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JOURNAL OF EDUCATION.

FOR THE PROVINCE OF NOVA SCOTIA.

Book Notices, &c.—We have received the June number of Scribner's Monthly. It affords us much pleasure to commend this justly popular periodical to the public. All the numbers that have reached us are both instructive and entertaining.

The Canadian Illustrated News is also received. The increased circulation of this paper and its favorable reception are sufficiently indicative of its merits.

The Rhode Island School Master, published in Providence, R. I., the University Monthly, the Educational Monthly, the School Master, the New York Teacher, Good Health, Home and Hearth, published in New York; also, the Journal of Education for Ontario and Quebec, and the Journal of American Education, published in St. Louis, are received. These works are valuable contributions to the cause of Education, and, if possible, should be in the hands of all who are in any way engaged in Educational work. Especially are they commended to Trustees and Teachers.

TEACHERS' PAY.

A striking "sign of the times," just now, is the rise in the value of labor of all kinds. It is needless for us here to enquire into the remote causes. The more immediate causes are sufficiently obvious to all. The increased business activity of the country, owing to the progressive development of its industrial resources—resources of tempting richness, and, in so comparatively new a country, as yet but scarcely opened up—and owing to the stimulus induced by more settled business relations consequent upon the close of a long and devastating war in our immediate neighborhood, has led to an almost unprecedented demand for labor. This increased demand, together with the rise in the prices of all the necessaries of life, has, as an almost inevitable necessity, led to an increase in the value of labor, and in its price as the measure of that value. As an indication and a consequence of the rapidity of that rise, we have, for the last year or two, heard, on every hand, of *strikes* for increased wages on the part of those who live by manual labor.

We thus find, in all the occupations of those who are specially, but not with the strictest propriety, called "the laboring classes," a very material rise in the rate of remuneration given for work done. It is an inconsistency of the time that we find no corresponding increase in the remuneration afforded to intellectual labor. Whilst the man who works with his hands and with but little mental effort, has had his pay, in all cases largely increased, oftentimes doubled, and in some instances even tripled in amount, the man whose toil is of the brain, finds his condition pecuniarily in no way improved. Indeed he is considerably worse off than he was years ago; for whilst, in almost every case, the wages of his labor, by whatever term they are designated, have been without advance, the prices of nearly all the necessaries of life have all most alarmingly increased. To members of the learned professions, to salaried public officials, and to those generally who live by intellectual pursuits, these facts have become matter for serious and even painful consideration. Among those who are thus affected we must class School Teachers.

The claims of Teachers have not, as a general rule, materially changed since the present School system came into operation. Consequently we find that there are loud complaints, especially among our first class Teachers. They, as is alleged, are not paid so liberally as others. This is certainly true. We admit the statement more especially with reference to those who are *really* first class Teachers, and not merely nominally graded as such. The problem is: how is the evil implied in the truth of this statement to be remedied?

A glance at our Educational Reports will convince any one that the Government grant to Teachers is on a most liberal scale. This point is conclusively settled when we say, as we can with truth, that the Educational allowance consumes almost a

third of the whole Provincial Revenue. Of few countries can so creditable a statement be made. This being the fact, the Provincial Government cannot be reasonably expected to do more. Besides the Government, or Provincial, grant, there are two other sources of support for our Common Schools, these are, the County grant, which, we think, might be enlarged, and the sum levied upon each individual Section. This last is entirely in the hands and under the control of the people of the Section: and it is from this source mainly, if not solely, that we must expect to derive such additional means as will secure to the *good* Teacher a just and fair remuneration for his services, where he does not already enjoy it. A *poor* Teacher is overpaid at any price. It is to the people themselves, then, directly, that our appeals must be made in order to secure justice to the Teachers—and, in so doing, to secure justice to themselves and to their children.

Where a work is to be performed in any department of active life, it is important to obtain, for that purpose, the services of experienced men; even the highest order of natural talent and the best of theoretical attainments can never wholly supply the place of experience; and experience, it must be remembered, is not purchasable on demand, nor does it come in a day: and this experience is especially an element of value in a Teacher. In the teaching profession, as of course in others, there are good and faithful men who by their position and character give a tone to the whole profession: take such men away and the loss is everywhere felt. Unfortunately many of those taken away and tempted into other occupations, are men who stamp a character and a worth on our schools; for, after all, it is the Teacher, not the law that makes the school, and gives a tone and an elevation to the whole scheme of instruction. To such men, at the present day, there are inducements presented, that rarely fail to effect a change of purpose, especially when increased salary is made sure. Counting-house clerkships and business agencies of various kinds offer many attractions to teachers able to fill such positions. And thus in fact our best men are being constantly drawn away, and an evil inflicted on the Public Schools.

We think that the people of Nova Scotia should take this matter into careful consideration. Some parts of the Province are doing nobly, and the example is admirable; but we are afraid we must say that they are not the rule. By the School Report of the last year we find that the average payment of the 1612 teachers of Nova Scotia is \$201.52, while the expense of school tuition from all sources is but \$1.37 annually for each pupil. It is obvious from these figures that little is done for Teachers as compared with other men, their equals in ability.

It must be assumed as incontrovertible, that if we would retain our best men, and induce them to remain as Teachers, and make teaching a life work, we must give them a more liberal support. *Sections should look to this matter.* We repeat, that good teachers are always the cheapest.

THE FINE ARTS IN THEIR INFLUENCE UPON SOCIAL HAPPINESS.

BY NEVILLE SAUNDERS.

Apparently there is no direct connection between a fine picture or an cultivated voice, or the artistic display of a theatre. Yet all these tend to render mankind more social, more refined, and more prosperous. What could better tend to fix on the mind of youth a true spirit of devotion than the cloud and garven tablets of

Sinai, the sacrifice of Abraham, the martyrdom of the apostles, or the crucifixion of the Saviour? What impressions could be more forcible upon the patriotic than the death of Cæsar or of Gessler or the public execution of an oppressive king? What more indignant sentiment could arise against oppression than the judicial murder of Mary Stuart or of Raleigh or of Sydney or of Hayne? American history is filled with illustrations of the heroism of Washington. He crosses the Delaware in an open boat to rescue the cause by an act of desperation. He is at prayer amid the wintry privations of Valley Forge. He is protected by Providence when plain men arrest Andre, then on his way to consummate the destruction of American independence, and these men refuse the bribe of guineas offered by the dangerous spy. He receives the sword of Cornwallis in one picture, and in another lays down his own upon the altar of a liberated country. How then are children taught by the eye the sacrifices which men have made for the cause of liberty, and how are they taught the rewards of a grateful people for the services of virtue! Thus the pictorial illustration of the statute and the canvas inspired the freemen of Rome and Greece and Holland and England with a devotion to the fame and an emulation of those whose actions had deserved to be perpetuated by the highest designs of Art. Thus the perfection of modern invention has transferred to the cheaper medium of the school-book, the chromo, and the magazine copies of the works of the most renowned artists of ancient and modern times.

There may be no obvious connection between music and social utility: yet the divines of all ages have employed the agency of this art to dispose the soul to accept the reasonings of abstract truth. It has been by a moral metempsychosis taken from earth to explain the harmonies of heaven. It has been even assigned as one of the enjoyments of a soul emancipated from the sordid cares of earth. The culture of modern music involves the study of the higher order of mathematics, and, however curious it may seem, the principles of color and painting and the chords of harmony in music are governed by analogous laws of combination and of contrast. It is perhaps in the lyric music of nations that the most practical impression is produced upon the actions of men. All nations have their battle songs, their great national hymns their odes descriptive of the scenes or sentiments of their people India, Egypt, Greece, Rome, Persia have produced their songs of devotion or triumph. The most impressive history of the Hebrews is found in the songs of Miriam or of Solomon. Germany, France, England, Spain, the United States—but why specify when there is none without such an expression of national pride, sorrow or success.

We might even add that the dance has been adopted by most nations in ancient times, as it has been also by savages, as expressive of religious or war-like sentiment. Molière has perhaps gone somewhat too far in assigning to the dance a political significance when he makes his professor of dancing ask, "Have you never heard of a statesman who has taken a false step?—assuredly, how could he then have taken a false step if he had been taught to dance well?"

The drama as written or acted should be assigned a high position in its influence upon society. It was with the Greeks what the modern press (and more than the modern press) is in its open censure of wrong. Æschylus, Sophocles, Euripides, Aristophanes taught reverence for the gods, contempt of riches, devotion to virtue, applause for great deeds. In modern times the drama has been rendered useful and illustrious by great authors in all languages. Many of their works come next after the books of natural religion. Goethe, Schiller, Corneille, Racine, Molière, Ben Jonson, Shakespeare, all are classical, all are canonized in the public admiration of the people to whose improvement they were dedicated: Then let us see how each of these arts may contribute to the prosperity of a people.

Drawing, painting and engraving are applied to the manufacture of all we use. Cloths, porcelain, all textile fabrics owe their beauty to the figures printed upon them. Iron, stone and wood are formed with the proportion and embellished with the figures of Art. We even see the best works of the best masters multiplied and placed within the observation of all by the improvement in the modern arts of manufacture. Music is in like manner made popular by adaptation to words of various languages. It is in every form brought within the range of popular

enjoyment. The anthems of religious worship, the gems of the best masters of music, are so reproduced in every community as to present instruction and pleasure to every order of society. It is from the popularization of the Fine Arts arises the development of native genius. The sculptors and painters of Italy derive the first suggestions of culture from the fact that Florence or Rome or Naples is each a magnificent gallery or studio. Each is at once a primary or principal school of art. The musical perfection of the theater diffuses among the people, and forms a body of untaught pupils from whom are not only recruited the coryphæi and choristers, but from which springs often the higher grade of artistic talent and genius of composition. The dramatic authors have undoubtedly contributed much to improve the patriotic, religious, and literary aspirations of the people. Many elaborate essays, orations, even sermons, are indebted to dramatic authors for some happy quotations. Perhaps there are no better masters of the abstract philosophy of our nature than those dramatists who owe the best effects of a plot to a thorough study of the moral influences upon human action.

Of the dramatic profession it is difficult to speak without exciting dissent from those who form their opinions from the individual abuses of the theater. Certainly the beauties and truths of the drama would fail of much usefulness were they not translated and presented to the popular mind by artists capable of explaining and perpetuating them. The stage has been in all earlier ages an ally of liberty, virtue and religion. Even in the earlier days of Christianity scenic exhibitions of leading incidents in scriptural history were enacted with the sanction of the church, and even at the present day in some parts of Europe faint allusions to these events may be perceived in the ceremonials and processions sanctioned and enjoined by the church. There may be drawn from the acted drama much that is useful in forming the manners and deportment. The gesture and action of the English and American school, while perhaps somewhat exaggerated, will serve to impress the importance of correct emphasis, pronunciation, and gesture. Many dramatic artists are in these respects models for the senate, the hustings, and the pulpit. Perhaps there were never finer natural dramatists than Wesley and Whitfield. They moved the people to tears or anger at their will. Nor have the most eminent in all those professions which address themselves to forming the opinions of men been indifferent to the school thus afforded them. The spectator may also see upon the stage striking representations of the ridiculous in the absurd characters presented. The great object however, must be with each to draw from dramatic reading and acting all the advantages of instruction without contracting any of the immoral effect which may be incidental to either. A good and resolute tone of principle and intellect may accomplish this desirable result.

It will then be seen that the great and kindred arts of music, painting, sculpture, and the drama contain principles of refinement and of public usefulness every way deserving the thought of the moralist and the scholar. To regard them as the sole enjoyments of a higher class, and the society of their professors as the sole pursuit of an educated mind, would be an error; to condemn them as frivolous and tending to moral degradation would be perhaps still a greater error. It should be the object of every well-regulated mind to give the Fine Arts their proper place on the pyramid of learning, but not to forget that they are in every respect useful in forming the material and adjusting the proportions upon which that pyramid must be projected.

THE TEACHER AND HIS MISSION.

BY WM. J. BARBEE.

From what I have said in previous papers it is quite evident that I am deeply impressed with the important truth that a teacher is a rare character. Now I am not aware that I have any very remarkable fastidiousness about me; I am not hard to please, but the difficulty is in finding the man that can please me. I am acquainted with more than a hundred teachers in our country—men who stand very fair in their respective communities, men who are pronounced *good*, *very good*, "*FINE*,"—yet I am compelled to say that not more than twenty-five of them come up to my ideal. Does any one ask me this question? I simply reply *they can'*

teach. They read with their mouths, work problems with their fingers, hear with their ears, and lecture with a vocal apparatus consisting of lungs, larynx, palate, teeth and tongue. But alas! the heart is far from the work. The soul is absent, perhaps, on a voyage of discovery in some other quarter of the world than the school-room. The whole proceeding is a dull, mechanical, automaton-like business; somewhat like winding up a wooden duck and making it swim. When it runs down it stops.

I have just been reading a book, by the author of "Ecce Deus," entitled "Ad Clerum." It is a good thing; and if my young professional brethren of the school-room will examine it, they will find some useful hints. True the distinguished author designed his book for young preachers; but I am pleased to discover that many of his suggestions and items of advice may be accepted by school teachers. From his letter on earnestness, describing the dental method, I make the following extracts: "You have seen a hail-storm? Yes, but no hail-storm was ever a match for Mr. Osted's tongue; and yet never a word came from beyond his teeth. I have seen him in a sick-room every day for a month, but never a word came from his heart; all dental, dental, dental. I know that Mr. Osted's service cost him nothing, either in heart or brain; not a nerve throbbed for it; and yet the unsuspecting ladies cherished his name with the most affectionate thankfulness. When he read or prayed there never came any great expectation into the heart of the listener—words, words, words. Oh, for one tone of the heart! But that luxury was denied us.

"I felt that Osted could have spoken quite as easily into an empty barrel, if he had been paid for it, as ever he spoke to his congregation. He was a very earnest man, Mr. Osted was, very! 'Most unremitting'—'never tired'—'never off his legs'; such are the words which you may hear about him in the houses of those who attended his dental ministry. Such is the dental method of ministrations. . . . I have had much to do with such men. Having leaned upon them, I know them as broken staves; having watched them in the storm, I know with what ease they can set themselves to the wind; and having carefully examined their work, I can assure you it is not pleasant to look below the surface.

Now, kind reader, just substitute for the word "ladies" parents and for "congregation" school, and you have a pretty good description of teachers; men who look as solemn as the carved bust of Andrew Jackson, and who always talk just from behind the teeth. I see one before me now, saying to a benighted pupil: "Sit you down here and work that sum according to the rule in the book; then show it to me, and I will compare it with the key and see if it be correct. Go at it, sir, and make no delay." Then, turning to a class of scared girls he calls for a lesson in the Third Reader as our solemn old parsons forty years used to call for the children to say their catechism. Poor little things, they were almost afraid to breathe; and when the instructor (?) asked them all about predestination, regeneration, conversion, and sanctification, from behind his teeth, they just responded in the words of the book from behind their teeth. They were irresistibly impelled to adopt the dental method. They could not avoid the contagion. Like priest, like people. Like teacher, like pupil.

Our pleasant author, Dr. Parker, after describing the porous method of preaching, which consists in foaming and frothing, sweating and snorting, bellowing and pounding—the like of which we have often seen in the school-room—closes his entertaining letters by recommending the cordial method, declaring that out "of this earnestness will come a simplicity which cannot be misunderstood, a candor which is above suspicion, and an independence as superior to flattery as it is scornful of intimidation.

This method of the heart, and not of the teeth nor of the cutaneous-muscular system, is the method which I would most cordially commend to all young teachers. As a mother teaches her child with all her heart; as a father trains his son with all his heart; yea, as the great Teacher of mankind taught with all his heart, let the instructor in the school room teach his pupils. I do not mean that he shall get up an artificial affection, something like paternal love, for every dirty-faced urchin. No, this is not my idea. I simply mean that he shall not be like the automaton chess-player who said "check" as it was breathed into and out of his lifeless mouth; but that he shall be a live man, an earnest man, and a man who loves to teach. In a word, my reader, examine your heart, and if you find any atrophy or palpitation of

the cold kind, depend upon it you are not fit to go into the school-room.

One great item in the mission of a teacher is to inspire his pupils with a love of study. The cold-hearted man, the mere formalist, the rule memorizer cannot do it. As well may you attempt to inspire soldiers on the battle-field by reading Hardee's Manual of Tactics to them. They can't fight under such instruction. But let a general of big heart and determined will speak from the heart, "suit the word to the action and the action to the word," and every man is ready to scale the heights of Abraham or storm the rock of Gibraltar. It is equally true in the school-room. Twenty-five years' experience, enables me to say so; and I am sure my worthy associates of the profession will sustain me in the declaration.

TEACHING GRAMMAR.

BY "JENDWINE."

Having been induced by personal experience to believe the study of the science of grammar is begun in our schools at too early an age, I tried an experiment with the following results. My pupils numbered about a baker's dozen; the majority of them were placed entirely under my control, the parents delegating to me the choice of their studies. Two of my patrons, however, insisted that their girls should be taught grammar. "Certainly," replied I, "they shall be taught to speak and write correctly; but I think they are unprepared to enter upon the study of science." They shook their heads in concert, and one of the anxious mothers expressed her conviction that there was "nothing like grammar;" for her part she believed in learning the whole grammar *by heart*. The girls were permitted to make the trial, books in hand, according to the wishes of their parents. One of them was a bright-minded girl of fourteen, who recited her lessons as is usually done at her age. The other had studied grammar ever since she was six weeks old, and could run through the rules mechanically, but made no application of them whatever, although gravely said that she was thirteen, but "mamma says eleven, because I am so backward." The other children were taught, according to my theory, *orally and by reading*. Upon examination of the simplest works on this subject I found none of them adapted to the comprehension of a child under thirteen years of age. However simple the beginning, the poor juvenile mind is ultimately lost in a sea of *indefinites, demonstratives, distributives, infinitives, affixes, prefixes, and suffixes*, which demonstrate the power of the young mind to evolve *interrogations* and prove the necessity for oral instruction at last. I admit that the study of grammar is of great assistance to the teacher who tries my plan.

I began a course of reading which comprised the Holy Bible, history, biography, and—fairy tales!

I explained to the class that the course was not only for their general information, but to teach them grammar. "Now, children," said I, "observe closely how the characters in these books speak, and imitate them in your own conversation." Great pains were taken to select books pure, simple, and correct in style. They were astonished to think that grammar could be learned in so delightful a manner. They were timid in imitation at first but by force of example and encouragement they attained a wonderfully correct style in the communication of their ideas. When one of them made a grammatical error I repeated the sentence for the class to correct. This stimulated them in the effort to speak correctly at all times, during school-hours or at play; but it aroused no bad feeling, for each found himself as liable to correction as his neighbor. After reading a story or chapter I closed the book, and required each pupil to repeat it as nearly as possible in the words of the author. The plan of allowing a child to give definitions to words or answers to the questions involved in the lessons in his or her own language is, in my opinion, a bad one. It begets carelessness of expression and incorrect language.

The youngest pupil in this class spoke with a charming correctness from *habit* before she knew a single rule of grammar. Some of them unconsciously attained a superiority in their language over the girls who plodded wearily through the study, books in hand. As those children grew old enough to enter upon the study of grammar as a science they had no bad habits of expression to correct, as teach-

who have taught them subsequently have testified. The result of the ordinary course is that the pupils are disgusted and worn out with a tedious effort to master a science far beyond their comprehension before they reach an age when they might with propriety and zeal begin the study of a new and interesting branch of knowledge.

It was with pleasure not unmingled with pride that I heard a lady remark: "Those children speak so correctly; they are taught grammar." Doubtless they were; but the only books on grammar used in my school-room belonged to the two girls who seldom uttered a grammatical sentence.

They petitioned to enter the small class and were of course received; a little girl of eight years corrected them both during the first ten minutes, and they went blushing to the foot of the class. The brightest one did improve to some extent, but they were ruined as grammarians too early in life for the errors of their education to be repaired. They could answer the questions set down in their books, and one of them knew all the rules and definitions "by heart;" but the twin will go on murdering the King's English to the end of their days.

In considering the merits of this plan the reader will please bear in mind its manifold advantages. Besides forcing a habit of grammatical expression, it imparts information upon a variety of subjects; it assists thought, exercises the memory, and strengthens the perceptive faculties by a system which requires constant observation in reading and conversation.

The plan is likewise a pleasant one. Those little girls and boys frequently returned to the school-room saying, "Please let us have a reading instead of recess to-day;" or, "If we are good to-day may we have two readings?" It is my belief that an average mind is not only unprepared for but injured by the regular and ordinary course of grammar as taught in books, if begun before the student is at least thirteen years of age. As a science it should never be included in the primary course, according to my humble opinion, which has been strengthened by this experiment. May I not ask for my plan at least a trial.

PHYSICAL EDUCATION.

THERE is no subject of more vital interest to the public than the cultivation of the physical powers. The physical constitution is the foundation of man. It determines the intellectual capacity and strengthens the moral sentiments. It is the fundamental condition of energy, endurance, and all those elements that enter into business pursuits. Labor is the consequence of a sound, vigorous constitution. Intellectual and manual labor are promoted by the full development of the bodily powers. Labor and learning should toil together to lay the foundation of their future progress. Statesmen and philosophers owe their distinction to cultivation in youth and gradual development in manhood of those physical powers that warmed and nurtured the intellect, and laid the foundation of their future greatness. Youth is the time to build up the frame to stand the wear and tear of age. The first stone is the corner of the arch, the covenant of safety. Let us lay the foundation upon a rock, that the breakers of time may not wash away the quicksands of a feeble constitution.

The question meets us at the threshold, How are youth and middle age to cultivate longevity or develop the vital forces that create muscular power to lay the foundation of intellectual improvement and physical energy? They must exercise in the pure air of heaven, warmed by the genial rays of the sun. Action is natural endowment. Every organ is increased by appropriate exertion. "Whatever thy hands find to do, do it with all thy might." Exercise is a legal tender in the law of nature. What is bred in the bone must come out in the flesh. Athletes have resorted to the lifting exercise to acquire strength to raise heavy weights. The blacksmith's right arm is larger and stronger than the left arm, from using the hammer. The sailor has strong hands and powerful arms, from climbing ropes.

Eminent men, distinguished civilians, illustrious heroes and statesmen, have nearly all been accustomed to perform labor, or addicted to a life of violent exercise in early youth. In after-years they have not neglected this guardian of health, but have substituted athletic exercises of some other kind for the tools of the farm, the plane, or the anvil. It required ten months of appropriate exercise to get admitted to the Olympian games.

In ancient times, heirs of the throne, even kings and their subjects, competed for victory in the boldest efforts of physical courage, strength, and activity. They contended in wrestling, running, leaping, and boxing. They mounted the rostrum to contend for the literary honors of victory. These debates comprised the fine arts, poetry, and eloquence. The highest re-

wards of victory was the olive-branch, that crowned the conqueror in debate. It was the simple wreath that the champions of old consecrated their eloquence to achieve. Giant intellects won here their first laurels. They became as renowned for physical prowess as they were afterwards celebrated for their learning. These public exhibitions were inaugurated as a stimulus to courage and virtue. Plato, the most gifted Athenian philosopher, interspersed gymnastic exercises with his studies, to form, perfect, and invigorate the body. The precepts of that philosopher were the teachings of science, that enlightened the dark ages, and ameliorated the condition of the Old World. His teachings became the admiration of the learned, and have met the approval of mankind.

Education is the fruit of great men teaching by example. Size, other things being equal, measures muscular power. The weight of the body by no means measures the intellectual power of the mind, but there is a sympathetic force that forms an equilibrium between physical and mental power that supports both body and mind. If the body is not well developed, the mind will exhaust the physical structure, and cause premature decay.

Napoleon the First was a short man, with a remarkably full developed body to give force to a mind fruitful of inventions. He possessed an acute foresight, with rare mechanical ingenuity, to solve the fate of an army by mental perception of the situation upon the battle-field. He was undoubtedly the most formidable engineer in artillery duels known to modern history. Webster was a large man in bodily stature, with a giant intellect and ample physical development. Here we have all the elements of greatness, physical and mental combined. His logic was irresistible; his opponents in debate were totally annihilated by the force and effect of his irresistible conclusions. He rose to the occasion as if inspired with eloquence to awe Senates. Statesmen crouched beneath the broad shadow of his intellect, and legislatures were controlled by his genius and erudition.

John Quincy Adams and Thomas H. Henton, who performed more literary labor than almost any other two men of their day, took their daily exercise as the sun rose.

It is a violation of the law of nature to be shut up in the house at sedentary employment, breathing the diluted air without basking in the sunshine or shower. All who disobey the laws of health must pay the penalty. Mental labor, without being interspersed with physical exertion, will enervate the body and mind. Action appears to be written upon every muscle and ligament of the human body. Motion is the great law of the universe. The earth and heavenly bodies are in perpetual motion. The precedent is worthy of mortals to follow. All the inventions in art or the discoveries of science imply action. The discovery of steam required labor and skill to apply it to practical pursuits. The railroad must have its engineers, and the telegraph its operators. Nothing is made in vain. The wisdom of Providence has made it a condition of health that man shall use all the muscular power with which he was created for the generous purpose of improving the moral sentiments and intellectual faculties so bountifully bestowed upon him.—*Turf, Field, and Farm.*

TEACHERS' EXAMINATION, MARCH, 1872.

STATION.	No. Candidates examined for Grade.					Total No. examined.	No. Candidates granted license of Grade.					Total No. received license.	Total No. failed to receive grades.
	A	B	C	D	E		A	B	C	D	E		
Amherst.....	3	24	6			33		5	1	10	16	17	
Antigonish.....	10	12	11	1		34	2	4	6	3	15	19	
Baddeck.....	10	13	6			29	5	3	2	1	11	13	
Bridgetown.....	3	23	3			29	1	3	5	9	20		
Digby.....	1	5	5			11		1	2	3	6	8	
Guysborough.....		13	10			23		4	5	9	14		
Halifax.....	2	27	35	3		67	1	5	7	17	30	37	
Kentville.....	2					2					2		
Liverpool.....		10	4			14		1	2	2	5	9	
Lunenburg.....	2	5	9	5		21		1	5	2	8	13	
New Glasgow.....	3	16	11	1		31		1	3	6	16	15	
Normal School.....	12	32				44	8	6	17	9	40	4	
Pictou.....	1	11	13	15	1	41	4	3	8	9	24	17	
Port Hood.....	1	4	11	9	4	29	1	5	2		8	21	
Shelburne.....		4	8	1		13				3	3	10	
Sherbrooke.....		6	1	2		9			1		1	8	
Tangier.....	1	1	4	1		7			1		1	6	
Tatamagouche.....	1	16	19	3		39		6	5	1	11	28	
Truro.....	3	17	20	2		42		3	1	6	10	32	
Yarmouth.....		9	9			18		1	1	6	8	10	
TOTAL.....	4	66	257	185	24	536	3	21	41	74	94	233	303

In consequence of the storm, the examination at Arichat, Sydney, Margaree, Windsor, and Kentville, failed. The papers reached Kentville in time for the examination of Candidates for Grade A.

GOVERNMENT GRANTS
In aid of Public Schools, paid to
Teachers for the Term ended
30th April, 1879.
The Asterisk (*) marks those employed
in Poor Sections.

CO. OF ANTIGONISH.

GRADE B.

Table with 3 columns: TEACHER, Number of Teaching days employed., Amt. paid to Teacher from Pro. Treasury.

GRADE C.

Table with 3 columns: TEACHER, Number of Teaching days employed., Amt. paid to Teacher from Pro. Treasury.

GRADE D.

Table with 3 columns: TEACHER, Number of Teaching days employed., Amt. paid to Teacher from Pro. Treasury.

GRADE E.

Table with 3 columns: TEACHER, Number of Teaching days employed., Amt. paid to Teacher from Pro. Treasury.

CO. OF ANNAPOLIS.

GRADE A.

Ross, Alexander 115 8

GRADE B.

Table with 3 columns: TEACHER, Number of Teaching days employed., Amt. paid to Teacher from Pro. Treasury.

NIGHT SCHOOL.

Horner, William P 23 11 50

GRADE C.

Table with 3 columns: TEACHER, Number of Teaching days employed., Amt. paid to Teacher from Pro. Treasury.

GRADE D.

Table with 3 columns: TEACHER, Number of Teaching days employed., Amt. paid to Teacher from Pro. Treasury.

Table with 3 columns: TEACHER, Number of Teaching days employed., Amt. paid to Teacher from Pro. Treasury.

GRADE E.

Table with 3 columns: TEACHER, Number of Teaching days employed., Amt. paid to Teacher from Pro. Treasury.

ASSISTANTS—GRADE C.

Brinton, Ruthena 30 7 50

GRADE D.

McNeil, Mary 120 20 00

GRADE E.

Horner, Eurydice 120 15 00

CO. OF HANTS.

GRADE B.

Table with 3 columns: TEACHER, Number of Teaching days employed., Amt. paid to Teacher from Pro. Treasury.

GRADE C.

Table with 3 columns: TEACHER, Number of Teaching days employed., Amt. paid to Teacher from Pro. Treasury.

Table with 3 columns: TEACHER, Number of Teaching days employed., Amt. paid to Teacher from Pro. Treasury.

GRADE D.

Table with 3 columns: TEACHER, Number of Teaching days employed., Amt. paid to Teacher from Pro. Treasury.

GRADE E.

Table with 3 columns: TEACHER, Number of Teaching days employed., Amt. paid to Teacher from Pro. Treasury.

ASSISTANT—GRADE C.

Demmet, M 110 29 74

CO. OF KINGS.

GRADE B.

Table with 3 columns: TEACHER, Number of Teaching days employed., Amt. paid to Teacher from Pro. Treasury.

GRADE C.

Table with 3 columns: TEACHER, Number of Teaching days employed., Amt. paid to Teacher from Pro. Treasury.

GRADE C.		St. Euphrosine, Lady 120 45 00	Marl Bishop 120 60 00	John Westcott 111 41 62
McDonald, John	S 3 00	Sr. May, Lady 120 45 00	John Blackadar 110 59 75	
GRADE B.		GRADE D.		
McDonald, Daniel	32 16 00	Bethune, Margaret 120 30 00	James Crosby 120 60 00	John Brand 80 20 00
GRADE D.		Boyd, Angus 120 30 00	W. Davidson 120 60 00	John Bowdie 64 16 00
Frazer, W. Danl.	13 3 25	Bouche, Simeon 120 30 00	*William Gough 107 71 33	*Sarah Crosby 99 33 00
CO. OF RICHMOND.		Bissett, Joseph 110 27 50	*Stephen Hilton 82 54 66	Eteine Cotro 119 29 75
GRADE A.		*Campbell, John 120 40 00	Ebenezer Hilton 119 59 50	*Helen Durkee 117 29 55
McInnis, Lewis	115	*Ferguson, Malcolm 120 40 00	Thomas Hilton 108 51 00	*Israel Durkee 116 38 66
GRADE B.		Gaynon, Peter 115 28 87	Abram Lent 120 50 00	Gervais D'Entremont 80 20 00
McLean, Donald	120 60 00	Hill, John 120 30 00	W. A. Newcombe 120 60 00	*Marietta Hilton 102 34 00
*Morrison, Alex	120 80 00	Hood, William 107 26 75	Nathan Sanders 116 58 00	Abbie Kimball 120 30 00
McQuarrie, H	120 60 00	Johnson, Archibald 120 30 00	Charles Sealey 60 30 00	Sarah Murphy 108 27 00
McKenzie, D	120 60 00	Lavashe, Colin 112 28 00	R. W. Woodworth 120 60 00	Emma Porter 120 30 00
*McDonald, John	118 78 66	McLean, Donald 120 40 00		*Mary Porter 111 37 00
McDonald, Angus	115 57 75	McMullin, Roderick 103 25 5	GRADE C.	
McNeil, Angus	61 30 50	*McDonald, John 98 21 50	Annie Bingay 120 45 00	
GRADE C.		Sheehan, Daniel 120 30 00	Elizabeth Brown 119 41 62	
Bethune, Christina	120 45 00	GRADE E.		
Boyd, Donald	120 45 00	Boatin, Sophia 120 22 50	Mary Crosby 120 45 00	
Blanchard, Adelino	114 42 75	Dunn, Jane 120 22 50	Judson Denton 120 45 00	
Hearn, David	107 40 30	Findley, Mary 120 22 50	Sarah Dakin 119 44 62	*Helen Baker 112 28 00
Matheson, A. R	120 45 00	McCabe, Eliza 120 22 50	Harriet Ellis 107 40 12	*Harriet Crosby 95 23 75
McDougall, Peter	120 45 00	McDonald, A 120 22 50	Lois Flint 119 44 80	Merguerite Cotro 120 22 50
McNeil, Michael	120 45 00	*Morrison, Christy 120 30 00	Lois Goudey 120 45 60	Gautal Cotro 120 22 50
McLeod, Alex	120 45 00	*McAulay, Mary 120 30 00	*Ellen Grant 120 60 00	Rose Holmes 61 11 43
McKay, John	120 45 00	McNeil, Elizabeth 119 22 31	Amnie Guest 64 24 00	*Mary Hersey 50 12 50
Martell, Wm	117 48 87	McKinnon, Agnes 110 20 62	Mary Hilton 111 41 62	*Elizabeth LeBlanc 91 23 50
McCaish, Angus	115 43 12	*Sheehan, Agnes 120 30 00	Josephine Harrison 119 44 80	*Rosalie LeBlanc 109 27 25
McPherson, Stephen	120 45 00	Smith, Lavina 106 19 87	*Emma Hilton 99 49 75	Melanie LeBlanc 120 22 50
McLeod, Kenneth	114 42 75	Vigneau, Louis 120 22 50	Alva Hilton 60 22 68	Adelaide Reynolds 55 10 31
Picard, John	117 44 05	CO. OF YARMOUTH.		Elizabeth Lurette 109 20 43
St. Zephyren, Lady	120 45 00	GRADE A.		*Fannie Lurette 80 20 00
St. Maurice, Lady	120 45 00	John Jack 118 59 00	David Potier 114 42 75	
St. John, Lady	120 45 00	James Munro 119 59 50	Emma S. Porter 118 44 25	
St. Alexandrine, L.	120 45 00	GRADE B.		
St. Bonaventure, L.	120 45 00	George Adams 109 51 50	Agnes Robbins 118 44 25	
			Leander Reynolds 64 24 00	
			Mary Rodgers 116 43 50	
			Jessie Smith 56 21 00	
			Mary Starratt 112 42 00	
			Mattie Taylor 120 45 00	
			Abner Van Norden 119 44 62	
			May Woodworth 120 45 00	

OBJECT TEACHING.

An Object Lesson may be defined as a certain method of instruction relative to a given Object, the object being the subject of the lesson. By Object Teaching, however, we understand a particular system of using objects and of treating subjects in the processes of instruction. It is, then, the manner and purpose of using objects and the method of treating subjects which chiefly determine whether a given mode of instruction may be called Object Teaching. The term is sometimes used with the limited signification of object lessons; but it is here taken in its broadest sense, applying also to the teaching of any subject, if that teaching be confined to nature in its method.

Before deciding for or against this system of instruction it will be well to consider some of the grounds upon which it has been based.

To lead children to become good and reliable citizens seems to be the direct aim of the State in the establishment and support of its schools. This implies that every individual be possessed of sufficient intelligence and skill to provide for the material wants of himself and those directly dependent upon him; also of sufficient perception of moral truth and discipline in moral courses of action, to fit him for the civil and social duties of life.

Advance in civilization, however, demands more than this. It requires men and women with acumen to perceive opportunities for progress, and power to evolve from those opportunities positive results. To increase the supply in this direction should also be the object of the State.

Again, it must be remembered that, underlying this development of man in his social relations, is his development as a unit of humanity, a spirit yearning and active, possessing definite relations to the whole universe.

The question at once arises,—Where and how shall our efforts be directed in order to secure these desirable results? To the first part of the question, it may be answered:—Wherever it is the province of any one to teach. The object of all scholastic

discipline should be the making of thinking men and women.

Inasmuch as statistics show that not more than half the names entered on the primary or *perceptive* grades afterwards appear on those of the higher grades, and since the schools of the rural districts are composed chiefly of this primary element, we may direct our strongest efforts to this point. By this means we shall reach the largest numbers, as well as lay that foundation for a higher education which can be laid nowhere else than in the primary school. Let this foundation be compactly built, and less difficulty will be experienced subsequently in rearing the walls of the structure. A method of instruction adapted to the first wants of children must therefore be devised.

Having decided where to direct effort, before determining how it should be done, we must obtain clearly defined notions of the nature and requirements of the material upon which we are to work. Activity, motion and change, which constitute the law of life, are nowhere more observable than in the child. His constant demand is for nutrition and opportunities for the exercise of all his parts, which, along the electric wires nature has furnished him, truth is flashed inward to the soul. The child also demands language for the expression of the ideas thus gained, and afterwards uses the same terms figuratively to express abstract truths and spiritual experiences.

Such being the nature of the material, our next thought must be given to the natural order of growth revealed in the more spontaneous development of the young mind. It is well known that power of acquiring knowledge is rarely manifested through the organs of sense. In the child we observe a natural tendency upon taking up an object, to look at it, feel of it, balance it on his finger, smell and taste of it, and to put it to his ear, thereby to ascertain its physical properties. In the exercise of his senses, therefore, the child expresses a keen delight, and at the same time, lays a foundation for all his knowledge of the external world. Even in older and more fully developed minds, we observe a spirit of investigation, an instinctive desire to know by

personal observation the truth of whatever statements are presented to them.

Indeed, the amount of information acquired from all sources seems to depend, to a very considerable extent, upon the clearness of the perceptions derived through the senses. The senses are, therefore, the gateways to knowledge, and the wider they are opened the clearer will be the perception, and the completer the knowledge gained.

Granting, then, that the child first informs himself of the physical properties of what is before him, by the help of the perceptive faculty, careful observation will prove that he next remembers the results of this process, or, combining certain features of several perceptions, forms one imaginary picture. The higher process of reasoning is then called into exercise. Thus all the faculties of the child are brought into play in their natural succession, and he experiences a real process of education.

Our method of instruction must then be based upon this natural order of development. If our first duty is to cultivate the perceptive faculty, we have only to present occasions to the restless eyes, ears and hands. How can we do this, unless use is made of objects? When these objects are used in a systematic manner, merely as a means of training the several senses of the child in habits of ready and accurate perception, this is called Object Teaching in an introductory stage. In the next stage objects may be employed as a means of instruction in given subjects, careful attention being given at the same time to a proper disciplining of the pupil's mind.

In this step objects may be used in either of the following ways:—First, an object, or a quality of an object, may be taken as the subject of the lesson in order to develop correct ideas concerning it; second, an object may be made to represent another but remote object, that a more definite knowledge of the latter may be indirectly gained: and third, objects may be used for the development of abstract ideas.

The real objects need not always be presented, for we may sometimes appeal to memory or conception.

The use of objects must now become systematic, and the accomplishment of some definite end be kept in view. What part, then of the great sciences, to which we would lead, is best adapted to the mental capacity of childhood? Evidently every science must be reduced to its elements,—first principles must be sought. But, as in this direction the beginnings of science are hidden, and we can only hope to discover them by the exercise of our powers of observation, and by forming higher and higher generalizations from their carefully collected results, we are forced to conclude that the beginnings of science should be the first natural steps in the processes of investigation. To begin at the beginning, every subject must be reduced to its elements. If lessons in "Number" are given, the result will be a foundation for Arithmetic and the higher mathematics. Lessons on plants, animals, minerals, qualities of objects and manufactures will, in like manner, lead directly to Botany, Zoology, Mineralogy, and some of the truths of Physics and Chemistry. Lessons in size and position of objects introduce Geography, while form and drawing, especially inventive drawing, form a basis for the practical arts of designing and architecture.

The teacher should be prepared to lead his pupils on, without straying from the paths of nature. But one difficulty should be presented at a time, and these difficulties so adjusted, that, in proceeding step by step, the child will always pass from the simple to the more difficult, from the concrete to the abstract. After the child has clearly gained the idea, give him the language in which to clothe it, and words will then be treasured by him as gems of priceless value.

The principles of Object Teaching further require that we never generalize before all the particulars are understood, proceeding thus systematically in the synthetic order of nature instead of the analytic order of a subject. The practice of reading thus, at first hand, from the volume of nature, develops a widely different power from that gained by taking the results of the investigations of others and tracing back the proofs. The former tends to produce directive power; the latter, to promote mechanical imitation. The great demand of the age is for the development of this directive intelligence.

Such are some of the arguments and principles upon which Object Teaching is founded. It may be thought that these princi-

ciples can be successfully applied only to elementary instruction, where text-books are not used. Although actual study and the use of books are essential in more advanced work, the same principles can be applied to a far greater extent than at present.

In much of the instruction given in many schools of a higher grade, the training and education of the thinking faculties of the pupil are almost entirely neglected, with the result that the pupil's mind becomes the store-house of the fruits of other men's harvesting, rather than a field laden with products of his own planting and raising.

It may be impossible to devise a single method of instruction by which all branches can be taught with the same success; yet it is possible to base all modes of teaching on the same fundamental principle, the disciplining of the mind. To accomplish this, more natural methods must be adopted. As an example, the subject of English Grammar is commenced by the student's learning that it is the science of the English Language, and is divided into Orthography, Etymology, Syntax and Prosody. Definitions of terms may be committed to memory, and yet the student have a very imperfect knowledge, if any, of their real meaning, or of the basis of such a division of grammar. So, also, the different parts of speech, with their respective classifications and properties are frequently learned without an independent thought on the part of the pupil. This course is directly opposed to the great first principle of Object Teaching, as well as to the minor principle—first synthesis, and then analysis.

Having decided to build up the science, with what shall we begin? What are the ultimate elements of the English language, as it is properly treated in English Grammar? *Words*, if we consider the expression of ideas, and *sentences* if we consider the expression of thoughts. The subject may, therefore, be commenced with either words or sentences. Let the work now progress step by step, one thing at a time and in the natural order of dependence. Thus systematized, Grammar, or language lessons, may be commenced at a much earlier age than is customary; or, if left until the usual time, it can then be made more thorough by the objective method.

May not other subjects be treated in a similar manner? In elementary work in Arithmetic the same course can be pursued, and, even in the more advanced study of the same subject, more of the principles and rules may be developed objectively by questioning, and less occasion given for this frequent memorizing of words without ideas. The same is true of Algebra and especially of Geometry.

The latter is specially adapted to cultivate the reasoning powers. How comparatively little is this discipline, when the theorem given and the figure drawn, the student has only to commit the demonstration, as found in the book, *verbatim et literatim*. Let the theorem be given and the simple basis of the figure, and then require the student to prove the theorem by his own demonstration and the desired discipline will be better secured. This is not mere theory; practice has proved it a success. Other subjects, the sciences for instance, may more or less conform to the objective system.

Object Teaching is a *systematic* method of instruction; as soon as it lacks system, therefore, it becomes a failure. Where, then, are the teachers, who, fully realizing the true purposes of education, are practically familiar with the constitution of the mind and the order of the development of its faculties? Where shall we find those so versed in each science that they are able to discern its beginnings and successive stages, and then skillfully adopt the means to the desired end?

This demand upon the teacher can only be answered by patient, persevering labor. As in all other professions, there must be a willing and constant plodding at details. At the present time there must also be earnest, original thought.

Old and new methods are now clashing. Everything is in confusion. While some are carried away with novelty, there is a disposition on the part of others to suspect all attempts at modification of old methods as visionary adventures. This age is witnessing a revolution in educational methods. It is the universal law of progress.

But, when the contest is over, we may confidently hope that the cause of education will have taken an important step in advance.

MISS E. M. BRIGHAM.

MIXED SCHOOLS.

IT has come to be acknowledged on all hands that woman needs the highest education that can be given her, quite as much as man. And the idle question "for what purpose?" is being dropped out of sight, with a look of shame, by many who, once making much of it, have been answered by the urgent necessities of woman's existence in the present social structure. To the wise there can be no question whether the mental powers of woman should receive the highest development possible, any more than there is question whether the intellectual resources of a country should receive their highest development as a means to the well-being of that country. It is wonderful how much we talk and toil about the development of the nation's intellectual resources, when so large a proportion of its mental resources—by which alone our physical resources can be utilized—are left to run to waste. We talk of educational facilities, as if learning to read and write and cypher were an education,—which it is not any more than the cellar wall of a grand commercial block is the building itself.

The question then being yielded that the door to all the higher walks of education should be opened to woman, not merely because she needs them for practical use, but because she has a right to that higher organization, so to speak, which an education gives; that increased power of discrimination; that basis of sounder judgment; that keener insight into all things that appeal to her mental powers: the next question is, "where shall we receive this higher education?" In opening the doors of our colleges to woman it is granted that our larger colleges are the best places which the country can afford for an education. No school more meagre in its endowments; more barren in its appointments; more stinted in its professorships can compete with them. We have Longfellow and Lowell at Harvard, Goldwin Smith at Cornell, Hopkins and Williams, and Porter at Yale. How many times can the country duplicate these men? Men of a different stamp may teach Greek and Latin rules, mathematical formulas, scientific text-books, but the impulse to stirring, active thought which is needed within the walls of a college, is given only by contact with the master minds. Vassar is, perhaps, the best appointed ladies' school in the country. It is easy to compare it with Harvard, or Cornell, which last has had even less time than Vassar in which to gather about itself the excellencies of a university. Those who think on educational matters regret deeply the scattering of funds, devoted to educational purposes, upon lame and helpless and hopeless minor colleges with which the country is burdened. If we open separate colleges for ladies we only divide still more infinitesimally these educational funds, and yield all hope of attaining for these schools that standard which it requires both liberality of endowment and generations of labor to attain. No one attempts to deny that, as far as literary advantages are concerned, these larger colleges are the best places for women to obtain the advanced education which is being conceded to them. The very atmosphere surrounding such a school is of value to those whose nature is in any sense receptive. Those who, granting the first point, still oppose their admission to these schools, bring to the support of their opposition, undoubtedly, the same arguments that they would bring against mixed schools of any kind, or against mixed schools for adult pupils. It is contended by these persons that the contact of pupils of both sexes in the class-room is not conducive to the preservation of social propriety—that evils may occur from it. In a well managed mixed school this class contact is the only contact which differs from that allowed to pupils in any separate schools; or, at least, in those which are under anything short of what may be called convent discipline. We might say that the attendance of young people of both sexes at the same church would be liable to lead to as much evil as this. And when we take into consideration the going to and fro of young people together to evening service, without any supervision from those older than themselves—which is common in some places—and the free manners in some singers' seats, where young people are congregated, we may perhaps fear that our churches will sow seeds of disease more fatal than our mixed schools. There is no question but our mixed schools need a different and perhaps more careful supervision than some separate schools. If the history of our schools could be examined, our experience leads us to believe that as

much evil would be found to have occurred among pupils in one kind of school as in the other. Incurable subjects are liable to enter any school. And we are equally liable to the accident of unwise supervision whether in mixed or separate schools.

MRS. H. E. G. ARBY.

A SUGGESTION.

THEY have a delightful custom in the Swiss schools for boys, which might be adopted with great advantage to all concerned in this country. During the weeks of the summer vacation it is the habit of the teachers to make with their pupils what are called *voyages en zigzag*; that is pedestrian tours among the sublime mountains and charming valleys of that "land of beauty and grandeur." Squads of little fellows in their brown leather their tough boots drawn on, and knapsacks on their back, may be met, during the season, on all the highways, and sometimes in the remotest passes of the Alps, as chirrupy as the birds on the boughs, and as light and bounding as the chamois that leap from crag to crag. They are perfect pictures of health and happiness, and the treasures of fine sights that they lay up in their memories, during these perambulations, it would be difficult to describe. We know of more than one urchin that has thus scaled the summits of the Faulhorn, looked down from the precipices of the Bevent, walked over the frozen oceans of the glaciers, and gazed in rapture upon the sunsets on the Jungfrau or Mont Blanc. Their tramps are made without danger and without much expense, and the life is one of incessant enjoyment and rapture. But why could not the same thing be done here, where we have the Catskills, the Adirondacks, and the White Mountains, the exquisite lakes of the North, the river St. Lawrence with its rapids, Niagara and the lovely scenery of Western Virginia, which, we are told, is scarcely surpassed on the continent? Over the long intervening stretches the railroad will bridge the distance, while the inns are not expensive, and the country fare wholesome and nutritious.

PROF. SWINTON ON THE STUDY OF ENGLISH.

[At a recent informal gathering of persons interested in education, the question was put to Professor William Swinton, "What is the cause of the unsatisfactory results of our school training in the English language, and what hope is there of better things?" The Professor's answer was in substance as follows. The remarks seemed to interest his auditors, by one of whom they were jotted down, and they are now published here as containing perhaps some suggestions that may prove fruitful in the minds of thoughtful educators.]

I suppose that the *fact* which you imply in your question—the fact that the results of our school training in the English language are unsatisfactory,—is too deplorably patent to be denied by any one qualified to speak on the matter. Our educational journals—I have just been reading several score of them—teem with lamentations on the unsatisfactory state of English education. They say that though English grammar purports to teach the art of speaking and writing the English language with propriety, our pupils do not, somehow, seem to acquire the art; that the rules of syntax so laboriously learned do not perceptibly temper the license of their ordinary speech, and that the great majority of scholars quit school without having attained such reasonable mastery of their native tongue as may enable them to write it *decently*,—not to say clearly or impressively.

Now, as to the *cause* of this backwardness in a matter so vital (for I take it we shall agree that the acquisition of an available, easy handling of our language in the practical uses of oral and written expressions is the very flower of education, and that we miss everything when we miss *that*),—there might be several sufficient explanations; but what strikes me as the real root of the matter is that our apparatus for teaching English is quite inadequate, and that the common procedure is both defective in itself and deficient in several essentials. And I am very sure that we

shall not be in the way of any genuine success in this department, until the results of modern philological research shall give us a *wholly new kind of text-book really adapted for instruction in our English speech*. The living waters of the new learning, which are still confined to the upper reservoirs, must be brought down to the lower levels where our children stand open-mouthed and athirst.

I do not propose to enter into any denunciation of our existing English grammars, though to any one who has made a study of English philology, or who has even cast an arrow into its domain (you remember the Parthians used to shoot a preliminary shaft into the territories they proposed afterwards to possess), our grammatical horn-books are pitiable enough. You say that their syntax consists of a mass of utterly unintelligible abstractions: and the cause of this is not far to seek. What do our grammars represent? They represent the scholarship of the last century, and I need not tell you that this was before the *science* of language was in existence, for it was before comparative philology, by setting the English tongue in its just historic affiliations with the elder types of speech out of which it grew, had given us the law of its growth; the logic of its forms, and the key to the soul of its grammar.

Our old grammarians were acquainted with one type of tongue—the classical. To them Latin was the ideal of human speech, Latin grammar the archetype on which all other grammars should be constructed. They accordingly addressed themselves, with a painstaking but perverse ingenuity, to the task of adjusting the phenomena of our Saxon speech to the ready-made rules of the classic syntax.

Now, there was one very considerable difficulty inherent in this undertaking, if the grammar-makers had only realized it. Latin is what our modern philologists call a highly "inflected" language that is, it exhibits the syntactical relations of words in a sentence by the agreement of their forms or *inflections*, while the very peculiarity of English is, that it is all but devoid of inflections: hence it is that while the grammatical relations of the parts of speech in a Latin period are quite independent of their position, the fact of position is the very essence of English syntax. However, your Murrays and Harrises were above any trifles of this sort. If English would not exactly fit into the Latin mould, so much the worse for English—it should be *made* to fit, in the manner of Procrustes' bed. I think I could show you by an analysis of the syntactical rules in our existing grammars (said grammars being essentially Murray after all) that three-fourths of those rules have no application whatever to English, and are simply the result of the attempt to strain our language into compliance with classic forms. I ask, then, if it is any wonder that you find these rules unintelligible to youth, when, in fact, they are the *laws of relations which do not exist*?

Perhaps it would not be amiss to remark in passing (for the point bears directly on what we are considering), that another lamentable evil resulting from the usurped primacy of the classical languages in our scheme of education, has been the banishment, until lately, from our higher institutions of learning, of the study of English. If our professors have not exactly owned to the theory, they have at any rate acted on the theory that there would be a sort of lapse from dignity if they whose lips have been wont to con the resounding polysyllables in which the Athenian *demoi* talked politics and scandal in the market-place were brought down to the drill and drudgery of mastering our own home-like speech. As might have been expected, the retribution for this aristocratic pedantry, if I may so call it, has overtaken the scholarly class; for plain people can throw it up to us (and with justice, which is the worst of it) that students make bulls in native syntax who would blush to misconstrue Thucydides, that collegians strong in all the paradigms write English after the manner of their washerwomen!

Do not understand me as wishing to underrate Greek and Latin scholarship. I hope I properly value the fine mental discipline to be attained in studying the two noblest languages of antiquity—tongues so rich and plastic in their verbal forms, so ornate in the architecture of their swelling periods. But we may surely divide and discriminate; and if, without crying up one branch of learning for the sake of crying down another, we can readjust our scholastic studies to better accordance with our modern needs,

we shall be doing no more than is our right and duty as thinking men. In this spirit we may justly claim for English philology a place in the scheme of the higher education as honorable as that traditionally accorded to Latin and Greek,—a station on the scholar's Olympus not lower than that on which the classic muse sits with her garlands and singing-ropes about her.

Happily, this claim is beginning, though but late, to be generously recognized. It is within our own times that a chair of Saxon has been established in venerable Oxford, founded by the Saxon Alfred's royal love of learning a thousand years ago. In our own country that pregnant movement which we are getting to call the "New Education" has put forth no finer fruit than it has in stimulating a quickened attention to the wealth and worth of our native speech. I rejoice that the study of English has been advanced from the school bench to the auditorium of our universities; and I ask if there could be any more significant expression of the newly realized conviction that English philology is of a value not inferior to the classical philology as an instrument of mental discipline and culture?

The study of English as a science, the study of English in the light of modern linguistics, has already produced, in the United States, results of recognized worth. Thus, Professor March, of Lafayette College, Pennsylvania, has published an admirable Anglo-Saxon Grammar and Anglo-Saxon Reader; and the time is not far off when every freshman class of every American college will be made to go through both. Professor Corson, of Cornell, has rendered the elder monuments of English lore easily and cheaply accessible to all students in his lately issued "Early English Literature." In his "Science of Language," Prof. Whitney, of Yale, has brought the philology of the entire range of Indo-European languages to bear on the illustration of the organism of English. And without attempting to enumerate all that has been done, I shall merely recall to your mind the post-graduate course of lectures on the English language, delivered by the Hon. George P. Marsh some years ago, under the auspices of Columbia College, and preserved in permanent form in two volumes octavo, as quite the most valuable contribution made on either side of the Atlantic to the philosophical study of our mother tongue.

"Well, now, I swing back to the thought with which I set out, and if it was not very clear then, I hope it is now sufficiently manifest that we are to seek the renovation and remodeling of our common school of English study, in the extension of the new scholarship down to our elementary text-books, and down to the training received by our teachers in the Normal schools.

What is needed is not, primarily, tinkering at our old-type grammars—why, the ambition of our text-book makers seems to be limited to little flourishes of originality in the way of terminology,—but a thorough reconstruction of the course of English study that shall make THE ENGLISH LANGUAGE itself, and not the abstractions of parsing and analysis the subject of school-drill.

If you ask me for the particulars of such a *magna instauratio* as I have in my mind, I can only answer in the most general way. I believe:

First, that pupils of the lowest grammar school grades (they will have been grounded in the rudiments by means of oral lessons in the English language in the primary grades) shall be introduced to the systematic study of English through a kind of class-book especially adapted to the wants of the scholar during the two lower years of the grammar school course. Such a text-book should be as little as possible like our ordinary formal grammar. It should, in fact, be a series of practical lessons in the English language, omitting sedulously all those purely *theoretical* rules—the invention of our grammarians—that cover points on which there can be no possible mistakes, and concentrating the attention of the pupil on the actual business of writing and speaking English, and so developing, inductively, and from the practical use of English, whatever of formal grammar may be seen to be applicable and of value. For the two upper years of our grammar school course, it is easier to find guides: any of our better grammars will serve, though we are much behind the later English grammarians (as instance, Bain or Adams or Thring) who have been wise enough to draw from the new mines of English opened up through the historical researches into the growth and structure of our tongue.

Secondly, mere formal grammar, which with us is slight,—for Mr. Marsh was not less wise than witty when he called English the “grammarless tongue”—must be supplemented by text-books that will bring the mind of the pupil into contact with the *substance* of English. For even when grammatical accuracy has been attained there are many difficulties in the way of English persons attempting to speak and write correctly. There is the cramping restriction of an insufficient vocabulary; there is also the very common inability to appreciate the differences between words that are at all similar; then there is the difficulty attending the choice and arrangement of words and the danger of obscurity, a fault which cannot be avoided without extreme care, owing to the uninfected nature of our language. If I may be pardoned the egotism—which may be the more pardonable since I think every principal here has introduced the book into his classes, and most of you have seen your pupils grow under the discipline of the study—I might mention my little “Word-Analysis” as at least an essay towards supplying the lamentable lack of any practicable class-book on the English vocabulary and the use of words.

Thirdly, to be firm-based in our method of English instruction, I am convinced that a thorough organic co-ordination of all the branches of English study must be made—I mean of those studies which may be styled philological, including reading, spelling, word-analysis, grammar, composition, and English literature. The proper *hub* which connects these spokes of the wheel is the Reader. But, unfortunately, we have as yet no series of Readers which can be considered truly *educational*—they are little other than collections of scraps. This is a pitiful waste of a great opportunity, for the Reader is precisely the proper point of meeting of all the English studies, and the centre of mutual illumination. You may depend upon it the time is coming when the scrap-bag theory will not suffice, when teachers will demand Readers that shall really avail for the purposes of education.

I notice I have fallen into the critical mood; but, after all, there is a great deal that is encouraging. It is no small thing that our native philology has vaulted to its proper seat in the university curriculum; for we may rely upon it that the learning upon the summits will in time find its way down to the plain. And what a grand organism is our English, and how worthy the profoundest study! It appeals to our reverend regard as our mother tongue. It challenges our liveliest attention by its intrinsic wealth as a speech, for I repeat the words of Germany's foremost philologist, Jacob Grimm, when I say that in beauty and force and expressive power it is surpassed by no language spoken by man. It commands our most earnest study as the language of the inspired record in the purest, simplest and noblest form in which it has been presented to modern intelligence, as the living body in which the grandest thoughts ever conceived by the human intellect, the most passionate and powerful creations of literary art, the subtlest and sublimest sentiments that ever voiced themselves in words, have taken up their luminous and ever-during lodgment.

[By this time the Professor had worked himself into quite a glow, and your reporter refused to follow him any further in his philological flight.]

REGULATIONS OF THE SCHOOL BOARD OF LONDON FOR THE MANAGEMENT OF ITS SCHOOLS.

I.—GENERAL REGULATIONS.

1. Infant schools shall be mixed.
2. Senior schools shall be separate.
3. Large schools shall be provided wherever it is practicable to do so.
4. As a general rule, female teachers only shall be employed in infant and girls' schools.
5. The period during which the children are under actual instruction in school shall be five hours daily for five days in the week.
6. During the time of religious teaching or religious observance, any children withdrawn from such teaching or observance shall receive separate instruction in secular subjects.
7. Every occurrence of corporeal punishment shall be formal-

ly recorded in a book kept for the purpose. Pupil teachers are absolutely prohibited from inflicting such punishment. The head teacher shall be held directly responsible for every punishment of the kind.

8. Music and drill shall be taught in every school during part of the time devoted to actual instruction.

9. In all day schools provision shall be made for giving effect to the following resolution of the Board, passed on the 5th March, 1871:

“That in the schools provided by the Board the Bible shall be read, and there shall be given such explanations and such instruction therefrom in the principles of morality and religion, as are suited to the capacities of children, provided always—

“1. That in such explanations and instruction, the provisions of the Act in Sections VII. and XIV. be strictly observed, both in letter and spirit, and that no attempt be made in any such schools to attach children to any particular denomination.

“2. That in regard of any particular school, the Board shall consider and determine upon any application by managers, parents or ratepayers of the district, who may shew special cause for exception of the school from the operation of this resolution, in whole or in part.”

10. In all schools provision may be made for giving effect to the following resolution of the Board, passed on July 26th, 1871:

“1. That in accordance with the general practice of existing elementary schools, provision may be made for offering prayer and using hymns in schools provided by the Board at the ‘time or times’ when, according to Section VII., Sub-section ii, of the Elementary Education Act, ‘religious observances’ may be ‘practiced.’

2. That the arrangements for such ‘religious observances’ be left to the discretion of the teacher and managers of each school, with the right of appeal to the Board by teacher, managers, parents or rate-payers of the District.

“Provided always, That in the offering of any prayers, and in the use of any hymns, the provisions of the Act in Sections VII. and XIV. be strictly observed, both in letter and spirit, and that no attempt be made to attach children to any particular denomination.”

11. All the children in any one infant, junior, or senior school, shall pay the same weekly fees.

12. The minimum weekly fee in infant, junior, and senior schools shall be one penny, and the maximum fee ninepence.

13. The half-timers attending any school shall pay half the weekly fees chargeable in that school, provided that such half fees be not less than one penny.

14. The fees payable in evening schools shall be left to the discretion of the managers, subject to the approval of the Board.

15. If exceptional circumstances should appear to render the establishment of a free school in any locality expedient, the facts shall be brought before the Board, and its decision taken upon the special case.

II.—REGULATIONS FOR INFANT SCHOOLS.]

16. In infant schools instruction shall be given in the following subjects.

a. The Bible, and the principles of religion and morality, in accordance with the terms of the resolution of the Board passed on the 5th March, 1871.

b. Reading, writing, and arithmetic.

c. Object-lessons of a simple character, with some such exercise of the hands and eyes as is given in the “Kinder-garten” system.

III.—REGULATIONS FOR JUNIOR AND SENIOR SCHOOLS.

17. In junior and senior schools certain kinds of instruction shall form an essential part of the teaching of every school; but others may or may not be added to them, at the discretion of the managers of individual schools, or by the special direction of the Board. The instruction in discretionary subjects shall not interfere with the efficiency of the teaching of the essential subjects.

18. The following subjects shall be essential:

a. The Bible, and the principles of religion and morality, in accordance with the terms of the resolution of the Board passed on the 5th March, 1871.

b, Reading, writing, and arithmetic; English grammar and composition, and the principles of book-keeping in senior schools with mensuration in senior boys' schools.

c, Systematized object-lessons, embracing in the six school years a course of elementary instruction in physical science, and serving as an introduction to the science examinations which are conducted by the Science and Art Department.

d, The History of England.

e, Elementary Geography.

f, Elementary Social Economy.

g, Elementary Drawing.

h, Music and Drill.

i, In girls' schools, plain needle-work and cutting-out.

19, The following subjects shall be discretionary.

a, Domestic Economy; b, Algebra; c, Geometry.

20, Subject to the approbation of the Board, any extra subjects recognized by the New Code (1871) shall be considered to be discretionary subjects.

CORRESPONDENCE.

For the Journal of Education.

Never was a sterling truth more forcibly demonstrated than when, some time ago, a prominent Legislator addressing an audience, exclaimed: "give me the making of a nation's ballads and I care not who frames its laws! My memory will be green when the politicians are consigned to the uttermost depths of oblivion."

In truth, it is a well established fact that the Ballads and Proverbs of a nation offer a pretty faithful index to its history and its characteristics.

Political cries may agitate the masses of the people and direct their opinions for certain lengths of time into ever changing channels, but the traditions of the past remain unalterably the same and cannot be shaken off, but cling to the people and are cherished by them, amid the turmoil of party strife and the manifold occupations of daily life.

The sweet, beautiful effusions of Moore's genius will remain dear to the Irish people; will be cherished and transmitted from generation to generation in the hut of the starving tenant, when the names of Curran and Burke will be, comparatively, forgotten.

The rhymes of Béranger are graven in the minds of the French people more enduringly than the memory of Napoleon and all his glories. Empires are built up and crumble down again, amid the clash of arms, but the memories of past centuries and their heroes and heroines, clothed in rhyme, retain their hold upon the people, because appealing to the heart and not to the mind.

The efflux of time will place the achievements of Bismarck's genius in the background, while the poetry of Heine and Bürger—the songs which tell of the old Rhenish castles and their mysteries—will live through the centuries, surrounded by an aureole of enduring fame; the more enduring because nurtured and perpetuated by the love of a great people.

But in nothing do the peculiarities of the various nations more truly and eloquently express themselves than in their several modes of greeting one another.

The meeting of Frenchmen reminds us of the chatter of two magpies; they are so enthusiastic, so animated, so given to extremes. *Comment vous portez-vous?* Literally—How do you carry yourself? Does not this, at once, give us an idea of a restless, bustling, lively Frenchman, smart on his legs, carrying himself hither and thither with the briskness and *vivacité*, peculiar to the country of acrobats and dancers.

In striking contrast with the jovial greeting of the Frenchman, we have that of the slow, deliberate, dignified Hollander, happy in his watery country. *Hoe vaart gy?* How do you go? Literally—how do you navigate?—how do you sail? Imagination at once portrays, faithfully, a sturdy Dutchman with his *Merroun* on board a *Trekschuit* or boat, drawn by horses; travelling on one of the numerous canals, at the rate of two miles an hour, with the perspective of a cluster of wind-mills in the distance. The Dutch greeting has nothing noisy or lively in it. It is very cool, very matter-of-fact and, generally, very earnest as well as sincere, without any attempt at demonstration. The salute of the average Hollander is conscientiously in keeping with his character and the country which produced William the Silent.

The English salute is very business-like, as the character of the people would warrant.

How do you do? Here we have an expression, containing in itself a double action. *How do you do?* In vain do we look here for sluggishness or idleness. We are brought face to face with the image of a staunch merchant engaged from "rosy morn till dewy eve" among his clerks, ledgers, and business friends, always talking pounds, shillings and pence. A man who would prefer the problems of compound interest and stocks to the literary circle in the parlor; who likes to grapple with the stern realities of a busy life.

The Germans say: *Wie befinden Sie sich?* Literally—How do you find yourself? Do you feel well? We are at once struck by its strict conformity with the character of the Germans; little given to "flashy" dressing, but rather anxious to take good care of the inner man. Prompt in attending to their business-engagements, but greatly enjoying the surroundings of home. We sometimes meet with pictures, representing a group of good-natured Tuctons, having a social chat and evidently intent upon enjoying themselves. It is perfectly natural, therefore, that when two Germans meet one another, the first question should bear directly upon the welfare of the body, rather than the state of their business.

The frequent occurrence of sacred names in the greetings of Spaniards and Italians is easily accounted for when it is considered, how completely these countries have been kept under clerical rule. It cannot be said, however, that these nations are unusually devout and sincere in their professions of faith. The religious nature of their salutes is more the result of practice than inclination.

I might go on, at some length, commenting upon the habits of our fellow-laborers in the great battle of life, but the fear of trespassing upon the valuable space of the JOURNAL urges me to conclude for the present.

J. W. G.

New York, April, 1872.

SCIENTIFIC INTELLIGENCE.

ASTRONOMICAL.

Distance of the Sun.—Recent investigations concerning the distance of the Sun from the Earth have resulted in such a correction of the horizontal parallax calculated by Encke from a combination of the observations made during the last two transits of Venus as reduces the mean to 91,850,000 miles. Encke's distance was about 95,000,000. The approaching transits of the same planets, in 1871 and 1882, will without doubt verify the distance now established, from four entirely independent considerations: 1. Hansen, by observations of a perturbation of the Moon dependent on the Sun's distance, calculated the parallax to be $8''.9159$, and the distance 91,659,000. 2. Mr. Stone, correcting an error of Leverrier, in a method dependent on the apparent motion of the Sun, makes the parallax $8''.91$, and the consequent distance 91,739,000 miles. 3. M.M. Fizeau and Foucault, by an ingenious contrivance, have measured the absolute velocity of light. Knowing this velocity and the time of the transmission of light from the Sun to the Earth, the distance in miles is easily determined and the parallax fixed. The result by this method was a distance of 91,400,000, which fixes the parallax at $8''.912$. A combination of two modes of conducting observations of the planet Mars makes the parallax $8''.913$, and the distance 91,400,000. The parallax now accepted among astronomers is $8''.6$, with the distance given above, 91,850,000 miles.

CHEMICAL.

Artificial Rose Perfume.—It is well known that most perfumes and flavors may now be made without the use of the original substances. Modern chemistry, having informed us of the composition of many of them, has made the perfumer independent of most of the plants once used. Thus, for instance, the bitter-almond flavor is made from nitro-benzole, which latter is obtained from coal-tar, and called oil of myrbane. Pine apple flavor is made from the essence of rancid butter, banana flavor from old cheese, pear flavor from nitrous ether, and oil of cloves from oil of aits. For a time several flavors and perfumes resisted attempts at imitation. Oil of roses was one of these; but it has now been brought within the reach of art, and good rose-water has been made from salicine. This substance is the better principle of the young bark of poplars, willows, and several other trees. It may be transformed into an acid known as salicylic acid, and this combined with potassa forms the salicylate of potassa. This last substance will decompose spontaneously, and the products of the decomposition possess a strong rose flavor. The cheapest method of obtaining it is to take the oil of winter-green, which is comparatively low in price—and, by the way, the heaviest of all essential oils—and boil it with a solution of caustic potassa. The oil of winter-green has acid properties, and has been proved to be similar in its nature to salicylic acid. The crystalline paste formed by this operation, separated from its mother lye, gives, upon distillation with water, rose-water.



OFFICIAL NOTICES.

The number of school days in the term is 111.

MINUTE OF COUNCIL.

Passed June 9th, 1872.

NORMAL SCHOOL—PROVINCIAL EXAMINATION—HOLIDAYS AND VACATIONS.

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

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

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

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

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

NOTICE

By the Minute of Council now published Trustees and Teachers will see, that the vacation for the present summer is extended to four weeks, but as in former years, the time is optional; after the present year the time is fixed, and must commence the Monday preceding the annual examination.

We delayed the issue of the present number of the JOURNAL, that we might insert the Minute of Council, relative to the summer vacation and Normal School. The importance of publishing this Minute in the June number, is apparent, and we think a sufficient reason for the detention.

I. Address of Inspectors.

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

II. Teachers' Agreements.

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

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

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

NOTICE

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

(FORM OF AGREEMENT.)

Memorandum of Agreement made and entered into the ___ day of ___ A.D. 187___ between (name of teacher) a duly licensed teacher of the ___ class of the one part, and (names of Trustees) Trustees of School Section ___ in the district of ___ of the second part.

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

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

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

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

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

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

III. To Trustees of Public Schools.

1. "A relation being established between the trustees and the teacher, it becomes the duty of the former, on behalf of the people, to see that the scholars are making ~~some~~ 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 new 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 consistent 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."—See Manual of Laws and Regulations for Public Schools, page 22, sec. 10

IV. The Provincial Normal School.

FACULTY OF INSTRUCTORS.

NORMAL COLLEGE.

- Method, and the Natural Sciences:—J. B. CALKIN, Esq. Principal of the Normal College and Model School.
- English Language, Geography &c.—J. A. MACGABE, Esq.
- Mathematics:—W. R. MULLHOLLAND, Esq.
- Music:—PROF. SPINNEY.
- Drawing:—

MODEL SCHOOL.

- High School Department, Mr. J. M. HARRER.
- Preparatory " Mr. JAMES LITTLE.
- Senior Elementary " Miss FAULKNER.
- Junior do. " Miss A. LEAK.

None but holders of valid licenses will be admitted to the Normal School as pupil-teachers. The license (or memo) 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."

V. Bond of Secretary to Trustees.

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

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

PROVINCE OF NOVA SCOTIA.

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

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

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

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

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

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

(Passed 18th day of April, 1872.)

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

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

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

3. The following words are added at the end of the fourth subsection of Section 33 of Chapter 29 of the Acts of 1865, entitled "An

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

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

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

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

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

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

8. So much of Chapter 58 of the Revised Statutes and of the Acts in amendment thereof as is inconsistent with this Act is repealed.

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

By Section 5 of the Act to alter and amend chapter 58 of the Revised Statutes, the Government appropriation to aid in the purchase of School Books has ceased. We would therefore specially direct the attention of Trustees and Booksellers to this Revised Section. The Council of Public Instruction will, as heretofore, prescribe the Books to be used in the Public Schools, but will not aid in their purchase.

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

The sum required by any section, for the purchase of prescribed school books maps and apparatus shall be determined by a majority of rate-payers, present at any regularly called school meeting (to be assessed upon the section in the same manner as all other sums required for the maintenance of the school or schools.)—See Section 95, page 29 of the School Manual.

REGULATIONS.

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

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

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

Reg. 3.—Any section neglecting to provide a supply of books, maps, and apparatus may be deprived of the public grants.

Reg. 4.—Trustees shall make such further regulations, agreeably to law, as may be necessary to ensure the careful use and preservation of books, maps, and apparatus belonging to the section.

LIST OF TEXT-BOOKS, MAPS, AND APPARATUS.

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

PUPILS' WEEKLY RECORDS.

Weekly Record (for one Term).

THE NOVA SCOTIA SERIES OF READING BOOKS.

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

SINGING BOOK.

The School Song Book.

SPELLING BOOK.

The Spelling Book Superseded, (Eng. Ed.)

GRAMMAR AND COMPOSITION.

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

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

MATHEMATICS.

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

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

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

WRITING.

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

STAPLES' PROGRESSIVE SERIES OF COPY BOOKS :

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

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

DRAWING.

BARTHOLOMEW'S SCHOOL SERIES OF PROGRESSIVE DRAWING LESSONS.

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

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

DIAGRAMS.

For purposes of illustration and "Oral Lessons."
 Forest Trees (12). Natural Phenomena (30). Botanical Prints (roots, stalks, leaves, &c., 26). Notes of Lessons on do. do. do.
 Wild Flowers (96). Geometrical Figures (2 sheets). Mechanical Forces (6 on cloth) with exp. sheets.
 For purposes of illustration, and "Oral Lessons."
 Patterson's Plates of Animals (set of 10, mounted and varnished) Staples' Writing Charts.

GEOGRAPHY.

Calkin's Geography and history of Nova Scotia
 Calkin's School Geography of the World.
Series of Wall Maps.—
 Nova Scotia. | Scotland
 British America. | Ireland.
 North America. | British Isles (in relation to
 Western Hemisphere. | the Con. of Europe.)
 Eastern Hemisphere. | Europe.
 England. | Palestine.
 Gen'l. Map of Bible Lands.
Globes.—The Terrestrial Globe (12 in. diameter, bronze meridian and Quadrant)

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

HISTORY.

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

NATURAL SCIENCE.

Chambers' Chemistry, (with new notation)

ECONOMIC SCIENCE.

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

(CLASSICS.

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

AUTHORS—OXFORD EDITIONS.

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

DICTIONARIES.

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

AUTHORS—OXFORD EDITIONS.

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

LEXICONS.

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

VII. Evening Schools.

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

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

Eaton's Commercial Arithmetic

Is for sale at R. T. MUIR'S, and at the Commercial College, Halifax
 Trustees of Schools and others wishing to be supplied at wholesale will please apply to Eaton & Frazee, Commercial College, Halifax, or to A. H. Eaton, Commercial College, St. John, N. B.

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EDUCATION ASSOCIATION.

CONVENTION,

To be held in HALIFAX, on TUESDAY, WEDNESDAY and THURSDAY,

JULY 23rd, 24th and 25th, 1872.

PROGRAMME.

First Session—TUESDAY, 23rd.

8 P.M.—Inaugural Address by the President, A. McN. Patterson, Esq.
—Local Reports of Educational Progress by Inspectors and others.

Second Session—WEDNESDAY, Forenoon.

Reading of Minutes of last Convention.—Report from the Dr. Forester Memorial Committee.—Best method of Teaching Grammar and Analysis.—(Discussion.)

Third Session—WEDNESDAY Afternoon.

Oral Lessons, by J. B. Calkin, Esq., M. A., Principal of Normal and Model Schools.—(Discussion.)—Arithmetic, Methods of instruction in.—(Discussion.)

Fourth Session—WEDNESDAY Evening.

Address, by—

Fifth Session—THURSDAY Morning.

Writing by B. F. Staples, Esq.—(Discussion.)—Reading, methods of Teaching.—(Discussion.)

Sixth Session—THURSDAY Afternoon.

Appointment of Officers for ensuing year.—General Business.—General Subjects, &c.—Report of the Managing Committee.

Seventh Session—THURSDAY Evening.

Address by Rev. A. S. Hunt, Superintendent of Education.—Remarks by Clergymen and others present.

Further particulars will be given as soon as possible regarding programme and arrangements for reduced fares for Teachers attending the Convention. The Fee for Membership is 50 cents per annum.

By order of the Managing Committee.

GEORGE ROSS, Sec'y.,

115 Argyle St., Halifax.

The Journal of Education,

Published every two months, under authority of Act of Parliament in FEBRUARY, APRIL, JUNE, AUGUST, OCTOBER, DECEMBER—and furnished gratuitously to Trustee-Corporations, and to such Teachers as are specified in Sect. 6 (15) of the law concerning Public Schools.

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