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THE

JOURNAL OF EDUCATION.

FOR THE PROVINCE OF NOVA SCOTIA.

DRAWING IN SCHOOLS.

THERE is a matter to which we have, for some time past, wished to call the attention of teachers and friends of education generally, but have heretofore been prevented by the pressure of other demands upon our columns. We allude to the subject which furnishes a title for this article.

We must say at the outset that, after the primary branches of Common School Education,—Reading, Writing, and Arithmetic,—we regard Drawing as second to no other branch in which we now give instruction. Such an announcement may be a novelty to most of our readers; but we think a little reflection upon the subject will bring them to our way of thinking. If we consider this subject in its loftier bearings, we cannot but suspect there will be difficulties in impressing the general public with a sense of its importance. In a comparatively new country like Nova Scotia, little is known of *Art*—meaning Art, of course, in its æsthetic sense. It is useless here to investigate the cause: we know that such is the fact, and almost necessarily the fact, in all new countries. As a consequence it follows, that few people amongst us can comprehend the importance of cultivating the fine Arts. They have a tendency to refine, to purify, to elevate the tone of the general taste, the manners, and even the morals of the community in which that cultivation prevails. We must even go so far as to say that Art is one of the important handmaids of Religion. Such being the case, surely it behooves us, even from this point of view, to do all that we can in our educational institutions for the encouragement of Art—all, that is, that is consistent with our duty in the promotion of those primary branches of instruction a knowledge of which is essential to the due performance of the every day tasks, even of those belonging to the humblest class.

We do not mean to say that we should set about the ambitious project of rearing up a community of artists out of the young attendants at our public schools. But we should seek to cultivate what Art talent there is among our children. We know not what great abilities in this line may be lying dormant in many of their young minds. We, at present, offer no inducement, offer no opportunities, for calling them forth into light and activity. It is only the most powerful genius that will buck through all the trammels by which circumstances may surround it, and boldly assert itself to the admiration of the world. A few of such intellectual *phenomena* do appear throughout the world in the course of a century; but they are not to be reasonably looked for as of frequent occurrence. Nova Scotia may some day, even under our present repression of Art studies in their very elements, produce some great, original artist; but the probabilities are entirely unfavorable to any such expectation. Those who have become distinguished as such elsewhere, have, almost invariably, had their natural abilities carefully cultivated from the earliest age. In Nova Scotia, as already intimated, and as all our readers know, there has been made no provision for such cultivation. Nay, it has, through ignorance, been generally discouraged and even repressed. It would be difficult to furnish any good reason why. When we see a child exhibiting evidences of good ability in almost every other direction—music, for instance, we usually encourage and cultivate that ability; at all events we do not seek to smother it. But we are sorry to say the rule has been different with regard to the faculty for using the pencil with effect. Most of children have some inclination and ability for drawing. We see abundant evidences of this—sometimes very disagreeable ones—wherever we go—upon their slates,

in their books, on the walls of rooms they frequent, wherever they can find a tempting place to exercise their busy fingers upon. This tendency, we say, should be directed and cultivated.

When we come to look at the practical utility of a knowledge of Drawing, the necessity of its being made a branch of education in our common schools seems still more pressing; whilst the arguments in its favor are such as, we think, must commend themselves to every mind of ordinary intelligence. The pleasure experienced by every one who, in his walks through life, can sketch, even if roughly, that which he finds pleasing to the eye, the view of which he may wish to perpetuate, or may wish to convey to another, in itself suggests a potent reason for cultivating the ability to do so. The person who can sketch with facility, although making no pretensions to being an artist of a high order, possesses great sources of enjoyment unknown to those not similarly endowed. The *usefulness* of such a facility ought surely to be obvious to every person of common sense. Even a general knowledge of the principles of Drawing and a moderate degree of facility in the use of the pencil, are of inestimable value to every person, and especially to every man, in his discharge of the work-day duties of life. How often may we see a man striving, and perhaps painfully and vainly striving, for an hour together, to convey to another his idea of some object—some implement, or piece of machinery, the plan or appearance of a building, the lay of lands, the form of some simple object—when a few strokes of the pencil, made perhaps in as many minutes, would clearly and at once have given the notion he wished to convey. Often have we heard men, especially mechanics, engaged in their daily occupations, bitterly regret their inability to use the pencil, and tell of the hundreds, or thousands, of pounds it would have been in their pockets if, early in life, they had had some instruction in Drawing. In truth, every mechanic—we care not what—should be taught the use of the pencil as much as of any other implement of his trade. How much more is it required by the intending engineer, the architect, and members of other professions. The common school is the place to acquire the elements of the practical art.

We hesitate not to say that, for reasons only slightly touched upon above, Drawing should be taught in all of our common schools; and the sooner we can manage to have it introduced the better, as Music is now, to some extent, taught in those schools. We should indeed be sorry to see such musical instruction discontinued, and trust that it never will be; but we feel bound to state that if only one of the two branches is to be taught, Drawing is more important than Music. As an Art, the comparative value of the former will depend upon the taste of the judge; as to its practical utility, it is, of course, far before Music; whilst it is something in which the child is much less likely to receive instruction out of school than in Music. We would strongly recommend to those whose duty it is to take such matters into consideration to have Drawing introduced into all the schools of Halifax as a regular branch of instruction. In many, if not in most, other parts of the Province, the capital is looked to as an example in matters of School reform.

In Europe, and especially upon the continent of Europe, great attention is given to this matter. The *Halifax Morning Chronicle*, a few days since contained some editorial comments upon an address recently delivered by Secretary Northrop before the State Teachers Institute of Connecticut, on the contrasts between the European and American systems of Education, from which we make a brief extract bearing upon the subject of this article.

"Drawing, Secretary Northrop spoke of at great length and ascribed the prosperity of Switzerland to the general teaching of this branch, in which it is in advance of all other countries, and quotes Napoleon's dictum—'Let it be taught in all schools.' It is not easy to see, we confess, how drawing can make such a difference as is ascribed to it in the matter of expenditure on crime and education, a difference illustrated by statistics, England paying five times as much for pauperism as for education; while Switzerland pays seven times as much for education as for crime. Yet England has Mr. Ruskin, who is the champion of drawing. So fully is Mr. Northrop convinced of its advantages, however, that he earnestly counsels all teachers to teach every pupil drawing even at the risk of neglecting other studies."

We trust that the introduction of Drawing into our common schools will, at no distant day, lead to the formation of a School of Design, which would be its natural result. In these matters, our educational progress should be our reward, until our Common School System is second in excellence to none in the world; and then still it should be onward.

THE KEY TO THE MYSTERY.

TO most people the mind of a child is an unsolved riddle; to some people a riddle unsolvable. Most of the bad management of children comes from a lack of understanding. The people who are cruel to children, and the people who spoil children, are generally those who know nothing about them. And it avails little to tell people to endeavor to know children. They do not know how to begin to know them. A man cannot set himself to study a child as an intellectual problem. Childhood will not be deciphered like a problem in algebra. The man who would investigate a child in a coldly intellectual way, will find that the child yields no result to all his patient thinking. Not by that door can he enter. The one word that solves the enigma is—sympathy. We all have precious bits of childhood left in our natures, and by holding to these threads we penetrate labyrinth and make a map of it. It is only by trying to feel like a child that we are able to understand him. It is only the man who can play with children that ever comes to comprehend them. The people who pat them on the back and call them "little dears," are not the people who know anything about the little dears, or indeed who are likely to find out anything about them. The kind parson who says "My dear children" at the beginning of his address, very often understands nothing at all about what is going on under the curly locks of the little blue-eyed boy who is pinching his neighbor or chewing a spitball. But if the dominie had cherished his own sympathy for children, if he would even yet spend half an hour of each evening in an edifying romp with his own or somebody's children, he would not find it so hard to understand his audience. If the father who does not know what to do with his unruly little boy would play jack stones with him on the celler-door he would soon find out. For there is one key, and but one key, to the mystery of childhood, and that is sympathy. And it is not knowledge alone that is gained by sympathy, but influence. By the quickest intuition the child detects sympathy. People may love and do love children without sympathy. It is sympathy that brings return. Love for childhood without sympathy is like the passion of a dumb man.—*Hearth and Home.*

KNOWLEDGE SHALL BE INCREASED.

BY DAVID WILLS.

THIS may be appropriately styled an age of education. The mind of the world is everywhere being aroused to the importance of the subject, and the nations of the earth are earnestly engaged in creating and multiplying their educational agencies and facilities. We do not aver that the nineteenth century is signalized by profounder thought and richer lore than some of its predecessors, but it is the rapid and general diffusion of knowledge which forms an era in the present history of the world. A revival of literature is a striking feature alike in the affairs of the old world and the new.

The sovereigns of Europe are educating their subjects for the purpose of strengthening their war-like preparations. In the celebrated battle of Jena, in 1806, Napoleon I, destroyed nearly one half the Prussian army, spreading universal dismay among the German States. Under these appalling circumstances the King of Prussia inquired of one of his sagest counselors what should be done to retrieve the fortunes of his shattered kingdom, and the pregnant reply was, "Educate the people." This simple remark originated that splendid system of public education which has made the Germans the most powerful people on the globe.

In the summer of 1870 Napoleon III. originated one of the finest armies of modern times, and marched rapidly to the banks of the Rhine to meet his formidable rival of the north in the great valley of slaughter and of blood. And the Emperor, in order to make the war "short, sharp, and decisive," summoned the stalwart Turcos from Algiers and hurled them with tremendous violence against the spectacled soldiery of Prussia. But the pale and slender students of the German universities soon swept to destruction this fierce and mighty array of mere brute force which was levied from Africa. Science nobly asserted its sublime superiority over all the combinations of purely animal strength and courage. Hence it became a proverb on the field that a Turco was more afraid of a pair of spectacles than of a battery of cannon. United Germany has won the mastery in Europe, and will continue to hold it so long as she keeps in advance of the other nations in the magnificence and extent of her educational endowments.

This country has caught the spirit of the lands beyond the sea, and is waking up to a sense of the importance of a more ample provision for the education of all classes. Our older universities are enlarging their endowments to secure the higher education for the devoted sons of science and literature, and new institutions are everywhere springing into existence like the fabled Minerva from the brain of Jove. Our prostrate colleges and seminaries in the South have again raised their heads from the dust and are stretching forth their hands filled with the blessings of knowledge. The free-school system, which is winning favor among the southern people, promises to meet an urgent demand of society, and even the colored population of the country is not devoid of a desire for the elements of knowledge. The American Congress, by the sale of large bodies of public lands, has provided a fund for each of the states which will aid materially in the cultivation of the agricultural and mechanic arts. Our scientific and educational journals were never so numerous and so well sustained. Take HOME AND SCHOOL as an illustration. It has been in existence but a short period, and yet it is now felt to be a public necessity. The circle of its patronage is daily widening, so that the proprietors of this popular journal are warranted in predicting for it a most prosperous and useful career.

Another striking fact on this subject is that there is a growing tendency among all the religious denominations to elevate the standard of ministerial education. The intellectual furniture which was deemed amply sufficient for the pulpit twenty years ago is now regarded as utterly inadequate to the exercise of the sacred office. Who can doubt then, in view of the foregoing facts, that the public mind is alive to the necessity and value of popular and professional learning?

A most interesting and important inquiry therefore is, what is education? We propose to answer this question in two or three consecutive articles in the columns of this journal.

Sir William Hamilton, the most learned man perhaps since the days of Leibnitz, says: "Knowledge is only valuable as it exercises and by its exercise develops and invigorates the mind. The mere possession of scientific knowledge for its own sake is valueless, and education is only education inasmuch as it at once determines and enables the student to educate himself."

The object of education is not facts, but habits. The habit of strong, consecutive thought is worth more than a thousand bales of knowledge. It is the primary office of the schools to develop the shining properties of the intellect, and not to prepare men for any particular profession or pursuit in life. Our institutions of learning accomplish their true end when they serve as a system of gymnastics to strengthen and invigorate every bone and muscle of the immortal mind—when they act as an expanding and polishing

process to all the powers of analysis and combination. "It is not ignorance but half-knowledge which is full of whims and crotchets, the prey of impulse and fanaticism, the parent of restless agitation and ceaseless change." It is not those who make no pretensions to learning, but those who pass through college without improving their advantages, those who have *bitten* a few elementary authors without chewing and digesting them, who are the great troubles in Church and State. These more pretenders and tyros are proud, arrogant, and revolutionary, while the modesty of true science has grown into a proverb. The men of ripe scholarship are always liberal in their views and meek in spirit. A man who has a great idea of himself will ever have but one great idea. God forbid that we should say aught against those who have not enjoyed the advantages of a liberal education, and yet we believe there is as much philosophy as poetry in Pope's familiar stanza:

"A little learning is a dang'rous thing;
Drink deep, or taste not the Pierian spring;
There shallow draughts intoxicate the brain,
And drinking largely sobers us again."

It is not by the reading of many books, but by the digesting of a few, that the higher discipline of the mind is most effectually secured. The student who masters Horace is not only the elements of Roman literature, but also the elements of statesmanship, philosophy, history, poetry, eloquence, and even of sermonizing. As a universal scholar we will put this old poet against the world. About a year ago we were sitting in the library of Yale College, gazing on the paintings of the great dead who had gone forth as graduates from that celebrated institution, when we took occasion to inquire, "Who was its most intellectual alumnus? Was it not Mr. Calhoun?" we asked. "No," was the reply of President Porter; "Jonathan Edwards." And it is a well-established fact that he preserved his extraordinary mental vigor and acuteness till the close of life by simply solving the problems of Euclid. A good education can be obtained in any of our ordinary colleges, the higher branches of science are reserved for the older and more richly-endowed universities.

WHAT HAS BEEN ACHIEVED BY YOUNG MEN.

WILLIAM PITT, the first Earl of Chatham, was twenty-seven years old, when, as a member of Parliament, he waged the war of a giant against the corruptions of Sir Robert Walpole.

The younger Pitt was scarcely twenty years of age, when, with masterly power, he grappled with the veterans in Parliament in favor of America. At twenty-two he was called to the high and responsible trust of the Chancellor of the Exchequer. It was at that age that he came forth in his might on the affairs of the East Indies. At twenty-nine, during the first insanity of George III, he rallied around the Prince of Wales.

Edmund Burke, at the age of nineteen, planned a refutation of the metaphysical theories of Berkeley and Hume. At twenty he was in the Temple, the admiration of its inmates for the brilliancy of his genius, and the variety of his acquisitions. At twenty-six he published his celebrated satire, entitled "A Vindication of Natural Society." The same year he published his essay on the Sublime and Beautiful—so much admired for its spirit of philosophy and the elegance of its language.

George Washington was only twenty-seven years of age when he covered the retreat of the British troops and Braddock's defeat; and the same year he was appointed commander-in-chief of all the Virginia forces.

General Joseph Warren was only twenty-nine years of age, when, in defiance of the British soldiers, stationed at the door of the church, he pronounced the celebrated oration which aroused the spirit of liberty and patriotism that terminated in the achievement of independence. At thirty-four he gloriously fell, gallantly fighting in the cause of freedom on Bunker Hill.

Alexander Hamilton was a lieutenant-colonel in the army of the American revolution, and aide-de-camp to Washington at the age of twenty. At twenty-five he was a member of Congress for New York, and at thirty he was one of the members of the convention that formed the constitution of the United States. At thirty-one he was a member of the New York convention, and joint author of the work entitled the "Federalist." At thirty-two he was Secretary of the Treasury of the United States.

Thomas Haywood, of South Carolina, was but thirty years of age when he signed the record of the nation's birth, the Declaration of Independence. Eldridge Gerry, of Massachusetts, Benjamin Rush and James Wilson, Pennsylvania, were but thirty-one years of age; Matthew Thornton, of New Hampshire, Thomas Jefferson, of Virginia, Arthur Middleton, of South Carolina, and Thomas Stone, of Maryland, thirty-three; and William Hooper, of North Carolina, but thirty-four.

John Jay, at twenty-nine years old, was a member of the revolutionary congress, and being associated with Lee Livingston on the committee for drafting an address to the people of Great Britain, drew up that paper himself, which was considered one of the most eloquent productions of the time. At thirty-two he penned the old constitution of New York, and in the same year was appointed Minister to Spain.

Milton, at the age of twenty, had written his finest miscellaneous poems, including *L'Allegro*, *Il Penseroso*, *Comus*, and the most beautiful part of *Monodois*.

Lord Byron, at the age of twenty, published his celebrated satire upon English Bards and Scotch Reviewers; at twenty-four, the two first cantos of *Childe Harold's Pilgrimage*.

Mozart, the German musician, completed all his noble compositions before he was thirty-four years old, and died at thirty-five.

Pope wrote many of his published poems by the time he was sixteen years old; at twenty, his essay on Criticism; at twenty-one, the *Rape of the Lock*; at twenty-five, his great work, the translation of the *Iliad*.

Sir Isaac Newton had mastered the highest elements of mathematics, and the analytical method of Des Cartes, before he was twenty; and discovered the new method of infinite series, of the new telescope, the laws of gravitation, and the planetary system. Dr. Dwight's conquest of Canaan was commenced at the age of sixteen, and was finished at the age of twenty-two. At the latter age, he composed his celebrated dissertation on the History, Eloquence and Poetry of the Bible, which was immediately published, and republished in Europe.

Charles XII, of Sweden, was declared of age by the states, and succeeded his father at the age of fifteen. At eighteen he headed the expedition against the Danes, whom he checked; and with a fourth of their number, he cut to pieces the Russian army, commanded by the Czar, at Narva, crossed the Dwina, gained a victory over Saxony, and carried his arms into Poland. At twenty-one, he had conquered Poland, and dictated to her a new sovereign. At twenty-four he had subdued Saxony.

Lafayette was a major-general in the American army, at the age of eighteen; was but twenty when he was wounded at Brandywine; but twenty-two when he raised supplies for the army, on his own credit, at Baltimore, and but twenty-three when he raised to the office of commander-in-chief of the National Guards of France.

THE MARKING SYSTEM.

THE marking system may be defined to be a record of a pupil's conduct in school. The principal features of this conduct are:

1. Attendance.
2. Punctuality.
3. Deportment.
4. Study and recitation.

The utility of keeping an accurate record of the attendance, punctuality and deportment of pupils has not, to my knowledge, ever been questioned by any one whose opinion is entitled to weight; neither has that of marking examinations, whether oral or written.

The only question upon which there seems to be any substantial difference of opinion, is the following: "Is it best to mark the daily recitations of pupils?" I shall therefore confine my attention to this question, and shall first consider the objections that may be, and have been urged against such practice.

These may be arranged under the following heads.

1. That it is an artificial, and hence unworthy incentive to study.
2. That requiring a teacher to record the value of each recitation clogs the freedom and ease of conducting the recitation.
3. That daily marks are not a correct index of the pupil's scholarship.
4. That the mechanical task of recording numerous marks is burdensome to the teacher.
5. That to be just in marking, the teacher can only call out that which is in the text-book, thereby hindering a broad and liberal culture.

I shall consider these objections in their order, and *first*, that it is an artificial, and hence unworthy, incentive to study.

To me this objection seems entitled to no weight whatever. With a vast majority of pupils every incentive to study, whether natural or artificial, is needed to spur them to action, and it is unphilosophical and erroneous to claim that what is artificial is necessarily unworthy. All that raises man above the veriest brute that burrows in the prairie or roams through the forest, is his ability to make use of artificial means. Clothing, houses, and cookery are all artificial, but deprive us of the power to make them, and our condition would be that of the lowest savages. All civilization is artificial. Hence the charge of being artificial does not *per se* necessarily imply unworthiness.

Second, that requiring a teacher to record the value of each recitation, clogs the freedom and ease of conducting the recitation.

This is probably true of some teachers, but it does not seem to be necessarily so, and is rather an argument against the ability of the teacher than against the expedient of marking. A recitation may be conducted in all respects in precisely the same manner, whether it be intended to mark it or not, save and except that if marking be intended, the teacher's attention is compelled more closely to the performance of each pupil. This, however, is an argument for marking, not against it.

Third, that daily marks are not a correct index of the pupil's scholarship.

This is true; but is no objection, nevertheless. The daily recitation itself, as conducted by even the best teachers, is no infallible index to the whole scholarship of the pupil. Nevertheless, the daily recitation is indispensable to the school. It is the nature of some even seemingly brilliant minds to forget readily—such the recitation and marking both overrate. It is the nature of some other minds to see things slowly and dimly at first, but with a continually increasing clearness;—such the recitation and marking underrate—and there is not an objection that can be urged in this connection against marking the recitation that can not be urged against the recitation itself. The best of human means are not perfect.

Fourth, that the mechanical task of recording numerous marks is burdensome to the teacher.

There is weight in this objection, as applied to many teachers of poor memory, weak ability, and little executive tact. Such require several times the amount of time to make a record that is required by another, and poorly done at last. Again, this is not an objection to the expedient, but to the teacher; and there are some who find this task so heavy that any attempt by them to use the marking system results in more evil than good. Such should not use it.

Fifth, that to be just in marking, the teacher can only call out that which is in the text-book, thereby hindering a broad and liberal culture.

There is more seeming than true weight in this objection, and a little tact on the part of the teacher may make the marking system a direct incentive for the introduction of matter from beyond the sphere of the text-book. Thus, while the pupil is marked for the regular lesson from the text-book, extra marks may be offered for new matter brought from other sources.

These are the principal objections urged against marking daily recitations, and it appears from a careful analysis that they apply more to the use of the system than to the system itself. The hammer is a good tool, but one may pound his fingers with it. Should we throw it away on that account? In many other respects the system is liable to abuse by incompetent teachers, and the ways in which this may happen are so numerous that any attempt to enumerate them would be useless. It would be a hard task to name all the follies that are committed in the school room.

Having answered the principal objections to the system, let us now consider its advantages. The principal of these may be enumerated under the following heads:

1. It is a powerful and constant incentive to the pupil.
2. That its results being more immediate, the stimulus is more powerful than that of the more distant regular examination, or the desire for high scholarship.
3. It cultivates a worthy ambition for intellectual superiority, and a prominent place among our fellow-men.

I will consider these arguments more in detail.

First. It is a constant and powerful incentive to the pupil.

If the system is well handled, there can be no denial of this. "But" says one, "Is this stimulus needed?" "Is not the satisfaction of good work well done sufficient?" Not in all cases. The teacher will frequently find it necessary to avail himself of every means his ingenuity can devise to accomplish his ends. In a school which is newly organized, or one that has become demoralized, the capable teacher can do as much in one year by a judicious use of the marking system as he can in two years without it. The desire to excel others is one of the most powerful, and within proper limits one of the noblest elements of our nature. The marking system is a daily and hourly appeal to this element. "Do children need stimulating in this way?" says another, I answer yes. The number of children who love study for its own sake is but a small proportion of those who do not. They must be interested by the best means we can devise, and I know of none so ready in its effects as a good use of the marking system.

Second. The results being more immediate, the stimulus is more powerful than that of the more distant regular examination, or still more remote, and to the pupil, frequently incomprehensible benefits of good education. I think this point will be conceded by any teacher.

Third. It cultivates a worthy ambition for intellectual superiority, and prominent place among our fellows.

The desire of distinction is very strong in most of our race, whether old or young. For another bar on his shoulder, or another row of buttons on his coat, the soldier risks his life upon the deadly field; the scholar labors to be able to write D.D., L.L.D., or some other cabalistic letters after his name, and to the pupil in school, to rank one, is as proud a distinction as many for which bearded men spend the best years and energies of their lives.

But the considerations I have urged in favor of the marking system, may have all the weight I claim for them, but it does not follow that there may not be other means equally well, or even better adapted to secure good school work, or that it is necessary or even expedient to use it under all circumstances. As I have already said, it is much more useful in a new school which is working towards a better organization, or in one which has been demoralized, and which is sought to be brought to a higher standard. In raising the standard of attendance in a school, I know of no means so powerful as that of marking lessons which have been lost on account of absence, with zeros. But a school which has long been under good management, and in which the pupils have become fixed in regular, punctual, and studious habits, and in which the teachers are able to arouse a high degree of interest by their own ability and excellence, marking daily recitations may become a needless waste of time. I also think it seldom amounts to much in a primary school.

As I have already hinted, the efficiency of the marking system is entirely dependent on the skill with which it is used, and in the hands of some teachers it is worse than useless. The best of tools are of no avail in the hands of bunglers, and it may be well to notice some of the principles which should govern its use.

1. The standard should neither be too high nor too low. It should be high enough to require vigorous effort on the part of the pupil to reach it, and yet not so high as to discourage him by its difficulty. On the other hand, if the standard is placed too low, it ceases to be of value in the mind of the pupil. We only value that which is difficult of attainment.

2. The record should be so kept that it is impossible for the pupil to falsify it.

3. The pupil should keep his record upon a report card; the teacher in a class book. It is a much greater incentive to the pupil to have his record constantly before him, and he is thus enabled to make out his monthly standing, a task of too great magnitude for the teacher to undertake for the whole school.

4. The teacher should be very careful not to fall into a mechanical habit of marking. There is a constant tendency to this habit, and hence the teacher should constantly guard against it. The mark should usually be given for the quality of the recitation; seldom for the performance of a special amount of work. The latter method almost inevitably leads to superficial and mechanical work on the part of the pupil. Mark for vigor of thought, of force in reasoning, for excellence in method, more than for correct literal answers or results.

5. Offer extra marks for work of extraordinary difficulty.

6. Do not consult with a pupil in regard to his mark, nor often allow him in any manner to judge his own case, nor to question the mark at the time. He should be permitted, however, at a proper time, to call the teacher's attention to any error, oversight or injustice which he may suppose to have occurred. If an error has been made, the mark should be corrected.

7. Give zeros for lessons lost on account of absence, and half marks for made up lessons. This is an incentive to regular attendance.

8. If all the class do not recite at every recitation, the mark should be blank. Some teachers prefer to mark the same as the last mark given in that study. The former method seems the better.

9. In some manner the industry of the pupil should be taken into account in marking. A good way of determining the pupil's monthly standing is to make an average of his department, industry, and scholarship, as shown by his recitation marks.

10. The relative rank of the pupils of the month. This should be an inseparable adjunct of the system, or it will be the play of Hamlet with Hamlet left out. The parent should also be furnished with a monthly report of the pupil's performance.

In conclusion, I do not wish to be understood to claim that the marking system is a patent method, possessing wonderful or miraculous powers. It will not make a good school with a poor teacher. It will not make a good teacher of a poor one; but in the hands of an able teacher it will be found a powerful auxiliary—such as under many circumstances he can not afford to neglect.

A FONT OF TYPE.—As a scrap of information, we give the proportions in which the different letters are cast to a font of type, and in which they occur in print: Letter e, 1500; t, 900; a, 850; n, o, s, i, 800; h, 640; r, 620; d, 410; l, 400; u, 340; c, m, 300; f, 250; w, y, 200; g, p, 170; b, 160; v, 120; k, 80; q, 53; j, x, 40; z, 20; Besides there are the combined letters, fi, 50; ff, 40; fl, 20; fh, 15; fl, 10; æ, 10; œ, 5. The proportion for capitals and small capitals differs from the small letters. In those, I takes the first place, then A and E, & c.

Every person represents something, stands for something, at least he represents a value antecedently created in his own character. It was said of Bias, the wise Greek: "Himself is the treasure that a whole life has gathered."

THE EARLY WITHDRAWAL OF PUPILS FROM SCHOOL.

ITS CAUSES AND ITS REMEDIES.

An Essay read by WM. T. HARRIS, at the National Education Association in Boston, August 7th, 1872.

(Continued.)

To the superficial observer the extraordinary demand made on the individual in our time for directive power is merely transitory, it is only contingent on the newly settled condition of our country. To a close observer, however, it is apparent that this demand for individuality is one that is likely to increase through all the future. The extraordinary facility of transit and communication — steam, the telegraph, and newspaper, are merely the instruments created by the idea of the age, which desires the existence of an active, thinking being in each human brain. The result is that all people are living on the frontiers of their national life, and are continually acting the part of pioneers. The intensity of this life will increase with the continued growth of inter-communication: the ties of family, and society, and State, are destined to relax in behalf of the ties of humanity—clannishness is to give place to cosmopolitan culture. The function of the school is therefore destined to grow in importance in all nations, and thus it is a legitimate inquiry for educators to make: How can we increase the pupil's time in school.

Again, it is not an indifferent matter to the educator whether the pupil spends the first years of his youth in school, or his later years. In case the first years are devoted to school, more of unconscious practice may be had, and the forms will make a deeper impression; there will be less of conscious insight, however. In case the later years are spent in school, self-determining reflection and insight may be acquired, but habits already formed will receive less modification. If we are to choose, in the light of the demands of our civilization, we should say the later education rather than the earlier. But, fortunately, we are not obliged to choose. It happens that early education is of great influence in preventing premature withdrawal from school.

I.—IMPORTANCE OF EARLY SCHOOLING.

I shall therefore mention, as one of the causes of such early withdrawal, the neglect of school education until the pupil is advanced into the later period of youth. If he attends school then, he is subject to continual mortification on account of his comparatively low standing with pupils of his own age. He is shut out from competition with those whom he chooses as playmates and must constantly see himself surpassed by striplings. This cause works powerfully to prevent older youths from getting the education they feel the need of.

For this reason it is felt to be a very important thing to attract pupils to our schools while they are yet quite young. I am of the opinion, however, that in general this matter is not sufficiently attended to. We have in all our States many special conditions that enhance the importance of this early schooling. There is the call for youth to enter the fields of productive industry, at an age closely bordering upon infancy. In our manufacturing population, now growing far more rapidly than any other population, this is a very serious evil. Various devices, such as statute laws, requiring a certain number of months per year, or a certain number of days per week, have been tried. Evening schools have been established, libraries and reading rooms opened; still the problem is but indifferently solved. Looking at this phase of the subject, and considering the fact that in such communities the family life at home is mostly pernicious to the child, and his life on the street still more so, I think it necessary to modify the character of our lowest primary schools, allowing the entrance of pupils at the age of four years, and making the exercises less severe, and more entertaining to the pupil. Large changes, looking in the direction of the kindergarten system of Froebel, can probably be made to advantage.

Pupils thus received and nurtured at an early age will be at least made to love school, and to form good habits. They will be likely to continue at school to a far greater age than otherwise, for two reasons; first on account of the fact that having learned to love school life, their preference will go far to deter-

mine the consent of the parents. The child in this country has so much self assertion that he, as a rule, prevails over the will of his mother; and the two combined — what father can resist? Great power lies in the hands of school managers, therefore, to control school attendance by making schools attractive to children. The other reason for this effect of early school life upon the continuance of it has been adverted to in speaking of the fact that mortification at disparity of age and advancement deters many from attending school who would do so in later youth although they had neglected it before.

II.—COLLISIONS IN DISCIPLINE.

I would mention as a second cause of the early withdrawal of youth from school collisions in discipline. Want of skill on the part of the teacher, arising from imperfect self-control or from lack of insight into human nature, is the fruitful occasion of this deplorable result. This is a problem difficult of solution for the school manager. The most efficient means I have found is the prompt transfer of the pupil to some other school, by the superintendent. Great delicacy is necessary to prevent the feeling of triumph on the part of the pupil or parent. But with a proper degree of stress laid on the various phases of the error of the pupil and a few words on the necessity of the teacher's position, one can usually manage to make both pupil and parent feel that a trial in another school is very considerate treatment and worth strong promises of amendment. But the best of this system of transfer is the hold it gives the superintendent on the self-control and general management of teachers. Teachers who have their mistakes thus corrected are apt to take great pains to avoid them. Unless one can have some check of this kind of school discipline it is extremely liable to become harsh and produce the results mentioned; many a youth with a brittle temper will leave school before his time, if the teacher's system is not adapted to anneal his temper before attempting forcibly to bend it.

In this connection it is worthy of remark that the system of corporal punishment generally employed is likely to go out of use altogether before the close of the century. Any review of its history will convince one of this. The sense of honor is developed earlier and earlier with each succeeding generation, and corporal punishment should give place to punishments of honor as soon as this sense develops. Honor is the feeling of the recognition of one's essentiality on the part of the community. To be deprived of this recognition is a lesson suffering to most American youth above the age to enter school. Suspension from school is a means of punishment based on the sense of honour in pupil and parent, and also on the desire of the latter for the culture of his child. Municipal authority in the shape of truant and vagrant regulations must be relied on to supplement a mild school discipline, and special reform schools in which the spirit of military discipline prevails, will train into mechanical habits of obedience those who are morally too weak for the common school.

III.—DEFECTIVE GRADING.

I would mention as a third cause of early withdrawal *Defective Grading*. As the second cause mentioned is defective discipline, the third is defective instruction. In the unclassified schools the pupil necessarily feels that he gets little of the teacher's attention. The teacher divides up his time among his pupils, hearing many classes that contain only one two or pupils. His time is so dissipated that he gives only five minutes, or so, to a recitation. This suffices merely to hear the pupil repeat the words of the text book. The pupil on arriving at years of reflection, finding that he gets very little of the teacher's time and that he really learns only what he gets from his text book unaided, sees no use in continuing his attendance upon school and therefore leaves school. When we consider the value of the unclassified school as a means of culture to the community we find it extremely limited, and do not so much lament the decision of the older pupil who leaves, for the reason here mentioned. The advantage to him was of a moral and social kind, but very small, theoretically considered. The unclassified school has disappeared from our cities and large villages, but it still exists in the country districts very generally. Whenever the sizes of the schools have been such as to admit of it, a system of classification

has been introduced and the immediate consequences have been: (a), great increase in the length of recitation (b), far more thoroughness in the discussion of the lesson, sifting the different statements and probing the meaning of the same; (c), great stimulation of the mental activity of the pupil through trial and competition with other members of his class. These advantages can scarcely be over-estimated. They multiply the teacher's power just as organization improves the strength of an army. In the unclassified system the teacher is only a private tutor, and the fewer pupils he has the better for each and all. In the classified system the proper quota of pupils is a potent instrument in the hands of the teacher, and he uses the whole class to correct and stimulate each one in it. The lesson, as recited and discussed by and before the class, gets all its phases stated, restated, and criticized as it never could in the case of a single pupil with a private tutor. The presence of the class arouses to a high pitch of energy the teacher, and each individual in the class is excited by the presence of the teacher and the rest of the class. These circumstances account for the high estimation in which the graded system is everywhere held. So many good things have a tendency to hide some very serious defects. It is this very system, however, that is so organized as to prove the very greatest of all causes for the early withdrawal from school. To this aspect of graded schools I therefore invite your most earnest attention while I endeavor to portray its injurious effects and suggest the remedy for them.

The tendency of all classification is to unite pupils of widely different attainments. Especially is this found in small schools. The consequence is that the lesson is too long for some and too short for others. The best pupils in the class are not tried to the full extent of their ability; they consequently lose in some degree the discipline which they should gain. The poorest pupils of the class are strained to the utmost. They are dragged, as it were, over the ground without having time to digest it as they should. This develops the result that the overworked pupils are frequently discouraged and drop out of the class, and likely enough out of the school altogether. In large systems of schools where classification is very perfect the evil here spoken of need not occur to a serious degree; but it does so very frequently from the fact that the course of study is laid out in grades (ten more or less in number) and all pupils are classified or graded so that each belongs to one of these grades. All the pupils in the grade must be in the same degree of advancement at about the same time. The result is that the school is classified in such a way that there are ten classes separated by intervals of from five to ten months' work. Then promotion is made from one grade to another at set times, annually or semi-annually. All who pass the examination commence the work of the next grade: all who do not, continue until the next examination in the work of the grade through which they have just passed. The effect of this is frightful as a cause of early withdrawal from school. The parent and pupil feel very keenly the time lost. The pupil must have been over much of the work of the year: perhaps nine-tenths, or three-quarters, or perhaps only one-half of it. Yet what he has done entitles him to an advanced position over his fellow pupils of the next class below him. If he returns to school after being thrust back a year for his lack of less than half a year, he appears in the ranks of a class who were a year's work behind him. He has lost his ambition: he is sometime in the class before they come to work difficult enough to arouse him to the exertion of his full energies. Meanwhile he has lost his discipline for hard study and he is very likely to break down a second time on the work of the year. A second failure for promotion is nearly sure to cause withdrawal from school. The parent has lost faith in the talents of his child and puts him into business or apprentices him to a trade. The youth has lost his own confidence in himself and is a stunted intellectual growth for the rest of his life.

Was there any advantage in this kind of grading? How could it otherwise have transpired? Instead of the procrustean bed of grades, the pupils should have been classified into classes of thirty, or less, each. These classes in all large schools would be separated by intervals of about five weeks' work. As often as these classes, any of them, become too small by the withdrawal of pupils, or too large by the assignment to them of new comers, there

should be a new formation of classes. The best pupils of one class are to be sent up to the next, the best from the next below are to be promoted and joined with the pupils remaining. Those not promoted are now united with the best of the class that is five weeks' work behind them. The degradation is scarcely felt. It was rather called, in both cases, a promotion of the best ones, not a degrading of the poorest. It is a process of cutting up the school into classes anew, and as a matter of fact the pupils need not have changed rooms to any very great extent.

A set time for examination and promotion is injurious, just in the ratio of its infrequency. Annual examinations for promotion, and the discontinuance of promotions at other times, is an extremely pernicious system, and occasions early withdrawal from school more than any other cause. It is evident that the farther advanced the pupil, the more unfavorably will it affect him; and yet, in our schools throughout the country, the system is so arranged that this procrustean device applies more especially to the advanced pupils. In how many of our cities is there promotion to the High School oftener than once per year? What becomes of the pupils who lack one per centum of making the standard required? Are they not sent over the work of the highest grade of the grammar schools again, and thus made to occupy a year in doing what they might do in one-fourth of that time? And do they not leave school at this crisis more than at any other time in the whole course? Are not our High Schools arranged in grades or classes just one year apart in their work? And is all this necessary? Not certainly where there are pupils enough to make two or more divisions of thirty pupils each. If the pupils from the highest grade of the Grammar Schools had been classified according to their rank in the examination, the first thirty would have formed the highest division on the High School work, the next thirty the second division, and so through those who had made a reasonable standard. Then would have come the highest thirty pupils in rank of those not admitted, who should be admitted to a central school and conditioned to five weeks' work on the studies of the first grade of the Grammar School, and then examined again; the next thirty to a longer period, and so on. Pupils thrown back five weeks, and classified with their own fellows who had been unsuccessful would find the hardship a very trivial one, and would scarcely think of leaving school in disgust.

For schools where the number in any grade fell short of the requisite thirty wherewith to form a new division—of course this plan of subdivision could not be carried out. But so far as the first grade of the Grammar School is concerned this would rarely happen, and still less likely would it occur with classes below the highest grade. The principle is clearly this: Not a procrustean bed of grades on which the school is to be stretched so as to reduce the number of grades of advancement to ten, or any other special number; but a thorough classification of all the pupils into classes on a certain quota as a basis, whether this be thirty or twenty-five, or whatever other number is considered the best. The endeavor will be to have classes separated by as small an interval as possible. But four or six weeks work is small enough for all practical purposes, and in order to make this arrangement uniform the pupils in upper grades, when too few to form classes with the required quota, should be brought together in central schools; and this principle should be applied as far as possible; if the highest grade in the High School consisted of sixty pupils or more, the division of it into two classes would be required.

The results of the arrangement here proposed will work the following good effects:

1. It will enable one to fix a higher per cent. for admission to the High School, and for promotion from class to class.
2. It will bring together into classes pupils who are comparatively near together as respects qualifications.
3. It will render possible the new formation of divisions by promotion of the best pupils from each division into the next higher, whenever considerable inequality begins to manifest itself in any of the classes or divisions.
4. This continual adjustment will render far more efficient the instruction, the good pupils being very seldom kept back for the poor ones.
5. The whole school system will become elastic and mobile. Like the current of a river there will be, everywhere, forward motion—in the middle the current is more rapid, at the sides the current flows more slowly. The work of the grade laid down

for a year's study will be accomplished in three, or three and a half, quarters by the brightest, by the dullest and slowest in five quarters.

6. There will be no temptation to push on a slow pupil, or drag him beyond his powers; no temptation to promote a pupil to a new grade's work before thoroughly completing what is below him.

7. This system will reduce to a minimum the early withdrawal from school on account of non-promotion.

8. Its economy is a very considerable item, inasmuch as the divisions in the upper grades would be kept continually full by promotion from below.

9. Inasmuch as pupils are continually entering school, and others continually leaving, it is clear that a system of grades nailed to the calendar, and inflexible as the seasons, is not so well adapted to actual emergencies as one wherein the extreme of classification is reached compatible with the established quota for the size of classes.

10. By this plan would be checked a pernicious system of holding back pupils from examination for the High School simply for the purpose of gaining a reputation for the school through the high per cent of its pupils in the competitive examination.

Doubtless there is a certain degree of thoroughness requisite in the lower branches before the pupil can profitably take up the studies of the next higher grade. After attaining this per cent. it is possible to continue the pupil drilling over the lower work, in order to secure a certain mechanical thoroughness, so long as to waste much time that might be better expended for the pupil's culture and growth on the higher studies.

It is in these higher studies that the pupil gets most directive power—the most valuable power that the community can obtain from its school. When a community does not educate its directive intelligence, it is forced to import it at a very exorbitant price. With reason, therefore, it is a matter of concern to a community to prevent, if possible, the early withdrawal of its youth from school.

The causes which I have discussed here are, lack of early schooling, injudicious discipline, bad grading, including the lack of classification and the making of the system too rigid. Other causes, such as the pressure of poverty, or the avarice of parents, or the over demands of productive industry (as happens in the case of war where the adults join the army and leave the older youth to carry on their task at home)—these causes and others, such as dissipation or criminal negligence of parents, I pass over for the reason that they belong to the legislator, or to the political economist to consider, and not specially to the educator.

ADDENDA.

Objections considered in the Debate that followed the reading of this paper.

I come next to consider certain objections that are likely to be made. Inasmuch as the conventional forms of activity become also moulds for the formation of opinion on all related subjects, the new scheme is censured for not fulfilling functions entirely dispensed with in the system based upon it. I hear the objection made, that this system would cause a collection of the dull and stupid pupils into classes by themselves—a deplorable result. But this is one of the evils which this system is adapted to correct. The fact that the best pupils from below are allowed to rise through the masses above them, as fast as their ability can carry them, is surely not likely to prevent the slower pupils who are their companions from exerting all their energies, and making considerable progress. The stream of bright pupils from below is inexhaustible; from the primary grades it ascends continually passing fixed points, or points that move on more slowly. In every class there will be its quota of bright pupils, some leading the class and some just sustaining themselves in it, having recently joined it. But in the old system, all the bright pupils had attained the top of the class, and the dull ones had fallen hopelessly to the bottom long before the needed re-classification took place.

It has been further objected that this system causes so rapid a change from teacher to teacher that the very important personal influence of the teacher is materially impaired. But under this system in the higher grades the pupil would hardly change teachers oftener than once or twice per year, and a change as often as this is desirable for the health by individual

culture of the child. The school should not be a *family* influence, exclusively. It is the transition to civil society; consequently the pupil must change teachers often enough to correct any one-sided tendencies of social culture that he may be liable to acquire from the individual teacher.

In small towns where the High School classes do not number over thirty pupils each, such subdivision as I have here described cannot be accomplished. But in such places there is ample occasion to apply this system to the district schools, which frequently suffer more than the High School from the wide intervals between the higher classes. Transfer of the same to the High School as a preparatory class, or to intermediate schools will be found a salutary measure.

In the next place, it is objected that this plan prevents a general examination of a system of schools on one standard, as conducted by a superintendent. At a given time in the year the pupils in any one grade will not be . . . and in the same degree of advancement, but will be at as many different stages of work as there are classes. But this general examination is no longer required for promotion, and hence its value is limited to the discovery of differences between classes, a function that it will perform excellently under the system proposed. More than this, by the new system one can test the thoroughness of a class by comparing its work on the examination with that of other classes next to it, above or below.

In the St Louis schools there are 20 pupils in the first year's work to 22 in the second, 21 in the third, 12 in the fourth, 7 in the fifth, 4 in the sixth, 2½ in the seventh years' work, and 2½ in the High School course of four years. Thus the grading there is uniformly good in the lowest three years of the course in all the schools. In the four years of the District School course, and in the High School course, it becomes necessary to transfer pupils to central schools, in order to secure the same advantages. The system of Intermediate Schools in Cincinnati was designed to accomplish this object. In Chicago and St Louis the grading in the lower classes of the District Schools has been for some time conducted on the system here proposed, and with satisfactory results. The introduction of the same system into the higher classes, as here proposed, would seem to be demanded by all practical considerations, such as economy of teachers' salaries and economy of time on the part of the pupil.

REMINISCENCES OF GRAMMAR.

BY E. M. MURCH.

GRAMMAR! "There is magic in the sound!" How it summons before us the old school-room with its lines of benches and desks, and the rows of juvenile heads above them; the black-board, white with its serried columns of "sums" and "divisions" in *echelon*; the desk, rough in its veteran scars, where we tested our newly-bought blades and tried our earliest skill in carving; the little globe in the corner, which squeaked as we turned it on its axis; the fat boy in the spelling-class, who always settled gradually to the foot by the law of gravitation; the big girls across the broad aisle, whose eyes laughed back to us while their lips pouted, and whose cherished names and sunny faces we have strung among the brightest gems in memory's oft-counted rosary; the "parsing class" after school; the select few in grammar—the *elite* of the grown-up boys and the *creme de la creme* of blooming girlhood, when the master relaxed his stern features and "laid his terrors by;" when the saucy eyes across the broad aisle turned soft and languid under a nearer view, and the pouting lips smoothed down to mellow smiles; where we sat and "parsed" the time away, while the low sun shone in with slanting beams, touched with still bright luster a brace of golden heads and painted the lengthening window in checkered squares of light upon the floor. Such are a few of the bright spots that glow upon memory's canvas as our school-day scroll unfolds under the wand of Grammar.

This was the "First Class" the "Large Grammar"—the plant whose rudiments grew up from the lower ground in the "Primary Grammar."

My earliest recollections are of a small book, about seven by five, sewed in a calico cover, pretty well thumbed and dog-eared within, with "Robbie St. Clair" in every variety of pomanship all over the fly-leaves, and full of "man, man's, men;" "him, her, it;" "I love, you love, we love," and such things. I remember one place where "We might, could, would, or should"—do something was repeated so many times that we often wondered why we never did it.

I remember there were three distinguished "persons" in the book, and it was gratifying to know that "I" was always the "first" one of them. We could not help suspecting the grammarians of a little egotism here.

Then there were "verbs" which told what things *did*; as "John whipped William." It always appeared to us that *William* was the verb here, under the definition, as he generally *told* what John had done. Some of these verbs were "regular" in their moods or manners, while others were subject to "irregularities" in these respects. We were taught that the verb "whipped" above was a regular verb, and our experience testified that it became a pretty regular thing in our class.

There were "pronouns" also, some of them "personal" enough to point a congressional debate, and although I was far away from home and a stranger in a strange land when I first met these pronouns, I was glad to find some "relatives" among them.

There were "nouns" done up in "cases;" some of them we liked well enough and others we "declined."

Then there were "adjectives;" as, "a good boy" (there have always been good boys in adjectives, I believe) and "adverbs;" as "John learns rapidly." Here we couldn't see the point, as we all knew that John wore the dunce-cap regularly four days in the week.

There were "moods" too of various kinds, and our master used to get into some rather unpleasant ones sometimes, at which times he generally put our several persons through the "passive voice" with his ferule, and we used to pay him back by qualifying him sundry select adjectives in the superlative degree.

The "first part" I remember, ended with "conjunctions" and "interjections." We found the list of interjections very useful as so many safety-valves to keep us from bursting when we got a whipping. We learned many of them under these circumstances, and I am afraid we occasionally threw in some rather rough ones which were not in the book.

After these come "Orthography," which made us think of the spelling class, where we pretty generally stood at one end—we won't be positive now which. And then came "Etymology," which made us think of the "big dictionary," and "Syntax" which we thought it a *sin* to tax us with.

There were "adjuncts" also. I shall never forget these. The master on one occasion required us all to present original examples of adjuncts; and Tom Hadley, who was of a very practical turn, as the best he could do in that line, brought in a cat with an old tin-pan adjoined to her tail. I tell you, the master went into the "imperative mood" instant; he "conjugated" Tom to the whipping-post and applied the switch in a very "active transitive" manner.

Tom came out in the "objective case" after a "transitive verb" the switch ended in a list of "disjunctive conjunctions," while the master stood in the "nominative case absolute." Tom now went in loud upon the list of "interjections" in which the cat joined him, throwing in several shrill "auxiliaries."

On the way home Tom applied some not very "logical predicates" to the master; threatened to put his visual organs into the "singular number;" to change his nose, which was a very "demonstrative pronoun," into an "indefinite article;" and to punctuate his "person" into "periods," "clauses," and "phrases," according to the most approved rules of "Prosody."

The girls upon the row of back seats used to conjugate "I love, we love, she loves," in the most agreeable of "moods" and sweetest of "voices." There was one big boy who was just dying to be put in the "objective case" to these verbs, but the girls didn't put him in. Some time afterward, I believe when he ventured to put an "interrogative" to one of them upon the subject, her "relatives" interfered, and the lady having looked up his

"antecedents," put him off into the "second future tense," and finally "declined" him in the "emphatic form," of the "indicative mood," having failed to become the "possessive case" in this "proposition," the big boy immediately placed himself in "corresponding conjunction" with a fair "substantive" who happened to be put by "apposition" with him at an evening party.

Whenever the lady appeared thereafter he always attended her as an "adjunct" and finally, by the aid of a qualified "copulative," they were "conjugated" and became a "compound subject" of a very long and prosy "sentence," modified here and there by various little "personal pronouns" in the "plural number."

Our school-boy days have long since glided into the "past tense;" our "mood" has settled into a mild "subjunctive;" and we have become rather an "imperfect participial" in the "active voice" of life. When we reflect what we "might, could, would, or should" have done when young and strong in our "potential mood" our interjections flow forth afresh, and we weep to think that our days of grammar, like all sublunary things, are "parsing away."

BELOW AND ABOVE.

BY PAUL H. HAYNE.

I see in the forest covert
The sheen of shimmering lights:
They gleam from the dusky shadows,
They flash from the ghostly heights:

No lights of the tranquil homestead
Or the hostel warm are they;
But warring flames of the Titan fire
Which stormed through the woods to day.

Each darts with an aimless passion,
Or sinks into lurid rest
Like the crest of a wounded serpent drooped
On the scales of its treacherous breast.

Let them idly dart and quiver,
Or sink into lurid rest—
Above, like a child-saint's face in heaven,
There's a sole, sweet star in the West.

Ah! slowly the earth-lights wither;
But the star, like a saintly face,
Shines on, with the steadfast strength of peace,
In its God-appointed place.

LOVE OF THE BEAUTIFUL.—Place a young girl under the care of a kind-hearted, graceful woman, and she, unconsciously to herself, grows into a graceful lady. Place a boy in the establishment of a thorough-going, straightforward business man, and he becomes a self-reliant business man. Children are susceptible creatures, and circumstances, and scenes, and actions always impress them as you influence them, not by arbitrary rules nor by stern example alone, but in a thousand other ways that speak through beautiful forms, pretty pictures, etc., so they will grow. Teach your children, then, to love the beautiful. Give them a corner in the garden for flowers; encourage them to put it in the shape of hanging-baskets; allow them to have their favorite trees; teach them to wander in the prettiest woodlets; show them where they can best view the sunset; rouse them in the morning, not with stern "Time to work!" but with enthusiastic "See the beautiful sunrise!" buy for them pretty pictures and encourage them to decorate their rooms in his or her childish way. Give them an inch and they will go a mile. Allow them a privilege, and they will make your home beautiful.—*Wisconsin Ed. Journal.*

McKenzie, Elizabeth 111 22 50
 Pollock, Christy 111 22 50
 *McDonald, Maggie 111 30 00

ASSISTANTS—GRADE B.

Herdman, Andrew 90 32 43

GRADE D.

McInnis, Jane 100 18 02

CO. OF ANNAPOLIS.

GRADE A.

Ross, Alexander 103 \$

GRADE P.

Balcom, Geo. A. 111 60 00
 Chesley, Egbert M. 111 60 00
 Creelman, David F. 111 60 00
 Croscup, Geo. E. 69 37 29
 Raton, F. Eugene 102 55 13
 Fullerton, Augustus 110 59 40
 Goucher, Inglis P. 111 60 00
 Hardwick, William 99 53 78
 *Hicks, John H. 90 61 90
 Horner, Anthony H. 90 48 65
 Horner, William P. 111 60 00
 Long, James 108 58 38
 Longley, Israel M. 111 60 00
 MacKinnon, Archd. 74 39 99
 Phinney, Caleb S. 111 60 00
 Reagh, Thomas B. 111 60 00
 Sanders, W. M. 111 60 00
 Shafner, Samuel C. 111 60 00
 Spurr, John C. 111 60 00
 Tomlinson, J. W. 111 60 00
 Tucker, Charles H. 111 60 00
 Wade, Moore C. 111 60 00
 Woodbury, Abram 97 50 27

GRADE C.

Baker, Reis 111 45 00
 Beals, Lucy S. 94 38 12
 *Bent, Bessie C. 111 60 00
 *Bishop, Amanda 111 60 00
 Brinton, Charles J. 110 41 79
 *Brinton, Ruthena 108 58 38
 Brown, Annie M. 111 45 00
 Brown, Emma 111 45 00
 Brown, Hannah L. 109 41 19
 Chute, Bertha 111 45 00
 Clarke, Annie M. 111 45 00
 *Cropley, Mary E. 111 60 00
 DeWitt, Adelia 111 45 00
 Eaton, Geo. N. 108 43 78
 Elliott, Lucinda C. 111 45 00
 Elliott, A. 111 45 00
 Fisher, A. Stanley 74 30 00
 *Gates, Mary V. 80 43 24
 Jones, Watson C. 93 37 70
 Kerr, Annie 102 41 38
 Longley, Ella 110 41 35
 Longley, J. Fletcher 105 42 57
 *Luxton, Henry T. 111 60 00
 *Mack, Mary A. 111 60 00
 Magee, Mary J. 80 32 43
 Marshall, Carmon 111 45 00
 Marshall, Rosina 111 45 00
 *Messenger, Dellic 111 60 00
 Parker, Abbie E. 111 45 00
 Parker, Alice M. 87 35 37
 *Phinney, Ella S. 111 60 00
 Poole, Emilia W. 111 45 00
 *Potter, Annie C. 101 54 59
 Randall, Bella 101 42 16
 Rice, Rebecca W. 95 38 52
 *Sanders, Arthur W. 111 60 00
 Slocomb, Mary L. 111 45 00
 Stronach, Eliza 111 45 00
 Webster, Bessie 108 43 78
 Wheelock, Lalah J. 80 32 43
 Young, Anna C. 111 45 00

GRADE D.

Balcom, Lalia A. 111 30 00
 *Bishop Emma A. 106 38 20

*Chesley, Abner M. 111 40 00
 Clarke, Ellen L. 110 29 73
 Cropley, Rosilla A. 111 30 00
 Gates, Emma 111 30 00
 Gesner, Alice G. 111 30 00
 Harris, Cynthia L. 111 30 00
 *Harris, Voorheis E. 111 40 00
 Jacques, Ada M. 111 30 00
 *Longley, Annie G. 111 40 00
 Parker, Amelia E. 111 30 00
 Roach, Tamar A. 110 29 73
 Roney, William F. 111 30 00
 *Ruggles, Bessie 61 21 98
 *Ruggles, James 37 13 24
 Saunders, Ella P. 111 30 00
 *Sanders, Ruth 90 32 43
 *Troop, Eunice E. 111 40 00
 *Tufts, Amanda M. 111 40 00
 *Whitman, W. H. 93 33 51
 *West, Mary E. 111 40 00
 Wethers, Charlotte C. 111 30 00

GRADE E.

*Balcom, Mary H. 111 30 00
 Burns, Elizabeth A. 111 22 50
 *Devanney, Helen 111 30 00
 Dunn, Mary E. 60 12 16
 *Edgett, Amanda E. 111 30 00
 *Johnson, Ceretha A. 111 30 00
 Marslman, Zelinda 110 22 30
 Morton, Julia E. 76 15 50
 *Potter, Laura M. 10 2 70
 *Rice, Nancy N. 111 30 00
 *Whitman, Sarah J. 69 18 64
 *Withers, Bertha 88 23 78

ASSISTANTS—GRADE C.

Woodbury, Jonathan 80 21 62

GRADE D.

McNeil, Mary 111 20 00

GRADE E.

Horner, Mary E. 111 15 00

CO. OF HANTS.

GRADE A.

Eaton, A. J. 108 \$53 38
 McKay, A. H. 111 60 00

GRADE B.

Bayne, E. S. 70 37 84
 Brown, J. L. 108 58 38
 Dill, G. W. 110 59 73
 Densmore, J. D. 111 60 00
 Dimock, J. J. 92 49 73
 Irving, G. W. T. 41 22 14
 Kennedy, W. S. 111 60 00
 Logan, Norman 103 55 67
 McDonald, Henry 108 58 38
 McDonald, Willard 111 60 00
 McDonald, Simon 111 60 00
 Meek, J. A. 106 57 29
 Parsons, W. G. 56 30 28
 Oakes, J. B. 54 29 17
 Scott, Ephraim 110 59 46
 Scabrook, Henry 111 60 00
 Smith, J. A. 106 57 29
 Underwood, J. 111 60 00
 Walsh, J. W. 110 59 46
 Whittear, W. S. 108 58 38
 Young, Alexander 111 60 00

GRADE C.

Baxter, J. W. 110 44 79
 *Bennett, Hannah 111 60 00
 Cahill, J. Annie 106 42 97
 Creighton, Harriet 111 45 00
 Crowe, Mary 111 45 00

Dickie, Jano 100 40 54
 Dodd, J. S. 111 45 00
 Dennet, S. 107 13 57
 Fleming, W. A. 110 44 59
 Frame, Eliza 110 41 59
 *Harvey, Helena 111 60 00
 Knowles, Bessie 102 41 35
 Knowles, Eunice 111 45 00
 Kent, Melissa 108 43 78
 *Mason, Isabel 110 59 73
 Marsters, Sarah E. 111 45 00
 McCarthy, Alla 106 42 97
 McLardie, Annie 105 42 57
 McPhee, Rebecca F. 111 45 00
 Monteith, Annio 83 33 61
 Monteith, Mary 111 45 00
 *Morton, Sophia 111 60 00
 Mosher, Rufus C. 95 38 52
 O'Brien, Sarah 102 41 35
 Parker, Francis M. 111 45 00
 Parker, Lalia B. 110 44 59
 Pearson, Joseph 111 45 00
 *Randall, Sarah A. 111 60 00
 Scott, John McD. 107 43 37
 Scotney, E. 108 43 78
 Shaw, Clara R. 111 45 00
 Spencer, Lucinda 109 44 19
 Thorne, Mary M. 108 43 78
 *Underwood, Maggie 111 60 00
 Wier, Lewis 111 45 00
 Whidden, Ruth G. 111 45 00

GRADE D.

*Blois, Wesley 111 40 00
 Brechin, Robert 111 30 00
 Bowes, Sarah J. 111 30 00
 *Canavan, Ada P. 111 40 00
 *Cameron, Celia 105 37 84
 Cameron, Lizzie 101 28 10
 Clow, Emily 107 28 91
 Clow, Louisa 74 20 00
 Douglas, Jessie 111 30 00
 *Drysdale, Mary L. 111 40 00
 *Ellis, Jane E. 111 40 00
 *Faulkner, Nancy J. 110 39 61
 *Geldert, Bessie 111 40 00
 *Harvie, Jessie K. 111 40 00
 Harvie, Rachel 109 29 46
 *Haley, William 111 40 00
 *Lamont, D. B. 111 40 00
 Lynch, Melissa 92 24 86
 *Mason, Annie 111 40 00
 *McDougall, Mary 114 40 00
 *McKay, Laura 91 32 79
 McPhee, Martha 93 25 13
 Mumford, Mary 98 26 49
 O'Brien, Annie 72 19 60
 *Parker, Georgie E. 108 38 92
 Phelan, Sarah 98 26 49
 Shaw, Mary E. 95 34 23
 Sim, Mary J. 112 30 00
 Wallace, Evaline 97 26 62
 Wier, Mary J. 111 30 00

GRADE E.

Densmore, Eunice 111 22 50
 *Harvey, Margaret 111 30 00
 Main, Martha 111 22 50
 McCulloch, Letitia 74 15 00
 *Richardson, Mary 110 29 73
 Scotney, Frances 111 22 50
 Scott, Annie L. 102 20 67

EVENING SCHOOL—GRADE B.

Walsh, J. W. 47 25 40

GRADE C.

McLardy, A. 22 31

ASSISTANTS—GRADE C.

Dennet, M. 107 29 04

CO. OF ANTIGONISH.

GRADE E.

Bourke, David 111 \$60 60
 Carrol, Richard 111 60 00
 Cameron, Hugh 108 58 38

Cameron, Colin 111 60 00
 Fraser, John 111 60 00
 Gillis, Dougald 108 58 38
 McDonald, R. 108 58 38
 McDonald, N. 111 60 00
 Melsaac, W. 111 60 00
 *McDonald, J. 111 80 00
 McNeil, N. 101 51 59
 *Melsaac, C. 111 80 00
 McKimmon, A. 111 60 00
 McPherson, J. 111 60 00
 McNeil, D. 111 60 00
 Miller, C. J. 79 42 70
 McPherson, J. 110 59 46
 McGillivray, A. 81 45 40

GRADE C.

Bonin, J. B. 111 45 00
 Condon, William 100 40 54
 Chisholm, D. 90 36 49
 Cameron, William 110 44 59
 Chisholm, Annie 111 45 00
 McGillivray, A. H. 111 45 00
 McPherson, A. 109 44 19
 Murray, Ada 111 45 00
 McKimmon, E. 111 45 00
 McDonald, H. 111 45 00
 McLean, Mary 106 42 97
 McDonald, S. 111 45 00
 McDougald, A. 108 43 78
 McDonald, A. 111 45 00
 McDonald, D. 111 45 00
 Ross, Christina 110 44 59
 Sinclair, M. M. 111 45 00
 Smith, J. A. 108 43 78
 Wyld, L. A. 110 44 59
 McGillivray, A. 111 45 00

GRADE D.

Ambrose, S. 111 30 00
 *Boyd, Angus 111 40 00
 Chisholm, D. 111 30 00
 Chisholm, E. 111 30 00
 Copeland, M. 111 30 00
 *Corbet, Mary 111 53 33
 Fraser, Sarah 98 26 49
 Fitzgerald, J. 111 30 00
 Fraser, William 110 29 73
 Gillis, Angus 108 29 19
 Inglis, Libbie 111 30 00
 McDonald, D. 106 28 61
 McNeil, R. 111 30 00
 McPherson, A. 107 28 91
 *McDonald, A. 76 27 38
 *McDonald, A. 107 38 55
 McPherson, L. 111 30 00
 Page, J. F. 111 36 00
 Sinclair, J. 111 30 00

GRADE E.

Atwater, C. 103 20 87
 Cameron, G. 111 22 50
 Campbell, J. 111 22 50
 Corbett, E. 111 22 50
 Gillis, M. A. 108 21 89
 *Hanifen, James 111 30 00
 McDonald, Ellen 111 22 50
 McDonald, J. 111 22 50
 *McLean, Mary 105 28 37
 McGillivray, P. 109 22 09
 McGillivray, C. 99 20 07
 *McPherson, M. 30 8 11
 McDonald, C. 111 22 50
 *McDonald, M. 111 30 00
 McPherson, M. 111 22 50

CO. OF COLCHESTER.

GRADE B.

Archibald, Isaac L. 100 54 05
 Bryden, Charles W. 111 60 00
 Downing, J. W. 111 60 00
 Filton, Edward 111 60 00
 Little, James 105 60 00
 McLean, Ebenezer 111 60 00

S. Murphy, 80 21 62	McRae, Murdock 111 30 00	Holmes, Abby K. 80 32 07	*McRae, Mary 95 25 68
E. Porter, 110 29 73	Ross, Isabella E. 111 30 00	Landry, O. J. D. 111 30 00	Morrison, Christy 111 22 50
M. Scott, 111 30 00	Walker, Donald 111 30 00	Lombard, Paulino 101 36 40	Vigneau, Louisa 111 22 50
A. Starratt, 99 28 29		Richard, L. F. H. 89 32 07	
D. Spinney, 111 30 00		Soucic, Olivier 28 10 09	
A. Travis, 93 25 13		Simonds, Annie 107 38 58	
		Thiriault, Monigen 111 30 00	
	GRADE E.		CO. OF CAPE BRETON.
			GRADE A.
	Campbell, Jessie 111 22 50		W. T. Piper, 103 8
	McLean, Elisb. Ann 111 22 50		GRADE B.
	McLean, Brendelbine 111 22 50		Armstrong, J. N. 111 60 00
	McLeau, Margaret 111 22 50		Boy, J. J. C. 99 33 31
	McLeod, Ann B. 111 22 50		Carey, John 110 29 16
	Matheson, Maggie 101 21 08		Cook, Thomas 111 60 00
			Cameron, A. D. 109 24 32
			Dimock, W. D. 109 28 92
			Dowling, Thos. 74 11 07
			Fraser, John C. 111 60 00
			Gillis, Alex. 110 29 16
			Kennedy, Alex. 110 29 16
			McDonald, Joseph 111 60 00
			McDonald, Michael 111 60 00
			McDonald, M. D. 89 33 31
			McKinnon, Alex. 111 60 00
			McKinnon, Michael 111 60 00
			McLeod, J. H. 111 60 00
			McNeil, J. D. 111 60 00
			McNeil, Roderic 111 60 00
			Morrison, Alex. 111 60 00
			Rudress, John 111 60 00
			Ross, Aaron 111 60 00
			Rutherford, C. W. 110 29 19
	CO. OF DIGBY.		GRADE C.
	GRADE A.		Anderson, Carrie 97 39 24
McRae, A. 102 55 13			Archibald, Bessie 109 44 19
			Barthill, Amma 92 37 29
			Bonnar, James 110 44 29
			Cameron, John 98 39 71
			Fraser, Margaret 111 45 00
			Garrett, Charles 25 30 40
			Gillis, Donald 111 45 00
			Harriman, M. J. 110 41 29
			Harrington, Annie 102 41 25
			Jackson, Eliza J. 111 45 00
			Kerr, Duncan 108 43 78
			Lewis, Frances 111 45 00
			McCaish, Margt. 108 43 78
			McDonald, Alex. 110 41 29
			McDonald, Alexes 110 41 29
			McDonald, Phillip 109 41 19
			McInnis, M. L. 111 45 00
			McKay, Allan 103 41 74
			McKinnon, James 111 45 00
			McKinnon, Joseph 111 45 00
			McLeau, Jane 111 45 00
			McMillan, John 107 43 37
			McMullan, Malcolm 111 45 00
			McSwain, Duncan 111 45 00
			Matheson, Marlock 108 42 57
			Moore, Josephine 111 45 00
			Morrison, Donald 111 45 00
			Norwood, A. S. 111 45 00
			Ross, John G. 111 45 00
			GRADE D.
			Arbuckle, Neil 111 30 00
			Cameron, Angus S. 111 30 00
			Dillon, Alice 109 29 43
			Dowling, Patrick 110 29 73
			Ferguson, Marion 111 30 00
			Gillis, Margaret 111 20 00
			Hayes, Joseph 101 24 10
			Johnston, Catherine 111 30 00
			Johnston, John 111 30 00
			Lawther, George H. 111 30 00
			McCaish, Stephen 111 30 00
			McCaish, Maggie 111 30 00
			McDonald, Allen 111 30 00
			McDonald, Archd. 111 30 00
			McDonald, Duncan 111 30 00
			McDonald, Hugh 111 30 00
			McDonald, John 111 30 00
			McDonald, Mary 111 30 00
			McDonald, sell 111 30 00
			McDonald, Ronald 110 29 73
			McDonald, Annie 111 30 00
			McDonald, Donald 111 30 00
			McEilvray, Daniel 111 30 00
			McEilvray, Joseph 111 30 00
			McInnis, Sarah 105 17 57
			McIntyre, Duncan 60 16 22
			McKee, Dan J. 107 24 22
			McKenzie, John 111 30 00
			McKinnon, Joseph 100 27 03
			McKinnon, Neil 111 30 00
			McLean, Donald 111 30 00
			McLean, James 111 30 00
			McLean, Roderic 111 30 00
			McLellan, Ronald 111 30 00
			McLeod, Catherine 111 30 00
			McNeil, Neil 111 30 00
			McNien Archibald 111 30 00
			McPhie, Isabel 111 30 00
			McPhie, James 105 34 34
			McPhie, Peter 111 30 00
			McVicar, Donald 104 24 44
			Martell, Julia 102 14 74
			Martell, Susannah 111 30 00
			Walsh, Mary 111 30 00
			O'Hearne, Catherine 69 23 25
			GRADE E.
			Fraser, Margaret 111 22 50
			Gillis, Elizabeth 111 22 50
			Harrington, Harriet 111 22 50
			McCaish, Richard 111 22 50
			McKenzie, Elizabeth 111 22 50
			Morrison, Annie 84 17 42
			Stewart, Kate 77 15 61
			Shepard, Annie 111 22 50
			Spencer, Amelia 111 22 50
			Spencer, Maggie 111 22 50
			Ward, Eliza 110 22 50



OFFICIAL NOTICES.

NOTICE

INSPECTORS are requested to send in Returns and Reports as soon as possible after the close of the term. It is desirable that the Annual Report should be completed at the meeting of the Legislature, but in order to do this we must have Returns, and Reports, from County Inspectors. We would therefore respectfully urge a prompt attention to this work, immediately on the expiration of the term.

We know that Inspectors are frequently delayed by the tardiness of Teachers and Trustees, yet we think a little decision and urgency will induce both Teachers and Trustees, to attend at once to this required duty. Little can be done on the Annual Report till the Inspectors' work is finished, and this must be accepted as our reason for pressing this matter, and one which we hope will influence all parties to avoid as much as possible unnecessary delay.

MINUTE OF COUNCIL.

Passed June 6th, 1872.

NORMAL SCHOOL.—PROVINCIAL EXAMINATION.—HOLIDAYS AND VACATIONS.

At a meeting held on the 6th day of June, the Council of Public Instruction passed the following minute:

Ordered, That after the present School Year, the semi-annual examination for License to teach in the Public Schools, shall be discontinued; and there shall be an Annual examination instead, commencing on the first Tuesday after the 15th of July in each year.

There shall also be but one session of the Normal School in each year, instead of two sessions as heretofore; the annual session shall open on the first Wednesday in November, and close the Friday preceding the annual Provincial Examination in July.

The Council also order, that there shall be a summer vacation of four weeks—that is of twenty week days other than Saturdays—in all the Public Schools; instead of three weeks as heretofore. After the present year, this vacation shall commence on the Monday preceding the annual examination of teachers.

There shall be a Christmas vacation of two weeks—that is of ten days other than Saturdays—in all the Public Schools, instead of eight as heretofore.

I. Address of Inspectors.

- Hinkle Coudon, Esq. Halifax.
- Rev. R. R. Philp, B.A. Maitland.
- Rev. Robert Sommerville, B.A. Wolfville.
- L. S. Morse, Esq. Bridgetown.
- A. P. Landry, M.D. Clare.
- Rev. John Ambrose, M.A. Digby.
- G. J. Farish, M.D. Yarmouth.
- Rev. W. H. Richan Barrington.
- Rev. Charles Duff Liverpool.
- W. M. B. Lawson Lunenburg.
- R. B. Smith, M. D. Upper Stewiacke.
- Rev. W. S. Darragh, Shiwimicas, Cumberland Co
- Daniel McDonald, Esq. New Glasgow.
- Angus McIsaac Antigonish.
- William Hartshorne, Esq. Guysboro'.
- John Y. Gunn, Esq. Broad Cove
- Alexander Munro, Esq. Baddeck.
- Edmund Outram, M.A. Sydney.
- Rémi Benoit, Esq. D'Escousse.

II. Teachers' Agreements.

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

of each section, and thus measurably defeat the object of the whole system—the education of every child in the Province.

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

NOTICE!

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

[FORM OF AGREEMENT.]

Memorandum of Agreement made and entered into the _____ day of _____ A.D. 18____, between (name of teacher) a duly licensed teacher of the _____ class of the _____ part, and (names of Trustees) Trustees of School Section No. _____ in the district of _____ of the second part.

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

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

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

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

Witness, [Name of Teacher] [Names of Trustees]

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

III. To Trustees of Public Schools.

1. "A relation being established between the trustees and the teacher, it becomes the duty of the former, on behalf of the people, to see that the scholars are making sure progress, that there is life in the school, both intellectual and moral,—in short, that the great ends sought by the education of the young are being realized in the section over which they preside. All may not be able to form a true 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 particular 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."—*Constitution and Regulations of Council of Public Instruction, p. 61, sec. 6.*

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 where such proceeding is contrary to the principles of the School Law, the following additional Regulation is made for the direction of Trustees, the better to ensure the carrying out of the spirit of the Law in this behalf:—

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

March, 1867.

2. "The hours of teaching shall not exceed six each day, exclusive of the hour allowed 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 sessions. In elementary departments, especially, Trustees should exercise special care that the children are not confined in the school room too long."—*See Manual of Laws and Regulations for Public Schools, page 32, sec. 10.*

IV. The Provincial Normal School.

FACULTY OF INSTRUCTORS.

NORMAL COLLEGE.

- Method, and the Natural Sciences*:—J. B. CALKIN, M.A., Esq. Principal of the Normal College and Model School.
- English Language, Geography &c.*:—J. A. MACCANN, Esq.
- Mathematics*:—W. R. MULLINGLAND, Esq.
- Music*:—Miss ANNIE IRDE.

MODEL SCHOOL.

- High School Department, HUGH MCKENZIE, Esq
- Preparatory " JAMES LITTLE, Esq.
- Senior Elementary " Miss M. A. HAMILTON.
- Junior do. " Miss B. ARCHIBALD.
- Primary " Miss A. LEAKE.

V. Bond of Secretary to Trustees.

"The Secretary of the Trustees shall give a bond to her Majesty, with two sureties, in a sum at least equal to that to be raised by the section during the year, for the faithful performance of the duties of his office; and the same shall be lodged by the Trustees with the Clerk of the Peace for the county or district."—*Manual of School Law, page 6, sec. 25.*

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

PROVINCE OF NOVA SCOTIA.

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

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

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

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

WE, THE SUBSCRIBERS, two of her Majesty's Justices of the Peace for the County of _____ do certify our approbation of _____ (name of Sureties,) within named, as Sureties for the within named _____ (name of Secretary,) and that they are to the best of our knowledge and belief persons of estate and property within the said County of _____ and of good character and credit, and sufficiently able to pay if required, the penalty of the within bond. Given under our hands this _____ day of _____ A. D. 1866 [Names of Magistrates].

VI. An Act to Alter and Amend Chapter 58 of the Revised Statutes "of Public Instruction," and the Acts in amendment thereof.

(Passed 18th day of April, 1872.)

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

1. The existing provision for the sectional assessment of property held by corporations and companies, mean, and shall be understood to mean, that all such property is liable to assessment in and for the benefit of the section wherein it lies, and after the thirty-first day of October, A. D. 1872, these provisions shall extend and apply to all rateable property held by any association, company or firm, whether incorporated or otherwise; that is to say, the assessment payable directly by the association, company, or firm, in respect of any property, shall be paid in and for the benefit of the section where the property lies; and if any portion of the rateable property of any association, company, or firm lies in a place not embraced in any school section, such portion shall be treated in all respects as if situate in the section where the chief works and business of the association, company, or firm are established.

2. In any case where, owing to neglect on the part of the assessors, the County Roll does not afford the information necessary for the purposes of this Act, the Trustees shall request the Clerk of the Peace to refer the Roll back to the assessors for correction or amendment.

3. The following words are added at the end of the fourth subsection of Section 35 of Chapter 29 of the Acts of 1855, entitled "An

Act for the better encouragement of Education," that is to say, and in case the three nearest Commissioners do not agree to the site of a school house the matter shall be referred to the Board of Commissioners for the District or County in which the school is situate, and their decision shall be final. In cases of border sections where the nearest Commissioners do not agree, it shall be referred to the County Inspector, subject to an appeal to the Superintendent of Education, whose decision shall be final.

4. The seventh section of chapter 3 of the Acts of 1866, entitled "An Act to amend the existing laws relating to Education," is amended by substituting the words "Five hundred dollars" for the words "One thousand dollars" in such section.

5. Section 7 of Chapter 30 of the Acts of 1866 entitled "An Act to amend the Act for the better encouragement of Education" is repealed and the following Section substituted therefor:

"The Council of Public Instruction shall have power to draw annually from the Provincial Treasury such sum as shall be necessary for the publication of an educational journal, a copy of which shall be supplied gratuitously to each Board of Trustees for their own and the teachers' use, and also to each inspector and each chairman of examiners and of commissioners.

6. No County in this Province shall be permitted to draw more than six hundred dollars in any one year for assistance to poor districts except in cases where the academy grant is not drawn, in which case the counties shall be permitted to draw the amount of the academy grant in addition to such sum of six hundred dollars, but no more. No section employing a teacher holding a first-class license shall receive any assistance as a poor section.

7. The meeting required to be held by Section 25 of Chapter 20 of the Acts of 1865 "An Act for the better encouragement of Education," shall be held on the last Monday in September in each year instead of on the third Monday in October as prescribed in such section.

8. So much of Chapter 53 of the Revised Statutes and of the Acts in amendment thereof as is inconsistent with this Act is repealed.

9. Nothing in the first two sections of this Act contained shall apply to the school sections in the town of Yarmouth.

By Section 5 of the Act to alter and amend chapter 53 of the Revised Statutes, the Government appropriation to aid in the purchase of School Books has ceased. We would therefore specially direct the attention of Trustees and Booksellers to this Revised Section. The Council of Public Instruction will, as heretofore, prescribe the Books to be used in the Public Schools, but will not aid in their purchase.

Also by section 7 of the above amendment, the time for holding the annual school meetings is changed. This meeting in future will be held on the last Monday in September, instead of on the third Monday in October as heretofore. Trustees will observe that this amendment regulates the school meeting to be held this coming autumn.

The sum required by any section, for the purchase of prescribed school books maps and apparatus shall be determined by a majority of rate-payers, present at any regularly called school meeting (to be assessed upon the section in the same manner as all other sums required for the maintenance of the school or schools.)—See Section 90, page 29 of the School Manual.

REGULATIONS.

The following are the Regulations of the Council of Public Instruction with reference to all Books, Maps, and Apparatus purchased by Trustees for use in their respective sections.

Reg. 1.—They shall be the property of the School Section, and not of private individuals.

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 section neglecting to provide a supply of books, maps, and apparatus may be deprived of the public grants.

Reg. 4.—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.

LIST OF TEXT-BOOKS, MAPS, AND APPARATUS.

In accordance with the above amendment, the following books are prescribed by the Council of Public Instruction to be used in all the Public Schools.

PUPILS' WEEKLY RECORDS.

Weekly Record (for one Term).

THE NOVA SCOTIA SERIES OF READING BOOKS.

Books No 1, 2, 3, 4, 5, 6, and 7; The art of Teaching Reading, Bailey's Brief Treatise on Elocution.

SINGING BOOK.

The School Song Book.

SPELLING BOOK.

The Spelling Book Superseded, (Eng. Ed.)

GRAMMAR AND COMPOSITION.

English Grammar; English Analysis; Reid's Rudiments of Composition; Bain's Rhetoric; Dalglish Introductory to English Composition; Dalglish Advanced English Composition.

In the meantime, Trustees are authorized by the Council to use whatever Grammar they prefer. Leonic's Grammar, if followed by Analysis, will, perhaps, give as good results as any.

MATHEMATICS.

The Editions of Greenleaf's Works now in the prescribed list, are the latest and most approved of these very excellent and generally used works. They are especially recommended to the attention of Trustees and Teachers.

- Eaton's Commercial Arithmetic.
- Greenleaf's National Arithmetic
- " New Practical or Common School "
- " New Elementary "
- " New Primary "
- " New Intellectual "

- Arithmetic.—Nova Scotia Elementary Arithmetic. Nova Scotia (advanced) Arithmetic. Nova Scotia Arithmetical Table Book.
- Algebra.—Chambers' Algebra, (as far as Quadratics). Do. Do. (complete). Greenleaf's Geometry and Trigonometry. Greenleaf's New Elementary Algebra.
- Plane Geometry.—Chambers' Euclid, (including Plane Trigonometry)
- Practical Mathematics.—Chambers' (including Land surveying, a brief treatise on Navigation, &c.)
- Solid and Spherical Geometry.—Chambers' (including Spherical Trigonometry, Conic Sections, &c.)
- Mathematical Tables.—Chambers'
- Navigation.—Norie's, (an extended treatise).
- Chisholm's Mathematical Scale
- Ball Frames
- Slate Wipers, (to be used without water).
- Slates.—Common Slates, (beveled frames) 6½ in. by 8½ in.
- " " " 8 in. by 10 in.
- " " " 9 in. by 13 in.
- Blackboard Chalks, (1 gross); Slate Pencils, per box, (100).
- Eaton & Frazee's Book-keeping.
- " " Blank Books, sett of three Books.

WRITING.

- Payson, Dunstan & Scribner's International system of Penmanship.
- Swan's Series, Victoria Head Line.

STAPLES' PROGRESSIVE SERIES OF COPY BOOKS :

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

- Nos. 1 to 11 bound in 1 vol., with full instructions on the system (for the Teacher's desk).
- Ruled Card to accompany copy books.
- Penholders.
- Staples' Circular Pointed School Pens.
- Inkpowders.
- Rulers, 12 in. (for pupils' use,)
- Lead Pencils.
- India Rubber Erasers.
- Pink Blotting Paper.

DRAWING.

DARTHOLOJEW'S SCHOOL SERIES OF PROGRESSIVE DRAWING LESSONS.

- For beginners } Set of 72 Model Cards, Nos. 1 to 5.
- For advanced lessons } Sketch Book (models only), Nos. 1 to 5.

- Packages (12 slips) of blank drawing paper, for model cards.
- Blank drawing books, for model cards.
- Blank drawing paper, for Sketch Books, or model cards.
- Drawing Pencils, F, B, BB, HB, H.
- India Rubber Erasers

DIAGRAMS.

- For purposes of illustration and " Oral Lessons."
- Forest Trees (12). Natural Phenomena (30). Botanical Prints (roots, stalks, leaves, &c., 26). Notes of Lessons on do. do. do.
- Wild Flowers (36). Geometrical Figures (2 sheets). Mechanical Forces (6 on cloth) with exp. sheets.
- For purposes of illustration, and " Oral Lessons."
- Patterson's Plates of Animals (set of 10, mounted and varnished) Staples' Writing Charts.

GEOGRAPHY.

- Calkin's Geography and history of Nova Scotia.
- Calkin's School Geography of the World.
- * Series of Wall Maps.—

Nova Scotia.	Scotland
British America.	Ireland.
North America.	British Isles (in relation to the Con. of Europe.)
Western Hemisphere.	Europe.
Eastern Hemisphere.	Palestine.
England.	Gen'l. Map of Bible Lands.
- Globes.—The Terrestrial Globe (12 in. diameter, bronze meridian and Quadrant)

The Celestial Globe—Classical Wall Maps.—Orbis Veteribus Notus—Italia Antiqua—Græcia Antiqua—Asia Minor Antiqua—Orbis Romanus.

HISTORY.

- Owen's Chronographical Chart on rollers & varnished with Hand Books, Hodgins' School History of British America, or, Boyd's Summary, Curtis' Chronological Outlines of Eng. History, For use in adv. Com. Schools—Collier's School History of the British Empire (Revised Edition), Collier's History of Rome, Collier's History of Greece. For use in High Schools—Smith's Smaller History of Rome, Smith's Smaller History of Greece, Chambers' Ancient History.

NATURAL SCIENCE.

- Chambers' Chemistry, (with new notation)

ECONOMIC SCIENCE.

- "The Body and its Health"—an elementary work in Physiology, The Chemistry of Common Things, How Plants Grow.

CLASSICS.

- Latin.—Bryce's First Latin Book, Bryce's Second Latin Book, Edinburgh Academy Latin Grammar, Or, Bullion's Latin Grammar, Arnold's Latin Prose Composition.

AUTHORS—OXFORD EDITIONS.

- CÆSAR, de Bello Gallico, 1 vol., bound, 38 cts : Lib. I.—III. (with short notes), 1 vol., paper.
- VIRGIL, (complete), bound, : the Georgics (with short notes), 1 vol., paper : the Æneid, Lib. I.—III. (with short notes), paper.
- CICERO, de Off., de Sen., de Amicit., 1 vol., : de Sen., and de Amicit., 1 vol., (with short notes), paper : Oration for the Poet Archias, (with short notes,) paper.
- HORACE, (complete), bound : the Odes, (with short notes), paper.

DICTIONARIES.

- White's Junior Scholar's Latin-English and English-Latin Dictionary.
- Greek.—Bryce's First Greek Book, Bryce's Second Greek Book, Bullion's Greek Grammar, or, Edinburgh Academy Greek Grammar, Arnold's Greek Prose Composition

AUTHORS—OXFORD EDITIONS.

- XENOPHON, Anabasis, EURIPIDES, Alcestis, (with short notes), XENOPHON, Memorabilia, HOMER, Iliad, (complete) : Lib. I.—VI. (with short notes) 1 vol.

LEXICONS.

- Liddell & Scott's Greek-English Lexicon (abrgd.), Yonge's English-Greek Lexicon.

VII. Evening Schools.

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

1. Trustees of Public Schools may establish in their several Sections Evening Schools, for the instruction of persons upwards of 13 years of age, who may be debarred from attendance at the Day School.
2. Such Evening School shall be in session 2½ hours; and in relation to Public Grants, two evening sessions shall count as one day. The Prescribed Register shall be kept, and a Return of the school made in the form directed by the Superintendent.
3. Books and School materials for such Evening Schools will be furnished at the same rate, and subject to the same conditions as for day schools, provided always that no pupil of an Evening School shall have power to demand the use of books free of charge.
4. No portion of Provincial or County funds for Education, shall be appropriated in aid of Evening Schools, unless teachers are duly licensed.
5. The Council would greatly prefer that the Teachers of Evening Schools should be other than Teachers of Day Schools; but where this may not be practicable, it shall be legal for the Teacher of the day school to teach day school four days in the week, and evening schools three evenings in the week.

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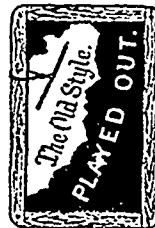
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- Mayhow's Eaton's and Chambers' Book-keeping.
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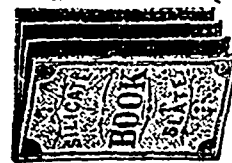
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