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T H E

JOURNAL OF EDUCATION.

FOR THE PROVINCE OF NOVA SCOTIA.

As soon as the County Fund is apportioned in any County (or District), each Inspector is requested to transmit, by mail or otherwise, to the Trustees, the MEMORANDUM attached to each County Fund cheque.

THE PROVINCIAL NORMAL SCHOOL.

TEACHERS who intend to enter the Normal School at its next session, will bear in mind that the institution opens on the first Wednesday in November. Students will not be admitted after the first week in the session, except at the option of the Principal.

THE ANNUAL SCHOOL MEETING.

ON the THIRD MONDAY in October, each school section is required by law to hold its annual school meeting. The "Third Monday" falls this year on the 19th day of the month. There is something grand in the thought that one day in the year is thus set apart for the assembling of the people in each town, village, and rural district of the province, to adopt measures for placing the benefits of a good education within the reach of the children of each community. The necessary and permanent elements of a people's prosperity—*intelligence, industry, and morality*—sanction and enforce this duty now so explicitly devolved upon every Nova Scotian by the Law of his country. The man of wealth and the man of small means meet in common assembly to discharge an obligation to the youth of their community. Such combined action is an eloquent answer to the question, "Am I my brother's keeper?" The very nature of the social compact, wisely apprehended, requires each member of society cheerfully to recognize and fulfil the injunction of holy writ: "Look not every man on his own things, but every man also on the things of others."

We propose to offer a few suggestions to our readers in connexion with the October school meetings.

TRUSTEES' REPORT.—Each Board of Trustees should be fully prepared to lay before the school meeting a report of the condition of the school for the past year. This report should contain an accurate and detailed statement of the income and expenditure of the section during the closing school year, and a careful estimate of its requirements for the ensuing year. Clear and distinct information placed before the rate-payers, will enable the meeting to transact intelligently the important business for which it has assembled. It may assist Trustees to mature their estimates if we place before them the distribution of the County Fund for the last two Terms—the summer of 1867 and the winter of 1868, a complete school year. The amount paid to Trustees from this fund depends upon the average number of pupils in attendance for the full term.

COUNTY FUND.—RATE PER PUPIL IN ATTENDANCE FULL TERM.

	Summer Term, 1867.	Winter Term, 1868.	Total for a year.
Annapolis Co.....	\$1.40	\$1.35	\$2.75
Antigonish Co.....	1.56	1.76	3.32
Cape Breton Co.....	1.18	1.31	2.49
Colchester Co.....	1.20	1.16	2.36
Cumberland Co.....	1.31	1.28	2.59
Digby Co. { Digby.....	1.28	1.75	3.03
{ Clare.....	1.30	1.50	2.80
Guysboro' Co. { Guysboro'.....	1.87	2.44	4.31
{ St. Mary's.....	1.23	1.90	3.13
Halifax Co.....	1.25	1.62	2.87
Hants Co. { West Hants.....	1.33	1.64	2.97
{ East Hants.....	1.14	1.28	2.42
Inverness Co.....	1.41	1.38	2.79
King's Co.....	1.32	1.29	2.61
Lunenburg Co. { Lunenburg... 1.32	1.32	1.22	2.54
{ Chester.... 1.49	1.58	3.07	
Pictou Co.....	1.43	1.33	2.76
Queen's Co.....	1.43	1.60	3.03
Richmond Co.....	1.64	1.60	3.24
Sheburne Co. { Shelburne... 1.67	1.72	3.39	
{ Barrington.. 1.18	1.57	2.75	
Victoria Co.....	1.22	1.09	2.31
Yarmouth Co. { Yarmouth... 1.16	1.38	2.54	
{ Argyle.... 1.33	1.71	3.04	

Trustees of sections recognized by the Boards of Commissioners as poor sections, received *one-third more* per pupil than the sums given above. By consulting their school Register, any Board of Trustees can learn what the average attendance of the past year has been.

The following are the rates for the full school year, paid direct to Teachers by Government:—

First class Male Teachers, \$120.	First class Female Teachers, \$90
Second " " 90.	Second " " 60.
Third " " 60.	Third " " 45.

Licensed assistants, if provided with a separate class-room, receive two-thirds of the above sums, according to their class of license. Teachers and assistants employed in sections recognized by the Board of Commissioners as poor sections, receive *one-third more* from Government than the sums above named.

From the statements we have now given in reference to the Provincial Grant and the County Fund, every Board of Trustees, by the exercise of a little thought, may know with sufficient accuracy what amount will be required to supplement the teacher's salary. The other requirements for the support of the school can be settled without much difficulty. Any deficit arising from expenditure unauthorized by the previous school meeting, should be included in the estimate submitted by the trustees. It is quite proper that the rate-payers should freely discuss the recommendations of the trustees, and the Board should be prepared to give prompt and detailed information to the meeting. But it is not proper for any rate-payer to occupy the time of a school meeting in discussing whether the means required shall be raised by assessment or subscription. The meeting has nothing to determine in reference to the *mode* of raising school funds. The statute has determined that; the meeting determines the *amount* only.

The following extract from the Law shews for what purposes the meeting may vote money:—

"Any sum required by any section over and above the sums provided by the Province and County for the support and maintenance of a public school or schools during the year—including the purchase or improvements of school grounds; the purchase, erection, furnishing, cleaning or repair of school-houses and out buildings; rent of buildings or lands; insurance on school property; the purchase of fuel, prescribed school books, maps, and apparatus; the payment of interest on money borrowed by the section; teachers' salaries, or any other expenses required in providing an efficient public school or schools, in accordance with this act—shall be determined by a majority of the rate-payers present at a regularly called school meeting; and any amount so determined shall be a charge on the section, and shall be levied on the real and personal property within the count of the residents of the section according to the county rate-roll."

NOTICES.—Trustees are reminded that the Law requires them to give due notice to the section of the time and place of the annual meeting:—

"The annual school meeting for the election of trustees, or a trustee, shall be held in the school house of the section, or if not commodious, or if its use cannot be obtained, or if there is none, in any other convenient building, on the third Monday in October; the meeting to be called by the trustees, or, where none exist, by the inspector, by notices posted in three public localities within the section, five days previously, signed by the trustees or the inspector, as the case may be."

The following is a suitable form of

NOTICE.

The resident rate-payers of _____ School Section, No. _____, are hereby notified that the Annual School Meeting will be held, as required by law, on the 19th day of October, in _____, at _____ o'clock, — M. A full attendance is requested.

(Date.)

_____ } Trustees.

In sections where there are no trustees, it will be seen that the notices must be issued by the county inspector.

THE MEETING.—When the annual meeting is convened it is to be duly organized and the business transacted. The following outline indicates the *usual* and most important matters to be transacted by the annual meeting:—

"1. To elect a Chairman of the meeting. 2. To elect a Secretary to record the proceedings of the meeting. 3. To elect a new Trustee (or Trustees, as the case may be). 4. To receive the report of the board of Trustees concerning the educational condition of the section during the year, its finances, and the requirements of the section during the ensuing year. 5. To determine, by a vote of a majority of the rate-payers present, what amount shall be raised by the section during the ensuing year for any or all of the objects authorized by law."

No ballot.—It is to be borne in mind that in a majority of sections, no ballot is to be used in determining which member of the Board of Trustees is to go out of office. This being the **FOURTH** annual meeting in most sections (the first election having been had in Oct. 1865), the Trustee who has served the longest is to retire from office. The following is the provision of the Law:—

"At the first annual meeting of any section, under this act,* the majority of the rate-payers of the section present shall elect from their own number three trustees, and at the second and third annual meetings one of the trustees elected at the first meeting shall go out of office by ballot, and at each annual meeting thereafter he who has served the longest shall retire from office, and each of the vacancies shall be filled by the election of a new trustee; provided always, that he whose term of office has expired may be re-elected, with his own consent, his time of service to date from such re-election."

Ballot.—Sections which were organized subsequently to October 1865, will, of course, determine by ballot which of those members of the Board who have been the longest in service is to go out of office,—whether the members of the Board were elected at a former annual or special meeting, or were appointed by the School Commissioners. In this connexion we repeat the remarks made in the **JOURNAL** for August 1867:—One of the most convenient modes of voting by ballot is for each rate-payer present to write upon a slip of paper the name of the trustee who he thinks should retire. The chairman having counted the ballots, declares the office of him who receives the largest number to be vacant. A ballot is often taken by the use of objects of two colours, or kinds, as black beans and white beans, beans and peas. It is of no great moment what materials are used, the object being merely to enable the rate-payers, in a delicate way, to determine which trustee shall vacate his office. When the three trustees have been in office for the same period, it will be necessary to determine which of the three shall retire. The ballot must in that case be repeated if necessary, till one has received the votes of a majority of ballots.

The office of trustee is most honourable, and only persons of intelligence, business habits, and educational zeal should be chosen as trustees. Such men should not shrink from a faithful discharge of the duties imposed upon them by the people. All should remember that society has claims upon them, and that no claim can be stronger than that which involves the welfare of the young. Good trustees will generally secure good teachers, good accommodations, and good schools.

A spirit of liberality should be shewn by the annual meeting in providing for the support of the school. Ample provision should be made for comfortable and clean rooms, a good supply of school books and necessary apparatus, the teacher's salary, in short for whatever is needed to carry on successfully as well-equipped a school as the means of the section will permit. In this way the section will have little difficulty in obtaining the services of the best men as trustees. Such trustees will carry on the school as economically as is consistent with its efficiency, and however large the amount voted, they will expend only what is needed.

Immediately after the annual meeting, each Board of Trustees should transmit to the Inspector, an outline of all the business transacted.

* The Act of 1865.

RETURNS.

IT may safely be said that our progress towards obtaining full and reliable School Statistics since the commencement of the educational reform, has been quite equal to the progress made in any other branch of the work; and that is saying very much. In

this, however, as in other matters, we still fall a good deal short of that perfect standard to which we must aspire. As the close of the school-year is now at hand, when in addition to the half-yearly return the more elaborate Annual Returns are due, it is a fitting opportunity to say a few words on the subject.

A really full and correct return is a work of art. To the person whose business it is to prepare statistics for publication, such a Return is a delight. Among the Returns of 1867 there were many such—a very much larger proportion than ever before in this province; Returns in which every query was answered with such an evident understanding of its exact bearing, that one could not for a moment doubt the correctness of the answer. But they were not all such. In some not more than half of the columns were filled. In others all the queries were answered, but with such a transparently mistaken notion of their meaning in many cases, as to make the answers wholly worthless. And in yet others the answers given were often so contradictory as to render the whole Return unfit for use. For such Returns we have no toleration. They are an eyesore and a nuisance. It seems to us that there is no good reason why any Return should be either incomplete or incorrect in any important particular. The form of a query may not apply perfectly to the case in hand, but it is couched in the plainest terms, and will always admit of a rational reply. The queries, as a rule, are neither intricate nor abstruse, but refer to simple matters of fact, and require only simple matter-of-fact answers. A little study, a little care, a little anxiety to supply just the information asked for, is, with even the most humble capacity for dealing with such matters, quite enough to do the whole business.

The more difficult questions—if indeed any of them can be said to be difficult—are not always the ones that oftenest receive incorrect or absurd replies. One would think that there could be no mistake made in reporting how many of the pupils in a school are Boys and how many Girls. Yet in the whole range of the returns there is not one question on which more mistakes are made—unless indeed it be in giving the numbers of the different ages. It is no rarity to meet with such a sequence of answers as the following:—Total number of pupils 48; No. of Boys 26; No. of Girls 28. Or this:—No. of pupils under 5 years of age 3; No. from 5 to 15 years of age 39; No. over 15 years 12; Total number of pupils 51. Who can possibly frame any excuse for such work as that! It is simply scandalous. How any Trustee or Teacher could deliberately sign a certificate under such rubbish solemnly declaring that he had "faithfully sought" to give accurate answers to all the enquiries found in the Return, or that he had "carefully examined" all the answers given and found them to be "to the best of his knowledge and belief correct in every particular," altogether passes comprehension. After seeing many such things, one begins to doubt whether the mathematicians are not going too far when they assume as an axiom that "the sum of the parts is equal to the whole." To some it seems not to be a self-evident truth, or rather not to be truth at all. But as we said before these are exceptional cases, and let us hope that any such may soon obtain clearer light on the subject.

It is freely confessed that there may often be some difficulty in giving a perfectly satisfactory answer to a question. It is probably impossible to construct a form of Return that can apply with perfect equality and completeness to the varying circumstances of all sections. Yet we cannot but believe that with proper care, and a reasonable effort on all hands, we may obtain a body of statistics sufficiently uniform and complete to answer all the purposes in view. In order that there may be greater completeness in the future, it may be well to state a few general principles by which a person should be guided in filling up a return:

1. Every question should be read carefully with a view to learn *exactly* what it is that is asked for.

2. Let no question go unanswered. If you have not the materials for giving an *exact* reply, give the best answer you can,—always keeping on the safe side—and add a note on the margin saying that the answer is *approximate*. If you are not sure that you understand the question, give what you *suppose* to be the information desired, and add a note explaining what you have taken the question to mean. If you think the question *ambiguous*, give as many answers as will ensure that one or other of them contains the desired information.

3. Examine and *test* your answers to see that they harmonize with each other. Avoid self-contradiction if possible. Wherever a total is asked for, (as in columns 47 and 61 of Return B., or columns 14, 19, and 82 of Return A.) see that the answer given is the "sum of the parts" given in the columns for the various items of which the total is composed.

4. Before signing a certificate that the Return is correct, read it over with care to see that no slips have been made.

EXPLANATIONS OF RETURN B.

We shall now give some explanations relative to such questions in the Annual Return as seem most likely to be not understood.

No. 13. The word "Height" in this question is a misprint for "Length."

No. 15. If the ceiling is arched, give the mean or average height.

No. 16. Means how many pupils can be properly accommodated with the *present supply of furniture*, &c.

No. 18. If the exact number is unknown give the nearest estimate you can, and say "about —." This information is particularly desired.

No. 19. This means, How many different children have been under instruction in the section during the year? If there has been school only one term, the answer will of course be the number of pupils registered for that term. If there has been school both terms, find how many of the pupils registered for the Winter term did not attend at all during the Summer term, and *add* that number to the whole number registered for the Summer term. Or, if easier, find how many *new pupils* came in after April 30, and add that number to the number registered for the Winter term.—A correct answer to this question is most earnestly desired. It is one of the most important in the whole return. The numbers given in 20 and 21 taken together ought to harmonize with that given in 19.

No. 37. This is to include books *owned by the pupils* as well as those held by the Trustees.

No. 42. This is to include any old arrears of rates or other dues from previous years collected since the last annual Return.

No. 43. This is to include only the amount *actually collected* previous to making the return.

No. 44. Though the amount for the last Term may not have been actually received at the date of the return, if the amount due the section is known, include the same as if actually received. If the Trustees have neither received nor been made aware of the amount due the section, write *in pencil* the amount received for the first term. Take particular pains in such a case to have all the other Income columns filled so that the Inspector may be able to complete the return without difficulty, or danger of falling into error.

No. 48. This is to include all moneys paid out *since the last Annual Return*, on account of previous yrs. Such as: money borrowed in previous years and refunded since the last annual Return; arrears of salary paid to teachers; arrears due contractors for contracts completed in any previous year; moneys paid for lands, houses, furniture, or anything else purchased in a previous year.

Nos. 52, 53, &c. Any column whose heading begins with "Expended" refers only to sums *actually paid* up to the time of making the Return. Any unpaid balances under these heads are to be included in the answer to the last question, No. 62.

No. 56. Add as a note to this column any sum known to have been paid by pupils or parents for school-books, *not including* such as may have been paid to the Trustees under the regulation permitting the sale to pupils of books purchased at half-cost.

No. 61. This should be the amount found by adding together the several sums given in all the columns from 48 to 60 inclusive.

No. 62. [Wrongly numbered "26"—a misprint.] This is to include all unpaid obligations at the date of the Return, except those referring to the new school-year.

The Trustees ought to preserve a full memorandum of the statistics given in this Return, more especially of the items embraced in such columns as 42, 48, 62, &c., so as to avoid reporting the same items over again in next year's return.

EXPLANATION OF HALF-YEARLY RETURN A.

There is scarcely anything in this return that needs explanation. For the most part it is filled up quite satisfactorily. There is sometimes a neglect to give the *dates* of the Substitute Satur-

days in the subdivisions of column 13; but this, as it cuts off all chance of public money for such days, may be left to cure itself. There are usually a few painful instances of carelessness such as those remarked on already. Sometimes the number of *names* of pupils given on the inside page does not correspond with the number reported in the Table on the first page. Sometimes the attendance column (76) is not correctly added up, and sometimes the total written at the foot of it does not correspond with the number given in column 22. Nothing but gross carelessness could allow such errors to creep in and pass uncorrected.

No. 23. The mode of finding this is fully explained in the Register. It is the *daily*, not the *semi-daily*, average that is required. Attendance for half of any day counts the same in this column as attendance for the whole day.

No. 24. Some seem not to understand what is meant by the term "per centage." It is simply a short way of expressing the ratio of two numbers. This question may perhaps be more clearly expressed thus: Suppose, instead of the number actually registered, there had been exactly 100 pupils registered; and suppose further, that the same proportion of the 100 had attended school every day as did actually attend of the true number registered; how many pupils, under these two suppositions, would have been daily present at the school on an average? It is a simple sum in the Rule of Three. As the number in column 19, is to the number in column 23, so is 100 to the percentage required.

No. 27. This means the same as column 16 of the Annual Return.

No. 70. The word "original" means such as were *composed by the pupils themselves*.

PROVISIONS OF THE SCHOOL LAW RESPECTING RELIGIOUS INSTRUCTION.

WE publish in this JOURNAL the report of the debate in the House of Assembly on the introduction of a Bill empowering Boards of School Commissioners to establish "Distinct" schools for "minorities," subject to the approval of the Council of Public Instruction. The Honourable mover of the Bill explained, in the course of the debate, that religious minorities were intended. As this subject is one of deep interest, we shall explain, as clearly as possible, the nature of the existing provisions of the school law respecting religious instruction in the public schools. And, first of all, we may state, what is well known, that in the election of trustees, the levying of assessments, the distribution of moneys, in short, in all that appertains to the external arrangements, the law is entirely silent on the matter of religious denominations. In this respect it is like all other general laws of the Province.

In respect to the instruction and conduct of the school, the law is equally silent as to religious denominations, but not with reference to the precepts of religion itself. It is enacted that it shall be the duty of every teacher—

"To inculcate by precept and example a respect for religion and the principles of Christian morality:—justice, and a sacred regard to truth, love of country, loyalty, humanity, and universal benevolence, sobriety, industry, and frugality, chastity, and temperance, and all other virtues which are the ornaments of human society.—Sec. 45 (5).

But the law does not design that the teacher, in discharging this important duty, shall inculcate the peculiar views of any one branch of the christian church. This is clearly set forth in the Regulations of the Council of Public Instruction, and, we believe, has been universally respected by the teachers throughout the Province:—

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

The law, therefore, designs carefully to provide for the inculca-

tion of the principles of christian morality, and what is of greater moment to every educator, the continuous practice of these principles in all the relations of the school-room; while at the same time it designs carefully to exclude from the school-room anything like sectarian teaching. It will be seen that these provisions are intended for the protection of all—whether they form a portion of the minority or of the majority—in order that all may be enabled heartily to combine their means for the support of an efficient school. If, however, any teacher should do violence to the intentions of the law, and abuse the high trust reposed in him, by introducing sectarian instruction, the general provisions of the law furnish an ample and speedy redress. The teacher, in his professional capacity, is directly amenable to the trustees of the section. "The trustees represent the inhabitants of the section, and transact all school business in their stead and on their behalf"—(Reg. of Coun. Pub. Ins., p. 50). On the complaint of the parent or guardian of any child in attendance on the school, being duly made to the trustees, they, by the very nature of their office, are bound to institute an immediate enquiry into the whole case, and to see that the rights of every scholar are carefully respected by the teacher. Should a case ever occur in which the parent or guardian had reason to believe that the trustees gave a decision which tended to deny to his child the protection contemplated by the law, he can at once appeal from such decision to the Council of Public Instruction. The Council is empowered "To determine all cases of appeal from the decision of Commissioners, Examiners, and Trustees, and make such orders thereon as may be required"—[Sec. 6 (9)].

Devotional exercises in connexion with the opening and closing of the schools is the only remaining point calculated to raise any question between religious minorities and majorities. We can recall but two or three sections in the Province, however, in which, during the past three years, any serious difficulty has arisen in this matter. The following order of the Council of Public Instruction was issued a year and a half ago to all trustees of schools. An examination of its provisions will shew that it has been a care to those upon whom has devolved the administration of the law, that the rights of all, even the smallest minorities, should be scrupulously respected:—

"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 insure the carrying out of the spirit of the Law in this behalf:—

IT IS 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."

The following extract from the Regulations of the Council of Public Instruction, sets forth clearly the scope and design of our common school education, and the means by which that design is to be accomplished:—

"Its design is to foster and direct the unfolding of the youthful mind, and to fit it for a rational manhood and an enlightened citizenship.

In its physical aspect, it should have such a care for the body as the inflexible laws of our being render imperative, in order that the best conditions for the exercise of the intellectual powers may be had, and had continuously, and to purpose.

In its intellectual aspect, it should seek to make a well-informed and intelligent people. To secure the former, it must furnish the pupil with knowledge; and this it strives to accomplish by means of instruction. To create the latter it must exercise the powers of the pupil's mind on the knowledge presented: and this is education.

In its moral aspect, it should aim to make all physical and intellectual activity the product of just motives, to direct mental power into proper channels, and to mass the sum of the child's energies into one fit and substantial whole—character.

These processes, moreover to be carried to their best issue, should be kept in play simultaneously."—*Reg. Coun. Pub. Inst. p. 32.*

We have deemed it proper thus to present a succinct statement

of the foregoing provisions which are now operative in this Province, and which were doubtless the fruits of experience and careful observation.

It is abundantly evident that the provisions of our present system of education were carefully fashioned. We believe they are worthy of thoughtful study, and that any contemplated changes should be well weighed before being adopted.

SCHOOL ATTENDANCE.

(From the Report of the Superintendent of Education.)

AS HAS been already stated, the increase in the number of pupils attending school was 16,587 and 14,058 over the previous year, while the number of different pupils at school during some portion of the year was upwards of 83,000. These results are very gratifying, and demonstrate the ability of our school system to overtake the task thus far assigned it, viz, to place the means of Education within the reach of all. It will be seen by reference to Tables B and C that there is great room for improvement in the matter of regularity of attendance. It should be borne in mind, however, in examining the Tables referred to that the enormous increase of registered pupils for the past year, would unfavourably affect, for a little, the per centage in daily attendance throughout the Province.

In many sections there are children who do not attend any school, simply because their parents have no appreciation of the value of Education. In this connexion, I beg to repeat what I stated in my Report of last year, and to present the same suggestions by way of a remedial measure.

"The rate-payers of the section had provided ample school-rooms and teachers, instruction was free to all, but ignorance so blinded the eyes of many that the most trifling matters were deemed of more importance than the education of their children. Thus, notwithstanding the noble efforts of the ratepayers in many sections to expel ignorance and its dire effects from their midst by providing, free of charge ample means for the training of all the children within which they are surrounded, they are still compelled to witness many growing up at their very doors to manhood and womanhood in worse than ignorance. This is unjust to rate-payers, and a crime against society. Moreover, the section is defrauded of money which, if these children were in attendance at school, it would be entitled to draw from the County fund. So keenly are these evils felt that in many places a strong feeling exists in favour of a compulsory enactment on the subject. While I should deprecate any extreme legislative enforcement of parental obligations in this behalf so early in the history of our public school system, yet it is a fair subject for consideration whether it would not be advisable to empower the trustees of sections where ample school accommodation has been provided, to enforce under the sanction of two-thirds of the voters present at the annual meeting, the attendance at the public schools of all children between six and fifteen years of age who are not receiving instruction elsewhere or are not debarred from such attendance by any physical or other legitimate disability. Such an enactment would be safe, since it would take effect only as the country became prepared for it."

COMPULSORY EDUCATION.

AT the recent session of the Legislature the following petition was presented from the Trustees of Section No. 2, Lower Town, Yarmouth, embodying a resolution in favour of compulsory education passed at the last annual meeting of the section:

To the Honorable the Members of the Legislative Assembly of the Province of Nova Scotia in Parliament assembled.

The Petition of the undersigned Trustees of School Section Number Two, in the Town of Yarmouth,

HUMBLY SHEWETH,—

That the inhabitants of this section, aided by the liberal provisions of the school law, have brought the advantages of a good common school education within the reach of every child in the section;

That many of the poorest of the population do not appreciate this privilege, but are allowing their children to grow up in idleness and ignorance;

That all the means of persuasion have been tried but have failed to remedy this evil;

That at the last annual school meeting in this section the follow-

ing resolution was unanimously adopted, viz.:—"That in the opinion of this meeting the trustees should have power to enforce the attendance at school of all children who absent themselves without legitimate excuse; that the trustees therefore, do petition the Legislature at its next session to add a clause to the school law, conferring such power, and to make said clause immediately operative in any section, where at this annual meeting, or at any subsequent annual or special meeting, at least two-thirds of the rate-payers present shall have declared themselves to be in favour of such a measure."

Your petitioners, therefore, humbly pray your Honourable House to take such action in the matter as may enable them to test, by actual experiment, the virtue of the compulsory principle in education.

And your petitioners as in duty bound will ever pray.

N. UTLEY,
ALEX. S. MURRAY, } Trustees.
W. H. MOODY, JR., }

We believe that such a law as that here recommended must eventually be passed. With a view to testing the feeling of the Province at large on the subject, we take the liberty of offering the following Draft Bill for consideration at the ensuing annual meeting.

It shall be lawful for any school section maintaining an adequate public school or schools to adopt the measures specified herein, in order the better to ensure the education of all children belonging thereto:—

(1.) A vote of two-thirds or upwards of the rate-payers present at the annual meeting being had in favour of extending the provisions of this act to the school section, the trustees of the section shall be authorized and they are hereby required to investigate at least twice in each school term, all cases known to them of continued absence from school on the part of any child or children between seven and fifteen years of age within the limits of the section, and if it shall appear that the education of such child or children is being neglected, it shall be the duty of the trustees to admonish the parent or guardian of such child or children for such neglect, and in case of continued neglect on the part of such parent or guardian it shall be the duty of the trustees to cite such parent or guardian before one of Her Majesty's Justices of the Peace, and if such parent or guardian fail to show sufficient cause for the non-attendance of such child or children at school, such parent or guardian shall forfeit the sum of one dollar on the first conviction, and on each subsequent conviction the fine shall be doubled; provided that no person shall be fined in a higher sum than twenty dollars on any one conviction, or more than twice in any school term. All such fines shall be appropriated in aid of the school funds of the section.

(2.) Attendance at school for a less number of days than one-half the number of days on which school may have been kept in the section during any term shall be construed as constituting continued absence from school; and it shall not be competent for any parent or guardian accused of neglecting the education of any child or children to plead that such child or children is or are receiving due instruction elsewhere than at the public school, unless it shall appear that such child or children has or have received such instruction at least half as many days as the public school has been open to such child or children during the term.

(3.) The foregoing provisions shall not apply to children who may be prevented from attending school by any physical or other lawful disability, or who may be disqualified from such attendance.

Persons favourable to the principle of compulsory attendance will, perhaps, have the subject brought up at the various annual meetings. The following resolution would be quite sufficient to test the views of the rate-payers on the question:—

Resolved, That in the opinion of this meeting, such a Law as that proposed in the *Journal of Education*, empowering Trustees to enforce the attendance at school of neglected children, would be safe and salutary in its operation.

We would solicit for publication a brief report of the result in every case where such a resolution is offered—whether carried or lost. Where not unanimous the report should give the number voting on each side.

We have received from the Rev. Dr. Ryerson, Chief Superintendent of Education for Ontario, a copy of his Special Report presented to the Legislature in March last, "*On the Systems and State of Popular Education on the Continent of Europe, in the British Isles, and the United States of America, with practical suggestions for the improvement of Public Instruction in the Province of Ontario.*" We shall take occasion to refer to this very able and instructive report at another time. For the present we would call attention to the following extract from his suggestions for the improvement of schools in Ontario:—

"My last suggestion relates to the important subject of *Compulsory Education*—a question very simple in itself, but much mystified and complicated by misapprehension.

In the *first* place it is a question which does not relate to 19 out of 20 of the people educating their children, except to help and

protect them against the one out of twenty who is, cruelly towards his children, and injuriously towards the community, counteracting what the other nineteen are doing. Thus law against burglary, theft, drunkenness, Sabbath-breaking, does not apply to honest, sober, moral men, except to protect them against what endangers the public welfare. The man who produces and cherishes a brood of ignorance in the midst of the community, is creating and multiplying the instruments of vice and lawlessness; he is, therefore, a producing, if not a conspiring, incendiary. Should not the community protect itself against such a creature? I argue not here the question of the connection between ignorance and idleness, and vice and lawlessness, that has been established times unnumbered by statistics and witnesses without end. The French Minister of Public Instruction, in his Report for 1865 (which I have quoted more than once in the preceding pages) gives, under the head of the "Relations between Public Instruction and Morality," statistical tables, showing the effect of education in diminishing crime in the different countries of Europe. He concludes with the following forcible and beautiful remarks:—"We cannot afford to leave uncultivated, during perhaps the half of life, the precious treasures of popular intelligence, when we see that the progress of morality follows that of public instruction and general prosperity. The gain made by the schools coincides with the loss sustained by the prisons."

In the *second* place, the question involves the protection of innocence and helplessness against wrong and cruelty. The law punishes a parent who wilfully starves, or mutilates, or murders his child. Is not wilfully starving and mutilating the mind, and murdering all that is moral and noble in humanity, worse than inflicting any injury on the body?

I remark *thirdly*, that if it is right to tax the property of all for the education of all, it must be equally right to see that all are educated; otherwise it is raising money under false pretences.

Be it observed, *fourthly*, that if it is the right of every child to receive such food and care as will nourish his body to maturity, he must have a higher right to such intellectual nourishment and care as will mature his higher powers of manhood. And if such be the inherent, divine right of the child, the State should protect the child in the enjoyment of that right, against any human or inhuman being, parent or guardian, who should, by neglect or otherwise, attempt to deprive the child of such right.

Finally, I beg to observe, that every system of public education is a system of compulsion. Even a public grant for educational purposes is taking from each citizen something, whether he likes it or not, for the education of others. By the imposition of a school tax for the erection of a school-house, the payment of a teacher, or other expenses of a school, each rate-payer is compelled to pay, however unwilling, for those purposes. And if by such universal tax on the property of a city, town or neighbourhood, the means of instruction are provided for every resident child of school age, has not every tax-payer the right to insist that every child shall be educated? The parent or guardian may prefer a school at home, or private, or other school than the public school for the instruction of his children. Well and good, let him be the sole judge of that. But he has no right to the choice as to whether his child shall, or shall not, be educated at all, any more than he has the right of choice as to whether his child shall steal or starve, as long as he is a member of a civil community, whose whole interests are binding upon each member.

Every system of public instruction being compulsory in its very nature, the compulsion to be educated should be co-extensive with the interests of the whole community. And that community which provides most effectually to free itself, and keep itself free from ignorance and its consequences, contains within itself the elements of the greatest freedom. The freest State of the American Republic—Massachusetts—and the wealthiest State, in proportion to its population, and the most advanced in Science, Literature and Manufactures—has, and has had from its commencement, the most compulsory system of education in America,—and pays, and has from the beginning paid, the largest proportional sum for its support, and made all its public schools free, besides providing reformatory schools for the idle and vicious.

I think it needless to pursue the argument any further in this place. In my brief accounts of the systems of popular education in Europe—in the former part of this report, I have noted the *compulsory* feature of those systems, and shown how it is carried into effect; and in the part of my report under the head of "*Compulsory Education*," I have extracted from the report of the French Minister of Public Instruction (M. Duruy) and from the report of the French School Commissioner to Germany and Switzerland (M. Baudouin), a summary history of the law of compulsory education in different countries of Europe. In Holland, and three Cantons out of the twenty-three Cantons of Switzerland, the only States of the continent in which compulsory education does not exist, except in France, where measures are being taken to introduce it—a system of compulsion and restriction prevails in other respects equivalent to compulsory education. If every locality is compelled to provide a school-house and school for all the children of school age, and the State aids the locality not able to do so without assistance; and no child can be apprenticed, or employed in a factory, &c., without being examined and giving satisfaction as to his or her education. This is a larger assumption of power on the part of the State, between parent and child, than in directly compelling the education of the child."

SCHOOL INSPECTION.

(From the Report of the Superintendent of Education.)

IT has been the experience of every country supporting a public or national system of Education that a thorough school inspection is necessary to a wise and vigorous administration of that system. For upwards of three years, the schools in each county of Nova Scotia have been under the special supervision of an Inspector. Through these officers the Superintendent has sought to awaken the interest of every portion of the province, and render operative the educational enactments of the Legislature. I need not say that this work has required much vigilance and unwearied labour. The school accommodation of the Province has been improved both in extent and kind a hundred per cent, and the attendance of children at school has been doubled. Equal if not greater improvement has been made in the general equipment of the schools with respect to books, maps, and other necessary apparatus; while not less advancement has been made in all matters pertaining to the internal management of the schools. Of all the means placed by the Legislature under the control of the Superintendent for securing these great results, none have been so direct and powerful as the appointment of inspectors. The duties of these officers have been multiform. They have pressed upon the people the just claims of Education, and laboured to awaken a favourable response to the provisions of the law. They have instructed the people what steps are necessary to the enjoyment of the highest benefits contemplated by the enactment, what should be the nature and extent of their school accommodation, and how their school affairs might be properly conducted. They have assisted the local Trustees in obtaining suitable teachers for their respective sections; and when local difficulties have arisen they have been directly instrumental in allaying irritations and in settling disputes. The great advancement made both in the accuracy and fulness of educational statistics has been secured through the agency of these officers, and time only is required to perfect by their instrumentality a thoroughly reliable annual exhibit of the educational affairs of the Province. By periodical inspection of the work performed in the school-room, they have already done much towards elevating the character of the instruction given, and in securing well-ordered schools. In short, from the experience of the past few years I am confident that it would be utterly impossible to secure and maintain a discriminating and productive application of our Educational means either provincial or local, material or mental, without an efficient system of inspection. It may be quite true that the foregoing remarks are not applicable in an equal degree to the services rendered by each inspector, but wherever there has been lack of faithful inspectorial service, the educational interests of the county have manifestly suffered.

A considerable portion of the labour which the Inspectors have hitherto performed has been incident to the establishment of schools and their general management under new conditions. In a majority of the counties this work may be regarded as nearly accomplished. An educational sentiment has been developed among the inhabitants of the various sections, of a strength sufficient, it is believed, to render the provisions of the law operative in the sustaining of public schools. It now becomes specially necessary that the work of the inspectors should be brought to bear more directly on the every day work of the schools. The Government and people are appropriating liberally of the means at their command for the maintenance of schools, and it is of the last importance that the methods of instruction and management which obtain in these schools, and the technical knowledge imparted in them, be subjected periodically to the careful review of competent men, and that the results be reported both to the local trustees and the government. I am of the opinion it would be highly promotive of our Educational interests if the number of Inspectors was now gradually reduced to ten or eleven, possibly to nine. I say *gradually*, for the reduction should be effected only as the different portions of the country are prepared for it, and as thoroughly qualified men could be secured. If this suggestion should approve itself to the Legislature, I would recommend that the Council of Public Instruction be empowered to form territorial Divisions from time to time, each of a size sufficient to engage the constant employment of an Inspector. This plan would not require any increased expenditure, while by offering constant employment, it would always be possible to secure the services of thoroughly qualified men.

ENGLISH COMMON SCHOOL GRANTS.

THE principle on which Government grants in aid of Common Schools are disbursed in England presents a very marked contrast with the Nova Scotia System of grants. With us the amount of Government aid to any common school depends wholly on the class of License held by the teacher. In England no regard is paid to the class of license held by the teacher; the amount of aid is regulated entirely by the average attendance and proficiency of the pupils, as reported by the Inspector. The grant is payable only once a year to each school. Payment is not made simultaneously as here, but each school draws its money shortly after its Annual Inspection. In order to be entitled to any grant the school must have been 200 days in session. Schools fulfilling this condition receive \$1.00 per pupil in average attendance for the year. In addition to this, for every pupil over six years old who has been present more than 200 half-days, and who passes a satisfactory examination before the Inspector, the sum of \$2.00. For every pupil under 6 years old, in attendance the same period, and present at the Inspector's visit, provided the Inspector report that such pupil is receiving instruction suitable to its age, the sum of \$1.62½.

The grant of \$2.00 for each pupil over 6 years of age is subject to a reduction of one-third or 66½ cents for failure to "pass" the inspector's examination in Reading; the same for failure to pass in Writing; and the same for failure to pass in Arithmetic. For a very dull scholar therefore, the school may draw only a reduced sum from this grant or even nothing at all, in case of failure in all three subjects.

There are six standards of examination for pupils. Standard 1. embraces only the most elementary requirements under each head. It is, to READ a Narrative in monosyllables; to WRITE on blackboard or slate from dictation manuscript letters, capital and small; and, in ARITHMETIC to form on the blackboard or slate from dictation figures up to 20; name at sight figures up to 20; and add and subtract figures up to 10. The next standard is higher in its requirements, the next still higher, and so on up to Standard VI. A pupil once presented for examination in a given standard, even if he fails to pass, can never be presented in that or any lower standard again. After having been presented for examination in the sixth standard, the pupil must at every subsequent examination "satisfy the Inspector in some specific subject of secular instruction" other than those embraced in the standards.

On an average for the year 1867, 10.23 per cent of the pupils presented for examination in Reading, 12.69 per cent of those presented for examination in Writing, and 24.73 of those presented for examination in Arithmetic, failed to pass to the satisfaction of the Inspectors. That is, for 1 in 10 in Reading, 1 in 8 in Writing, and 1 in 4 in Arithmetic the schools suffered the reduction of grant explained above. A large proportion of these failed in two subjects, and some in the whole three. The number passing in all three subjects is on an average for the six standards only about 65 in 100.

From the above it will be seen that Inspection plays a much more prominent part in the distribution of government aid in England than it does with us. Two-thirds of the whole grant to common schools depends directly on the Inspectors report as to the proficiency of the scholars; and no annual grant of any kind is paid without previous inspection.

The mode of inspection pursued is exceedingly painstaking and laborious. But we doubt if the highest fruits of inspection are attainable under that mode. Instead of addressing himself to the school as a school, the Inspector discards the school relation altogether and applies himself solely to individual pupils. His work is rather that of an *examiner* than an inspector. Some of the Inspectors themselves complain that the work prescribed for them under the Revised Code, is too much of a merely mechanical kind, and that the tendency of the whole system now pursued in England is to destroy the intellectual life of the schools.

The average attendance at the schools aided by Government in England and Wales during the year 1867 was 911,681 or as nearly as may be 1 in 24 of the population. The amount of aid given was \$2,119,115 or \$2.32½ per pupil in average attendance.

The average attendance at the common schools of Nova Scotia for 1867 was 36,943 being nearly 1 in 10 of the population. The amount of grants to common schools (including grants to superior schools) was \$105,047 or \$2.84½ per pupil in average attendance.

The amount paid for Inspection in England was \$260,155, or

nearly one-eighth as much as the whole amount of aid given. The cost of Inspection in Nova Scotia was \$9,921 considerably less than one-tenth of the whole amount of aid given.

The Education Office in England costs \$104,425 for salaries and \$12,730 for contingencies, in all \$117,155. This is nearly one-eighteenth part as much as the whole grant to common schools.

The cost of the Education Office in Nova Scotia is \$2,000 for salaries and \$400 for contingencies, in all \$2,400 or one-forty-fourth part as much as the whole aid given to common schools. Our administration in Nova Scotia is therefore a good deal less expensive in proportion to the funds administered than the English. Whether it is equally efficient is of course quite another question.

ACADIAN GEOLOGY.

The Geological Structure, Organic Remains, and Mineral Resources of Nova Scotia, New Brunswick, and Prince Edward Island.
By J. W. Dawson, M.A., LL.D., F.R.S., F.G.S. A. & W. Mackinlay, Halifax. Price \$3.50.

This is a work of some 700 pages. It is modestly issued as a revised edition of the author's "Acadian Geology"; but it is virtually a new work. The illustrations of the text are very numerous, and beautifully executed. A geological map of Acadia accompanies the volume. Dr. Dawson says that he has sought "to place within the reach of the people * * * a popular account of the more recent discoveries in the geology and mineral resources of their country, and at the same time to give to geologists in other countries a connected view of the structure of a very interesting portion of the American continent, in its relation to general and theoretical geology." With regard to the purely local geology, the author has endeavoured to convey a knowledge of the structure and fossils of the region in such a manner as to be intelligible to ordinary readers, and has devoted much attention to all questions relating to the nature and present or prospective value

of deposits of useful minerals. Some 370 pages are devoted to the carboniferous period, which presents such a remarkable development in the Lower Provinces. Economic geology is of interest to all. Albertine, coal, copper, gold, iron, limestone, marble, slate, freestone, gypsum, &c., are treated of, and the localities where each are found, carefully described. Altogether, the book is such a one as every teacher should procure for his library. Very much of the vast amount of information it contains is necessary to any teacher who would render his oral lessons in the departments of natural science fresh and pregnant with local interest. Our readers are aware that a most extensive geological survey of Nova Scotia and New Brunswick is now in progress under the direction of Sir William Logan. For years to come we may expect a continued accession to the geological knowledge of these Provinces. We can but express the hope that teachers will shew an earnest desire to be recipients of this new knowledge, that they may become the channels of communicating its leading facts to thousands of the pupils of the public schools. To every teacher who cherishes such desires we would recommend Dr. Dawson's Acadian Geology. Its careful perusal will not only prove highly instructive, but will prepare any one to receive and appreciate the results of the geological survey now in progress. Of this survey Dr. Dawson says:—"For myself, I confess that an earlier period of my life it was a cherished object of ambition with me, that it might be my lot to work out, in a public capacity, the completion of some, at least, of the departments of geological investigation opened up to me in my native Province; but it has been otherwise decreed; and however I may regret the want of that extraneous aid, which would have enabled me to devote myself more completely to original researches, by which my own reputation and the interests of my country might have been advanced, I am yet thankful that I have been enabled to do so much by my own unaided resources, and that I have also been able to assist and encourage others, who may now carry on the work more effectually in connexion with an organized geological survey."

ON A TRIGONOMETRICAL SERIES.

BY PROFESSOR MACLEOD, KING'S COLLEGE.

MR. EDITOR,—I send you the enclosed theorem for insertion in the *Journal*. I could have demonstrated it much more simply by means of DeMoivre's theorem, but my object was to prove it irrespective of any general theorem in trigonometry, and by purely algebraic principles. This, I think, I have succeeded in doing, and as it must be quite new, I trust it will also be of some interest to your mathematical readers.

Yours very truly,

JOHN MACLEOD.

The following series, usually discussed in treatises on the Differential Calculus, I have been enabled to establish by the theory of Indeterminate Coefficients:—

To prove that

$$\frac{\cos n A}{(\cos A)^n} = 1 - \frac{n(n-1)}{1.2} \tan^2 A + \&c. \text{ to } \frac{n}{2} + 1 \text{ or } \frac{n+1}{2} \text{ terms.}$$

$$\text{Suppose that } \cos p A = a \binom{p}{0} (\cos A)^p + a \binom{p-2}{2} (\cos A)^{p-2} (\sin A)^2 + \dots + a \binom{p-2m}{2m} (\cos A)^{p-2m} (\sin A)^{2m} + \&c. \quad \text{I}$$

$$\text{Also } \sin p A = b \binom{p-1}{1} (\cos A)^{p-1} \sin A + b \binom{p-3}{3} (\cos A)^{p-3} (\sin A)^3 + \dots + b \binom{p-2m+1}{2m-1} (\cos A)^{p-2m+1} (\sin A)^{2m-1} + \&c. \quad \text{II.}$$

Now multiply I. by $\cos A$, II. by $\sin A$, and we get

$$\cos p A \cos A = a \binom{p+1}{0} (\cos A)^{p+1} + a \binom{p-1}{2} (\cos A)^{p-1} (\sin A)^2 + \dots + a \binom{p-2m+1}{2m} (\cos A)^{p-2m+1} (\sin A)^{2m} + \&c. \quad \text{III.}$$

$$\sin p A \sin A = b \binom{p-1}{1} (\cos A)^{p-1} (\sin A)^2 + b \binom{p-3}{3} (\cos A)^{p-3} (\sin A)^4 + \dots + b \binom{p-2m+1}{2m-1} (\cos A)^{p-2m+1} (\sin A)^{2m} + \&c. \quad \text{IV.}$$

Subtracting IV. from III. we obtain

$$\cos p A \cos A - \sin p A \sin A = a \binom{p+1}{0} (\cos A)^{p+1} + (a-b) \binom{p-1}{2} (\cos A)^{p-1} (\sin A)^2 + \&c.$$

$$\text{That is, } \cos (p+1) A = a \binom{p+1}{0} (\cos A)^{p+1} + (a-b) \binom{p-1}{2} (\cos A)^{p-1} (\sin A)^2 + \&c. \quad \text{V.}$$

But this shows that the law of expansion for $\cos p A$ assumed to be true in I. holds also for $\cos (p+1) A$: and hence if the law is true for any value of A it is also true for the next greater integral value of A . Now, by actual calculation, it can be shown that the assumed law is true when $p = 3$, it is true, therefore, when $p = 4$, and so on generally for all integral values of p .

Hence we can put

$$\cos n A = c \binom{n}{0} (\cos A)^n + c \binom{n-2}{2} (\cos A)^{n-2} (\sin A)^2 + \dots + c \binom{n-2m}{2m} (\cos A)^{n-2m} (\sin A)^{2m} + \&c. \quad \text{VI.}$$

Put now $A = 0$, and the left side of the equation becomes $= 1$, while every term on the right side vanishes after the first, which becomes $= c_0$. Hence, because $c = 1$ we may write

$$\cos n A = (\cos A)^n + c_2 (\cos A)^{n-2} (\sin A)^2 + \dots + c_{2m} (\cos A)^{n-2m} (\sin A)^{2m} + \&c. \tag{VII.}$$

In this equation substitute $A + h$ for A , and observe that when h is very small $\sin n h = n h$. Afterwards equate the co-efficients of $(-h)$ on both sides and we shall have

$$\begin{aligned} n \sin n A &= n (\cos A)^{n-1} \sin A + (n-2) c_2 (\cos A)^{n-3} (\sin A)^3 + \dots + (n-2m) c_{2m} (\cos A)^{n-2m-1} (\sin A)^{2m+1} + \&c. \\ &- 2 c_2 (\cos A)^{n-1} (\sin A) - 4 c_4 (\cos A)^{n-3} (\sin A)^3 - \dots - (2m+2) c_{2m+2} (\cos A)^{n-2m+1} (\sin A)^{2m+1} - \&c. \\ &= (n-2c_2) (\cos A)^{n-1} (\sin A) + \left\{ (n-2) c_2 - 4 c_4 \right\} (\cos A)^{n-3} (\sin A)^3 + \dots \\ &+ \left\{ (n-2m) c_{2m} - (2m+2) c_{2m+2} \right\} (\cos A)^{n-2m-1} (\sin A)^{2m+1} + \&c. \end{aligned} \tag{VIII.}$$

If in this equation $A + h$ be substituted for A , $\cos n h$ and $\sin n h$ both expanded in terms of $n h$ and the coefficients of h equated we get

$$\begin{aligned} n \cos n A &= -(n-1) (n-2c_2) (\cos A)^{n-2} (\sin A)^2 - (n-3) \left\{ (n-2) c_2 - 4 c_4 \right\} (\cos A)^{n-4} (\sin A)^4 - \dots \\ &- (n-2m-1) \left\{ (n-2m) c_{2m} - (2m+2) c_{2m+2} \right\} (\cos A)^{n-2m-2} (\sin A)^{2m+2} - \&c. \\ &+ 3 \left\{ (n-2) c_2 - 4 c_4 \right\} (\cos A)^{n-2} (\sin A)^2 + 5 \left\{ (n-4) c_4 - 6 c_6 \right\} (\cos A)^{n-4} (\sin A)^4 + \dots \\ &+ (m+3) \left\{ (n-2m-2) c_{2m+2} - (2m+4) c_{2m+4} \right\} (\cos A)^{n-2m-2} (\sin A)^{2m+2} + \&c. \\ &= \left[3 \left\{ (n-2) c_2 - 4 c_4 \right\} - (n-1) (n-2c_2) \right] (\cos A)^{n-2} (\sin A)^2 + \dots \\ &+ \left[(2m+3) \left\{ (n-2m-2) c_{2m+2} - (2m+4) c_{2m+4} \right\} - (n-2m-1) \left\{ (n-2m) c_{2m} - (2m+2) c_{2m+2} \right\} \right] (\cos A)^{n-2m-2} (\sin A)^{2m+2} \\ &+ \&c. \end{aligned} \tag{VIII.}$$

If we multiply VI. by n we get

$$n \cos n A = n c_0 (\cos A)^n + n c_2 (\cos A)^{n-2} (\sin A)^2 + \dots + n c_{2m} (\cos A)^{n-2m} (\sin A)^{2m} + \&c. \tag{IX.}$$

Now it is obvious that equations VIII. and IX. are identical, and therefore the coefficients of like combinations of $\cos A$ and $\sin A$ in both must be equal to each other; therefore we have

$$\begin{aligned} (2m+3) \left\{ (n-2m-2) c_{2m+2} - (2m+4) c_{2m+4} \right\} - (n-2m-1) \left\{ (n-2m) c_{2m} - (2m+2) c_{2m+2} \right\} &= n c_{2m+2} \\ - (2m+3) (2m+4) c_{2m+4} &= \left\{ n - (2m+3) (n-2m-2) - (n-2m-1) (2m+2) \right\} c_{2m+2} + (n-2m-1) (n-2m) c_{2m} \end{aligned}$$

If we now put $2m = 0$ and observe that $c = 1$ we get

$$\begin{aligned} -3.4 c_4 &= \left\{ n - 3(n-2) - 2(n-1) \right\} c_2 + n(n-1) \\ &= (n-2)(n-3) c_2 + 2c_2 + n(n-1). \end{aligned}$$

Now, by the usual method of inductive proof it might be shown that

$$c_2 = -\frac{n(n-1)}{2} \therefore -3.4 c_4 = (n-2)(n-3) c_2 = -\frac{n(n-1)(n-2)(n-3)}{1.2} \quad \text{Or } c_4 = \frac{n(n-1)(n-2)(n-3)}{1.2.3.4}$$

Since c is known we can determine c from the general term by making $2m = 2$, also c by making $2m = 4$, and so on for the remaining terms, where the law of formation is obvious. Wherefore we have

$$\begin{aligned} \cos n A &= (\cos A)^n - \frac{n(n-1)}{2} (\cos A)^{n-2} (\sin A)^2 + \frac{n(n-1)(n-2)(n-3)}{1.2.3.4} (\cos A)^{n-4} (\sin A)^4 - \dots \\ (-)^r \frac{n(n-1) \dots \{n-(2r-1)\}}{1.2.3 \dots 2r} (\cos A)^{n-2r} (\sin A)^{2r} &+ \&c. \end{aligned} \tag{X.}$$

From this expansion we see that if n be even, since $2r - 1$ is an odd number, the terms vanish when $2r$ is greater than n , and the greatest admissible value of r is $2r = n$, or $r = \frac{n}{2}$. But the rank of that term is the $(r + 1)$ th. Hence the number of terms $= \frac{n}{2} + 1$ when n is even. Again, when n is odd, if $n = 2r - 1$, it is obvious that the $(r + 1)$ th term vanishes, but not the r th, which is the same as the $\left(\frac{n+1}{2}\right)$ th.

Finally, if we divide X. by $(\cos A)^n$ we get the following series having the same number of terms as X.:

$$\frac{\cos n A}{(\cos A)^n} = 1 - \frac{n(n-1)}{1.2} \tan^2 A + \&c. \tag{Q. E. D}$$

A NIGHT THOUGHT.

The roof of cloud is rent on high,
The fleecy tapestry of eve,
And stars innumerable weave
Festoons of fire around the sky.

A slender curve of burnished gold,
Above the purple ridges dark,
The new moon floats—lone as the Ark
Upon the shoreless sea of old.

And in her wake, one glorious star
Follows like some mute worshipper,
With tranced eye trembling still on her,
And still by reverence held afar.

And gazing long, a thought awakes,
That shadows all my eyes behold—
A thought that will not be controlled,
But from its bitter fountain breaks.

Yon shining worlds that span the gloom,
Can they too—fellow-tribes of space—
Share with our earth, and all its race,
One general life, one general doom?

Must they in some dread hour to be,
In fiery ruin headlong shoot,
Thick as a shower of golden fruit,
When autumn shakes the laden tree?

Shall Chaos in its hideous maw
All glorious effluences quench,
One final wrath asunder wrench
The bonds of universal law?

Oh, rather let me think this earth
The Cain of worlds, alone accurst
Of all the starry offspring nursed
In space, the sole abortive birth.

Yes; better, how'er sad, to trust
That Misery has no other home
In all the splendors of yon dome,
But clings alone to earthly dust.

No blasts of evil ruffle there
The calm perpetual tide of love;
The face of God is seen above;
His life and light are everywhere.

(From Sheldon's "Elementary Instruction.")

COURSE OF ORAL LESSONS ON ANIMALS.

SECOND STEP.

I.—CHARACTERISTIC Parts continued.

II.—Mode of life.

1. Habitation.
2. Food.
3. Actions; especially characteristic actions, including Sounds.

III.—Disposition; involving special traits of character or intelligence. Lessons of this kind are best worked out by anecdotes. Moral lessons should be derived from them.

IV.—Uses of the animal, living or dead; our duties with respect to it. The uses to be considered are those which have direct reference to man. The uses of animals in the economy of Nature is a subject in advance of the Step. When the lesson is on a domestic animal, it should not close without asking the children what they can do for the comfort and pleasure of the creature.

V.—Comparative size.

As was the case in the First Step, any of these points may be taken as the subject of a lesson. Thus: In the first exercises, we have Characteristic Parts and Actions, with Uses; in the second, Sounds; in the third, Characteristic Parts and Traits; in the fourth, Form, and Use as depending on the food of the animal; in the fifth, Mode of life. The same, or other animals, would be chosen to bring out the remaining points.

1. The Cow.

I.—Parts.—Bring a picture of a cow before the children, who, after describing its general appearance, according to the picture, point out what distinguishes the cow from other animals: A square bulky body, thin legs, broad head, curved horns, straight back, rounded sides, dewlap, covering of short hair, long slender tail with a tuft at the end, and cloven hoofs. (Write on the Blackboard.)

II.—Actions.—Let the children mention anything a cow can do; then leave them to make out a list of actions proper to a cow.—

Gathering the grass together with the tongue while feeding; chewing the cud, lying down meanwhile; tossing with the horns; kicking, lashing its sides with the tail; whisking off flies with its tail; lowing; bending the fore legs first in lying down; standing in the water. Children to say under what circumstances each of these actions are performed.

III. Uses.—Children find out all the uses of the cow. She gives milk; we eat her flesh; in some countries used for the plough and for the draught; her hair is used in making mortar; her hoofs to make glue; her horns to make cups and knife handles; her fat to make tallow. Children say in what ways the cow is useful while living, and when dead. Who gave us this useful creature? How we ought to treat this gift? What the cow likes? What she ought to have? &c.

[Exercises on this pattern should be continued until the teacher can readily select and arrange the points each involves. "The Pig," "The Elephant," "The Cat," "The Lion," "The Robin," and "The Ostrich," are good subjects.

The following general directions, involving the heads of an exercise on the Sounds of Animals, are given, to which teachers may supply the Matter and the Method:

HEADS.—I. Enumerate sounds made by different kinds of Birds. Draw a general conclusion from a consideration of these.

II.—Enumerate sounds made by different kinds of Beasts. Draw general conclusion.

III.—Enumerate sounds made by Reptiles. Confine your attention to the sounds made by vertebrated animals.]

The Parrot. (Characteristic Parts. Characteristic Traits.)

1. Children determine how they know a parrot. By its green or gray plumage, with a mixture of red; its curved and curious beak, the upper part loose; its strong legs; the arrangement of its toes—two before, and two behind; also by its power of learning to talk.

2. Children name the birds that can be taught to speak; raven, magpie, daw, jay, starling. (W. B.) How birds learn to speak. Whether any one in the list speaks as well as the parrot? How much of what it says does the parrot understand? How children can talk, and learn their lessons, just like parrots? Whether it is right to do so?

Lead children to see that, as God has given us a power of reflection, not possessed by birds, we ought not to speak without thinking.

4. Lesson on the Sheep. (For Uses.)

1. Form of the animal's body. Large trunk compared with slender neck, and small head. Thick covering noticed.

2. Uses of the animal to man for food and clothing.

3. Food of the animal—grass, that grows plentifully everywhere, even on the tops of high hills, where corn will not grow.

4. The blessing this animal is to man. The goodness of God in giving it to him.

5. What the sheep likes. What we can do for it.

After a sufficient number of individual lessons, a more general lesson may be given. In the one that follows, the Matter is given. Teachers may write out the Method:

5. Animals. (Mode of Life.)

1. Where living?

2. How moving?

MATTER.—1. God made animals and plants. He made the animals to move about, and the plants to keep in one place.

2. God made some animals to live and move in the air, some on the earth, and some in the water.

3. To those animals that live in the air, God gave wings, and they fly; to those that live in the water, He gave fins, and they swim; to those that live on the earth, He gave feet, and they walk.

Comparative Sizes of Animals.

As the Natural History prints are not constructed at all with reference to their comparative sizes, to guard against any wrong impression that may be formed by the children, it is well to call their attention to this point.

For this purpose, it is desirable to have a chart to show this, such as those sold by the Home and Colonial Institution.

The teachers of the children may exercise them in finding:

1. Ten of the largest animals.
2. Ten of the smallest animals.
3. Six not so large as the first ten, nor so small as the second ten.
4. Ten animals of various sizes, to be arranged in order, beginning with the largest.
5. The same beginning with the smallest.
6. Animals nearly the size of a horse; as cow, bear, &c.
7. " " " a sheep; as, goat, &c.
8. " " " a cat; as, rabbit.
9. " " " a rat; as guinea pig.
10. " " " an elephant; as rhinoceros.

It were better, perhaps, that the lessons on size should not come in series. They will make an agreeable variety if interspersed with other lessons on animals. In each lesson, as the animals are

chosen, their names should be placed on the board. When the children can readily give examples from the chart, they may be required to do so from memory.

Subjects for Further Lessons.

All native animals that are familiar, and a few of the more prominent foreign animals, as lion, elephant, &c., may be taken. Lessons from Scripture Natural History may be included.

EXAMPLES.

Raven,	Lion,
Serpent,	Ass,
Camel,	Sheep,
Fish,	Bee,
Dove,	Eagle.

EDUCATIONAL INTELLIGENCE.

AT HOME.

Annapolis Co.—The deferred Prize Competition was held in the Academy, Annapolis, Sept. 4th, commencing at 10 o'clock, a.m. The greater part of the day was spent in the exercises. The number of competitors was much smaller than I had reason to expect.

In *Spelling* the competition was close and sharp. The allotted number of prizes (6) in this branch was awarded thus,—Mary Ann McCahill, Alice Lonnergan, Voorheis Harris, Chas. Fullerton, Charles Ruggles, James Ruggles. The judges wish to make honourable mention of Olivia Hardwick, as having performed the first part of the exercise in a very satisfactory manner. With perseverance she will win a prize yet.

The prizes for *Reading* were awarded to Frederick Hartt and Charles Fullerton. Thomas Cowling is deserving of honourable mention in connexion with this exercise.

The only prize given in *Mental Arithmetic* was awarded to Eliza Troop;—none of the other competitors being considered up to the mark.

The competition in *History* was not well sustained, and the judges, therefore, thought they would be serving the cause of education by retaining the prizes in this department for future competition.

There was no competition in *Elocution*. Five prizes, therefore, remain to invite the zeal and industry of pupils, and are ready to reward successful effort.

Mr. Ross's illness, and the consequent suspension of the academic department, operated much against the interest and success of the competition; none of the pupils belonging to that department taking part in the exercises. Notwithstanding untoward circumstances, the day and occasion were interesting and profitable. My thanks are due to the Rev. H. DeBlois, M.A., of Granville, for the judicious and efficient manner in which he conducted the examination in *English History*; also to Mr. Caleb S. Phinney, teacher in the advanced department of the school, Lawrencetown, for the able and satisfactory manner in which he conducted the examination in *Mental Arithmetic*.

I think it would be preferable to hold the next competition in another locality, so as to allow the more distant sections an opportunity of competing. The distribution of the prizes created much joy among the successful competitors and their friends. Teachers should take more interest in these exercises, and encourage their pupils to make the proper efforts for success.

G. ARMSTRONG.

LEGISLATIVE.

WE give from the columns of the *Morning Chronicle*, the official report of the debate on the second reading of a Bill introduced by the Hon. Mr. FLYNN, in amendment of the "Act for the better encouragement of Education." The Bill was introduced in accordance with the prayer of a petition signed by His Lordship the Bishop of Arichat and some 3000 others.

Hon. Mr. FLYNN moved the second reading of the bill to amend the Act for the better encouragement of Education.

Mr. PURDY said, that contrary on his own desires, he had last week agreed to postpone his resolutions in reference to the ballot, a question which he regarded with deep interest, in consequence of the session being so far advanced and of other business pressing. The principle which the present bill involved was highly important and would agitate the entire country. It would change, to a large extent, the educational system now in operation. In endeavoring to give a free education to all classes of the people, the Legislature should jealously guard any enactment by which the system would be injured and the progress of education in the country hindered. Without going at length into the question raised by the bill, he would ask the House if it would not be reasonable to postpone the matter until next session. In the meantime this and all other proposed amendments of the Education Act, and the petitions which had gone before the committee, might be printed, and the members on returning to their duties, having received the instructions of

their constituents, would be prepared to deal with the question more satisfactorily. Before engraving into the educational scheme a new feature, it would be necessary to consider the operation of the change, and to ask where its effects would end. All throughout the country it was felt that under the present system many hardships existed, and some modifications were required on all sides, but before any change was made it would be necessary to prepare for a complete revision of the law in such a way as to adapt it to the wishes and interests of the country. He thought the bill premature just now.

Mr. WHITE said, that the feature of the bill, which vested the control of the action of the minorities in the Board of Commissioners and the Council of the Public Instruction, should completely disarm opposition.

Hon. Mr. TROOP asked what the principle of the bill was, and why the legislature should be called on to give to one portion of the Province a system of education that would not be applicable to the whole Province.

Hon. Mr. FLYNN said that the bill would be general in its application. It was designed to give protection to the minorities, and vested the control in the Commissioners and the Council.

Hon. Mr. TROOP said that there was or was not a principle in the bill. If there was, its advocates could shew their reasons for supporting it. It was entirely beside the question to talk of the checks and guards which had been thrown around the measure. If the principle were sound, why restrict its operation, and why delegate to the Board of Commissioners functions which properly belonged to the legislature. In a matter of so much importance as a change in the education law, before the House was called on to affirm a new principle and introduce a new feature, it should be satisfied that there was good reason for the change.

Mr. MORRISON said that as he understood the bill if there were a section of 50 freeholders and 40 of them were for one mode of establishing the school and ten for another, the ten would ask the Commissioners for a separate school; and if there were 30 freeholders in an adjoining section divided into 16 on one side and 14 on the other, the 14 could join the 10 in the other section. The confusion would thus be interminable. In every school district there was a minority, and thus the whole system would be disorganized.

Hon. Mr. FERGUSON said that he saw a good reason why the discretionary power proposed by the Bill should be given to the Commissioners. In this country some ill-feeling had been created by the minorities having no power, and it had been found necessary tacitly to act on the principle embodied in the bill. It was an important fact that Protestants as well as Catholics were petitioning largely for the bill. If the Commissioners had not been willing to accommodate matters, some districts would have to go without a school at all. He thought the bill would be highly beneficial in its results. No body of men were so capable of judging of the necessities of each case as the Commissioners who devoted their time and labor from a love of the cause of Education and a sense of duty.

Mr. CAMPBELL said he could not see why any objections should be urged against the bill. It appeared to avoid altogether the objectionable feature in the separate schemes formerly introduced. If he thought it would have a tendency to disorganise the educational system, he would not vote for it,—it would merely legalise a state of things which actually existed. As the measure was carefully guarded, and as no member had pointed out any reasonable objection which the most fastidious sectarian could uphold, he would feel bound to support the bill.

Mr. PURDY read from the British North America Act a section which provided that where any system of separate schools existed or should exist, an appeal by the minority would lie to the Governor General and Council who might make remedial regulations. He said that the moment an act was put on the statute book to establish separate schools, the guidance and control would be vested in the Dominion Government. He trusted that this fact would be well considered by the House.

Mr. MORRISON said that the bill extended to all minorities whether on religious or other questions. To make the school sectarian and denominational would be to cut up the whole system of Common School Education. There were minorities in every district and the Commissioners would be overwhelmed with applications.

Mr. WHITE said that such a case as that put by Mr. Morrison in his previous remarks, it would not be reasonable to imagine. No Commissioners would bring a minority of 16, and bring them to be added to a minority of 10 in an adjoining section. Such a style of argument was only splitting hairs.

Hon. Mr. FLYNN said that there was evidently on the part of some members either a disinclination to understand the bill or an inclination to make its meaning appear obscure. Separate Schools had been spoken of, but the bill would not establish separate schools pure and simple, although the petition asked for them. It had been asked what was the principle of the bill? He thought he had answered that question when he said the protection of minorities. That was the object which the petition had in view, but he was willing to take the measure in the modified form contemplated in the bill. That principle was fully recognised by the law of every country in Europe excepting two, and was in full operation in both the provinces of Ontario and Quebec. In Prussia, where every child must be taught, religious instruction was

imparted in the schools, and each denomination had a right to have its children taught its doctrines. There was a still higher principle involved: the right of parents by divine and natural law to choose the school in which their children should be educated. This was the principle underlying the petitions which asked for the protection of minorities; but as he and those who agreed with him in this matter found that there was a disposition not to accede to the principle, and the rights which the petitions asserted, they were willing to take the modicum of those rights asked for in the bill. As far as his county was concerned he was advocating the rights of Protestants. They had built a fine school house before the passage of the school law, but had not used it since. They had petitioned on this subject last year. It should be remembered further that the bill only extended the system already in operation in Halifax, under a clause authorising the Commissioners to make just such arrangements as the Commissioners elsewhere were authorised to make by the bill. If separate schools, pure and simple, were proposed, he could understand the opposition, but no radical change was asked. He would not occupy further time at so late a period of the Session.

Hon. Mr. COCHRAN expressed his gratification that the bill had been allowed to be brought in. He was prepared to oppose any bill which would disarrange the educational system, but he found that the bill merely asked for the establishment of the system already carried out in Halifax. It had been made to appear that the proposal for separate schools was something terrible, but the Canadian Premier had not been afraid to carry the whole measure in Canada, and had been sustained on appealing to the country.

Hon. Mr. TROOP regretted that he, for one, did not feel himself in a position to accede to the prayer of petitions signed so numerous and respectfully by the inhabitants of Richmond County, and he regretted also that a matter of so much importance should have been brought forward at a period of the session, when so little time could be spent in its discussion. He had asked what the principle of the bill was, and although he had listened to attempted explanations by several gentlemen, he was as much in the dark as ever. When other amendments had been proposed to the law the principle was made clear to the House before the second reading: but the House was asked to adopt, without any adequate explanation, a bill which was in its phraseology the most extraordinary that had ever been placed on the table. The bill spoke vaguely of minorities: were they religious minorities, political minorities, or what? How could the system which it proposed be applied? As an illustration he would take the section in which he lived, and in which the Baptists predominated, in another the Episcopalians, in another the Methodists, in another the Roman Catholics, and in another the Presbyterians slightly predominated. How could the principle be applied in those sections, and where was the necessity for its being applied at all? Why should a system be established by which every child before entering the portals of the public school should be catechised as to what his religious opinions were, and whether he belonged to the majority or the minority. He did not oppose the bill, merely because it was carefully guarded, that being the reason given for its support,—not because the little pill had a sugar coating, but because the principle underlying it struck at the root of the Educational system of the country, and because he wished to keep out of that system anything which would have a tendency to create a clashing between majorities and minorities. He could understand the clause referred to, concerning the city of Halifax. That clause said nothing whatever about minority schools; it was designed to assist the progress of education; it contained a principle which could be understood. It was a singular fact that the applications for the bill came only from one or two counties, and because one or two counties asked the change, the House was asked to devolve a principle which it never before had recognised. He was not instructed by his constituents how to vote; other gentlemen were in the same position; but this was clear, that on one or two petitions for the change being referred to the committee, the committee referred the matter back to the House to rid themselves of the responsibility of a decision, and then a bill was brought in which laid at the root of the educational system. It was but right to the country that the bill should not be pressed at so late a stage in the session. It should not be supposed that he objected to the bill in a spirit of bigotry—he could rise superior to that and was desirous of extending justice to every portion of the population; but he was decidedly opposed to a change which would ruin the Common School system. A petition had come from Halifax against the bill—had the citizens not as good right to be heard as inhabitants of other counties, and it was a significant fact that there was no petition from Halifax in favor of the bill, and the remainder of the Province, excepting one or two counties, was silent on the subject. He thought the introducer of the bill would subserve the interest of his cause by having the bill published, and by allowing the matter to stand over for a few months. If the principles were right and just, and the advocates of the measure really desired to increase the educational well being of the country, the delay of two or three months could not do harm, and this would be a better policy than risking a vote on the bill at present. He was not going to imagine why the bill had been introduced, but would give it the open and honest opposition which his constituents would expect of him. He would not like at this Session to see gentlemen committed to a vote, which a few months afterwards they would regret. If it were the feeling of a majority of the people, that a well digested system should be arranged for

giving further safeguards to any particular class, he would join in supporting such a measure, but at present he could not see his way clear to support the bill. When petitions were presented like that coming from the Church Synod, asking that the schools should be thrown open to the examination of the clergymen of that body, he could not help feeling that the schools were not the places for teaching the religion of one denomination or another, but places where the minds of the young received that training which was requisite to fit them for the duties of men and women. The teaching of religion might be left safely to the pastors and parents and the secular education to the school teachers. By carrying on that principle, and by keeping away from the school doors, anything by which it might be known what the religious opinions of a scholar might be, the House would do a good service to the country. If ever there was a time when the voice of faction should be hushed—when a man in the position of a legislator should hold back from expressions which would wound the sensibilities of any class, it was the present, when such struggles were before the country. He would gladly give his support to any measure which would bind up the people in a common brotherhood, and it was because he entertained these views that he wished such legislation as that proposed in the bill, postponed.

Mr. DICKIE said that in bringing a question of so great magnitude before the House, those who asked for a change in the very constitution itself should be able to set forth their reasons for desiring the change. He should suppose from the bill that minorities were not protected, or that sufficient protection were not given to some one class or another.

But on turning to the law it would be found to be laid down that the duty of the teacher was to inculcate the principles of sound morality and religion—these being the grand principles on which all denominations could unite. These duties were further inculcated in the instructions issued for the guidance of teachers, and a further protection was given to the minorities from an order which provided that where the parents of any children stated their conscientious objections to any of the devotional exercises of the school, such devotional exercises should be held before the time for opening the school, or after the time of its close, and such children are not required to be present at those exercises. This would appear to give ample protection to minorities against anything objectionable. It appeared to him that the bill would work a change in our constitution, for one of the principles engrafted on that constitution was that no denomination should have peculiar claims upon the treasury of the Province. If a special privilege were now given to a particular class, it would be changing the feature of the constitution. What was the evil from which it was desired that minorities should be protected? The bill would give them a right which majorities did not possess, because the majority had no right to have denominational doctrines taught in their schools. The scarcity of the population in many parts of the country was such that it was necessary for all sects to unite in order to carry on an efficient school. If a right were given to a minority to set up a separate school, where would it end? There might be a minority in a minority, and divisions and dissensions would be fostered. The request that the Commissioners should decide in the matter, was asking a wrong principle,—the House should assume the responsibility of exercising its functions, instead of delegating them to others. The effect of the bill would clearly be to destroy the schools in every section where it was brought into operation. In Halifax the case was different, because there were large numbers of each denomination. The House had been told that the principles of the bill have already gone into operation in the localities in which it was most needed, and if that were the case why should the bill be pressed? He thought the measure premature, but held that if the House were prepared to adopt it they should go further and grant the petition of the Diocesan Synod. The delay of a few months could do no harm, but would enable gentlemen to inform themselves of their constituent's views.

Hon. ATTY. GEN. said that there were two obscure words in the bill. It used the term of minority without saying the minority of what, and it went on to say that the minority might establish a distinct school without saying in what respect the school should be distinguished from the others.

Mr. D. McDONALD said in explanation that it was well known that the sections were governed by the rate payers,—a case like the following might occur: The majority might only consent to vote £80 for school purposes,—the minority might require £100; by the bill the minority could assess themselves for £100 and keep up their own school and the majority could keep up theirs. There was nothing in the bill which was calculated to give to one denomination a privilege which others did not possess. There could be no doubt about the fact that numbers of persons had conscientious objections to sending their children to a school which was in the hands of persons of a different religious belief. In one county from which petitions came the Protestants stood to the Catholics as two to five, but the Catholics acceded to Protestant feeling, and separate schools were established. Before a separate school could be established in any section two authorities had to give their consent: the Board of Commissioners and the Council of Public Instruction. The former were composed of the most liberal and intelligent minds of the country, and were fully capable of forming a judgment as to the wants of any county. The people would not do without the separate system, and he could not see what injury such a bill as that before the House could inflict.

Mr. Purdy said he would like the introducer of the bill to explain to him how the measure would work in a section of twenty rate-payers and twenty-five scholars. Would the minority mean the minority of the children or the minority of the rate-payers? Supposing it meant the latter how would they go into operation? Would they vote a separate sum of money and have a separate teacher and school-house?

Hon. ATTY. GEN. said that the majorities generally ruled, but the bill seemed to introduce a different principle. If the word minority meant religious minority, then a small denomination might establish a separate school against the will of the majority. He asked if such were the intention.

Hon. Mr. FLYNN said, that as the objections to the two words "minority" and "distinct" school, the language of the bill was explained by the fact that it was hurriedly drawn. The phraseology could be altered so long as the principle was retained. The word "religious" might be inserted before the word "minority," and the word "separate" instead of "distinct." In answer to the objections of Mr. Purdy, he would say that the regulation of the system would be in the hands of the Commissioners. In Arichat the Protestants formed a wealthy, intelligent, and respectable minority,—if the bill passed they could ask a share of the public funds to carry on their school. They had all signed the petition, and their Catholic townsmen had joined in the request. He had no desire to interfere with the Common School system, and knew that Catholics were as anxious as persons of any denomination to maintain the educational organization. It had been said that education was under the present system as free as air; it was well known that Catholics opposed what they considered the Godless system of education, holding that religion was the basis of all instruction, and yet they were taxed for its support. One man might desire that his children should go to a certain school, but the law said they should not go there; where was the freedom in that? If the Catholics of the country, forming a large body of the population, where to a man opposed to the present system, and were nevertheless compelled to support it, how could the system be said to be free? The bill was well guarded, and should meet with the approbation of the House.

Hon. ATTY. GEN. said he understood that the bill proceeded principally from a petition from Richmond county. He wished to know whether that petition had been signed by the inhabitants of all denominations, and which denomination controlled the schools there at present.

Hon. Mr. FLYNN said that the petitions had come from Cape Breton and Antigonish counties as well as from Richmond. In Arichat the Protestants were a minority, and every one of them, with a single exception, had signed the petition. The party who had not signed it would have signed anything that would have the effect of destroying the present law. The Catholics had shown always a desire to concede fair play, and had one Protestant on the board of trustees, just as they returned, like Inverness and Antigonish, a Protestant member to the House.

Mr. SMITH said he regretted the position in which he felt himself placed, being prepared neither to support nor to oppose the bill strenuously. He would much have preferred that the matter should have been deferred until members had an opportunity of consulting their constituents. Not having had such an opportunity, he felt constrained to vote for the proposal for delay without committing himself upon the subject of the bill itself.

Hon. ATTY. GEN. said that though the bill appeared obscure he would vote for its going to committee where its phraseology could be modified. It was apparently based on a principle of justice, and the guards which surrounded it were sufficiently strong to remove apprehension. It was designed to protect minorities by enabling them to establish a separate school where they were dissatisfied with existing arrangements, with the consent of the Commissioners and the approval of the Council of Public Instruction. As the petitions were numerously signed, he would be willing to give the matter a fair consideration.

Hon. Mr. FERGUSON thought that no danger was to be apprehended from the bill. The Commissioners would not be likely to give permission except good reason were shewn.

Hon. Mr. THORP asked how the checks and guards which had been spoken of would affect the principles of the bill in its operation.

Hon. ATTY. GEN. said that all christian denominations would stand on perfect equality; but in places where one denomination preponderated, justice required that they should have the largest voice in the Board of Commissioners; and therefore the Board would take care that the minority would not override the majority. If any danger could be pointed out as likely to arise from the bill, he would not hesitate to vote against it.

Mr. DICKIE enquired whether the Commissioners were usually chosen with reference to their political views.

Hon. ATTY. GEN. replied that he had never made a Commissioner. Mr. LANDERS said that in his country the bill would have a tendency to split up the sections.

Mr. CAMPBELL again spoke in support of the bill.

Mr. HOOPER said he believed the principle of the bill to be just and right. It was much required in the various counties of Cape Breton.

Dr. MURRAY said that like some who had preceded him, he hardly felt in a position to go at length into the merits and demerits of the measure. He had always been opposed to the system of separate schools, but as the advocates declared that that principle

was not involved in the bill he would not go into that branch of the argument. In his county there was a large preponderance of one denomination, but he had not yet heard a single complaint against the working of that part of the system which the bill would amend. He had not been in communication with his constituents on the subject and therefore must vote for the proposal for delay. He did not think it wise to press the bill at so late a period of the session, when the feelings of the country could not be ascertained.

Hon. PROV. SECY. said it was well known that he belonged to the Episcopalian body, from whom a petition had come to oppose the separate schools system. He was to a large extent opposed to that system; but finding the principle so modified and guarded in the bill he would vote against the amendment asking for delay, believing that the measure would work no injury.

Mr. DESBURIAY said that as it was well known that the question would meet the House at its next session it was necessary to discuss it at length in its present position. It was a deeply important question, both as regarded the large body from which it emanated, and the important results which must flow from such a change as the bill contemplated. The House had already affirmed the principle that on every measure deeply affecting the interests of the country, the people had a right to be consulted; and as he had not had an opportunity of consulting his constituents, he must, in consistency, vote against the bill.

Mr. PURDY then moved that owing to the late period of the Session and the importance of the subject the bill be deferred to next Session, and in the meantime be printed.

Hon. Mr. FLYNN said that if these applications for delay had been prompted by candor and sincerity he would have met them at the outset, but it was evident that there had been an intention to force the advocates of the bill into a disadvantageous position, and thus ensure its defeat.

Mr. PURDY said he merely asked for delay until the people could be consulted. Would the House deny so reasonable a request when issues so important were involved? He believed that the bill would throw the control of the education of the country largely into the hands of the Dominion Government under the Union Act. It becomes the duty of members, therefore, to act with caution.

A call of the House was had, and the amendment, on being put, passed 15 to 12.



OFFICIAL NOTICES.

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

T. H. RAND,

Sec'y to C. P. I.

I.

The Council of Public Instruction, upon the recommendation of the Superintendent of Education, has been pleased to make the following appointment:—

To be Inspector of Schools for the County of Antigonish, ANGUS McISAAC, in place of RODR. MACDONALD.

II. Meetings of the Boards of School Commissioners.

The next semi-annual meetings of the several Boards of Commissioners take place as below. Each Board is required by law to elect a chairman at the November meeting:

District of Cape Breton,	second Tuesday in November.
" Victoria,	second Tuesday in "
" South Inverness,	second Tuesday in "
" North Inverness,	third Tuesday in "
" Richmond,	second Tuesday in "
" Antigonish,	second Tuesday in "
" Guysborough,	second Tuesday in "
" St. Mary,	third Tuesday in "
" North Pictou,	second Tuesday in "
" South Pictou,	second Thursday in "
" Colchester,	second Tuesday in "
" Stirling,	third Tuesday in "
" Cumberland,	second Tuesday in "
" Parraborough,	third Tuesday in "
" Halifax City,	second Monday in "
" Halifax West,	second Friday in "
" Halifax Rural,	third Friday in "
" Halifax Shore,	third Tuesday in "
" West Hants,	second Tuesday in "
" East Hants,	second Friday in "
" Kings,	second Tuesday in "
" Annapolis West,	second Tuesday in "

District of Annapolis East, second Friday in November.	
" Digby, second Tuesday in "	"
" Clare, second Friday in "	"
" Yarmouth, second Tuesday in "	"
" Argyle, second Friday in "	"
" Shelburne, second Tuesday in "	"
" Barrington, second Friday in "	"
" North Queens, second Tuesday in "	"
" South Queens, second Friday in "	"
" Chester, second Tuesday in "	"
" New Dublin, third Tuesday in "	"
" Lunenburg, the Friday coming between the days fixed for the meetings of the Chester and New Dublin Boards.	

III. Examination of Teachers.

The Council of Public Instruction has made the following Regulation:—
 "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."

NOTICE IS HEREBY GIVEN that the Council of Public Instruction has revised the Regulations concerning the Examination of Teachers, as follows:—

OF LICENSES ISSUED PRIOR TO OCTOBER 1867:

1. Subject to all the limitations and restrictions under which they were originally granted, all legal and valid Licenses shall continue to be legal and valid as follows:—

Head Masters' Certificates, Till October 31st, 1870	
Licenses of the First Class, " " "	"
" " Second Class, " " "	"
" " Third Class, " " "	"

* Licenses issued by the late Boards of District Examiners remain valid as above in the District for which originally issued, and for any other District or Districts in which they may have been duly endorsed previous to May, 1867. "Permissive" Licenses cease to be valid on the expiration of the period for which they were originally granted.

IV. Amended and Additional Regulations concerning Superior Schools.

NOTICE IS HEREBY GIVEN to Teachers of the First Class, Trustees of schools and others, that CHAPTER V. of the COMMENTS AND REGULATIONS OF THE COUNCIL OF PUBLIC INSTRUCTION, "Of Superior Schools," has been revised as follows:—

1. In lieu of sub-divisions (2), (4), and (10) of SECTION 3—
- (2) Ample School accommodation must be provided for all children of school age in the Section.
- (4) The furniture must be of an approved pattern, and the supply of books, apparatus, and school materials, sufficient for and adapted to the wants of the school.
- (10) a. School must have been kept at least 100 days during the term.
- b. At least three-fourths of the children of school age must be registered at school.
- c. The number of pupils daily present on an average, must be at least two-thirds of the number registered.

2. In Sections having Graded Schools, tests referring to school buildings, furniture, books, apparatus, and school materials, shall apply to all the departments. The number of registered pupils daily present on an average, shall apply to all the departments in the aggregate.

3. In the case of Graded Schools, the Council will determine which department shall be eligible to compete in any term; and notice of the same will be given at least three months previous to the commencement of such term. Any department of a Graded School shall be examined only upon such subjects as are suited to its grade.

4. Agreements respecting Teachers' salaries must be regular in every respect.

5. As one-half of the grant to any superior school is payable to the Trustees and one-half to the Teacher, in deciding the competitions two elements will be kept in view as the basis of all awards:

First—The character of the school accommodation, general equipment, school attendance; and generally, all matters wholly or chiefly under the control of the SECTION—

Second—The organization, management, discipline, and progress of the school; and generally, all matters wholly or chiefly depending on the ability and diligence of the TEACHER—

And these two elements will be regarded as of equal force and importance.

6. The foregoing Regulations shall take effect on the first day of May, 1868, and all existing Regulations not inconsistent with the foregoing shall continue in force thereafter.

IN pursuance of the above Regulations, Trustees and Teachers of Graded Schools are hereby notified that the Council of Public Instruction has determined that the most ADVANCED Department shall be eligible to compete during the term beginning May 1st, 1868; and the most ELEMENTARY Department during the term beginning November 1st, 1868.

V. Evening Schools.

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

1. Trustees of Public Schools may establish in their several Sections Evening Schools, for the instruction of persons upwards of 13 years of age, who may be debarred from attendance at the Day School.

2. Such Evening School shall be in session 2½ hours; and in relation to Public Grants, two evening sessions shall count as one day. The Prescribed Register shall be kept, and a Return of the school made in the form directed by the Superintendent.

3. Books and School materials for such Evening Schools will be furnished at the same rate, and subject to the same conditions as for day schools; provided always that no pupil of an Evening School shall have power to demand the use of books free of charge, but shall, on the other hand, have the right of purchasing from the Trustees at half-cost, if he should desire to do so.

4. No portion of Provincial or County funds for Education, shall be appropriated in aid of Evening Schools, unless teachers are duly licensed.

5. The Council would greatly prefer that the Teachers of Evening Schools should be other than Teachers of Day Schools; but where this may not be practicable, it shall be legal for the Teacher of the day school to teach day school four days in the week, and evening school three evenings in the week.

VI. Holidays and Vacations.

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

HOLIDAYS.

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

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

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

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

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

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

VACATIONS.

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

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

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

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

July, 1867.

VII. Teachers' Agreements.

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

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

NOTICE.

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

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

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

[Form of Agreement.]

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

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

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

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

Witness, (Name of Teacher.) (Names of Trustees.)
 (Name of Witness.)

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

VIII. To Trustees of Public Schools.

1. "A relation being established between the trustees and the teacher, it becomes the duty of the former, on behalf of the people, to see that the scholars are making sure progress, that there is life in the school both intellectual and moral, -in short, that the great ends sought by the education of the young are being realized in the section over which they preside. All may not be able to form a nice judgment upon its intellectual aspect, but none can fail to estimate correctly its social and moral tone. While the law does not sanction the teaching in our public schools of the peculiar views which characterize the different denominations of Christians, it does instruct the teacher "to inculcate by precept and example a respect for religion and the principles of Christian morality." To the trustees the people must look to see their desires in this respect, so far as is consonant with the spirit of the law, carried into effect by the teacher."—*Comments and Regulations of Council of Public Instruction. p. 51, reg. 5.*

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

ORDERED, That in cases where the parents or guardians of children in actual attendance on any public school (or department) signify in writing to the Trustees their conscientious objection to any portion of such devotional exercises as may be conducted therein under the sanction of the Trustees, such devotional exercises shall either be so modified as not to offend the religious feelings of those so objecting, or shall be held immediately before the time fixed for the opening or after the time fixed for the close of the daily work of the school; and no children, whose parents or guardians signify conscientious objections thereto, shall be required to be present during such devotional exercises. *March, 1867.*

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

IX. The procuring of Books and Apparatus.

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

NOTICE IS HEREBY GIVEN,

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

2. Trustees must carefully comply with the following Regulations:—

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

[Form of Application.]

Messrs. A. & W. Mackinlay,
Halifax.

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

LIST OF ARTICLES.

(Here specify distinctly the Books, Maps, &c., required, and the quantity of each sort.)
We certify that each and all of the articles named in the above list are required for use in the Public School (or Schools) under our control, and for no other purpose whatsoever; and 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 in the County of _____

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

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

☞ 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 and the annual grant permit, receive attention in the order of their receipt.

Regulations.

3. The following are the regulations of the Council of Public Instruction with reference to all Books, Maps, and Apparatus furnished to Trustees, under the operation of Sec. 6 (15) of the law concerning Public Schools:—

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., at half cost.

4. List of Text-Books, Maps and Apparatus.

☞ The following list of Books will be extended, and other articles of apparatus included as the fund at the disposal of the Superintendent permits. The Wall-Maps (including one of the United States) now in course of preparation, under the supervision of the Educational Department, will be added to the list as soon as published.

PUPILS' WEEKLY RECORDS.

Weekly Record for one Term (on printing paper) 1 cent each
do. do. (on writing paper) 2 cents each

THE NOVA SCOTIA SERIES OF READING BOOKS.

Book No. 1.....\$0.22½ doz.	Book No. 6.....\$0.17 ea.
" 2..... 0.50 "	" 7..... 0.23 "
" 3..... 0.06 each.	The art of Teaching..... 0.06 " Or,
" 4..... 0.10 "	Bailey's Brief Treatise on Elocution 0.05 "
" 5..... 0.11 "	

SPELLING BOOK.

The Spelling Book Superseded, (Rev. Ed.) 8½ cents each

GRAMMAR AND COMPOSITION.

English Grammar.*
Morrill's Analysis, 5 cents each.
Reid's Rudiments of Composition, 20 cents each.
Bain's Rhetoric, 40 cents each.

MATHEMATICS.

<i>Arithmetic.</i> —Nova Scotia Elementary Arithmetic..... 10 cents each
Nova Scotia (advanced) Arithmetic..... 15 "
Nova Scotia Arithmetical Table Book..... 19 " doz.
<i>Algebra.</i> —Chambers' Algebra, (as far as Quadratics)..... 20 " each
Do. do. (complete)..... 30 " "
<i>Plane Geometry.</i> —Chambers' Euclid, (including Plane Trigonometry)..... 15 " "
<i>Practical Mathematics.</i> —Chambers', (including Land-surveying, a brief treatise on Navigation, &c.)..... 45 " "
<i>Solid and Spherical Geometry.</i> —Chambers', (including Spherical Trigonometry, Conic Sections, &c.)..... 15 " "
<i>Mathematical Tables.</i> —Chambers'..... 30 " "
<i>Navigation.</i> —Norrie's, (an extended treatise)..... \$1.60 " "
<i>Ball Frames.</i> 70 " each.
Slate Wipers, (to be used without water)..... 18 " doz.
<i>Slates.</i> —Common Slates, (beveled frames) 6½ in. by 8½ in. 37 " "
" " " " 8 in. by 10 in. 40 " "
" " " " 9 in. by 13 in. 60 " "

Blackboard Chalks, 20 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, 2½ cts. each.	For girls only.	Book No. 3, 2½ cts. ea.
	" No. 2, " "	For boys only.	" No. 10, " "
	" No. 3, " "		" No. 9, " "
	" No. 4, " "		" No. 11, " "
	" No. 5, " "		
	" No. 6, " "		
	" No. 7, " "		

Ruled Card to accompany copy books, 6 cts. per doz.
Penholders, 20 cents per gross.
Staples' Circular Pointed School Pens, 24 cents a box (1 gross).
Ink-powders, 38 cents per doz.
Rulers, 12 in. (for pupils' use,) 20 for 12½ cents.
Lead Pencils, 8 cents per doz.
India Rubber Erasers, 12 cents per doz.
Pink Blotting Paper, 15 cents per quire.

DRAWING.

BALTHOLEMEW'S SCHOOL SERIES OF PROGRESSIVE DRAWING LESSONS

For beginners.	} Set of 72 Model Cards, Nos. 1 to 6.....42 cents per set.
For advanced lessons.	
	} Sketch Book (models only), Nos. 1 to 5....\$1.00 per set.
	Packages (12 slips) of blank drawing paper, for model cards, 3 cts. per pack.
	Blank drawing books, for model cards, 8½ cts. each.
	Blank drawing paper, for Sketch Books, or model cards, 28 cts. per quire.
	Drawing Pencils, F, 23 cts. per doz.
	" B, " " "
	" HB, " " "
	" H, " " "
	" I, " " "
	India Rubber Erasers, 12 cts. per doz.

DIAGRAMS.

For purposes of illustration, and "Oral Lessons."

Forest Trees (12).....	\$0.28 per set.
Natural Phenomena (30).....	0.50 "
Botanical Prints (roots, stalks, leaves, &c., 26).....	0.80 "
Notes of Lessons on do. do. do.	0.05 "
Poison Plants (44).....	0.50 "
Wild Flowers (96).....	1.80 "
Geometrical Figures (2 sheets).....	0.05 "
Mechanical Forces (6, on cloth) with exp. sheets.	0.75 "
Patterson's Plates of Animals (set of 10, mounted and varnished).....	11.00 "

GEOGRAPHY.

Calkin's Geography and History of Nova Scotia, 84 cts. each.
 " School Geography of the World.*

Series of Wall Maps.—

Nova Scotia.....\$0.65 each.	Scotland.....\$1.35 each
North America.....1.35 "	Ireland.....1.35 "
Western Hemisphere..1.35 "	British Isles (in relation to the Cont. of Europe)..1.35 "
Eastern Hemisphere...1.35 "	Europe.....1.35 "
England.....1.35 "	Palestine.....1.35 "
	Gen'l Map of Bible Lands 1.35 "

Globes.—The Terrestrial Globe (12 in. diameter, bronze meridian and Quadrant).....\$4.50
 The Celestial Globe.....4.50

Classical Wall Maps.—

Orbis Veteribus Notus \$1.20 each.	Græcia Antiqua.....\$1.20 each.
Italia Antiqua.....1.20 "	Asia Minor Antiqua.....1.20 "
	Orbis Romanus.....1.20 "

HISTORY.

Hodgins' School History of British America..25 cts. each.
 Curtis' Chronological Outlines of Eng. History 6 "

For use in adv. { Collier's School History of the British Empire (Revised Edition).....20 "

Com. Schools. { Collier's History of Rome.....15 "
 { Collier's History of Greece.....15 "

For use in { Smith's Smaller History of Rome.....35 "
 Co. Academies. { Smith's Smaller History of Greece.....35 "
 { Chambers' Ancient History.....25 "

NATURAL SCIENCE.

Chambers' Chemistry, (with new notation).....35 cents each.

ECONOMIC SCIENCE.

The Chemistry of Common Things...15 cents each.

CLASSICS.

Latin,—Bryce's First Latin Book.....20 cts. each.
 Bryce's Second Latin Book.....35 "
 Edinburgh Academy Latin Grammar..20 "
 or, Bullion's Latin Grammar.....50 "
 Arnold's Latin Prose Composition....60 "

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* The Council of Public Instruction has authorized the preparation of a General Geography, and an English Grammar for use in the Public Schools, and until these works are published the Superintendent of Education will not procure any text-books on these subjects. In the mean time, Trustees are authorized by the Council to use whatever Geography or Grammar they prefer. Campbell's or Lovell's Geography will be found to be about the best; and Lennie's Grammar, if followed by Morell's Analysis, will, perhaps, give as good results as any.

X. The Provincial Normal School.

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

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

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

FACULTY OF INSTRUCTORS.

NORMAL COLLEGE.

Method, and the Natural Sciences.—REV. ALEXANDER FORRESTER, D.D. Principal of the Normal College and Model School.
 English and Classics.—J. B. CALKIN, Esq.
 Mathematics.—W. R. MULHOLLAND, Esq.
 Music and Drawing.—Miss L. HAYES.

MODEL SCHOOL.

High School Department,	MR. EDWARD BLANCHARD.
Preparatory " "	MR. JAMES LITTLE.
Senior Elementary " "	MISS FAULKNER.
Junior do. " "	MISS A. LEARR.
	Janitor:—MR. DODSON.

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

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

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

XI. Bond of Secretary to Trustees.

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

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

PROVINCE OF NOVA SCOTIA.

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

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

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

Signed, sealed, and delivered } [Name of Secretary.] (Seal)
 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 _____ (names of Sureties,) within named, as Sureties for the within named _____ (name of Secretary,) and that they are to the best of our knowledge and belief persons of estate and property within the said County of _____ and of good character and credit, and sufficiently able to pay, if required, the penalty of the within bond. Given under our hands this _____ day of _____ A. D. 186 _____ [Names of Magistrates.]

XII. List of Inspectors.

J. F. L. Parsons, B.A.....	Halifax.
Rev. D. M. Welton, M.A.....	Windsor.
William Eaton.....	Kentville.
Rev. G. Armstrong, M.A.....	Bridgetown.
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ADVERTISEMENTS.

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C. H. HARRINGTON, Sec'y to Trustees.

NOTICE.

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SITUATION WANTED.

A MALE TEACHER of the Second Class, of nine years' experience, desires a situation in a Public School. Salary at the rate of \$280 per annum from the Trustees. Address, H. D. M. Waverley, Halifax Co.

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Principal of the Provincial Normal School.

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