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T H E

JOURNAL OF EDUCATION.

FOR THE PROVINCE OF NOVA SCOTIA.

WE have been informed that the Examination for the Gilchrist Scholarship will begin on Tuesday, 21st July, at 2 o'clock P. M., in the Assembly Room, Province Building.

ERRATA.—*Journal of Education* for May, Provincial Grant, Colchester Co., read James Paton, Grade C., \$45.00. Shelburne Co., E. M. Rand, 39½ days, \$46.37; Robert Colquhoun, 100 days, \$49.60; Ebenezer Crowell, 98½ days, \$36.62; George G. Wadsworth, 121 days, \$45.00

INSPECTORS are specially requested to distribute only such B. Returns as they have received during the present Term. The arrangement of the tables differs from the return of last year. In filling up the A. abstract, each Inspector will be careful to include only those Border Sections whose schools are subject to his inspection.

LETTER FROM THE VERY REV. JAMES ROSS, D. D.,
EXAMINER IN DEPARTMENT OF TEACHING, SCHOOL MANAGEMENT, &c.

BEFORE proceeding to offer any remarks upon the examination papers submitted to my inspection at the commencement of the current half year, I wish to make one preliminary observation. It is just possible that some of the applicants for school licenses look upon the examiners as stern and unfeeling, having little or no sympathy with them in their difficulties and anxieties. If any of them entertain such an opinion, I beg to assure them it is unfounded and incorrect. I am often at a loss to account for the deep interest which I feel in the unknown writers of the papers under consideration. I find myself strangely in sympathy with them, participating in their anxieties, excitements and perplexities, and almost wish I could have been beside them to give them a hint which might have assisted them in tiding over a difficulty. It always affords me pleasure to assign high numbers to papers which deserve them; and in many cases it is not a little painful to be compelled, by a sense of duty, to award only a small amount of merit, and thus disappoint the expectations, and, it may be, wound the feelings of the applicant. A little reflection is sufficient to convince candidates that undue leniency on our part would be injurious to teachers as a class as well as to the public service. To them it is a matter of the very first importance that the character of the profession be not only sustained but elevated. That elevation can be obtained only by excluding from the profession those who are not duly qualified.

The results of the last examination afford, in my opinion, pleasing evidence of decided progress. They indicate a healthy and vigorous condition of our educational system. Much has been accomplished, but there is still room for great improvement.

The beneficial effects of the Normal School are very plainly indicated by the papers which I have examined. Many of them afforded unmistakable evidence that the writer had been a pupil of the training establishment. The evidences were most striking in the departments of teaching and school management. True, I do not know the writer, and consequently do not know the antecedents of the writer of any of these papers, yet the internal evidence of attendance at the Normal School is so clear that in many cases not a doubt of the fact remains on my mind.

The greatest defects were found in the department of book-keeping. Many applicants failed to hand in any exercises on this subject; and of those submitted a large proportion were comparatively of a low order.

In judging of the penmanship, and even of the spelling and composition, allowance must be made for the anxiety, excitement,

and flurry of the occasion. Many of the papers submitted by the lady applicants were models of neatness and accuracy. It would be well for some of the male candidates to remember that slovenliness and carelessness detract seriously from the merits of an exercise, and that the lowness of their numbers may be ascribed to these causes to a greater extent than they imagine.

Viewing the papers *en masse*, the defect which obtruded itself most painfully, because most frequently, upon my notice, was the vagueness of the answers, particularly in the departments of teaching and school management. The candidate did not seize upon the exact idea to which the question or exercise required attention. It may have been, and in many cases doubtless was the effect of hurry and excitement. Solomon said long ago, "He that answereth a matter before he heareth it, it is folly and shame unto him." It is scarcely less foolish, and certainly not any more creditable, to attempt to write on any subject before thoroughly understanding it. The consequence of a failure to seize the precise point of the question in a dissertation upon some collateral subject, which, however excellent in itself, counts for little or nothing in summing up the results. The candidate is required to define *method*. Instead of a definition we are furnished with a disquisition more or less elaborate on the importance of order and regularity. Again, he or she is asked to state briefly and tersely the importance of cleanliness and tidiness. We are informed that cleanliness is next to godliness, and frequently a solemn promise is added that if ever placed in charge of a school, no child, with unwashed hands or uncombed hair, shall be permitted to occupy a place even on the lowest form. Now, the object of the exercise evidently is to afford the applicant an opportunity to exhibit his acquaintance with the end to be obtained, the fitness of the means to the attainment of the end, and its relative power or value as an element in the physical, intellectual, moral and emotional training of the pupil. Permit me, therefore, to recommend future applicants to devote a short time to the study of the question before they begin to write. Let them ask themselves, what is the precise meaning and aim of the exercise. They will find it afterwards comparatively easy to answer, and they will find also that time has been gained, not lost.

If these remarks should be received with favour by those for whose benefit they are especially designed, I will probably furnish you with a few in addition at the close of the next examination, while all the impressions are fresh and the incidents still vividly imprinted on the memory.

Dalhousie College, Halifax.

JAMES ROSS.

TEACHING.

A GOOD deal has been said, first and last, about the claims of teaching as a profession. Many deny that it has any just claims to the rank of a profession. We do not propose to enter upon a lengthy discussion of the question, but to present, in brief, some considerations which seem to have a direct bearing upon it, and which may not be without profit to teachers generally. And in the first place we may ask, What are the essential conditions and requirements of a profession,—any profession? We answer—

1. It must have a noble aim,
2. Its operations must not be merely mechanical, but scientific in their character;
3. It must require on the part of its members a learned general education;
4. Its nature must be such as to render special preparation necessary to success;
5. It should have provided a common authority competent to decide upon the qualifications of those who apply to become members;
6. There must be some common bond of union and mutual recognition of claims to membership.

Now, let us apply these tests to teaching.

1. Teaching aims to instruct, develop, and train the various

powers and faculties of man, to make him as perfect as his nature admits, to cause him to fill worthily the place God designed for him: than this, earth has no nobler aim.

2. A science is a systematic arrangement of principles. A certain work is performed scientifically when it is done according to fixed general laws, and in *virtue of them*. Fixed general laws govern the relations of means to ends in education, and these may be learned and applied. If, therefore, there is no science of teaching, there is no such thing as science. Many teachers perform their work in a mechanical way; but no profession can yet claim exemption from quackery.

3. No one can teach what he does not know. Empty granaries do not furnish food. The teacher must be a learned man; he can find use for all kinds of learning. It is largely through him that others obtain learning; and a stream is not apt to rise higher than its fountain.

4. From what has already been advanced, if correct, no candid person will say that teachers do not need special preparation for their work. The education of a human soul is certainly a task as difficult as that of making shoes, building houses, or farming land. Success may be attained in any profession by practice; but in none are blind experiments so dangerous as in teaching.

5. There is no more intrinsic difficulty in guarding teaching from the intrusion of the unworthy by the adoption of a uniform standard of qualifications for membership, and by providing a suitable authority to apply that standard, than there is with regard to the professions of law or medicine. Knowledge and skill can be as readily estimated in teaching as in any profession.

6. The lines by which teaching is separated from other kinds of business have not been very well defined, and, consequently, professional feeling among teachers has not been very prominently manifested. The diversity of sources heretofore existing in this Province, whence teachers have derived their authority, has retarded that mutual recognition of each others' claims to membership in a common profession. When all prefer their claims on common ground, each holding the warrant of one and the same authority, one great barrier to community of interest is removed. Let teachers once know who are teachers, and, we are confident, no other profession will exhibit a finer *esprit de corps*.

If, then, teaching is a profession, and it seems to answer fully the tests applied to other professions, every true teacher has certain duties towards it.

The first is, we conceive, to adorn it by his skill and scholarship.

In the past, those who have been the instructors of youth in the lower grades of schools have not, generally, been distinguished as learned men. Schoolmasters have been ridiculed in various literary works for their ignorance or their pendency; and these sentiments, if unjust in particular instances, expressed, doubtless, the common estimate of their scholarship. True, such a conclusion would be unwarranted, if teachers in all grades of schools are included in the calculation; for no other profession, either in the past, or at the present, can present a greater array of learned men than teaching; but it shows plainly enough that the ignorance of its members tends to degrade a profession. A teacher who properly appreciates his work, who loves his profession, who desires to see it honored, will exert himself to increase his own store of knowledge, and to excite a love of learning among his fellow teachers. He will constantly strive to attain skill in teaching, not more for his own honour than for the honour of his profession.

It is, further, every teacher's duty to dignify his profession by his personal worth.

The character of a profession is largely judged by the character of those who practice it. *Their standing constitutes its standing*. A man of eminent worth dignifies, while a bad man disgraces, a profession. The members of all professions are proud of the wise and good men who have borne their professional name; and they are equally ashamed to acknowledge, as fellow-members, those who are weak, dishonorable, or selfish. "Every man," said a great statesman, "owes a debt to his profession." Upon entering a profession, an individual receives from it position, fellowship, honour, means of emolument; and for this service he owes it a debt which he cannot pay without leading a life of integrity. He is a robber who takes from his profession what he does not return to it. The standing of the teacher's profession depends, perhaps, more than some others upon the personal worth of its members; for it is universally felt that a bad man should not be a teacher,

It is, moreover, the duty of every teacher to elevate his profession by encouraging all means of professional improvement.

It will not be denied by any that improvement in teaching can be made, or that it is greatly needed. It will be questioned by a few that the members of a profession are respected in proportion as the profession to which they belong is respected or subserves the interests of society. Every member of a profession, therefore, ought to assist in the work of improving it. Besides, a man is judged by the company he keeps; and if teachers generally are ignorant and inefficient, each particular teacher will suffer from the incompetency of his fellows. Teaching is making rapid advances at the present time, and it may be expected to advance still more rapidly in future; unless, therefore, a teacher, he constantly adding to his stock of professional knowledge, he cannot keep abreast with the times, and his method of teaching will become stereotyped and unsuited to the condition of things around him. In addition to this, such a teacher is apt to become captious, and to attribute the causes of his failure, which exist in himself, to the bad designs of contemporaries or the corruptions of the times. The means of professional instruction within the reach of teachers in Nova Scotia, are the Provincial Normal School, Teachers' Institutes, school visitations, books on education, educational journals, and Teachers' Associations. Teachers should avail themselves of these means as far as they may be able. All can procure and find time to peruse Dr. Forrester's "Teacher's Text-Book." This book of itself, if carefully studied, cannot fail to beget a professional enthusiasm which will render operative in a far higher degree the instruction that may be obtained by the other means which we have enumerated.

And, finally, every teacher should render his profession more united, by showing respect to his fellow teachers.

There is much needed among teachers greater professional unity, a better *esprit de corps*, and it can be brought about only in one way,—that of increasing the respect which teacher shows to teacher. Common interests and objects of pursuit should create among teachers peculiarly hearty reciprocation of friendly regard. We are all social beings, and find strong incentives to action in the approbation of others. Left alone to work by himself, cheered by few or no words of approval, encouraged by no friend, stimulated by no hope of gaining a higher professional position, the best of teachers would find his energies weaken, and his spirits grow dull. With troublesome pupils and unappreciating patrons, with much work to do and many cares to weigh down his spirit, the teacher, more than most men, needs kindness and sympathy; and, if he find such among those who have encountered the same difficulties and experienced the same discouragements, he takes heart again, and with freshened energy endeavours to perform his duty. There are pupils who honour their teacher, and parents who thank him; but he needs those with whom he can fraternize. A common bond of sympathy should bind the members of the profession together in fraternal union.

HINTS TO TEACHERS.

ABILITY to awaken in the minds of children an enthusiastic love for knowledge, is one of the highest powers of the teacher. This ability constitutes, in fact, the teacher's chief claim to the high office he has assumed. There are many who can secure obedience and attention, but there are few who have so entirely succeeded in awakening intellect, that those taught by them will not only evince willingness to receive instruction, but eagerness to grasp it.

Although this influence over the mind is rare as an endowment yet its acquirement is quite within the power of any careful and industrious teacher. The means used to secure it are various, and more or less successful according to the quality of the stimulant or the skill with which it is applied. The whole course of experience, however, goes to show that everything of an artificial nature must be rejected, as it is certain to produce finally a distaste for the sober routine of school work. We believe that very much may be accomplished, by keeping before the minds of the scholars, the importance of the studies upon which they are engaged. It is a mistake to strive to deck knowledge out so as to make it attractive to the fancy; it is enough that it be clearly and simply presented. Truth is not to be first sought because it is

attractive; it should become attractive in virtue of its high use. It is also important that in school the child be brought in contact with knowledge as a living power, and not as a dead form. But we will not now pause to speak of the necessity of making every lesson a means of exercising the intellectual powers, nor press the importance of oral instruction in general. We wish to call the attention of the teacher to the fact that most interesting and useful lessons may be drawn from passing events—lessons which will often be received with keen zest when the facts of science fail to secure the attention he desires. It is a very common remark that we are educated by circumstances, and yet we shut out from the minds of children the influence of those circumstances and events best calculated to arouse the energies and develop the powers of the mind. Our plan is this:—that the teacher impart to his pupils, on some fixed day of each week, a certain amount of general information, concerning important events, prominent men, and great empires,—in brief, a short comprehensive chapter from the history of the present. This will supply the place of the oral lesson for the day, and will be superior in interest to that exercise, as it deals with the great questions of the day—matters which the pupils themselves hear frequently spoken of by the intelligent and educated as of the greatest moment and significance. Not only this, but the teacher will find it of great benefit to himself, aiding him to avoid that stilted style of declamation into which many fall in attempting to address a school.

The careful teacher will know how to conduct these exercises discreetly, and, without laying aside his character of mentor, so to communicate in the most simple style and with the enthusiasm his great subject naturally inspires that the whole attention of his school will be absorbed, and the most lively interest awakened. In a short time the pupils will cease to regard it in the light of labour, and will look forward to it with intense eagerness. This we know from the results of a very imperfect trial. Perhaps an example will render our meaning more plain. To-day we receive the intelligence of the successful accomplishment of some great enterprise—say the laying of the Atlantic cable. Every man speaks of it to his neighbour, and we point to it as a mark by which to measure our growth. Now, when the teacher enters his school he has before him that part of the community to which, as composed of the men and women of the future, this success is really of the greatest importance. The subject is, however, spoken of in such a manner that children cannot understand it, and none, except, perhaps, a few restless inquisitive spirits, would ever ask for explanation, and they with but small chance of procuring an intelligible one. But when the time for an oral lesson arrives, let the teacher, after calling the attention of his school to what he has to say, repeat the intelligence just received. Whether they have heard it or not, it will at once assume an importance from its being placed before them. Let the terms used be carefully explained and misconceptions removed. Then, referring to the map, let the points connected and the distance between them be fixed in the memory, and the lesson closed with a few simple explanations of the principles involved. We believe that in a single lesson a teacher of average ability can render even such an inexhaustible subject as this, so plain to the understanding of children, that it will cease to be an indefinable something in their minds, and they will begin to understand how such a mighty achievement is possible. Even this would confer incalculable benefit by awakening interest and stimulating enquiry, but how much greater the results if every step in the great undertaking had been followed in the same way. The teacher will find no lack of subjects. Every week will furnish them. If there are no great enterprises there will be great movements. We by no means wish to circumscribe. A Mexican empire, or a great Exposition; a European war, or a royal visit; an Abyssinian expedition, or the statesmen of England; the chief men of a country, or a general summary of the events of the past week,—these, and such like subjects, present themselves in constant variety.

Let any man ask himself how much greater his stock of knowledge would have been, if, in his boyhood, he had received such information as this. Let him consider how many grow up without recognizing their interest in the great world around them; to how many simple things remain a mystery, who never understand such constantly recurring subjects as "reform," "constitutional questions," "franchise," the nature of government, and the functions of

parliaments and courts, and he will begin to see why we urge this matter as worthy of notice.

But the information conveyed is one of the least benefits to be derived from this kind of instruction. After employing it a short time, the teacher will discover that the facts communicated by him are week after week received with greater interest, that his pupils begin to talk among themselves of what they have heard, and eagerly to avail themselves of every means by which they can increase their knowledge of these general topics. They will not only come to feel the moment of what is transpiring around them, but gradually to feel their own connection with these events; and thus the teacher will have at his disposal all those lessons of wisdom and knowledge so easily deducible from them.

And as every absorbing interest created in the mind withdraws it one degree further from what is base and grovelling, the wider views and higher sympathies thus imparted will be found no mean aid in securing that state of healthy school life which springs from a manly self-respect. We doubt not that some of our readers will pronounce our views on this subject somewhat utopian. We confess that in our own case the results were quite unexpected, and yet it is not difficult to find an explanation. It is the fact before reverted to,—the contact between mind in its most susceptible state and knowledge as a living power. Hence its use as an awakener, and the value of this kind of teaching in any scheme of education; for when the mind is thoroughly aroused to the pleasures of knowledge of one kind, it becomes a comparatively easy task to place others before it in their true importance. It may seem a very long step from enterprise and achievement to geometry and English grammar, but we are much mistaken if the scholars who have just listened to a description of the manner in which human ingenuity and perseverance cuts a tunnel through an Alp, or constructs a canal across an isthmus, do not turn with new energy to the routine of school exercises, provided only they be made clearly to understand the place and importance of such exercises in the great work upon which they are labouring.

We have thus, very hurriedly, attempted, not to elaborate an idea, but to make a suggestion. We trust that our meaning will be understood by all, and that teachers will give the plan proposed a thorough trial. It recommends itself to our notice, whatever view we take of education. If we regard the amount of knowledge acquired as the principal thing, here is knowledge of a vastly important kind, and yet generally neglected. If we look upon the development of the intellectual faculties as the higher work, we present this as a simple, and yet, powerful stimulant, to intellectual activity. It will, of course, necessitate preparation on the part of the teacher,—considerable reading and research,—but he will be amply repaid by the benefits conferred upon his school, and at the same time will acquire for himself a fund of information of the most valuable kind. We fear that teachers are sometimes quite remiss on this point, though we can hardly understand how it is possible in this enlightened age. Every teacher should consider it a part of his work to make himself familiar with the current information afforded by some one of our newspapers, to which may be added with profit a standard English or American journal, or one of the magazines advertised in another column.

E.

STANDARDS FOR LICENSES.

FOR the information of teachers and future candidates, we publish below the standards for admission to each grade. Each paper submitted by candidates is estimated in parts of 100. The papers are all drawn up within the limits laid down in the syllabus for each grade of license. The number of papers required of candidates in March last was as follows:—Grade A, 31; Grade B, 19; Grade C, 14; Grade D, 11; Grade E, 7.—

GRADE A.

I. The following conditions must be fulfilled in order to entitle candidate to License of the Grade A:

1. Average of all Marks = 50 or upwards.
2. Average in Greek = 37.50 or upwards.
3. Do. Latin = 50 do.
4. No mark in English branches farther below 37.50 than the Average of all marks is above 50.
5. Not more than Six ordinary words mis-spelled

II. Failing to pass one or more of the above tests the candidate receives a License of the Grade B, provided the following conditions are fulfilled:

1. Average of Marks on Branches embraced in Examination Grade A = 40 or upwards.
2. No Mark on any branch embraced in Examination Grade B farther below 25 than the Average on all the branches embraced in Examination Grade A is above 40.
3. Not more than Six ordinary English words mis-spelled.

III. Failing to pass one or more of the above tests for Grade B, the candidate will receive a License of the Grade C, provided the following conditions are fulfilled:

1. Average of Marks on Branches embraced in Examination Grade B = 40 or upwards.
2. No Mark on any branch embraced in Examination Grade C farther below 20 than the Average on all the branches embraced in Examination Grade B is above 40.

An addition of .5 is made to the Average for every word less than six mis-spelled.

GRADE B.

I. The following conditions must be fulfilled in order to entitle the candidate to License of the Grade B:

1. Average of Marks = 50 or upwards.
2. No mark farther below 25 than the Average is above 50.
3. Not more than Six ordinary words mis-spelled.

II. Failing to pass one or more of the above tests the candidate receives a License of the Grade C, provided the following conditions are fulfilled:

1. Average of Marks on Branches embraced in Examination Grade B = 40 or upwards.
2. No Mark on any branch embraced in Examination Grade C farther below 20 than the Average on all the branches embraced in Examination Grade B is above 40.

III. Failing to pass the tests for License of the Grade C the candidate will receive a License of the Grade D, provided the following conditions are fulfilled:

1. Average of Marks on all branches embraced in Examination Grade B = 30 or upwards.
2. No Mark on any branch embraced in Examination Grade D farther below 15 than the Average on all branches embraced in Examination Grade B is above 30.

In every case an addition of .5 is made to the Average for every word less than six mis-spelled.

GRADE C.

I. The following conditions must be fulfilled in order to entitle the candidate to License of the Grade C:

1. Average of Marks = 50 or upwards.
2. No mark farther below 25 than the Average is above 50.
3. [*Fem. Cand.*] Not more than Six ordinary words mis-spelled.

II. Failing to pass one or more of the above tests the candidate receives a License of the Grade D, provided the following conditions are fulfilled:

1. Average of Marks on Branches embraced in Examination Grade C = 40 or upwards.
2. No Mark on any branch embraced in Examination Grade D farther below 20 than the Average on all the branches embraced in Examination Grade C is above 40.

III. [*Fem. Cand.*] Failing to pass the tests for License of the Grade D, the Candidate will receive a License of the Grade E, provided the following conditions are fulfilled:

1. Average of Marks on all branches embraced in Examination Grade C = 30 or upwards.
2. No Mark on any branch embraced in Examination Grade E farther below 15 than the Average on all branches embraced in Examination Grade C is above 30.

In every case an addition of .5 is made to the Average for every word less than six mis-spelled.

GRADE D.

I. The following conditions must be fulfilled in order to entitle the candidate to License of the Grade D:

1. Average of Marks = 50 or upwards.
2. No mark farther below 25 than the Average is above 50.

II. [*Fem. Cand.*] Failing to pass one or more of the above tests the Candidate receives a License of the Grade E, provided the following conditions are fulfilled:

1. Average of Marks on Branches embraced in Examination Grade D = 36 or upwards.
2. No mark on any branch embraced in Examination Grade E farther below 18 than the Average on all the branches embraced in Examination Grade D is above 36.

An addition of .5 is made to the Average for every word less than six mis-spelled.

GRADE E.

I. The following conditions must be fulfilled in order to entitle the candidate to License of the Grade E:

1. Average of Marks = 50 or upwards.
2. No mark farther below 25 than the Average is above 50.

An addition of .5 is made to the Average for every word less than six mis-spelled.

For the Journal of Education.

MR. EDITOR,—I beg to solicit your opinion on one or two points in connexion with the following clause of the Law concerning public schools:—

"The Secretary shall be entitled to receive five per cent. commissions on all sums collected by him, or under his direction, for the support of the school, or schools, including expenditure for rents, repairs, furniture, out-houses, fuel, maps, apparatus, and salaries, excepting in cases where payment shall be voluntarily made, when he shall make a deduction to persons making such payment of two and a half per cent. from his commissions; and he shall be entitled to two and a half per cent. on all sums collected by him, or under his direction, for the purchase or erection of a new school-house, or houses, and for the purchase or improvement of school grounds."

1. Is the Secretary of the Trustees entitled to commissions on the sum apportioned to the section from the County Fund?
2. What constitutes 'voluntary payment,' as specified in the clause which I have quoted?

SECRETARY.

[1. The Secretary is not entitled to any commissions on the amount received by him from the County Treasurer. It is not really "collected by him." It has been already "collected" from the rate-payers by the county officers, and is to be regarded as a county grant in supplement of the local funds. The local rates are those with whose collection the Secretary is entrusted, and of which his commissions form a component part.

2. When the Trustees direct their Secretary to collect the local assessment, he notifies each rate-payer of the amount of his assessment, and that the same must be paid by a certain day. All who pay their assessment within the time specified in the notification, have made a 'voluntary payment' of their rates, and are, by law, entitled to a reduction of 2½ per cent. on their bills. Those who do not come forward and pay their rates within the time named are not entitled to any reduction.

The rate bills must, of course, include 5 per cent. commissions, in order that the Secretary may be prepared to make the reduction to every rate-payer as contemplated by the law.

The object of this provision of the law is evident enough. It is intended to render the collection of the rates easy and prompt. We think it would be difficult to find a Secretary who would not very much prefer that rate-payers should always make 'voluntary payment.'

To the Editor of the Journal of Education.

SIR,—I beg respectfully to offer a few remarks in connection with the late examination, in the hope that you may consider them worthy of a place in the *Journal*.

It must be highly gratifying to you, and to all who are earnestly interested in the cause of education, to know that sixty candidates appeared for license at the recent examination in Pictou,—nearly twice as many as appeared last October. This is surely a good sign, a sign not only of courage but let us hope of proficiency also. It is perhaps a not less gratifying fact that the general fairness of the examination, both as to questions and time, was acknowledged by all.

I heard a point discussed at the close of the examination, which I think must prove of great interest to future candidates. The matter is apparently simple, yet the diversity of opinion regarding it was very great. It is this: what are the actual branches taken by the Examiners in each class, in order to obtain the average number of marks in each set of papers? For instance, can a candidate for a first class male license obtain 100 marks for prosody, history and geography of Nova Scotia, and writing, as well as for any other branch? I think that any information on this subject that you may think proper to publish in the *Journal*, would be received with great pleasure by all concerned.

W. G.

[Every paper put in by candidates is estimated in parts of 100. To obtain the average, the number of papers required (whether put in or not) forms the divisor.]

For the Journal of Education.

The following resolution was passed unanimously by the Board of Commissioners for schools in Annapolis West, at its meeting on the 19th May, viz.:—*Resolved*, That this Board will hereafter exercise the strictest vigilance over the moral conduct of teachers employed in this district, as required by the "Law concerning public schools" in this province, as indicated on page 16, section 43.

EDUCATIONAL INTELLIGENCE.

AT HOME.

King's College.—The Encœnia.—The celebration of the Encœnia took place on Thursday, 25th inst. Immediately on the arrival of the procession from the College divine service was held in the Parish Church. The excellent music was under the direction of the Rev. Dr. Dodwell, head master of the Collegiate School. The University sermon, which was an admirable composition, having special reference to education, was preached by the Rev. Dr. Blackburn, Rector of Newport. As soon as the dais in the new Hall was occupied, about noon, the venerable the President delivered his oration, the effect of which was to delight the audience with its range of subject and loftiness of sentiment, and at the same time, it is to be hoped, to prove that the College Board is fully determined to maintain a proper tone and state of discipline among those domiciled in the Institution. His Lordship the Bishop, as visitor of the University, as Chairman of the Board of Governors, and even as Bishop of the Diocese, was so impressed with the noble character of the oration that he, at a later stage of the proceedings, very strongly urged the President to depart from his usual course and allow his oration to be printed on the present occasion.

The President was followed by Dr. Steiffelhagen, Professor of Modern Languages, who gave a discourse in elegant, forcible, and flowing English, on various topics, most admirably blended, so as to shew the relations of science and language to modern civilization. It was listened to with great interest.

Mr. Wheelwright then read an essay on Greek and Hebrew, which displayed much research and care in composition.

Convocation was then opened and the following degrees were conferred:

D. C. L. Mr. Prothonotary Nutting. *Honoris Causa*.
B. D. and *D. D.* Rev. W. H. Cooper, of Illinois, M. A. of the University of King's College. *By accumulation*.
M. A. Dr. T. C. Leaver, Rev. A. C. Wood, Rev. J. A. Kaulbach, Rev. W. A. Bullock.

B. A. Rev. C. Matthews, G. King, H. Weldon.
 The following is a list of Prizes and Honors obtained:—
Alumni Scholarship Owen. Marked by 4 volumes of Classical Authors.

Gen. Williams' Prize in Mineralogy—R. Shreve. A cheque for sixty dollars. Prof. H. Y. Hind, formerly Professor of Chemistry and Geology at Trinity College, Toronto, made a most favourable report of the result of his examination of the papers in Mineralogy. While giving great praise to Mr. Shreve, he showed that Mr. Armstrong and Mr. H. Harding did very well as second and third.
 Gen. Williams' Prize in Engineering—Dickey. Sixty dollars.
 Mr. Poyntz an excellent second. Examiner—J. B. Young Esq. Welsford Prize—Gilpin.

Prof. McLeod's Silver Medal—Hamilton.
 Alumni Certificate in Mathematics—F. Peters.
 Alumni Certificate in French—Shreve.
 Ditto in Chemistry—Hamilton.
 Ditto in German.

Matriculation.—Ruggles, Archbold, Wright, Uniacke, King.
 Collegiate School Prize—C. Dodwell.

After the distribution of prizes, etc., his Lordship the Bishop in the course of some excellent remarks, made the request before mentioned. Dr. Nutting returned thanks for the honour which had been conferred upon him, and made touching allusions to his fellow classmen in old King's so long ago as 1803; and have passed away, but not one has gone without leaving a memorial of good work done to keep his name in esteemed remembrance. It was a graceful act to mark the long and very honorable life of so old an Alumnus with so signal a token of approbation on the part of his Alma Mater.—*Saturday Mail*.

Acadia College Anniversary.—We condense the following from the columns of the *Christian Messenger* of the 17th inst:—
 On Wednesday afternoon the annual meeting of the Associated Alumni of Acadia College was held in the vestry of the Wolfville Church. The President, T. H. Rand, Esq., in the chair.

Arrangements were made for the granting of Prizes the same as last year; and an intimation given of another one—a gold medal—being added to the list by a friend of the College at New York.

The officers of the Institution for the ensuing year were elected as follows:

President.—Prof. D. F. Higgins.
Vice-President.—Avar Longly, Esq.
Secretary.—J. Y. Payzant, Esq.
Treasurer.—B. H. Eaton, Esq.

Directors.—T. H. Rand, Esq., M. A., Rev. T. A. Higgins, M. A., Rev. E. M. Saunders, M. A., E. D. King, Esq., M. A., and Rev. S. W. DeBlois, M. A.

THE ORATION.—In the evening a large audience assembled in the Baptist Church to listen to the Annual Oration. Professor Higgins was surrounded by a number of friends invited to seats on the platform—T. H. Rand, A. Longely, and S. Selden, Judge Johnston, Revs. Dr. Cramp, Dr. Crawley, E. M. Saunders, W. S. McKenzie, I. E. Bill, G. Armstrong, A. S. Hunt, Isaiah Wallace, and D. M. Welton.

After a hymn had been sung, the President introduced the Orator, John Y. Payzant, Esq., by a few appropriate remarks and announced his subject. "The scope and design of a University course of Education." The advantages arising from an extended course of mental cultivation were shewn, and the experience of those who are receiving such training dwelt on with much minuteness. The present facilities were described, and the necessity of enlarged equipments in our Institutions depicted. The importance of securing more aid for those undergoing a preparatory process in Theology and Law were dwelt upon at some length, with the difficulties which bar the first steps of the student when entering on his professional career. The necessity of having provision made for a course of law students in a University curriculum was shewn.

At the close of the Oration Mr. T. H. Rand in a few appropriate remarks, referred to the great importance of the Natural Sciences in the University course—as noticed briefly by Mr. Payzant—anticipating the time at some distant day, when the full demands which had been laid down, would be attainable in Nova Scotia. He moved a vote of thanks to Mr. Payzant for his able Oration. This was seconded by the Rev. W. S. McKenzie.

The Hon. Judge Johnston expressed his assent to much of what he had listened to with great pleasure. Having been himself somewhat concerned in the early difficulties to which allusion had been made, he could but feel gratified at the result in the instance of the Orator for the evening. The time, however, that it would be found necessary to wait for the advantages sought in a University course need not, he thought, in our altered circumstances, be so great as was supposed by some. A wider field had already been opened, from which he believed great advantages would be derived in this respect.

The Rev. George Armstrong spoke in commendation of the oration, and the benefits of an extended course of higher education for men in every walk of life.

THE COLLEGE ANNIVERSARY.—At ten o'clock on Thursday, the College bell rings out its full sonorous tones and calls together from far and near delighted friends, who have come to witness the debut of a class of ten who having completed their course of four years diligent student life, are to-day to be recognized as men of culture, and come forth to take their place in the ranks of the refined and educated.

The Faculty, Students in their College costume, the Governors, Scholarship-holders, Graduates and friends, appear on the grounds in front of the College, and are marshalled in procession from the College to the Baptist House of Worship where is already assembled a large company of ladies and gentlemen to participate in the mental festivities of the day.

On the platform are the President, Rev. Dr. Cramp; Rev. Dr. Crawley, Professors Higgins and Jones, Revs. I. E. Bill, A. S. Hunt, W. S. McKenzie, D. M. Welton, E. M. Saunders, G. F. Miles, James Parker, G. Armstrong, E. C. Cady, S. W. DeBlois, and Judge Johnston.

The opening Anthem of welcome having been sung, the Rev. E. C. Cady is called upon to offer Prayer.

The Orations of the Under-Graduates are then called for in the following order:—"The Better Way," by Mr. Hector E. Munro, of Onslow. "Now," by Mr. E. C. Spinney, of Wilnot. "Creation," by Mr. John Wallace of Wolfville. "We make thee, Fortune, a goddess," by Mr. Lewis Hunt of Cornwallis. "The End not yet," by Mr. Daniel Eaton of Cornwallis. "The 'Practical,'" by Mr. John F. Tufts of New Albany. "The Ager of the Age," by James W. Johnson of Wolfville. "The Mediter Jean," by Mr. H. C. Messenger of Falmouth. "Mental Equipoise," by Mr. John Macdonald of Uigg, P. E. I., and "Farewell" by Mr. William A. MacKinlay, of Charlottetown, P. E. I., were omitted in consequence of sickness.

These orations were all necessarily brief, but were of a high order, and indicated superior mental cultivation, reflecting much credit on the members of the classes as well as the professors under whom the speakers had been pursuing their studies. The examinations had been previously conducted, and now that they had passed through their graduating exercises, the Class of ten Under-Graduates were presented by the Rev. S. W. DeBlois the Secretary to the Governors, to the President for their diplomas. These being handed to each with the usual, "Admittimus te, Domine, ad gradum Baccalauri in Artibus, et ad omnes ejus honores et dignitates, &c.," they retired for investiture, and appeared again with their Bachelor's hoods, and received from the President an excellent address.

After the delivery of this address, the President stated that the Board of governors had conferred the degree of Master of Arts on the Rev. D. A. Steele of Amherst, who had qualified himself for its reception, and the Degree of LL.D. on Mr. Youngusband of Michigan. He also informed the assembly that Mr. E. A. Young,

of New York had offered a prize—a gold medal for next year to the greatest proficient in Mathematics.

It was gratifying to learn that whilst ten had graduated, a much larger class would enter at the commencement of the next term. Already thirteen had been matriculated, and five more had been partially examined for matriculation.

Honor-Certificates were then given for studies in addition to those prescribed for the regular course, to the following—Messrs. McKinlay, McDonald, B. C. Spinney, J. F. Tufts, H. C. Messenger, N. McLeod, Coldwell, Daniels, Sanford, Bowles, Warren, Cohoon, Marshall, and W. Spinney.

The President of the Associated Alumni, Professor D. F. Higgins, then took the chair, and proceeded to distribute the Prizes offered through that Society. He announced that the Alumni Prize of \$40 for the best essay on a given subject, had been awarded to Mr. William A. Mackinlay, of P. E. I. As the writer had been ordered to refrain from present labour, he had requested Professor Jones to read it on his behalf. Professor Jones then read the essay. The given subject, "The Greek," was finely portrayed, showing a magnificent model of physical training and culture, a fine ideal of a man of that classic land and period. We hope to see the Essay in print, that its beauties may be more fully appreciated.

The class prizes of \$20 each for the general excellence in their respective studies were as follows:—

Senior class to Mr. John McDonald.

Junior class to Mr. Neil McLeod.

Sophomore class to Mr. E. M. Chesley.

Freshmen class to Mr. E. P. Bowles.

The Elocution Prize of \$20 was taken by Mr. Atwood Cohoon.

The Cricket Prize of \$20 by Mr. Johnson Parker.

The Monthly Essay Prize of \$25, to Mr. ————

At the close, "Rule Britannia" was sung with great taste and animation by Professor Spinney, with the chorus by the choir.

At 3 o'clock, upwards of a hundred of the Alumni and their friends sat down to a sumptuous repast, got up in excellent style.

Anniversary of the Mount Allison Institutions.—The anniversary sermon was preached by the Rev. C. Jost, M.A., on Sunday evening, the 24th of May, in Lingley Hall. The sermon was one of the Rev. gentleman's best efforts. The examination of the Academic classes in both branches took place on Monday, the 25th. The examination was an average one, and gave much satisfaction to the examiners and visitors. On Monday evening, in Lingley Hall, Prof. D. Allison, A. M., delivered before the Associate Alumni a very able and striking address.—His subject was "The Prospects of Anglo-Saxon Civilization in America." The oration was highly polished, and abounded in broad and liberal thought. The learned Professor should have it published. It is understood that the Associated Alumni are only awaiting Prof. Allison's consent to give it to the public. It is to be hoped his answer will be in the affirmative. The closing exercises of the year took place, as before stated, on Tuesday last. The following is a programme of the occasion:—

1. Religious Exercises—Reading Scripture Lessons, Hymn, and Prayer.

2. Reading Class Standings.

MUSIC.

3. Latin Oration—Salutatory Addresses, by A. B. Morris.

MUSIC.

4. English Composition—"The immortality of Truth," by Miss Henrietta Bowser.

5. English Composition—"There is nothing fixed but Change," by Miss Fanny E. Palmer.

6. English Composition—"Dreaming and Doing," by Miss Annie L. Kenney.

MUSIC.

7. Greek Oration, by Wm. C. Cogswell.

8. Polyglot Colloquy, by W. H. Temple, W. C. Cogswell, J. Sellar and C. Crane.

MUSIC.

9. English Oration—"The Mexican Tragedy," by Richard W. Weddall.

10. English Oration—"Vici," by Joseph Sellar.

11. English Oration—"The Parliament of Man," by Benjamin Russel.

12. English Oration—"Thomas D'Arcy McGee," by William H. G. Temple.

MUSIC.

13. Reports, &c.

MUSIC.

14. Conferring Degrees.

DOXOLOGY AND BENEDICTION.

The degree of M.L.A., or Mistress of Liberal Arts, was conferred upon Miss Annie Kenny, of this City; and Messrs. Weddall, Sellar,

Russell, and Temple, were admitted to the honours of the *Baccalaureate Degree*. The Rev. J. McC. Fulton, A.B., was admitted to the degree of A.M. The young ladies and gentlemen acquitted themselves in a very creditable manner, and their several pieces (which were all original) gave evidence of much taste and culture. The educational buildings are now in a most complete state for the purposes for which they were designed. The new Museum in the new Academy building is being handsomely and tastefully fitted up. Large numbers of specimens have been recently obtained, and every effort is being made to render the department of Natural Science attractive and instructive. The friends of the Institutions are invited to make this department still more attractive by donations to the Museum of geological specimens or curiosities. The Associated Alumni have founded two competitive scholarships, one in classics and one in mathematics, of the minimum value of thirty dollars each, to be increased to the value of sixty dollars as soon as practicable. It is to be hoped the numerous Alumni scattered throughout these Lower Provinces and elsewhere will realize the necessity of joining the Association, and thereby assist and encourage the cause of liberal and progressive education in connection with their *Alma Mater*.

For over a quarter of a century it has been in active operation, and during that lengthy period has successfully sustained the test of public investigation; and in a large degree obtained public favor and patronage. The friends of education will learn with regret that the learned and esteemed President, the Rev. Dr. PICKARD, is not enjoying that degree of bodily health and strength his friends could wish. His energies have been expended in advancing the interests of the Sackville institutions. We trust that he may be speedily restored to his wonted health, and that the educational institutions under his able management may be as prosperous and successful in the future as they have been in the past.—*St. John, N. B., Globe.*

Sunderland.—County Academy Exhibition.—The Terminal Exhibition of the County Academy took place in the Public Hall on Wednesday evening. The exercises consisted of Original Essays by young ladies and gentlemen, Dialogues, Music, &c.

Before the hour the Hall was crowded and soon became uncomfortably warm. In fact, before the exercises were half over many of the audience, ladies especially, were obliged to leave on account of the heat. This is to be regretted, as the latter part of the exercises were the most interesting, or rather, being the young gentlemen's part, they could be more distinctly heard. We do not publish the programme, as it is already in the hands of many of our readers. The Essays by the young ladies gave evidence of careful preparation, and the dialogues were rendered with considerable tact and cleverness. The young men acquitted themselves very creditably. We will be excused if we refer to the Essay of Mr. John P. Lawrence on the "Features of the Times," as ably prepared and well delivered, and that on "British Bravery," and the Valedictory, both by Mr. D. W. Douglas, as giving evidence of application and ability, and in an elocutionary point of view rendered with exceedingly good judgment. We again remind our young friends of a common error to which they are particularly liable, and one most disastrous to the effect of declamation, viz.,—too rapid enunciation. Those named (particularly the latter) have gained a strong point towards effective speaking by having overcome this general liability. The Valedictory referred in the most flattering terms to the efficient and pains-taking efforts of Mr. McElish, the Principal of the Academy.

In addition to the evidence of their intellectual capacity, the musical aptness of the pupils was evinced in several spirited choruses which were well sung by upwards of thirty young persons and children, accompanied by the Cabinet Organ.

It is gratifying to witness the growing interest being manifested in our Educational Institutions; the progress made by the pupils since the introduction of the present School Law being manifest to all who give the matter consideration. Of course the new system of Common School Education cannot be maintained without money, and many persons who have no direct interest in schools feel the tax oppressive; still, all must be benefited by the development of a general policy that results in provincial progression. The operation of the Free School system in this County, notwithstanding the tardiness in putting the machinery in operation, has been entirely successful, exceeding the anticipations of the most hopeful.

The County Academies are largely instrumental in fitting Teachers to take charge of the Common Schools, and qualifying others for a College Course; they appear to be wise and necessary appendages to the Educational system.

We are pleased to see the Academy in this town so well patronized and to learn of the proficiency the pupils are making. At the Examination, which took place a few weeks since, a thoroughness and proficiency were apparent in all the departments; several gentlemen who assisted in the examination expressing their gratification at the opportunity afforded the youth of this County to get a good education, and the commendable manner in which they profited by the advantages offered.—*Amherst Gazette.*

PROVINCIAL GRANTS

In aid of Public Schools, paid to Teachers, for the Term ended April 30, 1868.

(Concluded.)

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

TEACHER.	Number of Teaching days employed.	Amt. paid to Teacher from Prov. Treasury.
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COUNTY OF LUNENBURG.

GRADE A.		
Burbridge, G. W. B. A.	105	—

GRADE B.		
Cook, Henry	91	\$45 13
Freeman, Augustus	116	57 50
Gates, Isaac	119	59 00
Gow, John	117	58 00
Rieser, Daniel	104	51 60
Russell, Benjamin	90	44 63
Woodworth, William S.	110	54 55
Shore, William	118	53 50

GRADE C.		
*Barss, Margaret A.	98	48 60
Bent, Lavinia B.	115	42 75
Dauphine, Amelia	69	25 65
*Freeman, Henrietta	113	56 05
Morse, Helen	120	44 62
Reid, Alice	120	44 62
Ross, Margaret	72	26 75
*Ross, Susan	110	54 55
Tupper, Sophia L.	118	43 87
*Church, Charles E.	121	60 00
Hubble, Zacharias	119	44 25
McKinnon, John, senr.	120	44 62
McKinnon, John, jr.	117	43 50
Treat, Richard	106	39 45
*Watt, George N.	55	27 30
*Wilson, George	120	59 50
Whitford, Adelaide	83	30 85
Hennigar, Hiram	118	43 88
Jones, William	115	42 75
Martin, John E.	104	38 67

GRADE D.		
Acker, Caroline	84	21 85
Brown, Lucy	121	30 00
Burns, Sarah	100	24 80
Hirtle, Sarah	30	7 45
Keins, Sophia	120	29 75
*McNeil, Mary O.	99	32 75
Ritecy, Magdalene	98	24 30
Romkey, Louisa A.	104	25 80
Stoddart, Maria E.	120	29 75
Barson, John	117	29 00
Cooper, George	112	27 75
*Curral, John	115	38 00
*DeLong, William H.	116	38 35
Heckman, Albert D.	116	28 75
Heckman, William	94	23 30
Himmelman, William	65	16 12
Lohnes, John	120	29 75
Maiden, Henry E.	117	29 00
Manning, Edward J.	65	16 12
Mason, Samuel	119	29 50
*McDonald, John	72	23 80
*McKeith, Charles E.	61	20 20
Romkey, Michael	111	27 50
West, George H.	120	29 75
Butler, Eliza P.	119	29 50
Croskill, Sarah	95	23 55
Feader, Grace	84	20 83
Smith, Minnie E.	118	29 25
Adams, Henry	118	29 25
*Arnold, John M.	105	34 70
Connor, Thomas	121	30 00
Richardson, Charles	107	26 52
Thomas, John	116	28 75
Warner, Augustus N.	107	26 52
Williams, Joseph	108	26 77

GRADE E.		
Deinstadt, Kate	121	22 50
Elliott, Lucina	79	14 70
Greser, Catherine B.	90	16 75
Marshman, Zelinda	115	21 38
Morgan, Margaret	121	22 50
Pennel, Catherine	80	14 87
Romkey, Emma A.	68	12 65
*Spike, Frances	83	20 60
*Starrat, Susan	59	14 62
*Troop, Cassie M.	83	20 60
*Troop, Julia A.	95	23 55
West, Melinda	104	19 37

COUNTY OF HALIFAX.

GRADE B.		
Baird, Isaac	121	\$60 00
Hollies, John	118	58 50
Willoughby, J.	116	57 50
Sedgwick, Robert	121	60 00

TEACHER.	Number of Teaching days employed.	Amt. paid to Teacher from Prov. Treasury.
McCabe, E. B.	20	9 90
Urquhart, A.	90	44 63
Thompson, A. F.	72½	36 00

GRADE C.

McDonald, Annie	107	39 80
*McCurdy, Janet A.	120	59 50
*Baxter, Jessie G.	81	40 20
Archibald, Mary J.	80	29 75
Archibald, M.	22	8 20
Hawes, Mrs.	60	22 30
Archibald, Sarah	14	5 20
*Archibald, M.	74	36 75
*Waddell, Mary	78	38 87
*Hannah, Maggie	64	31 75
Currie, Mary	108	40 13
Archibald, Georgena	114	42 40
Parker, Belinda	113	42 00
Taylor, Ellen F.	121	45 00
*Dimock, Lydia A.	94	46 63
Bruce, Annanda	91	33 87
Deller, Sarah J.	105	39 05
*Alwater, Esther A.	118	58 50
Reed, Annie C.	121	45 00
Hamilton, Esther J.	118	43 87
Hamilton, M. A.	114	42 40
McLeod, L.	59	21 95
Marshall, L. A.	57	21 20
Minard, Eusebia	114	42 40
Kent, Isabella	116	43 12
Munro, H. D.	121	45 00
Peakes, Emma W.	80	29 75
Kent, Anna	110	40 90
Drady, M. G.	100	37 20
*Richardson, F. W.	95	47 10
McLean, John	120	44 62
Covey, Thomas A.	119	44 25
Collerelle, Zeph.	102	37 95
Richardson, George J.	120	44 62
Flemming, W. A.	106	39 45
Archibald, A. N.	108	40 16
White, Matthew T. A.	96½	35 87
Romans, William	121	45 00
Ballantine, John	103	38 30
Meadows, James	44	16 37

GRADE D.

Stewart, Esther	120	29 75
Young, Sarah	96	23 80
Graham, Susan T.	75	18 60
Templeton, F.	100	24 80
*Gould, Sarah	32	10 60
*Wilson, Isabella	120	39 75
Casey, Bridget	106	26 37
Kirby, Annie	120	29 75
Forrester, Harry	119	29 50
*Hefter, Jane	98	32 40
Kenty Annie W.	102	25 30
O'Brady, Patrick	13	3 25
*Nickerson, Louisa	116	38 37
Cassen, John	80	19 87
Revet, M. P. W.	24	5 15
Kent, Mary	117	38 70
Morse, Mary E.	107	26 50
*Connolly, Michael	118	39 00
Boutillier, W. J.	98	24 37
*Bell, James	120	39 68
*O'Leary, Daniel	74	24 45
Negus, Nelson	121	30 00
*McCurdy, James T.	121	40 00
*Richardson, M. B.	118	39 00
*Stewart, Thomas	121	40 00
Hubble, Caleb	79	19 61
McCabe, James D.	101	25 05
*Geddes, D. A.	112	37 00
Creelman,	105	26 00
*Reynolds, Robert S.	118	39 00
Crocket, James	23	5 70

GRADE E.

*Gould, Mary	36	9 00
O'Tool, Maria.	116	21 60
*Elliot, Mary E.	54	13 40
Dwyer, Mary	120	22 30
Carten, Catherine	100	24 80
Dauphnee, Isabel	120½	22 40
*Bacon, Fanny	52	12 90
*Elliot, Mary	40	9 95
*Fenton, Emma L.	116	28 75
Warner, Eliza	12	2 25
*Parker, Ellen	80	19 85
*Henry, Esther V.	92	22 80
Logan, Jessie	118	21 95
St Luke, Susannah	64	16 00
Kaulbeck, Emma	44	8 20

COUNTY OF KINGS.

GRADE B.		
Baker, Nathan T.	117	\$58 00
Best, Frederick	117	58 00

TEACHER.	Number of Teaching days employed.	Amt. paid to Teacher from Prov. Treasury.
Brown, J. L.	121	60 00
Burbridge, Henry	120	69 50
Condon, Samuel	110	54 55
DeWolfe, G. S.	118	58 50
Farrell, Bernard	120	59 50
Foster, A. D.	103	51 07
*Magee, Warren	89	58 87
McKay, Alexr.	121	60 00
Kerr, Samuel	118½	58 75
Jones, Joseph	89	44 13
Porter, Bishop	117	58 00
Roscoe, Colin	121	60 00
Sprague, J. D.	115	57 00
Whitman, Charles	115	57 00

GRADE C.

Benjamin, Edwin	120	44 62
Bishop, Judah	60	22 31
Bishop, Humphrey	106	39 42
Bishop, Ansley	120	44 62
*Bowly, Calvin	97	48 09
Cogswell, William	65	24 17
Chipman, Holmes	116	43 12
Craig, James	110	40 90
DeWolf, James	112	41 65
Eaton, Joshua	36	13 38
Eaton, Arthur	64½	24 00
Elderkin, J. W.	108	40 16
Eaton, Stephen	100	37 20
Fisher, Stanley	114	42 40
Hogan, Joseph	100	37 20
Jackson, Elijah	117	43 50
McDonald, Alexander	112	41 65
Moran, Edward	77	28 63
*Morton, William F.	121	60 00
Marsters, Richard	100	37 20
*Neily, Clarke	121	60 00
Orr, John	121	45 00
Parsons, William	80	29 75
Parker, William	119	44 25
Parker, Bordman	118	43 88
Parker, James E.	102	37 93
Pinco, Zebina	120	44 62
Redden, William	91	33 84
Robinson, G. O.	120	44 62
Sanford, Manning	96	35 70
Sanders, Walter	120	44 62
Skinner, William	100	37 20
*Vaughan, Ambrose	120	59 50
Welton, Burpee	115	42 75
Bruhen, Mary	115	42 75
Cox, Bessie	119	44 25
Cox, Annie	117	43 50
*Caldwell, Charlotte	52	25 78
Eaton, Minnie	89	33 09
Kelly, Mary	117	43 50
Kinsman, Martha	95	35 33
Pinco, Emily	117	43 50

GRADE D.

*Banks, James A.	119½	39 50
*Boak, Samuel	120	39 67
Newcomb, Holmes	115	28 50
Ogilvie, Abram	120	29 75
Porter, Martin	105	26 03
*Sanders, W. M.	100	33 03
Sanford, George	94	23 30
Blackader, Annie	89	22 05
Lyons, Rebecca	92	22 80
McCConnell, Sarah	97	24 05
Norwood, Anna S.	120	29 75
Stronach, Susan	116	28 75

GRADE E.

Killam, Maria	100	18 62
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ASSISTANTS—GRADE B.

Woodberry, Abram	121	30 00
Walker, Edward M.	121	30 00
Quinn, Albert	115	28 50
Eaton, Joshua	56	13 98
Reed, Adelia	103	25 53

GRADE C.

Rand, Stephen	103	34 05
Pyke, George	40	13 22

GRADE D.

Magee, Elizabeth	80	13 22
Robinson, Margaret	92	15 20

COUNTY OF GUYSBOROUGH.

GRADE E.		
Robinson, Cox	120	\$59 50
Bigelow, Arthur	113	56 05
Boyle, Peter	110	54 55
Kennedy, Robert	110	54 55
Logan, Norman	119	59 00

TEACHER.	Number of Teaching days employed.	Amt. paid to Teacher from Prov. Treasury.
McArthur, Alexander	110	54 55
McKay, Daniel	10	52 55

GRADE C.

Cahill, Annie	120	44 62
Elliott, James	116	43 14
McDonald, Patrick	116	43 14
McFarlane, Alexander	111	41 23
Peebles, Mary S.	116	43 14
Page, Emma	120	44 62
Cameron, Jessie	119	44 25
Cameron, Angus	115	42 75
Davidson, John	80	29 75
McDonald, Mary	117	43 50
McKeen, Lucilla	105	39 05
McNaughton, Jannie	119	44 25
McDonald, James	30	11 15
Young, James W.	119	44 25

GRADE D.

Bruce, Esther	88	21 82
Chisholm, Colin	94	23 30
Cahoon, Elleanor	83	20 58
Deslauriers, Isidore	103	25 53
Gunn, Alexander N.	112	27 75
*Hulbert, Elizabeth S.	104	34 37
*Jordan, Edward H.	119	39 37
McSane, John	82	20 33
*Sutherland, Ellen	105	34 75
Taylor, Annie	83	20 58
*McLean, John	85	28 12
Sinclair, Mary M.	111	27 52
*Tupper, Mary Alice	110	36 33

COUNTY OF ANTIGONISH.

GRADE B.

Boyd, Angus	100	649 60
McKinnon, Alexander	121	60 00
McGillivray, Andrew	121	60 00
Gillis, Angus	120	59 50
Macdonald, Alexander	120	59 50
Chisholm, Colin	118	58 50
Frazer, Duncan	121	60 00
McLellan, John	72	36 70
McPherson, John	121	60 00
McKinnon, John	119	59 00
Lalenger, John	118	58 50
Wilkie, Leslie	121	60 00
McInnis, Lewis	120	59 50
Macdonald, Norman	121	60 00
McDonald, Ronald	121	60 00
Carroll, Richard	121	60 00

GRADE C.

McPherson, Alexander	117	43 50
McIntosh, Allan	103	38 30
Chisholm, Annie	118	43 88
Wilkie, Catherine	100	37 20
Boyd, Donald	100	37 20
Macdonald, Donald	90	33 50
Macdonald, Dougald	104	38 67
Gillis, Donald	121	45 00
Burke, David	120	44 62
McKinnon, Unice	121	45 00
Macdonald, Ellen	121	45 00
Macdonald, Hugh	119	59 00
Boyd, Hugh	121	45 00
McPherson, John	113	42 00
Kinney, James	83	30 85
Boinn, John	114	42 40
McPhie, Maggie	121	45 00

GRADE D.

McDougald, Archibald	92	22 80
Macdonald, Angus	121	30 00
Chisholm, Alexander	119	29 50
Macdonald, Donald	110	27 25
*Henderson, Donald	112	37 00
McNeil, Donald	98	24 30
Chisholm, Donald	121	30 00
McPherson, Flora	114	28 25
*Macdonald, John	120	39 66
*Frazer, John	95	31 40
Eadie, John	116	28 75
McPherson, John	101	25 04
Macdonald, Lewis	104	25 78
*McLaughlin, Matthew	120	39 66
Corbet, Mary	120	29 75
O'Neill, Margaret	116	28 75
Hulbert, Palmer	116	28 75
Macdonald, Sophie	121	30 00

GRADE E.

Cameron, Ann	106	19 70
McPherson, Mary	60	11 15
Melanie, Morelle	121	22 50
McGillivray, Duncan	100	24 80
Cameron, Hugh	108	26 77
Hattie, Margaret	106	26 28
Frazer, Margaret	99	18 40

COUNTY FUND

In aid of Public Schools, appropriated to Trustees of School Sections, for the Term ended April 30th, 1868.

The asterisk (*) indicates the Poor Sections.

NAME.	No. of Pupils Registered.	Amount paid to Trus. of Sect'n from Co. Fund.
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COUNTY OF VICTORIA.

Eel Cove, N. Shore	41	\$20 32
Big Harbor	37	22 14
North River	48	27 95
N. S. Little Narrows	32	17 19
Cape Dauphin	76	50 75
S. S. Boularderie	36	21 99
U. Sett. Big Baddeck	31	19 18
Boularderie	60	47 74
Gairloch Mountain	34	21 93
Munro's Point	55	25 08
Plaster N. Shore	52	29 25
Inlet, Baddeck	32	15 33
New Glen, Baddeck	44	19 60
Point Clear, B.	31	19 18
Big Hill, St. Ann's	38	20 25
Hunter's Mountain	43	20 58
Smith Mountain	30	18 22
Tairbert, N. R.	51	25 39
Gillis Point	48	44 65
Lower Washabukt	31	14 55
Big Baddeck	41	31 67
E Side Middle River	54	40 34
North Harbor	42	18 00
Kempt Head	51	37 10
Grand Narrows	50	42 84
Bay St. Lawrence	62	41 09
Southern Ingonish	73	33 48
North Ingonish	65	51 15
U. Sett., Baddeck	25	9 68
U. Sett. Middle River	34	25 75
Red Head	60	43 80
Rear Lands, Baddeck	27	9 88
S. S. Little Narrows	29	18 63
Baddeck Village	92	63 98
L. Sett. Middle River	46	28 35
French River	57	41 05
North Gut, St. Ann's	23	12 57
English Town	42	21 83
South Gut, St. Ann's	74	54 70
Middle River	33	13 58
E Side Middle River	54	14 90
Big Bras d'Or	58	28 95
Peter's Brook	24	15 68
*Crowdis Mount	29	19 35
*Mill Brook, B. R.	32	21 34
*Ship Yard	54	45 90
*Sugar Loaf, C. N.	18	12 65
*U. S. N. River	34	18 95
*Baddeck Bay	21	23 40
*Rear Upper Washabukt	13	12 42
*Grant, S. S. L. Narrows	26	20 12
*Plaster, Red Head	30	24 95
*Black Head	28	12 82
*Cains Mountain	23	12 36
*Galanders Mountain	27	21 82

COUNTY OF CAPE BRETON.

Sydney	228	\$172 92
South Bar	58	43 26
Low Point	50	39 46
Lingan	114	70 61
Bridgeport	49	52 73
Little Glace Bay	253	162 62
Big Glace Bay	67	60 60
Gowrie Mines	141	106 36
Southern Head	27	16 22
Marion Bridge	66	53 10
Morley's Road	41	34 19
Coxheath	63	27 76
Blackett's Lake	46	37 41
North-West Arm	48	24 63
Ball's Bridge	76	60 36
Rear of Ball's Creek	28	24 14
Leitch's Creek	49	25 32
Upper North Sydney	74	40 90
North Bar	195	142 55
Sydney Mines	277	178 98
Little Bras d'Or, East	41	11 59
Little Bras d'Or, West	53	22 88
Boularderie Centre	52	36 93
Point Aconi	49	26 59
Gabarus	70	67 67
Catalogne	33	28 09
Mainadieu	45	40 64
Louisburg	35	31 53
Lewis Bay, North	39	31 02
Big Pond Chapel	36	11 55
Gillis' Lake	49	48 62
Head of East Bay, North	46	35 54
North Side East Bay	41	41 74
Benacadie	26	18 54

NAME.	No. of Pupils Registered.	Amount paid to Trus. of Sect'n from Co. Fund.
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Piper's Cove	53	35 34
Grand Narrows	31	25 88
Boisdale	20	5 31
French Vale	56	46 60
Leitch's Creek, West	49	43 32
Rear of Boisdale	15	4 29
Irish Brook	32	12 76
*Kilkenny Lake	44	40 44
*Grand Lake	43	46 12
*Sydney and Cow Bay Road	27	31 01
*Dr. McLeod's Mines	21	27 25
*Hill's Road Forks	23	28 56
*Caribou Marsh	35	49 21
*Morley's Road Mira	52	65 13
*Ball's Creek	28	35 13
*Long Island	56	58 36
*Catalogne Gut	19	14 25
*Near Mainadieu	60	51 80
*Little Lorraine	47	65 12
*North Shore	25	36 94
*Big Ridge	24	22 60
*Farbus Road	28	28 86
*Gabarus Lake	25	27 59
*Belfry	36	40 90
*Canoe Lake	26	27 10
*Lewis Bay, South	16	11 66
*East Bay Chapel	30	31 60
*Head of East Bay, South	33	26 24
*Rory Brack's Brook	43	49 25
*Huntington's Mountain	24	14 52
*Grand Barrens	26	29 95
*Loch Lomond, North	36	45 92
*Glenmore	9	6 75
*McAdam's Lake	34	39 80
*Sunacadio	30	38 67
*Beaver Cove	32	47 78
*Rear of Indian Island	36	44 84
*Scatario	12	17 52
*Rear of Beaver Cove	31	45 49

COUNTY OF RICHMOND.

Acadiaville	167	\$193 87
Janvrin Island	22	16 87
Town Academy	289	248 55
Poulement	60	67 38
Martinigal	48	58 67
Lochside	15	13 87
Petit DeGrat	1	39 02
Little Ance	39	25 81
Cape LeRonde	34	45 46
Richmond Mines	57	44 58
Carriboo Cove	67	63 04
Grandique	93	98 90
Scott's River	32	34 68
Cape George	13	11 13
Points	37	31 56
St. George's Channel	33	28 43
South Mountain	49	53 16
St. Peter's Island	46	46 00
L'Ardoise	53	53 83
Grand River	65	56 31
L'Archeveque	34	3 06
Head Loch Lomond	33	28 16
S. Side Loch Lomond	32	39 72
N. Side Loch Lomond	55	49 10
Hay Cove	49	35 87
Salmon River	34	20 42
River Burgeois	45	35 18
Do. W.	36	16 59
St. Peter's	50	49 25
Grand River Road	31	33 58
Gut of Canso	47	38 80
Rocky Bay	60	38 32
Orange	60	28 73
Cape Augnet	38	51 07
Highland	48	29 04
River Tirard	22	23 95
Mirashe	37	51 21
Brymot	58	69 74

COUNTY OF GUYSBOROUGH.

SESSIONAL DISTRICT OF GUYSBOROUGH.		
Guysboro' Academy	210	\$331 50
Intervale	99	62 76
Roman Valley	44	29 35
Cook's Cove	66	69 54
Salmon River	45	55 36
New Harbor	61	63 60
Tor Bay	51	68 70
Manchester	248	252 77
Port Mulgrave	129	183 68
Isaac's Harbor	75	60 37
*Colored People	33	36 36
*Country Harbor	36	51 52
*Country Harbor	20	36 70

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BORDER SECTION.			Smithville, Barney's R.	48	18 95	McMullin's Mill	59	37 58
Argyle	15	18 42	French River, East	51	28 61	Ainslie Glen	76	53 12
SESSIONAL DISTRICT OF ST. MARY'S.			Wentworth Grant	35	7 61	Little Narrows	36	33 54
Sherbrooke	126	122 26	Middle River, Collio's	53	33 17	Whycocomagh	39	28 24
Stillwater	41	40 82	Brooklin, E. R., Murray's	44	32 74	Chimney Corner	27	22 73
Glencly Forks	47	47 72	Hopewell, Upper	30	23 31	Broad Cove Marsh	60	43 11
Middle Caledonia	20	20 16	Wentworth Grant, F. R.	49	28 60	Broad Cove Chapel	51	34 25
Melrose	55	52 92	*River John Road	27	13 30	Loch Bain	58	41 37
Middle Liscomb	27	24 27	*Mount Road, R. John	21	20 74	*N. W. Big Interval	26	25 89
Wino Harbor	60	61 64	*Johnston's Road	24	15 95	*N. E. Egypt	27	28 98
Indian Harbor	78	72 65	*Welsford Bridge, R. J.	49	39 71	*Lake O'Law	35	27 29
St. Mary's River	48	42 55	*Collego Grant	38	27 14	*Scotch Settlement	25	22 14
Goldenville	42	15 40	*Black Brook	43	20 18	*Lewie Mount	22	25 67
Goshen	24	23 15	*Forks, Roger's Hill	43	29 30	*Rear Loch Bain	21	31 19
Indian Harbor Lake	24	23 96	*Scotch Hill, W. End	39	39 61	*Whycocomagh Mount	19	19 28
St. Mary's River	17	22 22	*Mid. Riv., McLeod's	39	33 60			
BORDER SECTION.			*Fox Brook	24	12 46	COUNTY OF COLCHESTER.		
East River	29	33 51	*Moose River	28	22 30	North River, F. I.	75	\$38 21
Argyle	30	20 89	*St. Mary's Upper	32	29 23	East River, "	132	77 33
COUNTY OF PICTOU.			St. Mary's, Lower	41	32 83	Western Economy	60	37 64
Pictou Town	650	\$616 82	McLellan's Mount, I.	47	30 79	Central Economy	100	53 38
Cariboo River	56	23 70	Chance Harbor	22	24 33	Upper Economy	88	59 88
Cape John, McLeod	45	18 81	Marsh, Up. Sett. B. R.	37	19 00	Bass River	39	60 94
Cape John, Cross Roads	38	20 72	New Lairg, Lower	32	29 96	Highland Village	44	26 72
Cape John, S. Shore	60	40 97	Little Harbor, M. Sec.	32	25 24	Great Village	193	141 78
Holmes Road	60	38 46	COUNTY OF INVERNESS.			Cumberland Roads	58	42 39
Louisville, Tat. Sett.	46	19 75	Plaster Cove.	60	\$33 93	Acadian Mines	95	73 16
Mill Brook, River John	45	26 14	Low Point,	40	24 14	Folly Mountain, W.	58	30 37
River John Village	208	149 35	Long Point,	49	24 89	Folly	97	56 59
Biguoy Sett. R. J.	46	28 03	Banks Judique,	68	35 82	Masstown	49	27 91
West Branch R. J.	45	23 72	Judique,	65	54 02	Chigonis	104	62 83
W. S. West Branch, R. J.	39	22 75	Interval Judique	41	23 40	West Onslow	53	32 33
Head N. Mountain, Dal.	75	45 80	Red Banks	85	57 80	Central Onslow	47	30 01
Mt. Dalhousie, S. Side	42	26 39	Port Hood	91	72 06	North Mountain	39	15 62
Roger's Hill, Up. Sett.	52	26 86	Little Mabou	42	32 45	North River	55	28 92
Cariboo Meadows	31	17 54	Hayse's Farm	50	38 60	East Mountain	69	42 13
Hardwood Hill	53	39 40	S. W. Bridge	50	15 22	Greenfield	32	19 73
Roger's Hill	66	42 45	S. W. Ridge	34	35 97	Harmony	37	22 63
Six Mile Brook	56	34 36	Mabou Bridge	53	54 75	Salmon River	84	54 85
Eight Mile Brook	59	35 52	Mouth Mabou	48	42 81	Truro	360	257 51
Salt Springs	43	33 61	Coal Mines	29	29 53	Bible Hill	54	41 19
Mount Thom, Old Road	34	23 48	Sight Point	36	32 44	Lower Village	49	32 66
Mount Thom, Lower	49	49 95	Broad Cove Banks	32	30 53	Old Barns	56	33 90
Watervale, W. River	62	40 07	Broad Cove Interval	60	49 75	Black Rock	45	23 52
New Gairloch	42	23 94	Black Glen	73	27 31	Beaver Brook	47	19 45
New Lairg, Up. Sett.	76	49 89	Black River	38	33 69	Princeport	49	26 25
Mid. Sett. W. River	41	34 95	Smithville	21	19 50	Green's Creek, A.	41	28 67
Green Hill, Upper	52	31 91	Walker	41	39 59	Green's Creek, B.	53	30 35
Green Hill, Lower	19	2 36	Tulloch	47	43 04	Fort Ellis	32	19 55
Lime Rock, W. R.	39	34 34	Mount Young	47	42 43	Lower Stewinacke, West	55	27 68
West River, 10 miles	47	34 59	Mull River	45	35 40	Lower Stewinacke, East	75	43 61
Durham	54	19 85	Turk	31	31 06	Gay's River	50	25 60
Lyon's Brook	75	57 10	Upper Turk	25	18 66	Middle Stewinacke, South	22	16 81
Scotch Hill, Good's Road	49	35 30	Brigain	70	54 79	South Branch	53	35 81
Fisher's Grant	65	31 49	Brook Village	44	31 90	Cross Roads	69	45 17
Cariboo, Central	36	24 22	Sky Glen	65	42 45	Newton Mills	52	32 54
Cariboo, Sandy Cove	31	14 36	Indian Rear	63	56 53	Eastville	56	28 77
Cariboo, Three Brooks	36	12 55	Long Stretch	56	49 89	Pembroke	58	33 13
Cariboo Island	21	11 64	Red Bridge	56	43 33	Upper Stewinacke	60	45 65
Pictou Island	46	36 89	Boyd's	45	29 37	Otter Brook	44	31 82
New Glasgow	452	390 75	West Bay Road	58	50 08	Middle Stewinacke	26	10 70
Alma, M. R.	59	33 40	Rosces Mill	53	25 59	Forest Glen	22	12 66
White Hill, M. R.	42	28 85	Dallas's Brook	46	37 28	Brookfield	74	41 17
Marsh, W. Branch E. R.	59	28 86	North Mount	42	44 06	Meadowvale	37	17 45
Glengary, Forks, M. R.	54	39 46	Little Harbor	46	23 89	DeBert River, No. 2	32	16 96
Big Brook, W. B. E. R.	46	37 18	Malagawatch	55	39 97	Burnside	5	4 02
Hopewell, Lower	45	29 32	Blue's Mill	34	21 78	*Maccan Road	52	32 40
Fish Pools, W. B. E. R.	38	35 97	Big Brook	50	28 58	*Cumberland Road, N.	46	24 99
Island, W. B. E. R.	38	24 72	Roads River Dennis	40	22 16	*Folly Mountain, East	36	17 42
Acadia Mines	119	74 02	McPherson's Brook	39	41 00	*Upper Chigonis	41	25 38
Albion Mines	313	288 00	Cariboo	33	21 34	*West Branch, N. River	31	17 09
Springville, R. R.	55	49 30	Portage	52	40 35	*Upper " "	37	32 08
Bridgerville, E. R.	70	40 34	River Inhabitants Ridge	43	24 12	*South " "	53	35 04
Elmsville, E. R.	77	45 18	Rear Long Point	33	15 14	*Kemptown	27	20 63
Up. Sett. E. B. E. River	67	24 60	River Dennis Chapel	29	29 04	*Upper Pictou Road	34	16 42
Suthd. R. & Blanchd. R.	51	34 72	Top Cape, (South)	33	29 96	*Lower " "	48	28 57
Blue Mount	54	24 48	Top Cape, (North)	29	27 11	*Smithfield	21	18 13
Garden of Eden	55	53 29	Smiths Island	24	20 22	*Earlton Road	35	18 57
Watervale, Chisholm's	49	38 90	Scotch Hill	49	44 14	*Alma	34	21 34
Marsh, McLellan's Mt.	53	28 43	Sky Mount	54	48 92	Tatamagouche	112	58 19
McLellan's Brk. Fraser's Mills	63	36 40	Big Harbor Island	27	32 43	Tarbet	77	35 82
Fraser's Mt., S. Side	27	16 60	Rear Interval Judique	35	18 42	River John Road	64	47 83
McLellan's Brk., Cook's	51	34 61	Little River	37	38 18	Head of the Bay	74	41 34
Churchville	14	27 77	Cheticamp Chapel	38	28 48	Murphy's	82	45 22
Loading Ground	32	6 92	Frier's Head	60	40 43	Mill Brook	50	27 04
Little Harbor	51	37 30	E. Side Margarie Harbor	60	35 09	Oliver's Bridge	43	23 44
Pine Tree Gut	51	30 56	Forks	58	28 68	West New Annan	75	36 46
North River Bridge	57	42 30	Munro	59	41 29	Byers' Mills	48	23 35
West Merigomish	47	35 82	Ledbetter	67	45 21	Wilson's	68	32 07
Middle Merigomish	55	33 94	King Ross	39	32 12	Hingley's Mills	52	27 25
Piedmont Valley	60	31 53	Ingram's Brook	67	59 13	West Earlton	53	26 14
Barney's River, Lower	53	31 95	N. E. Chapel	49	32 54	Rossville	19	12 53
Baylio's Brook, Lower	72	38 96	Big Brook	43	15 72	Earlton Village	67	21 91
Big Island, Merigomish	39	25 02	Capt Allans	78	51 60	Brule	64	34 18
			McFarlane's Bridge	53	31 57	Conkey	60	36 48
			Lake Outlet	54	37 40	G. Sutherland's	38	24 87
			Hamilton	55	29 91	Berichun	28	15 08
						North Earlton	35	17 33

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*A. McKay's Mills	32	21 87	Billtown	58	27 75	Louis Head	40	41 42
*Slade's	46	35 03	Brooklyn	45	35 98	E. Side Ragged Is'd Bay	67	62 83
*Truro Road	47	34 94	Cambridge	43	35 50	Locke's Island	78	92 51
BORDER SECTION.			Cold Brook	29	5 81	W. Side Jordan Ferry	51	45 25
Glenmore	5	2 29	Canaan	37	15 90	Lower Sand Point	57	77 58
COUNTY OF HANTS.			Kentville	74	58 40	Upper Sand Point	60	48 02
SESSIONAL DISTRICT OF WEST HANTS.			Sheffield Mills	108	65 70	Shelburne Town	237	194 27½
Windsor	364	\$332 07	South Scot's Bay	51	31 84	Black Point	80	61 13½
Wentworth	64	44 11	Lower Pero	45	31 78	N. E. Harbor	53	35 55
Curry Corner	55	52 74	Medford	80	46 86	Lower Clyde	34	22 66
Martock	53	49 33	Habitant	54	42 89	Middle Clyde	13	17 44
Forks	41	18 83	Canning	164	134 71	Church Over	59	55 33
Avondale	92	87 28	Woodside	58	30 16	W. Port Hebert	17	13 92
Belmont	44	28 32	Randville	55	45 00	SESSIONAL DISTRICT OF BARRINGTON.		
Poplar Grove	64	50 19	Upper Canard	107	79 14	Cape Negro	46	32 48
Burlington	89	67 13	Lower Canard	106	106 09	Lower Port la Tour	56	42 31
Kempt	82	48 26	Town Plat	42	32 82	Baccaro	70	55 04
Scotch Village	53	46 15	Church Street	51	32 44	Hibbert's Brook	57	42 52
Woodville	41	39 24	Upper Church Street	54	52 17	Passage	118	120 05
McKay	43	51 42	Port William	71	54 92	Bear Point	50	48 13
Ardoise	37	24 46	New Minas	67	38 67	Shag Harbor	82	51 98
St. Croix	57	37 60	Wolfville	193	123 42	Lower Woods Harbor	89	81 80
Ellerhouse	47	38 86	Black River	50	26 74	Upper Woods Harbor	61	48 81
*Three Mile Plain	61	63 96	Davidson Settlement	41	20 29	McGray's	56	49 34
*Vaughan	21	25 50	Gaspereaux	70	43 65	Clarke's Harbor	129	69 85
*Brookville	100	91 33	Lower Gaspereaux	66	46 94	South Side	71	28 00½
*Pembroke	45	41 04	Lower Horton	45	25 59	Head	79	59 32
*Cognagun	9	15 68	Lockhartville	92	45 72	*West Woods Harbor	23	21 14
*Stillwater	34	32 02	Bloomfield	55	44 79	BORDER SECTIONS.		
BORDER SECTIONS.			South Mountain	33	20 95	Pubnico Beach	58	52 85½
Hantsport	171	157 09	Grand Pre	70	39 53	Lower Clyde	7	4 37½
Walton	16	3 08	Middle Pero	44	22 90	COUNTY OF LUNENBURG.		
Newport and Douglas	41	23 12	West Black Rock	70	42 73	SESSIONAL DISTRICTS OF LUNENBURG AND NEW DUBLIN.		
*Hillsdale	7	4 19	Pleasant View	46	29 07	County Academy	334	\$244 62
SESSIONAL DISTRICT OF EAST HANTS.			*Harmony	46	34 27	1st Peninsula	51	40 15
Rawdon Church	52	40 50	*Ormsby Road	42	41 23	2nd Peninsula, Upper	40	27 36
South Rawdon	18	36 95	*Blk. Rock & Givan Mt.	58	41 95	Upper Centre	31	22 40
East Gore	51	8 25	*Blue Mountains	25	25 95	Garden Lots	32	13 47
East Rawdon	79	38 40	*Greenfield	52	42 66	Lower South	87	65 81
Upper Nine Mile River	48	20 73	*Pine Woods	47	43 36	Upper South	56	23 03
West Indian Road	47	31 66	*Australia	43	33 54	Fels, South	59	39 07
Renfrew	114	64 70	*Upper Gaspereaux	38	15 44	Lower Rosebay	33	26 16
Mount Pleasant	43	25 56	BORDER SECTIONS.			Lower Kingsburg	40	30 08
Mill Village	29	15 15	Kingston	48	50 11	Ritcey's Cove	62	39 57
Rockville	102	59 10	*Dalhousie	37	19 85	Lower LaHave	90	62 75
Maitland	115	100 55	*Aldersville	6	1 80	Lower LaHave Ferry	64	62 69
Upper Selma	116	107 22	Hantsport	31	20 76	Middle LaHave	25	17 47
Lower Selma	60	45 40	*Sherbrooke, West	13	11 06	Upper LaHave	61	38 17
Noel	57	36 76	COUNTY OF DIGBY.			Snyder's LaHave Road	41	24 25
Burricot	30	22 18	SESSIONAL DISTRICT OF DIGBY.			North-West Range	62	52 10
Tenecape	55	32 68	Bear River	143	\$139 90	Mader's Cove	92	48 64
Kennetcook Church	70	45 02	Hillsburgh	50	49 13	Mahone Bay	162	112 31
Head Kennetcook	50	27 24	Smith's Cove	48	40 49	Oakland	99	67 14
Whale Creek	41	25 80	The Ridge	29	28 20	Martin's River	63	47 49
Gore	53	30 68	North Range	71	61 79	Blockhouse	62	47 21
*Pleasant Valley	40	28 81	Marshalltown	54	37 90	Centreville, N. Germany	41	21 28
*Birch Brook	26	24 42	St. Mary's Bay	120	121 13	Stambourne, N. Germany	23	14 88
*West Gore	47	39 15	The Barrens	51	3 37	West Northfield	38	23 14
*Uniacke	33	33 41	Weymouth	80	99 70	Bridgewater, East	69	68 37
*Plaster Creek	48	34 97	Weymouth Mills	44	35 65	Maitland	83	44 17
*Noel Road	30	28 22	Digby Academy	201	179 28	Penny's Ohio Road	31	22 62
*South Noel Road	31	27 52	Rossway	60	57 51	2nd Peninsula, (Lower)	40	30 89
*Northfield	29	29 18	Centreville	64	59 06	Tancook Island	110	86 62
BORDER SECTIONS.			Lakeside	30	18 71	Clearland	73	52 05
Newport and Douglas	9	4 27	Sandy Cove	84	81 54	*Blue Rocks	40	23 33
Walton	59	7 15	Little River	55	53 08	*Indian Point	64	56 42
*Hillsdale	26	19 54	Tiverton	89	99 06	*Lower Cornwall	27	26 14
Enfield	62	40 28	*Millford Corner	36	64 18	*Falkland	46	35 86
*North Beaver Bank	10	8 80	*South Range	44	51 67	*Langille's, N. Germany	36	31 18
Elmsdale	33	24 75	*Mistake	21	37 15	*Misner's, New Germany	25	8 97
COUNTY OF KINGS.			*Digby Neck Road	39	53 10	*Riversdale, N. Germany	15	16 01
Green Wood Square	57	\$44 43	*Long Island	44	67 40	*Lower Northfield	49	37 81
Jackson	42	22 77	SESSIONAL DISTRICT OF CLARK.			*Upper Northfield	71	44 05
Morristown	78	64 00	Belliveau's Cove	74	\$70 38	Bridgewater	167	122 88
Sand Hill	35	19 50	Grossecocque	66	69 21	Pleasantville	76	42 09
Dempsey Corner	59	44 43	Port Acadic	85	92 38	West Dublin	96	45 92
Brooklyn	43	39 18	Comcauville	81	64 85	Petite Riviere	83	46 67
St. Mary's	53	38 85	Saulnierville	76	76 45	Conquerall	45	37 71
Piedmont	70	48 03	Meteghan River	55	28 09	Newcombrville	38	30 76
Morden	60	52 27	Meteghan	111	109 20	Laplant	46	19 65
Long Point	49	16 75	Cape Cove	64	50 30	*Frelig's	45	27 44
Welsford	37	29 57	Rosodale	34	24 27	*Lalave Islands	62	59 98
Somerset	101	83 55	*New Tusket	40	51 92	*New Cumberland	55	41 89
Waterville, (Cs.)	51	32 13	*Havelock	47	41 12	*Waterloo	31	24 50
Buckley	63	43 00	*Grande Concession	36	56 78	*Camperdown	49	33 81
Kinsman's Corner	120	92 92	*Therian	23	23 97	SESSIONAL DISTRICT OF CHESTER.		
Harborville	84	43 11	BORDER SECTION.			Chester Town	162	153 04
East Black Rock	58	27 70	Cedar Lake	36	15 04	Chester Basin	32	12 33
Chipman Brook	53	20 42	COUNTY OF SHELBURNE.			Chester Grant	30	27 95
East Hall's Harbor	72	38 75	SESSIONAL DISTRICT OF SHELBURNE.			Cross	35	17 59
Lakeville	107	56 40	E. Port Hebert	10	\$7 93½	Mill Road	28	19 09
			Head of Sable River	41	17 14½	Forties	59	39 71
						Gould's River	111	89 41

NAME.	No. of Pupils Registered.	Amount paid to Trust. of Sect'n from Co. Fund.	NAME.	No. of Pupils Registered.	Amount paid to Trust. of Sect'n from Co. Fund.	NAME.	No. of Pupils Registered.	Amount paid to Trust. of Sect'n from Co. Fund.
Indian Point	31	20 95	Spry Harbour	50	28 20	COUNTY OF YARMOUTH.		
Martin's Point	61	62 63	Spry Bay	43	6 50	SESSIONAL DISTRICT OF YARMOUTH.		
Blandford	54	43 23	Sheet Harbour	64	35 50	Chebogue Point	75	£60 81
Bayswater	34	31 34	E. Side Sheet Harbour	30	20 60	Lower Town	274	187 42
Fox Point	52	38 71	Salmon River	53	51 75	Central	303	197 33
Naus' Island	8	9 05	Newdy Quaddy	79	84 80	Milton	217	170 81
BORDER SECTIONS.			Lake Egmont	29	19 00	Overton	60	51 89
*Aldersville	30	33 89	Meagher's Grant	50	29 13	Sunford	86	56 18
*Dalhousie	8	5 34	Little River	107	88 40	Maitland	132	100 23
COUNTY OF HALIFAX.			Gladwin	70	54 50	Pleasant Valley	61	48 97
Black Point	88	£51 60	North School	54	47 00	Arcadia	39	59 17
St. James	43	35 75	Taylor's	43	31 62	Central Chebogue	72	53 53
Victoria	60	37 50	Reil	60	40 87	Salem	57	46 89
Albert	62	62 87	Sedgwick	52	40 50	Brooklyn	78	61 04
Lower Ward	60	49 14	Archibald's	54	40 30	Sand Beach	74	57 95
Indian Harbor	85	80 25	Hutchinson	66	41 90	*Lower Town	49	34 15
Upper Prospect	92	68 37	Henry Section	50	28 25	*Bloomfield	42	29 48
Pennant	51	37 20	*Heal Harbour	44	53 44	*Carlton	53	54 09
Sambro	50	35 50	*Brookside	14	9 00	*Pinkney's Point	20	24 22
Ketch Harbor	62	7 37	*Peggy's Cove	60	105 38	*Cape Fourchu	13	6 32
Herring Cove	56	73 50	*East Dover	56	73 25	*North Kemptville	24	34 02
Hammond's Plains	72	43 50	*Terrence Bay	44	60 40	BORDER SECTIONS.		
Upper Sackville	24	18 40	*Harriet's Fields	20	9 63	Little River	54	35 00
Beaver Bank	21	20 62	*Portuguese Cove	59	53 75	Cedar Lake	14	5 37
Dartmouth	441	500 10	*Grand Lake	32	28 00	SESSIONAL DISTRICT OF ARGYLE.		
Porto Bello	6	5 10	*Guysborough Road	22	22 67	L. E. Pubnico	59	47 46
Waverly	124	117 25	*Preston	62	45 62	U. E. Pubnico	60	56 25
Fall River	41	30 00	*Devil's Island	19	37 00	Pubnico Head	62	41 15
Olshan	44	28 87	*Foot Porter's Lake	34	36 00	L. W. Pubnico	49	52 60
Preston Road	59	58 25	*Dutch Village	33	9 55	Argyle Proper	48	22 48
Eastern Passage	41	32 50	*Head Chezettercook	50	47 00	Robert's Island	87	57 11
S. E. Passage	56	43 95	*Lower Prospect	47	37 50	Argyle Head	68	77 02
Cow Bay	47	44 50	*Mooseland	17	17 75	Eel Lake	12	54 21
Cole Harbor	74	63 00	*Musquodoboit Harbour	23	7 00	Central Kempt	47	46 15
Lawrencetown	41	39 04	*Clam Harbour	39	53 13	Eel Brook	41	26 36
Chezettercook	120	100 00	*Owl's Head	50	49 87	Tusket	111	107 78
Kent's Island	32	23 51	*Jerrard's Island	35	53 37	Plymouth	43	54 81
Musquodoboit Harbor	60	43 40	*Taylor's Head	24	23 37	Upper Wedge	53	46 87
Upper Jeddore, West	54	38 06	*Mushaboon	19	21 40	Middle Wedge	77	77 97
Lower Jeddore	55	36 10	*Sober Island	22	31 68	Wedge Point	59	65 02
Oyster Ponds	32	13 25	*McHeffy Hill	17	16 75	*Forks	41	33 50
Ship Harbour	72	32 00	*Kerr's	24	16 62	*Abram's River	36	48 81
Shoal Bay	46	41 37	BORDER SECTIONS.			BORDER SECTIONS.		
Tangier	71	68 75	Glenmore	25	26 89	Little River	12	10 79
Pope's Harbour	34	30 05	Three Mile	25	21 62½	Pubnico Beach	16	16 66
			Enfield	5	3 25			
			Elmsdale	12	10 62			
			*N. Beaver Bank	7	7 87			

ABROAD.

Education in Great Britain.—On the vote £631,324, on account of education in Great Britain, Lord R. MONTAGU entered into an explanation of the causes by which the vote had been reduced from the original estimate of £842,554 to the sum proposed. The estimate had been founded upon the supposition that the Education Bill introduced by the Government into the other House of Parliament would be carried. But the abandonment of that Bill had of course led to the withdrawal of those sums which were founded upon it. Now in that Bill it was proposed to omit clause 8 of the Revised Code, by which schools receiving State aid were compelled to be in connexion with some religious society, or to make a practice of having the Bible read daily during school hours. Had that clause been omitted, the Congregationalists, who now objected to receiving assistance from the State, would have applied for grants. The increased sum that would be necessary for that purpose had been estimated at £8,192 and that sum would of course be cut off from the vote now asked for. A sum of £1,250 for a training college had also been cut off. Then there was another clause in the Bill, which gave peculiar facilities for the building of schools. By the withdrawal of the Bill they had cut off £15,000 for the services under that head. The Bill also provided for the taking of an educational census when the President of the Council should think that step necessary, and a sum of £3,000 was set aside for the purpose; but this sum would not now be taken. Another clause of the Bill was to exempt small schools from the necessity of having certificated teachers. A great many schools would have been brought under the Council by that clause, because in very many cases the managers saw they could not afford to pay for certificated teachers. Under this head there would be a reduction of £14,768 in the estimate. It had also been proposed that every manager who sent up a pupil-teacher should receive £20 instead of £10, the sum now given; but as that proposition was not to be carried out there would be a further reduction of the estimate by a sum of £6,000. There would be a reduction of some other items, owing to the previous estimate having been taken rather wide. It had been estimated that a great number of schools would come in under the Workshops Act, and a sum of £21,000 had been proposed to meet the additional expenditure which would thereby be incurred; but that estimate had since been cut down by a sum of £10,000, so that only £11,000 were now asked. From grants to Scotland a sum of £1,000 had been struck

off. Under the proposed Bill a number of additional inspectors would have been required. Many of these had been appointed; but three of them had not been and would not be appointed. This enabled the department to reduce the estimate by a further sum of £1,740. Only one assistant-inspector had been appointed, and a sum of £280 would be saved by the non-appointment of two assistant-inspectors whom it had been proposed to appoint. The total of the reduction owing to the withdrawal of the Bill amounted to a sum of £61,230. This made the net increase on last year's estimate £75,459, instead of £136,689. Of the increase of £75,459 which would be found on the estimate as it now stood, £39,770 was due to the working of the Minute of February 20, 1867, and which was generally known as Mr. Corry's Minute. The remaining £35,689 was due to the ordinary increase in the number of schools, and to the £11,000 to be taken for the schools which would come in under the Workshops Act. Having explained the reduction which had been made in the Estimates, he would now proceed to explain the Estimates themselves. First, he would refer to the expenditure of last year as compared with the estimate for the coming year. Last year the grants for building, enlarging, and improving schools, expended from January 1st to December 31st, amounted to £21,656. The reduced estimate under this head for the year 1868-9 was £30,000. The amount received from voluntary contributions for that purpose last year was £86,784. Last year the grants for the maintenance of elementary schools amounted—for day schools, to £416,584, and for night schools to 15,018, making a total sum of £431,602. The voluntary contributions to elementary schools of both classes of schools amounted, up to the 31st of August, 1867—the date up to which the account had been brought—to £358,296, and the endowments during the year amount to £36,776. In the present Estimates it was proposed to take £492,661, for the day schools, and £18,018 for the night schools. Last year the grants to 31 normal schools were £63,861. In the Estimates for the coming year it was proposed to take a sum of £73,000 for grants to those schools. The cost of administration and inspection was last year £80,978. This year it was proposed to take £88,565 for that purpose. On last year's account there was a balance of £25,427 to be surrendered. Having now gone through the cost of means, that was the expenditure of last year, it was his duty to show what work had been done in return for that expenditure. The number of new schools built up to the 31st of August, 1867, was 73, the number enlarged 60, and the number of teachers' residences built 49. The

day schools visited for annual grants or for simple inspection—some few schools being visited merely for simple inspection—up to the 31st of August, 1866, was 8,753, but in 1867, up to the 31st of August, the number was 9,340, showing an increase of 587. He would now refer to the separate departments of schools under separate teachers. In 1866 the number of these separate departments visited was 12,130; in 1867 it was 12,901, showing an increase of 771. In 1866 the number of children for whom there was accommodation in the schools was 1,724,208, in 1867 it was 1,837,307, showing an increase of 113,099. In 1866 the number of scholars on the books was 1,510,871; in 1867 it was 1,592,012, showing an increase of 82,041. In 1866 the number of children present at inspections in the day schools was 1,261,829; and in 1867 it was 1,342,469, being an increase of 77,640. In 1866 the number of children present at inspection in the night schools was 32,399; in 1867 it was 45,337, showing an increase of 13,438. In 1866 the average attendance during the year was 1,039,183 children; in 1867 it was 1,098,742, being an increase of 59,559. He now came to the results obtained from the work done. In 1866, in the day schools, there were individually examined for annual grants 660,000 children; in 1867 the number so examined was 690,532, being an increase of 30,532. In 1866, in the night schools, there were individually examined for annual grants 31,481; in 1867 the number so examined was 40,572, being an increase of 9,091. In 1867 there passed in "the three R's"—reading, writing, and arithmetic—432,486, or 65 per cent., in 1866 the number that so passed was 462,799, or 66 per cent., being an increase of 30,313. From these figures the Committee would see that there had been an advance of 2 per cent. in the number of children who passed in reading, writing, and arithmetic. In 1866 the percentage of those who passed in reading was 89.9; in 1867 it was 90.7. In 1866 the percentage of those who passed in writing was 86.93; in 1867 it was 87.59. In 1866 the percentage of those who passed in arithmetic was 75.31; in 1867 it was 76.28. It was to be noticed that the subject of arithmetic was still the one in which there occurred the greatest number of failures; and it was also, in the nature of things, the least mechanical of the three subjects. In the Minute of 1866-7, page xxi., there was this remark:—

"Throughout the schools the *minimum* which each child must learn in order to pass for a grant under Article 48 is apt to be of a mechanical character, and to efface that more intellectual aspect which under the old system struck a visitor looking at the best schools as a whole."

Since the passing of the Revised Code in 1862 the number of pupil-teachers in England had been steadily decreasing but this year, for the first time, the tide had turned. The increase during the past year had been in England and Wales 551, or, taking Great Britain, 715. That increase he attributed to the operation of the Minute of 1867, the increased expenditure under which had been only £5,382 6s. 7d. The schools last year were not in a position to take advantage of that Minute, the number of pupil-teachers having been reduced to a *minimum*, in order to meet the conditions under which alone it was possible to obtain any grants under the Revised Code, and it was not surprising to find that, with that object, in the schools throughout the country the higher subjects had been disregarded, and attention concentrated upon reading, writing, and arithmetic. But now things were different; most schools were beginning to devote attention to higher subjects, and education was becoming more intellectual and less mechanical. The great difficulty felt at present was in getting candidates for the training colleges, and to obviate that difficulty it was proposed to give a sum of £20, instead of £10 as heretofore. The male training college was built to hold 1,669, which was considered at the time to be the lowest number required to supply the different schools with teachers, but it actually contained only 922 students, being a deficiency of 44.8 per cent. The female training college was not so badly off, the number for which it was built being 1,536, and the actual number of pupils 1,335, showing a deficiency of 13.1 per cent. There was but one other point he wished to bring under the notice of the Committee, and this was that, for whatever reason, there were a number of really good schools which did not come under the Privy Council system. He would not pretend to say with what truth or justice, but allegations had been made that the Government rules were too harsh and that their operation, instead of improving the character of education, tended rather to degrade. In Mr. Barry's report it was stated that of 300 parishes with schools in his district only 107 were under inspection. Mr. Meyrick represented that of 575 schools under his cognizance only 210 were under inspection; and Mr. Fraser, that of 171 schools in his district but 130 were inspected. Of the reports of other inspectors it might perhaps be alleged that they were new to the work and not entitled to equal weight, but the three reports from which he had quoted were deserving of the highest respect.

Mr. BRUCE.—These are all Church schools?

Lord R. MONTAGU replied in the affirmative. From the figures however, which he had quoted it must be perceived that the cause of education had made gradual, but very great advances; and, although there might still be realms of ignorance, yet that their territory was being conquered. On this point a good deal of misapprehension existed which it was desirable to remove. The population of Great Britain in 1861 was 23,271,963, and at the ordinary rate of increase, which in England and Wales was 12 per cent., and in Scotland 6 per cent., for ten years, the population of Great Britain

in April, 1868, would be 25,092,168. Of that number the children between three and 15 years old would be 6,849,123; and if each child were at school for the *maximum* period of six years, there should be at school at one time of these 3,424,561. Now, as to the number which were actually at school. The Commissioners in their Report of 1862, page 80, divided the different schools into four classes—viz., class 1, religious denominations; class 2, ragged, Birkbeck, factory, &c.; class 3, taxation schools; and class 4, collegiate and upper class. Supposing that there was an increase, due to increase of the population, under all these classes except class 3, the taxation schools—i. e., pauper and reformatory schools they would expect to find at present in class 1 1,679,454 children; in class 2 46,718, in class 3 47,748; and in class 4 37,940; making the total number of children in public schools, inspected and un-inspected, 1,811,860. To these must be added the number of children in private schools, which in 1858 was 860,304; and, for the purpose of the calculation, he would take it that this number had not increased; and there must further be added for Scotland 418,367 children, the exact number in this case appearing from the Commissioners' Report. The total number, therefore, of children actually at school in Great Britain in 1868 would be 3,091,531; the total number which they would expect to find at school, on the assumption that six years was the proper term of schooling for every child in Great Britain, being, as he had already shown, 3,424,561. (Hear.) But the calculation which he had made was taken in many respects in the most unfavourable way against the Department. He had supposed, for instance, that the number at private schools had remained stationary, and he had not allowed for any increase commensurate with the increase of the population under class 3. Hence there would probably be deductions to be made from that *maximum* number of 333,033 children who were supposed not to attend school. The estimate also was made throughout with reference to children of from 3 to 15 years old, whereas they knew that very few children went to school before six years old or remained at school after 12. It was estimated that 46 per cent. of the children who should be at school, but were not, were between the ages of three and six. The estimate which he had given to the Committee had been most carefully framed by officers in whom he had every confidence, and he felt convinced of their accuracy. These figures showed not only that great advances had been made in getting rid of ignorance, but that the work had almost been accomplished. If by any means it were found possible partially to relax the rule so as to bring into connexion with the system a number of very good schools that at present were not connected with it, he believed a further advantage would be gained. The noble lord hoped the Committee would unanimously accede to the vote, and resumed his seat amid cheers.



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.

The Council of Public Instruction, upon the recommendation of the Superintendent of Education, has been pleased to make the following appointment:—
To be Inspector of Schools for the County of Halifax, . . . F. L. PARSONS, B.A., in place of J. R. MILLER.

II. Examination of Teachers.

The Council of Public Instruction has made the following Regulation:—
"The half-yearly Examination for license to teach in the Public Schools, shall be held in March and September of each year. Examinations to begin on Tuesday the ninth day proceeding the last Thursday of said months."
NOTICE IS HEREBY GIVEN, That the next semi-annual Examination will begin on

TUESDAY, 15th September next, at 9.30 o'clock, A.M.

Deputy Examiners will be strictly forbidden to admit any person to be examined who fails to be present on the day and hour above named. Persons desirous of being examined will be at liberty to present themselves at either of the following places of examination:—Sydney, Baddeck, Margate Forks, Port Hood, Arichat, Guysborough, Sherbrooke, Antigonish, Pictou, Amherst, Truro, Halifax, Windsor, Kentville, Bridgetown, Digby, Yarmouth, Shelburne, Liverpool and Lunenburg. Candidates are to furnish their own writing material. All Candidates for License will be required, on presenting themselves for

examination, to furnish a written certificate of good moral character, signed by a Minister of Religion, or by two of Her Majesty's Justices of the Peace. These certificates are filed in the Educational Department, together with the other papers relating to the candidate's examination.

The use of dictionaries (or other books) will be strictly prohibited. Every person examined will be informed by mail of the result of his or her examination, as soon as decided.

NOTICE IS HEREBY GIVEN that the Council of Public Instruction has revised the Regulations concerning the Examination of Teachers, as follows:—

OF LICENSES ISSUED PRIOR TO OCTOBER 1867:

1. Subject to all the limitations and restrictions under which they were originally granted, all legal and valid Licences shall continue to be legal and valid as follows:—

Head Masters' Certificates, Till October 31st, 1870			
Licences of the First Class,	"	"	"
" " Second Class,	"	"	"
" " Third Class,	"	"	"

Licences issued by the late Boards of District Examiners remain valid as above in the District for which originally issued, and for any other District or Districts in which they may have been duly endorsed previous to May, 1867. "Permissive" License cease to be valid on the expiration of the period for which they were originally granted.

III. Amended and Additional Regulations concerning Superior Schools.

NOTICE IS HEREBY GIVEN to Teachers of the First Class, Trustees of schools and others, that CHAPTER V. of the COMMENTS AND REGULATIONS OF THE COUNCIL OF PUBLIC INSTRUCTION, "Of Superior Schools," has been revised as follows:—

1. In lieu of sub-divisions (2), (4), and (10) of SECTION 3—
(2) Ample School accommodation must be provided for all children of school age in the Section.

(4) The furniture must be of an approved pattern, and the supply of books, apparatus, and school materials, sufficient for and adapted to the wants of the school.

(10) a. School must have been kept at least 100 days during the term.
b. At least three-fourths of the children of school age must be registered at school.

c. The number of pupils daily present on an average, must be at least two-thirds of the number registered.

2. In Sections having Graded Schools, tests referring to school buildings, furniture, books, apparatus, and school materials, shall apply to all the departments. The number of registered pupils daily present on an average, shall apply to all the departments in the aggregate.

3. In the case of Graded Schools, the Council will determine which department shall be eligible to compete in any term; and notice of the same will be given at least three months previous to the commencement of such term. Any department of a Graded School shall be examined only upon such subjects as are suited to its grade.

4. Agreements respecting Teachers' salaries must be regular in every respect.

5. As one-half of the grant to any superior school is payable to the Trustees and one-half to the Teacher, in deciding the competitions two elements will be kept in view as the basis of all awards:

First—The character of the school accommodation, general equipment, school attendance; and generally, all matters wholly or chiefly under the control of the SECTION—

Second—The organization, management, discipline, and progress of the school; and generally, all matters wholly or chiefly depending on the ability and diligence of the TEACHER—

And these two elements will be regarded as of equal force and importance.

6. The foregoing Regulations shall take effect on the first day of May, 1863, and all existing Regulations not inconsistent with the foregoing shall continue in force thereafter.

In pursuance of the above Regulations, Trustees and Teachers of Graded Schools are hereby notified that the Council of Public Instruction has determined that the most ADVANCED Department shall be eligible to compete during the term beginning May 1st, 1863; and the most ELEMENTARY Department during the term beginning November 1st, 1863.

IV. Evening Schools.

The Council of Public Instruction has made the following Regulations in reference to Evening Schools:

1. Trustees of Public Schools may establish in their several Sections Evening Schools, for the instruction of persons upwards of 13 years of age, who may be debarred from attendance at the Day School.

2. Such Evening School shall be in session 2½ hours; and in relation to Public Grants, two evening sessions shall count as one day. The Prescribed Register shall be kept, and a Return of the school made in the form directed by the Superintendent.

3. Books and School materials for such Evening Schools will be furnished at the same rate, and subject to the same conditions as for day schools; provided always that no pupil of an Evening School shall have power to demand the use of books free of charge, but shall, on the other hand, have the right of purchasing from the Trustees at half-cost, if he should desire to do so.

4. No portion of Provincial or County funds for Education, shall be appropriated in aid of Evening Schools, unless teachers are duly licensed.

5. The Council would greatly prefer that the Teachers of Evening Schools should be other than Teachers of Day Schools; but where this may not be practicable, it shall be legal for the Teacher of the day school to teach day school four days in the week, and evening school three evenings in the week.

V. 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 QUEEN'S BIRTHDAY shall be a Holiday in all the Public Schools, as heretofore; also any day proclaimed as a public holiday throughout the Province.

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.

VI. 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. 186____, 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 Teacher.) (Names of Trustees.)
(Name of Witness.)

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

VII. 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

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Hodgins' School History of British America.....	25 cts. each.
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Collier's School History of the British Empire	"
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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.. \$0.43 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 Leunie's Grammar, if followed by Morell's Analysis, will, perhaps, give as good results as any.

IX. The Provincial Normal School.

FIRST TERM begins on the first Wednesday in November, and closes on the Friday preceding the last Thursday in March.
SECOND TERM begins on the first Wednesday in May, and closes on the Friday preceding 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 FORRESTER, D.D., Principal of the Normal College and Model School.
English and Classics.—J. B. CALKIN, Esq.
Mathematics.—W. R. MULHOLLAND, Esq.
Music and Drawing.—Miss L. HAYES.

MODEL SCHOOL.

High School Department, Mr. EDWARD BLANCHARD.
Preparatory " Mr. JAMES LITTLE.
Senior Elementary " Miss FAULKNER.
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."

X. Board 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. 1866 [Names of Magistrates.]

XI. List of Inspectors.

J. F. L. Parsons, B.A.....	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. W. H. Richan.....	Barrington.
Rev. D. O. Parker, M.A.....	Liverpool.
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H. C. Upham.....	Great Village.
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M. T. Smith.....	Pictou.
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S. R. Russell.....	Guysboro'.
James Macdonell.....	Port Hood.
C. R. Macdonald.....	Baddeck.
Edmund Outram, M. A.....	Sydney.
W. R. Cutler.....	Arichat.

ADVERTISEMENTS.

Teachers' Provincial Association.

Teachers' Local Associations, and friends of Education throughout the province, will please send to J. F. L. PARSONS, Halifax, Secretary of the Educational Committee of the Provincial Association, previous to October 15th, all questions or subjects considered advantageous for debate or discussion at the next annual meeting. This is requested so that the committee may arrange the work and publish an outline in the Journal of Education, sufficiently long beforehand, that every teacher may become acquainted with the work contemplated.

ANNAPOLIS CO. PRIZE COMPETITION.

Notice is hereby given to all concerned,—Parents, Trustees, Teachers and Pupils, in all the schools in the county of Annapolis,—that the deferred prize competition for excellence in spelling, mental arithmetic, English history, reading and elocution, will be held in the academy, Annapolis Royal, on FRIDAY, 4th September next, commencing at 10 o'clock, A.M.

The work offered as prizes in the above competition is Murdoch's History of Nova Scotia, in three vols., 8 vo. Fourteen copies of this work have been for this purpose allotted to this county, by the Educational Department, and will be awarded to successful competitors as below, viz.:

- 1 copy to each of the six who shall have been adjudged to exhibit the greatest proficiency in the spelling exercises assigned. 6
- 1 copy to each of the two who shall be deemed most proficient in mental arithmetic. 2
- 1 copy to each of the two who shall be judged to excel in the knowledge of English history, from the Accession of Queen Elizabeth. 2
- 1 copy to each of the two whom the judges shall regard as the best readers. 2
- 1 copy to each of the two whom the judges shall regard as the best in elocution. 2

Competitors in reading or elocution may select their own exercises; but those who compete in reading cannot compete in elocution, and vice versa.

GEORGE ARMSTRONG, Inspector.

TEACHER WANTED.

THE Trustees of SYDNEY MINES SECTION will require on Nov. 1, a First Class FEMALE TEACHER. A good salary will be given. Applications will be received from those holding Normal School licenses.

Address, A. G. HAMILTON, Sec'y to Trustees.

NOTICE.

TRUSTEES of Schools in Halifax county are requested to inform the Inspector, with as little delay as possible, of the beginning and close of their summer vacation. Address, J. F. L. PARSONS, 30, Albro Street, Halifax.

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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17 "	17 "	29 "	48 "	16 "	17 "	5.50

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Desks and chairs (with screws) packed and delivered on board the cars, steamer, or packet at WINDSOR, at the above prices. Terms cash on delivery. Trustees wishing to procure desks should send in their orders as early as possible. Specimen desks and chairs may be seen at the EDUCATION OFFICE, Province Building, Halifax. Address,

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The number of copies required for distribution to Trustee-Corporations and to Teachers entitled to receive them, will be forwarded to the Inspectors. Subscribers will receive their copies direct from Halifax.

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

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

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