

Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming, are checked below.

Coloured covers/
Couverture de couleur

Covers damaged/
Couverture endommagée

Covers restored and/or laminated/
Couverture restaurée et/ou pelliculée

Cover title missing/
Le titre de couverture manque

Coloured maps/
Cartes géographiques en couleur

Coloured ink (i.e. other than blue or black)/
Encre de couleur (i.e. autre que bleue ou noire)

Coloured plates and/or illustrations/
Planches et/ou illustrations en couleur

Bound with other material/
Relié avec d'autres documents

Tight binding may cause shadows or distortion along interior margin/
La reliure serrée peut causer de l'ombre ou de la distorsion le long de la marge intérieure

Blank leaves added during restoration may appear within the text. Whenever possible, these have been omitted from filming/
Il se peut que certaines pages blanches ajoutées lors d'une restauration apparaissent dans le texte, mais, lorsque cela était possible, ces pages n'ont pas été filmées.

Additional comments:
Commentaires supplémentaires:

This item is filmed at the reduction ratio checked below/
Ce document est filmé au taux de réduction indiqué ci-dessous.

10X	12X	14X	16X	18X	20X	22X	24X	26X	28X	30X	32X
										/	

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

Coloured pages/
Pages de couleur

Pages damaged/
Pages endommagées

Pages restored and/or laminated/
Pages restaurées et/ou pelliculées

Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées

Pages detached/
Pages détachées

Showthrough/
Transparence

Quality of print varies/
Qualité inégale de l'impression

Continuous pagination/
Pagination continue

Includes index(es)/
Comprend un (des) index

Title on header taken from:
Le titre de l'en-tête provient:

Title page of issue/
Page de titre de la livraison

Caption of issue/
Titre de départ de la livraison

Masthead/
Générique (périodiques) de la livraison

THE

JOURNAL OF EDUCATION.

FOR THE PROVINCE OF NOVA SCOTIA.

CONTENTS.

The Normal School.....	413	Simultaneous and Individual Teaching	419	Examination of Teachers.....	425
The School Law.....	413	Unitary Arithmetic.....	419	Holidays and Vacations.....	425
The Proposed Scale of Grants.....	413	Discussion at the Educational Room, Boston, on the teaching of Geography.....	429	Teachers' Agreements.....	425
The State and Education.....	411	Teaching Spelling.....	421	To Trustees of Public Schools.....	429
National Education in the Imperial House of Commons.....	411	Reading.....	422	The Provincial Normal School.....	425
Thomas Sherwin.....	417	Abroad.....	421	Board of Secretary to Trustees.....	429
A Lesson in Teaching.....	419	School Books—Superior School Grants	425	Prescribed School Books, Maps, & Apparatus	425
				Address of Inspectors.....	423

ERRATUM.—*Journal of Education* p. 405, Sable River Section: "Grand total days' attendance made by all the pupils, 5397;" read 3597.

THERE are 111 teaching days in the current term.

THE attention of Teachers is especially directed to Official Notices I, II and III.

TRUSTEES are reminded that Inspectors have positive orders not to authorize the payment of county money to the trustees of any section until satisfactory A & B returns have been received. Hitherto the B return has, in many cases, been made up in a careless manner. Trustees, with their teachers, ought to feel a pride in rendering accurate and intelligible returns.

AT the September Examination of teachers, five young ladies applied for licenses of the grade B (the grade held by 1st class male teachers). One of the number a student of the Provincial Normal School, aged 16 years, was successful, making an average of 69.45. Three of the others made the required average, but failed to pass Test 2. This is the first time that young ladies have applied for grade B.

THE NORMAL SCHOOL.

THE Winter Session of the Provincial Normal School begins on Wednesday, November 3rd. During the recess, the Principal has made important changes in the general management of the several departments of both the Normal and the Model School. The students of the Normal School will have increased facilities for the prosecution of their work. All students holding first-class licenses and having attended the institution at least one Term, will form an advanced division of the School, and will receive separate instruction in both literary and professional studies. This will supply a want which has been felt hitherto, and we trust that the attendance in this advanced division will be commensurate with the provision made for its instruction. Every teacher who has not enjoyed the advantages of training at the Normal School should endeavour soon or late to do so. Instruction is free, and at the close of each Term the travelling expenses of the students are defrayed by the Government. The institution is thus placed as near each one's door as is possible.

THE SCHOOL LAW.

WE have been requested to publish in the *Journal* answers to the following questions:

1. Are clergymen and men 60 years of age and upwards, liable for the poll-tax of one dollar?

Ans.—Yes. Every male person 21 years of age or upwards,

having resided in the section for the period of six months next previous to the levying of the assessment, is liable for this tax.

2. Is it necessary to issue two bills to each ratepayer, one for poll-tax and the other for the assessment on property?

Ans.—No. One bill is sufficient, so long as the poll-tax of one dollar is specified in the same.

3. Are men 60 years of age and upwards, who are rated on property valued at less than \$1000, entitled to vote on all questions coming before the school meeting?

Ans.—Yes; and clergymen also if rated for property. Every ratepayer can vote on all questions. A "ratepayer" is a "resident of a section rated in respect of real or personal property in the County rate-roll." Sec. 1 (1). It would seem but right that persons altogether exempted by law from the payment of local school rates on property, should not be allowed to vote, except in the election of trustees. But such is not the law.

4. Does sec. 7 of the recent amendment to the school law exempt the persons specified therein from any liabilities which, under the authority of law, had been imposed upon them by vote of the ratepayers previous to the passage of the amendment in June last? I refer to instalments falling due on school houses and lands, as well as balances for other purposes.

Ans.—We are advised by the Hon. Attorney General that the exemptions under sec. 7 of the recent Act in Amendment of the School Law have reference only to assessments imposed by vote of ratepayers at meetings held subsequent to the passage of the Act (June 12th 1869), and that any liabilities created by the action of previous school meetings are not interfered with by the clause in question.

THE PROPOSED SCALE OF GRANTS.

THE following modified provisions of the Bill published in the August *Journal* have been suggested to us by a teacher. They seem well adapted to encourage a professional spirit among teachers, and thus ensure experienced labour in the schools of the Province. The amounts of the several grants, however, would be beyond the present expenditure. They could be reduced without materially affecting the principle of the Bill.

MODIFIED BILL.

1. After October 31st, 1870, the Grants to Teachers shall be in part regulated by their period of service in the Public Schools; that is to say:

2. There shall be three divisions in the First Class: the 1st division to consist of those whose period of service is upwards of seven years, of which period at least five years must be as teachers of the First Class. The 2nd division to consist of all teachers of this class not embraced in either of the other divisions. The 3rd division to consist of those whose period of service does not exceed one year.

3. There shall be three divisions in the Second Class: the 1st division to consist of those whose period of service exceeds seven years, five of which must be, in each case, as a teacher of the second [or first] class. The 2nd division to consist of all teachers of this class not embraced in either of the other divisions. The 3rd division to consist of those whose period of service does not exceed one year.

4. Graduates, in course, of any chartered college or any advanced female seminary in the province shall be eligible for the

2nd division in each class without previous service in teaching. Also for the purposes of this Act, the professional qualifications accorded by the Provincial Normal School to teachers attending thereat shall be held equivalent to service in teaching as follows: *Fair*, six months; *Good*, one year; *Superior*, one year and a half.

5. The following scale of grants shall be substituted for the one now in operation, after the above named date:

MALE TEACHERS.		FEMALE TEACHERS.	
Class First, 1st Division	\$110	Class First, 1st Division	\$100
2nd "	120	2nd "	90
3rd "	110	3rd "	85
Class Second, 1st Division	100	Class Second, 1st Division	75
2nd "	90	2nd "	70
3rd "	85	3rd "	60
Class Third	60	Class Third	15

THE STATE AND EDUCATION.

IV.

WHAT Lyeurgus thought most conducive to the virtue and happiness of a city, was principle interwoven with the manners and breeding of the people. This would remain immovable, as resting on inclination and be the strongest and most lasting tie; and the habits which Education produced in the youth—would answer in each the purpose of a lawgiver. For Lyeurgus resolved the whole business of legislation into the bringing up of youth,—which he looked upon as the loftiest and most glorious work of a lawgiver, and he began with it at the very source. *PLUTARCH.*

You [Athenians] will confer the greatest benefit on your city, not by raising the roof, but by exalting the souls of your fellow citizens: for it is better that great souls should live in small habitations, than that abject slaves should burrow in great houses. *EPICURUS.*

That the Education of youth ought to form the principal part of the legislator's attention can not be a doubt, since education first moulds, and afterwards sustains the various modes of government. The better and more perfect the systems of Education, the better and more perfect the plan of government it is to introduce and uphold. In this important object fellow-citizens are all equally and deeply concerned: and as they are all united in one common work for one common purpose, their education ought to be regulated by the general consent, and not abandoned to the blind decision of chance, or to idle caprice. *ARISTOTLE.*

If you suffer your people to be ill educated, and their manners corrupted from their infancy, and then punish them for their crimes to which their first education disposed them, what else is to be concluded from this but that you first make thieves, and then punish them.

Though there be not many in every city which be exempt and discharged of all other labours, and appointed only to learning—that is to say, such in whom, even from their very childhood, they have perceived a singular towardness, a fine wit, and a mind apt to good learning—yet all in their childhood be instructed in learning. And the better part of the people, both men and women, throughout all their whole life, do bestow in learning those spare hours which we said they have vacant from bodily labours. *SIR THOMAS MORE.*

Education makes the man: that alone is the parent of every virtue; it is the most sacred, the most useful, and, at the same time, the most neglected thing in every country. *MONTESQUIEU.*

It is not for the sake of a parish only, nor for the mere local interests, that the *law calls* that every native of France shall acquire the knowledge necessary to social and civilized life, without which human intelligence sinks into stupidity, and often into brutality. It is for the sake of the state also, and for the interests of the public at large. It is because liberty can never be certain and complete, unless among a people sufficiently enlightened to listen on every emergency to the voice of reason.

Universal education is henceforth one of the guarantees of liberty and social stability. As every principle in our government is founded on justice and reason, to diffuse education among the people, to develop their understandings, and enlighten their minds, is to strengthen our constitutional government, and secure its stability. *M. GEIZOR.*

Did I know the name of the legislator who first conceived and suggested the idea of Common Schools, I should pay to his memory the highest tribute of reverence and regard. I should feel for him a much higher veneration and respect than I do for Lyeurgus and Solon, the celebrated lawgivers of Sparta and Athens. I should revere him as the greatest benefactor of the human race: because he has been the author of a provision which, if it should be adopted in every country, would produce a happier and more important influence on the human character, than any institution which the wisdom of man has devised. *JENCK SWIFT.*

The education required for the people is that which will give them the full command of every faculty, both of mind and of body, which will call into play their powers of observation and reflection, which will make thinking and reasonable beings of the mere crea-

tures of impulse, prejudice and passion; that which in a moral sense will give them objects of pursuit and habits of conduct favorable to their own happiness, and to that of the community of which they will form a part, which, by multiplying the means of rational and intellectual enjoyment, will diminish the temptations of vice and sensuality; which, in the social relations of life, and as connected with the objects of legislation, will teach them the identity of the individual with the general interest; that which, in the physical sciences—especially those of chemistry and mechanics—will make them masters of the secrets of nature, and give them powers which even now tend to elevate the moderns to a higher rank than that of the demi-gods of antiquity. All this, and more, should be embraced in that scheme of education which would be worthy of a statesman to give, or of a great nation to receive. *E. H. HICKSON. Westminster Review.*

The theory of our government is,—not that all men, however unfit, shall be voters,—but that every man by the power of reason and the sense of duty—shall become fit to be a voter. Education must bring the practice as near as possible to the theory. As the children now are so will the sovereigns soon be. How can we expect the fabric of the government to stand, if vicious materials are daily wrought into its frame-work? Education must prepare our citizens to become municipal officers, intelligent jurors, honest witnesses, legislators, or competent judges of legislation,—in fine, to fill all the manifold relations of life. For this end it must be universal. The whole land must be watered with the streams of knowledge. *HORACE MANN.*

The parent who sends his son into the world uneducated, defrauds the community of a lawful citizen, and bequeaths to it a nuisance. *CHANCELLOR KEST.*

For the purpose of public instruction, we hold every man subject to taxation, in proportion to his property, and we look not to the question whether he himself have, or have not, children to be benefited by the education for which he pays. We regard it as a wise and liberal system of police, by which property and life and the peace of society are secured. We seek to prevent, in some measure the extension of the penal code, by inspiring a salutary and conservative principle of virtue and of knowledge in an early age. We hope to excite a feeling of respectability and a sense of character, by enlarging the capacity and increasing the sphere of intellectual enjoyment. By general instruction we seek, as far as possible, to purify the whole moral atmosphere; to keep good sentiments uppermost, and to turn the strong current of feeling and opinion, as well as the censures of the law, and the denunciations of religion, against immorality and crime. We hope for a security beyond the law and above the law, in the prevalence of enlightened and well principled moral sentiment. We hope to continue and prolong the time, when in the villages and farm-houses of New England, there may be undisturbed sleep within unbarred doors. And knowing that our government rests directly on the public will, that we may preserve it, we endeavour to give a safe and proper direction to that public will. We do not, indeed, expect all men to be philosophers or statesmen; but, we confidently trust, and our expectation of the duration of our system of government rests on that trust, that by the diffusion of general knowledge and good and virtuous sentiments, the political fabric may be secure, as well against open violence and overthrow, as against the slow but sure undermining of licentiousness. *DANIEL WEBSTER.*

NATIONAL EDUCATION IN THE IMPERIAL HOUSE OF COMMONS.

MR. Melly called the attention of the House to the number of young children in our large towns who are growing up without any education, unaffected either by the educational clauses of the Factory Act or by voluntary efforts. He contended that the information necessary for framing a large measure of education was not in the hands of the Government. They were still without any information with respect to the condition of the large class of children to be found in the streets of our large towns. In such towns the parochial system had broken down, and had not been supplemented by any municipal system.

He would now proceed to the principal point, which he wished to argue. He believed that the only legislation by which they could meet the evil was legislation which would enforce the attendance of children at school in our great cities. There were ample precedents for such interference on the part of Parliament. If the Legislature enforced vaccination, why should it not enforce education? As regarded the Factory Act, there was this extraordinary state of things, that while children who were learning habits of obedience, order, and industry, were obliged to go to school, those who were in the streets learning all sorts of vice were left to themselves.

The head of the Poor Law Board had remarked that making education compulsory would be only a natural consequence of the law that made the maintenance of children compulsory on the community. In this year's reports from the Inspectors of Schools, no less than eleven out of twenty-eight Inspectors advocated compulsory attendance at schools.

He would, in the first place, buy or build free municipal schools,

and plant them like Martello towers against intemperance and pauperism, and he would support them to the extent of two-thirds by a rate, and to the extent of one-third by a grant from the Privy Council-office, but this third should only be paid on condition that the schools came up to the standard of efficiency stipulated for by the Privy Council. He would also have school beaules appointed by the schoolmasters or by the Town Council, and they should have power to summon any child found in the streets between nine and twelve in the morning and two and five in the afternoon, and he would do nothing more.

He believed that by giving such powers to the municipalities of the great cities, and by compelling them to erect schools and rate the inhabitants for their support, they would sweep the streets of hundreds of thousands and accomplish the object he had in view. He admitted that we had a magnificent system of denominational schools, in which 1,500,000 of our population were instructed, but as regarded the poorest classes they were not affected by these schools; the children who were at present being educated in them were rather those of the poorer portion of the middle class and the artizan. It was a great mistake to suppose that the working class consisted of only one class. He believed that a system of free secular schools with compulsory attendance would give a great impetus to education, and parents would send their children in larger numbers than they did at present.

Mr. Dixon stated that in Birmingham there were 55,000 children of the working class of school age, that about 20,000 were in schools, and 35,000 attending no school whatever; that the parish authorities had failed to enforce the Denison Act; and that the Factory Act had emptied the factories without filling the schools. He argued that our school system must base itself on taxation, and that our schools must be unsectarian and free.

Mr. Fawcett agreed with the conclusion of the Duke of Newcastle's Committee that the Privy Council Grant could never be expended in a thoroughly National system of Education. What was wanted was a compulsory rate and a compulsory attendance, the latter because there was actually at present more school accommodation than there were children. This want of education resulted from a combination of motives, including the ignorance, poverty and selfishness of the parents. Some parents were too ignorant to appreciate the advantages of education for their children. Others were too poor, and a third class too selfish. Surely if they could compel working children to go to school, they had tenfold more right to coerce the idle. Enforce attendance, and there was an end of the principal argument against compulsory rating, for he could not for one moment accept the doctrine, that there was no connection between the spread of education and the diminution of crime. If, then, the taxpayer complained they would be enabled to reply, 'Bear this additional burden for a few years, and you will see a great reduction in the rates, which are now swelled by pauperism and crime.' He thought that education as well as pauperism and crime should be partly a local and partly an imperial charge, for in that way they would make a large portion of the wealth of the country which now escaped local taxation contribute its share.

As to the religious difficulty, he did not think that it was insurmountable. At all events the country was beginning to resolve that sectarian rivalry should no longer stand in the way of the education of the people. He did not wish to introduce irreligious education; but, as practical men, they must see that schools supported by rates must be made entirely un-denominational. If, however, any one liked to have denominational schools, they might escape the school rate, for it need not be levied in any district which the Government Inspector reported to be sufficiently provided; and so he saw no reason why the two systems should not work side by side. We should only require compulsory instruction for a single generation.

Mr. M. Pattison, one of the Commissioners of 1861, said, in his report on education in Germany, that the school was compulsory there only in name—it had become so deeply rooted in the social habits of the German people, that, if the law were repealed to-morrow, the schools would continue to be as full as they now were, yet the Home Secretary last year, after citing these words, went on to say that those who demanded compulsory education were striving for what was Quixotic and impracticable.

Mr. Alderley admitted that in the great towns which had been referred to there was no lack of school accommodation; so that what we really wanted seemed to be merely increased police powers. As to enquiry, there had certainly been enough of that. He believed, however, that the subject would best be dealt with by further minutes of the Privy Council, for he did not think the present system had been fairly tried, and he had a great objection to embark in new remedies till the old ones had been exhausted. He should be glad to see the denominational system carried out. He thought that even now a hybrid bill enabling large towns to rate themselves for educational purposes would confer a great benefit.

Mr. Buxton said that the real question was whether the machinery proposed could be carried out. The proposition that the police should catch all the idlers, and send them to school every day, seemed to him to be absurd, because it would occupy all

their time. He was opposed to the revolutionary measure of the hon. member for Brighton, and thought that there was great force in the objection that unless the parents consented to send their children to school the compulsory system would fail.

The next proposal was to get rid of the voluntary system, and make the schools public institutions, supported by the rates.—There might have been some jealousy of the Church obtaining the leading part in the management of the schools, but the clergy had shown so liberal and unsectarian a spirit in the education of the people that there was no ground for such jealousy, and in his opinion the nation owed a debt of gratitude to the clergy for their self-sacrifice and devotion to the cause of education. What really was the present state of this educational question? They already had a gigantic machinery at work with the full concurrence of the country, and which though not so fruitful as they had hoped, yet had wrought effects of infinite value. Already one in 7·7 of the whole population was on the school books, while in the best educated countries in the world the proportion did not exceed 6·25. Nor was it for want of the machinery that the proportion was not far larger. It was only in a limited degree that the still existing lack of education was owing to the want of school accommodation and appliances, but to the apathy of the parents of children. At Manchester, for instance, the Education Aid Society issued tickets to the children of the poor, which would have furnished them with schooling had the parents cared to use them. And yet in December, 1866, out of 21,000 children who had received such tickets less than 10,000 were found to be at school, and he saw no reason for believing that the proposed change from voluntary support to a general system of education rates would have any marked effect in curing this great evil.

It would be rash to sweep away a great system which had been long established, which had rather grown of itself as it were from natural roots, in the conscientious benevolence of the people, than been forced upon them from without, and which, though not perfect, had at any rate worked marvellously well, and was becoming every day more efficient. As Lord de Grey showed the other evening, in last year the number of schools inspected had increased by a thousand; the number of children present at inspection was more than a million and a half, being an increase of 136,000; the average nominal number attending was 1,241,000, being an increase of little less than an hundred thousand; while the numbers of certified teachers, of assistant-teachers, and of pupil-teachers were all largely increased.

The system was not a decaying one, but a stationary one, it was a growing, a vigorous, a flourishing system, it was one really adapted to the feelings and the wishes of the people. Another difficulty really must be taken into account. The pressure of rates was really a crushing burden on the people, and was producing very disastrous effects. It was causing great suffering; was sinking many into pauperism; and greatly discouraging the building of houses for the poor. It would be a serious thing to increase this distressing burden, and he could not but think it somewhat rash to throw the weight of supporting our schools upon this precarious and painful source of income, and thus to extinguish, as they certainly would, the voluntary contributions, amounting, at the present time, to half a million per annum.

He would not now touch upon the religious difficulty beyond observing that it did not arise, as many seemed to think, from a mere sectarian bigotry; the people in this country had a profound conviction, which ought not to be treated with contempt, that their children ought to be brought up in the fear of God, and with a knowledge of their Christian duty, and no system could flourish that did not fully recognise and respect that feeling.—Upon the whole, he thought that the country was not at all prepared for the radical change indicated in the amendment of his hon. friend.

Lord Sandon argued that the accounts with regard to destitute children were so diverse that before affecting any great change in the educational system it would be well to have more accurate returns. He did not believe the country was prepared for a great change, or that the artizan class would be content with an education that was not distinctively religious.

Mr. W. E. Forster thanked Mr. Melly for the great pains he had taken in the cause of education. He also agreed that the class of children of which he had spoken ought to be considered apart from other classes. These children escaped education because there was no co-operation by the parents. The consequence was that they were ready to become members of the dangerous classes.

The time for comprehensive measure was come. It would have been quite impossible, however, to introduce now a measure which would occupy almost the entire session. He believed it would be impossible to deal with the question by any mere alteration in the present minutes of the Revised Code, for the House would not, he thought, consent to make such changes as would be necessary to turn the present system into a national one. It was one of the hardest problems any Government could have to solve, how to change the present partial denominational system into a national system without injuring the present system.—They wanted to touch those who were not reached by voluntary efforts. He confessed he had lost hope that the present system could do much more than keep pace with the increase of popu-

lation among that class who frequented the schools. The hard-working artisan who cared about education took advantage of the present system; the man who could be persuaded by religious bodies to entrust them with the care of his children availed himself of it; but those whom they had to deal with were neither of these classes, and the danger arose from that cause.

There was another important branch of the subject. Although neither the House nor the country would consent to one religious denomination being aided more than another, or to the public money being given for religious teaching, yet there was a strong feeling in the country that they should in no way interfere with or discourage religious teaching. A very large number of working-men care about religious teaching, and he did not believe any measure would be popular which tended in any way to check it.

There were many other difficulties. There was the difficulty of rating; the difficulty of giving aid from the Consolidated Fund; and the difficulty as to the securities which should be given for good teaching. Then they came to the two questions, whether schools ought to be free or not, and whether they should look forward to compulsory attendance. The time had not come for expressing an opinion on either of these points; but he must say he believed the establishment of free schools in large towns would, to a large extent, have the effect of swallowing up all the other schools, or making it necessary that they should be free also. As to the question of compulsory attendance, he thought the argument that it would be un-English was an absurd one, and it was an argument the force of which was destroyed by the Legislature having compelled the parents of children who were at work to send them for education. But while he was of that opinion, he must say that he thought there would be great difficulty, considering the English mode of Government and English ideas, in putting the machinery for compulsory education in operation, and making the law anything more than a *brutum fulmen*. The experience of Germany had often been cited. In that country compulsion was not necessary now, because every parent sent his child without any compulsion; but he believed that if compulsion had not been provided for, the same result would not have been witnessed. America was rather more in point, and the experience of New England in this matter was rather curious. The Rev. Mr. Fraser, who was sent out as an education commissioner to the United States, made a most able report, in which he stated that there were compulsory laws in New England for the attendance of children at school. This was afterwards denied by Mr. Elihu Burritt, and Mr. Adams declared that Mr. Burritt was right and Mr. Fraser wrong. When Mr. Fraser was asked how he came to make such a statement, he proved that such an Act was in existence; but it afterwards turned out that though the Act existed, it was so contrary to American feeling that it had not been made use of for so long a period, that its existence was forgotten. He believed that attempts had recently been made to put an Act in operation, but he did not know with what success.

Allusion had been made to the number of Bills that had been brought forward on the subject of education. The year before last his right hon. friend the Home Secretary and himself tried their hand at legislation, and their experience showed the difficulties which surrounded the question. Public opinion made marked progress between that period and last year. Whereas, the year before last the measure was only for permissive rating, it afterwards contained a power of compulsory rating in those districts in which it could be proved that there was no other mode of providing schools. They discovered that the converts they obtained were, generally speaking, a few months later than the time at which it would have been possible to pass the Bill proposed. Very powerful support was given to the Bill of 1867, when they found it necessary to bring in the Bill of 1868. That only showed that not only had they to deal with a difficult subject, but with a changing and a progressive opinion. It was the duty of Government to take up the question, and it must be dealt with in a comprehensive manner.

Mr. Mundella said Germany had been spoken of as a country that was governed by centralisation, but it could not be said that Switzerland was so governed. He was familiar with Switzerland and Saxony. He had gone through Saxony, where he had been an employer of labour, and he had never, in the city, in the fields, or in the mountains there, met a child ten years of age who could not read and write with facility. More than that, he was borne out by a return which was made to this House last year. Lord Stanley, who was then Foreign Secretary, requested the Secretary of Legation at Berne to prepare a return. That return was of a remarkable character, and it completely upset all the theories that had been advanced against compulsory education. Mr. Rumble in that report said that in Switzerland the people were proud of their institutions, and convinced that the only sound and lasting basis of them was to be found in as widespread a scheme of public education as possible; and he went on to show that after little more than thirty years the state of education was such that they could state in sober truth that hardly a child in the Confederation was incapable of reading and writing with facility, unless physically and mentally incapable. Mr. Rumble attributed this to compulsory education, and showed that although only thirty years had elapsed since it was estab-

lished, compulsion was no longer necessary. He himself had examined large schools in Saxony, and conversed with the heads of schools, and they had assured him over and over again that the idea that we had that it would be necessary to call in the aid of the police was absurd. In Switzerland, in the canton of Zurich, they had an Educational Board. The children were all registered, and every house was registered, and every child of six years of age was required to attend school, and continue at school until it was twelve. If the parent did not send the child the schoolmaster reported him to the Educational Board, who fined him a franc or two, and it was considered there to be as disgraceful for a man to refuse education to his child as to refuse it food or clothing.

He could never realise to his mind that we could not accomplish the same thing as was accomplished in Switzerland by the will of the people. He believed that if the people were educated the cost would be amply compensated for by the decrease of pauperism and crime, and by the absence of that squalor and misery which they now saw in their large towns.

He had taken the statistics of 12,000 persons employed in labour, and not 20 per cent. could write a letter decently, and he did not think that 50 per cent. of them could write at all. That was a disgrace to the country, and he hoped they would soon agree on a measure to give education not only to the children in large towns, but to every child in the country.

Mr. Jacob Bright remarked that in his intercourse with workmen he always found that they cared very little about theological teaching, and he believed they would always send their children where they could get the best secular instruction.

Sir John Pakington believed that two things were necessary to secure a satisfactory solution of this question. The first was that there should be a strong Government, and the second was that that Government should be determined to settle the question. Now the first of these requirements they already had, and the only thing that remained was to see whether they would grapple in a determined spirit with this matter. It could scarcely be expected they should bring forward a measure this session, because there was already sufficient business to occupy their entire attention, but he hoped that next year they would see their way to dealing with it. He had changed the opinion which he had often expressed, which was that the present system of education had been tried enough, and that what they wanted was a better one.

Mr. Alderman Carter, thought that all the ignorance of the country was not concentrated, as some hon. members seemed to suppose, in the large towns, but the rural districts had their full share. He knew well the feeling of the working classes, and he had no hesitation in saying that in the large towns the people were almost unanimously in favour of the compulsory system.— They were satisfied that the present denominational system had failed to reach and educate the great masses, and therefore they must have a system which would not merely take hold of the pauper, the criminal, and those who were connected with them, but would reach that class which happened to be between these, and thus prevent them from becoming criminals.

“ALWAYS LATE.”

GAZE on this picture. I am old;
My palsied arms will scarcely fold;
I crawl on crutches.
“Shut out, shut out!” groan I and fret;
“Too late! too late!” I cry, and yet
Too soon, I know, the grave will get
Me in its clutches.

Shut out! That tale began the day
I took my sad and sinuous way
To Mother Molly’s,
Late, and with lesson still unlearned,
And faltering, trembling, home I turned;
I knew she had a birch that burned
To lash my follies!

Shut out! attained to man’s estate,
I found myself, and found too late,
An ignoramus:
I laboured low, and hard, and long,
And grubbed amid the common throng,
And gabbed about right and wrong,
And cursed the famous.

So here I sit, a sack of bones
Upon the highway, breaking stones:
I have reputed,
Too late, of course! And could a slave
E’er boast a stone above his grave,
This is the epitaph I’d crave.—
“The LATE lamented.

THOMAS SHERWIN.

At the meeting of the American Institute of Instruction held at Portsmouth, N. H. the following remarks respecting the late Thomas Sherwin, Principal of the English High School, Boston, were made by George B. Emerson, L. L. D., and Superintendent John D. Philbrick, of Boston. A few years ago it was our good fortune to make the acquaintance of Mr. Sherwin, and to witness the excellence which obtained in the school over which he presided. He was singularly calm, pertinent, and forcible in his teaching, and had rare skill in exercising, in an independent way, the mental powers of his scholars.

DR. EMERSON. Mr. President,—I come here at your invitation, to speak of a noble teacher, an old and honored friend whom we have just lost, one of our former presidents, and still on the list of our vice presidents,—THOMAS SHERWIN.

He was resting from his work of more than forty years, and preparing as he thought, for the labors and duties of another year, when he was arrested by the hand of Death. He had the happiness of dying, as he had always hoped he might die, without a moment's pain, before he had begun to shrink from labor or to flag in spirit, before the brightness of his intellect had begun to dim, or his capacity for exertion had begun to be lessened.

Mr. Sherwin lived a very beautiful life, full of precious examples for all. But we have time, on this occasion, to dwell only on those events and circumstances in his life, and those traits of his character, which have concurred to make him the admirable teacher he became.

He was born March 26, 1790, at Westmoreland among the hills of New Hampshire; but the family soon removed to Temple. Here he lost his mother when he was seven years of age, and soon after went to live with Dr. James Crombie, an enlightened and generous man, who treated him as if he had been his own child, and won his life-long affection and gratitude. With him he remained until he was fifteen, employed some times on the farm, sometimes in the office, sometimes in business,—in those various duties which would naturally fall to the intelligent, beloved and trusted son of a country physician. From Dr. Crombie he first caught the idea, which ripened into a fixed purpose of obtaining a liberal education.

This was a fortunate beginning of life. Occupied with the processes of agriculture; riding through the woods and over the hills of a beautiful country; becoming familiar with plants and animals, and all the appearances and changes of the year; doing business with plain country people in workshops, mills and markets,—he learned a thousand things from nature and living men which a town-bred lad has to take at second hand from books.

"While here he attended one summer school taught by his sister, the usual winter schools of the district, and, on one occasion, a private school, taught by the late Solomon P. Miles, who, being obliged to leave Dartmouth College in consequence of ill-health, taught a few pupils at the house of his father,"* the Rev. Noah Miles, the minister of Temple.

After leaving Temple, Mr. Sherwin attended for a short time the Academy at New Ipswich, and, in September, 1813, went to learn the clothier's trade, at Groton, Mass. While learning his trade he was allowed eight weeks' schooling a year, at the Groton Academy, walking three miles to reach it. He served his employer faithfully and remained with him till he was nearly twenty-one years of age, often working till midnight, and still finding time for study.

Fixed in his purpose of obtaining a collegiate education, he hired a young man to take his place, and, undeterred by want of means, he began resolutely the work of preparation.

"He was fitted for College at Groton and New Ipswich Academies, spending about six months at each; entered Harvard College in 1821, and was graduated in 1825. While preparing for college, and while an undergraduate, he taught district schools in Harvard, Groton, and Leominster, Mass. In 1825-6, he had charge of the Academy in Lexington, Mass., and in 1826 was appointed tutor in mathematics at Cambridge, where he continued one year.

"In 1827, he engaged in engineering under Col. Loammi Baldwin, and was employed at that time in surveys at the Navy Yard at Charlestown, Mass., and at Kittery, Me., with a view to the construction of dry docks. In 1827, he went as assistant engineer with James Hayward, in the first survey of the Providence Railroad. But, after the survey was about half completed, he was attacked with fever, brought on by exposure, and, being left with symptoms of pulmonary disease, was obliged to relinquish the profession.

"In December, 1827, he began in Boston a private school for boys which he continued with increasing numbers for one year; at the expiration of which he was elected sub-master of the English High School, then under the charge of Solomon P. Miles, his early teacher in Temple, and for more than a year his mathematical teacher at the University.³ He continued sub-master

until 1837, when, Mr. Miles resigning the office of principal, he was unanimously elected to fill the vacancy."[†]

I have quoted thus fully these facts in the life of Mr. Sherwin, because they seem to me to show the most admirable preparation for the duties of his profession. What a feeling of the value of an education must a man have who has spent so many years and endured so many hardships to obtain it! What an intimate knowledge of the nature and character of children must he have gained in so many different schools! And this is the great and precious attainment. I believe that most of the failures in the government of schools come from ignorance of the pure and what the Saviour calls the heavenly character of little children, from want of faith in children, and from a secret unbelief in the words of Jesus Christ, in regard to them,—“Of such is the kingdom of Heaven.” What varieties of instruction and discipline he must have seen! What a privilege to have had such a man as Miles for his teacher in childhood, and again at the college, and to have had his example, friendship, and influence for the nine years that he was associated with him! For Solomon P. Miles, of a sterner nature than our friend, was so true a man, so good a scholar, and really so kind and just and always so well and conscientiously prepared that he was one of the best teachers and most excellent disciplinarians we have ever had. Many a man feels at this day, and rejoices in, the kindly influence of his genial character and faithful instruction.

To all these extraordinary and peculiar qualifications, most of which seem to have been forced upon by what seemed the very hardness of his lot in life, he, by his own choice, added another which has heretofore, in this country, been considered one of the very greatest, but which of late, but I think not by the profoundest thinkers nor by men of the widest observation, has been greatly undervalued. He enjoyed at college the opportunity, which he faithfully availed himself of and richly profited by, of laying a broad and deep foundation in what President Hall calls an integral education. I mean a substantial course of general study,—of the natural sciences, of moral, æsthetic, physical and metaphysical philosophy, and of history, grounded upon a knowledge of the Latin and Greek languages and mathematics.

This knowledge serves as a special preparation for every future study, and renders subsequent attainments comparatively easy. And it is probably for this reason that Prof. Agassiz, Dr. Gray, Prof. Pierce and President Eliot respectfully consider this integral education as the most reliable foundation for the future naturalist, botanist, mathematician or the student of useful arts, to build upon, as well as what it was originally intended for,—a preparation for the liberal professions.

The most striking characteristic of Mr. Sherwin's instruction was thoroughness in his own preparation. He of course made himself perfectly familiar with whatever there was in the text-book, so that he could, during a recitation, occupy himself entirely with the subject, and, instead of having his eye upon the book, have it upon the eye of his pupil. And not only did he possess himself with what was in the text-book, but with what should have been there; and commonly he took care to understand the subject much better than the author of the text-book had understood it. This is not often difficult, and, it is to be hoped, not very rare. But our friend habitually did more than this. He knew that most text-books are, or at least have been, the poor compilations of poor, unsuccessful scholars, made not so much for the teacher as for the trade; and he not only took a position that enabled him to look over the shoulder of the compiler, correct his mistakes and supply his deficiencies, but he kept up with the progress of science, and communicated to his pupils the most material of what had been added to it since the publication of the books from which the compilation had been made. That he might be able to avail himself of all recent discoveries, he made himself familiar with the French and German languages, so that he might not be obliged to confine himself to the scientific journals in the English language.

Once attended an examination in astronomy conducted by him, in which it appeared that his pupils were familiar not only with all in the text-book, but with the leading discoveries in the science that had been made up to the very year in which the examination took place.

The last time I visited his school, a class was examined in moral philosophy, and showed not only a satisfactory knowledge of the chapters of the lesson, but the more important fact, that they were accustomed to think for themselves, and give their own opinions upon that great subject in their own language.

Mr. Sherwin not only kept himself fully acquainted with whatever was taught in his school, but from time to time himself taught nearly every branch. In this last visit of which I have spoken, he, though not the teacher of French, showed the attainments of the whole class in that language by setting them to

* It is a curious and a not unimportant fact, that all the head-masters of the High School—there have been only three—were born and brought up in the country, where they became familiar with farming and other rural pursuits; that they all taught district schools in the country three or more years, while in college or before, that each taught a country academy for one or two years; and that each was, for one or two years, tutor in the department of mathematics and natural philosophy in Harvard College. Mr. Sherwin had the further advantages of learning a trade before he entered college, and of acting as a civil and naval engineer afterwards.

† Most of the facts above given have been taken from Blood's History of Temple, 1860, pp. 249-250.

*Blood's History of Temple, p. 249.

read from the columns of a late French newspaper, which only one or two of the class had ever before seen,—a most satisfactory test.

This habit of not confining himself to one or two departments, but of occasionally giving instruction in branches most remote from each other, is a habit of vital importance to the mental welfare of the herd of a great school. It not only secures him from the danger of considering one department more important than any other or than all the rest, but from the weariness, and from the cramping and dwarfing effect upon the mind, incident to confinement to one subject. A man obliged to give, every day, four or five lessons of one hour each, will be tired to exhaustion if they are all upon one subject; while he will be comparatively fresh at the end if he have given instruction upon three or four different subjects. Variety of action is as important to cheerfulness, and to the health and elasticity of the mind, as variety of food is to the health and strength of the body.

It may be sometimes different in a school of science, like that of Agassiz, where a leading object is to advance the limits of the science, and where actual observation—real work—is an essential part of study, and gives relaxation from it. But we are speaking of a school for a limited number of years, where the end in view is as great a variety of thought and language and leading fundamental principles upon as great a variety of the essential subjects of thought as possible. "When I am tired of one," said Chancellor D'Aguesseau, "I look for rest and refreshment in another study." It is an almost fatal mistake to keep a boy at one study nearly all the time for months together, and hardly less dangerous is it for the teacher himself.

A great and blessed discovery was it for working boys in England, and not less blessed for workmen everywhere, that a class taken from their workshops, and set to learning in school for some hours each day, will, in a week, accomplish more work than if they had spent the whole of each day in the workshop. The recent experience of some of the gymnasia in Germany, that boys taught but four hours a day make more progress than others taught for six hours, is to the same effect.

In conducting his lessons, Mr. Sherwin's object was to give to each boy the fullest knowledge of the subject, and the power of expressing his thoughts in his own language. He was therefore very impatient of answers in the words of the book, and took great pains to frame his questions so as to prevent them. He was constantly at work upon his lessons. The text-books were never complete enough to satisfy him, and he was much in the habit of carefully preparing original questions and new illustrations. One of his sons tells me that the amount he has left in manuscript of improved questions and new solutions—original processes—is immense. A higher object was the building-up of character in his pupils. For the attainment of this object his feeling, habits and manners as a gentleman gave him great advantages.

A boy comes before him for some misdemeanor, a boy who had always before been treated harshly by his teacher, suspected, snubbed, distrusted. In a few minutes of conversation with Mr. Sherwin, he finds that he is treated kindly, honestly, affectionately, respectfully, that he is believed and confided in. The boy goes away full of surprise, admiration and gratitude; he feels what a great and noble thing it is to be believed, loved, and confided in by a kind, noble gentleman like Mr. Sherwin. In that moment the boy's character is changed. From that moment the boy is a gentleman, and remains so always.

The daily observance of the noble qualities of their teacher, his singular purity, his unselfishness, his perfect integrity and conscientiousness, with his great strength of purpose, must have exerted a constant and powerful influence in the formation of an elevated character.

"A noticeable feature in his system," says one who was an assistant for two years, "was the sympathy and confidence he reposed in those associated with him as teachers. Every teacher was left free to follow his own methods, the only requirement being that a certain result was to be attained. I recollect his speaking of the different systems pursued by those having charge of the various classes, and his remarking that this one got work out of the pupils in one way, that in another, and commending each for the peculiar quality by which, in different ways, every set of pupils in the same class was brought, at the end of the year, to about the same 'stand-point.' His confidence in his pupils was equally marked. He seemed desirous to cultivate the individuality of each, and to discover by what advice and guidance the various powers of each, might best be developed. He never watched them to discover 'petty faults,' but he trusted in them with confidence; and in the English High School, more than in any other I ever saw, was perceptible the feeling of responsibility and manly pride among the boys, a disinclination to do anything covertly or unfairly. He told me that for twenty-three years (that was some time since) he had not punished a pupil. He reasoned with them when they had committed an offence, and and I never knew a boy proof against this course of treatment. Having been myself about two years an usher in the school, I can recall many a case where a boy found intractable in a lower room was sent to the principal for correction. He would talk with them quietly, earnestly and kindly, and, sooner or later, the offender would acknowledge his fault, and announce his determination to do better."

Mr. Sherwin's government was paternal; a system often talked about and sometimes aimed at,—in his case truly attained. He treated every boy as if he had been his son; with the added delicacy that comes from the fact that the boy had another father, with whom his relations were naturally higher and more intimate.

This paternal feeling in a teacher does not render him blind to the faults of a pupil. Quite the contrary: he sees the fault, but sees it with the eye of a father; reproves with a warm sympathy which encourages, with a deep sense of justice which does not let him forget the good qualities because they have been overshadowed by a moment's thoughtlessness or by an hour of indolence.

I suppose Mr. Sherwin never intentionally hurt a boy's feelings. In his latter years he had too much of a father's interest in the boy; in his whole life, he was by nature too much of a gentleman, and indeed he was a real gentleman. Simplicity, truth, sincerity, honorableness, sympathy, gentleness, the essential controlling qualities of a gentleman, were parts of his nature. A just man is one who always has perfect respect for the rights of all others; a gentleman is one who always has perfect respect for the feelings of others. He had too much of a manly taste to be over-nice about the fashion or setting of a coat, a boot, or a necktie; while he had a delicate regard for the finer perceptions of his female friends, which effectually secured him against slovenliness or negligence. He had been in all conditions of life, and he felt sympathy for those in all conditions. He had a warmth of heart and a nobleness of nature which did not allow him to be elated at his eminent success, and take it all to himself; but he felt that a different turn in the wheel of fortune—what he would have called a different allotment in God's providence—might have left him in a position very different from that which he had achieved.

A man with these lofty qualities could not be an ordinary citizen. He must have been and he was dearly loved by his friends, honored by his neighbours, and almost adored by his family.

He led a quiet, serene, cheerful life; his time and thoughts mostly occupied, not with his own advancement, but with the welfare and prosperity of his school, the great object of his life: himself a living, consistent example of all the virtues and habits which he inculcated, and of the sacredness and satisfaction of duty.

Mr. Sherwin was a sincerely and consistently religious man.—The fervent extempore prayer with which he always opened school must have had a steady and strong effect upon his pupils in awakening and confirming their faith in God and in man. This daily, humble expression of love and reverence for God, of a sense of His everlasting presence, of the immortality of the soul, of responsibility, of the sinfulness of sin and the need of constant help and mercy,—all these infinite truths, humbly uttered by a man whom they knew to be the personification of truth and justice and love, must have had an effect never to cease on the feelings and convictions of his reverent hearers.

If, immediately after his prayer, he had shown himself cross and hard and cruel, or passionate and unjust, the effect might have been wholly different. It might have led to the suspicion that his words were idle and himself a hypocrite. But, coming from a man whose whole life was in keeping with his words, they could hardly fail to have a mighty and an enduring influence.

Mr. Sherwin was a happy man. He was an ardent patriot, and, at the beginning of the war, gave all his sons to the service of his country; and they served faithfully and with distinction. During their absence, exposed and in dangerous situations, it was not in human nature that he should not sometimes feel anxious and sad, and his face become paler and thinner and his step less elastic. But as soon as the war was over, he became himself again, with his pristine vigor and cheerfulness. The work of the school has never been better and more successfully done than it has been during these last three years. The condition of the school was never better, its reputation higher, or its prospects brighter, than at this moment.

I will close with the following resolutions:

Resolved, That in the death of Thomas Sherwin we lose a friend who has always commanded our entire respect, affection and admiration, by his genial and winning manners, his unpretending frankness and candor, and his quiet energy, for his profound respect for truth, his steadfast firmness and unselfish devotion to duty, his spotless integrity, and the beautiful simplicity of his character.

Though for many years at the very head of his profession, he disarmed envy by his unassuming modesty and the real excellence of his scholarship, and secured friendship by his transparent truthfulness and sincerity. His well-deserved distinction never lost him a friend, nor made him an enemy. Those who have been most familiar with good schools have been most ready to admit the almost faultless excellence of that over which he for so many years presided.

Resolved, That, as teachers anxious for the advancement of our profession, we owe Mr. Sherwin a debt of gratitude for the signal success of his endeavors to stimulate each pupil by appeals to the highest motives only,—the desire to do right for the sake of right; to surpass, not others, but himself; to bring out and exercise as variously and fully as possible all the faculties with

Commission, Brokerage, &c.

What will be the commission on goods worth £437, 5s. 2d., at 4 per cent.?

Commission on £100 = £4;
 " £1 = $\frac{4}{100} = \frac{1}{25}$ £.;
 " £437, 5s. 2d. = $\frac{437 \frac{1}{2}}{25} = 17 \frac{15}{25} = 17 \frac{3}{5}$ £.
 = £17, 9s. 9½d. (Ans.)

Simple Interest.

What is the interest of £26, 10s. at 5 per cent. per annum for 3 years?

Interest on £100 for 1 year = £5.
 " £1 " = $\frac{5}{100}$ £.;
 " £1 for 3 years = $\frac{5 \times 3}{100} = \frac{15}{100} = 15$ p.;
 " £26, 10s. " = $\frac{26 \frac{10}{20} \times 3}{20} = \frac{26 \frac{1}{2} \times 3}{20} = \frac{79 \frac{1}{2}}{20} = 3 \frac{19}{40}$ £.
 = £3, 19s. 6d. (Ans.)

Or, by decimals, £26, 10s. = £26.5.
 Interest on £100 for 1 year = £5;
 " £1 " = $\frac{5}{100} = 0.05$ £.;
 " £1 for 3 years = $0.05 \times 3 = 0.15$ £.;
 " £26.5 " = $26.5 \times 0.15 = 3.975$ £.
 = £3, 19s. 6d. (Ans.)

Discount.

What is the true discount and present value of a bill of £700, payable in 9 months, at 5 per cent. discount?

Interest of £100 for 9 months = £3, 7s. or £3.75;
 Discount on £103.75 " = £3.75;
 " £1 " = $\frac{3.75}{103.75}$ £.;
 " £700 " = $\frac{3.75 \times 700}{103.75} = \frac{2625}{103.75} = 25 \frac{1}{4}$ £.
 = £25, 6s.
 Principal..... = £700 0 0
 Discount..... = 25 6 0
 Present value = £674 14 0 (Ans.)

Stocks.

What quantity of stock will £291 purchase, at 72½ per cent., brokerage charged at ¼ per cent.?

Cost per cent. with brokerage = $72 \frac{1}{2} \times \frac{101}{100} = 72 \frac{1}{2} = 72.75$ £.
 Amount of Stock for £72.75 = £100;
 " " £1 = $\frac{100}{72.75}$ £.;
 " " £291 = $\frac{100 \times 291}{72.75} = 398 \frac{2}{3}$ £. = £400. (Ans.)

Partnership or Fellowship.

A puts £720 into trade, B £340, and C £980, and they gain £47 by the traffic; what is the share of each?

Total sum in trade = £720 + 340 + 980 = £2020, and the gain = £47.

" £1 = $\frac{47}{2020}$ £.;
 " £720 = $\frac{720 \times 47}{2020} = 16 \frac{15}{101}$ £. = A's share;
 " £340 = $\frac{340 \times 47}{2020} = 7 \frac{18}{101}$ £. = B's share;
 " £980 = $\frac{980 \times 47}{2020} = 22 \frac{17}{101}$ £. = C's share.

Compound Interest.

What is the compound interest of £237 for 3 years at 6 per cent.?

Interest of £1 for 1 year = £0.06
 Amount " " = £1.06;
 " " 3 years = $(1.06)^3 = 1.191016$ £.
 " £237 " = $237 \times 1.191016 = 282 \frac{1}{2}$ £.
 Amount..... = £282 5 5
 Principal..... = 237 0 0

Compound interest... = £ 45 5 5 (Ans.)

It will be seen from the above examples, that the different problems, ranging from Simple Proportion to Compound Interest are all worked on identically the same plan; and it is not the least of the merits of the *Unitary System*; that by it a pupil, in passing from one rule, as it is called, to another, has not to make himself acquainted with a new method, but only to carry out and still further apply the one which he has already learnt, the process becoming more and more familiar to him as he advances. It is difficult to overrate the importance of the simplification thus introduced into arithmetic, whereby the old, cumbrous system of requiring boys to retain in their minds a number of different "rules," is done away with, and, in its place, we have one simple and uniform method for solving almost all kinds of arithmetical questions. Almost the entire range of arithmetic, when once the four rules (simple and compound) are disposed of, may, in this way, be said to be summed up under fractions.—*Correspondence of English Journal of Education.*

The foregoing method of analysis is that chiefly used in solving questions in mental arithmetic. It is doubtless well adapted to beginners in the study of arithmetic; but we do not think it should be exclusively or chiefly used in the instruction of more advanced classes. At best, it is the hands-and-knees method, thoroughly safe, but cumbersome and slow. Mature thinking should be an aim in view as a result of mental processes; but mature thinking should be direct and comprehensive. Roundabout reasoning and wordy explanations do not tend to make thought quick and expression concise. By this wire-drawn syllogistic method, the pupil has little, if any, stimulus to original thinking, for the order of thinking is prescribed for him to the exclusion of all original methods. All the pupils in a class must work their examples by one and the same formula. This restriction of thought and expression to a single path can yield but a narrow discipline.

On a recent visit to Canning we were informed that one of the pupils of the school, some ten years of age, shews a marked originality in his methods of solving arithmetical questions. Relations not obvious, are quickly discovered by him, and from his power of comprehension he masters examples rather by composition than decomposition. This power of getting at the centre of a problem, whence all its relations are seen comprehensively, should be the thing aimed at, rather than the mere ability to plod a beaten path around the circumference. We do not say a word against the employment of "unitary" analysis, but that this method, and this only, should be used, and used evermore, is altogether too much of a good thing. Any and every analysis has its limiting period, when the elements which it discovers should be comprehended as something complex indeed, yet single to the conception and to the use of the intellect, so that they may be employed as a single element in a higher analysis.

DISCUSSION AT THE EDUCATIONAL ROOM, BOSTON, ON THE TEACHING OF GEOGRAPHY.

MR. Atwood, of Milton, Chairman of the meeting, opened the discussion, saying that study is pursued with two objects in view. First, to secure a knowledge of places, and second, as a means of mental discipline. In order to accomplish the first end, some have deemed it sufficient to ask specific questions, which result in the attainment of isolated facts alone. Such an unsystematic method may be useful to mature minds, or may be advantageous in occasional reviews, but when the child is to pursue a course of study in this branch, it will tend to confusion and indefiniteness of ideas. In order to accomplish both the designs of this study, there must be a regular progress from the general to the particular, and also the contrary. In Germany, the children are first taught the geography of their own locality; its elevations, levels and depressions; its waters, moisture, temperature and climate; its soil and its mineral, vegetable and animal productions; its people, with their occupations, condition and form of government. In addition to this, the earth as a whole should be studied, and its grand divisions so accurately known that correct outline maps could be readily drawn. Then, as the interior is learned, maps presenting the natural conditions of the country should be prepared, and as knowledge of the political divisions and location of prominent cities is acquired, the pupil

should illustrate his attainments by his delineations. More can be learned by the aid of map-drawing and map-using in a single day than can be in many without them.

Mr. PARSON. In this study, as in all others, the main point is to secure interest in it on the part of pupils, and when this is done, there can hardly be any method of teaching which will not be successful. The text-book which is used ought never to be considered the only source of information, although it should be the best school geography known. Scholars should be encouraged to acquire from every source such matters of fact or history as will add to the vividness and reality of their knowledge, and the teacher should be even more assiduous than they are in attaining the whole subject under consideration. I know a teacher who gives topical instruction, and, subordinate to the topics, brings into her room one or two hundred questions upon them of her own preparation. These she writes upon the blackboards, and the pupils occupy portions of a day in learning to answer them. The next day they are answered very well, and the exercise is made very interesting. Geography may become a dull and useless study if the teacher does not use her best efforts to make it attractive and pleasing.

Mr. METCALF, of Boston. What shall we teach is the question of chief importance. Our text-books present the subjects according to the arrangement of the author, and often in an order which is ill-adapted to the wants of a school. They contain many pages of matter which is of little importance, and omit things of moment. I would not have pupils commit much of the book to memory; nor would I be bound in any respect by its methods or contents. The form of a country should be so well learned that it could be drawn promptly and accurately. Its water and land boundaries should be well known. Then, inside of the country, I would have the surface considered; the slopes, with the river basins, and the rivers and lakes; and in connection with these, some knowledge of the geological structure should be acquired. Then, with the outline map before them, the soil in different regions may be determined, and the climate ascertained. From these the productions can be readily known. The course and character of the country's drainage should be made a means of determining why many commercial cities and manufacturing villages have been located where they are. At a later period, the boundaries of States and the condition and occupations of the people are matters of great importance. For accomplishing this work, the lessons should be short and definite, and the teacher must spend abundant time in preparation.

Mr. SMITH. Geography will not be taught in the best manner unless some history is united with it. This fact is hardly recognized in our text-books, and yet the relationship of geography to civilization is apparent to nearly everyone, as soon as his attention is called to it. What can be more interesting than to observe how a country has made its people what they have been and still are, how the occupation for ages has been and still are, how the possibilities of advancement have been determined by the locality, and the possibilities of advancement have depended upon the natural opportunities of commercial intercourse? The geography of America cannot be learned unless we have a record of early explorations, discoveries and settlements; nor can a country, city or place, be known, unless we have considered the circumstances of its early history; the great men who have lived there; the fruits of enterprise and the memories of its past. The geography of any region will be barren if it does not abound in the records of what man has been and has done there.

Mr. PUTNAM. Map drawing is all important in the study we are considering, but to be useful, it must be practical. Very nice maps upon Bristol board are interesting to visitors, but are not especially profitable to pupils. In my own school, my assistant has been for some time combining geography and history with great advantage in respect to both branches. The pupils are studying the history of our late rebellion. Each of them has prepared an outline map of the United States upon ordinary drawing paper, and with these before them, they study their history lessons under the teacher's supervision. Whenever a town or city is mentioned, its exact locality is determined, and it is represented upon the map. Wherever a battle was fought, a flag is placed; if erect, it denotes a federal victory, if inverted; a federal defeat; beside it is placed the number and day of the month, and the year. Thus, the defeat of the federals at Bull Run on the 21st of July, 1861, would be represented thus: Bull Run, $\frac{7}{21}$ -61, with an inverted flag. The scholars are allowed to learn as many of these dates as they can without pressure. By this course, the pupils are becoming perfectly familiar with the geography of the South, and its recent history; and each branch is proving an inestimable aid to the other. The wall-maps found in nearly every school afford important help in the study of geography, if used, as it was designed they should be.

Mr. WILLIS. There is one branch of this subject which has proved very interesting to my pupils, and which I venture to call comparative geography. The term might be applied to all points of likeness or dissimilarity between countries, regions or states. To illustrate: years ago, I met somewhere with this arrangement of the areas of the grand divisions, and it has proved of great service, being accurate enough for all ordinary purposes.

Europe, area, 3½ millions of square miles; South America, 7 millions, or twice as large; Africa, 10½ millions, or three times as large. Then North America has 8 millions of square miles; and Asia has 16 millions, or is twice as large. I have since ascertained that Australia is about the same size as Europe. It is commonly thought that Arabia is as large as all of the United States east of the Mississippi; that Newfoundland is equal in area to New York State, and Lake Superior equal to Ireland? How many have noticed that Illinois has a length equal to the distance from Albany to Richmond, and that California stretches through the same ten degrees of latitude which separate Boston from Charleston, S.C.? Scholars are surprised on learning these facts, and a few such occasionally presented will make them watchful for like resemblances. One cause of ignorance and error in these respects arises from the varying scales of miles according to which different maps in the same atlas are prepared. It Massachusetts, Rhode Island and Connecticut, make as large a map as Great Britain and Ireland, the child is apt to consider them of about the same size, unless his attention is called to the matter, or the respective areas are committed to memory. Large wall maps of the hemispheres can be made of great service in this exercise, and should be consulted at times, to remove this wrong idea in respect to size, which must arise from the maps in the text-book. On another point I wish to ask a question. With nearly every new geography which is published, the teacher is obliged to acquire a new pronunciation of names, and I desire to know if we cannot secure some standard authority, whose decisions shall be adopted in the pronouncing vocabularies, which are appended to most geographies?

Mr. M. G. DANIELL. Our dictionaries and gazetteers furnish ways of pronouncing the names, and yet the methods are so numerous that almost any pronunciation can find authority to sustain it. The great question now seems to be shall we Anglicize foreign names, or give them as they are given in their own country? My opinion is that that we should speak them as we speak our own tongue, including, of course, similar foreign words which have been fully adopted into our own tongue. We do not pronounce Paris without the *s* as the French do, but Bordeaux is uttered the same in both languages.

A good method of making young children familiar with the shape, position and relative size of the different states and territories in the Union, I have found to be in having blocks cut out, of the shape of the States, and then letting these be put together after the manner of a puzzle called the "Dissected Map." By this course the boundaries are learned without any conscious mental effort to acquire them.—*Massachusetts Teacher.*

TEACHING SPELLING.

THE great object of learning to spell is to be able to spell correctly in writing. Occasionally a person is called upon to spell a word for another, and among the thousands who go to school, here and there one, in after-years, engages in teaching—spelling, perhaps, as well as other things. But the great mass learn to spell with a view of writing orthographically. To make instruction in orthography, therefore, a practical thing, spelling should undoubtedly be taught through the point of the pen or pencil. This, we believe, has now become a very general mode with small classes. With classes numbering from four to twelve it does very well to dictate to them short sentences for five or ten minutes, according to the degree of their advancement, requiring them to capitalize, punctuate, put in hyphens, apostrophes, etc. as well as "spell" their words correctly. Then let them exchange slates or papers, and correct each other's work, without any communication between them. This will consume about ten minutes more. Let the teacher then examine the entire work, if not in the recitation-room, after the class is dismissed,—the writer as well as the corrector of each having signed his name thereto, before the exercises are delivered over to the teacher for examination. The one who makes the most corrections should be credited accordingly—allowing always one correction to counterbalance one error, if the scholar be so unfortunate as to have made any. Let every error (whether in spelling, or in punctuation, or in the overlooking of an error, or in any other respect) made in attempting to correct another's work, be accounted the same as a mistake in writing the exercise. A daily record should be kept of all this. At first the mistakes will be so numerous that but little can be given out and attended to. But in a few weeks, if this system is faithfully persevered in, it will be surprising to see what progress is made, and how the errors decrease in number.

One cannot, however, always have small classes. And even if he can, the following method affords a pleasing variety. Say a class of twenty-five has just been organized. The lesson has been assigned, and is supposed to have been studied. The class assemble, and are arranged alphabetically, or by lot, or according to age, as may seem best: if according to age, the youngest at the head, the next in years next, and so on to the oldest, who takes the foot. The lesson begins. It may be in single words, or in sentences. Suppose the latter. The sentences should be short, each complete in itself. The spelling is to be done orally.

The sentence is given out distinctly, and the whole class is expected to attend, as it is not to be given out again, even though it is missed. We will suppose numbers 1, 2, 3, 4, and 5 successively spell their sentences correctly, capitalizing, punctuating, etc., as necessary. Number 6 misses. The teacher is to take no notice of it, otherwise than quietly and in a manner unobserved by the class, to put a dot with a lead-pencil opposite the name of the one who has thus missed, and in the proper column for the day, in his record-book, which should be open before him all the time as well as the book from which he dictates. Instead of giving the misspelt sentence to the next one to spell, give out another sentence, just as if no mistake had been made. This, the class should understand beforehand, is to be the case. The first one who observes the mistake, instead of spelling the sentence given to him when his turn comes, pronounces the sentence that was missed, then spells it. If correct, he passes up and takes his place above the one who missed it. If not, the next one may try it: if he misses it, the next: and so on until the work is correctly done. If it should pass the foot uncorrected, and number 1 spells it right, he "goes up" and takes his place above the one that first made the mistake. That is, if number 6 made the mistake, and it passed around uncorrected to number 1, number 1, who corrects it, takes his place just above number 6. He has virtually passed from one below the foot up to within four of the head again. For passing the head, he is credited one. Should he pass the head again before the recitation is over, he is credited with two "heads." Thus several scholars may pass the head during one recitation; and each therefore is credited accordingly. At the close of the exercise the class are numbered, their numbers recorded, and when they next come together they take their places in the order in which they stand at the close of to-day's recitation. If any are absent for a day or more, when they appear in the class again they take their place at the foot, relatively to each other in the order in which they were when they were present last, which is readily decided by a reference to the record-book. To-morrow's recitation, if possible, should begin at that point in the class at which to-day's left off. In this way, all are dealt by equally, and the one who passes the head the most times during the quarter or the session, if not positively the best speller, is the most attentive and most deserving.—

At the end of the quarter or the session, or oftener if desirable, the record, so far as the number of heads gained is concerned, may be read off; and once or twice a year it does very well to make something of a present to the best one or two in the class. Grown people work better, as a general thing, if they expect to be well rewarded for their labor; and children do better too, if something tangible in the form of a prize is held out for their attainment.

It will be found that the giving out of a word or sentence but once is an excellent exercise for gaining the attention as well as strengthening the memory of the pupils. Occasionally I have found it beneficial to interrupt the spelling exercise by asking reasons for certain things; as why *America*, in a sentence like "Columbus discovered America," should begin with a capital; why *web-footed* should be spelt with a hyphen; or *can't*, or *'tis*, or *John's*, with an apostrophe; why the *i* should follow, and not precede the *s* in *business*; why *queen* should begin with a capital in such a connection as "We were introduced to Queen Victoria," and not in such as "We were introduced to the queen;" etc., etc. If *fuchsia*, or *styl*, or some similar word occurs, explain its etymology, especially if the class is composed of more advanced pupils. Questions and explanations like these tend to fix the orthography of certain words, or of words under certain conditions indelibly upon the mind, if they do not really for the first time call the scholar's attention to it.

When any of the class display inattention or a lack of proper study, and in consequence make a certain number of mistakes during the recitation, say three, or even more according to circumstance, an excellent penalty is to require them to copy *literatim et punctuatim* a page of foolscap at the close of the day from their Reader.—*American Educational Monthly*.

READING.

By ROBERT ROBINSON, Inspector of National Schools, Ireland.

(Concluded.)

ERRORS IN CARRYING IT OUT, BUT WHICH DO NOT BELONG TO IT.—Those who adopt this custom make it worse by allowing the children to run the several meanings into one. Thus, for the words *hue*, *metre*, *lacks*, &c., they permit them to say, *a colour dye, a measure verse, wants needs*—the two meanings being repeated together without the pause which the sense requires; or they think it their duty to give a meaning for every word, quite overlooking the fact that many words do not admit of being expressed more simply by others. Thus they give the meaning of 'twittering' (making a sharp, chattering noise), of 'singing' (musical articulation), of 'chirping' (the cheerful noise of birds), and fancy that they have explained them. Instead of this, how much better would it be to refer the children to the noise of the swallow, or of the sparrow, for the explanation of 'twittering' and 'chirping,' examples of singing they scarcely need.

'MEANING' NOT SO GOOD A TERM AS 'APPLICATION.'—The word 'meaning' is a bad one, and has led in a very great degree to the erroneous system of teaching at present in force. If teachers would discard it, using in its place the word *application*, they would avoid many faults. They would avoid the fault of giving many applications; of giving any but the one necessary to explain the text; of giving it where the word is not applied at all; of endeavoring to give the application of words whose application and force were already familiar to every child; or of defining by other words, which can be illustrated *practically* with more advantage.

THE TRUE SYSTEM.—*The true system of conducting this exercise is to teach the meanings of words in connection with the text, and (as its true office is to assist in the comprehension of the text) before the reading.*

EXAMPLES.—The children should, when called up to class be directed, in the first instance, to open their books and follow the master line by line as he proceeds through the lesson, selecting the words for explanation. The method which I recommend for the actual explanation of the words so selected, will be best learned from an example. Take, for instance, the following sentence:—

'The particular favorite of Jacob among his twelve sons was Joseph, the eldest child of his beloved Rachel. This excited the envy and hatred of his brethren. These feelings were increased by reports of their misconduct, which he brought to his father, and by two dreams which he had, indicating his future greatness.'

The questions might run somewhat thus:—What is meant by the *favourite* of a person? What sort of a favourite is a *particular favourite*? What child is the *eldest* child? What is meant when it is said that Rachel was *beloved* by Jacob? When is a person said to *envy* another? When to *hate* him? What is meant by *exciting* these feelings? What by *increasing* them? &c., &c., always *applying* in the question the word whose meaning is required.

And sometimes he should mingle with his explanations of single words explanations of *phrases*; as, for instance, suppose the lesson for the day was on 'The Salmon,' which in the *Graduated Series*, by Longman & Co., Book iii., opens thus. "Of the genuine salmon, we believe there is but one distinct species. From its lithe beauty, its wonderful activity, and its value as an article of food it unquestionably takes precedence of all fish that swim in our waters. The variety of which we speak is a slender fish, particularly solid in texture, and has a small head and delicate fins;" the teacher may say what is the force of the expression '*the genuine salmon*' sketching out the doubts to which it gives rise? What is meant by a *species* of fish? What by a *distinct* species? What by the expressions, '*its lithe beauty*' and '*wonderful activity*'? What is meant by '*taking precedence of other fish*'? What by *unquestionably* doing so? What is meant by the word *slender*, as, for instance, '*a slender rod*,' '*a slender fish*'? Explain the phrase '*the salmon is extremely solid in texture*.' Meaning of *delicate*? What is its meaning when I talk of a *delicate* child? &c., &c. Thus going through the entire lesson, with more or less of minuteness according to the age and proficiency of the children who constitute the class.

After this exercise, the pupils should proceed to the actual reading, which they will then be in a position to understand, and understanding, to make expressive and correct. After reading, the teacher should recur to the previous explanation to see that it is remembered.

ERRORS IN CARRYING THE TRUE SYSTEM OUT.—In carrying out this plan of explaining the meanings of words, I have found that teachers are liable to the following errors:—

1. They read the passage themselves aloud, then ask the meanings of one word, and thus fancy that they are teaching the meanings 'in connection with the text.' Thus, in the foregoing lesson they would read, 'Of the genuine salmon there is, we believe, but one distinct species,' and then ask, 'what is the meaning of *species*?' This is a waste of time, for, when the children are following the reading, there is no necessity for the master to read to them; and, as it is virtually asking the meaning of isolated words, it differs from that plan which confines one to the little columns of the lesson, only in being more *troublesome*—the master selecting the words himself, instead of taking those selected for him. All that is in reality required is to frame the questions so that the force or application, as it is in the text, of the word to be explained, will be made clear to the children; and this can be done very often much better by using a phraseology different from what is in the book before them. An instance of this is given above, in the words '*slender*,' '*delicate*' &c.

2. They consume time unnecessarily in finding out what word they will ask the meaning of, or in determining upon the form in which they will ask it.

3. They very frequently ask the meanings of words of secondary importance, and pass over those upon which the sense of the paragraph turns.

REMEDY FOR 2 AND 3.—The remedy for both these faults is to be had in a careful previous preparation of the lesson. The teacher should provide for his own use a set of class books, and he should from time to time, mark in these all words requiring explanation. When this is once done, no further trouble will be required, except probably, to distinguish the most important words by some peculiarity of marking, as, for instance, by using in their case red ink, instead of black, or drawing under them two lines instead of one.

FALLACY OF THINKING THAT THE WORDS ARE KNOWN WHEN THE DRIFT OF PASSAGE IS KNOWN.—1. They are not sufficiently minute in their

selection of words; they take it too frequently for granted that the pupils understand the words when they can read with rapidity and ease, and answer questions upon the general meaning of the passage. The fallacy of this is so well illustrated by Dr. Woodford, that I cannot refrain from quoting him in full. The lesson selected was on 'The sagacity of insects in providing for their offspring;' and he says, 'It was thought by some intelligent visitors, that, from the way in which the children had answered upon the lesson, it was manifest that they understood the words. I was inclined to think so too, but was yet willing to try. The class was asked to say again what all this lesson was about. "The sagacity of insects," was shouted from almost every voice. *The sagacity of insects, in what?* "In providing for their offspring," was the equally ready reply. *Then what do you understand to be the meaning of the word sagacity?* No answer, except the repetition by some of "the sagacity of insects." It was here suggested that sagacity is an abstract term, and cannot therefore be easily defined, though its meaning in a sentence may, as appeared in this case, be quite well understood. It was admitted that this might be the case to some extent, though it is the safest (for the teacher) to assume that what cannot be expressed or clearly indicated in some way, is not very clearly understood. The class was again asked to explain in some way what they understood by the "sagacity of insects;" was it, for instance, their food, their colour, or their shape, or was it something altogether different from any of these things? To this the Dux was pressed to give some answer or other, and he said "It was their food; and the rest of the class concurred!"

Teachers should always remember that the poor know little of written language, and that as a consequence, many words familiar to them, are to such children as Greek or Latin.

THIS EXERCISE HAS ANOTHER USE.—Before leaving this subject, I may remark that I have treated it solely in reference to the explanation of the text of the reading lesson. It has however, another, and an important use, namely, to increase the vocabulary of the children, and give them a command over the language. When this is the teacher's object, he should proceed, of course, differently from what I have already directed. He should get from the children (or tell to them) all the meanings which the word admits of, and, in every case, he should cause them to frame sentences of their own, illustrative of each meaning. If he rely upon the mere repetition of the meanings, as given in a dictionary, he will produce rote answering, to which children are exceedingly prone, and he will fail to convince himself that they really understand what they say, or could apply the words correctly when occasion offered. It is a good plan also to require them to trace the connection between the primary and the several secondary meanings of each word, for this not only improves their knowledge of language—thereby insuring correctness and precision in composing—but it makes thought itself definite and exact, and enlarges the understanding.

THIS EXERCISE NOT SUFFICIENT OF ITSELF TO PRODUCE INTELLIGENT READING.—One would think that to explain the words of any lesson would be all that was required to make that lesson fully understood; but it is found in practice that something more is necessary.

ANALYSIS NECESSARY.—The sentences themselves must be carefully analysed, and their connection with each other clearly explained.

WHY.—To prove that this is necessary, take for instance the following extract. How this came about seems very wonderful, but as the same thing is still going on in the world, people who have carefully attended to it, are able to tell us how it happened.

It is plain, that no matter how well a child may know the meanings of each of these words, he will still be unable to comprehend the drift of the passage, unless, in addition, he knows to what 'this' relates in the expression, 'how this came about,' and can tell to what thing allusion is made in the phrase 'the same thing,' and for what 'it' stands in the two places where it occurs.

The difficulty of understanding the meaning of the passage may arise also from some peculiarities of expression. For instance, 'the knowledge of birds is called ornithology,' has led many children to think that it is the knowledge which birds actually possess which is so called. In the scriptural phrase, 'The land is before thee,' the word 'before' is not used in its customary sense of expressing the opposite of the word 'behind,' and therefore needs special explanation. And again in the sentence, 'Geography does not tell us what the land and water are in themselves,' the children may be quite unable to form any idea of what it is intended to express by the two last words. It may be said, indeed, that these extracts are themselves of faulty composition, and should not therefore occur; but the teacher should be prepared to deal with what actually does occur, and not with what ought to occur.

HOW TO CONDUCT THIS.—The teacher should test, by suitable questions, in every case of which he has any doubt, whether or not the pupils fully understand what they say. The form of these questions will be easily seen from the nature of the difficulties themselves. I can give no hint for the detection of peculiarities of expression; this each teacher will do more or less efficiently, in proportion as he is more or less conversant with English literature, but with regard to the other, I may remark generally, that the difficulties will be found to depend chiefly upon the pronouns and connecting words. The teacher should therefore see that the force of these, especially, is understood.

THIS MUST NOT BE CONFUSED WITH QUESTIONS ON SUBJECT OF BOOK.—Such an exercise as this must not be confounded with ques-

tions on the subject-matter of the lesson, though it is, of course, most intimately connected with it. It, however, resembles, as will be seen, more nearly a preparatory parsing exercise, and forms, indeed, a most admirable foundation for the intelligent comprehension of that subject.

TO BE WITH OPEN BOOKS.—During the time when reading is taught as a distinct lesson, there should be very little of this analysis, as the object then is to acquire fluency and correctness of expression; but at other times it should be frequently resorted to—with the junior classes, however, much more frequently than with the senior. And as its object is not to test what the children have remembered, but simply what their reading has enabled them to understand, it ought to be carried on with the open books before them.

The previous rules are sufficient of themselves to produce good reading; but as many teachers mar their efficacy by some special faults, it is necessary to point those out in order to make my subject complete.

INTERRUPTIONS.—As reading to be good must be expressive, must be connected, and must make sense, all interruptions, of whatever kind, must tend to injure it, and therefore, when they are permissible at all, is only as a choice of evils. Avoid interruptions is therefore an important general rule. It is one, however, frequently violated by teacher; but, I must say, that they do with the best motives. They are continually interrupting the reading to make corrections, or to ask questions upon the subject-matter of the lesson. Now, though corrections and explanations are valuable and essential, they become injurious, if ill-timed or misplaced.

INTERRUPTION TO PRODUCE ACCURACY EXPLAINED.—When a child, at present, makes a mistake, we may expect one of the following things to happen: The error is at once detected by the master, and the child is called upon to correct it; or one of the children calls it out, after which he generally goes above the boy who failed, either beginning to read himself, or, which is much less objectionable, reading after the depressed child finishes. Sometimes, however, instead of calling out the error, the children who discover it hold out their hands until the boy has ceased to read, or until some of them is called upon to name it. The distraction created by such a course is greatly increased when the hands are kept fluttering before the reader's face, as when long continued it is morally impossible he could think of anything else. And some masters would appear to take a pleasure in this folly, from the length of time which they permit it to go on.

In other cases, when the master detects the error, he does not immediately make it known, but, with the view of testing the attention of the class, he asks them to name the error committed.—It generally happens, however, that the error was noticed by none but himself, but, from being unwilling to confess this, the boys answer at random. Hence arises a series of very painful guesses, which is put an end to only by the disclosure of the real fault—one very frequently so trifling as to be beneath notice, or one beyond the comprehension of the children.

My experience of the schools in which these plans are adopted convinces me that they are ineffectual to produce correct reading, though they are specially designed to do so.

PROPER PLAN.—Instead of adopting any of these the best way is to wait until the child has finished the reading; the teacher can then draw the child's attention to whatever errors he may have committed, and the remarks will have more weight both with him and the rest of the class from their being made deliberately, and from the children's being attentive and prepared to receive them.

INTERRUPTION TO GIVE INFORMATION.—Interruptions which relate to the text itself, or to subjects connected with it, err from a different cause. They make the reading disconnected, and, by wasting the time of the lesson in continued questioning, they do not allow sufficient opportunity for the actual practice of reading, by which alone fluency can be acquired. This is the fault, generally, into which clever teachers fall, if young and inexperienced. It is the object they have in view which sets them astray. But they ought to remember that there are two rules which no good teacher ever violates—'a time for everything, and everything in its own time;' and 'teach one thing at a time, and only one.' If, for instance, the object be to teach reading, teach it alone; if to teach spelling, confine the instructions to that branch. If the subject-matter of the book be the object aimed at, avoid all digressions about grammar, geography, history, &c. The second of these rules is, in my opinion, one of great importance, and, though violated in nearly all subjects, it is more violated in reading than in any other.

INTERRUPTION FOR ANALYSIS.—With the junior classes the reading may be interrupted for the purpose of analysis, but with the seniors it is better to ask no question whatever until the child has completely finished.

UNDER ATTENTION TO PAGES.—Secondly, they force their pupils' attention too much upon the grammatical or printed pauses. From an over-anxiety to make them attend carefully to these marks, many teachers cause them to count at each, to a certain length, determined by their character. Thus, at a comma, they count one; at a semicolon, they count two, at a colon, three, and at a period, they count four. When this is done audibly, the effect is very absurd. Take the following as an instance. 'We are told in the Bible that God made all things in six days one two three four. The earth was at first dark one and without form one two three four. Then God said one "Let there be light" one two and there was light one two three four' No pause being made in the sound until the end; where

the pauses ought to occur being filled up by the repetition of the words one, two, three, four.

Children so taught overlook, in their desire to count correctly, the proper grouping of the words, their proper utterance, and the sense they convey.

WHY THESE PAUSES ARE NOT VERY IMPORTANT.—These pauses are not, in my estimation, of so much importance in securing good reading as is generally attributed to them. They appear to be intended to aid a person in collecting and expressing, *at first sight*, the meaning the author intends to convey, and are, as it were, his instructions as to how he intends his words to be taken. When, therefore, his meaning is fully understood, they are, to a great extent, worthless, as, in such a case, nature assists in the proper expression independently of all printed guides, and this to so great an extent that it is almost impossible, as any one may convince himself of by trying, to speak incorrectly what he thoroughly comprehends.

If this be true, those marks are of but little value to the junior classes, from their not having yet acquired sufficient facility in reading to enable them to collect the meaning of the text by themselves, and when told the meaning pauses are, as it appears unnecessary—yet it is with these very children that the system is chiefly practised.

READING BY IMITATION REQUIRES ANY SPECIAL ATTENTION TO THEM UNNECESSARY.—Pauses are to the advanced children of the same value that they are to the teacher himself; but these are generally as capable as he of making use of them. I do not think, therefore, that this subject should receive any marked attention whatever from the teacher. If pupils have been taught to read by imitation and if the master depend solely upon his own ear to detect whether they read too fast or too slow, or stop in the proper places, it will be unnecessary to put them in mind of the pauses. Such children will have learned to be guided by the rhetorical but unprinted pauses, which, after all are the real ones, and to whose accuracy and minuteness the others are but an approach.

STOPPING AT EACH FULL STOP.—Teachers should avoid the error of limiting the portion for each boy's reading to what is contained between two full stops.

EVILS OF THIS COURSE.—It is true that when there is no fixed limit, the boy who reads is found to hurry over the ending words of the sentence, to begin again before the next boy has time to do so, and his whole anxiety appears to be to get fairly launched into a new sentence, and so place himself beyond the risk of interruption. He pays scarcely any attention to what he reads, or how he reads it. The rule that requires them to stop at each full stop, certainly remedies these evils, but its tendency is to destroy both the teaching of the reading and the subject-matter of the lesson; for reading consists not so much in repeating accurately one sentence, as in joining several (correctly repeated, of course) properly together—the voice at the beginning of the one bearing, of necessity, a defined relation to the voice at the ending of the other; and the truest knowledge of the subject-matter is acquired, not by receiving isolated facts, such as are contained in single sentences, but by obtaining several joined together in accordance with the natural connection existing between themselves and the subject to which they belong.

To understand this, take a lesson upon 'The Tree.' This will naturally be arranged under the following heads: the root; the trunk or body; the boughs and branches; the leaves; the blossoms; and the fruit. And, therefore, to gain the most correct idea of a tree, the facts mentioned under each head should enter the mind together. We should read first about the root, then about the body, then about the boughs, and so on, and avoid blending the facts together which appear under different heads. But, however, as several full stops may occur in the description of each part, the system which would limit a boy to one sentence would most certainly destroy the unity of each part, and render the comprehension of the whole vague and uncertain. The facts would enter the mind devoid of that systematic arrangement which forms an essential feature in the ideas we know most of, and remember longest.

EACH SHOULD READ TILL THE DESCRIPTION OF EACH PART IS COMPLETE.—Each boy should, as a general rule, read to where the description of one part is complete. When the description is, however, too small, several of them may be joined together. In lessons which are not descriptive it may be laid down as a general rule, that each child should read from thirty to forty lines.

MEANS TO KEEP THE CLASS ATTENTIVE.—In conclusion, I may remark that all these suggestions proceed on the understanding that the class is attentive. If not attentive, much of their value is lost. To secure attention, the following means may be adopted.

MEANS TO SECURE ATTENTION.—Do not permit the boys to read until told to do so. Do not select them consecutively. They will thus, from not knowing when they will be called upon, be kept continually on the watch. The most careless ought to be most frequently called upon; and, now and then, a child who has already read may be required to read again, to prevent the possibility of his growing careless, as some are inclined to do, when they have finished their own portion. A vigilant eye and an active manner are, however, the best means. If the teacher is active and attentive, the children will most likely be so too; and if they feel that they cannot idle without being seen, it is almost certain that they will not attempt it.

Avoid what is called 'taking places' during the reading portion

of the lesson. It may be adopted, occasionally, in the general questioning upon the text, but it is never adopted with advantage when the pupils are merely reading. At best, indeed, it is but a mechanical means for securing that attention which should be the result of an interest in the lesson, created and sustained by the master's own skill and manner.

ABROAD.

SAN FRANCISCO.—Come with me and take a look at the schools of this city. We climb the hillside, reach a large, solid, substantial building, as attractive without, as neat within, as School buildings in Eastern States. The rooms are well finished and furnished, and as tidy as soap and sand and scrubbing brush can make them. It is a girls' school—the Denman—and Mr. Swett, a son of Hampshire, formerly State Superintendent of California, in charge, with about eight hundred girls under his care. Their eyes are as bright, their voices as sweet, their cheeks as blooming, their intellects as keen, as those of the East. Transportation to this side of the Sierra Nevada has diminished none of the iron or oxygen in the blood of this rising generation. San Francisco has the school system of Boston. Buildings, discipline, order, precision, advancement are the same. We have seen worse schools in Boston, than this, and but few, if any, better.

A few minutes' walk and we are at the Lincoln school—a building more costly than any school house in your city—built in flush times, elegant, and, in an architectural point of view, an adornment to the city. Flowers bloom in the well kept grounds in front of the edifice, and there stands a finely executed statue of President Lincoln, the gift of a public spirited, patriotic citizen. This is a boys' school. The cosmopolitan character of this community is seen in the schools. The head master of this school is a Pole; the teacher of music, an Irishman. English, Irish, German, French, Italian, and South American children are found in the classes. There is no machine in the world like the common school system of the United States for grinding up odds and ends and reducing rags to common pulp. The order, discipline and thoroughness manifest in this school is excellent. A visit to these two schools is sufficient to show that San Francisco is not a whit behind Eastern cities in her common schools. The city has a Normal School, also a School for the education of teachers, a High School for boys, one for girls, one Latin, eight grammar, twenty four primary, and one colored school. In 1860, the number of children in the city under fifteen years of age was 12,116; the census of this year gives 34,720, an increase of about 300 per cent. Twenty thousand of these are in the schools, being educated at an annual expense of three hundred and twenty thousand dollars. The principals of the high schools have a salary of \$2,500, gold; the female assistants in the high schools receive \$1,203, gold. The principals of the grammar schools receive \$2,100; sub-masters \$1,500; female assistants from \$600 to \$1000.

An attempt was made by the Roman Catholics some time since, I understand, to obtain appropriations for the schools under their charge which was defeated. They have twelve private schools under their control, with an attendance of about 3,400 pupils including young men preparing for the priesthood. Besides public schools, there are seventy or more private schools, but the standard of education in them is far below that afforded by the city.—"Carleton" in *Boston Journal*, 1865.

CLEVELAND.—Practical Arithmetic.—I saw given, in one of the rooms in the Brownell Street School, what was not only in name but in fact, a lesson in practical Arithmetic. It was a lesson in avoiddupois weight; and the little fellows were not alone doing sums in reduction in that weight, but, what may surprise some of our teachers were actually weighing things on the scales, announcing the results in pounds and ounces, and then reducing these pounds and ounces with the greatest rapidity and exactness, lifting and weighing them in their hands at the same time.—Any number of bundles of various materials, brought by the pupils, to be used in the lesson, were lying near by. No real teacher need be told that the class was full of life and enthusiasm in its work.

Beautiful School-Rooms.—One very pleasing feature of the Cleveland Schools is the fact that there is not a school-room in the city that is not adorned with a greater or less number of engravings. They are purchased by voluntary contributions from the pupils, or from the proceeds of exhibitions given by them. In addition to this, I found all the school-rooms I visited, ornamental and flowering plants, some of, these rooms being very parterres of beauty. The value of the influence on the culture and tastes of the pupils thus brought into daily contact with the beautiful in nature and art (to say nothing of the effect upon the teachers themselves) can scarcely be over-estimated.

Boston.—Reading.—I visited the Bowdoin School, with Mr. Shariand. The reading in all the rooms I visited was good,—and this, I think, may be said of the reading in the Boston schools generally,—but I was especially pleased with that exercise in the room of Mr. Brown, the Master of the school. Here the vocal elements were given with uncommon power and precision; and the reading of the young ladies had a finish, and possessed elocutionary excellences that I have seldom seen in other schools of the highest character. The reading was accompanied by vocal gymnastics, or exercises in breathing, that must be of very great hygienic as well as elocutionary value.—From Report of Superintendent of Schools in Cincinnati.

Have a care to whom you speak, of whom, of what, and where.

Method is the hinge of teaching.



OFFICIAL NOTICES.

I. School Books—Superior School Grants.

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

October 15th, 1869.

II. 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, 2nd 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 FEBRUARY 1st, a written notification of their intention to be examined, and of the grade of license for which they will apply. 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.
Baddock.....	A. Munro, Bouldardarie.
Margaree Forks } Port Hood..... }	John Y. Gunn, Broad Cove.
Arichat.....	Reni Benoit, D'Escousec.
Guysboro' } Sherbrooke }.....	S. R. Russell, Guysboro'
Antigonish.....	A. McIsaac, Antigonish.
Pictou.....	D. McDonald, New Glasgow.
Amherst.....	Rev. W. S. Darragh, Shunimicas.
Truro.....	H. C. Upham, Great Village.
Halifax } Tangier }.....	J. F. Parsons, 30 Albro St., Hx.
Windsor.....	Rev. D. M. Welton, Windsor.
Kentville.....	Rev. Robt. Sommerville, Wolfville.
Bridgetown.....	Rev. Geo. Armstrong, Bridgetown.
Digby.....	A. W. Savary, Digby.
Yarmouth.....	G. J. Farish, Yarmouth.
Shelburne.....	Rev. W. H. Richan, Barrington.
Liverpool.....	Rev. D. O. Parker, Liverpool.
Lunenburg.....	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 A who have already made an average of 75 or upwards on Grade B, are to work papers on those subjects only which are peculiar to grade A. Such Candidates are required to present themselves for examination (with their licenses or memoranda) on THURSDAY noon. Other candidates for grade A will present themselves at the opening of the Examination on Tuesday.

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.

III. Holidays and Vacations.

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

HOLIDAYS.

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

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

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

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

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

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

VACATIONS.

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

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

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

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

July 1867.

IV. Teachers' Agreements.

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

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

NOTICE

1. The COUNTY FUND is paid to the TRUSTEES of the section. The amount depends upon the number of pupils, the regularity of their attendance, and the number of pre-scribed 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 this _____ day of _____ A.D. 186____, between (name of teacher) a duly licensed teacher of the _____ class of the one part, and (names of Trustees) Trustees of School section No. _____ in the district of _____ of the second part.

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

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

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

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

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

V. To Trustees of Public Schools.

1. "A relation being established between the trustees and the teachers, it becomes the duty of the former, on behalf of the people, to see that the teachers are making sure progress, that there is life in the school both intellectual and moral.

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.

VI. The Provincial Normal School.

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

FACULTY OF INSTRUCTORS.

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

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.'

Persons wishing to enrol as Candidates for High School or Academy certificates must, in addition to a good knowledge of English, be thoroughly familiar with the Latin and Greek Grammars, and be able to

parse with ease any passage in some elementary work in each language. In Mathematics, they must be competent to solve any example in the advanced Nova Scotia Arithmetic, to work quadratic equations in Algebra, and to demonstrate any proposition in the first four books of Euclid."

VII. Bond of Secretary to Trustees.

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

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 if required, the penalty of the within bond. Given under our hands, day of A. D. 186 [Names of Magistrates].

VIII. Prescribed School Books, Maps and Apparatus.

In pursuance of an Order of the Council of Public Instruction, made October 15th, 1869,

NOTICE IS HEREBY GIVEN

That Prescribed School Books and Apparatus will be supplied to the Trustees of Public Schools, for the ensuing school year, at three-quarters of the prime cost of the same. Diagrams, Maps, and Globes will be supplied at half cost as formerly. Orders from Trustees of Sections placed, in May last, by the Boards of School Commissioners upon the list of sections entitled to receive special aid, will be filled at half cost. All such orders must be distinctly marked over the top, "POOR SECTION." In making up their orders, Trustees of Poor Sections will deduct one-third from the prices given below; except in the case of Diagrams, Maps, and Globes, which are already marked at half cost.

Trustees will carefully note the following Regulations:— Reg. 1.—Applications must be made in the following form, and addressed to MESSRS. A. & W. MACKINLAY, HALIFAX, who have been duly authorized to attend to all orders.

(FORM OF APPLICATION.)

Messrs. A. & W. Mackinlay, Halifax, Srs.—We enclose (or forward by) the sum of \$—, for which you will please send us the following articles provided by the Superintendent of Education for use in the public schools. The parcel is to be addressed—(here give the address in full) and forward

by———(here state the name of the person, express, company, or vessel; and, if by vessel, direct the parcel to be insured, if so desired.)

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) 14 cent each.

THE NOVA SCOTIA SERIES OF READING BOOKS.

Book No. 1	\$0.35 doz.	Book No. 6	\$3.16 doz.
“ 2	0.77 “	“ 7	1.28 “
“ 3	1.12 “	The art of Teaching	
“ 4	1.86 “	Reading	0.09; ea. cr.
“ 5	2.05 “	Bailey's Brief Treatise on Elocution.	00.7½ “

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	2.81 “
Nova Scotia Arithmetical Table Book	0.99 “
<i>Algebra</i> .—Chambers' Algebra, (as far as Quadratics)	3.69 “
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>Navigational</i> .—Norie's, (an extended treatise)	2.63 each
Chisholm's Mathematical Scale	1.87 “
<i>Bull Frames</i>	1.05 “
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, 27 cents per box, (1 gross); Slate Pencils, 7 cents per box, (100).	

WRITING.

STAPLES' 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, “ “		“ No. 11, “ “
	“ No. 5, “ “		
	“ No. 6, “ “		
	“ No. 7, “ “		

Nos. 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.
- Penholders, 29 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,) 1 cent each.
- Lead Pencils, 12 cents per doz.
- India Rubber Erasers, 13 cents per doz.
- Pink Blotting Paper, 22 cents per quire.

DRAWING.

BARTHOLOMEW'S SCHOOL SERIES OF PROGRESSIVE DRAWING LESSONS.

For beginners.	Set of 72 Model Cards, Nos. 1 to 6	69 cents per set.
For advanced lessons.		
	Sketch Book (models only), Nos. 1 to 5	\$1.56 per set.
	Packages (12 slips) of blank drawing paper, for model cards, 1 cts. pr. pack.	
	Blank drawing books, for model cards, 13 cents each.	
	Blank drawing paper, for Sketch Books, or model cards, 12 cts. 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)	0.89 “
Notes of Lessons on do. do. do.	0.05 “
Wild Flowers (96)	1.98 “
Geometrical Figures (2 sheets)	0.06 “
Mechanical Forces (6 on cloth) with exp. sheets.	0.81 “
Patterson's Plates of Animals (set of 10, mounted and varnished)	12.50 “

GEOGRAPHY.

Calkin's Geography and History of Nova Scotia, 124 cts. each.	
Calkin's School Geography of the World, 81 cts. each.	
<i>Series of Wall Maps</i> .—	Scotland \$1.52 each.
Nova Scotia \$0.61 each.	Ireland 1.52 “
British America 0.90 “	British Isles (in relation to the Con. of Europe.) 1.52 “
North America 1.52 “	Europe 1.52 “
Western Hemisphere. 1.52 “	Palestine 1.52 “
Eastern Hemisphere. 1.52 “	Gen'l Map of Bible Lands 1.52 “
England 1.52 “	
<i>Globes</i> .—The Terrestrial Globe (12 in. diameter, bronze meridian and Quadrant)	\$1.50
The Celestial Globe	1.50
<i>Classical Wall Maps</i> —	Grecia Antiqua \$1.36 each.
Orbis Veteribus Notus. \$1.36 each	Asia Minor Antiqua 1.36 “
Italia Antiqua 1.36 “	Orbis Romanus 1.36 “

HISTORY.

Hodgins' School History of British America, \$4 13 doz. or, Boyd's Summary	1.26 “
Curtis' Chronological Outlines of Eng. History	0.90 “
Collier's School History of the British Empire (Revised Edition)	3.74 “
For use in adv. Con. Schools.	Collier's History of Rome 2.70 “
	Collier's History of Greece 2.70 “
For use in High Schools.	Smith's Smaller History of Rome 6.00 “
	Smith's Smaller History of Greece 6.00 “
	Chambers' Ancient History 4.50 “

NATURAL SCIENCE.

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

ECONOMIC SCIENCE.

The Chemistry of Common Things ... \$0.23 each.
How Plants Grow ... 0.68 "

CLASSICS.

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

AUTHORS—OXFORD EDITIONS.

CÆSAR, de Bello Gallico, 1 vol., bound, 35 cts. Lib. I.—III. (with short notes), 1 vol., paper, 18 cents.
VIRGIL, (complete), bound, 38 cents. the Georgics (with short notes), 1 vol., paper, 30 cents: the Æneid, Lib. I.—III. (with short notes), paper, 15 cents.
CICERO, de Off., de Sen., de Amicit., 1 vol., 30 cents: de Sen., and de Amicit., 1 vol., (with short notes), paper, 15 cents: Oration for the Poet Archias, (with short notes), paper, 15 cents.
HOMER, (complete), bound, 30 cents: the Odes, (with short notes), paper, 30 cents.

DICTIONARIES.

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

AUTHORS—OXFORD EDITIONS.

XENOPHON, Anabasis, bound, 30 cents.
ÆSCHYLUS, Alceſtis, (with short notes), paper, 15 cents.
XENOPHON, Memorabilia, bound, 40 cents.
HOMER, Iliad, (complete) bound, 53 cts.: Lib. I.—VI., with short notes, 1 vol., paper, 30 cents.

LEXICONS.

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

IX. Address of Inspectors.

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

ADVERTISEMENTS.

SITUATION WANTED.

A FIRST CLASS FEMALE TEACHER of over eight years' experience in Nova Scotia, and a graduate of the Normal School, Truro, desires a situation in a graded School for the coming year. Salary not less than \$300. Good references can be given.

Address,
JESSIE B. ARCHIBALD,
Carlton, St. John, N. B.

A FEMALE TEACHER holding a Third Class Provincial License, is desirous of obtaining a situation. Address,

R. T. UPHAM,
Middle Stewiacke, Col. Co.

WANTED. Second class MALE TEACHERS. Applications stating terms, &c., may be made to

Wm. HAGAR, Round Bay, Shelburne Co.
CHAS. ALLEN, Head Ragged Island Bay, Shelburne Co.
Wm. H. PAGE, East side Ragged Island Bay, "
Or to the undersigned,
W. H. RICHAN, Inspector,

A THIRD CLASS MALE TEACHER for the Black Point School, Margaret's Bay, Section No. 2. A. Address,
JOHN JAMES, Sec. to Trustees.

Books for School Teachers.

COMMON SCHOOL EDUCATION, by Currie.
EARLY AND INFANT SCHOOL EDUCATION, By Currie.

For sale by A. & W. MACKINLAY.

SCHOOL DESKS.

THE undersigned is prepared to supply School Trustees with the improved School Desks recommended by the Council of Public Instruction for use in the Public Schools throughout the Province.

The desks and chairs are made of thoroughly seasoned oak and ash, and the standards or supporters are made of iron. The desks are finished in oil, and the chairs are varnished.

The following scale will furnish any needed information, as to sizes, &c. The prices attached are for one desk and two chairs :

Age of Pupil.	Height of Chairs.	DOUBLE DESKS.				Space betw'n desk for chairs	Price.
		Height of side next to Pupil.	Length.	Width.			
6 to 6 years	11 inches.	21 inches.	33 inches.	12 inches.	14 inches.	\$1.00	
6 to 8 "	12 "	22 "	34 "	13 "	15 "	4.25	
8 to 10 "	13 "	23 "	35 "	13 1/2 "	16 "	4.50	
10 to 12 "	14 "	24 1/2 "	36 "	14 "	17 "	4.75	
12 to 14 "	15 "	25 "	37 "	14 1/2 "	18 "	5.00	
14 to 17 "	16 "	27 1/2 "	38 "	15 "	19 "	5.25	
17 "	17 "	29 "	39 "	16 "	20 "	5.50	

* * Single Desks (i. e. accommodating one pupil each) will be manufactured if required.

Desks and chairs (with screws) packed and delivered on board the cars, steamer, or packet at WINDSOR, at the above prices. Terms cash on delivery. Trustees wishing to procure desks should send in their orders as early as possible. Specimen desks and chairs may be seen at the EDUCATION OFFICE, Province Building, Halifax. Address.

EDWARD CURRY,
Windsor, N.S.

JAN. NOW READY. 1868.

Demy 8vo Price \$2.00.

THE TEACHER'S TEXT-BOOK,

BY

Rev. Alexander Forrester, D.D.

A. & W. MACKINLAY,
Publishers.

The undermentioned gentlemen have kindly consented to act as Agents for Dr. Forrester's work on Education. Supplies of the book are now being forwarded to each, and subscribers can obtain their copies on application. Subscription price \$2.00:—

- Rev. George Armstrong ... Annapolis Co.
- Rev. P. J. Filleul ... Digby Co.
- Dr. Farish ... Yarmouth Co.
- William B. Lawson, Esq ... Lunenburg Co.
- James McDonnell, Esq ... Inverness Co.
- S. R. Russell, Esq ... Guysboro' Co.
- Rev. E. McCurdy ... Musquodoboit.
- W. R. Cutler, Esq ... Richmond Co.

The Journal of Education,

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

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

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

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

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

A limited number of advertisements in connection with education and kindred subjects, will be inserted at 20 cents a line for the first and 10 cents a line for each subsequent insertion.

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

Printed by BLACKADAR BROS., 14 Buckingham Street, Halifax.