence in the streets; and we shall remain exposed to the impious rage of unconscious and misguided multitudes, destroying everything around them, and without respect even for the memorials of their traditions, because they cannot arrive at the satisfaction of impossible desires, and therefore avenger themselves by heaping up ruins. Then we shall do well to remember the remark of Channing: "Societies are responsible for the catastrophes which break out in the midst, just as those badly-governed towns which allow carrion to fester in the sun are answerable for the pestilences which ensue." As for political error in the peasant, it has the same origin as in the workman—ignorance. Why, now that a contest has arisen among the monarchical parties, do the Bourbons turn to the peasant and disguise their pretenses, while the peasant does not conceal his wish for the return of the Emperor? That arises, I believe, gentlemen, from a state of mind peculiar to the peasant. He has been told repeatedly that his property was created and maintained by Napoleon. He is not a man who can mark nice shades of distinction; he confounds Bonaparte and Revolution; he has not a mind for discrimination and criticism, but he has a perception of gross results; and he knows that his grandfather bought the land, and was able to keep it under Napoleon I., while, under the invasion, he was menaced with the loss of that farm, in the defense of which, under the Republic, he had heroically shed his blood, saving at the same time his property and his country. The peasant knows all that. He also sees that whenever the restoration or the old regime re-appears, the division, if not the possession of land is menaced. . . . *From a Speech of Gambetta at Bourdeaux, June 28.*

LUCK AND LABOR.—Two boys left their country homes to seek their fortunes in the city.

"I shall see what luck will do for me," said one.

"I shall see what labor can do for me," cried the other.

Which is the better to depend upon, luck or labor? Let us see.

Luck is always waiting for something to turn up.

Labor will turn up something.

Luck lies abed wishing.

Labor jumps up at six o'clock, and with busy pen or ringing hammer lays the foundation of a competence.

Luck whines.

Labor whistles.

Luck relies on chances.

Labor on character.

Luck slides down to indolence.

Labor strides upwards to independence.

Which is likely to do the most for you, boys?

JEFFERSON'S TEN RULES.—1. Never put off till to-morrow.
2. Never trouble another for what you can do yourself.
3. Never spend your money before you have it.
4. Never buy what you do want because it is cheap.
5. Pride costs more than hunger, thirst, and cold.
6. We seldom repent of having eaten too little.
7. Nothing is troublesome that we do willingly.
8. How much pain the evils have cost us that never happen'd
9. Take things always by the smooth handle.
10. When angry, count ten before you speak; if very angry, count a hundred.

GOVERNMENT GRANTS

In aid of Public Schools, paid to Teachers for the Term ended Oct. 31st, 1871.

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

TEACHER.

Number of Teaching days employed.

Amt. paid to Teacher from Pro. Treasury.

COUNTY OF RICHMOND.

GRADE C.

(Continued.)

St. Mary, Lady	00	\$36	24
St. Zephyrin, Lady	02	34	73
St. Maurice, Lady	92	34	73
St. John, Lady	92	34	73
St. Alexandrina, Lady	92	34	73

GRADE D.

Boyd, Angus	110	29	20
Beranger, John	115	23	94
Bethune, Margaret	115	28	
*Campbell, John	110	38	93
*Ferguson, Mal'm	108	30	24
Holmes, Elizabeth	112	28	19
Johnson, Arch'd.	114	23	69
LeBlanc, Cleophas	113	23	44
Lavashe, Colin	110	29	20
Magnet, Victor	110	29	20
McCuish, Magt.	113	28	44
*McLean, Donald	114	33	25
Quinand, Bernard	92	23	15
*Shaw, John	114	38	25
Sheehan, D.	116	29	20

GRADE E.

Boutin, Sophia	110	21	90
Dunn, Jane	114	21	90
Fennelly, Mary	110	21	90
Fraser, Sarah	101	19	08
*Morrison, Christy	110	29	20
McCabe, Eliza	115	21	71
McKinnon, Agnes	115	21	71
McDonald, M.	114	21	52
McNeil, Elizabeth	114	21	52
McDonald, Ann	114	21	52
Pate, Celina	110	21	90
Power, Annie	115	21	71
*Richard, Elizabeth	100	26	68
Smith, Elizabeth	113	21	42
Vigneau, Louisa	110	21	90

ASSISTANT.

Terrio, Virginia	110	14	60
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CO. OF CAPE BRETON.

GRADE A.

W. F. Pipes	112	\$	
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GRADE B.

Armstrong, J. N.	110	58	40
Campbell, Malcolm	115	57	89
Carey, John	110	58	40
*Chisholm, Murdoch	110	73	82
Dimock, W. D.	102	51	35
Gillis, Alexander	116	58	40
*Gillis, Joseph A.	70	46	98
Kennedy, Alexander	106	53	36
McDonald, Daniel	110	58	40
*McDonald, Joseph	115	77	18
McDonald, Michael	116	58	40
McEachern, Duncan	100	50	34
McKinnon, Alex'dr.	114	57	39
McKinnon, Michael	116	58	40
McLeod, John H.	110	58	40
McNeil, John D.	110	58	40
Morrison, Alex'dor.	110	58	40
Rhindress, John H.	110	55	37
Ross, Aaron	116	58	40

Rudderham, C.W.M.115 57 89

GRADE C.

Anderson, Annie	116	43	80
Anderson, Carrie	113	42	06
Archibald, Bessie	115	43	42
Bonnar, James	113	42	06
*Garrett, Charles	116	58	40
*Gillis, Donald	116	58	40
Harrington, Annie	110	41	53
Hanrahan, James C.	116	43	80
Hanrahan, M. J.	116	43	80
Jackson, E. Jane	93	35	11
Lewis, Francis	116	43	80
*McCuish, John	104	52	35
McDonald, Alex'dr.	116	43	80
*McDonald, Alexis	115	57	89
McDougall, Philip	115	43	42
McKay, Charles	116	43	80
*McKinnon, Joseph	114	57	39
*McKinnon, Jos. D.	110	58	40
*McLean, M. J.	114	57	39
McMillan, Duncan	108	40	77
McMillan, John	115	43	42
McMillan, Malcolm	116	43	80
*McNeil, Ambrose	116	58	40
*McNeil, Stephen	116	58	40
McRae, John	116	43	80
McSween, Dn. A.	116	43	80
Mattheson, Murdoch	116	43	80
*Morrison, Donald	116	43	80
Norwood, Annie N.	116	43	80
Ross, John T.	116	43	80

GRADE D.

*Arbuckle, Neil	116	38	93
*Beaton, John	116	38	93
*Cameron, A. I.	115	38	58
Cash, Colin	116	29	20
Dowling, Patrick	114	28	69
*Fergusson, Arch'd	114	38	25
Fergusson, Marion J.	114	28	69
*Gillis, Hugh	111	37	25
Gillis, Isabel	98	24	66
*Gillis, Margaret	116	38	93
*Gillis, Michael	45	15	10
*Hayes, Joseph	116	38	93
Holmes, Annie	116	29	20
*Johnstone, John	110	38	93
Johnstone, John J.	97	24	41
Langwith, Kate	111	27	04
Lowther, George	114	28	69
*McDonald, Allan	111	37	25
*McDonald, Arch'd.	115	38	58
*McDonald, Duncan	114	38	25
*McDonald, Joseph	110	36	90
McDonald, Lavinia	114	28	69
*McDonald, J. Dn'd	116	38	93
*McDonald, Neil	116	38	93
*McDonald, Ronald	116	38	93
*McDougall, Allan	116	38	93
*McDougall, Annie	115	38	58
*McDougall, Mary	103	31	56
*McDougall, James	114	38	25
McGillvray, Daniel	116	29	20
*McIsaac, Daniel	114	38	25
*McKay, Allan	114	38	25
McKeagen, Alex.	116	29	20
*McKinnon, Joseph	100	33	56
*McKinnon, Stephen	116	38	93
McLean, Roderick	110	29	20
*McLean, R. J.	115	38	58
McLeod, Catharine	116	29	20
*McMillan, Fanny	116	38	93
McMullin, Donald	115	28	94
McNeil, Rory	116	29	20
*McNiven, Arch'd.	116	38	93
McPhee, Isabel	116	29	20
*McPhee, Peter	116	38	93
Martell, Julia	109	27	43
*Martell, Patience	112	37	58
Martell, Susannah	106	26	68
*Rabbitt, Daniel	116	38	93
*Shepherd, Annie C.	115	38	58
*Spencer, Amelia	116	38	93
Walsh, Mary	116	29	20

GRADE E.

*McCuish, Effie	114	28	69
McCuish, Rachel	102	19	25
*Collins, Elizabeth	60	15	10

Collins, Winne 110 21 90

CO. OF COLCHESTER.

GRADE A.

Harper, John M.	100		
McRae, Alexander	5	2	51

GRADE B.

Archibald, Fred. W.	115	57	89
Chute, James R.	97	49	08
Creelman, D. F.	116	58	40
Eaton, A. J.	111	55	88
Little, James	100	58	40
Logan, John A.	110	55	02
Lodge, Douglas	116	58	40
McLeod, Alexander	95	47	82
Moore, Edmund	101	50	84
McLeod, John	116	58	40
McIntosh, Robert	79	40	27
O'Brien, Frederick	108	54	37
*Smith, Frank	110	73	82
Wright, John	116	58	40

GRADE C.

Archibald, Ab. N.	113	42	06
Archibald, Bertha	99	37	38
Archibald, Jennie	110	41	53
*Archibald, Bessie	116	58	40
Archibald, Janet	111	41	91
Archibald, Mary A.	118	43	80
Bryden, Elizabeth	107	40	40
*Brown, Henry	116	58	40
Boyd, John	114	43	04
Brooks, Mary E.	112	42	28
Barnhill, Emma	115	43	42
Corbett, Mary F.	116	43	80
Christie, Janie K.	116	43	80
Crowe, Joseph	104	39	26
*Cock, Charlotte	116	58	40
Corbett, Jane	116	43	80
Corbett, Thomas	116	43	80
Cook, Isaac D.	116	43	80
Cock, Nancy	110	43	80
Dickson, Livinia	110	41	53
Ellis, James W.	97	36	02
Faulkner, Matilda	106	43	80
Fulton, Geo. H.	116	43	80
Frame, Alexander	77	29	07
Hamilton, Isabella	111	41	91
*Hingley, Walter	58	29	19
Logan, Richmond	111	41	91
Little, Rebecca J.	116	43	80
Leake, Annie	106	43	80
Logan, Libbie C.	107	40	40
Lewis, Agnes	114	43	04
Lay, Edward J.	113	42	06
*Lepper, Jeanie	116	58	40
Murdoch, Jessie B.	114	43	04
McNutt, Clara G.	115	43	42
Maxwell, Anna	116	43	80
Minard, Eusebia	106	43	80
*Miller, Sara	105	53	11
McCurdy, Lucinda	110	41	53
Mahon, Alex. W.	58	21	90
McKenzie, James	111	41	91
McDonald, Anna	89	33	00
McDowall, Annie	95	35	87
Monteith, Mary	89	33	00
McBurnie, Nelson	108	40	77
McLellan, Isabella S.	109	41	15
McKeen, Elizabeth B.	116	43	80
McLeod, Mary A.	113	42	66
McKay, William G.	114	43	04
*McKenzie, Anna	114	57	61
McDowall, Isaac	114	43	04
Peppard, Lucretia	115	43	01
Paton, James	104	39	26
Russel, Mary	93	35	11
Ross, Catherine, J.	118	42	85
Ross, Elizabeth A.	114	43	04
*Reilly, Sarah	96	48	33
Sutherland, Spencer	114	43	04
Sutherland, Mary A.	92	34	73
Smith, Robina	115	43	42
Swallow, C. W.	107	40	40
Wood, Bertha	106	43	80
Waddell, Susan L.	102	42	35
Waugh, Mary Ann	75	23	31

GRADE D.

Archibald, Susan	116	29	20
Aikenhead, Amelia	115	29	07
Byers, Isabel I.	95		
Creelman, John J.	112	28	19
*Crowe, Henrietta J.	116	38	93
Chipman, Hattie	59	14	85
Cox, George W.	116	29	20
*Dobson, Eliza A.	115	38	58
*Dobson, Mary J.	116	38	93
*Dumphy, Eliza	111	37	25
Francis, Edward	108	27	18
*Graham, Jane	115	38	58
*Miller, Mary Jane	100	35	57
McDonald, Mary	108	27	18
Murphy, David	100	25	17
Miller, Margaret	116	29	20
*Morrison, Rose Ann	80	26	84
*McLean, Hannah J.	116	38	93
*Marshall, Bonj.	116	38	93
*Parker, Henrietta	99	33	22
Swan, Hannah	110	27	68

GRADE E.

*Cadle, Mary	115	28	94
Creelman, Margaret	116	21	90
*Cooper, Maggie	116	29	20
*Johnson, Sara E.	115	28	94
*Sutherland, Marion	115	28	94

ASSISTANT—GRADE D.

Mary A. Creelman	73	12	84
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CO. OF CUMBERLAND.

GRADE A.

George, F. W.	116		
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GRADE B.

Angus, Nathaniel	114	57	39
*Atkinson, Jos. H.	108	72	82
Brownell, Geo. W.	113	56	88
Campbell, K. II.	37	18	02
Elderkin, J. M.	116	53	40
McAulay, Donald	115	57	89
Patterson, W. G.	116	58	40
Reid, Henry	116	58	40
Smith, R. W.	116	58	40
Taylor, Wm. F.	116	58	40
Wells, Wilber force	114	57	39
*Withers, Edward	106	71	14
Dixon, Aurora	116	58	40
Howard, Robt. B.	112	56	38
McCabe, James A.	116	58	40
Poole, John T.	113	57	89

GRADE C.

Atkison, C. P.	116	43	80
Baird, A.	115	43	42
*Burd, Ritchey	114	57	39
Beaton, Mary J.	116	43	80
Black, Mary E.	115	43	42
Bluck, Orissa	114	43	04
Burns, Maggie	115	43	42
Brown, Amy	116	43	80
*Charman, Mary	95	47	82
Charman, Eliza G.	114	43	04
Carter, Amelia A.	115	43	42
*Dill, Ellen	116	58	40
Fulton, Theresa	111	41	91
Freeman, Eliza	116	43	80
Fowler, Bessie	116	43	80
*Fletcher, Adn	114	57	39
Graham, Isabella	116	43	80
Gibbnie, Victoria	114	43	04
Ibbotson, C. A.	1		

Stevens, Arnd W. 116 43 80	Parker, G. J. 97 48 83	Russell, Alex. 112 50 83	Walsh, J. L. 97 50 37
Stewart, W. D. B. 110 43 80	Add 19 9 57	Reid, John 35 17 03	McIntosh, Kate 100 57 82
Sharp, Sarah E. 110 43 80	Tucker, C. H. 52 26 17	Willoughby, J. 110 58 40	
Sherra, Lizzie 110 43 80			GRADE C.
Travis, Maretta 110 43 80	GRADE C.	GRADE C.	Archibald, A. 100 43 80
Travis, Annie 115 48 42	Cogswell, Alice M. 57 21 52	Atkins, Lorinda 110 43 80	Adams, Emma 00 28 02
West, Julia A. 115 43 42	Cornwell, Eleanor 108 40 77	Archibald, Amanda 113 42 00	Archibald, Georgina 99 42 93
Canfield, Isaac G. 80 30 20	*Crosby, Martha E. 110 58 40	Archibald, Matilda 70 28 09	Anne, Teresa Sister 96 41 03
Dobson, Mary 110 43 80	Dakin, Sarah A. 116 43 80	Cahoon, Susan E. 110 43 80	Barnaby, E. R. 100 43 30
Keith, A. C. 112 42 28	Denton, Judson A. 116 43 80	Cameron, Jessie G. 110 43 80	Bremner, Jane 101 43 80
*Kew, Fanicha 110 58 40	Dunbar, Aramantha 50 21 14	Campbell, Catherine 116 43 80	Bell, Annie 99 43 14
Layton, Elmira 110 43 80	*Gates, Maria E. 114 57 39	*Davidson, John 110 58 40	Benedicta, Sister 93 42 49
*McCarthy, John 114 57 39	*Goldfinch, Geo. A. 83 41 78	Francheville, S. E. 110 43 80	Caldwell, Mary 101 43 80
Sutherland, Barb. 115 43 42	Hogan, Ellen 116 43 80	Fraser, Simon 58 21 00	Clementina, Sister 96 41 03
Spencer, Lucinda 106 40 02	Jones, Mary E. 116 43 80	Hingley, Saml J. 109 41 15	Camilla, Sister 90 41 03
	*Knowles, Eunice 116 58 40	Kennedy, Finlay 110 43 80	Cleophas, Sister 98 42 41
GRADE D.	Landry, Mary L. 115 43 42	Kinney, Geo. J. 102 38 51	Duncan, S. E. 100 43 30
Adams, Mary E. 115 28 94	Mary Jg. (Sister) 112 42 28	McDonald, Augustin 115 43 42	Donovan, M. J. 27 11 70
Beaton, Amelia 55 13 84	Mary John (Sister) 113 42 00	McFarlane, Alex. 103 38 80	Fidelis, Sister 98 42 49
Brown, Ellenor J. 104 26 17	Mary Francis (Sister) 113 42 00	McGillivray, A. J. 58 21 00	Graham, Cassio 101 43 20
*Baird, Lucinda 110 38 03	ter) 113 42 00	McNaughton, Bella 115 43 42	Gammell, A. P. 61 20 45
Bennett, Lucy 105 26 43	Mildon, Thos. 116 43 80	McHeffy, Maggie 116 43 80	Gammoll, Elizabeth 100 43 30
*Bonyman, Susie 114 38 25	Normandy, Helen E. 115 43 42	McDonald, Libbie 113 42 08	Johns, M. L. 101 43 80
Canfield, Rebecca J. 109 27 43	Ruggles, Adelia M. 112 42 28	Murray, Ada 72 27 18	Mere, Julia 92 39 80
David, Ella Jane 112 28 19	Smalle, Mary 103 39 04	*Pearl, Harriet J. 112 50 38	Johns, J. A. 100 43 36
Davison, Jarvie N. 115 28 04	Spinney, Frank 100 37 75	Sutherland, Kate 116 43 80	Kelcher, Daniel 98 42 49
*Dobson, Jane 110 36 90	Taylor, Jane 102 38 51	Sinclair, Mary M. 100 37 75	Lyons, J. N. 98 42 49
Fraser, Wm. R. 111 27 94	Titus, Sarah E. 116 43 80	Thompson, Joshua 116 43 80	Maxwell, Alicia 101 43 80
Finley, Annie 104 26 17		Tupper, Mary A. 113 42 00	Mary, Clare Sister 96 41 03
*Furlong, Lydia A. 115 38 58	GRADE D.		Morinus, Brother 89 38 59
*Foreman, Fannie E. 114 38 25	Botdreau, Mary 116 29 20	GRADE D.	Mary Ann, Sister 98 42 49
*Fulton, Margaret E. 106 35 57	Comeau, Francis J. 95 23 91	Fitzgerald, James 110 29 20	M. Michael, Sister 98 42 49
*Freeman, Eunice 113 37 92	*Cornwell, Almira 100 33 50	Gunn, Sophia 114 28 09	MacArthur, Kato 101 43 80
*Glennie, M. J. W. 110 30 00	Cossaboon, Emily 58 13 34	*Hattie, Emma L. 114 38 25	McClosky, Bessie 101 43 80
Hearne, B. M. 116 29 20	*Crowley, Margaret 116 38 93	Hart, Sarah 92 23 15	McGregor, Helen 100 43 36
Hunter, Maggie 111 27 94	*Hainey, Annie 116 38 93	Hutcheson, Lucinda 115 28 94	MacArthur, J. 100 43 80
*Hunter, Olivia 114 38 25	*Kerr, T. C. 73 24 40	McPherson, John 110 29 20	McPherson, E. E. 100 43 30
Jones, Ellen 95 23 91	LeBlanc, Elizabeth 106 26 08	Mahoney, Annie 108 27 18	McDonnell, Maurice 98 42 49
Kerr, J. Lottie 114 28 82	Lombard, Pauline 110 27 08	*Newman, Maurice 110 38 03	McPhail, Annie 100 43 80
Layton, Teise 91 22 90	Morehouse, Mary J. 114 28 09	Reid, Sophia 110 29 20	O'Connor, Garret 98 42 49
McDonald, L. M. 58 14 59	*Normandy, Esther 106 35 57	Scott, Leonora 112 28 19	O'Toole, Mary S. 97 42 06
McKenzie, Annie S. 116 29 20	Parker, Amelia 116 29 20	Taylor, Annie 110 27 08	O'Bannoun, Joseph 48 20 81
McDonald, Annie 58 14 59	Ross, John 115 28 94	Tory, Florence 111 27 04	Payne, A. L. 100 43 36
Miles, Emma C. 111 27 94	*Ruggles, Bessie 115 38 58		Paterson, Jane 100 43 58
*Mills, Phebe A. 91 30 53	*Sabeau, Dorcas A. 114 38 25	GRADE E.	Ryan, Teresa 100 43 36
Munro, Grace B. 78 19 70	*Saunders, Annie 93 31 21	Alexander, Annie M. 75 14 15	Rousselle, Lily 100 43 36
*McKinlay, Orvilla 80 28 85	*Smith, Didamic 114 38 25	Cook, Harriet 114 21 53	Robinson, Sarah 48 20 81
McLean, Harriet 101 25 42	Stanford, Charlotte 92 23 15	Ebler, Margaret 111 20 95	Stratton, M. C. 91 39 46
McDonald, C. L. 110 27 68	GRADE E.	*Grant, Cynthia 116 29 20	Sterns, Janie 100 43 30
*Phelan, Udavilla 114 38 25	Copeland, Nettie 111 20 95	Kirk, Libbie 114 21 52	Shields, Sarah 100 43 36
Pagan, Mary Ann 113 28 44	German, Mina 113 21 33	Myers, Mary 112 21 14	Torrey, E. C. 100 43 30
Reid, Bessie A. 115 28 94	*Johnston, Harriet 115 28 94	McGillivray, P. 87 16 42	Tays, William 102 43 20
Smith, Bessie 115 28 94	*Robicheau, Elizb'h 111 27 94	McDonald, Maggie 28 5 28	Warner, Eliza 95 41 85
*Schrieveman, O. 114 38 25	Robicheau, Mary 105 19 82	McKeen, Jane 114 21 52	
Tuttle, Lizzie A. 116 29 20	Smalle, Emma 104 19 03	O'Donnell, Maggie 109 20 57	GRADE D.
*Watson, Arrabella 114 38 42	Sullivan, Margaret 113 21 33	Reddy, Maggie 90 16 99	Brown, John T. 102 29 20
Ward, Wm. D. F. 115 28 94	Taylor, Annie F. L. 110 21 00	Scott, Amelia P. 114 21 52	Creelman, Harriet 100 29 91
Corbett, Jane 110 27 88	*Young, Sarah Z. 107 26 93	*Scott, Mary M. 110 27 08	Fenerty, Annie 100 28 91
Fullerton, Ella 103 25 92	Lent, Sarah 113 21 23	Taylor, Eliza 115 21 71	Gossip, C. M. 100 28 91
*Roberts, Chas. S. 96 32 21		*Wheaton, Maria 110 29 20	Goosley, Stephen 54 15 01
*Salter, Roche 110 38 93	ASSISTANTS—GRADE C.		Jones, Agnes 100 28 91
Smith, Emma 80 32 47	Mary, Jeannie Sis. 112 28 10		McNab, Annie 100 28 91
	Mary, Gabriel Sis. 113 28 44		McLeod, Jemina 65 18 79
GRADE E.			McNab, Amelia 101 29 20
Cartor, Mary 115 21 71	GRADE D.		Regina, Sister 98 28 33
Harpell, Mary 109 20 57	Comeau, Adeline 116 19 46		Stanford, Elizabeth 101 29 20
Holmes, Emma J. 113 21 33	Dunbar, Orissa 116 19 46		
McLean, Eliza 110 21 90			GRADE E.
Murphy, Mary A. 99 18 09			Baker, Emma 100 21 08
*McNab, Mary J. 111 27 94			
*Perryo, Rebecca L. 65 16 36			<i>Evening Industrial School.</i>
*Ross, Janet 114 28 09			
*Stewart, Mary A. 116 29 20			GRADE B.
*Taylor, Cassie 115 28 94			Smith, James 40 23 12
Wheeler, Jane S. 105 19 82			
	ASSISTANT—GRADE C.		
	Bonnaventure, Sister 98 28 32		
			GRADE E.
			Guinane, Eliza 102 14 00
			CO. OF HALIFAX.
			GRADE B.
			*Andrews, H. W. 101 07 78
			Bryden, C. W. 109 54 87

Chisholm, D.	70	35	24
Grey, Andrew	116	58	40
Hollis, John	99	57	24
Hogan, J. P.	115	57	89
McNab, G. P.	116	58	40
McLean, John	116	58	40
*Richardson, F. W.	109	73	16

GRADE C.

Archibald, Arthur	110	41	53
*Archibald, H. N.	111	55	88
Atwater, H. W.	110	41	53
Archibald, Mary	107	40	40
Archibald, Bessie	116	43	80
Archibald, Julia	112	42	28
Archibald, Sarah	112	42	28
Bruce, Jane	118	42	00
†Bruce, W. T.	98	42	40
Brown, Angus	112	42	28
Braden, Mary E.	116	43	80
Campbell, Angus	116	43	80
Creed, Elizabeth	116	43	80
Cunnabell, W. W.	106	40	02
*Cox, Olive	113	50	87
Cooper, Matilda	115	49	42
*Chisholm, Mattie	116	58	40
*DeMolitor, M. R.	113	56	88
Deller, Sarah J.	110	41	53
†Faulkner, L. C.	99	42	03
Forrester, Harry	108	40	77
Fisher, George	29	10	95
Hall, S. C.	56	21	14
Hamilton, E.	109	41	15
Hays, Amelia	105	39	64
Lowther, Mary	76	28	09
Logan, M. A.	115	43	42
Logan, Jessie	113	42	85
*Munro, Susan	100	50	59
†Major, Kate	96	41	63
†Marshall, M.	99	42	93
†Marshall, Lucy	98	42	40
Mcagher, Ellen J.	116	43	80
Munro, Alice	115	43	42
Murray, Thomas	114	43	04
McKenzie, Jane	107	40	40
O'Donoghue, M. T.	109	41	84
Richardson, Charles	116	43	80
Reddie, D. J.	111	41	91
Richardson, Geo. J.	114	43	04
Roman, William	116	43	80
Stewart, Mary	116	43	80
*Smith, Annie	103	51	85
*Smith, Maria	102	51	85
Smith, Helen M.	67	25	29
Sedgewick, Annie	115	43	42
*Tupper, Margaret	115	57	89
Walsh, Alice	86	32	47
Whittier, Sarah	115	43	42

GRADE D.

Archibald, Minnie	115	28	94
Boutillier, Wm. J.	112	28	31
*Currie, Wm. L.	12	4	20
*Carten, Emma M.	112	37	58
Crook, E. M.	110	27	81
*Clark, Mary H.	115	38	58
Creelman, Anne	109	27	43
Flemming, Mrs. R.	32	8	05
Geddes, Emily	111	27	94
Henry, Flora	116	29	20
*Hodson, Kate	164	34	89
*Hutchinson, E.	114	38	25
Kirby, Annie	108	27	18
Kent, Mary	110	27	08
Logan, Alfred	101	25	42
*Lynch, Priscilla	116	38	93
*Malon, T. A.	114	38	25
*McHarper, Enos	39	13	08
*McCarty, Michael	116	38	93
*McCabe, James	93	31	21
Nickerson, Louisa	114	28	09
Negus, Nelson	113	28	58
†O'Foole, Maria	99	28	02
Ogilvie, Agnes H.	109	27	43
*Ogilvie, Amelia	4	1	33
Richardson, M. P.	115	28	94
Roone, H. D.	111	27	94
Roche, Jane	111	27	94
*Reid, M. J.	106	35	57
Sullivan, Margaret	84	21	14
*Umlah, Lucenia	116	38	93

*Webber, Laisa	66	22	14
White, M. T. A.	87	21	89

GRADE E.

*Bacon, Amelia	91	22	90
*Bisset, Sarah	116	29	20
*Ball, Mary	4	1	09
Cruikshank, J.	112	21	14
Cruikshank, Mary J.	116	21	90
Dauphinee, Isabel	91	17	18
*Downie, Charlotte	80	20	13
*Fanning, M. E.	110	27	08
*Hubley, Deborah	103	27	18
Hosterman, Mrs. C.	114	21	52
*Joseph, Annie	111	27	94
*Isenor, Mrs. M.	56	14	09
*Kent, Annie B.	110	27	08
*Longard, M. J.	113	28	44
*Lindsay, Rebecca	116	29	20
Leck, Isabella	116	21	90
Nauffts, Civilla	116	21	90
*Ogilvie, Euphemina	115	28	94
Stevens, Sophia	115	21	71
*Wood, Maria A.	115	28	94
Wright, Henrietta	113	21	33

ASSISTANTS—GRADE E.

Bellfontaine, B.	102	12	83
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†Teachers in the Dartmouth School.

CO. OF INVERNESS.

GRADE B.

Boyle, Dugald	115	57	89
Chisholm, Jno. M.	116	58	40
Campbell, Jno. H.	115	57	89
*Carmichael, A. G.	116	77	86
*Campbell, Donald	116	77	86
*Calder, James	116	77	86
Collins, Donald	116	58	40
McLean, A. K.	103	51	84
McDonald, John	114	57	89
McLean, Duncan	116	58	40
*McLellan, Donald	116	77	86
Munro, John	116	58	40
McPhail, A. A.	109	51	87
McDonald, Alex.	116	58	40
McDermid, Donald	116	58	40
McDonald, A. C.	116	58	40
McRea, Christopher	116	58	40
McKay, John G.	115	57	89
*McDowell, Duncan	116	77	86
McLennan, Angus	116	58	40
*McDonald, D. H.	116	77	86
*McLennan, Alex.	116	77	86
Trueman, Arthur	116	58	40

GRADE C.

Bartlett, Jno. H.	116	43	80
*Campbell, Norman	113	56	88
Campbell, John	112	42	28
Crowdis, Ida S.	106	40	02
*Campbell, John	116	58	40
Cameron, John	115	43	42
Colleritte, Zepherin	116	43	80
Fegan, Mary	116	43	80
*Gunn, M. J.	116	58	40
*Gillis, Michael	114	57	89
*Gillis, James	116	58	40
Hart, Phoebe	116	43	80
*Jameson, John	116	58	40
Kennedy, Angus	113	42	06
McLean, Mary A.	56	21	14
Morrison, Elizabeth	116	43	80
McKeen, Edith	110	41	53
McLean, Alice	116	43	80
McDonald, Flora	115	43	42
McDougall, John	116	43	80
McKinnon, Malcom	115	43	42
McEachen, John	110	41	53
McLennan, Hugh	116	43	80
McIntyre, Peter	95	35	87
McPhail, Archibald	114	43	04
McLellan, D. G.	114	43	04
McKinnon, Hector	116	43	80
McDonald, Michael	116	43	80
McLeod, Malcom	102	38	51

McLellan, Archibald	116	43	80
*McLean, Annie	116	58	40
*McDonald, Wm.	114	57	39
McLellan, Alex.	116	43	80
*McDaniel, James	116	58	40
McLellan, Malcom	116	43	80
Matheson, Angus	116	43	80
McDonald, A. L.	35	19	21
McQuarrie, William	116	43	80
Smith, Maggio	116	43	80

GRADE D.

*Blue, Malcom	116	38	93
Bentic, Colin	116	29	20
Chisholm, Colin	73	18	37
Campbell, Catherine	116	29	20
DeCarteris, J. K.	116	29	20
*Gillis, Hugh	116	38	93
Gillis, John	116	29	20
*Jameson, John	116	38	93
*Livingston, Dugald	116	38	93
McDonald, Angus	101	25	42
*McDougall, Arch.	116	38	93
McDonald, Charles	116	29	20
*McKenzie, Rodk.	114	38	25
*McInnes, Rodk.	113	37	92
*McMillan, Allan	116	38	93
McMillan, Alex.	116	29	20
*McLean, Donald	116	38	93
*McDonald, Peter	116	38	93
*Munro, George	116	38	93
McIntosh, Donald	113	28	44
McLean, Flora	116	29	20
McDonald, W. A.	112	28	19
McKeagney, Henry	116	29	20
McPhail, Jno. A.	113	28	44
*McLean, Peter	116	38	93
McLean, Lauchlin	114	28	09
McKay, Jno. H.	116	29	20
McKinnon, Jessie	116	29	20
McDonald, Duncan	116	29	20
*McLean, James	79	26	50
McDougall, John	106	26	08
*Mathison, Farquhar	116	38	93
Macaulay, Murdoch	105	26	43
*McFarlane, James	116	38	93
McKenzie, John	110	27	08
*McDonald, John	114	38	25
McDougall, Sarah	108	27	18
*McPhail, Alex.	113	37	92
McLeod, Jemima	110	27	08
McDonald, Murdo.	114	28	09
Rankin, Donald	112	28	19
*Ross, Isabella	96	32	21

GRADE E.

*Campbell, Mary	116	29	20
Cameron, Maggie	112	21	14
Campbell, Jessie	116	21	90
Fox, Sarah	113	21	33
McLean, Maggio	109	20	57
McLean, Flora	114	21	52
McIntosh, Mary	113	28	44
McLeod, Eliz. A.	114	21	52
McPhail, Mary	114	21	52
McDonald, Mary	115	21	71
*McKay, Mary	80	20	13
McLeod, C. A.	116	21	90

ASSISTANTS—GRADE C.

Ingraham, Albert	110	13	45
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CO. OF LUNENBURG.

GRADE A.

Owen, Edwd. H.	107		
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GRADE B.

Burhoe, Theophilus	116	58	40
Cooke, Henry	116	58	40
Gates, Isaac	111	55	58
Gow, John	13	56	88
*Long James	116	77	86
Millar, E. D.	108	54	37
Parker, Joseph	114	57	64
Parker, Wilbur	115	57	89
Kieser, Daniel	115	57	89

GRADE C.

Bent, Robert T.	65	24	54
Church, Victoria E.	116	43	80
*Duff, Vilgour K.	58	29	19
Kompton, Martha S.	116	43	80
*Marshall, A.	111	55	88
Maider, Henry E. S.	113	42	66
Martin John E.	96	35	43
Morse, Nellie	116	43	80
Murray, Millie	111	41	91
Roland, Ada C.	116	43	80
*Ross, Susan R.	58	29	19
Sommerville, R. A.	80	30	20
*Stoddart, Maria	114	57	39
*Wadsworth, G. Y.	114	57	39
Wheelock, Laleah	82	30	96

GRADE D.

Archer, Carrio	116	29	20
Adams, Henry	116	29	20
Armstrong, L. P.	115	28	24
*Arnberg, Rosanna	108	36	24
*Baker, Mary A.	110	36	90
Brown, Lucio	115	28	94
Barry, Sarah	115	29	06
Carder, Mary A.	115	28	94
Churoh, Hannah A.	116	29	20
Clarko, E. L.	53	20	89
*Curl, John E.	116	38	93
Grim, Simon P.	109	27	43
*Heckman, A. D.	116	38	93
Hirtle Sarah S.	116	29	20
Hubly, Caleb F.	113	28	44
Keano, Mary E.	113	28	44
Kaulback, Laura M.	114	28	69
*Lantz, Hannah B.	116	33	08
*Lohnes, Janetta,	115	38	58
*Lohnes, John	116	38	93
McPherson, A.	111	27	04
Mosman, Isaac,	115	28	94
Newcomb, Bessie,	115	28	94
*Roland, Olivia	110	36	90
Ritcey, Louisa A.	102	25	67
*Silver, Frances A.	110	36	93
Silver, Christy A.	115	28	94
Silver, Louisa B.	110	27	08
Uhlman, Eunice,	114	28	69
West, George H.	60	15	10

GRADE E.

*Brady, Regina	116	29	20
Crouse, Naomi	112	21	14
*Lohnes, Trinetta	108	27	18
Myrer, Anna	112	21	23
*Newcomb, Regina,	115	28	94
*Oxner, M. A. M.	116	29	20
Romkey, Louisa	116	21	90
Romkey, Emma A.	116	21	90
*Selig, Melissa	110	27	08

DISTRICT OF CHESTER.

GRADE B.

Chisholm, Duncan.	109	54	87
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COUNTY OF QUEENS.			COUNTY OF VICTORIA.			COUNTY OF YARMOUTH.									
GRADE A.			GRADE D.			GRADE A.									
Wallace, J. W.	111		Abbott, Maggie	115	28	94	Anderson, E.	107	40	40	Gayton, Albert	103	51	85	
GRADE B.			GRADE E.			GRADE B.									
Baker, N. S.	108	54	37	Copeland, Ellen	108	20	38	Chisholm, Christie	115	43	42	Gough, William	106	53	30
Bowlby, C. A.	108	54	37	Crowell, Emma	104	19	63	Chisholm, Christie	115	43	42	*Hilton, Stephen	112	75	17
McKenzie, W. D.	113	56	88	*Doane, Jane	94	23	66	Crowdis, Henry	110	43	80	Hilton, Thomas	115	57	80
Parker, W. E.	110	55	02	Doane, Mary	99	18	69	McDermott, Unice	114	43	04	Lent, Abram	116	58	40
Saunders, W. W.	114	57	30	Greenwood, Joanna	104	19	63	*Fraser Margaret,	113	50	88	Nowlan, James	95	47	82
Whitman, C. A.	114	57	30	*Glavin, Sevilla	110	27	68	Hart E.	110	43	80	Rogers, Benj.	112	50	03
GRADE C.			ASSISTANTS—GRADE E.			GRADE C.									
Allison, A. S.	108	40	77	Mrs. McNeil,	100	12	58	McLennan, M. L.	116	43	80	Sparling, George	60	34	08
Brown, Z.	116	43	80					McLever, Henry	115	43	42	Sanders, Nathan	114	57	30
Brown, A.	116	43	80					McKenzie, Annie	114	43	04	GRADE D.			
Baxter, A. S.	114	57	39					McLeane, Neil	112	42	28	Archibald, Janet	80	30	20
Cole, E.	115	43	42					McLean, Dolina	114	43	04	Bingay, Anna	116	43	80
Freeman, N.	116	43	80					McLean, Sarah	115	43	42	Christie, Harriet	44	17	30
Freeman, L. G.	111	41	91					McLean, Victoria	108	40	77	Cunningham, Bessie	110	43	40
Freeman, S.	111	41	91					McLeod, Norman	110	41	53	Crosby, Helen	116	43	80
Freeman, S.	116	43	80					McLeod, Mal.	116	43	80	*Crosby, Wm.	112	42	28
*Kempston, S.	110	41	72					*McLeod, Mal.	115	57	89	Crosby, Almira	108	40	77
Kerr, A.	111	55	88					McLeod, John	97	36	62	Darby, Annie	112	42	28
*McLeod, A.	114	57	39					*McLeod, John	107	53	86	Doane, Julia	115	48	42
Mack, C. D.	116	43	80					Matheson, Marg'et.	110	43	80	*Harriet, Ellis	114	57	37
O'Banyowen, J.	54	20	38					Morris, Una H.	109	41	15	Flint, Lois	106	43	20
Parsons, A.	111	41	91					McMillan, Angus	71	26	80	Goudey, Lois	110	43	40
*Parker, A. M.	116	58	40					McNeil, Michael E.	116	43	80	Grant Ellen,	97	36	62
Randale, B.	113	42	60					McNeil, John H.	114	43	04	Harrison, Josephine	109	43	20
Starratt, H.	110	41	53					*Newton, James	115	57	80	Hilton, Mary	116	43	80
Torey, S. C.	111	41	91					Nicholson, Neil	115	43	42	Hilton, Emma	116	43	80
Waterman, J. B.	110	41	53					*Peppy, Charles	106	53	36	Manning, Fannie	109	41	15
Wilton, S.	116	43	80					GRADE D.			McDonald, Gracie	116	43	80	
GRADE D.			ASSISTANTS—GRADE E.			GRADE D.									
Burke, E. A.	114	23	81					McAuly, Jennie	111	27	94	Pineo, Emilie	105	41	43
Chesley, A. L.	116	20	20					Buchanan, Isabella,	114	28	60	Potier, David	116	43	80
*Foster, A.	95	31	88					Ferguson, Marion	113	28	60	Porter, Emma	116	43	80
Harper, E. Mc.	58	14	34					Ferguson, Helen	116	20	20	Robbins, Agnes	114	43	04
Jackson, M.	116	29	20					McIver, Henry	71	17	87	Rodgers, Mary	116	43	80
Kempston, M. H.	109	27	43					*McIver, Angus	95	31	88	Smith, Jessie	111	43	80
*Long, E.	90	33	22					McKenzie, Susan	116	29	20	Taylor, Hattie	62	24	46
*Leadbetter, S. A.	95	31	88					McKenzie, Ann	50	14	00	Thomas, Isaac	32	12	27
Minard, A.	115	20	07					McKenzie, C.	109	27	43	Woodworth, M.	110	43	40
ASSISTANT—GRADE D.			ASSISTANTS—GRADE E.			GRADE E.									
McLeod, N.	110	18	45					McKay, Daniel	116	20	20	Westcott, John	106	40	02
CO. OF SHELBURNE.			ASSISTANTS—GRADE E.			GRADE E.									
GRADE B.								McKay, Jas. Allan	92	23	15	Van Norden, Abner	116	43	80
Bowles, E. P.	114	57	39					Leadbetter, Adalina	115	28	94	GRADE D.			
Colquhoun, Robt.	111	55	88					McLennan, J.	115	28	94	Brand, John	105	26	43
GRADE C.								McLeod George	90	22	05	Crosby, Abbie	98	24	66
Boyd, Martha	98	37	00					McLeod, John	109	27	43	Crosby, Sarah	115	29	07
Crowell, Maggie	113	42	85					McMillan, Isabella	114	28	00	Durkee Helen	114	28	69
Deinstadt, Wm.	112	42	28					McNeil, John	116	29	20	*Durkee, Israel	116	38	93
Doane, Carrie J.	103	38	89					McPharlane, John	114	28	09	D'Entremont G.	80	20	13
GRADE D.								Walker, Donald	116	29	20	Gaul, Joseph	101	25	42
GRADE E.								GRADE E.			Hilton, Marietta	116	38	93	
GRADE F.											Kimball, Abbie	109	28	67	
GRADE G.											Larkin, Margery	116	29	20	
GRADE H.											Potier, Theop.	116	29	20	
GRADE I.											*Ring, Maggie	111	37	25	
GRADE J.											Scott, Mary	115	28	94	
GRADE K.											*Sinonds, Annie,	114	38	25	
GRADE L.											Travis, Alice	116	29	20	

LITTLE HELPS.

ONE of the most noticeable faults in the reading of our district schools is the indistinctness with which final consonants are given. The pupils read, perhaps with more than ordinary understanding, but the miserable habit of "clipping" spoils the whole effect. Every teacher desires to correct this deficiency, but in many of our country schools, where the room is crowded with children of all ages, there is little time for special training.

One of the best helps in this matter and one that requires but a very few moments each day, is within the reach of all.

Before the reading, let the children pronounce in concert, every word which ends in a troublesome consonant, greatly exaggerating the final sound. Aside from the main benefit in this exercise, their attention is called to the words which require most care in pronouncing. Let this work be done vigorously, the

teacher always insisting on a full, clear tone, for three or five minutes each day, as time will allow, and the child will soon speak his words correctly from force of habit.

Another excellent plan is to take a column of words from the speller ending in t, d, k, p, &c., and let each word be given very forcibly and with the final sounds strongly marked. In many schools this principle is carried too far. Every word is given with such painful distinctness that after listening for a few moments one would wish to stop his ears till the lesson is ended. Of the two extremes the clipping is preferable.

A perfect enunciation may be acquired by the use of a few simple exercises which occupy little time and excite an enthusiasm among the children.

A corruption of Morals usually follow a profanation of the Sabbath.—Blackstone.

CORRESPONDENCE.

For the Journal of Education.

NEW YORK, November, 1871.

As a warm friend of Educational progress in Nova Scotia, I hailed with genuine delight the appearance of an article in the October number of the JOURNAL, advocating the establishment of a Provincial College. The idea of a College, where young people of all denominations can receive such a thorough education as will fully prepare them to shoulder the manifold tasks and duties of an active life, ought to be dear to all patriotic and well-meaning Nova Scotians.

Having in view the hearty approval which such a scheme ought and no doubt will command, I venture to offer a few remarks and suggestions, which, I trust, will be kindly received.

There are several conditions which are essential to the success of all similar institutions. First of all, no sectarian differences, must be allowed to interfere with the admission of a student; otherwise, its highest aim, that of being a College for "the people," would be lost.

Further, the attendance must be large, so as to enable the directors to secure the services of able and talented instructors and to establish such a scale of tuition charges as will place the advantages of their teachings within the reach of people of moderate means. Any public institution, which can be used only by wealthy people, is not in harmony with the requirements of the age and the laws of the universe.

One of the greatest impediments in the way of a "popular" system of higher schools has been their "exclusiveness" and the fact of their management by men who have not so much the welfare of Education as the "financial success" of the trust in view. It is their manifest duty, of course, to manage the moneys of the institution with judicious tact and economy, but often this degenerates into a greedy strife for large incomes and the position of an influential corporation. This necessitates high prices of admission; consequently they labor for the "few," at the expense of the "many."

With special reference to Nova Scotia, it may be premature at this juncture, to discuss the relative merits of the different systems now in operation. But it can, nevertheless, not be denied that a word of friendly advice should never be rejected. In our era of advanced civilization, when steam and telegraph render the intercourse between the different nations of the globe daily more intimate, the number of branches of knowledge required for constituting what is called a "scholar," gradually grows larger. In fact, one can hardly be considered "up to time" without having more or less knowledge of foreign languages, natural philosophy, and different studies, requiring deep thought, in addition to the several branches of a moderate or high education. In Nova Scotia, the necessity of a good system of instruction in foreign languages will, ere long, become imperative. The ultimate prospect of a larger share of the great tide of immigration, which has, thus far, mainly poured into the United States and built up that great republic; the increasing commercial relations with French speaking Canada, as a natural result of Confederation; in fact, the tendency of the age will render the knowledge of French and German exceedingly useful and desirable.

The great ambition of young men and women is to commence a business of their own and to build up their fortunes by the persistent application and exercise of their general store of knowledge. Hence, a Provincial College must provide a genuine "business education." In regard to this, I would offer a few suggestions concerning a certain system, which, in my humble opinion, would be very acceptable. It was the writer's good fortune, a short time ago, to be introduced to that eminent educationist and gentleman, Professor Silas S. Packard, of New York. The Professor very kindly conducted us through his immense establishment, on the corner of Broadway and Eleventh street, and explained to us the working of his system. One could not fail to admire the tact, skill and regularity with which his score of assistants discharged their several duties. The room contained more than two hundred students, ranging from twelve

to eighteen years, constituting the advanced classes of the College, and being trained for the various business duties of city life.

In order to provide for a student what may be called a "substantial business education" he must be made to feel as if he is actually a merchant already. He must conduct a miniature business house; must grasp, fairly grasp, the subject and handle it in all its details.

"You will perceive," observed the Professor, "that every pupil has a desk of his own; each desk is named after a certain city in America or other parts of the globe.

"For instance, here we have Portland, there Boston, yonder Liverpool. Every scholar has a full set of books, such as Ledger, Cash Book, &c., and keeps his Bank account. A post office is attached to the College. Now, as an instance, yonder scholar, supposed to be a hard ware dealer, resident of Boston, sends an order by letter to his correspondent in Pittsburgh, which letter goes through the post office, and is thence forwarded to its destination, which may be at the very elbow of the writer. In this wise, the students go through all the experiences of commercial life, get a deep insight into all its intricate calculations, and by being brought fairly face to face with the subject of their studies when leaving college, are fully prepared to take their station in the world's great battle for money and riches."

Professor Packard's system is, however, but one among the many, but it must be stated that the most practical minds of this eminently "business country" acknowledge its superiority.

For fear of trespassing upon your patience, I conclude for the present. Let all friends of education put their shoulders to the wheel, with a will. The object in view is a noble one, worthy of a country's best efforts, and calculated to shower incalculable blessings upon our many fellow-laborers in the great struggle for progress and prosperity.

J. W. G.

COMPULSORY EDUCATION.

MR. EDITOR :

I send you two articles, extracted from American papers, one in favor of, and the other opposed to, the making attendance at schools compulsory. Your readers will be able to judge for themselves of the merits of the two systems. Parents should so feel the advantages conferred by education, and by the training of the schools as to foster and inculcate in their children the desire to receive all the benefit to be derived from a faithful attendance at school. There would then be little need of compulsion. If parents do their duty in this matter, Government interference may well be dispensed with.

In Nova Scotia, we trust, that these parents who do not feel the value of education, and will not take the pains to see that their children avail themselves of the advantages conferred by our schools will ever be the rare exception. We have little fear that the discussion of the question of compulsory education will have any practical interest for our people. It is, however, always well to be posted on both sides of an argument.

COMPULSORY EDUCATION.

Pro.

Those who believe that the compulsory education of all classes of our population is of vital importance for the future stability and success of our Government have the pleasure of knowing that their views are strongly endorsed by a most competent authority—A. J. Mundella, Esquire, of Sheffield, England. This gentleman, who is also a member of Parliament, is at home a leader in all that pertains to advancing the interests of the working classes, and has recently given considerable

COMPULSORY EDUCATION.

Contra.

There has been nothing in the action of the French people since the close of the late war which promises so well for the future, as their willingness to learn of their enemy. They have re-organized their army on the Prussian plan, and borrowed something of Prussian ideas even in civic and social matters. Above all, they have learned that German schools have done quite as much as needle-guns to make Germany what she is, and with true French promptitude they have set about the task

attention to the subject of popular education in our cities. He has embodied the result of his examinations in a letter which will appear in the next report of the Commissioner of Education. As this letter, however, has been made public before its official appearance, it is interesting to be able to glance at our educational system through the spectacles of this accurate and disinterested observer.

Mr. Mundella says he can congratulate us without reserve on having the best and most commodious school-houses in the world, surpassing in this respect anything in Europe. He also finds our normal schools excellent, and the attainments of our teachers, especially of the female teachers, to use his own words, "beyond anything I could have expected, and far beyond any thing I have witnessed elsewhere." It is flattering to our pride to hear such strong words from an Englishman, but we do not believe them stronger than are warranted by the facts in our better class of schools, at least. We are not now speaking of our colleges and universities, but of our elementary, grammar, high and normal schools, for it is upon these we must principally rely for the instruction of the masses of the people. But while Mr. Mundella considers the munificence of the American people in the sections he has visited unparalleled in providing schools, he does not find that all are as ready to avail themselves of these advantages as the Boards of Education have been prompt in providing them. He says that experience has taught him "that where the education of children is wholly dependent upon the parents, the selfishness, indifference, or intemperate habits of many will cause a considerable number to be entirely neglected or only partially educated." He could not better have described the state of things with us wherever there has been no compulsory power to enforce the education of children. Those whose parents are thrifty, sober, and industrious are sent to school for a period at least, while the offspring of the deranged and intemperate grow up in ignorance, fitted only to act as drags on the progress of the community.

If in monarchial Prussia it is found advisable for the Government to oblige every child to attend school between the ages of seven and fourteen, how much more important is it in a republic like ours! Only last week, the people in a number of States chose their governors, representatives in Congress, and many other minor officials, and yet thousands of those who voted at the election were unable to sign their own names, much less to read those on the ballots they cast. No country is safe in the hands of rulers who have not at least had the advantage of an elementary education. The French who voted in favor of Napoleon in May are ready to denounce him to-day, and to go heart and soul for a republic,

of supplying their own national deficiency in this respect.

But, like all imitators, they fall into the error of copying too closely. In determining to adopt measures for general education in imitation of Germany, they were disposed to borrow the very objectionable plan of compulsion, along with the better features of the German schools. That the system of their conquerors is better than their own events have proved clearly enough, but it does not follow that that system is, in all respects, a perfect one, by any means. Circumstances have made us, too, imitators of Germany in many things, and we are borrowing much that is good from Fatherland. We have a tendency, also, to borrow some errors, among others this one of compulsory education.

The training of the athlete develops all there is of strength in the man, but this is done sometimes at the expense of vital force, and we see the very embodiment of rude health, the impersonation of physical vigor, break down in the midst of the struggle for which he has been hoarding his powers.

When that old Prussian king said Prussia must be made all "sting," he foresaw the coming struggles in which she would be engaged, and inaugurated a system of preparation for them like that which the athlete adopts. He puts his people in "training," and his successors, have rigorously carried out his plan. Every able-bodied man has been made a soldier by actual service in the army. Every boy has been educated in the schools in order that he might make an intelligent soldier. The national muscles have all been trained, and each has been developed to its fullest capacity. In all this there has been little care for the individual man, and his wishes have not been consulted. The man in himself under this system is nothing. Individually, he is of no account. But as one of the State's muscles he is capable of putting forth a certain amount of power, which may be increased by the training of the school and the camp, and in the interest of the State that training is accordingly given him. Of course, the individual is himself benefitted in the process, but the benefit is merely incidental, and constitutes no part of the purpose.

This system has served its purpose well, and were mere strength the only or even the principal object at which a nation should aim, we should advocate the immediate adoption of compulsory measures in the matter of education in our own country. But so far as the true purposes of education are concerned, we believe our own voluntary system a far better one, both in principles and results. Self-interest and custom will, of themselves, supply all the incentives necessary to secure a general attendance upon

and yet who shall dare predict what the Reds of Paris or the Communes may not be willing to advocate to-morrow? They can, as a people, be led about like sheep by a few unprincipled leaders. With us, fortunately, although the ignorant masses are similarly liable to be led astray, there is still intelligence enough in the country at large to prevent permanent damage to our institutions. It is not safe, however, to leave this matter of education to the option of individuals—the State has a vital interest in the intelligence of its citizens. Under the direction of Henry Barnard, Horace Mann, and other prominent educators, much has been done in this direction, but the work is not half accomplished so long as there is no power to compel the sending of children to school. In the hands of intelligent voters the affairs of the Republic are safe; but if government be given over to the uneducated and illiterate, we shall soon have a dictator, or descend to the still lower depths of unbridled mob rule.

school, and the habit of free personal action will more than compensate, to the whole mass of population, for the neglect of the few who do not avail themselves of the opportunities offered. The country will be in less danger from the ignorance of a few than from the slavishness of many. Where all are rulers the habit of governing one's self is a necessary part of each individual's training, and while we offer free education to all, we cannot afford to make it compulsory on any.

—Com.

"NOW AND THEN."

I AM looking at the children of the present day, and *thinking of* those of the past. Looking, I contrast them unfavorably, if there is any longer such a period as childhood or girlhood. It appears to me that the extremes have met, and that from the *baby*, emerges the *woman*. These reflections and conclusions arise from what I see, and the knowledge I possess of the children of days long past. What would a child (I speak now of what used to be thought a child,) of eight, ten, or twelve years, think, in the city of New York, of being dressed in plain calico or merino, untrimmed, low necked and short sleeves, and rising at five in the morning to practise an hour, in a room without fire! To play in the cold and snow, requiring no wrapping, nor taking any cold from such exercise—to study from half-past six to nine in the evening, and work *faithfully* six hours during the day! Can you find at this day a girl well born, well educated, in one of the best schools New York city afforded, who never, until after the age of fourteen, had ever attended party, concert, or circus? I knew at that old time, many, and the writer of this article was one of twelve in the same class who attended this school, and who in six years never lost a day nor changed a teacher. All too were the children of wealthy parents, but fortunately of parents who looked on education as of paramount importance: considering it wiser to develop their children's minds by cultivating head and heart, rather than inciting only rivalry in dress and admiration. I very much fear if the question now were put, "What is the chief end of man?" the reply would be, that of man, to gain money by any means, and that of woman, to settle successfully in life. Here again is a marked difference. I recollect in my school days to have heard that the parent of one of my school-mates had failed. It actually cast a gloom over the whole establishment, because he was thought to have kept back something from his creditors! How Eutopian in this day! Look at the number of divorces now and then. Then such things were almost unknown, and were thought disgraceful in the extreme. I grant that in some cases there was too much restraint, too much expected of the young, but has the excessive liberty now permitted improved their condition? Now that the parent has become the ruled instead of the ruler, are the children physically able to endure as those of the past were? Are not most girls and indeed boys, too, nervous and generally delicate? Why, at twenty, I would have laughed at such an idea as having nerves—now it is not an affectation. I have seen the hands of a stout looking boy shake as he wrote, like that of an old man, and every day brings to my knowledge instances of physical inability to application as of yore. I saw an idle brother of mine scruled until his hand bled! I admit this was terribly severe, but mark the result. Everything else had been tried to induce him to study—he was physically lazy and fast becoming worthless. Knowing that the punishment was merited, confident that any appeal to his parents would be of no avail, the youngster took to his books, and before attaining his twenty-first year was admitted to the bar, with the highest encomiums from the Supreme Judges; one of whom shook him warmly by the hand and wished him success, although an entire stranger to him, and while he

lived he never relapsed into indolence, but was beloved and honored by all who knew him. Children of the present day have no responsibilities—all, even those of tender years, should be taught to know that they exert an influence for good or ill, and that in some way or other they can be useful. There is plenty of time after school days are over for fashionable dissipation; and if children are properly reared, few will desire what is honorably and honestly beyond their reach. Children should have warm, substantial clothing, abundance and variety of food well prepared and served, regular hours, good bathing, regular and frequent exercise; and then, and only then, ought you to expect the mental labor necessary to make them men and women. Their studies should never be intensified from frivolous causes, and they should be taught that high mental culture is worth more than any fortune. I am not writing theoretically, but practically from—experience. Necessity, or perhaps I should more properly say misfortune, has compelled me to teach, and it is the difficulties in the way of success I daily encounter, that induces me to pen this article. No one has tasted more fully of life's pleasures than I, yet I unhesitatingly gave them up and educated my own children rather than enjoy luxuries at their expense. I do not believe in severity—it is rarely, if ever, necessary, but it is utterly impossible to educate a child mentally, morally or physically, if the present system is continued in, and the race will continue to degenerate until we shall be pigmies indeed.—*American Educational Monthly.*

A CHAPTER OF PROVERBS—NOT SOLOMON'S

BY MRS. A. E. BARR.

PROVERBS are the portable philosophy of centuries, the current coin of a nation's wisdom: bearing the same relation to its character as ballads do to its history. And though my Lord Chesterfield considers them "ungentlemanly," we venture to say that they have an antiquity and an authority quite independent of his approval. Abraham on Mount Mariah uttered in two sublime words his conscious faith and trust. David quotes as a time-honored saying, "Wickedness proceeding from the wicked." Solomon's proverbs have out-lived his power, and a greater than Solomon gave us many of his evangelized ethics in this popular form. Admitted their antiquity and authority, nothing strikes us so much as their cosmopolitanism. They are thorough citizens of the world, adopting the dress and languages of those with whom they sojourn, but still preserving their identity; just as the grape is still the fruit of the vine, though in every country it may have a different bouquet and flavor.

The wisdom of Greece gave us the famous aphorism "Exceed in nothing." Travelling to Italy it became in the mouth of the stately Roman "*Ne quid nimis*": the Frenchman shrugs his shoulders at unprofitable excellence and says, "Too keen an edge does not cut;" the practical German sees that "Too many sacks are the death of the ass;" the religious Portuguese echoes the proverb in "Too much wax burns the church;" the Nile boatman will tell us that "Too many sailors sink the ship;" the Englishman, careful of his dinner, that "Too many cooks spoil the broth;" and the wise Scotsman preserves the true Hellenic flavor in "Eneuch's as guid as a feast."

"Know thyself," was the Delphic proverb which faced every devotee as he entered that famous shrine. And the original majestic simplicity of this sum of earthly wisdom is discernable in all its wanderings;—even in the homely dialect and sly obliquity of

"Oh, wad some power the giftie gie us
To see oursel's as ithers see us!"

Taking the mote out of another's eye while the beam is in our own, receives in the following proverbs a wide and significant reproof. "Satan corrects sin" is the English version. In Italy the paragon says to the pot "Keep off or you'll smudge me." In Spain the raven cries to the crow "Avaunt Blackamoor." In Germany one ass calls another "Long Ears," while the peculiar state of morals in Catalonia gives a great significance to their version of the same proverb, "Death said to the man with his throat cut, How ugly you look!"

In English we recognize the general ingratitude for divine help in great emergencies by saying "The river past, God forgotten." In Spain the saints take the place of God and they say "The river past, the saints forgotten." Italy acknowledges a still more profound depth of ingratitude and says "The peril passed, the saints mocked." In this one proverb each nation writes its religious autobiography. Such examples could be extended indefinitely; we will notice only one more, the same which in the "beginning of times" dropped like pure gold from the lips of the Father of the Faithful, "Jehorah-Jireh." His posterity bore the same witness in the old Israelitish proverb, "When the tale of bricks is doubted, Moses comes;" and there are very few who cannot recall "seasons of extremity" which have been "God's opportunities."

The Greek proverbs as a class are remarkable for their wisdom and delicate perception. We have already quoted two of the

most famous. Here is another which could have come so touchingly from no other source: "Misfortune, where goest thou, into the house of the artist?"

Roman proverbs have a curt simplicity and directness, with a patriotic or military flavor. "A crown from a spear" is the natural expression of a nation who recognized in military success "the divine right" to govern. "In the midst of arms the laws are silent," will receive the endorsement of thousands who have learnt within the last ten years the meaning of military boards, and the mysteries of provost-Marshal's offices. "Virtue is praised—and starves;" "Keep silence, and be a philosopher," have just that taint of civil contempt for learning and the arts of peace, which power physical affects generally toward power mental.

Mr. Trench (who is authority on the subjects of proverbs) thinks Spain richer than any other country in this kind of literature. The humor of Spanish proverbs is peculiarly subtle, full of a quiet dignity, and seldom devoid of a certain amount of chivalric politeness. "White hands cannot hurt." "Never speak of a rope in the house of a man who was hanged." "If you want to beat a dog, say he ate your iron." "The gallows are made for the unlucky." "The wolf does that in the week which prevents him coming to church on Sunday." In these refrains we are struck with the disposition to turn reproof into "an excellent oil which will not break the head." There is a stately pathos, too, in the quiet irony which recognizes their proverbial ill-luck in calling all disappointed hopes "Succors of Spain."

The majority of Italian proverbs are cynical and selfish, and have an ecclesiastical and revengeful flavor. "Big churches, little saints." "Touch a friar, and the crows flutter as far as Rome." "With the Gospel one becomes a heretic." So much for the orthodoxy they represent. Many of them relate to intrigue, to the danger of which they are quite sensible; as such proverbs as this evidence: "For an honest man half his wits is sufficient, the whole is too little for a knave." Those relating to revenge show a depth of sly vindictiveness painful to contemplate. "Revenge waits time and place, it is never well done in a hurry;" and "Revenge when one hundred years old has still its sucking teeth."

But the degraded heart of the Italian proverbs find a deeper depth in the Egyptian, which are so servile and so devoid of all consciousness of virtue that they could only spring from a nation utterly slavish and heartless. "If the monkey reigns prostrate thyself before him;" "Do no good, and thou shalt find no evil;" "Kiss the hand thou canst not bite;" "If the waters come like a deluge place thy son under thy feet," are proverbs which are of local and circumstantial growth, incapable of naturalization in any free or Christian country.

The Dutch proverbs are of an amphibious nature, they have one foot on land and one on sea. "Pull gently at a weak rope." "Cover the pot, an ell is in it." "Coupled sheep drown one another." "A wreck on shore is a beacon at sea" sufficiently show their peculiarity. In like manner the Arab draws his similitudes from his desert surroundings. "Let the night be your camel" is no doubt the experience of some Ishmaelitic sage, skilled in cattle-lifting; "More beautiful than a black horse with white feet;" "The last drinks least;" "Death is a black camel which kneels at every man's gate," bear distinct trace of their eastern origin.

The French proverbs are full of "glories," and "great souls," and "eternities," short vivid sentences flashing out their own intensity. Those relating to women are remarkable for a keen and generally kind insight into her nature, thus: "Take the first advice of a woman, and not the second," acknowledges that wonderful intuition which is aptly described by Montaigne as "*l'esprit primesautier*," that which, if it is to take its prey must take it at the first bound."

Proverbs in praise of virtue and in reproof of vice abound in the English languages, and some of them are very beautiful. "Silence was never written down." "By the street, of by and by one arrives at the house of Never." "The unrighteous penny corrupts the righteous pound." "Charity gives itself rich." "God never wounds with both hands." The Scotch proverbs equally moral have a more caustic tone and a broader humor. "He that teaches himself has a fool for his maister." "The miser wid rake hell for a hawbee." "Lippen to me, but took to yourself." "Ye wad do little for God, if the deil were deid." No one can fail to contrast the directness of these Galadonian proverbs with the delicate implication of their Spanish relatives.

Proverbs in which rhyme and alliteration have been called in as aids to memory are so numerous and so general that we would almost imagine rhyme to be the mother tongue of proverbs. "Birds of a feather flock together;" "Safe bind, safe find;" "He who would thrive, must rise at five; he who has thriven may sleep till seven;" "No pains, no gains;" "East, west, home is best" are well known and excellent examples of this class. But such alliteration as, "Out of debt, out of danger;" "A cat may look at a king;" "All is not gold that glitters" are just as abundant. Another common form is that of pleasant exaggeration as when the Arab says of a man whose luck never forsakes him, "Throw him into the Nile, and he will come up with a fish in his mouth."

Purely selfish and immoral proverbs cannot be passed over. That they exist, such abominable maxims as "Every man has his

price; "Every man for himself, and the devil take the hindmost;" and, "Count after your father" are witnesses. But they are comparatively few in number, and in the estimation of the vast majority worthy of a much more severe condemnation than Lord Chesterfield's.

We have unfortunately no space left to notice the birth of various historical proverbs, nor yet to examine that large and interesting class which come distinctly under the head of "Ecclesiastical." By such we do not mean those only which had their origin on the hills of Galilee and in the cities of Judea: but also the wise saws of Herbert, and South, and Barrow: the maxims with which Knox clinched his arguments and Jeremy Taylor fastened the "nail in a sure place." In this field Matthew Henry is rich beyond all comparison. His "Exposition" is "a mosaic of proverbs on a basis of sandalwood." Many of them, indeed, are the old current coin of the world, but others bear the image and superscription of Matthew Henry; as, "Many a beau becomes a beggar." "God blesses the giving hand and makes it a getting hand." His proverbs are like "steel in a fountain, the sparkle pleases the eye and the tonic strengthens the heart."

Closely connected with ecclesiastical proverbs are those mottoes which our pious ancestors engraved on their dining tables, on the lintels of their houses, on their signet rings, and carriage doors—hopeful earnest of that day when the prophecy of Zechariah shall be fulfilled and on "every pot," and upon the bells of the horses—"Holiness unto the Lord" shall be inscribed.

So it is not the poverty but the wealth of this subject that is embarrassing; for their is no phase of life, no shade of character, which has not passed through the alembic of the great heart of humanity, and become a proverb.—*Christian Union.*

"What is that, father?" asked Benny.
"It is a foot print, my son; and is a sign that some one came into our front yard last night."

"It must be," replied Benny, "for there could not be a foot-print without somebody had been there to make it."

"That is true, Benjamin; and now show me some of the foot-prints of the Creator!"

Benny looked up in surprise.
"I don't understand you, father," he said.

"Well, who made all these beautiful flowers? Who made all these splendid trees? Who hung the clouds up in the sky? Who made this great round earth? Who set the mighty sun flaming the heavens, and started the bright moon to rolling round the world?"

"Why, God to be sure!"

"Then, all these things are but foot-prints of the Creator. They are a sign that there is a Creator, and that He has been here. See this ice-plant I hold—man never could have made it; notice that beautiful lady-bug crawling on the leaves—man could not have made it; see all the glistening grass, hear all the chirping birds—man did not, could not make them! God made them—and they are all simple foot-prints of the Great Creator, to prove to us that there is a good and great God, whom we should love, worship and obey. Do you understand?"

"Yes, sir, I understand very well, now, and I thank you for teaching me that lesson."



OFFICIAL NOTICES.

The number of teaching days in the present term, is 121.

I. Address of Inspectors.

- J. F. L. Parsons B.A. Halifax.
Rev. R. R. Philp, B.A. Maitland.
Rev. Robert Sommerville, B.A. Wolfville.
L. S. Morse, Esq. Bridgetown.
A. P. Landry, M.D. Clare.
Rev. John Ambrose, M.A. Digby.
G. J. Farish, M.D. Yarmouth.
Rev. W. H. Richan. Barrington.
Rev. Charles Duff Liverpool.
W. M. B. Lawson. Lunenburg.
R. B. Smith, M. D. Upper Stewiacke.
Rev. W. S. Darragh, Shinimicas, Cumberl'd Co.
Daniel McDonald. New Glasgow,
Angus McIsaac. Antigonish.
S. R. Russell. Guysboro'.
John Y. Gunn. Broad Cove.

- Alexander Munro. Baddeck.
Edmund Outram, M.A. Sydney.
Rémi Benoit. D'Escousse.

II. Holidays and Vacations.

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

HOLIDAYS.

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

a. When for any cause the Trustees of a school shall deem it desirable that any prescribed Teaching Day should be given as a Holiday, the school or schools may be kept in session on the Saturday of the week in which such Holiday has been given, and such Saturday shall be held to be in all respects a legal Teaching day.

b. When, owing to illness, or for any other just cause, a teacher loses any number of prescribed teaching days, such teacher shall have the privilege of making up for such lost days, to the extent of six during any Term, by Teaching on Saturdays: But

c. No School shall be kept in session more than five days per week for any two consecutive weeks:

d. Nor shall any Teacher teach more than FIVE DAYS PER WEEK on the average (vacations not being counted) during the period of his engagement in any term.

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

VACATIONS.

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

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

2. Instead of two vacations during the summer term (a week at seed time and a fortnight at harvest) as heretofore, THREE WEEKS (15 week-days other than Saturdays) shall hereafter be given as vacation during the summer term, at such time or times as the Trustees shall decide: Nevertheless

3. In order that the due Inspection of Schools as required by law, may not be interfered with, each Inspector shall have power, notwithstanding anything in the foregoing Regulations, to give notice of the day or days on which he proposes to visit any school or schools in his county for the purpose of inspection, and to require that on the day or days so named such school or schools shall be kept in session.

July 1867.

III. Teachers' Agreements.

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

The Superintendent of Education, therefore, calls the attention of Teachers and Trustees to the following

NOTICE

1. The COUNTY FUND is paid to the TRUSTEES of the section. The amount depends upon the number of pupils, the regularity of their attendance, and the number of prescribed teaching days on which school is open in any section during the term.

2. Teachers must engage with Trustees at a definite sum or rate. The Provincial grant is payable to teachers in addition to such specified sum.

3. The following form of agreement is in accordance with the law:

(FORM OF AGREEMENT.)

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

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

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

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

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

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

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

IV. To Trustees of Public Schools.

1. "A relation being established between the trustees and the teacher, it becomes the duty of the former, on behalf of the people, to see that the scholars are making sure progress, that there is life in the school both intellectual and moral,—in short, that the great ends sought by the education of the young are being realized in the section over which they preside. All may not be able to form a nice judgment upon its intellectual aspect, but none can fail to estimate correctly its social and moral tone. While the law does not sanction the teaching in our public schools of the peculiar views which characterize the different denominations of Christians, it does instruct the teacher "to inculcate by precept and example a respect for religion and the principles of Christian Morality." To the Trustees the people must look to see their desires in this respect, so far as is consonant with the spirit of the law, carried into effect by the teacher "—Comments and Regulations" of Council of Public Instruction, p. 51, reg. 6.

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

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

March, 1867.

3. "The hours of teaching shall not exceed six each day, exclusive of the hour allowed at noon for recreation. Trustees, however may determine upon a less number of hours. A short recess should be allowed about the middle of both the morning and afternoon session. In elementary departments, especially, Trustees should exercise special care that the children are not confined in the school room too long"—See Manual of Laws and Regulations for Public Schools, page 32, sec. 10

V. The Provincial Normal School.

FIRST TERM begins on the first Wednesday in November, and closes on the Friday preceding the last Thursday in March.

SECOND TERM begins on the first Wednesday in May, and closes on the Friday preceding the last Thursday in September.

* * * Students cannot be admitted after the first week in each term, except by the consent of the Principal.

FACULTY OF INSTRUCTORS.

NORMAL COLLEGE

Method, and the Natural Sciences:—J. B. CALKIN, Esq.

Principal of the Normal College and Model School.

English Language, Geography &c.:—J. A. MACCABE, Esq.

Mathematics:—W. R. MULHOLLAND, Esq.

Music:—PROF. SPINNEY.

Drawing:—

MODEL SCHOOL.

High School Department, Mr. J. M. HARPER.

Preparatory " Mr. JAMES LITTLE.

Senior Elementary " Miss FAULKNER.

Junior do. " Miss A. LEAKE.

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

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

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

VI. 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 or the county or district."—Manual of School Law, page 6, sec. 25.

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

The following is a proper form of bond:—

PROVINCE OF NOVA SCOTIA.

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

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

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

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

WE, THE SUBSCRIBERS, two of her Majesty's Justices of the Peace for the County of _____ do certify our approbation of _____ (name of Sureties,) within named, as Sureties for the within named _____ (name of Secretary,) and that they are to the best of our knowledge and belief persons of estate and property within the said County of _____ and of good character and credit, and sufficiently able to pay if required, the penalty of the within bond. Given under our hands this _____ day of _____ A. D. 1866 [Names of Magistrates].

VII. Prescribed School Books, Maps and Apparatus.

MINUTE OF COUNCIL.

(Passed November 23rd, 1870.)

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

And Whereas, it is deemed expedient that all Booksellers be authorized to supply the Trustees of Public Schools with the prescribed Books, Maps, Stationery, and other Apparatus for the Public Schools, at the same rates and upon the same terms, as the Council authorized in its Minute of Oct. 15, 1869—excepting that diagrams, maps and globes, shall be supplied at the same rate as Book and Stationery.

It is Therefore Resolved, That when any Bookseller in this Province shall supply the Trustees of Public Schools with prescribed Books, Maps, Stationery, &c., for the use of Schools under the management of such Trustees, and may present to the Superintendent of Education the prescribed affidavit, the Superintendent is authorized to pay one-fourth of the cost of Books, &c., furnished to ordinary sections, and one-half of the cost of Books furnished to Poor Sections.

A. S. HUNT,
Secy. to Coun. of Pub. Inst.

In pursuance of an Order of the Council of Public Instruction,

NOTICE IS HEREBY GIVEN

That in ordinary School Sections, Trustees will be supplied with the prescribed School Books, Maps, Globes, Diagrams, Stationery, at three quarters of the cost.

And that, Trustees, of poor Sections will be supplied at one half the cost.

Trustees will carefully note &c.

Reg. 1.—Application must be made in the following form, and addressed to (The name of any Bookseller), who, by the above minute of Council is duly authorized to attend to all orders.

FORM OF APPLICATION.

(Date)

To (name of the Bookseller),

Halifax.

Srs.—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 forward 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.)

(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 we engage strictly to carry out the Regulations of the Council of Public Instruction for the management and preservation of school books and apparatus.

(Signed) _____ Trustees of _____ School Section, No. _____, 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 Education Department)

If Trustees so direct in their application, goods (except Globes,) transported by water will be insured for the amount paid for the same by them, at the following rates:—

Parcels shipped during the First Term of the School year, 2½ per ct.
Second Term “ “ “ “ 1½ per ct.

Trustees must forward with their application the amount required to effect the insurance, otherwise parcels will not be insured. No charge will be made for policies.

Reg 4 —Applications will, as far as the articles in stock permit, receive attention in the order of their receipt

REGULATIONS.

The following are the Regulations of the Council of Public Instruction with reference to all Books, Maps, and Apparatus furnished to Trustees through the Education Department.

Reg. 1.—They shall be the property of the School Section, and not of private individuals, (except as specified in Reg. 5)

Reg. 2.—Any pupil, shall be entitled, free of charge, to the use of such school books as the teacher may deem necessary.

Reg 3—Any pupil shall have the privilege of taking home with him any books, &c, which, in the opinion of the teacher, may be required for study or use out of school

Reg. 4.—Pupils, or their parents or guardians, shall be responsible for any damage done to books beyond reasonable wear and tear.

Reg. 5.—Any pupil desiring it, may be allowed to purchase from the trustees the books required by him, provided the same be done without prejudice to the claims of other pupils ; the price to be, in all cases, the same as advertised in the official notice published from time to time in the Journal of Education. No pupil who has been allowed to purchase a book shall have any claim on the trustees for the free use of another of the same kind.

Reg. 6.—Any section neglecting to provide a sufficient supply of books, maps, and apparatus, may be deprived of the public grants.

Reg. 7.—Trustees shall make such further regulations, agreeably to law, as may be necessary to ensure the careful use and preservation of books, maps, and apparatus belonging to the section.

Any section infringing in any way upon the above regulations will forfeit the privilege of purchasing books, &c., through the Education Department.

LIST OF TEXT-BOOKS, MAPS, AND APPARATUS.

The following list of books will be extended, and other articles of apparatus included as the fund at the disposal of the Superintendent permits.

The prices placed opposite each Book is the three-fourth price which is to be sent to the Bookseller by the School Trustees. The one-half price may be known by taking one third from the three-fourth price.

PUPILS' WEEKLY RECORDS.

Weekly Record (for one Term) 1½ cent each.

THE NOVA SCOTIA SERIES OF READING BOOKS.

Table with 2 columns: Book No. and Price. Includes Book No. 1 (\$0.35 doz), Book No. 6 (\$3.16 doz), and The art of Teaching (0.09; ca. Or.).

SINGING BOOK.

The School Song Book, 25 cents each.

SPELLING BOOK.

The Spelling Book Superseded, (Eng. Ed.) \$1.58 per doz.

GRAMMAR AND COMPOSITION.

English Grammar,*
English Analysis, 7½ cents each.
Reid's Rudiments of Composition, 30 cents each.
Bain's Rhetoric, 60 cents each.

DalGLISH Introductory to English Composition.....15 cts.
Advanced “ “30 cts.

*The Council of Public Instruction has authorized the preparation of an English Grammar for use in the Public Schools, and until this work is published the Superintendent of Education will not procure any text-book on this subject. In the meantime, Trustees are authorized by the Council to use whatever Grammar they prefer. Lennie's Grammar, if followed by Analysis, will, perhaps, give as good results as any.

MATHEMATICS.

The Editions of Greenleaf's Works now in the prescribed list, are the latest and most approved of these very excellent and gene-

rally used works. They are especially recommended to the attention of Trustees and Teachers.

Table listing various arithmetic books by Greenleaf and their prices, such as 'Eaton's Commercial Arithmetic' at 57 cts. each.

Table listing various mathematical and scientific books, including 'Arithmetic—Nova Scotia Elementary Arithmetic' at \$1.80 per doz and 'Practical Mathematics' by Chambers.

WRITING.

Table listing writing materials like 'Payson, Dunstan & Scribner's International system of Penmanship' at 65 cts. per doz.

STAPLES' PROGRESSIVE SERIES OF COPY BOOKS :

Table listing copy books for girls and boys, such as 'Book No. 1, 48 cts. doz.' and 'Book No. 8, 48 cts. doz.'

Nos. 1 to 11 bound in 1 vol., with full instructions on the system (for the Teacher's desk) 80 cents.

Table listing various writing accessories like 'Ruled Card to accompany copy books, 9 cents per doz.' and 'Staples' Circular Pointed School Pens, 36 cents a box (1 gross.)'

DRAWING.

BARTHOLOMEW'S SCHOOL SERIES OF PROGRESSIVE DRAWING LESSONS.

Table listing drawing materials and lessons, including 'Set of 72 Model Cards, Nos. 1 to 5.....69 cents per set.' and 'Sketch Book (models only), Nos. 1 to 5.....\$1.56 per set.'

DIAGRAMS.

Table listing diagrams for oral lessons, such as 'Forest Trees (12)\$1.46' and 'Natural Phenomena (30)84'.

GEOGRAPHY.

Calkin's Geography and history of Nova Scotia, 12 1/2 cts. each.	
Calkin's School Geography of the World, 81 cts. each.	
<i>Series of Wall Maps.</i> —	
Nova Scotia	\$0.92 each.
British America	1.35 "
North America	2.28 "
Western Hemisphere	\$4 50
Eastern Hemisphere	per set.
England	2.28 "
<i>Globes.</i> —The Terrestrial Globe (12 in. diameter, bronze meridian and Quadrant) \$0.75	
The Celestial Globe 6.75	
<i>Classical Wall Maps.</i> —	
Orbis Veteribus Notus	\$2.01 each
Italia Antiqua	2.04 "
Scotland	\$2.28 each.
Ireland	2.28 "
British Isles (in relation to the Con. of Europe.)	2.28 "
Europe	2.28 "
Palestine	2.28 "
Gen'l Map of Bible Lands	2.28 "
Grecia Antiqua	\$2.04 each.
Asia Minor Antiqua	2.04 "
Orbis Romanus	2.01 "

HISTORY.

Owen's Chronographical Chart on rollers & varnished	\$2.28 each.
Hodgins' School History of British America, \$4 13 doz or, Boyd's Summary	1.26 "
Curtis' Chronological Outlines of Eng. History	0.90 "
Collier's School History of the British Empire (Revised Edition)	4.50 "
Collier's History of Rome	2.70 "
Collier's History of Greece	2.70 "
Smith's Smaller History of Rome	0.00 "
Smith's Smaller History of Greece	0.00 "
Chambers' Ancient History	4.50 "

NATURAL SCIENCE.

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

ECONOMIC SCIENCE.

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

CLASSICS.

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

AUTHORS—OXFORD EDITIONS.

CÆSAR, de Bello Gallico, 1 vol., bound, 38 cts : Lib. I.—III. (with short notes), 1 vol., paper, 15 cents.
VIRGIL, (complete), bound, 38 cents: the Georgics (with short notes), 1 vol., paper, 30 cents: the Æneid, Lib. I.—III. (with short notes), paper, 15 cents.
CICERO, de Off., de Sen., de Amicit., 1 vol., 30 cents: de Sen., and de Amicit., 1 vol., (with short notes), paper, 15 cents: Oration for the Poet Archias, (with short notes), paper, 15 cents.
HORACE, (complete), bound, 30 cents: the Odes, (with short notes), paper, 30 cents.

DICTIONARIES.

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

AUTHORS—OXFORD EDITIONS.

XENOPHON, Anabasis, bound, 30 cents.
EURIPIDES, Alcestis, (with short notes), paper, 15 cents.
XENOPHON, Memorabilia, bound, 20 cents.
HOMER, Iliad, (complete) bound, 68 cts.: Lib. I.—VI. (with short notes) 1 vol., paper, 30 cents.

LEXICONS.

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

VIII. Evening Schools.

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

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

IX. Examination of Teachers.

"The half-yearly Examination for license to teach in the Public Schools, shall be held in March and September of each year. Examinations to begin on Tuesday the ninth day preceeding the last Thursday of said months."—Reg. Council Public Instruction.

NOTICE IS HEREBY GIVEN, That the next semi-annual Examination will begin on

TUESDAY, 19th MARCH next, at 9.30 o'clock, A.M.

Deputy Examiners will be strictly forbidden to admit any person to be examined who fails to be present on the day and hour named.

Candidates are required to forward to the Inspector, not later than MARCH 1st, a written notification of their intention to be examined, and of the grade of license for which they will apply. No application can be received after this date. Candidates are to undergo Examination in the grade of which they have notified the Inspector. Seats will not be reserved for any who do not forward notification as above. Applications may be made for examination at one of the following stations:

STATION.	ADDRESS.
Sydney	E. Outram, M.A., Sydney.
Baddeck	A. Munro, Baddeck.
Margaree Forks	John Y. Gunn, Broad Cove.
Port Hood	John Y. Gunn, Broad Cove.
Arichat	Pami Benoit, D'Escousse.
Guysborough	S. R. Russell, Guysborough.
Sherbrooke	S. R. Russell, Guysborough.
Antigonish	A. McIsaac, Esq., Antigonish.
Pictou	A. McIsaac, Esq., Antigonish.
New Glasgow	D. McDonald, New Glasgow.
Amherst	Rev. W. S. Darragh, Shinimicas.
Truro	R. B. Smith, M. D., Upper
Tatamagouche	Stewincke.
Halifax	J. F. L. Parsons, 18 Albro St.
Tangier	Halifax.
Windsor	Rev. R. R. Philp, B.A., Maitland.
Kentville	Rev. R. Somerville, B. A., Wolfville.
Bridgetown	L. S. Morse, Esq., Bridgetown.
Digby	Rev. John Ambrose, M.A., Digby.
Yarmouth	G. J. Farish, M.D., Yarmouth.
Shelburne	Rev. W. H. Richan, Barrington
Liverpool	Rev. Chas. Duff, Liverpool.
Lunenburg	W. M. B. Lawson, Lunenburg.

Candidates are to furnish their own writing material. Candidates already holding licenses of any grade from the Council of Public Instruction, are required to give the number of the same at the Examination.

All Candidates for License will be required, on presenting themselves for examination, to furnish a written certificate of good moral character, signed by a minister of Religion or by two of Her Majesty's Justices of the Peace. These certificates are filed in the Educational Department, together with the other papers relating to the candidate's Examination.

The use of books or manuscripts will be strictly prohibited. Persons not intending to engage as Teachers in the Public Schools will be required, on presenting themselves for Examination, to make payment to the Deputy Examiner as follows:—Grade E, \$0.37; D, \$0.50; C, \$0.75; B, \$1.00; A, \$1.00. Also, teachers wishing to be re-examined in any grade for which they already hold a license, will be required to make payment to the Deputy Examiner as above.

Candidates for license of grade A, who have already made an average of 75 or upwards on Grade B, are to work papers on those subjects only which are peculiar to grade A. Such Candidates are required to present themselves for examination (with their licenses or memoranda) on THURSDAY noon. Other candidates for grade A, will present themselves at the opening of the Examination on Tuesday.

* * * Every person examined will be informed by mail of the result of his or her examination, as soon as decided.

British American Book and Tract Depository,
66 GRANVILLE STREET, HALIFAX, N. S.

RELIGIOUS MAGAZINES.

CHEAP ILLUSTRATED PAPERS, for Parents and Children such as—	
Sunday at Home, per annum	\$1.75
British Workman,	28
Band of Hope,	14

Specimens will be sent to any teacher who will kindly make an effort to procure Subscribers.
Address, A. McBEAN, Secretary.

Eaton's Commercial Arithmetic

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

ADVERTISEMENTS.

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English and American Book Store,

85 Granville Street,.....HALIFAX.

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The Cheapest and Best Copybook.

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THE DOMINION SONGSTER!

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Both of the above are now used in the Public Schools of the City.

Teachers and Trustees visiting the City are invited to inspect our Stock of School Sundries.

TRUSTEES' ORDERS

Will receive prompt attention at the prices quoted in the *Journal of Education*.

A. & W. MACKINLAY,
PUBLISHERS,

April—6in

Granville Street

NOTICE TO SCHOOL TRUSTEES.

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THE COUNCIL OF PUBLIC INSTRUCTION

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

BOOKS AND STATIONERY,

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

I keep on hand

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CRAYON AND PENCIL DRAWING,

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Address to

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The Journal of Education,

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

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

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

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

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

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

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