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JOURNAL OF EDUCATION.

FOR THE PROVINCE OF NOVA SCOTIA.

THE EARLY WITHDRAWAL OF PUPILS FROM SCHOOL.

ITS CAUSES AND ITS REMEDIES.

An Essay read by Wm. T. Harris, at the National Educational Association, in Boston, August 7th, 1872.

Of all subjects of investigation that claim the attention of the active laborers in Physical Science at the present day, that of Meteorology holds the foremost rank. The next great victories over nature are likely to be obtained in this province, and the benefits to be derived from an application of discoveries in this realm will far transcend anything hitherto achieved. The government of the climate, or the complete avoidance of its inconveniences, the development of a completely scientific agriculture, are foremost and obvious advantages resulting from this application.

But there are more remote and far more valuable fruits. The final conquest of the sea, which will be effected by this, is not of so great moment as the conquest of the air as a means of transit. The age of steam has created for us a new type of man, and a new spiritual world of humanity has been the result. The age of aerial navigation will be still more potent, in developing for us a new era of spiritual growth.

Looked at from a scientific standpoint, Meteorology differs from other natural sciences in the fact that its object is a kind of synthesis of all the other departments. The ends of the special threads of the sciences of nature come together into one knot, and this knot is the problem for the solution of meteorology. Optics discovering the lines in the spectrum; Astronomy discovering the flames and spots in the sun; Geology noting the causes of earthquakes; Mineralogy noting the laws of crystalization—all these find themselves in a vortical whirl, swiftly drawing near a center wherein they are to form one process of action and interaction.

The profounder thinkers in natural science announce for us the doctrine of the correlation of forces, wherein light, heat, electricity, magnetism, and organization, rise from the abyss of gravitation and ceaselessly vanish into each other, weaving the web of creation. What Faust heard in the depths of his cell when the world-spirit came before him blinding his vision, that we are slowly realizing in science: it is this subtle correlated process, deep down in nature, thought out by the natural philosopher and traced out by the meteorologist, that manifests the "Erd Geist"

"At the roaring loom of Time I ply,
And weave the living garments of the Deity."

What emotions arise in the mind of the astronomer as he looks out upon the universe of stars, and sees them "slowly gathering into one flock," impelled by the resistless might of gravity! Similar must be the feelings of the positivist who sees the special sciences blending in one dissolving view—an intimation of one all-pervading impulse to unity. All things return to the center whence they originated.

But to pursue this thought into the abyss of nature is not edifying. The most ancient nations looked as we do upon the spectacle of nature—a vast process of creation and destruction of individual forms—the perpetual losing of individuality. The worship of Adonis—the pitiful wailing and lamentation over individuality that is born only to die—was wide-spread, and became the basis of the "mysteries" of the Greeks and Romans, and of the rites of our secret societies in modern times. Man saw all natural forms rise and decay, impelled by a negative, destroying might, and he shuddered at the thought of his own destiny. The deep sadness, the inward pain at the thought of dis-

solution has made man more and more internal, more and more it has caused him to build up, out of the substance of his thought, a spiritual dwelling of his own, "far removed from birth and decay." This imperishable world of spirit—the joint product of the earnestness, the suffering, the sweat of blood, the wrestling prayers of the human race—is the complex of the institutions of civilization. Nearer to man by far than the physical world around him it stands to each human soul. For it is by its meditation alone that the material world shall be used and enjoyed, or the cup of sorrow tasted at its hand. If you but think of it, you shall not put forth your hand to take aught—whether it be of the nature of food, clothing, or shelter—unless with the goodwill and consent of human society. For in all your actions you shall presuppose continually the laws of property and possession. These laws are the acts of recognition on the part of society in anticipation of the individual; society stands waiting for him, and insists persistently on this point of etiquette—"You, particular individual, shall take what you need only in the form of property (i.e., universalized goods and chattels), and thus shall recognize me (society) as your ALTER IDEM, and through such recognition shall elevate yourself to a universal existence—that is to say, to a spiritual existence." Therefore it is that man, at his advent, finds not only his presupposition in the family, but he finds it still more in civil society and the State. He cannot make his exit, nor can the earth hide him, without the same recognition on the part of society: the formal registration, or the still more formal sitting of the coroner's jury.

Therefore it is that we speak of man's spiritual dwelling—civilization with its mansions of special institutions, the family, society, the State, religion—as a more direct and immediate existence to the individual than mere physical nature; for it is on all hands the instrument through which the latter is seized and appropriated by him. Physical nature must first be universalized—made property through the impression of the spiritual stamp upon it—before it can be used by the individual. Like the current coin, it must first receive the stamp of society before it can lawfully circulate, i.e., be used by the individuals of the community. Even the general elements shall not be enjoyed except through the same mediation. The individual man shall not walk in the street, breathe the common air, be warmed by the sun, or fanned by the wind, unless society licenses him, with more or less formality, to live within its precincts.

Our thoughts, at the contemplation of the science of meteorology, with its cosmical interaction of correlated forces, recur as we look upon the vast web of conventionalities and formal usages organized into institutions under the aggregate name of civilization. Here at last we have found a *one*, a *unity*, for which, in which, and through which, all individuals exist and come to the fruition of their being.

It is the investigation of this wonderful process that gives rise to social science, the foremost spiritual science of the day, just as meteorology is the foremost physical science. Like the latter, too, it comprehends in its extent the functions of a myriad of minor instrumentalities. These latter depend upon the general science for their explanation, for the central process contains the moving principle in its entirety. It was Aristotle who first taught the scientific thinker to trace the fragmentary provinces of a system back to the central moving principle; by its means are to be explained the others; they are only its accidents—in its evolution it produces them.

In studying the phenomena of human life, from the broad point of view of social science, we find the definitions and limits

of education, as well as of political economy and the allied sciences. Social and political science should investigate the essence of civilization, its laws of growth and decay, and preservation. The evolution of national ideas, their relation to previous and contemporary national ideas, and their limits which doom them to yield their place in the world of actuality—the study of these national ideas is the necessary preliminary to intelligent insight into the growth of history. The natural limitations, such as territory, climate and surroundings, are to be studied for the temporal element—the brick and mortar with which the architect-idea is to make itself visible.

Now, education is that branch of social science which treats of the *preservation* of civilization—not of its evolution, growth, or decay, for the causes of these lie far deeper than in a system of education.

It is necessary to bear this in mind; for every day we hear the would-be social reformer, or the professional croaker, refer to education things entirely beyond its scope—things which education can do little to make or to mar.

Coming together as we do, representing the educational interests of the nation, it is of especial importance that we discuss our problems in the full light of social science. When we see clearly what education may accomplish, and how far it may extend, and wherein it is supplemented by other social sciences, we shall then be able to see and apply *practical* remedies for pedagogical evils, and shall not waste our time in portraying ideals that can never be realized. We shall not be annoyed by our differences from other nations or peoples in this or that respect, but shall be able to justify our own methods, while recognizing the merit of other methods for different circumstances.

These considerations lead us to the point of view from which to discuss the present theme—that of the early withdrawal of youth from school.

It is obvious that education has a two-fold province when we consider it as the means of preservation of civilization. It includes the initiation into the *practice* of what belongs to civilized man, and secondly, an initiation into the ideas that lie at the basis of that practice: in short, it is an inculcation of forms and conventionalities—moral education; and inculcation of theory—intellectual education.

Inasmuch as, in our nation, we require all to ascend to a participation in government, it is essential that our education embrace not merely the passive side of moral education—the inculcation of forms of practice—but it must furnish an insight into the necessity of these forms. Where the individual is to find his limit from within, we must see to it that his conviction is cultured so far as to base itself on an insight into the rational necessity of moral action; otherwise he will substitute caprice and selfishness for ethical motives.

Education takes place through the school, and through other agencies, such as the family, social intercourse, and municipal regulations. Its relative proportion in each of these agencies varies with the nation or country. Where, as in Germany, the family, social and municipal influences are very strong, little is left for the school to do in the way of moral education: the boys and girls are good, and may be safely left pretty much to themselves so far as the discipline goes. They will work, each for himself, to learn the appointed tasks. But in our country all these first mentioned influences are comparatively weak, and more is left for the school to perform. The school must seize the pupil, and train him by a strict discipline to obedience, before it can do much with him in an intellectual point of view. A lax school allows the weeds of selfishness, indolence, and insolence to grow up and choke the fair virtues that spring from self-restraint and renunciation.

It is therefore especially important that we in this country extend the school-life of the child during the most plastic period of his growth. Moral education requires time—far more than theoretical education. Where we must do both—give the child theoretical and practical education—we should require the maximum of time in school. In one word, our whole education should aim to give the pupil directive power; he is to be called upon (more than is the case in any other nation) for the outlay of directive power. He must therefore be practised for a long time in self-government, and he must be thoroughly initiated into the social necessity that underlies moral action; he must see prin-

ciples. Upon such, and such forms alone, is the combination of man with man based, and this combination is the necessary condition for the ascent of one and all above the life of mere animals.

(To be Continued.)

PRACTICE VS. THEORY; OR, THINGS AS THEY ARE.

Master's Oration, delivered June 16, 1868.

JOHN F. WINTER.

PERHAPS it is unfortunate for one to have graduated at a literary institution, for however practical and absorbed the mind may have become by its daily contact with the business world, yet the alumnus is ever regarded as the cherished child of adoption and education by his Alma Mater, and ever liable to be inflicted with new honors, of which he is painfully conscious of being wholly unworthy, and always in dread of being called upon in an unexpected hour for some literary or forensic effort by that inexorable god-mother who seems ever anxious to sacrifice her alumni children upon the altar of her maternal zeal and solicitude.

We stand in youth upon the paternal threshold, and with "open countenances" and unreal visions, look out upon the moving, surging world. We receive the paternal benediction, and with our little budget of admonition and advice, start out for ourselves upon the great ocean of life to winnow out our weal or woe. But boyish dreams and "rosy bows of promise" environ our pathway, and goaded on by an overheated imagination, "castles in the air" still attract us, and while star gazing we step on the slippery place and in a moment more lie sprawling by the roadside. The little budget of admonition rolls down the gutter in evident disgust; our good intentions are all bespattered; the "rosy bow of promise" has contracted into the dim umbrage of a dusky vault, the "castles in the air" have vanished, and we find ourselves in a rough, cold, marblehearted, unfriendly world, arched with a leaden sky. Our ideal is transformed into the real.—The transition is sudden—it is the first gleam of real, practical life. The glamour, the hallucination, is ended. Humanity laughs at our misfortunes; the world leers and grins at us like a great Newfoundland dog and wags on the same as ever. Indignant because no one will lend us a helping hand, we rise and help ourselves. Thus experience teaches us the first practical lesson in life, namely, self-reliance. Necessity is a dear school, but that does not make the instruction the less valuable; it rather intensifies the lesson. It is well that a youth should measure his strength with obstacles. At the first, second, or even third trial he may be vanquished, but the history of those, who, under like circumstances, have struggled until they triumphed, is a source of perpetual inspiration, and he renews the contest till victory crowns his efforts with a royal diadem. We have gymnasias to develop our muscles, and to combine strength, elasticity and comeliness in our physical proportions. But the obstacles in the path of every-day life develop a species of mental muscularity which gives strength and vigor to the mind and a practical efficiency to every mental effort. Yet thousands go scampering through life as if the world was all a panoramic show, a kind of "Bull Run," the only escape which is left being in "Kingdom Come."—They do not live—they dream out their existence in a state of hibernation. They go into winter quarters like Cæsar and his Gaulic army. They dodge responsibilities as they would an enemy's bullet. They throw away their accoutrements, as it were, and show their heels instead of their pluck. They are always beating a retreat, and the retreat is always beating them. Nature has a special abhorrence for that vacuum created by any man who is out of his place, or who is a laggard and a deserter from the grand army of moral and mental progress.

Nature like a good general, inspects all her children, putting every one on duty, so that in the double battle of life they may acquit themselves like heroes. Nature furnishes us with the material, but we must lay down and chalk out our own patterns, furnish our own rations, plan our own campaigns, and do battle with our own sword and cannon.

Thus nature gives to every individual an "official character," makes him captain of those faculties which work the mask batter-

ies of the brain; gives him a "commission" under which he can establish a system of mental training that shall make his forces loyal to principle, enemies to policy and expediency, and uncompromising defenders of truth, right, honor and integrity.

Man's faculties demand a better mental, moral and physical discipline than they have ever yet received. The age requires us to give them a larger culture and to marshal them under a nobler and more heroic standard. Then we shall have wisdom without conceit, faith without bigotry, judgment without dogmatism, love without dissimulation, courage without brutality, perseverance without obstinacy and combativeness without a *knock-down argument*.

The respect of others would be far more valuable if it did not fail us in the hour of peril and disaster. Let the young man of fair character but without any outward resources start out in life, and he will undoubtedly have the respect of friends as a pleasant encouragement. It will fill his youthful heart with hope, will be a solace in his hours of weariness, a crumb of comfort to remind him of the whole loaf that may one day be his. But let that young man meet with a few reverses, and how soon his professed friends will readily and eagerly snatch away that "crumb of comfort" and leave the poor "child of misfortune" with nothing but the empty plate—leave him nothing but the empty plate? I mistake—behold it is filled with bitter, poisonous food, uncharitable epithets, commiseration pickled in the sauerkraut of contempt, sympathy dried to a hard, burnt crust over the hot fires of a merciless indignation, "morsels of advice" peppered with sarcasm and irony, a few "wild cherries" of encouragement, so sour and crispy that one is forced to feel that they were offered to irritate rather than to soothe and recuperate. The intellectual, physical and moral strength and righteous indignation which causes a young man to rise like a Hercules and kick over such fare and farce as that, is a manifestation of spirit and virtue that causes angels leaning from the balconies of heaven to shout, and the spirits of self-made men to rejoice. The fact is patent, the world respects only the successful man, and it measures that success with a rule of gold rather than with the "golden rule." The world applauds the successful man, and the successful man, applauds the world. The world kicks the unsuccessful man, and the unsuccessful man, if he has combativeness, returns the compliment.

It is a well established principle of law and ethics, that it is the motive that gives character and index to conduct; hence the respect and applause won from those who ignore motives are fickle and ephemeral, base and ignoble. There is no such progenitor of vice and crime as the old cynical criticism which hates every glimpse of ardor and enthusiasm, and which whispers no word of encouragement or counsel to the enterprising though inexperienced youth. Some one has said of youth that "we must pardon something to the spirit of liberty that is in them."

Beautiful theories and foreign innovations are courted, caressed and venerated. The young collegian acquires the basis of his political opinions by the study of the British Constitution, with its numerous balances and compromises, which hirs about as much bearing on our affairs, on our laws, manners and customs as have the "Annals of Tacitus."

We talk about practical, real life, while often our actions are visionary and impractical.—"What are these?" said Oliver Cromwell, when passing by and observing some silver statues in the niches of the chapel. "The Twelve Apostles," answered the trembling dean. "Take them down and make them into money that they may go about doing good," was the command. If the student who is about to close his University life, has within some niche of his mind the fascinating and every flattering delusion that he is now educated and finished for life, that he has the spirit of a prophet within him; that his mental beard has grown; that there is no need of his tarrying at Jericho, let him open wide the doors and windows of the temple and pitch it out, and grind it to powder. If there is one student here who has in his heart an idol which teaches that political honors should engage his passionate ambition—that gold diamonds and precious stones can be had for the mere picking up, let him cast it within the crucible, and coin a common sense that may be practical and efficient. Does he worship a deity that lures him with the belief

that some sudden but certain leap of genius will place him upon the highest round of the ladder of fame? dethrone it at once, with a "get thee thence, Satan." Let him remember that his epoch of intellectual wild oats must last a little longer, that he is not yet thoroughly ripe.

"It is astonishing how long a rotten tree will stand if nobody shakes it." There floats in the docks and navy yards many a stately ship, that looks stout and gallant and sea-worthy, but which is dry, rotted to the very keel, and could not have lived an hour in a tempest. Theories are sometimes very beautiful till somebody shakes them. Nicely adjusted theories, and speculative ideas are in themselves admirable, but they are too often like the "stately ship," or the defunct velocipede and flying machine, "rotted to the very keel," so far as usefulness and practicability are concerned.

Some times a public man, on whom the nation has reposed its confidence for years, gives away and falls with a crash. The public eye sees the fall, but does not always detect the secret vice that has devoured the very fibres and viscera of the man and left him the "sport and the prey" of overwhelming temptation. When New England's mightiest orator, who in his early years had thundered for liberty on Plymouth Rock, became suddenly the defender of injustice in the Senate Chamber, the people of Massachusetts and of the nation stood aghast at the shocking apostacy. They little knew how far that gigantic statesman had fallen under the dominion of his baser nature. Wine and women were worms at the heart that had sapped the strength of the great man's principle, and purity, and integrity, so that when political temptation smote him heavily he fell. How beautiful his theories, how sublime his ideas, but how rotten, corrupt and baneful his practical, real life.

To talents of the highest order, you may add all the gifts and graces of the orator, the dignity and courtesy of the perfect gentleman, the education and experience of the statesman, and that does not fill the measure of the perfect man. He must be endowed with that other greater, and "in these piping times of peace," far higher quality—incorruptible integrity. He must be endowed with something more than distinguished ability. He must have that which wealth cannot purchase, power monopolize, dying men bequeath, or institutions of learning bestow; he must have that which belongs to those who come into this world—whether in a palace or a manger, with souls lighted with celestial fire and natures stamped with the impress of God's nobility—he must be "an honest man, the noblest work of God."

Make that your standard, and then in His own good time you will be able to raise it up to that place and power to which the brazen serpent in the wilderness was raised in order that the plague might be stayed. Make that your standard, and you will be able to raise it up to that higher place of honor, to which the Ark of the Covenant was raised, round which the unseen legions of the Almighty keep watch and guard, that he who touches it with impious hands should die.

You may be tossed in the blackness of darkness upon the weary and troubled waters of many months, but you will rest at last upon the Ararat mountain-top. The sun will shine. The dove will leave you never to return, and now as then, emblem of purity and liberty and peace, she will seek to rebuild her habitation amidst the scenes of her former life. A peaceful serenity of soul will overshadow you, and with calm, clear eye you will penetrate the realm of Cause and educe therefrom the lessons of a practical, useful life; perceiving that misery and unhappiness are the product of ignorance oftener than the result of a perverted enlightenment. And in these seasons of meditations you will catch foregleams of a higher and nobler condition, previous to the golden era.

Then do not despair; have hope in the aspirations of men; have faith in the Providences of God; take courage in the thought, that in the eternal circles of the immortal throne, death is but the precursor of resurrection, and that the forces which hasten nations to decay, contain within themselves the electric spark of living fire which secures undying youth to our immortal race, and your lives may be bright and joyous as the "Morning Aurora," pure as the stars in heaven and eternal as the ever revolving cycles of time—*Ahumi Journal*.

COUNTY FUND.

In aid of Public Schools, appropriated to Trustees of School Sections for the Term ended April 30, 1879
The asterisk (*) indicates the Poor Sections.

COUNTY OF RICHMOND.

| SECTION. | No. of pupils registered. | Grand Total days attendance made by all the pupils. | Amount from County Fund. |
|-------------------|---------------------------|---|--------------------------|
| Acadiaville | 178 | 9431 1/2 | 114 62 |
| Port Royal | 62 | 3079 | 37 43 |
| Arichat | 258 | 16359 | 198 85 |
| Poulamond | 51 | 3579 | 43 50 |
| Petit DeGrat | 60 | 4662 | 56 07 |
| Little Ance | 51 | 3622 | 44 03 |
| D'Escouse | 67 | 2757 1/2 | 33 52 |
| Richmond Mines | 52 | 4218 | 51 27 |
| Carribou Cove | 48 | 3601 | 43 75 |
| Basin, R I | 51 | 4550 | 55 29 |
| Kempt Road | 48 | 3084 | 37 90 |
| Grandique | 51 | 3155 | 41 97 |
| Grand Ance | 33 | 2142 | 29 05 |
| Sporting Mountain | 29 | 2009 | 24 40 |
| Scott's River | 23 | 3181 | 22 02 |
| Points | 40 | 2370 | 31 22 |
| S Mountain | 52 | 3196 | 42 47 |
| Black River | 23 | 1626 | 19 74 |
| St Peter's Island | 48 | 2091 | 25 39 |
| L'Ardoise | 71 | 3781 | 45 94 |
| Pt. Michan | 40 | 3619 | 43 97 |
| Grand River | 61 | 3612 | 44 25 |
| Fourchi | 42 | 3314 | 40 26 |
| Head Loch Lomond | 24 | 1480 | 17 97 |
| North Side do | 21 | 1689 | 20 51 |
| Hay Cove | 47 | 3354 | 40 75 |
| Lewis Cove | 48 | 2206 | 26 79 |
| Salmon River | 47 | 3782 1/2 | 45 91 |
| St Peter's | 51 | 2884 | 35 01 |
| Gut of Canso | 16 | 634 | 7 08 |
| Rocky Bay | 39 | 3511 | 43 00 |
| Orange | 49 | 2999 1/2 | 36 42 |
| Cape August | 39 | 3329 1/2 | 40 43 |
| Marasho | 46 | 3816 | 46 34 |
| Peter's Mountain | 39 | 2933 | 35 63 |
| Brymer | 60 | 3314 | 40 24 |
| McDougall | 41 | 2967 | 36 05 |
| McNab's | 36 | 1821 1/2 | 22 12 |
| Lewis Cove Road | 15 | 759 | 9 21 |
| *Janvrin's Island | 21 | 2006 | 32 08 |
| *St Esprit | 30 | 1743 | 28 23 |
| *S S L Lomond | 31 | 1625 | 26 32 |
| *Brag | 29 | 1125 | 18 21 |
| *Grand River Road | 41 | 2368 1/2 | 38 34 |
| *Highland | 18 | 891 | 14 42 |
| River Fiar | 23 | 1781 | 29 39 |

BORDER SECTION.

| | | | |
|--------------|----|------|-------|
| *Cape Breton | 43 | 2339 | 37 85 |
|--------------|----|------|-------|

CO. OF SHELBURNE.

| | | | |
|--------------------|-----|-------|--------|
| Sable River | 40 | 2383 | 31 96 |
| Little Harbor | 38 | 2093 | 28 07 |
| East Ragged Island | 48 | 1497 | 20 68 |
| Osborne | 66 | 3350 | 45 32 |
| Lockeport | 82 | 5788 | 77 62 |
| East Jordan River | 43 | 2675 | 35 87 |
| Jordan | 79 | 4392 | 58 90 |
| West Jordan Ferry | 31 | 1329 | 17 83 |
| Jordan Bay | 71 | 2823 | 37 88 |
| Shelburne | 207 | 11517 | 151 44 |
| Birch Town | 51 | 2074 | 27 81 |
| Roseway | 60 | 3132 | 42 00 |
| Black Point | 86 | 4468 | 59 92 |
| Lower Ohio | 32 | 2325 | 31 18 |
| Upper Ohio | 34 | 2876 | 31 86 |
| West Port Harbor | 41 | 1728 | 23 17 |

BORDER SECTION.

| | | | |
|-------------|----|------|-------|
| Lower Clyde | 58 | 2721 | 36 49 |
|-------------|----|------|-------|

DISTRICT OF BARRINGTON.

| | | | |
|--------------------|-----|------|--------|
| Tyler Falls | 24 | 1500 | 20 42 |
| Cape Negro | 40 | 1393 | 18 95 |
| *Blanche | 37 | 1722 | 31 24 |
| Upper Port la Tour | 59 | 3479 | 47 33 |
| Baccaro | 63 | 2978 | 40 52 |
| *Hill | 38 | 1569 | 28 46 |
| Hib. Brook | 60 | 3627 | 52 07 |
| *Oak Park | 45 | 1897 | 34 41 |
| Passage | 101 | 7675 | 104 42 |

| | | | |
|-------------------|-----|------|-------|
| Doctor's Cove | 71 | 6303 | 85 74 |
| Bear Point | 49 | 1241 | 16 88 |
| Shag Harbor | 61 | 1731 | 23 59 |
| Lower Wood's Har. | 96 | 5102 | 74 32 |
| Upper Wood's Har. | 70 | 4899 | 66 66 |
| McGray's Harbor, | 41 | 2239 | 30 46 |
| Clarke's Harbor | 146 | 5911 | 80 42 |
| South Side | 95 | 4940 | 67 20 |
| Barrington Head, | 66 | 4152 | 56 49 |

COUNTY OF YARMOUTH.

| | | | |
|------------------|-----|-------|--------|
| Rockville | 68 | 4808 | 38 85 |
| Lower Town | 231 | 17787 | 143 10 |
| Central | 276 | 21841 | 175 40 |
| Milton | 222 | 16668 | 131 10 |
| Pembroke | 71 | 4470 | 36 00 |
| N. Chegoggin | 55 | 3666 | 29 50 |
| Maitland, | 111 | 7777 | 62 65 |
| Ohio, | 121 | 10090 | 81 35 |
| Wellington, | 72 | 4961 | 40 40 |
| Hebron | 130 | 7978 | 64 00 |
| Arcadia | 89 | 6781 | 51 45 |
| C. Chebogo | 110 | 4997 | 42 00 |
| Salem | 43 | 3116 | 25 10 |
| Brooklyn | 73 | 5355 | 43 15 |
| Sand Beach | 90 | 4580 | 36 90 |
| Burnside | 58 | 4982 | 40 10 |
| *Lower Town | 60 | 3665 | 39 35 |
| *Richmond | 61 | 3418 | 36 25 |
| *Brenton | 51 | 3742 | 40 15 |
| *Bloomfield | 31 | 1614 | 17 30 |
| *Carlton | 56 | 3250 | 34 45 |
| *W. Kemptville | 22 | 1255 | 13 55 |
| *Canaan | 51 | 2893 | 31 00 |
| *Pinkney's Point | 20 | 1529 | 16 45 |
| *N. Kemptville | 27 | 2287 | 24 50 |
| *Salmon River | 36 | 938 | 10 40 |

BORDER SECTIONS.

| | | | |
|--------------|----|------|-------|
| Tusket Road | 48 | 2216 | 17 90 |
| Little River | 86 | 3998 | 31 50 |

DISTRICT OF ARGYLE.

| | | | |
|-----------------|-----|------|-------|
| L E Pubnico | 60 | 3363 | 27 84 |
| U E Pubnico | 79 | 4362 | 35 91 |
| Pubnico Head | 65 | 3147 | 26 00 |
| U W Pubnico | 46 | 3236 | 26 79 |
| L W Pubnico | 59 | 4637 | 38 39 |
| Lower Argyle | 41 | 1874 | 15 53 |
| Central Argyle | 101 | 3415 | 28 27 |
| Robert's Island | 86 | 5867 | 48 57 |
| Argyle Head | 90 | 4899 | 39 71 |
| Eel Lake | 75 | 3837 | 31 76 |
| C Kemptville | 42 | 2875 | 23 80 |
| Abram's River | 49 | 3317 | 27 45 |
| Shuce Point | 41 | 3027 | 25 05 |
| Tusket | 102 | 7415 | 61 38 |
| Plymouth | 35 | 2781 | 23 04 |
| Upper Wedge | 60 | 2870 | 23 76 |
| Middle Wedge | 100 | 8709 | 72 60 |
| Wedge Point | 102 | 9720 | 80 47 |
| L Eel Brook | 58 | 3521 | 29 15 |
| *Forks | 43 | 1668 | 18 41 |
| *U Eel Brook | 67 | 3246 | 35 83 |
| *Suret's Island | 45 | 1916 | 21 09 |
| *Aniros Hill | 92 | 5606 | 61 88 |
| *Rockingham | 45 | 1966 | 21 94 |

BORDER SECTION.

| | | | |
|-------|----|------|-------|
| Gavel | 41 | 1463 | 12 11 |
|-------|----|------|-------|

COUNTY OF VICTORIA.

| | | | |
|----------------------|-----|------|-------|
| Baddeck | 111 | 7032 | 93 37 |
| Big Baddeck | 38 | 2306 | 30 61 |
| East Side Baddeck | 23 | 1713 | 22 75 |
| New Glen | 46 | 2493 | 38 10 |
| Mill Brook | 38 | 1958 | 25 99 |
| U Baddeck | 32 | 1613 | 21 41 |
| U Sett. Baddeck | 28 | 2077 | 27 56 |
| Baddeck Bay | 27 | 1674 | 22 20 |
| Hunter's Mountain | 43 | 1463 | 19 40 |
| East Side M River | 22 | 1571 | 20 85 |
| Church M River | 27 | 1738 | 23 07 |
| Middle River | 34 | 1563 | 20 73 |
| U Sett. M River | 29 | 1510 | 20 44 |
| Gallanden Mountain | 27 | 1253 | 16 62 |
| Gairlock Mountain | 28 | 1587 | 21 05 |
| West Side M River | 40 | 2560 | 33 98 |
| Ship Yard | 23 | 1014 | 13 46 |
| St Patrick's Channel | 43 | 1300 | 17 26 |
| N Side L Narrows | 22 | 1709 | 22 69 |
| Washabukt | 47 | 1920 | 25 49 |
| Grant L. Narrows | 27 | 1556 | 20 61 |

| | | | |
|----------------------|-----|------|-------|
| Cains Mountain | 23 | 1293 | 17 14 |
| McKinnon's Intervalo | 10 | 3326 | 44 14 |
| Grand Narrows | 46 | 3641 | 48 33 |
| Gillis Point | 60 | 3751 | 49 79 |
| Red Head | 27 | 1349 | 17 89 |
| Plaster | 24 | 636 | 8 41 |
| Big Harbour | 36 | 2053 | 27 24 |
| Cape Dauphin | 72 | 3233 | 42 92 |
| Great Bras d'Or | 63 | 3141 | 41 71 |
| Big Bank | 60 | 4146 | 55 03 |
| Boulardarie | 51 | 1870 | 24 82 |
| Kempt Head | 38 | 1144 | 15 17 |
| Point Clear | 21 | 1414 | 18 77 |
| South Gut | 67 | 6012 | 80 22 |
| English Town | 52 | 2537 | 33 67 |
| North Gut | 38 | 1898 | 24 79 |
| Munro's Point | 61 | 3136 | 41 62 |
| North River St Anns | 51 | 2875 | 38 15 |
| U Sett. North River | 37 | 1598 | 21 19 |
| Smith Mountain | 24 | 1140 | 15 12 |
| Tarbert | 51 | 3081 | 40 93 |
| Plaster, N Shore | 41 | 2026 | 26 89 |
| French River | 26 | 1093 | 14 48 |
| Wreck Cove | 31 | 1887 | 25 03 |
| Ingouish South | 102 | 3074 | 40 80 |
| Sugar Loaf | 30 | 1705 | 22 61 |
| Bay St Lawrence | 51 | 2351 | 31 21 |
| Forks | 25 | 1828 | 24 26 |

CO. OF PICTOU—(Continued on p. 72.)

| | | | |
|----------------------|-----|----------|--------|
| Elmsvale | | | |
| Sunny Brae | 58 | 1070 | 20 24 |
| Blanchard Road | 40 | 2102 | 26 48 |
| Blue Mountain | 57 | 2435 1/2 | 29 52 |
| Garden of Eden | 60 | 2501 1/2 | 30 36 |
| Watervale E. River | 46 | 2651 | 32 14 |
| McPherson's Mills | 47 | 2757 1/2 | 33 42 |
| Marsh McGill Mt. | 48 | 2508 | 30 40 |
| McLellan Brook, Lr. | 65 | 3818 | 46 29 |
| Fraser Mountain | 25 | 1553 | 18 82 |
| Churchville | 1 | 3151 | 38 20 |
| Loading Ground | 49 | 2553 | 30 95 |
| Fraser's Mountain N. | 27 | 1316 | 15 95 |
| Little Harbor | 52 | 3277 | 39 73 |
| Pine Tree | 36 | 1669 1/2 | 20 13 |
| Sutherland River | 31 | 2790 | 33 82 |
| Merigomish West | 43 | 2488 1/2 | 30 16 |
| Merigomish East | 71 | 4053 | 49 14 |
| Peidmont | 48 | 1173 | 14 22 |
| Avonsdale | 41 | 1879 | 22 78 |
| Barney's River, L. | 59 | 3179 | 42 18 |
| Bailey's Brook, L. | 66 | 3314 | 40 18 |
| Big Island | 28 | 1492 | 18 09 |
| Smithfield | 45 | 1614 | 19 56 |
| Barney's River, K. | 41 | 2128 | 25 80 |
| French River East | 61 | 3467 | 42 03 |
| French River West | 40 | 1961 | 23 77 |
| Little Harbor M. | 41 | 2329 | 28 23 |
| Middle River C. | 40 | 2927 | 35 48 |
| Brooklin | 31 | 1808 | 21 92 |
| Wentworth Grant | 53 | 2786 1/2 | 33 77 |
| Westville | 220 | 14992 | 181 77 |
| Granton | 32 | 2548 | 30 88 |
| Meikle Settlement | 37 | 2086 | 25 29 |

EVENING SCHOOL.

| | | | |
|------------------|----|-----|------|
| New Lairg, Upper | 33 | 172 | 2 08 |
| Mill Brook | 28 | 773 | 9 37 |
| McIntosh Mills | 20 | 287 | 3 60 |

NORTH DISTRICT.

| | | | |
|-----------------------|----|----------|-------|
| *River John Road | 26 | 1577 | 25 48 |
| *Mountain Road, R J27 | | 1248 | 20 17 |
| *Havelock, R John | 16 | 589 | 9 51 |
| *Black Brook | 42 | 1789 | 28 91 |
| *Rogers Hill Fork | 61 | 3312 1/2 | 53 54 |
| *Mill Brook | 21 | 2347 | 37 93 |
| *Brookville, S Hill | 48 | 2195 | 35 47 |
| *Carriboo River, L | 26 | 1513 | 24 91 |

SOUTH DISTRICT.

| | | | |
|---------------------|----|----------|-------|
| *M Sett. M River | 23 | 1251 | 20 27 |
| *Fox Brook | 31 | 944 1/2 | 15 26 |
| *Marsh East River | 16 | 1291 | 20 86 |
| *St Mary's, Upper | 30 | 1547 | 25 01 |
| *St Mary's Lower | 21 | 1637 | 26 46 |
| *McLellans Mt. L | 37 | 2033 | 33 18 |
| *McLellans Brook, U | 33 | 1653 | 26 72 |
| *Chance Harbour | 18 | 1217 | 19 67 |
| *Knoidart | 42 | 2891 | 46 72 |
| *Bailey's Brook, U | 38 | 2882 | 46 68 |
| *Marsy Hope | 27 | 1623 1/2 | 26 23 |
| *New Lairg, Lower | 24 | 983 1/2 | 15 89 |
| *McIntosh Mills | 20 | 1436 | 23 21 |
| *McLellan's Mt. U | 20 | 1155 | 18 67 |

COUNTY OF ANNAPOLIS.

ANNAPOLIS EAST.

| | | | |
|---------------------|-----|------|-------|
| Melvern | 81 | 5528 | 61 00 |
| Margaretville, E | 64 | 3385 | 37 35 |
| Margaretville, W | 66 | 3013 | 43 17 |
| Albert | 45 | 3523 | 38 87 |
| Victoria | 36 | 1884 | 20 77 |
| Gates Mountain | 36 | 3242 | 35 77 |
| Port George | 58 | 3876 | 42 76 |
| Mount Hauley | 44 | 2514 | 27 74 |
| Mount Hauley | 47 | 2142 | 20 29 |
| Havelock | 45 | 2187 | 24 13 |
| Port Williams | 61 | 3287 | 36 27 |
| Arlington | 53 | 1298 | 14 32 |
| St. Croix | 40 | 2490 | 27 47 |
| Hampton | 59 | 3421 | 37 74 |
| Clarence, West | 40 | 2348 | 25 91 |
| Clarence, Contro | 36 | 2360 | 26 04 |
| Clarence, East | 38 | 1775 | 19 58 |
| Brooklyn, West | 42 | 617 | 6 80 |
| Brooklyn, East | 33 | 1864 | 20 55 |
| Salem | 28 | 1610 | 17 75 |
| Farmington | 60 | 3850 | 42 47 |
| Middleton | | | |
| Lawrencetown | 86 | 5370 | 59 25 |
| Paradise | 79 | 4132 | 45 58 |
| Bridgetown | 125 | 8043 | 88 74 |
| Meadowvale | 45 | 3831 | 42 26 |
| Cataract | 40 | 2518 | 27 79 |
| Cleveland | 25 | 1531 | 16 89 |
| Nictaux | 48 | 2798 | 30 87 |
| Williamston, South | 42 | 3071 | 33 88 |
| Carleton | 86 | 5503 | 60 72 |
| Messenger | 39 | 3568 | 39 37 |
| Bentville | 24 | 723 | 7 07 |
| Inglesville | 4 | 96 | 1 06 |
| Albany, North | 23 | 1707 | 18 83 |
| Albany, South | 26 | 1834 | 20 22 |
| Paradise, West | 46 | 3471 | 38 20 |
| *Douglas | 33 | 3128 | 46 01 |
| *Mount Hope | 20 | 1513 | 22 25 |
| *Williamston, North | 34 | 2656 | 39 06 |
| *Moser Road | 12 | 755 | 11 11 |
| *Bloomington | 44 | 1190 | 17 49 |
| *Roxbury | 19 | 1338 | 18 68 |
| *Falkland | 32 | 1584 | 23 29 |
| *Stoddart | 5 | 405 | 6 84 |

ANNAPOLIS WEST.

| | | | |
|-------------------|-----|------|--------|
| Marner | 61 | 3151 | 34 76 |
| Karsdale | 56 | 3735 | 41 21 |
| Winchester | 57 | 5059 | 55 82 |
| Hall | 44 | 2186 | 24 12 |
| New Caledonia | 98 | 7414 | 81 80 |
| Rectory | 50 | 2871 | 31 67 |
| Willett | 49 | 2088 | 23 04 |
| Gesner | 42 | 2229 | 24 00 |
| Chesley | 51 | 3947 | 43 55 |
| Rosette | 64 | 3845 | 42 42 |
| Moschello | 49 | 4253 | 46 92 |
| Annapolis | 163 | 9798 | 108 10 |
| Ryerson | 39 | 2105 | 23 23 |
| Clementsport | 104 | 5988 | 66 07 |
| Clements, West | 65 | 4345 | 47 94 |
| Waldeck, East | 60 | 4208 | 46 43 |
| Bridgeport | 101 | 6728 | 74 23 |
| Hessian, West | 54 | 2911 | 32 45 |
| Clementsvale | 45 | 2509 | 27 69 |
| Lequille | 50 | 3244 | 35 79 |
| *Young's Mountain | 53 | 2243 | 33 00 |
| *Leonard | 50 | 2109 | 31 03 |
| *Hillsburn | 46 | 1930 | 29 12 |
| *Leitchfield | 42 | 2115 | 31 12 |
| *Victoria Beach | 51 | 2483 | 36 52 |
| *Wright | 25 | 1611 | 23 68 |
| *Guinea | 23 | 1090 | 29 27 |
| *Virginia | 32 | 1103 | 16 21 |
| *Birchtown | 10 | 720 | 10 59 |
| *Graywood | 34 | 1914 | 28 15 |
| *Milford | 37 | 1776 | 26 11 |
| *Lake Le Rose | 19 | 1548 | 22 77 |
| *Perot | 33 | 1763 | 25 92 |
| *Lake May | 28 | 1970 | 28 97 |
| *Victory | 30 | 1489 | 21 89 |

BORDER SECTIONS.

| | | | |
|-------------------|----|------|-------|
| Forest Glen | 41 | 2091 | 23 07 |
| *Sherbrooke, West | 23 | 44 | 04 |

COUNTY OF ANTIGONISH.

| | | | |
|---------------------------------|-----|-------|--------|
| Antigonish | 261 | 17256 | 279 89 |
| Antigonish Harbor | 29 | 1094 | 17 74 |
| Antigonish Harbor | 31 | 1955 | 31 71 |
| Morristown | 93 | 6120 | 99 27 |
| S S Cape George | 41 | 2744 | 41 51 |
| Cape George Point | 35 | 1317 | 21 85 |
| N S Cape George | 55 | 2340 | 37 95 |
| Georgeville | 40 | 1358 | 22 03 |
| Malignant Cove | 45 | 2959 | 47 99 |
| Arisaig | 35 | 1614 | 26 18 |
| MacAras Brook | 47 | 2723 | 44 17 |
| *Eig Mountain | 24 | 1263 | 27 31 |
| Pleasant Valley | 33 | 1790 | 29 18 |
| Yankoe Grant | 29 | 1702 | 27 61 |
| William's Point | 49 | 2253 | 36 51 |
| L South River | 41 | 2352 | 38 15 |
| Middle Pomquette | 45 | 1842 | 29 87 |
| Pomquette Forks | 39 | 1193 | 19 35 |
| Bayfield | 34 | 2448 | 39 71 |
| Little River | 47 | 2036 | 33 02 |
| Tracadie | 83 | 5107 | 82 84 |
| Tracadie | 45 | 2100 | 34 06 |
| E S Tracadie | 39 | 2379 | 38 59 |
| Little Tracadie | 45 | 2739 | 44 43 |
| *Harbor Au Bouche | 117 | 6369 | 103 30 |
| Harbor Au Bouche | 66 | 2687 | 58 12 |
| Morland | 41 | 1634 | 26 50 |
| Fraser's Grant | 44 | 3118 | 50 57 |
| Black River | 37 | 1666 | 27 02 |
| Caledonia Mills | 48 | 2511 | 41 21 |
| Manchester Road | 33 | 1430 | 23 20 |
| St Andrews | 77 | 4472 | 72 53 |
| Big Brook | 52 | 2905 | 47 12 |
| Fraser's Mills | 69 | 3790 | 61 47 |
| S River Lako | 51 | 3522 | 57 13 |
| Lower Lochaber | 42 | 2210 | 35 85 |
| W S Lochaber | 30 | 1196 | 19 40 |
| Head Lochaber | 50 | 2216 | 35 94 |
| W Glen Road | 66 | 3142 | 50 96 |
| I. Glen Road | 35 | 1786 | 28 97 |
| Salt Springs | 40 | 2182 | 35 39 |
| West River | 31 | 1428 | 23 15 |
| Beaver Meadow | 49 | 3991 | 64 71 |
| West River | 43 | 1579 | 25 61 |
| Pinkie Town | 27 | 782 | 12 08 |
| *Stewart's Mills | 22 | 466 | 10 07 |
| *Keppoch | 36 | 1031 | 22 30 |
| *Big Clearing | 41 | 3195 | 69 10 |
| Briley Brook | 44 | 3105 | 50 36 |
| Briley Brook | 31 | 1305 | 21 17 |
| Springfield | 57 | 2352 | 38 15 |
| Lower N Grant | 57 | 2215 | 35 93 |
| Hollowell Grant | 20 | 780 | 12 65 |
| Hollowell Grant | 39 | 1289 | 20 91 |
| Hollowell Grant | 38 | 1311 | 28 35 |
| Malignant Brook | 26 | 1492 | 24 20 |
| Copperfield | 20 | 1540 | 24 98 |
| Black River | 29 | 1094 | 17 74 |
| S Tracadie Border | 9 | 366 | 5 94 |
| Big Clearing for Evening School | 12 | 503 | 8 16 |

CO. OF CAPE BRETON.

| | | | |
|---------------------|-----|-------|--------|
| Sydney | 21 | 15186 | 151 86 |
| South Bar | 60 | 2773 | 27 73 |
| Low Point | 60 | 3778 | 37 78 |
| Lingan | 106 | 6216 | 62 16 |
| Bridge Port | 69 | 3174 | 31 74 |
| Little Glace Bay | 209 | 10784 | 107 84 |
| Big Glace Bay | 247 | 11147 | 111 47 |
| Block House Mines | 109 | 5726 | 57 26 |
| Gowrie Mines | 50 | 2613 | 26 13 |
| Holmville | 28 | 1620 | 16 20 |
| Round Island | 22 | 1097 | 10 97 |
| Marion Bridge | 47 | 1797 | 17 97 |
| Morley's Road, Mira | 39 | 3930 | 39 30 |
| Morley's Road | 30 | 2829 | 28 29 |
| orks Bridge | 38 | 2080 | 20 80 |
| Coxheath | 56 | 4992 | 49 92 |
| North West Arm | 37 | 2596 | 25 96 |
| Bull's Bridge | 43 | 1261 | 12 61 |
| Leitch's Creek | 41 | 1498 | 14 98 |
| Leitches Creek West | 47 | 2797 | 27 97 |
| Upper North Sydney | 59 | 4005 | 40 05 |
| North Sydney | 225 | 17983 | 179 83 |
| Sydney Mines, East | 258 | 16349 | 163 49 |
| Little Bras D'Or | 58 | 2377 | 23 77 |

BORDER SECTION.

| | | | |
|-------------|----|-----|------|
| Cape Breton | 11 | 772 | 7 72 |
|-------------|----|-----|------|

COUNTY OF COLCHESTER.

| | | | |
|-------------------|-----|------|-------|
| North River, F I | 54 | 2292 | 23 00 |
| East River, F I | 99 | 6890 | 69 17 |
| Lower Economy | 47 | 3064 | 30 77 |
| Central Economy | 100 | 4916 | 49 36 |
| Upper Economy | 77 | 5096 | 51 16 |
| Pleasant Hills | 35 | 1691 | 16 95 |
| Bass River | 71 | 4391 | 44 09 |
| Portaupique | 92 | 4817 | 48 37 |
| Highland Village | 47 | 2354 | 23 64 |
| Great Village | 104 | 3988 | 40 04 |
| Cumberland Road S | 46 | 2118 | 21 27 |
| Acadian Mines | 95 | 5576 | 55 98 |
| Folly Mt, West | | | |
| East Village | 61 | 1884 | 18 91 |
| Folly Village | 84 | 5241 | 52 61 |
| Debert Village | 41 | 2836 | 28 48 |
| Masstown | 61 | 3615 | 37 29 |
| Debert River | 73 | 4266 | 42 72 |

| | | | |
|-------------------|-----|-------|--------|
| Chigonois River | 59 | 3011 | 30 53 |
| Crowe's Mills | | | |
| West Onslow | 64 | 3028½ | 30 43 |
| Central Onslow | 35 | 2234½ | 22 43 |
| Upper Onslow | 52 | 3520 | 35 34 |
| North Mountain | 29 | 1316 | 13 51 |
| North River | 47 | 2377 | 23 86 |
| South Branch, N R | 55 | 2559½ | 25 70 |
| Lower Pictou Road | 38 | 1181 | 11 88 |
| East Mountain | 69 | 4289½ | 43 08 |
| Salmon River | 67 | 4031 | 40 47 |
| Truro | 456 | 33119 | 335 52 |
| Bible Hill | 47 | 3150 | 31 62 |
| Lower Village | 51 | 4395½ | 41 13 |
| Old Barns | 51 | 2831 | 28 42 |
| Clifton | 38 | 1888 | 18 95 |
| Beaver Brook | 48 | 3753½ | 37 68 |
| Princeport | 39 | 2079 | 20 87 |
| Greens Creek, 1 | 32 | 1705 | 19 12 |
| Greens Creek, 2 | | | |
| Pleasant Valley | 46 | 2225 | 22 33 |
| Fort Ellis | 22 | 1740 | 17 47 |
| Lower Stewiacke W | 43 | 3020 | 30 41 |
| " " E | | | |
| Shubenacadie | 56 | 2983 | 29 95 |
| Gays River | | | |
| Upper Gays River | | | |
| Sibley Settlement | 38 | 1211 | 12 15 |
| Birch Hill | 28 | 2506½ | 25 17 |
| South Branch, S R | 53 | 2920 | 29 32 |
| Goshen | 56 | 2604 | 26 14 |
| Cross Roads | 62 | 3500 | 35 14 |
| Newton Mills | 57 | 4003 | 40 21 |
| East Ville | 53 | 2769 | 27 79 |
| Pembroke | 46 | 1312 | 13 17 |
| Stewiacke Village | 65 | 4622½ | 46 41 |
| Otter Brook | 35 | 2092 | 21 00 |
| Middle Stewiacke | 35 | 334 | 3 45 |
| Forest Glen | 20 | 1541 | 15 47 |
| Brookfield | 89 | 6321½ | 63 47 |
| Clarkville | 46 | 317½ | 31 87 |
| Meadow Vale | 31 | 1767 | 17 73 |
| Hardwood Hill | 33 | 1512½ | 15 19 |
| Burnside | | | |

STIRLING.

| | | | |
|-----------------|-----|-------|-------|
| Tatanagonche | 139 | 9189 | 92 25 |
| Tarbot | 75 | 2787 | 27 97 |
| Forest | 38 | 1820 | 18 27 |
| Waugh's River | | | |
| River John Road | 80 | 3780 | 37 94 |
| French River | 46 | 2169½ | 21 78 |
| Head of Bay | 62 | 3738½ | 37 53 |
| Murphy's | | | |
| Mill Brook | 51 | 3571 | 35 85 |
| Olivers Bridge | 43 | 2644 | 26 54 |
| West New Annan | 71 | 3350 | 33 63 |
| Byers Mills | | | |
| Wilsons | 73 | 3505 | 35 19 |
| Earlton Village | 55 | 2444½ | 24 54 |
| Brule | 54 | 3689 | 37 03 |
| Conkey's | 43 | 2598 | 26 08 |
| G Sutherland's | 30 | 1876 | 18 83 |

POOR SECTIONS.

| | | | |
|-------------------|----|-------|-------|
| Maccan Road | 54 | 2078 | 27 85 |
| Casterligh | | | |
| Cumberland Road | 52 | 2927 | 39 21 |
| Folly Mt. East | 31 | 1286 | 17 23 |
| Folly Lake | 39 | 2798½ | 37 48 |
| Upper Chignois | 34 | 1925½ | 25 87 |
| West Branch N R | 26 | 1205½ | 16 95 |
| Upper North River | 33 | 1349½ | 18 09 |
| Kemptown | 20 | 1163½ | 15 60 |
| Upper Pictou Road | 27 | 1227½ | 16 45 |
| Harmony | 32 | 1617 | 22 07 |
| Smithfield | 23 | 1408 | 18 87 |
| Upper Brookfield | | | |
| Earlton Road | 25 | 722½ | 9 60 |
| Colters | | | |
| Alma | 31 | 1665 | 22 31 |
| Riverside | 36 | 1645 | 22 04 |
| Union | 18 | 1392 | 18 65 |
| Stewiacke Road | | | |

STIRLING.

| | | | |
|-----------------|----|-------|-------|
| Lako Road | 44 | 2114 | 28 32 |
| Hingley's Mills | 53 | 2887 | 38 67 |
| West Earlton | 30 | 1224½ | 16 41 |

| | | | |
|-------------------|----|-------|-------|
| A McKays Mills | 38 | 1621 | 21 79 |
| Ross Villo | 32 | 1728 | 23 15 |
| Slades | 46 | 1742 | 23 33 |
| Berichan | 28 | 1298 | 17 39 |
| North Earlton | 32 | 1012½ | 13 99 |
| Truro Road | | | |
| Point Brule Point | | | |

COUNTY OF CUMBERLAND.

| | | | |
|-----------------------|-----|-------|--------|
| Malagash Point | 60 | 2683 | 38 31 |
| N S Malagash | 36 | 2198 | 31 31 |
| Stako Road, Wallace | 33 | 1101 | 15 73 |
| Shoal Bay, Wallace | 51 | 1923 | 27 38 |
| Goose River Corner | 60 | 4079 | 58 29 |
| Wallace Harbor | 117 | 7056 | 100 72 |
| Six Mile Road | 53 | 2232 | 31 79 |
| Wallace River | 76 | 4167 | 59 44 |
| Wentworth | 36 | 1441 | 20 59 |
| Wentworth | 30 | 695 | 9 93 |
| U Wentworth | 75 | 3545 | 50 50 |
| North Wallace | 29 | 1018 | 14 55 |
| Fox Harbor | 41 | 2300 | 32 87 |
| L G Shore, Wallace | 42 | 2005 | 28 65 |
| U G Shore, Wallace | 25 | 1089 | 15 56 |
| Pugwash Harbor | 183 | 10017 | 143 14 |
| Wallace Bay | 41 | 2451 | 35 02 |
| Wallace Bay | 26 | 927 | 13 24 |
| Doherty Creek | 41 | 1590 | 22 62 |
| Wallace Bridge | 45 | 2226 | 31 81 |
| Roslin | 44 | 1601 | 22 92 |
| Victoria Settlement | 29 | 1608 | 22 97 |
| Goose River | 40 | 1978 | 28 26 |
| Shinimicas | 30 | 1216 | 17 38 |
| Shinimicas | 31 | 726 | 10 37 |
| Mouth of Shinimicas | 29 | 1905 | 27 22 |
| Head Amherst | 63 | 3310 | 47 30 |
| Head Amherst | 45 | 2837 | 40 53 |
| Amherst | 331 | 21776 | 310 96 |
| Fort Lawrence | 50 | 3643 | 52 06 |
| L Hillsboro, Wallace | 70 | 3377 | 48 15 |
| Napan | 58 | 2443 | 34 91 |
| Lower Maccan | 54 | 3874 | 55 25 |
| River Hebert | 34 | 2109 | 30 10 |
| Barronsfield | 26 | 1710 | 24 43 |
| Little River, Joggins | 83 | 3523 | 50 31 |
| Minudie | 59 | 3701 | 52 58 |
| Joggins Mines | 98 | 6153 | 87 92 |
| Rockwell | 36 | 2342 | 33 47 |
| Athol | 39 | 2705 | 38 65 |
| West Brook | 44 | 3134 | 44 70 |
| Maccan Centre | 25 | 1271 | 18 16 |
| Spring Hill | 30 | 815 | 11 63 |
| Claremont | 23 | 890 | 12 70 |
| Lower Salem | 44 | 1521 | 21 74 |
| Upper Salem | 31 | 1870 | 26 71 |
| Amherst | 27 | 1757 | 25 10 |
| Fenwick | 55 | 2046 | 29 24 |
| Streets Ridge | 52 | 2416 | 34 40 |
| Leicester | 43 | 2216 | 31 67 |
| Little River | 51 | 2613 | 37 40 |
| Oxford, R Philips | 87 | 4263 | 60 92 |
| River Philips | 57 | 3539 | 50 47 |
| River Philips | 19 | 1309 | 18 71 |
| River Hebert, W | 52 | 2770 | 39 48 |
| Pugwash, West | 51 | 1938 | 27 59 |
| *S S Malagash | 47 | 3029 | 43 18 |
| *Dewers River | 33 | 2304 | 32 82 |
| *Grays Road | 49 | 1923 | 27 48 |
| *Crawford Sett. | 43 | 2221 | 31 68 |
| *Toney Bay | 55 | 1979 | 28 28 |
| *M River Hebert | 15 | 1112 | 15 81 |
| *Chapman Sett. | 47 | 2053 | 29 34 |
| *Tidnish River | 43 | 2743 | 39 20 |
| *Five Island Road | 32 | 1675 | 23 94 |
| *Maccan Mount | 23 | 1527 | 21 82 |
| *Windham Hill | 18 | 1735 | 24 79 |
| *Glonville | 41 | 2744 | 39 11 |
| *W B River Philip | 51 | 3452 | 49 30 |
| *Grenville, East | 18 | 1217 | 17 39 |
| *Hastings | 48 | 4004 | 57 02 |
| *W B Wallace River | 45 | 1661 | 23 73 |
| *Richmond | 30 | 1945 | 27 69 |
| *Mount Pleasant | 44 | 2157 | 30 82 |
| *Wentworth | 14 | 796 | 11 37 |
| *South Shinimicas | 11 | 945 | 13 50 |
| *Birch Ridge | 22 | 1499 | 21 42 |

PARRISHOR.

| | | | |
|--------------|-----|-------|--------|
| Mill Village | 167 | 11112 | 158 78 |
|--------------|-----|-------|--------|

| | | | |
|------------------|----|------|-------|
| Port Grevillo | 64 | 2771 | 39 59 |
| Kirks Hill | 36 | 1440 | 20 58 |
| Diligent River | 39 | 1162 | 10 60 |
| Spencers Island | 40 | 1022 | 23 18 |
| Cape D'Or | 69 | 5105 | 72 95 |
| Advocate Harbor | 71 | 2202 | 31 47 |
| Half Way River | 26 | 1835 | 26 21 |
| Apple River | 48 | 2878 | 41 11 |
| *Black Rock | 50 | 5096 | 72 82 |
| *Cameron's Mills | 39 | 1791 | 25 58 |
| *Salem | 23 | 2415 | 34 51 |
| *Green Hill | 37 | 2501 | 35 74 |

COUNTY OF DIGBY.

| | | | |
|------------------|-----|-------|--------|
| Bear River road | 32 | 1517 | 18 87 |
| Hillsburgh | 114 | 7407 | 92 21 |
| Bear River | 39 | 1856 | 23 16 |
| Smith's Cove | 45 | 1868 | 23 20 |
| Hillgrove | 44 | 2496 | 31 16 |
| North Range | 78 | 4624 | 57 55 |
| Marshalltown | 57 | 2374 | 29 53 |
| Brighton | 127 | 7901 | 98 36 |
| Plympton | 142 | 10179 | 126 70 |
| The Barrons | 90 | 5139 | 63 96 |
| Weymouth | 53 | 2503 | 31 90 |
| Weymouth Bridge | 60 | 4679 | 58 23 |
| Weymouth Mills | 60 | 4603 | 57 30 |
| Digby | 218 | 12844 | 159 85 |
| Rossway | 60 | 3451 | 43 16 |
| Waterford | 27 | 1202 | 14 96 |
| Centreville | 51 | 2915 | 36 21 |
| Sandy Cove | 90 | 4586 | 57 18 |
| Little River | 37 | 1486 | 18 49 |
| Freeport | 138 | 8546 | 106 47 |
| Westport | 173 | 12190 | 151 75 |
| *South Range | 41 | 1531 | 25 40 |
| *Doucetto | 48 | 1783 | 29 46 |
| *Digby Neck road | 33 | 1690 | 28 01 |
| *Lakeside | 28 | 1482 | 24 58 |

DISTRICT OF CLARE.

| | | | |
|-----------------|-----|--------|--------|
| Grosses Coques | 72 | 3374½ | 49 02 |
| Port Acadia | 78 | 5207 | 75 63 |
| Comcauville | 87 | 3034 | 55 69 |
| Saultmerville | 88 | 5180 | 75 23 |
| Meteghan River | 81 | 2564 | 37 21 |
| Meteghan | 144 | 10617½ | 154 61 |
| Cheticamp | 40 | 2824 | 41 03 |
| Salmon River | 72 | 3290 | 49 78 |
| Rosedale | 43 | 2865½ | 41 62 |
| Les Concessions | 50 | 2536 | 36 83 |
| Theriant | 31 | 1651 | 23 98 |
| *Inavelock | 47 | 3941 | 76 32 |

BORDER SECTIONS.

| | | | |
|--------------|----|-------|-------|
| Beaver River | 51 | 1736 | 25 22 |
| Cedar Lake | 30 | 1172½ | 17 03 |
| Harlem | 32 | 808 | 11 44 |

CO. OF GUYSBOROUGH.

| | | | |
|----------------------|-----|-------|--------|
| Guyborough | 175 | 12618 | 194 96 |
| Riverside | 31 | 1816 | 28 06 |
| Riverside | 26 | 1789 | 27 64 |
| North Intervale | 55 | 3014 | 46 57 |
| South Intervale | 45 | 2192 | 33 87 |
| Roman Valley | 52 | 2149 | 33 21 |
| Cook's Cove | 44 | 2345 | 36 24 |
| Old Salmon River rd. | 26 | 1614 | 21 94 |
| New Harbor | 46 | 2098 | 32 41 |
| Sandy Cove | 32 | 2579 | 39 85 |
| Halfway Cove | 60 | 2492 | 38 50 |
| Crow Harbor | 51 | 2457 | 37 96 |
| Cape Canso | 202 | 11790 | 182 18 |
| White Head | 46 | 2062 | 31 83 |
| Port Felix | 53 | 3129 | 48 34 |
| Colo Harbor | 25 | 1069 | 16 52 |
| Charle's Cove | 42 | 1222 | 18 88 |
| Manchester | 56 | 1680 | 25 96 |
| Manchester | 80 | 4313 | 66 65 |
| Manchester | 71 | 2979 | 46 03 |
| Port Mulgrave | 109 | 5478 | 84 65 |
| Steep Creek | 48 | 2104 | 32 51 |
| Isaacs Harbor | 74 | 3987 | 61 61 |
| Seal Harbor | 20 | 1343 | 20 75 |
| Giants Lake | 53 | 2778 | 42 9 |

| BORDER SECTIONS. | | | | POOR SECTIONS. | | | | BORDER SECTIONS. | | | |
|-----------------------|-----|-------|--------|----------------------|-----|-------|--------|----------------------|----|------|-------|
| Tracadie | 42 | 1711 | 26 41 | Three Mile Plain | 112 | 4536 | 77 71 | Landells | 48 | 2109 | 30 00 |
| Country Harbor | 38 | 1609 | 24 87 | Vaughan | 33 | 1933 | 33 12 | Cooks | 50 | 3266 | 40 70 |
| Argyle | 36 | 875 | 14 52 | South Waterville | 21 | 1410 | 24 67 | Lake Egmont | 33 | 1197 | 14 90 |
| ST. MARY'S. | | | | Falmouth Village | 21 | 1634 | 27 99 | Meaghers Grant | 48 | 3143 | 39 20 |
| Sherbrooke | 151 | 12192 | 160 92 | Brookville | 88 | 2782 | 47 67 | Little River | 75 | 2858 | 35 60 |
| Still Water | 46 | 2853 | 37 65 | Cambridge | 31 | 1607 | 27 51 | Gladwin | 51 | 2740 | 31 15 |
| West River | 35 | 1514 | 20 38 | Greenhill | 13 | 380 | 6 51 | North School | 52 | 3821 | 47 60 |
| Melrose | 33 | 1316 | 17 37 | Ardoise | 16 | 795 | 13 62 | Taylor | 46 | 2612 | 32 55 |
| Upper Cross Roads | 40 | 2077 | 27 41 | Still Water | 41 | 2395 | 41 04 | Reids | 48 | 2878 | 35 85 |
| Lochaber | 45 | 2139 | 28 23 | Five Mile Plain | 31 | 2130 | 41 64 | Higgins | 71 | 4346 | 51 15 |
| Marie Joseph | 43 | 1911 | 25 22 | BORDER SECTIONS. | | | | Archibald | 49 | 2928 | 36 50 |
| Wine Harbor | 66 | 3658 | 48 28 | Hantsport | 183 | 10526 | 135 25 | Hutchinson | 61 | 2514 | 31 30 |
| Indian Harbor | 70 | 3266 | 43 11 | Newport & Douglas | 62 | 3518 | 27 59 | Honry | 37 | 1355 | 16 90 |
| Night School | 20 | 172 | 2 27 | COUNTY OF HALIFAX. | | | | Dean | 57 | 3195 | 53 05 |
| Sonora | 46 | 2314 | 30 54 | Hubbard's Cove | 68 | 3688 | 45 95 | Chaplain | 30 | 2018 | 34 00 |
| Goldenville | 138 | 8252 | 108 91 | Black Point | 55 | 2812 | 35 40 | Carribou | 19 | 961 | 15 95 |
| Goshen | 38 | 1555 | 20 52 | Boutilliers Point | 58 | 3453 | 43 00 | BORDER SECTIONS. | | | |
| Crook's Island | 22 | 1720 | 22 70 | St. James | 62 | 3365 | 41 90 | Glenmore | 37 | 1246 | 15 55 |
| BORDER SECTIONS. | | | | Victoria | 50 | 1352 | 16 85 | N. W. Arm | 71 | 2056 | 25 60 |
| East River, St. Marys | 32 | 822 | 10 85 | Albert | 61 | 3863 | 48 00 | COUNTY OF INVERNESS. | | | |
| COUNTY OF HANTS. | | | | Haggets Cove | 61 | 2947 | 36 70 | Port Hastings | 80 | 3812 | 36 92 |
| Rawdon Church | 40 | 2408 | 27 54 | Indian Harbor | 61 | 3395 | 42 30 | Low Point | 29 | 1501 | 14 53 |
| South Rawdon | 77 | 2915 | 33 69 | Peggy's Cove | 50 | 3708 | 46 20 | Long Point | 52 | 4061 | 39 33 |
| Pleasant Valley | 29 | 780 | 8 93 | West Dover | 40 | 2470 | 30 80 | Judique Banks | 60 | 3898 | 37 75 |
| Birch Brook | 16 | 815 | 9 66 | Upper Prospect | 127 | 4907 | 61 15 | Judique | 46 | 3387 | 32 81 |
| West Gore | 40 | 2955 | 33 75 | Sambro | 39 | 2276 | 28 35 | Judique Intervale | 35 | 2300 | 22 28 |
| East Rawdon | 61 | 2967 | 33 90 | Ketch Harbor | 62 | 2556 | 31 85 | Little Judique | 45 | 2660 | 25 76 |
| Upper Nine Mile R | 59 | 3133 | 35 82 | Herring Cove | 100 | 4832 | 60 20 | Red Banks | 36 | 2459 | 23 81 |
| East Indian Road | 36 | 1339 | 15 32 | Hammonds Plains | 71 | 4579 | 57 05 | Port Hood | 97 | 4631 | 44 85 |
| Nine Mile River | 25 | 1180 | 13 48 | Bedford | 47 | 2993 | 37 30 | Hay's Farm | 37 | 1340 | 12 98 |
| Renfrew | 54 | 2465 | 28 18 | Sackville | 43 | 2026 | 25 25 | S West Bridge | 37 | 2565 | 24 86 |
| Hardwoodland | 30 | 1563 | 17 87 | Dartmouth | 468 | 26662 | 332 20 | S West Ridge | 37 | 2906 | 28 14 |
| Mount Pleasant | 31 | 2283 | 26 13 | Montague | 57 | 4688 | 58 40 | Mabou Bridge | 72 | 5030 | 48 71 |
| Welsford | 68 | 3637 | 41 00 | Waverly | 50 | 1775 | 22 05 | Mabou Mo th | 12 | 228 | 2 21 |
| Mill Village | 57 | 3117 | 35 65 | Fall River | 58 | 2615 | 32 55 | Coal Mines | 31 | 1135 | 10 99 |
| Rockville | 110 | 6058 | 69 28 | Preston Road | 51 | 2905 | 36 20 | B Cove Banks | 35 | 2138 | 20 71 |
| Maitland | 119 | 9063 | 103 63 | Eastern Passage | 61 | 4388 | 51 70 | B Cove Intervale | 62 | 3800 | 36 80 |
| Upper Selmah | 61 | 3126 | 35 72 | S. E Passage | 70 | 2885 | 35 95 | Black Glen | 40 | 1982 | 19 18 |
| Lower Selmah | 61 | 3487 | 39 88 | Cow Bay | 49 | 3194 | 39 80 | Black River | 30 | 1916 | 18 83 |
| Shad Creek | 18 | 927 | 10 60 | Cole Harbor | 52 | 3176 | 39 55 | Walkér | 29 | 1685 | 16 31 |
| East Noel | 50 | 3598 | 41 14 | Lawrencetown | 31 | 2740 | 34 15 | Tulloch | 40 | 2760 | 26 72 |
| Noel | 55 | 2349 | 26 87 | Foot Porters Lake | 21 | 1115 | 13 90 | Willsburgh | 50 | 2911 | 28 19 |
| South Noel Road | 35 | 1335 | 15 27 | Porters Lake | 41 | 1757 | 21 90 | Mount Young | 37 | 2683 | 25 98 |
| Kennetcook Church | 69 | 4311 | 49 30 | Chezzecook | 106 | 7020 | 87 50 | New Canada | 44 | 3378 | 32 72 |
| Northfield | 32 | 2256 | 25 88 | Head Chezzecook | 55 | 3038 | 37 85 | Bridge End | 40 | 2953 | 28 59 |
| Head Kennetcook | 56 | 3226 | 35 89 | Low'r E. Chezzecook | 56 | 3360 | 41 85 | Brook Village | 62 | 3818 | 57 26 |
| Five Mile River | 61 | 3647 | 41 71 | *East Dover | 53 | 4525 | 75 20 | Sky Glen | 44 | 3697 | 33 81 |
| Whale Creek | 51 | 3566 | 40 74 | *Shad Bay | 38 | 2219 | 37 00 | Indian Rear | 63 | 3931 | 38 07 |
| Milford | 30 | 2163 | 24 73 | *St. Andrews | 7 | 630 | 10 45 | Long Stretch | 31 | 1483 | 14 35 |
| Gore | 55 | 1874 | 21 42 | *Beech Hill | 26 | 652 | 10 80 | Little Harbor | 44 | 3481 | 33 76 |
| Uniacke Gold | 31 | 2318 | 26 85 | *Goodwood | 21 | 682 | 11 30 | Malagawatch | 37 | 2502 | 24 23 |
| POOR SECTIONS. | | | | *Brookside | 28 | 1773 | 27 45 | Cross R R D'Ennis | 32 | 3924 | 32 20 |
| North Salem | 29 | 1374 | 20 94 | *Lower Prospect | 38 | 1897 | 31 50 | McPherson's Brook | 29 | 1778 | 17 21 |
| Noel Road | 35 | 1853 | 28 23 | *Pennant | 45 | 2073 | 34 45 | Cariboo | 36 | 1159 | 11 22 |
| North Noel Road | 37 | 1161 | 17 69 | *Harriets fields. | 16 | 538 | 8 90 | Portage | 22 | 681 | 6 62 |
| Georgefield | 35 | 1964 | 29 82 | *Portugese Coye | 57 | 3128 | 51 95 | Blues Cove | 30 | 706 | 6 83 |
| BORDER SECTIONS. | | | | *Maroon Hill | 29 | 168 | 2 80 | Ridge R Inhabitant | 37 | 1974 | 19 10 |
| Enfield | 90 | 4192 | 48 01 | *Cross Roads | 19 | 1178 | 19 60 | Lake Horton | 30 | 2119 | 20 53 |
| Elmsdale | 47 | 2204 | 25 20 | *Beaver Bank Station | 22 | 1400 | 23 25 | Mount Noah | 53 | 4080 | 39 51 |
| Hillsdale | 55 | 1319 | 15 08 | *Windsor Junction | 40 | 2433 | 40 40 | North East | 23 | 1260 | 12 20 |
| WEST HANTS. | | | | *New Road | 55 | 3000 | 49 80 | Big Marsh | 10 | 1072 | 10 37 |
| Windsor | 340 | 21033 | 270 24 | *Salmon Hole | 16 | 1006 | 16 70 | POOR SECTIONS. | | | |
| Wentworth | 59 | 2100 | 26 99 | *Middle (Lake) | 26 | 1908 | 31 70 | Little Malow | 32 | 1130 | 14 58 |
| Curry Corner | 74 | 4615 | 59 32 | *Head Lake E. | 7 | 622 | 10 35 | Upper South West | 37 | 1559 | 20 12 |
| Martock | 43 | 3034 | 38 99 | *Graham | 21 | 2109 | 35 00 | Sight Point | 35 | 2646 | 34 17 |
| Falmouth Village | 46 | 2094 | 26 91 | *Kents Island | 28 | 2270 | 37 70 | Smith Ville | 20 | 1384 | 17 85 |
| Centro Falmouth | 55 | 2438 | 31 33 | *Petpezwick West | 23 | 1468 | 24 40 | Mull River | 32 | 1956 | 25 26 |
| Mount Denson | 78 | 4830 | 62 08 | Musquodoboit Hr. | 48 | 2644 | 32 95 | Turk | 27 | 1660 | 21 44 |
| Avondale | 97 | 7548 | 96 98 | Musquodoboit Hr. | 27 | 1813 | 30 10 | Big Ridge | 38 | 1478 | 19 07 |
| Poplar Grove | 67 | 3881 | 49 90 | Buzers | 32 | 1733 | 28 80 | Boyd's | 32 | 805 | 10 38 |
| Summerville | 72 | 4064 | 52 22 | Lower Jeddore W. | 51 | 2718 | 33 85 | West Bay Road | 42 | 3018 | 36 98 |
| Scotch Village | 75 | 3673 | 47 20 | Oyster Pond | 44 | 8115 | 38 80 | Ross Mill | 44 | 2745 | 35 45 |
| McKay | 39 | 2656 | 34 12 | Lower Jeddore E. | 43 | 2205 | 36 65 | Dallas Brook | 48 | 2921 | 37 71 |
| Newport Road | 35 | 2153 | 27 07 | Lakeville | 30 | 1469 | 18 30 | Blues Mill | 27 | 2117 | 27 33 |
| St Croix | 59 | 3895 | 50 64 | Clam Harbor | 35 | 2225 | 36 95 | Big Brook | 33 | 2492 | 32 18 |
| Ellershous | 73 | 4208 | 54 05 | Owls Head | 27 | 1183 | 14 75 | Rear Creignish | 31 | 1944 | 25 10 |
| | | | | Ship Harbor S. | 42 | 2418 | 30 10 | N West Arm | 34 | 1920 | 24 79 |
| | | | | Ship Harbor N. | 55 | 3306 | 41 20 | Rear Long Point | 24 | 1682 | 21 71 |
| | | | | Tangier | 81 | 5293 | 65 95 | R D'Ennis Roads | 33 | 1943 | 25 08 |
| | | | | Popes Harbor | 38 | 2182 | 27 20 | R D'Ennis Chapel | 48 | 2904 | 37 49 |
| | | | | Gerrards Island | 28 | 1354 | 22 50 | Top Cape, (North) | 43 | 3782 | 48 83 |
| | | | | Spry Bay | 42 | 1516 | 18 90 | Top Cape, (South) | 32 | 2279 | 29 43 |
| | | | | Sheet Harbor W. | 72 | 5201 | 64 80 | Port Hood Island | 30 | 2458 | 31 74 |
| | | | | Sheet Harbor E. | 68 | 3746 | 46 65 | Scotch Hill | 37 | 1519 | 19 02 |
| | | | | Salmon River | 56 | 3178 | 39 60 | | | | |
| | | | | Newdy Quoddy | 71 | 6242 | 77 75 | | | | |
| | | | | Kirken | 48 | 2751 | 34 25 | | | | |

| | | | | | | | | | | | |
|---------------------|-----|-------|-------|---------------------------|-----|--------|--------|------------------|-----|-------|-------|
| Sky Mount | 58 | 3660 | 47 25 | Canning | 158 | 9503 | 101 27 | *Upper Cornwall | 41 | 2551 | 37 04 |
| R Intervale Judique | 28 | 1863 | 21 05 | Woodside | 51 | 23351 | 21 01 | *Riversdale | 21 | 820 | 13 76 |
| Seal Cove | 17 | 702 | 9 06 | Randville | 59 | 3939 | 41 98 | *West Northfield | 52 | 22060 | 42 49 |
| McKenzies Brook | 23 | 1868 | 21 11 | U Canard | 107 | 8100 | 86 32 | *Ohio | 42 | 1623 | 23 29 |
| Dummers | 45 | 4706 | 60 76 | L Canard | 100 | 61911 | 69 17 | *Knock's | 42 | 2207 | 32 96 |
| NORTH INVERNESS. | | | | | | | | | | | |
| Little River | 37 | 591 | 5 75 | Town Plot | 47 | 2279 | 24 32 | *Big Lots | 22 | 1223 | 17 55 |
| Chotecamp Chapel | 52 | 4215 | 40 83 | Church Street | 42 | 1976 | 21 08 | *Frelig's | 53 | 39111 | 56 18 |
| Plateau | 62 | 3599 | 34 87 | U Church Street | 58 | 39631 | 42 25 | *Crouse Town | 37 | 1765 | 25 34 |
| Big Pond | 80 | 6082 | 58 90 | Port Williams | 62 | 41801 | 44 63 | *New Italy | 22 | 1774 | 25 48 |
| Friar's Head | 88 | 8626 | 83 55 | Now Minas | 67 | 29071 | 30 01 | *Newcombsville | 45 | 2605 | 37 40 |
| East Marg. Harbor | 61 | 3288 | 31 85 | Greenwich | 54 | 4019 | 42 85 | *Lakeville | 30 | 1855 | 26 61 |
| Forks Margaree | 55 | 3363 | 32 59 | Wolfville | 198 | 124371 | 132 51 | *West Conquerall | 47 | 2845 | 40 84 |
| Munro | 53 | 3737 | 36 20 | Black River | 65 | 2108 | 22 50 | CHESTER. | | | |
| Ledbetter | 59 | 5530 | 53 57 | Davisons Settlement | 48 | 17291 | 18 36 | Chester Town | 110 | 5052 | 84 12 |
| Ingraham's Brook | 61 | 4567 | 41 24 | Gaspereaux | 73 | 47281 | 50 38 | East Chester | 60 | 2538 | 42 17 |
| N East Chapel | 55 | 4157 | 10 27 | L Gaspereaux | 47 | 2462 | 26 25 | Marriett's Cove | 73 | 3825 | 63 56 |
| Captain Allan's | 64 | 3049 | 29 51 | L Horton | 51 | 2911 | 30 04 | Basin | 58 | 27521 | 45 73 |
| McFarls Bridge | 46 | 2162 | 23 85 | Avonport | 76 | 4081 | 43 51 | Gould's River | 63 | 1808 | 31 53 |
| Lako Onilet | 60 | 4977 | 48 20 | Lockhartville | 88 | 53171 | 43 25 | Blandford | 66 | 33671 | 55 94 |
| Hamilton | 33 | 3763 | 36 45 | Bloomfield | 50 | 4056 | 43 25 | Bayswater | 24 | 1415 | 23 50 |
| W Willis Will | 52 | 4122 | 39 91 | Prospect | 31 | 1831 | 19 56 | Mill Cove | 63 | 2993 | 49 72 |
| Ainslie Glen | 48 | 3652 | 35 38 | Middle Pero | 41 | 2870 | 30 61 | Pine Plains | 31 | 2213 | 36 76 |
| Little Narrow | 38 | 2931 | 28 40 | S Greenwich | 52 | 28961 | 30 86 | *Grant | 25 | 1201 | 26 60 |
| Whycocomagh | 83 | 5388 | 52 19 | *Australia | 27 | 1817 | 25 83 | *Mill Road | 29 | 12581 | 27 86 |
| Chimney Corner | 24 | 1439 | 13 94 | *Harmony | 49 | 1573 | 22 43 | *Aldersville | 25 | 1491 | 33 08 |
| B Cove Marsh | 73 | 3418 | 33 12 | *Lake George | 21 | 10311 | 14 74 | *Back of Lake | 37 | 2325 | 51 50 |
| Loch Bain | 49 | 2558 | 24 78 | *Morden | 44 | 22821 | 32 50 | *Hillsboro | 36 | 1552 | 34 38 |
| Martin | 27 | 1533 | 14 85 | *Ormsby Road | 19 | 1552 | 22 11 | *Dalhousie | 3 | 112 | 2 47 |
| POOR SECTIONS. | | | | | | | | | | | |
| Grantish | 52 | 2006 | 25 90 | *Fair View | 58 | 2256 | 32 12 | | | | |
| Big Intervale | 36 | 2630 | 33 97 | *Black Rock and Givan Mt. | 34 | 376 | 5 40 | | | | |
| N East Egypt | 25 | 1165 | 15 01 | *Blue Mountain | 25 | 731 | 10 42 | | | | |
| Lake O Law | 19 | 776 | 10 02 | Baxter's Harbor | 61 | 37781 | 53 70 | | | | |
| Big Brook | 43 | 1925 | 24 86 | *Pero Mountain | 45 | 1801 | 25 66 | | | | |
| Scotch Settlement | 22 | 1510 | 19 89 | *Greenfield | 45 | 1770 | 25 18 | | | | |
| U East Lake | 44 | 3893 | 50 27 | *W Cornwallis Mt. | 53 | 3163 | 44 99 | | | | |
| Lewis Mount | 17 | 1128 | 14 57 | *U Gaspereaux | 35 | 1331 | 18 96 | | | | |
| B Cove Ponds | 29 | 2142 | 27 66 | *W Black Rock | 56 | 19511 | 27 79 | | | | |
| Big River | 21 | 1600 | 20 67 | *Lake Paul | 26 | 1421 | 20 26 | | | | |
| Rear Loch Bain | 19 | 499 | 6 45 | BORDER SECTIONS. | | | | | | | |
| Whycocomagh Mt | 22 | 1675 | 21 61 | Kingston, No. 1 | 38 | 1830 | 19 44 | | | | |
| S West Egypt | 19 | 988 | 12 77 | *Dalhousie, No. 8 | 23 | 702 | 9 92 | | | | |
| Widow Lord's | 50 | 2193 | 28 32 | Tremont, No. 89 | 40 | 19731 | 21 00 | | | | |
| KINGS COUNTY. | | | | | | | | | | | |
| Greenwood | 50 | 2312 | 14 97 | COUNTY OF LUNENBURG. | | | | | | | |
| Waterville, (A) | 39 | 17991 | 19 18 | Town Section | 295 | 21122 | 227 47 | | | | |
| Morristown | 74 | 3995 | 42 58 | 2nd Peninsula, U | 36 | 2323 | 25 01 | | | | |
| Sand Hill | 52 | 3250 | 31 66 | Garden Lots | 32 | 1787 | 19 25 | | | | |
| Dempsey Corner | 44 | 2700 | 28 78 | Lower South | 67 | 5053 | 54 41 | | | | |
| Brooklyn, (A) | 33 | 2320 | 24 75 | Upper South | 75 | 4252 | 45 78 | | | | |
| St Mary's | | | | Fitz South | 57 | 24671 | 26 55 | | | | |
| Piedmont | 84 | 56451 | 60 15 | Upper Rosebay | 39 | 27991 | 30 14 | | | | |
| Long Point | 45 | 1731 | 18 45 | Lower Rosebay | 48 | 29751 | 32 01 | | | | |
| Weston | 50 | 2452 | 26 15 | Lower Kingsburg | 42 | 3645 | 39 25 | | | | |
| Welsford | 46 | 1767 | 18 83 | Ritcoy's Cove | 78 | 4764 | 51 31 | | | | |
| Somerset | 91 | 58711 | 62 55 | Lower Lallave | 38 | 2481 | 26 71 | | | | |
| Berwick | 101 | 6993 | 74 52 | Park's L H | 28 | 1589 | 17 10 | | | | |
| S Berwick | 43 | 18504 | 19 73 | Ferry, Lallave | 73 | 3469 | 37 24 | | | | |
| Waterville, (A) | 87 | 4635 | 49 38 | Summerside | 57 | 3984 | 42 36 | | | | |
| Grafton | 75 | 4637 | 49 40 | North West | 79 | 37561 | 40 45 | | | | |
| Kinsman's Corner | 104 | 63191 | 67 34 | Maiders's Cove | 75 | 4421 | 47 63 | | | | |
| Harborville | 91 | 6545 | 69 66 | Mahono Bay | 173 | 13236 | 142 54 | | | | |
| E Black Rock | 50 | 26681 | 28 44 | Oakland | 70 | 3578 | 41 75 | | | | |
| E Hall's Harbor | 47 | 1573 | 16 81 | Blockhouse | 57 | 3375 | 36 24 | | | | |
| Lakeville | 91 | 66211 | 70 35 | Middle Cornwall | 41 | 2413 | 25 97 | | | | |
| Brooklyn, (C) | 44 | 2616 | 27 88 | Langilles | 44 | 2330 | 25 18 | | | | |
| Cambridge | 53 | 3555 | 37 92 | Centerville | 49 | 2830 | 30 47 | | | | |
| Cold Brook | 48 | 17394 | 18 54 | Stambourne | 34 | 18331 | 19 73 | | | | |
| Beech Hill | 55 | 2235 | 23 85 | Bridgewater, East | 50 | 4553 | 52 25 | | | | |
| Lake Mill | 25 | 5281 | 5 69 | Branch | 45 | 1803 | 19 41 | | | | |
| Canaan | 31 | 903 | 9 66 | 2nd Peninsula, L | 46 | 32911 | 35 43 | | | | |
| Kentville | 112 | 6783 | 72 25 | Tancook | 108 | 64481 | 69 43 | | | | |
| Steam Mill | 41 | 2053 | 21 92 | Clearland | 59 | 3176 | 34 19 | | | | |
| Centerville | 69 | 3538 | 37 73 | Bridgewater | 181 | 14029 | 151 08 | | | | |
| Sheffield Mills | 90 | 47131 | 50 22 | Conquerall Bank | 63 | 4879 | 52 53 | | | | |
| N Scots Bay | 58 | 4062 | 43 31 | Pleasantville | 60 | 3498 | 37 65 | | | | |
| Lower Pero | 36 | 1178 | 12 59 | Pentz's | 74 | 33441 | 36 01 | | | | |
| Upper Pero | 41 | 22251 | 23 76 | West Dublin | 90 | 5420 | 58 36 | | | | |
| Medford | 85 | 4141 | 44 15 | Broad Cove | 50 | 4363 | 46 98 | | | | |
| Habitant | 44 | 1565 | 16 72 | Conquerall | 48 | 23451 | 25 25 | | | | |
| COUNTY OF PICTOU. | | | | | | | | | | | |
| Pictou Town | | | | | | | | | | | |
| Toney River | | | | | | | | | | | |
| Capo John, McLeods | | | | | | | | | | | |
| Capo John, Cr Roads | | | | | | | | | | | |
| Capo John | | | | | | | | | | | |
| Elmsville | | | | | | | | | | | |
| Sand Marsh | | | | | | | | | | | |
| Louisville | | | | | | | | | | | |
| Millvale | | | | | | | | | | | |
| River John Village | | | | | | | | | | | |
| Bignoss, River John | | | | | | | | | | | |
| West Branch Church | | | | | | | | | | | |
| North Dalhousie | | | | | | | | | | | |
| South Dalhousie | | | | | | | | | | | |
| Head Dalhousie | | | | | | | | | | | |
| Rogers Hill, Upper | | | | | | | | | | | |
| Meadows | | | | | | | | | | | |
| Scotsburne | | | | | | | | | | | |
| Hardwood Hill | | | | | | | | | | | |
| Rogers Hill, Rogers | | | | | | | | | | | |
| Six Mile Brook | | | | | | | | | | | |
| Brookland | | | | | | | | | | | |
| Salt Springs | | | | | | | | | | | |
| Mount Thom, Upper | | | | | | | | | | | |
| Mount Thom, Lower | | | | | | | | | | | |
| Watervale | | | | | | | | | | | |
| West River Harbor | | | | | | | | | | | |
| Gairloch | | | | | | | | | | | |
| New Lairg, Upper | | | | | | | | | | | |
| Loch Broon | | | | | | | | | | | |
| Pleasant Valley | | | | | | | | | | | |
| Fannel Hall | | | | | | | | | | | |
| Green Hill, Upper | | | | | | | | | | | |
| Green Hill, Lower | | | | | | | | | | | |
| Union Hall | | | | | | | | | | | |
| Central West River | | | | | | | | | | | |
| Durham | | | | | | | | | | | |
| Lyons Brook | | | | | | | | | | | |
| Scotch Hill | | | | | | | | | | | |
| Fisher Grant | | | | | | | | | | | |
| Central Cariboo | | | | | | | | | | | |
| Sandy Cove | | | | | | | | | | | |
| Three Brooks | | | | | | | | | | | |
| Pictou Island | | | | | | | | | | | |
| New Glasgow | | | | | | | | | | | |
| Alma | | | | | | | | | | | |
| White Mill | | | | | | | | | | | |
| Marsh, W B C R | | | | | | | | | | | |
| Glongarry | | | | | | | | | | | |
| Big Brook | | | | | | | | | | | |
| Hopewell | | | | | | | | | | | |
| Fish Pools | | | | | | | | | | | |
| Island, C R | | | | | | | | | | | |
| Stellarton | | | | | | | | | | | |
| Albion Mines | | | | | | | | | | | |
| Springville | | | | | | | | | | | |

LITERARY STUDIES.

IN every nation and in every period, where and when the requisite ease and culture have been attained, the highest and purest gratifications have been sought from literary accomplishments; and the contrast between the lettered and the illiterate has marked the widest and most significant distinction in the classes of society.

If eulogy were required in a case where the consentient voice of intelligent humanity is the best eulogy, it might be sufficient to note, among those who have most enthusiastically uttered the praises of Literature, the names of Cicero, Bacon, and Milton; and to state that its eminent merits have been practically exemplified by nearly all the greatest minds and greatest men that shine in the annals of the world. On the evening previous to the capture of Quebec and the conquest of Canada, General Wolfe remarked to the officers who accompanied him in the boat on the silvery waters of the St. Lawrence, that he would rather have been the author of "Gray's Elegy in a Country Churchyard," then recently published, than to win the most brilliant victory on the ensuing day. It was the dying testimony of a great general to the transcendent merit of a contemporary poet.

All branches of knowledge are valuable. Each subserves some special function in the education of the intellect and heart, and in the economy of social life. It is as unjust as it is fallacious to praise any separate pursuit at the expense of others. Such an attempt belongs to the same class of follies with that which excited the contempt of Hannibal in the court of Antiochus the Great—whether the army or the general were the more indispensable to success in war. Such questions cannot be solved; they admit no answer. There is neither comparison nor option between things which are equally necessary, and which are inter-dependent.

But it may be said that there are certain branches of knowledge which become more valuable and desirable in proportion as others are prosecuted, in order to prevent an unnatural and distorted and therefore unhealthy, development of particular capacities, at the expense of the integrity and completeness of our moral and intellectual constitution.

This remark is pre-eminently applicable to literary recreations. As we find that the culture of letters inevitably springs up in the process of civilization, in consonance with the advancement of nations in military, political, and intellectual development—indicating, and at the same time supplying a growing necessity; so, in the edification of the individual mind, as it becomes more abundantly enriched with other treasures and powers, the importance increases of adding to its acquisition the polish, and grace, and fulness of literary culture, in order to complete, to crown, to counterbalance, to harmonize, and to spiritualize its other conquests.

For nature, crescent, does not grow alone
In thews, or bulk; but as this temple waxes,
The inward service of the mind and soul
Grows wide withal.

The cares, and duties, and necessities of life occupy, inevitably, the greater portion of both our time and thoughts; and throw us into relations of competition, antagonism, or interested companionship with our fellow-men. Our selfish appetencies, and our more ignoble and dissociating passions are roused and corroborated by the continual exactions and by the ceaseless contentions of life. Our very studies are frequently prosecuted with this design, and are made the engines of this engrossing warfare.

Some attractive, exhilarating, and perennial gratification is required as a check to these absorbing and materializing tendencies. Some corrective, which may be ever at command, is needed to give repose to our whole irritable nature; to straighten the bow which is sprung by its habitual use; to wean us from our selfish pursuits; to expand the range of our aspirations; to liberalize the current of our thoughts; to restore us to our native simplicity and sensibility; and to refresh and *recreate* us by re-establishing our conscious or intuitive communion with the whole circle of humanity, and with all kindly influences of the visible and of the invisible universe. Thus the impressibility of our innocent childhood is renewed; and the skies of youth are recalled to the larger intelligence and wider sympathies of manhood. The

"Heaven that lies about us in our infancy," again commissions its pleasant and reanimating airs to revive us in the dusty turmoil of the world: and Literature becomes to its appreciating votary, like the enchanting song of Ariel,

The music, which creeps by us upon the waters,
Allaying both their fury and our passion
With its sweet airs.

It is one great function of Literature to counteract the self-centering habits of our working-day life, and the petrifying effects of increased wordly experience, by reviving, multiplying deepening, and intensifying our sympathies with all created things, but especially with man. It is a solemn truth, beautifully though quaintly expressed by one of the minor poets of the Elizabethan age, that

Man is all symmetric,
Full of proportions, one limb to another,
And all to all the worlds besides;
Each part may call the furthest brother;
For head with foot hath private amitie,
And both with moon and tides.

Hence it is, that the genial, approaching exhibition of human nature, in all its phases, constitutes such an eminent and indispensable excellence of literary productions—if it is not even, in the last resort, the sole essential characteristic.

This renovated sense of a common humanity, and of a partial community of origin and destiny with all creation, is "the electric chain with which we are darkly bound"—and is fruitful of gentle charities of sentiment and action in the whole intercourse of life. The dross of earth is counterpoised in the balance by the golden satisfactions which literary culture generates in our hearts and minds. It is thus the mission of Literature to realize in each of us, to the extent of its ministrations, and during the moments of its operation, the prophecy of the Scotch bard:

It's coming yet for a' that
That man to man the world o'er,
Shall brothers be for a' that.

It is another of the high purposes of Literature, as already intimated, to withdraw us occasionally, and thus gradually to wean us, from the narrow routine of our practical and professional associations; and to impress upon us by sympathetic experience, in recorded or imaginary examples, the multitudinous ties which bind us to the whole order of creation. "Man liveth not by bread alone." The day's work does not constitute the whole duty, or the whole object, of existence. There are higher destinies than the accumulation of the fruits of the earth. It is only by a perverse will, or an untoward fortune, that we are reduced to the class of those "*nati consumere fruges*"—born to eat—to drink—and to die: no more. Literature neutralizes or counterbalances these selfish and individualizing tendencies, and restores us to glad communion with universal truth, and goodness, and beauty.

The giant Antæus was endowed with fresh vigor and augmented bodily strength, as often as his discomfiture had thrown him on the bosom of his Great Mother—the Earth. Similarly, but by a dissimilar contact, man is inspired with a new and sublimer energy, as often, and so far as he is reclaimed to a more intimate association with his celestial origin and affinities.

The means by which this ennobling result is obtained is always by an appeal to our sympathies, sensibilities, emotions, and imagination—faculties not identical, but all conjoined, and running undistinguishably into each other. It is to these that Literature addresses itself; it is through the instrumentality of these that Literature works her enchantments—refining and melodizing the chords by the very music which she educes from them. Intellect is much, but sensibility is more. It is Robert Browning who says:

I used to hold by the instructed brain;
The heart leads surelier.

Bacon apparently intimates the same truth, when he remarks that "we know only inasmuch as we are;"—an observation splendidly illustrated by Coleridge. But it is from Literature that these high capacities receive their fullest and most agreeable development.

There are many lighter, but by no means trivial, benefits to be derived from literary pursuits; such as the innocent amusement

of leisure hours, the wholesome relaxation from exhausting labors; the pleasant comparison of our own thoughts and fancies with those of men of larger scope of intellect, and wider range of imagination than ourselves; and numerous other advantages so obvious as to need no special commemoration. We have only had time to point out in a hurried and desultory way those fruits of literature which are its essential characteristics; and which render literature a sacred thing—a religion of the outer court of the Temple—as it was held to be by Milton—as it has been in the estimation and practice of all great poets—as it will be found to be by every one who fitly uses it. By it, we are brought to the gates of heaven; but it has the taint of earth upon its garments, and like the Peri, it may not enter there.—*University Monthly*.

THE WORLD MOVES.

THUS said the immortal Galileo, despite the mockings and incredulity of the ignorant multitude. That the world moves, and is destined to keep in motion is evidenced by more facts than the one to which present attention is so extensively called. The education of girls and of women occupies the thoughts of liberal-minded men to a greater degree than ever before. We make the classification of girls and women, because girls, in progressive America, have always been educated to a certain degree, but they ceased to be students and learners when they became women. Now, the way is opening for the latter to pursue a more extended course of discipline, and newer and richer fields are being prepared in which a higher culture may be obtained.

There is little danger in thus enlarging the sphere of women's influence and in opening gates hitherto closed to what were considered *manly* pursuits, in literature, arts, science, etc., of her overstepping the bounds of womanliness. Men sometimes descend from their lofty positions to what might be considered feminine avocations; women rarely aspire to, or reach places in life fitted solely and especially for men.

It is rare to meet an intelligent and educated gentleman, who is not an advocate for a higher and more extended course of study, and broader and more liberal avocations for women. The intelligence of the nineteenth century seems to be reasoning in this manner: if education, culture, discipline, are making men wiser, better, nobler, more capable of performing life's labors and life's duties more successfully, then why would not the same course tend to make women better teachers, mothers, and helpmates, and better fit them for callings outside the family circle?

Hitherto, in comparison with other nationalities, our country has reason to be proud of its women, who, according to the genius of American institutions, are queens in their own right, but until she opens all her colleges and universities, or provides for women equal advantages with male students, she has not done her whole duty.

We cannot complain of the Sultan of Turkey for shutting women in, when America shuts them out, and debars them from privileges equal to her sons. We cannot laugh at the Japanese women who play with dolls, when our sisters spend the same time in catering to the caprices of fashion and show, and in making them their gods. More women sacrifice life and health to this one god, fashion, than ever Hindoo women sacrificed to Juggernaut. And in what shall we find a remedy? In education! be it to idols in transatlantic or in home cities, be it on the Ganges, or in Paris or New York, from which attention be diverted, the cause is the same and the cure must be the same. That cause is ignorance, and the best cure will be found in education.

At no age of the world has so free and broad a sense of liberty taken possession of nations.—the spirit of the times is generous and large-hearted. Now while the iron is hot let all good workmen wield the hammer skilfully, and mould the present age for a grander future.

When youths of both sexes are so disciplined that they will look upon education, not as a thing confined to a few brief years in the school-room, or at college, but as a preparation for usefulness and enjoyment and a higher culture, to be continued through the

present life, and extended to infinity, then more attention will naturally be given to it. Viewed, not as a thing of the present, but only as a door, the opening of which will usher the soul into the vastness and sublime heights of unknown mysteries, a higher conception of its value will be realized.

The man who passes from Academic groves and the stately walks of literature into the great hereafter will not lay aside his culture, his desire for truth, as he does the body in which he stayed a while, but will carry them with him, and go on to nobler attainments and fuller, freer knowledge.

To this heaven, from which heathendom shuts the gates to all women, many feet are tending, and of women not a few. Mrs. Hemans will turn anew her lyre to celestial strains. The soul of the brave Florence Nightingale will expand with nobler emotions. And if this be the common destiny, why should there not be an open highway to all men and women to walk, side by side, in all branches of education, suitable for each in common, and equal advantages be provided for studies and vocations peculiar to each? Not till this point is reached will education be rightly viewed and embraced.

Many persons, doubtless, need to be educated up to this point; they do not see any good to result from sending girls to school as long as boys, and ask *cui bono*? But the day has already dawned when equality is the pass-word, when equal rights in church and state, without distinction of race or sex, will be the governing principle of law-makers of education.

From the few colleges, open to women, reports of a very satisfactory nature are convincing their professors that they are suitable competitors for collegiate honors. If a lady at Michigan University carried off the mathematical honors, and another at Oberlin gave the best reading of Tacitus, is it not convincing proof that some woman, at least, are equal to the task of higher education? It seems about as reasonable to argue that beefsteak and bread are excellent diet for the sons, but the daughters should be fed on candy and bon-bons, as it is to give the former vigorous, sound literature, and the latter poetry, fiction, and feminine accomplishments.

It may be contended that woman has not the physical constitution to endure a long course of study, and that in the race she must necessarily fall behind her stronger brothers. Grant it. But what does this indicate? Nothing more nor less than that her physical culture has been neglected or abused. From the cradle to the grave, it has been instilled into the minds of men that boys must have outdoor, vigorous exercise, but the girls must be dressed like dolls, kept hoisted as toys, and never permitted to indulge in rougher sports lest they be considered romps. When children are trained to believe that it is just as proper for a girl to play ball, go fishing, or boating, etc., as it is for a boy, then will the physical status of woman be in a condition to challenge comparison with man, not before. In perseverance, courage, and endurance of bodily suffering she does not lack or fall short. Another objection that may be raised is, possibly, that woman have not the patience to complete a full collegiate course: that they will skip or pass over, or hurry through, some of the studies, and thus their education will not be as sound and thorough as that of the other sex. Grant it. But is it not better to afford them even this than none at all? Suppose that only three years of a collegiate course are attained, are not these years of discipline of value? Facts, however, are proving the tenacity of purpose, the indefatigable industry, the ambition even of women who are in some cases not only competitors for, but recipients of, the prizes offered for scholarship, in science, mathematics, languages, etc.

It was a time-honored objection to the higher culture of women, else we would not think it worth while to notice it, that it is her province to make home delightful and comfortable, to repair garments, and train up the children of the household. Yes! So Adam was placed in Eden for a wise purpose, so men were placed in the world to mend shoes and shoe horses, and to train their sons and daughters for usefulness as happiness. A father's care is as essential to a child's well-being as a mother's, and it is men, not the Creator, that made the distinction. Abel may have needed only a mother's gentle teachings, but Cain most certainly required a father's. But if the mother is to be the chief educator of her sons and daughters, it would seem but wise to

grant her all the means of development possible, that she might be the better fitted for the task and the duty.

It seems futile to argue the necessity of a higher culture of women, when statesmen and educators are recognizing the necessity, and gradually making provision for it by opening colleges hitherto closed, or by founding others especially for women.

"THE BROTHERHOOD OF TEACHERS."

THE Brotherhood of Teachers! What an immensity of meaning these words convey! How much of Christian charity and sympathy, of united friendship and mutual forbearance, is suggested by this expression! But how few of us have fully realised its import. How many teachers there are who yet stand aloof from all efforts at union, and view with apathy the struggle in which the more earnest men of their profession are engaged. Perhaps no occasion could be more opportune for the consideration of the functions and scope of a brotherhood of teachers than the eve of the annual Conference of the National Union. The fact that some two hundred representative teachers will assemble on Monday next in Manchester, and that the various associations throughout the country tax themselves in order to be there represented prove at once that the "Brotherhood" is not now a mere phantasm of the mind but is becoming a great reality. To those who have laboured long in the cause of professional union and independence, these evidences come as the first fruits of weary working, and as the earnest of a full fruition of their labour and hopes. There have been brotherhoods benevolent and brotherhoods professional, brotherhoods social and brotherhoods political, but a brotherhood educational is a product of the present age. It is true that in the City companies we have brotherhood *quasi* educational in their purpose but which have become in course of time merely social in their character. Not that this quality in a brotherhood is to be condemned. Rather should it be the means of binding its individual members more firmly in bonds of amity and friendly union.....

A brotherhood of teachers, to be a useful and permanent institution, must be founded on broader bases than these referred to. It must embrace all who legitimately belong to the profession. It should include not only elementary or certificated teachers, but those of every grade and of every denomination. Teachers of all ages and of all attainments should be able to claim its fostering care and grasp its guiding hand. Nor should our Scotch and Irish brethren be excluded from its benefits. No brotherhood can be truly national that fails to open its arms to every teacher in the United Kingdom. The whole body of educators, from the head-master of Eton to the humblest village teacher, should be pervaded by the same spirit of professional unity and animated by a desire to extend brotherly help and sympathy to any member of the fraternity. Is it because we see in the National Union of Elementary Teachers the germs of our ideal brotherhood, that we speak thus earnestly of the subject. We trust that our representatives will not lose sight of the broad principles we enunciate.

The existence, or rather the possibility of existence, of such a brotherhood, demands, however, very high qualities in its members. There must be no apathy. Every member must actively fulfil his or her share of the duties which membership involves. There must be no professional jealousy. How often do we find teachers now even more ready to find fault with their fellows than with those out-side their ranks. There must be less mistrust of ourselves and of one another and a greater confidence in the dignity and power of our calling. There must be the earnest desire to make the next generation more intelligent, more moral, and more religious than the present. We must believe that the destiny of the country is, under Providence, placed in our hands and we must so act as to evidence the strength of our belief. We must, too, be willing, within certain limits, to subordinate our own interests to those of the general body, and endeavour to refrain from seeking the realisation of our own fancies at the expense of corporate action. We must also give of our substance to maintain the existence and extend the benefits of such a brotherhood.

We may well consider, in the next place, what may be achieved by means of a really National Brotherhood. The advantage would be threefold—to the State, to the people, and to the profession. And as these benefits are produced by the work of education, we shall first consider what advantages will accrue to the educators. With such a brotherhood existing, the great body of teachers would command a legitimate and powerful influence in all educational matters. Scope would be found for the promotion of meritorious and experienced teachers by opening up those higher offices which, we affirm, should be filled by members of the profession. This, again, would produce a wholesome activity, tending to better work and improved instruction in the schools, and would create in teachers themselves an ambition for higher scholarship. The schoolmaster would be relieved from those petty acts of tyranny and oppression which individually he is powerless to avert. We should, let us hope, see the training college system superseded or modified, and the training of all teachers made real by the establishment of colleges united to the universities. This established, the appointments to schools of all grades could be made on professional merit, and a teacher would rise in his profession according to his deserts. Other advantages occur to us, but we have space only to say that with such a brotherhood we might secure the real value of our labours, which is now denied us by an undue interference on the part of the Education Department with the law of supply and demand. To the State would be secured a nation of sober, contented, and educated citizens, willing at all times to obey the law and to aid the executive in the interests of progress and order. To the people would be secured the incalculable benefit of an improved education, resulting from the reform of educational arrangements, which a powerful union of teachers would certainly produce.

We may be sanguine in our hopes, but our deductions are true. It cannot be denied that the welfare of a community depends upon the sobriety, honesty, industry, and religious sincerity of its people. It is equally true that these qualities can only be secured by an intellectual, moral, and religious education. This, again, will be impossible under any system which fails to produce teachers of the highest character. It will be seen that a brotherhood of teachers such as we have imagined is no selfish concern, but that whatever improves the quality and status of the teacher will be a gain to the nation. We command our ideal of a National Union, not only to the Manchester Conference, but also to the private schoolmaster of the country—*Schoolmaster*.

PROF. GOLDWIN SMITH ON EDUCATIONAL TOPICS.

AT the recent convocation of McGill College, Montreal, Mr. Smith addressed the assembly in the following forcible language:—He said that he had once before the honor of being present at the convocation of that University: he was then entirely a stranger, but he was not so now, for the Corporation had been kind enough to invite him to give a course of history lectures in the autumn, an invitation that he had gladly accepted. So that he trusted in a short time to be connected with the staff of the University (applause).—A special interest attached to the operations of that University from its connection with the great and wealthy city of Montreal, which though it could not be said of her as it was of Venice, "that she held the gorgeous East in fee," yet had a commerce which rivalled the Venetian. From the report that had been placed in his hand he regretted to see that the liberality of the city hardly kept pace with the usefulness of that institution; the subscriptions for the general endowment had not advanced beyond the point indicated in last year's report. That might make that University envy the position of others which were connected with the State, and which received annual allowances, but he believed that on the whole the position of that University was better than that of the others. In course of time private munificence would be awakened, and it must be recollected that private munificence could hardly find a place in institutions supported by the State, because in that case it did no more in

fact, than displace a certain amount of State appropriations.

The great colleges of the old country, to which they looked back with something of envy as well as love, had grown up by private beneficence. His own college was University College. He was afraid that their connection with King Alfred was legendary, but they might reckon certainly as their founder an ecclesiastic of the thirteenth century, who, connecting his name with an undying corporation, had shared its immortality, and whose name would, in all probability, be gratefully remembered to the end of time.—(Applause.) To his first foundation numerous other benefactors had made additions, and that college had grown up to its present wealth and honour. There could be no reason for despairing of a similar course of things in Montreal. Here was wealth, which in a new country and in early time was perhaps not often dedicated in any large measure to intellectual objects, but which, in course of time, would be. He did not think, therefore, that there was any reason to talk with despondency of the future of that University, for already a great many benefactions had been made. He had seen a contribution of a very valuable addition to the library, made by Mr. Peter Redpath, of works of history of a very valuable kind. (Applause.)

Professor Johnson had adverted to the fact that the subjects of a liberal education were still in a course of transition: the faculty of arts, the faculty of liberal education, was still agitated by some doubts and perplexities relative to the value of the subjects of instruction; physical science had only lately claimed its share in education, and it had already had its claim adjusted in connection with the old university subjects. No one he thought, would doubt that the system adopted by the corporation of that University was sufficiently liberal and comprehensive, and that all valuable subjects of instruction were really recognized. There was one gentleman that day had received prizes, and had studied a circle of subjects, almost commensurate with the circle of human knowledge.—(Applause.) That reminded him of the Spanish *hidalgo* who arrived alone at an inn and asked for a bed, giving such a head roll of titles, that he was told there was not room for half so many people in the inn. (Laughter.) It seemed to him also that there was sufficient liberality of choice of subjects given to the students, but it was possible to have too much liberality of choice, and the student might be perplexed and his time wasted if the University afforded him no guidance in the earlier period of his career. They had, practically, adopted the same course which had been adopted by the Universities of Oxford and Cambridge, that of guiding the student at the earlier period of his course, and leaving him to take his choice during the later period.

He rejoiced to see amongst the subjects mentioned in the report as being in a hopeful condition, that of the higher education of women. It was to take part in that movement, for which he felt the most hearty sympathy, that he came this time to Montreal. Perhaps he was rather disposed to take a timid view of the general question which was so widely agitated at present; but he believed that women was not "undeveloped man," but diverse, and if she were converted into undeveloped man, or even into developed man, "female man," as one of the apostles of the movement had said, it would be a great loss instead of a great gain to society. (Applause.) Nor had he any great faith in any sudden instantaneous change in human nature, either male or female. One great ground of complaint by some was that women were so frivolous as to adorn their persons. Now looking over the evidence of history, monumental and documental, from the time of the early Egyptians to our own, they had proof that for at least 5000 years woman had gone on adorning her person, and he was afraid she would not be cured in a day. (Applause.) But all sensible people were agreed that some improvements were now required in the education of women, and that all studies which could elevate them should be free and open to them, and he was very glad that the Montreal University was taking an active part in that work.

There was one point that he confessed he was glad to see that the authorities of the University were conservative in, and that was that they pronounced Latin and Greek in the old way. Now some universities had with a great flourish, notably that of Harvard, adopted what they called the real Latin and Greek pronunciation. If they got the real pronunciation no doubt it would be a good thing, but what chance was there of their doing so? No

doubt they could make certain discoveries as to the pronunciation of certain letters—such discoveries had been made, but let them consider this fact, from the time of Chaucer up to the present time in England there had been no great addition to the population from external sources, during the whole time there had been an unbroken current of literature, but he should like to know who would now undertake to pronounce English as it was pronounced in the times of Chaucer? In Italy and Greece there had been immense irruptions of the barbarian nations, a perfect deluge, who could not pronounce the delicate inflexions of the tongues, and what reason could there be for believing that they ever preserved the true pronunciation? Unless they could recover the real Latin and Greek pronunciation where was the use of twisting their mouths in pronouncing the language as now proposed (hear, hear). Supposing a Harvard student were to meet Cicero, as no doubt many would, in the Elysian fields, and were to address him in Latin, did not they think that Cicero would say, "You speak Latin perfectly, but with a strong New England brogue?" [Laughter and applause]. He might add that the mode of pronouncing a language was not fixed; it was in constant flux like everything else that was human, and they had no reason to believe, but on the contrary every reason for doubting that the pronunciation in the time of Statius was the same as in the time of Cicero. If they could recover the proper pronunciation it would be well, but Latin and Greek were such perfect languages, so transcendently superior in all the qualities of language to the modern tongues, that though they were literally dead, yet he suspected they were not buried, and might again be of very great practical utility. It was not chimerical to say that of Latin its excellence in all writings on government and law was so marked that it was not absurd to say that it might again have a practical use. French was, or aspired to be, the universal tongue, but it carried the ideas of the French nation, which it was neither diplomatically nor morally desirable should be promulgated at present.

He was glad that the Corporation had included the study of history in their course, because it might have a beneficial effect upon their politics, as it would give more elevation and breadth of view, and to make broad national considerations, considerations of humanity, paramount over those of mere faction. We in Canada had adopted the British constitution, but we had adopted it somewhat in the same way as the Chinese shipbuilder did: he had an English merchant ship as a model, and he reproduced it dry rot and all. (Laughter.) We had adopted party government. That kind of government was a very natural thing where there had been all along strong dividing interest, but here there were no really broad distinguishing lines, and the consequence might be that we should sink more into a government of faction, with more and more danger of submitting at no very distant time to the domination of scoundrels. (Laughter and applause.) That was to be averted mainly by the instruction of Canadian youth, to whom a great part of the formation of the institutions of this country and the development of the national character was assigned, and something might be done by elevating and liberalizing the studies of the Universities. History was the study that had most to do with politics, and if studied in a proper spirit, it was that which was most calculated to form liberal minded, honest minded, and honest politicians. They had an instance of that on the other side of the line. When he first came to the United States, he was told by the Americans that the Anti-British feeling was neither deep nor likely to be lasting, but he was sorry to say that his residence there led him to the opposite conclusion. In the Western States the feeling was comparatively weak, but in the Eastern States he was afraid that it was still strong.—There was the memory of the old quarrel; we had forgotten it, and had even removed Washington, the patriot of his time, into the English Pantheon, but the American did not lose sight of it, and seemed to have lost one virtue of the English character, the power to forgive and forget. Then there was the Fenian element which increased the feeling and still more the temptation on the part of politicians to display it; but he was convinced that one considerable cause of that ill feeling was to be found in the ordinary school histories. They consisted almost entirely of exaggerated, malignant representations of the two quarrels between America and England, and beyond that the American child hardly knew any history at all. He grew up with a mind imbued with these views, and when he took part in politics he carried into effect the feelings which, in his childhood, he had imbibed. They at Montreal, would try to study history in a different spirit they would not forget that they were a nation and connected with a nation on the other side of the Atlantic; they would not forget that they had national duties, and that above all nations there was humanity, and above humanity, there was God. (Loud applause.)



OFFICIAL NOTICES.

The number of school days in the term is 111.

NOTICE

INSPECTORS are requested to send in Returns and Reports as soon as possible after the close of the term. It is desirable that the Annual Report should be completed at the meeting of the Legislature, but in order to do this we must have Returns, and Reports, from County Inspectors. We would therefore respectfully urge a prompt attention to this work, immediately on the expiration of the term.

We know that Inspectors are frequently delayed by the tardiness of Teachers and Trustees, yet we think a little decision and urgency will induce both Teachers and Trustees, to attend at once to this required duty. Little can be done on the Annual Report till the Inspectors, work is finished, and this must be accepted as our reason for pressing this matter, and one which we hope will influence all parties to avoid as much as possible unnecessary delay.

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. Address of Inspectors.

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

II. Teachers' Agreements.

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

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

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

NOTICE

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

(FORM OF AGREEMENT.)

Memorandum of Agreement made and entered into the _____ day of _____ A.D. 187____, between (name of teacher) a duly licensed teacher of the _____ class of the one part, and (names of Trustees) Trustees of School Section 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 and their successors in office, diligently and faithfully to teach a public school in the said section under the authority of the said Trustees and their successors in office during the School Year (or Term) ending on the thirty-first day of October next, (or the thirtieth day of April, as the case may be.)

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

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

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

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

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

III. To Trustees of Public Schools.

1. "A relation being established between the trustees and the teacher, it becomes the duty of the former, on behalf of the people, to see that the scholars are making sure progress, that there is life in the school both intellectual, and moral—in short, that the great ends sought by the education of the young are being realized in the section over which they preside. All may not be able to form a nice judgment upon its intellectual aspect, but none can fail to estimate correctly its social and moral tone. While the law does not sanction the teaching in our public schools of the peculiar views which characterize the different denominations of Christians, it does instruct the teacher "to inculcate by precept and example a respect for religion and the principles of Christian Morality." To the Trustees the people must look to see their desires in this respect, so far as is consonant with the spirit of the law, carried into effect by the teacher.—"Comments and Regulations" of Council of Public Instruction, p. 51, reg. 5.

2. Whereas it has been represented to the Council of Public Instruction that Trustees of Public Schools have, in certain cases, required pupils, on pain of forfeiting school privileges, to be present during devotional exercises not approved 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

IV. 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. MACCADE, Esq.
- Mathematics.—W. R. MULLHOLLAND, Esq.
- Music.—Miss ANNIE HYNE.

MODEL SCHOOL.

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

V. Bond of Secretary to Trustees.

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

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

PROVINCE OF NOVA SCOTIA.

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

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

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

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

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

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

(Passed 18th day of April, 1872.)

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

1. The existing provision for the sectional assessment of property held by cor, orations and companies, men, 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 35 of Chapter 29 of the Acts of 1865, entitled "An

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

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

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

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

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

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

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

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

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

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

The sum required by any section, for the purchase of prescribed school books maps and apparatus shall be determined by a majority of rate-payers, present at any regularly called school meeting (to be assessed upon the section in the same manner as all other sums required for the maintenance of the school or schools.)—See Section 98, page 29 of the School Manual.

REGULATIONS.

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

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

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

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

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

LIST OF TEXT-BOOKS, MAPS, AND APPARATUS.

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

PUPILS' WEEKLY RECORDS.

Weekly Record (for one Term).

THE NOVA SCOTIA SERIES OF READING BOOKS.

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

SINGING BOOK.

The School Song Book.

SPELLING BOOK.

The Spelling Book Superseded, (Eng. Ed.)

GRAMMAR AND COMPOSITION.

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

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

MATHEMATICS.

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

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

- Arithmetic.—Nova Scotia Elementary Arithmetic. Nova Scotia (advanced) Arithmetic. Nova Scotia Arithmetical Table Book.
- Algebra.—Chambers' Algebra, (as far as Quadratics). Do. Do. (complete). Greenleaf's New Elementary Algebra
- Plane Geometry.—Chambers' Euclid, (including Plane Trigonometry)
- Practical Mathematics.—Chambers', (including Land surveying, a brief treatise on Navigation, &c.)
- Solid and Spherical Geometry.—Chambers' (including Spherical Trigonometry, Conic Sections, &c.)
- Mathematical Tables.—Chambers'
- Navigation.—Norie's, (an extended treatise).
- Chisholm's Mathematical Scale
- Ball Frames
- Slate Wipers, (to be used without water).
- Slates.—Common Slates, (beveled frames) 6 $\frac{1}{2}$ in. by 8 $\frac{1}{2}$ 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.
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STAPLES' PROGRESSIVE SERIES OF COPY BOOKS :

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

Nos. 1 to 11 bound in 1 vol., with full instructions on the system (for the Teacher's desk).

- Ruled Card to accompany copy books.
- Penholders.
- Staples' Circular Pointed School Pens.
- Inkpowders.
- Rulers, 12 in. (for pupils' use,.)
- Lead Pencils.
- India Rubber Erasers.
- Pink Blotting Paper.

DRAWING.

BARTHOLOMEW'S SCHOOL SERIES OF PROGRESSIVE DRAWING LESSONS.

- For beginners } Set of 72 Model Cards, Nos. 1 to 5.
- For advanced 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. | Scotland |
| British America. | Ireland. |
| North America. | British Isles (in relation to the Con. of Europe.) |
| Western Hemisphere. | Europe. |
| Eastern Hemisphere. | Palestine. |
| England. | |
- 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, Hodgkins' 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 Pœt 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 (abrgd.), 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 2 $\frac{1}{2}$ hours; and in relation to Public Grants, two evening sessions shall count as one day. The Prescribed Register shall be kept, and a Return of the school made in the form directed by the Superintendent.
3. Books and School materials for such Evening Schools will be furnished at the same rate, and subject to the same conditions as for day schools, provided always that no pupil of an Evening School shall have power to demand the use of books free of charge.
4. No portion of Provincial or County funds for Education, shall be appropriated in aid of Evening Schools, unless teachers are duly licensed.
5. The Council would greatly prefer that the Teachers of Evening Schools should be other than Teachers of Day Schools; but where this may not be practicable, it shall be legal for the Teacher of the day school to teach day school four days in the week, and evening schools three evenings in the week.

Eaton's Commercial Arithmetic

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

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SCHOOL BOOKS.

A. & W. MACKINLAY,

Be; to call the attention of Trustees to their stock of

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AND
SCHOOL APPARATUS.

ALL 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."

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Granville Street.

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Booksellers and Stationers,
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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

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No. 87 Granville Street.

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AND SCHOOL APPARATUS.

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Chambers' " "

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Covell's " "

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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, Olios, Ollendox and other French Grammars.

Anthons, Harper's and the Oxford Greek and Latin Texts

Latin and Greek Grammars and Readers.

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HALIFAX.

Halifax, June 1st, 1872.

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.

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.

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."

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.

BLACKADAR BROS., 98 Granville Street, Halifax.