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READING IN OUR PUBLIC SCHOOLS.

THE supporters of our Common Schools, on introducing their friends as visitors, to these institutions find many things in their educational work to commend, of which they may be justly proud. As a rule, our pupils do exceedingly well in Arithmetic, Algebra and Geometry, and are, on the whole, well grounded in the principles of English Grammar, and in various other branches of study which make up the ordinary round of public school work.

There is however one branch of which we have little room for boasting, but rather, we fear, many for regret, if not for mortification. A good reader, or one accustomed to good reading, can enter but few of our schools where, honestly, he can bestow the meed of praise, or utter for the teacher's and pupil's encouragement the language of commendation for good reading. The following questions are often heard, "Why is the standard of reading so low in the public schools? Why do our schools produce but few good readers? Why is more attention not given to this most important branch of education? Why is not good reading regarded as an indispensable accomplishment?" Such inquiries are undoubtedly suggested because of the low measure of attainment reached in our schools, and are important questions commending themselves to the attention of all, who have in any way the management of schools, or the training of youth. It is often urged as a reason for this that we have such imperfect models in the public readers to whom our children constantly listen; that as a rule clergymen, lawyers and other public speakers are but indifferent readers. We do not however, admit this last as a truth in the measure claimed for it, while there may be good ground for the assertion to a certain extent. A public speaker very often utters his own thought extemporaneously, with vigor and force, and even eloquence, and holds for a time his audience in fixed attention, but when he comes to read a passage from some book, fails entirely to bring out, as he should, the thought and spirit of the writer, and hence fails to secure, even for a short time the minds of the listeners. Many clergymen read their sermons very well, when they are but poor readers of the scriptures. This imperfect reading by public men, no doubt, has its influence, but often admitting all that may be justly said of public readers, it is certainly not, by any means, the real cause of that imperfect reading in our schools, public and private, of which so many complaints are made.

There are strong reasons for fearing that the importance and value of good reading is far from being generally appreciated, and that a high estimate is the exception to the rule. We claim that this branch of our school work should rank among the very first, and that there are strong and obvious grounds on which to rest this claim. Reading is one of the first mental exercises that arrests and holds the attention of a child, and it will be noticed, that just as it is good or inferior will be the pleasure to the youthful listener. A little story well read, or a verse properly recited, never fails to secure the attention of children, and rarely ever, do even young children weary. When the reading is of the necessary style, "read a little more" is often the artless response to the question "are you fatigued." And so also with the aged and the infirm, so that we may regard reading as

alike the delight of the young and the solace of the aged, indeed through life, there are few periods when the mind does not realize profit and comfort from reading. It is said by a few of those who read in Prisons and Hospitals that some refuse all efforts to benefit, or comfort them in this way, and seem to derive no benefit from the reading of kind friends, who offer their service. We have known instances of failure to interest, when evidently it was the manner that failed, not the matter. One person enters a hospital and opens a book at the couch of an invalid, and soon finds a painful and discouraging absence of all interest, and in discouragement retires; another enters, perhaps reading the same passages, and finds all attention, and is delighted to see in every feature of the sick man's face expression of pleasure, and when good-bye is said, "O come again" is the response. The difference is simply in the manner or style of reading, one is a good reader the other is not. Few, very few, fail to derive both pleasure and profit from reading, especially when the passage is selected from those treasures of varied and fascinating literature, so abundant in our glorious English Language.

The matter of our school books is selected from the best literature of our language, and affords our instructors ample scope and material for successful work in teaching to read. But the main difficulty is, so few of our Teachers themselves are good readers, or suitable models for their pupils. They have given time and labor to other branches, but thinking themselves good readers, pass carelessly over this part of their work, supposing that they could instruct boys in branches which evidently they had never themselves learned. We want to urge a thoughtful consideration of this matter on all our teachers, and request from them a careful study of the best methods of teaching this most important branch of knowledge, that they may send from their schools good readers as well as good arithmeticians, good spellers, or good writers.

It is but reasonable, to expect, when visiting our schools to bear passages read, so as to convey, to some extent at least, the assurance that it is understood by the pupil, and we might also expect to see something like the spirit of the author thrown into the passage, so that what otherwise might be incomprehensible may become plain. Nor should we on such occasions expect to hear advanced pupils mispronounce simple words, and read regardless of all pauses, and flounder over passages from our most illustrious writers, as a school boy would read the notice of an auction sale or an advertisement for selling tea and sugar.

One of the first things to be attended to, by a teacher who aims at success in this work, is to ascertain, as far as possible, the causes which operate to make good readers, and to know why it is that good reading is such a rare attainment. In the first place evidently the instructor should secure from the pupil an interest in the passage to be studied for reading, that having his mind imbued with its spirit, he may the more easily and pleasantly read with the proper accents and modulations of voice. In many instances rapid and incorrect reading is the result of careless habits, the pupil having never been required to practice the rules he had been taught. A good and distinct pronunciation should be insisted upon, as of the first value in reading; this should be an invariable rule from the primary class

to the time of leaving school, for all intelligent reading must be according to certain well known and accepted principles. Reading when thus acquired and practised becomes a most valuable mental culture, it develops the power of the mind by bringing its exercise up to a high standard, it cultivates the voice and so lends an additional incentive to continued culture by the increased pleasure afforded, it refines the taste by reproducing in the mind of the reader the sentiments of distinguished men, whose works are in this way studied.

By practice the reader learns to discriminate between the different styles of reading, adapted to prose or poetry, to history or biography, to philosophic subjects or the light reading which aims mainly to amuse or direct the mind from the cares of the day. In this connection we want to remind our teachers and pupils that to become good readers is not the work of a day or of a year, but requires long and unwearied application and careful training. The work however can be done, and in the hands of a skillful teacher, even with the means furnished in our common schools, will be accomplished if taken hold of with intelligence and decision. As we have already stated it must begin when the child begins to read the most simple sentences, and at no stage of the pupils progress should the drill be omitted.

Remarks made by our visitors in some of our best public and private schools have called for these observations we may however, observe, but not in a begging-to-be-excused tone, that the evil referred to in the above lines is not confined to any one English speaking people, but is by far too wide spread. Recently we saw in an English Educational paper some exceedingly severe remarks on the reading in the best schools of England, and if we are to judge from the article in question Nova Scotia is not behind the parent country in good reading. Poor reading is also an old complaint with the Americans, but all this is no excuse for us—and hence we most earnestly press the subject upon the teachers of our public schools. We have very often wished that some large hearted, wealthy, public-spirited citizen would offer a suitable prize for the best reader in the Public Schools of Halifax.

Communications.

READING BOOKS.

(For the Journal of Education.)

I welcome with much pleasure the introduction of the new series of Readers into our list of prescribed school-books. The Nova Scotia Readers, for the most part excellent in the matter which they contained, had, however, no other good quality. In rather indifferent type and binding they presented little else than the bare text with almost nothing to make it attractive or comprehensible to the pupil.

It was, therefore, not too soon that our Council of Public Instruction decided upon adopting some other Readers. Other countries had almost stolen the march upon us in this particular, but now we know of none so well supplied either in the number of series or in the excellence of some of them.

It may be perplexing sometimes to teachers and to trustees to conclude us to what selection to make. Having made careful examination of them all, I would respectfully submit my opinions on the merits of the respective books to those who may perhaps have had less time to devote to the subject.

With respect to the printing, binding, and valuable assistance and explanations given to both teacher and pupils, the Academic series are far superior to the Nova Scotia Readers. But the reading matter in the Academic Series is for the most part very inferior. The leading idea of the compiler seems to have been to present to pupils a great deal of common information on common subjects; a very good idea when not carried to an absurd excess. His selections, but particularly his original pieces, are prosaic, dull and uninteresting to children.

A reading book should not be little else than a book on the Science of Common Things. A Class book for reading and elocutionary purposes should consist mainly of the best selections

from the best authors. It is quite as important to a country that its youth should be brought into contact with the noble sentiments, the poetic ideas, and the cultivated imaginations of its best authors in their finest literary style, as that a few tame facts should be monotonously drilled into their minds.

The Rev. James Ridgway, the compiler, seems to sacrifice the cultivation of sentiment, imagination, and language to direct practical utility.

As the series named will not be much used it remains to compare the "Royal Readers" with Collins' Illustrated Readers; while the former are very excellent, equal in some particulars and perhaps superior in its selections yet I regard the latter as the best and most complete school-books I have ever seen and as excelling all others in the following particulars:

(1) The print is large, plain and pleasing to the eye—a matter of great importance to children.

(2) More care is bestowed upon the selection of those words, for explanation, which are most characteristic of the lesson.

(3) The definitions of the words are simple and more to the point.

(4) The questions at the end of each chapter are more copious and more carefully framed.

(5) Each lesson is furnished with superior dictation exercises.

(6) The composition exercises are better provided for.

(7) In the words of one of the Prefaces: "In order to render the work as complete as possible a copious list of Prefaces and Affixes with a comprehensive vocabulary of Latin, Greek, and French roots, has been added. Advanced pupils will find these lists an indispensable requisite in acquiring a correct knowledge of the English language."

SCHOOLMASTER.

EDUCATION AS IT IS AND AS IT OUGHT TO BE.

(For the Journal of Education.)

MR. EDITOR:

Dear Sir,—While I am not at all disposed to deny that a great improvement in Public Education has been effected during the past ten or fifteen years, yet I do most emphatically deny that it is as prosperous and satisfactory as it ought to be. Nay, I affirm that, whatever its state may be, as compared to that in which it was many years ago, it is absolutely low and languishing at the present day. What are the facts? All through the country we have poor school-houses, with insufficient and inferior school furniture and apparatus; while teachers of the lower grades, and with little experience, form a large majority of those who are engaged in the very important work of educating the young.

Most readily and gladly do I admit that there are some superior school-houses—amply furnished; and that there are some excellent teachers; but, it is to be regretted that these are too much "like angels' visits." Even in the poorest sections, in the midst of the most discouraging surroundings, we occasionally find noble specimens of the *genus praeceptor*—teachers, aye, and educators in the true sense of the word. But, if we examine our public schools in detail, we shall find that, though local trustees may paint them "*coleur de rose*," they, with few exceptions, are really of the most sober gray. Not unfrequently do we find fifty or sixty pupils under one teacher, and that one probably an inexperienced girl; these pupils, moreover, stretch all the way from toddling infancy to stalwart manhood, and are found in all stages of learning, from a, b, c, to "*Gallia est omnis divisa in partes tres, &c.*, if not "far ayt that," as a happy Scotch mother proudly said of her boy, whose destination was the pulpit. Similar remarks might be made in reference to a formidable array of other branches, in which pupils are found from the first rung of the ladder, away up to the giddy height of the teacher's own acquirements. Here it may be remarked, incidentally, that there are sections in Nova Scotia where the fortunate teacher, with the munificent salary of \$400 or \$500, is expected to be equal to a whole college faculty; or, at least, to half a dozen professors rolled into one. In addition to the common branches he is expected to be able to teach a number of Languages, living and dead, the higher Equations, and Inequations, and all branches

of mathematics; together with the whole array of *ologies* which the multitudes of scientists have ever discovered or invented. Seriously, the frightful number of branches which are crowded into some of our schools crowd all real education out. While the poor teacher is worked almost to death, the pupils generally, though they undertake so much, accomplish very little; and eventually leave school deplorably deficient in the branches of education necessary to qualify them for the practical duties of earnest life. Such are many of our best miscellaneous schools, located in the more populous and flourishing settlements.

But there are other places—not a few—where the people are not so aspiring. The acme of their ambition is to secure the services of “a third class female teacher.” In these places the people have no thought of paying any part of the teacher’s salary directly out of their own pockets. They provide a few dollars to keep the school-house and furniture, such as they are, in repair, and to procure a little fuel; but they depend upon the liberal provision made by the Government, in County and Provincial funds, for the payment of the salary. To such an extent has this contemptible “cheese-paring” policy been carried, in some sections, that the trustees, after paying their teacher, out of the public funds, have a balance left. In such substitutes for schools how can the pupils be educated? The teachers themselves can lay no just claim to attainments higher than the lowest rudiments of education, and are generally quite inexperienced in teaching. They may, and often do, exact the most scrupulous accuracy from their pupils in reciting lessons from text books. Even in history the poor little people are not exempted from this miserable slavery; but must render the prescribed *task verbatim*. This and a terrible constraint, oppressive as a nightmare, and miscalled *order*, constitute, in the estimation of these teachers, the great excellence of the work. Of demonstration, illustration and elucidation, of the educating or developing process, they know little and practice less. When, Oh! when, will parents awaken to a full sense of their responsibility to God, for the proper training of their children? If a father have an old watch, worth \$4.00, to put in order, he will treat it immeasurably better than he does his little child, whom he sends to such a school. Yes, that old watch has delicate machinery, and no hand but that of a master must touch it; but the exquisitely delicate machinery of that little one’s immortal mind may be entrusted to a novice—to any one who works at a cheap rate.

Before closing my remarks on the unsatisfactory state of our Public Schools, permit me to offer a word or two upon the frequent change of teachers, so prevalent in country schools. It is largely owing to this cause that so few, on leaving school, are qualified for the places which they must occupy in the various industrial departments of life.

With a change of teachers comes a change of school management, and a change of system of teaching. A teacher of rare excellence is often succeeded by one who knows little, and, it may be, cares less about teaching; his principal object being to obtain a few dollars to enable him to go another term to college, or as an addition to a capital, with which to start in some other occupation. Of the hundreds of young men who to-day occupy teacher’s desks in Nova Scotia, how many intend to make teaching a life work? How many intend to teach even five years? I venture to affirm that not one-fourth have any such intention or desire. At least three-fourths aim at the “ministry,” or some other profession, and are only making the public schools convenient stepping stones to enable them to “pass along.” Though many of these young aspirants to the pulpit or the bar may lack all the most essential qualifications for teaching, yet personal friends and relatives are ever ready to lend them a helping hand, and hoist them into schools, even over the heads of able professional teachers. By alternately teaching and studying a few years, the desired goal, or rather starting post will be gained, and then adieu to schools forever, unless indeed Inspectorships, or some other offices in the Educational Department, can be secured.

I would not be unnecessarily severe with a very worthy class of young men; but I respectfully submit to the Council of Public Instruction, *i. e.*, the Executive Government of Nova Scotia, that this country has advanced beyond the necessity, or even desirability of having student-teachers in the public schools. For what purpose, may I ask, is our excellent Normal College? To what purpose do so many teachers attend its sessions year after year, at no little personal expense and inconvenience, if

they are to be crowded out of their chosen fields of labor? Every spring, a little before the commencement of the summer term, a host of students come forth from college, hungry for schools, or rather, in most cases, for the salaries which the schools afford; for I am persuaded that if they could make as much money at any other employment, equally light and respectable, four fifths of them would eschew teaching in *toto*. But what is to be done? How can these young students be debarred from teaching, after they have passed successful examinations and obtained honours? This question, Mr. Editor, has already been answered in your columns, but I here repeat them:—

I. Let no one be eligible for a school license who has not attended the Institution at Truro for at least one term, and who will not give a definite pledge to teach at least for five consecutive years.

II. If a teacher vacates the school-room six months to engage in any other employment, except by permission, let his license be revoked. Of course the permission should be contingent upon the necessity of the applicant, and not upon his mere convenience. If any one prefer other employment because of higher remuneration, let him go into it, or at least stay out of the schools. If he wish to go to college to study for another profession, let him not be allowed to make the public schools subservient to his ulterior purposes.

The pressing necessity for more—many more—graded schools next claims a few closing remarks. Trustees and other interested parties may boast as long and as loudly as they please, of the superior excellence of schools with fifty or sixty pupils of ages so various, and in studies so abundant, under one teacher; every thorough educator knows the hollowness and absurdity of such boasting. I will not occupy your space and your readers’ time in here discussing the necessity of graded schools, of two and three departments, in all the more populous sections; every one knows, or ought to know, that both time and money would be saved by the arrangement. But how obtain so many schools of this class? Simply enough. Let Provincial aid be disallowed by *Act of Parliament* to every school in which there are not two departments for a *minimum* of forty, and a *maximum* of sixty pupils; and three departments for over sixty pupils. This would awaken the people, if not to a sense of their duty, at least to the doing of it; and in a short time the sense would come.

A TEACHER.

L'INSTRUCTION PUBLIQUE AU CANADA.

We have received the above named work recently issued by the Hon. H. Chauveau, formerly Minister of Public Instruction for the Province of Quebec. The volume received, is a history of the establishment and progress of public instruction in the Provinces of Canada, and also of Newfoundland. The author has evidently expended much time and labor on his valuable work, which certainly affords a very large amount of important information on the educational movements in the several Provinces of the Dominion. The work is in French, and persons familiar with that language speak in terms of high commendation of its style and general character. M. Chauveau’s position as Minister of public instruction identified him with the education work of Quebec, and to a certain extent with the educational efforts in the other provinces, and hence his work may be accepted as reliable on the subject of which he writes; and as he has collected with much labor such a large amount of most valuable information, and as the present issue must be restricted to those speaking French, we might suggest the desirableness of an English edition, as likely to make the work of M. Chauveau increasingly useful.

THE *Dalhousie Gazette*, and the *Acadian Athenæum*, for February, are received. We congratulate the editors of these papers on their continued success, and in giving increased interest to their work. Certainly there is no relaxing of the intellectual vigor with which these excellent periodicals have been conducted. By the former students and friends of the colleges especially, their papers are read with an increasing interest, and they no doubt are doing much to stimulate a love for collegiate education in our province.

THE TEACHER'S DUTY.

AN ADDRESS DELIVERED BEFORE THE WENTWORTH TEACHERS ASSOCIATION BY ROBERT M'QUEEN, ESQ., PRESIDENT OF THAT BODY.

In order to succeed in life we must have a clear conception of what constitutes success, and, having settled this point, we must keep it constantly before us, and, bonding all our faculties and directing all our energies towards it, press forward to the goal. Or, in other words, if we are to succeed in life, we must have an object or aim *in life*, a purpose in living. For I care not with what talents a man may be endowed, or what his opportunities may be, if he has no definite purpose in life, if he has never settled with himself the question as to what he is best fitted for, and wherein he would be most likely to be useful to the world, then, though his course may be marked by the flashing of wit and his coruscations of genius, his life will prove a miserable failure, unsatisfactory to himself and unserviceable to the world. I take it for granted that every teacher has a settled purpose in life; that is, that he has mapped out for himself a course, and, if he is to succeed, having imaged the whole, he must diligently execute the parts. I do not mean to say that no one should engage in the profession of teaching who does not intend to make it a life work, but what I insist upon is, that every teacher should have a definite object in life, a purpose in living, and this purpose and object should be above and beyond self—it should embrace his own and fellow-beings best interests. One may have engaged in teaching as a stepping stone to one or other of the learned professions, but, having done so, he must constantly bear in mind that his life is a single whole, and a successful whole can only be secured by success in all the parts. He must never forget that his ability to fill a higher sphere or nobler profession (*if there be a nobler profession than teaching*), can only be indicated by success in the lower. While, then, we should have a definite object in life, worthy of an immortal being, we should be constantly impressed with the truth that in order to reach the goal, we must travel over the necessary steps: and if we have made teaching one of these steps of our life, then we ought faithfully to perform the duties of the teacher while we remain in the profession, for it is only by so doing that we can pave the way for honorably leaving it, or worthily remaining in it. This brings us to the question, what is the main duty of the teacher as a teacher? I suppose it will be readily granted that the education of the youth is, or ought to be, the end aimed at by every teacher. But this involves the other question, What do we understand by education? "Education is the educating or bringing forth of the latent faculties, powers and susceptibilities of the human soul, and guiding these to the objects for which they are designed." It will be seen that education is something very different from instruction. Instruction, as the etymology of the word implies, is a piling or pouring into the mind. Instruction is the presentation of truth to the mind, and storing the memory with facts; while education is training the mind to arrange and manipulate those truths and facts so as to make them subservient to the best interests of the individual and community. Education and instruction are both necessary to the proper development of the mind. Instruction furnishes, or ought to furnish, the mind with proper food. The object of food is to nourish and develop; but nourishment and development do not depend on the amount of food but the amount properly digested. If more food, even if it be of the most nourishing nature, be taken into the stomach than that organ can properly digest, then, instead of nourishing and developing the body, it will derange the whole system and subvert the very object for which food is taken. So if we choke the machinery of the brain with the dry dust of indigested facts, we will not only fail to develop the mind, but we will produce mental nausea, and render that lumbering nonentity in the world which, by proper training, might have become a vital force arrayed on the side of right and truth. To pour instruction into the mind of the child, and then call that educating and fitting the child for the active duties and stern realities of life, is about as rational as it would be for the mother to attempt to teach her infant to walk, by delivering to it a lecture on the correct principles of the art of walking, and then lift it and carry it around the room in order that it might experience the beauties of motion. Nay, but the infant must be taught to walk by aiding and guiding its own motions to that end. So also, if we would educate the child our instruction must ever go hand in hand with its intellectual perception and mental exertion, not attempting to do

that which we cannot, viz., clear away all the difficulties in the path of knowledge, but to point out the way to overcome them. We must ever regard and treat the mind as a living power, capable of development, and endeavor so to train it that it shall shoot up in keenness of perception and widen out in breadth of sagacity. For true education consists in a proper training and fitting the individual for the active duties and stern realities of life. Now it is impossible, even if it were necessary or desirable, to load the memory with rules and formulas suitable to all the varied circumstances of the different conditions and positions of life. But happily it is neither necessary nor desirable to do so; but while it is not necessary or desirable to have our mind continually burdened with rules and formula, it is essential that we have our powers of observation keenly alive and our reason and judgment active and vigorous in order that we may be able to grapple successfully with the tasks and problems of life. In one word, true education aims not so much mainly at the accumulation of information, as at the building up in the mind of a power of force of thought which we will be able to bring to bear on the problems of life, or any subject on which we may be called to pass judgment. The force of thought consists in the concentration of the attention, accurate and penetrating observation. It is a power or capacity of the mind, by which from particular facts and phenomena we deduce general truths and universal laws. It is this that constitutes what is called the philosophical mind. Many men—nay, all men previous to the time of Newton—had observed apples and other bodies fall to the earth. But in case of Newton the particular fact set in motion a train of thought which culminated in the discovery of the universal law of gravitation. One man reads a history and he can relate to you all the leading facts and incidents of it, and that is all. Another man reads the same history, but he penetrates beneath the facts and incidents, searching into the causes of which these are but the effects, and thus ascertains the tendency of the government of that country, whether towards despotism or freedom. It is thus that the philosopher and the statesman read the future in the present. To use a figure, information and facts are the materials out of which the Temple of Knowledge is constructed, but Thought is the architect which out of those materials builds up within the mind that knowledge which is power. The building up of such a power or force of thought in the mind ought to be the grand end aimed at by every teacher, and nothing less than this is worthy of the name of education. The important question is not, What does the boy know when he leaves school? But, What are his powers of knowing? Have we armed him with a power of acquiring knowledge and begotten in him a thirst for it? To call anything less than this education, is a misnomer. What children know when they leave school is comparatively unimportant and will soon be forgotten unless it is added to. The great thing to be aimed at is to interest them in the acquisition of knowledge, not so much to teach them as to make them wish to teach themselves. "Unfortunately, our present system of education has too frequently the very opposite effect, and under it the acquirement of knowledge has become an effort rather than a pleasure." Our present methods rely too much upon memory, and too little upon thought. We are sacrificing education to instruction, and confusing book-learning with real knowledge; and instead of training the mind to act with freedom and effect we are overburdening it with undigested facts, which tend to dwarf rather than develop it. I believe it is here where the secret of the failure of the battle of life of so many men who have had brilliant academical careers is to be found. Doubtless all will be able to recall instances of young men who have had a brilliant college career but who, when they came out into the world and engaged in its active duties, have proved failures. They had crammed their minds with undigested facts, calling into play only those faculties exercised in the acquisition of information, while the higher faculties of mental assimilation and analysis were left in abeyance, and thus they have become as a child armed with the sword of a Goliath, having a weapon which they cannot wield—possessing knowledge which they are powerless to apply. In fact, our present system and methods are, to a very great extent, those of "show and cram," and they are so because we have set up a wrong standard of success—we have dethroned Education and exalted Instruction, and hence we have become instructors rather than educators. Instead of setting before us, as the grand end to be aimed at, the development of the mind and the building up of a power of thought within the child, we aim rather at seeing how much we can stuff

into the mind in a given time. Instead of training it to yield a fruitage of its own, we make it a dummy upon which we exhibit the fruit of other minds. But we teachers are not without excuse in this matter; for the standard has been applied to us and we have to submit to be measured by it. I believe there is not one of us who if left to ourselves, and to the full exercise of our own judgment, but would act in this matter very differently from what we do. I think we must all feel at times that we are cramming a good deal for the sake of show. We are not our own masters. There are those who engage us and they measure us by this false standard; they judge of us by the number of pupils we are able to grind up and cram sufficiently to pass the next examination for promotion, no matter at what cost to their physical and mental health—and the examination itself, from the ground travelled over and the nature of the questions, renders cramming essential. The system of cramming is emblazoned in unmistakable characters on all our examinations, from that of the pupil up to that of the teacher. Take up almost any examination paper and you will find traces of it. A man's capacity to teach geography, for example, is tested by his ability or non-ability to name and fix the locality of some out-of-the-way, unimportant place, the name of which he might never meet with in a life time of extensive reading. But this evil extends still higher. It is interwoven with our very system, it is apparent in our regulations and programme of studies. It is a great and crying evil. It is the main defect in our system, and it must be remedied or our system of education will, to a greater or less extent, prove a delusion and a snare. Like all other evils it can only be remedied by being exposed and opposed. It is therefore the duty of every teacher to set his face resolutely against it, and instead of asking himself: How can I best fit my pupils for passing the next examination? How can I best fit them for becoming useful members of society? How can I best stir up for them a thirst for knowledge and arm them with the power of acquiring it? Teaching is a noble profession if we will only rise to the true dignity of it; unless we do so our labor, "will prove the blasted fruitage of an imperfect harvest." If we are to rise to the true dignity of our profession, we must ever keep before us what ought to be the highest aim of every teacher and what constitutes the true education, viz: the development and culture of the mind. We must steadily set our faces against cramming in all its forms. Education is a plant of slow growth and withers under hot-house forcing. Cramming is enticing, because it is comparatively easy and showy. An avenue of living shade trees cannot be produced in a day, but an avenue of artificial trees may be erected in a day, and for a brief time it may be more showy and grand than the former, but its glory soon departs and leaves only a mass of rubbish behind. It is comparatively easy for the teacher to make a show by cramming, but very soon the naked deformity of puerility will be seen peering through foliage which has no living root. One word in conclusion, we must ever bear in mind that that, and that only, can be called true culture which embraces the whole man. There are two grand departments in the human mind, viz: the intellectual and moral, and there can be no true education of the former when the latter is neglected. To cultivate the intellectual faculties where the moral are neglected and then call that educating the child, is as vain as it would be to attempt to swell the ocean with a drop, marry immortality with death, or fill infinity with an unsubstantial shade.—*Our Home Companion.*

THE POSITION AND INFLUENCE OF FEMALE TEACHERS.*

BY ISABELLA L. CHALMERS, ABERDEEN.

I am sorry that it should be an absolute necessity for me to apologise for my appearance here before you to-day. Yet so stringent are the conventionalities with which we are surrounded that I feel I am bound to give some reason for my temerity in breaking through them. My appearance here is owing chiefly to two causes. The first arose from perusing a short article in the *Educational News*, in which the ladies were exhorted to come forward and take their proper share in the work of aiding educa-

*Read at a meeting of the Aberdeen Local Association of the Institute.

tional progress and reform. I had often thought that such an appeal was very much needed. We ladies stand far too much on a false delicacy in this matter. If we can do anything to help or cheer our fellow-workers, we are acting selfishly and wrongly if we refrain from doing it, though we may only be exhibiting our own shortcomings, for even from the knowledge of these some tired spirit may be helped "to take heart again," seeing that others have had failures and yet survived them, that others have had the same doubts, difficulties, and trials to contend with, and yet have achieved a fair measure of success. And if we do know a few things, or *think* we know them, should we hug them as the miser hugs his gold? Nay let us rather remember that the quality of knowledge, like that of mercy, is not strained, but is also twice blessed, blessing both the one who gives and the one who receives. The second cause of my appearance is owing to a grievous lament which our worthy secretary has often given forth in my hearing, as to the difficulty of finding gentlemen *willing or able*, (I am not sure which was the word) to give papers at our monthly meetings. As we ladies have the pleasure of profiting from time to time by listening to the potent wisdom evolved from the brains of our fellow-workers of the sterner sex, I thought it would be no more than just if some of us should give them the chance of letting their brains lie fallow for a month, and allow them to have a little recreation in listening to the lighter ideas of our inferior minds, just as we often seek relaxation from graver studies in the frothy materials of a novel. I believe that in taking the step I do in appearing before you to-day, I am only the pioneer of others, who will certainly follow, and as the pioneer is always surpassed by those who come after, so I believe it will be in the present case, and before long our secretary will be being besought by some of the gentlemen for a *chance* of reading a paper, as they will be almost *hors de combat* by these irrepressible women.

Before alluding to the present position of female teachers, I would like, in a few words, to refer to my earliest knowledge of female teaching. I am sorry, nay, perhaps glad, to have to say that I made my *debut* as a scholar a few years too far on in the present century to give it as a reminiscence, but I have a lively recollection of the eagerness with which I listened to the description of the school at which some of my brothers and sisters had received the rudiments of their education. The mistress in question rejoiced in the name of "Meggie Branners." Her humble thatched cottage consisted of a "but and a ben," both rooms being destitute of both plaster and ceiling. "Meggie's" only text books were the New Testament, the Book of Proverbs, and the Shorter Catechism. Every child made its appearance on Monday mornings with a penny and the traditional "peat." For punishment there was the stool of repentance, and if the offence were serious a red nightcap was added, while the favorite reward for good conduct or good scholarship was "bread and treacle," or a stick of barley rock. The only kind of fancy work taught was "wivin," and I can remember yet the chagrin I felt when my shortcomings in respect of the "shank" being compared with the proficiency of my elder sisters, I was held excusable as I had missed the invaluable training of "Meggie Branners." Such was the state of education thirty years ago within five miles of Aberdeen, and such the position of the female teacher. Now, within a few hundred yards of the place where "Meggie's" cottage still stands, there has arisen, at the magic touch of the School Board, a palatial mansion, with lavatories, cloak rooms, and a teacher's house of two storeys, where a bright-faced young lady drills her little flock in subjects which would make poor Meggie wonder if it were the same world as she used to live in. All honor to Meggie and such as she: from all I can hear I am inclined to think that these old dames, in their "so-called caps" and tartan cloaks, were truer and nobler women, and had the best interests of their charges more deeply at heart, than many of us have at the present day. But their day is past. In many cases "the very spot, were many a time they triumphed, is forgot;" and we, their successors, have to stand in a far stronger glare of light, and have to support a far heavier weight of responsibility than they had. Such being the case, I trust I will not be considered presumptuous if I seek to draw attention to our responsibilities, and venture to hint at the sort of women it behoves us to be.

I shall look at our responsibilities in a threefold light—first, as to our pupil-teachers; second, as to our pupils; and third, as to ourselves.

One of the first responsibilities which occurs to me in connection with the first part of my subject is one from

which some of our Board teachers, perhaps not much to their own advantage, are freed—viz., the *choice* of pupil-teachers. When one sees the shy, weak-voiced, nervous, shrinking sort of girls who are sometimes put forward as candidates for pupil-teachers, or at our Normal schools, one can only wonder what sort of a future they will be able to chalk out for themselves in the teaching profession, where there is so much to jar upon sensitive nerves, where examinations of all kinds must be an intolerable burden to the shy and nervous, and where the restless spirits of the children require a steady hand to control them. I hold that we are shirking our responsibilities if we accept as pupil-teachers girls who are physically and constitutionally disqualified for the work of teaching and ruling, however well qualified they may be mentally. In accepting them we are laying up much trouble and worry for ourselves; therefore, it is our duty to test and carefully judge of a girl's capabilities in every way before we allow her to commit herself to a profession which may be a source of endless trial both to herself and us. There are plenty of girls smart and quick enough at lessons, who would never be able to influence children in the slightest degree, and if teachers and Normal schools admit in training for teachers girls who are so nervous as to lose their presence of mind under the most trifling circumstances, how are the pupil-teachers and children under them to be trained? But, having chosen them, what then? Then, indeed, the responsibility is but begun. These girls are to take us for their models during the five most critical years of their lives. Day by day our words, and acts, and tempers are impressed on minds yielding as wax; day by day there are eyes upon us, sharp enough to detect any inconsistency or weakness or falseness of character. The moody temper, the evasive answer to some question upon which our knowledge is rather vague, the shirking of some unpleasant duty, the shallow excuse for our own self-indulgence, are all noted, and are almost certain to be seen through; aye, and often destined to be re-produced with startling faithfulness in their own doings in after years. And so respect dies out, and all influence for good is at an end for want of the "example" which "teaches better than precept." But only let us look our duty to them fairly in the face. And, first of all, let us make *friends* with them, as the "bairns" say. Let us show them that we have their interests at heart, that it is a case of mutual dependency and mutual help, and that we are willing and anxious to do the very best for them we can. Do not let us leave them to struggle with unruly and impudent children as best they may; do not let us lower them in the eyes of their pupils by reprimanding them in their presence. Let them see that we observe and sympathise with all their efforts for self-improvement. Let us be watchful of their faithfulness, truthfulness and honesty, but not in a suspicious, captious way; and above all, let us be faithful in training their minds. Let us spare no efforts on our own self-improvement, if, by so doing, we can widen and deepen their knowledge. Let us not teach them grudgingly, or fitfully, but let us ever remember that upon the groundwork of knowledge which we lay depends the probable success of their whole future lives, and if we seek to do so we will find our reward, not only in their love, respect, and confidence, but in our own sense of duty performed, which is as a rainbow in the heart. There is an old proverb, quoted in most school management books, "As is the master, so is the school," which may also be read, "As is the mistress, so is the pupil-teacher"—and this is a reading of which many of us would do well to ponder. I confess that when I hear a teacher uttering a tirade against her pupil-teachers, accusing them of laziness, disobedience, or want of respect for herself, I cannot help feeling that she ought to look for the cause in her own conduct; and I think every teacher ought to be wary in uttering such complaints, as in *some* official quarters, at least, there is a pretty strong opinion female pupil-teachers are just what their mistresses make them. I do think that the gravest responsibility of our position is at present our pupil-teachers, for it affects not only the present welfare of education but the future. How earnestly, then, should we strive to be worthy friends and patterns to them, striving to guide them in all things womanly, and good, and noble, that they, in their turn, may be fit to guide and govern.

In regard to the second point which I propose to take up—viz., our position with regard to the children, I seem to have almost exhausted it in speaking of the first. Government has taken pretty good care that, for our own sakes, we will endeavor to bring them up to a certain standard in things intellectual; and many of us find that standard about all that we have time or strength to attend to. Yet, apart from standards, and payments,

and deductions—of which one hears now-a-days till one is sick of them—we may, if we be true, warm-hearted women, if our heart be entirely in our work, if we look on teaching, not as a temporary make-shift, but as our life's work, as the sphere in which we can do most good, if we make the best use of the talents God has given us—we may, I say, do a noble work in our schools, for which the next generation will call us blessed. What lessons of cheerfulness, patience, and self-control, may we not by our example instil into these fresh, young minds; what habits of forethought and economy does it not every day give us means of enforcing; what a noble field for developing a sense of honor, of self-sacrifice, and the spirit of peace-making do not our various schools afford us, and that, too, without any special time being set apart for such themes in the time-table, or any fear that a "surprise visit" will catch us encroaching on the regular work of the school. I confess that I for one have often pondered on these golden opportunities until the possibilities placed in my hands have frightened me at my own neglectfulness. But the surest way to teach these things is not by precept or lecture, or even by that much vexed question of Bible teaching, but by being ourselves learners and practisers of the virtues we wish to inculcate. And this brings me to speak of ourselves, our position and prospects at the present day. I think it is not too much to say, that the problem of both our position and prospects in the future can only be solved by ourselves. School Boards may build first-class schools throughout the length and breadth of the land, Government may give grants for every subject, from learning the alphabet to the binomial theorem; but if we, as teachers, do not improve ourselves, all the bolstering up in the world will not improve our position. The days are past when the halt and the maimed—ay, and sometimes even the imbecile—found a refuge in teaching after all other professions had failed them. Most of you will have heard the story of the old woman, who, on being asked for what profession she intended to educate her son, said, "Oh, if he get grace, we'll make him a minister; and if he dinna get grace, we'll mak him a dominie." Such slights upon the profession are, I am happy to say, fast dying out, and I think there is every symptom of teachers rousing themselves from the fatal lethargy into which so many seem unhappily to have fallen, and a broader spirit, and a higher intellectual aim seem to be animating many of us. And what does this higher intellectual aim imply to us whose Normal School days date some years back? Code after code comes upon us, each requiring a knowledge of some extra subject, or a new method of teaching an old one, and if we have not been looking carefully after our armour, we will find that it has got rusted and dented in the fray, and, if we are not wary, we will awake one day to find that our younger sisters' with their many advantages, have outrun us in the race. But this need not be, if we keep before us the important maxim that "a teacher ought always to be a learner." One means of improving ourselves is, by mixing only in good, or rather, I should say, intellectual society; for I have seen cliques of society who have thought themselves good, and yet were very far from intellectual. With the prospect opening before us at present, we may, if we have a proper respect for ourselves and our office, fit ourselves to adorn any society, however intellectual and refined. By proper respect, I, of course, do not mean that supercilious air and assumed dignity which sometimes follow on an advance in position, but that inborn self-respect which points out to us the fitness of things—that "noblesse oblige" which our responsible office ought to detail upon us. Besides, this moving in society, equal or superior to ourselves, is a corrective which we, as teachers, very much require. Our self-conceit is fostered quite sufficiently through the day by our pupils; we need it to be toned down for our own sakes when out of school. We are all too apt to get that overbearing dictatorial manner which is born of power, and only by mixing with our equals and superiors can this be kept in check. I cannot refrain from speaking in the highest terms of praise of the plan pursued with the senior students in, at least one of our Normal Schools here. At the rector's request, ladies invite them to their houses on terms of equality, just as they invite other guests, and there they see all the manners and customs of polite society, an opportunity which should, I think, be invaluable to some of our young teachers, and may save them some mortifications in after life.—*Educational News.*

The vices of the rich and great are mistaken for errors, and those of the poor and lowly for crimes.

Government Grants

In aid of Public Schools paid to Teachers for the Term ending Oct. 6th, 1876.

The Asterisk (*) marks those employed in Poor Sections.

CO. OF CUMBERLAND.

TEACHERS.

Teacher	Number of Teaching days employed.	Am't. paid to Teachers from Pro. Treasury
McCully, S.	111	
Channan, M. E.	111	60 00
Chesnutt, D. S.	78	42 16
McDonald, D.	111	60 00
McAulay, D.	111	60 00
McKenzie, D. B.	109	58 92
Johnsou, D. M.	111	60 00
Reid, Henry	110	59 46
Angus, R.	110	29 78
Archibald, S. R.	101	40 94
Atkins, B. E.	110	44 59
Brown, Amy	106	42 97
Burns, M. C.	106	42 97
Barnes, A. S.	79	32 08
Blackmore, H. J.	111	4 500
Black, O.	111	45 00
Carter, E. E.	109	44 19
Charman, E. G.	110	44 59
Chisholm, S.	94	38 12
Corbett, S. E.	111	45 00
Canfield, J. G.	109	44 19
Embree, L. R.	111	45 00
Freeley, B. A.	111	45 00
Freeman, E.	110	44 59
Fraser, Alex.	101	40 94
Fraser, S.	109	44 39
Glendeniug, E. A.	108	43 78
*Glenie, B. E.	110	22 30
Ibbitson, C. A.	111	45 00
Layton, B. C.	111	45 00
McDonald, John	75	30 40
McLeod, M. E.	106	43 17
McNutt, M.	111	45 00
McKenzie, M. C.	106	42 97
Norris, L. G.	111	45 00
O'Brien, R.	110	59 46
Pazam, M. A.	106	42 97
Phelan, J. G.	111	45 00
Ross, M. J.	110	44 79
Ripley, B. E.	111	45 00
Schuman, A.	105	42 57
Treen, W. J.	104	42 36
Travis, J. M.	111	45 00
Wood, E. E.	110	29 78
Wood, A. S.	111	45 00
Woodman, A. A.	110	44 59
Ambrose, S. L.	111	30 00
Behanell, J. H.	111	30 00
Baird, M.	110	29 78
Black, A. C.	111	30 00
Dobson, E. A.	109	29 46
Dodge, L. B.	111	30 00
Ferguson, R.	109	29 46
Fullerton, E.	111	30 00
Furlong, L. A.	106	28 64
Hunter, A.	111	30 00
Hunter, M. K.	111	30 00
Holmes, E. J.	109	29 46
*Johnson, M. E.	107	38 56
McNab, B.	104	28 10
McIntosh, J. M.	110	29 78
McLane, H. C.	111	30 00
McDonald, A.	69	18 64
McDonald, A. J.	56	15 18
*McIntosh, M.	111	40 00
McKinlay, A. C.	108	29 19
Ross, Jennie	111	30 00
Smith, O.	109	29 60
Silliker, S. M.	111	30 00
Scott, M. E.	54	14 59
Sutherland, H.	48	12 98
Spencer, A. J.	110	29 78
Suttle, L. A.	111	30 00
Taylor, C.	111	30 00

Wood, Lizzie.	104	28 10
Canfield, R. J.	101	27 30
Black, E. A.	111	22 50
*Chesnutt, C. S.	111	30 00
Chisholm, C. M.	57	11 55
Fountain, H. J.	85	17 23
Fraser, L.	111	22 50
Foster, Jano	109	22 09
Jones, Maggie	111	22 50
Kennedy, M. E.	111	22 50
Louden, A.	95	19 25
Langill, A. J.	110	22 30
Logan, A. S.	99	20 07
Ibbitson, Kate	109	29 46
Mitchell, E. L.	109	22 09
McLean, J. E.	48	9 78
McLean, J. A.	110	22 30
McDonald, L. J.	81	16 42
*McDonald, R.	111	30 00
*McNab, M. J.	101	27 30
Purdy, A.	78	15 81
Peers, S. A.	90	18 24
Skerry, L.	111	22 50
Smith, Minnie	109	22 09
*Stewart, A.	102	27 57
Stevens, M.	111	22 50
Tuttle, E.	112	22 50
Travis, E. C.	110	22 30
Wood, M. L.	111	22 50
*Wilson, M.	102	27 57
*Whidden, M. J.	111	30 00

FARRSBORO DISTRICT.

Barr, E. J.	47	19 05
Cameron, B. A.	52	21 08
Elderkin, L.	104	42 16
Fitchet, A. E.	110	44 59
Kerr, A. Y.	111	45 00
Ros, M.	101	40 94
Salter, R.	111	45 00
Smith, S. E.	109	44 19
David, E. L.	110	29 78
Hanning, E.	111	30 00
Kerr, Mary	111	30 00
*Law, M.	111	40 00
*Maloney, M. E.	110	29 78
Sutherland, E.	111	30 00
Sweet, L. C.	111	30 00
Cook, Mary	111	22 50
Higgins, M. L.	79	16 01
*Hatfield, L.	89	24 05
*Kirkpatrick, M.	92	24 86
Kirkpatrick, Mary	110	22 30
Maloney, S. A.	110	22 30
Smith, R.	111	22 50
Smith, M. E.	111	22 50

ASSISTANTS.

Crawford, M.	111	15 00
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HALIFAX.

Archibald, F. W.	104	56 21
McKay, A.	100	60 00
Angwin, Mary	100	60 00
Carten, Cassie	100	60 00
Christie, Laura	110	59 46
Hogan, John	111	60 00
Malcom, Thomas	100	60 00
McLennan, W. G.	110	59 46
Willoughby, J.	110	59 46
Archibald, Mary A.	37	15 60
Archibald, Elizabeth	90	36 49
Archibald, Emily M.	109	44 19
Archibald, Mary	108	43 78
Bartlett, John	110	45 00
Bates, Janie	106	42 97
Braden, Mary	107	43 37
Belfontaine, J.	106	42 97
Bruce, Annetta	55	22 30
Burgess, Nettie	57	23 10
Burris, Mary J.	91	36 88
Christie, Jennie K.	111	45 00
Crook, Helen	111	45 00
Cook, Emily	47	19 05
Cummings, Mary	111	45 00
Deller, Sarah J.	111	45 00
Donovan, Annie M.	105	42 57
Dunlap, Ellen	111	45 00
Ellis, Mary	101	40 94
Faulkner, Harriet	99	44 55

Hamilton, Bessie	110	44 59
Heller, Jane	111	45 00
Hanna, Amanda.	103	41 76
Henderson, James M.	111	45 00
Johnson, Laura B.	100	45 00
Killough, Albert	108	43 78
Leck, Emma	100	40 54
Lindsay, Melinda M.	90	38 49
Lindsay, Rebecca	111	45 00
Logan, Isaac B.	57	23 10
Logan, Richard	109	44 19
Logan, Robt. J.	111	45 00
Logan, Selina	109	44 19
Mackintosh, Maggie	109	44 19
Macleay, Adelaide	45	18 25
Mcagher, Ellen J.	100	45 00
Major, Kate H.	66	29 70
Metzler, Annie	106	42 97
Murdoch, Jessie B.	105	45 00
McArthur, Maggie	104	42 16
McCurdy, Sarah B.	109	44 19
McKny, Mary	111	45 00
McKenna, Charlotte	100	45 00
McLennan, Susan	98	39 74
Naufts, Annetta	111	45 00
Nelson, Maggie	111	45 00
Newcomb, Rebecca A.	101	40 94
Ogilvie Euphemia	111	45 00
Roahe, George	111	45 00
Richardson, George H.	111	45 00
Romans, William	111	45 00
Stewart, Mary E.	111	45 00
Sutherland, Mary	108	43 78
Walsh, Alice M.	111	45 00
Wilson, Elizabeth A.	57	23 10
Archibald, Minnie	109	29 60
Clarke, Mary H.	100	28 64
Cruikshank, Janet	47	12 69
*Curry, Emma	111	40 00
*Farrell, Eveline	111	40 00
*Fraser, Ada	111	40 00
*Fisher, Georgia	103	37 12
Gibbon, John	111	30 00
*Guild, Susan	106	38 20
Henry, Wm. P.	50	13 51
*Hubley, Caleb F.	111	40 00
Hutchinson, Libbie	111	30 00
*Henry, Lydia J.	111	40 00
*Hubley, Isabella	110	39 64
Joseph, Annie E.	100	30 00
Killam, Annie L.	111	30 00
*Lynch, Priscilla	111	40 00
Leslie, Isaac	57	15 49
Marks, Catherine	111	30 00
Marvin, Amelia J.	105	28 38
*McCormick, Stephen	34	12 25
Mahar, Mary G.	111	30 00
McCurdy, Janet A.	108	29 19
*Moland, Amanda	111	40 00
Newcomb, Laura E.	105	28 38
*Naufts, Esther M.	92	33 15
Negus, Nelson	111	30 00
O'Toole, Maria T.	100	30 00
Ogilvie, Amelia	111	30 00
Putnam, Emma	55	15 00
*Phener, Alma A.	110	39 64
Reid, Margaret J.	105	28 51
Ritchie, J. A.	85	22 97
Richardson, M. P.	108	29 19
Roche, Charles	111	30 00
Sibley, Susan Jane	102	27 57
*Skinner, Susan	98	35 31
*Kenott, J. W. S.	20	7 21
Sarah Findlay	34	10 20
Scarfe Mariani	111	30 00
Bacon, Amelia	96	19 46
Bruce, Isabella	87	17 64
Cruikshanks, Janet	47	9 52
*Clarke, Nellie	106	28 64
*Downie, Charlotte	90	24 32
Fox, Annie J.	57	11 55
Harpell, Mary E.	107	21 68
*Higgins, Alana	95	25 80
Marks, Cecelia A.	105	21 28
*Rayne, Sophia	110	29 78
Robertson, Mary J.	111	22 50
*Webber, Isabella	111	30 00
Harrison, Emma	65	13 17

ASSISTANTS.

Leary, Susan	63	8 50
Marselline, Lapierre	111	15 00

GUYSBOROUGH.

John Munro	104	
Boyle, Peter	111	66 00
Cameron, Angus	93	50 27
Chisholm, Daniel	108	58 38
Fraser, Frederick	59	28 62
Keating, James P.	111	60 00
Munro, Hector	111	60 00
Sinclair, John H.	104	56 21
Waddell, John	95	51 35
Blackadder, Annie C.	47	19 05
Cahoon, Ella	93	39 74
Cameron, Jessie	105	42 57
Cameron, Angus H.	92	37 29
Campbell, Catherine	110	44 59
Chisholm, Martha	96	28 92
Chisholm, Christie	24	9 72
Clark, Sarah	111	45 00
Davidson, John	111	60 00
Duggan, Mary	105	42 57
Fraser, Simon	107	43 37
Frenchoido, Sarah	62	21 08
McNaughton, Bella	110	44 59
McDonald, Sarah	109	44 19
McInnis, Hector	109	44 19
Morris, Lucy	60	24 32
Murray, Ada	107	43 37
Peart, Harriet	100	40 54
Peoples, Alice	111	45 00
Sinclair, Mary	92	37 29
Sullivan, Ella	111	45 00
Armstrong, George	109	29 46
Anderson, Nance	109	29 46
Bears, Eliza	95	25 68
Bears, Sarah	109	29 46
Conden, Minnie	92	24 86
Derlaines, Isadore	106	28 64
Embree, Lucy	109	29 46
Forbes, Janet	111	30 00
Fraser, William	111	30 00
Gunn, Sophia	109	29 46
Hannifan, Johanna	109	29 46
Hattie, Emma	111	30 00
Hattie, Eliza	111	30 00
Hattie, Agnes	109	29 46
Keating Mary	107	28 91
Keating, Joanna	109	29 46
Martin, Ellen	60	24 32
McDonald, Sarah	86	23 24
McFarlane, Alex.	111	30 00
McArt, Martin	104	28 10
McKinnon, Jane	104	28 10
Quart, Emma	111	40 00
Strahan, Margaret	111	40 00
Scott, Leonora	111	30 00
Sterns, Charles	83	22 43
Shearman, Mary	101	27 30
Taylor, Ann	105	28 88
Tory, Florence	108	28 64
Wells, Katie	105	28 38
Aymer, Bella	103	27 84
Bolleng, Armanda	110	22 30
Cameron, Mary Ann	57	11 55
Dismal, Mary	106	21 48
Fenton, Hannah	106	21 48
Foley, Bridget	96	19 46
Hadley, Lydia	99	20 07
Henderson, Christiana	111	30 00
Hewitt, Priscilla	111	22 50
Hay, Nettie	110	22 30
McDonald, Maggie	103	20 67
Myers, Christina	101	20 47
Myers, Ziepha	105	21 28
O'Donnell, Maggie	103	20 87
Peart, Annie	104	28 10
Pyles, Sarah	72	14 59
Quinn, Maggie	93	18 85
Wheaton, Maria	111	22 50
Whitman, Sophia	198	21 89

COLCHESTER.

Dimock, W. D.	93	
Boyd, Chas.	106	57 29
Creelman, Frank	58	28 62
Creelman, Fred	92	49 78
Cunningham, N. F.	99	53 51
Dill, E. M.	111	60 00
Hamilton, Aggie	101	60 00
Little, James	101	60 00
Mahon, A. W.	106	57 22

Mahon, E. A.	109	58	92
McCully, Chas.	111	60	00
Torey, Edgar J.	111	60	02
Wright, Jas.	53	23	60
Archibald, Bessie	101	45	00
Archibald, Janet	101	45	00
Archibald, Julia	109	44	19
Blair, Libbie G.	104	42	16
Campbell, Angus	111	45	00
Church, Hannah	101	45	00
Chute, Lyman	110	44	59
Cooke, Lizzie	111	45	00
Corbett, Jane L.	111	45	00
Creelman, Maggie	109	44	19
Crowe, Mary	107	48	57
Crowe, Joseph	109	44	19
Douglas, Ruby F.	111	45	00
Downing, James R.	111	45	00
Dunlap, Bessie	108	43	78
Dunlap, Maggie	52	21	08
Ellis, Bessie	10	4	06
Embree, Etta	88	35	67
*Fields, Luther	57	30	82
Fletcher, Ada	111	45	00
Fletcher, Lou. Ella.	95	38	52
Forbes, Antoinette	111	45	00
Frame, Samuel	108	43	78
Fulton, M. E.	106	42	97
Gammell, Agnes	109	44	19
Hamilton, Isabel	110	44	59
Hamilton, Mary	101	45	00
Harvey, Josie K.	94	38	12
Johnson, M. N.	111	45	00
Johnson, Sarah	111	45	00
*Johnson, Wilbert	70	27	84
Kent, Sarah	92	37	29
Leake, Annie	101	45	00
McCully, Sophia	111	45	00
McDonald, Anna	88	35	67
McGreggor, Bessie	111	45	00
McKay, Janet	108	43	98
McLellan, Isabel	111	45	00
McLeod, Georgia	50	20	47
McLeod, Maggie	104	42	16
McLeod, M. Annie	108	43	78
McNutt, Emma	106	42	97
McNutt, Loran	107	43	87
Miller, M. J.	111	45	00
Montieth, Annie	100	40	54
*Pearson, J. H.	100	54	05
Peppard, R. J. S.	109	44	19
*Putnam, J. H.	56	30	23
Ross, Elizabeth N.	109	44	19
Ross, Marion	109	44	19
Russell, Mary	101	45	00
Rutherford, M. J.	101	40	94
Semple, Agnes	106	42	97
Slade, W. R.	111	45	00
Smith, Henrietta	111	45	00
Spencer, W. H.	109	44	19
Stephens, Agnes	110	44	59
Stewart, Jennie	100	40	54
Tupper, Mary	111	45	00
Upham, Mary	89	36	09
Webster, Bessie	101	45	00
Whipple, Carrie	108	43	78
Willie, Jas. T.	111	45	00
Adams, Mary	101	27	30
*Angwine, Caroline	10	3	60
Archibald, Eliza	111	30	00
Campbell, Jas.	105	28	38
Campbell, M. J.	111	30	00
Chipman, H. O.	54	14	59
Dohm, Minnie	89	24	05
Downing, Isabel	105	37	84
Flemming, Albert	108	29	19
*Fletcher, Eliza	111	40	00
*Fountain, Lizzie	86	31	17
Gray, Abbie C.	100	27	03
*Hingley, Susan	80	32	07
*Hynds, Mary	111	40	00
Johnson, Jane	110	29	73
*Johnson, Lavinia	108	38	92
Kent, Martha	110	29	73
*McBurnie, Etta	111	40	00
*Marshall, Eliza	85	30	63
McIntosh, Lizzie	111	30	00
*McKay, Francis	110	39	64
McKay, Mary J.	90	24	32
*McKenn, Jane	111	40	00
*McKinlay, Maggie	111	40	00
*Miller, Janie	110	39	64
Miller, Maggie	110	29	73
Notting, Annie	61	16	49
Patriquin, M. E.	97	26	62
Peppard, J. E.	108	29	19
Rutherford, Rex.	111	30	00
Sibley, Eliza	110	29	73

Sullivan, Kato	87	23	51
Swann, Hanh.	56	15	13
*Barbarick, Clara	51	13	73
*Ruckler, Annie	105	23	38
Hynds, Nettie	111	22	50
*Hyslop, Maggio	92	24	86
Lynch, Maria	102	20	67
Malcolm, Jessie	57	11	55
McCully, Mary	110	22	30
McKenzie, Barbara	71	14	39
McLaughlin, J.	108	21	89
*Semple, Maggio	88	23	78
Stephens, Lizzie	111	22	50

INVERNESS.

Carmichael, A. G.	99	53	51
Chisholm, Duncan	98	52	97
Chisholm, D. M.	7	3	78
Chisholm, John	111	60	00
Calon, James	111	60	00
Campbell, J. H.	111	60	00
Doyle, James	55	29	73
Gillis, James	111	60	00
McDonald, John	108	58	88
McKay, John G.	111	60	00
McKar, Christopher	104	56	21
McLennan, Alex.	111	60	00
McKan, F. C.	111	60	00
McDaniel, James	111	60	00
Morrison, Alex.	111	60	00
McDonald, Duncan	111	60	00
McLean, A. D.	111	60	00
McKay, Norman	110	59	46
McLellan, Arch.	111	60	00
McIsaac, Angus	105	56	75
Shumas, S. H.	111	60	00
*Campbell, Jas. J.	111	60	00
*Campbell, John D.	111	60	00
Crowdis, Jas. S.	111	45	00
*Chisholm, Colin E.	111	60	00
Chisholm, Alex.	111	45	00
Chisholm, Colin A.	110	44	59
Embree, Rhoda	111	45	00
Ferguson, Ellen	104	42	16
Fynn, Mary	111	45	00
Fynn, Lizzie	111	45	00
Gillis, Michael	111	45	00
*Gillis, Malcolm	111	60	00
*Jameson, John H.	111	60	00
Jameson, John H.	13	70	2
Jameson, John	111	60	00
LeBlanc, Evaristi	111	45	00
McEachen, John	111	45	00
McLellan, Alex. D.	111	45	00
McDonald, Alex.	111	45	00
McDougall, Alex.	111	45	00
McLellan, Andrew	106	42	07
McKinnon, D. E.	111	45	00
McLean, James M.	111	45	00
McMillan, Neil	111	45	00
McKay, John	111	45	00
Matheson, Farquhar	52	21	08
McIntyre, Peter	77	31	21
*McDonnell, Duncan	111	60	00
*McKenzie, Rodk.	109	58	92
*McMillan, Malcolm	111	60	00
*McKinnon, Neil	111	60	00
*McDonald, Hugh	111	60	00
*McMartin, D. B.	107	57	84
*McQuarrie, Wm.	110	59	46
*McPhail, Arch.	102	55	13
*McLean, Donald	99	53	51
*McKay, Jas. A.	111	60	00
McLellan, Alex.	111	45	00
McLean, L. E.	111	45	00
McQuarrie, G. D.	107	43	37
*Ross, Henry	111	60	00
Twigley, Jas. W.	111	45	00
Beahie, John	110	29	73
Beahie, Chas.	52	14	05
*Beahie, Alex	97	34	95
*Condy, Grace	111	40	00
*Condy, Patrick	111	40	00
Cameron, Arch	111	80	00
Cameron, Donald	103	27	84
Campbell, Alex.	111	30	00
Campbell, Donald	111	30	00
Cameron, John D.	111	30	00
Cameron, Donald	110	29	73
*Cameron, Alex.	13	4	68
*Cameron, Alex.	60	21	62
Ducastle, Eli	111	30	00
Fortune, James	107	28	91
*Jameson, Alex.	111	40	00

Gillis, J. H.	111	30	00
*Gillis, A. J.	110	39	64
Gillis, Peter	55	14	86
Gillis, Maggio	111	30	00
*Kennedy, Joseph	102	36	76
*Lidditir, Aelsaion	111	40	00
*Lewis, Santia	111	40	00
McEachern, Maggio	101	27	80
McIsaac, Alex.	111	30	00
McDonald, Jas.	106	28	64
McKay, Lanch	86	9	72
McInnes, W. C.	111	30	00
McDonald, Alex	56	15	13
McDonald, Lewis	92	24	86
McDonald, D. A.	109	29	46
McKinnon, Alex.	100	27	03
McDonald, Cath.	106	28	64
McEachern, Marianno	108	29	19
McKenzie, Neil	111	30	00
McDonald, Peter	111	30	00
McLennan, Donald	111	30	00
*McKinnon, Jessie	111	40	00
*McKinnon, Eph	111	40	00
*McEachern, D. E.	111	40	00
*McInnes, Jas.	110	39	64
*McLean, Jano	111	40	00
McMillan, Allan	111	30	00
McLellan, John	109	29	46
*McLeod, Sarnh	111	40	00
*McKinnon, Mary	111	40	00
*McMillan, Murdo	111	40	00
*Nicholson, Andio	111	40	00
*Walker, Donald	111	40	00
Beahie, Mary A.	111	22	50
Blue, Annie	110	22	80
*Campbell, Jessio	111	30	00
Dunn, Rebecca	111	30	00
Gillis, Cath. S.	108	21	89
Ingram, Isabella	46	9	12
McDonnell, Maggio	111	22	50
McLellan, Catherine	57	11	55
McPhail, Mary	111	22	50
McRitchie, Flora	111	22	50
*99	20	07	
McLeod, Mary	111	30	00
*McKenzie, Euphina	111	30	00
*McDonald, Mary	110	29	73
*McQueen, Mary	102	27	57
*McKay, Christina	110	29	73
McLean, Jessie	55	11	15
*McMillan, Mary J.	111	30	00
*McNeil, Flora	111	30	00

ASSISTANTS.

McLean, Annie	108	29	19
McLean, Mary A.	70	18	92
Bishop, Maggio	108	19	46
Doucette, Thos.	111	20	00
Doucette, Mescs	105	18	92
Phillip, Irad	98	17	66
Ross, Murdo	27	4	86
Watson, Lydia	111	20	00
Burton, Alfetta	111	15	00
McEachen, Catherine	104	14	06

QUEENS COUNTY.

McVicar, W. M.	108		
Smith, Nicholas	110	59	46
Mack, C. D.	110	59	46
McKittrick, J.	111	60	00
Steadman, C.	58	28	62
White, E. G.	107	57	84
Allison, M. H.	105	42	57
Atkins, Marian	110	44	59
Burke, Ellen	110	22	30
Campbell, M.	111	45	00
Coboon, Phebe	109	44	19
Foster, Lois	111	45	00
Freeman, Bessie	111	45	00
Freeman, W. M.	111	60	00
Jackson, M.	110	44	59
McDonald, J. R.	111	60	00
McLeod, Nettie	111	45	00
Murray, Millie	111	45	00
Parker, Annie	110	44	59
Park, Lucy	111	22	50
Phalen, Eunice	111	45	00
Richardson, Eva	110	44	59
*Churchill, W.	106	38	20
*Delong, Theresza	111	40	00
Donnillan, G. W.	50	16	22
Foster, Phebe	111	30	00
Henderson, W.	66	17	84
Jackson, E.	108	29	19
Kempton, A. A.	106	28	64
Leadbetter, Susie	106	28	64

*McLearn, Sarah	111	40	00
Payzant, Hattie	104	28	10
*Smith, Binney	105	37	84
Smith, G. A.	111	30	00
Tucker, C. H.	97	26	62
Tupper, Experience	111	30	00
Washington, Chas.	50	13	51
Waterman, C. M.	111	30	00
Coboon, Rosa	106	21	48
*Fitzgerald, Fanny	110	29	73
*Griffin, Annie	107	23	91
Gosley, Minney	57	11	55
Hendry, Addie	110	22	30
*Hendry, Phebe	105	23	38
Jackson, M.	110	22	30
Lantz, Emma	47	9	52
*McDonald, J.	99	26	75
*McLeod, Alice	104	28	10
*Smith, Mercy	106	28	64
*Tibert, Antoinette	110	29	73
*Uhlman, Cassio	105	23	88
*Wallace, M. J.	111	30	00

ASSISTANTS.

M. C. Cowie,	110	19	82
S. M. Freeman,	111	15	00

RICHMOND.

Chisholm, C. P.	110		
Boyle, Donald	111	60	00
Boyd, Angus	107	53	11
Cameron, Jno.	111	60	00
Chisholm, M.	111	60	00
Cameron, Colin	110	59	46
Ferguson, Rodk.	111	60	00
Hill, J. M.	111	60	00
McQuarrie, H.	111	60	00
Morrison, Alex.	111	60	00
McKenzie, D.	102	55	13
Bethune, C.	110	44	59
Chisholm, D. J.	111	45	00
Chisholm, D. M.	111	45	00
Ethridge, M. J.	111	45	00
Morrison, D. M.	111		

County Fund.

In aid of Public Schools appropriated to Trustees of School Sections for the Term ending 31st Oct., 1877.

The Asterisk (*) indicates the Poor Section.

ANTIGONISH COUNTY.

SECTIONS.	No. of Pupils Registered.	Grand Total days attended since made by all the pupils	Amount from County Fund.
Antigonish	384	10601	20 369
Antigonish Harbor	42	1807	27 07
Antigonish H	27	1466	21 95
Morristown	20	1628	22 89
Lakevale	68	3081	46 16
Cape George	23	1110	16 63
Cape George Point	13	221	8 34
Cape George, N. S.	20	1702	25 50
*Cape George, B. S.	31	821	16 40
Georgeville	43	1361	20 39
Malignant Cove	43	2368	35 49
Arisaig	65	2310	34 62
MacAra's Brook.	60	1981	29 69
Summerville	42	3197	47 91
*Brown's Mountain	31	990	19 79
*Big Mountain	25	1232	25 61
Pleasant Valley	48	3840	57 53
Yankee Grant	42	2783	41 69
Williams' Point	40	2349	35 19
S. S. Harbour	61	2616	39 19
*Monkshead	80	3301	65 94
Pomquette Forks	64	2431	36 42
Bayfield	35	1786	26 76
Little River	48	2692	40 33
Tracadie	79	3030	45 40
Big Tracadie	56	2330	34 92
Tracadie, E. S.	48	2564	38 42
Little Tracadie	38	2519	37 74
Harbor AuBouche	159	7542	113 00
*Harbor AuBouche	61	3319	66 30
Merland	40	2664	39 92
Fraser's Grant	32	1330	20 67
Black River	49	1338	20 79
Caledonia	63	2524	37 82
Marydale	35	1441	21 59
St. Andrews	98	4029	60 88
Big Brook	60	2308	34 59
Fraser's Mills	72	3472	52 02
Upper S. River	55	2898	43 42
Lower Lochaber	34	1039	16 32
Lochaber, W. S.	61	1843	27 62
Lochaber	63	2817	42 20
Lower G. Road	40	1897	28 42
Salt Springs	48	2130	31 92
West River	44	2152	32 42
Beaver Meadow	55	2799	41 94
Pinkie Town	48	2714	40 60
Ohio	44	1462	21 90
Stewart's Mills	42	1962	29 39
*Keppach	51	2493	48 00
Big Clearing	35	1450	21 73
*Bailey Brook	48	1756	35 07
Bailey Brook	40	1752	26 25
Beech Hill	13	890	13 24
Pitcher's Farm	27	654	9 82
Springfield	52	1938	29 08
Lower N. Grant	55	2397	35 91
Upper N. Grant	23	1490	29 77
Old Gulf Road	29	1403	21 03
*Hollowell Grant	60	1284	25 65
Hollowell Grant	60	1919	28 75
*Hollowell Grant	41	1126	22 49
Malignant Brook	48	1844	27 62
Auld's Cove	19	1047	15 69
Copperfield	19	1229	18 42
Black River	21	1034	16 39
Rear Fraser's Grant	37	2707	40 56
Tracadie Border	9	105	1 59

CAPE BRETON COUNTY.

Sydney	349	23486	274 78
South Bar	46	1964	22 97
Low Point	111	5283	61 88
Lingan	111	7035	82 29
Gardiner	64	3407	39 86

Bridgeport	146	7123	83 33
Little Glace Bay	256	125 27	147 61
Big Glace Bay	67	3926	45 93
Block House	161	9956	116 48
Gowrie	139	9426	110 28
Near Cow Bay	17	1040	12 16
Homeville	21	1810	21 17
Mira Bay Mines	13	958	11 20
Round Island	15	1220	13 10
Trout Brook	23	2378	27 82
Marion Bridge	55	3141	36 74
Morleys Road	39	2047	23 94
Fork's Bridge	35	954	11 16
Coxheath	58	4693	54 90
Blackett's Lake	21	947	11 07
N. W. Arm	31	2260	26 44
Ball's Bridge	60	2877	32 66
Leitche's Creek	48	1605	18 77
Up. Leitche's Creek	44	1742	20 83
Up. North Sydney	65	3969	46 43
North Sydney	353	28002	327 62
Sydney Mines	464	23801	348 67
Little Bras D'or	83	4651	54 41
George's River	82	1677	19 62
Long Island	43	2232	26 11
Boularderie W.	23	1788	20 91
Boularderie C.	49	3283	38 41
Point Aconi	60	2259	26 43
Boularderie B. S.	72	4452	52 08
Union	42	2394	33 80
Oakfield	11	848	9 86
Catalone	55	2262	26 81
Near Main a Dieu	60	3093	35 83
Main a Dieu	111	4917	57 52
Little Lorraine	29	2203	25 83
Big Lorraine	42	2611	30 54
Louisburg	56	3419	40 00
Trout Brook	22	1531	17 91
French Road	28	1365	15 97
Gabarus,	48	4504	52 69
Gabarus Lake	20	1505	17 60
Balfrey	13	1254	14 67
Canoe Lake	15	1198	14 00
East Bay	28	1830	21 41
R. B. Brook	33	1699	19 87
Big Pond	49	2391	27 97
MacAdam's Lake	44	2391	33 82
Gillis Lake	57	2974	34 79
North Side	36	2020	23 63
N. S. E. Bay	55	2700	31 59
Eskosoni	16	66	77
Indian Reserve	53		
Benacodio	43	840	9 82
Christmas Island	57	1840	21 52
French Vale	55	3283	38 41
Point Edward	34	1920	22 46
Reserve Mines	98	5303	67 89
Big and Little Pond	36	2492	29 15
Banline	35	2174	25 43

POOR SECTIONS.

Barrasois	84	2154	25 20
Killkeny	23	1394	16 30
Grand Lake	20	1525	17 84
Grand Lake	13	815	9 53
Southern Head	22	1938	22 77
Round Island	13	644	7 53
Mira Gut	21	1686	19 72
Hills Road	18	2160	25 27
Carriboo Marsh	30	1540	19 18
Morley's Road	23	1756	20 54
Sandfield	14	1080	12 63
Ball's Creek	35	2184	25 65
Rear B. Creek	22	1120	13 10
Victoria	22	2761	32 30
Clark's Road	25	3017	35 29
Meadows	33	1717	20 08
Kennington Cove	26	2200	25 74
New Boston	39	3846	44 99
Big Ridge	19	1654	19 35
Up. Grand Mira	27	2784	32 57
Lewis Bay	31	1486	17 38
Lewis Bay, N.	28	2530	29 30
Salmon River	33	1084	12 68
Irish Cove	51	3184	37 25
Huntingdon Mountain	18	1162	13 59
Up. Salmon River	22	1857	21 72
Lochlomond	38	3092	36 17
Big Glen	15	1480	17 31
Amoyandez	45	3417	39 97
Shunacodio	23	1490	17 43
Beaver Cove	40	2778	32 50
Boisdale	43	3925	45 92
Barrasois, L. J.	61	4336	50 78
Twelve Mile Lake	20	1634	19 11

Grand Narrows	22	1024	11 58
Morley's Road	21	19 32	22 41
Eskasoni Island	13	1303	15 24
Bear F. Vale	20	1200	14 04
Juniper Mountain	11	1033	12 08
Border Section, R. C.		114	1 33

COLCHESTER COUNTY.

North River	69	20354	31 64
Lower Economy	48	2826	30 50
Central Economy	149	81684	87 96
Upper Economy	68	4673	50 35
Pleasant Hills	31	1841	19 85
Bass River	65	3439	37 05
Portaupique	104	6637	72 04
Highland Village	68	3230	34 33
Great Village	178	18174	121 86
Cum. Id. South	34	1565	16 84
Cum. Id. North	90	4935	53 69
Acadia Mines	100	99104	106 72
Folly Mt. West	49	24334	28 36
East Village	60	1607	38 37
Folly Village	36	6065	64 70
De Bert	42	21454	23 10
Masstown	72	4501	48 50
Chiganoieo	42	2201	23 73
West Onslow	67	3813	41 09
Central Onslow	34	1241	18 40
Upper Onslow	57	3485	37 55
North River	69	46884	50 50
South Branch, N. R.	41	15194	16 39
Lower Pictou Rd	51	17634	19 00
East Mountain	75	4307	46 40
Greenfield	50	35634	38 40
Harmony	46	2389	25 75
Salmon River	35	1640	17 66
Bible Hill	23	1267	13 66
Lower Village	47	2524	27 20
Old Barnes	57	32674	35 18
Beaver Brook	47	29914	32 25
Princeport	47	30344	32 60
Green's Creek	27	1506	16 22
Green Oak	46	3495	37 02
Pleasant Valley	43	3444	36 75
Pleasant Valley	27	8084	8 71
Lower Stewiacke W.	56	3003	32 39
Lower Stewiacke	55	1632	17 60
Shubenacadie	48	2524	27 13
Gay's River	40	2751	29 78
Coldstream	34	1617	17 41
St. Andrews	23	1363	14 67
Birch Hill	22	1462	16 74
South Branch	43	2706	29 14
Goshen	33	1552	16 73
Cross Roads	57	3968	42 73
Newton Mills	52	35974	38 75
Eastville	54	2170	23 87
Pembroke	33	2686	28 94
Upper Stewiacke	85	63594	68 49
Otter Brook	25	16124	16 22
Middle Stewiacke	46	26604	28 65
Forest Glen	19	1505	16 21
Brookfield	104	53394	52 99
Clarkville	46	3050	32 84
Meadowvale	21	1613	17 38
Hardwood Hill	64	3455	37 52
Burnside	39	2583	27 82

STIRLING DISTRICT.

Tatamagouche	125	7464	80 37
Tarbet	56	2827	30 45
Forest	52	2505	26 97
Murdoch	38	19764	21 30
River John Road	78	47014	50 63
French River	57	22324	24 05
Head of Bay	60	32764	35 28
Murphy's	89	3703	39 87
Mill Brook	14	5734	6 17
Oliver's Bridge	37	1507	16 23
West New Annan	44	21374	23 02
Byers	43	2206	23 77
Wilson's	42	2220	23 90
Henderson's	29	16114	17 35
Earlton Village	58	2243	24 16
Brule	59	3142	34 83
Conkey	42	20934	22 56
Sutherland	25	14394	15 51
Berichan	29	7344	7 91
North Earlton	44	1573	17 13

POOR SECTIONS.			
Maccan Road	42	2883	31 11
Castlereigh	19	8844	9 59
Folly Mt., East	36	2317	25 34
Folly Lake	28	2519	27 19
Crowe's Mills	57	3707	39 97
W. B. North River	29	2199	23 76
Upper Kempton	13	1009	10 92
Upper P. Road	20	1419	15 34
Clifton	40	2127	22 06
Smithfield	29	2888	31 17
Earlton Road	29	1448	15 66
Colter	17	785	8 51
Alma	33	2176	23 49
Riversdale	60	3985	43 00
Stewiacke Road	33	2267	24 49

POOR SECTIONS—STIRLING.			
Lake Road	51	2750	29 20
East New Annan	46	2740	29 19
McKay's Mills	45	2021	21 84
Truro Road	20	1260	13 65
Point Brule	33	2994	32 32

CUMBERLAND COUNTY.			
Malagash Pt.	41	1860	17 32
North Shore	34	792	10 08
Stake Wallace	33	1521	19 37
Shoal Bay	60	2932	29 71
Goose River	60	3295	41 97
Wallace	91	4918	62 65
Six Mile Road	24	801	10 20
Wallace Bay	26	1058	13 48
Middleboro	41	1167	14 87
Wentworth	41	1853	23 59
Hd. Wallace River	27	1177	14 99
Fox Harbor	39	1580	20 13
L Gulf Shore	35	1814	23 10
U Gulf Shore	33	999	12 72
Pugwash	135	7651	97 47
N S Wallace Bay	46	1598	20 37
Hd. Wallace Bay	24	1202	15 31
Doherty Creek	46	2475	31 53
Pugwash R East	30	1474	18 77
Pugwash R West	35	1633	21 80
Wallace Bude	32	2297	29 29
Port Philip	41	2291	29 19
Roslin	46	1795	22 86
Grays Road	60	2276	28 99
Crawford Sett	50	1866	23 77
Goose River	52	2974	37 89
L Shunimicas	30	1690	21 53
L Shunimicas	27	1685	21 45
M Shunimicas	32	2098	25 73
Tidnish C Road	44	2474	31 52
Amherst Hd.	60	2844	36 23
Amherst Hd.	54	2979	36 68
Wanen	36	1989	25 34
Amherst	355	22955	282 16
Ft Lawrence	30	1861	23 71
Amherst Pt	23	1395	17 77
Hillsboro	50	1451	18 48
Nappan	75	2099	26 74
L Maccan	64	3361	42 81
R Hebert East	14	421	5 35
M R Hebert	31	2159	27 50
Minudic	61	2664	33 94
Joggins Mines	109	6385	81 35
Jackson	52	1898	23 03
Rockwell	50	1157	14 73
Chapman Sett	41	2104	26 80
Tidnish River	33	1175	14 96
Hd R Hebert	16	845	10 76
Athol	43	4256	54 60
Southampton	51	2937	37 42
West Brook	59	2481	31 69
Five Island Road	27	1518	19 34
Maccan Mt	26	870	11 08
Windham	25	1590	20 25
Spring Hill	51	2219	28 29
Claremont	48	2162	27 54
Glenville	37	2396	30 52
Salem	44	1648	20 57
Salem	45	2247	28 62
Fenwick	47	1783	22 72
U Nappan	42	1400	17 83
W Leicester	29	1079	18 74
E Leicester	44	1719	21 90
Mt Pleasant	37	1185	15 08
Oxford	98	6168	77 82
F H R Philip	41	2604	33 17
E Windham Hill	23	197	17 29

W B R Philip	52	3281	41 84
Westchester	33	1993	25 38
Westchester Lake	17	951	12 11
Greenville West	46	1597	20 34
Hastings	51	1873	23 86
Richmond	29	919	11 70
Victoria	18	1012	12 88
Eel Creek	36	2105	26 81
R Hebert West	47	4273	54 44
W Pugwash Hh	45	1616	20 68
Duck Creek	13	414	5 26
Burch Ridge	32	1040	13 24
Clifton	57	8062	39 01
Spring Hill	190	8117	107 23
Thompson	47	2528	32 20
Mansfield	18	987	12 57
S. S. Malagash	30	1550	19 75
Dewar's River	24	1529	19 47
Timy Bay	42	2284	29 10
Maccan Mt.	22	1235	15 60
Street Ridge	25	1453	18 60
Greenville East	24	1771	22 56
Farmington	32	1643	20 92
W. B. Wallace River	36	1864	23 74
Millvale	29	1127	14 35
Mt. Pleasant	41	1866	23 77
U. Wentworth	28	2226	28 36
Parrsboro			
Parrsboro Village	186	8727	111 19
Port Greville	87	4038	51 45
Black Rock	44	3345	42 62
Cross Road	44	2085	26 55
Diligent River	73	2960	37 71
Fox River	67	2957	37 68
Fraserville	28	1900	24 21
Spencer's Island	30	2284	29 10
Cape D'Or	62	3919	49 93
Advocate	91	6393	80 69
Apple River	30	1776	22 63
Salem	25	1132	14 41
Half Way River	23	1574	20 05
New Canaan	45	2438	31 06
Euten Ville	37	1841	23 45
North Wallace	30	1045	13 31
New Prospect	30	2215	28 21
Cannon's Mills	44	1769	22 53
Green Hill	19	1505	19 17
Kirk's Hill	32	2891	36 83
New Protpceby			30 00
Order of Board			
Allowed for Room, &c.		10 00	

CLARE DISTRICT.			
New Edinburgh	63	3461	33 81
Belliveau's Cove	105	6320	61 74
Grosses Cognes	110	75165	73 43
Port Acadie	85	6429	53 03
Comanville	90	51085	49 90
Saulmerville	100	56525	55 31
Meteghan River	70	31385	30 65
Meteghan	160	124715	121 81
Cheticamp	74	4202	41 04
Cape Cove	39	2988	29 19
Salmon River	83	38165	37 85
New Tusket	29	1469	14 35
Rosedale	50	3272	22 04
Carberie	45	3578	35 05
Concessions	71	4322	42 22
Therault	77	36125	35 28
St. Benoni	54	37045	36 18
St. Martin	33	24676	32 14
Harrington	48	2643	34 41
South Therault	41	2560	33 34
St. Joseph	20	12265	15 97

BORDER SECTIONS.			
Beaver River	2789	2789	27 25
Ohio	2327	1673	18 30
*Harlem	1280	6035	7 86
Southville		855	8 35

DIGBY DISTRICT.			
Millford Corner	37	2380	24 86
Bear River Road	32	1925	20 11
Hillsbury	111	7101	74 19
Bear River	49	3801	39 71
Smith's Cove	68	3805	39 75
Hillgrove	48	2500	26 12
The Ridge	44	2492	26 03

North Range	82	4621	47 23
South Range	50	8065	32 02
Marshalltown	42	8193	33 25
Brighton	120	7800	81 50
Plympton	76	2216	24 14
Port Gilbert	63	4064	42 45
The Barrrens	79	3687	37 47
Weymouth	83	4316	45 07
Weymouth Bridge	75	2872	30 00
Weymouth Mills	45	2344	24 49
Digby	221	14994	156 65
Broad Cove	53	2712	28 33
Roseway	59	4227	44 16
Centreville.	40	2463	25 73
Sandy Cove	76	5133	53 63
Little River	44	3374	35 25
Freeport	120	7887	82 40
Westport	145	11316	118 23
Union or Morgan	29	1243	13 04
*Hillgrove (African)	18	1088	11 37
*Weymouth Mills, Afr.	38	3206	33 49
*Burton	31	2230	23 28
*McBride	36	2266	23 64
*Doucette	56	3650	38 13
*Waggoner	49	2630	26 43
*Riverdale	28	2058	21 50
*Light House Road	26	1302	13 59
*Digby Neck Road	44	3573	37 32
*Waterford	36	3354	35 03
*Lakeside	23	2117	22 11
*Mink Cove	25	2837	29 63
*Powell	20	1912	19 87
*Tibert	24	2141	22 35

BORDER SECTIONS.			
Southville	1082	320	3 15
Harlem		676	4 74
Ohio		454	7 06

ST. MARY'S CO. OF GUYSBOROUGH.			
Sherbrooke	133	9683	113 96
Still Water	36	1359	15 99
Glenelg	34	2218	26 10
West River	59	2819	33 17
Caledonia	31	1625	19 12
Wallace Bridge	36	1449	17 05
Cameron Settlement	14	759	8 93
Mcrose	36	2493	29 34
Upper Cross Roads	44	1657	19 49
Lachabar	40	1418	16 68
Mary Joseph	26	1968	23 16
Middle Liscomb	35	1838	21 53
Lower Liscomb	33	2287	26 91
Wine Harbor	51	2389	28 00
Indian Harbor	45	2346	27 61
Indian Harbor	46	2214	26 05
Sonora	38	2317	27 26
Goldenville	131	8785	103 39
Goshen	44	1838	22 21
Union Section	31	1219	14 34
*East River	18	965	15 14
*St. Mary's River	22	1630	26 36
*Liscomb Island	17	1033	16 99

BORDER SECTIONS.			
East River	1720	1017	11 96
Beckerton	1399	1053	12 39
Country Harbor		334	3 92
Argyle		837	9 86

GUYSBOROUGH COUNTY.			
Guysborough	170	10187	147 90
River Side	37	1678	24 19
River Side	43	1925	27 74
North Intervale	54	2425	34 97
Roman Valley	43	1974	28 46
Cook's Cove	42	2594	37 40
Old S. River Road	27	852	12 28
Canada	35	1768	26 39
Sal. River Bridge	55	2802	33 19
Sal. River Lakes	38	1727	24 92
New Harbour	75	3098	44 67
Half Way Cove	25	1240	17 88
Black Point	27	1481	24 35
Cape Canso	218	13837	199 53
Port Frelix	71	3621	52 21
Charlo's Cove	42	2881	41 54
Larry's River	49	3657	52 74



OFFICIAL NOTICES.

TEACHING DAYS.—For the present term, the number of teaching days will be 118.

MINUTE OF COUNCIL.

Passed June 6th, 1872.

NORMAL SCHOOL—PROVINCIAL EXAMINATION—HOLIDAYS AND VACATIONS.

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

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

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

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

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

I. The Provincial Normal School.

FACULTY OF INSTRUCTORS.

NORMAL COLLEGE.

Method and the Natural Sciences.—J. B. CALKIN, M. A., Esq.
Principal of the Normal College and Model School.

English Language, History, &c.—C. J. MAJOR, Esq.

Mathematics.—W. R. MULHOLLAND, Esq.

Professor of Music.—THOS. PEMBERTON.

MODEL SCHOOL.

Grade 1. Miss RUSSELL.	Grade 6. Miss JANET ARCHIBALD.
" 2. Miss BESSY ARCHIBALD.	" 7. Miss M. A. HAMILTON.
" 3. Miss AGNES HAMILTON.	" 8. Jas. LITTLE, Esq.
" 4. Miss WEBSTER.	" 9. Mr. DIMOCK.
" 5. Miss MILLER.	

II. Address of Inspectors.

- Hinkle Condon, Esq.....Halifax.
- Rev. J. D. McGillivray..... Brooklyn.
- Colin W. Roscoe, Esq.....Upper Canada, Co. Kings.
- L. S. Morse, Esq., M. A.....Bridgetown.
- A. P. Landry, M. D.....Clare.
- Rev. John Ambrose, M. A.....Digby.
- G. J. Farish, M. D.....Yarmouth.
- A. C. A. Doane, Esq.....Barrington.
- C. F. Andrews, Esq., M. D.....Brookfield, Co. Queens.
- G. W. Hiltz, Esq., M. D.....Chester.
- David H. Smith, Esq., M. A.Truro.
- Rev. W. S. Darragh, M. A.....Goose River, Cumberland Co.
- Daniel McDonald, Esq.....New Glasgow.
- Angus McIsaac, Esq.....Antigonish.
- William Hartshorne, Esq.....Guysborough.
- John Y. Gunn, Esq.....Broad Cove
- Rev. Kenneth McKenzie, M. A.....Baddeck.
- Alexander McKinnon, Esq.Sydney.
- Remi Benoit, Esq.....D'Escouse.

III. Teachers' Agreements.

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

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

NOTICE.

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

(FORM OF AGREEMENT.)

Memorandum of Agreement made and entered into the day of A. D., 18 , between (name of teacher) a duly licensed teacher of the class of the one part, and (names of Trustees) Trustees of School Section No .. in the district of of the second part.

The said (name of teacher) on his (or her) part, in consideration of the below mentioned agreements by the parties of the second part, hereby covenants and agrees with the said (names of Trustees) Trustees as aforesaid and their successors in office, diligently and faithfully to teach a public school in the said section under the authority of the said Trustees and their successors in office, during the School Year (or Term) ending on the thirty-first day of 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 further mutually agreed that both parties to this agreement shall be in all respects subject to the provisions of the School Law and the Regulations made under its authority by the Council of Public Instruction.

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

Witness,

(Name of Witness.)

(Name of Teacher.)

(Names of Trustees.)

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

IV. To Trustees of 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 particular views which characterize the different denominations of Christians, it does instruct the teacher "to inculcate by precept and example a respect for religion and the principles of Christian morality." To the Trustees the people must look to see their desires in this respect, so far as is consonant with the spirit of the law carried into effect by the teacher."—Comments and Regulations Council of Public Instruction, p. 51, reg. 5.

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

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

March, 1867.

3. "The hours of teaching shall not exceed six each day, exclusive of the hour allowed at noon for recreation. Trustees, however, may determine upon a less number of hours. A short recess should be allowed about the middle of both, the morning and afternoon session. In elementary departments, especially Trustees should exercise special care that the children are not confined in the school room too long.—See *Manual of Laws and Regulations for Public Schools*, p. 32, sec. 10.

V. Bond of Secretary to Trustees.

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

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

PROVINCE OF NOVA SCOTIA.

Know all men by these Presents, That we, (*name of Secretary*), as principal, and (*name of sureties*), as sureties, are held and firmly bound unto our Sovereign Lady Victoria, by the grace of God, of the United Kingdom of Great Britain and Ireland, Queen, &c., in the sum of of lawful money of Nova Scotia, to be paid to our said Lady, the Queen, her heirs and successors, for the true payment whereof, we bind ourselves, and each of us by himself, for the whole and every part thereof, and the heirs, executors and administrators of us and each of us, firmly by these presents, sealed with our seals, and dated this day of in the year of our Lord one thousand eight hundred and and in the year of Her Majesty's reign.

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

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

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

[*Name of Witness*]

We, the subscribers, two of Her Majesty's Justices of the Peace for the County of, do certify our approbation of [*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 in 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. 16
[*Names of Magistrates.*]

VI. An Act to alter and Amend Chapter 58 of the Revised Statutes, "Of Public Instruction," and the Acts in amendment Thereof.

(Passed 18th day of April, 1872).

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

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

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

3. The following words are added at the end of the fourth sub-section of section 35 of chapter 29 of the Acts of 1855, entitled "An Act for the better encouragement of Education," that is to say, and in case the three nearest Commissioners do not agree to the site of a school house the matter shall be referred to the Board of Commissioners for the District or County in which the school is situate, and their decision shall be final. In cases of border sections where the nearest Commissioners do not agree, it shall be referred to the County Inspector, subject to an appeal to the Superintendent of Education, whose decision shall be final.

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

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

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

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

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

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

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

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

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

In a former number of this Journal we made some remarks on the Hon. C. Campbell's amendment of sect. No. 26 of the School Law—which substitutes the word *twice* for *five* in the above named section. When the amendment was introduced it was designed, as we believed, to apply to all the counties, but in its passage through the House, was objected to, and restricted to Digby. We were not aware of this till lately, the amendment not having been printed.

We cannot but express a regret that the benefit granted to Digby should not have been bestowed on the entire Province, and

ope that at the next session, the House will be disposed to extend the privilege, and make no restriction. We think the result of the amendment cannot but be beneficial, as Trustees will be able to obtain the money required from Building Societies, the payment of which extends to twelve years. With this enlarged time for payment, we may reasonably expect to see larger and much better buildings erected in many of our school sections.

REGULATIONS.

The following are the regulations of the Council of Public Instruction with reference to all books, maps and apparatus purchased by Trustees for use in their respective sections:—

- Reg. 1.—They shall be the property of the School Section, and not of private individuals.
- Reg. 2.—Any pupil shall be entitled, free of charge, to the use of such school books as the teacher may deem necessary.
- Reg. 3.—Any section neglecting to provide a supply of books, maps and apparatus may be deprived of the public grants.
- Reg. 4.—Trustees shall make such further regulations, agreeably to law, as may be necessary to ensure the careful use and preservation of books, maps and apparatus belonging to the section.

List of Maps, Text-Books and Apparatus.

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

PUPILS' WEEKLY RECORDS.

Weekly Record (for one Term).

THE NOVA SCOTIA SERIES OF READING LESSONS.

Comprising—Books No. 1, 2, 3, 4, 5, 6 and 7, of the Series hitherto used, and also Primers No. 1 and 2, and No. 1, 2, 3, 4, 5 and 6 of the Academic Readers, also, the Illustrated English Readers, No. 1, 2, 3, 4, 5, 6. For price, see notice of these Books in another column of the Journal.

Bailey's Brief Treatise on Elocution.

SINGING BOOK.

The School Song Book.

SPELLING BOOK.

The Spelling Book Superseded (Eng. Ed.)
Manning's New Speller.

GRAMMAR AND COMPOSITION.

McCabe's English Grammar; English Analysis; Reid's Rudiments of Composition; Bain's Rhetoric; Dalglish Introductory to English Composition; Dalglish Advanced English Composition.

MATHEMATICS.

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

Eaton's Commercial Arithmetic.

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

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

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

Plane Geometry.—Chambers' Euclid, (including Plane Trigonometry).

Practical Mathematics.—Chambers' (including Land Surveying, a brief treatise on Navigation, &c.)

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

Mathematical Tables.—Chambers'.

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

Chisholm's Mathematical Scale.

Ball Frames.

Slate Wipers, (to be used without water).

Slates.—Common Slates, (beveled frames), 63 in. by 34 in.

" " " 8 in. by 10 in.

" " " 9 in. by 13 in.

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

Eaton & Frazee's Book-keeping.

" " Blank Books, set of three books.

WRITING.

Payson, Dunstan & Scribner's International System of Penmanship, Swan's Series, Victoria Head Line.

STAPLES' PROGRESSIVE SERIES OF COPY BOOKS:

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

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

- Ruled Card to accompany copy books.
- Penholders.
- Staples' Circular Pointed School Pens.
- Inkpowders.
- Rulers, 12 in. (for pupils use).
- Lead Pencils.
- India Rubber Erasers.
- Pink Blotting Paper.

DRAWING.

BARTHOLOMEW'S SCHOOL SERIES OF PROGRESSIVE DRAWING LESSONS.

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

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

- Packages (12 slips) of blank drawing paper, for model cards
- Blank drawing books, for model cards.
- Blank drawing paper, for sketch books or model cards.
- Drawing Pencils, F, B, BB, HB, H.
- India Rubber Erasers.

DIAGRAMS.

- For purposes of illustration and "Oral Lessons."
- Forest Trees, (12). Natural Phenomena, (30). Botanical Prints (roots, stalks, leaves, &c., 26). Notes of Lessons on do., do. do. Wild Flowers, (96). Geometrical Figures, (2 sheets)
- Mechanical Forces, (6 on cloth), with exp. sheets.
- For purposes of illustration, and "Oral Lessons."
- Patterson's Plates of Animals, (set of 10, mounted and varnished).
- Staples' Writing Charts.

GEOGRAPHY.

- Calkin's Geography and History of Nova Scotia.
- Calkin's School Geography of the World.
- Series of Wall Maps,—

Nova Scotia,	Scotland,
British America,	Ireland,
North America,	British Isles, (in relation to
Western Hemisphere,	the Con. of Europe),
Eastern Hemisphere,	Europe,
England,	Palestine.

General Map of Bible Lands.

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

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

HISTORY.

CAMPBELL'S SCHOOL HISTORY OF NOVA SCOTIA.

- Harper's History of the Maritime Provinces.
- Owen's Chronographical Chart, on rollers and varnished, with Hand Books, Hodgins' School History of British America, or, Boyd's Summary, Curtis' Chronological Outlines of English History. For use in adv. Com. Schools—Collier's School History of the British Empire, (revised edition), Collier's History of Rome, Collier's History of Greece. For use in High Schools—Smith's Smaller History of Greece, Chamber's Ancient History.

NATURAL SCIENCE.

Chambers' Chemistry, (with new notation).

SCIENCE PRIMERS.

ECONOMIC SCIENCE.

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

CLASSICS.

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

AUTHORS—OXFORD EDITIONS.

- CÆSAR, de Bello Gallico, 1 vol., bound, 38 cts: Lib. I.—III. (with short notes), 1 vol., paper.
- VIRGIL, (complete), bound: the Georgics, (with short notes), 1 vol., paper: the Æneid, Lib. I.—III., (with short notes) paper.
- CICERO, de Off, de Sen., de Amicit., 1 vol.: de Sen., and de Amicit., 1 vol., (with short notes), paper: Oration for the Poet Archias, (with short notes), paper.
- HORACE, (complete), bound; the Odes, (with short notes), paper.

DICTIONARIES.

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

AUTHORS—OXFORD EDITIONS.

ΞΕΝΟΦΩΝ, Anabasis, Ευριπίδης, Alcestis, (with short notes), ΞΕΝΟΦΩΝ Memorabilia, Ηοmεr, Iliad, (complete); Lib. I.—VI. (with short notes), 1 vol.

LEXICONS.

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

VII. Evening Schools.

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

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

SCHOOL LAW AMENDMENTS.

The following amendments of the revised statutes of Public Instruction were passed at the recent Session of the Provincial Legislature. We print them for the information of Trustees and Rate-payers:

An Act to further amend Chapter 32 of the Revised Statutes, "Of Public Instruction."

(Passed the 4th day of April, A. D., 1876.)

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

1. The word "five" is omitted from the seventh section of the Chapter hereby amended, and the word "three" inserted in its stead.
2. The following words are inserted after the words "The Trustees of any Section," at the beginning of the twenty-seventh section of such Chapter, that is to say, "on the recommendation of the Inspector of Schools for the County."
3. The words "twenty-one years of age or upwards" are omitted after the words "Every male person," in the sixteenth line, as printed, of the fifty-fourth section of such chapter, and the words "between the ages of twenty-one and sixty" are inserted in their place.
4. The following words are omitted from the beginning of section sixty-five of such chapter, that is to say:
"Any person making affidavit, if required, that he was sixty years of age or upwards at the time any assessment was authorized, and also."
5. The Secretary of Trustees in each school section in every County of the Province shall make up the school accounts relating to such section at least three days before the annual meeting, and shall forward such accounts together with all vouchers and papers relating to the financial affairs of the section, to the auditors hereinafter provided for, who, after due examination of the same, shall report thereon at such annual meeting.
6. The rate-payers present at each annual meeting shall appoint two competent persons to act as auditors for the ensuing year.
7. So much of Chapter 32 of the Revised Statutes, "Of Public Instruction," or of any Act in amendment thereof as is inconsistent with this Act is repealed.

An Act to further alter and amend Chapter 32 of the Revised Statutes, "Of Public Instruction."

(Passed the 4th day of April, A. D., 1876.)

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

1. A graduate in the Faculty of Arts of any University in Her Majesty's dominions having power to grant degrees in Arts,

who shall have obtained his degree between the first day of January, A. D., 1866, and the first day of January, A. D., 1877 shall, upon application and upon passing a satisfactory examination in the subjects usually known as professional subjects, receive a license to teach of the grade commonly known as Grade A.

2. No person shall be entitled to the privilege mentioned in the preceding section who shall graduate after the first day of January, A. D., 1877, in any institution other than the University of Halifax, incorporated during the present session of the Legislature. All graduates in Arts of such last named University shall be entitled to the privilege aforesaid.

3. So much of Chapter 32 of the Revised Statutes, "Of Public Instruction," or any Act in amendment thereof, or of any regulation of the Council of Public Instruction, as is inconsistent with this Act is repealed.

ADVERTISEMENTS.

WAR MAPS.

MR. E. STEIGER, Publisher, New York, has just issued **SCHEDLER'S MAP OF TURKEY AND GREECE.** With special Maps of the Black Sea, Constantinople, and the Bosphorus. Drawn by Joseph Schedler. Size 19 x 24 inches; carefully lithographed and colored. Price, folded and in cover, 25 cents.

This Map is compiled from the very latest material and is geographically correct, having the railroad lines, etc., distinctly indicated. It comprises the whole of Turkey in Europe (including, of course, Servia, Herzegovina and Montenegro), Greece, the Northwestern and Northern portions of Asia Minor, the Caucasus, the Black Sea, Southern Russia, Roumania, Southern Hungary, etc.

A Fine Edition of the above Map, printed on heavier paper, in three colors, has been issued, supplemented also, with a Map showing the relative preponderance of Nationalities in Turkey. This classification is most interesting and shows, for instance, that the Turks proper, constitute but one-fourth of the population, while considerably less than half the inhabitants are Mohammedans. Much new information concerning Turkey is given by this large and carefully executed Map which sells at the low price of 75 cents.

Both of the above Maps afford a complete and reliable representation of the scene of the present Eastern complications, and will enable the interested observer the better to understand the situation of affairs, while proving, also, a safe guide in following the future course of events, whatever shape they may assume.

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1 gallon will cover 250 square feet, 2 coats, and will make a good Blackboard; or old Blackboards, either wood or plaster, can be made good by painting with this mixture. Any one who can use a paint brush can apply it. It can be seen at the Milton School, Hartford and Ohio School House, or at the Baptist Vestry, Milton.

It can be painted any time and will not interrupt the School, as it will be dry next morning for use.

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J. C. FARISH, M. D., Secretary to Trustees, Milton, Yarmouth.

JOHN JACK, Principal Central School.

J. FLETCHER, Principal of Yarmouth High School.

B. P. LADD.

G. J. FARISH, M. D., Inspector of Schools for Yarmouth County.

HINKLE CONDON, Inspector, Halifax.

The sum required by any section, for the purchase of prescribed school books, maps and apparatus, shall be determined by a majority of rate-payers present at any regularly called school meeting (to be assessed upon the section in the same manner as all other sums required for the maintenance of the school or schools.)—See section 84, page 48 of the School Manual.

ADVERTISEMENTS.

The superiority of these Books over all others hitherto published will be at once apparent.—*North British Daily Mail.*

COLLINS'
Series of English Readers.

Edited by CANON RIDGEWAY, B. D., Christ Church, Oxford, and THOMAS MORRISON, A. M., Principal of the Free Church, Framing College, Glasgow.

Illustrated by DALZIEL BROTHERS. Printed on superfine paper, and bound in extra cloth.

Authorized by the Council of Public Instruction, to be used in the Public Schools of Nova Scotia.

The above Readers are sold by Messrs. Gossip, Buckley, Connolly, and at the Wesleyan Book Rooms, and are without doubt the cheapest and best Readers ever offered for use in our Public Schools.

We subjoin a few testimonials, as showing the favor in which these books are held:—

"A better graduated series of school books than those issued by the Messrs. Collins we have seldom seen. The matter is most judiciously chosen, and the illustrations, which are numerous and well executed, are calculated to fix the various incidents on the minds of the scholars."—*Aberdeen Herald.*

"After a close inspection we can strongly recommend them to the notice of teachers and parents. The lessons are carefully selected, and the lively is so judiciously mixed with the severe that the reader's attention should be readily secured, while the excellent cuts will serve to sustain it. Great attention is paid in these books to spelling, lists of difficult words to spell being given, as well as of words pronounced alike. To each lesson, in some of the books, a set of questions added. Exercises in composition and dictation, a vocabulary of Greek and Latin roots, prefixes and affixes, are given, while the books are strongly bound, as all school books should be."—*Dundee Advertiser.*

"These English Readers are worthy of praise. The various explanations and exercises are likely to strengthen the pupil's knowledge as he proceeds, and the latter especially are well adapted to impart a rudimentary knowledge of the art of composition."—*Schoolmaster.*

"Strongly bound, clearly printed, and pleasantly illustrated, these books possess all the external requisites for school use, and a closer examination of the contents of the chapters abundantly confirms our approval. These Readers are everything that the schoolmaster can wish for."—*Educational Reporter.*

"These books are admirably adapted to the purposes of teaching, illustrated as they are on almost every page, and printed in clear bold type. Moreover, they are wonderfully cheap, and most of them are new publications. They have been adopted in Australia, while in England and Scotland they are widely used. The matter is modern, very instructive, and so beautifully embellished, that scholars will turn to them with avidity."—*Halifax Provincial Wesleyan.*

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From F. Bell, Esq., English Master of High School, Glasgow.

"After a very careful examination of your 'Royal Readers,' I am decidedly of opinion that they are by far the best series of school books yet published."

From Mr. W. S. Pryer, Head-master, Board School, Bow, London.

"The 'Royal Readers' are, in my judgment, very far beyond any readers ever issued from the press. So admirably adapted are the Questions, Words and Meanings, Pronunciation and Dictation Exercises, attached to every lesson to the complete mastery of the same, that the use of these books in Government Schools must ensure the passing of the scholars. I shall take the earliest opportunity of introducing them into our Schools."

From the Editor of the "Journal Education."

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BOOK NOTICES.

The Home and School Journal of Popular Education, The National Teacher's Monthly, The Pen and Plow, The American Journal of Education, The School Bulletin, The Ontario Teacher, and the Journals of Education for Ontario and Quebec, and The Educational Voice, are received. Any and all of the above may be had through any of the Book-sellers of Halifax. The prices are moderate while many of the articles are of great worth especially to teachers. We should very much like to know that a much larger number of these very excellent periodicals are taken, and circulated in our Public Schools.

A Teacher, holding a Grade B License, is desirous of obtaining a school for the ensuing term, commencing May 1st. Has had two years experience in the profession, and can forward at any time testimonials of teaching ability. A department of an academy, or of a graded school preferred. For further particulars, apply to
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ADVERTISEMENTS.

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In order to accommodate School Commissioners, Trustees, Teachers, and taught with the excellent Reading Books of the above Series. I have ordered a number of the:—

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And also of the Academic Readers, a class of Books superior to the above, and to all others, strongly bound, and moderate in price.

To all which I solicit their careful attention.

The above series has the full approval of the Council of Public Instruction, and of the Superintendent of Education, and will be found by strictest comparison and examination, useful and valuable additions to the Books of Instruction in all the Public Schools of the Country.

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