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# JOURNAL OF EDUCATION.

FOR THE PROVINCE OF NOVA SCOTIA.

## PENMANSHIP.

**PENMANSHIP** is certainly among the most important branches taught in our public schools, yet there is reason to fear that in too many instances, it is regarded both by teacher and trustee as if it were only of secondary value. Whatever qualifications for entering a store or an office a boy may otherwise possess—he may be a good arithmetician, diligent at his work, and in every way trustworthy, but if he writes a careless, slovenly or badly formed hand, the value of his other qualifications will be lessened, and the chances of profitable employment and advancement diminished. Few acquirements in elementary education will so subserve the interest of a boy just leaving school and seeking an occupation, as that of writing a legible, neat and clear hand. If part of the time spent on studies of really little or no value to the pupil, because not relating in any way to his future work, was spent in the more careful and critical study of a business-like chirography, the result would be of no uncertain value, and a thorough drill in this direction turned to good account.

Our system of public instruction aims to make the pupil a good penman, to accomplish which, for a number of years, copy books were supplied at half cost, and especial inducements offered for the culture of the art of writing a good hand; and it is to be hoped that such encouragement has not been void of good results.

The use of Copy Books with lithographic "head lines" on each page is of great advantage, as it keeps a good specimen continually before the pupil, and prevents that continual change of style, so often seen in classes which practise writing without such copies. It also economizes the teacher's time, and helps him to a very desirable uniformity in his method of instruction, for these and other considerations, Copy Books with "head lines" are almost universally used.

Recently we have received a very excellent little book entitled a "Manual of Penmanship," by Payson, Dunton and Scribner, and sold at the book store of Connolly & Kelly, of this City. We give below some extracts from the Manual on the method of instruction, and at the same time commend the work to the attention of the teachers of our public schools, as containing many valuable suggestions and hints, and furnishing teachers correct information on a system of penmanship very generally adopted, and continually increasing in public favor. The author thus presents his views, on the

### METHOD OF INSTRUCTION.

Under this head we present the fundamental principles on which the teaching of penmanship must depend.

Writing is the correct representation of certain forms to a greater or less extent arbitrary, generally by means of an instrument held in the hand.

Our method, therefore, naturally ranges itself under these three grand divisions in their order: first, Knowledge; second, Execution; third, Criticism. There is something to be done, and there must be a best way of doing it: both these must be known. The doing follows. And then the questions immediately arise, Is it correctly done? and, Was it done in the best manner? These are answered by criticising.

**KNOWLEDGE.**—Teachers and scholars, therefore, should know exactly,—

I. What the proposed work itself really is: that is, the Matter to be Executed.

II. How to execute the proposed work: that is, the Manner of Executing.

I. **THE MATTER TO BE EXECUTED.**—This embraces a thorough knowledge (1.) Of the elements; (2.) Of the six principles of the small letters and of the three principles of the capitals, and of their connection to form letters; (3.) Of the distinction between main and connecting lines, and of turns and angles; (4.) Of the peculiarities arising from the combination of letters in words. These are all separately treated in their proper place.

II. **THE MANNER OF EXECUTING.**—This involves a correct knowledge (1.) Of the position of the body, of the arms and the hands, and of the books; (2.) Of penholding; (3.) Of the rests; (4.) Of the movements. All these will be found treated of at length under their respective heads.

### METHOD OF IMPARTING KNOWLEDGE.

The question naturally arises, What is the best method of imparting this knowledge? We answer,—

First, with regard to the Matter to be Executed.

1. The teacher must himself know what is to be done, and how it is to be done.

There is no better way for him to learn this than by taking the book his scholars are to use, and writing it himself in advance from day to day. His own writing will be improved, and he will acquire a lively appreciation of the number of minute points which require attention, and of the difficulties to be encountered.

Let him also study the directions and explanations of this Manual, pen in hand. Many a statement, which, if merely read, would obtain little if any appreciation, will be found to be of great importance if subjected at once to the test of experiment.

Having thus qualified himself, however poor a writer he may be, he will come before his class with confidence.

2. He should elicit from his class by questions all that they can discover by observation of the copy and from the instructions at the head of the page, and should tell them the critical points, which will be found in "this Manual" in the description of the letters.

It is an excellent rule never to tell them any thing they can find out for themselves. They will thus be trained to habits of careful observation,—the true method of acquiring the foundations of all knowledge.

3. He should use the blackboard freely.

Let him rule the lines on the board corresponding to the copy, using red as well as white chalk if convenient. Then require the class to dictate the copy to him, doing exactly what they tell him. This shows them the necessity of exact knowledge.

Next give the illustrations which will be found in the descriptions of the letters, and call attention especially to the critical points. The latter should be impressed on their minds till they are thoroughly familiar and can be readily stated.

4. The forms and critical points of the principles should be fixed on their minds.

(1.) By example.—Let them be drawn correctly on the board.

(2.) By contrast.—Let the opposite be drawn.

(3.) By comparison.—Let erroneous forms be made; not all possible ones, but those that illustrate the various points in the description, especially the critical points.

**REMARK.**—It should ever be borne in mind, that a clear mental conception of the form to be written is an absolute necessity before it can be easily and correctly executed.

And, farther, it should be remembered that time and varied presentation are necessary to enable the mind to form the required conception.

The use of our Blackboard Tablets will also be found extremely advantageous. They are described in another place.

Secondly, With regard to the Manner of Executing, we would suggest,—

1. That the teacher should show it by example.

Let him take a large book,—a geography, for instance,—and place his right arm and hand on it in the correct position, with the pen properly held. Let the scholars view this on all sides. In the same way let the movements be illustrated.

2. That the scholars should learn it by experiment.

For instance, it is directed that the corner of the thumb should be opposite the first joint of the middle finger, and a little under the holder; and it is stated that the object of this is to keep the holder above the knuckle. Let them try with the thumb at the end of the fingers, and it will be found that the least pressure on the pen causes the holder to sink down. A like result follows if the thumb is placed at the side of the holder, instead of underneath it.

The scholar, thus proving the facts by experience, will see the value of the directions given, and remember them; for he will perceive that they are not mere arbitrary rules, made and enforced to gratify a fancy, but that they teach the best and most convenient way of attaining certain necessary ends.

#### METHOD OF TEACHING EXECUTION.

With regard to teaching Execution, it may be worth while to make a few observations.

1. Let the teacher determine that he will have correct execution; that the precise forms of the copy shall be accurately made, not merely by the few who have natural aptitude, but by all. This can be achieved; for it has been again and again.

2. It will be well also to settle in the mind that correctness of form is preferable to mere rapidity of execution.

Therefore let the scholars proceed very slowly at first. As soon as the forms are correctly made, they may then advance more rapidly, but not faster than is consistent with accuracy.

3. Whilst they are writing, let their attention be frequently called to position, penholding, rests, and movements.

REMARK.—It is very important that they should aim at writing successively the principles of which the letters are composed, instead of writing the letters as wholes.

They should understand that the modern style is based upon the oblique straight line and very short turns, formed by an up-and-down or forward-and-backward movement of the pen, whether this is produced by the fingers or by the forearm. This movement should be dwelt upon to overcome the tendency to rounded down-strokes and “scooping” turns.

#### METHOD OF TEACHING CRITICISM.

With regard to the art of Criticism, we remark,—

1. The scholars should learn this art, and practise it themselves.

Experience has long shown, that whatever any one will do for us we are seldom inclined to do for ourselves. If, then, the teacher criticises for the scholars, they will not consider it their business to do so for themselves.

It is, besides, a very difficult thing to judge our own work fairly; and to children, especially beginners, their own writing seems so wonderful, that they cannot help thinking it excellent. The fact that they can actually read it, and that it can be read by others, confirms them in this idea.

Therefore the formation by them of the habit of criticism—that is, the training and constant exercise of the faculty of judging form—is of the highest consequence; in fact, it is one of the great secrets of success. A great many scholars at first, judging from our own experience, cannot distinguish between a straight line and a curve, or between the right and left curves: all varieties of slant are equally satisfactory; and a turn is a turn whether it is as sharp as a knife, or as round as a hoop.

They must be trained, then, by every means to improve the deficient faculty, and to acquire the habit of always criticising their own work. It is very curious to observe how much more readily and accurately they will criticise any erroneous form the teacher puts on the board than they will their own.

2. Teach them to criticise, therefore, by questioning them successively on each particular of their knowledge. It will be

found desirable to take up the Critical Points first: afterwards to go through the particulars of the letter in order.

Suppose a line written, the following questions should be asked:—

- (1.) What are the critical points of the principle, or letter? Which is the first?

- (2.) How many scholars have this right?

REMARK.—Instead of putting the question in these words, it is better to make it more definite. Thus, supposing the critical point to be that the down-stroke should be straight, the question should be, How many made it straight?

- (3.) How many have it wrong?

REMARK.—This question should, in the case just mentioned, take the shape, How many did not make it straight?

- (4.) What was the cause of the failure?

REMARK.—In the case mentioned, the answer would be, perhaps, Turning too soon.

- (5.) How can it be corrected?

REMARK.—It is not enough to discover the fault. They must know what to do and make the desired change.

- (6.) What, then, are you going to do next time?

REMARK.—This leads them to a definite object in writing the next line.

Another line should then be written, when the questioning should be thus resumed:—

- (7.) How many have it right now?

- (8.) How many still have it wrong?

- (9.) How many have it better?

The teacher can also show on the board how the error was made, and what must be done to correct it.

Line after line is thus written and criticised, and thus each with a definite purpose.

3. Another excellent method is, as soon as a line is written, to ask, How many can point out a fault? One after another may be called upon to state the one he discovers; and all who observe a similar fault should raise their hands to acknowledge it when it is mentioned. The question should follow, What must be done to correct it?

This method may be varied by telling them to write another line, and leave out the faults they have noticed without asking what they are. The question may then be put, How many have written better than before? When the hands are raised, ask in what particulars they have made it better.

4. We consider this method of teaching them to criticise their own work as of the very highest importance; but it will still be necessary for the teacher to move constantly about among them, to observe whether they criticise correctly, and to aid their immature judgments by his own remarks.

We would suggest, that whenever he discovers a fault, he should embody it in a question to the whole class; for there are sure to be several other scholars who have made the same mistake. He thus saves himself the labor of many repetitions.

5. Criticism should not contemplate merely the discovery of an error, but also the causes of failure, and the precise direction that the effort to correct it must take.

6. Our critical points and our analysis of the principles enable the teacher to bring the knowledge of them before his class in an orderly manner, and suggest the proper succession of questions in criticism.

The order may be as follows:—

CRITICAL POINTS.—(1.) The main lines in their several particulars of straightness, slant, and height.

(2.) The turns as to their shape and width.

(3.)—The connecting lines as to their curve and slant, determining width.

(4.) The connections.

7. A simple yet exhaustive rule for the teacher's guidance in criticising is this,—that the errors may always be looked for on each side of the truth. Is a line to be curved?—It will be curved the wrong way, too much or too little. Is a turn of a certain width to be made?—it will be too broad or too narrow. Is a line to be of a certain slant?—It will be slanted too much or too little.

8. Lastly, the teacher should rank the copy of every scholar,

at the close or beginning of each exercise, or at the commencement of the next, according to its merit.

There are some advantages in preferring the commencement of the exercise, because the work is no longer so fresh a production of the scholar's and he will therefore more candidly admit its faults: also because the criticism you make will be more immediately of use.

At the commencement of the exercise, then, we would have the books open where they last wrote; and then, going backward down the first aisle, we would place with a lead pencil, at the bottom of the last column written, a number which should mark its merit. Suppose 6 was adopted for excellent: then 5, good; 4, middling; 3, poor; 2, bad; 1, very bad.

The marks should be determined by the scholar's attention to and execution of the instruction specially given in the lesson on the copy and in previous lessons, and not merely for general appearance; for some copies, through fineness of lines, and accuracy of slant, will present a good appearance, while the turns are broad, connections bad, and so forth.

Our habit is to mark right and left as we go backwards down the first aisle, and the same as we come forwards up the third, and so on. Make your decision rapidly, and mark at once. A class of fifty or sixty may be thus ranked in two or three minutes. It is time well employed.

At the same time that you make the mark, you can drop a word of criticism; for instance, Turns too broad, Bad slant, Down-strokes not straight, and so forth.

Now, it seems that it would be a convenience to the teacher to remember at the next lesson what this criticism was, that he may observe whether it has been heeded. We have therefore devised the following simple and convenient plan by which he can place it on record. Certain significant signs easy of execution are placed besides the merit-marks, or where the fault occurs in the writing.

The meaning of these should be explained to the scholars.

/ Too heavy.

\ Bad slant. The mark slants the wrong way.

— Wrong spacing. The mark indicates width.

× Beginning or ending wrong.

|| Height not uniform.

= Width of letters uneven.

∩ Upper or lower turns too broad.

∧ ∨ Upper or lower turns too narrow.

( ) Curve instead of straight line.

S Element I, neglected in Principle 3.

∩ ∩ Connection too long above or below.

A profitable way to use these is to mark one of them above a column, without saying anything, as you go round and observe a fault. It can be done rapidly, is a standing warning to the scholar, and is a permanent record of your criticism.

We merely throw out these suggestions. Every teacher can modify, extend, or abbreviate them, as he pleases: or he can adopt some similar method.

It is hardly necessary to add, that where so many minute points require attention, as is the case in learning to write, the great secret of success lies in confining the attention to one point at a time. Thus, to make the right use of the corners of the boxes, to touch the top and base lines, to make straight down-strokes, to have correct slant, to place the down strokes at correct distances, to make fine lines, and so forth, should be taken up in turn, and perfected, by devoting several lines to each, fixing attention on it, criticising it, and correcting as we have suggested.

If, in this statement of our method of instruction, we have seemed to dwell more particularly upon teaching beginners, it is because we feel that this will be particularly useful to teachers. This branch of education differs from other branches. The eye is to be trained to know peculiarities of form, the hand to execute them. In other school-studies, the mind is to be trained to know, to recall, to compare, to judge, and, by the voice, to produce. Observe the difference: here a sense is to be educated, and an organ trained to obedience. If, then, those who are required to teach this branch can only be induced to begin right, they will find little difficulty in carrying their scholars on to the most satisfactory results, working out our principles in their

legitimate development to suit their own methods. Besides, farther on we give full instructions for teaching classes as they advance.

#### OUR HABITS OF READING.

WE are a reading people: so we claim to be: sometimes we boast a little of it, and I suppose the boast is not without foundation. There is probably no other country where the proportion of the native population that cannot read at all, is so small as in our own. Nor is it merely in the number of readers that we may claim some pre-eminence, but in the amount read as well. So far as these two items are concerned, our boast can be maintained.

If we are satisfied, then, with mere quantity, we may indulge in some congratulations; if, however, the question of quality comes in,—if we insist on the questions what we read, why we read, and how we read, our self-complacency receives a severe check. It is not proposed to give an analysis of the reading matter devoured by our people; if it were possible to give an exhibit of all the books, magazines, pamphlets, and newspapers read in the course of a year, and the number of perusals of each, such an exhibit might furnish a good deal of food for reflection, though I fear not very palatable food to a people that like flattery as well as we do. While it would be impossible to bring the matter to the basis of statistics, and state, with precision, the various kinds of reading matter, and the quantity of each consumed, there are scores from which some general conclusions can be safely drawn. Publishers can furnish the number of impressions taken of their various publications; and this, on the ground of the natural relation of supply and demand, would furnish important aid toward the solution of the question. An account of the sales of book-sellers would be in the same direction; personal observation would supplement the information from these sources. Without pretending to state with exactness the conclusion that would thus be reached, we know enough to know that it would not be very complimentary to our national taste.

To judge of the value of our reading, it is proper to ask some of the objects of reading. We may read for information, to gain valuable knowledge; we may read for mental discipline, or for æsthetic culture, or for moral improvement. All these are legitimate objects for which to read, and the literature which furnishes material for such ends, may be set down as valuable. But further, we may read for amusement or entertainment; and this may be regarded as a rational means of entertainment; but, considering the disproportion between the amount of the most valuable reading matter and the time we can give to it, the conclusion will be readily reached that we ought not to give very much time to books that merely furnish entertainment, especially when we remember that there are multitudes of books of the highest value, which give a reasonable amount of entertainment.

But again; we read sometimes merely to pass away time. It will hardly do, by a single edict, to put this practice under the ban. If a man finds himself compelled to spend four or five hours at a railway station, somewhat remote from the centres of civilization, we ought, perhaps, to admire, rather than reproach him, if, after having exhausted the last month's newspaper and the medical almanac, that make up the stock of literature, he can begin at one corner of the room and make the entire circuit of it, making a clean sweep of the time-tables of the various trains, with maps of routes, together with the advertising cards of merchants and quack doctors, besides the notices of stray dogs and lost sheep, and other such like gems of literature, so entertaining to weary travellers.

But this kind of reading is not to be commended except in emergencies, and it may be a question of some moment, whether it would not be far better, if most of the time spent in reading in this way, were given to entertaining conversation, or music, or gentle physical exercise.

It is sufficient barely to allude to those diabolical works designed to subvert morality, published in violation of law, and sold by shameless villains.

Somewhat higher than this grade,—how much it might be difficult to say,—is the lowest form of the sensational novel, the

"blood and thunder" stories, as they are sometimes called. Stories that are heralded by huge handbills, with monstrous wood cuts, disgracing innocent fences and trees in country villages. It is very humiliating to be assured that these find numerous readers.

Stepping a little higher, though still a good way under ground, we come to another class of stories that make great pretensions to respectability, sent forth to the world in papers and magazines, that demand recognition of scholarly and well read people, and sometimes secure their claim.

In addition to the works already named, there is a somewhat numerous class, put forth by well meaning persons, not positively injurious, but negatively so: not poisonous, but innutritious.

This plague is becoming more and more alarming: the degenerate press is more prolific than ever. Its issues come up into the kneading troughs and the ovens, and pollute the air with their stench. If all this mass of useless matter, together with the worse than useless, were collected together and should receive its deserts, what a bonfire there would be.

When it is remembered that the longest life and the amplest leisure, and the keenest vigor of intellect are sufficient only to master a few of the really great works, and when it is remembered how meagre the allotment of time, in case of most people, given to mental culture, it seems almost a crime to devote so many precious hours to trash.

A survey of this subject is calculated to give little satisfaction to thinking persons. That a people to whom are accessible the vast treasures of the English language, should reject its pearls and gold, for wayside pebbles, is humiliating. The question to what extent, and from what source, we may expect a remedy is one that will awaken serious thought in the minds of all who really desire the education of the masses. Few more important practical questions meet earnest educators and demand a solution than this,—how to secure to our people a healthy literary taste?

Of course, whatever is done must have reference mainly to the future. The habits already formed will not be likely to yield to efforts made to uproot them. The field of hopeful labor is among children and youth: and, when we remember that this vitiated taste is an unnatural one, like the taste for tobacco, that nature is on the side of reform, there is reason to hope that earnest efforts with the young may be, to some degree, successful. All proper measures to secure to the young a good literary taste, and to make them acquainted with the wealth of English literature, should be heartily endorsed by the friends of popular education.

E.

#### A WASTED GIFT.

BY GEO. S. BURLINGHAM.

**T**HIS world would be highly educated, if the morbid curiosity which leads men to devour the details of every shocking and disgusting affair, were, instead, a healthy appetite for that knowledge which enlarges the mind and improves the understanding. In every neighborhood are people with an insatiable thirst for all that is unprofitable, and especially if it tend towards indecency, who yet have no interest for the most curious details of scientific discovery, or the latest result of philosophic thought. They are past masters in petty gossip with a touch of scandal in it; and can bring down a reputation at a hundred yards, with one shot of their rifled throats, like the Jaculator fish that makes a squirt gun of its mouth to shoot its prey from the bushes over the brook.

We readily call to mind many excellent citizens, and prospective citizens of the new franchise, who are deeply erudite in the entire range of useless knowledge, having the most inexhaustible fund of patience in worthless inquiries. By long habit, they acquire a surprising ingenuity in supplementing scanty facts with ample interpretation, and, indeed, their happy guesses are enough to make the fortune of a naturalist. They track a faint clue with such fatal facility, to the lurking fact. Agassiz wins great credit for skill in interpreting the significance of a shell, a bone, a scale, or the rude fragment of a fossil lobster. Out of the left-hand corner of one caudal "flipper,"

transformed into rock now these thousands of years, he will build you up, by the mere force of his suggestive imagination, the hugest crustacean that ever escaped boiling by living ages before lobster pots and fishermen were invented. From a single scale of an extinct species, he will restore the whole fish, with an accuracy that condescending nature declines to improve upon, when she surrenders the entire fossil from another bed.

It is precisely this acuteness of the imaginative faculty, allied to great keenness of observation, that has made him the master that he is in the scientific world.

But we have unlearned farmers' wives in this very State of Rhode Island, who will pull out a mystery from its hole, by a smaller tip of its protruding caudal terminus, than Agassiz ever dreamed of snatching at. Only the mystery will be some utterly worthless circumstance, that can furnish no meat for the slightest mental digestion.

I have seen one of these sharp students of the Useless detect the visit of a stranger at a house fully two miles away, with the build of the wagon, the color of the horse, and a shrewd dash at the very errand on which he had come; and yet there was but a square rod of ground from which the premises were visible. It was done by sharp seeing and smart guessing, and a long habit of verifying conjectures by actual enquiries. Had the same skill, with no more mental power, been turned to unhooking the secret-habits of some hitherto "lucky-bug," or to the meaning of the obscurest of Fraunhofer's lines in the solar spectrum, the domain of science would have been enlarged by acres. So with the average readers of the endless issues of the popular press, wise and otherwise, you will notice with what headlong gravitation they run to the malarious swamps of scandal, the foodless seas of shallow fiction, and the thin froth of facetia, that is blown about the shores of more solid matter. They feed largely—on wind—only to become more hollow, like a rubber bag, into which the more you blow the greater is its emptiness. Thousands who have no time for Tyndall or Lockyer, are assiduous nibblers at an empty Cobb, and fill themselves to depletion with *Saturday Night* and the *New York Weekly*, or other trash too vile to name. And yet, I know a man who, in the absence of better guides, learned the whole theory and application of the spectroscopic, from the mere dust and drift of knowledge caught in the crevices of the daily newspaper; and that, too, in spite of the ridiculous blunders of the unscientific office boy, who is left to set up such unimportant matter?

A curiosity that seeks the worthless will find an ample field for its foraging; but, even in that pasture, a curiosity that looks on for what is edifying and valuable, will see much to keep awake, if not to satisfy, its appetite. On some chance occasion, you will astonish your neighbor with the number of good things you have picked up, at odd times, from his "Ledger," though he has cheated night and Sunday in devotion to its astonishing narratives, where the more he reads the less he knows.

Minds have their elective affinities, no less than chemicals, and draw to themselves the elements that build up their structure. As different animals find different food in the same pasture, diverse natures get what they want from the same field, and ignore the rest.

The ass is fabled to regale himself on thistles from stupid preference, and you may see, in fact, on any cold day, the city goats feeding luxuriously upon brown paper and rags, on old ash-heaps, disputing a dinner with their biped brother of the hook and bag. But none of the ill-fed fraternity make such innutritious selections as do the victims of vulgar curiosity. The thistle is ambrosia and the ass an epicure, street garbage a luxury, and the goat a gourmand, compared with the feed and feasters, among the moral rags and filth of the press and the village gossip shops, be they stores or bar-rooms. The scavenger instinct is so wide few escape it wholly. A story that outrages decency and defames virtue, has no rival in interest but the same thing with a murder attachment. Men will give a dollar for the paper that reeks with it, who would not give a penny for the last essay of Emerson, or lecture of Tyndall.

The little follies that could be drawn piecemeal through a key-hole by the hook of the moral scavenger, have higher attractions to the popular fancy than if they lay wide open to universal observation, and just in proportion as a secret is utterly without value to any mind, is it precious to the mind of vulgar curiosity.

Could some subtle chemist of the brain find out the missing ingredient,—phosphorus, or nitrogen, or impalpable chlorine, that could transform this idle faculty into genuine love of knowledge, he would set such a power at work in the realm of fact, that, were nature less than infinite, she would go into bankruptcy for want of means to honor its drafts. The French savant who proposes to make philosophers of idiots, by injecting phosphoric acid into their skulls, should try his skill on these curious people, who know everything, but that which is worth knowing.

**GOVERNMENT GRANTS**

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TEACHER.	Number of Teaching days employed.	Am't. paid to Teacher from Pro. Treasury.
<b>GRADE B.</b>		
Andrews Frank	106	\$53 89
Bohaker, John H.	113	57 45
Calnek, William A.	106	53 89
Cornwell, Chas. B.	106	53 89
Croscup, Geo. G.	117	59 75
Gilliatt, David	118	60 00
Goucher, Inglis P.	118	60 00
Hardwick, Williams	118	60 00
Hicks, John H.	118	60 00
Logan, Norman	115	58 47
McGill, Geo. B.	118	60 00
Phinney, Caleb S.	28	11 48
Reagh, Thomas B.	111	56 44
Sanders, W. M.	118	60 00
Sanders, Walter W.	116	58 98
Shafner, Samuel C.	118	60 00
Spurr, John C.	83	42 23
Tomlinson, J. W.	118	60 00
Wade, Moore C.	118	60 00
<b>GRADE C.</b>		
Baker, Reis	90	31 32
Baxter, Agnes S.	107	40 80
*Bogart, Willard V.	116	53 98
Brinton, Chas. J.	118	45 00
Brown, Annie M.	118	45 00
Brown, Emma	110	41 91
Chipman, Jessie E.	107	40 80
Chute, Bertha	118	45 00
*Clarke, J. Allison	86	43 72
Cropley, Mary E.	118	45 00
Croscup, John H.	118	45 00
Elliott, Sytiria A.	118	45 00
Fritz, Emdon	118	45 00
Gates, James A.	118	45 00
Johnson, Lavinia A.	99	37 75
Jones, Watson C.	113	43 09
Kempton, Martha S.	61	23 26
*Luxton, Henry T.	118	60 00
Margeson, Hattie	112	42 71
*Marshall, Carmon	118	60 00
Marshall, Mary E.	108	41 18
Messenger, Delle	118	45 00
Mills, Phebe W.	118	45 00
Parker, Abbie E.	78	29 74
Parker, Alice M.	109	41 56
Pearson, John E.	118	45 00
Phinney, Ella S.	118	45 00
Poole, Emilia W.	116	44 23
Prentis, E. Stanley	118	45 00
Rand, Mary F.	109	41 56
Reagh, Francis	117	44 62
Sandford, Walter M.	98	37 37
Seocomb, Mary L.	93	35 46
Stronach, Eliza	97	36 99
Webster, Bessie	116	44 23
Woodbury, Archd.	90	34 32
Young, Anna C.	110	41 94
Young, W. A. V. T.	99	37 75
<b>GRADE D.</b>		
Balcom, Laleah A.	118	30 00
*Chesley, Abner M.	118	40 00
Dunn, Cynthia	103	26 18
*Gates, Emma	112	37 96
Gessner, Alice G.	87	22 11
*Gilliatt, William	97	32 88
*Harlow, Adelaide	118	40 00
Harris, Voorheis E.	117	29 75
Messenger, H. W.	108	27 45
Messenger, R. G.	98	24 91
Oakes, Maria A.	80	20 33

Parker, Amelia E.	118	30 00
*Sanders, Ruth	103	34 91
*Troop, Eunice E.	83	28 13
*Tufts, Amanda M.	117	39 66
*Tuttle, M. Richey	107	36 43
*Vidito, Roxana L.	108	36 61

**GRADE E.**

*Balcom, Mary H.	118	30 00
*Edgett, Amanda A.	118	30 00
*Johnson, C. A.	118	30 00
Poole, Louisa M.	118	22 50

**ASSISTANTS—GRADE D.**

McNeil, Mary	118	20 00
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**GRADE E.**

Horner, Mary E.	79	10 01
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**CO. OF ANTIGONISH.**

**GRADE B.**

Bourke David	118	60 00
Chisholm Duncan	116	58 98
Cameron, Alex.	53	26 94
Carrol, Richard	118	60 00
Gillis, Dougald	113	57 45
Gillis, Angus	95	48 30
McKinnon, Alex.	117	59 49
McDonald, N.	118	60 00
McGillivray, Angus	118	60 00
McGillivray, A.	103	52 37
McIsaac, William	115	58 47
McLean, William	118	60 00
McDonald, Alex	116	58 98
McIsaac, Colin	118	60 00
McPherson, John	118	60 00
McDonald, R. C.	118	60 00

**GRADE C.**

Bonin, J. B.	115	43 85
Cameron, William	118	45 00
Chisholm, Annie	118	45 00
*Gillis, Dan	118	60 00
Gillis, Hugh	118	45 00
McGillivray, A. J.	109	41 56
McPherson, A.	112	42 71
McDonald, Mary	116	44 23
Murray, Ada	109	41 56
McKinnon, Eunice	117	44 62
McDonald, H.	118	45 00
McDonald, S.	108	41 18
McDougald, A.	118	45 00
McDonald, John	51	19 44
*McDonald, August.	118	60 00
McDonald, Dan	118	45 00
Trotter Elizabeth	118	45 00

**GRADE D.**

Ambrose, S.	118	30 00
Boyd, Angus	115	29 49
Chisholm, E.	117	29 75
*Corbet, Mary	118	40 00
Chisholm, Colin	95	24 15
Fraser, Sarah	116	29 49
Fitzgerald, J.	96	24 40
Fraser, William	113	28 72
McNeil, R.	115	29 23
McDonald, Allan	110	27 96
McPherson, Annie	116	29 49
McDonald Archd.	103	27 45
McPherson, Lach.	116	29 49
*McDougald, Dan	91	30 84
McPherson, John A.	118	00
McDonald, Alex.	112	28 47
Page, J. F.	118	30 00
Somers, Alex.	59	14 99
Whidden, Maggie	74	18 81

**GRADE E.**

Cameron, G.	97	18 49
*Campbell, Jessie	97	24 65
Corbet, E.	112	21 35
*Gillis, M. A.	105	26 69

Henry, Lydia J.	36	6 86
*Hannifan, Eliz.	118	30 00
Henderson, Christie	111	21 16
*McDonald, Ellen	100	25 41
McDonald, Jerusha	116	22 11
McDougald Jane	112	21 35
*McDonald, Maggio	115	29 23
*McKinnon, Agnes	118	30 00

**CO. OF CAPE BRETON.**

**GRADE A.**

Gillis, Hugh	98	
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**GRADE B.**

Armstrong, J. N.	115	58 47
Boyd, J. C.	113	57 45
Cameron, A. D.	113	57 45
Campbell, Malcolm	118	60 00
Carey, John	118	60 00
Cooke, Thomas	110	55 93
Dimock, W. D.	116	58 98
Dowling, T. C.	95	48 30
Fraser, J. C.	110	55 93
Kennedy, Alex.	114	57 96
McDonald, Joseph	118	60 00
McDonald, Michael	116	58 98
McDonald, M. B.	118	60 00
McKinnon, Alex.	116	58 98
McKinnon, Michael	118	60 00
McLeod, J. H.	110	55 93
McNeil, J. D.	111	56 44
McNeil, Roderick	81	41 18
Morrison, Alex.	117	59 49
Richardson, P. W.	88	44 74
Rindress, J. H.	111	56 44

**GRADE C.**

Anderson, Carrie	111	43 47
Archibald, Bessie	90	34 32
Barnhill, Mary	114	43 47
Bonnar, James	117	44 62
Cameron, John	116	44 23
Fraser, Margaret	118	45 00
Garrett, Charles	118	45 00
Gillis, Donald	118	45 00
Haurahan M. J.	118	45 00
Harrington, Annie	93	35 46
Jackson, Eliza	82	31 27
Kerr, Duncan	118	45 00
Lewis, Francis	118	45 00
*McCuish, Margt	112	42 71
*McDonald, Alex.	118	60 00
McIsaac, Allan	107	40 80
McIsaac, Daniel	118	45 00
MacKay, Allan	118	45 00
McMillan, John	115	43 85
McNeil, Stephen	118	45 00
McSween, Duncan	118	45 00
Matheson, Murdoch	117	44 62
Morrison, Donald	118	45 00
Ross, John G.	118	45 00

**GRADE D.**

Arbuckle, Neil	118	30 00
*Cameron, A. T.	118	40 00
Fergusson, Marion	118	30 00
Fergusson, Neil	109	27 71
Gillis, Isabel	47	11 94
Henderson Harriet	98	24 91
Johnston, John J.	102	25 93
Johnston, John	118	40 00
Lowther, George H.	118	30 00
McCormick, John	100	25 42
*McCormick, S.	116	39 32
McDonald, Alex.	113	28 72
McDonald, Archd	118	30 00
McDonald, N.	118	30 00
McDonald, Joseph	111	28 22
McDonald, Ronald	113	30 00
McDougall, Annie	105	26 69
McDougall, James	106	26 97
McDougall, D.	115	29 23
*McDougall, Mary	116	39 32
McGillivray, Daniel	118	30 00
McGillivray, Joseph	118	30 00

McIntyre, Duncan	79	20 08
*McKay, George	118	40 00
McKinnon, Joseph	116	30 00
McLean, Donald	118	30 00
McLean, James	118	30 00
McLean, Neil	118	30 00
McLean, Roderick	115	29 23
McLellan, Ronald	95	24 15
McLeod, Kate	83	21 10
McMullin, Michael	89	22 62
*McNeil, Neil	118	40 00
McNeil, Stephen	77	19 57
McNivan, Archd.	118	30 00
*McPhie, Isabel	116	39 32
McPhie, Peter	116	29 49
*McPhail, Mary	106	35 93
*McSween, Alex. D.	100	33 89
McVicar, Donald	118	30 00
Martell, Sussanah	117	29 75
*Munro, Angus	116	39 32
Rabbitt, Daniel	46	11 69
Walsh, Mary	116	29 49

**GRADE E.**

Campbell, Syoras	98	18 68
*Gillis, Elizabeth	118	30 00
McCuish, Effie	118	22 50
McCuish, Rachael	115	21 92
*McKenzie, Elizabeth	150	12 71
McLean, Flora	60	11 44
*McLean, Margaret	118	30 00
Moffatt, Annie	60	11 44
Moore, Josephine	106	20 21
Morrison, Annie	111	21 16
*Shepard, Annie	110	27 96
*Spencer, Amelia	89	22 62
Ward, Eliza	109	20 78

**GRADE C. (Omitted.)**

McLean, Mary J.	118	45 00
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**CO. OF COLCHESTER.**

**GRADE B.**

Archibald, J. C.	116	58 98
Corbett, W. D.	97	49 32
Fulton, Edward	115	58 47
Hamilton, Richard	116	58 98
Little, D. F.	115	58 47
Little, James	115	58 47
Logan, Robt. J.	117	59 49
McDonald, Duncan	114	57 96
McKenzie, Hugh	115	
Smith, Frank	116	58 98
Smith, R. W.	117	59 49
Smith, James W.	118	60 00

**GRADE C.**

Archibald, Harriet	93	35 46
Archibald, Julia	116	44 23
Archibald, Bertha	116	44 23
Cook, Isaac D.	117	44 62
*Chute, Lyman H.	106	53 89
Cooper, Matilda	78	29 74
Christie, Harriet E.	79	30 12
Crowe, Thos. D.	92	35 08
Crowe, Joseph	105	40 04
Corbett, Marie T.	93	35 49
Corbett, Janie L.	117	44 62
Christie, Janie K.	118	45 00
Charmer, Mary		



Little, Kate	101	39	66
Little, Rebecca J.	117	44	62
Leake, Annie	111	42	33
Logan, Libbie C.	117	44	63
Miller, Sara	98	37	37
McLellan, Isabella	107	40	80
McKenzie, Jessie	115	43	85
Montieth, Annie	93	35	48
McKay, John M.	110	41	91
McDonald, Anna	69	26	31
McClure, J. K.	115	43	85
McLean, Adelaide	104	39	66
McDowell, Annie	117	44	62
McLeod, Mary A.	115	43	85
Murdoch, Jessie B.	98	37	37
McKenzie, Anna	101	38	51
Mason, Isabel	81	30	88
O'Brien, Maggie A.	110	41	94
Paton, James	118	45	00
Ross, Eliza M.	109	41	56
Reilly, Sara	111	43	47
Ross, Marian	118	45	00
Russell, Mary	116	44	23
Sullivan, Margt. J.	111	42	33
Sommerville, R. A.	77	29	55
Stevens, Harriet N.	117	44	62
Thompson, Joshua	112	42	72
Webster, Laura	117	44	62
Wood, Bertha	35	13	31

GRADE D.

*Adams, Mary E.	65	22	03
Cook, Susan	117	29	75
*Creelman, Mary J.	106	35	93
Creelman, J. J.	91	23	25
Davison, Jane	112	28	47
*Dobson, Wm. S.	88	29	83
Dobson, Eliza A.	100	25	42
*Douglas, Edward	62	21	01
Fisher, Walter	80	20	46
Hill, Eliza J.	118	30	00
Miller, Maggie	116	29	49
Miller, Mary J.	71	18	05
*McPherson, Jessie	118	40	00
*McKenzie, Christie	62	21	01
Morrison, R. D.	100	25	42
*Parker Henrietta	25	8	47
*Slade, Wm. R.	118	40	00

GRADE E.

Dobson, Minnie	79	15	06
*Hamilton, Fanny	114	28	98
*McKeen, Jane	78	19	83
McDonald, Annie	64	12	20
*Patriquin, Mary E.	116	29	49
Rutherford, Roxana	93	17	73
*Sutherland, Libbie	118	30	00
*Wilson, Margery	96	24	40

CO. OF DIGBY.

GRADE A.

McRae, Alexander	113	S	—
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GRADE B.

Butler, Nathl. G.	118	60	00
Dentou, A. Judson	106	53	89
Gilliland, C. G.	114	57	96
Hood, John	58	29	49
Horner, Wm. O.	118	60	00
Horner, Anthony	111	56	44
Parker, Geo. S.	118	60	00

GRADE C.

Beebe, Annie P.	110	41	94
Cousins, Mary R.	118	45	07
*Denton, Wallace C.	40	20	3.
*Gates, Maria E.	103	39	27
Jones, W. E.	118	45	00
Mildon, Thomas	44	16	77
Saunders, John F.	60	22	88
*Saunders, A. W.	116	58	98
Shaffner, H. B.	118	45	00
Strong, Eliza	97	36	99
Taylor, Jane	118	45	00
Vidito, Amelia	80	20	50

Young, David F.	106	53	89
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GRADE D.

Cornwell, Almira	64	21	69
Cossaboom, Emily	114	28	98
Dakin, Wm. M. B.	81	27	45
Eldridge, Eugenia	73	24	74
Grant, James	110	37	28
Haines, Annie	71	18	05
Nicholl, Maria	112	28	47
Normandy, Esther	117	39	66
Pineo, Martha L.	116	39	32
Ross, John	113	28	72
Saunders, Annie	83	25	13
Smallie, Mary	117	29	75
Smith, Deidamia	110	27	96
Winchester, Israel	91	23	13
Denton, Helen A.	100	25	42
Franklin, Fanny	112	21	35
Gidney, Margaret	103	19	63
Hurd, Margaret	80	26	33
Smallid, Emma	118	22	50

GRADE E.

Glavin, Sevilla S.	96	18	30
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DISTRICT OF CLARE.

GRADE B.

Balcom, Parker	118	60	00
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GRADE C.

Angela, Sister	116	44	23
Dakin, S. A.	110	41	94
Goldfinch, G. A.	85	32	41
Martina, Sister	116	44	23
Norwandy, Helen	113	43	09
Prime, Jola A.	81	30	88
Teresa, Sister	114	43	47

GRADE D.

Belliveau, A. T.	118	30	00
Comeau, Adeline	65	16	52
Cormier, Arcade	101	26	44
Landry, O. J. D.	118	30	00
Lombard, Pauline	101	26	44
Richard, L. F. II.	112	28	47
Soucic, Olivier	111	28	22
Theriault, Monique	101.5	25	80

GRADE E.

Barr, Lizzie	114	28	98
Comeau, Elizabeth	108	20	59
Leblanc, Jeanne C.	110	27	96
Leblanc, Maquerith	57	10	86

ASSISTANTS—GRADE C.

Gabriel, Sister	116	20	49
Jerome, Sister M.	114	28	98
John, Sister M.	116	29	49

GRADE E.

Comeau, Mario Ann	102	12	96
Comeau, Leonice	59	7	49
Dugast, Marie	111	14	11
Saulnier, Monique	111	14	11

CO. OF RICHMOND.

GRADE A.

McInnes, Lewis	114	S	—
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GRADE B.

Ferguson, Roderick	118	60	00
McQuarrie, Hector	118	60	00
Morrison, Alex.	118	60	00
McLean, Donald	117	59	49
McNeil, Angus	116	58	98
McDonald, John	115	58	47
McDonald, Angus	114.5	58	21
McLean, Donald	11	5	59

GRADE C.

Boyd Donald	117	44	62
Boyd, Angus	117	44	62
Bethune, Christina	100	38	13
Haywood, M. A.	98	37	37
McKay, John	118	45	00
Morrison, Norman	118	60	00
McPherson Stephen	118	60	00
McDougall, Peter	118	45	00
McCuish, Angus	118	45	00
McLeod, Kenneth	117	44	62
McPhail Archd	116	44	23
McCuish, John	112	42	71
Picard, John	112	42	71
St. Bonaventure. Lady	118	45	00
St. Columban	118	45	00
St. Mary	118	45	00
St. Zephyrin	118	45	00
St. Maurice	118	45	00
St. Honorine	128	45	00
St. Alexandrine	118	45	00

GRADE D.

*Bethune, Margaret	93	31	52
*Campbell, J. M. E.	90	30	50
*Ferguson, M.	102	31	57
Holmes, Elizabeth	117	29	75
Lavahe, C. D.	117	29	75
Kavanagh, J. G.	118	30	00
McLean, Roderick	118	30	00
McMullin, Roderick	117	29	75
McPhail, Alex	115	29	23
McKeagan, Alex.	115	29	23
Morrison, Donald	110	27	96
*McCuish, Margt	109	36	94
*Shaw, John	90	30	50

GRADE E.

Dunn, Jane	113	21	51
Fennelly, Mary	118	22	50
Forgeron, Philomine	118	22	50
Fox, Sarah Lee	82	15	63
McCabe, Eliza	118	22	50
*Morrison, Christy	118	30	00
McDonald, Margt	110	27	96
McAulay, Mary	114	28	98
McNeil, Elizabeth	108	20	59
McDonald, Ann	59	14	99
Terrio, Barbara	98	18	68
Terrio, Virginia	73	13	91
Vigneau, Louisa	118	22	50

CO. OF KINGS.

GRADE B.

Best, Fred	103	52	37
Bishop, Ausley	114	57	96
Chute, T. R.	33	16	77
Condon, S.	109	55	42
Coldwell, A.	27	13	72
Coldwell, A.	53	26	94
Davis, T. A.	118	60	00
Ellis, T. W.	45	22	88
Eaton, Frank	70	35	59
Eaton, Alfred	114	57	96
Elderkin, J. W.	55	27	96
Farrell, B.	110	55	93
Foster, A. D.	118	60	00
Ross, Aaron	81	41	18
Rockwell, C. F.	113	57	45
Roscoe, Colin	118	60	00
Thorpe, Ed.	118	60	00
Wallace, Oates	106	53	89
Wright, John	103	52	37
Whitman, J.	118	60	00
Woodbury, A.	118	60	00

GRADE C.

Benjamin, J.	117	44	62
Blackadar, S.	65	24	78
Blackadar, A.	55	20	97
Borden, Byron	111.5	42	52
Banks, Uralia	118	45	00
Beckwith, Albert	80	30	50
Brown, Hannah	95	36	22
Beckwith, Lalia	118	45	00
Burns, Dymock	95	48	30

Caldwell, James	59	29	99
Craig, James	118	45	00
Chute, Annie	99	37	75
Cox, Angelina	111	42	33
Cox, Sarah	116	41	23
Coffin, Mary	116	44	23
Elderkin, Julia	118	45	00
Ells, Annie E.	118	45	00
Fairn, Wm.	72	27	45
Fisher, S.	118	45	00
Griffin, C.	97	36	99
Harris, T. E.	118	45	00
Hamilton, J.	117.5	44	81
Hogg (Bowes) Mrs. M.	100	38	13

Kilcup, F.	115	43	85
Kinsuan, M.	84	32	22
Kinsman, F.	116	44	23
Magee, M. J.	60	22	88
Masters, R.	98	37	37
McKittrick, J.	117	44	62
McDonald, A.	118	45	00
McDonald, A. G.	108	54	91
Neily, J. C.	50	19	06
Neily, J. B.	104	39	65
Neily, J. B.	20	7	62
Neith, T. A.	115	43	85
Pineo, Rebecca	109	41	56
Quinn, Albert	118	45	00
Reid, Avelia	112	42	71
Reid, Annie	113	43	09
Rockwell, R.	116	44	23
Robinson, T. M.	98	37	37
Robinson, L.	98	37	37
Rand, Jane	118	45	00
Rand, R.	115	43	85
Stinson, Louisa	56	21	35
Smith, Helen	73	27	83
Tupper, Earnest	114	57	91
Vidito, Helen	118	45	00
West, C.	108	41	18
Webster, M.	102	38	89
Woodbury, John	114	43	47

GRADE D.

Best, Antielas	27	27	79
Best, (Jackson) Mrs	48	12	20
Cropley, Rosalio	118	40	00
Dodge, Carrie	118	40	00
Grierson, M.	98	24	91
George, Clara	95	24	17
Huestis, A.	117	29	75
Jackson, A.	112	37	96
Moore, Clara	116	29	49
Porte, Adeline	108	27	45
Weaver, Jessie	74	18	93
Sanford George	116	29	49
Bryden, Eliza	22	5	59
Weaver, Jessie	6	22	

GRADE E.

Beckwith, Ella			
Dymock, E.	92	17	54
Moffat, Annie	95	18	11
*Margeson, Serettio	100	25	42
Power, Permelia	118	22	50
*Ward, Emma	59	14	99
*Miller, George	89	30	16

ASSISTANTS—GRADE C.

Simson, L.	62	15	76
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GRADE D.

Borden, Annio	93	15	76
Chidman, Mary	118	20	00
Stewart, Janet			
Terry, Julia	118	20	00
Brown, Sarah	109	18	48

Brown, J. L.	117	59	49
Bowles, T. J.	113	57	45
Cameron, G. W.	118	60	00
Dimock, J. J.	108	51	91
Irving, G. W. T.	110	55	93
Livingston, W.	100	50	84
McDonald, H.	117 1/2	59	75
McDonald, W.	117	59	49
McDonald S.	100	50	84
Morris, J. W.	73	37	11
O'Brien, W.	89 1/2	45	50
Parsons, W. G.	118	60	00
Seabrook, H.	107	54	40
Underwood, G.	113	57	45
Walsh, J. W.	119	60	00
Young, Alex.	118	60	00

GRADE C.

Baxter, J. W.	115	43	85
Black, M. E.	101	38	51
Bennet, H.	116 1/2	41	42
Cahill, Annie J.	118	45	00
Creed, E. P.	112	42	71
Crowe, Mary B.	116	44	23
Dennet, Sarah	116 1/2	44	42
Dimock, L. A.	118	45	09
Douglas, Annie	100	38	13
Douglas, Ruby F.	119	45	00
Densmore, M.	113	43	09
Dodd, J. G.	53	20	21
Fleming, W. A.	118	45	00
Fisher, M. A.	118	45	00
Graham, B. F.	112	42	71
Harvey, Helena	108	41	18
Knowles, Bessie	92	35	08
Lay, E. J.	116	44	23
Logan, M. A.	108	41	18
Marsters, Sarah	93	35	43
McCarthy, A. J.	85	33	56
McLardy, Annie	116	44	23
Mosher, Rufus C.	112	42	71
Parker, Frances M.	116	44	23
Parker, Lalia B.	98	37	37
Pearson, Joseph	116	44	23
Prince, G. B.	118	60	00
Randal, Sarah	118	45	00
Seotuey, Eilza	112	42	71
Scott, J. McD.	108 1/2	41	37
Spencer, Lucinda	114	43	47
Thorne, M. M.	117	44	62
Underwood, M.	85	32	41
Wier, Lewis	118	45	00
Whittear, Sarah	82	31	27

GRADE D.

Bishop, C. W.	116	29	49
*Burgess, Robert	97	32	88
Blois, Wesley	118	30	00
Brechin, Robert	93 1/2	23	77
*Card, Delina	80	27	11
Cameron, Lizzie	102	25	93
Cfow, Louisa	116	29	49
Davidson, Aberta	118	30	00
*Daniels, S. N.	115	38	98
Douglas, Jessie	95	24	15
Drysdale, M. L.	118	30	00
*Harvey, Jessie K.	98	33	22
Harvey, Rachel	114	28	98
*Lamont, D. B.	118	40	00
*Mason, Annie	118	40	00
McDougal, Mary	117	29	75
Macumber, W. K.	118		
Mumford, Mary	113	28	72
O'Brien, A. P.	114	28	72
*Randall, H. D.	116	39	32
Wallace, Evavine	118	30	00
Whittear, H.	118	30	00

GRADE E.

Blois, Maggie	118	22	50
Cook, Emily	117	22	31
Lockart, Zillah	64	12	20
McCulloch, L.	118	22	50
Scott, A. L.	115	21	92

(Evening School)—GRADE B.

Walsh, J. W.	59	29	99
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GRADE B.

O'Brien, A. P.	20	5	08
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ASSISTANTS—GRADE C.

Dennet, Mary	116 1/2	29	62
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GRADE D.

Wier, Mary	29	1	91
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GRADE E.

Fleming, E. J.	108	13	73
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CO. OF VICTORIA.

GRADE A.

McLean, T. S.	111	—	—
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GRADE B.

Buchanan, Hugh	118	60	00
Crowdis, Henry	118	60	00
Kenzie, John Mc	108	54	91
Lennan, John Mc	118	60	00
Lellan, Donald Mc	114	57	96
Millan, Donald Mc	91	46	27
Ritchie, John Mc	118	60	00

GRADE C.

Anderson, Elizabeth C	114	43	47
Anderson, Annie	116	41	23
Aulay, Murdoch Mc	79	30	12
Donald Angus Mc	73	27	83
Dougald, Alex. Mc	113	13	09
Hart, Elizabeth	118	45	00
Kay, Norman Mc	118	45	00
Kenzie, Annie Mc	118	45	00
Leod, John G. Mc	113	43	09
Leod, Malcolm Mc	110	55	93
Leod, John Mc	77	29	36
Leod, John Mc	111	42	33
Leod, John Mc	118	60	00
Leod, Male Mc	118	60	00
Lennan, J. D. Mc	100	38	13
Lepper, Jennie A.	114	43	47
Matheson, Mary F.	111	42	33
Millan, Allan Mc	110	55	93
Morrison, E. E.	116	44	23
Neil, John H. Mc	118	45	00
Neil, Michael E. Mc	118	45	00
Nicholson, Neil	118	45	00
Rae, John Mc	118	45	00

GRADE D.

Buchanan, J. E.	109	27	71
Donald, Donald Mc	118	30	00
Forgunson, Ellen J.	104	26	44
Farlane, John Mc	95	24	15
Ferguson, Catherine	118	40	00
Ivor, Henry Mc	117	29	75
Ivor, Henry Mc	108	27	45
Ivor, Angus J. Mc	118	40	00
Kenzie, Susan Mc	115	38	98
Kenzie, John Mc	109	27	71
Kenzie, Christina Mc	100	25	42
Kenzie, Kate Mc	70	17	79
Kinnon, Stephen L. Mc	97	32	88
Kay, Daniel Mc	118	30	00
Kay, Catherine Mc	101	25	67
Leod, John H. Mc	118	30	00
Leod, Donald Mc	80	20	33
Leod, George Mc	114	28	98
Lean, Margaret Mc	108	36	61
Neil, John Mc	112	28	47
Neil, K. D. K. Mc	117	29	75
Newton, James	58	14	74
Ross, Isabella E.	108	27	45
Walker, Donald	118	30	00

GRADE E.

Campbell, Jenie	118	22	50
Kay, Isabella Mc	118	22	50
Leod, Annie B. Mc	90	17	16
Morrison, Annie	118	22	50

CO. OF PICTOU.

GRADE A.

Bayne, A. H.	113 1/2		
McDonald, Daniel	118	60	00

GRADE B.

Cameron, Eneas	113	57	45
Copeland, R. D.	105	53	38
Campbell, Alex.	117	59	49
Forbes, W. John	116	58	98
Fraser, William	115 1/2	58	72
Fraser, Rodk	92	46	77
Gollan, John	101	52	88
Hynds, David	118	60	00
McGillivray, John	117	59	49
McLean, James	118	60	00
McKenzie, J. John	113	57	45
McMillan, Wm.	109 1/2	55	67
McMillan, Finlay	31	17	28
McArthur, Alex	110	55	93
McKay, Rodk	118	60	00
McDonald, W. Danl	118	60	00
McLellan, Robert	117	59	49
McIntosh, Robert	99	50	33
Rogers, Anderson	116	58	98
Reid, John	118	60	00
Smith, Mansird	118	60	00
Sutherland, Gavin	118	60	00
Sutherland, A.	118	60	00
Stewart, John	117	59	49
McQueen, B. Mary	116	44	23

GRADE C.

Bryden, Elizabeth	112	42	71
Baillie, Lavinia	112	42	71
Cavanaugh, Maria	115 1/2	44	05
Cavanaugh, Maggie	80	30	50
Crockett, R. Jane	106	40	42
Campbell, Catherine	97	36	99
Campbell, B. Mary	113	43	09
Campbell, Mary	113	43	09
Campbell, Angus	118	45	00
Creswick, Edward	114	43	47
Dunbar, Annie	41	15	63
Fraser, Susanna	115 1/2	44	05
*Fraser, William	117	59	49
Fraser, Martha	102	38	89
Fitzpatrick, Robert	116	44	23
Fitzpatrick, Mary	102	38	89
Elliott, Janet	115 1/2	44	05
Grant, William	118	45	00
Grant, Rodk	118	45	00
*Grant, Thomas	108 1/2	55	16
Hunter, Jessie	113 1/2	43	28
Huggan, J. Mary	111 1/2	42	52
Marshall, McG J.	117	44	62
Murray, Elmira	116	44	23
Mickle, J. Maggie	118	45	00
Merriman, Eliza	109	41	56
Miller, J. Mary	116	44	23
McKay, B. Mary	117	44	62
McKenzie, Annie	118	45	00
McLean, Mary	110	41	94
McPherson, Mary	60	22	88
McQueen, Eliza	116	44	23
McDonald, Isabella	105 1/2	40	23
McDonald, Thos.	117	44	62
McDonald, Peter	116	44	23
McDonald, Jessie	108	41	18
McLeod, Georgina	115	43	85
McGuire, Sarah	112	42	71
McKay, Barbara	116	44	23
McLeod, Leillas	81	30	88
McBean, Alex.	13	4	95
McDonald, John	118	45	00
McLellan, Edward	104	39	66
McLellan, B. John	113	43	09
Ross, Robert	97	36	99
Ross, Maggie	118	45	00
Roy, Annie	117	44	62

Smith, Joseph	45	17	16	
Stewart Elizabeth	116	41	23	
Thompson, Mrs.	115	5	41	05
Urquhart, A. Mrs.	118	45	00	

GRADE D.

Bell, W. George	111	5	28	35
*Cameron, M.	102	5	34	73
*Cameron, Barbara	112	37	96	
*Cameron, Christy	60	20	33	
Christison, Alice	107	27	20	
Crockett, Amelia	115	38	98	
*Currie, Leilla	118	40	00	
*Creelman, Francis	113	38	30	
Fullart, Mary	118	30	00	
Fraser, S. Maggie	118	30	00	
*Fraser, Annie	82	27	79	
*Fraser, Catherine	115	38	98	
Gordon, Robert	89	22	62	
*Grant, A. John	118	40	00	
*Graham, Jane	112	37	96	
Graham, B. Christy	114	28	98	
*Harris, Sarah	116	39	32	
Hill, Mrs.	117	29	75	
Love, Frank	118	30	00	
McPherson, Jane	108	27	45	
McKay, D. John	108	27	45	
McDonald, Alex.	110	27	96	
McGillivray, Jessie	109	27	71	
*McGillivray, Maggie	112	37	96	

*McKenzie, J. Maggie	112	37	96	
McKenzie, A. Annie	112	28	47	
McKenzie, Cassie	116	29	49	
*McInnes, Jessie	108	5	36	78
McDonald, Mary	104	26	44	
McDonald, J. Mary	108	27	45	
*McMillan, Danl.	117	39	66	
*Marshall, Elizabeth	109	36	94	
McKenzie, Barbara	118	30	00	
McPhie, P. John	114	28	98	
McIntosh, John	118	30	00	
McLeod, D. Hugh	112	28	47	
McVicar, Sarah	116	29	49	
*McArthur, Janet	116	39	32	
McGillivray, Jessie	98	24	91	
Murphy, David	112	25	47	
Olding, Christy	114	5	29	11
Robertson, James	102	25	93	
Roddick, Maggie	100	25	42	
Stewart, A. Dorothy	117	29	75	
Sutherland, David	109	27	71	
Smith, Charlotte	107	27	71	
*Sutherland, Christina	92	31	18	
Urquhart, Alex.	107	27	20	
Longille, Sabrina	73	18	55	

GRADE E.

Cassidy, Tobitha	114	21	73
Dewar, Catherine	115	21	92
Henderson, Rosomond	83	15	82

McKenzie, Elizabeth	112	21	35
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(Evening School). GRADE D.

Cameron, Christy	14	3	55
Grant, A. John	32	8	15

GRADE B.

Hynd, David	18	9	15
McDonald, W. Danl.	26	13	22

GRADE C.

McDonald, Thos.	9	
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CO. OF QUEENS.		GRADE D.		*Heckman, Albert D.		J. W. Crosby	
GRADE A.		Abbott, Maggie	74 18 81	118	40 00	Hugh Cameron	118 60 00
McKenzie, W. D.	113 857 45	Bingay, Carrie	107 27 20	*Hirtle, Rosa E.	118 40 00	James Crosby	117 59 49
Wallace, J. W.	117	Doane, Augusta	80 27 11	Hirtle, Sarah	118 30 00	W. S. Davidson	118 60 00
GRADE B.		Doane, Clessie	103 26 30	Heckman, William	112 28 47	W. H. Gough	118 60 00
Armstrong, J. W.	115 58 47	Downey, Benj.	82 20 84	Jackson, Mary	118 30 00	T. W. Hilton	110 55 93
Baker, W. S.	118 60 00	Gavel, Joseph	101 25 67	Kaulback, Lausa J.	112 28 47	A. S. Lent	118 60 00
Freeman, Nelson	117 59 49	*Hipson, William	60 20 23	Keane, Mary Edith	118 30 00	J. P. Nowlan	116 58 98
Lochart, B. W.	118 60 00	Harding, Allen	60 15 25	Keating, Mary S.	110 27 96	C. S. Phinney	115 58 47
Mack, C. D.	118 60 00	Johnson, Frederick	91 23 13	Lohnes, Janetta	52 13 22	C. H. Tucker	117 59 49
Smith, Nicholas	118 60 00	Lloyd, Rosa	103 26 18	*Lohnes, John	118 40 00	R. W. Woodworth	98 49 83
Cleveland, George	91 46 27	Lyons, James	71 18 05	Loye, Isabella S.	116 29 49	GRADE C.	
Walker, J. W.	118 60 00	McDonald, Annie	100 25 42	Lynch, Priscilla J.	114 28 98	Amy Archibald	119 44 23
GRADE C.		Ringer, Jano A.	109 27 71	Manning, Delta	81 20 59	A. A. Bingay	117 41 62
Allison, Alice T.	115 43 85	Snow, John H.	76 25 76	*McMahon, Anna S.	118 40 00	Elizabeth Brown	118 45 00
Freeman, H. L.	81 30 88	Swain, Charles	77 26 10	Mossman, Isaac	115 29 23	E. A. Barnaby	112 42 71
Hendrie, Annie	103 39 27	Swansburg, Hattie	91 23 13	*Nicholas, Jennie	75 25 42	H. M. Crosby	117 44 62
Kempton, S.	109 41 75	Wilson, Lititia	113 28 72	*Roland, Olivia C.	118 40 00	M. A. Crosby	115 43 85
McDonald, Wm.	105 53 38	GRADE E.		Seaboyer, Annettel.	115 29 36	S. E. Dodge	118 45 00
Morrie, Lottie	116 44 23	Crowell, Susan	107 20 40	Silver, Fanny A.	111 28 22	G. N. Eaton	101 38 51
Norris, L. G.	118 45 00	Doane, Jane	108 20 59	Uhlman, Eunice	107 27 20	H. A. Ellis	111 42 33
Rarsons, Annie	118 45 00	Sewall, Mary Jane	100 19 06	West, George H.	118 30 00	C. V. Ellis	103 39 27
Parker, A.	117 44 62	Tasco, Hannah	103 26 18	Whitford, Anna S.	117 29 75	L. E. Flint	106 40 42
Reed, A.	118 45 00	ASSISTANTS—GRADE E.		Zwicker, James	117 29 75	Irene Griffin	114 43 47
Torey, S. C.	117 44 62	Maria, Kenney	100 12 71	GRADE E.		L. B. Goudey	116 44 42
Whitman, Nancy	117 44 62	CO. OF LUNENBURG.		*Bailly, Euginia	100 25 42	E. R. Grant	118 45 00
Welton, Sidney.	115 43 85	GRADE A.		Brady, Regina A.	62 11 82	M. M. Hilton	112 42 71
GRADE D.		Owen, Edward H.	1128	*Crouse, Navina S.	118 39 09	Joseph Morrison	116 41 23
Bent, Lydia M.	110 37 28	GRADE B.		Keddy, Mary E.	65 12 39	E. M. Hilton	68 25 93
Harper, McT.	118 30 00	Andrews, Alfred	118 60 00	Lohnes, Nettie C.	33 6 29	G. J. McDonald	91 35 84
Minard, Alice	118 30 00	Bowlby, C. A.	118 60 00	*McKeown, Maggie A.	107 27 20	Emilie Pineo	116 44 23
Tupper, E.	115 29 23	Burhoe, Theophilus	118 60 00	Myrer, Anna M.	107 27 20	E. S. Porter	117 44 62
West, Mary E.	117 29 75	Cooke, Henry	111 56 70	Newcomb, Regina	118 22 50	A. H. Robbins	117 44 81
Phalan, E.	118 30 00	Gow, John M.	114 57 96	*Oxner, M. A. Matilda	118 21 54	Mary Rodgers	110 41 94
Stewart, Taylor	80 27 11	Hilton, Eben C.	117 59 49	Patterson, Jessie C.	105 40 04	M. O. Starratt	110 41 91
GRADE E.		Parker, Joseph J.	117 59 49	Romkey, Louisa D.	105 20 02	H. A. Taylor	112 42 71
Burke, H. A.	115 24 92	Riesser, Daniel	105 54 91	Selig, Melissa	109 20 78	A. J. Van Norden	118 45 00
ASSISTANTS—GRADE C.		GRADE C.		Stewart, Eva, St. Clair	118 21 51	Mary Woodworth	117 44 62
Freeman, Bessie	117 29 75	Beals, Lucy S.	115 43 85	DISTRICT OF CHESTER.		J. E. Westcott	103 40 42
GRADE D.		Bent, Lavinia B.	113 43 29	GRADE B.		J. J. Brand	80 20 33
Kempton, Abbie	35 5 93	Hunt, Mary A.	117 44 62	Shore, William	110 55 93	H. R. Crosby	94 23 89
CO. OF SHELBURNE.		Maiden, Henry E. S.	113 43 29	GRADE C.		S. A. Crosby	88 22 37
GRADE A.		Martin, John E.	118 45 00	Barkhouse, James K.	112 42 71	H. E. Durkee	117 29 75
Eaton, James	108 8	Murray, Millie A.	103 39 27	Heningar, Herim	81 30 88	G. D. Entremont	60 15 25
GRADE B.		Morse, Sophia A.	106 40 42	*Robinson, Maude A.	103 39 27	J. L. Durkee	105 26 82
Colquhoun, Robert	100 50 81	Phinney, Annie M.	115 43 85	GRADE D.		*Elizabeth Flint	65 22 03
Godfrey, John	107 54 40	Robinson, Bertha B.	111 42 33	Ashe, Elizabeth	117 29 75	E. B. Goodwin	60 15 25
Golden, Thomas	112 56 94	Roland, Ada C.	101 38 51	Barkhouse, Anna F.	82 20 85	A. K. Holmes	98 24 91
Stewart, Richard	83 42 20	Russell, Eliza M.	90 34 32	Church, Hanna A.	112 28 47	Abigail Kimball	115 29 23
GRADE C.		Roop, Major	96 36 61	Corkum, Silas K.	102 25 93	*J. L. Larkin	98 33 22
Atkins, Lorinda	115 43 85	Stoddart, Maria	20 7 62	Croskill, Sarah F.	54 13 72	S. C. Murphy	100 25 42
Boyd, Martha	91 34 70	Wadsworth, Geo. Y.	118 45 00	*Killam, Anna L.	118 40 00	M. G. Robbins	15 3 81
Covill, Bartlett	100 38 13	Wile, Victoria M.	118 45 00	Warner, Augustus	117 29 75	A. A. Starratt	114 29 10
Fox, Olivia A. M.	115 43 85	Wilson, George	118 45 00	GRADE E.		D. A. Spinney	95 24 15
Homer, Agnes	103 39 27	GRADE D.		*Beckwith, Ella	43 10 93	A. F. Spinney	107 27 20
Goodick, James	109 38 13	Acker, Carrie	114 28 98	Feader, Annie	118 22 50	D. M. Spinney	60 15 25
Lavers, A. A.	80 30 50	Adams, Henry	118 30 00	Perry, Maria M.	111 21 16	Zach Surette	116 29 49
Longley, Ella S.	113 43 09	Armstrong, L. P.	60 15 25	CO. OF YARMOUTH.		GRADE E.	
Lyle, Emily	96 36 61	Arnberg, Rosanna	117 29 75	GRADE A.		E. W. Butler	115 21 92
Matheson, Wm.	110 41 94	Begg, Bessie S.	117 29 75	John Jack	117 59 49	Helen Baker	84 16 10
Matheson, Daniel	72 27 45	Browne, Lucio	118 30 00	J. H. Munro	116 58 98	M. A. Cotreau	111 21 16
Robertson, John	112 42 71	Burns, Sarah	117 29 75	GRADE B.		Chantal Cotreau,	118 22 50
Reynolds, Leander	94 35 81	*Carder, Mary A.	117 39 83	L. M. Bishop	116 58 98	R. R. Holmes	48 9 15
Reading, Lizzie	115 43 85	Chute, Lephina	64 16 40	J. C. Blackadar	117 59 49	*G. K. Hersey	108 27 45
Shaw, A. M.	85 32 41	*Carl, John E.	117 39 66	GRADE C.		*Rosalie LaBlanc	117 29 75
Webster, Maggie	115 43 85	Dunn, Susan E.	103 26 18	GRADE D.		*Mary LaBlanc	72 18 30
		Gates, Isaac	117 29 75	GRADE E.		J. W. Porter	111 21 16
		Grim, Simon P.	118 30 00	ASSISTANTS—GRADE C.		S. H. Rose	100 19 06
		Haley, William	57 14 49	GRADE A.		Elizabeth Surett	109 20 78
				GRADE B.		Julie Surette	92 17 51
				GRADE C.		GRADE D.	
				GRADE D.		Lois Brown	117 29 75
				GRADE E.		Eulalie LeBlanc	114 28 98
				ASSISTANTS—GRADE C.		GRADE E.	
				GRADE A.		Fannie Doucette	100 13 92
				GRADE B.		GRADE D.	
				GRADE C.		GRADE E.	
				GRADE D.		GRADE F.	
				GRADE E.		GRADE G.	
				GRADE F.		GRADE H.	
				GRADE G.		GRADE I.	
				GRADE H.		GRADE J.	
				GRADE I.		GRADE K.	
				GRADE J.		GRADE L.	
				GRADE K.		GRADE M.	
				GRADE L.		GRADE N.	
				GRADE M.		GRADE O.	
				GRADE N.		GRADE P.	
				GRADE O.		GRADE Q.	
				GRADE P.		GRADE R.	
				GRADE Q.		GRADE S.	
				GRADE R.		GRADE T.	
				GRADE S.		GRADE U.	
				GRADE T.		GRADE V.	
				GRADE U.		GRADE W.	
				GRADE V.		GRADE X.	
				GRADE W.		GRADE Y.	
				GRADE X.		GRADE Z.	

## PRACTICAL EDUCATION.

WE are often taught that as soon as our school-days are over we are to lay aside our studies and engage in the more practical duties of every-day life, it being thus assumed that our studies are incompatible with what we are to experience in later years. Indeed, it is the common opinion that the student who has closely followed his books for years is, in a measure, unfitted for a business life. Accepting this conclusion as correct, it becomes an interesting question why it should be that the proper use of our school-days, and of the opportunities which they afford, should thus unman one. If book-learning retards a person and finally unfits him for practical life, and gives what must be forgotten or unlearned, why not better be without it?

We claim that the education commenced in childhood ought to be of such a kind that it can be continued through our entire lives; that we should in our tender years lay the foundation upon which to build the lofty superstructure of a noble manhood. If the process called education is good for the boy, it is good for the man, who is only a boy of larger growth. Whatever will stimulate the mind of the minor will, in the same degree, benefit him when he has passed the magic line of his majority.

The word education hints at the true method by its meaning, "leading out," and does not refer to the mistaken idea that it is a pouring-in process, as if a little boy's brain is to be filled up by the teacher precisely as one would pour water into an empty jug; and, alas, how many a poor unfortunate has been nearly intellectually strangled by this process, directed by the hands of some one of the famous Ichabod Crane family! But, fortunately there are many at the present time who believe that the human mind is created filled instead of empty,—filled with powers and capacities, which, indeed, are not ready for immediate use, but which it is the province of education to bring out. The Creator has given us a set of tools with which we are to do our life-work; but we are obliged to put them in order and learn their use. What the child needs is to gain facility in handling some of these simpler intellectual implements, while the man must learn to wield the more complicated and delicate, so as to be ready to perform creditably whatever work fortune may place in his way.

This theory gives us, as the great object to be gained by education, *mental discipline*. By this statement we do not intend to deny that the acquisition of facts is important and essential; but if regarded as an *end*, and not as a *means*, it is of comparatively little value. A mind well stored with facts, but without proper discipline, is like a garret filled with rubbish, or a store with a large stock of goods scattered miscellaneously over the floor. All is confusion,—nothing can be found when wanted.

Now, to this knowledge of facts add mental discipline, and you have the owner who selects and arranges everything and brings order from confusion. It is only after mental discipline has labeled and stowed all the facts that the man can place his hand on them at any moment, and thus make them available whenever wanted.

It is just here that those who raise the cry against what they call over-education base their strongest argument,—want of practicability. But does not the objection hold with more force against the way in which the subjects are presented than against the subjects themselves? Cannot any branch be so presented that it not only becomes distasteful to the learner, but practically useless? For instance, take geography as it used to be taught even to within the past ten years. Year after year the poor, unfortunate child was compelled to go over and over the book committing to memory a perfect labyrinth of words,—names of rivers, mountains, and towns scattered all over the world,—and at the end of a few weeks was unable to tell whether a certain word was the name of a river in Africa or a town in Indiana. And suppose that by dint of hard studying and the aid of a good memory one could remember these isolated facts for some considerable time, of what value would they be compared with the deductions and generalizations which we now draw from the subject? The reasoning powers were not called into action at all. No conclusions were drawn. And all the patient student could carry away as the result of years of study was a long list of names, which, fortunately, a disgusted memory soon refused to retain. For years a geographical river meant nothing to me but a crooked

line on the map, while towns were only black spots about the size of pin-heads. I have always admired the genius of that boy—and I have no doubt but that he became a great man—who described latitude as a black line running one way across the map, and longitude, as a black line running the other way.

But now begin in the opposite manner. Show some of the great natural features first as facts, and then by reasoning draw many of the others as necessary results. The contour of the country will decide the position and size of rivers; the junctions and navigable waters of these rivers will determine the location and size of cities. The physical character of the country will determine the leading occupations of the people. The distribution of population, position of cities, and character of peoples, are not the result of caprice or chance: each has its reason, and is governed by some established law.

The certainty with which the climates, both general and local, vegetation, amount of rain, kind of animals, etc., can be determined from known natural laws, presents the once dry and justly hated subject of geography in a new and interesting manner, and clothes it with nearly all the charm of original investigation. In this way the mind of the child is taught to reason from cause to effect, and is delighted with its power of reasoning out conclusions which are sustained by facts. Besides this, the grand truths of the subject become firmly fixed in the mind, and can be reproduced at any time for immediate use. Thus the powers of the young mind are augmented; and even if the greater part of the facts should escape the memory, the mental discipline which would be gained by this course could not be lost. More than this, the mind has become interested, and has grasped the entire subject in three or four years, instead of being reluctantly dragged over it for eight or ten years, until the pupil has lost all interest in the study.

We often hear a remark like this: "Now, of what use is it for me, as I intend to be a merchant some time, to study geometry? I shall probably never be obliged to solve a geometrical problem in my whole life. Why not study something which will be of more use to me?" Did you ever consider how little of what you learn enters directly into the computations of business? How much of your all-important arithmetic will you ever use in actual life? Only a few of the simplest rules; and these a backwoodsman, who has never been to school a year in his life, will master in a short time when placed in business relations. Men can talk quite as well, as far as transacting business is concerned, who never saw or heard of a grammar; while any boy of average ability can learn in a week to write a better hand than do half the business men in the country. So, if your idea of the practical is only what is to be used directly in business transactions, you would confine education within narrow limits.

While we call these elementary subjects the directly practical, we may call these others the indirectly practical. Indirectly, as they enlarge the man, and make him capable of greater enjoyment, incite his ambition, place him within range of possibilities of which he before had no conception, keep him out of the narrow ruts of prejudice and illiberality, develop the softer sympathies and finer qualities of his nature, and make the difference between an animated business machine and the noble, whole-souled, generous man.—*Iowa School Journal for March.*

## THOROUGHNESS.

ONE of the great defects of the present day, especially in our own land, is a want of thorough knowledge, and of a disposition to attain it. There is no lack of pretenders, but when culture or finished men are sought for, it is almost impossible to obtain them. We do nearly everything in too much of a rush. We generally live too fast. We imagine that we are old, while we are still youthful, that we shall be behind the times and remain unknown if seven or ten years, or more, are spent in solid preparation for life's duties. A complete course of study is already abridged, from the mistaken view that time is too valuable to be employed in developing and strengthening the powers of the mind. We are in too great a hurry to enter upon the duties of an active life,—“to make our pile,”—or to engage in any other pursuit than that of learning, if it promises even a possi-

ble realization of our hopes. . . . There is a strength derived from a liberal culture of the mind that can be obtained from no other source. It makes men and women stronger, no matter what positions they may afterwards fill. It is not by the physical, but by the mental powers of man, that the world is being subdued. It is through the intellect that the subtle forces of nature are made to do our bidding. . . . But, however priceless strength of mind may be, we have not attained the full zenith of our power until this be supplemented by sound moral principles and the courage to maintain them. It is just here that multitudes fail to achieve noble ends. There are too few possessed of this moral energy, needed to meet the sneering laugh or the stolid coldness of their associates; too few who, knowing that they are in the right class, maintain it, and leave the issue with Him who smiles only upon the brave and true-hearted.—*The Minnesota Teacher.*

### MAGAZINES.

THE most notable feature of American literature is the attractiveness and delightful variety of the periodical publications. A monthly or weekly journal has become almost a necessity to every publisher. The best essays upon all matters that interest society; the best work of fiction: the sublimest truths of religion; the principles and facts of science: the last conclusions in art; rare incidents of travel: the newest inventions and discoveries that move the world—all find the light in the pages of the magazine. Or if it happen that a book is given to us, philosophic and profound, and, it may be, beyond our comprehension, some rare toiler distills its sweet things into a palatable cup that refreshes while it appetizes. The heavy British Review lumbers along like the old stage-coach of forty years ago, but the American magazine, full of strength and comely vigor, dashes away like the young giant of steam with a train freighted with all that is needed to make an intellectual feast. As varied in style as is human character, and as diverse in method as is human judgment, are the many journals of literature, art, and science that come to our table.

We often think we can measure the business-methods of the men that control the great enterprise of the country by the expression they give to their representative journals. While the daily newspaper is the true exponent of the restless, ceaseless, spasmodic energy of our political and social life, the magazine seems in its own way to appeal to our æsthetic life. The established newspaper therefore is the pilot of public sentiment: the magazine is the richly-laden argosy that bears the best products of the time. As the merchant, if he be a political economist, knowing the laws of supply and demand in commerce, will cater to the most dominant public taste, so the publisher will offer his wares—books in a certain sense are but marketable commodities—to satisfy the requirements of a society the conditions of which he has in great measure helped to form. Of course we speak only of the live publications of representative houses, not of the thousand and one miserable, sickly existences which should have been strangled at birth and thrown into the garbage-cart.—(From April, "Home and School," Louisville, Ky.)

### THE MORAL EFFECT OF MUSIC.

IT has been doubted whether music possesses any moral element. Let us for a few moments consider the question. If it is really the language of emotion, and our emotions do give birth to motives, there can be no question that music has a bearing upon our spiritual well-being. The doubt which has been cast upon the subject is probably due to the belief that the same music arouses such diverse emotions in different minds. It is not, however, that the emotions are really so diverse, but rather that the ideas which these emotions suggest differ so widely. It is matter of common experience that even in the world of sense and thought, where all is defined and clear-cut, the same thing may be pure to the pure and evil to the evil: that as the nature is high or low it will assimilate the good or the evil around it. In the world of the emotions, where every thing is vague and undefined, this is more emphatically true than elsewhere.

Elevated and pure as music is as a ministrant to man, we would deprive it of its chief dignity if we failed to acknowledge its moral effect. We must admit that there is a region which lies beyond the reach of ideas—not only beyond, but above it—which can be penetrated by melody. Every soul that has ever felt a true adoration for the goodness and glory and majesty of the Infinite must have known some time in its career what it is to lose all cognizance of time and place, even of "things present and things to come," in a rapt contemplation of that which is beyond the reach of thought. Then every faculty and every sense stands aside reverently, while the soul, thrilled through and through with trembling and adoring love, bows in the presence of its God. Nay, the soul that has ever felt an all-absorbing, self-forgetful love for a human being which it has placed, however unworthily, above itself can recall some supreme moment when it rose higher and still higher till thought had reached the limits of its domain, and there left it filled with emotions which no human language has been invented to express. There is a silent, rapt communion higher than prayer; and a still, speechless sympathy deeper than words. As there is in the realm of emotion a region which lies somewhere nearer heaven than thought will ever be, so whatever exalts in any measure above itself can not be wanting in an element of moral power and influence. (From April "Home and School," Louisville, Ky.)

### HARMONY AND DISCORD.

WE have said that harmony is the result of a simplicity of ratio existing between two notes sounded together. But why should this give pleasure? The attempts to answer this question were of course in the first instance metaphysical. "The Pythagoreans found intellectual repose in the answer, 'all is number and harmony.'" A supposed analogy was traced between the seven notes of the scale and the then known seven planets, which gave rise to the vague but poetical myth regarding "the music of the spheres and the choral dance of the world"—Pythagoras himself being the only mortal, according to his followers, who has privileged to hear the heavenly melody. The ancient world delighted to rest in these baseless dreams, and two thousand years elapsed before any real attempt was made to analyze the cause of this pleasure. Euler, the great mathematician, undertook to make it clear. "We take delight in order," says he. "It is pleasant to observe means co-operant to an end; but then effort to discover must not be so great as to weary us. If the relations to be disentangled are too complicated, though we may see the order, we can not enjoy it. The simpler the terms in which the order expresses itself the greater is our delight. Hence the superiority of the simpler ratios over the more complex ones." Consonance according to Euler, was the spiritual pleasure derived from the perception of order without weariness to the mind. This theory was accepted, and held its ground for a long time for want of a better. The true explanation, however, is purely physical in its nature, and would probably have been reached long ago if scientific investigators had not been thrown off the track by Young's theory of resultant tones. Discord is really due to the disagreeable rattle caused by beats following each other closely, though not closely enough to link themselves into one continuous sound. When the resultant tone is ascertained by the sirene to be due to thirty-three vibrations per second, it is smooth and musical: but when beats succeed each other at this rate the dissonance is intolerable. When, however, they succeed each other at the rate of one hundred and thirty-two per second the roughness entirely disappears. Any notes then whose relative rates of vibration cause beats to occur very much within this limit are discordant.—(From April "Home and School," Louisville, Ky.)

### I.—EVENINGS WITH THE MICROSCOPE.

"To him who in the love of Nature holds  
Communion with her visible forms, she speaks  
A various language."

IF this be true when the observer goes forth with his natural vision unaided, how much more is it true when science and art combine to extend the field of observation and speculation toward infinity, an infinity reaching not only to the infinitely large but to the infinitely small. In this regard we occupy only

a sort of middle ground. If, on the one hand, the telescope enables us to look beyond this earth to find that vast unknown studded with system after system, ever multiplying as we farther reach, till we find them occupying all visible space: so, on the other hand, the microscope brings us into more intimate relations with things immediately about us, opens our eyes to beauties before undreamed and gives us a knowledge of the infinity of little things, truly surprising.

The examination of any organic tissue, whether animal or vegetable, or even almost any inorganic substance, when we bring to our aid the modern microscope, reveals such a world of beauty and furnishes so much material for wonder and admiration, that the novice is extremely puzzled for awhile, to know what to observe and what to pass by unnoticed.

After procuring my instrument, like all tyros in microscopy, I must have my turn at diatomizing: that is, studying those minute and exceedingly beautiful forms, everywhere abundant, called diatoms, a class of objects exceedingly unfortunate in their structure, in that they exist so near the confines of the two great kingdoms of organic bodies that they have scarcely been given an abiding place,—being now called animal and now vegetable,—now cuffed about in this kingdom and now sent to that: though, suffice it to say, that after this repeated tossing from one kingdom to the other, they are now, together with their cousins, the desmids, almost universally admitted into the domain of the Botanist and can really have nothing to claim the attention of the student of exclusively animal structures.

I will first mention these because they were my first acquaintances. I received from a friend one of those little miniature bottles which a certain school of physicians fill with miniature sugar pills, touched with miniature medication to be dealt out in miniature doses. But instead of the conscience-easing medicine, it was about half-filled with a clear liquid and labelled, "Department of the Navy,—Diatoms from Charleston Bar,"—a half-teaspoonful of apparently clear liquid furnished by this powerful nation! I thought it little worth but proceeded to examine my prize. I took a single drop, and almost doubtfully focussed upon it with a moderately magnifying power, looking at not more than a hundredth part of the single drop and what was to be seen? Wonder of wonders, enchanted ground,—a curiosity shop,—a jeweler's show-case, pleading for admiration! Here a disc-shaped object, not unlike the back of a plain watch-case with its peculiar markings, produced by concentric rings just overlapping each other; and right near to this, another object closely resembling an elegantly chased bracelet laid in squares ornamented with beautiful carvings; and just to the left, another object resembling a beaded ring set with garnets, also necklace to beautiful design. But I must not stop to enumerate. As I moved the successive parts of the drop under the glass, new objects would be brought out: in short, there were in that single drop objects sufficient for hours of study, yes, *days* of downright study. This was from "Charleston Bar." I afterwards examined others from Georgia, from Richmond, Va., from Cuba, and from other places, and in each there were new forms not found in the others, some of which were beautiful in the extreme. These however you will have noticed were all from the sea shore. But books informed me that similar forms might be found in the sediments of fresh water, in the mud at the bottom of permanent ponds. This I tested and found to be true. While the outlines and some of the peculiar markings were different, yet many of the general characteristics showed their unmistakable relationship.

Now the question arises, what are these objects? The earth from which they are taken is termed "infusorial earth," and the forms of objects themselves are termed "fossil infusoria." They are found in all parts of the world and play an important part in most of the recent geological formations. So exceedingly minute are they that this seems impossible yet it is nevertheless true. What they lack in size they more than make up in numbers. The City of Richmond, Va., rests upon a bed of this "infusorial earth" twenty feet in thickness, one cubic inch of which has been shown to contain many millions of these forms. This would furnish us with an absolutely inconceivable number. But all along the Pacific coast are found beds far surpassing this in extent. One along the Columbia river in Oregon, discovered by

Gen. Fremont, surpasses all other known deposits, extending over the country for miles and being not less than *five hundred feet in thickness*. The so-called Tripoli stone, a scouring stone of California, is largely made up of these bodies, in fact all the substances in general use for the finer polishing purposes contain these "fossils" in abundance and from them derive their polishing properties.

But what are they? Let us see if we can determine. If I take a small bit of animal or vegetable substance and treat it with acids and alkalis I can cause the organic matter to disappear as such; but if I take bits of quartz or grains of sand which are all composed of Silica, the same treatment will produce no change. Now if I boil this infusorial earth in acid and then carefully wash the product, I have remaining these beautiful forms, and they are silica or quartz, the same in substance as the rock crystal or California diamonds, and all beautifully carved by God's own hand. If I take a piece of the scouring rush or a portion of the leaf of the sword grass and subject it to the same process I find remaining a complicated net-work of this same rock material. This quartz then, does find its way into vegetable substance.

You may have noticed upon the pools of standing water along the streets in early autumn, a dull brown scum, not unlike in color the sea leaf nipped by the early frosts. The microscope shows this to be made up of myriads upon myriads of minute forms moving about freely, but which the spectroscope has demonstrated to be made up of vegetable substance so far as the coloring matter and softer parts are concerned. Now if you take a little of this scum and subject it to the same process as was pursued with the infusorial earth you will be not a little surprised to find it made up of forms closely resembling those before mentioned. This scum then, lives and dies, and in dying helps to form "infusorial earth," and the process has continued so long that we now have the immense beds or deposits on the Atlantic and Pacific coast, to say nothing of their being constituents of various rock formations.

Can we not now begin to understand that there is an infinity of creation of things terrestrial as of objects celestial? and remember that these constitute only one class of infusoria and comparatively simple in their organization. There are scores of others, animal as well as vegetable, more complex in their structure and if possible more beautiful in their forms, to the understanding of which such men as Ehrenberg, Ralfs, and others have devoted a life-time of study. In all earths and in nearly all rocks may be found traces of these organisms. Surely the poet was not very far from the truth when he said:

"The dust we walk upon was once alive."

These little organisms have been so carefully observed that they have been arranged into groups and families as accurately as have the higher orders of animals. The known species now number several hundreds; and one of the most wonderful feats of microscopical science is the placing of these in groups of a hundred each on a glass slide for the purpose of study, arranged side by side according to their relationships and the whole row of a hundred with *ample spaces* between them occupying a space less than three-sixteenths of an inch in length.

Each improvement in the telescope reveals to us new worlds and new systems with every prospect of still others beyond. So each improvement in the microscope reveals objects unseen before and still the end is not yet. A moment's reflection is sufficient to convince any one that plants alone convert mineral matter into organized substance. No animal can derive sustenance from unorganized matter. Indeed the grand physical utility of the vegetable kingdom in the wonderful economy of nature seems to be the conversion of purely mineral substance into organized matter so that it may become food for animals.

If you will take a single drop of water in midsummer, from a pool in an exposed position, and place it under a high magnifying power, while to the naked eye it may appear perfectly clear and pure, yet under the glass it will seem to be a grand *colored* garden—or rather, as the Psalmist would say, "a great and wide sea, wherein are things creeping, innumerable, both small and great beasts." In this miniature sea as in the great deep, we find animals that feed upon vegetable substance alone, and those also that feed upon other animals: and if you will watch their movements for a short time, you will see an even greater activity

We judge of the muscular power and activity of animals by comparing their movements with their size. The boy who will jump twice his length performs a wonderful feat, but the cricket or the flea does vastly more. The fleetest race-horse moves its limbs very slowly when compared with the little bird that in running moves its little limbs so rapidly that they become invisible. So here in this drop of water these little acquaintances of ours perform their movements with a wonderful alacrity and variety. The huge *Brachionus* moves to his meals with a becoming degree of dignity, while the smaller rotifers will dart across the field in a twinkling, now moving airily and smoothly along, and now performing somersaults and evolutions that would put to blush the most accomplished athlete and scenic vaulter, and still others will dart from their hiding places upon their unsuspecting victims with an alacrity rivaling that of the trout in his mountain home as he seizes upon the unfortunate fly or worm that comes within his reach.

You will better understand the force of the expression, "the end is not yet," if I describe to you one of these little fellows while feeding. Suppose we select the little *Vorticella*, an animal that fastens itself to any fixed object by a thread-like appendage, and very closely resembles in general outline, a full-blown tulip and its flower stalk, seen a little distance away. Around the mouth of this animal, indicated in position by the outer border of the tulip flower, there are numberless little cilia or hair-like appendages, by the rapid movement of which it produces a strong current in the water, causing it to flow towards its mouth. When at rest, these cilia are all drawn in and the body becomes globe-shaped, while the thread-like appendage by means of which it is attached, is drawn up into a coil like a wire spring. When about to feed, it darts out with lightning rapidity to the farthest limit of its uncoiled attachment, its cilia are unfolded, a vortex produced, and woe to the luckless animalcule that falls within its influence, for it is to a whirlpool, a maelstrom more fearful and surely fatal, than ever was such to ocean wanderer. Under a glass that will magnify five hundred diameters, that is, that will make a line appear to be five hundred times as long as it really is, or a surface 250,000 times as large as it really is, this miniature whirlpool will be found to contain myriads of specks which find their way to the mouth of the animal as food. Under a much higher magnifying power these specks are found to be organized bodies that must have the power of assimilating food by means of a circulating fluid, and that fluid containing particles for nutriment, organized bodies with parts necessary for the circulation of nutritive fluids, which, though made to appear 250,000 times larger than they really are, yet seem as mere specks! Surely if the imagination wearies in its attempts to fathom the space occupied by the heavenly bodies, must it not be equally as greatly burdened in its fruitless attempts to peep the air, the water and the earth with their ever active and exquisitely formed organisms?

DARWIN has experienced a humiliating rebuff from the French Academy of Science. Having applied for admission into that famous and learned society, he was rejected by a large majority. The reasons given for his rejection were purely scientific. One of the academicians remarked that the author of the "Origin of Species" and "The Descent of Man" had too far sacrificed science to renown and reason to imagination to deserve a place in the first rank of earnest scientists. One of the American magazines, referring to Mr. Darwin's disappointment, exclaims by way of apostrophe to that ambitious naturalist, "Unhappy descendant of an ape!"

AMONG the reforms which have been effected during the past twelve years, with the view of improving the physical condition of pupils attending the public schools of Boston, Superintendent Philbrick gives a prominent place to the regulations excluding children between four and five years of age from the primary schools. An ordinance of this character ought to be universally promulgated. Domestic culture and parental supervision are indispensable in the case of small children. Indeed, it may be

safely asserted, as a general rule, that a child who is sent to school before he has reached the age of seven years is almost certain to suffer physical, intellectual, or moral injury.

CHILDREN hunger perpetually for new ideas. They will learn with pleasure from the lips of their parents what they deem drudgery to study in books; and even if they have the misfortune to be deprived of many educational advantages, they will grow up intelligent if they enjoy in childhood the privilege of listening daily to the conversation of intelligent people. We sometimes see parents who are the life of every company which they enter dull, silent, and uninteresting at home among their children. If they have not mental activity and mental stores sufficient for both, let them first use what they have for their own households. A silent home is a dull place for young people,—a place from which they will escape as soon as they can.—*Chicago Schoolmaster.*

MR. JOHN HANCOCK, Superintendent of the Public Schools of Cincinnati, in a recent address, refers in the following words to one of the most interesting topics of the day: "It is a favorite theory that our public schools are to convert the great mass of our youth into good citizens. No amount of intellectual training will accomplish this. If the springs of moral action are not touched, the result, at any rate, will be but a partial and unsatisfactory one. The truth is everywhere recognized, that to form character it is far more important that the child's emotional and moral nature should be reached than that his mind should be well stored with knowledge. But, notwithstanding the general recognition of this truth, in the certain means of doing this we are making no very considerable progress."

A WRITER in *The Congregationalist*, who is said to have had good opportunities for observation, thinks that the reputation of Germany as a scholastic people is sensibly declining. Referring to Prussia, he says, "I cannot but feel her renown for scholarship is waning. Everybody is educated, I allow. The children are marched to school as uniformly as the young men are put into the army. But it is that they may become good soldiers. This is the inspiration of the schools. There is, as a consequence, less and less of that broad, general, and critical scholarship for which she has been so justly renowned. The students in her great universities are largely English and Americans. The army beckons and lures away the choicest young men. I do not think I am mistaken when I say that Germany is declining in scholarship. I know this is the feeling of some of her best men. There are few coming forward to fill the places of her great masters, who have given to her such world-wide fame."

THERE is a law in Massachusetts fixing a penalty upon all persons in whose employ children are found, under twelve years of age, who have not attended school eighteen weeks within the twelve months next preceding such employment, or between twelve and fifteen years of age, who have not attended school eleven weeks during the preceding year. It should be noticed also, that the State has a compulsory law, imposing a fine upon all parents who do not send their children to school at least twelve weeks each year from the age of eight to fourteen years. In the city of Worcester, and a few other places, the law for working-children has been very well observed, superseding, as it would anywhere, if forced, the necessity for a compulsory law. But the avarice of men controlling juvenile labor is such that in the State, as a whole, the law for children in their service is disregarded, and the compulsory law a dead letter. The constable of that State, whose duty it is to see that the educational laws are enforced, says, "Nobody looks after them,—neither town authorities nor school committees nor local police,—and the large cities and many of the towns of the State are full of unschooled children growing up in ignorance and to a heritage of sin. The mills all over the State, the shops in the city and town, are full of children deprived of their right to education, and nobody thinks of obeying the school laws. In fact, most persons are ignorant that there is any such law; so that, between those so ignorant and those that care for none of those things, we have no right to boast of compulsory education in Massachusetts."—*Minnesota Teacher.*





OFFICIAL NOTICES.

112 Teaching Days in this Term.

MINUTE OF COUNCIL.

Passed June 6th, 1872.

NORMAL SCHOOL.—PROVINCIAL EXAMINATION.—HOLIDAYS AND VACATIONS.

At a meeting held on the 6th day of June, the Council of Public Instruction passed the following minute:

Ordered, That after the present School Year, the semi-annual examination for License to teach in the Public Schools, shall be discontinued; and there shall be an Annual examination instead, commencing on the first Tuesday after the 15th of July in each year.

There shall also be but one session of the Normal School in each year, instead of two sessions as heretofore; the annual session shall open on the first Wednesday in November, and close the Friday preceeding the annual Provincial Examination in July.

The Council also order, that there shall be a summer vacation of four weeks—that is of twenty week days other than Saturdays—in all the Public Schools; instead of three weeks as heretofore. After the present year, this vacation shall commence on the Monday preceeding the annual examination of teachers.

There shall be a Christmas vacation of two weeks—that is of ten days other than Saturdays—in all the Public Schools, instead of eight as heretofore.

I. The Provincial Normal School.

FACULTY OF INSTRUCTORS.

NORMAL COLLEGE.

*Medici, and the Natural Sciences*—J. B. CALKIN, M.A., Esq.,  
Principal of the Normal College and Model School.  
*English Language, Geography &c.*—J. A. McCUNE, Esq.  
*Mathematics*—W. R. McHOLLAND, Esq.  
*Music*—Miss ANNE HYDE.

MODEL SCHOOL.

High School Department, HUGH MCKENZIE, Esq.  
Preparatory " JAMES LITTLE, Esq.  
Senior Elementary " Miss M. A. HAMILTON.  
Junior do. " Miss B. ARCHIBALD  
Primary " Miss A. LEAKE.

II. Address of Inspectors.

Hinkle Condon, Esq. .... Halifax.  
Rev. R. R. Philp, B.A. .... Maitland.  
Rev. Robert Sommerville, B.A. .... Wolfville.  
L. S. Morse, Esq. .... Bridgetown.  
A. P. Landry, M.D. .... Clare.  
Rev. John Ambrose, M.A. .... Digby.  
G. J. Farish, M.D. .... Yarmouth.  
A. C. A. Doane, Esq. .... Barrington.  
Rev. Charles Duff. .... Liverpool.  
W. M. B. Lawson. .... Lunenburg.  
R. B. Smith, M. D. .... Upper Stewiacke.  
Rev. W. S. Darragh, .... Shunimicas, Cumber'd Co  
Daniel McDonald, Esq. .... New Glasgow,  
Angus McIsaac. .... Antigonish.  
William Hartshorne, Esq. .... Guysboro'.  
John Y. Gunn, Esq. .... Broad Cove  
Alexander Munro, Esq. .... Baddeck.  
Edmund Outram, M.A. .... Sydney.  
Béni Benoit, Esq. .... D'Escousse.

III. Teachers' Agreements.

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

consequent upon a large and regular attendance of pupils at school is diverted from the people to the teacher. These results clearly tend to prevent the growth and development of a sentiment of responsibility and interest among all the inhabitants of each section, and thus measurably defeat the object of the whole system—the education of every child in the Province.

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

NOTICE:

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

(FORM OF AGREEMENT.)

Memorandum of Agreement made and entered into the \_\_\_\_\_ day of \_\_\_\_\_ A.D. 18\_\_\_\_ between \_\_\_\_\_ a duly Licensed teacher of the \_\_\_\_\_ of the one part, and \_\_\_\_\_ Trustees of School Section No \_\_\_\_\_ in the district of \_\_\_\_\_ of the second part.

The said \_\_\_\_\_ 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 \_\_\_\_\_ 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, for 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 \_\_\_\_\_ Teacher as aforesaid, to pay the said \_\_\_\_\_ out of the School Funds under their control, at the rate of \_\_\_\_\_ dollars for the School Year (or Term).

And it is 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] \_\_\_\_\_ [Name of Trustees]

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

IV. To Trustees of Public Schools.

1. "A relation being established between the trustees and the teacher, it becomes the duty of the former, on behalf of the people, to see that the scholars are making sure progress, that there is life in the school, both 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 true 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 particular 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 consistent with the spirit of the law, carried into effect by the teacher."—*Constitution and Regulations of Council of Public Instruction, p. 51, reg. 5.*

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

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

March, 1872.

3. "The hours of teaching shall not exceed six each day, exclusive of the hour allowed at noon for recreation. Trustees, however, may determine upon a less number of hours. A short recess should be allowed about the middle of both the morning and afternoon session. In elementary departments, especially, Trustees should exercise special care that the children are not confined in the school room too long."—*See Manual of Laws and Regulations for Public Schools, page 22, sec. 10.*

SCHOOL DESKS.

A. STEPHEN & SON are now prepared to furnish Schools with Desks made after the New York and Boston patterns, as recommended by the "Board of School Commissioners for the City of Halifax." We have already furnished several schools throughout this City and Province, and are now prepared to supply them in any quantity at lower rates and a more durable article than those imported. Information as to style and price given on application to

A. STEPHEN & SON,  
HALIFAX, N. S.



### V. Bond of Secretary to Trustees.

"The Secretary of the Trustees shall give a bond to her Majesty, with two sureties, in a sum at least equal to that to be raised by the section during the year, for the faithful performance of the duties of his office; and the same shall be lodged by the Trustees with the Clerk of the Peace for the county or district."—*Manual of School Law, page 6, sec. 25.*

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

#### PROVINCE OF NOVA SCOTIA.

KNOW ALL MEN BY THESE PRESENTS, THAT WE, (name of Secretary) as principal, and (names of sureties) as sureties, are held and firmly 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. 186 \_\_\_\_\_ [Names of Magistrates].

### VI. An Act to Alter and Amend Chapter 58 of the Revised Statutes "of Public Instruction," and the Acts in amendment thereof.

(Passed 18th day of April, 1872.)

Be it enacted by the Governor, Council, and Assembly, as follows:

1. The existing provision for the sectional assessment of property held by corporations and companies, mean, and shall be understood to mean, that all such property is liable to assessment in and for the benefit of the section wherein it lies, and after the thirty-first day of October, A. D. 1872, these provisions shall extend and apply to all rateable property held by any association, company or firm, whether incorporated or otherwise; that is to say, the assessment payable directly by the association, company, or firm, in respect of any property, shall be paid in and for the benefit of the section where the property lies; and if any portion of the rateable property of any association, company, or firm lies in a place not embraced in any school section, such portion shall be treated in all respects as if situate in the section where the chief works and business of the association, company, or firm are established.

2. In any case where, owing to neglect on the part of the assessors, the County Roll does not afford the information necessary for the purposes of this Act, the Trustees shall request the Clerk of the Peace to refer the Roll back to the assessors for correction or amendment.

3. The following words are added at the end of the fourth section of Chapter 58 of Chapter 29 of the Acts of 1855, entitled "An

Act for the better encouragement of Education," that is to say, and in case the three nearest Commissioners do not agree to the site of a school house the matter shall be referred to the Board of Commissioners for the District or County in which the school is situate, and their decision shall be final. In cases of border sections where the nearest Commissioners do not agree, it shall be referred to the County Inspector, subject to an appeal to the Superintendent of Education, whose decision shall be final.

4. The seventh section of chapter 3 of the Acts of 1866, entitled "An Act to amend the existing laws relating to Education," is amended by substituting the words "Five hundred dollars" for the words "One thousand dollars" in such section.

5. Section 7 of Chapter 30 of the Acts of 1866 entitled "An Act to amend the Act for the better encouragement of Education" is repealed and the following Section substituted therefor:

"The Council of Public Instruction shall have power to draw annually from the Provincial Treasury such sum as shall be necessary for the publication of an educational journal, a copy of which shall be supplied gratuitously to each Board of Trustees for their own and the teachers' use, and also to each inspector and each chairman of examiners and of commissioners.

6. No County in this Province shall be permitted to draw more than six hundred dollars in any one year for assistance to poor districts except in cases where the academy grant is not drawn, in which case the counties shall be permitted to draw the amount of the academy grant in addition to such sum of six hundred dollars, but no more. No section employing a teacher holding a first-class license shall receive any assistance as a poor section.

7. The meeting required to be held by Section 25 of Chapter 20 of the Acts of 1865 "An Act for the better encouragement of Education," shall be held on the last Monday in September in each year instead of on the third Monday in October as prescribed in such section.

8. So much of Chapter 58 of the Revised Statutes and of the Acts in amendment thereof as is inconsistent with this Act is repealed.

9. Nothing in the first two sections of this Act contained shall apply to the school sections in the town of Yarmouth.

10. By Section 5 of the Act to alter and amend chapter 58 of the Revised Statutes, the Government appropriation to aid in the purchase of School Books has ceased. We would therefore specially direct the attention of Trustees and Booksellers to this Revised Section. The Council of Public Instruction will, as heretofore, prescribe the Books to be used in the Public Schools, but will not aid in their purchase.

Also by section 7 of the above amendment, the time for holding the annual school meetings is changed. This meeting in future will be held on the last Monday in September, instead of on the third Monday in October as heretofore. Trustees will observe that this amendment regulates the school meeting to be held this coming autumn.

The sum required by any section, for the purchase of prescribed school books maps and apparatus shall be determined by a majority of rate-payers, present at any regularly called school meeting (to be assessed upon the section in the same manner as all other sums required for the maintenance of the school or schools.)—See Section 16, page 29 of the School Manual.

#### REGULATIONS.

The following are the Regulations of the Council of Public Instruction with reference to all Books, Maps, and Apparatus purchased by Trustees for use in their respective sections.

Reg. 1.—They shall be the property of the School Section, and not of private individuals.

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 section neglecting to provide a supply of books, maps, and apparatus may be deprived of the public grants.

Reg. 4.—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.

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

In accordance with the above amendment, the following books are prescribed by the Council of Public Instruction to be used in all the Public Schools.

#### PUPILS' WEEKLY RECORDS.

Weekly Record (for one Term).

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

Books No. 1, 2, 3, 4, 5, 6, and 7; The art of Teaching Reading, Bailey's Brief Treatise on Elocution.

#### SINGING BOOK.

The School Song Book.

#### SPELLING BOOK.

The Spelling Book Superseded, (Eng. Ed.)

#### GRAMMAR AND COMPOSITION.

English Grammar\* ; English Analysis ; Reid's Rudiments of Composition ; Bain's Rhetoric ; Dalgligh Introductory to English Composition ; Dalgligh Advanced English Composition.

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.

The Editions of Greenleaf's Works now in the prescribed list, are the latest and most approved of these very excellent and generally used works. They are especially recommended to the attention of Trustees and Teachers.

- Eaton's Commercial Arithmetic.
- Greenleaf's National Arithmetic
- " New Practical or Common School "
- " New Elementary "
- " New Primary "
- " New Intellectual "

*Arithmetic.*—Nova Scotia Elementary Arithmetic. Nova Scotia (advanced) Arithmetic. Nova Scotia Arithmetical Table Book.

*Algebra.*—Chambers' Algebra, (as far as Quadratics). Do. Do. (complete). Greenleaf's Geometry and Trigonometry. Greenleaf's New Elementary Algebra.

*Plane Geometry.*—Chambers' Euclid, (including Plane Trigonometry) *Practical Mathematics.*—Chambers' (including Land surveying, a brief treatise on Navigation, &c.)

*Solid and Spherical Geometry.*—Chambers' (including Spherical Trigonometry, Conic Sections, &c.)

*Mathematical Tables.*—Chambers'

*Navigation.*—Norie's, (an extended treatise).

Chisholm's Mathematical Scale

*Ball Frames*

Slate Wipers, (to be used without water).

*Slates.*—Common Slates, (beveled frames) 6½ in. by 8¼ in.

" " " 8 in. by 10 in.

" " " 9 in. by 13 in.

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

Eaton & Frazee's Book-keeping.

" " Blank Books, sett of three Books.

WRITING.

Payson, Dunstan & Scribner's International system of Penmanship.

Swan's Series, Victoria Head Line.

STAPLES' PROGRESSIVE SERIES OF COPY BOOKS:

For both girls and boys	}	Book No. 1,	For girls only	}	Book No. 8.
		" No. 2,			" No. 10.
		" No. 3,			" No. 9.
		" No. 4,			" No. 11.
		" No. 5,			
		" No. 6,			
		" No. 7,			

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

Ruled Card to accompany copy books.

Penholders.

Staples' Circular Pointed School Pens.

Inkpowders.

Rulers, 12 in. (for pupils' use,.)

Lead Pencils.

India Rubber Erasers.

Pink Blotting Paper.

DRAWING.

BARTHOLOMEW'S SCHOOL SERIES OF PROGRESSIVE DRAWING LESSONS.

For beginners } Set of 72 Model Cards, Nos. 1 to 5.

For advanced lessons } Sketch Book (models only), Nos. 1 to 5.

Packages (12 slips) of blank drawing paper, for model cards.

Blank drawing books, for model cards.

Blank drawing paper, for Sketch Books, or model cards.

Drawing Pencils, F, B, BB, HB, H.

India Rubber Erasers

DIAGRAMS.

For purposes of illustration and " Oral Lessons."

Forest Trees (12). Natural Phenomena (30). Botanical Prints

(roots, stalks, leaves, &c., 26). Notes of Lessons on do. do. do.

Wild Flowers (96). Geometrical Figures (2 sheets). Mechanical

Forces (6 on cloth) with exp. sheets.

For purposes of illustration, and " Oral Lessons."

Patterson's Plates of Animals (set of 10, mounted and varnished) Sta-

ples' Writing Charts.

GEOGRAPHY.

Calkin's Geography and history of Nova Scotia.

Calkin's School Geography of the World.

*Series of Wall Maps.*—

Nova Scotia.

British America.

North America.

Western Hemisphere.

Eastern Hemisphere.

England.

Scotland

Ireland.

British Isles (in relation to the Con. of Europe.)

Europe.

Palestine.

Gen'l. Map of Bible Lands.

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

The Celestial Globe—Classical Wall Maps—Orbis Veteribus Notus—Italia Antiqua—Græcia Antiqua—Asia Minor Antiqua—Orbis Romanus.

HISTORY.

Owen's Chronographical Chart on rollers & varnished with Hand Books, Hodgins' School History of British America, or, Boyd's Summary, Curtis' Chronological Outlines of Eng. History, For use in adv. Com. Schools—Collier's School History of the British Empire (Revised Edition), Collier's History of Rome, Collier's History of Greece. For use in High Schools—Smith's Smaller History of Rome, Smith's Smaller History of Greece, Chambers' Ancient History.

NATURAL SCIENCE.

Chambers' Chemistry, (with new notation)

ECONOMIC SCIENCE.

"The Body and its Health"—an elementary work in Physiology, The Chemistry of Common Things, How Plants Grow.

CLASSICS.

*Latin.*—Bryce's First Latin Book, Bryce's Second Latin Book, Edinburgh Academy Latin Grammar, Or, Bullion's Latin Grammar, Arnold's Latin Prose Composition.

AUTHORS—OXFORD EDITIONS.

CEESAR, de Bello Gallico, 1 vol., bound, 38 cts: Lib. I.—III. (with short notes, 1 vol., paper.

VIRGIL, (complete), bound: the Georgics (with short notes), 1 vol., paper: the Æneid, Lib. I.—III. (with short notes), paper.

CICERO, de Off., de Sen., de Amicit., 1 vol.: de Sen., and de Amicit., 1 vol., (with short notes), paper: Oration for the Poet Archias, (with short notes,) paper.

HORACE, (complete), bound: the Odes, (with short notes), paper.

DICTIONARIES.

White's Junior Scholar's Latin-English and English-Latin Dictionary. Greek.—Bryce's First Greek Book, Bryce's Second Greek Book, Bullion's Greek Grammar, or, Edinburgh Academy Greek Grammar, Arnold's Greek Prose Composition

AUTHORS—OXFORD EDITIONS.

XENOPHON, Anabasis, ÆCRIPTIDES, Alcestis, (with short notes), XENOPHON, Memorabilia, HOMER, Iliad, (complete): Lib. I.—VI. (with short notes) 1 vol.

LEXICONS.

Liddell & Scott's Greek-English Lexicon (abrdg.), Yonge's English-Greek Lexicon.

VII. 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.

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.

Eaton's Commercial Arithmetic

Is for sale at R. T. MURRIS, and at the Commercial College, Halifax Trustees of Schools and others wishing to be supplied at wholesale will please apply to Eaton & Frazee, Commercial College, Halifax, or to A. H. Eaton, Commercial College, St. John, N. B.

British American Book and Tract Depository,

66 GRANVILLE STREET, HALIFAX, N. S.

RELIGIOUS MAGAZINES.

CHEAP ILLUSTRATED PAPERS, for Parents and Children such as—

Sunday at Home, per annum.....\$1.75

British Workman, ..... 28

Band of Hope, ..... 14

Specimens will be sent to any teacher who will kindly make an effort to procure Subscribers.

Address, A. McBEAN, Secretary.

**EXAMINATION OF TEACHERS.**

THE annual examination as ordered by the Minute of Council of June 6th, 1872, will be held on

**TUESDAY, THE 22ND OF JULY NEXT, AT 9.30 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 June 1st, a written notice of their intention to be examined, and of the grade of license for which they will apply. No application can be received after this date. Candidates are to undergo Examination in the grade for which they have applied to the Inspector. Seats will not be reserved for any who do not give notification as above. Applications may be made for examination at one of the following stations:—

STATION.	ADDRESS.
Sydney.....	E. Outram, M. A., Sydney.
Baddeck.....	A. Munro, Baddeck.
Margaree Forks } Port Hood..... }	...John Y. Gumm, Broad Cove.
Arichat.....	Remi Benoit, D'Escousse.
Guysborough } Sherbrooke }	.....Wm. Hartshorne, Esq., Guysborough.
Antigonish.....	A. McIsaac, Esq., Antigonish.
Pictou.....	.....D. McDonald, New Glasgow.
New Glasgow }	
Amherst.....	Rev. W. S. Darragh, Shinimicas.
Truro.....	.....R. B. Smith, M. D., Upper Stewiacke.
Tatamagouche }	
Halifax.....	H. Condon, Esq., Halifax.
Windsor.....	Rev. R. R. Philp, B. A., Maitland.
Kentville.....	Rev. R. Sommerville, B. A., Wolfville.
Bridgetown.....	L. S. Morse, Esq., Bridgetown.
Digby.....	Rev. John Ambrose, M. A., Digby.
Clare.....	A. P. Landry, Esq., M. D.
Yarmouth.....	G. J. Farish, M. D., Yarmouth.
Barrington.....	A. C. A. Doane, Esq., Barrington.
Liverpool.....	Rev. Chas. Duff, Liverpool.
Lunenburg.....	W. M. B. Lawson, Lunenburg.

Candidates are to furnish their own writing material. Candidates already holding licenses 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, \$0.37; D, \$0.50; C, \$0.75; B, \$1.00; A, \$4.00. 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 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.

At the examination in each year a spelling exercise shall be prepared 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 exercise shall contain a number of ordinary English words; to be written at dictation; any such candidates not making more than six 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.

**NOTICE TO SCHOOL TRUSTEES.**

**R. T. MUIR & CO.,**

Begin to solicit the patronage of School Trustees for

**SCHOOL BOOKS, STATIONERY  
AND SCHOOL APPARATUS.**

LONDON BOOK STORE - - - 125 GRANVILLE ST

**WANTED.**

A Teacher holding a license of the first class (Grade B.), who has attended the Prov. N. School, and can give, if required, satisfactory testimonials of success in teaching, is desirous of a situation for the ensuing Term.

Address,  
J. A. O. P. O. Box.

Wolfville, N. S., 25th March, 1873.

A first class Normal School Teacher, of two years experience, with good testimonials desires to obtain a situation as head master of a graded school in May next.

Address,  
Box, No. 14

Liverpool, N. S.

A young Lady of some years' experience in teaching, and holding Grade "C" license, seeks an engagement in a graded school the first of May next. Testimonials good. The Superintendent of Education will receive answers.

A young lady holding a first class license, and who has had six years experience as a teacher, in the Counties of Kings and Annapolis, is desirous of being engaged the next Term. in a graded school. Good reference can be given.

Apply to the Education Office, Halifax, March 18th, 1873.

The Trustees of White Hill school section No. 4. Pictou County, desire to engage a female teacher, of the first or second class. Engagement to begin at the opening of the next Term.

Address, stating Terms, &c.  
J. W. CROCKETT.  
Sec. to Trustees.

Hopewell, Pictou, N. S.

If the Trustees of any Section with the services of a first class male teacher, who has had 3 years experience, and can give good references, they please apply to

MOORE C. WADE.  
Bridgetown, N. S.



**Silicate Book Slates**  
FOR SCHOOLS AND COLLEGES.  
Light, Portable, Noiseless, Durable  
UNIVERSALLY USED IN SCHOOLS.  
Silicate Book Slates, Silicate Pocket Slates,  
Black-Boards.  
For Lead-Pencil and Slate-Pencil.



**Silicate Wall-Slating.**  
Makes the best Wall or Wooden Black-board.  
Put up in cans with full directions, and boxed  
for shipping safely with books and other goods.  
Price: Bestwood, 1/2 Pint, \$1.50; quart,  
\$2.50; half gallon, \$5.00; gallon, \$8.00.  
Cor. FULTON & CHURCH Sts. New York.

Most teachers will testify that the old fashioned slates are a great nuisance in the school room. Luckily they are now in a great measure superseded by Book Slates, like those made by the New York Silicate Book Slate Co., of 101 Fulton St., N.Y., whose advertisement appears in this number. This Company furnish an improved marking and erasing surface for lead and slate pencil. These slates are an excellent article for schools, colleges and private individuals; they are a perfect substitute for, and in many respects, have a decided advantage over the natural stone. They do not break, nor scratch the desk. They are portable, light, noiseless and durable. They have been tested for the past five years and are adopted by all the Boards of Education in the leading cities of the United States. They certainly deserve to be ranked among the "modern improvements" in writing material.

**The Journal of Education,**

Published every two months, under authority of Act of Parliament in FEBRUARY, APRIL, JUNE, AUGUST, OCTOBER, DECEMBER—and furnished gratuitously to Trustee-Corporations, and to such Teachers as are specified in Sect. 6 (15) of the law concerning Public Schools.

The Journal will be forwarded, postage prepaid, direct from the office of publication to Trustee-Corporations and to Teachers entitled to receive it. Teachers wishing situations will have the privilege of inserting a brief advertisement (class of license, experience, references, salary, and address,) for one month, free of charge. Trustees in want of teachers will be allowed a similar privilege.

BLACKADAR BROS., 93 Granville Street, Halifax.