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THE
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FOR
NOVA SCOTIA.

EDITED BY
THE PROVINCIAL SUPERINTENDENT OF EDUCATION,
THEODORE H. RAND, M. A.

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T H E

JOURNAL OF EDUCATION.

FOR THE PROVINCE OF NOVA SCOTIA.

THE necessity for a Journal specially devoted to the interests of public education cannot well be questioned. The power of the press can nowhere be better or more profitably used, than in helping forward the educational operations of the country. The rapid and easy communication which it affords cannot be obtained in any other way. In a system branching out through all the villages and hamlets in the land, there is need, in order to secure the uniformity which is desirable, that all the parts should be constantly in communication with each other. It is of the highest importance that each section of the country should be aware of what is going on outside of itself, in order that it may be stimulated to keep up with the improvements of the times. Moreover Trustees of public schools are called upon to discharge arduous and responsible duties, which demand that they should have placed in their hands all possible information in regard to the general working of the system, and the provisions made from time to time in order to meet the wants of the country. Teachers also require to be put in possession of such knowledge as may guide or assist them in their daily work in the school-room. Through the liberality of the Legislature we are enabled to issue the *Journal of Education*, in the hope of supplying in some small degree these acknowledged wants.

EDUCATIONAL PROGRESS.

NEARLY years have now elapsed since the first free school act came into operation in Nova Scotia. This measure, passed in the session of 1864, changed completely the basis of our educational system, and its introduction may therefore be properly regarded as marking an epoch in the history of public education among us. With this as a stand point, it may not be uninteresting to note a few of the prominent features and leading facts connected with the history of legislation on this question. Going back to the year 1847 we find EARL GREY sending voluminous despatches on this subject for the consideration of our Legislature. In these he strongly urged the establishment of a Normal School and of a liberal system of common schools, as matters of the greatest moment to the welfare of the people. The public men of the day felt the importance of the considerations urged upon their attention, and some changes were made in the existing provisions of the school law. Among other steps in advance, the office of Provincial Superintendent of Education was created, and in 1851 DR. DAWSON entered upon the duties of that position. In one of his first reports to the Legislature he says, "The work is greater than I can fully perform, and the deficiencies in the popular education of the country are of a most formidable character." He pressed upon the Legislature the necessity of adopting assessment as the only reliable means of supporting education, and of making the schools free to all pupils; also the immediate establishment of a normal school for the training of teachers. The educational committee of that year reported that "it would be a waste of time and scarcely respectful to the intelligence of the House if the committee were to enlarge upon the benefits that would result to the country if our whole system of education were founded upon a perma-

nent fund, raised by assessment, under the sanction of law." The committee recommended, also, public agitation of the question, and expressed 'the earnest hope that it would be kept free of all party conflict, and be viewed solely on its own intrinsic merits.' DR. DAWSON laboured assiduously to elevate the schools of the country, and especially to enlist popular feeling in favour of what appeared to him to be the only true basis of support,—assessment. Impatient of the apathy of the people, and weary of waiting upon the unsuccessful movements of the Legislature, after an incumbency of three years, he selected another sphere of labour, and gave to a sister Province the benefit of his talents. Then followed the division of the Province into two districts. C. D. RANDALL, Esq., M. A., was appointed Superintendent over the western district, and HUGH MUNROE, Esq., over the eastern. From 1855 to 1864, the Rev. Dr. FORRESTER filled the joint office of Principal of the Provincial Normal School and Superintendent of Education. With what enthusiasm he carried forward the labours of his predecessors, is fresh in the minds of all. The Normal College, which had been erected through the exertions of Dr. DAWSON, was immediately equipped, and the Model School established. As Principal of these Dr. FORRESTER sought to infuse new life into the teachers of our common schools, and to elevate the business of teaching into a profession; while as Superintendent of Education he laboured to persuade both people and Parliament of the necessity of the immediate adoption of assessment as essential to such a system of schools as the well-being of the Province demanded. Neither he nor his predecessors laboured in vain. An educational spirit was kept alive, and the inherent weakness of the system they were compelled to administer was so far counterbalanced as to admit of a degree of prosperity. The people, moreover, were prepared, by an agitation extending over a period of fourteen years, for the adoption of assessment, so far as such preparation was possible apart from the actual and visible operation of the principle.

But the day on which the census of 1861 was opened, the hope of effecting the education of the people of this Province, through the agency of the system then in operation, faded instantly and forever from the minds of thoughtful men.—Every one was appalled at the spectacle of ignorance which the country presented. Out of 284,097 persons in the Province over five years of age, 81,469 could not read a printed page, and 114,877 could not write their own names. Here was overwhelming failure. And why? Not because famine, pestilence, or war, had ravaged the land, and left this as one of its fearful memorials; for every branch of industry yielded with wonted constancy a moderate if not an abundant return, and health and peace had been enjoyed by the people. It could not be that the harshness of legal constraint had chilled the generous devotion of the people to a cause so intimately connected with the prosperity of all; for each individual knew no control in this matter but his own will. Fees, subscriptions, or permissive assessments, each supplemented by provincial aid, were the prescribed modes of supporting schools. Nor can we affirm that the failure was chiefly due to the lack of general information as to the importance of education; for ten years of laborious effort

had been expended in directing the attention of the people to this very point. There has been, and there can be but one adequate answer given to the question. The mode of supporting the schools was weak, uncertain, and insufficient. It was based upon the error that the maintenance of a thorough system of schools is a matter that concerns those only who have children to educate, whereas it is also truly a matter of public concern. Ignorance, in its results, is a moth consuming the wealth of every community—a leech constantly depleting the arms of industry—a vulture preying upon the very vitals of society. All suffer loss and injury by its continued existence, and all in each community ought to combine to expel it from every home.

Our public men were not slow to deduce the great lesson taught by the census of 1861, and the year 1864 witnessed the passage of the school law already referred to. It increased the grants for educational purposes, declared schools to be free, and encouraged the principle of assessment by providing a bonus of twenty-five per cent. on the provincial grant for sections adopting it. The Principal of the Normal School was relieved from the necessity of discharging the laborious duties of two offices, that his undivided energies might be applied to the preparation of teachers; and the present incumbent was appointed to the office of Superintendent. Provision was also made for the re-division of the province into school sections, the examination and uniform classification of teachers, the regular inspection of schools; and the Executive Council was constituted a Council of Public Instruction, in order that the whole subject of public education might be brought under the immediate and constant supervision and control of the Legislature.

While this law contained much that was needed to elevate the condition of education, it did not, however, create a permanent and equitable basis of support. The school rate, being wholly local, varied extremely in different school sections. This, with the large expenditure entailed upon the majority of sections, in order to secure proper school houses and furniture, alarmed the people in many parts of the province, and caused the entire suspension, for a time, of school operations in many sections which had previously supported schools. During the legislative session of 1865, numerous petitions on the subject were presented. A few asked that the old law be restored; but the great majority earnestly sought the re-adjustment of the mode of support, so as to equalize, as far as possible, the school rate. Not a single petition, we believe, was adverse to the principle of free schools. The Legislature amended the law by equalizing the rates. This was done by providing that a portion of the amount required from the people should be raised by a general rate over each county. The provincial grant was increased to \$90,000; and the balance required for salaries beyond that received from these two funds, was to be raised by subscription. Experience quickly demonstrated to the people that the mode of support was yet imperfect. Many would not subscribe so much as a farthing towards supplementing the general funds, and trustees found themselves unable to command the means necessary to carry on the schools. The most intelligent portions of the country murmured, not that a county assessment had been established, but that the power of local assessment had not been preserved to the majority of the rate-payers of each section. The conviction that a proper system of free schools necessitated the universal application of the principle of assessment, grew apace.

In 1866, petitions, numerous signed, again awaited the meeting of the Legislature. Nearly all of these petitions asked that the amount of the county assessment be increased to a sum equal to the provincial grant; that volun-

tary subscription be abolished, as being incompatible with a system of free schools, and that assessment be ordained as the mode of raising all local funds in connexion with public schools. After careful consideration the prayer of these petitions was granted. A county rate of thirty cents for each inhabitant; a provincial grant to be disbursed in fixed amounts to the several classes of teachers; and the right of a majority of rate-payers to assess the property of the residents of the section for all other necessary funds for school purposes, were established as the most equitable, safe, and efficient mode of supporting education. These amendments came into operation during the ensuing month.

A striking evidence of the superiority of a system of free schools over every other system, as an instrument adapted to effect the general diffusion of intelligence, is furnished by the attendance upon the schools of Nova Scotia since the introduction of that system. We have already referred to the alarm which, in many portions of the province, was experienced on the introduction of the law in October 1864, and the consequent closing of a large number of schools.—Many persons very naturally anticipated a large decrease in the aggregate attendance on the schools; but the contrary proved to be the fact. The excess over the previous year was, for the first term, 1,886, and for the second term, 6,225. The number of children receiving instruction has continued to increase, as is seen by the following returns for the term ended April 30:—

County.	No. of Free Public Schools.				No. of Pupils attending School.			
	1865	1866	Increase.	Decrease.	1865	1866	Increase.	Decrease.
Cape Breton	43	61	18	..	1659	2591	932	..
Victoria	33	39	6	..	1222	1560	338	..
Inverness	48	62	14	..	1860	2891	1011	..
Richmond	28	33	5	..	1222	1371	149	..
Guy'sboro'	18	25	7	..	640	1078	438	..
Antigonish	39	51	12	..	1594	2046	452	..
Pictou	68	91	23	..	3652	4756	1104	..
Cumberland	28	72	44	..	2083	2914	831	..
Colchester	51	67	16	..	3148	3506	358	..
Halifax	62	99	37	..	4550	6090	1540	..
Hants	44	50	6	..	2062	2477	415	..
Kings	45	49	4	..	2040	2534	494	..
Annapolis	32	52	20	..	1790	2433	643	..
Digby	25	34	9	..	1368	1975	587	..
Yarmouth	18	36	18	..	2023	1920	..	103
Shelburne	20	24	4	..	1004	1314	310	..
Queens	21	13	..	8	990	712	..	278
Lunenburg	44	51	7	..	2204	2416	212	..
Net increase	667	906	247	8	35151	44584	9814	381
			239	..			3433	..

This is an increase, in the aggregate, of 9,433 over the corresponding period of last year, and of 11,319 over the same period of the previous year. This rapid and enormous increase is unparalleled in our school history, and is chiefly due to the adoption of county assessment and the freedom of school privileges.

It will be seen that much has already been accomplished towards realizing what the educational committee of the House of Assembly so earnestly desired in 1851. For sixteen years this subject has, to a greater or less degree, occupied the public mind, while the last two years of that period have witnessed decisive action on the part of the Legislature. As a result of this action, there has finally been secured an adequate system of supporting schools, and a supervision and inspection of the same. The standard of teachers' qualifications has been raised, and rendered, as far as possible, uniform throughout the province; a system of school registration, returns, and distribution of moneys, has been nearly perfected; county academies and superior schools have been established; a very large number of comfortable, and even elegant school houses have already been

erected, while many old houses have been enlarged and repaired; improved school furniture has been procured, and playgrounds purchased and improved; maps, globes, and apparatus have been extensively introduced into the schools, and provision made for the permanent and cheap supply of a uniform series of school books. A series of reading books, a system of penmanship, a map of British America, and an elementary arithmetic, have been provided expressly for our schools, and in their influence for improvement it may appear that these are not among the least beneficial of the results which have been mentioned.

On the 15th day of October next, the people of Nova Scotia, for the first time in the history of the province, will be able to command a sufficient and equitable support for the proper conduct of a system of public schools. No subject of equal importance ever received from our Legislature a tardier justice; but the experience of the recent past induces us to hope that a matter of such vital importance to all will hereafter receive the attention which it demands. It now only remains for the people, one and all, heartily to combine their efforts in order that the inestimable blessings of a good common school education may everywhere be enjoyed.

SCHOOLS FOR ALL AND ALL AT SCHOOL.

One of the most important and, at the same time, difficult questions connected with public education is that of securing the attendance at school of all children of school age. To build and equip a house and to hire a teacher are simple matters which can be disposed of once for all. To obtain a regular and punctual attendance of all the children within reach is not so easy. It is a question which comes up anew every day, depending for its solution on a thousand varying circumstances of seasons, weather, roads, health of pupils, and other things of a like nature. Bad weather, bad roads, and the many ailments to which children are subject, all tend to make the attendance broken and irregular,—especially in the case of children living at a distance from the school. These difficulties will always stand in the way, and can be remedied only in a slight degree at best. But these are not all. The indifference, or worse still, the selfishness of parents may affect the attendance of pupils more injuriously than all the rest combined. The parent who is indifferent to the welfare of his child, is ready to magnify the slightest pretext into a sufficient excuse for keeping him out of school. Then in a new country like ours, where there is abundant natural wealth needing only labour to develop it and give it current value, and where accordingly, labour is high-priced and always in demand, there is a strong temptation for the covetous man to keep his children out of school in order that they may be set to earning something in the shop, the factory, or the field. Thus for a few paltry shillings the golden hours of youth are bartered away and lost. This is an evil, the magnitude of which demands that every possible effort should be made to check it. It is as though for a pitiable mess of pottage, the farmer were tempted away from his ploughing and planting in the spring, to weep, when the time for harvest comes, over bare fields and empty barns. The interference of law, in some form, becomes necessary for the protection of the child. In Germany and some of the States of the American Union the matter has been dealt with thoroughly. Parents are *compelled* to send their children to school for at least a given period in each year. In Upper Canada there is a movement to have the same principle introduced into law there. This would of course be an effectual remedy, provided it were thoroughly administered; but it is obviously an extreme one, and should therefore not be adopted until milder means have failed. The school law of this Province has nothing in it to compel a parent to do his duty towards his child, yet there is good reason to hope that it may bring about the desired result without resorting to compulsion. The principle on which it is based and the manner in which it operates may briefly be stated as follows:—

1. By means of the large county assessment which it imposes, it tends to cause school accommodation to be provided by every section. Every man in the country who owns a dollar's worth of

property is assessed every year for the support of schools. If the rate-payers fail to establish a school in their own section, all the money which they pay into the county fund year after year, is given to those sections in which there are schools. Few men are willing to part with their money in that way. They are therefore driven, in a species of self-defence, to organize and open a school. This is the more likely to be done, since beyond the first outlay for cost of building and furnishing a house, the additional expense incurred by sustaining a school is trifling. The large sums receivable from the county fund and the provincial grant will go very far towards paying the teacher's salary.

2. When a school is once established in a section there is an equally cogent reason why all the available children should be sent to it every day. The county fund, which will next year amount to \$100,000.00 in the aggregate for the whole Province, and will thenceforward increase in the same ratio as the population, is, according to the law, apportioned to the schools in each county on the basis of average number of pupils in daily attendance on each school. The larger and more constant the attendance, the greater the sum to be received by the trustees, and consequently the less the amount to be raised by the section itself to make up the balance of the teacher's salary. Every rate-payer is therefore made to feel that it is his interest not only to send his own children, but also to stir up his neighbours to do the same.

These arguments address themselves purely and simply to the pocket—proverbially not the least sensitive part of a man. They are not based on the better feelings which a parent should cherish towards his children. Where these feelings exist no such stimulus is necessary. Where the nobler motives are wanting, we should be happy if baser ones may be made to serve in their stead. No injustice is done to those who are willing to do their duty freely, while a convenient and effectual spur is applied to those who are selfish or apathetic. It will thus be seen that the mode of raising a portion of the support by a general assessment on the several counties has many things to recommend it. It tends to spread the cost of education equitably over the property of the whole country. But above and more important than this, it furnishes a lever by which to secure not only the establishment of new schools in vacant sections, but also the largest possible attendance of pupils on the schools when established.

Nor is this the only stimulus which the law provides as a substitute for compulsory measures. The schools are all FREE. The education of his child imposes no new burden on the parent. Tuition, books, and everything else that is necessary await the pupil the moment he enters the schoolroom, and that not as a charity, but as a right. They are recognized as belonging to the child as his birth-right. If it were otherwise there might be a delicacy about receiving them. And not only is this so, but every effort has been and is still being put forth to render the schoolroom and all connected with it so attractive that the children will themselves long and clamor for permission to spend their time in it. The day of dingy, repulsive schoolrooms is past, or rapidly passing away. Nothing short of what is comfortable is to be tolerated; where luxury is possible, it will be demanded. Children have a keen appreciation for a bright airy room, and are no unready judges of what is desirable in furniture. Where they find these they are contented and at home. The general introduction of new and improved apparatus has also a strong influence for good. Place a child in a room of the right stamp, properly furnished, and thoroughly equipped with such books and apparatus as are used in modern schools, and his education is half accomplished. He is prepared to take an interest in the place and in what goes on there. But if above and beyond all these things, he finds in his teacher, not a harsh master, but a pleasant companion, one who does not drive by terror, but leads with tender solicitude, there is the highest and strongest guarantee that he will not willingly play truant, or allow a trifling excuse to interfere with the hours which should be spent in the schoolroom.

Educate the heart to feel, the head to think, and the body to act.
Great talkers are like broken pitchers, everything runs out of them.
Never teach what you do not quite understand.
Conscience has three offices,—to instruct, command, and judge.

SCHOOL ACCOMMODATION.

As many sections will be engaged, at the annual school meetings, in making provision for increased school accommodation, we give below the arrangements prescribed by the law. The 5th subdivision of the 36th sect., and the 36th sect., are as follows:—

FIFTY PUPILS OR UNDER.

For any section having fifty pupils or under, a house with comfortable sittings for the same, with one teacher.

FIFTY TO EIGHTY PUPILS.

For any section having from fifty to eighty pupils, a house with comfortable sittings for the same, and a good class room with one teacher and an assistant.

EIGHTY TO ONE HUNDRED PUPILS.

For any section having from eighty to one hundred pupils, a house with comfortable sittings for the same, and two good class rooms, with one teacher and two assistants. Or, a house having two apartments, an elementary and a preparatory, with two teachers. Or, if one commodious building can not be secured, two houses may be provided in different parts of the section, with a teacher in each; one being devoted to the younger children, or elementary department, and the other to the more advanced or preparatory department.

ONE HUNDRED TO ONE HUNDRED AND FIFTY PUPILS.

For any section having from one hundred to one hundred and fifty pupils, a house with two adequate apartments, an elementary and a preparatory, and a good class room, accessible to both, with two teachers, and, if necessary, an assistant. Or, if the section be long and narrow, three houses may be provided, two elementary and one preparatory, the former being located towards the extremes of the section, and the latter at the centre.

ONE HUNDRED AND FIFTY TO TWO HUNDRED PUPILS.

For any section having from one hundred and fifty to two hundred pupils, a house with three apartments, an elementary, a preparatory, and a high school, and at least one good class room, common to the two latter, with three teachers, and, if necessary, an assistant. Or, if necessary, separate houses may be provided for the different departments in different parts of the section.

TWO HUNDRED PUPILS AND UPWARDS.

And, generally, for any section having two hundred pupils and upwards, a house, or houses, with sufficient accommodations for different grades of elementary and preparatory schools, so that in sections having six hundred pupils and upwards, the ratios of pupils in the elementary, preparatory, and high school departments, shall be respectively about eight, three, and one.

SCHOOLS MUST BE GRADED.

In any section having more than one department under one roof, or under separate roofs, the trustees, by the aid of the teachers or otherwise, shall regulate from time to time the attendance of pupils in the several departments according to their attainments.

Legally qualified teachers in charge of "departments" will receive the same amount of provincial aid as if engaged as teachers in sections having miscellaneous schools of 50 pupils or under; while legally qualified assistants, if engaged at least four hours a day in class-rooms, will receive *two-thirds* the amount of provincial aid prescribed for teachers of the same class having charge of "departments." Trustees may lawfully employ unlicensed assistants, but such assistants will not receive provincial aid. The Trustees, however, will be allowed their share of the county assessment for the average attendance of pupils upon the school, including those taught by such assistants. Licensed assistants who are not provided with class-rooms—i. e. those who teach in the same room with the principal teacher—will not receive provincial aid; but the Trustees will receive from the county fund as in the case of unlicensed assistants.

It will be seen from the above that the law provides more provincial aid for those sections which provide suitable accommodation, than for those that do not. In fact, it is cheaper for any section to have its schools graded and classified as prescribed by law, than to carry them on in the old way. The people should carefully comply with the requirements of the law with respect to the grading of their schools, otherwise they will endanger their public grants. All will at once see not only the increased efficiency of the schools conducted in this way, but also the *justice* of such requirements. Suppose a section has 250 children, and that the people provide only two departments. Suppose, further, that they engage two second class male teachers, and that the average attendance in the section reaches 200 pupils. The provincial and county funds, if granted to such a section, would be about \$980 "towards salaries." This would be about \$300 more than the services of such teachers

would cost the section, and the educational authorities would actually be paying the people \$300 a year for keeping poor and overcrowded schools. The law, therefore, very wisely and justly prescribes the nature and extent of accommodation, and sections which *disregard this provision of the law will endanger their grants.*

The following comments upon the requirements of the law, quoted above, show clearly some of the advantages which graded schools are calculated to secure:—

They save Time and Labor.—In miscellaneous schools, where the attainments of the pupils are very varied, the number of classes is large. In each branch of learning several classes are required, to instruct which requires far more time and labour than if the attainments of the pupils would allow the teacher to combine all the classes in a given branch into one. Graded schools diminish the number of classes, and thus save time and labor.

They diminish the cost of Teaching.—If graded schools lessen the number of classes, they likewise lessen the number of teachers required to conduct them, and in this way diminish the cost of teaching.

They render Teaching more effective.—Both pupils and teachers always take less interest in small classes than in those which are larger. Ten or fifteen pupils will make greater progress in a class than two or three. The pupils being nearly of the same attainments, each feels the influence of his fellows, and thus all are stimulated to high efforts and noble emulation.

Advantage can be taken, also, of the teacher's special tastes or special talents. Not many teachers can teach ten or a dozen branches equally well. Yet these are required in many ungraded schools. A well-managed graded school will be conducted by teachers chosen for their special fitness for the several departments over which they preside.

They promote good order.—From the very nature of their organization, graded schools admit better system and discipline than would be possible in miscellaneous or ungraded schools. When large and small pupils are taught in the same apartment, many sources of disturbance arise which their separation would remove. The easiest school to govern, other things being equal, is the one composed of pupils of nearly the same attainments and years.

They prompt the ambition of Pupils.—A pupil knows that there are higher departments, he sees his companions transferred to them, and he naturally gives himself to diligent study to hasten his own going. If judiciously managed, the constant spur of such a motive may do much good.

They make it possible to give considerable Instruction in the higher branches of Learning.—There is but one opinion, among those who are competent to judge, as to the value of what are called the higher branches of an education: and that is, that no one can be able to appreciate the true worth of knowledge who neglects the study of them. To bring out the talents of our people, as well as to allow the privileges of liberal learning to be enjoyed by the poor and the rich alike, the course of study in our common schools ought to be so extended as to embrace, whenever the number of pupils and the ability of sections will warrant, several of the higher branches of learning.

But this cannot be done, in any satisfactory degree, in a miscellaneous or ungraded school, without neglecting the more ordinary branches which must ever hold the first place in our common schools. To do justice to reading, writing, arithmetic, geography, and grammar in an ungraded school is well-nigh the utmost limit of the teacher's ability. Our schools must be graded, or the education of the vast majority of our people must stop at this point.

They largely remove the necessity of leaving home to obtain a good Education.—It has been shown that the schools in our thickly settled rural sections, as well as in our villages and towns, can be graded, and when graded, that the higher branches of learning can be taught in them with considerable success; and this, in very many cases, removes the necessity of children leaving home to obtain an education. The dangers of school-life generally increase in proportion to the distance the child is removed from the family. A system that secures a good education, and at the same time allows the pupil to be under the immediate charge of his parents, must commend itself to every right-thinking parent, and earnest educator.

WE are indebted to J. B. CALKIN, Esq., for the article on another page, containing some excellent hints for a course of oral lessons on Geography. In the introduction to Mr. CALKIN'S *Geography and History of Nova Scotia*, teachers will find a specimen lesson from which much may be learned as to the *mode* in which young pupils should be introduced to the study of this most interesting branch of a common school education.

We may state that Mr. CALKIN has for some time been engaged in preparing a text-book on General Geography, specially adapted for use in our public schools. It will probably be completed early in the coming year.

TEXT-BOOKS, MAPS AND APPARATUS.

By reference to Official Notices, it will be seen that in accordance with the amended school law, steps have been taken to provide school books and apparatus at a price within the means of the people of every section in the Province. The following extract from the last report of the Superintendent of Education shows the necessity that exists for such an arrangement, and points out some of the advantages that its adoption will secure to the cause of education generally:—

If it is the duty of the Legislature to promote the education of the people by providing for the establishment and support of public schools, it is equally its duty to provide all possible facilities for rendering those schools efficient. Proper school books, maps, and apparatus, are essential requisites in every school; and it seems to me to be the duty of the Legislature to provide economical and effective means to place all needful appliances within reach of every school section. There is at present provided an annual grant of \$2400 for the purchase of "school books, maps, and apparatus,"—the books to be distributed gratuitously to poor and indigent pupils. This sum has been expended the past two years almost exclusively for books; but the number furnished has proved inadequate to the wants of many of the districts; while as schools become more general, it will dwindle to a mere pittance. This, however, is not the only nor the chief fault with this provision. It is not possible, even with the exercise of the utmost vigilance, to effect the purpose intended by the Legislature in its enactment. It wonderfully increases, in some sections, the number of "poor" children, while in others it stings to the quick that noble pride which should not be wounded—thus rendering on the part of Inspectors and Trustees the exercise of the required discrimination impracticable. But, worse than all, it has, in the majority of cases, a direct tendency to remove from the inhabitants of each section that responsibility which leads to the putting forth of their own efforts to provide what is necessary for their own school.—There is engendered an indefinite notion, readily received, that the Superintendent will supply all the books that are needed; and because I have been unable to fulfil this unfortunate and ill-founded expectation, sections have murmured. But it is not unreasonable that the people should expect some provision to be made in order that they may secure such books, maps, and apparatus, as are recommended for use in the schools. These requisites could be furnished more readily and cheaply by the province than in any other way. If an arrangement were made whereby sections might obtain their books and apparatus at a cheap rate, they would not be slow to avail themselves of the benefits arising therefrom. It would soon secure a uniform series of text-books; furnish the schools with excellent apparatus; share with the people this necessary expense of public education; and not entail upon the Treasury a single dollar beyond the annual grant suggested.—Such an arrangement, being self-sustaining, would immediately become a most important and valuable auxiliary of our system of public schools, and would offer a most powerful inducement to the people to enter heartily into the work of supporting efficient schools, since the amount to be raised by any section would be materially lessened. With such a provision, every section would soon own, as a part of its school property, all required school books, thus rendering unnecessary any grant to provide such specially for poor pupils, and relieving school officers from the exercise of a most delicate and unpleasant discrimination.

In order, therefore, to provide these facilities for school instruction at a cheap rate to all, I would recommend that the Legislature provide a special grant in aid of the same. From calculations which I have made, I am of opinion that a grant of \$8,000, in addition to the sum already voted, would go far towards supplying this universal want. Every Board of School Trustees presenting a certificate that the articles required by them were for the exclusive use of the public school, the Superintendent, under the direction of the Council of Public Instruction, should be required to furnish prescribed school books, maps, and apparatus, at one-half their prime cost. An arrangement somewhat similar has been in operation many years in Upper Canada, and has been found of great service. In Nova Scotia it would be found equally applicable. Such additional support from the public revenue would be appreciated by the people generally, and would be altogether consonant with the highest interests of a system of public education.

The Legislature at its last session unanimously acknowledged both the importance of having good books and apparatus provided as cheaply as possible, and the justness of the claim preferred on behalf of the people that the Province should bear a portion of the expense. An annual grant for the purpose was accordingly provided. We regard this as one of the wisest and most liberal educational provisions either of our own or any other country.

Be not afraid of hard study; it is the price of learning.

Neither purity, virtue, nor liberty can long flourish where education is neglected.

NEED OF FREE SCHOOLS.

I will give an illustration of the ignorance which prevails in some parts of the country. A worthy man of excellent natural abilities, told me some time ago, that he had 30 men employed on some government work, and that not one of them, in which he included himself, could either read or write; and that, in order to keep an accurate account of work done, he was under the necessity of bringing his little boy with him every morning.—*Report of Inspector Filcut, Digby Co.*

We have lately been informed of a section in another part of the Province, in which the state of affairs is scarcely less deplorable than the above. The following is from a letter with reference to it:

"There are in the section 40 children between 5 and 15 years of age. There has not been a school within 5 miles of the place since the vicinity was settled, say 50 years ago, and not more than 6 of the 40 children have ever attended a school anywhere. A house has been erected in the section since the Free School Act came into operation, and is so far finished that, had it not been for the opposition offered by some of the people, there would have been a school kept in it during the latter half of the present term."

This, be it remembered, refers, not to any distant or outlying part of the Province, but to a section in one of the central counties—where, for the most part, the people are very prosperous and intelligent. Could anything demonstrate more forcibly or conclusively the necessity for doing away with the law which allowed such things to exist? Here was a small community of people, in a county where they always had the example of good schools around them, allowing one generation of children after another to grow up without having any more attention paid to their education than if they were in the wilds of Africa. One of the most lamentable results of such long continued neglect is that many of the people become so lost to all sense of the value of education, as to resist stoutly any measures taken with a view to bring the blessing within the reach of their children. It is not the least encouraging phase of the present law that it is reaching such neglected and benighted portions of the social body. Life is always weakest at the extremities, and when it begins to fail, it is here that the failure shows itself first. The condition of these is therefore the true test of vigour. If these are cold and numb, it is a sign that the whole system is weak and sickly. If, on the other hand, they are warm and vigorous, or beginning to tingle, it is because health and strength reign throughout the rest of the body.

"OUR FATHER."

The Sabbath sun was setting slow,
Amidst the clouds of even;
"Our Father," breathed a voice below—
"Father, who art in Heaven!"

Beyond the earth, beyond the cloud,
Those infant words were given;
Our Father," angels sang aloud—
"Father, who art in Heaven!"

"Thy kingdom come," still from the ground
That childlike voice did pray;
"Thy kingdom come," God's hosts resound,
Far up the starry way!

"Thy will be done," with little tongue
That lisping love implores;
"Thy will be done," the angelic throng
Sing from seraphic shores!

"For ever," still those lips repeat,
Their closing evening prayer;
"For ever," floats in music sweet,
High 'midst the angels there!

Thine be the glory evermore;
From Thee may man no'er sever,
But every Christian land adore
Jehovah!—God!—forever!

C. SWAIN.

ABOUT WORK.

On taking charge of a school lay out your work. Arrange skilfully the weekly subjects of study, and the amount of time to be devoted to each. Give the most time to the standard branches; and of these, the most to that about which your pupils know the least. Mark out the work for each day, and for each hour of the day. Submit your plans to the trustees for approval. Write out neatly this approved

table of the week's work, and suspend it in sight of your pupils. Tell yourself first, and afterwards your pupils, that this time-table must be rigidly adhered to. Revise the time-table every three months.

Never fail to be in the school-room at least 15 minutes before the time for opening school. See that the house is well aired, and of proper temperature (63° to 65°) for mental work; that the desks are tidy, the blackboards clean, and everything ready for the work of the day. Look to it, moreover, that the pupils demean themselves becomingly while assembling, and that the person of each is tidy. "Be cleanly and courteous, ye who enter here," should be the motto on the door posts of every school house.

Open your school punctually at the hour. It is idle to waste time and breath in chiding your pupils for tardiness, if you are tardy yourself. Precept is often out of place, example never. Let every class be called and dismissed at the moment indicated on your time-table. Be equally punctual in dismissing and assembling your pupils at recesses or intermissions. Close your school precisely at the time fixed. You will not have performed all you wished, but the little ones as well as yourself will be weary; and the time-table, remember, says, "Close at — o'clock." Respect your own rules, or cease to remind the tardy pupil that the same time-table says, "Open at — o'clock." Air your school-room well at each recess, at noon and at night.

Use school property with care. Maps, books, and apparatus are destructible, as their condition in too many school-rooms abundantly testifies. Globes should be covered while not in use. If nothing better can be had, get your trustees to procure neat cotton or woollen cases for them. Avoid placing your pointer upon the varnished surfaces of wall maps, or you will soon destroy them. Always have every map rolled up neatly before the school-room is swept or washed, and when the school is in vacation. Dust adheres to the varnish, and soon defaces the map.

Never neglect your duty in reference to registration. Call your roll twice a-day. Post every week instead of deferring to the end of the term. Test your results and see that they all agree—otherwise you cannot certify that they are correct. Remember your register will be preserved. Make it a model for those who come after you. A well kept register is a better recommendation than ten certificates from admiring friends. If you keep yours neatly, you show that you possess taste; if accurately, that you know arithmetic and respect your conscience.

Exercise a supervision over your pupils while they are in the playground. Help them to proper games and sports. Restrain the rude; and never allow improper language or conduct to pass unnoticed. The playground is the arena where, unrestrained, the excellences and defects of your pupils' characters will most fully appear. Do not visit the playground as a spy, but as a friend. Your dignity need not be sacrificed.

Visit the parents of your pupils, even the poorest. All have an interest in you as the instructor of their children. During these visits point out the great hindrance to improvement that results from tardiness and irregularity of attendance at school. Induce parents to see that their children prepare your lessons regularly; and persuade them to keep their children at school five days every week. Saturday is a holiday.

As you value health, decency, and self-respect, do not teach in a school-room that is not swept and dusted twice a week, and washed once a month. Be neat and tidy in your own dress and person. Take plenty of physical exercise every day; be regular in your habits; and labour to perfect yourself in everything connected with school work.

GOOD TEACHERS.

The demand for teachers of the highest class is already beyond the supply, and we anticipate that Trustees will find some difficulty next month in securing, in all cases, such teachers as they would desire. It is very gratifying to know that good teachers are beginning to command a fair remuneration for their services. As education advances the demand for teachers must increase. We trust that inspectors, commissioners, clergymen and other friends of educational progress will seek out young men and young women of good talents, and encourage them to qualify themselves for the noble work of teaching. Their services will be needed. The best talent will find good employment, for the opinion that "anybody" can teach is rapidly passing away. The academies and colleges of the province have already done much to improve the qualifications of teachers with respect to scholarship; but there is still abundant room for improvement on the part of every teacher. In order to be a successful teacher, one needs to study well the true object of education, the nature of the material to be wrought upon, the means to be employed, and how best to use those means in order to attain the end in view. The task of the teacher is one of no ordinary difficulty. No one who has never for a day had the charge of 40 or 50 eager children thrown upon him, can have much idea of the difficulties which the position involves. To manage and govern a school is no easy task. It has been well said that progress can be hoped for in teaching, only as teachers make use of the experience of their predecessors as a starting-post for their own investigations.

For the information of those who are desirous of standing in the front rank of their profession, we shall give some extracts bearing upon this subject, from the annual reports of the Inspectors.—These extracts should encourage those who are conscious of a good degree of success, and stimulate all to avail themselves of the advantages which are so liberally proffered them by the Province:

What we require most here are trained teachers; and I would strongly urge trustees to turn their attention to this matter. The difference in the management and progress of the few schools now conducted by trained teachers forms a remarkable contrast to the ones conducted by untrained ones. Teachers for the most part require a proper system of imparting knowledge; and I take it that this cannot be obtained unless the teacher undergoes a thorough training himself. The talent of imparting knowledge seems always a matter of more difficult attainment than that of the knowledge itself.—*Edmund Outram, Esq., M.A., Inspector for Cape Breton.*

All my observation of the different modes adopted by different teachers in imparting instruction, has had the effect of impressing me more and more with the importance of teachers being thoroughly trained for their work. As a general thing, those schools which are taught by Normal School teachers, wear an improved aspect as compared with others. Sometimes, indeed, these teachers fail in properly adapting the theory in which they have been instructed to the peculiar circumstances in which they are placed; while, on the other hand, some teachers who have never been at the Normal School are singularly successful. But as a class, superiority belongs to the former. They excel, for example, in their fondness for illustration, and in the skill with which they employ it; in the classification, also, of their schools, and in regulating their work by a time-table; and they are generally more attached to the blackboard, and more expert in its use.—*Rev. D. M. Wilson, M.A., Inspector for Hants.*

There were 9 schools taught during the year by trained teachers. Five of these were conducted in a satisfactory manner. The system pursued by the trained teacher is superior to that of the untrained. He adopts the more modern auxiliaries in the work of education, and the blackboard is used to advantage.—*James Macdonell, Esq., Inspector for Inverness.*

Of the whole number who have been at work during the year, 54 have had the advantage of Normal School training, while 41 are untrained. The advantage of specific training is evident in the mode of doing the work and the results. While it is to a great extent true that the teacher is born, not made, it is also true that this natural capacity can be enlarged, increased in power, and made available by cultivation and the acquisition of the rich stores of experience gathered by others. Those who have not personally attended the Normal School have reaped advantage: new thoughts have been suggested and new plans adopted. • • • • In these matters (organization and discipline) very especially is observable the advantage of specific training when accompanying natural tact.—*H. C. Upham, Esq., Inspector for Colchester.*

Perhaps no feature in our educational system strikes one more forcibly than the contrast both in discipline and advancement between the schools taught by trained and untrained teachers. In the former there is always at least an approximation to order and good management. Some fail to secure these from natural defects,

but these, before long, abandon the calling for some more congenial business, for no man can love to teach unless Nature has bestowed on him the necessary qualifications. Some make lamentable failures in attempting to carry out the details of their system, mainly from want of sufficient acquaintance with the practical part of their profession. Their apprenticeship has been too brief, and while they may have mastered the theory, they are still tyros at the practice. Such generally improve after a time, and a few terms at the Normal School with plenty of practice in the Model Schools, is all that is necessary to equip them thoroughly for their work.

There are, however, many trained teachers who are already well skilled in their vocation, who understand both the theory and practice of their profession, and who love it for its own sake. Such deserve all praise and encouragement. Were all the teachers of our land like these we might look to the future without fear.

It would, however, be unjust not to acknowledge that there are some who can teach well and yet have never attended the Normal School. Natural gifts will sometimes all but supersede the necessity for special training, and long practice will constitute a training in itself.—*J. R. Miller, Esq., Inspector for Halifax.*

In almost all cases the great superiority of trained, over untrained teachers is very apparent, in the superior order, classification, and efficiency of the schools conducted by the former, in their regularity, absence of hurry, noise and confusion in all their operations. This has become so apparent in my several visitations, that I have strongly recommended all our untrained teachers (especially the young) who can by any possibility do so, to spend at least one term in the Normal School, that they might there obtain some better knowledge of the science of teaching.

I do not by any means pretend to say, that all trained teachers are superior to all untrained ones; but in the great majority of cases in my experience they have generally proven themselves to be the more efficient teachers. We have, however, several untrained teachers in this county, who for system, accuracy, and indefatigable industry in their work are an ornament to their profession, and an incalculable blessing to the communities who have employed them.—*W. M. B. Lawson, Esq., Inspector for Lunenburg.*

HINTS FOR ORAL LESSONS ON GEOGRAPHY.

It is no new principle, in theory at least, that in presenting a new study, we should meet the child on his own ground; that we should not carry him, as it were, blindfold and set him down in the very midst of the unknown, where all on this side and on that, is unfamiliar and strange, and where he can have no recourse to knowledge already acquired, as a key of interpretation to the new and unsolved. On the contrary, whatever may be the new subject to which we are about to introduce him, we should first ascertain what is his present standing ground, or knowledge, relative to the prospective study, and then conduct him by a path which ascends no abrupt heights, and crosses no wide chasms; but which is so continuous and plain that each succeeding step shows the one which should follow.

The course above referred to is both practicable and highly important, as introductory to the study of geography. A text book on geography must proceed, to a greater or less extent, from the general to the particular, so that according to the usual plan of placing it in the hands of the child at the outset, we take him first to the heavens,—to things entirely unknown, and end with home and things familiar. It is this that often makes the study so uninteresting and profitless. The child is thrown beyond the range of his mental powers; we try to make him grasp the unknown through his powers of reason and abstraction when he requires to feel his way, leaning on his perceptive powers. The plan we propose as an initiatory process involves the necessity of a system of oral lessons, varying with the natural features of the school section and the mental capabilities of the pupil. Were it otherwise practicable, space forbids the writing out or giving a very minute detail of such a system; but it will also be perfectly manifest that the plan which would suit one school might be wholly unadapted to another, and that the ever-varying circumstances of any school require frequent extemporaneous changes in the mode of illustration. We shall not attempt therefore what seems almost impracticable and would be nearly useless if accomplished,—to give supposed questions, answers, ellipses, and illustrations,—believing that such lessons would, to say the least, want the vital element, *adaptation*. We shall aim to give merely a general outline, as a sort of guide to those teachers who have but little experience, not claiming for it perfection in its arrangements or completeness in its parts.

The teacher should keep two objects steadily in view,—the

development of mental power in his pupils, and preparation for the regular study of geography from the text-book. The first of these is the more important, and to secure it more depends on the mode of communicating than upon the fact taught. The following Pestalozzian principles will be found to have an important bearing on successful results:

Train the child to observe for himself, to discover for himself, and to do for himself. Develop the idea, then give the appropriate term; proceed from the known to the unknown, from the particular to the general.

The several divisions are not supposed to constitute single lessons; on the contrary most of them will be found to contain material sufficient for a number of lessons.

OUTLINE OF A COURSE OF ORAL LESSONS, INTRODUCTORY TO THE FORMAL STUDY OF GEOGRAPHY.

1. POINTS OF THE COMPASS.—Explain the cardinal points by reference to the sun at different times of day,—at sunrise in the east, at sunset in the west, at noon in the south; the point opposite the south is north. Next take the intermediate points.—Let the children give the direction of various objects, as their own homes.

2. TRAIN TO OBSERVE AND DESCRIBE.—Place various objects, as a book, ink fountain, and a cup on the desk. Ask the children to note and describe their relative position. Disarrange the objects and call upon a pupil to place them as before. The others criticise. Repeat the exercise, increasing the number of objects.

3. MAPPING.—Review the preceding exercises. Having arranged a number of objects, draw a representation of them upon the blackboard, the pupils naming the position for each. Repeat the exercise, increasing the number of objects and varying the arrangement. Give the term *map* as the name of these pictures. Make a new arrangement of a few objects, and after the children have described fully the position of each object, ask them to draw a map upon their slates.

4. TRAIN TO JUDGE DISTANCES.—Show the children, by means of a string or stick, an inch, a foot, a yard, and a rod.—Exercise them repeatedly in drawing upon the board or floor, lines of these various lengths, causing them to test their skill by applying the measure. Vary the exercise by calling upon the children to judge of the length of lines, their own height, the height of doors and windows, the distance between objects not very remote from each other, always applying the measure to test the accuracy of their judgment.

5. RELATIVE POSITION AND DISTANCE.—BOUNDARIES.—Cause the children to observe the various objects in the school room, their size, relative position, and distance from each other.—Show them that the room is limited and its form determined by the walls. Give the term *boundary*,—the room is bounded by the walls. Call for a description of the room, the objects in it, their position and uses. Direct the children to make a map of the room on their slates.

6. MAPS ON A SCALE.—Draw upon the blackboard two maps of the school room, one considerably larger than the other. Show that both are equally correct, that neither is as large as the room, and that it would not be possible to make a map upon the board equal in size to the room. Show the grand point of maintaining a due proportion in the map, corresponding to the relative sizes of the objects. This may be made plain by drawing the picture of a man with the arms extending to the feet. The children, noting the disproportion, will say that the arms are too long. Bring out the idea of relative length by showing that the arms in the picture are not as long as their own,—that they are too long only because they do not correspond with the other parts. Show them that in making maps it is usual to let some definite short length represent a longer one, and that this is called the *scale* of the map; tell them that the upper part of the map generally represents the north. Let them now make a map of the school room on some given scale.

7. THE PLAY GROUND.—Direct the children to examine the play ground and the objects in it; to judge of size and distances, testing by measurement; to describe the ground, showing first its position with respect to some prominent object, as the brook, river, woods, village and church; to give the boundaries, north, east,

south and west; to state the size of the ground, its surface, the objects in it, their position, uses, &c. Call upon some one to make a map on the board according to a given scale. The others criticise. Correct errors, efface the map, and let all draw it upon their slates.

8. **SCHOOL SECTION—LAND SURFACE.**—Question the children as to what they have observed respecting the inequalities of the surface of the neighbourhood. Some places are level like the floor or playground; in others the earth rises up in hills. Tell them of level tracts so large that they could not see across them, and give them the term *plain*. Ask if they have seen a very high hill which it would take some time to climb—what they call such a hill. If there is no mountain near and they have not seen one, question them respecting the highest hill in the neighbourhood. Some object is six or ten feet high, how many such heights would equal that of the hill. Ten such hills, one upon another, would make a very high hill, which would be called a *mountain*. This would be a low mountain, for far away are mountains twenty or thirty times as high, rising above the clouds. They rise into the cold air so far, that their tops are covered with perpetual snow. Tell them that the snow collects in vast masses, and they will see that as it cannot melt, it must slip down the sides of the mountain, forming an *avalanche*.

9. **WATER—SHED.**—By reference to some detached hill and lengthened range, show the difference between an isolated mountain and a continuous range or chain. Draw from the children, that when they have reached the top or summit of a range, the ground falls off, or slopes in the opposite direction,—that it is somewhat like the roof of a house, sloping in two ways,—that when it rains, the high ridge along the top will separate the water as it falls, throwing some in one direction and some in the opposite,—that this ridge is called a *watershed*.

10. **ADVANTAGES OF MOUNTAINS.**—If the ground was all quite level, the rain could not run off, and the earth would soon be saturated so that the water could no longer sink in. If the children have seen a swamp, it will furnish a fine illustration. Show what would be the result with respect to the vegetable kingdom—many of the most useful plants could not live; hence food would be wanting to many animals. So much water in the soil would cause disease among men. The children have seen a spring. Show how it is formed and could not exist if the whole surface were a plain. Other benefits may also be noticed, as shelter against winds, and the comparative ease with which minerals can be obtained from the side of a mountain. Condensation of clouds and other climatic benefits will perhaps be too much advanced at this stage.

11. **STREAMS.**—Take the stream with which the children are most familiar,—the brook where they have been accustomed to fish, or to sail their toyships. Is the water still? why does it flow?—illustrate by pouring a little water upon the level floor and then upon the inclined desk. Show that the rapidity of the stream is in proportion to the inclination. Flowing water is called a *stream*—the brook is a stream; very large streams are *rivers*. Does the water flow along the surface? No, but in a groove, the *channel*; the bottom of the channel is the *bed*; along the sides are the *banks*, the *right hand* and the *left hand bank*. What made the channel? Illustrate by what they have seen along the road after a heavy rain—show how the depth of the channel depends on the velocity of the stream and the softness of the ground—how the stones in the bottom of the brook have been worn smooth. As the children go up stream, they observe smaller streams flowing into the main stream, giving or contributing their waters—these are *tributaries*. Following up, they finally reach the *brooklet* hastening away from the *spring* which bubbles up on the side of the hill or mountain this is the *source* of the stream. Now descending the stream, they find it becoming larger as the tributaries flow in, until at length, by the union of many brooks, they have the *river*, and the farther the river flows the more tributaries it will receive and the larger it will become. Where does the river go? If the children have seen the sea this will be readily explained; if not, it will be necessary to give a lesson on the vast body of salt water which covers three-fourths of the earth, into which the rivers flow. Thus, coming back to their homes, the little brook where they love to sport is hastening away to the ocean—the water which they see in it to-day is not the same which they saw yesterday, and to-morrow it

will be gone and other water will have taken its place. Tell the children of some of the great rivers of the earth, and, by comparison, give them an idea of their size.

12. **BENEFITS OF STREAMS.**—Lead the children to see the dependence of springs, brooks, and rivers, upon inequalities of the surface—also how they can find the highest ground by tracing the brook to its source. Direct them to discover the advantages arising from springs, brooks, and rivers, taking those benefits first which are most obvious. They get water from the spring—the cattle get drink at the brook, perhaps not far distant—the stream turns a mill. Call their attention to the general fertility of the soil along the banks of streams; remind them of the dependence of vegetation upon moisture, and show the absorbing power of the soil. They have seen the stream overflowing its banks in the spring, and have observed the deposit of mud. They have seen the farmer spreading his top-dressing, &c. Intervale and marsh might also form subjects for lessons. Show the facilities for inter-communication afforded by large and navigable streams.

13. **LAKES.**—From some pond in the neighbourhood develop the idea of a lake. Tell of some of the great lakes.

We shall resume this subject next month, and complete our outline of lessons. In the meantime let teachers look about them and see if the hints above given cannot be applied for the improvement of their schools.

ON TEACHING READING.

The branch with which I have had generally the least reason to be satisfied was the "Reading." With very few exceptions, the schools were very deficient here. * * * * The great defect in most of our schools is in the matter of articulation. Teachers do not pay that attention to it that they ought, and the consequence is that few, very few, articulate well.—*Rev. James Christy, Inspector for Cumberland.*

In reading, a monotonous style prevails, accompanied by a low tone of voice, and a hesitating, faltering manner, miscalling the words; caused frequently by the lesson being beyond the capacity of the scholars, and therefore not understood by them.—*G. J. Farish, Esq., Inspector for Yarmouth.*

Much of the reading in our schools is very unsatisfactory.—There is a want of distinctness, fluency, and expression. There is mumbling, stammering, and drawing. * * * * The evil has its origin in bad management at the outset, and it is confirmed and increased by continued unskilful treatment. The child begins by drawing the alphabet; he draws his words of two letters and of three; he is never made to see that his little sentence means anything, consequently he reads it without thought or emotion, and so necessarily without expression.—*J. B. Calkin, Esq., Inspector for King's.*

The mode of teaching reading in many of our schools is highly satisfactory. The teachers who presented themselves for examination at Truro, October 1864, shewed, with scarce an exception, the effects of proper instruction, and ability to teach; the later graduates from the Normal School particularly excelling. Yet some, who are otherwise doing good work, fail here. They seem to have no knowledge of the matter. Their instructors attached little importance to it, and they have no means of improvement.—The Nova Scotia series will, I hope, be of advantage, as the lessons are highly suggestive of a true instruction, and have a tendency to lead the thoughtful into the right path. The reading matter is interesting and intelligible to the young, and, as a consequence, is read in a natural, easy manner.—*H. C. Upham, Esq., Inspector for Culchester.*

The above extracts from the Inspectors' annual reports are worthy of much consideration. This standard branch of a common school education deserves something better at the hands of our teachers than it has heretofore received. It is impossible, however, that any general and permanent improvement shall be effected until every teacher is willing to believe that modern educators have wrought to some purpose in this department of instruction, and that the results of their labours are worthy of earnest attention. That our fathers learned to read is true; but that the irksome process they were obliged to undergo in the acquirement was the mode best calculated to beget a keen relish for reading, a fluent and expressive utterance, and a vivid appreciation of the force of the English language, may well be doubted. Improved modes of effecting wished-for results are daily being introduced into almost every department of human industry, and why should the work of making good readers be an exception? It behooves the teachers of all common schools diligently to inquire into the improved modes already adopted by all the foremost teachers both in Great

Britain and America, for the teaching of reading. A series of reading books, superior in gradation, subject-matter, and arrangement to any other with which we are acquainted, has been provided for the schools of Nova Scotia. But however far these reading books may surpass the Irish or other series, they cannot do the work of the intelligent teacher. They are but the tools; and *skilled workmen* must wield them before we can see English reading elevated to its proper position in our public schools.

We propose, as opportunity offers, to give some hints for the guidance of teachers in their endeavours to cultivate in their pupils the ability to read well. The first and second books of the Nova Scotia series are arranged with a view to the phonic method of teaching. If teachers understood the value of this mode, they would at once abandon the alphabetical. We would commend to their attentive perusal the following passage from the late report of Mr. LAURIE on education in certain parochial schools of Scotland. Mr. LAURIE clearly shows the great superiority of the Phonic over the "Look and Say" and Alphabetical methods. He would use the "Look and Say" method in teaching only those words which do not conform to the general principles of phonic analysis. As the child is being exercised on the powers or sounds of letters, we believe that a few words such as *is, it, so, go, no, &c.*, may with great advantage be taught on the "Look and Say" method, in order to help the child to little sentences at once. But as a *method* of teaching to read we regard it as unsound, and scarcely less unphilosophical than the alphabetical method so commonly practised in our schools:—

INITIATION IN THE ART OF READING.

The particular end proposed in teaching reading is, if rightly understood, an end much more comprehensive and involving much more than is generally supposed. I have already incidentally adverted to the large view which the schoolmaster ought to take of the three time-honoured foundations of primary-school work—reading, writing, and arithmetic. Reading especially admits of and demands a wide and liberal interpretation. To put it concisely and practically, the teaching of this art is the communicating of a power to read works which constitute ordinary literature, easily, intelligently, and intelligibly. To accomplish this object *thoroughly* is, as we shall find, to give, explicitly or implicitly, so large an amount of instruction and discipline as almost to effect the whole higher purpose of elementary education.

We have now to see how this special end—reading—may be most surely and soundly reached, and to elicit the harmony that subsists between the particular technical end of instruction and the general purpose of education.

The Phonic, the 'Look and Say,' and the Alphabetical methods—Spelling.

To initiate a child into the art of reading, is to give him the power of recognising the conventional symbols of words, and of uttering them accurately.

All words whatsoever are merely different groupings of a limited number of conventional signs, and the labour of learning to read is thus infinitely less than if every word had a distinct symbol written or drawn. Were we in the latter unhappy predicament, the primary teacher would be almost wholly occupied in teaching the ten or fifteen thousand different symbols necessary for the instruction of a child in the art of reading his Bible or the daily paper, and even after this was accomplished, the pupil would find that an immense number of word-signs were still to him a sealed book.—By arresting words in the act of enunciation, and analysing their sounds into their individual parts, we find that the same sounds are continually recurring in different combinations, and that, while words seem infinite in number, the sounds which enter into them are few. In the English language, even including bi-literal sounds, the total number probably does not exceed thirty. To these elementary simple sounds, we have only to attach written symbols, and the art of reading becomes simply the *act of recognising these sound-symbols, and re-combining them into words.*

The first step in teaching to read, therefore, manifestly ought to be to give the child a knowledge of the elementary sounds and their corresponding symbols,—I say *sounds*, not the accidental names of the sounds; the second, to guide him in the attempt to group them into words of the most simple kind, but gradually increasing in difficulty. The first step is only a lesson in form, to be taught as lessons in form ought to be taught, and is purely an act of memory; the second step is a lesson in the building up of parts into a whole,—bringing into play, in an arbitrary way certainly, those powers whereby the child has been acquiring all his knowledge up to the date of his entering school, namely, the powers of attention, comparison, analysis, and synthesis.

This, shortly summarised, is the method which is best adapted for giving a sound and rapid knowledge of reading and spelling: for, while calling for continual acts of observation and memory, it also subserves the intellectual purpose of an easy, because unforced and natural, discipline. I forbear adverting here to the defects

which are inseparable from this phonic method, till I have adverted to the other modes adopted or advocated.

And, *first* we have the 'word and name,' or 'look and say' system, which teaches that complete words, such as 'I see a goat,' 'The maid milks a cow,' 'Tom is a boy,' are to be taught to the child in the first instance, just as they stand, and until he has acquired a certain facility in reading. This system is advocated on the ground of its affording more interest to the pupil, and so exciting his powers to more rapid acquisition. But the fact that the analysis into their simple elementary parts, of the sounds which enter into each word, is only postponed, and must be achieved sooner or later, is frequently lost sight of by the teacher, in the satisfaction which the manifest progress of the child in the knowledge of words yields.

This system is to be objected to because it reduces written languages to a system of pictorial representations of words as *wholes*, and so compels the child to learn some three or four hundred different pictorial symbols before he begins to suspect that there is a shorter way of getting at the symbols of spoken language—a key for each and every word alike. What is the process which, under this system, goes on in the learner's mind? It is this: after a few months' instruction, in which the memory alone is exercised, he begins to discover that the same simple forms or letters are constantly recurring in all words, and unconsciously to attach to each separate form its own specific phonic power. The teacher takes advantage of this dawning analysis, and improves it into a knowledge of all the elementary signs, with their corresponding names or sounds, or both. The teacher and pupil, in point of fact, retrace their steps in order to find the key which lay conspicuously enough at their feet when they started on their journey, in order that, having armed themselves with it, they may push on with fresh vigour to the easier conquest of all future verbal difficulties. The process of analysis and synthesis thus certainly comes at last, bearing with it its intellectual advantages, but it comes later than need be, and only after the superfluous difficulty of learning hundreds of different pictorial forms for complete words, has been thrown in the way of the child's early progress. The process of learning must, it seems to me, from the very nature of the case, be ultimately slower according to this method than according to those more generally practised, while the disciplinary benefits of learning to read are unnecessarily postponed. That the process of learning twenty or thirty words is both a pleasanter and more rapid one than that of learning twenty or thirty forms, with their corresponding names or sounds, must be at once admitted, for the simple reason, that symbols which have a meaning must be more cheerfully acquired and more easily remembered than symbols that have no meaning. But it is surely absurd to suppose that the learning of two or three hundred symbols for words, even with the suggestive aid of the meanings attached to them, is easier than the acquisition of the twenty or thirty elementary symbols which enter into all words. Moreover, it is a mistake to suppose that the learning of the elementary shapes in their unmeaning nakedness is a process insufferably tedious to the pupil. We must not judge children by ourselves. The symbolic forms are novelties to them, and interest them, deeply interest them, as *form-lessons*, and as such they present no peculiar difficulty.

The *second* method of teaching to read is that almost universally practised, and consists of giving the child a knowledge of the elementary forms (teaching him the alphabet, as it is called) attaching to these forms certain arbitrary names, and then proceeding to combine these forms and names into wholes (that is, into words) having no resemblance in sound, or a very remote resemblance to the names by which the individual forms making up the words have been designated. For example, the child is taught to say *an* is *my*; *itch* is *you*; *essee* is *house*; *see* is *tee* is *cat*. But inasmuch as *see* is *tee* cannot sound the word *cat*, but only stand for it, the process of acquiring the word is manifestly a pure act of memory.

Now this, the 'alphabetic system' (though bad), has several distinct advantages over the 'look and say' system. It gives the child a quicker knowledge of words (after the alphabet has been learned), because, by directing his attention to the individual parts which make up the wholes, it facilitates his perception and remembrance of the grouping of the forms which make up the complete word. A child who sees a cart for the first time, and has his attention directed first to the wheels and axle, and then to the body and the shafts, and *finally* to the object as a whole, will afterwards more quickly distinguish a cart from every other sort of vehicle, than if he had looked at the object, first and last, only in its general outline as a unity. So with the written symbol for cart: the naming of *see* is *tee* cannot by any possibility suggest the sound *cart*, but it individualises the pupil's attention on the various constituent elements of the general pictorial outline of the whole word, which consequently is more clearly and vividly depicted on his eye and in his memory. Again, in the act of enunciating the names of the different elements of the symbol, he spells it, and thus acquires a knowledge of spelling simultaneously with that of reading. Further, his breaking up of the word more quickly suggests to him the conclusion which every mode of teaching elementary reading has ultimately in view, namely, that each separate sign plays a peculiar part in making up the *sound* of the *whole*, and has a certain and specific *phonic* value. Having acquired an unconscious power of attaching to the various signs

and sign-names their peculiar phonic values, his enunciation of the names of the signs, when he comes to a new word ('spelling it over,' as it is called), before he pronounces it, is a real help to him; and why? because it suggests the sound of the whole word. Let the teacher, however, imagine that a child so taught receives any assistance from the naming of the separate signs in making out the word, until he has unconsciously and gradually worked out for himself a complete phonic system. This he must do. There is thus thrown on the child the labour of finding out for himself the sounds or powers of each separate sign which he is daily in the habit of naming, and for a considerable period the facility which this phonic knowledge gives in making out words, has accordingly been willfully sacrificed; and, along with this facility, the intellectual exercise which the independent elaboration of fresh words out of given materials would have yielded to him.

We are thus brought back to the method which was introduced at the beginning of this chapter, as the natural consequence of an analytic system of written language—that, namely, which takes the individual parts of the words, and gives them, from the first, the sounds which they actually have when grouped to form words; shortly, the Phonic Method. Given the power of recognising these sign-elements, and a knowledge of their force in combination (in other words, given a knowledge of the sounds of the letters of the alphabet), it is manifest that the pupil is provided with the means of constructing words for himself. His teaching and learning have thus, from the very first, a significance which they derive from their direct and palpable bearing on the practical application of his knowledge of sounds to the making out of words and sentences.

It is a trivial objection to the phonic method that the sounds of the letters when they stand by themselves are not precisely the same as they are when in combination; for example, *bē ā ē* does not, when rapidly pronounced, yield precisely *bat*, nor does *dōōgē* quite yield *dog*, when allowed to flow into a unity of pronunciation. But the answer to this simply is, that it very nearly yields it (especially if an effort is made to sink the vowel element in the sound), and that in a great number of words it quite yields it; for example, *s-un* yields *sun*, and so forth. Failing the possibility of getting the precise sound of the constituent elements of words, it is surely the next best thing to get something which approximates to this, instead of at once throwing up the task of sounding in despair, and plunging into an arbitrary naming of the elements,—a device which only remotely and indirectly contributes to facilitate the acquisition of the act of reading. According to the phonic system, the diphthongs, *oi, ou, ur, ui, ut*, etc., are of course learned as distinct sounds along with the other letters of the alphabet.

The most serious objection to the system is the obstacles which the numerous irregularities of the English language oppose, causing words to assume sounds as a whole which cannot by any amount of contortion be shewn to be derivable from the sounds of their individual parts. For example, the words *are* and *have* the child would naturally expect to find sounded with the *a* long, while *one, two, were, said*, and numerous others, present, almost at the outset of the child's career, seeming contradictions to the phonic lessons he is being taught. In reply, I have to point out the fact that the principle on which the method proceeds affords a key to nineteenth-twentieths of the words in the language, and that the outstanding irregularities can be taught *as such*, on the 'look and say' system, without any attempt to shew that they are capable of phonic analysis. According to the present almost universal 'alphabetic' system, every vocable is an irregularity, and has to be learnt as if no other words had been learnt before it, for the names of the letters can afford no direct help in finding out the sound of the word which they represent. It is surely a manifest gain to be able to furnish the child with a key to the great majority of words, and thereby to reduce stumbling-blocks to a minimum!

Moreover, in learning to read according to the phonic method, the child, in addition to possessing all the advantages of the method ordinarily adopted at present, is furnished with an instrument,—namely, the sounds of the letters,—which he can himself apply with a view to fresh acquisitions. He thereby has his love of power and discovery gratified, and in the pleasing act of word-elaboration, he finds an exercise of understanding, humble indeed in its object, but beneficial in its disciplinary effects. The mental act is in truth worthy of all respect and encouragement, as it in no essential respect differs from those higher but similar operations which we admire in the cultivated intellect of the scholar or the man of science.

Thus it is that the soundest and easiest way of teaching the technical art of reading, indirectly contributes, even in its initiatory stage, to that intellectual discipline which is one side of the great object of the primary school (formation of character); and further, that it tends to interest the child in his work while facilitating his progress. A question seemingly unimportant thus assumes proportions which make it worthy of the attention of all concerned in education, if it be once admitted that education has any principles at all.

In SPELLING, we find further confirmation of the practical superiority as well as the philosophic character of the phonic method of teaching to read. According to the ordinary method, spelling is an act of memory performed by the eye, which carries away an impression, more or less accurate, of the elementary forms

entering into a word, and by the ear, which aids the eye by recalling the order in which the names of the letters were uttered, when spelling out the word with a view to the reading of it. According to the phonic method, spelling is all this and something more; for it is an effort to disentangle into its separate parts a complex sound, resulting from the fusion of several elements into one whole; and therefore it is an intellectual act. Bi-literal sounds are, of course, treated in the same way when spelling as when reading; and when the child comes to name the letters he will do so in such a way as to shew that these sounds are simple, though denoted by two letters. 'Seek' will be spelled *s* double *e*, *k*, and 'full,' *f*, *u*, double *l*, not *l, l*, as is the too common practice. But it must be admitted that the mind of the child, as well as of the adult, has a tendency to run instinctively to the easiest way of overcoming a difficulty, and that spelling, consequently, becomes practically an act of eye-memory more than of intelligence. This being the case, it is remarkable that the habit of exercising infant classes in printing words on slates should have been of so recent introduction.—If the eye is to remember, it can only do so by looking steadily and looking long; and it is materially aided by accustoming the child to trace over on the black board, and then to form on his own slate the word, a picture of which he is to keep in his mind for purposes of spelling. This exercise is equally helpful in teaching reading, nor is it a matter of great importance whether the child succeeds or not in delineating the forms before him. The benefit arises out of the attempt.

EDUCATION ABROAD.

THE UNITED KINGDOM.

During the last session of the Imperial Parliament, the following sums were granted for the support and encouragement of education during the present year:—

GREAT BRITAIN.	
Common Schools.....	£541,474 0 0 stg.
Normal Colleges.....	75,000 0 0 "
For administration of the Educational Department..	78,056 0 0 "
British Museum.....	102,744 0 0 "
Department of Science and Art.....	174,000 0 0 "
London University.....	5,792 0 0 "
Scottish Universities.....	14,875 0 0 "
National Galleries.....	12,542 0 0 "
Learned Societies.....	2,300 0 0 "
	£1,006,783 0 0 stg.
IRELAND.	
Common Schools.....	£336,130 0 0 stg.
Expenses of Education Commission.....	4,730 0 0 "
Queen's University.....	1,452 0 0 "
Queen's Colleges.....	2,250 0 0 "
Irish Royal Academy.....	700 0 0 "
Irish National Gallery.....	1,000 0 0 "
Belfast College.....	1,500 0 0 "
	£347,762 0 0 stg.

The total sum for Great Britain and Ireland is therefore £6,772,725.00. Notwithstanding that such enormous grants are annually devoted to education, there seems to be a general feeling that the system on which the schools of Great Britain are conducted and supported, is far from satisfactory. A great deal of money is expended without corresponding benefits being secured to the mass of the people. The difficulties that lie in the way of establishing a thorough system of free national education in Great Britain are very great; but the views of eminent scholars and statesmen are tending directly towards such a system. The present Committee of Council on Education was constituted twenty-seven years ago, as an important step towards the inauguration of a national system. The experience of twenty-seven years has demonstrated the inability of the present system to overtake the work of educating the people. Under its operation the higher and the lower classes are much better cared for than the middle classes.

Sir John Packington has submitted a report as chairman of the select committee on education, appointed to inquire into the system of education and its general management. It appears that more than 11,000 parishes in England and Scotland, containing a population in the aggregate of not less than 6,000,000, are deriving no assistance from the educational system. The committee says:—"The education of the people is a matter of general concern, and there ought not to be 'neglected districts' to occupy the attention of either parliamentary committees or education ministers."

Concerning the administration of the system by the Committee of Council, the select committee says, "The merits or defects of the education department as representing the action of the state on

national education must be judged, not so much by the duties they now have to discharge, as with reference to a much extended and more complete system."

In view of the unsatisfactory condition of education the select committee recommends that instead of the present Committee of Council on Education, there be a Minister of Public Instruction, with a seat in the cabinet, to whom shall be entrusted the care and superintendence of all matters relating to popular education in every part of the country; that the numerous educational endowments, now almost useless, be reformed and made available, and that parliament confer, in certain cases, upon the people, the power to levy a rate for the promotion of education.

There is a strong feeling existing among those most conversant with popular education, that the views of the select committee are in the right direction, and that they foreshadow pretty clearly the establishment, ere long, in Great Britain, of a free system of national education.

D. Middleton, M. A., one of Her Majesty's Inspectors of schools, in a lecture delivered before the Stirling school of Arts, spoke as follows:—

The very idea of the best possible schools demands that the school buildings be good, and furnished with all needful apparatus; that the teachers be all well educated and well paid; that all schools be under efficient management and supervision; that suitable pensions be provided for all aged and infirm teachers.

By what means are we to reach this? Never, I believe, by all the educational agencies yet in operation. No how, I believe, but by a large and liberal national system.

I think such a system is absolutely and urgently needed; and the time is come when the wise and good of all churches may ponder well, and consider, whether we should fight further about sectarian chaff (which the whirlwind drives to and fro), or whether we should not now put our united sickles to the education harvest and reap the corn.

Scotland was the first among the nations to found a national system of education. While this system has been the model to other nations, it has now long been utterly inadequate to serve our school needs.

Why should not Scotland now complete for herself the good work she inaugurated before our great-great-grandfathers, and mothers needed schooling? Why should we not all be assessed in school-rate?

The *Educational Museum* speaks decidedly upon the subject:—

We believe that a national scheme of education, in the widest and proper sense of the term, would be an immense benefit to all classes. There cannot possibly be a good system of education except by combination. It is only when the rich help the poor, and the bachelors help the married; it is only by a combination of all classes that we can have a proper system of education. And this combination, it seems to us, can best be effected by the people legislating on the subject through the House of Commons. The want of such a system has made itself felt, and is now making itself felt over the whole country.

The following, from the *English Journal of Education*, is to the same effect, and furnishes evidence, if any were wanting, that voluntary efforts cannot successfully cope with so huge an undertaking as the education of an entire people:—

We think that it will be allowed on every hand, that the present system of Privy Council grants is a comparative failure. The report for this present year bears ample testimony to this statement, and, indeed, Government has acknowledged its truth by the efforts it is making to investigate methods of remedying the defects of the system. Voluntary effort also is staggered at the task. The more laboriously a few engage in voluntary exertions to lessen the wretchedness of ignorance, the more they feel how little they have done in comparison with what has to be done, and how great need there is that permanence and stability should be given to the agencies, which are to educate generation after generation. The comparative failure of the present Government system, and the comparative failure of voluntary exertions, both point to the necessity of considering, whether some national scheme might not be devised to meet the wants of the people. The advantages of a national scheme, which should provide for the education of the entire population, are apparent at once. In fact, there is no possibility of ever reaching all classes, and giving every class full opportunity to cultivate its powers to the utmost, except on some national scheme. Education is a matter which can be accomplished successfully only by association on the part of the members of the community. It is the interest of the community that every individual should receive the highest culture of which he is capable. The good of one is the good of all. And it is imperatively necessary that all the members of a community should be so far educated as to be able to understand the duties devolving on them as citizens and as members of a great empire. Now these results can be accomplished only by a combination on the part of the members of

the community to help each other. We proceed on this principle in the payment of medical men. The poor are not expected to pay what the rich pay. The medical man attends the poor when he is required, but is really paid by the rich. So it must be with education. The means of education should be within the power of all. And the one way to effect this is for the members of a community to unite into an association for giving the means of education to all. This may be done in two ways. The members may unite in voluntary associations, apart altogether from State organisation, or they may take the already existing association of the State, and by means of its machinery work out the problem.—The first method will never prove satisfactory. We need never expect the great mass of the people to combine into voluntary education societies. The work and the expense would be sure to fall on a comparatively few. And this is manifestly unfair. For the wealthy self-indulgent gentleman should be made to pay his full contribution to the general fund. He will derive as much benefit as any one. Our other method is to adopt the State as an association already existing, and to use its machinery. And this seems to us the only feasible method.

Happily for Nova Scotia the chief embarrassments which retard the establishment of a complete system of popular education in Great Britain, do not exist among us. With a new and productive country just in the beginning of its career, every Nova Scotian should desire the speedy establishment of a thorough system of public schools, upon a basis so broad and enduring as to carry down, unimpaired, to the latest generations, the blessings of a free education.

ITALY.

It is gratifying to learn that in this country there is an awakening to the importance and necessity of a public system of education. Though once conspicuous among the nations of Europe for the intelligence of her people, Italy has, for a long time, been far in the rear. Popular education, in particular, has been in a disorganized and backward condition. The information here given would seem to indicate that a better state of things has now begun to exist. It is taken from an article in the July number of the *Westminster Review*. It will be seen that the writer is speaking from personal observation of the operations going on in the cities to which he refers. The facts given are most interesting:—

Popular instruction is being pushed forward, under the direction of the municipality of Milan, with the utmost diligence and care. Many members of the wealthier classes, both ladies and gentlemen, aid in this great work by giving it their time and personal exertions. The number of pupils, boys and girls, in the elementary schools, numbered 6100 in the year 1859 to 1860; since then the numbers have been in—

1861	-	-	-	-	-	6,700
1862	-	-	-	-	-	7,835
1863	-	-	-	-	-	8,682
1864	-	-	-	-	-	9,004

Evening schools for boys, lads and men, who wish to learn to read, write, &c., but whose work prevents their attending the day schools, were opened in 1861. The number of scholars in these schools had risen, in 1861, to 1684.

Schools on the afternoon of Sundays and fête days were opened in 1862 for girls and women, whose occupations prevented them from getting other opportunities of regular instruction. In 1864 the pupils of these schools amounted to 1156.

Thus, in the year 1864, the numbers of those receiving good popular instruction were—

In boys' and girls' day schools,	-	-	-	-	-	9,004
Evening schools (men and boys)	-	-	-	-	-	1,684
Sunday and fête day schools (girls and women)	-	-	-	-	-	1,156
Total,	-	-	-	-	-	11,844

The following year, 1865, this number had increased to 13,057. There are, besides, in Milan, infant schools containing 2684 little children.

Two excellent normal schools are also in operation. While popular instruction is thus advancing, and is eagerly welcomed by the people, education of a superior kind is also provided. Large and commodious schools and school buildings have been, and are being, erected, in place of the comparatively few and inconvenient schools existing previously to 1859. In that year the municipality was expending 100,000 francs for educational purposes; it has since been continually increasing that sum, until it rose, in 1864, to five times that amount. A large school building, constructed on the best and newest plans, admirable in all its arrangements, is almost, if not quite finished; it stands in one of the most populous parts of the city, and has cost 1,000,000 of francs.

Not content with collecting the above information, the writer has visited very many of the schools in Milan, both day and evening, both those for boys and those for girls. After repeated and

careful examination of the pupils in reading, writing, arithmetic, grammar, and the rudiments of geography and history (chiefly Italian), he can bear witness to the soundness of the instruction given, the competence of the teachers, the general diligence and good attendance of the pupils. The schools are well managed and orderly, and the Milanese eagerly take advantage of the increased and improved means of instruction offered them by their excellent municipality. It would be an act of simple injustice not to bear witness to the indefatigable diligence and administrative ability with which the Mayor and Corporation of Milan manage the affairs of their city, which is really a pattern of good municipal government.

A brief, it must be a very brief glance shall now be given at what is going on in Naples, the beautiful capital of Southern Italy. There the education of the people was in the grossest state of neglect previous to 1860. Since that date both the municipality and individuals have striven earnestly to amend a state of things so hurtful and dangerous to the public welfare.

In 1862 there were already in operation 263 elementary schools, comprising day schools for boys and girls, and 19 evening schools for boys, lads, and men. The total number of pupils amounting to 10,500.

In 1865 the total number of schools was—

Boys' day schools, - - - - -	251
Girls' day schools, - - - - -	202
Evening schools, - - - - -	129
Infant schools, - - - - -	22
Schools on Sundays and fetes for girls and women, - - - - -	16
	<hr/>
	620

Private schools not under the care of the municipality, for poor boys and girls, - - - - - 370

Total, - - - - - 990

The number of pupils amounted to 39,611. In 1865 the municipality expended 510,216 francs on popular education. Besides these elementary schools, there have been established superior ones in which some 800 pupils obtain a more complete education. Two normal schools have also been established, in which at present 40 young men and 160 young women are being trained up as teachers.

In March of this year (1866) the correspondent of the *Journal des Debats* says:—

"The distribution of prizes among the pupils of the elementary schools in the Theatre del Fondo, by the heir to the throne, Prince Humbert, was one of the ceremonies by which the king's fete was celebrated on the 14th of this month. Here more than elsewhere the instruction of the people is a question of capital importance; its progress is therefore followed with the liveliest interest. This year it has surpassed all expectations. Amongst the pupils who had most distinguished themselves were men of the people, from 40 to 50 years of age, mingled with children of 8 years old."

The writer of this article himself visited the schools of Naples some eighteen months back. Nothing could surpass the eagerness with which boys, lads, and men were then flocking to the evening schools after a hard day's work. Little fellows of nine to fourteen years old were to be seen sitting beside their own fathers, or mingled with grown men of their own family and friends, all diligently at work, learning, reading, writing, arithmetic, or the rudiments of geography. The quickness with which they learn is marvellous, and is only outdone by their desire to acquire knowledge.

Naples is to-day as remarkable for the absence of beggars as it used to be famous for the swarms of them. The formation of a good police, the introduction of gas, of various sanitary measures, and other good municipal arrangements, have greatly improved the condition of the city. Much, however, remains to be done, for it must take years to civilize and to bring into thorough order the towns and country of the Neapolitan provinces, which long years of Bourbon misrule had converted into an Augean stable of ignorance, pauperism, brigandage, and vice.

In Palermo had been established 27 schools in 1861, there are now 78. Those of Bologna have also increased considerably. Indeed, throughout Italy, the government, the municipalities, and individuals have done their utmost to push on the all-important work of popular education, and still continue to do so. The general result is thus given by Signor Galeotti in his interesting volume entitled "*La Prima Legislatura del Regno d'Italia*," published in 1863:

Boys' and girls' elementary schools, - - - - -	30,321	Pupils 939,234
Evening schools, - - - - -	3,576	" 123,381
Infant schools, - - - - -	1,774	" 80,819
	<hr/>	
	35,671	1,143,434

The government, the municipalities, and individuals are spending annually, says Signor Galeotti, 12,122,515 francs on elementary popular instruction.

EDUCATIONAL INTELLIGENCE.

KING'S COLLEGE, Windsor, opened on the 3rd inst. This, the oldest collegiate institution in the Province, has the honour of counting among its alumni our distinguished Governor. His Excellency has manifested his deep interest in education, and his attachment to King's College by offering, to be competed for annually by its students, three prizes of sixty dollars each, in the following subjects:—

1. Mining, and the science of Mineralogy, as it bears practically on these operations.
2. Mechanics and Civil Engineering, as they bear on all matters relating to railroads, motive power for them, and all other modern aids to the human hand.
3. Languages of Modern Europe; German, but more especially French, as the almost universal medium of communication in Europe.

ST. XAVIER'S COLLEGE.—By Act of Parliament this institution is now empowered to confer degrees. It has recently been rendered increasingly efficient by the addition of another gentleman to the staff of professors. This indicates prosperity. This is the only collegiate institution in the eastern part of the province, and it is doing a good work in educating the young men of the adjoining counties.

The winter session of **DALHOUSIE COLLEGE** will commence on Wednesday, October 24th. The inaugural address will be delivered by Professor Johnson, at 11 a.m. on the day of opening.

ACADIA COLLEGE resumed operations on the 3rd inst. About \$1200 have been expended in improving the buildings during the summer. It appears, by published accounts, that efforts are being made to increase the endowment of this college.

The **YARMOUTH SEMINARY** opened on the 10th inst., with a staff of eleven teachers. The people of Yarmouth seem to understand the value of education. A new school building has been erected in the lower part of the town during the summer, and will be ready for use by Nov. 1st. It is a two-story building, 81 feet long by 46 feet wide, and 40 feet in the post. It is to be finished and furnished in the most approved style. There are now three very handsome and commodious school edifices in the town.—Yarmouth, unquestionably, occupies the foremost position among the towns of the province, with respect to educational provision.

A fine new academy building is being erected by the Wesleyan Methodists, in Sackville, N.B., to supply the place of the one burned last winter. We learn that the work is rapidly approaching completion. A gathering of the friends of the institution is to be held in the new building on Wednesday, 26th inst. An address from Rev. Dr. Butler, of New York, is expected on the occasion.

By the arrival of the ship *Rosencath*, from Scotland, the library of the Normal School has been enriched by the addition of the latest edition of the *Encyclopaedia Britannica*, 21 volumes. The government of Canada has presented the library with a copy of the atlas of maps and sections of the geological survey of that province.

INVERNESS Co.—The Inspector reports that there are at the present time 71 schools in the county, and that, if teachers can be obtained, the number will probably be increased to 85 or 90 during next year.

KINGS Co.—Seventy-six public schools have been in operation during this term. New school houses are in course of erection at Lower Horton, Lower Canard, Beech Hill, Lake George, and North Scots Bay. School houses are being repaired at Jackson, Dalhousie, Cold Brook, and Upper Church Street. The building at Lower Canard will be one of the finest school houses in the county.

CUMBERLAND Co.—The Inspector of this county reports as follows:—"The people, generally, are very well satisfied with the amended act. * * * * * All seem pleased that the allowance from the provincial treasury is a fixed sum. It has been difficult to find teachers to fill all the vacancies, and I have been obliged to press several into the service on permissive licenses. Several very comfortable houses are in course of erection, and will, I trust, be fit for occupation by November 1st. The academy at Amherst will be finished by that time, and, I think, the house at Pugwash also. Both are very fine buildings."

VICTORIA Co.—Charles R. Macdonald, Esq., the Inspector for this county, reports that "the people are in most cases exerting themselves to provide better accommodation. New school-houses are being built at Read Head, Big Hill, St. James, Upper Baddeck, Big Baddeck, and at Cape North Intervale. They are all of a character suited to the ability of the section. At Upper Baddeck, Hunter's Mountain, and at Big Hill, the schools are in operation in the old school-houses while the new ones are being built. The amended Act of 1866 is more pleasing to the people than the Act of 1865. Sections where subscriptions sufficient to engage a teacher could not be had, will organise this autumn, and put schools into operation. Two instances of such are Big Baddeck and Grant."

The school at Washabuk is intending to compete for the Superior School grant. The trustees are really anxious to bring everything up to the necessary requirements. The school at Boulardarie is also competing, as well as the one at Little Narrows.

LUXENBURG Co.—The Inspector states "that the late amendments to the School Act have very much popularized it in this county. I think we shall have this summer more schools than ever we had before in the summer term. I find a very marked improvement in the schools, most of the teachers endeavouring to carry out whatever suggestions have been made in the way of improvement."

School-houses, too, are being improved, and, in several sections where the accommodation is insufficient, new houses will appear this autumn. There is a very general desire in almost all sections which have hitherto been inactive, to get schools in operation.

There are at present (Sept. 19.) 65 schools and departments in operation in the county, being an increase of 14 over last term. The number would have been increased by 9 or 10 more if teachers could have been obtained. Teachers are, however, beginning to come in from other counties.

The academy building is almost finished, and will, I think, be fit for occupation by November 1st. The new house at Bridgewater, having two apartments, is also nearly finished, and if a suitable principal teacher can be secured, the school will be opened in November. Indian Point (district of Chester) has a good new school-house, which will be ready for occupation in November. This section never had a school-house before, and until within a few months, its inhabitants resolutely refused to do anything in the matter of education."

QUEENS Co.—The Rev. Mr. Parker, recently appointed Inspector for this county, reports as follows:—"With a few exceptions our accommodations for schools are very inadequate. Some sections have no school houses. Only four or five have good and ample accommodation. In the rest of the sections most of the houses are owned by proprietors, are improperly located, unfinished, unfurnished, untidy, without fences, and dilapidated. Generally the towns and villages are most deficient and the effects most apparent. In educational zeal the rural sections are in the advance. As the people are made familiar with the munificent provisions of the present Act, I have everywhere found them ready to declare the gift too precious to be sacrificed to negligent inactivity. There are fair, if not flattering, prospects of a brighter future. Liverpool is moving toward the erection of a grand academy. For this purpose the section has voted the generous sum of ten thousand dollars. The Trustees have been apparently careless in carrying out the wishes of the people. This carelessness, however, is more apparent than real; the general financial pressure has embarrassed them in their effort to obtain the necessary funds. Some sections desiring schools have not been able to secure teachers. Upon the whole, the number of public schools in the Southern district is in advance of the past."

In North Queens, where under the first half-year of the School Act of 1864, there were only two schools, there are now only two sections without them. This is not speculative, but decided progress.

The greatest difficulty I anticipate in opening schools in most of the sections this autumn, is the great deficiency of qualified teachers. There will be quite a demand for male teachers above what the county is able to supply."

GUYSBORO' Co.—The Inspector for Guysboro' reports that "the academy, and a new building at Cape Canso, are making good progress, and other buildings will be erected in time for next term. The schools for this term will be more than double the number of last term. We are much in need of trained teachers."

HALIFAX Co.—The Inspector, Mr. Miller, reports a very favourable condition of affairs throughout this large county. The late amendments in the law give very general satisfaction, and the people are everywhere anxious to avail themselves of the liberal provisions held out to them. Halifax county, particularly the part lying on the Atlantic coast, is very unfavourably situated. The portion settled is for the most part a narrow strip skirting the bays and harbours. The school sections, therefore, necessarily lack the compactness which is essential to strength. Notwithstanding this adverse circumstance, a great improvement has taken place and is still going on. The hardy fishermen show a very commendable zeal in providing for the education of their children. There are at present but very few sections without schools tolerably in keeping with their ability. In one part there are now 36 schools in operation, where, previous to the new law, there never had been more than 12. Dartmouth has erected a very elegant and commodious two-story building, at a cost of about \$5000. It contains four departments and two class-rooms, and is to be desks for 266 pupils. School will begin at the commencement of the school year.

CITY OF HALIFAX.—The School Commissioners have already effected many improvements in the city schools. Considerable new furniture has been introduced, and the school-rooms rendered more comfortable and inviting. Several of the schools are in a good state of efficiency, particularly St. Mary's, Acadian, and St.

Lukes. In other schools, the want of good rooms and furniture prevents large success. The commissioners feeling the necessity of at once providing the best possible schools for all, have included in their annual estimate a moderate sum for the purchase of lands and the erection of new houses. It is to be regretted that a majority of the City Council have not only not heartily seconded the wishes of the commissioners, but have done everything in their power to oppose them. Every intelligent citizen would, we believe, most willingly contribute whatever is needed, in order that good houses may be provided. In refusing to comply with the request of the Board of Commissioners, the Council has undoubtedly exceeded its authority. The following is the law on the subject:—

"On request of the Board of Commissioners, specifying the amount required, in addition to the sums provided from the Provincial treasury for the yearly support and maintenance of the schools under their charge, the City Council shall be authorized, and are hereby required, to add a sum sufficient, after deducting costs of collection and probable loss, to yield the sum so specified by the Board to the general assessment of the city, to be levied and collected from the inhabitants thereof, which sum shall be paid quarterly by the City Treasurer to the said Board, upon the written order of the chairman or vice-chairman."

The Supreme Court has, on application, issued a writ of *mandamus*, requiring the Council to comply with the statute; but the authority of the Court has been disregarded. At the October session, it is to be presumed that the Bench will compel respect at once for its own mandates, and the enactments of the Legislature.

Other counties will be noticed next month.

NOTIFICATION OF THE ANNUAL SCHOOL MEETINGS.—The attention of Boards of School Trustees is called to the 25th section of the amended school law, which requires that notices of the Annual School Meeting shall be posted by them "in three public localities within the section, five days previously,"—the notices being signed by the Trustees. As the third Monday falls upon the 15th day of the month, Trustees should issue their notices on or before October 9th. The law does not prescribe any specific form of notice to be used by the Trustees; but the following, or one similar, will be sufficient:—

NOTICE.

The residents of School Section, — are hereby notified that the Annual School Meeting will be held in the —, on Monday the 15th inst., at — o'clock. — M., for the transaction of business as required by Law.

(Signed)

Trustees.

October, —, 1866.

Of the members of each Board of Trustees elected last October, or appointed at any time subsequently by the Board of Commissioners, one goes out of office by ballot at the coming annual meeting, when the vacancy must be filled by the election of another Trustee. Trustees are referred to page 49 of the amended Law and Regulations for further particulars.

MEETINGS OF BOARDS OF COMMISSIONERS.—The chairmen of the several Boards of School Commissioners are reminded that the times for the semi-annual meetings have been changed by the Council of Public Instruction, in order to enable Trustees and Inspectors sufficient time after the expiration of each term, to make accurate and complete returns to the Commissioners of the "time in session" and "average attendance" of each school. The days fixed by the Council for the semi-annual meetings are stated in the Regulations appended to the Law as amended during the session of 1866.

ARITHMETIC IN THE WITENAGEMOTE.—To those who hold that the present is preeminently an age of profound numerical calculations, when everybody is supposed to be more or less deeply versed in the science of numbers, the following must read somewhat strangely:—

Mr. Gladstone, in the course of a debate in the House of Commons, said that few understood the division and multiplication of money, and that he was sure there were not four men in the House who could divide £1,330 17s. 6d. by £2 13s. 8d. Mr. Hunt said all the House could do it. Lord R. Montagu said it could not be done at all. How many of our readers, not being professional teachers of arithmetic, can do this sum?

Surely the colossal arithmetician who lately presided over the British Exchequer has greatly under-rated the abilities and education of those who constitute the nation's "assembly of the wise."—The confession of Lord R. Montagu, however, goes to confirm the remark of the great ex-Chancellor. It seems almost incredible that a man who boasts the title of "Lord," in the foremost country of the world, should not only confess his inability to work a simple sum in Compound Division, but should also assert that the thing is impossible. Instead of repeating the question asked above, we would ask how many of our school boys or girls who have gone through Compound Division in the *Nora Scotia Arithmetic* can not "do this sum." We would suggest that the publisher of that work forward a copy to the noble lord referred to.

OFFICIAL NOTICES.

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

T. H. RAND, Sec'y to C. P. I.

Prescribed Text-Books.

The Council of Public Instruction has prescribed Bain's Rhetoric in place of Whately's Rhetoric. Dr. Collier's Histories of Greece and Rome have also been added to the list of prescribed text-books, for use in advanced Common Schools.

To School Trustees.

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

NOTICE IS HEREBY GIVEN,

That on and after the 15th day of October next, the Superintendent of Education will be prepared to furnish, as below, School Books, Maps, and Apparatus, to the extent of the Provincial Grant in aid of the same.

Trustees must carefully comply with the following Regulations:—

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

[Form of Application.]

(Date)

Messrs. A. & W. Mackinlay, Halifax.

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

LIST OF ARTICLES.

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

We certify that each and all of the articles named in the above list are required for use in the Public School (or Schools) under our control, and for no other purpose whatsoever, and that due care will be exercised to secure their preservation.

(Signed) _____ Trustees of _____ School Section, in the County of _____

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

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

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

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

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

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

LIST OF TEXT BOOKS, MAPS & APPARATUS.

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

THE NOVA SCOTIA SERIES OF READING BOOKS.

Table with 2 columns: Book No. and Price. Includes Book No. 1 (\$0.22½ doz), Book No. 2 (0.50), Book No. 3 (0.06 each), Book No. 4 (0.10), Book No. 5 (0.11), Book No. 6 (\$0.17 each), Book No. 7 (0.23), The art of Teaching (0.07½), Reading (0.07½).

SPELLING BOOK.

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

GRAMMAR AND COMPOSITION.

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

MATHEMATICS.

Table listing various mathematics books and their prices. Includes Nova Scotia Elementary Arithmetic (10 cents each), Nova Scotia Arithmetic (15 cents), Nova Scotia Arithmetical Table Book (19 cents doz), Chambers' Algebra (20 cents each), Chambers' Euclid (15 cents), Chambers' Practical Mathematics (45 cents), Chambers' Solid and Spherical Geometry (15 cents), Chambers' Mathematical Tables (30 cents), Chambers' Navigation (51.60 cents), Common Slates (37 cents doz), Prepared Slates (1 cent each), Blackboard Chalks (20 cents per box), Slate Pencils (7 cents per box).

The Prepared Slates are ruled for writing, and for separate columns of figures, units, tens, hundreds, &c. They are folded once (like a sheet of writing paper), are very light, will not break by falling, and are especially adapted for the use of beginners and pupils of Elementary Schools.

WRITING.

STAPLES' PROGRESSIVE SERIES OF COPY BOOKS:

Table listing writing materials and prices. Includes Book No. 1 (2½ cts each), Book No. 2 (only), Book No. 3, Book No. 4, Book No. 5, Book No. 6, Book No. 7, Book No. 8, Book No. 9, Ruled Card (6 cts per doz), Penholders (20 cents per gross), Staples' Circular Pointed Pens (24 cents a box), Inkpowders (38 cents per doz), Rulers (20 for 12½ cents), Lead Pencils (8 cents per doz), India Rubber Erasers (12 cents per doz), Pink Blotting Paper (15 cents per quire).

DRAWING.

BARTHOLOMEW'S SCHOOL SERIES OF PROGRESSIVE DRAWING LESSONS.

Table listing drawing materials and prices. Includes Package No. 1 (12 model cards) (7 cents per package), Package No. 2, Package No. 3, Package No. 4, Package No. 5, Package No. 6, Sketch Book (models only) No. 1 (cents each), Sketch Book No. 2, Sketch Book No. 3, Sketch Book No. 4, Sketch Book No. 5, Packages (12 slips) of blank drawing paper (3 cts per pack), Blank drawing books (1 cts each), Blank drawing paper (28 cts per quire), Drawing Pencils (23 cts per doz), India Rubber Erasers (12 cts per doz).

DIAGRAMS.

Table listing diagrams and prices. Includes Forest Trees (12) (\$0.30 set), Natural Phenomena (30) (0.60), Botanical Prints (1.00), Notes of Lessons on do. (0.06), Poison Plants (44) (0.60), Wild Flowers (96) (2.00), Geometrical Figures (2 sheets) (0.06), Explanations of Figures (0.05), Mechanical Forces (6 on cloth) with exp. sheets (1.60), Patterson's Plates of Animals (11.00).

GEOGRAPHY.

Calkin's Geography and History of Nova Scotia, 8½ cts. each. School Geography of the World.*

Table listing geography books and prices. Includes Series of Wall Maps—Nova Scotia (\$0.65 each), British America (1.35), Western Hemisphere (1.35), Eastern Hemisphere (1.35), England (1.35), Scotland (\$1.35 each), Ireland (1.35), British Isles (1.35), Europe (1.35), Palestine (1.35), Gen'l Map of Bible Lands (1.35), Globes—The Terrestrial Globe (\$4.50), The Celestial Globe (4.60), Classical Wall Maps—Græcia Antiqua (\$1.20 each), Orbis Veteribus Notus (\$1.20 each), Italia Antiqua (1.20), Asia Minor Antiqua (1.20), Orbis Romanus (1.20).

HISTORY.

Table listing history books and prices. Includes Hodgins' School History of British America, Curtis' Chronological Outlines of Eng. History (6 cts each), Collier's Sch. History of the British Empire (20 cents), Collier's History of Rome (15 cents), Collier's History of Greece (15 cents), Smith's Smaller History of Rome, Smith's Smaller History of Greece, Chambers' Ancient History (25 cents).

NATURAL SCIENCE.

Chambers' Chemistry, (Rev. Ed.) . . . 30 cents each.

ECONOMIC SCIENCE.

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

CLASSICS.

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

AUTHORS—OXFORD EDITIONS.

CÆSAR, de Bello Gallico, paper, 20 cts.: bound, 25 cts. Lib. I.—III. (with short notes), 1 vol., paper, 10 cts.
 VIRGIL, (complete), paper, 20 cts.: bound 25 cts.: the Georgics (with short notes), 1 vol., paper, 20 cts.: the Æneid, Lib. I.—III. (with short notes), paper, 10 cts.
 CICERO, de Off., de Sen., de Amicit., 1 vol., paper, 15 cts.: bound, 20 cts.: de Sen., and de Amicit., 1 vol., (with short notes,) paper, 10 cts.: Oration for the Post Archias, (with short notes,) paper, 10 cts.
 HORACE, (complete), paper, 15 cts.: bound, 20 cts.: the Odes, (with short notes), paper, 20 cts.
 Greek,—Bryce's First Greek Book, 25 cts. each.
 Bryce's Second Greek Book, 35 "
 Bullion's Greek Grammar.
 or, Edinburgh Academy Greek Grammar, 35 "
 Arnold's Greek Prose Composition.

AUTHORS—OXFORD EDITIONS.

XENOPHON, Anabasis, paper, 15 cents: bound, 20 cts.
 EURYIDES, Alcestis, (with short notes), paper 10 cts.
 XENOPHON, Memorabilia, paper, 10 cts.: bound 14 cts.
 HOMER, Iliad, (complete), paper, 30 cts.: bound, 35 cts.: Lib. I.—III. (with short notes), 1 vol., paper, 20 cts.

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

The Provincial Normal School.

The winter session of the Provincial Normal College will begin on WEDNESDAY, the 14th of NOVEMBER next. Students will be admitted at any time during the first week of the session. After November 20th none can be admitted except in cases deemed satisfactory by the Principal. Licensed Teachers have the privilege of spending their vacations at the institution in order to witness the mode in which it is conducted, and to avail themselves of the daily lectures on professional subjects.

FACULTY OF INSTRUCTORS.

NORMAL COLLEGE.

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

MODEL SCHOOL.

High School Department, MR. EDWARD BLANCHARD.
 Preparatory " MR. JAMES LITTLE.
 Elementary " Miss MATHIDA FAULKNER.

Janitor:—MR. DODSON.

Instruction, Stationery, and the use of Text Books (except Classical) are provided for pupil teachers, free of charge.

Extract from Regulations of Council of Public Instruction.—"Candidates for admission to the Normal School shall attend one of the regular semi-annual examinations conducted by the District Examiners in October and April in each year, and if they pass a satisfactory examination on the third-class syllabus, they shall, if found worthy of the same, receive a certificate of "character, ability, and scholarship." This certificate shall give the holder admission to the Normal School, and upon presenting said certificate to the Superintendent, the holder shall receive an allowance of five cents per mile, towards travelling expenses. In the case of those who hold licenses, granted since October, 1864, it shall be sufficient to make application to the Chairman of the District Examiners, who shall forward the requisite certificates to applicants. No person shall be admitted to this institution as a pupil-teacher, without the above-named certificate.

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 pass 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."

"*If qualified, they may be examined on the second, or first-class syllabus, omitting the practical questions at the end."

To Teachers not having the Prescribed Register.

Owing to the large number of new schools which have been opened during the present term, the stock of Registers on hand has proved insufficient to supply one for each teacher engaged. All teachers who have been unable to procure a copy are notified that till the close of the present term, Oct. 31st, a simple record of the daily attendance of pupils will be accepted as a sufficient compliance with the requirements of the School Law, with

respect to registration. In every such case, before signing the certificate contained in the TRUSTEES' RETURNS, the teacher will erase the words "the School Register," and write in their stead, "a record of the daily attendance of the Pupils."

Forwarding of Returns.

By the 10th subdivision of the 38th section of the Law relating to Public Schools, it is enacted that one of the duties of Trustees shall be as follows: "To prepare or have prepared a true return of the state of the school, according to the form drawn up for that purpose by the Superintendent, and, if there are more than one department in the section, a return for each, indicating the grade of each department, and to lodge the same, duly certified by the teacher or teachers, at the district office of the Inspector, on or before the day fixed for the same by the Commissioners for the district; and if the section by a border section, the Trustees shall present a complete return to each Board of Commissioners, under whose supervision a part of the section may lie, marking the same as a border section, and stating also in each return the number of pupils resident within the portion of each district embraced in the same; and if the Trustees of any section shall present a false return the county moneys shall be withheld from the section over which they preside."

The returns required of Trustees of ordinary sections at the close of the present school year are,

THE HALF-YEARLY RETURNS, A.
 THE YEARLY RETURNS, B.

The statistics asked for in the blank return A, refer to the internal working of the schools,—the time in session during THE TERM, the ability and industry of the teacher, the number, names, time in attendance, and progress of the pupils, &c. Those in return B, refer to the condition of the school houses, furniture, apparatus, text-books, playground, &c., and the amount expended by the section for educational purposes during the SCHOOL-YEAR. Where there are graded schools in a section, a separate copy of return A, will be required for each department. In the case of return B, one copy only is required for each section, and this must be filled in by the Trustees whether there has been any school kept in the section during the year or not.

BORDER SECTIONS.—The Half-yearly return C, for border sections, is the same as return A, with the addition of a statement of the number of pupils in attendance from the different districts of which parts are embraced in the section, and the numbers of the rate payers of the section resident in each district. The Trustees of border sections are required to forward a copy of this return to each Board of Commissioners with which they are connected. They will forward return B, to the Inspector of the county in which their school-house is situate.

Trustees have already been informed of the date at or before which the returns are to be forwarded to the Inspector's office in the several districts. Promptness in this matter is of the highest importance.

Registers for 1867.

A new and revised edition of the Register has for some time been in press, and is now nearly ready for distribution. A sufficient number will be forwarded to each Inspector to enable him to supply a copy for each school and department in his county. Each Secretary to Trustees should take steps to obtain the number required for his section, before November 1st. All the old Registers, whether entirely filled or not, are to be laid aside at the close of the present school year. Each Teacher must be put in possession of a copy of the revised Register to begin the entry for the new school year. This will be necessary in order to secure uniformity in the method of registration.

Superior Schools.

All interested are notified that, in accordance with the Revised Regulations of the Council of Public Instruction, after the expiration of the present term, (Oct. 31st,) one-half of the grant to Superior Schools will be paid by the Superintendent of Education to the Trustees, to be applied by them in improving the apparatus of the school, or for general school purposes; and one-half to the Teacher of the school for his own use.

The conditions on which sections will be allowed to compete for this grant may be found on page 35 of the "Comments and Reg. of the Council of Public Instruction." A careful compliance with the requirements relating to the school house, furniture, apparatus, out-houses, &c., as well as those relating to the skill and thoroughness exhibited by the Teacher in his work, will hereafter be required of each section receiving the grant.

Bond of Secretary to Trustees.

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

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

PROVINCE OF NOVA SCOTIA.

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

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

NOW THE CONDITION OF THIS OBLIGATION IS SUCH, That if the said (name of Secretary) do and shall from time to time, and at all times hereafter, during his continuance in the said Office, well and faithfully perform

all such acts and duties as do or may hereafter appertain to the said Office, by virtue of any Law of this Province, in relation to the said Office of Secretary to Trustees, and shall in all respects conform to and observe all such rules, orders and regulations as now are or may be from time to time established for or in respect of the said Office, and shall well and faithfully keep all such accounts, books, and papers, as are or may be required to be kept by him in his said Office, and shall in all respects well and faithfully perform and execute the duties of the said Office; and if on ceasing to hold the said Office, he shall forthwith, on demand, hand over to the Trustees of the said School Section, or to his successor in office, all books, papers, monies, 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 }
 In the presence of }
 [Name of Witness.] } (Name of Secretary.) (Seal)
 (Names of Sureties.) (Seals)

WE, THE SUBSCRIBERS, two of Her Majesty's Justices of the Peace for the County of _____ do certify our approbation of _____ (names of Sureties,) within named, as Sureties for the within named _____ (name of Secretary,) and that they are to the best of our knowledge and belief persons of estate and property within the said County of _____ and of good character and credit, and sufficiently able to pay, if required, the penalty of the within bond. Given under our hands this _____ day of _____ A. D. 188 _____ [Names of Magistrates.]

The Nova Scotia Series of Reading Books.

Much pains have been taken to insure accuracy in the text of these books. The Superintendent of Education will thank teachers to notify him of any error that appears in this series.

THE OCTOBER EXAMINATIONS.

The usual semi-annual Examinations will take place in the various Districts at the times and places indicated below. Persons wishing to obtain license to teach, are notified that no one failing to come forward for examination in OCTOBER, will have any further opportunity of being examined till APRIL next. Those who expect to enter the Normal School, at its next session, are reminded that they must present themselves for examination, in their several Districts, in order to obtain the necessary admission certificates. Candidates for examination provide their own Stationery, &c.

The law requires that, before awarding a license, the District Examiners shall be in possession of satisfactory evidence of the good moral character of the candidate.

DISTRICT.	TIME FIXED FOR BEGINNING OF EXAMINATION.	PLACE OF EXAMINATION.	CHAIRMAN OF COM. OF DISTRICT EXAMINERS.
Cape Breton.....	Tuesday, October 16th, 11 o'clock, a.m.....	Court House, Sydney.....	Edmund Outram.
Richmond.....	Wednesday, October 17th, 11 o'clock, a.m.....	Mr. Fraser's, N. S. Grandique.....	W. R. Cutler.
Guysboro'.....	Monday, October 8th, 10 o'clock, a.m.....	Court House, Guysboro'.....	S. R. Russell.
St. Mary's.....	Tuesday, October 16th, 10 o'clock, a.m.....	Court House, Sherbrooke.....	Rev. J. Campbell.
Halifax Shore.....	Wednesday, October 24, 10 o'clock, a.m.....	School House, Tangier.....	Rev. E. Ansell.
" Rural.....	Monday, October 22nd, 11 o'clock, a.m.....	Temp. Hall, Mid. Musquodoboit.....	Rev. J. McMillan.
" City.....	Monday, October 8th, 10 o'clock, a.m.....	Com. Office, Argyle Street.....	J. R. Miller.
" West.....	Monday, October 1st, 10 o'clock, a.m.....	Mechanics' Institute, Dartmouth.....	J. R. Miller.
Chester.....	Tuesday, October 9th, 10 o'clock, a.m.....	School House, Chester.....	Rev. D. C. Moore.
New Dublin.....	Tuesday, October 23rd 10 o'clock, a.m.....	Bridgewater.....	Rev. H. M. Spike.
Lunenburg.....	Tuesday, October 2nd, 10 o'clock, a.m.....	Court House, Lunenburg.....	W. M. B. Lawson.
South Queen's.....	Monday, October 15th, 10 o'clock, a.m.....	Library of Chairman, Liverpool.....	Rev. E. B. Nichols.
North Queen's.....	Tuesday, October 23rd, 10 o'clock, a.m.....	Bethesda Hall, Arbrodale.....	Rev. D. O. Parker.
Shelburne.....	Wednesday, October 17th, 10 o'clock, a.m.....	Court House, Shelburne.....	Rev. G. M. Clarke.
Barrington.....	Wednesday, October 24th, 10 o'clock, a.m.....	Court House, Barrington.....	J. J. Clarke, M.D.
Argyle.....	Tuesday, October 16th, 9 o'clock, a.m.....	School House, Tusket Village.....	Wm. S. Robbins.
Yarmouth.....	Saturday, October 27th, 10 o'clock, a.m.....	Court House, Yarmouth.....	G. L. Farish.
Clare.....	Wednesday, October 17th, 10 o'clock, a.m.....	Court House, Clare.....	Rev. Jas. Daly.
Digby.....	Tuesday, October 23rd, 9 o'clock, a.m.....	Academy, Digby.....	Rev. P. J. Filiceul.
Annapolis West.....	Tuesday, October 23rd, 9 o'clock, a.m.....	School House, Granville Ferry.....	Rev. H. DeBlois.
" East.....	Tuesday, October 23rd, 9 o'clock, a.m.....	School House, Paradise.....	Rev. G. Armstrong.
Kings.....	Tuesday, October 2nd, 9 o'clock, a.m.....	Kentville.....	Wm. Eaton.
West Hants.....	Thursday, October 11th, 10 o'clock, a.m.....	Court House, Windsor.....	Rev. D. M. Welton.
East Hants.....	Tuesday, October 22nd, 10 o'clock, a.m.....	Town Hall, Maitland.....	Rev. J. McLellan.
Colchester.....	Tuesday, October 23rd, 10 o'clock, a.m.....	Normal School, Truro.....	H. C. Upham.
Stirling.....	Tuesday, October 23rd, 10 o'clock, a.m.....	School House, Tatamagouche.....	John Currie.
Parsboro'.....	Tuesday, October 16th, 11 o'clock, a.m.....	Town Hall, Mill Village.....	Chas. McCabe.
Cumberland.....	Rev. J. Christie.
North Pictou.....	Tuesday, October 2nd, 10 o'clock, a.m.....	Pictou Town.....	Rev. J. Bayne, D. D.
South Pictou.....	Tuesday, October 9th, 10 o'clock, a.m.....	New Glasgow.....	Rev. S. McGregor.
Antigonish.....	Thursday, October 11th, 10 o'clock, a.m.....	St. Francis Xavier's College.....	Rock. McDonald.
South Inverness.....	Tuesday, October 9th, 10 o'clock, a.m.....	Court House, Fort Hood.....	Jas. Macdonell.
North Inverness.....	Tuesday, October 16th, 10 o'clock, a.m.....	School House, Marg. Forks.....	Rev. John Chisholm.
Victoria.....	Tuesday, October 30th, 10 o'clock, a.m.....	Baddeck.....	A. Munroe.

Morton's Magazine Library.

NO FINES—NO TIME LIMITS—TERMS MADE KNOWN ON APPLICATION.

By all who become subscribers, the new Magazines or Volumes may be obtained on the arrival of mail steamers, and returned or exchanged during business hours, until 9 p. m. daily. The following publications are among the Books and Magazines on the shelves:—

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| Argosy Magazine, | Leisure Hour, |
| All the Year Round, | London Reader, |
| Atlantic Monthly, | London Journal, |
| Arthur's Home Magazine, | London Society, |
| Blackwood's Magazine, | Monthly Magazine, |
| Boys' Monthly Magazine, | Meliora do. |
| Bow Bells, volumes and parts, | Once a Week, volumes and parts, |
| Chambers' Edinburgh Journal, | Our Young Folks Magazine, |
| Christian Work Magazine, | Penny Readings, |
| Christian World, | Quiver, volumes and parts, |
| Cassell's Family Paper, | Sunday at Home, volumes and parts, |
| Churchman's Magazine, | Saint James' Magazine, |
| Cornhill Magazine, | Sixpenny Magazine, |
| Englishman's Magazine, | Sunday Magazine (Guthrie's) |
| Englishwoman's do. | Supplementary London Journal, |
| Family Treasury, | Temple Bar Magazine, |
| Good Words, volumes and parts, | Working Man's Journal, |
| Godley's Book, | Young Englishwoman's Magazine, |
| Harper's Magazine, | Young Lady's Journal, |
| Hours at Home, | And all other Monthlies as issued. |
| Ladies Treasury, | |

Address, G. E. MORTON & CO.,
 Book and Medical Warehouse,
 South of the Province Building, Halifax.

The Journal of Education.

Published monthly, under authority of Act of Parliament, and furnished gratuitously to Trustee-Corporations, and to Teachers as specified in Sect. 6 (15) of the law concerning public schools.

Any person not entitled to a copy free of charge, will have the Journal sent to his address on payment of \$1.00 per annum, in advance. The Inspectors in the several Counties are authorized to receive subscriptions.

The number of copies required for distribution to Trustee-Corporations and to Teachers entitled to receive them, will be forwarded to the Inspectors. Subscribers will receive their copies direct from Halifax.

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

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

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

Communications to be addressed EDUCATION OFFICE, HALIFAX, N. S.