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JOURNAL OF EDUCATION.

FOR THE PROVINCE OF NOVA SCOTIA.

UNIVERSAL EDUCATION.

THE object of our school system is the free education of all the Children of Nova Scotia. The inception of this noble idea was most happy, and places the author among the true benefactors of his country. The mind that takes in this thought, that sees it in the issues to which it points, associating with it the yet untold blessing of knowledge, finds in the scheme itself, and its results, all the elements of the truly sublime, for assuredly if any thought has a just claim to this distinction, it is that which embraces in its design a well-laid plan for conferring the blessing of education on generations that are yet to be.

The people of Nova Scotia have taken hold of this thought, and it is widely permeating the various grades and sections of the country. To recede from it is an impossibility, to advance is a necessity, and that too, of the present day. To meet this necessity is a tax on the thought and energy of all who are ambitious to share the labor and honor of this great work.

The education of all the children of our land is the work now devolving upon the Government, Commissioners, Trustees and Ratepayers.

The Autumn approaches when the annual arrangements for schools are made, when monies are voted, trustees elected, teachers chosen, and a general review made of the past year with reference to enlarged efforts for the future. In view of such arrangements one of the first questions to engage attention, relates to the ability of the school section to meet the wants associated with the general plan of universal education. Are the school accommodations adequate to the requirements of this plan? If every child should be schooled, then, evidently, there should be school accommodations for every child; there should be school houses to hold all the children. While it is to be confessed, that much yet remains to be done before this point is reached, there is nevertheless such an approximation to it, as even the most enthusiastic a few short years since, scarcely anticipated.

We can scarcely indulge the hope that the progress of the next six years will be as the last six, yet when the people awake to the importance of educating their children, and they assuredly are awakening to this, much larger results ought to be anticipated from the enlarged means at the disposal of a willing people.

It should be the ambition of every one, however associated with the school system, to look well to the inquiry we have suggested. Is there room enough in our school houses for every child?

Our school system imposes this as a duty, and every section should be alive to this duty. There ought not to be a section without a school house. Until this is the case, Council, Commissioners, Trustees, Inspectors, all are at fault, and are only supplying to a part the means of success and elevation in life; while from others this boon is withheld.

But it is not enough that house accommodation be supplied. Having attended to this, the next is to see that in each section there is a good school. A poor school cannot do the work of education. Poor schools are therefore no credit to the country, and bring no blessing to the people. There are those who often amuse their families and friends by presenting pictures of schools of by-gone days in rural districts. The little dilapidated school house doing the manifold duties of a school house, a church, a hall for singing, temperance lectures and other entertainments, sometimes grave, sometimes ludicrous. The teacher that came and boarded round, his little pack on his shoulder, his deep-toned unmistakable brogue, and often strong attachment to the village inn; the old-fashioned lessons, the stern discipline; all this crowds rapidly into one's mind as me-

mory brings up our country schools at a period within the memory of men yet living. If poor schools will educate a people and fit them for the duties and demands of the times, then these old appliances of knowledge ought not to have been supplanted; and the hand that upraised their foundations was ruthless and unhallowed. Would such now—would they ever—educate the country? Poor schools can never do that which we claim as the prerogative of the good. The rich will have such, the poor claim them as their right and should have them.

Good schools leaven society with an infusion into every strata of the social fabric, of the real element of true manhood. They leaven with knowledge, with culture, with expanded thought, and with noble conception of the capabilities of the human soul. Such infusions into the youth of any land will ensure success, and true greatness.

What is the secret of that indomitable energy and power now displayed by Prussia, as her generals roll back the invading legions of France from their Fatherland? It is that in Germany they have a place in school for every youth, and every school is a good one. All this conquest so glorious to Germany has for its starting point the free and efficient day school. We say to parents, trustees, rate-payers, do not tolerate a poor school; it can never do its work, and will only drag as a burden on your section. Doubtless the section that can endure a poor school can support a good one, upon the self evident fact that a good thing is always the cheapest, while a poor article is always dear.

May not a question be here proposed? If school accommodations are provided for every youth, and a good school secured, is it not evident that every child should go to school? Duty is always imperative! Compulsory attendance has been urged by many friends of education; others, more cautious, hesitate and inquire: are we ripe for such a measure? If to educate the youth is the duty of the Government, and if a large expenditure of money provide education for all; if the future of the country is to be what the coming generations make it; then we confess, it seems difficult to avoid the conclusion that follows, that there should be some means employed by which every child should be constrained to attend school, and share the blessing his country provides.

There is much pertinency in the question: Have parents such a right over their children as to bring them up and cast them in ignorance upon society? Should they be allowed thus to sacrifice, at once, the interests of society and of the individual? However, we believe that this country does not now need such a compulsory law. Provide good schools, and such will operate upon the surrounding community with an attraction sufficiently energetic to draw to its privileges the youth, and awaken emulation in the mind of parents, so that a good school will act by forces inseparable from itself, and by these forces do more effectually the very thing that a compulsory law contemplates. Good schools will therefore supersede the necessity of such constrainings. As we have hinted, there are few Nova Scotians who do not value education, and who, when its privileges are at the door, will not embrace them.

We think that trustees might clothe themselves with an influence that would do much in inducing a more general attendance. The influence of a few christian men in a community, especially a rural one, is often more potent than law, over the poor and humble classes of society, for such, trustees can, if they will, exercise a mighty power for good. Their appearance in the dwellings of the poor, inquiring why the children are not at school—manifesting an interest in the matter, administering words of encouragement, and if needs be, of friendly admonition—will

awaken strong sympathies and rarely fail to secure for the children the privileges of the school.

There is one more thought on this subject we wish to present, and that relates to the time children should attend school. It may be that there is not much danger of attending too young; but there is danger of discontinuing too soon. The latter years at school are the most valuable to the pupil. It is then he is gathering up and understandingly using the material which has been collecting in his intellectual being during his previous course. He is then beginning to know what education is, and to feel and appreciate its power. "One year more, a little longer, the teacher often pleads, that little additional time will be so valuable." Too often for a trifling service, or a little advantage on the farm, the clever boy is taken from privileges under which his mind was maturing, and which was to spread an influence over his whole life. Keep the pupil at school if possible. His future good is wrapped up with this as well as the future influence of his family.

And thus we would urge upon the friends of education to perfect the work begun, extend the blessing until it comes to every home and encircles every youth. Encourage good teachers, for in an important sense, the teacher is the school—and the best teacher is always the cheapest.

By the energies and vigor of christian sympathy, seek out the poor and indifferent and make them feel how much of hope, full of brightness and beauty, there is in the school, that it has a mighty leverage to lift to social influence, and political power.

The school system of our country thus worked out will produce the best and most valuable results, for it assuredly will elevate all, and degrade none. Contemplating such results, we think the poet of the next generation will not sing as did the poet of the last—

"That many a flower is born to blush unseen,
And waste its sweetness on the desert air."

The fragrance of the flower will be gathered and embalmed, and its sweetness, distilled as celestial dew, will descend only to enrich, beautify, and ennoble the world.

COUNCIL OF PUBLIC INSTRUCTION.

MINUTE OF COUNCIL.

THE Council of Public Instruction having considered the petitions of a large number of Teachers and others interested in Public Schools, and having heard the report of the Superintendent of Education on the subject of these petitions, decide, that the re-examination of Teachers holding District, and Normal School Provincial License, notified to take place in September next, be for the present dispensed with, and that the holders of these License retain their position among the Teachers of Public Schools as heretofore.

The Council further ordered "That Teachers holding District and Normal School Provincial License, and also those holding License from other British Institutions for the training and instruction of Teachers in their profession, may, on petitioning,—the petitions being accompanied with certificates from Inspectors of Counties in which the applicants have taught, and also from others interested in education, assuring this Council of the good moral character of the petitioner, and also of success in teaching,—have the License above named annulled, and in stead thereof, upon the advice and with the concurrence of the Superintendent of Education, this Council will grant such a License as the Law now requires, and thus place the holders of such new License upon an equality with all other Teachers holding License from the Council of Public Instruction."

The Council also further ordered, "That the above regulation shall not extend to Teachers below the First and Second classes: and that those holding District, and Normal School Provincial License, of such classes, must apply for the above named change within one year from date."

A. S. HUNT,
Sec. Coun. Pub. Inst.

August 27, 1870.

READING.

VOCAL reading is the art by which one utters words which exist upon the written or printed page before him. This is all that a beginner does, all which many who commenced long ago yet do. But good reading means much more than this.

To be a good reader, one's voice must be clear and flexible, his articulation distinct, his understanding quick, his imagination vivid.

To say that a person can read, may mean much or little. In all our schools we have reading: but how much more meaning is in the word when applied to the act as performed by some one who excels in it, than when applied to such exercises as we daily hear to our sorrow.

When we consider what a source of improvement, happiness and entertainment it is, we wonder that there are so few proficient in the art. Young ladies are willing to spend years learning music as an accomplishment, whether they have a natural taste for it or not,—that matters little. They must have some means of making themselves agreeable when they have exhausted conversation upon their narrow range of subjects. But not one in a score can read a page so that a listener can appreciate it, if she herself does.

While we would not depreciate the value of music, we would elevate that of reading. This may be made a means of much good in a family. By the effort of one member of it, all can gain information of the current news, can be instructed in science, literature, and art; can soar on the wings of poesy, or revel in fun.

Certainly reading is a fine art, though it be not reckoned among the fine arts.

If, then, its importance is so great, much attention should be given it in our schools.

But to attain the desired end is no easy matter. There are disagreeable voices to contend with, there are numberless ones so low as to convey no syllable a reasonable distance, there are firmly closed teeth to open, there is rapidity to check, and slowness to hasten.

"In vain for them the pleasing measure flows
Whose recitation runs it all to prose;
Repeating what the poet sets not down,
The verb disjoining from its friendly noun,
While pause and break and repetition join
To make a discord in each tuneful line."

The list of faults need not be prolonged; each can lengthen it at pleasure. These may by perseverance be in a measure overcome, and usually may in time be wholly cured. Much more depends upon the will of the pupil than the power of the teacher.

Scholars frequently seem to have the idea that anybody can read. They think that lessons need no preparation. When such is their opinion, it is of no use to compel them to read over the lesson a designated number of times. We have many times seen pupils obeying such commands by rushing through a piece just as fast as one word could follow another. When those were requested to raise their hands who had fulfilled the order, theirs were most prominent.

Some things pupils may be forced to learn, but they cannot be compelled to become good readers. Here the heart must be. They must see with their mind's eye what they are describing, they must feel the sentiments they are expressing, they must enjoy the humor of a comic piece.

Hence the necessity of a thorough understanding of what is read. We are often surprised to find what curious ideas of the meaning of words pupils have. We cannot too carefully correct errors and impart truth. Scholars should be encouraged in the frequent use of the dictionary, and such books of reference as they have access to.

In connection with a reading lesson, a vast amount of information upon all subjects can be gained by scholars. As our books are now arranged, some account is given of nearly every author. If a pupil is required to learn the main facts of the life of each one as he proceeds, he will gain a knowledge of the principal writers of our own and foreign lands, which he might never else have. And after hearing authors and their works talked about, he will perhaps feel a desire to know more, and so be led to pursue a course of reading which may influence his whole after life.

Perhaps not more than one in fifty may be materially influenced; but that one is worth working for, and we cannot be sure which of those before us is he.

Michael Angelo could see the finished statue in the shapeless block; but those who dug it had not the power.

We are workers in the quarry, and cannot tell what is in the mind of the Great Master. It is our duty to do well the part assigned us, and hereafter some form of beauty may arise where now we least expect it.

Besides acquainting themselves with authors, scholars may learn much from the allusions found in the lessons. These are of all varieties, scriptural, classical and miscellaneous, and as far as possible should be explained. It does not do to take much for granted, and though it may seem certain that there is no need of explaining some common allusion, very likely some scholar is entertaining most ridiculous ideas concerning it. There is no limit to the range of subjects which can be investigated in connection

with this lesson. It will be exceedingly interesting and profitable, if teachers are well informed, and pupils eager to learn new things.

Some may think it a waste of time to spend much of it in this way, and may consider it better to devote it to actual reading. But will not scholars feel more interest in what they understand, and will they not give it more expression? Seeing that so much may be made of a reading exercise, will it not gain importance in their estimation, and will they not be likely to try to do their part well?

Shakespeare's Dogberry says that "To read comes by nature"; and as far as the articulate expression is concerned, he is not far wrong. Still, culture makes great compensations for natural deficiencies in this direction as in all.

Since Demosthenes overcame so many and so formidable impediments of speech and voice, and became the greatest orator of his nation, no one need despair.

Of course there is much unfruitful soil where nothing will grow, let the seed be perfect, and the care most attentive. We cannot expect to make excellent readers of all our pupils; but let us use all the means possible to do so, trusting that good results will sooner or later follow.

M. K.

ON MODERN CHEMICAL NOTATION.

By J. BAKER EDWARDS, Ph. D., F. C. S., Montreal.

THE recent changes of chemical notation and nomenclature which are now adopted in the best English text-books, are somewhat puzzling to teachers trained under the old system—and although careful readers of current chemical literature have seen the impending change approaching for the last fifteen years, there is a feeling of surprise as well as relief even in their minds, at its complete adoption, both in the old and in the new world.

The change is as complete as, and in many points analogous to, that which overtook the Science of Botany in its transition from the Linnean to the Natural system, and the change moreover presents some of the same balances of advantage and disadvantage in relation to the teaching of the science to the young.

The Linnean system was both simple and perspicuous—its lines were sharp and well defined, and its classification was perfect. It was however too mechanical for the expression of natural law—and to some extent outraged nature.—A more philosophical view of vegetable structure as a whole, resulted in the dismissal of an arbitrary standard of classification and ventured upon a more general and more truthful association of facts. So in the great system of Berzelius and Dalton—the constant reference to the elements Hydrogen and Oxygen whilst it assisted in the formation of tables of elements, both upon the Oxygen standard of 100—and upon the Hydrogen standard of unity—respectively failed to accomplish that simplicity of expression and that perfection in atomic proportion which were involved in the law of Proust, and which should have been the legitimate consequence of the Daltonian system, had either oxygen, or hydrogen, really been typical representatives of the remaining elements and been always associated with them in multiple proportion by weight.

It is due to the great Berzelius (than whom a greater Chemist never lived) to state that modern science has in the case of Water, simply returned to his original equivalents of (H_2O), and that the comparatively recent researches of M. Dumas pursued with all the rigor of debate and assisted by all the facilities of modern appliance, failed to detect any important error in his famous table of the combining proportion of the elementary substances known to the chemists of his time.—It is to this research of M. Dumas that we may trace the rapid change of opinion amongst the old school chemists of Britain. The glamour of the Daltonian atom and of the Prout fantasy fell before the Ithuriel spear of Dumas, who proved that the composition of Chloride of Silver could not be expressed in whole multiples of hydrogen.

But the position of British Chemists could not be taken by a "coup de main," nor by a German "legion"—it was slowly abandoned by inches—and the labours of a Williamson, a Hofmann, a Watt, an Odling, a Frankland, a Brodie and a Roscoe, severally and combined have contributed researches and arguments which eventually undermined the citadel and mastered the situation.

Now let us take up a modern text book of Chemistry and we find a natural order of types—resembling the system of Zoology and Botany—we no longer have to regard a compound simply in its relation to hydrogen on the one hand or to oxygen on the other; we have to trace it up to a type towards which it has a natural place or order—and into which it is fitted not by the arbitrary standard of weight alone, but also by the addition of a volumetric equivalent. Simple and beautiful therefore as was the purely gravimetric method of Berzelius, still more beautiful is the natural system of Laurent, Gerhardt and Williamson—in which weight form and volume together, constitute the typical series.

Under this arrangement, water no longer occupies the chief post of Janitor or keyman to all other chemical combinations—the "pons asinorum" is no longer πO but πcl .

The arrangement of elements is no longer metallic and non-metallic.

It is univalent, bivalent, trivalent, quadrivalent, quintivalent, hexivalent, &c., &c.

Now, as we have divided our thoughts on Botany in reference to seeds as (Monocotyledonous and Dicotyledonous)—in reference to leaves as (parallel and reticular) in reference to stems as (endogenous and exogenous) so we may extend the classification of elements—to one volumed, two volumed, three, six, and poly volumed natural associations. The table of elements no longer presents two long columns of opposed atoms with a large rear rank of indifferent bodies, but becomes classified into Orders, Genera and Species—after the manner of scientific association.

At present by way of illustration the four leading groups may be cited.

H O N O

In these four elements we have the representations of the whole organic kingdom. Animal and vegetable. Organic matter usually contains these very elements,—as principal elements. They form four principal types of the Inorganic kingdom and illustrate the mode of classification under consideration, pro. ex:

1. $H + Cl$ —Equivalent by vol. and weight.
H1 Cl 35.5. Vols equal.
2. $O + H_2$ —Equivalent by multiples of vol. and weight.
H2 O 16. Vols. 2 to 1—
3. $N + H_3$ —Equivalent by multiples of vol. and weight.
H3 O 14. Vols. 3 to 1
4. $C + H_4$ —Equivalent by multiples of vol. and weight.
H4 C vols. 4 to 1.

Of these examples the first is called univalent—combining with equal volume or molecule—

The second bivalent.

The third trivalent.

The fourth quadrivalent.

To borrow an illustration:

Hydrogen is a "one horse coach."

Oxygen is a "chaise and pair."

Nitrogen is an "Unicorn" (or a "3 horse bus.")

Carbon is a "coach and four," and of course this series might be extended to all the wonders of the Hippodrome.

The centre of the idea lies in the separation of the mechanical atom of Dalton from the mechanical molecule of Laurent.

The latter, altho' equally "indivisible," "indestructible" and "incompressible" may prove upon due examination to be a four, six, or sixteen horsed coach as the case may be.

(To be continued.)

ASPIRATIONS OF YOUTH.

Higher, higher will we climb,
Up the mount of glory,
That our names may live thro' time
In our country's story;
Happy when her welfare calls,
He who conquers, he who falls.

Deeper, deeper let us toil
In the mines of knowledge,
Nature's wealth and learning's spoil,
Won from school and college;
Delve we there for richer gems
Than the stars of diadema.

Onward, onward may we press
In the path of duty;
Virtue is true happiness,
Excellence true beauty;
Minds are of celestial birth,
Make we then a heaven of earth.

Closer, closer let us knit
Hearts and hands together,
Where our fireside comfort sit
In the wildest weather;
Oh, they wander wide who roam
For the joys of life from home.

Nearer, dearer bands of love,
Draw our souls in union,
To our Father's house above,
To the Saints' Communion,
Thither every hope ascend,
There may all our labours end.

ADDRESS ON SCIENTIFIC EDUCATION.

DELIVERED AT THE ENCENIA OF KING'S COLLEGE, WINDSOR, N. S., BY
 PROF. HOW, D. C. L., THURSDAY, JUNE 30TH., 1870.

SINCE ever to be changing his condition, and, on the whole, to improve it, has always been the destiny of man, and it would therefore be improper to say that change is at all peculiar to the times we live in, there cannot be the shadow of a doubt that there never was a period to compare with our own in the rapid, complete, and numerous changes resulting from intellectual activity.

Throughout the world, numberless minds are busily directing the energies of nations in carrying out a multitude of useful projects. In the best parts of Europe we see a polished civilization rejoicing in all the phases of the most complete life man has ever known. There is not a material want allowed to the senses; all that can delight those avenues of pleasure and of pain, that can bring health or ease in sickness, or soften the frequent agonies of the inevitable hour, is at command. Every contrivance by which intercourse is rendered safer, quicker, and more agreeable is being continually improved upon. In varied degrees all levels of society, even to the every lowest, partake of these benefits so that there is a diffusion of advantages such as was never yet experienced. The independent States of America and the Colonial Empires of the World shew in many portions of their vast extent a luxury more than equal in certain features to that prevailing in the parent lands. Turkey and Egypt are fast losing many of their distinguishing features. The old old isolation of China and Japan has melted away in the heat generated by the friction of western life, and from the flood of their yellow natives pouring forth to the centres of that life and their reception of its exponents,—its steamers, its railways, its telegraphs, its miners, its engineers—at home, these countries must partake of the general activity and so advance to a more elevated condition of existence.

These are not days in which old abuses can bear the strong light thrown upon them or withstand the determined spirit in which they are simply dissected and buried away. Much that has been too long looked upon as right, because old, or, if not right, at least tolerable for the same reason, has had to give place to some thing better, because more adapted to the wants of our times, since it has been found either that original intentions have been perverted, or believed that their fulfilment would not in all probability have been insisted on, had those who expressed them lived to see the altered circumstances to be met. So it is that many institutions have been put upon a more suitable footing, and a more liberal view of things generally has tended to prevail. Still, great is the inertia of long lived error and accumulated misconception, and there must be very much more improvement before man can be said to live all his life in almost any country, and in many lands, alas! before he can be said to live any considerable amount of his complete existence. It is interesting in the meantime, even if sad, to watch the futile efforts of obstructives to arrest the progress of advancing though with all its ameliorating tendencies.

As it is beyond dispute that man is now more of one family than he ever was, since the time he greatly multiplied, that the barriers of national, sectional, and local exclusiveness have been partially removed, and that there is a community of feeling among the best portions of all divisions of people which did not exist till recently, it is certain that this happy result has been brought about to a great extent by the ever increasing freedom of intercourse only possible of late years. We have come for the most part to bear with more equanimity than our forefathers did the differences which must ever exist, and to work together as a matter of course on the broad platform of philanthropy, and this because people have been able to meet and talk together.

If the intermingling of individuals has made social life less angular, and not seldom turned bitterness into sweetness, how much have the meetings of nations not done to advance the well-being of mankind. It may be that these meetings of the nations in Exhibitions by means of representative objects collected by their thinkers and workers, the native products of their countries, and manifold proofs of skill and industry, have been the natural outcome of widespread activity in the Arts and Sciences. It is a fact that they have given an immense impulse to all those applications of science which minister to the progress of civilization. Who that was fitted by education to understand, even moderately well, the meaning of one of those Exhibitions could fail, as he looked upon such a gathering, to muse upon the benefits derived from scientific knowledge. He could not question, of course, the fact of existence being much more agreeable to those living among the chosen products in view, and capable of the enjoyments and appreciation of their excellence, than to those less privileged, nor could he be unaware that gradually the good effects of improvements would spread on all sides from their birthplace, but he would, as I suppose, wonder without measure at the practical answers everywhere visible to the question *cui bono* as put to the student of pure science. To take but one example, I can imagine him looking at the series of varied and exquisite colours produced from coal tar—the practical consequence of the purely scientific experiments of Faraday as supplemented by those of my old master in practical chemistry, Hofmann. Millions of money yearly put in motion by those who knew how to apply accurate chemical acquaintance with a few of the things in coal tar! What that means, anyone who says that people should be

usefully employed will allow to be a sufficient answer to the question,—what is the good of spending the time and thought of an intelligent man on such a stuff as coal tar.

How carefully should we preserve the characteristics of those people who still persist in asking what is the use of studying science, for they are the lingering types of beings prevailing in the pre-modern period. These curious creatures may ask this question now across the oceans and receive an answer almost before their ink is dry; and the answer might be that space is annihilated and time is far more profitable. They may ask the question in the darkness of night and see their portraits produced in a few moments, and the answer might teach them that darkness is not able to prevent the photographer, who used to wait for bright sunshine, from working by night as by day. And so we might go on finding answers almost sufficient to convince them that science is not without value even from their own point of view.

I do not know that we can find a more strikingly interesting illustration of the practical use made of purely scientific discoveries than by referring again to that "great high priest of nature" Faraday. Thirty years after he had witnessed the birth from his own brain of magneto-electricity as a feeble force able to deflect a delicate needle, he was vastly moved to find its developed power equal to the melting of a rod of iron. He lived to behold this one of his discoveries "grow into a mighty power; he saw it everywhere employed and fortunes founded on its free use; he saw it adopted for telegraphy and the luxury of private telegraphs made possible by its means; he saw it used on a grand scale for electro-metallurgy; he saw it generating ozone, and thereby refining sugar; he saw its light used by the photographer to enlarge his negatives; and, finally, he saw it shine like a midnight sun over the reefs around the coasts of England." There was no child of his body, but he had this most noble progeny of grand children and great grand children from this one of the infants of his brain to rejoice over as he saw it developing its marvellous capabilities of adaptation to the service of his fellow creatures.

In fact the answer which the majority of scientific men might give to the question I am speaking of might well be: The material advantages derived from our labours, so far as they benefit all, we share, but the greater part of them is for others only; they turn our thoughts into money and live more or less luxuriously while we are no better off than the juniors in some good mercantile establishment. People are glad enough to pick our brains for they make much money of them, though they do not think them worth more than a trifle to ourselves. To keep to the case of Faraday; when he was rising to the very height of his fame, all the committee of the Royal Institution, where he had achieved his great triumphs, could say was, "that certainly no reduction could be made in his salary of £100 per year, with rooms, coals, and candles." Many a foreman conducting a business within a short distance of the scene of Faraday's labours would have felt insulted by the suspicion that he earned less than four or five times as much as the philosopher. Since the British Government, like most governments, needs all credit due for any official encouragement of science, it must be added that Faraday actually received a pension of £300 a year, and, finally, at the hands of our truly noble Queen, a residence at Hampton Court. He was well aware how little our nation appreciates deep and philosophical pursuits, for he said: "For its own sake our Government should honour the men who do honour and service to their country. I have as a scientific man, received from foreign countries and sovereigns honour which pass, in my opinion, anything which it is in the power of our own to bestow." These foreign honours amounted to about 60 in number, in his own country he may have received perhaps half as many. Such honours are the main delight as they are the chief reward of the man of pure science, over and above, of course, the love he has for his work on the one hand, and, on the other, the additions he is conscious of making to the happiness of his fellows.

The question—of what good is science—is answered by many in a very different way from that in which I have as yet answered it to-day. Viewed in connection with education, they say it is of much good, perhaps of more good than any other subject of study. Side by side with the Exhibitions which changed the face of the world, were held discussions on sundry topics naturally started on the meeting of many active intellects ripened under diverse conditions to the comprehension of those gatherings of the riches of the earth, and the signs of man's delegated power to use and improve them. The relation of Science to Education could hardly fail to form one of those topics and so partly no doubt has arisen the strongly expressed opinion that the teaching of natural science is essential in education. Nothing can well be clearer than that this subject demands the instant and most careful attention of those who have the direction of education, and that all Councils of Public Instruction, Governors of Colleges, and Trustees of Private Schools, and those who have young people to be brought up as intelligent members of society should be familiar with its details and bearings. It is impossible to do more on this occasion than touch very lightly on its most salient features, for it extends over ground so very wide that a long lecture or two might well fail to exhaust it when treated as it should be for the consideration of those whose duty it is to understand the vastly changed aspect of the educational world. There is an opinion already wide-spread and fast gaining in force that the whole system of education is wrong; not only that the sub-

jects usually held to be necessary and preferable are not so, and that of these classics especially should give more place to natural science, but that neither languages nor sciences are taught in the right way. A great deal has been said, of course, on the various points raised, and some most influential bodies have felt compelled to make very urgent representation of their views. A petition was sent, for example from the Chemical Society of London urging the claims of physical sciences, especially chemistry to be introduced as a compulsory study in all schools under the control of Government. It has also been repeatedly insisted on that Natural Science should stand on precisely the same level as Classics and Mathematics, receiving the same attention and recognition, and an equal share of all honors, prizes, and emoluments, in all general educational establishments. The question of scientific education must be viewed in two distinct aspects, that of general and technical education. The ordinary school, college, and university, dealing with the former, have to do with pure science without reference to any uses it may admit of, just as with Greek and Latin; it has never been pretended that these languages are of any use in the daily life of most who learn them, but the very acquiring of them is thought beneficial to the mind; so it is with pure physical science, and it is further claimed that faculties are educated by its study which are not affected by the study of languages. Technical education requires the special direction of scientific studies for particular purposes, as in chemistry for the medical man, for the apothecary, for the metallurgist, for the mineralogist, for the geologist, for the farmer, and for the scientific, practical, and analytical chemist.

To speak a few words only on the results of the agitation of the questions relating to these branches of education. It may be said that all the old educational establishments were found woefully unequal to the necessities of the age, and both public schools and universities have had to modify their plans very considerably. Not so very recently an important step was taken in the foundation of the London University. Many here present can no doubt remember when this was scoffed at by Cambridge and Oxford and their admirers. Thirty years ago the candidates for admission were 23, last year they were 1436. A very respectable knowledge of chemistry and natural philosophy, and the payment of a fee of £2 are required for the Entrance or Matriculation Examination. The degrees, among others, of bachelor and doctor of science may subsequently be obtained, the latter after passing three more examinations, and the payment of £20 in fees. These details need no comment. London University is no longer to be despised, it is a power in the land. The pleasant name of *Stinkomalee* used to be applied to it in derision. I have not observed that that epithet is inscribed among the statues of Plato, Aristotle, Bacon, Newton, Galileo, Locke, Laplace, Davy and others which adorn so fittingly that superb structure recently opened by the Queen, when, among other things, she heard from the Chancellor of the University: "We venture to interpret your Majesty's consent to open this building, presented to us by Parliament, as a personal recognition on the part of your Majesty of the progress which the University has made in numbers and in reputation, and of its success in developing an enlarged system of education among all classes, races and creeds of your Majesty's subjects in every quarter of the globe." Complaints of the want of instruction in Science and of encouragement given to its study in Colleges and Universities in Britain have called forth definite statements from many authorities all most anxious that the world should know their institutions not to be guilty of the deficiencies laid to their charge. It is put forth that at all the large Colleges and Universities in England, Ireland and Scotland, ample provision is made for the study of science, and in most perhaps practical as well as theoretical instruction is given, while in many cases scientific scholarships are awarded as well as prize certificates. Edinburgh alone, however, has followed the example of London in giving the degrees of bachelor and doctor of science, and the question is naturally asked—why should Oxford and Cambridge and the other old Universities withhold honour where there is no profit, offer facilities in instruction and yet deny the student the highest reward of merit they can afford. Why not grant degrees purely for science. From their great privileges they should not lead rather than follow in every intellectual movement of the times. They must look to this: their day of simply lettered ease has passed away, their "learning" is not enough to offer now; more is wanted than the old routine by which men got their stamp of merit. They must awake from their dream of security and superiority or they will be left behind; when they do so, to each we may say—

"Not poppy, nor mandragora,
Nor all the drowsy syrups of the world
Shall ever medicine thee to that sweet sleep
Which thou owed'st yesterday."

In a new country like this no institution should servilely copy any model, the circumstances we live in are new and we should take the best of all we see and make plans of our own. In parts of this New World this is freely done. In the large Universities of the United States, the degrees of bachelor and doctor of science are given, and in some of them entirely novel methods of management are adopted which are said to be crowned with success.

As regards schools, it has been felt that as the school system is only a copy in essentials of that of Universities, it would be vain to expect to put Natural Science in its proper place in schools till the example is set from the higher institutions. Exposure has been fully made of the fundamental error, common to almost all who

have been brought up on the exclusively classico-mathematics system, of viewing natural science as an amusement, or at best as a subject upon which to refresh the mind strained by what they think exclusively intellectual labor, rather than as an indispensable means of education and only to be taught properly at a much greater expense of time than is yet allowed for it, and then only on a plan seldom adopted in British schools, *viz.*, not by occasional lectures, even by professional men, but by actual working of the scholars. In fact, science should be as thoroughly taught as English, Latin, or Greek, and every school should have its laboratory and museum as absolutely necessary for the complete education of the faculties of the scholar.

It would take too long to give all the reasons for the belief that the prevailing system of education is wrong. On former occasions I have spoken on the subject of scientific education and it is gratifying to find a tendency to the acceptance of it at something approaching its value in increasingly numerous quarters, but much, very much, remains to be done, and I can only repeat that it is the duty, instant and imperative, of all governing educational centres, to see that they understand the responsibility that lies upon them in this connection.

I have but a moment or two to give to the second branch of Scientific Education that, *viz.*, which is practical—Technical Education as it is called. No doubt every practical man will consider it far more important than the other, and this is a country in which practical men should form the majority.

The successive exhibitions of late years have thrust upon Britain the very painful conclusion that she is by no means first in industrial arts, that other people than her own can turn to better advantage the principles of science. She has had to acknowledge that it has been only from her being favored with most abundant natural resources—mineral wealth—and not from best knowing how to use them, that she for long held the first place as a manufacturer. She finds on enquiry that the reason other nations, especially France and Prussia, are equalling and surpassing her is that they provide better facilities for scientific education. Not only are her workmen and managers generally insufficiently acquainted with science, but their employers as a rule are nearly equally so, and simply because in the great majority of cases they were not taught science at school, a fact which some of them publicly deplore. It might easily be shown that scientific education is a national necessity to all people not barbarians, as it is recognized to be in some parts of Europe. Thus in Berlin, a laboratory for the study of chemistry has been newly erected at a cost of \$238,500; in Bonn, another, costing \$92,250, in Leipsic, one is being built at an estimate of \$150,000. In Carlshruhe, a noble Polytechnic School has been put up to accommodate 600 students. Germany has six purely technical Universities, Britain has not one. It has resulted from the anxious enquiries into this matter that strong efforts are being made to supply deficiencies in British education now so thoroughly exposed.

How is it in this country? The comparison between it and England is often made, and good grounds exist for thinking them similar in some respects. They are both rich in mineral resources, and if the older country has owed her superiority to this privilege rather than to skillful application of scientific knowledge, it is certainly so here. Why should it be so. Why should not this province have, if not its own School of Mines, its institute of Practical Science. It has been proposed to carry on various native manufactures and many of a chemical nature might be prosecuted, with advantage. There is however, no sufficient diffusion of scientific ideas to make any such projects popular. And yet what riches wait to be gathered from the application of scientific knowledge; and well used riches mean the general well-being, the advancement, the elevation of a people. Though we have long ceased to wonder at the gifts continually poured forth in all directions from the open, lavish hand of science, we cannot lose our interest in them. Our interest increases, of course, the nearer especial benefit comes to ourselves, and one of the late discoveries in chemistry may possibly enrich owners of coal in this Province. I alluded just now to the amazing variety of colors obtained from coal tar and their great money value. Yet another material has just been produced from coal tar which promises to be at least equally valuable with any heretofore obtained. Germany—the land of scientific men—has the honor of this triumph. Two chemists have produced artificially from coal tar the coloring substance of madder, which has been used as a dye from time immemorial, and is employed in enormous quantities. The discovery is obviously of the greatest possible value. This is evident when we see that the total annual growth of madder is worth \$10,750,000. England uses about half this madder, so that a sum of not less than \$5,000,000 is paid there for foreign madder every year: this will now go, in part at least, to the people of the country as they can turn their own coal into madder.

If England can do this, why not Nova Scotia with her unlimited supplies of bituminous coal.

It must always be a matter of becoming pride to the Governors of this institution, the oldest Protestant University in the British Colonial Empire, that it was here the sciences in question were first taught in this province. Desirous that the institution entrusted to them should be equal to the demands of the times, they have for 16 years had various branches of Chemistry and Natural History included in the course of instruction open to students. The example has been followed in all the younger Provincial education establish-

ments, and even in the common schools a very good little treatise on Chemistry is occasionally used. So far well for a beginning, but, if what I have said truly represents a rather general feeling on the subject, it is clear that much more must be done before scientific education is placed on a proper footing, and the returns it would so certainly make if it were done justice to can be expected.

As regards our own course our governors must be delighted that it has become the rule, rather than the exception, for branches of Chemistry and Natural History to be given in for degrees. As they are always careful to appoint the best examiners that can be got, judgment can easily be formed from the reports of these gentlemen as to the results of what teaching has been done. Professor Hind last week examined the answers of the degree candidates, Messrs. Gilpin, Keating and Hamilton, to questions set by himself in Chemical Physics, Inorganic and Organic Chemistry, and found that they all got many more marks than they required for the standard they aimed at, and that Mr. Gilpin, did equally well in Mineralogy. I can add that over and above this Mr. Gilpin showed that he had the knowledge in his head and the skill in his hands to find the contents of three bottles of solid compound substances selected at random by the President as a test in practical chemistry, and so he obtained the highest honor on the whole subjects he studied in the department, the honor known as *optime*. I have been glad before now to mention those of our students who have not failed to acknowledge the happy results of our training as experienced on their pursuing special duties abroad. The donors of handsome prizes have expressed their satisfaction at the work done for their repeated offerings, and especially will Dr. Duncan and General Williams be remembered for their liberality in the cause of Scientific Education. The holders of our prizes and certificates of merit have frequently received the endorsement of public approbation here, and, unless I am deceived, it will be so to-day. Were our means greater—and poverty, as we all know, is our enduring grief, as it is that of all the other Provincial Colleges—our results might fairly be expected to be greater also, but, such as we are, we have covered so much ground in our training that we may almost say of the University—

"Omne fere genus docendi tetigit,"

She has taken in hand almost every kind of teaching
and if we cannot add

"Nihil quod tetigit non ornavit,"

She has left nothing she has touched unembellished,
it is for the examiners to point out, and for the Governors to supply
what is wanting.

THE DIGNITY OF THE TEACHER'S PROFESSION.

THE educators of mankind are the world's benefactors. They have done more service and merit more honor than kings or heroes. We recall with pleasure the honored names of ancient Teachers. Copernicus, Socrates, Plato, Pythagoras, Aristotle and Seneca, were men whose memory still lives and whose laurels will never fade.

They believed that the business of educating mind was the noblest employment of life. And under the influence of this conviction, they devoted their best energies to the work. Their instructions have quickened the intellects and enlarged the hearts of thousands who have imbibed the rich lessons of their philosophy, and generation after generation has done them reverence.

But there were no schools in Athens and Rome, according to the American idea. The work which their renowned teachers performed, is now accomplished by other agencies. The printing press has become the instructor of the millions, and the controller of public opinion in matters pertaining to politics, philosophy and social life.

The occupation of the ancient teachers is gone; there is no further need of such schools as they founded.

But modern schools, modern teachers and modern systems of education adapted to the age, have taken their places.

Teaching is no longer an ignoble pursuit, nor a field for scholastic ambition, but a profession engaging the public confidence, demanding great talents and industry, and securing great and satisfactory rewards. To be the leader of a sect or founder of a school may be honorable, but the true teacher is superior to either.

His position is one of great dignity, commanding influence and extensive usefulness.

Socrates, Plato and Aristotle and their triumphs, but none more distinguished than the venerable Massachusetts teacher, who, at the age of four score years, had the honor of a public festival and the satisfaction of receiving a marked expression of grateful remembrance and kind regard, from his former pupil, who was then the greatest living man. If the immortal Webster, when at the height of his glory, when a listening Senate and an admiring world were fascinated by his eloquence, could pause to honor the instructor of his youth can we be ashamed of our profession, or fail to mark its dignity and importance?

No position is more honorable; no responsibility more solemn and fearful than that which rests upon the educator. He aids

in giving character to generations of men. Is not this a higher art, and a greater glory, than to build the walls of cities or to lay the foundation of Empires?

Cities have contested the honor of being the birth place of Homer. They will be forgotten, while Homer himself is immortal. Can a city be honored on account of being the birth place of an individual? How illustrious then, the distinction of those who develop the intellect and mould the character of that same great man.

Again, the profession of teaching is the foundation of all other professions. Are the law, medicine, and the gospel ministry important? Are the poet, orator and statesman to be honored? Then the school master and school mistress, through whose instructions their talents and genius were developed, should share the meed of praise. No one of the professions could exist without teaching, and hence, the profession of teaching must partake of the dignity and honor which is awarded to true greatness, in every department of life.

The office of the modern teacher is still more magnified in view of the comparative importance of his work.

The ancient teacher claimed efficiency only in one department; the modern teacher must understand all. The ancient lived in an age of comparative darkness; the modern basks in the sunshine of the nineteenth century, where the arts and sciences have attained to the highest degree of cultivation.

The ancient teacher aimed to make disciples to his own favorite system of philosophy; the modern teacher makes men, citizens, statesmen, and controls and direct the powerful agencies of cultivated mind.

THE RELATION OF HIGH SCHOOLS TO COLLEGES.

THE question of university reform is every year assuming greater importance, but its discussion has been confined chiefly to academic bodies, and to those immediately interested in promoting higher scholarship. I shall attempt to show, in the present paper, that this question concerns also those who have charge of our High-school education, and that the High Schools must play an important part in carrying out any successful plan of university reform. What I have to say applies especially to those schools which are devoted mainly or entirely to preparing boys for college, and, with more or less qualification, to all High Schools.

It is only by a most absurd perversion of ideas, and completely losing sight of the purpose for which both school and college exist, that even a suspicion of mutual antagonism or diversity of interests could arise. The notion, for example, that a standard of admission to college can be so set as to be at the same time beneficial to the college and injurious to the school, is one which ought to need no refutation in an assembly of scholars. The best interests of sound learning—which are the same for both schools and colleges—should decide this question, and no subordinate interests should be considered. Indeed, where all the schools are under the same direction, and a uniform standard can be assumed in all (as in Germany), it is found best to give over the whole business of examining for admission to the university to the authorities of the schools, who are justly supposed to be the best qualified for the task by their knowledge of the pupils and of their studies. And I never heard a complaint that the *Abiturient-examen* of a German gymnasium erred on the side of lenity.

But although the general principle may be admitted, still complaints are often heard from the schools of the requisitions of the colleges, and other equally loud complaints come from the colleges of what are deemed shortcomings in the schools. If the college raises its requisitions for admission, the schools sometimes feel that there is an attempt to impose on them work which the college ought to do for itself; and when boys come to college imperfectly prepared in Greek or Latin declensions and conjugations, or in decimal fractions, the college complains that school work is unfairly imposed on it, which it has no time or means to perform. Now this state of things will never cease, until teachers on both sides are agreed at least upon the general principle of division of labor between colleges and schools. One thing, however, is beyond dispute: if we assume that there is to be progress in the higher learning in this country, it follows that there must be equal progress in our schools. There is an immense gap between the best American college and the university of Berlin. But there is a gap of exactly the same width between an American High School and Prussian gymnasium, and you cannot bridge over the former gap unless at the same time and with equal care you bridge over the latter. If the universities of Germany could be brought to America tomorrow, and put in the place of our present colleges, with all their professors changed to English-speaking Yankees, they would die for want of support, like so many trees cut-off from their roots. Unless the German schools were imported also, the universities would be so much useless lumber. I would here remark that I am not one of those who believe in the importation of either a German or an English university to meet our wants. The prominent features of the English university, those

by which we are accustomed to recognize it, are at this moment exposed to such severe criticism at home, that it would seem at least hazardous to import a system upon which reformers are at work even more vigorously than they are upon our own. And before the German university could be domesticated here, with its entire freedom from restraint and from all attempt to regulate directly either the nature or the amount of a pupil's study, the institutions of our country would require a change which the most ardent university reformer would shrink from suggesting. In Germany, the absence of direct control over the university studies—which strikes some foreigners with horror, and others with sentimental enthusiasm—is more than made up by indirect government control, which is rigid and effective, though distant. In fact, there is no country in the world where such tangible rewards for scholarship and learning are held out for the competition of students at the universities as are offered in Germany. It is not by importing a university system, but by slowly developing our own college system, and by adding to it whatever single advantages are presented by various foreign systems, that we can hope to see an American university established which shall be worthy of the name.

But although I believe that we can develop from our own resources a form of university better suited to our wants than either the English or German would be if imported bodily, I am sure that in some way the standard of our scholarship is to be raised to a level with that of Europe,—not in this generation, perhaps not in the next; but it will be done in time. And it must be done by slow and steady progress, and by the united efforts of the whole body of our teachers. There must be no uncertainty and no dispute between teachers in different institutions as to the great end to be attained, however much there may be as to the details. I will here refer for an illustration to the relation of a German school to a German university, not with a view of recommending the details of either, but because there we find the highest standard of a scholarship, and also the most perfect understanding as to the exact province of the public school and the university.

I have here one of the latest programmes of the Friedrichs-Werdersche Gymnasium at Berlin, one of the best Prussian schools, where Tumpert was once Professor, and where the present Prime Minister of Prussia was educated. It appears from the report of the Director (Dr. Edward Bonnell, well known as a Latin scholar, especially for his labors in Quintilian), that the pupils receive twenty-eight or thirty hours instruction in each week, of which time less than a half is occupied with Latin and Greek.* The full course of study now occupies nine years (the pupils generally leaving school when they are nineteen), although very many shorten the time by doing extra work. Latin is begun in the first year and Greek in the third. During the first four years Nepos and Phœdrus are the only Latin authors mentioned by name in the course of study; but extensive compilations and readers are used from the first. During the last five years, however, and often in less time, the following Latin is read: Cæsar (7 books of Gallic War); Virgil's Æneid and some Eclogues; the whole of Curtius; Cicero (4 orations against Catiline; against Verres, book V.; orations for the Manilian Law, for Archias, for Roscius of America, for Milo; De Oratore, 2 books; De Officiis, 3 books; and some Epis-Quintiles); Tacitus (3 books of Histories); Horace (4 books of Odes); Quintilian (book 10th); several books of Livy; and parts of Ovid. In Greek the course for the first five years (or less) includes 20 books of the Iliad, 13 of the Odyssey, 6 books of the Anabasis, 1 book of Thucydides, 7 orations of Demosthenes, the Antigone of Sophocles; and the Apology, Crito, Protagoras, and 2 books of the Republic, of Plato. Mathematics occupy three and a half hours a week, for nine years; Physics or Natural Science two hours a week for five years; History and Geography three hours a week for eight years and four hours for one year. Other studies, as Hebrew and Drawing, are optional; and many pupils accomplish much more work than is required in the regular studies.

Those who have passed this course of school-study are admitted, after a severe examination, to the university. Most of the instruction there is adapted to those who bring this amount of preparation, and it would be of no use to those who were merely fitted to enter an American College. When we see the choice of lectures in every department of science which is offered in the university programmes,—a choice so rich that even the specialist finds it hard to select from those offered in his speciality,—and reflect that this would be as impossible in Germany as in America, were it not for the schools, we feel that no small portion of our thanks should be given to the system of government supervision, which has filled Germany with public schools of so high a character.

The relation here described will show us what must be the position of the American school when our standard of university education is raised to the point at which we should aim; and (in my opinion) no teacher in our country does his duty, either in the college or in the school, who does not exert all his influence in

favor of raising both our colleges and our schools to the highest rank that has ever been attained anywhere, no matter if ultimate success seems impossible in this, or even in the next, generation.

What now should be the main principle on which we should aim to distribute our work between the school and the university? This is, after all, the great practical question. It seems to me that it is this: it is not the business of a university to teach the elements of any science which can be begun and studied to advantage at school. The simplest doctrines of economy teach us that it is a wicked waste of our resources to use a costly and complicated machine for work which a cheaper and simpler one will do as well, or better. Now a university is an expensive institution, a student instruction costs three or four times as much there as it does in a school. Harvard College in 1867-68 spent about \$100,000 in educating four hundred and seventy-nine undergraduates, or more than two hundred dollars on each. This includes \$20,000 paid directly to meritorious students in the shape of scholarships, prizes, and gifts, amounting to more than two-fifths of the tuition fees; but it takes no account of property valued at more than \$1,000,000, in the form of buildings, land, and library, of which the students enjoyed the use. It is only by help of its endowments that the college can afford to give this education for less than half of its actual cost. Now on what principle can we justify the use of an institution so endowed and thus costly, even with the most economical management, in teaching boys to construe Xenophon or Livy, to perform the common processes of Geometry, Trigonometry, or Algebra, to translate such an easy and common language as French? How much better could all these things be taught to small classes in schools, under the ordinary school discipline, than to large classes in college, where the strict personal attention required in all elementary instruction is absolutely impossible. And it is only by eliminating such elementary matters gradually from the college studies, that we can ever hope to find time in college to teach the higher branches of science. Of course there are some studies which, from their nature, or from the small number who pursue them, ought to be confined to the college. Such are languages like Sanskrit or Arabic, the higher metaphysical studies, and those parts of physical science which involve unsettled theories or require expensive apparatus. There is no department of study which does not supply material for more than all the time which would remain to it in college, after all the elementary instruction should be removed to the schools. And thus only can the college answer the demand which its supporters and benefactors have a right to make upon it, that it shall be a place where (as President Walker expressed it sixteen years ago) "the last word that had been uttered in any department shall be made accessible to students." Thus only can a college become a real engine for the advancement of science, and not a mere receptacle for what has been discovered elsewhere. It is therefore, as I think, the duty of every one concerned in the management of our High schools to welcome every addition to the course of preparation for college, and even to urge on the colleges as a duty, that more and more work shall be given to the schools to do.

I know what will be the first answer to all this. The parents, it will be said, will not allow their boys time enough even for the slight preparation now required, much less for a higher and broader one. This is a serious difficulty (if it exists), and one which both schools and colleges must combine to meet. It is obvious that so fundamental a question as this must be settled on some general principle, and cannot be left to so uncertain a tribunal as the whim of the average American citizen. Here it is clearly the duty of the college to suggest the remedy, and of the schools to apply it. We may perhaps take a hint from the English colleges and the much abused English schools, which, at all events seem to have solved this problem. The requisitions for matriculation at most of the colleges at Oxford and Cambridge are ridiculously low; less than half the amount of Latin, Greek, and Mathematics required for admission to our best colleges is enough to ensure matriculation. An English father who insisted on having his son sent to college at a given age, regardless of his age, regardless of his knowledge, could be gratified much more easily than such a man could be here. But what would it amount to? Such a boy could enter it is true, "without condition," but he would find himself as far removed from all the advantages of the place as if were in New Zealand. He would soon find that the real instruction of the place was not for him, and if he should attempt to attend the lectures which the real students hear in the best colleges, he would be unable to comprehend them; and he would settle down into his natural place among the *polloi*, and aim merely at a "pass degree," that is, at escaping the positive disgrace of being "plucked" at the final examination. This sounds as if the system might do somebody injustice; but the truth is, the matter is so thoroughly understood that nobody in England is deceived by the empty show of being admitted to college "clear," which takes in so many in this country. Above all, nobody mistakes the whitewash which such a young man rubs from the college walls (to use President Quincy's phrase), for the polish of real culture. How is it now with the real students, for whom all the better instruction is provided, and to whose attainments the final examination for honors is adapted? They

* I speak especially of these departments, because I am better acquainted with the manner of teaching in them, in the gymnasium and in the university.

know that the minimum required for admission is meant only for dunces (both natural and self-made), and they remain at school longer, or study harder while they are there, or both; and most of them carry studies at school far beyond the standard set by the university for a pass degree. They pursue a course which enables them to profit by the best instruction afforded at the university; and although their time has hitherto been too much wasted in writing bad verses, this is an evil which is rapidly diminishing in England, and at least need not be copied by us here. Now every teacher in England can show these two courses to any parent who complains of want of time to prepare his son for college; and the father can take his choice. In fact, the real standard of admission (for scholars) to the best English colleges is set, by the schools themselves, far above the low nominal standard set by the colleges, and is (as it should be) too high to be reasonably required of every applicant without regard to his ability.

To apply this to our own case: when it is once understood by teachers and parents (as it soon must be) that our colleges recognize two entirely distinct classes of students, one studying for a degree which means something, and another asking merely for a certificate of attendance at college,—one for whom the highest and best instruction is to be provided, for which the other is confessedly incompetent,—and when also it is understood by parents that their sons can be fitted for the lower course by superficial study and judicious cramming, while the other requires a preparation which can be given only by careful and scientific study, and by such diligence as no teacher can compel; then we shall silence the complaint of want of time to prepare for college. We need not, I trust we shall not, under any circumstances, allow such idleness and ignorance as is tolerated at the English universities; the lower course which I have in mind would not differ much from that which the lower half of one of our college classes now practically follows. But this is even now becoming more and more distinct every year from that followed by the real scholars; and as the standard is raised, the distinction will be more and more marked. The high-water mark here is easily raised by artificial means, but the low-water mark is almost immovable. There must always be a class of students in our colleges, as there always is even in the first universities of Europe, who will not or cannot raise themselves above the lowest mediocrity. It is important to have an education provided for these which shall be within their comprehension; but on no account must they be allowed to affect the standard of scholarship, or to deprive real scholars of one of the privileges of the place. Above all, no advance in scholarship can ever be made until we abandon forever the pernicious doctrine, that the instruction and the standard of scholarship in a college should be adapted to the middle rather than to the top of a class. This democratic doctrine—an absurd attempt to apply a system of equal rights to scholarship and learning—has hitherto done more than all else combined to keep down the standard of college scholarship in this country; and it is a disgrace to us that we are just waking up to the truth, that a democracy of this kind must continue to degenerate (like the imaginary democracy of Plato's state) until it is left exposed to the tyranny of low pretenders whom it has itself encouraged. It is a most laudable ambition to educate the mass of the people, and our State may well be proud of her success in this, perhaps the grandest of her undertakings; but we must not be blinded to the dangers to which this ambition exposes us. An education which is to permeate the masses of a great people must of necessity have a lower standard than the more aristocratic education of Europe. It is better that it should be so; for raising its standard would at once put it beyond the reach of many who now profit by it. But if we devote all our energy to this universal education, the higher education is neglected, and insensibly a low standard of scholarship is established and approved in our higher institutions of learning, under the specious pretext that it is better for them to educate a thousand moderately than ten thoroughly. The grain of truth in this saying—with that contained in the other equally common remark, that American colleges are made to educate citizens for the state—has done more to divert men's mind from the true issue in this discussion than anything else. If now, on this democratic principle, a mixed body of students are all taught together, as has so long been the practice in American colleges, the more thorough you make the education of the thousand, the less thorough becomes the education of the ten. Above all, the teaching of teachers is shamefully neglected under such a system, and either degenerates, or (what is the same thing) does not keep pace with the age; and

teachers of the higher branches of science are compelled either to prepare themselves for their profession by studies for which no provision is made in this country, and on which they must spend much time and often great expense, or else to undertake their work unprepared, and thus aid in depressing still further a standard of scholarship which is even now disgracefully low.

This dangerous tendency must be counteracted by raising our colleges to a position in which they can use their endowments and their learning in giving the highest instruction in all departments to those who are fitted to enjoy such advantages. In reply to those who tell us—some exultingly, others despondingly—that there is no call for such learning in this country, after reminding them that there is quite as little call for Christianity in Central Africa, I would merely point to the increasing throng of American students at all the best universities of Europe, who are seeking a higher education than they can find at home. These alone would be sufficient to support an American university, if one were founded with advantages equal to those now offered in Europe. But whenever the colleges take a step forward, they must be supported at once by the High Schools, which must take a step of equal length. This will of course require the time of school study to be lengthened, and this is not to be regretted; but no slight part of the time, might be saved by improvements in the system of study which every teacher ought to search for and adopt. I have no time to speak of this important question here; and I can merely allude to another question which may be asked,—How far ought the State to provide free education in schools of so much higher grade than our present High schools? I would say on this point, let us have the higher schools at all hazards; free schools, if they can be supported entirely by the State; partially free, if the expense prove an obstacle to their establishment. It is, I suppose, well known that the so-called public schools of Germany, except the most elementary, are partly supported by a small tuition fee, which in a Berlin gymnasium amounts to about twenty dollars a year. In our smaller towns, where the majority of the scholars in the high schools are not studying for the university, it would be more difficult to provide for the higher education of a few than it would be in cities; and here, perhaps, the difficulty would be best met by a small tuition fee, which might relieve many pupils from the necessity of going elsewhere for their preparation for college.

It is sometimes asked whether the higher instruction will not ultimately be given by a new class of universities, for which our present colleges will prepare students, so that the present position of the schools will not be affected by any advance in scholarship. The whole question of future American university is still involved in great obscurity; but if there is anything about which I feel certain with regard to it, it is this: that the department which will correspond to the German "Philosophical Faculty" will be developed chiefly from the undergraduate department of our present colleges. This has the endowments, which would be wasted even more unprofitably than at present, if they were only for elementary education; this has the traditional glory, and it would be hard to transfer the associations of college life to any other institution; above all, the college would always be an unfit as well as an expensive place for preparing boys (must I perhaps add girls?) for the real university studies. Few parents could or would afford to add a university education to a college course, and support their sons away from home at a great expense at least seven years.

In conclusion, I would say that I am not speaking of an extended course in a few departments of learning, but of one in every department in which schools can give instruction. As a university should be a place where every department of science should be raised to the highest attainable point, so the preparatory school should lay the solid foundation in all departments (not merely in two or three) without which no superstructure can be securely raised. The main principle must be kept steadily in view, that we cannot afford to use our universities to teach the elements of any science, but these must be taught in the schools.

Every year's experience gives me greater hope that this is not a mere vision in the clouds. And I cannot help adding that the inaugural address delivered at Cambridge this very week (since the preceding pages were written) has strengthened this hope and made its accomplishment seem nearer. All that is needed to secure its accomplishment is a steady purpose, and the earnest co-operation of the whole body of teachers, both in our colleges and in our schools.

| COUNTY FUND. | | | | | | | | | | | | | |
|--|-----|------|---------|-----------------|----|------|----|----|-------------------|-----|------|----|----|
| In aid of Public Schools, appropriated to Trustees of School Sections for the Term ended May 31st, 1870. | | | | Albert | 53 | 3070 | 29 | 53 | Brooklyn East | 31 | 1087 | 10 | 45 |
| The asterisk (*) indicates the Poor Sections. | | | | Victoria | 41 | 2689 | 25 | 86 | Farrington | 62 | 3060 | 37 | 60 |
| Grand Totl | | | | Gates Mountain | 50 | 3421 | 32 | 90 | Middletown | 56 | 2984 | 28 | 70 |
| SECTION. | | | | Port George | 51 | 2139 | 20 | 57 | Lawrencetown | 95 | 6342 | 61 | 00 |
| No. of pupils registered. | | | | Mount Hanly | 49 | 1185 | 10 | 91 | Mount Hope | 22 | 1268 | 12 | 19 |
| Days attended. | | | | Havelock | 49 | 2817 | 27 | 09 | Paradise | 79 | 5752 | 55 | 38 |
| Amount from County Fund | | | | Port William | 62 | 3620 | 34 | 82 | Bridgetown | 146 | 8251 | 79 | 37 |
| by all the pupils. | | | | Arlington | 58 | 3062 | 29 | 45 | Meadowvale | 53 | 2492 | 23 | 97 |
| COUNTY OF ANNAPOLIS. | | | | Hampton | 60 | 4367 | 42 | 01 | Torbrook | 69 | 3477 | 33 | 44 |
| Melvorn | 77 | 4884 | \$46 98 | Clarence West | 45 | 3134 | 30 | 14 | Cataract | 33 | 1676 | 16 | 12 |
| Margaretville | 120 | 6588 | 63 37 | Clarence Centre | 44 | 4005 | 38 | 52 | Cleveland | 21 | 1498 | 14 | 40 |
| | | | | Clarence East | 35 | 2707 | 26 | 04 | Nictaux | 57 | 2684 | 25 | 81 |
| | | | | Brooklyn West | 54 | 3393 | 32 | 63 | Williamston South | 52 | 3637 | 34 | 02 |

Table with 3 columns: Location, Value 1, Value 2. Includes Williamston North, Carleton, Messenger, Inglisville, Albany North, Albany South, Sanders, Springfield, Douglas, Bloomington, Roxbury, Dalhousie West, Dalhousie Centre, Lake Pleasant, Falkland.

ANNAPOLIS WEST.

Table with 3 columns: Location, Value 1, Value 2. Includes Mariner, Karadale, Hall, Rectory, Willett, Gesner, Chocley, Rosette, Moschelle, Annapolis, Clementsport, Clements West, Waldeck East, Waldeck West, Bridgeport, Hessian West, Clementdale, Maitland, Lequille, Phinney Mountain, Youngs Mountain, Leonard, Hillsburne, Leitchfield, Fundy, Wright, Guinea, Princeville, Virginia, Birchtown, Milford, Lake L. Rose, Hillsboro, Victory.

To aid in Building School Houses.

Table with 3 columns: Location, Value 1, Value 2. Includes Perott, Greenland, Forest Glen, Sherbrook.

COUNTY OF ANTIGONISH.

Table with 3 columns: Location, Value 1, Value 2. Includes Antigonish, Antigonish West, Morrystown, Morrystown L., Cape George, S. S., Cape George P., Cape George N. E., Georgeville, Malignant Cove, Arisaig, MacAra's Brook, Summerville, Pleasant Valley, Yankee Grant, William Paint, S. S. Harbour, Middle-Pomquette, Pomquette-Forks, Bayfield, Cross Road Tracadie, Tracadie, E. S. Tracadie, Little Tracadie, H. AuBouchi, Fraser's Grant, Black River, Caledonia Mills, Manchester Road, St. Andrew's, Big Brook, Fraser's Mills, S. Rivers Lake, Lochaber E. Side, Lochaber, W. S., H. Lochaber Lake, Upper Glen Road.

Table with 3 columns: Location, Value 1, Value 2. Includes Salt Springs, West River, Beaver Meadow, Finkie Town, West River, Briley Brook, B. S. Briley Brook, Springfield, Lower N. Grant, Old G. Road, Hollowell Grant, Malignant Brook, Goshen, Black River, Cape George B. S., Eig Mount., Stewarts Mills, Keppoch, Big Clearing, Hollowell Grant, Upper N. Grant.

COUNTY OF CAPE BRETON.

Table with 3 columns: Location, Value 1, Value 2. Includes Sydney, South Bar, Low Point, Lingan, Bridgeport, Little Glace Bay, Big Glace Bay, Gowrie Mines, Holmville, Round Island, Marian Bridge, Morley's Road, Forke's Bridge, Cox Heath, Ball's Bridge, Leitches Creek, Upper Leitches Creek, Upper North Sydney, North Sydney, Sydney Mines, Little Bras D'Or, W., George's River, Boularderie Rear, Boularderie Center, Boularderie Back L., Catalogue, Border Section C.B., R.C., Main ADieu, Main ADieu, Big Lorraine, Louisburgh, Big Pond Chapel, Irish Cove, Gillis' Lake, Head of East Bay N., North Side East Bay, Piper's Cove, Grand Narrows, Boisdale, Rear of French Road, Twelve Mile Lake, Lingan Barrasois, Kilkenny Lake, Grand Lake, Lingan Bay, Cow Bay Road, Mira Gut, Black Brook, Hill's Road, Oaklands, Cariboo Marsh, Morley's Road Mira, Ball's Creek, Rear of Ball's Creek, Rear of Boisdale, Long Island, Union, Near Main A Dieu, Scatarie, Little Lorraine, Kennington Cove, North Shore, Trout Brook, Big Ridge, French Road, Gabarus Lake, Belfry, Carrol Lake, Upper Grand Mira.

Table with 3 columns: Location, Value 1, Value 2. Includes Lewis Bay South, Lewis Bay North, South W. Salmon R., East Bay Chapel, Bein Evin, Rory Br k's Brook, Huntington's Mount., Upper Salmon River, Glengarry, Loch Lomond North, Loch Lomond South, McAdam's Lake, Eskasoni, Big Beach, Suncadie, Beaver Cove, Rear of Beaver Cove, Rear of Indian Isl's, Ingraham's.

COUNTY OF COLCHESTER.

Table with 3 columns: Location, Value 1, Value 2. Includes North River, F. I., Western Economy, Central, Upper, Bass River, Portipique, Highland Village, Great Village, Cumberland Road, Acadian Mines, Folly Mountain W., East Village, Folly, DeBert, Marstown, DeBert River, Chigonois, West Onslow, Central, Upper, North Mountain, North River, South Branch N.R., Lower Pictou Road, East Mountain, Greenfield, Harmony, Teviotdale, Truro, Bible Hill, Lower Village, Old Barns, Clifton, Beaver Brook, Princeport, Green's Creek (1), Green's Creek (2), Pleasant Valley, Fort Ellis, Lower Stewiacke W., Gaspe River, Upper, Shubenacadie, Middle Stewiacke S., South Branch, Cross Roads, Newton Mills, Eastville, Pembroke, Upper Stewiacke, Otter Brook, Middle Stewiacke, Forest Glen, Clarkville, Hardwood Hill, Maccan Road, Folly Lake, Upper Chigonois, West Branch N. R., Upper North River, Kempton, Upper Pictou Road, Smithfield, Upper Brookfield, Alma, Union, Tatamagouche, Tarbet, Forest, Waugh River.

| | | | | |
|--------------------|----|-------|----|----|
| River John Road | 73 | 3011 | 30 | 51 |
| French River | 48 | 1099 | 18 | 00 |
| Head of Tat. Berry | 69 | 3591 | 33 | 50 |
| Murphy | 60 | 3170 | 32 | 45 |
| Mill-Brook | 47 | 2340 | 21 | 81 |
| Oliver's Bridge | 42 | 1822 | 17 | 00 |
| West New Annun | 71 | 3573½ | 33 | 30 |
| Byers' Mills | 49 | 2502 | 23 | 30 |
| Wilson's | 57 | 3279½ | 30 | 02 |
| Hingley's Mills | 45 | 1089 | 10 | 10 |
| Rossville | 28 | 1407 | 13 | 08 |
| Earlton | 03 | 3112 | 20 | 04 |
| Brule | 59 | 4305 | 40 | 10 |
| Conkey's | 68 | 4142 | 38 | 05 |
| G. Sutherland's | 57 | 2492 | 23 | 27 |
| North Earlton | 28 | 1222 | 11 | 41 |
| *West Earlton | 38 | 1082 | 20 | 92 |
| *A. McKay's Mills | 39 | 2348½ | 20 | 23 |
| *Slades | 53 | 2072 | 25 | 70 |
| *Berichan | 44 | 1062 | 20 | 68 |
| *Truro Road | 43 | 1595 | 19 | 85 |
| *Point Brule | 21 | 1075½ | 13 | 38 |

COUNTY OF CUMBERLAND.

| | | | | |
|--------------------------|-----|--------|-----|----|
| Malagash Point, | 61 | 3318 | 39 | 04 |
| North Shore Malagash | 44 | 2918½ | 34 | 33 |
| Stake Road, | 59 | 3909 | 45 | 99 |
| Shoal Bay, | 72 | 3847 | 45 | 26 |
| Goose River, | 64 | 4512 | 53 | 44 |
| Wallace, | 45 | 3131 | 36 | 84 |
| Six Mile Road, | 50 | 1658 | 19 | 51 |
| Wallace Bridge, | 31 | 1753 | 18 | 08 |
| Wallace River, | 74 | 3343 | 39 | 33 |
| Wentworth, | 42 | 2699 | 31 | 70 |
| Wentworth, | 48 | 2754 | 32 | 40 |
| Wentworth, | 33 | 1720½ | 20 | 24 |
| North Wallace, | 30 | 1045 | 12 | 30 |
| Fox Harbour, | 33 | 1554 | 18 | 28 |
| Lower Gulf Shore | 44 | 2669 | 31 | 40 |
| Upper Gulf Shore, | 35 | 1289 | 15 | 16 |
| Pugwash, | 306 | 18,240 | 214 | 60 |
| North Wallace Bay, | 30 | 1249 | 14 | 69 |
| Head Wallace Bay, | 42 | 2061 | 24 | 25 |
| Pugwash River, | 52 | 3410 | 40 | 12 |
| Pugwash River, | 57 | 3730 | 43 | 88 |
| Wallace Bridge, | 46 | 2261 | 26 | 61 |
| Roslin, | 50 | 1722½ | 20 | 26 |
| Greys Road, | 52 | 1518 | 17 | 87 |
| Victoria, | 45 | 2187 | 25 | 74 |
| Crawford Settlement, | 40 | 1507 | 18 | 44 |
| Goose River, | 46 | 1413½ | 10 | 63 |
| Lower Shinnimicas, | 27 | 1114 | 13 | 10 |
| Mouth Shinnimicas, | 36 | 2581½ | 30 | 37 |
| Head Amherst, | 62 | 2647 | 31 | 15 |
| Head Amherst, | 42 | 2474 | 29 | 10 |
| Amherst, | 312 | 17,472 | 205 | 55 |
| Fort Lawrence, | 41 | 3040 | 35 | 88 |
| Amherst Point, | 57 | 2367 | 27 | 85 |
| Lower O'Brian Settlement | 60 | 3572 | 42 | 02 |
| Nappan, | 58 | 2258½ | 26 | 57 |
| Maccan, | 52 | 2975 | 35 | 00 |
| River Herbert, | 23 | 1643 | 19 | 33 |
| Barronsfield. | 26 | 2208 | 25 | 98 |
| Minudie, | 76 | 4320 | 50 | 82 |
| Joggins Mines, | 86 | 3691½ | 43 | 44 |
| Jackson Settlement, | 51 | 2359 | 27 | 76 |
| Hd. River Herbert, | 24 | 1580 | 18 | 60 |
| Maccan, | 47 | 2890½ | 34 | 01 |
| West Brook, | 47 | 2291½ | 26 | 97 |
| Central Maccan, | 35 | 2091 | 24 | 61 |
| Spring Hill, | 27 | 768 | 9 | 03 |
| Claremont, | 16 | 1363 | 16 | 04 |
| Halifax Road, | 47 | 2891 | 31 | 01 |
| Salem, | 31 | 2138 | 25 | 15 |
| Fenwick, | 47 | 1866 | 21 | 95 |
| Upper Nappan, | 53 | 2358½ | 27 | 76 |
| Streets Ridge, | 19 | 1760 | 20 | 71 |
| Leicester, | 52 | 2820 | 33 | 30 |
| Little River, | 51 | 2260 | 26 | 60 |
| Oxford | 83 | 4265½ | 50 | 19 |
| Town Hall, R. Philip, | 60 | 3576 | 45 | 61 |
| River Philip, | 20 | 1338 | 15 | 75 |
| E. Branch R. Philip, | 56 | 2408 | 28 | 34 |
| Westchester, | 53 | 2849 | 33 | 52 |
| Mount Pleasant, | 43 | 1936 | 22 | 78 |
| River Herbert, | 54 | 2805 | 33 | 09 |
| *Duran River, | 30 | 1263 | 19 | 82 |
| *Tony Bay | 56 | 2571 | 40 | 34 |
| *Mouth R. Herbert, | 16 | 827½ | 12 | 99 |
| *Chapman Settlement, | 43 | 1306 | 20 | 48 |
| *Tidnish River, | 44 | 2148½ | 33 | 37 |
| *Five Island Road, | 26 | 1350 | 21 | 18 |
| *Maccan Mountains, | 26 | 915½ | 14 | 37 |

| | | | | |
|------------------------|----|-------|----|----|
| *Maccan Mountains, | 41 | 1418 | 22 | 25 |
| *Windham Hill, | 19 | 982½ | 15 | 41 |
| *W. Branch R. Philip, | 43 | 1041 | 30 | 39 |
| *Westchester Lake, | 19 | 618 | 7 | 65 |
| *Gresnoville, | 28 | 704 | 12 | 45 |
| *Richmond, | 35 | 2300½ | 34 | 52 |
| *Mount Pleasant, | 48 | 1567 | 24 | 58 |
| *Tidnish Cross Road, | 03 | 2413 | 37 | 85 |
| *Grenville Cross Road, | 24 | 714 | 8 | 40 |

PARRSNOVO.

| | | | | |
|-------------------|-----|-------|-----|----|
| Mill Village, | 171 | 8598½ | 101 | 10 |
| Port Grove, | 62 | 1052 | 22 | 96 |
| Kirk's Hill, | 47 | 2139 | 25 | 16 |
| Fox River, | 01 | 4800 | 57 | 53 |
| Brookville, | 36 | 2423 | 28 | 50 |
| Spencer's Island, | 55 | 3718 | 43 | 74 |
| Cape D'Or, | 72 | 4053 | 47 | 68 |
| Apple River, | 28 | 1247 | 14 | 07 |
| Halfway River, | 20 | 893 | 9 | 80 |
| New Carman, | 41 | 2022 | 34 | 38 |
| *Black Rock, | 50 | 1764 | 27 | 07 |
| *Salem, | 14 | 782 | 11 | 48 |

COUNTY OF GUYSBOROUGH.

| | | | | |
|------------------------|-----|-------|-----|----|
| Guysborough | 108 | 14477 | 175 | 46 |
| River side | 55 | 2819 | 34 | 16 |
| Intervale | 97 | 2399 | 29 | 07 |
| Roman Valley | 52 | 1845 | 22 | 30 |
| Salmon River | 42 | 2587 | 31 | 35 |
| Salmon River Lakes | 50 | 3103 | 37 | 60 |
| Fox Island Main | 33 | 1202 | 14 | 56 |
| Port Felix | 73 | 3006 | 36 | 43 |
| Charles's Cove | 60 | 4653 | 56 | 39 |
| Torbay | 58 | 3709 | 44 | 95 |
| Gammons Point | 25 | 1983 | 24 | 03 |
| Manchester | 70 | 4229 | 51 | 25 |
| Manchester | 94 | 5609 | 67 | 08 |
| Clam Harbor | 75 | 4323 | 52 | 39 |
| Goose Harbor | 57 | 1548 | 18 | 70 |
| Port Mulgrave | 132 | 8550 | 103 | 62 |
| Pirate Harbor | 54 | 4108 | 49 | 78 |
| Steep Creek | 47 | 2451 | 29 | 70 |
| Sand Point | 31 | 2598 | 31 | 48 |
| Oyster Ponds | 55 | 2794 | 33 | 86 |
| Country Harbor | 21 | 1670 | 20 | 24 |
| Isaacs Harbor | 79 | 5767 | 69 | 89 |
| Isaacs Harbor | 31 | 1037 | 12 | 56 |
| Giant's Lake | 51 | 3440 | 41 | 60 |
| *River side | 33 | 2315 | 37 | 41 |
| *Colored People | 38 | 1915 | 30 | 94 |
| *Salmon River (old r.) | 29 | 1764 | 28 | 50 |
| *Halfway Cove | 59 | 4197 | 67 | 82 |
| *Middletown | 24 | 1178 | 19 | 03 |
| *Seal Harbor | 18 | 1329 | 21 | 47 |

ST. MARYS.

| | | | | |
|-------------------|-----|-------|-----|----|
| Sherbrooke | 149 | 11115 | 173 | 38 |
| Still water | 55 | 3246 | 50 | 63 |
| Melrose | 46 | 2877 | 44 | 88 |
| Cross Roads | 52 | 3329 | 51 | 93 |
| Lochaber | 45 | 2253 | 35 | 14 |
| Sonora | 50 | 2953 | 40 | 06 |
| Goldenville | 67 | 4810 | 75 | 03 |
| Goshen | 32 | 1397 | 21 | 79 |
| Goose Island | 51 | 3220 | 50 | 23 |
| *East River | 37 | 1358 | 28 | 24 |
| *St. Mary's River | 10 | 827 | 17 | 20 |

COUNTY OF HALIFAX.

| | | | | |
|-------------------|-----|--------|-----|----|
| Hubbard's Cove, | 71 | 2398½ | 24 | 25 |
| Black Point, | 73 | 3795 | 38 | 45 |
| Victoria, | 65 | 3905½ | 39 | 55 |
| Albert, | 71 | 4481 | 45 | 35 |
| Lower Ward, | 61 | 4336 | 43 | 90 |
| Haggett's Cove, | 61 | 3876 | 39 | 25 |
| Indian Harbor, | 84 | 5801½ | 58 | 75 |
| Peggy's Cove, | 56 | 4164 | 42 | 15 |
| Herring Cove, | 83 | 5276 | 53 | 40 |
| Hammond's Plains, | 95 | 6083 | 61 | 60 |
| Bedford, | 66 | 4251 | 43 | 05 |
| Lower Sackville, | 45 | 2620 | 26 | 55 |
| Upper Sackville, | 41 | 2425 | 25 | 60 |
| Dartmouth, | 463 | 35,657 | 361 | 10 |
| Waverley, | 100 | 5677 | 57 | 50 |
| Oldham, | 66 | 3408 | 34 | 50 |
| Preston Road, | 62 | 3025½ | 30 | 65 |
| Preston, | 105 | 4620½ | 46 | 75 |
| Eastern Passage, | 61 | 4180 | 42 | 30 |
| S. E. Passage, | 68 | 4084½ | 41 | 35 |
| Cow Bay, | 48 | 3028 | 30 | 65 |
| Colc Harbor, | 61 | 3493 | 35 | 35 |

| | | | | |
|-----------------------|-----|--------|-----|----|
| Lawrencetown, | 35 | 2734 | 27 | 05 |
| Lako Porter, | 41 | 2320½ | 20 | 50 |
| Chezzebecook, | 211 | 11,087 | 118 | 30 |
| *Boutillier's Point, | 62 | 4099 | 55 | 85 |
| *Head Harbor, | 44 | 2118 | 28 | 60 |
| *West Dover, | 51 | 2506½ | 38 | 80 |
| *East Dover, | 49 | 3022 | 40 | 80 |
| *Blind Bay, | 7 | 325 | 6 | 75 |
| *Beech Hill, | 30 | 737 | 9 | 05 |
| *Brookside, | 21 | 1886 | 18 | 70 |
| *Lower Prospect, | 41 | 3180 | 43 | 05 |
| *Terence Bay, | 70 | 3080 | 41 | 95 |
| *Pennant, | 42 | 2619 | 35 | 35 |
| *Harriet's Fields, | 17 | 569 | 7 | 65 |
| *Spryfield, | 37 | 1754 | 23 | 65 |
| *Ketch Harbor, | 61 | 3082 | 53 | 75 |
| *Portuguese Cove, | 57 | 5220 | 70 | 45 |
| *Ferguson's Cove, | 57 | 2028½ | 39 | 55 |
| *Cunard, | 29 | 1395 | 18 | 80 |
| *Beaver Bank Station, | 28 | 2222 | 30 | 09 |
| *Porto Bello, | 26 | 1479½ | 19 | 95 |
| *Windsor Junction, | 49 | 3520 | 47 | 50 |
| *Grand Lake, | 20 | 861 | 11 | 00 |
| *Salmon Hole, | 20 | 1007 | 13 | 60 |
| *Foot Porter's Lake, | 26 | 1113½ | 15 | 00 |
| *Middle " " | 30 | 1867 | 25 | 20 |
| *Head Lake Porter, | 8 | 406 | 5 | 50 |
| *Head of Chezzetcook, | 60 | 3572½ | 48 | 30 |
| *Lower E. Chezzetck, | 53 | 3249 | 43 | 85 |
| Musquodoboit Hr. | 08 | 3607½ | 36 | 50 |
| Upper Jeddore W. | 58 | 2591 | 26 | 25 |
| Lower Jeddore W. | 47 | 3415 | 34 | 60 |
| Oyster Pond, | 52 | 3265 | 33 | 05 |
| Owl's Head, | 36 | 2295½ | 23 | 20 |
| Ship Harbor, N. | 01 | 4737 | 47 | 95 |
| Murphy's Cove, | 77 | 3846 | 38 | 96 |
| Shoal Bay, | 61 | 2683 | 27 | 15 |
| Tangier, | 95 | 5372 | 54 | 40 |
| Pope's Harbor, | 24 | 1784 | 18 | 05 |
| Sp. Harbor, | 53 | 3314 | 33 | 55 |
| Spry Bay, | 58 | 3816½ | 38 | 65 |
| Sheet Harbor, W. | 56 | 3359 | 34 | 00 |
| Salem River, | 60 | 4108 | 47 | 70 |
| Newdy Quoddy, | 76 | 6515 | 65 | 95 |
| Moser's River, | 20 | 1377½ | 13 | 95 |
| *Petpezwick, | 45 | 2646½ | 35 | 70 |
| *Petpezwick, W. | 24 | 1929 | 26 | 05 |
| *Kent's Island, | 30 | 1905 | 25 | 70 |
| *Clam Harbor, | 34 | 2904 | 39 | 20 |
| *Mooslands, | 18 | 1115 | 15 | 05 |
| *Gerrards Island, | 29 | 1774½ | 23 | 95 |
| *Beaver Harbor, | 27 | 1584 | 21 | 35 |
| *Nicumtau, | 35 | 3140 | 41 | 40 |
| Landell's, | 45 | 2406 | 24 | 35 |
| Cooks | 51 | 3113½ | 31 | 50 |
| Meagher's Grant | 48 | 2030 | 20 | 55 |
| Little River | 61 | 4011 | 40 | 50 |
| Gladwin, | 67 | 5331 | 53 | 95 |
| North School, | 38 | 22004 | 22 | 35 |
| Taylor's, | 53 | 3082½ | 31 | 20 |
| Reid's, | 53 | 4093 | 40 | 50 |
| Higgins, | 73 | 1755 | 48 | 15 |
| Sedgewick, | 38 | 2086 | 21 | 10 |
| Archibald's, | 53 | 2664½ | 29 | 00 |
| Hutchinson, | 55 | 2618 | 26 | 45 |
| Henry, | 60 | 3932 | 39 | 80 |
| Dutch Village, | 26 | 1696 | 22 | 90 |
| Nuttall's, | 42 | 2826 | 38 | 15 |
| Dean, | 59 | 3943 | 53 | 20 |

BORDER SECTIONS.

| | | | | |
|-----------|----|------|----|----|
| *Glenmore | 30 | 1586 | 20 | 70 |
|-----------|----|------|----|----|

COUNTY OF HANTS—West.

| | | | | |
|------------------|-----|-------|-----|----|
| Windsor, | 425 | 29162 | 314 | 36 |
| Curry Corner, | 78 | 5640 | 62 | 31 |
| Martock, | 48 | 3418 | 36 | 42 |
| Forks, | 30 | 1666 | 17 | 78 |
| Falmouth Village | 77 | 2955 | 31 | 53 |
| Centre Falmouth | 73 | 4014 | 42 | 83 |
| Mt. Denison, | 62 | 2859 | 30 | 51 |
| Avondale, | 106 | 5981 | 63 | 85 |
| Poplar Grove, | 61 | 4197 | 44 | 78 |
| Brooklyn, | 112 | 7079 | 75 | 53 |
| Burlington, | 106 | 5061 | 54 | 00 |
| Kempt, | 94 | 5706 | 60 | 88 |
| Cheverie, | 80 | 4753 | 50 | 71 |
| Scotch Village, | 91 | 4864 | 46 | 56 |
| Newport Road | 63 | 4084 | 43 | 58 |
| St. Croix, | 80 | 3711 | 39 | 60 |
| Ellershaus, | 66 | 4715 | 50 | 31 |
| *3 Mile Plain | 87 | 4195 | 59 | 68 |
| *Vaughan | 27 | 1410 | 20 | 06 |

| | | | | |
|-----------------------|-----|------|----|----|
| *South Waterville | 31 | 1282 | 18 | 25 |
| *Great D. Kennetcooke | 17 | 743 | 10 | 57 |
| *Brookville, | 105 | 4580 | 05 | 28 |
| *Cambridge, | 31 | 1047 | 27 | 70 |
| *Pembroke | 50 | 3388 | 48 | 20 |
| *Cogmagun, | 23 | 1228 | 17 | 44 |
| *Greenhill, | 34 | 2325 | 33 | 08 |
| *Still Water, | 41 | 2040 | 41 | 05 |

BORDER SECTIONS.

| | | | | |
|-------------------|----|------|----|----|
| Newport & Douglas | 35 | 2110 | 22 | 58 |
|-------------------|----|------|----|----|

EAST HANTS.

| | | | | |
|---------------------|-----|-------|----|----|
| Rawdon Church, | 30 | 1680 | 14 | 25 |
| South Rawdon, | 74 | 3330 | 28 | 17 |
| East Gore, | 54 | 2650 | 22 | 35 |
| East Rawdon, | 87 | 4252 | 35 | 87 |
| Upper 9 Mile River, | 52 | 2682 | 22 | 02 |
| West Indian Road, | 88 | 2204 | 19 | 35 |
| 9 Mile River, | 33 | 2067 | 17 | 44 |
| Renfrew, | 06 | 3002 | 25 | 32 |
| Mt. Pleasant | 50 | 3871 | 30 | 07 |
| Welsford, | 84 | 6347 | 53 | 54 |
| Mill Village, | 40 | 2784 | 23 | 48 |
| Ryan Creek, | 23 | 1253 | 10 | 57 |
| Rockville, | 116 | 8688 | 73 | 24 |
| Maitland, | 120 | 10727 | 90 | 49 |
| Upper Selma, | 120 | 8864 | 74 | 77 |
| Lower Selma, | 44 | 2347 | 10 | 89 |
| East Noel, | 58 | 2602 | 21 | 05 |
| Noel, | 70 | 3820 | 32 | 27 |
| Burncoat, | 20 | 1363 | 11 | 59 |
| Moosebrook, | 41 | 950 | 8 | 06 |
| Tenecape, | 47 | 2556 | 21 | 50 |
| Kennetcook Church, | 02 | 4418 | 37 | 27 |
| Whale Creek, | 42 | 2586 | 21 | 81 |
| Barney Brook, | 26 | 2100 | 17 | 71 |
| Gore, | 65 | 3823 | 32 | 25 |
| Uniacke Gold, | 85 | 5777 | 48 | 73 |
| *Pleasant Valley, | 26 | 1045 | 11 | 75 |
| *Birch Brook, | 21 | 757 | 8 | 51 |
| *West Gore | 43 | 3122 | 35 | 11 |
| *Mt. Uniacke, | 33 | 2062 | 23 | 19 |
| East Indian Road, | 42 | 2173 | 24 | 44 |
| Plaster Creek, | 44 | 3225 | 36 | 27 |
| *Noel Road, | 35 | 2059 | 23 | 16 |
| *South Noel Road, | 37 | 1819 | 20 | 46 |
| *Northfield, | 34 | 2230 | 24 | 95 |
| *Greeno Mill | 32 | 1928 | 21 | 68 |

BORDER SECTIONS.

| | | | | |
|-------------|----|------|----|----|
| Enfield, | 66 | 4418 | 37 | 26 |
| Elmsdale, | 39 | 2471 | 20 | 84 |
| Walton, | 70 | 4453 | 37 | 56 |
| *Hillsdale, | 36 | 1527 | 17 | 17 |

COUNTY OF DIGBY.

| | | | | |
|------------------|-----|-------|-----|----|
| Bear River | 112 | 9751 | 94 | 81 |
| Hillsburgh | 44 | 2025 | 23 | 42 |
| Smith's Cove | 57 | 2920 | 28 | 37 |
| North Range | 75 | 5193 | 50 | 48 |
| Marshalltown | 55 | 2931 | 22 | 64 |
| St. Mary's Bay | 119 | 8608 | 84 | 40 |
| St. Mary's Bay | 97 | 4284 | 41 | 64 |
| The Barrens | 87 | 3658 | 35 | 54 |
| Weymouth | 64 | 5021 | 48 | 80 |
| Weymouth Bridge | 71 | 7139 | 69 | 40 |
| Weymouth Mills | 33 | 2464 | 23 | 94 |
| Digby | 214 | 14733 | 143 | 25 |
| Rosway | 56 | 4743 | 46 | 10 |
| Waterford | 23 | 963 | 9 | 53 |
| Centreville | 50 | 3525 | 34 | 26 |
| Sandy Cove | 87 | 6828 | 66 | 38 |
| Freeport | 155 | 9284 | 90 | 26 |
| Westport | 196 | 12450 | 121 | 05 |
| *Milford Corner | 40 | 2257 | 29 | 24 |
| *The Ridge | 29 | 2251 | 29 | 16 |
| *South Romze | 50 | 1857 | 24 | 04 |
| *Mistake | 70 | 5742 | 74 | 42 |
| *Wazoner | 59 | 3547 | 46 | 10 |
| *Broad Cove | 49 | 2152 | 27 | 86 |
| *Digby Neck road | 57 | 4127 | 53 | 50 |
| *Lakeside | 33 | 3057 | 39 | 59 |
| *East Ferry | 47 | 1840 | 23 | 50 |

BORDER SECTION.

| | | | | |
|-----------|----|-----|----|----|
| Southvale | 25 | 840 | 11 | 00 |
|-----------|----|-----|----|----|

CLARE.

| | | | | |
|-------------|----|------|----|----|
| Grosecocque | 31 | 5629 | 77 | 82 |
| Port Acadie | 31 | 5825 | 30 | 53 |
| Comeauville | 94 | 5229 | 72 | 30 |

| | | | | |
|----------------|-----|------|-----|----|
| Saulnierville | 75 | 4712 | 65 | 13 |
| Metezhan River | 75 | 3314 | 45 | 81 |
| Metezhan | 126 | 9700 | 135 | 35 |
| Cape Cove | 60 | 4259 | 58 | 88 |
| Therian | 30 | 2102 | 29 | 80 |
| *Cheticamp | 72 | 3651 | 67 | 30 |
| *New Tusket | 28 | 1359 | 25 | 05 |
| *Havelock | 51 | 2424 | 44 | 08 |

BORDER SECTIONS

| | | | | |
|--------------|----|------|----|----|
| Beaver River | 74 | 3108 | 44 | 21 |
| Cedar Lake | 35 | 1125 | 20 | 75 |

COUNTY OF KINGS.

| | | | | |
|---------------------|-----|-------|-----|----|
| Greenwood, | 46 | 1412 | 13 | 84 |
| Jackson, | 48 | 2270 | 22 | 22 |
| Waterville, | 43 | 2423 | 23 | 72 |
| Morristown, | 89 | 6567 | 64 | 21 |
| Dempsey Corner, | 51 | 2823 | 27 | 63 |
| Brooklyn, | 46 | 2713 | 26 | 55 |
| St. Mary's, | 42 | 2223 | 21 | 77 |
| Piersmont, | 71 | 3920 | 38 | 35 |
| Long Point, | 47 | 1847 | 18 | 09 |
| Weston, | 60 | 2466 | 24 | 14 |
| Welsford, | 47 | 3302 | 32 | 89 |
| Somersct, | 88 | 5723 | 55 | 06 |
| Berwick, | 109 | 7676 | 75 | 06 |
| S. Berwick, | 40 | 2528 | 24 | 75 |
| Waterville, | 68 | 3043 | 29 | 78 |
| Grafton, | 65 | 3816 | 37 | 34 |
| Kinsman's Corner, | 107 | 7975 | 72 | 13 |
| E. Black Rock, | 58 | 2459 | 24 | 07 |
| E. Hall's Harbor, | 76 | 3763 | 36 | 91 |
| Lakeville, | 110 | 3395 | 82 | 07 |
| Billtown, | 55 | 2419 | 23 | 68 |
| Brooklyn, | 42 | 2923 | 28 | 60 |
| Cambridge, | 53 | 3296 | 32 | 35 |
| Cold Brook, | 46 | 1496 | 14 | 76 |
| Beech Hill, | 51 | 3041 | 29 | 75 |
| Lake Mills, | 35 | 1707 | 16 | 72 |
| Canaan, | 42 | 2661 | 26 | 01 |
| Kentville, | 75 | 5977 | 58 | 39 |
| Steam Mill | 56 | 2548 | 27 | 97 |
| Centreville, | 64 | 4221 | 41 | 41 |
| Sheffield Mills, | 88 | 6660 | 65 | 12 |
| N. Scot's Bay, | 48 | 4035 | 39 | 46 |
| Lower Pero, | 49 | 1804 | 49 | 11 |
| Do. Do. | 45 | 3316 | 50 | 11 |
| Upper Pero, | 45 | 2621 | 25 | 64 |
| Medford, | 78 | 3650 | 35 | 70 |
| Habitant, | 48 | 3502 | 35 | 15 |
| Canning, | 147 | 10443 | 102 | 08 |
| Randville, | 51 | 2487 | 54 | 19 |
| Do. | 45 | 3050 | 54 | 19 |
| Upper Canard, | 91 | 5402 | 53 | 00 |
| Lower Canard, | 101 | 8483 | 82 | 93 |
| Town Plot, | 51 | 2897 | 28 | 34 |
| Church Street, | 51 | 2030 | 19 | 88 |
| U. Church Street, | 61 | 3631 | 35 | 51 |
| Port Williams, | 60 | 4964 | 48 | 56 |
| New Minas, | 61 | 3414 | 33 | 40 |
| Greenwich, | 53 | 3131 | 30 | 36 |
| Wolfville, | 206 | 14025 | 187 | 19 |
| Black River, | 75 | 2352 | 23 | 03 |
| Davison Settlement, | 43 | 1695 | 16 | 61 |
| Gasperaux, | 72 | 3352 | 32 | 80 |
| Lockhartville, | 104 | 5905 | 59 | 05 |
| Bloomfield, | 52 | 4378 | 42 | 81 |
| Grand Pre. | 120 | 6968 | 68 | 12 |
| S. Scot's Bay, | 53 | 2682 | 26 | 25 |
| Middle Pero, | 39 | 2952 | 28 | 89 |
| Pleasant View, | 49 | 2312 | 22 | 63 |
| *Lake George, | 29 | 2078 | 27 | 13 |
| Clermont, | 59 | 3186 | 41 | 56 |
| Morden, | 54 | 2658 | 34 | 68 |
| Ormsby Road, | 37 | 3041 | 39 | 66 |
| Blue Mountain, | 43 | 3889 | 44 | 22 |
| Beute Harbor, | 54 | 3254 | 42 | 58 |
| Pero Mountain, | 51 | 1989 | 25 | 29 |
| Green Field, | 51 | 2613 | 33 | 77 |
| Pine Woods, | 41 | 1417 | 18 | 57 |
| Australia, | 27 | 1911 | 24 | 94 |
| W. Cornwallis Mt., | 54 | 2675 | 34 | 90 |
| W. Gasperaux, | 46 | 2587 | 33 | 76 |
| W. Black Rock, | 62 | 3430 | 44 | 74 |

BORDER SECTIONS.

| | | | | |
|----------------|----|------|----|----|
| Kingston, | 32 | 2800 | 27 | 40 |
| *Dalhousie, | 29 | 1233 | 16 | 15 |
| Halfway River, | 7 | 579 | 7 | 56 |
| Tremont, | 45 | 3567 | 34 | 88 |

COUNTY OF LUNENBURG.

| | | | | |
|-----------------------|-----|-------|-----|----|
| Lunenburg Town, | 309 | 21156 | 248 | 04 |
| 1st Peninsula, | 50 | 2115 | 21 | 70 |
| 2nd Peninsula, Upper | 31 | 1528 | 15 | 67 |
| Upper Centre, | 38 | 2184 | 22 | 41 |
| Garden Lots, | 26 | 1223 | 12 | 54 |
| Lower South, | 88 | 3703 | 38 | 01 |
| Feltz South, | 51 | 1953 | 20 | 04 |
| *Prospect | 33 | 1933 | 18 | 03 |
| Upper South | 49 | 5242 | 53 | 82 |
| Upper Rosebury, | 44 | 3245 | 33 | 31 |
| Ritcey's Cove, | 69 | 5448 | 55 | 93 |
| Lower LaHave (5 hrs) | 47 | 3182 | 32 | 66 |
| Lower LaHave (Ger.) | 29 | 1524 | 15 | 93 |
| Ferry, LaHave, | 71 | 3602 | 36 | 08 |
| Summerside, | 61 | 3300 | 33 | 88 |
| Snyder's, LaHave, | 50 | 3051 | 32 | 34 |
| North West Range, | 71 | 6608 | 67 | 01 |
| Mader's Cove, | 101 | 5380 | 55 | 24 |
| Oakland, | 85 | 7327 | 75 | 23 |
| Martin's River, | 57 | 3416 | 35 | 06 |
| Upper Cornwall, | 50 | 2198 | 22 | 55 |
| Centreville | 52 | 3007 | 30 | 87 |
| Rosedale, | 46 | 2901 | 29 | 78 |
| Hirtles, (N.G. road) | 39 | 3886 | 39 | 89 |
| Bridgewater East, | 61 | 3816 | 39 | 17 |
| Branch (Meetinghouse) | 31 | 2810 | 28 | 75 |
| Penny's (Branch road) | 33 | 2405 | 24 | 68 |
| 2nd Peninsula (low'r) | 51 | 3264 | 33 | 50 |
| Mason's Island, | 5 | 385 | 3 | 95 |
| Blue Rock, | 66 | 3178 | 43 | 48 |
| Black Rocks, | 72 | 4016 | 54 | 07 |
| Heckman's Island, | 35 | 2534 | 34 | 06 |
| Northwest Range, | 60 | 4022 | 55 | 05 |
| Weinacht's, | 31 | 1468 | 20 | 06 |
| Indian Point, | 50 | 3291 | 45 | 08 |
| Lower Cornwall, | 22 | 393 | 5 | 37 |
| Langilles, | 38 | 1800 | 24 | 62 |
| West Northfield, | 40 | 2647 | 36 | 22 |
| New Canada, | 51 | 3504 | 47 | 96 |
| Big Lots, | 22 | 816 | 11 | 16 |
| Ironbound Island | 9 | 854 | 11 | 68 |
| Upper Northfield | 56 | 2390 | 32 | 70 |

NEW DUBLIN.

| | | | | |
|-----------------|-----|-------|-----|----|
| Bridgewater, | 181 | 15786 | 162 | 09 |
| Conquerall Bank | 59 | 5913 | 60 | 71 |
| Pleasantville | 68 | 1934 | 19 | 84 |
| Pentz's | 57 | 3790 | 38 | 00 |
| Petite Riviere | 90 | 4302 | 44 | 17 |
| Broad Cove | 31 | 2157 | 22 | 13 |
| Vogler's Cove | 51 | 1978 | 20 | 29 |
| Conquerall | 51 | 2880 | 29 | 56 |
| Baker's | 48 | 2554 | 26 | 21 |
| Chelsea | 03 | 3336 | 34 | 24 |
| Lapland | 57 | 2549 | 26 | 16 |
| Frebig's | 60 | 2907 | 39 | 78 |
| New Cumberland | 51 | 2453 | 33 | 56 |
| Crouse Town | 40 | 3067 | 41 | 97 |
| Hebb's | 26 | 1959 | 18 | 58 |
| Newcombville | 60 | 3018 | 41 | 30 |
| Wiles | 24 | 1610 | 22 | 02 |
| Lakeville | 38 | 2652 | 36 | 29 |
| Waterloo | 29 | 2063 | 28 | 22 |
| Camperdown | 35 | 1619 | 22 | 14 |
| West Conquerall | 24 | 1051 | 14 | 37 |

CHESTER.

| | | | | |
|-----------------|-----|-------|-----|----|
| Chester Town | 164 | 11036 | 150 | 97 |
| Marriett's Cove | 89 | 4187 | 57 | 26 |
| Chester Basin | 59 | 3009 | 41 | 10 |
| Windsor Road | 30 | 1177 | 15 | 08 |
| Cross, New Ross | 40 | 2281 | 31 | 19 |
| Mill Road | 41 | 1917 | 26 | 21 |
| Back of Lake | 76 | 2369 | 32 | 40 |
| Gould's River | 79 | 2350 | 32 | 14 |
| Martin's Point | 54 | 3584 | 49 | 38 |
| Blandford | 46 | 3188 | 43 | 50 |
| Bayswater | 30 | 1752 | 23 | 95 |
| Miner's Island | 9 | 692 | 9 | 45 |
| Pine Plains | 42 | 3865 | 52 | 86 |
| Aaldersville | 33 | 2070 | 37 | 43 |
| Dalhousie | 8 | 293 | 5 | 44 |

BORDER SECTIONS.

| | | | | |
|-------------|----|----|----|----|
| Aldersville | 33 | 33 | 37 | 43 |
|-------------|----|----|----|----|

COUNTY OF PICTOU.

| | | | | |
|----------------|-----|-------|-----|----|
| Pictou Town | 627 | 48315 | 518 | 27 |
| Carriboo River | 56 | 2132 | 22 | 88 |

| | | | | |
|--------------------------------------|-----|--------|-----|----|
| Toney River | 69 | 2872 | 30 | 80 |
| Cape John (McLeod's) | 37 | 1263 | 13 | 44 |
| " " S. Shore | 50 | 1966 | 21 | 08 |
| Elmsville. | | | | |
| Sand Marsh | 27 | 1400 | 14 | 01 |
| Louisville | 33 | 1815½ | 19 | 46 |
| Brookville | 48 | 2732 | 27 | 32 |
| River John Village | 223 | 15520½ | 106 | 48 |
| Welsford, Bigney's | 42 | 2132 | 22 | 80 |
| Welsford Bridge, West | 42 | 2311 | 24 | 78 |
| West Branch Church | 63 | 4066 | 43 | 01 |
| Head Mt. Dalhousie | 74 | 3662 | 39 | 28 |
| Head S. Mt. Dalhousie | 49 | 2225 | 23 | 86 |
| Mt. Dalhousie, S. S. | 44 | 2790 | 20 | 02 |
| Roger Hill, upper | 45 | 1857 | 10 | 91 |
| Carriboo Meadows | 50 | 2936 | 31 | 51 |
| Scotsburn | 68 | 3198 | 33 | 65 |
| Hardwood Hill | 69 | 3554½ | 38 | 12 |
| Rogers' Hill, Rogers | 82 | 5003 | 53 | 04 |
| Six Mile Brook | 45 | 2104 | 22 | 56 |
| Eight Mile Brook | 40 | 1547½ | 16 | 38 |
| Salt Springs | 63 | 2561½ | 27 | 47 |
| Mt. Thom, old road | 28 | 1001 | 10 | 72 |
| Mount Thom, lower | 44 | 3495 | 37 | 38 |
| Watervale, W. R. | 75 | 4660 | 49 | 98 |
| New Lairg, upper | 60 | 3529½ | 37 | 84 |
| Mill Brook | 36 | 2041 | 21 | 88 |
| Pleasant Valley | 34 | 1415½ | 15 | 07 |
| Fanuel Hall, | 40 | 2672 | 28 | 66 |
| Green Hill, lower | 25 | 1689 | 18 | 11 |
| Union Hall | 31 | 2424 | 25 | 89 |
| Central W. River | 60 | 3369 | 36 | 35 |
| Durham | 62 | 4105 | 44 | 03 |
| Syrus Brook | 80 | 5155 | 55 | 31 |
| Fisher Grant | 68 | 3479 | 37 | 21 |
| Carriboo Central | 38 | 1952 | 20 | 93 |
| Sandy Cove | 45 | 1851 | 10 | 85 |
| Carriboo, Three Brooks | 63 | 3168 | 34 | 19 |
| Pictou Island | 48 | 3615½ | 37 | 70 |
| New Glasgow | 466 | 37042½ | 406 | 90 |
| Alma | 47 | 2464½ | 26 | 32 |
| Mid. Set., Mid. River | 29 | 1700½ | 18 | 23 |
| White Hill | 24 | 558 | 5 | 90 |
| Glengarry, | 59 | 3313½ | 35 | 53 |
| Big Brook | 44 | 2498 | 26 | 69 |
| Hopewell, lower | 53 | 3756 | 40 | 39 |
| Fish Pools | 41 | 2937½ | 31 | 50 |
| Island | 43 | 3275 | 35 | 12 |
| Acadia Mines | 112 | 8394 | 90 | 04 |
| Albion Mines | 209 | 22167 | 237 | 78 |
| Springville | 51 | 3295 | 35 | 34 |
| Bridgeville | 62 | 3176½ | 34 | 06 |
| Elmsville E. R. | 78 | 4095½ | 43 | 92 |
| Upper Settlement E.R. | 66 | 2868 | 30 | 76 |
| Blanchard Road | 47 | 2279½ | 24 | 44 |
| Blue Mountains | 57 | 2875 | 30 | 83 |
| Moose River | 27 | 1644 | 17 | 63 |
| Garden Eden | 60 | 3563½ | 38 | 21 |
| " " 1869 | 64 | 4512 | 48 | 39 |
| Watervale | 50 | 2522 | 27 | 05 |
| McPherson's mills S.R. | 34 | 3710 | 39 | 79 |
| McLellan Brook Set. | 75 | 4624½ | 49 | 59 |
| Fraser's Mt., S. S. | 39 | 2168 | 23 | 25 |
| McLellan Brook, upper | 35 | 2013 | 21 | 59 |
| Churchville | 60 | 3480 | 37 | 22 |
| Loading Ground | 56 | 2840 | 30 | 45 |
| Fraser's Mt., North L. | 26 | 1479½ | 15 | 76 |
| Little Harbor | 60 | 3209 | 34 | 42 |
| Pine Tree | 55 | 2747½ | 29 | 45 |
| Sutherland River | 50 | 3528 | 37 | 14 |
| Merigomish West | 46 | 2747 | 26 | 43 |
| Merigomish East | 61 | 3569 | 38 | 28 |
| Pedmont | 35 | 625 | 6 | 70 |
| Avondale | 35 | 2691 | 28 | 86 |
| Bailey's Brook, L. | 78 | 4149 | 44 | 49 |
| Konidart | 35 | 2220½ | 23 | 81 |
| Big Island | 30 | 2038 | 21 | 86 |
| French River, E. | 65 | 3510 | 37 | 65 |
| French River, W. | 55 | 2181 | 23 | 42 |
| Little Harbor, Mid. | 31 | 1467 | 15 | 63 |
| Middle River, Collier | 42 | 2280 | 24 | 45 |
| Brooklin | 36 | 1736½ | 18 | 62 |
| Wentworth | 38 | 1750½ | 18 | 77 |
| Westville | 222 | 11575 | 124 | 16 |
| Black Brook | 13 | 947 | 10 | 14 |
| Marsh, Barry's River, for Oct., 1869 | | | 5 | 15 |
| *Fox Brook | 40 | 2486 | 35 | 40 |
| *Marsh head E. River | 21 | 1537 | 21 | 98 |
| *St. Mary's, upper | 30 | 1161 | 16 | 60 |
| *St. Mary's, lower | 34 | 1311 | 18 | 74 |
| *McLellan Mt., lower | 11 | 2051 | 29 | 80 |
| *Chance Harbor | 23 | 1188 | 16 | 26 |
| *Bailey's Brook, upper | 42 | 3018 | 43 | 58 |

| | | | | |
|-----------------------|----|-------|----|----|
| *Marshy Hope | 27 | 1016 | 14 | 53 |
| *New Lairg, lower | 32 | 2024½ | 28 | 03 |
| *Meikle Set., W. Gr't | 34 | 1761 | 24 | 91 |
| *McLellan Mt., upr N. | 36 | 2083 | 20 | 82 |
| *River John Road | 20 | 1319 | 18 | 86 |
| *College Lands | 32 | 2239 | 32 | 02 |
| *Black Brook | 20 | 807 | 12 | 39 |
| *West Branch, R. J., | 38 | 1817 | 25 | 98 |
| *Scotch Hill, West | 46 | 2383 | 34 | 08 |
| *Roger Hill, Forks | 38 | 1645½ | 23 | 54 |

COUNTY OF RICHMOND.

| | | | | |
|----------------------|-----|-------|-----|----|
| Acadiaville, | 218 | 19544 | 131 | 91 |
| Port Royal, | 53 | 1734 | 17 | 27 |
| Janvrin's Island, | 21 | 1805 | 13 | 00 |
| Arichat, | 236 | 16166 | 161 | 03 |
| Poulamond, | 97 | 6588 | 65 | 02 |
| Martinique, | 45 | 4694 | 46 | 76 |
| Lochside, | 14 | 682 | 6 | 79 |
| Petit De Grat, | 58 | 6034 | 60 | 10 |
| Little Ance, | 59 | 4663 | 46 | 45 |
| Cape La Ronde, | 58 | 2752 | 27 | 41 |
| D'Escousse, | 76 | 6563 | 65 | 37 |
| Richmond Mines, | 47 | 4116 | 41 | 00 |
| Carriboo Cove, | 45 | 3203 | 31 | 96 |
| Basin R. L., | 59 | 5788 | 57 | 65 |
| Kempt Road, | 48 | 3150 | 31 | 38 |
| Grandique, | 50 | 4205 | 41 | 89 |
| Scott's River, | 27 | 2041 | 20 | 40 |
| Points, | 35 | 669½ | 6 | 31 |
| S. Mountain, | 69 | 3254 | 32 | 41 |
| Black River, | 15 | 340 | 3 | 30 |
| St. Peter's Island, | 65 | 5306 | 52 | 85 |
| L'Ardoise, | 68 | 6386 | 63 | 11 |
| Grand River, | 71 | 4544 | 45 | 26 |
| L'Archeveque, | 37 | 2454 | 24 | 51 |
| St. Esprit | 41 | 2491 | 24 | 88 |
| Head L. Lomond, | 38 | 2785 | 27 | 54 |
| N. S. L. Lomond, | 39 | 2147 | 21 | 39 |
| S. S. L. Lomond, | 26 | 2424 | 24 | 14 |
| Hay Cove, | 68 | 4765 | 47 | 46 |
| Soldier's Cove, | 62 | 3519 | 35 | 05 |
| Salmon River, | 45 | 3102 | 30 | 90 |
| River Bourgeois, E., | 67 | 4394 | 43 | 77 |
| River Bourgeois, W., | 42 | 3154 | 31 | 42 |
| St. Peter's, | 59 | 2543 | 25 | 33 |
| Grand River Road, | 30 | 1393 | 13 | 88 |
| Framboise, | 40 | 2420 | 24 | 11 |
| Rocky Bay, | 34 | 1938 | 19 | 30 |
| Bray, | 53 | 1690 | 16 | 83 |
| Orange, | 76 | 6560 | 65 | 43 |
| Cape August, | 45 | 3600 | 35 | 56 |
| Highland, | 21 | 1313 | 13 | 08 |
| River Tear, | 32 | 1068 | 10 | 60 |
| Marache, | 46 | 4443 | 44 | 26 |
| Peter's Mountain, | 29 | 2296 | 22 | 87 |
| Brymer, | 51 | 1200 | 11 | 95 |
| Edward's, | 27 | 2353 | 23 | 44 |
| McDougall, | 72 | 5555 | 55 | 38 |
| McNab's, | 46 | 3220 | 32 | 07 |
| Cape Breton, | 30 | 458 | 4 | 56 |

COUNTY OF SHELBURNE.

| | | | | |
|---------------------|-----|-------|-----|----|
| Head of Sable River | 66 | 3096 | 42 | 99 |
| Louis Head | 37 | 1894 | 21 | 11 |
| Hg'd J. Bay, E. S. | 80 | 1923 | 20 | 89 |
| Head B & Y. Bay | 58 | 4296 | 47 | 29 |
| Lockport | 77 | 7082 | 77 | 31 |
| Jordan Ferry, E.S. | 48 | 3100 | 33 | 84 |
| Jordan Falls | 61 | 3346 | 36 | 52 |
| Lower Sand Point | 48 | 2890 | 42 | 28 |
| Shelburne | 227 | 16148 | 176 | 27 |
| Gunning Cove | 49 | 2762 | 30 | 16 |
| Roseway | 70 | 4214 | 46 | 00 |
| Black Point | 71 | 4881 | 49 | 79 |
| N. E. Harbor | 59 | 3490 | 37 | 44 |
| Indian Brook | 38 | 2046 | 22 | 34 |
| Lower Clyde | 48 | 2012 | 21 | 97 |
| Lower Ohio | 26 | 2372 | 25 | 30 |
| Upper Ohio | 27 | 1940 | 14 | 68 |
| Middle Clyde | 11 | 1172 | 12 | 80 |
| Church Over | 42 | 2967 | 32 | 60 |

BARRINGTON.

| | | | | |
|--------------------|-----|------|-----|----|
| Lyle's Falls | 30 | 1682 | 19 | 72 |
| Cape Negro Island | 38 | 1614 | 18 | 51 |
| Lower Fort la Tour | 52 | 3717 | 43 | 26 |
| Reccurs | 63 | 4419 | 51 | 44 |
| Hibbert's Brook | 66 | 3639 | 43 | 24 |
| Passage | 124 | 3886 | 107 | 74 |
| Doctor's Cove | 79 | 7316 | 63 | 99 |
| Rear Point | 45 | 2862 | 42 | 62 |
| Shag Harbor | 64 | 1705 | 19 | 86 |
| Lower Woods Hr. | 57 | 2497 | 40 | 70 |
| Upper Woods Hr. | 63 | 3143 | 36 | 60 |
| McGarry's | 66 | 2029 | 28 | 61 |

| | | | | |
|-----------------|-----|------|----|----|
| Charles Harbor | 127 | 5455 | 63 | 49 |
| South Side | 86 | 3486 | 40 | 56 |
| Harrington Head | 71 | 4643 | 53 | 80 |
| *Blancie | 40 | 2787 | 43 | 26 |
| *Hill | 37 | 1827 | 19 | 08 |
| Oak Park | 66 | 2953 | 46 | 88 |

COUNTY OF VICTORIA

| | | | | |
|---------------------------|-----|------|----|----|
| Baddeck | 107 | 7246 | 71 | 09 |
| Big Baddeck | 39 | 2673 | 23 | 21 |
| East Side Baddeck | 28 | 1633 | 19 | 01 |
| Mill Brook | 89 | 1635 | 15 | 06 |
| Upper Baddeck | 41 | 2690 | 26 | 28 |
| Upper Settlement, Baddeck | 35 | 1466 | 14 | 28 |
| Lower Baddeck Bay | 30 | 1637 | 16 | 05 |
| Baddeck Bay | 23 | 1918 | 18 | 76 |
| Hunters Mountain | 48 | 1883 | 18 | 48 |
| Church, M. River | 35 | 1922 | 18 | 85 |
| Middle River | 40 | 3263 | 32 | 00 |
| Upper Settlement, M. R. | 46 | 2889 | 28 | 88 |
| Gatlock Mountain | 47 | 2806 | 27 | 61 |
| West side Middle River | 45 | 1664 | 15 | 33 |
| St. Pat. Channel | 45 | 2323 | 22 | 78 |
| N. S. Little Narrows | 23 | 1341 | 13 | 15 |
| Washabock | 38 | 2073 | 20 | 33 |
| McKinnon's Intervale | 83 | 3340 | 32 | 76 |
| Grand Narrows | 64 | 4307 | 42 | 24 |
| Gillis Point | 47 | 1645 | 18 | 13 |
| Red Head | 47 | 2412 | 23 | 65 |
| Rocky side | 47 | 2300 | 21 | 68 |
| Cape Dauphin | 66 | 5762 | 49 | 07 |
| Big Bras d'Or | 68 | 3711 | 36 | 39 |
| Big Bank | 64 | 3486 | 34 | 19 |
| Boulardrie | 66 | 3872 | 38 | 07 |
| Kempt Head | 46 | 1768 | 17 | 33 |
| Plant Point | 64 | 2685 | 26 | 33 |
| Big Hill | 47 | 2967 | 19 | 49 |
| South Gut | 78 | 6408 | 62 | 86 |
| English Town | 45 | 2518 | 24 | 69 |
| Munro's Point | 41 | 2298 | 22 | 19 |
| North River | 65 | 2968 | 29 | 02 |
| Tarbot | 74 | 3615 | 34 | 47 |
| Fel Cove | 48 | 2082 | 20 | 33 |
| Indian Brook | 33 | 1812 | 17 | 76 |
| Flaster N. Shore | 60 | 8352 | 33 | 88 |
| French River | 43 | 2144 | 21 | 08 |
| Wrock Cove | 43 | 2584 | 25 | 34 |
| South Ingonish | 86 | 4866 | 48 | 04 |
| Big Intervale | 48 | 2489 | 24 | 41 |
| North Harbor | 34 | 1865 | 18 | 28 |
| Cape St. Lawrence | 48 | 2189 | 21 | 27 |
| *Crowds Mount | 27 | 2014 | 20 | 33 |
| *New Glen | 50 | 2678 | 26 | 01 |
| *Peter Brooks | 25 | 1531 | 20 | 01 |
| *Inlet | 28 | 2071 | 27 | 08 |
| *Ship Yard | 30 | 725 | 9 | 46 |
| *Grant | 29 | 1171 | 15 | 30 |
| *S. S. Little Narrows | 31 | 1768 | 18 | 10 |
| *Cain's Mountain | 26 | 1451 | 18 | 97 |
| *Flaster | 33 | 2791 | 28 | 86 |
| *Big Harbor | 37 | 1801 | 23 | 13 |
| *Upper Set., N. River | 31 | 2051 | 26 | 62 |
| *Smith Mountain | 28 | 1472 | 19 | 24 |

COUNTY OF YARMOUTH.

| | | | | |
|------------------|-----|-------|-----|----|
| Chebogue Point | 70 | 4464 | 41 | 76 |
| Lower Town | 221 | 17627 | 163 | 96 |
| Central | 293 | 20743 | 194 | 03 |
| Milton | 214 | 16649 | 165 | 75 |
| Pembroke | 93 | 6042 | 56 | 51 |
| Sanford | 83 | 3821 | 32 | 93 |
| Norwood | 50 | 2507 | 22 | 80 |
| Wellington | 78 | 6264 | 58 | 60 |
| Hebron | 126 | 10609 | 98 | 30 |
| Ples. Valley | 53 | 3027 | 28 | 31 |
| Arcadia | 67 | 2796 | 26 | 18 |
| C. Chebogue | 110 | 4264 | 39 | 90 |
| Salem | 42 | 3785 | 36 | 22 |
| Brooklyn | 79 | 6324 | 61 | 02 |
| Sand Beach | 76 | 5088 | 47 | 64 |
| *Lower Town | 68 | 2016 | 26 | 12 |
| *Richmond | 55 | 3886 | 42 | 33 |
| *Bloomfield | 33 | 2062 | 25 | 60 |
| *Carlton | 62 | 4289 | 64 | 73 |
| *W. Kemptville | 34 | 1803 | 23 | 73 |
| *Canaan | 41 | 2106 | 26 | 30 |
| *Pinkney's Point | 30 | 1496 | 18 | 65 |
| *Cape Foucha | 15 | 899 | 11 | 15 |
| *N. Kemptville | 30 | 2708 | 32 | 79 |

BORDER SECTIONS.

| | | | |
|--------------|----|------|---|
| Little River | 56 | 2761 | 2 |
|--------------|----|------|---|



OFFICIAL NOTICES.

I.

At a meeting of the Council of Public Instruction, held on Saturday the 27th ult., New Glasgow was made a station for the examination of candidates for provincial teachers.

A. S. HUNT,
Sec'y. Council Public Instruction.

II. School Books—Superior School Grants.

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

October 15th, 1869.

III. Examination of Teachers.

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

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

TUESDAY, 20th September next, at 9.30 o'clock, A.M.

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

Candidates are required to forward to the Inspector, not later than SEPTEMBER 1st, a written notification of their intention to be examined, and of the grade of license for which they will apply. No application can be received after this date. Candidates are to undergo Examination in the grade of which they have notified the Inspector. Seats will not be reserved for any who do not forward notification as above. Applications may be made for examination at one of the following stations:

| STATION. | ADDRESS. |
|--------------------------------------|------------------------------------|
| Sydney..... | E. Outram, Sydney. |
| Baddeck..... | A. Munro, Boulardarie. |
| Margaree Forks } Port Hood..... } | John Y. Gunn, Broad Cove. |
| Arichat..... | Remi Benoit, D'Escousee. |
| Guyssboro' } Sherbrooke }..... | S. R. Russell, Guyssboro' |
| Antigonish..... | A. McIsaac, Antigonish. |
| Pictou..... | D. McDonald, New Glasgow. |
| Amherst..... | Rev. W. S. Darragh, Shinimicus. |
| Truro..... | H. C. Upham, Groat Village. |
| Halifax..... | J. F. Parsons, 30 Albro St., Hx. |
| Windsor..... | Rev. D. M. Welton, Windsor. |
| Kentville..... | Rev. Robt. Sommerville, Wolfville. |
| Bridgetown..... | Rev. Geo. Armstrong, Bridgetown. |
| Digby..... | A. W. Savary, Digby. |
| Yarmouth..... | G. J. Fariah, Yarmouth. |
| Shelburne..... | Rev. W. H. Richan, Barrington. |
| Liverpool..... | Rev. Will. Duff, Liverpool. |
| Lunenburg..... | W. M. B. Lawson, Lunenburg. |

Candidates are to furnish their own writing material. Candidates already holding license of any grade from the Council of Public Instruction, are required to give the number of the same at the Examination.

All Candidates for License will be required, on presenting themselves for examination, to furnish a written certificate of good moral character, signed by a minister of Religion, or by two of Her Majesty's Justices of the Peace. These certificates are filed in the Educational Department, together with the other papers relating to the candidate's Examination.

The use of books or manuscripts will be strictly prohibited. Persons not intending to engage as Teachers in the Public Schools will be required, on presenting themselves for Examination, to make payment to the Deputy Examiner as follows:—Grade E, \$9.37; D, \$9.50; C, \$9.75; B, \$1.00; A, \$1.00. Also, teachers wishing to be re-examined in any grade for which they already hold a license, will be required to make payment to the Deputy Examiner as above.

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

THURSDAY noon. Other candidates for grade A will present themselves at the opening of the Examination on Tuesday.

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

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

IV. Holidays and Vacations.

Notice is hereby given to Trustees of Schools and others, that 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 times or times as the Trustees shall decide: Nevertheless

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

July 1867.

V. Teachers' Agreements.

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

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

NOTICE.

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

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

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

(FORM OF AGREEMENT.)

Memorandum of Agreement made and entered into the _____ day of _____ A.D. 186____, between [name of teacher] a duly licensed teacher of the _____ class of the one part, and [names of Trustees] Trustees of School Section No. _____ in the district of _____ of the second part.

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

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

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

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

Witness, [Name of 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.

VI. To Trustees of Public Schools.

1. "A relation being established between the trustees and the teacher, it becomes the duty of the former, on behalf of the people, to see that the 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. 61, reg. 5.*

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

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

March, 1867.

3. "The hours of teaching shall not exceed six each day, exclusive of the hour allowed at noon for recreation. Trustees, however may determine upon a less number of hours. A short recess should be allowed about the middle of both the morning and afternoon session. In elementary departments, especially, Trustees should exercise special care that the children are not confined in the school room too long."—*Comments and Regulations of Council of Public Instruction, p. 38, reg. 2*

VII. The Provincial Normal School.

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

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

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

FACULTY OF INSTRUCTORS.

NORMAL COLLEGE

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

Drawing:—

MODEL SCHOOL.

High School Department, Mr. EDWARD BLANCHARD.
Preparatory " Mr. JAMES LITTLE.
Senior Elementary " Miss FAULKNER.
Junior do. " Miss A. LEAKE.

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

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

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

VIII. Bond of Secretary to Trustees.

"The Secretary of the Trustees shall give a bond to her Majesty, with two sureties, in a sum at least equal to that to be raised by the section during the year, for the faithful performance of the duties of his office;

and the same shall be lodged by the Trustees with the Clerk of the Peace for the county or district."—*School Law of 1866, Sect. 42*

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

PROVINCE OF NOVA SCOTIA.

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

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

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

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

[Name of Witness.]

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

IX. Prescribed School Books, Maps and Apparatus.

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

NOTICE IS HEREBY GIVEN

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

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

Trustees will carefully note the following Regulations:—

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

FORM OF APPLICATION.

(Date)

Messrs. A. & W. Mackinlay,
Halifax,

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

LIST OF ARTICLES.

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

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

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

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

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

CICERO, de Off., de Sen., de Amicit., 1 vol., 30 cents: de Sen.; and de Amicit., 1 vol., (with short notes), paper, 15 cents: Oration for the Poet Archias, (with short notes), paper, 15 cents.
 HORACE, (complete), bound, 30 cents: the Odes, (with short notes), paper, 30 cents.

DICTIONARIES.

White's Junior Scholar's Latin-English Dictionary, \$1.13 cts. each.
 " " English-Latin " " 0.82 " "
 Greek,—Bryce's First Greek Book38 cts. each.
 Bryce's Second Greek Book53 " "
 Bullion's Greek Grammar86 " "
 or, Edinburgh Academy Greek Grammar 53 " "
 Arnold's Greek Prose Composition86 " "

AUTHORS—OXFORD EDITIONS.

XENOPHON, Anabasis, bound, 30 cents.
 EURIPIDES, Alcestis, (with short notes), paper, 15 cents.
 XENOPHON, Memorabilia, bound, 20 cents.
 HOMER, Iliad, (complete) bound, 68 cts.: Lib. I.—VI. (with short notes), 1 vol., paper, 30 cents.

LEXICONS.

Liddell & Scott's Greek-English Lexicon (abridged), \$1.13 each.
 Yonge's English-Greek Lexicon 1.40 "

X. Evening Schools.

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

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

XI. Address of Inspectors.

J. F. L. Parsons B.A. Halifax.
 Rev. D. M. Welton, M. A. Windsor.
 Rev. Robert Somerville, B.A. Wolfville.
 Rev. G. Armstrong, M.A. Bridgetown.
 A. W. Savary, M.A. Digby.
 G. J. Farish, M.D. Yarmouth.
 Rev. W. H. Richan Barrington.
 Rev. Wm. Duff Liverpool.
 W. M. B. Lawson Lunenburg.
 H. C. Upham Great Village.
 Rev. W. S. Darragh, Shinimicas, Cumberl'd Co.
 Daniel McDonald New Glasgow,
 Angus McIsaac Antigonish,
 S. R. Russell Guysboro'.
 John Y. Gunn Broad Cove.
 Alexander Munro Baddeck.
 Edmund Outram, M.A. Sydney.
 Rémi Benoit D'Escousse.

ADVERTISEMENTS.

EDUCATIONAL ASSOCIATION.

The opening of the Annual Convention will take place in Pictou, on Tuesday, 27th December next, at 7 p.m.

Local Associations and members of the Provincial Association having any subject to bring before the Convention will please communicate with the Managing Committee before December 1st.

When further arrangements are made, notice will be given in the JOURNAL OF EDUCATION.

By order of the Committee.

J. HOLLIES, Secretary.

Dartmouth, June 20th, 1870.

SITUATIONS WANTED!

A situation in a Graded School by a Teacher of 1st Class, 1½ years experience. Method:—Normal.

Address J. A. MEEK,
 Wolfville, N. S.

A situation as principal teacher of a Graded School by one who has attended the Provincial Normal School, and holds License Grade B.

Address, A. M.,
 Acadia College, Wolfville.

A Teacher of two years' experience, and holding a Provincial License of the SECOND CLASS, granted by the Provincial Examiners in September, 1869, desires an engagement for six months, commencing November first.

Address, stating terms, &c.,
 JAMES R. KNODELL,
 Teacher.
 Melrose, Guysboro' Co.

In a graded School, on the first of May next, by a Female Teacher, holding a Provincial License of the First Class, of 1½ years' experience, and a graduate of the Normal School.

Good references can be given.
 Address, H. S. H.,
 Mill Village,
 Queens Co.

A FEMALE TEACHER, holding a first-class Prov. License from the Normal School, desires a situation in a graded school. Salary \$900 for the school year. Has two and-a-half years' experience, and can give good reference.

Address, M. A. T.,
 Cross Roads,
 Country Harbour, Co. Guysboro'.

NOTICE.

The subscriber having completed the photographic group of the

“Teacher's Convention,”

held at Halifax last December, will be glad to receive orders for copies. They will be frames about 16 x 20 inches in size.

W. D. O'DONNELL,
 Barrington Street.

NOTICE.

A Teacher who has taught a Graded School for three years, intends removing to another location, and will be ready at the expiration of the present term to engage in a similar school. The best testimonials can be given. Inquire at the Education Office.

The Journal of Education.

Published every two months, under authority of Act of Parliament—FEBRUARY, APRIL, JUNE, AUGUST, OCTOBER, DECEMBER—and furnished gratuitously to Trustee-Corporations, and to such Teachers as are specified in Sect. 6 (16) of the law concerning Public Schools.

Any person not entitled to a copy free of charge, will have the Journal sent to his address, postage prepaid, on payment of FIFTY CENTS per annum, in advance.

The Journal will be forwarded, postage prepaid, direct from the office of publication to Trustee-Corporations and to Teachers entitled to receive it.

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

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

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

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