

JOURNAL OF EDUCATION.

FOR THE PROVINCE OF NOVA SCOTIA.

OUR ACADEMIES.

WE would like to call the attention of the friends of education to the condition and prospects of those higher class schools of this Province which we designate academies. It appears to us that they really demand that attention. The columns of this journal have, for the most part, been occupied with matter, the object of which, was to advance the interest of common school education in every legitimate way. The collegiate system of the country has not indeed been lost sight of; and, in a recent number we endeavored to point out what we thought were very necessary reforms in that system.

There is, however, an intermediate class of educational institutions, scarcely less important in the interests of the general public than our common schools are, and perhaps of more importance than our colleges. These are the "Academies." We presume our readers all know that the legislature of Nova Scotia makes a special annual provision of \$600, for each county, for the support of an academy in the county town, or in some central locality, wherein the classics—at least, the elementary classics—and the higher branches of mathematics, and, where desired and when possible, some of the modern languages, should be taught in addition to the more elementary branches of English education. This has been made the rule throughout the various counties of the Province; but there are exceptions. Those counties in which there are colleges have no such special provision made for county academies, it being considered that the institutions bearing the same title, or known as collegiate schools subordinate to those colleges, afforded an ample substitute for the county academy proper.

We feel assured that this system is not working well, and that it will require to be revised, or very much stimulated, before it will produce results altogether satisfactory. In the first place it is unfair to those counties in which there are colleges. Pupils for higher class instruction in those counties are excluded from all the benefits of the free school system, and are consequently at a great disadvantage compared with those of other counties in the Province. This is a real hardship. Hants and Kings Counties, for instance, so far as the more advanced branches of education are to be considered, are no better circumstanced than they were before the Free School System was introduced. In Hants and Kings, the college within whose shadow he may have been born, is inaccessible to the Common School pupil, without incurring the same expense in preparation that he would have had to incur twenty years since: not so with the aspirant for matriculation and college honors in Queens, Guysborough, or any other county in the Province,—with one exception. We cannot but think that the facts referred to are the result, not of any deliberate intention, but of an oversight, on the part of our legislators; and we trust that, at no distant day, the oversight will be rectified.

The one exception we have referred to is that of Halifax. It seems an anomalous state of affairs that Halifax, the political and commercial capital of the Province, which necessarily contributes so largely to the treasury from which our general education fund is drawn, and which, for many reasons, might be supposed to enjoy superior advantages to those of any other county, should yet be less favorably circumstanced than any other. Yet, unlike any other county, there is not, in all Halifax, any public institution whatever, intermediate between the college and the common school. If a young man in Halifax wishes to prepare for college, he finds himself under the necessity of placing himself under a private tutor, a class of men who scarcely

exist in this community; or of seeking admission into a private, classical school, a step which he may find it difficult to achieve; but either alternative will be found very expensive. This is a real hardship upon Halifax; for there is more need here for a high school just beneath the grade of a college, than any where else in Nova Scotia. In this city, probably equaling in population any other two counties in the Province, there is a very large number of young people who eagerly desire to study branches higher than are taught, or than can be taught in the common schools, but who do not think of going through the protracted collegiate course. No facilities have yet been provided for them. They are worse off than if they lived anywhere else in Nova Scotia. This is another defect in the academical branch of our educational system, which we earnestly hope will soon be rectified.

To return to the county academies proper—it may be remembered that in the last Annual Report of the Superintendent of Education, it was remarked, in effect, that as a general rule, these institutions were not, within themselves, performing their allotted work very satisfactorily. We have to reiterate that expression of opinion. The most of those institutions, whilst drawing their proportion of the academy grant, have sunk, or dropped to, or have always held, a position little superior to that of the Common School of the present day. Perhaps this is nobody's fault in particular. It may be due entirely to the force of circumstances. We are casting blame in no particular direction; but simply stating a fact. As these institutions are always located where the people are well able to maintain common schools of the best class, it is manifestly unfair to comparatively poor sections, where school-houses can be built and efficient schools maintained only through a great struggle on the part of the people, that this academy grant should be appropriated to practically reduce the common school tax in the particular sections where they happen to be located. Such, we fear, is, in too many instances, virtually the case.

In speaking thus of county academies, we must advert to two notable exceptions. We mean the special academies of Pictou and Yarmouth. Both are deserving of high commendations. In both, there is evinced an earnest disposition which appears to be attended with great success, to make these institutions in reality that which they purport to be; and also to keep steadily upon the path of progressive improvement. In both instances too, the schools are fortunate in being cordially sustained and encouraged by the people whose children profit by their teachings. We suspect indeed that this is the principal secret of their superior comparative efficiency.

It would be but natural to anticipate, from what we have said above, that we are disposed to suggest some remedy for this lethargy or misdirection, in one department of our educational system upon which we have been dwelling. It would be a pity to abolish our county academies—a pity, that is, if, within any reasonable time they can be stimulated into increased and satisfactory activity, and if the people for whose especial benefit they were founded, think, or can be induced to think, that they really want them. If such results are not to be hoped for, there are two courses with reference to them, one or the other, of which it would be just and politic to pursue. The money now voted to these inefficient county academies should be allowed to common schools in order to increase their general efficiency and elevate their tone. Or, since we cannot but think it of vast importance that we should keep up a class of educational institutions intermediate between the college and the common school, we believe it would be better, in the event of the county acad-

mies being abolished as such, to have the moneys so set free made use of to endow about four superior institutions of the class which they are supposed to represent, to be so located throughout the Province as to be most easily accessible to the greatest number. Those of Pictou and Yarmouth, already so well established and in such successful operation, might make two of them; another could be placed in one of the western shore counties, and the fourth—say at some central and easily accessible spot in the Island of Cape Breton. Of course, we consider the High School for Halifax as an indispensable quite apart from these.

Whether the foregoing suggestions will commend themselves to the friends of education in Nova Scotia generally, or not, it is unnecessary for us to risk even a conjecture, but we are confident that the subject of them is one to which all those friends should give their early and earnest consideration. In our efforts to improve the Educational System of the country, we should not dream of finality, but go on improving forever. Entertaining this view, we feel confident that the subject of these remarks is one which affords a fine field for early improvement.

THE SCHOOL LAW.

HERETOFORE there has not been, that we are aware of, much controversy respecting the provisions of the act, for the better encouragement of education; nor has the aid of the law been invoked to settle any disputes arising between the trustees and the inhabitants of any school district. A cause however, came up for trial before Judge McCully, at the Lunenburg Court in October last, which, as far as a single judge, sitting at *Nisi Prius* could do so, settled some important points in the act, which might reasonably be considered to come under the category of *vixata quæstiones*, and to which therefore we propose shortly to refer. The facts as we understand them are briefly these:—

The rate-payers of School District, No. 26, Mahone Bay, at the annual meeting in 1869, elected a new trustee for the then ensuing year in the place of the one retiring, and transacted other business; but for some reason, dissatisfaction at the state of the finances, and the non-submittal of any accounts being alleged, did not vote any sum for the support of the school, and the trustees shortly after dismissed the teachers and closed the doors. After some months a majority of the rate-payers, petitioned the trustees to call a meeting of the rate-payers to transact business of the section, relative to the school, and the house. This the trustees refused to do, whereupon the rate-payers petitioned the Board of Commissioners, complaining of the trustees, and praying the Board, in the exercise of its powers, to remove the old and appoint other trustees. The Board met, investigated the matter, and appointed new trustees, in the place of the old trustees, who had refused to act.

The new trustees convened a meeting of the rate-payers of the district, who voted money to carry on the school, and to build a new and commodious house. They then immediately engaged teachers, and reopened the school, when the old trustees brought an action of trespass, charging that the new trustees, had entered the school house and ejected them. The defendants appeared to the action, and amongst other pleas pleaded one, justifying their acts, in virtue of being the trustees of School District, No. 26, Mahone Bay, legally appointed. The main issue at the trial, therefore, was, the legality of the appointment of the new trustees, made by the Commissioners. The clause of the School Act, relied upon by the defendants is as follows, "Where any trustee or trustees have been elected, and refuse to act, or shall neglect the performance of duty for twenty days after such election, the Board of Commissioners shall with or without a requisition appoint trustees or a trustee, in place of the person or persons refusing so to act." And a subsequent clause of the Act empowers "the Board of Commissioners to appoint a committee of not less than three of their members to perform the duties imposed on the Commissioners in relation to the appointment of trustees."

The plaintiffs insisted that the Act conferred no power on the Commissioners to dismiss, except the refusal to act or neglect of duty, occurred within twenty days after the election of the trustee or trustees, and that after that term, the only remedy for such neglect or refusal was the forfeiture of the sum of twenty dollars, imposed for such offence by a subsequent clause of the Act. The defendants on the other hand, contended that the Commissioners were fully empowered to act as they had done, and that to confine the remedy to the infliction of a fine of twenty dollars, would be to defeat the object of the Act itself, by rendering it possible, for trustees so disposed, to close a school during the whole term of their office, for which the fine imposed would be a most inadequate remedy. The matter was fully investigated before Judge McCully and a jury of Lunenburg County. The defendants proved the requisition to the trustees to call a meeting, and their refusal to act, and the subsequent requisition to the Board of Commissioners, and the appointment by the Board of the two defendants, and a third party as trustees in place of the plaintiffs, who had refused to act. At this stage of the case, the judge expressed a very decided opinion on the law, and the plenary powers conferred on the Commissioners in the case of trustees refusing to act, and held that the defendants were legally appointed trustees by the Commissioners, and, that as such trustees, they were legally vested with the school house and justified in their subsequent acts. The plaintiffs in deference to the ruling of the learned judge, consented to become nonsuit, and judgment was entered up for the defendants.

A cross action brought by the new trustees against the defendants to recover the value of a number of maps and a pair of globes, which the old trustees had carried out of the school house, after their dismissal, and of the use of which the section had since been deprived, was also tried. The defendants the old trustees, set up by way of defence that the custody of the maps belonged to the secretary of the trustees, and that he had carried away the property in question for safe keeping. The judge, however, ruled that the school apparatus, &c., was the property of the trustees, for which they were responsible, and under his direction the jury found a verdict for the plaintiffs for the value of the articles so taken.

Without mixing ourselves, or the JOURNAL, up in any way, with the *casus belli* between the rate-payers and the original trustees, we may say, that we are glad that the power of Commissioners of Schools, has been successfully maintained. It is now settled that the Commissioners have the power summarily to interfere in cases where trustees shall refuse to act or shall neglect the performance of their duty, and, that during any period of their term of office. If it were otherwise, a School Section might receive incalculable damage from the arbitrary conduct of trustees. To confine the power of the Commissioners to a period of twenty days after the election of the trustee would be practically to denude them of all authority in the premises by placing the section at the mercy of the trustees, except for a most insignificant period of time. Nor have the trustees themselves any cause of complaint at the power vested in the Commissioners, as an appeal is by the law given from the decision of the Commissioners to the Council of Public Instruction; and if in this case the old trustees had deemed that they had been harshly or unjustly dealt with, it would have been more prudent in them, and have better subserved the cause of education to have carried the case before the Council for final adjudication, rather than have rushed into law at the risk of fomenting strife and ill-feeling in the section, upsetting all that had been done in the section in the meanwhile, and possibly of subjecting innocent parties to heavy costs, who, in accepting office had only performed a gratuitous duty imposed upon them by their fellow rate-payers. Any cause, that has the tendency to rend a district into rival party-factions, is to be deplored, as aiming a blow at the interest of education in the most vital part; but in the case of the Mahone Bay difficulty, we are glad to learn, that no such fatal consequences will follow, as nearly the whole of the rate-payers side with the new trustees, and have shown their appreciation of education not only by the large and flourishing schools established in the section, but have assessed themselves for the erection of a large, handsome and commodious school-house, which, when complete, and standing as it does on rising ground, will be, not only an ornament to the thriving village of Mahone Bay, but a monument of the intelligence and public spirit of the people, and such an expression of their estimation of the benefits to be derived from a liberal education as none may deny or gainsay.

THE ART OF THINKING.

ONE of the best modes of improving in the art of thinking is to think over some subject before you read it, and then to observe after what manner it has occurred to the mind of some great master. You will then observe whether you have been too rash or too timid, what you have exceeded, and by this process you will insensibly catch a great manner of viewing a question. It is right in study, not only to think whenever any extraordinary incident provokes you to think, but from time to time what has passed; to dwell upon it, and see what trains of thought voluntarily present themselves to the mind.

It is a most superior habit of some minds to refer all the particular truths which strike them to other truth more general, so that their knowledge is beautifully methodized; and the general truth at any time suggests all the particular exemplifications, or any particular exemplification at once leads to the general truth. This kind of understanding has an immenso and decided superiority over those confused heads in which one fact is piled upon another without the least attempt at classification and arrangement.

Some men always read with a pen in their hand, and commit to paper any new thought which strikes them; others trust to chance for its re-appearance. Which of these is the best method in the conduct of the understanding must, I suppose, depend a great deal upon the peculiar understanding in question. Some men can do nothing without preparation; others little with it; some are fountains, others reservoirs.—*Sydney Smith.*

HOW SOIL WAS MADE.

PROFESSOR AGASSIZ says that all the materials on which agriculture depends are decomposed rocks, not so much rocks that underlie the soil, but those on the surface and brought from considerable distances, and ground to powder by the rasp of glaciers. Ice all over the continent is the agent that has ground out more soil than all other agencies put together. The penetration of water into the rocks, frost, running water and baking suns, have done something, but the glacier more. In a former age, the whole of the United States was covered with ice several thousand feet thick, and this ice moving from north to south by the attraction of tropical warmth or pressing weight of ice and snow behind, ground the rocks over which it passed into the paste we call the soil. These masses of ice can be tracked as surely as game is tracked by the hunter. He has made a study of them in this country, as far south as Alabama, but had observed the same phenomenon, particularly in Italy, where, among the Alps, glaciers are now in progress. The stones and rocks ground and polished by the glaciers, can easily be distinguished from those scratched by running water. The angular boulders found in the meadows and terraces of our rivers, not reached by water, can be accounted for in this way.

TEACHERS' FAULTS.

EVERY class of men has its characteristic faults, which some other class will be friendly enough to point out, if it fails to discover them itself. Thus a writer speaks of the "conspicuous vice of the manufacturers and merchants of many countries," being "political cowardice." So a leading lawyer of San Francisco says: "The practice of the law sharpens the intellect, but narrows its powers of comprehension." So a champion of the doctors confesses that the supposition is extant, that "there is an intimate connection between medicine and unbelief." And so a somewhat severe editor observes, that "theologians, as a remark almost universally applicable, are utterly wanting in practical views or talents." Amid this torrent of compliments, teachers, of course, are by no means unfavored. This Christmas tree of mutual oburgation has its bon-bons for them as well as for others. For instance, the *Bulletin* of San Francisco remarked awhile since: "Most schoolmasters become martinets without knowing it. Accustomed to absolute authority within the school, they are impatient of advice or opposition from the world outside." And more recently the *Nation* of New York has said: "A life-long teacher of boys who should be without arrogance, without conceit, without an impression that, in order to make himself understood, it is necessary to repeat himself emphatically and often, would present a very cheering example of man's ability to resist the natural influence of his surroundings." Two remarks may be made to any teacher as he reads such paragraphs. One is: many of our editors, critics, lawyers, etc., were once teachers; how painful to think, that in changing their business they have added the faults of new occupations to those of the old! Do not quit teaching. The other is in the words ascribed to Epictetus: "If any one speaks ill of thee, consider whether he hath truth on his side, and if so, reform thyself, that his censures may not affect thee."

C. R. C.

WHAT KNOWLEDGE IS OF MOST WORTH?

THE SCIENCE OF SOCIETY.

YET one more science have we to note as bearing directly on industrial success—the Science of Society. Without knowing it, men who daily look at the state of the money-market, glance over prices current, discuss the probable crops of corn, cotton, sugar, wool, silk, weigh the chances of war, and from all those data decide on their mercantile operations, are students of social science: empirical and blundering students it may be; but still, students who gain the prizes or are plucked of their profits, according as they do or do not reach the right conclusion. Not only the manufacturer and the merchant must guide their transactions by calculations of supply and demand, based on numerous facts, and tacitly recognising sundry general principles of social action; but even the retailer must do the like: his prosperity very greatly depending upon the correctness of his judgments respecting the future wholesale prices and the future rates of consumption. Manifestly, all who take part in the entangled commercial activities of a community, are vitally interested in understanding the laws according to which those activities vary.

Thus, to all such as are occupied in the production, exchange, or distribution of commodities, acquaintance with science in some of its departments, is of fundamental importance. Whoever is immediately or remotely implicated in any form of industry (and few are not) has a direct interest in understanding something of the mathematical, physical, and chemical properties of things; perhaps, also, has a direct interest in biology; and certainly has in sociology. Whether he does or does not succeed well in that indirect self-preservation which we call getting a good livelihood, depends in a greater degree on his knowledge of one or more of these sciences; not, it may be, a rational knowledge; but still a knowledge, though empirical. For what we call learning a business, really implies learning the science involved in it; though not perhaps under the name of science. And hence a grounding in science is of great importance, both because it prepares for all this, and because rational knowledge has an immense superiority over empirical knowledge. Moreover, not only is it that scientific culture is requisite for each, that he may understand the *how* and the *why* of the things and processes with which he is concerned as maker or distributor; but it is often of much moment that he should understand the *how* and the *why* of various other things and processes. In this age of joint-stock undertakings, nearly every man above the laborer is interested as capitalists in some other occupation than his own; and, as thus interested, his profit or loss often depends on his knowledge of the sciences bearing on this and other occupations. Here is a mine, in the sinking of which many shareholders ruined themselves, from not knowing that a certain fossil belonged to the old red sandstone, below which no coal is found. Not many years ago 20,000*l.* was lost in the prosecution of a scheme for collecting the alcohol that distils from bread in baking; all of which would have been saved to the subscribers, had they known that less than a hundredth part by weight of the flour is changed in fermentation. Numerous attempts have been made to construct electro-magnetic engines in the hope of superseding steam; but had those who supplied the money, understood the general law of the correlation and equivalence of forces, they might have had better balances at their bankers. Daily are men induced to aid in carrying out inventions which a mere tyro in science could show to be futile. Scarcely a locality but has its history of fortunes thrown away over some impossible project.

And if already the loss from want of science is so frequent and so great, still greater and more frequent will it be to those who hereafter lack science. Just as far as productive processes become more scientific, which competition will inevitably make them do; and just as fast as joint-stock undertakings spread, which they certainly will,—so fast will scientific knowledge grow necessary to every one.

That which our school courses leave almost entirely out, we thus find to be that which most nearly concerns the business of life. All our industries would cease, were it not for that information which men begin to acquire as they best may after their education is said to be finished. And were it not for this information, that has been from age to age accumulated and spread by unofficial means, these industries would never have existed. Had there been no teaching but such as is given in our political schools, England would now be what it was in feudal times. That increasing acquaintance with the laws of phenomena which has through successive ages enabled us to subjugate Nature to our needs, and in these days gives the common laborer comforts which a few centuries ago kings could not purchase, is scarcely in any degree owed to the appointed means of instructing our youth. The vital knowledge—that by which we have grown as a nation to what we are, and which now underlies our whole existence, is a knowledge that has got itself taught in nooks and corners; while the ordained agencies for teaching have been mumbling little else but dead formulas.—*Herbert Spencer.*

PRE-HISTORIC MAN.

BY PROFESSOR KINGSLEY.

AS scientific men we shall be wise, I think, in withholding our assent to certain modern hypotheses as to the human race. I do not say that they are altogether untrue, but I do say that I cannot yet regard them as proven. I believe that there is a very large class of facts which have been overlooked, and a very large class which have been interpreted by hasty and insufficient induction, in the modern hurry to make them fit in with a hyperanalytical philosophy. We shall be wise in refraining from any judgment, I believe, with regard to the question which is now so confidently answered in the affirmative by many good men and true, Did man start from a condition anything like that of a modern savage? It seems to me that the very antiquity of the human race, which these gentlemen assert, make their theory about savages questionable. I fully accept the immense antiquity of the human race. I even accept as possible the guess of a certain very distinguished friend of mine, that before all is done we may stumble yet on the remains of a Silurian man. But I say the older man is proved to be, the more likely he is to have changed meanwhile. As for the Esquimaux-like savages, whose implements of flint or stone are found in caves and river gravels, they may have been the earliest human race which appeared or re-appeared in Europe, when it recovered from the great catastrophe of the Glacial epoch. That, it seems to me, is all we can say of them. As for their being the original type of man, as for our being able to argue from their habits what were the habits of our remotest ancestors, that I must deny, as utterly as I deny it of any and every savage now existing. In the first place, man, hairless, feeble, and possessed of no natural weapons, must have begun his career in the tropics, probably in some part of the tropics where there were no larger or dangerous beasts of prey, and no violent inclemencies of weather. In a word, he must have commenced his career, as Mr. Darwin allows, in some earthly paradise. But once being there, with food and comfort ready to his hand, he would stay as long as he could. The hunters of reindeer, the bison, and rhinoceros, and mammoth on the then barren moors of France, Belgium, and England, must have come thither against their natural inclination. The very fact of these poor people having pushed northward is firm reason for supposing that there were even then, down south of them, strong, and it may be even civilized races, from the face of whom they were fleeing to take refuge among the northern snows. And it is on the ground of this very possibility that I am led more and more to doubt whether we can ever know anything certainly about primeval man at all. For see: the more ancient you confess the human race to be, the more time you have for whole peoples to have risen, become great, strong, civilized; and the more time, too, for whole peoples to have fallen again, and become weak, base, barbarous. For civilization may fall as well as rise. Those who talk of a continual progress upward in man, forget how many facts are against them. Has Greece risen or fallen in the last two thousand years? Has the whole East risen or fallen in the last thousand years? Has Spain risen or fallen in the last two hundred years? In America alone, have not two great civilizations, that of Mexico and that of Peru, sunk into savagery again during the last three hundred years? And how many times may not the same thing have happened on the earth? We have a right to ask—does science teach us that savages are the crude material of humanity? If so, she can teach us by facts; by proceeding from the known to the unknown. But where are her facts? Undeniably the facts show that degradation in mankind is as easy and as common as progress. You have only to leave civilized human beings to themselves for them to become savages, and the struggle of all wise and good men is to counteract that tendency in man to fall, and not to rise. If I am asked for my facts on my side, I answer, Facts! why we have hardly any facts which are not on that side. May God—for man will not—deliver us from the facts, they are so many! Are not all the philanthropists in the world working day and night to prevent the facts spreading and breeding by natural laws, and so ruining society? Go into any of our great cities, and see what human beings become if left to themselves. Is not an average street arab as very a savage as a Fuegian, and far more of a savage than an Esquimaux? That is the natural tendency of man by the laws of his nature—not to become a Shakespeare, still less a Moses—but to become a dirty, lying ruffian, like an average savage, and like, alas! too many English men, and women, and children. Civilization is not of the outer, but of the inner man. The old Hebrew patriarchs were—according to the records—more civilized than an average Parisian. Homer's heroes, as they stand in the Iliad and Odyssey, a thousand years before the Christian era, with very few clothes in lead on when their armor was off, were more civilized men than their so-called descendants of the Greek Empire, a thousand years after the Christian era. Civilization, I say, is within a man, and from within a man; and railroads no more make civilized men than billiard tables do. They may use both; but they might be just as civilized if the two arts of steam and billiards had never been discovered.

Whatever is made out on either view, it will still remain a

mystery—to me at least as much as to Isaiah of old—how this utterly abnormal and astonishing creature called man first got into his foolish head that he could cut out a thing of wood or stone which would listen to him and answer his prayers. Yet so it is; and so it has been for unnumbered ages. Man has been defined as a speaking animal or a cooking animal. He is best, I fear, defined as an idolatrous animal; and so much the worse for him. But what if that very fact, diseased as it is, should be a sure proof that he is more than an animal?

The question of the physical origin of man I decline to touch here. It is strictly a physiological and anatomical question. However physical science may hereafter decide the controversy, I say boldly, as a man and as a priest, that its decision will not affect one of my duties here, one of my hopes for hereafter.

DINNER-TIME.

A WELL-KNOWN proverb tells us that the rich may dine when they like, but the poor must dine when they can; and although this question of dinner-time is a most important one both to rich and poor, it has been solved in a very different way at different times of the world's history.

As modern nations become more highly civilized, their hours gradually grow later and later; but even if various reasons could be given to account for this declination, it is nevertheless a great evil, which no one has been either willing or able to stop. Some few men have chosen to keep to primitive hours, but by so doing they have been forced to leave society, and, in consequence, society has soon dropped them out of her memory.

The ancients were more natural in their habits than we are: thus the Roman citizen rose with the lark, and went to bed when darkness came on, and it was only the rich who could afford to live by candle light. Those idle persons among them who did so, were called Seneca, in contempt, *lucifuga*.

Fashion now forces her votaries to reverse the proper order of things, by dining at night and supping in the morning. Dr. Franklin, when matters were not so bad as they are now, tried good-humoredly to show the good people of France the advantages to be gained by the adoption of early hours; and he calculated that in the city of Paris alone 98,075,000 francs, or nearly four million pounds, would be saved every year by the economy of using sunshine instead of candles from the 20th March to the 20th September. The Emperor of Brazil, in his recent visit to England, appears to have been sadly puzzled by the late hours. One day he visited Lincoln's Inn between six and seven in the morning, and was surprised not to find any lawyers there. Another day he started off from his hotel before breakfast to Kew Gardens, and returned for that meal at eight a.m.

Our forefathers had done half a day's work by the time their descendants think of rising, so that candles and gas may in one sense be said to have demoralized the world. The House of Commons originally met at six or seven o'clock in the morning, but after a time the hour of meeting was delayed to nine. About two hundred years ago, noon for meeting, and about six p.m. for parting, were considered very late hours by some; and one hundred years ago, Speaker Onslow, deplored in bitter terms the laziness of members who considered themselves unable to assemble before two o'clock in the afternoon. The time at which our legislators now meet is four p.m.

When men dined at an hour that many now think the proper time for getting up, they were ready for their amusements much earlier than we now take them. Accordingly, the theatres were opened early in the afternoon in the reign of Elizabeth; and when Whalley edited the plays of Ben Jonson in 1756, the performances commenced at about four p.m. Another class of entertainment, which is now unnaturally late, was carried on in the last century during reasonable hours; balls then began at six or seven o'clock in the evening, and ended at eleven and twelve; but now they begin at the hour when they formerly ended.

Dinner-time is as much the era of the social, as noon is of the natural day, and *l'apres diner* is almost the only date in Cardinal de Retz's Memoirs of the Fronde. As all time before dinner is considered as morning, however late the meal may be taken a notice of the changes in its time will be a good test of early and late hours.

England is now, and always has been, later in its habits than France. Louis XII. dined at half past nine in the morning; but at the same period in England the court hour was eleven; and when that king married the daughter of Henry VII., he gave up his regular habits, and took to English customs, in gallantry to his young bride. In consequence, historians tell us that he fell a victim to late hours, and died soon after his marriage.

Louis XIV. dined at twelve: while his contemporaries, Cromwell and Charles II., were dining at one. From the Northumberland Household Book (1612), we learn that the family rose at six, breakfasted at seven, dined at ten, supped at four p.m., and shut their gates at seven.

When travelling in little-frequented parts of Germany, we often find English customs of centuries ago flourishing there at the present day. Eleven and twelve o'clock are very usually the hours for dinner in all parts of that empire. In England, the court dinner-hour remained at eleven from the reign of Edward IV. to that of Henry VII., but the middle or lower classes dined at nine or ten. The fashionable hour in Henry VIII's reign came to be twelve, when Sir Thomas More dined, and it remained fixed there for many years. It is still the working-man's time, and is likely so to remain for centuries, as it appears to be nature's own time. Fashion may make laws as she will, and call meals by various names, but at mid-day most persons feel the necessity of taking food.

When the dinner was eaten early in the morning it was not always the practice to take a previous meal, so that, in point of fact, the old dinner was a knife-and-fork breakfast, such as is common now on the continent.

In 1700, the dinner-hour was shifted to two o'clock; at that time Addison dined during the last thirty years of his life, and Pope through the whole of his. Very great people dined at four as early as 1740, and Pope complains of Lady Suffolk's dining at that late hour; but in 1751, we find the Duchess of Somerset's hour was three. This, however, only shows that slightly different dinner-hours were prevalent at the same period; and we know that, when the Duchess of Gordon asked Pitt to dine with her at seven, his excuse was that he was engaged to sup with the Bishop of Winchester at that hour. In 1780, the poet Cowper speaks of four as the then fashionable time; and about 1804-5, an alteration took place at Oxford, by which those who dined at three began to dine at four, and those which dined at four postponed their time to five. After the battle of Waterloo, six o'clock was promoted to the honor of being the dinner-hour. Now we have got on to eight and nine.

We have seen that, within four hundred years, the dinner-hour has gradually moved through twelve hours of the day—from nine a.m. to nine p.m. Nature, however, will revenge herself on fashion, and have her own way in the long run; for as the dinner-hour becomes gradually later, it must inevitably return to the early hours of past centuries, and the Irishman's description of his friend's habits will be literally true of us, for we shall not dine till—to-morrow.—*Chambers's Journal.*

DRESS—ITS INFLUENCE UPON THE NERVOUS SYSTEM.

MANY a person has been written down an ass simply because of entertaining practical common-sense views upon some certain subject,—medical, scientific, or otherwise. Young America, and Old America too, delights in pronouncing those whose recommendations or suggestions are uncongenial (because in advance of notions held by themselves), perfect lunatics!

It is quite a study thoroughly to "examine" a "well-dressed" person, especially a lady. Yet we are obliged to limit ourselves almost wholly to the externals when we do so. And if the "outside" presents so much elaboration, how much must remain "hidden" upon which weary personal toil has also been expended!

The term "make up" is often used when speaking of an actor as he appears in "character" upon the stage. This expression is a good one—full of emphasis and meaning. We would not for the world appear ungallant, but it strikes us as just the word to use when speaking of a "dressed-up" lady. (One of Dickens's characters, you remember, calls it "the best-groomed woman in the stud.") Mind you, we are very fond of the ladies. There is not a particle of cynicism in our nature towards them. We adore them. But we also pity.

It has often and truly been remarked that if persons were compelled to endure, as a punishment, some things which are self-imposed, the voice of the community would be loudly heard denouncing the cruelty.

That there is much discomfort experienced by women in connection with their "dressing," requires no argument. It will be conceded by all without debate. And when we take into account also the expense and waste of time, we feel obliged to believe that the daughters of Eve have a "shocking hard time" of it. (Husbands and fathers think, too, that *they* have.)

Thus far we have confined ourselves to an assertion mainly. Let us now look into the matter a little deeper—namely, its effect upon the health, particularly the nervous system, in maintaining the quietness of which so much of happiness depends. A fidgety, nervous person cannot feel truly happy. Unsteady, disquiet nerves are among the most distressing ills that humanity endures. Thereby digestion is deranged, the mind beclouded, and "dumps" promulgated. *All this, certainly, and a great deal more which may not be publicly discussed.*

In speaking of the influence of "dress," we have reference in our remarks to every portion of the human frame; and, as the body rests upon the feet, we will take a peep at them. What

pen can write the torture endured by these two important members! When the tightly-fitting boot is laced or buttoned, and the lady sweepingly passes out upon the *pave*, frequently the only thing that keeps her from screaming, is what people would say who heard her shrieks! But if they were all honest, should she vent her feelings, many of them would join the chorus! Certain it is that this one evil causes much unhappiness, ill-health, and discontent—irritating the mind to a greater or less degree. Other writers, in alluding to this point, have confined themselves to lamenting its effects upon the "poetry of motion," which is bad enough, but what is *that* in comparison to impeding the natural, healthy circulation of the blood through the brain and entire system?

It would not be a difficult matter to point out many articles of a lady's toilet which are causing her discomfort. The facts are so well known, however, that we drop special allusion to them.

My principal aim in this paper is to show that "dress" is injurious to health not as dress (which all know), but by reason of the many annoyances and irritations it produces—the wear and tear engendered, first in selecting, then in arranging, "fitting" the numerous articles which go to make up a lady's toilet. Every woman can fully appreciate these remarks. She knows, and says, that "dress" is the "plague of her life." What would she not give, if she had the gift to bestow, to possess the power to dress richly, elaborately, exquisitely, and all combined with comfort!

But this is a point that never can be reached. It never has been, and it never will be, an *easy* thing to "dress in the fashion."

Between it and comfort is a great gulf fixed. There is no attainable heaven for those who dress *a la mode*. If ladies will do the one, they *must* forego the other. Many seem willing to make the sacrifice, practising self-immolation daily. They deliberately bid good-bye to comfort, suffer untold annoyances, and, besides, undermine their health. Thus they begin the day, and thus they end it. Thus they begin the year, and thus they close it. At the end of life they are laid away in the casket, and *then* only their poor body knows what rest and comfort are! Those poor aching heads are only then quieted, those straining eyes are still, at last, in their weary sockets; the tortured body is permitted to lay itself down to sleep; the shattered nervous system exclaiming, "O, how sweet to be delivered!"

We submit an epitaph to be chiseled (in letters of gold) upon the monument of that lady who shall devote her life to reforming the "dress abuses" of her sex:—

Here slumbereth the precious dust of one who
deserved the gratitude of

EVERY MOTHER, HUSBAND, FATHER, LOVER.

She pointed out, by her charming, modest, untrammeled raiment, and with her pen,

THE FOLLY OF FASHIONABLE APPAREL.

She was the mother of sons and daughters, all of whom inherited healthy minds and bodies—secured to them by her steady adherence to sound common sense in Dress.

"Wisdom is Justified of her Children."

G. B. W.

FLORIDA LAKES—A writer in *Lippincott's Magazine* notices the fact that in Florida there are many lakes which have holes in the bottom, and underground communication, so that they will sometimes shrink away to a mere cupful, leaving many square miles of surface uncovered, and then again fill up from below and spread out over their former area. Some of them have outlets in the ocean, far from the shore, bursting up a perpetual spring of fresh water in the very midst of the briny saltiness of the sea.

TRANSMISSION OF SOUND—The transmission of sound through solid metallic tubes is so perfect that conversation has been maintained at a low tone between the ends of one of the Paris water pipes, 3,120 feet long. The velocity of the transmission of sounds is greater, by four to sixteen times, in metal than air, and in wood, as computed by Chladni, from ten to sixteen times greater, which is not commonly known. Rock conveys sound so much faster than the air that the ear, applied to a stratum of rock in which blasting is being done at a distance, will perceive two distinct reports; that conveyed through the rock first, and afterwards the ordinary report in the atmosphere. It has been found that the velocity is also proportioned to the loudness of the report, other things being equal. With 2,000 pounds of powder a report travelled 967 feet in a second with 12,000 pounds, 1,210.

EDUCATORS.

IT is not in the University or in the school-room that the student finds the grandest and wisest educators. The linguist may teach him modern and ancient languages, the chemist induct him into the mysteries of the laboratory and the subtle compounds of nature; the mathematician guide him through the calculus, and the geologist explore with him the profoundest depths of sea and rocks, yet the man may not be truly educated. He may have passed through the four Academic years of a full College course, creditably, and apparently successfully, and be but little wiser. The routine of College life was to him the machinery that moved him onward. The daily task, coned and recited with seeming fluency and intelligence, like the rail-car, expedited his journey. He read and studied with as much real profit to himself and others, and with as much effect upon his conferees, as the mercury produces upon the tube that encloses it, or the mettle that supports it.

In what consists the faults of such an education, and who is responsible for its meagre and shallow results? We answer, partly, it is owing to teachers, but mainly to students themselves. There are instructors who hold positions of trust and influence because it is creditable to do so, not because they are peculiarly adapted to fill them. Not from any inherent love for the work do they occupy a professor's chair, but because it is honorable and praiseworthy and perhaps profitable. There are students who pursue a College course because it is considered creditable. No inherent love of study or investigation prompted them to action, and made the lore of ages and the developments of modern times the Eldorado of their ambition. Hence we find in the literary and commercial world men who have as much idea of the great and grand purposes of education as the child has of the power of locomotion, when it is only creeping. Thence we have no dunces in society, who so deservedly earn the appellation as these college-bred men.

Where, then, shall we find educators, and who are truly educated? So grand a theme merits the boldest and most heroic treatment. The universe is at once teacher and school-room. When God said, "Let there be light," he did not confine his thought to the mere theologic view with which man's narrower intellect interpreted its meaning. Not to sun, or moon, or stars was that light to be confined. There were to be moral and spiritual as well as physical luminaries, and the soul was intended to be illuminated until it reflected somewhat the effulgence of Deity. All adown the path of biblical lore are scattered men who were teachers and nations who were learners. From pyramidal Egypt, with its wondrous, mysterious works of art, men are learning that "there were giants in those days," who have become teachers in the nineteenth century. Shakespeare studied nature in his fellow-men, and hence became the great exponent of his race. Kepler and Newton and a host of worthies explored the heavens and brought them within our reach. Linneus culled flowers and plants from the roadsides, and found leaves and blossoms replete with God's handiwork. Hugh Miller quarried his stone and learned deeper lessons from the rocks than were ever acquired in academic groves. Charles Dickens watched the times and the men of his day, and became one of the keenest observers, and one of the most wonderful delineators of the life and passions of men. Luther within his cloister, meditated and studied and foresaw the grand development of the Christian religion and its grander possibilities, and startled the nations with his teachings. In our own day the world is learning one of its most potent, far-reaching lessons—that of freedom for the race—that ever was acquired or comprehended. Freedom of thought and action, stimulated and strengthened by lofty motives, is the task given the world to study and accept and learn.

Not alone in books, or men, or things, are to be found the grandest and most instructive educators, but in Providence and His dealings with men and nations, are we to search for, and to find the noblest means for man's development. Not written upon parchment, or in books, or with the poet's pen, will be found the most instructive lessons. When the finger of Deity inscribed upon stone the laws to govern the world, there was a double lesson to be learned—a lesson that law and order govern the Universe with unchanging fidelity, and that behind the circling worlds was a power that men must sooner or later recognize and adore, and an influence from which they cannot escape.

Wise were we if all human lore were made subservient to and in accordance with these wondrous teachings. The geologist may imagine that he has discovered a discrepancy between nature and the Bible, but let him look longer and deeper into the crevices made by mountain-streams and study the footprints of forgotten ages, and he will recognize the hand of Deity pointing to no uncertain lesson. It is the learner, not the teacher, who fails to read aright what is written by a pen that never errs. Leverrier pointed his telescope to the heavens and discovered what other eyes had failed to see. The lesson for the astronomer to learn was, not that the stars did not exist, but that human eyes had not penetrated where they were hidden. The lesson Columbus taught the world was, not only that there was a Western hemisphere, but that hitherto men had not courage and faith enough to explore unknown seas in hopes of finding land. Newton taught his contemporaries not only that the force of grav-

ity existed, but the law that governed that force, and that it was coeval with time, notwithstanding it had hitherto been undiscovered. Franklin with his kite united the sky and the earth, and taught men that there was an unknown force capable of connecting nations, which was almost powerful enough to annihilate time and space. The world revolved long before Galileo discovered its motion. Because men had failed to recognize, and refused to believe the fact when propounded, the lesson he learned and imparted did not fail in the propagation of truth. When Webster in dying accents said "I still live," he taught the American people that the halo of his statesmanship would gleam over his tomb, when the mere politician would not be remembered or honored. Howard opened prison-doors to many a captive, and made his spirit soar and sing, long before the earthly shackles were unbound or loosed. The lesson of mercy which he had so nobly learned from Him who will eventually break all chains and bonds, he imparted to mankind. Elisha Burrill, as he moulded the plastic metal in his forge, learned that there was a power within him capable of moving men's passions by his eloquence, and teaching his fellow workmen that the workshop can be converted into a school-room.

We hear it often remarked that a man is not educated because he has not graduated from some school or university. There is much to be said in favor of a collegiate course. If rightly pursued, as it is in many instances, its benefits are great. But if either school or college life is considered the whole of education, and is terminated with it, then that part of education becomes a fallacy and a failure. The world should be considered one vast school-room, in which mankind are placed as learners. Life, with its discipline, should be looked upon as a field of development, in which man's nature is only partially matured and partially fitted for a richer and nobler state of existence. Education begins with life, but does not end with it. And no life can be truly grand or great which does not regard the present state only as a means to enrich the soul and prepare it for immortality.

MARY J. HARPER.

NOTES FOR TEACHERS.

1. Be pleasant. It is never necessary to frown or scold.
2. Be lively. The true teacher will seldom seat himself before a class.
3. Be original. Never depend upon your book. If you cannot conduct the recitation without a book, you have given too long a lesson.
4. Be reasonable. Don't assign a lesson so long that you will yourself be hardly able to prepare it.
5. Be prepared. Always mark out in your own mind the work to be accomplished by the class at their next recitation.
6. Be not too talkative. Any fool can lecture and interest children with wonderful facts; but it takes a wise, patient, and hopeful person to draw those facts from the pupils.
7. Be sympathetic. Come down to the apprehension of your pupils. Remember what is curious and interesting to you is beyond their understanding. What are axioms to you are difficult propositions to them.
8. Be patient. Let the smart ones take care of themselves. Give your energies, your ingenuity, and your smiles to the stupid one.—*Wisconsin Journal Ed.*

NOTES OF A HEALTH TRIP TO THE PACIFIC.
BY PROF. SAMUEL KNEELAND, A.M., M.D.
THE CLIFFS AND FALLS OF THE YOSEMITE VALLEY.

THE Yosemite Valley, according to the California geologists, is nearly in the centre of the State north and south, and in the middle of the Sierra, which is here seventy miles wide. It is nearly level, about five miles long, one half to a mile wide, and sunk nearly a mile perpendicular below the neighboring region. It is an irregular trough, with many projecting angles not corresponding with recesses on the opposite side, an argument against its being a geological fissure. At its eastern end it branches into three canons, the Tenaya, little Yosemite, and Illilouette, down which flow three main branches which form the Merced River in the valley; the last two with fine falls, the first with a beautiful crystal lake. At the west end it is narrow and V-shaped. The walls are almost vertical, and of great height, both absolutely and compared with the width of the valley, and are remarkable for the small amount of debris at their base. The most distinguishing characters are the domes and the waterfalls, any one of which in Europe would be of world-wide fame; there is nothing in the Old World to compare with either, and of the latter many, far surpassing anything in the Alps, are not noticed, as there are so many fine ones demanding the traveller's attention.

Coming in from the Mariposa trail, as you descend from Inspiration Point 3,000 feet, slowly and painfully to yourself, and with pity for the horses, you come at every turn upon views of surpass

sing grandeur and beauty. On the left stands the massive "El Capitan," an immense block of bare, smooth, light-colored granite, 3,300 feet high, projecting squarely into the valley, and with almost vertical sides. At first you cannot realize its stupendous bulk and height; there is no standard to judge by where everything is on so grand a scale; nothing but climbing about among them will open your eyes to the amazing heights of the cliffs and falls. Of El Capitan, Whitney says "it seems as if hewed from the mountains on purpose to stand as the type of eternal massiveness. It is doubtful if anywhere in the world is presented so squarely cut, so lofty, and so imposing a face of rock." In a recess in one corner is the "Virgin's Tears" fall, 1,000 feet high, rarely seen by travellers, as the creek which supplies it is dried up early in the season; it is superior, while it lasts, to the famous Staubbach fall in Switzerland, the admiration of Alpine tourists, and one of the finest in Europe. The Indian name of El Capitan is "Tutocanula," said to be an imitation of the cry of the cranes, which in winter used to enter the valley over this rock.

Directly opposite is the beautiful "Bridal Veil" fall, about 70 feet in perpendicular height, and 200 more of cascades as it rushes over the debris at the bottom of "Cathedral Rock," over which it pours; the creek which supplies this fall, you pass when going to "Sentinel Dome," and the coolness of its clear water is sure to be tasted by the traveller and his horse. In the dialect of the Indians, this is "Pohono"—a blast of wind, or the night wind, from the chilliness of the air experienced by coming under the cliff, and perhaps from the swaying of the sheet in the wind like a veil; others think Pohono was an evil spirit, whose breath was a dangerous and deadly wind. Whatever its derivation, the poetical name of the Indian is, here as in other places in the valley, much superior to the English one. As in all the falls, the amount of water varies greatly with the season, being greatest in May and June; it is most beautiful later in the summer, when the volume of water is small, as it then sways more gracefully in the wind.

The "Cathedral Rocks," over which the "Bridal Veil" falls, are neither so high nor so vertical as El Capitan; though only about 2,600 feet high, they are very grand whichever way you look at them; from one point the pinnacles called the "Spires" are so squarely cut that they remind you of the towers of Notre Dame in Paris. These grand masses, amid so many grander, are hardly noticed by the tourist; what appear on the top like bushes are evergreens 125 to 120 feet high, as large as those which excite your wonder in the valley.

On the opposite side is a triple group of rocks, known as the "Three Brothers," rising one behind the other, the highest being 4,200 feet above the valley. The Indian name is "Pompompasus," or "Leaping Frogs," from a fancied resemblance to three frogs with their heads turned in one direction, the highest in the rear as if in the act of leaping.

Nearly opposite the "Brothers," just in the rear of the first hotel, or Leydig's, is "Lova," or "Sentinel Rock." This is a slender peak of granite over 3,000 feet high, the upper third standing up like an obelisk or signal tower; it is one of the grandest masses of rock in the valley. Behind it, and more than 1,000 ft. higher is the "Sentinel Dome," before described, not seen from the valley. From "Sentinel Rock" descends a small fall, 3,000 feet high, 400 feet higher than the Yosemite fall, but reduced in July to a mere thread, unperceived by most travellers; in early spring it is a very beautiful cascade.

The great feature in the valley to most persons is the Yosemite fall, just opposite, surpassing in height all others here or elsewhere, having an equal body of water. The grandeur and beauty of this fall and its surroundings are, in a measure, familiar from excellent photographs, engravings and paintings. The creek which supplies the water is fed by the melting snows of the Mt. Hoffmann group, ten miles to the northeast; of course the volumes of water varies greatly, being very large in spring, but in August reduced two-thirds. When generally seen, in June and July, the stream at the fall, according to Whitney, is twenty feet wide and two feet deep. The height is 2,600 feet, half a mile; a vertical fall of 1,600 feet, swaying in the wind and broken into spray in a most beautiful manner, and falling into a deep, rocky recess; thence a descent, in a series of cascades, of 600 feet; and then a final plunge of 400 feet to the bottom of the valley, falling upon a rough assemblage of rocks, then flowing off to join the Merced River, being ignominiously made to turn a saw-mill on its way. All the falls you see well from "Sentinel Dome," opposite, distant two and a half miles, and considerably above them. It is impossible to imagine anything finer than this scene under a full moon.

A mile or two above the Yosemite fall, the valley branches into three canons, the middle one kept by the main Merced River, with the "Vernal" and "Nevada" falls, the little Yosemite Valley (a miniature copy of the greater), and the ascent to the Lyell group, where the river heads; on the left hand is the Tenaya canon, and on the right the Illilouette. Just before these branches is the "Washington Column," ("Shokoni," about 2,500 feet high, and the "Royal Arches," ("Tocoya," or the "Basket,"?) supporting, as it were, the "North Dome"; the last is about 3,700 feet made up of huge concentric plates of granite overlapping each other.

The "Half," or "South Dome," ("Tisayac,") opposite, about 6,000 feet high, is another magnificent mass of smooth, rounded granite, looking as if the western half had been split off and swallowed in an abyss—it is truly a "wonder among wonders."

Following up the Tenaya canon, over a very rough trail among boulders and rolling and rough stones, you come to "Mirror Lake" ("Waiya"), so called from the reflection in its still, clear water of the surrounding peaks, Mt. Watkins and others. Farther up is "Cloud's Rest," nearly 7,000 feet high, connecting with the higher Sierra, and frequently surrounded by clouds when the other peaks are clear.

Returning and going up the canon of the main Merced River, you visit the "Vernal" and "Nevada" falls, each the body of the main river. The trail is in many places difficult, but nowhere dangerous, with ordinary care; you are almost constantly ascending, winding in and out, up and down, along the banks of the stream, which flows with great rapidity and turbulence in its rocky bed, affording some enchanting views of mountain and cascade scenery. Here we met Mr. Shapleigh, an artist from Boston, with whose fine sketches most of our California tourists are now familiar.

After about a mile's climbing, you arrive in sight of the "Vernal Fall" (*Puwyack*, white water, or shower of diamonds), about 400 feet high. The granite behind the sheet is square, and little, if any, eroded by the falling water; so that it is hard to believe that this canon and fall have been the result of any causes now in action there; there must have been a subsidence, as most observers think was the case in the formation of the valley itself. The trail up the canon in its upper portion, around and along the steep side of the mountain, is slippery, and wet with the spray; you can ride by a rough road to the top, but most persons prefer to walk, muddy and moist though it be. You can go no farther than the base of the cliff by the path, and you willingly stop to rest and admire the ever-changing rainbows over the water, and enjoy the refreshing coolness and shade. At this point there is a spacious cavern formed in the concentric layers of granite peculiar to this region; this was once probably the lair of wild animals, and the still wilder Indian, as it is now said to be of the rattlesnake. The ascent is now made by perpendicular and not very strong ladders of wood, making the nervous tremble lest their feet should slip, and anxious lest they should meet a rattlesnake sunning himself on the landings along the ascent. These reptiles are numerous here, and are frequently killed by the sticks with which cautious travellers arm themselves; though we met none alive, the rattles exhibited, and the dead ones hanging to the trees, show that they are too common for comfort. At the summit the view down the canon is indescribably grand, and the more enjoyable as a parapet of granite runs along the very edge, just high enough to support you in safety, almost on the very brink.

Going up the stream by a very rugged and often steep path, winding around immense boulders which have fallen from the height on each side—the beautiful Merced River foaming along in its rocky bed, with rapids succeeding each other in endless variety, in one place shooting like silver lace-work over a smooth surface into a pool of emerald hue—crossing the main and rushing stream on a rude bridge, and some of its torrents on trunks of trees, not altogether safe because steep and slippery, you come, after a mile of hard climbing, to the "Nevada" fall ("Yowiye," slanting or twisted water). This name is given because just below the edge is a projecting shelf, which receives and throws to one side a great portion of the water; this adds much to the picturesqueness of the fall, by its unusual shape. It is the grandest in the valley, having a large body of water of extreme purity, falling about 700 feet; it is surrounded by majestic mountains, the most noted of which is the "Cap of Liberty," or "Mt. Broderick" (Mah-ta), 4,600 feet high, and almost as grand as the "Half Dome." The descent between the Nevada and the Vernal falls is about 300 feet. Returning you may look up the canon of the Illilouette, where in early spring is a fine fall of 600 feet, rarely visited, from the difficulty of the trail.

The Yosemite Valley is nearly level, sloping very gently to the southwest, the sluggish Merced River, about seventy feet wide, flowing through it; it ends in a narrow canon to the west. It is 4,000 feet above the sea, and contains some swampy meadows supporting alders: there are also the spruce and poplar, and in the sandy parts the pitch pine, white cedar, firs and oaks. The walls are light gray, very bright in the sun, here and there discolored by organic matters in solution in the water; most paintings give the rocks a golden haze which they do not possess.

The characteristics of this valley are, as far as I know, nowhere else in the world combined on such a large scale. These are: grand perspectives; stupendous perpendicular cliffs; vast domes; glistening ribbons of cascades coming apparently from the clouds; thundering falls like the Vernal and Nevada; frightful chasms; crystal lakes, gigantic pines; and a beautiful river. There is a painful lack of color arising from the union of cold gray granite and sombre evergreens; the valley is so narrow, and the walls so high, that the sun practically sets early in the afternoon, adding a premature dusk to the wild scenery.

In early spring, when the snow begins to melt on the mountains, innumerable waterfalls appear, most of which are dried up

before travellers arrive. Some prefer the grand volume of Niagara, others the graceful height of the Yosemite; both are equally wonderful and beautiful, but no more to be compared than the sturdy oak to the clinging vine, or the vigor of man to the beauty of woman. As a rule I should say the female sex prefer Niagara, while males prefer Yosemite, from the natural love of their opposites. The high waterfalls of Europe are not large; the highest (Gavarnic, in the Pyrenees) is not half so high as the Yosemite, and is a mere trickling stream; the Staubbach, in Switzerland, is about as high as the "Bridal Veil" (900 feet), but has very little water; the Voring Foss, in Norway, said to be the finest in Europe, is only 850 feet, and is considered, by those who have seen both, far inferior to the California falls. Beautiful as they are in summer, these falls in winter, with their frozen spray forming domes more than 100 feet high, the drops rebounding in the sun like diamonds, must present a sight of surpassing beauty and grandeur.*

How was this grand and unique valley formed?

Nowhere is the tremendous erosive action of water more fully exhibited than in the great cañons and valleys of the Sierra Nevada; cañons 2,000 feet deep have been worn in hard lava by the long-continued action of mountain torrents, and the rocks are everywhere channelled by this cause; but these gorges do not have the vertical walls of the Yosemite, nor such perpendicular granitic surfaces as "El Capitan," 3,000 feet high, meeting each other at right angles; the faces here are turned down the valley, opposite to that in which erosion by water could have acted. The "Half Dome" rises vertically 2,000 feet above the level wall of the valley, and the same distance above the action of water, even had its torrent filled the whole valley. There is no apparent source of supply for the water necessary to have produced such an erosion, even upon the wildest glacier theory; the valley is too irregular and sharp upon its sides, and the cañon of exit too narrow to admit of this explanation.

The erosive action of ice cannot be reasonably advanced as the cause; there is no evidence of ice-action in the valley, though there is plenty of it on the sides above it, and to the very edge; moreover, the work of ice, as seen in the Alps and elsewhere, is entirely unlike what is seen in the Yosemite Valley.

It cannot be regarded as a geological fissure, for the walls are on average half a mile apart, and the same in depth; and they in no way correspond on the two sides. As it is transverse to the line of the mountain upheaval, it cannot be the result of folding.

There remains the hypothesis of the California geologists, which seems to me the true one, viz.: that during, or perhaps after, the upheaval of the Sierra, there was a subsidence—that the bottom of the valley sunk down to an unknown depth, the support underneath having been withdrawn during the convulsion. This explains the absence of debris, which has gone down to fill the abyss. The valley was undoubtedly once filled with water; the disappearance of the glaciers, the gradual desiccation of the country, and the filling up of the abyss, have converted the lake into a valley with a river running through it; the process of filling is continually going on from the action of the elements upon the surrounding rocks.

There are other examples of similar probable subsidences, as in the little Yosemite and Hetch-Hetchy Valleys. Lake Tahoe and its valley are perhaps the result of a similar subsidence, the lake occupying the cup of a sunken crater.

The following from the "Overland Monthly," well describes the sensations which arise on viewing the Yosemite Valley:

"Such magnificence of rocks, such stupendousness of cliffs, far outstripped conception, and staggered even perception itself. You disbelieve your own eyes. Judgment fails you. You have to reconstruct it. Comparison serves you little, for you have no adequate standard with which to compare, or by which to estimate the rock-mountains before you. They are like nothing else but themselves. Look at that tree: elsewhere you would call it lofty. It must be a hundred feet high, and yet that wall of rock behind rises straight up to 20 times its height above it. Slowly you begin to "even yourself" to the stupendous scale of the gigantic shapes around, though yet trembling and staggering under the overwhelming immensity pouring in upon you from around and above. A score of cataracts in solid rock, Niagaras in stone pile upon each other and pour over each other in absolutely painful tremendousness. Solidified vastness; infinity petrified; the very buttresses of eternity overpower the sight and numb the brain. The works of God crush out the words of man. We can only silently uncover and stand speechless, with abated breath."

* We are informed by a traveller recently returned from the valley, that the Yosemite fall was entirely dry this year in the first week of September; travellers at this season lost, therefore, perhaps the most beautiful feature of the valley, and the most remarkable waterfall in the world.

DUNCES.

FISHER AMES entered Harvard at the age of twelve, and Edward Everett at thirteen; Bishop Heber translated *Phædrus* into English at seven; Anna Seward repeated from memory the first three books of "Paradise Lost" at nine; and Lord Brougham wrote on philosophy at eighteen.

But all eminent men have not been remarkable for early attainments. Some of the grandest spirits that the world has ever known—men whose works and memory are enduring—were regarded in youth as dunces. They flowered late, but bore the rarest fruit.

It is somewhat discouraging for a boy of moderate abilities, who aims to do his best, to be told that others accomplished in childhood what he can do only by hard study in the best years of his youth. But such a boy should not relax his efforts. He will succeed if he gives his heart and mind to the work.

That distinguished teacher, Dr. Arnold, of Rugby, after speaking of those who zealously cultivate inferior powers of mind, said of such a pupil, "I would stand to that man hat in hand." He once spoke sharply to a dull boy, who replied:

"Why do you speak angrily, sir? Indeed, I am doing the best I can."

Dr. Arnold said he never so felt a rebuke in his life.

Sir Isaac Newton was pronounced a dunce in his early school-days. He stood low in his classes, and seemed to have no relish for study. One day, the "bright boy" of the school gave him a kick in the stomach, which caused him severe pain. The insult stung young Newton to the quick, and he resolved to make himself felt and respected by improved scholarship. He applied himself resolutely to study, and, ere long, stood in his classes above the boy who had kicked him, and ultimately became the first scholar in the school.

Newton owed his pre-eminence in his philosophical studies more to perseverance and application than to any marvellous natural endowments.

Oliver Goldsmith, than whom no boy could appear more stupid, was the butt of ridicule at school. A school-dame, after wonderful patience and perseverance, taught him the alphabet—a thing which she deemed creditable to her skill, and which she lived to mention with pride when her pupil became famous. He made no progress in the exact studies, but liked history and Latin poetry.

He was a sore trial to his ambitious mother, who made many fruitless efforts to quicken his wits by her sharp words. His relatives, teachers, and schoolmates all told him that he was a fool, which verdict he did not dispute, but took good-humoredly. Even when he had produced the "Traveller," an eminent critic said to a friend, "Sir, I do believe that Goldsmith wrote that poem, and that, let me tell you, is believing a great deal."

Sir Walter Scott was a dull boy, and, when attending the University at Edinburgh, he went by the name of "The Great Blockhead." But he wasted no time on trifles, and, in pursuing a study that he loved—as, for example, history or the classics—he was persevering and methodical. He was one of those whose knowledge on a subject that interested increased, until it lay like a great volume in his mind. When Walter Scott began to make use of that knowledge, society gave him another name, somewhat different from the Edinburgh appellation. It was, "The Great Magician."

Hutton, the antiquarian, whose knowledge of books was deemed remarkable, was slow to learn when a boy. He was sent to school to a certain Mr. Meat. He thus tells his experience: "My master took occasion to beat my head against the wall, holding it by the hair, but he never could beat any learning into it."

Sheridan found it hard to acquire the elements of learning. His mother deemed it her duty to inform his teacher that he was not bright to learn like other boys. Adam Clarke was pronounced by his father to be "a grievous dunce;" and Dr. Chalmers was pronounced by his teacher as an "incorrigible" one. Chatterton was dismissed from school by his master, who, finding himself unable to teach him anything in a satisfactory manner, settled it that the boy was "a fool."

Teachers are apt to become impatient over dull scholars, and predict to them that they will never come to anything. Such uncalculated prophecies ought to discourage no scholar who tries to do well. A certain Edinburgh professor once pronounced upon a student his severe opinion: "Dunce you are, and dunce you will ever remain." That student was Sir Walter Scott.

If a dull boy feels an inspiration stirring within to do something worthy in literature, or science, or art, let him set his face as a flint toward his object; let him be patient and hopeful, and he will not fail of success.—*Exchange*.

"Papa, ought a teacher flog me for what I did not do?" "Certainly not, my boy," replied the father. "Well," said the little fellow, "he did to-day, when I didn't do my sum."

Railways are aristocratic. They teach every man to know his own station, and to stop there.

HALF-MOURNING.—A little girl hearing her mother observe to another lady that she was going into half-mourning, inquired if any of her relations were half-dead.

THE following valedictory was delivered by the writer, ABEL GORE, on retiring from the mastership of the National School in this city. By request we copy it from the *Evening Express* of March 18th, 1868. A number of Mr Gore's pupils are yet in Halifax who remember this old teacher and the salutary influence he exerted in favor of education. To such, a re-perusal of these very suggestive lines will, doubtless, revive old and pleasant reminiscences.

"As promised in our last, we publish to-day the "Valedictory Address to the Pedagogues," by the late Abel Gore, prior to his departure from this city—(then town,) for Bermuda. Mr. Gore was in charge of the National School for a number of years, and was succeeded by the late Mr. Maxwell. The "Old National" has done good service in its day, and the two gentlemen above named were of a class "whose like we may never look upon again." Though humble and unpretending, they possessed well-stored minds, and had the faculty of imparting a good solid English education to their pupils. Confining themselves to the teaching of reading, writing, ciphering, grammar and geography, they turned out many men who are now occupying the first walks of life. They avoided "the evils of a superficial education," and what they imparted they imparted well, an example worthy to be followed in this age of "new fangled" notions. No doubt the scores of "Nationalists" now living will peruse with pleasure the valedictory of their early preceptor, and these lines will call to mind his general temperament, and the many virtues that adorned the character of GOOD OLD ABEL GORE."

Evening Express, March 18th, 1869.

A VALEDICTORY ADDRESS TO THE PEDAGOGUES.

Occidit miseros crampo repetita magistros.

* * * * *

Culpa docentis

Scilicet arguitur, quod læva in parte mamillæ.
Nil selit Arcadico juveni.

Juv. Sat. 7.

Tired of the town, its ceaseless din,
Its fair without and false within,
And all its avocations;
To rural scenes, entranced, I fly,
So, brother pedagogues, good-bye,
And—heaven give you patience.

Whilst you with birchen sceptre, rule
That little kingdom, called a school,
Young vagrants overhauling;
Be it my task, to draw aside
The veil, and show what ills betide
Your intellectual calling.

And, though 'tis useless to complain
Of evils, that one must sustain,
Yet still "the gall'd jade winches"—
The fearful tale I will unfold,
For he who wears the shoe, wer'e told,
Knows only, where it pinches.

What is the poet's name, I'd ask,
Who calls it a "delightful task,
To rear the tender thought?"
Delightful task it is, indeed,
To teach a stupid dolt to read,
Fresh from the nursery brought!

Full many a weary day I've toiled,
'Mong children, petted, pampered, spoiled,
Young radicals in grain,
Whose chief delight it was to vex,
To tire, to harass, and perplex,
And bedlamize the brain.

Ere I would weary my soul away
In pain, where each succeeding day
But beggars that before,
Wood I would hew, and water draw,
Make brick in full tale without straw
As Israel did of yore;

Or range the dreary desert wild,
Herd with the savage—be the child
Of nature, free from thrall;
Or trust to charity for bread,
Or stone macadamize, instead,
To mend the roads withal.

He who at home contemns his rules,
Is kicked and cuffed and sent to school,
With many an imprecation—
There to be civilized, 'tis thought,

And under due subjection brought,
And Mental cultivation.

Should milder measures fail, when tried,
A well known argument applied,
The stoutest heart appals!
But should you perpetrate a mark,
On the soft sapling's tender bark,
My stars! look out for squalls;

For some vile vixen comes apace,
And in her pale, portentous face,
Ten thousand furies crowd,
Full charged, and kindling in the fire,
She blows you up "sky high" and higher,
With lecture, long and loud;

Whilst you, poor culprits: trembling stand,
Subdued, submissive, cap in hand,
Beneath the whelming torrent:
And thankful, when the storm is o'er,
That you're not sprawling on the floor,
From buffet most abhorrent.

And now a youth of seeming grace,
Comes, with his "shining morning face,"
So ruddy and so round—
So mild and modest in his mien,
'Twere shame to think that ought within
Unholy could be found;

And yet, beneath that fair disguise,
A full grown imp of darkness lies—
Nor long will lie perdu—
For though the urchins young in years,
He is old in sin, and soon appears
"Up to a thing or two,"

With such a youth 'tis hard to steer
A middle course. If too severe
You'll harden him, depend on't;
If too indulgent, he will "rule
The roast," both in and out of school,
As "Lord of the Ascendant."

Who bait the hook, or cast the net,
Must be content with what they get,
From ocean lorne away;
So you, in filling up your ranks,
Must take all such as come, with thanks,
And drill them as you may.

Still, there are some among the crowd,
Of whom a monarch might be proud;
So teachable and bland,
They seem as of a brighter sphere,
Come, on a visit here,
Warm from their maker's hands.

Thus—as along the troubled sky,
When midnight hangs her curtains high
Some soft'ning tints are seen—
Some stars their cheering light display
Although "like angel visits," they
Are "few and far between;"

So in the thorny path you tread,
Some scattered flowers their fragrance shed
O'er all your toil and care—
Some gentle youths, devoid of art,
Entwine themselves around your heart,
And kindly nestle there.

E'en parents, now and then, you find,
Who, though not hospitably kind,
Are scrupulously civil;
Who pay their bills—your merits scan,
And rate you somewhat higher, than
A—necessary evil.

Should you be blest with talents rare,
And spend your strength while others spare
And pupils gain, and fame;
Or be a vain, pedantic fool,
The greatest blockhead in the school,
'Tis pretty much the same;

So far, at least, as may regard,
The paltry sum of your reward,
With hand reluctant, need—
For, were you over fed—ye knaves!
You might rebellious prove, like slaves,
With too much kindness treated.

By that which knows no law, you're bound
To pace the same unvaried round.
Whatever ills invade;
In sickness, poverty, or pain,
Content ye—ever to remain,
Unpitied and unpaid.

'Tis wisely done to keep you poor,
And thus the benefits secure,
Of labours ill requited,
For could you find a surer way,
To live on earth or even—*stay*,
Your wrongs would soon be righted;

And then, withdraw your feeble light,
The moral world would sink in night,
And "chaos come again,"
To cloistered walls would science fly,
To pine in solitude and die,
And barbarism reign:—

But here the muse would feign expand
Her venturous wings o're sea and land,
"From China to Peru,"
From east to west, from pole to pole,
And deeply brooding o're the whole,
Bring distant days to view;

When the "Schoolmaster now abroad,"
Whom knaves admire and fools applaud,
With his reforming hand,
Shall hurl the tyrant from his seat,
And place the prostrate on their feet,
As with a magic wand.

Yet he must be more lucky far,
Than we, poor drudges, ever were
In our attempts to forage,
To get at Christmas times, a chine,
An invitation out to dine,
Or seasoning for his porridge!

Would parents, for their offspring wise,
Learn where their interest surely lies,
They'd show some small respect,
And would not suffer you to pine,
Where complicated ills combine,
To aggravate neglect.

To you, they delegate, alone,
A power but second to their own.
For beneficial ends,
To question, then, its exercise
In moderation, is not wise,
And to much evil tends.

When every fabricated tale,
However idle, cannot fail
To find a ready ear—
What can result, but discontent,
Misconduct rude,—and punishment,
As frequent as severe.

With some it is a common rule,
To pack their children off to School,
Their mouths with censure stuffing—
A message most impertinent,
Is through a graceless urchin sent,
Best answered by—a cuffing.

While others, in whose trembling hand,
The rod enforces no command
With children disobedient;
Your all-sufficient influence ask,
To bring the sturdy rogues to task—
A pitiful expedition!!!

One would suppose it quite enough
For you, who take them, in "the rough,"
To manage well your school,
And not be made, as is the case,
The hateful "bugbears" of the place
To rectify misrule.

On every parent's heart we see,
How'er defouled his progeny,
The fairest picture drawn;
Maternal love, alone, could trace
The future "scholar" in each face—
In every goose a swan.

Then woe to the unlucky wight,
Who fails in calling into light,
Each fancied quality—
Though 'twere an easy task, to raise
The loftiest mountain from its base,
And plant it on the sea!!

Like Ishmael's hostile sons, you stand
Opposing all—on th' other hand,
All stand opposed to you;
And thus, amidst the din of strife,
You fret away the thread of life,
'Till nature claims her due. G.

GOVERNMENT GRANTS

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

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

TEACHER.	Number of Teaching days employed.	Amt. paid to Teacher from Pro. Treasury.
COUNTY OF ANNAPOLIS.		
GRADE A.		
Ross, Alexander,	111	
GRADE B.		
Baker, Arthur,	115	857 89
Brown, A. D.,	97	48 83
Calnek, Maurice,	114	57 64
Croscup, Geo. E.,	75	37 75
Eaton, F. Eugene,	116	58 40
Fullerton, Augustus,	116	58 40
Hall, Fred. S.,	116	58 40
Hall, James B.,	75	37 75
Hardwick, W.,	115	58 15
Hiltz, Chas. W.,	116	58 40
Horner, Wm.,	116	58 40
MacKinnon, A.,	11	5 53
McGill, Geo. B.,	116	58 40
Morse, G. R.,	116	58 40
Parker, J. G. H.,	105	52 86
Phinney, C. S.,	116	58 40
Reagh, Thos. B.,	102	51 35
Sanders, W. M.,	116	58 40
Spinney, N. B.,	106	53 36
Spurr, John C.,	94	47 32
Whiston, S. E.,	114	57 39
GRADE C.		
Balcom, Parker N.,	115	43 42
*Beals, Lucy S.,	116	58 40
*Bent, Bessie C.,	116	58 40
Bent, Lavinia U.,	116	43 80
*Bertheaux, Lalea,	115	57 89
*Bishop, Aman Ia,	85	42 79
*Bogart, W. V.,	115	57 89
Brown, Annie M.,	116	43 80
Brown, Emma,	115	43 42
Clarke, Annie M.,	115	43 42

*Cropley Mary E.,	115	57 89
Croscup, John H.,	114	43 04
Dodge, Sophia E.,	114	43 04
Elliott, Lucina C.,	115	43 42
*Elliott, Sytiria,	114	57 39
Johnson, L. A.,	81	31 71
*Longley Char- lotte E.,	116	58 40
Louley, Ella,	114	43 04
*Luxton, Henry T.,	116	58 40
*Margeson, Hattie,	111	57 39
*Marshall, Mary E.,	107	54 11
Marshall, Rosina,	102	38 51
*Messenger, Delleie,	115	57 89
Mills, Phebe W.,	111	41 91
Moore, Lizzie,	33	12 46
Morse, Willard P.,	71	26 80
*Neary, Lema,	111	55 88
Parker, Abbio E.,	100	37 75
Parker, Alice M.,	109	41 15
Phinney, Annie M.,	114	43 04
Poole Emilia W.,	115	43 42
*Potter, Annie C.,	107	53 86
Prentiss, E. Stanley,	99	37 38
Reed, Annie A.,	115	43 42
Rice, Rebecca W.,	116	43 80
*Sanders, Arthur W.,	110	55 37
Shafner, Bernard,	110	41 53
Shafner, H. B.,	83	31 33
Slocumb, Mary L.,	115	43 42
Starratt, Mary O.,	116	43 80
Stronach, Maggie E.,	114	43 04
*Van Buskirk, Lu- vinia,	88	41 30
*Vidito, Amelia C.,	93	46 42
Whiston, Maudie,	115	43 42
Young, Anna C.,	114	43 04
Young, W. A. V. T.,	115	43 42
GRADE D.		
*Balcom, Lalea,	80	26 84
*Balcom, Mary II.,	25	8 38
Cropley, Rosilla A.,	114	28 69
Dodge, Carrie A.,	115	28 94
*Dunn, Susan E.,	111	37 25
Fairn, Annie,	95	23 91
Gates, Emma,	116	29 20
Gates, Mary V.,	112	25 32
Gesner, Alice G.,	116	29 20
*Harlow, Adelaide,	116	38 93
Jackson, Edna,	116	29 20
Jacques, Ada,	116	29 20
*Longley, Mary M.,	116	38 93
*Oakes, Maria A.,	100	25 17
Prince, Geo. B.,	106	26 68
*Robertson, John,	116	38 93

*Roney, William F.,	116	38 93
Spinney, Annie M.,	80	20 13
Starratt, Annie B.,	116	29 20
*Troop, Eunice E.,	116	38 93
*Vidito, Roxana,	104	34 89
Wade, Annie,	115	28 94
*Whitman, W. H.,	116	38 93
GRADE E.		
*DeYanny, Helen,	115	28 94
Marshall, Zelinda,	113	21 33
McKeown, Maggie,	112	21 14
*Morse, Annie,	115	28 94
*Munro, Maria E.,	110	27 68
Pool, Louisa M.,	114	21 52
*Rice, Nancy,	111	27 94
ASSISTANTS.—GRADE C.		
Brinton, Ruhena,	84	21 14
Gates, James A.,	108	26 68
GRADE D.		
Wethers, C. C.,	111	18 62
GRADE E.		
Horner, Eurydice,	116	14 60
COUNTY OF ANTIGONISH.		
GRADE B.		
Boyd, Angus,	116	58 40
Bourke, David,	115	59 89
Carrol, Richard,	116	58 40
Cunningham, N.,	116	58 40
Cameron, Colin,	101	50 84
Chisholm, Colin,	73	36 75
Cameron, J. D.,	116	58 40
McLellan, Peter,	114	57 39
McDonald, N.,	116	58 40
McGillivray, A.,	116	58 40
*McDonald, J.,	116	77 86
McGillivray, A.,	114	57 89
McLean, W.,	116	58 40
McIsaac, W.,	116	58 40
McKinnon, A.,	110	53 37
McPherson, J.,	116	58 40
McDonald, N.,	115	57 89
McNeil, D.,	116	58 40
Miller, C. J.,	105	52 86
Somers, John,	95	48 07

Fraser, John,	116	58 40
GRADE C.		
Bonin, John B.,	116	43 80
Cameron, William,	116	43 80
Cameron, John,	114	43 04
Cameron, Jessie,	115	43 42
Creed, Annie D.,	114	43 04
Chisholm, Annie,	116	43 80
Fraser, John C.,	116	43 80
Gillis, Donald,	116	43 80
*Gillis, Dan,	90	45 31
McPherson, Alexr.,	115	43 42
Martin, Ellen,	116	43 80
McKinnon, Eunice,	112	42 28
McDonald, Mary,	111	41 91
McDonald, Hugh,	115	43 42
McDonald, John,	110	41 53
McLean, Mary,	105	39 64
McDougald, Donald,	114	43 04
McDonald, Dan,	116	43 80
*McDougald, A.,	113	56 88
Smith, Joseph,	113	42 66
GRADE D.		
*Boyd, Angus,	114	38 25
Cameron, Catherine,	116	29 20
Chisholm, Donald,	116	29 20
McKinnon, Jane,	113	28 44
*Corbet, Mary,	115	38 58
Currie, Leila,	115	28 94
Copland, A.,	114	28 69
Fraser, Margaret,	112	28 18
Fraser, Sarah,	90	22 65
Kenna, Ellen,	115	28 94
McDonald, Donald,	113	28 44
McDonald, Effie,	105	26 43
McPherson, Ann,	115	28 94
McGillivray, A.,	103	25 92
McDonald, Alex.,	116	29 20
McDonald, Libbie,	95	23 91
McDougald, D.,	114	28 69
White, F. S.,	87	21 89
McIsaac, Colin,	116	29 20
Crockett, A.,	106	28 68
GRADE E.		
Connors, Ellen,	105	19 82
Cameron, G. D.,	110	20 76
Campbell, J.,	116	21 90
Gillis, Mary A.,	111	20 95
Henderson, C.,	114	21 51
McIsaac, Mary,	116	21 90
McDonald, Ellen,	96	18 12
McDonald, C.,	110	21 06

McDonald, Mary, 114 21 32
 McDonald, Maggie, 104 26 17
 McDonald, Cath-
 erine, } 101 19 06

COUNTY OF HANTS.

GRADE B.

Brown, J. L., 108 54 37
 Bancroft, Lucius, 112 50 39
 Bayne, E. S., 111 55 88
 Densmore, J. D., 115 57 89
 Dill, Geo. W., 112 56 38
 Greenough, J. B., 90 45 31
 Irving, G. W., 116 58 40
 Livingston, W. W., 116 58 40
 Meek, J. C., 114 57 39
 McKenzie, Hugh, 115 57 89
 Meek, J. A., 114 57 39
 McDonald, Henry, 101 50 84
 McDonald, Willard, 116 58 40
 McLean, Ebenezer, 116 58 40
 Oakes, J. B., 91 45 81
 Palmeter, J. H., 111 55 88
 Seabrook, Henry, 109 73 16
 Scott, Ephraim, 110 58 40
 Underwood, James, 114 57 39
 Walsh, J. W., 116 58 40
 Young, Alex., 119 58 40

GRADE C.

Archibald, Jessie, 108 40 77
 Bennett, Hannah, 118 58 40
 Banter, Isaac W., 95 47 82
 Beebe, Anna P., 106 40 02
 Crow, Mary, 115 43 42
 Cole, Sarah, 116 43 80
 Dickie, Jane, 106 40 02
 Dimock, Lydia A., 115 43 42
 Dimock, Judson, 88 33 22
 Dennett, Sarah, 108 40 77
 Frame, Eliza, 115 43 42
 Fleming, Wm., 108 40 77
 Hamilton, Jno. J., 85 32 09
 Hamilton, Minnie C., 104 39 26
 Kent, Melissa, 116 43 80
 Mosher, Rufus C., 116 43 80
 Monteith, Annie, 114 43 04
 Mosher, James, 114 43 04
 McCarthy, Alla, 105 40 77
 Mason, Isabel, 99 49 84
 O'Brien, Sarah, 57 21 52
 O'Brien, Maggie, 115 57 89
 Parker, Lalia B., 116 43 80
 Parker, Francis, 113 42 66
 Pearson, Joseph, 113 42 66
 Russell, Eliza, 99 37 38
 Randall, Sarah, 116 58 40
 Robinson, Wm., 77 29 07
 Shaw, Clara R., 111 41 91
 Scotney, Eliza, 114 43 04
 Tupper, Bathenia, 108 40 77
 Weir, Lewis, 114 43 04
 Whidden, Ruth G., 115 43 42

GRADE D.

Brechin, Robt., 100 25 17
 Bowes, Sarah J., 115 28 94
 Bowes, Annie E., 115 38 58
 Blois, Eliza, 116 29 20
 Bradshaw, Mary, 114 38 25
 Clow, Louisa, 114 38 25
 Cameron, Celia, 116 29 20
 Densmore, Eunice, 116 29 20
 Davidson, Alberta, 115 28 94
 Dauphinee, N., 114 38 25
 Dill, Edmund, 96 24 16
 Der. Mattie, 116 29 20
 Douglas, Jessie, 114 28 69
 Ellis, Jane E., 87 32 54
 Harvie, Jessie, 116 38 93
 Heffer, Jane, 116 29 20
 Harvie, Rachael, 116 38 93
 Loomer, Ellen, 116 29 20
 Lynch, Melissa A., 97 24 41
 Mumford, Mary J., 94 31 54
 McKay, Laura, 74 24 82
 McDougall, Mary M., 75 18 87

McPhee, Martha C., 116 29 20
 McCumbar, W.M., 115 28 94
 O'Brien, Annie, 114 28 69
 Parker, Georgie E., 116 38 93
 Phalen, Sarah A., 110 29 20
 Redden Jno. O., 105 26 43
 Rockwell, Amelia, 115 38 58
 Shaw, Mary, 111 27 94
 Shaw, Tryphena, 114 38 25
 Sim, Mary J., 116 29 20
 Shaw, Mary E., 116 38 93
 Wier, Mary J., 115 28 94

GRADE E.

Fitzpatrick, Cassie, 103 19 44
 Glenn, Sarah S., 100 18 87
 Harvie, Margaret M., 115 28 94
 Laidlow, Mary, 116 29 20
 McCulloch, Letitia, 116 21 90
 Mayne, Martha, 95 17 93
 Richardson, Mary, 110 27 68
 Salter, Mary E., 115 28 94
 Scott, Annie Lee, 112 21 14

ASSISTANTS.—GRADE D.

Wier, Mary, 48 8 05

GRADE C.

Dennett, Margaret, 105 27 18

GRADE B.

Smith, Jno. A., 104 31 90

GRADE D.

Randall, H. D., 80 17 89

COUNTY OF KINGS.

GRADE B.

Ballentine, G. N., 96 48 33
 Banks, Jas., 91 45 81
 Condon, S., 116 58 40
 DeWolf, James, 58 29 19
 Eaton, Alfred, 12 0 01
 Eaton, Frank, 116 58 40
 Farrell, Bernard, 112 56 38
 Gouche, Inglis, 110 55 37
 Lowden, Jno., 113 56 88
 Morris, J. D., 174 8 80
 Munro, H., 105 52 86
 McKay, A., 94 47 32
 McKay, A., 22 11 67
 McDonald, Jno., 116 58 40
 Robinson, Geo. O., 116 58 40
 Roscoe, Cain, 78 39 26
 Spinney, D. A., 104 52 35
 Whitman, Phinis, 115 57 89
 Woodworth, Wm., 116 58 40

GRADE C.

Videto, Helen (B), 116 43 80
 Arnold, Jno., 111 41 91
 Borden, Byron, 114 43 04
 Banks, Uralia, 116 58 40
 Borden, Lavinia, 116 43 80
 Brown, Hanna, 113 42 66
 Brougham, M., 115 57 89
 Blackadar, S., 113 56 88
 Beckwith, L., 116 43 80
 Bligh, Regina, 116 43 80
 Corc, Sarah, 116 43 80
 Craig, James, 97 36 62
 Chute, Wattie, 97 36 62
 Chute, Mary, 96 36 24
 Challen, Besia, 116 43 80
 Coldwell, Jas., 78 29 45
 Eldeskin, Julia, 100 37 75
 Ellis, Esther, 116 43 80
 Fisher, A. S., 98 49 33
 Hamilton, Jane, 99 37 38
 Harris, Sophia, 115 43 42
 Hamilton, Anna, 111 41 91
 Kilcup, Theresa, 115 43 42
 Kinsman, M., 111 41 91

Lockwood, S., 91 35 49
 Magee, M. J., 115 57 89
 Masters, Rich., 115 43 42
 Martin, Thos., 112 56 38
 Mills, M. J., 115 43 42
 Morine, Lottie, 116 43 80
 Magee, Lizzie, 116 43 80
 Marsters, S. E., 99 37 38
 McDonald, A. G., 112 50 38
 Neily, J. C., 97 36 62
 Parker, Annie, 116 43 80
 Rounsfell, H., 116 43 80
 Rand, Mary, 114 43 04
 Robinson, Louisa, 116 43 80
 Robinson, B., 113 42 66
 Rand, Rebecca, 114 43 04
 Rand, Jane, 116 43 80
 Robertson, D. W., 116 58 40
 Smith, Helen, 116 58 40
 Scanlan, M., 116 43 80
 Stronach, Eliza, 103 40 77
 Skinner, Lois, 110 55 37
 Thome, Mary, 116 43 80
 Thome, Mrs. E., 88 33 22
 Webster, Mariotta, 116 43 80
 Webster, Bessie, 112 42 28
 Woodman, A., 88 33 40

GRADE D.

Bowlby, Isa, 114 38 25
 Barnaby, Nancy, 92 23 15
 Bishop, Louisa, 114 28 69
 Burbidge, Annie, 114 38 25
 Chase, Mary, 116 29 20
 Chute, Zephina, 116 29 20
 George, Clara, 116 29 20
 Grierson, Margaret, 116 29 20
 Jackson, A., 113 28 44
 Killam, Maria, 116 29 20
 Letson, E. E., 94 23 66
 Lyons, Clara, 114 28 69
 McMahon, A., 115 38 58
 McConnell, S. L., 65 16 36
 McNeil, M. O., 116 29 20
 Porter, Adellia, 116 38 93
 Payzant, Mary, 116 38 93
 Pinceo, Martha, 116 38 93
 Pinceo, Julia, 116 38 93
 Sanford, Annie, 116 29 20
 Sanford, Addie, 96 24 16
 Sanford, Geo., 105 35 24
 Smyth, Emma, 77 19 38
 Terry, Julia, 116 29 20
 Thyne, Francis, 89 29 86
 Wallace, Alv., 115 28 94
 Whitman, Nancy, 116 29 20

GRADE E.

Dunn, M. E., 83 20 89
 Power, Permelia, 116 21 90

ASSISTANTS.—GRADE C.

Cogswell, Eliza, 109 25 16
 Eaton, Eunice, 106 26 68

GRADE D.

Stuart, Janet, 112 18 79

GRADE E.

Chute, Martha, 115 14 47
 Beckwith, Ella, 59 7 42
 Strong, Evelyn, 116 14 60
 Young, Charlotte, 116 14 60
 Reid, Annie, 99 12 52

COUNTY OF PICTOU.

GRADE A.

Bayne, A. H., 82 8
 Jack, John, 58 29 45
 McDonald, Daniel, 105 53 11
 McKay, H. A., 114 57 39
 Ross, T. John, 113 56 88

GRADE B.

Cameron, H. W. J., 62 31 21
 Cameron, James, 58 29 19
 Cameron, William, 106 59 36
 Campbell, Alex., 114 57 39
 Copeland, R. Davis, 110 58 40
 Fraser, William, 109 54 87
 Fraser, Hiles, 108 54 62
 Forbes, W. John, 114 57 39
 Fitzpatrick, Jas., 116 58 40
 Gunn, Archibald, 116 58 40
 Gollan, John, 115 57 89
 Hynd, David, 110 58 40
 Herdman, Wm., 115 57 89
 Herdman, Andrew, 104 52 35
 Johnston, David, 55 27 08
 Logan, Norman, 115 58 15
 Morton, Joseph, 110 58 40
 McMillan, Finlay, 115 57 89
 McMillan, William, 100 50 59
 McMillan, George, 106 53 36
 McBean, W. Jas., 111 55 88
 McDonald, W. Danl., 116 58 40
 McDonald, R. Jas., 61 30 71
 McDonald, Duncan, 110 58 40
 McArthur, Alex., 85 42 79
 McKenzie, J. John, 98 49 33
 McKay, Roderick, 116 58 40
 McKenzie, D. Blair, 112 50 38
 McGillivray, John, 46 23 15
 Naoh, Edwin, 103 51 85
 Pollock, Alex., 114 57 39
 Sutherland, Gavin, 116 58 40
 Sutherland, Lewis, 116 58 40
 Sutherland, Daniel, 62 31 21
 Sutherland Alex., 57 28 69
 Ross, G. Jane, 105 39 82

GRADE C.

Blair C. Thomas, 109 54 86
 Crocket, Jane, 114 43 04
 Cavanagh, Maria, 105 39 82
 Campbell, B. Mary, 116 43 80
 Creswick, Edward, 116 43 80
 Cameron, George, 116 43 80
 Campbell, W. John, 116 43 80
 Campbell, Mary, 97 36 62
 Dunbar, Annie, 116 43 80
 Dewar, Annie, 116 43 80
 Eaton, Sarah, 115 43 42
 Elliott, Janet, 114 43 04
 Fraser, Sarah, 115 43 42
 Fraser, Maggie, 117 43 80
 Fraser, A. Mary, 62 31 21
 Fraser, Christina, 116 43 80
 Fitzpatrick, Mary, 116 43 80
 Fitzpatrick, R. J., 112 42 28
 Grant, Annie, 116 43 80
 Hunter, Jessie, 115 39 82
 Huggan J. Mary, 116 43 80
 Kennedy, T. Wm., 114 43 04
 Murray, Elmira, 116 43 80
 Murray, Howo Jos., 111 41 91
 Marshall, Jane, 104 53 45
 Merriman, Elizabeth, 99 37 38
 Meikle, Maggie, 115 43 42
 Miller, Annie, 116 43 80
 Mason, A. Wm., 116 58 40
 McGuire, Sarah, 115 43 01
 McKenzie, Annie, 114 43 04
 McQuarrie, Matilda, 98 53 79
 McDonald, T. John, 115 43 42
 McKay, C. Jessie, 116 43 80
 McKay, Isabella, 111 41 91
 McPherson, Mary, 116 43 80
 McDonald James, 114 43 0
 McLean, J. John, 115 43 42
 McKenzie, B. Mary, 116 43 80
 McQueen, Eliza, 116 43 80
 McQueen, B. Mary, 116 43 80
 McGillivray, A., 116 43 80
 McDonald Jessie, 110 54 72
 McDonald, Isabella, 116 43 80
 McKay, John, 105 39 84
 McLean, James A., 116 43 80
 Ross, Christina, 113 56 88
 Ross, Robert, 113 42 66
 Ross, Wm., 105 39 64
 Ross, Maggie, 117 33 80
 Ryan, John, 113 42 06
 Sutherland, Rodk., 77 29 07
 Stewart, John, 114 43 04

Smith, Monson 115 43 01	*McPherson, Jane 114 38 25	ASSISTANTS.—GRADE D.	*Morrison, Alex. 110 77 80
Sutherland, Jane 115 57 89	McKenzie, Margaret 110 20 20	McLeod, Maggie 98 16 44	McLean, Angus 110 58 40
Thompson, Mrs. H. 115 43 42	McGillivry, Jessie 115 28 94		McQuarrie, I. 110 58 40
	McGillivry, Maggie 110 29 20	SUPPLEMENTARY.—GRADE B.	McDonald, Angus 110 58 40
GRADE D.	McLeod, J. Maggie 112 28 19		*McDonald, John 110 77 80
Cameron, Christy 114 28 09	*McKenzie, Cath- erine } 114 38 25	Cameron, Eneas 57 25 07	McLean, Donald 112 50 38
Campbell, Jessie 98 24 79	McPherson, C. Jessie 110 29 20	Hamilton, Thos. Jno. 10 5 03	McKenzie, Michael 80 40 27
Crockett, Sophia 110 27 08	McPhie, P. John 114 28 09	McArthur, Alex. 26 13 33	GRADE C.
Cameron, Barbara 102 25 07	*McDonald, C. Annie 114 38 25	McDonald, R. Jas. 1 50	Boyd, Donald 110 43 80
Christiane, Alice 100 35 57	Mervitt, Bessie 114 28 09		*Bethune, M. 110 55 37
Fullarton, Mary 115 23 94	Murray, Maggie 99 24 92	GRADE C.	Ferguson, Rod. 110 43 80
Fraser, W. Daniel 104 20 17	Miller, Elizabeth 110 29 20	Henderson, Louisa 18 6 79	Haywood, M. 110 43 80
Fraser, S. Maggie 110 29 20	Maxwell, Maggie 110 29 20	McDonald, Bessie 20 7 74	Hearn, David, 114 43 04
Fraser, Annie 114 28 09	Nash, Roxina 116 29 20	McKenzie, Jessie 5 2 00	McDougall, Peter 110 43 80
*Fraser, William 52 17 44	Olding, A. Christy 114 28 09		Martell, William 110 43 80
Fraser, John 30 7 55	Roddick, Maggie 112 28 19	GRADE D.	McPherson, S. 110 43 80
*Graham, B. Christy 116 38 93	Rae, Catherine, 110 29 20	McLeod, J. Maggie 115 28 94	McCuish, Angus 110 43 80
*Grant, A. John 110 38 93	Robertson, Catherine 115 38 58		McLeod, Alex. 110 43 80
Langille, Ada 110 27 08	Stewart, Dorothy 118 29 20	COUNTY OF RICHMOND.	McCuish, Magt. 110 43 80
Love, Frank 55 13 84	Smith, Charlotte 98 24 06	GRADE B.	McKay, John 114 43 04
McArthur, Janet 114 28 09		Bethune, John \$110 53 40	McLeod, K. 114 43 04
McPherson, M. H. 118 29 20	GRADE E.		Picard, John 115 43 42
*McKenzie, Annie 113 37 92	Hamilton, W. Francis 116 21 90		St. Bonaventure, } 90 30 24
McInnis, Jane 104 20 17	Langille, Maria 112 21 14		Lady } 90 30 24
McMillan, Daniel 113 28 44	McLean, H. Mary 114 28 09		St. Euphrosine, } 90 30 24
McKay, Barbara, 114 28 09	Robertson, Elizabeth 111 20 95		Lady }
McGillivry, Jessie 116 29 20	Maxwell, Mary 35		



OFFICIAL NOTICES.

I. Address of Inspectors.

J. F. L. Parsons B.A.	Halifax.
Rev. D. M. Welton, M. A.	Windsor.
Rev. Robert Somerville, B.A.	Wolfville.
L. S. Morse, Esq.	Bridgetown.
A. W. Savary, M.A.	Digby.
G. J. Farish, M.D.	Yarmouth.
Rev. W. H. Richan.	Barrington.
Rev. Charles Duff.	Liverpool.
W. M. B. Lawson.	Lunenburg.
R. B. Smith, M. D.	Upper Stewiacke.
Rev. W. S. Darragh,	Stimimicas, Cumber'd Co.
Daniel McDonald.	New Glasgow.
Angus McIsaac.	Antigonish.
S. R. Russell.	Guysboro'.
John Y. Gunn.	Broad Cove.
Alexander Munro.	Baddeck.
Edmund Outram, M.A.	Sydney.
Rémi Benoit.	D'Escousse.

II. Holidays and Vacations.

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

HOLIDAYS.

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

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

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

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

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

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

VACATIONS.

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

1. The CHRISTMAS VACATION shall remain as heretofore, the "eight days", being held to mean week-days other than Saturdays.
2. Instead of two vacations during the summer term (a week at seed time and a fortnight at harvest) as heretofore, THREE WEEKS (15 week-days other than Saturdays) shall hereafter be given as vacation during the summer term, at such time or times as the Trustees shall decide; Nevertheless
3. In order that the due inspection of Schools as required by law, may not be interfered with, each Inspector shall have power, notwithstanding anything in the foregoing Regulations, to give notice of the day or days on which he proposes to visit any school or schools in his county for the purpose of inspection, and to require that on the day or days so named such school or schools shall be kept in session.
July 1867.

III. Teachers' Agreements.

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

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

NOTICE

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

(FORM OF AGREEMENT.)

Memorandum of Agreement made and entered into the _____ day of _____ A.D. 1867 between (name of teacher) a duly licensed teacher of the _____ class of the one part, and (names of Trustees) Trustees of School Section No. _____ in the district of _____ of the second part.

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

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

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

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

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

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

IV. To Trustees of Public Schools.

1. "A relation being established between the trustees and the teacher, it becomes the duty of the former, on behalf of the people, to see that the scholars are making sure progress, that there is life in the school both intellectual and moral. In short, that the great ends sought by the education of the young are being realized in the section over which they preside. All may not be able to form a nice judgment upon its intellectual aspect, but none can fail to estimate correctly its social and moral tone. While the law does not sanction the teaching in our public schools of the peculiar views which characterize the different denominations of Christians, it does instruct the teacher "to inculcate by precept and example a respect for religion and the principles of Christian Morality." To the Trustees the people must look to see their desires in this respect, so far as is consonant with the spirit of the law, carried into effect by the teacher."—*Comments and Regulations of Council of Public Instruction, p. 61, reg. 6.*

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

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

March, 1867.

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

V. The Provincial Normal School.

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

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

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

FACULTY OF INSTRUCTORS.

NORMAL COLLEGE

Method, and the Natural Sciences:—J. B. CALKIN, Esq.
Principal of the Normal College and Model School.
English Language, Geography &c.:—J. A. MACCABE, Esq.
Mathematics:—W. R. MULHOLLAND, Esq.
Music:—PROF. SPINNEY.
Drawing:—

MODEL SCHOOL

High School Department, Mr. J. M. HARPER.
Preparatory " Mr. JAMES LITTLE.
Senior Elementary " Miss FAULKNER.
Junior do. " Miss A. LEAKE.

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

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

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

VI. Bond of Secretary to Trustees.

"The Secretary of the Trustees shall give a bond to her Majesty, with two sureties, in a sum at least equal to that to be raised by the section during the year, for the faithful performance of the duties of his office; and the same shall be lodged by the Trustees with the Clerk of the Peace for the county or district."—*Manual of School Law, page 6, sec. 23.*

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

The following is a proper form of bond:—

PROVINCE OF NOVA SCOTIA.

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

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

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

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

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

VII. Prescribed School Books, Maps and Apparatus.

MINUTE OF COUNCIL.

(Passed November 23rd, 1870.)

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

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

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

A. S. HUNT,
Sec'y. to Coun. of Pub. Inst

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

NOTICE IS HEREBY GIVEN

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

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

Trustees will carefully note &c.

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

FORM OF APPLICATION.

(Date)

To (name of the Bookseller),

Halifax,

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

vessel; and, if by vessel, direct the parcel to be insured, if so desired.)

LIST OF ARTICLES.

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

We certify that each and all of the articles named in the above list are required for use in the Public School (or Schools) under our control, and for no other purpose whatsoever; and we engage strictly to carry out the Regulations of the Council of Public Instruction for the management and preservation of school books and apparatus.

(Signed) _____ Trustees of _____ School Section, No. _____, in the County of _____

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

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

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

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

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

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

REGULATIONS.

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

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

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

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

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

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

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

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

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

LIST OF TEXT-BOOKS, MAPS, AND APPARATUS.

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

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

PUPILS' WEEKLY RECORDS.

Weekly Record (for one Term) 1½ cent each.

THE NOVA SCOTIA SERIES OF READING BOOKS.

Table with 2 columns: Book No. and Price. Includes items like Book No. 1 (\$0.35 doz), Book No. 6 (\$3.16 doz), and The art of Teaching (0.09½ ea. Or.).

SINGING BOOK.

The School Song Book, 25 cents each.

SPELLING BOOK.

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

GRAMMAR AND COMPOSITION.

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

Dalglish Introductory to English Composition.....15 cts. Advanced " ".....30 cts.

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

MATHEMATICS.

The Editions of Greenleaf's Works now in the prescribed list, are the latest and most approved of these very excellent and generally used works. They are especially recommended to the attention of Trustees and Teachers.

Table listing mathematical books and prices: Eaton's Commercial Arithmetic (57 cts. each), Greenleaf's National Arithmetic (83), New Practical or Common School (57), New Elementary (28), New Primary (15), New Intellectual (25).

Arithmetic.—Nova Scotia Elementary Arithmetic.....\$1.80 per doz. Nova Scotia (advanced) Arithmetic.....2.84 "

Nova Scotia Arithmetical Table Book.....0.29 " Algebra.—Chambers' Algebra, (as far as Quadratics).....3.60 "

Do. Do. (complete).....5.40 " Greenleaf's New Elementary Algebra.....83 cts. each.

Plane Geometry.—Chambers' Euclid, (including Plane Trigonometry).....2.70 per doz.

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VIII. Evening Schools.

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

1. Trustees of Public Schools may establish in their several Sections Evening Schools, for the instruction of persons upwards of 13 years of age, who may be debarred from attendance at the Day School.
2. Such Evening School shall be in session 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 schools three evenings in the week.

IX. Examination of Teachers.

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

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

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

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

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

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

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

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

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

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

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

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