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THE  
JOURNAL OF EDUCATION.

FOR THE PROVINCE OF NOVA SCOTIA.

**TO TRUSTEES.**—In Trustees' Yearly Return B, question 13, for "What is the height of the Room?" read "What is the length of the Room?" The misprint was not discovered before the Returns were sent out.

BUSINESS OF TRUSTEES.

**"A TRUSTEE"** is informed that it is the duty of each Board of Trustees to collect promptly the amount voted by the school meeting. When the Trustees present their statement to the annual meeting, they should be able to give a definite account of the expenditure and liability of the section. It is clearly a neglect of duty for any Board of Trustees to allow uncollected rates to be carried over to another year. Such a mode of doing school business is anything but creditable to a Board of Trustees, and prevents the annual meeting from receiving that definite information to which it is surely entitled, under the provisions of the law. If any Board of Trustees have uncollected rates in charge, they should direct their secretary to collect them, and otherwise have their business in perfect order for presentation to the annual meeting in October next.

COPY-BOOKS.

**WE** have already stated that among the prizes offered at the Great Agricultural and Industrial Exhibition of the Province (which takes place early in October next,) are the following:

Best specimen of prescribed writing books (Staples) Nos. 8 and 9, executed by a pupil of the public schools. . . . \$20.00  
Best specimen of prescribed writing books (Staples) Nos. 2 and 5, executed by a pupil of the public schools. . . . 20.00

Since these prizes were offered two copy-books have been inserted at the beginning of the Series, and bear the No. 1 and 2. The former Nos. were accordingly changed. The No. 2 above referred to has become 4; 5 has become 7; 8 has become 10; and 9 has become 11. The new numbers having already obtained an extensive circulation, teachers should be careful that the wrong books are not selected by competitors. Attention to the following will prevent mistake:—

Book No. 2 (new No., 4) consists of the 13 short letters, their analysis, synthesis, and simple combinations.

Book No. 5 (new No., 7) half-text. The first copy is, "*Augustine, Neiburg, Michigan,*" &c.

Book No. 8 (new No., 10) abbreviations and business forms. The first copy is, "*Amt., Bot., Cwt., Dr.,*" &c.

Book No. 9 (new No., 11) fine hand. The first copy is, "*Amusing, Nothing, Manning,*" &c.

THE TEACHER'S AUTHORITY.

**THE** following queries have been sent us, with a request that we would publish an answer to them in the *Journal of Education*:—

1. Has the teacher, while the child is under his care, full authority to enforce obedience?
2. Has the teacher any power to go outside of the school-room to retain a pupil who may endeavour to elude punishment by running out of the room?

In the first of these questions there are two things to be decided. In the first place, it is necessary to know whether the power of

the teacher is sufficient to require and enforce implicit obedience, and in the second place, whether the authority of the teacher entirely supersedes, for the time being, that of the parent. To these we return, unhesitatingly, an affirmative answer. The following extract, from an article published some time since in the *Journal*, states the matter in a clear and forcible manner:—

We say, then, that it is an error to suppose that parents have a right to interfere with school discipline. We make this assertion because the circumstances of the case necessitates it, and any other assumption must resolve itself into an absurdity. The act of placing a child at school is the delegation by the parent of his or her authority, an authority given to the parent by Nature and by the State. That authority is to govern. Government is the imposition of laws for the benefit of the community, of which the governed forms a part; and there cannot be a law without a sanction, or, in other words, without a means of enforcing it. If this position does not hold, then the authority of the parent is not delegated, and the responsibility of the master does not accrue. As a matter of fact, the law holds that it is delegated, and that the master is only responsible to the State, whence the parent derives his authority, if in its exercise he violates the law of the land.

It is evident that the object of school training cannot be attained unless the necessary laws are strictly and impartially administered. But how can this be done if the teacher is constantly in danger of parental interference prompted by mistaken fondness? If the parent considers the teacher incapable of discharging the duties he has undertaken, he can appeal to the Trustees by whom the teacher is employed, and to whom he is answerable in his professional capacity; or, in case of flagrant injustice, to the civil power.

In reply to the second query we would ask, "Would such action be worthy of the dignity of a teacher, or would it in any way aid in attaining the object of discipline? Punishment is a means to a much higher end than the infliction of pain, its aim is to reclaim the erring, and restrain the rebellious. Now, in such a case as that which our correspondent supposes, there is certainly a better course to be followed than the pursuit of a refractory pupil. If there is that understanding between parent and teacher which there should be, the difficulty is capable of an easy solution; if there is no such understanding the teacher is neglecting a means by which the efficiency of his discipline and his success in teaching may be almost indefinitely increased. If an appeal to the parents is impossible, or useless, it would be more fitting to await the return of the child to school, when the folly of his course could be pointed out to him and the proper punishment inflicted. If it is supposed that the child will not return, then punishment in such a case would be little more than wreaking vengeance on a culprit for the transgression of a law which the teacher will hereafter have no power of enforcing. It will be readily admitted that no punishment at all would be preferable to this. The teacher should not forget that under the present school arrangements he has the whole power of his Trustees to aid him.

But while the teacher has authority in his school, and is at liberty to use the best possible means to secure obedience, a judicious teacher will be careful not to press matters to an extreme. Education requires the cheerful co-operation of parent, teacher, and pupil, and the teacher should strive to secure a willing, not a forced obedience. Nothing will more readily destroy a parent's influence than a needless display of parental authority, and the same is true of the teacher. He who governs by an absolute will may indeed secure good order, but he will lose what is infinitely more valuable, the pleasure of knowing that he has taught those under his care to pursue that which is good and right for its own sake, and not through fear of punishment. Firmness is not the only quality necessary to the teacher, gentleness, patience—the charity that suffereth long and is kind, will subdue and mould many a stubborn will that yields but slowly to the rule of force.

LETTER FROM PROFESSOR D. F. HIGGINS, M. A.,  
EXAMINER IN DEPARTMENT OF MATHEMATICS.

IN looking over the papers handed to me at the recent examination of teachers, it seemed to me that a number of the candidates had done themselves less than justice, through some misapprehension of what was required of them, or some false estimate of the relative importance of this or that feature in their exercises. This was the more to be regretted, from the fact that many of those who suffered in this way were apparently able to do good work, if only they could have been in a position to use their resources to the best advantage. Now, it may be readily granted that the ability to make good use of one's resources is an essential element in the education of any man—perhaps especially so of the teacher—and that, therefore, those who suffered in the way mentioned did not suffer unjustly. There can be no doubt, moreover, that the instructions issued by the Superintendent are sufficiently explicit; so that no one who takes the trouble to pay attention to them need go astray. Still, in view of the peculiar circumstances in which candidates are placed—the hurry, excitement and anxiety of the occasion—it is hardly a matter of wonder that they should now and then make mistakes. In order, however, that the liability to such mistakes may be, as far as possible, diminished, I wish to point out a few of the errors that have fallen under my notice, in the hope that they may be avoided in future. Here they are:

In many of the papers the problems were not worked out—the answers to the questions alone being given. It is, perhaps, hardly necessary to say that such a paper is worth very little, however correct the answers may be. Whoever patiently works out a problem on his slate and then transfers only the result to his paper, does himself a serious injustice.

Sometimes problems in one branch were worked according to the principles of another—examples in algebra performed by the rules of arithmetic or the reverse. Work so performed cannot count for much. The thing to be determined is the candidate's knowledge of algebra. What proof will he have given of his knowledge of algebra, if all the problems are worked by the rules of arithmetic?

Occasionally problems were worked, or propositions demonstrated that were not asked for, while those that were required were not done. Such work is worth simply nothing.

The answers to some of the questions were exceedingly indefinite, and therefore very little worth. One should not attempt to do so much as to be unable to do anything well. Quality is quite as important as quantity.

Some of the exercises were handed in on a great number of torn bits of paper—a single subject covering sometimes half-a-dozen fragments. On the other hand, a number of different subjects were sometimes huddled together on the same sheet, in such a manner as to require no little picking to separate one from the other. Such exercises, you may be sure, do not make a favorable impression on the mind of the examiner.

Some of the words were incorrectly spelled, as for example, "Arithmetic," "caquel," and many more.

Let the above suffice for fault-finding. I must in fairness say, that, though the object I had in view made it necessary for me to refer chiefly to errors, yet these were by no means characteristic of all the papers handed in, nor were they very prominent characteristics of the papers as a whole. A large proportion of the exercises were good; some of them were of a very high order.

That there should be, among so large a number, a considerable diversity in the character of the exercises, was to be expected. A more noteworthy fact, and one which, it seems to me, tells with considerable emphasis in favor of the present mode of examination, is, that there was often a marked difference between those that came from different counties. Of course, I was unable to tell from what county any particular parcel came, but that they came from counties in which the applicants entertained very different views in reference to the requirements of a given grade of licence, was sufficiently evident. If this difference corresponds, as seems probable, with the actual difference in the demands made, under the old system, by the several county boards, it is easy to see that endless confusion must have been the result.

The importance of cultivating a spirit of fraternity amongst teachers, can scarcely be over-estimated. Under the old regime, this was scarcely possible. Now that the barriers are being broken down, let teachers see to it that they use every proper means to elevate their vocation into a profession. Let us learn to respect ourselves and each other, and the world will soon learn to respect us.

Acadia College.

D. F. HIGGINS.

PROGRESS OF EDUCATION.

THE following Statistics indicate a very rapid and extensive educational progress during the School Year 1867:—

SALARIES OF TEACHERS.

Amount paid by Government to teachers of Common Schools	- - - - -	1867	\$97,846.97
Do.	do.	1866	82,439.27
Increase	- - - - -		\$15,407.70
Amount paid by the several Counties to Trustees of Public Schools	- - - - -	1867	\$91,477.14
Do.	do.	1866	55,258.64
Increase	- - - - -		\$36,218.50
Amount raised by the various school sections towards salaries of teachers of Public Schools	- - - - -	1867	\$69,844.86
Do.	do.	1866	85,227.76
Decrease	- - - - -		\$15,382.90
Total amount paid for salaries of teachers of Public Schools	- - - - -	1867	\$263,867.97
Do.	do.	1866	235,825.67
Increase	- - - - -		\$28,042.30

SCHOOL-HOUSES' FURNITURE, ETC.

Amount paid by Government to aid poor sections in building	- - - - -	1867	\$2873.79
Do.	do.	1868	2845.29
Increase	- - - - -		\$28.50
Amount paid by Government towards supplying books, maps, and apparatus	- - - - -	1867	\$13,388.06
Do.	do.	1866	4,885.72
Increase	- - - - -		\$8,502.34
Amount paid by the various sections as Interest on money borrowed, 1867	- - - - -		\$2,625.00
Not separately reported in 1866	- - - - -		.....
Amount expended by the various sections in purchase or improvement of School Grounds, 1867	- - - - -		\$22,020.00
Not separately reported in 1866	- - - - -		.....
Amount expended by the various sections in repairing houses, 1867	- - - - -		\$14,875.00
Not separately reported in 1866	- - - - -		.....
Amount expended by the various sections in building new houses, 1867	- - - - -		\$70,405.00
Not separately reported in 1866	- - - - -		.....
Amount expended by the various sections in providing or repairing school desks, seats, &c., 1867	- - - - -		\$10,635.00
Not separately reported in 1866	- - - - -		.....
Amount expended by the various sections in purchase of books, maps, and apparatus, 1867	- - - - -		\$14,421.00
Not separately reported in 1866	- - - - -		.....
Fuel consumed during the year 1867	- - - - -		\$12,193.00
Not separately reported in 1866	- - - - -		.....
Insurance on school buildings, 1867	- - - - -		\$2130.00
Not separately reported in 1866	- - - - -		.....
Commissions to Secretary of Trustees, 1867	- - - - -		\$6,963.00
Not separately reported in 1866	- - - - -		.....
Miscellaneous and undetailed expenditure, 1867	- - - - -		\$25,609.00
Do	do	1866	12,890.00
Increase	- - - - -		\$12,719.00
Total amount granted by Government towards buildings, books and apparatus, &c., 1867	- - - - -		\$16,261.85
Do.	do.	1866	7,731.01
Increase	- - - - -		\$8,530.84
Total amt. expended by the various sections for all purposes, exclusive of "salaries" and "debt," 1867	- - - - -		\$181,876.00
Do.	do.	1866	91,024.31
Increase	- - - - -		\$90,851.69

TOTAL EXPENDITURE FOR PUBLIC SCHOOLS

Paid by Government	- - - - -		\$145,280.17
Paid by Counties	- - - - -		91,477.14
Raised by the various sections	- - - - -		262,912.86
Total 1867	- - - - -		\$499,670.17
" 1866	- - - - -		349,811.00
Increase	- - - - -		\$149,859.17

SCHOOLS, ATTENDANCE, AND TEACHERS.—SCHOOL YEARS 1866 AND 1867.

	WINTER.				SUMMER.			
	1866.	1867.	Increase.	Decrease	1866.	1867.	Increase.	Decrease
Number of Public Schools in operation	907	1,129	222		1,170	1,416	246	
Number of Pupils registered at School	45,131	61,718	15,587		56,017	70,075	14,058	
Number of Pupils daily present at School, on an average	25,989	35,092	9,103		32,490	38,994	6,504	
Full-term average	22,176	30,520	8,344		27,971	35,612	7,641	
Number of Pupils daily present at School, on an average, while in Session, per 100 registered	57.58	56.86	.....	0.72	58.00	55.36	.....	2.64
Number of Pupils daily at School, on an average, for full term, per 100 registered	49.16	49.45	0.29		49.93	50.82	0.89	
Number of Male Teachers employed:								
Academic Grade (A)	9	11	2		10	13	3	
Class First (B)	160	219	59		193	252	59	
Class Second (C)	220	242	22		206	224	18	
Class Third (D)	214	307	93		224	254	30	
Total	603	779	176		603	743	140	
Number of Female Teachers employed:								
Class First (C)	122	210	88		178	276	98	
Class Second (D)	136	169	33		225	276	51	
Class Third (E)	103	68	35		154	164	10	
Total	326	482	156		557	716	159	
Total number of Licensed Teachers employed	929	1,261	332		1,160	1,459	299	

Number of different Pupils attending the Public Schools during some portion of the School Year 1866, (estimated) 71,059; 1867, (reported) 83,048; increase 11,989. Estimating the population of Nova Scotia at 370,560 in 1866, the proportion of the population attending the Public Schools during some part of the year was 1 in 5.21; taking the population to be 378,923 in 1867, the proportion was 1 in 4.56; increase 1 in 31.55 of the population.

SPECIAL PUBLIC AID TO POOR SECTIONS, 1867.

COUNTY.	GOVERNMENT AID IN BUILDING HOUSES.					Special Governm't aid in paying Teachers.		Special County aid in paying Teachers.		Total Special Govern-ment aid in paying Teachers for year.	Total Special County aid in paying Teachers for year.	Total Special Govern-ment and County aid in paying Teachers during the year.
	Fund available.			Payments.		Winter.	Summer.	Winter.	Summer.			
	Balance from 1866.	Added during '67 from undrawn Sup. School and County Academy Grants for the year.	Total.	Paid out from this Fund.	Balance remaining in Inspectors hands.							
Annapolis -	\$513 06	\$300 00	\$813 06	\$441 55	\$371 51	\$140 27	\$236 97	\$103 29	\$143 90	\$377 24	\$247 19	\$624 43
Antigonish -	55 68	150 00	205 68	12 00	193 68	85 86	83 95	48 69	51 90	169 81	100 59	270 40
Cape Breton -	104 22	50 00	154 22	40 00	114 22	304 05	321 18	294 40	298 19	629 23	592 59	1221 82
Colchester -	130 29	150 00	280 29	70 00	210 29	104 69	138 35	71 83	83 38	243 04	155 21	398 25
Cumberland -	7 97	0 00	7 97	7 97	0 00	84 77	99 56	68 19	110 49	184 33	178 68	363 01
Digby -	182 70	0 00	182 70	116 00	66 70	66 88	136 40	69 70	131 48	203 28	201 18	404 46
Guysborough -	227 11	200 00	427 11	163 00	263 51	0 00	59 65	0 00	61 12	59 66	61 12	120 78
Halifax County -	46 20	0 00	46 20	46 20	0 00	213 94	287 77	197 94	232 19	501 71	430 13	931 84
Do. City -												
Hants -	409 73	0 00	409 73	331 77	77 96	140 50	267 14	95 40	152 19	407 64	247 58	655 22
Inverness -	466 05	700 00	1166 05	545 40	620 65	0 00	0 00	0 00	0 00	0 00	0 00	0 00
Kings -	0 00	0 09	0 09	0 00	0 00	59 04	136 94	58 56	115 25	195 98	173 81	369 79
Lunenburg -	162 47	0 00	162 47	170 00	.....	20 29	121 80	21 99	104 83	142 15	126 82	268 97
Pictou -	79 16	0 00	79 16	33 50	45 66	104 14	124 94	89 64	82 61	229 08	172 25	401 33
Queens -	689 92	50 00	739 92	212 06	527 86	59 41	60 29	37 74	34 69	119 70	72 43	192 13
Richmond -	409 84	300 00	709 84	409 84	300 00	99 72	0 00	120 89	0 00	99 72	120 89	220 61
Shelburne -	268 46	50 00	318 46	123 90	194 56	12 69	12 58	10 62	5 54	25 27	16 16	41 43
Victoria -	179 19	0 00	179 19	0 00	1 19	68 09	127 87	53 15	74 32	195 96	127 47	323 43
Yarmouth -	150 00	0 00	150 00	150 00	0 00	50 52	70 75	52 38	63 61	121 27	115 99	237 26
N. Scotia, 1867.	4082 05	1905 00	6032 05	2873 79	3165 79	7 53	1618 86	2286 21	1394 41	1745 68	3905 07	8140 09

EXPENDITURE BY TRUSTEES OF PUBLIC SCHOOLS, 1867.

COUNTY.	Debts from previous years paid off.	SALARIES OF TEACHERS.		Paid as interest on money borrowed by sections.	Expended in purchase or improvement of Land for school purposes during the year.	Expended in repairing School-houses or out-houses during the year.	Expended in building new School-houses or out-houses during the year.	Expended in providing or repairing school desks and seats during the year.	Paid for School-books, Maps, and other apparatus during the year.	Value of Fuel consumed during the year.	Insurance on School buildings.	Commissions to Secretaries of Trustees.	Miscellaneous and unclassified Expenditure.	Total Expenditure for the School year by Trustees.	Indebtedness of Sections at close of school year 1867.
		Winter Term.	Summer Term.												
Annapolis -	\$642	\$4528	\$5033	\$88	\$305	\$325	\$2900	\$402	\$743	\$553	\$71	\$458	\$871	\$16823	\$2899
Antigonish -	567	3173	3409	14	51	510	1949	264	340	559	5	123	556	11520	1661
Cape Breton -	90	4175	4234	.....	96	1185	1959	493	418	761	408	383	1644	15846	1895
Colchester -	1053	5050	6306	127	877	565	4976	544	978	1001	35	503	1827	23847	5749
Cumberland -	766	4251	4344	239	317	254	2785	408	547	678	57	250	2110	17006	5727
Digby -	601	4076	4501	9	74	564	2255	291	597	524	16	194	629	14331	2115
Guysborough -	977	2647	2922	147	497	513	3912	440	616	256	96	178	876	14077	5676
Halifax County -	473	4459	4312	36	59	467	2347	166	1143	603	38	271	.....	14374	1580
Do. City -	.....	5379	5639	983	12406	1574	5057	1649	1693	1291	262	600	8747	45300	31332
Hants -	566	5556	6214	129	2049	576	12115	1464	1050	638	662	548	1894	83461	7508
Inverness -	173	3649	4090	.....	109	648	2521	362	358	725	26	123	339	13112	774
Kings -	335	5694	5729	26	836	262	5258	432	1034	423	80	498	1502	22109	3076
Lunenburg -	32	3280	3846	24	72	273	1951	1201	631	481	7	181	763	12742	3081
Pictou -	1854	5951	6715	350	696	1161	5522	647	1826	1196	54	1872	554	27904	7057
Queens -	55	2452	2474	1	1056	4483	2423	164	598	261	12	243	516	14738	1238
Richmond -	386	2174	2219	3	119	96	1698	134	140	345	10	14	232	7570	1229
Shelburne -	61	8097	3324	15	743	288	3169	239	413	515	30	281	.....	12175	2960
Victoria -	59	1977	2084	.....	56	242	590	464	302	342	.....	71	.....	6127	479
Yarmouth -	2402	6399	6070	428	1602	985	7018	931	994	1041	261	667	2530	31328	9368
Nova Scotia, 1867.	11092	77957	83465	2625	22020	14875	70405	10635	14421	12193	2130	6963	25609	954390	95604

PROPORTION OF POPULATION AT SCHOOL.

Arrangement of Counties according to the Proportion of their respective Populations at School—(Census of 1861.)

Winter Term, 1866.		Winter Term, 1867.	
1. Colchester.....	1 in 5.71	1. Colchester.....	1 in 4.03
2. Cumberland.....	" 5.78	2. Pictou.....	" 4.69
3. Pictou.....	" 6.05	3. Cumberland.....	" 4.78
4. Victoria.....	" 6.18	4. Yarmouth.....	" 4.82
5. Annapolis.....	" 6.88	5. Victoria.....	" 5.04
6. Hants.....	" 6.97	6. Halifax County.....	" 5.08
7. Inverness.....	" 6.98	7. Lunenburg.....	" 5.18
8. Halifax County.....	" 7.07	8. Digby.....	" 5.26
9. Digby.....	" 7.25	9. Shelburne.....	" 5.30
10. Antigonish.....	" 7.26	10. Inverness.....	" 5.37
11. Kings.....	" 7.46	11. Antigonish.....	" 5.39
12. Shelburne.....	" 8.00	12. Queens.....	" 5.41
13. Cape Breton.....	" 8.05	13. Kings.....	" 5.45
14. Lunenburg.....	" 8.12	14. Hants.....	" 5.67
15. Yarmouth.....	" 8.34	15. Cape Breton.....	" 5.70
16. Richmond.....	" 8.59	16. Annapolis.....	" 5.77
17. Halifax City.....	" 9.27	17. Richmond.....	" 6.55
18. Guysboro'.....	" 11.79	18. Guysboro'.....	" 6.89
19. Queens.....	" 11.82	19. Halifax City.....	" 8.22
NOVA SCOTIA, 1 in 7.33.		NOVA SCOTIA, 1 in 5.38.	

Summer Term, 1866.		Summer Term, 1867.	
1. Colchester.....	1 in 4.44	1. Colchester.....	1 in 3.78
2. Cumberland.....	" 4.90	2. Cumberland.....	" 3.95
3. Pictou.....	" 5.22	3. Victoria.....	" 4.07
4. Antigonish.....	" 5.28	4. Hants.....	" 4.20
5. Hants.....	" 5.35	5. Pictou.....	" 4.34
6. Kings.....	" 5.57	6. Kings.....	" 4.60
7. Halifax County.....	" 5.57	7. Halifax County.....	" 4.61
8. Victoria.....	" 5.70	8. Yarmouth.....	" 4.61
9. Annapolis.....	" 6.02	8. Lunenburg.....	" 4.64
10. Shelburne.....	" 6.05	9. Inverness.....	" 4.70
11. Yarmouth.....	" 6.15	10. Cape Breton.....	" 4.80
12. Inverness.....	" 6.18	11. Antigonish.....	" 4.81
13. Cape Breton.....	" 6.36	12. Digby.....	" 4.84
14. Lunenburg.....	" 6.41	13. Shelburne.....	" 5.09
15. Richmond.....	" 6.45	14. Annapolis.....	" 5.21
16. Digby.....	" 6.98	15. Queens.....	" 5.23
17. Guysboro'.....	" 7.00	16. Guysboro'.....	" 5.58
18. Halifax City.....	" 7.94	17. Richmond.....	" 6.23
19. Queens.....	" 9.26	18. Halifax City.....	" 6.73
NOVA SCOTIA, 1 in 5.91.		NOVA SCOTIA, 1 in 4.72.	

For the Journal of Education.

ON READING.

**D**R. FRANKLIN used to say that he read Robinson Crusoe once every year, because, as he alleged, it stimulated him to keep up his independence of character. None who observe the peculiarities of human nature, can fail to perceive that the influence which the biographies of great men exercise over the mind of youth is not inconsiderable. The achievements of warriors or the the adventures of travellers; the persevering industry of those who have probed to the vitals of science; or the patient toil of those men who have risked health, and even life itself to teach the poor-savage the refreshing truths of christianity: these all inspire the minds of the young with that most admirable incentive to advancement in life which we call emulation, "a noble passion, as it strives to excel by raising itself and not by depressing another." This is indeed a rivalry which is, of all kinds, the most praiseworthy, and when productive of active exertion cannot fail to lead to honour and distinction. We confidently assert that if you desire to put into the hands of a boy that which will induce him to discover his own abilities, you cannot do better than place before him the lives of men who, by their genius or industry, (which latter is of still greater service in life,) have built up for themselves solid and enduring fame; men who have ever trod in the paths of honour, and resisted the allurements with which flattery has assailed them or a pardonable vanity suggested. We affirm that the example of these men will do more towards arousing the latent energies of youth than the pedantry of the schools or the philosophy of professors. It must, however, be conceded that the influence exercised over the mind of a youth who has perused, with deep interest, the life of some eminent man, will soon wear off unless he be speedily induced to carry out at least, to a small extent, some of the lofty ideas which he has been led to entertain. Our hero must at once give up castle-building and descend to the plain realities of life. He must, to use a homely but significant expression, 'put his shoulder to the wheel,' and then will be observed a practical demonstration of the benefit of reading as an assistance in the formation of the character.

And now as to the manner of reading—"The only general precept," says John Gibbon, "that I would venture to give is that of Pliny—to read much rather than many things; to make a careful

selection of the best works, and to render them familiar to us by attentive and repeated perusals." Let not the reader, however, imagine that books will do all that is necessary towards moulding the character. A great deal of the good or evil in our nature is derived from personal intercourse with mankind. Dr. Johnson remarks on this subject, 'No man should think so highly of himself as to think he can receive but little light from books, nor so meanly as to believe he can discover nothing but what is to be learned from them.' The opinion held by the learned doctor was that reading, in order to be edifying, must be made subservient to the inclination of the reader; in a word he advised desultory reading, on the ground that the mind will more readily absorb those subjects which, for the time being, impart the greatest gratification. Now, from this opinion we must beg most respectfully to dissent, on the authority of Sir Alexander Scott, whose regret in after years was that he had devoted so much of his leisure time in youth to an indiscriminate study of all kinds of literature. With reference to this roving habit he says:—"Nothing, perhaps, increases by indulgence more than a desultory habit of reading. I believe one reason why such numerous instances of erudition occur among the lower ranks, is, that with the same powers of mind the poor student is limited to a narrow circle for indulging his passion for books, and must necessarily make himself master of the few he possesses ere he can acquire more."

We must, however, confess, that a library containing attractive works of fiction is extremely alluring, and it requires no small share of resolution to shun those sirens of literature, and to take down from the book shelf, in lieu thereof, some venerable volume of what is popularly called dry reading. We think it would be well for those who read a great number of books, if they would sometimes enquire into the correctness of the composition which engrosses their attention. It is a common fault with persons who are "fond of reading," that they never think of exercising their judgment with reference to any statements enunciated by the author. They read "for amusement," forgetting that they are the while gorging the intellect with a surfeit of half-digested facts, and rendering it totally unfit to grapple with any subject requiring a closer and more laborious study. Dr. Reid, the eminent metaphysician, went so far as to express the opinion that great benefit would accrue if only the premises of subjects were laid down by authors, the arguments bearing upon or connected with them being left for the reader to work out and draw his own conclusions therefrom. However this may be, it must be acknowledged that independence of thought is not to be acquired by taking for granted whatever an author chooses to put forth. It must be remembered that one man's opinion on any given subject will generally admit of some modification. By using our own judgment in what we read we are improving those talents of reasoning of which every man is possessed in a greater or less degree. We doubt not, however, that books have been instrumental in many instances in giving the first impulse which has subsequently guided the mind into that channel for which nature originally designed it. Boys who eventually adopt a sea-faring life are often observed to entertain a great partiality for books relating to the adventures of sailors,—there is to them a charm connected with "The Cruise of the Red Rover" or "The Buccaneers," which it were vain to seek for amongst other tales. Others, again, are found to be deeply interested with descriptions of battles and sieges, and to take a great delight in all that appertains to the storming of fortresses and the harrowing details of the battle-field. Perhaps, as a general rule, variety possesses the most powerful attraction to the imagination of youth; and the mind at that season is generally permitted to feast indiscriminately upon all those dainties of the literary cuisine, which should be but sparingly partaken of, judiciously interspersed with more solid viands; and thus preventing the taste for sound instruction from being altogether vitiated. Of the eminent advantages of reading, Barrow has some excellent remarks, which we cannot refrain from quoting. He says:—"The reading of books, what is it but conversing with the wisest men of all ages, and all countries, who thereby communicate to us their most deliberate thoughts, choicest notions, and best inventions, couched in good expression and digested in exact method?" What a marvel is it indeed, that by means of a combination of printed characters the mind should be enabled to carry itself back to the most remote ages; to scan the broad vista of the past, in which fancy depicts, as on a vast canvass, scenes which have been enacted in centuries gone by

The conquest of nations, the founding of dynasties, or the exploration of unknown countries. All that power has acquired and wisdom retained, all that genius has discovered or industry accomplished, are presented to the view in the pages of history. As a record of the past books may be termed tombstones erected at the shrine of history. Though buried in a remote time, yet like the monument which marks the spot of some memorable event, or the simple tablet which covers the relics of a hero; so in books does history still live, and the events of the past may be as freely discussed as those which have occurred but yesterday. When the mind has become wearied with the exertion attendant upon the solving of mathematical problems or other abstruse subjects, how refreshing is a book of poetry or romance.

Reading then acts upon the mind with the same beneficial effects as are produced upon the body by exercise. There is, we think, no better expedient for removing ennui than the perusal of an entertaining book. Now, the most important desideratum with regard to reading is, that a sympathetic feeling should exist between the reader and the author, or else it is a mere empty form. We can remember in childhood repeating verses of poetry or scraps of prose which, to our young ideas, appeared to be nothing more than a jumble of sounds conveying no definite meaning, and calculated only to interrupt the playful gambols in which we were perhaps engaged when called upon to learn our lessons. So is it in after life. It is impossible to appreciate the genius of a literary composition unless the subject be fully comprehended. Concerning the practical utility of reading we may here remark, that we have found it an excellent plan to take a portion of a good standard work, such as *Hume's England* or *Robertson's Scotland*, and after carefully studying the passage so as to become familiarized with its signification, to close the book and write it out from memory, preserving as nearly as possible its original form. It is astonishing how much this practice assists in strengthening the memory, while at the same time laying the foundation of a good style for original composition. Another advantage of *precis* writing consists in the fact, that as only a limited portion of a subject can be treated in this manner at one time, it becomes more strongly impressed upon the mind than if the whole volume were read through without any special notes of its contents being taken. We trust the reader will pardon us if we quote, as a parting word of advice, the pithy admonition of Lord Bacon on this subject:—

A. H. F.

### OUGHT EDUCATION TO BE COMPULSORY?

**T**HIS is a question which demands the earnest attention of every thoughtful mind at the present moment. It is one that must of necessity soon come before the legislature for consideration, and the decision that is then come to, will have a marked effect upon the education of the country for at least some time to come. It is therefore a question on which each one ought to have his mind made up, and be prepared to give a reason for the faith that is in him to any one that may ask it.

We know there are many persons that make a bugbear of the word "compulsory," connecting with it all sorts of inquisitorial interference with their domestic concerns, and liability to heavy penalties in the event of disobedience. This however is a very mistaken view of the question, which is nothing more than this, "Ought the education of the youth of this country to be allowed to go on in the same hap-hazard fashion as it does at present, or ought some means to be taken of seeing that every one that is growing up to be a member of society is receiving an education suited for him, either at the hands of his parents, or in some other way?" It does not imply that there ought to be any interference with the education of such as are in any way receiving an education, it only provides that those who through the carelessness or neglect of parents or others are at present receiving no education, but are left to grow up in ignorance and vice, should have the benefits of a suitable education conferred upon them. There is abundant evidence to shew that this class constitutes no small or unimportant section of the community. The compulsion, therefore, is only applicable to such as are at present neglecting their duty,—the law here, as in every other case, taking effect only against the lawless and disobedient.

Perhaps we may put the question in a less objectionable form,—a form in which it will more readily meet with general assent if we express it thus,—“Ought an education, suited to its particular circumstances, to be the birthright of every individual that is born in this country?” This is, in fact, what it comes to, and this is the point in dispute. There are certain rights and privileges that

accrue to an infant, in consequence of its having been born in this country, ought an education suited to its condition and circumstances to be among these? Ought the state which compels a parent to supply his child with natural food, which prevents him from cruelly ill-treating it, or squandering the property that legally belongs to it, to have also the power of compelling him to confer upon it the blessing of a suitable education, or if unable to do so, of seeing that it is done otherwise? We clearly think so. We question whether in any of these other cases the necessity is greater, or the cruelty or hardship more, than it is to allow the child to grow up in ignorance and folly, perhaps in vice, without the means or the power of fairly and honourably meeting the duties of life, or of coping on equal terms with his fellow men.\* A right and suitable education is of the utmost importance to the child, as bearing upon his future success and position in life; nor will any amount of after labour compensate for the loss that may be occasioned by neglect during this the seed time of life.

Education is the means by which we communicate the knowledge or experience of one individual to another, of one generation to another. And it is to the fact that man has the power of communicating his knowledge and experience to others, of imparting his learning and skill to those that are to come after him, that we are indebted for all the progress that has been made in civilisation, in art and science, up to the present time. If man were destitute of this power of communicating his knowledge and experience to others, if each individual, each succeeding generation, had to begin life afresh, and to work out its own knowledge from its own individual experience, then no progress, no advancement would be possible.

In education we have as it were an instrument put into our hands by God for the improvement and elevation of the race, God in this way conferring the high honour upon man of making him a co-worker with himself in the restoration, the perfection of humanity,—for, according to Milton, the end of education is to “repair the ruin of our first parents,” to restore beauty, and harmony, and power, unto that system which was ruined by the Fall.

Perfection consists in living in harmony with law, in man's nature being so brought into harmony with natural law (under which we include, of course, mental and moral as well as physical) that the two are as one actuated by the same motive, tending to the same end. Natural law is nothing else than the will of God, who is both its author and its governor, and who attends every infringement thereof with punishment. All pain, suffering, distress, all the evils that exist in the world result from the infringement of natural laws, and the more our nature is brought into conformity with these, the greater its freedom from the former. It is only by obeying a law that man is free from the power, the punishment, of that law, and when his nature is brought into harmony with natural law, he is no longer subject to law, but is, as the Scripture says, “a law unto himself.” His will and desires are only towards the true, the right, and the good; he knows the truth, and the truth makes him free. To the ignorant, nature is a despotic ruler, enforcing its apparently arbitrary behests with the utmost rigour, while to the learned, she is the most humble and submissive of servants, doing all manner of work swiftly, silently, ungrudgingly.

Our nature was brought into antagonism to law by sin, discord was thus introduced into the world, and the violated law fails not to vindicate itself. Before the Fall, man's nature was in unison with the divine will, and hence in harmony with all law physical and moral.

The great purpose of education, then, is to teach men to live in harmony with the natural and moral laws of God's universe, to bring the human will into unison with the divine, for thus only is happiness to be secured, and pain and suffering avoided. By means of it man learns not only what he ought to do, but how he ought to do it, so as to do it naturally and even to desire to do it, thus setting his desires upon proper objects, and basing his happiness upon a true foundation. It is not, however, at once, but after a long process of trial—a process that is still going on—that man arrives at a knowledge of law, and succeeds in bringing his nature into conformity thereto. It is only amid repeated failures, and along with much that is wrong and bad, that man comes to know the right and to do the right. It is in looking back upon his past career, when life is perhaps drawing to a close, and observing the many instances in which he fell into error through ignorance of natural laws, or from setting his desires upon unworthy objects, that the observant and thoughtful man comes to know the full force of all this. He feels that if he had to begin life again with all his present knowledge and experience, and yet tender, pliable, susceptible, as when he first set out on life's course, he would be able to avoid many of the errors into which he had previously fallen. Hence we may well suppose, that if such a one had the power of repeating and repeating his life over and over again, and bringing all the accumulated experience of the past to the building of each succeeding state of being, he would at length in the course of ages succeed in bringing himself to a very high degree of perfection.

Not that we mean to assert that by means of human reason alone man would ever be able to raise himself to any high degree of perfection. This is not at all necessary to our argument, for we assume no higher power in the way of self-improvement in such an indi-

\* “Children have as much right to some proper education as to have their lives preserved.”—*Bishop Butler; Sermons.*



vidual, than in the race whom he is taken to represent. A divine revelation would be as necessary, and no more out of place, in the one case than in the other; at present, our purpose is not with the origin of our knowledge, but with its growth.

Is not this, then, in a measure, the way in which God has provided for the perfection of the race? He has not indeed given to each one the power of living his life over again in himself, of correcting the errors of his past life in a new and susceptible state of existence, but he has given him the power of correcting the error of his own life in that of his offspring. He may not, indeed, live his life over again in himself, but he may do so, nay of necessity in a measure must do so, whether improved or deteriorated, in his children's. The parent has the power of moulding and fashioning the characters of his children in accordance with his own idea of right and wrong, and of imparting to them the results of his own experience. For this purpose God has placed him in the most favourable circumstances, and provided him with the amplest means. He himself has reached mature life, his own character is formed, his faculties are developed and active. His own education has doubtless not been without its errors and defects, which are now manifest to him by their consequences. He cannot perhaps in his own person undo what has been already done, but he can at least see to it that his children do not suffer from the like causes, and that their lives may at least be less imperfect than his has been. On the other hand, old age has not yet begun to creep upon him, so as to render him careless or negligent. His faculties are not yet blunted or obscured, nor is the strength of his energies abated. Custom or habit has not acquired such a power over him as to make error in a measure natural to himself,—the wrong assume almost the appearance of the right. The child, on the other hand, is entrusted to his care in its tenderest and most susceptible form. The young of no other creature is at birth so feeble, helpless, and unprovided for by nature, or remains so long in a state of dependence. The human infant alone, of all earthly creatures, is susceptible of being influenced in any high degree by others, and he alone is mainly dependent in the formation of his character on the training which he receives from those around him. A peculiar power is also given to first impressions, and an influence which is unsurpassed to the earliest teachers of the child. Then there are the strong ties of affection by which the two, parents and children, are bound together. These are not general, but individual—individual parents to individual children, and individual children to individual parents.

The parent, then, who does not avail himself of those means which God has put into his hands for the education of his children, who does not attempt to rectify the errors and defects of his own life and education in those of his children, who does not avail himself of the tender susceptibilities of their nature, to impress upon them the true and the right, and watch over their dawning faculties that they go not astray, is guilty of the grossest negligence. The man of experience and wisdom, on the other hand, feeling the comparatively little success that attends his efforts at self-reformation, struggling with enfeebled energies against confirmed habits, rejoices in his heart that he has at least the power of instilling into the susceptible minds of his children the fruits of his own experience, when at least they will not have confirmed habits to contend with, and where the energies are fresh and vigorous to carry them into practice. Nor will such an one fail to reap the reward thereof, both here and hereafter, even as if done in his own person.\*

On the parent, then, clearly and emphatically devolves the duty of directing the education of his own children; and as long as he is able and willing to do so, we do not think that the State or any one else has a right to interfere. But if the parent is too poor to see to the education of his children, or if he is so ignorant or stupid as not to see the necessity or value of education, then it is, we think, clearly the duty of the State to interfere in the matter, and in so doing it is not exceeding its natural and legitimate powers.

The children are the parties mainly interested in the matter, the parties who will suffer in consequence of the neglect, and yet they are in no position to protect themselves, or to see to their own interests. The state, therefore, as the natural guardian of those that cannot guard themselves, as the protector of the interests of those that are themselves unable to protect them, has a right to interfere on their behalf, and see that their rights in no way suffer damage. Further, these children are growing up to be members of the State, whose duty it therefore is to see that all due care is taken that they may not become troublesome or burdensome to it, but, on the contrary, that they be properly qualified to fulfil the duties and obligations that may devolve upon them, to exercise in a proper manner the rights and privileges that it confers upon them as members of its own body. So long as the State regards it as a part of its duty to punish criminals, we hold that it is equally within its province to take every rational means for the preventing of crime. It would doubtless seem strange to us, were it not unfortunately so common, to punish those for the breaking of laws who have never known what it was to obey them,—to punish those for stealing who have never been taught to respect their neighbour's property. Nor will this anomaly ever be removed, till we have a compulsory system of education,—a system that will secure to every one a knowledge at least of what is right, so that if they afterwards fall, it may not be through ignorance.

\* "Albert observed that it was always said that parents lived their lives over again in their children, which is a very pleasant feeling."—*The Queen's Diary*.

If one generation owes anything to another, if there is any obligation on a people to care for those that come after it, it is this, that it impart to them an education in all things corresponding to the position which it occupies in proportion to the advantages which it enjoys. The next generation is made up of those that are to bear its name and carry forward its fame. The successors of its present statesmen, poets, philosophers, men of science, and men skilled in the arts, ministers of religion, trainers of the young, philanthropists are all there, and the duty devolves upon it,—a duty enjoined by God and taught by reason,—of imparting to each and all of them that training and instruction that shall best fit them for their several positions in life. God has so ordained things in this world, that one generation soweth and another reapeth; that the enterprises and schemes of one generation fall to be carried out and completed by those that come after it. There are ever Moseses that can only obtain Pizgah views of the Promised Land, Davids that are not permitted to build houses of the Lord, and hence the necessity of those that come after them, their Joshuas and Solomons, receiving that spirit and wisdom and knowledge that will best fit them for carrying on the great work and bringing it to a successful termination. Education is the means by which we impart the knowledge and experience of one individual to another, of one generation to another. Its great purpose is to elevate the young and rising of each succeeding generation to the stand-point occupied by their fathers, so that, with youth, and vigour, and fresh energies on their side, they may carry on their labours, and promote the march of human progress. The higher a platform a nation or people occupies in the scale of civilisation, the more there is to be learnt, and the greater the necessity for education. When man is but a little elevated in the social scale, when his wants and necessities are few, and his means of supplying them ample, then he requires but little education, his natural powers and instincts being alone almost sufficient for his needs. But when a people has attained to a high degree of eminence among the nations of the earth, when its knowledge and acquirements are great and varied, its necessities many and complex, then an education suited to these circumstances comes to be of the highest importance. When in such a case a people does not receive an education suited to its circumstances, declension and degeneration are sure to follow, of which history affords but too many instances both in ancient and modern times.

The wealth and power of a state lie not in its material possessions of any kind, but in its men. It is the men of a State that confer honour upon it, that extend its power and influence, that build up its prosperity, that constitute its happiness. Hence these ought ever to be its first concern, ought ever to receive its chief regard. The State which devotes its chief attention to the development of its material resources, the fostering its arts and manufactures, extending its commerce, to the neglect of the moral and intellectual training of its members, is certainly committing a very grave error. To do so, and to leave the great mass of the people to grow up in ignorance and vice and crime, is a very mistaken and short-sighted policy, the consequences of which will undoubtedly, at some time, recoil upon its own head.

It is labour, as the political economist tells us, that is the source of wealth,—it is the amount of labour that is spent in the obtaining or production of a thing, or that is expended upon it, that constitutes its value. Labour, which gives value to all things, is of human production. The labour of the lower animals, the operations of machinery, derive their value from being directed by, taken advantage of, or created by, man. Hence, it is from the working power of its people that a nation derives its wealth, which consists in the value of its productions exceeding that of its articles of consumption. The more skilled the labour that is expended upon any article, the greater is its value. Skilled labour is that which, by means of education, training, or special adaptation, is taken out of the hands of the many, and can be done only by the few. Unskilled labour, on the other hand, is that which demands no special adaptation, training, or education, for its performance, but may be done by almost any one. Hence it is the duty, the business of the State, to do what it can by means of education, and in every other lawful way, to get the greatest amount of the most valuable work from every one of its members.

It is now nearly three hundred years (*i. e.*, 1578) since a learned Spaniard, Dr. Juan Huarte, wrote a book entitled, *Examen de Ingenios*, or Trial of Wits, in which he advocated the appointment by the State of certain men of approved sagacity and knowledge, as "Triers of Wits," to search and sound the abilities of the young, and after due examination, to oblige them to study that science their heads most leaned to, instead of abandoning them to their own choice.† Education is the great "Trier of Wits," the best means by which the natural talents and capacities of each one may be found out, and be fitted for that position in life best suited for him. The establishment of an enlightened system of education, which will not only provide for each one being instructed in the elementary branches of knowledge, but which will afford to all who shew a desire and aptitude therefor instruction in even the highest branches, will do more than anything else to bring out the natural

† This work attracted considerable notice at the time, and was translated into most of the European tongues. More recently it was translated into German by the poet Lessing; and so late as 1855, there was published in Paris, a book entitled, "Essai sur l'ouvrage, de J. Huarte. Examen des aptitudes diverses pour les Sciences, par J. M. Guardia."

talent of a people. We blame the man who allows his fields to lie uncultivated, or who neglects to avail himself of the resources at his command, but is not the State equally, nay, infinitely more culpable, that does not do all in its power to utilise its moral wastes, to turn to the best account the vast amount of talent and industry that might be lying useless or noxious in its midst? A late distinguished statesman said, that he did not believe in the existence of "dirt" except as "something not in its right place;" and may we not, in like manner, say that vice and crime are only natural powers misapplied—talent, energy, industry, courage, perseverance, in a wrong direction, or in an improper sphere? Who can tell how many Miltons, Cromwells, Hampdens, or men equally talented or useful, have spent inglorious lives in some village hamlet or crowded city? Who can estimate the amount of loss that has accrued to the State and the world therefrom?

It is by taking pains to foster and encourage talent and industry among its people, by doing what it can to render the labours, the efforts of each, as useful, as valuable, as skilful as possible, that a state will best promote its own interests, will most advance its own power and prosperity. It is the duty, the business of the state, to turn to the best advantage the means at its disposal, the powers under its command, the labours, the talents, the industry of its members. When this is properly attended to, there will be much less of worthless labour, misapplied talent, wasted energy, than at present.

But such attempts at the establishment of a compulsory system of education, are met with the cry of interfering with the liberty of the subject; and it is strange how much power sometimes exists in a cry, even though there may be little sense or meaning in it. We cannot help thinking that there is a great deal of nonsense frequently talked about the "liberty of the subject;" and confess to having but a very faint notion of what many people mean by the term. "Liberty," we know, and "subject," we know, but this "liberty of the subject" seems some shapeless phantom suspended in mid-air, and not perceptible to any of our bodily senses, or, chameleon-like, strives to preserve its individuality by assuming the colour of the objects around it. The terms, "liberty" and "subject" are contradictory and mutually destructive, the one of the other. So far as one is subject he has not liberty, and so far as he has liberty he is not subject. The wild beast that roams the forest at will has liberty; as has also the untutored savage who knows or acknowledges no will but his own; but the moment he becomes civilised, and come to live in community, he must yield up a portion of his liberty in return for protection, mutual aid, and the other advantages that flow from living in society. Whatever may be the nature of the so-called social contract, there can be no doubt of this, that all who live in society must give up a portion of that liberty which they would enjoy in a savage state for the common weal, and that the conduct of each one must be more or less guided by a regard to the feelings and interests of others.

Strange and unaccountable as it may at first seem, it is nevertheless true, that the more civilised a people or nation becomes, the less will there be of what is called now liberty. The more perfect a man is, the more is he subject to law; and the higher in the scale of existence any being is, the greater the number of laws which demand his obedience. Liberty is characteristic of an imperfect or fallen being, in so far as it necessarily involves the power of doing wrong, of going astray, of falling into error. In any given circumstances, there can only be one course of action that is really and absolutely the best, and in any idea that we may form of perfection, we must necessarily include in it the power of, in all cases, selecting and pursuing that course of conduct that is really and absolutely the best; and the more perfect a being is, the more nearly will he come up to the standard. Were man a perfect being, then he would in each case have the power of choosing and pursuing that course of conduct that was really and absolutely the best. This would come before him naturally and of necessity, without any choice or option in the matter. But man is not a perfect being. He has fallen from that state of perfection in which he was originally created, and his natural tendency being no longer towards the true and the right, God has given him liberty in order that he might, as the Scripture says, seek after them, so as peradventure to fall upon them and find them. The true object of liberty, then, is to enable us to seek after that which we have lost,—the true, the right, and the good,—in the attainment of which man's real happiness is placed; and the moment man finds the true source of his happiness, all necessity or desire for liberty will cease to exist. As a pack of hounds first run about in all directions in quest of a scent, but the moment they come upon it, they then all set off in the same direction after it, so with happiness, men first of all roam about in all directions in quest of it, but as they find themselves upon the right track, they are drawn, as by an irresistible instinct, in that direction, and the liberty to follow any other course is neither necessary nor desirable. True happiness, when once it is found, will so commend itself to the inner nature of man, as affording the only real gratification to his desires and cravings, that it alone will be followed.

It is not in liberty, but in subjection, that the perfection, the happiness, of man consists.\* Whosoever, says Christ, would be

\* "I know not if a day is ever to come when the nature of right freedom will be understood, and when men will see that to obey another man, to labour for him, yield reverence to him, or to his place, is not slavery; . . . it is often the noblest state in which a man can live in this world." "That

great among you, let him be your minister; and whosoever would be chief among you, let him be your servant. The ability and power to render right and proper service, is one of the grandest and noblest positions for man upon earth. The highest feeling the deepest emotion of the human heart, is love,—that love which seeketh the good of others equally with, and even in preference to, its own good. This is the great pervading principle of the Christian religion, which is summed up in love to God and our neighbour. It was the strength of this principle in the apostle Paul, that led him to say that he could even wish himself to be accursed from Christ for the sake of his brethren, his kinsmen according to the flesh. The more perfect a man is, the more the higher and nobler principles of his nature come to constitute the rule of his life, the more will his actions and conduct be guided by a regard to the interests of others, and the less by mere self interest. As this principle of love comes to animate and pervade humanity, each individual will come to look less at what is merely for his own good, and more at what he believes to be for the good or advantage of others.

The more clearly and the more perfectly one sees the divine character and the workings of the divine will, the more will he see that the great ruling and reforming principle of the world is love. This is the great power by which man is to be again made perfect and restored to the lost image of God, and that reign of righteousness established upon the earth, prophetically spoken of in Scripture as the time when the lion shall lie down with the lamb, and the leopard with the kid, and when there shall be nothing to hurt or destroy in all God's holy mountain. In seeking and labouring and striving for the good of others, man is doing God's work upon the earth, and God will bless him therefore with richest blessings, even length of days, a more perfect nature, more elevated enjoyments; in fine, a foretaste of those pleasures that are reserved hereafter for the people of God.

But while love seeks the good of others, liberty is chiefly concerned about its own good. The feeling or desire for liberty springs from a regard to self, while love chiefly busies itself in seeking the good of others. Liberty is self-asserting, and seeks to rule, while love derives its pleasure from serving or benefiting others. It was thirst for liberty, or desire for rule, that rendered service in heaven irksome, and led to the fall of the angels. In man, however, as at present constituted, with his unsatisfied desires and cravings after truth and happiness, liberty is one of God's best gifts which we are to use for good. Its purpose being to aid us in our search after truth and right, it naturally follows that each one ought to be at liberty to pursue his search in his own way, so long as he does not interfere with the rights of others. This is the true province of liberty, and hence are drawn the only valid arguments on its behalf. The general rule with respect to liberty as political economists tell us, is, that a man ought to be free in all that concerns only himself, but subject to law or control in what may bear upon or affect the interests of others. The State, as the natural guardian of its people's rights, may rightly interfere with the actions or conduct of any when these are judged to be productive of evil or injury to others. But who shall say that the parent who neglects the education of his children, and allows them to grow up in ignorance and vice, is acting only in that which concerns himself and affects no one else? Children are in no such sense a part of or the property of their parents. They are a trust confided to them, and are growing up into a separate and independent state of being, on which the training which they receive in early years has a material, an irradicable effect. They are growing up to be members of a State which has a right to insist, that due care be taken that they may not be troublesome or burdensome to it, but that, on the contrary, they may become useful and honourable members thereof. There is probably no higher authority on the subject of liberty than John Stuart Mill, and he speaks very emphatically on this subject:—"One would almost think," he says, "that a man's children were supposed to be literally and not metaphorically a part of himself, so jealous is public opinion of the smallest interference of law with his absolute and exclusive control over them." "Is it not almost a self-evident axiom that the State should require to compel the education up to a certain standard of every human being who is born its citizen?" "It is one of the most sacred duties of the parents (or as law and usage now stand, the father,) after summoning a human being into the world, to give to that being an education fitting him to perform his part well in life towards others and towards himself."—*English Journal of Education.*

principle to which polity owes its stability, life its happiness, faith its acceptance, and creation its continuance, is obedience." "How false is the conception, how frantic the pursuit of that treacherous phantom which men call liberty." "There is no such thing in the universe. There can never be. The stars have it not, the earth has it not, the sea has it not, and we men have the mockery and semblance of it only for our heaviest punishment." "If there be one principle more widely than another confessed by every utterance, or more sternly than another imprinted on every atom of the visible creation, that principle is not liberty but law." "Wise laws and just restraints are to a noble nation not chains, but chain-mail." "Depend upon it, the more laws you accept, the fewer penalties you will have to endure, and the fewer punishments to enforce" (*John Ruskin.*) "Obedience, little as many may consider that side of the question, is the primary duty of man. No man but is bound indefeasibly with all force of obligation to obey. Parents, teachers, superiors, leaders, these all creatures recognise as deserving obedience. Recognised, or un-recognised, a man has his superiors—a regular hierarchy above him, extending up, degree above degree, to heaven itself, and God, the maker who made the world, not for anarchy, but for rule and order."—(*Thomas Carlyle.*)



## GAINING THE ATTENTION.

THE teacher who fails to get the attention of his pupils, fails wholly. There is, and there can be, no teaching, where this is not secured. Gaining the attention, however, is not the only indispensable condition. We have seen a class wrought by tricks and devices to the highest pitch of aroused mental activity—fairly panting with eagerness, yet learning nothing. The teacher had the knack of stirring them up and lashing them into a half-frenzy of expectation, without having any substantial knowledge wherewith to reward their eagerness. With his one-sided skill he was but a mountebank. For real successful teaching, there must be two things: the ability to hold the minds of the children, and the ability to give them sound and reasonable instruction. Lacking the latter ability, the pupil goes away with his vessel unfilled; lacking the former, the teacher only pours water upon the ground.

How shall the teacher secure attention?

In the first place, let him make up his mind that he will have it. This is half the battle. Let him settle it with himself, that until he does this, he is doing nothing; that without the attention of his pupils, he is no more a teacher than the chair which he occupies. With this truth fully realized, he will come before his class resolved to have a hearing; and this very resolution will have its effect upon the scholars. Children are quick to discern the mental attitude of a teacher. They know, as by instinct, whether he is in earnest or not, and in all ordinary cases they yield without dispute to a claim resolutely put.

This, then, is the first duty of the teacher. He must go to his class with the resolute determination of making every scholar feel his presence all the time. The moment a pupil shows that the consciousness of his teacher's presence is not on his mind, as a restraining or attracting power, something is wrong. The first step toward producing that consciousness, as an abiding influence, is for the teacher to determine in his own mind to bring it about. Without being arrogant, without being dictatorial, without being or doing anything that is disagreeable or unbecoming, he must put forth a distinct power of self-assertion. He must determine to make them feel that he is there, that he is there all the time, that he is there to every one of them.

In the next place, the teacher must not disappoint the attention which his manner has challenged. He must have something of value to communicate. He must be thoroughly prepared in his lesson, so that the pupils shall feel that they are learning from him. His lips must keep knowledge. The human heart thirsts for knowledge. This is one of its natural instincts; and nothing is more common than to see children hanging with fondness around one who has something to tell them. Let the teacher then be sure to have something to say, as well as be determined to say it.

In the third place, the teacher must have his knowledge perfectly at command. It must be on the tip of his tongue. If he hesitates and stops to think, or to look in his book for the purpose of hunting up what he has to tell them, he will be very apt to lose his chance. Teaching children, particularly young children, is like shooting birds on the wing. The moment your bird is in sight you must fire. The moment you have the child's eye be ready to speak. This readiness of utterance is a matter to be cultivated.—The ripest scholars are often sadly deficient in it; the very habit of profound study being apt to induce slowness. A teacher who is conscious of this defect, must resolutely set himself to resist it and overcome it. He can do this, if he will. But it requires resolution and effort.

In the fourth place, the teacher should place himself so that every pupil in the class is in sight. It is not uncommon to see a teacher pressing close up to the centre of the class, so that if he turns his face to those on one side, he must at the same time turn his back to those on the other. Always sit or stand where you can see the face of every pupil. I have seen the whole character of the instruction and discipline of a class changed by the observance of this simple rule.

Another rule is, to use your eyes quite as much as your tongue. If you want your class to look at you, you must look at them. The eye has a magic power. It wins, it guides, it rewards, it punishes, it controls. You must learn how to see every child all the time. Some teachers seem to be able to see only one pupil at a time. This will never do. While you are giving this absorbed attention to one, all the rest are running wild. Neither will it do for the teacher to be looking about much, to see what is going on among the other classes in the room. Your scholars' eyes will be very apt to follow yours. You are the engineer, they are the passengers. If you run off the track, they will do likewise. Nor must your eye be occupied with the book, hunting up question and answer, nor dropped to the floor in excessive modesty. All the power of seeing that you have is needed for looking earnestly, lovingly, without interruption, into the faces and eyes of your pupils.

But for the observance of this rule, another is indispensable.—You must learn to teach without a book. Perhaps you cannot do this absolutely. But the nearer you can approach to it, the better. Thorough preparation, of course, is the secret of this power. Some teachers think they have prepared a lesson when they have gone over it once, and studied all the answers. There could not be a greater mistake. This is only the first step in the preparation. You might as well think that you have learned the multiplication table, and are prepared to teach it, when you have gone over it once and seen by actual count that the figures are all right, and

you know where to put your finger on them when required. You are prepared to teach a lesson when you have all that is in it at your tongue's end. Any preparation short of this will not do. Once prepare a lesson in this way, and it will give you such freedom in the art of teaching, and you will experience such a pleasure in it, that you will never want to relapse into the old indolent habit.—*Educational Monthly.*

## NATURAL SCIENCE.

OF the large number of men who have little aptitude or taste for literature, there are many who have an aptitude for science, especially for science which deals, not with abstractions, but with external and sensible objects; how many such there are can never be known, as long as the only education given at schools is purely literary; but that such cases are not rare or exceptional, can hardly be doubted by any one who has observed either boys or men. Nor would it answer, were it true, to say that such persons are sure to find their vocation, sooner or later. But this is not true. We believe that many pass through life without useful employment, and without the wholesome interest of a favourite study, for want of an early introduction to one for which they are really fit. It is not, however, for such cases only, that an early introduction to natural science is desirable. It is desirable surely, though not necessary, for all educated men. Its value as a means of opening the mind and disciplining the faculties, is recognised by all who have taken the trouble to acquire it, whether men of business or of leisure. It quickens and cultivates directly the faculty of observation, which in very many persons lies almost dormant through life, the power of accurate and rapid generalization, and the mental habit of method and arrangement; it accustoms young persons to trace the sequence of cause and effect; it familiarises them with a kind of reasoning which interests them, and which they can promptly comprehend; and it is, perhaps, the best corrective for that indolence which is the vice of half-awakened minds, and which shrinks from any exertion that is not, like an effort of memory, merely mechanical. With sincere respect for the opinions of the eminent schoolmasters who differ from us in this matter, we are convinced that the introduction of the elements of natural science into the regular course of study is desirable, and we see no reason to doubt that it is practicable."—*Report of the Royal Commission "On Public Schools."*

The narrow range of our existing curriculum invites extension, and natural and physical science claims admission on all grounds that render intellectual education in itself desirable. The natural interest boys take in it, and the effort it consequently induces them to make, the dignity of the ideas it unfolds, and the exactness of the knowledge that it is built upon; its value in practice and in philosophy, the extension it gives to the range of intellectual pleasure, the truth-seeking habit of mind, and the training of an intelligent contemplation of the world that it imparts; and, above all, the completeness of the illustrations and models of the art of thinking, that it affords in a form that attracts and retains the attention, and almost unconsciously trains the student in habits of logical thought, form a body of arguments that seem unanswerable for introducing science into our schools as a branch of liberal education.—*J. M. Wilson, M.A.*

(From Sheldon's "Elementary Instruction.")

## COURSE OF LESSONS ON ANIMALS.

## INTRODUCTORY REMARKS.

THE natural history of the animal creation furnishes abundant materials for instruction. First, that of a religious character; for the wisdom and goodness of the Creator are manifestly proclaimed in the wonderful construction and beautiful adaptation of animals to circumstances, evidencing design in a manner which no one can gainsay. Secondly, that of a moral character; for, by awakening interest in animals, kind and humane feelings are promoted, which those who have witnessed the pleasure even very young children take in tormenting creatures over which they have any power, will acknowledge to be an object of no small importance. Thirdly, that of an intellectual character; for the faculties of observation, of comparison, and of conception, are brought into exercise, whilst reason takes its part in tracing cause and effect, and drawing inferences and conclusions from facts.

In the First Step, the perceptive faculty is exercised on the general appearance and external parts of animals. The teacher must not seek either to promote precocious development, or to store the memory with information, but simply to direct aright the activity that exists; to form, and not to fill the mind.

In the Second Step, not only the perceptive, but also the conceptive faculty is exercised. The teacher directs attention to the actions of animals and their mode of life, as well as to their forms, parts, &c. Subjects of lessons are no longer limited to native and domestic animals, but include such as are foreign; at least the more prominent of these.

In the Third Step, the reasoning faculty is exercised. The teacher leads the class, already somewhat acquainted with the

structure and habits of animals, to see the wonderful adaptation of one to the other. Sometimes this is best shown by comparison of individual animals.

In the Fourth Step, the faculty of generalization is exercised. The work of the last Step, which is consideration of adaptation, is extended to classes of animals. More general comparisons are made.

Moral lessons should constantly be drawn from these subjects, not with cold, dry formalism, but in such a manner as to interest and to improve. In the lower steps, the object of the teacher will be chiefly to excite feelings of humanity and sympathy for the lower animals. In the higher steps, the thoughtful teacher cannot help referring to the wisdom and goodness of the great Creator and Adapter.

All that can be done to help teachers in carrying out this subject, is to furnish them with principles, give a few patterns of model sketches and exercises, and to suggest hints. But if the mind of the teacher be barren and uninventive, the instruction will be dull and wearisome.

FIRST STEP.

I.—General conversation about an animal. Observation of its most prominent parts, as the children advance.

II.—More accurate observation; referring to,

1. Parts, names, and number and uses of these.
2. Distinction of parts, as principal and secondary.
3. Position of parts.

4. Characteristic parts, or those which especially distinguish the animal.

Any one or two of these points may be taken up in a lesson, as the subject may be best adapted to work them out. But as a general rule, the teacher will commence the Step by working out Point 1, and conclude it by working out Point 2.

1. *Hen and Chickens. (Conversational Lesson.)*

1. Present a picture. Let the children examine it, and determine what the animals are; what doing; what the hen is to the chickens; the chickens to the hen; what the hen does for the chickens (scratches up food for them all day, watches over them, defends them from any dog or hawk that threatens them). This gives her trouble, and exposes her to danger. Why she does it? She loves her chickens. Children to say what their mothers do for them, and why? Refer to the goodness of God, which inspires mothers with so much affection.

2. Children compare the hen and chickens as to their ways, &c. The hen is active, industrious, intent on supplying the wants of the chickens. The chickens are weak, helpless, and can do nothing for themselves. How they act on the approach of danger. How the hen behaves under the same circumstances. How loving she is; how brave; how unselfish. How we should feel and behave toward the hen.

2. *The Horse. (For Parts, their Names, and Number.)*

MATTER.

1. A horse has legs, body, head, eyes, ears, mane, tail, and hoofs.

2. A horse has a long round body, long thin legs, a handsome flowing tail, flowing mane, and upright pointed ears.

3. The horse has one head, one body, one tail, two eyes, two ears, four legs, and four feet.

4. We should never treat the horse unkindly, but always be good and gentle to it.

METHOD.

1. Children name the parts when pointed to, and point to them when named. (S. R.)\*

2. Children led to talk about the parts; their number and kind. Teacher gives terms required to express ideas; as, *handsome*; *flowing*, by comparing the tail and mane of the horse with the tail and mane of the lion. *Pointed*, brought out by comparing the two ends of a cut pencil. Which end most resembles the ears of a horse? *Upright*, by holding the pencil in different directions.

3. Children referred to the parts they have before noticed. Teacher bids them to name some part of which the horse has but one; some part of which it has two; whether they can find any part of which it has exactly three? If not, let them find parts of which it has four.

4. Children say who made the horse. How He would like to have us treat it? To name any ways in which they can show it kindness.

*Summary.*—The teacher asks each child individually to name a part of the horse. Goes around the class a second time, asking each the number of part he names; i. e., the child who says, "The horse has an eye," should say how many eyes. Third time each child is required to describe any part named by the teacher.

3. *The Sparrow. (Parts.)*

I.—Principal and secondary parts. II.—Position of parts.

I.—1. *Principal Parts.*—These are, *head*, *body*, *wings*, and *legs*. (S. R.) Call on a child to touch a large part of the bird. When body and wings have been found, cover them up, that the remaining parts may be distinguished.

2. *Secondary Parts.*—(a) Of the head—*eyes* and *beak*. (b)

\* S. R.—Simultaneous repetition.

Of the body—*feathers*, *back*, *breast*, and *tail*. (c) Of the legs—*feet* and *claws*. (S. R.) A child to fix a part of the head; as, the *eye*. How many eyes? What the bird does with them? The *beak*. How many parts? Its use? What children have, instead of a beak? What, instead of the feathers? Why the bird wants feathers? &c.

II.—*Position.*—1. *Principal.* The *head* is at *one end* of the *body*; the *tail* at the *other end*. The *wings* are on *either side*, and the *legs* underneath. (S. R.)

2. *Secondary.*—The *eyes* are on *either side* of the *head*. The *beak* is in *front* of the *head*, and *below* the *eyes*. The *back* is the *upper part* of the *body*, the *breast* the *under part*. The *feet* are *below* the *legs*. The *toes* are at the *end* of *each foot*—three *before*, and one *behind*. The *feathers* are all over the *body*, *except* the *legs*, *beak*, and *eyes*. (S. R.) Children to notice where the *head* is. Teacher give the proper expression, if needed. Question thus: What is at one end of the body? What at the other? Then reverse the questions; as, Where is the head? Where are the legs? the feathers? Children distinguish the unfeathered parts.

4. *The Duck. (For Characteristic Parts.)*

MATTER.—1. The duck has feathers of many colors—green, blue, brown, white, and black.

2. The duck has thick, glossy plumage.
3. The duck has a flat, boat-shaped body.
4. The duck has strong yellow legs, placed far back.
5. The duck has broad, webbed, yellow feet.
6. The duck has a broad, flat-toothed, yellow bill, rounded at the end.

METHOD.—1. Let children select colored cards to match the feathers of the duck, and name the colors.

2. Unless there is a stuffed specimen, and not merely a picture, omit this. With a specimen, bring out *thick*, by observation, and *glossy*, by comparison with the feathers of an owl.

3. Present a card-board cylinder. Children bend it so as to represent the general shape of the body. Give term *flat*. Draw an oblong to represent shape, and ask what object they see on the water nearly of the same shape?

4. Measure the diagram from end to end. Mark it in the middle. Children to mark where the legs are placed.

5. Compare with feet of a hen. Give the term *webbed*.

6. Compare with the beak of a hen. Give the term *toothed*.

*Summary.*—Teacher names the parts. Each child in turn gives a term which describes the part named.

Subjects for Lessons at this Step.

- |                     |                      |
|---------------------|----------------------|
| A Dog.              | A Cat and Kittens.   |
| A Cat.              | A Cow and Calf.      |
| A Cow.              | A Sheep and Lambs.   |
| A Sheep.            | A Donkey in Draught. |
| A Horse.            | A Pig.               |
| A Goat.             | A Duck.              |
| A Hen.              | A Hen and Chickens.  |
| A Cock.             | A Mare and Foal.     |
| A Rabbit.           | A Goose.             |
| A Mouse.            | A Rat.               |
| A Newfoundland Dog. | A Guinea Pig.        |

TWO HOURS IN A PRIMARY SCHOOL.

READER, whoever you may be, come with us and spend the afternoon in a Primary School. There are six classes in the building, each occupying a separate room and taught by one teacher. If you please, we will now visit the fourth. It is a charming winter day without, and all looks cheerful within. With a pleasant smile, the teacher welcomes us to her room. Before the school exercises begin, let us see what accommodations are furnished by the city for these little ones. The room is about forty-two by thirty feet, and there are two large windows at either end. A blackboard extends the whole length of the rear wall, and of the front also, with the exception of space sufficient for two doors, between which the teacher's platform is placed. Here we take our seats, having the desk upon our left. There are fifty-four desks and chairs for the children, arranged in nine rows. The clock between the windows, there upon our left, indicates the hour of two. Forty-five pupils are in their seats. Eight are absent from sickness; and here comes one little girl who is three minutes late. The scholars in this class have attended school, upon an average, about fourteen months.

For convenience, the class is divided into two sections: the first containing twenty-eight, and the second eighteen, pupils. The following words are already written upon the board as here indicated:—

i                    e                    e                    i  
 bar-g(ai)n, do-c(ai)v'e, ch(ea)t-ing, b(uy)-cr, sell-er, prof-it, dou(gh)t,  
    kw                    u                    z  
    (qu)ar-ter, pur-p(o)s'e, de-(s)erve, base, en-j(oy)

The teacher, now, pointer in hand, begins her work. "Position. Look first at these words, and we will spell them by sounds." She repeats the word "bargain," and the children spell in concert.

"Wrong, as like the short sound of *i*. Try again. Right." The word "*bought*" is now given, and spelled. The question, "What letters silent?" is then asked. "*gh*," is answered. The teacher then proceeds. "*Deceive*, *ei* like *e*. What letter is silent here?" "*e*." Thus they go through the whole list.

It is now 2:10. "Take your books and sit up, holding them comfortably." The book in use by this class is Hillard's Second Reader. The lesson for to-day is the sixty-first, on the one hundred and tenth page, and is a dialogue between Arthur and George. "Now, we will study this lesson together. Who can tell me what LX stands for?" "Sixty." "1?" "One." "Yes, now LX and I put together?" "Sixty-one." "Who can tell me what this lesson is about? Eddie?" Eddie thinks he knows, but fails to tell. "Well, Mamie, you may tell. Very good. Which boy speaks first?" "Arthur." "Who next?" "George." "Who would like to read the first verse? Well, Sophie. That was pretty good. Mamie. Read once more, a little louder. How much is a dime?" "Ten cents." "How much more did John pay than he ought? Yes, five cents. Fanny may read next. Look and see how many mistakes she made. One. Two. Three. Yes, she made three mistakes. Fanny may read again, and who will read when she has done? I shall select some one who looks on the book, while she reads. Now, Fanny, try again. That is better. Johnny, next, for he likes to read. Now we will hear Katie. Gracie, read the long verse. This is pronounced *nōne*. Hattie, what is that long word, *d-e-s-e-r-v-e*? Freddy, you may read the last verse. Nothing, not nawthing. Which little boy was cheated? Yes, John. Which boy cheated?" "Arthur." "He told a lie, didn't he?" "Yes."

2.20. "Now turn to the words to be spelled, and study them. Place your finger on the book, and spell each word three times, and as I stand here, behind you, I can tell how long it takes you to learn the lesson. Hark! I want to see, not hear you."

2.23. "Second section take their slates and copy from the board those tables. One!" Hands are placed upon the slates. "Two!" Slates are drawn from the desks and placed upon them. Upon the board are the "Addition tables" for Five and Six written thus:  $5+1=6$ .  $5+2=7$  etc., up to  $5+12=17$ .  $6+1=7$ .  $6+2=8$ , etc., up to  $6+12=18$ , and at once the pencils are at work. The first section now read the lesson which they have studied with the help of their teacher. She insists that they shall speak loud and utter the words distinctly, as well as use such a tone as we should suppose Arthur and George would use. There are about twenty-five scholars to read, and they occupy twenty-seven minutes.

2.50. "Now two or three of you may show your slates to the gentlemen." The figures are neatly and correctly written, and we remark: "Very good for a little girl. Well done, sir." The slates are now returned to their places, at the order, "Slates, One, Two."

It is customary for the pupils to take some of Prof. Monroe's Exercises near the middle of the session, and the teacher proceeds with her directions: "Frank you may open the windows. Class, Position, Remember, Heels together. Forward, One, Two, Three. Position, One, Two, Three. Back, One, Two, Three. Position, One, Two, Three." This exercise is soon changed to another. "Heads to the right, Front. Front! if you please, sir. Left, Front, Right, Front." There is a rap at the door; and a policeman enters, and states that a special complaint has been made against one of the members of this class. "The boy that gave bad talk to a lady on the street may stand." All is silent. The teacher expresses the hope that, if the guilty one is present, he will be honest and acknowledge it. A ragged youth, in the *last row of the second section*, slowly and meekly rises to his feet. Policeman now, in solemn tone, warns children against the sin of playing in a certain passage-way, thereby disturbing quiet citizens; then takes small boy to the dressing-room. What there transpires it is not for us to know. *Exit Policeman.*

"Position again. Heads Right, Front, Left, Front, etc. At the order, One, Two, Three, the pupils face, stand, and face the teacher. Then come certain arm movements. "Touch shoulders, One, Two, Three, Four. One, Two, Three, Four, etc. Arm movements, One, Two, Three, Four. One, Two, Three, Four. Hands at the waist. Emma, step out and face the class. Now give the vowel sounds. Very good. Class, give them after Emma."

3 o'clock. Mason's chart is placed upon the platform; and Emma takes the pointer, and sings six tones of the scale of G., giving first the numerals, next the letters, then Do, Re, Mi, etc., and lastly, La, La, etc., the class singing each exercise after their little teacher.

3.05. The first section now take their slates, and copy the tables in addition, which we have seen upon the board, while the second read as the first have done. During the reading, an inattentive boy is called out, and told to place his head upon the teacher's desk. His sobs soon indicate that his punishment is as severe as he deserves.

3.25. The teacher now addresses herself to the first section again. "Position. Alfred, bring your slate. But why didn't you make both tables." Alfred hangs his head and stands speechless. "Julia may remain when I dismiss the class. Fanny, you may bring yours. Ah! you have made something on your slate beside the lesson. I have been watching you. What kind of a girl have you been this afternoon?" "A naughty girl." "Yes, I am afraid so. Ask the gentleman what he thinks of such conduct. Slates,

One, Two. Sophie, ask Miss ——— if she will let me have the numeral frame she borrowed yesterday."

3.30. "See how nicely you can add." Five beads are moved out upon the first wire, and four upon the second. All hands are raised. "Chauncy, tell us." "Nine." "Is that all you have to say? Tell all about it." "Five beads and four are nine beads." Four beads are now placed out upon the first wire, and six upon the second. "Hands, Freddy," says the teacher. "Ten." "What is it that makes ten?" "Five and five." "Is that what I have here upon the frame?" "No, ma'am. Four beads and six beads are ten beads." Four and seven beads are now placed in view. The teacher calls upon Ormand to add. He answers "twelve." "Did he answer right?" asks the teacher. "Eleven" is shouted by a dozen voices. "The first division may now add by two's together. Freddy, I don't like to wait." Two balls are moved out on the first wire, two upon the second, and so on, the children counting as the beads are placed. They proceed as far as twenty. Hattie is now called upon to count in the same way, alone, and goes on finely, as far as thirty; when Ormand makes the attempt, and succeeds as well.

3.35. The second section take their slates and begin to print these words which have been placed upon the board: *born*, *thorn*, *wear*, *swear*, *tear*. The first take their Readers again, and study the spelling of words selected from the lesson which has been read. The teacher now, for the first time, takes her seat. "I shall want some one to spell the whole lesson in about five minutes, and you can see how many mistakes are made. I have heard a little girl spell that word *d-o-l-l-e-r*. Is that right? The hard word in the lesson is *bar-gain*. Look carefully at those words,—*de-ceive*, *pur-pose*, *cheat-ing*. All look over, while I see if I can put out a word that Hattie cannot spell. If you want to spell, Johnny, you must look upon your book." Hattie begins her task. "*Cheat-ing*, sound the *g*." When the list is completed, the teacher says: "I have found one word which she can't spell. *Deceive*. Who wants to try it?" Many hands are raised. "Well, Sophie, we will try you." Sophie begins the list, but stumbles at the word, on which Hattie failed. The class notice the mistake, and a little girl is allowed to correct it. The first row now stand, and spell a word each, in order. There is no failure, and the teacher remarks, "The first row may rest now. We shall not want anything more of you this afternoon; you have nothing to do but to keep still." The second row now spells, and there are no mistakes, for Johnny gives *deceive* correctly. When we get to the fourth row, a large boy, in a sonorous tone, calls out, "*d-o-l-l-o-r*." "I called your attention to that word remarks the teacher. "The next may spell it." Fifth row. *Dollar* here makes trouble. Yes, and *deceive* and *purpose* also. "The fifth row may sit down, and find *purpose*. First row, shut your eyes and spell *purpose*." Look at those faces. There are some sober, very sober ones, but some are smiling up to the eyes, at least. The second row at 3.50 put their slates and pencils away, the teacher remarking that they will spell their words in the morning. "Now I cannot let you go, until we can hear the clock tick. Soon the tick, tick is heard. The little songs are sung, the pupils get their garments, and softly file from the room. The two hours work is ended.—*Massachusetts Teacher.*

#### APHORISMS, MAXIMS, &c.

There is one way of giving freshness and importance to the most common-place maxims—that of reflecting on them in direct reference to our own state and conduct, to our own past and future being.—S. T. COLMAN.

Why should my son be a scholar, when it is not intended that he should live by his learning? By this rule, if what is commonly said be true, that "*money answereth all things*," why should my son be honest, temperate, just, or charitable, since he hath no intention to depend upon any of these qualities for a maintenance? *Dean Swift.*

It is an ill-judged thrift, in some rich parents, to bring up their sons to mean employments, for the sake of saving the charge of a more expensive education; for these sons, when they become masters of their liberty and fortune, will hardly continue in occupations by which they think themselves degraded, and are seldom qualified for anything better.—*Paley.*

The culture of the affections and the fancy is a most important branch of Education, though in general it is entirely neglected.—*W. B. Clutou.*

By learning, the sons of the common people become public ministers; without learning, the sons of public ministers become mingled with the mass of the people.—*Chinese maxim.*

All knowledge, of whatsoever kind, must have a twofold ground-work of faith,—one *subjectively*, in our own faculties, and the laws which govern them;—the other *objectively*, in the matter submitted to our observations. We must believe in the being who knows, and in that which is known: knowledge is the copula of these two acts. Even scepticism must have the former. Its misfortune and blunder is, that it will keep standing on one leg; and so can never get a firm footing. We must stand on both before we can walk, although the former act is often the more difficult.—*Guesses at Truth.*

Diligence and holy bringing up, is the founteyne of al vertue : as to foyle and mischief, the fyrst, seconde, and thirde poynte is un-diligence and corrupte education.—*Erasmus.*

Let every thing you see represent to your spirit the presence, the excellency, and the power of God, and let your conversation with the creatures lead you unto the Creator, for so shall your actions be done more frequently with an actual eye to God's presence, by your often seeing him in the glass of the creation.—*By Jeremy Taylor.*

Real knowledge, like everything else of the highest value, is not to be obtained easily. It must be worked for,—studied for,—thought for,—and more than all, it must be prayed for. And that is Education, which lays the foundation of such habits,—and gives them, so far as a boy's early age will allow, their proper exercise.—*Dr. Arnold.*

I call by the name of wisdom,—knowledge, rich and varied, digested and combined, and pervaded through and through by the light of the Spirit of God.—*Dr. Arnold.*

In the search after God and contemplation of Him, our wisdom doth consist; in our worship of God and our obedience to Him, our religion doth consist; in both of them, our happiness doth consist.—*Dr. Whichcote.*

EDUCATIONAL INTELLIGENCE.

AT HOME.

**Yarmouth Seminary Examinations.**—The Examinations in connection with this Institution took place on the 20th and 21st inst., and were witnessed by a very large number of visitors, among whom we noticed Rev. Dr. Day, Rev. J. R. Campbell, M.A., Rev. Mr. Hennigar, Rev. Mr. Hall, Rev. Mr. Christie, Francis Checkley, R.A., T.C.D., John Thorburn, M.A. Classes were examined in Lucian Demosthenes, Sophocles, Juvenal, Horace and Virgil, and in the opinion of the gentlemen who examined them, Messrs. Thorburn and Checkley, and Rev. Messrs. Christie and Campbell, acquitted themselves very creditably, showing clearly that the teaching they had enjoyed was of the most thorough kind. The Examination of the various classes in French and German was very satisfactory. Some of the most difficult authors in these languages were read with remarkable ease and fluency. A most thorough knowledge of the Grammar of these languages, and critical acquaintance with their idiomatic forms, &c., were very generally displayed; one of the examiners (a gentleman eminently qualified to pronounce an opinion) remarked that the examination in French was the best he had ever seen. We have been assured that Mr. Yale has few superiors as a teacher of Modern Languages. We have not space to give a minute account of the examinations in all the branches. We may say, however, that they were equally satisfactory in Mathematics, English Grammar, Geography, History, and all the usual subjects of a thorough English course.

Too much praise cannot be given to Miss S. G. Brown, who has charge of the Ladies' High School, for the very efficient manner in which she has discharged her duties; while she is a strict disciplinarian and thorough teacher, she possesses in a remarkable degree the power of winning the affections of her scholars.

We must not forget the magnificent display of paintings and drawings executed by the pupils during the year, of which there were more than 40. Several connoisseurs in this department could hardly believe that so great skill and cultivated taste as some of these fine paintings exhibited could have been developed in so comparatively short a time. The remarkable progress made in this department reflects the highest credit on the teacher, Miss L. D. Davies. The people of Yarmouth, we may say of Nova Scotia, may well be proud of such an Institution, for we believe the instruction and education here given are second to none in the Provinces. A thorough training is given in Classics and Mathematics, while the department of *Modern Languages* is probably unsurpassed by any in the Province. We are not of those who ignore the utility of classical education, but we think that in too many institutions sufficient prominence is not given to French and German, a critical knowledge of which is of high importance both as regards intellectual discipline and practical utility. We are very glad to perceive, therefore, that the managers of the Yarmouth Seminary, while attracting due importance to thorough Classical and Mathematical training, are determined that the modern languages shall hold a prominent place in their curriculum.

We need hardly say that the large number of visitors who witnessed the examinations were highly pleased, and the able scholars who assisted in examining the classes expressed themselves in the highest terms with regard to what they had witnessed, and the general efficiency of the institution. We cannot conclude these brief and imperfect observations without referring to the Principal of the Seminary, Mr. McLellan, who not only possesses the knowledge and learning indispensably necessary for his office, but what is of equal importance, the happy art of communicating them to his pupils. We trust the day is not far distant, when Yarmouth will be as distinguished for the learning of her sons as she is at present celebrated for their indomitable industry, perseverance and commercial pluck.—*Yarmouth Herald.*

**Irregularity of Attendance.**—Why is it that so little regard is paid to the attendance in our common schools? Is it because parents and guardians do not understand the two-fold benefit they may derive from having their children, or those committed to their charge, regularly at school? or is it that they do not care? If the latter, then they are neglecting a great duty and loading their conscience. If it is that they do not know the benefit of keeping the school well filled, they may be more justifiable in their neglect; but slightly so; because it is too plain to be misunderstood. And where this fault does occur, it should be, I think, the duty of the teacher in charge to impress upon the minds of the parents around him, or her, a knowledge of the great advantage derived from regular attendance, in order to progress. It must be understood by every teacher, who has been engaged in the work of teaching for even three months, that when a child attends school one day and its work at home, or play, as is too often the case, the next, it might almost as well remain at home all the time; and this should be understood, too, by every noticing parent or guardian who cares anything for the welfare of those under his or her charge. It appears in too many cases as though children were kept home when they might almost or quite as well be at school. Of course there are often little jobs of work which children can do as well as any person, and it is sometimes quite a convenience to have them at home to do them; but as the hours are few in school, and so many holidays, I think that, by a little care, matters could be arranged so as to have the children do the work after school hours, and on Saturdays. Some may have an idea that keeping their children home one day out of the week does not deaden their progress in school very materially, but I can clearly say to them that it does. They do not only lose one-fifth of their time, but they get behind in their classes, and all the remainder of the week they are working to a disadvantage. Upon the whole it is my opinion, and I have very good reason for knowing, that they lose half of their time at least. Besides, there is still a strong inducement for keeping the school full, to those, if any there be, which I hope there are not, who think more of their financial matters than the cultivation of the mind. The amount of public money, supplied by the County, which is drawn by the Trustees of the Section, depends wholly upon the attendance at school; therefore, a school which would draw \$100 from the County fund each year, by the children being kept regularly in it, would only draw \$50, were the children only to attend half of the time, and the remaining \$50 would have to be paid by the section. This should have been understood long ago, as it is laid down in the *Journal of Education*, a copy of which is sent to each section regularly. But a fault occurs here again. This journal is sent to Trustees, too many of whom, being apparently afraid of its being destroyed, keep it carefully laid away and neither read it themselves nor let any person else. If we ask to see it, they say, 'oh! it is sent to the Trustees, and they have not the power of lending it,' and thus it is of no use to the section whatever. Others again care so little about it, that they never look at it, and allow it to remain in the Post Office from one year's end to the next, almost.

Though regular attendance is very necessary, yet it is not all that is required in school. It is impossible for pupils in any school to make a respectable appearance unless they are supplied with books, and other apparatus necessary for working, of which we find too many schools minus. Again this is frequently held up, by parents, as being the reason why their children are kept from school. And to those parents, I would just say, that, while it is the duty of Trustees to provide books, it is the duty of the Section to supply them with means for purchasing them.

Yours, &c.,

JUVENUS.

—From the *Amherst Gazette.*

COUNTY FUND

In aid of Public Schools, appropriated to Trustees of School Sections, for the Term ended April 30th, 1868.

(Continued.)

The asterisk (\*) indicates the Poor Sections.

NAME.	No. of Pupils Registered.	Amount paid to Trus. of Sect'n from Co. Fund.
<b>COUNTY OF QUEENS.</b>		
N. Port Mutton	72	\$55 93
Hunt's Point	72	39 96
Western Head	46	21 74
Liverpool	394	367 55
Milton	262	252 23
Blueberry	60	40 49
Port Medway	188	202 18
Mill Village	150	99 94
*Port Mutton Island	23	25 65
N. Brookfield	59	53 30
Caledonia	59	57 58
W. Caledonia	41	26 79
Devonshire	23	9 32
Harmony	46	45 77
Kempt	34	24 13
Central Caledonia	45	39 58
May Flower	26	22 65
<b>NORDEK SECTION.</b>		
*Albany, New	15	20 24

NAME.	No. of Pupils Registered.	Amount paid to Trust. of Sect'n from Co. Fund.	NAME.	No. of Pupils Registered.	Amount paid to Trust. of Sect'n from Co. Fund.	NAME.	No. of Pupils Registered.	Amount paid to Trust. of Sect'n from Co. Fund.
<b>COUNTY OF ANTIGONISH.</b>			Brooklyn, East	29	15 18	Lower Gulf Shore	56	31 54
Antigonish	208	\$225 19	Farmington	63	35 41	Upper Gulf Shore	34	17 60
Antigonish Harbour	54	66 85	Middleton	46	31 72	Pugwash	273	144 38
Morristown	29	18 17	Lawrencetown	103	92 09	N. Side Wallace Bay	38	20 08
Cape George [6]	43	61 98	Paradise	80	50 06	Head of Wallace Bay	36	23 32
Cape George [7]	44	17 76	Bridgetown	144	86 97	Doherty Creek	26	12 65
Cape George [8]	59	39 83	Meadowvale	50	31 16	Pugwash, East	60	38 58
Cape George [9]	28	23 15	Torbrook	69	51 27	Pugwash, West	63	48 23
Georgeville	43	31 29	Cleveland	21	8 07	Port Philip	37	18 84
Malignant Cove	51	43 71	Nictaux	49	36 97	Roslin	39	13 09
Arisaig	51	54 26	Williamston	60	38 15	Gray's Road	40	24 18
MacAra's Brook	39	35 35	Carleton	48	34 65	Victoria Settlement	56	33 18
Summorville	28	16 45	Bentville	29	15 30	Crawford Settlement	38	18 16
Pleasant Valley	20	9 26	Inglisville	48	30 15	Goose River	53	34 00
Yankee Grant	31	30 45	Albany, North	36	21 08	Upper Shiminicas	35	13 84
William's Point	34	26 65	Albany, South	27	11 38	Lower Shiminicas	35	12 42
Lower South River	42	25 16	Sanders	51	43 03	Mouth of Shiminicas	41	25 56
Monkshead	33	17 68	Springfield	25	18 90	Tidnish Corner	45	19 93
Middle Pompquette	40	25 77	*Bloomington	48	45 12	Head of Amherst [37]	50	30 00
Pompquette	28	37 80	*Dalhousie, West	30	25 89	Head of Amherst [38]	40	28 02
Pompquette Forks	44	25 86	*Dalhousie, Centre	26	22 06	Head of Amherst [39]	35	23 66
Little River	57	40 33	*Lake Pleasant	26	25 19	Amherst	282	200 60
Cross Roads, Tracadie	89	91 20	*Falkland	24	23 46	Fort Lawrence	59	45 79
Tracadie [29]	34	42 02	*Stoddart	14	13 89	Amherst Point	51	38 35
Tracadie [31]	36	26 62	Litchfield	51	35 38	Lower O'Brien Sett.	67	29 01
Harbour AuBouche	78	65 01	Karsdale	65	52 14	Nappan	68	43 16
Black River	46	42 68	Winchester	57	57 25	River Hebert	35	27 37
Caledonia Mills	55	65 23	Hall	28	19 45	Little River, (Joggins)	60	25 00
Manchester Road	42	30 00	New Caledonia	61	58 17	Minudie	54	18 83
St. Andrew's	25	68 19	Rectory	68	54 66	Joggin Mines	76	57 18
Big Brook	60	54 68	Willett	66	46 82	Jackson Settlement	29	26 50
Fraser's Mills	96	101 43	Rosette	50	45 69	Rockwell	42	27 77
South River	55	67 60	Moschelle	35	7 65	Maccan	42	19 23
Lochaber [43]	41	27 14	Annapolis	144	99 14	West Brook	48	30 16
Lochaber [45]	53	29 44	Ryerson	50	35 73	Maccan	25	16 47
Upper Glen Road	61	57 28	Clementsport	61	29 44	Springhill	24	12 95
Lower Glen Road	42	23 82	Waldeck, West	43	34 96	Halifax Road	42	31 57
Salt Springs	37	21 00	Bridgport	108	85 50	Salem	31	22 02
Beaver Meadow	61	67 39	Hessian, West	61	36 08	Fenwick	55	23 76
West River [51]	42	24 74	Lequille	45	33 87	Nappan River	41	26 26
West River [52]	58	45 76	*Phinney Mount.	32	19 29	Streer's Ridge	39	26 78
Keppoch	41	20 94	*Young's Mountain	55	13 02	Leicester, (West)	32	26 89
Big Clearing	30	26 37	*Leonard	45	35 99	Leicester, (East)	46	20 01
Briley's Brook	32	28 30	*Hillsburn	40	22 21	Little River	44	22 33
Springfield	53	31 12	*Fundy	11	5 79	Mount Pleasant	43	20 28
North Grant	63	38 65	*Victoria Beach	67	53 68	Oxford	70	36 28
Hollowel Grant [65]	37	25 84	*Greenland	32	24 59	Town Hall, R. Philip	51	39 82
Hollowel Grant [66]	35	18 44	*Birehtown	12	13 42	E. of Windham, M. Road	32	26 28
Malignant Brook	22	13 65	*Graywood	31	18 79	East Branch, R. Philip	76	36 11
*Briley Brook	38	25 03	*Milford	39	22 09	Greenville [86]	46	20 72
*Beach Hill	16	25 67	*Lake LeRose	30	26 92	Greenville [87]	27	15 92
*Pitcher's Farm	27	40 37	*Perot	30	26 43	River Hebert, (West)	57	38 06
*Upper North Grant	29	49 58				*Dewar's River	37	32 61
*Goshen	28	53 39				*Mouth of River Hebert	25	23 47
						*Chapman Settlement	45	21 65
						*Tidnish River	34	14 45
						*Maccan Mountain [63]	32	29 25
						*Maccan Mountain [64]	38	20 47
						*Windham Hill	17	14 91
						*Westchester [84]	49	41 20
						*Westchester [85]	26	15 43
						*Richmond	35	32 05
						*Eel Creek	33	14 27
						*Millvale	36	23 61
						*Mount Pleasant	25	12 17
						Mill Village	176	129 14
						Port Greville	55	39 18
						Kirk's Hill	41	19 53
						Diligent River	52	36 57
						Fox River	80	64 41
						Brookville	21	15 53
						Spencer's Island	40	26 84
						Cape d'Or	83	44 57
						Sugar Hill	30	20 60

**BORDER SECTIONS.**  
 \*Sherbrooke, West 9 5 93  
 Kingston 16 17 21  
 \*Albany, New 15 17 63

**COUNTY OF CUMBERLAND.**

Malagash Point	62	\$42 84
North Shore, Malagash	38	23 71
Stake Road	64	36 01
Shoal Bay	53	34 03
Goose River Corner	48	31 13
Wallace Harbour	121	96 94
Six Mile Road	67	36 26
Wallace Bridge	42	23 87
Wallace River	91	62 06
Wentworth [12]	46	35 10
Wentworth [13]	43	20 68
Head of Wallace River	39	25 77
North Wallace	61	22 29
Fox Harbour	43	24 55



**OFFICIAL NOTICES.**

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

T. H. RAND,  
 Sec'y to C. P. I.

I.

The Council of Public Instruction, upon the recommendation of the

Superintendent of Education, has been pleased to make the following appointment:—

To be Inspector of Schools for the County of Victoria, ALEX. MUNRO, in place of C. H. MACDONALD, resigned.

**II. Examination of Teachers.**

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

NOTICE IS HEREBY GIVEN, That the next semi-annual Examination will begin on

TUESDAY, 16th September next, at 9.30 o'clock, A.M.

Deputy Examiners will be strictly forbidden to admit any person to be examined who fails to be present on the day and hour above named.

Persons desirous of being examined will be at liberty to present themselves at either of the following places of examination:—Sydney, Baddeck, Margate Forks, Port Hood, Arichat, Guyaborough, Sherbrooke, Antigonish, Pictou, Amherst, Truro, Halifax, Windsor, Kentville, Bridgetown, Digby, Yarmouth, Shelburne, Liverpool and Lunenburg.

Candidates are to furnish their own writing material.  
 All Candidates for License will be required, on presenting themselves for



examination, to furnish a written certificate of good moral character, signed by a Minister of Religion, or by two of Her Majesty's Justices of the Peace. These certificates are filed in the Educational Department, together with the other papers relating to the candidate's examination.

The use of dictionaries (or other books) will be strictly prohibited. Every person examined will be informed by mail of the result of his or her examination, as soon as decided.

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

OF LICENSES ISSUED PRIOR TO OCTOBER 1867:

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

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

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

III. Amended and Additional Regulations concerning Superior Schools.

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

- In lieu of sub-divisions (2), (4), and (10) of SECTION 3—
- Ample School accommodation must be provided for all children of school age in the Section.
- The furniture must be of an approved pattern, and the supply of books, apparatus, and school materials, sufficient for and adapted to the wants of the school.
- (10) a. School must have been kept at least 100 days during the term.  
b. At least three-fourths of the children of school age must be registered at school.  
c. The number of pupils daily present on an average, must be at least two-thirds of the number registered.
- In Sections having Graded Schools, tests referring to school buildings, furniture, books, apparatus, and school materials, shall apply to all the departments. The number of registered pupils daily present on an average, shall apply to all the departments in the aggregate.
- In the case of Graded Schools, the Council will determine which department shall be eligible to compete in any term; and notice of the same will be given at least three months previous to the commencement of such term. Any department of a Graded School shall be examined only upon such subjects as are suited to its grade.
- Agreements respecting Teachers' salaries must be regular in every respect.
- As one-half of the grant to any superior school is payable to the Trustees and one-half to the Teacher, in deciding the competitions two elements will be kept in view as the basis of all awards:  
First—The character of the school accommodation, general equipment, school attendance; and generally, all matters wholly or chiefly under the control of the SECTION—  
Second—The organization, management, discipline, and progress of the school; and generally, all matters wholly or chiefly depending on the ability and diligence of the TEACHER—  
And these two elements will be regarded as of equal force and importance.
- The foregoing Regulations shall take effect on the first day of May, 1868, and all existing Regulations not inconsistent with the foregoing shall continue in force thereafter.

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

IV. Evening Schools.

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

- 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.
- 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.
- Books and School materials for such Evening Schools will be furnished at the same rate, and subject to the same condition as for day schools; provided always that no pupil of an Evening School shall have power to demand the use of books free of charge, but shall, on the other hand, have the right of purchasing from the Trustees at half-cost, if he should desire to do so.
- No portion of Provincial or County funds for Education, shall be appropriated in aid of Evening Schools, unless teachers are duly licensed.
- The Council would greatly prefer that the Teachers of Evening Schools should be other than Teachers of Day Schools; but where this may not be practicable, it shall be legal for the Teacher of the day school to teach day school four days in the week, and evening school three evenings in the week.

V. Holidays and Vacations.

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

HOLIDAYS.

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

- When for any cause the Trustees of a school shall deem it desirable that any prescribed Teaching Day should be given as a Holiday, the school or schools may be kept in session on the Saturday of the week in which such Holiday has been given, and such Saturday shall be held to be in all respects a legal Teaching Day.
- When, owing to illness, or for any other just cause, a teacher loses any number of prescribed teaching days, such teacher shall have the privilege of making up for such lost days, to the extent of six during any Term, by teaching on Saturdays; But
- No school shall be kept in session more than five days per week for any two consecutive weeks;
- Nor shall any Teacher teach more than FIVE DAYS PER WEEK on the average (vacations not being counted) during the period of his engagement in any term.

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

VACATIONS.

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

- THE CHRISTMAS VACATION shall remain as heretofore, the "eight days" being held to mean week-days other than Saturdays.
- Instead of two vacations during the summer term (a week at seed time and a fortnight at harvest) as heretofore, THREE WEEKS (15 week-days other than Saturdays,) shall hereafter be given as vacation during the summer term, at such time or times as the Trustees shall decide: Nevertheless
- In order that the due Inspection of Schools as required by law, may not be interfered with, each Inspector shall have power, notwithstanding anything in the foregoing Regulations, to give notice of the day or days on which he proposes to visit any school or schools in his county for the purposes of Inspection, and to require that on the day or days so named such school or schools shall be kept in session.

July, 1867.

VI. Teachers' Agreements.

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

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

NOTICE.

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

[Form of Agreement.]

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

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

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

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

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

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

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

VII. To Trustees of Public Schools.

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

to see their desires in this respect, so far as is consonant with the spirit of the law, carried into effect by the teacher."—*Comments and Regulations of Council of Public Instruction, p. 51, reg. 5.*

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

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

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

**VIII. The procuring of Books and Apparatus.**

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

NOTICE IS HEREBY GIVEN,

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

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

**[Form of Application.]**  
(Date)

Messrs. A. & W. Mackinlay,  
Halifax.

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

LIST OF ARTICLES.

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

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

(Signed) \_\_\_\_\_ } Trustees of \_\_\_\_\_ School Section  
in the County of \_\_\_\_\_

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

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

Reg. 4.—If Trustees so direct in their application, goods (except Globes,) transported by water will be insured for the amount paid for the same by them, at the following rates:—

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

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

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

**Regulations.**

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

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

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

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

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

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

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

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

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

**4. List of Text-Books, Maps and Apparatus.**

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

**PUPILS' WEEKLY RECORDS.**

Weekly Record for one Term (on printing paper) 1 cent each.  
do. do. (on writing paper) 2 cts. each.

**THE NOVA SCOTIA SERIES OF READING BOOKS.**

Book No. 1. .... \$0.22½ doz.	Book No. 6. .... \$0.17 ea.
" 2. .... 0.50 "	" 7. .... 0.23 "
" 3. .... 0.08 each.	The art of Teaching
" 4. .... 0.10 "	Reading. .... 0.00 " Or,
" 5. .... 0.11 "	Bailey's Brief Treatise on Elocution 0.05 "

**SPELLING BOOK.**

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

**GRAMMAR AND COMPOSITION.**

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

**MATHEMATICS.**

Arithmetic.—Nova Scotia Elementary Arithmetic,.....	10 cents each.
Nova Scotia (advanced) Arithmetic.....	15 " "
Nova Scotia Arithmetical Table Book.....	19 " doz.
Algebra.—Chambers' Algebra, (as far as Quadratics).....	20 " each
Do. Do. (complete).....	30 " "
Plane Geometry.—Chambers' Euclid, (including Plane Trigonometry).....	15 " "
Practical Mathematics.—Chambers', (including Land-surveying, a brief treatise on Navigation, &c.).....	45 " "
Solid and Spherical Geometry.—Chambers', (including Spherical Trigonometry, Conic Sections, &c.).....	15 " "
Mathematical Tables.—Chambers'.....	30 " "
Navigation.—Norie's, (an extended treatise).....	\$1.60 " "
Ball Frames.....	.70 " each.
Slate Wipers, (to be used without water).....	.18 " doz.
Slates.—Common Slates, (beveled frames) 6½ in. by 8½ in.....	.37 " "
" " " 8 in. by 10 in.....	.40 " "
" " " 9 in. by 13 in.....	.60 " "

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

**WRITING.**

**STAPLES' PROGRESSIVE SERIES OF COPY BOOKS:**

For both girls and boys.	Book No. 1, 2½ cts. each.	For girls only.	Book No. 8, 2½ cts. ea.
	" No. 2, " "		" No. 10, " "
	" No. 3, " "	For boys only.	" No. 9, " "
	" No. 4, " "		" No. 11, " "
	" No. 5, " "		
	" No. 6, " "		
	" No. 7, " "		

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

**DRAWING.**

**BARTHOLOMEW'S SCHOOL SERIES OF PROGRESSIVE DRAWING LESSONS**

For beginners.	Set of 72 Model Cards, Nos. 1 to 6.....	42 cents per set.
For advanced lessons.	Sketch Book (models only), Nos. 1 to 5.....	\$1.00 per set.
Packages (12 slips) of blank drawing paper, for model cards,	3 cts. per pack.	
Blank drawing books, for model cards,	8½ cts. each.	
Blank drawing paper, for Sketch Books, or model cards,	28 cts. per quire.	
Drawing Pencils, F,	23 cts. per doz.	
" B,	" "	
" BB,	" "	
" HB,	" "	
" H,	" "	
India Rubber Erasers,	12 cts. per doz.	

**DIAGRAMS.**

For purposes of illustration, and "Oral Lessons."	
Forest Trees (12).....	\$0.23 per set.
Natural Phenomena (30).....	0.50 "
Botanical Prints (roots, stalks, leaves, &c., 26).....	0.80 "
Notes of Lessons on dc. do. do. ....	0.05 "
Poison Plants (44).....	0.50 "
Wild Flowers (96).....	1.80 "
Geometrical Figures (2 sheets).....	0.05 "
Mechanical Forces (6, on cloth) with exp. sheets.	0.75 "
Patterson's Plates of Animals (set of 10, mounted and varnished).....	11.00 "

**GEOGRAPHY.**

Calkin's Geography and History of Nova Scotia,	8½ cts. each.
" School Geography of the World.*	
Series of Wall Maps.—	
Nova Scotia.....	\$0.55 each.
North America.....	1.35 "
Western Hemisphere.....	1.35 "
Eastern Hemisphere.....	1.35 "
England.....	1.35 "
Scotland.....	\$1.35 each
Ireland.....	1.35 "
British Isles (in relation to the Cont. of Europe).....	1.35 "
Europe.....	1.35 "
Palestine.....	1.35 "
Gen'l Map of Bible Lands.....	1.35 "
Globes.—The Terrestrial Globe (12 in. diameter, bronze meridian and Quadrant).....	\$4.50
The Celestial Globe.....	4.50
Classical Wall Maps.—	
Orbis Veteribus Notus.....	\$1.20 each.
Italia Antiqua.....	1.20 "
Græcia Antiqua.....	\$1.20 each.
Asia Minor Antiqua.....	1.20 "
Orbis Romanus.....	1.20 "

HISTORY.

	Hodgins' School History of British America. . . . .	25 cts. each.
	Curtis' Chronological Outlines of Eng. History 6	"
	Collier's School History of the British Empire	"
For use in adv. Com. Schools.	(Revised Edition) . . . . .	20 "
	Collier's History of Rome. . . . .	15 "
For use in Co. Academics.	Collier's History of Greece. . . . .	15 "
	Smith's Smaller History of Rome. . . . .	35 "
	Smith's Smaller History of Greece. . . . .	35 "
	Chambers' Ancient History . . . . .	25 "

NATURAL SCIENCE.

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

ECONOMIC SCIENCE.

The Chemistry of Common Things . . . . . 15 cents each.

CLASSICS.

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

AUTHORS—OXFORD EDITIONS.

CÆSAR, de Bello Gallico, paper, 20 cts.: bound, 25 cts.: Lib. I.—III. (with short notes), 1 vol., paper, 10 cts.	
VIRGIL (complete), paper, 20 cts.: bound 25 cts.: the Georgics (with short notes), 1 vol., paper, 20 cts.: the Æneid, Lib. I.—III. (with short notes), paper, 10 cts.	
CICERO, de Off., de Sen., de Amicit., 1 vol., paper, 15 cts.: bound, 20 cts.: de Sen., and de Amicit., 1 vol., (with short notes,) paper, 10 cts.: Orations for the Poet Archias, (with short notes,) paper, 10 cts.	
HORACE, (complete), paper, 15 cts.: bound, 20 cts.: the Odes, (with short notes), paper, 20 cts.	

DICTIONARY.

White's Junior Scholar's Latin-English Dictionary . . . . .	93 cts. each.
Greek,—Bryce's First Greek Book. . . . .	25 cts. each.
Bryce's Second Greek Book. . . . .	35 "
Bullion's Greek Grammar. . . . .	55 "
or, Edinburgh Academy Greek Grammar, 35	"
Arnold's Greek Prose Composition. . . . .	55 "

AUTHORS—OXFORD EDITIONS.

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

LEXICONS.

Liddell & Scott's Greek-English Lexicon (abrdg.) . . . . .	\$0.93 each.
Yonge's English-Greek Lexicon . . . . .	1.06 "

FRENCH.

DICTIONARY.

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

\* The Council of Public Instruction has authorized the preparation of a General Geography, and an English Grammar for use in the Public Schools, and until these works are published the Superintendent of Education will not procure any text-books on these subjects. In the mean time, Trustees are authorized by the Council to use whatever Geography or Grammar they prefer. Campbell's or Lovell's Geography will be found to be about the best; and Lenoir's Grammar, if followed by Morell's Analysis, will, perhaps, give as good results as any.

IX. The Provincial Normal School.

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

FACULTY OF INSTRUCTORS.

NORMAL COLLEGE.

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

MODEL SCHOOL.

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

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

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

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

X. Bond of Secretary to Trustees.

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

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

PROVINCE OF NOVA SCOTIA.

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

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

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

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

[Name of Witness.]

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

XI. List of Inspectors.

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

ADVERTISEMENTS.

To Trustees and Teachers, Pictou Co.

THE School Returns, A and B, for the present Term, having been mislaid in the Express Office, were received too late to permit me to distribute them during my visitations to the schools. The Returns can be obtained at the Post Office, New Glasgow, and at my Office in Pictou.

M. T. SMITH, Inspector.

SITUATION WANTED.

BY a FEMALE TEACHER who has taught eighteen months. She received a First Class County License in October 1866, passed a First Class Examination at the Provincial Normal School in March 1867, and received from the Council of Public Instruction a Provincial License of the First Class, dated May 1st, 1868. Address,

P. W. M., Care of Wm. Miller; Middle Granville, Annapolis Co.

**SCHOOL DESKS.**

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

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

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

Age of Pupils.	Height of Chairs.	DOUBLE DESKS.			Space bet'w desks for chairs.	Prices.
		Height of side next to Pupil.	Length.	Width.		
5 to 6 years.	11 inches.	21 inches.	36 inches.	12 inches.	14 inches.	\$4.00
6 to 8 "	12 "	22 "	39 "	13 "	15 "	4.25
8 to 10 "	13 "	23 "	42 "	13 1/2 "	15 1/2 "	4.50
10 to 12 "	14 "	24 1/2 "	44 "	14 "	16 "	4.75
12 to 14 "	15 "	26 "	46 "	14 1/2 "	16 1/2 "	5.00
14 to 17 "	16 "	27 1/2 "	48 "	15 "	17 "	5.25
17 "	17 "	29 "	48 "	16 "	17 "	5.50

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

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

EDWARD CURRY,  
Windsor, N. S.

**TEACHER WANTED.**

THE Trustees of SYDNEY MINES SECTION will require on Nov. 1, a First Class FEMALE TEACHER. A good salary will be given. Applications will be received from those holding Normal School licenses.

Address, A. G. HAMILTON,  
Sec'y to Trustees.

**Teachers' Provincial Association.**

Teachers' Local Associations, and friends of Education throughout the province, will please send to J. F. L. PAINSONS, Halifax, Secretary of the Educational Committee of the Provincial Association, previous to October 15th, all questions or subjects considered advantageous for debate or discussion at the next annual meeting. This is requested so that the committee may arrange the work and publish an outline in the *Journal of Education*, sufficiently long beforehand, that every teacher may become acquainted with the work contemplated.

**JAN. NOW READY. 1868.**

Demy 8vo Price \$2.00

**THE TEACHER'S TEXT-BOOK,**

BY REV. ALEXANDER FORRESTER, D. D.,

Principal of the Provincial Normal School.

A. & W. MACKINLAY,  
Publishers.

The undermentioned gentlemen have kindly consented to act as Agents for Dr. Forrester's work on Education. Supplies of the book are now being forwarded to each, and subscribers can obtain their copies on application. Subscription price \$2.00:—

- Rev. George Armstrong..... Annapolis Co.
- Rev. P. J. Filleul..... Digby Co.
- Dr. Farish..... Yarmouth Co.
- William B. Lawson, Esq..... Lunenburg Co.
- James McDonnell, Esq..... Inverness Co.
- S. R. Russell, Esq..... Guysboro' Co.
- C. R. McDonald, Esq..... Victoria Co.
- Rev. E. McCurdy..... Musquodoboit.
- W. R. Cutler, Esq..... Richmond Co.

**ANNAPOLIS CO. PRIZE COMPETITION.**

Notice is hereby given to all concerned.—Parents, Trustees, Teachers and Pupils, in all the schools in the county of Annapolis,—that the deferred prize competition for excellence in spelling, mental arithmetic, English history, reading and elocution, will be held in the academy, Annapolis Royal, on FRIDAY, 4th September next, commencing at 10 o'clock, A.M.

The work offered as prizes in the above competition is Murdoch's History of Nova Scotia, in three vols., 8vo. Fourteen copies of this work have been for this purpose allotted to this county, by the Educational Department, and will be awarded to successful competitors as below, viz.

- 1 copy to each of the six who shall have been adjudged to exhibit the greatest proficiency in the spelling exercises assigned. .... 6
- 1 copy to each of the two who shall be deemed most proficient in mental arithmetic. .... 2
- 1 copy to each of the two who shall be judged to excel in the knowledge of English history, from the Accession of Queen Elizabeth. .... 2
- 1 copy to each of the two whom the judges shall regard as the best readers. .... 2
- 1 copy to each of the two whom the judges shall regard as the best in elocution. .... 2

Competitors in reading or elocution may select their own exercises, but those who compete in reading cannot compete in elocution, and vice versa.

GEORGE ARMSTRONG, Inspector.

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