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THE

# JOURNAL OF EDUCATION.

FOR THE PROVINCE OF NOVA SCOTIA.

## EXAMINATIONS.

### II.

LAST month we stated that in the examination of Teachers thoroughness and uniformity are of primary importance, and shewed, with some minuteness, the manner in which examinations are now conducted. We return to the subject for the purpose of suggesting in brief a few of the numerous benefits likely to result from the new system.

It would be vexatious, not to say impracticable, for trustees to test the qualifications of applicants for the school under their charge. Hence the necessity for some system of examination and classification. But the license or diploma, if worthy of confidence should be a faithful expression of the holder's capabilities. The extensive interchange of Teachers amongst the different counties, renders it exceedingly desirable that any particular class of license should be an expression of the same qualifications throughout the Province. Further, in the matter of Endowment or Government grant, our law deals equally with all Teachers of the same class. Common justice therefore demands that, as nearly as possible, there should be equality of attainment on the part of those holding the same grade of license.

The superiority of the new system of examination over that which it supersedes, arises from the fact that it will give a more reliable certificate and will secure uniformity throughout the Province. We believe the advantages will soon be felt by all parties concerned.

Under the system of local Boards it often happened that suitable examiners could not be readily obtained, and where it was otherwise, private business would not admit of that attention, which so important a public service demanded. Further, with the highest integrity and the most conscientious desire to be faithful, local and personal feelings must often bias the judgment, and, under the most favourable circumstances, it could not be expected that thirty-five Boards of Examiners—as in the late system—would make the same grade of license express equality of attainment. Nevertheless we fully believe that these local Boards served a purpose, in their day, which a more perfect system would now have effected. The past three years have been a transition period in our educational history. The Local Examiners wisely adapted themselves to that state, by a moderate application of the syllabus, and by an application suited to the peculiar exigency of their respective districts, in a way that a general Board could not have done. With its higher attainments and more consolidated system, the country now demands a higher standard of qualifications as the fitting counterpart to liberal salaries.

In order to secure the highest efficiency in the work of examination and that the results shall command the highest confidence, the four Provincial Examiners have been selected from the Professors of four of our Colleges. Thus, at the same time we have secured a bond of sympathy between our common schools and higher institutions of learning.

The introduction of the new regime involves an apparent hardship and may seem vexatious to Teachers who have been already licensed by local Boards. We believe, however, that a little reflection will convince the professional Teacher—by which we mean the one who has adopted the business as a calling, in distinction from him who uses it as a stepping-stone—that a Central Board of Examiners is an indispensable means in raising his calling to the dignity of a profession, and that the slight inconvenience of re-examination, will be more than compensated by the advantages resulting. His field is now extended from a single district—perhaps a half of a county—to the whole Province. The Teacher whose license limited him within so narrow a range in which to secure a place suitable in all respects for him, and for which he was suited, must often suffer pecuniary loss or submit to re-examination.

But this is not all, nor the worst. Thus circumscribed and with credentials open to that suspicion which possible local influences would inevitably suggest, he could make no pretensions to the rank of a profession. Under the present system he will feel himself ennobled from the fact that he holds his position by the judgment and decision of the highest authorities in his own calling. Others will accord to him that honour. His license not only has a wider limit; it commands more confidence and consequently more respect.

What has been said respecting the past as a transition period, will show the necessity for re-examination. But we feel convinced that even if this were not made imperative, it would not be long before all our worthy Teachers would avail themselves of the higher honours of the new license. A strong wind by blowing out the chaff and throwing the lighter grain to the tail of the heap, shows the full kernels to the best advantage; so a more stringent examination, by sifting out the incompetent, will add to the value of the license, and increase the dignity of the competent. We hope, then, that none will complain that the lines are drawn too close. As this examination will be final, except in cases of palpable incompetency, it is necessary that there be a careful and impartial application of the syllabus.

It will be seen from the article in the October number, that graduates of the Normal School are tested, as to literary qualifications, by the same questions, and in the same manner, as other applicants for license, but that, in adaptation to the peculiar character of that institution as a professional training school, each graduate has appended to his diploma an expression of his teaching ability, according to the judgment of the Faculty. There is nothing invidious in this distinction. It simply shows that the holder is a graduate of that institution, and holds a certain position as a practical teacher, in the estimation of the Faculty—it gives him credit for whatever the honours of the institution are worth in the opinion of the country—nothing more. We may add that it imposes a great responsibility on the professors, if they would have their honours held at a premium.

THE competition for the copies of Murdoch's History of Nova Scotia offered as prizes in connection with the Public Schools of the several counties, will take place in the respective County Towns, on

FRIDAY, MARCH 13, commencing at 10 o'clock, A.M.

1. None will be allowed to compete but *bona fide* pupils of the public schools who shall have attended the schools of their respective sections at least three quarters of the time they have been in session during the term, up to the date of the competition. Each competitor must present a certificate to this effect, signed by the Teacher.

2. The prizes will be awarded to the successful competitors in the following branches:—

ENGLISH HISTORY, from Accession of Queen Elizabeth, . . . 1 set.  
 MENTAL ARITHMETIC, . . . . . 1 "  
 READING AND RECITATION, . . . . . 1 "  
 SPELLING, . . . . . Remaining sets, (one to each successful pupil.)

3. The Inspector for the County will preside at each Examination, and shall name three or more qualified persons to act with himself as judges in all cases of doubt. He may also call in such other aid in conducting the examination, as he may deem expedient.

4. In English History and Spelling, the first stage of the examination shall be conducted as class exercises in those branches. Each competitor making two mistakes or failures within the first hour, or one subsequently, to retire from the competition. This to be continued till the number left is twice the number of prizes in the branch. These shall be subsequently examined individually, in turn, on the same questions—all except the one being examined to be absent from the room.

5. In Reading and Recitation each competitor shall be at liberty to choose his own piece, and may either read or recite.

6. Competitors for the prizes in Spelling will be tested on
- (a) The spelling and definition of any word in Book IV. of the N. S. Series of Readers.
  - (b) The spelling of names of Household Utensils.
  - (c) " " Farming do. Vehicles, &c.
  - (d) " " Articles of Apparel.
  - (e) " " Parts of Ships, Tackling of Ships.
  - (f) " " Indigenous Plants, Fruits, &c.
  - (g) " " Domestic and Wild Animals.
  - (h) " " Fishes.

7. In Mental Arithmetic the competitors may be tested in the fundamental rules, and upon any rule given on pages 168—176 of the N. S. Advanced Arithmetic. The one arriving at correct results with greatest rapidity to receive the prize.

8. No pupil shall be eligible to receive more than two prizes; but may nevertheless enter all the competitions, and, if debarred from receiving any prize by this proviso, shall receive a certificate to that effect from the Inspector.

9. Each Section having one or more successful pupils, will receive a copy of Chisholm's *Mathematical Scale*.

NUMBER.

A COURSE OF LESSONS PREPARATORY TO THE USE OF A TEXT-BOOK ON ARITHMETIC.

V.

THIRD STEP.

Exercises with Numbers, the Sum or Product of which does not exceed 100.

INTRODUCTION.

SINCE the decimal system in its principal features, together with its notation, has to some extent been presented to the children in the preceding chapters, it becomes the duty of the teacher to show the children its advantages, even in mental arithmetic, and not to leave it entirely to chance, or to an appeal to memory alone; remembering that in every school a large proportion of the children do not belong to that privileged class who seize everything by the force of native talent, or of genius. The teacher may make use of the hints given in these introductory remarks whenever the opportunity, or rather the necessity, presents itself. For instance, if there should be some difficulty in the addition of  $26 + 3$ ,  $56 + 3$ , &c., the teacher has but to ask what  $6 + 3$  would make, showing that the above questions are related, or rather based upon this fact, and that, whilst the sum of the units is 9 in every one of these examples, the number of tens remains unchanged.

The same advantage is taken, when the subtraction of such examples as  $37 - 4$ ,  $57 - 4$ ,  $97 - 4$ , &c., is to be performed, since they are all based upon the fact that  $7 - 4$  leaves 3, and that the number of tens is not affected.

In such examples as  $57 - 5$ ,  $67 - 5$ ,  $87 - 5$ , the number of tens becomes affected—that is, increased by one ten; but as the sum of the units  $7 + 5$  makes 12, it is easy to perceive that the number of units in the answer to any of the above questions must be 2, whilst the number of tens becomes increased by one.

A little more thought is required in solving such questions as  $72 - 5$ , &c., where the number of units to be extracted exceeds the number of units in the number from which they are to be taken. In such a case, the teacher would do well to ask into what parts they could divide 5? Answer  $1 + 4$ ,  $2 + 3$ . Ask them further, whether to take  $1 + 4$ , or  $2 + 3$  away, would be the same as taking away 5? Then let them take off 2, leaving 70, and then 3 from 70, leaving 67 for the answer. Ask, then, whether it would not have been as convenient to have taken first one away, and then 4 afterward. Why not? What arrangement would they make in taking away 7 from 54? What would be the most convenient division of 7 in this example?

Another advantage presented by the decimal system, and often used for the rapid solution of questions, is found in the addition and subtraction of numbers near ten; as, for instance, of 8 and 9. To see this fully, the teacher may ask them to add 10 to any number she gives, which is the operation of a moment. She may then ask how much less 9 is than 10? If they would add 10 to any number, instead of 9, whether the result would not be too great? By how much? What must be done to conform to the question?

Similar questions may be asked in regard to the subtraction of 9 or 8, and it will be found that the common sense of the children will never be slow to seize this legitimate advantage, which the more talented children will have found out for themselves. An intelligent teacher, who acts in this spirit, need not be afraid of having any slow or stupid children in the class.

Addition and Subtraction of a Number not exceeding 10 successively.

We consider it of the utmost importance, that pupils should not merely receive a few isolated questions of an exercise, but should

\* The popular names.

be led to answer questions arranged in a series where no link has been omitted. There is, however, a danger, that many teachers may commit mistakes in the presentation of such a series, which will render it useless. For instance, let us suppose that a class is required to answer the following questions;—What does  $1 + 2$  make?  $2 + 2$ ?  $3 + 2$ ?  $4 + 2$ ?  $5 + 2$ ?  $6 + 2$ ? The respective answers to these questions are, 3, 4, 5, 6, 7, 8, &c. Now it is evident that every child, in giving his answers, has but to add one to the answer given by his predecessor, which can be done without thought, mechanically; since, as far as the work is concerned, it requires but the addition of one. To avoid this mistake, the questions given below have been arranged upon a different plan.

*First Series of Addition.*—Add 2 to 1, and to the successive results. The teacher asks:  $1 + 2$ , how many?  $3 + 2$ ?  $5 + 2$ ?  $7 + 2$ ?  $9 + 2$ ?  $11 + 2$ ?  $13 + 2$ ?  $15 + 2$ ?  $17 + 2$ ?

To what extent these exercises are to be carried, depends on the discretion of the teacher, and on the number of the scholars, since every one of them should take a part in the formation of a series. As a general thing, it is sufficient to add the number about nine times.

*First Series of Subtraction.*—Subtract 2 from 19, and from successive remainders.  $19 - 2$ ?  $17 - 2$ ?  $15 - 2$ ?  $13 - 2$ ?  $11 - 2$ ?  $9 - 2$ ?  $7 - 2$ ?  $5 - 2$ ?  $3 - 2$ ?

REMARK.—After constructing a series, the teacher must not forget to ask questions promiscuously.

*Second Series of Addition.*—Add 2 to 2, and to successive results.  $2 + 2$ ?  $4 + 2$ ?  $6 + 2$ ?  $8 + 2$ ?  $10 + 2$ ?  $12 + 2$ ?  $14 + 2$ ?  $16 + 2$ ?  $18 + 2$ ?

*Second Series of Subtraction.*—Subtract 2 from 20, and from successive remainders.  $20 - 2$ ?  $18 - 2$ ?  $16 - 2$ ?  $14 - 2$ ?  $12 - 2$ ?  $10 - 2$ ?  $8 - 2$ ?  $6 - 2$ ?  $4 - 2$ ?  $2 - 2$ ?

In order to allow the teacher to superintend and conduct several classes at the same time, she may call upon those who have gone through one or more of the preceding exercises, to commit them to writing on their slates, giving them the signs of + for addition, — for subtraction, = equality.

The work, as seen on their slates, would then stand thus:—

$1 + 2 = 3$	$19 - 2 = 17$	$2 + 2 = 4$	$20 - 2 = 18$
$3 + 2 = 5$	$17 - 2 = 15$	$4 + 2 = 6$	$18 - 2 = 16$
$5 + 2 = 7$	$15 - 2 = 13$	$6 + 2 = 8$	$16 - 2 = 14$
$7 + 2 = 9$	$13 - 2 = 11$	$8 + 2 = 10$	$14 - 2 = 12$
$9 + 2 = 11$	$11 - 2 = 9$	$10 + 2 = 12$	$12 - 2 = 10$
&c.	&c.	&c.	&c.

It is of little consequence whether the series of addition are presented in close succession, or alternate with subtraction. We follow the former method in presenting the series, which can be made in the addition and subtraction of 3.

*First Series.*—Addition of 3 to 1, and its successive results.  $1 + 3$ ?  $4 + 3$ ?  $7 + 3$ ?  $10 + 3$ ?  $12 + 3$ ? &c., to  $25 + 3$ ?

*Second Series.*—Addition of 3 to 2, &c.  $2 + 3$ ?  $5 + 3$ ?  $8 + 3$ ?  $11 + 3$ ?  $14 + 3$ ?  $17 + 3$ ? &c., to  $26 + 3$ ?

*Third Series.*—Addition of 3 to 3, &c.  $3 + 3$ ?  $6 + 3$ ?  $9 + 3$ ?  $12 + 3$ ?  $15 + 3$ ?  $18 + 3$ ? &c., to  $27 + 3$ ?

SUBTRACTION.

*First Series.*—Subtraction of 3 from 28, and from successive remainders.  $28 - 3$ ?  $25 - 3$ ?  $22 - 3$ ?  $19 - 3$ ? &c.

*Second Series.*—Subtraction of 3 from 29, &c.  $29 - 3$ ?  $26 - 3$ ?  $23 - 3$ ?  $20 - 3$ ? &c.

*Third Series.*—Subtraction of 3 from 30, &c.  $30 - 3$ ?  $27 - 3$ ?  $24 - 3$ ?  $21 - 3$ ?  $18 - 3$ ? &c.

MISCELLANEOUS QUESTIONS.

$28 + 3$ ?	$17 + 3$ ?	$22 + 3$ ?
$31 - 3$ ?	$16 - 3$ ?	$25 - 3$ ?
$16 + 2 + 3 + 2 + 1 + 3$ ?		
$31 - 3 - 2 - 1 - 2$ ?		
$15 + 2 - 3 + 1 - 2 + 3$ ?		

The above merely indicate the kind of questions that should be put to the children after having gone through with the several series. Many similar examples should be given by the teacher.

The addition and subtraction of 4 presents four series for each:

<i>First Series.</i>	$1 + 4$ ?	$5 + 4$ ?	$9 + 4$ ?	&c., to $33 + 4$ ?
<i>Second</i>	$2 + 4$ ?	$6 + 4$ ?	$10 + 4$ ?	" $34 + 4$ ?
<i>Third</i>	$3 + 4$ ?	$7 + 4$ ?	$11 + 4$ ?	" $35 + 4$ ?
<i>Fourth</i>	$4 + 4$ ?	$8 + 4$ ?	$12 + 4$ ?	" $36 + 4$ ?

SUBTRACTION.

<i>First Series.</i>	$37 - 4$ ?	$33 - 4$ ?	$29 - 4$ ?	&c.
<i>Second</i>	$38 - 4$ ?	$34 - 4$ ?	$30 - 4$ ?	"
<i>Third</i>	$39 - 4$ ?	$35 - 4$ ?	$31 - 4$ ?	"
<i>Fourth</i>	$40 - 4$ ?	$36 - 4$ ?	$32 - 4$ ?	"

Similar tables should be made out with 5, 6, 7, 8, and 9. If the teacher does not deem it necessary to include all the series in each

table, the first and last may be taken, and the intermediate series omitted; as,

*First Series.*—1 + 5? 6 + 5? 11 + 5? 16 + 5? &c., up to 41 + 5?

*Fifth Series.*—5 + 5? 10 + 5? 15 + 5? 20 + 5? &c., up to ten additions.

The Second, Third, and Fourth Series being omitted. If there is sufficient time, however, it is better to include all. It is quite important that the last series with each number, in which the number itself is repeated, should always be included, as this has an important bearing on multiplication?

## BENEKE'S PSYCHOLOGY.

### SECTION IV.—(Continued.)

**I** SHAW you a plant; at once your seeing faculties begin to reach towards the stimulating influences of light which go out from the plant; these influences and the original faculties combine, and you say, "I see the plant."

A starling is singing his merry song on a tree. Your hearing faculties go out in that direction, and when these combine with the stimuli proceeding from the starling, you say, "I hear the starling."

Which of these two sorts of paper is the smoother? You go over both with the points of your fingers until your faculties of touch have sufficiently combined with the soft stimuli of the paper, and then you say, "I find by touch that this sort is the smoother of the two."

Here you have a piece of sugar. As soon as you lay it on your tongue, and it begins to dissolve, a combination takes place between its stimuli and the faculties of taste, and you say, "I taste the sugar."

I hold a violet before your nose, you bend over it till your faculties of smell combine with the ascending fragrance (stimuli) of the violet. When this is done, you say, "I smell the violet."

Take a nettle in your hand. Instantly there is a combination of your powers of feeling and the stimuli from the nettle, and you say, "I feel the nettle."

Instead of the expressions to see, to hear, to touch, to taste, smell, &c., we say also, to feel and to perceive; and because this is done by means of the senses (the original faculties) we give these feelings the general name of sensuous perceptions.

A sensuous feeling and perception takes place, as we have just seen, when the stimulating influences of the external world enter into combination with the original faculties of the soul, and hence we affirm: sensuous feelings and perceptions are formed by the human soul in consequence of impressions or impulses which come to it from without.

### SECTION V.—Concerning the Susceptibility of the Original Faculties to outward Stimuli.

There are persons who, the instant a sound is heard, be it ever so soft, perceive and distinguish it, while other persons beside them do not hear it at all.

Some persons can discover by touch the slightest inequality in a smooth object, while others can perceive nothing of it. Some are extremely susceptible to cold and heat and noises while to others the same things cause not the slightest annoyance.

To some persons certain odours cause fainting, while the same stimuli are conveyed to others without in the least affecting them.

Some persons perceive the least ingredient of spice in their food, others find a large quantity only a pleasant addition.

Some persons notice by sight the smallest objects, while others pass by them as if blind, even when their minds are not otherwise occupied. The animal world offers many instances of this. Who has not noticed the quick eye of the hen, the fine ear of the cat, the keen scent of the fox and the dog?

The conclusion we arrive at from all this is as follows: The original faculties are not all of the same quality. In one man the faculties of seeing, for example, are so susceptible to the admission of external influences, that even the smallest of these have power to lay hold of and unite with his seeing faculties; while in regard to another man, a much stronger stimulus must be present, if his seeing faculties are to appropriate it. The hearing faculties, however, of the first may possibly be much less acute than those of the latter, and so through all the other senses. Now in whatever measure the original faculties of any individual in any one of his senses are fitted or susceptible to the appropriation of external stimuli, in that measure we ascribe to him a greater or less degree of susceptibility; this susceptibility is not something in addition to the original faculties, it is merely a property of these. The single powers of one and the same sense do not differ in this way, so that in me, for example, one hearing faculty should possess much and another little susceptibility to external influences. The distinction extends over all the faculties only as a class. Each sense is a united whole, or class (a system) of individual faculties identical with each other, and this is what we mean when we speak of systems of the faculties, or systems of the senses. These systems differ from one another in the quality first described, and also in other qualities.

### SECTION VI.—Trace or Impression (Spur.)

To-day I shew you a flower which you have never before seen. Your original faculties will (as always happens when you see

anything) immediately unite with the light stimuli proceeding from the flower; and the result of this will be, that if I should to-morrow question you about the same flower, you would have a distinct recollection of it, whilst another, who has not seen it, will know nothing at all about it. The same thing will take place if I should sing over a little song to you, or should give you some aromatic spice to taste and smell, or should make you touch or feel any particular object. Now how does all this take place? It must surely be at the stimulating influences which proceeded from all the different objects I have named, and combined with your original faculties, have remained behind in these faculties *i. e.* in the soul! This must not, however, be understood as if the particles of light, air, and scent continued to exist of themselves, or independently in the soul, as they did formerly in the external world; on the contrary, they have now subordinated themselves to the original faculties by which they have been appropriated, and by this means have become constituent parts, *i. e.* psychological elements, of the soul. How this takes place without the introduction of the element of matter into the spiritual soul shall be explained hereafter.

It is through this appropriation of outward stimuli that the original faculties attain their destined growth, formation, and development, which corresponds to the external object, acting upon them, because this object is now represented as if mirrored within them; and thus it is that you are able inwardly to image the object, or, as we say, remember it, although no further stimuli pass from it into your soul because you no longer either see or hear it, while this cannot be done by one which has never received into his original faculties any stimuli from the object.

Were either these faculties to be lost as soon as you ceased to think on the object that had been presented to you, or were the stimulating influences which have combined with them, again to disappear altogether, then this power of recalling objects would be impossible. But only a small part of the stimuli disappear, and the faculties can in no case be torn from the soul, they in fact constitute the soul; and thus, although the newly acquired product may indeed become unconscious, yet the stimulus once laid hold of, and the original faculties continue to exist in their mutual combination, and with this newly formed power, you are able to reproduce an object as distinctly before your mind, as if you perceived it externally, although nothing more has taken place, except that faculties which had lapsed into unconsciousness have again resumed consciousness.

No explanation is needed of the fact of this continuance, for it is manifest of itself, that what is once firmly brought into connection, must continue to exist in the same connection, until by some sufficient cause the connection should be dissolved, and this dissolution, as we shall see, probably never takes place; so the improved powers cannot again lose their acquired substance, although lapsing into unconsciousness, it seems to disappear. The only question is this, How is consciousness withdrawn, and by what means is it again attained? The answer to this we shall consider hereafter.

So far we have seen that the original faculties and their formations or acquisitions continue to exist even when they have lapsed into unconsciousness, and do not in their unconscious state at all lose the objective formation or development which they have acquired. They have only, as we shall see, lost the stimulating cause, and hence consciousness, which can only assert itself when stimulated, is for the time extinguished, or as it were, comes to a pause, until under some new excitement of the faculties it is waked up to new life.

Our conclusion may be briefly expressed thus: From each operation of external stimuli on the original faculties (*if effected with some measure of completeness*), a trace or residuum is left behind in the human soul. Each such trace has within it a twofold element. The attraction of itself, or alone, never forms a trace, there is implied in this word the original faculty itself, in its connection with some stimulus received and retained. These traces are accordingly the original faculties, plus their new grades of growth.

In addition to this we must remark, that it is not merely the original faculties as developed by external stimulants which continue to exist as traces, but that this takes place in regard to everything, of whatever nature, which has been formed with any degree of completeness in the human soul; and we shall see, as we pursue this subject, that many traces owe their existence to other acts of the soul.

Further, in common language this word "trace" signifies generally, merely a small remnant of something that has been a memorial by which we recognise the existence of a something past, but which we cannot restore. You think, for instance, of ashes as the trace or memorial of a fire which has been in that place where the trace is left, but we cannot, by means of this trace, rekindle the fire. On the other hand, in mental science the word trace has a fuller signification, inasmuch as here it always indicates a product in which what has once been, still remains, though latent, because its factors have been more or less preserved, so that, according to the measure of their preservation, the act can be internally repeated. How long shall such traces be retained in the soul? No definite reply can be given to this question, but this much appears clear, unless some special cause should be interposed to remove or transform them, they must continue to exist as long as the soul exists. Many remarkable examples are on record of the tenacity of impressions once formed in the human soul. Dr. Reid, in his treatise on fevers, gives an account of a peasant who, in the height of fever, declaimed, without hesitation, Greek verses. After his recovery he

recalled to mind that in his early youth he had received instructions in the Greek language along with the son of a clergyman, of which, however, when in health, neither before nor after his illness, was he able to recall a single syllable. Dr. Abercrombie relates of a man born in France, but who had lived from his childhood in England, and there had entirely forgotten his native language, that having met with an injury on the head which brought on a violent fever, the power of using the French tongue again returned to him. A similar case occurred in St. Thomas's Hospital of a man who was in a state of stupor in consequence of an injury of the head. On his partial recovery he spoke a language which nobody in the hospital understood, but which was soon ascertained to be Welsh. It was then discovered that he had been thirty years absent from Wales, and before the accident had entirely forgotten his native language. On his complete recovery he entirely forgot his Welsh again, and recovered, the English language. Coleridge mentions a most interesting case of a young peasant woman in Germany about the year 1798. She was 25 years of age. Though she could neither read nor write, yet when labouring under a nervous fever she uttered numerous sentences in the Syrian, Chaldaic and Hebrew language. It was discovered that in early life she had lived in the family of a learned protestant minister, who was in the habit of walking up and down the passage of his house into which the door of the kitchen opened, and reciting aloud with much pathos, passages from his favourite authors in these languages. It was found that the passages she recited corresponded with these authors. In all these cases it is manifest that the impressions long since received into the mind, were not lost, though the persons remained unconscious of their existence.\*

#### SECTION VII.—Of the strength of the original faculties—Memory.

A great difference, however, exists between these traces. I shew you all several plants. The same stimuli act on the seeing faculties of all alike, and yet how different will be the result remaining behind, as trace or impression on different minds. To-morrow some of you may be able to describe the plants with considerable accuracy, others will know little or nothing about them, and will confuse one plant with another. How is this? Perhaps you answer, These last have not observed properly. Yes; but how was that? Were they not willing to observe? No, no; the cause lies elsewhere. We have already seen that a trace consists in nothing else than in the power in which a stimulus received, continues to remain, although in a latent or unconscious state. Now, the more firmly it is retained, or the better it has been laid hold of by the original faculties, so much the more complete must the trace naturally be, and so much the more clearly shall we be able afterwards to represent to our minds the object perceived.

We may remark here, what indeed follows as a matter of course, that from large objects, such as a tree, which is made up of several parts, there is left behind, not one tree or residuum, but traces as numerous as are the different stimulating influences which, emanating from the object, act on the individual original faculties.

But if experience teaches us that some men are unable again mentally to recall objects with the same clearness as other men, although the outward influences have acted upon both alike, it follows that the stimuli have not been retained in the same degree by the former as by the latter, and the cause must not be sought for in the stimuli themselves. The degree of clearness or tenacity in which any one retains the impressions received by the senses, depends on the nature of his original faculties, and accordingly we ascribe to these faculties a greater or less degree of strength, or power of retention, in proportion as they hold fast, or let slip, stimuli received. This peculiarity of the original faculties lies at the foundation of what in common language we are accustomed to call good or bad, long or short memory. The memory is good or long, when the stimuli appropriated by the original faculties are so firmly held fast, that we can afterwards recall to mind the object perceived with almost the same distinctness as when presented outwardly to our senses. The memory is bad or short, when external stimuli received by the original faculties are either not retained at all, or not retained sufficiently, so that the original powers, more or less come short of the peculiar objective growth and development which they ought to have acquired by means of these; for the object can never afterwards be distinctly reproduced in the mind, without the introduction of new external influences. Memory is not, therefore, a special power, existing along with, and separate from, the original faculties, it depends only and entirely on that property of these faculties, by which outward influences received, are more or less firmly retained, or, in short, on the special degree of their strength.

\* On this subject Dr. Morrell remarks:—"We have every reason to believe that mental power, when once called forth, follows the analogy of everything we see in the material universe in the fact of its perpetuity. No atom of matter, when once created, can ever, in the material order of things, be destroyed. It may change its form to any extent, but can never perish. No particle of physical force, when once exerted, is ever lost. It, too may undergo unending transformations, but in some sense it always continues to exist. And so it is within the sphere of mental phenomena. Every single effort of mind is a creation which can never go back again into nonentity. It may slumber in the depths of forgetfulness, as light and heat slumber in the coal-seams, but there it is, ready at the bidding of some appropriate stimulus to come again out of the darkness into the light of consciousness."  
—Dr. Morrell's Introduction to Mental Philosophy.

#### SECTION VIII.—On the gradations of strength in the original faculties.

To-day I shew you a beetle, which you have never seen before. Some time afterwards I mention a name, which you have never before heard. If next day I should ask you about both, which will you most distinctly remember? Most certainly, the beetle which you saw; the word which you heard you will probably be unable to recall. As this has frequently occurred, I am in the habit of writing such unusual names on the black board, that you may see them, and when I do this you recall them more readily. How is this? Why do all men more generally take better note of what they see than of what they hear? Is it not true, as our proverb says, that one eye has more faith than two ears?

We have already seen (Section 6) that when an external stimulus is brought into combination with an original faculty, a trace or residuum of it remains behind in the soul. This impression is fainter or more perfect in proportion to the amount of the stimulus retained by the faculty, or, in short, in proportion to the strength of the faculty. If now, as we have just found, something seen remains more firmly in the soul than something heard, it follows that the faculties of seeing must be stronger than those of hearing, and this is the cause why you recall a word, which you see also written down, better than one which you have merely heard. But no, you may reply, this is not the cause; but what we have acquired by means of two senses, we naturally hold with double firmness; how then does it follow from this, that the seeing are stronger than the hearing faculties? It follows only that seeing and hearing mutually support each other. You are perfectly right in detecting, in this instance, a support of the one sense by the other; yet the fact still remains unexplained why every one would rather see an object, than merely hear it described, and why even the most uncultivated person has the conviction that he will retain a better recollection of what he has merely seen, than of what he has merely heard, so that he invariably prefers seeing to hearing. And you yourselves, supposing you were compelled by an inexorable necessity to submit to be deprived of one of these senses, would not you rather give up your hearing than your sight? Every one prizes the latter more than the former, for every one accomplishes more by means of the one than by the other.

And here we have the explanation of such phenomena as these, that, for example, the little child when he hears a clock strike the hour, turns his head immediately towards it, that he may see as well as hear; and that when in church, we are not satisfied with merely hearing the preacher, we want also to see him. The seeing faculties form impressions with greater perfection than the hearing faculties, or the sense of light has greater power of retention than the sense of hearing.

Blind persons find their way by means of touch. Their perceptions, derived from this sense, are so clear, that by means of it they are enabled to distinguish coins, the faces of individuals, and other objects of touch with perfect accuracy. But when one who has been blind recovers his sight, he gradually ceases to make use of his sense of touch in distinguishing objects, and relies on his sight perceptions, even as all seeing persons from their birth neglect the sense of touch, because their sight perceptions are the more clear and definite.

Hence it follows that the faculties of sight possess greater power than those of touch.

Whatever I have seen, heard, touched, I afterwards see, hear, touch, feel, purely internally, yet almost as perfectly, as if the stimuli of sight, hearing, and touch were again outwardly acting on my senses. Think on your parents. You see, you hear them now inwardly, almost as plainly as if they really stood before you, and you heard them actually speaking to you.

On the other hand, I remind you of a piece of sugar. You say it tastes sweet; well, but try to reproduce the taste of it, as if you had a piece now on your tongue, and you will find you can do it most imperfectly. How does coffee smell? You find no word by which to express its peculiar fragrance, for although the odours of different objects are almost numberless in kind and degree, we have only a few general terms by which to express them in language, as fragrant, putrid, musty, aromatic. And thus when sugar, coffee, &c., are spoken of, what you specially think of is the form, colour, &c., of these objects, that is to say, of the ideas we have acquired of them through our more powerful senses. The impressions we derive of objects by means of taste and smell are almost equal, and without the aid of the more powerful senses, we should have very indistinct mental representatives of all such objects.

Why, finally, are you unable to recall sensations of heat and cold formerly experienced, or of a fit of toothache, as if these were now acting upon you? Why have you at the best such a feeble, indistinct impression of them? The cause is the same. Our faculties of taste, smell, and feeling are too weak; they do not lay sufficient hold of stimuli as by their means to retain traces (impressions) so perfect as to enable the mind afterwards to conceive the object in almost the same way in which it at first appeared to the senses.

Because the faculties of sight, hearing, and touch possess a stronger power of retention than those of taste, smell, and feeling, we call the former the higher and the latter the lower senses. Only among seeing persons, who cultivate very little, or not at all, the sense of touch, can this sense be reckoned among the lower senses.

In the order just followed, we have compared the strength of the original faculties as they are met with in all men of sound mental

organisms. In these we find that the sense of sight is the most powerful, that of feeling the weakest. In our direct impressions of things, the one sense, indeed, appears almost as strong as the other; the cause of this lies merely in the susceptibility to external stimuli, which admits of strong as well as weak impressions on all senses; but only by its capacity for retaining impressions can we recognise the measure of strength peculiar to any faculty.

## EDUCATIONAL INTELLIGENCE.

### A T HOME.

**Yarmouth Co.**—In consequence of the large sum of \$15,940 having been voted during the school year of 1867 for school-houses alone, it was not found necessary, at the October meetings, to appropriate much to that object, for many of the sections have either provided themselves with sufficient buildings, or are preparing to do so this winter on that vote. Six other sections, that have no houses, or only delapidated ones, either voted a sufficient sum in October, or are preparing to do so, to put up new and commodious houses. Reports of all their meetings have not yet been received, so that the amount is not known.

The supplementary sum required to make up the teacher's salary, is, I am glad to say, already nearly equal to that of last year, and stands now as follows:—For 1867, voted during the year, \$14,040; for 1868, so far as reported, \$13,480. This appropriation for the current expenses of 1868 will yet be added to, as several sections now vacant are preparing to hold special meetings and establish schools, while others will increase the vote when the amount already granted is expended.

In the battle we are now fighting with ignorance, we have, I trust, during the twelve months past, been great gainers. The following table places before the eye not only our present position, but also the improvements we have made in several particulars during the last year. It also shews, and my observation confirms it, that the past year has been one of progress,—that there has been a steady and considerable improvement in everything that relates to education in this county during the last year. The houses are larger and more commodious, in many cases furnished with all that is necessary in maps, blackboards, apparatus and books; the teachers are of a higher grade, the scholars more advanced for their age, the attendance increased, and the trustees and people more interested in the schools than formerly:

	1866.	1867.	Gain or Improvement.
School sections.....	62	65	3
Houses in good order.....	29	44	15
" requiring repair.....	15	7	8
" delapidated.....	11	5	6
Enlarged grounds.....	22	30	8
Good wall maps.....	115	205	90
Schools, winter.....	35	59	24
" summer.....	49	63	14
Teachers employed, first class, winter.....	21	35	14
" summer.....	28	35	7
" second class, winter... 6	13	7	
" summer... 11	16	5	
" third class, winter.... 8	11	3	
" summer.... 10	12	2	
Candidates for Sup. School Grant, winter... 4	6	2	
" summer... 4	7	3	
Average daily attendance, winter.....1222	1641	419	
" summer.....1585	1910	325	
Total No. scholars registered, winter....1851	3165	1314	
" summer....2494	3349	855	

During the year I have made 179 visitations and inspections to 122 schools. The average time spent within each school was three hours, and that in travelling to and from each was two hours and forty minutes more.

I have been pleased to find my suggestions, respecting the keeping of the Registers, more attended to than formerly; and I anticipate very little trouble in that respect in future, as the new sheets are more simple than the last, and the teachers are aware of the advantage of correct registration.

The applicants for the Superior School Grants are yearly increasing. There was at first but one, now there are seven. Three others wished to compete but declined on ascertaining the number that were already in the field. Much advantage is likely to accrue to the teacher, the section, and the cause of education at large, from this wholesome competition.

The supply of well qualified teachers is not yet equal to the demand, particularly during the winter term, when most of the sections are looking for first class male teachers. Several such could now find employment if they were on the spot.

A pleasing feature in our present arrangement, and a move in the right direction, is that the three town sections have engaged the services of Professor Bill, who attends to give instruction in vocal music twice a week at each school-house.

This report does not include the Yarmouth Seminary, with its staff of four teachers, which is not under the control of the inspector.

G. J. FARISH, Inspector.

**Colchester Co.**—*Schools and Attendance.*—During the past year, schools have been more generally in operation than at any previous known period. In the winter term, 92 departments were

at work. There were then 101 sections, 12 of which had no school. In these were employed 96 teachers and licensed assistants, classified as follows:—

	Class I.	Class II.	Class III.	Total.
Males.....	14	13	13	40
Females.....	29	21	6	56
	43	34	19	96

In the summer term, 103 departments were at work in 105 sections, 4 having been established at the May meeting of the Commissioners. Of these 11 were without school, owing to various causes. In these schools were employed 105 teachers and assistants, classified as follows:—

	Class I.	Class II.	Class III.	Total.
Males.....	12	15	6	33
Females.....	31	31	10	72
	43	46	16	105

The Sections without schools were for the most part new and not properly organized, without houses, or remote and weak. Some had school in one term only; one had during the summer an unlicensed teacher, of whom no account is taken. In the winter term 4,964 pupils were registered; in the summer 5,289; showing an increase of more than 41 per cent. for the winter, and 17 per cent. for the summer, over the corresponding terms of the previous year, or of nearly 28 per cent. for the whole year. The full term average for the whole year was 2,363 against 1,951 for the year before, an increase of 21 per cent. This is a great gain, as we had at school in that year 1 in 5.075 of the whole population. Of the 96 teachers employed in winter, 42 had been in attendance at the Normal School; and of the 105 engaged in summer, 52.

Registration has been more carefully attended to, and more complete than ever before, some of the registers being models of neatness and correctness. I believe that the account of attendance is in all cases conscientiously kept, and that any mistakes which may have been made are the result of haste and carelessness. I do not feel the same degree of certainty that the records of progress and deportment are so faithfully kept. The propriety and necessity of marking these with accuracy are not always understood, and a higher ability is necessary. The educative power and statistical value being appreciated, the work would be more willingly and carefully performed.

**Houses and Furniture.**—During the year 13 new houses have been built, 8 of which are completely finished, making in all 46 new school-houses built in this County since May, 1864. Of these 46, 14 accommodate settlements and neighbourhoods which had been previously without accommodation of this sort. In addition to the new buildings erected, improvements have been made during the year in the buildings, furniture or grounds in twenty-six other sections. The eight houses completed are also thoroughly furnished.

**Apparatus.**—Very much has been done to provide suitable apparatus, perhaps more than in any three previous years. Several sections have manifested a most commendable zeal, but many are slow to avail themselves of the fine opportunity now afforded.

**Text-Books.**—The Legislative aid in procuring books and apparatus, has been most beneficial in its operation. The good is twofold, stimulating the provision of a sufficient supply, and introducing good books. I feared that if the books were furnished by the section free of cost to the pupil, there would be much carelessness in their use. But I find, as a rule, that the books are best cared for in those sections in which the spirit and intention of the enactment has been fully caught and faithfully carried out. In some ten sections the working has been most admirable and effective. In some others, however, the spirit of selfishness has been so rampant that the Trustees and friends of education do not think of voting money to purchase books. Notwithstanding several objections advanced, I am more than ever pleased with the Readers. I do not think them absolutely perfect, but do not hesitate to pronounce them much superior to any I have yet seen. Children of ordinary capacity are in a short time able to read with interest and relish in the Third Book. The Third and Fourth are inimitable. Children in a short time become completely familiar with them, so well are the tales and poetry adapted to awaken interest and secure attention. I know several children who have by heart most of the poetry in the Third, and heard a little girl of seven repeat every line after having read in it at school for eight weeks. The Fifth gives such information as all ought to possess in an easy and intelligible style, and in digestible morsels. In the Sixth and Seventh we have choice excerpts of the best suited to every taste. Who can fully estimate the power exerted by such books now and in the future—such treasures of good words awakening, quickening, stirring and impelling the young, an inexhaustible deposit laid up in store, increasing their value and power as they are drawn upon? Where good seed is abundantly sown, there is not much room for weeds. The Spelling Book, superceded is useful, might be more so, and could, perhaps, be profitably superceded.

Staples' system of Penmanship is becoming more generally used, and is doing much good. The Elementary Arithmetic is in every respect what it purports, and well adapted to junior classes. As every tyro believes himself thoroughly qualified to criticise a treatise on Arithmetic, it is hard to please every one, yet this little book is becoming a favourite. The delay in the publication of the Geography and English Grammar tends to hinder proficiency in

these studies, furnishing to some an apology for not pushing them vigorously. Collier's historical works are deservedly in high favour, and their use has given an impetus to the study.

*Play Grounds and Outhouses.*—As formerly reported, sections do not now build school-houses upon the roadside or some waste corner. The new houses have play-grounds of fair size attached; not much has yet been done to improve or beautify them, a few only being enclosed. The more important work of building houses having been accomplished, the grounds may receive more attention. I have to repeat my formerly expressed regret that so little has been done towards providing *outhouses*. In but few instances are these such as they should be. In some other cases something has been done, but so poorly that little credit is due. In the great majority of the sections the subject has received neither thought nor care. I do not think that any tribe of Indians would permit their children to be so exposed as they are at some schools in this County. I could name several where there is no friendly shelter of shrub, stump, or rock, but forbear, hoping that decency may assert its claims. These statements may be unpalatable; but the necessity for making them is urgent, if unpleasant.

*Schools.—Cleanliness and Neatness.*—Judging from the appearance of premises and pupils, upon the occasions of my visits, I should say that the desire to appear well in these particulars is quite general, almost universal. It is true that there may have been at such times a special effort, but it does not follow that there is not a continued care. That which is done occasionally and for temporary effect is done stiffly and awkwardly, and does not deceive. A very few of our teachers, slovenly and untidy themselves, present so bad an example as entirely to neutralize the effect of any spasmodic, occasional effort to inculcate that which they so little practise or regard.

*Classification.*—Although causes referred to in my last report, are still effectual in a degree, there is marked improvement. Some teachers have too many classes particularly in reading, thinking that there should be seven, because there are seven progressive readers. The pupils are not always furnished with appropriate books. There is frequently no classification in writing or arithmetic, hence much time is lost and a large part of the teachers' labour unproductive.—Time-tables are becoming more general and hence the work of the school more regular. In a few schools the attendance is so irregular as to render all plans or arrangements futile. Of the 30 present to-day, 20 may be absent to-morrow whose places are filled with others, a part or the whole of whom may be in their turn absent on the day following. In such cases the expenditure of money, labour, and time is painfully unproductive of good; the teacher becomes disheartened, the people dissatisfied. In the Graded Schools, the classification has been, in general, useful, although somewhat affected by local circumstances. Where the rooms are in the same building, there need be no difficulty, but it is almost impossible under other circumstances to separate the pupils into homogeneous groups.

*Methods of Teaching.*—There is a slow but sure gain in modes of instruction. Defects and evils previously reported are yet apparent, but not so extensively nor in so high a degree. Trained teachers, as a rule, employ the best methods, but it is quite possible that these may err, valuing most that which is of less importance, and setting small store by that which is of more worth. The Normal school now attracts a better prepared and more valuable class of pupils. Formerly there was too little oral teaching, and there is not too much yet. There is often much talk with very little teaching. The prelections of some have neither point nor force. The pupils become tired, listless, idle, and trained to the worst intellectual habits. I once overheard a boy say that it mattered not whether he learned his lessons or not, as immediately upon commencing his recitation, Mr. ——— took the matter up, and gave him no further opportunity. Experience and observation lead me to believe that while many subjects may be so simplified as to be, in their elements, intelligible to young children, great mischief is often done by striving to teach them too many things at once. The memory is overburdened, that which suits the capacity or intellectual taste is retained and the remainder rejected; or, what is still worse, children of no intellectual force or bias have some useless fragments of ideas drifting about in their minds, but have hold of nothing good or useful. While this has been going on there has been some sort of use of the intellectual powers, but such an employment of them as certainly has not developed strength or skill. Of how much value would the crop be drawn from the most fertile, highly cultivated field, if the seed had been a mingling of every known grain, with, perhaps, a good sprinkling of weeds? Quality is more important than quantity; the method more than the subject. A knowledge of the intellectual condition of the individual pupil is too often wanting, a deficiency most observable where the teacher depends entirely on simultaneous teaching. While a large part of the instruction given must be in this form, the questioning, which must be direct, pertinent and exhaustive, ought to be largely individual. In other words, while the questions may be propounded to the whole class, stimulating the attention and exciting the expectations of all, some one should be called upon to answer. *Sympathy* is a most powerful educational agent, and must always be largely instrumental in public schools, but intellects stimulated and cultivated in this way entirely cannot be so vigorous or independent as those which have not been altogether developed by contact or sympathy. The one process moulds and models uniformly masses;

the other makes men. True vigour of mind cannot be contagiously communicated.

*Progress.*—It is a difficult matter to estimate, justly, the progress of individual pupils, or of aggregate numbers. Improvement is often made when there is no outward index. It may be either in the knowledge of given subjects, or in intellectual power. While so many public educators, clergymen, statesmen, editors and authors fail in the work of training and guiding the public mind, it may not be thought strange that teachers sometimes imperfectly fulfil their mission. Many are in a degree hindered by uncontrollable circumstances, some would do better if they knew how, and some in this as other things surrender themselves to the current of time and accident. I think that the children are being taught to think and to be conscious of mental power. A visit to some of our schools would convince the most incredulous of the mental activity of many of the pupils, their retentiveness of memory, power of attention and expression. We have already many pledges that the rising generation will occupy a vantage ground elevated far above that now held by us. But there is much to retard advancement. In addition to causes heretofore reported, may be noted the constant change of teachers. In the larger villages, the children are not as a rule so strictly and happily subject to parental restraint, and are subject to many exciting and distracting influences, and hence the pupils in the schools do not improve so rapidly, other things being equal as in more remote vicinities.

Progress has been most evident in Reading, Spelling, Writing and History.

*Order and Discipline.*—There has been in these some considerable gain. A want of promptness and imperfect methods of teaching produce in many cases injurious effects. Good order cannot be preserved when work is not promptly provided, or the attention diverted from the proper business of the school. The attention of the pupils is divided and lost when permitted to execute any of the movements of the school in an irregular, reluctant style, to stand irregularly, or in a lolling position, to sit improperly, or to recite in a negligent, listless manner. The same results follow an uninteresting, unintelligible mode of teaching.

*Physical Exercises* properly engaged in and at reasonable times are so beneficial, that one cannot but be sorry that they are not more employed. Those who do so, as a rule succeed in making them efficient, imparting life and tone to their schools.

In conclusion, it is certainly gratifying to observe the large increase in attendance. It is also satisfactory to have good grounds for belief that the increase of pupils is not temporary, and an unnatural growth stimulated and forced by novel circumstances. There may be, probably will be, some reaction, but I cannot believe that it will be extensive or long continued. At the late annual meetings, 7 sections refused to vote sums adequate to the maintenance of schools throughout the year. Three of these have already at special meetings granted larger sums, and it might not be difficult to obtain the same results in 3 of the remaining 4. I have no hesitation in saying that the opponents of Free Schools or of the present mode of support exerted themselves to the utmost, and that this meagre result is the very utmost they can accomplish in this county. It is quite true that many see or think they see some defect in the law, but there is no one prominent idea of a scheme which shall supplement the present, the views of individuals being prompted by individual or local interests or necessities. The most unpromising feature in our attendance is its irregularity. While the tenor upon which support is drawn from the county, the facility for getting books, good apparatus, comfortable and commodious houses, and a better class of teachers combine their attractions, too many are indifferent and careless to appropriate for their children the great blessings within their reach. These are too often those for whose benefit the more wealthy are called upon to contribute, giving colour and plausibility to the objections of the dissatisfied. But it should be remembered that causes affect the attendance of their children which do not act with the same power in other cases, among which may be named deficiency of comfortable clothing, such labour as they can perform, a lack of forethought and energy, and a deficient appreciation of the benefits of education. In every section certain pupils form the nucleus of the school, others coming fitfully and uncertainly. The consequences are so hurtful that every proper measure should be adopted to remedy the evil. While I believe the law to be good, and its machinery perfectly adapted to carry out its design, and while I know that the labours of those upon whom has devolved the oversight, have been unstinted and well directed, I cannot close without reminding you of the fact that a very large measure of success has been due to the zeal and diligence of Trustees and others, in every section who have surmounted difficulties, incurred reproach and obloquy, and overcome every obstacle thrown in their way. All honour to the men who have so persistently fought and nobly triumphed.

HENRY C. UPHAM, Inspector.

*Queens Co.—School Sections.*—The Commissioners have found it expedient from time to time to revise the boundaries of school sections. The initiatory steps for building new houses developed several cases of hardship and injustice in the original boundaries, all of which, I think, have now been remedied. In some instances the sections have been divided, and new and weak ones formed in remote places, which in a few years will expand into respectably large sections. There are thirty-eight sections

in the County, and have ranging all the way from three rate-payers to four hundred.

*School-Houses.*—At the commencement of the school year most of the houses, as previously reported, were in a deplorable condition. At the annual meeting, 1866, and at subsequent special meetings, seventeen sections voted to build new houses, others to repair old ones, and at Milton \$1000 to purchase a building and land for school purposes. Liverpool had a previous vote of \$10,000 for a County Academy. As a result ten houses have been erected during the year, part of them finished, the others mostly completed outside, and others repaired. Most of the sections, in building, have made generous sacrifices for education, and are favourably progressing, The County Academy and the Port Medway house are both very superior buildings, and will be ready for service next term. The Brooklyn house, burnt down when nearly completed, was also a fine building.

I hold that neat as well as comfortable school-houses are a demand of our nature, and have striven to educate the popular mind to realize that neat, and even elegant school-houses, are not to be deprecated, but encouraged, and are not marks of prodigality, but of wise economy. Graceful forms, fair proportions, delicate colors, as well as musical sounds, reflect a refining, enlivening and ennobling influence on the minds of both childhood and age. Divorce the soul from the beautiful and it only half lives. All the Creator's works are beautiful, and never were designed to waste their beauty on a world that has no eyes to see, no soul to feel, no heart to love, and no taste to admire. In infinite wisdom and benevolence God has made man with a nature within responsive to the world without; and the school-houses, in which so much of the formative period of life is spent, instead of being rudely and uncomfortably constructed, repulsive in all their surroundings, with a vitiated atmosphere within, poisoning the blood, stupefying the mind, and blunting all the moral sensibilities, they should have thrown around and through them the purest refinement of art and graces, and improvements of school-house architecture. The true work is well begun, and it is pleasing to see stately houses taking the places of those unfit for human habitations.

*School Attendance.*—The number of pupils enrolled as attending school, shows a large increase on the previous year. During the last term the number has been much larger than ever before in the County. Out of a population of 9,365 (Census 1861), 1,807 have availed themselves of the blessings of free schools during the last term. The proportion of the population at school in the summer term was 1 in 5.18; in the corresponding term of the previous year it was 1 in 9.26. In most of the schools the attendance has been very irregular. In some sections it has been seriously affected by sickness, in others by destitution of comfortable apparel, &c., but in most cases by the indifference of both parents and children. It is hard overcoming the established habits of protracted neglect. I have noted in a few cases that persevering teachers, by insisting upon delinquent pupils bringing written excuses from their parents, have greatly improved their average attendance. The teachers must be chiefly the agents of reform. In three or four sections where education is at its lowest ebb, there has been an almost entire educational indifference. The generosity of the school law leaves them altogether unaffected. And there are some few parents who let their children run wild in the streets in preference to their attendance at school. For such, not a more generous, but a more stringent law, would prove an invaluable blessing. This will be found a necessity before education becomes a universal honour to our land. With very few exceptions the registers have been kept very correctly and remarkably neat.

*Schools and Teachers.*—During the winter term thirty-three schools were in session, and in the summer term thirty-seven. The following table shows the number, sex and class of the teachers employed during the year.

	Academy License.	Class 1. M. F.	Class 2. M. F.	Class 3. M. F.	Total.
In N. Queens.—Winter Term		3 2	5 0	1 1	12
“ Summer Term		4 2	4 3	0 0	13
In S. Queens.—Winter Term	1	4 5	3 3	5 1	22
“ Summer Term	1	4 6	2 5	1 5	24

Only one of these held a provincial license, and that of the second class, though several attended the Normal School years ago. In my visits I have placed much stress upon the cleanliness of the school premises and the tidiness of the pupils, and in general have been largely rewarded by a very sensible improvement. In points of order, attention, classification, and progress, many of the teachers have succeeded admirably, while a few have constitutionally failed. I have noted a lamentable deficiency in the physical training of the pupils. In several instances I found the youngest classes altogether over-tasked in their weary confinement to the school-room, being allowed only about five or ten minutes recess in the morning and afternoon sessions. In some sections the parents stand in the way of reform by complaining that their children are out too much and not confined closely enough to their books. Thus sadly the body is enfeebled, the brain overworked, the life unbalanced, the seeds of protracted suffering planted, or the most promising child cruelly hurried to the grave. In the first department of the Liverpool school, Mr. Pattillo has very handsomely trained a large class of boys in military drill, and there has been a mutual pride and enthusiasm in the exercise. Marching and Calisthenics have also been favourably introduced into a few other schools.

Object and oral lessons, and lessons in dictation and mental arithmetic have been satisfactorily given in a few schools; and imperfectly in most of the others. Most of the teachers have introduced singing as an opening and closing exercise and a few have given systematic instructions in music. Drawing has been introduced into a number of schools but with poor success. Most of the teachers are as ignorant of the art of drawing as their pupils. And many parents with false tastes look upon drawing as a needless waste of time and material, and others only as an accomplishment of the young ladies' boarding school, from which comes "some huge castle and ruins, with a man and a boy with a stick; and a dog—painted by the teacher, under the scholars direction, to hang in the parlor, as the veritable, first, and last, and only production of the latter." But drawing as it should be taught in our schools, beginning as it may with the very youngest pupils as a wholesome recreation from severer studies, "has its practical uses, in every occupation of life. It opens to all inexhaustible sources of utility, as well as pleasure; practices the eye to observe and the hand to record, the ever-varying beauty with which nature abounds, and spreads a charm around every object of God's beautiful creation, unfit and unknown to those who have failed or neglected its cultivation. It does more: it gives strength to the arm of the mechanic, and taste and skill to the producers, not only of the embellishments, but actual necessities of life. From the anvil of the smith and the workbench of the joiner, to the manufacturers of the most costly productions of ornamental art, it is ever at hand with its powerful aids in strengthening invention and execution, and qualifying the mind and hand to design and produce whatever the wants or tastes of society may require." More teachers have failed in teaching writing and reading than in any other branches. The reading heard across the school room in many cases has appeared only a lifeless monotony of almost inarticulate sounds. If our schools could be furnished with charts of the elementary sounds of our language, and the teachers were required, as I think they should be, to make an habitual practical use of them they would prove invaluable auxiliaries to a distinct articulation. The prescribed writing books containing many excellences are particularly adapted to graded schools with a regular attendance. In the other schools where the teachers have not been trained in the system, and the classification is imperfect, and the attendance irregular, you will see by my Notes of Inspection that the use of them has been, as might be expected, an almost uniform failure. Only a few teachers have provided judicious time-tables properly posted in the school rooms. With all these deficiencies, however, the year has made great advances upon the former, and the prospects are fair for a better future.

*Books and Apparatus.*—Old prejudices are giving way, light is breaking in, and the sentiment is fast gaining ground that schools require suitable books and apparatus as much as the mechanic does his tools or the farmer the implements of husbandry. The year has effected a very interesting change in this respect. At my last visit I found a fair supply of prescribed books in most of the schools, and more or less apparatus. I think there is no part of the new law beginning to be more generally and highly appreciated, and to exert a more healthy influence upon the interests of education, than that which provides such excellent books and apparatus at so small a cost. Where one year ago there was no apparatus hardly worth naming, there is now not less than 1000 square feet of blackboard, 7 ball frames, 90 good wall maps, 13 globes, 13 clocks, 12 hand-bells, 2 thermometers, 664 prints and diagrams for oral lessons, 8 models of solids, 6 English Dictionaries, 1 Biographical Dictionary, and 3 Gazetteers.

*Trustees and School Returns.*—Under the old school act, trusteeship in most cases was little else than menial servitude, but under the present, it is an unquestionable post of honour, demanding the best gifts, intelligence, zeal and integrity. Sections have not always been judicious in their appointments, and consequently in a few instances have had their best interests sacrificed by neglect. In their returns, some have been careful to secure great fullness, accuracy, and promptness in lodging them at my office, while a few others have signally failed. At the close of both terms some returns failed to reach me in due time, being forwarded by careless hands, and heedlessly dropped by the way. This neglect has occasioned me much trouble. You will observe that most of the returns are far from being perfect, especially returns B, and particularly under "income" and "expenditure." Some sections, with schools, have reported no income from the County treasury. In several instances where new houses are being built trustees have unfortunately mixed their accounts of the old and new buildings. As a whole, I cannot find fault with the gentlemen who have filled this very important office, but excuse their failures, and thank them for their good intentions and uniform kindness.

*The Future.*—The work of the year leaves a noble record, more accomplished than I had faith to hope for, and more than I promised you, and augurs well for the future. But from the foregoing and other adverse circumstances,—the depression of business, and fearful destitution along the shore,—I shall be satisfied if we are only enabled to maintain the even tenor of our way. And in the average of this year I think this will be done. The battle is fought, the victory won; the ground is ours, and, under God, there shall be no retreat.

D. O. PARKER, Inspector.



PROVINCIAL GRANTS

In aid of Common Schools, paid to Teachers, for the Term ended October 31st, 1867.

The asterisk (\*) marks those employed in poor Sections.

TEACHER. Number of Teaching days. Amt. paid to Teacher from Prov. Treasury.

COUNTY OF HANTS.

GRADE B.		
Annand, Joseph	116	\$60.00
Bancroft, Edwin	114	58.96
Bancroft, L.	116	60.00
*Caldwell, Albert	116	80.00
Fisk, Samuel	112	57.92
Grant, Edward	116	60.00
Greeno, J. B.	91	47.06
Harvey, J. M.	100	51.72
Layton, Jacob	93	48.09
Livingston, W. W.	116	60.00
Messenger, H. C.	80	41.57
Malcolm, J. W.	113	58.44
McDonald, Henry	113	58.44
Morris, J. W.	108	55.85
Meek, J. C.	116	60.00
O'Brien, Samuel	115	59.47
Parker, Lewis	114	58.96
Patterson, Edward	116	60.00
Whiston, Samuel	116	60.00
Wier, James	116	60.00
Young, Alexander	116	60.00
GRADE C.		
Brennan, William	112	43.44
Daniels, C. R.	80	31.03
Dodge, Gardner	113	43.83
Jackson, Elijah	80	31.03
McCrookett, John T.	116	45.00
Nelson, Thos. J.	108	41.89
Nelson, Adam	116	45.00
Parker, James E.	87	33.74
*Pearson, Joseph	116	60.00
Palmeter, David H.	60	23.27
Stirling, William	116	45.00
Walsh, John W.	50	19.39
Wier, Lewis	113	43.83
Wier, Nelson	116	45.00
Barbrick, Emeline	100	38.79
Beebe, Annie	114	44.22
*Bennett, Hannah	109	56.37
Card, Mercy	116	45.00
Cole, Sarah	116	45.00
Dimock, Salsa	20	7.75
*Dimock, Adelia	100	51.72
Dennett, Sarah	113	43.83
Fish, Lydia	109	42.28
Freme, Eliza	104	40.34
Harvey, Clementine	99	38.40
Knowles, Annie	114	44.22
*Knowles, Eunice	80	41.37
Livingston, Eliza	108	41.89
*Logan, Mary A.	115	59.48
Martin, Merinda	114	44.22
*Mason, Isabel	115	59.48
*McPhoe, Rebecca	116	60.00
O'Brien, Sarah	110	42.67
Palmer, Mary	115	44.61
Parker, Ann M.	78	30.25
*Randall, Sarah	106	54.81
Scotney, Eliza	116	45.00
Shaw, Clara	116	45.00
Teackles, Esther	115	44.61
Willoughby, Maud	116	45.00
Woolaver, Annie	114	44.22
GRADE D.		
Nelson, Joseph	116	30.00
*O'Connor, Patrick	98	33.78
Smith, John W.	100	25.86
*Bowes, Sarah	82	28.27
*Cochran, Lavinia	116	40.00
*Densmore, Eunice	116	40.00
*Elder, Susie	101	34.81
Forbes, Euthyma	89	23.01
*Harvey, Rachel	115	39.64
Johnson, Sophia	109	28.18
*Keating, Lucy R.	116	40.00
Logan, Bessie	100	25.86
*Moxon, Eliza J.	116	40.00
Q'Brien, Emeline	65	16.80
Parker, Laleah	94	24.30
*Phelan, Sarah	116	40.00
Smith, Mary A.	116	30.00
*Shaw, Tryphen	116	40.00
Shaw, Mary A.	116	30.00
*Thomson, Isabel	76	33.07
*Webber, Laleah	116	40.00
Withrow, Emma	88	22.75
GRADE E.		
Beckwith, Janet	60	11.63
*Caldwell, Mary E.	100	25.95

TEACHER.	Number of Teaching days employed.	Amt. paid to Teacher from Prov. Treasury.
*Griffin, Mary A.	116	\$30.00
Young, Maggie	70	13.57
ASSISTANTS—GRADE D.		
Burton, Maggie	95	16.36
GRADE E.		
Withrow, Emma	116	15.00

COUNTY OF PICTOU.

GRADE B.		
Bayno, Herbert	101	\$52.23
Barker, Rev. E.	101	52.23
*Ballio, John M.	94	64.81
Cameron, J. W. H.	102	52.75
Collie, James B.	116	60.00
Cameron, William	115	59.47
Dunn, James C.	112	57.92
Fraser, Roderick	104	53.78
Forbes, John W.	115	59.47
Fraser, Malcom	90	46.54
Fraser, William	116	60.00
Gordon, Aeneas	116	60.00
*Gunn, Samuel	116	80.00
Hynd, David	111	57.40
Jack, John	104	53.78
Munroe, Robert	99	51.20
Murray, John	116	60.00
Murray, George	108	55.85
McDonald, Daniel	103	53.27
McDonald, J. K.	53	27.41
McKay, Kenneth	115	59.47
McIntosh, Daniel	116	60.00
McKenzie, John J.	111	57.40
McMillan, Peter	115	59.47
McIntosh, Robert	106	54.82
McLean, John	116	60.00
McLean, Roderick	116	60.00
McKay, Alexander	113	58.44
McLean, James	104	53.78
McMillan, Finlay	115	60.00
McKenzie, Alexander	112	57.92
McDonald, D.	100	51.72
Oliver, T. F.	114	58.96
Simpson, Isaac	116	60.00
Stramberg, Charles	49	23.34
Sutherland, John	113	58.44
Turner, J. W.	100	51.72
GRADE C.		
Campbell, Donald	116	45.00
Creswick, Edward	113	43.83
Campbell, Mary	103	39.95
Cameron, Emeline	116	45.00
English, Mary	104	40.34
Fraser, Daniel S.	116	45.00
Fraser, Sarah	111	43.05
Grant, William	116	45.00
Gray, Andrew	113	43.83
*Gallan, John	90	46.54
Henderson, L. F.	103	39.95
Harris, Alice	89	34.52
Kennedy, Alexander	112	43.44
Maxwell, Anna	106	41.11
Munroe, Kennedy	80	31.03
Marshall, Jane	103	39.95
Murray, Emeline	109	42.28
McMillan, William	114	44.22
McGilvery, John	100	38.79
McKenzie, Hector	114	44.22
McGilvery, Augustus	114	44.22
McDonald, Alexander	24	9.30
McLeod, Daniel	100	38.79
McKay, Alexander	115	44.61
McLeod, Hugh D.	21	8.14
McDonald, John	116	45.00
McKenzie, Robert	116	45.00
McDonald, Daniel W.	116	45.00
McDonald, Catherine	104	40.34
McDonald, Sophia	111	43.05
McKenzie, Anna	114	44.22
*McDonald, Mary	110	56.89
McRae, Mary	115	44.61
McKay, Christy	108	41.89
McDougald, Jessie	116	45.00
McDonald, Mary	116	45.00
McKay, Isabella	111	43.05
McQuarry, Jessie M.	116	45.00
Oulton, Christiana	104	40.34
Pollock, A.	113	43.83
Ross, William	113	43.83
Reid Jane	111	43.05
Ross, Jane G.	116	45.00
Ross, Elizabeth	116	45.00
Ross, David	111	43.05
Stewart, Martha	100	38.79
Smith, Robina	97	37.62
Thompson, Alexander	114	44.22
Weir, Janet	116	45.00

TEACHER.	Number of Teaching days employed.	Amt. paid to Teacher from Prov. Treasury.
GRADE D.		
Campbell, Donald	85	\$21.99
Campbell, Alexander	95	24.56
Falconer, Robert	12	3.10
Fraser, Mrs.	77	19.91
Fraser, Simon	50	12.93
Fitzpatrick, James	111	28.70
Fraser, Isabella	116	30.00
Fraser, Margaret	108	27.92
Fitzpatrick, Margaret	114	29.48
*Grant, John	61	21.00
Gallau, Thomas	90	23.27
Gunn, Archibald	113	29.22
Grant, Anna	100	25.86
Irving, M. T.	110	28.44
Langille, Phoebe	116	30.00
*Murray, Margaret	96	33.09
Murray, Janet	87	22.49
McDougald, Donald	116	30.00
*McKay, John	105	36.20
McMillan, John	108	27.92
McLennan, Robert	110	28.44
McDonald, D. H.	110	28.44
McDonald, Margaret	116	30.00
*McKay, Margaret	60	20.68
McLean, Maggie	100	25.86
McDonald, Maggie J.	116	30.00
McLeod, Anna	100	25.86
McLeod, Flora	116	30.00
McKenzie, Louisa	107	27.67
Ross, Robert	100	25.86
Robinson, James	103	27.92
Roy, Anna	66	17.06
Ross, Hannah	106	27.41
Ruddock, Margaret	108	27.92
*Sutherland, Garvio	107	36.90
Sutherland, S.	105	27.15
Stewart, Sarah	80	20.68
GRADE E.		
Ballentine, Jane	116	22.50
Copland, Amel.	110	21.33
*Fraser, Annie	80	20.68
Hattie, Janet	110	21.33
McLean, Mrs. S.	106	20.55
McDonald, Elizabeth	100	19.39
*Ross, Margaret	100	25.85
Smith, Mrs. E.	101	19.58
*Wilson, Harriet	113	29.21
*Harris, Christy A.	108	27.90
Langille, Mary J.	95	18.42

COUNTY OF ANNAPOLIS.

GRADE B.		
Balcom, W. J. H.	106	\$54.82
*Cainek, T. M.	116	80.00
Eaton, F. E.	116	60.00
*Eaton, Adoniram	116	80.00
Fullerton, A.	116	60.00
Gates, George	116	60.00
Hicks, J. H.	116	60.00
Hiltz, A. F.	116	60.00
Hiltz, C. W.	93	48.09
Keeling, Richard	116	60.00
Lyons, M. J.	113	58.44
McKinnon, A.	116	60.00
Munro, Henry	100	51.72
Nelly, Johnston	100	51.72
Phinney, C. S.	116	60.00
Reagh, T. B.	116	60.00
Spinney, N. B.	100	51.72
Witt, C. M.	116	60.00
GRADE C.		
Bent, Ruth	116	45.00
Bent, Sophia	116	45.00
Bowly, S. E.	109	42.28
*Dodge, C. J.	104	53.78
Edget, Huldah	114	44.22
Elliott, L.	100	38.79
Emslie, M. E.	100	38.79
Fair, Henrietta	100	38.79
Fitch, A. W.	90	34.91
Flemming, A.	87	33.74
Freeman, H. L.	91	35.30
Hall, Elizabeth	116	45.00
Jacques, Ada	100	38.79
Martell, A. S.	111	43.05
Marshall, M. E.	32	12.40
Mills, P. W.	116	45.00
*Miller, Amelia	85	43.96
Miller, Margaret	74	28.70
Miller, S. M.	116	45.00
Palfrey, L. M.	93	36.07
Peakes, E. W.	116	45.00
*Phipps, C. J.	116	60.00
*Randall, B.	113	58.44
Starratt, M. O.	114	44.22
Thorne, M. M.	115	44.61
*VanBuskirk, M. L.	116	60.00



TEACHER.	Number of Teaching days	Amt. paid to Teacher from Prov. Treasury.	TEACHER.	Number of Teaching days	Amt. paid to Teacher from Prov. Treasury.	TEACHER.	Number of Teaching days	Amt. paid to Teacher from Prov. Treasury.
<b>GRADE D.</b>			Corbett, Joanna	113	\$29 22	Mrs. Edward Randall	115	\$44 61
Baker, R.	74	\$19 13	*Dimock, Amanda	112	38 61	Hugh Boyd	109	42 23
Crosby, M.	116	30 00	Fisher, Joseph M.	110	28 44	Hugh Cameron	116	45 00
*Dunke, J. L.	90	31 03	Finlay, Aaron	116	30 00	Hugh McDonald	116	45 00
D'Entremont, G.	100	25 86	Finlay, Annie	116	30 00	James T. Kinney	109	42 28
*Ellenwood, L.	80	27 57	*Fowler, Julia A.	100	34 48	John B. Bonin	116	45 03
Hint, L.	116	30 00	Fulton, Theresa	116	30 00	John McPherson	104	40 34
*Gaval, J.	116	40 00	*Glennie, M. Jane W.	79	27 22	Maggie McPhio	116	45 00
McIver, J.	116	30 00	Howard, Rachel C.	105	27 15	Martin McDonald	116	45 00
McIver, S.	60	15 51	Huestis, Sarah Ann	103	26 63	<b>GRADE D.</b>		
Murphy, C.	100	25 86	Huestis, Harvey	106	27 41	Alexander Chisholm	116	30 00
Oram, J.	109	28 18	*Horton, Lucy M.	116	40 00	Alice Campbell	116	30 00
Potier, A.	116	30 00	Ibbitson, Celia A.	115	29 73	Angus McDonald	116	30 00
*Potier, T.	100	34 48	Ibbitson, T. R.	111	28 70	Archibald McDougald	93	24 04
Robbins, E.	96	24 82	Marshall, Sophia	116	30 00	Donald Chisholm	114	29 48
Steele, A.	75	19 39	McAlman, Ruth	116	30 00	Donald McDougald	100	25 86
Spinney, D.	100	25 86	McAlman, Lorena	114	29 48	*Duncan McDougald	87	29 72
Wrayton, J.	98	25 34	Merzoff, Richard J.	115	29 73	*Donald McNeil	94	32 40
<b>GRADE E.</b>			Mills, Phebe A.	116	30 00	*Duncan McGillivray	44	15 16
*Cooke, L.	110	28 44	Miner, Henry	112	28 96	Donald Henderson	116	30 00
*Fox, P.	100	25 84	*McDonald, Maggie A.	94	32 40	Ellen Connors	116	30 00
*Killam, G.	80	20 68	*McIntosh, Donald	93	32 05	Flora M. McPherson	116	30 00
*Nickerson, H.	98	25 34	Munro, Grace B.	60	15 51	John McDonald	116	30 00
Potier, M.	100	19 39	Phalan, Julia	110	28 44	*John Eadie	62	21 37
*Potier, S.	80	20 68	Phelan, Udivilla	107	27 67	*John McDonald, N.Gr.	113	38 96
*Surette, E.	112	28 96	Piers, George B.	92	23 79	*John Fraser, B. B.	116	40 09
<b>ASSISTANTS.—GRADE C.</b>			Purdy, Araminta	113	29 22	Mary Corbet	116	30 00
McCully, S.	116	30 00	*Sayers, Clara	100	34 48	Margaret O'Neil	116	30 00
<b>GRADE D.</b>			Slack, Ellen	115	29 73	Mary McDonald	100	25 86
Rogers, H.	112	19 31	Spencer, Lucinda	108	27 92	Margery McDonald	116	30 00
Sanders, M.	85	14 66	Roberts, C. S.	80	20 68	<b>GRADE E.</b>		
<b>GRADE E.</b>			Thompson, Susan A.	79	20 42	*Ann Cameron	107	27 67
Sanders, M. A.	100	12 95	Tuttle, Elizabeth A.	116	30 00	*Catherine McDonald	116	30 00
<b>COUNTY OF CUMBERLAND.</b>			Treen, Margaret A.	116	30 00	Cath. McDonald, M.B.	116	22 50
<b>GRADE B.</b>			*Ward, Clarissa	100	34 48	Mary McPherson	76	14 74
Atkinson, Horatio	116	\$60 00	Woodlock, Mary	107	27 67	Melam Morrell	116	50
Fraser, Duncan	100	51 72	<b>GRADE E.</b>			Margaret McDonald	100	19 39
Huntly, Fred. S.	84	43 44	Bliss, Augusta	111	21 52	<b>ASSISTANTS—GRADE C.</b>		
Ibbetson, W. H.	114	58 96	Davidson, Marion	105	20 35	Illuminée LaPage	93	24 05
Logan, Norman	116	60 00	*Hanning, Emily	60	15 50	<b>COUNTY OF QUEENS.</b>		
Macaulay, Donald	116	60 00	Huestis, Sarah J.	105	20 36	<b>GRADE B.</b>		
McCabe, James	55	28 44	*Lodge, Eliza H.	100	25 78	Boyle, P.	112	\$57 92
McDonald, A. C.	114	58 96	*Lodge, Lettie A.	94	24 30	Cohoon, A.	67	34 65
<b>GRADE C.</b>			Martin, Martha	116	22 50	*Devine, M. E.	70	48 26
Adams, Maggie J.	70	27 15	Murphy, Mary A.	113	21 91	Freeman, J. M.	116	60 00
Aikenhead, Jane G.	116	45 00	Pettis, Sophia	100	19 39	Hemeon, A. M.	115	59 47
Black, Bessie Jane	116	45 00	Phillips, Martha J.	115	22 50	Lowden, J. McK.	114	58 96
Black, Mary E.	115	44 61	Pagan, Mary Ann	95	18 42	McDonald, J. H.	116	60 00
Brodie, Neil	116	45 00	Smith, Emma	100	19 39	Partillo, T. K.	114	58 96
Brown, Amy	116	45 00	Vickery, T. E.	50	9 69	<b>GRADE C.</b>		
Burns, Margaret	115	44 61	West, Catherine	116	22 50	Bourdon, A.	114	44 22
Channan, Mary	116	45 00	Wheeler, Jane S.	64	12 40	Dodge, B. B.	116	45 00
Colter, Melinda	113	43 83	<b>ASSISTANTS.—GRADE B.</b>			Fisher, H. A.	116	45 00
Creod, Annie	99	38 40	Fulton, Allison	108	37 24	*Freeman, S.	79	39 83
Dixon, Amasa	107	41 50	<b>GRADE D.</b>			Gough, W. H.	116	45 00
Durning, Bessie H.	106	41 11	McKenzie, Mary P.	116	30 00	Hemeon, A.	108	41 89
Embree, Minnie	111	43 05	<b>GRADE C.—[Omitted last Term.]</b>			Hendry, A. G.	100	38 79
Fulton, Samuel O.	100	38 79	Beaton, M. J.	116	30 00	Kempton, S.	114½	44 41
Fulton, Silas C.	116	45 00	<b>COUNTY OF ANTIGONISH.</b>			*McDonald, W. A.	116	60 00
Fowler, Bessie	115	44 61	<b>GRADE B.</b>			Morine, C. A.	99	38 40
Gordon, Edward B.	114	44 22	Ang. McGillivray, G. R.	116	\$60 00	Parker, G. S.	110	42 67
Greene, Elizabeth	100	38 79	Alexander McArthur	116	60 00	Smith, S. V.	113	44 61
Grassie, John	114	44 22	Allan McDonald	116	60 00	Vidito, H. A.	116	45 00
Greenfield, S. G.	111	43 05	A. McGillivray, Sum.	116	60 00	Whitman, J.	108	41 89
Hamilton, Helen M.	116	45 00	Alexander McDonald	116	60 00	<b>GRADE D.</b>		
Kerr, Alida	100	38 79	Alexander McKinnon	116	60 00	Allison, F.	113½	29 35
Logan, C. E.	116	45 00	Andrew McGillivray	116	60 00	*Carder, M. A.	100	35 48
Logan, Rebecca T.	116	45 00	Angus Gillis	116	60 00	Crocker, A. L.	98	24 34
McDonald, Annie	116	45 00	Angus Boyd	114	58 96	Foster, P.	116	30 00
Page, Ellen C.	114½	44 41	Colin Chisholm	115	59 47	Goosley, S.	116	30 00
Phelan, George B.	116	45 00	Duncan Fraser	116	60 00	Long, E.	116	30 00
Reid, Henry	116	45 00	John McDonald	60	31 03	*McPherson, A.	89	30 68
Robertson, Frederick	114	44 22	Donald Cameron	116	60 00	McPherson, M. E.	90	28 27
Ross, A. S.	116	45 00	John McKinnon	116	60 00	Parsons, A.	114	29 48
*Schurman, Samuel C.	116	60 00	John McPherson, C. G.	116	60 00	<b>GRADE E.</b>		
Stevens, Harriet N.	100	38 79	John Sallenger	116	60 00	*Foster, J.	108	27 92
Stuart, Bessie Ann	116	45 00	*Leslie Wilkie	116	80 00	Freeman, J. A.	115	22 30
Sutherland, B. A.	116	45 00	Lewis McInnes	116	60 00	Lloyd, M. E.	112	21 72
Tuttle, Charles R.	85	32 97	Murdoch McLeod	116	60 00	Uhlman, C.	100	19 39
Tuttle, George M.	107	41 50	Norman McDonald	116	60 00	Wolfe, S. J.	105	20 36
Tupper, Rachel	114½	44 41	Richard Carroll	116	60 00	<b>COUNTY OF HALIFAX.</b>		
Treen, George R.	116	45 00	Ronald McDonald	105	54 30	<b>GRADE B.</b>		
Treen, Harvey	112	43 44	<b>GRADE C.</b>			Hamilton, C. L.	28	\$14 47
Ward, Sarah	108	41 89	Alexander McPherson	116	45 00	McKenzie, J. W.	116	60 00
West, Julia	109	42 28	Alex. McGillivray, G.R.	114	44 22	McCabe, Edward	111	57 40
Woodland, James B.	109	42 28	Alexander Gillis	116	45 00	Sedgewick, Robert	109	56 37
<b>GRADE D.</b>			Annie Mary Daly	93	36 07	Urquhart, Alex.	109	56 37
Atkinson, Michael	96	24 82	Annie Chisholm	115	44 61	Guld, Wm.	95	49 13
Baird, Lucinda	116	30 00	Ann Jane Harrison	116	45 00	Baird, Isaac	114	38 96
Bishop, Susie C.	114	29 48	David Burke	116	45 00	Cruikshank, W. G.	115	59 47
Brownell, George W.	115	29 73	P. McDonald, P. F.	110	42 67	Hollies, J.	111	57 40
Carter, Elizabeth	116	30 00	*Donald McMillan	40	20 68	Rutherford, H. D.	39	20 16
*Colter, Eliza A.	113	38 96	Donald Boyd	112	43 44	Whitman, C. A.	105	54 30
Colter, John M.	110	28 44	Eunice McKinnon	116	45 00	Willoughby, J.	52	26 89

TEACHER.	Number of Teaching days employed.	Amt. paid to Teacher from Prov. Treasury.
<b>GRADE C.</b>		
Brown, Angus	116	\$45 00
Cruikshank, Wm.	115	44 61
Christie, H. E.	95	36 85
Parker, Belinda	114	44 22
Taylor, Ellen	116	45 00
{ White, Matthew T.	41 1/2	16 09
{ *White, Matthew T.	67 1/2	34 90
Archibald, Geo. F.	116	45 00
*Archibald, M. J.	110	56 89
*Archibald, Sarah	100	51 72
Bruce, Annetta	77	29 87
Drady, M. G.	116	45 00
McDonald, Anna	101	39 17
*Waddell, Mary	42 1/2	21 97
Fleming, W. A.	116	45 00
Meadows, J.	87	33 74
Ogilvie, J.	91	35 30
Romans, W. M.	116	45 00
*Atwater, E.	116	60 00
Baxter, J. McG.	115	44 61
Christie, E.	108	41 11
*Dechman, J.	111	57 40
Hamilton, E. J.	110	42 67
Hamilton, M. A.	110	42 67
Kent, A.	88	34 13
Major, Catherine	116	45 00
Mimard, E.	111	43 05
Reid, A. C.	114	44 22
*Rouselle, Lilly	114	58 96
VanBuskirk, P.	113	43 83
Adler, S. E.	116	45 00
*Aubie, J. E.	115	59 48
*Ballyntine, John	116	60 00
Covey, T. A.	116	45 00
Collerette, Z.	116	45 00
Mousseau, M.	49	} 52 10
Collerette, F. [Gr. B.]	64	
Munroe, H. D.	116	45 00
Miller, E. T.	90	34 91
McLean, J.	25	9 68
*Richardson, F. W.	88	45 50
Richardson, Geo.	116	45 00
Reddy, D. J.	106	41 11
<b>GRADE D.</b>		
*Fuller, Margaret	100	34 48
Guild, Susan	100	25 86
McHefly, Margaret	107	27 67
*McNab, Fanny	116	40 00
*Dimock, L. A.	116	45 00
Ambrose, Susan	116	30 00
Johnson, M.	116	30 00
Stewart, Esther	95	
Templeton, Fanny	101	26 11
Tupper, Margaret	62	16 03
Young, S.	112	28 95
Constable, Wm.	103	26 63
*Crockett, George	116	40 00
*Geddes, J.	107	36 89
*Keenan, Joseph	107	36 89
Litchfield, J.	85	21 98
*Reynolds, R.	113 1/2	39 13
Buckley, Margaret	106	27 41
Casey, Bridget	116	30 00
Daubin, Amelia	116	30 00
*Guild, Sarah	88	30 33
Hessler, J.	102	26 37
Kirby, Annie	110	28 44
*Kenty, Annie	115	39 64
Morse, Mary E.	116	30 00
Nickerson, Louisa	82	21 20
*Roome, Hannah	114	39 30
*Revett, M.	111	38 26
Whittier, Sarah	115	29 73
*Wilson, Isabella	116	40 00
*Bell, John	116	40 00
Routlier, W. J.	110 1/2	28 57
*Conolly, M.	65	22 40
Forrester, Harry	112	28 96
Mason, James	116	30 00
*McCurly, J.	114	39 30
Negus, Nelson	109	28 18
*Richardson, M. P.	116	40 00
*Stewart, Thomas	116	40 00
<b>GRADE E.</b>		
Lindsay, Reb.	109	21 14
Peterson, Annie	83	16 09
*Mosher, Ellen	108	27 92
Brien, S. [No license.]	65	09 00
Archibald, Harriet N.	116	45 00
*Fenton, Emma	115	29 73
*Nugent, Bridget	116	33 00
O'Toole, Maria	110	21 33
Sutherland, Elisabeth	116	22 50
*St. Luke, Susannah	58	15 00
Dwyer, M. A.	116	22 50
Burke, Stephen [No lic.]	116	00 00
*Bacon, Fauny [No return.]		

TEACHER.	Number of Teaching days employed.	Amt. paid to Teacher from Prov. Treasury.
<b>ASSISTANTS.—GRADE C.</b>		
Jones, W. D. [Engt. irreg.]	90	0 00
<b>COUNTY OF INVERNESS.</b>		
<b>GRADE B.</b>		
McDonald, Angus	110	\$56 89
McDonald, P. McL	111	57 40
Forbes, James C.	116	60 00
McLean, A. K.	116	60 00
Campbell, John	114	58 96
McGregor, Murdoch	116	60 00
McLeod, John H.	105	54 30
McLean, H. K.	116	60 00
McLellan, Peter	116	60 00
Tompkins, Myles	35	18 09
<b>GRADE C.</b>		
Bartlett, J. H.	116	45 00
Chisholm, Donald	79	30 64
McDonald, Hugh	116	45 00
McDonald, Michael	83	32 19
McEachern, John	101	39 17
McIntyre, Peter	94	36 46
Kennedy, Angus	116	45 00
McKinnon, Murdoch	116	45 00
McKinnon, Malcolm	116	45 00
McLellan, Alexander	78	30 35
McPhail, Angus	114	44 22
McArthur, Maria	113	43 83
Chisholm, Donald	73	28 31
Campbell, Duncan	116	45 00
McGregor, Donald	116	45 00
McIsaac, Angus	108	41 89
Munro, John	116	45 00
Sparling, Emma	116	45 00
<b>GRADE D.</b>		
McAuley, Neil	116	30 00
Beaton, Coll	116	30 00
Boyle, Dougald	100	25 86
Bruce, Maggie J.	73	18 87
Bruce, Maggie J.	40	10 34
Chisholm, Colin	116	30 00
McDonald, Angus	116	30 00
McDonald, Peter	103	26 63
McDonald, Daniel	88	22 75
McDonald, Donald	116	30 00
McEachern, Alexander	111	28 70
Gillies, John	100	25 86
McInnis, John	110	28 44
Melsaac, Alexander	93	24 04
Melsaac, Allan	104	26 89
McIntyre, Ingh	95	24 56
Jameson, John	87	22 49
Kennedy, Angus	116	30 00
McKinnon, Donald	110	28 44
McKay, John	111	28 70
McKenzie, John	99	25 60
McKay, John	105	27 15
McKay, Alexander	102	26 37
McKinnon, Allan	116	30 00
McLennan, Alexander	115	29 73
McLennan, Archy	110	28 44
McLean, Isabella	113	29 22
McLean, Lauchlin	113	29 22
McMillan, Peter	116	30 00
McMillan, Allan	116	30 00
McQuarrie, Sarah	116	30 00
McQuarrie, William	116	30 00
McQuarrie, Alexander	92	23 79
McQuarrie, John	113	29 22
Reville, Matthew	104	26 89
Walker, Donald	116	30 00
Burton, Malinda	99	25 60
Carteret, J. De	116	30 00
Creelman, Susan	92	23 79
Campbell, John	115	29 73
McDonald, Alexander	116	30 00
McDonald, Flora	116	30 00
McDonald, Charles	116	30 00
Gillies, Hugh	89	23 01
Gillies, Donald	116	30 00
McIver, Henry	116	30 00
McKay, John	116	30 00
Kennedy, Daniel	116	30 00
McLellan, Alexander	113	29 22
McLean, Donald	114	29 48
McLean, John	116	30 00
McLean, Peter	103	26 63
McLellan, Alexander	64	16 55
McMillan, Hugh	116	30 00
Pembroke, John	116	30 00
<b>GRADE E.</b>		
Campbell, Jessie	105	20 36
McDonald, Ann	100	19 39
Lavin, Annie	62	12 02
McDonald, Eliza	116	22 50
Hart, Phelce	108	20 94
McLean, Mary Ann	112	21 72

TEACHER.	Number of Teaching days employed.	Amt. paid to Teacher from Prov. Treasury.
<b>COUNTY OF VICTORIA.</b>		
<b>GRADE B.</b>		
Archibald, Oscar	116	\$60 00
Boyd, J. C.	116	60 00
McDonald, Murdo	116	60 00
McDonald, Peter	116	60 00
McKenzie, Alexander	116	60 00
<b>GRADE C.</b>		
Atwater, Mary	96	37 24
Anderson, Annie M.	35	13 56
Baxter, Ellen	116	45 00
Campbell, Malcolm	116	45 00
*McKay, Charles	104	53 79
McKenzie, John	101	39 17
McLennan, John	108	41 89
*McLeod, Norman	110	56 89
McLeod, Malcolm	107	41 50
*McDonald, Angus	103	53 27
McNeil, E. P.	116	45 00
McDonald, John	116	45 00
McDonald, M. B.	112	43 44
McDonald, Howard A.	29	11 24
McMillan, Allan	108	41 89
Morrison, John	116	45 00
*Newton, James	109	56 37
<b>GRADE D.</b>		
Campbell, Donald	85	21 93
Kurr, Duncan	116	30 00
*McDonald, Mary	116	49 00
*McKay, Allan	105	36 20
McKenzie, Anne	114	29 48
McLean, Sarah E.	111	28 70
McPherson, Ellen	101	26 11
*McInnis, John	116	40 00
McInnis, M. J.	116	30 00
McKinnon, Norman	107	27 67
McKenzie, Neil	89	23 61
McLennan, J. D.	20	5 17
McCharles, Roderick	95	24 56
McLeod, Malcolm	18	4 15
McLeod, Malcolm	82	21 21
McLennan, J. D.	116	30 00
*McLennan, Roderick	61	21 03
*McLennan, Donald	116	40 00
McLeod, Murdo	116	39 00
McMillan, Colin	105	27 15
McMillan, Duncan	104	26 89
*Morrison, Donald	100	34 48
McNeil, M. B.	115	29 73
McKitchie, John	102	25 37
*McRae, Murdo	99	34 13
McRae, Alexander	114	29 48
McLennan, J. D.	95	24 56
Ross, Margaret G.	91	23 53
<b>GRADE E.</b>		
*McDonald, S. C.	112	28 96
McLean, Anne	95	18 42
*McKitchie, Flora	102	25 37
McAuley, Catherine	98	19 00
<b>COUNTY OF CAPE BRETON</b>		
<b>GRADE B.</b>		
Carey, John	116	\$60 00
Chisholm, Kenneth	106	54 82
Dowling, T. C.	112	57 92
Johnston, T. W.	79	40 85
McLennan, H.	116	60 00
Morrison, Alexander	115	59 47
Rindress, John	114	58 96
Stewart, John	114	58 96
<b>GRADE C.</b>		
Brown, C. M.	116	45 00
Bruce, W. T.	116	45 00
Cameron, A. D.	108	41 89
Ellis, Agnes	88	34 13
Fraser, John	110	42 67
Harrington, Annie	110	42 67
Lewis, Francis	116	45 00
Morrison, Donald	100	38 79
*McSween, Duncan	109	54 37
Norwood, A. S. A.	112	43 44
<b>GRADE D.</b>		
*A'Hearn, Catherine	116	40 00
*Arbuckle, Neil	116	43 00
*Cameron, A. T.	116	43 00
Campbell, Christina	109	28 18
Cordner, Catherine	108	27 92
*Ferguson, Angus	103	35 50
*Fraser, Christina	106	36 55
Garett, Charles	115	29 73
*Gillis, Andrew	114	39 31
*Gillis, Duncan	116	30 00
Gillis, Michael	116	30 00
Hill, Annie	112	28 96
Hanrahan, M. J.	102	26 37

TEACHER.	Number of Teaching days employed.	Amt. paid to Teacher from Prov. Treasury.
*Hayes, Joseph	109	\$37 57
Huntington, H. H.	100	25 86
*Johnston, John	100	34 48
Lowther, George	116	31 00
*McCuish, John	104	35 85
McDonald, Alexander	97	25 08
*McDonald, Angus	116	40 00
*McDonald, Archibald	116	40 00
*McDonald, Archibald	100	34 48
*McDonald, Donald	107	36 93
*McDonald, James	113	38 93
McDonald, John	116	30 00
McDonald, John	116	30 00
*McDonald, Joseph	100	34 48
*McDonald, Joseph M.	116	40 00
*McDonald, Malcolm	81	27 92
*McDonald, Ronald	74	28 50
*McDougald, Archibald	116	40 00
McDougald, Duncan	112	28 96
McDougald, John	116	30 00
*McEachern, D.	112	38 62
McGilvray, Daniel	116	30 00
McGilvray, Joseph	74	19 13
McInnis, Niel	108	27 92
McIntosh, D.	115	29 73
*McKay, George	111	38 25
*McLean, Flora	18	23 44
*McLean, John	86	29 73
*McLean, Roderick	110	37 92
McLellan, Malcolm	116	30 00
McMullen, Malcolm	105	27 15
McNab, John	107	27 67
McNiel, John	116	30 00
*McNiel, Michael	116	40 00
McNiel, Michael A. L.	116	30 00
*McNiel, Murdoch	89	30 68
*McNiven, Archibald	116	30 00
McPhie, Peter	112	28 96
McQueen, Alexander	116	30 00
McVarish, Joseph	113	29 22
Matheson, Murdoch	116	30 00
Stubbert, John	116	30 00
Townsend, Zachariah	99	25 60
Walsh, Mary	116	30 00
West, Joseph K.	116	30 00

COUNTY OF RICHMOND.

GRADE B.		
Benoit, Remi	22	\$11 37
Gillis, Alexander	116	60 00
McEachern, D.	111	57 40
McNeil, Angus	110	56 89
McNeil, Malcolm	111	57 40
McLean, Angus	1 2	52 75
McLean, Donald	116	60 00
McQuarrie, H.	74	38 27
GRADE C.		
Bruce, Margaret	116	45 00
Bethune, John	105	40 73
Hearn, Sarah	102	39 56
Hebere, M. A.	116	45 00
Morrison, Norman	115	44 61
McPherson, Stephen	113	43 83
McCrae, William	116	45 00
McKay, John, sr.	116	45 00
McPhail, Archibald	97	37 62
St. Claude, Lady	93	31 07
St. Zyphonine, Lady	96	37 24
Vandy, Thomas	97	37 62
GRADE D.		
Beranger, John	102	26 37
Campbell, J. E.	98	25 34
Campbell, Neil	97	25 08
Doyle, Matthew	116	31 00
Hebere, Jane	116	30 00
Heane, Bridget	116	30 00
Johnson, Archibald	104	26 89
McKay, John, junr	115	29 73
McDonald, John	116	31 00
McNeil, Joseph	116	33 00
McDougall, Peter	103	25 73
Pereton, William	116	30 00
Shaw, John	116	30 00

TEACHER.	Number of Teaching days employed.	Amt. paid to Teacher from Prov. Treasury.
GRADE B.		
Fennelly, Mary	96	\$18 62
Langlois, M. H.	116	22 50
Malcolm, Elizabeth	100	19 39
McLeod, Mary	116	22 50
Terio, Judith	100	19 39
Terio, Josephine	97	18 81
Terio, Mary	116	22 50
McKay, J. (error last time)		17 90

ASSISTANTS.—GRADE C.		
St. Euphrosine, Lady	93	24 05
St. Helene, "	93	24 05
St. John, "	96	24 83
St. Maurice, "	96	24 83
St. Alexander, "	96	24 83

COUNTY OF LUNENBURG.

GRADE B.		
Burhoe, Theophilus	107	\$55 34
Cook, Henry	109	55 37
Freeman, Augustus	98	50 68
Gates, Isaac	103	51 72
Gow, John	87	45 00
Knight, John T.	111	57 40
Morton, Joseph S.	116	60 00
Rieser, Daniel	116	60 00
Russell, A. G.	109	56 37
Shore, William	114	58 96
Woodworth, W. S.	103	53 27

GRADE C.		
*Bars, Margaret	115	59 48
Bent, Lavinia B.	115	44 61
Bingay, Anna A.	116	45 00
Dauphinee, Amelia	116	45 00
Fair, Emma	98	38 01
Morse, Helen	109	42 28
Reid, Alice	102	39 53
Ross, Margarat	111	43 05
*Ross, Susan	104	53 78
Tupper, L. Sophia	116	45 00
Church, Charles E.	101	39 17
Hubley, Zacharias	85	32 97
Hennigar, Hiram	116	45 00
Martin, John E.	96	37 24
McKinnon, John, senr.	110	42 67
McKinnon, John, junr.	116	45 00
Parker, Joseph S.	100	38 79
Shannon, Rev. Wm.	110	42 67
Treat, Richard	113	43 83
*Wilson, George	110	51 72

GRADE D.		
Acker, Caroline	116	30 00
Brown, Lucy	100	25 86
Broome, Mary J.	116	30 00
*Burke, Helen	97	33 44
Burns, Sarah	99	25 10
Butler, Eliza P.	114	29 48
Churchill, Ellen	89	23 01
Church, Victoria	116	30 60
Crosskill, Sarah	112	28 96
Feder, Grace	103	26 63
Hirtle, Sarah	76	19 15
Keans, Sophia	109	28 18
*McNeil, Mary O.	99	34 13
Ritzy, Magdalene	112	29 95
*Roland, Ada C.	97	33 44
Romkey, Louisa A.	116	30 00
Smith, Minnie	116	30 00
*Stoddart, Maria	114	39 30
Webber, Novella	116	39 00
Adam, Henry	116	30 00
Barron, John	34	8 78
Connor, Thomas	114	29 48
*Curren, John E.	114	39 30
*DeLong, Wm. H.	100	34 48
Heckman, Alfred D.	109	28 48
Heckman, William	116	30 00
Mader, Henry E.	78	20 17
Manning, I. R.	70	18 10
Richardson, Charles	112	28 96
Romkey, Michael	109	28 18
Taylor, Oscar	114	29 48
Thomas, John	116	30 00
West, George H.	75	19 39
Warner, N. A.	90	23 27

GRADE E.		
*Brady, Regina	102	26 37
Church, Sarah E.	115	22 30
Deinstadt, Kate	97	18 81
Greaser, Catherine	116	22 50
Morgon, Margaret	60	11 63
Oxner, Matilda	95	18 42
Patterson, Bessie	113	21 91
Pennel, Catherine	90	17 45
Roland, Charlotte	100	19 39
Romkey, Emma A.	116	22 50
Romkey, Louisa D.	116	22 50

TEACHER.	Number of Teaching days employed.	Amt. paid to Teacher from Prov. Treasury.
Selig, Anna	96	\$18 62
Silver, Christina	84	16 29
Silver, Louisa	81	15 71
*Spike, Frances	109	28 18
Troop, Cassie M.	101	19 58
*Troop, Julia A.	104	20 89
West, Melinda	95	18 42
Whidden, Annie D.	110	21 33
*Wile, Esther	108	27 92

ASSISTANTS.—GRADE E.		
Parker, Abbie	115	14 86

COUNTY OF SHELBURNE.

GRADE B.		
Doane, James H.	59½	\$30 76
Godfrey, John F.	106	54 82
Rand, E. M.	107	55 34
Colquhoun, Robert	101	52 23
Doane, A. C. A.	98	50 68
Munro, James H.	114	58 96

GRADE C.		
Henry, Mrs. Mary	50	19 39
Homer, Agnes	99	38 40
Gibbons, John	115	44 61
Brettie, James	108	41 89
Covell, Bartlett F.	98	38 01
Matheson, Daniel	115	44 61
Matheson, William H.	115	44 61
Nickerson, Moses H.	109	42 28
Coffin, Adeline	115	44 61
Doane, Carrie J.	110	42 67

GRADE D.		
Bower, Margaret	114	29 48
Coffin, Elizabeth	115	29 73
Fose, Mary E.	115	29 73
Fose, Olivia	102	26 37
Freeman, Theresa G.	99	25 00
Lyle, Emily J.	98½	25 46
Lyle, Jane E.	80	20 68
McDonald, Annie	115	29 73
Stalker, Susan R.	100	25 86
Johnson, Frederick	90	23 27
Bowker, Seretha	115	29 73
Crowell, Letitia S.	97	25 08
Forbes, Phebe Jane	115	29 73
Fose, Olivia A.	115	29 73
Gardner, Rebecca	115	29 73
VanNorden, Mary Ann	115	29 73
Wilson, Letitia	115	29 73
Wrayton, Adra	105	27 15
Wilson, Miss (omitted last term.)	110	28 44

GRADE E.		
Doane, Rhoda Ann	110	21 33
McDonald, Margaret	101½	19 08
Richardson, Mary Ann	115	22 80
Crosbie, Mrs. Margaret	113½	22 00
*Crowell, Mary E.	98	25 33
*Forbes, Phebe Ann	98	25 33
Keilling, Susan	111	21 52
Madden, Mrs. M. A.	115	22 30
Swain, Drusilla	115	22 30
Swain, Maria	99	19 20

COUNTY OF DIGBY.

GRADE B.		
Butler, N. E.	112	\$57 92
Campbell, G. F.	100	51 72
Davidson, W. S. J.	116	60 00
Denton, F. M.	91	47 06
Havey, B.	116	60 00
Nowlan, J. P.	114	58 95
Robinson, C. B.	114	58 95
Gilliland, C. E.	101	52 23
Gaudet, F. J.	116	60 00
Landry, A. P.	116	60 00

GRADE C.		
Cornwell, E. A.	116	45 00
Cousins, M. R.	116	45 00
Denton, W. C.	100	38 79
Hogan, E.	95	36 85
Morchouse, A.	91	35 30
*Nowlan, S. J.	115	59 48
Ross, A.	111	43 05
Sanders, H. S.	116	45 00
*Adams, G. W.	110	56 89
Arsenault, J. O.	116	45 00
*Dunbar, M.	94	48 61
Gallant, S. E.	116	45 00
Landry, V.	115	44 61
Marshall, I. A.	108	41 89
Veauteur, F. J.	116	45 00

GRADE D.		
*Crocker, R.	109	37 23
*Crowley, M.	112	38 61

TEACHER.	Number of Teaching days employed.	Amt. paid to Teacher from Prov. Treasury.	TEACHER.	Number of Teaching days employed.	Amt. paid to Teacher from Prov. Treasury.	TEACHER.	Number of Teaching days employed.	Amt. paid to Teacher from Prov. Treasury.
Gidney, C.	116	\$30 00	<b>GRADE D.</b>			Chisholm, Colin	116	\$30 00
Grant, James	98	25 34	LeBlanc, A.	116	\$20 00	Des Lauriers, Isidore	116	30 00
Hanley, R. E.	39	15 25	LeBlanc, Elizabeth	116	20 00	*Hubbert, Palmer	107	35 90
Hanley, J. A.	116	30 00	<b>COUNTY OF GUYSBOROUGH</b>			Marshall, James	112	28 95
*Hawksworth, S. E.	116	40 00	<b>GRADE B.</b>			Marshall, Mary	110	28 44
Jones, M. E.	116	30 00	Boyle, Peter	113	\$58 44	McNaughton, Isabella	105	27 15
*Kerr, T. C.	116	40 00	Cox, Robinson	116	60 00	*Neuman, Morris	109	37 57
*Kerr, F. J.	115	39 64	Copeland, G. W.	92	47 58	Reid, Sophia	116	30 00
*Morse, L. B.	100	34 48	Hunter, John	98	50 68	*Sutherland, Ellen	113	38 95
Porter, M. A.	110	28 44	Kennedy, Robert H.	112	57 92	Strophe, Esther M.	112	27 96
Powell, J. W.	116	30 00	Scott, Hugh McD.	108	55 85	Simpson, John B.	92	23 79
Reed, H. S.	104	26 89	<b>GRADE C.</b>			Taylor, Annie	116	30 00
Ross, John	116	30 00	Cahill, Annie	116	45 00	Archibald, Amanda	116	30 00
*Sabau, J.	111	38 27	Cunningham, Eliza	96	37 24	Campbell, Catherine	111	28 70
Sanders, H. E.	107 1/2	27 80	Elliott, James F.	116	45 00	*McLane, John	94	32 40
Sanders, J. F.	116	30 00	Madden, Sarah	116	45 00	McKeen, Caroline	97	25 80
Smallie, M.	114	29 48	McDonald, Patrick	116	45 00	Pitblado, Ellen	114	29 48
Boudreau, M.	116	30 00	McFarlane, Alex.	116	45 00	Tupper, Mary Alice	114	29 78
Comeau, F. J.	113	29 22	Norris, Maria	113	43 83	<b>GRADE E.</b>		
*McGirr, M. J.	113	38 95	Page, Emma	115	45 00	Cahoon, Eleanor	116	32 50
Travis, A. A.	116	30 00	Reple, Mary S.	116	45 00	Cahoon, Cornelia	107	20 75
<b>GRADE E.</b>			Christie, Augusta	116	45 00	*Coussins, Ellen	97	25 05
Comeau, S.	116	22 50	Davidson, John	116	45 00	*Henderson, Jane	19	17 84
Johnson, H. E.	116	22 50	McKeen, Lucilla	116	45 00	*Hattie, Annie	110	28 44
*Comeau, M. A.	60	15 51	McNaughton, Jane	116	45 00	Jones, Mary	111	21 52
*Le Blanc, M.	115	29 73	McIntosh, Daniel	74	28 70	McKay, Jane	104	20 17
*Potier, M.	109	28 19	Young, James W.	97	37 62	Mundell, Jane	49	9 50
<b>ASSISTANTS.—GRADE E.</b>						*Simpson, Sarah	83	21 45
Belliveau, Catherine	116	15 00				Quinn, Maggie A.	74	14 35
						Sinclair, Mary M.	100	19 39



OFFICIAL NOTICES.

EXTRACT FROM THE MINUTES OF THE COUNCIL OF PUBLIC INSTRUCTION, JULY 7TH, 1866.—“ Provision being made by the School Law for the publication of a *Journal of Education*, the Council of Public Instruction directs that the said *Journal* be made the medium of official notices in connexion with the Educational Department.”

T. H. RAND,  
Sec'y to C. P. I.

I. *Holidays and Vacations.*

Notice is hereby given to Trustees of Schools and others, that CHAPTER XI. OF THE COMMENTS AND REGULATIONS OF THE COUNCIL OF PUBLIC INSTRUCTION. “Of Time in Session, Holidays, and Vacations” has been revised as follows:

HOLIDAYS.

The following Regulations have been added to SECTION 3, of the Chapter above named.

a. When for any cause the Trustees of a school shall deem it desirable that any prescribed Teaching Day should be given as a Holiday, the school or schools may be kept in session on the Saturday of the week in which such Holiday has been given, and such Saturday shall be held to be in all respects a legal Teaching Day.

b. When, owing to illness, or for any other just cause, a teacher loses any number of prescribed teaching days, such teacher shall have the privilege of making up for such lost days, to the extent of six during any Term, by teaching on Saturdays; But

c. No school shall be kept in session more than five days per week for any two consecutive weeks;

d. Nor shall any Teacher teach more than FIVE DAYS PER WEEK on the average (vacations not being counted) during the period of his engagement in any term.

The Anniversary of the QUEBEC'S BIRTHDAY shall be a Holiday in all the Public Schools, as heretofore.

VACATIONS.

The following Regulations have been made in lieu of SECTION 4, of the Chapter above named:—

1. The CHRISTMAS VACATION shall remain as heretofore, the “eight days” being held to mean week-days other than Saturdays.

2. Instead of two vacations during the summer term (a week at seed time and a fortnight at harvest) as heretofore, THREE WEEKS (15 week-days other than Saturdays,) shall hereafter be given as vacation during the summer term, at such time or times as the Trustees shall decide: Nevertheless

3. In order that the due Inspection of Schools as required by law, may not be interfered with, each Inspector shall have power, notwithstanding anything in the foregoing Regulations, to give notice of the day or days on which he proposes to visit any school or schools in his county for the purposes of Inspection, and to require that on the day or days so named such school or schools shall be kept in session.

July, 1867.

II. *Teachers' Agreements.*

The attention of Teachers and Trustees is again called to the necessity of complying with the provision 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. 1867, 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 (names of Trustees) Trustees as aforesaid and their successors in office, diligently and faithfully to teach a public school in the said section, under the authority of the said Trustees and their successors in office, during the School Year (or Term) ending on the thirty-first day of October next, (or the thirtieth day of April, as the case may be).

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

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

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

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

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

May, 1867.

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.

2. Whereas it has been represented to the Council of Public Instruction that Trustees of Public Schools have, in certain cases, required pupils, on pain of forfeiting school privileges, to be present during devotional exercises not approved of by their parents; and whereas such proceeding is contrary to the principles of the School Law, the following additional Regulation is made for the direction of Trustees, the better to ensure the carrying out of the spirit of the Law in this behalf:

ORDERED, That in cases where the parents or guardians of children in actual attendance on any public school (or department) signify in writing to the Trustees their conscientious objection to any portion of such devotional exercises as may be conducted therein under the sanction of the Trustees, such devotional exercises shall either be so modified as not to offend the religious feelings of those so objecting, or shall be held immediately before the time fixed for the opening or after the time fixed for the close of the daily work of the school; and no children, whose parents or guardians signify conscientious objections thereto, shall be required to be present during such devotional exercises.

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."

IV. The procuring of Books and Apparatus.

1. WHEREAS, by the 20th Section of the Amended School Law, the rate-payers of each school section are empowered to assess themselves for the purchase of prescribed School Books, Maps, and Apparatus; and WHEREAS, by the 15th subdivision of the 6th section of the said law, an annual Provincial Grant is provided to enable the Superintendent of Education to furnish the above articles at half their cost, to School Trustees,—

NOTICE IS HEREBY GIVEN,

That the Superintendent of Education will furnish, as below, School Books Maps, and Apparatus, to the extent of the Provincial Grant in aid of the same.

2. Trustees must carefully comply with the following Regulations:— Reg. 1.—Applications must be made in the following form, and addressed to MESSRS. A. & W. MACKINLAY, HALIFAX, who have been duly authorized to attend to all orders.

[Form of Application.]

(Date)

Messrs. A. & W. Mackinlay, Halifax.

Sirs,—We enclose (or forward by \_\_\_\_\_) the sum of \$\_\_\_\_\_, for which you will please send us the following articles provided by the Superintendent of Education for use in the public schools. The parcel is to be addressed—(here give the address in full) and forwarded by—(here state the name of the person, express company, or vessel; and, if by vessel, direct the parcel to be insured, if so desired.)

LIST OF ARTICLES.

(Here specify distinctly the Books, Maps, &c., required, and the quantity of each sort.)

We certify that each and all of the articles named in the above list are required for use in the Public School (or Schools) under our control, and for no other purpose whatsoever; and we engage strictly to carry out the Regulations of the Council of Public Instruction for the management and preservation of school books and apparatus.

(Signed) \_\_\_\_\_ Trustees of \_\_\_\_\_ School Section in the County of \_\_\_\_\_

Reg. 2.—Any application not accompanied with the money will not be attended to.

Reg. 3.—All costs and risk of transportation of parcels must be borne by Trustees, (i. e. by the Sections on behalf of which they act, and not by the Educational Department.)

If Trustees so direct in their application, goods (except Globes,) transported by water will be insured for the amount paid for the same by them, at the following rates:—

Table with 2 columns: Parcels shipped during the First Term of the School year, 2 1/2 per ct.; Second Term, 1 1/2 per ct.

Trustees must forward with their application the amount required to effect the insurance, otherwise parcels will not be insured. No charge will be made for policies.

Reg. 4.—Applications will, as far as the articles in stock and the annual grant permit, receive attention in the order of their receipt.

Regulations.

3. The following are the regulations of the Council of Public Instruction with reference to all Books, Maps, and Apparatus furnished to Trustees, under the operation of Sec. 6 (15) of the law concerning Public Schools:—

Reg. 1.—They shall be the property of the School Section, and not of private individuals (except as specified in Reg. 5.)

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 pupil shall have the privilege of taking home with him any books, &c., which, in the opinion of the teacher, may be required for study or use out of school.

Reg. 4.—Pupils, or their parents or guardians, shall be responsible for any damage done to books beyond reasonable wear and tear.

Reg. 5.—Any pupil desiring it, may be allowed to purchase from the trustees the books required by him, provided the same be done without prejudice to the claims of other pupils; the price to be, in all cases, the same as advertised in the official notice published from time to time in the Journal of Education. No pupil who has been allowed to purchase a book shall have any claim on the trustees for the free use of another of the same kind.

Reg. 6.—Any section neglecting to provide a sufficient supply of books, maps, and apparatus, may be deprived of the public grants.

Reg. 7.—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.

Any section infringing in any way upon the above regulations will forfeit the privilege of purchasing books, &c., at half cost.

4. List of Text-Books, Maps and Apparatus.

The following list of Books will be extended, and other articles of apparatus included as the fund at the disposal of the Superintendent permits. The Wall-Maps (including one of the United States) now in course of preparation, under the supervision of the Educational Department, will be added to the list as soon as published.

PUPILS' WEEKLY RECORDS.

Weekly Record for one Term (on printing paper) 1 cent each. do. (on writing paper) 2 cents each.

THE NOVA SCOTIA SERIES OF READING BOOKS.

Table with 2 columns: Book No. 1 to 5 with prices; Book No. 6 to 7 with prices; The art of Teaching, Reading, Bailey's Brief Treatise on Elocution.

SPELLING BOOK.

The Spelling Book Superseded, (Rev. Ed.) 8 1/2 cents each.

GRAMMAR AND COMPOSITION.

English Grammar, Morrell's Analysis, 5 cents each. Reid's Rudiments of Composition, 20 cents each. Bain's Rhetoric, 40 cents each.

MATHEMATICS.

Table listing various math books: Arithmetic, Algebra, Plane Geometry, Practical Mathematics, Solid and Spherical Geometry, Mathematical Tables, Navigation, Ball Frames, Slates, Prepared Slates, Blackboard Chalks, Slate Pencils.

The Prepared Slates are ruled for writing, and for separate columns of figures, units, tens, hundreds, &c. They are folded once (like a sheet of writing paper) are very light, and will not break by falling. These slates are suitable for beginners only.

WRITING.

STAPLES' PROGRESSIVE SERIES OF COPY BOOKS:

Table for Copy Books: For both girls and boys, Book No. 1 to 5; For girls only, Book No. 6, 8; For boys only, Book No. 7, 9.

Ruled Carl to accompany copy books, 6 cts. per doz. Penholders, 20 cents per gross. Staples' Circular Pointed School Pens, 24 cents a box (1 gross). Inkpowders, 35 cents per doz. Rulers, 12 in. (for pupils' use,) 20 for 12 1/2 cents. Lead Pencils, 8 cents per doz. India Rubber Erasers, 12 cents per doz. Pink Blotting Paper, 15 cents per quire.

DRAWING.

BARTHOLOMEW'S SCHOOL SERIES OF PROGRESSIVE DRAWING LESSONS.

For beginners, Set of 72 Model Cards, Nos. 1 to 6...42 cents per set. For advanced lessons, Sketch Book (models only), Nos. 1 to 5...\$1.00 per set.

Packages (12 slips) of blank drawing paper, for model cards, 3 cts. per pack. Blank drawing books, for model cards, 8 1/2 cts. each. Blank drawing paper, for Sketch Books, or model cards, 28 cts. per quire. Drawing Pencils, F, 23 cts. per doz. India Rubber Erasers, 12 cts. per doz.

DIAGRAMS.

For purposes of illustration, and "Oral Lessons."

Forest Trees (12).....	\$0.30 per set.
Natural Phenomena (30).....	0.60 "
Botanical Prints (roots, stalks, leaves, &c., 26).....	1.00 "
Notes of Lessons on do. do.....	0.06 "
Poison Plants (44).....	0.60 "
Wild Flowers (96).....	2.00 "
Geometrical Figures (2 sheets).....	0.06 "
Mechanical Forces (6, on cloth) with exp. sheets.....	1.00 "
Patterson's Plates of Animals (set of 10, mounted and varnished).....	11.00 "

GEOGRAPHY.

Calkin's Geography and History of Nova Scotia, 8½ cts. each.  
" School Geography of the World.\*

Series of Wall Maps.—

Nova Scotia.....	\$0.55 each.	Scotland.....	\$1.35 each.
North America.....	1.35 "	Ireland.....	1.35 "
Western Hemisphere.....	1.35 "	British Isles (in relation to the Cont. of Europe).....	1.35 "
Eastern Hemisphere.....	1.35 "	Europe.....	1.35 "
England.....	1.35 "	Palestine.....	1.35 "
		Gen'l Map of Bible Lands.....	1.35 "

Globes.—The Terrestrial Globe (12 in. diameter, bronze meridian and Quadrant)..... \$4.50  
The Celestial Globe..... 4.50

Classical Wall Maps.—

Orbis Veteribus Notus.....	\$1.20 each.	Græcia Antiqua.....	\$1.20 each.
Italia Antiqua.....	1.20 "	Asia Minor Antiqua.....	1.20 "
		Orbis Romanus.....	1.20 "

HISTORY.

Hodgins' School History of British America.....	.25 cts. each.
Curtis' Chronological Outlines of Eng. History 6	"
Collier's School History of the British Empire (Revised Edition).....	.20 "
For use in adv. Com. Schools. Collier's History of Rome.....	.15 "
Collier's History of Greece.....	.15 "
For use in Co. Academies. Smith's Smaller History of Rome.....	.35 "
Smith's Smaller History of Greece.....	.35 "
Chambers' Ancient History.....	.25 "

NATURAL SCIENCE.

Chambers' Chemistry, (with new notation).....35 cents each.

ECONOMIC SCIENCE.

The Chemistry of Common Things....15 cents each.

CLASSICS.

Latin.—Bryce's First Latin Book.....20 cts. each.  
Bryce's Second Latin Book.....35 "  
Edinburgh Academy Latin Grammar.....20 "  
or, Bullion's Latin Grammar.....50 "  
Arnold's Latin Prose Composition.....60 "

AUTHORS—OXFORD EDITIONS.

CÆSAR, de Bello Gallico, paper, 20 cts.: bound, 25 cts.: Lib. I.—III. (with short notes), 1 vol., paper, 10 cts.  
VIRGIL, (complete), paper, 20 cts.: bound 25 cts.: the Georgics (with short notes), 1 vol., paper, 20 cts.: the Æneid, Lib. I.—III. (with short notes), paper, 10 cts.  
CICERO, de Off. de Sen. de Amicit., 1 vol., paper, 15 cts.: bound, 20 cts.: de Sen. and de Amicit., 1 vol., (with short notes,) paper, 10 cts.: Oration for the Poet Archias, (with short notes), paper, 10 cts.  
HORACE, (complete), paper, 15 cts.: bound, 20 cts.: the Odes, (with short notes), paper, 20 cts.

DICTIONARY.

White's Junior Scholar's Latin-English Dictionary....93 cts. each.

Greek.—Bryce's First Greek Book.....25 cts. each.  
Bryce's Second Greek Book.....35 "  
Bullion's Greek Grammar.....55 "  
or, Edinburgh Academy Greek Grammar, 35 "  
Arnold's Greek Prose Composition.....55 "

AUTHORS—OXFORD EDITIONS.

XENOPHON, Anabasis, paper, 15 cents: bound, 20 cts.  
EUCLIDES, Alcectis, (with short notes), paper 10 cts.  
XENOPHON, Memorabilia, paper, 10 cts.: bound 14 cts.  
HOMER, Iliad, (complete), paper, 30 cts.: bound, 35 cts.: Lib. I.—III. (with short notes), 1 vol., paper, 20 cts.

LEXICONS.

Liddell & Scott's Greek-English Lexicon (abrgd.)....\$0.93 each.  
Yonge's English-Greek Lexicon.....1.06 "

FRENCH.

DICTIONARY.

Contanseau's French-English and English-French Dictionary..\$.43 ea.

\* The Council of Public Instruction has authorized the preparation of a General Geography, and an English Grammar for use in the Public Schools, and until these works are published the Superintendent of Education will not procure any text-books on these subjects. In the mean time, Trustees are authorized by the Council to use whatever Geography or Grammar they prefer. Campbell's or Lovell's Geography will be found to be about the best; and Lennie's Grammar, if followed by Morell's Analysis, will, perhaps, give as good results as any.

V. The Provincial Normal School.

FIRST TERM begins on the second Wednesday in November, and closes on the last Thursday in March.

SECOND TERM begins on the second Wednesday in May, and closes on the last Thursday in September.

\* Students cannot be admitted after the first week in each term, except by the consent of the Principal.

FACULTY OF INSTRUCTORS.

NORMAL COLLEGE.

Method, and the Natural Sciences.—REV. ALEXANDER FORBESTER, D.D.  
Principal of the Normal College and Model School.  
English and Classics.—J. H. CALKIN, ESQ.  
Mathematics.—W. R. MULHOLLAND, ESQ.  
Music.—MR. CHESELEY.  
Drawing.—MISS L. CROWE.

MODEL SCHOOL.

High School Department, MR. EDWARD BLANCHARD.  
Preparatory " MR. JAMES LITTLE.  
Senior Elementary " MISS LOGAN.  
Junior do. " MISS A. LEAKE.  
Janitor.—MR. DODSON.

None but holders of valid licenses will be admitted to the Normal School as pupil-teachers. The licenses must be presented to the Principal at the opening of the Term.

Extracts from the Regulations of Council of Public Instruction.—"Before being enrolled a Student at the Normal School, every pupil-teacher shall make the following declaration, and subscribe his or her name thereto: 'I hereby declare that my object in attending the Provincial Normal School, is to qualify myself for the business of teaching; and that my intention is to teach, for a period not less than three years, in the Province of Nova Scotia, —if adjudged a Certificate by the Examiners.' In consideration of this declaration, instruction, stationery, and the use of text books (except Classical) shall be furnished pupil-teachers, free of charge."

Persons wishing to enrol as Candidates for High School or Academy certificates must, in addition to a good knowledge of English, be thoroughly familiar with the Latin and Greek Grammars, and be able to parse with ease any passage in some elementary work in each language. In mathematics, they must be competent to solve any example in the advanced Nova Scotia Arithmetic, to work quadratic equations in Algebra, and to demonstrate any proposition in the first four books of Euclid."

VI. List of Inspectors.

J. R. Miller.....	Halifax.
Rev. D. M. Welton, M.A.....	Windsor.
William Eaton.....	Kentville.
Rev. G. Armstrong, M.A.....	Bridgetown.
Rev. P. J. Filleul, B.A.....	Weymouth.
G. J. Farish, M. D.....	Yarmouth.
Rev. G. M. Clark.....	Shelburne.
Rev. D. O. Parker, M.A.....	Liverpool.
W. M. B. Lawson.....	Lunenburg.
H. C. Upham.....	Great Village.
F. W. George, M.A.....	Amherst.
M. T. Smith.....	Pictou.
Rodk. McDonald.....	Antigonish.
S. R. Russell.....	Guysboro'.
James Macdonell.....	Port Hood.
C. R. Macdonald.....	Baddeck.
Edmund Outram, M. A.....	Sydney.
W. H. Cutler.....	Arichat.

VII. Bond of Secretary to Trustees.

"The Secretary of the Trustees shall give a bond to Her Majesty, with two sureties, in a sum at least equal to that to be raised by the section during the year, for the faithful performance of the duties of his office; and the same shall be lodged by the Trustees with the Clerk of the Peace for the county or district."—School Law of 1866, Sect. 42.

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 this day 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.] (Seal)  
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 \_\_\_\_\_ (names 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.]

ADVERTISEMENTS.

TEACHERS' PROVINCIAL ASSOCIATION.

The opening of the ANNUAL CONVENTION will take place in the city of Halifax, on TUESDAY, December 31st, at 3 P.M.

Notice of subjects to be brought before the Association must be given to the Committee on or before Saturday, December 28th.

Members travelling by rail can obtain a free pass, provided they have paid the annual subscription of \$1.

Passes may be obtained from the Superintendent of Education, Dr. Forrester, the Inspectors of Halifax, Pictou, Colchester, Cumberland, Hants, Kings, and Annapolis, and also from the Secretary of the Committee.

J. HOLMES, Sec'y. of Committee.

TEACHER WANTED.

THE Trustees of Beaver River Section, Digby Co., wish to engage a First Class Male Teacher to supervise the School and teach the Advanced Department. None but persons fully competent to compete for the Superior School Grant need apply. The School has two Departments. The house and apparatus have the approval of the Inspector. A good salary will be given. Address,

REUBEN PERRY,  
Secretary to Trustees.

TEACHER WANTED.

THE Trustees of Weymouth School desire to engage a First Class Male Teacher. Services to begin the first week in January next. A good salary will be given. None need apply but thoroughly qualified teachers.

Address, C. D. JONES,  
Secretary to Trustees, Section No. 14, Weymouth.

SCHOOL DESKS.

THE undersigned is prepared to supply School Trustees with the improved School Desks recommended by the Council of Public Instruction for use in the Public Schools throughout the Province.

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8 to 10 "	13 "	23 "	42 "	13 1/2 "	15 1/2 "	4.50	
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12 to 14 "	15 "	26 "	46 "	14 1/2 "	16 1/2 "	5.00	
14 to 17 "	16 "	27 1/2 "	48 "	15 "	17 "	5.25	
17 "	17 "	29 "	48 "	16 "	17 "	5.50	

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