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# JOURNAL OF EDUCATION.

FOR THE PROVINCE OF NOVA SCOTIA.

RETURNS. -BY AN INSPECTOR OF SCHOOLS.

HAVING been somewhat employed, since the close of the School year, in the examination of Returns and preparation of Abstracts from them, and having found a very large proportion of them incorrect or incomplete in some respects, I am led of Abstracts from them, and having found a very large proportion of them incorrect or incomplete in some respects, I am led to believe that some simple directions may be of service. Errors arise from several causes—the principal being carclessness, a misunderstanding of the questions, and a feeling that the labour is useless, the information required of no particular value. To the carcless, my directions will be of very little service. In their case, another sort of remedy must be applied. To those who think the labour fruitless, a word may not be amiss. The importance of the subject, the worth of a thorough knowledge of the educational condition of the country cannot be over-estimated. From full and reliable statistics furnished by those who are on the spot, a large part of this knowledge must be had. If this is wanting or defective, theories must be baseless,—legislation ill-advised, hasty, hurtful. We have a system of Returns calculated to elicit such information fully. Every one of these is carefully examined—the information they contain collated and put into such form as that the Superintendent of Education, the Council of Public Instruction, the Executive, the Legislature may be fully and exactly informed, and may afford such aids, or apply such remedies, as may be required. It is only required that the people, the parties principally interested, shall furnish through their official channel, the trustees, the required data.

There are two principal classes of Reports or Returns:—

quired data.

There are two principal classes of Reports or Returns:

Return A to be rendered at the close of each term by the Trustees of every Section in which a school has been in operation during the term. Return B, rendered annually by every

### RETURN A.

The first blank should be filed with the name and number of

The first blank should be filed with the name and number of the section, name of the District, and the date of the last day of the term, so that when complete it may read thus,—

For Canton, Section No. 14, District of St. Mary's.

Term ended 31st October, 1869.

Remember not to give the date of the closing of the school, if closed before the end of the term, but of the last day of the term —April 30th or October 31st. I have frequently seen this blank filled thus:

For School Section No. 17, District of Slipville.

Term ended September 17th, 1869.
The trustees of Slipville forgot that a District is a portion of territory under the jurisdiction of a Board of Commissioners, and that although Slipville was called prior to 1864 a School District, it is now only a School Section. Teacher's name, sex and class: rate of salary.

and class: rate of salary.

Some think it quite superfluous to give the sex after having given the name, forgetting that only the initial letter of the Christian name is frequently given, and that every one is not supposed to know whether J. L. Spooner is a male or female. It is also desirable to make the tabour of those who examine these returns as easy as possible. It is fully explained, and I think generally understood, that it is the rate of salary for a full term, exclusive of Provincial grant, which is required—i. e., if a contract of the contrac think generally understood, that it is the rate of salary for a full term, exclusive of Provincial grant, which is required—i. e., if a teacher gets \$15 for 90 days when the full term is 114 days, the answer should be \$57. If a teacher receives \$80 and board for 5 months, then the answer should be \$135.60; i. e., (96 + 39.60.) If a teacher of Grade B is engaged at the rate of \$400 per annum, including Provincial grant, the answer should be \$140—i. e., (400—60)—Table I.

In answer to 3 give the number of months attendance at the

In answer to 3 give the number of months attendance at the ormal School. Questions 6 and 7, as may be seen, refer only Normal School.

Normal School. Questions 6 and 7, as may be seen, refer only to the Assistant.

Time in Session.—Great care should be taken to answer these questions correctly. Teachers should remark that they are now required to attest to the number of days. Under 11 give all the week days other than Saturday, during which the school was in operation. Under 12 give every Saturday during which the school was in operation, if in operation 6 days in the week, Saturday making up days lost in other weeks. Under 12 give every Saturday that was only the fifth day of the week, giving the dates in the proper place. If it is more convenient in your section that the holiday should be given regularly on Monday or some other day in the week, I think it would be alto-

gether justifiable and in accordance with the regulations, to call such days Saturdays, and to treat them as such in your Return. Under 14 give the total No. of legal teaching days, your school was open according to your knowledge and understanding of the regulations. For instance, your school may have been open upon some prescribed holiday such as the Queen's birthday, you did not know it, but find out subsequently that it was a holiday. You have school on two Saturdays, being the sixth day, on two which were not the sixth day, but one of these was in the week after the other. You have had school upon every other week day except the three prescribed. Your answer should then be as follows: gether justifiable and in accordance with the regulations, to call

11	12	13	14
112	2	2	114

112+2+2=110, but the Queen's birthday and one illegat Saturday must be struck off. Under 15 give the time the school Saturday must be struck off. Under 15 give the time the school was in session, including forenoon and afternoon recesses. I have known these deducted which is wrong. Table 2—Pupils enrolled.—Some have not discovered that the answer to 19 should be the sum of 16, 17, 18, or of 20 and 21. A pupil is over 5 or 15 years of age immediately after reaching those periods. Thus one of the age of 5 years, 1 month, is over 5—between 5 and 15, and should be classed and counted under 17. I have been so unfortunate as to find "the grand total No. of days attended by all the pupils," very often wrong, if any reliance can be placed in the No. of days attendance placed opposite the name of each pupil. I fear to say how many were wrong last term: very sorry to say at the best carelessly wrong. I do not believe intentionally so. A teacher knows that he is about to attest to a certain statement, to swear that to the best of his knowledge it is true. statement, to swear that to the best of his knowledge it is true. He does so, but upon a very slight investigation it is found untrue. But the means of knowing were mainly, papably within his reach. Can we not, must we not infer that one of two things is true—either the teacher does not truly estimate the nature of an oath, or that some Justice of the Peace has so far forgotten his solemn oath and obligation as to certify that which forgotten his solemn oath and obligation as to certify that which is not true. If the plan I now suggest is carefully followed, there need be no mistake. First, examine carefully the addition of the half days at the bottom of the Register, correcting errors, if any Add these and divide the sum by two, and carry the quotient to the end of the line. Then carefully add the number of days attended by each pupil, carrying the sum into the proper column at the extreme right, add this column, when, if all the work has been correctly performed, its sum will be equal to the quotient already obtained, and the Register will have somewhat the following appearance: the following appearance:-

Names	Monday.	Tuesday	Wednesday.	Thursday.	Friday.	Totale
John	1	ı S	1 1	1	1	13
Thomas	1	s s	E E	1	1 E	2}
G:orge	.W	1 1	1 1	1	1 1	4
	4	:3	4	6	5 <u>22</u>	11

If these are not found equal, re-examine your work until the errors are found. Some teachers have completed their work on the return before the school was closed, estimating the attendance for a day or two, thinking they had not time enough. I can speak of but one County in which no one has less than 24 hours after the close of the term, most have two and three days, some four days. The work of making out the Return can all be done beforehand, except answering questions 11, 14, 22, 23, 21, 75, 76,

77, 79, and surely this can be done in 24 hours. Attention to the instructions given in the Register and a knowledge of Decimal Fractions will ensure correct answers to 23 and 24. It certainly Fractions will ensure correct answers to 23 and 24. It certainly does not look well to find in one of these places 5.625, when the answer should be 56.25. Some trustees seem very averse to answer 25,26.27. Perhaps if a proper relationship were established between 25 and 27, this aversion might disappear. A little pains would secure a sufficiently correct answer to 25. Table 3—No particular notice of the particulars of this table is required, except perhaps a suggestion of the necessity of greater care. Because pupils sing, is no sufficient reason for returning them as being instructed in Vocal Music.

Half yearly Examination.—Fill in these blanks correctly and carefully, do not treat fancies as facts, and remember that the same law that secures to a Teacher a fixed sum from the Provincial Treasury, requires a half yearly examination, and a true report of it.

report of it.

vincial Treasury, requires a half yearly examination, and a true report of it.

Abstract of Register, &c.—Before attempting to fill this page, proceed carefully, as already suggested, to test the accuracy of the marking and adding of the days attended by each pupil—enter in the proper column in the Register the days lost by reason of sickness, weather, &c., &o., and see that the Total of these equals all the days lost by the several pupils while attending school, then enter "Total days lost" in the proper column in the Register, transferring to the Return. Then find the averages of Deportment and Progress, entering these also in the Register and Return. In filling up the Return, be sure to place the figures in 74-79 opposite the names of the pupils to whom they refer. If you cannot be sure of this without ruling, rule the page, and if this does not please a fastidious taste, you can rub out the pencil lines after the work is completed. Carefully avoid the lazy and inexcusable error of culling the days lost by any pupil, the difference between the days attended, and the whole number of days the school was in session. Thus—the school was in session 114 days. Tom Brown commenced school June 1, ceased Sept. 21,—was in school 57 days. He really lost 24 days or thereabouts, but one of these lazy ones enters it, 57 days lost. I say "lazy ones," because a close investigation will ferret out the facts—that the teacher has not carefully inquired into the causes of alsence, has not properly entered them, that page 6 of the Register. In fact, if every teacher would properly and correctly fill the blanks in pages 0 and 7 of the Register, the work of making out the Return would be easy, and my suggestions needless.

\*\*RETURN B.\*\*

The directions as to the heading of the other Return, should be

### RETURN B.

The directions as to the heading of the other Return, should be

observed here—
School House.—No particular directions are needed here, except in reference to the answering of question 9. This refers to a house not yet built, not to votes of money for houses which have been

not yet built, not to votes of money for houses which have been built—to money voted at the last Annual Meeting.

School Room.—Where the ceiling is arched, give the average height which may be estimated with sufficient accuracy.

School Attendance.—Some trustees think it quite superfluous to ask or answer question 18, as it has already been asked and answered in Return A. But it should be remembered that Return A is not fur shed by every section at the end of the year, some having no school. The answer stands in a different relationship in the two returns. The information is required, and it is more convenient to have it all in one place, than to search a number of papers for it. Having once ascertained it the Secretary can easily transfer it from one paper to the other. Questions 19, 20, 21 can only be answered by a careful examination of the Register. Perhaps the answer to 19 can be most readily found by adding the attendance for both terms, and subtracting from this sum the number who attended in both. In a section having more than one department subtract also those who attended in more than one department.

ment subtract also those who attended in more than one department.

Apparatus.—Under 37, give, as directed, the full value of all books and apparatus, subtracting depreciation by wear and tear.

School Books.—Do not include under 40 the cost, only the

charges or expenses.

charges or expenses.

Income.—In answering 46, include everything not contained in 42-45,—money paid by Commissioners in aid of a poor section, your share of the superior school grant,—money received from pupils for books,—the value of fuel not furnished by the Secretary from school funds,—the estimated value of board when the tender boards from house to house,—fees from non-resident pupils, rents, gifts. The answer to 47 should be the sum of 42—46—although all the assessment may not have been received by the trustees

gifts. The answer to 47 should be the sum of 42—46—although all the assessment may not have been received by the trustees.

Expenditure.—Include in 49 and 50 the estimated value of the board where it makes part of the salary. In your answer to 60, include every item of expenditure not given elsewhere, such as Rent, &c. You may also with propriety add any rate or balance of a rate which cannot be collected. In order to secure accuracy in the transaction of business, each section should furnish two blank books for the trustees. In one should be entered a correct record of the proceedings of sectional meetings signed by the Chairman and Secretary or by the Secretary, and of the meetings and transactions of the Trustees. The other book should contain all the accounts and business transactions to which a price can be attached. counts and business transactions to which a price can be attached. This would secure accuracy and save trouble.

If these directions prove of service to the teachers or trustees, I shall consider myself-well rewarded for the labour expended. I know that many do not need any information, and I also know many who do, and, alas, some who do not desire any. I shall be harmy to anyway any inquiries as to points not embraced in this happy to answer any inquiries as to points not embraced in this paper.

### FIVE DAYS A WEEK, OR THE IMPORTANCE OF REGU-LAR ATTENDANCE AT SCHOOL. •

### By Miss H. M. Norris.

[Awarded the prize of \$10. as the best Educational Tract.]

TRIEND, will you turn aside for a few moments from the varied current of your daily life, to consider the life of a little child? You once were one, do you remember? It seems a long while, perhaps, since you first wonderingly looked out at this vast busy world, with its hosts of people that were years and years, above you, who were managing everything, and nobody to tell them

There are dozens and dozens of such little wonderers to-day, who do not belong to the great world at all, only to mother; but we had better have a care for them, for the great world will belong

to them some day.

We will presume that the necessity for schools is a settled question, and that you have one, the best you can get; and that means not only a good teacher, but a suitable house, well-furnished; and trustees who have a good many children at school, or else have heavy taxes to 'ay, and so are not in danger of forget-fulness of duty. Now a question is "Are all the little ones there to day?"

there to-day?

Probably no other reason for absence is so frequently urged as the need of aid at home. The boys must help their father, the girls must help their mother. This they certainly ought to do; yet, probably, in the majority of cases, a little forethought would prevent the necessity of adopting a course unjust to the child, and of no ultimate benefit to the parent. Careful expenditure of the time before and after school will generally leave school hours free. Indeed the parent should consider these as sacred to the children, and he more reluctant to deprive them of accustomed food or Indeed the parent should consider these as sacred to the children, and be more reluctant to deprive them of accustomed food or sleep. It is during school hours chiefly that the foundation of future intelligence is laid, and in depriving the little ones of those we are enfeebling them for life. With all the press of our business we find time for Sunday, and few forego their necessary rest at night. It is admitted that the moral and physical natures must have time specially devoted to them, but the Sabbath for the intellect, when all other work is laid aside that its stores may be garnered, and preparations made for the long battle of life, this may habitually be broken, and none cry "ahame!" From infancy we have been taught to keep holy the Sabbath day, and to say nightly "Now I lay me down to sleep," but not so have we been trained to a set time to "get understanding," a time when our mental faculties may receive that nourishment, and ex-

to say nightly "Now I lay me down to sleep," but not so have we been trained to a set time to "get understanding," a time when our mental faculties may receive that nourishment, and exclusive attention necessary to their perfect development.

Many say the children need to be trained to work, even more than they need schooling. Assuredly so, but they need to be trained before the work is pressed upon them. Is the farmer wise who harnesses a young colt to the plough that he may learn to work? Does not all experience say "Let his bone and muscle grow, give him time to develope his power, then he will be strong to labor for years to come?"

Again, children are not placed so long under parental control that the parents may have the benefit of their labor, but rather that they may be provided for while they are preparing to bear "the burden and heat of the day." "The children ought not to lay up for the parents, but the parent for the children." How many to-day look back upon a mispent childhood! They found themselves struggling in the battle of life before their weapons were forged. As they passed on they gathered scraps of knowledge here and there, and spare moments were given to what should have been the business of the hour. What avails the work their childith hands performed? far more had been accomplished if they had been earlier equipped. The world is not wise in weakening its children.

Nor is it true that to keep the child home one day can do no harm. It is one step aside—that is all,—and to be classed with only one glass to the drunkard, and only one apple to Eve. For the child has been turned aside from the path of his duty, and has lost ground; it is not merely the lessons he has missed, his attention has been diverted, and a thirst awakened for work other than his own; the zest has been taken from his pursuit of knowledge, to supply energy for the employment that has superseded it. The farmer cannot thrive who has no time to plough; the merchant cannot prosper who is too busy to attend his counter; nor c

school. It is a sad mistake to lead a child to suppose that he should go to school only when he has nothing else to do, that a day on the farm, or at the fisheries is more profitable than one with his teacher. A child's business is to learn, and to forestall the working time is to draw upon the principal which after a few years, would have yielded life-long interest. As it is children are far too eager to become men and women, and gaining this position too early are dwarfed for life. A child should never touch the chord "When I am a man," without hearing the refrain "While I am a boy." Indelibly fixed in his mind should be the idea that the work of to day will determine the clove of to marrow that there boy." Indelibly fixed in his mind should be the idea that the work of to-day will determine the glory of to-morrow; that there is no place in life for idle waiting; that the gifts of time for preparation, though libera, is not lavish, and shapes all the time to come. Let the order of longing for maturity spend itself in working out that fitting prelude, a noble childhood. Let the child understand or feel that school time is of very great importance. Since to the teacher is given the charge of the children's advertion with special reference to intellectual culture let there education with special reference to intellectual culture, let there be no half-measures about it. Let the time set apart for mental development be sternly kept. If parents are properly impressed with the vital importance of constant attendance, the children will readily catch the same spirit; but they can have no adequate idea of the worth of this time if it is used as a reserve fund, to be drawn upon when other interests demand more than their share. They will soon learn to place little value on what others Share. so lightly esteem.

If you wish one to be diligent in business as a man, see that If you wish one to be diligent in business as a man, see that he perseveres at his books while a boy—constancy here, trains to steadfastness there; the punctual child will be prompt in years to come; and the influence of determinate persistence in carrying out school-work will certainly exhibit itself in the prosecution of the plans that pertain to maturer years and riper thought. Who has not felt the force of habit, or the strength of the tie that warps as to the routine of daily life? Let this be brought to bear upon the school boy, and we have thrown a strong safeguard around him, but if we readily break-his engagement to suit our pleasure, we may be sure he will readily do it to please himself.

It must not be forgetten, however, that much absence from school is attributable to mere thoughtlessness, or a wilful disregard of the claims of life upon our early days; yet manhood knows no hours so precious as those of a little child. Then the bud is nurtured that shall form the future flower; then the twig bud is nurtured that shall form the future flower; then the twig is taught the inclination of the future tree. How culpable we deem those who fritter away their time, benefitting neither themselves nor others; yet we love to see the children enjoy themselves while they may! Forgetting that children's time is most valuable! Foolishly supposing that those who wasta time are happier than they who improve it! Children are little men and women, and work makes us all better and happier. True, toil was given as a punishment, but Infinite Love knew the lurking sweetness for the diligent and obedient. Who that has done an honest day's work does not know that it yields infinitely more ing sweetness for the diligent and obedient. Who that has done an honest day's work does not know that it yields infinitely more satisfaction than a day of idleness and onnui? The pleasure arising from work well done, is the sweetest earth can give They are utterly mistaken who suppose that, even to children, holidays are the happiest days when they are not fairly earnt.

The child better enjoys school hours when he is constantly there. One cannot "serve two masters," but he will "love the one and hate other," and a child school loves a school he only half attends. Each absence checks his progress and damps his

half attends. Each absence checks his progress and damps his ardor. His unity with the school is broken, and reluctantly knits again. He misses an hour there much the same as we miss a leaf from a volume. Many others may remain, but what a gap that leaf may make! Certainly we run great risk of losing the thread of the story. Would it not spoil the most interesting book for you if every few pages part of a leaf were gone? Just as completely do school hours lose their charm when they are

continually broken in upon.

Then will you see to it that the little ones are with their teachers to-day? If old habits of carelessness in yourself and in them are not easily overcome, remember that the sooner we "cease to do well," the easier we shall "learn to do well." It is not right to rob the children of their dowry of times, neither should we permit them to impoverish themselves. Let us strive, then, to aid them all we can, remembering that He who "took woung children in his arms, not his hards woon them and young children in his arms, put his hands upon them, and blessed them: "said elsewhere, "Inasmuch as ye have done it unto one of the least of these my brethren, ye have done it unto

CAPE CANSO, N. S.

### EDUCATIONAL ASSOCIATION.

(REPORTED FOR THE JOURNAL OF EDUCATION BY HERBERT BAYNE, A. B.)

THE Annual Convention of the Educational Association of Nova Scotia met, according to appointment, in the Convocation Hall of Dalhousie College, on Monday evening, Dec. 27th. At half-past eight o'clock, A. McNutt Patterson, Esq., President of the Association took the chair. Owing to the inclemency of constellations that now course our evening sky?

the weather not above sixty teachers were present. having been offered, at the request of the President, by the Rev. R. Sommerville, it was proposed to postpone until a subsequent session, the Inaugural address of the President, that a larger number of the members of the Association might enjoy the privilege or listening to it. Other members of the Association having spoken in favor of adhering to the programme drawn up by the committee, the motion for postponement was withdrawn.

#### THE INAUGURAL.

The President then entertained the audience by a very neat and instructive address, delivered in an affective and felicitous maruer. He announced as a topic for remark the broad subect of education. To mark his cordial appreciation of the Teacher's calling he cited the sentiment of Hitchcock of the United States-" When we consecrate our property, our influence, our lives to the cause of Education we consecrate them to one of the noblest of all human enterprises."

This high eulogium was justified by the speaker in very happy terms. "To till the soil," said he, "is noble work indeed; to build a Great Eastern, to construct a Victoria P idge, to direct a ship across the pathless ocean, to unite continents by an electric wire, to compute the finances of an empire,—are works that speak the majesty of mind: but to train the human heart, to develop the yout—ful intellect, to fit man for all these employments to prepare him for a useful and a happy life, as far transments, to prepare him for a useful and a happy life, as far trans-cends these labors as mind surpasses matter. These grand achievements are but the conquest of mind over matter, whereas achievements are but the conquest of mind over matter, whereas the successful teacher's conquests are those of mind over mind itself. Pardon me for extolling my own profession, but I wish to bring home to you the importance, dignity, the responsibility and the sacredness of your profession. There is not one of us that can honor it too much, that can grace it fully; there is not one of us too good for it. A teacher should have the highest type of intellect, trained to every phase of knowledge, and graced with every Christian virtue.

Could I find an individual, possessed of the wisdom of Solomon, of the governmental ability of Moses, of the zeal and perseverance of Paul, and the piety of John, I would say this individual could not employ himself more usefully, in any sphere of earthly

labor, than in teaching the youth of our country.

Education was viewed, not as partial, but in its most extensive sense; and the importance of unity in arms and effort on the

part of teachers was well brought out.

While different individuals in various parts of our province While different individuals in various parts of our province may have vastly different ideas as to the proper and true object of education, and consequently what the process of education should be, we, as teachers, should be united in our opinion of the object of the cause in which we are unitedly working, and also essentially at one in our ideas of the best process of obtaining this object.

To illustrate my this object. To illustrate my view on this point: One persons considers the object of education to be to raise one man's knowledge above another, so that the former may take advantage of the latter, and thus increase the worldly goods of the former.

Another considers the object to be the fitting of man to acquire worldly property. Another, that it is to give him respect, reputation and influence. Another, that it is to advance improvement and increase the luxuries of life. Another, that it is simply to elevate man above the brute, and correct his vain fears, superstitions and prejudices. Another, that it is to introduce him to the boundless fields of knowledge and intellectual enjoyment; and not a few consider education, when pursued beyond the ver; ordinary acquirements, simply a fitting individuals to get a living without labor.

These get a living without labor. objects are often attained by education, but the best of these are unworthy of our toil. The true object of education is to fit man for performing those duties, which God has assigned him.

An education that looks to temporalities alone is woefully de-

fective. An education that is conducted upon principles that have no reference to man as an immortal being, no reference to his future and greater existence, descrees not the name of education; while a Godless system of education is a prostitution of the noble work altogether."

Education is to be considered a necessity for all, not a business for a limited class; and hence the demand for its universal and compulsory provision on the part of Civil Governments. mode of imparting knowledge at present pursued was chal-lenged as partaking too much of the abstract and too little of

the rational and practical.

"It should be remembered that the Volume of Nature lying open all around us, contains the great lessons of science and of

How many are acquainted with the common operations in the growth of plants? How many are taught to notice the succeeding changes of our landscapes, as months follow each other in their yearly round? How many are acquainted with the structure of their own bodies?"

An eloquent but just tribute to the memory of the late Rev. Dr. Forrester was here introduced by Mr. Patterson.

"Since we last gathered here, our venerable leader has been taken from us, translated from the earthly vineyard to the Heavenly Paradise.

No more will his venerable form grace our platform, nor his deep round voice be heard in our assembly, but the memory of Dr. Forrester will ever be cherished by us, and that memory is

sweet and inspiring.

Though absent from us in the body, yet I trust his example will ever be living with us. His was a whole-soul offering to the cause of education. Every minor consideration bent to the broad principles of philanthropy and patriotism, while a warm christian heart endeared him to all who knew him.

He entered upon the educational work many years ago, when

we were without system; the whole was a chactic mass, with here and there a protruding diamond, showing there was hidden treasure in the lumps. The doctor labored to surmount the many barriers to improvement, such as political ignorance, general prejudice, and much indifference, with a zeal almost indescribable; and throughout the length and breadth of our Province ever held up an improved system of education as the great requirement of the times, ever pointing to the youths of Nova Scotia as its wealth—a property of far more value than its forrests, its mines, or its fisheries. And to what extent the laboration of this capacity of the content of the second of the content of t and influence of this one man went towards bringing about the fe lived to see the fond ideal, for which he so unceasingly labored, a living, moving reality, viz: Common Schools supported by general taxation and free to all. To use his own words,—
"This is a priceless boon to any country."

Follow teachers: while we mount the departure of this great

Fellow teachers: while we mourn the departure of this great and good man, let us emulate his zeal, and glorying in our pro-fession, consider our lives well spent, our talents well employed if like him death finds us clad in our educational harness."

The encouraging aspect of Education throughout the Province was shown in the increased number of scholars and registered attendance in school houses built in every section, and of commodious and ornamental type, and in the long and almost numberless petitions showered upon the table of the House of Assembly, in defence of our common school system. The School Law however defensible and meritorious in its leading provisions, Mr. Patterson considered as defective in its details, and invited the Association to regard the perfectory process as largely the Association to regard the perfectory process, as largely

the Association to regard the perfectory process, as largely placed in their hands.

"I am fully aware that our decisions have no legal force, that our enactments can be nothing more than advisory, (for we are a voluntary organization)—but let no one despise our proceedings on this account. We are a re-organized body and wield a power which is not delegated to us by law, but by reason, by profession, and by experience. And this kind of power wisely handled is more effective and successful in accomplishing a desired change, than power given by law, and foolishly used. I fear there are some teachers who do not appreciate the influence of this Association, who do not understand what is to be accomplished by it, and who do not perceive the relation it sustains to the this Association, who do not understand what is to be accomplished by it, and who do not perceive the relation it sustains to the present system of education. I affirm if ever the profession is to rise and take its position among the learned professions, we, the teachers, must be the leaders, and not the led, because we are in a proper position for observation. We behold daily the friction of the machinery. From our position in the work we should know more than any other class of individuals respective. the cause, in which we are engaged.

In the spirit of these remarks the Association was invited to consider the question of the Inspectorships of the Province. The special right of teachers to fill these offices and their peculiar special right of teachers to fill these offices and their peculiar special right of teachers to fill these offices and their peculiar special right of teachers to fill these offices and their peculiar special right of teachers to fill these offices and their peculiar special right of the peculiar special right of

special right of teachers to fill these offices and their peculiar qualifications for them were advocated:

"First, then, the teachers claim by law. The law particularly specifies that the Inspector is to be recommended by the Superintendent of Education. But why by the Superintendent of Education? I know it has been properly said, that this arrangement was made to prevent the office becoming political property; but it was also made, because the Superintendent is in a position to make the proper selection, for if the selection were to be made from the clergy, the recommendation should come from a synod or an association, but the recommendation is to come from the Superintendent of Education, because he is supposed to be ac-Superintendent of Education, because he is supposed to be acquainted with the teachers of the Province, and from them to make his selection.

Secondly, what are the duties, and consequently what are the needed qualification for an inspection?

An Inspector is required to visit every school and report upon its condition, both as to the efficiency of the teacher, and the progress of the school. He is to see that the law is complied with, and the public funds properly distributed.

Now, I ask what training can be better adapted to qualify for such a position than a teacher's? Who can visit a school and more critically observe its excellences or its defects, than a man

who has spent years in school work? Who can better underwho has spent years in school work? Who can better understaud, during his visits, how to give a cheering word, a cordial greeting, a sympathising word of counsel, than a man who has passed through the ordeal himself, and knows its trials, its labors and its responsibilities, by experience."

The late dismissal of F. W. George, A.M., from the Inspectorship of Cumberland County was referred to, and the sympathy and influence of the Association invoked in his behalf.

Mr. Patterson moded his address in the following terms.

Mr. Patterson ended his address in the following terms:

"We have much to stimulate us in our work. Already our system of Common School Education is attracting the admiration of the world. England herself is about to take a lesson from us. Her teaming millions yet thirst for the streams of knowledge, which now course every Nova Scotian valley and lave its shores. Let us not relax our united efforts until we see the system in perfect working, and let a true spirit of patriotism nerve us for

the work.

I like the sentiment so tersely expressed by Kossuth,—" It is not I that have inspired the Hungarian people, it is the Hungarian people who have inspired me." I ask no one to inspire the cause of education, but I ask, let the cause of education inspire

The address was received with the warmest applause. On motion of Messrs. Parsons and McLaughlin the thanks of the Association were tendered to the President for his very elequent, appropriate, and instructive Inaugural.

Several gentlemen were then called upon to give some account of the state of Educational matters in their respective spheres.

S. McNaughton, B.A., Principal of Guysborough Academy re-ported from the Eastern Section of the Province, and represent-ed educational matters in that quarter as being in a very favorable state. He advocated strongly the new system of examination and spoke very favorably of the means taken to secure a better class of men in the teaching profession.

II. Bayne, B.A., of Pictou Academy, reported from Pictou. He gave an account particularly of the working of the New School Law and of the graded without in the first particularly of the working of the New School Law and of the graded without in the first particularly of the working of the New School Law and of the graded without in the first particularly of the working of the New School Law and of the graded without in the first particularly of the working of the New School Law and of the graded without in the first particularly of the working of the New School Law and of the graded without in the first particularly of the working of the New School Law and of the graded without in the first particularly of the working of the New School Law and of the graded without in the first particularly of the working of the New School Law and the graded with the first particularly of the working of the New School Law and the graded with the graded

School Law, and of the graded system in the town of Pictou. He spoke in complimentary terms of the Trustees and people of the town Section, and of his fellow labourers in the work.

E. D. Millar reported from the Western Section of the Prov-

ince. He expressed a very favorable opinion of education advancement in Chester, Bridgewater, and Lunenburg. He was engaged at Bridgewater and represented the progress there being made as very encouraging.

The meeting adjourned at ten o'clock.

### SECOND SESSION-TUESDAY MORNING.

The Convention met this morning at 10 o'clock, the President in the chair. Rev. Dr. Robertson engaged in prayer. The Minutes of the last Meeting and also of the last Annual Convention, were read by the Secy., F. W. George, A.M., and approved by the members present.

### COMMUNICATION.

J. Parsons, A.B., Secy. of Education Committee read a Communication from the Superintendent relative to the erection of a Monument to the late Rev. Dr. Forrester. The letter was favorably received and a committee, consisting of the President, Messrs. Bayne, McNaughton, Hollies, Condon and Sterns, were appointed to consider the subject of the communication and or-dered to report before the close of the Convention.

### REPORT OF EXECUTIVE COMMITTER.

The report of the Executive Committee was then read by Mr. Parsons, and after some discussion adopted. The question of members' fees having been referred to, it appeared that there had been some misunderstanding in one part of the province in respect to the collection of these fees. Mr. Parsons then made explanation of the arrangement for the prepayment to the Inspectors, or others, to whom Railway certificates had been forwarded. Members who had received passes without prepayment were requested to hand in their annual fee of membership to the Secretary of this Association.

Secretary of this Association.
S. McNaughton suggested the propriety of a certificate on return from the Secy. in preference to the plan adopted by the Committee this year. Mr. Parsons explained that the Committee had been guided by the instruction of Railway authorities in the plan they had followed. It was agreed to continue the ar-

rangement.

### PRIZE ESSAY.

Mr. Parsons reported from the Committee on the Prize Essay. Mr. Parsons reported from the Committee on the Prize Essay. Only three had been written upon the subjects announced in the Journal of Education. To one of these upon "Five days a week, or the importance of regular attendance at School," the prize was awarded. The essay was a production highly creditable to the author and was well received by the Convention. The name having been called for, the Secy. broke the scal of the accompanying envelope and announced Miss H. Maria Norris of Cape Canso as the name of the successful essayist.

### CONSTITUTION AND BYE-LAWS.

D. McDonald, Esq., Vice President, had been appointed at the last Convention to draft a Constitution and Byo-laws for the Association. His draft was submitted, and after brief discussion handed over to a Committee to be examined and perfected. The Committee consisted of the following gentlemen—Messrs. Hollies. Ross, Phinney, McLean, McNaughton, Patterson, Hutton, Senr., and McArthur.

#### MOTION.

E. D. Miller moved a resolution for the appointment of a Committee to arrange for the discussion of the subject to occupy the attention of the Convention on Wednesday morning, "The tenure of office in Educational appointments." J. Scott Hutton seconded the resolution. The following gentlemen were appointed a Committee—the President, Messrs. Condon, Hutton and McKenzie.

### REPORTS.

There being still a few moments left before the regular time for adjournment, reports from different sections of the Province

were called for by the President.

Rev. Dr. Robertson, Chairman of the Board of Commissioners for Annapolis East gave a cheering account of Educational prospects in that County. He contrasted the present attainments of Teachers generally, with their attainments a few years ago, and Teachers generally, with their attainments a few years ago, and spoke favorably of a uniform and somewhat strict system of Examinations for teachers. Mr. Fullerton also from Annapolis bore cheerful testimony to the great increase of attendance at School within the few last years. Opposition to the School Law in that part of the Province he represented as fast dying out. Mr. McNeil spoke of the evil consequences of a withdrawal of the superior School Grant. Much advantage had arisen from this Grant. Mr. Parsons made explanation justifying the act, only upon the ground of necessity. A retrenchment in some part of the Provincial Grant he showed was indispensable. To discontinue the Book Grant was to take away a boon from every school, while to withdraw the superior School Grant affected a very small number of Schools. Besides the superior School Grant had about done its work. It was doubtless not intended to be a permanent Grant, but merely as an incentive for a few years. a permanent Grant, but merely as an incentive for a few year.

The impulse which it had given would not soon be lost.

Meeting adjourned to 3 o'clock.

### THIRD SESSION-TUESDAY AFTERNOON.

Convention assembled at 3 o'clock. Prayer was offered by the Rev. T. A. Higgins. There was a larger attendance than during the preceding sessions, over one hundred being present. Minutes of previous sessions were read and approved.

### "MUSIC IN SCHOOLS."

The subject of discussion arranged for this afternoon was then introduced by Mr. II. Condon, Principal of the Public School, Milton, Yarmouth County.

He gave quite an animated description of the steps taken in Yarmouth by the advice and assistance of Professor Gates to secure regular instruction in this important branch. The efforts of the teachers under the instruction of this gentleman had been crowned with abundant success. Professor Gates he described as eminently qualified in every way to give the requisite instruc-tion to teachers for conducting this branch of art on scientific principles. He had studied for a lengthened period in the schools of Maine in the United States, and in England, (was a fellow-student of Professor Doane of the Philharmonic Society, Halifax, N.S.) and on return took outer a lively interest in the School N.S.) and on return took quite a lively interest in the School and Church music of Nova Scotia. He had brought with him a valuable series of charts, which were used under sanction of the educational authorities in England, France and Germany, and also in the United States. What object, asked Mr. Condon, bed the Council of Public Instruction in having printed in the had the Council of Public Instruction in having printed in the School Returns the question, "How many study music in this School." They obviously designed that music should have its proper attention as well as other branches of higher importance. proper attention as wen as other orancies of higher importance. If then we are expected to teach music in the school let us do so properly, let us teach it on scientific principles. Especially is instruction in the principles of the art practicable in Graded Schools. And teachers in such departments should lose no opportunity to qualify themselves for this duty. The arrangement which had been made at Yarmouth, Mr. Condon thought mighbe effected elsewhere. At the request of the Teachers Institute at Yarmouth the Council of Public Instruction had been pleased to grant the teachers a week to receive such instruction from Professor Gates as would qualify them for the immediate introduction into their respective departments of the science and art of music. The system was so much simplified by the use of charts that in the course of a few weeks the children of the Y mouth Schools had made very considerable proficiency in the knowledge of the principles of music. We may look for a vast improvement in reading among the results of the successful study of music.

Mr. Condon referred to the success attendant upon similar efforts in the schools of Britain, and on the Continent and concluded by moving the following resolution:

Whereas,—Musical instruction forms a part of the curriculum of study in the Public Schools of Great Britain, France and Germany, and also those States of the Union which have offered the best examples for imitation; therefore

Resolved,—That it is the opinion of this Convention that the study of music on scientific principles may be introduced at this time with great advantage into the schools of this Propriet.

study of music on scientific principles may be introduced at this time with great advantage into the schools of this Province.

Mr. Hollies seconded the resolution, and recommended that the teachers should, upon the evening of the 30th, hear the performance at Temperance Hall of Handel's Oratorio, the "Messiah," by the Philharmonic Society, under the training of Prof.

siah," by the Philharmonic Society, under the training of 1701. Doane.

Mr. Parsons remarked, that what training we have in the schools of the Province at the present time, is generally nothing more than the acquisition of a few pieces of music by ear. He maintained that the study of music scientifically by children, who have already acquired some pieces by ear, was no more impracticable than teaching the same pupils to read a language, the words of which they already have employed in their everyday conversation. He gave it as the experience of several female teachers in Halitax County, that the science of music could be taught to children at an early age.

could be taught to children at an early age.

Mr. Spin ney thought that the purchase of the charts which
Professor Gates proposed to introduce, was one difficulty in the way of poorer sections, and sufficient to preclude any effort ou their part to make this one of the branches of daily school-work. Let the Government, "as the fountain head," take hold of this matter, and include the charts among the books and apparatus, at reduced rates, or devote a part of the book-grant

Mr. Greenough thought it important that opinion should be expressed on this subject. Speaking from experience, he corroborated the statements of the introducer of the resolution in respect to children understanding the principles of music. Difficulties would be met with in poorer sections. Some parents knew nothing of music; others considered it of no practical benefit, and in a miscellaneous school the great difficulty was want of time. Still he thought the difficulties might be overcome, and the teacher would be amply rewarded in the results of his labors. If worth while singing it all why not sing of his labors. If worth while singing at all, why not sing

scientifically.

A call for the question was then made, and the resolution

being put, passed unanimously.

### SUPERINTENDENT'S ADDRESS.

T. H. Rand, Esq., M. A., Superintendent of Education, was then introduced, and delivered an address, replete with facts of the highest practical interest. He was pleased to observe the every-day increasing interest throughout the country in educaevery-day increasing interest throughout the country in educa-tional matters. There is scarce a household throughout the Province in which the subject is not now agitated to some ex-tent. An increasing widening, deepening sentiment is being lodged in the hearts of the people in favor of the School System. The whole question in regard to its quantity, so to speak, is cal-culated to cheer the heart of every patriot. Throughout all the ups and downs, successes and defeats, in the workings of the system there had been one steady, broad path of progress. This was evidenced by the increased number of enrolled pupils during the last five years. In 1864 there were unrolled at school 33,000

was evidenced by the increased number of enrolled pupils during the last five years. In 1861 there were unrolled at school 33,000 pupils in the winter, 37,000 in the summer, and some 48,000 during some portion of the year.

In 1869 there were 72,000 in the winter, 75,000 in the summer, and about 95,000 during he year. Thus in Nova Scotia there has been the large avery of 1 in 4 of the population receiving education at school during the year 1869. This proportion is most encouraging. England has 1 in 7.7 registered in attendance at School. The best educated countries give an average of 1 in 0.5 of the population. The question of Free Education is thus a settled fact. These figures warrant the statement.

The quantity of education supplied then in this province is large, but we cannot, and would not, avoid the question, What of the quality of the mental pabulum daily furnished? When the people show faith in the matter, are we having the care we

of the duality of the health pathetin day furnished. The health in the matter, are we having the care we should, in respect of the nature of the education imparted? What of the qualification of the living agent and his adaptation to his profession? Experience seems to be the great desideratum on profession? Experience seems to be the great desideratum on the part of the members of the teaching profession. Of the 1500 teachers in the province last summer, 850 had taught a period less than three years, 238 between three and five years and 207 between five and ten years, whilst the numbers above this diminish rapidly. Thus there is not yet with us in the teaching profession a large amount of experience. Under these circumstances it had been represented to the Legislature that there should be a discrimination made amongst teachers in respect of experience, by a distinction observed in the distribution of the Provincial Grant. If the law of the land were to make such a rovincial Grant. If the law of the land were to make such a distinction the people would likely observe it too and give the preference to experienced teachers. A college course or attendance at Normal School, might be reckoned as so many years experience.

The question of remuneration was another important matter. It is conceived necessary by some earnest Educationists of this Province to throw a shield around the male teachers, lest their lady associates drive them all out of the profession. For women, teaching is the most remunerative employment in which they can be engaged. This is an important point to be considered, and exporience in Massachusetts, and other States, has demonstrated the truthfulness of the apprehension. We must retain a certain proportion of the masculine element. The place for the female teacher and the position to be exclusively occupied by her is the elementary departments. For this position she is peculiarly adapted, and the male teacher is altogether unsuited. In him there is the want of the maternal sympathies so requisite for the successful conduct of the lower grades. Female teachers The question of remuneration was another important matter. for the successful conduct of the lower grades. Female teachers may occupy its higher positions to which their qualifications entitle them, but the primary is their sphere preeminently.

These are matters which must occupy the attention of those entrusted with the promotion of education, and it was desirable

that the Convention should express its mind upon the questions

that the Convention should express its mind upon the questions that were pending.

In one matter there was room for immense improvement. The average attendance of pupils during the year 1868, was only 50.33 per cent. No system yet adopted had met the exigencies of the case, and it seemed as if some other system of registration and records were requisite. It is desirable that upon this subject likewise experienced teachers should express their views

ject likewise experienced teachers should express their views. The Superintendent closed his address by a warm and feeling tribute to the memory of the late Dr. Forrester. Intimately associated with him for years in the public service, he felt it, in those days, to be a good thing to be able to say of one who labored so carnestly, so heartily, and so lovingly in the cause of Education, that he never knew a man more true to his convictions. Believing that a science of education is practicable, and that method is the very soul of school work, he wrought laboriously for the practical embodiment of his views in the schools of the Province. His labors are a legacy to us all. His fidelity to his convictions of duty is a lesson for us all—his fidelity in his daily work, not less so. Under an impelling sense of Duty he wrought his way; and we know, his way; and we know,

He that ever following her commands, On with toil of heart and knees and hands, Thro' the long gorge to the far light—has won His path upward and prevailed, Shaft find the toppling crags of Duty scaled Are close upon the shining table-lands, To which our God Himself is moon and sun. Such was he; his work is done

### DISCUSSION ON ADDRESS.

J. Scott Hutton, Vice President (in the chair), expressed the pleasure he had in listening to the address, and heartily endorsed the well paid tribute to the memory of Dr. Forrester, who had laid the Province under so deep a debt of gratitude.

On motion, the thanks of the Association were presented to the Superintendent for his address.

the Superintendent for his address.

S. McNaughton suggested that a high werage in obtaining a license should be ranked as a certain amount of experience, and rewarded accordingly.

Mr. Condon briefly addressed the convention upon the subject

of school rewards.

of school rewards.

Mr. Bayne made explanation of the system of merit cards which had been introduced into the higher departments of the schools in Pictou. He exhibited the cards used, which are neatly printed in colored inks, and for their intrinsic merit are quite worthy of competition. They had been found most valuable incentives to diligence in study, to good deportment in school, and more important than all, to punctuality and regularity of attendance. They could be obtained at a very small outlay—an assorted box of 500 costing but \$1.

Mr. George set forth the necessity of keeping experienced teachers engaged in the work.

Air. George set forth the necessity of keeping experienced teachers engaged in the work.

Rev. T. A. Higgins expressed himself feelingly upon the loss sustained in the death of the venerable Dr. Forrester, who had taken so lively an interest in the organization of the Teachers' Association. He wished to see the Association take steps to express in acts their appreciation of the late Doctor's services in the cause of Education.

Some objection was a data the relative to the contract of the late of the late

Some objection was r de to the oath which had been required of teachers in making their returns during the past year. Many were conscientiously opposed to taking an unconditional oath.

Mr. Rand highly appreciated such conscientiousness on the part of teachers. He said it had been found necessary to require an oath, but this he looked upon in the light of an oath as commonly taken, and understood it to imply that to the best of knowledge and ability the returns which the teachers made were correct.

After some further discussion the meeting adjourned.

### FOURTH SESSION-TUESDAY EVENING.

The Association assembled at 7.30, the Rev. T. A. Higgins in the chair. The Rev. Pr. Robertson opened the proceedings with prayer. The Rev. Alex. McArthur proceeded to read a lecture on "The Democracy of Education." The lecture was worthy of careful study on the part of teachers.

On motion a vote of thanks was tendered to Mr. McArthur for his able lecture. A request was preferred that Rev. Mr. McArthur would permit his lecture to be published in the Jour-

nal of Education.

[Rev. Mr. McArthur's lecture will appear in full in the next issue of the Journal.—Ed. J. E.]

Remarks upon the topics of the address were made by the Secretary, Messrs. Hollies, Hutton, senr., McNaughtou and

Parsons.

The subject of school rewards was again upon motion brought ware advanced, some advocating the forward. Various opinions were advanced, some advocating the prize system, others the merit system, as explained in the afternoon session, and others deeming no reward at all requisite or advisable, but a sense of duty discharged to be the true motive to study. At the close of this discussion the Association adjourned.

#### SIXTH SESSION-WEDNESDAY AFTERNOON.

Vice President J. Scott Hutton, Esq., took the chair; Rov. T. A. Higgins, at his request, engaged in prayer.

#### AY ON "THE TEACHING OF GEOGRAPHY."

Mr. McNaughton read an interesting and instructive essay upon the Teaching of Geography. "His ideas were that all due obstructions and formal technicalities should be abandoned and the pupils taught largely from nature. They should be invited to gage upon the hills, the brooks, the lakes, islands and points, and enlarge them in their imaginations to the grandeur of mountains, rivers, oceans and islands of which they are to be informed. The ideas, not the words, should be taught, the pupils' curiosity and his enthusiasm excited, so that every part he hears becomes indelibly impressed upon his memory."

The paper was well received and its author highly complimented. Messrs. George, Calkin and Hutton, junr., expressed admiration of its contents. They liked the light in which the teaching of geography had been presented. Such a method carried into practical detail was calculated to expand the mind, and elevate the views o pupils. Map-drawing from memory, recommended by the essayist was highly spoken of as a practical point. No one teaches geography effectually who cannot construct a geography of his own

#### ORDER AND MANAGEMENT IN THE HIGH SCHOOL DEPARTMENT

was the subject of a second essay read by Herbert A. Bayne, Esq. The subject was landled in a practical manner. The best methods of securing order, that suggested themselves in the experience of the author, were first set forth. Then the management of the different departments of the school work was considered, both classwork and seat-work. Plans for securing the most accurately performed class-work were recommended, means of inciting to diligence in seat-work, and methods for obtaining the most careful and faithful home preparation. The system of "recitation" was explained and its manifest superiority to the old system of question and answer rendered sufficiently apparent. Manuscripts for Arithmetic, Algebra and Practical Mathematics were considered essential to the High School. The system of rewards by means of neatly printed merit cards was approved of, and had been tested with eminent success. was the subject of a second essay read by Herbert A. Bayne, Esq.

The thanks of the Association were tendered to the author. Editors of the Dalhousic College Gazette, through the Secretary, Mr. Parsons, requested the essay for publication in their paper. He has since, however, been solicited to place the manuscript in the hands of the Superintendent, and portions of it will appear in the first issue of the Journal.

### ORDER AND MANAGEMENT IN THE PREPARATION DEPARTMENT.

### (Of a Graded School.)

The essay on this subject was written by a lady teacher. It was read by Mr. Parsons. The paper was interesting and well written, and commended itself to the teachers present. Much satisfaction was expressed that the lady teachers were now taking so prominent a part in the work of the Convention. It had been previously intimated that another paper by a lady teacher would be read in the evening, upon the Elementary Department of the Graded School. Association adjourned.

### SEVENTH SESSION-Wednesday Evening.

F. A. Higgins, Vice President, this evening occupied the chair. F. W. George, A.M., opened the meeting in the usual manner. After the reading and adoption of the minutes, Rev. Dr. Robertson was introduced as the lecturer for the evening, and the subject of his lecture announced to be

THE INFLUENCE OF CLASSICAL STUDIES ON THE INTELLECTUAL AND MORAL CONDITION OF THE LEARNER.

The Rev. gentleman stated it to be his purpose to refute the too common objection taken against the pursuit of classical studies, as too largely engrossing the time which might be more profitably devoted to other branches of greater practical utility.

Classical study, he said, had always formed an important branch of education, because it opened up a vast fund of knowledge. The

experience of others thus becomes ours; ancient modes of thought,

social life, intellectual character, are all faithfully depicted and made valuable to us. From out of these dark ages there shines a ray of light that may prove beneficial in every age. In order to obtain a just idea, and a correct view, he would consider (1), The subject matter of classical study; (2), The intellectual and moral faculties called into exercise by it; (3), Its powerful effect upon the formation of individual character.

1. The subject matter was characterized as very voluminous.

the formation of individual character.

1. The subject matter was characterized as very voluminous. The field in which we study classical outlines was limited to 1000 years, or as including the period extending from the time of the Argmantic expedition to the reign of Trujan. Books written in that period might be arranged in groups, commencing with the Augusan Era and reckoning backwards.

Historians—Julius Cæsar, Sallust Livy, Tacitus, Quintius Curtius, &c. Biographers—Cornelius Nopos, &c. Poets—Ovied, Virgil, Horace, Juvenal, Penius, Lucretius, Catullus, &c. Dramatists—Terence and Plautus. Orator, and Statesman, Cicero. This enumeration includes the great classical writers, subsequent to 200 B. C. Previous to this date the Greek authors are those to whom we are indebted for classical writings. Historians—Herodotus, Xenophon, Thucydides. Poets—Hesiod, Homer, Anacrun, Pindar, Theocritus, &c. Dramatists.—Æschylus, Sophodes, Eurpides, Aristophanes, &c. Orators—Demosthenes, Isocrates.

These writers flourished in the most civilized age of Greece. The light of philosophy shone all around, and is reflected from these

These writers flourished in the most civilized age of Greece. The light of philosophy shone all around, and is reflected from these works. The Greek language has survived until the present time. This establishes its conformity to the wants and feelings of men. Classical Greek is still cultivated in Greece. Romaic, the modern Greek, does not differ much from the ancient language. Two thousand years have intervened, and still the ancient classics are read with facility and much appreciated by modern Greeks.

2. The intellectual and moral faculties called into exercise. Memory.—Excolendo memoria augetui. By constant exercise of the memory, such as classics afford, the faculty is expanded almost illimitably. What constant practice has effected was well illustrated in the case of Methridatus of Pontus, who could repeat, it has been said, the names of his whole army, consisting of 22,000 men. Julius Cæsar also could dictate three letters to his amanuenses at the same time, while writing a fourth himself.

Association of Ideas. This faculty is admirably cultivated in the study of classics.

study of classics.

Imagination.—Latin and Greek poetry and heathen mythology are well fitted to exercise and stimulate the imaginative powers of the faithful student.

Reason.—Parsing, grammatical construction, application of syntactical rules are involved the exercise and improvement of this

characteristic faculty of the human mind.

characteristic faculty of the human mind.

Tasto.—This is a power highly cultivated by the correct and critical rendering of passages from the Latin or Greek into the English idiom. It is called into play by every line read or scanned and every word parsed.

Perception.—A readiness and clearness of apprehension will be greatly promoted by faithful and patient effort to discover step by step the process of thought in the author's mind.

Experience thus demonstrates that the entire range of intellectual faculties is greatly benefited by a thorough course of classical study. Individuals that have devoted most attention to classics are those who have made the highest intellectual mark. Take for ex-

study. Individuals that have devoted most attention to classics are those who have made the highest intellectual mark. Take for examples the Earl of Derby, D'Israeli, Gladstone, &c. So it is with

nations, the most enlightened and refined.
3. The powerful effect upon the formation of individual character. Classical study benefits the soldier, statesman, philoso-

character. Classical study benefits the soldier, statesman, philosopher, historian and mathematician.

The soldier may read of victorious conflicts, gather courage from others' success, discover errors from others' experience. The statesman may obtain much profit from examining the history of ancient republics, their rise and fall and various fortunes.

The philosopher obtains more benefit than any other class of men. The philosophy of modern times, as elucidated by Hutchison, is actually found in the ancient philosophy of Greece. Pyrrho taught the same philosophy that lay at the foundation of the great revolution in France, and threatened to flood England with infidelity.

The historian cannot fail to reap much advantage from the olds.

The historian cannot fail to reap much advantage from the elaborate histories of ancient times. Grote found material for twelve of his volumes on Grecian history; Mitford likewise drew largely

from the same source.

The mathematician of the present day has as the foundation of all his investigations, and as a text book for his instruction, the work of an ancient philosopher, borne about 300 B. C.

Heathen mythology was represented as a subject full of interest

Heathen mythology was represented as a subject full of interest to avery one, and by no means so worthless as many have supposed, or as a cursory glance would indicate.

Classical studies ought to form an important part in any system of liberal education. In England, scats of classical learning are richly endowed. In this country the people have yet to learn the benefit of classical education before their hearty sympathy and generous support can be secured in favor of Academic institutions.

The lecture was eloquent and evinced an extensive and thorough acquaintance with classical lore.

Air. George Hutton had much pleasure in moving a vote of thanks to the lecturer for his able and instructive lecture.

F. W. Georgo, Esq., seconded the motion and expressed his re-

F. W. George, Esq., seconded the motion and expressed his regret that the sentiments of the lecturer were not more generally

entertained. Halifax city, he was sorry to observe, was far behind

in regard to an advanced system of education.

Messrs. Condon, Parsons, T. H. Rand, Esq., and Rev. T. A. Higgins supported the motion, and it passed with applause.

#### ESSAY ON ELEMENTARY DEPARTMENT OF GRADED SCHOOL.

An essay on the Elementary Department of a Graded School, written by a lady teacher, was then read by Mr. Parsons, and received a hearty vote of thanks from the Convention. The essay was well written and instructive, and abounded in practical suggestions for the training of the little ones. Some discussion upon the hours of school attendance ensued, and the Association adjourned at 10.30 o'clock.

### EIGHTH SESSION-THURSDAY MORNING.

A large number of teachers, according to arrangement, visited this morning the Provincial Museum and were kindly received and entertained by Dr. Honeyman. After an hour thus presently spent they repaired to the College. Convention opened for business at 10 o'clock, J. Scott Hutton, Esq., in the chair. Prayer was offered by Rev. S. McCully. The minutes of the previous even in the chair was read and empressed. evening's session were read and approved.

#### ELECTION OF OFFICERS.

The Convention then proceeded to the election of officers for the ensuing year. After nomination and vote of the Convention, the following parties were declared duly elected :-

Principal of Normal School, J. B. Calkin, Esq., President; Hinkle Condon, Esq., Rev. T. A. Higgins, A.M., Vico Presidents; F. W. George, A.M., Secretary and Treasury.

J. Hollies, J. F. L. Parsons, John J. McKenzie, D. M. Stevens, and J. Scott Hutton, Esqrs.,—Executive Committee.

#### MONUMENT TO DR. FORRESTER.

Mr. McNaughton, from the committee on the proposed monument to Dr. Forrester, reported as follows:

"Whereas, in the all-wise Providence of Almighty God, our dearly-beloved brother and venerated father, Dr. Forrester, has been removed from his high and honorable sphere of labor on

earth:

"And whereas, from his abundant and highly successful labors in the cause of Education and Free Schools, his honored name richly deserves to be perpetuated, not only in the memories and tenderest affections of Teachers and Educationists generally, but the same enduring public memorial, which will afford tangible also by some enduring public memorial, which will afford tangible evidence of the high appreciation and profound regard of his pupils and friends

"And whereas, the Superintendent of Education has already, by circular, called the attention of Teachers throughout the Province to the desirability of the speedy accomplishment of this

praiseworthy and noble untertaking:

"Therefore Resolved, That this Association heartily approves of the method recommended by the Superintendent, in behalf of Teachers and other friends: and further recommends the appointment of a Standing Committee of five, with power to add to their numbers, to devise ways and means for raising the amount neces-sary for the exection of a memorial which they, in conjunction with the Superintendent of Education and Principal of the Normal School, shall deem worthy the late deceased and much lamented Principal of the Normal and Model Schools."

Brief addresses were made by several members of the Convention in relation to the matter. Mr. Calkin proposed the erection of a statue of the deceased upon the Model School grounds as the most fitting memorial they could make. It would no doubt require a considerable outlay of means, but a sufficient amount for the pur-

pose might, he thought, be raised.

Mr. Hollies objected to the measure on the ground of its being altogether beyond the means of the Teachers of the Province. He thought that no suitable statue or monument could be erected by

thought that no suitable statue or monument could be erected by them, and suggested as an appropriate memorial a large and handsome portrait of the Doctor, to be placed in the Normal School. He thought this within their means, and better calculated than a monument to preserve the memory of the deceased.

The Convention deemed it prudent to make no decision meanwhile as to the specified kind of memorial. Endeavors, it was understood, were to be made by all, the members to raise, amongst Teachers and others disposed to contribute, as large a sum for the purpose as possible, and the committee empowered to decide on the nature of the memorial, according to the funds at their disposal.

The report was sustained, and the following appointed as a committee, with power to add to their numbers: J. Hollies, of Dartmouth, Messrs. J. L. Hutton and J. F. L. Parsons, of Halifax. Mr. Alfred D. Smith, of Yarmouth, S. McNaughton of Guysboro', and J. H. Rindress of Sydney Mines; Mr. Parsons to be convener and J. H. Hollies treasurer and secretary.

TIME AND PLACE OF ANNUAL MEETING, &C.

Mr. Condon, of Yarmouth, was of opinion that some improvement might be made in the time of holding the Convention. Nova Scotian Teachers might imitate their fellow-laborers in Massachusetts who hold their Convention at a much more suitable season of the year. Attendance at a Convention he regarded as school-work. It was unfair, he thought, that Teachers should be obliged to devote their Christmas holidays to attendance at these meetings. Every one liked to spend Christmas at his own fireside.

II. A. Bayne argued with Mr. Condon that New Years was not the season for the Annual Convention, and proposed a week in the summer. He thought the C. P. I. would cheerfully grant a week at that season of the year for the purpose contemplated. He would suggest Picton as the place of the next meeting. It was, he thought, in almost every way as suitable a location for a Convention as Halifax, and he could promise a warm reception from the people and their lively interest in the work of the Association.

Another matter to which he wished to refer was the proposal that had been made at a previous meeting to secure a visit from Professor Munroe, a distinguished Elecutionist of Boston. He had reason for supposing that this gentleman would be happy to comply with their unanimous invitation to visit the Province during the next session of the Convention, if held at a convenient season.

Messrs. Condon and Calkin cordially approved of the proposal to invite Professor Munroe to visit the Province and of the sugges-

next session of the Convention, it held at a convenient season.

Messrs. Condon and Calkin cordially approved of the proposal to
invite Professor Munroe to visit the Province, and of the suggestion as to the holding of the annual meeting.

Some discussion ensued in respect to the place for the next meeting. The matter was left to the decision of the Executive Committee, it being pretty generally understood, however, that Pictou
would be selected. The following resolutions were then moved and
passed unanimously: passed unanimously:-

"Resolved, That application be made to the C. P. 1. to grant Teachers who wish to attend the Convention a week of extra vaca-

tion for that purpose. "Resolved, That the C. P. I. be requested to grant a sum sufficie at to procure the services of Professor Munroe, of Poston, to deliver a course of lectures on the teaching of Elocution at the next

It was understood that the Committee would correspond with this gentleman, communicate to him the invitation of the Convention, and ascertain whether he could make it convenient to visit the Province at the time of the next meeting.

#### WITHDRAWAL OF MOTION.

Mr. McNaughton stated that at the request of M r. George he had been provailed upon to abandon his purpose of moving a resolution intimated at a previous session respecting that gentleman's

#### FINANCE.

The financial statement showed \$121.26 on hand. It was resolved that the annual fee of membership be hereafter

\$1 for gentlemen and 50 cents for ladies.

McLean, Rodk.

\*McLellan, Rodk. J. 108 \*McLellan, Donald 114

McLenan, J. D. 60

McLennan, J. D. 60

McLennan, Ronald 60

McMillan, John 114

McMullen, Malcin. 108

McMullen, Patrick 114

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It was also resolved that the privilege granted by the Convention at their session last year, to lady teachers, of procuring Dr. Forrester's text book at half price, be discontinued at the end of

The sum of \$20 was voted to the Secretary, F. McGregor, A.M., for his valuable services.

#### VOTES OF THANKS.

Votes of thanks were passed to the Governors of Dalhousie College for the use of the Convention Hall; to the Railway Department and stage lines for reduction of fares, and a most hearty vote to Mr. Parsons, the Secretary of the Executive Committee, for his unwearied efforts in preparing the programme and arranging for the Convention. Convention.

### CLOSING EXERCISES.

The National Anthem was then sung. Mr. S. McCully engaged in prayer, and at 1.30 p.m. the Convention closed its session.

Thus ended the proceedings of the largest and most influential Teachers' Convention which has yet been held in this Province. Great unanimity of opinion and cordiality of feeling prevailed. Fourteen counties were represented, and it was estimated that at least 180 members were in attendance.

\$10 00

114

### **GOVERNMENT GRANTS**

In aid of Public Schools, puid to Teachers for the Term ended October 31st, 1869.

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

Amt. paid to from Pro. 7 TEACHER.

CO. OF CAPE BRETON. GRADE A Sievewright, John 162 GRADE B. Archibald, Isaac Bethune, Íohn 114 60 00112 111 58 95 Cameron, A. D. 58 45 Carcy, John 111 Chisholm, J. J. 111 Chisholm, Kenneth 112 60 00 58 95 Dimock, W. D. Dowling, T. C. Johnston, T. W. 114 60 00 ,75 †123 39 45 64 75 McEachran, D. \*McLean, D. 58 70 80 00 1114 Morrison, Alexr. 114 Rindress, John, 114 60 00 60 00 GRADE C. \*Anderson, Carrie 112 Archibald, Bessie, 1131 58 95 44 80 44 20 Bonnar, James Fraser, John 112 44 60 Fraser, John 113 Harrington, Annie 1131 Lewis, Francis 114 McKay, Charles 114 McLean, Catherine 114 McNeil, M. Amb'se 80 McSween, Dun. A. 114 Mattheson, Mrdch. 114 41 80 45 00 45 00

† Includes certain days omitted last term.

Morrison, Donald	114	\$15 00
*Morrison, Norm.	114	60 00
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Wood, Bertha	106	41 85
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A'llearne, Cath.	124	32 65
*Arbuckle, Neil	114	40 09
*Beaton, John,	114	40 00
*Cameron, A. T.	114	40 00
Campbell, Chris.	107	28 15
Dillon, Jemima,	104	27 35
Dowling, Patrick	1103	29 10
*Fergusson, Augus	:114	40 00
Fraser, Christina	105	27 60
Garett, Charles	45	11 88
*Gillis, Andrew	$\tilde{93}$	32 60
*Gillis, Hugh	1094	38 43
Norwood, Annie	35	9 20
Hanrahan, M. J.	113	29 75
*Hanrahan, J. C.	110	38 60
*Hayes, Joseph	114	40 00
Holmes, Annie	109	28 70
*Huntington, H. 1	L 35	12 25
Johnston, J. (L.C.)	104	27 35
*Johnston.J.(H.R.)	114	40 00
LeVatte, Cath.	114	30 00
Logan, M. J.	100	26 30
Lowther, G. II.	114	30 00
McCuish, Angus	114	30 00
McDonald, Alexr.	114	30 30
McDonald, A. J.	114	30 00
*McDonald,J. (R.E	.)99	34 75
McDonald, Arch.	114	30 00
*McDonald, Dun.	114	10 00
*McDonald, John,	114	40 00
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Bruce, Esther 114	30 00		106 27 85	Farrell, Bernard	114 60 00	Sanford, Addie	106	50, 80
Chisholm, Colin 109	28 70	*McKay, John G.	91 32 95	Foster, A. D.	114 60 00			
Franchville, Sarah 104	27 35	McDonald, Peter	112 29 45	McRay, Alex.	108 56 80	ASSISTANTS-C	JRADI	e c.
Grant, Annie 114	30 00	McDonald, Donald	. 78 - 20 50	Oaks, Ingram	96 50 50	Albro, Fannie	112	29 45
Hattie, Annie 76	20 00	McDougald, Alex.		I am	93 48 95	McKittrick, Burg.	88	23 15
*Hattie, Margaret 114 Hattie, Emma 105	45 00	McDonald, James			114 60 00	Bowlby, C. A.	114	30 00
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Marshall, Jas. C. 95	\$25 00		114. 30 00 114. 30 00	Sprague, Junia	112 58 95	GRADE Cor Sund		An
McLean, John 114	30 00		114 30 00 114 30 00		1101 58 15	Cox, Sarah	114	20.00
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McNeil, Daniel 110	28 95		114 30 00	1		Omot, Dr. A.	113	19 85
Meaney, Daniel 114	30 00		112 29 45		C•	<del></del>	•	
Peart, Emma M. 114	30 .00	McDonald, Hugh	114 30 00	Bishop, Sophia	96 \$37 90	CO. OF LUN	ENBI	JRG.
Peart, Louisa 96	33 65	*McIntyre, Hugh	76 20 00	Bligh, Regina	103 40 65			
Pitblado, Helen 114	30 00	*McDonald, Chas.	114 40 00	Brecken, Mary	100 39 50	GRADE		_
Sutherland, Ellen 114 Tory, Florence 95	30 00	McDonald, Alex.			113 44 60	Ells, R. W		\$ ,
Tory, Florence 95	25 00	*McDougall, John	38 13 35	Chute, Mary	114 45 00	Owen, Edward	89	,

GRADE B.		Chester.		Miller, Annie 114		GRADE B.	
Bowles, Burg. N. 109	57 37 55 75		<b>\$</b> 57 90	Marshall, Jane 105 Murray, Elmira 112	44 20	Boyle P, 103   Freeman, J. M. 85	
Bowles, Fred. J. 106 •Gates, Isaac 115	80 00	GRADE C.		Nash, Edwin L. 114	45 00	Knight, J. W. 98   Waddell, S. J. 103	
Gow, John 110	97 90	Arnold, John M. 103 Barkhouse, J.E. R. 109	40 65 43 00			Whitman, C. A. 70	
GRADE C. Carder, Alex. G. 110	43 40	Church, Vic. E. 115   *Jones, W. D. 105	45 00 55 25	McQuarrie, Matil. 103 Ross, Jane 106	40 65	GRADE C. Bourdon, A. 111	4 44 00
Dauphiny, Amelia 115 Elliott, Lucina C., 80	45 00 31 00	Hennigar, Hiram 115 Wilson, George 114	45 00 45 00	Ross, Robert, 114 Ross, William 113	45 00	Bigelow, S. J. 113	44 60
(error last term)	14 08 43 80	GRDAE D.		McRae, Mary 81	33 15	Cox, A. M. 114 Churchill, E. 112	44 20
Freeman, Lydia A. 111 †Maider, H. E. S. 8	3 15	Barron, John 73 Connor, Thomas 114	25 00 30 00	Ross, Elizabeth, 105 Richard, John J. 114	45 00	Freeman, H. L. 90 Hemmeon, A. 114	45 00
Martin, John E. 101 •Ross, Susan R. 111	39 S5 58 <b>4</b> 5	Crosskill, Sarah, 61 Feader, Grace 114	16 05 30 00	Robertson, James 114 Sutherland, David 114	60 00	Kempston, 114 McLeod, A. 109	
Ross, Margaret 112 *Starrat, Johnson 61	44 20 32 10	*Robinson, A. M. 98	34 40	Smith, Robina 114 Sutherland, Jane 97		Parker, J. A. 103 Starratt, H. 105	$40 \ 65$
Walker, John W. 115 Whitford, Adel. E. 113	45 00 44 60	Smith, Minnie E. 113 Thomas, John 115	29 75 30 00	Sutherland, Gavin 114		Whitman, J. 114 Waterman, J. B. 113	45 00
•		Warner, N. Aug. 110 Williams, Jos. G. 113	28 95 29 75	GRADE D. Blackie, Maggie A. 113	29 75	GRADE D.	43 00
GRADE D. Acher, Carrie 115	30 00	GRADE E.	,	Cameron, Chris. A. 114 *Campbell, Mary B. 114	30 00	Brown, Z. 90 Dolliver, F. 112	
Burns, Sarah, 106 Carder, Mary A. 100	27 85 26 30		21 70 22 50	*Campbell, Cath. 114	40 00	Foster, L14	30 00
*Currl, John E. 115 Duff, Wm. jr 53	40 00 13 90	ASSISTANTS—GRADE	c.	Campbell, Jno. W. 97 Dewar, Annie 114	40 00	*Foster, P. A. 114 *Freeman, S. 114	40 00
•Heckman, Alb. D. 115	40 00		22 10	McDonald, D. 114 McDonald, Mry. J. 100	26 30	Freeman, T. G. 114 •Kempton, M. H. 100	
Heckman, Wm. 54 Hirtle, Sarah 112	14 20 29 45	COUNTY OF PICT	ov.	McDonald, H. D. 112 Fullerton, Mary 114		Kempston, M. S. 114 Long, E. 114	30 00
*Knaut, Geo. E. 105 Lohnes, John 114	36 80 30 00	Banna Harbart A 07	2	*Fraser, Mary 114 Fraser Margt. S. 114	40 00	McGibbon, SG G'Banyoun, Rev. J. 114	22 60
Manning, Frances 115 •McNeil, Mary O. 100	30 00 35 05		•	Fraser, Isabella 113 •Falc 1er, Robert 59	29 75	Parsons, A. 20	5 25
McLean, Peter 115 McDonald, John 99	30 00 31 75	Archibald, Edwd. 87	45 75 51 45	Guild, John 110	j 29 10 j	Smith. J. C. 113 Stuart, T. 114	40 00
Messenger, TWRC. 100	26 30	McDonald, Danl. 105j McDonald, John 108j	55 50 57 05	Grant, Annic 114 Irving, Maggie 114	30 00	Tupper, E. 114 *Uhlman, E. C. 90	31 60
Mosman, Isaac 103 •Roland, Ada C. 115	40 00	McDonald, W.D. 114	60 00	Johnston, W. D. 112 McKay, Maggie A. 109	28 70	Waddell, S. L. S	28 40
Scelig, Clarica 105 Silver, Chris. Anne 108	28 40	Fraser, Daniel S. 108	50 00 50 80	McKenzie, James 114 McKay, John 111	30 00	GRADE E. Atkins, L. 112	22 10
•Skinner, Jos. D. So Romkey, L. A. 114	28 05 30 00	Fraser, Wm. 107 Frser, Rodk. 114	56 30 60 00	McKenzie, Mry. B. 114 McKay, Cath. 114	30 00	Jackson, M. 60 *Minard, A. 114	11 85 30 00
GRADE E.		Forbes, John W. 85 Fraser, Malcolm 80	44 70 42 10	McKenzie, Mary 114	30 00	COUNTY OF RICE	
Arnberg, Rosania 115	22 30	Hynd, David 113 Hunter, John 106	59 50 55 75	Logan, Bessie 111	29 20	GRADE A.	
Cossmann, Bertha 45 Kaulbach, Laur. S. 104	8 90 20 50	Herdman, Wm. C. 111 Jack, John 101	60 00	•McLcod, Rob'tina 60 McLcan, Maggle 111	29 45	McGregor, D. M. 104	8
Keane, Edith M. 115 •Lantz, Hannah B. 80	22 50 21 00	McKinnon, John 100	53 15 52 65	McLean, Alexr. 111 McLeod, George 100	26 30	GRADE II. Benoit, Remi 104	1 51 95
Morgan, Margt. 115 Newcomb, Bessie 93	30 00	McKenzie, John J. 94 McKay, A. H. 109	49 45 57 35	Langille, Adeline 113	29 75 28 70	Gillis, Alexander 114 McDonald, Angus 111	
Oxner, Matilda A. 115	30 00 14 S0	McKay, A. 11. 109 McKay, Kenneth, 112 McLean, John 1131	58 95 59 75	McLean, Janet 114 McMillan, John 100	SO 00	McQuarrie, Rector 114	60 00
Remkey, Louisa D. 115	22 50 22 50	Murray, George 108 Morton, Joseph 114	56 S0 60 00	Murphy, David 90 Meikle, Margt. J. 114		McLean, Donald 114 McKenzie, Micl. 114	60 00 60 00
Romkey, Em. A. 115 Seelig, Mclissa 105	20 70	Oliver, Jon F. 101 Russell Alexr. 101	53 15 53 40	Nash, Roanna 114	30 00	McDonald, John 114	60 00
•Silver, Frances A. 113	29 75	Sutherland, J. W. 114	60 00 57 90	McPherson, Daniel 112 •Roddick, Mag. J. 114	40 00	GRADE C. Boyd, Donald 114	45_00
New Dublin.		Stromberg, Heer. 110 Willis, Alexr. 114	60 00	Roy, Aunie 103 Roy, Jane 1054	27 10 27 75	Chisholm, M'rd'ch 106 Hearne, Sarah 114	45 00 41 85 45 00
GRADE B. Cooke, Henry 113	59, 50	GRADE C. McBean, Alex W. 105	41 45	Ross, Hannah 113 •Reid, John W. 110	29 75 38 60	Haywood, M. A. 114 Ferguson, Rodk. 114	45 00 45 00
Millar, E. D. 110	57 90	Baillie, Lavinia, 114	45 00	Sutherland, A. 114 Smith, Charlotte 103	30 00 27 10	Madden, Sarah, 114	45 00 42 25
Reiser, Daniel 113	59 50	Campbell, Mary 97	45 00 38 30	Stewart, John 96 Sutherland, David 107	25 25 28 15	McKay, John, 107 McKinnon, John E. 113	44 60
GRADE C. McKinnon, John 114	45 00	Campbell, Alex. 105 Cameron, Eneas 114	41 45 45 00	Sutherland, Chris. 113	20 75	McPherson, Steph. 114 McLeod, John, 114	45 00 45 00
Morse, Helen 101	30 85	McDonald, Cath. 1054 McDonald, Dolina 112	41 65 44 20	GRADE E. McDonald, Elzbth. 114	22 50	McKay, John, jr. 114 Morrison, Alexr. 100	45 00 39 50
GRADE D.		McDugald, Donald 112 McDonald, John 114	44 20 44 20	•Fraser, Annie 110	28 95	McCuish, John 114 St. Zeph'rine, Lady 97	45 00 38 30
Adams, Henry 115  Burke, Helen A. 112	30 00 39 25	•McDonald, Bess. 113 Fraser, Daniel W. 52	59 50 20 55	Elliott, Janet 105 Ingraham, Lizzie 95	24 95	St. Claude, Lady 97	38 30
Morris, Una II. 115 Roland, Olivia C. 114	40 00 30 00	Fraser, Rodk. 109	43 00	McLeod, Mgt. A. SS *Laugille, Marion 114	17 85 30 00	GRADE D. Boyd, Augus, 114	30 oʻo
Silver, Bessie L. 113 West, George H. 75	29 77 19 70	Fraser, Sarah 107 Fitzpatrick, James 114	42 25 45 00	McLean, Mary H. 60 Ross, Maggie 114	11 S5 22 50	Barrell, Albert 114	30 00
•Wile, Esther 108	37 85	Fraser, Marth. M. 114 McGillyray, John 114	60 00 45 00	Robertson, Cath. 75 Robley, Helen 114	14 80 30 00	Beranger, John 114 Campbell, J.M.E. 114	30 00 30 00
GRADE E.		Grant, Wm. 114 Gillan, John 113	45 00 44 60	Sutherland, Marion 96	18 95 20 30	Cass, Colin 113 Hearne, Bridget 109	29 75 28 70
*Bailly, Eugenia 95 *Brady, Regina 115		Greg, Andrew 80 Gunn, Archibald 85	31 60 33 55	Smith, Mrs. G. 103 ASSISTANTS—GRAF	-	Hill, John 114 Johnson, Arc'myd. 113	30 00 30 00
*Crouse, Navina 10S	28 40	Henderson, Louisa 951 Harris, Alice J. 1131	37 70 14 80	Fitzpatrick, Mary 105	18 95	Morrison, Alexr. 71 McKenzie, Duncan 114	18 65 30 00
Foster, Drella. F. 91 Pennel, Catherine 108	21 30	McKenzie Chris. B. 1131	44 80	GRADE C. Rogers, Andrew 74	19 60	McCuish, Margaret 114	30 00
Parker Lavinia 111 Roland, Charl to 100	26 30	McKay, Isabella 114 McKenzie, Hector 113	45 00 41 GO	COUNTY OF QUE		Murray, Walter 106 McNeil, James 114	27 85 30 00
Rynard, Rosina 100 Uhlman, Cassandra 115	22 50	McKenzie, Annie 113 McLeod, Hugh 114	41 60 45 00	GRADE A.		McCuish, Angus 103 Preston, William 114	27 10 30 00
Whidden, Annie L. 114 Wile, Helena 103	22 50	McLeod, Wm., 114 Murray, Jane 99	45 00 52 10	Patillo, T.R. M. A. 106 Smith, N. 114	8 60 60	Sheehan, Daniel 114 Shaw, John 114	30 00 30 00
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Hart, Isabella 114 22 50 1 Rey	ynolds, Leander 10		•McDermid, Eur		40 001	Harrison, J.	111	48 .0
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	chardson, My. A. 8		*McLennan, Ro		lon en	Crosby, M.	1131	20 90
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Toomey, James 1101 43 60;			McPharlane, J.			Gallies, S.		<b>\$</b> 32 25
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Matheson, Daniel 90 35 50 Moral Taylor, Harriet 1111 44 00 Moral M	ornam, John McMillan, Allan 10 (cMillan, Duncan 11 (cNcil, John II. 12 ewton, James 10 parling, Emma J. 12 parling, Helen 11 GRADE D. McAulay, Murd. 11 uchanan, Ewen (cCharles, Rod. 11	02 53 65 15 45 00 15 45 00 16 41 05 12 44 20 16 45 00 14 45 00 14 10 00 \$3 21 80 14 30 00	Smith, A. Sparling, G. Saunders, N. Saunders, J. Woodworth, R. GRAI Brown, E. Bingay, A. *Crosby, M. Cann, H. Dakin, F.	11: 100 97 79 , 64 DE C. 11: 11: 10:	1 00 00 8 50 80 74 51 25 1 33 65 2 41 29 45 00 7 50 30 1 45 00 2 44 20	Surette, E. ASSISTANT: Jackson, M. Nowlan, M. Simonds, A.  GRA Doucet, F. Gayton, E. Potier, F.	101 5—GRADI 1131 90 971 DE E. 52 83	E D.  19 95 15 80 17 10  6 85 10 90
Matheson, Daniel 90 35 50 Moral Taylor, Harriet 1111 44 00 Moral M	ornam, John McMillan, Allan 10 (cMillan, Duncan 11 (cNcil, John II. 12 ewton, James 10 eid, Delia 11 parling, Emma J. 1 parling, Helen 11 GRADE P. McAulay, Murd. 11 uchanan, Ewen	02 53 65 15 45 00 15 45 00 16 41 05 12 44 20 16 45 00 14 45 00 14 10 00 \$3 21 80 14 30 00	Smith, A. Sparling, G. Saunders, N. Saunders, J. Woodworth, R. GRAI Brown, E. Bingay, A. •Crosby, M. Cann, H.	11: 10: 97: 76: 00: C. 11: 11: 10: 11:	1 00 00 8 50 80 74 51 25 1 33 65 2 41 29 45 00 7 50 30 1 45 00 2 44 20	Surette, E. ASSISTANT: Jackson, M. Nowlan, M. Simonds, A.  GRA Doucet, F. Gayton, E. Potier, F.	101 5—GRADI 1131 90 971 DE E. 52 83	E D.  19 95 15 80 17 10  6 85 10 90
Matheson, Daniel 90 35 50 Moral Taylor, Harriet 1111 44 00 Moral M	ornam, John McMillan, Allan IcMillan, Allan IcMillan, Duncan IcMillan, Duncan IcMillan, Duncan IcMillan, John II  ewton, James II  parling, Emma J. I  parling, Helen II  GRADE D.  McAulay, Murd. I uchanan, Ewen IcCharles, Rod. I  Campbell, Donald	02 53 65 15 45 00 15 45 00 16 41 05 12 44 20 16 45 00 14 45 00 14 40 00 83 21 80 14 30 00 99 34 75	Smith, A. Sparling, G. Saunders, N. Saunders, J. Woodworth, R. GRAI Brown, E. Bingay, A. *Crosby, M. Cann, H. Dakin, F. *Durkee, W.	11: 10: 95: 76: 06: C. 11: 11: 11: 11:	1 60 00 8 50 80 7 51 25 1 33 65 2 41 29 4 45 00 1 45 00 2 44 20 4 60 00	Surette, E. ASSISTANTI Jackson, M. Nowlan, M. Simonds, A.  GRA Doucet, F. Gayton, E. Potier, F.	101 5—GRADI 113j 90 97j DE E. 52 83 62	6 S5 10 90 17 10 6 S5 10 90 8 15
Matheson, Daniel 90 35 50 Moral Taylor, Harriet 1111 44 00 Moral Taylor, Harriet No. 20 75 Moral Taylor No.	ornam, John McMillan, Allan IceMillan, Allan IceMillan, Duncan IceNeil, John II ewton, James Icente, Jehn Icente, Helen Icente, McAulay, Murd Icente, Rod Icente,	02 53 65 15 45 00 15 45 00 10 41 05 12 44 20 15 45 00 14 10 00 83 21 80 14 30 00 99 34 75 ton,	Smith, A. Sparling, G. Saunders, N. Saunders, J. Woodworth, R. GRAI Brown, E. Bingay, A. *Crosby, M. Cann, H. Dakin, F. *Durkee, W.	11: 10: 95: 76: 06: 0. 11: 11: 11: 11: 11:	1 60 00 8 50 80 7 51 25 0 41 55 1 33 65 2 41 29 4 45 00 7 50 30 1 45 00 2 44 20 4 60 00 Willett,	Surette, E. ASSISTANTI Jackson, M. Nowlan, M. Simonds, A.  GRA Doucet, F. Gayton, E. Potier, F.	101 5—GRADI 113j 90 97j DE E. 52 83 62	6 S5 10 90 17 10 6 S5 10 90 8 15
Matheson, Daniel 90 35 50 Taylor, Harriet 111½ 44 00  GRADE D.  Bowker Seretha V. 79 20 75 Crowell, Letitia S. 100 26 30 Cole, Ellen 99 26 05 Deinstadt, Wm. 103 27 10 Doane, Augusta 98½ 25 95 Ells, Louisa, 114 30 00 Fox, Olivia A. 114 30 00 Fox, Olivia A. M. 113 29 75 Harding, A. McM. 60 15 80 Johnson, Fred. 107 28 15  COUNTY FUND.	ornam, John McMillan, Allan IcMillan, Allan IcMillan, Allan IcMillan, Duncan IcMillan, Duncan IcMillan, John II  ewton, James Id  parling, Emma J. I  parling, Helen II  GRADE D.  McAulay, Murd. I  uchanan, Ewen IcCharles, Rod. I  Campbell, Donald  Farming Middleto	02 53 65 15 45 00 15 45 00 10 41 05 112 44 20 15 45 00 14 10 00 83 21 80 14 30 00 99 34 75 tou, on,	Smith, A. Sparling, G. Saunders, N. Saunders, J. Woodworth, R. GRAI Brown, E. Bingay, A. •Crosby, M. Cann, H. Dakin, F. •Durkee, W.	11: 100 97: 76: 6: 11: 10: 11: 11: 11: 5 38: 9 42:	1 60 00 3 50 80 74 51 25 41 55 41 55 43 65 2 41 29 4 45 00 7 56 30 1 45 00 2 44 20 4 60 00 Willett, Gesner,	Surette, E. ASSISTANTI Jackson, M. Nowlan, M. Simonds, A.  GRA Doucet, F. Gayton, E. Potier, F.	101 5—GRADI 113j 90 97j DE E. 52 83 62 	6 S5 10 90 17 10 6 S5 10 90 8 15 29 17 35 86
Matheson, Daniel 90 35 50 Taylor, Harriet 111½ 44 00  GRADE D.  Bowker Seretha V. 79 20 75 Crowell, Letitia S. 100 26 30 Cole, Ellen 99 26 05 Deinstadt, Wm. 103 27 10 Doane, Augusta 98½ 25 95 Ells, Louisa, 114 30 00 Fox, Olivia A. 114 30 00 Fox, Olivia A. M. 113 29 75 Harding, A. McM. 60 15 80 Johnson, Fred. 107 28 15  COUNTY FUND.	ornam, John McMillan, Allan IcMillan, Allan IcMillan, Allan IcMillan, Duncan IcMillan, Duncan IcMillan, John II  ewton, James II  parling, Emma J. I  parling, Helen II  GRADE D.  McAulay, Murd. I  uchanan, Ewen IcCharles, Rod. I  Campbell, Donald  Farming Middleto	02 53 65 15 45 00 15 45 00 04 41 05 12 44 20 15 45 00 14 45 00 14 40 00 83 21 80 14 30 00 99 34 75 ton,	Smith, A. Sparling, G. Saunders, N. Saunders, J. Woodworth, R. GRAI Brown, E. Bingay, A. *Crosby, M. Cann, H. Dakin, F. *Durkee, W.  54 3427 3 42 1884 1 72 4689 4	11: 10: 7: 7: 6: 10: 11: 11: 11: 5: 38: 9: 42: 8: 35:	1 60 00 8 50 80 74 51 25 1 33 65 2 41 29 4 45 00 7 56 30 4 45 00 2 44 20 4 60 00 Willett, Gesner, Chesley.	Surette, E. ASSISTANTI Jackson, M. Nowlan, M. Simonds, A.  GRA Doucet, F. Gayton, E. Potier, F.	101 5—GRADI 113j 90 97j DE E. 52 83 62	6 S5 10 90 17 10 6 S5 10 90 8 15 29 17 35 86 36 90
Matheson, Daniel 90 35 50 Mc Taylor, Harriet 111½ 44 00 Mc GRADE D.  Bowker Seretha V. 79 20 75 Crowell, Letitia S. 100 26 30 Mc Cole, Ellen 99 26 05 Deinstadt, Wm. 103 27 10 Doane, Augusta 95½ 25 95 Ells, Louisa, 114 30 00 Fox, Olivia A. 114 30 00 Fox, Mary E. 114 30 00 Fox, Olivia A. M. 113 29 75 Harding, A. McM. 60 15 80 Johnson, Fred. 107 28 15 Mc  COUNTY FUND.  In aid of Public Schools, appropring transfers of School Sections for	ornam, John McMillan, Allan (ceMillan, Duncan (ceMillan, James (cemple), Duncan (cemp	02 53 65 15 45 00 15 45 00 04 41 05 12 44 20 15 45 00 14 45 00 14 40 00 83 21 80 14 30 00 99 34 75 ton, on,	Smith, A. Sparling, G. Saunders, N. Saunders, J. Woodworth, R. GRAI Brown, E. Bingay, A. •Crosby, M. Cann, H. Dakin, F. •Durkee, W.  54 3427 3 42 1884 1 72 4689 4 55 3239 3	11: 100 97: 76: 6: 11: 10: 11: 11: 11: 5 38: 9 42:	1 60 00 3 50 80 74 51 25 41 55 41 55 43 65 2 41 29 4 45 00 7 56 30 1 45 00 2 44 20 4 60 00 Willett, Gesner,	Surette, E. ASSISTANTI Jackson, M. Nowlan, M. Simonds, A.  GRA Doucet, F. Gayton, E. Potier, F.  47 46 53 50 47	101 5—GRADI 1131 90 971 DE E. 52 83 62 2820 3478 3579 3136 2166	6 S5 10 90 17 10 6 S5 10 90 8 15 29 17 35 86
Matheson, Daniel 90 35 50 Taylor, Harriet 111½ 44 00  GRADE D.  Bowker Seretha V. 79 20 75 Crowell, Letitia S. 100 26 30 Cole, Ellen 99 26 05 Deinstadt, Wm. 103 27 10 Doane, Augusta 98½ 25 95 Ells, Louisa, 114 30 00 Fox, Olivia A. 114 30 00 Fox, Olivia A. M. 113 29 75 Harding, A. McM. 60 15 80 Johnson, Fred. 107 28 15  COUNTY FUND.	ornam, John McMillan, Allan IceMillan, Duncan IceNeil, John II IceNeil, John II IceNeil, Icenal Icenal, Murd Icenal, Murd Icenal, Farming Middleto Icenal Icena	02 53 65 15 45 00 15 45 00 104 11 05 112 44 20 115 45 00 14 10 00 83 21 80 14 30 00 99 34 75 ton, on, stown, wn, vale	Smith, A. Sparling, G. Saunders, N. Saunders, J. Woodworth, R.  GRAI Brown, E. Bingay, A. •Crosby, M. Cann, H. Dakin, F. •Durkee, W.  54 3427 3 42 1884 1 72 4689 4 55 3239 3 145 \$423 8 39 3265 8	11: 10: 9: 76: 6: 6: 6: 6: 6: 6: 6: 6: 6: 6: 6: 6: 6	4 60 00 8 56 80 74 51 25 1 33 65 2 41 29 4 45 00 7 50 30 4 45 00 2 44 20 4 60 00 Willett, Gesner, Chesley, Rosette, Moschelle	Surette, E. ASSISTANT: Jackson, M. Nowlan, M. Simonds, A.  GRA Doucet, F. Gayton, E. Potier, F.  47 46 53 50 47 153	101 5—GRADI 90 97; DE E. 52 83 62 2829 3478 3579 3136 2166 9102	6 S5 10 90 8 15 10 90 8 15 29 17 35 86 36 90 32 33 22 33 93 85
Matheson, Daniel 90 35 50 Taylor, Harriet 1111 44 00  GRADE D.  Bowker Seretha V. 79 20 75 Crowell, Letitia S. 100 26 30 Cole, Ellen 99 26 05 Deinstadt, Wm. 103 27 10 Doane, Augusta 981 25 95 Ells, Louisa, 114 30 00 Fox, Olivia A. 114 30 00 Fox, Mary E. 114 30 00 Fox, Olivia A. M. 113 29 75 Harding, A. McM. 60 15 80 Johnson, Fred. 107 28 15  GOUNTY FUND.  In aid of Public Schools, appropring Trustees of School Sections for 12 Term ended Oct. 31st, 1859. The asterick (*) indicates the Poor Sections	ornam, John McMillan, Allan IdeMillan, IdeMillan IdeMillan, Allan IdeMillan IdeMill	02 53 65 15 45 00 15 45 00 104 41 05 102 44 20 115 45 00 14 40 00 83 21 80 14 30 00 99 34 75 ton, on, etown, wn, vale, k,	Smith, A. Sparling, G. Saunders, N. Saunders, J. Woodworth, R. GRAI Brown, E. Bingay, A. •Crosby, M. Cann, H. Dakin, F. •Durkee, W.  54 3427 3 42 1884 1 72 4689 4 55 3239 3 145 8423 8 39 3265 3 48 3748 3	11: 10: 9: 76: 76: 76: 76: 76: 76: 76: 76: 76: 76	4 60 00 8 56 80 74 51 25 9 41 55 1 33 65 2 41 29 4 45 00 7 56 30 1 45 00 2 44 20 4 60 00 Willett, Gesner, Chesley. Rosette, Moschelle Annapolis Ryerson,	Surette, E. ASSISTANTI Jackson, M. Nowlan, M. Simonds, A.  GRA Doucet, F. Gayton, E. Potier, F.  47 46 53 50 47 153 40	101 5—GRADI 113j 90 97j DE E. 52 83 62 2820 3478 3579 3136 2166 9102 1948	6 S5 10 90 17 10 6 S5 10 90 8 15 29 17 35 86 36 90 32 33 22 33 22 35 20 08
Matheson, Daniel 90 35 50 Taylor, Harriet 111½ 44 00 GRADE D.  Bowker Seretha V. 79 20 75 Crowell, Letitia S. 100 26 30 Cole, Ellen 99 26 05 Deinstadt, Wm. 103 27 10 Doane, Augusta 984 25 95 Ells, Louisa, 114 30 00 Fox, Olivia A. 114 30 00 Fox, Olivia A. 114 30 00 Fox, Olivia A. M. 113 29 75 Harding, A. McM. 60 15 80 Johnson, Fred. 107 28 15  GOUNTY FUND.  In aid of Public Schools, appropring transfers of School Sections for Internetical Oct. 31st, 1869.  The asterisk (*) indicates the Poor Section of The County of Transfers of School Sections for Internetical Oct. 31st, 1869.	ornam, John McMillan, Allan IceMillan, Allan IceMillan, Allan IceMillan, Allan IceMillan, Allan IceMillan, Allan IceMillan, Duncan IceNeil, John II IceNeil, Iceneil Icene	02 53 65 15 45 00 15 45 00 10 41 05 12 44 20 15 45 00 14 10 00 83 21 80 14 30 00 99 34 75 ton, on, etown, wn, vale, s,	Smith, A. Sparling, G. Saunders, N. Saunders, J. Woodworth, R. GRAI Brown, E. Bingay, A. •Crosby, M. Cann, H. Dakin, F. •Durkee, W.  54 3427 3 42 1884 1 72 4689 4 55 3239 3 145 8423 8 39 3263 3 48 3748 3 37 2157 2	11: 10: 5: 5: 5: 5: 5: 5: 5: 5: 5: 5: 5: 5: 5:	4 60 00 8 50 80 74 51 25 9 41 55 1 33 65 2 41 29 4 45 00 7 56 30 1 45 00 2 44 20 4 60 00 Willett, Gesner, Chesley. Roschelle Annapolis Ryerson, Clements	Surette, E. ASSISTANTI Jackson, M. Nowlan, M. Simonds, A.  GRA Doucet, F. Gayton, E. Potier, F.  47 46 53 50 47 47 48 47 48 47 48 48 49 49 49 49 49 49 49 49 49 49 49 49 49	101 5—GRADI 90 97½ DE E. 52 83 62 2529 3478 3579 3136 2166 9102 1948 3309	6 S5 10 90 17 10 6 S5 10 90 8 15 29 17 35 86 36 90 32 33 22 33 23 35 20 05 34 05
Matheson, Daniel 90 35 50 Taylor, Harriet 111½ 41 00  GRADE D.  Bowker Seretha V. 79 20 75 Crowell, Letitia S. 100 26 30 Cole, Ellen 99 26 05 Deinstadt, Wm. 103 27 10 Doane, Augusta 981 25 95 Ells, Louisa, 114 30 00 Fox, Olivia A. 114 30 00 Fox, Olivia A. M. 113 29 75 Harding, A. McM. 60 15 80 Johnson, Fred. 107 28 15  GOUNTY FUND.  Junio of Inhile Schools, appropring Transfers of School Sections for a Term ended Oct. Ist, 1869.  The asterisk (*) indicates the Poor Sections of The asterisk (*) indicates the Poor Sections of The Section of Toppils tendance	ornam, John McMillan, Allan IceMillan, John II IceMillan, John II IceMillan, John II IceMillan, John II IceMillan, Millan IceMillan, Millan IceMillan IceMill	02 53 65 15 45 00 15 45 00 14 11 05 12 44 20 15 45 00 14 45 00 14 40 00 83 21 80 14 30 00 99 34 75 ton, on, etown, wn, vale, k,	Smith, A. Sparling, G. Saunders, N. Saunders, J. Woodworth, R. GRAI Brown, E. Bingay, A. •Crosby, M. Cann, H. Dakin, F. •Durkee, W.  54 3427 3 42 1884 1 72 4689 4 55 3239 3 145 \$423 8 39 3265 3 48 3748 3 37 2157 2 47 2472 2	11: 10: 5: 6: 6: 6: 5: 6: 7: 7: 7: 7: 7: 7: 7: 7: 7: 7: 7: 7: 7:	1 60 00 8 50 80 74 51 25 1 33 65 2 41 29 4 45 00 7 56 30 4 45 00 2 44 20 4 60 00 Willett, Gesner, Chesley. Rosette, Moschelle Annapolis Ryerson, Clements Clements	Surette, E. ASSISTANTI Jackson, M. Nowlan, M. Simonds, A.  GRA Doucet, F. Gayton, E. Potier, F.  47 46 53 50 47 153 40 port, 54 West 59	101 5—GRADI 1131 90 971 DE E. 52 83 62 2820 3478 3579 3136 2166 9102 1948 3309 3355	6 S5 10 90 8 15 10 90 8 15 29 17 35 86 36 90 32 33 22 33 93 85 20 05 34 59
Matheson, Daniel 90 35 50 Taylor, Harriet 111½ 44 00  GRADE D.  Bowker Seretha V. 79 20 75 Crowell, Letitia S. 100 26 30 Cole, Ellen 99 26 05 Deinstadt, Wm. 103 27 10 Doane, Augusta 98½ 25 95 Ells, Louisa, 114 30 00 Fox, Olivia A. 114 30 00 Fox, Olivia A. M. 113 29 75 Harding, A. McM. 60 15 80 Johnson, Fred. 107 28 15  COUNTY FUND.  In aid of Public Schools, appropring the Transfers of School Sections for In Term ended Oct. 31st, 1859.  The asterick (*) indicates the Poor Sections of Grand Totil days at	ornam, John McMillan, Allan IdeMillan, Allan IdeMillan IdeMillan, Allan IdeMillan I	02 53 65 15 45 00 15 45 00 104 41 05 112 44 20 115 45 00 14 45 00 14 40 00 13 21 80 14 30 00 19 34 75 ton, on, vo	Smith, A. Sparling, G. Saunders, N. Saunders, N. Saunders, J. Woodworth, R. Brown, E. Bingay, A. •Crosby, M. Cann, H. Dakin, F. •Durkee, W. 54 3427 342 1884 172 4689 455 3239 3145 8423 839 3265 348 37 2157 247 2472 2472 2472 2472 239 2572	11: 10: 5: 5: 5: 5: 5: 5: 5: 5: 5: 5: 5: 5: 5:	4 60 00 8 56 80 74 51 25 1 33 65 2 41 29 4 45 00 7 56 30 4 45 00 2 44 20 4 60 00 Willett, Gesner, Chesley, Rosette, Moschelle Annapolis Ryerson, Clements Waldeck	Surette, E. ASSISTANTI Jackson, M. Nowlan, M. Simonds, A.  GRA Doucet, F. Gayton, E. Potier, F.  47 46 53 50 47 153 40 port, West 59 East, 47	101 5—GRADI 1131 90 971 DE E. 52 83 62 2820 3478 3579 3136 2166 9102 1948 3309 3355 3030	6 S5 10 90 8 15 86 36 90 88 52 33 22 33 93 85 20 05 34 59 31 24
Matheson, Daniel 90 35 50 Taylor, Harriet 111½ 44 00  GRADE D.  Bowker Seretha V. 79 20 75 Crowell, Letitia S. 100 26 30 Cole, Ellen 99 26 05 Deinstadt, Wm. 103 27 10 Doane, Augusta 98½ 25 95 Ells, Louisa, 114 30 00 Fox, Olivia A. 114 30 00 Fox, Olivia A. M. 113 29 75 Harding, A. McM. 60 15 80 Johnson, Fred. 107 28 15  COUNTY FUND.  In aid of Public Schools, appropring Transfers of School Sections for In Term ended Oct. Jist, 1869.  The asterisk (*) indicates the Poor Sections register- SECTION. Grand Tot!	ornam, John McMillan, Allan IdeMillan, Allan IdeMillan IdeMilla	02 53 65 15 45 00 15 45 00 104 41 05 112 44 20 115 45 00 14 45 00 14 45 00 14 40 00 83 21 80 14 30 00 19 34 75 ton, on, on, on, on, on, on, on, on, on,	Smith, A. Sparling, G. Saunders, N. Saunders, J. Woodworth, R.  GRAI Brown, E. Bingay, A. •Crosby, M. Cann, H. Dakin, F. •Durkee, W.  54 3427 3 42 1884 1 72 4689 4 55 3239 3 145 \$423 8 39 3265 3 48 3748 3 97 2157 2 47 2472 2 39 2572 2 49 3578 3	11: 10: 5: 6: 6: 6: 6: 6: 6: 6: 6: 6: 6: 6: 6: 6:	4 60 00 8 56 80 74 51 25 1 33 65 2 41 29 4 45 00 7 56 30 4 45 00 2 44 20 4 60 00 Willett, Gesner, Chesley. Rosette, Moschelle Annapolis Ryerson, Clements Waldeck Waldeck	Surette, E. ASSISTANTI Jackson, M. Nowlan, M. Simonds, A.  GRA Doucet, F. Gayton, E. Potier, F.  47 46 53 50 47 153 40 port, 54 West 59 East, 47 West, 47	101 5—GRADI 1131 90 971 DE E. 52 83 62 2820 3478 3579 3136 2166 9102 1948 3309 3355	6 S5 10 90 8 15 10 90 8 15 29 17 35 86 36 90 32 33 22 33 93 85 20 05 34 59
Matheson, Daniel 90 35 50 Taylor, Harriet 111½ 44 00  GRADE D.  Bowker Seretha V. 79 20 75 Crowell, Letitia S. 100 26 30 Cole, Ellen 99 26 05 Deinstadt, Wm. 103 27 10 Doane, Augusta 98½ 25 95 Ells, Louisa, 114 30 00 Fox, Olivia A. 114 30 00 Fox, Olivia A. M. 113 29 75 Harding, A. McM. 60 15 80 Johnson, Fred. 107 28 15  GOUNTY FUND.  In aid of I'nblie Schools, appropring Trustees of School Sections for Term ended Oct. Jist, 1869.  The asterisk (*) indicates the Poor Sections Tool of Sections for Term ended Oct. Jist, 1869.  No. of Sections for School Sections for Term ended Oct. Jist, 1869.  No. of Grand Tot'l days attendance made by all the pupils.	ornam, John McMillan, Allan IceMillan, A	02 53 65 15 45 00 14 11 05 12 44 20 15 45 00 14 10 00 15 45 00 14 10 00 83 21 80 14 30 00 99 34 75 ton, on, etown, vale, k, ton.	Smith, A. Sparling, G. Saunders, N. Saunders, J. Woodworth, R.  GRAI Brown, E. Bingay, A. •Crosby, M. Cann, H. Dakin, F. •Durkee, W.  54 3427 3 42 1884 1 72 4689 4 55 3239 3 145 8423 8 39 3265 3	11: 10: 5: 5: 5: 5: 5: 5: 5: 5: 5: 5: 5: 5: 5:	4 60 00 8 56 80 74 51 25 1 33 65 2 41 29 4 45 00 7 56 30 4 45 00 2 44 20 4 60 00 Willett, Gesner, Chesley, Rosette, Moschelle Annapolis Ryerson, Clements Waldeck	Surette, E. ASSISTANTI Jackson, M. Nowlan, M. Simonds, A.  GRA Doucet, F. Gayton, E. Potier, F.  47 46 53 50 47 153 40 port, 54 West, 47 West, 47 West, 47	101 5-GRADI 1131 90 971 52 83 62 2529 3478 3579 3136 2166 2	8 D. 19 95 15 80 17 10 6 85 10 90 8 15 29 17 35 86 36 90 32 33 22 33 23 85 20 08 34 05 34 05 34 59 21 16
Matheson, Daniel 90 35 50 Taylor, Harriet 111½ 44 00  GRADE D.  Bowker Seretha V. 79 20 75 Crowell, Letitia S. 100 26 30 Cole, Ellen 99 26 05 Deinstadt, Wm. 103 27 10 Doane, Augusta 98½ 25 95 Ells, Louisa, 114 30 00 Fox, Olivia A. 114 30 00 Fox, Olivia A. M. 113 29 75 Harding, A. McM. 60 15 80 Johnson, Fred. 107 28 15  COUNTY FUND.  In aid of Public Schools, appropring Transfers of School Sections for In Term ended Oct. Itst, 1809.  The asterisk (*) indicates the Poor Sections register tendance register.  SECTION. Sections for Grand Total days attendance register.  COUNTY OF ANNAPOLIS	ornam, John  McMillan, Allan  (cMillan, Allan  (collan)  GRADE  GRADE  GRADE  McAulay, Murd.  Campbell, Donald  Farming  Middleto  Laurence  Paradise  Bridgeto  Meadow  Torbrool  Cataract,  Nictaux,  County  Fund.  Amount  froin  County  Fund.  Garleton,  Messeng  Bentville  Allan  10  11  12  13  14  15  16  17  18  18  18  18  18  18  18  18  18	02 53 65 15 45 00 15 45 00 10 41 05 11 41 05 11 45 00 14 40 00 83 21 80 14 30 00 99 34 75 ton, etown, vale, k, ton.	Smith, A. Sparling, G. Saunders, N. Saunders, J. Woodworth, R. GRAI Brown, E. Bingay, A. •Crosby, M. Cann, H. Dakin, F. •Durkee, W.  54 3427 3 42 1884 1 72 4689 4 55 3239 3 145 8423 8 39 3265 3 48 3748 3 37 2157 2 47 2472 2 39 2572 2 49 3576 3 38 2389 2 15 861 30 2145 2	11: 10: 57: 6: 6: 11: 11: 10: 11: 11: 11: 11: 11: 11: 11	4 60 00 8 50 80 74 51 25 1 33 65 2 41 29 4 45 00 7 56 30 4 45 00 2 44 20 4 60 00 Willett, Gesner, Chesley. Rosette, Moschelle Annapolis Ryerson, Clements Waldeck Bridgepon Hessian V Clements	Surette, E.  ASSISTANTI  Jackson, M. Nowlan, M. Simonds, A.  GRA  Doucet, F. Gayton, E. Potier, F.  47 46 53 50 47 46 53 50 47 48 49 47 48 49 47 48 48 47 48 48 47 48 48 47 48 48 47 48 48 48 48 48 48 48 48 48 48 48 48 48	101 5—GRADI 1131 90 971 52 83 62 2829 3478 3579 3136 2166 7102 1948 3309 3355 3030 1958 3206 3202	0. 19 95 15 80 17 10 0 8 15 10 90 8 15 15 15 15 15 15 15 15 15 15 15 15 15
Matheson, Daniel 90 35 50 Taylor, Harriet 111½ 44 00  GRADE D.  Bowker Seretha V. 79 20 75 Crowell, Letitia S. 100 26 30 Cole, Ellen 99 26 05 Deinstadt, Wm. 103 27 10 Doane, Augusta 98½ 25 95 Ells, Louisa, 114 30 00 Fox, Olivia A. 114 30 00 Fox, Olivia A. M. 113 29 75 Harding, A. McM. 60 15 80 Johnson, Fred. 107 28 15  GOUNTY FUND.  In aid of Public Schools, appropring Trustees of School Sections for On Term caded Oct. Its, 1869.  The asterisk (*) indicates the Poor Section of Term caded Oct. Its, 1869.  Ko. of Sections for Construction of Construction	ornam, John McMillan, Allan 10 (cMillan, Allan 11 (cMillan, John II 12 (cMillan, James 11 (cMillan, James 11 (cMillan, James 11 (cMillan, Millan, Millans) (cMillans) (cM	02 53 65 65 65 65 65 65 65 65 65 65 65 65 65	Smith, A. Sparling, G. Saunders, N. Saunders, J. Woodworth, R. Brown, E. Bingay, A. •Crosby, M. Cann, H. Dakin, F. •Durkee, W.  54 3427 3 42 1884 1 72 4689 4 55 3239 3 145 \$423 8 39 3255 3 98 3748 3 97 2157 2 47 2472 2 39 2572 2 49 3578 3 38 2389 2 15 861 3 30 2145 2 24 1866 1	11: 10: 57: 6: 6: 11: 11: 11: 11: 11: 11: 11: 11:	4 60 00 8 50 80 74 51 25 1 33 65 2 41 29 4 45 00 7 56 30 4 45 00 2 44 20 4 60 00 Willett, Gesner, Chesley. Rosette, Moschelle Annapolis Ryerson, Clements Waldeck Bridgepor Hessian V Clements Lequille,	Surette, E.  ASSISTANT:  Jackson, M. Nowlan, M. Simonds, A.  GRA  Doucet, F. Gayton, E. Potier, F.  47  46  53  50  47  153  40  port, 47  West 59  East, 47  West, 47  t, 79  Vest, 54  rale, 56  53	101 5—GRADI 1131 90 971 DE E. 52 83 62 2820 3478 3579 3136 2166 9102 1948 3309 3355 3030 1958 3206 2656 3202 3370	5 D. 19 95 15 80 17 10 6 85 10 90 8 15 80 82 83 85 83 4 59 81 94 95 83 83 81 84 74
Matheson, Daniel 90 35 50 Taylor, Harriet 111½ 41 00  GRADE D.  Bowker Seretha V. 79 20 75 Crowell, Letitia S. 100 26 30 Cole, Ellen 99 26 05 Deinstadt, Wm. 103 27 10 Doane, Augusta 981 25 95 Ells, Louisa, 114 30 00 Fox, Olivia A. 114 30 00 Fox, Olivia A. M. 113 29 75 Harding, A. McM. 60 15 80 Johnson, Fred. 107 28 15  GOUNTY FUND.  GRADE D.  M. M. M. N.	ornam, John McMillan, Allan IceMillan, Allan IceMillan IceMi	02 53 65 15 45 00 15 45 00 14 105 12 44 20 15 45 00 14 10 00 83 21 80 14 30 00 99 34 75 ton, on, stown, wn, vale, k, ton. cer, vorth, couth,	Smith, A. Sparling, G. Saunders, N. Saunders, I. Woodworth, R.  Brown, E. Bingay, A. •Crosby, M. Cann, H. Dakin, F. •Durkee, W.  54 3427 3 42 1884 1 72 4689 4 55 3239 3 145 \$423 8 39 3265 3 48 3748 3 97 2157 2 47 2472 2 39 2572 2 47 2472 2 39 2572 2 49 3578 3 38 2389 2 15 861 3 30 2145 2 24 1866 1 12760 2	11: 10: 57: 6: 6: 11: 11: 11: 11: 11: 11: 11: 11:	4 60 00 8 56 80 7 51 25 1 33 65 2 41 29 4 45 00 7 56 30 4 45 00 2 44 20 4 60 00 Willett, Gesner, Chesley, Rosette, Moschelle Annapolis Ryerson, Clements Waldeck Waldeck Waldeck Bridgepor Hessian V Clements Clements	Surette, E.  ASSISTANT:  Jackson, M. Nowlan, M. Simonds, A.   GRA  Doucet, F. Gayton, E. Potier, F.  47 46 53 50 47 153 40 port, 54 West 59 East, 47 West, 47 t, 79 Vest, 54 vale, 53 Mountain, 46	101 5—GRADI 1131 90 971 52 83 62 52 53 62 2529 3478 3579 3136 2166 2166 2102 1948 3309 3355 3030 1958 3206 266 2742	5 D. 19 95 15 80 17 10 6 85 10 90 8 15 80 93 32 33 85 93 45 94 95 33 45 94 95 33 474 37 89
Matheson, Daniel 90 35 50 Taylor, Harriet 111½ 44 00 GRADE D.  Bowker Seretha V. 79 20 75 Crowell, Letitia S. 100 26 30 Cole, Ellen 99 26 05 Deinstadt, Wm. 103 27 10 Doane, Augusta 984 25 95 Ells, Louisa, 114 30 00 Fox, Olivia A. 114 30 00 Fox, Olivia A. 114 30 00 Fox, Olivia A. M. 113 29 75 Harding, A. McM. 60 15 80 Johnson, Fred. 107 28 15  The asteriak (*) indicates the Poor Sections for 10 Term ended Oct. 31st, 1869.  The asteriak (*) indicates the Poor Sections for 10 Term ended Oct. 31st, 1869.  COUNTY OF ANNAPOLIS  Melvern, 60 5060 8 Forest Glen, 33 1686 Margaretville. 105 3889 Albert, 46 3045	ornam, John  McMillan, Allan  (eMillan, Duncan  I  GRADE  G	02 53 65 15 45 00 14 11 05 12 44 20 15 45 00 14 10 00 14 10 00 14 10 00 14 10 00 14 30 00 14 30 00 19 34 75 ton, on, etown, vale, k, ton. cer, vorth, 60uth,	Smith, A. Sparling, G. Saunders, N. Saunders, J. Woodworth, R.  GRAI Brown, E. Bingay, A. •Crosby, M. Cann, H. Dakin, F. •Durkee, W.  54 3427 3 42 1884 1 72 4689 4 55 3239 3 145 8423 8 39 3265 3 39 3265 3 48 3748 3 37 2157 2 47 2472 2 39 2572 2 49 3578 3 38 2389 2 15 861 3 30 2145 2 24 1866 1 41 2760 2 26 1403 4	11:10:57:66 c. 1:11:10:57:66 c. 1:11:11:11:11:11:11:11:11:11:11:11:11:1	4 60 00 8 50 80 74 51 25 1 33 65 2 41 29 4 45 00 7 56 30 4 45 00 2 44 20 4 60 00 Willett, Gesner, Chesley. Rosette, Moschelle Annapolis Ryerson, Clements Waldeck Bridgepor Hessian V Clements Lequille,	Surette, E. ASSISTANTI Jackson, M. Nowlan, M. Simonds, A.  GRA Doucet, F. Gayton, E. Potier, F.  47 46 53 50 47 153 40 port, West 59 East, West, 47 West, 47 t, Vest, 54 Vest, 55 Mountain, 58	101 5—GRADI 1131 90 971 52 83 62 52 83 62 2829 3478 3579 3136 2166 2102 1948 3309 3355 3030 1958 3206 262 2742 3394	5 D. 19 95 15 80 17 10 6 85 10 90 8 15 80 82 83 85 83 4 59 81 94 95 83 83 81 84 74
Matheson, Daniel 90 35 50 Taylor, Harriet 111½ 44 00  GRADE D.  Bowker Seretha V. 79 20 75 Crowell, Letitia S. 100 26 30 Cole, Ellen 99 26 05 Deinstadt, Wm. 103 27 10 Doane, Augusta 98½ 25 95 Ells, Louisa, 114 30 00 Fox, Olivia A. 114 30 00 Fox, Olivia A. M. 113 29 75 Harding, A. McM. 60 15 80 Johnson, Fred. 107 28 15  COUNTY FUND.  In aid of Public Schools, appropring Transfers of School Sections for In Term ended Oct. Itst, 1809. The asterisk (*) indicates the Poor Sections of Sections for County OF ANNAPOLIS Melvern, 60 5060 8 Forest Glen, 33 1636 Margaretville, 105 3889 Albert, 46 3045 Victoria, 41 2117	ornam, John McMillan, Allan IceNeillan, Allan IceNeil, John H	02 53 65 65 65 65 65 65 65 65 65 65 65 65 65	Smith, A. Sparling, G. Saunders, N. Saunders, J. Woodworth, R. Brown, E. Bingay, A. •Crosby, M. Cann, H. Dakin, F. •Durkee, W.  54 3427 3 42 1884 1 72 4689 4 55 3239 3 145 8423 8 39 3265 32 39 3265 32 39 3265 32 47 2472 2 39 2572 2 47 2472 2 39 2572 2 49 3576 3 38 2389 2 15 861 30 2145 2 24 1866 1 41 2760 2 26 1403 4 28 1648 2	11: 10: 57: 65: 65: 65: 65: 65: 65: 65: 65: 65: 65	4 60 00 8 56 80 74 51 25 9 41 55 1 33 65 2 41 29 4 45 00 7 56 30 1 45 00 2 41 20 4 60 00 Willett, Gesner, Chesley. Rosette, Moschelle Annapolis Ryerson, Clements Waldeck Bridgepor Hessian V Clements Waldeck Bridgepor Hessian V Clements Young M	Surette, E. ASSISTANTI Jackson, M. Nowlan, M. Simonds, A.  GRA Doucet, F. Gayton, E. Potier, F.  47 46 53 50 47 153 40 port, 54 West 59 East, 47 t, 79 Vest, 54 vest, 55 vest, 54 rale, 55 Mountain, 58 norder sect	101 5—GRADI 1131 90 971 52 83 62 2529 3478 3579 3136 2166 2102 1948 3309 3355 3030 1958 3206 3206 3202 3374 3394 110x.	29 17 85 86 93 15 85 20 05 34 594 20 16 83 37 89 46 66
Matheson, Daniel 90 35 50 Taylor, Harriet 111½ 44 00  GRADE D.  Bowker Seretha V. 79 20 75 Crowell, Letitia S. 100 26 30 Cole, Ellen 99 26 05 Deinstadt, Wm. 103 27 10 Doane, Augusta 98½ 25 95 Ells, Louisa, 114 30 00 Fox, Olivia A. 114 30 00 Fox, Olivia A. M. 113 29 75 Harding, A. McM. 60 15 80 Johnson, Fred. 107 28 15  COUNTY FUND.  In aid of Public Schoots, appropring Transfers of Schoot Sections for In Term caded Oct. Itst, 1809.  The asterisk (*) indicates the Poor Sections register register register condame register.  COUNTY OF ANNAPOLIS  Melvern, 60 5060 8 Forest Glen, 33 1686 Margaretville, 105 3889 Albert, 46 3045 Victoria, 41 2117 Gates Mountain, 41 3094	ornam, John McMillan, Allan IceMillan, Duncan IceMillan, John II IceMillan, Allan IceMillan Ic	02 53 65 65 65 65 65 65 65 65 65 65 65 65 65	Smith, A. Sparling, G. Saunders, N. Saunders, J. Woodworth, R. GRAI Brown, E. Bingay, A. •Crosby, M. Cann, H. Dakin, F. •Durkee, W.  54 3427 34 42 1884 1 72 4689 4 55 3239 3 145 8423 8 39 3265 3 48 3748 3 37 2157 2 47 2472 2 39 2572 2 49 3578 3 38 2389 2 15 861 30 2145 2 24 1866 1 41 2760 2 26 1403 4 25 1648 24 25 1648 24 26 1648 2	11:00 5756 c. 11:110 11:111 34:50 556447 550 5644 655 655	4 60 00 8 56 80 7 51 25 1 33 65 2 41 29 4 45 00 7 56 30 4 45 00 2 44 20 4 60 00 Willett, Gesner, Chesley, Rosette, Moschelle Annapolis Ryerson, Clements Waldeck Waldeck Waldeck Bridgepor Hessian V Clements Clements	Surette, E. ASSISTANTI Jackson, M. Nowlan, M. Simonds, A.  GRA Doucet, F. Gayton, E. Potier, F.  47 46 53 50 47 153 40 port, 54 West 59 East, 47 t, 79 Vest, 54 vest, 55 vest, 54 rale, 55 Mountain, 58 norder sect	101 5—GRADI 1131 90 971 52 83 62 52 83 62 2829 3478 3579 3136 2166 2102 1948 3309 3355 3030 1958 3206 262 2742 3394	5 D. 19 95 15 80 17 10 6 85 10 90 8 15 80 93 32 33 85 93 45 94 95 33 45 94 95 33 474 37 89
Matheson, Daniel 90 35 50 Taylor, Harriet 111½ 41 00  GRADE D.  Bowker Seretha V. 79 20 75 Crowell, Letitia S. 100 26 30 Cole, Ellen 99 26 05 Deinstadt, Wm. 103 27 10 Doane, Augusta 981 25 95 Ells, Louisa, 114 30 00 Fox, Olivia A. 114 30 00 Fox, Olivia A. M. 113 29 75 Harding, A. McM. 60 15 80 Johnson, Fred. 107 28 15  Trustees of Schoot Sections for a Term ended Oct. 31st, 1869.  The asterick (*) indicates the Poor Section of Tensices of Schoot Sections for a Term ended Oct. 31st, 1869.  The asterick (*) indicates the Poor Section of Tensices of Schoot Sections for a Term ended Oct. 31st, 1869.  The asterick (*) indicates the Poor Section of Tensices of Schoot Sections for a Term ended Oct. 31st, 1869.  The asterick (*) indicates the Poor Section of Tensices of Schoot Sections for a Term ended Oct. 31st, 1869.  The asterick (*) indicates the Poor Section of Tensices of Schoot Sections for a Term ended Oct. 31st, 1869.  The asterick (*) indicates the Poor Section of Tensices of Schoot Sections for a Term ended Oct. 31st, 1869.  The asterick (*) indicates the Poor Section of Tensices of Schoot Sections for a Term ended Oct. 31st, 1869.  The asterick (*) indicates the Poor Section of Tensices of Schoot Sections for a Term ended Oct. 31st, 1869.  The asterick (*) indicates the Poor Section of Tensices of Schoot Sections for a Term ended Oct. 31st, 1869.  The asterick (*) indicates the Poor Section of Tensices of Schoot Sections for a Tensices of Schoot Schoot Sections for a Tensices of Schoot Sections for a Tensices of Schoot Schoot Schoot Schoot Schoot Schoot Schoot Schoot Schoot	ornam, John McMillan, Allan IceNeillan, Allan IceNeil, John H	02 53 65 15 45 00 15 45 00 14 105 12 44 20 15 45 00 14 10 00 83 21 80 14 30 00 99 34 75 ton, on, er, vorth, south, stown, stow	Smith, A. Sparling, G. Saunders, N. Saunders, I. Woodworth, R. Brown, E. Bingay, A. •Crosby, M. Cann, H. Dakin, F. •Durkee, W.  54 3427 3 42 1884 1 72 4689 4 55 3239 3 145 \$423 8 37 2157 2 47 2472 2 39 2572 2 47 2472 2 39 2572 2 47 2472 2 39 2578 3 38 2389 2 15 \$61 3 30 2145 2 24 1866 1 24 1866 1 24 1866 2 24 1753 1 35 2150 2 24 1309 1	11:00 576 C. 11:10 11:11 33 42 55 55 66 44 7 7 2 9 5 4 4 6 5 5 5 9 5 3 6 3 5 2 15 6 6 4 5 2 9 5 4 2 0 9 7 7 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	4 60 00 8 56 80 74 51 25 1 41 55 1 33 65 2 41 29 4 45 00 7 56 30 1 45 00 2 44 20 4 60 00 Willett, Gesner, Chesley. Rosette, Moschelle Annapolis Ryerson, Clements Waldeck Santon Waldeck Waldeck Waldeck Waldeck Waldeck Santon Waldeck Waldeck Santon Waldeck Santon Waldeck Santon Waldeck Santon Waldeck Santon Waldeck Santon Waldeck Santon Waldeck Santon Waldeck Santon Waldeck Santon Waldeck Santon Waldeck Santon Waldeck Santon San	Surette, E. ASSISTANTI Jackson, M. Nowlan, M. Simonds, A.  GRA Doucet, F. Gayton, E. Potier, F.  47 46 53 50 47 47 48 49 47 48 49 47 47 48 49 47 47 48 49 49 47 47 48 48 49 49 49 49 49 49 49 49 49 49 49 49 49	101 5 GRADI 1131 90 971 52 83 62 2529 3478 3579 3136 2166 2	29 17 35 86 30 32 33 35 20 05 34 594 20 15 37 38 33 01 34 74 37 86 8 15
Matheson, Daniel 90 35 50 Taylor, Harriet 111½ 41 00  GRADE D.  Bowker Seretha V. 79 20 75 Crowell, Letitia S. 100 26 30 Cole, Ellen 99 26 05 Deinstadt, Wm. 103 27 10 Doane, Augusta 981 25 95 Ells, Louisa, 114 30 00 Fox, Olivia A. 114 30 00 Fox, Olivia A. M. 113 29 75 Harding, A. McM. 60 15 80 Johnson, Fred. 107 28 15  The asterisk (*) indicates the Poor Sections for 12 Truntees of School Sections for 12 Truntees of School Sections for 12 Truntees of School Sections for 13 Truntees of School Sections for 13 Truntees of School Sections for 14 Truntees of School Sections for 15 Truntees of School Sections for 15 Truntees of School Sections for 17 Truntees of School Sections for 18 Truntees of School Sections for 18 Truntees of School Sections for 19 Truntees of School Sections for 18 Truntees of School Sections for 19 Truntees of School Sections for 18 Truntees of School Sections for 19 Truntees of School Sections	ornam, John McMillan, Allan IceNeillan, Allan IceNeil, John H	02 53 65 15 45 00 15 45 00 10 41 05 12 44 20 15 45 00 14 10 00 83 21 80 14 30 00 99 34 75 ton, on, etown, wale, k, ton. cr, vorth, South, dd, s, ld, s, lo, ld, s, lo, ld, s, lo, ld, s, lo, ld, ld, ld, ld, ld, ld, ld, ld	Smith, A. Sparling, G. Saunders, N. Saunders, J. Woodworth, R.  GRAI Brown, E. Bingay, A. •Crosby, M. Cann, H. Dakin, F. •Durkee, W.  54 3427 3 42 1884 1 72 4689 4 55 3239 3 145 8423 8 39 3265 3 39 3265 3 48 3748 3 37 2157 2 47 2472 2 39 2572 2 47 2472 2 39 2572 2 49 3578 3 38 2389 2 15 861 1 30 2145 2 24 1866 1 41 2760 2 24 1866 1 41 2760 2 25 1648 2 24 753 1 25 1648 2 24 1509 1 25 1648 2 24 1309 1	11:00 5766 c. 11:110 57766 c.	4 60 00 8 56 80 74 51 25 1 41 55 1 33 65 2 41 29 4 45 00 7 56 30 1 45 00 2 44 20 4 60 00 Willett, Gesner, Chesley. Rosette, Moschelle Annapolis Ryerson, Clements Waldeck Santon Waldeck Waldeck Waldeck Waldeck Waldeck Santon Waldeck Waldeck Santon Waldeck Santon Waldeck Santon Waldeck Santon Waldeck Santon Waldeck Santon Waldeck Santon Waldeck Santon Waldeck Santon Waldeck Santon Waldeck Santon Waldeck Santon Waldeck Santon San	Surette, E. ASSISTANTI Jackson, M. Nowlan, M. Simonds, A.  GRA Doucet, F. Gayton, E. Potier, F.  47 46 53 50 47 153 40 port, 54 West 59 East, 47 t, 79 Vest, 54 vest, 55 vest, 54 rale, 55 Mountain, 58 norder sect	101 5 GRADI 1131 90 971 52 83 62 2529 3478 3579 3136 2166 2	29 17 35 86 30 32 33 35 20 05 34 594 20 15 37 38 33 01 34 74 37 86 8 15
Matheson, Daniel 90 35 50 Taylor, Harriet 111½ 44 00  GRADE D.  Bowker Seretha V. 79 20 75 Crowell, Letitia S. 100 26 30 Cole, Ellen 99 26 05 Deinstadt, Wm. 103 27 10 Doane, Augusta 984 25 95 Ells, Louisa, 114 30 00 Fox, Olivia A. 114 30 00 Fox, Olivia A. M. 113 29 75 Harding, A. McM. 60 15 80 Johnson, Fred. 107 28 15  The asteriak (*) indicates the Poor Sections for the Color of	ornam, John McMillan, Allan IceNeillan, Allan IceNeil, John H	02 53 65 15 45 00 15 45 00 10 41 05 12 44 20 15 45 00 14 10 00 83 21 80 14 30 00 99 34 75 ton, on, etown, , vale, k, , vorth, South, dd, s, load, gton, 's Lake, y, sie West,	Smith, A. Sparling, G. Saunders, N. Saunders, J. Woodworth, R. Brown, E. Bingay, A. •Crosby, M. Cann, H. Dakin, F. •Durkee, W.  54 3427 3 42 1884 1 72 4689 4 55 3239 3 145 8423 8 39 3265 32 39 3265 32 47 2472 2 39 2572 2 47 2472 2 39 2572 2 49 3576 3 35 2150 2 41 2760 2 24 1866 1 41 2760 2 25 1648 2 24 753 1 35 2150 2 24 1309 1 23 1100 1 26 1762	11:00 5756 c. 11:11:11:11:11:11:11:11:11:11:11:11:11:	4 60 00 8 56 80 74 51 25 9 41 55 1 33 65 2 41 29 4 45 00 7 56 30 4 45 00 2 44 20 4 60 00 Willett, Gesner, Chesley. Rosette, Moschelle Annapolie Ryerson, Clements Waldeck Waldeck Bridgepon Hessian V Clements Lequille, Phinney I Young M Sherbrool	Juckte, E. Assistanti Juckson, M. Nowlan, M. Simonds, A.  GRA Doucet, F. Gayton, E. Potier, F.  47 46 53 50 47 48 49 port, 54 West 59 East, 47 West, 47 t, 79 Vest, 53 Mountain, 46 ountain, 58 nonder sectives: West 28 NTY OF CAPI	101 5—GRADI 113‡ 90 97‡ 52 83 62 2820 3478 3579 3136 2166 9102 1948 3309 3355 3030 1958 3206 2656 3202 3370 2742 3394 HON. 592 E BRET	29 17 35 86 30 32 33 35 20 05 34 594 20 15 37 38 33 01 34 74 37 86 8 15
Matheson, Daniel 90 35 50 Taylor, Harriet 111½ 44 00  GRADE D.  Bowker Seretha V. 79 20 75 Crowell, Letitia S. 100 26 30 Cole, Ellen 99 26 05 Deinstadt, Wm. 103 27 10 Doane, Augusta 98½ 25 95 Ells, Louisa, 114 30 00 Fox, Olivia A. 114 30 00 Fox, Olivia A. M. 113 29 75 Harding, A. McM. 60 15 80 Johnson, Fred. 107 28 15  COUNTY FUND.  In aid of Public Schools, appropriate and of Public Schools Sections for In Term ended Oct. 31st, 1859.  The asteriak (*) indicates the Poor Section of Section of Inglist registered.  SECTION. Registered.  COUNTY OF ANNAPOLIS  Melvern, 60 5060 8 Forest Glen, 33 1686 Margaretville, 105 3889 Albert, 46 3045 Victoria, 41 2117 Gates Mountain, 41 3094 Port George, 62 5149 Mount Hanly, 50 3885 Havelock, 38 2468 Port Williams. 55 3204	ornam, John McMillan, Allan 10 (cMillan, Allan 11 (cMillan, Duncan 11 cewill, John II. 12 ewton, James 10 eid, Delia 11 parling, Emma J. 11 parling, Helen 11  GRADE D. McAulay, Murd. 11 uchanan, Ewen (cCharles, Rod. 1 Campbell, Donald 1  Farming Middleto Laurence Paradise, Bridgeto Meadow Torbrool Cataract, Nictaux, Williams Carleton, Messeng Bentville Albany Malbany S Sanders, Springfic Sonders, Springfic - Donglas - Morse I - Bloomir - Dalhous - Dalh	02 53 65 65 65 65 65 65 65 65 65 65 65 65 65	Smith, A. Sparling, G. Saunders, N. Saunders, J. Woodworth, R. Brown, E. Bingay, A. •Crosby, M. Cann, H. Dakin, F. •Durkee, W.  54 3427 3 42 1884 1 72 4689 4 55 3239 3 145 8423 8 39 3255 3239 3 145 8423 8 39 3255 3239 3 145 8423 8 39 3255 3239 3 145 8423 8 39 3255 3239 3 145 8423 8 39 3255 3239 3 145 8423 8 39 3255 3239 3 145 8423 8 37 2157 2 47 2472 2 39 2572 2 49 3578 3 30 2145 2 49 3578 3 30 2145 2 41 2760 2 24 1866 1 41 2760 2 25 1648 2 24 753 1 35 2150 2 24 1309 1 23 1100 1 23 1100 1 26 1762 2 33 1798 2	11:00 5756 c. 11:110 11:11 34:15 9 5 6 6 4 4 7 2 9 8 4 2 1 9 8 2 1 9 8 4 2 1 9 8 2 1 9 8 2 1 9 8 2 1 9 8 2 1 9 8 2 1 9 8 2 1 9 8 2 1 9 8 2 1 9 8 2 1 9 8 2 1	4 60 00 8 56 80 74 51 25 1 41 55 1 33 65 2 41 29 4 45 00 7 56 30 1 45 00 2 44 20 4 60 00 Willett, Gesner, Chesley. Rosette, Moschelle Annapolis Ryerson, Clements Waldeck Santon Waldeck Waldeck Waldeck Waldeck Waldeck Santon Waldeck Waldeck Santon Waldeck Santon Waldeck Santon Waldeck Santon Waldeck Santon Waldeck Santon Waldeck Santon Waldeck Santon Waldeck Santon Waldeck Santon Waldeck Santon Waldeck Santon Sant	Surette, E. ASSISTANTI Jackson, M. Nowlan, M. Simonds, A.  GRA Doucet, F. Gayton, E. Potier, F.  47 46 53 50 47 153 40 port, 47 West 59 East, 47 West, 47 t, 79 Vest, 54 rale, 56 nonder sective west 28 NTY OF CAP	101 90 97 1 90 97 2 83 62 52 83 62 2829 3478 3579 3136 2166 2102 1948 3309 3355 3030 1958 3206 3206 3202 3374 3394 1005 100	0. 19 95 15 80 17 10 6 85 15 10 90 8 15 15 15 15 15 15 15 15 15 15 15 15 15
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Morley's Road, 00		29 17	Canoe Lake, 30		31 51	Upper Gay's River, 40		29 22
Fork's Bridge 01		16 58	*Upper Grand Mira, 39		42 98	South Branch, 51		33 09
	4131	33 \$3	*Lewis Bay, South, 29		26 01	Goshen, 46		25 233
North-west Arm,	2424	22 78	*Lewis Bay, North 32		23 05	Cross Roads, 65		41 71
	2790	26 22	*South West Sal. Ris. 28		29 17	Newton Mills, 56	3216	31 61
Leitch's Creck, 43	2314	21 70	*East Bay Chapel, 30		19 33		3420	33 614
Leitch's Creek, West, 60	3451	28 58	*Ben Eon. 23	1414	17 72	Pembroke, 60	3891	38 25
Upper North Sydney, 74	4129	38 81	*Rory Brack's Brook, 30	7803	9 77	U. Stewiacke Village, 70	5010	55 14 <u>4</u>
	12871	120-98	*Huntington's Mount. 59		57 87	Otter Brook, 33		54 99 <u>1</u>
Sydney Mines, 333		212 15	*Upper Šalm'n River, 30	1440	18 01	Middle Stewiacke, 42		23 69
· Little Bras d'Or, W. 61	3140	29 51	*Glengarry, 28	3 1492	18 70	Brookfield, 65		33 37
George's River, 41	2216	20 84	*Loch Lomond, N., 28		24 88	Clarkeville, 48		$22\ 07\frac{1}{2}$
Boularderie, Centre 52	1455	13 68	*Loch Loinond, S., 22		18 63	Meadowvale, 23		17 743
Point Aconi, 42	1260	11 84	*McAdam's Lake, 49		36 91		1471	14 46
Boulardere, Backl'ds, 81	2662	25 02	*Eskason's, 29		6 88	Tatamagouche, 120		68 96
Catalogue, 63		51 42	*Big Beach, 40		87 71	Tarbet, 79		30 423
Main-a-Dieu, 53		29 04	*Sunacadie 22		22 11	Forest, 55		28 89
Main-a-Dieu, 43	3284	30 87	*Beaver Cove, 37		30 49	Waugh River, 50		21 00
Big Lorraine, 26	2600	24 44	*Rear Beaver Cove, 31	1 1108	13 88	River John Road, 74		42 394
Louisburg, 38	3292	30 94	*Rear of Eskason's, 3:	2 2242	28 10	French River, 48		22 02
Gabarus, 37	3033	28 51	COLIMBAL ON CO	- X OHTOU	.,,,,	11d. of Tat'che Bay, 59		29 39 39 604
Gull Cove, 53	4460	41 92	COUNTY OF CO			Murphy's, 60 Mill Brook, 42		
Big Pond Chapel, 47		26 71 25 85	East River, 75		21 54			15 53 22 07
Irish Cove, 45 Glen More, 20			Lower Economy, 48		29 70			21 90
	1368 4550	12 S6 42 77	Central Economy, 108		55 03	West New Annan, 53 Byers' Mills, 56		33 15
Gillis' Lake, 61 Head of E. Bay north, 39	1838	17 28		3990	39 22	Wilson's, 66		21 524
North side E. Bay, 44	3422	32 16		1 47405	39 22	Hingley's Mills, 63		24 58
Benacadie, 23	1375	12 92	Portipique, 90		46 60	West Earlton, 38		12 30
Piper's Cove, 60	4106	38 60	Highland Village 50		28 48	Rossville, 22		13 264
Grand Narrows, 41		19 71	Great Village, 15		95 80} 28 93	Earlton Village, 55		19 58
Boisdale, 55		28 85	Cumberl'd Road So. 48 Acadian Mines. 10		45 53	Buill, 68		31 074
French Vale, 65		29 19	Acadian Mines, 10- Folly Mountain, W. 4:		17 294	Conkey's, 42		15 773
Ingraham's, 10	657	6 18	East Village, 5		32 23	G. Sutherland's. 30		19 77
*L. Point, Barrasois, 39	1786	22 38	Folly,		34 93	North Earlton, 30		IO 141
*Kilkenny Lake, 48	1504	18 85	DeBert, 3		21 82	*Castlereigh 21	1022	13 393
*Grand Lake, 26	1853	23 22	Masstown, 5		29 53	*Cumberland Road R.50	2122	27 51
*Lingan Bay, 37	2702	33 S7	DeBert River, Se		48 01	*Folly Mountain E. 43	2200	28 S3
*Cow Bay Road, 40	3456	43 31	Chigonois, 9:		44 28	*Folly Lake, 35		20 24
*Southern Head, 24	1100	13 78	West Onslow, 5		22 97	*Upper Chigonois, 43	2437	31 91
•Mira Gut, 17	292	3 66	Central " 28		10 28	*West Branch, N. R. 31	1372	17 99
Black Brook, 40	19113	24 06	Upper " 49		37 07	*Upper North River, 36		17 69
*Hill's Road, 17	1476	18 49	North Mountain, 25	2 1019	10 014	*South Branch, N. R. 43	12464	16 31
*Hill's Settlement, 13	1038	13 00		2601	25 60	*Kemptown, 32		18 85
*Cariboo Marsh, 40		31 10	East Mountain, 73		32 37	*Upper Picton Road, 33		18 37
•Morley's Road, Mira, 49		27 98	Greenfield, 3		18 00	*Lower " " 49		28 79
•Ball's Creek, 28		24 88	Harmony, 40	0 2459	24 17	*St. Andrews, 20		5 151
•Rear of Ball's Creek, 49	1311	16 43	Teviotdale. 5		38 93	*Smithfield, 24		24 95
Rear of Boisdale, 22	1113	13 95		1 244073	239-95	*Earlion Road, 36		14 19
•Long Island, 61	2617	33 17	Bible Hill, 4		34 26	*Colter's,		11 63
•Union, 31	1995	25 09	Lower Village, 5		34 161	*Alma, 37		27 16
Catalogue Gut, 16	1115	13 97	Old Barns, 5		32 48	*Riversdale, 50		37 21
Near Main-a-Dieu, 51	3391	42 50	Black Rock, 4		17 59	*Union, 33		22-16
•Scatarie, 18	1577	19 75	Beaver Brook, 4		34 951	•A. McKay's Mills, 45 •Slade's. 55		**30 28 31 35
*Little Lorraine, 40	4055	50 82	Princeport, 3		24 26	*Slade's, 5: *Berichan, 49		31 33 25 97
North Shore, 27	2755 2015	31 52	Green's Creek, (1)		20 98			25 68
*Trout Brook, 46 *Big Ridge, 22	3945 1493	49 45		7 3279	32 23	*Truro Road, 38 *Point Brule, 3		79 71
•Big Ridge, 22 •French Road. 37	3195	18 71 40 04		2 3682	36 191	1		30 41
•Gabarus Lake, 28	2173	27 23	Fort Ellis, 2		10 00	Clamana BORDER SEC		e 0~
Anoma Sinci		-1 -7	Lower Stewincke, E. 6	6 5128	50 401	Glenmore, Welsford,	709 4131	6 97 40 61
						n cisiora,	.11-27	40.01



### OFFICIAL NOTICES.

UNION OF THE SCHOOL DISTRICTS OF LUNENBURG AND NEW DUBLIN.

UNION OF THE SCHOOL DISTRICTS OF LUNENBURG AND NEW DUBLIN.

In accordance with the resolutions passed by the Beards of School Commissioners for the Districts of Lunenburg and New Dublin, requesting a union of the said District, in terms of Section 13th of the Act to mend the Existing Laur relating to Education, 1869.

It is ormused, by the Council of Public Instruction, that the School Districts of Lunenburg and New Dublin, in the County of Lunenburg, hereafter be and constitute one School District, to be known as the School District of Lunenburg and New Dublin. The Board of School Commissioners for such district shall hold its regular semi-annual meetings as follows:—The meeting of May in each year at Bridgewater on the second Friday in the month, and the meeting of November at Lunenburg on the second Friday in the month.

December 16th, 1869.

### II. School Books-Superior School Grants.

In consequence of the increased drafts required for Teachers of Common Schools, the Council finds the funds at its disposal inadequate to meet all the expenditures contemplated by the School law. At the same time the Council is desirous of resuming the supply of Books and Apparatus to the Schools at reduced rates for another year. It is therefore ordered, with the concurrence of the Superintendent of Education, that no further sums be paid to competitor for the grant to Superior Schools, and that the sum allowed by the law for that purpose be applied towards furnishing the Schools with Books and Apparatus at the rates fixed by the order of October, 1868. [This Order is not to affect the unpaid grant of the past term.]

October 15th, 1869.

### III. Examination of Teachers.

"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 minth day preceeding the last Thursday of said months."—Reg. Conneil Public Instruction.

Notice is negery given, That the next semi-annual Examination will begin on

### TUESDAY, 22nd March next, at 9.30 o'clock, A.M.

Deputy Examiners will be strictly forbidden to admit any person to be examined who falls to be present on the day and hour named.

Candidates are required to forward to the Inspector, not later than FEBRUARY 1st, a written notification of their intention to be examined, and of the grade of license for which they will apply. Candidates are to undergo Examination in the grade of which they have notified the Inspector. Seats will not be reserved for any who do not forward notification as above. Applications may be made for examination at one of the following state. spector. Seats wil tion as above. Ap following stations:

STATION. Sydney. E. Outram, Sydney.

Baddeck A. Munro, Boulardarie. Margarce Forks
Port Hood. . . . . . . . . . . . . . . . John Y. Gunn, Broad Cove. .... A. McIsaac, Antigonish. Antigonish . . Pictou..... D. McDonald, New Glasgow. Truro..... II. C. Upham, Great Village. Halifax }
Tangler } . . . . . . . . . . . . J. F. Parsons, 30 Albro St., Hx. .... Rev. D. M. Welton, Windsor. Windsor . . . . Kentville, . Rev. Robt. Sommerville, Wolfville Bridgetown Rev. Geo. Armstrong, Bridgetown Digby.... Liverpool . . . . . . . . . . . . . . . . . Rev. D. O. Parker, Liverpool. 

Candidates are to furnish their own writing material.

Candidates already holding license of any grade from the Council of Public Instruction, are required to give the number of the same at the Examination. 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 filled in the Educational Department, together with the other papers relating to the candidate's Examination.

The use of books or manuscripts will be strictly prohibited.

Persons not intending to engage as Teachers in the Public Schools will be required, on presenting themselves for Examination, to make payment to the Deputy Examiner as follows:—Grade E, 80.37; D, 80.60; C, 80.75; B, 81.00; A, 84.00. Also, teachers wishing to be re-examined in any grade for which they already hold a license, will be required to make payment to the Deputy Examiner as above.

Candidates for license of the grade A who have already made an average of 75 or upwards on Grade B, are to work papers on those subjects only which are peculiar to grade A. Such Candidates are required to present themselves for examination (with their licenses or memoranda) on Thursday noon. Other candidates for grade A will present themselves at the opening of the Examination on Tuesday.

An exercise in spelling will be held on Thursday afternoon at 3 o'clock An exercise in spelling will be held on Thursday afternoon at 30 clock, for Candidates who at any previous examination made an average of 60 or upwards in the Examination for 1st Class, and were debarred from receiving license of the 1st Class by reason of bad spelling. The list will contain a number of ordinary English words to be written at Dictation, and any such candidate not making more than 6 errors will be granted a license of the 1st Class without further examination.

\*\*\* Every person examined will be informed by mail of the result of his or her examination, as soon as decided.

### IV. 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 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 Hay should be given as a Hollday, the school or schools may be kept in assion on the Saturday of the week in which such Hollday has been given, and such Saturday shall be held to be in all respects a legal Teaching days.

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 rive 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 Righthan 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

2, of the Chapter above-named:—

1 The Countrias Vacation shall remain as herefolore, 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 harrest) as herefolore, there 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 havepower, notwithstanding snything 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 purpose of Inspection, and to require that on the day or days so named such school or schools shall be kept to resiston.

July 1867.

### V. Tcachers' Agreements.

The attention of Teachers and Trustees is again called to the The attention of Teachers and Trustees is again called to the necessity of complying with the provisions of the Law in relation to the disposal of the county Fund. It appears from the School Returns of the past Term that some teachers have in their agreements with Trustees in respect to salary, assumed all risk as to the amount to be received from the County Fund. Such proceeding is contrary to the provisions of the law and directly subversive of a most important principle of the School system, since the pecuniary penalty imposed upon the inhabitants of the section by the absence and irregular attendance of pupils is thereby inflicted upon the teacher, while the pecuniary rewards 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 ThuRTER 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.)

The said [name of teacher] on his (or her) part, in consideration of the below mentioned agreements by the parties of the zecond part, hereby covenants and agrees with the said [name of Trustees] Trustees as aforesaid and their successors in office, diligently and faithfully to teach a nublic school in the said section under the authority of the said Trustees at 1 their successors in office, during the School Year (or Term) ending on the thirty-first day, of October next, (or the thirtieth day of April, as the case may be.)

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

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

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

Witness.

[Name of Witness]

[Name of Tracker]
[Names of Trustees]

Each inspector is instructed to report every case of illegal atipulation on the part of teachers, in reference to the County Fund.

### VI. 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 sche tars are making sure progress, that there is life in the school both intellectus, and moral,—in short, that the gract 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 full 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 pscople must look to see their desires in this respect, so the as is consonant with the spirit of the law, carried into effect by the teacher."—" Comments and liegulations" of Council of Public Instruction, p. 51, reg. 5.
- 2. Whereas it has been represented to the Council of Public Instruction the Trustees of Public Schools have, in certain cases, required pupils, on pain of forfeiting school privileges, to be present during devotional exercises not approved of by their parents; and whereas such proceeding is contrary to the principles of the School Law, the following additional Regulation is made for the direction of Trustees, the better to ensure the carrying out of the spirit of the Law in this behalf:—

ORDERED, That in cases where the parents or guardians of children in actual attendance on any public school (or department) signify in writing to the Trustees their conscientious objection to any portion of such devotional exercises as may be conducted therein under the sanction of the Trustees, such de votional exercises shall either be so modified as not to offen the religious feelings of those so objecting, or shall be held in mediately before the time fixed for the opening or after the time fixed for the school; and no chil

dren, whose parents or guardians signify conscientious objections thereto, shall be required to be present during such devotional exercises.

March, 1867.

3. "The hours of teaching shall not exceed six each day, exclusive of the hour allowed at moon for recreation. Trustees, however may determine upon a less number of hours. A short recess should be allowed about the middle of both the morning and afternoon session. In elementary departments, especially, Trustees should exercise special care that the children are not confined in the school room too long."—"Comments and Regulations" of Council of Public Instruction, p. 48, reg. 2

#### VII. The Provincial Normal School.

First Tran 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:- J. B. CALKIN, Esq. Principal of the Normal College and Model School
English Language, Geography &c.:—J. A. MacCabe, Esq.
Mathematics:—W. R. Mulholland, Esq.
Music:—Miss M. Beckwith.

Drawing:

### MODEL SCHOOL

High School Department, Mr. EDWARD BLANCHARD. Preparatory "Senior Elementary " Mr. James Little. Miss Faulkner. MISS A. LEAKE Junior

None but holders of valid licenses will be admitted to the Normal School as pupil-teachers. The license (or memo) 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 pupilteacher shall make the following declaration, and subscribe his or her
name thereto: 'I hereby declare that my object in altending 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
numil teachers, free of Charge." 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.'

### VIII. Bond of Secretary to Trustees.

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

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

### PROVINCE OF NOVA SCOTIA.

PROVINCE OF NOVA SCOTIA.

KNOW ALL MENEY THESE PRESENTS, THAT WE, (name of Secretary)
as principal, and (names of surcties) as surcties, 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
pald 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 ithe heirs, executors and administrators of us and each of us, firmly by these presents, scaled with our Scals
and dated this
dey of in the year of Our Lord one thouand eight hundred and not pear of Her Majes and eight hundred and and in the year of Her Majes

ty's reign.
WHEREAS the said-

Secretary to the Board of Trustees of - School Section, No. -

Now the Condition of this Obligation is such. That if the said (name of Scoretary) 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, by virtue of any law of this Province, in relation to the said office. 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 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 vold—otherwise to be and continue in full force and virtue.

[Name of Secretary]
[Names of Surelies] Signed, scaled, and delivered } in the presence of [Nume of Witness.]

A. D. 186 [Names of Magistrates].

### IX, Prescribed School Books, Maps and Apparatus.

In pursuance of an Order of the Council of Public Instruction, made October 15th, 1869,

### NOTICE IS HEREBY GIVEN

That Prescribed School Books and Apparatus will be supplied to the Trustees of Public Schools, for the ensuing school year, at three-quarters of the prime cost of the same. Diagrams, Maps, and Globes will be supplied at helf cost on formally.

of the prime cost of the same. Diagrams, Maps, and Globes will be supplied at half cost as formerly.

Forders from Trustees of Sections placed, in May last, by the Boards of School ommissioners upon the list of sections entitled to receive special aid, will be filled at half cost. All such orders must be distinctly marked over the top, "Poon Sections." In making up their orders, Trustees of Poor Sections will deduct one-third from the prices given below; except in the case of Diagrams, Maps, and Globes, which are already marked at half cost.

Trustees will carefully note the following Regulations:-

Reg. I.—Applications must be made in the following form, and addressed to Messes. A. & W. Mack NLLY, HULFAN, who have been duly authorized to attend to all orders.

### IFORM OF APPLICATION.)

Messrs. A. & W. Mackinlay, Halifax,

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

### LST OF ART.C.FS.

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

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

P	<del>-</del> -
(Signed)	 Trustces of School Section No. , in the County of
	 No in the County of-
	 ,

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

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

If Trustees so direct in their application, goods (except Globes,) transported by unter will be insured for the amount paid for the same by
- has been duly appointed to be them, at the following rates:— Parcels shipped during the First Term of the School year, 21 per ct. Second Term

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

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

### REGULATIONS.

The following are the Regu'ations of the Council of Public Instruction with reference to all Books, Maps, and Apparatus furnished to Trustees through the Education Department.

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

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

Reg 3 -Any pupil shall have the privilege of taking home with him any books, &c, which, in the opinion of the teacher, may be required for study or use out of school

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

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

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

Reg. 7.—Trustees shall make such further regulations, agreeably to law, as may be necessary to ensure the careful use and preservation of books, maps, and apparatus belonging to the section.

Any section infringing in any way upon the above regulations will forfeit the privilege of purchasing books, &c., through the Education Department.

### LIST OF TEXT-BOOKS, MAPS, AND APPARATUS.

The following list of books will be extended, and other articles of apparatus included as the fund at the disposal of the Superintendent

### PUPILS' WEEKLY RECORDS.

Weekly Record (for one Term) 11 cent cach.

### THE NOVA SCOTIA SERIES OF READING BOOKS.

Book No.	1	\$0.35	doz.	Book No. 6
**	2	. 0.77	46	" 7 4.28 "
**	3	. 1.12	44	The art of Teaching
**	4	1.86	46	Reading 0.091 ca. Or.
**	5	. 2.05	"	Bailey's Brief Trea- tise on Elocution. 00.7½ "

### SINGING BOOK.

The School Song Book, 25 cents each.

### SPELLING BOOK.

The Spelling Book Superseded, (Eng. Ed.) \$1.58 per doz.

### GRAMMAR AND COMPOSITION.

English Grammar. English Analysis, 7½ cents each.
Reid's Rudiments of Composition, 30 cents each. Bain's Rhetoric, 60 cents each.

The Council of Public Instruction has authorized the preparation of an English Grammar for use in the Public Schools, and until this work is published the Superintendent of Education will not procure any text-book on this subject. In the meantime, Trustees are authorized by the Council to use whatover Grammar they prefer. Lennie's Grammar, if followed by Analysis, will, perhaps, give as good results as any.

### MATHEMATICS.

Arithmetic.—Nova Scotia Elementary Arithmetic	1.80	doz.
Nova Scotia (advanced) Arithmetic	2.84	46
Nova Sectia Arithmetical Table Book		
Algebra.—Chambers' Algebra, (as far as Quadratics)	3.60	46
Do. Do. (complete)	5.40	"
Plane Geometry.—Chambers' Euclid, (including Plane Trigo-		
nometry)	2.70	46
Practical Mathematics.—Chambers' (including Land-survey-		
ing, a brief treatise on Navigation, &c.)		46
Solid and Spherical Geometry.—Chambers' (including Spheri-		
cal. Trigonometry, Conic Sections, &c.)	2.70	46
Mathematical Tables.—Chambers'		
Navigation.—Norie's, (an extended treatise)	2.63	each
Chisholm's Mathematical Scale.	1.87	**

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0.27 doz.
Blackboard Chalks, 27 cents per box, (1 gross); Slate Pencils; 7 cents
  per box, (100).
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#### WRITING.

### STAPLES' PROGRESSIVE SERIES OF COPY BOOKS :

1	Book	No.	1,	48 cts.	doz.	1					
	"	No.	2.	**	"	For girls (	Book	No.	8,	48 cts.	doz.
For both	66	No.	3,	44	44	For girls only.  For boys only.	**	No.	1Ò,	"	44
girls and <	**	No.	4,	"	"	(	44	Nο	a	"	"
boys.	"	No.	5,	"	66	For boys		No. 11.	- 44	44	
•	"	No.	6,	44	46	only.	ζ	210.	,	,	
	44	No.	7.	44	46	!					

Nos. 1 to 11 bound in 1 vol., with full instructions on the system (for the Teacher's desk) 80 cents.

Ruled Card to accompany copy books, 9 cents per doz.

Penholders, 29 cents per gross. Staples' Circular Pointed School Pens, 36 cents a box (1 gross.)

Inkpowders, 60 cents per doz.
Rulers, 12 in. (for pupils' use,) 1 cent each.
Lead Pencils, 12 cents per doz
India Rubber Erasers, 13 cents per doz.
Pink Blotting Paper, 22 cents per quire.

### DRAWING.

DARTHOLOTEW'S SCHOOL SER'EN OF PROGRESSIVE DRAWING LESSONS.

Set of 72 Model Cards, Nos. 1 to 6 ..... 69 cents per set. beginners. For advanced Sketch Book (models only), Nos. 1 to 5.....\$1.56 per set. lessons.

Packages (12slips) of blank drawing paper, for model cards, 4cts. pr. pack.
Blank drawing books, for model cards, 13 cents each.
Blank drawing paper, for Sketch Books, or model cards, 42cts. per quire.
Drawing Pencils, F, 34 cents per doz.

B, ""

""

BB, " " " IIB, " И.

India Rubber Erasers, 13 cents per doz.

### DIAGRAMS.

For purposes of illustration, and "Oral Lessons." Forest Trees (12)	Bi ner set.
Natural Phenomena (30) 0.	56 **
Botanical Prints (roots, stalks, leaves, &c., 26). 0.	
Notes of Lessons on do. do. do 0.	05 "
Wild Flowers (96) 1.	98 "
Geometrical Figures (2 sheets) 0.	06 "
Mechanical Forces (6 on cloth) with exp. sheets. 0.	B <b>4 ''</b>
Patterson's Plates of Animals (set of 10, mount-	
and varnished)	50 "

### GEOGRAPHY.

j	orogina ii.				
	Calkin's Geography and History of Nova Scotia, 12] cts. cach.				
١	Calkin's School Geography of	the world, 84 cts. each.			
į	Series of Wall Maps	Scotland \$1.52 each.			
ļ	Nova Scotia \$0.61 each.	Ireland 1.52 "			
ļ	British America 0.90 "	British Isles (in relation			
	North America 1.52 "	to the Con. of Europe.) 1.52 "			
i	Western! Hemisphere. 1.52 "	Europe 1.52 **			
I	Eastern Hemisphere 1.52 "	Palestine 1.52 "			
	England 1.52 "	Gen'l Map of Bible Lands 1.52 "			
i	Globes.—The Terrestrial Globe (12 in. diameter, bronze meridian				
	and Quadrant) \$4.50				
	The Celestial Globe	4.50			
	Classical Wall Maps -	Gracia Antiqua\$1.36 each.			
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#### LEXICONS.

#### X. Evening Schools.

The Council of Public Instruction has made the following Regulations

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

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

2. Such Evening School shall be in session 2; 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 we 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.

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

### XI. Address of Inspectors.

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C. J. FULLER, Sec'y to Trustees.

Arichat, Nov. 4th, 1869.

The Trustees of the Public Schools held in the Yarmouth Seminary wish to engage a good MALE TEACHER, for one of the Preparatory departments, to commence work on the first day of May ensuing. Salary about \$450 a year.

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The Trustees of Preston Road Section, near Dartmouth, Halifax County, desire to engage a MALE TEACHER of the 2nd class. A liberal salary will be given. Fingagement to begin at the opening of next Term.

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A first-class MALE TEACHER is required to take charge of the Preparatory Department of the Cape Breton County Academy, on May 1st. Applications will not be noticed unless accompanied by testimonials of character and capability. Salary \$280, exclusive of Prov. Grant. Address, until April 9th,

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Secretary to Trustees.

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#### SITUATIONS WANTED!

A MALE TEACHER holding a First Class Provincial License, who has had ten years' experience in teaching, desires a situation in a Public School on the first of May. References can be given.

Please address, stating terms, &c.

D. McLEAN, Teacher. L'aveheveque, Richmond County:

In a graded School, on the first of May next, by a Female Teacher, holding a Provincial License of the First Class, of 1½ years' experience, and a graduate of the Normal School.

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A. T.,
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