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JOURNAL OF EDUCATION.

FOR THE PROVINCE OF NOVA SCOTIA.

OUR TEACHERS.

THE occupation of a Teacher is a very onerous and wearisome one. This, we presume, will be denied by no one having any knowledge of the matter, either from experience, or observation. A few years since, it might, with justice, have been added that it was also a thankless occupation, or pretty nearly so, but, thanks to the operation of the School Law now in force, this can no longer be said. Through the wise provisions of that Law, the profession—for such we consider it—of a Common School Teacher, has undergone many ameliorations. The Teacher is now recognized as occupying a higher social standing than formerly, his labors are more fairly remunerated; and he is surrounded by many comforts, protections, and facilities for professional action, formerly unknown. We have no idea of saying that any Teacher is overpaid, provided he performs the duties which his engagements demand, many are still much underpaid, but we think that, on the average, they receive a fair remuneration, or pretty nearly so.

So much having been received by the Teacher, he cannot be too careful in scanning the other side of the account and seeing what he gives in return. We wish particularly to call attention to this matter; for not infrequently complaints have reached our ears that some Teachers rest quite too lethargically upon the comfortable beds prepared for them. It is said that, to repeat the popular expression, some of them require to be "hauled over the coals," for neglect of duty. It is sometimes urged that, so far as regards Teachers thus disposed, the old Law was better than the present, inasmuch as it brought the two principals in the School Contract, the People and the Teachers, more nearly together. Now, the contract is really made by and between the Teachers and Trustees; and any complaints against the former must be made to the latter. But the causes of complaint, however strongly felt, may be only general and not special. There may be no one particular charge which parents, or guardians, can make against the Teacher, or which the trustees may be able to bring home to him, yet the impression may be general and undoubted that, as a Teacher, he is very inefficient. Under the old system of doing things, the people would summarily rid themselves of such a Teacher, simply by signifying that they wanted him no longer. It is complained that, under the New System, this is not so easy, that people find themselves compelled, at times, to pay their School taxes whilst being imposed upon by a Teacher in whom they have no confidence whatever.

This complaint is more likely to occur, and indeed does occur more frequently, in towns than among a like number of population, in the country; because, in the former, where no special charges are made against teachers, it is usual to keep them on from year to year. People may endure an inefficient Teacher for one or two terms, without murmuring; but when such a one becomes a sort of fixture in the School-house, his presence must be really exasperating to those whose children are committed to his charge.

We must observe, however, that in thus alluding to general complaints which occasionally come to our knowledge, whether from town, or country, we are not in a position to refer them to any particular case. We may also take this opportunity of recording our high appreciation of the Teachers of Halifax, as a body. We believe that there are but few male Teachers employed in this City beneath the first class. We also believe that certainly

a large proportion of them, not only in acquired abilities, but, in skill, energy, faithfulness, and all the other requisites of their calling, stand at the very head of their profession, and are not to be surpassed, in this respect, by any in the Province, if, indeed, anywhere else.

We can readily understand how this unpleasant and unsatisfactory state of affairs above alluded to, may come about. A Teacher may pass the best of examinations and hold the highest class certificates; his moral character may be spotless and his manner agreeable; he may conduct his school operations with method and enforce its rules and regulations with strictness; yet withal he may be next to useless as a Teacher. In some cases—we cannot but think they are rare—this may be owing to an utter lack of the teaching talent. Some persons find it simply impossible to impart knowledge, or to educate other minds. But in most, if not in all, cases, this inefficiency of Teachers is owing to their indolence and indifference. *No man or woman, can teach whose heart is not in the work.* It would be better that the School-house be closed, than that it remain in charge of a so-called teacher who is not in thorough earnest in his work.

"The Teachers in the School which my children attend, are all of high standing," we heard of a gentleman saying, not long since: "the school, I have reason to believe, is managed very decorously and methodically; I myself see that my children carefully prepare all the lessons given them to learn out of school; but, at their rate of progression thus far, if they attend that school until they are grey-headed, they will not have acquired a fair education." This is a very provoking position for a parent to feel himself in. It is difficult too for him to put his grievances in a definite shape. He may not know who is the blameable individual. Whether so, or not, it is an unpleasant thing to make a formal complaint against a teacher in such a case. It may ruin the Teacher's prospects, as such, for life; it may make him the life-long enemy of the individual making the charge. What, then is to be done?

We cannot but think that Trustees should deal promptly and vigorously with such cases, without waiting to be urged thereto by ratepayers. It is their duty so to do; and if, in other respects they do their duty, Trustees cannot remain long in doubt as to whether Teachers are manfully doing the work for which they are paid, or only making a deceptive pretence of doing it. It must in the natural course of things, be specially unpleasant for those whose children are thus being trifled with, to feel themselves obliged to take the lead in measures to obtain justice; and it is unfair for Trustees to expect it of them. But we would fain hope that these words of warning will not be without their beneficial effect upon the Teachers themselves. The cause of complaint to which we have referred is one which cannot be wholly removed unless one and all determine that it shall be, and set vigorously to work with that end in view. We have no reason to believe that indolence, or indifference, or indifference to duty, is a prevalent weakness among the Teachers of this Province. It is doubtless true that the habit which leads to them, is a very insidious one; and Teachers may, by slow degrees, have rendered themselves liable to the charge of neglecting their duty before they are themselves conscious of it. We repeat that they must have their heart in the work, in order to be successful in their calling. We know that the School Teachers of Nova Scotia, as a class, are men and women of high moral worth, and of exemplary professional character; and if their reputation as Teachers is in any way affected by the deficiencies referred to, through their own honest and vigorous action, these blemishes will soon cease to exist.

BEAUTIFUL SNOW.

Oh! the snow, the beautiful snow,
Filling the sky and earth below,
Over the housetops, over the streets,
Over the heads of the people you meet,
Dancing—Flirting—Skimming along
Beautiful snow! it can do no wrong;
Flying to kiss a fair lady's cheek,
Clinging to lips in frolicsome freak;
Beautiful snow from heaven above,
Pure as an angel, gentle, as love!

Oh! the snow, the beautiful snow,
How the Flakes gather and laugh as they go,
Whirling about in maddening fun;
Chasing—Laughing—Hurrying by
It lights on the face, and it sparkles the eye;
And the dogs with a bark and a bound
Snap at the crystals as they eddy around;
The town is alive, and its heart in a glow,
To welcome the coming of beautiful snow!
How wild the crowd goes swaying along,
Hailing each other with humour and song;
How the gay sleighs like meteors flash by,
Bright for the moment then lost to the eye;
Ringing—Swinging—Dashing they go,
Over the crust of the beautiful snow;
Snow so pure when it falls from the sky,
To be trampled and tracked by thousands of feet,
Till it blends with the filth in the horrible street.

Once I was pure as the snow, but I fell:
Fell like the snow flakes from heaven to hell;
Fell to be trampled as filth on the street;
Fell to be scoffed, to be spit on and beat;
Pleading—Cursing—Dreading to die,
Selling my soul to whoever would buy;
Dealing in shame for a morsel of bread,
Hating the living and fearing the dead.
Merciful God, have I fallen so low?
And yet I was once like the beautiful snow.

Once I was fair as the beautiful snow,
With an eye like a crystal, a heart like its glow;
Once I was loved for my innocent grace—
Flattered and sought for the charms of my face!
Fathers—Mothers—Sisters—all,
God and myself I have lost by my fall;
The veriest wretch that goes shivering by,
Will make a wide sweep lest I wander too nigh;
For all that is on or above me I know,
There is nothing so pure as the beautiful snow.

How strange it should be that this beautiful snow,
Should fall on a sinner with no where to go!
How strange it should be when the night comes again,
If the snow and the ice struck my desperate brain!
Fainting—Freezing—Dying alone,
Too wicked for prayer, too weak for a moan,
To be heard in the streets of the crazy town,
Gone mad in the joy of snow coming down;
To be and to die in my terrible woe,
With a bed and a shroud of the beautiful snow.

Helpless and foul as the trampled snow,
Sinner despair not! Christ stoopeth low
To rescue the soul that is lost in sin,
And raise it to life and enjoyment again.
Groaning—Bleeding—Dying for thee,
The Crucified hung on the cursed tree!
His accents of mercy fell soft on thine ear,
"Is there mercy for me? Will He heed my weak prayer?"
O God! in the stream that for sinners did flow,
Wash me, and I shall be whiter than snow.

DEATH OF THE AUTHOR OF "BEAUTIFUL SNOW."

A FEW years ago there appeared in an American paper published in one of the Western States an exquisite poem, entitled "Beautiful Snow." The beauty of the composition secured its republication in numerous journals, and at length it found its way to England, accompanied by the tale that the original had been discovered upon the person of a young woman who was frozen to death in the streets of St. Louis. For a long time the author perserved his *incognito*, and numerous claimants sought to establish their right to its authorship and the honors appertaining thereto. Some one who knew the true history of the poem knew also the cause of its author's reticence in giving the name to the world. Some months since the secret was revealed, and Major Sigourney, nephew of the celebrated poetess of that name, became known as the writer. The April number of *Harper's Mag-*

azine contains a companion poem, entitled, "Beautiful Child," which is marked by all the elegance of diction and deep religious feeling characteristic of its predecessor. Who could have thought that in a few weeks its gifted author would fill a suicide's grave? Yet such is the case. We learn from an American contemporary that, on the night of April 22nd, Major W. A. H. Sigourney was found dead in the outskirts of New York, under circumstances leading to the belief that he had shot himself. He had in early life married a Miss ———, a lady of great personal attractions, and with her made a voyage to Europe. During their absence rumors unfavorable to her character reached the Sigourney family. The reports seem to have been well founded, for shortly after her return to New York she showed that the curse of the nineteenth century—the demon drink—had added another name to the list of victims. She abandoned her husband, became an outcast, and was next heard of as an inmate of the penitentiary on Blackwell's Island. Her husband's love was still sufficiently strong to induce him to make another effort to save her, and through his influence she was released, only again to desert her home. In the winter of 1863 the papers spoke of a young and beautiful woman having been found dead under the snow in a disreputable street in New York. Something seemed to tell Sigourney that the body was that of his wife. Upon making inquiries he found his surmises were but too true, and after claiming the remains he had them interred in that picturesque "silent city" which overlooks the busy harbor of New York. The story of that erring wife was told in the touching language of "Beautiful Snow." What wonder that he shunned the publicity that its authorship would have conferred! Henry J. Raymond, then editor of the *New York Times*, was for years the friend of Major Sigourney, and obtained for him employment as a journalist, which failing health compelled him to abandon. The circumstances connected with his death remain a mystery. Not even his child, for whom he always displayed the tenderest affection, can throw any light upon it. The last effort of his genius is displayed in the poem already referred to.

BEAUTIFUL CHILD.

"Beautiful child by the mother's knee.
In the mystic future what will thou be?
A demon of sin or an angel sublime—
A poison Upas or innocent thyme—
A spirit of evil flashing down
With the lurid light of a fiery crown—
Or gliding up with a shining track,
Like the mourning star that ne'er looks back.
Daintiest dreamer that ever smiled,
Which will thou be, my beautiful child?"

Beautiful child in my garden bowers,
Friend of the butterflies, birds and flowers—
Pure as the sparkling crystalline stream,
Jewels of truth thy fairy eyes beam,
Was there ever a whiter soul than thine
Worshipped by love in a mortal shrine?
My heart thou has gladdened for two sweet years—
With rainbows of hope through mists of tears—
Mists beyond which the sunny smile
With its hale of glory beams all the while.

"Beautiful child, to thy look is given
A gleam serene, not of earth but heaven,
With thy tell-tale eyes and prattling tongue,
Would thou could'st ever thus be young.
Like the liquid strains of the mocking bird
From stair to hall thy voice is heard;
How oft in the garden nooks thou'rt found,
With flowers thy curly head around,
And kneeling beside me with figure so quaint
Oh! who would not doat on my infant saint!

"Beautiful child what thy fate shall be
Perchance is wisely hidden from me;
A fallen star thou may'st leave my side
And of sorrow and shame become the bride—
Shivering, quivering, through the cold street
With a curse behind and before thy feet,
Ashamed to live and afraid to die;
No home, no friend, and a pitiless sky.
Merciful Father—my brain grows wild—
Oh! keep from evil my beautiful child!

"Beautiful child, may'st thou soar above,
A warbling cherub of joy and love;
A drop on eternity's seas;
A blossom on life's immortal tree—
Floating, flowering evermore
In the blessed light of the golden shore.
And as I gaze on thy sinless bloom
And thy radiant face, they dispel my gloom,
I feel He will keep thee undefiled,
And his love protect my beautiful child."

COUNTY FUND.

In aid of Public Schools, appropriated to Trustees of School Sections for the Term ended O. & 31, 1871.

The asterisk (*) indicates the Poor Sections.

COUNTY OF ANNAPOLIS.

SECTION.	No. of pupils registered.	Grand Total days attendance made by all the pupils.	Amount from County Fund
Melvern	68	4126	\$10 19
Margaretville, East	74	6510	53 66
Margaretville, West	59	3369	32 71
Albert	37	2450	23 95
Victoria	34	2100	20 55
Gate Mountain	35	2553	24 87
Port George	59	3530	31 38
Mount Hanly			
Maavelock	31	1839	17 91
Port Williams	71	5216	50 80
Arlington	48	2513	24 48
St. Croix	51	2803	27 30
Hampton	57	1620	15 78
Clarence West	24	840	8 18
Clarence Centre	28	1790	17 50
Clarence East	31	2130	20 74
Brooklyn West	38	2523	24 58
Brooklyn East	30	1632	15 89
Salem	33	2486	24 22
Farmington	58	4095	39 89
Middleton	40	2106	20 51
Lawrencetown	80	4553	41 35
Paradise	66	5019	43 89
Bridgetown	128	8137	70 25
Meadowvale	33	1814	17 67
Forbrook West	45	2848	27 74
Cataract	37	2301	22 41
Cleveland	14	1079	10 51
Nictaux	40	2350	22 98
Williamston South	36	2141	20 85
Carleton	56	4174	40 05
Bentville	21	1515	14 76
Inglisville	35	1939	18 89
Albany North	24	1443	14 06
Albany South	23	772	7 52
Paradise West	42	2812	27 39
Springfield	23	1471	14 33
*Douglas	32	2415	31 37
*Mount Hope	21	1656	21 50
*Williamston North	30	2168	35 14
*Bloomington	30	2094	27 20
*Darling Lake	21	1302	16 90
*Roxbury	21	1477	19 18
*Dalhousie West	27	1810	23 51
*Dalhousie Centre	22	1339	17 39
*Lake Pleasant	39	2706	35 14
*Falkland	30	1824	23 69
*Stoddart	4	329	4 28

ANNAPOLIS WEST.

Mariner	58	5335	\$51 06
Karsdale	49	1614	15 72
Winchester	52	4794	46 69
Hall	56	3012	29 31
New Caledonia	77	5147	50 13
Rectory	37	2822	27 49
Willet	45	2679	26 09
Gesner	43	2751	26 82
Chesley	47	2763	26 91
Rosette	53	3523	34 37
Moschelle	46	2473	24 09
Annapolis	147	10151	101 82
Ryerson	45	2712	26 42
Clementsport	89	5565	54 20
Clements West	51	4231	41 24
Waldeck East	47	3410	33 22
Bridgeport	94	4590	44 70
Hessian West	63	2902	28 27
Clementsvale	48	2815	27 42
Lequille	61	3911	38 10
*Phinney Mountains	45	2692	34 96
*Young's Mountain	69	3319	43 10
*Leonard	79	2765	35 90
*Hillsburn	37	2058	26 73

*Litchfield	37	1585	20 58
*Victoria Beach	55	2834	36 80
*Greenland	37	2981	38 72
*Wright	28	1570	20 38
*Guinea	28	1732	22 49
*Princeville	28	1190	15 57
*Virginia	29	1631	21 44
*Birchtown	12	897	11 65
*Graywood	32	1639	21 28
*Wilford	39	2558	33 22
*Dargie	23	1405	18 25
*Lake Lo Rosso	21	1505	19 54
*Victory	32	1662	21 57

BORDER SECTIONS.

Forrest Glen	22	1597	11 08
*Sherbrooke West	28	1873	7 98
*Hillsboro,	46	2811	20 96

COUNTY OF ANTIGONISH.

Antigonish	218	13917	191 34
Antigonish Harbor	30	1308	17 00
Antigonish H.	19	723	9 04
Morristown	21	912	12 54
Morristown Lake	81	5382	74 00
S. S. Cape George	28	935	12 80
Cape George Point	40	2071	28 47
N. S. Cape George	41	870	11 96
Cape George B. Sett	30	1223	16 81
Georgeville	43	1535	21 11
Malignant Cove	47	2017	27 75
Arisaig	35	1303	17 92
MacAras Brook	49	3489	47 97
Summerville	35	2575	35 40
Brown's Mountain	30	2637	36 94
*Eig Mountain	30	1124	20 59
Pleasant Valley	69	3717	51 10
Yan'ce Grant	36	1571	21 60
William's Point	55	2809	38 60
L. South River	51	2359	32 43
S. S. Harbor	29	669	9 10
Middle Pomquette	48	2208	30 36
Pomquette Forks	40	1909	26 25
Bayfield	46	2757	37 90
Little River	48	1705	24 27
Cross R. Tracadie	101	6939	87 15
Tracadie	49	3192	43 89
E. S. Tracadie	42	2282	31 37
Little Tracadie	48	2802	38 52
Harbor Au Bouche	143	6565	90 26
*E. S. Harbor Bouche	71	4050	74 24
Fraser's Grant	41	2711	37 27
Black River	52	2403	33 04
Caledonia Mills	60	2369	32 57
Manchester Road	40	956	13 14
St. Andrews	81	3299	45 35
Big Brook	43	1817	25 40
Fraser's Mills	77	3086	42 43
S. River Lake	51	2516	35 00
Lower Lochaber	47	2009	27 62
Lochaber W. S.	46	1498	20 00
H. Lochaber	59	2614	35 94
Glen Road Upper	61	3022	41 55
Glen Road Lower	37	1697	23 33
Salt Springs	51	1980	27 22
W. River Road	34	1690	23 23
Beaver Meadow	50	3819	52 51
Pinkie Lawn	41	1745	21 00
West River	46	1530	21 03
*Stowarts Mills	33	1759	32 24
*Keppoch	49	1969	36 09
*Big Clewing	44	3158	57 88
Briley Brook	40	1979	27 21
B. S. Briley Brook	34	2322	31 92
Beech Hill	18	831	11 47
Petcher's Farm	21	1112	15 70
Springfield	67	2492	31 28
Lower N. Grant	63	2400	33 00
Old Gulf Road	32	1898	19 22
Hollowell Grant	24	1337	18 38
Hollowell Grant	54	1209	16 62
*Hollowell Grant	43	1490	27 32
Malignant Brook	34	1389	19 10
Gulf of Canso	47	672	9 24
Copper Field	19	1241	17 06
Black River	27	1012	13 91
S. Tracadie (Border.)	10	621	8 54

COUNTY OF CAPE BRETON.

Sydney	221	16574	149 10
South Bar	61	3218	29 23
Lower Point	91	4226	38 01
Lingan	122	6353	61 08
Bridgeport	50	4319	38 87
Little Glace Bay	251	11238	161 11
Big Glace Bay	60	3116	31 01
Block House Mine:	95	4161	40 18
Gowrie Mines	204	10101	93 61
False Bay Beach	16	912	8 48
Holmeville	24	2114	18 91
Round Island	40	2027	18 25
Morlup Road, Mira	44	4377	39 40
Marion Bridge	69	4000	36 00
Fork's Bridge	36	1510	13 60
Coxheath	55	4644	41 80
North West Arm	45	2531	22 81
Ball's Bridge	60	3509	31 59
Long Island Main	63	3916	35 51
Leitches' Creek	39	1352	12 16
Leitches Creek, West	55	2601	23 40
Upper N. Sydney	58	4032	36 29
North Sydney	209	17611	158 50
Sydney Mines	366	22045	198 40
Little Bras d'Or, E.	45	3695	33 26
Little Bras d'Or, W.	70	3987	35 89
George's River	39	2482	22 31
Boularderie, West	61	41791	40 41
Boularderie, Centre	59	2759	24 83
Point Aconi	57	2439	21 95
Boularderie, B. Lands	72	2311	21 06
Catalogne	61	5555	49 09
Main-a-dieu	73	5066	45 59
Big Lorraine	30	2182	19 62
Kellup Lake	16	960	8 64
Front Brook	28	1729	15 56
Gabarus	50	1499	13 49
Gull Cove	69	4200	37 89
Big Pond	41	1776	15 90
Huntington Mountain	31	2098	18 88
Gillis' Lake	65	4286	38 57
Head of East Payot	40	3052	27 45
East Bays North	45	4189	37 70
Piper's Cove	62	5220	46 98
Grand Narrows	60	3075	27 67
French Vale	60	4068	36 79
Cape Breton	48	613	5 51

POOR SECTIONS.

Lingan Barrasois	33	1275	15 30
Kilkenny Lake	50	2025	24 30
Lingan Bay	47	2804	33 65
South Head Cow Bay	26	1488	17 85
Mira Gut	20	1408	16 88
Black Brook, Mira	44	3174	38 09
Hills Road	13	1012	12 15
Mira Ferry	25	2041	24 53
Cariboo Marsh	45	1746	20 95
Blackett's Lake	36	2121	25 46
Ball's Creek	27	1699	20 38
Rear Ball's Creek	31	1082	12 99
Victoria	29	1655	19 86
Union	31	2088	24 05
Catalogne Gut,	18	1379	16 54
Rear of Main-a-dieu	59	2825	27 90
Scatarie	13	1188	13 41
Little Lorraine	45	4615	53 84
New Boston	49	3487	41 84
French Road	36	3188	38 25
Big Lake, Gabarus	39	2697	32 36
Belfry	40	3513	42 16
Upper Grand Mira,	28	1302	15 63
Lewis Bay, North	33	2433	29 23
Lewis Bay, South	25	1652	19 83
S. W. Salmon River	29	1209	14 50
East Bay Chapel	35	3597	43 16
Beni Eoin	31	1916	23 28
Rory Brack's Brook	50	4759	57 10
Irish Cove	50	2430	29 23
Irish Cove	30	553	6 64
Loch Lomond, North	25	816	10 15
Loch Lomond, South	22	1610	10 32
McAdam's Lake	49	2738	32 85
Escasoni	42	2652	31 83
Benackady	46	2493	29 92
Big Beach	41	2908	34 89
Shunacadie	34	1707	20 48
Beaver Cove	33	1708	20 49
Rear Beaver Cove	45	3323	39 88
Rear Escasoni	35	3601	36 00

Boisdalo	51	1870	22	54
Rear French Road	31	2501	30	72
Twelve Mile Lake	21	1509	18	10
Glen More	18	1077	12	92
Grand Lake	26	1125	13	50

COUNTY OF COLCHESTER.

North River	78	4540	\$46	59
East River	93	5501½	57	08
Western Economy				
Central Economy	112	4147	42	55
Upper Economy	72	3008	40	10
Pleasant Hills	38	1678	17	20
Bass River	89	5036	51	08
Portaupique	107	5571½	57	18
Highland Village	48	2279½	23	32
Great Village	151	9382	96	28
Cumberland Roads	49	2202½	23	52
Acadian Mines	102	6210	63	73
Folly, Mount West	70	3011	30	00
East Village	73	3203	32	87
Folly Village				
DeBert	47	2630	26	97
Masstown	54	3241	33	20
Debert River	79	3807	39	06
Chignois				
West Onslow	59	3078½	31	59
Central Onslow	43	2387	24	47
Upper Onslow	60	3780	33	79
North Mountain	24	1050½	10	87
North River	57	2986½	24	47
South Branch N.R.	48	1049	19	99
Lower Pictou Road	44	2204	22	61
East Mountain	68	3702	37	09
Greenfield	20	1721	17	05
Salmon River	65	3981	40	85
Truro Village	458	30223	310	20
Bible Hill	31	2238½	22	90
Lower Village	55	2856	29	29
Old Barns	55	3506½	35	99
Black Rock	43	3279	33	64
Beaver Brook	51	1970½	20	21
Princeport	41	2789	28	61
Greens Creek, 1	32	2450	25	13
Greens Creek, 2	43	1871½	19	19
Pleasant Valley	62	3895	39	96
Fort Ellis				
Lower Stewiacke, w	34	1100½	12	21
Lower Stewiacke, o	57	2555	26	21
Shubenacadie	51	2870½	29	53
Gays River	33	2382	24	43
Upper Gays River	41	2568	26	34
Sibleys				
Middle Island, s. side				
South Branch, I.	59	3976	40	79
Goshen	53	3166	32	49
Cross Roads	55	3428	35	17
Newton Mills	50	4193	43	03
East Ville	65	4259	43	71
Pembroke	59	3908	40	10
Up. Stewiacke Village	76	5840	59	03
Otter Brook	33	1745	17	90
Middle Stewiacke, n	39	2359	24	19
Forest Glen				
Brookfield	87	3138½	32	20
Clarke Ville	47	2778	28	49
Meadow Vale	28	1429½	14	66
Hardwood Hill	37	1914	19	03

STIRLING.

Tatamagouche	124	6322½	64	88
Tarbat	76	3227½	33	12
Forest	51	2591	26	58
Waugh's River	40	1769½	18	14
River John Road	55	2003	21	16
French River	37	1840	18	87
Head of the Bay	72	3044	40	47
Murphy's	70	4404	46	12
Mill Brook	28	1181½	12	12
Oliver's Bridge	38	2236	22	93
West New Annan	55	3051½	31	32
Byers Mills	51	2174½	22	30
Wilsons	59	2266½	23	25
Earlton Village	53	1463	15	00
Point Brule	60	3576	36	09
Conkey's	54	2275½	23	34
Gilbert Sutherland	28	1880	14	15

POOR SECTIONS—COLCHESTER.

Maccan Road				
Castlereigh	28	1477	20	20
Cumberland road, N.	53	3187	43	60
Folly Mountain, E.	30	1002½	21	92
Folly Lake	37	2119	28	98
Upper Chegonois	34	1731	23	70
West B. North River				
Upper Nor. River				
Kemptown	24	1093	14	94
Upper Pictou Road	18	757	10	35
Harmony	32	1550	21	20
Smithfield	23	1944	24	59
Upper Brookfield				
Earlton Road	30	1081½	14	52
Colters	15	727	9	94
Alma	30	1312	17	93
Riversdale	25	1556½	21	20
Union				
Stewincke Road	23	1812	24	77

POOR SECTIONS—STIRLING.

Lake Road	44	2631	35	07
Hingleys Mills	52	1800½	24	03
West Earlton	33	1044½	22	48
A. McKays Mills	31	1061½	22	72
Rossville	37	2023	27	66
Slades	40	1522	20	81
Borichan	32	1525	20	85
North Earlton	32	1630	22	28
Truro Road	27	1194	16	24
Point Brule,				

COUNTY OF CUMBERLAND.

Malagash Point	60	2234	\$24	34
N. S. Malagash	44	2301	26	05
S. S. Malagash	33	1710	18	73
Stake Road	44	1263	13	76
Shool Bay	57	2085	22	72
Goose River, corner	55	3044	42	97
Wallace	114	7103	78	04
Six Mile Road	48	1904	20	74
Wallace River	45	906	9	87
Wentworth	39	1044	21	18
U. Wentworth	115	4650	50	66
North Wallace	28	1226	18	30
Fox Harbor	44	2232	24	32
L. Gulfstone	42	2382	25	95
U. Gulfstone	24	730	7	95
Pugwash	171	9911	163	85
N. Wallace Bay	36	1724	18	78
Hd Wallace Bay	41	1894	20	64
Doherty Creek	40	1806	19	68
E. Pugwash River	45	1927	20	99
Wallace Bridge	40	931	10	14
Port Philip	37	1982	21	59
Roslin	39	1822	19	85
Crawford Sett	50	2557	27	86
Goose River	42	2364	25	76
U. Shinimicas	31	1594	17	37
L. Shinimicas	30	1632	18	00
Mt. Shinimicas	28	1254	18	55
Tidnish Cross Roads	30	1036	11	29
Amherst Head	50	2259	24	61
Amherst Head	40	1757	19	14
Amherst Head	36	2599	23	31
Amherst	333	16161	176	08
Fort Laurance	43	2649	23	86
L. O'Brien, Sett	51	1448	15	78
Nappan	62	2532	27	80
Lower Maccan	55	3210	34	97
R. Hebert East	28	1540	16	78
Barrowsfield	28	1758	19	15
Little River Joggins	63	3945	42	98
Minudio	61	3302	35	97
Joggins Mines	43	1091	11	89
Jackson Sett.	43	1837	20	01
Rockville Sett.	36	1590	17	32
Little Forks	39	2716	29	59
Maccan Intervale	47	2525	27	51
West Brook	54	2859	31	15
Central Maccan	25	1870	18	19
Spring Hill	24	1227	13	37
Claremont	48	2055	22	39
Salem	45	2363	25	74
Upper Salem	38	2071	22	50
Fenwick	52	2098	22	86

Upper Nappan,	15	2330	25	38
West Leicester	29	1625	17	70
East Leicester	43	1980	21	64
Little River	45	1900	20	70
Oxford	80	4117	44	85
T. Hall, R. Philip	60	3033	33	04
End Windham Hill	23	1093	11	91
Williamsdale	59	1494	10	28
Greenville, West	62	2050	22	34
Rel Creek	30	1315	14	32
River Hebert, West	40	3097	33	74
W. Pugwash Harbor	55	2473	26	94
*Dowars River	31	1683	24	45
*Gray's Road	55	1887	27	41
*Tonoy's Bay	43	1130	16	41
*Mouth R. Hebert	18	1093	15	00
*Ragged Reef	18	756	10	98
*Chapman Sett	37	1562	22	66
*Tidnish River	39	1551	22	53
*Hd. River Hebert	19	1342	10	49
*Maccan Mount	35	1581	22	96
*Maccan Mount	25	1326	19	26
*Maccan Mount	27	1108	17	40
*Windham Hill	26	1405	20	51
*Glennville	48	1525	22	15
*W. B. R. Philip	35	2078	30	18
*Westchester	46	2448	35	56
*Westchester Lake	23	1108	16	09
*Greenville	13	781	11	89
*Hastings	41	2209	32	09
*Farmington	32	1498	21	76
*Wallace River W.B.	51	1501	21	80
*Richmond	35	1761	25	58
*Millvale	20	1074	15	60
*Mt. Pleasant	32	986	14	33
*Greenville cross road	27	1602	23	27
*Wentworth	21	1040	15	10
*S. B. Shinimicas	10	830	12	05

PARRISHORE.

Mill Village	191	10309	112	31
Port Grenville	72	3183	34	08
Kirk's Hill	44	1994	21	07
Diligent River	64	2272	24	75
Fox River	68	3100	33	77
Brookville	34	2753	29	99
Spencers Island	51	2823	30	76
Capec D'or	68	3506	38	20
Advocate Harbor	77	3087	33	63
Halfway River	39	2033	22	15
New Canaan	32	1518	16	54
Green Hill	35	1784	25	91
*Black Rock	60	5153	74	85
*Canning Mills	29	1577	17	18
*Salem	19	1439	20	90
*Sugar Hill	38	2092	30	39

COUNTY OF DIGBY.

Bear River Road	833	1906	23	73
Hillsburgh	112	6526	81	26
Bear River	41	2656	33	07
Smith's Cove	43	1983	24	70
Hillgrove	53	3255	40	53
North Range	86	5005	63	07
Marshalltown		1067	13	28
Brighton Section	90	3136	30	05
Plymton, or St.)				
Mary's Bay	120	3040	37	85
The Barren's	60	3064	38	16
Weymouth,	67	5337	66	46
Weymouth Bridge	55	3900	48	56
Weymouth Mills	52	2580	32	15
Digby	220	13440	167	35
Trout Cove	37	2437	30	34
Sandy Cove	60	4083	58	30
Little River	48	3246	40	42
Tiverton	60	3828	47	06
Freeport	117	7063	87	95
Westport	127	11014	137	18
Doucet	49	2224	27	70
*Wilford Corner	27	1478	24	55
*The Ridgo	22	1314	21	81
*South Range	57	2257	37	47
*Mistake	33	1202	19	95
*Wagoner	45	2038	33	84
*Broad Cove	45	2433	40	37
*Digby Neck Road	33	2320	38	52
*Lakeside	24	1411	23	42
*East Ferry	34	1730	28	73

BORDER SECTIONS.

*Southvale	60	5712	29	37
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CLARE.

Grossecognes	96	6385	63	26
Port Acadia	37	6226	61	73
Comeauville	98	5519	57	38
Saulnierville	110	6793	70	62
Meteghan River	75	3050	31	71
Meteghan	169	11270	117	17
Cape Cove	61	5095	52	97
Salmon River	79	4922	51	17
Les Concession	62	4190	42	91
Thenan	42	3065	31	88
*Cheticamp	58	5050	70	00
*New Tusket	30	2042	28	30
*Rosedale	39	2070	28	70
*South Thenan	32	2061	36	93

BORDER SECTIONS.

Beaver River	87	4953	30	00
*Cedar Lake	30	2500	31	25

COUNTY OF GUYSBOROUGH.

Guysborough	175	11051	167	92
River side	17	1015	14	62
Intervale	76	3048	43	92
Roman Valley	48	2306	33	22
Cook's Cove	50	3649	52	58
Canada	29	1093	15	76
Salmon River	55	2973	32	75
Lake Settlement	47	1942	27	98
New Harbor	51	2317	33	82
Sandy Cove	28	2236	32	22
White Head	48	2609	37	59
Port Felix	66	4322	62	28
Cole Harbor	27	1481	21	38
Gammons Point	16	1515	21	83
Manchester	39	1601	23	07
Manchester	67	3008	43	34
Manchester	79	3531	50	88
Clam Harbor	63	2981	42	95
Goose Harbor	41	1141	16	44
Port Mulgrave	112	5705	82	20
Pirate Harbor	53	2765	39	84
Steep Creek	55	1984	28	58
Stand Point	51	3051	43	96
Stand Point	42	2173	31	31
Isaacs Harbor	68	3505	59	50
Isaacs Harbor	19	1181	17	01
Giants Lake	54	1740	25	07
*River-side	27	1574	30	24
*Colored People	31	1191	22	88
*Old Road	31	1801	31	60
*Middletown	16	1630	31	31
*Country Harbor	19	1358	26	09

BORDER SECTIONS.

Tracadie	40	2689	31	77
Country Harbor	42	1881	24	02
Argyle	43	2332	11	03

DISTRICT OF ST. MARY'S.

Sherbrooke	150	11820	\$113	20
Stillwater	33	2181	21	81
Forks, Glenelg	42	2130	21	30
West River	50	2929	29	29
West River	36	2509	25	09
Wallace Bridge	44	2739	27	39
Upper Caledonia	18	1104	11	01
Melrose	37	1814	18	14
Upper Cross Roads	50	2528	25	23
Lochaber	50	2133	21	33
Marie Joseph	48	2063	20	63
Liscomb	38	2496	24	96
Wine Harbor	85	3424	34	24
Indian Harbor	60	3405	34	05
Sonora	48	2751	27	51
Goldenville	145	8962	86	62
Goshen	53	2245	22	45
Beckerton	10	672	6	72

POOR SECTIONS.

Church Section	18	1551	20	68
West Liscomb	26	1192	15	89

BORDER SECTION.

East River St. Mary's	38	1290	9	50
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CO. OF HANTS.

Rawdon Church	44	2071	18	21
South Rawdon	69	3325	29	24

Pleasant Valley	42	1738	15	28
Birch Brook	11	398	3	21
West Gore	31	1817	15	98
East Gore	56	2933	25	79
East Rawdon	63	2727	23	98
Mt. Uniacke	25	1103	9	70
Upper Nine Mile River	47	2015	17	72
West M. Road	31	1095	14	91
East M. Road	36	1775	15	61
Nine Mile River	31	1430	12	58
Renfrew	61	2614	23	25
Belnan	31	1491	13	11
Hardwoodland	34	1546	13	60
Mt. Pleasant	40	1645	14	47
Welsford	61	4036	35	50
Mill Village	53	2925	25	72
Ryan Creek	26	1558	13	70
Urbania	47	3174	27	91
Rockville	102	6870	60	41
Maitland	117	8741	76	87
Upper Selina	97	5688	49	85
Lower Selina	65	3000	26	38
Shad Creek	17	1536	13	51
East Noel	37	2158	18	98
Noel	66	4271	37	56
Burncoat	31	1808	15	90
Moosebrook	57	2682	23	59
Tenecape	56	3338	29	36
South Noel Road	35	1611	14	43
Kennetcook Church	74	4315	37	95
Northfield	28	1842	16	20
Head Kennetcook	60	3737	32	86
Five Mile River	60	3421	30	09
Barney Brook	34	2379	20	92
Goro	45	2600	22	87
Uniacke Gold	31	2560	22	51
North Salem	29	1546	18	13
New Dublin	36	2281	26	78
Noel Road	37	2356	27	63
North Noel Road	37	2351	27	57
Georgofield	40	2268	26	57
Greenfield	17	992	11	63

BORDER SECTIONS.

*North Beaver Bank	12	752	3	43
Enfield	74	4100	34	21
Elmsdale	67	3538	26	58
Walton	71	2939	21	47
Millsdale	54	2315	14	53

WEST HANTS.

Windsor	370	22092	205	59
Wentworth	91	6096	55	25
Curry Corner	99	6141	58	38
Martock	68	3483	31	57
Forks	29	1338	12	13
Fal. Village	41	1650	14	95
Gen. Falmouth	72	2976	26	97
Avondale	92	5899	52	65
Belmont	56	5681	51	49
Poplar Grove	58	4665	42	28
Brooklyn	65	4464	40	37
Burlington	111	6196	50	16
Summerville	64	3904	35	38
Cheverie	28	2240	20	30
Scotch Village	75	4742	42	98
Woodville	38	2439	22	10
McKay	35	2036	23	89
Newport Road	41	2212	20	05
St. Croix	91	4455	40	38
Ellerhouse	84	5125	46	45
3 Mile Plain	91	4231	51	13
Yaughan	36	2299	27	78
South Waterville	25	1688	20	40
Fal. Village	25	1359	16	42
Great D. Kennetcook	29	2433	29	40
Brookville	89	4352	52	59
Cambridge	37	2203	26	62
Pembroke	58	3551	42	91
Cogmagun	43	3174	33	35
Greenville	16	923	11	15
Ardoise	32	1677	20	26
Still Water	45	2440	29	56
5 Mile Plain	36	1044	23	49
Sherbrooke Road	28	1650	20	16
Lakeland	20	1272	15	37

BORDER SECTIONS.

Hantsport	177	11310	81	44
Newport Douglas	48	4099	30	21

COUNTY OF HALIFAX.

Hubbards Cove	82	3151	\$37	10
Black Point	46	1623	17	40
St. James	31	1387	14	90
Albert	55	3326	35	70
Victoria	48	2162	23	20
Lower Ward	52	3741	40	15
Haggets Cove	43	2161	23	25
Indian Harbor	53	3241	31	80
Peggys Cove	41	2611	28	05
Upper Prospect	159	8100	83	95
Sambro	46	2369	25	45
Ketch Harbor	71	3074	33	00
Herring Cove	98	5121	55	00
Fergusons Cove	70	2698	28	95
Hammond Plains	75	5537	59	45
Bedford	52	3238	31	75
Lower Sackville	49	2741	29	45
Dartmouth	507	30994	331	75
Montague	65	4185	46	90
Waverley	66	4804	51	55
Fall River	47	1894	20	33
Oldham	52	3600	57	60
Preston Road	60	2554	27	40
Eastern Passage	59	3594	38	60
South East Passage	72	3557	38	27
Cow Bay	49	3201	34	37
C le Harbor	48	2228	23	95
Salmon Hole	12	832	8	95
Lawrencetown	31	1709	19	00
Foot Porter's Lake	22	1179	12	65
Lake Porter	43	1821	19	55
Seaforth	38	2501	26	90
Chezzetcook	199	11085	119	00
Head Chezzetcook	72	2614	28	05
L. E. Chezzetcook	58	3806	41	70
*Boutilliers Point	59	2984	42	70
*West Dover	43	2784	39	85
*East Dover	43	3052	43	70
*Shad Bay	33	2326	33	30
*Beech Hill	33	856	12	25
*Lower Prospect	27	1708	24	45
*Terence Bay	30	262	3	75
*Pennant	43	2232	31	95
*Harrietsfield	24	1080	15	20
*Portugese Cove	64	3230	46	20
Cross Roads	22	1379	19	75
*Maroon Hill	27	485	6	95
*Beaver Bank Sn.	21	1388	19	85
*Windsor Junction	39	2083	29	80
*Grand Lake	27	1137	16	25
*New Road	57	1960	28	05
*Devils Island	26	2085	29	85
*Middle	25	1014	14	50
*Grahams	23	1990	28	45
Musquodoboit II.	51	2886	31	00
Upper Jeddore W.	50	2702	29	00
Oyster Pond	60	3857	41	40
Ship Harbor North	60	4120	47	45
Murphy's Cove	51	4026	43	20
Shoal Bay	48	3215	34	50
Tangier	88	5437	58	35
Popo's Harbor	38	3321	24	00
Spry Harbor	47	2678	28	75
Spry Bay	61	2305	24	75
Sheet Harbor W.	73	5267	50	50
Sheet Harbor East	60	4600	49	35
Salmon River	57	3415	36	65
Newdy Quoddy	65	5897	63	30
Kirkers	48	2758	29	60
Mesers River	40	1879	20	15
*Petypzwick	47	3451	49	35
*Petypzwick, West	23	1383	19	80
*Kent's Island	20	65	95	
*Musquodoboit II.	28	2296		

Hutchinson	61	2732	20	30
Henry	51	1597	17	15
*Dutch Village	20	821	11	80
*Kerr's	28	1330	19	00
*Dean	46	3255	46	55
*Chaplin	34	1881	26	90
*Caribou	13	1229	17	55

BORDER SECTIONS.

N. W. Arm	82	6020	30	15
*Glenmore	36	2325	22	45

COUNTY OF INVERNESS.

Port Hastings	07	4440	44	15
Low Point	22	1150	11	43
Creignish	32	2293	22	80
Long Point	40	1149	11	42
Judique Banks	61	2225	22	12
Judique	61	4216	41	92
Judique Intervale	49	3700	36	78
Little Judique	47	2325	23	11
Red Banks	43	2288	22	75
Port Hood	92	3248	32	30
Hays' Farm	45	1796	17	85
S. West Bridge,	30	2414	24	00
S. West Ridge	36	2604	25	88
Mabou Bridge	73	5141	51	12
Mabou Mouth	34	1356	13	48
Coal Mines	44	2294	22	81
B. Cove Banks	50	3172	31	54
B. Cove Intervale	53	1289	12	82
Black Glen	51	2364	23	50
Black River	20	400	4	58
Smith Villa	23	1350	13	42
Walker	31	2010	19	98
Tulloch	50	2552	25	37
Hillsboro'	47	2141	21	28
Mount Young	50	1823	18	12
New Canada	42	3040	30	33
Bridge End	54	2535	25	20
Brook Village	55	2347	23	33
Sky Glen	47	2320	23	06
Indian Rear	52	4156	41	32
Long Stretch	43	1972	19	60
Reid Bridge	50	1958	19	46
West Bay Road	46	2350	23	36
North Mount	34	1673	16	63
Little Harbor	43	2818	28	01
Malagawatch	40	1666	16	56
McLean's Bridge	51	2342	23	28
Cross Roads R. Dennis	32	1086	10	80
McPherson's Brook	31	2295	22	82
Mill Brook	14	1140	11	33
Cariboo	30	2003	19	91
Portage	28	1621	16	11
Blue's Cove	52	2681	26	65
River Inhab'ts. Ridge	48	2336	23	22
Rear Creignish	45	2112	20	99
Lake Horton	29	1640	16	40
River Dennis Chapel	53	3382	33	64
Mount Noah	66	4484	44	00
North East	21	970	9	74
Big Marsh	19	1481	14	74
Duff's	18	755	7	50
Dunmore	48	1440	14	33

POOR SECTIONS.

Little Mabou	36	1554	20	61
Upper South West	38	2148	28	41
Sights Point	35	2546	33	76
Mall River	44	2025	26	84
Turk	30	1856	24	61
Big Ridge	40	2236	29	64
Boyd's	75	4557	60	44
Ross Mill	83	1144	15	18
Dallas Brook	48	1623	20	19
Blues Mill	18	1031	13	67
Big Brook	48	2447	32	45
Boom	12	380	5	05
North West Arm	51	2601	34	50
Rear Long Point	22	948	12	58
River Dennis Road	34	2206	29	24
Top Cape, South,	40	2588	31	32
Top Cape, North,	36	2382	31	59
Scotch Hill	46	1666	22	99
Sky Mount	55	2470	32	76
Big Harbor	16	849	11	76

Rear Intervale Judique	50	2030	38	85
Cove Seal	20	976	12	94
McKenzie's Brook	20	1314	17	82

NORTH INVERNESS.

Little River	41	2250	22	39
Cheticamp Chapel	60	5122	50	94
Plateau	71	2963	29	46
Big Bond	91	8034	79	87
Friars Head	91	8328	82	81
East Marg. Harbor	52	2655	26	49
Forks	55	2397	23	84
Munroe	47	2586	25	72
Leadbetter	62	4137	41	14
Ingraham's Brook	71	4032	40	04
North East Chapel	58	3580	35	61
Big Brook	38	1833	18	23
Captain Allan's	68	2692	26	77
McFarlane's Bridge	57	3232	32	15
Lake Outlet	55	2223	22	11
Hamilton	50	2949	29	32
McWilliam's Mill	60	2807	28	81
Ainslie Glen	63	5261	52	33
Little Narrows	43	1561	15	53
Whycomagh	92	4023	45	97
Chimney Corner	30	855	8	51
B. Cove Marsh	72	4775	47	47
Loch Bain	50	2237	22	24
Widow Lords	49	2321	23	07

POOR SECTIONS.

Grantosh	46	2052	27	10
Jacob	35	1488	19	72
Big Intervale	39	2779	36	83
King Ross	27	1079	14	30
N. East Egypt	24	1137	15	07
Lake O'Law,	27	1061	14	06
Scotch Settlement	17	1098	14	56
Upper East Lake	44	3379	44	79
Lewis Mount	27	1396	17	17
B. Cove Ponds	36	2124	28	15
Big River	28	1392	18	45
Rear Loch Bain	28	1286	17	03
Whycomagh Mount	35	2253	29	87
S. West Egypt	24	1576	20	91

BORDER SECTIONS.

Port Hawkesbury	116	7281	64	37
River Inhab. Bridge	50	2028	6	64

COUNTY OF KINGS.

Greenwood	51	3862	37	47
Jackson	81	1464	14	20
Waterville	35	2306	22	36
Morristown	62	3846	37	30
Sand mill	51	3540	34	31
Dempsey Corner	29	2021	19	60
St. Mary's	29	1828½	17	77
Piedmont	60	5290½	51	31
Long Point	59	3625½	35	12
Weston	58	2217½	21	50
Welsford	41	2820	27	38
Somerset	91	5500	53	87
Berwick	86	6319	61	20
S. Berwick	39	2241½	21	74
Waterville (C)	74	4617	41	72
Grafton	64	4087	39	60
Kinsman's Corner	77	4734	45	85
Harborville	86	5231	50	67
E. Black Rock	37	2242	21	73
Chipman Brook	43	1100½	10	69
E. Hall's Harbor	60	2890	28	04
Lakeville	86	5507	53	35
Brooklyn, (C)	28	2232	21	64
Cambridge	49	2791	27	05
Cold Brook	38	2531	24	55
Beech Hill	48	2602	25	22
Lakeville	31	1702½	16	51
Canaan	35	1799	17	44
Kentville	126	7861	71	29
Steam Mill	59	3242	31	41
Centreville	60	3085	29	90
Sheffield Mills	85	5731	55	50
N. Scot's Bay	48	3401	33	53
Lower Pero	52	2654	25	72

Upper Pero	33	2090	20	28
Medf rd	86	4671	45	25
Habitant	33	2014½	19	54
Canning	159	11093½	107	42
Woodside	55	3484	33	75
Randville	58	3930½	38	12
U. Canard Street	111	7340	70	71
L. Canard Street	96	7248	70	19
Town Plot	41	2658	25	76
Church Street	33	2510	24	31
U. Church Street	81	4718½	45	70
Port Williams	(Return not received)			
New Mines	07	4037	39	21
Greenwich	60	3507	31	01
Wolfville	191	11489	111	24
Davison Settlement	44	14504	14	07
Gaspereau	64	2703	26	19
Lower Horton	36	1799	17	41
Avonport	80	4415½	42	77
Lock Mantville	127	8114½	78	58
Bloomfield	50	3425	33	18
Prospect	22	795	7	72
Grand Pt	96	5730	55	56
S. Scot's Bay	60	3731	36	15
Middle Pen	38	2861	27	77
Pleasant view	38	2021	19	60
S. Greenwich	36	1304½	12	67
Rockland	30	1632	15	83

POOR SECTIONS.

Australia	27	2052	26	52
Harmony	38	1694	21	90
Lake George	19	1253	16	20
Clermont	36	1151	14	30
Morden	48	2451½	31	67
Ormsby Road	20	1355	17	52
Fair View	53	2839½	36	75
Black Rock, (Givan)				
Mount	62	2955½	38	24
Blue Mountain	35	2134	27	52
Bater's Harbor	53	2732	35	28
Pen Mountain	61	2219	28	67
Scot's Bay Mountain	46	2432	31	42
Greenfield	60	3465	44	75
W. Cornwallis Mount.	42	2034	26	55
U. Gaspereau	45	2813	36	39
W. Black Rock	66	3194	41	26
North River	15	1262½	16	39
Lake Paul	29	1551	20	66

BORDER SECTIONS.

Kingston	35	2556	6	91
*Halfway Time	13	1058½	8	36
Tremont	41	2841	24	48
*Dalhousie	34	1629	17	14

COUNTY OF LUNENBURG.

Academy	292	19588	233	48
1st Peninsula	34	1873	22	31
2nd Peninsula	34	2546	30	34
Upper Centre	27	2279	27	20
Lower South	60	3727	44	41
Upper South	69	3547	42	27
Fitz. South	42	2820	33	60
Upper Rosebay	36	2340	27	88
Lower Rosebay	34	2657	31	66
Ritcey's Cove	51	3890	46	36
Lower LaHave	26	2090	24	91
Summerside	52	3316	39	51
Snyders, J. H. R.	38	2578	30	72
N. W. Range	58	1678	19	99
Maiders's Cove	61	3156	37	61
Mahone Bay	136	9438	112	43
Oakland	65	3261	38	86
*Indian Point	32	2225	35	33
Martin's River	58	2074	24	71
Centreville	48	2598	30	96
Stanbourne	38	1995	23	71
Rosedale	42	1802	21	4
Hirtles, N. G. R.	38	2329	27	6
New Canada	55	3291	39	2
Misner's	44	1463	17	12
Cook's Branch	27	1668	19	87
Knock's	43	2134	25	42
Snyder's Branch	38	1841	2	93
2nd Peninsula, Lower	32	2866	3	19

Tancook	95	5745	68	46
Bridgewater	229	17375	207	01
Conquerall Bank	51	3813	45	79
Pentz's	68	3999	17	65
Petite Reviere	78	4057	48	35
Broad Cove	41	3680	13	86
Vogler's Cove	29	1588	18	92
Conquerall	53	2296	27	36
Baker's, P. R. R.	31	1086	12	91
Upper Chelsea	66	4627	55	14

POOR SECTIONS.

Blue Rocks	32	1631	25	91
Black Rocks	40	2850	15	28
Heckman's Island	24	1568	21	90
N. W. Range	36	1576	25	04
Weimath's	30	2181	31	65
Lower Cornwall	25	1409	22	37
Falkland	53	3721	59	12
West Northfield	31	2093	33	25
Lower Northfield	59	2084	42	61
Big Lots	23	1401	22	29
Frelig's	48	3266	51	89
New Cumberland	60	2481	39	45
New Italy	28	2218	35	70
Hebb's	21	1482	23	52
Newcombrville	51	2514	39	93
Witeville	20	1035	16	43
Lakeville	29	1637	26	00
Lapland	42	2647	42	05

CHESTER.

Chester Town	152	6688	105	25
East Chester	64	2422	38	11
Marriett's Cove	63	2005	45	71
Basin	67	3129	49	24
Windsor Road	31	1606	25	27
Cross	38	2363	37	13
Mill Road	27	1353	21	28
Gould's River	77	1939	30	51
Martins Point	50	2536	39	91
Blandford	56	2339	36	81
Bayswater	27	1855	29	18
Fox Point	55	2783	43	78
Pine Plains	40	1876	29	52
*Back of Lake	40	2221	46	58
*Hiltzboro	27	1151	21	14
*Dalhousie	5	306	6	41

COUNTY OF PICTOU.

Pictou Town	666	41619½	\$170	03
Caribou River	47	1565	17	67
Toney River	66	3200½	36	14
Cape John (McLeod's)	35	1726	19	60
Cape John (cross roads)	37	2001	22	59
Cape John (S. Shore)	48	2211	24	96
Elmsdale	41	1891	21	39
Sand Marsh	30	1999½	15	80
Louisville	32	1461	16	50
Millville	50	2389	26	90
River John Village	232	13889	156	85
Welsford (Biguey)	59	1650	18	03
Welsford Bridge	41	2179	21	60
West Branch (Church)	58	8188	92	46
North Dalhousie	59	3569	40	30
Head Dalhousie	60	2551	28	81
South W. Dalhousie	33	1783½	20	14
Roger Hill Upper	35	1823	20	58
Caribou Meadows	61	2555	28	86
Scotsburn	72	3278½	37	02
Hardwood Hill	39	2238	25	28
Roger Hill Forks	29	1182	13	85
Regas Hill Rogers	64	3730	42	18
Six Mile Brook	40	1440	16	27
Salt Springs	62	3710	41	89
Mount Thom Upper	28	1211	13	67
Mount Thom Lower	43	2272	25	66
Watervale	60	2149	24	26
West River Station	45	2564½	28	96
Gairloch	28	451	5	10
New Laig Upper	66	2888	32	61
Mill Brook	27	2035	22	98
Loch Burn	32	2917½	32	95
Pleasant Valley	37	1782½	20	12
Fanuel Hall	42	2409	27	21
Green Hill Upper	57	3900	37	28

Green Hill Lower	22	1592	17	98
Union Hall	34	2010½	23	04
Central West River	57	3524½	39	79
Durham	53	3630	49	99
Lyons Brook	73	4033	45	65
Scotch Hill	37	2413	27	25
Scotch Hill Brookville	44	2314½	26	14
Fisher Grant	73	4657	52	95
Carribou Central	45	2811½	31	75
Carribou Sandy Cove	41	2236	25	26
Carribou 3 Brooks	38	1728	10	52
Pictou Island	26	976½	11	03
Carribou River Lower	18	1040	11	75
New Glasgow	104	2913½	320	02
Alma	43	1866	21	07
White Hill	30	1667½	18	82
Marsh, W.B.E.R.	39	2205	24	00
Glengarry	53	2959½	33	41
Big Brook	46	2442½	27	57
Hopewell	27	1809	20	43
Fish Pools	15	2202	25	54
Island	35	2107½	23	78
Stellarton	108	6536	73	81
Albion Mines	307	20693	233	07
Springville	51	3136	35	41
Elmsville E. R.	74	2267	25	60
Bridgeville	43	2378	26	85
Sunny Brae	66	3122	35	25
Blanchard Road	37	1553	17	53
Blue Mountains	53	2899	32	74
Morse River	28	1042½	11	77
Watervale E. River	42	2063	23	29
McLeod, Mt. Lower	12	2375½	26	83
Garden of Eden	59	2083½	23	52
McPhersons Mills	45	2628½	29	63
Marsh McLell. Mt.	45	2733	30	87
McLell. Brook, Lr.	46	2295	25	92
Fraser's Mt. South	21	747½	8	43
McLell Brook Upper	37	2276	25	72
Churchville	50	1777	20	07
Loading Ground	53	2760½	31	18
Fraser's Mt. North	28	1713	19	35
Little Harbor	56	2898	32	72
Pine Tree	42	1709	19	30
Sutherland River	42	2527½	28	54
Merigomish West	37	1907	21	51
Merigomish East	64	3656	42	32
Peidmont	60	2421	27	35
Avondale	48	2697	30	46
Barneys River Lower	65	3364½	37	99
Baileys Brook Lower	87	3194½	36	09
Knoidart	37	2461	27	79
Baileys Brook Upper	41	2881	32	58
Big Island	22	1218	13	77
Smithfield	46	2044	23	09
McKenzieville	23	1214	13	71
Barney River (Irving's)	39	2362	26	60
French River East	68	4081	46	19
French River West	55	2350	26	55
Meikle Settlement	37	2106½	23	78
Little Harbor Middle	30	1834	20	72
Middle River (Collin's)	42	1980	22	37
Brooklin	39	1822	20	56
Hopewell Upper	29	1366½	15	43
Wentworth Grant	40	2469	27	89
Westville	266	16676	188	35
Granton	31	2010	22	72

POOR SECTIONS.

River John Road	27	1416	21	32
Johnstons Road	21	1084½	16	32
Black Brook	51	2420	36	44
Carribou Island	22	996½	14	99
Fox Brook	29	2062½	31	06
Marsh E. River	15	1295	19	50
Big Gut	32	1200	18	98
Chauncy Harbor	20	875½	13	17
Marshy Hope	29	1703	29	1703
Marsh, Barneys River	26	1580	23	78
New Laig Lower	23	1487½	22	40
McIntosh's Mills	21	1856	27	95
McLell, Mt. Upper	27	1035	15	59
Barneys River East	20	1423	21	43

COUNTY OF RICHMOND.

Acadiaville	216	18198	\$129	73
Port Royal	66	4506	44	88

Arichat	284	18470	181	54
Poalamond	73	5480	23	80
Martinique	58	5399	53	06
Petit DeGrat	80	9352	62	44
Little Ance	75	5434	53	41
Cap La Ronde	65	5488	53	95
Richmond Mines	50	3950	39	22
Caribou Cove	17	3108	33	52
Basin R. I.	63	4431	43	00
Kempt Road	52	3311	32	57
Grandique	50	2909	28	61
Sporting Mountain	11	3175	34	18
Points	40	2253½	22	17
S. Mountain	16	2776	27	51
Black River	20	1568	15	43
St. Peter's Island	69	5293	52	04
L'Ardoise	96	3659½	35	99
Point *Checan	39	3487	34	29
Grand River	60	4669	45	01
L'Archeveque	31	2239	22	03
Head Lake Lomond	33	1846	18	16
N. S. L. Lomond	23	1387	13	65
Red Islands	17	1098	10	82
Hay Cove	62	2904	28	56
Louis Cove	53	2335	22	99
River Bourgeois E.	60	1776½	17	40
River Bourgeois W.	60	4242	41	70
St. Peters	50	3567½	35	07
Franboise	54	2058	20	23
Gut of Canso	29	1664	16	36
Rocky Bay	39	3498	34	88
Orange	93	7421	69	76
Cap Auguet	39	2884	28	35
Marache	41	3806	38	29
Peter's Mountain	37	1051½	10	19
Brymer	62	5125	50	37
*Edward's	35	2997	29	45
McDougall	45	2287	22	46
McNab's	38	2571	25	27
Lewis Cove Road	21	1155	11	35

POOR SECTIONS.

Janvrin's Island	18	1830	23	98
Lochside	14	978	12	82
St. Esprit	38	1896	24	85
S. L. Lomond,	14	2534	33	20
Bray	32	1442	18	69
Highland	22	957	12	54
River Teir	33	1798	23	56
Grand River Road	16	3073	40	27

BORDER SECTIONS.

Cape Breton	48	2463	24	31
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COUNTY OF SHELBURNE.

Sable River	48	3605	38	99
Louis Head	35	2374	25	63
Little Harbor	32	1768	19	12
E. Ragged Islands	29	2020	21	85
Head Ragged Islands	38	1998	21	61
Osborne	51	2667	28	84
Lockeport	82	6531	70	53
E. Jordan Ferry	23	1435	15	62
Jordan	73	4458	48	21
W. Jordan Ferry	30	1833	19	82
Lower Sand Point	32	2499	27	02
Upper Sand Point	37	2316	25	05
Shelburne	220	12371	138	79
Birch Town	49	2064	22	32
Gunning Cove	38	2568	27	77
Roseway	38	1955	21	14
Black Point	49	2868	31	02
N. E. Harbor	40	2723	29	45
Indian Brook	28	2231	24	12
Lower Ohio	32	2361	25	54
Upper Ohio	45	3244	35	09
Upper Clyde	9	472	5	11
Church Over	28	1337	14	46
West Port Hobert	30	1933	21	46

BORDER SECTION.

Lower Clyde	32	900	6	80
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DISTRICT OF BARRINGTON.			COUNTY OF VICTORIA.			COUNTY OF YARMOUTH.			COUNTY OF ARGYLE.		
Lyle's Falls	28	1575	Ingonish South	78	4025	Chebogue Point	58	3316	L. E. Pubnico	52	3710
Cape Negro	33	2361	South Gut	57	3738	Lower Town	217	14532	U. E. Pubnico	61	4421
*Cape Negro Island	30	1859	Church Middle River	80	2068	Central	334	19898	Pubnico Head	63	4919
Upper Port La Tour	47	3697	English Town	65	2819	Milton	210	15985	U. W. Pubnico	60	4431
Lower Port La Tour	41	2820	Middle River	43	2363	Overton	43	3279	Lower Argyle	45	3002
Baccaro	52	4111	West Side Baddeck	50	2664	Pembroke	60	4333	Central Argyle	58	4991
Hill	22	1372	East Side Baddeck	23	1077	North Chegoggin	42	3100	Argyle Head	60	4871
Hilbert's Brook	62	4260	Upper Sett. Baddeck	32	1910	Sanford	83	4365	Eel Lakes	82	5054
Oak Park	43	2038	North River St. Anns	45	2752	Maitland	88	5565	Central Kempt	53	2911
Passage	86	6107	Eel Cove	37	1468				U. Eel Brook	73	4083
Doctor's Cove	70	6304	Bay St. Lawrence	73	2992				S ret's Island	34	3120
Bear Point	42	1733	Point Clear	41	2319				Tusket	100	6814
Shag Harbor	60	3022	Up. Sett. N. River	50	2393				Plymouth	32	1645
Lower Woods Harbor	100	5701	Crowdis Mountain	22	731				Upper Wedge	73	7266
Upper Woods Harbor	59	4572	Island Point	45	2285				Middle Wedge	72	6748
West Woods Harbor	23	1590	Great Bras d'Or	49	2168				Wedge Point	89	7308
McGray's	55	4237	Forks Baddeck	23	1383				L. Eel Brook	60	4586
Newell's	66	4528	Baddeck	91	5855				*Forks	60	2453
Clarke's Harbor	121	8732	Cape Dauphin	61	2621				*Abram's River	59	4323
South Side	72	2238							*Sluice Point	45	2903
Stony Island	62	3471							*Rockingham	46	3009
Barrington Head	64	3620									
Upper Port La Tour	13	1256									

MUSIC IN OUR SCHOOLS.

It is a good sign of the times that the study of music is slowly creeping into our schools, and getting recognition by our teachers and school committees. Still the movement in this direction is very timid, halting, and feeble. It is so because many of our grown up people are, as a whole, insensible to the advantages of music. They either do not care for it or they secretly despise it. They think it a good enough thing, but they have no heart in the effort to exalt it and give a universal distribution. I find in men, take them as they go, a great apathy on this subject. And I know not how it is to be reached, except by what may be called common sense argument, and appeals based on severely practical grounds. Two or three of these I will try to utter now and here.

The solution how we are, as a nation, to get rid of the nasal quality in our speech, which is at once our badge and our reproach, is found in the introduction of music into our schools. Our educators have asked and asked: How shall we get ourselves clear of this shrill, head-tone, which every man, woman, and child, among us has, and wish to ourselves the full, resonant chest-tone of the Europeans? Every one knows the music there is in an Englishman's voice, and better still, in an English woman's voice. How shall we get it? Not from the teachers of our schools. They cannot impart what they have not. And even if they have it, they do not succeed in giving it out. There was Professor William Russell, who was for years brought into the most intimate relations with our teachers. We all remember his resonant chest-tones. What music there was in them! What a noble thing such a voice seemed to be! But few or none caught the magic charm from him. He found us nasal, he left us nasal, and nasal we are still. Is there a remedy, and if so, what is it, and where is it to be found? It has been discovered at last. It is in and through singing. The cultivation of singing among children, will give, it is proved, a rich, resonant chest-tone—will break up the shrill head-tone? will banish the nasal twang, and make our national speech melodious. To do this implies, of course, that the exercise of singing shall not be crowded into a

mere fraction of the school session, but that, like reading and spelling, it be brought into the front, and made honorable. Practical men can understand the advantage of this; men who do not care for music, can see this thing as clearly as the best trained musicians, and we ask them to think of it and to act upon it.

Another point. All children sing. They sing almost as surely as they talk. The want of "ear" may make here and there an exception, but it will be so rarely found that it need not be estimated. Not all adults sing, can sing, or can be taught to sing. Disuse of the vocal chords in childhood, will incapacitate an adult for singing, and his throat will be like a withered arm, beyond recovery for actual use. But all children can be taught to sing. All boys and girls can sing, if it suits them to do so in the way of play. You never see little boys and girls "beg off," when they want to sing together. In Germany, it has long been considered certain that all children can sing. They do not admit exceptions, except in the case of the dumb. They not only argue from the general frequency of singing among children at play, but from the laws of music, as manifested in human language. Speech itself is but a kind of chant, and the voice always moves in musical intervals. The rising of the pitch a third, a fifth, an octave, i. e., from do to me, from do to sol, and from lower do to upper do, is by no means confined to singing and recitation; it is what we always do under the influence of the slightest excitement, and when we ask questions. Our voices always go up and down, following the musical scale, and according to musical intervals. All can sing, therefore; that is, all who can talk and who raise their voice and let it fall, according to the usual laws of speech. And yet we, in this country, assume that a great many children cannot learn to sing, and let them grow up to maturity without this great blessing.

Still another point. It has been recently discovered that all children have a certain instinct, in the matter of musical memory which older people have not. It is something like the memory of the carrier-pigeon and the dog. A class of young children can be trained to remember the pitch of certain fixed tones, such as C, F sharp, B flat, A, and indeed all that we know in music.

Remember them, I mean, from day to day. Remember them, so as to need no pitch-pipe or tuning-fork. Remember them, so that you may call out a class of boys and girls, and say to them, sing G, A sharp, C, D flat, F, or any other tone, and they will sing it as promptly and correctly as they will tell you how much is nine times six, or three times four. This is a new discovery—one of transcending interest and importance. Grown people cannot do this; only children can. And yet with such capabilities we have been content to let them grow up, and then to try to teach a handful to sing, organize a quartette here, train a solo there, get together a small chorus in another place; and all the while let the children go losing those powers of their life when nature makes them all singers, and give them this wonderful memory of musical tones.

I expect to go into our best public schools, ere long, and I hear the teacher say, "John, read the next phrase," and John shall stand up, and, without taking his pitch from anything but his memory, shall "read" in the musical sense, i. e., sing an entire passage, however difficult, taking all the sharps and flats, giving the correct expression, and reading it as well as he would a passage from Webster or Channing. This is actually accomplished in the best schools of England and Germany, and there is nothing in it chimerical or impracticable. And when this stage be reached, we shall be in a new era of congregational singing.—*W. L. Gage, in Congregationalist.*

NO BONES IN THE OCEAN.

MR. JEFFREY has established the fact that bones disappear in the ocean. By dredging it is common to bring up teeth, but rarely ever a bone of any kind. These, however compact, dissolve if exposed to the action of the water but a little time. On the contrary, teeth—which are not bones any more than whales are fish—resist the destroying action of the sea-water indefinitely. It is, therefore, a powerful solvent. Still the popular opinion is that it is a brine. If such were the case, the bottom of the seas would, long ago, have been shallowed by immense accumulations of carcasses and of the vegetable kingdom constantly floating in them.

Dentine, the peculiar material of which teeth are formed, and the enamel covering them, offer extraordinary resistance to those chemical agencies which resolve other animal remains into nothingness. Mounds in the West, tumuli in Europe and Asia, which are believed to antedate sacred history for thousands of years, yield up perfectly sound teeth, on which time appears to have made no impression whatever.

CHAIRS.

A CHAIR must have been one of the most ancient of inventions. After the use of fire, after the rudest forms of grinding and weaving, something to sit down upon must have presented itself as the next desideratum. But it must not be supposed that a chair was the direct result. As Lord Lytton says: "Man has only given to him, not the immediate knowledge of the perfect, but the means to strive towards the perfect." And he elsewhere observes: "Man must build a hut before he can build a Parthenon."

At work in the primeval forest, felling trees and clearing the ground, man may first have experienced the comfort of a raised seat by placing himself on the stump of a tree. But, however eligible this support might be in other respects, it labored under the disadvantage of being immovable. But blocks could be saved off so as to become movable. A brilliant thought? no sooner conceived than acted upon; and perhaps several generations passed before some genius hit upon the idea of obviating the cumbersome nature of these heavy, solid blocks, by fastening a piece of plank on three supporters, and producing a three-legged stool. The tradition runs that Tarquin introduced the ivory curule chairs into Rome; be this as it may, they were in use in the time of Brutus: who, tho' he destroyed the kingly power, and changed the Constitution of Rome from a Monarchy into a Republic, knew how far he could safely go, and did not dare touch the chairs. The pretors and ediles who were permitted to occupy them, esteemed the privilege so highly that they retained the curule chair at home after their term of office had expired, as a proof of the dignity to which they had attained. These Roman officials were so much attached to their seats that they would not part with them when they went abroad, but had chairs placed upon wheels, and in these chariots—often elaborately ornamented with gold and precious stones—they showed themselves to the admiring, unseated multitude. The Romans considered it an honor to ride in these wheeled curules, that were "remarkably high," Pliny tells us—a convenient method of acquainting the spectators with the degree of homage expected from them, equivalent to the method employed by artists of olden times, who always depicted kings and heroes as at least twice the size of ordinary men.

"There is nothing new under the sun," said the preacher. At the period known in art language as the Renaissance, the modern European was struck with the idea of going about in chairs. About the year 1581, covered chairs, slung on poles, were invented at Sedan, whence the name of these conveyances. Sir Sanders Duncombe obtained a patent for the Sedan chair in 1631, and by 1649 they were in general use. In 1711, an act was passed limiting the number of licensed Sedan chairs to 200, but in 1726 it was increased to 400. This act did not affect the use of private chairs.

When the favorite—Buckingham—used this mode of conveyance, he was hoisted at by the public, who cried that he was employing his fellow-creatures to do the service of beasts; but this prejudice soon gave way, and the Sedan chair, often handsomely gilt, and painted, became part of the furniture of the hall in the houses of the nobility and the wealthy classes, and the chairmen formed a part of every large establishment.—*Temple Bar.*

THE SUNBEAM.

THE greatest of physical paradoxes is the sunbeam. It is the most potent and versatile force we have, and yet it behaves itself like the gentlest and most accommodating. Nothing can fall more softly and more silently upon the earth than the rays of our great luminary,—not even the feathery flakes of snow, which thread their way through the atmosphere as if they were too filmy to yield to the demands of gravity like grosser things. The most delicate slip of gold leaf, exposed as a target to the sun's shafts, is not stirred to the extent of a hair, though an infant's faintest breath would set it into tremulous motion. The tenderest of human organs,—the apple of the eye,—though pierced and buffeted each day by thousands of sunbeams, suffers no pain during the process, but rejoices in their sweetness, and blesses the useful light. Yet a few of those rays, insinuating themselves into a mass of iron, like the Britannia Tubular Bridge, will compel the closely knit particles to separate and will move the whole enormous fabric with as much ease as a giant would stir a straw. The play of those beams on our sheets of water lifts up layer after layer into the atmosphere, and hosts whole rivers from their beds, only to drop them again in snows upon the hills or in fatening showers upon the plains. Let but the air drink in a little more sunshine at one place than another, and out of it springs the tempest or the hurricane, which desolates a whole region in its lunatic wrath. The marvel is, that a power which is capable of assuming such a diversity of forms, and of producing such stupendous results, should come to us in so gentle, so peaceful, and so unpretentious a guise!

THE GULF STREAM.

THE study of the phenomena of the Gulf Stream has lately been undertaken with great earnestness by two competent observers—Dr. Petermann, the German geographer, and Mr. James Croll, a Scottish geologist. Dr. Petermann claims to have been the first to show that the Gulf Stream is a deep, slow-moving and permanent warm current from Newfoundland, not only to the coast of France and the parallel of 45 deg. of North lat. to which limits most of the former hydrographers had confined it, but to the British Isles, Scandinavia, Iceland, towards Greenland, Bear Island, Jan Mayen, and the West coast of Spitzbergen, to Novaia Zemlia, and the Polar Basin, passing the Northmost capes of Siberia as the "Polynia," of Wrangell, its influence being felt even as far as Capo Jukon, near Behring Strait. This view he still maintains, supporting it by the vast number of observations which he has collected; but his opinions are challenged by several distinguished hydrographers.

Mr. Croll now comes forward with some new suggestions, founded upon recent observations. In a series of papers on "Ocean Currents," published in the *Philosophical Magazine*, he answered two questions—namely, "What end and purpose does the Gulf Stream serve?" and "What influence has it upon the condition of the globe?" He shows, by a chain of evidence which is apparently trustworthy, that the current of the Gulf Stream carries as much heat from the tropics as is received by the globe within sixty-three miles on each side of the equator, an amount which probably equals the entire quantity of heat received by the whole Arctic regions from the rays of the sun. Mr. Croll estimates that the stoppage of the Gulf Stream would deprive the Atlantic Ocean of a quantity of warmth equal to one-fourth of all the heat received from the sun by that area; that if all currents ceased to flow, and each place were dependent upon the direct rays of the sun alone for its heat, the equator would be 5° deg. warmer than at present, the poles 83 deg. colder. The mean temperature of the latitude of London would be only 10 deg. London, therefore its present actual mean temperature being 55 deg., is benefitted to the extent of 40 deg. of heat by the Gulf Stream.

Mr. Keith Johniton Jr., in summing up the results of Mr. Croll's investigations observes :

Basing upon Mr. Croll's estimate of the temperature (ten degrees) of the latitude of London if deprived of the warmth of the Gulf Stream, this seeming paradox must be true, that an ice-bearing current may raise the temperature of a region. Labrador has really a warm friend in the icy current which clings to its shores : for though the mean annual temperature of that country is but thirty-two degrees, still according to Mr. Croll's showing, this would be reduced by no less than twenty-two degrees were the polar stream to fail. Though considerable uncertainty necessarily exists regarding the data used, yet the general results arrived at of the enormous influence of ocean currents on the climatic conditions of the globe in distributing the heat received from the sun cannot be materially affected, and almost warrant the conclusion come to by Mr. Croll, that without ocean currents the earth would not be inhabitable.

These discoveries appear to Mr. Croll to throw a new light on the mystery of Geological climate. Were the warm currents from the equator Northward to be turned off, the Northern hemisphere would speedily pass into a state of general glaciation. Such a deflection of the currents, it is believed, might take place by a change in the eccentricity of the earth's orbit. A high condition of eccentricity would tend to produce an accumulation of snow and ice in the hemisphere whose winters occur in aphelion, exactly the opposite effect would take place in the other hemisphere which has its winter in perihelion. Then, since the trade winds owe their existence mainly to the difference of temperature which exists between the polar and equatorial regions, it follows that the trade winds of this colder hemisphere would greatly exceed those of the warmer in strength ; and would impel the warmer waters of the tropics entirely over into the opposite hemisphere, in the same manner as the Southeast trade winds of the present state of the globe, from the Southern (colder) hemisphere, now overcome the Northeastern ; and aid in transferring a larger share of the equatorial waters to the warm currents of the Northern hemisphere. A similar condition of things to that which prevailed during the glacial epoch would then exist in the one-half of the earth, while a climate equal to that which geologists know to have prevailed in this hemisphere during a part of the Miocene period, when North Greenland enjoyed a climate as mild as that of England at the present day, would reign in the opposite hemisphere.

ENGLISH SYNONYMS.

THE copiousness of the English tongue, as well as the difficulty of acquiring the ability to use its immense vocabulary correctly, is well exhibited in the following array of synonymous words ; which, if not new, are yet a capital illustration of the nice distinctions, which differ from so many of our vocables. It is no wonder that we slip occasionally, even the wariest of us !

A little girl was looking at the picture of a number of ships, when she exclaimed, " See, what a *stock* of ships ! "

We corrected her by saying that a *stock* of ships is called a *fleet*, and that a *fleet* of sheep is called a *fold*.

And here we may add for the benefit of the foreigner who is mastering the intricacies of our language in respect to nouns of multitude, that a *stock* of girls is called a *bevy*, that a *bevy* of wolves is called a *pack*, and a *pack* of thieves is called a *gang*, and a *gang* of angels is called a *host*, and a *host* of porpoises is called a *school*, and a *school* of buffaloes is called a *herd*, and a *herd* of children is called a *troop*, and a *troop* of partridges is called a *covey*, and a *covey* of beauties is called a *galaxy*, and a *galaxy* of ruffians is called a *horde*, and a *horde* of rubbish is called a *heap*, and a *heap* of men is called a *drove*, and a *drove* of blackguards is called a *mob*, and a *mob* of whales is called a *school*, and a *school* of worshippers is called a *congregation*, and a *congregation* of engineers is called a *corps*, and a *corps* of robbers is called a *band*, and a *band* of locusts is called a *swarm*, and a *swarm* of people is called a *crowd*, and a *crowd* of gentlefolks is called the *élite*, and the elite of the city's thieves and rascals are called the *roughs*, and the miscellaneous crowd of the city folks is called the *community*, or the *public*, according as they are spoken of by the religious *community* or the secular *public*.

SCHOOL GOVERNMENT.

THE aims of School government demand our first and most earnest attention, since they determine its extent and value, and give law to all its methods. A low or inadequate view of these aims will almost necessarily lead to a weak or pernicious government.

1st. The first and most obvious, though not the highest aim of the government of a school is to maintain a degree of order and quiet that will permit the ordinary work of the school—the teaching and study—to go on without undue impediment or delay. This aim is too simple and obvious to need discussion.

2nd. A second and higher purpose is to train the pupils to

habits of order and system,—to educate them to regular and systematic efforts, and to methodical and orderly movement, both of mind and body. In the quiet and system of a well ordered school room, the pupils learn the utility of having a place and time for everything, and of keeping everything in its place and time. Themselves a part of the general order, they are trained to keep time to the general movement. The neatness and regularity reigning in the school room slowly but surely transfer themselves to the habits and character of the pupils, and go forth with them to the duties of their after-lives.

3rd. A third aim is to train the pupils to live in a well-ordered society, to accustom them to abide peacefully under the regular administration of laws, and in organized communities, and thus to educate them for citizenship in the State.

The school is the State in miniature. The little citizens come into the common body with personal rights and individual aims ; but they find their common interests and duties, and are bound by the demands of the common well-being. Here they owe allegiance to the governing power over them, and common charities and co-operation to their fellows around them. What better training for the duties of adult citizenship can be found than to learn to live peacefully, helpfully, and honestly in this school-room State ? The well-governed school, with its wholesome laws, its systematic industries, its fine mingling of personal and common duties, its authoritative administration of justice, and its controlling public sentiment, by which each child is taught that the rights and opinions of the one must, when necessary, yield to the rights and opinions of the many, is the very nursery in which all the high qualities of a true citizenship can be reared into power.

4th. Another and still higher aim of school government is the education of the will. The ordinary school studies address themselves to the intellect. In the fields of knowledge there is food for the perception, the judgment, the reason ; in art there is culture for the eye, the hand, the taste ; but there is no study for the will. In the domains of law it must seek its exercise and training, if anywhere. Sitting, as a simple, but *kingly* power, shrouded in the very centre of the soul's personality, it displays itself, not in thinking, or in feeling, but in action,—law guided and law governed action. If, then, we would educate this part of our nature—this great ruling section of the soul—which holds control over all the remainder, making the man weak or strong, according as it holds with a strong or feeble grasp to its chosen purposes,—if we would add the element of personal power to the education which is also only a mere possession, we must address to the will the behests of law, and train it to act under the reign of rightful authority. The will of the little child is the slave of every fitful impulse ; it veers in its purposes with ever changing fancy ; its resolutions are as ropes of sand ; its plans are abandoned at the first impediment. Under the firm hand of a wise teacher, this childish will learns to obey with a steady obedience. This is the great truth that underlies the old maxim, " Let him who would command first learn to obey." I affirm without hesitation that this is the highest and most central of all education. And this education is the product of good government alone.

5th. The education of the moral nature is another high and legitimate aim of school government. This government, if it be just and kind, as well as systematic and orderly, is a constant lesson to the moral nature. It may be well questioned, whether there is any moral teaching so impressive and plastic as that enforcement of order, and steady, daily performance of duties which prevails in a well-governed school. The realm of morals is simply the realm of right, and it is the central aim of all good government to inspire and enforce right-doing. Every just law is a constant lesson to the conscience, defining the right and commanding it as a duty. The child that obeys cannot but grow purer and stronger by his obedience. But the grand quiet and peaceful good order of the wisely-governed school is the very atmosphere in which the higher sentiments flourish and all noble aspirations grow.

6th. But, finally, there is another and grander use in good government than all these—grander, because it is comprehensive of them all. It is to fit the soul for its residence and destiny in this great universe of law. Look where we will, throughout this great empire of God, the fact that meets us everywhere, in all without us, and all within, is the power and prevalence of LAW— all-comprehending, all-controlling, eternal, irresistible, irreversible law. Holding in its grasp every world that wheels through space, and every atom that floats in the light, every burning sun, every bursting flower,—marshalling the seasons, modelling all growths, and meting out destiny to every creature,—law is the very frame-work and moulding force of all material things. Nor do we escape it in the realm of mind. Not a fancy flits through the brain, nor a train of reflection moves to its conclusion, but obeys the great laws of thought : not an emotion stirs the heart, or a passion sweeps the soul, but law orders its rise and decline. Thus a man is girt in by law as by some great network of iron, and in his power of obedience rest both his safety and success. It is by conforming to the laws of vegetable growth that he raises and reaps his harvest. Let him disobey and he fails. Observing the laws of mechanic forces, he wins the triumphs of his mighty machinery. Let him refuse submission, or carelessly transgress, and the power he has invoked may become his ruin. By patient following of the laws of truth, he enters the domains

of knowledge, and is permitted to gaze on the unveiled wonders of her presence. Thus everywhere, when he obeys he conquers, when he sins he fails.

Nor have we yet reached the end of that world of law that surrounds and governs us. In the social nature lies another realm of laws, binding every soul by their mandates and limitations; and high over all arise the great religious laws of God, the statutes of that spiritual realm which counts both worlds as its own. And as if this were not enough, society makes laws in the customs it imposes upon all its members, and the State adds its ponderous statute books, to define the duties and rights of a man as a citizen.

In the face of all this—and this enumeration is but the merest glimpse of the great and ponderous truth it seeks to reveal—what lesson so important—so immensely important—for man to learn, as that of the art of obeying? What educational acquisition is so vital and essential as the power to render cheerful and happy obedience to rightful authority and established law? As the caged bird frets and beats its wings against the bars of its prison, so must the untamed and unsubmitive soul chafe against the great framework of natural and revealed laws which forever inclose it. As the locomotive runs along its iron path, and finds safely and swift progress in the friendly tracks that guide its course, so will the obedient and law-abiding soul find its surest element of power and advancement in that great established order of things which it has learned to obey. Thus is law an element of strength or an instrument of sorrow—a pathway or a cage—as the child is taught obedience, or is left to be the victim of its own native lawlessness. To what a grandeur of importance does the good government of school arise, under the light of this demonstration! How foolish the conclusion of those who count that the study of text-books is the great central work of the school, and that any government is good enough, if the lessons are only properly learned and recited! What acquisitions of knowledge or art can compensate a man for having failed to learn that noblest of all knowledge—the knowledge of duty—and to acquire the best of all arts, the art of submitting the soul, with all its powers, passions, and aspirations, in the grand and eternal service of law! How sad and terrible the comment which the unhappy and disconsolate lives of men,—the crimes committed in passion,—the constant rebellions against society and government,—the wearying unrest of so many lives, pronounce upon the failures so common to teach children how to govern themselves.

In the aims of school government lie involved all its main principles and laws. Its very secret and philosophy are wrapped up in them; and in vain will any one seek to understand, or intelligently administer, a wise and wholesome government of children without a careful consideration of these high aims.

IS THE EARTH GROWING SMALLER?

AN argument was not long since presented by the geologist, Mr. Lesley, to the National Academy of Sciences, to the effect that the earth has sensibly shrunk since its original formation as a solid body. The intimation might be accepted with equanimity, but it seems that we are to understand the process is still going on. This, we must admit, is a much more serious affair. If the earth is to keep on getting smaller, and population to keep on getting larger, where is the thing to end? Clearly if the two processes are to continue, and that by appreciable gradations, the time can be predicted, with the certainty of an eclipse, when the world will no longer be able to support its inhabitants, and the systematic destruction of a part of mankind will become unavoidable in order to preserve the race.

It is plain that with this contingency before us, various modifications will naturally have to be made in social and political estimates. Such reducers of the population, for example, as Herod or Von Moltke, may appear, in the light of this new revelation of science, to the benefactors of their species in a sense previously undreamed of by humanitarians; Mr. Malthus may shine as a far more exalted person than before, and even the Oriental sacrifices of Juggernaut and the Suttee may become invested with charms that the wildest of fanatics have hitherto failed to impute to them. We are accustomed to believe that our boundless Western prairies will sustain the most extraordinary number of people. Every now and then some ingenious statistician amuses himself by reckoning up the billions who will live and flourish out there in assignable periods. But if the national acres are to grow "small by degrees and beautifully less," while, with our mill-stream immigration, the census of each decade scores higher and higher, we repeat, where is this thing to end?

Let us hasten to reassure those who are solicitous for the welfare of posterity, and say that, like the possible event of its being struck by a comet, the chance of the earth's serious diminution in size is exceedingly remote. Planets tend to approach each other, no doubt, but the catastrophe need not in any case be gravely apprehended. Whether the gradual cooling of the earth, which we know to be going on, or the diminishing velocity

of its rotation, are the sole causes of the imputed shrinkage, or not, the closest calculations arrive at so limited a change, in a prodigious term of years, that all fears on the subject can rationally be dismissed. Under any circumstances, on the basis of Laplace's demonstration, that the earth's rotation could not have been less than one-tenth of a day as its maximum of velocity, the then surface could have been, we are assured, only 130 per cent. larger than now; and, without going into the vexed question of the age of our planet, we may fairly take comfort in this assurance.

Yet another source of consolation is open to us. If the earth shrinks, who knows but that men will shrink too? We have been told on high authority that "there were giants in those days," and, on authority more recent and less trusty, that the famous elf of Cardiff was one of them. It cannot be disputed, whatever the capacity of the growing biped, that the consumption of food by mankind would vary in the ratio of their bulk. This, then, is a consoling reflection, even on the theory that the worst comes to the worst. Perhaps after all, Swift only anticipated the future in his famous romance while at the same time realizing the remote past; and, possibly, whereas our world was once peopled by creatures like those of Brobdingnag, it may be occupied hereafter—when its diameter is fifty miles or so—by being like the mannikins of Laputa. We advise our readers, however, to laugh at all such wild speculations whenever and wherever they may meet with them.—*N. Y. Times.*

MONT CENIS TUNNEL.

THE greatest engineering work of the great century of engineering has at last been accomplished. The Mont Cenis Tunnel is, perhaps, a more wonderful triumph of genius and perseverance than the Atlantic Telegraph or the Suez Canal. Its length is seven miles and three-fifths, it is twenty-six feet and a quarter in width, and nineteen feet eight inches in height, and will carry a double line of rails from France, under the Alps, to Italy. The tunnel, which is of course unfinished as yet, has been cut by atmospheric machinery through the solid rock, schist limestone, and quartz, the air which moved the chisels escaping from its compression to supply the lungs of the workmen. The work has been fifteen years in progress, without reckoning the time spent in preliminary investigations; it has been carried on continuously from 1861 till now. The railway up the Sicn valley will now, before long, carry its passengers straight through from Fourneaux to Bardonecche, and it will be possible to go from Paris to Milan without climbing an Alpine pass, or even changing the railway carriage. So far as railway transit is concerned, there are therefore no more Alps. The great mountain chain has been finally removed. This immense work has been carried out under vast difficulties. There could be no shafts as in the short tunnels which pierce our little English hills, and all the debris had to be carried back to the entrance. It was begun at both ends, and the workmen who thus started, seven miles apart, with a mountain chain between them, have met as accurately as though there had been but a hill to pierce. As a triumph of engineering skill, we must mark this work as one of the new wonders of the world.

THE YOUNG MIND.

The training of the youthful mind so commonly regarded as an easily accomplished task, is a far more difficult, important, and delicate work than is ordinarily conceived of. As tender vines are aided by gentle training in certain directions, so should the young mind be guided in the proper channels of thought and purpose.

If the first lessons inculcated are pure and strong, the heart and mind will naturally grow upward toward holy and wise things. The founding, therefore, of stable and pure characters depends in a great degree upon the faithful accomplishment of duty on the part of the primary teacher; as by careful culture buds and flowers of rare beauty burst into existence and crown our lands with gardens, which, if left to the hand of Nature alone would run into a wasted wilderness of weeds and thorns.

Not "book-learning" only is to be regarded by the primary teacher as the substance of education; the main things to be remembered in the teaching of children are *clearness, simplicity and truth*. Great and solemn truths may be told in simple language comprehensible to the baby heart and mind. Tell of the sunlit sky, the high mountains, the grass-clad fields, the rippling stream, and the broad ocean,—tell first of these, and the desire for greater knowledge, the pursuit of it, and the reward will follow.—Studying from the wide-leaved book of Nature they will learn *Faith, Hope and Charity*, that speak from its pages in letters of light. They will learn to reverence the Author for his Book as they will in after-days love the work for its Author.

E. B.

SWISS SCHOOLS.

Zurich (says Mr. Hepworth Dixon) is the centre of a Switzer's intellectual life. The University is here; the Polytechnic is here; the cantonal schools and burger schools are here. This block abutting on the Minister is the ladies' school. Those buildings in the tulip trees are secondary schools. In the Virginia Quarter, and near the Town Hall, stands the city schools for boys. On every side, in almost every street, you find a school; a primary school, a secondary school, a supplementary school; day schools, evening schools; schools for the blind; schools for the deaf and dumb (all models of their kind); industrial schools, commercial schools, linguistic schools, yes, schools of every sort and size excepting actual pauper schools. For canton Zurich has no pauper born and bred; no paupers known and labelled as a class apart. This passion for schooling is not confined to Zurich, nor even to the large towns; it is universal. The people are all united on one point, and that is, that education is essential to the preservation of their national life and liberty. Alluding to the surrender of the authorities, in Berne, of a charming piece of their public garden for a new girl's school, Mr. Dixon says truly, "No pride and glory of this town must stand between a Switzer and his school." He tells an amusing story to illustrate the prominence given to school buildings, of a little girl of ten, who was taken from her native land on a tour through France, and could not be brought to believe that the grand edifices she saw were anything but great schools. Even at Versailles, in front of the huge Palace, she clasped her hands and cried with glee. "Look here, papa, here is the schoolhouse! Look!" It will be a long while before an English child mistakes the Mansion House for Windsor Castle for a grammar-school. In Switzerland, however, this great net-work of schools is comparatively new. "I am not not an old man," says one of Mr. Dixon's informants, "but in my youth you might have passed from Basel to Ticino and not have seen a decent public school." Nor can it be said that there were not peculiar difficulties to be surmounted. Two races, Teutonic and Celtic, divide the country, although as here, as elsewhere, the all conquering Teuton has the vast majority on his side, and sends his blood thrilling through the veins of 2,000,000 souls, while the Celt claims only 670,000. Then, again, there are peculiarities of languages; German, French, Italian, are familiar on the tongues of the people. We ourselves have seen the road down the Brunig Pass, portioned out by some worthy English tourist, with religious tracts written in French, which were quite neglected by priest and peasant as they passed them by, not because they despised them, but simply because their own language was not French but German. But difficulties of race and tongue are vincible. We in England shall have no great obstacle in the way of their solution, when we get our school system to work among Celts, the Gaels and Saxons, in the broad dialect of Yorkshire, the gutturals of Wales, and the unruly aspirates of St. Giles. As much cannot be said of the religious difficulty, which, in Switzerland as much as in England, threatens the peace of the community. In Zurich the two parties met lately in fierce fight, over the position of a new girl's school. The clerical faction would have it nestling under the shadow of the minister; "if we keep the women," said they, "we shall always have the men." The Radicals would none of the cathedral shadows, believing that the darkest place is just underneath the candle. "No more connection," they declared, "of the church and school; the clergy have no business in the class-room; let us build on neutral ground—beyond the ancient walls, among the vine-yards, in the sunshine." This little country, ill-favored by nature, in the eyes of the economist, packed in amongst stronger and not over-friendly nations, does nevertheless maintain its place in European life with honor; only last year it provided for the flying detachments of Bourbaki's army, housed and clothed and doctored the beaten and demoralized soldiers; it has reared a manly and bold-spirited race, and in these cosmopolitan days manages to preserve a distinct character as well as a distinct form of rule among its people. How much of this is owing to the national schools every intelligent visitor to the country knows, and will know better after reading what Mr. Dixon has to say on the subject. "These Switzers," he declares, "tug at learning as we English tug at trade." If England is to keep up her commercial prestige, she will have to "tug at learning" too.

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A Male Teacher holding a First Class Provincial License, familiar with Latin, Greek and French, and who has had two years' experience in teaching, desires a situation in either a Graded or Miscellaneous School, at the beginning of May next.

TEACHER,
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OFFICIAL NOTICES.

Since the issue of the February Journal, an additional Holiday has been proclaimed, the number of teaching days will therefore be 120.

I. Address of Inspectors.

J. F. L. Parsons B.A. Halifax.
Rev. R. R. Philp, B.A. Maitland.
Rev. Robert Sommerville, B.A. Wolfville.
L. S. Morse, Esq. Bridgetown.
A. P. Landry, M.D. Clare.
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Daniel McDonald New Glasgow,
Angus McIsaac Antigonish.
S. R. Russell Guysboro'.
John Y. Guin Broad Cove.
Alexander Munro Baddeck.
Edmund Outram, M.A. Sydney.
Rémi Benoit D'Escoisse.

II. 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.
 - 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 purpose of inspection, and to require that on the day or days so named such school or schools shall be kept in session.

July 1867.

III. Teachers' Agreements.

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

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

NOTICE

- 1. The COUNTY FUND is paid to the TEACHERS 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 [name of Trustees] Trustees as aforesaid and their successors in office, diligently and faithfully to teach a public school in the said section under the authority of the said Trustees and their successors in office during the School Year (or Term) ending on the thirty-first day of October next, (or the thirtieth day of April, as the case may be.)

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

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

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

Witness, _____ [Name of Witness]
 _____ [Name of Teacher]
 _____ [Names of Trustees]

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

IV. 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 intellectua. 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. 61, reg. 6

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."—See Manual of Laws and Regulations for Public Schools, page 32, sec. 10

V. The Provincial Normal School.

FIRST TERM begins on the first Wednesday in November, and closes on the Friday preceding the last Thursday in March.
 SECOND TERM begins on the first Wednesday in May, and closes on the Friday preceding the last Thursday in September.
 * Students cannot be admitted after the first week in each term, except by the consent of the Principal.

FACULTY OF INSTRUCTORS.

NORMAL COLLEGE

Method, and the Natural Sciences:—J. B. CALKIN, Esq.
 Principal of the Normal College and Model School.
 English Language, Geography &c.:—J. A. MACCABE, Esq.
 Mathematics:—W. R. MULHOLLAND, Esq.
 Music:—PROF. SPINNEY.
 Drawing:—

MODEL SCHOOL.

High School Department, MR. J. M. HARPER.
 Preparatory " MR. JAMES LITTLE.
 Senior Elementary " MISS FAULKNER.
 Junior do. " MISS A. LEAKE.

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

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

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

VI. 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."—Manual of School Law, page 6, sec. 25.
 This bond is to be given annually, or whenever a Secretary is appointed; and Trustees should not fail to forward it by mail or otherwise, to the Clerk of the Peace, immediately after they have appointed their Secretary. The following is a proper form of bond:—

PROVINCE OF NOVA SCOTIA.

KNOW ALL MEN BY THESE PRESENTS, THAT WE, (name of Secretary) as principal, and (names of sureties) as sureties, are held and firmly

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<i>Solid and Spherical Geometry.</i> —Chambers' (including Spherical Trigonometry, Conic Sections, &c.).....	2.70 "
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VIII. 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 19 years of age, who may be debarred from attendance at the Day School.
2. Such Evening School shall be in session 2 1/2 hours; and in relation to Public Grants, two evening sessions shall count as one day. The Prescribed Register shall be kept, and a Return of the school made in the form directed by the Superintendent.
3. Books and School materials for such Evening Schools will be furnished at the same rate, and subject to the same conditions as for day schools: provided always that no pupil of an Evening School shall have power to demand the use of books free of charge, 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 schools three evenings in the week.

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

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

All Communications intended for insertion in the *JOURNAL* should be forwarded before the 15th day of the month preceding the month of publication. Communications to be addressed "EDUCATION OFFICE, HALIFAX, N. S."

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