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AMONG the advertisements will be found the announcement of the Executive Committee of the Educational Association of Nova Scotia, for the Annual Session, which takes place during the Christmas Holidays.

WE have been requested to insert the following resolution passed at a late meeting of the Yarmouth Teachers Association :—

"*Resolved*, That Mr. A. D. Smith, B. A., be appointed to act as our Corresponding Secretary with the *Journal of Education*, and that the Teachers throughout the County be invited to forward to Mr. Smith any communications intended for publication in the *Journal.*"

We shall be happy to give insertion to any communications from the Teachers of Yarmouth which Mr. Smith may deem suitable for publication. We commend the arrangement adopted by the Yarmouth Association to every Teachers' |Association in the Province. Our columns are open to any Corresponding Secretary whom the Teachers of any County may appoint.

AT the opening of the Court of Quarter Sessions of Halifax County, the Custos, A. M. Uniacke, Esq., in his address to the Court, said :—

" It affords me much pleasure to be able to testify to the great improvement in the efficiency and usefulness of our Public Free Schools, and I am persuaded that the taxes will, while they may bear heavily upon some, ere long be cheerfully acquiesced in when the inhabitants perceive the great benefits these Schools confer upon the young, and the general advancement in the scale of moral and intellectual improvement which the present system entails upon our youth.

In the district beyond the limits of the City, the number attending our Public Schools in 1864, was 2874, while in 1868 they have increased to 5136. Within the City, in 1864, we had 750 attending our Schools, while in 1868 we have 4300, making an aggregate of nearly 10,000 children in attendance on our Public Free Schools within the county."

HIS Honour Governor Wilmot, in his address on Education delivered before the Mechanics' Institute of St. John, N.B., referred in terms of high commendation to the great efforts made within the past four years in Nova Scotia for the advancement of Public Education. He urged the immediate adoption of assessment as the foundation of a system of Public Schools in New Brunswick.

In the course of his address His Honour expressed his great appreciation of Dr. Forrester's *Teacher's Text Book*, as a most valuable work on the subject of Education. How many of our Teachers have procured the *Teacher's Text Book?* How many of those who have procured it have made themselves practically familiar, by careful study, with the author's views? Every Teacher in Nova Scotia, *who is a Teacher*, should blush with shame if he has not sought to obtain this work. No matter whether you think you will agree with all that the author sets forth or not, the book is entitled to your notice, and worthy of your careful perusal. Our word for it, you are too wise to be a Teacher, if the glowing pages of the *Teacher's Text Book* do not stimulate you to higher and more perfect performance of the duties of your office.

## WRITING.

PROBABLY no branch in our public schools is so poorly taught as writing. It is true that in some schools writing is well taught, even admirably so. We have visited some of these schools, and what we there saw served to render the more pitiable the "system" pursued in other schools. In fact, the majority of teachers do not give systematic instruction in writing. The subject has a certain time allotted to it in the routine of school work, and the teacher says something about having "the pen-holder point towards the shoulder," and gives a few general directions to his pupils. But he pursues no system, nor does he proceed in a scientific way with this important branch of school work. Two things are necessary to secure the satisfactory teaching of this branch; (1) a scientific system with copy-books arranged in harmony with it, and (2) the intelligent mastery and daily practice of that system by the pupils. With the sanction of the Council of Public Instruction a system of writing and a series of copy-books have been arranged by a gentleman who is at once a most skilful penman and a most successful teacher of penmanship. The system is exceedingly simple, and can be mastered by any teacher by a few hours' careful study. That it is practicable and effective, no one will doubt who has visited a school where writing is really taught in accordance with the system. But it seems to be a matter of small moment to the majority of teachers, what the system is. They place the copy-books before their pupils, with little regard even to the numbers of the books, or whether girls are not writing the books intended only for boys, or *vice versa*, and then *let them write*. It appears to be of no interest to these teachers that each copy and each book bears a fixed relation to every other copy and every other book in the series; or that the entire series is but the natural development of a few simple elements. They do not seem to know anything about a *system* of writing. In short, it would seem that they have no faith in science as applied to methods of instruction in this branch, and are quite content to practically deny any professional position to themselves, so far, at least, as this fundamental part of school work is concerned. They may be sure that the public generally will be none the less disposed to deny a professional position to teachers, when teachers are content thus to deny it to themselves. Such indolence is most reprehensible. There is not a teacher in Nova Scotia who ought not to be making a good writer out of every pupil old enough to write. This can be done only by intelligent and systematic instruction and a rigid putting in practice of that instruction in every day school exercises. We would earnestly press every teacher thoroughly to master Staples' Progressive System of Penmanship, and then make all his pupils masters of the system. Teachers will be astonished to see the intense interest that will be manifested in the writing exercises by their pupils, when once the subject is is scientifically taught.

In order that every teacher may have at his command all necessary means for giving systematic instruction in writing, the entire series of the prescribed writing books, *with full explanations of the system pursued*, bound in one volume, has been provide for the Teacher's desk. A copy will be supplied for each Tear 's desk, upon the order of the Trustees, at the reduced price. See " Official Notice," Prescribed Books.

## ON TEACHING GRAMMAR—CLASSIFICATION.

GRAMMAR is generally a most repulsive study to young beginners, and is shirked and shunned by them in every possible way. Without assuming that it can be made as agreeable to juvenile tastes as a game of " marbles" or "jack-stones," we believe it is possible to present it in such a manner that it will be both intelligible and interesting to very young pupils.

It is often asked—At what age should children begin the study of Grammar? Before answering that question we would propose another—How are they to begin? Forbear to cram them with definitions and rules from the book, but lead them on gradually by properly adapted oral lessons, and the work may begin at a very early period—say at seven years of age.

Lying at the threshold of Grammar is the classification of words, or, as it is often called, *telling the part of speech.* This is an exercise in which, with a little training, young children soon become very expert. It is also a very profitable exercise to combine with a reading lesson, tending to strengthen the powers of discrimination.

It is somewhat difficult to present a very good specimen of an oral lesson on paper; and in illustrating our plan of teaching classification we shall aim merely at an approximation to what would be exhibited in the school-room. The object below is to picture out the general idea of classification—things that are alike are placed together, those which differ are separated; resemblance is not in every particular, but only in grand points taken as the basis of the classification. We shall suppose the class before us is in the Second Reader. The words in italics are supposed to be given by the children.

## LESSON I.

Children, you have been reading in No. II.; why do not those boys and girls yonder read with you ? *They are not big enough.* But Tom Jones is larger than any of you. *He can not read well enough.* Why are you not in the class with No. III.? *That book is too difficult for us.* But Sarah Smith is not so large as some of you, and she is in No. III. *She can read better than we.* Suppose a number of new pupils should come in to-morrow, how could I tell what class to put them in? *You must examine them.* Must I try to find out how old they are, or how tall they are, before I would know what class to put them in? *No.* But—*you would try to find out what they knew.* If all could read equally well—*you would put them in the same class.* And if they were about like you—*you would put them in our class.* If they were unlike—*you would put them in different classes.* Now you see that when we put boys and girls in classes we put those that are alike—*together,* and those that are unlike we—*put in different classes.* In what respect must they be alike—in height? *No, in knowledge.* Now who can tell me what we mean by putting things in classes? *Putting the boys and girls that know the same together.* That is what we do in school when we classify boys and girls. See here, what have I in my hand? *You have beans and peas and corn.* Who will come and classify them? John may come. How many classes has John made? *Three.* One class is—*corn ;* one is—*pease ;* and one is—*beans.* Why did he put the beans together ? *Because they are all alike.* And the peas? *Because they are alike.* And the corn? *Are all alike.* Now what is it to classify? *To put things which are alike together,* and to separate—*things which differ.*

Now I wish you to learn to classify words. What have I written on the board? *James runs. John walks.* Four words—who can classify them? What did we do when we classified the corn, peas and beans? *We put those that were alike together.* So now you must put those—*that are alike together.* Who can? Jane may try. Why have you put ' James' and ' walks' together? *They have the same number of letters.* That would be like classifying the boys by placing all the tall ones in one class and the short ones in another. What is this word? *James.* Is it really James? *No, it is his name ;* and so John is the name of—*another boy.* James and John, then, are both—*names.* Give me some more name words? *Jane, Tom, Sarah.* What is this? *Stove.* This? *Pen.* This? *Desk.* Is this really a stove? *No, it is the name.* So stove, pen and desk are—*names.* Yes, or we may call them name words. Now, Jane, what word would you put in the same class with James? *I would put John.* Because—*they are both names,* or—*name words.*

You may now go to your seats, and write down all the name words in your lesson. J. B. C.

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## SPECIMEN EXAMINATION PAPERS.

WE have not space in this number to give as full a selection from among candidates' papers as we had intended. Our specimens must be confined for the present to two subjects, viz., *English Grammar* and *Teaching.*

In the first we take the work of candidates in Grade C. (Female, Class 1st, and Male, Class 2nd). The questions were as follows:

### ENGLISH GRAMMAR—GRADE C.—QUESTIONS.

1. Define a collective noun or noun of multitude.

2. Should a singular or plural verb be used after the noun *people ?* Give examples.
3. Explain the distinction between *Sex* and *Gender.*
4. Decline *City.*
5. What is meant by the *Superlative* degree ?
6. Compare *Far.*
7. What part of speech is *before* in the sentence—He walked before his brother ?
8. Give what you consider the best classification of verbs.
9. How many different parts of speech may the word *that* be in different situations?
10. Is the following sentence correct:—" Have either of your friends return ?" (" Return" is a mis-print for "returned." —ED. J. OF E.)
11. What kind of verbs have a passive voice ?
12. Write in tabular form as indicated below, The Indic. pres., Indict. past, and the past participle of the following verbs:— Sit, set, rise, raise.
13. Parse the sentence :—" Sweet was her breath as the breath of kine that feed in the meadows."

### ANSWERS BY MISS A. C. R.—ENGLISH GRAMMAR.

1. A collective noun means many in number, but conveys sometimes singularity and sometimes plurality of idea. Examples of collective nouns:—The multitude was great ; The class recites; Classes recite, &c.
2. *People* requires a plural verb.
3. Sex is applied to all animate objects ; gender is a grammatical property of words merely. There are two sexes, and four genders.
4. City is a n. com. sing. 3rd neut., — case.
5. The superlative expresses the highest or lowest degree of quality.
6. Far, farther, fartherest.
7. Before is a preposition governing brother, or it might be an adverb modifying walked, and brother, nominative of a verb understood. It is according to the sense of the sentence which way we class *before.*
8. I consider, Transitive and Intransitive, Regular and Irregular, to be the best classification of verbs.
9. It may be either a pronoun, an adjective, or a conjunction.
10. Have either of your friends *returned ?*
11. Transitive verbs.

| Verb. | Indic. present, 3rd sing. | Indic. past, 3rd sing. | Past Participle. |
|---|---|---|---|
| Sit, | Sits, | Sat, | Sat, |
| Set, | Sets, | Set, | Set, |
| Rise, | Rises, | Rose, | Risen. |
| Raise. | Raises. | Raised. | Raised. |

### PARSING *(given in tabular form.)*

13. *Sweet,—* adj. attrib. pos. qual. "heart." Adj. qual. n.
*Was,—* v. Intrans. irreg Indic. past, sing. 3rd. agrees with nom. " heart." A verb must agree, &c.
*Her,—* pron. pers. sing. 3rd fem. poss. agrees with *a noun understood,* gov. by " heart." Pron. agree, &c. The poss. is gov., &c.
*Breath,—* n. com. sing. 3rd neut. nom. subj. of verb " was." The subj. of a verb, &c.
*As,—* adv. compar. inv.
*The,* adj. defin. inv. qual. " breath." Adj. qual. n.
*Breath,—* n. com. sing. 3rd neut. nom. subj. to verb "is" (understood.) The subj. of a verb, &c.
*Of,—* prep. shows rel. between " breath" and " kine." Prep. show relation.
*Kine,—* n. com. plur. 3rd fem. obj. gov. by prep. " of." Prep. gov. obj. case.
*That,—* pron. rel. plur. 3rd neut. nom. relates to "kine," Subj. of " feed." The rel. agrees, &c. The subj. of a v., &c.
*Feed,—* v. Trans. irreg. Act. Ind. pres. plur. 3rd. agrees with " that." A verb must agree, &c.
*In,—* prep. shows rel. between " feed " and " meadows." Prep. show rel.
*The,—* adj. defin. inv. qual. " meadows." Adj. qual. n.
*Meadows,—* n. com. plur. 3rd neut. obj. gov. by " in." Prep. gov. obj. case.

The foregoing is among the best papers put in in answer to these questions. It is complete as to extent, every question being dealt with, and contains but few errors. There is one bad error in the comparison of *Far.* Strangely enough, we have seen several papers in which the same mistake occurs,—*fartherest* as the Superlative, instead of *farthest.* It will be seen that the young lady fails to note the two ways of comparison, and to point out the distinction between them. Very few shew a knowledge of the difference of meaning between farther, farthest, and further, furthest. In the following answer the difference is fairly brought out:—

" 6. Far, farther, farthest, referring to external distance—such as may be measured. Far, further, furthest, referring to *logical* distance,—which exists only in thought."

The difference may be illustrated by examples: This horse can travel farther in a day than the other. I shall inquire further into

tho merits of the case, and report the result. They went further, and even declared that they would march no farther unless their complaints were attended to.—*Further* is, however, often figuratively used of "logical" distance, to give a vivid idea; as, To proceed a step farther would be to commence revolution.

As a specimen of a very imperfect paper on the subject we have selected the following:—

## ENGLISH GRAMMAR.—GRADE C.—ANSWERS BY MR. A. L.

1. When a noun of multitude conveys unity of Idea the verb and pronoun should be singular.
2. A plural verb. As the people were coming.
7. An adverb.
9. Relative pronoun, Demonstrative pronoun, and Distributive adjective pronoun.
10. No.

| Verb. | Indic. present, 3rd sing. | Indic. past, 3rd sing. | Past Participle. |
|---|---|---|---|
| Sit, | Sit, | Set, | Sitten, |
| Set, | Set, | Set, | Setten, |
| Rise, | Rise, | Rose, | Risen, |
| Raise. | Raise. | Rose. | Raisen. |

This candidate judiciously avoids the parsing exercise. We have not met with the text-book in which the parts of sit, set, &c., are given as here specified.

## QUESTIONS ON TEACHING.—GRADE B.

Candidates in Grade B. (Male First) were asked the following questions in reference to Teaching:—

1. Supposing you have half an hour daily to devote to an advanced Grammar Class numbering 25, what method would you adopt in order to secure the most rapid progress possible, and at the same time to be sure that each lesson was thoroughly learned and clearly understood by every pupil?
2. State the various steps you would take to secure good spelling, and give your reasons for each.
3. What relative importance do you attach to declamation as a part of school work? Give your reasons.
4. Give an outline of the manner in which you would explain Compound Addition to a class of beginners.

We have selected the two following papers from among the number submitted. They exhibit careful study and preparation on the part of their authors, and may be read with profit by Teachers commencing the profession.

### ANSWERS BY MR. J. E. A.—ON TEACHING.

1. In addition to the lesson to be recited from the text book, I would give them parsing and analysis to be done in tabular form. I would cause them to give examples under each lesson also; and to be sure that all are profiting by the lesson, I would question those upon it who appear to be dullest and least interested in it.
2. I would require a number of sentences to be spelled, as well as some of the most difficult *wordes*, in every reading lesson. I would also cause the pupils to write on their slates sentences when dictated to them. I would require them to spell sentences; because often the most mistakes are made in spelling the simplest words. I would require them to write, because sometimes those who spell quite well orally make many mistakes in writing.
3. If properly conducted, it is of vast importance in connection with teaching reading; because it helps the child, when depending upon his memory, and not having the book before him, to enter into the spirit of the piece, and to deliver it in a more natural manner.
4. I would first refer them back to Simple Addition, and show them that in it the numbers are all of one name. I would then show them that the numbers to be added are of different names, but that a certain number of the less is equal to one of the greater, and proceed in much the same way as in showing them the principles of Simple Addition, showing them that a certain number of pence make a shilling, in the same way as ten units make one ten.

### ANSWERS BY MR. A. M'E.—ON TEACHING.

1. I would present them with the subject, first claiming attention by means of an oral lesson. From what they already knew of the subject I would proceed to draw out their minds to new conclusions of their own. I would make the various answers (the result of the diversity of minds) add interest to the lesson. As soon as I had found that the principles of the lessons were understood, I would place in their hands books containing those principles, and compare the result with that evolved from themselves by my aid. I would cause them to commit the lesson to memory. Next day it would be reviewed, and another proceeded with in the same way. I would encourage the friendly correction of errors, and make that part of each lesson; I mean errors made by themselves. The result I would occasionally cause them to commit to writing.

2. I would associate the learning of spelling with that of reading in its earlier stages. I would cause the sense of sight to assist the sense of hearing by giving many dictation exercises, and causing them to be correctly corrected. I would, lastly, call special attention to the anomalies of the English language.
3. Very much importance, as it tends to improve the reading, and to store the mind with beautiful thoughts and their ready use.
4. I would show them that the first right hand column, being added, might amount to enough to contain some of next higher denomination, and perhaps some remainder; if so, I would put each in its place or proper column. So with the rest.

As a contrast to these we shall give one of an opposite character:—

### ANSWERS BY MR. J. R. T.—ON TEACHING.

1. I would call out the class, give them the questions.
2. I would make them write sentences—the Teacher is to call up the class and read a sentence, and they are required to write it down on their slates.
3. To lead the children to the comprehension of the operation of dividing one number by another. It also gives them a great deal of confidence.

We must confess to some doubts as to this intimate connexion between declamation and "the operation of dividing one number by another."

# CORRESPONDENCE.

KING'S COLLEGE, WINDSOR, NOV. 23, 1868.
*For the Journal of Education.*

*Mr. Editor,*—In the October No. of the *Journal*, just received by me, there is an interesting criticism on a trigonometrical demonstration of mine. The criticism affords a very good illustration of a mental failing which, I fear, extensively prevails in Nova Scotia, but which, I am confident, the operation of the present excellent school bill will yearly diminish. This failing is to regard everything, which is not *at once* obvious to the untrained intellect, as perfectly useless or egregiously wrong. To subject itself to strenuous, and, if necessary, long-continued effort to master its difficulties, and so place itself in the only position where it can fairly judge or even possess the right of expressing an opinion regarding anything, may be the law of mental discipline for an ordinary mind, but is, of course, beyond the necessities of the "finest people in the world." And yet even they—by ignoring this law—will be certain occasionally to commit the blunder of "A Teacher," who intrepidly undertakes to confute the reasoning of a demonstration not *one* step of which he comprehends.

That his objections to my proof should occur to one unacquainted with the inductive method in mathematics, or who should examine it superficially, I was prepared for, but I thought that I had made such provision for this as would reduce the objector to silence, if it did not produce conviction. "A Teacher" may observe that in one part of the demonstration I speak of the *usual* method of inductive proof. Now my object in inserting the word "usual" was to point out to those unacquainted with this method the fact that it is commonly employed for the establishment of such results; and that if they were anxious to understand it, they could find it enunciated in the ordinary text-books. If "A Teacher" had accordingly taken the pains to look into this method he would there find a full solution of his difficulties, but his letter furnishes conclusive evidence that up to the time when it was written he considered such a small piece of research as wholly needless, if not derogatory, to his intelligence. But now to proceed to the objections themselves.

"The argument," he says, "seems to me insufficient on two grounds. In the first place the law of expansion should include co-efficients as well as exponents, and if, as in the present case, the form of the co-efficients gives no plain intimation of such a law—the fact that the law does nevertheless obtain should be clearly pointed out." There are two trifling points which have been overlooked by "A Teacher," otherwise he would not have penned the above sentence. The first point is, that the law of the co-efficients and the law of exponents are not the same, that the one is not dependent in any way upon the other, and that the fact of their mutual independence *necessitates* a separate investigation for the discovery of such. Thus, in the case of the binomial theorem we have—

$$(1 + x)^n = 1 + nx + \frac{n(n-1)}{1.2}x^2 + \&c.$$

Here we perceive that the law of exponents in the expansion is the simplest possible, and is quite independent of the exponent of the binomial, by which, however, the value of all co-efficients, except the first and last, is regulated. Accordingly, a mathematician in discussing this theorem would, in the first place, ascertain the law of exponents, and having determined it, he would then proceed to the discovery of the law of co-efficients. That at any rate is the order I have preserved in the proof under review, and

consequently the second point overlooked by "A Teacher" is, that the greater part of the discussion is occupied with an enquiry into the law of co-efficients. "A more serious objection," he says, is to be found in the fact that the equation with which the assumed value of *cos p* A *is combined, is itself an assumed equation. If it* is allowable to prove one assumption by another, what may we not prove?" Some of your readers, I think, will be disposed to look at this as a more amusing objection, and I trust the following elucidation will convince my worthy monitor that the aspect of the *matter is not at all so grave as he imagined.*

I observe, then, that it is possible to reason upon an assumption as accurately and as validly as we can upon a matter of fact. This we do daily in the ordinary affairs of life, and if such reasoning were *not admissible there it would not* be legitimate in mathematics, which is nothing else in all its branches, from the elements of Euclid to the Quaternions of Hamilton, but the quintessence of common sense. To take an illustration of reasoning upon an assumption, we may suppose the moon to be made of cream cheese, and upon that supposition we may proceed to calculate the number of men that would eat it at a meal.

Now I am sure that "a teacher" would admit that the process of calculation might be as logical in this case as it would be were we not to calculate upon known facts, the number of men that would drink 10 dozen of *Champagne.* He would further admit that if the hypothesis in the first case were proved to be a fact, the figures would represent the actual number of men that would consume this mass of cheese, though determined originally from an assumption. This shows at least, that there is no *a priori* objec*tion to reasoning founded* upon an assumption; although it would be fatal to forget that conclusions founded upon hypotheses remains hypothetical themselves until the hypotheses are proved to be true. Whenever that is done the conclusions logically derived *from* them must also be accepted as true and valid, as if they were originally based upon the simplest intuitive axioms. It seems to me that I made no further use of assumptions than is warranted by the above principles. I assumed, (and this is nothing but a common application of the inductive method) that cos p A might be developed in a *certain series of mixed powers of* sines and cosines of A. And also that sin p A might be developed in another series. These two expressions for cos p A and sine p A are marked I. and II. respectively.

Now, by multiplying both sides of I. by cos A we get the equation III., and on the principle that *if equals be multipled by the same quantity the products are equal*, III. must infallibly be true if I. is true, and is likewise indubitably false if I. is false. Or in other words, if we could by any process prove I. to be either true or false, III. would be held as true or false although originally founded upon I. when we *did not know* that it was *true or false.* The same remarks are applicable *in toto* to II. and IV. If, now, III. and IV. be true, by subtracting the one from the other we get V., which, by the axiom that *equals taken from equals give remainders which are equal*, must be true. Of course, if either or both III. and IV. be false, then V. is likewise false; but III. and IV. are true if I. and II. be true, and therefore the truth or falsehood of V. follows from the truth or falsehood of I. and II. We now observe that the exponents in V. follow the same law as they do *in I.,* and we conclude *then that if the assumed* laws in I. and II. are true for any value of $p$, the law of I. holds for the next greater integral value of $p$.

By actual calculation we know that the law *is* true when $p = 2$; the investigation shews that it *must* be true when $p = 3$, and therefore true for the next greater number 4, and so on generally.

Surely it is not necessary to inform "A Teacher" that equation II. is not an *independent* assumption, being derivable immediately from I. I put it in that form for simplicity of coefficients, with the absolute values of which I was not at that stage concerned, and consequently I wrote $b_3$ for $a_2 \left(1 - \frac{2}{p}\right) p-2) a_2$, and so for the others. This is not an undue assumption, and I would scarcely have imagined it possible for any one to suppose that anything else was included, *which, however,* "A Teacher" *seems to have done.* Otherwise, I can attach no meaning to his expression, "the equation with which I. is combined is itself an assumption."

Believe me to be,
Yours very truly,
JOHN MACLEOD.

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*To the Editor of the Journal of Education.*

FALL RIVER, HALIFAX COUNTY,
November 28, 1868.

*Sir,*—At the last annual meeting of the rate-payers of this Section the subject of compulsory attendance was submitted for consideration, and discussed at length, after which a vote was taken on the resolution as given in the *Journal*, and passed unanimously. In fact, such unanimity prevailed that some considered it the "*sine qua non*" of the Education Law. If such an Act as the given Draft Bill could be passed into law, I think it would enlist the sympathy and hearty coöperation of all lovers of learning and Free Schools in Nova Scotia.

Yours truly,
H. D. MUNRO, *Teacher.*

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*To the Editor of the Journal of Education.*

*Sir,*—We beg to acquaint you with the fact that at the annual meeting held in this Section, the clause inserted in the *Journal of Education* asking the opinion of the rate-payers upon compulsory attendance of pupils in the Public Schools was put to the meeting and decided in the affirmative, almost unanimously.

There were twenty-four rate-payers in attendance, and but two offered any opposition. This is a sure harbinger that a compulsory law for educating the masses will receive a warm reception in this Section.

We would also remark that it is our resolve to petition the Legislature, at its next sitting, that compulsion be imposed upon parents, and others having children in charge, to send their children to school, for it is our humble opinion that a compulsory law must be placed upon the statute book ere the present School Law can become a success in many Sections in this Province, and no Section, we will venture to assert, shows forth the want of a compulsory law more than our own.

We are, Sir,
Your obedient servants,
MICHAEL MCGINTY, }
JAMES DOMNELLAN, } *Trustees.*
JOHN LACY, }

West Caledonia, Queens Co., N. S., }
December 8th, 1868. }

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# EDUCATIONAL INTELLIGENCE.

## AT HOME.

**Kings Co.**—The close of another school year reminds me of my duty to report upon the condition of the Public Schools in this County.

I am happy to state, at the outset, that although the educational operations have not been marked by any striking incidents, yet steady progress is apparent.

The number of schools that have been in operation during the year is greater than at any former period. In the Winter Term 71 departments were at work. These were taught by 80 licensed teachers and assistants, classified as follows:—

| | 1st. | 2nd. | 3rd. | Total. |
|---|---|---|---|---|
| Males | 18 | 38 | 7 | 63 |
| Females | 9 | 7 | 1 | 17 |
| | 27 | 45 | 8 | 80 |

During the Summer Term there were 86 departments, in which 90 teachers were employed, as follows:—

| | 1st. | 2nd. | 3rd. | Total. |
|---|---|---|---|---|
| Males | 15 | 15 | 7 | 37 |
| Females | 27 | 23 | 3 | 53 |
| | 42 | 38 | 10 | 90 |

*There are now 90 sections in the County, one having been* recently added to the former number by the division of Kingston. One, viz., Lake Paul, has at present so sparse a population as to render it impossible to organize, or if organized, to support a school. Seven are without school-houses of any kind, and a few others, from a variety of causes, *had no school during the winter.* In 4 sections this arose from inability to procure suitable teachers.

In the Summer only one section in which there is a school-house was without a school; but Upper Canard and Centreville, through a little mismanagement, did not participate in the public funds.

The number of children enrolled in the Winter Term was 4028, being an excess over the corresponding term of 1867 of 591, and 1519 more than in 1866.

In the Summer Term the number amounted to 4275, being 203 *more than in the summer of 1867, and 915 more than in 1866.*

The whole attendance of all the scholars amounted to, in days—

| | | | |
|---|---|---|---|
| Winter Term | 256,000 | In 1867 | 198,356 |
| Summer | 273,953 | do. | 238,676 |

Compared with the attendance in 1865 these numbers show to still greater advantage.

The percentage of enrolled pupils daily present was, in the Winter, 61; in the Summer, 57⅓. This is more gratifying than in the previous year, but considerably below the point that should be attained. Whilst the individual advancement of pupils, the progress of the classes, the proper classification of the school and its comfortable management, the efficiency of its teaching, and the amount to be received from the County funds, all urge a regular attendance, it seems strange—almost unaccountable—that so much *indifference should exist in relation to this matter.* Whether any measures may be adopted to ensure a greater degree of regularity is worthy the attention of all who feel an interest in the intellectual culture of each child in the Province.

Six schools were in competition for the superior grant during the Winter, and six in the Summer Term.

The award, as you are aware, was made to Lower Canard, Upper Church Street, Lakeville, and Somerset, for the first term.

Respecting the decision for the term just closed, I am not yet

apprised. Seven sections have had graded schools either during the Summer or Winter, or both—Wolfville and Canning with three departments each; the others with two.

During the year school-houses have been built in Tremont, North River, and West Cornwallis Mt., and frames have been erected in three other sections. Five buildings have been finished or extensively repaired, and several outhouses have been built.

At the recent annual meetings resolutions were passed and respectable sums voted for building in 7 sections where either the accommodation was insufficient or where there was none at all.

Very little has been done in improving or ornamenting the play-grounds which are attached to nearly all the houses which have been built within the past four years. Kinsman's Corner is an exception. This, although not fenced in front, is a model of neatness, and should care be taken to preserve from injury the trees which have been planted, in a few years it will present a beautiful appearance. To accomplish all that is necessary in this matter involves less expense, and is attended with greater advantages, than is frequently imagined. In most cases a little energy and tact on the part of the teacher would produce results which in after years he would view with pleasure. More attention should be given to this matter, whether we take into account the comfort of the pupils or the refinement of taste and habit likely to be induced by associating with the beautiful.

### APPARATUS.

But few schools are without respectable blackboards, and good wall maps of the hemispheres and Nova Scotia; whilst a considerable number have maps of North America, the British Islands, Europe, and Palestine. Globes are becoming less rare; several have been obtained during the year.

Too little importance is attached to the advantage to be derived to the pupils from having ready access to large English dictionaries and gazetteers. A short time only must elapse, however, before every school-room shall be supplied with these aids.

The supply of books is in general pretty good. Those schools that have been well supplied with the prescribed copybooks have, other things being equal, made greater progress in writing than others.

The absence of any regular text books in geography and grammar are hindrances to efficient teaching in these branches. This is not, I suppose, evil unmixed, as, in the absence of these, the teacher is thrown more entirely upon his own resources. We shall be happy to know that the promises made in reference to these books have had an early fulfilment.

### SCHOOL MANAGEMENT.

Much improvement has taken place within the past three years in school management; and I was particularly pleased during my recent visits with the order and regularity with which the school work was performed. Very little corporal punishment is used, and, in general, it is resorted to only where other means have failed. There have been several failures, however, in government, either from indolence or want of governing ability.

Three or four school-rooms presented a most filthy appearance, arguing a want of moral culture and refinement on the part of the teacher. These are exceptions, as generally the rooms are neat and in good order when my visits are made, even though notice has not been given in advance.

Only in one school did I find a culpable degree of irregularity in the order of lessons. Every other had its allotted time for attending to each school exercise, but too large a number were without written time-tables specifying the length of time devoted to each recitation.

### TEACHERS.

The number that presented themselves for examination in March was 68, fifty-eight of whom received license. In September 28 were present, to 23 of whom licenses were awarded. A large proportion of these were present for the first time, and I hoped we should not again suffer for want of suitable teachers; but my hopes are not realized.

In the Winter Term male teachers are preferred. The superior inducements held out in other Counties to those holding first-class licenses have so thinned the ranks that I fear a considerable number of schools will be vacant during the coming term, and others though supplied with the best that can be obtained, will be in the hands of such as would not be chosen were the supply greater.

From 12 to 15 of our best teachers are holding eligible situations in other parts of the Province. Others of promise are pursuing their studies at one or other of the Colleges; and a few have turned their attention to other professions.

I confess to having entertained formerly a want of faith in the wisdom of employing female teachers generally. This feeling of distrust was originated during my first and second years' rounds of inspection. There were a few—and the number was small—who were adequate to the task of disciplining and imparting instruction, but too generally, and not without reason, there seemed a want of faith in themselves. I am now convinced that this arose, not from any natural disability, but from a want of intellectual culture, lack of experience, and thorough training. Of those who have been employed during the past term, I could mention a considerable number who have displayed real tact in directing school work, as well as skill in giving instruction. Our male teachers, if they would maintain a superiority, must exhibit a tact and energy worthy the profession.

Upon the whole, the teaching of the past year has been such as to give general satisfaction. In the mixed schools one fault has been too prevalent. I refer to the attempt that is made to carry along simultaneously too many branches, and in some instances, too many classes in the same branch. As a consequence, school work is frequently too hurried to be thorough. A struggle is maintained between frequency of recitations and variety of subjects. Trustees and teachers should remember that common school work is now a very different matter from that which was performed some years ago, when the only branches in which instruction was given were reading, writing and arithmetic.

*Classification* is improving, except, perhaps, in arithmetic and writing; and the great difficulty in these branches arises from irregularity of attendance. Where there is a proper classification of branches taught, much time is saved, and the progress of pupils is more rapid.

### OPPOSITION.

I have no desire to wink out of sight the fact that in many sections, perhaps nearly all, there is a greater or less degree of opposition, chiefly from those who, from their peculiar circumstances, have the privilege of materially benefiting the communities in which they reside by means of the *pecuniary* support that is derived from them, but who receive no *immediate* or direct benefit.

There are only two or three sections in which the opposition is so formidable as to have any other effect than to awaken to the true interests of their children those who long to see educational advantages placed within the reach of all. The longer the present system maintains its course the less will be the hardship experienced by these individuals.

During the year I have visited officially all the sections in the County except 7, and with the trustees of these I have held communication.

Seventy-three visits of inspection were made during the Winter Term, and 87 in the Summer.

The suggestions made at former visits have pretty generally been carried into effect, where practicable. I refer to those made to both teachers and trustees.

Upon a review of the school year I think we have every cause for encouragement, and strong incentives to labour on in the work. Earnest effort will assuredly produce good results.

In closing my report, I desire gratefully to acknowledge the uniform courtesy and valuable assistance I have received during my visits of inspection, from Trustees, Commissioners, and indeed from all with whom my duties have brought me into contact.

WILLIAM EATON, *Inspector.*

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## PROVINCIAL GRANTS

*In aid of Common Schools, paid to Teachers, for the Term ended Nov. 30, 1868.*

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

| TEACHER. | Number of Teaching days employed. | Amt. paid to Teacher from Prov. Treasury. |
|---|---|---|
| **COUNTY OF CAPE BRETON.** | | |
| *GRADE A.* | | |
| Creed, H. C. | 110 | — |
| *GRADE B.* | | |
| Archibald, Isaac | 112 | $59 50 |
| Carey, John | 111 | 57 87 |
| Chisholm, Kenneth | 100 | 52 13 |
| Dimock, W. D. | 114 | 59 50 |
| Dowling, T. C. | 115 | 60 00 |
| Johnston, T. W. | 114 | 59 50 |
| *McEachran, D. | 115 | 80 00 |

| TEACHER. | Number of Teaching days employed. | Amt. paid to Teacher from Prov. Treasury. |
|---|---|---|
| McIntosh, D. | 114 | $59 50 |
| McLennan, Angus | 114 | 59 50 |
| Morrison, Alexander | 115 | 60 00 |
| Rindress, John | 113 | 59 00 |
| *GRADE C.* | | |
| *Anderson, A. M. | 112 | 58 50 |
| Anderson, Caroline | 115 | 45 00 |
| Cameron, Alexander | 114 | 44 63 |
| Dixon, Lavinia | 112 | 43 75 |
| Fraser, John | 113 | 44 25 |
| Harrington, Annie | 113 | 44 25 |
| Lewis, Francis | 113 | 44 25 |
| McNiel, Michael A. | 115 | 45 00 |
| Morrison, Donald | 115 | 45 00 |
| Norwood, A. S. A. | 111 | 43 37 |
| Walker, Donald | 115 | 45 00 |
| *GRADE D.* | | |
| McDonald, John | 115 | 30 00 |

| TEACHER. | Number of Teaching days employed. | Amt. paid to Teacher from Prov. Treasury. |
|---|---|---|
| Ahearne, Catherine | 115 | $30 00 |
| *Arbuckle, Niel | 115 | 40 00 |
| *Cameron, A. T. | 115 | 40 00 |
| Campbell, Christina | 114 | 29 75 |
| Dowling, Patrick | 110 | 28 75 |
| *Fergusson, Angus | 115 | 40 00 |
| Garett, Charles | 115 | 30 00 |
| *Geldart, Franklin | 78 | 27 13 |
| *Gillis, Andrew | 110 | 38 25 |
| *Gillis, Duncan | 115 | 40 00 |
| Hanrahan, M. J. | 96 | 25 00 |
| *Hayes, Joseph | 115 | 10 00 |
| *Johnston, John | 115 | 40 00 |
| *Johnston, John J. | 100 | 34 87 |
| Johnston, John N. | 80 | 20 87 |
| Logan, Mary Jane | 114 | 29 75 |
| Lowther, George | 115 | 30 00 |
| McAdam, Alexander | 115 | 30 00 |
| *McCuish, Angus | 114 | 39 63 |

| TEACHER. | Number of Teaching days employed. | Amt. paid to Teacher from Prov. Treasury. |
|---|---|---|
| McDonald, Alexander | 115 | $30 00 |
| *McDonald, Archibald | 113 | 39 37 |
| McDonald, John | 115 | 30 00 |
| *McDonald, Joseph | 115 | 40 00 |
| *McDonald, Joseph J. | 88 | 30 63 |
| *McDonald, Malcolm | 115 | 40 00 |
| *McDougald, Allan | 114 | 39 63 |
| *McDougald, Philip | 112 | 39 00 |
| *McDougall, Archibald | 113 | 39 37 |
| *McDougall, Peter | 115 | 40 00 |
| McGilvray, Daniel | 115 | 30 00 |
| McGilvray, Joseph | 115 | 30 00 |
| McIntosh, Donald | 110 | 28 75 |
| *McIntyre, Peter | 110 | 38 25 |
| *McInnes, Levi | 112 | 39 00 |
| McInnes, Niel | 110 | 28 75 |
| *McKay, George | 115 | 40 00 |
| *McKenzie, Duncan | 106 | 36 87 |
| *McKinnon, Joseph | 115 | 40 00 |
| McLean, James | 80 | 20 87 |
| *McLean, John | 115 | 40 00 |
| *McLean, Kate | 115 | 40 00 |
| McLean, Roderick | 115 | 30 00 |
| McLellan, Ronald | 115 | 30 00 |
| McLeod, Donald | 113 | 29 50 |
| *McLeod, John | 115 | 40 00 |
| *McMillan, John | 115 | 40 00 |
| *McMullen, Donald | 115 | 40 00 |
| McMullen, Malcolm | 110 | 28 75 |
| McNiel, John (Narrows) | 115 | 30 00 |
| *McNiel, John (B.Cove) | 115 | 40 00 |
| McNiel, Joseph E. | 115 | 30 00 |
| *McNiel, Michael | 115 | 40 00 |
| *McNiel, Murdoch | 115 | 40 00 |
| *McNiven, Archibald | 113 | 39 37 |
| *McPhie, Peter | 115 | 40 00 |
| McVarish, Joseph | 115 | 30 00 |
| Mattheson, Murdoch | 114 | 29 75 |
| Townsend, Zechariah | 115 | 30 00 |
| Walsh, Mary | 113 | 29 50 |

GRADE E.

| | | |
|---|---|---|
| Campbell, Flora | 113 | 22 13 |
| Dillon, Jemima | 115 | 22 50 |
| Dillon, Jemima | 33 | — |
| *Gillis, Margaret | 115 | 30 00 |
| LuVatte, Catherine | 112 | 22 00 |
| *McDougald, Julia | 102 | 26 63 |
| McKinnon, Margaret | 115 | 22 50 |
| *McLeod, Catharine | 109 | 28 50 |
| McNiel, Margaret | 115 | 22 50 |
| *McNiel, Margt. (lame) | 115 | 30 00 |
| *McNiel, Mary Bell | 100 | 26 13 |
| Martell, Leonora | 111 | 21 75 |
| *Morrison, Christina | 100 | 26 13 |

### COUNTY OF VICTORIA.

GRADE B.

| | | |
|---|---|---|
| Archibald, Oscar W. | 115 | $60 00 |
| Boyd, J. C. | 125† | 65 00 |
| McDonald, Peter | 92 | 48 00 |
| McDonald, Murdoch | 114 | 59 50 |
| McLean, Hector K. | 112 | 58 50 |

GRADE C.

| | | |
|---|---|---|
| Campbell, Malcolm | 108 | 42 25 |
| Fraser, John | 115 | 45 00 |
| McDonald, Angus | 114 | 44 63 |
| McDonald, John | 115 | 45 00 |
| McDonald, Michael | 115 | 45 00 |
| McIvor, Henry | 115 | 45 00 |
| McRay, Angus | 97 | 38 00 |
| McRay, Charles | 115 | 45 00 |
| McKenzie, John | 105 | 41 13 |
| McKenzie, Neil | 115 | 45 00 |
| McKinnon, Murdoch | 115 | 45 00 |
| *McLeod, Norman | 115 | 60 00 |
| McMillan, Allan | 111 | 43 37 |
| Morrison, John | 115 | 45 00 |
| McNeil, John H. | 115 | 45 00 |
| Newton, James | 108 | 42 25 |
| Ross, Mary G. | 115 | 45 00 |
| Sparling, Helen | 114 | 44 63 |
| Van Buskirk, Phœbe | 113 | 45 00 |

GRADE D.

| | | |
|---|---|---|
| Carr, Duncan | 115 | 30 00 |
| *Campbell, Donald | 105 | 36 50 |
| McCharles, Roderick | 115 | 30 00 |
| McDonald, David | 115 | 30 00 |
| McDonald, James | 115 | 30 00 |
| McDonald, Mary Jane | 115 | 30 00 |
| McKenzie, Ann | 115 | 30 00 |
| McLean, Sarah | 115 | 30 00 |
| *McIvor, Angus | 132† | 42 87 |
| McInnes, John | 115 | 30 00 |
| *McKay, Allen | 115 | 40 00 |
| McKay, Daniel | 115 | 30 00 |

† The extra days omitted by mistake last Term.

| TEACHER. | Number of Teaching days employed. | Amt. paid to Teacher from Prov. Treasury. |
|---|---|---|
| McKinnon, Joseph | 115 | $30 00 |
| McLellan, Roderick | 80 | 20 87 |
| McLennan, John D. | 115 | 30 00 |
| *McLeod, John | 115 | 40 00 |
| *McLeod, Murdoch | 112 | 29 25 |
| McLeod, Malcolm | 115 | 30 00 |
| *McMillan, Colin | 105 | 36 50 |
| McMillan, Malcom | 115 | 30 00 |
| McNeil, Michael B. | 115 | 30 00 |
| McRitchie, John | 115 | 30 00 |
| *McRitchie, Norman | 115 | 40 00 |
| Nicholson, Neil | 100 | 26 13 |

GRADE E.

| | | |
|---|---|---|
| Aulay, Jessie | 115 | 22 50 |
| Ferguson, Marian | 115 | 22 50 |
| Fraser, Christina M. | 115 | 22 50 |
| McLeod, Ann B. | 83 | 16 25 |
| McRitchie, Flora | 115 | 22 50 |

### COUNTY OF RICHMOND.

GRADE A.

| | | |
|---|---|---|
| Rev. Dr. McGregor | — | — |

GRADE B.

| | | |
|---|---|---|
| Bethune, John | 115 | $60 00 |
| Gillis, Alexander | 115 | 60 00 |
| McRae, William | 110 | 57 37 |
| McDonald, John | 114 | 59 50 |
| McLean, Donald | 115 | 60 00 |
| McLean, Angus | 115 | 60 00 |
| McLean, Duncan | 115 | 60 00 |
| McNeil, Malcolm | 110 | 57 37 |

GRADE C.

| | | |
|---|---|---|
| Chisholm, Murdoch | 95 | 37 25 |
| Ferguson, Roderick | 115 | 45 00 |
| Hearn, Sarah | 115 | 45 00 |
| Hebere, M. A. | 115 | 45 00 |
| Madden, Sarah | 113 | 44 25 |
| Morrison, Norman | 115 | 45 00 |
| McKay, John, sr. | 100 | 39 13 |
| McKay, John, jr. | 115 | 45 00 |
| McKenzie, Michael | 112 | 43 75 |
| McLeod, John | 111 | 43 37 |
| McPherson, Stephen | 115 | 45 00 |
| McPhail, Archibald | 115 | 45 00 |
| St. Zyphinna, Lady | 100 | 39 13 |
| St. Claude, Lady | 93 | 36 37 |
| Toomey, James | 108 | 42 25 |

GRADE D.

| | | |
|---|---|---|
| Beranger, John | 100 | 26 13 |
| Campbell, J. E. | 115 | 30 00 |
| Campbell, Neil | 84 | 21 87 |
| Doyle, Martha | 115 | 30 00 |
| Hearn, Bridget | 113 | 29 50 |
| Hebere, Jane | 115 | 30 00 |
| Johnston, Archibald | 114 | 29 75 |
| Mathison, A. R. | 115 | 30 00 |
| McKeagney, H. W. | 110 | 28 75 |
| Shaw, John | 115 | 30 00 |
| Shaw, James | 93 | 24 25 |
| Shehan, Daniel | 114 | 29 75 |

GRADE E.

| | | |
|---|---|---|
| Beauscjour, Maria | 115 | 22 50 |
| Culliton, Eliza | 96 | 18 87 |
| McDonald, Ann | 109 | 21 37 |
| Ragget, M. A. | 105 | 20 50 |
| Picard, Harriet | 115 | 22 50 |
| Fennelly, Mary | 115 | 22 50 |
| Terrio, Josephine | 115 | 22 50 |
| Terrio, Virgine | 115 | 22 50 |
| Urquhart, Ellen | 100 | 19 63 |

ASSISTANTS—GRADE C.

| | | |
|---|---|---|
| St. Euphrosina, Lady | 93 | 24 25 |
| St. Helene, " | 93 | 24 25 |
| St. Maurice, " | 106 | 26 13 |
| St. John, " | 100 | 26 13 |
| St. Alexander, " | 100 | 26 13 |

GRADE D.

| | | |
|---|---|---|
| Picard, J. B. | 115 | 20 00 |

### COUNTY OF INVERNESS.

GRADE B.

| | | |
|---|---|---|
| Campbell, John | 115 | $60 00 |
| Doyle, James | 115 | 60 00 |
| Forbes, James C. | 110 | 57 37 |
| McDonald, Peter McL. | 114 | 59 50 |
| McDonald, Angus | 115 | 60 00 |
| McLellan, Peter | 109 | 56 87 |
| McGregor, Murdoch | 63 | 32 85 |
| Sutherland, John M. | 115 | 60 00 |

GRADE C.

| | | |
|---|---|---|
| Bartlett, John H. | 115 | 45 00 |
| Chisholm, Donald | 110 | 43 00 |

| TEACHER. | Number of Teaching days employed. | Amt. paid to Teacher from Prov. Treasury. |
|---|---|---|
| Chisholm, Duncan | 85 | $33 37 |
| Chisholm, Donald | 115 | 45 00 |
| *Campbell, Duncan | 115 | 60 00 |
| Collerette, Zepheriu | 88 | 34 50 |
| Gillies, Alexander | 113 | 44 25 |
| Gillies, Donald | 104 | 40 75 |
| Gunn, Robert | 109 | 42 63 |
| Jameson, Neil E. | 115 | 45 00 |
| Kennedy, Angus | 115 | 45 00 |
| McKinnon, Malcolm, | 115 | 45 00 |
| McEachen, John | 115 | 45 00 |
| McIntyre, Peter | 93 | 36 37 |
| *Munro, John | 115 | 60 00 |
| *McDonald, John | 115 | 60 00 |
| McGregor, Donald | 115 | 45 00 |
| McKay, Angus | 115 | 45 00 |
| Sparling, Emma | 115 | 45 00 |

GRADE D.

| | | |
|---|---|---|
| Boyle, Dougald | 115 | 30 00 |
| Chisholm, Alexander | 115 | 30 00 |
| Calder, James | 110 | 28 75 |
| Campbell, Donald | 59 | 15 37 |
| *Campbell, John | 115 | 40 00 |
| DeCarteret, John | 115 | 30 00 |
| Gillies, Michael | 114 | 29 75 |
| Gillies, Donald | 115 | 30 00 |
| Gunn, Maggie J. | 113 | 29 50 |
| Jameson, John | 111 | 29 00 |
| *Jameson, John | 115 | 40 00 |
| Kennedy, John | 115 | 30 00 |
| McIsaac, Allan | 115 | 30 00 |
| McMillan, Allan | 110 | 28 75 |
| McMillan, Duncan L. | 100 | 26 13 |
| McAuley, Neil | 115 | 30 00 |
| McDonald, Alexander | 114 | 29 75 |
| McIsaac, Angus | 115 | 30 00 |
| McKinnon, Allan | 115 | 30 00 |
| McDonald, Michael | 82 | 21 37 |
| McDonald, Donald | 78 | 20 37 |
| McDonald, Duncan | 114 | 29 75 |
| McLean, Rose J. | 115 | 30 00 |
| McDonald, John | 114 | 29 75 |
| McInnis, John | 110 | 28 75 |
| McLeod, Malcolm, | 109 | 28 50 |
| McDonald, John A | 95 | 24 75 |
| McKay, John | 100 | 26 13 |
| McDonald, Daniel | 109 | 28 50 |
| McLennan, Alex. | 115 | 30 00 |
| McDonell, Duncan | 115 | 30 00 |
| McDonald, Peter | 101 | 26 37 |
| McLean, Peter | 115 | 30 00 |
| McEachen, Alex. | 91 | 23 75 |
| McIsaac, Allan | 115 | 30 00 |
| McDonald, Donald | 114 | 29 75 |
| McDonald, James | 110 | 28 75 |
| McKenzie, John | 110 | 28 75 |
| McAuley, Murdoch | 95 | 24 75 |
| McQuarrie, William | 84 | 21 90 |
| McQuarrie, Alexander | 115 | 30 00 |
| McMillan, Neil | 115 | 30 00 |
| McMillin, Charles | 115 | 30 00 |
| McLellan, Donald | 115 | 30 00 |
| *McLennan, Alexander | 115 | 40 00 |
| *McMillan, Peter | 105 | 36 50 |
| *McLean, Donald | 115 | 40 00 |
| McIntosh, Ewen | 83 | 21 63 |
| McLean, Isabella | 114 | 29 75 |
| McLean, Lauchlin | 114 | 29 75 |
| McDonald, Flora | 113 | 29 50 |
| McDonald, Jane L. | 115 | 30 00 |
| McDonald, Alexander | 115 | 30 00 |
| McDonald, Charles | 115 | 30 00 |
| McLellan, Donald | 55 | 14 37 |
| Pembeke, John | 60 | 15 63 |
| Walker, Donald | 115 | 30 00 |

GRADE E.

| | | |
|---|---|---|
| Campbell, Jessie | 115 | 22 50 |
| Ferguson, Ellen | 100 | 19 63 |
| Hart, Phebe | 115 | 22 50 |
| McPherson, Catherine | 115 | 22 50 |
| McLean, Ann | 115 | 22 50 |
| Morrison, Elizabeth | 115 | 22 50 |
| McLean, Mary Ann | 110 | 21 50 |
| *McLeod, Elizabeth | 115 | 30 00 |

ASSISTANT—GRADE D.

| | | |
|---|---|---|
| Colle, Beaton | 82 | 14 25 |

### COUNTY OF CUMBERLAND

GRADE A.

| | | |
|---|---|---|
| John T. Mellish | — | — |

GRADE B.

| | | |
|---|---|---|
| Atkinson, Horatio N. | 115 | $60 00 |
| Dixon, Amasa | 57 | 29 75 |
| Fraser, Duncan C. | 114 | 59 50 |
| Fulton, Allison | 114 | 59 50 |

| Teacher. | Number of Teaching days employed. | Amt. paid to Teacher from Prov. Treasury. |
|---|---|---|
| Ibbitson, W. H. | 63 | $32 87 |
| McCabe, James | 115 | 60 00 |
| McLeod, D. J. | 115 | 60 00 |
| **GRADE C.** | | |
| Baird, Annie | 114 | 44 63 |
| Beaton, Mary Jane | 115 | 45 00 |
| Betts, John F. | 109 | 42 63 |
| Black, Bessie J. | 115 | 45 00 |
| Black, Mary E. | 115 | 45 00 |
| Brown, Amy | 114 | 44 63 |
| Burns, Margaret | 115 | 45 00 |
| *Canfield, Isaac G. | 115 | 60 00 |
| *Charman, Mary | 115 | 60 00 |
| Colter, Melinda | 113 | 44 25 |
| Creed, Annie D. | 115 | 45 00 |
| Etter, Sarah S. | 113 | 44 25 |
| Fulton, Samuel O. | 100 | 39 13 |
| Fulton, Silus E. | 115 | 45 00 |
| Gooden, Edward B. | 115 | 45 00 |
| Greenfield, Sarah J. | 111 | 43 37 |
| Hamilton, Helen M. | 115 | 45 00 |
| Keith, A. C. | 114 | 44 63 |
| Kennedy, Evan | 113 | 44 25 |
| Kerr, Alcida T. | 115 | 45 00 |
| *Lawrence, John P. | 115 | 60 00 |
| Logan, Rebecca J. | 115 | 45 00 |
| McKenzie, Anna | 114½ | 44 80 |
| Page, Ellen C. | 112 | 43 75 |
| Page, Emma | 115 | 45 00 |
| Page, Jessie | 115 | 45 00 |
| Phelan, George B. | 115 | 45 00 |
| Robinson, Frederick | 115 | 45 00 |
| Ross, Alexander S. | 95 | 37 25 |
| Ross, John T. | 115 | 45 00 |
| Seaman, Laura A. | 114 | 44 63 |
| Stevens, Maria H. | 115 | 45 00 |
| Stuart, Bessie Ann | 113 | 44 25 |
| Suthergreen, B. A. | 115 | 45 00 |
| *Treen, George R. | 108 | 56 37 |
| Trueman, Arthur J. | 114 | 44 63 |
| Tupper, Rachel | 112 | 43 75 |
| Ward, Sarah M. | 110 | 43 00 |
| West, Julia | 115 | 45 00 |
| **GRADE D.** | | |
| Angevine, Caroline R. | 103 | 26 87 |
| Atkinson, Michael | 110 | 28 75 |
| *Baird, Lucinda | 115 | 40 00 |
| Brown, W. H. | 115 | 30 00 |
| Brownell, George W. | 115 | 30 00 |
| Canfield, Wesley B. | 110 | 28 75 |
| Canfield, Clara A. | 110 | 28 75 |
| Carter, Elizabeth | 113 | 29 50 |
| Chapman, Charles | 115 | 30 00 |
| Colter, Eliza A. | 115 | 30 00 |
| Colter, John M. | 86 | 22 50 |
| Corbett, Joan | 111 | 29 00 |
| Davis, Mary E. | 114 | 29 75 |
| *Dimock, Amanda | 100 | 34 87 |
| Dobson, Mary | 115 | 30 00 |
| Finley, Aaron | 92 | 24 00 |
| Finley, Annie | 115 | 30 00 |
| Fowler, Julia A. | 100 | 26 13 |
| Fulton, Theresa M. | 115 | 30 00 |
| *Glennie, M. J. W. | 107 | 37 25 |
| *Graham, Isabella | 115 | 40 00 |
| *Higgins, Margaret A. | 110 | 38 25 |
| Horton, Lucy M. | 115 | 30 00 |
| Ibbitson, Celia A. | 113 | 29 50 |
| *Ibbitson, T. L. | 99 | 34 50 |
| Logan, Esther A. | 106 | 27 63 |
| McAlman, Lorena | 113 | 29 50 |
| McAlman, Ruth | 110½ | 28 87 |
| McCarthy, John | 100 | 26 13 |
| *McIntosh, Donald | 114 | 39 63 |
| Metcalf, Richard J. | 114 | 29 75 |
| *Mills, Phebe A. | 115 | 40 00 |
| *Miner, Henry | 60 | 20 87 |
| *Munro, Grace B. | 115 | 40 00 |
| Phelan, Julia S. | 110 | 28 75 |
| *Phelan, Udivilla | 115 | 40 00 |
| Purdy, Araminta | 110 | 28 75 |
| *Robarts, C. S. | 103 | 35 87 |
| Sayre, Clara | 115 | 30 00 |
| Slack, Ellen | 115 | 30 00 |
| Smith, R. Wellington | 115 | 30 00 |
| *Spencer, Lucinda | 115 | 40 00 |
| Taylor, W. F. | 115 | 30 00 |
| Thompson, Susan A. | 115 | 30 00 |
| *Treen, Margaret J. | 115 | 40 00 |
| Tuttle, Elizabeth A. | 115 | 30 00 |
| Ward, Clarissa A. | 110 | 28 75 |
| West, Sarah M. | 113 | 29 50 |
| **GRADE E.** | | |
| Canfield, Margaret L. | 110 | 21 50 |
| Fife, Annie | 103 | 20 25 |
| Fowler, Rebecca E. | 108 | 21 13 |
| Hanning, Emily | 115 | 22 50 |

| Teacher. | Number of Teaching days employed. | Amt. paid to Teacher from Prov. Treasury. |
|---|---|---|
| Huestis, Sarah J. | 91 | $17 87 |
| Kerr, Charlotte | 114 | 22 25 |
| *Lodge, Letitia A. | 115 | 30 00 |
| Martin, Martha | 115 | 22 50 |
| *McLellan, Pauline | 100 | 26 00 |
| Murphy, Mary Ann | 115 | 22 50 |
| Pagan, Mary Ann | 114 | 22 25 |
| Perrigo, Rebecca L. | 115 | 22 50 |
| Pettis, Sophia A. | 92 | 18 00 |
| *Phillips, Martha S. | 115 | 30 00 |
| Purdy, Udivilla W. | 115 | 22 50 |
| Ross, Mary | 109 | 21 37 |
| Salter, Jane H. | 115 | 22 50 |
| *Seaman, Emeline | 115 | 30 00 |
| Smith, Emma | 70 | 13 75 |
| West, Catherine | 114 | 22 25 |
| Wheeler, S. J. | 95 | 18 63 |
| **ASSISTANT—GRADE E.** | | |
| Beaton, Amelia | 115 | 15 00 |

### COUNTY OF ANTIGONISH.

| Teacher. | Number of Teaching days employed. | Amt. paid to Teacher from Prov. Treasury. |
|---|---|---|
| **GRADE B.** | | |
| Chisholm, Colin | 115 | $60 00 |
| Carroll, Richard | 114 | 59 50 |
| Gillis, Angus | 113 | 59 00 |
| McDonald, Allan | 115 | 60 00 |
| McDonald, Norman | 114 | 59 50 |
| McDonald, Ronald | 115 | 60 00 |
| McDonald, Alexander | 115 | 60 00 |
| McGillivray, Angus, sr. | 115 | 60 00 |
| McGillivray, Andrew | 142 | 67 00 |
| McGillivray, Angus, jr. | 114 | 59 50 |
| McKinnon, John C. | 115 | 60 00 |
| McKinnon, Alexander | 113 | 59 00 |
| McInnis, Lewis | 114 | 59 50 |
| McPherson, John | 115 | 60 00 |
| McLellan, John | 100 | 52 13 |
| Somers, John | 112 | 58 50 |
| **GRADE C.** | | |
| Burke, David | 115 | 45 00 |
| Bonin, John B. | 115 | 45 00 |
| Cunningham, Norman | 77 | 30 13 |
| Gillis, Dougald | 111 | 43 37 |
| Gillis, Donald | 100 | 39 13 |
| Kinney, James T. | 113 | 44 25 |
| McDonald, Martin | 115 | 45 00 |
| McDonald, Donald | 115 | 45 00 |
| McIntosh, Daniel | 113 | 44 25 |
| McIntosh, Allan | 115 | 45 00 |
| McDonald, Angus | 88 | 34 50 |
| McGillivray, Alexander | 114 | 44 63 |
| McPherson, Alexander | 115 | 45 00 |
| Miller, Charles J. | 109 | 42 63 |
| McDonald, Howard | 99 | 38 75 |
| Cunningham, Bessie | 114 | 44 63 |
| Chisholm, Annie | 115 | 45 00 |
| McKinnon, Eunice | 114.5 | 44 75 |
| McPhee, Maggie | 88 | 34 50 |
| **GRADE D.** | | |
| Cameron, Hugh | 113 | 29 50 |
| Chisholm, Donald | 114 | 29 75 |
| Chisholm, Alexander | 115 | 30 00 |
| Eadie, John | 112 | 29 25 |
| Fraser, William | 81 | 21 13 |
| Fraser, John, sr. | 81 | 21 13 |
| Fraser, John, jr. | 114 | 29 75 |
| *Gillis, Stephen | 109 | 38 00 |
| Henderson, D. [not ap'd] | 110 | — |
| McDonald, Angus | 115 | 30 00 |
| McDonald, Donald | 111 | 29 00 |
| *McDonald, John | 115 | 40 00 |
| *McDonald, Allan | 93 | 32 37 |
| McDougald, Archy | 113 | 29 50 |
| McDougald, Donald | 115 | 30 00 |
| McLoughlin, Matt. } [not app'd.] } | — | — |
| McPherson, John | 115 | 30 00 |
| Corbet, Mary | 115 | 30 00 |
| Connors, Ellen | 78 | 20 37 |
| McDonald, Sophie | 115 | 30 00 |
| Margaret, Hattie | 115 | 30 00 |
| McPherson, Flora | 115 | 30 00 |
| O'Neil, Margaret | 115 | 30 00 |
| **GRADE E.** | | |
| Cameron, Ann | 112 | 22 00 |
| Fraser, Margaret | 115 | 22 50 |
| *McDonald, Catherine | 107 | 28 00 |
| *McDonald, Flora | 92 | 24 00 |
| McPherson, Mary | 110 | 21 50 |
| McNaughton, J. | 115 | 22 50 |
| Clinton, Mary Ann | 110 | — |
| Morell, Melanie | 113 | 22 13 |

### COUNTY OF PICTOU.

| Teacher. | Number of Teaching days employed. | Amt. paid to Teacher from Prov. Treasury. |
|---|---|---|
| **GRADE B.** | | |
| Barker, Rev. E. | 109 | $56 87 |
| Cameron, J. W. H. | 109 | 56 87 |
| Cameron, William | 115 | 60 00 |
| Collie, James | 90 | 47 00 |
| Dunn, James C. | 111 | 57 87 |
| Fraser, William | 116 | 60 00 |
| Fraser, Don. L. | 115 | 60 00 |
| Fraser, Roderick | 113 | 59 00 |
| Forbes, John W. | 115 | 60 00 |
| Fraser, Malcom | 74 | 38 63 |
| *Gordon, Æneas | 100 | 69 63 |
| Hynds, David | 113 | 59 00 |
| Jack, John | 111 | 57 87 |
| Lippincott, Aubrey | 109 | 56 87 |
| McLean, James | 104½ | 54 50 |
| McLeod, Murdoch | 107 | 55 87 |
| *McIntosh, Robert | 111 | 77 37 |
| McMillan, Finlay | 116 | 60 00 |
| McKenzie, J. W. | 116 | 60 00 |
| McKay, Kenneth | 115 | 60 00 |
| McDonald, Daniel | 113 | 59 00 |
| Murray, George | 114 | 59 50 |
| Murray, John | 115 | 60 00 |
| Oliver, John F. | 26 | 13 63 |
| Oliver, John F. | 60 | 31 25 |
| Simpson, Isaac | 113 | 59 00 |
| Stromberg, Hector | 112 | 58 50 |
| Turner, J. W. | 115 | 60 00 |
| McDonald, Duncan | 116 | 60 00 |
| **GRADE C.** | | |
| Campbell, Mary | 108 | 42 25 |
| Campbell, Alexander | 116 | 45 00 |
| Cameron, Evelina | 113 | 44 25 |
| Campbell, Donald | 116 | 45 00 |
| Campbell, Donald | 116 | 45 00 |
| Creswick, Edward | 115 | 45 00 |
| Fraser, W. J. | 90 | 35 25 |
| Fitzpatrick, James | 116 | 45 00 |
| Fraser, Fanny | 74 | 29 00 |
| Fraser, Sarah W. | 114 | 44 63 |
| Gallan, John | 112 | 43 75 |
| Gunn, Archibald | 116 | 45 00 |
| Grant, William | 115 | 45 00 |
| Henderson, L. F. | 108 | 42 25 |
| Herdman, William | 58 | 22 67 |
| Harris, Alice | 112 | 43 75 |
| McQuarrie, Jessie | 108½ | 42 37 |
| McKay, Isabella | 79 | 30 87 |
| McDonald, John | 116 | 45 00 |
| McLellan, Robert | 114 | 44 63 |
| McDonald, Daniel W. | 116 | 45 00 |
| McKenzie, Christy A. | 114 | 44 63 |
| McDonald, Catherine | 104½ | 40 87 |
| McBean, Alex. W. A. | 112 | 43 75 |
| McMillan, William | 115 | 45 00 |
| McDonald, Dolina | 113 | 44 25 |
| McKenzie, Hector | 113 | 44 25 |
| McKenzie, Anna | 113 | 44 25 |
| McKenzie, Thomas | 49 | 19 13 |
| McDougall, Jessie | 116 | 45 00 |
| McRae, Mary | 115 | 45 00 |
| McGilvray, John | 115 | 45 00 |
| McKenzie, Wm. D. | 114 | 44 63 |
| McLellan, Janet | 115 | 45 00 |
| Marshall, Jane | 104 | 40 75 |
| Miller, Anna | 116 | 45 00 |
| Murray, Elmira | 115 | 45 00 |
| *Patterson, Anna | 90 | 47 00 |
| *Patterson, Anna | 10 | 5 25 |
| *Reid, Jane | 113½ | 59 25 |
| Ross, Jane G. | 109 | 42 63 |
| Ross, Elizabeth F. | 116 | 45 00 |
| Sutherland, Hector | 100 | 39 13 |
| *Smith, Robina | 116 | 60 00 |
| Weir, Janet | 115 | 45 00 |
| **GRADE D.** | | |
| Blackie, Maggy | 116 | 30 00 |
| Cameron, John | 100 | 26 13 |
| Campbell, Margaret | 115 | 30 00 |
| *Campbell, Peter | 116 | 40 00 |
| Cameron, James T. | 60 | 15 63 |
| Fitzpatrick, Mary | 116 | 30 00 |
| Fullerton, Mary | 115 | 30 00 |
| Falconer, Robert | 96 | 25 00 |
| Fraser, Daniel W. | 114 | 29 75 |
| Fraser, Margaret F. | 115 | 30 00 |
| Fraser, Isabella | 116 | 30 00 |
| Grant, Anna | 110 | 28 75 |
| Gallan, Thomas | 60 | 15 63 |
| Gunn, Alexander N. | 115 | 30 00 |
| *Irving, W. J. | 116 | 40 00 |
| Langille, Phebe | 116 | 30 00 |
| Langille, Adeline | 113 | 29 50 |
| Murray, Margaret | 58 | 15 13 |
| Murray, Jane | 113 | 29 50 |

| TEACHER. | Number of Teaching days employed. | Amt. paid to Teacher from Prov. Treasury. |
|---|---|---|
| McNaught, Clara | 100 | $26 13 |
| McLeod, Anna | 114 | 29 75 |
| *McDonald, Bessy | 80 | 27 87 |
| McLeod, Flora | 113 | 29 50 |
| *McAubrey, John | 102 | 35 50 |
| McKay, Kate | 115 | 30 00 |
| *McLean, Janet | 116 | 40 00 |
| McLeod, George | 115 | 30 00 |
| McDonald, Mary Jane | 110 | 28 75 |
| McKenzie, Mary | 90 | 23 50 |
| McKay, John | 110 | 28 75 |
| McKenzie, Louisa | 111 | 29 00 |
| McDonald, D. H. | 112 | 29 25 |
| McDonald, Jessie | 111 | 29 00 |
| McDonald, James | 116 | 30 00 |
| McLeod, Margaret | 115 | 30 00 |
| McLean, Alexander | 80 | 20 87 |
| *McDonald, James | 86 | 30 00 |
| McMillard, John | 96 | 25 00 |
| *McDonald, Margaret | 115 | 40 00 |
| McLean, Maggie | 111 | 29 00 |
| McDonald, Maggie | 112 | 29 25 |
| McQueen, Maybel | 110 | 28 75 |
| McLean, Maggie | 100 | 26 13 |
| *McIvre, George | 107 | 37 25 |
| Nash, Roxina | 110 | 28 75 |
| Robison, James | 116 | 30 00 |
| *Rodes, Anderson | 75 | 26 13 |
| Roddick, Margaret | 113 | 29 50 |
| Roy, Anna | 103 | 26 87 |
| Ross, Robert | 113 | 29 50 |
| Ross, Hannah | 114 | 29 75 |
| Smith, Margaret | 110 | 28 75 |
| Sutherland, Gavin | 116 | 30 00 |
| *Sutherland, Spencer | 112 | 39 00 |
| Sutherland, David | 108 | 28 13 |
| *Thompson, Dan. | 95 | 33 00 |

### GRADE E.

| TEACHER. | Days | Amt. |
|---|---|---|
| Ballentine, Jane | 116 | 22 50 |
| Copeland, Amelia M. | 110 | 21 50 |
| Fraser, Margaret | 15 | 2 90 |
| Fraser, Susan | 106 | 20 75 |
| Fraser, Margaret | 53 | 10 25 |
| *Fraser, Anna | 110 | 28 75 |
| *Grant, Dolina | 115 | 30 00 |
| Gillis, Mary A. | 85 | 16 63 |
| Harris, Christy A. | 97 | 19 00 |
| Hattie, Janet | 113 | 22 13 |
| *Munroe, Margaret J. | 115 | 30 00 |
| McVicar, Sarah A. | 101 | 19 75 |
| *Pitbladdo, Grace | 68 | 17 75 |
| Smith, Mrs. G. | 109 | 21 37 |
| *Sutherland, Jane | 112 | 29 25 |

## COUNTY OF COLCHESTER.

### GRADE B.

| TEACHER. | Days | Amt. |
|---|---|---|
| Andrews, H. W. | 80 | $55 63 |
| Baillie, John | 102½ | 53 50 |
| Bryden, C. W. | 115 | 60 00 |
| Creelman, D. F. | 80 | 41 75 |
| Little, James | 108 | 56 37 |
| McGrath, John | 115 | 60 00 |
| Moore, Edward | 111 | 57 90 |
| Murray, S. C. | 103 | 53 75 |
| Ross, George | 114 | 59 50 |
| Russell, A. G | 115 | 60 00 |

### GRADE C.

| TEACHER. | Days | Amt. |
|---|---|---|
| Brown, H. | 106½ | 41 75 |
| Campbell, G. C. | 111 | 43 37 |
| Crowe, J. D. | 83 | 32 50 |
| Downing, J. R. | 114 | 44 63 |
| Ellis, H. A. | 111 | 43 37 |
| Fulton, John | 111 | 43 37 |
| Johnston, Fred. | 115 | 45 00 |
| Kent, J. H. | 88 | 34 50 |
| Layton, L. C. | 99 | 38 75 |
| McLeod, Alexander | 114 | 44 63 |
| McKay, W. G. | 115 | 45 00 |
| Richard, J. J. | 104 | 40 75 |
| Baxter, M. A. | 114 | 44 63 |
| Baxter, S. F. | 105 | 41 13 |
| Brookes, E. | 113 | 44 25 |
| Bryden, E. | 115 | 45 00 |
| Christie, H. E. | 103 | 40 25 |
| Corbett, M. D. | 113 | 44 25 |
| Durning, B. H. | 114 | 44 63 |
| Faulkner, M. M. | 108 | 42 25 |
| Hamilton, J. | 98 | 38 37 |
| Layton, E. | 115 | 45 00 |
| Leake, A. | 108 | 42 25 |
| Lewis, A. | 114 | 44 63 |
| *McCallum, L. | 60 | 31 30 |
| McKenzie, J. | 112 | 43 75 |
| McLeod, C. | 100 | 39 13 |
| McLeod, G. | 115 | 45 00 |
| Marshall, M. | 115 | 45 00 |
| Maxwell, A. | 115 | 45 00 |
| Millar, M. J. | 115 | $45 00 |
| Newcomb, R. A. | 115 | 45 00 |
| Robertson, M. G. | 109 | 42 63 |
| Sutherland, A. | 115 | 45 00 |
| Terhune, C. | 115 | 45 00 |

### GRADE D.

| TEACHER. | Days | Amt. |
|---|---|---|
| Crowe, T. D. | 99 | 25 75 |
| Murphy, D. | 102 | 26 63 |
| Paton, James | 114 | 29 75 |
| Sutherland, Joseph | 115 | 30 00 |
| Thompson, C. L. | 106 | 27 63 |
| Wright, John | 59 | 15 37 |
| *Allen, H. R. | 111 | 38 63 |
| Ambrose, S. | 115 | 30 00 |
| Archibald, B. | 105 | 27 37 |
| Archibald, H. W. | 106 | 27 63 |
| *Black, M. E. | 110½ | 38 37 |
| *Clark, M. H. | 89 | 31 00 |
| Cock, G. | 108 | 28 13 |
| Cox, A. J. | 115 | 30 00 |
| Creelman, M. J. | 115 | 30 00 |
| *Dobson, M. J. | 104 | 36 13 |
| Douglas, A. | 115 | 30 00 |
| Downing, R. | 115 | 30 00 |
| Duncan, A. | 115 | 30 00 |
| *Ferguson, C. | 115 | 40 00 |
| Higgins, A. M. | 114 | 29 75 |
| Leppu, J. | 112 | 29 25 |
| Logan, Janet | 115 | 30 00 |
| *McCollum, E. | 98 | 34 13 |
| McCulley, S. | 101 | 26 37 |
| McCurdy, L. | 114 | 29 75 |
| McDonald, M. L. | 113 | 29 50 |
| *McLaughlin, E. | 114 | 39 63 |
| McLeod, H. | 115 | 30 00 |
| Marshall, S. | 115 | 30 00 |
| Monteith, A. | 100 | 26 13 |
| *Murdoch, J. B. | 115 | 40 00 |
| Parker, H. | 115 | 30 00 |
| *Peppard, E. J. | 114 | 39 63 |
| Peppard, R. | 54 | 14 13 |
| Peppard, S. M. | 114 | 29 75 |
| Pollock, S. A. | 113 | 29 50 |
| *Richardson, F. | 100 | 34 87 |
| Ross, E. J. | 106 | 27 63 |
| Spencer, A. | 108 | 28 13 |
| Strong, E. | 104 | 27 13 |
| *Sullivan, M. J. | 115 | 40 00 |
| *Urquhart, M. J. | 115 | 40 00 |

### GRADE E.

| TEACHER. | Days | Amt. |
|---|---|---|
| Cox, Charlotte | 105 | 20 50 |
| *Crowe, R. J. | 110 | 28 75 |
| Dunphy, E. | 101 | 19 75 |
| Fulton, S. R. H. | 115 | 22 50 |
| *McKay, Isabella | 100 | 26 00 |
| *McLellan, J. S. | 114 | 29 75 |
| Peppard, L. | 112 | 22 00 |

## COUNTY OF KINGS.

### GRADE B.

| TEACHER. | Days | Amt. |
|---|---|---|
| Baker, N. T. | 115 | $60 00 |
| Bowles, Perry | 90 | 47 00 |
| Brown, J. L. | 115 | 60 00 |
| Best, Frederick | 110 | 57 37 |
| Chipman, Holmes | 109 | 56 87 |
| DeWolf, James | 96 | 50 00 |
| Foster, A. D. | 115 | 60 00 |
| Farrell, Bernard | 104 | 54 25 |
| Jones, Joseph | 115 | 60 00 |
| Kerr, Samuel | 100 | 52 13 |
| McKay, Alexander | 115 | 60 00 |
| Porter, Bishop | 112½ | 58 75 |
| Roscoe, Colin | 115 | 60 00 |
| Roscoe, Wentworth | 84 | 43 75 |
| Sprague, Junia | 113 | 59 00 |

### GRADE C.

| TEACHER. | Days | Amt. |
|---|---|---|
| Benjamin, Edwin | 115 | 45 00 |
| *Bowlby, Calvin | 115 | 60 00 |
| Bishop, Ansley | 115 | 45 00 |
| Hogan, Joseph | 100 | 39 13 |
| Marsters, Richard | 115 | 45 00 |
| *Morton, W. F. | 43 | 22 50 |
| Meek, James | 115 | 45 00 |
| McDonald, Alexander | 112 | 43 75 |
| *Neily, Clarke | 115 | 60 00 |
| Robinson, G. O. | 114 | 44 63 |
| *Saunders, William | 115 | 60 00 |
| Saunders, Walter M. | 115 | 45 00 |
| Shaw, A. M. | 83 | 32 50 |
| Skinner, William | 95 | 37 25 |
| Welton, Burpee | 115 | 45 00 |
| Borden, Lavinia | 108 | 42 25 |
| Bishop, Ann | 99 | 38 75 |
| Caldwell, Charlotte | 53 } | |
| Do. Error in Return, Winter Term, | 8 } | 23 90 |
| Cox, Bessie | 112 | $43 75 |
| Cox, Anna | 55 | 21 50 |
| Chute, Mary | 115 | 45 00 |
| Eaton, Minnie | 115 | 45 00 |
| Ells, Esther | 113 | 44 25 |
| Fairn, Henrietta | 114 | 44 63 |
| Fisher, Harriet | 115 | 45 00 |
| Kelly, Mary | 102 | 39 87 |
| *Kinsman, Martha | 104 | 54 25 |
| Loomer, Mrs. G. | 102 | 39 87 |
| Miller, Maggie | 80 | 31 25 |
| Palfry, Lizzie | 113 | 44 25 |
| Pineo, Emily | 115 | 45 00 |
| Rand, Rebecca | 115 | 45 00 |
| Rand, Janie | 114 | 44 63 |
| Ried, Adelia | 115 | 45 00 |
| Robinson, Bertha | 115 | 45 00 |
| Skinner, Lois | 83 | 32 50 |
| Tupper, Bathinia | 115 | 45 00 |
| Wood, Bertha | 110 | 43 00 |
| *Webster, Susan | 115 | 60 00 |
| Woodworth, Maggie | 8 | 3 13 |

### GRADE D.

| TEACHER. | Days | Amt. |
|---|---|---|
| Arnold, John | 102½ | 26 75 |
| *Boak, Samuel | 95 | 33 00 |
| Newcomb, Holmes | 47 | 12 25 |
| Ogilvie, Abram | 111 | 29 00 |
| Porter, Martin | 90 | 23 50 |
| *Starratt, Johnston | 80 | 27 87 |
| Reid, Albert | 115 | 30 00 |
| Beckwith, Mary | 115 | 30 00 |
| Burbidge, Lydia | 90 | 23 50 |
| Blackadar, Anna | 114 | 29 75 |
| *Cogswell, Sarah | 110 | 38 25 |
| Craig, Mary | 99 | 25 75 |
| Chute, Mattie | 100 | 26 13 |
| Eaton, Annie | 115 | 30 00 |
| *Hamilton, Anna | 115 | 40 00 |
| *Higgins, Jessie | 115 | 40 00 |
| Lyons, Rebecca | 84 | 21 87 |
| McConnell, Sarah | 113 | 29 50 |
| Margeson, Sarah | 102 | 26 63 |
| McKenna, Edith | 115 | 30 00 |
| Newcomb, Marietta | 114 | 29 75 |
| Norwood, Anna | 115 | 30 00 |
| *Robinson, Margaret | 115 | 40 00 |
| Rounsefell, Hattie | 115 | 30 00 |
| Smyth, Emma | 112½ | 29 37 |
| Stronach, Susan | 115 | 30 00 |
| Terry, Mrs. Emma | 113 | 29 50 |
| *Wallace, Amelia | 115 | 40 00 |
| Woodman, Addie | 114 | 29 75 |

### GRADE E.

| TEACHER. | Days | Amt. |
|---|---|---|
| Kilcup, Teressa | 115 | 22 50 |
| *Kennelly, Mary | 110½ | 28 87 |

### ASSISTANTS—GRADE B.

| TEACHER. | Days | Amt. |
|---|---|---|
| Pyke, George | 15 | 5 25 |

### GRADE C.

| TEACHER. | Days | Amt. |
|---|---|---|
| Fisher, Anna | 116 | 30 00 |
| Albro, Fannie | 113 | 29 50 |

### GRADE D.

| TEACHER. | Days | Amt. |
|---|---|---|
| Coldwell, Lalea | 89 | 15 50 |

### GRADE E.

| TEACHER. | Days | Amt. |
|---|---|---|
| Blygh, Regina | 113 | 14 75 |

## COUNTY OF YARMOUTH.

### GRADE B.

| TEACHER. | Days | Amt. |
|---|---|---|
| Blackadar, J. | 111 | $57 87 |
| Condon, H. | 111 | 57 87 |
| Crosby, J. | 100 | 52 13 |
| Crosby, J. W. | 115 | 60 00 |
| Gayton, A. | 95 | 49 50 |
| *Hilton, S. | 108 | 75 25 |
| Hilton, T. | 114 | 59 50 |
| Lent, A. | 115 | 60 00 |
| McCully, S. | 80 | 41 75 |
| Rogers, B. | 114 | 59 50 |
| Smith, A. | 113 | 59 00 |
| Sanders, N. | 115 | 60 00 |
| Sanders, J. | 60½ | 31 50 |
| Woodworth, R. | 112 | 58 50 |

### GRADE C.

| TEACHER. | Days | Amt. |
|---|---|---|
| Armstrong, A. | 113 | 44 25 |
| Archibald, J. | 113 | 44 25 |
| Bingay, A. | 114 | 44 63 |
| Brown, E. | 114 | 44 63 |
| Caskie, A. | 113½ | 44 37 |
| Darby, A. | 113 | 44 25 |
| Edgar, J. | 103 | 40 25 |
| Goudey, M. | 115 | 45 00 |
| Hilton, M. | 113½ | 44 37 |
| Harrison, J. | 111 | 43 37 |
| Jackson, E. | 113½ | 44 37 |

| Teacher. | Number of Teaching days employed. | Amt. paid to Teacher from Prov. Treasury. |
|---|---|---|
| Moore, E. | 113½ | $44 37 |
| Murphy, E. | 114 | 44 63 |
| Potier, D. | 46 | 18 00 |
| Robbins, W. | 106 | 41 50 |
| Rogers, M | 115 | 45 00 |
| *Stubbert, E. | 115 | 60 00 |
| Smith, E. | 65 | 25 50 |
| VanNorden, A. | 114 | 44 63 |
| Westcott, J. | 105 | 41 13 |
| Weston, L. | 113½ | 44 37 |

**GRADE D.**

| Teacher. | Days | Amt. |
|---|---|---|
| D'Entremont, G. | 100 | 26 13 |
| *Durkee, J. | 95 | 33 00 |
| *Doucette, S. | 91 | 31 63 |
| Flint, L. | 111 | 29 00 |
| *Forbes, P. | 114 | 39 63 |
| *Gallie, S. | 94 | 32 75 |
| *Gavel, J. | 115 | 40 00 |
| Hilton, E. | 80 | 20 87 |
| Hilton, J. | 113 | 29 50 |
| Murphy, C. | 115 | 30 00 |
| Potier, A. | 63 | 16 50 |
| *Potier, T. | 115 | 40 00 |
| Robbins, A. | 114 | 29 75 |
| Spinney, A. | 112 | 29 25 |
| *Traois, A. | 95 | 33 00 |

**GRADE E.**

| Teacher. | Days | Amt. |
|---|---|---|
| Blauvett, J. | 34 | 6 63 |
| *Cooke, L. | 113 | 29 50 |
| *Fox, N. | 16 | 4 20 |
| *Hersy, M. | 115 | 30 00 |
| Killam, G. | 115 | 22 50 |
| Nicholson, E. | 95 | 18 63 |
| Naughter, M. | 90 | 17 63 |
| Surette, E. | 54 | 10 50 |

**ASSISTANTS—GRADE C.**

| Teacher. | Days | Amt. |
|---|---|---|
| McCully, S. | 63 | 20 87 |

**GRADE E.**

| Teacher. | Days | Amt. |
|---|---|---|
| Goudey, A. | 114 | 14 87 |
| Surette, E. | 46 | 6 00 |

## COUNTY OF HANTS.

**GRADE B.**

| Teacher. | Days | Amt. |
|---|---|---|
| Annand, Joseph | 115 | $60 00 |
| Bancroft, Edwin· | 116 | 60 00 |
| Bancroft, Lucius | 116 | 60 00 |
| Borden, J. R. | 111 | 57 87 |
| Coldwell, Albert | 95 | 49 50 |
| Daniels, C. R. | 74 | 38 63 |
| Fisk, S. S. | 113 | 59 00 |
| Greeno, J. B. | 116 | 60 00 |
| Livingston, W. W. | 116 | 60 00 |
| McLeod, Neil | 94 | 49 00 |
| Meek, John C. | 115 | 60 00 |
| Messenger, H. C. | 80 | 41 75 |
| Morris, John W. | 112 | 58 43 |
| Nowlan, James P. | 115 | 60 00 |
| O'Brien, William | 111 | 57 87 |
| Parker, Lewis | 116 | 60 00 |
| Patterson, Edward M. | 115 | 60 00 |
| Pyke, John George | 105 | 54 75 |
| Rand, E. M. | 30 | 15 63 |
| Scott, Ephraim | 105 | 54 75 |
| Waddell, S. J. | 113 | 59 00 |
| Wallace, John | 113 | 59 00 |
| Walsh, John W. | 98 | 51 13 |
| Whiston, S. E. | 101 | 52 75 |
| Young, Alexander | 116 | 60 00 |

**GRADE C.**

| Teacher. | Days | Amt. |
|---|---|---|
| Blois, James | 115 | 45 00 |
| Brennan, William | 113 | 44 25 |
| McCrockett, John T. | 96 | 37 63 |
| Dodge, Gardner | 116 | 45 00 |
| Mosher, Rufus C. | 94 | 36 75 |
| Nelson, Thomas J. | 116 | 45 00 |
| Palmeter, D. H. | 12 | 4 75 |
| Pearson, Joseph | 35 | 13 63 |
| Whittier, William S. | 115 | 45 00 |
| Wier, Nelson | 115 | 45 00 |
| Wier, Lewis | 111 | 43 37 |
| Armstrong, Annie | 115 | 45 00 |
| *Beebe, Anna P. | 115 | 60 00 |
| *Bennett, Hannah | 113 | 59 00 |
| Blois, Mary | 107 | 41 87 |
| Dennett, Sarah | 109 | 42 63 |
| *Dimock, Adelia | 116 | 60 00 |
| Fish, Lydia B. | 114 | 44 63 |
| Harvey, Clementine | 116 | 45 00 |
| Hamilton, M. C. | 112 | 43 75 |
| Holmes, Emera | 115 | 45 00 |
| Knowles, Annie | 114 | 44 63 |
| *Knowles, Eunice | 115 | 60 00 |
| *Little, Laura | 114 | 59 50 |
| *Logan, Mary A. | 110 | 57 40 |
| Logan, Annie | 113 | 44 25 |

| Teacher. | Days | Amt. |
|---|---|---|
| Livingston, Eliza L. | 115 | $45 00 |
| *McPhee, Rebecca | 115 | 60 00 |
| *Mason, Isabel | 91 | 47 50 |
| Martin, Merinda | 114 | 44 63 |
| O'Brien, Sarah | 115 | 45 00 |
| Scotney, Eliza | 115 | 45 00 |
| Shaw, Clara L. | 95 | 37 25 |
| Thomson, Elizabeth | 114 | 44 63 |
| Willoughby, Maud | 109 | 42 63 |
| Stewart, Mary E. | 113 | 44 25 |

**GRADE D.**

| Teacher. | Days | Amt. |
|---|---|---|
| Archibald, Julia W. | 114 | 29 75 |
| *Bacon, Mary A. | 76 | 26 50 |
| *Bowes, Sarah J. | 106 | 36 87 |
| *Bradshaw, Mary | 102 | 35 50 |
| *Cameron, Cecilia | 115 | 40 00 |
| *Carter, Elizabeth | 99 | 34 50 |
| Cochran, Livinia | 99 | 25 75 |
| Custance, Mr. | 20 | 5 25 |
| *Densmore, Eunice | 116 | 40 00 |
| *Harvey, Rachel | 114 | 39 63 |
| Keating, Lucy R. | 96 | 25 00 |
| Kenty, Annie W. | 96 | 25 00 |
| Mosher, Pauline | 102 | 26 63 |
| *Moxon, Eliza | 115 | 40 00 |
| Macumber, W. K. | 116 | 30 00 |
| O'Brien, Jane | 116 | 30 00 |
| *Phalen, Sarah A. | 113 | 39 37 |
| *Shaw, Tryphena | 95 | 33 00 |
| *Simpson, Emily A. | 114 | 39 63 |
| Smith, Frederick | 97 | 25 25 |
| *Shaw, Mary A. | 114 | 39 63 |
| Smith, Mary A. | 116 | 30 00 |
| Waddell, J. L. | 112 | 29 25 |
| *Withrow, Emma A. | 116 | 40 00 |

**GRADE E.**

| Teacher. | Days | Amt. |
|---|---|---|
| *Blois, Eliza | 107 | 28 00 |
| Douglas, Jessie | 115 | 22 50 |
| Gould, Kate | 107 | 21 06 |
| *Griffin, Mary A. | 116 | 30 00 |
| *Harvey, Margaret | 100 | 26 00 |
| *McPhee, Maggie | 115 | 30 00 |
| *McPhee, Mary | 116 | 30 00 |
| Peterson, Annie | 116 | 22 50 |
| *Robinson, Julia | 116 | 30 00 |
| *Umlah, Lecinia | 84 | 22 00 |

**ASSISTANTS—GRADE C.**

| Teacher. | Days | Amt. |
|---|---|---|
| Dennett, Margaret | 109 | 28 50 |

**GRADE D.**

| Teacher. | Days | Amt. |
|---|---|---|
| Johnson, Sophia | 115 | 20 00 |
| Davidson, Alberta | 115 | 20 00 |

**GRADE E.**

| Teacher. | Days | Amt. |
|---|---|---|
| Morris, Frances | 115 | 15 00 |

## COUNTY OF ANNAPOLIS.

**GRADE A.**

| Teacher. | Days | Amt. |
|---|---|---|
| Alex. Ross, B.A. | — | — |

**GRADE B.**

| Teacher. | Days | Amt. |
|---|---|---|
| Balcom, W. J. H. | 101 | $52 70 |
| Calnek, T. M. | 115 | 60 00 |
| Fullerton, Aug. | 114 | 59 50 |
| Gates, George | 60 | 31 30 |
| Godfrey, J. F. | 110 | 57 40 |
| Hicks, J. W. | 114 | 59 50 |
| Hiltz, C. W. | 115 | 60 00 |
| Keeling, R. | 115 | 60 00 |
| Lyons, M. J. | 114 | 59 50 |
| McKinnon, A. | 116 | 60 00 |
| Morse, G. R. | 114 | 59 50 |
| Munro, H. | 116 | 60 00 |
| Neily, J. W. | 100 | 52 13 |
| Phinney, C. S. | 116 | 60 00 |
| Shafner, S. C. | 116 | 60 00 |

**GRADE C.**

| Teacher. | Days | Amt. |
|---|---|---|
| Bent, R. A. | 116 | 45 00 |
| Bent, Sophia | 115 | 45 00 |
| Chipman, J. E. | 101 | 39 50 |
| Dodge, Cassie | 115 | 45 00 |
| *Edgett, H. J. | 114 | 59 50 |
| Emslie, M. E. | 115 | 45 00 |
| Fitch, A. W. | 115 | 45 00 |
| Hall, Elizabeth | 115 | 45 00 |
| Jacques, Ada | 115 | 45 00 |
| Marshall, M. E. | 114 | 44 63 |
| Miller, S. M. | 100 | 39 13 |
| Mills, P. W. | 114 | 44 63 |
| Parker, A. M. | 114 | 44 63 |
| *Phipps, C. J. | 100 | 52 13 |
| *Quirk, M. A. | 116 | 60 00 |
| *Randall, Bella | 115 | 60 00 |
| Sanders, H. E. | 115 | 45 00 |
| Starratt, M. O. | 97 | 38 00 |
| Thorne, M. M. | 110 | 43 00 |

| Teacher. | Days | Amt. |
|---|---|---|
| *VanBuskirk, M. L. | 116 | $60 00 |
| Wheelock, L. J. | 116 | 45 00 |
| Woodberry, Jessie | 80 | 31 30 |
| *Armstrong, J. J. | 116 | 60 00 |
| *Brown, A. D. | 116 | 60 00 |
| Crosscup, G. E. | 109 | 42 63 |
| Crosscup, James H. | 116 | 45 00 |
| Crosscup, Joseph H. | 115 | 45 00 |
| Gesner, S. M. | 100 | 39 13 |
| Goucher, J. P. | 115 | 45 00 |
| Horner, W. | 116 | 45 00 |
| Huntington, L. A. | 115 | 45 00 |
| Jones, W. C. | 98 | 38 37 |
| Longley, J. Wilb. | 60 | 23 50 |
| *Luxton, H. T. | 116 | 60 00 |
| *Miller, W. J. | 100 | 52 13 |
| *Monaghan, James | 114 | 59 50 |
| Neily, Isaac | 109 | 42 63 |
| Porter, E. E. | 115 | 45 00 |
| Saunders, W. M. | 104 | 40 75 |
| Shafner, H. B. | 105 | 41 13 |
| Tomlinson, J. W. | 116 | 45 00 |
| Whitman, J. W. | 84 | 32 87 |
| Whitman, Phineas | 110 | 43 00 |

**GRADE D.**

| Teacher. | Days | Amt. |
|---|---|---|
| Clarke, A. M. | 115 | 30 00 |
| Gates, Margaret | 112 | 29 25 |
| *Jones, M. E. | 115 | 40 00 |
| *Langley, L. A. | 95 | 33 00 |
| *Longley, M. M. | 114 | 39 63 |
| Marshall, R. A. | 116 | 30 00 |
| Reed H. S. | 114 | 29 75 |
| *Wade, Annie | 116 | 40 00 |
| Wade, M. C. | 100 | 26 13 |
| Andrews, Francis | 110 | 28 75 |
| Balcom, G. A. | 116 | 30 00 |
| *Gates, J. H. | 106 | 36 87 |
| *Miner, W. H. | 100 | 34 87 |
| *Morse, W. P. | 111 | 38 63 |
| Reagh, Francis | 112 | 29 25 |
| *Robertson, John | 116 | 40 00 |
| *Sloan, James | 110 | 38 25 |
| *Whitman, W. H. | 115 | 40 00 |

**GRADE E.**

| Teacher. | Days | Amt. |
|---|---|---|
| Reagh, S. E. | 112 | 22 00 |
| *Sanders, L. J. | 91 | 23 75 |
| Sanders, Ruth | 70 | 13 75 |
| Slocomb, M. L. | 116 | 22 50 |
| *Smith, E. | 112 | 29 25 |
| *Wright, M. | 92 | 24 00 |

**ASSISTANT—GRADE C.**

| Teacher. | Days | Amt. |
|---|---|---|
| Munro, M. | 116 | 30 00 |

## COUNTY OF DIGBY.

**GRADE A.**

| Teacher. | Days | Amt. |
|---|---|---|
| Chas. Macdonald | — | — |

**GRADE B.**

| Teacher. | Days | Amt. |
|---|---|---|
| Burbidge, D. H. | 112 | $58 45 |
| Butler, N. E. | 100 | 52 17 |
| Davidson, W. S. J. | 115 | 60 00 |
| Denton, F. M. | 105 | 54 80 |
| Havey, H. | 100 | 52 17 |
| Killam, J. | 62 | 32 30 |
| Robinson, C. B. | 100 | 52 17 |
| Gaudet, F. J. | 115 | 60 00 |
| Kelly, F. W. | 103 | 53 75 |
| Landry, A. P. | 115 | 60 00 |

**GRADE C.**

| Teacher. | Days | Amt. |
|---|---|---|
| *Cornwell, E. | 115 | 60 00 |
| Cousins, M. R. | 93½ | 36 56 |
| Denton, W. C. | 113½ | 44 44 |
| Dunbar, M. E. | 112 | 43 75 |
| Martell, A. S. | 115 | 45 00 |
| Mildon, T. | 115 | 45 00 |
| Ross, A. | 115 | 45 00 |
| Saunders, H. S. | 100 | 39 13 |
| Arsenault, J. O. | 117 | 45 00 |
| *Aubé, J. E. | 115 | 60 00 |
| Mary Joseph (Sister) | 115 | 45 60 |
| Porter, Victoria | 103 | 40 25 |
| Veautour, F. J. | 100 | 39 13 |

**GRADE D.**

| Teacher. | Days | Amt. |
|---|---|---|
| Crocker, R. E. | 110 | 28 75 |
| Gidney, C. | 78 | 20 37 |
| *Grant, J. | 115 | 40 00 |
| *Hanley, R. E. | 115 | 40 00 |
| *Kerr, F. J. | 94 | 32 75 |
| *Letteney, J. | 115 | 40 00 |
| Martell, H. C. | 112 | 29 25 |
| Morehouse, M. J. | 116 | 30 00 |
| Powell, J. W. | 85 | 22 13 |
| Ross, J. | 115 | 30 00 |
| *Sabean, J. | 87 | 30 25 |
| Saunders, H. E. | 99 | 25 75 |

| TEACHER. | Number of Teaching days employed. | Amt. paid to Teacher from Prov. Treasury. |
|---|---|---|
| Smallic, M. | 100 | $26 13 |
| Taylor, J. | 115 | 30 00 |
| Thomas, S. E. | 100 | 26 13 |
| *Boudreau, M. F. | 115 | 40 00 |
| Comeau, F. J. | 107½ | 28 00 |
| *Crosby, M. | 113½ | 39 50 |
| LeBlanc, E. | 108 | 28 13 |
| LeBlanc, Adele | 99 | 25 75 |
| McGirr, M. J. | 115 | 30 00 |
| **GRADE E.** | | |
| Johnson, H. E. | 115 | 22 50 |
| *Normandy, H. | 115 | 30 00 |
| Young, S. S. | 102 | 20 00 |
| Belliveau, C. | 117 | 22 50 |
| *Nowlan, M. A. | 97 | 25 25 |
| *Pottier, M. | 115 | 30 00 |
| *Sabean, D. A. | 115 | 30 00 |
| *Robichau, C. | 90 | 23 50 |
| **ASSISTANTS—GRADE C.** | | |
| Denton, M. U. | 40 | 10 50 |
| Hogan, E. | 26 | 6 75 |
| Dunbar, A. | 24 | 4 18 |
| Stanislaus, —. | 115 | 30 00 |
| **GRADE D.** | | |
| Gaudet, S. | 95 | 16 50 |
| Landry, G. M. | 114 | 19 80 |

### COUNTY OF SHELBURNE.

| | | |
|---|---|---|
| **GRADE A.** | | |
| Ells, Robert W. | 111 | — |
| **GRADE B.** | | |
| Colquhoun, Robert | 100 | $52 13 |
| Doane, A. C. A. | 114 | 59 50 |
| Doane, J. H. | 115 | 60 00 |
| Fisk, A. H. | 114 | 59 50 |
| Munro, J. H. | 110 | 57 37 |
| Stewart, Richard | 90 | 47 00 |
| **GRADE C.** | | |
| Bower, Maggie | 115 | 45 00 |
| Brettle, James | 109 | 42 63 |
| Covall, Bt. | 114½ | 44 75 |
| Doane, Carrie | 107 | 41 87 |
| Mattheson, William | 115 | 45 00 |
| Mattheson, D. | 115 | 45 00 |
| Nickerson, M. | 110 | 43 00 |
| Stephens, H. N. | 105 | 41 13 |
| Taylor, Hattie | 97 | 38 00 |
| Waterman, J. B. | 112 | 43 75 |
| **GRADE D.** | | |
| Bowker, Seretha | 99 | 25 75 |
| Crowell, Letitia | 99 | 25 75 |
| Ells, Louisa | 109 | 28 50 |
| Fox, Olivia | 115 | 30 00 |
| Fox, Olivia A. M. | 95 | 24 75 |
| Fox, Mary | 115 | 30 00 |
| Fox, Charles | 99½ | 25 87 |
| Freeman, Salome | 100 | 26 13 |
| Johnson, Frederick | 99 | 25 75 |
| Kempton, M. A. | 100 | 26 13 |
| Lyle, Emily R. | 112 | 29 25 |
| Morse, S. P. | 111 | 29 00 |
| Stalker, Susan | 100 | 26 13 |
| Swain, Emeline | 107 | 27 87 |
| Wadsworth, G. Y. | 65 | 17 00 |
| Wilson, Letitia | 115 | 30 00 |
| VanNorden, M. J. | 115 | 30 00 |
| **GRADE E.** | | |
| Crowell, Emma | 100 | 19 63 |
| Doane, R. A. | 113 | 22 13 |
| Dolliver, Mrs. Fanny | 100 | 19 63 |
| Forbes, Phebe A. | 100 | 19 63 |
| *Gardner, R. A. | 112 | 29 25 |
| Homer, Mary | 115 | 22 50 |
| Madden, Mrs. M. | 115 | 22 50 |
| Richardson, M. A. | 100 | 19 63 |
| Sherlock, Louisa | 100 | 19 63 |
| **ASSISTANT—GRADE D.** | | |
| McDonald, Margaret | 104 | 18 00 |

### COUNTY OF QUEENS.

| | | |
|---|---|---|
| **GRADE A.** | | |
| Smith, N. | 112 | — |
| Pattillo, T. R., B.A. | 114 | $59 50 |
| **GRADE B.** | | |
| Boyle, P. | 109 | 56 87 |
| Corey, J. F. | 112 | 58 45 |
| DeVine, M. E. | 103 | 53 75 |
| Freeman, J. M. | 55 | 28 75 |
| Knight, J. W. | 113 | 59 00 |
| McDonald, J. H., B.A. | 114 | 59 50 |
| Parkes, G. S. | 108 | 56 37 |

| TEACHER. | Number of Teaching days employed. | Amt. paid to Teacher from Prov. Treasury. |
|---|---|---|
| **GRADE C.** | | |
| Bourdon, A. | 112 | $43 75 |
| Churchill, E. | 112 | 43 75 |
| Dodge, B. B. | 87 | 34 13 |
| *Freeman, H. L. | 109 | 56 87 |
| *Gough, W. H. | 114 | 59 50 |
| Hendry, A. G. | 113 | 44 25 |
| Hennicon, A. | 114 | 44 63 |
| Kempton, S. | 110 | 43 00 |
| Morine, C. A. | 114 | 44 63 |
| Narraway, L. G. | 102 | 39 87 |
| Parker, J. A. | 65 | 25 50 |
| Smith, S. V. | 114 | 44 63 |
| Vidito, H. A. | 107 | 41 87 |
| **GRADE D.** | | |
| Carder, M. A. | 114 | 29 75 |
| Crooker, A. L. | 104 | 27 13 |
| McGibbon, E. | 111 | 29 00 |
| Goosley, S. | 50 | 13 13 |
| Freeman, T. G. | 104 | 27 13 |
| Long, E. | 114 | 29 75 |
| *McPherson, M. E. | 69½ | 24 13 |
| *McPherson, A. | 95 | 33 00 |
| *Starratt, H. | 80 | 27 87 |
| Tupper, E. | 114 | 29 75 |
| **GRADE E.** | | |
| *Foster, L. | 114 | 29 75 |
| Foster, J. | 114 | 22 25 |
| Lloyd, M. E. | 80 | 15 75 |
| Park, M. M. | 104 | 20 37 |
| **ASSISTANT—GRADE E.** | | |
| Atkins, Miss | 105 | 13 67 |

### COUNTY OF LUNENBURG.

| | | |
|---|---|---|
| **GRADE A.** | | |
| W. A. Burbidge | — | — |
| **GRADE B.** | | |
| Bowles, Burgess B. | 105 | $54 75 |
| Gates, Isaac | 115 | 60 00 |
| Gow, John | 115 | 60 00 |
| Russel, Benjamin | 6 | 3 13 |
| Woodworth, Wm. S. | 113 | 59 00 |
| Cook, Henry | 114 | 59 50 |
| Freeman, Augustus | 113 | 59 00 |
| Reiser, Daniel | 110 | 57 37 |
| Shore, William | 113 | 59 00 |
| **GRADE C.** | | |
| *Barss, Margaret A. | 60 | 31 25 |
| Dauphinee, Amelia | 115 | 45 00 |
| Elliott, Lucina C. | 115 | 45 00 |
| Morse, Helen | 114 | 44 63 |
| Reid, Alice | 115 | 45 00 |
| Ross, Margaret | 114 | 44 63 |
| *Ross, Susan | 115 | 60 00 |
| Church, Charles | 108 | 42 25 |
| McKinnon, John | 114 | 44 63 |
| Treat, Richard | 107 | 41 87 |
| *Wilson, George | 114 | 59 50 |
| Bent, Livinia B. | 102 | 39 87 |
| Jordan, Robert | 109 | 42 63 |
| Church, Victoria E. | 114 | 44 63 |
| Whitford, Adelaide | 101 | 39 50 |
| *Chase, Thomas E. | 102 | 53 25 |
| Jones, William D. | 114 | 44 63 |
| Martin, John E. | 67 | 26 25 |
| **GRADE D.** | | |
| Burn, Sarah | 100 | 26 13 |
| Hirtle, Sarah | 109 | 28 50 |
| Keans, Sophia | 5 | 1 30 |
| *McNeil, Mary A. | 100 | 34 87 |
| *Roland, Ada C. | 100 | 34 87 |
| Romkey, Louisa A. | 115 | 30 00 |
| Silver, Christiana | 113 | 29 50 |
| Silver, Louisa B. | 110 | 28 75 |
| Strum, Emma E. | 108 | 28 13 |
| Adams, Henry | 115 | 30 00 |
| Cooper, George | 109 | 28 50 |
| Hebb, Nathanael | 106 | 27 63 |
| Heckman, William | 90 | 23 50 |
| Lohnes, John | 115 | 30 00 |
| *McRaith, Charles | 90 | 31 37 |
| Maider, Henry E. | 83 | 21 63 |
| Manning, Edward J. | 110 | 28 75 |
| Mason, Samuel | 102 | 26 63 |
| Mosman, Isaac | 100 | 26 13 |
| Romkey, Michael J. | 108 | 28 13 |
| Brown, Lucilla | 115 | 30 00 |
| Burke, Helen A. | 112 | 29 25 |
| Stodart, Maria | 115 | 30 00 |
| *Wile, Esther | 103 | 35 87 |
| *Carrl, John E. | 100 | 34 87 |
| West, George H. | 61 | 15 87 |
| Butler, Eliza M. | 115 | 30 00 |
| Crosskill, Sarah | 110 | 28 75 |
| Feader, Grace | 94 | 24 50 |
| Smith, Minnie E | 114 | 29 75 |

| TEACHER. | Number of Teaching days employed. | Amt. paid to Teacher from Prov. Treasury. |
|---|---|---|
| Connor, Thomas | 114 | $29 75 |
| Richardson, Charles | 115 | 30 00 |
| Thomas, John | 115 | 36 00 |
| Warner, N. Augustus | 113 | 29 50 |
| Williams, Joseph G. | 113 | 29 50 |
| **GRADE E.** | | |
| Greser, Catherine B. | 110 | 21 50 |
| *Manning, Frances | 113 | 29 50 |
| Marshman, Zelinda | 115 | 22 50 |
| Pennel, Catherine | 115 | 22 50 |
| *Randal, Clara | 90 | 23 50 |
| Ritcey, Martha | 115 | 22 50 |
| Roland, Charlotte | 98 | 19 25 |
| Romkey, Emma A. | 115 | 22 50 |
| Selig, Clara | 114 | 22 25 |
| Starratt, Susan E. | 115 | 22 50 |
| Uhlman, Cassandra | 102 | 20 00 |
| Whidden, Annie | 115 | 22 50 |
| *Brady, Regina | 113 | 29 50 |
| *Calder, Isabella | 104 | 27 13 |
| *Crouse, Naomi | 107 | 28 00 |
| Keane, Edith M. | 100 | 19 63 |
| Oxner, Matilda A. | 115 | 22 50 |
| *Spike, Frances | 69 | 18 00 |
| *Troop, Cassie M. | 115 | 30 00 |
| Troop, Julia A. | 100 | 19 63 |

### COUNTY OF HALIFAX.

| | | |
|---|---|---|
| **GRADE B.** | | |
| Hollies, John | 107 | $55 87 |
| Logan, John A. | 113 | 59 00 |
| Sedgewick, Robert | 115 | 60 00 |
| Thompson, Alex. F. | 114 | 59 50 |
| Urquhart, Alexander | 115 | 60 00 |
| Willoughby, Jerem. | 115 | 60 00 |
| **GRADE C.** | | |
| *Atwater, Esther A. | 115 | 60 00 |
| Archibald, Bessie | 87 | 34 13 |
| Archibald, Mary A. | 115 | 45 00 |
| Archibald, Mary J. | 110 | 43 00 |
| Archibald, Mary | 100 | 39 13 |
| Archibald, Sarah | 113 | 44 25 |
| Bruce, Jane | 100 | 39 13 |
| Bruce, Annetta | 115 | 45 00 |
| Bruce, Amanda | 115 | 45 00 |
| *Baxter, Jessie | 115 | 60 00 |
| Currie, Mary | 115 | 45 00 |
| Drady, Mary | 116 | 45 00 |
| *Dimock, Lydia | 100 | 52 13 |
| Deller, Sarah | 112 | 43 75 |
| *Fulton, Clarissa | 103 | 53 75 |
| Hamilton, Esther | 106 | 41 50 |
| Hamilton, Mary A. | 106 | 41 50 |
| *Hanna, Maggie | 115 | 60 00 |
| Kent, Isabel | 107 | 41 87 |
| Minard, Eusebia | 107 | 41 87 |
| Marshall, Lucy A. | 105 | 41 13 |
| McDonald, Mrs. Ann | 108 | 44 25 |
| Ogilvie, Sophia | 115 | 45 00 |
| Parker, Belinda | 103 | 40 25 |
| *Sedgewick, Annie | 115 | 60 00 |
| Taylor, Ellen | 115 | 45 00 |
| *Waddell, Mary | 99 | 51 63 |
| Archibald, Abram | 115 | 45 00 |
| Bruce, William | 73 | 28 63 |
| Ballantyne, John | 114 | 44 63 |
| *Covey, Thomas A. | 109 | 56 87 |
| *Curry, William L. | 35 | 18 25 |
| Davidson, John | 115 | 45 00 |
| Fleming, W. A. | 113 | 44 25 |
| Hubley, Zach. | 116 | 45 00 |
| Munro, H. D. | 115 | 45 00 |
| McNab, Gordon | 115 | 45 00 |
| McLean, John | 115 | 45 00 |
| O'Grady, Michael | 80 | 31 25 |
| Ogilvie, James R. | 115 | 45 00 |
| Richardson, George F. | 105 | 41 13 |
| Romans, William | 115 | 45 00 |
| **GRADE D.** | | |
| Campbell, Jessie | 81 | 21 13 |
| Dickie, Ellinor | 91½ | 31 75 |
| Graham, Susan | 103 | 26 88 |
| Kirby, Annie | 114½ | 29 87 |
| *Kent, Mary | 115 | 40 00 |
| Kent, Melissa | 110 | 28 75 |
| Logan, Bessie | 113 | 29 50 |
| Morse, Mary E. | 114 | 29 75 |
| McDonald, Maggie | 78 | 20 37 |
| Nickerson, Louisa | 113 | 29 50 |
| Revett, M. P. W. | 115 | 30 00 |
| Stewart, Esther | 115 | 30 00 |
| Templeton, Fannie | 110 | 28 75 |
| *Tupper, Margaret | 116 | 40 00 |
| Whittier, Sarah | 27 | 7 00 |
| Warner, Eliza | 112 | 29 25 |
| Young, Sarah | 114 | 29 75 |
| Boutilier, William | 113 | 29 50 |
| Bell, James | 114 | 29 75 |

| TEACHER. | Number of Teaching days employed. | Amt. paid to Teacher from Prov. Treasury. |
|---|---|---|
| *Crockett, George | 115 | $40 00 |
| Creelman, William | 112 | 29 25 |
| Forrester, Harry | 114 | 29 75 |
| Gibbons, John | 103 | 26 87 |
| *Geddis, David A. | 110 | 38 25 |
| Holland, Jeremiah | 90 | 23 50 |
| Hogan, John P. | 114 | 29 75 |
| McCabe, James | 98 | 25 50 |
| Nelson, Negus | 113 | 29 50 |
| O'Brady, Patrick B. | 110 | 28 75 |
| O'Donnell, Patrick | 102 | 26 63 |
| Rennels, Robert S. | 109 | 28 50 |
| *Stewart, Thomas | 115 | 40 00 |

**GRADE E.**

| | | |
|---|---|---|
| *Bacon, Fannie | 103 | 26 87 |
| *Bissett, Sarah | 50 | 13 13 |
| *Covey, Nancy | 113 | 29 50 |
| *Carten, Cassie | 112 | 29 25 |
| *Clark, Eliza | 112 | 29 25 |
| Dauphinee, Isabel | 115 | 22 50 |
| *Elliott, Mary E. | 115 | 30 00 |
| Fenton, Emma | 109 | 21 37 |
| Fanning, Mary | 112 | 22 00 |
| *Landells, Maggie | 116 | 30 00 |
| Logan, Jessie | 94 | 18 37 |
| *Lindsay, Rebecca | 88 | 23 00 |
| Maher, Mary | 115 | 22 50 |
| *Nugent, Bridget | 116 | 30 00 |
| O'Toole, Maria | 106½ | 20 87 |
| Ogilvie, Aggie H. | 100 | 19 63 |
| *Parker, Ellen | 95 | 24 75 |
| *St. Luke, Mrs. | 115 | 30 00 |
| *Sutherland, Elizabeth | 112 | 29 25 |
| *Wood, Maria A. | 110 | 28 75 |
| *Webber, Laleah | 115 | 30 00 |

**ASSISTANT—GRADE E.**

| | | |
|---|---|---|
| *Henry, Esther | 102 | 26 63 |

## COUNTY OF GUYSBORO'.

**GRADE —.**

| | | |
|---|---|---|
| McNaughton, Samuel | 115 | — |

**GRADE B.**

| | | |
|---|---|---|
| Bigelow, Aathur M. | 112 | $58 50 |
| Boyle, Peter | 115 | 60 00 |
| Cox, Robinson | 115 | 60 00 |
| Clarke, John S. | 112 | 58 50 |
| Kennedy, Robert H. | 58 | 30 25 |
| McArthur, Alexander | 114 | 59 50 |
| Ross, Angus | 111 | 57 87 |
| Scott, H. McD. | 113 | 59 00 |

**GRADE C.**

| | | |
|---|---|---|
| Cahill, Annie | 115 | 45 00 |
| McDonald, Patrick | 115 | 45 00 |
| McFarlane, Alexander | 114 | 44 63 |
| Peeples, Mary S. | 115 | 45 00 |
| Strople, Esther M. | 115 | 45 00 |
| Cameron, Jessie | 114 | 44 63 |
| Hingley, Samuel J. | 104 | 40 75 |
| McKeen, Lucilla | 106 | 41 50 |
| McNaughton, Jannie | 97 | 38 00 |
| Stewart, Alexander | 115 | 45 00 |
| Young, James Wm. | 106 | 41 50 |

**GRADE D.**

| | | |
|---|---|---|
| Boyd, Angus | 104 | 27 13 |
| Bruce, Esther | 114 | 29 75 |
| Cahoon, Eleanor | 115 | 30 00 |
| Hattie, Annie | 113 | 29 50 |
| *Hulbert, Elizabeth | 115 | 40 00 |
| McMillan, John H. | 110 | 28 75† |
| McLean, John | 109 | 28 50 |
| Norris, Lucie G. | 115 | 30 00 |
| *Newman, Morris | 115 | 40 00 |
| Peart, Emma M. | 114 | 29 75 |
| Reid, Sophia R. | 114 | 29 75 |
| Scott, Levi W. | 109 | 28 50 |
| *Sutherland, Ellen | 115 | 40 00 |
| Taylor, Annie | 104 | 27 13 |
| Tompkins, Patrick | 79 | 20 63 |
| Archibald, Amanda | 114 | 29 75 |
| Chisholm, Martha | 103 | 26 87 |
| *Campbell, Catherine | 114 | 39 63 |
| Kirk, David | 114 | 29 75 |
| Lowe, Thomas | 55 | 14 37 |
| Pitblado, Helen | 115 | 30 00 |

**GRADE E.**

| | | |
|---|---|---|
| Bigelow, Sarah J. | 115 | 22 50 |
| Ehler, Catherine | 90 | 17 63 |
| *Kirk, Elizabeth | 105 | 27 37 |
| McKay, Jane | 95 | 18 63 |
| McArthur, Janet | 113 | 22 13 |
| Mundell, Jane | 107 | 21 00 |
| Wheaton, Maria | 113 | 22 13 |
| Webber, Catherine | 115 | 22 50 |

† Subject to future consideration of Board of Commissioners.

# BOOK ORDERS FOR 1867-8.

**(CONTINUED.)**

| 1868. | | Paid by Govt. |
|---|---|---|
| May. No. 8, Halifax, (omitted) | .... | $12 69 |
| June. 5, Pictou | .... | 3 99 |
| 51, Kings... | .... | 8 09 |
| 20, Shelburne.... | .... | 5 03 |
| Wood Harbour, Shelburne.... | | 6 99 |
| 8, Queens | .... | 36 72 |
| 8, Queens... | .... | 8 28 |
| 24, Shelburne ... | .... | 3 54 |
| Barney's River | .... | 1 46 |
| Otter Brook, Colchester... | .... | 6 14 |
| City of Halifax | .... | 31 75 |
| Bleomington, Annapolis.. | .... | 1 53 |
| 11, East Hants | .... | 4 08 |
| Apple River, Cumberland | .... | 3 98 |
| 20, Shelburne | .... | 5 00 |
| 21, Kings | .... | 4 02 |
| Long Point, Kings... | .... | 2 08 |
| 60, Hants | .... | 7 51 |
| St. Mary's, Kings.... | .... | 1 14 |
| Weston, Kings.. | .... | 3 90 |
| 1, Lunenburg | .... | 7 01 |
| 14, Shelburne ... | .... | 5 00 |
| 50, Pictou... | .... | 6 84 |
| 38, Lunenburg .. | .... | 4 99 |
| 36, Colchester | .... | 4 82 |
| 20, Guysboro' ... | .... | 9 93 |
| 9, Annapolis | .... | 2 21 |
| 5, Annapolis ... | .... | 2 58 |
| Shag Harbor, Shelburne | .... | 4 63 |
| 30, Kings | .... | 15 06 |
| 50, Colchester | .... | 5 04 |
| 68, Kings | .... | 3 41 |
| Martock, Hants | .... | 1 97 |
| Junction, Halifax | .... | 3 10 |
| Lockhartville, Kings | .... | 10 44 |
| 12, Cumberland | .... | 95 |
| 37, Cumberland | .... | 2 70 |
| 12, Annapolis ... | .... | 6 90 |
| 8, Annapolis | .... | 1 95 |
| Owl's Head, Halifax | .... | 96 |
| 12, Hants ... | .... | 2 26 |
| 55, Pictou | .... | 2 14 |
| Little Bras d'Or, C. B. | .... | 11 95 |
| 60, Cumberland.. | .... | 5 24 |
| 56, Cumberland | .... | 5 07 |
| 26, Shelburne ... | .... | 7 78 |
| Lakelands, Cumberland | .... | 5 44 |
| 26, Annapolis.... | .... | 1 57 |
| Albion Mines, Pictou | .... | 124 72 |
| 2, Colchester | .... | 1 94 |
| 2, B. Halifax | .... | 2 68 |
| 2, Halifax | .... | 1 47 |
| Dartmouth | .... | 1 20 |
| 32, Hants | .... | 2 98 |
| 13, Pictou... | .... | 30 |
| 8, Pictou | .... | 5 02 |
| Lakeville, Halifax... | .... | 2 86 |
| 57, Colchester ... | .... | 2 41 |
| 8, Colchester | .... | 2 38 |
| 15, Cape Breton | .... | 4 18 |
| Gowrie, Cape Breton | .... | 15 35 |
| 25, Yarmouth ... | .... | 8 81 |
| 13, Digby.. | .... | 6 98 |
| Rogers' Hill, Pictou | .... | 3 36 |
| Aylesford, Kings.... | .... | 6 07 |
| 24, Halifax | .... | 1 24 |
| Rockville, Hants.... | .... | 1 60 |
| 7, Yarmouth .... | .... | 7 38 |
| 9, Cape Breton | .... | 18 26 |
| Archibald, Halifax | .... | 1 60 |
| 13, Lunenburg | .... | 70 |
| 11, Lunenburg .. | .... | 4 29 |
| Grafton, Kings | .... | 1 00 |
| 8, Lunenburg .. | .... | 3 01 |
| 31, Lunenburg | .... | 1 04 |
| 41, Colchester ... | .... | 7 01 |
| Scots Burn, Pictou... | .... | 3 64 |
| Lock's Island, Shelburne | .... | 6 83 |
| Hopewell, Pictou.... | .... | 8 86 |
| 37, Kings | .... | 7 70 |
| 35, Kings ... | .... | 1 76 |
| 10, Inverness.... | .... | 3 77 |
| Aspy Bay, C. B..... | .... | 3 73 |
| Petite Riviere, Lunenburg | .... | 7 42 |
| New Italy, Lunenburg | .... | 2 08 |
| 1, Cumberland .. | .... | 9 55 |
| Hill Town, Kings.... | .... | 2 20 |
| 19, Annapolis.... | .... | 2 76 |
| 26, Kings... | .... | 2 26 |
| 43, Colchester ... | .... | 6 15 |
| 45, Colchester | .... | 4 69 |
| North Sydney... | .... | 14 47 |
| 28, Kings ... | .... | 5 58 |
| 11, Digby | .... | 14 96 |
| St. Mary's, Guysboro', | .... | 1 62 |
| Goldenville | .... | 5 97 |
| 15, Annapolis | .... | 5 00 |
| Fall River, Halifax | .... | 2 98 |
| North Sydney, C. B. | .... | 72 |
| East Rawdon, Hants..... | .... | 6 55 |
| 3, Halifax.. | .... | 5 14 |
| 33, Halifax | .... | 7 67 |
| 10, Kings ... | .... | 5 60 |
| 29, Lunenburg .. | .... | 95 |
| 4, Lunenburg | .... | 3 36 |
| 20, Lunenburg .. | .... | 1 43 |
| Martock, Hants | .... | 1 60 |
| Kennetcook, Hants | .... | 5 13 |
| Noel, Hants | .... | 21 67 |

| June. | Conquerall, Lunenburg... | .... | $3 18 |
|---|---|---|---|
| | 74, Colchester | .... | 1 15 |
| | 43, Hants | .... | 2 20 |
| | 41, Guysboro' | .... | 1 76 |
| | 45, Cumberland.. | .... | 15 29 |
| | 6, Halifax.. | .... | 5 92 |
| | 21, Annapolis.... | .... | 2 94 |
| | 65, Colchester | .... | 3 80 |
| | 28, Halifax | .... | 3 16 |
| | 2, Cumberland | .... | 4 28 |
| | North-west Lunenburg... | .... | 4 65 |
| | 11, Guysboro' | .... | 8 60 |
| | 35, Pictou | .... | 9 82 |
| | 13, Halifax... | .... | 1 65 |
| | Victoria, Halifax | .... | 1 78 |
| | 29, Halifax.. | .... | 3 30 |
| | Lawrencetown, Halifax.. | .... | 1 43 |
| | Pirate Cove, Guysboro' | .... | 1 89 |
| | Mile Brook. Colchester... | .... | 2 96 |
| | Brooklyn, Hants | .... | 8 68 |
| | Newport Road... | .... | 3 85 |
| | Great Bras d'Or, Victoria | .... | 4 35 |
| | 16, Digby | .... | 5 05 |
| | Maitland, Hants | .... | 7 95 |
| | 3, Pictou | .... | 2 99 |
| | 40, Antigonish | .... | 4 50 |
| | 90, Cumberland.. | .... | 8 68 |
| | 23, Kings... | .... | 48 |
| | 55, Kings | .... | 4 84 |
| | Sackville, Halifax... | .... | 4 56 |
| | Black River, Kings | .... | 2 53 |
| | Five Mile Plain, Hants | .... | 6 50 |
| | 47, Halifax | .... | 50 |
| | Hantsport, Hants.... | .... | 12 86 |
| | 40, Pictou....... | .... | 3 00 |
| | 9, Inverness | .... | 3 34 |
| | 44, Pictou | .... | 1 00 |
| | 45, Kings... | .... | 3 34 |
| | South Gut, Victoria | .... | 2 09 |
| | 15, Yarmouth | .... | 7 46 |
| | 16, Digby | .... | 5 37 |
| | 79, Kings... | .... | 8 76 |
| | 2, Halifax | .... | 1 34 |
| | Smithfields, Pictou... | .... | 12 99 |
| | 64, Halifax | .... | 75 |
| | Durham, Pictou .. . | .... | 6 17 |
| | 21, Hants | .... | 3 91 |
| | 37, Pictou... | .... | 10 35 |
| | 5, Pictou | .... | 3 37 |
| | 13, Annapolis | .... | 3 16 |
| | 13, Guysboro' ... | .... | 4 25 |
| | Bridgetown, Annapolis | .... | 16 11 |
| | 44, Pictou | .... | 40 |
| | Summerville, Hants | .... | 2 63 |
| | Truro Road, Colchester .. | .... | 5 70 |
| | Coal Mine, Inverness | .... | 6 33 |
| | Upper Ohio, Shelburne .. | .... | 12 44 |
| | 56, Kings... | .... | 1 61 |
| | Sober Island, Halifax.... | .... | 1 01 |
| | Nine Mile River, Hants | .... | 1 34 |
| | River John, Pictou | .... | 5 30 |
| | 28, Pictou... | .... | 5 39 |
| | Morristown, Annapolis... | .... | 1 82 |
| | Rawdon, Hants | .... | 91 |
| | Middle Stewiacke, Colchester | .... | 3 51 |
| | 7, Annapolis | .... | 5 79 |
| | Minudie, Cumberland.... | .... | 8 56 |
| | New Dublin, Hants.. | .... | 2 21 |
| | Walton, Hants.. | .... | 1 05 |
| | Indian Point, Lunenburg | .... | 3 93 |
| | 27, Hants | .... | 1 45 |
| | 9, Halifax.. | .... | 1 60 |
| | Lower Stewiacke | .... | 4 80 |
| | Shoal Bay, Halifax.. | .... | 3 76 |
| | Gaspereaux, Kings | .... | 4 54 |
| | 51, Cumberland | .... | 5 68 |
| | 31, Guysboro' ... | .... | 12 28 |
| | 30, Hants... | .... | 5 66 |
| | 3, Hants | .... | 1 50 |
| | Melvern, Annapolis.. | .... | 19 20 |
| | Victoria | .... | 20 05 |
| | 39, Colchester | .... | 2 74 |
| | 16, Inverness.... | .... | 12 60 |
| | 48, Cumberland | .... | 4 91 |
| | Great Village, Colchester | .... | 2 96 |
| | 12, Cumberland | .... | 88 |
| | 13, Cumberland | .... | 5 95 |
| | 37, Colchester | .... | 1 46 |
| | 49, Cumberland | .... | 15 06 |
| | 14, Queens.. | .... | 5 38 |
| | Upper Baddeck | .... | 7 20 |
| | 8, Shelburne | .... | 1 28 |
| | Sydney Mines... | .... | 15 97 |
| | 33, Pictou... | .... | 4 15 |
| | 22, Shelburne ... | .... | 6 13 |
| | 27, Halifax.. | .... | 1 10 |
| | 30, Kings | .... | 1 78 |
| | Hebb, Sec., Lunenburg | .... | 4 32 |
| | Winchester, Annapolis... | .... | 1 47 |
| | 1, Lunenburg | .... | 8 00 |
| | Ponds, Inverness | .... | 4 70 |
| | 20, Inverness | .... | 4 80 |
| | City of Halifax | .... | 3 48 |
| | 62, Cumberland | .... | 3 71 |
| | Upper Gaspereaux, Kings | .... | 1 21 |
| | 12, Inverness | .... | 5 48 |
| July. | 69, Kings | .... | 2 23 |
| | Piedmont, Kings.... | .... | 8 47 |
| | 18, Halifax | .... | 2 04 |
| | Mount Pleasant, Hants | .... | 3 22 |
| | Advocate, Cumberland... | .... | 1 51 |
| | 9, Digby.... | .... | 6 46 |
| | 37, Pictou | .... | 9 73 |
| | Cross Roads, Colchester | .... | 2 89 |

| Month | Place | Amount |
|---|---|---|
| July. | Cambridge, Hants | $3 10 |
| | Blockhouse, Lunenburg | 2 74 |
| | 28, Shelburne.... | 4 27 |
| | Kempt, Richmond... | 4 33 |
| | 20, Hants | 1 00 |
| | 3½, Lunenburg | 12 |
| | 37, Kings | 5 22 |
| | 5, Kings | 2 98 |
| | 2, Kings | 45 |
| | 3, Halifax.. | 1 18 |
| | 71, Kings | 3 18 |
| | 61, Pictou | 4 98 |
| | Poplar Grove, Hants | 4 83 |
| | Oldham, Halifax | 4 85 |
| | 4, Halifax | 1 50 |
| | 18, Hants ... | 8 75 |
| | 35, Richmond ... | 4 50 |
| | Berwick, Kings | 8 27 |
| | 24, Kings | 9 73 |
| | Williamston, Annapolis | 1 32 |
| | 35, Kings | 1 23 |
| | Clam Harbor | 4 45 |
| | 25, Colchester ... | 2 94 |
| | 21, Guysboro' | 5 05 |
| | 56, Colchester ... | 1 06 |
| | 28, Halifax.. | 2 20 |
| | 10, Halifax | 3 42 |
| | 13, Digby... | 3 58 |
| | 29, Yarmouth ... | 2 50 |
| | 24, Yarmouth | 4 42 |
| | 1, Lunenburg... | 1 06 |
| | 12, Guysboro' | 4 00 |
| | 7, Halifax | 72 |
| | Penant, Halifax | 1 67 |
| | Pomquet, Antigonish.... | 92 |
| | Tennecape, Hants... | 2 83 |
| | 19, Annapolis.... | 1 35 |
| | Jeddore, Halifax | 3 47 |
| | Peggy's Cove.... | 9 55 |
| | Amherst, Cumberland | 9 82 |
| | Woodville, Hants | 2 35 |
| | 20, Digby... | 14 74 |
| | Fox Point, Lunenburg... | 6 71 |
| | Mooseland, Halifax.. | 1 80 |
| | Westville, Pictou | 40 68 |
| | Sable River, Shelburne | 3 96 |
| | 12, Pictou | 12 34 |
| | 31, Pictou... | 8 47 |
| | Windsor Junction, Halifax | 1 85 |
| | Prospect, Halifax.... | 11 66 |
| | Balmar, Hants.. | 1 34 |
| | 36, Colchester | 6 28 |
| | 34, Digby | 8 67 |
| | Arichat, Richmond.. | 4 80 |
| | 66, Halifax | 3 90 |
| | 33, Hants... | 55 |
| | 26, Shelburne.... | 2 22 |
| | 40, Hants... | 5 39 |
| | 27, Halifax | 2 23 |
| | 27, Hants ... | 1 04 |
| | 11, Pictou | 6 61 |
| | Nilo, Lunenburg | 2 65 |
| | North-west Lunenburg... | 1 02 |
| | 31, East Hants | 4 00 |
| | Upper Nine Mile River, Hants.... | 1 89 |
| | Amherst | 4 00 |
| | Waterville, Hants | 3 51 |
| | Fox Point, Lunenburg | 51 |
| | West River, Pictou | 2 09 |
| | 24, Halifax.. | 1 03 |
| | Lower Prospect.. | 1 71 |
| | 29, Lunenburg | 1 34 |
| | 5, Colchester ... | 1 34 |
| | Black Brook, Pictou | 5 05 |
| July. | Newport, Hants | $0 90 |
| | 46, Pictou... | 2 35 |
| | 64, Kings | 1 70 |
| | Long Island, C. B.... | 10 54 |
| | 9, Annapolis | 4 12 |
| | 49, Kings... | 9 98 |
| | Liverpool, Queens | 6 51 |
| | 20, Shelburne | 55 |
| | Catalogne, C. B. | 3 82 |
| | Pembroke, Hants.... | 2 22 |
| | 10, Halifax | 1 00 |
| Aug. | Sheet Harbor, Halifax | 5 93 |
| | Hardwood, Pictou | 2 28 |
| | 18, Cape Breton | 2 00 |
| | Pleasant Valley, Colchester | 2 09 |
| | Little River, Yarmouth | 2 00 |
| | 1, Guysboro' | 6 66 |
| | Enfield, Hants | 1 50 |
| | 2, Halifax | 2 58 |
| | 52, Richmond | 7 40 |
| | 57, Cape Breton | 3 49 |
| | Wentworth, Hants... | 5 81 |
| | 1, Pictou | 17 36 |
| | Grafton, Kings | 50 |
| | Sydney, C. B.... | 1 60 |
| | 4, Guysboro' | 90 |
| | 1, Hants | 10 99 |
| | Vaughan, Hants ... | 4 44 |
| | Ferguson's Cove, Halifax | 97 |
| | East Dover, Halifax.. | 1 08 |
| | Young's Mountain, Annapolis | 3 31 |
| | 12, Colchester, Stirling | 3 85 |
| | 12, Colchester ... | 5 78 |
| | Truro | 16 44 |
| | 11, Digby | 5 49 |
| | Amherst.... | 4 25 |
| | 1, Pictou | 6 44 |
| | Winchester, Annapolis | 53 |
| | Hantsport, Hants | 5 41 |
| | Craignish, Inverness | 2 18 |
| | 19, Cumberland | 11 96 |
| | 32, Cumberland | 4 30 |
| | 66, Halifax | 1 00 |
| | 73, Cape Breton | 5 17 |
| | 12, Digby | 3 99 |
| | 6, Halifax.. | 4 53 |
| | 22, Inverness.... | 7 81 |
| | 15, Digby... | 2 37 |
| | Newport, Hants | 2 02 |
| | 3, Yarmouth | 15 42 |
| Sept. | Pirate Cove, Guysboro'... | 45 |
| | 53, Pictou... | 4 70 |
| | Irish Cove, Richmond.... | 2 11 |
| | Yarmouth... | 20 38 |
| | New Albany, Annapolis.. | 1 13 |
| | 24, Annapolis | 2 36 |
| | Ritchey's Cove, Lunenburg | 1 38 |
| | Terrance Bay, Halifax | 5 00 |
| | Brooklyn, Hants | 2 76 |
| | East Rawdon, Hants | 2 53 |
| | New Harbor, Guysboro'.. | 1 45 |
| | City of Halifax | |
| | Upper Stewiacke | 235 58 |
| | North River, Kings.. | 2 41 |
| | | 2 54 |
| | Ship Harbor, Halifax | 50 |
| | 43, Colchester ... | 4 06 |
| | East Gore, Hants.... | 67 |
| | Brooklyn, Pictou | 4 05 |
| | Long Point, Inverness | 1 84 |
| | 61, Colchester ... | 1 50 |
| | 29, Hants... | 85 |
| | Williamstown, Annapolis | 1 66 |
| | 21, Hants ... | 2 56 |
| Sept. | Ferguson's Cove, Halifax | $0 42 |
| | Lequille, Annapolis .. | 2 10 |
| | Sackville, Halifax | 6 44 |
| | 6, Hants | 60 |
| | Lower Prospect, Halifax.. | 07 |
| | Malagawash, Inverness | 8 02 |
| | 26, Lunenburg | 2 99 |
| | Somerset, Kings | 3 78 |
| | Halifax City | 12 63 |
| | Wood Harbor, Shelburne | 10 31 |
| | 30, Colchester ... | 1 43 |
| | Chester, Lunenburg.. | 4 28 |
| | 10, Halifax | 60 |
| | Keale Island, Halifax | 77 |
| | 29, Hants | 54 |
| | Musquodoboit Harbor, Halifax | 3 82 |
| | 7, Shelburne | 30 |
| | 8, Shelburne | 1 09 |
| | Shoal Bay, Cumberland.. | 2 72 |
| | 28, Annapolis | 9 26 |
| | 1, Pictou | 9 11 |
| | 20, Digby.... | 8 11 |
| | Ferguson's Cove, Halifax | 46 |
| | City of Halifax | 32 89 |
| | 85, Cumberland.. | 1 52 |
| | McKay's Sec., Hants | 4 50 |
| | 27, Halifax | 85 |
| | 27, Hants | 80 |
| | Waverly, Halifax | 3 15 |
| | Morristown, Kings... | 1 25 |
| | 15, Hants | 1 64 |
| | 3, Hants... | 1 60 |
| | Victoria, Halifax | 86 |
| | 48, Hants.... | 8 21 |
| | Gladwin, Halifax | 56 |
| | 27, Annapolis | 1 72 |
| | 50, Hants | 98 |
| | Portuguese Cove .... | 1 11 |
| | 4, Richmond | 13 26 |
| Oct. | Freeport, Digby | 9 04 |
| | Dartmouth, Halifax | 2 32 |
| | 64, Victoria | 6 62 |
| | Kingsburg, Lunenburg... | 1 08 |
| | 15, Digby... | 80 |
| | 3, Yarmouth... | 3 20 |
| | Nelson, Colchester... | 10 59 |
| | 1, South Pictou | 3 04 |
| | 1, East Pictou | 23 21 |
| | 13, Hants | 93 |
| | 1, Pictou... | 6 31 |
| | Victoria | 8 00 |
| | Windsor Junction, Halifax.... | 5 40 |
| | North River, Victoria.... | 2 54 |
| | 13, Cape Breton | 3 00 |
| | 4, Richmond | 21 24 |
| | 8, Halifax.... | 3 76 |
| | Coal Mines, Inverness.... | 2 70 |
| | Hardwood Hill, Pictou | 3 07 |
| | Brooklyn, Pictou | 2 70 |
| | Lower Onslow, Colchester.... | 3 14 |
| | 1, Cape Breton.. | 18 34 |
| | Welsford, Kings | 2 34 |
| | Owl's Head, Halifax.. . | 59 |
| | 78, Kings... | 5 67 |
| | 8, Halifax | 2 22 |
| | 37, Cape Breton | 1 20 |
| | Brooklyn, Pictou | 1 80 |
| | Long Stretch, Inverness | 1 32 |
| | Waverly, Halifax | 19 |
| | 4, Richmond | 5 41 |
| | Kempt, Hants... | 1 00 |
| | 1, Pictou... | 1 04 |
| | 21, Halifax | 2 70 |
| | Gowrie, C. B. | 61 |



## OFFICIAL NOTICES.

EXTRACT FROM THE MINUTES OF THE COUNCIL OF PUBLIC INSTRUCTION, JULY 7TH, 1866.—" Provision being made by the School Law for the publication of a *Journal of Education*, the Council of Public Instruction directs that the said *Journal* be made the medium of official notices in connexion with the Educational Department."
T. H. RAND,
*Sec'y to C. P. I.*

### I.

The Council of Public Instruction has been pleased to appoint Rev. Robert Sommerville to be Inspector of Schools for the County of Kings, in place of William Eaton, Esq.

### II. *Prescribed School Books, Maps, & Apparatus.*

In pursuance of an Order of the Council of Public Instruction
NOTICE IS HEREBY GIVEN.

That Prescribed School Books and Apparatus will be supplied to the Trustees of Public Schools, during the ensuing school year, at *three-quarters'* of the prime cost of the same, instead of one-half of the prime cost as heretofore. Diagrams, Maps, and Globes will be supplied at half cost as formerly.

☞ Orders from Trustees of Sections placed, in May last, by the Boards of School Commissioners 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, "POOR SECTION." 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. 1.—Applications must be made in the following form, and addressed to MESSRS. A. & W. MACKINLAY, HALIFAX, who have been duly authorized to attend to all orders.

**[Form of Application.]**
(Date)

Messrs. A. & W. Mackinlay,
Halifax.

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

LIST OF ARTICLES.

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

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

(Signed) —————— } Trustees of —— School Section,
—————— } {No. ——, in the County of——

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

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

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

Parcels shipped during the First Term of the School year, 2½ per ct.
    "    "    Second Term  "    1½ per ct.

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

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

### Regulations.

The following are the regulations 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 permits. The prices specified are those for which the articles will be supplied to Trustees.

#### PUPILS' WEEKLY RECORDS.

Weekly Record for one Term (on printing paper) 1½ cent each

#### THE NOVA SCOTIA SERIES OF READING BOOKS.

Book No. 1........$0.35  doz. | Book No. 6.......$3.16 doz.
"  2........ 0.77  " | "  7....... 4.28 "
"  3........ 1.12  " | The art of Teaching
"  4........ 1.86  " | Reading ....... 0.09½ ea. *Or*,
"  5........ 2.05  " | Bailey's Brief Treatise on Elocution 0.07½ "

#### SPELLING BOOK.

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

#### GRAMMAR AND COMPOSITION.

English Grammar.*
Morell's Analysis, 7½ cents each.
Reid's Rudiments of Composition, 32 cents each.
Bain's Rhetoric, 63 cents each.

#### MATHEMATICS.

*Arithmetic.*—Nova Scotia Elementary Arithmetic,............ $1 50 doz
Nova Scotia (advanced) Arithmetic.................... 2.84 "
Nova Scotia Arithmetical Table Book...................... 0.29 "
*Algebra.*—Chambers' Algebra, (as far as Quadratics)........... 3.74 "
Do.  Do.  (complete)...................... 5.63 "
*Plane Geometry.*—Chambers' Euclid, (including Plane Trigonometry).................................. 2 81 "
*Practical Mathematics.*—Chambers', (including Land-surveying, a brief treatise on Navigation, &c.).................. 3.43 "
*Solid and Spherical Geometry.*—Chambers', (including Spherical, Trigonometry Conic Sections, &c.)...................... 2 81 doz.
*Mathematical Tables.*—Chambers'..................... 6 57 "
*Navigation.*—Norie's, (an extended treatise).................. 2.51 each·
*Ball Frames* ......................................... 1.05 "
Slate Wipers, (to be used *without* water)................. 0.27 doz.
*Slates.*—Common Slates, (beveled frames) 6½ in. by 8½ in....... 0.53 "
"  "  8 in. by 10 in......... 0.62 "
"  "  9 in. by 13 in......... 0.93 "

Blackboard Chalks, 30 cents per box, (1 gross); Slate Pencils, 10½ cents per box, (100).

#### WRITING.

STAPLES' PROGRESSIVE SERIES OF COPY BOOKS:

For both girls and boys. { Book No. 1, 48 cts. doz.
"  No. 2,  "  "
"  No. 3,  "  "
"  No. 4,  "  "
"  No. 5,  "  "
"  No. 6,  "  "
"  No. 7,  "  "

For girls only. { Book No. 8, 48cts. doz.
"  No. 10,  "  "

For boys only. { "  No. 9,  "  "
"  No. 11,  "  "

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 cts. per doz.
Penholders, 32 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, 23 cents per quire.

#### DRAWING.

BARTHOLOMEW'S SCHOOL SERIES OF PROGRESSIVE DRAWING LESSONS.

For beginners. } Set of 72 Model Cards, Nos. 1 to 6........69 cents per set.
For advanced } Sketch Book (models only), Nos. 1 to 5....$1.56 per set.
lessons.
Packages (12 slips) of blank drawing paper, for model cards, 4 cts. per pack.
Blank drawing books, for model cards, 14 cts. each.
Blank drawing paper, for Sketch Books, or model cards, 42 cts. per quire.
Drawing Pencils, F, 35 cts. per doz.
"  B,  "  "
"  BB,  "  "
"  HB,  "  "
"  H,  "  "
India Rubber Erasers, 18 cts. per doz.

#### DIAGRAMS.

For purposes of illustration, and "Oral Lessons."
Forest Trees (12)............................$0.31 per set.
Natural Phenomena (30)...................... 0.56 "
Botanical Prints (roots, stalks, leaves, &c., 26).. 0.89 "
Notes of Lessons on do.  do.  do.  ..... 0.05 "
Poison Plants (44)............................ 0.52 "
Wild Flowers (96)............................ 1.98 "
Geometrical Figures (2 sheets)................. 0.06 "
Mechanical Forces (6, on cloth) with exp. sheets. 0.84 "
Patterson's Plates of Animals (set of 10, mounted and varnished)...... ...................12.50 "

#### GEOGRAPHY.

Calkin's Geography and History of Nova Scotia, 12½ cts. each.
"  School Geography of the World.*

*Series of Wall Maps.*—
Nova Scotia..........$0.61 each.
North America........ 1.52 "
Western Hemisphere.. 1.52 "
Eastern Hemisphere... 1.52 "
England.............. 1.52 "

Scotland...... ........$1.52 each
Ireland................ 1.52 "
British Isles (in relation to the Cont. of Europe).. 1.52 "
Europe................. 1.52 "
Palestine ............. 1.52 "
Gen'l Map of Bible Lands 1.52 "

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

*Classical Wall Maps.*—
Orbis Veteribus Notus.$1.36 each.
Italia Antiqua........ 1.36 "

Græcia Antiqua.........$1.36 each
Asia Minor Antiqua..... 1.36 "
Orbis Romanus........ 1.36 "

#### HISTORY.

Hodgins' School History of British America..$4.50 doz.
Curtis' Chronological Outlines of Eng. History 1.08 "
For use in adv. Com. Schools. { Collier's School History of the British Empire (Revised Edition)........................ 3.74 "
Collier's History of Rome.................. 2.81 "
Collier's History of Greece................. 2.81 "
For use in Co. Academies. { Smith's Smaller History of Rome........... 6.57 '
Smith's Smaller History of Greece.......... 6.57 '
Chambers' Ancient History................. 4.69 "

#### NATURAL SCIENCE.

Chambers' Chemistry, (with new notation)......$6.57 doz.

#### ECONOMIC SCIENCE.

The Chemistry of Common Things....$2.81 doz.

#### CLASSICS.

*Latin,*—Bryce's First Latin Book,............32 cts. each.
Bryce's Second Latin Book..........55 "
Edinburgh Academy Latin Grammar..32 "
or, Bullion's Latin Grammar..........79 "
Arnold's Latin Prose Composition.....95 "

AUTHORS—OXFORD EDITIONS.

CÆSAR, de Bello Gallico. 1 vol., *bound*, 39 cts.: Lib. I.—III. (with short notes), 1 vol., *paper*, 16 cts.
VIRGIL, (complete). *bound* 39 cts.: the Georgics (with short notes), 1 vol., *paper*, 32 cts.: the Æneid, Lib. I.—III. (with short notes), *paper*, 16 cts.
CICERO, de Off., de Sen., de Amicit.. 1 vol., *paper*, 24 cts.: *bound*, 32 cts.: de Sen., and de Amicit., 1 vol., (with short notes,) *paper*, 16 cts.: Oration for the Poet Archias, (with short notes,) *paper*, 16 cts.
HORACE, (complete), *bound*, 32 cts.: the Odes, (with short notes), *paper*, 32 cts.

DICTIONARY.

White's Junior Scholar's Latin-English Dictionary..$1.40 cts. each.
*Greek,*—Bryce's First Greek Book,............40 cts. each.
Bryce's Second Greek Book........... 55 "
Bullion's Greek Grammar............. 86 "
or, Edinburgh Academy Greek Grammar, 55 "
Arnold's Greek Prose Composition...... 86 "

AUTHORS—OXFORD EDITIONS.

XENOPHON, Anabasis, *bound*, 32 cts.
EURIPIDES, Alcestis, (with short notes), *paper* 16 cts.
XENOPHON, Memorabilia, *bound* 23 cts.
HOMER, Iliad, (complete) *bound*, 55 cts.: Lib. I.—III. (with short notes), 1 vol., *paper*, 32 cts.

LEXICONS.

Liddell & Scott's Greek-English Lexicon (abrgd.).....$1.40 each.
Yonge's English-Greek Lexicon.................... 1.59 "

#### FRENCH.

DICTIONARY.

Contanseau's French-English and English-French Dictionary..$0.65 ea.

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

## III. Examination of Teachers.

The Council of Public Instruction has made the following Regulation·—
"The half-yearly Examination for license to teach in the Public Schools shall be held in March and September of each year Examinations to begin on Tuesday the ninth day preceeding the last Thursday of said months"

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

OF LICENSES ISSUED PRIOR TO OCTOBER 1867:

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

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

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

## IV Amended and Additional Regulations concerning Superior Schools.

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

1. In lieu of sub-divisions (2), (4), and (10) of SECTION 3—
(2) Ample School accommodation must be provided for all children of school age in the Section.
(4) The furniture must be of an approved pattern, and the supply of books, apparatus, and school materials, sufficient for and adapted to the wants of the school.
(10) a. School must have been kept at least 100 days during the term.
b. At least three-fourths of the children of school age must be registered at school.
c. The number of pupils daily present on an average, must be at least two-thirds of the number registered.

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

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

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

5. As one-half of the grant to any superior school is payable to the Trustees and one-half to the Teacher, in deciding the competitions two elements will be kept in view as the basis of all awards:
First—The character of the school accommodation, general equipment, school attendance: and generally, all matters wholly or chiefly under the control of the SECTION—
Second—The organization, management, discipline, and progress of the school; and generally, all matters wholly or chiefly depending on the ability and diligence of the TEACHER—
And these two elements will be regarded as of equal force and importance.

6. The foregoing Regulations shall take effect on the first day of May, 1868, and all existing Regulations not inconsistent with the foregoing shall continue in force thereafter.

☞ In pursuance of the above Regulations, Trustees and Teachers of Graded Schools are hereby notified that the Council of Public Instruction has determined that the most ADVANCED Department shall be eligible to compete during the term beginning May 1st, 1868; and the most ELEMENTARY Department during the term beginning November 1st, 1868.

## V. Evening Schools.

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

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

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

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

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

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

## VI. Holidays and Vacations.

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

### HOLIDAYS.

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

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

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

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

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

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

### VACATIONS.

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

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

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

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

July, 1867.

## VII. Teachers' Agreements.

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

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

### NOTICE.

1. The COUNTY FUND is paid to the TRUSTEES of the section. The amount depends upon the number of pupils, the regularity of their attendance, and the number of prescribed teaching days on which school is open in any section during the term.

2. Teachers must engage with Trustees at a definite sum or rate. The Provincial grant is paid to teachers in addition to such specified sum.

3. The following form of agreement is in accordance with the law:

### [Form of Agreement.]

Memorandum of Agreement made and entered into the ·——— day of ——— A.D. 186 , between (name of teacher) a duly licensed teacher of the ——— class of the one part, and (names of trustees) Trustees of School Section No. —— in the District of (——————— of the second part.

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

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

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

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

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

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

## VIII. To Trustees of Public Schools.

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

2. Whereas it has been represented to the Council of Public Instruction that Trustees of Public Schools have, in certain cases, required pupils, on pain

of forfeiting school privileges, to be present during devotional exercises not approved of by their parents; and whereas such proceeding is contrary to the principles of the School Law, the following additional Regulation is made for the direction of Trustees, the better to ensure the carrying out of the spirit of the Law in this behalf:—

ORDERED, That in cases where the parents or guardians of children in actual attendance on any public school (or department) signify in writing to the Trustees their conscientious objection to any portion of such devotional exercises as may be conducted therein under the sanction of the Trustees, such devotional exercises shall either be so modified as not to offend the religious feelings of those so objecting, or shall be held immediately before the time fixed for the opening or after the time fixed for the close of the daily work of the school; and no children, whose parents or guardians signify conscientious objections thereto, shall be required to be present during such devotional exercises. *March*, 1867.

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

### IX. The Provincial Normal School.

FIRST TERM begins on the first Wednesday in November, and close on the Friday preceding the last Thursday in March.

SECOND TERM begins on the first Wednesday in May, and closes on the Friday preceding the last Thursday in September.

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

#### FACULTY OF INSTRUCTORS.

##### NORMAL COLLEGE.

*Method, and the Natural Sciences:*—REV. ALEXANDER FORRESTER. D.D. Principal of the Normal College and Model School.
*English and Classics:*—J. B. CALKIN, ESQ.
*Mathematics:*—W. R. MULHOLLAND, ESQ.
*Music and Drawing:*—MISS L. HAYES.

##### MODEL SCHOOL.

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

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

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

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

### X. Bond of Secretary to Trustees.

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

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

PROVINCE OF NOVA SCOTIA.

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

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

NOW THE CONDITION OF THIS OBLIGATION IS SUCH, That if the said (*name of Secretary*) do and shall from time to time, and at all times hereafter, during his continuance in the said Office, well and faithfully perform all such acts and duties as do or may hereafter appertain to the said Office, by virtue of any Law of this Province, in relation to the said Office of Secretary to Trustees, and shall in all respects conform to and observe all such rules, orders and regulations as now are or may be from time to time established for or in respect of the said Office, and shall well and faithfully keep

all such accounts, books, and papers, as are or may be required to be kept by him in his said Office, and shall in all respects well and faithfully perform and execute the duties of the said Office, and if on ceasing to hold the said Office, he shall forthwith, on demand, hand over to the Trustees of the said School Section, or to his successor in office, all books, papers, moneys, accounts, and other property in his possession by virtue of his said Office of Secretary then the said obligation to be void—otherwise to be and continue in full force and virtue.

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

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

### XI. List of Inspectors.

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|---|---|
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# EDUCATIONAL ASSOCIATION.

## CONVENTION

To be held Monday, Tuesday, Wednesday & Thursday, 28—31 December, 1868.

## HOURS OF SESSION.

10 A. M. to 12.45 P. M.; 3 to 5.30 and 7 to 10 P. M.

#### 1st SESSION—Monday, 28th.

Inaugural Address by the President, Rev. T. A. Higgins, A. M., to commence at 8 o'clock, P. M.

#### 2nd SESSION—Tuesday.

10 A. M.—Opening Exercises—Minutes of last Convention read—Adoption of Rules of Order—Reception of Communications—Report of Managing Committee—Reports of other Committees.

#### 3rd SESSION.

3 P. M.—Opening Exercises—Minutes of previous Session—Address by the Superintendent of Education—Discussion.

#### 4th SESSION.

7 P. M.—Opening Exercises—Minutes of previous Meeting—Address by Rev. Alexander Forrester, D. D. Subject—*The History of Common Schools.*

#### 5th SESSION—Wednesday.

10 A. M.—Opening Exercises—Reading previous Minutes—Discussions—
*Of Day School Teachers engaging in Evening Schools.*
*Physical Exercises in Schools.*
*Mnemonics*—J. Willoughby, Esq.

#### 6th SESSION.

3 P. M.—Opening Exercises—Minutes of previous Meeting—Discussions:
*Reading in Schools.*
*Separate Schools.*

#### 7th SESSION.

7 P. M.—Opening Exercises—Reading Minutes—Address by Rev. Dr. McGregor. Subject—*The Education of Youth never more necessary than now.*
Discussion—*Compulsory Education.*

#### 8th SESSION—Thursday.

10 A. M.—Opening Exercises—Reading Minutes—Report of Executive Committee—Financial Statement - Business—Election of Officers—Appointment of Committees.

#### 9th SESSION.

3 P. M.—Opening Exercises—Reading Minutes—Discussions on Special Questions—Business.

#### 10th SESSION.

7 P. M.—Opening Exercises—Reading Minutes—
*Select Readings* by M. T. Passow, Esq.
Closing of the Convention.

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