ASSISTANTS—GRADE D.

Foster, L.	85	14	07
Whelman, E.	67	11	08

CO. OF RICHMOND.

GRADE B.

McNeil, M. J. T.	113½	56	30
McDonald, Angus	118	58	50
McLean, Angus	33½	16	62
McRae, Wm.	113	56	05
McQuarrie, Hec.	21	60	00
McLain, Donald	121	60	00
McKenzie, Michael	114	56	50
McDonald, John	121	60	00
McKenzie, Michael	144	56	50
McDonald, John	121	60	00
McLean, Angus	35½	17	65

GRADE C.

Boyd, Donald	117	43	50
Ferguson, Rodk.	1121	45	00
Haywood, M. A.	120	44	62
Madden, Sarah	115	42	75
McKay, John	121	45	00
McKinnon, M. E.	112	41	65
Morrison, Alex.	121	45	00
McPherson, S.	121	45	00
McLeod, John	121	45	00
Morrison, Norman	121	45	00
St. Zeph'rine, Lady	120	44	62
St. Maurice, Lady	120	41	62
St. John, Lady	120	44	62
St. Alexandrina, L.	120	44	62
St. Claude, Lady	115	42	75
St. Euph., L.	115	75	00
St. Mary, Lady	115	42	75
Tooney, James	63	22	42

GRADE D.

Barrett, A. A. C.	121	30	00
Boyd, Angus	119	29	50
Campbell, J. M. E.	120	29	75
Gagnon, Peter	77¼	19	23
Hearne, Bridget	121	30	00
Johnston, Arch.	121	30	00
McNeil, James	121	30	00
McKerrow, Joseph	103	25	53
McCuish, Margt.	121	30	00
McCuish, Angus	121	30	00
McNeil, Rod.	108	26	77
Matheson, Alex.	96	23	80
McLeod, Ken.	121	30	00
McDougall, Peter	121	30	00
McDougal, Peter	10	2	48
Picard, John	118	29	25
Shaw, John	67	16	60
Sheelhan, Daniel	120	29	75

GRADE E.

Bethune, Margt.	121	22	50
Culliton, Eliza	115	21	38
Dunn, Jane	96	17	87
LeBlanc, Elizabeth	105	19	50
Fenrelly, Mary	120	22	30
McKinnon, Agens	121	22	50
McCabe, Eliza	121	22	50
Morrison, Christy	121	22	50
McNeil, Elizabeth	96	17	87
McDonald, Ann	118	21	95
McCabe, Mary	121	22	50
Raggett, Mary	120	22	30
Terrio, Virginia	112	20	87

ASSISTANTS—GRADE D.

Beranger, John	121	20	00

COUNTY OF SHELBURNE.

GRADE A.

McDonald, C R.	115		

GRADE B.

Colquhoun, Robt.	80	$39	67
DeVine, M. E	100	49	60
Doane, J H	101	50	03
Johnson, J. W.	99	49	10
Munro, J. H	112	55	55

GRADE C

Bower, Margaret	115	42	75
Brettle, James	100	37	20
Covill, B. F.	67	24	90
Coffin, Adeline	84	31	25
Crowell, Eben	64	23	80
Doane, Carrie T	109½	40	72
Gibbons, John	87	39	80
Goodick, J D	102	37	95
Lavers, A. H.	103	38	30
Lyle, Emilie	120½	44	81
Matheson, Wm	102	37	95
Matheson, Daniel	121	45	00
Nickerson, M. H.	99½	37	00
Taylor, Harriet	116	43	14
VanNorden, M J	109½	40	72

GRADE D

*Atwood, Amanda	79½	19	72
Bowker, Serethia	54	13	36
Crowell, Letitia	100	24	80
Demstadt, Wm	108	26	27
Doane, Augusta	100	24	80
Forbes, Phœbe J.	71½	17	65
Fox, Mary	85	21	08
Golden, Thomas	111	27	52
Harding, Allen	79	19	68
Hogg, George	115	28	50
McDonald, Mgt.	112	27	75
*Reynolds, Leander	117	36	67
Snow, Deborah	100	24	80
Stalker, Susan	99	24	54
Swaine, Emeline	110	27	27
*Thomas, Isaac	58	19	16
Wilson, Letitia	116	28	75

GRADE E.

Crowell, Emma	60	11	16
McGill, Mary	121	22	50
McKay, Mary	100	18	59
Newell, Mr. M.	101	18	78
Swain, M. L.	101	18	78

ASSISTANTS—GRADE E.

Nickerson, Laura	84	10	50

COUNTY OF VICTORIA.

GRADE A

McLean, T S.			

GRADE B.

Campbell, Maclc.	119	$39	00
*McDonald, Peter	104	68	86
McDonald, Murd.	110	57	50
McKenzie, Alex	114	56	50
McLennan, John	75	37	20
McLean, Donald	85	42	15
McNeil, E. P.	121	60	00

GRADE C

Buchannan, Ewen	121	45	00
McDonald, M. B	112	41	65
McDonald, Angus	112	41	65
McDonald, John	113	42	00
McIver, Henry	121	45	00
*McKay, Angus	112	55	50
McKay, Angus	85	31	62
McKenzie, Niel, (no return)			
McLean, Sarah	100	37	20
*McLeod, Norman	121	60	60
McLeod, Malc.	120	44	63
McLeod, Malc	116	43	14
McLeod, John	121	45	00
*McMillan, Allan	168	53	54
McMillan, Duncan	100	37	20
Morrison, John	121	45	03
McNeil, John H.	120	44	62
Newton, James	86	32	00
Reid, Della	121	45	00
Sparling, Emma	121	45	00

GRADE D.

*McAulay, Murd.	107	35	56
*Campbell, Donald	118	39	00
McCharles, Fred.	121	30	00
*McDermid, Eunice	121	40	00
McDonald, James	100	24	80
Hart, Elizabeth	119	29	50
*McIver, Angus	106	34	04
*McKay, Norman	119	36	36
McKay, Daniel	104	25	78
Kerr, Duncan	121	30	00
McKenzie, Ann	121	30	00
McKenzie, Christina	84	20	83
McKinnon, Normon	101	25	04
McKinnon, Joseph	121	30	00
*McLennan, Fred.	88	29	09
*McLeod, Angus	120	39	73
McLeod, Donald	110	27	27
McLeod, John	118	29	25
*McMillan, Angus	118	39	00
Nicholson, Neil	121	30	00
McNeil, Murd.	117	29	00
McNeil, Stephen	99	24	54
McRitchie, Normon	112	27	75
*Ross, Aaron	114	37	05

GRADE E.

McAulay, Jessie	106	19	70
Ferguson, Helen	109	20	25
McLeod, Ann B.	116	21	57
*Smith, Sarah	108	26	77
Peppy, Charles	102	18	96

COUNTY OF YARMOUTH

GRADE B

G. Adams	81	$40	17
J Blackadar	120	59	50
A. Blackadar	112	55	55
H. Condon	120	59	50
J. Crosby	113½	56	30
G. Churchill	107	53	05
W Crosby	95	47	12
T. Christie	121	60	00
A. Gayton	121	60	00
S Hilton	60	29	75
T. Hilton	106	52	05
J. Killam	121	60	00
A Lent	121	60	00
B Rogers	119	59	00
A. Smith	121	60	00
G. Sparling	120	59	50
N Sanders	82	47	67

GRADE C

J Aube	78	29	00
A. Binguy	119	44	25
E. Brown	120	44	62
H. Christie	60	22	30
*M. Crosby	112	55	53
H. Cann	110	40	90
*W. Durkee	121	60	00
*L Flint	116½	57	77
M. Goudey	123	44	62
M. Hilton	118½	44	07
J. Harrison	120	44	62
C. Hilton	98	36	44
E. Hilton	121	45	00
E. Page	61	22	68
D Potter	90	36	80
W. Robbins	65	24	17
A. Robbins	118	43	88
M. Rogers	120	44	62
E. Stubbert	100	37	20
O. Spinney	60	22	30
A Vanuorden	117	43	50
J Westcott	187	43	50
M. Woodworth	120	44	62

GRADE D.

M. Crosby	118	29	25
G. D'Entremont	91	22	55
*E. Grant	112	37	00
E. Goudey	118	29	25
J. Gavel	114	28	35
*M. Jackson	116	28	33
*J. LeBlanc	69	22	80
G. McDonald	60	14	87
*T. Potter	93	30	75
L. Seeley	121	30	
*M. Tedford	118½	39	
*A. Travis	95	31	40
*J. Vanenburg	50	16	62

GRADE E.

*M. Binguy	20	15	00
*M. Gridley	58	14	37
A. Holmes	70	13	00
L. Hilton	105	19	50
*M LeBlanc	107	26	50
E Suretto	61	11	37

ASSISTANTS—GRADE D.

A. Hilton	65	10	74
M. Jackson	15	2	48

GRADE E

M. Cottran	120	14	87
J. Doucette	114	14	13
M. Hersey	40	4	97
E. Hatfield	33	4	08

SCIENCE AND LITERATURE IN GENERAL EDUCATION.

INVESTIGATION vs. CRAMMING.

IN Mr. Farrar's volume of Essays on a Liberal Education is one contributed by Mr. J. M. Wilson, mathematical and natural science master in the celebrated Rugby School, which to our mind is one of the best contributions to the discussion of the vexed question of the relations of Science and Literature in general education that has been published.

In the course of his argument, Mr. Wilson makes some suggestions as to the spirit and method of teaching natural science in schools—a subject on which, he justly remarks, there is much misconception, and his suggestions are so eminently sensible and practical, that we transcribe the following for the sake of commending both the spirit and the method to certain American teachers who flatter themselves that they are teaching science, and teaching it scientifically, while they are really doing neither.

This class of teachers is well represented in a fashionable young ladies' seminary that we have in mind. A pupil of this school—it ranks among the first in the country—one day remarked to us that she could not "endure" Botany. It was "perfectly horrid," she said. We knew her to be fond of flowers! why then should she hate the study of them? A few questions solved the difficulty. Her first plunge into Botany (?) had been into the Linnæn System of Classification, which she had been set to commit to memory! And all her study of the "horrid" science had resulted merely in the acquisition of a gibberish of *-andreas*, *-cecias*, *-gyniau*, and so on, that would have frightened a disciple of Jessieu.

The extensive sale of the text-book of Botany used in that school is proof that the "exquisite perversement" of its method is not disapproved in more than one school, and by more than one teacher. In fact, the greater part of our science teaching is, we fear, equally unscientific.

"There are two different methods of teaching science. One, the method of authority. The first starts with the concrete and works up to the abstract; starts with facts and ends with laws; begins with the known and proceeds to the unknown. The second starts with what we call the principles of the science; announces laws and includes the facts under them: declares the unknown and applies it to the known. The first demands faith, the second criticism. Of the two, the latter is the easier, and the former by far the better. But the latter is seen in most text-books and is the method on which many unscientific people ground their disapproval of science. What this former method is, and why it is the better, will be seen by the following remarks.

In the first place, then, *knowledge must precede science*: for science is nothing else but systematized experience and knowledge. In its extreme applications this principle is obvious enough: It would be absurd to teach boys classifications from minerals, or the power of experimental science by an investigation into the organic bases. A certain broad array of facts, must pre-exist before scientific methods can be applied, this order cannot be reversed. And this is illustrated by the profound analogy that exists between the growth of scientific knowledge in an individual and in the world. Generation after generation of men passed away, and the world patiently accumulated experience and observation of facts: and then there sprang up in the world the uncontrollable desire to ascertain the sequences in nature, and to penetrate to the deep-lying principles of natural philosophy. And the same desire is based in the individual on the same kind of experience. Where there is wide knowledge of facts, science of some kind is sure to spring up. After centuries of experience the *Philosophiæ Naturalæ principia* were published.

And, secondly, this knowledge must be homogeneous with pre-existing knowledge. It is of no use to supply purely foreign facts; they must be such as the learner already knows something of, or be so similar in kind that his knowledge of them is equallly secure. such that he can piece them in with his own fragmentary but widening experience. It is to his existing knowledge, and to that alone that you must dig down to get a sure foundation. And the facts of science must reach continuously down and rest securely thereon. Otherwise you will be building a castle in the air. Hence the master's business is to take up the knowledge that already exists;