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JOURNAL OF EDUCATION.

FOR THE PROVINCE OF NOVA SCOTIA.

ERRATA.—In the October issue of the *Journal* one page was overlooked by the proof-reader, on the supposition from some errors marked, that it had previously been corrected. The consequence was the number of mistakes which occur in first proofs of manuscript matter.

MUTUAL IMPROVEMENT.

Generally in Nova Scotia, winter is the season for self-culture and study. Especially is this the case in rural districts where young men remain at home, and frequently with larger boys, who labor during the summer, attend the section school. In a few neighborhoods societies are formed for debates and lectures, but in many districts such things are neglected, and the winter evenings are allowed to pass almost unimproved. These neglected or mis-spent hours are important to the young man, and may be made valuable in the acquirement of a fitness for future life. Those interested in the dissemination of knowledge find winter the time to reach the people, especially the young, and they have accomplished vast results by lectures and readings. Much more might be effected by such means, and a little additional effort and interest would bring into play a much greater variety and adaptation of talent.

Among the teachers of this Province, there is at the present time a very respectable amount of learning and ability, which, with a little encouragement, might effect most valuable results. In Nova Scotia, the school-master is abroad, and, we think, prepared for his work. And especially, is the position of a first class teacher, such as will secure that influence which a generous and cultivated mind always craves,—he is a teacher of youth, a moulder of mind, and to many, a fountain of knowledge, and in most cases may, with a little persevering effort and laudable ambition, become to the section where he resides, a popular lecturer. Under the influence of the teacher, societies may be formed, the members of which would gladly pursue a course of reading, prepare papers on various literary subject and venture upon an occasional lecture. By such means young men come to understand self-culture, and to realize the value of those means for improvement that lie within the reach of all. Teachers may well take the lead in such things and encourage them, and where the relation between section and teacher continues, these efforts would react with the happiest effect. During the summer a teacher might accustom himself to a scientific exploration of every object of interest in his locality, with a knowledge of the elements of science possessed by every reading man; and accompanied by the intelligent part of his school, he might explore forests and shores, mountains and valleys, and gather in each excursion valued specimens for future study. We can imagine the delight of youth thus engaged, feeling, that while indulging the youthful longing for fun and play, at the same time, with fun and frolic comes the pleasure of knowledge. The best educa-

tionists have pursued this plan, and thereby excited a love for science and research, which in future years become portions of the world's intellectual wealth.

A little corner of every school-house might be devoted to the museum, and the weekly rambles would soon supply the well furnished shelves. We can imagine the advantage to the teacher of such rambles, the excitement to study they necessarily produce, and the additional interest he must take in his own inquiries as he prepares to answer the question of his youthful companions in research. The lecturer to school boys may one day become the teacher of scientific men; and he who had arranged a museum in the school-house will soon be able to do this same work for the College and University. Step by step the student advances to the stature of intellectual manhood—gradually thoughts expand and gather power, and he who pursues the path with unwearied diligence and plod, will one day reach the summit where "fame's proud temple shines from far." A summer spent in this way,—the spare time devoted to research and the gathering of various specimens, with reading and conversation on the trophies of each day's or week's labor, will be a most complete preparation for a winter's exercise, in which all the section will find profit, and experience delight. After such a season, an intelligent teacher will find no difficulty, but rather a profitable and delightful exercise to give a course of lectures, with illustrations from the school museum.

The teacher will not, we are sure, urge that this suggestion imposes much extra labor, it assuredly will require study; but what of that teacher who does not study, and what will be his future? Study yields knowledge, and knowledge to the student is capital invested for the future of life. Success, happiness, enjoyment, moral power, reputation and influence, are parts of the inheritance of the man who, by virtuous industry and toil, acquires knowledge. Knowledge which fits men to act their part in life, and qualifies them to accomplish the design of their Creator, is surely worth all the toil and self-sacrifice by which it can be possessed. As we pen these lines, we have in our mind more than one of the sons of this favored land, who by dint of just such efforts as those to which we now direct attention, have risen to an enviable distinction, and now, though yet young, stand among the honored names of the literary world.

Strong motives might be urged to induce our teachers to accept and act upon these few hints. The advantage of such a course to themselves. Begin it, and it will be the beginning of a life of literary progress—the first step to an honorable and useful life—a first lesson pointing to a familiarity with the most profound developments of modern science.

Teachers will find in their school numbers of active-minded boys to co-operate with them in such exercises as are proposed, and upon such these efforts will quickly manifest results. The elements of the natural sciences will be implanted, their minds opened, and accustomed to the language and deductions of sciences.

There might be in every section school-house a school museum, and young ladies who are generally fond of flowers, and love the woods, fields and gardens, would soon have in their department specimens of the rich and varied flora of Nova Scotia. Every first class teacher might, with profit to himself and the youth under his instruction, study in the way hinted at, the elements of the natural sciences, and in many cases succeed in favoring the people during the winter with profitable and entertaining lectures. Let a few of our active-minded teachers take this matter into consideration, and if at first sight difficulties appear on mature consideration, such will vanish; and he who first enters the field will, we think, enjoy the largest reward.

INSTRUCTION IN DERIVATION.

(Read at the meeting of the High School Association, by M. G. DANIEL, of Boston.)

TO what extent, and in what way, ought instruction in derivation in languages to be given?

I propose to discuss this question briefly in its relations to the study of French.

At the outset I will say that, in my opinion, any systematic study of derivation, except in so far as it may be made to assist the pupil in his every-day labor, ought to be deferred till a late period of the High School course, or perhaps even till the pupil is in college.

One of the most essential pre-requisites for the profitable study of any language historically, or comparatively with other languages, seems to me to be a large and extensive acquaintance with the literature of the language or languages in question. It will not be disputed here that the only true method of studying derivation is the historical method. Before asserting that a Latin word is derived from, or cognate with, a certain Greek word, it is necessary to show by actual examples taken from Latin and Greek authors that the supposed resemblance is a real and not a fancied one. To establish it as a fact that the French *ame* is derived from the Latin *anima*, it is necessary to show, as has been clearly shown, that in the thirteenth century the word was written *ame*, in the eleventh *amene*, and in the tenth, *anime*, whence the step to *anima* is a short and sure one.

It is clear that anything like original research in this field of study is not to be expected of any scholars with whom we have to deal. The early years of their study are spent largely in acquiring vocabularies and idioms. Whatever they learn of derivation they must learn incidentally, and must of course learn at second hand, although in this incidental study they may be laying a foundation which will be of great advantage to them, if ever they come to the scientific study of the subject. If the teacher has his mind well stored with the facts and illustrations and laws of derivation, not a single lesson in any language need pass without opportunities for employing some of this knowledge to the great benefit of his pupils.

In no language that is taught in our schools can this incidental instruction in derivation be given more freely, or to better advantage, than in the French, it being taken for granted, what may, I suppose, be assumed for the majority of our High Schools, that French is preceded by more or less of Latin. At least, I will take the liberty of assuming that French ought to be preceded by Latin.

The pupil should at the outset be informed that Latin is the mother of French, that a large proportion of the words he will meet with in French, are directly descended from the Latin, and that many peculiarities of the Latin idiom that have challenged his attention are reproduced in the French. Indeed it seems to me that, as a matter of practical utility, the teacher may give many a short lecture upon the history of the French language, thereby increasing the interest of the study, and awakening the attention and observation of the pupil. For example, the text of such a lecture may be given when the pupil learns that the French for horse is *cheval*, for fire, *feu*, while in Latin he has been accustomed to *equus* and *ignis*. You would call his attention to the fact that, when books were scarce, and the majority of the people ignorant, there was a wide difference between the language of the learned and that of the common people. You would then tell him that the French language sprang from the language of the common people—the Roman soldiers and colonists who were sent from Italy to hold in subjection the Gaul that Cæsar conquered, and to people its waste places,—and that while Cæsar wrote *equus*, the soldier of the tenth legion said *caballus*, whence *cheval*, and that the common people at some time or other came to use *focus* for *fire*, whence comes *feu*. Further illustrations might be given to an indefinite extent. The French word for battle is *bataille*: learned or literary Latin, *pugna* or *prelium*; popular Latin, *battalia*, which the common people got from the fencing exercises of soldiers and gladiators. *Chat*, cat, comes from *catus*, and not from *felis*.

Another lecture will be useful (may I not say necessary?) on the subject of declension and conjugation, in which you would call the pupil's attention to the wide difference between French and Latin in this particular. You would tell them of the tendency of words to wear away by attrition in the course of time, that "the rough barbarians of Gaul could not grasp the more delicate shades of meaning expressed by case terminations," and that, as early as the fifth century, the Gauls used but two case-endings, nominative and accusative, instead of six or more used by the Romans, and that these two cases were used for eight or ten centuries, till at last the distinction between these two was lost, and thenceforth French, like English, was destitute of case-endings, except in a few exceptional forms.

You would compare *amo, amas, amat, amamus, amatis, amant*, with *j'aime, tu aimes, il aime, nous aimons, vous aimez, ils aiment*, pointing out the resemblances in the terminations of the written words, and the differences in pronunciation,—that while the Latin has a different sound for each form, the French sounds four of the forms exactly alike.

But it may be said that this kind of lecturing, though useful

to a certain extent, does not practically aid the student in his acquisition of French. Let us see, then, if we cannot come to something that will be immediately practical and useful as an aid to the memory through the power of association. By associating the meaning of a word previously unknown, with that of a word already known, it cannot be denied that Latin may be made to assist the French to a very great extent. *Jeune, young*, is more easily remembered if associated with *juvenis, bon with bonus; bien with bene, seul with solus, combien with quantum, fils with filius, pere and mere with pater and mater*, than without such help. The boy who has toiled over *sum, es, est, sumus, estis, sunt*, will have little difficulty in conquering *je suis, tu, es, il est, nous sommes, vous êtes, ils sont*, if his attention is called at the right time to the points of resemblance and difference between the corresponding forms.

Again, the subject of gender is a great stumbling block to the student of French. How will his Latin help him here? The general rule for the gender of French nouns is easily enough learned, but how about the almost innumerable exceptions? First, he may be supposed to know that "abstract and collective nouns in *to* are feminine" in Latin; the same rule will apply to several hundred words in French,—the immediate derivatives of the Latin words,—*profession, action, ambition*, and the like. Secondly, it is a fact that all Latin masculines in *o* become feminine in French. This fact will account for the exceptional feminines in *eur*,—*labor, labeur, erreur, crueur, calor, chaleur*, also *amor, amour*. It might interest your class to tell them that, at a time when Latin was quite fashionable in France (after the revival of learning in the sixteenth century) an attempt was made to make all these words masculine again, and that this attempt was successful with only two words, *honneur* and *labour*, which remain masculine to this day. Thirdly, if the pupil is taught to associate *cau* with *equa*, he will not be likely to forget the gender. In the same way associate *coude*, elbow, with *cubitus*; *main*, hand, with *manus* (exceptional in both languages.) *La cour*, court, is the Latin *cohors*, feminine. *Le monde* is the Latin *mundus*, masculine. *La loi* is the Latin *lex*, feminine. Substantives ending in *te* are generally feminine. They are mostly derived from Latin nouns in *tas*, a feminine ending; e. g., *societe, societas, liberte, libertas*, a feminine ending i. e. g., *societe, societas, liberte, libertas, necessite, necessitas*; while those not so derived are masculine, I believe all of them. Fourthly, a large number of Latin neuter were changed to masculines in French. This fact accounts for such exceptions as those in *ice, as service, vice, justice*, from *servitium, vitium, iustitium*. So, also, *exemple* from *exemplum, doute*, from *dubium*, and the like.

Again, a frequent comparison of idioms may be made useful. *S'il vous plait* is the direct ascendant of *si vobis placet*. To say that *on dit* is simply *homo dicit* goes far towards explaining the meaning of that expression.

A son insu, "without his knowledge," an expression to which, I believe, there is nothing analogous in English, is strictly analogous to *ejus injussu*, "without his command."

The dative after certain verbs in Latin is similarly used in French, except that in French the preposition *a* is used instead of the case-ending. *Persuadere alicui*, "to persuade one of a thing," is or may be *persuader quelque chose a quelqu'un*.

"Children, obey your parents," reads, in the Latin Testament, "*Nati, obedite parentibus vestris*"; in the French, "*Enfants, obeissez a vos peres et a vos meres*."

A boy asked me yesterday how *aujourd'hui* came to mean *to-day*. "What is the meaning," said he, "of the 'hui'?" He seemed interested and pleased when I gave the explanation of the form, which I began by asking him if he remembered a certain tautological expression of Cæsar's for "on the following day." He at once recalled "*pastridie ejus dici*." I then told him that the "hui" of *aujourd'hui* was originally *hodie*, and that the whole expression literally rendered would be "at the day of to-day,"—quite similar in form to Cæsar's phrase just quoted.

Allow me to suggest one other resemblance in idioms. I refer to the use of the present tense to express with certain adverbs a continued past action which still continues in the present, where the present is to be rendered by the English present—perfect in the progressive form, as when Cicero says, "*Siu tu, quod tu jam dudum hortor, exieris*," "as I have for a long time been urging you." The same idiom reappears in French where the present is similarly used with *depuis, longtemps*, and other adverbs. "We have known each other for a long time" is "*Nous nous connaissons des longtemps*."

Furthermore, it will gratify something more than mere curiosity to explain the derivation of a multitude of isolated words that are continually occurring in every page of French. Suppose, for example, the pupil is learning the names of the days of the week. Ought he not to learn something more than the mere names?—*Dimanche* is *dies dominica*, the Lord's day; *Lundi* is *luna dies*, moonday or Monday; *marçi* is *Martis dies*, the day of Mars, just as Tuesday is *Tues-day*, the exact Saxon equivalent; *Mercredi* is *Mercurii dies*, as Wednesday is the day of Woden, the Saxon God corresponding to Mercury; *jeudi* is *Jovis dies*, as Thursday is Thor's day, *Thor* being the principal northern deity; *vendredi* is *Veneris dies* as Friday is Freya's day, Freya being the northern Venus; *samedi* is *Sabbati dies*, the day of rest, and sounds not wholly unlike "Sabbath-day," which some of us have heard.

Lastly, it may fairly be considered as germane to this subject to

notice a few peculiar resemblances between French and English, particularly such expressions as may be found in early English, but not in the English of the present day. Thus *semblable*, meaning one's fellow, is twice used by Shakespeare as a noun in a similar sense.

"His *semblable*, yea, himself, Timon disclaims."
"His *semblable* is his mirror."

Analogies to the French reflexive verbs may occasionally be found, "Bethink you of some conveyance," says one of the Merry Wives of Windsor. "I fear me he will scarce be pleased withal." "And yet, alas! now I remember me (je me souviens). "Yet I do repent me (je me repens) of my fury that I did kill him," says Macbeth. "Where then, alas! may I complain myself?"

I have thus endeavored to indicate by a few practical illustrations how, in my opinion, the study of derivation may be made useful to the beginner in French who has even a little previous knowledge of Latin. I have barely skimmed the surface of the subject, for I am persuaded that very much more might be made from the relation of French to Latin than I have been able to point out,—and that not merely in a scientific point of view, but for the every-day uses of the school-room.

I have been moved to speak on the subject, not with the idea that I had anything particularly new or original to say, but in the hope that I might make a few suggestions not wholly without value to some who might listen to them; and because less provision is made for this kind of study in French in the common dictionaries and text-books that we are obliged to use than in those pertaining to Latin and Greek. With such a wealth of material as French and German philologists have furnished, and are continually furnishing, we ought not to be without some first-rate popular books for reference and for daily use in this department. I think you will agree with me that such books, adapted to the needs of our schools, are very rare.—*Massachusetts Teacher.*

CORRESPONDENCE.

For the Journal of Education.

TEACHERS' EXAMINATIONS.

ALTHOUGH it is now only three years since the present system of examination has been introduced, yet it is impossible to estimate the benefits conferred on the country by its operation even in so brief a period. It has raised the qualifications of teachers to a standard never hitherto attained, and we trust the time is not far distant, when results even more satisfactory than the present will be exhibited. The system was certainly not very popular among teachers at first, chiefly on account of it being required of every teacher, whether he held a valid license or not to submit to re-examination. This must have been viewed as, rather an arbitrary measure by the profession at large, notwithstanding the vote secured in its favor at the Convention of Teachers held in Halifax in 1867. It now appears that the Council of Public Instruction has at last become partially convinced of the unfairness of the demand, as shown by the late Minute of Council, exempting First and Second Class Teachers, holding District licences from re-examination. If the Minute would embrace all classes, no reasonable objection could be urged against it: but teachers of the *third* class have good reason to complain, excluded as they are, from participating in the rights accorded to the other classes. We think there would be no injury done to the cause of education, if third class licenses were entirely abolished, but since the law recognises them, their holders are entitled to the same consideration as any other class: and it is to be hoped the Council will yet view the matter in this light, and act accordingly.

The new method of examination is not so perfect as it might be; yet there can be no doubt whatever as to its superiority compared with the *viva voce* system of former times. Then teachers might, and indeed often did obtain certificates to which their qualifications did not entitle them. Now, there is scarcely a possibility of such an occurrence, and this we consider to be one of the best features of the system. Every teacher must now be at least a fair scholar, and not only so, but, what is of fully as much importance, he must possess a certain amount of professional skill—a qualification not considered to be of very vital importance in the olden time. Still more if he does not put this knowledge into practice, he will soon find his level, for every indifferent teacher, as well as every competent and faithful one, is now a marked man. Our system of School Inspection is so admirably adapted to test the teacher's skill, and to arrive at a just estimate of his worth—whether he is going behind, standing still, or making progress in his vocation—that no laggard need expect to escape detection for any length of time, from the scouting to which he is subject.

Now all this must be very encouraging to every one interested in the progress of education, and we would wish to give expression to nothing of an opposite nature. There appears to us however, to be some defects in the Regulations of the Council of Public Instruction, so seriously affecting the advancement of practical education, that we could consider it wrong to overlook them.

At present we will refer only to two of these defects. Can it be believed by any one not practically cognizant of the fact, that *reading* and *writing* are branches from which the teachers of Nova Scotia are virtually exempt in passing their Examinations for License? We think not. Yet such is practically the case. Is it supposed that any kind of muttering, which it would be a misnomer to call *reading*, is just as good as the best Elocution? or, that scrawling of any kind, if at all legible, will serve the purpose equally as well as if it were in Staples' best style? Surely not. Yet the Council of Public Instruction appears to countenance this absurd idea. We are aware that Candidates for License have to read a passage in the presence of the Deputy Examiner, which counts for nothing—the most accomplished elocutionist, although rivalling an Erving or a Bailey, receiving no more credit for his excellence in reading than the merest tyro in the art. *Writing* does not receive even ironical consideration bestowed on *Reading*. Surely it is high time, that such anomalies should cease to exist. Let teachers be encouraged to attain a high standard in these useful branches, by awarding to them the same marks as to any other branch, and we will soon have a class of teachers that can read with "fluency and expression," and write in a hand that will be pleasing, instead of painful to behold. And when we consider that these accomplishments would necessarily be reflected in every school under the charge of a good reader and writer, we can scarcely estimate the amount of good that would be effected by making the two branches referred to, special subjects of examination.

We have been given to understand that it is in contemplation to revise the syllabus. We trust that this is the case, and that *reading* and *writing* will not be forgotten when the revision takes place. In this connection, we may remark that we fully appreciate the difficulty that must be experienced in the Education Office in preparing the Questions for Examination from the Syllabus, as it now stands. It would appear to be almost absolutely necessary to depart from the "strict letter of the law" in some branches, otherwise the examination could scarcely be considered a test of the teacher's qualifications. A strict adherence to the Syllabus, could of course be demanded, and we therefore think that under any circumstances, it would be well to endeavor to overstep its limits as little as possible. We take it for granted that the last Examination must have given very general satisfaction in this, and also in other respects, from the entire absence of any public expression of opposition, and we trust that this tacit approval will manifest itself in a positive manner at the Convention to be held during the Christmas holidays among "the wise men of the East."—*Com.*

For the Journal of Education.

TEACHING AS A PROFESSION.

FROM whatever premises opinions are started, they concur in placing Education first among the social questions of the day, in the order of solution. The strongest minds of the age have bent all their energies to the task of popularizing knowledge, and devising efficient systems of national instruction.

In all these systems the services of the living agent or teacher have been considered indispensable, and a social position has by degrees been accorded to him, in some degree commensurate with his importance. There is a necessary connection between the work done, and the workman, and the more men learn to value the power of intellect, the more they prize the ability to bring into subjection the natural forces, the highest estimate will they put upon the trainer who develops this power and makes the mind conscious of this ability.

The most enlightened nations are now beginning to recognize teaching as a profession. The opinion is gaining ground that excellence in this particular avocation, as in all others, is only to be obtained by making it a life-work. Old opinions are being exploded, and the old barriers broken down, as Education has cleared away the rubbish of ignorance and revealed the latent forces of Society. Men have seen that a potent force is in operation in the world, effecting a silent yet mighty revolution, and have accorded to those who wield this great power, a more respectable status than heretofore.

In the United States the condition of the district School-master was long a by-word and a reproach. He was popularly known as a strolling adventurer, who "worked for nothing and boarded round." He had no abiding city; but wandered up and down the earth, doling out his mental pabulum for the merest pittance. His earthly possessions were few and he could sing with a clear conscience,

"No foot of land do I possess,
No cottage in this wilderness."

Now his importance is felt, his salary is more than respectable, and he can hold up his head among the best of the land. Nova Scotia has passed through a similar ordeal. Within the

memory of many, rough, unpolished, unlettered men perambulated the length and breadth of our fair Province, ruling by the power of the rod a terror to evil-doers, and often even to those who did well. *Masters* indeed they were, but seldom *teachers*. There was no contact of mind with mind, no developing that of which the growth had been kept back, strengthening what was weak or supplying what was deficient. These functions were seldom thought of. The qualities chiefly prized were those of a strict disciplinarian, and "to keep good order" was the *ultima thule* of their ambition. Under the auspices of such teachers the schools dragged out a spiritless, if not a lifeless, existence; the tangible representative of that instruction which they did not communicate, fostering the prejudice against Education which prevailed among the poor, obstacles to the cause they were established to promote. Is it any wonder that in such a condition of things the profession got into disrepute.

The census of 1861 revealed such a deplorable amount of ignorance in our province as to shake the faith of thinking men in the then existing system of schools. Immediate action was necessary to save us from reproach. In the subsequent enactments of the Assembly concerning Education, and in the endeavors of patriotic men to carry out these enactments, the services of the teacher have been duly recognized. The province expects much from him. She looks to him as the agent for elevating her, socially and intellectually, to an equality with other nations. His services having thus been acknowledged indispensable, his social recognition must necessarily follow.

It may seem unaccountable, at a first glance, why so few adopt teaching as a profession. The career of a schoolmaster appears at the beginning sufficiently brilliant. A young man, at the age of twenty, may be in the receipt of \$350 or \$400 a year. He may in a few years more, if successful, obtain even \$500 or \$600, which is more than a lawyer or clergyman, at that age, could expect. But the teacher can never attain to a larger income. He reaches, in early life, a table land, and may tread it till he dies. Hence arise discontents, complaints and a longing for other employments. Steadfastness of purpose is a very important element of success. Persons of vacillating dispositions generally mount the ladder of fame slowly. This truth the teacher recognizes, but is yet unable to shake off a certain restlessness to which he is peculiarly liable. In addition to this is his isolation. The burden laid upon him must be borne by his own shoulders alone. There are none to counsel him, none who can enter into his feelings and sympathize with his peculiar cares and annoyances. Is it strange that he looks yearningly towards other professions and neglects the means by which he might accommodate himself to his own? This denial of his calling, this using it as a stepping stone to other vocations, has given the public a very inferior idea of his importance, and placed his status far below its desert.

If we wish, as teachers, to be elevated in the social scale, we must use the means at our disposal. Let us respect our calling and give prominence to our work. The estimation we put upon ourselves is generally the standard by which others value us. Let us no longer depreciate our labors. In no position of life is it more important to employ a gentleman and a man of superior culture than as an instructor of those who are themselves to become gentlemen and men of cultivated minds. Teachers must understand the importance of their vocation. To them are committed the germs of future plants, plastic material to be moulded either into elegant specimens of ware, or into misshapen, unsightly vessels. The influence of the teacher is incalculable. Dr. Arnold affirmed that "the headship of a school is a cure of souls." Youth is peculiarly susceptible to evil influences, and if we would give a healthy moral tone to society we must not only reform criminals, but, which is a vastly greater work, prevent the growth of a population of juvenile offenders ready year after year to recruit the decimated ranks of vice. The work is not to cleanse the polluted stream after it has long flowed on its pestilential course, but to purify the fountain. Who is so well able to effect this as the teacher?

The profession will also be elevated by a more thorough qualification. Teachers must not content themselves with superficial attainments, but must seek an extensive and minute acquaintance with the branches they are to teach. They should be able to comprehend the true end of Education, and strive to understand the human subject as thoroughly as his complicated nature will allow. Man is a moral, intellectual and religious being, and the teaching that ignores one of these fundamental attributes of his nature is not only defective but faulty. An exclusively intellectual culture induces hard-heartedness; an exclusively moral one tends to fatuity; an exclusively religious one often ends in insanity. One, who assumes to mould the minds of youth, should be competent to foster each of these principles. We do not ask him to teach the doctrines of any particular church, but to instil reverence for our holy religion, for we believe that the acceptance of the peculiar dogmas of no sect under heaven has any tendency to make the recipient God-fearing in his secret thoughts, or chaste in his actions. We must not mistake the means for the end. Our church is not our religion; it is but "the casket in which the jewel lies." The teachers work here precedes, and underlies the preachers.

Another most essential means for elevating the profession is the formation and faithful working of county associations. We

must cultivate more *esprit de corps*. More of the teachers should attend the Provincial Association and in every county they should be organized for mutual improvement and advancement. It is chiefly through the lack of professional organization that so many of the ignorant and the vile have in times past thrust themselves into the ranks of teachers, and thus lowered their general character. How happens it that law, medicine, and divinity have so greatly the precedence over the vocation of the instructor? Is it not because they have constituted themselves into professions? They have thus secured all those internal improvements and external advantages which can spring only from organization. Let the intellectual and moral power so largely possessed by teachers be but combined and brought to bear upon their advancement in ability and worth, and no influence on earth can long depress them below their deserved place in the community.

A.

I SHALL MISS THE CHILDREN.

(BY CHARLES DICKENS.)

When the lessons and tasks are all ended,
And the school for the day is dismissed,
And the little ones gather around me,
To bid me good night and be kissed:
Oh the little white arms that encircle
My neck in a tender embrace!
Oh, the smiles that are halos of heaven,
Shedding sunshine of love on my face!

And when they are gone I sit dreaming
Of my childhood too lovely to last,
Of love that my heart will remember
When it wakes to the pulse of the past,
Ere the world and its wickedness made me
A partner of sorrow and sin
When the glory of God was about me
And the glory of gladness within.

Oh, my heart grows weak as a woman's,
And the fountains of feelings will flow,
When I think of the paths steep and stony,
Where the feet of the dear ones must go;
Of the mountains of sin hanging o'er them,
Of the tempest of Fate blowing wild:
Oh! there is nothing on earth half so holy
As the innocent heart of a child.

They are idols of hearts and of households;
They are angels of God in disguise;
His sunlight still sleeps in their tresses,
His glory still gleams in their eyes:
Oh! those truants from home and from heaven,
They have made me more manly and mild,
And I know how Jesus could liken
The kingdom of God to a child.

I ask not a life for the dear ones
All radiant, as others have done.
But that life may have just enough shadow
To temper the glare of the sun.
I would pray God to guard them from evil
But my prayer would bound back to myself;
Ah! a scraph may pray for a sinner,
But a sinner must pray for himself.

The twig is so easily bended,
I have banished the rule and the rod;
I have taught them the goodness of knowledge,
They have taught me the goodness of God.
My heart is a dungeon of darkness,
Where I shut them from breaking a rule.
My frown is sufficient correction;
My love is the law of the school.

I shall leave the old house in the autumn,
To traverse its threshold no more;
Ah! how shall I sigh for the dear ones,
That meet me each morn at the door
I shall miss the "good nights" and the kisses,
And the gush of their innocent glee
The group on the green and the flowers
That are brought every morning to me.

I shall miss them at morn and at eve,
Their song in the school and the street
I shall miss the low hum of their voices,
And the tramp of their delicate feet,
When the lessons and tasks are all ended,
And Death says: "The School is dismissed!"
May the little ones gather around me,
To bid me good night and be kissed?

GOVERNMENT GRANTS

In aid of Public Schools, paid to Teachers for the Term ended October 31st, 1920.

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

TEACHER.	Number of Teaching days employed	Am't. paid to Teacher from Pro. Treasury.
COUNTY OF ANTIGONISH.		
GRADE B.		
Boyd, Angus	114	\$80 00
Bourke, David	114	60 00
Cunningham, N.	114	60 00
Cameron, Hugh	114	60 00
*Gillis, Angus	114	80 00
McDonald, N.	114	60 00
McGillivray, A.	114	60 00
McDonald, Allan	90	47 36
McDonald, R.	114	60 00
McDonald, A.	114	60 00
McGillivray, A.	114	60 00
McDonald, D.	80	42 10
Miller, C. J.	111	58 42
McKinnon, A.	112	58 94
McPherson, J.	105	55 26
McDonald, P. A.	214	60 00
McNeil, D.	114	60 00
McLean, W.	112	58 94
GRADE C.		
Atwater, H. W.	103	40 05
Bonin, John B.	114	45 00
Chisholm, C.	114	45 00
Cameron, W.	112	44 20
Cameron, Jessie	114	45 00
Creed, Annie D.	114	45 00
*Chisholm, C.	104	54 73
Chisholm, Annie	90	35 52
Fraser, John	114	45 00
Gillis, Dougald	95	37 49
Gillis, Donald	114	45 00
McPherson, A.	111	43 81
McKinnon, Eunice	112	44 20
McDonald, Sophia	114	45 00
McDonald, A.	114	45 00
McDonald, Ellen	114	45 00
McIsaac, W.	114	45 00
McDonald, H.	114	45 00
Sutherland, A.	114	45 00
GRADE D.		
Chisholm, Archd.	114	30 00
Chisholm, D.	95	24 99
Cullen, Mary A.	114	30 00
Crockett, A.	113	29 73
Corbet, Mary	114	30 00
Cameron, J. D.	114	30 00
Cameron, John	100	26 31
Copeland, A.	108	28 42
Fraser, John	114	30 00
Fraser, Wm.	112	29 47
Kenna, Ellen	114	30 00
Lavash, C. D.	80	21 05
Gillis, Stephen	114	30 00
Gillis, Angus	114	30 00
Henderson, D.	77	20 26
McDonald, Mary	113	29 73
McDonald, John	114	30 00
McDonald, Effy	101	26 57
McDougald, A.	113	29 73
McDonald, Allan	103	27 10
McPherson, Ann	100	20 31
McDougald, D.	105	27 63
Smith, Joseph	24	6 31
M. Greve	84	22 10
GRADE E.		
Connors, Ellen	95	18 74
*Cameron, G. D.	114	30 00

Fraser, Margaret	112	22 10
*Gillis, Mary A.	113	29 73
Henderson, C.	114	22 50
Hanifan, Joanna	114	22 50
McIsaac, Mary	114	22 50
*McDonald Flora	111	30 00
McNeil, Mary	110	28 91
McDonald, Cath.	108	21 31
McDougald, J.	195	20 72
McDonald, Jerusha	111	21 90
McDonald, M. A.	114	22 50
McLean, Mary	112	22 10

CO. OF CAPE BRETON.

GRADE B.		
Carey, John	\$114	60 00
Dimock, W. D.	111	58 42
*Fox, Charles Jas.	114	80 00
Gillis, Alexander	114	60 00
*Gillis Joseph	114	80 00
McDonald Danl.	109	57 36
McEachran D.	112	58 94
McKay John	107	56 31
McKinnon Alex.	111	60 00
McKinnon Michael	114	60 00
McLeod John	110	57 89
Morrison Alex.	114	60 00
Rindress John	112	58 94

GRADE C.		
Anderson Annie	\$106	41 34
Archibald Bessie	110	43 42
Archibald Eliza	119	43 02
Armstrong John	110	43 49
Bonar James	110	43 42
*Falconer Lilly	113	59 47
Fraser John	115	45 00
Hanrahan James	111	43 81
Hanrahan M. J.	110	43 42
Harrington Annie	105	41 44
Lewis Francis	115	45 00
Matheson Murd.	115	45 00
Morrison Donald	115	45 00
*McCuish John A.	114	60 00
*McInnes Michael	114	60 00
MacKay Charles	114	45 00
McMullin Duncan	114	45 00
*McNeil Ambros	111	60 00
*McNeil John	114	60 00
McSwan Duncan	114	45 00
Norwood A. S.	114	45 00
Porter Frederick	114	45 00
Anderson, Carrio	113	44 60

GRADE D.		
*Arbuckle Niel	\$114	40 00
*Bethune Christ'a	103	30 13
*Cameron A. S.	114	40 00
Campbell Christina	106	27 89
*Corbett James	114	40 00
Dillon Jemina	114	30 00
Dowling Patrick	114	30 00
*Fergusson Angus	92	32 37
*Fergusson Arch.	114	40 00
*Garrat Charles	114	40 00
*Gillis Hugh	102	35 78
*Hayes Joseph	111	40 00
Holmes Annie	114	30 00
*Johnston James	114	40 00
*Johnston John	112	39 29
Kennedy Alex.	109	28 68
Lowther George,	114	30 00
*McCuish, Maggie	114	40 00
McDonald, Alex.	114	30 00
McDonald, Alex.	114	30 00
*McDonald, Allan	112	39 29
*McDonald, Arch.	114	40 00
*McDonald, Dun.	114	40 00
McDonald, John	102	26 84
*McDonald, John		
Balls Creek	110	38 58
McDonald, Hugh	114	30 00
McDonald, Joseph	114	30 00
*McDonald, J. D.	114	40 00
*McDougall, A. M.	114	40 00
*McDougall, Arch.	114	40 00
*McDougall, Donl.	114	40 00
*McDougall, Dan.	114	40 00
*McDougall, Jas.	114	40 00
*McDougall, Philip	110	38 58

McGilvray, Danl.	111	30 00
* " Jos. Esk	101	35 42
* " Jos. L.B.	111	38 93
*McIsaac, Danl.	114	40 00
McKay, Allan	111	30 00
*McKeigan, Alex.	111	40 09
McKenzie, Lexna	113	29 73
*McKinnon, Niel	101	35 42
McLean, Rodk. J.	114	30 00
McLeod, Catherine	108	28 42
McMullen, Malcom	110	28 94
*McNeil, Angus	114	40 00
McNeil, Murdoch	85	22 26
McNeil, Roderick	114	30 00
*McNeil, Stephen	114	40 00
*McNiven Archb.	111	40 00
McPhie, Peter	114	30 00
Martell, Julia	111	20 20
*Martell, Patience	111	40 00
Moore, Josephine	103	27 10
Walsh, Mary	111	30 00
*McDonald, Josh.	114	40 00
McVarish, Joseph	111	30 00

GRADE E.		
*Gillis, Margaret	114	30 00
Jackson, Fliza	114	22 50
*McDougall, Mary	112	29 47
*McNeil, Maggie	113	29 73
McPhie, Isabel	110	28 94
*Moffatt, Emily	96	25 26
*Shepard Annie	65	17 10

ASSISTANTS—GRADE F.		
Cyrus, Campbell	110	14 47

COUNTY OF COLCHESTER

GRADE A.		
Blanchard, E.	97	\$ 60 00
McRae, Alex.	114	49 99
Ross, John T.	95	56 31
Ross, Wm. B.	107	
GRADE B.		
Armstrong, J. E.	113	59 47
*Baillie, J. M.	86	45 26
Blair, J. A.	110	57 89
Corbett, W. D.	114	60 00
Creelman, D. F.	107 1/2	56 57
Crowe, L. G.	82	43 15
Goudey, S. E.	113	29 47
Little, James	99	52 10
McDonald, S.	88	46 31
*Mattheson, H.	114	60 00
Moore, E.	113	59 47
Murray, T. C.	110	57 59
Poole, J. T.	114	60 00
Richard, J. J.	114	60 00

GRADE C.		
Archibald, Bertha	94	37 10
* " Bessie	105	55 26
* " Janet	114	45 00
* " Jenny	56	22 10
Baxter, M. A.	114	45 00
Bryden, E.	111 1/2	44 00
* " I. E.	87	34 34
Boyd John	114	45 00
Brookes, M. E.	109	43 02
Brown, Henry	114	45 00
Corbett, Mary D.	109	43 02
Downing, John R.	114	45 00
Faulkner, M. M.	99	39 07
Fulton, C. C.	115	45 00
* " Jas. Ross	110	43 42
* Guild, J. L.	70	36 84
Hamilton, Isabella	112	44 20
* " M.	114	60 00
Kent, J. H.	81	31 97
Leake, A.	99	39 07
Little, Laura	114	45 00
* " R. J.	95	37 49
Logan, E.	109 1/2	43 22
McCurdy, Lucinda	112	44 20
McDonald, Anna	79	31 18
McDowell, A.	111	43 81
* " Isaac	110	43 42
McIntosh, Hugh	87	34 34

McKeen, E. B.	113	41 60
McKenzie, Jessie	110	43 42
*McLeod, John	111	60 00
Maxwell, A.	111	43 81
Minard, E.	98	38 68
Newcomb, R. A.	91	37 10
Reilly, Sarah	88	34 73
Russell, Eliza	100	39 47
* " Isabella	114	45 00
Smith, A.	111	45 00
Stevens, H. N.	83	32 76
Sullivan, M. J.	113	44 60
*Sutherland, Sp.	100	52 63
Swallow, C. W.	100	39 47
Trueman, A. J.	95 1/2	37 69
Wood, Bertha	98	38 68

GRADE D.		
*Aikenhead, A.	114	40 00
Ambrose, Susan	114	30 00
*Bates, M. A.	144	40 00
*Campbell, M. A.	71	21 90
Carlyle, M. A.	100	26 31
*Clark, M. H.	114	40 00
Clow, L.	113	29 73
*Cox, N. D.	114	40 00
Creelman, J. J.	94	23 78
* " M. A.	114	30 00
* " M. J.	114	30 00
Crowe, H. J.	114	39 00
* " Joseph	199 1/2	28 88
*Dobson, Jane	114	40 00
Downing, J. L.	56	14 72
*Dunphy, E.	112	39 47
*Ellis, J. E.	114	40 00
Fields, Luther	104	27 36
Fisher, George	56	14 73
Fletcher, Ada	108	28 42
Graham, Jane	114	30 00
*Irvine, M.	110	38 58
Johnson, D. M.	114	30 00
* " M. N.	58	15 26
Logan, J. McI.	114	30 00
Lyndsay, J.	114	30 00
McDonald, M. L.	109	28 68
*McLean, H. J.	111	38 93
McLeod, Hughina	114	30 00
Marshall, Sophia	114	30 00
*Morrison, R. D.	79	27 70
*Parker, Henrietta	89	31 22
Patcu, James	108	28 42
Peppard, L.	113	29 73
* " R.	109	28 68
Reynolds, A.	109	28 68
Ross, Catherine	114	30 00
Byan, M.	60	15 72
Semple, M.	114	30 00
*Staples, N.	114	40 09
*Wall, Sarah	114	40 00

GRADE E.		
Crocker, M.	98	19 34
Cox, L.	105	20 72
*Fisher, E.	77	20 26
*Sutherland, M.	114	30 00

ASSISTANT—GRADE E.

Nelson, A.	113	15 00
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COUNTY OF HALIFAX.

GRADE B.		
Andrews, H. W.	\$110	77 18
Bryden, Chas. W.	114	60 00
Hollies, John	101	58 81
Logan, Robert	80	42 10
McLean, John	114	60

Table listing names and numbers: *W. Daykee 61, *L. Flint 113, L. Goudey 114, M. Goudey 114, J. Harrison 114, E. C. Hilton 113, E. Hilton 112 1/2, M. Hilton 114, D. L. Porter 101, E. Porter 80, M. Rogers 114, L. Saunders 114, M. Sinclair 113, Jessie Smith 113 1/2, E. Stubbart 30, J. Westcott 90, M. Woodworth 113 1/2, A. Van Nordan 109.

GRADE D.

Table listing names and numbers: J. Archibald 100, L. Churchill 72, G. D'Entremont 109, L. D'Entromont 99, H. Durkee 105, *J. Durkee 114, J. Gavel 113, *E. Grant 57, Larkin, M. 114, A. Hilton 103, *J. LeBlanc 70 1/2, G. McDonald 94, *E. Oram 101, *T. Porter 96, S. Seeley 114, D. Spinney 99, A. Symonds 95, *M. Ledford 114, J. Urayton 52.

GRADE E.

Table listing names and numbers: *M. Bingay 55 1/2, F. Bourque 82, E. Cottran 113, M. Cottran 112, *M. Hersey 114, *J. Lenk 55 1/2, *M. Ryerson 56, E. Larcette 86.

ASSISTANTS.

Table listing names and numbers: C. Cottran 112, R. LeBlanc 114, M. Jackson 113.

CO. OF ANNAPOLIS.

GRADE A.

Table listing names and numbers: Ross, Alex. 110.

GRADE B.

Table listing names and numbers: Andrews, Frank 95, Calnek, T. M. 109, Canlek, W. A. 93, Crosscup, Geo. E. 114, Fullerton, A. 114, Hall, A. F. 112, Lyons, M. J. 55, McKinnon, Archd. 114, Morehouse, Wm. 114, Paker, J. G. H. 114, Phinney, C. S. 114, Roagh, T. B. 114, Shafner, S. C. 114, Spurr, J. C. 94, Whitman, Phineas 58.

GRADE C.

Table listing names and numbers: Baker, Reis 114, Bent, Sophia 114, Berteaux, Laleah 113, Brown, Annie, M. 114, *Brown, A. D. 100, Chute, Bertha 114, *Clarke, Annie 114, Crosscup, John II. 114.

Table listing names and numbers: Edgett, H. J. 113, Emslie, M. E. 114, Fitch, A. W. 114, Freeman, H. 109, *Gates, Jas. H. 111, Goucher, J. P. 100, Huntington, L. A. 78, Jones, W. C. 109, Longley, J. F. 114, *Longley, Chas. E. 114, Longley, Ella 110, Luxton, H. T. 114, *McGill, Geo. B. 109, Marshall, Rosina 113, *Margeson, Hattie 114, Messenger, J. M. 95, Miller, S. M. 114, Mills, Phebe M. 114, *Miller, S. II. 46, Monaghan, Jas. 101, Parker, Annie E. 114, Parker, Abbie E. 95, Parker, A. M. 114, Phinney, Annie M. 114, Poole, Armilla 100, *Randall, Bella 114, Reagh, Francis 112, Reed, Annie A. 114, Rice, Rebecca W. 114, Shafner, H. B. 114, Shaw, S. J. 28, Tomlinson, J. W. 114, VanBuskirk, M. L. 111, Videto, Helen A. 114, *Wade, F. B. 114, Young, W. A. V. T. 114.

GRADE D.

Table listing names and numbers: *Allison, Alison S. 114, Bishop, Emma 114, Brown, Emma 114, Burns, Elizabeth 114, Coldwell, S. B. 114, *Crosscup, H. L. 60, Dodge, Sophia D. 114, Durling, Lenora 114, Homer, Anthony 114, Longley, A. G. 94, *Longley, M. M. 112, Miner, W. H. 113, Neily, Joel B. 114, Oakes, Maria 99, Robertson, John 114, *Ruggles, Bessie 104, *Saunders, Arthur 114, *Sloan, James 112, Stronach, Maggie 114, *Slocomb, M. L. 114, Spinney, Annie M. 114, Starratt, Annie B. 114, *Troop, Eunice E. 100, *Videto, Susie A. 103, Wade, Annie 114, *Wade, Moore C. 104, *Witt D. Adelia 92, *Withers, Chas. E. 114, *Whitman, Wm. II. 114, Young, Annie C. 114.

GRADE E.

Table listing names and numbers: Chute, Martha E. 104, *Devanney, Helen 100, *Flliott, Lytitia 114, *Isles, Phebe 106, Marshman, Z. 114, Milner, Aratia 78, *Saunders, Loisa 114.

ASSISTANTS.—GRADE C.

Table listing names and numbers: Mills, S. C. 114, Wiswell, Mary 111.

CO. OF CUMBERLAND.

GRADE A.

Table listing names and numbers: Mellish, John T. 48, Stewart, J. J. 62.

Table listing names and numbers: GRADE B. Angus, Nathaniel 114, Hannah, Robert 114, McAulay, Donald 114, Reid, Henry 114.

GRADE C.

Table listing names and numbers: *Atkinson, Michael 103, Brown, Amy 114, Betts, John F. 108, Black, Bessie J. 114, Black, Mary E. 113, Baird, Annie 114, Burns, Margaret 114, *Carter, Amelia A. 114, Cahill, Annie J. 114, Colter, Milinda 110, *Canfield, Isaac G. 114, Canfield, Clara A. 114, Canfield, Wesley B. 111, *Charman, Eliza G. 114, Davison, Arthur J. 114, Dobson, Mary 114, Freeman, Eliza 114, Fowler, Bessie 114, Finley, Aaron 114, Graham, Isabella 112, *Gooden, Edmd. B. 114, Ibbitson, Celia A. 114, Kerr, Aleida F. 112, Keith, A. C. 114, Logan, Ellen A. 109, *Logan, Elizabeth 114, Layton, Emma A. 114, McDonald, Duncan 112, McAlmon, Lorena 109, Phelan, Geo. B. 114, Pipes, Jos. II. 114, Phelan, Julia S. 114, Patterson, Wm. G. 110, Quigly, Sarah M. 114, Riad, Lavinia C. 113, *Robinson, Fredk. 91, Seaman, Laura A. 107, *Stewart, W. D. B. 114, Skimmings, Elizabeth 110, Stevens, Maria II. 114, Stewart, Bessie A. 114, Tait, Jas. S. 114, Travis, Annie 114, West, Julia A. 114.

GRADE D.

Table listing names and numbers: Atkinson, J. II. 111, Angus, Samuel 92, *Beaton, Amelia 21, Bond, Lucinda 114, Bennett, Lucy 114, Canfield Bebecca J. 114, Corbett, Jean 114, *Carter, Emeline E. 114, Chambers, Annie S. 112, *Dobson, Mary J. 114, Finley, Annie 114, Finley, Sarah E. 114, Fisher, J. Magher 110, Grant, Annie 114, *Glennie, M. J. W. 104, Huestis, Sarah A. 107, Hunter, Maggie 114, Higgins, Jessie 103, Higgins, Margaret 114, Kerr, Julia C. 114, *Layton, Rena 95, McIntosh, Donald 102, Mills, Emma 92, McCarthy, John 81, McLean, Harriot 114, *Mills, A. 114, *Monroe, Grace B. 114, McIvor, Sebilla 114, Phelan, Uderville 114, *Roberts, C. S. 92, Salter, Rachel 88 1/2, Smith Emma 113, Smith, Bessie 114, Smith, Robt. W. 113.

Table listing names and numbers: *Simpson, Maria A. 113, Thompson, Susan A. 109, Tuttle, Izzie A. 114, Treen, Margaret J. 111, Travis, Maretta 108.

GRADE E.

Table listing names and numbers: Brown, Eleanor J. 100, Corbett, Sarah 97, *Fife, Annie 97, *Hanning, Emily 114, Holmes, Euama 98, Martin, Martha 114, McKenzie, Annie 114, Murphy, Mary A. 114, *Miller, Jane 114, Nelson, Angus 114, Pens, Maggie 83, Pagan, Mary Ann 111, Pettis, Sophia A. 105, Purdy, Udivella 114, Ross, Mary 114, Salter, Jane H. 113, *Stewart, Mary A. 114, *Stevens, Rhoda N. 90, *Seaman, Emelino 110, West, Cassie 114, Wheeler, Jane S. 63, *Murphy, Mary A. 13 1/2.

ASSISTANTS—GRADE B.

Table listing names and numbers: Dixon, Amasa 95.

GRADE C.

Table listing names and numbers: Freeman, Emily 110.

COUNTY OF DIGBY.

GRADE A.

Table listing names and numbers: Cameron, J. J. 114, Eaton, James II. 114.

GRADE B.

Table listing names and numbers: Davidson, W. S. T. 97, Gaudet, Fidele J. 114, Gilliland, C. E. 114, Godfrey, John F. 114, Gouge, Wm. H. 114, Hall, Jas. 7, Parker, Geo. J. 114, Tucker, Chas. II. 114.

GRADE C.

Table listing names and numbers: *Armstrong, Agnes 114, Aube, J. E. 114, Cornwell, Eleanor A. 114, *Cugwell, Alice C. 107 1/2, *Dakin, Sarah A. 95, Denton, Wallace C. 112, Dunbar, Mary 85 1/2, *Gates, Maria E. 114, Hogan, Ellen 114, Jones, Mary E. 112, Mary Joseph, Sister 114, Mary Ignatius, Sister 114, Parker, Annie M. 98, *Porter, Victoria J. 114, *Potter, Annie C. 114, Ross, Alex. 105, Saunders, John F. 114, Saunders, Harriet 114, Smalle, Mary 103, Veautour, Frs. J. 114.

GRADE D.

Table listing names and numbers: *Comeau, Frs. J. 100, *Cornwell, Almira 113, *Cossaboom, Emily 110, Crowley, Margaret 114, *Grant, James 114, *Haney, Annie 114, *Kerr, T. C. 114, LeBlanc, Elizabeth 114, *Setteny, Jonathan 114, *Lombard, Pauline 109 1/2, Mullan, Rosalie 110, Ross, John 114, *Sabean, Dorcas A. 96, Saunders, Harriet E. 114, *Smalle, Augusta 113, Taylor, Jane 114, Therian, Monique 112.

GRADE E.

Table listing names and numbers: Burns, Lavinia 92, *Johnston, Harriet E. 85, *Normandy, Helen E. 60, *Nowlan, Margaret A. 114, Po'cier, Mathilde 114, Saunders, Annie E. 114, Smalle, Emma 107, Withers, Bertha 104, Young, Sarah 100.

ASSISTANTS—GRADE C.

Table listing names and numbers: Mary Stanislaus, Sister 113, Mary John, Sister 114, Mary Gabriello 114.

GRADE D.

Table listing names and numbers: Comeau, Adeline 114.

GRADE E.

Table listing names and numbers: Marr, Maggie 80.

EDUCATION IN GERMANY.

THE cardinal principles of the system of Primary Public Instruction as now organized in the German States, are—

First. The recognition on the part of the government of the right, duty and interest of every community, not only to co-operate with parents in the education of children, but to provide as far as practicable, by efficient inducement and penalties, against the neglect of this first of parental obligations, in a single instance. The school obligations—the duty of parents to send their children to school, or provide for their instruction at home,—was enforced by law in Saxe-Gotha, in 1643; in Saxony and Wirtemberg, in 1659; in Hildesheim, in 1663; in Calenberg, in 1681; in Celle, in 1689; in Prussia, in 1717, and in every State in Germany, before the beginning of the present century. But it is only within the last thirty years, that government enactments have been made truly efficient by enlisting the habits and good will of the people on the side of duty. We must look to the generation of men now coming into active life for the fruit of this principle, universally recognized, and in most cases widely enforced in every State, large and small, Catholic and Protestant, and having more or less of constitutional guaranties and forms.

Second. The establishment of a sufficient number of permanent schools, of different grades, according to the population, in every neighborhood, with a suitable outfit of buildings, furniture, appendages, and apparatus.

Third. The specific preparation of teachers, as far as practicable, for the particular grades of schools for which they are destined, with opportunities for professional employment and promotion through life.

Fourth. Provision on the part of the government to make the schools accessible to the poorest, not, except in comparatively a few instances, and those in the most despotic governments, by making them free to the poor, but cheap to all.

Fifth. A system of inspection, variously organized, but constant, general and responsible—reaching every locality, every school, every teacher, and pervading the whole State from the central government to the remotest district.

The success of the school systems of Germany is universally attributed by her own educators to the above features of her school law—especially those which relate to the teacher. These provisions respecting teachers may be summed up as follows.—

1. The recognition of the true dignity and importance of the office of teacher in a system of public instruction.

2. The establishment of a sufficient number of Teachers' Seminaries, or Normal Schools, to educate, in a special course of instruction and practice, all persons who apply or propose to teach in any public primary school, with aids to self and professional improvement through life.

3. A system of examination and inspection by which incompetent persons are prevented from obtaining situations as teachers, or are excluded and degraded from the ranks of the profession by unworthy or criminal conduct.

4. A system of promotion, by which faithful teachers can rise in a scale of lucrative and desirable situations.

5. Permanent employment through the year, and for life, with a social position and a compensation which compare favorably with the wages paid to educated labor in other departments of business.

6. Preparatory schools, in which those who wish eventually to become teachers, may test their natural qualities and adaptation for school teaching before applying for admission to a Normal School.

7. Frequent conferences and associations for mutual improvement, by an interchange of opinion and sharing the benefit of each others' experience.

8. Exemption from military service in time of peace, and recognition, in social and civil life, as public functionaries.

9. A pecuniary allowance when sick, and provision for years of infirmity and old age, and for their families in case of death.

10. Books and periodicals, by which the obscure teacher is made partaker in all the improvements of the most experienced and distinguished members of the profession in his own and other countries.—*Rhode Island School Master.*

HON. HORACE MANN IN PRUSSIA.

On reviewing a period of six weeks, the greater part of which I spent in visiting schools in the north and middle of Prussia and in Saxony, (excepting, of course, the time occupied in going from place to place), entering the schools to hear the first recitation in the morning, and remaining till the last was completed at night, I call to mind three things about which I cannot be mistaken. In some of my opinions and inferences I may have erred, but of the following facts there can be no doubt:

1. During all this time, I never saw a teacher hearing a lesson of any kind (excepting a reading or spelling lesson), *with a book in his hand.*

2. I never saw a teacher *sitting* while hearing a recitation.

3. Though I saw hundreds of schools, and thousands,—I think I may say, within bounds, tens of thousands of pupils,—*I never saw one child undergoing punishment, or arraigned for misconduct. I never saw one child in tears, from having been punished, or from fear of being punished.*

During the above period, I witnessed exercises in geography, ancient and modern; in the German language,—from the explanation of the simplest words up to the bolles-letters disquisitions, with rules for speaking and writing;—in arithmetic, algebra, geometry, surveying and trigonometry; in book-keeping; in civil history, ancient and modern; in natural philosophy; in botany and zoology; in mineralogy, where there were hundreds of specimens; in the endless variety of the exercises in thinking, knowledge of nature, of the world and of society; in Bible history and in Bible knowledge;—and, as I before said, in no one of these cases did I see a teacher with a book in his hand. His book,—his books,—his library, was in his head. Promptly, without pause, without hesitation, from the rich resources of his own mind, he brought forth whatever the occasion demanded. I remember early one morning at a country school in Saxony, where everything about the premises, and the appearance, both of teacher and children, indicated very narrow pecuniary circumstances. As I entered, the teacher was just ready to commence a lesson or lecture on French history. He gave not only the events of a particular period in the history of France, but mentioned, as he proceeded all the contemporary sovereigns of neighboring nations. The ordinary time for a lesson here, as elsewhere, was an hour. This was somewhat longer, for, towards the close, the teacher entered upon a train of thought from which it was difficult to break off, and rose to a strain of eloquence which it was delightful to hear. The scholars were all absorbed in attention. They had paper, pen and ink before them, and took brief notes of what was said. When the lesson touched on contemporary events in other nations,—which, as I suppose, had been the subject of previous lessons,—the pupils were questioned concerning them. A small text-book of history was used by the pupils, which they studied at home.

I ought to say further, that I generally visited schools without guide, or letter of introduction—presenting myself at the door, and asking the favor of admission. Though I had a general order from the Minister of Public Instruction, commanding all schools, gymnasia and universities in the kingdom to be opened for my inspection, yet I seldom exhibited it, or spoke of it,—at least not until I was about departing. I preferred to enter as a private individual, an uncommended visitor.

I have said that I saw no teacher *sitting* in his school. Aged or young, all stood. Nor did they stand apart and aloof in sullen dignity. They mingled with their pupils, passing rapidly from one side of the class to the other, animating, encouraging, sympathizing, breathing life into less active natures, assuring the timid, distributing encouragement and endearment to all. The looks of the Prussian teacher often have the expression and vivacity of an actor in a play. He gesticulates like an actor. His body assumes all the attitudes, and his face puts on all the variety of expression, which a public speaker would do if haranguing a large assembly on a topic vital to their interests.

ENGLISH LITERATURE.

PART THIRD.

"To study history is to study literature. The biography of a nation embraces all its works."—Robert Aris Willmott.]

BROKEN ENGLISH, 1150–1250.

THE period under discussion is said to extend from 1150 to 1250 but it is necessary to be exceedingly guarded in making divisions of this kind. We have already remarked that changes in language and literature have not been sudden, but so gradual that no exact dates can be said to mark them. Still, it is none the less profitable to make such divisions. The traveler at Cape Horn may say that his eastern view is over the Atlantic, and his western over the Pacific, with out being called upon to point out the exact line that divides the two oceans. He may speak, too, of the marked difference between them, without being able to demonstrate from a single spot that the one is more tranquil than the other.

So, looking over English literature, we may speak of changes and periods, though no more able to point to exact dividing lines. Nay, more. We must lay down lines of demarcation, though we know the periods have no more definite bounds than the great oceans have. The stormy Atlantic sweeping around the Cape is quieted into the tranquil Pacific. So also in the onward sweep of time one historic and one literary period merges into another, exactly when, we cannot say.

When William the Norman assumed the government of England in 1066, he found religion and learning in a state of decay, though the Church, which ought to have fostered both, had sound foundations and large endowments. The scholastics were in considerable vigor in France; and it was quite natural that William should introduce his favorites among them to English sees. Thus

the spiritual care of his people devolved upon men who were not able to sympathize with the natives of the soil—in many cases they could not even converse with them. Under the King's fostering care, these ecclesiastics were able to adorn England with such rich and costly edifices as the cathedrals of Canterbury, Rochester, Norwich, and Worcester. but, at the same time, they were restrained from acquiring much civil power.

The succeeding Norman sovereigns were by no means equal to the first, and many evils that appear to have grown up gradually culminated in the reign of Stephen, the last of the line. This reign, in the language of Sir James Mackintosh, "perhaps contains the most perfect condensation of the ills of feudalism to be found in history." We cannot dwell upon these here and need only say that the reign of Stephen was a time of civil and religious oppression, causing turmoil and discord.

About here the period of *Broken English* begins, at the end of Norman rule, when in 1154 the first of the Plantagenets ascended the throne. It ends very near the date of the first meeting of the representatives of the people in something like the House of Commons in 1258. It includes the exciting times when the Crusades, which so thoroughly agitated Europe, affected England; and it is marked by interesting social movements, which, in the times of Edward III., and still more in the reign of Richard II., assumed an importance which we shall have occasion to remark as we proceed.

Henry II., the first Plantagenet, reigned from 1151 to 1189. The reign of Richard I. followed from 1189 to 1199. This sovereign, the celebrated *Cœur de Lion* (or Lion-hearted), could not speak English, was engaged in the Crusades, or in other foreign wars for almost the whole of his reign, and was only for eight months in the country he ruled, during the ten years of his reign. He was succeeded by John from 1199, to 1216, and by Henry III. from 1216 to 1272. The last mentioned attempted to abolish the Magna Charta, which had been forced from his father, John; but the people frustrated his design, and imprisoned him. This led to the assembling of the commons with the nobles in 1258, when the national right were again confirmed.

During the reigns of the Normans the Teutonic language of England had been in a state of conflict with the Romanic language of the conquerors, and by the time the Plantagenets assumed authority the effects were becoming apparent in what Dr. Craik calls the "First Great Revolution in our Language." This was the change from a *synthetic* to an *analytic* form.

By a synthetic language is meant one in which inflections are effected by adding letters or syllables to the root. This is the case with Latin, Greek, and other languages of complicated inflections. It was originally the case with our own speech.

An analytic language, on the other hand, is one in which these terminal distinctions are more or less abandoned; and in which the inflections indicating case, tense, mood, gender, etc., are made by means of particles or auxiliaries. In the process of time English has so changed that nearly one-half of its vocabulary is monosyllabic, and its grammatical relations are almost all expressed analytically. The language is therefore simpler. Take the definite article as an example. Originally it had twenty forms, there being a different one in the masculine, feminine, and neuter of each of five cases. These are now reduced to one. The verbs were very much more complicated.

The changes marking this revolution have been represented as follows:

1. The artificial distinction of gender, and its consequent effect upon declension, was superseded by the natural distinction of sex.
2. The agreement of the adjective with the noun was no longer rigidly preserved.
3. The inflection of nouns, as a system, was virtually at an end, though occasional instances remained.
4. The verbal inflections were reduced in number, and rendered less distinctive.
5. The government of prepositions became irregular and uncertain.
6. Prefixes and suffixes were struck off, shortened or softened. Thus *ge-haten* became *re-haten* or *ihate*; *ge-macod*, became *miked*; *ge-clipod*, *re-clipt*, and finally *clept*.

It has been asserted that during the period under discussion other languages besides English were experiencing the change from a synthetic to an analytic state, and whether it be true or not we find as we study the subject that most European languages have, at some time, felt the influence of the others. Thus the origin of many well-defined changes is difficult to trace. It is not proved that the Norman monarchs of England ever used any other than negative means to make their own speech take the place of English. They gave the force of their example in favor of using French in England, because, forsooth, they could not speak English. Their courtiers and the ecclesiastics did the same thing, for the like reason. Thus, with or without design, two languages were in conflict upon the same ground. The Romanic had all the advantages that its use by the noble conquerors could give it—the Teutonic had actual possession of the soil, was enbalm in the people's literature, and, what is more important, had a strong hold upon the affections of the people themselves. Thus, though English, could not be dispossessed entirely of its position, it was not only possible, but it was to be expected that

it should be disintegrated—that its form should be broken up, as we have seen it was. New words were also introduced.

Grimm says, "The Saxon forms soon dropped away because they did not suit the new roots, and the genius of the language from having to deal with the words in a rude state was induced to neglect the inflection of the native ones."

The letter *s* became about this time the sole mark of the plural in English words. It had previously been one among several. This may be one of the signs of the Norman influence, but, however that is, the social and political circumstances of England were much influenced by France, and they had their counterpart in the condition of the language and literature.

English literature was now waning, and the written form of the language probably gave way to the colloquial, which was analytic long before.

Literature was now almost exclusively cultivated in those monastic establishments to which the scholastics loved to resort, and which the Norman monarchs loved to foster. There was in these buildings one apartment appropriated to the writers and their sometimes very costly manuscripts. It was furnished with chairs, tables and desks. There were inks of various colors, and pens of primitive appearance. In fact all the literary conveniences of the time were grouped in this room, which was called the *Scriptorium*. The name was Latin, and so was much of the writing that was done in it. Such Latin records often took the form of chronicles, like Geoffrey of Monmouth's History of the British Kings, but they hardly belong to English literature.

Let us concentrate our attention upon three productions of the period. The first, written about the year 1200, is entitled *Layamon's Brut*, and is a chronicle of Britain from the arrival of Brutus—to whom the title refers—to the death of Cadwalader in 689. The author, who studied upon the bank of the Severn, at Erzley, says that "it came to him in mind, that he would of England tell the noble deeds. Layamon began his journey wide over the land, and procured the noble books which he took for pattern. He took the English book that Saint Bede made. Another he took in Latin that Saint Albin made, and the fair Austin who brought baptism in hither. The third book he took that a French clerk made, whose name was Wace. Layamon laid down these books and turned the leaves. He beheld them lovingly. May the Lord be merciful to him! Pen he took with fingers, and he wrote a book-skin and the true word set together, and the three books compressed into one." The compression of these three books resulted in a poem of thirty thousand lines. Among the words used the following are interesting: *Formeste*, foremost; *meud*, unknown; *icoren*, chosen; *kin-bern*, child; *herot-men*, courtiers, from hired, a family, or court; and *kwæg*, whey. The last word in its two forms shows the change from the natural arrangement of its two first letters to the present artificial style.

The Ormulum next demands our notice. Dr. Marsh considers it in some respects the most important philological monument of the period. Dr. R. Meadows White, who edited the *Ormulum* in 1852, describes it as "A series of homilies in an imperfect state, composed in metre without alliteration, and, except in a few cases, also without rhyme; the subject of the homilies being supplied by those portions of the New Testament which were read in the daily service of the church." The author was Orm or Ormin, "a canon regular of the order of St. Augustine," as he tells us, and he composed the work in English, at the request of brother Walter, for the spiritual improvement of his countrymen.

His plan is to paraphrase the lesson of the daily service, and then to expound it, in doing which he borrows frequently from St. Augustine and Alfric, and occasionally from the venerable Bede. The spelling of this author presents a principle of pronunciation which is very interesting. *Pine* is written *pin*, and *pin* is written *pinn*, and thus the consonant is doubled after a short vowel in a way that obtains somewhat at the present time. This habit of spelling gives the *Ormulum* an antique appearance, though the style is simple and easy. Brother Ormin cautions transcribers to follow his spelling exactly—

And (at he looko well that he
(And that he look well that he).
An bookstaf write tweis
(A letter write twice),
Eywhere then it upo this book
(Wherever then it upon this book)
Is writen o that wise
(Is written on that wise),
For he ne may nought elle
(For he may not else),
On English writen right te word
(In English write right the word).

Searching still in the monkish haunts we find our last specimen of the literature of this period in a prose composition called *The Ancren Riule*. *Ancren* is a contraction of *Ancrena*, and the title signifies a rule or guide for the nuns or anchoresses. The work is a treatise on the duties of monastic life, originally written in English and subsequently translated into Latin. The work of an ecclesiastic, it contains, as would be expected, a greater number of Latin words than a layman would have used. It exhibits the language in a state of transition. The inflections and conjugations are

somewhat simplified, but not entirely ignored. The work is also interesting, as showing that the homogeneity of the language was beginning to pass away, the infusion of foreign words, indicating the approach of the composite stage of English, which marks what Dr. Craik calls the Second Great Revolution, completed in the fourteenth century.—*The New York Teacher and American Educational Monthly.*

ARTHUR GILMAN.

TEACHERS SHOULD IMPROVE.

THERE are two classes of people in the world—those who make progress, and those who stand still. We have all seen the boy enter a mercantile establishment as an entry-clerk, or general servant, or ordinary salesman, and in a few years become a member of the firm; we have seen the hod-carrier become a builder, the type-setter an editor; and so on through all the occupations of men. Many, however, continue through life where they began making no progress in their work, doing it no better the last year of their lives than the first of their occupation. The difference between these two classes is chiefly this—the one observes, learns, and practices, improves in mind and in judgment, studies men and their operations, things and their relations, if not books; the other does the assigned task without a thought, without a desire to know its relation to other things, and hence does not improve in mind nor advance in work. In fact the great difference between one person and another is the different degrees of development and growth which they have been and are attaining.

Continued mental progress may be termed health, and an absence of improvement, decline. Now as the teacher's mental condition is impressed on his pupils, it is not difficult to judge why the pupils of one teacher make more rapid progress than those of another, other things being nearly equal. Conversely, the mental condition of a room of children will generally reveal the *status* of the teacher. This must be evident to all, even to those who visit schools with but little observation. It is true that public opinion sometimes destroys the best work of the teachers of a city or town, but that does not affect the truth of the statement, for by constant improvement in themselves and their work, they may totally change public opinion.

Every teacher has, at some time in his life, felt the exhilaration of mental growth; felt, also, a consciousness of power derived therefrom, which made labor lighter and obstacles smaller, and brought satisfaction to his heart—such and so great is the influence of conscious development. In this condition let him go before his pupils, and they will become inspired by contact with his growing soul, and will work with an enthusiasm and a directness of purpose that are truly surprising. Their lessons become easier to them, difficulties more easily overcome, study becomes a pleasure, and obedience and good order a necessary result of their good feeling. How happy such school-days, and how green their memory!

How different the effect when a teacher who is making no progress appears before his pupils! He finds it difficult to make them study, or learn their lessons, show animation, or maintain order. They become indifferent, slow dull, careless, irresponsible. One after another falls behind the class, cases of discipline, multiply, and there is no desirable development of the pupils' minds and characters. The atmosphere of the room is stagnant and oppressive, because there is no interchange of mental and moral sympathy, which every child needs in order to engage his energies and secure his support.

These two pictures can probably be seen in every graded school in the land. We therefore urge all teachers to make it their first and constant duty, not merely aim, to progress daily in mental acquisition, and in those dispositions of mind and heart which lead captive all minds that have the germ of a desire to improve. Especially would we entreat those who are conscious of not improving, but who, perhaps, think they do their work well enough and earn their money, to earn instead the satisfaction of their consciences and the life-long and happy remembrance of their pupils, by teaching under the conditions above described.

All teachers cannot reach eminence, but all may continually improve and rise in their work, and this should be the earnest desire of every one. We have sometimes thought that if they do not improve, their employers should make that a cause of dismissal, or rather should make continued improvement a condition of employment, to be tested, not by examinations, for they cannot reach the case, but by the appreciable improvement in both the person and his work.—*From the Schoolmaster.*

EATON'S COMMERCIAL COLLEGE.

THIS is an institution which has grown into successful operation in the city of Halifax within the last three or four years. Its object is to impart a practical business education: to

reach which appliances are introduced through which the Students themselves engage in business operations. A bank is in operation in the College, whose notes form a circulating medium. Tickets representing articles of merchandise are bought and sold among the Students who use the bank for purposes of deposit and discount. The College thus becomes a community of Merchants doing business with one another and subject to the laws and usages which govern business men everywhere. We consider the system an admirable one affording, as it does, actual experience of what every teacher of bookkeeping and practical Arithmetic must often labor hard to make his pupils realize,—the business operations which illustrate the problems to be solved. It appears to us that no better facilities for acquiring a good knowledge of business principles, and expertness in practical bookkeeping could be devised than are presented at the Commercial College; and we are glad to learn that the enterprise of the proprietors is being rewarded by a fair attendance of Students both from the city and the country.

Of course Bookkeeping is the principal subject taught, and its application to different kinds of business is explained and exemplified; but Arithmetic, Penmanship, Laws of Commerce Spelling, Business Correspondence, &c., as necessary accomplishments of the man of business, are carefully looked after.

The proprietors are Messrs. Eaton & Frazee. Mr. Eaton, conducts a similar establishment in St. John, N. B., and Mr. Frazee is principal of the College in Halifax.—*Com.*

McGILL COLLEGE, MONTREAL.

SCHOLARSHIPS AND EXHIBITIONS.

(Offered for Competition in September, 1871.)

GENERAL REGULATIONS.

EXHIBITIONS AND UNDERGRADUATE SCHOLARSHIPS

1. A Scholarship is tenable for two years. An Exhibition for one year.

SCHOLARSHIPS

2. Scholarships are open for competition to Students who have passed the University Intermediate Examination, provided that not more than three Sessions have elapsed since their Matriculation, and also to candidates who have obtained what the Faculty may deem equivalent standing in some other University.

3. Scholarships are divided into two classes, (1) Science Scholarships (2) *Classical and Modern Language Scholarships.*

The subjects of Examination for each, are as follows:—

(1) Science Scholarships.

Differential and Integral Calculus; Analytic Geometry; Plane and Spherical Trigonometry; Higher Algebra and Theory of Equations; Pure Mathematics as in Ordinary Course; Botany; Chemistry; Logic.

(2) Classical and Modern Language Scholarships.

Greek: Latin; English Composition; English Language and Literature. French.

EXHIBITIONS.

4. Exhibitions are assigned to the First and Second Year. First Year Exhibitions are open for Competition to Candidates for entrance into the First Year.

Second Year Exhibitions are open for Competition to Students who have passed the First Year Sessional Examination, provided that not more than two Sessions have elapsed since their Matriculation, and also to Candidates for entrance into the Second Year.

The subjects of Examination are as follows:—

First Year Exhibitions:—Classics, Mathematics, and English.

Second Year Exhibitions:—Classics, Mathematics, English Language, Chemistry, French.

5. The First and Second Year Exhibition Examinations will, for Candidates who have not previously entered the University, be regarded as Matriculation Examinations.

6. No Student can hold more than one Exhibition or Scholarship at the same time. But four of the First Year Exhibitions will be granted exemption from the sessional fees throughout their College Course under Presidential Scholarships from the Governor General. (See page 11 of Calendar.)

7. If in any one College Year there be not a sufficient number of Candidates showing absolute merit, any one or more of the Exhibitions or Scholarships offered for competition may be transferred to more deserving Candidates in another Year.

8. A successful Candidate, must, in order to retain his Scholarship or Exhibition, proceed regularly with his College course, to the satisfaction of the Faculty.

9. The Annual Income of the Scholarships or Exhibitions will be paid to four instalments, viz: in October, December, February and April.

10. The Examinations will be held at the beginning of every Session. There are at present sixteen Scholarships and Exhibitions.

THE JANE REDPATH EXHIBITION, established by Mrs. Redpath, of Terrace Bank, Montreal. Value, \$100 yearly.

THE McDONALD SCHOLARSHIPS AND EXHIBITIONS—Ten in number, established by W. C. McDonald, Esq. Montreal. Value, \$125 each, yearly.

THE GOVERNORS' SCHOLARSHIP established by the Board of Governors. Value, \$100 to \$120 yearly.

THE CHARLES ALEXANDER SCHOLARSHIP, founded by Charles Alexander, Esq., for the encouragement of the study of Classics and other subjects. Value, \$120 yearly.

THE TAYLOR SCHOLARSHIP OR EXHIBITION, established by T. M. Taylor, Esq. Value, \$100 yearly.

TWO OTHER EXHIBITIONS. Value, \$125 yearly.

The following will be offered at the Examinations commencing September 14th, 1871, under the regulations above stated:—

FIRST YEAR.

FOUR EXHIBITIONS.—Three of \$125, one of \$100. The Examinations will be in the following subjects:—

Classics.—Greek.—Homer, *Iliad*, bk. VI. Xenophon, *Anabasis*, bks. I. and II. Lucian, *Timon*. Grammar and Prose Composition. Latin.—Virgil, *Æneid*, bks. I and II.; Cicero, *Orat.* I, in *Catilinam*; Sallust, *Conspiracy of Catiline*; Caesar, *Gallie War*, bks. I. and II. Grammar and Prose Composition.

Text-Books.—Hadley's Elements of Greek Grammar. Arnold's Greek Prose Composition, Exercises 1 to 25. Dr. Wm. Smith's Smaller Latin Grammar and *Principia Latina*, Part IV.

Mathematics.—Euclid, bks. I, II, III, IV., Defs. of bk. VI. Algebra to end of Harmonical Progression (Colenso.) Arithmetic.

English.—English Grammar and Composition.—Bain's Grammar, as far as Derivation.) Special exercises in Grammar and Composition.

SECOND YEAR.

FOUR EXHIBITIONS.—Three of \$125 each and one of \$100. The Examinations will be in the following subjects:—

Classics.—Greek.—Homer, *Iliad*, bk. IX., and *Odyssey*, bk. XXII.; Arrian, bk. III.; Xenophon, *Memorabilia*. Grammar and Prose Composition.

Latin.—Virgil, *Æneid*, bk. VI.; Horace, *Odes*, bk. III; Cicero, *De Imperio Cn. Pompeii*; Livy, bk. XXI. Grammar and Prose Composition. History of Greece to the end of the Peloponnesian War. History of Rome to the end of the Punic Wars.

Text-books.—Dr. Wm. Smith's History of Greece. Liddell's History of Rome. Hadley's Greek Grammar. Smith's Student's Latin Grammar. Arnold's Greek Prose Composition, Smith's *Principia Latinæ*, Parts IV. and V. *Mathematics*.—The Mathematics (Ordinary and Honour) of First Year.

English Literature.—Hall's Grammar; Latham's Hand-book, Prosody;—Special exercises in Grammar and Composition. *Chemistry*.—The Metallic Elements, as in Roscoe's Elementary Chemistry. *French*.—Molière, *l'Avare*, les Femmes Savantes, le Misanthrope. Du FRYAS: Grammaire des Grammaires, (up to Syntax) Easy translation from English into French.

THIRD YEAR.

Two of these will be given on an examination in science, as follows:—
Four SCHOLARSHIPS of \$125 yearly.

Mathematics.—Differential Calculus (Hall), Chaps. 1 to 8 inclusive, Chaps. 12 and 14. Integral Calculus (Hall), Chaps. 1 to 6 inclusive. Analytic Geometry, (Salmon's Conic Sections), Hind's Plane and Spherical Trigonometry. Salmon's Modern Higher Algebra, (first six chapters). Touchstone's Theory of Equations. All the pure Mathematics of ordinary course with remainder of Drew's Conic Sections and of Colenso's Algebra, (Part 1.) *Natural Science*.—Botany as in Gray's Structural and Systematic Botany. Chemistry as in Roscoe's Elements.

Logic as in Thomson's Outlines of the Laws of Thought. Two will be given on an Examination in Classics and Modern Languages, as follows:

Classics.—Greek.—Euripides, *Medea*; Demosthenes, the Olynthiæ; Xenophon, *Hellenes*, Bk. I.; Herodotus, Bk. VIII.; Thucydides, Bk. I. Latin.—Horace *Satires*, bk. I., and *Epistles*, bk. I.; Virgil, *Georgics*, bk. I.; Terence, *Adelphi*; Tacitus, *Annals*, bk. I.; Cicero, *Select Letters*, (Vol. I. Toubner Series.)

Greek and Latin Prose Composition. *History*.—Text-books.—Hawkinson's Manual of Ancient History, Smith's *Greece*; Liddell's *Rome*.

English Language and Literature.—Spalding's English Literature, Bacon's *Essays*; Kilpaton's Anglo-Saxon Grammar; Trench's *Study of Words*; Trench's *English*, Past and Present.

English Composition.—(High marks will be given for this subject, in order to encourage the practice of it, after the models of the best writers.)

French.—*Racine*, *Britannicus*, *Andromaque*, *Iphigénie*. *De Firas* Grammaire des Grammaires. Translation from English into French.

NOTE.—The above is circulated for general information in advance of the publication of the Calendar for 1871-2. Heads of Schools are requested to make known its contents to their pupils. If additional Exhibitions should be offered notice will be given in the newspapers.

Copies of the Examination Papers set at the late examination for Scholarships and Exhibitions can be had on application to the Secretary, McGill College, Montreal.

October, 1870.



OFFICIAL NOTICES.

I.

At a meeting of the Council of Public Instruction, held on Saturday the 27th July, New Glasgow was made a station for the examination of candidates for provincial teachers.

A. S. HUNT,
Sec'y. Council Public Instruction.

II. School Books—Superior School Grants.

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

October 15th, 1869.

III. 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, 21st 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, Sydney.
Baddeck	A. Muuro, Boulardlarie.
Margaree Forks } Port Hood } Aricbat	John Y. Gunn, Broad Cove.
Guysboro } Sherbrooke } Antigonish	Remi Benoit, D'Escousse, S. R. Russell, Guysboro' A. McIsaac, Antigonish.
Pictou } New Glasgow } Amherst	D. McDonald, New Glasgow. Rev. W. S. Darragh, Shinimicas,
Truro } Tatamagouche } Halifax } Tangier } Windsor	H. C. Upham, Great Village. J. F. L. Parsons, 18 Albro St., Hx. Rev. D. M. Welton, Windsor.
Kentville } Bridgetown } Digby	Rev. Robt. Sommerville, Wolfville Rev. Geo. Armstrong, Bridgetown A. W. Savary, Digby.
Yarmouth } Shelburne } Liverpool } Lunenburg	G. J. Farish, Yarmouth. Rev. W. H. Richan, Barrington. Rev. Chas. Duff, Liverpool. W. M. B. Lawson, Lunenburg.

Candidates are to furnish their own writing material. Candidates already holding license 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 the grade 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.

An exercise in spelling will be held on Thursday afternoon at 3 o'clock, for Candidates who at any previous examination made an average of 60 or upwards in the Examination for 1st Class, and were debarred from receiving license of the 1st Class by reason of bad spelling. The list will contain a number of ordinary English words to be written at Dictation, and any such candidate not making more than 6 errors will be granted a license of the 1st Class without further examination.

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

CANDIDATES AT FALL EXAMINATION 1870.

STATIONS.	GRADES.					Totals
	A.	B.	C.	D.	E.	
Amherst		7	18	23	1	49
Antigonish		7	12	20		39
Aricbat			2	3	6	11
Baddeck		3	12	12	2	29
Barrington	1		4	8	5	18
Bridgetown		10	29	10		49
Digby		2	5	8		15
Guysborough		2	3	14		19
Halifax	1	14	41	41	6	103
Kentville	1	12	22	16		51
Liverpool			5	3	1	9
Lunenburg		2	3	13		18
Margaree Forks		5	20	12	1	38
New Glasgow	1	7	19	19		46
Normal School		10	30	2		42
Pictou		11	24	10	3	48
Port Hood		3	18	26	1	48
Sherbrooke		3	2	2		7
Sydney		9	18	28	1	56
Truro		8	43	36	8	95
Windsor		4	17	22		43
Yarmouth		2	4	5	5	16
Totals	4	121	351	333	40	849

154 of the candidates above enumerated failed to obtain any grade, leaving 695 as the number who were successful in obtaining grade A, B, C, D, or E.

IV. Holidays and Vacations.

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

HOLIDAYS.

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

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

VACATIONS.

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

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

V. Teachers' Agreements.

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

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

NOTICE

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

(FORM OF AGREEMENT.)

Memorandum of Agreement made and entered into the ___ day of ___ A.D. 1867, 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 [names of Trustees] Trustees as aforesaid and their successors in office, diligently and faithfully to teach a public school in the said section under the authority of the said Trustees and their successors in office during the School Year (or Term) ending on the thirty-first day of October next, (or the thirtieth day of April, as the case may be.)

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

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

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

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

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

VI. To Trustees of Public Schools.

- 1. "A relation being established between the trustees and the teacher, it becomes the duty of the former, on behalf of the people, to see that the latter are making sure progress, that there is life in the school both intellectual and moral,—in short, that the great ends sought by the education of the young are being realized in the section over which they preside. All may not be able to form a nice judgment upon its intellectual aspect, but none can fail to estimate correctly its social and moral tone. While the law does not sanction the teaching in our public schools of the peculiar views which characterize the different denominations of Christians, it does instruct the teacher "to inculcate 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. 5.
- 2. Whereas it has been represented to the Council of Public Instruction that

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

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

March, 1867.

- 3. "The hours of teaching shall not exceed six each day, exclusive of the hour allowed at noon for recreation, Trustees, however may determine upon a less number of hours. A short recess should be allowed about the middle of both the morning and afternoon session. In elementary departments, especially, Trustees should exercise special care that the children are not confined in the school room too long."—Comments and Regulations of Council of Public Instruction, p. 43, reg. 2

VII. 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, 1st Sec. Principal of the Normal College and Model School
- English Language, Geography &c.:—J. A. MACCABE, Esq.
- Mathematics:—W. R. MULHOLLAND, Esq.
- Music:—Miss M. BECKWITH.

Drawing:—

MODEL SCHOOL.

- High School Department, Mr. EDWARD BLANCHARD.
- 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."

VIII. Bond of Secretary to Trustees.

"The Secretary of the Trustees shall give a bond to her Majesty, with two sureties, in a sum at least equal to that to be raised by the section during the year, for the faithful performance of the duties of his office; and the same shall be lodged by the Trustees with the Clerk of the Peace for the county or district."—School Law of 1866, Sect. 42

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

PROVINCE OF NOVA SCOTIA.

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

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

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

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

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

IX, 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,
Sec'y. 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, and 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,

Sirs,—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.)

LIST OF ARTICLES.

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

We certify that each and all of the articles named in the above list are required for use in the Public School (or Schools) under our control, and for no other purpose whatsoever; and 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.

PUPILS' WEEKLY RECORDS.

Weekly Record (for one Term) 1½ cent each.

THE NOVA SCOTIA SERIES OF READING BOOKS.

Book No. 1.	\$0.35 doz.	Book No. 6.	\$2.16 doz.
" 2.	0.77 "	" 7.	4.28 "
" 3.	1.12 "	The art of Teaching	
" 4.	1.86 "	Reading.	0.09 ½ ca. Or.
" 5.	2.05 "	Bailey's Brief Treatise on Elocution.	0.7½ "

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.

*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.

<i>Arithmetic.</i> —Nova Scotia Elementary Arithmetic.	\$1.80 doz.
" Nova Scotia (advanced) Arithmetic.	2.84 "
" Nova Scotia Arithmetical Table Book.	0.29 "
<i>Algebra.</i> —Chambers' Algebra, (as far as Quadratics).	3.00 "
" Do. Do. (complete).	5.40 "
<i>Plane Geometry.</i> —Chambers' Euclid, (including Plane Trigonometry).	2.70 "
<i>Practical Mathematics.</i> —Chambers' (including Land-surveying, a brief treatise on Navigation, &c.).	8.16 "
<i>Solid and Spherical Geometry.</i> —Chambers' (including Spherical Trigonometry, Conic Sections, &c.).	2.70 "
<i>Mathematical Tables.</i> —Chambers'	6.30 "
<i>Navigation.</i> —Norie's, (an extended treatise).	2.63 each
Chisholm's Mathematical Scale.	1.87 "
<i>Ball Frames.</i>	10 "
Slate Wipers, (to be used without water).	0.27 doz.
<i>Slates.</i> —Common Slates. (beveled frames) 6½ in. by 8½ in.	0.49 "
" " " " 8 in. by 10 in.	0.57 "
" " " " 9 in. by 13 in.	0.83 "
Blackboard Chalks, 20 cents per box, (1 gross); Slate Pencils, 7 cents per box, (100).	

WRITING.

***TABLES' PROGRESSIVE SERIES OF COPY BOOKS :**

For both girls and boys.	Book No. 1, 48 cts. doz.	For girls { only. {	Book No. 8, 48 cts. doz.	
	" No. 2, " "		" No. 10, " "	
	" No. 3, " "		" No. 9, " "	
	" No. 4, " "		For boys { only. {	" No. 11, " "
	" No. 5, " "			
	" No. 6, " "			
	" No. 7, " "			

No. 1 to 11 bound in 1 vol., with full instructions on the system (for the Teacher's desk) 80 cents.

Ruled Card to accompany copy books, 9 cents per doz.

Fenholders, 20 cents per gross.
 Staples' Circular Pointed School Pens, 36 cents a box (1 gross.)
 Inkpowders, 60 cents per doz.
 Rulers, 12 in. (for pupils' use,) 2 cent each.
 Lead Pencils, 12 cents per doz.
 India Rubber Erasers, 13 cents per doz.
 Pink Blotting Paper, 20 cents per quire.

DRAWING.

BARTHOLOMEW'S SCHOOL SERIES OF PROGRESSIVE DRAWING LESSONS.
 For beginners } Set of 72 Model Cards, Nos. 1 to 5..... 60 cents per set.
 For advanced } Sketch Book (models only), Nos. 1 to 5.... \$1.50 per set.
 Packages (12 slips) of blank drawing paper, for model cards, sets. pr. pack
 Blank drawing books, for model cards, 13 cents each.
 Blank drawing paper, for Sketch Books, or model cards, 12cts. per quire.
 Drawing Pencils, F, 34 cents per doz.
 " B, " " "
 " BB, " " "
 " HB, " " "
 " H, " " "
 India Rubber Erasers, 13 cents per doz.

DIAGRAMS.

For purposes of illustration, and "Oral Lessons."
 Forest Trees (12)..... \$0.31 per set.
 Natural Phenomena (30)..... 0.56 "
 Botanical Prints (roots, stalks, leaves, &c., 26) 0.80 "
 Notes of Lessons on do. do. do. 0.05 "
 Wild Flowers (96)..... 1.98 "
 Geometrical Figures (2 sheets)..... 0.06 "
 Mechanical Forces (8 on cloth) with exp. sheets. 0.81 "
 Patterson's Plates of Animals (set of 10, mounted and varnished) 12.50 "
 Staples' Writing Charts..... \$1.50 per set

GEOGRAPHY.

Calkin's Geography and History of Nova Scotia, 124 cts. each.
 Calkin's School Geography of the World, 84 cts. each.
Series of Wall Maps.—Scotland..... \$1.52 each.
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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.
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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.

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December, 1870.

EDUCATIONAL ASSOCIATION.

THE OPENING OF THE

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Will take place in

"PRINCE STREET HALL," PICTOU, ON TUESDAY, THE 27TH INST., AT 7, P. M.

RAILWAY "RETURN TICKETS," available from the 26th to the 31st December, will be issued at all Stations FOR SINGLE FARES.

Upon the arrival of trains at Pictou, December 27th, a committee will be in readiness to conduct members and visitors to comfortable quarters at reasonable rates.

Any member of the Association having a subject to bring before the CONVENTION, will please forward it to the Committee on or before the 21st.

Subjects already decided upon will be found in the following

PROGRAMME:

1ST SESSION—TUESDAY, 27TH.

7. P. M.—IN AUCURAL Address by the President, J. B. CALKIN, Esq., M. A.—Reading of the minutes of last Convention—Local reports of Educational Progress.

2ND SESSION—WEDNESDAY.

9.30 A. M.—Report of Committee—Address by F. W. GEORGE, Esq., M. A., on The Educational System of Ontario—Discussion.

3RD SESSION.

2. P. M.—The Desirability of providing a fund for Superannuated Teachers—Discussion—Is corporal punishment justifiable in School? If not, what other mode of discipline should be adopted?

4TH SESSION.

7. P. M.—Address by PROF. LAWSON, L. L. D., on "The adaptability of the 'Chemistry of Common Things' as a Text Book in our Public Schools"—Discussion.

5TH SESSION—THURSDAY.

9.30 A. M.—Discussion on the Educational Policy of the Year—Teaching of Arithmetic.

6TH SESSION.

2 P. M.—Papers:—The Miscellaneous School—The position of Classics in the order of Studies of a Common School—Discussion.

7TH SESSION.

7 P. M.—Address by REV. T. A. HIGGINS, M. A.—Election of Officers—Financial Statement—Reports of Committees—Closing of Convention.

By order of the Committee,

J. HOLLIES, Sec'y.

Dartmouth, December, 1870.

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