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THE JOURNAL OF EDUCATION.

FOR THE PROVINCE OF NOVA SCOTIA.

ATTENDANCE AT SCHOOL IN 1866.

This very large increase in the number of pupils attending the public schools during the past year is very gratifying. There were *45,131 registered in the Winter Term, and 56,017 in the Summer. This is an increase over last year of 9,980 for the Winter, and 12,246 for the Summer. The number of different pupils at school during the year is estimated at 71,059. This estimate supposes that of the 45,131 pupils at school during the winter, one-third, or 15,043 left school to engage in the various industrial occupations during the summer months. The supposition is based upon the following considerations:—

1. It is well known that in every country situated as ours, a very large proportion of the younger children are necessarily unable to attend school in winter; while the pressing demand for labor calls away during the summer very many of those constituting the school-going population of the winter. This periodic change of pupils is frequently referred to by the Inspectors. In many cases, the only answer they are able to report to the question, "Has this school made satisfactory progress since your last inspection?" is that the school is composed of a class of pupils entirely different from those at the previous visit,—is in fact "a new school."

2. Though there were 263 more schools and 10,886 more pupils in the summer than in the winter of the past year, yet the number of pupils over 15 years of age in the summer was nearly 6,000 less than in the fewer schools of the winter. Besides this, some schools in operation in winter were, from various causes, closed during the summer.

3. In Upper Canada, where the public school system has reached a very high degree of efficiency, the whole number of different pupils attending school during the year is reported. The proportion of these daily present at school on an average is 40 per cent. The number daily present at the schools of Nova Scotia, on an average, was, for the first half of the past year, 25,988.86, and for the second half 32,490.02, or an average of 29,239.44 for the year. Assuming that the number of pupils daily present on an average at the public schools of Nova Scotia bears as good a proportion as in those of Upper Canada to the whole number of different pupils for the year, we have, as the probable number of different pupils in attendance at our schools during some portion of the past year, 73,099. If the regularity and constancy of attendance in Nova Scotia is inferior to that of Upper Canada, the whole number of different pupils for the year must have been, of course, greater than the above.

It will therefore be evident that the estimate of 71,059, is much more likely to be below than above the actual number.

The following Table, compiled from the Journals of the Assembly, shews the number of pupils registered at school each term, from 1856 to 1866, together with the amounts

*Owing to an unfortunate oversight in tabulating the Returns, the number of Registered Pupils in the county of Cumberland was reported, in the September No. of the Journal, as 2914; the actual number was 3374, and the increase over the corresponding term of 1865, 1291 instead of 831. The number then reported for the whole province was 44,584. The balance of the discrepancy between this number and that given above is accounted for by the fact that the Returns of one Winter School containing 87 pupils were not sent in till the end of the Summer Term.

raised by the people for support, (exclusive of buildings, lands, furniture, &c.,) and the amounts granted for the same by the Province:

TABLE.

YEAR.	No. Pupils for each Term.		Support, (exclusive of buildings, furniture, etc.)		Amount from Province for every dollar raised by the people for support.
	Winter.	Summer.	Raised by people.	Granted by Province.	
1856	29451	33163	Dollars. 111963	Dollars. 44413	Cents. 40
1857	31626	37087	128222	53519	42
1858	34054	38430	129672	53319	41
1859	33319	37844	135041	46891	35
1860	33210	37376	121873	44742	37
1861	31409	35895	129775	46833	36
1862	34111	38023	129999	47888	37
1863	33311	41656	130664	45472	35
1864	33265	37546	115226	47930	42
1865*	35151	43771	124673	87085	70
1866	45131	56017	†140486	114344	81

In the sections having schools in the winter, there were 52,312 children between five and fifteen years of age. Of this number 34,360 were in attendance at the public schools. There is every reason to believe that most of the remaining 17,952 were not receiving any school training whatever. 550 under five, and 10,221 over fifteen years of age, were under school instruction, making a total attendance of 45,131, of all ages. In sections having school in the summer, there were 66,467 children between five and fifteen years of age: 49,865 of these were receiving instruction at the public schools, while 16,602 were not under training, except the limited number that may have enjoyed private instruction. There were 1,680 under five, and 4,472 over fifteen years of age, at school. Total for the summer, 56,017.

The large number of children between five and fifteen years of age residing in sections having schools, who did not attend school, is worthy of remark. A few were, doubtless, receiving private instruction; some were, too young, or too poorly clad to attend in winter, while the demands of labor had an undue influence in keeping the same or others from school in summer; and some were unable to gain admittance to the school on account of the limited accommodation provided by the section. The latter obstacle is but temporary, since the law requires that accommodation be provided for all over five years of age. A very large number, however, were deprived of instruction on account of the low estimate of its advantages entertained by the parents of the children. The rate-payers of the section had provided ample school-rooms and teachers, instruction was free to all, but ignorance so blinded the minds of many that the most trifling matters were deemed of more importance than the education of their children. Thus, notwithstanding the noble efforts of the rate-payers in many sections to expel ignorance and its dire effects from their midst by providing, free of charge, ample means for the training of all children with which they are surrounded, they are still compelled to

*The first year under the operation of the Free School system.

†This includes the County assessment.

witness many growing up at their very doors to manhood and womanhood in worse than ignorance. This is unjust to the rate-payers, and a crime against society. Moreover, the section is defrauded of money which, if these children were in attendance at school, it would draw from the County fund. So keenly are these evils felt, that in many places a strong feeling exists in favour of a compulsory enactment on the subject. While we should deprecate any extreme legislative enforcement of parental obligations in this behalf so early in the history of our public school system, yet it is a fair subject for consideration whether it would not be advisable for the Legislature to empower the trustees of sections where ample school accommodation has been provided, to enforce, under the sanction of two-thirds of the voters present at the annual meeting, the attendance at the public schools of all children between five and fifteen years of age who are not receiving instruction elsewhere, or are not debarred from such attendance by any physical or other legitimate disability. Such an enactment would be safe, since it would take effect only as the country became prepared for it.

The number of pupils daily present at school, on an average, was 5.05 per cent. less, in proportion to the number registered, in the winter term, than for the corresponding term of 1865. It will be in the recollection of all that the winter was unusually severe and stormy. It was to be expected, therefore, that the regularity of attendance at school would be unfavorably affected. During the summer, however, the proportion was better by 0.59 per cent. than during the corresponding term of the previous year. The total number of pupils daily present at the schools during the time in session was, for the winter term, 25,988.86, and its equivalent full-term average, 22,175.59; for the summer term, the corresponding numbers were 32,489.02, and 27,971.50. By the expression, "equivalent full-term average," is meant the number to which the average daily attendance at the schools during the time in operation is equivalent when distributed over the full term of six months. Thus, if a school is in operation for three months with an average daily attendance of 36, the equivalent full term average is 18. This equivalent average is therefore a most delicate and accurate test or measure of the actual amount of daily school attendance during any term, and it is on this as a basis that the distribution of the county fund is made. A school in session 100 teaching days, with an average of 30 pupils daily present, would have the same equivalent full-term average (25); as another in session 75 days, with a daily average of 40, and each would receive the same amount from the school fund of the county. If, again, we suppose these schools to have been in session every prescribed teaching day in the term, their daily average would become a full-term average, and they would receive $\frac{1}{3}$ and $\frac{2}{3}$ more, respectively, than in the former case. It will be seen that the principle which the law establishes for the distribution of this large fund is an admirable one, and furnishes a most beneficial stimulus to the people of every section to keep their school open as continuously as possible within the prescribed period, and to secure the constant attendance of every child of school age. The Provincial grant being distributed according to the quality and amount of work performed, also co-operates powerfully with the county fund in these respects. Local exertion now determines the actual appropriation of all educational funds in Nova Scotia.

THE PROVINCIAL NORMAL SCHOOL.

THE Twenty-second term of the Provincial Normal College, at Truro, was brought to a close on Thursday, the 28th inst. The closing exercises were witnessed by a crowded

house, and the respectable and intelligent inhabitants of the town and its vicinity have manifestly lost none of their interest in this valuable institution.

The Provincial Examiners, Rev. James Ross, D.D., Rev. James Robertson, L.L.D., and D. F. Higgins, Esq., M.A., spoke in terms of praise of the attainments of the pupil-teachers, and declared that there was marked improvement over previous years. Special praise was given to the increasing promptitude of the general work.

Several of the resident clergymen of the neighborhood expressed their gratification with what they had witnessed, and bore testimony to the uniform good conduct of the pupil-teachers during the term.

Of the seventy-five students who attended the institution, forty-three received diplomas. The following is the list of successful candidates:—

List of Students to whom Licenses were awarded by the Provincial Examiners, at the close of the 22nd session.

ACADEMIC LICENSE.

Mr. Alexander Ross,* Dalhousie College.
" John Calder, Richmond.

FIRST CLASS LICENSE.

Mr. John McLean, Pictou.
" Francis E. Eaton, Annapolis.
" William H. Guild, Halifax.
" Leonard G. Crowe, Colchester.
" Amasa Dickson, Cumberland.
" Angus McLean, Richmond.
Miss Emma R. Barnaby, Kings.
" Barbara Sutherland, Cumberland.
" Emma Page, do.
" Augusta Christie, Colchester.
" Esther Atwater, Antigonish.
" Annie Leake, Cumberland.
" Martha E. Archibald, Colchester.
" Anna P. Gammell, do.
" Mary Currie, Halifax.
" Emily Pinco, Kings.
" Carrie J. Doane, Shelburne.
" Janet McCurdy, Colchester.

SECOND CLASS LICENSE.

Mr. William McRae, Richmond.
" Edward B. McCabe, Halifax.
" Eutyclus Crowe, do.
" William A. McDonald, Queens.
" Samuel P. Schurman, Cumberland.
" Charles A. Kent, Colchester.
" Samuel Waddell, do.
" Judah L. M. Bishop, Kings.
" Donald McGregor, Inverness.
" Patrick McDonald, Antigonish.
Miss Margaret J. Sullivan, Colchester.
" Elizabeth Gammell, do.
" Lucinda McCurdy, do.
" Henrietta Parker, Pictou.
" Esther McLaughlan, Guysboro'.
" Bessie Logan, Hants.
" Jessie Smith, Barrington.
" Harriet Creelman, Colchester.
" Sarah Wall, do.
" Annie Killor, do.
" Margaret Black, do.
" Letitia Barnhill, do.
" Isabella McLean, Inverness.

NOTE.—Miss Phoebe W. Mills and Miss Jessie M. McQuarrie passed a first class examination, but did not receive licenses, as they had attended but one term, and had never taught.

The next session of the Normal College will open on the second Wednesday in May next, and we bespeak a large attendance of the future teachers of Nova Scotia.

J. R. M.

* Mr. Ross was not in attendance during the term, but having previously received a Grammar school certificate from the Normal School he was allowed to go up for examination.

A NEW SLATE-WIPER.—Among the articles furnished to Trustees of Public Schools, at half cost, will be noticed a Slate-wiper. Most teachers have been at their wits' ends to devise some simple and convenient mode by which the abominable practice of spitting upon the slate and wiping it with the handkerchief or sleeve might be banished from their school. Sponge and water obviate the filthiness of such a mode, but for some reason their general introduction into schools has been a very slow process. They do not, moreover, furnish just what is needed, as considerable annoyance attends their use. The Slate-wiper is by far the best article for the purpose that we know of, and will undoubtedly be immediately introduced into all our schools. It is small, neat, clean, and is used *without water*. Indeed, *water will spoil it*. Since it must be used dry, it exactly meets the requirements of the school-room. Every pupil should be required to wash his slate at home once a week. These Slate-wipers have been manufactured in Halifax, by direction of the Superintendent, expressly for our public schools. They are furnished to Trustees at 18 cents per dozen.

BALL-FRAME.—This piece of apparatus furnishes the Teacher with one of the most portable and convenient means of developing the idea of number through objects. Beans, pegs, stones, &c., can also be used with excellent result by the pupils themselves. Anything and everything that will contribute to the end in view, should be pressed into service. It has been found a difficult thing to obtain suitable ball-frames from abroad; and we are glad to announce to Trustees and Teachers that these articles are now manufactured in Halifax, for the Education Department, and are offered to Trustees at 70 cents apiece. Every Teacher who is required to teach elementary arithmetic, should be provided with a ball-frame.

BOOKS AND APPARATUS.—The number of Trustees' orders for books and apparatus received and filled during the first four and a half months (Nov. 1st, 1866, to March 15th, 1867) operation of the present arrangement, was as follows: Cumberland 46, Lunenburg 44, Pictou 87, Hants 51, Kings 79, Annapolis 52, Antigonish 16, Shelburne 19, Yarmouth 24, Guysboro' 19, Richmond 10, Digby 19, Cape Breton 8, Inverness 17, Queens 30, Victoria 9, Colchester 92, Halifax 108—Total 730. The prime cost of the articles included in the foregoing orders, was \$15,385.00. Of this sum, the trustees paid one-half. These facts sufficiently indicate the facility with which all parts of the Province can be supplied through a central agency, even in winter.

REGISTRATION.—To "Call the Roll."—Let each scholar receive, at the commencement of the term, his number. At the opening of each session, the teacher says "Numbers." Scholar number 1 says "1," number 2, "2," scholar number 3 is absent; the teacher says "3," noting the absence. Immediately scholar No. 4 says "4," and the other scholars follow in turn, until the number of an absent one is reached, which the teacher calls; and so on to the end.

Mr. R. J. Wilson requests us to state that there will be a meeting of the "Halifax Teachers' Association" at No. 183 Hollis street, on Tuesday evening, April 30th, at 7½ o'clock, for the purpose of re-organizing the Society. All teachers in Halifax, and vicinity, are invited to attend.

OPENING OF LUNENBURG COUNTY ACADEMY.

ON Monday, the 25th day of February last, the new Academy building in the Town of Lunenburg was opened with appropriate exercises. The bell rang at 9 A. M.; and the pupils, who had assembled, joined heartily in giving three cheers for the opening of the Academy and joyfully took their places in their respective rooms. After a short time had been allowed to inspect the decorations of the rooms, brief devotional exercises were conducted. At 10 o'clock, the hour fixed for the formal opening, the building was thrown open for the reception of visitors, who speedily filled all the available space.

The Members of the Legislature, the Commissioners of Schools, and the Ministers of religion present, took their places, by invitation, on the platform of the Academy room.

The Rev. H. L. OWEN presided. After the singing of an appropriate hymn by the pupils, the Chairman invoked the divine blessing on the labourers in the cause of education in the town and county, and especially on the Institution which was then being formally opened. He then asked the pupils to sing the National Anthem, which they did spiritedly and well.

The Head Master then offered a few observations on the vast importance of the teacher's work to individuals and communities, referring with high approval to a passage in a recent popular work, indicating the just value and place of education in a Christian society, and the duty of Christians to interest themselves in the cause. The writer says:—

"What the law did for the race, the schoolmaster does for the individual. He imposes rules, assigning a penalty for disobedience. Under this rule the pupil grows up, until order, punctuality, industry, justice and mercy to his school-fellows become the habits of his life. Then, when the time comes, the strict rule relaxes, the pupil is taken into the Master's confidence; his obedience becomes reasonable; his living morality."

If this estimate be just, why is it that in most countries the office of the educator is in so little consideration as to constrain such a man as the late Dr. Arnold of Rugby, to say, "No man was ever yet honoured for being a schoolmaster." But the late happy change in the laws of the Province will soon make the remark obsolete as regards Nova Scotia, and give the teacher of youth his just place in society.

Mr. G. then gave in substance the following Memoranda regarding the Academy, which they had met to consecrate to the cause of education:—

The Building is 91 feet long by 38 feet wide, with a wing in the rear 26 x 36. The Rooms are all situated on the ground-floor and are of the following dimensions:

	ft. in.	ft. in.
High School.....	28 3	by 26 0
Second Department.....	37 0	" 23 6
Third do.....	37 0	" 23 6
Fourth do.....	35 0	" 21 0
Library and Apparatus Room.....	15 0	" 8 0
Class Room.....	15 0	" 8 0

Height from floor to ceiling:—School Rooms 17 ft. 8 in. Library and Apparatus and Class Rooms 12 ft. The two parallel halls 7 ft., cross hall 4 ft., short hall to back room 6 ft.

The four principal rooms are seated just now for 240 pupils. The class-room and vacant space in the principal rooms, are capable of accommodating 40 or 50 more. But I find, from more than two years' experience in the actual working of the Institution, that the present seating will suffice except during three or four winter months. I am persuaded that the people of this town will not be satisfied, until the Initiatory Department is also well equipped with American (or equally good Nova Scotian) furniture.

It may interest the Ladies and Gentlemen present to know how much the building and furniture cost. Speaking roundly, the expenditure may be set down at £1500, or \$6000. This will give about £6 for the accommodation of every child; while in the Yarmouth Seminary each chair cost about £11 14 3.

The community will thus infer justly that the Trustees, (Hon. Mr. Creighton, Messrs Lockhart, Eisenhauer, Zwicker, and Finck) have discharged the important duties devolved on them with ability, zeal, and the strictest regard to economy. They have erected, and furnished, a building, to which every inhabitant of this beautiful and thriving county may point with pride and pleasure.

In this connection I may be pardoned for expressing my sense of gratitude for the uniform courtesy and attention with which these gentlemen have received my suggestions offered to them; and they will bear me testimony, I am sure, that I have always striven to give the best attention to any question affecting the adaptation of the building.

It was a happy and proud day when, on the 30th November, 1864, 206 pupils crowded the Temperance Hall to constitute the first Free School in the good town of Lunenburg. This number subsequently rose to 340. The joys of that school have been my joys; and its sorrows my sorrows. By the Academy I have stood, through good report

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X

and ill report. But of this point I will not say more. Enough for me to say that the Trustees, the Teachers, and the Pupils are heartily glad that at length we have reached this auspicious day. For my own part, I desire to return thanks to the Father of Lights, from whom cometh down every good and perfect gift, that the schools have been kept in regular operation, and are now provided with nearly all the external helps and appliances necessary for accomplishing the object of their establishment.

It would be unjust and ungrateful to forget the excellent services rendered by the Ministers of religion, the members of Legislature resident in this section, and the Trustees of the Common, in organizing and sustaining the Institution. The extent of these services may be unknown to some, but to me they are well known. The best return to these gentlemen will be to see the Institution thoroughly equipped, and doing its proper work efficiently.

The question may now be expected to occur to us, What is the proper work of the County Academy and its various departments? And how is that best to be accomplished?

1. This section has probably 280 children between the ages of 5 and 16. Supposing 40 to be unable, for various reasons, to attend regularly, we have 240 in pretty regular attendance. Four teachers can take efficient charge of this number in such rooms, and with such furniture and apparatus as you see before you. The schools are graded as follows:—

Initiatory School,	72 pupils, from 5 years to 7
Elementary "	64 " " 7 " 10
Preparatory "	64 " " 10 " 12
High "	40 " " 12 " any age.

240

Owing to want of free schools hitherto, and other causes, about a dozen or fifteen pupils may be found in each of the three junior departments above the specified ages.

This principle of arrangement—gradation according to age and attainments—is manifestly sound, and is acted on in universities as well as academics. It is what is known in the sphere of trade and commerce as the principle of the division of labour, acknowledged by all mankind to be capable of producing the most striking results.

The schools that will daily meet in this capacious and comfortable structure, are intended to furnish a good English, Commercial, Mathematical and Classical education, suited to the wants of this section and the county. That there is an absolute and pressing necessity that every child should be well instructed in reading, writing, arithmetic, the geography and history of his native land, and the outlines of general knowledge, is not disputed by any. In addition to these branches, it is maintained by many educationists, with great strength of argument, that the child should have a clear notion of the wonderful laws that govern his own body, and the constitution of his own mind. A knowledge of ourselves, and of the world around us, is surely the most essential knowledge to every one. "Know thyself," was an ancient maxim. Our own poet Pope tells us in familiar words—

Know then Thyself, presume not God to scan,
The proper study of mankind is Man.

I am well aware that these words are intended and always understood to apply to Mental Science; but it may be as well sometimes to extend their range and to impress ourselves and others with the conviction that education, like charity, should begin at home and extend gradually outwards so as to comprehend as much more as it may be useful or desirable to know for our purposes in life and our improvement as rational and responsible creatures. A plain, sound and useful education is the end and aim in the junior departments. When pupils have passed through these and been gradually prepared for undertaking more difficult studies, they are transferred to the High School or Academy proper, where the leading branches taught are English, Mathematics, Classics and Modern Languages, with the Elements of Natural Philosophy and Natural History.

Many parents rashly pronounce such studies to be useless and unnecessary, except for ministers, physicians and lawyers. But show me the man who has received a solid grounding in any of these studies, who will join in decrying them. Who are fit judges,—those who know or those who do not know? If you have to deal with a commercial subject, you defer to the merchant; in a legal matter you consult a lawyer; on an agricultural question you listen to a farmer. On the question of learning, why not be guided by the scholar, who will assure you that learning of the highest kind attainable will be a source of unalloyed pleasure and advantage to a man throughout his whole life, in whatever career he may embark. Listen to our glorious English poet, John Milton:—

How charming is divine philosophy,
Not harsh and crabbed, as dull fools suppose,
But musical as is Apollo's lute,
And a perpetual feast of nectared sweets,
Whereno crude surfeit reigns.

If there were no worldly gain flowing from it, many might justly say that the pleasures of learning will be too dearly bought by the expenditure of time and money upon it. But the investment of enormous sums of money by men of business in their lifetime, and the bequest of large sums at their death, for founding and endowing schools and colleges, is undoubted proof that the good sense of mankind is fully alive to the money value of advanced education to individuals and communities.

This county builds a good many vessels, comparatively small it may be, but admirably got up, in most cases. Will any one question the utility of mathematics and their practical applications to mechanics and navigation, in any circumstances. The deep stake of this county in shipbuilding, fishery, and commerce will relieve me from the necessity of pursuing any line of reasoning to show the necessity of studying mathematics. It may be a little harder to make plain the strength of the argument for Classics and French. I will therefore premise that intelligent teachers feel the superior importance of the elementary branches. But who would remain satisfied with the foundation without rearing a superstructure. This figure may not hold, out and out, in regard to learning; but there is some force in it. I will now state several reasons why Latin and Greek should be studied.

1. Latin and (in less degree) Greek are essential to professional men.
2. These languages contain the key for the thorough understanding of many important words in the English Language.
3. These languages contain the most valuable thoughts and information, which are best mastered and appreciated by those who pass through the discipline of learning them well.
4. The mental training involved in the acquisition of them is of the utmost value. They are the occasion of imparting to the pupil extensive information in Geography, History, Criticism, &c.
5. The Greek language is the key to the New Testament and early Christian writers.
6. Latin is the mother of several modern languages, French, Italian, Spanish and Portuguese.

Of course, only a limited number of pupils may be expected to have time and aptitude for pursuing the higher branches to any extent. Still, let no one be misled by the questionable saying—

"A little learning is a dangerous thing,
Drink deep or taste not the Pierian Spring."

The example of the people of Yarmouth ought to silence the opponents of learning. With a liberality and generosity unparalleled in this Province, they have, within the last few years, expended probably £10,000 or £12,000 on their common schools and academy. They know what they are doing. The question with them has not been how to get cheap schools, but how to get good schools. The circular in my hand shows that in 1865-6, there were 92 pupils in their High School—41 males, and 51 females. Of these there are reported to be—

In Classics	66
French	75
Geometry	64

From the educational intelligence given in the *Journal of Education*, it would seem that not only Yarmouth, but the whole Province, is in a fever to have good schools. The words of Milton may be applied with strict truth to the present educational condition of our Province:—"What wants there to such a towardly and pregnant soil, but wise and faithful labourers, to make a knowing people, a nation of prophets, of sages, and of worthies? We reckon five months yet to harvest; there need not be five weeks, had we but eyes to lift up; the fields are white already."

It will not do for us to be behind in the race. And for your encouragement I am thankful to be able to report that a considerable number of the pupils in this Academy have already begun the study of Latin, Geometry, Algebra, &c.

Mr. Chairman, Ladies and Gentlemen,—Allow me, in conclusion, to offer you my sincere and heartfelt congratulations that we have attained the position we occupy this day, and to express the fervent hope that this Institution may be instrumental in training and qualifying for usefulness and happiness the youth of this town for many generations.

The Rev. H. L. OWEN expressed the pride and gratification he felt in the change which had taken place within the last few years: his sympathy with and gratitude to the Government for their action in regard to education; and his regret that teachers were not respected and appreciated as they deserve, the United States and Prussia being the chief exceptions. He then proceeded to read and comment on the inscriptions on the black-board, which were as follows:

- "On earth there is nothing great but Man; and in man there is nothing great but Mind."
 "Bene precæso est bene studuisse."
 "Mens sana in sano corpore."
 "Wisdom is the only permanent possession. Be willing to learn."
 "Kurz ist der Weg, die Ruhe ist lang."
 "Une bonne Education est le plus grand des bienfaits."

* For want of Greek type we are obliged to give the English translation.

Rev. Mr. TRASDALE heartily concurred in the sentiments of the former speaker, and expressed his sincere sympathy and deep interest in the school, and his earnest wish that it may prove a blessing to the town, and that the pupils may make the best use of the privileges they enjoy.

Rev. Mr. HOBSON offered his best wishes for the success of the school, and his hearty congratulations to the teachers.

Messrs. JOST and KAULBACK, members of the Legislature, heartily joined in the sentiments of thankfulness for the past, and hope for the future.

The visitors then left the High School to inspect the other departments. In the Initiatory Department, the last visited, a few remarks were made by the Rev. Mr. Owen and the Head Master of the Academy. The children joined in singing the "Happy Land," and "God Save the Queen." Three cheers were given for the QUEEN, and three for the visitors and teachers.

Visitors, pupils and teachers then withdrew, well pleased with the day's proceedings. A proud and happy day it was, and so heartily enjoyed by all that, as one of the speakers remarked in the evening, no one seemed willing to leave.

MEETING IN TEMPERANCE HALL.

In continuation of the exercises of the forenoon a large and respectable audience assembled in the Temperance Hall at 7 P. M., to hear addresses on the subject of Education. On motion of H. A. N. KAULBACK, Esq., M. P. P., seconded by F. W. GEORGE, the Rev. H. L. OWEN was called to the chair. By way of opening proceedings, the Chairman requested Mr. GEORGE, the Head Master of the Academy, to make some statements regarding the Institution, and the results expected from it.

Before doing so, Mr. GEORGE referred to the opinion expressed by the Chairman that the United States and Prussia were the countries where Education was most valued. He touched upon the contrast existing between enlightened and unenlightened nations, as a striking proof that Education is the foundation of prosperity and progress to states and individuals. As Christians, we ought to be public-spirited, and support with all our influence every measure that is likely to ameliorate the condition of man. The measures that have been devised for the thorough instruction of our own children and our neighbours, should have our hearty approval and enlist our energetic co-operation.

He expressed the confident hope that from the first-rate style in which the county Academy was furnished, it would be practicable to give instruction in some subjects of essential importance, which could not be overtaken hitherto. He then proceeded to give the substance of what he had said in the forenoon.

The Rev. Mr. OWEN illustrated in a familiar and happy manner the necessity of Education to success in life. He called attention to the boon conferred by our Government on the rising generation by the establishment of Free Schools, so that now the poorest child in our Province may have as good an education as the child of a nobleman or wealthy man.

Rev. Mr. BULLOCK of Bridgewater reminded parents and pastors that while the youth of the country are receiving instruction in human wisdom, their spiritual welfare should not be neglected. Heavenly Wisdom should be instilled into the youthful mind or men would become merely "clever devils", as the Duke of Wellington once said.

H. A. N. KAULBACK, Esq., M. P. P., considered the claims of Education to be self-evident, and was happy to find that the bitter hostility aroused by the introduction of assessment was rapidly giving way to a better state of feeling. The people are now very anxious to have their schools in operation; and it was proof of this that, though some sections in this county could not find teachers, yet 3000 children, a number beyond all former precedent, were attending the schools.

He then referred to the pleasure experienced by himself and the large gathering of the community, at the opening exercises of the Academy in the forenoon. It was a happy time; and but for the arrival of the dinner hour, they would not have left the building for a long time. Visits from parents and others do much good—encourage the teachers and children. His own children loved the school so much, that they wished to go to it sometimes even at the peril of their health. He thought the principles and methods of education were changed for the better. Education will advance, if the people, whose matter it is, will continue to take an interest in it. He referred to an instance in this county, in which a criminal was found to be so thoroughly ignorant as scarcely to know the distinction between right and wrong. When the community does not educate, it may be a question whether it has a right to punish. Education ought to be free to rich and poor alike, because talent is found in the poor and rich indiscriminately. Many of the most useful inventions had been the work of poor men. As man is constituted lord of this world, he ought to qualify himself for his position. We cannot appreciate and enjoy the whole beauty of religion without education. The results of the past will be lost to us without education. Property becomes valuable in proportion to the advance of education, which is thus shown to be the basis of our country's prosperity. British

North America is as large as the United States, and presents a noble field for enterprise. As Nova Scotia is geographically the front of this vast territory, she ought to take the front in education, and in everything that is good.

The Rev. G. W. HOBSON beautifully illustrated the import of the word Education. Development of mind and body should go together. Our Creator has shown us that this ought to be attended to, because he has given us both minds and bodies. In regard to the extent of education, the purpose in life has to be considered. The question should not be how to secure the *minimum*, but the *maximum* within our reach, so as to be able to hold our position, and, if possible, rise in the world. It is sometimes thought, and even said, that a superior education will induce neglect of the work of our station in life; but experience completely refutes the notion. It is right and desirable to rise higher in society by intelligence, honesty, industry and the other virtues.

The difference between a community where schools are numerous and efficient, and one where they are few and poor, ought to satisfy us that Education concerns the whole community and that the principle of taxing the property of all is a sound one. Assessment is just, because society has an interest. We should teach our children to respect the teachers and love the school. The whole community should be at the back of the teachers. By thus acting we shall have good scholars, as well as teachers; and lay the foundation of solid and lasting prosperity. We should prepare ourselves for trying times that may come.

Rev. Mr. ENGLISH expressed his belief that the schools formally opened to-day, will produce a great revolution in the place within 20 years. We should be happy to have such an Institution.

After passing a vote of thanks to the speakers, the proceedings terminated by singing the National Anthem. S. M.

WE have been requested by the Secretary of the Educational Association of Nova Scotia, to give insertion to the following

DRAFT CONSTITUTION

FOR LOCAL ASSOCIATIONS OF TEACHERS, IN CONNECTION WITH THE EDUCATIONAL ASSOCIATION OF NOVA SCOTIA.

ARTICLE I.

This Association shall be called the ——— Local Association of Teachers, in connection with the Educational Association of Nova Scotia.

II.

The primary objects of this Association shall be the improvement of Modes of Teaching, the cultivation of a professional spirit, and the elevation of the status of the Teacher.

III.

For the accomplishment of these and other objects tending to the good of Education, the Association shall employ all proper means likely to be successful, such as the reading of Papers before the Association, the Visitation of Schools, and Discussions on topics connected with the Theory and Art of Teaching.

IV.

All licensed Teachers shall be eligible as members; and Teachers of other than public schools may be admitted as members on the same terms.

V.

Every member shall pay, in advance, a yearly subscription, not exceeding ——— cents.

VI.

The Officers of this Association shall consist of a Chairman, a Secretary and Treasurer, and a committee of four, to be elected annually. The Chairman and Secretary shall be entitled to sit and vote with the committee.

VII.

The Association shall meet monthly [or quarterly], the time of meeting to be determined by the general meeting from time to time. The committee shall have power to call special meetings.

VIII.

When the officers are absent, the meeting may appoint officers *pro tempore*.

IX.

No modification of the Constitution shall be made until it has been discussed for two successive meetings, and finally adopted by a majority of two-thirds of the members present.

COUNSELS FOR TEACHERS.

THE Rev. Mr. Moore, chairman of Examiners for the district of Chester, has forwarded for publication in the *Journal*, some pithy and excellent sayings of Bishop Doane. Mr. Moore adds:

"I have proved their value, and shall be richly rewarded if they now serve to further any of our teachers in this Province in their delightful task, as much as they have formerly aided me. Words of mine can give no such idea of the value I place upon these 'counsels,' as is conveyed in the following quotations from the Bishop's Biographer:

"These are first water jewels, clear, and pure, and real, and pointed. The very concentrations of ripe wisdom and earnest experience." "They were at once the results of his experience, who had worked up, every step from the lowest to the highest; and they were his unvarying habit, in all their severity of detail, until his last class."

We subjoin such portions of these 'counsels' as our space will allow, and as seem to be of value to Novascotian teachers.

1. Children are tender in their nature. It is the petulance and impatience of parents that hardens them; and teachers too often complete, by captiousness, what parents have begun. A child is a tender thing.

2. It should always be presumed, with children, that they tell the truth. To suggest that they do not, is to help them to a lie. They think that if it were so bad a thing, you would never presume it.

3. From want of sympathy with children, much power with them is lost. You traverse a different plane from theirs, and never meet.

4. That is well, which is said of Agricola by Tacitus—"Scire omnia, non exsequi:" he saw everything, but did not let on. This is great in managing children.

5. Teachers under-estimate their influence with children. In this way, they commonly lose much of it. A child is instinctively disposed to look up to a Teacher with great reverence. Inconsistencies weaken it. By unfaithfulness it is lost.

6. Everything is great, where there are children; a word—a gesture—a look; all tell. As in the homœopathic practice, to wash the hands with scented soap, they say, will counteract the medicine.

7. Nothing is more incumbent on Teachers, than perfect punctuality. To be late one minute, is to lose five. To lose a lesson, is to unsettle a week. Children are ready enough to "run for luck." They count upon a Teacher's failures, and turn them into claims. At the same time, none are so severe, in their construction of uncertainty, in Teachers, as those who take advantage of it. It is with children as with servants; none are such tasking masters.

8. Manner is much with all; but most with Teachers. Children live with them several years. They catch their ways. Postures—changes of countenance—tones of voice—minutest matters, are taken and transmitted, and go down through generations. Teachers should think of these things. Carelessness in dress—carelessness in language—carelessness in position—carelessness in carriage, are all noticed; often imitated; always ridiculed. Teachers should have no tricks.

9. Few things are so important, in life, as a just estimate of the value of time. Everything, in a course of education, should promote its attainment. It will be learned or unlearned, *practically*, every day. If a teacher is in his place, at the minute; if he has every scholar in his place; if he has all the instruments and apparatus ready, down to the chalk, the pointer, and the blackboard wiper; if he begins at once; if he goes steadily on, without interval or hesitation; if he excludes all other topics, but the one before him; if he uses his time up, to the last drop: such an one is teaching the true value of time, as no sermon can teach it.

10. Gossip is the besetting sin of some good Teachers. The thread of their association is *slack-twisted*. It is *apropos*

to everything. Gossiping should be banished from every recitation room.

11. Nothing can be more radically wrong, in education, than the attempt at false appearances. It rots the heart of children, and makes them at once hypocrites. And it fails of its immediate end. The children know, and tell it. The teacher, who has *crammed* his scholars for an examination—assigning this proposition to one, and that passage in an author to another—is like the silly bird that hides its head, and thinks it is not seen.

12. In all good teaching, "multum, non multa" is the rule; *not many things, but much*.

13. Teachers must not love courage at slow progress. The best things come little by little. "Gutta non vi, sed sæpe cadendo."

14. Teachers that *are* teachers cannot be paid. Alexander's conquests would have been no compensation for Aristotle's instruction. Their names are written in Heaven.

15. Irony, sarcasm, and the like, should never be employed with children. They only irritate. Oil softens better than vinegar.

16. Teachers err, by giving too long lessons at first. If necessary, occupy the whole hour with a single sentence or a single rule. The next hour you can take two or three. Let nothing be passed that is not mastered. It will seem slow at first. Afterwards it will be fast. "Festina lente."

17. There are Teachers who say the lesson for their pupils. They learn the trick of it, and lean on it. They have but to hesitate, and the master gives them the word. It is partly from impatience in the teacher; partly from over-easiness. Such a master will spoil the best scholars. It is the office of a teacher to help his scholars: not to do their work.

18. To be a Teacher, is either the most odious or the most delightful occupation. It is the heart that makes the difference. The years that Jacob served for Rachel, seemed but a few days to him. The reason was, *he loved her*.

EXTRACT FROM THE REPORT OF DUNCAN CAMPBELL, ESQ., IN CONNEXION WITH THE IMMIGRATION DEPARTMENT.

NOT the least prominent inducement to a very large immigrating class of Scotchmen to make Nova Scotia their adopted country, is the pleasing fact that here there is a system of what is usually designated "national education," so comprehensive in its plan, and excellent in its working, considering the very recent period of its establishment, that it throws the educational system of Scotland into the shade. When I came to Halifax, I was ignorant of the existence of this beneficent engine; beneficent, as its direct inevitable result will be the gradual improvement of the heart, and the expansion of the intellect of the people, culminating in the increase of material prosperity, and the elevation of the Province, in its political, mercantile, social and moral interests. Here, to my surprise, I found academic, normal, model and common schools; a system of educational training, commanding in its management the able services, as Directors of Public Instruction, of the Executive Council of the Province. It is not my province at present to speak of its mode of support, although I hold very decided views on the subject,—that I leave to others; but this I will venture to affirm, that when the gentlemen who, in virtue of the school law, constitute the Council of Public Instruction—no matter to what political party they may belong—sit to consult as to the best means by which the fourteen hundred and twenty-one school sections into which the Province is subdivided can be supplied with efficient tuition, directing the operations of the thousand teachers employed, and superintending the training of an educational army of about fifty thousand scholars, they are discharging state duties of the highest order. No reflecting mind can contemplate the extensive machinery in operation without being affected by its moral grandeur.

Let me glance for a moment at the present condition of Cape Breton, and indicate the change likely to be produced by the schools now in operation. The people are almost all Highlanders, either they or their forefathers having emigrated from the Hebrides of Scotland, from which they may

* "Not by force, but constant falling,
The drop doth wear the rock away."—PULHAM.

said to have been driven mainly by those periodical seasons of destitution consequent upon the failure of crops or fisheries, or many of them may have been compelled to leave the isles of their birth by virtue of the conversion of the little properties they occupied into considerable farms; while a still larger number emigrated to other parts of the continent in consequence of the changes effected after the rebellion of 1745. After the defeat of "Ponnie Prince Charlie," the lands, by reason of the prudent exile of many of the Chiefs compromised, were transferred either by purchase, or Government order to "lairds," who had no sympathy with the tenant or his kilt, and thus a radical change was produced—the patriarchal system in all its ancient celtic glory being abolished—leading to the expatriation of many of the natives.

Steam had not been applied when they left their native land to any extent, if at all, to the propulsion of vessels, (I speak, of course, of a period more recent than 1745), and hence the influences of southern culture had not reached the Hebrides. The original emigrants, and even those that followed them, were consequently ignorant of all the world except that infinitesimal portion of it that came under their own observation. The little plot of ground in which they planted a few potatoes or sowed a few oats, comprehended the whole field of their agricultural experiments, and their knowledge of men and things was correspondingly circumscribed. In this condition they landed on the island, the more recent settlers being greeted with a Highland welcome on their arrival, by those who had preceded them. Now they occupy a fine country, speaking the celtic language in all its pristine purity, and cultivating just as much of the soil, as a general rule, as yields bare subsistence. They originally "squatted" on the soil, but Mr. Fairbanks, under the direction of the Government, has done much to give them a permanent proprietary right in their "holdings." The number of "squatters" was about twelve hundred, the half of whom now hold legal title deeds, and the property of the remaining number is in process of being legally secured. May I be permitted to say that the tact, care, and good feeling with which the Commissioner of Crown Lands has discharged this duty are highly appreciated by these simple minded people.

But have the Cape Bretonians made marked progress in the cultivation of the soil? A regard to truth compels me to say that they have not. Why? *The solution of the problem is to be found in the fact of their want of education, or, in other words, their ignorance.* They could neither read nor write, and their families have been, in great part, trained in the same manner, and continue so till this day. The increase of the population in the island, consequent on the extensive mining operations being carried on, has added to the comfort of the people in the district where the mines exist, as they obtain a good price for the produce of their farms; but in all other respects they remain essentially the same. I trust no one will imagine, from the foregoing remarks, that I in the slightest degree depreciate the great strides made in the development of the mineral wealth of the island during the last few years. This is far from my intention: my remarks apply exclusively to the agricultural population.

But the establishment of schools under the school act has inaugurated a new era in Cape Breton. Already the rays of the sun of knowledge are penetrating the gloom of ignorance in which this beautiful island has been too long shrouded—a ruddy glow, all the more cheering as contrasted with the surrounding darkness, streaks on the horizon, the harbinger of advancing day;—the seed has been sown, and already the green tender blade is peeping from the soil, giving promise of an early and abundant harvest. This is not the fancy picture of a fervid imagination, but a true living of reality, as indicated in the intelligent glance and improved bearing the children who are obtaining the benefits of knowledge at these schools.

The report of the Superintendent of Education for 1865 is a most interesting as well as valuable public document. The embracing of the reports of the County inspectors is calculated to ensure, in virtue of their intelligence and experience of the working of the system, improvements in its management. In visiting the schools in their respective districts, some of these gentlemen undergo considerable fatigue, besides encountering difficulty in reaching their destination. When I was travelling during autumn in Victoria

county, I regarded it as a somewhat novel and interesting incident that one of them should be obliged, without vehicle—there being no road—to make his way as he best could to Cape North. His visits are regarded by the people as constituting quite an agreeable periodic phenomenon, and it is to be hoped that he reached the most northern scholastic little luminary in safety. Verily "the Schoolmaster" in Cape Breton "is abroad" in a highly useful and beneficent sense.

WHAT EDUCATION CAN DO.

WHY is it that towns in New England, seemingly alike, so often yield such different contributions of talent and activity to the State? Why is it that from some one secluded and unpretending village there have not unfrequently gone forth in a single generation a surprising number of powerful and useful minds? Search into its history, and you will find that at some time the public spirit, either of the community or of individuals, has there provided superior means of education for the young, and so developed talent which else had slumbered in neglect. There was a spirit in advance of the age, and it is rewarded by furnishing to the age its leaders. . . . I could point you to a small town* in Massachusetts, which thirty years ago was little more than an agricultural village. A single individual, of limited means, but of large views, made that place his residence. He interested himself at once in the cause of education in the town. He lectured on the subject. He reached the good sense of the people. They united to establish an academy of the first order. The town rapidly advanced in consideration. It became the resort of scholars from a wide circle of country around. It was soon prized as a place of residence, and in twenty years the property of the town has increased in value six fold. The academy has since grown into a college, and is educating hundreds of the choicest minds of the State. How much will that town have reason forever to rejoice in the interest taken by Noah Webster in its educational concerns!—*Rev. Wm. A. Goodrich.*

CULTURE.

CULTURE, in its most general significance, is the modification or development of some given material; and the culture of man is therefore a development of his original faculties, both bodily and mental, in which, the man himself is to cooperate with nature, so as to become his own educator. But the bodily and mental faculties must be cultivated in intimate connection in order to a symmetrical or harmonious culture. It would be an exceedingly defective education, which might even be called mis-education, to cultivate the head, or the heart, or the taste alone. Yet we find many persons thus ill-trained, and indeed we find in almost all educated persons a preponderance in one of these directions. It is, therefore, a chief purpose of education and the design of all educational institutions,—which, for that reason have been not improperly called institutions of culture,—so to train man, from his youth up, that he shall be symmetrically developed, and thus be made competent to conduct his own development after attaining his majority.—*Krug.*

WE REGRET to learn that there are yet a few schools in Nova Scotia in which geography (so called) is taught by "singing it." The practice is surely wrong. Singing does not stimulate the intellectual faculties. Its province is with the feelings and the heart, and in its own sphere it is one of the most powerful of agents. But to attempt to teach geography, arithmetic, or any other science by means of singing, is to pervert nature. The definitions of such terms as "perpendicular," "horizontal," "circle," &c., so frequently heard in primary school songs, are quite on the verge in this matter. Singing may be used in primary schools to soothe the excited or over-strained minds of the children, or to beget a healthy emotional and physical excitement. Songs descriptive of simple physical actions, to be performed by the pupils, are highly appropriate. In all grades of schools, singing may be made a most effective agency for the maintenance of discipline, but its educative value consists in its being nature's chosen means for the transmission and expression of sentiment.

*Amherst.

GOING TO DISTRICT SCHOOL.

Barefoot boy and rosy girl,
She with rosy cheek and curl,
His a forehead brown with tan,
Sturdy little farmer man.

Old straw hat with broken rim
Is the least that troubles him,
As the dinner pail he swings,
Filled with mother's choicest things.

Happy little pair are they,
Chatting blithely on the way,
In the morning fresh and cool,
Going to the district school.

From the shady farm-house door
Mother watches, till no more
She can follow—out of sight
They are gone, her heart's delight.

Can you see them sitting there,
On the benches, hard and bare,
Tired feet swinging to and fro,
Conning o'er the lessons low?

Sitting at the noon of school,
By the gurgling streamlet cool,
'Mong the brakes and bending trees,
Eating up the bread and cheese.

Or, with merry laugh and shout,
When the boys and girls go out,
Books and pencils cast away,
See them jump, and swing, and play.

Hark! the ferule on the pane,
Rap and rap, and rap again;
Rushing in with cheeks aglow,
Half reluctantly they go.

Glide the busy hours away,
Till the warm sun's westerling ray
Slants across the opening door,
And the hours of school are o'er.

Happy, healthy girl and boy,
Full of simple, careless joy,
Free from tyrant fashion's rule,
Going to the district school.

In the busy noon of life,
'Mid its restless fever strife,
As your pathway shall divide,
From the roof-tree wandering wide,

Memories of these morning hours,
Song of birds, and scent of flowers,
Bleat of lambs, and song of rill,
Will come sweetly o'er you still.

And your thoughts go yearning back
O'er that simple childhood track,
When the longest road you knew,
Was the one that led you to
The school-house, just a mile away,
Where the birch and rule held sway.

—Little Corporal.

SCHOOL DISCIPLINE AND SCHOOL MANAGEMENT.

From Northend's "Teacher's Assistant."

I.

DISCIPLINE is the first item that will claim your attention, and it is an all-important item. It lies at the very foundation of your labors; and unless you have right views and adopt right measures on this point, it will be useless for you to hope for success in teaching;—for without good discipline, there can be no truly successful teaching. One may be able to govern a school, and yet not competent to teach the same; but he cannot, in the highest and truest sense, teach a school, unless he can also govern it. True teaching implies correct discipline. But I will proceed to give a few hints, which, I hope, may be of some service to you.

Try to cause your pupils to feel that you are their friend.—Let all your plans and arrangements be made with reference to their good. As, for the first time, you enter the school-room, do it with a cheerful look, which shall indicate that your heart is in your work. Let your words be but the kindly expression of friendly feelings and good intentions; let no frowns cloud your brow, even though all may not, at the outset, be just as you might wish. Perfect discipline cannot be established in a day; yet you must aim to secure it gradually and surely. But you may ask what I mean by perfect discipline. I say, negatively, that I do not consider it to consist in rigid and upright positions, in exact and

underlying movements, nor in constrained looks. I say, positively, that I consider that school in a good state of discipline, in which the pupils attend to all their duties, perform all their movements, and regard all the requirements of the school with cheerful alacrity, and with an evident and constant desire to co-operate with the teacher,—studiously and pleasantly refraining from every act, which may tend to disturb the teacher or the school. "I consider a school judiciously governed, where order prevails; where the strictest sense of propriety is manifested by the pupils towards the teacher, and towards each other, where they are all busily employed in the appropriate duties of the school-room, and where they seem to be under the influence of the teacher as a leader, but not as a driver. There is some difference of opinion as to the degree of stillness possible or desirable in a school. We all agree, however, that, for a still school, all unnecessary noise must be excluded."* The best governed are they who seem to be ungoverned, save by the inward desire to do right; and the best disciplinarians are they who govern without seeming to govern. If you would succeed, do not attempt to govern too much. Lure your pupils into the right path by kindly words and friendly acts, and thus gain that perfect control over them which you should possess, and at the same time have their obedience cheerful and prompt. In this way you will govern them, and at the same time they will not feel that they are governed.

Govern yourself.—Unless you can exercise a good degree of self-government, you can hardly expect to govern others. It will not always be an easy matter for you to exhibit perfect self-control, but you must aim to do so; and if you can succeed in so governing your own feelings as never to appear angry or annoyed, you will find no difficulty in governing your pupils. I do not mean that you should be entirely regardless of the conduct of your pupils, but merely that you should not allow their errors to cause you to lose your patience, by exhibiting some sudden ebullition of passion. You know how ready some people are to take offence and show anger. A faithful servant, who had long borne the abusive words of a petulant master finally said to him that he could no longer tolerate his captiousness, and that he was determined to leave his service. "But, Peter," said the relenting master,—"Peter, you know I mean no harm, and that I am no sooner mad than pleased again." "Very true, master," replied Peter; "but I also know that you are no sooner pleased than mad again." So it is with some teachers,—they allow feelings and expressions of anger and pleasantness to follow each other in such ludicrously rapid succession, as entirely to impair their influence.

Let circumstances modify your views of order and your plans to secure it.—Some teachers form a certain view of discipline, and certain undeviating plans for securing it. With them, attending circumstances have no influence. The act is judged in and of itself, entirely independent of the motives which led to it. This, of course, is wrong. If you would govern successfully and justly, study all the particulars bearing upon a transgression. Sometimes an act, in itself wrong, may be divested of all actual wrong when the circumstances are duly considered. In a certain school, for example, a boy of very orderly deportment and studious habits, suddenly whistled,—no less to his own astonishment than that of his teacher. He was called out by his teacher and asked if he had whistled, when the frightened lad exclaimed, with all honesty of heart, "No, Sir, I didn't whistle,—it whistled itself!"—The little fellow had been so intent on his lessons, and perhaps so delighted at overcoming some difficulty, that, forgetful alike of time, place, or circumstances, he expressed his joy by an unpremeditated whistle. That the school was interrupted was obvious, but no sensible teacher would deal with such a lad as he would with a culprit. Precisely such an interruption would seldom occur; and yet pupils will often be guilty of deviations in act, when the motives are entirely correct. Study, therefore, very carefully to discriminate between a willful wrong and an unintentional error. Only a bad pupil can be guilty of the former, while a very good one may be of the latter.

Then there are other circumstances which you must always take into consideration. There are certain days in the experience of every teacher which are hard days; there is something in the atmosphere, in the state of the teacher's health, or some incidental circumstances, which have an unfavorable influence upon the state of feeling, and consequently upon the apparent order of the school. You will, undoubtedly, sometimes enter your school-room in a depressed state of mind, and everything may seem to you "out of place,"—nothing meeting your expectations,—and yet you may not be able to tell precisely what or where the trouble is. Under such circumstances, do not make a bad matter worse, by manifesting an unduly sensitive spirit. The Rev. Dr. Huntington, of Harvard College, gives the following excellent advice in relation to such days:—

"It is in the experience of most teachers, I presume, that on certain days, as if, through some subtle and untraceable malignity in the air, the school-room seems to have fallen under the control of a secret field of disorder. There is nothing apparent to account for this epidemic perversity; all the ordinary rules of the place are in full recognition; the exercises tramp on in the accustomed succession; the parties are arranged as usual. There are the pupils coming from their several breakfasts, bringing both their identity and individuality; no apostasy nor special accession to depravity over night has revolutionized their natures; no comparing out of doors has banded them into a league of rebellion. Yet the demoniacal possession of irritability has somehow crept into the room, and taken unconditional lease of the premises. You would think it was there before the first visible arrival. The ordinary laws of unity have been suddenly bewitched; the whole school is one organized obstruction; the scholars are half-unconscious incarnations of disintegration and contraposition,—inverted divisors engaged in universal self-multiplication.

"How is such a state of things to be met? not, I think you will agree, by direct issue; not point blank. You may tighten your discipline, but that will not bind the volatile essence of confusion. You may ply the usual energies of your administration, but resistance is abnormal. You may flog, but every blow uncovers the needle-points of fresh stings. You may protest and supplicate, and scold and argue, inveigh and insist; the demon is not exorcised, nor even hit, but is only distributed

* Admiral Stone.

through fifty petty and sly forms. You will encounter the mischief successfully when you encounter it indirectly. What is wanted is, not a stricter sovereignty, but a new spirit. The enemy is not to be confronted, but diverted. That audible rustle through the room comes of a moral snarl, and no harder study, no closer physical confinement, no intellectual dexterity, will disentangle it. Half your purpose is defeated if the scholars even find out that you are worried. The angel of peace must descend so softly, that his coming shall not be known, save as the benediction of his presence spreads order, like a smile of light, through the place.

"If a sudden, skilful change of the ordinary arrangements and exercises of the day takes the scholars, as it were, off their feet; if an unexpected narrative, or a fresh lesson on an unfamiliar theme, kept ready for such an emergency, is sprung upon their good-will; if a sudden resolving of the body into a volunteer corps of huntsmen on the scent of some etymological research, the genealogy of a custom, or the pedigree of an epithet, surprises them into an involuntary interest; or, in a younger company, if music is made the Orphean minister of taming savage dispositions again,—then your oblique and unconscious tuition has wrought the very charm that was wanted; the room is ventilated of its restless contagion, and the furies are fled.

"Or if, as is more than probable, the disorder was in the teacher himself; if the petulance of the school all took its origin in the disobedience of some morbid mood in the master's own mind or body, and only ran over, by sympathetic transmission, upon the benches, so that he saw it first in its reflection there,—of what use to assail the insubordination by a second charge out of the same temper? His only remedy is to fall back on the settled spiritual laws of his own being. He must try to escape out of the special disturbance into the general harmony; he must retreat, in this emergency of temptation, into those resources of character, principle, affection, provided by the previous and normal disposition of his soul. This he will achieve by some such process as that just specified, displacing the ground of a direct and annoying conflict by new scenery, and rather leaping up out of the battle with eyes so mean, than staying to fight it out on their level."

Talk not much nor loud.—It is a very common error with young teachers, that they talk too much and too loud;—and wherever you meet with one of these garrulous and noisy teachers, you will be sure to find a disorderly school. Let us call at two schools and notice the difference. Here is a school of fifty pupils, kept by Miss Matilda Captious Fussy. The pupils are nearly all untidy in appearance, inattentive to lessons, disorderly, and noisy,—whispering, and constantly asking unimportant questions of the teacher. It is a sort of "Bodiam let loose." But the children are not the only actors. Listen to the teacher, who, in loud and petulant tones, and in rapid succession, thus speaks:—"We must have less noise, scholars." "You are the worst set of children I ever saw." "Sit down, Mary." "John, didn't I tell you not to whisper?" "Susan, what are you doing?" "Sarah, I've told you twenty times that you mustn't look out of the window, and you don't mind one word I say." "Peter, didn't I tell you I should punish you if you did that again? You'll get it by and by." "Thomas, what are you out of your seat for? If you don't mind better, I shall punish you." And thus it continues through the livelong day,—the teacher noisily issuing meaningless orders and threats, the pupils hearing them as they would the whistling winds. The room is unswept and in disorder; the teacher, slovenly in her personal appearance, and unlovely and forbidding in look and manner. All is discord,—no discipline, no true teaching, no good habits. The classes are called upon to recite without any seeming regard to time or manner; they move noisily and dilatorily to the recitation seat; their answers are indistinct, and mostly imperfect; there is an entire heartlessness and heedlessness about every exercise and every effort.

We have stopped long enough,—let us pass along. Here we come to another school, of the same size, kept by Miss Mary Cheerful Method. We enter, and are greeted by the teacher's pleasant smile, welcoming us to her school. She looks pleasant and happy; the room is a model of neatness and order; the pupils look cheerful and industrious, each earnestly attending to his lessons. There is no whispering, no useless questioning, no confusion; cheerful quietness and well-ordered industry meet the eye on every hand. The teacher says but little, and every remark is made in that pleasant and subdued tone which is sure to be heard and regarded. "The still, small voice" is readily heard, and promptly obeyed. When the classes are called to recite, they take their places with alacrity, and without noise; and, as we might expect, the lessons are well committed and distinctly recited. It is in all respects a pleasant and well-managed school. And do you not see that, in each school, as was the teacher, so were the pupils? I trust you have learned a useful lesson from these visits, and that you will not hesitate which of the two to take as your model.

Insist on prompt and exact obedience.—Be sure that your requirements are reasonable and right, and be satisfied with nothing short of an implicit, exact, and prompt obedience to them. There is an unwilling, hesitating compliance with requisitions, which is little better than downright disobedience. Indeed, it is often more annoying, from the difficulty of meeting it. Positive and direct refusal to obey orders you know how to deal with; but a half-way obedience, a sort of attempt on the part of the pupil to compromise by meeting you half-way, may sometimes seem to lack definiteness. But really it has point, and must be met without hesitation. Early, then, impress upon the minds of your pupils that you make no difference between a direct act of disobedience and obedience reluctantly and sullenly rendered. In some instances the latter may be the worse.

Never promise what you cannot perform, nor that which it would be wrong or unreasonable to perform.—Very young pupils will readily discover if you err in this particular. My earliest school recollections are of a "schoolma'am" who often threatened to cut off the ears of her pupils if they did not sit still. Child as I was, I thought she meant what she said, and with almost breathless stillness I kept my eye for the entire first day upon a pair of scissors which were attached to her person. I regarded them as the ear-shortening implements; but after having heard the threat many times repeated, and finding my own ears were uninjured, I concluded that the teacher was uttering idle threats, and I lost

the little respect for her that I first had. It was soon ascertained that she said what she did not mean, and then her words fell upon our ears as the idle wind. Er, my friend, study to verify your words by your acts; but also study to have both words and acts consistent and right.

MORE ABOUT THE QUEEN'S ENGLISH.

A LECTURE BY THE DEAN OF CANTERBURY.

(Concluded.)

A CORRESPONDENT in Scotland writes that an English friend questions the correctness of pronouncing *heron* as a word of two syllables, and affirms that the usage in the south is to pronounce the word as though spelt *hern*. And he enquires, 1, whether, under both forms of spelling, the word is pronounced as of one syllable; 2, whether when spelt and pronounced *her-on*, it departs from English usage.

My answer was that the spelling *heron* is at present unknown, except in cases presently to be noticed; but the pronunciation *hern* is universal, except rarely in poetry. That this has very long been so is testified by such proper names as *Hern Hill* (a name not peculiar to the railway junction at Camberwell, but also found in Somersetshire near Ilminster, and I dare say elsewhere) and *Herne Bay*. Another and a very curious testimony to this is found in the corruption of a proverb in which the bird is mentioned. We now say of a stupid fellow, that "he doesn't know a hawk from a handsaw." But thus the proverb over-does its work; for, out of idiocy itself, such stupidity could not occur, as should confound things so entirely and essentially different. As the proverb originally stood, it described a degree of unversedness in common things which doubtless was, and certainly now is, very common. In the days when hawking was to be seen in almost any neighbourhood, not to know a hawk from a *hernesheu* (for so the bird at which the hawk was flown was then called) would be well understood. And "*hernesheu*" having become "*hanisaw*," is another witness to the antiquity of the monosyllabic pronunciation of "*heron*."

The contraction of "*hernesheu*" into "*heron*," puts us in mind of the little gentleman in black velvet toasted of old by the Jacobites, whose name "*mole*," is the only surviving syllable of a much longer word, "*mouldy scarp*," or "*mould warp*," a creature that turns the mould.

A sportsman friend who has long lived (and long may he live) in the most beautiful part of Charnwood Forest in Leicestershire, told me, years ago, that the people round Bradgate Park, when they want to summon a passer-by, call out, not "*Hallo*" or "*Halloo*," but "*Halloop*," and he thought that the exclamation, by this form, betrayed its having come down from the days when one cried to another "*A loup*," or as we say, "*wolf, wolf*!" This may or may not be the fact; it is at all events interesting.

Considering how commonly ingenious derivations are wrong, it is surprising that any grave writer in these days should allow himself to be taken in by one. Yet no less a person than the present Emperor of the French has fallen into this trap. You know that there is a place on the Thames, above London, called Teddington. It so happens that its situation nearly corresponds with the limit to which the tide ascends in the stream. So some ingenious person made what was little better than a pun upon the name, and called Teddington, Tide-end-town. In process of years, the public, who are always ready to accept a likely-sounding derivation, reported Tide-end-town as the origin of the name. And the Emperor Napoleon, in the 2nd vol. of his *Life of Julius Cæsar*, has gravely stated the fact, and worked it into his argument. His words are these:—

"The only thing which appears to us evident is, that the Romans did not cross any where below Teddington. It is known that this village, of which the name is derived from Tide-end-town, marks, in point of fact, the last point of the Thames at which the tide is felt. It would be impossible to believe that Cæsar exposed himself to the risk of being surprised, during his passage, by the swelling of the water." Vol. ii. p. 191, Eng. transl.

The Edinburgh Reviewer well remarks on the singular simplicity, often observable in the Emperor's book, with which "a cockney myth, such we conceive the popular derivation of Teddington to be, is transformed into a serious piece of archæology."

Two correspondents—one within the last few days—ask for a decision as between "*spoonsfull*" and "*spoonfuls*." The same question clearly involves all similar compounds,—handful, cupful, apronful, &c.

There can be no real doubt about the answer. The composite word "*spoonful*" has an existence of its own, and must follow the laws of that commonwealth of words to which it belongs. To make its plural "*spoonsfull*," is to blot out its separate existence as a word. Besides, this form of plural does not convey the meaning intended. "*Three spoons full*" is a different thing from "*three spoonfuls*." The former implies that three separate spoons were used: the latter expresses three measures of the size indicated.

There seems to be great uncertainty about the spelling of the verb to *shew* (or, *show*.) The following rule was given me, I forget by whom, and I have generally found it observed by careful

writers. When the verb is used of outward visible things, spell it with an *o*: "He showed me his house and his pictures." But when the verb is used of things to be manifested to the mind, and not to the sense, spell it with an *e*: "He shewed me the advantage of becoming his tenant." It follows from what has been said, that the substantive, "a show," should always be spelt with an *o*: its meaning being restricted to an outward display made to the senses. On examining the English Bible, I find that "shew" is universal, both as verb and as substantive, as literal and as metaphorical. Nor is this owing to modern printers merely. The same use prevailed through all the ancient English versions: and is found also in the Common Prayer Book. The tendency of the modern printer has been to abandon this spelling altogether, and to use the "o" in every case.

A newspaper stated in 1864, that Lord Palmerston had attained his eightieth year. On this a household at Beckenham fell out. The ladies maintained that the expression was equivalent to—had completed his eightieth year. And matter of fact was with them: for Lord Palmerston, having been born in 1784, was full eighty in 1864. But the gentlemen held that, however the fact might seem to bear out the ladies' interpretation, and however the writer may have intended to express the meaning, attained and completed cannot be the same: but the expression "attained his eightieth year" must properly mean "entered his eightieth year."

It seems to me that the gentlemen were right. A youth has attained his majority the very day he enters upon it, not the day he dies and quits it, his life being complete. A man attains a position in life the moment he is appointed to it, before he has begun any of its duties. And so a man attains his eightieth year the first day that it can be said of him that he is in his eightieth year: not the last day that this can be said: for he has then attained his eighty-first year.

Ought we to say, "be kind to one another," or "be kind one to another?" The latter is beyond question the more correct, and is found in the English version of the Scriptures in such phrases as, "Be kindly affectioned one to another in brotherly love." But the former has become almost idiomatic, and the other would sound pedantic in conversation.

The history of the inaccuracy may be thus traced. When we say, "Love one another," "one another" is not a compound word in the objective case after the verb, but is two words, the former in the nominative, the latter in the objective case: in Latin, "Diligite alius alium:" one love another. But the ear has become so accustomed to the sound of "one another" pronounced together, that we have come to regard that sound as indicating a compound word, and to treat it as such after a preposition.

The same is the case with "each other." "Love each other," is "Love each the other:" and so when a preposition intervenes, we ought properly to say, "Each to the other." But we do not, and never shall. Idiom has prevailed, even when established in a mistake, over strict propriety.

A correspondent asks, whether the suppression of the *s* in the third person singular of "to need" may be regarded as sanctioned by use?

Certainly, no one in these days would think of saying, "Tell the housemaid she needs not light the dining-room fire to-day." Our practice in this case is to abridge "needs not" into "needn't." But it is to be observed that the *s* is dropped only when another verb follows: we say "He need have the strength of Hercules to lift that stone:" but if we leave out "have," we must say, "He needs the strength."

The same correspondent asks whether good writers make "dare" do duty for the past tense of "to dare?"

I do not quite understand this question. I never saw that done which is described. Does my correspondent mean that he doubts whether good writers would say, "They urged him to take the leap, but he dare not?" I imagine that every one would write "he dared not:" I am sure that every one would say, "he didn't dare to."

Let me put in a word to rescue "dare" from being treated as we just now saw "need" must be treated. It is not according to the best usage to say, "he dare not do it." The *s* of the third person present must not be suppressed: but we must say, he dares not do it.

In Psalm lxxvii. 11, the Prayer Book version has "Thou art the God that doest wonders;" whereas the Bible version runs, "Thou art the God that doest wonders." A correspondent asks, which is right?

The answer I think must be, that both are right. The direct construction of the sentence in English requires the Prayer Book rendering. "Thou art the God that doest wonders:" whereas the other can be accounted for by a not uncommon attraction of subordinate verbs into the form in which the main sentence is cast.

One correspondent asks, whether of these two is right, "Death is obnoxious to men," or "Men are obnoxious to death?" Here the adjective "obnoxious" is used in two different senses. In Latin, "obnoxius" means "subject to:" "Omnes homines morti obnoxii sunt,"—All men are obnoxious, subject, to Death. But this meaning has almost vanished out of our English usage, and that of noxious, hurtful, has taken its place. I need not tell scholars that this meaning crept into later Latin probably from the

similarity of sound in "noxius" and "obnoxious," and is altogether unknown in the better days of the language.

I have had an amusing letter from which I extract the following: "All you say is indeed most true: I grieve over the changes and innovations in our language I hear daily around me, especially among young people. Young people say 'Thank you' now, never 'Thank you.' I am sick of 'abnormal,' and 'aesthetic,' and 'elected' for 'chosen,' all used most absurdly by modern writers. 'Advent' for 'coming' I hate; it seems a sacred word, which ought to be only used for our Saviour's coming. Why has 'people' now an *s* added to it? It never used to have; we do not yet say 'sheeps,' and both are nouns of multitude. I can't bear to be asked at dinner if Mr. Blank shall assist me to anything instead of help, and yet both mean much the same, but the former smacks of 'the commercial gent.' I dare say I could think of many more follies and vulgarisms, but I shall tire you. I wish you to write a third article on the subject. Excuse an old-fashioned single woman (not a female) having plagued you with this letter."

We had better take in order the words complained of. "Thanks" for "Thank you," seems to deserve better treatment than it meets with at our good Priscilla's hands. It is, first, of respectable parentage and brotherhood: having descended from classic languages, and finding both examples in our best writers,* and present associates in the most polished tongues of Europe. And then, as generally used, it serves admirably the purpose of the generation now coming up, who are for the most part a jaunty off-handed set, as far as possible removed from the prim proprieties of our younger days. "Thank you" was formal, and meant to be formal: "Thanks" is both a good deal more gushing for the short time that it takes saying, and also serves the convenient purpose of nipping off very short any prospect of more gratitude or kindly remembrance on the part of the young lady or gentleman from whose mouth it so neatly and trippingly flows. Let "thanks" survive and be welcome; it is best to be satisfied with all we are likely to get.

"Abnormal" is one of those words which has come in to supply a want in the precii: statements of science. It means the same as "irregular;" but this latter word had become so general and vague in its use, that it would not be sure to express *departure from rule*, which "abnormal" does. Thus far its use is justified, and even the old-fashioned lady could hardly complain: but the mischief is that the apes of novelty have come to substitute it for "irregular" in common talk: and Miss, at home for the holidays, complains towards the end of breakfast, that "the post has become quite abnormal of late." The effect of this, as of fine talk in general, will be to destroy the proper force of the word, and drive future philosophers to seek a new one, which in its turn will share the like fate with its predecessor.

"Aesthetic," again, has its proper use in designating that which we could hardly speak of before it came into vogue. Unfortunately our adjective, formed from the substantive "sense," had acquired an opprobrious meaning: and the attempt to substitute *sensuous* for it had altogether failed. There was no remedy but to have recourse to the Greek, the language of science, and take the word we wanted. If it has suffered in the same manner as the last, it is no more than might have been expected: but I do not remember to have heard it used, where any other word would serve the turn.

"Elect" for choose is one of our modern newspaper fineries; and it is not to be denied that "Advent" is rapidly losing its exclusively sacred reference. I am not sure that this is to be regretted, as the popular mind will thus become aware, without explanation, what is meant by the solemn season when it comes round.

The adding of "s" to "people" has been rather a convenience. We always spoke of the English people, the French people, the German people: why then should we not say, the European peoples? At all events, it is better than what is now "newspaper" for it, "nationalities."

"Assisting" at dinner is of course what the single lady characterises it as being,—and even worse. I don't imagine the respectable class whom she somewhat uncourtously snubs would be flattered by the idea that they can descend to any expression so simply detestable. Another correspondent says, "I have been often amused by a host, requesting her guest (his gender is unkind), to assist himself." The construction in which the unfortunate verb finds itself in this usage, is somewhat curious. The challenge runs, "Mr. Blank, shall I assist you to beef?" The impression of those who are unacquainted with the vulgarity would be, that "to beef" was a verb, meaning to eat beef, or, as very refined people say, to "partake of" beef.

They do the thing somewhat differently over the water. An English gentleman for the first time seated at the table of an American family, was thus accosted by the lady of the house: "Mr. Smith, sir, do you feel beef?"

I witnessed the other day a curious example of the use of fine words. A blacksmith was endeavouring to persuade the smoke of my kitchen range to go up the chimney instead of filling the room. He tried to explain to me the conditions under which this might be done; and to my astonishment added, "you way always nea-

* It occurs fifty-five times in Shakespeare: and, in the formula "Thanks be to God," four times in the English Bible.

sure the success of an apparatus of this construction, by the *incandescence of the ignited material.*"

In reference to the mispronunciation of Scripture proper names, I have had several anecdotes sent me. The only one worth recounting is, that an informant, whom I well know, heard the name of the returned slave in St. Paul's Epistle to Philemon, read, "One (monosyllable) Simus," instead of Onesimus.

A correspondent is highly offended with the very common expression, "I beg to inform you," "I beg to state," etc., requiring that the word "leave" should be inserted after the verb, otherwise, he says, the words are nonsense.

In this case, I conceive that custom has decided for us, that the ellipsis, "I beg," for "I beg leave," is allowable.

If ingenious derivations are often wrong, so also are ingenious corrections of common readings. I may give as an instance, a correction, often made with some confidence, of a word in the famous passage in Shakspeare's *Tempest*, beginning, "The cloud-capt towers." We commonly read in the modern editions, "And, like the baseless fabric of a vision, leave not a wreck behind." No, says the corrector, not wreck, but "rack;" rack being thin floating vapour, such as is seen on the blue sky before a change of weather. Now the original word, it is true, is "rack;" but there is every probability that by this Shakspeare meant *wreck*, not *floating vapour*. Two reasons may be given for this opinion: 1. In this very play, he calls the wreck of a ship by the name "wreck:"—"The direful spectacle of the wreck, which touched the very virtue of compassion in thee;" and in *Measure for Measure*, III. i., "her brother Frederick was wracked at sea." 2. The word rack, in the sense of the thin cloud spread over the blue sky, is never found except with the definite article, "the rack." Thus in *Hamlet*, "We often see against some storm, a silence in the heavens, the rack stand still." And Bacon, in his natural history, says, "the clouds above, which we call 'the rack.'" In all other examples given in the dictionaries, the same is the case; and it would appear as contrary to usage to say "a rack," as it would be to say "a north," or "a zenith." This being so, we have no resource, but to face the corrector boldly, and to maintain that "leave not a wreck behind," means, leave not behind so much as a ship when she has broken up,—not even a spar to be remembered by.

Another erroneous correction (if one may venture on such an *Hibernianism in terms*) is the inserting the word "may" in the sentence of the general thanksgiving, "and that we shew forth Thy praise not only with our lips but in our lives." This construction without "may," was not uncommon, when the contemplated result was to be stated. Thus in the first Prayer Book, in the collect for St. Mary Magdalen's day, we have, "Give us grace that we never presume to sin through the example of any creature."

A statement is sometimes made about this word, which is not in accordance with fact. I remember, a short time since, seeing in a book of instructions how to read the Liturgy, that the omission of the word "may" is only a blunder of the printers, for that it exists in the "sealed book," from which our prayer-books ought to be copied. This is true, and it is untrue. It did exist in the sealed book, but was erased by the bishops, who put the pen through it. Thus its omission was no mistake, but a deliberate act, and intended to convey a particular meaning.

I will conclude with a few scraps which I have collected, as specimens of broken or imperfect English.

Really ambiguous sentences are to be found even in our most careful writers. One would think that Miss Austen, if any one, would not be caught tripping in this matter. But I read in "*Pride and Prejudice*," ch. xxviii., pt. 1: "Mr. Collins and Charlotte appeared at the door, and the carriage stopped at the small gate, which led by a short gravel walk to the house, amidst the nods and smiles of the whole party." And again, ch. xiii., pt. ii: "Elizabeth hesitated, but her knees trembled under her, and she felt how little could be gained by an attempt to pursue them." I also find in the same novel, ch. xx., pt. ii: "Each felt for the other, and of course for themselves." In this case the correction is easy, as the two persons were Jane and Elizabeth: "Each felt for the other and of course for herself;" but had the genders been different, it would have been impossible to write the sentence in this form at all.

I find the following sentence in Thackeray's "*Virginians*," Part IV.:

"He dropped his knife in his retreat against the wall which his rapid antagonist kicked under the table."

A letter in the *Pall Mall Gazette* about a fortnight ago, (Oct. 23, 1866), begins, "Sir, I have been spending this autumn in the vicarage of a pleasant village in Blankshire, famous for its cricket, which I have rented during the parson's holiday."

In a review in the same paper of Aug. 24, 1866, we read as follows:

"We defy any sensible bachelor anxious to change his condition, to read Lady Harriet Sinclair's book without drawing a painful contrast in his mind between a future passed with that gifted lady, and with (the writer means, and one passed with) the fast, very fast, young women *with whom* he rides in the morning, plays croquet and drinks tea in the afternoon, *sits by* at dinner, and dances with at wisely abstains from marrying."

One of the commonest of newspaper errors is to use a participial clause instead of a verbal one, leaving the said clause pendent, so

that in the reader's mind it necessarily falls into a wrong relation. Thus we had in the *Times* the other day, in the description of the York congress, assembled under the presidency of the Archbishop: "His Grace said, &c., and after pronouncing the benediction, the assembly separated." And again, in the account of the Queen's visit to open the Aberdeen waterworks, "In 1862 the Police Commissioners, headed by the Provost, set themselves in earnest to the work of obtaining a new Police and Water act, and succeeding in their labours, the splendid undertaking opened to-day is the result."

The notable and often exposed vulgarism "and which," or "and who," when no "which" or "who" has before occurred, seems as frequent as ever." This is an answer to an address presented to the Princess of Wales, and is the composition of an English nobleman:

"H. R. H. the Princess of Wales acknowledges, &c., and for which she is profoundly recognizant."

I quote the following from a novel which shall be nameless: "His having been with Lorenzo at the time of his death, and who had wished to confess to him, raised him prodigiously in the opinion of all those who had been the admirers of that prince?"

I have received a notice this very day from a London bookseller to this effect:

"A. B. C. begs to announce the above important contributions by Dr. T. to Biblical Criticism as nearly ready, and which he will have for sale as soon as published."

Mistakes in the arrangement of words and clauses are found in high quarters not less frequently than of old. In the *Times* of Saturday last, a paragraph is headed "The late Queen's Huntsman," when "The Queen's late Huntsman" is intended. A correspondent sends the following from a letter describing the great hurricane at Calcutta in 1864: "The great storm wave which passed up the lower Hooghly is said to have been of the height of a man at a distance of ten miles from the bed of the river."

The ignorant use of one word for another continues to give rise to curious mistakes. A letter to a newspaper says: "There is in the parish of Helmingham, Suffolk, an ancient graveyard of human skeletons, bearing much resemblance to, if not identical with, that mentioned in your impression on Thursday last as being recently discovered on the farm of Mr. Attrim at Stratford-on-Avon."

In this sentence let me notice that "as being discovered" is also wrong. The writer meant, "as having been discovered."

The secretary of a railway publishes in the *Times* of Oct. 17, this year, the following notice. I suppose he is an Irishman. "The present service of trains between Three Bridges and East Grinstead, and the coach now running between Uckfield and Tunbridge Wells, is now discontinued."

In the leading article of the *Times*, the same day, appeared this sentence: "To our mind it was impossible to entertain any doubt on the subject, at least not since the intimation conveyed by the American minister." You will observe that there is here a "not" too much. The writer meant, "at least since the intimation, &c."

A correspondent sends me a very rich example of this confusion of ideas. It occurs in a leading article of the *Standard*: "The progress of science can neither be arrested nor controlled. Still less, perhaps, in this hurrying nineteenth century, can we expect to persuade men that, after all, the most haste may finally prove the worst speed, and that as a rule it must be of less importance to arrive at your journey's end quickly than it is not to arrive at all." Of course the writer meant "than it is to make sure of arriving at all."

I have one or two more illustrations of the blunder of using one word when another is meant. In a well-known novel by one of our most popular writers, we read: "He had not learned the heart (*sic*) of assuming himself to be of importance wherever he might find himself."

This can hardly be a misprint.

In another novel of the day, we read: "For these pious purposes a visible and attractive presentment of the newly promoted Saint is indispensable."

The author meant "presentment," "presentment" being a foreboding within the mind, not a demonstration before the eyes.

In the *Times* of April 20, of this year, we read: "The prisoners are allowed . . . to receive food from their friends outside, an indulgence which has been in many instances abused by the secretion of tobacco and written communications in the food sent in."

Had the writer consulted his dictionary, he would have found that secretion means "that agency in the animal economy that consists in separating the various fluids of the body. He meant "secreting."

If our last example presented a physical curiosity, our next even surpasses it. The *Times* Law report of Feb. 13, last year, told us of a plaintiff or defendant, "He, though a gentleman of property, was unhappily paralysed in his lower limbs." What a delightful idea this writer had of the usual exemption of the rich from the ills of humanity!

Nor does the level of physical intelligence rise in our next example,—an advertisement of Keating's Persian Insect-destroying powder. It states that "this powder is quite harmless to animal life, but is untrivalled in destroying fleas, bugs, flies, cockroaches, beetles, gnats, mosquitoes, moths in furs, and every other species of insects." We thought we had more frequently found the converse mistake made, and the appellation "animals" applied somewhat exclusively to the unlovely genera here enumerated. The advertisement loses none of its richness as it proceeds: "Being the original importer of this article, which has found so great a sale that it has tempted others

to vend a so-called article, the public are therefore cautioned to observe that the packets of the genuine powder bear the autograph of Thomas Keating."

One more specimen and I have done.

"Notice. An advertisement headed Evans & Co., merchants, Shanghai, appears in the London *Daily Telegraph* of June 4th, intimating I was about, or had left China. I beg to state I never authorized H. Evans, baker and biscuit-maker, to state I had, or intended leaving Shanghai.—John Deverill."

Well, my friends, our evening is over, and if it has amused you, and given you any hints leading to the sensible use of your own language, our purpose is answered. No further results are contemplated. We shall never persuade the *Times* to mend its ways in spelling; on Saturday last it made an English bishop write of his "diocess," while I observe the adjective *diocesan* is commonly left in its correct form; and a few weeks since it spoke, in a leading article, of the book of Revelations. Nor shall we be able to persuade the public to call the kings of Egypt Pharaoh and not Pharaoh. There are doubtless wise reasons for the constant preference of the latter form.

In this, as in some other matters, "Great is error, and it will prevail." For, as the most facetious of my former censors reminded me, "The progress of language is a thing far mightier than the breath of Deans."

EDUCATIONAL INTELLIGENCE.

ABROAD.

THE following from the *American Educational Monthly* is of interest:—

UNITED STATES.—The propriety of corporal punishment in school is being quite generally discussed. Recent aggravated cases have aroused New England against the practice, and the subject has been introduced into local politics. The state of feeling in many sections is such as is likely to lead to hasty and unwise action. Popular indignation is almost wholly excited against whipping, forgetting that the use of the rod is not the sole nor the worst form of corporal punishment. We know of schools whose teachers have gained no little credit by reporting "no corporal punishment" on the strength of the disuse of the rod, yet these very teachers have developed a wonderful skill in devising physical and mental tortures, and combinations of the two, which, in effect, are infinitely worse than blows. Before legislating much in this matter, it would be well to decide first, what corporal punishment is, and in forbidding the use of the rod, to see to it that the door is not left open for the introduction of a multitude of substitutes that are worse.

The messages of the governors of the several States show that educational interests in the North are, in most cases, carefully guarded.—**MARYLAND.**—With a population of about 600,000 has 4,000 school houses: the direct tax for school purposes in 1866 was \$477,131.66, and the income of the school fund, \$7,626.38; the permanent fund amounts to \$220,735.72. The Agricultural College has been located at Orono.—**MASSACHUSETTS.**—The past year was one of unexampled interest and progress. The increase in number of pupils was nearly 10,000, and in average attendance nearly 12,000. There has been a marked advance in teachers' wages. The amount raised by direct taxation was \$1,993,117.59, an increase of \$210,552.77; about \$10 for every person in the State, between five and fifteen years of age. The percentage of female teachers is constantly increasing, there being last year 1,377 male and 10,855 female teachers. The governor regrets that the pay of female teachers averages less than one-half that of male teachers.—In Boston the total expenditure, during 1866, including school houses, was \$776,375.32; number of scholars, 27,723, average per scholar, \$26.76; whole number of teachers, 613. The average daily attendance was very high, 23,800.—In Lynn the appropriation for school purposes was \$40,000; the number of pupils, 4,900.—Lawrence is about to erect a new High School at a cost of \$52,000.—Lowell expended \$67,000 last year.—**RHODE ISLAND.**—At a recent meeting of the Institute of Instruction, steps were taken for the re-establishment of the R. I. State Normal School. A resolution was passed approving the establishment of a National Bureau of Education.—**NEW YORK.**—The amount raised for school purposes during 1866 was \$7,378,880; the expenditures, \$7,403,873; balance on hand, \$750,735; number of children in attendance, 919,033; number of male teachers, 5,031; female, 21,450; school districts, 11,732; school houses, 11,552. The Regents of the University report the present condition of the colleges and academies of the State as highly prosperous.—The municipal corruption of New York city is working its own cure. A bill is before the Legislature providing for the appointment, by the Governor, of a commission to control the educational interests of the city. If this bill be passed, we shall probably hear of no more Fourth Ward scandals.—**NEW JERSEY.**—In 1866 the amount raised for schools was \$746,794.24; number of public schools in the State, 1,972; total number attending school, 158,000; average cost per child, \$3.59. *New Jersey* is not yet very liberal, we hope for better things. The whole number of persons who attended the Normal School is 778.—Leonard W. Jerome, of New York city, has given \$9,000 to Princeton College, the interest of which is to be expended annually "in the purchase of a medal to be awarded to the graduating senior, who shall be declared by a vote of his class-mates to be the first gentleman of his class."—**PENNSYLVANIA.**—The Superintendent reports for 1866, 1863 school districts; 13,146 schools; 11,301 school houses, of which 1,868 are unfit for use; 16,144 teachers; 725,312 pupils, with an average attendance of 478,066. The total cost of the school system, including taxes levied and state appropriation, was \$4,195,258.57. The condition of school houses calls forth serious expostulation in the report. 6,210 have unsuitable grounds; 5,588 have either improper or injurious furniture. The teachers are little better; about one-half had never read

a work on teaching. The Superintendent recommends increased length of school terms, a larger State appropriation, a new appropriation to the Normal School, with an additional appropriation of \$5,000 to the school of the third district.—Philadelphia has 373 schools, with 1,300 teachers, and 75,893 pupils. The average attendance was 65,017, or 86 per cent. **OHIO.**—The Agricultural College land scrip belonging to the State has all been sold for \$340,864.40, and the Governor asks of the Legislature the early location of the College.—Hon. John Baldwin of Berea, has given a deed for forty acres of quarry to Baldwin University. The land is said to be worth at least \$100,000. Iowa is alive to the interests of education. Her State University and her several Colleges are well attended. In the State University honorably discharged soldiers are educated free of tuition fees. In each of her larger towns is a public High School, generally well taught by good teachers, and well filled with pupils determined to learn. Teachers' Institutes are held in all the counties, with more and better success, we think, than usually attends similar meetings in the Eastern States. There are over 9,000 teachers employed. A vigorous educator of this State, Mr. J. Piper, claims that the teachers read more educational periodicals than the teachers of any other State in the Union. **MISSISSIPPI.**—The Superintendent succeeded last year in obtaining reports from an increased number of districts. The whole number of school districts is 1,998; school houses, 1,297, valued at \$472,503.17; pupils, 52,753, with an average attendance of 33,319; teachers, 2,159; amount paid to teachers, \$169,146.46. The school fund amounts to \$1,500,000. The Governor recommends an independent department of Public Instruction. The Normal school at Winona is succeeding well. The new building, a splendid structure, is nearly completed. **ARKANSAS.**—The Educational status in this State is deplorable. Ten years ago there were twenty-five schools supported by the school fund. Since that time matters have not improved. Little interest is manifested by the people, and although the common school system is thoroughly organized, on paper, and in officials, the Superintendent, in 1866, received but three reports from Commissioners, and none of them favorable. What remained of the school fund at the beginning of the year has since been squandered. The Superintendent is disheartened, and recommends a thorough reorganization.—In the **SOUTHERN STATES**, as we have previously stated, little progress has been made. Almost the only schools, in successful operation, are those of the freedmen. Unfortunately, in many sections, these receive little encouragement from the whites, and any person who engages in the work is isolated from his former friends and acquaintances. **WEST VIRGINIA.**—At Parkersburg is a Freedman's school, with eighty scholars, partly supported from the town fund. In his message Governor Boreman speaks encouragingly of the progress of the work of education, and urges the most liberal legislation in support of the schools, and the provision for the Agricultural College. **GEORGIA.**—The Bureau Superintendent of Education reports 99 schools for freedmen, with 113 teachers, and 5,649 pupils.

URUGUAY.—A commission is now engaged in examining the various common school systems of the world with reference to a radical reform in the schools of Uruguay. The free school system will probably be adopted.

GREAT BRITAIN.—According to the *London Lancet*, it has been enacted that no medical student be admitted to lecture until he has been closely examined in the higher branches of an English education, with mathematics and Latin; that no student be examined for his final degree until he has attended four winter courses of lectures, or three winter and two summer courses, including in each session all the branches of medicine, with physics, botany, and general history.—At the local examination in Oxford last year there were 9,318 candidates. The question of compulsory education excites much discussion. An influential meeting held at Manchester, on Dec. 10th, 1866, decided by a large majority to petition Parliament in behalf of compulsory attendance. The leading clergymen of Scotland are strongly in favor of it. The Master of the Rolls has granted an injunction restraining the Senate of Queen's University (Ireland), from granting degrees or taking any other proceedings under the supplemental charter, until further orders.

BAVARIA.—According to the government report, the elementary schools are in a satisfactory condition. Classical studies are falling into disrepute, and the higher schools are advancing in scientific and professional studies. School attendance is obligatory, and education is spreading, as is manifest from the greatly increased number of newspapers sold and letters posted. To the primary schools are added industrial schools for adults, which are attended by 71,831 pupils, chiefly girls. The number of pupils in the classical schools has decreased from 11,586 in 1852, to 9,292 at present. The salaries of classical teachers are about \$400 in Munich. There are twenty-nine schools, which give a non-classical and almost professional course. The three Universities have 2,375 students, against 3,046 in 1852. The higher professional schools have increased in number and prosperity.

PRUSSIA.—The Berlin Popular Libraries, established in 1842 by the historian Raumer, have proved eminently successful. A considerable amount has been invested for their benefit, and the authoritative grant \$1,200 per annum for their enlargement.—The state treasury has received a large donation, of which 2,400,000 *thalers* are to be devoted to educational and scientific purposes, the greater part being for elementary schools. The Universities are to receive 24,000 *thalers*.

RUSSIA.—There are 123 girls' schools connected with the department of public instruction. These have an average attendance of seventy-four each, and a total of 9,129 pupils.

TURKEY.—The empire contains 14,377 elementary schools, with 493,853 pupils; eighty-seven middle class schools, with 11,694 pupils. Education, formerly under ecclesiastical control, is now under the supervision of a council over which the Secretary of State presides.

CAPE OF GOOD HOPE.—There are 45,523 children attending school, or about one in eleven of the whole population. Connected with the department of public instruction are 379 schools, with 570 teachers. Of the pupils, 19,243 are white, and 17,592 colored. The salaries of

teachers are good, averaging £250 per annum. The Teachers' Association have under consideration a project for raising a permanent fund for aged and infirm teachers.

NEW ZEALAND.—In the province of Nelson, New Zealand, every householder, rich or poor, pays a tax of £1 towards the government free schools, and 5s. per head for each child who does not go to some school. An inspector is appointed, who reports periodically to a board of management on the progress and attendance of the pupils; thus, the system is persuasive rather than compulsory, and answers very well. The education is secular, with certain times set apart for religious instruction, which the pupils can avail themselves of, or not, at the discretion of the parents.

MADAGASCAR.—The Christian population numbers about seven-tens thousand, and sustains twenty schools, with twenty-nine teachers, and an attendance of 936 pupils: more than one-half of these are in the capital.

AT HOME.

X We learn that J. B. Norton, Esq., has been engaged by the School Commissioners of Halifax to train the children of the schools of the city in the art of music. Knowing of the success of Prof. Norton during the past year in the practice of his profession, we congratulate the commissioners on having obtained the services of so efficient a teacher. There is no reason why every child should not be taught to sing as well as to read, and we are glad to see that this branch of youthful instruction is beginning to receive that attention which it demands.—*Acadian Recorder*.

In Lower Canada a most substantial school-house recently erected, covers the site of the old one. Here in two school-rooms were assembled the rising generation of that thriving district, and a more cheerfully obedient and orderly class of children, it was never our lot to look upon. To them the acquirement of knowledge seemed a pleasure, and not a task, and we thought as we looked upon their bright beaming faces, ruddy with health and happiness, that it would be regarded by them as a calamity should anything prevent their attendance at school; and when we looked upon the well finished and ventilated school-room, with "a place for everything, and everything in its place," and then at the kindly, yet firm bearing of the teachers, we sighed not for the "good old times," but wished that our boyhood's days had been spent among such scenes as these.

We believe this school, which is under the tuition of Mr. Amasa Fisk and Miss Kelly, bids fair to become one of the first schools in the Province.—*Wolfeville Acadian*.

X **YARMOUTH SEMINARY.**—The public terminal examinations of the Yarmouth Seminary were held on Thursday and Friday, 20th and 21st ult. Notwithstanding the unfavorable state of the weather there was a fair attendance of visitors, all of whom seemed to take a deep interest in the proceedings. Classes were examined in Greek, Latin, French, German, Statics and Dynamics, Logic, Ethics, History and Zoology, Arithmetic, Algebra, Geography, and Natural Philosophy. The answering of the students in the several departments was very satisfactory, evincing a thorough training in the subjects of examination. The universal aim, from the lowest of the primary departments to the collegiate, seems to be the development of mind. The nature of the questions proposed, and the character of the answers given, clearly showed that the pupils were taught to think. The teachers seem to comprehend the true end of education, and to strive earnestly to attain that end by a judicious and thorough course of instruction. The undoubted progress made by the pupils of the English departments, seems to have been fully equalled by that of the students of the collegiate department, and female High School. Several gentlemen, competent to form an opinion on the subject, have spoken in high terms of the proficiency of the classes in Greek, Latin, French, German, &c. We may remark that the institution is now in a better position than ever, experienced and successful teachers having been secured for all the various departments. It embraces Primary, Intermediate, Grammar School and High School (or Collegiate) Departments. And thus pupils, beginning with the alphabet, may advance to the completion of a college course. In addition to all the higher English branches, and mathematics, classics, &c., French, German, and Italian form part of the course, and classes in Spanish are formed when required. Taking in connection with the Seminary, the excellent school lately established in the lower part of the town, and the Milton school, which has now been in operation about a year, we think the educational advantages of Yarmouth are second to none in the Lower Provinces; and, owing to the large staff of teachers employed, and a judicious division of labor, these advantages may be shared by the Province in general. The EXAMINATION on Friday evening passed off very creditably. The large hall of the Seminary was well filled, and the audience seemed delighted with the exercises, which consisted of original essays, vocal and instrumental music, dramatic recitations in English and French, &c. It has been pronounced the most successful that has yet been held.—*Yarmouth Herald*.

WELL-MERITED.—J. R. Willis, Esq., Secretary to the Board of School Commissioners of this city, has been elected an honorary member of the Academy of Natural Sciences of Philadelphia, as a mark of their appreciation of his services rendered to the Conchology of this portion of British America.—*Christian Messenger*.

WINDSOR, HANTS. CO.—A few days ago a public examination was held in the Town Hall, when the scholars, to the number of about 300, acquitted themselves well. On the evening of the same day the public assembled to witness a Rhetorical Exhibition, in which some 50 or 60 of the pupils took part. It was a great success. The auditory, which was probably the largest that ever entered the Hall, was thrilled with delight on seeing the different exercises performed with such perfect naturalness and effect.

OFFICIAL NOTICES.

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

T. H. RAND,

Sec'y to C. P. I.

I. To 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:—

QUERIED, 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.

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

II. To Inspectors.

1. A supply of School Returns has been forwarded to each Inspector. In the case of "BOARDER SECTIONS" forming parts of different seasonal districts, the Inspector in whose county the school-house is situate, will inspect the school in any such section. He will furnish the Trustees with a blank "C" Return for each Board of Commissioners with which the section is connected; and upon the back of each return signify when and where each is to be lodged by the Trustees. Each Inspector will, before the close of the Term, transmit to his fellow Inspector a duplicate sheet of the "NOTES OF INSPECTION" of each Board School.

2. The attention of Inspectors of Schools is especially called to the STANDARD ORDER contained in Circular No. 9, par. 7. A strict compliance with said order is required.

3. The Council of Public Instruction, under the authority of the 12th subdivision of the 6th section of the Law concerning Public Schools, has made the following order:—

"In cases where sections failed to determine, in annual meeting, which member of the existing Board of Trustees should retire from office, and to fill the annual vacancy in the Trusteeship, it shall be the duty of the Inspector to determine which Trustee shall retire; and the Commissioners shall fill such vacancy in the manner directed by law."

October 31, 1866.

III. To Trustees and Teachers.

Engagements hereafter entered into between Trustees and Teachers will not be regarded as legal, if the amount of the Teacher's salary is made contingent on the sum to be received by the Section from the county fund. See *Journal of Education, p. 21.*

January, 1867.

IV. Prescribed Text-Books.

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

V. Superior Schools.

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

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

VI. The Semi-Annual Meetings of the Boards of Commissioners.

The regular semi-annual meetings of the Boards of Commissioners for the several Districts, will be held in the month of May, on the following days:—

- District of Cape Breton, second Tuesday.
- Victoria, second Tuesday.
- South Inverness, second Tuesday.
- North Inverness, third Tuesday.
- Richmond, second Tuesday.
- Antigonish, second Tuesday.
- Guyborough, second Tuesday.
- St. Mary, third Tuesday.
- North Pictou, second Tuesday.
- South Pictou, second Thursday.
- Colchester, second Tuesday.
- Stirling, third Tuesday.
- Cumberland, second Tuesday.
- Parrsborough, third Tuesday.
- Halifax City, second Monday.
- Halifax West, second Friday.
- Halifax Rural, third Friday.
- Halifax Shore, third Tuesday.
- West Hants, second Tuesday.
- East Hants, second Friday.
- Kings, second Tuesday.
- Annapolis West, second Tuesday.
- Annapolis East, second Friday.
- Digby, second Tuesday.
- Clare, second Friday.
- Yarmouth, second Tuesday.
- Argyle, second Friday.
- Shelburne, second Tuesday.
- Barrington, second Friday.
- North Queens, second Tuesday.
- South Queens, second Friday.
- Chester, second Tuesday.
- New Dublin, third Tuesday.
- Lunenburg, the Friday coming between the days fixed for the meetings of the Chester and New Dublin Boards.

Each Board is reminded that its LIST OF SECTIONS ENTITLED TO SPECIAL ACT, must be revised at the above meeting. The revised list is for the school year 1868, and will not be operative during the school year 1867. Vide Reg. Council of Public Instruction, p. 62 (7).

VII. The procuring of Books and Apparatus.

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

NOTICE IS HEREBY GIVEN,

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

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

[Form of Application.]

(Date)

Messrs. A. & W. Mackinlay,

Halifax.

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

LIST OF ARTICLES.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

THE NOVA SCOTIA SERIES OF READING BOOKS.

Book No. 1.....	\$0.22½ doz.	Book No. 6.....	\$0.17 ea.
" 2.....	0.50 "	" 7.....	0.23 "
" 3.....	0.06 each.	The art of Teaching	
" 4.....	0.10 "	Reading.....	0.07½ "
" 5.....	0.11 - "	Bailey's Brief Treatise on Education	0.05 "

SPELLING BOOK.

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

GRAMMAR AND COMPOSITION.

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

MATHEMATICS.

- Arithmetic.—Nova Scotia Elementary Arithmetic..... In press.
- Nova Scotia (advanced) Arithmetic..... 15 cents each.
- Nova Scotia Arithmetical Table Book..... 19 " doz.
- Algebra.—Chambers' Algebra, (as far as Quadratics)..... 20 " each.
- Do. Do. (complete)..... 30 " "
- Plane Geometry.—Chambers' Euclid, (including Plane Trigonometry)..... 15 " "
- Practical Mathematics.—Chambers' (including Land-surveying, a brief treatise on Navigation, &c.)..... 45 " "
- Solid and Spherical Geometry.—Chambers' (including Spherical Trigonometry, Conic Sections, &c.)..... 15 " "
- Mathematical Tables.—Chambers'..... 30 " "
- Navigation.—Norie's, (an extended treatise)..... \$1.60 " "
- Ball Frames..... 70 " "
- Slate Wipers, (to be used without water)..... 18 " doz.
- Slates.—Common Slates, (beveled frames) 6¼ in. by 8¼ in. 37 " "
- " " " 8 in. by 10 in. 40 " "
- " " " 9 in. by 13 in. 60 " "
- Prepared Slates, 5 in. by 7 in. 1 " each.
- " " 8 in. by 12 in. 2 " "

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

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

WRITING.

- STAPLES' PROGRESSIVE SERIES OF COPY BOOKS:

Book No. 1, 2½ cts. each.	For girls	Book No. 6, 2½ cts. ea.
" No. 2, " "	only	" No. 7, " "
" No. 3, " "	(N'tly ready.)	" No. 8, " "
" No. 4, " "	For boys	" No. 9, " "
" No. 5, " "	only	
- Ruled Card to accompany copy books, 6 cts. per doz.
- Penholders, 20 cents per gross.
- Staples' Circular Pointed Pens, 24 cents a box (1 gross).
- Inkpowders, 38 cents per doz.
- Rulers, 12 in. (for pupils' use,) 20 for 12½ cents.
- Lead Pencils, 8 cents per doz.
- India Rubber Erasers, 12 cents per doz.
- Pink Blotting Paper, 15 cents per quire.

DRAWING.

- BARTHOLOMEW'S SCHOOL SERIES OF PROGRESSIVE DRAWING LESSONS.

Package No. 1, (12 model cards) 7 cents per package.	
" No. 2, " " " " " "	
" No. 3, " " " " " "	
" No. 4, " " " " " "	
" No. 5, " " " " " "	
" No. 6, " " " " " "	
Sketch Book, (models only) No. 1, ...	20 cents each.
" " " " " " " " " "	No. 2, ... 20 "
" " " " " " " " " "	No. 3, ... 20 "
" " " " " " " " " "	No. 4, ... 20 "
" " " " " " " " " "	No. 5, ... 20 "
- Packages (12 slips) of blank drawing paper, for model cards, 3 cts. per pack.
- Blank drawing books, for model cards, 8½ cts. each.
- Blank drawing paper, for Sketch Books, or model cards, 28 cts. per quire.
- Drawing Pencils, F, 23 cts. per doz.
- " B, " " "
- " BB, " " "
- " HB, " " "
- " H, " " "
- India Rubber Erasers, 12 cts. per doz.

XI.

THE APRIL EXAMINATIONS.

The semi-annual Examinations will take place in the various Districts at the times and places indicated below. Persons wishing to obtain license to teach, are notified that no other opportunity of being examined can be had till October next. Those who wish to enter the Normal School in May, are reminded that they must present themselves for examination, in their several Districts, in order to obtain the necessary admission certificates. Candidates for examination provide their own Stationery, &c.

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

Candidates are required to be present at the BEGINNING of the Examination.

DISTRICT.	TIME FIXED FOR BEGINNING OF EXAMINATION.	PLACE OF EXAMINATION.	CHAIRMAN OF COM. OF DISTRICT EXAMINERS.
Annapolis East....	Tuesday, April 23rd, 9 o'clock, a. m.	School House, Middleton.	Rev. G. Armstrong.
" West....	Tuesday, April 23rd, 9 o'clock, a. m.	Granville Ferry	Rev. H. DeBlois.
Cape Breton.....	Tuesday, April 16th, 10 o'clock, a. m.	Court House, Sydney	Edmund Outram.
Colchester.....	Tuesday, April 23rd, 10 o'clock, a. m.	Normal School, Truro	H. C. Upham.
Stirling.....	Tuesday, April 23rd, 10 o'clock, a. m.	School House, Tatamagouche..	John Currie.
Halifax West.....	Monday, April 1st, 10 o'clock, a. m.	Mechanics' Institute, Dartmouth	J. R. Miller.
" City.....	Monday, April 8th, 10 o'clock, a. m.	Com. Office, Argyle Street....	J. R. Miller.
" Rural.....	Monday, April 22nd, 11 o'clock, a. m.	Temp. Hall, M. Musquodoboit.	Rev. J. McMillan.
" Shore.....	Tuesday, April 23rd, 10 o'clock, a. m.	School House, Tangier.....	Rev. E. Ansell.
Cumberland.....	Tuesday, April 23rd, 10 o'clock, a. m.	Amherst	Rev. J. Christie.
Parrsboro'.....	Tuesday, April 16th, 10 o'clock, a. m.	Town Hall, Mill Village.....	Charles McCabe.
Chester.....	Tuesday, April 9th, 10 o'clock, a. m.	Court House, Chester.....	Rev. D. C. Moore.
Lunenburg.....	Tuesday, April 2nd, 10 o'clock, a. m.	Court House, Lunenburg.....	W. M. B. Lawson.
New Dublin.....	Tuesday, April 23rd, 10 o'clock, a. m.	School House, Bridgewater....	Rev. H. M. Spike.
Antigonish.....	Thursday, April 11th, 10 o'clock, a. m.	St. Francis Xavier's College...	Rodk. McDonald.
South Queens.....	Rev. E. B. Nichols.
*North Queens....	Monday, April 15th, 9 o'clock, a. m.	Temperance Hall, Caledonia...	Rev. J. O. Parker.
East Hants.....	Tuesday, April 23rd, 10 o'clock, a. m.	School House, Maitland.....	Rev. J. McLellan.
West Hants.....	Thursday, April 11th, 10 o'clock, a. m.	Court House, Windsor.....	Rev. D. M. Welton.
Digby.....	Tuesday, April 23rd, 9 o'clock, a. m.	Court House, Digby.....	Rev. P. J. Filleul.
Clare.....	Monday, April 29th, 11 o'clock, a. m.	Court House, Clare.....	Rev. James Daly.
North Pictou.....	Tuesday, April 30th, 10 o'clock, a. m.	Pictou	Rev. J. Bayne, D. D.
South Pictou.....	Tuesday, April 23rd, 10 o'clock, a. m.	New Glasgow.....	Rev. S. McGregor.
Kings.....	Tuesday, April 2nd, 10 o'clock, a. m.	Court House, Kentville.....	William Eaton.
Yarmouth.....	Thursday, April 25th, 10 o'clock, a. m.	Court House, Yarmouth.....	G. J. Farish.
Argyle.....	W. S. Robbins.
Guysboro'.....	Monday, April 8th, 10 o'clock, a. m.	Court House, Guysboro'.....	S. R. Russell.
St. Mary's.....	Monday, April 15th, 10 o'clock, a. m.	Court House, Sherbrooke....	Rev. J. Campbell.
Richmond.....	Thursday, April 25th, 10 o'clock, a. m.	Mr. Fraser's, N. side Grandique	W. R. Cutler.
South Inverness..	Tuesday, April 9th, 10 o'clock, a. m.	Court House, Port Hood.....	James Macdonell.
North Inverness..	Tuesday, April 16th, 10 o'clock, a. m.	School House, Margareo Forks.	Rev. J. Chisholm.
Shelburne.....	Wednesday, April 17th, 10 o'clock, a. m. . .	Court House, Shelburne.....	Rev. G. M. Clark.
Barrington.....	Wednesday, April 24th, 10 o'clock, a. m. . .	Court House, Barrington.....	J. J. Clarke, M. D.
Victoria.....	Tuesday, April 23rd, 10 o'clock, a. m.	Court House, Baddeck.....	A. Inuro.

* Teachers holding licenses from other Districts are requested to present, in person, their certificates at the examination.

Wanted.

A SECOND CLASS MALE TEACHER for Section No. 4, Township of Clare, Digby Co. An Acadian or Canadian French Teacher preferred. Services to commence at once.
Address PHILIPPE BOURNEUF, Sec'y of Trustees.
April 5th, 1867.

Situation Wanted.

A TEACHER, of three years' experience, holding a first class license from the District Examiners of North Pictou, and at present attending Dalhousie College, desires a situation in connexion with a public school, for six months, beginning May 1st. Salary from the Trustees, exclusive of provincial grant, \$140 to \$190 for the term, according to the circumstances of the position. References: M. T. Smith, Esq., Inspector, Pictou; Trustees of Pictou Town Section; Rev. Alex. Sutherland, Rogers' Hill. Address: K. McK., Dalhousie College, Halifax

Books for School Teachers.

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

The Journal of Education,

Published monthly, under authority of Act of Parliament, and furnished gratuitously to Trustee-Corporations, and to Teachers as specified in Sect. 9 (15) of the law concerning public schools.

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

The number of copies required for distribution to Trustee-Corporation 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.