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T H E

# JOURNAL OF EDUCATION.

FOR THE PROVINCE OF NOVA SCOTIA.

WE direct the attention of Teachers, Trustees, and Inspectors, to "Official Notices." The amended regulations in reference to Superior Schools will doubtless prove highly beneficial. They take effect in May next. The Spring examination will be held during the latter part of March. This will enable every candidate to know the judgment of the Examiners before the first of May. The roads will probably be in a better condition, also, than in April. It will be seen that under HOLIDAYS "any day proclaimed as a public holiday throughout the Province," has been added. This will include proclaimed Thanksgiving Day, and is to apply to the present as well as to any future term.

### EXHIBITION OF 1868.

OUR readers are already aware that there is to be a Great Agricultural and Industrial Exhibition of the Province in October next. The prize list is very extensive. The following will be of special interest to teachers:—

- School desks, best styles and workmanship. . . . . \$10.00
- Best model cabinet of minerals for illustration of lessons on mineralogy in public schools. . . . . 20.00
- “ model collection of dissected plants, for illustration of lessons on botany, in public schools. . . . . 20.00
- “ specimen of penmanship, business hand, without flourishes. . . . . 4.00
- 2nd do. . . . . 2.00
- Best assortment of school apparatus for a graded school. . . . . 20.00
- “ specimen of prescribed writing books, (Staples) Nos. 8 and 9, executed by a pupil of the public schools. . . . . 20.00
- “ specimen of prescribed writing books, (Staples) Nos. 2 and 5, executed by a pupil of the public schools. . . . . 20.00

We are disposed to think that the Committee will have a good many copy-books to examine. Here is an opportunity for the good writers.

### MENTAL OUTFIT OF THE NEW DOMINION.

BY HON. D'ARCY M'GEE, M.P.L.A.

ALL political observers are, I believe, now agreed, that all the forces of a nation may be classed under three heads, of moral, mental, and physical force. It needs no argument to prove, that in this reading and writing age, "the age of the press" as it has been called, power must be wherever true religion is, and where most intelligence, most power. If England conquers India by intellect and bravery, she can retain it only at the price of re-educating India; if a Czar Peter and Czarina Catherine add vast realms to the Russian Empire, they too, must send out the schoolmasters to put up the fences, and break in the wild cattle they have caught; if a United States reaches the rank of first power, it must, at the same time, send its best writers as Ambassadors of its interior civilization. To this end Benjamin Franklin, Irving, Everett, Pauldin, Baneroff, Motley and Marsh have been selected with the true instinct of mental independence, to represent the new country at the old courts of Christendom; while Howard, Payne, Hawthorne, Mitchell, and other literary men, have filled important consular offices, by the dictation of the same sentiment of intellectual self-assertion.

### MENTAL SELF RELIANCE ESSENTIAL TO THE NEW DOMINION.

Regarding the New Dominion as an incipient new nation, it seems to me, that our mental self-reliance is an essential condition of our political independence; I do not mean a state of public mind, puffed up on small things; an exaggerated opinion of ourselves and a barbarian depreciation of foreigners; a controversial state of mind; or a merely imitative apish civilization. I mean a mental condition, thoughtful and true; national in its preferences, but catholic in its sympathies; gravitating inward—not outward,—ready to learn from every other people on one sole condition, that the lesson, when learned, has been worth acquiring. In short, I would desire to see, gentlemen, our new national character distinguished by a manly modesty as much as by mental independence, by the conscientious exercise of the critical faculties, as well as by the zeal of the inquirer.

### MENTAL PABULUM OF THE NEW DOMINION.

Our next census—in 1870—will find us over 1,000,000; educationally, as far as rudimental learning goes, as well advanced as "the most favored nations" in that respect.

I am indebted to Mr. Griffin, Deputy Postmaster-General, for valuable evidence, not only of the quantity of reading and writing matter distributed by post in Ontario and Quebec during the present year, but also during the last four years. Mr. Griffin sends me these figures as to the letters and newspapers circulated through the former Upper and Lower Canada offices from 1863 to 1867, inclusive:—

	Letters.	Newspapers.
1863.....	11,000,000	12,500,000
1864.....	11,500,000	12,500,000
1865.....	12,200,000	11,800,000
1866.....	13,000,000	12,800,000
1867.....	14,200,000	14,000,000

As to 1865-66, "I think it probable," says Mr. Griffin, "that the postmasters were not as accurate as they should have been." The same gentleman adds that "of the fourteen millions of papers circulating this year, about eight millions are Canadian, going direct to subscribers from the offices of publication, and the other six millions are made up of United States and European papers coming into the country. Of the letters there were above ten millions domestic and four millions foreign." (The close proximity of the two sets of figures is very remarkable.) We are by this showing, or ought to be, a reading people; and if a reading, why not also a reflective people? Do we master what we read? Or does our reading master us? Questions surely, not untimely to be asked, and so far as possible by one man to be answered.

Our reading supplies are, as you know, drawn chiefly from two sources, first—books which are imported from the United States, England and France,—a foreign supply likely long to continue foreign. The second source is our newspaper literature, chiefly supplied, as we have seen, from among ourselves, but largely supplemented by American and English journals.

### THE PRESS AS A MENTAL POWER.

I shall not be accused of flattering any one when I say that I consider our press tolerably free from the license, which too often degrades and enfeebles the authority of the free press of the United States. Ours is chiefly to blame for the provincial narrowness of its views; for its localism and egotism; for the absence of a large and generous catholicity of spirit, both in the selection of its subjects and their treatment; for a rather servile dependence for its opinions of foreign affairs, on the leading papers of New York and London. Moreover there is sometimes an exaggerated pretentiousness of shop superiority, with which the public are troubled more than enough, for it is a truth, however able editors may overlook it, that the much-enduring reader does not, in nine cases out of ten, care one jack straw for what this editor thinks about that one, or whether our contemporary round the corner has or has not resorted to this, or other sharp practice in order to obtain a paragraph of exclusive intelligence. The reading public cordially wish all able editors better subjects than each others faults or foibles; and the fewer professional personalities one finds in his paper, the better he likes it, in the long run.

This newspaper literature forms by much the largest part of our general reading. There are in the four United Provinces about one hundred and thirty journals, of which thirty, at least, are published daily. Of the total number of habitual readers it is not possible to form a close estimate, but they are probably represented by one-half of the male adults of the population—say 400,000 souls. However ephemeral the form of this literature, the effect must be lasting; and men of one newspaper especially, are pretty much what their favorite editors make them. The responsibility of the editor is, therefore, in the precise proportion to the number and confidence of his readers. If they are 500, or 5000, or 50,000, so is the moral responsibility multiplied upon him. He stands to hundreds of thousands in a relation as intimate as that of the physician to his patient, or the lawyer to his client; and only in a degree less sacred, than that of the pastor to his people. He is their harbinger of light, their counsellor, their director; it is not for him to build up the gaps in their educational training; to cut away the prejudices, to enlarge the sympathies; to make of his readers, men honest and brave, holders of truth and lovers of justice. Modern society does not afford educated men any position, short of the pulpit and the altar, more honorable, more powerful for good or evil, and more heavily responsible to society. The editorial character as we know it, is not above a century old, that length of time ago, correspondents addressed the publisher or printer, but not the

editor. Original views on events and affairs were in those days usually given to the press in pamphlet form—of which subdivision in literature England alone has produced enough to fill many libraries. This pamphlet literature is now for the most part a dead letter, as ephemeral as our newspapers now are; unless when falling into the hands of men like Swift, Addison, Johnson and Burke, the publication of a day in dealing with principles and great characters, rose to the dignity and authority of a classic. There is no insuperable obstacle in the case to prevent our newspaper writing undergoing a similar improvement. The best English and American journals are now written in a style not inferior in finish to the best books, and though ours is the limited patronage of a province, it is not unreasonable that in our principal cities we should look for a high-toned, thoughtful, and scholarly newspaper style of writing. In the Australian colonies, where, by sheer force of distance, much smaller communities than ours are thrown more on their own mental resources, they produce newspapers, in all respects, superior, and when they do borrow from their antipodean exchanges, they borrow only the best extracts. With us the scissors does much, and does well; but I should say with profound deference to the editorial scissors, to spare us, on all occasions, what passes for Irish anecdote across the border; and especially to avoid naturalizing among us, those discourses or narrations which are disfigured by blasphemous perversions, and parodies of the Sacred Scriptures.

#### BOOKS AND PUBLIC READING LIBRARIES.

As to the other branch of supply, I believe our book-sellers have nothing to complain of. The sale of books is on the increase, though not at all so largely as the sale of newspapers. Our books are mainly English, or American reprints of English originals. In point of price the editions are not so far apart as they were on the other side during the civil war. As to the classes of books most in request, I have been informed by one of our members well-informed on the matter, that the sales may be divided somewhat in these proportions: religious books 18 per cent., poetical works 10 per cent., books on historical, scientific and literary subjects 28 per cent., and works of fiction 44 per cent. My obliging informant (Mr. Samuel Dawson), adds in relation to the comparative money value of the several classes of books most in demand, the historical, literary, and scientific works would represent about 45 per cent., the works of fiction 22, the poetical 15, and the religious 18 per cent. of the value. We thus have this striking result, that whereas the works of fiction are in volume, nearly one-half of all the reading done among us, in cost they come to less than one-fourth, what is expended for other and better books. An accurate analysis of these books would be a valuable index to what it much concerns us to know, whether "Thomas A. Kempis" is still the book most read next to the Bible. How many of Shakespeare, and how many of Tupper go to the hundred; whether the "Pilgrim's Progress" is bought chiefly as a child's book, or whether Keble's "Christian Year" sells as well or better than "Don Juan"? "The demand for novels," says my informant, "is not nearly so great as it was," and this he traces to the growing preference for newspapers and periodicals, containing serial stories and romances in chapters. On the general subject of reading fictitious works, I hold a *juste milieu* opinion. I hold that a bad novel is a bad thing, and a good one a good thing. That we have many bad novels, issued from the press every day, is a lamentable fact; books just as vile and flagitious in spirit as any of Mrs. Behm's abominations of a former century. The very facility with which these books are got together by their authors, might itself be taken as evidence of their worthlessness, for what mortal genius ever threw off works of thought or of art worthy of the name with such steam engine rapidity? It is true, Lopez de Vega could compose a comedy at a sitting, and Lafontaine, after writing one hundred and fifty sentimental stories, was obliged to restrain himself to two days writing in the week, otherwise he would have drowned out his publishers. But you know what has been said of "easy writing" generally. For my own part, though no enemy to a good novel, I feel that I would fail in my duty if I did not raise a warning voice against the promiscuous and exclusive reading of sensational and sensual books, many of them written by women, who are the disgrace of their sex, and read with avidity by those who want only the opportunity equally to disgrace it. We must battle bad books with good books. As our young people in this material age will hunger and thirst for romantic relations, there is no better corrective for an excess of imaginative reading than the actual lives and books of travel of such men as Hudson, Burton, Speke, Kane, DuChailu, Hue and Livingston. These books lead us through strange scenes, among strange people, are full of genuine romance, proving the aphorism "truth is strange—stranger than fiction." But these are books which enlarge our sympathies, and do not pervert them; which excite our curiosity and satisfy it, but not at the expense of morals; which give certainty and precision to the geographical and historical dreams of our youthful days; which build up the gaps and spaces in our knowledge with new truths, certain to harmonize with all old truths—instead of filling our memories with vain or perplexing, or atrocious images, as the common run of novelists are every day doing.

#### THE BOOK OF BOOKS ITSELF.

In regard to the Bible, Mr. McGee said, there is always, as a corrective to diseased imaginations, the Book of Books itself—the Bible. I do not speak of its perusal as a religious duty incumbent

on all Christians; it is not my place to inculcate religious duties; but I speak of it here as a family book mainly; and I say that it is well for our new Dominion that within the reach of every one who has learned to read, lies this one book, the rarest and most unequalled as to matter, the cheapest of books as to cost, the most readable as to arrangement. If we wish our younger generation to catch the inspiration of the higher eloquence, where else will they find it? If we wish to teach them lessons of patriotism, can we show it to them under nobler forms than in the maiden deliverer who smote the tyrant in the valley of Bethulia? or in the grief of Esdras as he poured the foreign king his wine at Susa? or in the sadness beyond the solace of song, which bowed down the exiles by the waters of Babylon? Every species of composition, and the highest kind in each species, is found in the wondrous two Testaments. We have the epic of Job, the idyl of Ruth, the elegies of Jeremias, the didactics of Solomon, the sacred song of David, the sermons of the greater and lesser prophets, the legislation of Moses, the parables of the Gospel, the travels of St. Paul, the first chapters of the history of the Church. Not only as the spiritual corrective of all vicious reading, but as the highest of histories, the trust of philosophies, and the most eloquent utterance of human organs, the Bible should be read for the young, and by the young, at all convenient seasons.

In other respects, I do not advocate a domestic spy system on our young people; but if one knew that a young friend or relative was acquiring a diseased appetite for opium-eating, would we not interfere in some way? And this danger to the mind is not less poisonous than that other drug is poisonous to the body. "The woman that hesitates," says the proverb, "is lost;" as truly may it be said, "the woman who hides her book is lost." And in this respect, though society allows a looser latitude to men, it is doubtful if reason does; it is very doubtful if any mind, male or female, ever wholly recovers from the influence on character of even one bad book, fascinatingly written.

#### UNIVERSITIES AND COLLEGES IN THE DOMINION.

Mention must be made, gentlemen, of those institutions of learning and those learned professional classes which ought, and doubtless do, leaven the whole lump of our material progress. We have already twelve Universities in the Dominion—perhaps more than enough, though dispersed at long distances—as from Windsor and Fredericton to Cobourg and Toronto. The charters of these institutions, up to the close of the last decade, were Royal charters granted directly by the Crown, with the concurrence, of course, of the Colonial authorities for the time being. In the order of time they range thus:—King's College, Windsor, Nova Scotia, 1802; McGill College, Montreal, chartered in 1821, actually commenced only in 1829; King's College, Fredericton, 1823; Laval, 1852; Lennoxville, 1853; St. Mary's, Montreal, 1859; Queen's College, Kingston, 1811; Victoria College, Cobourg, 1841; Trinity College, (formerly King's), Toronto, 1842; Toronto University, 1860; Ottawa, 1866; Regiopolis, 1866. All these institutions possess and exercise university powers in granting degrees both to graduates and "*honoris causa*," though some of them have never had organized classes in more than two faculties—divinity and arts. Nova Scotia has, I believe, no native medical school; New Brunswick, I believe, is in a similar position; and some of our Ontario and Quebec Universities have been always deficient in one or other of the four faculties. In the ancient sense, therefore, of a University being the seat of universal knowledge, we have no such institutions; but it cannot be supposed for a moment that the existence, at twelve different points of our territory, of classes even in the single faculty of Arts, is not, in itself, a cause of thankfulness. We might have had a higher standard, with fewer institutions, could we have agreed upon the same curriculum of studies for all our youth; but, taking them as they are, those institutions which have had a reasonable time to do it, have work to show for their time. We have not had, except in the case of McGill alone, large bequests from private persons, as they have had in the United States and England, and as it is to be hoped we may have, as we increase in wealth and public spirit. Most of our Industrial and Classical Colleges (of which we have some ten or twelve in this Province) owe their origin to some such private acts of beneficence; but the number of scholarships founded by wealthy individuals, who have made large fortunes in this country, might, I fear, be reckoned on the finger of one hand. It were perhaps to be wished that this whole subject of superior education had remained in some sort to Federal care and superintendence, under a Federal Minister of Education, capable and devoted to the task. But the honorable rivalries of local administrations may be trusted as preventives against stagnation and exclusiveness. If many Swiss Cantons and third-rate German States are able to sustain famous Universities, unbacked by high political patronage, we may hope that, in this matter, Ontario and Quebec, and Acadia, may be found capable of doing likewise.

#### THE LEARNED PROFESSIONS.

Of the learned professions which represent in the world to a large extent these native colleges and universities, there are probably in the Dominion above 3,000 clergymen, 2,500 medical men, and perhaps (this is a guess) from 500 and 600 lawyers; say, apart from collegiate professors, 6,000 essentially "educated men." The special acquirements of this large body of men, in languages, laws, history, dialectics, chemistry, and *belles lettres*, ought surely not to be confined solely within the rigid limits of professional occupation;

but ought, at least occasionally, flow out in secular channels for the benefit of lay societies, and the general elevation of the public taste.

Of the medical literature of the Dominion, I am wholly incapable of forming an opinion; and with the literature of law, if we have of late years produced any, I am unacquainted. But even to one standing apart from both these highly privileged professions, in other countries so distinguished for their general as well as special attainments, it must be apparent that there is a much more vivid intellectual life among the faculty, than among members of the bar.

#### PUBLIC LIBRARIES.

Of public libraries, I grieve to say, that we have not, so far as I know, a single one in the whole Dominion. There is a society library, containing some good books, at Quebec; there are, of course, college libraries more or less incomplete; there are law libraries at Osgoode Hall, and elsewhere; there is our own excellent parliamentary library (some 60,000 chosen volumes); but no public library in any of our chief towns. To Montreal I certainly must always consider this a shameful reproach; but I have spoken so often of it elsewhere, that I shall not dwell upon it again.

#### COLONIAL WRITERS AND THINKERS.

From all these sources—our numerous reading class—our colleges—our learned professions—we ought to be able to give a good account of the mental outfit of the new Dominion. Well then, for one of those expected to say what he thinks in these matters, I must give it as my opinion that we have as yet but few possessions in this sort that we can call our own. We have not produced in our colonial era any thinker of the reputation of Jonathan Edwards or Benjamin Franklin; nor any native poet in the rank of Garcilaso de la Vega—the Spanish American. The only sustained poems we have of which the scenes are laid within the Dominion are both by Americans, Longfellow's "Evangeline," and Mr. Street's "Frontenac"—the latter much less read than it deserves. One original humorist we have had, hardly of the highest order, however, in the late Judge Haliburton; one historian of an undoubtedly high order, in the late Mr. Garneau; one geologist, Sir William Logan; but, as yet, no poet, no orator, no critic, of either American or European reputation. About a century ago an eminent French writer raised a doubt as to whether any German could be a literary man. Not, indeed, to answer that, but many others, arose as a golden cloud, that gifted succession of poets, critics and scholars, whose works have placed the German language in the vanguard of every department of human thought. Thirty years ago a British Quarterly Review asked, "Who reads an American Book?" Irving had answered that long ago; but Longfellow, Cooper, Emerson, Prescott, Hawthorne, Holmes, and many another, have answered the taunt triumphantly since. Those Americans might, in turn, taunt us to-day with "Who reads a Canadian book?" I should answer frankly, very few, for Canadian books are exceedingly scarce. Still we are not entirely destitute of resident writers. Dr. Dawson has given the world a work on his favorite science, which has established his name as an authority; Dr. Daniel Wilson's speculations on Prehistoric Man have received the approval of high names. Mr. Alpheus Todd has given us a masterly and original treatise on Parliamentary Government, which will be read and quoted wherever there is constitutional government in the world; Heavyside, Sangster, and McLaughlin are not without honor. An amiable friend of mine, Mr. J. Lemoine, of Quebec, has given to the world many *Maple Leaves* worthy of all praise—the only thorough Canadian book in point of subject, which has appeared of late days, and for which, I am ashamed to say, the author has not received that encouragement his labors deserve. If he were not an enthusiast he might well have become a misanthrope, as to native literature, at least. Another most deserving man—in a different walk—a younger man, but a man of unwearied industry and a very laudable ambition—Mr. H. J. Morgan, now of Ottawa, announces a new book of reference, the *Bibliotheca Canadensis*, which I trust will repay him for the enormous labor of such a compilation. These are, it is true, but streaks on the horizon, yet even as we watch others may arise; but be they more or less, I trust every such book will be received by our public less censoriously than is sometimes the case; that if a native book should lack the finish of a foreign one, as a novice may well be less expert than an old hand, yet if the book be honestly designed, and conscientiously worked up, the author shall be encouraged not only for his own sake, but for the sake of the better things which we look forward to with hopefulness. I make this plea on behalf of those who venture upon authorship among us, because I believe the existence of a recognized literary class will by and by be felt as a state and social necessity. The books that are made elsewhere, even in England, are not always the best fitted for us.

And if English made books do not mortice closely with our colonial deficiencies, still less do American national books. I speak not here of such literary universalists as Irving, Emerson and Longfellow; but of such American nationalists as Hawthorne, Bancroft, Brownson, Draper, and their prose writers generally. Within the last few years, especially since the era of the civil war, there has been a craving desire to assert the mental independence of America as against England; to infuse an American philosophy of life, and philosophy of government, into every American writing and work of Art. Mr. Bancroft's oration on the death of Mr. Lincoln

was an example of this new spirit; and Mr. Draper's "Civil Policy of America" affords another illustration. It is a natural ambition for them to endeavor to Americanise their literature more and more; all nations have felt the same ambition, earlier or later; so Rome wearied of borrowing from the Greeks, and so Germany revolted a century ago, against French philosophy, French romances and a Frenchified drama; so the sceptre of mind passed for a time from Berlin to Weimar, and of late only by annexation has it gone back to Berlin. No one complains of this revolution. As long as justice, and courtesy, and magnanimity are not sacrificed to an intolerant nationalism, the growth of new literary states must be to the increase of the universal literary republic. But when nationalism stunts the growth, and embitters the generous spirit which alone can produce generous and enduring fruits of literature, then it becomes a curse rather than a gain to the people, among whom it may find favor, and to every other people who may have relations with such a bigotted one-sided nationality.

It is quite clear to me, that if we are to succeed with our new Dominion, it can never be by accepting a ready-made easy literature, which assumes Bostonian culture to be the worship of the future, and the American democratic system to be the manifestly destined form of government for all the civilized world, new as well as old. While one can see well enough that mental culture must become more and more to many classes, what religion alone once was to all our ancestors in individual and family government, while the onward march of political democracy is a fact equally apparent—it is by no means clear to myself, for one, that religion will yield diminished power in the presence of a genuine, modest, deep-seated culture; or, that the aristocratic inequalities inherent in men from their mothers' womb will not assert themselves successfully in any really free state. In other words, I rely upon nature and revelation against the levelling and system-mongering of the American, or any other kind. In nature and in revelation we should lay the basis of our political, moral and mental philosophy as a people; and once so laid, those foundations will stand as firmly set and rooted, as any rocks in the Huronian or Laurentian range.

It is usual to say of ourselves, gentlemen, that we are entering on a new era. It may be so, or it may be only the mirage of an era painted on an exhalation of self-opinion. Such eras, however, have come for other civilized states, why not for us also? There came for Germany the Swabian era, the era of Luther, and the era of Goethe; for modern Italy the age of Leo X.; for France the age of Louis XIV. In our own history there have been an Elizabethan and a Georgian era; and, perhaps, there is at hand an American era, in ideas, in manners, and in politics. How far, we, who are to represent British ethics and British culture in America—we, whose new constitution solemnly proclaims "the well understood principles of the British constitution;" how far we are to make this probable next era our own—either by adhesion or resistance—is what, gentlemen, we must all determine for ourselves, and so far forth, for the Dominion.

#### APPEAL TO THE YOUNG MEN OF THE DOMINION.

I shall venture in concluding this merely tentative and preliminary paper, to address myself directly to the educated young men of Canada, as it now exists. I invite them, as a true friend, not to shrink from confronting the great problems presented by America to the world, whether in morals or in government. I propose to them that they should hold their own, on their own soil, sacrificing nothing of their originality; but rejecting nothing, nor yet accepting anything, merely because it comes out of an older, or richer, or greater country. That it should always remain a greater country is partly for us also to determine; for, at least to our notion, ancient Greece was a greater country than the Persian empire, as at this day. England proper may be considered a greater country than Russia. But North America is emerging; and why not our one-third of the North rise to an equal, even if an opposing attitude, with the land conterminous? Why not? I see no reason, why not? What we need are the three levers—moral power, mental power, and physical power. We know tolerably well what our physical resources are, and by that knowledge we are cheered on; questions of purely moral strength or weakness we may leave to their appointed professors, the reverend clergy; of our existing mental ways and means, I have given a rapid resume.

To supply our list of deficiencies, I have not undertaken yet, as the object of all intellectual pursuits, worthy of the name, is the attainment of *Truth*: as this is the sacred temple to be built or rebuilt; as this is the Ithaca of every Ulysses really wise, I venture humbly to suggest that we need more active conscientiousness in our choice of books and periodicals, for ourselves, and for our young people; that the reading acquirement which moves, and embraces and modifies every faculty of our immortal souls, is too fearful an agent to be employed capriciously, or wantonly, much less wickedly, to the peril of interest which will not now be covered up forever, by the sexton's last shovel of churchyard clay. I venture to suggest that we should look abroad, and see with the aid of this all-powerful agent or acquaintance what other nations are doing as intellectual forces in the world; not limiting our vision to America, or England, or France, but extending eager, honest inquiries, beyond the Rhine, and beyond the Alps. From Germany the export of ideas, systems, and standards of philosophy, criticism, and belief, has not yet ceased; and from reconstructed Italy—so ripe in all intelligence—a new mental kingdom must come forth; if the new political kingdom is to stand. I venture to invite the

younger minds of the Dominion to the study of the inner life of other nations, not to inspire them with a weak affection of imitating foreign models, but rather with a wholesome and hearty zeal for doing something in their own right on their own soil. On a population of four millions we ought to yield in every generation 40 eminent, if not illustrious men, that is to say, one man to every 100,000 souls. And favored as we are, we should certainly do so, if the cultivation of the mind was pursued with the same zeal as the good of the body; if wisdom were valued only as high as mere material wealth, and sought as strenuously, day by day.

I am well convinced that there do exist, in the ample memories, the northern energy, and the quick apprehensiveness of our young men, resources all unwrought of inestimable value to society. I would beseech that most important class, therefore, to use their time, to exercise their powers of mind as well as body, to acquire the mental drill and discipline, which will enable them to bear the arms of a civilized state in times of peace, with honor and advantage. If they will pardon me the liberty I take, I venture to address them an apostrophe of a poet of another country, slightly altered to suit the case of Canada.

"Oh brave young men, our hope, our pride, our promise,  
On you our hearts are set,—  
In manliness, in kindness, in justice,  
To make Canada a nation yet!"

### BENEKE'S PSYCHOLOGY.

#### SECTION IX.—*Things identical, or similar, have a tendency to unite together.*

YOU have all seen a dove. But why, when I mention the word dove, do none of you think of a starling? I mention the word bench, and none of you represents to his mind a table. I shew you the letter *a*, and none of you say that it is an *x*. Touch this stone. Do you say it is soft?

Would it be possible for me to succeed in trying to persuade you that sugar tastes bitter, and salt sweet; that the rose smells disagreeably, and hemlock refreshing; that we feel the warmth of spring painful, and a prick of a needle pleasureable. You smile and think, We know better than that. But had none of you ever tasted either sugar or salt, or smelt a rose or hemlock, or felt the warmth of spring, or the prick of a needle, then I might succeed in persuading you; but you have experienced all these sensations, and traces of them have remained in your soul. When, therefore, the same object is again presented to you you obtain a new perception, which leaves behind a new trace, provided the faculty has not been too feeble or transiently excited by the stimulus; for, bear this ever in mind, all seeing, hearing, touch, &c., becomes possible, not directly by means of traces or impressions, but only thus, when a vacant faculty receives a stimulus which (if of power sufficient to stir it into activity), remains behind and is combined with itself, and forms a trace resembling the object from which it proceeded.

When this is done, what will be the result? Will the new trace remain in the soul solitary and isolated, or will it combine with other similar traces already existing there, or with dissimilar traces? Undoubtedly it will unite only with the similar, and thus you see that each impression recalls to your mind a like impression you have formerly received; hence the present object of perception comes before you as something old and familiar; a perception only seems new when there exist already in the mind no similar traces with which the trace just left can unite itself. For example I pronounce the word *hare*, instantly the sound stimuli which lie in it unite with the traces which you have carried in your mind of this word from an early period. But had I said the word "*Lepus*," you would have looked at me wonderingly, because the sound stimuli from this word find nothing similar in your mind with which to unite. There is the same law of association of like with like in those ideas which you owe to the senses of sight, touch, taste, &c. You see here this plate. Does the sight of it make you think of a window? You touch this coarse-grained stone. What are the traces stirred in your mind by so doing? Certainly not those of softness or smoothness, but only those of hardness and roughness, although the former exist in your mind equally with the latter. Taste this cherry, smell at this carnation, hold your hand near this hot oven, and certainly no ideas of bitterness, mustiness, or cold will occur to your mind in so doing. On the other hand, objects which you see, words which you hear, fruits which you taste for the first time, you call strange; they are unknown to you, because the new perception finds within you no similar traces or impressions. We affirm, accordingly, that in the human soul all things that are identical unite and blend together to form one whole, or a single image.\*

Still further, I went to attend a fair. There a stranger came up to me, and holding out his hand, said to me in the friendliest way, How glad I am to see you. I looked at him with surprise, and asked whom I had the honour of speaking to. He then perceived that he had made a mistake. Excuse me, he said, I took you for an old acquaintance. You are so very like him. Suck mistakes as these are of frequent occurrence.

\* Certainly each single trace, even from our birth, is something formed, and thus may be called an image; but we understand here by this term rather something formed by the combination of many traces, and in this sense we shall generally make use of the expression.

Young children who have not yet acquired the power of distinguishing identity and likeness, generally confound together objects that have some resemblance. Thus they call shillings, sixpences, pence, halfpence, and flat buttons "pennies," everything furry or woolly they call a pussy, every species of music a pipe, &c. Our common expressions, too, such as this, feels, or tastes, or smells like this, or that, bear witness, that in the human soul, not only identical but similar stimuli unite with similar traces already formed there. Therefore, whatever is formed in the human soul by means of sense, perception combining with the identical and the similar, tends to form one whole, or a single image. This is the law of the mutual attraction of like with like.

#### SECTION X.—*Rise of Consciousness—Conception.*

All that the newly-born soul can do and does, consists in this. It forms sensuous impressions through the union of the original faculties with external stimuli. In short, it perceives or lays hold of objects by the senses. Recall now the first sense perceptions which your soul formed. No one is able to do this. No man's consciousness reaches so far back. The new-born child sees, hears, &c., indeed, in the same way as does the full grown man, i.e., the same external influences unite with his original faculties as with the faculties of the man, but the child knows nothing of all this, his feelings and perceptions are all still unconscious. How, then, do they become conscious? You have yourselves already more than once had experience of how this takes place. When you came to school for the first time, I showed you the letter *a*. Here you had a perception, and this left behind it a trace. But were you yet clearly conscious of this impression? Unfortunately you were not, as was manifest next day, when I asked you to name the letter. What, then, did I do? I made you once more consider the letter attentively. Hence you gained new perceptions of it, and these combined with the first trace left behind in your mind. Now, you began to have a clearer consciousness of it, although there were still some among you with original faculties feebler than those of the others, whose perceptions of it still remained dim. To these I showed it again and again, until it stood out perfectly distinct and clear in the consciousness of all. I did the same with all the other letters of the alphabet, and the result was that you have now such a full consciousness of all these letters, that through life you will preserve a perfectly clear idea of them.

Or when I wished you to learn a song, how did I proceed? First, I sang over a few notes slowly and distinctly in your hearing, and you sang these after me, then I repeated this once or twice, then I sang a whole line, and so on in this way until you were familiar with the whole melody. You noticed yourself how that of which at first you knew nothing became more and more clear to your consciousness each time it was repeated, until at last you were able to sing it perfectly without help. How, then, was the consciousness of all the letters of the alphabet, and the many songs you know, formed in your soul? Only by means of the many perceptions and the many traces which you formed from them.

An exactly similar process has been found to take place with grown up persons who having been born blind, received their sight by means of a successful operation. At first they knew nothing at all of the objects they saw. Everything was dim and undistinguishable, nothing came before their eyes with distinctness, although they had a perfectly clear consciousness of all objects discernible by their senses of hearing, touch, &c. But gradually, as by repeated impressions conveyed by light of the same things, like traces or impressions were obtained by their souls, they learned to distinguish objects of sight more clearly, until at last their consciousness of them was perfectly distinct. But if the original faculties collectively, are unconscious, whence does each individual perception, that is to say, each individual faculty which the perception demands, obtain its consciousness? The answer is this. The unconscious faculties carry within them originally the capacity of becoming conscious, and this capacity is developed into actual consciousness as soon as the faculties are stirred into activity by means of external stimuli, and both unite together. This is the sole condition. Thus we see the original faculties and stimuli, each in themselves unconscious, produce consciousness by their combination. This is the governing law of the soul in this matter. The deepest foundation of consciousness, however, lies in the original faculties.

By what means now in the foregoing examples did the consciousness become stronger and stronger? It was in this way. Each perception as it was received, remained behind in the soul, and all being of the same nature united together in one whole. For each individual perception has its own consciousness, although a vague and weak one, which indeed for the moment passes away, and is apparently, though not really, lost (provided the act of perception passed into a trace); and the greater is the number of such similar traces coming together, so much the stronger is the consciousness of the whole or the single mental image thence resulting, when it is again stirred up in all its parts. He who has seen an animal ten times, retains a clearer consciousness of it than one who has seen it only once, twice, or three times, supposing the strength of the original faculties in both persons to be equal; and he also who has heard a melody ten times, will have a more distinct consciousness of it than one who has heard it only once or twice, &c.

The existing original faculties along with the traces, naturally remain entirely unconscious, until they are developed by the appropriation of outward stimuli, and then they continue to exist

as traces. Why then is repetition so good? Why do I make you efface and rewrite what you have written on your slate during your lesson on orthography, although you have already corrected each mistake by comparing it with what I have written on the black-board?

Now, when a number of similar traces have combined to form one image in the soul, so that we have there a perfectly clear consciousness of the objects from which the stimuli proceeded, we then say we have obtained a conception of the object, or that we can imagine it to ourselves. When is a conception really clear and distinct? and how does it become so? How long does it continue dim and indistinct? In what persons does this process take place rapidly, and in whom does it take place more slowly? The more delicate are the stimulating influences appropriated by the original faculties, and the more firmly they are laid hold of, so much the more accurate must be the conceptions which are formed from them.

With the rise, moreover, and strengthening of consciousness there arises what is commonly termed Mind. The mind is awakening, we say, which really signifies just this, that consciousness is being formed, for where no real consciousness is produced, as in the souls of beasts and the completely imbecile, we never speak of mind. The healthy human soul is an intellectual being, *i. e.* one whose faculties are capable of a clearer, more definite, more widely extended consciousness than the faculties of mere animal souls; and this consciousness from the beginning, up to a certain period, whether in greater or less perfection, is necessarily developed. By means of education, instruction, and diligent self-culture, this development may be carried on indefinitely, for the formation of new original faculties never ceases. But the stronger these faculties are, so much the stronger and clearer is consciousness formed in them, and thus the strength of the original faculties appear to lie at the foundation of consciousness, of intellectuality, or of mind.

Has the human soul a consciousness independent of images—a universal or general consciousness? This question we shall consider hereafter.

#### SECTION XI.—*Relation of Outward Stimuli to the Original Faculties.*

Whether a conception is formed in the soul, distinctly or indistinctly, depends, however, upon something further.

You enter a strange country just at dusk. You are asked afterwards to give a description of it. You reply, "I am unable to do so with any degree of accuracy, because it was getting dark when I saw it." Some influences from the light did indeed combine with your original faculties, but they were insufficient; and if you should visit the same country repeatedly, yet always in the dusk, you would never form a clear and distinct conception of it. Suppose now I pronounce to you rapidly in an under tone some foreign word. Can you tell what I have said? No, you cannot. The sound stimulus was insufficient; and were I to repeat the same word a hundred times in the same manner, you would attain no distinct conception of it. But visit that country in the clear daylight, or let me speak the word aloud and distinctly, and your mental conception of both will be clearly defined. Wherein lies the distinction? In the first examples, the stimuli were too few. They were not sufficient, as it were, to fill up the wants of the original faculties; in the second, they were numerous enough to answer all the demands of the faculties, and these at once appropriated them or held them fast; and just as the power of the magnet is increased, when it is made to bear as much as it can admit, so is the power of the original faculties perfected by a full measure of stimuli being afforded to them. There is now left behind in the soul a perfect trace or impression, and the more of these fully formed impressions of a like nature combine together to form a whole (because individual faculties have again been stirred up by the said object, in proportion to the fulness of its stimulating influence), so much stronger does the resulting conception of the received object become. From all this we learn, that if a clear conception is to be formed in the soul, there must be a sufficient amount of stimulating influence from without, *i. e.* there must be as much as is needed by the original faculties for their work and formation. Where stimuli are too few, the result is either no conception at all, or a very indefinite one. Let us now sum up shortly all that belongs to the formation of a clear mental conception.

(1.) There must be in the original faculties strength, power sufficient to hold fast the received external stimuli.

(2.) Like perceptions must combine with like traces, in order to form one whole.

(3.) The external influence must be sufficient, *i. e.* it must be such as the original faculties demand for their perfect formation or satisfaction.

There is, of course, no defined limit to enable us to say decidedly, this measure of stimulus is sufficient, that is insufficient, because this must depend on the different measure of susceptibility existing in the original faculties of different individuals. In every case, however, this law holds good, that only by the right measure are the faculties strengthened, too small a measure relaxes, while too great injures and enfeebles them.

#### SECTION XII.—*The Continual Alternation between Consciousness and Unconsciousness.*

During the few years in which you have lived in the world, you have, in the way I have described, already formed such a vast

number of conceptions that it would be very difficult to enumerate them. You yourselves do not at this moment know them all, and you are never (fortunately for you) conscious of them all at the same time. It would cause you great mental perplexity if you were. You have only before your minds for the present such as you need, in order to understand me. When you proceed to do a sum in arithmetic, you no longer think on what we have now been speaking, but on your figures, and how you are to bring out the result of your sum correctly, and so in all other cases.

There are always in our souls only so many conscious conceptions as we want to make use of,—all the rest remain in a state of unconsciousness.

What we have this moment been conscious of, perhaps the moment afterwards we cease to think of, and during sleep (if we do not dream) all our conceptions relapse into a state of unconsciousness. Thus there takes place in the soul a continual coming and going of conceptions—the conscious lapsing into the unconscious, and these again passing into consciousness. How does this take place? We have already explained (Section 10) how consciousness takes its rise out of the original unconsciousness of our faculties; so out of something which till then possessed no consciousness. The consciousness thus formed is therefore the opposite of non-consciousness. Traces, or residua, on the other hand, though, as such, certainly also unconscious, have yet included within this unconsciousness, an already developed consciousness which is silent or latent, only in consequence of the absence of an exciting cause. Hence, when these become conscious, a consciousness is formed which has for its opposite something altogether different from non-consciousness, namely, mere absence of stimulus or excitement. And accordingly, when traces emerge into consciousness, we have the production of nothing new, but only a reproduction from the old. The condition of this reproduction is stimulus, which again supposes an exciting element. Hence, if we would anew become conscious of anything, it is necessary that external stimuli should combine with traces already existing, in order to rouse them to activity.

No sooner do we hear the song of a starling, than the image of the starling starts into consciousness; and while I am engaged in writing this, I should never have thought on a carpenter if I had not heard a hammering going on outside.

I have already seen a starling and a carpenter, and thus acquired conceptions of both by means of my seeing faculties, and by the stimuli of light, and these accordingly have continued to exist in the seeing faculties. They have now been stirred up by stimuli of a different nature, *i. e.* those of sound, but in other cases this excitement takes place by means of influences of the same nature. I needed only to see the carpenter and the starling in order to have my conceptions of them recalled into consciousness by means of the stimulus of light. When I read a book, the light stimuli from the letters act upon my soul. By this means are awakened in my consciousness objects of sight, hearing, touch, taste, &c., although the stimuli now in operation are wholly different from those by which I originally acquired these conceptions, with the exception merely of the conceptions of the letters themselves. Hence it follows that the external stimuli, by means of which impressions already formed are called anew into consciousness, may be in part of the same nature and in part of a different nature.

But how do conscious conceptions again lapse into unconsciousness? This must take place by a similar process only reversed. We have seen that ideas are excited to consciousness by means of new stimuli being added to them, and combined with them, and thus, therefore, we must conclude, that when they relapse into unconsciousness the contrary must take place, *i. e.* that a part of the newly received stimuli drop off or disappear. The conception then loses its stimulus, or exciting cause, and thus becomes unconscious. We have already, in chapters 7th and 8th, learned the cause of the disappearance of stimuli. We learned that the original faculties retain these in greater or less degrees, because they differ in their degrees of strength; and to this we must add, that some stimuli are lost even in the most favourable circumstances. This is the law of the disappearance of stimuli. Whether what seems thus lost has gone entirely from the soul or not, we shall consider afterwards.

#### SECTION XIII.—*A Second Mode in which the Unconscious attains to Consciousness within the soul, and again lapses into Unconsciousness.*

I am seated alone in my chamber. It is dark around me, nothing is stirring. No influences from without act on my soul. Can, therefore, any conceptions be called into consciousness within me? Certainly they can, and in great numbers. In solitude, not unfrequently, they seem to crowd one upon another. 1. Independently of my will, circumstances I have passed through, countries I have seen, persons with whom I have held intercourse all ways and means for the carrying out of schemes which as yet lie in the distant future, and much besides, pass through my mind. But 2. Such conceptions arise as I voluntarily recall. I desire, for instance, to bring before my mind that beautiful group of rocks in Swiss Saxony, and I succeed in doing so, although no external stimulus from these objects can now act upon my soul. You are able to do the same thing. Resolve to think on something from which at this moment it is impossible you can receive any external influences. Your paternal home, your father, mother, sisters, and at once the

ideas arise in your mind. Hence we see that conceptions resting unconsciously in the soul, may be stirred into consciousness through something altogether different from external stimuli. What is this something? If it does not come from without, then it must be within the soul. But within the soul we have hitherto found nothing besides empty and undeveloped faculties, except in so far as these have been developed by means of stimuli received from without. Has the soul yet something besides?

We shall see as we proceed, that besides those stimuli which continue to exist in traces, or residua, there exist also in the soul in its undeveloped original faculties, other influences which we must call free, independent stimuli, acknowledging, as it were, no master, and that from these, no less than from those external, the involuntary or spontaneous stirring up of ideas proceeds. This affords an explanation of our example No. 1, but for the present we leave this subject. How now does it stand with the voluntary stirring up of ideas which we know must always result from within? I reflect during the evening for a long time voluntarily, in deep solitude on a particular subject. A mass of conceptions which were lying unconsciously in my soul are now throughout roused up, and that without the intervention of any external influences. After a while, however, I find myself unable to reflect longer. I perceive that the ideas excited in my mind begin to grow dim and escape me. Then I lie down and fall asleep. In the morning, as soon as I wake, I lay hold of the same subject in the same solitude, it is winter too, and still dark, and lo the ideas arrange themselves according to my wishes, and with a twofold power and freshness within my consciousness. Here I perceive that during sleep there must have been a reparation of that power by which these ideas were inwardly stirred into consciousness. No external influences have, during this period, passed into my soul, it must therefore be original faculties which have been renewed in the soul during sleep, and which now stir into consciousness the conceptions lying in unconsciousness. I arrive at this conclusion because the stirring up of these conceptions on the previous evening was no involuntary operation on my part, but one of will and much effort, and yet I could no longer succeed, because the exhausted original faculties had begun to fail.

We find therefore that there are two distinct ways by which unconscious ideas are from within stirred into consciousness: (1) by means of internal stimuli, which meet or find out the ideas, and combine with them; (2) by means also of original faculties excited by no external stimuli, those namely which are anew imparted to the soul, or revived in the soul during sleep, and which likewise attach themselves to those original faculties already supplied with external stimuli. These also can again withdraw themselves from the ideas, and by this means the ideas again pass into unconsciousness. At the same time nothing goes out of the soul.

This twofold species of exciting internal element we call the element of consciousness.

As already remarked, the first kind of excitement is an involuntary, the last, a voluntary (arbitrary) one. The success of both is more or less uncertain, while also there is great certainty in constant involuntary excitement through outward influences.

When images in the soul are roused from a state of unconsciousness to one of consciousness, we say they are reproduced, or they are reproductions. We must not understand by these expressions that mental images are formed anew in the soul, nor even that the consciousness of them is formed anew, but rather that it is liberated from a condition of restraint, and again passes into activity, for consciousness once arisen is never afterwards lost.

## EDUCATIONAL INTELLIGENCE.

### AT HOME.

**Hants Co.—SCHOOL HOUSES.**—Most gratifying progress has been made in providing school accommodation. In the following sections school-houses have been completed during the past year:—

1. *Upper Nine Mile River.*—Size of house, 18 x 26, 11 ft. posts. Furnished with Dawson seats and desks. Area of playground, ½ acre.
2. *Tencape.*—Size of house, 21 x 31, 13 ft. posts. Furnished with Dawson seats and desks. Area of playground, ½ acre.
3. *Pleasant Valley.*—Size of house, 22 x 31, 10 ft. posts. Furnished with Dawson seats and desks. Area of playground, ½ acre.
4. *West Gore.*—Size of house, 22 x 31, 13½ ft. posts. Furnished with Dawson seats and desks. Area of playground, ½ acre.
5. *Kennetcook Church.*—Size of house, 28 x 41½, 12 ft. posts. Furnished with Dawson seats and desks. Blackboard extending around two sides and one end. Very superior teacher's desk. Separate entrances for boys and girls. Area of playground, ¾ acre.
6. *Uniacke.*—Size of house 18 x 20, 10 ft. posts. Area of playground, ½ acre.
7. *Hillsdale.*—Size of house, 21 x 26, 10 ft. posts. Furnished with Dawson seats and desks. Area of playground, ½ acre.
8. *Brookville.*—Size of house, 28 x 41, 14 ft. posts. Class room 10 x 13. Separate entrance room for boys and girls. Furnished with Dawson seats and desks. Area of playground, ½ acre. This house reflects much credit on the section, where, previously to its erection, there had not been a school-house of any description for years.

9. *Poplar Grove.*—Size of house, 28 x 36, 15 ft. posts. Cottage window in front end, with dental finish. Furnished with Dawson seats and desks; 140 feet blackboard. Area of playground, 1 acre.

10. *Rockville.*—Size of house, 28 x 60, 14 ft. posts. Containing two large rooms 25 x 23 each, and a class room 10 x 12. Furnished with patent desks and seats. Area of playground, 1 acre.

11. *Brooklyn.*—Size of house, 34 x 60, 16 ft. posts. Divided into two large rooms, 25 x 34 each, and a class-room 10 x 17. Furnished with patent desks and seats; 500 feet blackboard. Area of playground, 1 acre.

12. *Curry Corner.*—Size of house, 26 x 60, 15 ft. posts. Divided into large room 25 x 38, with gallery 15 x 25, class-room 15 x 25, and library 7 x 13. It is finished with observatory 5 feet square and 8 feet high. Furnished with patent desks and seats. Blackboard extending around the walls. Area of playground, ½ acre.

13. *Upper Selma.*—Size of house, 28 x 60, 16 ft. posts. Front entrance projecting from main building 10 x 20, in which are separate entrances for boys and girls. Contains two large rooms, 27 x 29 each, connected by folding doors. Furnished with patent desks and seats. Blackboard completely belting each room. Nine Gothic windows—two with 30 lights, four with 16, two with 8, and one with 12, each light 10 in. by 18 in. House bracket finish. Belfry, 4 x 4, and 7 ft. high, with spire 4 feet, mounted with ball. Wood-house attached, 13 x 16. Area of playground, 1 acre.

14. *Winsor.*—Size of house, 34 x 70, 28 ft. posts, two stories. Divided into four large rooms, 26 x 33 each, class-room, 14 x 17, and library, 9 x 15. Rooms belted with blackboard. Furnished with patent desks and seats. Finished with beautiful octagonal observatory. Area of playground, 1½ acres. This building, though seating about 275 pupils, is yet not sufficiently large for the section. Another building, with two apartments, will probably be soon erected on the premises. In the meantime, or until such further accommodation is provided, the old school-house of the town will be used.

It may be observed further that, with one or two exceptions, all the above buildings are painted—some of them beautifully—inside and out. Most of them also rest on stone foundations, constructed with masonry, and contain the proper appliances for ventilation. In the majority the erection of out-houses, and the ornamentation of the grounds, will be proceeded with at an early date.

In this connection I would also state that the Hantsport section has lately purchased the upper story of the building in the lower story of which the school had been formerly kept. The whole building is now therefore the property of the section, at a cost of \$3000. It contains three large rooms, one in the upper story 30 x 40, for High School, and two in the lower story, 20 x 30 each, for Preparatory and Elementary Departments, besides two class-rooms, 10 x 20 each, and large entrance room for each sex. It is one of the finest buildings in the County.

In the following sections school-houses are in process of rection, and some of them nearly finished:—

North Salem, size of house, 22 x 30, 15 feet posts.	
North Beaver Bank, " 18 x 25, 12 "	
Ryan Creek, " 21 x 32, 10 "	
Summerville, " 18 x 22, 9 "	
South Waterville " 21 x 26, 10 "	
Whale Creek, " 21 x 31, 14 "	
New Dublin, " 18 x 24, 10 "	
Greeno Mill, " 18 x 24, 10 "	
Renfrew, " 24 x 34, 12 "	
Birch Brook " 18 x 22, 10 "	
South Rawdon, " 26 x 41, 13 "	
Gore, " 27 x 37, 13 "	
Still Water, " 18 x 25, 9 "	
Mount Denson " 24 x 36, 12 "	
Elmsdale, " 25 x 31, 12 "	

After the completion of these buildings, a few sections will still remain without proper school accommodation. Of the number that voted money to remedy such deficiency at the last annual meeting, mention may be made of the following:—

Plaster Creek, sum voted. . . . .	\$140.00
Wentworth, " . . . . .	600.00
Lakeland, " . . . . .	140.00
Rawdon Church, " . . . . .	800.00

**SCHOOLS. Attendance.**—The following table shows the number of schools in operation during the year, with the registered and average attendance:—

	Schools.	Reg'd Att.	Average Att.
Winter Term . . . . .	70	3080	1662
Summer Term . . . . .	88	4162	2071

In several sections the prevalence of epidemic diseases prevented the attendance from reaching a higher figure: in a few, the indifference of parents. Still there is manifestly a growing appreciation, both by parents and pupils, of school privileges. The apportionment of the County fund according to the average attendance, is having some influence in educating the people up to this appreciation.

The Registration of attendance has been kept by the great majority of teachers in a neat and scientific manner; by a very few, carelessly and slovenly. I have generally found the register an index of the character of the school. If blotted, untidy, and

improperly kept, the school has been disorderly, poorly classified, and made little progress, and the converse. The use of the register, not only in keeping the attendance of the pupils, but also as a means of stimulating them to progress and good deportment, is becoming better understood and more efficiently turned to account.

**Text Books.**—The authorized books are now almost universally adopted in the County, and give general satisfaction, excepting the advanced Arithmetic, which many teachers consider inferior to Greenleaf's. The Elementary Arithmetic seems better adapted to the purpose intended. The promised Grammar and Geography are anxiously looked for by teachers. Probably they would be more impatient in waiting, were it not that they feel assured that when these books are once applied to the schools, they will be everything that is required. A smaller and more elementary work on Natural Philosophy than Parker's, seems also to be a desideratum. The epitomized Universal History in course of preparation by Dr. Collier, will be gladly received.

The Organization of the schools has plainly improved during the year. Its principal hindrances appear to be *irregular attendance, want of books, and not keeping a time table.*

**Order and Discipline.**—In the greater number of the schools good attention is given to the work in hand; and in class exercises the pupil is thrown more upon himself, methodically, and without assistance by interrogation or otherwise to exhaust the subject under consideration, than was formerly the case. Some teachers, however, have yet to learn the art of keeping order, and to have the rest of the school quietly at work while a class is reciting. The teacher who is loud and boisterous in his manner, will, as a general thing, instead of securing good order in this way, have a loud and boisterous school. Generally there might be improvement in the order of coming to and going from class, and in class exercises sufficient care is not always had to every pupil understanding the question and answering for himself.

**Music.**—In most schools this refining, softening, and elevating kind of discipline is applied:—in some, with happy effect. A few teachers are themselves unable to sing, in which cases, if singing be practised, one of the pupils leads. Other things being equal, the teacher who understands and loves music, is greatly to be preferred, to one who does not. I hope the day is not far distant when it will be scientifically taught in all the schools.

**Punishments.**—It would be difficult to exaggerate the importance which attaches to this question, though there is perhaps none concerning which greater diversity in theory and practice exists among teachers. Some teachers rely almost wholly upon moral suasion as a means of securing order and progress, seldom going further than to require the delinquent pupil to stand out on the floor; others resort to the rod for almost every offence, great or small. A few cases have come under my notice of the very reprehensible practice of striking children on the hands and head—a practice more becoming barbarous Africa than enlightened Nova Scotia. I have also seen the ends of punishment defeated by its inflection under angry feelings. No one requires to be master of his own spirit more than the school teacher. No one should be tolerated as a teacher who is not.

**Methods of Instruction.**—In too many schools the text-book is taught, instead of the principles which it enunciates. Oral instruction, however, and of an improved kind, is gradually coming to fill its proper place and office.

**Progress.**—In most of the branches usually taught in schools, a commendable progress has been made. A very marked improvement is visible, for instance, in *reading*, as compared with what it was two years ago. In some schools singular excellence in analysis, mental arithmetic, geography and history has been reached. In a very few schools elementary Latin and Greek have been taught, but generally in such a manner as to show that the teacher himself was not yet quite perfect in these languages.

**Teachers.**—Quite a diversity of character has been seen to exist among teachers in their qualification for their work. They range all the way up from *very poor* to *very good*. As time advances, however, the number of the former,—those who are not only incompetent, but seemingly desirous simply of putting in the time,—diminishes; while that of the latter,—those possessing the knowledge, industry, professional skill, and enthusiasm which are essential to, and ever ensure success,—increases. As a general thing, I have observed that trained teachers are greatly superior to untrained; for instance, in method, in the application of the classifying principle, and in the becoming air of confidence and independence with which they engage in the work. There is no part of our educational machinery, as now existing, which merits, in my opinion, a more unqualified approval than the method lately introduced of conducting the examination of teachers. Just here the machinery was imperfect, and needed to be improved. I can appreciate the reluctance of teachers to frequent examinations, but the perfection of the present mode of conducting them, furnishes an assurance that they will not hereafter be so often or necessary as formerly. During the last term, including three assistant teachers, in the 87 sections in the County, 91 teachers were employed in the 88 separate departments. At the present time the supply of teachers is not equal to the demand, which fact explains several of the vacancies which now exist.

**Prospects.**—Throughout the County, a growing appreciation of the law is discernible. Some sections that were hostile a year ago, are now hearty and enthusiastic in their attachment to it. There is reason to believe that when the burden of building school-

houses shall have been borne, and time allowed for the operation of the law under the more favourable circumstances hereby brought about, the people as a body, with marvellous unanimity of sentiment and feeling, will give it their approbation. At the last annual meeting in the town of Windsor, the school moneys were voted without a dissenting voice. Although the site alone cost \$1600, and the building and equipment of the house \$4500, still this expenditure has been cheerfully authorized by the people. May God, in his providence, permit no disaster to a law which confers such inestimable blessings at so small an annual cost, which has already in the short space of three or four years, placed Nova Scotia on a level with those countries of the world which occupy a van position in educational progress, and which is destined, if allowed to continue in operation, to make her as intelligently eminent and glorious as was Greece in her palmy days among the states of Europe.

D. M. WELTON, Inspector.

**Inverness Co.—Schools in operation.**—The number of schools in operation during the first, or Winter term, was 83; during the second, or Summer term, 89,—increase, 6 schools. The whole number of children at school the first term, was 3722; the second term, 4151,—increase, 429. Compared with the corresponding terms of the preceding year, we have an increase of 22 schools and 862 pupils for the winter, and 17 schools and 923 pupils for the summer.

Five schools competed for the Superior Grant the first term, viz., Port Hood, Ingraham's Brook, N. E. Chapel, Intervale Broad Cove, and Hillsborough; and 4 competed the last term, viz., Port Hood, Ingraham's Brook, N. E. Chapel, and Hillsborough. A special report upon each of these schools has been forwarded to you. The number of schools visited and inspected by me the first term, was 80, and the last term, 81.

**School-houses.**—Thirteen new houses have been built during the past year. The following are the names of the sections that have erected new school-houses since November, 1864:—*South Inverness.* Plaister Cove, Low Point, Creignish, Long Point, Banks Judique, Judique, Intervale Judique, Little Judique, Red Banks, Little Mabou, Hays Farm, S. W. Bridge, S. W. Ridge, Mabou Bridge, Mouth Mabou, Coal Mines, Light Point, Black River, Smithville, Walker, Tulloch, Mount Young, Upper Turk, Brijain, Indian Rear, Long Stretch, Red Bridge, Boyd's, West Bay Road, Ross's Mill, Dallas's Brook, North Mount, Malagawatch Church, Big Brook, River Dennis, Cross Roads, McPherson's Brook, Cariboo, Portage, Boom, River Inhabitants Ridge, N. West Arm, Rear Long Point, River Dennis Chapel, Top Cape (South), Top Cape (North), Sky Mount, Rear Intervale Judique. *North Inverness.*—Little River, Plateau, Friar's Head, E. Side Margaret Harbor, Joeko, Munro, Ledbetter, N. W. Big Intervale, King Ross, Ingraham's Brook, N. E. Chapel, Lake O'Law, Big Brook, Scotch Settlement, Capt. Allan's, Ainslie Glen, Lewis Mount, Chimney Corner, B. Cove Ponds, Big River, Loch Bain, Rear Loch Bain, Old Whycomagh Mount, and S. W. Egypt,—in all 71. Of the new houses, those built in Ingraham's Brook, Ledbetter, Munro, N. E. Chapel, Mabou Bridge, and Plaister Cove sections are the best, and reflect credit on the sections that provided them. A large number are too small; but some of the trustees already speak of enlarging their houses. In addition to the very large number of new houses, a few have been repaired, and four or five new ones are now in course of erection. There are a few sections that have made little or no progress, and perhaps I ought to name them, and shew their want of interest in the cause, but I forbear for the present, in hopes that they may be able to command a more favourable report ere long. The undrawn Academy grant (\$300 in May, and \$300 in November) placed at the disposal of the Boards of Commissioners, to aid poor sections in providing school accommodation, has been appropriated to 23 sections in May, and 17 in November. The amount appropriated in November, with a balance on previous appropriations, has not yet been paid, but will be paid as soon as the work has been done. Several of the poor sections deserve credit for the progress made in educational matters. There is only one log school-house remaining in the County.

**Furniture.**—In the matter of furniture, considerable improvement has been made during the year. Several houses have been finished inside, and seated with the "Dawson desks;" and several are under contract to be finished and seated, and patent desks and seats have been introduced into the Port Hood school-house. But a large number are yet unfinished and without seats, except the long benches, and a desk or two attached to the walls.

**Apparatus and Books.**—I can report considerable progress made in furnishing apparatus and books. Several schools have provided black-boards; and it is desirable that they should be introduced into every school. But a large number of our teachers are unable to use them to advantage. Only two globes have been provided during the year, one for Ledbetter, and the other for N. E. Chapel schools. Maps have been provided in several of the schools, and the study of geography has become more general. A large number of the schools have provided the authorized books, yet I found a scarcity in most of the schools. The great drawback to the proper classification of pupils is the want of a good supply of school books.

**Condition of Schools.**—A few of the schools are very efficiently conducted, and although I cannot report very favorable of a large



number, yet there is a gradual improvement in all of them. Mental arithmetic, exercises in dictation, the use of the black-board, and oral instruction, are now receiving more attention in many of the schools. But several are yet very deficient in reading and spelling; and in several English grammar and geography are not taught at all. But it cannot be otherwise, so long as we are obliged to retain the services of such a large number of teachers holding only permissive licenses. A few of the permissives were discontinued at the end of the last term, and a few more have already received notice that their licenses cease to be valid at the end of the present term. The demand for teachers this term is greater than the supply, and a few sections that want teachers will be without schools. It is to be regretted that a larger number of good teachers do not enlist in the service. It is an honorable calling,—and a good teacher will now command fair remuneration for his services.

*Playgrounds.*—In most of the sections where new houses have been built, the grounds attached are sufficiently spacious, but little or nothing has yet been done to improve them. But in several sections the only playgrounds attached to each school is what the highway provides. The efforts put forth by the people to provide school accommodation, furniture, &c., has prevented much improvement in grounds. It is to be hoped that more attention will be given to this matter for the future.

*Registration.*—There has been considerable improvement in the keeping of the registers during the year. In most cases they have been very neatly and correctly kept as far as attendance is concerned; but in many cases the records of progress and deportment have not been properly kept.

*Trustees and Returns.*—On looking over the Returns, you will at once see that many are far from being perfect, particularly the B. Returns. But this cannot be wondered at, when it is known that in many sections it is difficult to get three men to act as trustees who can sign their names. I hope there will be much improvement in the Returns for the present year.

Although encouraging progress has been made during the year, yet it must be quite evident that education is yet in its infancy in this County, and much still remains to be done.

JAMES MACDONELL,  
*Inspector.*

ADDRESS TO THE REV. G. M. CLARK,  
INSPECTOR OF SCHOOLS FOR THE COUNTY OF SHELBURNE.

**R**ESPECTED SIR,—The undersigned School Teachers in the District of Barrington, have learned with regret that you are about to retire from the office of Inspector of Schools in the County of Shelburne, and we cannot relinquish the connection that has heretofore united us without expressing our esteem for the eminent services you have rendered to the cause of Education during the period of your official duties.

Notwithstanding the difficulties attendant upon the inception of the School Act, and the establishment of Free Schools, we are gratified to know that you have succeeded by patience, courtesy and kindly argument in allaying prejudices, harmonizing differences and fostering a general interest in the Education of the young throughout the district, and we trust that the good work so satisfactorily begun will long be manifest in the progressive improvement of the rising generation.

The encouragement given to Teachers in their arduous duties, the urbanity which has marked your intercourse with them, and the efforts you have made to elevate the profession, will ever be cherished in grateful remembrance, and will stimulate them to more strenuous exertions for future usefulness.

In conclusion we beg to tender our best wishes for your future welfare and happiness, and we sincerely hope that your sphere of usefulness may be greatly extended, and the fruits of your untiring labours in so holy and noble a cause as the Christian ministry, may be evinced in the intellectual, moral and religious improvement of the several communities in which Providence may call you to labour.

(Signed) JAMES H. MUNRO, ELIZABETH COFFIN,  
A. C. A. DOANE, ADELINA COFFIN,  
JAMES BRITTLE, AGGIE W. HOMER,  
JAMES H. DOANE, LETITIA S. CROWELL,  
EUBENEZER CROWELL, HATTIE A. TAYLOR,  
WM. H. MATHESON, CARRIE J. DOANE,  
WILLIAM SARGENT, LETITIA WILSON,  
THO. H. CROWELL, OLIVIA FOX,  
BARTLETT F. COVILL, MARY J. VANNORDEN,  
PRESILLA SWAIN.

Barrington, Nov. 8th, 1867.

R E P L Y.

To the Teachers of the District of Barrington,—

ESTEEMED FRIENDS,—Your cordial address presented to me at the late meeting of the Barrington Board of School Commissioners, produced in my mind feelings of peculiar pleasure. In

Teachers and their work, I have ever felt the deepest interest, and as many of you know, my inspection of schools did not commence with my official appointment to that office; for so dear to my heart has your work ever been (namely, the instruction of youth,) that I could never pass a school-house without looking in to mark the progress of the pupils, did time at all permit. And though our official connection is now severed, I trust that it may still be my privilege to visit you occasionally, giving you a word of counsel and encouragement.

You refer to my services in the cause of Education, which I acknowledge have been arduous indeed in introducing a law to many unpopular, but which opens the door of each school to every child without distinction. But while my labours have been arduous, they have been greatly lightened by your willingness to attend to my counsels and co-operate with me in all that pertains to the advancement of Education.

It must be satisfactory to you, as well as myself, to know that schools were in successful operation very generally in the District of Barrington during the last term.

I sincerely thank you for your generous expressions of esteem and your wishes for my welfare.

Go on in the noble work in which you are engaged, cheered by the assurance that your profession is one of the highest, resulting in your country's greatest good, elevating her sons and daughters to spheres of honour and usefulness. Labour earnestly to impart to those committed to your care a thorough physical, intellectual and moral education. Above all, teach them, by precept and example, reverence for God; directing their youthful minds to the value of that godliness which is profitable for all things, having the promise of the life that now is and of that which is to come.

Praying that God may bless and prosper you individually through life and render you more and more useful,

I am, yours very sincerely,

G. M. CLARK.

*Inspector of Schools for the County of Shelburne, N.S.*  
Shelburne, Nov. 20, 1867.

For the Journal of Education.

DEAR SIR,—I have noticed in one of the Halifax papers the following statement touching Educational matters in Hants Co.: "We regret to learn that Educational matters are in an unsatisfactory and ill-organized condition in the County of Hants. Schools are few and far between, and the interests of the young are sadly neglected. In other Counties great progress is reported."

In the above the Educational affairs of Hants County are not only misrepresented, but the misrepresentation is made to wear a deeper coloring from the contrast which is instituted between Hants and other Counties. Now, facts go to show that Educational progress in Hants County during the past year has been, in almost every respect, most satisfactory. Perhaps few counties have advanced more rapidly in the work of providing school accommodation. Fourteen school houses have been completed, some of them among the largest and finest in the province. Mention might be made of the houses in the Selma, Rockville, Brooklyn, Curry Corner, and Windsor Sections, ranging in size from 28 x 60 to 34 x 70, and all, I believe, to be furnished with patent desks and seats. Nearly an equal number of school houses are in process of erection; and of the few remaining sections yet without suitable houses, several voted respectable sums for meeting this deficiency, at the last annual meeting, for instance, Rawdon church, (East Hants) \$800, and Wentworth, (West Hants) \$600.

The number of schools in operation, and their attendance, were never so large as during the last term. In 87 sections (the number in the county), there were 88 separate departments, taught by 88 teachers and 3 assistants. It may be doubted if this progress has been exceeded in any county in the province.

It is true there is quite a number of vacant sections at the present time—but this may be satisfactorily explained. In the first place, there have never been so many schools in operation in the winter as in the summer term, and, probably, never will. Several sections find it inconvenient to have a school in the winter, and, therefore, make no provision for it. A few sections have, as yet, been unable to procure teachers for the present term; and in three or four, a school has been prevented from going into operation, not from any dissatisfaction with the law, but from difficulties of a local kind, growing, perhaps, out of want of unanimity in engaging teachers, or in the bounds of sections or sites of school houses,—a condition of things liable to exist under an educational system even more perfect than our own. But making allowance for these hindrances, there are, nevertheless, about 65 schools in operation at the present time, and the number will be considerably increased as soon as teachers can be obtained, and sectional difficulties adjusted. From all which it is abundantly plain that the statement referred to in the beginning of this communication, has no foundation in strict facts.

D. M. WELTON,  
*Inspector Hants Co.*

**COUNTY FUND**

In aid of Public Schools, appropriated to Trustees of School Sections, for the Term ended October 30th, 1897.

The asterisk (\*) indicates the poor Sections.

NAME.	No. of Pupils Registered.	Amount paid to Trust. of Sect'n from Co. Fund.
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**COUNTY OF SHELBURNE.**

**SESSIONAL DISTRICT OF SHELBURNE.**

Head Sable River	53	\$51.71½
Louis Head	39	42.73
Little Harbour	27	27.59½
Head of R. Island Bay	84	69.59
Locke's Island	61	68.40
Jordan Ferry, E. Side	25	19.78½
Jordan Falls	37	33.58
Shelburne	165	174.16
Roseway	42	38.79
Black Point	58	66.71
North East Harbour	31	33.27½
Lower Ohio	25	27.50½
Welsh Town	23	17.44½
Upper Clyde	13	6.10½
Church Over	56	47.45½

**BORDER SECTION.**

Lower Clyde River	57	30.70
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**SESSIONAL DISTRICT OF BARRINGTON.**

Lyle's Falls	23	\$17.00½
Cape Negro	36	22.78½
Cape Negro Island	23	17.23
Upper Port La Tour	64	43.30
Lower Port La Tour	44	33.40
Baccaro	54	37.81
Hibbert's Brook	55	33.30½
Passage	110	75.86
Doctor's Cove	57	37.75
Rear Point	38	34.70
Shag Harbour	71	60.23
Lower Wood's Harbour	86	52.04
Upper Wood's Harbour	61	38.92
McGray Section	50	27.20
Newell Section	72	40.13½
Clark's Harbour	80	68.85½
South Side	60	28.84
Stony Island	53	34.99
Head	71	43.67
*Hill	19	13.09
*West Wood's Harbour	16	14.07

**BORDER SECTIONS.**

Pubnico Beach	41	23.33½
Lower Clyde River	17	9.48

**COUNTY OF VICTORIA.**

Boularderie	71	\$58.99
Baddeck River	42	28.26
Lower Washabukt	32	39.69
Big Bras d'Or	80	14.90
Middle River	62	52.49
Hunters Mountain	37	17.50
Kempt Head	36	5.16
Baddeck Academy	97	72.60
Gairloch Mountain	43	27.30
New Glen, Baddeck	46	35.53
*Intervale, Cape North	39	28.30
Middle River	45	27.55
*Upper Sett., N. River	37	28.17
Plaster, N. Shore	45	23.20
Smith Mountain	31	21.86
Grand Narrows	53	37.40
Big Hill, St. Anns	40	21.10
S. S. Little Narrows	37	21.11
Upper Sett., Baddeck	34	24.33
South Gut, St. Anns	56	42.74
*Sugar Loaf, (C. N.)	28	25.12
*Rear Upper Washabukt	12	10.15
Tairbert, N. River	50	26.55
South Side Boularderie	47	26.80
E. Side Baddeck River	24	21.73
*Mill Brook, Baddeck	44	27.59
Crowdis Mountain	29	22.53
Point Clear, (B.)	47	30.07
Cape Dauphin	63	42.74
Upper Baddeck	42	22.19
Middle Harbour, (C. N.)	68	21.02
Wreck Cove, N. Shore	38	5.65
North River	48	25.17
French River	28	2.80
English Town	37	12.06
Red Head	50	48.38
*Rocky Side, B. Har.	43	22.72
Upper Sett., M. River	35	31.16
Eel Cove, N. Shore	51	25.82
Big Harbor	36	19.85
*Baddeck Bay	22	25.60
*Plaster, Red Head	34	37.31
Gillis Point	65	27.25
North Gut, St. Anns	25	31.33

NAME.	No. of Pupils Registered.	Amount paid to Trust. of Sect'n from Co. Fund.
*Galanders Mountain	29	18.45
Big Bank, (B.)	66	37.40
*Cain's Mountain	21	12.46
McKinnon's Intervale	45	22.71
*Black Head	20	22.38
Munro's Point	68	30.84
French River	38	62.95
Middle River	36	12.34
*Ship Yard	46	39.05
Kempt Head	31	7.65

**COUNTY OF INVERNESS.**

Plaster Cove	67	\$38.06
Low Point	38	23.79
Creignish	33	30.24
Long Point	40	18.21
Banks Judique	59	33.27
Judique	56	46.92
Interval Judique	43	21.27
Red Banks	58	30.59
Port Hood	81	53.23
Little Mabou	53	25.92
Hayn's Farm	41	25.01
S. W. Bridge	53	20.94
S. W. Ridge	42	39.45
Mabou Bridge	46	49.80
Coal Mines	38	31.39
Light Point	36	33.23
Broad Cove Banks	43	21.27
Broad Cove Interval	48	41.39
Black Glen	36	22.96
Black River	33	28.93
Smithville	35	23.25
Walker	44	43.22
Tulloch	47	43.73
Hillsborough	62	54.74
Mount Young	52	45.85
Mull River	24	15.72
Turk	37	40.40
Upper Turk	35	18.47
Brigain	58	49.72
Brook Village	54	48.52
Sky Glen	68	60.40
Indian Rear	60	54.14
Long Stretch	45	18.28
Red Bridge	55	32.65
Boys	33	24.39
West Bay Road	42	25.61
Dallas's Brock	39	28.20
North Mountain	42	41.27
Little Harbour	39	32.79
Malagawatch	40	32.99
Blue's Mill	36	25.13
McLean's Bridge	58	40.42
Big Brook	51	39.84
Cross Roads, Riv. Dennis	50	48.81
McPherson's Brook	45	44.23
Cariboo	27	7.87
River Interval Ridge	45	17.8
River Dennis Chapel	39	27.69
Top Cape, (South)	45	36.73
Top Cape, (North)	40	25.45
Scotch Hill	51	47.11
Sky Mountain	51	51.33
Rear Interval Judique	30	21.11
Little River	44	35.32
Cheticamp Chapel	39	29.93
Plateau	52	35.46
Friar's Head	73	62.31
E. Side Marg. Harbour	47	23.86
Forks	54	30.75
Munro	55	40.72
Ledbetter	68	43.01
N. W. Big Interval	30	15.68
King Ross	44	37.03
Ingraham's Brook	70	52.83
N. E. Chapel	42	36.97
N. E. Egypt	27	26.43
Lake Out Law	33	16.35
Big Brook	37	26.41
Scotch Settlement	25	19.39
Captain Allan's	97	55.61
McFarlane's Bridge	58	33.37
Lake Out Set.	61	31.56
Hamilton	60	39.79
McMill'n's Mill	73	46.09
Ainslie Glen	60	51.63
Lewis Mount	24	22.31
Little Narrows	46	46.09
Whycocomagh	62	35.63
Chimney Corner	23	15.04
Broad Cove Ponds	47	36.09
Broad Cove Marsh	63	31.85
Broad Cove Chapel	35	29.28
Big River	32	26.96
Loch Bain	70	45.86
Rear Loch Bain	40	35.52
Whycocomagh Mount	43	33.10
S. W. Egypt	26	14.48

NAME.	No. of Pupils Registered.	Amount paid to Trust. of Sect'n from Co. Fund.
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**BORDER SECTIONS.**

Hawkesbury	56	21.23
West Bay	14	7.95

**COUNTY OF CAPE BRETON.**

Sydney	239	\$165.02½
South Bar	67	44.18½
Low Point	72	35.64
Lingan	119	69.26½
Little Glace Bay	237	141.50½
Big Glace Bay	65	52.36½
Gowrie Mines	131	76.54
False Bay Beach	27	17.25
Southern Head	24	14.27½
Round Island	32	16.88
Marion Bridge	74	50.14
Morley's Road	44	38.27½
Cox Heath	67	21.89½
North West Arm	48	26.02½
Ball's Bridge	66	57.23½
Rear Ball's Creek	35	18.34½
Leitches Creek	51	28.33½
Upper North Sydney	75	45.14
North Bar	175	112.86½
Sydney Mines	257	200.35½
Little Bras d'Or, E.	59	35.87
Little Bras d'Or, W.	55	24.99½
Georges River	54	25.67
Boularderie, Centro	54	35.73
Point Aconi	67	32.33½
Catalogno	92	76.07
Mainadieu	50	35.29
Gabarus	39	17.64½
Gull Cove	46	29.64
Lewis Bay, North	34	21.20
Big Pond Chapel	38	28.89
Irish Cove	43	27.68
Gillis's Lake	71	63.29½
Head of East Bay, N.	38	35.02
North Side East Bay	37	30.76
Benacadio	29	16.15½
Piper's Cove	56	34.12½
Grand Narrows	58	29.54
Boisdale	45	33.30
French Vale	49	20.46½
Leitches Creek, West	61	51.66
*Kilkenny Lake	43	35.19
*Grand Lake	43	42.62
*Lingan Bay	54	55.54
*Sydney and Cow Bay Road	30	26.46½
*Dr. McLeod's Mines	21	16.79
*Mira Gut	32	21.25
*Hill's Road Forks	19	17.23
*Cariboo Marsh	43	56.06
*Morley's Road Mira	39	39.74
*Salmon River	19	15.69
*Ball's Creek	30	31.38½
*Long Island	51	39.98
*Union School	29	16.21
*Near Mainadieu	59	48.25
*Little Lorraine	44	57.93
*Kennington Cove	14	11.70½
*North Shore	24	22.87
*Trout Brook	30	37.73
*Big Ridge	28	19.76
*French Road	37	40.52
*Gabarus Lake	38	43.49
*Belfry	30	34.99
*Lewis Bay, South	26	23.31
*S. W. Salmon River	24	16.88
*East Bay Chapel	39	36.83½
*Head of East Bay, S.	32	32.11
*Rory Brack's Brook	48	35.06
*Huntington's Mountain	38	47.98
*Grand Bancus	31	31.58
*Loch Lomond, North	34	29.90
*Loch Lomond, South	30	29.35
*Glen More	17	15.19
*McAdam's Lake	48	40.80
*Big Beach	45	28.71
*Sunacadie	46	42.62
*Beaver Cove	44	26.42
*Rear of Beach Cove	40	24.65

**COUNTY OF RICHMOND.**

Acadiaville	108	\$98.60
Grand Russeau	38	9.54
Janvrin Island	51	50.13
Arichat	324	298.31
Poulement	58	73.81
Martinique	36	37.72
Lochside	18	20.30
Petit DeGrat	65	64.53
Little Ance	51	45.92
Cape LeRoundo	37	44.94
D'Escour	64	71.86
Richmond Mines	59	70.06
Carriboo Cove	62	52.82

NAME.	No. of Pupils Registered.	Amount paid to Trust. of Sect'n from Co. Fund.	NAME.	No. of Pupils Registered.	Amount paid to Trust. of Sect'n from Co. Fund.	NAME.	No. of Pupils Registered.	Amount paid to Trust. of Sect'n from Co. Fund.
Sporting Mountain	26	97.16	South Side Harbor	39	21.69	Marsh, Upper M. R.	34	21.57
Points	44	33.03	Monkhead	36	26.26	Forks, M.R., Glengary	61	25.72
South Mountain	54	74.96	Middle Pomquette	52	43.41	Big Brook, W. B. E. R.	57	29.27
Black River	22	12.26	Pomquette	30	30.57	Hopewell, Lower	34	34.55
St. Peter's Island	48	30.96	Pomquette Forks	56	23.02	Fish Pools, W.B.E.R.	35	33.63
L'Ardoise	56	65.78	Bayfield	33	29.51	Fox Brook, E.R.	42	26.73
Point Micheau	59	65.21	Little River	73	42.62	Island, W.B.E.R.	36	30.05
Grand River	57	27.73	Tracadie [28]	89	85.06	Acadia Mines	94	69.90
L'Archeveque	54	50.79	Tracadie [29]	81	66.17	Abbon Mines	360	296.00
Fourché	38	32.65	Little Tracadie	40	33.75	Bridgeville, E.R.	79	35.07
Head Loch Lomond	35	26.75	Harbor Au Bouche	136	92.05	Elmsville, E.R.	70	42.32
S. Side Loch Lomond	44	43.90	Back Lands Tracadie	34	19.45	Upper Settlement, E.R.	72	32.63
N. Side Loch Lomond	62	58.27	Black River	44	22.33	Suthd R. & Blanchd. R.	47	29.21
Hay Cove	53	46.34	Caledonia Mills	55	49.03	Moose River	36	22.78
River Bourgeois, East	57	55.40	Manchester Road	42	34.97	Watervale, Chisholm's	42	34.53
River Bourgeois, West	45	36.35	St. Andrew's	94	47.34	Sutherland's River, Mc-Pherson's Mills	31	18.76
Grand River Road	47	43.65	Big Brook	66	28.09	Marsh, McLennan's Mt.	62	33.31
L'ranboise	42	31.44	Fraser's Mills	70	63.09	McLennan's B., Fraser's Mills	53	26.61
Orange	62	54.12	Upper South River	65	40.35	Fraser's Mt., South	24	12.55
Cape Anguet	40	51.90	Lochaber Lake [43]	46	38.02	McLennan's B., Cook's	64	27.90
Highland	23	24.65	Lochaber Lake [44]	34	10.06	Churchville, E.R.	53	39.74
Marashe	51	61.14	Lochaber Lake [45]	70	36.73	Loading Ground	44	26.92
BORDER SECTIONS.			Upper Glen Road	61	42.44	Clunee Harbor	20	17.65
Head West Bay	23	22.01	Lower Glen Road	43	27.57	Fraser's Mt., N. Side	26	4.61
Hawksbury	9	2.70	Salt Springs	43	35.24	Little Harbor	53	28.33
COUNTY OF GUYSBOROUGH.			Beaver Meadow	57	57.73	Pine Tree Gut	57	38.60
SESSIONAL DISTRICT OF GUYSBOROUGH.			West River	47	29.26	Sutherland's R. Bridge	49	33.55
Guysborough	177	\$217.69	West River	52	38.87	West Merigomish	48	33.10
River-side	44	22.04	B. S. Brily Brook	30	29.13	Middle Merigomish	74	29.64
Intervale	83	52.43	Pitcher's Farm	25	18.78	Piedmont Valley	72	38.93
Cook's Cove	52	47.30	Springfield	55	24.96	Barney's Riv., Middle	54	34.55
Canada	31	17.29	North Grant	57	42.18	Barney's Riv., Lower	55	38.16
Salmon River	57	44.20	Hollowel Grant [64]	21	6.60	Baylie's Brook, Lower	83	36.92
Salmon River Lakes	40	31.49	Hollowel Grant [65]	48	34.74	Baylie's Brook, Upper	33	17.04
New Harbor	42	38.59	Malignant Brook	29	24.95	Big Island, Merigomish	38	29.12
Cape Canso	113	76.83	Goshen	26	31.97	Marshy Hope	29	12.80
Torbay	54	63.79	*B. S. Cape George	26	13.56	Smithville, Barney's R.	58	30.57
Manchester [27]	35	37.92	*Brown's Mountain	21	26.17	Marsh, Head Barney's R.	39	25.91
Manchester [28]	62	38.39	*Upper West River	36	14.93	Barney's Riv., A. McK's.	30	13.44
Manchester [30]	54	43.10	*Keppock	51	11.31	Barney's R., Up. Ings.	41	31.40
Port Mulgrave [A]	108	123.48	*Big Clearing	40	37.92	French River, East	55	31.50
Steep Creek	64	52.90	*Brily Brook	32	18.02	French River, West	49	26.52
Sand Point [C]	44	48.62	*Beech Hill	15	14.71	Wentworth's Grt. Mickle	34	25.93
Sand Point [D]	46	19.80	*North Grant	19	30.28	McLennan's Int., Upper	23	8.31
Oyster Ponds	50	42.82	*Old Gulf Road	17	13.34	Middle Riv., Colly's	48	22.79
Isaac's Harbor, West	51	69.03	*Hollowel Grant	45	27.36	Hopewell, Upper	33	16.83
Isaac's Harbor, East	29	24.92	COUNTY OF PICTOU.			Wentworth Grt., F. Riv.	37	18.70
*Half-way Cove	16	22.68	Pictou Town	609	\$488.26	Barney's River, East	15	11.11
*Fox Island Main	15	20.36	Cariboo River	47	20.36	*River John, U.	31	20.39
*Old Middletown [G]	26	37.63	Toney River	47	22.35	*Mount Road, R. John	24	27.18
*New Middletown [H]	16	20.72	Cape John	33	14.40	*Johnston's Road, R.J.	23	18.06
*Country Harbor [42]	43	52.22	Cape John, Cross Roads	23	15.31	*Welsford Bridge, R.J.	43	25.13
*Country Harbor [43]	20	34.52	Cape John, South Shore	62	40.33	*Cariboo Island	26	24.26
*Island Harbor	23	37.54	Holme's Road	60	29.15	*Marsh, Sutherland's Mt.	23	14.68
BORDER SECTIONS.			Sandmarsh, R. J.	39	23.62	*Blue Mount	53	38.15
Country Harbor [41]	20	26.58	Louisville, Ty. Sect.	38	15.10	*St. Mary's, Upper	30	18.60
Argyle	21	12.97	Mill Brook, R. J.	54	43.27	*St. Mary's, Lower	56	36.86
SESSIONAL DISTRICT OF ST. MARY'S.			River John	266	142.16	*McLennan's Mt., Lower	43	22.57
Sherbrooke	134	\$93.43	Bigney Set., R. J.	47	24.05	*Big Gut, Fisher's Gt.	48	35.47
Stillwater	51	22.82	W. Side W. B. R. John	40	17.00	*Lower Lairg	25	31.14
Glencé	27	27.37	W. B. R. John	25	7.73	*Wentworth's Grt., McL.	18	14.95
Lower Caledonia	47	31.18	North Mount Dalhousie	58	36.06	COUNTY OF COLCHESTER		
Middle Caledonia	40	24.39	South Mount Dalhousie	55	21.45	Maccan Road	55	\$28.46
Upper Caledonia	28	14.04	Roger's Hill, Upper Set.	30	26.02	North River	72	34.24
Melrose	50	26.11	Mount Dalhousie, S. Side	39	23.55	East River	121	73.26
Upper Cross Roads	36	18.01	Black Brook	41	22.73	Lower Economy	40	26.55
Lochaber	59	18.43	Back Meadows	42	22.38	Central Economy	86	50.18
Middle Liscomb	32	23.51	Roger's Hill Church	82	41.86	Upper Economy	84	52.51
Wine Harbor	54	40.91	Hard Wood Hill	42	27.76	Bass River	64	37.49
Indian Harbor Beach	68	57.66	Roger's Hill Forks	32	13.80	Portauisque	78	40.20
St. Mary's River	35	15.05	Roger's Hill, Rogers	60	34.77	Highland Village	37	16.43
Goldenville	49	21.33	Six Mile Brook	53	33.66	Great Village	151	105.84
Goshen	21	10.71	Eight Mile Brook	53	32.58	Cumberland Road, S.	54	30.25
*Indian Harbor Lake	34	18.62	Salt Springs, W. R.	50	43.72	Cumberland Road, N.	54	22.79
BORDER SECTIONS.			Mount Thom, Old Road	44	25.75	Acadian Mines	112	74.99
Country Harbor	6	2.42	Mount Thom, Lower	46	31.80	Folly Mountain, W.	55	23.17
Argyle	29	16.71	Waservale, West River	59	31.62	East Village	51	26.10
COUNTY OF ANTIGONISH.			New Gairloch	34	29.32	Folly	77	40.47
Antigonish	206	\$171.32	New Lairg Upper	49	43.17	DeBert	45	29.47
Antigonish Harbor [2]	18	12.02	Loch Broom	26	16.31	DeBert River, No. 1	68	35.68
Antigonish Harbor [3]	48	45.93	Pleasant Valley	47	44.97	Chigonis	84	45.17
Morristown	24	20.72	Phanuel Hall, W. R.	39	23.30	Lower Onslow	52	29.61
Morristown Lakes	67	31.26	Green Hill, Upper	61	34.90	Central Onslow	35	16.39
South Side Cape George	40	46.22	Green Hill, Lower	23	9.29	Upper Onslow	51	35.21
Cape George Point	41	38.82	Union Hall, W. R.	33	36.51	North Mountain	21	9.89
North Side Cape George	53	27.62	Ten Miles, West River	45	38.90	North River	48	15.77
Georgeville	53	30.39	Durham, W. R.	59	39.35	Lower Pictou Road	48	16.58
Malignant Cove	60	35.55	Lyon's Brook	71	45.69	East Mountain	63	30.28
Arisaig	54	51.16	Scotch Hill, West	44	33.56	Harmony	35	18.91
McAra's Brook	48	34.69	Scotch Hill, East	39	29.85	Salmon River	68	28.87
Summerville	41	35.61	Fisher's Crant	56	35.75	Traro	360	217.05
Pleasant Valley	31	21.73	Cariboo, Central	30	19.71	Bible Hill	54	41.50
Yankee Grant	32	23.58	Cariboo, Sandy Cove	39	23.68	Lower Village	48	39.60
William's Point	46	35.38	Cariboo, Three Brooks	47	25.98	Old Barns	56	44.02
Lower South River	48	30.35	Pictou Island	43	33.60	Clifton	44	26.52
			New Glasgow	488	366.25	Beaver Brook	45	27.74
			Alma, M. R.	62	27.89	Princeport	44	28.78
			M. S. Middle River	47	22.91			
			White Hill, M. R.	46	23.31			

NAME.	No. of Pupils Registered.	Amount paid to Trust. of Sect'n from Co. Fund.
Green's Creek [A]	39	26.47
Green's Creek [B]	48	37.15
Pleasant Valley	70	30.85
Fort Ellis	28	16.96
Lower Stewiacke, W.	52	22.59
Shubenacadie	48	34.95
Gay's River	36	25.02
Upper Gay's River	43	25.89
M. Stewiacke, South	22	16.39
South Branch	62	44.43
Goshen	42	33.65
Cross Roads	55	37.52
Newton Mills	42	26.64
Eastville	55	38.96
Pembroke	63	40.34
Upper Stewiacke V.	61	48.31
Oter Brook	38	30.27
Middle Stewiacke	28	20.69
Brookfield	89	51.29
Clarkville	47	19.97
Meadowvale	41	29.66
Deibert River	29	18.03
*Pleasant Hills	27	13.52
*Castlerleigh	27	18.23
*Folly Mountain, E.	35	27.96
*Upper Chigonois	42	28.34
*West Branch, N. R.	26	15.11
*South Branch N. R.	47	19.65
*Kempdown	31	24.10
*Upper Pictou Road	36	16.57
*Greenfield	34	23.02
*Sibley (St. Andrew's)	19	12.62
*Smithfield	22	23.75
Tatamagouche	156	66.49
Tarbet, (Barrasois)	72	22.24
East Barrasois	72	27.77
Waugh River	54	21.40
River John Road	50	27.36
French River	57	24.20
Head of the Bay	67	34.31
Murphy	75	24.94
Mill Brook	40	25.96
Oliver's Bridge	43	19.27
West New Annan	56	24.75
Bvers' Mill	50	23.26
Wilson's	60	23.71
Hingley's Mills	60	27.61
West Earltown	49	22.14
A. McKay's Mills	33	21.52
Earltown Village	66	25.97
Brule	62	28.47
Conkey	51	26.94
G. Sutherland	57	23.69
Bairechan	29	5.15
North Earltown	28	18.36
*Lake Road	44	25.13
*Rossville	27	26.11
*Slade's	40	29.07
*Truro Road	47	30.14

**BORDER SECTION.**

Glenmore	6	5.95
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**COUNTY OF LUNenburg.**

**SESSIONAL DISTRICT OF LUNenburg AND NEW DUBLIN.**

Town Section	301	\$199.74
1st Peninsula	28	14.34
2nd Peninsula, Upper	29	15.93
Garden Lots	33	16.88
Hockman's Island	26	18.35
Lower South	55	33.00
Upper South	34	23.13
Felz, South	49	39.49
Upper Rosebay	27	17.80
Lower Rosebay	21	14.83
Lower Kingsburg	30	31.27
Ritcey's Cove	52	40.51
Five Houses	37	26.23
Lower LaHave	29	33.29
Ferry	62	51.76
Middle LaHave	38	26.07
Snyder's, LaHave Road	38	18.10
Northwest Range	62	38.63
Mader's Cove	71	50.39
Mahone Bay	151	105.09
Oakland	70	44.75
Martin's River	46	32.95
Blockhouse	46	29.35
Upper Cornwall	47	21.81
New Germany [37]	64	51.15
New Germany [38]	53	27.62
New Germany [39]	46	34.27
West Northfield	25	13.51
Hirtles, N.G. Road	32	34.93
Bridgewater, East	63	56.89
Maitland	61	22.05
New Canada	42	25.59
Knock's Ohio Road	35	21.58
Snyder's, Upper Branch	20	21.04
Penny's	28	7.34

NAME.	No. of Pupils Registered.	Amount paid to Trust. of Sect'n from Co. Fund.
2nd Peninsula	26	20.17
Tancook	76	40.89
Clearland	63	36.27
*Indian Point	58	43.12
*Lower Cornwall	19	16.79
*Falkland	45	42.83
*New Germany	43	40.23
*Lower Northfield	51	31.01
*Upper Northfield	70	47.57
Bridgewater	184	124.94
Conquerall Bank	62	60.21
Corkum's Settlement	65	30.81
Peutz's	40	22.59
Lower Dublin	44	32.31
West Dublin	71	36.96
New Cumberland	54	39.17
Petite Reviere	74	60.36
Broad Cove	47	34.80
Vogler's Cove	40	31.69
Pleasant River	18	12.51
Newcombville	36	18.24
Chelsea	40	19.48
Lapland	49	21.18
*Mount Pleasant	28	31.33
*Crouse Town	33	27.26
*New Italy	42	32.55
*Hebb's Settlement	27	28.87
*Lakeville	22	17.76
*Waterloo	27	19.03
*Camperdown	45	30.38

**SESSIONAL DISTRICT OF CHESTER.**

Chester Town	174	\$154.45
Mariett's Cove	100	72.23
Chester Basin	57	36.96
Windsor Road	31	18.91
Chester Grant	32	18.40
Cross	41	37.08
Mill Road	33	18.56
Forties, (New Ross)	51	25.17
Gould's River	102	43.75
Martin's Point	56	43.92
Indian Point	34	26.65
Blandford	59	42.58
Bayswater	35	27.82
Fox Point	50	32.29

**BORDER SECTION.**

*Dalhousie	11	10.57
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**COUNTY OF QUEENS.**

N. Port Mutton	58	\$44.48½
Western Head	49	33.46
Moose Harbor	80	64.84½
Liverpool	360	304.16
Milton	256	236.56½
Brooklyn	49	24.65½
Eagle Head	42	17.12½
Blueberry	54	29.50½
Port Medway	116	119.94½
Mill Village	138	103.83½
*E. Port Medway	15	16.70½
*Port Mutton Island	15	14.97½
*Port Herbert	27	45.47½
Greenfield	48	26.17½
S. Brookfield	45	36.77½
N. Brookfield	44	24.47
Pleasant River	33	22.74½
Caledonia	46	31.96
W. Caledonia	34	20.34
Harmony	43	33.96½
Kempt	38	42.45
Central Caledonia	45	30.20½
Mayflower	20	18.08½
*Devonshire	42	29.01½
*Grafton	26	19.55

**BORDER SECTION.**

*Albany, New	18	13.03½
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**COUNTY OF KINGS.**

Greenwood Square	60	\$36.76
Jackson	29	15.96
Waterville	30	18.15
Morris Town	55	46.43
Sand Hill	32	21.72
Brooklyn	39	30.14
St. Mary's	46	31.94
Ridmont	64	44.23
Morden	47	37.22
Long Point	50	32.04
Weston	56	38.30
Welsford	33	27.75
Somerset	67	64.30
Berwick	59	42.20
South Berwick	43	21.08
Waterville (Cs.)	62	53.08
Bnckley	41	25.16
Kinsman Corner	85	62.80
Harborville	74	49.21
East Black Rock	42	31.10

NAME.	No. of Pupils Registered.	Amount paid to Trust. of Sect'n from Co. Fund.
Chipman Brook	79	33.80
West Halls Harbor	66	27.97
East Halls Harbor	84	59.50
Lakeville	83	57.65
Billtown	71	48.15
Brooklyn (Cs.)	39	26.10
Cambridge	29	9.75
Cold Brook	44	21.35
Canaan	49	21.30
Kentville	81	58.10
Steam Mill	56	33.35
Centreville	51	32.15
Sheffield Mills	79	52.45
South Scot's Bay	48	25.97
Lower Percan	37	24.25
Milford	77	48.45
Habitant	50	40.20
Woodside	63	44.20
Randville	53	50.80
Upper Canard	82	51.30
Lower Canard	98	93.40
Town Plot	43	32.60
Church Street	42	35.95
Upper Church Street	62	52.32
Greenwich	76	48.00
Wolfville	195	101.45
Black River	63	24.95
Davidson Settlement	28	10.53
Gaspereaux	55	27.00
Lower Gaspereaux	56	41.13
Lower Horton	56	33.90
Avonport	48	18.00
Lockartville	90	52.28
Bloomfield	46	32.01
South Mountain	37	20.75
Grand Pré	108	73.76
North Scot's Bay	30	25.74
Middle Pero	41	28.40
Waterville (error in Return last term)		21.77
*Harmony	44	38.80
*Lake George	24	26.92
*Blk. Rock & Givan Mt.	48	45.65
*Blue Mountain	23	30.63
*Baxter Harbor Mt.	62	38.20
*Baxter Harbor	57	36.54
*Pero Mountain	49	37.67
*Scot's Bay Road	41	32.48
*Greenfield	39	34.63
*Pine Woods	47	28.25
*Australia	46	38.44
*Upper Gaspereaux	39	43.53

**BORDER SECTIONS.**

Kingston	63	46.73
*Dalhousie	28	18.55
*West Sherbrooke	15	10.70
Hantsport	32	21.33

**COUNTY OF HANTS.**

**SESSIONAL DISTRICT OF EAST HANTS.**

Middle Rawdon	52	\$34.21
South Rawdon	87	38.12
East Gore	57	26.06
East Rawdon	66	37.23
Upper Nine Mile River	43	15.39
West Indian Road	28	10.47
Nine Mile River	33	19.34
Renfrew	108	53.26
Bclnan	24	7.59
Hardwoodland	24	20.03
Mount Pleasant	36	24.28
Welsford	75	48.53
Mill Village	34	19.40
North Salem	34	11.46
Ryan Creek	28	12.12
Rockville	81	44.04
Maitland	121	90.32
Upper Selma	78	42.82
Lower Selma	62	43.10
Barncoat	31	13.38
Moosbrook	50	18.32
Tencscape	55	27.22
Kennetcook Church	74	34.78
Head Kennetcook	43	28.77
Barney Brook	24	13.33
Gore	50	31.37
Uniacke Gold	44	20.28
*Pleasant Valley	33	21.59
*Birch Brook	15	12.29
*West Gore	35	28.11
*Uniacke	36	46.25
*East Indian Road	29	13.76
*New Dublin	26	10.27
*Plaster Creek	35	27.14
*Noel Road	33	25.30
*Shad Creek	20	13.09
*South Noel Road	34	24.29
*Northfield	36	34.22
North Noel Road	28	

NAME.	No. of Pupils Registered.	Amount paid to Trust. of Sect'n from Co. Fund.	NAME.	No. of Pupils Registered.	Amount paid to Trust. of Sect'n from Co. Fund.	NAME.	No. of Pupils Registered.	Amount paid to Trust. of Sect'n from Co. Fund.
<b>BORDER SECTIONS.</b>			<b>BORDER SECTIONS.</b>			<b>COUNTY OF ANNAPOLIS.</b>		
Walton	70	33.59	Little River	21	19.73	Melvorn	73	\$52.73½
*Hillsdale	32	17.67	Pubnico Beach	11	6.82	Forest Glen	42	21.52
*North Beaver Bank	17	13.14	<b>COUNTY OF HALIFAX.</b>			Margaretville	112	86.86½
Eatfield	55	27.62	Musquodoboit Harbour,	80	\$44.50	Albert	44	35.41½
Elmsdale	30	20.58	Upper Jeddore, West	51	41.25	Victoria	54	33.51½
Newport and Douglas	11	3.22	Oyster Pond, Jeddore,	37	18.67	Douglas [B]	28	19.15½
<b>SESSIONAL DISTRICT OF WEST HANTS.</b>			East Jeddore	30	11.25	Mount Henley [A]	54	31.77½
Windsor	354	\$243.00	Ship Harbour	65	37.62	Havelock [B]	28	5.92½
Wentworth	69	50.17	Murphy's Cove	65	35.40	Port Williams [A]	70	62.93
Curry Corner	50	31.76	Shoal Bay	52	26.18	Arlington [B]	65	50.14½
Martock	47	39.86	Tangier	79	47.95	St. Croix	42	25.51½
Forks	31	16.38	Pope's Harbour	42	27.06	Hampton	51	35.94½
Falmouth Village	43	28.21	Spry Harbour	45	28.37	Clarence West	29	26.82½
Centre Falmouth	44	28.64	Spry Harbour, Leslie's,	44	32.81	Clarence Centro	37	30.46½
Mount Denson	82	30.00	Sheet Harbour	59	43.01	Clarence East	17	15.42
Avondale	86	62.94	Sheet Harbour, East	30	22.02	Brooklyn West	38	22.28½
Belmont	28	3.42	Beaver Harbour	25	14.00	Brooklyn East	25	18.38
Brooklyn	97	68.74	Salmon River	28	22.05	Salem	16	12.65½
G. Dyke, Kennetcook	25	14.94	Newddy Quoddy	62	60.45	Farmington	51	36.79½
Lower Kennetcook	122	64.65	Kirker's	65	44.65	Middleton	29	17.27½
Kempt	86	56.20	Mosher's River	34	17.85	Palmer	21	14.84½
Cheverie	80	53.09	*Musquodoboit Harbour	37	25.50	Paradise	58	40.77½
Scotch Village	57	45.24	*Musquodoboit Harbour	23	22.19	Bridgetown	133	90.05
Woodville	35	23.08	*Clam Harbour	41	43.80	Meadowvale	45	26.79½
McKay	31	15.34	*Owl's Head	37	37.50	Torbroke	51	37.98½
Ardoise	60	36.82	*Jerrard's Island	30	38.95	Cataract [A]	34	22.73
St. Croix	77	50.70	*Mushaboon	17	8.62	Clereland [B]	18	9.64½
Ellerhaus	60	39.84	*Sober Island	18	18.60	Nictaux	37	24.21½
*Three Mile Plain	85	94.03	Dutch Village	31	10.50	Williamston	51	40.51½
*Vaughan	26	27.47	Landill's	47	11.25	Carleton	46	35.88½
*South Waterville	34	19.93	Cook's	40	28.62	Bentville	29	22.26
*Cambridge	35	31.39	Nuttall's	43	18.63	Inglisville	41	32.11
*Pembroke	51	46.32	Meagher's Grant	55	27.50	Albany, North	24	19.60½
*Greenhill	21	21.16	Little River	93	66.50	Albany, South [A]	21	20.74½
*Lakeland	40	21.29	Gladwin	56	32.15	Sanders	44	37.62
*Stillwater	37	35.19	North School	45	35.95	Springfield [A]	24	11.11½
*Five Mile Plain	30	13.84	Taylor's	47	29.12	*Morse Road	34	19.82
<b>BORDER SECTIONS.</b>			Reid	29	20.62	*Bloomington	38	26.26½
Hantsport	130	89.40	Higgins'	55	35.25	*Roxbury	22	24.19
Walton	26	12.77	Sedgewick	38	23.75	*Dalhousie West	35	39.46
Newport and Douglas	43	2.23	Archibald's	45	26.25	*Dalhousie Centre	26	20.89
*Hillsdale	23	11.96	Hutchinson	60	35.75	*Lake Pleasant [B]	23	17.62
<b>COUNTY OF YARMOUTH.</b>			Henry	57	36.75	*Falkland	20	26.45
<b>SESSIONAL DISTRICT OF YARMOUTH.</b>			Dean	61	15.00	*Stoddart	11	10.72½
Chebogue Pt.	61	\$50.58	*Kerr's	24	20.62	Mariner	65	55.64½
Lower Town	269	174.43	*McHeffy's Mill	25	21.75	Karsdale	51	46.63½
Central	353	221.23	*Chaplain	35	20.62	Winchester	52	52.91½
Milton	226	151.77	Hubbard's Cove	87	41.81	Hall	34	25.81½
Overton	56	38.60	Black Point	55	31.50	Rectory	51	58.73
Sanford	82	55.23	St. James	30	17.87	Willett	56	48.95
Maitland	105	45.36	Victoria	61	34.12	Gesner	24	25.26
Norwood	48	46.39	Albert	47	31.88	Moschelle	63	53.36½
Richmond	50	20.50	Lower Ward	72	53.40	Annapolis	139	104.76½
Ohio	92	46.93	Haggett's Cove	44	37.75	Clements, West	63	47.18
Wellington	50	35.68	Indian Harbour	75	59.75	Waldeck, West	51	36.31
Hebron	123	87.00	Upper Prospect	183	111.71	Bridgeport	109	95.76½
Pleasant Valley	64	45.73	Pennant	49	21.87	Hessian, West	48	33.31½
Carlton	49	29.25	Sambo	53	25.30	Clementsvale	55	40.23½
Arcadia	93	69.88	Spryfield	39	17.12	Maitland	45	28.27½
Central Chebogue	57	44.78	Ketch Harbour	78	45.50	Lequille	43	33.99½
Sand Beach	51	19.00	Herring Cove	75	58.38	*Phinney's Mountain	44	33.04½
Burnside	52	30.92	Bellford	88	49.05	*Young's Mountain	59	61.12½
*L. Town, (Prelm. dpt.)	43	27.36	Hammond Plains	101	37.62	*Leonard	53	41.40½
*Bloomfield	24	15.51	Middle Sackville	32	14.37	*Hillsburn	34	42.13
*Canaan	48	25.50	Upper Sackville	33	11.75	*Funday	11	4.34
*Pinkney's Point	16	17.35	Dartmouth	471	390.25	*Greenland	38	37.52½
*Cape Fouchin	16	9.03	Waverly	153	97.50	*Wright [A]	17	12.15½
*N. Kemptville	25	24.72	Cow Bay	47	36.25	*Guinet [B]	26	23.79
<b>BORDER SECTIONS.</b>			Lawrencetown	34	27.37	*Princeville	35	22.24½
Little River	49	24.00	Oldham	57	40.05	*Birchtown	20	15.53
Beaver River	24	13.62	Eastern Passage	47	24.07	*Graywood	26	25.57½
Cedar Lake	9	3.48	Fall River	45	24.45	*Milford	33	34.77
<b>SESSIONAL DISTRICT OF ARGYLE.</b>			Chezzecook	286	124.75	*Perot	26	25.97½
L. E. Pubnico	53	\$42.37	S. E. Passage	47	27.28	<b>BORDER SECTIONS.</b>		
U. E. Pubnico	58	44.40	Preston	57	18.00	*West Sherbrooke	14	10.57½
Pubnico Head	65	45.85	*Terrence Bay	61	59.56	Kingston	11	8.40½
U. W. Pubnico	47	44.05	*Lower Prospect	41	53.00	New Albany	16	12.33½
L. W. Pubnico	43	39.90	*Black Point	49	29.25	<b>COUNTY OF CUMBERLAND.</b>		
Strawberry Point	63	44.19	*Head Harbour	46	29.75	Malagash [2]	47	\$29.36
Argyle Proper	62	52.26	*Peggy's Cove	57	51.80	Stake Road	59	34.75
Roberts' Island	60	26.83	*West Dover	41	40.87	Shoal Bay	65	41.34
Argyle Head	48	30.57	*East Dover	55	44.45	Goose River	54	29.62
Eel Lake	48	36.26	*Brookside	15	6.37	Wallace	118	75.51
Central Kempt	47	25.60	*Portuguese Cove	79	71.75	Six Mile Road	60	41.26
Eel Brook	40	13.66	*Beaver Bank	25	34.25	Wallace Bridge	93	54.51
Tasket	122	87.69	*Grand Lake	41	32.03	Wallace River	56	24.77
Plymouth	42	22.14	*Guyborough Road	24	12.00	Wentworth	42	19.93
Upper Wedge	59	69.66	*Goffe's	15	13.40	Head of Wallace River	43	18.33
Middle Wedge	67	73.96	*Devil's Isle	18	23.87	North Wallace	45	24.63
Wedge Point	47	49.43	*Foot Porter's Lake	34	19.75	Fox Harbour	40	23.30
Rockingham	44	33.23	*West side Porter's Lake	30	17.87	Lower Gulf Shore	37	23.15
*Lower Argyle	43	44.13	*Three Fathom Harbour	30	23.37	Upper Gulf Shore	33	17.41
*Forks	62	38.50	*Head Chezzecook	75	45.40	Pugwash	269	150.20
*Abram's River	43	36.27	<b>BORDER SECTIONS.</b>			North side Wallace Bay	31	19.52
*U. N. Kempt	19	15.91	*Glenmore	25	27.75	Head of Wallace Bay	29	15.09
			Three Mile House	28	17.00	Doherty Creek	59	22.09
			Enfield	5	3.75	East side Pugwash River	22	16.82
			North Beaver Bank	9	6.63	Pugwash River, West	69	48.65
			Elmsdale	13	12.00			

NAME.	No. of Pupils Registered.	Amount paid to Trust. of Sect'n from Co. Fund.	NAME.	No. of Pupils Registered.	Amount paid to Trust. of Sect'n from Co. Fund.	NAME.	No. of Pupils Registered.	Amount paid to Trust. of Sect'n from Co. Fund.
Port Phillip	45	24.58	Greenville [87]	34	22.63	Weymouth	82	60.66
Roslin	38	19.12	Richmond	34	22.65	Weymouth Bridge	101	81.42
Grey's Road	54	25.14	*Malagash [1]	62	45.91	Weymouth Mills [A]	54	37.80
Victoria Settlement	54	20.14	*Malagash [3]	33	18.38	Digby	181	107.22
Crawford	35	17.23	*Dewar's River	35	21.17	Digby Neck Road	40	21.40
Goose River	43	24.80	*Ragged Reef	26	15.55	Rossway	68	44.11
Upper Shinimicas	47	25.77	*Tidnish River	30	25.30	Waterford	19	11.04
Lower Shinimicas	42	20.85	*Five Island Road	40	23.85	Centreville	45	35.69
Shinimicas Shore	35	20.01	*Windham Hill	20	21.35	Lakeside	32	25.27
Tidnish Corner	49	24.15	*Street's Ridge	52	30.04	Sandy Cove	83	56.79
Head of Amherst [37]	45	22.69	*Mount Pleasant	31	22.55	Little River	39	29.13
Head of Amherst [38]	30	22.34	*Westchester [84]	44	24.83	Tiverton	69	44.46
Head of Amherst [39]	27	18.57	*Westchester [85]	41	32.79	Freeport	156	105.10
Amherst	279	196.64	*Farmington	31	21.18	Westport	171	131.11
Fort Lawrence	44	28.05	*E. Branch Wallace Riv.	57	24.79	*Millford Corner	35	48.21
Amherst Point	46	23.26	*Eel Creek	33	29.20	*Hillgrove	38	41.41
Lower O'Brien Settlem't	50	13.25	Mill Village	171	85.76	*Mistake [A]	29	28.40
Nappan [44]	82	47.74	Kirk's Hill	51	34.88	*Mistake [B]	40	25.87
Lower Maccan	47	26.49	Diligent River	54	26.33	*Wagoner	48	57.14
River Herbert	87	46.76	Fox River	65	33.57	*Broad Cove	38	18.40
Barrensfield	25	18.36	Port Greville	57	28.61	*Long Island	28	28.87
Little River	62	31.55	Brookville	30	24.45	*Middle Section	21	16.51
Minudie	70	41.07	Spencer's Island	30	13.32			
South Joggin Mines	70	47.71	Advocate Harbour	47	22.69			
Jackson	33	22.96	Apple River	23	7.98			
Rockwell	46	30.65	Lakeland	45	26.90			
Chapman Settlement	36	18.01	Haltway River	27	23.86			
Little Forks of Maccan	29	18.88	New Prospect	21	17.72			
Maccan	51	30.70	*Black Rock	47	46.77			
West Brook	46	24.69	*Fraserville	37	20.72			
Saltsprings & Claremont	38	29.97	*Salem	23	12.08			
Glenville	26	15.52	*Maccan Mt. Road	28	22.01			
Halifax Road	47	20.12						
Salem	34	21.47						
Fenwick	36	20.05						
Nappan [73]	52	23.18						
Leicester, West	30	31.91						
Leicester, East	41	24.68						
Little River	44	24.58						
Mount Pleasant	39	19.86						
River Philip	53	27.22						
Town Hall, River Philip	46	29.33						
E. end Windham Hill Rd.	40	20.91						
E. Branch River Philip	72	37.99						
Greenville [86]	23	19.88						



OFFICIAL NOTICES.

EXTRACT FROM THE MINUTES OF THE COUNCIL OF PUBLIC INSTRUCTION, JULY 7TH, 1866.—“ Provision being made by the School Law for the publication of a *Journal of Education*, the Council of Public Instruction directs that the said *Journal* be made the medium of official notices in connexion with the Educational Department.”

T. H. RAND,  
Sec'y to C. P. I.

I.

THE Council of Public Instruction has been pleased to make the following appointment:  
To be Inspector of Schools for the County of Shelburne, WILLIAM H. RICHAN, in place of G. M. CLARK, resigned.

II. Examination of Teachers.

NOTICE IS HEREBY GIVEN, That the Council of Public Instruction directs that the next semi-annual Examination begin on

TUESDAY, 24th March next, at 9.30 o'clock, A.M.

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

Persons desirous of being examined, will be at liberty to present themselves at either of the following places of examination:

Sydney, Baddeck, Margaree Forks, Port Hood, Arichat, Guynsborough, Sherbrooke, Antigonish, Pictou, Amherst, Truro, Halifax, Windsor, Kentville, Bridgetown, Digby, Yarmouth, Shelburne, Liverpool and Lunenburg. Candidates are to furnish their own writing material.

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.

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

III. Amended and Additional Regulations concerning Superior Schools.

NOTICE IS HEREBY GIVEN to Teachers of the First Class, Trustees of schools and others, that CHAPTER V. of the CONSTITUTION AND REGULATIONS

OF THE COUNCIL OF PUBLIC INSTRUCTION, "Of Superior Schools," has been revised as follows:—

1. In lieu of sub-divisions (2), (4), and (10) of SECTION 3—  
(2) Ample School accommodation must be provided for all children of school age in the Section.

(4) The furniture must be of an approved pattern, and the supply of books, apparatus, and school materials, sufficient for and adapted to the wants of the school.

(10) a. School must have been kept at least 100 days during the term.  
b. At least three-fourths of the children of school age must be registered at school.

c. The number of pupils daily present on an average, must be at least two-thirds of the number registered.

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

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

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

5. As one-half of the grant to any superior school is payable to the Trustees and one-half to the Teacher, in deciding the competitions two elements will be kept in view as the basis of all awards:

First—The character of the school accommodation, general equipment, school attendance; and generally, all matters wholly or chiefly under the control of the SECTION—

Second—The organization, management, discipline, and progress of the school; and generally, all matters wholly or chiefly depending on the ability and diligence of the TEACHER—

And these two elements will be regarded as of equal force and importance.

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

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

IV. 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 2 1/2 hours; and in relation to Public Grants, two evening sessions shall count as one day. The prescribed Register shall be kept, and a Return of the school made in the form directed by the Superintendent.

3. Books and School materials for such Evening Schools will be furnished

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

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

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

V. Holidays and Vacations.

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

HOLIDAYS.

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

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

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

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

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

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

VACATIONS.

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

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

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

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

July, 1857.

VI. Teachers' Agreements.

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

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

NOTICE.

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

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

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

[Form of Agreement.]

Memorandum of Agreement made and entered into the — day of — A.D. 185 —, between (name of teacher) a duly licensed teacher of the — class of the one part, and (names of trustees) Trustees of School Section No. — in the District of — of the second part.

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

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

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

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

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

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

VII. To Trustees of Public Schools.

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

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

ORDERED, That in cases where the parents or guardians of children in actual attendance on any public school (or department) signify in writing to the Trustees their conscientious objection to any portion of such devotional exercises as may be conducted therein under the sanction of the Trustees, such devotional exercises shall either be so modified as not to offend the religious feelings of those so objecting, or shall be held immediately before the time fixed for the opening or after the time fixed for the close of the daily work of the school; and no children, whose parents or guardians signify conscientious objections thereto, shall be required to be present during such devotional exercises. March, 1857.

3. "The hours of teaching shall not exceed six each day, exclusive of the hour allowed at noon for recreation. Trustees, however, may determine upon a less number of hours. A short recess should be allowed about the middle of both the morning and afternoon session. In elementary departments, especially, Trustees should exercise special care that the children are not confined in the school room too long."— "Comments and Regulations" of Council of Public Instruction, p. 43, reg. 2.

VIII. The procuring of Books and Apparatus.

1. WHEREAS, by the 20th Section of the Amended School Law, the rate-payers of each school section are empowered to assess themselves for the purchase of prescribed School Books, Maps, and Apparatus; and WHEREAS, by the 15th subdivision of the 6th section of the said law, an annual Provincial Grant is provided to enable the Superintendent of Education to furnish the above articles at half their cost, to School Trustees,—

NOTICE IS HEREBY GIVEN,

That the Superintendent of Education will furnish, as below, School Books, Maps, and Apparatus, to the extent of the Provincial Grant in aid of the same.

2. Trustees must carefully comply with the following Regulations:— Reg. 1.—Applications must be made in the following form, and addressed to MESSRS. A. & W. MACKINLAY, HALIFAX, who have been duly authorized to attend to all orders.

[Form of Application.]

(Date)

Messrs. A. & W. Mackinlay, Halifax.

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

LIST OF ARTICLES.

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

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

(Signed)

Trustees of — School Section in the County of —

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

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

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

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

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

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

Regulations.

3. The following are the regulations of the Council of Public Instruction with reference to all Books, Maps, and Apparatus furnished to Trustees, under the operation of Sec. 6 (15) of the law concerning Public Schools:—

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

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

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

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





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

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

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

**X. Bond of Secretary to Trustees.**

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

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

**PROVINCE OF NOVA SCOTIA.**

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

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

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

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

[Name of Witness.]

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

**ADVERTISEMENTS.**

**SCHOOL DESKS.**

THE undersigned is prepared to supply School Trustees with the improved School Desks recommended by the Council of Public Instruction for use in the Public Schools throughout the Province.

The desks and chairs are made of thoroughly seasoned oak and ash, and the standards or supports are made of iron. The desks are finished in oil, and the chairs are varnished.

The following scale will furnish any needed information, as to sizes, &c. The prices attached are for one desk and two chairs:

Age of Pupils.	Height of Chairs.	DOUBLE DESKS.				Space bet <sup>n</sup> desks for chairs.	Prices.
		Height of side next to Pupil.	Length.	Width.	Width.		
5 to 6 years.	11 inches.	21 inches.	36 inches.	12 inches.	14 inches.	\$4.00	
6 to 8 "	12 "	22 "	39 "	13 "	15 "	4.25	
8 to 10 "	13 "	23 "	42 "	13 1/2 "	15 1/2 "	4.50	
10 to 12 "	14 "	24 "	44 "	14 "	16 "	4.75	
12 to 14 "	15 "	25 "	46 "	14 1/2 "	16 1/2 "	5.00	
14 to 17 "	16 "	27 1/2 "	48 "	15 "	17 "	5.25	
17 "	17 "	29 "	48 "	16 "	17 "	5.50	

\* \* Single Desks (i. e. desks accommodating one pupil each) will be manufactured if required.

Desks and chairs (with screws) packed and delivered on board the cars, steamer, or packet at WINDSOR, at the above prices. Terms cash on delivery. Trustees wishing to procure desks should send in their orders as early as possible. Specimen desks and chairs may be seen at the EDUCATION OFFICE, Province Building, Halifax. Address,

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\* \* 25 cts. additional for postage on all Monthly Journals mailed to the country. Repayment may be made in postage stamps or otherwise.

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British Workman.....	0 30	Mining Journal.....	6 50
British Workwoman.....	0 30	New York Herald.....	4 50
Band of Hope Review.....	0 30	" Ledger.....	3 00
Budget of Fun.....	1 50	" Tribune.....	3 00
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Children's Fr.end.....	0 30	" News.....	3 00
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For sale by A. & W. MACKINLAY.

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Published monthly, under authority of Act of Parliament, and furnished gratuitously to Trustee-Corporations, and to Teachers as specified in Sect. 6 (15) of the law concerning public schools.

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