

Technical and Bibliographic Notes / Notes techniques et bibliographiques

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

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

Coloured covers/
Couverture de couleur

Coloured pages/
Pages de couleur

Covers damaged/
Couverture endommagée

Pages damaged/
Pages endommagées

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

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

Cover title missing/
Le titre de couverture manque

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

Coloured maps/
Cartes géographiques en couleur

Pages detached/
Pages détachées

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

Showthrough/
Transparence

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

Quality of print varies/
Qualité inégale de l'impression

Bound with other material/
Relié avec d'autres documents

Continuous pagination/
Pagination continue

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

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

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

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

Title page of issue/
Page de titre de la livraison

Caption of issue/
Titre de départ de la livraison

Masthead/
Générique (périodiques) de la livraison

Additional comments:/
Commentaires supplémentaires:

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

10X	14X	18X	22X	26X	30X
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12X	16X	20X	24X	28X	32X

THE

JOURNAL OF EDUCATION.

FOR THE PROVINCE OF NOVA SCOTIA.

TEACHERS' PROVINCIAL GRANTS.

ELSEWHERE, in the present number, will be found a detailed statement of the moneys paid from the Provincial Treasury to the teachers of Common Schools, employed in the several counties of the province, during the past half-year. This is the first time, so far as we are aware, that such a statement has been made public. At all events, it is the first occasion on which such a statement would not have pained one by the unsatisfactory and unequal state of things it must have brought to light. Under the former mode of distribution a teacher of the first class in one county might receive less from the public grant than a teacher of the second, or even third class, in another. On the present occasion it will be found that a uniform scale has been strictly adhered to for the whole number of teachers engaged in the province. The old fixed grants to counties have given way to the more rational system of dealing directly with the teacher, without reference to the county in which he or she may be employed.

In the list, the teachers are divided into grades, according to the degree of their attainment as represented by their licenses. Male teachers of the first class constitute the "first grade;" female teachers of the first class, and males of the second class, constitute the "second grade;" the examination requirements for both being precisely alike. The "fourth grade" comprises female teachers of the third class. The scale is set by law at \$120, \$90, \$60, and \$15, respectively, for the four grades for the school year. Teachers employed in sections recognized as entitled to special aid as Poor Sections, receive one-third more. A star (*) is prefixed to the name of each who received such additional aid. It will be found that of the teachers employed during the past term, 182 were in sections recognized as Poor, and drawing special aid as such from the County Assessment Fund. It is an eminently wise provision in the Law which gives the greatest assistance where it is most required. It looks to a time when no part of the country, howsoever poor, shall be without adequate provision for education.

The number of prescribed teaching days in the term was 119. It will be noticed that in some cases teachers are stated in the Returns to have been employed more than 119 teaching days during the term. It is needless to say that this could not have occurred, and that the statement was made under a misapprehension as to the scope of the Regulation of Council. In all cases where school commenced late in the term, or closed before the end of April, the number of days, if not reported correctly in the Trustees' Return, was corrected in accordance with the Regulation.

We are informed, on reliable authority, that some grumbling has been heard in certain parts because the Regulation touching holidays has been faithfully carried out. This we are sorry to hear, because we think it a pity that any Nova Scotian School Teacher of this year 1867, should so far forget himself, or herself, as to sigh for the flesh-pots of the old days, when "the service wherein they made them serve was with rigour," and the rewards of the service small. It has been a prime object with the Legislators who enacted the new Law, as well as with the Council charged with overseeing its administration, to raise the teachers of the province to a position in keeping with the responsible duties they have to perform. It was believed that by giving them every Saturday as a day of rest and recreation, both their efficiency as teachers and their happiness as men and women, would be greatly increased. Long experience has established the fact that a teacher can effect higher results, and with less danger to his own health and that of his pupils, by teaching five days during the week, than by teaching six. In the light of this knowledge, every Saturday has been prescribed as a holiday in all our public schools. This, we had hoped, would commend itself to the whole body of teachers throughout the country, as a great and valuable boon conferred upon them, and it is satisfactory

to know that by most of them it is so regarded. We invite the attention of those who think less favourably of the matter to a few pertinent considerations in connexion with it.

And in the first place let us say that the present Legislative Grant is the highest which can be given: in the aggregate it is a good deal higher than ever has been given heretofore in the province. It is not a grant of a certain sum per day, but of a *fixed allowance for the school-term*. It is provided that portions of the term are to be paid for at the same rate as the full term grant gives for each teaching day in the term. That is, the number of teaching days in the term fixes the rate per day, instead of the rate per day fixing the amount for the term.

The salary from the Trustees is also by law a stipulated amount for the school year or term, and not a rate per day.

These things being so the question comes, How many days during the year or term shall a teacher be required to teach, in order to become entitled to the grant and local salary in full? If every week-day is made a teaching day, then school must be kept every week-day in the term, or the full salary cannot be claimed. Take the last term for example. The number of working days it embraced was 155. Now if it were admitted that each day of the 155 was a proper day for school work, then in order to become entitled to the local salary, and the Provincial Grant in full, a teacher must have been at his post in the school-room 155 days during the term. For each of any less number of days he would have received the one-hundred-and-fifty-fifth part of the term's salary. Thus, suppose a teacher of the first grade had agreed to teach in a section for \$400 per annum from the Trustees. This with the public grant would have given a salary of \$260.00 for the term. Suppose that from any cause he lost one month, or a sixth part of the term, 26 days. The rate per day of his salary, supposing every week-day to be a teaching day, would have been, from the Trustees \$1.29 and from the public grant \$50.00, nearly, in all, \$216.50.

The Council of Public Instruction decides that every Saturday shall be a school-holiday, and that eight days (not counting Saturdays) at Christmas shall be given as vacation. That is, the number of days a teacher was required to teach in order to draw a full salary, was cut down to 119. He got every Saturday for recreation, and a fair vacation at Christmas, without diminution of salary. We presume no one who taught the full term complained of this arrangement as a hardship. The only one who is likely to murmur is the teacher who failed to get a school at the beginning of the term, or, from any other cause, lost a portion of the prescribed teaching time. A few, let us hope very few, in this position, would like, by over-taxing their own strength and that of their pupils with a continuous strain of work every day in the week, to make up the requisite number of 119 days' teaching, in order to draw a full salary. But a little reflection must convince every such teacher that the Law against which he murmurs not only does him no injustice, but actually seeks to prevent his doing an injustice to himself. If it is recognized as a proper thing that a teacher should do six days' work a week, without intermission, then this principle must be made of universal application. In other words, teachers must be required to teach six days in the week, or else lose a portion of their salary. We have seen that if this principle had been applied to a male teacher of the first class during the last term, he would have received from the public grant for five months (129 days) of teaching, \$50.00. But by the Regulation touching Holidays and Vacations, the number of teaching days in that term was cut down to 119. Suppose a teacher lost the entire month of February, which embraced 29 teaching days, or a fraction over one-sixth of the teaching days in the term. The Regulation does not allow him to teach six days a week for the rest of the term, in order to make up for this lost time.

Against this some have murmured. But no injustice is done to them. They are paid *five-sixths of a full term's salary*, which is all they earned. The rate per day of the Grant for teachers of the 1st grade, became under the Regulation 50¢ instead of 38¢; and for 99 days in the one case, the same amount was allowed as would have been allowed for 129 in the other. A teacher is allowed to do a week's work in five days, because that is held to be as many days out of the seven, as he can teach with safety and profit to himself and his school. But he is not allowed a premium for turning round and defeating the whole object of the Regulation, by teaching six days out of the seven. If it were believed that teachers could successfully teach six days a week, they would be required to do so, and the distribution of public moneys regulated accordingly.

It is freely admitted that there may be cases in which some other day of the week might be more suitable for the holiday than Saturday, and probably ere long there may be permission granted to substitute, to a limited extent, Saturdays instead of teaching days given as holidays. But in no case will there be any departure from the principle that five days of teaching per week is as much as can be undertaken with the sanction of law.

SCHOOL DESKS.

THE attention of Trustees is directed to the advertisement of Mr. Edward Curry. The specimen of his desks and chairs to be seen at the Education Office, is excellent. The cost of these articles is less than that of imported ones. Not only every section competing for the Superior School Grant, but every section desirous of providing comfortable and durable furniture, should obtain the "Patent Desk." If Mr. Curry is careful to allow no desks but such as are of the best material and workmanship to leave his establishment, he will undoubtedly receive extensive patronage.

INSPECTORS are requested to forward to the Education Office without delay all accounts and returns, pertaining to the Winter Term.

TEACHERS' AGREEMENTS.

IMPORTANT Official Notices will be found on page 93. The special attention of Teachers and Trustees is directed to No. II. Every thoughtful mind will readily perceive the wisdom of the provisions of the law in reference to the distribution and employment of the fund raised by county assessment, and the necessity which exists for a faithful and impartial enforcement of these provisions. Under their operation the people of each section are directly encouraged to exert themselves in order that no children may grow up without the blessings of an education, while every teacher is regarded not as a speculator, as in times past, but as a member of an accredited profession. His sphere of usefulness is correspondingly enlarged. Ardent devotion to his work, and the exhibition of a deep interest in the education of all around him, will not be regarded by the people as other forms of selfishness and covetousness. This noble vantage-ground now assigned to every teacher by the law ought not to be bartered as a thing of nought. Self-respect, a high regard for the honor of the profession, and a genuine desire that all persons be made to recognize a personal responsibility in the unlimited diffusion of the means of education, should preserve any teacher from allowing the indifference or ignorance of the people to become the occasion to him of committing an offence against himself, his profession, and the cause at large. We trust that where Local Associations of Teachers exist, this matter will be well discussed, and the importance of the interests involved clearly apprehended and impressed upon every member.

COLOR.

WE are glad to learn that some teachers having charge of elementary departments in our public schools, are turning their attention to the giving of oral lessons on color. No subject can be better adapted to awaken the powers of observation and comparison in the young, and to fix in

their minds, at the very outset of school life, the important truth, that education and nature are in sympathy and harmony with each other. The earth and sky will put on beautiful garments and become life-long instructors to those whose eyes have been unsealed by the living teacher.

To assist those who desire to know more of this subject, that they may the more successfully conduct the course of lessons which they have proposed to themselves, we subjoin the following extracts from "Calkins' Object Lessons." An outline of a series of lessons on color will be given in a subsequent number.

IMPORTANCE OF TRAINING THE EYE.

The senses are the doors and windows of the mind, and through them all its knowledge of the world is obtained. Through these same avenues all instruction must pass, if it ever reaches the mind. Some kinds of knowledge are designed for entering at the doors, while others must pass through the windows. It becomes those, then, who would communicate with mind to consider how it can be most successfully reached, and which of the avenues is adapted to the kind of instruction that is desired to be conveyed. It would be folly to attempt to pass through a window that which was designed only for a door, or to carry through a door that which could more easily be passed through the window.

Strange though it may seem, just such foolish things are attempted daily by methods of instruction in common use. Efforts are continually made to pour into the ear knowledge which God designed should enter at the window of the soul. To this error may justly be attributed most of the unsatisfactory results in education.

Sight is the most nearly perfect of all our senses; its conception of whatever properties or objects can be seen are more vivid and complete than when ideas of the same properties are conveyed to the mind by any one of the other senses. Horace understood the importance of this sense when he sung:

"Sounds which address the ear are lost, and die
In one short hour; but that which strikes the eye
Lives long upon the mind: the faithful sight
Engraves the knowledge with a beam of light."

This principle should be heeded especially by instructors of the young, and greater attention paid to teaching from things by sight, and less from words by hearing. Nevertheless, both should be combined, as one serves to aid the other, but never should one be allowed to take the place of the other.

The subject which we now present is emphatically one for the sense of sight. A knowledge of color must pass through the window, or never reach the mind.

One of the most striking qualities of objects of which sight takes cognizance is that of color. To teach this the colors themselves must be shown. No descriptions will convey any idea of them to one who has never seen a color.

A blind man once told us that the best idea of black which he had ever received was from a remark made to him one day by his little sister. She was describing some object that was black. Her mother, hearing her, remarked, "Your brother does not understand you; he does not know what black is." "Don't you know how black looks brother? It looks like the darkest night you ever saw." Nothing could have been more simple and better adapted to convey the idea of black to a blind man, yet to his mind it was only like something that could not be seen; it gave him no definite conception of black.

Notwithstanding a knowledge of color is important in the various avocations of life, and a nice discrimination of it is a source of great pleasure to the mind, yet the subject is entirely neglected in our schools, whereas it should have a prominent place in primary instruction.

It is a well-known fact that individuals possess in very different degrees the power of distinguishing not only shades of the same color, but the colors most strikingly opposed to each other. Indeed, the same color will be called by entirely different names by different individuals. Comparatively few persons can distinguish a scarlet from a vermilion, or a crimson from a carmine. Many confound a blue with a green.

Public attention has of late been directed to this subject of the

difference in the power of distinguishing colors. Philosophical investigations have been made by Sir David Brewster and Dr. Geo. Wilson of Edinburgh, and others, which have resulted in the discovery that a deficiency in the power to discern color is more prevalent than was supposed.

The name *color-blindness* has been given to this remarkable condition of sight. From calculations based on various examinations made in England and Scotland, it appears that one out of every fifteen is unable to distinguish all the ordinary colors; one in fifty-five confounds red with green; one in sixty brown with green; one in forty-six blue with green.

Of the three primary colors, *red* appears to be the most difficult to be distinguished; it is the distracting color of the three. Some persons cannot see it at all as a color, for it appears to them as black, but most commonly it is mistaken for green. Yellow is the color which least frequently escapes perception. There are but very few persons, even among those who are called color-blind, that do not see yellow perfectly. A pure blue is in the next degree least likely to be mistaken, and with some it is the most vivid color of the three.

When we combine the yellow and blue into a green, we have the greatest of all stumbling-blocks in color. Green is frequently mistaken for red, often for blue, by those who are color-blind. Those who cannot distinguish red regard purple as a blue; not perceiving the red in orange, that color is called a yellow.

Red and green are the two colors which are most commonly not distinguished, yet it so happens that these are the two colors used as signals on railroads and ships. This renders it most important that every person employed on railroads, whose position has any thing to do with signals, should be carefully tested as to his powers of distinguishing between the colors of red and green. A fearful catastrophe might occur from mistaking a signal implying danger for one denoting safety.

Bartholomew, the sculptor, could not distinguish between a crimson curtain and a green one. Yet he began his artistic career as a portrait painter, and once he gave the cheeks of a female sitter a hue of bright green. He put the two pigments upon his palette, and mistook the green for the red, and did not discover his mistake until it was pointed out to him. Yet, blind as he was to the difference of color, he had the most exquisite perception of the beauties of form.

The celebrated chemist, Dr. Dalton, thought the red gown in which he was installed as Doctor of Civil Law at Oxford was a blue one. Some of his friends, in order to test this peculiarity of his vision, substituted red stockings for those he usually wore. The doctor put them on without noticing any thing remarkable in their appearance, and when his attention was directed to them he only said they looked rather dirty.

How far this remarkable defect in distinguishing colors can be remedied by early training and careful education of the eye, it is impossible to answer from present experience; but we know that by cultivation the ear may be rendered much more capable of perceiving and distinguishing sounds. Judging then from analogy, we may reasonably suppose that the eye also, by proper training, might be greatly improved in its power of discriminating colors. At all events, it is of sufficient importance and probability to deserve greater attention, and to render it highly important that the subject of color should have a place in school training.

Preparations for Illustrating Color.—Before commencing exercises on color, the teacher should make herself familiar with the descriptions of color given under the following head:—"Classification, Combination, and Description of Colors;" also, as far as possible, with the colors themselves. A chart and box of colors, colors in worsted, pieces of ribbon, three good water-colors representing red, yellow and blue, colored crayons for the black-board, a prism, wafers, colored paper, flowers, leaves, fruit, etc., etc., should be provided for illustrating these lessons.

If the teacher cannot easily obtain more suitable apparatus for illustrating the lessons on color, she might procure a sheet of perforated pasteboard, and work upon it squares, each about two inches in size, with colored worsteds, leaving a space of an inch between the different squares. In this manner all the colors might be represented very well. The following descriptions of them would aid in selecting the worsteds.

CLASSIFICATION, COMBINATION, AND DESCRIPTION OF COLORS.

All the colors exist between the extremes of light and darkness. These extremes are represented by *white* on one side and *black* on the other. Light is transparency, darkness is obscurity. From white we pass to *yellow*, which most nearly resembles light; thence to *red*, the representation of warmth and life, the most perfect color; thence to *blue*, which is related to shade or darkness, as yellow is to light, and finally ending in black.

In the rainbow are found the purest colors, and a key to the whole science of coloring. That is Nature's chart of colors, and is the only true standard for artists and colorists. Newton first discovered that the sunlight can be separated by the prism into the seven colors seen in the rainbow, red, orange, yellow, green, blue, indigo, purple. It has since been ascertained that four of these colors—*orange, green, purple, and indigo*—can be produced by mixing the other three, *red, yellow and blue*; but these three can not be obtained by any mixture of the other colors.

Red, yellow and blue are called the *primary colors*, because all the other colors, shades, hues and tints, from light to darkness, may be produced by the combination of these three in different proportions, with the aid of their extremes, white and black, as modifiers. The addition of black to a color gives shades; white gives tints.

If we could obtain perfectly pure red, yellow, and blue, of equal depth of color, and combine them in their proper proportions, they would produce white. However, artists have not been able to secure these colors in a sufficiently pure state to obtain white by their mixture. *Ultramarine* is the purest representative of a primary color known; its lightest and darkest shades are pure blue. No paint or coloring material of red or yellow has been produced without a slight mixture of one of the other colors. Even *carmine*, the purest type of the prismatic red that color-makers have produced, contains some yellow. The color obtained by the purest *chrome yellow*, or by gamboge, may be taken as the best representative of the prismatic yellow. Yet so far do these materials for red and yellow fall short of being perfect primary colors, that a mixture of the three representatives of the primary colors produces only a gray. However, for practical purposes, *carmine, chrome yellow, and ultramarine* may be taken for the standards of *red, yellow and blue*.

In the present state of our knowledge of color and light, it is difficult to answer satisfactorily the questions, "Why does grass appear green? Why are some apples red? Why do different things possess different colors?" It might be interesting at this point, to consider the wisdom of God in the beautiful and harmonious adaptation of colors in different objects; but it must suffice for the present to give the usual scientific answer—*all bodies absorb certain colors and reflect others*: thus, if the body is red, it absorbs the yellow and blue rays, and reflects the red; if yellow, it absorbs the red and blue rays, and reflects the yellow; if blue, it absorbs the red and yellow rays, and reflects the blue; if green, it absorbs the red rays, and reflects the yellow and blue; and so with the others: the colors which the body appears to possess are reflected, the others are absorbed.

CLASSIFICATION OF COLORS.

Primary Colors.—Red, yellow, blue.

A mixture of two primary colors produces a secondary color.

Secondary Colors.—Orange, green, purple.

A mixture of two secondary colors, or three primary ones in the proportion of two parts of one color and one part of each of the other two, produces a tertiary color.

Tertiary Colors.—Citrine, olive, russet.

The various combinations of the primary, secondary, and tertiary colors produce the

Irregular Colors.—Browns, maroon, claret, chocolate, auburn, chestnut, sauff, drab, gray, slate, &c.

Shade.—The graduation of a color or a hue in depth from its perfect state to a black, usually produced by the addition of black to a color.

Hue.—A hue is produced by combining two colors or hues in various unequal proportions, as a little yellow mixed with pure red gives a scarlet, a hue of red.

Tint.—The attenuation of a color or hue by mixing with it white.

Tinge.—A slight coloring or tincture distinct from the ground or principal color or hue.

COMBINATIONS OF COLORS.

Primary.	Secondary.	Secondary.	Tertiary.
Red and Yellow	} produce Orange.	Orange and Green	} produce Citrine.
Yellow and Blue		Green and Purple	
Red and Blue	} produce Purple.	Orange and Purple	} produce Russet.

DESCRIPTIONS OF COLORS, SHADES, HUES, AND TINTS.

Hues of Primary Colors.

- Pure RED.—**CARMINE**, the purest deep red.
CRIMSON—pure red, with a slight tinge of blue, giving it a purplish hue; the common color of red apples.
SCARLET—a bright red, with a slight tinge of yellow.
VERMILION—a brilliant yellowish red; it contains more yellow than scarlet does.
VENETIAN RED—the darkest shade of the reds; a dark, dull red, approaching the red browns; a common name applied to a paint made of earth.
Pink—tints of crimson.
Rose—tints of carmine.
Flesh Color—light tint of scarlet.
- Pure YELLOW.—**CHROME YELLOW**, a rich, deep yellow.
CANARY—a light hue of chrome yellow, the color of the canary-bird.
SULPHUR—a yellow with a bluish tinge; a cold yellow.
SAFFRON—a deep yellow with a slight reddish tinge.
Straw—a deep tint of pure yellow.
Primrose—a very light tint of pure yellow.
LEMON—a greenish hue of yellow.
OCBRE—a dusky yellow; sometimes it has a reddish tinge.
- Pure BLUE.—**ULTRAMARINE**, the deepest blue.
COBALT BLUE—next in purity to ultramarine, but not so deep a blue.
PRUSSIAN BLUE—a dark blue with a slight greenish tinge, from its containing a minute portion of yellow.
INDIGO—a very deep shade of blue with a slight purplish tinge; a shade between the darkest blue and the darkest purple.
MAZARINE—a deep purple blue.
Azure, or Sky-blue—the light clear blue of the sky; a tint of ultramarine.

Hues of Secondary Colors.

- ORANGE**—Equal parts of pure red and yellow. A redder orange is produced by mixing three parts of yellow with five parts of red. This name comes from the color of the orange when ripe.
AMBER COLOR—a shade of yellowish orange.
BUFF—a yellowish orange, and several of its deeper tints.
Salmon—a tint of reddish orange.
Cream Color—a tint of yellow orange.
- GREEN**—Equal parts of pure blue and yellow; the brightest grass green. A darker green is produced by mixing three parts of yellow with eight parts of blue.
SEA GREEN—a dark shade of green with blue predominating.
OLIVE GREEN—a very dark shade of yellow apple green.
APPLE GREEN—a yellowish green.
EMERALD GREEN—a very rich green, usually of a light color; the color of a precious stone.
Pea Green—a tint of grass green.
Tea Green—a tint of olive green.
- PURPLE**—Equal parts of pure blue and red. A darker purple is produced by mixing five parts of red with eight parts of blue; this, however, becomes a dark violet.
ROYAL PURPLE—the purest purple; it has a reddish tinge.
VIOLET—a purple with a bluish tinge.
Lilac—a tint of pure purple.
Lavender—a light tint of violet.
Peach-blossom—a very light tint of reddish purple.

Tertiary Colors.

- CITRINE**—Equal parts of green and orange united; or two parts of yellow, one of red, and one of blue. Yellow is the ruling

color—a greenish dark yellow. This name is from the citron, a fruit somewhat resembling the lemon.

OLIVE—Equal parts of green and purple united; or two parts of blue, one of red, and one of yellow. A dusky shade of yellowish green.

RUSSET—Equal parts of orange and purple united; or two parts of red, one of blue, and one of yellow. A light reddish brown; the red predominates.

Hues of Irregular Colors.

BROWNS—Shades, hues, and tints produced by mixing red, yellow and blue in different proportions. These are called *dark browns, deep browns, red browns, gold browns, light browns, etc.*, according to the prevailing color.

MAROON—a red brown with a purple tinge.

CLARET—A lighter hue than the maroon.

CHOCOLATE—A dark reddish brown.

AUBURN—a very dark shade of red orange, or a brown with red predominating. The name is applied to hair.

SNUFF—a brown with yellow preponderating.

UMBER: this color is classed with the browns. Raw umber gives a yellowish hue; burnt umber a reddish hue.

Tan Color—a tint of red brown.

Drab—a tint of dull brown.

GRAY—Equal parts of red, yellow and blue, united, or mixtures of white and black.

PEARL GRAY—a light hue of gray.

STEEL OR IRON GRAY—dark shades of gray.

SLATE—a shade of pearl gray.

Colors as applied to Horses and Cattle.

BAY horse—a reddish brown.

CHESTNUT horse—a shade of reddish brown.

SORREL horse—a light yellowish brown.

CREAM COLOR horse—a light yellowish orange.

ROAN horse—a prominent mixture of white hairs with either of the preceding colors.

GRAY horse—a mixture of white and black or brown hairs, usually with the white hairs greatly predominating.

RED cattle—a redder brown than a bay.

BRINDLE cattle—a mixture of light and dark browns, or brown and black in stripes or spots.

DUN cattle—a very light hue of dull brown.

FAWN-COLOR—a tint of chestnut.

HARMONY OF COLORS.

Among colorists it is an axiom that every color, when placed beside another, is changed in appearance; each modifies the one with which it is in proximity. It is the observance of this law, or the violation of it, in dress, in the decorations and furniture of a room, and in the arrangement of flowers in a bouquet, that constitutes the chief distinction between *taste* and the lack of it in these departments. True taste, therefore, is the observance of philosophical laws; and it is these laws that determine what colors are "becoming to" certain complexions; also, which colors harmonize in the decorations of a room. As illustrations of this law, we will mention the effect of a few colors in dress upon the complexion of the wearer.

Rose cannot be put in contact with the rosiest complexions without causing them to lose some of their freshness.

Green of a delicate hue is favorable to all fair complexions which are deficient in rose.

Yellow imparts violet to a fair skin; it best suits brunettes.

Violet imparts a greenish yellow to a fair complexion; it is one of the least favorable colors to the skin.

Blue imparts an orange tint, and is suitable to most blondes: it will not suit brunettes.

Orange makes fair complexions blue, and whitens those with an orange tint; it is too brilliant to be elegant.

White exalts all colors, consequently is unsuitable to complexions that do not appear better when made more prominent: it is suitable for a fresh or rosy complexion.

Black lowers all colors and whitens the complexion.

The observance of this law in the arrangement of flowers in a bouquet will lead to the separation of pink from both scarlet and crimson, orange from yellow, red from orange, pink from violet, blue from violet, etc.

THE WORK OF EDUCATION.

IN explaining that part of the work of education which the Creator seems to have committed to the hands of men, I have been led thus far to speak of our duties as individuals, rather than of those social and civil duties which devolve upon us as neighbours, as citizens, and as constituent parts of the government.

The first glance at our *social* position reveals one of the most striking and significant facts in the arrangements of Providence; and, as a consequence of this fact, one of the clearest of our social duties. A parent, however vigilant and devoted he may be, prepares only a part of the influences which go to the education of his child. The community, and the State where he resides, prepare the rest. The united force of all makes up the positive education which the child receives. No person can now be situated as Adam and Eve were, when rearing the two elder members of their family. Without knowledge, and guided only by chance, or by their own uninstructed sagacity, they reared first a murderer, and then one who feared God. The first was what we call a spoiled child,—whether ruined by indulgence or severity, we know not, perhaps by both;—the second had the advantage of a little parental experience. But since their day, all children are subject to influences external to the parental household. No parent now can bring up his child in an exhausted receiver. And hence the necessity that each parent should look, not only to his own conduct, but to the conduct of the community in which he resides. That community must be moral and exemplary, in order that he may be safe. Here, therefore, even an enlightened selfishness coincides with benevolence. In order to our own highest good, we are bound to do good to others; for we cannot be wholly safe while they are wrong. How glorious the appointment of Providence, which thus reconciles self-love with love of the race; which, indeed, makes the former defeat its own ends, when it pursues them in contravention of the latter! The love of our own children, then, when duly enlightened, prompts us to regard the welfare of those of our neighbour.

Emphatically do some of the most important of all duties devolve upon us, as members of a State which is invested with the authority to legislate for itself. If we were governed by others, on their heads would be the crime of our misgovernment; but when we govern ourselves, and govern wrongly, we unite in our own persons, both the guilt and the calamities of misgovernment. In the present state of society, an education of a high character cannot be universally diffused, without a union of the forces of society, and a concert in its action. Co-operation and a unity of purpose will be found to increase the power of citizens in peace, as much as they do of soldiers in war. And hence the duty of combined action can never be effected to any useful purpose amongst a free people, without agreement, without compact, that is,—where the action of great numbers is concerned,—without law. Upon the lawgivers then, there fastens an obligation of inexpressible magnitude and sacredness; and utterly unworthy the honorable station of a lawgiver is he, who would elude this duty, or who unfaithfully discharges it, or who perverts it to any sinister purpose. And why should the legislator forever debase his character to that of a scourger, a prison-keeper, and an executioner? Why, wearing a gorgon's head, and carrying stripes in his hand, should he pass before the community as an avenger of evil only, and not as the promoter and rewarder of good? If terror and retribution are his highest attributes, then his post is no more honorable than that of the beadle who whips, or of the headman who decapitates. A legislator worthy of the name, should seek for honour and veneration, by moving through society as a minister of beneficence, rather than as a spectre of fear. He should reflect that new and better results in the condition of mankind are to be secured by new and wiser measures. We are not to ask Heaven for the annihilation of the present race, and the creation of a new one; but we are to ascertain and to use those means, for the renovation, the redemption of mankind, which have been given, or which the veracity of Heaven stands pledged to give, whenever, on our part, we perform the conditions preliminary to receiving them.

You will recollect, my friends, that memorable fire which befel the city of New York, in the year 1835. It took place in the heart of that great emporium,—a spot where

merchants, whose wealth was like that of princes, had gathered their treasures. In but few places on the surface of the globe was there accumulated such a mass of riches. From each continent and from all the islands of the sea, ships had brought thither their tributary offerings, until it seemed like a magazine of the nations,—the coffer of the world's wealth. It raged between two and three days. Above, the dome of the sky was filled with appalling blackness; below, the flames were of an unapproachable intensity of light and heat; and such were the inclemency of the season and the raging of the elements, that all human power and human art seemed as vanity and nothing. Yet, situated in the very midst of that conflagration; there was one building, upon which the storm of fire beat in vain. All around, from elevated points in the distance, from steeples and the roofs of houses, thousands of the trembling inhabitants gazed upon the awful scene; and thought,—as well they might,—that it was one of universal and undistinguishing havoc. But, as some swift cross-wind furrowed athwart that sea of flame, or a broad blast beat down its aspiring crests, there safe amidst ruin, erect amongst the falling, was seen that single edifice. And when, at last, the ravage ceased, and men again walked those streets in sorrow, which so lately they had walked in pride, there stood that that solitary edifice, unharmed amid surrounding desolation;—from the foundation to the cope-stone, unscathed;—and over the treasures which had been confided to its keeping, the smell of fire had not passed. There it stood, like an honest man in the streets of Sodom. Now, why was this? *It was built by a workman. IT WAS BUILT BY A WORKMAN.* The man who erected that surviving, victorious structure, *knew* the nature of the materials he used; he *knew* the element of fire; he *knew* the power of combustion. Fidelity seconded his knowledge. He did not put in stucco for granite, nor touchwood for iron. He was not satisfied with outside ornaments, with finical cornices and gingerbread work; but deep in all its hidden foundations,—in the interior of its walls and in all its secret joints,—where no human eye should ever see the compact masonry,—he consolidated, and cemented, and closed it in, until it became impregnable to fire,—insoluble in that volcano. And thus my hearers, must parents become workmen in the education of their children. They must know that, from the very nature and constitution of things, a lofty and enduring character cannot be formed by ignorance and chance. They must know that no skill or power of man can ever lay the imperishable foundations of virtue, by using the low motives of fear, and the pride of superiority, and the love of worldly wealth, any more than they can rear a material edifice, storm-proof and fire-proof, from bamboo and cane-brake!

Until, then, this subject of education is far more studied and far better understood than it has ever yet been, there can be no security for the formation of pure and noble minds, and though the child that is born to-day may turn out an Abel, yet we have no assurance that he will not be a Cain. Until parents will learn to train up children in the way they should go,—until they will learn what that way is,—the paths that lead down to the realms of destruction must continue to be thronged;—the doting father shall feel the pangs of a disobedient and profligate son, and the mother shall see the beautiful child whom she folds to her bosom, turn to a coiling serpent and sting the breast upon which it was cherished. Until the thousandth and the ten thousandth generation shall have passed away, the Deity may go on doing his part of the work, but unless we do our part also, the work will never be done,—and until it is done the river of parental tears must continue to flow. Unlike Rachel, parents shall weep for their children *because they are*, and not because they *are not*;—nor shall they be comforted, until they will learn, that God in His infinite wisdom has pervaded the universe with immutable laws,—laws which may be made productive of the highest forms of goodness and happiness;—and, in His infinite mercy, has provided the means by which those laws can be discovered and obeyed; but that he has left it to us to learn and to apply them, or to suffer the unutterable consequences of ignorance. But when we shall learn and shall obey these laws,—when the immortal nature of the child shall be brought within the action of those influences,—each at his appointed time,—which have been graciously prepared for training it up in the way it should go, then may we be sure that God will clothe its spirit in garments of *amianthus*, that it may not be corrupted, and of *asbestos*, that it may not be censured, and that it will be able to walk

through the pools of earthly pollution, and through the furnace of earthly temptation, and come forth white as linen that has been washed by the fuller, and pure as the golden wedge of Ophir that has been refined in the refiner's fire.—*Horace Mann.*

CLASSICAL versus SCIENTIFIC EDUCATION.

"WHAT is all very well as to their politics," said Arminius, "but I want to hear about their education and intelligence." "There, too, I can satisfy you," I answered. "Lumpington was at Eton, Hittall was on the foundation at Charterhouse, placed there by his uncle, a distinguished prelate, who was one of the trustees. You know we English have no notion of your bureaucratic tyranny of treating the appointments to these great foundations as public patronage, and vesting them in a responsible minister; we vest them in independent magnates, who relieve the State of all work and responsibility, and never take a shilling of salary for their trouble. Hittall was the last of six nephews nominated to the Charterhouse by his uncle, this good prelate, who had thoroughly learnt the divine lesson that charity begins at home." "But I want to know what his nephew learnt," interrupted Arminius, "and what Lord Lumpington learnt at Eton." "They followed," said I, "the grand, old, fortifying, classical curriculum." "Did they know anything when they left?" asked Arminius. "I have seen some longs and shorts of Hittall's," said I "about the Calydonian Boar, which were not bad. But you surely don't need me to tell you, Arminius, that it is rather in training and bracing the mind for future acquisition—a course of mental gymnastics we call it—than in teaching any set thing, that the classical curriculum is so valuable." "Were the minds of Lord Lumpington and Mr. Hittall much braced by their mental gymnastics?" inquired Arminius. "Well," I answered, "during their three years at Oxford they were so much occupied with Bullingdon and hunting that there was no great opportunity to judge. But for my part I have always thought that their both getting their degree at last with flying colors, after three weeks of a famous coach for fast men, four nights without going to bed, and an incredible consumption of wet towels, strong cigars, and brandy-and-water, was one of the most astonishing feats of mental gymnastics I ever heard of."

"That will do for the land and the church," said Arminius. "And now let us hear about commerce." "You mean how was Bottles educated?" answered I. "Here we get into another line altogether, but a very good line in its way, too. Mr. Bottles was brought up at the Lycurgus House Academy, Peckham. You are not to suppose from the name of Lycurgus that any Latin and Greek was taught in the establishment; the name only indicates the moral discipline, and the strenuous, earnest character imparted there. As to the teaching, the thoughtful educator who was principal of the Lycurgus House Academy—Archimedes Silverpump, Ph. D.—you must have heard of him in Germany?—had modern views. 'We must be men of our age,' he used to say. 'Useful knowledge, living languages, and the forming of the mind through observation and experiment, these are the fundamental articles of my educational creed.' Or, as I have heard his pupil Bottles put it in his expansive moments after dinner (Bottles used to ask me to dinner till that affair of yours with him in the Reigate train): 'Original man, Silverpump! fine mind! fine system! None of your antiquated rubbish—all practical work—latest discoveries in science—mind constantly kept excited—lots of interesting experiments—lights of all colors—fizz! fizz! bang! bang! That's what I call forming a man.'"

"And pray," cried Arminius, impatiently, "what sort of man do you suppose this infernal quack really formed in your precious friend Mr. Bottles?" "Well," I replied, "I hardly know how to answer that question. Bottles has certainly made an immense fortune; but as to Silverpump's effect on his mind, whether it was from any fault in the Lycurgus House system, whether it was that with a sturdy self-reliance peculiarly English, Bottles, ever since he quitted Silverpump, left his mind wholly to itself, his daily newspaper, and the Particular Baptist minister under whom he sat, or from whatever cause it was, certainly his mind, *quâ* mind—" "You need not go on," interrupted Arminius, with a magnificent wave of his hand, "I know what that man's mind, *quâ* mind, is, well enough."—*Matthew Arnold in the Pall Mall Gazette.*

LIGHT FOR ALL.

YOU cannot pay with money
The million sons of toil—
The sailor on the ocean,
The peasant on the soil,
The labourer in the quarry,
The hower of the coal;
Your money pays the hand,
But it cannot pay the soul.

You gaze on the cathedral,
Whose turrets meet the sky;
Remember the foundations
That in earth and darkness lie:
For, were not those foundations
So darkly resting there,
You towers could never soar
So proudly in the air.

The workshop must be crowded
That the palace may be bright;
If the ploughman did not plough,
The poet could not write.
Then let every toil be hallow'd,
That man performs for man,
And have its share of honour
As part of one great plan.

See, light darts down from heaven,
And enters where it may;
The eyes of all earth's people
Are cheer'd with one bright day.
And let the mind's true sunshine
Be spread o'er earth as free,
And fill the souls of men
As the waters fill the sea.

R. GILFILLAN.

CORRESPONDENCE.

MR. EDITOR,—

An official notice appears in the *Journal* stating that agreements between trustees and teachers are illegal, where the chances of the County Fund are taken by the teacher as part of his salary. Allow me to enquire through the *Journal* how this notice is to be harmonized with the following clause in the Law. (Section 19).

"One-half of the amount provided to be raised as aforesaid (i.e. by County Assessment) shall, at the close of each half-year, be apportioned to the Trustees of Schools conducted in accordance with this Act, to be applied towards the payment of Teachers' salaries."

In my opinion this seems to conflict with the notice in question, and to authorize the kind of agreement which it declares to be illegal.

Yours truly,

A TRUSTEE.

["A Trustee" is plainly quite wrong in his interpretation of the clause of the Law which he quotes. If it were the intention of the Law, that the teacher should bear the risk of the sum to be received from the Fund in question, why mention the Trustees at all in the matter? The obvious construction of the clause quoted is that it was designed to prevent trustees from appropriating to their own private use the amount received by them as the representatives of a School Section. This clause compels them to apply the money for the furtherance of public education, and if a balance remains on hand at the end of one term, it must be carried forward to be applied to the proper public use the following term. This subject is referred to more fully in another column.]

EDUCATIONAL INTELLIGENCE.

AT HOME.

TEACHERS' ASSOCIATION—WEST HANTS.—In accordance with the recommendation of the Educational Association of Nova Scotia, the Teachers of West Hants District met at Windsor on the 17th of May, for the purpose of forming a Local Educational Association.

On motion of Samuel Fisk, seconded by Albert Caldwell, J. W. Morris was called to the chair. S. E. Whiston was appointed Secretary, and S. Fisk, Treasurer.

On motion, the Draft Constitution, as published in the *Journal of Education*, was taken up and considered article by article, and was adopted with the following adaptations:—

Art. 1.—This association shall be called the West Hants Local Association of Teachers, in connection with the Educational Association of Nova Scotia.

Art. 5.—Every member shall pay, in advance, a yearly subscription of 25 cents—Ladies exempted.

Art. 7.—The Association shall meet at least three times a year, the time of meeting to be determined by the general meeting from time to time. The committee shall have power to call special meetings.

Resolved.—That the present Chairman and Secretary be retained in office for the ensuing year.

Resolved.—That Mr. Fisk, Miss Martin, Miss Willoughby, and Miss Shaw be a Committee.

Resolved.—That some of the teachers present prepare papers on different subjects to be read before the Association at the next meeting.—Mr. Morris volunteered to read a paper on the "Use of the Blackboard," Mr. Fisk on "School Discipline," and Miss Willoughby on the "Benefit of Music in School."

Resolved.—That the next meeting be held on the last Friday in August, commencing at 10 A. M.

The members were formally enrolled, and the meeting adjourned.
S. E. WINSTON, Secretary.

MAHONE BAY SCHOOLS.—On Friday, April 26th, the scholars of the above school, which for the last four months and a half has been under the charge of Mr. J. W. Knight and Miss Maggie Ross, passed through an examination, and in the evening entertained their parents and the public with an exhibition. The state of the school when Mr. Knight and Miss Ross entered upon their duties was such, that the progress made during this short term shows that they must have labored very diligently, and certainly not without success, and such success as should encourage them and those whose children they have taught. The trustees, parents and visitors who were present during the examination, were greatly pleased with the results.

In the evening Victoria Hall was crowded by an attentive audience, who listened with considerable interest to the dialogues and recitations, interspersed with vocal and instrumental music. Mr. Henry Mader presided at the melodeon. Many of the pieces were highly instructive and amusing, and the whole of the entertainment was most interesting.

Mr. Knight and Miss Ross are first-class teachers and our friends at Mahone Bay may consider themselves fortunate in securing the services of such competent instructors for their children.—*Bridgewater Times.*

The second meeting of the Pictou County Teachers' Institute, is to be held in Pictou town on Saturday, June 29th.

DUNY CO.—Some eight new schools go into operation this term. The work of school building is also making satisfactory progress. The schools are doing a great work. Education is advancing throughout the county.

LUNENBURG CO.—W. B. Lawson, Esq., reports: "Educational matters in this county have visibly improved during the past term, and the schools in operation, as a whole, have been doing good work. The improvement made within the last twelve months is greater than the most sanguine could have anticipated. Several new houses are now being erected, others are being repaired and some enlarged. But very few of the old huts remain to disgrace the name of schoolhouse.

In New Dublin there are four new houses building besides the one on La Hève Island, and five in Lunenburg. Several new houses are in contemplation in Chester, but the tightness in money matters has operated as a serious drawback.

During the past term, I have visited every school, except two, in operation in this county. The two unvisited could not be reached on account of the state of the roads. I have visited some schools twice, others thrice, and have held twenty-five meetings. Hundreds of miles have been travelled over bad roads, and in boisterous weather.

Teachers are still in demand and several are coming in from other counties. The people generally are beginning to take that interest in the welfare of their schools which is absolutely necessary to their healthy existence.

I am pleased to state that a school is in operation on the island of Tanook. There are about 100 families on the island. It is to be hoped that a graded school will ere long be provided by the people. A new building is contemplated. Mr. Albert Pearl, one of the Trustees, has made strenuous exertions to secure the means of education for the whole island. Other residents have also nobly seconded the work."

QUEEN'S CO.—The Inspector writes: "On the whole the schools are prospering. So far as I have learned there is the same number in session as last term. Others are intending to open soon. Several fine school houses are in progress."

MOUNT ALLISON WESLEYAN COLLEGE AND ACADEMIES.—The following account of the Anniversary Exercises in connexion with the

institutions at Sackville, is condensed from the *Provincial Wesleyan*,—

On Thursday the 16th inst., the examination of the Collegy classes began, and was by means of written and oral exercises continued during that and the following day. The results were found to be satisfactory, and peculiarly so in the case of the senior students. The Natural Sciences were, as always, well discussed. Classical and Modern Languages, and International Law, were carefully reviewed. Mental Philosophy and the Evidences of Christianity were attentively analyzed. Thorough had been the labours of the Professors; creditable were the attainments of the young gentlemen, and in those classes to which they were allotted, the young ladies. Saturday forenoon was devoted to the classes under the charge of the Theological Professor.

On the evening of the Lord's day, the Rev. J. R. Narraway, A.M., delivered the Anniversary Sermon in Lingley Hall. The audience was large and appreciative.

Monday was the day appointed for the examination of the various classes in both the Male and Female Departments of the Academic Institution. In the case of the former, unforeseen difficulties had, during the term, somewhat interfered with the arrangements of the work, yet the progress made by the pupils was, on the whole, gratifying, and induces the persuasion that when the new building is opened, the success of former years will be again realized and even surpassed.

In the Young Ladies' Department, commendable results marked the classes generally. The more useful branches of study appeared to have received due attention; and the more advanced had been cultivated with equal assiduity. By means of the study of the structure of languages—both ancient and modern,—the principles of Mental Philosophy, the demonstrations of the Mathematics, and the facts of Physiology, Botany, and Physical Geography, it was evident that the Teachers had sought to stimulate and develop the reasoning faculties, and in connection with Christian influence, to prepare their youthful charge for the actual and active duties of life. The graduating class of this year consisted of young ladies who had performed their stipulated task with a will. All through their examination was exceedingly respectable; and we can but hope for them a long, a happy, and a successful career, in the great enterprize of human life.

The Rev. J. G. Angwin delivered the Oration before the Alumni Association. It was announced that the Alumni, in addition to providing a bell for the new Academy, had instituted two scholarships of the value of \$30 each, one in Classics and one in Mathematics.

Tuesday, the 21st inst., was the day appointed for the Anniversary Exercises. The President shortly addressed the large assemblage, gratefully acknowledging the mercies of the past year, and concluded by reading, in conjunction with Professors and Teachers, the report of class standings, &c. Mr. W. C. Cogswell was then called, who, in Latin, delivered a salutatory address. He was followed by Mr. R. W. Weddall with a Greek oration. Both young gentlemen acquitted themselves well, and were heartily cheered. After a selection of admirable music, both vocal and instrumental—and with which subsequently Prof. Brown and his pupils at stated intervals enlivened the proceedings—the young ladies of the graduating class read their compositions.

The young gentlemen who had passed through the prescribed course of study, and who were about to be admitted to the degree of B.A., now delivered their orations. The first was Mr. D. Henry Burbidge, who had chosen for his subject "1866." This sketch evinced considerable familiarity with the present state of the world, and was rendered with great vigor. The Rev. T. Rogers traced the history of "The Fourth Estate," and paid a high compliment to the power of the press. "Heroes unknown to Fame," were yet appreciated and eulogized by the Rev. H. P. Cowperthwaite, who, without being sermonic, displayed the evangelic power of a true minister of Christ. Mr. Thos. B. Flint, with his usual good taste and effective address, summoned "the Monumental Past," to instruct and admonish the present; and Mr. George W. Burbidge displayed in the Knights of "the Round Table," the germ of that refined chivalry which is not only an ornament but an element of the power of the present century. Had time permitted, Mr. Alfred D. Smith would have delivered an oration on "Grecian Tragedy," for which his fine talents and classical attainments would doubtless have given him a peculiar aptitude.

The Rev. Cranswick Jost, A.M., as Chairman of the Examining Committee, then briefly reported the result of the ordeal to which the graduating class had been subjected. He affirmed that after a minute inspection of the papers prepared in the inspection room, and the hearing of the class exercises, he and his associates were well assured of the proficiency of the candidates for the Baccalaureate degree. To the ability of the Professors, and to the diligence of the collegians this he regarded as alike creditable.

The ceremony of conferring the degrees was then proceeded with in the usual manner. First, the young ladies received from the hands of the President their Diploma as Mistress of Liberal Arts. Next Professor Allison led in the young gentlemen named above, and, in Latin, presented them to the President to be invested with the degree which they had earned. The investiture took place in the usual form, concluding "In nomine Patris, et Filii, et Spiritus Sancti, Amen." Immediately afterwards, Jas. R. Inch, and A. A. Stockton, Esqrs. were presented to the President that they might proceed from the degree of Bachelor, to that of Master of Arts. This ceremony was concluded, and then each of these gentlemen delivered his "Master's oration." Mr. Stockton chose "Utilitarianism, its lights and shades" as his theme. His address was comprehensive in its details, just in its principles, finely balanced in its discriminations, and though forceful, yet easy and ornate in style.—Mr. Inch had selected "Power" as his subject, and in a very finished essay dilated upon that mysterious but self-evident property. Matter and Mind, Reason and Revelation, the Finite and the Infinite were all appealed to for fact, for postulate, or for illustration. We could not but deplore that these productions were likely to be soon forgotten. They are far too good to be lost. Cannot the members of the Alumni Association secure their publication and lay the foundation for a repertory of Mount Allison literature? With the delivery of these orations, the exercises of the day were brought to a termination.

TEXT BOOKS IN OHIO.

A BOARD of education in Ohio took action at their last meeting to secure a uniformity of text-books in the schools of the township. The board, after a full consideration of the subject, adopted a series of readers and arithmetics to be used to the exclusion of all other books in these branches. This action is opposed by the residents of one or more of the sub-districts, who have resolved to resist the authority of the board and continue the text-book anarchy which has so long reigned in the schools. This raises the question of the power of the board to force compliance with its action. Happily, on this point the school law is plain and specific. Section seventeen says: "The said board shall have power to determine the studies to be pursued, and the school-books to be used in the several schools under their control"; and section thirteen makes it the "duty of said board to prescribe rules and regulations for the government of all the common schools within their jurisdiction." The authority conferred by these two provisions is ample. If parents refuse to supply their children with the prescribed books, the board can exclude such children from the schools; if the local directors refuse to comply with their action, the board may assume exclusive control of the school, or they may order the school-house to be closed until their regulations are obeyed; if the teacher is at fault, the board may adopt a regulation forfeiting his pay or causing his dismissal.

We wish here to state that it will be impossible for the boards of education to secure uniformity of text-books in the schools under their control without subjecting some school patrons to temporary inconvenience. But shall the schools for this reason be crippled and the school funds wasted? Where is the wisdom in employing teachers and then suffering their best efforts to fail for the want of a uniformity of books in their classes? The boards in our towns and cities cause their authority in this text-book matter to be respected, and our country schools will never be efficient until the boards know their authority and duty, and resolve to maintain the one and discharge the other. We do not counsel frequent changes in school-books, but we do urge most emphatically uniformity. This must be secured, if we are to have efficient schools.—*Ohio Educational Monthly.*



OFFICIAL NOTICES.

EXTRACT FROM THE MINUTES OF THE COUNCIL OF PUBLIC INSTRUCTION, JULY 7TH, 1866.—"Provision being made by the School Law for the publication of a *Journal of Education*, the Council of Public Instruction directs that the said *Journal* be made the medium of official notices in connexion with the Educational Department." T. H. RAND,
Sec'y to C. P. I.

I. To Teachers not supplied with Registers.

As a much larger number of schools are in operation this term than was anticipated, the edition of Registers is insufficient to supply a copy for each teacher engaged. All teachers who have been unable to procure a Register are notified that till the close of the present term, Oct. 31st, a careful record of the daily attendance of pupils will be accepted as a compliance with the requirements of the school law with respect to registration. In every such case, before signing the certificate contained in the TRUSTEES' RETURN, the teacher is authorized to erase the words "the prescribed Register," and insert in their stead, "a record of the daily attendance of the pupils."
May, 1867.

II. Teachers' Agreements.

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

responsibility and interest among all the inhabitants of each section, and thus measurably defeat the object of the whole system—the education of every child in the province.

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

NOTICE.

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

[FORM OF AGREEMENT.]

Memorandum of Agreement made and entered into the — day of — A.D. 186 — between (name of teacher) a duly licensed teacher of the — class of the one part, and (names of trustees) Trustees of School Section No. — in the District of — of the second part.

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

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

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

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

Witness,

(Name of Witness.)

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

4. Each Inspector is instructed to report every case of illegal stipulation on the part of teachers, in reference to the County Fund.
May, 1867.

III. To Trustees of Public Schools.

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

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

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

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

IV. Amendments to the School Law.

The following Act to amend the general law of the Province concerning public schools, passed during the late session of parliament, is published for the information of school officers and the people generally:—

AN ACT FURTHER TO AMEND THE ACT FOR THE BETTER ENCOURAGEMENT OF EDUCATION.

Be it enacted by the Governor, Council and Assembly, as follows:

1. The several Boards of Commissioners shall have power at the semi-annual meeting in May of each year, by vote of at least two-thirds present thereof, to unite two or more School Sections into one School Section, on a petition addressed to the Board of Commissioners by a majority of the rate-payers of each of the sections, setting forth that they have agreed among themselves on the terms on which the existing liabilities shall be borne by the rate-payers in the several sections.
2. The union shall take effect on the day fixed by law for the next Annual School Meeting thereafter, notice of which meeting shall be issued by

a County Inspector; and such meeting shall elect a board of Trustees for the new section.

3. The Council of Public Instruction shall be empowered to appoint four qualified persons to constitute a Provincial Board of Examiners, to examine and report upon the written exercises of all candidates for license to teach in the Public Schools of this Province. The Council shall also have power to prescribe the mode in which examinations shall be conducted, to designate the times and places at which candidates shall present themselves for examination, and to make such further arrangements as may be necessary, in order to ensure the uniform classification and licensing of teachers. The Examiners so appointed shall be paid at the rate of five cents for each paper submitted for their judgment, provided the said payment shall not exceed an average of seventy-five cents per candidate for licenses of the several grades, and the person appointed to conduct the examination in each county shall be paid a sum not exceeding three dollars per diem while actually engaged in the duty. The foregoing provisions shall be in lieu of those contained in the "Act for the better encouragement of Education," respecting Provincial and District Examiners.

4. In cases where the number of rate-payers in any School Section exceeds twelve, the Clerk of the Peace shall be entitled to receive twenty-five cents for affixing to the Trustees' list the amount of real and personal property, for which the rate-payers of the section are assessed in the County rate roll.

CITY OF HALIFAX.

5. Every male person of full age, having been resident in the City six months or upwards immediately previous to the levying of the assessment in any year, not being assessed to the amount of one dollar for the support of Public Schools in respect of real or personal property, shall be assessed in the sum of one dollar for the support of such schools during the year; but the City Council shall have power to exempt from the payment of such assessment any person whom they may deem unable to pay the same; and upon the production to the presiding officer of the receipt for such payment the holder thereof shall be entitled to vote for Mayor and Aldermen at any election in the Ward wherein such party resides, for the year wherein such payment shall have been made.

6. The words "real and personal property within the County, of the residents of the section," in the third clause of the Act of 1866, to amend the Act for the better encouragement of Education, applies, and shall be understood to apply, to property lying in the City of Halifax, the owner whereof resides in Dartmouth or other School Section in the County; and the words "to be levied and collected from the inhabitants thereof," in clause 19 (4) of the said Act, applies, and shall be understood to apply, to property lying within the County, the owner whereof resides in the City; and on the payment of the required fee, the City Assessor shall furnish to the Trustees of Dartmouth, or other School Section, and the Clerk of the Peace for the County shall furnish to the City Assessor, the information necessary, in order to give effect to this provision. Any person who may have been assessed both in the City and in Dartmouth, or other School Section, in respect of the same property, shall be entitled to receive back the amount paid by him either in the city or in Dartmouth, or other school section, as the case may be, in accordance with the foregoing construction of the law.

7. The Superintendent of Education shall be empowered to pay quarterly, to the Board of Commissioners, the grants provided by law for Teachers and Assistants employed in the City.

8. The Board of Commissioners for the City shall be empowered to dispose of debentures authorized under the Act hereby amended, at current rates.

9. The Board of Commissioners for the City shall be entitled to receive a sum, in no case to exceed a thousand dollars annually, as remuneration for their services; such remuneration to be apportioned according to the promptness and regularity of the attendance of the members of the Board, and the amount of labour performed by each, as the Board may decide.

On page 20 of the "Law concerning Public Schools," now in the hands of Trustees, the following general act, passed in 1866, will be found:—

AN ACT TO AUTHORIZE THE SALE OF SCHOOL HOUSES IN CERTAIN CASES.

Be it enacted by the Governor, Council, and Assembly, as follows: In all cases wherein a school house has been built within any section, and is owned in shares, it shall be competent for the majority in interest of the owners of shares to sell and dispose of the same to the section at any meeting duly held after ten days' notice of the object thereof, at such price as this meeting shall determine, or as may be realized at a public sale thereof duly advertised, and the proceeds of sale shall be divided among the proprietors in proportion to their shares in interest in the property.

During the late session of Parliament the following amendment to this Act was made:

AN ACT TO AMEND THE ACT TO AUTHORIZE THE SALE OF SCHOOL HOUSES IN CERTAIN CASES.

Be it enacted by the Governor, Council and Assembly as follows: Where the land on which any School House is situate, belongs to the same parties who own the house, the land as well as the House may be sold under the provisions of the Act hereby amended.

May, 1867.

V. Additional Text-Books.

The Council of Public Instruction has directed that White's Junior Scholar's Latin-English Dictionary, Liddell & Scott's Greek-English Lexicon (abridged), Yonge's English-Greek Lexicon, and Contenscau's French-English and English-French Dictionary, be added to the list of Prescribed Text-Books.

May, 1867.

VI. The procuring of Books and Apparatus.

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

NOTICE IS HEREBY GIVEN,

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

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

(FORM OF APPLICATION.)

(Date)

Messrs. A. & W. Mackinlay,
Halifax.

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

LIST OF ARTICLES.

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

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

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

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

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

Reg. 4.—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	¼ 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.

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

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

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

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

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

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

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

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

Any section infringing in any way upon the above regulations will forfeit the privilege of purchasing books, &c., at half cost.

4. LIST OF TEXT-BOOKS, MAPS AND APPARATUS.

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

THE NOVA SCOTIA SERIES OF READING BOOKS.

Book No. 1.....	\$0.23½ doz.	Book No. 6.....	\$0.17 ea.
" 2.....	0.50 "	" 7.....	0.28 "
" 3.....	0.06 each.	The art of Teaching	
" 4.....	0.10 "	Reading.....	0.07½ " Or,
" 5.....	0.11 "	Bailey's Brief Treatise	on Elocution 0.05 "

SPELLING BOOK.

The Spelling Book Superseded, (Rev. Ed.) 3½ 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.

Arithmetic.—Nova Scotia Elementary Arithmetic.....	10 cents each.
Nova Scotia (advanced) Arithmetic.....	15 " "
Nova Scotia Arithmetical Table Book.....	19 " doz.
Algebra.—Chambers' Algebra, (as far as Quadratics).....	20 " each.
Do. Do. (complete).....	30 " "
Plane Geometry.—Chambers' Euclid, (including Plane Trigonometry).....	15 " "
Practical Mathematics.—Chambers', (including Land-surveying, a brief treatise on Navigation, &c.).....	45 " "
Solid and Spherical Geometry.—Chambers', (including Spherical Trigonometry, Conic Sections, &c.).....	15 " "
Mathematical Tables.—Chambers'.....	30 " "
Navigation.—Norris', (an extended treatise).....	\$1.60 " "
Ball Frames.....	.70 " "
Slate Wipers, (to be used without water).....	18 " doz.

Slates.—Common Slates, (beveled frames) 6½ in. by 8¼ in. 37 " "
 " " " 8 in. by 10 in. 40 " "
 " " " 9 in. by 13 in. 60 " "
 Prepared Slates, 5 in. by 7 in. 1 " each.
 " " " 8 in. by 12 in. 3 " "

Blackboard Chalks, 20 cents per box, (1 gross); **Slate Pencils,** 7 cents per box, (100).

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, and will not break by falling. These slates are suitable for beginners only.

WRITING.

STAPLES' PROGRESSIVE SERIES OF COPY BOOKS:
 For both girls and boys { Book No. 1, 2½ cts. each. For girls only. Book No. 6, 2½ cts. ea.
 " " " " " { " No. 2, " " " " No. 7, " "
 " " " " " { " No. 3, " " " " No. 8, " "
 " " " " " { " No. 4, " " " " No. 9, " "
 " " " " " { " No. 5, " " " " " " " "

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

DRAWING.

BARTHOLOMEW'S SCHOOL SERIES OF PROGRESSIVE DRAWING LESSONS.
 For beginners { Set of 72 Model Cards, Nos. 1 to 6. 42 cents per set.
 For advanced lessons { Sketch Book (models only), Nos. 1 to 5. . . \$1.00 per set.

Packages (12 slips) of blank drawing paper, for model cards, 3 cts. per pack.
 Blank drawing books, for model cards, 8½ cts. each.
 Blank drawing paper, for Sketch Books, or model cards, 28 cts. per quire.
 Drawing Pencils, F, 23 cts. per doz.
 " B, " " "
 " BB, " " "
 " HB, " " "
 " H, " " "

India Rubber Erasers, 12 cts. per doz.

DIAGRAMS.

For purposes of illustration, and "Oral Lessons."
 Forest Trees (12). \$0.30 per set.
 Natural Phenomena (30). 0.60 "
 Botanical Prints (roots, stalks, leaves, &c., 26).. 1.00 "
 Notes of Lessons on do. do. do. 0.06 "
 Poison Plants (44). 0.60 "
 Wild Flowers (96). 2.00 "
 Geometrical Figures (2 sheets). 0.06 "
 Mechanical Forces (6, on cloth) with exp. sheets. 1.00 "
 Patterson's Plates of Animals (set of 10, mounted and varnished). 11.00 "

GEOGRAPHY.

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

Series of Wall Maps.—Scotland. \$1.35 each.
 Nova Scotia. . . \$0.55 each. Ireland. 1.35 "
 North America. . . 1.35 " British Isles (in relation to the Cont. of Europe) . . . 1.35 "
 Western Hemisphere. 1.35 " Europe. 1.35 "
 Eastern Hemisphere. 1.35 " Palestine. 1.35 "
 England. 1.35 " Gen'l Map of Bible Lands 1.35 "

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

Classical Wall Maps.—Græcia Antiqua. . . \$1.20 each.
 Orbis Veteribus Notus. \$1.20 each. Asia Minor Antiqua. . . 1.20 "
 Italia Antiqua. . . . 1.20 " Orbis Romanus. 1.20 "

HISTORY.

Hodgins' School History of British America. . . . 25 cts. each.
 Curtis' Chronological Outlines of Eng. History 6 " "
 For use in adv. { Collier's History of Rome. 15 "
 Com. Schools. { Collier's History of Greece. 15 "
 For use in { Smith's Smaller History of Rome. 35 "
 Co. Academies. { Smith's Smaller History of Greece. 35 "
 Chambers' Ancient History. 25 "

NATURAL SCIENCE.

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

ECONOMIC SCIENCE.

The Chemistry of Common Things. 15 cents each.

CLASSICS.

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

AUTHORS—OXFORD EDITIONS.

CÆSAR, de Bello Gallico, paper, 20 cts.: bound, 25 cts.: Lib. I.—III. (with short notes), 1 vol., paper, 19 cts.
VIROIL, (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.
CISSARO, 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 Poet Archias, (with short notes), paper, 10 cts.
HORACE, (complete), paper, 15 cts.: bound, 20 cts.: the Odes, (with short notes), paper, 20 cts.

DICTIONARY.

White's Junior Scholar's Latin-English Dictionary. . . 93 cts. each.

Greek.—Bryce's First Greek Book. 25 cts. each.
 Bryce's Second Greek Book. 35 " "
 Bullion's Greek Grammar. 55 " "
 or, Edinburgh Academy Greek Grammar, 35 " "
 Arnold's Greek Prose Composition. 55 " "

AUTHORS—OXFORD EDITIONS.

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

LEXICONS.

Liddell & Scott's Greek-English Lexicon (abridg.). . . \$0.93 each.
 Yonge's English-Greek Lexicon. 1.08 "

FRENCH.

DICTIONARY.

Contanseau's French-English and English-French Dictionary. . \$0.43 ea.

* 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.

VII. The Provincial Normal School.

FIRST TERM begins on the second Wednesday in November, and closes on the last Thursday in March.
 SECOND TERM begins on the second Wednesday in May, and closes on the last Thursday in September.
 * Students cannot be admitted after the first week in each term, except by the consent of the Principal.

FACULTY OF INSTRUCTORS.

NORMAL COLLEGE.

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

MODEL SCHOOL.

High School Department, MR. EDWARD BLANCHARD.
 Preparatory " MR. JAMES LITTIER.
 Senior Elementary " MISS LOGAN.
 Junior do. " MISS A. LEAKE.
 Janitor:—MR. DODSON.

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

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

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

VIII. Bond of Secretary to Trustees.

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

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

PROVINCE OF NOVA SCOTIA.

KNOW ALL MEN BY THESE PRESENTS, THAT WE, (name of Secretary) as principal, and (names of sureties) as sureties, are held and firmly bound unto our Sovereign Lady VICTORIA, by the Grace of God, of the United Kingdom of Great Britain and Ireland, Queen, &c., in the sum of _____ of lawful money of Nova Scotia, to be paid to our said Lady the Queen, her heirs and successors, for the true payment whereof, we bind ourselves, and each of us by himself, for the whole

and every part thereof, and the heirs, executors and administrators of us and each of us, firmly by these presents, sealed with our Seals, and dated this _____ day of _____ in the year of our Lord one thousand eight hundred and _____ and in the _____ year of Her Majesty's reign.

WHEREAS the said _____ has 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 } [Name of Secretary.] (Seal)
in the presence of } [Names of Sureties.] (Seals)
[Name of Witness.]

WE, THE SUBSCRIBERS, two of Her Majesty's Justices of the Peace for the County of _____ do certify our approbation of _____ (names of Sureties,) within named, as Sureties for the within named _____ (name of Secretary,) and that they are to the best of our knowledge and belief persons of estate and property within the said County of _____ and of good character and credit, and sufficiently able to pry, if required, the penalty of the within bond. Given under our hands this _____ day of _____ A. D. 1867 [Names of Magistrates.]

IX. List of Inspectors.

- J. R. Miller.....Halifax.
- Rev. D. M. Welton, M.A.....Windsor.
- William Eaton.....Kentville.
- Rev. G. Armstrong, M. A.....Bridgetown.
- Rev. P. J. Fillen, B. A.....Weymouth.
- G. J. Farish, M. D.....Yarmouth.
- Rev. G. M. Clark.....Shelburne.
- Rev. D. O. Parker.....Arbordale, Queens Co
- W. M. B. Lawson.....Lunenburg.
- H. C. Upham.....Great Village.
- Rev. James Christie.....Amherst.
- M. T. Smith.....Pictou.
- Rodk. McDonald.....Antigonish.
- S. R. Russell.....Guyshoro'.
- James MacDonnell.....Port Hood.
- C. R. Macdonald.....Baddeck.
- Edmund Outram, M. A.....Sydney.
- W. R. Cutler.....Trichat.

ADVERTISEMENTS.

SCHOOL DESKS.

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

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

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

Age of Pupils.	Height of Chairs.	DOUBLE DESKS.				Space between desks for chairs.	Prices.
		Height of side next to pupil.	Length.	Width.	Width.		
5 to 6 years.	11 inches.	21 inches.	36 inches.	12 inches.	13 inches.	\$1.00	
6 to 8 "	12 "	22 "	39 "	13 "	15 "	4.25	
8 to 10 "	13 "	23 "	42 "	13 "	15 1/2 "	4.50	
10 to 12 "	14 "	24 1/2 "	44 "	14 "	16 "	4.75	
12 to 14 "	15 "	25 "	46 "	14 1/2 "	16 1/2 "	5.00	
14 to 17 "	16 "	27 1/2 "	48 "	15 "	17 "	5.25	
17 "	17 "	29 "	48 "	16 "	17 "	5.50	

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

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

EDWARD CURRY,
Windsor, N. S.

WANTED.

A second class male Teacher for Section No. 5, District of Clare. An Acadian or Canadian French Teacher preferred. Salary good. Services to commence at once.

AMBROISE BOURNEUF,
Sec'y. of Trustees.

May, 1867.

Books for School Teachers.

COMMON SCHOOL EDUCATION, By Currie.
EARLY AND INFANT SCHOOL EDUCATION, By Currie.
For sale by A. & W. MACKINLAY.

NOTICE.

THE Commissioners of Schools for the City of Halifax require the following Staff of Teachers for the Brunswick Street School:

BOYS' DEPARTMENT.		Per Annum.
Junior Elementary, Female Teacher, Class 1,	Salary.....	\$400
Senior Elementary, Female Teacher, Class 1,	Salary.....	400
Junior Preparatory, Male Teacher, Class 1,	Salary.....	600
Senior Preparatory, Principal, Class 1.....		800

GIRLS' DEPARTMENT.		Per Annum.
Junior Elementary, Female Teacher, Class 1,	Salary.....	\$400
Senior Elementary, Female Teacher, Class 1.....		400
Junior Preparatory, Female Teacher, Class 1.....		400
Senior Preparatory, Vice Principal, Class 1.....		500

The Principal to be qualified to pass a thorough Examination on the branches required for a Head Master of a County Academy, and to be well acquainted with the system of Graded Schools.

The Vice Principal to be a lady of superior attainments. The Principal is to have, under the Board, responsible charge of the whole Establishment, and the Vice Principal, under his direction, to have the oversight of the Girls' Departments.

The Salaries will be paid quarterly. None but Teachers of some experience need apply. References and testimonials as to ability and character required.

Applications will be received at the office of the Board, No. 80 Argyle Street, until the first day of July.

The Schools will be ready to go into operation about the second week in August, ensuing.

By order of the Board,
JOHN R. WILLIS, Secretary.

May, 1867.

NOVA SCOTIA SCHOOL SERIES.

JUST PUBLISHED:

**THE NOVA-SCOTIA
ELEMENTARY ARITHMETIC,**

By W. R. MULHOLLAND.

Prescribed by the Council of Public Instruction for use in the Public Schools of Nova Scotia.
Halifax, May, 1867.

A. & W. MACKINLAY.

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:—

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

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.