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JOURNAL OF EDUCATION.

FOR THE PROVINCE OF NOVA SCOTIA.

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ERRATA.—*Journal of Education* for October :
 In the official notice of the next Examination of teachers, the date 22nd of March was misprinted "2nd of March."
 In the poem *Always Late*, last stanza, for "reputed" read repented.

HOW TO MAKE UP RATE-BILLS.

AS the exemption of persons over 60 years of age from local school rates on property to the value of \$1000, extends, as we have already intimated, only to assessments authorised subsequent to the passage of the clause (June 12, 1869), the process of making out local rate-bills in sections where a part of the rate is to refund money borrowed previous to June 12, 1869, becomes somewhat more difficult than formerly. It has occurred to us that the following hints may be found to simplify the matter in some degree.

Let us suppose there is a section in which the whole assessed valuation of the property held by the residents is \$110,230. Suppose 16 of the rate-payers entitled to the exemption afforded by the late amendment; 5 of these being put down in the County Roll for \$1200 each; four of them for \$900 each; four for \$750 each; and three for \$650. Suppose the whole amount to be collected is \$1725, exclusive of Poll-Tax, and that \$500 of this sum is money voted previous to June 12, 1869.

The exemption applies only to the new vote of \$1225; and the whole amount of property exempted is \$13,550. Subtracting \$13,550 from \$110,230, we have \$96,680 remaining as the amount of property on which the new vote of \$1225 is to fall.

In order to save the trouble of a double calculation to find out what portion of the \$500 and what of the \$1225 each man must pay, we shall have recourse to the device of adding to the \$1225 such a sum as to yield us, after making the necessary abatements for those over 60 years of age, the exact sum to be collected. What amount must be so added can be found by working the following proportion :

$$\begin{array}{l} \$96680 : \$13550 :: \$1225. \\ \quad \quad \quad 13550 \times 1225 \\ \quad \quad \quad \hline \quad \quad \quad 96680 \end{array} = \$171.69$$

This gives us \$171.69 to be added for the present purpose to the new rate of \$1225.

We shall now proceed just as if the new rate were in reality \$1396.69, to be levied on the entire property of the section; and when we come to a person entitled to the exemption we shall make an abatement equal to the proportion of this hypothetical new rate falling on the value of his exempted property.

Adding \$500 to \$1396.69 we have \$1896.69. Dividing this amount by \$110,230, and multiplying the quotient by 10 we have \$1.7207 as the total rate per \$100 to be laid on the section.

In any Section where the number of ratepayers is large it will be found a great convenience to make a scale shewing the amount of the rate for every hundred dollars up to \$900. Thus

\$ 100	\$ 1.7207	Add \$1.7207 each time and if any mistake be made it will appear on reaching \$1000.
200	3.4414	
300	5.1621	
400	6.8828	
500	8.6035	
600	10.3242	
700	12.0449	
800	13.7656	
900	15.4863	
1000	17.2070	

The amount for any number of thousands can be found by moving the cent-point one place to the right in the amount for the same number of hundreds, the amount for any number of tens or units by moving it one place or two places to the left. Thus, the amount of tax for \$500 is \$8.6035; for \$5000 it will be \$86.035; for every \$50 it will be \$8.6035. and for every \$5, \$0.86035.

Now, to find the rate payable by a man whose property is valued at \$3750: Taking the amounts from our scale:

For	\$3000	\$51.621
"	700	12.044
"	50	0.860
"	\$3750	\$64.525

Or, in terms of our coin, \$64.525. In this way the amount of each man's rate can be found readily and with but little danger of making mistakes.

To find the rate payable by a man over 60 years of age whose property is valued at \$1200. First we get from the scale.

\$1000	\$17.207
200	3.441
\$1200	\$20.648

But the party is exempt from the new rate on \$1000; we shall therefore subtract from \$20.648 the amount of our hypothetical new rate falling on \$1000. This we find by dividing \$1396.69 by 110,230 and multiplying the quotient by 1000: which gives us \$12.67. Subtracting \$12.67 from 20.65 we have \$7.98 as the tax to be paid by this individual. If there are many cases of exemption where the whole property of each exempted person is valued under \$1000, it will be found convenient to have a second scale (or scale of Exemption) based on \$12.67 for \$1000.

Thus, \$100 \$1.267; 200 2.534; 300 \$3.801, &c., &c.

Then in order to ascertain the tax payable by one of those over 60 years of age, rated at \$750 in the county roll, all we have to do is find the amount for \$750 in each scale, and subtract the one amount from the other. And so of the rest. When the work is done it will be found that these abatements have reduced our \$1906.69 to \$1725—the true sum to be collected.

The following are very good forms of Rate-bill:

(FORM 1.)

(For a person liable to Poll Tax alone.)

..... School Section, No.....
 District, of..... 18

To.....

Take notice that you are assessed in the sum of one dollar Poll Tax for school purposes in the said Section during the present School year. This sum you are required to pay to the Secretary of Trustees at his residence (or office) on or before the.... day of.... A.D. 18

By order of the Trustees,

 Secretary.

(FORM 2.)

(For a person liable both to Poll Tax and Assessment on Property.)

..... School Section, No.....
 District of..... 18

To.....

Take notice that you are assessed in the sum of..... dollars..... cents for School purposes in the said Section during the present School year. This sum you are required to pay to the Secretary of Trustees at his residence (or office) as follows: one-half on or before the.... day of.... A.D. 18 and the other half on or before the..... day of..... A.D. 18

By order of the Trustees,

 Secretary.

MEMO : Poll Tax, \$1.00
 Assessment on Property, \$.....
 Total, \$.....

If paid within the period named the reduction of 2½ per cent provided by law will be made in the Property Assessment.

We have stated on former occasions and would here repeat that the Trustees are authorized to add to the sum voted to be assessed the commission payable to their Secretary: except in cases where this item is distinctly included in the estimates voted by the school meeting.

THE STATE AND EDUCATION.

VI.

WHAT which makes a good constitution must keep it, viz. men of wisdom and virtue: qualities that, because they descend not with worldly inheritance, must be carefully propagated by a virtuous education of youth, for which spare no cost, for by such parsimony, all that is saved is lost.

WILLIAM PENN.—*Instructions to Council.*

Promote, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened.

GEORGE WASHINGTON.—*Final Address.*

The wisdom and generosity of the Legislature in making liberal appropriations in money for the benefit of schools, academies and colleges, is an equal honor to them and their constituents, a proof of their veneration for letters and science, and a portent of great and lasting good to North and South America, and to the world.

JOHN ADAMS.—*Inaugural Address.*

I look to the diffusion of light and education as the resources most to be relied on for meliorating the condition, promoting the virtue, and advancing the happiness of man. And I do hope, in the present spirit of extending to the great mass of mankind the blessings of instruction, I see a prospect of great advancement in the happiness of the human race, and this may proceed to an indefinite, although not an infinite degree. A system of general instruction, which shall reach every description of our citizens, from the richest to the poorest, as it was the earliest so it shall be the latest of all the public concerns in which I shall permit myself to take an interest. Give it to us, in any shape, and receive for the inestimable boon the thanks of the young, and the blessings of the old, who are past all other services but prayers for the prosperity of their country, and blessings to those who promote it.

THOMAS JEFFERSON.

Learned institutions ought to be the favourite objects with every free people: they throw that light over the public mind which is the best security against crafty and dangerous encroachments on the public liberty. They multiply the educated individuals, from among whom the people may elect a due portion of their public agents of every description, more especially of those who are to frame the laws: by the perspicuity, the consistency, and the stability, as well as the justice and equal spirit of which, the great social purposes are to be answered.

JAMES MADISON.

Moral, political, and intellectual improvements, are duties assigned by the author of our existence to social, no less than to individual man. For the fulfilment of these duties governments are invested with power, and to the attainment of these ends, the exercise of this power is a duty sacred and indispensable.

JOHN QUINCY ADAMS.

There is but one method of preventing crime and of rendering a republican form of government durable: and that is by disseminating the seeds of virtue and knowledge through every part of the State, by means of proper modes and places of education; and this can be done effectually only by the interference and aid of the Legislature. I am so deeply impressed with this opinion that were this the last evening of my life, I would not only say to the asylum of my ancestors and my beloved native country, with the patriot of Venice, *Esto perpetua*, but I would add, as the best proof of my affection for her, my parting advice to the guardians of her liberties, establish and support public schools in every part of the State.

BENJAMIN RUSH.

There is one object which I earnestly recommend to your notice and patronage: I mean our institutions for the education of youth. The importance of common schools is best estimated by the good effects of them where they most abound, and are best regulated. Our ancestors have transmitted to us many excellent institutions, matured by the wisdom and experience of ages. Let them descend to posterity, accompanied with others, which by promoting useful knowledge, and multiplying the blessings of social order, diffusing the influence of moral obligations, may be reputable to us, and beneficial to them.

JOHN JAY

The first duty of government, and the surest evidence of good government, is the encouragement of education. I consider the system of our Common Schools as the palladium of our freedom, for no reasonable apprehension can be entertained of its subversion as long as the great body of the people are enlightened by education. To increase the funds, to extend the benefits, and to remedy the defects of this excellent system, is worthy of our most deliberate attention. I can not recommend in terms too strong and impressive as munificent appropriations as the faculties of the State will authorize for all establishments connected with the interests of education, the exaltation of literature and science, and the improvement of the human mind.

DEWITT CLINTON.—*Message as Governor.*

When the rich man is called from the possession of his treasures he divides them, as he will, among his children and heirs. But an equal Providence deals not so, with the living treasures of the mind. There are children just growing up in the bosom of obscurity, in town and in country, who have inherited nothing but poverty and health, who will, in a few years, be striving in generous contention with the great intellects of the land. Our system of free schools has opened a straight way from the threshold of every abode, however humble, in the village or in the city, to the high places of usefulness, influence and honor. And it is left for each, by the cultivation of every talent: by watching with an eagle's eye, for every chance of improvement; by bounding forward, like a greyhound, at the most distant glimpse of honorable opportunity; by redeeming time, defying temptation, and scorning pleasure to make himself useful, honored, and happy.

EDWARD EVERETT.

It is a noble and beautiful idea of providing wise institutions for the unborn millions of the West: of anticipating their good by a sort of parental providence; and of associating together the social and the territorial development of the people, by incorporating these provisions with the land titles derived from the public domain, and making school reservations and road reservations essential parts of that policy.

CALEB CUSHING.

What constitutes a State?
Not high-raised battlements or laboured mound,
Thick wall, or moated gate;
Not cities proud, with spires and turrets crowned,
Not bays and broad-armed ports,
Where, laughing at the storm, rich navies ride;
Not starred and spangled courts,
Where low-browed baseness waits perfume to pride,
No—MEN, high-minded MEN.

Men who their duties know,
But know their rights, and knowing, dare maintain;
Prevent the long-aimed blow,
And crush the tyrant, while they rend the chain;
These constitute a State.

SIR WILLIAM JONES.

PUBLIC SCHOOLS OF PRUSSIA.

THE best schools in Europe are found in Bavaria, in Saxony and in Prussia, and the best of these in those countries are in Munich, in Dresden and in Berlin. In these cities the schools are conducted with primary reference to mental development, and, as a means to this end, the subjects of study are so classified and taught as to lead to the acquisition of knowledge in a scientific manner. I notice, as I go about to the different school rooms of a large educational institution, that they are all well supplied with the means of illustrating every topic that is taught. In one school-room, in which botany is studied, I saw the plants for analysis, all growing in pots, which were arranged on shelves about the room. In another room, where zoology is taught, the students were supplied with specimens of the objects they are required to study, and these specimens are so arranged that they are always before the student as he studies, or near him to be used as illustrations as he recites. The teachers do not require rules to be committed to memory at first, and then all mental operations to be performed in blind obedience to the rule, but they require the rule, or general principle, to be derived from an observation which the pupil is led to make for himself.

In the study of language the pupil is led to the principles of construction by a study of construction he has himself been led by his teacher to make, and language is in no case to be used by the pupil until he possesses the ideas and thought which the language expresses. The teacher of geometry first teaches by object-lessons the principles upon which geometrical reasoning depends; then the teacher is led to the solution of problems by means of his own reasoning, in which he himself makes an application of the principles he himself has learned. The pupil is trained to observe by observing, to reason by reasoning, and to do by doing. In the principal German schools I visited, the teachers have for the primary objects of their thoughts, as they teach the wants of the human mind. The German mind is naturally metaphysical. There is, accordingly, in all plans of German education, a thorough classification of objects of study. The schools are graded, are related to one another in accordance with the plans of study. In Bavaria, Saxony and Prussia there are schools called Volks schools or people's schools, in which the common branches of learning are taught, and which all the German youth are required by law to attend, from the age of 7 to 10 years in some States, and from 6 to 13 years in others.

The law is popular with all classes and is rigidly enforced. The common people, as well as the upper classes, all give a cordial support to the common school. At 8 o'clock in the morning the streets of the city are filled with pupils of the primary schools and students of the higher grade, each with his satchel of books

tied to his back, marching cheerfully to his appointed place of study. After 8 o'clock no children of school age are to be found away from their classes. Each parish of a town must have at least one primary or elementary school, and most towns, in addition to these elementary schools, have at least one upper or burgher school, as it is called.

The German children at school all appear neatly dressed, and, what I am sorry to say is not always true in my own country, these children are trained to good manners. When a stranger enters a school room, the children all rise and remain standing until the stranger is seated, or until they are invited to be seated; and when the visitor leaves, the children all rise and remain standing until he has closed the door behind him. This practice is observed in all the grades of schools, from the first primary up to the senior classes in the university.

If a parent is not able to clothe his child properly for school, then he is clothed at the public expense. The children of the rich are found sitting on the same seat with those of the poor, and the nobles do not hesitate to allow their children to receive their elementary training in the same classes in which the children of the humble are trained, and the boy who has the most brains and explains his lessons best, is the best fellow while his young school days last, whatever distinctions may be made in after life. After leaving the common school the German youth can enter upon the duties of active life, or they may enter the trade school, where they remain three years, and prepare for the various trades they may choose to follow.

Then he can follow his trade, or he can enter the industrial school and in two years graduate an architect, an engineer, a chemist, etc., or, if he wishes, he can pass from the industrial school to the polytechnic school, and prepare to take a high position in the mechanical arts. The student may leave the common schools also and enter the gymnasium, where Latin, Greek, mathematics, rhetoric, history and chemistry are taught. From the gymnasium the student can take up the study of a profession, or he can go thence to a university, where he can fit himself to take the highest position in any profession he chooses, and where he can know all the subjects of his study as sciences.

In the gymnasium the students are required to study and recite thirty-two hours per week, and before graduating to pass over a course of study which requires nine years to complete. The German teachers, as a class, are better prepared for their work than the teachers of any other country. They are encouraged to fit themselves for a high excellence in their profession by the preference which is always given to teachers who have a professional training, and by the honor which is everywhere accorded to teaching as a profession.—*Dresden Correspondence of the Springfield Republican.*

SCIENTIFIC EDUCATION IN SCHOOLS.

I HOPE you will consider that the arguments I have now stated, even if there were no better ones, constitute a sufficient apology for urging the introduction of science into schools. The next question to which I have to address myself is, What sciences ought to be thus taught? And this is one of the most important of questions, because my side (I am afraid I am a terribly candid friend) sometimes spoils its cause by going in for too much. There are other forms of culture besides physical science, and I should be profoundly sorry to see the fact forgotten, or even to observe a tendency to starve or cripple literary or æsthetic culture for the sake of science.

Such a narrow view of education has nothing to do with my firm conviction that a complete and thorough scientific culture ought to be introduced into all schools. By this, however, I do not mean that every school boy should be taught every thing in science. That would be a very absurd thing to conceive, and a very mischievous thing to attempt. What I mean is, that no boy nor girl should leave school without possessing a grasp of the general character of education, and without having been disciplined, more or less, in the methods of all sciences; so that, when turned into the world to make their own way, they shall be prepared to face scientific discussions and scientific problems, not by knowing at once the conditions of every problem, or by being able at once to solve it, but by being familiar with the general current of scientific thought, and being able to apply the methods of science in the proper way, when they have acquainted themselves with the conditions of the special problem.

That is what I understand by scientific education. To furnish a boy with such an education, it is by no means necessary that he should devote his whole school existence to physical science; in fact, no one would lament so one-sided a proceeding more than I. Nay, more, it is necessary for him to give up more than a moderate share of his time to such studies, if they be properly selected and arranged, and if he be trained in them in a fitting manner.

I conceive the proper course to be somewhat as follows: To begin with, let every child be instructed in those general views of the phenomena of nature for which we have no exact English name. The nearest approximation to a name for what I mean, which we possess, is "physical geography." The Germans have

a better, *Erdkunde*, ("earth-knowledge," or "geology," in its etymological sense), that is to say, a general knowledge of the earth, and what is on it, in it, and about it.

If any one who has had experience of the ways of young children will call to mind their questions, he will find that, so far as they can be put into any scientific category, they come under this head of *Erdkunde*. The child asks, "What is the moon, and why does it shine?" "What is this water, and where does it run?" "What makes the waves in the sea?" "Where does this animal live, and what is the use of that plant?" And, if not snubbed and stunted, by being told not to ask foolish questions, there is no limit to the intellectual craving of a young child, nor any bound to the slow but solid accretion of knowledge and development of the thinking faculty in this way. To all such questions, answers which are necessarily incomplete, though true as far as they go, may be given by any teacher whose ideas represent real knowledge, and not mere book-learning; and a panoramic view of nature, accompanied by a strong infusion of the scientific habit of mind, may thus be placed within the reach of every child, of nine or ten.

After this preliminary opening of the eyes to the great spectacle of the daily progress of nature, as the reasoning faculties of the child grow, and he becomes familiar with the use of the tools of knowledge—reading, writing, and elementary mathematics—he should pass on to what is, in the more strict sense, physical science. Now, there are two kinds of physical science; the one regards form and the relation of forms to one another; the other deals with causes and effects. In many of what we term our sciences, these two kinds are mixed up together; but systematic botany is a pure example of the former kind, and physics of the latter kind of science. Every educational advantage which training in physical science can give is obtainable from the proper study of these two; and I should be contented, for the present, if they, added to *Erdkunde*, furnished the whole of the scientific curriculum of schools. Indeed, I conceive it would be one of the greatest boons which could be conferred upon England, if henceforward every child in the country were instructed in the general knowledge of the things about it—in the elements of physics and of botany. But I should be still better pleased if there could be added somewhat of chemistry, and an elementary acquaintance with human physiology.

So far as school education is concerned, I want to go no further just now; and I believe that such instruction would make an excellent introduction to that preparatory scientific training which, as I have indicated, is so essential for the successful pursuit of our most important professions. But this modicum of instruction must be so given as to insure real knowledge and practical discipline. If scientific education is to be dealt with as mere book work, it will be better not to attempt it, but to stick to the Latin grammar, which makes no pretence to be any thing but book-work.

If the great benefits of scientific training are sought, it is essential that such training should be real, that is to say, that the mind of the scholar should be brought in direct relation with fact, that he should not merely be told a thing, but made to see by the use of his own intellect and ability that the thing is so and not otherwise. The great peculiarity of scientific training, that in virtue of which it cannot be replaced by any other discipline whatsoever, is this bringing of the mind directly into contact with fact, and practising the intellect in the completest form of induction; that is to say, in drawing conclusions from particular facts made known by immediate observation of nature.

The other studies which enter into ordinary education do not discipline the mind in this way. Mathematical training is almost purely deductive. The mathematician starts with a few simple propositions, the proof of which is so obvious that they are called self-evident, and the rest of his work consists of subtle deductions from them. The teaching of languages, at any rate as ordinarily practised, is of the same general nature—authority and tradition furnish the data, and the mental operations of the scholar are deductive.

Again, if history be the subject of study, the facts are still taken upon the evidence of tradition and authority. You cannot make a boy see the battle of Thermopylæ for himself, or know of his own knowledge that Cromwell once ruled England. There is no getting into direct contact with natural fact by this road; there is no dispensing with authority, but rather a resting upon it.

In all these respects, science differs from other educational discipline, and prepares the scholar for common life. What have we to do in every-day life? Most of the business which demand our attention is matter of fact, which needs, in the first place, to be accurately observed or apprehended; in the second to be interpreted by inductive and deductive reasonings, which are altogether similar in their nature to those employed in science. In the one case, as in the other, whatever is taken for granted is so taken at one's own peril; fact and reason are the ultimate arbitrators, and patience and honesty are the great helpers out of difficulty.

But, if scientific training is to yield its most eminent results, it must, I repeat, be made practical. That is to say, in explaining to a child the general phenomena of nature, you must, as far

as possible, give reality to your teaching by object-lessons; in teaching him botany, he must handle the plants and dissect the flowers for himself; in teaching him physics and chemistry, you must not be solicitous to fill him with information, but you must be careful that what he learns he knows of his own knowledge. Don't be satisfied with telling him that a magnet attracts iron. Let him see that it does; let him feel the pull of the one upon the other for himself. And, especially, tell him that it is his duty to doubt until he is compelled, by the absolute authority of nature to believe that which is written in books. Pursue this discipline carefully and conscientiously, and you may make sure that, however scanty may be the measure of information which you have poured into the boy's mind, you have created an intellectual habit of priceless value in practical life.

One is constantly asked, When should this scientific education be commenced? I should say, with the dawn of intelligence. As I have already said, a child seeks for information about matters of physical science as soon as it begins to talk. The first teaching it wants is an object-lesson of one sort or another: and as soon as it is fit for systematic instruction of any kind, it is fit for a modicum of science.

People talk of the difficulty of teaching young children such matters, and in the same breath insist upon their learning their Catechism, which contains propositions far harder to comprehend than any thing in the educational course I have proposed. Again, I am incessantly told that we who advocate the introduction of science into schools make no allowance for the stupidity of the average boy or girl; but, in my belief, that stupidity, in nine cases out of ten, "*fit, non nascitur*," and is developed by a long process of parental and pedagogic repression of the natural intellectual appetites, accompanied by a persistent attempt to create artificial ones for food which is not only tasteless, but essentially indigestible.

Those who urge the difficulty of instructing young people in science are apt to forget another very important condition of success—important in all kinds of teaching, but most essential, I am disposed to think, when the scholars are very young. This condition is, that the teacher should himself really and practically know his subject. If he does, he will be able to speak of it in the easy language, and with the completeness of conviction, with which he talks of any every-day matter. If he does not, he will be afraid to wander beyond the limits of the technical phraseology which he has got up; and a dead dogmatism which oppresses or raises opposition, will take the place of the lively confidence, born of personal conviction, which cheers and encourages the eminently sympathetic mind of childhood.

I have already hinted that such scientific training as we seek for may be given without making any extravagant claim upon the time now devoted to education. We ask only for "a most favored nation" clause in our treaty with the schoolmaster; we demand no more than that science shall have as much time given to it as any other single subject—say four hours a week in each class of an ordinary school.

For the present, I think men of science would be well content with such an arrangement as this: but speaking from myself, I do not pretend to believe that such an arrangement can be, or will be, permanent. In these times the educational tree seems to have its roots in the air, its leaves and flowers in the ground; and I confess I should very much like to turn it upside down, so that its roots might be solidly imbedded among the facts of nature, and draw thence a sound nutriment for the foliage and fruit of literature and of art. No educational system can have a claim to permanence unless it recognizes the truth that education has two great ends to which every thing else must be subordinated. The one of these is to increase knowledge; the other is to develop the love of right and the hatred of wrong.

With wisdom and uprightness a nation can make its way worthily, and beauty will follow in the footsteps of the two, even if she be not specially invited: while there is, perhaps, no sight in the whole world more saddening and more revolting than is offered by men sunk in ignorance of every thing but what other men have written: seemingly devoid of moral belief or guidance, but with the sense of beauty so keen, and the power of expression so cultivated, that their sensual caterwauling may be almost mistaken for the music of the spheres.

At present, Education is almost entirely devoted to the cultivation of the power of expression and of the sense of literary beauty. The matter of having any thing to say beyond a hash of other people's opinions, or of possessing any criterion of beauty, so that we may distinguish between the Godlike and the devilish, is left aside as of no moment. I think I do not err in saying that if science were made the foundation of education, instead of being, at most, stuck on as a cornice to the edifice, this state of things could not exist.

In advocating the introduction of physical science as a leading element in education, I by no means refer only to the higher schools. On the contrary, I believe that such a change is even more imperatively called for in those primary schools in which the children of the poor are expected to turn to the best account the little time they can devote to the acquisition of knowledge. A great step in this direction has already been made by the establishment of science-classes under the department of science and art—a measure which came into existence unnoticed, but

which will, I believe, turn out to be of more importance to the welfare of the people than many political changes, over which the noise of battle has rent the air.

Under the regulations to which I refer, a schoolmaster can set up a class in one or more branches of science; his pupils will be examined, and the State will pay him, at a certain rate, for all who succeed in passing. I have acted as an examiner under this system from the beginning of its establishment, and this year I expect to have not fewer than a couple of thousand sets of answers to questions in Physiology, mainly from young people of the artisan class, who have been taught in the schools which are now scattered all over Great Britain and Ireland. Some of my colleagues, who have to deal with subjects such as Geometry, for which the present teaching power is better organized, I understand, are likely to have three or four times as many papers. So far as my own subjects are concerned, I can undertake to say that a great deal of the teaching, the results of which are before me in three examinations, is very sound and good, and I think it is in the power of the examiners, not only to keep up the present standard, but to cause an almost unlimited improvement. —Professor Huxley.

SUBJECT-MATTER OF READING LESSONS.

By ROBERT ROBINSON, *Inspector of National Schools, Ireland.*

I.

Under this head I propose to speak of the explanation of the subject-matter of the reading books.

WHY NECESSARY TO BE SEPARATED FROM REMARKS ON INTELLIGENT READING. This explanation is so intimately connected with what I have referred to as the intelligent comprehension of the text, which is a part of intellectual reading, that it might have formed, with propriety, a portion of the last chapter; but as it is a subject of great importance, and upon which my remarks must be extensive, I have deemed it more judicious to devote to it a separate place.

CHIEF POINTS TO BE ATTENDED TO. In dealing with the text of the reading lesson, the chief points to be attended to are evidently the following: (1) The meanings of the words and phrases of the book; (2) the actual reading; (3) the examination upon the statements of the author, and their natural expansion; and (4) such a resume of the whole as will test the attention and intelligence of the children, and fix the lesson more firmly in their minds.

FIRST TWO ALREADY TREATED OF. As I have already given, the rules by which the teacher ought to be guided in dealing with the first two, it only now remains for me to add those which refer to the remaining points.

RULE I. AVOID THE PHRASEOLOGY OF BOOK IN ASKING QUESTIONS AND IN ANSWERS. This rule is very generally violated, but chiefly by old, un-trained, or ill-informed teachers. With such, the questions are invariably too mechanical and routine, and inhere too closely to the exact words of the text. They read to the end of a clause, and add to it one of the interrogatives, *how, what, where, &c.*, to give the form of a question, and the child conveys his answer in the remaining words of the sentence.

EXAMPLE, FROM AN ACTUAL CASE. The questions and answers below, taken during my inspection of a school, illustrate what I mean. They are recorded in the exact words and order in which they occurred, and refer to the following lesson upon

'THE ANT.'

'When you are at play' on the common, or in the fields, I dare say you have often seen small heaps of earth, thrown up on all sides, and swarming with busy little insects, running to and fro. These little insects are called ants, and it is quite worth while to stop and watch how they build their houses.

You will see them come laden with leaves, bits of wood, sand, earth, and the gum of trees; with these they form their little hills. When their houses are built, these busy ants go out and seek their food, which they lodge in their little store houses till their time of need.

Though the ant is so small an insect here, yet in some warm climates it is much larger, and builds a hill, from ten to twelve feet high. These ants are very fierce and warlike; they often destroy rats, poultry, and even sheep. Yet they have their use. In one distant and very hot country, where there are numbers of these ants, the houses swarm with all kinds of nasty vermin, such as rats, mice, and clogs. From time to time, immense bodies of ants may be seen, marching up to a house, and soon the walls, ceilings, and floors are alive with them, and they get into all the drawers and chests. Now begins a fierce battle, between the ants and the rats, and other vermin; it goes on for some hours; after which, you may see the ants dragging off their prey, quite dead, and feasting on their bodies outside the house. Then the people, who have been waiting out of doors, gladly return to their houses, which they find quite clear from all vermin.

Teacher. When you are at play on the common, or in the fields, I dare say you have often seen—what?

Child. Small heaps of earth thrown up on all sides.

Teacher. And swarming with—what?

Child. Busy little insects running to and fro.

Teacher. These little insects are called—what?
 Child. Ants.
 Teacher. And it is quite worth while to stop and watch—?
 Child. How they build their houses.
 Teacher. You will see them come laden with—what?
 Child. Leaves, bits of wood, sand, earth, and the gum of trees.
 Teacher. With these they build—what?
 Child. Their houses. &c. &c.

FAULTS OF. Such questions do not test the substance of the text, but merely the remembrance of its words; and so little judgment is required in framing them that any intelligent boy in the class, when put up to the trick (for it is but a trick), might examine upon the lesson quite as well as the master himself. He might not indeed, put his questions with so much quickness and animation, or with such an air of confidence, but he certainly could frame them quite as well, and convey quite as much information. A lesson so taught does not exercise the child's understanding, nor does it appeal to his intelligence. When a master reads a part of a sentence as a question, nothing is more natural than that the child should give the remaining portion as the answer; and this, if he have a good memory, he can do without understanding the meaning of what he says, and, probably, with his thoughts fixed anywhere but on the subject before him.

RULE 2. EVERY QUESTION MUST RELATE TO THE SUBJECT, AND EVERY ANSWER TO THE PREDICATE. The master should consider (1) what is the exact thing of which each sentence treats, and (2) what the author says of it, and he should frame his question and test the reply accordingly. This rule appears too simple. To require from the master to know what he is going to ask about and what sort of answer he intends to receive, appear at first sight to be not only unnecessary, but absurd. A little experience of schools, however, will convince one that many questions are asked upon the facts of a lesson which would not have been asked had these facts been fully known by the examiner. For instance, in the opening part of the lesson just given, the author's object was simply to tell the children where ants dwell or are found (this he certainly does in the very worst way), and the information could be elicited by any of the following questions: Where are ants met with? What places do they inhabit? In what kind of place do they build their hills? &c. The questions previously given, and which are the ones often met with, so evidently fail in testing what the author intended to convey, that it justifies us in saying of those teachers who make use of them that they do not themselves perceive clearly the exact information they ought to elicit.

RULE 2 WOULD RENDER RULE 1 UNNECESSARY IF CAREFULLY CARRIED OUT. Were this rule carefully carried out, there would be no need for Rule 1; for if a teacher recognises the subject and predicate of a sentence, and, by his questions, simply tries whether his children also understand the statements made in the book, the wording of his questions will naturally differ from the phraseology of the author, because they have different objects to attain.

TO CARRY OUT RULE 2, MARK SUBJECT ON MARGIN IN ACCORDANCE WITH THE EXAMPLE BELOW. In order to carry out this rule successfully, I would recommend every teacher to mark upon the margin of his class books (I have already said that he should have a special set for himself) the subject of each important division of the lesson. The predicate need not be marked, as the text will be a sufficient guide to it. Take, for instance, the following lesson upon 'The Martin.' His notes might be written as printed in the margin.

'THE MARTIN.'

Time they visit us.	}	A few house-martins begin to appear about the sixteenth of April; usually some few days later than the swallow. For some time after they appear, swallows in general pay no attention to nest-building, but play and sport about, to recruit from the fatigue of their journey from warmer countries. About the middle of May, if the weather be fine, the martin begins to think in earnest of providing a mansion for his family. The crust or shell of this nest seems to be formed of such dirt or loam as comes most readily to hand, and is tempered and wrought with little bits of broken straw to render it tough and firm. As this bird often builds against a perpendicular wall without any projecting ledge under, it requires its utmost efforts to get the first foundation firmly fixed. In doing this, the bird not only clings with its claws, but partly supports itself by strongly bending its tail against the wall; and thus steadied, it works and plasters the materials into the face of the brick or stone. Then that this work may not, while it is soft and green, pull itself down by its own weight, the provident architect has prudent and sense enough not to advance her work too fast. She builds only in the morning, and gives the rest of the day to food and amusement, so that the clay has sufficient time to dry and harden. About half an inch seems to be a sufficient layer for a day. Thus careful workmen when they build mud walls, informed at first perhaps by this little bird, raise but a moderate layer at a time, and then stop, lest the work should become top-heavy, and so be ruined by its own weight. By this method in about ten or twelve days a nearly globular nest is formed, with a small hole towards the top; strong, compact, and warm.
Their first occupation.		
Time they begin to build.		
Material for crust of nest.		
How fixed to wall.		
Does not build fast.		
Quantity built daily, and time at it.		
A parallel case.		
Time to finish nests.		

Description of complete nest

Young birds impatient

How the young are fed

Second brood.

What becomes of first brood.

Why they are slower than the swallow.

Their flying.

Where they get their food.

Leaving the country

'The shell or crust of the nest is a sort of rustic work full of little knobs on the outside: nor is the inside of those that I have examined smoothed with any exactness at all. It is rendered soft and warm, and fit for the laying of eggs, by a lining of small straws, grasses, and feathers; and sometimes by a bed of moss interwoven with wool.

'As the young of small birds quickly arrive at their full growth, they soon become impatient of confinement, and sit all day with their heads out at the hole, where the dams clinging to the nest, supply them with food from morning till night. For a time the young are fed on the wing by their parents; but this is done by so quick and almost imperceptible a movement, that a person must have attended very exactly to their motions before he would be able to perceive it. As soon as the young are able to shift for themselves, the dams immediately turn their thoughts to the business of a second brood. The first flight, shaken off and rejected by their nurses, meet in great flocks, and these are the birds that are seen clustering and hovering on sunny mornings and evenings round towers and steeples, and on the roofs of churches and houses.

'Martins are by far the least active of the four species; their wings and tails are short, and therefore they are not capable of such surprising turns and quick and glancing movements as the swallow. Accordingly they make use of a quiet easy motion in a middle region of the air, seldom mounting to any great height, and never sweeping long together over the surface of the ground or of the water. They do not wonder far for food, but frequent sheltered districts, over some lake, or under some hanging wood, or in some hollow vale, especially in windy weather.

'As the summer declines, the congregating flocks increase in numbers daily by the constant accession of the second broods, till at last they swarm in myriads upon myriads round the villages on the Thames, darkening the face of the sky. They retire together in vast flocks about the beginning of October, in search of milder climates, to the south.'

These marginal notes would show the teacher what he was to ask about, and knowing this he would have little difficulty in framing his questions. The very fact of referring to the margin and not to the text would assist him, for it is the rote knowledge of the text that too often confuses and leads to rote questioning.

RULE 3. EXPANSION OF THE TEXT NECESSARY, BUT IT MUST BE LEGITIMATE. It is impossible that any author could adapt his language to the capacity of every child, or convey his information so that all will comprehend it. Neither could he compress into the limits of an ordinary lesson all the most important facts of many subjects; and hence explanation and expansion are necessary parts of a teacher's duty; but they should be kept within well-defined limits. The expansion of a lesson is legitimate only where the questions can be easily traced to their source in the subject-matter itself. All other questions, in my estimation, come under the head of rambling teaching—a system deserving of special mention from the injury it does, and from its extensive use.

RAMBLING TEACHING.—WHAT IT IS. The system I now speak of is that which blends geography, history, spelling, meanings of words, derivations, grammar, &c., together in one common lesson. As an instance, take the following extract from 'The Martin,' just referred to:—

EXAMPLE. 'As this bird often builds against a perpendicular wall without any projecting ledge under, it requires its utmost efforts to get the first foundation firmly fixed.'

The lesson goes on somewhat thus:—

Against what kind of a wall does the martin build? 'A perpendicular wall.' Spell perpendicular. What part of speech is it? Why? What other part of speech is it often? Give examples. What sort of a ledge is a projecting ledge? Root of projecting? Prefix? Affix? Meaning these? Give other words from the same root? Their meaning? Give other words beginning with 'pro'? others ending with 'ing'? &c.

Or, again. Spell foundation. How many letters are vowels? How many are, therefore, consonants? This answer is to be found by subtraction, so as to make it, as the advocates of this system say, an interesting question in arithmetic. But they forget that they have no right thus to jumble the elements of grammar and arithmetic together, in teaching a subject which has probably as little natural connection with either as either has with chemistry.

Or, again. Spell firmly. What is the last letter in 'firmly'? why a vowel? Mention other words ending with this letter (in order to give, as the advocates of this system again say, a facility in using the English language).

Why wrong. Such teaching appears to me to be a violation of common sense, and of that excellent rule already mentioned—

'Teach one thing at a time, and only one.'

It jumbles everything so thoroughly together, that it would be impossible for a child to tell what subject he had been learning, or for the master to say what he had been teaching. And how can teaching be called rational, where neither master nor child know

at what he aims? If we teach grammar, it is surely not too much to expect that we shall treat of language, and that the child will know that we do so; or if we teach geography, that we shall treat of the earth; or if we wish to treat of arithmetic, that we confine ourselves to number! And why should we not expect that in a reading-lesson the subject-matter will form the sole ground of our remarks, and that the child will feel that this is so?

I cannot see anything in the lesson, for instance, from which the above extract is taken, to authorise my asking how many letters there are in *foundation*, or how many will remain when all the vowels are taken away. I might just as well in a grammar-lesson ask how many letters are in the words *proposition*, or *conjunction*, and follow it up by asking how many parts of speech would remain if the noun and adjective were gone. Nor can I at all understand why the time of a class should be taken up in enumerating the words which begin or end with *y*. I know that it is argued that by such an exercise a valuable facility of expression and a command over our language are acquired. But, in my opinion, this is quite a mistake. There is certainly a facility acquired of selecting words beginning or ending with this letter, but I have yet to learn how such a facility is to be made valuable.

ITS DISPLAY IS THE CHIEF CAUSE OF ITS POPULARITY. The chief cause which makes it popular is the display which is naturally attached to it; and on this account it is the vice of many of our most promising teachers at the outset of their career, or after a short course of training in some model school.* It is a change from the old system sufficiently showy to please themselves, and sufficiently like good teaching to deceive most others. They are attracted by the quickness with which questions can be put, and with the appearance of vivacity and skillfulness with a lesson presents when so conducted. But the trick will soon be discovered, and must bring discredit upon all who have recourse to it.

No system of teaching can ever succeed that thus fritters away, among several subjects, the time designed for one, which allows the facts to enter the mind distorted and disjointed, and which does not admit of the employment of the best methods of teaching the subjects it treats of.

EXAMPLE OF LEGITIMATE EXPANSION. Expansion to be legitimate must, as I have said, naturally spring from the text, and be easily traceable to it. To illustrate this, take the lesson on 'The Ant,' already given. It is clear that the author wished to tell: (1) where ants live; (2) in what they live; (3) of what their hills are formed; (4) of their foresight in laying up food; (5) of their size in warm climates; (6) of the injury they do; (7) of the good they do. And it is clear, also, that the following questions would elicit all this information from the children with as much brevity and accuracy as are desirable.

(1) *In what localities are ants found?* 'In fields and waste grounds.'

(2) *What are their little houses called?* 'Ant-hills.'

(3) *Of what are these hills made?* 'Of leaves, bits of trees, gum, earth, &c.'

(4) *What do they do with the food they collect?* 'The part they do not eat, they lay by for use of winter.'

(5) *What size are the ant-hills in other countries?* 'From ten to twelve feet.'

(6) *How do they injure us?* 'They destroy our food.'

(7) *Of what use are they?* 'They kill rats, mice, and other vermin.'

In this there is no expansion of the text whatever. The questions test merely the children's knowledge of the author's statements, and the lesson is valuable in proportion as these statements are satisfactory, important, and complete. It is good, in fact, as far as it goes, but it ought to be expanded somewhat in the following manner, and in the places selected:—

(1) The different places in which insects take up their abode may be stated. Some dwell in the air, some in water, some in marshes, some in old walls, &c., but ants live in mounds of earth, which they build in commons and the waste portions of fields. (Why the cultivated portions would not answer might also be stated.)

(2) The methods by which ants carry their food, and the materials for their hills, should be explained; because children cannot understand without explanation, how such very small insects can perform these tasks.

(3) The facts that ants live together in societies should be illustrated by the parallel case of the bee. The proof of the foresight given in the lesson should also be shown to be an error, and from what it sprang.

(4) Some tangible illustration of the size of the ant, in this and other climates, is necessary (that is, when the insects themselves cannot be produced). Their hills, also, should be compared in height with the height of what the children know, as the height of the ceiling, or of the desk, &c.

* It is probably from finding this system practised by such men, that it is called *intellectual*; but, in addition to other reasons, to show that it is anything but intellectual, we have only to consider the amount of mere routine into which it almost always degenerates. For when teachers are at liberty to depart on every occasion from the subject before them, they naturally become at last to wear fixed channels, into which they always diverge—their questions become stereotyped in a certain fixed order, and when they ask the first of the series, they continue asking them until the end. And this happens so frequently that, as Mr. McCree says, 'an experienced inspector, in the case of many schools, could name beforehand thirty per cent. of the questions he is destined afterwards to hear in his presence.'

(5) Again, it should be shown that the injury done by these insects is very little in comparison with the good they do; and, moreover, as we can prevent the injury, we can reap all the benefits of these useful creatures without any of their disadvantages.

(6) And finally, it should be explained how much better it is that they should eat and drag off their prey in warm climates, than that they should simply kill and leave it as a dog does a rat.

IN EXPANDING A LESSON THE QUALITY OF THE TEACHER IS KNOWN. It is in this that the difference between teachers is most perceptible. The man of experience and intelligence easily selects from the information which he has acquired by reading, facts illustrative of the lesson. His judgment enables him to reject what is inapplicable, and by his superiority of skill he dovetails what he does select so cleverly into the text, that the whole appears as one completed piece. Whereas, one of the other class of teachers either confines himself exclusively to the text—from having no stock of information from which to call, or taste to guide him in his choice—or else he wanders into a set of stereotyped questions upon every subject in the school course, distracting and bewildering his pupils.

EXPLANATIONS.—STYLE OF. The explanations should be brief, so as not to weary the children, or burden their memories. They should be definite and complete, so as to suggest no doubt, and require nothing supplementary, and, above all, they should be couched in plain and intelligible language. The children should, immediately after each explanation, be questioned upon it, as upon the text itself, to see that it is understood, and in what way; for much of the value of explanation is lost by taking it for granted that it is understood.

EXPANSION TO BE NOTED ON MARGIN, OR IN LEAVES INSERTED FOR THE PURPOSE. In Rule 2, I recommended the teachers to note in the margin the facts to be brought before the class, as contained in the text-book itself; I think they should also note which of these they intend to expand, and how. In doing this each teacher will adopt the system of marking most intelligible to himself. If there is no room on the margin, he should get the lesson books rebound, desiring the binder to insert two or three white leaves between each pair of printed leaves, and use these for notings. This expense would be very trifling.

USE OF MAPS IN EXPLAINING READING LESSON. Where allusion is made to countries, it is sometimes necessary to point them out on the Map of the World—no other map can afford so good an idea of their position in respect to other countries with which they may be compared; but it is not correct to speak of these countries further than it is absolutely necessary to explain the text. If we say, for instance, that 'the people of Great Britain and Ireland form but a small portion of the people of this world,' it will not do to take occasion from such a reference to these countries to ask, as some do, the boundaries of Great Britain, the chief towns and rivers in England and Scotland, and the provinces and counties of Ireland. These do not explain the text, and should be postponed until the Geography lesson, to which they really belong.

WHEN COUNTRIES ARE REFERRED TO WITHOUT BEING NAMED, CHILD SHOULD GIVE NAME IN HIS REPLY. In some lessons a country may be referred to without being named, as for instance, 'the country where man was first placed,' 'the country opposite Gaul,' 'the most populous empire in the world,' &c. In such cases, the child should in his answer give not only the description, but the name of the country referred to, and, of course, he should point the country out on the map.

MANNER AND CUSTOMS OF FOREIGN COUNTRIES TO BE COMPARED WITH OUR OWN. Again when reference is made to the manners and customs of foreign countries, the true expansion of the lesson requires that any difference existing between these and ours should be carefully pointed out. For, thus comparing them with a standard with which they are already acquainted, the children will be enabled to form correct ideas of them.

THE OBJECT ITSELF—ITS PICTURE, OR A SKETCH ON BLACK BOARD, REQUIRED OFTEN FOR EXPLANATION. In some cases either the object itself, or its picture, or a rough sketch on the 'black board,' gives a distinctness to the lesson which it otherwise could not possess. No amount of description will enable children to realise the true form of any object; or, if it could, would it enable them to do so as quickly and adequately as a glance at its picture or at the thing itself. The impression made is also more vivid, and for that reason more permanent and valuable. How interesting the lesson on 'The Ant' becomes by the production of one of these insects for the inspection of the class; or how vividly the facts of the lesson on 'The Butterfly' would be understood and impressed upon their minds if the teacher laid before them one of these animals in its various stages of egg, larva, chrysalis, and winged inhabitant of air! How easy to explain lessons upon the tiger, lion, fox, &c., by the aid of coloured prints of these animals! Take, again, a lesson on botany. How long would one discourse about the calyx, corolla, stamens, petals, sepals, pistil, &c. without making himself understood, or producing the same impression that he would make by picking a flower to pieces before the class, and naming each part as he throw it aside!

All required in the way of tangible illustrations is happily inexpensive, and the collection of most of them may be made a pleasant occupation to both teacher and children.

HINTS TO FORM AN OBJECT CABINET. The chief expense is in the purchase of prints; but teachers, both in England and Ireland,

† In Ireland the Commissioners of National Education supply their schools with apparatus at an extremely low cost.

have peculiar facilities afforded them, so that even in this case the amount will not prove heavy. But pictures should be used only where the object itself cannot be had, or conveniently exhibited. The master should collect from time to time, as opportunity offers, a specimen of every article mentioned in the reading books, and he should arrange them, in a press or cabinet specially provided for his purpose, in the order of the lesson, themselves, so that when called upon to teach any lesson he would find in one place all the objects he would require for illustration.

In forming this cabinet he should bring in the aid of his children, by requiring each to get specimens of those inexpensive articles with which they are familiar. But whether he forms the cabinet himself, or receives the assistance of his scholars, he should accept no specimens except working specimens. Most of the object cases generally met with contain specimens too small to give a correct idea of the object to a large class without considerable trouble, or else so neat and delicate that they cannot be handled without injury. They are thus rendered almost worthless.

A cabinet formed as I point out is infinitely preferable to any that can be purchased. The very acts of collection and arrangement, in which the children take part, will improve their perceptive faculties, and teach them to observe and think; while, as they will naturally take more interest in their own work, they will be more attentive during the lesson, and derive, by this means, more improvement from the master's teaching.

THE COLORADO RIVER.

The Colorado of the West, which flows through portions of Utah, Colorado, Nevada, Arizona and California, is in length the sixth river of our continent, but it traverses the most sterile regions which lie under the American flag. It is a phenomenon in physical geography. It can hardly be said to have any valley; but for the first thousand miles it runs through an almost unbroken succession of gorges. It is a wonderful example of Nature's engineering. It receives no great lateral stream to wear down the face of the adjacent country; but through ages so long that our six thousand years of recorded history form no appreciable unit of their sum, the great river has been clearly cutting a channel as clean as that of the Erie Canal, down through successive strata of hard rock, and bearing away the particles in its red muddy current, to form tracts of land hundreds of miles square, along the Gulf of California.

This vast gorge or canon has always been a *terra incognita*. Indians and trappers reported that the imprisoned stream from which the sunlight was shut out by a rock wall a mile high, foamed angrily along its bed in a series of rapids, whirlpools, and cataracts; and as if the terrors of Nature were not enough, that the canon was the abode of evil spirits, and that no man could pass through it and live.

Last Spring, Col. J. W. Powell, Professor of Geology in the State Normal University of Illinois, organized an expedition for the thorough exploration of the unknown region. Colonel Powell had already deserved well of the country; through the war he was a brave and modest soldier, at the head of an Illinois battery, and he left his right arm on the field of Shiloh. To this

new enterprise, for which two years of geological studies in the mountains had afforded good preparation, he carried a soldier's zeal and daring. The War department furnished rations for his party. The Illinois Society of Natural History, endowed by the State, contributed the outfit; the railroad companies gave free transportation, and Col. Powell himself became responsible for the wages of his nine men, who were all hardy and experienced mountaineers. On the 24th of May these ten adventurers, embarking in four little boats at Green River crossing of the Union Pacific Railroad, disappeared from civilization on their perilous journey. A few weeks later the whole North-West was startled by a painful and circumstantial report, from one who professed to have belonged to the party, that all except himself had been lost at one of the first cascades. But just after the leader's obituary had been widely published, there came a letter from him announcing that all were safe. The object of the vagabond who circulated the falsehood seems to have been to procure railway passes from Utah to his home in Illinois. For a long time there were no further tidings, but finally, on the last of August, seven of the party emerged into safety from the lower end of the gorge. Their three comrades were missing. Believing that the passage of the peculiarly formidable cascade just before them would be certain death, these three had attempted to leave the canon on foot, and they were probably killed by Indians.

Col. Powell, who has returned to his home at Normal, Ill., now gives to *The Tribune* the outline of his experience in a sketch which is singularly clear, concise and graphic. He traversed nine hundred miles of canon, and there are probably three hundred miles more upon Green River, making the whole canon system of Colorado twelve hundred miles long. For almost this entire distance the streams are enclosed by vertical rock walls, from five hundred to three thousand feet high. Nor is the scenery in the least monotonous. The rocks are worn into every conceivable form, and present many varieties of color—brown, chocolate, slate gray, white, pink, orange and purple. The Canons of the Colorado—the last portion of our continent to be explored by civilized man—form the most stupendous natural curiosity on the globe, and, however inaccessible, must ere long attract a constant and eager throng of visitors. The descent of the Mississippi is six inches to the mile, and that of the Missouri twelve or fourteen inches, but the Colorado, for the entire distance traversed, falls more than six feet to the mile. Col. Powell's party passed over between three hundred and four hundred cascades, some of them twenty feet high. Again and again boats were upset; two were utterly lost, and the explorers often had to swim for their lives. They came out with a part of their notes and nearly all their instruments lost, and with no provisions left except twenty pounds of water-soaked flour. The one-armed hero who led them touched lightly upon their perils. We could wish, too, that he had told us more of the mysterious Moqui Indians who so lately dwelt in the Great Canon in houses perched like swallows' nests, a thousand feet above the river. But we trust that he will repeat his story this Winter before many lecture associations, and will then give it to the public in a more complete and permanent form. It will be a valuable contribution to physical science and to American history, and will form one of the most fascinating chapters in the whole record of explorations, ancient and modern.—*New York Tribune*.

GOVERNMENT GRANTS

In aid of Public Schools, paid to Teachers for the Term ended October 31st, 1889.

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

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

COUNTY OF ANTIGONISH.

GRADE B.

Carrol, Richard	110	\$57. 90
Chisholm, Colin	114	80 00
Gillis, Angus	115	60 00
McDonald, Norman	115	60 00
McDonald, Allan	115	60 00
McDonald, Patrick	115	60 00
McDonald, Ronald	101	53 15
McDonald, Alexander	115	60 00
McInnis, Lewis	115	60 00
Miller, Charles J.	107	56 30
McKinnon, Alexander	111	58 45
McLellan, Peter	114	60 00
McGillivray, Angus	115	60 00
McGillivray, Alexander	115	60 00
McPherson, John	115	60 00
Somers, John	112	58 95
*Sallinger, John	115	80 00

GRADE C.

Bonn, John B.	112	44 20
Bourke, David	113	44 60
Cunningham, Norman	114	45 00
Cameron, Hugh	115	45 00
Chisholm, Annie	115	45 00
*Gillis, Donald	115	60 00
Gillis, Dougald	111	43 80
Gillis, Donald	91	37 10
Fraser, John C.	109	43 00
McGillivray, Alexander	115	45 00
McNeil, Daniel	113	44 60
McDonald, Angus	115	45 00
McDonald, John	115	45 00
McPherson, Alexander	113	44 60
McIntosh, Daniel	113	44 60
McKinnon, Eunice	111	43 80
McPherson, John	109	43 00
McDonald, Angus	89	35 10
McDonald, Hugh	115	45 00
Ross, Christina	105	41 45
Sinclair, John H.	115	45 00

GRADE D.

Boyd, Angus	105	27 60
Chisholm, Donald	115	30 00
Cullen, Mary A.	110	28 95
Corbet, Mary	115	32 00
Croket, Amelia	115	30 00
*Cameron, John D.	100	35 05
Chisholm, Christopher	111	29 20
Copeland, Amelia	78	20 00

Fraser, William	114	30 00
Henderson, Donald	86	22 60
McGillivray, Duncan	115	30 00
McDongald, Archibald	109	28 70
McDongald, Donald	29	7 65
McDonald, Mary	85	22 35
McDonald, Allan	97	25 50
McNaughton, Bella	112	29 45
*McDongald, Donald	115	40 00
McDongald, Duncan	105	27 60
McDonald, Angus	114	30 00
*McDonald, Donald	105	36 80
McDonald, Angus	114	30 00
*McDonald, Donald	105	36 50

GRADE E.

Cameron, Annie	95	19 35
Connors, Ellen	115	22 50
Fraser, Margaret	113	22 30
*McDonald, Jerusha	111	29 20
McIsaac, Mary	115	22 50
Sears, Annie	110	21 70
McArthur, Janet	113	22 30

COUNTY OF ANNAPOLIS.

GRADE B.

Andrews, Alfred	114	\$60 00
Andrews, Frank	114	60 00
Calnek, Maurice	114	60 00
Crosscup, Geo. E.	113	59 50
Crosscup, Jas. H.	114	60 00

Eaton, F. E.	114	60 00
Fullerton, Aug.	114	60 00
Hall, James	102	53 65.
Hicks, John H.	114	60 00
Martell, A.	78	41 00
Mackinnon, A.	114	00 00
Morso, G. R.	96	50 50
Munro, Henry	114	60 00
Neily, Johnston	107	56 30
Parker, Geo. S.	110	57 90
Phinney, C. S.	114	00 00
Reagh, Thos. B.	102	53 65
Shafner, S. C.	114	00 00
Spinney, N. B.	90	52 10
Spinney, W. A.	90	52 10

GRADE C.

*Armstrong, J. J.	97	\$51 00
Balcom, Geo. A.	114	45 00
Bent, Lavinia B.	114	45 00
*Bent, Ruth A.	90	50 50
Bent, Sophia	114	45 00
*Brown, Annie M.	114	60 00
Condon, B. F.	114	45 00
Crosscup, John	114	45 00
Dodge, Aug. J.	103	40 65
*Eaton, Geo. N.	95	60 00
Edgett, H. J.	114	45 00
Hall, Elizabeth	114	45 00
Homer, W. P.	114	45 00
Huntington, L. A.	114	45 00
Jones, W. C.	109	43 00
Luxton, H. T.	114	45 00
Marshall, M. E.	114	45 00
Mills, P. W.	100	39 50
*Mills, S. C.	110	57 90
Miller, S. M.	100	39 50
Parker, A. E.	113	44 60
Parker, A. M.	97	38 30
Phinney, A. M.	103	40 65
Reed, A. A.	114	45 00
Robertson, W. S.	107	42 25
Shafner, H. B.	114	45 00
Shaw, I. J.	95	37 50
Staratt, M. O.	110	43 40
*VanBuskirk, M. L.	103	54 20
Videto, Helen	114	45 00
Wade, F. B.	114	45 00
Wheelock, L. J.	114	45 00
Wiswell, M. F.	114	45 00
*Woodberry, Jessie	114	60 00

GRADE D.

Brown, Emma	114	30 00
*Campbell, E.	114	40 00
*Clark, A. M.	114	40 00
Forsyth, W. M.	96	25 25
Gates, M. O.	110	28 95
Homer, A.	114	30 00
*Longley, M. M.	105	36 80
*Longley, C. E.	80	28 05
Marshall, R.	113	29 75
*Morse, W. P.	52	18 20
Poole, Emilia	105	27 60
Reagh, S. E.	105	27 00
Rice, Rebecca W.	99	26 05
*Robertson, John	114	40 00
*Starratt, A. B.	95	33 35
*Saunders, Arthur	111	38 95
*Sloan, James,	114	40 00
*Wade, Annie	114	40 00
Wade, M. C.	105	27 60
Withers, C. C.	113	39 65

GRADE E.

Chesley, M. L.	87	17 15
*Devanny, Helen	100	26 30
Marshman, L.	114	22 50
*Margeson, Hattie	114	30 00
*Morse, Annie	114	30 00
*Saunders, L. J.	95	24 95
Saunders, M. W.	110	21 70
Slocomb, M. L.	114	22 50
*Spekeman, P.	114	30 00
Stronach, M.	108	21 30

ASSISTANTS—GRADE C.

Parker, Annie	114	30 00
Palfrey, Lizzie	94	24 75

GRADE D.

Witt, Adelia	91	16 50
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COUNTY OF COLCHESTER.

Blanchard, E.	GRADE 08	\$
Andrews, H. W.	GRADE B. 104	54 76
Armstrong, J. E.	111	58 45
Baillie, J. M.	75½	39 70
Bryden, C. W.	114	60 00
Corbett, W. D.	114	60 00
Creelman, D. F.	64	33 65
Little, J.	99	62 10
McLeod, A.	102	53 65
Moore, E.	100	52 05
Murray, S. C.	114	60 00
O'Brien, W.	112½	59 20
Ross, George	104	54 70

GRADE C.

Boyd, John	105	41 45
Crowe, T. D.	113	44 00
Downing, J. R.	112	44 20
Frame, Alexander	107	42 25
Hamilton, J. J.	113½	44 80
Huestis, A. C.	104	41 05
Kent, J. H.	112	44 20
Logan, R.	58	22 90
McBurnie, R.	60	26 10
McCabe, J. J.	114	45 00
McCurdy, J. W.	112	44 20
McIntosh, R.	91	35 90
*McKenzie, H.	114	60 00
Reed, H.	114	45 00
Ryan, J.	114	45 00
Wright, John	39½	15 00
Archibald, Bertha	114	45 00
Archibald, E. M.	37	14 69
Brookes, E.	114	45 00
Bryden, E.	105½	41 65
Christie, H. E.	101	39 35
Dickson, L.	58	22 90
Dodge, B. B.	114	45 00
Faulkner, M. M.	99	39 10
Fulton, C. C.	42	16 80
Hamilton, J.	108	42 00
Leake, A.	9.	39 10
Lepper, J.	114	45 00
Lewis, A.	114	45 00
Little, L. A.	114	45 00
Little, R. J.	114	45 00
*McCallum, E.	60	31 60
McCurdy, L.	114	45 00
McKeen, E.	103	40 65
McKenzie, J.	114	45 00
*McLaughlan, E.	48	25 25
McLeod, G.	114	45 00
Maxwell, A.	66	28 10
Millar, M. J.	114	45 00
Newcomb, R. A.	108	42 60
Robertson, M. G.	108	42 60
Russell, E.	108	42 60
Russell, M.	114	45 00
*Sutherland, A.	114	60 00
*Tehune, C.	66	34 75
Wilson, M. E.	114	45 00

GRADE D.

Dickson, J. M.	114.	30 00
Crowe, Joseph	97½	25 65
Dill, D.	93	24 45
Downing, J. L.	114	30 00
*Little, D. F.	95	33 35
Mattheson, H.	105	27 60
Ambrose, Susan	114	30 00
*Angovine, C. R.	110	38 60
Archibald, Janet	114	30 00
*Black, M. E.	111½	29 32
Blois, E.	114	30 00
Corbitt, Jane	114	30 00
Creelman, M. J.	113	29 75
Cutten, M. G.	94	24 70
*Dobson, E. A.	111	38 95
Duncan, A. M.	114	30 00
*Dunphy, E.	104	36 45
*Ferguson, C.	109	38 25
Fulton, M. E.	113	29 75
*Graham, J.	60	21 95
*Hamilton, M.	113	39 67
Johnston, E.	114	30 00
Johnston, E. A.	114	39 00
Logan, A. J. (Cox)	114	30 00
Logan, J. McL.	114	30 00

Logan, L. C.	106	27 85
*Lyndsay, J.	114	40 00
McDonald, C. L.	114	30 00
McLeod, H.	114	30 00
*McNutt, C. G.	112	39 25
*Miller, M.	112	39 25
Munro, S. J.	112	20 45
Poppeard, L.	114	30 00
Poppeard, R.	114	30 00
Poppeard, S. M.	114	30 00
Reilly, S.	112	20 45
Ross, E.	98	25 80
*Semple, M.	101	36 40
Smith, A.	113	29 75
Spencer, A.	114	30 00
*Sutherland, M. A.	114	40 00
Urquhart, M. J.	66	25 25
*Wall, Sarah	60	21 05

GRADE E.

*Blair, C. M.	114	30 00
*Carlyle, M. A.	100	26 30
*Fletcher, A.	114	30 00
Landels, M.	45	8 90
McDonald, A.	112	22 10
McLellan, J. S.	111	21 90
*Parker, J. F.	100	26 30
*Polleys, M. E.	114	30 00

ASSISTANTS—GRADE D.

C. J. Ross,	111	19 45
M. J. Sullivan,	39	6 85

COUNTY OF DIGBY.

GRADE A.

Cameron, Mr.	114	\$---
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GRADE B.

Baker, Hibbert R.	112	58 95
Butler, N. E.	100	52 65
Davidson, W. G. J.	114	60 00
Eaton Jas. H.	109	57 35
*Gaudet, Fidele J.	114	60 00
Gilliland, Chas. E.	114	60 00
Godfrey, John F.	114	60 00
Gough, Wm. H.	82½	43 40
Havey, B.	57	29 95
Landry, Albert P.	114	60 00

GRADE C.

Armstrong, Agnes	113	44 00
Aube, J. E.	114	45 00
Cornwell, Eleanor	108	42 00
Dakin, Sarah	163	40 05
Denton, A. J.	105	41 45
*Dunbar, Mary	114	60 00
Hanley, Mary A.	114	45 00
*Hogan, Ellen	113	59 50
Jones, Mary E.	112	44 20
*Martel, Annie S.	113½	59 75
Mary Joseph, Sister	114	45 00
Mildon, Thos.	114	45 00
*Nowlan, Sussanna J.	114	60 00
*Parker, Annie	114	60 00
Perry, Susanna C.	104	41 05
Ross, Alexander	109	43 00
Saunders, Harriet S.	82½	32 55
Saunders, John F.	104	45 00
Veantour, Frans. J.	114	45 00

GRADE D.

*Comeau Francis J.	112	39 25
Copeland, Nettie	114	30 00
Cossaboone, Emily.	58	15 25
*Crosby, Sarah A.	114	40 00
Gates Maria E.	60	15 85
Gaudet, Sylvain	114	30 00
*Grant, James	114	40 00
*Hanley, Ellen	114	40 00
*Kerr, T. C.	113	39 65
*LeBlanc, Elizabeth	112	30 25
*Lettenev, Jonathan	113½	39 89
Morehouse, Mary J.	114	30 00
McGirr, Mary J.	114	30 00
Ross, John,	114	30 00
*Sabeau, Catharine	114	40 00
Smallie, Mary	112	29 45
*Saunders, Hannah E.	114	40 00
Taylor, Jane	114	30 00

GRADE E.

*Cornwell, Elmira	110	28 95
*Johnson, Harrie E.	93	24 40

*LeBlanc, Margaret,	114	30 00
Pothier Mathilde	114	22 50
*Sabean, Dorcas A.	114	30 00
Smallie, Emma.	111	21 90

ASSISTANTS.—GRADE C.

Stanislaus, Mary Sister	114	30 00
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GRADE D.

Dunbar, A.	100	17 55
LeBlanc, Adele	65½	11 50

COUNTY OF HANTS.

GRADE B.

Bancroft, Edwin A.	97	351 00
Bancroft, Lewis B.	115	60 00
Borden, J. R.	49	25 75
Densmore, J. D.	115	60 00
Forest, James	112	58 05
Green, J. B.	113	59 50
Livingstone, W. W.	105	55 25
Morris, J. W.	63	33 15
Malcolm, J. W.	90	47 35
Parker, Lewis	45	23 05
Patterson, E. M.	115	60 00
Rand, E. M.	114	60 00
*Rand, Stephen	55	38 60
Scott, Ephraim	115	60 00
Turner, Alfred	108	56 80
Whiston, S. E.	113	59 50
Walsh, John W.	112	58 95
Wallace, J. W.	110	57 00
Young, Alexander	115	60 00

GRADE C.

Armstrong, Annie	112	44 20
Beebe, Annie P.	113	44 60
*Bennett, Hannah	111	58 45
Brennan, Wm.	112	44 20
Card, Mercy	44	17 40
Card, Dr. silla	114	45 00
Cole, Sarah	114	45 00
*Crocket, J. T. McL.	40	21 05
Dennett, Sarah	112	44 20
Fish, Lydia B.	114	45 00
Harvey, Clementine	115	45 00
Hamilton, M. C.	109	43 00
Knowles, Annie	112	44 20
Logan, Mary A.	115	45 00
Logan, Annie	106	41 85
McDonald, Howard	15	5 95
Mosher, Rufus C.	115	45 00
McCarty, Allen	93	36 70
Mason, Isabel	112	44 20
Marshall, Maggie	96	37 90
McPhee, Rebecca	115	45 00
O'Brien, Sarah	114	45 00
O'Brien, Frederick	28	11 05
Parker, James E.	36	14 25
*Parker, Lalia B.	115	60 00
Quinn, A. R.	59	23 30
*Robinson, William	114	60 00
*Randall, Sarah A.	113	59 50
Shaw, Clara R.	112	44 20
Sterling, William M.	97	38 30
Scotney, Eliza	113	44 60
Tupper, Bathenia	113	44 60
*Teakles, Esther E.	114	60 00
Thomson, Elizabeth	112	44 20
Wier, Lewis	114	45 00
Wier, Horatio N.	115	45 00
Whiston, Mrs. S. E.	107	42 25

GRADE D.

*Brailshaw, Mary D.	114	40 00
Bowes, Annie E.	114	30 00
*Bowes, Sarah J.	115	40 00
*Crow, Mary B.	115	40 00
Crocket, D. R.	63	0 00
*Cameron, Cecelia	115	40 00
*Densmore, Eunice	115	40 00
Douglas, Annie	100	26 30
Falkner, Aveline	104	27 35
Johnson, Sophia	63	16 55
Kenty, Annie	95	25 00
*Lamont, D. B.	82	28 75
*Macumber, W. M. K.	115	0 00
Miner, Jane E.	99	26 05
*Moxon, Eliza	115	40 00
*Mosher, Pauline	114	40 00
*McPherson, M. H.	115	40 00
*Masters, Sarah A.	113	39 05

McPhee, Maggie	115	30 00
McPhee, Mary	106	27 85
*Nelson, Agnes F.	115	0 00
Pollock, Sarah A.	114	30 00
Parker, Frances M.	100	26 30
Phalon, Sarah A.	115	30 00
Smith, Mary A.	110	28 05
Shaw, Tryphena	114	30 00
Smith, Eliza C.	109	26 30
*Shaw, Mary	112	39 25
*Withrow, Emma A.	115	40 00
Whidden, Ruth C.	95	25 00

GRADE E.

*Blois, Amelia	119	29 50
*Cameron, Lizzie	115	56 00
*Douglas, Jessie	113	30 65
*Falkner, Bessie	25	0 55
*Nelson, Abigail	115	30 00
*Shaw, Mary E.	105	27 00
*Wier, Mary J.	80	21 00

ASSISTANTS.—GRADE C.

Dennett, Margaret	112	29 50
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GRADE D.

Davidson, Alberta	63	11 05
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COUNTY OF HALIFAX.

GRADE B.

Hollies, John	104	354 70
Murray, John	114	60 00
*Richardson, F. W.	100	70 20
Thomson, Alex. F.	113	59 50
Urquhart, Alexander	57	29 95

GRADE C.

Atwater, Esther A.	112	44 20
*Archibald, Mary A.	113	59 50
Archibald, Sarah	107	42 25
*Archibald, Mary	79	41 55
Bruce, Amanda	105½	41 05
Bruce, William	114	45 00
*Bruce, Annetta	113	59 50
Ballantyne, John	106½	42 05
Covey, Thomas A.	114	45 00
Cruikshanks, William	111	43 80
Drady, Mary G.	114	45 00
Davidson, John	114	45 00
*Deller, Sarah	109	57 35
*Flemming, William A.	92	48 40
Hubley, Zacharias	111	43 80
Hamilton, Mary A.	105	41 45
Hamilton, Esther	105½	41 65
Hanna, Maggie	114	45 00
Kent, Isabella	105½	41 05
Kent, Melissa	113	44 60
Kent, Anna	86	33 95
Major, Kate	108	42 00
Marshall, Lucy A.	105½	41 65
McLean, John	113	44 60
McDonald, Anna	73½	29 00
McKenzie, Jennie	111	43 80
McIlfeffey, Margaret	114	45 00
McMillan, George	109	43 00
Ogilvie, Sophia	111	43 80
Romans, William	114	45 00
Reddy, Daniel	111½	44 00
*Stewart, Mary E.	114	60 00
Sedgewick, Annie	108	42 60
*VanBuskirk, Phebe	108½	57 05
*Waddell, Mary	114	60 00

GRADE D.

Archibald, Bessie	113	29 75
Boutillier, William J.	110½	29 10
Bell, James	113	29 75
Balcan, John H.	114	30 00
Covey, Silas A.	114	30 00
*Currie, William L.	110	38 60
Campbell, Jessie	114	30 00
*Christie, Jennie K.	39	31 20
*Dickie, Nelly	86	30 15
Forrester, Harry	103½	28 55
*Fox, Elizabeth	113	39 65
Gibbous, John	114	30 00
*Geddis, David A.	32	11 20
*Hubley, Caleb	114	40 00
Holland, Jeremiah	160	28 70
Hogan, John P.	114	30 00
Jamieson, Amelia	104	37 05
Kirby, Annie	113½	29 90
Keenan, Joseph	100	26 30
*Kent, Mary	111	38 95

Lay, Edward James	113	29 75
Lowe, Thomas	75	19 70
Mountain, Jane L.	114	30 00
*McNab, Amelia	86	30 15
*McCurdy, Janet	104½	36 00
McArthur, Kate	98	25 80
McCabe, James	109	28 70
Nickerson, Louisa	105	27 60
Negus, Nelson	114	30 00
*O'Brady, Patrick B.	114	40 00
*Payne, Augusta	93½	32 75
Richardson, Charles	114	30 00
*Richardson, M. P.	112	39 25
Roome, Hannah	109	28 70
*Reynolds, Robert	110	38 60
Reid, Margaret	97	26 50
*Reynolds, Abbie	79	27 05
*Stewart, Thomas	114	40 00
Stewart, Esther	114	30 00
*Teupleton, Fannie	114	40 00
*Tupper, Margaret	112	39 25
*Webber, Lalia	99	34 75
Warner, Eliza	— 08	17 85
White, M. T.	80½	22 75
Young, Sarah	104½	27 40

GRADE E.

*Bacon, Fannie	86	22 60
*Bacon, Amelia	45	11 80
Bruce, Jane	114	22 50
*Bauld, Charlotte	90½	25 35
Bissett, Sarah	114	22 50
*Conway, Ellen	114	30 00
*Carten, Cassie	114	30 00
*Cooper, Matilda	104	27 35
Cox, Oliver	114	22 50
*Dauphinee, Isabella	114	30 00
DeMolitor, Margaret	112	23 10
*Fanning, Mary F.	113	29 75
Gorrett, Mary	82	16 20
Gilbert, Louisa	114	22 50
*Longard, Mary J.	93	24 40
*Lindsay, Rebecca	114	30 00
*Maher, Mary	114	30 00
Major, Lucy E.	112	22 10
Metzler, Annie	34	6 70
*McLachlan, Mary	93	24 40
*Naufts, Civilla	114	30 00
O'Toole, Maria	104½	20 60
*Ogilvie, Agnes	105	27 60
*Parker, Ellen	111	26 20
*Sutherland, Elizabeth	104	27 35
*Stevens, Sophia	114	30 00
Umlah, Lucena	108	21 30
*Wood, Maria A.	105	27 60

ASSISTANTS.—GRADE D.

Dauphinee, Nehemiah	105	18 40
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GRADE E.

Bellefontaine, Brigitte	102	13 45
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COUNTY FUND.

In aid of Public Schools, appropriated by Trustees of School Sections for the Term ended October 31st, 1889.

The asterisk (*) indicates the Poor Sections.

SECTION.	No. of pupils registered.	Grand Total days attendance made by all the pupils.	Amount from County Fund.
Antigonish,	213	14545	\$191 26½
Antigonish Harbour,	32	1480	19 46½
Morrinstown,	25	1017	13 37½
Morrinstown Lake,	58	2561	33 67½
Cape George, S. S.	35	2002½	26 32½
Cape George,	48	2461	32 36
Cape George, N. S.	64	2493	32 63
*Cape George, B. Sect.	34	1272	22 32
Georgeville,	60	2306	30 32½
Malignant Cove,	59	2793	36 72½
Arisaig,	44	2652	34 87
MacAra's Brook,	46	2418	31 79½
Summerville,	50	3335	43 85½
*Eig Mountain,	40	2342	41 05½
Pleasant Valley,	42	1660	21 83
Yankee Grant,	27	1240	16 30½

William's Point,	45	2246	29	53
L. South River,	49	1974	25	95 1/2
S. Side Harbour,	34	1456	19	14 1/2
Middle Pomket,	56	3540	46	55
Pomket Forks,	43	1651	21	71
Bayfield,	41	2698	35	48
Little River,	52	2303 1/2	30	28
Cross R. Tracadie,	95	6193	81	43
Tracadie,	61	3611	47	48 1/2
E. S. Tracadie, H.	42	2378	31	27
Little Tracadie,	48	2631	34	59 1/2
H. AuDouche,	142	9512	125	08
B. Sett. Tracadie,	47	1314	17	28
Black River,	40	2134	28	06
Caledonia,	52	1996	26	24 1/2
Manchester Road,	30	1370 1/2	18	01
St. Andrew's,	93	4948	65	06 1/2
Big Brook,	47	2774	36	47 1/2
Fraser's Mills,	107	7681	93	11 1/2
South River Lake,	61	3322	43	68
L. Lochaber, E. S.	45	2262	28	95 1/2
Lochaber, W. S.	37	1875	21	65 1/2
Head Lochaber Lake,	57	2216	29	14
Upper Glen Road,	61	3328 1/2	63	70 1/2
Lower Glen Road,	30	1837	24	15 1/2
Salt Springs,	51	2898	38	11
West River,	43	2074	27	27
Beaver Meadow,	55	4307	56	63 1/2
Pinkie Town,	40	2590	34	05 1/2
Mid. Sett. West River,	51	2787	36	64 1/2
*Stewart's Mills,	38	2092	36	66 1/2
*Keppoch,	39	1311	22	86 1/2
*Big Clearing,	45	3007	52	72
Briley Brook,	40	2810	26	95
B. Sett. Briley Brook,	44	2855	37	54
Pitchero Farm,	23	987	12	97 1/2
Springfield,	42	2019	26	54 1/2
L. North Grant,	66	3797	49	93
*Upper N. Grant,	19	1201	21	05
Hollawell Grant, (G4)	28	857	11	26 1/2
Hollawell Grant, (G5)	44	1317	17	31 1/2
*Hollawell Grant, (G6)	46	2047	35	88 1/2
Malignant Brook,	38	1616	21	25
Goshen,	20	1536	20	19 1/2
Monks-head,		not approved.		

COUNTY OF DIGBY.

Bear River,	124	8825	506	72
Hillsburgh,	40	3113	34	13
Smith's Cove,	50	2860	31	35
Hillgrove,	40	2193	24	03
North Range,	67	4862	53	28
St. Mary's Bay,	104	6686	73	28
The Barrens,	60	4912	53	83
Weymouth,	61	4651	50	98
Weymouth Bridge,	84	5422	59	40
Digby,	207	14185	155	47
Rossway,	56	4227	46	33
Waterford (or D. Neck)	32	1650	18	08
Centreville,	40	2395	26	50
Sandy Cove,	90	6087	66	71
Little River,	40	3022	33	12
Tiverton,	64	2536	27	79
Freeport,	143	9284	101	75
Westport,	155	8800	96	53
*Milford Corner,	45	2164	31	60
*Digby Ridge,	23	1574	22	00
*South Range,	44	2178	31	82
*Mistake, (17 A.)	32	1713	25	02
*Mistake, (17 B.)	67	4787	69	94
*Wagoner,	50	3127	54	70
*Broad Cove,	40	2869	41	92
*Digby Neck Road,	47	3896	56	94
*Long Island,	37	2464	36	00
*Middle Sect., L. I.	24	1209	17	67

BORDER SECTION.

*Duck Pond,	36	693	10	11
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CLARE.

Grossecocque,	75	5315	240	03
Port Acadie,	77	6089	55	86
Comeauville,	71	4859	44	52
Saulinerville,	117	7952	72	95
Meteghan River,	83	4199	33	53
Meteghan,	130	10260	94	13
Cape Cove,	61	4853	41	52
Les Concessions,	58	5377	49	15
Therian,	42	2998	27	50
*Cheticamp,	89	4200	51	38
*Salmon River, (12A.)	83	5054	69	16
*Salmon River, (12B.)	43	2422	20	02

*New Tusket,	20	1747	21	37
*Havelock,	42	1925	23	54
*Rosedale,	39	2508	30	08
BORDER SECTIONS.				
Beaver River,	104	4103	37	64
*Coverdale,	43	2188	29	76
*Duck Pond,		625	7	05

COUNTY OF HALIFAX.

Hubbard's Cove,	86	5207	251	98
Black Point,	64	3233	32	27
Victoria,	64	3909 1/2	39	63
Albert,	47	3318	33	12
Lower Ward,	61	3327	33	21
Hagget's Cove,	37	2107	21	03
Indian Harbor,	65	4773	17	65
Peggy's Cove,	46	3484	34	78
Upper Prospect,	83	4030	40	22
Pennant,	31	2106	20	03
Sambro,	30	2155	21	31
Portuguese Cove,	81	5070	50	62
Herring Cove,	97	5575	55	65
Hammonds Plains,	94	5557	55	48
Bedford,	58	5530	55	20
Lower Sackville,	44	1941	19	37
Dartmouth,	525	34308	342	51
Waverley,	94	6791	67	80
Oldham,	53	3697	36	90
Preston Road,	67	3423	31	17
Preston,	47	1764 1/2	17	61
S. E. Passage,	62	3535	35	20
Cow Bay,	46	2742	27	37
Cole Harbor,	51	2747 1/2	27	43
Lawrencetown,	45	2293	22	30
Lake Porter,	44	2571	22	67
Chezzetcook,	212	12413	123	92
*Boutillier's Point,	51	2414	32	13
*Head Harbor,	41	939	25	81
*West Dover,	52	2870 1/2	38	21
*East Dover,	43	3272	20	73
*Shad Bay,	41	1939	43	55
*St. Andrew's,	11	992	13	20
*Beech Hill,	27	934	12	43
*Brookside,	18	865	11	52
*Lower Prospect,	38	2947	39	23
*Turn's Bay,	77	3148 1/2	41	91
*Harrietsfield,	13	583	7	75
*Spryfield,	38	874	11	63
*Ketch Harbor,	78	5214	69	38
*Ferguson's Cove,	60	5625	74	86
*Cunard,	27	1301	17	31
*Beaver Bank Station,	28	2023	26	93
*Windsor Junction,	39	2582 1/2	34	37
*Grand Lake,	30	1520	20	23
*Eastern Passage,	62	3902	51	93
*Devil's Island,	15	1613	21	48
*Salmon Hole,	17	958	12	75
*Pt. of Porter's Lake,	27	1163	15	48
*Middle "	30	1809	24	08
*Graham's,	24	1433	19	07
*Pt. of Chezzetcook,	56	2505	33	35
*J. East "	54	3950	52	57
Musquodoboit Hr.	59	2435 1/2	21	31
Upper Jeddore, W.	53	3252 1/2	32	46
Lower Jeddore, W.	42	2516	25	11
Oyster Pond,	53	3021	30	15
Lower Jeddore, E.	31	1587	15	84
Ship Harbor, S.	42	2742	27	44
Ship Harbor, N.	60	3612 1/2	36	06
Shoal Bay,	51	3018	30	41
Tangier,	80	4616	46	11
Pope's Harbor,	32	2976	29	72
Spry Harbor,	58	3881 1/2	38	76
Spry Bay,	60	2893 1/2	28	90
Sheet Harbor, W.	60	4578	45	75
Sheet Harbor, E.	50	4146	41	42
Lower Sheet Harbor,	28	1318	13	15
Salmon River,	57	4091	40	28
Newdy Quoddy,	70	5689	56	80
Kirker's,	51	3504	30	00
Moser's River,	33	2427	24	25
*Petpezwick,	40	2803	38	53
*Petpezwick, West	26	1662	22	13
*Kent's Island,	27	1524	20	27
*Musquodoboit Har.	32	1677 1/2	22	33
*Lakeville,	28	1950	25	96
*Clam Harbor,	36	2830	37	70
*Owl's Head,	37	1947	25	93
*Murphy's Cove,	61	4547	60	60
*Mooselands,	17	1131	15	00
*Gerrard's Island,	29	1596	21	12

*Sober Island,	25	627	8	33
*Beaver Harbor,	27	1867	24	80
*Nicuntau,	43	3099	41	20
*Ekamsokum,	36	1704 1/2	22	70
Landell's,	40	2108 1/2	24	61
Cook's,	12	2231	22	80
Meagher's Grant,	39	1509	15	06
Little River,	78	3869 1/2	38	63
Gladwin,	49	3014 1/2	30	09
North School,	37	3020	30	24
Taylor's,	43	1666	19	62
Higgins'	71	4058	40	51
Sedgewick,	34	1616 1/2	16	18
Archibald's,	50	2875 1/2	28	70
Hutchinson,	70	2515	25	10
*Nuttall's,	34	1767 1/2	23	52
*Kerr's,	25	1899	25	25
*Chaplain,	44	2357 1/2	31	37
*McKenzie,	35	1485	19	70

BORDER SECTIONS.

*Glenmore,	33	1894	22	20
*N. Beaver Bank,		581	7	76
Enfield,		588	5	85
Elmsdale,		537 1/2	5	35
Three Mile, (City)	23	1570	15	75

COUNTY OF HANTS.

DISTRICT OF EAST HANTS.

South Rawdon,	81	3936	331	35
East Gore,	54	2389	19	03
East Rawdon,	65	2447	19	49
Upper 9 Mile River,	48	2999	23	88
West Indian Road,	28	1991	15	86
9 Mile River,	38	1962	15	63
Renfrew,	82	3546	28	24
Belnan,	22	1147	9	13
Hardwoodland,	28	1833	14	60
Mount Pleasant,	51	2696	21	47
Welsford,	69	5040	40	14
Mill Village,	48	3089	24	60
Ryan Creek,	24	1399	11	14
Rockville,	94	6645	52	00
Maitland,	120	9848	78	38
Upper Selma,	103	7371	58	69
Lower Selma,	60	3364	26	79
East Noel,	49	3006	23	94
Noel,	66	4047	32	22
Moosebrook,	46	1871	14	90
Tennycupe,	37	2582	20	56
Kennetcook Church,	63	4924	39	29
Head Kennetcook,	57	3370	36	84
Whale Creek,	52	3801	30	27
Barney Brook,	27	1998	15	91
Gore,	52	3058	24	35
Uniacke Gold,	105	2883	22	96
*Pleasant Valley,	34	1945	20	65
*Birch Brook,	20	1048	11	13
*West Gore,	28	1161	12	33
*Mount Uniacke,	34	1947	20	67
*East Indian Road,	45	2155	22	88
*North Salem,	33	1834	19	47
*New Dublin,	31	2395	25	43
*Plaster Creek,	52	3132	33	26
*Noel Road,	33	2056	21	83
*Shad Creek,	20	1036	11	00
*North Noel Road,	34	2483	26	36
*South Noel Road,	37	2356	25	01
*Northfield,	37	2644	28	07
*Greens Mill,	32	2473	26	25

BORDER SECTIONS.

*North Beaver Bank,	21	926	9	83
Enfield,	85	4225	33	88
Elmsdale,	62	3041	24	23
Walton,	64	3419	27	23
*Hillsdale,	44	1411	14	98
Newport and Douglas,		1001	7	97

DISTRICT OF WEST HANTS.

Windsor,	398	26742	274	78
Wentworth,	77	2991	30	73
Curry Corner,	79	5177	53	19
Martock,	41	3686	37	87
Centre Falmouth,	68	3843	39	48
Mount Denison,	81	4297	44	15
Avondale,	88	6161	63	33
Poplar Grove,	57	4470	45	93
Brooklyn,	114	8196	84	21
Burlington,	120	8871	91	15
Kempt,	80	5281	53	75
Cheverie,	72	2675	27	48

Scotch Village,	85	4852	49	85
Woodville,	25	1860	19	11
McKay,	29	2319	23	93
Newport Road,	45	4030	41	41
St. Croix,	70	4732	48	62
Ellerhouse,	60	2961	30	42
*3 Mile Plain,	82	4555	62	40
*Vaughan,	30	2400	32	88
*South Waterville,	32	1556	21	32
*Great D., Kennetcook,	27	1776	24	33
*Brookville,	84	1639	22	45
*Cambridge,	34	1477	20	23
*Pembroke,	57	1267	17	36
*Cognamagun,	30	3156	43	24
*Greenhill,	25	1597	21	88
*Still Water,	53	3056	41	87
*3 Mile Plain,	29	1956	26	80

BORDER SECTIONS.

Hantsport,	175	4369	344	89
Newport and Douglas,	56	2713	27	87
Walton,		290	2	98
*Millsdale,		561	7	71

COUNTY OF KINGS.

Greenwood Sq.	55	3085	392	35
Jackson,	30	1318	13	82
Waterville.	36	1710	17	94
Morristown,	53	2472	25	92
Sand Hill,	52	3085	31	84
Dempsey Corner.	30	1950	20	78
Brooklyn, (11)	35	2936	30	81
St. Mary's.	35	2150	22	57
Piedmont.	62	3610	37	59
Long Point.	56	3300	31	62
Weston.	58	4128	43	29
Welsford.	37	2133	22	39
Somerset.	64	4387	40	04
Berwick.	71	4977	52	21
South Berwick.	46	2654	27	84
Waterville.	68	3501	39	91
Huckley.	56	3005	32	16
Kinsman's Corner.	72	4930	51	71
Harborville.	70	2735	28	69
E. Black Rock.	56	3705	39	85
Chipman Brook.	38	1135	11	89
W. Hall's Harbor.	44	1776	18	04
Lakeville.	51	5858	61	45
Billtown.	62	3254	34	14
Brooklyn, (35)	30	1719	18	05
Cambridge.	50	2618	27	46
Cold Brook.	38	2064	21	66
Beech Hill.	44	2689	28	42
Lake Mills.	40	2281	23	95
Canaan.	44	2005	31	11
Kentville.	58	4928	51	67
Steala Mill.	60	2724	28	61
Centreville.	48	3591	37	70
Sheffield Mills.	52	3958	41	53
N. Scot's Bay.	45	3605	37	85
Lower Pereaun.	50			
Upper Pereaun.	40	2378	24	95
Medford.	73	4560	47	87
Habitant.	41	2483	26	01
Canning.	152	12406	130	13
Woodside.	71	4540	47	64
Randville.	45			
Upper Canard.	80	4564	47	85
Lower Canard.	95	6770	71	07
Town Plot.	45	3065	32	10
Church Street.	38	2940	30	02
Upper Church St.	38	2871	30	13
Port Williams.	61	4560	47	80
New Minas.	61	3405	35	71
Greenwich.	39	2104	23	00
Wolfville.	154	10431	109	42
Black River.	89	3528	37	01
Davidson Settlement.	36	1446	15	17
Gaspereau.	67	3976	41	72
Lower Gaspereau.	52	2935	30	81
Lower Horton.	50	3690	40	85
Avonport.	70	2403	25	24
Lockhartville.	118	7088	74	37
Bloomfield.	48	2297	28	48
Grand Frè.	95	6415	67	28
S. Scot's Bay.	56	3758	39	43
Middle Pereaun.	41	2787	29	24
W. Black Rock.	30	559	8	18
Pleasant View.	45	2935	30	81
*Harmony.	49	2580	35	32
*Lake George.	25	1762	24	60
*Clermont.	41	1505	20	98
*Morden.	44	2409	33	62

*Ormsby Road,	20	801	11	22
*Black Rock, Givon Mt.	64	2474	34	53
*Baxter Harbor Mtn.	69	3044	42	63
*Poro Mountain,	50	1028	22	73
*Scot's Bay Mountain,	50	2630	28	40
*Greenfield,	42	2244	31	32
*Pine Woods,	36	1130	15	01
*W. Cornwallis Mtn.	45	3112	43	44
*U. Gaspereau.	43	2057	28	71
*North River.	18	1218	17	01
*Lake Paul.	13	991	13	72

BORDER SECTIONS.

Kingston,	43	2840	20	87
*Dalhousie.	29	915	12	80
Tremont,	56	4159	43	63
Hantsport,		659	10	05
*W. Sherbrooke,		1174	16	44

COUNTY OF QUEENS.

Greenfield,	51	3862	247	12
South Brookfield.	15	2575	31	20
North Brookfield.	34	1390	10	88
Pleasant River.	30	1697	20	61
Caledonia,	45	3309	40	02
W. Caledonia.	37	1517	18	43
Harmony.	32	2487	30	21
Mayflower.	20	1302	15	82
*Middlefield.	17	1011	17	97
*Hibernia.	21	1188	19	23
N. Port Mutton.	48	2808	31	11
Hunt's Point.	60	2913	35	37
Liverpool.	500	2749	333	88
Milton.	280	1015	232	60
Brooklyn,	80	5134	62	37
Beach Meadows.	41	1559	18	94
Blueberry.	58	2405	30	29
Port Medway.	175	10870	132	02
East Port Medway.	50	2985	30	25
Mill Village.	103	10832	181	57
*Port Mutton Island.	14	1037	10	88
*Lower Port Mutton.	33	2447	39	60
*N. W. Bay.	15	1146	18	57
*Bang's Falls.	14	958	15	53

BORDER SECTION.

*Athany New	34	1019	16	51
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COUNTY OF YARMOUTH.

Chebogue Pt.	53	4274	242	17
Lower Town.	232	15312	151	07
Central.	304	19685	194	22
Milton.	214	15710	155	00
Sanford.	78	5822	57	44
Maitland.	93	6074	59	93
Ohio.	102	5931	51	57
Wellington.	53	4516	44	56
Hebron.	113	7991	78	84
Pleasant Valley.	56	3935	38	83
Arcadia.	63	5011	49	44
Central Chebogue.	53	3160	31	18
Salem.	33	2374	23	41
Brooklyn.	59	4144	40	89
Sand Beach.	65	4225	41	72
Burnside.	55	3800	37	49
*Lr. Town (Pr. Dept.)	59	2376	31	25
*Richmond.	45	3310	43	94
*Bloomfield.	35	2420	31	83
*Carlton.	37	2369	31	16
*West Kemptville.	27	1816	24	28
*Canaan.	47	2140	28	15
*Pinkney's Pt.	17	906	11	92
*Cape Fouchu.	15	510	7	71
*North Kemptville.	30	1966	25	86

BORDER SECTIONS.

Little River.	47	1849	18	24
Beaver River.		1845	18	20
Cedar Lake.		131	1	30

ARGYLE.

Lower E. Pubnico.	59	3260	37	72
Upper E. Pubnico.	66	3649	42	21
Pubnico Head.	66	3567	44	76
Upper W. Pubnico.	56	4907	56	80
Lower Argyle.	48	2825	32	70
Central Argyle.	62	4115	47	63
Robert's Island.	70	4816	55	75
Argyle Head.	66	4647	52	63
Eel Lake.	104	7519	87	03
Central Kemptville.	45	2017	28	85
Upper Eel Brook.	53	2878	33	29

Tusket,	114	9028	104	50
Plymouth.	39	3293	38	12
Upper Wedge.	65	4934	55	11
Middle Wedge.	63	4789	55	43
Wedge Point.	33	4971	57	54
Lower Eel Brook.	60	4427	51	25
*Argyle Sound.	58	3746	57	81

BORDER SECTION.

Little River.		638	7	34
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BOOK ORDERS FOR SCHOOL YEAR, 1869.

Four Sections are designated by an asterisk (*). Diagrams, Maps, and Globes are supplied to all Sections at half cost.

Section and County.	Amt. paid by Govt. at 1.	Amt. paid by Govt. at 2.
JUNE, 1869 —		
Little Harbor, Shelburne.	1 66	
10 Inverness.	6 82	2 24
23 Halifax.	12	6 66
29 Colchester.	45	1 12
61 Halifax.	1 53	2 17
41 Kings.	1 07	1 12
New Minas, Kings.	24	1 12
7 Hants.	2 33	
Parsons', Cumberland.		3 92
79 Kings.	1 11	
16 Annapolis.	92	2 80
23 Lunenburg.	1 63	5 59
23 Richmond.	1 63	
8 Queens.	2 59	
7 Hants.	2 33	
24 Hants.		1 84
*Peterswick, Halifax.		12
1 Colchester.	2 16	
21 Kings.	1 91	
15 Halifax.	2 61	
43 Colchester.	68	
6 Cumberland.	21	5 18
*15 Halifax.		5 62
22 Hants.		5 62
17 Colchester.	2 06	
*12 Inverness.		1 66
1 Pictou.	8 61	
New Ross, Lunenburg.	2 45	
27 Colchester.	58	
48 Halifax.	16	
Chezetook, Halifax.	24	
12 Hants.	64	
23 Guysboro'.	5 67	
15 Annapolis.	3 15	
19 "	56	
*13 "		5 57
21 Inverness.	44	
46 Antigonish.	3 29	2 04
2 Hants.	6 49	
Barney's Brook, Hants.	1 57	
20 Digby.	1 49	
8 Hants.		2 15
2 B Halifax.		2 84
6 Pictou.	3 33	
5 Annapolis.	2 29	
25 Guysboro'.	2 28	
41 Colchester.	32	3 0
10 Lunenburg.	1 12	4 5
6 Cumberland.	1 12	
*6 Halifax.		5
2 Queens.	1 67	
10 Hants.	2 45	
20 Pictou.	4 15	
44 Kings.	2 25	12 44
4 Yarmouth.		
9 Queen's.	1 57	7 3
4 Halifax.	1 57	
Peggy's Cove, Halifax.		1 72
*5 Cape Breton.	19	11 56
*Crouse Town, Lunenburg.		4 50
8 Kings.	4 35	
Kingston, Kings.	31	7 08
Archiat, Richmond.	4 67	
14 Digby.	4 27	
12 Hants.	1 52	2 82
55 Halifax.		2 82
Moser's River, Halifax.	61	6 61
27 Halifax.		6 61
20 Kings.	1 31	
5 Halifax.	1 12	
*McKenzie, Halifax.		4 61
*19 Lunenburg.		1 61
21 Hants.	3 01	
26 Pictou.	3 01	
25 Antigonish.		4 56
43 Colchester.	1 27	78
Brooklyn, Hants.	1 27	
23 Annapolis.	1 12	
24 Colchester.		4 8
12 "		1 8
4 B Halifax.		1 8
11 Hants.	1 80	
21 Kings.	1 40	
*42 Guysboro'.		4 7
23 Cape Breton.		2 8
22 Shelburne.		2 8
1 "		3 4
31 Digby.	4 60	2 45
Wine Harbor, Guysboro'.	4 06	
Portigique, Colchester.	2 43	
*4 Halifax.		6
23 "		4 3
33 Colchester.	1 16	
9 Halifax.		2

18	2 01	*92 Cape Breton.....	3 30	23 Annapolis.....	1 40
31 Colchester.....	2 26	9 Shelburne.....	1 43	Sedgewick, Halifax.....	2 91
65 Halifax.....	1 63	35 Digby.....	1 58	31 Richmond.....	93
Eastville, Colchester	48	20 Digby.....	4 20	North East Shelburne.....	4 72
*3 Lunenburg.....	1 41	2 Halifax.....	2 20	22 Shelburne.....	2 34
*31 Inverness.....	86	10 Halifax, Hants	1 16	19 Kings.....	19
*38 Cumberland.....	4 81	28 Antigonish.....	2 23	7 Inverness.....	35
Jeddore, Halifax.....	07	*27 Halifax.....	2 50	18 Shelburne.....	30
9 Annapolis.....	1 38	*47	1 06	38 Annapolis.....	63
20 Halifax.....	1 37	22 Inverness.....	11 07	Rectory, Annapolis.....	1 13
13 Digby.....	3 21	13 Hants.....	4 34	30 Annapolis.....	49
20 Guysboro'.....	1 07	Upper Gasperaux, Kings.....	3 31	32 Guysboro'.....	6 33
22 B. Halifax.....	97	6 Halifax.....	1 21	20 Lunenburg.....	1 18
16 Halifax.....	60	Amherst, Cumberland.....	1 42	6 Colchester.....	1 18
26 Colchester.....	57	*31 Kings.....	2 80	*7 Halifax.....	69
*11 Hants.....	2 76	22 Annapolis.....	2 30	13 Lunenburg.....	60
Highland, Colchester.....	1 67	1 Inverness.....	2 30	*19 Inverness.....	8 80
33 Pictou.....	1 75	20 Shelburne.....	2 00	43 Pictou.....	1 71
22 Queens.....	2 50	11 Colchester.....	1 16	1 Colchester.....	1 63
18	2 45	33 Pictou.....	1 57	6 Inverness.....	87
Chester, Lunenburg.....	5 63	47 Cape Breton.....	1 68	*16 Halifax.....	1 11
23 Kings.....	1 87	2 Guysboro'.....	1 09	5 Colchester.....	0 16
51 Colchester.....	67	Halifax.....	6 08	Upper Settlement, Victoria.....	3 04
87 Cumberland.....	1 64	13 Digby.....	10 05	22 Lunenburg.....	6 01
44 Colchester.....	52	34	2 89	25 Hants.....	1 68
*Cape Negro, Barrington.....	17 14	11 Halifax.....	1 37	Annapolis.....	93
*10 Inverness.....	4 64	*10	2 45	*73 Colchester.....	4 68
*7 Hants.....	1 42	22 Yarmouth.....	3 57	Beach Meadow, Queens.....	1 12
70 Kings.....	1 86	38 Pictou.....	1 35	1 Yarmouth.....	4 48
10 Lunenburg.....	29	33 Kings.....	2 66	New Laig, Pictou.....	3 28
New Italy, Lunenburg.....	85	Jeddore, Halifax.....	1 11	9 Queens.....	1 63
*21 Halifax.....	1 56	73 Kings.....	2 18	11 Richmond.....	2 18
*24 Hants.....	1 15	34 Hants.....	2 1	45 Pictou.....	0 00
7 Halifax.....	1 01	21 Lunenburg.....	58	13 Colchester.....	1 20
*23 Annapolis.....	1 16	*19 Cape Breton.....	4 96	19 Queens.....	1 80
*48 Kings.....	3 72	20 Hants.....	2 82	13 Hants.....	1 21
18 Annapolis.....	1 45	14 Lunenburg.....	2 64	Port Felix, Guysboro.....	37
*70 Cape Breton.....	2 73	13	2 33	McKay, Hants.....	56
*3 Halifax.....	2 14	1 Annapolis.....	2 60	8 Colchester.....	3 36
5 Colchester.....	3 61	*Mira, Cape Breton.....	1 54	*33 Annapolis.....	2 15
5 Inverness.....	63	41 Inverness.....	1 60	17 Colchester.....	2 11
Lower Village, Colchester.....	1 78	Kingston, Kings.....	1 5	Elmsdale, Hants.....	1 12
2 Lunenburg.....	81	25 Kings.....	3 41	50 Hants.....	1 24
Melvern, Annapolis.....	5 24	7 Shelburne.....	74		
Spencer, Cumberland.....	2 31	South Bar, Cape Breton.....	1 51		
27 Colchester.....	2 49	6 Digby.....	1 70		
68 Kings.....	10 94	23 Annapolis.....	94		
44 Pictou.....	1 32	*West Chester, Cumberland.....	5 00		
26 Halifax.....	1 67	*24 Cumberland.....	1 00		
59 Kings.....	39	24 Halifax.....	1 48		
57 Colchester.....	31	*11 Hants.....	4 14		
29	58	5 Halifax.....	1 20		
31 Richmond.....	94	Kempt, Victoria.....	2 71		
37 Annapolis.....	51	20 Annapolis.....	11		
Beaver Brook, Colchester.....	67	69 Cumberland.....	1 48		
28 Colchester.....	1 14	*68 Halifax.....	2 88		
*21 Halifax.....	1 22	Lock's Island, Shelburne.....	2 06		
Great Village, Colchester.....	1 34	*46 Kings.....	4 10		
*22 Inverness.....	2 60	*22 Hants.....	15 02		
16 Cumberland.....	1 55	*27 Kings.....	3 31		
6 Digby.....	69	71 Cumberland.....	2 80		
Black Rock, Kings.....	57	*33 Halifax.....	5 57		
*3 Guysboro'.....	3 41	49 Kings.....	1 84		
*42 Inverness.....	4 72	32 Antigonish.....	1 72		
*25 Annapolis.....	10 46	13 Digby.....	3 35		
8 Colchester.....	2 28	3 Digby.....	66		
25 Kings.....	88	3 Cumberland.....	1 34		
45 Halifax.....	1 34	17 Annapolis.....	4 48		
29 Kings.....	1 33	*28 Lunenburg.....	3 65		
1 Lunenburg.....	2 69	17 Colchester.....	7 30		
63 Halifax.....	91	42	60		
*31	19	*31 Inverness.....	9 73		
Pembroke, Colchester.....	80	1 Colchester.....	1 91		
*6 Halifax.....	2 76	2	1 04		
*42 B. Annapolis.....	4 25	*24 Hants.....	1 50		
*43 Hants.....	1 94	55 Halifax.....	1 62		
14 Colchester.....	1 91	18 Guysboro'.....	1 20		
55 Kings.....	3 07	52 Hants.....	3 24		
39 Pictou.....	1 51	29 Digby.....	1 34		
15 Hants.....	1 46	66 Kings.....	3 78		
73 Kings.....	4 50	Gay's River, Colchester.....	1 68		
*46	2 20				
JULY.—					
11 Halifax.....	1 02				

Educational Intelligence.

CAPE BRETON CO. ACADEMY.—The half yearly public examinations of the Schools in this place were held on Thursday and Friday week. Examiners and visitors present at each expressed their satisfaction at the progress of the Scholars and the general efficiency of the Schools. The High School, by Mr. Siewright; the Intermediate, by Miss Harrington, and the Primary, by Miss Archibald, were examined on Thursday; and the Preparatory, by Mr. Archibald, on the following day. Miss Harrington, who has an excellent school, manages her classes with great success; and so likewise does Miss Archibald, despite the difficulties inseparable from all Primary schools—which are rarely overcome without great pains and unceasing care. Mr. Archibald is rapidly regaining the ground lost by his predecessor, and bids fair shortly to have restored to his school its wonted efficiency and good deportment on the part of the pupils. In the High School, Mr. Siewright rules with discretion, and the required influences of acknowledged authority are in full force in his classes. Rev. Drs. Uniacke and McLeod addressed his pupils, urging them to increased application; congratulating them especially for their advancement in Classics, and the ability displayed by them in Mathematics, and concluding their remarks by pointed reference to the advantages which their school afforded of obtaining an acquaintance with the higher branches of Education, and the increased standing which the High School was evidently taking.—*C. B. News, Nov. 6.*

GUYSBORO' CO. ACADEMY.—Sir,—Knowing the readiness with which you devote a portion of your valuable space to the encouragement and advancement of Education, I take the liberty of requesting you, through the medium of your widely-circulated journal, to give publicity to the following list of prizes, awarded by the head master to the pupils of Guysboro' Academy.

These prizes, consisting of elegantly bound volumes of poetry and other useful literature, were most laboriously won after a most searching written examination on the several branches.

Universal History.—1st. Miss Hattie Peart; 2nd. Master John Johnston; 3rd. Miss Katie Sutherland.

French.—One prize—Miss Annie Condon.

Latin.—One prize—Miss Hattie Peart.

Geography.—One prize—Mr. James R. Knoddel.

Reading.—1st. Miss Lucinda A. Hutcheson; 2nd. Master Alfred G. Cunningham.

Eng. Gram., Anal. and Rhetoric.—Four prizes—Mr. James R. Knoddel; Misses Lucinda A. Hutcheson; Hattie Peart; and Katie Sutherland.

Chemistry.—1st. Miss Lucinda A. Hutcheson; 2nd. Mr. Jas. R. Knoddel.

Best Composition.—Miss Hennie S. Cutler.

Best Series of Composition.—Misses Jessie Buckley and Lucinda Hutcheson. Hon. Mention—Katie Sutherland.

General Excellence.—Miss Jessie Scott.

Punctuality and Attendance.—Miss Katie Sutherland.

These prizes were awarded at the public examination amid the warm plaudits of delighted parents and visitors.

On the platform were the Hons. W. O. Heffernan and R. M. Cutler, who still take a deep interest in the education of youth. There were also present the resident Clergymen and a large

number of influential citizens. The audience listened with marked pleasure to the words of consolation, encouragement and compliment, so elegantly and appropriately tendered by clerical patrons of the occasion.

Guyboro', Nov. 3rd, 1869.

S. M. N.

THE following is the address to which we alluded in last issue, as presented to Robert Doull, Esq., at the conclusion of the Annual School Meeting for the town of Pictou, together with the reply to the same. The address was prepared under the apprehension that Mr. Doull was about to retire from the Trusteeship. It is, however, a matter of congratulation to the Section that he consented to accept the position for another year. The community at large will feel assured that while he undertakes to attend to the interests of the Public Schools, they will not be neglected.

ADDRESS.

To Robert Doull, Esq., Secretary of Trustees Section No. 1, Northern District, County of Pictou.

We, the undersigned, teachers in Section No. 1, Northern District, County of Pictou, readily embrace the present opportunity of addressing you as acting Trustee, in order to mark our cordial appreciation of your highly valuable services to the all-important cause of Common School and Academic Education in this community. Under your very efficient aid both in counsel and active supervision, the new School Act, to which the Province at large is so deeply indebted for its present educational pre-eminence, has raised the Town of Pictou from the position of dependence for School accommodation on private enterprise, to the ownership of three buildings that may favorably compare in every respect with similar buildings in any part of the Province.

The attendance of pupils has fully doubled the number previously receiving education in Pictou. Not a few attracted from country districts, some even beyond the county, have eagerly sought, and gratefully enjoyed the benefits of the schools thus established and maintained.

Under the apprehension that now, when the most laborious and irksome part of the Trustees' duties in this section has been completed, you may be disposed to retire, and leave to other hands the task of maintaining in growing efficiency the good work so auspiciously initiated, we, the teachers of this section, now heartily unite in expressing to you our deep sense of the uniform courtesy and warm sympathy which you have shown in all your intercourse with us, and also of the valuable advice given, and general control exercised by you in every department of the onerous duties which have so largely devolved upon you.

Were it possible to induce you to withdraw your declared intention of retiring from the trust, gladly would we employ every effort to effect so desirable a result; but if your intention be irrevocable, we can only express our anxious desire that a successor may be found equal to the duties of the highly important office which you vacate.

In conclusion, while we beg your acceptance of this acknowledgment of your services, we desire you to communicate to your fellow Trustees, Academic and Common School, formerly and now associated with you, our deep sense of indebtedness to them for their valuable co-operation with you in those measures which have resulted so successfully, and also to the Rate-payers, without whose concurrence all your efforts would have been in vain.

(Signed)

HERBERT A. BAYNE, *Principal.*
 JOHN J. MCKENZIE, *Highest English Dept.*
 J. W. H. CAMERON, *Grade 11.*
 A. G. RUSSELL, } *Grade 111.*
 L. F. HENDERSON, }
 J. M. McQUARRIE, } *Grade 11.*
 MARY CAMPBELL, }
 CHARLOTTE SMITH, } *Grade 1.*
 ELIZA SMITH. }

REPLY

To Herbert Bayne, Esq., Principal of the Pictou Academy, and other Teachers of the Town of Pictou.

It is exceedingly gratifying to me, on the occasion of my retiring from the trust imposed in me, for the last four years, and since the new School Law has been acted upon in this section, to receive from you this cordial expression of your appreciation of my humble efforts to promote the all-important cause of Education in this community. I can assure you it is a matter of great satisfaction to me, to see, as the result of the effort put forth under the new School Law, the proud position we occupy, not only in respect to school accommodation, but in the improved system of education introduced, and the great efficiency already attained. Any aid that I may have given to bring about so great a result has at all times received the cordial co-operation of my colleagues in office, and is more than repaid by the accomplishment of so great an end. But after all that the Trustees may have done in erecting School buildings, procuring suitable

furniture and apparatus, and otherwise providing for the comfort of Teachers and pupils, and by giving their council and advice in matters connected with the schools, the great work of bringing the schools to their present state of efficiency has been done by you, and I hope you may long be continued to carry on the good work so successfully begun.

The large increase in the attendance of youth at our schools is mainly due to the new School Law, which, with you, I consider the greatest boon our Legislature has ever conferred upon this Province. I wish that law extended a little further, so as to compel all youths of a certain age to attend school.

I duly appreciate and thank you for your kind expression of regard for any courtesy and sympathy I may have shown to you in my intercourse with you. Your interest in the work entrusted to you, has been such as to require at the hands of the Trustees, nothing but courtesy and sympathy.

I agree with you that the most laborious and irksome part of the Trustees work is done in this section, and that their duties for the future will be comparatively light. I therefore trust that I may leave to other hands to maintain the growing efficiency of our schools, without any fear of the work being neglected or prejudiciously interfered with. I am sure that so long as my former colleagues are in office this will not be the case.

Although I may not fill the important position of Trustee, I shall ever take a lively interest in the educational institutions of this section, and do all in my power to aid those entrusted with their management and supervision in bringing them to a greater state of efficiency.

It will afford me great pleasure to convey your kind acknowledgements to all the Trustees who have co-operated with me, and to the Rate-payers by publishing your address.

Thanking you very sincerely for this very kind address—

I remain,

Yours very truly,

ROBERT DOULL.

Pictou, November 1st, 1869.

—Col. Standard.



OFFICIAL NOTICES.

I. School Books—Superior School Grants.

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

October 15th, 1869.

II. Evening Schools.

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

1. Trustees of Public Schools may establish in their several Sections Evening Schools, for the instruction of persons upwards of 13 years of age, who may be debarred from attendance at the Day School.
2. Such Evening School shall be in session 2½ hours; and in relation to Public Grants, two evening sessions shall count as one day. The Prescribed Register shall be kept, and a Return of the school made in the form directed by the Superintendent.
3. Books and School materials for such Evening Schools will be furnished at the same rate, and subject to the same conditions as for day schools; provided always that no pupil of an Evening School shall have power to demand the use of books free of charge, but shall, on the other hand, have the right of purchasing from the Trustees at half-cost, if he should desire to do so.
4. No portion of Provincial or County funds for Education, shall be appropriated in aid of Evening Schools, unless teachers are duly licensed.
5. The Council would greatly prefer that the Teachers of Evening Schools should be other than Teachers of Day Schools; but where this may not be practicable, it shall be legal for the Teacher of the day school to teach day school four days in the week, and evening schools three evenings in the week.

III. Examination of Teachers.

The half-yearly Examination for license to teach in the Public Schools, shall be held in March and September of each year. Examinations to begin on Tuesday the ninth day preceeding the last Thursday of said months. - Reg. Council Public Instruction.

NOTICE IS HEREBY GIVEN, That the next semi-annual Examination will begin on

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

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

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

Table with 2 columns: STATION and Address. Lists various locations like Sydney, Baddeck, Margaree Forks, Port Hood, Arichat, Guyboro, Sherbrooke, Antigonish, Pictou, Amherst, Truro, Halifax, Tangier, Windsor, Kentville, Bridgetown, Digby, Yarmouth, Shelburne, Liverpool, Lunenburg and their respective examiners.

Candidates are to furnish their own writing material. Candidates already holding license of any grade from the Council of Public Instruction, are required to give the number of the same at the Examination. All candidates for License will be required, on presenting themselves for examination, to furnish a written certificate of good moral character, signed by a minister of Religion, or by two of Her Majesty's Justices of the Peace. These certificates are filed in the Educational Department, together with the other papers relating to the candidate's Examination.

The use of books or manuscripts will be strictly prohibited.

Persons not intending to engage as Teachers in the Public Schools will be required, on presenting themselves for Examination, to make payment to the Deputy Examiner as follows: - Grade E, \$9.37; D, \$9.20; C, \$9.75; B, \$11.00; A, \$14.00. Also, teachers wishing to be re-examined in any grade for which they already hold a license, will be required to make payment to the Deputy Examiner as above.

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

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

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

IV. Holidays and Vacations.

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

HOLIDAYS.

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

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

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

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

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

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

VACATIONS.

The following Regulations have been made in lieu of SECTION 1, 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 (16 week-days other than Saturdays) shall hereafter be given as vacation during the summer term, at such times 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 1897.

V. 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 Trustees of the section. The amount depends upon the number of pupils, the regularity of their attendance, and the number of prescribed teaching days on which school is open in any section during the term.
2. Teachers must engage with Trustees at a definite sum or rate. The Provincial grant is paid to teachers in addition to such specified sum.
3. The following form of agreement is in accordance with the law.

(FORM OF AGREEMENT.)

Memorandum of Agreement made and entered into this ___ day of ___ A.D. 189___ 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}

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

VI. To Trustees of Public Schools.

1. "A relation being established between the trustees and the teacher, it becomes the duty of the former, on behalf of the people, to see that the teachers are making sure progress, that there is life in the school both intellectual and moral,—in short, that the great ends sought by the education of the young are being realized in the section over which they preside. All may not be able to form a nice judgment upon its intellectual aspect, but none can fail to estimate correctly its social and moral tone. While the law does not sanction the teaching in our public schools of the peculiar views which characterize the different denominations of Christians, it does instruct the teacher "to inculcate by precept and example a respect for religion and the principles of Christian morality." To the Trustees the people must look to see their desires in this respect, so far as is consonant with the spirit of the law, carried into effect by the teacher." - "Comments and Regulations" of Council of Public Instruction, p. 51, reg. 3.

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

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

March, 1867.

3. "The hours of teaching shall not exceed six each day, exclusive of the hour allowed at noon for recreation. Trustees, however, may determine upon a less number of hours. A short recess should be allowed about the middle of both the morning and afternoon session. In elementary departments, especially, Trustees should exercise special care that the children are not confined in the school room too long."—"Comments and Regulations" of Council of Public Instruction, p. 18, reg. 2.

VII. 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. MACCABR, Esq.
Mathematics:—W. R. MULHOLLAND, Esq.
Music:—Miss M. BECKWITH.

Drawing: _____

MODEL SCHOOL.

High School Department, MR. EDWARD BLANCHARD.
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."

VIII. Bond of Secretary to Trustees.

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

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

PROVINCE OF NOVA SCOTIA.

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

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

NOW THE CONDITION OF THIS OBLIGATION IS SUCH, That if the said (name of Secretary) do and shall from time to time, and at all times hereafter, during his continuance in the said Office, well and faithfully perform all such acts and duties as do or may hereafter appertain to the said Office, by virtue of any law of this Province, in relation to the said Office of Secretary to Trustees, and shall in all respects conform to and observe all such rules, orders, and regulations as now are or may be from time to time established for or in respect of the said office, and shall well and faithfully keep all such accounts, books and papers, as are or may be required to be kept by him in his said office, and shall in all respects well and faithfully perform and execute the duties of the said office; and if on ceasing to hold the said Office, he shall forthwith, on demand, hand over to the Trustees of the said School Section, or to his successor in office, all books, papers, moneys, accounts, and other property in his possession by virtue of his said office of Secretary,—then the said obligation to be void—otherwise to be and continue in full force and virtue.

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

WE, THE SUBSCRIBERS, two of her Majesty's Justices of the Peace for the County of _____ do certify our approbation of _____ (name of Sureties,) within named, as Sureties for the within named _____ (name of Secretary,) and that they are to the best of our knowledge and belief persons of estate and property within the said County of _____ and of good character and credit, and sufficiently able to pay if required, the penalty of the within bond. Given under our hands this _____ day of _____ A. D. 1866 [Names of Magistrates].

IX. Prescribed School Books, Maps and Apparatus.

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

NOTICE IS HEREBY GIVEN

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

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

Trustees will carefully note the following Regulations:—

Reg. 1.—Applications must be made in the following form, and a message to Messrs. A. & W. MACKINLAY, HALIFAX, who have been duly authorized to attend to all orders.

(FORM OF APPLICATION.)

Messrs. A. & W. Mackinlay,
Halifax.

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

LIST OF ARTICLES.

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

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

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

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

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

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

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

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

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

REGULATIONS.

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

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

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

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

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

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

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

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

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

LIST OF TEXT-BOOKS, MAPS, AND APPARATUS.

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

PUPILS' WEEKLY RECORDS.

Weekly Record (for one Term) 1½ cent each.

THE NOVA SCOTIA SERIES OF READING BOOKS.

Book No. 1.....	\$0.35 doz.	Book No. 6.....	\$8.16 doz.
" 2.....	0.77 "	" 7.....	1.38 "
" 3.....	1.12 "	The art of Teaching	
" 4.....	1.86 "	Reading.....	0.09½ ea. Or,
" 5.....	2.05 "	Bailey's Brief Treatise on Education.	00.74 "

SINGING BOOK.

The School Song Book, 25 cents each.

SPELLING BOOK.

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

GRAMMAR AND COMPOSITION.

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

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

MATHEMATICS.

<i>Arithmetic</i> .—Nova Scotia Elementary Arithmetic.....	\$1.80 doz.
Nova Scotia (advanced) Arithmetic.....	2.84 "
Nova Scotia Arithmetical Table Book.....	0.29 "
<i>Algebra</i> .—Chambers' Algebra, (as far as Quadratics).....	3.60 "
Do. Do. (complete).....	5.40 "
<i>Plane Geometry</i> .—Chambers' Euclid, (including Plane Trigonometry).....	2.70 "
<i>Practical Mathematics</i> .—Chambers' (including Land-surveying, a brief treatise on Navigation, &c.).....	8.16 "
<i>Solid and Spherical Geometry</i> .—Chambers' (including Spherical Trigonometry, Conic Sections, &c.).....	2.70 "
<i>Mathematical Tables</i> .—Chambers'.....	6.30 "
<i>Navigation</i> .—Norrie's, (an extended treatise).....	2.63 each
Chisholm's Mathematical Scale.....	1.87 "

ADVERTISEMENTS.

WANTED.

For the Richmond County Academy, three qualified Teachers for the Elementary, Preparatory, and High School departments respectively. Salaries \$200, \$300, and \$400 per annum. For the High School a man of family would be most desirable, as besides his salary a superior dwelling house and out office, together with a large cleared farm would be at his disposal, rent free. Besides if so disposed he could take in as boarders the many young men who come annually from a distance to avail themselves of the advantages of the High School; and while thus conferring a mutual benefit on himself and them he could also, if found to be the "right man in the right place" secure to himself a permanent situation. Application to be made for one month to.

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

Aricbat, Nov. 4th, 1869.

EDUCATIONAL ASSOCIATION.

CONVENTION

TO BE HELD MONDAY, TUESDAY, WEDNESDAY & THURSDAY, 27—30 DECEMBER, 1869.]

Hours of Session.

10 A.M. to 12.45 P.M. 3 to 5.30 and 7.30 to 10 P.M.

1st SESSION—MONDAY, 27th.

INAUGURAL ADDRESS by the President, A. McN. PATERSON, Esq., to commence at 8 o'clock, P.M.

2ND SESSION—TUESDAY.

10 A.M.—Reading the minutes of last Convention—Reception of Communications—Report of Executive Committee, including the reading of the Prize Essays—Reports from other Committees.

3RD SESSION.

3. P.M.—Music in Schools—Address by the SUPERINTENDENT OF EDUCATION—Discussion.

4TH SESSION.

7.30 P.M.—Lecture by REV. ALEXANDER McARTHUR. Subject—*The Democracy of Education*—Discussion.

5TH SESSION—WEDNESDAY.

10 A.M.—Discussions—*Tenure of Office in Educational Appointments. Is a system of School rewards commendable? If so what is the best system? The Teaching of Geography.*

6TH SESSION.

3. P.M.—Papers: ORDER and MANAGEMENT—*In the Elementary Department. In the Preparatory Department. In the High School Department. Papers. The Miscellaneous School;—The Graded School—Discussion.*

7TH SESSION.

7.30 P.M.—Lecture by REV. JAMES ROBERTSON, D.D. Subject—*The Influence of Classical studies on the Moral and Intellectual Character of the learner.* Discussion—Election of Officers.

8TH SESSION—THURSDAY.

10. A.M.—Financial Statement—*The Teaching of Arithmetic—A Discussion—Reports of Special Committees—The Constitution—New Business. Closing the Convention.*

By arrangement, members of the Association by presenting certificates of membership at the different railway stations, can procure for one fare, return tickets good for the week, to and from Halifax.

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- Herbert Bayne, Pictou.
- D. McDonald, (Teacher) New Glasgow.
- J. F. L. Parsons, Halifax.
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