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THE

JOURNAL OF EDUCATION.

FOR THE PROVINCE OF NOVA SCOTIA.

CHANGE IN PRICE OF BOOKS, &c.

THE attention of Trustees is called to the official notice respecting the supply of Books and Apparatus. By order of the Council of Public Instruction, the amount contributed by Government towards the purchase of all articles other than Maps, Globes and Diagrams, is now reduced to one-fourth of the cost.

The late changes in the Customs Tariff materially affect the cost of imported books and various other articles supplied by the agency. In revising the price list the difference of duty has been taken into account.

Poor Sections are still supplied at half-cost. Each Inspector is requested to furnish a complete list of such Sections in his County, and to renew the list after the annual revision in May of each year.

It is to be hoped that Trustees ordering Books, &c., will pay attention to these changes, otherwise difficulty and delay will result.

THE RECENT EXAMINATION.

AT the recent examination of candidates for license to teach in the public schools, 514 persons presented themselves for examination. Of this number 505 attended throughout the required period; of the remaining 9 some were dismissed for infringement of rules, and the rest retired in consequence of illness. The number of candidates in each Grade was as follows:—

Grade A.....	1
“ B.....	78
“ C.....	210
“ D.....	178
“ E.....	38
	<hr/>
	505

The number of licenses of each Grade obtained was as follows:

Grade A.....	0
“ B.....	31
“ C.....	76
“ D.....	107
“ E.....	78
	<hr/>
	292

A few details relative to the performances of the candidates may be of interest. The following statements will give a good idea of the average standing attained. It will be remembered that the highest possible mark in any subject is 100:—

No. whose average is 70 or upwards.....	17
“ “ between 60 and 70, ..	52
“ “ “ 50 “ 60, ..	112
“ “ “ 40 “ 50, ..	139
“ “ “ 30 “ 40, ..	117
“ “ below 30	68
	<hr/>
	505

Each of the following candidates reached an average of over 75:

GRADE B. (19 Branches.) Average.	
Alexander H. McKay, Pictou.....	80.63
Alexander McKay, Kentville.....	79.05
Maurice Calnek, Granville Ferry, Annap.....	78.74
Archibald McKinnon, Bridgetown.....	75.39
GRADE C. (14 Branches.)	
John J. Richards, West River, Pictou....	79.00
GRADE D. (11 Branches.)	
Elizabeth Stanford, Halifax.....	78.86
Maude Johnson, Pictou.....	78.09
Mary Russell, Truro.....	76.23

The regulation in reference to Spelling is producing very satisfactory results. The proportion receiving an addition to the average by reason of good spelling at the last examination, was much larger than at either of the preceding examinations. The follow-

ing statement will indicate the general proficiency of the candidates in this respect:—

Number having no word marked by Examiners..	80
“ only one word “ “ ..	104
“ two words “ “ ..	67
“ three “ “ “ ..	54
“ four “ “ “ ..	36
“ five “ “ “ ..	26
“ less than 6 errors.....	367
“ six errors, or upwards.....	138

It will thus be seen that 16 per cent. of the candidates examined have no error in spelling; 36 per cent. have not more than one error marked against them; and 367, or nearly three out of every four, received an addition to their average by reason of good spelling. Five applicants for License of the First Class failed to pass by reason of bad spelling. Nineteen candidates who obtained license would have failed to do so had it not been for the addition made to the average on account of good spelling.

We purpose giving in the next number a more complete analysis of the late examination; together with specimens of work done in various branches by some of the candidates.

SECRETARY TO TRUSTEES.

ONE or two instances have come to our knowledge in which the recent annual meeting had to be adjourned “because the Secretary to Trustees was not present with the necessary statement of the financial affairs of the section.” In these cases the rate-payers were, naturally enough, somewhat incensed at the disappointment and loss of time to which they had been subjected. We learn that the whole blame was thrown on the absent Secretary, and that the Trustees joined in denouncing him for neglect of duty.

It may be well, as a rule, that the accounts should be presented and explained by the Secretary. He is likely to have the best knowledge of them. But it is to be remarked that the responsibility belongs to the Trustees themselves. It is no part of the Secretary's duty, as defined by the law, to attend the annual meeting, much less to present the meeting with a statement of accounts. This duty the law distinctly assigns, in the first instance at least, to the Trustees. Section 38 (9) reads: It shall be the duty of the Trustees “To present an annual report on the state of the school or schools, and of the doings of the Board, at the regular school meeting in October.”

This duty they may, perhaps, assign to their Secretary under Section 44 (6) where the Secretary is required “generally, to transact any business of the Board, as directed by a majority of the Trustees.” But without such direction there is certainly nothing binding the Secretary to act in the matter. And even after the direction is given, the Trustees are still responsible to see that the thing is done, and correctly done. It is to the Trustees that the meeting must look. The report, whoever presents it, should come before the Board of Trustees, and be fully examined and approved by them before it is laid before the rate-payers. For though the duty of presenting it may be assigned to, or voluntarily undertaken by the Secretary, yet the document is none the less the report of the Trustees.

In one of the cases to which we referred at the outset, the annual meeting, on motion of one of the Trustees, voted to dismiss the Secretary to Trustees, and fine him for neglect of duty. This, we need hardly say, is beyond the power of the meeting. The rate-payers have no direct control over him. He is the officer of the Trustees; by them he is appointed, and to them he is responsible in the discharge of his duties. If he neglects his duty, or

persists in going contrary to law or the direction of the Trustees, it is the duty of the Trustees to dismiss him forthwith. Neither does the law provide for laying any fine on this officer. The law protects Trustees against loss through improper conduct on the part of their Secretary, by providing that he shall give a Bond "for the faithful performance of the duties of his office." If through any fault of his moneys are lost, or the business of the Section is deranged, or if, on ceasing to hold the office, he refuses to give up all moneys, books, &c., in his possession belonging to the Section, the Trustees can prosecute both him and sureties for the full amount of damages. This is the only redress provided by law.

It may be well to add that the appointment of the Secretary is annual. In cases of re-appointment the old Bond remains good.

RESULT OF THE ANNUAL MEETINGS.

SO far as we have learned up to the present time the results of the annual meetings promise a very successful year. From some Counties the reports are most encouraging. It was anticipated that the existing depression in commercial affairs and consequent scarcity of money would have the effect of materially checking the local expenditure for school purposes. But in general this anticipation has been agreeably disappointed.

From Halifax County we learn that the meetings, so far as heard from, have almost uniformly resulted well. Dartmouth leads off with a vote of \$3,200. The meeting voted to increase the salaries of the teachers. The colored children belonging to the section having failed to take advantage of the existing provision, it was agreed to provide a separate department for them. In Waverley, Bedford, Lower Sackville, S. E. Passage, Chezzetcook, Indian Harbour, Kent's Island, Petpeswick, Ketch Harbour, N. W. Arm, Meagher's Grant, Nuttall's, Gladwin, Little River, and other Sections, reasonable provision has been made for the support of schools. Beech Hill and Cross Road (Sackville) Sections, (both colored) had satisfactory meetings, and will have schools during the year.

From Annapolis County the report is equally favourable. The Inspector writes:—"The annual meetings have not yet been heard from as fully as I desire, but from the intelligence received I judge that matters have not materially changed. No backward movement has been reported except in a very few sections, while advance has been gained in others."

Owing to local difficulties in connexion with the County School Fund—many of the Trustees' orders remaining unpaid—it was feared that the meetings in Queen's County would turn out badly. The Inspector writes that notwithstanding this trouble, most of the sections have made provision for the support of schools. In Liverpool and Port Medway the meetings were particularly successful. The local assessment authorized in Port Medway for the present year is \$1,400; the same sum has been levied during each of the past two years.

The Inspector of Colchester County writing on the 24th October, says,—“No section thus far heard from has voted down a school.”

From Antigonish the report is not so favourable. The Inspector writes that "only in a few sections has any money been voted. If school will be kept in the large majority of sections during the coming winter, the teachers must take their chance; that is, labour for what they may receive from the County Fund and Government Grant. This will be contrary to Regulation, but what more can be done under the circumstances?" The Inspector has been advised that no person engaging to teach on such terms need expect recognition as teaching a public school. If the people of any section refuse to co-operate with the law in the support of a lawful school, they must learn by experience that the law will not assist them in the support of any other kind of school. The teachers of Antigonish County owe it to themselves and their fellow teachers throughout the Province, to decline engaging on any such conditions. The Inspectors everywhere are instructed to investigate, and report faithfully, "every case of illegal stipulation in reference to the County Fund." The pecuniary responsibility of public schools must be borne by the people, not by teachers. To tolerate any other arrangement, even as a temporary expedient, would be to inflict an injury on both people and teachers.

EXPOSITION OF THE TRAINING SYSTEM.

[From Dr. Forrester's Teacher's Text Book.]

THESE features, as they developed themselves to the mind of the devoted and enthusiastic founder of the system, have been already noticed with more or less particularity. Nevertheless, we think it in every way advantageous to gather them all together and present them in a condensed, consecutive form, that they may be looked at in their relation to other systems, embracing, as we conceive, all that is excellent in these systems, and yet shooting far in advance of them all. At all events, a succinct enumeration of these features will be of great service when we come to exemplify them in the teaching of the different branches of learning. Then, we shall only require to show their application to these branches respectively.

1. This system professes to educate all the parts of the child's nature, both separately and unitedly.

This is its aim—its high errand. We say aim; for it has never yet, we believe, been carried out to its fullest extent, never yet been exhibited in all its diversified and glorious results in consequence of the external impediments it has encountered, even in the most advanced and favoured circumstances. Nevertheless, this is its declared object, even the cultivation of all the component parts of the child's nature, and the more closely we approximate that object, the higher must be our educational condition. That nature is two-fold,—body and mind; the former being subdivided into systems of organs; and the latter, into powers, generally regarded as Intellect, Sensibilities and Will. The Training system nobly aspires after the development of all these organs and powers and that under the heads of physical, intellectual, æsthetic, emotional, and moral education. It not only regards these in their separate, but in their relative existence, as acting and reacting the one upon the other. It, accordingly, calls in the one as the handmaid and auxiliary of the other. In one word, it professes to educate all the parts of the child's nature, and these parts in all their relations sympathies and tendencies.

2. This system throughout all its processes draws a marked distinction between teaching and educating, between telling and training.

It starts with the principle that education is a life-work, yea that it is a work bounded only by eternity, and that the education of the young consists mainly in putting them on the way of educating themselves. Taking up and holding the position that the child is the father of the man, it endeavours so to connect his education as that when he becomes a man, he shall be able to think and feel and speak and act aright. It is therefore far more concerned about the mode of imparting the instruction, than the instruction or the knowledge itself. Not that it undervalues instruction. Quite the reverse. Just as the means in every case rises in value in very proportion to the magnitude of the end to be served, so is it here. Wherever then it is proper, it imparts instruction, but in doing so, it strives to provide both the means and the methods of getting more, and that by dint of the application and investigation of the scholars themselves, preparing them for the varied duties and trials before them. Thus whilst it regards instruction and education as inseparable, it does so simply because they stand to one another in the relation of means and end.

3. This system strives to give a practical bearing, an out and out application to all the knowledge communicated.

This is the very import of its designation. It attaches vast importance to knowledge, but it does far more to wisdom—which is neither more nor less than the reducing of the knowledge acquired to practice. Accordingly, it not only shows speculatively the uses of any subject, but it labours, as far as practicable to body forth and exemplify the same. And this it does not merely for the purpose of demonstrating the utility of the subject itself, but of obtaining more enlightened and enlarged views regarding it. Much of this it accomplishes through the medium of oral lessons, and these principally on objects and pursuits, with which the young are perfectly familiar, but whose nature and application they neither comprehend nor appreciate.

4. In the consideration of any subject it makes the analytical the basis of the synthetical, the concrete of the abstract.

At the earliest period, almost from the moment that their observational powers come into play, the young manifest an instinctive desire to subject every object to their senses, not merely to their

sight or hearing, but, if possible, to their touch, taste, smell. When they have examined the object, it matters not what it be, and obtained a thorough knowledge of it as a whole, as a reality, as a living being, a thing, a substance, they then evince an equally instinctive propensity to dissect it, to look at it in its parts, and again to reconstruct it. Look at the little prattling girl of scarcely two years of age, how fondly she hugs and caresses her doll, surveys it as a whole until she has obtained a thorough knowledge of it, and can readily distinguish its general appearance from every other doll. No sooner, however, has she become familiar with it, than she proceeds to separate its parts. She carefully undresses it, closely watches as she does so, how the one part is appended to the other, and lays each part aside by itself. This done, she tries her skill and ingenuity in readjusting the whole, puts on one article of dress after the other until she has completed her task. She then leaps and skips in perfect ecstasy at the feat she has achieved, regards the doll with higher complacency and satisfaction than ever, and now, as specially her own. This is the course of nature and universally true. Our system, accordingly, meets this feature and, at every stage of the educational life, from the alphabet up to the highest department, gives the concrete before the abstract, the analytical before the synthetical. It strives to conduct the scholars from the region of the known to that of the unknown, never introducing a subject without some stand-point, for both teacher and taught, some common ground or principle on which to plant their feet, and to pass therefrom by easy transition into the subject itself. This removes education from the region of nominalism and empiricism, to that of substantialities and of healthful invigorating influences.

5. This system, on presenting any subject to the minds of the young, insists first in our doing so by broad outline features,—and, after the pupils are thoroughly familiar therewith, to fill in gradually the details.

The naturalness and utility of this course have already been adverted to in a preceding part of our work. Suffice it here simply to say, that by the adoption of this mode the subject, whatever its nature, is far more clearly apprehended, both in its parts and relations, by the law of associations rendered vastly more serviceable in future applications, more thoroughly incorporated into the human mind; and, by reason of all these considerations, far more easily remembered. In view of all this, our system recognizes and acts out this feature, in every one of its departments.

6. The training system deals largely in oral lessons, but is especially characterized by that form known by the designation of word-painting, or 'picturing out in words.' Object lessons, the principal feature, in the objective system, owe their origin to Pestalozzi and his coadjutors. These are admirably adapted to the youthful mind in its more initiatory stages—appealing as they do directly to the senses, and thereby serving great and serious purposes in the development of mind; and yet after all these lessons are defective, they can only give us the knowledge of whatever is subjected to the senses. There are many things, many facts or ideas regarding the dispositions, the uses and habits of objects, whether animate or inanimate, that cannot be communicated in this way, and recourse must therefore be had to verbal description, which, to render interesting to the young, is presented in the shape of word-painting. This feature, in an oral lesson, owes its origin to Stow, and constitutes one of the most prominent features of his system. It is founded on the principle, that all mental processes can only be rendered intelligible to others by external or visible objects or things,—every word being the sign, or image, or representation, either of some object, or the combination or relation thereof. Hence, to obtain a vivid idea of the secondary or conventional import of any word, we have only to picture out its primary or external signification, and give the application.

7. This system carries on the instruction department, whether through text-book or oral lessons, by questions and answers, and ellipses.

The questioning and answering process, sometimes called the *Socratic mode* of imparting knowledge, is the old practice, and still obtains, to a large extent, both in elementary and advanced schools. The Training system does not exclude this, but it limits it to the two points of ascertaining the amount of knowledge possessed by the pupils on any given subject, as well as the imparting of the knowledge of any fact or truth that may be essential to their reasoning

out that subject; and it adds the all-important element of ellipsis, or that of allowing the pupils to go on as long as they keep the right path, drawing their own inferences and conclusions, or giving expansion and enlargement to the views they already entertain. This is the grand practical expedient devised by a founder of this system, for the purpose of enabling the pupils to exercise their own thinking powers—and an admirable expedient it is. It is the one resorted to by the great teacher of Nazareth, and therefore must not only be surpassingly excellent, but infinitely the best. It is pre-eminently intellectual training.

8. This system carries on its questions and answers both simultaneously and individually.

In the adoption of one or other of these two modes, respect is had to two things—the character of the pupils, and the nature of the subject, but chiefly the latter. If it is an exercise recited after being prepared, the skilful teacher will diligently and carefully ascertain whether it is thoroughly mastered by each child in the class. If, on the contrary, it is an exercise in which thought is to be evolved, and mind developed, he will work the whole class simultaneously, allowing them all to answer at once, though oftentimes the answer will only be given by one or two, or such as feel the question to be a congenial one. By this latter expedient, each child is allowed the free and unrestrained use of his thinking powers. And by the former, all are stimulated to exert themselves to the uttermost, feeling satisfied that there is no possibility of their escape in the crowd.

9. This system renders the sympathy of numbers subservient to the cause and interests of education.

The power and the extent of this principle—a principle common to all—has been already explained. The training system is the first that has attempted to apply this universal principle as an educational force. That it may have full justice done to it, it first endeavours to have all the externals in meetest adaptation;—such, for example, as a well-assorted enclosed play ground, the arrangement of the benches and seats in parallel rows, with a gradual elevation backwards, if not provided with a regular gallery, &c. Before proceeding to work, it reduces the whole of a miscellaneous school to a thorough system of classification, testing, by every possible appliance, the whole of every child's capabilities and attainments, so as to put him, not only in one, but in all the branches, in his rightful position; and, having got all the exterior arrangements adjusted, it proceeds to all the steps in the educational process, with this principle full in view, and physically, intellectually and morally, avails itself of its assistance. But it is in the regularly graded school, it produces the most benign and powerful results. There, seated in a properly constructed gallery, from fifty to eighty children are called upon to vie with and outstrip one another, intellectually, and to do the same physically, and morally, in the play ground. The power which this principle places in the hand of the teacher is inconceivable, and, without which, the most skilful teacher and the most approved mode are comparatively fruitless. But the teacher, who knows anything of its power, is equally solicitous that this principle be called into requisition, and habitually eyed in the relation subsisting between him and his pupils; and, accordingly, he makes it a point in all his operations, in door and out, in recitations and in discipline, to secure the good-will and sympathy of all the more intelligent and better conditioned of his scholars. These influence and direct, or, at least, hush into silence, the indolent, the deceitful, and the immoral; thereby reducing, by one-half, the toil, the anxiety, and the watching of the pains-taking teacher.

10. This system repudiates the separation of the sexes in the educational process.

It maintains the position that the best school-room is the family fireside, that the natural and most efficient educators are the parents, and, consequently, whatever obtains in the domestic arrangements ought to bear sway in the scholastic establishment. It professes to sit at the feet of nature, to elicit its laws and to act out its principles; and it does so simply because all these are in meet adaptation to our constitution. As, then, the sexes are educated together around the domestic hearth, so ought they to be in the school-room, at least until they are twelve or thirteen years of age. And all this because it is in every way the most successful. Not only do the boys thus stimulate the girls intellectually, but the girls the boys morally. And as already noticed, this influence is not only

reciprocal but reflex,—the males becoming vastly more intellectual, and the females more moral. Thus do the blending and commingling of the two sexes, instead of being prejudicial to the one or the other, produce the most exhilarating, ennobling and salutary effects upon both, and this not merely throughout the school-life of the parties themselves, but throughout the whole of their future career—adding very naturally both to their usefulness and happiness. Much, it is right to notice, of the success of this practice, depends on the moral tone that is preserved in the school establishment, as well as on the exterior fitting and conveniences, and on the teacher exercising the most complete surveillance in the play-ground as well as in the school-room.

11. This system acts on the principle that no lesson is given till it is recited and received by all.

Much of the labor of the teacher is expended to no purpose, in consequence of his not being thoroughly apprehended by a half, at least, of his scholars. The other half may have obtained a vivid conception of the subject under consideration; they give full and satisfactory answers to the questions proposed, and the teacher quits the subject or question, under the impression that all is well and finished. Not only is the one-half of the class or section in a great measure, if not entirely ignorant, but many even of those who would be pronounced as possessed of a fair understanding of the subject, have no clear apprehension of the general scope, and still less of the relations that subsist amongst its various parts. After the labor expended in preparing or propounding the subject under review, this system acts on the principle that no lesson is given until it is received: and how is this to be got at? In no other way, we believe, than by requiring the class, or every member of it, to present, after the recitation work or exercise, whatever it be, is gone through, a *viva voce* statement, continuously, without the prop of questioning or answering, or what is still better, a written synopsis or abridgement of the subject. This our system insists upon as one of the infallible tests of quality, and this is surely vastly superior to large quantities acquired in the most misty and vague and inaccurate style. It commences the exercises when the child has mastered the mechanical work in reading; it encourages the most stupid and doltish to try the exercise, to tell, at least, what it is about, and what is said or affirmed regarding it. As the child advances, to give further outlines, and by the time he has arrived at his ninth or tenth year, he is able to recite not only the grand features, but its most minute details—the time when, and the place where, the event happened, the principal persons concerned, the circumstances accompanying and the results following. Thus is the youthful mind trained, habitually trained to associate the reality with the thing signified, to think as he reads.

12. This system makes it a paramount concern to find out the specific character of every child and governs itself accordingly.

It takes the position that every individual has some peculiarity in endowment, in temper or disposition and in character, and that it is alike the duty and interest of every teacher to discover this peculiarity, and turn it to profitable account. The intellectual endowments and attainments, are easily discovered by the simultaneous questioning process of the system. The physical, æsthetic, emotional, and moral features are gradually found out by close inspection and minute surveillance in the covered and uncovered school room. This the training system endeavours to arrive at by natural and rational means.

It labours to secure the confidence and attachment of the pupils by gentle yet decided measures; and withholds all those of forcible or compulsory character, till every expedient and device have been resorted to and tried. If it be necessitated to betake itself to threatening or the use of the rod, it is not till every other measure has failed, and that merely by way of experiment. But how-ever much, it may insist on the right, it rarely betakes itself to this expedient. It prefers to lay hold upon some peculiarity in the constitution, and through that to get at the higher principles of their nature, the intellect, the emotions, especially, the conscience.

13. This system, whilst it extends, in many respects, far beyond the others, gladly avails itself of whatever in them suits its purpose, or is in accordance with the great principles of our constitution, ratified by the teachings of revelation.

Though we have already stated that Pestalozzi was the first, or, at least, amongst the foremost who adapted his educational appliances to the human constitution, we are far from maintaining that

there were not many excellent educationists before his day, many of whose plans and operations were endorsed and practically given effect to by him. And so was it with Stow. He saw and mourned over the defects in the modes of teaching then generally practised, and made noble efforts to supply what was defective as well as to improve what was in itself rational and sound; yet he gladly availed himself of all that was excellent both amongst his predecessors and contemporaries. This, accordingly, is the character of the system which bears the impress of his chisel. In all its essential lineaments, it is in advance of the other systems, yet there are excellent points in them which it most cordially appropriates. For example, in the accuracy of the memoriter process of the rote system, it aims at the same proficiency, though it bases it on the memory of ideas and not of words merely—it uses monitors in purely mechanical employments—it brings to a most profitable use the analysis of words, the simplification of sentences and mental arithmetic, the leading feature of the explanatory system. It deals very liberally, too, in object lessons, and in the other really natural principles of Pestalozzi and his fellow-labourers. Whatever, in fact, promises to add to the efficiency of the Training system, it embraces, provided it is in accordance with the fundamental principles of the human constitution, and with the high discoveries and hopes of revelation.

BOOK ORDERS FOR 1867-8.

THE following is a list of the sums paid by Government during the past school year to assist sections in purchasing Books and Apparatus. We purpose, in future, to publish a monthly statement of orders filled:—

1867.		
Nov.	53, Richmond,	\$13 35
	7, Cape Breton,	3 48
	47, Cumberland,	12 24
	38, Cape Breton,	18 23
	Riverdale, Lunenburg,	2 44
	Halifax City,	4 90
	Dartmouth, Halifax,	81 74
	11, Cumberland,	13 36
	McKay, Hants,	1 89
	Rear Long Point, Inverness,	2 82
	Selmah, Hants,	10 35
	33, Colchester,	6 79
	45, Halifax,	8 77
	41, Colchester,	13 57
	31, Digby,	5 01
	75, Cumberland,	7 76
	Amherst, Cumberland,	21 06
	Cole Harbor, Halifax,	5 21
	Cow Bay, Halifax,	6 88
	50, Colchester,	4 98
	Arlington, Annapolis,	3 70
	7, Shelburne,	3 67
	35, Kings,	2 96
	1, Pictou,	36 08
	Lawrencetown, Annapolis,	41 09
	Harmony, Colchester,	4 15
	8, Annapolis,	19 92
	Inlet, Victoria,	5 28
	Petite Riviere, Lunenburg,	7 73
	27, Annapolis,	8 47
	64, Kings,	7 29
	Harborville, Kings,	4 53
	3, Yarmouth,	83 56
	Great Village, Colchester,	18 86
	18, Kings,	3 56
	17, Annapolis,	6 75
	15, Annapolis,	15 40
	36, Pictou,	6 27
	27, Colchester,	1 20
	9, Cumberland,	13 42
	Clarence, Annapolis,	4 03
	Milton, Queens,	4 80
	1, Pictou,	129 41
	Old Barns, Colchester,	2 46
	11, Halifax,	3 14
	6, Colchester,	8 17
	Sedgewick, Halifax,	10 28
	McKay, Hants,	1 32
	Selmah, Hants,	2 92
	40, Colchester,	17 37
	Kilkenny, Cape Breton,	5 17
	10, Kings,	10 98
	Fort Ellis, Colchester,	2 19
	15, Kings,	12 87
	Arundale, Hants,	26 54
	53, Halifax,	2 02
	Lyons, Pictou,	13 98
	Chester Grant, Lunenburg,	3 94
	32, Kings,	12 70
	60, Kings,	2 18

1867.	
Nov.	Hawksbury, Inverness, \$11 73
	Port Hood, Inverness, 4 85
	54, Halifax, 5 08
	38, Antigonish, 15 76
	3, Halifax, 4 63
	Torbrook, Annapolis, 11 06
	Grafton, Kings, 4 83
	5, Yarmouth, 5 47
	Martock, Hants, 3 42
	17, Yarmouth, 11 41
	24, Yarmouth, 21 00
	Maitland, Yarmouth, 17 70
	9, Halifax, 6 45
	Victoria, Cumberland, 8 99
	Rawdon, Hants, 2 37
	Pembroke, Colchester, 5 65
	Cross Roads, Colchester, 13 04
	54, Kings, 7 05
	24, Guysboro', 6 13
	Shoal Bay, Halifax, 4 06
	Pennant, Halifax, 2 94
	1, Annapolis, 8 36
	55, Kings, 10 30
	28, Cumberland, 5 35
	Australia, Kings, 6 53
	Brooklyn, Pictou, 9 09
	45, Kings, 10 61
	54, Cumberland, 4 29
	59, Kings, 19 15
	1 and 26, Hants, 4 87
	Halifax, 101 99
	32, Colchester, 3 40
	Randville, Kings, 5 09
	73, Cumberland, 4 56
	Fall River, Halifax, 4 59
	Cambridge, Kings, 1 57
	LaHave, Lunenburg, 5 27
	Summerside, Lunenburg, 19 72
	8, Halifax, 12 16
	26, Kings, 34 44
	30, Inverness, 4 73
	78, Kings, 1 83
	Chcster, Lunenburg, 21 31
	16, Halifax, 3 24
	Hillsbourne, Annapolis, 8 96
	9, Annapolis, 4 78
	Indian Point, Lunenburg, 4 07
	81, Cumberland, 11 84
	13, Pictou, 13 58
	42, Cape Breton, 7 25
	10, Digby, 8 18
	Lascomb, Halifax, 4 12
	2, Kings, 6 92
	Green Hill, Pictou, 11 90
	60, Cumberland, 11 58
	Morristown, Kings, 21 36
	Windsor, Hants, 8 96
	69, Kings, 10 56
	10, Halifax, 0 75
	Sheet Harbour, Halifax, 4 65
	12, Annapolis, 3 27
	Amherst, Cumberland, 5 54
	Centerville, Digby, 9 33
	44, Colchester, 5 17
	Wentworth, Hants, 7 20
	South Branch, Colchester, 7 56
	Brookville, Hants, 29 44
	3, Lunenburg, 6 04
	Port Williams, 6 36
	37, Hants, 13 47
	41, Colchester, 8 90
	15, Colchester, 1 75
	Whycocomah, Inverness, 3 59
	Lingan, Cape Breton, 7 82
	16, Colchester, 3 63
	New Glen, Victoria, 5 38
	Bay St. Lawrence, Victoria, 3 38
	Bridge End, Inverness, 8 97
	27, Lunenburg, 7 75
	28, Annapolis, 5 13
	North Earlton, Colchester, 3 52
	Bericker, Colchester, 1 42
	Wallace River, Cumberland, 7 74
	St. Croix, Hants, 9 81
	60, Kings, 1 57
	Church Street, Kings, 2 73
	22, Colchester, 17 08
	66, Kings, 52 29
	66, Kings, 4 50
	26, Guysboro', 5 92
	Broad Cove, Inverness, 6 45
	Conquerall, Lunenburg, 5 22
	2, Shelburne, 5 00
	64, Colchester, 2 72
	Poplar Grove, Hants, 5 00
	17, Halifax, 1 28
	Beaver Meadow, Antigonish, 13 68
	12, Hants, 2 65
	Woodville, Kings, 7 56
	4, Cape Breton, 1 87
	1, Colchester, 9 75
	1, Yarmouth, 9 42
	Locke's Island, Shelburne, 10 66

1867.	
Dec.	61, Antigonish, \$19 60
	50, Hants, 3 74
	Waverly, Halifax, 2 25
	West India Road, Hants, 4 72
	Little River, Inverness, 6 74
	29, Lunenburg, 4 32
	Waldersville, Lunenburg, 5 40
	1, Kings, 9 93
	21, Halifax, 22 01
	Selmah, Hants, 12 78
	64, Kings, 2 11
	53, Pictou, 8 50
	12, Inverness, 5 75
	King Ross, Inverness, 5 23
	35, Inverness, 5 07
	39, Annapolis, 15 97
	8, Inverness, 4 94
	21, Inverness, 3 66
	16, Digby, 4 42
	7, Lunenburg, 2 96
	34, Inverness, 16 88
	18, Victoria, 14 62
	24, Shelburne, 6 55
	Rugged Islands, Shelburne, 7 07
	20, Colchester, 12 62
	Mount Pleasant, Cumberland, 0 55
	72, Kings, 4 86
	64, Pictou, 5 05
	Willet, Annapolis, 6 73
	Pleasant School, Annapolis, 3 58
	Somerset, Kings, 13 76
	Indian Harbor, Guysboro', 3 56
	15, Pictou, 10 86
	40, Inverness, 2 50
	Paradise, Annapolis, 8 68
	Shelburne, 19 32
	Greywood, Annapolis, 4 77
	Piedmont, Kings, 1 81
	Wentworth, Cumberland, 3 19
	Glam Harbour, Halifax, 4 99
	24, Cumberland, 16 53
	10, Antigonish, 5 49
	34, Kings, 9 14
	Ireland, Richmond, 6 52
	8, Queens, 21 57
	16, Lunenburg, 3 03
	Winchester, Annapolis, 10 68
	42, Cumberland, 10 76
	Salem, Cumberland, 3 98
	52, Colchester, 5 14
	8, Queens, 7 46
	Sherbrooke, Guysboro', 6 17
	4, Queens, 8 68
	Galedonia, Queens, 7 89
	West Noel, Hants, 5 93
	64, Cape Breton, 7 71
	6, Lunenburg, 7 92
	Black Rock, Kings, 3 43
	2, Halifax, 2 77
	42, Colchester, 4 18
	McKay, Hants, 0 55
	Church Point, Digby, 5 64
	46, Colchester, 2 78
	84, Cumberland, 3 08
	Digby, 8 64
	36, Cumberland, 10 52
	Broad Cove, Inverness, 1 03
	Kempt Head, Victoria, 6 02
	Rectory, Annapolis, 13 08
	45, Annapolis, 6 78
	9, Annapolis, 2 55
	City of Halifax, 295 88
	77, Cumberland, 8 83
	76, Colchester, 5 39
	2, Cumberland, 8 91
	Bloom, Kings, 10 51
	17, Pictou, 5 29
	5, Guysboro', 2 35
	8, Annapolis, 9 71
	Grafton, Kings, 13 50
	79, Kings, 21 80
	Wood Harbour, Shelburne, 13 37
	18, Colchester, 2 16
	Brookfield, Colchester, 12 69
	28, Lunenburg, 5 39
	Brooklyn, Annapolis, 6 00
	Margaretville, Annapolis, 3 55
	Tenocape, Hants, 6 71
	Cape Sable, Shelburne, 8 63
	Barrington, Shelburne, 2 50
	6, Antigonish, 11 17
	Little River, Antigonish, 6 63
	LaHave, Lunenburg, 0 84
	Ritchie's Cove, Lunenburg, 4 75
	16, Cumberland, 9 80
	Scattarie, Cape Breton, 6 96
	33, Colchester, 2 54
	Loch Lomond, Richmond, 2 78
	Baddeck, Victoria, 3 68
	Taylor, Halifax, 4 96
	Fort Eliza, Colchester, 2 47
	2, Colchester, 7 51
	6, Hants, 11 73

1867.	
Dec.	Lower Onslow, Colchester, \$7 40
	31, Hants, 2 03
	30, Yarmouth, 21 98
	17, Shelburne, 15 12
	Berlin, Colchester, 2 37
	33, Guysboro', 8 75
	13, Cumberland, 19 50
	Highland, Colchester, 5 26
	Pembroke, Colchester, 2 83
	Earlton, Colchester, 0 30
	Cross Roads, Colchester, 2 68
	Black River, Kings, 4 55
	51, Kings, 10 22
	Malagawatcht, Inverness, 5 01
	16, Pictou, 4 53
	2, Yarmouth, 26 15
	Archibald, Halifax, 5 35
	10, Colchester, 4 19
	16, Kings, 10 08
	79, Kings, 11 93
	Northfield, Hants, 2 46
	13, Guysboro', 8 36
	Scotch Village, Hants, 2 13
	Fox Point, Lunenburg, 4 31
	Bloomington, Annapolis, 8 04
	Newdy Quoddy, Halifax, 16 99
	5, Halifax, 1 26
	Harmony, Kings, 7 42
	56, Colchester, 3 45
	Pleasant Valley, 3 87
	9, Inverness, 5 96
	6, Inverness, 4 00
	Mooseland, Halifax, 6 74
	Wentworth, Cumberland, 0 78
	Margaree, Inverness, 11 79
	1, Lunenburg, 11 49
	47, Lunenburg, 3 99
	36, Hants, 1 94
	West Chester, Cumberland, 4 68
	1, Yarmouth, 10 05
	69, Kings, 5 67
	Middleton, Annapolis, 4 35
	37, Annapolis, 1 35
	West Bay, Inverness, 5 87
	61, Colchester, 6 41
	4, Annapolis, 7 98
	4, Kings, 2 59
	Inglisville, Annapolis, 8 53
	7, Pictou, 4 27
	Enfield, Hants, 1 48
	Gaspereaux, Kings, 1 95
	McKay, Hants, 0 87
	McKay, Hants, 0 20
	Grafton, Kings, 2 91
	Folly, Colchester, 5 08
	59, Kings, 28 57
	Stewiacke, Colchester, 0 60
	Horton, Kings, 14 22
	32, Digby, 1 92
	Plaister Creek, Hants, 6 66
	24, Colchester, 4 30
	9, Pictou, 4 52
	36, Antigonish, 3 81
	Taylor's Head, Halifax, 2 61
	St. George, Richmond, 6 41
	83, Cumberland, 4 75
	16, Colchester, 6 92
	Tancook, Lunenburg, 24 32
	4, Colchester, 3 66
	Black Point, Shelburne, 10 10
	9, Barrington, 5 10
	Brookfield, Kings, 2 49
	Halifax, 27 40
	25, Colchester, 2 93
	18, Antigonish, 3 87
	Hantsport, Hants, 20 11
	37, Colchester, 5 50
	Loch Lomond, Inverness, 7 76
	10, Pictou, 9 13
	5, Colchester, 8 35
	Williamston, Annapolis, 2 01
	Old Barns, Colchester, 4 57
	25, Annapolis, 5 46
	Grand River, Richmond, 5 38
	11, Pictou, 4 85
	8, Colchester, 5 52
	4, Halifax, 1 02
	Truro Road, Colchester, 9 63
1868.	Onslow, Colchester, 2 85
Jan.	57, Colchester, 1 56
	New Glasgow, Pictou, 12 65
	Woodville, Kings, 1 00
	21, Cumberland, 0 20
	1, Lunenburg, 9 00
	21, Pictou, 3 49
	East River, Colchester, 11 98
	8, Annapolis, 3 27
	Randville, Kings, 3 38
	18, Colchester, 11 32
	36, Richmond, 8 19
	27, Colchester, 1 95
	Upper Selmah, Hants, 2 49
	Lower Selmah, Hants, 10 90

1868.

Jan. 60, Halifax, -	\$5 04
Canard Street, Kings, -	25 78
1 and 26, Hants, -	2 64
37, Cumberland, -	5 38
16, Colchester, -	1 41
3, Pictou, -	7 42
29, Pictou, -	7 93
Wallace, Cumberland, -	8 04
Diligent River, Cumberland, -	1 00
50, Pictou, -	7 46
32, Antigonish, -	6 60
43, Guysboro', -	3 15
West Branch, Pictou, -	12 51
51, Cumberland, -	5 74
12, Annapolis, -	13 17
West Brook, Cumberland, -	2 86
Merigomish, Pictou, -	2 08
Pembroke, Hants, -	2 07
3, Annapolis, -	4 07
Farmington, Annapolis, -	12 19
Glengarry, Pictou, -	2 77
1, Pictou, -	18 69
5, Halifax, -	0 20
21, Halifax, -	2 41
9, Annapolis, -	10 40
Little Loran, C. B., -	2 48
Fox Harbour, Cumberland, -	8 39
Newton Mills, Colchester, -	2 28
Somerset, Kings, -	7 62
Hutchinson, Halifax, -	9 61
Pubnico, Yarmouth, -	5 00
60, Cumberland, -	5 17
61, Kings, -	6 30
60, Kings, -	4 85
Meadowville, Annapolis, -	4 88
Renfrew, Hants, -	4 91
57, Cape Breton, -	4 25
River Inhabitants, Inverness, -	4 66
Maccan, Cumberland, -	5 56
B Section, Cumberland, -	16 45
Harmony, Queens, -	3 78
Birch Brook, Hants, -	7 00
34, Halifax, -	5 20
Australia, Kings, -	4 04
Mordan, Kings, -	0 80
Dartmouth, Halifax, -	10 41
Musquodoboit, Halifax, -	5 21
11, Pictou, -	1 62
R. S. Section, Pictou, -	1 01
West Head, Queens, -	4 92
35, Kings, -	2 19
Halifax, -	114 16
Halifax, -	1 50
Stillwater, Hants, -	1 03
Rockville, Kings, -	22 87
LaHave, Lunenburg, -	1 20
23, Hants, -	5 47
19, Antigonish, -	2 23
58, Kings, -	5 68
68, Kings, -	2 60
Woodville, Kings, -	1 84
Reid, Halifax, -	2 12
21, Halifax, -	2 24
Halifax, -	5 22
61, Pictou, -	6 54
61, Kings, -	3 17
58, Kings, -	0 86
Guysboro' Road, Halifax, -	1 63
24, Halifax, -	1 80
23, Pictou, -	4 26
1, Hants, -	6 89
60, Pictou, -	3 93
4, Annapolis, -	1 13
51, Halifax, -	0 33
Victoria, Halifax, -	1 50
Porter's Lake, Halifax, -	9 36
41, Colchester, -	6 78
3, Hants, -	3 35
Great Village, Colchester, -	2 90
Central, Colchester, -	5 42
Owl's Head, Halifax, -	1 00
43, Antigonish, -	8 00
14, Pictou, -	7 60
Caledonia, Antigonish, -	6 32
Upper Gaspercaux, Kings, -	4 61
Tatamagouche, Colchester, -	0 72
Middle Pomquet, Antigonish, -	1 41
38, Annapolis, -	3 21
Winchester, Annapolis, -	3 42
Arlington, Annapolis, -	1 20
30, Guysboro', -	5 82
11, Hants, -	3 74
3, Digby, -	27 94
City of Halifax, -	5 25
16, Hants, -	0 90
22, Pictou, -	4 88
31, Guysboro', -	6 50
30, Colchester, -	5 54
21, Kings, -	5 99
4, Hants, -	5 04
11, Guysboro', -	3 73
East Rawdon, Hants, -	9 29
5, Colchester, -	4 19

1868.

Jan. 44, Lunenburg, -	\$8 56
Now Ross, Lunenburg, -	2 30
Indian Harbour, Halifax, -	1 21
1, Guysboro', -	42 51
Glengarry, Pictou, -	1 05
6, Queens, -	4 02
4, Queens, -	1 00
74, Cumberland, -	4 70
42, Cumberland, -	5 69
41, Kings, -	5 90
8, Halifax, -	5 15
River John, Pictou, -	12 28
Little Harbour, Pictou, -	4 55
Beaver Brook, Colchester, -	3 93
Medford, Kings, -	4 59
Port Hood, Inverness, -	15 95
Sober Island, Halifax, -	1 53
Cumberland, -	1 35
45, Kings, -	11 52
1, Pictou, -	19 81
Grafton, Kings, -	2 10
Rockville, Hants, -	3 36
12, Inverness, -	5 27
49, Cumberland, -	2 96
Owl's Head, Halifax, -	1 56
50, Hants, -	2 38
Barney's River, Pictou, -	15 05
88, Kings, -	2 7
Chipman's Brook, Kings, -	0 97
20, Cumberland, -	6 09
4, Yarmouth, -	2 00
Lochartville, Kings, -	2 16
18, Shelburne, -	14 37
Williamston, Annapolis, -	0 51
Sherbrooke, Guysboro', -	3 63
Milton, Queens, -	10 97
South Section, Halifax, -	11 33
8, Colchester, -	3 87
6, Halifax, -	4 23
5, Hants, -	3 05
26, Hants, -	1 80
17, Halifax, -	1 40
Pembroke, Colchester, -	1 62
Cross Roads, Colchester, -	5 84
Middloton, Annapolis, -	6 00
16, Kings, -	3 18
Noel, Hants, -	3 45
Greenville, Cumberland, -	7 55
Willet, Annapolis, -	2 00
56, Cumberland, -	9 04
50, Antigonish, -	7 32
41, Pictou, -	3 79
8, Queens, -	3 76
Blueberry, Queens, -	3 62
1, Lunenburg, -	16 36
8, Queens, -	6 25
25, Pictou, -	7 41
Milton, Queens, -	24 97
Chipman, Kings, -	3 81
27, Digby, -	4 01
85, Cumberland, -	5 08
Perot, Annapolis, -	6 35
42, B, Annapolis, -	8 55
26, Halifax, -	4 93
McKay, Pictou, -	6 38
16, Pictou, -	12 14
30, Pictou, -	15 45
37, Annapolis, -	4 35
35, Lunenburg, -	4 20
61, Kings, -	0 74
Upper Selmah, Hants, -	7 44
New Glasgow, Pictou, -	6 51
South Mountain, Cape Breton, -	0 68
Spring Hill, Cumberland, -	3 86
Tangier, Halifax, -	7 03
Windsor, Hants, -	5 58
33, Annapolis, -	2 60
Westchester, Cumberland, -	2 50
40, Lunenburg, -	1 49
66, Kings, -	18 50
Tennecape, Hants, -	4 43
13, Cumberland, -	8 24
Arichat, Richmond, -	72 84
West Gore, Hants, -	1 20
58, Kings, -	1 01
7, Colchester, -	1 23
7, Shelburne, -	6 00
Amherst, -	7 79
37, Guysboro', -	28 02
Barney's River, Pictou, -	6 21
63, Kings, -	1 32
4, Halifax, -	0 85
Woodville, Kings, -	3 09
Earlton, Colchester, -	6 80
Musquodoboit, Halifax, -	6 06
Roger's Hill, Pictou, -	7 13
5, Inverness, -	0 50
45, Kings, -	2 68
14, Lunenburg, -	2 41
16, Lunenburg, -	4 04
Bridgetown, Annapolis, -	27 39
Sheet Harbour, Halifax, -	19 89
45, Pictou, -	5 07

1868.

Feb. 23, Cumberland, -	\$3 96
49, Colchester, -	1 76
Owl's Head, Colchester, -	0 65
13, Colchester, -	4 90
Lower Horton, Kings, -	0 86
Stillwater, Hants, -	2 57
Pereaux, Kings, -	1 20
24, Halifax, -	2 54
Williamsdale, Cumberland, -	1 50
Fortis, Lunenburg, -	3 79
27, Antigonish, -	3 86
59, Pictou, -	4 60
39, Annapolis, -	3 51
10, Colchester, -	2 75
4, Digby, -	0 38
1, Digby, -	5 15
Bellview, Digby, -	3 02
Ragged Isles, Shelburne, -	1 58
Halifax, -	33 88
Brooklyn, Kings, -	3 09
5, Shelburne, -	10 68
Milton, Queens, -	4 50
19, Hants, -	18 41
47, Antigonish, -	5 40
Hantsport, Hants, -	1 80
West Brook, Cumberland, -	4 38
Little River, Digby, -	19 33
55, Antigonish, -	3 65
60, Kings, -	3 95
River Philip, Cumberland, -	2 70
64, Colchester, -	2 55
13, Pictou, -	26 23
3, Pictou, -	4 80
41, Hants, -	1 63
3, Annapolis, -	8 00
5, Pictou, -	3 88
Springville, Pictou, -	8 48
Sheet Harbour, Halifax, -	0 90
South Branch, Colchester, -	3 60
Gaspercaux, Kings, -	3 80
18, Yarmouth, -	24 33
25, Shelburne, -	9 79
Milton, Queens, -	9 23
5, Queens, -	4 83
Lower Selmah, Hants, -	10 93
14, Queens, -	17 68
27, Yarmouth, -	7 59
Liverpool, Queens, -	2 56
Chester, Lunenburg, -	4 88
11, Inverness, -	1 41
Jeddore, Halifax, -	1 19
42, Hants, -	3 36
13, Annapolis, -	0 91
21, Lunenburg, -	1 70
Judean Point, Lunenburg, -	2 70
6, Hants, -	1 20
Grafton, Kings, -	1 20
Lower Onslow, Colchester, -	5 43
2, Lunenburg, -	3 60
25, Colchester, -	2 52
Porter's Lake, Halifax, -	1 30
Halifax, -	139 02
16, Colchester, -	0 40
Cross Roads, Colchester, -	3 34
16, Cumberland, -	7 60
3, Lunenburg, -	5 00
Mull River, Inverness, -	4 06
Maitland, Lunenburg, -	5 02
13, Guysboro', -	3 73
East River, Colchester, -	4 06
5, Digby, -	1 65
12, Halifax, -	3 79
Amherst, -	4 96
Archibald, Halifax, -	4 98
Stirling, Colchester, -	16 92
Brooklyn, Kings, -	0 88
Dartmouth, Halifax, -	12 97
78, Kings, -	1 46
6, Colchester, -	1 84
13, Colchester, -	2 10
Grafton, Kings, -	0 67
41, Colchester, -	10 40
Greenfield, Colchester, -	2 39
6, Hants, -	1 20
East Dover, Halifax, -	2 03
Halifax, -	124 87
Cow Bay, Halifax, -	1 35
47, Halifax, -	0 95
20, Kings, -	6 55
30, Annapolis, -	5 53
Waverly, Halifax, -	6 33
9, Annapolis, -	4 80
20, Annapolis, -	6 03
8, Antigonish, -	7 03
9, Pictou, -	2 24
Truro Road, Colchester, -	4 55
24, Cumberland, -	2 00
Lunenburg, -	10 90
Chester, Lunenburg, -	1 27
26, Cumberland, -	0 86
38, Pictou, -	4 70
6, Pictou, -	4 01
2, Colchester, -	2 82

1868.	
Mar. 14, Colchester,	\$1 49
66, Cumberland,	1 26
8, Halifax,	4 17
1, Annapolis,	4 43
8, Cumberland,	0 73
Carleton, Colchester,	12 11
Kent's Island, Halifax,	0 94
26, Cumberland,	11 10
48, Hants,	2 10
33, Hants,	5 38
39, Annapolis,	2 90
Old Barns, Colchester,	1 83
40, Colchester,	7 57
73, Cumberland,	1 86
51, Halifax,	4 80
West Branch, Pictou,	4 05
51, Colchester,	2 49
Rockville, Hants,	1 35
10, Queens,	2 40
Hopewell, Pictou,	1 60
Liverpool, Queens,	3 45
26, Halifax,	2 96
30, Colchester,	2 70
7, Shelburne,	0 29
58, Kings,	2 39
4, Halifax,	0 46
11, Pictou,	2 70
44, Colchester,	3 04
1, Guysboro',	3 72
38, Annapolis,	2 40
44, Cumberland,	7 00
93, Cumberland,	4 21
27, Shelburne,	3 04
61, Kings,	0 15
Liverpool, Queens,	2 10
Taylor, Halifax,	2 50
42, Colchester,	0 61
35, Kings,	1 44
3, Pictou,	0 95
16, Kings,	3 21
23, Hants,	2 68
3, Shelburne,	1 59
3, Hants,	1 18
Owl's Head, Halifax,	3 40
14, Halifax,	1 04
60, Halifax,	1 15
LaHave, Lunenburg,	0 96
87, Cumberland,	3 80
Chiganois, Colchester,	1 90
9, Halifax,	0 51
Smithfield, Colchester,	3 19
Pleasant Mountain, Hants,	1 16
59, Kings,	12 59
23, Guysboro',	2 10
3, Halifax,	1 20
27, Colchester,	1 64
New Ross, Lunenburg,	0 60
Forest Glen, Colchester,	1 35
Selmah, Hants,	7 87
East Rawdon, Hants,	3 21
Somerset, Kings,	4 15
8, Halifax,	4 18
Hopewell, Pictou,	3 75
Lower Horton, Kings,	2 30
Salmon River, Halifax,	2 14
21, Halifax,	1 24
Halifax,	30 00
50, Pictou,	0 50
10, Shelburne,	6 88
37, Colchester,	4 83
4, Hants,	4 93
Halifax,	25 79
Winchester, Annapolis,	3 31
17, Cumberland,	15 37
Indian Point, Lunenburg,	3 88
12, Pictou,	17 77
Musquodoboit, Halifax,	3 04
2, Colchester,	1 61
1, Pictou,	17 89
8, Annapolis,	3 09
Chiganois, Colchester,	0 72
Waverly, Halifax,	1 31
Apl. 1, Hants,	4 98
18, Halifax,	0 50
Cross Roads, Colchester,	3 20
Lawrencetown, Annapolis,	3 20
27, Hants,	3 77
16, Colchester,	1 10
Lower Onslow, Colchester,	1 39
Pembroke, Colchester,	9 59
8, Colchester,	2 19
Dartmouth, Halifax,	46 25
Glalwin, Halifax,	2 07
10, Halifax,	1 02
Oakland, Lunenburg,	3 97
14, Cumberland,	5 41
1, East Pictou,	8 53
55, Inverness,	4 20
7, Hants,	8 69
29, Pictou,	3 25
Walton, Hants,	18 89
16, Pictou,	1 00
11, Yarmouth,	6 33

1868.	
Apl. Lower Ward, Halifax,	\$1 06
26, Halifax,	2 17
Port Mouton, Queens,	3 26
20, Digby,	11 29
Ketch Harbor, Halifax,	3 25
11, Annapolis,	5 74
Waterville, Pictou,	2 58
1, Guysboro',	9 05
25, Colchester,	2 92
Waverly, Halifax,	12 79
Hills, Shelburne,	1 98
Glencel, Guysboro',	5 71
74, Kings,	3 05
36, Inverness,	1 80
19, Cumberland,	19 97
3, Hants,	5 28
13, Halifax,	6 04
5, Colchester,	7 07
Princeville, Annapolis,	4 95
60, Victoria,	4 00
Highlands, Richmond,	3 90
Tatamagouche, Colchester,	2 20
Codles Harbor, Guysboro',	3 80
Halifax,	65 25
Clyde River, Shelburne,	12 23
27, Halifax,	1 81
43, Kings,	4 58
33, Kings,	24 22
1, Arichat,	4 50
43, Kings,	4 56
51, Halifax,	11 29
4, Halifax,	1 00
Bloomington, Annapolis,	8 06
66, Victoria,	5 74
18, Inverness,	7 43
Gore, Hants,	1 56
19, Lunenburg,	1 87
Sydney, C.B.,	41 32
Two Islands, Cumberland,	3 97
5, Colchester,	2 38
18, Colchester,	4 45
2, Yarmouth,	33 54
41, Colchester,	24 41
9, Cape Breton,	31 62
Little Tracadie, Antigonish,	4 59
52, Kings,	7 34
21, Colchester,	19 00
51, Cumberland,	3 30
37, Annapolis,	2 70
L'Archeveque, Richmond,	1 02
Arichat, Richmond,	41 93
41, Colchester,	4 57
Lower Selmah, Hants,	21 06
3, Lunenburg,	3 16
Lyon's Brook, Pictou,	13 27
Wentworth, Hants,	10 56
Hantsport, Hants,	3 73
Fort Ellis, Colchester,	0 85
1, Lunenburg,	11 72
26, Lunenburg,	19 27
Marratt's Cove, Lunenburg,	4 27
1 and 26, Hants,	1 61
22, Hants, and 52, Colchester,	10 56
River John, Pictou,	52 82
Loch Lomond, Richmond,	17 11
Shad Harbor, Shelburne,	3 51
Amherst, Cumberland,	4 26
65, Antigonish,	8 00
Bayfield, Annapolis,	13 83
1, Pictou,	54 80
1, Hants,	9 49
Rockville, Hants,	5 28
Lowpr Onslow, Colchester,	1 40
3, Halifax,	2 30
Brookland, Pictou,	3 36
St. Mary's, King's,	5 76
9, Pictou,	7 50
40, Inverness,	2 54
3, Colchester,	7 63
North River, Kings,	2 84
8, Halifax,	12 69
Scotabrn, Pictou,	4 98
Halfway, Hants,	5 49
Vogler's Cove, Lunenburg,	2 52
Lower Granville, Annapolis,	10 02
31, Annapolis,	18 44
Hawksbury, Inverness,	17 95
Petpeswick, Halifax,	10 43
11, Annapolis,	0 55
Barney's Brook, Hants,	1 80
41, Hants,	6 11
1, Yarmouth,	26 72
Waverly, Halifax,	2 79
Indian Harbor, Halifax,	2 90
37, Guysboro',	8 11
Town Plot, Kings,	3 71
Randville, Kings,	1 58
Brooklyn, Hants,	26 37
Sackville, Halifax,	3 11
4, Halifax,	0 37
29, Halifax,	1 79
Oldham, Hants,	4 81
24, Hants,	3 53

1868.	
May. 13, Annapolis,	\$4 36
59, Cumberland,	8 06
40, Antigonish,	9 22
82, Kings,	5 23
14, Digby,	9 14
Kinsman's Corner, Kings,	28 24
20, Hants,	6 06
Stake Road, Cumberland,	12 78
14, Pictou,	5 10
Dutch Village, Halifax,	1 48
N. W. Arm, Halifax,	1 92
Hagget's Cove, Halifax,	2 07
Canning, Kings,	20 57
19, Hants,	8 30
45, Guysboro',	15 68
Isaac's Harbor,	7 19
Halifax,	142 20
87, Cape Breton,	6 22
3, Colchester,	11 79
30, Guysboro',	5 59
Eastville, Colchester,	3 22
29, Hants,	5 94
Woodville, Hants,	0 95
45, Pictou,	7 99
Hull's Harbor, Kings,	6 45
Nine Mile River, Hants,	4 57
Williamston, Annapolis,	6 65
1, Guysboro',	9 38
Scattarie, Cape Breton,	6 86
12, Colchester,	29 75
59, Kings,	8 25
28, Colchester,	3 64
4, Guysboro',	9 01
Sherbrooke, Guysboro',	17 35
Winchester, Annapolis,	2 31
54, Colchester,	4 43
16, Annapolis,	17 05
34, Hants,	5 15
Avonport, Kings,	10 00
42, Kings,	6 36
New Germany, Lunenburg,	4 29
68, Cumberland,	3 97
24, Halifax,	13 08
52, Hants,	11 08
41, Hants,	2 25
Beaver Brook, Colchester,	4 94
39, Kings,	1 94
69, Cumberland,	4 78
1, Pictou,	18 81
Tasket, Yarmouth,	16 75
Beaver River, Yarmouth,	17 13
Sedgewick, Halifax,	5 79
21, Pictou,	9 82
New Minas, Kings,	2 22
8, Guysboro',	10 24
31, Hants,	5 56
1, Cape Breton,	34 89
Port William, Kings,	9 98
32, Kings,	3 45
40, Colchester,	8 98
Henry, Halifax,	3 45
Mordant, Kings,	2 07
Woodworth, Kings,	9 28
Wagner, Digby,	6 66
Salmon River, Halifax,	0 14
Brooklyn, Hants,	1 80
Halifax,	287 02
1, Lunenburg,	3 35
35, Lunenburg,	2 82
25, Colchester,	2 37
54, Halifax,	3 63
76, Kings,	8 10
Junction, Halifax,	7 78
1, Kings,	14 28
3, Hants,	8 26
Plaister Creek, Hants,	3 59
Cole Harbor, Halifax,	7 27
Three Mile Plains, Hants,	9 87
56, Colchester,	2 37
16, Hants,	8 10
Lawrencetown, Annapolis,	3 91
Hillsborough, Annapolis,	0 50
Farmington,	2 54
June. 10, Halifax,	0 96
14, Halifax,	4 71
Mahone Bay, Lunenburg,	1 87
8, Shelburne,	5 40
Maitland, Lunenburg,	3 20
6, Shelburne,	1 35
Jartle Judique, Inverness,	3 77
11, Shelburne,	9 54
17, Inverness,	10 00
4, Queens,	9 01
9, Shelburne,	11 69
1, Hants,	2 70
1, West Pictou,	5 52
30, Annapolis,	3 38
81, Kings,	11 19
Milton, Queens,	25 19
42, Colchester,	2 58
20, Inverness,	14 40
5, Pictou,	3 99

(To be Continued.)

BOARDS OF SCHOOL COMMISSIONERS.

[From the Report of the Superintendent of Education.]

IN my Report of last year attention was called to the anomalous position of Halifax, Lunenburg, Queens, Colchester, Cumberland, Annapolis and Inverness Counties, in relation to the distribution of the County Fund. In the first named County there are three, and in each of the others two School Districts embraced in territory having but one Sessions of the Peace. That is, there are in Halifax three and in each of the others two Boards of School Commissioners drawing from one County Assessment Fund. The result of this is much delay in the distribution of that Fund. Inasmuch as the presence of the Inspector for the County at the meeting of each Board is indispensable, the Boards cannot meet simultaneously, and not till the last has met and decided what schools under its jurisdiction are entitled to public aid, can the scale of Distribution for the County be settled. For till it is known how many schools are entitled to share in the Fund it cannot be determined how much any is entitled to receive. It is easy to see that much embarrassment must result from such a state of things. A further consideration may be mentioned showing the desirableness of having out one Board for each Sessions of the Peace. The Commissioners are empowered to place any section in their district on the list of poor sections, thus entitling it to one-third more from the school fund. In order that there be equitable application of this provision of the law, it seems necessary that one and the same body should determine what sections within the county are and what sections are not really entitled to the extra allowance from the common fund of the county. I would therefore again urge the propriety of amending the law by enacting that there shall be but one Board of School Commissioners for each Sessions of the Peace. The existing Boards in the counties affected by the change might coalesce to form the new central board, thus securing to all parts of the county the same representation that is now enjoyed. No special interest entrusted to the Boards as at present constituted would suffer by the change. On the contrary I am of opinion that all questions affecting the educational interests of any portion of the county would be more efficiently dealt with. If it were thought necessary the new Board might alternate its meetings in some of the counties, between the places at which the present Boards meet. Heretofore it has not infrequently happened that some one of these Boards has failed to meet in sufficient numbers to transact business legally at the time of the semi-annual meeting. The action of the adjoining Board must in such a case remain a dead letter so far as the distribution of public money is concerned, until the Council of Public Instruction can be communicated with and a special meeting appointed at which a quorum may be had to pass on the claims of the several schools. In fact, I am of opinion that every interest would be admirably subserved if there were one Board for each County.

One Board of Commissioners for each Sessional District would greatly facilitate the transaction of the educational business of the country.

COUNTIES RECEIVING NO ACADEMY GRANTS.

[From the Report of the Superintendent of Education.]

OF these there are seven. The law provides no Academy Grants for those counties wherein other advanced educational institutions receiving public grants exist. Of the seven counties thus excluded two—Colchester and Pictou—are in the enjoyment of privileges every way equivalent to those enjoyed by counties having public academies. By order of the Council of Public Instruction the High School Department of the Provincial Model Schools is open free of charge to all qualified pupils belonging to Colchester County. The Trustees of Pictou Academy have, with a most commendable spirit of liberality, thrown open that institution, free of fees, to all pupils belonging to the County of Pictou. This leaves five Counties—viz., Halifax, Hants, Kings, Yarmouth and Antigonish—without any provision for advanced Free Education. In Halifax there are two Colleges and a Grammar School; in Hants a College; in Kings a College and an Academy, in Yarmouth an advanced Seminary; and in Antigonish a College. Each of these institutions receive an annual grant from the Provincial Treasury, but makes no distinction in point of fees between

students belonging to the county in which it is situate, and those from other places.

It has been made a matter of complaint by residents of these Counties that whereas advanced pupils in the other counties of the Province enjoy the privilege of attending an Academy free of charge, no such advantages are extended to them. There is plainly an inequality of privilege, and it becomes a duty to see how far the inequality is removable.

The case of Halifax, Kings, and Yarmouth Counties is analogous to that of Pictou previous to the action of the Pictou Academy Trustees above referred to. Each has an institution of the academical grade receiving a public grant, and owing therefore some consideration to the public. Provided the managers of the Yarmouth Seminary, Horton Academy, and the Halifax Grammar School are prepared to approach the subject in a liberal spirit,—and of that there can scarcely be any doubt—arrangements may without much difficulty be made for securing the desired privileges to the people of these three counties.

In Hants county there is in connection with Kings College, a Collegiate Academy which receives no grant from the Treasury. But in virtue of its intimate connexion with a College which does receive such a grant the public has I think a fair claim on the consideration of its managers, and I have good reason for believing that they will embrace readily any reasonable proposal for extending the advantages of their institution free of fees, to all qualified pupils belonging to Hants county.

Antigonish is the only county having no academical institution that might be made available to meet the public wants; the institution receiving a public grant in that county being a College. In this case there would be more difficulty in making any arrangement that would be of much general value to the county. The number of pupils of the Public Schools who could by any possibility be prepared to enter a college would of necessity be small. Yet it would be unfair not to secure to the county every advantage, however small, that might tend to remove the present cause of complaint.

I am of opinion then that much might be done to remove the present inequality in relation to advanced free education, by the passing of an Act (1) empowering the governing bodies of the institution, above named (if they have not that power already) to open their doors without payment of fees, to pupils belonging to the counties in which they are respectively situate; (2) authorising the Commissioners of Schools in those Counties to regard such pupils in the distribution of the County School Funds as if attending a County Academy; and (3) empowering the Superintendent to pay a specified sum per pupil from the Treasury, to each institution adopting the arrangement. This would be as far in my opinion as it would be wise for the Legislature to proceed in this matter at present. It would then remain for the several institutions named to take such action in the premises as they might feel disposed.

POLL-TAX.

[From the Report of the Superintendent of Education.]

THERE is one point in connexion with School Assessment to which I would call attention. In my report of 1864, I recommended that a portion of the Local School Assessment should be levied as a poll-tax. Such a law has since been passed for the city of Halifax, and the Annual School Meeting at Dartmouth has by unanimous vote twice solicited me to press this subject upon the attention of the Legislature. I have learned the views of very many persons upon the subject and find great unanimity in favour of raising a portion of the Local Assessment by poll-tax. Such a mode would tend, on the whole, to equalize the burden of support, by reaching many who ought in all fairness to bear a share, (and who, I believe, would as a general rule, most cheerfully do so), yet having no rateable property, are under the present system, exempt from all share in the cost of educating the community in which they live. It will be evident, moreover, that if such a mode of levying the Local Assessment were adopted by the Legislature, it ought to remove all grounds for complaint which are now entertained by the more aged men throughout the Province. I would respectfully suggest that the Legislature consider the wisdom of enacting that a given proportion of the sectional school tax shall be levied as a poll-tax on all adult male residents.

COUNTY ACADEMIES.

[From the Report of the Superintendent of Education.]

I AM more and more convinced of the utility of these institutions. Their establishment has already in a majority of cases, exerted a highly beneficial influence upon the educational sentiment of surrounding sections, and indeed, of the counties generally in which they are located. Quite a large number of persons have obtained most important aid in their preparation for the work of teaching, while several of the academies now have in attendance those who will shortly present themselves for matriculation at our Provincial Colleges.

Up to this time the precise course of instruction adopted in the County Academies has been left to the Head Master and the Trustees. In this way, it was believed that the local peculiarities existing in the several county towns and counties would be wisely met, until the Common Schools had reached a good degree of efficiency. I anticipate a personal and careful examination during the ensuing year, of the system pursued in the several academies. If it shall appear that the condition of education in any County is such as to warrant a curriculum of study different from that which now obtains under the direction of the local authorities, the Council of Public Instruction will be solicited to sanction and prescribe such a course of study as may appear most in harmony with design of the institution.

These institutions are destined, I believe, to play an important part, ere long, in stimulating the youth of the several counties to aim at a liberal education. County Academies will thus become the resort not only of those who desire a more complete English education than the Common Schools can well confer, but of those also who contemplate a course of collegiate training. These institutions will thus serve as connecting links between the ordinary Public Schools and the Colleges of the Province, and the educational facilities of the latter—facilities which the Province assists in creating—will be continuously and by design, brought within the pale of our system of Public Education. The moral influence of such far reaching provisions, must before many years elapse, tell powerfully upon every part of the educational system of the Province. In order, however, that this influence may be felt in every County of the Province, the people in each County should enjoy equal facilities for academic instruction.

(From Sheldon's "Elementary Instruction.")

COURSE OF ORAL LESSONS ON ANIMALS.

THIRD STEP.

IN this Step the instruction is more systematic than in former ones. The teacher selects subjects from Class Mammalia, with a view to classification in the succeeding Step. Although the attention of the children is not directed to the animals as forming different groups, they are led to trace the gradual change that takes place in their organization; fitting them for different habits, propensities, and localities. The faculty of comparison, as well as that of simple observation, is exercised.

In considering structure and habits with special reference to the adaptation of the first to the last, it is often well to begin with the mode of life, leaving the children to judge as to the kind of structure this renders necessary.

1. Lesson on the Bat. (Point—To show the structure of the Wings.)

1. Bid a child touch different parts of his own body, to lead the rest to distinguish the head, trunk, and limbs. Children state the number of limbs in a man. How terminating? Generally in feet only. Give the term *quadrupeds*. Whether man is a quadruped? Why not? By comparison with different animals, show that only man has two hands and two feet.

2. Refer to a creature having four limbs, the hinder terminating with feet, the fore formed into wings. Children will think of a bird. May be told that there is such a creature amongst beasts. Produce a specimen. Direct attention to the wing, and explain that an equal number of bones form the arm of man and the wing of a bat. Children to find out the bones in their own arms.

1. From the shoulder to the elbow.
2. From the elbow to the wrist.
3. The hand bones
4. The thumb bones.
5. The finger bones.

Draw a diagram of the arm, numbering the parts, then a diagram of the bat's wing, numbering corresponding parts, which children observe and compare.

1. Longest bone in man; shortest in the bat.
2. Shorter in man; very long in the bat.

3. Scarcely appear in the bat.
4. In the bat terminating as a nail, serving as a hook.
5. In the bat thin, and extremely elongated, with extended skin between. (Write on blackboard in opposite columns.)

Lead children to observe, that they find no new part in the wing, but an accommodation of common parts to special circumstances. Children to say why the bat has wings at all—(it lives in the air.) What its food is. What it can find in the air.—Children may examine the beak, and observe how it is adapted for catching insects. Tell them that at one time of the year the bat seeks the hollow of a tree, or goes into the steeple of a church, because torpid; remains motionless; folds its wings around it, and hangs to some projection by its hook. Children to say when this would happen? And why then? Who gave the bat its wings? Whether any one can suggest any improvement? Let children notice the size of the wing, extending down the side to the feet. Why a smaller one would not do? Skin—why thin? Why tough? Color—corresponding with the body; appears black at dusk. Why? Let us praise His wisdom, who gave the bat its wings, and of whom we can say, "He hath done all things well."

2. The Hedgehog.

MATTER.

- I.—1. We will speak of a little animal called a hedgehog. It lives under hedges or in gardens; sleeps during the day; takes its food at night, and becomes torpid in the winter.
2. It eats insects, worms, and the soft parts of the roots of trees.
3. It burrows under ground.
- II.—1. The snout is hard and bony; claws very sharp; legs very short.

METHOD.

I.—1. Information given, where the children fail to supply it.

2. Its back is covered with spines.
3. When in danger, it presents the spines, and conceals the unprotected parts.
4. The tail is very short.
- III.—Summary.

2. From the places which it frequents, children to infer what its food would be.

3. Children to say what parts it must have in order to burrow—(snout and claws).
II.—1. Facts discovered by observation of the specimen now produced. Children judge whether a creature employed in scraping away earth with its claws could act better with long or with short legs. In order to this, let the children imitate the action of scraping, first with the arms stretched out, and then with the elbows bent. They will decide in which way they could work the longer.

2. Children to say whether the legs are suited for running. How the hedgehog is to be defended from its enemies.
3. Children discover why the spines need not cover the whole body.

4. Children observe the fact, and, from what they know, find out the advantage.
III.—Children give from memory, first, the habits; secondly, parts; thirdly, state how adapted.

3. Comparison of Cat with Dog.

- I. Resemblance.—Both are quadrupeds; have paws and claws three kinds of teeth; eat flesh.
- II. Differences.

Structure.

DOG.	CAT.
1. The dog's head is pointed.	1. The cat's head is round.
2. The dog's teeth are large, flat, and rounded.	2. The cat's teeth are small, sharp, and pointed.
3. The dog's claws not retractile.	3. The cat's claws retractile.
4. The dog's hairy covering.	4. The cat's furry covering.
5. The dog's skin with few pores.	5. The cat's skin porous.
6. The dog's legs usually long.	6. The cat's legs short.

Habits.

1. The dog prefers meat in a putrid state.	1. The cat likes fresh meat.
2. The dog eats any flesh he finds.	2. The cat, in a state of nature, eats only what it kills for itself.
3. The dog runs down its prey.	3. The cat watches for and springs on its prey.
4. The dog secures it by teeth.	4. The cat secures it by claws.
5. The dog runs.	5. The cat leaps and climbs.
6. The dog has good scent.	6. The cat has good sight.
7. The dog howls, and, when domesticated, barks.	7. The cat mews.
8. The dog bites when angry.	8. The cat scratches when angry.
9. The dog wags the tail when pleased.	9. The cat purrs when pleased.
10. The dog licks the hand to show affection.	10. The cat rubs the head against you.

Children might also distinguish between habits natural to the animal, and habits acquired by domestication, re-arranging the matter accordingly.

The three previous sketches on "The Bat," "The Hedgehog," and the "Comparison of Cat with Dog," are given as examples of the manner in which the succeeding lessons may be treated in practice.

STUDY OF THE CLOUDS.

Clouds.—The indications of clouds are, when rightly understood, more important than might be supposed.

Howard first reduced them to an orderly classification, and his nomenclature is now generally accepted. The following is an epitome of it:—

There are three primary forms of cloud and four secondary ones.

Primary Forms.—1. *Cirrus.*—Fibres extensible in various directions: these fibres often resemble feathers, wisps, or locks of hair. Generally seen in groups after severe weather, and when the air is in gentle motion. The highest of all clouds.

2. *Cumulus.*—A cloud formed of dense aggregations of convex masses, rising from a horizontal base into irregular mountainous rocky heaps, often with white snowy, woolly tops. It characterizes dry, fine summer weather. Before rain, it approaches the earth, and becomes more dispersed, and the woolly features more prominent.

3. *Stratus.*—An extended continuous stratified aggregation. It forms at sunset and disappears at sunrise. The lowest of all clouds.

4. *Secondary Forms.*—*Cirro-Cumulus.*—Cirrus fibres compressed in rounded masses or woolly tufts, disposed, in a measure horizontally. In warm and dry weather, and especially in summer, it floats at different heights in detached rounded groups.

5. *Cirro-Stratus.*—Cirrus fibres, as if squeezed together by forces operating above and below, which result in a stratification. Solar and lunar halos, mock suns, and mock moons display themselves in clouds of this class.

6. *Cumulo-Stratus.*—Cumulus and stratus clouds intermingled. Large fleecy cumuli rising from or seemingly pierced by stratus clouds. When black or bluish near the horizon, it is passing into—

7. *Nimbus.*—A dense continuous sheet, of almost uniform black or gray tint, with fringed edges. This is the rain-cloud. The rainbow belongs to it.

Small stray fragments of cloud floating about in the air are termed *scud*.

CORRESPONDENCE.

To the Editor of the Journal of Education.

MR. EDITOR,—I noticed in the last number of the *Journal* a trigonometrical demonstration by Professor McLeod, in which there were two or three points of the argument that seemed to me not quite conclusive. The Professor assumes a value for $\cos p A$, and also a value for $\sin p A$. He then combines these equations in such a manner as to deduce a value for $\cos (p + 1) A$. This last named development is similar, as regards the exponents of $\cos A$, to the first mentioned assumed value of $\cos p A$; that is, the exponents have the same relation to p in the one that they have to $p + 1$ in the other. On this relation apparently the inference is based, that "the law of expansion for $\cos p A$ holds also for $\cos (p + 1) A$, and that, therefore, the assumed development is true for the cosine of any multiple of A ."

This argument seems to me insufficient on two grounds. In the first place "the law of expansion" should include co-efficients as well as exponents; and if, as in the present case, the form of the co-efficients gives no plain intimation of such a law, the fact that the law does nevertheless obtain should be clearly pointed out. To a man like Professor McLeod it may seem an easy matter to detect the existence of the law referred to, but I venture to remind him that most of us, for whose benefit the *Journal* is published, are but indifferent mathematicians, and if we walk at all, must needs take short steps.

Another, and, as it seems to me, a more serious objection, is to be found in the fact that the equation with which the assumed value of $\cos p A$ is combined is itself an assumed equation. The value of $\cos (p + 1) A$ is thus made to depend on the value assumed for $\sin p A$. If it is allowable to prove one assumption by another, what may we not prove? And yet this, it seems to me, is what we are asked to do in this case. Hoping that Professor McLeod will furnish us with some additional light on these points, I beg to subscribe myself,

Very respectfully yours,
A TEACHER.

To the Editor of the Journal of Education.

MR. EDITOR,—Permit me, with all possible brevity, to report an extract of the minutes of the annual meeting of the Marion Bridge School Section. A moderate sum was voted for the next school year, of which a portion is to be immediately levied for the purpose of procuring prescribed school books, &c. In short there were better intentions, more life and harmony manifested at this meeting than at any previously held here.

The spirited and enthusiastic manner in which the question of compulsory attendance ("Draft Bill") was dealt with, is worthy of remark. The report of the Trustees showed, that through the irregularity and non-attendance of so many of the children in school, the section actually *lost over ninety dollars* for the past year. A forfeit truly serious, even overlooking the injustice to children. Your suggested resolution was passed by a unanimous vote. Indeed, judging from the remarks and opinion of the meeting, I would consider the 'Bill,' if passed into law, the most important clause in our statutes. In justice to thousands of neglected children, let the subject be widely advocated, and so warmly supported that it will speedily be passed into law. A law that will have no loop-holes through which the indifferent parent or the selfish guardian may escape.

Respectfully yours,
M. McC., Secretary.

Mira, C. B., October 28, 1868.

To the Editor of the Journal of Education.

SHEET HARBOR, GUYSBORO' CO., OCTOBER 26, 1868.

DEAR SIR,—At the last annual meeting in this place, the question of "compulsory attendance" at school was introduced, and discussed quite freely by the rate-payers present. The greatest unanimity of opinion was exhibited in favor of the proposed amendment. A resolution was moved and passed *unanimously* in favour of an amendment similar to that proposed in the *Journal*. I believe such an enactment would be productive of much good. It might well be supposed that when the Government does so much, the people would avail themselves of the privileges conferred upon them; but experience proves the contrary. The proposed amendment, so far as I am aware, commends itself to all the true friends of education in this Province.

Yours truly,
S. J. H., Teacher.

To the Editor of the Journal of Education.

S. SECTION 13, RIVER JOHN, NOVEMBER 2, 1868.

SIR,—At the annual meeting of the rate-payers of this section, the resolution in the *Journal* relating to "compulsory attendance" was submitted to the meeting. The more prominent features of the Draft Bill were discussed; and a vote was taken, which resulted in a tie.

I may state that some who voted against the resolution, expressed themselves in favor of the principle of "compulsory attendance," but could not agree with the method proposed for carrying it into effect. They argued that the fines might be made too severe, and that the presiding Justice of the Peace might exercise extreme power.

Yours truly,
GEORGE MURRAY, Sec'y.

EDUCATIONAL INTELLIGENCE.

AT HOME.

Address to Rev. Dr. Forrester.—On the occasion of his recent tour through the western parts of the province, the Rev. Dr. Forrester was presented with the following address by the Teachers of Yarmouth:—

ADDRESS.

Rev. and Dear Sir,—Your visit to our town has taken us by surprise, and is already on the eve of termination. Nevertheless we cannot refrain from taking this opportunity of expressing, however inadequately in this address, our high appreciation of your eminent services in the cause of education, as well as our personal regard for yourself. We consider such a course is demanded at our hands as an association of teachers, by the distinguished position you fill in the eyes of our Province. As a scholar you have rendered all your erudition subservient to the mental improvement of your countrymen. As a practical educationist, you have devoted your energies with unflinching zeal to the advocacy of the free school system. And, "last but not least," as an author, you have added to our professional literature, a work which has received the highest commendation, not only in the provincial world, but also in Great Britain and in the United States of America. In each of these capacities we tender to you our respectful thanks and congratulations.

We are sincerely obliged to you for your visit, while we deeply regret that, owing to its brevity, you have been precluded from seeing the other schools throughout the County. Your presence and influence among us, however, have been productive of pleasing results. Your genial courtesy, your wise and judicious remarks of encouragement and advice, and your genuine sympathy with the cause in which we are all interested, have filled with fresh enthusiasm, all with whom you have come into contact, and in those of us who are your educational foster-children, your presence has recalled pleasing reminiscences of by-gone times when we sat at your feet in Truro.

We are gratified to learn that your health has improved to an extent sufficient to warrant the resumption of your duties in the

Normal School, and we pray that your life may long be spared to that cause in which you have labored so worthily and so well, and with which your name will be forever associated.

ALFRED D. SMITH, *Pres. Inst.*
R. W. WOODWORTH, *Secretary.*
J. C. BLACKADER, *Treasurer.*
THOS. W. HILTON, J. B. ARCHIBALD,
LYDIA C. WESTON, M. W. HILTON,
E. MOSES, GEORGE CHURCHILL,
A. J. CASKIE, GEORGE W. ADAMS,
A. M. DARBY, JAMES A. HILTON,
J. HARRISON, LOIS E. FLINT,
HINKLE CONDON.

REPLY.

Mr. Chairman and fellow-laborers in the Educational field,—

I thank you most sincerely for the honour you have done me by meeting me here this evening, and especially for the sentiments of regard expressed towards me in the address you have just tendered.

I have often visited Yarmouth officially in days gone by, addressed large and respectable audiences, pressed upon your leading merchants their obligations to do something substantial for the education of the youth in their midst, and endeavoured by Institutes and otherwise to be of service to the teaching profession in these regions; but on no former occasion have I experienced such high gratification as I have done on this, perceiving as I have done, with mine own eye, the immense, the stupendous strides you have made, both in the exterior and interior of education. Though on successive years I have been frequently disappointed and distressed by the dilatoriness and lethargy of the good people of Yarmouth in educational matters, yet I confess I never lost faith either in their power or willingness to do something worthy of themselves. I was always persuaded that there was too much puritanical blood flowing in their veins, too much enterprise and philanthropy in their constitution, to allow such a subject to sleep on in indifference, or to bury it forever in the oblivion of the grave. And, at last, they have far more than met my most sanguine anticipations. They have erected three school-houses unsurpassed for commodiousness, or suitableness, or stately and gorgeous magnificence, by anything of a similar nature, either in this or in any of the adjoining Provinces.

But the school-house, after all, is nothing but the educational workshop, the scaffolding of the building, part of the means essential for the accomplishment of a great and important work. It is this,—the achievement of the end in view, the formation of the character of the rising generation by a process of physical, intellectual, and moral training,—the preparation of the young for doing their part when we are dead and gone,—this, this is the grand thing now to be looked at. And who or what is the party on whom the responsibility and privilege of such work devolves?

Primarily, we say, on the parents acting through the medium of the legally appointed Trustees, enhanced and enforced by the office-bearers of the different Christian denominations; and, secondarily, on the Teachers. You are familiar with the Prussian axiom, *the school-master is the school*, or, in other words, the efficiency of this institution depends on the industry, the skill, and the enthusiasm of the living agent—the Teacher. And what are the requisites indispensable? Accurate and varied scholarship, no doubt; a thorough knowledge of the nature of the recipients, of the organs, the faculties, the sensibilities, and energies of the young, is equally necessary; the object contemplated by a sound education, and how that object is to be reached, are not less needed; but the highest and most important of all the essential requisites is the practical power or skill which arises from a long and laborious course of preparation, of hard and vigorously sustained experience. What a responsibility, then, what a distinguished privilege devolves upon you, the educators of Yarmouth, in connection with this great movement! What results have we not reason to look for from your instrumental aid, accompanied, as that is, by an external equipment unequalled by any in the Province! What an exemplification and illustration of the benefits of a high-toned education are you not bound to exhibit to us all! What individual advancement, what mutual improvement, what united energy, what glowing zeal, what heroic sacrifices, what magnanimous deeds of steadfastness and perseverance, does not all this demand at your hands! What examples of every grace and virtue, what models of usefulness in the sphere in which Providence has placed you! And what a blessedness in the midst of all this, that all the attributes of divinity are pledged to direct and to encourage, to sustain and to cheer.

A. FORRESTER.

The New Glasgow Schools.—Those important seminaries were publicly examined on Tuesday and Wednesday, the 13th and 14th October, under the auspices of the government inspector, the school trustees, a number of clergymen, and others, more or less interested in their welfare and efficiency. The examination was characterized by energy, method and point, while it certainly was exacting enough; and the result, in all the departments, initiatory and advanced, was, as usual, highly satisfactory—sufficient to gratify the fond wishes of all. Admirably did the young people acquit themselves. Very notable were their promptness, accuracy, and proficiency, in performing the exercises prescribed them, or answering any questions put to them, either in the common

branches of an English education, or in Latin and Greek, French Chemistry, Mathematics and Rhetoric, which form the subjects of their course. Their good order, attention, cheerfulness of visage, also merit special regard. During the entire process of drill, scrutiny, counsel, encouragement, laudation, through which it seemed proper they should pass,—in drawing out and testing their knowledge and attainments, rewarding their diligence and stimulating their youthful energies,—these were so marked as to earn for them golden opinions even from the most fastidious. How deeply significant is such a state of things! Faces beaming with joyous animation, and bearing manifest traces of intelligence, culture and purpose, told with persuasive eloquence, unsurpassed by anything within the range of rhetoric, that the work in which they were engaged was, in their esteem, no hard, unpleasant, hateful task, and that the atmosphere which in school life they breathed was happily congenial to their sympathies, likings and tastes, and exhilarating to their opening minds—giving life and vigor to the young idea. Confessedly, this is no uncertain sign of superior teaching and excellent culture. If young persons are led, by skilful tact and watchful care, to love their books and take pleasure in their education, feel happy at school and esteem their teachers as their friends and guides, a great point is gained, in which an incalculable influence is wielded in moulding their mental and moral character, and shaping their career. In such a case, many strong barriers being broken down, they are sure to learn well, suitably to the measure of their natural capacities; and what they learn is so much real gain, available at pleasure—a mental treasure of priceless value. Extremely gratifying is it to witness, season after season, in a profusion of forms, that these schools, whose influence on the rising generation is necessarily great, are continuously conducted with diligence, energy, ability and success.

But such an encomium seems almost superfluous; so well known to a very wide circle are the abilities and zeal of the masters, Messrs. McDonald and Jack, as also of the various lady teachers; and so manifestly have they merited the public confidence. Nevertheless the faithful discharge of the onerous duties of the responsible position which they occupy is worthy of unreserved and hearty recognition. Are not the institutions, with which their labours are identified, working so efficiently, serving a beneficial and noble end? They are an invaluable boon not only to New Glasgow, and the country round for many miles; but also indirectly to a large portion, if not the whole, of this young but fair and fast rising province. Many of Nova Scotia's aspiring sons and daughters—the hope of the country's future—are trained in them for the work of life, so far at least as their training for it is effected by an excellent education; and that even from the days of blooming childhood. Taken almost from their mother's knee, when the mind only begins to put forth its tender buds, they are led on step by step, with their advancing age and growing powers, until hopeful in heart and sprightly in vigour—mental and physical—they enter on the busy walks of some active sphere; or pass on to the "classic halls" of college, to climb still higher up "the hill of knowledge," and qualify themselves by further study, discipline and lore, for some one of the learned professions.—*Com. to Eastern Chronicle.*

The Pictou Schools.—The examinations of the Pictou schools was commenced, according to announcement, on Wednesday morning, when Mr. Barker's department passed under review. In all the branches in which the pupils were examined, they manifested remarkable readiness and accuracy; but their proficiency in Geography and History was particularly praiseworthy. The fine arts also had received their share of attention, as was evident from the beautiful specimens of map and pencil drawing exhibited.

At the close of the examination, the several speakers laid great stress on the improvement in discipline made during the term, which was mainly attributed to the moral influence exerted.

Before the school was dismissed, the pupils presented their teacher with a handsome gold watch-guard, as a parting gift, and a token of their appreciation of his untiring efforts for their welfare. All who were present felt that the testimonial was well deserved, and that it will be exceedingly difficult to procure a worthy successor to Mr. Barker.

In the afternoon the High School department was inspected. We were not present during the whole of the examination, but we witnessed enough to justify us in saying that Mr. Lippincott fully sustains his high reputation as a teacher. We were delighted to observe the ease and correctness with which comparatively young pupils read the classic pages of *Cæsar* and *Virgil*. But the most attractive part of the programme, not excepting even the French conversation carried on between teacher and pupils, was the examination in Natural Science, and we confess, that we were not only pleased, but instructed, by the answers elicited, and the experiments performed.

Thursday was agreeably spent in witnessing the examination of the first, second, and third grades in the West End. Mrs. Smith continues to conduct the primary department with even more than energy and success have distinguished her in the past.

From the first, we go to the second grade, where Miss Campbell still further develops the "young idea" which has been trained to shoot in the department below. The examination of this room was eminently satisfactory, and highly creditable to both teacher and pupils.

The third grade was visited in the afternoon. Here were obvious the results of faithfulness on the part of the teacher, and

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

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

List of Text-Books, Maps and Apparatus.

The following list of Books will be extended, and other articles of apparatus included as the fund at the disposal of the Superintendent permits. The prices specified are those for which the articles will be supplied to Trustees.

PUPILS' WEEKLY RECORDS.

Weekly Record for one Term (on printing paper) 1½ cent each

THE NOVA SCOTIA SERIES OF READING BOOKS.

Book No. 1.....\$0.35 doz.	Book No. 6.....\$3.16 doz.
" 2..... 0.77 "	" 7..... 4.28 "
" 3..... 1.12 "	The art of Teaching
" 4..... 1.36 "	Reading 0.09} ea. Or,
" 5..... 2.05 "	Bailey's Brief Treatise on Elocution 0.07½ "

SPELLING BOOK.

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

GRAMMAR AND COMPOSITION.

English Grammar.*
Morell's Analysis, 7½ cents each.
Reid's Rudiments of Composition, 32 cents each.
Bain's Rhetoric, 63 cents each.

MATHEMATICS.

<i>Arithmetic.</i> —Nova Scotia Elementary Arithmetic..... \$1 80 doz.
Nova Scotia (advanced) Arithmetic..... 2 84 "
Nova Scotia Arithmetical Table Book..... 0.29 "
<i>Algebra.</i> —Chambers' Algebra, (as far as Quadratics)..... 3.74 "
Do. Do. (complete)..... 5.63 "
<i>Plane Geometry.</i> —Chambers' Euclid, (including Plane Trigonometry)..... 2 81 "
<i>Practical Mathematics.</i> —Chambers', (including Land-surveying, a brief treatise on Navigation, &c.)..... 8.43 "
<i>Solid and Spherical Geometry.</i> —Chambers', (including Spherical Trigonometry Conic Sections, &c.)..... 2.81 doz.
<i>Mathematical Tables.</i> —Chambers'..... 6.57 "
<i>Navigation.</i> —Norie's, (an extended treatise)..... 2.51 each.
<i>Ball Frames</i> 1.05 "
Slate Wipers, (to be used without water)..... 0.27 doz.
<i>Slates.</i> —Common Slates, (beveled frames) 6½ in. by 8½ in..... 0.58 "
" " " 8 in. by 10 in..... 0.62 "
" " " 9 in. by 13 in..... 0.93 "

Blackboard Chalks, 30 cents per box, (1 gross); Slate Pencils, 10½ cents per box, (100).

WRITING.

STAPLES' PROGRESSIVE SERIES OF COPY BOOKS:

Book No. 1, 48 cts. doz.	For girls } Book No. 8, 48 cts. doz.
" No. 2, " "	only. " No. 10, " "
" No. 3, " "	" No. 9, " "
" No. 4, " "	For boys } " No. 11, " "
" No. 5, " "	only. " " " "
" No. 6, " "	
" No. 7, " "	

Nos. 1 to 11 bound in 1 vol., with full instructions on the system (for the Teacher's desk) 30 cents.
Ruled Card to accompany copy books, 9 cts. per doz.
Penholders, 32 cents per gross.
Staples' Circular Pencil School Pens, 36 cents a box (1 gross).
Inkpowders, 60 cents per doz.
Rulers, 12 in. (for pupils' use,) 1 cent each.
Lead Pencils, 12 cents per doz.
India Rubber Erasers, 18 cents per doz.
Pink Blotting Paper, 23 cents per quire.

DRAWING.

BARTHOLOMEW'S SCHOOL SERIES OF PROGRESSIVE DRAWING LESSONS

For beginners. } Set of 72 Model Cards, Nos. 1 to 6..... 63 cents per set.
For advanced. } Sketch Book (models only), Nos. 1 to 5..... \$1.56 per set.

Packages (12 slips) of blank drawing paper, for model cards, 4 cts. per pack.
Blank drawing books, for model cards, 14 cts. each.
Blank drawing paper, for Sketch Books, or model cards, 42 cts. per quire.
Drawing Pencils, F, 35 cts. per doz.
" B, " " "
" HB, " " "
" H, " " "
India Rubber Erasers, 18 cts. per doz.

DIAGRAMS.

For purposes of illustration, and "Oral Lessons."	
Forest Trees (12).....	\$0.31 per set.
Natural Phenomena (30).....	0.56 "
Botanical Prints (roots, stalks, leaves, &c., 26).....	0.89 "
Notes of Lessons on do. do. do.	0.05 "
Poison Plants (44).....	0.52 "
Wild Flowers (96).....	1.93 "
Geometrical Figures (2 sheets).....	0.06 "
Mechanical Forces (6, on cloth) with exp. sheets.	0.84 "
Patterson's Plates of Animals (set of 10, mounted and varnished).....	12.50 "

* 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 Jennie's Grammar, if followed by Morell's Analysis, will, perhaps, give as good results as any.

GEOGRAPHY.

Calkin's Geography and History of Nova Scotia, 12½ cts. each.
" School Geography of the World.*

<i>Series of Wall Maps.</i> —	Scotland..... \$1.52 each
Nova Scotia..... \$0.61 each.	Ireland..... 1.52 "
North America..... 1.52 "	British Isles (in relation to the Cont. of Europe)..... 1.52 "
Western Hemisphere..... 1.52 "	Europe..... 1.52 "
Eastern Hemisphere..... 1.52 "	Palestine..... 1.52 "
England..... 1.52 "	Gen'l Map of Bible Lands 1.52 "

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

Classical Wall Maps.—

Orbis Veteribus Notus..... \$1.36 each.	Græcia Antiqua..... \$1.36 each.
Italia Antiqua..... 1.36 "	Asia Minor Antiqua..... 1.36 "
	Orbis Romanus..... 1.36 "

HISTORY.

Hodgins' School History of British America..... \$4.50 doz.	
Curtis' Chronological Outlines of Eng. History 1.08 "	
Collier's School History of the British Empire (Revised Edition)..... 3.74 "	
For use in adv. } Collier's History of Rome..... 2.81 "	
Com. Schools. } Collier's History of Greece..... 2.81 "	
	Smith's Smaller History of Rome..... 6.57 "
For use in } Smith's Smaller History of Greece..... 6.57 "	
Co. Academies. } Chambers' Ancient History..... 4.60 "	

NATURAL SCIENCE.

Chambers' Chemistry, (with new notation)..... \$6.57 doz.

ECONOMIC SCIENCE.

The Chemistry of Common Things..... \$2.81 doz.

CLASSICS.

<i>Latin.</i> —Bryce's First Latin Book..... 32 cts. each.
Bryce's Second Latin Book..... 55 "
Edinburgh Academy Latin Grammar..... 32 "
or, Bullion's Latin Grammar..... 79 "
Arnold's Latin Prose Composition..... 95 "

AUTHORS—OXFORD EDITIONS.

CÆSAR, de Bello Gallico, 1 vol., bound, 39 cts.: Lib. I.—III. (with short notes), 1 vol., paper, 16 cts.
VIRGIL, (complete), bound 39 cts.: the Georgics (with short notes), 1 vol., paper, 32 cts.: the Æneid, Lib. I.—III. (with short notes), paper, 16 cts.
CICERO, de Off., de Sen., de Amicit., 1 vol., paper, 24 cts.: bound, 32 cts.: de Sen., and de Amicit., 1 vol. (with short notes,) paper, 16 cts.: Oration for the Poet Archias, (with short notes,) paper, 16 cts.
HOMER, Iliad, (complete), bound, 32 cts.: the Odes, (with short notes), paper, 32 cts.

DICTIONARY.

White's Junior Scholar's Latin-English Dictionary..... \$1.40 cts. each.
Greek.—Bryce's First Greek Book..... 40 cts. each.
Bryce's Second Greek Book..... 55 "
Bullion's Greek Grammar..... 86 "
or, Edinburgh Academy Greek Grammar, 55 "
Arnold's Greek Prose Composition..... 86 "

AUTHORS—OXFORD EDITIONS.

XENOPHON, Anabasis, bound, 32 cts.
EURIPIDES, Alcectis, (with short notes), paper 16 cts.
XENOPHON, Memorabilia, bound 23 cts.
HOMER, Iliad, (complete) bound, 55 cts.: Lib. I.—III. (with short notes), 1 vol., paper, 32 cts.

LEXICONS.

Liddell & Scott's Greek-English Lexicon (abrd.)..... \$1.40 each.
Yonge's English-Greek Lexicon..... 1.59 "

FRENCH.

DICTIONARY.

Contanseau's French-English and English-French Dictionary... \$0.65 ea.

II. Meetings of the Boards of School Commissioners.

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

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

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

III. Examination of Teachers.

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

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

OF LICENSES ISSUED PRIOR TO OCTOBER 1867:

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

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

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

IV. Amended and Additional Regulations concerning Superior Schools.

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

1. In lieu of sub-divisions (2), (4), and (10) of SECTION 3—
 (2) Ample School accommodation must be provided for all children of school age in the Section.

(4) The furniture must be of an approved pattern, and the supply of books, apparatus, and school materials, sufficient for and adapted to the wants of the school.

(10) a. School must have been kept at least 100 days during the term.
 b. At least three-fourths of the children of school age must be registered at school.

c. The number of pupils daily present on an average, must be at least two-thirds of the number registered.

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

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

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

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

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

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

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

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

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

V. Evening Schools.

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

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

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

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

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

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

VI. Holidays and Vacations.

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

HOLIDAYS.

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

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

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

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

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

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

VACATIONS.

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

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

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

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

July, 1867.

VII. Teachers' Agreements.

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

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

NOTICE.

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

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

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

[Form of Agreement.]

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

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

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

And it is hereby 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.

VIII. To Trustees of Public Schools.

1. "A relation being established between the trustees and the teacher, it becomes the duty of the former, on behalf of the people, to see that the scholars are making sure progress, that there is life in the school both intellectual and moral,—in short, that the great ends sought by the education of the young are being realized in the section over which they preside. All may not be able to form a nice judgment upon its intellectual aspect, but

none can fail to estimate correctly its social and moral tone. While the law does not sanction the teaching in our public schools of the peculiar views which characterize the different denominations of Christians, it does instruct the teacher "to inculcate by precept and example a respect for religion and the principles of Christian morality." To the trustees the people must look to see their desires in this respect, so far as is consonant with the spirit of the law, carried into effect by the teacher."—*Comments and Regulations of Council of Public Instruction, p. 51, reg. 5.*

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

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

3. "The hours of teaching shall not exceed six each day, exclusive of the hour allowed at noon for recreation. Trustees, however, may determine upon a less number of hours. A short recess should be allowed about the middle of both the morning and afternoon session. In elementary departments, especially, Trustees should exercise special care that the children are not confined in the school room too long."—*Comments and Regulations of Council of Public Instruction, p. 48, reg. 2.*

IX. The Provincial Normal School.

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

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

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

FACULTY OF INSTRUCTORS.

NORMAL COLLEGE.

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

MODEL SCHOOL.

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

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

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

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

X. Bond of Secretary to Trustees.

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

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

PROVINCE OF NOVA SCOTIA.

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

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

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

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

Name of Witness.]

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

XI. List of Inspectors.

- J. F. L. Parsons, B.A. Halifax.
- Rev. D. M. Welton, M.A. Windsor.
- William Eaton, Kentville.
- Rev. G. Armstrong, M.A. Bridgetown.
- Rev. P. J. Filleul, B.A. Weymouth.
- G. J. Farish, M.D. Yarmouth.
- Rev. W. H. Richan, Barrington.
- Rev. D. O. Parker, M.A. Liverpool.
- W. M. B. Lawson, Lunenburg.
- H. C. Upham, Great Village.
- F. W. George, M.A. Amherst.
- M. T. Smith, Pictou.
- Angus McIsaac, Antigonish.
- S. R. Russell, Guysboro'.
- James Macdonell, Port Hood.
- Alexander Munro, Baddeck.
- Edmund Outram, M.A. Sydney.
- W. R. Cutler, Arichat.

ADVERTISEMENTS.

HALIFAX COUNTY.

TRUSTEES and TEACHERS in Halifax County are hereby notified that the public money will be paid November 25th—30th, in the Legislative Library Room, Province Building, between 10 and 4 o'clock each day
J. PARSONS, Inspector.

EDUCATIONAL ASSOCIATION.

THE Annual Meeting of the TEACHERS' ASSOCIATION will be held in Halifax during the Christmas vacation. Owing to various delays an extended programme cannot yet be published, but the outline of the work of the Session is as follows:—

Inaugural Address by the President, on Monday evening, December 28th.
Tuesday morning—preliminary work and entering upon business. Reports from Local Associations.

Tuesday afternoon—in part occupied with an address by Superintendent of Education, on the "adaptation of the present Nova Scotia series of school books to the advanced methods of teaching,"—leaving time afterwards for discussion.

Tuesday evening—a Lecture.
Wednesday morning and afternoon—business relative to teachers and their work.

Wednesday evening—a Lecture.
Thursday morning and afternoon—Speeches on various subjects having a practical bearing upon the Profession and the prospects of education.

Thursday evening—a Public Lecture.
During the Session ample time will be given to hear reports from County and Local Associations, and to receive statements from teachers concerning the state and progress of education in their districts.

A more exact programme will be published in the November Journal.
J. PARSONS, Sec'y. Com.

Teachers' Provincial Association.

Teachers' Local Associations, and friends of Education throughout the province, will please send to J. F. L. Parsons, Halifax, Secretary of the Educational Committee of the Provincial Association, previous to October 25th, all questions or subjects considered advantageous for debate or discussion at the next annual meeting. This is requested so that the committee may arrange the work and publish an outline in the *Journal of Education*, sufficiently long beforehand, that every teacher may become acquainted with the work contemplated.

TEACHERS WANTED.

A FEMALE TEACHER of the Third Class for Section No. 7, Lower Jeddore East, Halifax Shore Salary made known on application to the Trustees.

ENOS BAKER, Sec'y.
Lower Jeddore East, Halifax Shore.

In Lower Stewincke a MALE TEACHER of the First Class, qualified in all respects to take the Superior Grant. The Section has a good house, well furnished, and wishes a thoroughly good school. A good salary will be paid to a teacher qualified for the position.

E. C. BANKS,
Secretary to Trustees, Lower Stewincke.

A Second Class MALE TEACHER, for North School, Middle Musquodoboit. Salary \$200 per annum, including Provincial Grant. Address, WM. McCURDY,
Middle Musquodoboit, Halifax Connty.

SITUATIONS WANTED.

As Assistant Teacher in a Graded School, by a Female Teacher holding a First Class County License, given October, 1866; First Class Provincial License, given March, 1867; First Class License, given at the Examination held in Bridgetown in March, 1868. Has taught three terms of six months each. Address—P. W. MILLS, care of William Mills, Middle Grayville, Annapolis Co.

A FEMALE TEACHER, holding a First Class Provincial License, is desirous of obtaining a situation. A department in a Graded school preferred. Salary from Trustees at the rate of \$210 per school year. References can be given. Address—C. H. M., Dartmouth, Halifax.

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 betw'n desks for chairs.	Prices.
		Height of side next to Pupil.	Length.	Width.			
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6 to 8 "	12 "	22 "	37 "	13 "	15 "	4.25	
8 to 10 "	13 "	23 "	38 "	14 "	16 "	4.50	
10 to 12 "	14 "	24 "	39 "	15 "	17 "	4.75	
12 to 14 "	15 "	25 "	40 "	16 "	18 "	5.00	
14 to 17 "	16 "	26 "	41 "	17 "	19 "	5.25	
17 "	17 "	27 "	42 "	18 "	20 "	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,

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Principal of the Provincial Normal School.

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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.

Printed by JAMES BARNES, Corner of Sackville and Granville-sts., Halifax