

Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming, are checked below.

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

Coloured covers/
Couverture de couleur

Covers damaged/
Couverture endommagée

Covers restored and/or laminated/
Couverture restaurée et/ou pelliculée

Cover title missing/
Le titre de couverture manque

Coloured maps/
Cartes géographiques en couleur

Coloured ink (i.e. other than blue or black)/
Encre de couleur (i.e. autre que bleue ou noire)

Coloured plates and/or illustrations/
Planches et/ou illustrations en couleur

Bound with other material/
Relié avec d'autres documents

Tight binding may cause shadows or distortion
along interior margin/
La reliure serrée peut causer de l'ombre ou de la
distorsion le long de la marge intérieure

Blank leaves added during restoration may appear
within the text. Whenever possible, these have
been omitted from filming/
Il se peut que certaines pages blanches ajoutées
lors d'une restauration apparaissent dans le texte,
mais, lorsque cela était possible, ces pages n'ont
pas été filmées.

Additional comments:/
Commentaires supplémentaires:

Coloured pages/
Pages de couleur

Pages damaged/
Pages endommagées

Pages restored and/or laminated/
Pages restaurées et/ou pelliculées

Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées

Pages detached/
Pages détachées

Showthrough/
Transparence

Quality of print varies/
Qualité inégale de l'impression

Continuous pagination/
Pagination continue

Includes index(es)/
Comprend un (des) index

Title on header taken from: /
Le titre de l'en-tête provient:

Title page of issue/
Page de titre de la livraison

Caption of issue/
Titre de départ de la livraison

Masthead/
Générique (périodiques) de la livraison

This item is filmed at the reduction ratio checked below/
Ce document est filmé au taux de réduction indiqué ci-dessous.

10X	12X	14X	16X	18X	20X	22X	24X	26X	28X	30X	32X
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

JOURNAL OF EDUCATION.

FOR THE PROVINCE OF NOVA SCOTIA.

BOOK NOTICES, &c.—We continue to receive the monthly numbers of Scribner's "Magazine." We are happy to see that this justly popular periodical continues to merit the well-earned confidence of Magazine readers. The matter is instructive and entertaining.

The Rhode Island "School Master," published in Providence, R. I., the "University Monthly," the "Educational Monthly," the New York "Teacher," the "Journal of Education" for Ontario and Quebec, and the "Journal of American Education," are received. These works are valuable contributions to the cause of Education, and if possible should be in the hands of those engaged in Educational work; especially are they commended to Trustees and Teachers.

We have received from Messrs A & W Mackinlay a copy of Routledge's Pronouncing Dictionary of the English Language, edited by Nuttall. This edition of the above named Dictionary is very convenient as to size, in good binding, and is sold at the low price of sixty cents. The cheapness of the work and facility by which it may be obtained take from all our School Sections every excuse for not having in the Section School a good Dictionary of the English Language.

THE SCHOOL LAW.—We have not been able to supply the Manual of School Laws and Regulations to Trustees and others who have applied for it. Early in the year the first edition was exhausted and we delayed printing a second till the Education Law, as amended at the last Session of the Legislature, could be officially published. To meet immediate demands we are about to issue a temporary unbound edition of the Law which will be ready in a few days. Inspectors and Trustees will be supplied with this until a new edition of the School Manual can be prepared.

DUTIES AND RESPONSIBILITIES OF TRUSTEES.

An efficient Board of Trustees is essential to the successful working of our Section Schools. The County Inspector is expected to make at least one official visit each school term. Such being the case the management of the school must be mainly in the hands of the teachers, and their responsibility for its success should in no way be lost sight of. An active board of trustees working in harmony with the teacher, and taking a constant watch-care of the school will rarely fail in having good work done by the teacher, or in making the pupils value the advantage of a good school, as well as inducing the parents of pupils to take more interest in the education of their children. The Law requires the Trustees to "visit the school at least four times in each year, and to be present, when practicable, at the semi-annual examination and the visitations of the Inspector."

When Trustees assume the duties of their office, they recognize the obligation enjoined on them in the above Section of the Law, yet we are assured that, in not a few instances, Trustees rarely enter the school. We know of cases where Trustees have continued in office the entire term of three years without making one visit, deeming the hurried and irregular visit of the secretary sufficient.

When such is the case, it cannot be a matter of surprise if the teacher becomes indolent and indifferent in the discharge of his, or her, duty, or that parents of children themselves not over ambitious concerning education, should become careless as to the attendance of their children. The regular visits of interested Trustees is of great value and importance to the Section School, and rate-payers who desire to have an efficient school, should at the annual meeting for electing Trustees, keep this in view, and be sure to elect, as Trustees, men who will take a little time, and be at a little pains to visit the school as the law directs. Sections may be sure that each visit will go very far to keep school affairs in good order, as the visiting Trustee becomes thereby more intimately the adviser of the teacher; and the rate-payers have an additional guarantee that they are not spending their money in vain.

Let us direct the attention of Trustees to another important duty imposed on them by the Act for the support of Public Schools. "It is the duty of Trustees to expel from school any pupil who is persistently disobedient to the teacher, or addicted to any vice likely to injuriously affect the characters of other pupils; or to suspend any such pupil until there shall be indications of reform."

This section is important, and has a direct bearing on the discipline of the schools; but evidently Trustees are altogether unprepared for the duties here enjoined unless the school is frequently visited, and the general conduct of pupils noted.

Not unfrequently teachers complain that in the school, one or two very rude and insolent boys disturb the entire school, and are a constant cause of perplexity and embarrassment, while they manage to escape the discipline which the teachers aim to establish. In this way some of our best female teachers, especially when teaching miscellaneous schools, are discouraged, and the value of their work much diminished. It is an almost universal fact, that rude and ungovernable pupils are the children of parents who exercise no home authority and know little of the government of the family. Such parents are always loud and most unreasonable in their complaints, when their pampered, spoiled, and disagreeable children are brought under a little wholesome authority, and are ready to make war on the teacher who presumes to "touch my darling." When such is the case, and teachers well know that such cases often occur, the regular visits of the Trustees are most valuable, as then the teacher has just at the required time the requisite support; and the insubordinate pupil, and the more culpable parents, are made to understand that there is authority in law, and power to enforce it for the general good, and that the teacher will be sustained and protected in the faithful discharge of duty.

Let us direct attention to another important duty enjoined upon Trustees, by the School Law. "The duty of Trustees shall be to contract with and employ a licensed teacher or teachers for the section, and, where necessary, licensed [or unlicensed] assistants, for a period of not less than five months, or, if the section be poor, not less than three months."

At the beginning of the school year when a new Trustee is assuming his responsibilities, generally the first question is "what kind of a teacher shall we engage, or who can we get to teach." It is not, how shall we arrange our school affairs so as to obtain the very best teacher possible? Why do not all Trustees make this enquiry? A majority of the board have had one and two years experience in the school, and ought to be familiar with the necessities of the section; but they are not, and hence the enquiry for a higher school, and a higher class teacher never occurs, and for the reason the Trustees have neglected the regular visiting of the school as the law enjoins. Trustees who see little of the school, and know but little about its work, are poorly prepared to exercise a sound judgment on the school necessities of the section. A Trustee cannot possibly form a correct opinion as to the interest of a school, what its necessities are, and what are the duties of rate-payers and trustees, till from personal inspection the entire requirements of the section are all before him. We happen to know a few sections where Trustees do visit at short and regular intervals, and in this way manifest an interest in the progress of school matters; in such sections almost always first class teachers are employed, and liberally paid; in these sections the Inspector finds unmistakable evidences of progress. We also know some sections where Trustees are sadly remiss in the duty of visiting, and as a consequence the report of the Inspector is always unfavorable—teacher and school are uniformly inefficient. Again, Trustees are to provide school privileges, free of charge, for all persons resident in the section five years of age and upwards, who may wish to attend school, and, when authorized by the school meeting, improved school accommodations; such accommodations to be provided, as far as possible, in accordance with the prescribed arrangements.

This duty is important and Trustees should see that every poor child of the required age in the section is provided with school accommodation. Let it not be forgotten that every child over five years of age, however poor, or whatever may be his or her place in society, has an equal right with the children of the rich and influential in our public schools. Trustees will best un-

derstand this duty when the school is regularly visited and the necessities of the section in this way known.

Trustees also have power to suspend or dismiss teachers. We quote the following section of the Law on this point:

"Trustees shall have power to suspend or dismiss from their employ any teacher for gross neglect of duty or immorality, and they shall immediately forward a written statement of the facts to an acting member of the Board of Commissioners for the district, and they shall also forward a statement of their proceedings to the Superintendent; and the pay of any such teacher shall thereupon cease, unless otherwise ordered by the Board of Commissioners upon the appeal of the teacher; but he or she shall be paid rately up to the time of his or her suspension or dismissal."

The power, which this section of the law gives to Trustees should be exercised with a mature judgment, and a careful discrimination of the merits of the case. Cases demanding the exercise of authority thus given to Trustees do, and will continue to occur, and we are quite sure that it will rarely be done wisely, and for the good of all parties, unless the state of the school and the conduct of the teacher are frequently under the eye of the Trustee, and he is prepared to form an opinion from personal observation. The visiting Trustee, in such circumstances, will be the reliable man.

Of all the Trustees, the secretary, when one of the Board should be the most active member, hence too much care cannot be exercised in selecting a suitable man for this office. His duties are to keep all the accounts of the section, to attend to money matters, collecting and disbursing. To keep the school house in repair, and see that it is supplied with comfortable furniture, outhouses, fuel, maps, books and the required apparatus. To supply the teacher with registers, and whatever else may be prescribed by the Council of Public Instruction, and have a general supervision of all school property in the section. The Secretary is required to present to the annual school meeting a carefully prepared written report respecting all expenditure of school funds; it should be a detailed account of the financial state of the section, and such as any ordinary business man can understand. The accounts should be accompanied with vouchers for all moneys expended during the year.

Rate-payers have a right to demand such a written and detailed report with vouchers, and should insist upon having it from the secretary. The neglect of this duty on the part of the secretary, or carelessness on the part of the rate-payer in demanding it, often involve a whole section in difficulty and sometimes in litigation.

CORRESPONDENCE.

Mr. Editor.

Sir,—Will you be pleased to inform us through the Journal of Education, whether or not, schools can be organized by subscription, and, where teachers are willing, for the Provincial and County monies alone:

Mr. Rand, our former Superintendent of Education, in the Journal of Education, for October, 1868, said "that teachers receiving only the County Fund and Government Grant, need not expect recognition as teaching a public school." Mr. F. W. George, our former Inspector of Schools, told me in conversation, "that schools could be taught by subscription," but afterwards on being asked at a semi-annual meeting, qualified it in this way "that he would only allow it in exceptional cases, and not for two terms in the same section, and that in a place like Mill Village, Parrsboro, he would not allow it at all." Neither of them could, and I think never did, attempt to withhold the public monies from teachers for either of the above reasons. The law is fulfilled when the school is free, taught by a licensed teacher in a proper place, and to the satisfaction of the Trustees and School Commissioners. This law, like every other, must be administered in the spirit of it. Suppose a school taught by subscription were not strictly legal, would the Government withhold the public monies if it were otherwise legally taught? I think they would not heed objections made by interested, malicious or ignorant

parties. Schools have been frequently taught in this, since we had the law for taxation and the teachers never failed to draw their allowances. In every case where monies have been withheld by the legal authorities, because the proceedings were not strictly legal, the Government, on its being represented that the money was fairly and honestly earned, has ordered it to be paid. The object of the Legislature and Government is, that there be, if possible, a school in every section, and that every public school shall be free. To raise support for schools, salaries are provided for teachers from the provincial funds, a county tax is imposed and the law permits further taxation in a section if needed. The School Act of 1864, and its amendments, nowhere provides that schools may not be aided by subscription or donation, or that they may not be taught for the Provincial and County monies alone. Such schools are therefore not forbidden by the law, and I have never heard of any order of the Council of Public Instruction interfering with the natural and rational operation of the law. The Provincial and County monies are now so ample that some teachers are willing to work for them alone. If they could, why should they be prevented? In many cases these monies amount to more than teachers received formerly and all of it in cash.

It is enacted that the rate-payers at their annual meetings or other meetings duly called, shall vote a necessary section tax. Persons in interpreting the law emphasis the word shall in the clause as though it were imperative. There must be a tax they say however small. It merely means *may* as is evident, because the clause referred to gives the power to the majority present at a legal meeting to vote money or not as they think proper. If the public monies alone, or if the public monies together with a subscription or donation, render a section tax unnecessary, what then? Must one be imposed in order to have a legal public school? In the case of subscription the only difficulty in the way is, that the Trustees are not bound to act upon it, but if they are willing or the teacher is willing to assume the necessary responsibility, the law requires nothing more. Where majorities in a section fail to vote the necessary section tax, on trial it would be found that persons in the majority would be willing to subscribe liberally. It would therefore only be right for the school authorities to encourage subscriptions in aid of schools to save the odium and inconvenience of a second tax, I might say a third tax, for schools. What difference could it make to the efficiency or freedom of the school whether the section money needed were raised voluntary or by compulsion? Suppose \$20.00 or \$40.00 of section money were needed and some friend of the school were to step forward and say to the Trustee, here is the money as a gift, go on with your school. Could they refuse the money, or refuse to act? I think if they did they would be liable to the penalty imposed by law for neglect of duty. Subscription is much the same, it is in the nature of a gift and can be enforced, and will do equally as well if the Trustees will act upon it, or if they will not, if the teachers is satisfied with it. Your comments, Mr. Editor, will enable us to know what we can and what we cannot do in the premises and I hope you will favor us with them in the next issue of the Journal of Education.

T. D. DICKSON.

Parrsboro, 24th November, 1873.

TO MARY.

BY EARNEST NORTHBROOK.

Farewell! Thou word so sadly sweet:
Sad for thou art a parting prayer;
Sweet as the dreamy hum of bells
That softly swells
Upon the air.

Oh, linger on our lips, fond word!
Oh, ring yet once again, sweet bell!
And as thy murmurs faint and die
Our hearts shall sigh
Farewell, farewell!

GOVERNMENT GRANTS

In aid of Public Schools, paid to Teachers for the Term ending October 31st 1873.

The Asterisk (*) marks those employed in Poor Sections.

CITY OF HALIFAX.

TEACHERS.	Number of Teaching days employed.	Am't. paid to Teachers from Pro. Treasury.
GRADE B.		
Abnis Brother	91	\$53 72
Artz J A	105	60 00
Bishop J L M	101	59 12
Christian Brother	91	53 72
Francis Brother	93	53 15
Griffin J P	91	53 72
Major C J	105	60 00
McLaughlin J H	105	60 00
Morrinus Brother	94	53 72
Noah Brother	94	53 72
Oderick Brother	93	53 15
O'Hearne P	94	53 72
Patrick Brother	93	53 15
Rennels George	105	60 00
Ross Angus	105	60 00
Smith J A	105	60 00
Theodore Brother	93	53 15
Walsh H	105	60 00
McIntosh K	104	44 77
Miller C J	104	44 77
GRADE C.		
Adams E	105	45 00
Archibald A	104	41 77
Archibald G	79	33 86
Augustina Sister	103	44 14
Bell A	54	23 15
Bernard Sister	104	44 57
Bonaventure Sister	104	44 57
Bremner J E	52	22 29
Cecilia Sister	104	44 57
Caldwell M	105	45 00
Camilla Sister	104	44 57
Clare M Sister	104	44 57
Clementina Sister	104	44 57
Cleophas Sister	51	23 15
Cornelia Sister	50	21 43
Creighton M I	105	45 00
Donovan M	102	43 71
Duggan J E	99	42 43
Gammell A P	104	44 77
Graham C	105	45 00
Hall S C	93	40 07
Hamilton A E	104	44 77
Helene Sister	104	44 57
Johns P	105	45 00
Johns M L	105	45 00
Julie Mde Mero	98	42 00
Kelcher D	103	44 14
Logan A	104	44 77
Lyons J N	103	44 14
Mary Anne Sister	104	44 57
Maxwell A	104	44 57
McArthur J K	105	45 00
McArthur R E	104	44 57
McCloskey B	105	45 00
McCulloch A	50	21 43
McDonald E F	105	45 00
McDonell M	103	44 14
McGregor H	104	44 77
McPhail A	105	45 00
McPherson E E	105	45 00
Michael M Sister	104	44 57
Mitchell B J	31	13 28
O'Bannion J	101	43 27
O'Connor G	103	44 14
Paterson J	104	44 57
Payne M L	105	45 00
O'Donoghue M E	103	44 14
O'Toole M	99	42 43
Robinson S	105	45 00
Rouselle J	105	45 00
Ryan T	105	45 00
Shields S W	105	45 00

Stanford E	105	45 00
Stanislaus Sister	101	44 57
Sterns J	101	41 77
Torrey E M	105	45 00
Teas W	105	45 00
Warner E	37	15 85

GRADE D.

Alexander A M	50	14 29
Brown J L	100	28 57
Gossip C M	101	29 85
Johns M A	105	30 00
McLeod J	105	30 00
McNab Anne	105	30 00
McNab Amelia	101	29 71
Payson C A	101	29 71
Regina Sister	103	29 44
Stanford C	105	30 00
Sullivan S J	25	7 14
Theresa Helene Sis	98	28 00
Wilson R J	41	11 85

GRADE E.

Baker E	103	22 07
---------	-----	-------

ASSISTANTS—GRADE D.

Hazel E	37	7 14
---------	----	------

GRADE E.

Guinane E	105	15 00
-----------	-----	-------

CO. OF INVERNESS.

GRADE B.

Blue Malcolm	103	55 17
Boyle Dugald	112	60 00
Chisholm W P	112	60 00
Chisholm Donald	102	54 64
Chisholm Duncan	90	48 21
Collins Daniel	108	57 85
Carmichael A G	112	60 00
Campbell J H	112	60 00
LaFrance C C F	92	49 28
McLellan Malcolm	93	48 21
McLellan John	97	51 96
McDonald Alex	101	59 46
McDonald John	110	58 92
McEachin Duncan	92	49 28
McKenzie Henry	112	60 00
Munroe John	112	60 00
McDonald Hugh	109	58 39
McLeod M C	105	56 24
McLennan Alex	112	60 00
McDermid Donald	104	55 71
McIsaac Angus	86	46 07
Somers John E	70	37 49

GRADE C.

*Bartlett J H	94	50 35
*Condon Hugh	110	58 92
*Campbell John J	112	60 00
Challen Bessie	112	45 00
Cameron John H	112	45 00
Chisholm Alex	112	45 00
*Campbell John	110	58 92
Colleritte Zepherine	112	45 00
*Dunn Miles	112	60 00
*Elderkin Clara	100	40 17
Elhenique M J	112	45 00
*Gillis J D	112	60 00
Gillis Michael	110	44 19
Hart Phoebe	112	45 00
LaBlanc H D	112	45 00
McLellan Malcom	112	45 00
McKinnon Malcom	112	45 00
*McLellan Alex	103	55 17
*McKenzie Alex	95	50 89
*McLean Donald	108	57 85
*Matheson F	107	57 31
*McDonald Michael	112	60 00
*McLean Lauchlin	112	60 00

McLean Annie	109	43 79
*McQuarrie William	96	51 42
McDaniel James	112	45 00
McLellan A	112	45 00
McLellan Alex	110	44 19
McLean A D	108	43 39
McDonald Flora	90	36 16
*McLellan James	112	60 00
*McMillan Alex	112	60 00
*McLellan D G	112	60 00
Pepper Chas II	110	41 19
Rankin Donald	106	42 58
Smith Maggie	112	45 00

GRADE D.

*Cameron Donald	110	39 28
Cameron John D	112	30 00
Cameron John M	7	1 87
DeCarlint John M	20	5 39
Ferguson Morson	111	20 73
*Fortune James	110	39 28
Gillis John	112	30 00
Gillis Anthony	105	28 12
Ingraham L Maria	111	29 73
Jameson John H	112	30 00
Jameson Angus	80	21 42
McMarlin Duncan	105	28 12
McDonald Peter	112	30 00
McKay James	105	28 12
McDonald James	99	26 51
McKinnon Jessie	112	30 00
McKinnon Allan	112	30 00
McMillan John	112	30 00
McEachen Alex	108	28 92
McLellan Andrew	110	29 46
*McDonald Alex D	110	39 28
*McDonald Angus	110	39 28
*McLellan John	85	30 35
*McKinnon Donald	104	37 14
*McDonald Duncan	107	38 21
*McDonnell Charles	112	40 00
*McMillan Neil	112	40 00
*McKay Mary	95	33 92
*McDonald Murdo	85	30 35
*McKenzie Rodk	107	38 21
*McAulay Sarah	109	38 92
*McMarlin John	97	34 64
McLean Flora	112	30 00
Matheson Maggie	110	29 46
McDougall Lanch	107	28 65
*McDonald Ellen	112	40 00
*Murphy James	110	39 28
*Walker Donald	111	40 00

GRADE E.

Campbell Jessie	110	22 09
Campbell Mary	75	15 06
*Cameron Maggie	102	27 32
Dowling Mary	56	11 24
*Gillis Catherine	72	19 28
*Gillis Jane	103	27 58
Jameson Catherine	105	21 09
Kennedy Catherine	101	20 28
McPhail Ann	107	21 49
McKay Flora	98	19 68
McKay Lilly	110	22 09
McLean Maggie	96	19 28
McLean Sarah	108	21 69
*McDonald Margt	110	29 46
*McLeod Mary	103	27 59
*McDonald Jessie	110	29 46
*McMillan C	112	30 00

ASSISTANTS—GRADE C.

Crowdis Ida S	96	25 72
---------------	----	-------

GRADE E.

Coady Julia	110	14 63
-------------	-----	-------

GRADE D.

McMillan Mary	68	9 10
---------------	----	------

CO. OF SHELBURNE.

GRADE A.

Eaton F A	99	
Eaton James H	103	55 17

GRADE B.

Colquhoun Robt	95	50 89
Cameron Hugh	109	58 39
Godfrey John F	108	57 85
Herdman W C	105	56 24
Shaw A M	99	53 03

GRADE C.

Atkins Lorinda	99	30 97
Boyd Martha	100	40 17
Fox Olivia A	102	40 98
Fox Olivia A M	110	44 19
Fulton Elizabeth	109	43 79
Homer Aggie	100	40 17
Lyle Emilie	70	28 12
Lavers A H	90	36 16
Longley Ella	109	43 79
McLeod Addie	110	44 19
Matheson Wm	105	42 18
Robertson John	104	41 78
Reading Lizzio	106	42 58
Webster Maggie	110	44 19

GRADE D.

Abbott Maggie	70	18 74
Bingay Carrio	110	29 46
Doane Clessio	107	28 80
Doane Rhoda	100	26 78
*Forbes Phebe	104	37 14
Gavel Joseph	55	14 73
Johnson Frederick	97	26 12
Lloyd Rosa	99	26 51
McDonald Annie	99	26 51
Swaine Emeline	108	29 06
*Swaine Maria	110	39 28
Swaine Seretho	85	22 76
Stelker Susan	112	30 00
Wilson Letitia	110	29 46
Wilson Laura	62	16 00

GRADE E.

Crowell Emma	107	21 46
Crowell Susan	110	22 09
Doan Mary	97	19 48
Doane Jane	100	20 08
Giffin Annie	90	18 08
Herkins Rose	87	17 47
*King Emeline	108	28 92
Kennedy Maria	110	22 09
Lish Lorinda	68	13 65
Larkin Aggie	110	22 09
McLearn Mary	110	22 09
McAlpine Jenny	107	21 49
Newell Maria	103	20 69
Nickerson Laura	104	20 89
Ringor Marietta	87	17 47
Ryer Jane	110	22 09
*Smith Helen	45	12 05
Sewall Mary J	103	20 69
*Tasco Hannah	112	30 00

CO. OF CUMBERLAND.

GRADE A.

George F W	110	
------------	-----	--

GRADE B.

Angus N J	112	60 00
Brounell George W	80	42 85
Finlay Aaron	103	55 17
McAulay D	112	60 00
Pipes Thos R	108	58 12
Reid Henry	110	58 92
Sutherland Dan	110	58 92

GRADE C.

Angus Samuel	112	45 00
Atkinson M	105	42 18

Chisholm Lina	112	45	00
Charman Mary	84	33	75
Creed H	112	45	00
Carter E E	112	45	00
Carter A H	111	44	59
Charman E G	110	41	19
Chesnut D S	112	45	00
Dill Ellen	112	45	00
Embree L R	110	44	19
Glennie Eunice	101	40	57
Ibbitson C A	112	45	00
Kerr J Lottie	112	45	00
Kennedy Evan	109	43	79
Layton E A	112	45	00
Logan H A	111	44	59
McAlmon L	106	42	53
Phelan J S	112	45	00
Peers Maggie	112	45	00
Ross C J	111	44	80
Ross Maria	112	45	00
Swallow C W	50	20	08
Shorra Lizzie	112	45	00
Skimmings L M	111	41	50
Skimmings S L	107	42	98
Scanlan M	112	45	00
Sharp Sarah E	112	45	00
Stewart W D B	112	45	00
Travis Ida M	112	45	00
West Julia	112	45	00
GRADE D.			
*Adams E E	91	33	57
Bennett L	106	28	39
Bleakney A J	111	29	73
Bent Alice D	90	24	10
*Canfield R J	110	39	29
Clarke W James	103	27	58
Dobson W S	70	18	74
David E L	112	30	00
Dobson Jennie	110	29	46
Davison Jane	97	25	98
*Furlong L A	112	40	00
*Finley S E	100	35	70
*Gray Abbie C	111	39	64
Hunter Maggie	112	30	00
*Huston Samuel J	49	17	50
*Mills Phebe A	106	37	85
*Metcalf R J	68	24	28
McIntosh Bella	112	30	00
McDonald O L	112	30	00
*McDonald Alex	110	39	28
*McIntosh Mary	108	38	57
Pagan M A	112	30	00
Ross James	111	29	73
Reid Bessie A	107	28	65
Stevens Annie E	109	29	19
Simpson M A	108	28	92
*Scott Maggie E	99	35	35
Smith Mary E	111	29	73
*Schurman O	56	20	00
*Smith Bessie	112	40	00
Tattio A M C	110	29	46
*Treen M J	102	36	42
*Taylor Cassie	112	40	00
Ward W D F	103	57	58
GRADE E.			
*Baird Martha	105	28	12
Canfield M L	112	22	50
Chisholm E	58	11	75
Carter Mary	83	17	68
Fraser M M	112	30	00
Fillmore A	112	22	50
Gillis C	112	30	00
Harpell M H	106	21	29
*Hollis M J	106	28	39
*Ibbitson C	103	27	58
*Ibbitson M J	108	28	92
*Ibbitson Kate	108	28	92
King Mary J	109	21	89
Langell Annie J	106	21	40
*Murphy M A	100	26	78
McNab M J	112	22	50
McLean J A	112	22	50
Peers Susie A	104	20	89
Peppard J E	112	30	00
Peppard R J S	58	11	65
*Ripley Helen	112	30	00
*Ross Mary D	107	28	65
*Stevens S J	112	30	00
Sutherland H	100	21	89
Shipley M A	112	22	15
Travis Eunice	112	22	15

DISTRICT OF FARRSDORO.			
GRADE B.			
Hannah Robert	112	60	00
McCabe James	111	59	40
GRADE C.			
Keith A C	107	42	98
Kerr Aloida	100	40	17
Logan C E	112	45	00
Salter Rachel	107	43	18
Suthergreen B A	109	43	79
Smith Sarah E	107	42	98
GRADE D.			
Hatfield J	108	28	92
Law Mary	112	30	00
Smith E A	110	29	46
Wood Emma A	55	14	73
GRADE E.			
Eaton Ada T	67	13	45
*Hanning E	111	29	73
Pettis Emma	15	3	10
*Smith R J	112	30	00
Suthergreen E	85	17	07
*Smith M E	100	26	78
CO. OF LUNENBURG.			
GRADE A.			
Owen Edward H	111		
GRADE B.			
Brown A D	2	1	07
Burbhoe Theophilus	112	60	00
Coldwell Aubry	32	17	40
Cooke Henry	106	57	04
Cox Robinson	93	49	82
Gow John M	108	58	78
Parker Joseph J	56	30	00
Rieser Daniel	98	52	49
GRADE C.			
Bent Lavinia B	100	43	79
Harris Sophia A	112	45	00
Hunt Mary A	112	45	00
Loye Arabella	112	45	00
Maiden Henry E S	106	42	58
Martin John E	104	41	98
Patterson Jessie J	109	43	79
Robinson Bertha	112	45	00
Roland Ada C	112	45	00
Russell Eliza M	112	45	00
Stoddart Maria	107	42	98
Whitford Adelaide	112	45	00
*Wilson George	112	60	00
Wile Victoria M	111	44	59
GRADE D.			
Armstrong Z P	110	29	46
Amberg Rosanna	108	28	92
Barkhouse Anna F	107	28	65
Begg Bessie S	112	30	00
Brown Lucie	105	28	12
Burns Sarah	112	30	00
Carder Mary A	112	30	00
*John E Curl	112	40	00
Dunn Susan E	92	24	64
Dauphinee Anette	112	30	00
Gates Isaac	112	30	00
Heckman Carrie A	112	30	00
Heckman William	94	25	17
*Heckman Albert D	112	40	00
*Hirtle Rosa E	103	38	57
Hirtle Sarah S	112	30	00
Hubleby Caleb F	97	25	98
Kaulbach Laura	112	30	00
Keating Maria A	107	28	65

*Lohnes John	111	39	64
Lynch Priscilla	97	25	98
Manning Delia	112	30	00
*Mosman Isaac	104	37	14
Newcomb Bessie	108	28	92
*Nichols Jennie	111	39	61
*Roland Olivia C	112	40	00
Seaboyer Annetto L	112	30	00
Silver Frances	105	28	12
Whitford Anna S	111	29	73
West George H	66	17	80
Wilo Esther C	112	30	00
*Wilo Helena	106	37	85
*Uhlman Eunice C	111	39	61
Zwicker James	100	26	78
GRADE E.			
*Bailly Eugenia	111	29	73
Culp Sophia	112	22	50
*Cruse Nauric S	112	30	00
Foster Jessie E	111	22	29
Heislen Laura M	69	13	85
Leddy Mary E	110	22	09
Lohnes Nettie C	111	22	29
Lohnes Janetta	112	22	50
McNayr Elizabeth	112	22	50
*Myra Anne M	112	30	00
Newcomb Regina	106	21	29
*Oxner Matilda M A	112	30	00
*Parker Ella	101	27	05
Romkey Louisa D	112	22	50
Selig Melissa	109	21	89
Stewart Eva St Clau	105	21	09
Cossmann Bertha	110	22	09
DISTRICT OF CHESTER.			
GRADE B.			
Shore William	108	57	85
GRADE C.			
Barkhouse Jas K	109	43	79
Hennigar Hiram	109	43	79
*White Edward G	59	31	60
GRADE D.			
*Adams Henry	65	23	21
Asho Elizabeth	112	30	00
Church Hannah A	112	30	00
Corkum Silas K	108	28	92
Trader Graco	112	30	00
Hennigar Gussanda	109	20	19
*William Anna L	60	21	42
Wasner N Augustus	107	28	65
GRADE E.			
*Beckwith Ella	48	12	85
*Corkum Mary N	105	28	12
*Countaway Maria	111	29	86
Trader Annie	112	22	50
Oxner Henrietta	111	22	29
CO OF DIGBY.			
GRADE A.			
McRae Alexander	101		
GRADE B.			
Denton A Judson	109	58	39
Gilliland Charles E	102	54	64
Horner William P	112	60	00
Horner Anthony	112	60	00
Parker George S	109	58	39
GRADE C.			
Beabe Annie P	110	44	19
Cousin Mary R	100	43	79
Gates Maria E	109	43	79

Jones Mary E	112	45	0
*Korr Thomas C	100	53	37
*Saunders A W	112	60	00
Shaffner Bernard	60	24	10
Shaffner H B	112	45	00
Taylor Jane	112	45	00
Waters Alice	108	43	39
Welch E A J	58	23	30
GRADE D.			
Cornwall Almira	109	29	19
Coseburn Emily	112	30	00
Hainee Annie	105	28	12
Horner Euyrdice	100	26	78
*Journay Kate	111	39	64
Morchouse Maria	108	28	92
Nicoll Maria	109	29	19
Normandy Esther	107	28	65
Ross John	112	30	00
Smallis Ella P	112	30	00
Smallia Mary	108	28	92
Small Augusta	110	29	46
GRADE E.			
Denton Helen A	85	17	07
Gidney Margaret	89	17	88
*Glavin Saville S	72	19	28
Goodwin Adelaide	75	15	06
Hankinson Maria	86	17	27
*Hurd Margaret	92	24	64
Normandy A	99	19	83
Smallie Emma	108	21	69
Smith Deidami	85		
Titus Sarah H	105	21	09
Titus Elia T	109	21	89
Young Sarah S	105	28	12
DISTRICT OF CLARE.			
GRADE B.			
Balcom P N	105	56	24
Butler N E	107	57	31
Wade M C	105	56	24
GRADE C.			
Angela Sister	112	45	00
Dakin S A	55	22	09
Martina Sister	112	45	00
Primo J A	105	42	18
Soucie Oliver	109	43	79
Teresa Sister	109	43	79
GRADE D.			
Belliveau A F	111	29	73
Boute Gilbert	55	14	73
Cameron Adelino	109	29	19
Crosby Sarah	84	22	49
Landry O J D	108	28	92
LeBlanc M L	79	21	16
Lombard Paul	110	29	46
*Newlan P D	98	35	00
GRADE E.			
*Barr Lizzie	110	29	46
Cameron E A	111	22	29
*Cameron Leonice	110	29	46
*Cameron Maria	105	28	12
*LeBlanc J C	109	29	19
LeBlanc M H	109	21	89
*Melancon A	103	27	58
ASSISTANTS—GRADE C.			
Jerome Sister	109	29	20
John Sister	112	30	00
Ludivus Sister	112	30	00
GRADE E.			
Belliveau C	109	14	60
Dugast Marie	99	13	26
LeBlanc Adeline	101	13	62
Saulnier Olive	102	13	66

GOVERNMENT GRANTS

In aid of Public Schools, paid to Teachers for the Term ending October 31st 1873.
The asterisk (*) marks those employed in Poor Sections

CO. OF ANNAPOLIS.

TEACHERS

Number of Teaching days employed.
Am't. paid to Teachers from Pro. Treasury.

GRADE A.

McKay, A. H. 107½ \$

GRADE B.

Andrews, Alfred 110 58 92
Andrews, Frank 112 60 00
Balcom, George A. 26 13 92
Croscup, George E. 109 58 39
Goucher, Inglis P. 110 58 92
Hall, Frederick 58 31 07
Hall, James B. 65 31 82
Hardwick, William 112 60 00
Logan, Norman 107 57 31
Longley, Israel M. 104 55 71
McGill, George B. 90 48 21
Reagh, Thomas B. 61 31 28
Sanders, W. M. 112 60 00
Saunders, W. W. 112 60 00
Shafner, Samuel C. 112 60 00
Spurr, John C. 106½ 57 05
Strumberg, Hector M. 102 54 61
Tomlinson, J. W. 112 60 00

GRADE C.

Baker, Reis 103 41 38
Beals, Lucy S. 99 39 77
Bent Bessie C. 112 45 00
Bent Sophia A. 110 44 19
Berteaux, Lelah 109 43 79
Blanchard, Adelino 111 41 59
*Bogart, Willard V. 93 40 82
Brown, Emma 112 45 00
Chute, Bertha 109 43 79
Clarke, Annie M. 93 37 36
Clarke, J. Allison 80 32 14
Cornwell, Eleanor 109 43 79
Cropley, Mary E. 112 45 00
Croscup, John H. 110 44 19
Elliott, Sytira A. 111 44 59
Gates, James A. 110 41 19
Johnson, Lavinia A. 111 44 50
Jones, Watson C. 109½ 44 06
Kempton, Martha S. 111 44 59
Longley, Charlotte E. 112 45 00
*Luxton, Henry T. 113 60 00
Mack, Mary A. 112 45 00
Margeson, Hattie E. 92½ 37 16
Marshall, Augusta 111 44 59
Marshall, Carmon 112 45 00
Marshall, Rosina 105 42 18
Masters, Annie E. 110 44 19
Messenger, Dollie 92 36 96
Miller, Samuel N. 111 44 59
Mills, Phebe W. 109 43 79
Mills, William A. 112 45 00
*Morse, Willard P. 90 48 21
*Pearson, John E. 76 40 71
Phinney, Ella S. 112 45 00
Poole, Emilia W. 112 45 00
*Prentiss, E Stanley 80 42 85
Rand, Mary F. 111 44 59
Reagh, Francis 108 43 39
Rice, Rebecca W. 112 45 00
Strong, Eliza A. 111 44 59
Vidito, Amelia C. 98 39 37
Webster, Bessie 110 44 19
Wiswell, Mary F. 54 21 69
Young, Anna C. 102 40 98

GRADE D.

Balcom, Lalia A. 112 30 00

Chesley, Abner M. 111 39 61
Dunn, Cynthia 111 29 73
*Foster, Ada E. 111 39 61
*Gates, Emma 112 40 00
Gesner, Alice G. 106½ 28 52
Harris, Cynthia L. 99 26 51
Jacques, Ada M. 110 29 46
*Longley, Annie G. 112 40 00
Messenger, Harvey 112 30 00
*Minard, Alico 108 38 57
Oakes, Maria A. 93 21 91
Parker, Amelia E. 112 30 00
*Roach, Tamer A. 96 31 28
*Troop, Eunice E. 112 40 00
*Tufts, Amanda M. 111 39 64
Vidito, Roxana L. 90 24 10
*Whitman, W. H. 112 40 00

GRADE E.

Burns, Elizabeth A. 111 22 29
*Chute, Martha 112 30 00
*Dunn, Mary E. 97 25 98
*Johnson, Geretha 112 30 00
Johnson, Harriet 112 22 50
*McKeown, M. A. 106 28 39
Rice, Nancy N. 112 22 50

ASSISTANTS.—GRADE D.

Balcom, Mary W. 102 18 22

GRADE E.

Pcole, Louisa M. 110 14 73
Roop, Annie 100 13 39

CO. OF ANTIGONISH.

GRADE B.

Bourke, David 111 59 46
Chisholm, Duncan 112 60 00
Chisholm, C. 110 58 92
Carrol, Richard 111 59 46
Gillis, Dougald 103 55 17
Gillis, Angus 111 59 46
Miller, C. J. 83 44 46
McKinnon, H. 106 56 78
McGillivray, A. 112 80 00
McGillivray, H. 80 42 85
McPherson, John 109 58 39
McDonald, N. 112 60 00
McDonald, Alex. 109 58 39
McLean, William 105 56 24
McIsaac, Colin 112 60 00
McDonald, John 111 59 46
McNeil, Dan 109 58 39

GRADE C.

Bonire, J. B. 110 44 19
Cameron, William 109 43 79
Chisholm, Annie 112 45 00
Gillis, Hugh 110 44 19
McGillivray, H. J. 97 38 97
McPherson, A. 76 30 53
McGillivray, H. J. 14 5 62
McGillivray, Alex. 112 45 00
McDonald, Hugh 100 40 17
McDonald, Mary 106 42 58
McKinnon, Eunice 107 42 98
McDonald, Hugh 95 38 16
McDonald, S. 105 42 18
McDonald, Angus 110 44 19
McDougald, A. 102 40 98
*McDonald A. 112 60 00
McDonald, Dan 106 42 58
Ross, Christina 102 40 98
Slattery, Augustine 109 48 79
Smith, Joseph 110 44 19
Trotter, Elizabeth 107 42 98

GRADE D.

Ambrose, S. 112 39 00
Boyd, Angus 110 29 46
Chisholm, Ellen 107 28 65
Cameron, Allan 88 23 57
*Corbet, Mary 109 38 92

Chisholm, Archibald 82 21 96
Chisholm, Colin 112 30 00
Cameron, Cath. 100 26 78
Fraser, Sarah 110 29 40
Fitzgerald, Jane 112 30 00
Fraser, William 110 29 46
Hanifan, Libbie 109 29 19
Hanifan, Joana 112 30 00
McNeil, Roderick 109 29 19
McDonald, Allan 105 28 12
McLean, Susan 108 28 92
*McDonald, Hugh 80 28 50
McPherson, Lach. 111 29 73
McNaughton, C. 109 29 19
McDonald, Ellic 81 22 49
McLean, James 110 29 46
*Somers, Alexander 81 28 92

GRADE E.

Cameron, G. 110 22 09
Campbell, Jessie 102 27 32
Corbet, E. 109 21 89
Gillis, M. H. 106 28 39
Henry, Lydia J. 110 22 09
Henderson, C. 109 21 89
McDonald, Ellen 95 19 08
McDonald, Jerusha 108 21 69
*McDougald, Annie 103 27 58
*McDonald, Maggio 112 30 00
*McKinnon, Angus 112 30 00
*McGillivray, Pen? 70 13 74

CO. OF CAPE BRETON.

GRADE A.

Gillis, A. Joseph 110

GRADE B.

Armstrong, John 112 60 00
Boyd, C. John 112 60 00
Carey, John 112 60 00
Campbell, M. 112 60 00
Dimock, William 112 60 00
Dowling, Thomas 100 53 56
Fraser, John C. 100 53 56
Gillis, Alexander 112 60 00
Kennedy, Alex. 102 54 64
Morrison, Alex. 111 59 46
MacLeod, John H. 107 57 32
MacNeil, John D. 110 58 92
McKinnon, Michael 112 60 00
MacDonald, Mich B. 112 60 00
MacNeil, Rod. 112 60 00
MacLellan Donald 105 56 25
MacDonald, Joseph 111 59 46
MacNeil, John J. 112 60 00
MacDonald, Mich. 105 56 25
Rindress, J. A. H. 112 60 00

GRADE C.

Anderson, F. Carrie 107 42 99
Bonner, James 110 44 19
Barnhill, E. M. 108 43 39
Cameron, John 112 45 00
Ferguson, Marion 112 45 00
Garrett, Charles 108 43 39
Gillis, Donald 111 44 60
Hanahan, Mary 112 45 00
Jackson, Eliza 110 44 19
Lewis, Francis 111 44 60
MacIsaac, Daniel 112 45 00
Macdougall, Philip 108 43 39
*Macdonald, H. D. 110 58 92
Macmillan, Malcolm 60 24 10
Moore, Josephine 107 42 98
Mahon, A. E. 112 45 00
Macgregor, Elizabeth 44 19
MacMillan, John 107 42 98
McKinnon, Joseph 112 45 00
MacKenzie, John 112 45 00
Morrison, Donald 112 45 00
MacKeen, Ruth 108 43 39
*Macdonald, Alex. 110 58 92
Matheson, Murdock 112 45 00
MacPhail, Arch. 109 43 79
MacSween, Duncan 108 43 39
MacNeil, Stephen 112 45 00

MacIsaac, Allen 111 44 00
Mackay, Allen 112 45 00
MacNeil, Neil 112 45 00
MacIsaac, 112 45 00
Nisbet, M. W. 105 42 18
Kerr, Duncan 112 45 00
Rossy, John 112 45 00

GRADE D.

Arbuckles, Neil 112 30 00
*Cameron, T. Angus 112 40 00
*Fraser, John 112 40 00
Henderson, Harriet 105 28 12
Lowther, George H. 112 30 00
*Hayes, Joseph 75 26 78
Johnstone, Cath. 108 28 92
*MacAskill, Angus 112 40 00
MacKinnon, John 102 27 32
McLennan, John W. 110 29 46
MacLean, Rod. 112 30 00
Macdonald, Ronald 105 28 12
MacKinnon, Joseph 112 30 00
Macdonald, S. N. 112 30 00
MacGillivray, Daniel 112 30 00
*MacMillan, Fanny 108 38 57
MacLean, Donald 112 30 00
MacPhee, Peter 112 30 00
MacDougald, D. 112 30 00
*MacCormick, S. 112 40 60
MacNiven, Arch. 112 30 00
Macdougall, Mary 105 28 12
MacIntyre, Duncan 98 26 24
MacCormick, John 101 27 05
MacLeod, Catherine 108 28 92
Macdonald, Arch. 100 26 78
Macdonald, Joseph 95 25 44
*MacPhee, Isabel 112 40 00
MacLean, James 112 30 00
*McKinnon, James 102 36 42
Macneil, Michael 109 29 19
Macintosh, Donald 66 17 67
MacGillivray, Joseph 82 21 86
*Mackay, George 112 40 00
Macdougall, James 112 30 00
MacLean, Neil 111 29 73
MacKinnon, Neil 112 30 00
Macdonald, Allen 112 30 00
*MacPhail, Mary 111 39 64
MacPhee, James 112 30 00
MacMullan, Mich. 110 29 46
Martell, Susanah 102 27 32
*Munroe, Angus 97 34 64
*Johnston, John 112 40 00
*Spencer, Amelia P. 105 37 50
Welsh, Mary 111 29 73

GRADE E.

*Boyd, Ephyimia 108 28 92
Campbell, Syrus 112 22 50
Gillis, Veronica 110 22 09
Gillis, Elizabeth 112 22 50
Morrison, Ann 100 20 08
Morrison, Ann 112 22 50
Moffat, Ann S. 110 22 09
Muggah, Kate 60 12 05
MacInnis, Sar 89 17 88
MacQuish, R. cl 74 14 86
MacLean, Christy 85 17 07
*MacKenzie, E. 90 24 10
McLean, Ephyimia 112 22 50
*Shepard, Ann C. 106 28 39
Ward, Eliza 109 21 89

CO. OF YARMOUTH.

GRADE A.

John Jack, 103½ 58 04
J. H. Munroc, 105 58 87-

GRADE B.

J. C. Blackadar, 101 54 10
James Crosby, 112 60 00
W. J. Davidson, 112 60 00
J. W. Elderkin, 105 58 87
W. N. Gough, 112 60 00
T. W. Hinton, 58 31 07
A. S. Lent, 111 59 46

J. P. Knowlan, 100 58 92
 C. S. Phinney, 101 58 31
 R. W. Woodworth, 80 42 85

GRADE C.

Amy Archibald, 105 42 18
 E R Barnaby, 101 43 94
 E Brown, 100 40 17
 A A Bingay, 112 45 00
 H M Crosby, 105 41 15
 M A Crosby, 110 41 19
 T E Dodge, 111 44 59
 Avis Ellis, 107 42 98
 H A Ellis, 55 22 09
 L E Flint, 101 43 73
 L B Goudey, 105 44 15
 E R Grant, 101 41 78
 Irene Griffin, 112 45 00
 Jos Harrison, 101 43 94
 Mary Hilton, 110 41 19
 Emma Hilton, 66 26 51
 G J Macdonald, 105 42 18
 Jessie MacKay, 39 16 81
 A M Phinney, 108 43 39
 E S Porter, 111 44 59
 Emily Pinco, 50 21 03
 Mary Rodgers, 112 45 00
 M O Starratt, 94 39 74
 H A Taylor, 105 44 15
 A Vanorden, 91 36 56
 M Woodworth, 105 44 15

GRADE D.

H R Crosby, 110 29 46
 A E Crosby, 100 35 70
 H E Durkee, 101 27 05
 A K Holmes, 90 24 60
 A A Kimball, 105 29 43
 M L Larkin, 109 22 19
 S C Murphy, 108 28 92
 A M Porter, 108 38 57
 J A Ringer, 94 25 17
 Annie Starratt, 104 29 15
 A F Simonds, 112 30 00

GRADE E.

Eliza Butler, 107 21 57
 *Mario Colin, 107 28 65
 Mary Cotreau, 55 11 04
 Gantal Cotreau, 49 9 84
 M E D'Entremont, 108 21 69
 *Bessie Flint, 110 29 46
 *Gertrude Killam, 95 25 44
 *T H Kelley, 109 29 19
 *Eliza LeBlanc, 110 29 46
 Sylvia LeBlanc, 85 17 07
 Rosalie LeBlanc, 108 21 69
 *Mary LeBlanc, 106 28 39
 *M E Munro, 101 27 85
 Ellen McDonald, 100 20 08
 Dorcas Nickerson, 90 18 08
 Eliza Poole, 100 20 08
 S H Rose, 112 22 50
 James Surette, 108 21 69
 E Surette, 107 21 49
 *Julia Surette, 103 27 58

ASSISTANTS.—GRADE C.

Lois Brown, 101 26 85
 Eulalia LeBlanc, 112 30 00

GRADE E.

Jamico Doucette, 107 14 40
 Annie Hatfield, 90 12 06
 Laura Nickerson, 100 13 39
 Maria Surette, 107 14 33
 Annie Trask, 66 9 67

CO. OF KINGS.

GRADE A.

Rose, John 109 58 39

GRADE B.

Banks, James 110 58 92
 Condon, S 55 29 46
 Davis, J A 112 60 00
 Farrell, B 110 58 92
 Foster, A D 112 60 00
 North, J A 55 29 73
 Roscoe, Colin 110 58 92
 Rockwell, Charles 108 57 85
 Rose, Aaron 67 35 89
 Thorpe, Edward 110 58 92
 Wright, John 110 58 92
 Wallace, Oates 106 56 78

GRADE C.

Benjamin, E 110 41 19
 Blackadder, A 112 45 00
 Blackadder, S 109 43 79
 Banks, Ualia 112 45 00
 Bligh, Regina 112 45 00
 Brown, Hannah 90 36 16
 Beckwith, L 110 41 19
 *Burns, Dymock 111 59 46
 Cogswell, Libbie 112 45 00
 Church, Victoria 112 45 00
 Chute, Annie 112 45 00
 Coffin, Mary 90 36 16
 Cox, Angelina 110 44 19
 Cox, Sarah 109 43 79
 Chute, Waittie 108 43 39
 Deller, Sam 112 60 00
 DeWitt, Adelia 106 42 58
 Elderkin, Julia 107 42 98
 Ellis, Annie 106 42 58
 Eaton, Eunice 90 36 16
 Grierson, K 112 45 00
 Harris, T E 112 45 00
 Hamilton, Jane 111 44 59
 Kilcup, Theresa 96 38 57
 Kinsman, F 105 42 38
 Magee, M J 112 45 00
 Mills, Jennie 110 44 19
 McDonald Andrew 111 44 59
 McDonald A G 108 43 39
 Newcomb Maggie 110 44 19
 Parker Annie 89 35 76
 Pinco Rebecca 92 30 96
 Palfrey Lizzie 110 44 19
 Reid Adelia 112 45 00
 Reid Annie 92 36 96
 Rockwell Robert 110 44 19
 Robinson, Louisa 73 29 33
 Rand Jane 112 45 00
 Robinson Wm 92 36 96
 Ruggles Adelia 112 45 00
 Simson Louisa 111 44 59
 Stronach Maggie 90 36 16
 Stronach Eliza 95 38 16
 Vaughan Laura 110 44 19
 Woodman Adelia 107 42 98
 Vidito Helen 110 44 19
 Webster Marietta 99 39 77

GRADE D.

Bishop Truceman 90 24 10
 *Bryden Eliza 112 40 00
 *Best Ardellis 100 35 70
 *Rorden Annie 92 32 85
 *Bishop Louisa 90 32 14
 *Chute Jephina 95 38 92
 *Cropley Rosalia 112 40 00
 *Dodgo Carrie 112 40 00
 Grierson Maggie 94 25 17
 George Clara 111 29 73
 *Jackson Adelia 110 39 28
 Killam Maria 112 30 00
 Lyons Clara 92 24 64
 Moore Clara 97 25 98
 Miller George 100 26 78
 *O'Neil Mary 100 35 70
 Pinco Julia 110 29 46
 Rand Lizzie 110 29 46
 Sanford, Annie 80 21 42
 Terry Julia 112 30 00
 Wickwire E 75 20 08
 Weaver Jessie 91 24 37

GRADE E.

Brown Sarah 105 28 12
 Beach Annie 105 28 12
 Cox Abbie 112 22 50
 *Dymock Emma 108 28 92
 Kinsman R 112 22 50
 *Margeson Scrotta 60 16 07
 Margeson Odessa 111 22 29
 Powor Parnelia 112 22 50
 Reid Georgie 109 21 89
 Taylor Ada 99 19 88
 *Ward Emma 34 9 10
 Stewart Janet 42 11 24

ASSISTANTS—GRADE D.

Belcher Annie 111 19 82
 Wheaton Eliza 55 7 36

GRADE E.

Coldwell Margaret 112 15 00
 Hall S 108 14 46
 Reid Maggie 112 15 00

CO. OF HANTS.

GRADE B.

Armstrong E L 110 58 92
 Brown J L 112 60 00
 Baker 59 31 60
 Bowles Fred 49 26 24
 Dimock J J 106 56 78
 Dill G W 72 38 57
 Gray Andrew 106 56 78
 Irving G W T 112 60 00
 Livingston W W 100 53 57
 McDonald W 111 59 40
 McDonald H 107 57 31
 Meek J A 67 36 15
 O'Brien Fred 108 58 11
 Parsons W G 110 58 92
 Seabrook H 108 58 11
 Underwood J 106 56 78
 Walsh J W 100 58 57
 Young Alex 112 60 00

GRADE C.

Baxter J W 108 43 39
 Black M E 108 43 39
 Benjamin E A 105 42 18
 Bennett H 110 44 19
 Cahill A J 112 45 00
 Crowe M B 102 40 98
 Corbit Thomas 56 22 49
 Creed E P 111 44 59
 *Daniels S N 55 29 46
 Dimock L A 103 41 36
 Dennet S 111 44 59
 Douglas R F 112 45 00
 Fisher M A 112 45 00
 Graham B F 96 38 57
 Harvey H 112 45 00
 Lay E L 108 43 39
 Logan R 104 41 78
 McPhee R F 108 43 39
 Monteith M 110 44 19
 McLardy A 111 44 59
 Morton S 110 44 19
 McCarthy A J 109 43 79
 Marsters S E 110 44 19
 Meagher Ellen 108 43 39
 O'Brien S 108 43 39
 Pearson J 73 29 33
 Parker F M 112 45 00
 Parker L B 105 42 18
 Randall S A 107 42 98
 *Jenker Lucinda 111 44 59
 Scatney E 110 44 19
 Thorne M M 111 44 59
 Underwood M 107 42 98
 Whittcar S 85 34 15
 Whidden R G 112 45 00
 Wier Lewis 111 44 59

GRADE D.

*Burgess R 100 35 71
 Brechin R 92 24 77
 *Blois Wesley 98 35 00
 Clow Louisa 105 28 12
 Cook Emily 109 29 19
 Cameron Lizzie 101 27 85
 *Cameron Celia 105 37 50
 *Canavan Ada P 112 40 00
 *Card Delina 100 35 71
 Drysdale M L 101 27 85
 Davidson A 112 30 00
 Harvey J K 110 29 46
 *Haley W A 60 21 42
 *Hamilton A 110 39 28
 *Lamont D B 112 40 00
 Lynch M A 93 24 91
 Loomer Ellen 105 28 26
 *Mason Annie 112 40 00
 McKay Laura 110 29 46
 Mumford C 105 28 12
 Mumford M 101 27 05
 *Moland A 112 40 00
 Macumber W K M 110 29 46
 Parker G E 110 29 46
 *Randall H D 31 11 07
 *Rockwell A 112 40 00
 Shaw Tryphena 110 29 46
 Shaw M E 110 29 46
 Wallace E M 110 29 46
 *Wier M J 86 30 71

GRADE E.

Blois Maggie 100 20 08
 *Cale Annie 108 28 92
 Densmore Eunice 84 16 87
 *Dorman S 70 18 74
 *Harvey A L 112 30 00
 *Laidlow M 112 30 00
 Main Martha 110 22 09
 McCulloch L 112 22 50
 Miller C 100 22 09
 *Sangster M 112 30 00
 Scott A L 110 22 09
 Teasdale M L 51 10 34

EVENING SCHOOL—GRADE B.

Walsh J W 43 23 03

ASSISTANTS—GRADE B.

Densmore J D 80 28 57

GRADE C.

Dennet M 111 29 73

GRADE E.

Cochran A 93 12 52
 Parker Isabel 42 5 62

CO. OF RICHMOND.

GRADE B.

Chisholm Murdoch 104 55 71
 Boyd Angus 109 58 39
 Bethune John L 107 57 31
 Ferguson Roderick 112 60 00
 Hill John M 45 24 10
 McQuarrie Hector 112 60 00
 McDonald Angus 112 60 00
 Morrison Alexander 111 59 67
 McNeil Angus 110 58 92
 McDonald John 109 58 39
 McLean Donald 108 57 85
 McKenzie Duncan 104 55 71
 McKenzie Michael 44 23 03

GRADE C.

Boyd Donald 112 45 00
 Hayward M A 112 45 00

Hearno Sarah	112	45	00
*McPherson Stephen	112	60	00
McDonald Stephen	112	45	00
McKay John	112	45	00
McLeod Kenneth	111	44	59
Martel W H	106	42	58
*Morrison Norman	105	56	24
McLeod Malcolm	95	38	16
*McCuish Angus	89	47	07
St. Zephyrin Lady	97	38	97
St. Maurice Lady	97	38	97
St. Honorine Lady	97	38	97
St. Alexandrine Lady	97	38	97
St. Bonaventure Lady	96	38	57
St. Columban Lady	96	38	57
St. Lucien Lady	96	38	57

GRADE D

*Campbell J M E	111	39	64
*Bethune Margaret	102	36	42
*Gillies M E	112	40	00
Holmes Elizabeth	112	30	00
Lavacho C D	110	29	00
*McLeod Christina	112	40	00
McLeod Norman	112	30	00
McInnis John	100	26	78
McCuish Margaret	89	23	98
McLean Roderick			
*Shaw John	106	37	85

GRADE E.

Boyd Annie	112	22	50
Boutin Lophia	112	22	50
*Boutin Catherine	112	30	00
Dunn Jane	112	22	50
Fennelly Mary	112	22	50
Fraser Sarah	112	22	50
Ferguson Philomel	112	22	50
Fox Sarah Lee	111	22	29
Lenoir Caroline A	112	22	50
*Morrison Christina	112	30	00
McNeil Lizzie J	112	22	50
McCabe Eliza	112	22	50
Malcolm Harriet	100	20	08
*McLellan Mary	72	19	28
McRae Mary	83	16	07
Pate Celina	112	22	50
*Urquhart Christina	111	29	73
Vigneau Louisa	112	22	50

CO OF QUEENS.

GRADE A

Wallace J W	110		
-------------	-----	--	--

GRADE B.

Armstrong J E	106	56	78
Baker N T	112	60	00
Borden B C	108	59	11
Lochart B W	111	59	46
Mack C D	110	59	18
Smith Nicholas	89	47	07
Tucker Chas H	110	58	92

GRADE C.

Allison A S	111	44	59
Baxter A S	112	45	00
Brown Augusta	112	45	00
Foster Lois	110	44	19
Freeman H L	102	40	98
Letson E E	110	44	19
Geldert Bessie	110	44	19
McLeod Nettie	112	45	00
Murray N A	105	42	18
Morine Lottie	111	44	59
Norris Lucie G	111	44	59
Parker Annie M	105	42	18
Parsons Annie	112	45	00
Reed A A	112	45	00
Torey S C	112	45	00

GRADE D.

*Bent Lydia A	111	39	64
Burnaby N M	102	27	32

Foster Phebo A	95	25	41
Harper Mel	20	5	35
Jackson Mary	86	23	03
Kempton M H	111	29	73
*Leadbetter S A	99	35	35
McPherson A	110	29	46
McLearn S A	112	30	00
Phalen Eunice	119	29	46
Sullivan Margaret	90	24	10
Tupper E	112	30	00
Whitman Nancy	111	29	73
Washington C A	51	14	46
West M E	108	28	92

GRADE E.

*Burke N A	105	28	12
*Richardson M A	99	26	51
*Smith M E	97	25	98
*Uhlman Cass	109	29	19
Whitman A	112	22	50

ASSISTANTS—GRADE C.

Freeman Bessie	111	29	73
----------------	-----	----	----

GRADE D.

Kempton Abigal	112	20	00
----------------	-----	----	----

GRADE E.

McLeod E	110	14	73
----------	-----	----	----

CO. OF COLCHESTER.

GRADE B.

McKenzie Hugh	106		
Archibald J C	108	57	85
Corbett W D	112	60	00
Cunningham W F	112	60	00
Hamilton Richard	109	58	39
Little James	106	60	00
Malcolm Thomas	112	60	00
McDowall Isaac	108	57	85
McLeod Alexandra	90	48	21
Moore Edmund	106	56	78
Smith James M	108	57	85
Smith Robt W	111	59	72

GRADE C.

Archibald Bessie	97	38	97
" Julia	72	28	93
" Harriet	111	44	59
" Janet	106	45	00
" Bertha	106	45	00
Bonnyman Susie	111	44	59
Cook Isaac D	112	45	00
Corbett Isaac L	111	44	59
" Marie F	110	44	19
Christie Jennie	112	45	00
Creighton Harriet	98	39	37
Carter Sarah E	107	42	98
Cooper Matilda	112	45	00
Campbell Colin	52	20	88
Dunlap Ellen	106	42	58
Downing John D	110	44	19
Dickie Jane	90	36	16
Fulton Clarissa C	62	24	90
" J Ross	109	43	79
" George H	103	41	38
Frame Alexander	90	36	16
Fletcher Ada	109	43	79
Fields Luther	112	45	00
Hamilton Isabella	112	45	00
" Mary A	106	45	00
Johnson Mary N	93	37	36
" Melinda	112	45	00
Kent Sara	92	37	16
Little Rebecca J	83	33	34
" Kate	106	42	58
Logan Libbie C	93	37	36
McBurnie Nelson	104	41	78
McCallum Harriet	80	32	14
McCurdy Lucinda	99	42	02
McDonald Anna	100	40	17

McDowall Annie	110	44	19
McKay J Mason	112	45	00
McKeen E B	112	45	00
McKenzie Annie	112	45	00
McLellan Isabella	109	43	79
McLeod Mary A	103	41	38
McPherson Jane	82	33	16
Miller Sara	83	33	34
Murdoch Jessie B	92	36	96
Peppard Lucretia	112	45	00
Paton James	112	45	00
Ross Elizabeth N	110	44	19
Russell Mary	106	45	00
Reilly Sara	110	44	19
Ryan Maggie E	112	45	00
Smith Annie	112	45	00
Smith Jessie C	100	45	10
Sullivan Margaret	112	45	00
Stevens Lamert	105	42	18
Webster Laura J	110	44	19

GRADE D.

*Adams Mary E	112	40	00
*Aikenhead Amelia	108	38	57
*Buchanan Sara E	111	30	61
Byers Isabel J	93	24	91
Cook Susan	112	30	00
*Creelman Mary J	112	40	00
Carlyle Mary A	110	29	46
Creelman Maggie	100	28	52
Ellis Jane E	112	30	00
Fisher Walter	98	26	24
*Graham Janie	110	39	28
Logan Sara	110	29	46
*Langill Sabina	73	26	07
Morrison R D	99	26	64
*McKenzie Christie	112	40	00
McPhee Martha C	112	39	00
Mowatt Bessie C	52	13	92
*Miller Ermina	92	33	02
Marshall Eliza	112	30	00
*McDonald Annie	54	19	46
Miller Margaret	110	29	46
McLean Hannah J	99	26	51
McPherson Jessie	109	29	19
Slade William	109	29	19
*Swann Hannah	111	39	64
Watson Annabel G	109	29	19

GRADE E.

*Cook Elizabeth	112	30	00
*Hamilton Fannie	99	26	51
*Holmes Emma J	109	29	19
*Hynds Mary C	76	20	35
*Miller Maggie	93	24	91
Maloon Alice	53	10	61
Pitblado Grace	23	4	61
*Patriquin Mary E	111	29	73
*Robertson Hannah	106	28	39
Rutherford Roxana	102	20	49
Stevens Rhoda N	112	22	50
*Sutherland Annie	112	30	00
*Sutherland Libbie	103	27	58
*Stewart Janie	104	27	85
*Wilson Margery	103	27	58

ASSISTANTS—GRADE E.

Carter Anna	70	9	38
-------------	----	---	----

CO. OF VICTORIA.

GRADE A.

Lean T S Mc	55		
Ross William B	55		

GRADE B.

Thomas Cook	97	51	96
Crowdis Henry	112	60	00
Kay Norman Mc	112	60	00
Kenzie John Mc	104	55	71
Lean Alex Mc	112	60	00
Lennan John Mc	112	60	00
Leod John J Mc	102	60	00

Millan Duncan Mc	97	51	96
Rae John Mc	112	60	00
Ritchie John Mc	112	60	00

GRADE C.

Aulay Murdock Mc	106	42	58
Anderson Annie	62	24	90
*Anderson Elizabeth	110	41	19
Buchanan John	112	45	00
Donald Angus Mc	100	40	17
Fraser Margaret	111	44	59
*Hart Elizabeth	106	42	58
*Iver Angus J Mc	93	49	82
*Kay Daniel Mc	112	60	00
Kenzie Annie Mc	112	45	00
*Kenzie Susan Mc	93	39	36
*Lean Sarah Mc	90	36	16
*Lean Dolina Mc	112	45	00
Leod John Mc	98	39	37
*Leod M J Mc	110	58	92
Lopper Jeanie	111	44	59
Matheson Maggie	111	44	59
Millan Angus Mc	112	45	00
Morrison Elizabeth	111	44	59
Neil Michael E Mc	112	45	00
Neil John H Mc	112	45	00
Nicholson Neil	112	45	00
Pharlane John Mc	104	41	78

GRADE D.

Buchanan Isabella	100	26	78
Donald Donald Mc	112	30	00
Ferguson Helen	112	30	00
Fraser Christina	95	25	44
*Iver Henry Mc	112	40	00
*Kay Flora Mc	58	20	71
Kay Catherine Mc	110	29	46
Kenzie Chris. Mc	100	26	78
Kenzie John Mc	112	30	00
*Kenzie Isabella Mc	105	37	50
Kenzie Kate Mc	55	14	73
*Lean Jessie Mc	98	35	00
Lean Elizabeth Mc	101	27	85
*Lean Margaret Mc	110	39	28
Leod Donald Mc	100	26	78
Leod John H Mc	112	30	00
Neil B D R Mc	110	29	46
Neil John Mc	110	29	46
Newton James	50	21	42
Rae Murdock Mc	112	30	00
Ross Isabella S	107	28	65
Walker Donald	86	23	03

GRADE E.

Morrison Annie	112	22	50
Munro Grace	112	22	50
Lean Breadlabano	73	14	66
Lean Maggie Mc	110	22	09
Leod Ann B Mc	110	22	09

CO. OF GUYSBOROUGH.

GRADE A.

Eaton A F	111		
-----------	-----	--	--

GRADE B.

Boyle Peter	112	60	00
Cameron Angus	110	58	92
Cameron Wm	109	58	39
Cameron George	105	56	24
Cameron John H	112	60	00
Fraser Stiles D	109	58	39
McRae Christopher	110	58	92
McIntosh Alex	112	60	00
McLeod John	85	45	53

GRADE C.

Archibald Matilda	110	44	19
Cunningham Bessie	110	44	19
Campbell Catherine	110	44	19
Cahoon Susan	110	44	19
Creed Annie	110	44	19
Chisholm Martha	98	29	37
Chisholm Christy	56	22	49

			CO. OF PICTOU.								
Davidson John	112	45 00				McCoy Mary B	105	42 18	McKenzie Barbara	111	29 73
Fraser Simon	55	22 09				McDonald Bessie	108½	43 59	McGillivray Jessio	112	30 00
Kenedy Finley	112	45 00	GRADE A.			McIntosh Hugh	108	43 39	*McDonald Alex	106	37 85
McNaughton Bella	112	45 00				McBean W A	112	45 00	*McDonald Libbie	112	40 00
Mason Wm A	107	42 98	Bayne Herbert A	85		Mumroe John	112	45 09	McDonald Annie	100	26 78
Pearl Harriet	43	17 27	McDonald Daniel	103	55 17	*McKenzie Annie	111	44 59	Marshall Elizabeth	109	29 19
Pitbladdo Colin	36	34 55				*McLellan Wm G	109	53 30	McKenzie Maggie J	95	25 44
Ross Maggie	110	44 19	GRADE B.			Murray Elmita	110	44 19	McPhoe John P	110	29 46
Sutherland Kate	111	44 59	Cameron Aerens	90	53 03	McQueen Eliza	112	45 00	McDonald Mary J	107	28 65
Young James W	108	43 39	Campbell Alex	102	54 64	McDonald Isabella	101	40 57	*McInnes Jessio	109	38 92
GRADE D			Fraser William	109	58 39	McLean James A	107	42 98	McLeod Maggie J	107	28 65
Archibald Wm	50	13 10	Forbes James	107	57 31	Merrima Eliza	100	40 17	McKenzie Cassie	109	29 19
*Archibald Sabrina	110	39 28	Forbes John W	35½	19 00	McDonald Jessie	50	20 08	Murphy David	101	27 85
Bears Sarah	110	29 45	Gollan John	108	57 85	McKay John D	49	19 68	McKenzie Annie	105	28 12
Cameron Angus II	92	16 00	Gunn Archibald	105	56 21	McKenzie Jessio	51	21 69	*McLeod Maggie J	110	39 28
Chisholm Daniel	100	26 78	Hunter John	101	54 10	McLeod Georgiana	111	41 59	*McDonald Mary	101	36 07
Condon Mary	108	28 92	Hynd David	111	59 46	McKay Minnie	112	45 00	*McGillivray Jessie	109	38 92
Forbes Janet	89	23 83	Johnston David	108	57 85	McKay Barbara	79	31 74	*McMillan Daniel	100	35 70
Gillis Angus	94	25 17	Kennedy Thos W	112	60 00	McLean John James	105	42 18	Olding Christy	112	30 00
Gunn Sophia	109	29 19	Morton Joseph	109	58 39	McLean Adelaide	100	40 17	Rae Catherine	108	28 92
Hattie Agnes	105	23 12	McLean Ebenezer	108	57 85	McLellan Edward	109	43 79	Reid Charles	112	30 00
Hart Sarah	108	28 02	McDonald Danl W	112	60 00	McQuiro Sarah	98	39 37	Ross Christina	112	30 00
Hattie Emma	112	30 00	McKenzie J J	85	45 53	Murray Ada E	112	45 00	Robley Helen	112	30 00
Inglis Elizabeth	99	26 51	McArthur Alex	100	53 57	McKenzie James	107	42 98	Robertson James	108	28 92
Marshall Esther	90	24 10	McMillan Wm	97	51 96	Ryan John B	108	43 39	Sutherland Christina	53	14 19
McFarlane Alex	110	29 46	McLean James	106	56 78	Ross Robert	97	38 97	Smith Charlotte	100	26 78
Martin Ellen	110	29 46	McDonald Ranold	107	57 31	Roy Annie	105	42 18	*Sinclair Jane	60	24 61
McDonald Daniel	106	28 39	McIntosh Robert	48	25 71	Ross Marion	110	44 19	Stewart Dorothy	110	29 46
Page Jessio	110	29 46	McBean Jas Wm	106	56 78	Sutherland James	100	40 17	Turner Evelyn	112	40 00
Pearl Emma	112	30 00	Royers Anderson	165	56 24	Stewart Elizabeth	112	45 00	GRADE E.		
Peeples Alice	112	30 00	Ross William	107	57 31	Thompson Duncan	109	43 79	Cassidy Tabitha	110	22 09
Scott Leonard	110	29 46	Sutherland Andrew	106	56 78	Thompson L II Mrs	111	44 59	Dewar Catherine	108	21 69
Taylor Ann	102	27 32	Smith Monson	93½	50 08	Tupper Margaret	111	44 59	Fraser Eleanor	82	16 47
Tory Florence	111	29 73	GRADE C.			Urquhart W Mrs	107	42 98	*Henderson N	108	28 92
Wells Katie	110	29 46	Baillie Lavinia	112	45 00	McKay Isabella	41	16 47	Henry Sabrina	104	20 89
GRADE E.			Creswick Edward	112	45 00	GRADE D.			Ingraham Eliza	100	20 08
Dismal Francis	89	17 88	Campbell Angus	110	44 19	*Creelman Francis	111	39 61	*Irving Anna	79	21 16
Fenton Hannah	106	21 29	Crocket Jane R	109	43 79	*Cameron Christy	89	31 78	*Longille Maria	74	19 82
Grant Cynthia	109	21 89	Cavanagh Maria	104	41 78	*Cameron Barbara	112	40 00	*McHardie Annabell	112	30 00
Hannifan Maggie	111	22 29	Cavanagh Maggie	112	45 00	Christison Alice	112	40 00	McLean Harriet	109	21 89
Keating Johanna	111	22 29	Campbell Mary B	110	44 19	Crocket Amelia	111	29 73	*McKay Alice	108	28 92
Keating Annie	110	22 09	Campbell Mary	101	40 57	Copeland Maggie	112	30 00	*Murray Jessie	108	28 92
McKeen Janie	104	20 89	Dunbar Annie	112	45 00	*Fraser Annie	110	39 28	McKenzie Elizabeth	105	21 09
McDonald Arabella	112	22 50	Fraser Martha	102	40 98	*Fraser Isabella	102	36 42	*Pollock Christy A	109	29 19
O'Donnell Maggie	95	19 08	Fraser Christina	103	41 38	Fullerton Mary	112	30 00	ASSISTANTS—GRADE D.		
Quinn Maggie	103	20 69	Fitzpatrick Mary	49	19 68	Fraser Barbara	55	14 73	McInnis Jane	62½	11 16
Reddy Maggie	108	21 69	Fraser Susan	112	45 00	Fraser Catherine	105	28 12	UNLICENSED—GRADE D.		
*Scott Maggie	111	29 73	Fitzpatrick Robert	62	21 90	*Grant Joseph	105	37 50	McDonald John A	38½	
Taylor Eliza	112	22 50	Grant William	109	43 79	Graham Christy B	112	30 00			
*Wheaton Maria	60	16 07	*Grant Thomas	112	60 00	*Grant John A	112	40 00			
			Grant Roderick	105	42 18	Hil Mrs	110	29 46			
			Huggan Mary J	105	42 18	Fraser Maggie S	40	10 71			
			Johnston Elizabeth	50	20 08	*Harris Sarah	112	40 00			
			Marshall Jane	105	42 18	Love Francis	53	14 19			
			McPherson Mary	104	41 78	*McArthur Janet	110	39 28			

RECOLLECTIONS OF A "VISITING DAY."

BY WILL HARRY GANE.

WHAT morning could be chosen in preference to a spring morning for a visiting day, when all nature shines gloriously beautiful. The trees clothed in their gorgeous emerald robes with ever and anon bunches of white blossoms peeping through the envelope of leaves. The wayside strewn with flowers as beautiful as the gold tints, before sunset, while the birds warble snatches of songs as soft as the dreaming of angels. The wavy haze which surrounds the early morn breaks away, and the full glory of the day is upon us. O, how grand, and delicious and dreamy—it acts like some invisible agent to draw our thoughts from Nature to Nature's Architect!

On just such a morning, equally beautiful, we set out on our tour of inspection and pleasure. What a grand drive we had! Along the verdant highway, with great rolling fields on either side, hillsides crowned with forests, cottages mantled with ivy, brooklets, whose banks were fretted with myriads of flowers; over bridges underneath which the bounding stream hied merrily on, in which the finny tribe sported as though no great winged angel called CARE haunted humanity.

So we arrived at our destination—a beautiful rural school house peeping out from a forest of shade trees—surrounded by a spacious play ground on which were lying bats, balls and the usual requisites for healthy, invigorating exercise. In answer to our

gentle tap on the open door, the smiling and courteous teacher greeted us. A hearty shake of the hand assured us of our welcome. What a secret there is in hand-shaking.

What a grand school-room we were ushered into! Ventilation so perfect and complete that the atmosphere of the room was refreshing instead of defreshing. It is a very great pity that some teachers under-value this great necessity so much as they do! And such a band of happy, fresh faces greeted us as we entered the main door of the building. The children were facing the entrance, much the better way, and greatly to be preferred to the old plan of placing the seats the other way. It is annoying to a teacher to have his pupils turn around and gaze at every one who enters. But human nature is human nature.

Our entrance did not in the least discompose the teacher—he was perfectly at home and continued his work, chatting pleasantly all the while.

We listened to the recitation of the several classes with much pleasure, and noted the interest every pupil manifested in his work—no inactivity or drowsiness in the class, but life and energy. We heard no thundering voice from the teacher commanding order—no stamping of feet or crashing of rulers on the desk. The teacher was orderly himself—that was the secret of his excellent government!

Then came intermission, with brightening of faces, closing of books, and usual commotion.

"You must excuse me to day boys," said the teacher to a group of boys who were evidently waiting for the teacher to join them in a little game of ball.

"I usually join the little folks!" he said, by way of explanation. We heartily concurred with him.

We listened to several classes after the recess, and were as much delighted as we had been before. The geography class was a speciality. One little bright eyed girl drew the outlines of the Dominion on the blackboard very cleverly, with naught but a crayon of chalk, and the shadowy outlines looming up before her, the result of a lesson properly and carefully studied.

But the shadowy hand on the dial plate, and the tingling of the bell showed us that our very pleasant half-day was concluded.

We thought what a pleasure it was to be one of such a happy family, to be an elder brother, a counsellor, and a fountain from which the young are to draw their draught of knowledge. Why not every school in our fair Dominion be like unto this—there would be less little heartaches, and more happy hearts and smiling faces!

On the road again—with trees, flowers and the music of birds to engage our thoughts. We have another grand drive of nearly ten miles through a lovely district of country. But our journey is soon accomplished. The outlines of a noble building, and the voices of children is conclusive evidence that we are near our final halt.

While the house is a good one the grounds are by far too small—quite a common defect in our rural sections.

Not observing the teacher enjoying his intermission with the children we repair to the house. And how do you suppose we found him engaged? Why, in hearing a class of little fellows recite a lesson in grammar that they had failed to recite at the proper time, simply because they did not know *how to learn it*. We thought it almost robbery. They were being robbed of fresh air, exercise, happiness and sunshine.

The whole group came pouring in helter-skelter, something after Indian fashion for some were certainly a long way behind the rest. We do not think the teacher prohibited *whispering*, for ever and anon he would call out in sonorous tones for *less* noise.

We listened to several classes recite, some very well, but as a general thing there was no interest in the work, it seemed rather a hard task than a pleasant duty. The teacher made very few comments on the lesson, and not once required a sentence in which errors were made to be re-read. We thought that the teacher was not enough among the children, and did not keep them sufficiently employed on their seats.

But the afternoon wore away, and shortly after four the children were dismissed with naught but the injunction to be in time in the morning.

We spent a pleasant evening with the teacher who was a clever fellow and well versed on all topics but his own profession. He said he was sick of the old every day the same life. We thought so too!

In our ride home in the beautiful twilight we contrasted the two schools that we had visited, and thought of the vast difference between them. One teacher working with his *heart in his work*, the other because *necessity compelled him to*. God help us all as members of the noble profession, to render those who meet us day after day happier, wiser, and better for being with us.

So musing and chatting pleasantly we journeyed on homeward bound, over the peaceful country rendered doubly attractive by the calmness which everywhere reigned. Just as the golden and crimson lines were dying out of the western sky, and the stars beginning to peep through the blue, we arrived at home, pausing a moment to drink in the glory of the beautiful night. A song-rivalling human melody breaks upon our ears, which we know to be the last note of the bird of the shadowy hour, vibrating deliciously through the gathering gloom.

An hour later we open our study window that faces the eastern hills and with the shadowy walls and turrets of the old Jerusalem looming up to our imagination we pray God to bless us in our work, and to enable us fully to experience its great importance. O, for wisdom to train the intellect and soul for higher joys and prepare the tender hearts for a full participation in the pleasures of the city of which God is the sun!

LITERATURE FOR CHILDREN.

BY MRS. E. W. BELLAMY.

"The studies of the man may awaken reflection or impart knowledge, but the most books that stirle his fancy or touched his heart, these are the books that have given the indelible color to his character."

WHO that has associated with children, no matter in what capacity, is not familiar with that frequent entreaty, "Tell me a story?" Now the art of telling a story is a rare and valuable gift, but not an enviable one, as some of us have learned to our cost; for there are times when "the grasshopper shall be a burden" to the young no less than to the old; in other words, there are moments in the life of every child when the hoop and the ball, the doll and the play-house lose for a season their charm; when the garden-borders and the woodman's rambles fail to entice the listless feet; when study is an impossibility and occupation a weariness to the flesh.

Perhaps we are tempted to consider the necessity of giving heed to this important demand a "wearisome condition of humanity;" but

"Accuse not nature, she hath done her part; Do thou but thine."

Nature, we may be sure, makes no mistakes; and it is she that prompts the universal plea we learn so early and never lay aside. "Tell me a story!" we, "children of a larger growth" cry incessantly to the novelist, the poet, the historian, the man of science, the traveler in distant lands; we tax even the painter, the musician, and the statuary; and that heartfelt interest which children universally manifest in the immortal heir-looms of the nursery is a sure warrant of that happy taste for reading which will go far toward lightening the labor of education.

"Were I," says the illustrious Sir John Herschel, "to pray for a taste which should stand me in stead under every variety of circumstances, and be a source of happiness and cheerfulness to me through life, and a shield against its ills however things might go amiss and the world frown upon me, it would be a taste for reading" (It may be remarked, in passing, that while he advocates the fostering of this taste as "an instrument and a mode of pleasurable gratification," he earnestly disclaims the possibility of making it supersede "the surer and stronger panoply of religious principles.")

It is no uncommon error to mistake for a love of reading that insatiate appetite for sensational trash which leads so many to pore over profitless pages that demand only an effort of eyesight, and yet exhaust and debilitate the mind. A true taste for reading requires food that will excite not sensation merely, but thought—thought that soothes while it animates, and not idle sentimentality that agitates merely to enervate the mind.

There is a Spanish proverb which says, "Tell me what you laugh at and I will tell you what you are:" and this epitome of wisdom, so full of deep significance, has been paraphrased by the saying now so often quoted "Tell me what books you read and I will tell you what you are." Now, since in this important matter the choice of the man depends so much upon the early reading of the child, it is well worth while to foster and direct that taste for reading, the foundation for which exists already in that sentiment of wonder so early manifested, the sentiment that Aristotle esteems, "the first cause of philosophy."

Nations in their infancy delight in all that appeals to the imagination, as all those early legends, the great nursery of a people's heroism, amply testified; and thus also the tales told to the child exert an influence for life far stronger than any direct instruction. This is a truth not recognized by the majority of parents and teachers, and hence the almost universal condemnation of fairy-tales and nonsense-verses, and the abundance of *instructive* books for children's hours of amusement.

In nothing more than in education is it so true that "God's ways are not as our ways." The great school-mistress, Nature, "the vicar of the Almighty Lord," as Chaucer grandly calls her, wears always a smile for little children, who learn joyously whatever she teaches, because they learn unconsciously. Does the child that has snatched at a rose ever forget that the thorns will pierce him? He never will remember half so well the facts we expound in our dry fashion. Now nature has provided that the breeze and the sunshine, the green grass and the open air, shall invite young children to that activity by which their bodies may acquire health and vigor in order to become

fit instruments for the mind; and, ever wise and beneficent in her economy, she has also provided that in moments of languor or weariness, while the body is passive, the young mind, with all its moral and intellectual faculties keenly alive, shall crave not food so much as refreshment. The mind will never grow into its proper development unless the character unfolds, and nothing contributes so largely to the natural growth of character as "a wise and salutary neglect." Perpetual teaching and perpetual preaching, especially through the medium of books intended for the hours of relaxation, will debilitate the character and narrow the mind in conformity to a given set of ideas. Now the character must derive its greatest traits through the will and through the imagination, the former receives its bent for good or ill through the daily training to which the child is subjected, and to which the discipline of the school-room more particularly relates; while the latter takes its peculiar mold not from direct teaching, but from the unmarked, unsuspected influence of what are commonly called trifles. The daisies in the grass, the pebbles in the brook, the nest in the hedge, the gorgeous pageant of the sunset clouds, were never looked upon by childish eyes, we may be sure, without emotion that leaves its impress forever; and a fairy-tale, told never so indifferently by the listless nurse or mother, "gives an indelible color to the character." It has been wisely ordained that in children the imagination shall bear a remarkable disproportion to all the other faculties of the mind, and nature ministers to this dominant power in a thousand ways. Scattering before the eyes of childhood innumerable toys, she makes young children believe the world was made for them; for them were the heavens spangled with stars; for them the shining moon was hung in the sky, the rainbow set "in the plighted clouds." What heart so devoid of grace could deem little children the worse for this belief? Thus surely, through happiness and love and joy, shall innocent childhood learn to look "through nature up to nature's God," and perceive a father's love in the beauty lavished around its path. Now it is just in this way that we should work upon a child's imagination; give it beauty and love and joy to revel in, so that while the understanding receives the most sedulous attention in the school room the heart may acquire its deeper wisdom in the quiet hours of rest through the pages of some congenial story-book. The keen and hearty delight that children feel in the pleasures of the imagination is the secret of that universal cry, "Tell me a story!"

And the answer to this cry comes in the ominous words of Ecclesiastes, "Of the making of many books there is no end!" Too many of them "books that are no books" as Charles Lamb pithily says; for while no talent is so rare as that of writing well for children, in no branch of literature is the mere manufacture of books carried to such extremes. None but the thoughtless could deem this multiplication of children's books a hopeful sign; it is, in truth, one of the deplorable results of the fast age in which we live that children read more that they can remember, and faster than they can feel. We remember once hearing a mother complain that she could not keep her little daughter supplied with reading; adding exultingly that the child had gone through all of Abbott's histories in six weeks. It is lamentable to record that the much-lauded little book-worm did not know what fugitive it was that had taken refuge in the oak of Boscobel, and could not tell what was the end of Mary Queen of Scots. Children that read in this way lose their appreciation for what is beautiful and true, and they acquire in its stead either a depraved taste for novelty or a pedantic ambition for the reputation of being great readers; as though the end and aim of all reading were either excitement or display.

A noticeable defect in a large proportion of volumes written for children is that blind "idolatry of teaching," which, in a rash zeal for storing the young mind with *useful information*, spares no sweet and innocent illusion of childish ignorance; that stands ready with indisputable proof to demonstrate that the tops of the fir-trees are not "close against the sky," utterly careless, the while, that the poor little *desillusionne* finds himself farther away from heaven when he cedes that article of his happy faith. We have a painful recollection of a tract written expressly to show that no such personage as Santa Claus ever existed, and of another that expounded to infant intelligence the allegorical signifi-

cance of Pilgrim's Progress. Such works are well calculated to give a tinge of pedantry and materialism to the mental character. Wm. B. Reed in his admirable lectures on English Poetry, speaking of the neglect of works of imagination in the present day, has pointed out both the secret and the danger of this growing tendency to bare utility in books for the young. "The calculating faculty of the understanding," he says, "has been the sole arbiter to which the other reflective faculties and imagination and the moral powers are to bow as vassals. Thence has come the revolution we have witnessed in the fashion of children's books; the healthy, imaginative, old-fashioned story-books displaced by preposterous devices to fill the young heart with pedantry." So a matter-of-fact precaution against ignorance misleads children to mistake big words for great ideas, and rescues them from a faith in giants and fairies only to force them to put their trust in a pretentious semblance of wisdom; as though a premature knowledge were not infinitely more unbecoming than a childish ignorance.

Children have quite enough work for their little heads in the school-room, where they may diligently plant and tend that tree of knowledge which Chesterfield says "is a comfortable and necessary retreat and shelter for us in advanced age;" but though Puck and Robin Goodfellow, Santa Claus and all the mythical host that wait upon childhood, may sometimes be admitted to the school-room with no small advantage, the pedagogue should never venture to intrude upon the play-ground; for no disguise can conceal his awful brows, and no condescension can render him any thing but a kill-joy to hearty, healthy childhood. In other words, learning should be confined to school-books, and never allowed to usurp the place of books designed for recreation. In making this statement we do not mean to deny to what are commonly called "play-books" all right to convey information; we would only prohibit them from making teaching their primary aim. Miss Edgeworth's *Harry and Lucy* is a charming work; but though children read it with interest, it is chiefly for the story, and they generally prefer the *Purple Jar* or *Simple Susan*.

A single instance will suffice to show the pernicious extreme to which the rage for instruction is pushed. An otherwise excellent grammar which came under our observation contains the barbarous direction to the teacher that the pupil when taken out for a walk should be made to designate as a noun every object that meets his eyes. The thought involuntarily arises, what an irksome little puppet that child must be that can be made to see in "an empty hazel-nut" not the chariot of the fairy queen, but — a noun!

Instruction has been carried to so great an extent of late years, and *instructive books* "so called," have been so multiplied, that the good old fairy-tales and wholesome nonsense of non-instructive books begin to need a champion. Fairy-lore is the natural heritage of childhood; to destroy the belief in genii and elves is to annihilate the very essence of childish happiness and to demolish the very foundation of all faith. Children "have a kind of alacrity in believing." "Nothing," say the learned John Hales, "is more credulous than a child; yet, notwithstanding this singular weakness, I verily persuade myself that if the best and strongest ground of most men's religion were opened, it would appear to do nothing else." In support of this opinion I remember a touching statement of a child who simply by the change of a preposition in the first paragraph of the Nicene Creed impressed the more deeply upon her heart and character the solemn mysteries of religion. One can imagine the deep awe with which she repeated, "I believe in God the Father Almighty, maker of heaven and earth, and in all things visible and invisible." We smile; but the story suggests "thoughts that lie too deep for tears. Think of the magnificent host of angels, the array of saints and martyrs, the cherubim and seraphim that must have thronged, dimly it may be, but none the less really, before the imagination of that child whenever she confessed her faith. And after all she did but embody the universal and blessed faith of childhood, whose happy lot it is, when not prematurely enlightened, to believe in "all things visible and invisible." We all know how children delight to mystify themselves through the imagination; we witness examples of this propensity every day; to them the stick they bestride is not a stick, but a horse; the twisted root of the

oak in the shadow of which they play is a throne, and the moss at their feet a carpet; in short, they live in a glorified realm of their own creation, diametrically opposed to every thing matter-of-fact, and yet strongly invested with common sense, as their readiness of invention and their fertility in expedients testify. It is the coloring of reality that imagination gives which renders impromptu plays of children so engrossing to the actors in their little *commodie a soyatto*, and it is the same coloring that renders all marvelous stories so fascinating to a fresh and healthy mind. Now, since the imagination is designed to be a source of profitable pleasure, it should be carefully trained; by which we do not mean that it should be subdued any more than that it should be unduly stimulated. Fairy-tales are good reading for children, because, by the hold they have on the imagination, they rivet the attention and strengthen that realizing power by which the mind retains whatever is read. Therefore it was with inexpressible dismay that we once saw an advocate of the matter-of-fact class of books consign to the flames the exquisite creations of Laboulaye, while he left in his daughters' hands one of those embryo novels so debilitating to the young mind; forgetting, while he condemned as nonsense stories so delicate, tender, and true as *The Four-leaved Clover*, that all fact is not truth, and all truth is not fact. The plea that children can not draw the moral of half these tales is simply absurd; we do not want moralizing children, we want children that can enjoy childish things, for that is the strongest surety we can have that they will be happy and good. We need not fear that the moral is lost upon such children; though it be slow to germinate, like good seed in good ground, it will eventually yield fruit, thirty-fold, sixty-fold, perhaps a hundred-fold. "None of us can foresee," says Bulwer, speaking of the moral effect of writers, "what great discoveries even in practical science may have their first germ in the stimulus given to a child's imaginative ideas by the perusal of a work in which genius has made fiction truth-like, and the marvelous natural."

No doubt it is this apotheosis of fact that so often robs history of its charms for children. What do they care for "philosophy teaching by examples?" What they want is a story that will set their little hearts beating in sympathy. Children that read with the heart in the eyes will learn and retain far more than those who are forced to read for instruction and taught to judge according to an orthodox standard. "I have no heroes," said an unhappy little pedant of twelve to the writer; "I have observed"—she meant, poor child, that it had been pointed out to her—"that all great men have their weaknesses." How much healthier and stronger was the mind of another child I knew, who left to ponder alone upon what she read of her own free choice, made to herself a hero of Napoleon Bonaparte. She read over and over again every thing she could find concerning him; but she read only once the account of the battle of Waterloo, complaining bitterly that she could never forget one incident of that tremendous struggle. Children judiciously left to themselves, will generally read in this absorbing fashion. They may not indeed judge correctly, but they will at least think their own thoughts; and blind indeed must one be not to perceive that is better for the growth both of intellect and character than that passive submission of the understanding that accepts without weighing whatever it is told to accept.

It is wise to permit children a considerable degree of liberty; by which we do not mean license in the choice of reading. All character of any promise has strong traits of individuality which if thwarted in their natural development by undue or unsuitable restraints may be entirely destroyed, or may degenerate into deformities. You can not compel the sturdy shrub to climb like the graceful vine; and though you may by infinite pains and labor force some unhappy vine into the semblance of a shrub, you will gain only an artificial curiosity in the place of elegant drapery.

A child can gain no harm by choosing for himself out of a well-selected library that his elders delight in. He can be in no danger from reading books above his comprehension, for no one can persist in reading that to which he attaches no meaning; and the ideas above a child's comprehension are the very ideas by which his mind grows and expands; they are the footholds in the steps of knowledge by which he climbs to greater heights; and every body knows how much more conducive to growth,

health, or vigor is voluntary exercise than the prescribed "constitutional."

Religious books form no small portion of the literature for children, and while many of them are admirable in their design and influence, there are yet some among them that are not devoid of peculiarly objectionable features. Just as some books tend to cultivate pedantry, so others tend to inculcate hypocrisy; in neither case is it the intention of the author to teach false doctrine: but the tendency is, notwithstanding, none the less sure and none the less deplorable. We do not mean to depreciate religious reading for children; what better books can we put into infant hands, what better story can we tell to infant ears, than "Pilgrim's Progress from this world to that which is to come?" But we do condemn that kind of religious reading that works upon the terrors of the young; that talks incessantly of punishment and wrath, and pains even the love of the Father toward his creatures in colors so somber that children learn to esteem heaven but as the alternative of hell. Do not some of us recall even now with a sinking of heart a dread picture of the hands of wicked boys stretching helplessly above the roaring waves; of disobedient children lost in some forlorn waste and devoured by wild beasts? One child may learn vindictiveness and another may learn hypocrisy from such stories, according as their temperament inclines to boldness or timidity; but trust in God's abounding love and tenderness books of this kind can never teach.

Another class of these books holds up impossible examples of saintly childhood—impossible, that is, for hardy, healthy children, as prone to mischief and naughtiness as the sparks are to fly upward. Children that become saints die early, and piety such as theirs is scarcely attainable by children endowed with vitality sufficiently strong to carry them safely through all the ills that flesh is heir to. Nor did God ever design that this should be so. No doubt, in his mercy and justice, he gives a larger measure of grace to the feeble sufferer as compensation for those buoyant animal spirits he bestows upon the little creatures destined for active service in the world. While therefore the life of such children may be beautiful and wholesome, as a story to win the sympathies of hardier children, it is pernicious to assist upon making them an example. Children are acute reasoners upon practical topics within their comprehension, but they reason only on those points which touch themselves, and therefore they reason narrowly. The moment a child blessed with vigorous health attempts to lead the religious life of some little invalid saint he finds that such a life is not possible for him, and he consequently argues that it is not possible for any one, and thus he learns to doubt the attainment of holiness.

Yet other books there are of this class so tame, so vapid, so full of common-place "preach," that happily few children can tolerate them; but the few that do derive no benefit from them. Children are instinctively reverent and humble unless a false education destroy these qualities; and they do not need to be fashioned into religion through the medium of alternate fasts and bonbons, prayers and picnics, held up as the practices and rewards of the pious. The sanctimoniousness engendered by this kind of reading is not only antagonistic to the innocent spirit of childhood, but is subversive of all pure religion.

A paramount objection to much reading of religious books is that they supersede the Bible, the stories of which are so attractive to children, not only from their intrinsic merits, but from that vague yet endearing mystery with which the infant imagination invests the Book of God.

In directing the reading of children many persons make the serious mistake of pointing out beauties by way of leading the young mind to appreciate the beautiful. To appreciate the beautiful is certainly a most desirable attainment, but it must be an honest and spontaneous appreciation to produce the desired effect upon the character. Children can admire from a mere sense of obedience, and thus run the risk of becoming automatic characters; but if wisely left to themselves they are apt enough to discern beauty in nature, in literature, or in art; for truly has it been said that "beauty needs no showman." The only difference between a child's discernment in these matters and an adult's is the perfectly natural difference between maturity and immaturity that time and a judicious culture will rectify. The only safe

method to be pursued in the aesthetic culture of a child is to remove all that could vitiate the taste, to surround it with the best examples of what is beautiful in objects of taste, and then to leave the growing mind to appropriate to itself the rich enjoyment that is to be derived from the best books, the best pictures, the best music. We mention pictures and music because they have no small part in the juvenile literature of the day. Our illustrated books and our innumerable collection of songs plainly show the large share that the linner and the harmonist have in developing "the young idea," and it is in alliance with poetry, which has been called the highest of arts, that the draughtsman and the musician have found the widest field for the exertion of their talents in behalf of the young.

It is a general opinion that children do not care for poetry, and this opinion is certainly not without foundation. Children do not indeed care for much of the poetry that charms a fully-developed mind and a cultivated taste; they are incapable of appreciating a complicated structure of verse or a lofty subject of thought, because their experience is limited and their ideas are simple; but they love the jingle of rhyme that sets itself to music in the brain, and they delight in poetry that presents to their apprehension a clear picture of familiar beauties. While therefore a child may safely be permitted to choose for himself even books beyond his perfect comprehension, it is a cruelty and an irreparable injury to force the young mind upon a course of uncongenial reading. The absolutism of the school-room, which gives no latitude to a child's preference either of books or subjects, contributes to stability of character, and is therefore to be strenuously upheld; but restraint in the choice of reading, pursued for amusement, can not fail to trammel and fret the mind.

The various and voluminous works on English literature, while they omit no detail that can interest the curious or inform the tedious, either pass over with cursory notice or ignore altogether this most important, and of late years most extensive, branch of the subject, the literature for children. It is true that many works included by general consent and by the unanimous choice of childhood among the books earliest read and most dearly prized are standard works that elicit the admiration of every age; and it is true also that authors distinguished for graver studies have not failed to win distinction in writing for the young; but neither these books of immemorial fame nor these authors of versatile talents receive proper notice in regard to their position in juvenile literature, while books and authors wholly or chiefly devoted to children are ignored.

NEWTON.

LECTURE BY HON. GEORGE S. BOUTWELL.

HON. GEORGE S. BOUTWELL lectured in the Town Hall in West Newton last evening to a good sized audience. Mr. Otis Pettec, Chairman of the Board of Selectmen, presided, and seats upon the platform were occupied by several prominent gentlemen of Newton. It had been erroneously stated in Boston newspapers that Senator Boutwell would speak upon the financial situation. His subject was "America before its Discovery by Columbus." He began by showing that in view of the fact that there was a period in which history was broken in the early ages, it could not be urged with a certainty that America was not discovered before first seen by Columbus.

There were many other things which made it very improbable that the existence of this continent was unknown to Europe, Asia and Africa. Geological research demonstrated that America was inhabited soon after the creation. He also traced a resemblance to the aborigines of this country in several races in other countries. From these and other facts which he cited he declared it not at all improbable that this country was peopled from abroad. He then proceeded to produce evidence to support these propositions: Internal evidence which America presents of its early intimate and long continued connection with Asia; evidence which the Asiatic world also presents; the necessary

and probable means by which communication was kept up between the two countries.

He claimed a connection of the aborigines of this country with the mound-builders, whose skill in the manufacture of earthenware demonstrated the existence of a culture which they do not now possess. There was evidence that the copper mines of Lake Superior were worked in the earlier days of this country, and it was also a fact that the art of welding and hardening copper was known only to the ancient Egyptian and to the people who first worked the Lake Superior mines, and modern science has yet been unable to discover the method by which it was done. Although not always safe to fix the origin of a race by its religious customs, yet it was a singular fact that there was a similarity in the religious customs of the aborigines of this country, to those of the ancient Asiatics. There is evidence in existence that gold mines in California and North Carolina were worked in a former age by a people who thoroughly understood the process. From these and other facts he drew the inference that this continent was visited before its discovery by Columbus by Asiatics, who came by the way of Siberia. He also proceeded to demonstrate that the existence of America was also known to the people of the Mediterranean States. One of his reasons for the last assertion was the existence of the knowledge of the sphericity of the earth in very early days, and another the fact that the navigators of those sections long before Columbus were equal to a voyage across the Atlantic or Pacific Ocean by their skill as sailors and the excellence of their nautical instruments, being in the habit of making voyages of greater length than one would have been to this land. He went into an ingenious argument, supported by an extensive array of facts, to show that it was not improbable that America was the Ophir, the mysterious land from which Solomon obtained his large quantities of gold. Some of his facts were the enterprising spirit of the Phœnicians, the knowledge of the compass to the Sidonians, the fact that their ships would sail one hundred and fifty miles a day and were gone two or three years, and that mines in California and Mexico were evidently worked in very early ages. He cited evidences of visits of navigators to the shores of Massachusetts in the years 991 and 1011, an inscription on Dighton Rock having been deciphered to show one of these dates. After alluding to the Northmen he traced references to a mysterious land by writers in all ages, probably meaning America, and said he did not hesitate to avow his belief in a continued but interrupted connection between Asia and America. One strong argument which he urged was the habits of the men living in colder climates to seek for the enjoyment of plunder in more temperate climes, citing the influx of the Northmen into France, Italy and Spain. His deductions from this was that America had been invaded long before Columbus by Asiatics. The lecture was an exceedingly ingenious and interesting one, and was very attentively listened to and warmly applauded at the close.

REFLECTION.

BY WILLIAM PRESTON JOHNSTON.

Reflection is the muse who turns our eyes
From the proud world and things of naught
To Fancy's wide-spread fields and arching skies,
The lucid regions of immortal thought.

She teaches us how wisely to explore
The hidden mysteries of the eternal mind:
To feed on Reason's wholesome, central core,
Stripping the husk, the outward, useless rind.

Sister of Conscience! bring in full review
Each by-gone error, every secret sin,
And teach us our poor efforts to renew
The goal of immortality to win.



OFFICIAL NOTICES.

MINUTE OF COUNCIL.

Passed June 6th, 1872.

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

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

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

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

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

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

I. The Provincial Normal School.

FACULTY OF INSTRUCTORS.

NORMAL COLLEGE.

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

MODEL SCHOOL.

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

II. Address of Inspectors.

Hinkle Condon, Esq. Halifax.
Rev. R. R. Philp, B.A. Maitland.
Colin W. Roscoe, Esq. Centreville. Co. Kings.
L. S. Morse, Esq. Bridgetown.
A. P. Landry, M.D. Clare.
Rev. John Ambrose, M.A. Digby.
G. J. Farish, M.D. Yarmouth.
A. C. A. Doane, Esq. Barrington.
Rev. Charles Duff Liverpool.
W. M. B. Lawson Lunenburg.
R. B. Smith, M. D. Upper Stewiacke.
Rev. W. S. Darragh, Shunimicas, Cumberland Co.
Daniel McDonald, Esq. New Glasgow,
Angus McIsaac Antigonish.
William Hartshorne, Esq. Guysboro'.
John Y. Gunn, Esq. Broad Cove
Alexander Munroe, Esq. Baddeck.
Alexander McKinnon, Esq. Sydney.
Reni Benoit, Esq. D'Escousse.

III. 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., 18____, between [name of teacher] a duly licensed teacher of the _____ class of the _____ part, and [names of Trustees] Trustees of School Section No. _____ in the district of _____ of the second part.

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

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

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

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

Witness, [Name of 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.

IV. To Trustees of Public Schools.

1. "A relation being established between the trustees and the teacher, it becomes the duty of the former, on behalf of the people, to see that the scholars are making sure progress, that there is life in the school, both intellectual and moral,—in short, that the great ends sought by the education of the young are being realized in the section over which they preside. All may not be able to form a nice judgment upon its intellectual aspect, but none can fail to estimate correctly its social and moral tone. While the law does not sanction the teaching in our public schools of the particular views which characterize the different denominations of Christians, it does instruct the teacher "to inculcate by precept and example a respect for religion and the principles of Christian Morality." To the Trustees the people must look to see their desires in this respect, so far as is consonant with the spirit of the law, carried into effect by the teacher."—*Comments and Regulations of Council of Public Instruction, p. 51 rev. 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 32, sec. 10.*

SCHOOL DESKS.

A. STEPHEN & SON are now prepared to furnish Schools with Desks made after the New York and Boston patterns, as recommended by the "Board of School Commissioners for the City of Halifax." We have already furnished several schools throughout this City and Province, and are now prepared to supply them in any quantity at lower rates and a more durable article than those imported. Information as to style and price given on application to

A. STEPHEN & SON,
HALIFAX, N. S.

V. Bond of Secretary to Trustees.

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

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

PROVINCE OF NOVA SCOTIA.

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

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

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

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

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

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

(Passed 16th 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 53 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.

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 93, 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.

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

MATHEMATICS.

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

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

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

WRITING.

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

STAPLES' PROGRESSIVE SERIES OF COPY BOOKS :

- | | | | | | | | | | | |
|-------------------------|---|-------------|---|-----------|---|-------------|-----------|---|----------|-----------|
| For both girls and boys | { | Book No. 1, | { | For girls | { | Book No. 8, | | | | |
| | | " No. 2, | | | | only. | " No. 10, | | | |
| | | " No. 3, | | | | { | For boys | { | " No. 9, | |
| | | " No. 4, | | | | | | | only. | " 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 lessons } Sketch Book (models only), Nos. 1 to 5.

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

DIAGRAMS.

- For purposes of illustration and " Oral Lessons."
- Forest Trees (12). Natural Phenomena (30). Botanical Prints (roots, stalks, leaves, &c., 26). Notes of Lessons on do. do. do.
- Wild Flowers (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.
- British America.
- North America.
- Western Hemisphere.
- Eastern Hemisphere.
- England.
- Scotland
- Ireland.
- British Isles (in relation to the Con. of Europe.)
- Europe.
- 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 (abridged), 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.

British American Book and Tract Depository,

GRANVILLE STREET, HALIFAX, N. S.

RELIGIOUS MAGAZINES.

CHEAP ILLUSTRATED PAPERS, for Parents and Children such as—

Sunday at Home, per annum.....	\$1.75
British Workman,	28
Band of Hope,	14

Specimens will be sent to any teacher who will kindly make an effort to procure Subscribers.

Address A. McBEAN Secretary.

ADVERTISEMENTS.

Teachers' Provincial Association.

The Committee of Management have decided that the annual meeting shall be held in Halifax during the Christmas Holidays.

Particulars will be given when the arrangements are complete.

An attractive programme may be expected.

GEORGE J. RICHARDSON,

Sec'y of Committee.

SCHOOL BOOKS.

A. & W. MACKINLAY,

Reg to call the attention of Trustees to their stock of

School Books, School Maps, School Globes,

SCHOOL APPARATUS.

TRUSTEES' ORDERS will receive PROMPT ATTENTION.

The Government appropriation towards the purchase of School Books, &c., having ceased, the price for books, &c., to Trustees now is one-third added to the prices quoted in the April number of the "Journal of Education."

A. & W. MACKINLAY, PUBLISHERS.

Granville Street.

NOTICE TO SCHOOL TRUSTEES.

R. T. MUIR & CO.,

Reg to solicit the patronage of School Trustees for

SCHOOL BOOKS, STATIONERY AND SCHOOL APPARATUS.

LONDON BOOK STORE - - - - 125 GRANVILLE ST

THE COUNCIL OF PUBLIC INSTRUCTION

HAVING abolished the EXCLUSIVE SALE of School Books and Stationery to the Public Schools, and amended the PRESCRIBED LIST by the introduction of several new and valuable Educational Books, I have determined to carry out their views by always keeping on hand a supply of all the required

BOOKS AND STATIONERY,

for which I will be glad to receive orders from the Trustees of Public Schools in Nova Scotia.

I keep on hand

ALL GREENLEAF'S ARITHMETICS,

At the Lowest Prices.

AND ALL CHAMBERS' EDUCATIONAL COURSES.

besides all kinds of Drawing Material for Oil and Water Colours, CRAYON AND PENCIL DRAWING,

from the London House of Messrs. Winsor & Newton, and others of the chief establishments in England and America.

Address to

WILLIAM GOSSIP,

United Service Book and Stationery Warehouse, No. 87 Granville Street.

CONNOLLY & KELLY,

Booksellers and Stationers,

36, George Street, Halifax, N. S.

SUPPLY ALL KINDS OF

School Books & Stationery,

As prescribed by the Council of Public Instruction.

We particularly call the attention of Teachers to the following PAYSON, DUNTON & SCRIBNER'S

International System of Penmanship.

The Cheapest and Best Copy Book.

Also—Just Published—

"The Dominion Songster,"

For Schools and Classes and the Family Circle. Both of the above are now used in the Public Schools of the Province. Teachers and Trustees visiting the City are invited to inspect our stock of School Sundries.

M. A. BUCKLEY'S

English and American Book Store,

85 GRANVILLE STREET - - - - HALIFAX.

Keeps in stock and offers at lowest prices:

Payson, Dunton & Scribner's Copy Books.

Victoria Head Line Copy Books.

Staples' Copy Books.

Copy Books without Head Lines.

Exercise Book—various sizes.

Greenleaf's Arithmetics and Keys.

Chambers' Arithmetics.

Greenleaf's Algebras and Keys.

Chambers' "

Lennie's English Grammar and Key.

Lovell's "

Chambers' Mathematics

Reid's English Composition.

Calkin's, Nelson's Chambers' and Stuart's Geography,

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

Collin's Chambers' and Goldsmith's Histories.

Rugol's and Van Norman's, Farquelles, Ottos, Ollen dorfs

and other French Grammars.

Anthony's, Harper's and the Oxford Greek and Latin

Texts

Latin and Greek Grammars and Readers.

Steel Pens and Holders, Lead and Slate Pencils.

White Chalk Crayons, for Blackboards.

Winsor and Newton's Oil Colors, in tubes.

Water Colors and Cakes and Pans.

Artist's Materials of all kinds.

M. A. BUCKLEY, 85 Granville Street,

Halifax, June 1st, 1872.

HALIFAX



FOR SALE EVERYWHERE.

Silicate Book Slates

FOR SCHOOLS AND COLLEGES.

Light, Portable, Noiseless, Durable

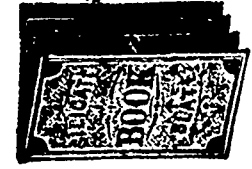
UNIVERSALLY USED IN SCHOOLS.

Silicate Book Slates, Silicate Pocket Slates, For Lead-Pencil and Slate-Pencil.

Black-Boards, Silicate Wall-Slating.

Makes the best Wall or Wooden Blackboard. Put up in cans with full directions, and boxed for shipping safely with books and other goods. Price, Redwood, Pints, \$1.50; quarts, \$2.50; half gallon, \$5.00; gallon, \$9.00.

Most teachers will testify that the old fashioned slates are a great nuisance in the school room. Luckily they are now in a great measure superseded by Book Slates, like those made by the New York Silicate Book Slate Co., of 191 Fulton St., N.Y., whose advertisement appears in this number. This Company furnish an improved marking and erasing surface for lead and slate pencil. These slates are an excellent article for schools, colleges and private individuals; they are a perfect substitute for, and in many respects, have a decided advantage over the natural stone. They do not break, nor scratch the desk. They are portable, light, noiseless and durable. They have been tested for the past five years and are adopted by all the Boards of Education in the leading cities of the United States. They certainly deserve to be ranked among the "modern improvements" in writing material.



N. Y. Silicate Book Slate Co. MANUFACTORY AND SALESROOM: Cor. FULTON & CHURCH Sts. New York.

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.

Any person not entitled to a copy free of charge, will have the Journal sent to his address, postage prepaid, on payment of FIFTY CENTS per annum, in advance.

Trustees will file and preserve the Journal as the property of the section they represent, to be handed over to their successors in office. Each number should be properly stitched and cut open before being read.

All Communications intended for insertion in the JOURNAL should be forwarded before the 15th day of the month preceding the month of publication. Communications to be addressed "EDUCATION OFFICE, HALIFAX, N. S."

The Journal will be forwarded, postage prepaid, direct from the office of publication to Trustee-Corporations and to Teachers entitled to receive it.

Teachers wishing situations will have the privilege of inserting a brief advertisement (class of license, experience, references, salary, and address,) for one month, free of charge. Trustees in want of teachers will be allowed a similar privilege.

BLACKADAR DRCS., 98 Granville Street, Halifax.