

ideas arise in your mind. Hence we see that conceptions resting unconsciously in the soul, may be stirred into consciousness through something altogether different from external stimuli. What is this something? If it does not come from without, then it must be within the soul. But within the soul we have hitherto found nothing besides empty and undeveloped faculties, except in so far as these have been developed by means of stimuli received from without. Has the soul yet something besides?

We shall see as we proceed, that besides those stimuli which continue to exist in traces, or residua, there exist also in the soul in its undeveloped original faculties, other influences which we must call free, independent stimuli, acknowledging, as it were, no master, and that from these, no less than from those external, the involuntary or spontaneous stirring up of ideas proceeds. This affords an explanation of our example No. 1, but for the present we leave this subject. How now does it stand with the voluntary stirring up of ideas which we know must always result from within? I reflect during the evening for a long time voluntarily, in deep solitude on a particular subject. A mass of conceptions which were lying unconsciously in my soul are now throughout roused up, and that without the intervention of any external influences. After a while, however, I find myself unable to reflect longer. I perceive that the ideas excited in my mind begin to grow dim and escape me. Then I lie down and fall asleep. In the morning, as soon as I wake, I lay hold of the same subject in the same solitude, it is winter too, and still dark, and lo the ideas arrange themselves according to my wishes, and with a twofold power and freshness within my consciousness. Here I perceive that during sleep there must have been a repatriation of that power by which these ideas were inwardly stirred into consciousness. No external influences have, during this period, passed into my soul, it must therefore be original faculties which have been renewed in the soul during sleep, and which now stir into consciousness the conceptions lying in unconsciousness. I arrive at this conclusion because the stirring up of these conceptions on the previous evening was no involuntary operation on my part, but one of will and much effort, and yet I could no longer succeed, because the exhausted original faculties had begun to fail.

We find therefore that there are two distinct ways by which unconscious ideas are from within stirred into consciousness: (1) by means of internal stimuli, which meet or find out the ideas, and combine with them; (2) by means also of original faculties excited by no external stimuli, those namely which are anew imparted to the soul, or revived in the soul during sleep, and which likewise attach themselves to those original faculties already supplied with external stimuli. These also can again withdraw themselves from the ideas, and by this means the ideas again pass into unconsciousness. At the same time nothing goes out of the soul.

This twofold species of exciting internal element we call the element of consciousness.

As already remarked, the first kind of excitement is an involuntary, the last, a voluntary (arbitrary) one. The success of both is more or less uncertain, while also there is great certainty in constant involuntary excitement through outward influences.

When images in the soul are roused from a state of unconsciousness to one of consciousness, we say they are reproduced, or they are reproductions. We must not understand by these expressions that mental images are formed anew in the soul, nor even that the consciousness of them is formed anew, but rather that it is liberated from a condition of restraint, and again passes into activity, for consciousness once arisen is never afterwards lost.

EDUCATIONAL INTELLIGENCE.

AT HOME.

Hants Co.—SCHOOL HOUSES.—Most gratifying progress has been made in providing school accommodation. In the following sections school-houses have been completed during the past year:—

1. *Upper Nine Mile River.*—Size of house, 18 x 26, 11 ft. posts. Furnished with Dawson seats and desks. Area of playground, $\frac{1}{2}$ acre.

2. *Tenecape.*—Size of house, 21 x 31, 13 ft. posts. Furnished with Dawson seats and desks. Area of playground, $\frac{1}{2}$ acre.

3. *Pleasant Valley.*—Size of house, 22 x 31, 10 ft. posts. Furnished with Dawson seats and desks. Area of playground, $\frac{1}{2}$ acre.

4. *West Gore.*—Size of house, 22 x 31, 13 ft. posts. Furnished with Dawson seats and desks. Area of playground, $\frac{1}{2}$ acre.

5. *Kennetcook Church.*—Size of house, 28 x 41, 12 ft. posts. Furnished with Dawson seats and desks. Blackboard extending around two sides and one end. Very superior teacher's desk. Separate entrances for boys and girls. Area of playground, $\frac{1}{2}$ acre.

6. *Uniacke.*—Size of house 18 x 20, 10 ft. posts. Area of playground, $\frac{1}{2}$ acre.

7. *Hillsdale.*—Size of house, 21 x 26, 10 ft. posts. Furnished with Dawson seats and desks. Area of playground, $\frac{1}{2}$ acre.

8. *Brookville.*—Size of house, 28 x 41, 14 ft. posts. Class room 10 x 13. Separate entrance room for boys and girls. Furnished with Dawson seats and desks. Area of playground, $\frac{1}{2}$ acre. This house reflects much credit on the section, where, previously to its erection, there had not been a school-house of any description for years.

9. *Poplar Grove.*—Size of house, 28 x 36, 15 ft. posts. Cottage window in front end, with dental finish. Furnished with Dawson seats and desks; 140 feet blackboard. Area of playground, 1 acre.

10. *Rockville.*—Size of house, 28 x 60, 14 ft. posts. Containing two large rooms 25 x 23 each, and a class room 10 x 12. Furnished with patent desks and seats. Area of playground, 1 acre.

11. *Brooklyn.*—Size of house, 34 x 60, 16 ft. posts. Divided into two large rooms, 25 x 34 each, and a class-room 10 x 17. Furnished with patent desks and seats; 500 feet blackboard. Area of playground, 1 acre.

12. *Curry Corner.*—Size of house, 26 x 60, 15 ft. posts. Divided into large room 25 x 38, with gallery 15 x 25, class-room 15 x 25, and library 7 x 13. It is finished with observatory 5 feet square and 8 feet high. Furnished with patent desks and seats. Blackboard extending around the walls. Area of playground, $\frac{1}{2}$ acre.

13. *Upper Selma.*—Size of house, 28 x 60, 16 ft. posts. Front entrance projecting from main building 10 x 20, in which are separate entrances for boys and girls. Contains two large rooms, 27 x 29 each, connected by folding doors. Furnished with patent desks and seats. Blackboard completely belting each room. Nine Gothic windows—two with 30 lights, four with 16, two with 8, and one with 12, each light 10 in. by 18 in. House bracket finish. Belfry, 4 x 4, and 7 ft. high, with spire 4 feet, mounted with ball. Wood-house attached, 13 x 16. Area of playground, 1 acre.

14. *Windsor.*—Size of house, 34 x 70, 28 ft. posts, two stories. Divided into four large rooms, 26 x 33 each, class-room, 14 x 17, and library, 9 x 15. Rooms belted with blackboard. Furnished with patent desks and seats. Finished with beautiful octagonal observatory. Area of playground, $\frac{1}{2}$ acres. This building, though seating about 275 pupils, is yet not sufficiently large for the section. Another building, with two apartments, will probably be soon erected on the premises. In the meantime, or until such further accommodation is provided, the old school-house of the town will be used.

It may be observed further that, with one or two exceptions, all the above buildings are painted—some of them beautifully—inside and out. Most of them also rest on stone foundations, constructed with masonry, and contain the proper appliances for ventilation. In the majority the erection of out-houses, and the ornamentation of the grounds, will be proceeded with at an early date.

In this connection I would also state that the Hantsport section has lately purchased the upper story of the building in the lower story of which the school had been formerly kept. The whole building is now therefore the property of the section, at a cost of \$3000. It contains three large rooms, one in the upper story 30 x 40, for High School, and two in the lower story, 20 x 30 each, for Preparatory and Elementary Departments, besides two class-rooms, 10 x 20 each, and large entrance room for each sex. It is one of the finest buildings in the County.

In the following sections school-houses are in process of rection, and some of them nearly finished:—

North Salem,	size of house,	22 x 30,	15 feet posts.
North Beaver Bank,	"	18 x 25,	12 "
Ryan Creek,	"	21 x 32,	10 "
Summerville,	"	18 x 22,	9 "
South Waterville	"	21 x 26,	10 "
Whale Creek,	"	21 x 31,	14 "
New Dublin,	"	18 x 24,	10 "
Greeno Mill,	"	18 x 24,	10 "
Renfrew,	"	24 x 34,	12 "
Birch Brook	"	18 x 22,	10 "
South Rawdon,	"	26 x 41,	13 "
Gore,	"	27 x 37,	13 "
Still Water,	"	18 x 25,	9 "
Mount Denson	"	24 x 36,	12 "
Elmsdale,	"	25 x 31,	12 "

After the completion of these buildings, a few sections will still remain without proper school accommodation. Of the number that voted money to remedy such deficiency at the last annual meeting, mention may be made of the following:—

Plaster Creek, sum voted.	\$140.00
Wentworth,	"	600.00
Lakeland,	"	140.00
Rawdon Church,	"	800.00

SCHOOLS. *Attendance.*—The following table shows the number of schools in operation during the year, with the registered and average attendance:—

	Schools.	Reg'd Att.	Average Att.
Winter Term.....	70	3080	1662
Summer Term.....	88	4162	2071

In several sections the prevalence of epidemic diseases prevented the attendance from reaching a higher figure: in a few, the indifference of parents. Still there is manifestly a growing appreciation, both by parents and pupils, of school privileges. The apportionment of the County fund according to the average attendance, is having some influence in educating the people up to this appreciation.

The *Registration* of attendance has been kept by the great majority of teachers in a neat and scientific manner; by a very few, carelessly and slovenly. I have generally found the register an index of the character of the school. If blotted, untidy, and