

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
- Covers damaged/
Couverture endommagée
- Covers restored and/or laminated/
Couverture restaurée et/ou pelliculée
- Cover title missing/
Le titre de couverture manque
- Coloured maps/
Cartes géographiques en couleur
- Coloured ink (i.e. other than blue or black)/
Encre de couleur (i.e. autre que bleue ou noire)
- Coloured plates and/or illustrations/
Planches et/ou illustrations en couleur
- Bound with other material/
Relié avec d'autres documents
- Tight binding may cause shadows or distortion
along interior margin/
La reliure serrée peut causer de l'ombre ou de la
distorsion le long de la marge intérieure
- Blank leaves added during restoration may appear
within the text. Whenever possible, these have
been omitted from filming/
Il se peut que certaines pages blanches ajoutées
lors d'une restauration apparaissent dans le texte,
mais, lorsque cela était possible, ces pages n'ont
pas été filmées.
- Additional comments:/
Commentaires supplémentaires:

- Coloured pages/
Pages de couleur
- Pages damaged/
Pages endommagées
- Pages restored and/or laminated/
Pages restaurées et/ou pelliculées
- Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées
- Pages detached/
Pages détachées
- Showthrough/
Transparence
- Quality of print varies/
Qualité inégale de l'impression
- Continuous pagination/
Pagination continue
- Includes index(es)/
Comprend un (des) index
- Title on header taken from:/
Le titre de l'en-tête provient:
- Title page of issue/
Page de titre de la livraison
- Caption of issue/
Titre de départ de la livraison
- Masthead/
Générique (périodiques) de la livraison

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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12X | 16X | 20X | 24X | 28X | 32X |

The Parish School Advocate,

AND FAMILY INSTRUCTOR:

FOR NOVA SCOTIA, NEW BRUNSWICK, AND PRINCE EDWARD ISLAND.

THE PARISH SCHOOL ADVOCATE, and FAMILY INSTRUCTOR: is Edited by ALEXANDER MONRO, Bay Verte, New Brunswick, to whom Communications may be addressed,—
post paid; and Printed by JAMES BARNES, Halifax, N. S.

TERMS . . . 3s. 9d., Per Annum. Single copies . . . 4d.

CONTENTS.

| | PAGE. | | PAGE |
|---|-------|--------------------------------------|------|
| Moral Training | 66 | The Classification, Recitations, and | |
| Acadian Geography: Nova Scotia | 67 | Government of Schools | 77 |
| | | Bad Books | 78 |
| | | | |
| | | POETRY: | |
| | | What is Time? | 79 |
| Botany | 71 | SHORT PARAGRAPHS | 80 |
| Early Training | 74 | | |
| SELECTED MISCELLANY: | | | |
| The Period of a Child's Education | 76 | | |

VOL. I.

MAY, 1858.

No. 5.

PROSPECTUS.

WE propose to publish a Monthly Magazine, under the above caption, to be devoted principally to the advancement of Parish School Education in the lower provinces of British North America.

While other countries have their numerous periodicals devoted to the advancement of education, and all departments of provincial interest in these provinces are fully represented, that of Education is without any special advocate.

This deficiency we propose, in a measure, to obviate, by publishing a periodical, in the columns of which we shall endeavour to call attention to this important subject, and do all in our power to encourage parents, teachers, and governments, in the education of the youthful mind.

PLATFORM.

1. FREE SCHOOLS, and their support to a limited extent by direct assessment.
2. The BIBLE, the testmark of moral obligation, without which education is useless.
3. No POLITICS, further than what relates to education.
4. Articles on general literature will be admitted when space permit.

MORAL TRAINING.

THE truthfulness of the wise man's maxim,—“Train up a child in the way he should go, and when he is old he will not depart from it,” is well illustrated by every day's experience. Every movement in the social circle is pregnant with the effects of precepts and examples, good or bad, which have existed in society during the early life of every individual. The result of precepts and examples resolves itself into habit, and habit, once confirmed and established, moulds everything so as to accord with its peculiarities. Hence the importance of forming right habits in the days of our youth.

Take for example the history of a family who have become ripe in vice,—gambling, profane swearing, intemperance, Sabbath-desecration, idleness, and their kindred vices; who have, in a word, abused their parents, deprived them of the necessaries of life, and brought down their grey hairs with sorrow to the grave,—and the result invariably marks the neglect of proper youthful training. Parents, in too many cases, like Eli of old, have held the reins with slack hands—have allowed the worst passions to predominate, and immoral associations and connections to be formed. In reading the confessions of convicted criminals—those who have received the retribution of an ill-spent life, how many there are who attribute their deplorable end, not only to the want of moral and intellectual teaching in their youth, but to the bad examples set by parents and guardians, along with the evil associations formed in after life. The whole life of such characters reflects on the bad system of youthful training.

The more we see of society, the more necessity we see for having children trained up in the way they should go.

The miserable selfishness and covetous dispositions that so often manifest themselves in society—which in some individuals go so far as to deprive parents of the last morsel of bread, and even drive them to beggary; the utter neglect of the cultivation of the mind, socially, morally, and intellectually; the difficulties encountered by parents in the distribution of property, in order to avoid litigation among their offspring, arises, in nine cases out of ten, in the want of

proper youthful education,—an education which teaches the right use of property, the right treatment of parents,—the right duties to society, individually and collectively, and the right duties to our Creator.

Enter the haunts of vice—trace crime to its foundation—view it in all its ignominious departments,—and the cause resolves itself into the following:—bad examples, bad companions, a full exercise of the evil propensities of our nature; and the absence of good moral precepts, good examples, good admonitions, good company, good teachings respecting the affairs of life and our duties to mankind, and above all not having been taught to remember our Creator in the days of our youth.

While it is true that man is born to trouble, still, by a proper system of education, the greatest troubles become softened down, and are borne with greater fortitude and patience; while without such education as will subdue our passions, and raise our minds above the grovelling and sensual appetites of earth, society will be in broils and trouble. Even the monarch, who lives in the midst of an uneducated people, though sitting proudly upon his throne, knows not the day nor the hour when his kingdom will be thrown into rebellion, and he hurled from his throne.

The following eloquent plea for the early training of the youthful mind, though we do not know to whom to ascribe the authorship, sets forth the great necessity of education in strong terms. The author says:—“Let those whose wealth is lost or jeopardized by fraud or misgovernment—let those who quake with apprehension for the fate of all they hold dear—let those who lament and behold the desecration of all that is holy—let rulers, whose counsels are perverted, whose laws are defied or evaded—let them all know, that whatever ills they feel or fear, are but just retributions of a righteous heaven for a neglected childhood. Remember, then, the child whose voice first lisps to-day, before that voice shall lisp sedition in secret, or thunder treason at the head of an armed band. Remember the child whose hand to-day first lifts the tiny battle, before that hand shall scatter

fire brands, arrows, and death. Remember those sportive groups of youth, in whose halcyon bosoms there sleeps oceans, as yet scarcely ruffled by the passions, which soon shall heave it as with the tempest's strength. Remember that whatever state in life you fill, these immortals are your care. Devote,

consecrate yourselves to the holy work of their improvement. Pour out light and truth, as God pours sunshine and rain. No longer seek knowledge as the luxury of a few, but dispense it among all as the bread of life. Learn only how the ignorant may be preserved, the victims reclaimed."

ACADIAN GEOGRAPHY.

NOVA SCOTIA.

[Continued from page 61.]

LESSON SECOND.

CIVIL DIVISIONS.

NOVA SCOTIA PROPER.

| Counties. | County Towns. | Popul'n. |
|---------------------|------------------|----------|
| | | 1851. |
| Halifax. | City of Halifax. | 39,112 |
| Lunenburg. | Lunenburg. | 16,395 |
| Queens. | Liverpool. | 7,256 |
| Shelburne. | Shelburne. | 10,622 |
| Yarmouth. | Yarmouth. | 13,142 |
| Digby. | Digby. | 12,252 |
| Annapolis. | Annapolis. | 14,285 |
| Kings. | Kentville. | 14,330 |
| Hants. | Windsor. | |
| Cumberland. | Amherst. | 14,339 |
| Colchester. | Truro. | 15,469 |
| Pictou. | Pictou. | 25,593 |
| Guyshorough. | Guyshorough. | 10,838 |
| Sydney. | Antigonish. | 13,467 |
| CAPE BRETON. | | |
| Richmond. | Arichat. | 16,381 |
| Cape Breton. | Sydney. | 17,500 |
| Victoria. | Baddeck. | 10,100 |
| Inverness. | Port Hood. | 10,917 |
| Totals--18 | 18 | 1276,217 |

The Counties are bounded as follows:

HALIFAX, is bounded on the north by Hants, Colchester, and Pictou; east by Guyshorough; west by Lunenburg; and south by the Atlantic ocean.

LUNENBURG.—North east by Halifax and Hants: south-west by Queens; and south-east by the Atlantic.

QUEENS is bounded on the north-west by Annapolis; on the south-west by

Shelburne; south-east by the Atlantic; and on the north-east by Lunenburg.

SHELburne is bounded on the north-west by Queens; south-west by Yarmouth; and south-east by the Atlantic.

YARMOUTH.—Bounded east by Shelburne; north by Digby; and south-west by the Atlantic.

DIGBY.—Southerly by Yarmouth; north-easterly by Annapolis; and northerly and westerly by the Bay of Fundy, and Atlantic.

ANNAPOLIS.—North-east by Kings; south-east by Lunenburg and Queens; south-west by Digby; and on the north-west by the Bay of Fundy.

KINGS—Is bounded on the north-east by Minas basin; north-west by Minas channel; and on the south-east by Lunenburg and Hants.

HANTS.—North by Minas basin and Cobequid bay; east by Colchester; south by Halifax and Lunenburg; and on the west by Kings.

COLCHESTER.—Bounded east by Pictou; south by Halifax; west by Hants; north and north-west by Cumberland and the Northumberland straits; and another part on the south by Cobequid bay.

CUMBERLAND—Is bounded north-west by New Brunswick, Cumberland basin, and Chignecto bay; south by Minas channel and basin, and county of Colchester; east by Colchester; and on the north east by Northumberland straits.

PICTOU.—South by Halifax and Guyshorough; west by Colchester; east by Sydney; and north by the Northumberland straits.

SYDNEY.—On the west by Pictou;

north by the straits of Northumberland and Saint George's bay; east by the straits of Canso; and south by Guysborough.

GUYSBOROUGH—Is bounded on the north-east by Chedabucto bay and straits of Canso; north by Sydney and Pictou; south-west by Halifax; and on the south-east by the Atlantic ocean.

INVERNESS—Is bounded on the north-west by the straits of Canso, Saint George's bay, and the straits of Northumberland; and on the south-east by the county of Victoria and the Bras d'Or lakes.

VICTORIA.—North-west by Inverness; and on the east by the Atlantic ocean and the county of Cape Breton.

COUNTY OF CAPE BRETON.—Bounded north-west by Victoria and the Bras d'Or lakes; north-east and east by the Atlantic; and on the south-west by the county of Richmond.

RICHMOND—Bounded north by Inverness, Bras d'Or lake, and Cape Breton county; and on the south by the strait of Canso, Chedabucto bay, and the Atlantic ocean.

INTERNAL WATERS.

LAKES.

The Province of Nova Scotia is interspersed with a number of small lakes, the principal of which are:—

Bras d'Or Lake, in the island of Cape Breton, has two outlets into the Atlantic, known as the Great and Little Bras d'Or. The waters of this lake nearly divide the island into two parts. A canal, in course of construction, is to connect it with Saint Peter's bay. This lake has numerous and extensive arms.

Margaree Lake, also in Cape Breton, is situated in the County of Victoria.

In the county of Halifax there are a great number of small lakes, the principal of which are:—

Ship Harbour Lake, Gnat Lake, Lake William, Lake Thomas, Long Lake, Grand Lake, and Pockwock Lake.

The two Mushamush Lakes, Sherbrooke, and Shingle Lakes, are in Lunenburg county.

In the county of Queens there are:—Rosignol, with its numerous islands,—the largest inland sheet of water in Nova Scotia proper,—Ten Mile, Malaga, Penhook, and Portmedway Lakes.

The county of Yarmouth is completely dotted with lakes, the principal is Lake George.

Boat and Fisher Lakes, are in Annapolis.

Kempt, Gaspercaux, and Paul Lakes are in King's County.

RIVERS.

The whole Atlantic coast of this province presents a series of rivers, the equal of which, as to number, is hardly to be found on the American continent; but from the configuration of the province they are not extensive. The following are the principal:—

Beginning at the rivers flowing into the Cumberland basin: the Missisquoi, which forms a part of the boundary between this province and New Brunswick; the LaPlanche, Napau, Macan, and Hebert. Apple river empties into Chignecto bay, of which Folly, DeBert, Chignoise, Worth and Salmon rivers are the principal. These small streams take their rise among the Cobequid mountains, and run through Colchester.

The Shubenacadie, the most extensive river in this section of the province, forms the boundary between the Counties of Colchester and Hants; it is being connected by a canal with the chain of lakes leading from Halifax harbour.

The river Avon, with its numerous tributaries, takes its rise principally in Hants county, and empties into Minas basin.

The Annapolis river runs through Annapolis and Kings counties, and has its exit by way of Annapolis basin and Digby gut into the bay of Fundy.

Tusket river, in the western part of the province, forms a chain of lakes, and runs through the counties of Digby and Yarmouth.

The Clyde, the Roseway, and the Jordan rivers, flow through Shelburne county.

Liverpool and Port Medway rivers, take their rise in several chains of lakes in Queens county.

LaHave and Gold rivers both flow through the county of Lunenburg.

Among the numerous streams in the county of Halifax, the Saekville, which empties into Halifax harbour, and the Musquodoboit and Middle rivers, are the principal.

Saint Mary's river, the most extensive

in the province, takes its rise in the counties of Pictou and Sydney, interlocking with the streams falling into the straits of Northumberland, runs through Guysborough, into St. Mary's bay. Country Harbour river is also in Guysborough.

The principal streams of the island of Cape Breton, exclusive of the small streams emptying into the Bras d'Or lakes, are Grand river, in Richmond county, and Mira river in Cape Breton county.

All the rivers above described, from Tusket river, in the west of the province, empty into the Atlantic ocean.

Margaree river takes its rise in a lake of the same name, and runs through Inverness county to the straits of Northumberland.

The main streams emptying into Saint George's bay on the south, are Pomket, South and West rivers. All flow through Sydney county.

Barney's, French and Southerland's rivers have their rise in Pictou county; East, Middle and West rivers empty into Pictou harbour.

River John takes its rise in Colchester and runs through Pictou county, to the straits.

Wagh's, French, and Tatmagouche rivers take their rise among the Cobequid hills, and empty into the straits of Northumberland, at Tatmagouche harbour, in Colchester county.

Wallace, Pugwash, Philip, Shinimicas, and Tidaish rivers, discharge their

waters, through the county of Cumberland, into the straits of Northumberland.

SABLE ISLAND is a dependancy of Nova Scotia, and is situated in the Atlantic ocean, about 86 miles from the nearest point of the province at Cape Canso.—Its position is in latitude $43^{\circ} 56'$ north, longitude 60° west, and is over one mile in width by twenty-three in breadth, and consists principally of sand,—and is the scene of numerous shipwrecks.

MOUNTAINS.—This province is diversified by hills of considerable magnitude, and extensive plains. The Cobequid mountains, which vary in height from 400 to 1,100 feet, extend in a broken range from the bay of Fundy through Cumberland, Colchester, and Pictou, in the direction of the straits of Canso.

The Atlantic coast of the province, as well as that bordering on the bay of Fundy, is much broken by hills and vales, though no where assuming the character of mountains.

QUESTIONS.

How many counties? Name them? Also the shire towns, and total population of the province? How are the counties bounded?—Name the principal lakes, and where situated? Name the rivers, and where situated?

Sable island, to what government does it belong? Where situated, and of what dimensions?

In what direction do the high lands lie?—And of what height? What part of a mile is 1,100 feet?

NEW BRUNSWICK.

[Continued from page 61.]

LESSON SECOND.

BOUNDARIES OF COUNTIES.

COUNTY OF RESTIGOUCHE is bounded on the north by the river Restigouche and Canada; south-westerly by Victoria; and south and east by Northumberland.

COUNTY OF GLOUCESTER is bounded north by the bay Chaleur; south-west and south by Northumberland; and east by the gulf of Saint Lawrence—including Miscou, Shippigan, and other islands in the bay Chaleur.

NORTHUMBERLAND.—East by the Nor-

thumberland straits; north by Gloucester and Restigouche; west by Victoria and York; south by Sunbury; and south-east by Kent.

KENT is bounded east by the Northumberland straits; north-west by the county of Northumberland; and south by Westmorland and Queens counties.

WESTMORLAND.—Northerly by Kent; east by Northumberland straits; south by Nova Scotia and Cumberland bay; westerly by the counties of Albert, Kings and Queens.

ALBERT.—South by Chignecto bay;

northerly by Westmorland; and westerly by Saint John and Kings.

COUNTY OF SAINT JOHN is bounded south by the bay of Fundy; west by Charlotte; north by Kings; and east by Albert.

CHARLOTTE is bounded west by Maine, one of the states of the American union; north by York and Sunbury; east by Queens, Kings, and Saint John; and south by Passamaquoddy bay—including Grand Manan, Campo Bello, West, Deer, and other islands in front.

KINGS.—South by Saint John; west by Charlotte; north-west by Queens; and east by Albert and Westmorland.

QUEENS is bounded south-east by Kings; south-west by Charlotte; north-west by Sunbury; and north-east by Westmorland and Kent.

SUNBURY.—South by Charlotte; north-west by York; north-east by Northumberland; and south-east by Queens.

YORK is bounded south-easterly by Sunbury and Charlotte; west by Maine; north-west by Carlton and Victoria; and north-east by Northumberland.

CARLTON.—South-east by York; west by Maine; and north by Victoria.

VICTORIA is bounded west and south by Maine; north-west by Canada; and north-easterly by Restigouche county.

Note.—The last described eight counties, except Charlotte, are known as river Saint John counties.

GENERAL DESCRIPTION.—New Brunswick is generally very flat. The only hills of any magnitude—none of which exceed 800 feet in height—are situated on the Restigouche river and its tributaries, and the upper part of the Saint John river. This province presents, internally, one complete net-work of streams and lakes. There are large tracts of marshes, meadows, "flat lands," and other alluvial lands, highly fit for cultivation, stretching along the margins of its extensive sea-board, numerous rivers, and internal waters.—The uplands are generally well calculated for agricultural operations, and the forests are clothed with a great variety of valuable wood.

LAKES.—Grand lake, in Queens county, is 28 miles long, by two to five miles broad. Washademoak lake, also in

Queens, is 20 miles long, by one mile in width. Both these lakes are navigable for steamers.

Maquapit, and French, are small lakes in Sunbury county, and connect with Grand lake.

Oromocto, Eel, Loon, and Magaguadavic, are the principal lakes in the county of York. Utophia, Redron, and Red Rook lakes are in Charlotte; Bellisle bay, in Kings county, is a recess of the river Saint John.

Miramichi, Salmon, and other small lakes, are situated on the head waters of the south-west branch of the Miramichi river.

The Nipisiguit lake is situated at the head of the river of that name.

The Nietau Lake, in Victoria county, is situated on the head of the Tobique river.

RIVERS.—Saint Croix river takes its rise in a chain of lakes between York county and the State of Maine, and runs between Charlotte county and Maine to Passamaquoddy bay. It forms a part of the boundary, on the United States side, of the province.

The Digdeguash and Magaguadavic rivers, take their rise in York county, and run through Charlotte, into Passamaquoddy bay.

There are a number of inconsiderable streams running into Passamaquoddy bay and bay of Fundy, between the St. Croix and Saint John rivers.

River Saint John: This is the most extensive river in the province. It takes its rise in Canada and Maine, and is about 450 miles in length; and flows through the counties of Victoria, Cullton, York, Sunbury, Queens, Kings, and Saint John, to the bay of Fundy.—It is navigable for ships for 60 miles, and for steamers for 140 miles.

The City of Saint John, the commercial emporium of the province, is situated at the mouth of this valuable river, and its harbour is free from ice at all seasons. Gagetown is 45 miles, and Fredricton, the seat of government, is 84 miles, from Saint John.

This river has numerous tributaries, of which the following are the principal:—

The Aroostic takes its rise in Maine, on the west; the Tobique river, on the

east, runs through Victoria; Nashwaak, on the east, is in York; the Washademouk in Queens; Bellisle and Kennebeckasis rivers are in Kings county.

The Peticodiac river takes its rise in Kings County, and runs through Westmorland, and thence forms the boundary of the latter county and Albert, to Chedabucto bay.

The Tantamar river, a small river in Westmorland county, runs through the great Tantamar marsh to Cumberland bay.

The Gaspereaux, Shamaguee, Abanahagan, and Scudone, are small rivers emptying into the straits of Northumberland,—all in Westmorland county.

Cocagne, Buetauche, and Richibucto rivers, run through the county of Kent to the straits of Northumberland; they vary in length from thirty to fifty miles.

The Miramichi river is 220 miles in length, and takes its rise in the county of York, interlocking with the tributaries to the Saint John. It is navigable for ships for 30 miles, and runs through

Northumberland county to the straits of Northumberland.

It is divided into two branches, south-west and north-west, besides numerous other tributaries.

There are no rivers of any note until we arrive at the Nipisquit, which takes its rise in Northumberland county, and runs through Gloucester county to the bay Chaleur, at Bathurst harbour.

The Restigouche river is 200 miles in length, and interlocks with the streams of the Saint John, in Victoria county, and runs through Restigouche county to the bay Chaleur. It forms a part of the boundary between New Brunswick and Canada, and has numerous extensive tributaries.

QUESTIONS.

How are the counties bounded? Describe each separately? Describe the leading peculiarities of the province.

What are the names of the lakes, and where are they situated?

Where are the rivers situated? Name them, along with their leading peculiarities.

PRINCE EDWARD ISLAND.

LESSON FIRST.

GEOGRAPHY.

THIS Island, a dependency of the British crown, is situated between $45^{\circ} 56'$ and $47^{\circ} 4'$ north latitude, and between 62° and $64^{\circ} 23'$ west longitude. It lies in the gulf of Saint Lawrence, and is in the form of a crescent. Its length is about 134 miles; in the narrowest part, near the centre, it is only four miles, while its greatest breadth is 34 miles.—Area, 1,360,000 acres.

BAYS AND RIVERS.

Hillsborough bay, on the south side of the island, is spacious and safe for large class vessels. It receives numerous small streams, of which Elliott, York, and Hillsborough rivers are the principal. The latter is the most extensive river on the island.

Bedeque and Egmont are spacious bays, facing, along with Hillsborough bay, the straits of Northumberland.

Holland Bay, or Casumpque harbour, is the western harbour on the

north side of the island, and faces the gulf of Saint Lawrence.

Richmond bay, or Malpeque, is a spacious harbour.

Both of the latter harbours are accessible to large class vessels.

The remaining bays on the north side of the island, are Granville, Harris, Hannington, Bedeque, and Saint Peters, and Savage harbour. They are all small bays.

Cardigan bay, on the south-east side of the island, facing Saint George's bay, in Nova Scotia, on the straits of Northumberland, is the deepest and best harbour on the island.

Murray, is a small harbour, lying between Cardigan and Hillsborough bays.

There are small rivers emptying into each of these bays, which are only navigable for boats.

CAPES AND ISLANDS.

Cape Traverse, on the south side of the island, is only ten miles from cape Tormentine. The mails are carried

across this part of the straits during the winter season.

North cape, is situated at the most northerly extremity of the island; and East cape at the most eastern extremity. They both project into the gulf of Saint Lawrence. There are other places known as capes, but they are only slight projections of the coast.

ISLANDS.—Broughton and Pannouré islands are situated in Cardigan bay; Governor's island in Hillsborough bay; Lennar island in Richmond bay. There are some other small islands, of little note, on the coast of Prince Edward Island.

GENERAL DESCRIPTION, ETC.

Prince Edward Island is very flat; the only hills of any note being in the east, which do not assume a height of over 300 feet above the level of the sea. The climate is salubrious and healthy, being like all other parts of the provinces bounding on the straits of Northumberland and gulf of Saint Lawrence, free from fogs. The land of the island is very productive and its chief exports are wheat, oat, barley, potatoes, farm stock and ships.

CIVIL DIVISIONS.

Prince Edward Island has a population of 75,000, and is divided into three counties, — Prince County, Queens County, and Kings County. Charlottetown is the provincial capital of the island.

Prince county is situated in the north-western section of the colony. The shire town is Princetown, though Saint Eleonor is the actual capital.

Queens county is bounded on the west by Prince county, and on the east by Kings, and has Charlottetown for its capital.

Kings county is situated on the east end of the island; its capital is Georgetown.

Note.—Each county bounds on the straits of Northumberland and gulf of Saint Lawrence.

The several counties are divided into parishes, lots or townships, and electoral districts, as follows:—

Prince county is divided into 23 lots; five parishes—namely, North, Egmont, Halifax, Richmond, and Saint Davids; and four electoral districts, including Princetown royalty. Each district sends two members to the legislature,—making eight for the county.

Queens county is divided into 23 lots; five parishes,—namely, Granville, Charlotte, Hillsborough, Bedford and Saint John; and four electoral districts, including Charlottetown royalty. Each district elects two members to the house of representatives,—making eight for the county.

Kings county is divided into 21 lots; four parishes,—namely, East, Saint Patricks, Saint George, and Saint Andrews; and four electoral districts, including Georgetown royalty. Each district sends two members to the legislature, making eight for the county.

The subdivisions of the whole island are sixty-seven lots, fourteen parishes, twelve electoral districts; and the house of assembly consists of twenty-four members.

Note.—The parishes are seldom referred to except in judiciary matters. The several localities are better known to the inhabitants by lots—as Lot 1, 2, 3, etc.

QUESTIONS.

Where is Prince Edward Island situated? What length and breadth, and what area?—Describe its bays, capes and islands. What are the general features of the island? What are its exports; population, and subdivisions? Name each county and shire town.

How are the counties divided? How many lots and parishes? How many electoral districts, and how many members does each district send? How many lots in the whole island? How many parishes, and how many members are sent by the island? How are the different localities designated?

BOTANY.

BY ALMIRA H. LINCOLN.

1. The universe consists of *matter* and *mind*. By the faculties of mind with which God has endowed us, we are able to examine into the properties of the material objects by which we are surrounded. If we had no sciences, nature would present the same phenomena as at present. The heavenly bodies would move with equal regularity, and preserve the same relative situations, although no system of astronomy had been formed. The laws of gravity and of motion would operate in the same manner as at present, if we had no such science as natural philosophy. The affinities of substances for each other were the same, before the science of chemistry existed, as they are now. The characters which distinguish families of plants, and the laws of the vegetable kingdom, do not depend on the discoveries of botanical science. It is a truth which cannot be too much impressed upon the mind, in all scientific investigations, that no system of man can change the operations of nature; though by systems we are enabled to gain and perfect knowledge of these laws and relations.

2. The Deity has not only placed before us an almost infinite variety of objects, but has given to our minds the power of reducing them into classes, so as to form beautiful and regular systems, by which we can comprehend, under a few terms, the vast number of individual things, which would, otherwise, present to our minds a confused and indiscriminate mass. This power of the mind, so important in classification, is that of discovering resemblances. We perceive two objects, we have an idea of their resemblance, and we give a common name to both: other similar objects are then referred to the same class, or receive the same name. A child sees a flower, which he is told is a rose; he sees another resembling it, and nature teaches him to call that, also, a rose. On this operation of the mind depends the power of forming classes, or of generalizing. Some relations or resemblances are seen at the first glance; others are not discovered until after close examination and reflection: but the most perfect classification is not always founded upon the

most obvious resemblances. A person ignorant of botany, on beholding the profusion of flowers which adorn the face of nature, would discover general resemblances, and form in his mind some order of arrangement: but the botanist learns to distinguish the least conspicuous parts of the plant as most important in a system of classification.

3. *System* is necessary in every science. It not only assists in the acquisition of knowledge, but enables us to retain what is thus acquired; and, by the laws of association to call forth at will what is treasured up in the storehouse of the mind. System is important, not only in the elevated departments of science, but is essential in the common concerns of every day life. In conducting any kind of business, and in household operations, it is indispensable to the success of the one, and the comfort of those interested in the other.—The logical and systematic arrangement which prevails in Botanical science, has a tendency to produce the habit and love of order. Whoever traces this system through its various connections, by a gradual progress through individual plants to general classes, and then descends, in the same methodical manner, from generals to particulars, must acquire a habit of arrangement, and a perception of order, which is the true practical logic.

4. *The study of Botany seems peculiarly adapted to females.* The objects of its investigation are beautiful and delicate; its pursuit, leading to exercise in the open air, is conducive to health and cheerfulness. It is not a sedentary study, which can be acquired in the library: but the objects of the science are scattered over the surface of the earth, along the banks of the winding brooks, on the borders of precepices, the sides of mountains, and in the depths of the forest. A knowledge of botany is necessary to the medical profession. Our Almighty benefactor, in bestowing upon us the vegetable tribes, has not only provided a source of refined enjoyment in the contemplation of their beautiful forms and colours, and in their fragrance, by which, in their peculiar lan-

guage, they seem to hold secret communion with our minds,—he has not only given them for our food and clothing, but with kind, parental care, has, in them, provided powers to counteract and remove the diseases to which mankind are subject. For many years, plants were the only medicines known, or used, but modern discoveries in chemistry, by forming compounds of previously existing elements, have, in some degree, superseded their use. Although the science of medicine has received much additional light from chemistry, it may in modern days have occupied the attention of medical men too exclusively; inducing them to toil in their laboratories to form those combinations which nature has done more perfectly in the plants which they pass unheeded; for, in reality, the medical productions of the animal and mineral kingdoms bear but a small proportion to those of the vegetable. When our forefathers came to this country, they found the natives in possession of much medical knowledge of plants. Having no remedies prepared by scientific skill, the Indians were led, by necessity, to the use which nature offered them; and, by experience and observation, they had arrived at many valuable conclusions as to the qualities of plants. Their mode of life, leading them to penetrate the shades of the forest, and to climb the mountain precipices naturally associated them much with the vegetable world. The Indian woman, the patient sharer in these excursions, was led to look for such plants as she might use for the diseases of her family. Each new and curious plant, though not viewed by her with the eyes of a botanist, was regarded with scrutinizing attention; the colour, taste and smell were carefully remarked, as indi-

cations of its properties. But the discoveries and observations of the Indians have perished with themselves; having had no system for the classification or description of plants, nor any written language by which such system might have been conveyed to others, no other vestige remains than uncertain tradition, of their knowledge of the medicinal qualities of plants.

5. The study of nature, in all her forms, is highly interesting and useful. But the heavenly bodies are far distant from us;—and move they within our reach, are too mighty for us to grasp: our feeble minds are overwhelmed in the contemplation of their immensity.—Animals, though affording the most striking marks of designing wisdom, cannot be dissected and examined without painful emotions. Here, the Almighty manifests himself to us, with less than dazzling sublimity which it is almost painful to behold in his more magnificent creations; and it would seem that, accommodating the vegetable world to our capacities of observation, He had especially designed it for our study and amusement, as well as our sustenance and comfort.

6. The study of botany naturally leads to greater love and reverence for the Deity. It may not always produce this effect; for, unhappily, there are some minds which, though quick to perceive the beauties of nature, seem blindly to overlook Him who spread them forth; they can admire the gifts, while they forget the giver. But those who feel in their hearts a love to God, and who see in the natural world the workings of his power, can look abroad, and, adopting the language of a Christian poet, exclaim, “My Father made them all.”

EARLY TRAINING.

CHILDREN are germs of an immortal growth, and the family the garden in which the Lord first plants them. Here they first taste the sunshine. Here they receive the earliest nature. Here the form and tendencies of their growth are determined. It is the law of the Bible and of Providence, “Train up a child in the way he should go, and he

will not depart from it.” The law is laid in the constitution of our being, in the conditions of society, and in the provisions of the gospel. It is laid in the constitution of our being, for, in childhood we are most susceptible of all general, kindly, and formative influences. It is laid in the conditions of society, for in childhood we are exempt from

cares temptations, employments, and disturbing influences in general, which beset our mature life. It is laid in the provisions of the gospel, for of little children alone it is said, "Of such is the kingdom of heaven." And again, "Except ye become converted, and become like little children, ye shall in no wise enter into the kingdom of heaven." During this period the destiny of human souls, in a most important sense, is committed to parental faithfulness.—

It is, indeed, true, that conversions do take place after a neglected childhood; but the stains and deformities early contracted never become entirely obliterated and removed. The errors of childhood are carried into growth, and are there still further developed. From growth they are carried into manhood, and are there confirmed. Old age is darkened by ripened evil. Eternity alone can fully reveal the effects of an early blight.

On the other hand, it may be said that parental faithfulness is often disappointed in its hope. It does appear so sometimes, but we believe the instances are rare. And even in respect to these, who is prepared to affirm that there certainly has been no parental delinquency which led to the bad result?

Let parents, in the education of their children, place before themselves solemnly the question, "For what shall we educate them—for the use of earth, or of God, and Christ, and heaven? If they choose the latter, God, and Christ, and heaven, will all be arrayed on their side, and the end cannot be doubtful. But if, with a show of religious discipline the world be really allowed to maintain its ascendancy, or it be attempted to hold a middle course between the claims of the world and the calls of duty, then there need be no surprise if those, whom we were unwilling to give wholly to God, depart wholly from Him.

The education of our offspring for immortality must be undertaken as our greatest and all absorbing duty in respect to them, or it is not properly undertaken. There are interests which are so engrossing in their very nature that they do not admit of competition, and this is one of them. The accumulation of estates for our children; their introduction into fashionable life; the endowments of gay accomplishments;

the formation of eligible connections—of how much worth are these; put in the balance against a godly character; a preparation for noble usefulness here, for death at last, and for blessed immortality? We may not evade the question—we must choose whether we will give them to the world or to God.

When this great question of duty is once settled, then we may proceed to consider the principles on which we shall conduct the momentous discipline.

How shall we bring them up for heaven?

1. First of all we must aim to secure habits of implicit obedience. The years of childhood are absolutely committed to the parents. The child is only beginning to gain knowledge and experience, and must therefore, of necessity, be subject to an authority which is already possessed of both. Reckless, wild, and ungovernable tempers will soon appear, if obedience be not early formed into habit. This once gained, and then the growing soul forms easily under the plastic hand of parental love.

Herein, too, is laid the fundamental element of social and civil life, and of religion: for herein is established the great principle of subjection to law. The well governed child easily and naturally yields to the restraints of social order, to the authority of the State, and, more than all, learns the principle of obedience to God as the highest duty of man. Children who have not been brought to submit to the mild and loving authority of a blessed home can hardly be expected to yield readily to any other authority. All law to them will prove irksome, and most of all the law of God. The habit of implicit obedience, therefore, must be established, or nothing else can be accomplished. Let this point never be given up. Begin early; patiently, wisely, and lovingly pursue it until it is gained. Then what comes after will be comparatively easy, and altogether pleasant.

2. The second point is daily religious instruction from God's word. The father is the priest of his household. The mother is the impersonation of heavenly mercy. Let both unite by precept and example in inculcating the great truth, and laying open the glorious influences and hopes of the gospel.

There is no religious instruction which may be substituted for that of home. The public catechism of children, the Sabbath school, and the Bible class, are important aids; but the parents may not resign their personal responsibilities and their own proper offices to any other hands whatever. Their power is greater, because it can be constantly exercised—it is daily, hourly influence. Besides, who can feel such interest, who can be so tender, and patient, and thorough—who can so get into a child's heart as father and mother? These lambs, parents, are in your fold—you must guard them; they are to feed in your pastures—you must nourish them. They are your charge for the world that now is and in the preparations for eternity. No one can take your place. Behold you have a double motive for personal godliness—you are to save not only your own souls, but the souls of your children also. With these instructions must be mingled prayer for them, prayer with them, and the teaching of them to pray. The early habit of prayer—oh, who can estimate its power and value! The simple hymns and prayers which we learn in childhood at our mother's knee are never forgotten. John Quincy Adams remarked near the close of his life, that he had never omitted repeating, before he went to sleep, the prayer which his mother taught him when a child—

"Now I lay me down to sleep,
I pray the Lord my soul to keep,
If I should die before I wake,
I pray the Lord my soul to take."

And the Lord's prayer, that prayer fitted to all ages and conditions, is made, too, for little children. "Our Father who art in heaven" is childlike language. It makes us feel that God is our Father. And this is the feeling we must aim to produce in the hearts of our children—that God is their father, to

whom they must look for protection, blessing, salvation, and happiness before all others. It is by daily habitual prayer that this feeling will be cultivated. Thus a little child forms its dearest and most confiding intimacy with the most glorious of all beings, and comes to live in the clear atmosphere of God's love.

3. In childhood, if ever, the bad passions must be weeded out, just as they begin to appear. The weeds are easily removed from a garden before they have taken deep root.

And here, first of all, let every tendency to prevarication and lying be checked. Truthfulness is the foundation of character. Let the manfulness, the moral dignity, and the imperative duty of always speaking the truth be inculcated. Let the meanness, the turpitude, and guilt of lying and prevarication be equally inculcated. Every sentiment of honor, and the whole moral sense, should be arrayed against lying, under every form and degree. Speak the truth in all things, on all occasions, under the strongest temptations not to speak it: in the face of shame and suffering speak it; speak it if ye die for it; for there is no gain or advantage to be put in the balance against speaking the truth. Thus ought we to teach our children from the earliest dawn of moral apprehension.

These three things once gained, viz., the habit of implicit obedience, the habit of prayer, and undeviating truthfulness, and then the way is open for every gracious influence, and every form of holy nature. You have now withdrawn your child from the circle of worldly snares and unholy powers, and brought him to the place where heavenly order reigns, where sacred altars are kindled, and where angels pay their visits.

British Mothers' Journal.

SELECTED MISCELLANY.

THE PERIOD OF A CHILD'S EDUCATION.

VARIOUS opinions prevail as to the most proper time to commence the education of children—some claiming that

it should be begun earlier than is usual, while others maintain that it is already entered upon at too early an age. Experience, in discussing this subject, is met by experience, and observation by

observation, and the question—When shall the education of the child commence?—remains unsettled, in the minds of many earnest inquirers.

It is generally admitted, that the earliest impressions are the most enduring—this being so, then it would seem to be a fair deduction—that as soon as the child is susceptible of comprehending impressions made upon the mind by words and by observation, should his systematic training and education be begun. The capacity of children like that of adults, differs, and so of necessity will the most suitable time to begin educating, be earlier or later according to the ability to understand and know.

The arts of reading and spelling are not generally easily acquired. Yet there are examples where boys and girls read and spell well at the age of four and five years; it has been remarked by a teacher of great observation, that if a child who has attained the age of six years, cannot read easy lessons fluently, the difficulty of doing so increases with increasing years. It is very disheartening to a child who has attained the age of seven or eight, to be still unable to read easy lessons with fluency. He feels keenly the odium that seems quietly to distil upon him who is denominated a bad reader—it is worse than being a bad speller. Early inferiority when one is fully conscious of it, is almost sure to prevent future progress, because it begets hatred for books and literary society.

Education then, as we have often urged, should be commenced in the home circle, and the mother should be the first teacher—for education of some sort is sure to be given and received by the child while at home, whether it be systematic or accidental—such as surrounding circumstances are calculated to impart. Every child should be taught to read the letters of the alphabet at home. This should not be required of a public teacher except under the most extraordinary circumstances. No one is so well adapted to do this as the mother, in our favored country—and not only should she teach the child its letters, but she should also teach it how to put them together so as to form words, and afterwards to put the words together so as to form sentences, which constitute the first steps in learning the art of reading. An old English teacher remarked many

years since, that he always found those boys to be the best readers that had been taught by their mothers. Further, he remarked that boys thus instructed seldom had vulgar tones, but generally have read with unusual ease and elegance. This teacher says:

“Let then, the child be taught to read as soon as the infant faculties begin to exhibit symptoms of improvable expansion; his attention active in the extreme, must fix on a variety of objects, though by no means the only one. Let no long confinement, and no severity of reprimand or correction attend the lesson. A little will be learned at the earliest age, and with the easiest discipline. That little will infallibly lead to further improvement and the boy will soon, and with little pains to himself, or others, learn to read; an acquisition considered in its difficulty and in its consequences, truly great.

He, on the other hand, who is retarded by the theoretical wisdom of his friends, till he is seven or eight years of age, has this burdensome task to begin, when habits of idleness have been contracted, and when he ought to be laying the foundation of classical knowledge.

Rural New Yorker.

THE CLASSIFICATION, RECITATIONS, AND GOVERNMENT OF SCHOOLS.

The first object of the teacher, on commencing a school term, should be to classify the pupils. The usual time for school instruction is about six hours daily. Hence, generally, not more than *three hundred minutes* can be spent in actual instruction, after deducting time for recess, changes of classes, &c. Now, if a school contains thirty pupils (which is a less number than most schools average), it leaves about *ten minutes* of instruction for each pupil, if not classified.

By arranging these thirty pupils in *ten* classes, each class might receive *thirty minutes*; and as many of the pupils would be in four or five classes, as spelling, reading, geography, arithmetic, and grammar, they would receive from two to two and a half hours' instruction each day. Here, then, is a great gain of time to the scholars from classification. Be-

sides, the older pupils would receive much benefit by contact with the minds of other pupils in the class, which would otherwise be lost to them.

Intimately connected with classification are recitations. For these there should be regular and stated times, and the scholars should understand that when the time came for any recitation it must take place, and that no excuse of the pupil could delay it. It would be well to adopt some plan by which all the lessons may be learned by each pupil in the class.

In recitations teachers should endeavour by all possible means to draw out the mind of the scholars, to teach them how to learn, and how to use what they learn. In all school instruction it is the teacher's duty to develop those faculties and teach those principles which will make useful citizens and good neighbours. Probably the future conduct and usefulness of many may be determined for life by the influences of the very term of school which they are now attending. How important, then, that the influence of that school be such as shall conduct to paths of usefulness.

The government of a school is of vital importance to its usefulness. Let it then receive much careful attention. Have but few rules, and those of a simple and universal character. Do RIGHT, is the all-important one, and it will apply to all the multitudinous cases of discipline which may come before the teacher. Impress the importance of a just and strict observance of this rule upon the minds of every pupil. Make them feel they have a personal interest in all that relates to good conduct, order and improvement in the whole school.

By remarks upon general conduct, and by applying admitted principles of right and wrong to individual action, create a public sentiment in your school, which will frown upon everything bad, and approve of what is right in the conduct of the pupils. This accomplished, you will have a moral governor to regulate your school, whose influence will be tenfold more potent than any physical government which could be devised.

The Student.

BAD BOOKS.

SOME one has well said, "The ruin of a country is not the blight of crops—the weight and impetuosity of hail storms—it is not the inundations and storms—it is not pestilence and famine: a few years, perhaps a single one, may cover all traces of such a calamity; but that country is too surely ruined, in which morals are lost irretrievably to the greater part of the rising generation." We know of no surer or swifter road to ruin, for the youth of our day, than the reading of bad books and corrupt papers. No youth ever escaped the contaminating effect upon his mind and character of once reading a licentious book.—The memory of its scenes will come back upon him in fearful and odious distinctness in after-years, even when by God's mercy he may have become a true Christian. They will haunt his hours of retirement and devotion, and obtrude between him and his now reconciled Saviour, long after he had hoped to have escaped for ever their recollection.

We verily believe that the communing with obscene books and papers is in some respects worse, for the young with their warm passions and lively imaginations than the occasional meeting of even the vilest persons. Actual contact with the vile reveals the effects of vice, so as to repel the youth not yet far gone in iniquity; but in the corrupting issues of the press to which we allude, the odious features of vice and its disastrous effects are all kept out of view, while its transient and forbidden pleasures are artfully presented in winning phrase and gentle innuendo, fascinating but ruinous as the Syren's song.

We warn, entreat, beseech our youth, as they value purity of thought and purity of affection—as they desire peace of mind and approval of conscience—as they prize nobleness of character and an unsullied reputation—as they hope for the respect of men and the favor of God, that they cast from them as an odious and leprous thing, every book, paper, picture, which they would be unwilling to exhibit to father, mother, or sister.—You cannot take fire in your bosom and not be burned.

How deep the depravity of the makers and venders of soul poison! Their aim is to inflame the imagination, and corrupt the minds of the unsuspecting and ignorant, and thus incite them to acts which are sure to end in their debase-

ment and ruin." A fearful award awaits the man in this world and the next, who can thus recklessly scatter firebrands, arrows, and death.

American Messenger.

SELECTED POETRY.

WHAT IS TIME?

I asked an aged man, a man of years,
Wrinkled, and curved, and white with hoary hairs;
"Time is the warp of life," he said; "Oh, tell
The young, the fair, the gay, to weave it well!"

I asked the ancient, venerable dead,
Sages who wrote, and warriors who bled:
From the cold grave a hollow murmur flowed,
"Time sowed the seed, we reap in this abode!"

I asked a dying sinner, ere the tide
Of life had left his veins: "Time!" he replied,
"I've lost it! Oh, the treasure!"—and he died!

I asked the golden sun and silver spheres—
Those bright chronometers of days and years;
They answered, "Time is but a meteor glare,"
And bade me for Eternity prepare.

I asked the Seasons, in their annual round,
Which beautify or desolate the ground;
And they replied—no oracle more wise—
"'Tis Folly's blank or Wisdom's highest prize!"

I asked a spirit lost,—but, oh, the shriek
That pierced my soul! I shudder while I speak!
It cried, "A particle! a speck! a mite
Of endless years! duration infinite!"

Of things inanimate, my dial I
Consulted, and it made me this reply,—
"Time is the season fair of living well—
The path of glory or the path of hell!"

I asked my Bible, and methinks it said,
"Time is the present hour, the past is fled,
Live! live to-day! to-morrow never yet
On any human being rose or set!"

I asked old Father Time himself at last,
But in a moment he flew swiftly past;
His chariot was a cloud, the viewless wind
His noiseless steeds, which leave no trace behind.

I asked the mighty angel, who shall stand
One foot on sea and one solid land;
"Mortal," he cried, "the mystery now is o'er:
Time was, Time is, but Time shall be no more!"

MANSDEN.

Short Paragraphs.

PROGRESS OF REFINEMENT.—A young woman meeting a former fellow-servant, was asked how she liked her new place. "Very well." "Then you have nothing to complain of?" "Nothing, only my master and mistress talk such very bad grammar."

HOW TO SPEAK.—Think before you speak; first, what you shall speak; secondly, why you should speak; thirdly, to whom you have to speak; fourthly, about whom (or what) you have to speak; fifthly, what will come from what you may speak; sixthly, what may be the benefit from what you shall speak; seventhly, who may be listening to what you shall speak. Put your words at your finger ends before you speak them, and turn them the seven ways mentioned before you speak them, and the unruly member, the tongue, will be brought under a system of government, calculated to modify the deadly poison which it is full of.

ALLEGORY.—A humming-bird once met a butterfly, and being pleased with the beauty of its person and glory of its wings, made an offer of perpetual friendship.

"I cannot think of it," was the reply, "as you once spurned me, and called me a drolling dolt."

"Impossible," exclaimed the humming-bird. "I always entertained the highest respect for such beautiful creatures as you."

"Perhaps you do now," said the other, "but when you insulted me, I was a caterpillar. so let me give you this piece of advice:—'Never insult the humble, as they may one day become your superiors.'"

THE BIBLE IN SCHOOLS.—The following resolution on this important subject, was recently passed by the legislature of Nova Scotia:

"This House records its respect and veneration for the Holy Scriptures, and its desire to facilitate and encourage their use in all the schools of the province. This important object is essentially in the power of the people under the Common School system, and the House be-

lieves that the use of the Bible in our schools is, at present, very general, and is steadily increasing, and the Rev. Dr Forrester, the Superintendent of Education, in his recent report has declared, in relation to this subject, that it is well and wisely provided for in the present Educational arrangements of the province, and this house is of opinion that its interference by special and coercive legislation would retard the object which it is the professed design of the resolution before the House to advance."

PROVINCIAL APPOINTMENTS, N. B.—His Excellency the Lieutenant Governor has been pleased to make the following appointments under the Act relating to Parish Schools, 21st Vic. cap. 9:—

Henry Fisher, Esq., Chief Superintendent of Schools. George Thompson, Clerk to the Chief Superintendent. Edmund H. Duval, Inspector for the Counties of King's, Albert, and Westmorland. John Campbell, Inspector for the Counties of Queens, Charlotte, and Saint John. James M. Lauchlan, Inspector for the Counties of Victoria, Carleton, York, and Sunbury. John Bennet, Inspector for the Counties of Kent, Northumberland, Gloucester, and Restigouche.

By his Excellency's Command.

S. L. TILLEY.

Secretary's Office, 17th April, 1858.

To the readers of the Parish School Advocate.—In consequence of numerous mistakes made by the compositors, in the arrangement of the pages, etc. of the Parish School Advocate, for April, making a re-print necessary, the number for this month has been delayed, and now appears in connexion with the number for May. Much inconvenience arises in consequence of the Editor residing so far from the press, 140 miles.

The Parish School Advocate,

Will be published once a month, at the price of 4d. per single number, or 3s. 9d. per annum, payable in all cases in advance.

CLUBS of five, paying for a year, in advance, will be supplied for 3s. per copy; and clubs of ten will be supplied for 3s. per copy, with one additional copy for the getter up of the club.