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THE

JOURNAL OF EDUCATION.

FOR THE PROVINCE OF NOVA SCOTIA.

CONTENTS.

Results of Examinations.....	337	Distribution of County Fund.....	103	Holidays and Vacations.....	410
An Improved Scale of Grants.....	337	Distribution of Government Grant.....	406	Teachers' Agreements.....	411
The Assessment Law.....	338	Appointment of Inspectors for Pictou and Cumberland.....	110	To Trustees of Public Schools.....	411
The County Roll.....	339	Supplying of School Books.....	410	The Provincial Normal School.....	411
The Annual School Meeting.....	339	Examination of Teachers.....	410	Bond of Secretary to Trustees.....	411
Compulsory Attendance.....	400	Amended and Additional Regulations con- cerning Superior Schools.....	410	Address of Inspectors.....	413
The State and Education.....	401				
Reading.....	401				

ERRATUM.—The JOURNAL for June was erroneously numbered one instead of *twenty-five*.

J. B. Calkin, Esq., has been appointed Principal of the Provincial Normal and Model Schools in place of W. R. Mulholland, Esq.

The attention of Candidates for Grade A is directed to the Official Notice.

RESULTS OF EXAMINATIONS.

EACH of the following Candidates reached an average of over 75 at the last examination:

GRADE B. (19 papers.)	Average.
Thomas McC. Christie, Yarmouth,.....	82.89
Joseph J. Parker, Lunenburg.....	81.21
John L. Brown, Somerset.....	77.97
Edward Archibald, Pictou,.....	77.50
George B. Sparling, Yarmouth,.....	77.47
Angus McDonald, Arichat,.....	76.53
Thomas W. Johnston, Cow Bay, C. B.,.....	76.53

One candidate made an average of 78.53 in grade. B but failed to pass the test in spelling.

GRADE C. (14 papers.)	Average.
Kate McLean, Baddeck.....	81.86
Lucy G. Norris, Canso.....	78.71
Zeus Cameron, New Glasgow,.....	78.07
Mary Bell McQueen, Sutherland River.....	77.71
Lois E. Flint, Yarmouth,.....	75.86

In grade A, Mr. Edwd. H. Owen, Lunenburg, made the average of 79.13. This is an excellent average, the number of papers being 31.

It appears that many Candidates apply for a grade of license in advance of their qualifications. The percentage of those who have received the grade of license for which they worked, is as follows:

Station.	1st Ex.	2nd Ex.	3rd Ex.	4th Ex.
Amherst,	18.5	6.5	23.8	20.1
Antigonish,	12.5	20.7	9.5	12.8
Arichat,	0.	25.	29.4	20.
Baddeck,	45.5	2.4	28.6	25.
Bridgetown,	15.8	20.8	31.2	26.8
Digby,	75.	20.	21.4	16.7
Guysboro',	61.5	0.	4.8	44.1
Halifax,	25.	18.2	35.1	18
Kentville,	25	36.8	10.7	20.3
Liverpool,	—	30.8	10	35
Lunenburg,	46.7	47.6	12.5	30
Margaree Forks,—	—	35.3	12.5	5
Normal School,	46.8	67.3	79.6	47.7
Pictou,	13.5	25.9	32.8	44
Port Hood,	0	0	0	3.3
Shelburne,	66.6	42.1	66.6	26.3
Sherbrooke,	4	9.1	25	11.1
Sydney,	0	12	7.1	29
Tangier,	—	0	—	14.3
Truro,	13	31.7	22.7	28.1
Windsor,	0	16.7	33.3	4.3
Yarmouth,	10	26.1	35	44.9
NOVA SCOTIA,	27.5	25.9	26.2	26.9

It will be noticed that while the percentage at the different Stations ranges from 0 to 79.6, the percentage for the Province shows a variation of only 1.6.

We may add that of the whole number examined in the Province, the percentage of those who received licenses at all, shows a uniformity almost as striking, viz: 1st Examination, 61.5; 2nd, 61.4; 3rd, 58.2; 4th, 69.2.

AN IMPROVED SCALE OF GRANTS.

WITHIN a few years two marked improvements have been effected in the distribution of aid to Common Schools in this province. Previous to the year 1865 there was no settled scale for the disbursement of the allowances to teachers. The Commissioners in each District divided the Grant placed at their disposal sometimes by a proportionate scale of allowance for the several classes—oftener without any settled scale, assigning to each teacher such sum as might be deemed proper. Thus, from returns on file at the Education Office, it appears that as late as 1865 it was no unusual thing for a teacher of the 2nd class to share equal with his neighbour of the 1st class, who had taught an equal number of days. Again, one who had taught only half the term, was in most counties paid the same allowance as another who had taught the full time.

In the year commencing Nov. 1, 1865, the Provincial Grant was for the first time, distributed on a settled scale. Under an order by the Council of Public Instruction, Commissioners were directed to divide the grant among their teachers according to class of license and time employed, the different classes to share in the grant in the ratio of \$100, \$75, \$50, and \$37.50 respectively. This was the first attempt made by Government to give a public and general recognition to superior talent and assiduity in the work of teaching.

This was a most important advance, and paved the way for the great reform which took effect in the School year 1867. Previous to that year, as is well known, a lump grant was given to each County (or District) to be shared between the teachers happening to be employed for the term. If the teachers in any district chanced to be few, or the proportion of third classes among them to be large, the share of grant for each teacher was of course proportionably large, taking into account his class of license. The great inequalities arising under this arrangement having been brought to the notice of the Legislature, the law was amended so as to give all teachers of the same class the same amount from the Treasury, wherever employed. The allowances for the several classes being fixed at the rate of \$120, \$90, \$60, and \$45 respectively, per annum.

This step so just in itself, and so salutary in its effects on the teaching profession, was hailed on all hands with much satisfaction. It placed teachers in a position to rely on the Government for a certain proportion of their salaries; they could tell beforehand exactly how much they would receive. The Provincial Grant was then lifted from a shifting and uncertain sum—large in this county, small in that—high this term, low the next—to become a regular and reliable portion of the teacher's in-

come. In this point of view the change of 1867 left nothing to be desired.

In another point of view, however, the law relating to teacher's allowances is still open to large improvement in order to adapt it to the educational progress of the country. It puts no direct premium on Experience. So far as the Public Grants are concerned the teacher of five or ten years' experience in his profession stands on a precise equality with the beginner—provided the two are equal in scholarship. This has frequently been brought to public notice, as a grave defect in the existing Act.

But it is only by assuming that the present arrangement was designed to be a final and permanent one—which we think it never was intended to be—that we can charge it with defectiveness. It answered its day probably much better than a more elaborate scale could have done. For a pioneering age, simplicity, a rough and ready strength is the grand thing. A period when new schools were starting up in all directions, when hundreds of new teachers were required for immediate service, many of them in out-of-the-way and long neglected places—this was not the time to think of the rewards and preferences due to experience. That belongs to riper times. Scientific agriculture is an excellent thing. But until the land has been cleared and brought under the plough, there is no room for it.

The time has come, in the opinion of many, for introducing this new feature into the Scale of Grants; that the amount payable to any teacher shall be no longer determined wholly by his scholarly attainments but shall be influenced in some degree by his experience in teaching. We know that such an opinion prevails extensively among teachers themselves. At the late session of the Provincial Legislature, the subject was several times brought to the attention of the Lower House. It seems to be a desire on all hands that something should be done to secure a greater degree of permanency in the business—to raise it if possible into a calling for life for those who enter it. The present arrangement was adopted when it was necessary to call in a large number of new teachers. It is favourable to the recruit, allowing him to come in and stand side by side with the veteran,—enjoying the same honours and receiving the same rewards. What was right and necessary in 1866 will begin to tell against us in 1870. A business which may be so lightly taken up will fall a prey to adventurers. It will be made a stepping-stone to reach the other learned professions, where more exclusiveness, and greater stringency in admitting new members are the rule. The education of the country will fall into the hands of strangers. The sacred interests of the children will be committed to the charge of those whose desires and ambitions lean towards other things altogether: Medicine, Divinity, Law. Men whose hearts are not in the school-room. For no man of real talent and fitness for the work will care to remain in a business where he is liable to be underbid and pushed out at any time by a large body of new comers. A business easily begun is lightly laid aside. He will retire to some other pursuit, and leave the field to the adventurers.

With a view to provide a remedy against this evil, several clauses were added by the Committee on Education to the bill introduced into the Assembly by the Hon. Provincial Secretary, and referred to that Committee. Owing to the late stage of the session at which the bill was sent back to the house, these clauses, though on the whole very favourably received, were not passed. Some members objected to making any change in so important a part of the law, without time for mature inquiry and discussion. The subject was therefore deferred till next session. In order that teachers and all interested in our School affairs may have an opportunity to familiarise themselves with the proposed change, and to discuss it in all its bearings against the next session of the Legislature, we present below in the form of an independent bill, the substance of the clauses adopted by the Committee. We reserve the consideration of details for a future time.

BILL.

1. After October 31st, 1870, the grants to Teachers shall be in part regulated by their period of service in the Public Schools; that is to say:
2. There shall be three divisions in the First Class: the 1st division to consist of those whose period of service is upwards of

three years, (of which period at least two years must be as teachers of the First Class,) and who are certified by the Inspector to have shown superior ability and diligence in teaching, coupled with good and exemplary deportment. The list of names in this division shall be revised at the close of each term, and it shall be the duty of the Inspector before making such revision to consult freely with the Trustees and others interested in each school taught by a teacher claiming to rank in this division. The 2nd division to consist of all teachers of this class not embraced in either of the other divisions. The 3rd division to consist of those whose period of service does not exceed one year.

3. There shall be two divisions in the Second Class: the 1st division to consist of those whose period of service exceeds two years—one of which must be, in each case, as a teacher of the second (or first) class. The 2nd division to consist of all teachers of this class not embraced in the 1st division.

4. There shall be two divisions in the Third Class: the 1st division to consist of those whose period of service is upwards of a year. The 2nd division to consist of all teachers of this class not embraced in the 1st division.

5. Graduates, in course, of any chartered College or any advanced Female Seminary in the Province shall be eligible for the 1st division in each class without previous service in teaching. Also for the purposes of this Act, each session of attendance at the Provincial Normal School shall be held equivalent to a year of teaching.

6. The following scale of grants shall be substituted for the one now in operation, after the above-named date.

SCALE OF GRANTS.

MALE TEACHERS.		FEMALE TEACHERS.	
	Present Grant.		Present Grant.
Class First, 1st Division,	\$130	Class First, 1st Division,	\$100
2nd " "	110	2nd " "	80
3rd " "	100	3rd " "	70
Class Second, 1st Division,	90	Class Second, 1st Division,	60
2nd " "	75	2nd " "	50
Class Third, 1st Division,	60	Class Third, 1st Division,	45
2nd " "	50	2nd " "	40

[We shall be glad to have the views of teachers in relation to any point in the above Bill.]

THE ASSESSMENT LAW.

THE question of assessing property situate in a different School Section from that in which the owner resides, has always been one of the most difficult problems in connexion with the school rates. There was a choice between two courses: To make all property liable to assessment in the section where it lay, whether the holder were a resident of the section or not; or to make every property holder liable to be rated for all property in the section of his residence, whether the property happened to lie in that section or not. At first sight it might seem that the first of these modes besides being the most just in theory, would have been the most easy and simple in practice. But those familiar with the working of our County Assessment law, and the system of rating established under it, are aware that there are very great practical difficulties in the way of the general adoption of the first mode in our local school rates. And even though as a matter of abstract theory, that mode may seem on the whole fairest, there are nevertheless some descriptions of property in reference to which it would plainly not operate so justly as the existing provision. It is true the principle of the law is said to be that the property of the country shall pay for the education of the country: and it may seem a legitimate corollary that the property of the section should pay into the schools of the section. But in the case of dyke and other marsh lands—of which large tracts are found lying in a single section, and owned in small pieces all over the county; each piece forming, so to speak, a part of the owner's farm. In such a case it is both more just and many times easier to let the owner pay the assessment where he pays for the rest of his farm—that is to say, where he resides. And the same holds true of wood lots, pasture lots, and

any other pieces of property which are in fact only necessary parts or adjuncts of every farmer's estate. They are related to the section where the owner resides, rather than to the one where they happen to lie.

But when we come to Factories, Mills, Shops, Mines, Banks, and other property of a similar kind, we at once become aware of a difference. Such property has a necessary relation to the people of the Section where it is situated. They are connected with it in business and trade; many of the inhabitants, as in the case of factory hands, and miners, may be closely dependent on it for a livelihood. It is their *farm*—the only property in which they are concerned. Their labour gives it value. Its presence brings them there. And if that property owes any debt to the schools of the county, no school has a more obvious claim upon it than that of the Section where the children of those men receive their education. In the case of a shop owned out of the Section where it lies, this claim does not appear so strong. Yet even such a property has quite as close a relation to the people of the section where it lies, as to those of the one where the owner resides. By whom is it chiefly supported? Whose trade and custom is it intended to absorb?

As a sort of compromise between the two principles, the Education Committee of the House of Assembly, at the late session of the Legislature, recommended that in all such cases (where the property is of sufficient value to make it worth the trouble) the owner shall pay on one-half the value of the property in the section where it lies, and on the other half in the section where he resides.

And with a view to render the provision consistent throughout, as well as to adapt it fully to meet the future condition of a country which promises to have a large mining and manufacturing interest, they recommended that the same principle should apply to all rateable property owned by firms and business associations of every kind. The recommendations were embodied in the following clauses:—

1. The existing provision for the sectional assessment of property held by corporations and companies means, and shall be understood to mean, that all such property is liable to assessment in and for the benefit of the section where it lies: and after October 31st A.D., 18—, this provision, modified as ordained by clause 3 hereof, 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 direct 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 or places 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. After the 31st day of October A.D., 18—, any person rateable in respect of property other than marsh lands, pasture lots, or wood lots, such property being of the assessable value of one thousand dollars or upwards, and situate in a different section of the county from that in which he himself resides, shall be assessable in respect of such property in both sections on one half by valuation in each for the benefit of each respectively.

3. Similarly, after the same date, any person holding a share or shares or interest of the value of one thousand dollars or upwards in the rateable property of any association, company or firm, lying in a different section or sections or part of the county from that in which he himself resides, shall be assessable in respect of such share or shares or interest, on one half the value thereof, in the section where he resides for the benefit of such section,—such assessment to be paid by him to the trustees, and to be chargeable by him to the association, company or firm. And in any sectional assessment levied on any association, company or firm, in respect of property situate in any section, an abatement shall be made by the Trustees in the assessed valuation of such property to the extent of any sum or sums on which individual members of the association, company or firm may be actually assessable hereunder in other sections in respect of their shares or interest in such property.

4. Every association, company and firm shall, on application in writing, furnish to Trustees of Schools such information, in writing, as to the share or shares or proportion of interest held in the property of the association, company or firm by any shareholder or partner, as may be necessary in order to give effect to this clause. And in the event of refusal or neglect, it shall be lawful for the trustees to assign to any shareholder or partner for the purposes of this act such proportion of the valuation as they may deem proper and equitable.

5. Marsh lands, wood lots and pasture lots, when held by any association, company or firm, shall be assessable in the

same manner as all other property so hold, but when held by a single individual they shall continue to be assessable wholly in the section where the individual resides, as provided in the existing laws.

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

Owing to the late stage at which the matter was brought forward these clauses were deferred. Judging however by the favour with which they were received in the House, we have no doubt but they, or others of import, will be adopted at the next session. It is to be remembered that, after all, the amount of property affected is relatively but very small. As in the Country grows the amount will no doubt increase. Early in our School history, and while the great mining and manufacturing industries are yet in their infancy it behoves us to make some arrangements to meet this matter which shall have a basis of sound reason and justice, and which will therefore last. We think the scheme recommended by the Committee as satisfactory as any that can be devised.

THE COUNTY ROLL.

In order to provide that the County Roll should furnish the information required to give effect to this recommended change in the system of local rating, Mr. WHITE, a member of the Committee, introduced the following bill to amend the County Assessment Act:

1. It shall be the duty of Assessors to assess all the rateable property belonging to any association, company or firm, in the name of the association, company or firm, and not in the name of the agent or of any single member. And in assessing such property it shall be the duty of the assessors to have regard to the boundaries of School Sections, and in every case to return with their valuation of such property the name or designation of the School Section in which it lies: and where the same association, company or firm holds property in two or more School sections, to specify distinctly their valuation of the portion in each: also of the portion, if any, not included in any School section.

2. In every case where a person holds rateable property of the assessable value of one thousand dollars or upwards, situate in a different School section of the county from that in which he himself resides, such property being other than marsh lands, pasture lots, or wood lots, it shall be the duty of the assessors to return their valuation of such property, with the name or designation of the School section in which it lies, separate and distinct from all other rateable property held by the same individual. But in such separate valuation the assessors shall not include any marsh lands, pasture lots, or wood lots which may be held by such individual and situate in the same School section.

3. If at any time the assessors neglect to conform to this Act, the Clerk of the Peace shall on the request of any School Trustee, refer the roll back to the assessors for amendment or correction, if it shall appear to such Clerk of the Peace that there is likely to be any defeat of the law relating to Public Schools, owing to such neglect on the part of the assessors.

THE ANNUAL SCHOOL MEETING.

ON the THIRD MONDAY in October, each School Section is required by law to hold its annual School Meeting. The "third Monday" falls this year on the 18th day of the month. We would repeat the suggestions offered to Trustees last season.

TRUSTEES' REPORT.—Each board of Trustees is required by law to lay before the school meeting a report of the condition of the school for the past year. This report must also contain an accurate and detailed statement of the income and expenditure of the section during the closing school year, and a careful estimate of its requirements for the ensuing year. Clear and distinct information placed before the rate-payers, will enable the meeting to transact intelligently the important business for which it has assembled. It may assist Trustees to mature their estimates if we place before them the distribution of the County Fund for the last two Terms—the summer of 1868, and the winter of 1869, a complete school year. The amount paid to Trustees from this fund depends upon the average number of pupils in attendance for the full term.

COUNTY FUND.—RATE PER PUPIL IN ATTENDANCE FULL TERM.

	Summer Term, 1868.	Winter Term, 1869.	Total for a year.
Annapolis Co	\$1.17	\$1.10	\$2.27
Antigonish Co	1.57	1.59	3.16
Cape Breton Co.	1.01	0.95	1.96
Colchester Co.	1.21	1.12	2.33
Cumberland Co.	1.20	1.17	2.37
Digby Co. { Digby	1.36	1.21	2.57
{ Clare	1.03	1.24	2.27
Guysboro' Co. { Guysboro'	1.69	1.57	3.26
{ St. Mary's	1.54	1.72	3.26
Halifax Co.	1.20	1.22	2.42
Hants Co. { West Hants	1.06	1.31	2.40
{ East Hants	0.98	1.03	1.96
Inverness Co.	1.25	1.03	2.28
Kings Co	1.14	1.16	2.30
Lunenburg Co { Lunenburg	1.25	1.09	2.34
{ Chester	1.64	1.96	3.60
Pictou Co.	1.23	1.24	2.47
Queens Co.	1.50	1.52	3.02
Richmond Co.	1.25	1.18	2.43
Shelburne Co. { Shelburne	1.55	1.19	2.74
{ Barrington	1.12	1.29	2.41
Victoria Co	1.02	0.99	2.01
Yarmouth Co. { Yarmouth	1.08	1.04	2.12
{ Argyle	1.32	1.43	2.75

Trustees of sections recognized by the Boards of Commissioners as poor sections, received *one third more* than the sums given above. By consulting their School Register, any Board of Trustees can learn what the average attendance of the past year has been.

The following are the rates for the full school year, paid direct to Teach- by Government :—

First class Male Teachers, \$120.	First class Female Teachers, \$90.
Second " " 90.	Second " " 60.
Third " " 60.	Third " " 45.

Licensed assistants, if provided with a separate class-room, receive two thirds of the above sums, according to their class of license. Teachers and assistants employed in sections recognized by the Board of Commis- sioners as poor sections, receive *one third more* from Government than the sums above-named.

From the statements we have now given in reference to the Provincial Grant and the County Fund, every Board of Trustees, by the exercise of a little thought, may know with sufficient accuracy what amount will be required to supplement the teacher's salary. The other requirements for the support of the school can be settled without much difficulty. Any deficit arising from expenditure unauthorized by the previous school meeting, should be included in the estimate submitted by the trustees.

It is quite proper that the rate-payers should freely discuss the recom- mendations of the trustees, and the Board should be prepared to give prompt and detailed information to the meeting. But it is not proper for any rate-payer to occupy the time of a school meeting in discussing whether the means required shall be raised by assessment or subscription. The meeting has nothing to determine in reference to the *mode* of raising school funds. The statute has determined *that*; the meeting determines *the amount* only.

The following extract from the Law shows for what purposes the meet- ing may vote money :—

" Any sum required by any section over and above the sums provided by the Province and County for the support and maintenance of a public school or schools during the year—including the purchase or improve- ments of school grounds; the purchase, erection, furnishing, cleaning or repair of school-houses and out-buildings; rent of buildings or lands; in- surance on school property; the purchase of fuel, prescribed school books, maps, and apparatus; the payment of interest on money borrowed by the section; teachers' salaries, or any other expenses required in providing an efficient public school or schools, in accordance with this act—shall be determined by a majority of the rate-payers present at a regularly called school meeting; and any amount so determined shall be a charge on the section.

NOTICES.—Trustees are reminded that the Law requires them to give due notice to the section of the time and place of the annual meet- ing :—

" The annual school meeting for the election of trustees, or a trustee, shall be held in the school house of the section, or if not commodious, or if its use cannot be obtained, or if there is none, in any other convenient building, on the third Monday in October; the meeting to be called by the trustees, or, where none exist, by the inspector, by notices posted in three public localities within the section, five days previously, signed by the trustees or the inspector, as the case may be."

The following is a suitable form of

NOTICE.

The residents of _____ School Section, No. _____, are hereby notified that the Annual School Meeting will be held, as required by law, on the

18th day of October, in _____, at _____ o'clock, _____ M. A full attendance is requested.

_____ } Trustees.

(Date.)

In sections where there are no trustees, it will be seen that the notices must be issued by the county inspector.

THE MEETING.—When the annual meeting is convened it is to be duly organized and the business transacted. The following outline indicates the usual and most important matters to be transacted by the annual meeting :—

" 1. To elect a Chairman of the meeting. 2. To elect a Secretary to record the proceedings of the meeting. 3. To elect a new Trustees (or Trustees, as the case may be). 4. To receive the report of the board of Trustees concerning the educational condition of the section during the year, its finances, and the requirements of the section during the ensuing year. 5. To determine, by a vote of a majority of the rate-payers present, what amount shall be raised by the section during the ensuing year for any or all of the objects authorized by law."

BALLOT.—Only in cases where two or all the members of the Board of trustees have served for the same period is it required to determine by ballot which member of the Board shall retire. When the three trustees have been in office for the same period, the ballot must be repeated if nec- cessary, till one has received a majority of ballots.

In all cases where two or more members of the Board of trustees have not been in office an equal period, the Law provides that "He who has served the longest shall retire from office"; but he may be re- elected, with his own consent, his time of service to date from such re- election."

It will be seen by the following provision of the amended law that one member of the board of Trustees may be a poll-tax payer only; and that persons liable only for the poll-tax for the support of schools may qualify themselves to vote in the election of a trustee or trustees, *only those per- sons who are rated in respect of real or personal property can vote on other questions submitted to the school meeting* :

" On depositing with the Secretary of Trustees, previous to, or at any annual school meeting, the sum of one dollar, any person liable to pay such poll-tax, though not rated in respect of real or personal property, shall be qualified to vote in the election of Trustees at such meeting, and at any other meeting held for the election of Trustees within a year from such deposit, except the same be refunded as hereinafter provided, and shall be eligible to be elected as a Trustee; nevertheless, that a majority of the Trustees shall be persons rated in respect of real or per- sonal property. Money deposited as above shall be refunded on demand in every case where no assessment is authorized by such meeting; other- wise it shall be retained as payment of the poll-tax of the depositor "

The office of trustee is most honourable, and only persons of intelligence, business habits, and educational zeal should be chosen as trustees. Such men should not shrink from a faithful discharge of the duties imposed upon them by the people. All should remember that society has claims upon them, and that no claim can be stronger than that which involves the welfare of the young. Good trustees will generally secure good teachers, good accommodations, and good schools.

THE POLL-TAX.—This tax of \$1 is to be levied upon *all male residents of full age*. In collecting this assessment the following will be a conve- nient and proper course for the Trustees to pursue: Within a reasonable time after the annual meeting, let the trustees issue bills to all *those who are liable for the poll-tax only*. The Trustees may soon learn the amount they can depend upon from this source. This being known, the assessment on *property holders* can then be made, each such bill including as a *separate item* the poll-tax of one dollar. By prompt and judicious action we have no doubt that the poll-tax may be secured without difficulty. We doubt if any man will not cheerfully pay this trifling tax.]

A spirit of liberality should be shown by the annual meeting in provi- ding for the support of the school. Ample provision should be made for comfortable and clean rooms, a good supply of school books and necessary apparatus, the teacher's salary, in short for whatever is needed to carry on successfully as well-equipped a school as the means of the section will permit. In this way the section will have little difficulty in obtaining the services of the best men as trustees. Such trustees will carry on the school as economically as is consistent with its efficiency, and however large the amount voted, they will expend only what is needed:

Immediately after the annual meeting, each Board of Trustees should transmit to the Inspector an outline of all the business transacted.

COMPULSORY ATTENDANCE.

WE take the liberty of renewing the suggestion made last year that the feeling of the inhabitants of each Section on the subject of Compulsory attendance be tested by Resolu- tion at the ensuing Annual Meeting. Our desire is to have a

bill passed empowering the people of each Section where lawful school accommodation is provided, to enforce (through the Trustees) the attendance of children from six to fifteen years of age at least one-half of the time the school is open. A draft bill embodying this principle was published in the *JOURNAL* for August, 1868. The following form of resolution would be suitable :

Resolved, That in the opinion of this meeting a Law is needed empowering the people of every Section where a suitable public School is provided, to enforce the attendance thereof of all children of school age in the Section, for at least half the time the school is open ; but not to include children whose education is otherwise provided for, or who are disqualified for attendance at school

We would respectfully solicit for publication, a brief report of the action taken on this subject wherever it is brought up.

THE STATE AND EDUCATION.

III.

To make the people fittest to choose, and the chosen fittest to govern, will be to mend our corrupt and faulty education ; to teach the people faith, not without virtue, temperance, modesty, sobriety, economy, justice ; not to admire wealth, or honour ; to hate turbulence and ambition ; to place every one his private welfare and happiness in the public peace, liberty, and safety.—*MILTON. Way to establish a Free Commonwealth.*

There are other things, of the worth of which the demand of the market is by no means a test ; things of which the utility does not consist in ministering to inclinations, nor in serving the daily uses of life, and the want of which is best felt where the need is greatest. This is peculiarly true of those things which are chiefly useful as tending to raise the character of human beings. The uncultivated cannot be competent judges of cultivation. Those who most need to be made wiser and better usually desire it least ; and if they desired it, would be incapable of finding the way to it by their own lights. It will continually happen, on the voluntary system, that, the end not being desired, the means will not be provided at all, or that the persons requiring improvement having an imperfect or altogether erroneous conception of what they want, the supply called forth by the demand of the market, will be anything but what is really required. Now any well intentioned and tolerably civilized government may think without presumption that it does or ought to possess a degree of cultivation above the average of the community which it rules, and that it should, therefore be capable of offering better education and better instruction to the people than the greater number of them would spontaneously select.

Education, therefore, is one of those things which it is admissible in principle that a government should provide for the people. The case is one to which the reasons of the non-interference principle do not necessarily or universally extend.

With regard to elementary education, the exception to ordinary rules may, I conceive, justifiably be carried still further. There are certain primary elements and means of knowledge, which it is in the highest degree desirable that all human beings born into the community should acquire during childhood. If their parents or those on whom they depend, have the power of obtaining for them this instruction, and fail to do it, they commit a double breach of duty ; towards the children, themselves, and towards the members of the community generally, who are all liable to suffer seriously from the consequences of ignorance and want of education in their fellow-citizens. It is therefore an allowable exercise of government, to impose on parents the legal obligation of giving elementary instruction to children. This however cannot fairly be done, without taking measures to insure that such instruction shall always be accessible to them, either gratuitously or at a trifling expense.—*JOHN STUART MILL, Political Economy.*

The education of the people, conducted on those principles of morality which are common to all the forms of Christianity, is highly valuable as a means of promoting the main end for which government exists ; and is on this ground an object well deserving the attention of rulers.—*THOMAS BARRINGTON MACAULEY, Church and State.*

It is certain, that as things now stand, the two great parties into which the community is unhappily split upon this mighty question, are resolved that we should have no system of education at all—no National Plan for Training Teachers, and thereby making the Schools that stud the Country all over, deserve the name they bear—no national plan for training young children to virtuous habits, and thereby rooting out crimes from the land. And this interdiction, under which both parties join in laying their country, is by each pronounced to be necessary for the sacred interests of religion ! Oh, gracious God ! Was ever the name of thy holy ordinances so impiously profaned before ? Was ever before, thy best gift to man—his reason—so bewildered by blind bigotry, or savage intolerance, or wild fanaticism ; bewildered

so as to curse the very light thou hast caused to shine before his steps.

And shall civilized, shall free, shall christian rulers, any longer pause, any more hesitate, before they mend their ways, and attempt, though late yet seriously, to discharge the first of their duties, or shall we, calling ourselves the friends to human improvement, balance any longer, upon some party interest, some sectarian punctillio, or even some refined scruple, when the means are within our reach to redeem the time and do that which is most blessed in the sight of God, most beneficial to man ? Or shall it be said that between the claims of contending factions in church or in state, the Legislature stands paralysed, and puts not forth its hand to save the people pl. ed by providence under its care, lest offence be given to some of the knots of theologians who bewilder its ears with their noise, as they have bewildered their own brain with their controversies. Lawgivers of England ! I charge ye, have a care ! Be well assured that the contempt lavished for centuries upon the cabals of Constantinople, where the Council disputed on a text, while the enemy, the derider of all their texts, was thundering at the gate, will be as a token of respect compared with the loud shout of universal scorn which all mankind in all ages will send up against you, if you stand still and suffer a far deadlier foe than the Turcoman—suffer the parent of all evil, all falsehood, all hypocrisy, all discharity, all self-seeking—him who covers over with pretexts of conscience the pitfalls that he digs for the souls on which he preys—to stalk about the fold and lay waste its inmates—stand still and make no head against him, upon the vain pretext to soothe your indolence, that your action is obstructed by religious Cabals, upon the far more guilty speculation, that by playing a party game, you can turn the hatred of conflicting professors to your selfish purposes !

Let the soldier be abroad, if he will ; he can do nothing in this age. There is another personage abroad, a person less imposing—in the eyes of some insignificant. THE SCHOOLMASTER IS ABROAD ; and I trust to him, armed with his primer, against the soldier in full uniform array.

LORD BROUGHAM.

READING.

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

(Continued)

CONDITIONS REQUIRED TO GIVE THESE SUGGESTIONS THEIR FULL FORCE.—But that these suggestions may have their true force, two things are essentially requisite. That the errors themselves are detected ; and, That reading is sufficiently practised. The first may appear to be too much of a mere truism to deserve special mention ; but, upon reflection, it will be found that the non-detection of error has probably more to do with the bad reading which admittedly prevails than any deficiency of special remedies within the knowledge of the teachers. Teachers are, as a body, intelligent, hard-working, and zealous ; and as they must recognise the importance of reading, it is clear that, with these qualities, they would long ago have improved it, or taken steps to improve it (neither of which they have done), had they been conscious of the defects. No doubt but that, in some cases, a want of ability to invent remedies, or a want of zeal in seeking and carrying into practice these already invented, are the chief sources, but, as a rule, reading is bad simply because the defects which are continually brought before the teachers do not make themselves felt.

REASONS THAT TEACHERS DO NOT PERCEIVE THE ERRORS IN READING MADE BY THE CHILDREN.—It may be asked, how is it that, if capable of judging of them, they do not notice them quite as well as an inspector or a manager ? In reply, I think it may be fairly said, That from being accustomed to the frequent repetition of the errors by the children in their presence, they insensibly but naturally cease, after a short time, to notice them, and even supposing that this was not the case, the habits, which all teachers have, of reading the lesson conjointly with the child, places them in the very worst position possible for doing so. For no master can be a competent judge of how the reading of his children will strike the ear of a stranger (which is the best test for reading aloud), so long as he himself is following the words not only with his ears, but with his eye. In such a case, both of these organs convey impressions to the brain, which it is almost impossible to avoid confounding.

EVILS OF THIS.—Masters thus really know what the pupils ought to be saying, and, by mistaking that knowledge for actually hearing what they say, they very often pass over errors of expression, of punctuation, and of intelligent grouping. Besides when following the book, they cannot note properly the general attention of the class, nor the countenance and bearing of the reader himself ; and to omit these, to neglect an important part of their duty. These evil results follow, with more certainty when the master, as is frequently the case, is engaged, when poring over the book, not in following the reader, but in thinking of what question he should ask when he is done.

REMEDY.—The best course to adopt, if the teacher is fully acquainted with the lesson, as he ought to be, is to close the book (keeping, however, a finger between the leaves, for ease of re-

ference), and, standing at some considerable distance, to make the ear the sole judge. That this organ may be a true judge, however, it is necessary that the master should seek every opportunity of hearing good reading.

PUPILS TO BECOME MERE LISTENERS ALSO.—It is also an excellent plan to make the whole class occasionally form themselves into mere auditors. The reader will thus find that he must speak clearly, distinctly, forcibly, and naturally, if he would have himself understood; and both he and his class-fellows will learn what the objects of reading aloud are, and in what its excellences consist. This will, no doubt, prove, in the present state of the classes, a very severe test for the junior children, but it is nevertheless the master's duty to apply it early, because, from a want of early attention to the formation of good habits, many teachers are now obliged, too frequently, to occupy their time in curing those faults that, had proper means been adopted in proper time, they would have had, only to prevent. Incorrectness of utterance, apathy in speaking, general listlessness of manner, inattention to what is read, monotonous tones, cadences in speaking, &c., all have their rise in sources scarcely discernible at first, but they grow upon children if permitted, until it is scarcely possible to cope with them. In these cases, therefore, as in most others, 'prevention is better than cure.'

READING MUST BE TAUGHT AS A DISTINCT LESSON.—The second condition required to give the previous suggestions full force is that reading should be practised for itself and by itself—*practised, in fact, as a distinct lesson.* At present, the time of the reading lesson is occupied with reading, spelling, meanings, subject-matter of book, and sometimes, etymologies, grammar, and geography. Among so many subjects the actual practice of reading is exceedingly little, especially so if the classes are large; and therefore, one of the most important rules about good reading—that to read well we must read much—is violated. Besides, so long as it is not the immediate object of the lesson, it will be exceedingly difficult to fix the child's attention satisfactorily upon it and upon any remarks that may be made as to its improvement.

Some inspectors say that every class should receive four lessons daily; some three; and some two; but all agree in saying that one lesson at least should be set apart exclusively for mere reading. During this time the portion allotted to each child should be large—in fact, it cannot be too large consistently with the time allowed—not only for the purpose of giving greater practice in reading, but also to accustom him to that continuous and connected reading which aims at taking in the whole of the subject, and which he must follow in his more matured studies. The lessons selected should be those which are most familiar, so as to secure the greatest freedom of expression, and to occupy little time in the explanations of such words and phrases as it will be found necessary to explain in order to make the reading forcible and intelligent.

SHOULD READ POETRY.—During this time, also, they should read a great deal of poetry; the junior classes from their ordinary reading-books, and the more advanced from good authors, or from good selections from their works. With the advanced classes, the object should be, not so much to learn to read, for this they ought to have acquired already, as to improve in reading; and I know of no better way to do this than to read poetry extensively. When read and recited well, it tends to produce expressive reading, in the highest sense of that term; it also has a powerful effect in awakening the feelings and in inculcating sentiment—one of the most important agents in the formation of character. But that it may be of any advantage, due regard should be had to the repetition. All errors of affectation, exaggeration, hurry, &c., should be carefully watched and removed. The utterance should be clear and distinct, with as little musical intonation as the nature of poetry admits of; and that attention should be paid to the modulations of the voice which is necessary to bring out, not only the true meaning, but the true feeling also.

INTELLIGENT READING: ITS IMPORTANCE.—It will be noticed that the suggestions up to this refer almost solely to expression and utterance, and relate, in but a secondary way, if at all, to the comprehension of the text. It is now my duty to deal with this, the most important part of reading. It is important, because 'the foundation upon which every system of intellectual instruction must rest, is the ability to read with ease and intelligence, so as to evince a clear conception of the subject,' and because when attained, all other excellences in reading either follow of themselves, or are more easily acquired. Intellectual reading, however, is not only valuable in itself, but, inasmuch as it is an exercise which requires a due appreciation of their ideas, as well as of the peculiarities of the language used in their expression, it becomes a valuable agent, in the hands of a skilful person, for developing and strengthening the mind.

'MEANING OF WORDS' AT ROOT OF IT.—As the meaning of the entire sentence depends upon the force of the words made use of, that exercise which has for its object the explanation of those words must necessarily lie at the root of this branch of our subject, and, therefore, it naturally demands our first consideration.

OBJECT OF THIS EXERCISE.—This exercise seeks to make the text intelligible by translating its imperfectly understood phraseology into a language of more ordinary use. It is sometimes incorrect, therefore, to require the children during this exercise to be very particular in the choice of those words which they give in the explanation of others. A distinction, however, ought to be made in this respect between the two divisions of the school. From the ju-

nior section, because the children have not yet had sufficient opportunities for getting up a good vocabulary, the words commonly used by the uneducated should be accepted; but from the senior classes something higher, I think, ought to be expected. They should convey their explanations not only clearly and definitely, but in neat and correct language; not indeed, to render their meaning more easily understood—for many of the rough words current among the unlearned cannot be exceeded for terseness and force—but to give them the habit of using the more canonical words of our language. Their acquaintance with the words and style of the advanced lesson-books, the improved taste and the increase of ideas consequent upon their progress through these books, naturally point out why a difference should be made, in this respect, between the senior and junior classes.

THIS EXERCISE BADLY CONDUCTED AT PRESENT.—This exercise is very badly conducted in schools at present.

1. **JOINED WITH SPELLING.**—It is for the most part, connected with the spelling rather than with the texts of the reading-lesson. The very nature of the exercise ought, however, to show to those teachers who adopt this course that it has no more connection with spelling than grammar has, which they also join with it. The late Mr. McCree, Secretary to the Board, writing on this point, says, 'That in a large number of schools, the old and absurd system is persevered in, of teaching the meanings of words in connection with the spelling—in which the sense is unsettled and arbitrary—rather than with the reading exercise, or, more properly speaking, with the analysis of the text of the reading exercise, where only can the words of the lesson have their meaning properly determined by their application.'

2. **DICTIONARY MEANINGS GENERALLY UNSUITABLE.**—The meanings given are also, too frequently, the mere meanings contained in a dictionary.—But such are almost worthless in securing the object in view, as they are generally less familiar to the children, and much more difficult of comprehension than the words they seek to explain. Take, for instance, the following meaning for 'network,' extracted from Johnson's Dictionary:—

'Network, is anything reticulated or decussated at equal distance, with interstices between the intersections.'

This may be very accurate, but fancy the puzzled expression of a poor child after reading it!

The fact is, that the ends aimed by a teacher and a lexicographer are so very different, that a dictionary must be used with great caution. The one seeks solely to explain, the other to define; the one sacrifices precision in his desire to be easily understood, the other sacrifices clearness because it may sometimes prevent his being rigidly exact. The meanings required by a child may indeed define, but they must interpret and this they cannot do if couched in unusual language. The children, except some of the most advanced, ought not, therefore, to consult a dictionary, he should, as a general rule, use his own language only in all the explanations which he gives to his children.

3. **MEANINGS OF THE WORDS AT THE TOP OF THE LESSONS.**—Error.—In some books there are small columns of words drawn out at the commencement of each lesson. Where this is the case, the teachers confine themselves almost entirely to these. Their practice is, either to tell the children the meanings of these words before reading, or else to give dictionaries into their hands that they may find them out themselves. By such a course, the pupils are forced to get the meanings of many words, of little or no importance, simply because contained in the columns, while many words, upon which the sense of several of the passages in the text may depend, are passed by unexplained.

IT IS INEFFECTUAL, UNINTELLECTUAL, AND LABORIOUS.—Such a system, moreover, is ineffectual, unintellectual, and laborious. It is ineffectual, because, as the dictionary gives many meanings, the children are left in the dark as to which of them they should select. It is unintellectual, because its tendency is to produce mere rote answering, the children in general getting the credit of understanding what they repeat with fluency. Fluent repetition and intelligence do not necessarily, however, go together. What knowledge, for instance, could a child, who never saw a package of goods, or heard of a law court, possess of the real meanings of the words *bail* and *bale*, even supposing he could repeat readily and correctly that,

Bail, was a surety for another's appearance in court, and Bale, a package of goods?

The system is also laborious, for it forces the memory to deal with disconnected and uninteresting facts.

OPINIONS.—The following opinions may be of advantage in support of these statements:

1. 'To say that it would be impossible to remember definitions thus abstractedly learned, would be to assert what must be perfectly obvious to every one; and even if they could be remembered, they would be of little utility; for, as the right application of a definition must depend entirely upon the situation of the word to be explained, and the office it performs in a sentence, the repeating of half a score of meanings as obscure, perhaps, as the word itself, conveys no definite thought, and serves rather to darken than illuminate the mind.' And again: 'Merely the learning to spell unconnected words, without any assistance from reason or analogy, is nothing compared with the difficulty of learning the explanation of them by rote, and the still greater difficulty of understanding the meaning of the explanations.'

COUNTY FUND.

In aid of Public Schools, appropriated to Trustees of School Sections, for the Term ended April 30th, 1909.

The asterisk (*) indicates the Poor Sections.

Continued.

NAME	No. Pupils registered.	Grand Total days attendance made by all the pupils.	Amount from County Fund.
COLCHESTER CO.			
BORDER SECTIONS.			
Glenmore,	267		\$ 2 48
Welsford,	3506		32 54

COUNTY OF ANNAPOLIS.

Melvern,	74	5080	\$46 45
Forest Glen,	51	2675	24 45½
Margaretville,	123	4809	43 97½
Albert,	61	4650	42 52
Victoria,	54	3517	32 15½
Mount Hanly,	61	4442	40 61½
Havelock,	52	2766	25 38
Port Williams,	72	4364	39 90½
Arlington,	72	4339	39 57½
Hampton,	60	3699	33 82
Clarence West,	44	1331	12 17
Clarence Centre,	34	3249	29 70½
Clarence East,	38	3172	28 42½
Brooklyn West	58	5074	46 39½
Brooklyn East,	47	3374	30 85
Farmington,	60	5247	47 97½
Middleton,	48	2680	24 50½
Lawrencetown,	95	7184	65 68½
Paradise,	81	5585	51 06½
Bridgetown,	104	10023	91 14½
Meadowvale,	56	4883	44 65
Torbrook,	67	4822	44 09
Cataract,	35	2321	21 22
Cleveland,	25	1506	13 77
Nictaux,	52	3408	31 16
Williamston,	53	3010	27 52
Carleton,	60	3347	30 62
Messenger,	51	4235	38 72
Bentville,	24	1595	14 58
Albany North,	30	2365	21 62
Albany South,	27	1814	16 58½
Sanders,	42	3023	27 64
*Douglas,	39	3147	28 67½
*Bloomington,	47	3550	43 27½
*Roxbury,	23	1270	15 47½
*Dalhousie West,	24	1363	16 61
*Dalhousie Centre,	29	1632	19 89½
*Lake Pleasant	22	1360	16 57½
*Falkland,	30	2031	24 76
*Stoddart,	7	396	4 82½
Youngs Mount,	52	3411	31 18½
Mariner,	66	4215	38 54
Karsdale,	62	5168	47 25½
Winchester,	66	5859	53 57½
New Caledonia,	66	6276	57 38½
Rectory,	66	4791	43 80½
Willet,	62	4409	40 31½
Chesley,	71	5903	53 97½
Rosette,	58	4108	37 56½
Moschelle,	51	3514	32 13
Annapolis,	153	10196	93 22½
Ryerson,	49	2942	26 90
Clementsport,	83	4450	40 68½
Clements West,	60	5301	48 47
Waldeck East,	53	3323	30 38
Bridgeport,	97	8202	74 99½
Hessian West,	62	3335	30 49½
Clementsvale,	63	3420	31 27
Maitland,	56	2926	26 75
Lequille,	46	3631	33 20
*Phinney Mount.	44	2449	29 85
*Leonard,	54	3708	45 20½
*Hillsburn,	46	2065	25 17
*Leitchfield,	51	2850	34 74½
*Fundy,	26	936	11 41
*Victoria Beach	54	2998	36 54
*Wright,	23	1277	15 56
*Princeville,	32	1167	14 22½
*Virginia,	24	1487	18 12½
*Birchtown,	12	845	10 29½
*Milford,	33	2136	26 64

*Dargie,	23	1419	17 29½
*Lake Lerosé,	28	1946	23 71½
BORDER SECTIONS.			
Tremont,		647	5 91½
*Albany New,		1419	17 29½

COUNTY OF DIGBY.

DISTRICT OF CLARE.

Beliveau's Cove,	70	5095	\$58 66
Grossecocque,	63	5401	55 63
Port Acadie,	86	6500	66 95
Comeauville,	74	4657	47 97
Saulnierville,	72	3451	35 55
Meteghan River,	60	3175½	32 70
Meteghan,	93	5349	55 00
Cape Cove,	72	5724	58 96
Les Concessions,	43	4011	41 31
Therieu,	50	4645	47 84
*Cheticamp,	78	6437	58 40
*New Tazket,	30	1697	23 30
*Havelock,	47	3353	46 05
*Havelock, (evening,)	19	141	1 95
*Rosedale,	35½	2732½	37 52

BORDER SECTIONS.

Beaver River,	107	4379	45 04
*Cedar Lake,	39	1435	19 72
*Duck Pond,		660	11 35

DISTRICT OF DIGBY.

Bear River,	133	11133	112 33
Hillsburgh,	50	3620½	36 53
Smith's Cove,	54	2572	25 96
Hillgrove,	37	1565½	15 81
Digby Ridge,	36	2574½	25 98
North Range,	78	4700½	47 43
Marshalltown,	65	4637	46 79
St. Mary's Bay, (11)	108	7195	72 59
St. Mary's Bay, (12)	95	8522	85 99
The Barrrens,	60	5532	55 84
Weymouth,	60	5157	52 04
Weymouth Bridge,	82	5598	56 48
Weymouth Mills,	45	2787½	28 13
Digby,	200	12914	130 30
Rossway,	67	5292	53 40
Waterford,	37	2014	20 33
Centreville,	52	1808½	18 26
Little River,	47	2748	27 73
Tiverton,	70	5232	52 79
Frecport,	170	8940	90 21
*Milford Corner,	42	2480½	33 37
*South Range,	46	3092	41 61
*Mistalle,	28	515	6 94
*Mistake, (7 B)	64	4241	57 06
*Wagoner,	37	2809	37 79
*Broad Cove,	42	3156	42 46
*Digby Neck road,	50	5810	78 16
*Lakeside,	31	2587	34 82
*Fast Ferry,	45	3026	40 73

BORDER SECTIONS.

*Duck Pond,	38	827½	11 14
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COUNTY OF GUYSBOROUGH.

DISTRICT OF GUYSBOROUGH.

Guysboro' Academy,	50	3813	49 68
" Preparatory,	49	4000	52 12
" S. Elementary,	46	3994	52 04
" J. Elementary,	50	3806	49 59
River Side,	57	3951	51 48
South Intervale,	62	3290	42 86
North Intervale,	60	3186	41 51
Cook's Cove,	60	4049	52 75
Canada,	35	1779	23 18
Salmon River Lakes,	62	3672	47 84
New Harbor,	57	2769	36 08
White Head,	60	3302	43 02
Charlow's Cove,	60	5568	72 55
Manchester, (28),	89	5648	73 59
Manchester, (30),	101	6431	83 79
Manchester, (31),	77	3991	52 00
Port Mulgrave,	44	3966	51 67
Elementary,	68	4916	64 05
Pirate Harbor,	73	4333	56 45
Steep Creek,	40	1145	14 91
Isaacs Harbor, (45),	68	3514	45 78
Isaacs Harbor, (46),	35	1473	19 19
Seal Harbor,	37	2086	27 18

*Guysboro Riverside	39	2445	42 46
*Salmon River,	60	3749	65 12
*Country Harbor, (42),	38	2598	45 13
*Country Harbor, (43),	22	1618	28 10

BORDER SECTIONS.

Country Harbor,	33	816	10 63
Argyle,	54	1078	14 64
Cape Porcupine,		654	8 52

DISTRICT OF ST. MARY'S.

Sherbrooke,	155	9288	†135 81
Still Water,	50	3702	52 93
Glenelg Forks,	50	3243	46 37
Lower Caledonia,	42	2101	30 04
Melrose,	53	3248	46 44
Upper Cross Roads,	52	2995	42 82
Ecum Secum,	50	2757	39 42
Middle Liscomb,	30	2846	40 69
Indian Harbour,	72	4220	60 34
St. Mary's River,	44	1664	23 79
Brooklyn,			
Goldenville,	91	3808	54 45
Goshen,	34	2040	29 17

BORDER SECTIONS.

Argyle,		1525	21 80
Country Harbor,		15	0 50

†Overpaid \$3.

COUNTY OF HALIFAX.

Hubbard's Cove,	74	6052	\$61 36
Black Point,	63	3985	40 39
St. James,	41	1461	14 81
Victoria,	60	2787	28 25
Albert,	67	4263	43 21
Lower Ward,	62	4090	41 46
Haggets Cove,	61	3638	36 87
Indian Harbor,	95	6275	63 61
Peggys Cove,	60	4683	47 47
West Dover,	45	2991½	30 32
Upper Prospect,	61	999	10 12
Pennant,	38	2147	21 76
Sambro,	42	2530	25 64
Portuguese Cove,	73	5951	60 32
Herring Cove,	96	5586	56 12
Hammonds Plains,	94	5601	56 77
Bedford,	88	6155	62 39
Lower Sackville,	46	1662	16 84
Dartmouth,	495	35272½	357 57
Waverley,	93	5020½	50 95
Oldham,	53	2883½	29 22
Preston Road,	69	5233	53 04
Preston, (Col'd.),	75	2870	29 09
S. E. Passage,	62	3708	37 54
Cow Bay,	51	3671½	37 21
Cole Harbor,	63	4574½	46 37
Lawrencetown,	44	2857	28 96
Lake Porter,	26	658	6 67
Chezzecook,	185	13076½	132 55
*Boutilliers Point	50	3025	40 88
*Head Harbor,	46	2204½	29 79
*East Dover,	41	3661	49 48
*Beech Hill,	20	665	8 97
*Brookside,	20	1065	14 38
*Lower Prospect,	38	959	12 96
*Terence Bay,	78	3333	33 78
*Harriets Field,	21	688	9 29
*Ketch Harbor,	94	6000	81 10
*Cunard,	28	1364	18 42
*Cross Road,	27	1455	19 67
*Beaver Bank Station,	28	2222	30 02
*Windsor Junction,	39	2566	34 68
*Grand Lake,	28	1188	15 37
*Eastern Passage,	48	3013½	40 73
*Devils Island,	14	1467	19 86
*Foot of Porters Lake,	41	1907	25 77
*Lake Porter, West,	26	1978	26 66
*Head of Chezzecook,	66	3541	47 86
*Lower E. Chezzecook,	62	3900	62 70
Musquodoboit Harbor,	62	3745½	37 96
Oyster Pond,	40	3485	35 92
Lower Jeddore E.	39	2146	21 74
Ship Harbor, N.	66	4572	46 36
Shoal Bay,	67	3055	30 96
Tangier,	65	4678	47 42
Popes Harbor,	28	1933	19 59
Spry Harbor,	55	3882	39 86
Spry Bay,	63	3331	33 76
Sheet Harbor, W.	65	6322	53 95
Sheet Harbor, E.	64	3823	38 75
Lower E. Sheet Harbor,	32	1511	15 32
Salmon River,	67	4899	49 66
Newdy Quoddy,	78	6069	61 49

Kirkers,	60	4185½	42	42
*Petperwick,	61	3876½	45	61
*Kents Island,	20	2190	38	64
*Musquodoboit Harbor,	30	2301	31	09
*Lakerville,	35	2643	35	70
*Clan Harbor,	42	4048	54	70
*Owls Head,	38	3183	43	04
*Murphy's Cove,	76	4093	55	32
*Taylors Head,	21	1646	22	24
*Sober Island,	27	1504	20	32
*Nicumtau,	44	3628	47	68
Landells,	43	2338	23	69
Cooks,	63	2418	24	50
Meaghers Grant,	55	4279	43	37
Little River,	85	4312½	43	71
Gladwin,	72	5038½	61	08
North School,	47	3882	34	28
Taylors,	47	2367½	23	98
Reids,	60	4148	42	04
Higgins,	66	3482	35	29
Sedgewick,	46	2940	29	79
Hutchinson,	69	1739½	17	02

Loss a year ago.

BORDER SECTIONS.				
*Glenmore,	36	1646	22	22
Enfield,		814	8	25
Elmsdale,		752	7	62
Three Mile,		2307	23	38

COUNTY OF HANTS.

DISTRICT OF EAST HANTS.

South Rawdon,	65	2852	\$24	41
East Rawdon,	66	3127	26	76
Upper 9 Mile River,	54	3126	26	75
West Indian Road,	50	3730	31	93
9 Mile River,	33	2199	18	82
Renfrew,	100	6286	63	80
Belnan,	28	1690	14	47
Hardwoodland,	18	1413	12	09
Mt. Pleasant,	45	3030	25	93
Ryan Creek,	30	1747	14	95
Rockville,	115	8027	68	70
Maitland,	119	10467	89	55
Upper Selma,	124	9915	87	44
Lower Selma,	60	3861	28	77
East Noel,	50	2304	19	72
Noel,	53	3233	27	67
Buracoat,	33	1472	12	60
Moosebrook,	41	1922	16	45
Tenecape,	42	2312	19	79
Kennetcook Church,	66	5386	46	10
Head Kennetcook,	60	4705	40	27
Whale Creek,	49	2800	23	97
Gore,	61	3603	30	84
Uniacke Gold,	95	6190	52	98
*Pleasant Valley,	30	1509	17	22
*West Gore,	42	3297	37	63
*Mt. Uniacke,	31	1697	18	23
*North Salem,	33	1663	18	98
*New Dublin,	29	2269	25	90
*Plaster Creek,	54	3430	39	14
*Noel Road,	34	2114	24	18
*South Noel Road,	32	1089	12	43
*Northfield,	39	2636	30	65
*Greenville,	22	1728	19	72

BORDER SECTIONS.

Newport and Douglas,	50	360	3	08
Enfield,	65	3037	25	99
Elmsdale,	51	3106	26	58
Welsford,	124	3234	27	68
Walton,	68	865	7	40
*Hillsdale,	39	1352	15	43

DISTRICT OF WEST HANTS.

Windsor,	330	24485	278	29
Wentworth,	69	3366	37	64
Curry Corner,	52	3724	41	65
Marrock,	60	3895	48	56
Centre Falmouth,	69	4319	48	30
Mt. Denson,	66	3619	40	47
Avondale,	99	6605	73	86
Belmont,	49	2957	33	07
Brooklyn,	106	7656	85	62
Great Dyke,	25	2195	24	55
Burlington,	91	4893	54	72
Kempt,	89	4677	52	80
Cheverie,	82	4943	55	28
Scotch Village,	78	4115	46	02
Woodville,	29	2288	25	59
McKay,	34	1920	21	47
Newport Road,	60	5390	60	28
St. Croix,	67	1282	14	34
Ellerhouse,	59	2100	23	48
*3 Mile Plain,	66	3261	48	62
*Vaughan,	26	2150	32	31
*South Waterville,	35	1815	27	32

*Brookville,	95	3177	47	37
*Cambridge,	30	1750	26	09
*Pembroke,	59	2009	20	06
*Greenhill,	24	1071	16	22
*Ardoise,	22	910	13	57
*Still Water,	31	2047	30	52
*5 Mile Plain,	22	160	2	72

BORDER SECTIONS.

Hantsport,	183	7851	87	80
Walton,		126	1	40
Newport and Douglas,		2288	25	59
*Hillsdale,		337	4	02

COUNTY OF INVERNESS.

Plaster Cove,	66	3006	\$30	77
Low Point,	32	2105	17	96
Creignish,	25	1655	14	13
Long Point,	54	4314	36	84
Judique Banks,	67	4583	39	13
Judique,	64	4149	35	42
Interval Judique,	43	3002	25	61
Little Judique,	46	3190	27	21
Red Banks,	91	5980	51	09½
Port Hood,	95	4714	40	27
Hay's Farm,	47	1719	14	69
S. West Bridge,	37	1671	14	28
S. W. Ridge,	47	4110	35	09
Mabou Bridge,	60	3666	31	33
Mabou Mouth,	52	2653	22	69
Coal Mines,	51	3756	32	08
Sight Point,	37	2252	19	24
B. C. Banks,	37	2597	23	18
B. C. Intervale,	62	4622	39	46
Black Glen,	43	3068	26	28
Black River,	35	3175	27	20
Walker,	29	1666	14	20
Tulloch,	55	4235	36	18
Hillsburgh,	65	5243	44	70
Mount Young,	53	4349	37	12
Mill River,	43	1953	16	68
Turk,	42	3329	28	44
Brigain,	67	4999	42	65
Brook Village,	56	4656	39	76
Sky Glen,	72	5504	40	98
Indian Road,	62	5472	46	68
Long Stretch,	42	2770	23	63
Red Bridge,	57	3083	26	34
West Bay Road,	30	1168	9	08
Rope's Mill,	57	3952	33	76
North Mountain,	32	1834	15	66
Little Harbour,	47	2917	24	90
Malagawatch,	55	4524	38	62
Cross Roads, River } Dennis,	48	4248	36	28
McPherson's Brook,	42	3423	29	24
Carriboo,	41	3362	28	69
Portage,	40	3124	26	66
Bluis Cove,	35	1725	14	73
River Inhab. Ridge,	61	3239	27	66
R. Dennis Chapel,	39	2639	22	54
Big Harbour Island,	25	2155	18	39
Basin R. Dennis,	12	324	2	79
*Little Mabou,	42	2024	23	04
*Upper Turk,	43	2451	27	90
*Boyd's,	32	1585	18	03
*Dallas Brook,	44	3568	40	60
*Bluis Mill,	39	2721	30	96
*Big Brook,	44	2794	31	79
*Boom,	19	1278	14	56
*Rear Long Point,	27	1333	15	17
*Top Cape, (South,)	48	4401	50	09
*Top Cape, (North,)	37	3146	35	78
*Scotch Hill,	56	4135	47	06
*Sky Mount,	45	3519	40	06
*Rear Int. Judique,	39	2815	32	06
Grantosh,	42	1525	13	02
Little River,	60	4176	35	66
Lower Cheticamp,	57	5005	42	72
Plateau,	80	7920	67	59
Big Pond,	74	7731	65	98
Friar's Head,	62	3949	33	76
E. S. Mary Harbour,	72	4440	37	89
Forks Margaree,	57	2591	22	12
Munro,	69	4702	40	13
Leadbetter,	68	3958	33	78
King Ross,	36	2694	22	99
Ingraham's Brook,	83	5210	44	09
N. E. Chapel,	49	2933	25	05
Big Brook,	55	3526	30	09
Capt. Allan's	102	5232	44	68
McFarlane's Bridge,	58	2870	24	50
Lake Outlet,	56	4470	36	16
Hamilton,	50	3611	30	84
McMillan's Mill,	65	4233	36	15
Ainslie Glen,	65	5483	40	79
Little Narrows,	48	3579	30	56
Whyococmah,	65	3603	30	76

B. Cove Marsh,	70	3969	33	89
B. Cove Chapel,	40	2442	20	89
Big River,	30	2576	21	99
Loch Bain,	60	4163	35	54
Widow Lord's,	35	2797	23	89
*Jacob,	40	2342	26	68
*N. W. Big Intervale,	20	2316	26	36
*N. E. Egypt,	23	1894	21	60
*Lako O'Law,	27	1904	12	42
*Scotch Settlement,	15	1076	12	23
*Upper East Lake,	50	2951	33	69
*Lewis Mountain,	19	1582	17	99
*B. Cove Ponds,	40	1585	18	03
*Rear Loch Bain,	31	2370	26	96
*Whyococmah Mount,	24	1909	22	42
*S. W. Egypt,	25	1984	22	59

BORDER SECTIONS.

Hawkesbury,	130	7371	63	86
Head West Bay,		861	7	35

COUNTY OF KINGS.

Greenwood Square,	70	4922	\$47	58
Jackson,	46	2164½	20	93
Waterville, (6)	34	2103	20	33
Morristown,	72	5006	48	48
Sand Hill,	50	2903	28	05
Dempsey Corner,	51	2510	24	97
Brooklyn, (11)	51	3592	34	73
St. Mary's,	54	4509	48	60
Long Point,	80	4591	44	39
Weston,	62	3695	35	71
Welsford,	48	2739	26	48
Somerset,	78	5647	54	62
Berwick,	100	8309	81	27
Waterville, (24)	68	4825	46	65
Kinsman's Corner,	119	8504	82	25
Harbourville,	79	4187	40	48
E. Black Rock,	59	2895	27	98
Chipman Brook,	65	1966	18	99
W. Hall's Harbour,	59	2976	28	76
E. Hall's Harbour,	59	2451	23	67
Lakerville,	87	5450	52	70
Bill Town,	65	3411	32	96
Brooklyn, (35)	53	4130	39	94
Cambridge,	52	2841	37	46
Cold Brook,	57	2618	25	29
Beech Hill,	67	3596	34	77
Canaan,	38	2583	24	95
Kentville,	89	6498	62	77
Steam Mill,	60	2435	23	59
Sheffield Mills,	89	6327	61	19
N. Scots Bay,	53	2534	24	40
Lower Pereaun,	50	2182	21	08
Upper Pereaun,	54	3579	34	60
Medford,	74	4694	45	40
Habitant,	50	3755	36	29
Canning,	144	12592	121	81
Woodside,	39	1768	17	07
Randville,	55	3649	35	30
Upper Canard,	103	6711	64	89
Lower Canard,	107	10369	100	29
Town Plot,	47	3565	34	47
Church Street,	57	3257	31	50
Upper Church Street,	56	4680	45	24
Port Williams,	68	3881	37	59
Greenwich, S.	28	1926	18	63
Greenwich, N.	52	3045	29	44
Wolfville,	216	14941	144	55
Black River,	07	2626	25	37
Davison Settlement,	51	1818	17	58
Gaspereau,	56	2280	21	87
Lower Gaspereau,	68	2751	26	58
Lower Horton,	45	2119	20	48
Avonport,	66	4198	40	49
Lockhartville,	108	6981	67	53
Bloomfield,	68	4119	39	84
South Mountain,	36	2015	19	48
Grand Pré,	99	5716	55	25
Middle Pereaun,	45	3216½	31	11
W. Black Rock,	60	3357	32	46
*Lake George,	28	2200	29	13
*Clermont,	47	2187	28	19
*Ormsby Road,	50	3511	45	25
*Black Rock, Givan } Mountain,	39	1263	16	29
*Pero Mountain,	57	2637	33	99
*Greenfield,	45	1650	20	06
*Pine Woods,	37	2616	33	79
*Australia,	36	2074	26	74
*W. Cornwallis Mt.	56	2811	36	23
*Upper Gaspereau,	39	2422		

COUNTY OF LUNENBURG.

DISTRICT OF LUNENBURG AND NEW DUBLIN.

Town Section,	335	27271	\$246 51
1st. Peninsula,	51	3481	31 35
2nd. Peninsula, Upper,	46	4412	39 81
Upper Centre,	32	2262	20 48
Garden Lots,	51	2878	26 01
Lower South,	94	4387	39 65
Upper South,	77	6294	56 88
Felz South,	60	3495	31 58
Upper Rosebay,	41	2966	26 80
Lower Rosebay,	30	2350	21 24
Upper Kingsburg,	22	1766	15 95
Ritcey's Cove,	73	6014	54 36
Lower LaHave, (17)	46	2946	26 62
Ferry, LaHave,	65	3335	30 14
Middle LaHave,	33	3079	27 83
Upper LaHave,	58	4478	40 47
Snyder's, (LaHave Road),	46	4372	39 51
North West Range,	89	5894	53 27
Weinacht's,	31	1771	15 99
Mader's Cove,	68	3207	28 98
Mahone Bay,	158	9931	89 76
Oakland,	92	7763	70 16
Blockhouse,	86	3733	33 73
Upper Cornwall,	53	4865	39 45
Centreville, N. G.	53	2525	22 82
Rosedale, N. G.	21	874	7 89
Bridgewater East,	59	3855	34 84
Maitland,	51	4780	43 20
New Canada,	52	4078	36 86
Lower Branch,	32	2070	18 71
Snyder's, (Branch),	43	2576	23 28
2nd. Peninsula, (Lower),	40	2750	24 85
Tancook Island,	96	7325	66 21
Clearland,	57	3284	29 67
Mason's Island,	6	312	2 81
LaHave Ironbound Isl.	10	1090	9 58
*Black Rocks,	90	4608	55 53
*Heckman's Island,	37	2865	34 52
*Indian Point,	48	4029	48 56
*Lower Cornwall,	25	2011	24 22
*Falkland,	40	1376	16 34
*Riversdale,	16	1164	14 01
*Lower Northfield,	41	2098	25 28
*Upper Northfield,	59	2067	24 90
*Ohio,	47	2418	29 13
*Big Lots,	25	1093	13 16
Bridgewater,	175	14420	130 35
Conquerall Bank,	76	7793	70 43
Pent's,	64	1881	17 00
West Dublin,	92	5996	54 19
Petite Reviere,	79	4799	43 27
Broad Cove,	45	1635	14 77
Conquerall,	59	5575	50 39
Baker's, (P. R. Road),	52	3026	27 35
Newcombville,	57	4127	37 30
Lapland,	48	2979	26 92
*Fralign,	45	2359	26 48
*New Italy,	35	2861	34 48
*Hebb's Settlement,	34	1401	16 89
*Wile's Settlement,	34	1832	22 08
*Lakeville,	26	1812	21 85

DISTRICT OF CHESTER:

Chester Town,	141	10794	176 58
Mariett's Cove,	91	5800	94 88
Chester Basin,	49	1847	26 93
Cross,	35	2053	33 57
Forties,	38	2120	34 67
Gould's River,	93	6838	111 86
Indian Point,	30	1568	25 65
Baywater,	27	1139	18 62
*Beech Hill,	23	1069	23 30

BORDER SECTIONS.

*Aldercliffe,	37	1492	32 53
*Dalhousie,		597	13 01

COUNTY OF QUEENS.

N. Port Mutton,	78	4353	\$54 94
Hunt's Point,	61	2459	33 55
Liverpool,	365	26068	329 00
Milton,	272	21922	376 68
Blueberry,	52	2524	31 96
Port Medway,	189	13762	173 68
Mill Village,	187	9672	121 98
*Lower Port Mutton,	42	2420	40 71
*N. W. Bay,	19	1607	27 04
North Brookfield,	48	3519	44 43
Pleasant River,	47	2888	46 43
Caledonia,	57	3647	46 02
W. Caledonia,	43	1998	25 23
Harmony,	37	2776	35 04

Kempt,	43	3067	38 71
Central Caledonia,	39	1970	24 86
May Flower,	35	1925	24 99
Devonshire,	26	958	12 09

BORDER SECTION.

*Albany New,	34	1221	20 55
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COUNTY OF PICTOU.

Pictou Town,	736	55258	\$670.61
Caraboo River	47	1740	17.96
Toney River,	37	3920	40.48
Cape John, (McLeod's),	34	1368	14.22
Cross Roads, Cape John,	45	2279	23.53
South Shore, C. John,	64	3173	32.76
Elmsville, Holmes' Road,	62	3060	31.80
Sand Marsh, River John,	35	1995	20.70
Louisville, Tatty St.	42	2218	28.00
Millville, River John,	50	2923	30.23
River John, (Village),	214	14370	148.39
Welsford, (Blgny Set.)	54	1889	19.60
Head Nt. Mt. Dalhousie,	79	4119	42.53
South Mt. Dalhousie, (Rois.),	57	2917	30.12
Mt. Dalhousie, S. Side,	50	2305	24.00
Roger's Hill, Upper Set.	46	2625	27.10
Roger's Hill, (Church),	90	6699	69.17
Roger's Hill, Rogers,	60	2687	27.71
Six Mile Brook,	59	2246	23.39
Eight Mile Brook,	52	2416	24.95
Salt Springs, W. R.	51	2322	23.96
Mt. Thom, (Lower),	29	670	6.92
Waterville, (Archd's Mills),	64	2923	30.21
New Gairloch,	37	2806	28.96
New Lairg, (Up. Set.)	65	3429	35.38
Mill Brook, Mid. River,	42	3384	34.94
Pleasant Valley,	45	2812	29.04
Phanuel Hall, (McKay's),	83	2238	23.11
Green Hill, Upper,	56	3615	37.33
Green Hill, Lower,	37	1861	19.22
Union Hall,	38	2685	27.21
West River, (10 miles),	50	3323	34.31
Durham,	65	2569	26.53
Lyon's Brook,	80	5978	61.73
Scotch Hill, (McDonald's Road),	41	2665	42.42
Fisher's Grant,	65	3198	33.04
Caraboo Central,	42	2704	27.92
Sandy Cove, Caraboo,	42	2337	24.14
Caraboo, 3 Brooks,	44	2692	26.76
Pictou Island,	48	4148	42.88
New Glasgow,	430	34855	359.93
Alma, Middle River,	43	2002	20.67
Marsh, W. B. E. R.	47	2622	27.06
Glengarry, M. R.	60	4073	42.06
Big Brook, W. B. E. R.	51	2520	26.02
Hopewell, Lower	43	3051	31.82
Fish Pools, W. B. E. R.	46	3203	33.08
Island, W. B. E. R.	33	2971	30.68
Acadia Mines,	148	9668	100.14
Albion Mines,	327	22829	235.74
Springville, E. R.	55	4289	44.08
Bridgeville, E. R.	48	3422	35.84
Elmsville, E. R.	63	4063	41.96
Up. Set. E. B. E. River,	81	3648	37.67
Blanchard's Rd. South E.	59	3314	34.22
Blue Mountain,	52	2480	25.61
Garden Eden,	63	4843	50.01
Waterville, (Chisholm's),	34	2315	23.91
Suther. R. McPherson's Mountains,		820	8.47
Marsh McLennan's Mt.	58	2246	23.19
McLennan's Brook,	72	4794	49.50
(Fraser's Mills),			
McLennan's Brk., Cook,	37	2762	28.52
Churchville, Rob's Ms.	60	3990	41.10
South Pictou, (Ldg. Grd.),	59	4011	41.42
Fraser's Mt. North,	32	1555	16.06
Little Harbour,	63	3156	32.60
Pine Tree Gut,	55	3969	40.88
Suth'ds. River, Bridge,	51	3742	38.64
West Merigomish,	56	3215	33.20
Mid. Set. Merigomish,	61	2096	21.83
Piedmont Valley,	51	2258	23.51
Barney's R. Mid. Set.	56	4598	47.43
Barney's River, Lower,	60	2700	27.88
Bally's Brook, (Lower),	79	4518	46.60
Knoldart,	48	2629	29.21
Bally's Brook, Upper,	28	396	3.81
Big Island, Merigomish,	34	2547	26.30
Marshy Hope,	34	2420	25.00
Smithville, Barney's Rvr.	56	3232	33.89
Barney's R. West, (McKay's),	27	1755	18.15
Barney's R. (A. McKays),	42	2537	26.01
French R. East,	51	2121	21.90
Wentworth's Grant, (Middle Set.),	32	2191	22.62
Mid. River, (Colly's),	47	2623	27.09
Brooklin E. R. (Murry's),	50	3238	33.90
Hopewell Upper	32	1989	19.92
Wentw'ths G'nt, (S'th R.)	40	2306	23.98
*R. John, Underwood's,	37	2006	20.62
*Mt. Road, River John,	26	1689	17.19
*Johnston's Road, R. J.	24	1108	11.18
*Up Set Welsford, Weirs,	48	2452	25.36
*College Land,	47	1955	20.22
*Black Brook,	18	162	1.62
*Forks, Roger's Hill,	40	1881	19.50
*Brookville, Scotch Hill,	42	3050	31.39
*Mid. Set. Mid. Riv.	44	2762	28.57
*Fox Brook,	37	1736	18.00
*St. Ma.y's Upper,	35	2254	23.30
*St. Mary's Lower,	41	1898	19.63
*McLennan's Mt. Lower,	53	3183	32.82
*Chance Harbor,	19	610	6.10
*New Lairg Lower,	30	1855	19.01
*Wentworth's Grant, McIntosh Mills,	18	1276	13.17
*McLennan's Mt. Upper,	33	2175	22.36

COUNTY OF RICHMOND.

Acadianville,	214	18818	\$185.15
Grand Rousseau,	61	4582	46.07
Janim Island,	19	798	7.79

Archat,	327	23228	\$238.48
Poulement,	70	4130	40.63
Martinique,	88	3681	34.78
L'Ochaide,	14	1078	10.45
P'Degrat,	56	5662	55.60
Little Ance,	42	3496	34.38
D'Escouze,	66	6317	62.14
Richmond Mines,	61	6070	59.73
Carriboo Cove,	52	2466	24.24
Kempt Road,	44	4088	39.72
Grandique,	49	1655	16.37
Sporting Mountain,	21	1573	15.46
Scott's River,	30	3157	31.05
Cape George,	24	2519	24.77
Points,	43	2853	28.04
South Mountain,	46	3828	37.68
St. Peter's Island,	59	4846	47.67
Grand River,	60	3716	36.55
L'Archeveque,	39	3187	30.85
St. Esprit,	36	2683	26.38
Head of L. Lomond,	39	2005	19.72
S. side L. Lomond,	51	3813	37.50
N. side L. Lomond,	41	2861	28.04
Lewis Cove,	60	1984	19.51
R. Burgeois E.	20	2031	19.97
R. Burgeois, E. French,	34	2829	27.53
R. Burgeois, W.	39	2956	29.08
St. Peter's,	66	4830	47.53
Grand River Road,	39	2682	26.37
Framboise,	47	2541	25.09
Gut of Canso,	29	996	9.89
Rocky Bay,	48	5148	50.64
Bray,	30	2490	24.49
Orange,	68	6455	63.50
Cape August,	49	5154	50.74
Highland,	22	1814	18.11
River Tear,	31	3046	30.07
Marashe,	38	4218	41.48
Brymer,	60	5921	58.35
Edwards,	60	5100	50.18
McDougall,	61	4796	47.18

BORDER SECTIONS.

Head West Bay,	38	1277	12.54
Cape Breton, (69)	42	2180	21.44
Hawesbury,		1687	16.53

DISTRICT OF SHELburne.

Big Port Hebert,	8	450	\$ 4.46
Sable River,	59	5397	56.06
Louis Head,	45	3627	35.95
Rag'd Island Bay, E. S.	62	5165	51.20
Lock's Island,	78	7514	74.48
Jordan Falls,	52	3624	35.90
Jordan Ferry, W.S.	34	1489	14.76
Jordan Bay,	68	3672	36.40
Upper Sand Point,	63	2500	25.78
Shelburne,	236	19461	192.81
Birch Town,	45	3036	30.06
Gunning Cove,	50	2345	23.24
Roseway,	59	3510	34.79
Black Point,	72	4824	47.61
Indian Brook,	42	3270	32.41
Lower Ohio	26	2005	19.87
Middle Clyde	11	830	8.28
Church Over	58	4174	41.87
Little Port Hebert.	31	1764	17.48

BORDER SECTION.

Lower Clyde	40	1860	\$18.44
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DISTRICT OF BARRINGTON.

Cape Negro	46	2990	\$31.85
Blanche	36	1510	16.13
Upper Port la Tour,	91	5484	58.96
Lower Port la Tour	49	2726	29.11
Baccaro,	68	2332	31.81
Hibbert's Brook	68	4483	47.86
Passage,	120	10071	107.56
Doctor's Cove	78	5677	58.92
Bear Point	50	4551	48.60
Shag Harbor	77	5445	58.15
Upper Wood's Harbor	69	1511	16.14
Newell's Settlement.	80	4857	49.74
Clarke's Harbor	148	8105	86.54
South Side	90	5398	57.65
Stony Island	74	5113	54.61
*Hill.	33	1410	20.08

S. S. Little Narrows,	24	1620	13.55
Big Harbour	31	1889	15.82
Peter's Brook	25	1915	16.00
*Galander's Mountain,	39	3698	40.26
*Garlock Mountain,	40	3467	36.68
*Julet,	23	1746	19.49
*Bay St. Lawrence,	57	3997	44.61
*Up. Set. Middle River,	34	1271	14.16
*Up. Set. North River,	37	2337	26.08
*Up. Set. Baddeck,	36	2293	25.57
*Crowdis Mountain,	33	2804	31.30
*New Glen'	55	2153	24.00
*Grant,	24	1445	16.12
*Rocky Side,	43	3554	39.65
*Rear Baddeck Bay,	46	3881	43.86
*Big Hill,	39	2388	26.64
*Ship Yard,	28	900	10.02
*Caisa Mountain,	22	1486	16.58
*Smith Mountain,	27	1671	18.62

DISTRICT OF YARMOUTH.

Chebogue Point,	86	5444	47.67
Lower Town,	222	17692	154.90
Central,	280	17961	157.23
Milton,	225	18400	161.07
Sanford,	75	8548	31.06
Mattland,	134	9053	79.25
Richmond,	60	4985	43.55
Ohio,	126	7650	66.97
Wedington,	82	6825	59.75
Hebron,	126	9339	81.75
Brewton,	59	2786	24.39
Central Chebogue,	75	4473	39.15
Salem,	45	3374	29.53
Brooklyn,	86	6494	56.84
Sand Beach,	66	5134	44.94
N. Kempsville,	24	1811	10.72
Burnside,	60	5284	46.26
*Lower Town,	83	4867	56.79
*Bloomfield,	38	1880	19.80
*Carlton,	59	3378	39.42
*W. Kempsville,	32	1848	21.56
*Pinkney's Point,	20	1801	21.00
*Cape Fourchu,	17	645	7.55

BORDER SECTIONS.

Little River,	96	5512	48.25
Beaver River,		1719	15.06
Cedar Lake,		430	3.75

DISTRICT OF ARGYLE.

L. E. Pubnico,	61	3826	45.32
U. E. Pubnico,	77	4896	58.00
Pubnico Head,	73	4628	54.84
U. W. Pubnico,	53	3383	49.06
Central Argyle,	40	2017	23.80
Robert's Island,	39	6037	71.50
Argyle Head,	58	3006	35.80
Eel Lake,	51	4883	57.85
Can. Kempsville,	51	3574	42.85
U. Eel Brook,	39	3002	35.55
Abram's River,	35	1972	23.37
Tusket,	112	9656	114.40
Plymouth,	36	3824	39.37
Upper Wedge,	68	2852	35.00
Middle Wedge,	108	8619	102.10
Lower Wedge,	61	5305	62.85
*Argyle Sound,	55	2678	42.30
*Forks,	60	2459	38.85

BORDER SECTIONS.

Little River,	1202	14.24
Pubnico Beach,	474	5.65

GOVERNMENT GRANTS

In aid of Public Schools, paid to Teachers, for the Term ended April 30, 1869.

The asterisk (*) marks those employed in poor Sections

Continued.

TEACHER.	Number of Teaching days	Amt. paid to Teacher from Prov. Treasury.
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COUNTY OF GUYSBOROUGH.

McNaughton, S., B.A.	\$00 00
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GRADE B.

Boyle, Peter	121	60 00
Bigelow, Ort. M.	120	59 50
Cox, Robinson	121	60 00
Gillies, Joseph A.	121	60 00
McLellan, John	109	54 05
Stewart, Alex.	115	57 00

GRADE C.

Cameron, Angus	114	42 40
Cahill, Annie	121	45 00
Kennedy, Alex.	61	22 70
*McFarlane, Alex.	121	60 00
Peeples, Mary S.	121	45 00

GRADE D.

Boyd, Angus	121	30 00
Gunn, Alex. N.	105	26 00
*Hubbert, Elizabeth	120	39 65
*Hattie, Margaret	112	37 00
Hattie, Annie	113	28 00
*Knodell, James	112	37 00
McKenzie, McLeod	85	21 10
Meaney, Daniel	121	30 00

McMillan, John H.	113+	13 90
McLean, John	115	28 50
Marshall, James	121	30 00
Peart, Emma M.	121	30 00
Reid, Sophia R.	80	19 85
Scott, Levi W.	118	29 25
Taylor, Annie	121	30 00
Tompkins, Patrick	121	30 00

GRADE E.

Peart, Emma B.	102	18 95
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DISTRICT OF St. MARY'S.

GRADE B.

Bayne, Ernest	90	44 65
Clarke, John S.	115	57 00
Kennedy, Robt. H.	103	51 05
McArthur, Alex.	120	59 50
Ross, Angus	100	49 60

GRADE C.

Cameron, Jessie G.	114	42 40
Hingley, Sam'l J.	117	43 50
McKeen, Lucilla	111	41 28
Sinclair, Mary M.	121	45 00
Young, James W.	121	45 00

GRADE D.

Kirk, David	120	29 75
Lowe, Thomas	114	28 25
Pitblado, Helen	121	30 00

†Only one half allowed by recommendation of Commissioners.

COUNTY OF HALIFAX.

GRADE B.

Hollies, John	116	\$57 50
Logan, John A.	115	57 00
McCabe, Edward	116	57 50
Urquhart, Alex.	114	58 50
Willoughby, Jer.	116	57 50

GRADE C.

Artz, James A.	98	36 45
Atwater, Esther A.	121	45 00
Archibald, Mary J.	106	39 45
Baxter, Sarah F.	112	55 55
Ballantyne, John	97	36 05
Baxter, Mary A.	110	40 90
Currie, Mary	107	39 80
Drady, Mary G.	121	45 00
Davidson, John	110	40 90
Deller, Sarah	101	37 55
Fulton, Clarrissa C.	118	58 50
Fleming, Wm. A.	119	59 00
Hubly, Zacharias	121	45 00
Henry, Sydney	105	39 05
Hanna, Maggie	97	36 05
Hamilton, Esther J.	116	43 15
Hamilton, Mary A.	116	43 15
Kent Isabella	115	42 75
Minard, Eusebia	115	42 75
Marshall, Lucy A.	116	43 15
Major, Kate	86	32 00
McLean, John	121	45 00
McDonald, Anna	116	43 15
McKenzie, Jennie	115	42 75
McHeffy, Maggie	119	44 25
McMillan, George	121	45 00
Ogilvie, Sophia	115	42 75
Ogilvie, James K.	107	39 80
Richardson, Geo. J.	106	39 45
Reddie, Daniel	110	40 90
Romans William	121	45 00
*Stewart, Mary E.	92	45 63
Sedgewick, Annie	65	24 17
Taylor, Ellen S.	114	42 40
*Waddell, Mary	105	52 05

GRADE D.

Boutillier, Wm. J.	117	29 00
Bell, James	120	29 75
Balcom, John H.	120+	29 85
Covey, Silas A.	115	28 50
Campbell, Jessie	90	22 30
*Cassin, John	114	37 65
*Crockett, George	120	39 65
*Currie, William	94	31 05
*Dickie, Nellie	106	35 05
Forrester, Harry	116	28 75
Gibbons, John	121	30 00
*Geddes, David A.	78	25 80

*Graham, Susan	13	4 35
Goosley, Tnomas	60	14 85
Hubble, Caleb	121	30 00
Holland, Jeremiah	119	29 50
*Hefler, Jane	115	38 00
Hogan, John P.	121	30 00
Kirby, Annie	120	29 75
*Kent, Mary	101	33 40
Logan, Janet	114	28 25
Mountain, Jane	113	28 00
*McNab, Amelia	65	21 50
McCabe, James	111	27 50
Nickerson, Louise	115	28 50
Negus, Nelson	118+	29 85
*O'Brady, Patrick B.	119	39 85
*Richardson, M. P.	121	40 00
Roome, Hannah,	115	28 50
*Reynolds, Robt.	119	32 35
*Stewart, Thomas	121	40 00
Stewart, Esther	121	30 00
*Tupper, Margaret	120	39 65
Warner, Eliza	113	28 00
Young, Sarah	110	27 25

GRADE E.

*Bacon, Fannie	98	24 30
Bruce, Janie	112	20 85
Bissit, Sarah	96	17 85
*Covey, Nancy	116	28 75
DeMolitor, M. R.	67	12 45
*Dauphinee, Isabella	92	22 80
*Elliot, Mary	118	29 25
Frederick Louisa	60	11 15
*Fanning, Mary	20	4 96
Corrett, Mary	20	3 72
*Joseph, Annie	110	27 25
*Kentie, Annie	104	25 78
*Lindsay, Rebecca	121	30 00
Maher, Mary	120	22 80
Major, Lucy E.	41	7 65
O'Toode, Maria	116	21 55
*Ogilvie, Aggie	117	29 00
*Parker, Ellen	112	27 75
Park, Lucy J.	82	15 25
*Sutherland, Eliz.	115	28 50
*Stevens, Sophia	118	29 25
*Wood, Maria A.	101	25 05

ASSISTANTS—GRADE C.

Richardson, Friend	96	23 80
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COUNTY OF HANTS.

GRADE B.

Bancroft, Lucius	121	\$60 00
Bancroft, Edwin	101	50 10
Borden, J. R.	114	56 50
Densmore, Jas. D.	110	54 55
Fisk, Saml.	95	47 10
Forest, James	118	58 50
Fulton, Alison	116	57 50
Greeno, J. B.	78	38 70
Harvie, Ezek. N.	101	50 10
*Livingston, W. W.	117	77 33
McDonald, Simon	101	50 10
Morris, Jno. W.	112	55 55
Malcolm, Jno. W.	116	57 50
O'Brien, Saml.	100	49 60
Parker, Lewis	121	60 00
Rand, E. M.	121	60 00
*Turner, Alfred	121	80 00
Wallace, Jno. W.	118	58 50
Walsh, Jno. W.	120	59 50
Wier, James	121	60 00
Whiston, Saml. E.	114	56 50
Young, Alex.	117	58 00

GRADE C.

Blois, James	101	37 55
Brennan, Wm.	118	43 90
*Crockett, J. T. McC.	62	30 75
Dodge, Gardner	97	36 05
Meek, James	114	42 40
MacDonald, Howard	25	9 30
Nelson, Thos. J.	121	45 00
Parker, Jas. E.	116	43 15
Sterling, Wm.	100	37 20
Sutherland, Spencer	94	34 95
Wier, H. N.	121	45 00
Wier, Lewis	120	44 60
Armstrong, Annie	120	44 60
*Bennett, Hannah	112	55 55
Blois, Mary	100	37 20

Bremner, Jane J.	115	42 75
Card, Mercy	114	42 40
*Cameron, C.	110	54 55
Card, Drusilla	101	37 55
Dennett, Sarah	119	44 25
Dennett, Margaret	78	29 00
*Dimock, Lydia A.	100	49 60
Frame, Eliza	121	45 00
*Fish, Lydia B.	105	52 05
Hamilton, M. C.	107	39 80
Livingston, Eliza L.	115	42 75
Logan, Annie	112	41 65
McCarty, Alla	22	8 20
McPhee, Rebecca F.	35	13 00
Marshall, Maggie	121	45 00
O'Brien, Sarah	80	29 75
*Parker, Lalia B.	107	53 05
*Randall, Sarah A.	15	7 45
Shaw, Clara R.	121	45 00
Scotney, Eliza	119	44 25
Tupper, Bathenia	114	42 40
Thomson, Elizabeth	116	43 15
Whiston, Maud	118	43 00

GRADE D.

Custaner, Joseph H.	26	6 45
Fish, George	60	0 00
Johnson, Sophia	114	28 25
*Lamont, Daniel	100	33 05
Macumber, W. K. M.	115	28 50
Parker, Geo. A.	118	29 25
*Walker, Jno. W.	65	21 50
*Ambrose, Susan	121	40 00
*Bradshaw, Mary	98	32 40
*Bowie, Annie E.	60	19 80
*Densmore, Eunice	121	40 00
Falkner, Aveline	104	25 80
*Harvie, Rachel	96	31 75
*McPhee, Mary	121	40 00
*Moxon, Eliza	120	39 65
*Marvtera, Sarah E.	114	37 65
O'Brien, Jane	98	24 30
Pollock, Sarah A.	98	24 30
Parker, Frances	79	19 60
Smith, Mary A.	119	29 60
*Shaw, Mary	118	39 00

GRADE E.

*Douglas, Jessie	114	28 25
McPhee, Maggie	110	20 45
Young, Maggie	121	22 50

ASSISTANT—GRADE C.

Dennett, Margaret	41	10 15
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ASSISTANTS—GRADE D.

Burton, Maggie	45	7 45
Davison, Alberta	114	18 85

COUNTY OF INVERNESS.

GRADE B.

Chisholm, Jno. M.	105	\$52 05
Forbes, James	121	60 00
McDonald, Peter	121	60 00
McLean, Allen	121	60 00

GRADE C.

Bartlett, Jno. H.	121	45 00
Chisholm, Donald	111	41 30
Gillies, Donald	115	42 75
Gillies, Alex.	121	45 00
Kennedy, Angus	121	45 00
McKinnon, Malcom	121	45 00
McLeod, Malcom	121	45 00
McKenzie, Jno.	121	45 00
McIntyre, Peter	118	43 90
McKeachen, Jno.	121	45 00

GRADE D.

*Bruce, Maggie F.	99	32 70
Burton, Melinda F.	118	29 25
Chisholm, Alex.	120	29 75
*Chisholm, Colin	80	26 45
Gillies, Jno.	113	28 00
Gunn, Maggie F.	121	30 00
*Jameson, John	121	40 00
*Kennedy, John	121	40 00
McIsaac, Allan	117	29 00
*McKinnon, Allan	121	40 00
McKay, John	114	28 25
McAulay, Neil	121	30 00
McDonald, Donald	121	30 00
*McMillan, Allen	65	100 00

†Not approved.

McKay, John	116	28 75
McInnes, John	110	27 25
McDougald, Alex.	96	23 80
McDonald, James	121	30 00
McLeod, Neil	121	30 00
McKinnon, John	91	22 55
McDonald, Duncan	114	23 25
McKinnon, Jno. C.	30	7 45
McPherson, Robert	93	23 05
McKay, John	80	19 85
McDonald, Donald	116	28 75
*McLeod, Malcom	105	34 67
McDonald, Mike	111	27 50
McDonald, Arch.	85	21 10
McDonald, Jno.	120	29 75
McQuarrin, Alex.	100	24 80
McDonald, Donald	102	25 30
McQuarrie, Wm.	121	30 00
*McDonnell, Duncan	121	40 00
McKeachen, Alex.	110	27 25
McKay, John G.	121	30 00
McNeill, Michael	103	25 55
*McDonald, Charles	100	33 05
McLennan, Alex.	121	30 00
McDonald, John	121	30 00
McDonald, Alex.	117	29 00
*McIsaac, Allan	121	40 00
*McLean, Lauchlin	121	40 00
Walker, Donald	121	30 00

GRADE E.

*Campbell, Jessie F.	120	29 75
*Ferguson, Ellen F.	100	24 80
McPherson, Kate F.	58	10 80
McLean, Annie F.	98	18 25

GRADE B.

Campbell, John	114	56 50
Doyle, Jas. Jr.,	121	60 00

GRADE C.

Colrette, Zepherin	121	45 00
Fitzgerald, Matt.	120	44 60
Gunn, Robert	111	41 30
McKay, Angus	120	44 60
McGregor, Donald	121	45 00
McDonald, John A.	121	45 00
McLellan, Alex.	111	41 30
*Munro, John	121	60 00
*McMillan, Duncan	112	55 55
McDonald, Flora F.	121	45 00
Walker, Donald	103	38 30

GRADE D.

*Campbell, Jno.	121	40 00
*Collins, Donald	115	38 00
Gillies, Donald	121	30 00
*Gillies, Hugh	89	29 40
McMillan, Charles	121	30 00
McMillan, Hugh	106	26 30
*McMillan, Alex.	121	40 00
*McMillan, Peter	121	40 00
McLellan, Donald	116	28 75
McLellan, Donald	121	30 00
McDonald, Jane F.	121	30 00
McLean, Bell F.	121	30 00
McMillan, Neil	121	30 00
McIsaac, Angus	119	29 50
McLellan, Alex.	112	27 75
*McDonald, Alex.	109	36 00
McLellan, Arch.	121	30 00
*McLean, Donald	121	40 00
McIntosh, Ewen	100	24 80
*Ross, Aaron	121	40 00
Reville, Matthew	111	27 50

GRADE E.

Beurgous, Maria F.	112	20 85
Morrison, Eliz. F.	121	22 50
*McLeod, Eliz. F.	121	30 00
Therault, Josephine	112	20 85

ASSISTANT—GRADE D.

Beaton, Colle	121	20 00
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COUNTY OF KINGS.

GRADE B.

Brown, J. L.	121	\$60 00
Best, Fred	116	57 50
Baker, N. T.	121	60 00
Condon, Samuel	117	58 00

D'Wolf, James	121	60 00
Foster, A. D.	121	60 00
Farrell, Bernard	121	60 00
McKay, Alex.	121	60 00
Parsons, Wm.	120	59 50
Porter, Bishop	115	57 00
Pyke, George	85	42 15
Roscoe, Colin	121	60 30
Sprague, Junia	121	60 00
Woodworth, Wm.	81	40 15
Webster, M.D. David	121	60 00
Welton, Sydney	121	60 00
Welton, C. B.	116	57 50

GRADE C.

Borden, Lavinia	115	42 75
Cox, Bessie	102	37 95
Elderkin, Julia	121	45 00
Fisher, Harriet	121	45 00
Fisher, Annie	121	45 00
Fairn, Henrietta	120	44 62
Kelly, Mary	121	45 00
Miller, Maggie	96	35 70
Pineo, Emily	117	43 50
Reid, Wm. A.	121	45 00
Rand, Rebecca	109	40 53
Rand, Janie	120	44 62
Reid, Adelia	120	44 62
Bishop, Judah	117	43 50
Bishop, Ansley	121	45 00
Bishop, Humph.	120	44 62
Benjamin, Edwin	60	22 80
Bradshaw, Wm.	105½	39 23
Cogswell, Wm. M.	101	37 56
Craig, James	121	45 00
Chase, Thos. E.	121	45 00
DeBannan, Wm.	100	37 20
Eaton, Stephen W.	102	37 95
Fisher, A. Stanley,	121	45 00
Miller, Warren J.	100	37 20
Hogan, Joseph N.	120	44 62
Martin, Richard	121	45 00
Moran, Edward	101	37 56
Morton, Wm. F.	105	39 05
Martin, Thos. M.	101	37 56
Morrow, Horatio	59	29 25
McDonald, A. G.	116	48 14
Neily, J. C.	120	44 62
Palmeter, D. H.	87	32 37
Parker, Wm.	119	44 25
Saunders, D. E.	121	45 00
Skinner, George	100½	37 38
Skinner, Wm.	70	26 08
Saunders, Walter	121	45 00
Sanford, George	80	11 15
Sanford, W. M.	121	45 00
Vaughan, Ambrose	70	26 03
Walker, E. M.	120	44 62
Woodbury, Abram	114	42 40

ASSISTANTS—GRADE C.

Albro, Fannie	121	30 00
Ells, Esther	116	28 78
Reid, Annie	120	29 75
Redden, Wm.	121	30 00

GRADE D.

Blackadar, Anna	121	30 00
Craig, Mary	100	24 80
Hamilton, Anna	101	33 38
Higgins, Jessie	117	38 67
Greenough, Clara	90	29 73
Norwood, Annie	82	20 33
Robinson, Margaret	121	40 00
Boak, Samuel	121	40 00
Barnaby, Gideon	115	28 50
Canady, James W.	95	31 40
Jacques, George	121	40 00
Long, James	121	40 00
McLaughlin, John	119	39 33
Newcomb, Holmes	81	20 08
Ogilvie, Abram	120	29 75
O'Brien, Thos.	57	14 13
Porter, Martin A.	107	26 52

ASSISTANTS—GRADE D.

Simpson, E. Ada	121	20 00
McKittrick, Burgess	121	20 00
Robinson, Julia	100	16 53

GRADE E.

Bishop, Rachel	100	18 59
Kittam, Maria	116	21 57
Kennelly, Mary	96	28 80

COUNTY OF LUNENBURG.

GRADE A.		
Burbidge, G. W.	35	00 00
Ells, R. W.	79	00 00

GRADE B.		
Bowles, Burgess N.	118	58 50
Bowles, Fred. J.	111	55 05
Gates, Isaac	121	60 00
Gow, John	118	58 50

GRADE C.		
Church, Victoria E.	113	42 00
Elliott, Lucina C.	101	37 55
Ross, Margaret	118	43 85
*Ross, Susan R.	121	60 00
Whitford, Adel. E.	112	41 65
Church, Charles E.	120	44 60
Carder, Alex. G.	111	41 25
Maiden, H. E. S.	115	42 75
*Starratt, Johnson	60	29 75
Treat, Richard	121	45 00
*Wilson, George	121	60 00

GRADE D.		
Acker, Caroline	105	26 00
Burns, Sarah	110	27 25
Carder, Mary A.	106	26 25
Hirtle, Sarah	118	29 25
Roland, Ada C.	121	30 00
Romkey, Louisa A.	85	21 10
Silver, Louisa B.	114	28 25
Silver, Christy Anne	115	28 50
Strum, Emma M.	83	20 60
*Barron, John	121	40 00
Cooper, George	121	30 00
Corbitt, George B.	95	33 55
Hebb, Nathanael	121	30 00
Heckman, Wm.	120	29 75
*Heckman, Albert D.	121	40 00
Himelman, William	82	20 35
*Knaut, George E.	115	38 00
Lohnes, John	121	30 00
Manning, L. R.	65	16 10
Manning, E. J.	121	30 00
*McDonald, John	81	26 75
McLean, Peter	102	25 30
Mason, Samuel J.	121	30 00
Mosman, Isaac	107	26 50
*McRaith, Chas. W.	76	25 10
Warner, Augustus N.	84	20 85
*Hublely, George A.	85	28 10
Shupe, Joseph	55	13 65

GRADE E.		
Green, Catharine B.	85	15 80
*Lantz, Hannah B.	100	24 80
Oxner, Matilda	109	20 25
Pennell, Catharine	110	20 45
Romkey, Louisa D.	113	21 00
Silver, Francis Ann	100	18 60
Starratt, Susan E.	70	13 00

NEW DUBLIN DISTRICT.

GRADE B.		
Cook, Henry	115	57 00
Freeman, Augustus	119	59 00
Reiser, Daniel	106	52 55

GRADE C.		
Morse, Nellie	115	42 75
Jordan, Robert	85	31 60
McKinnon, John	121	45 00

GRADE D.		
Adams, Henry	121	30 00
Armstrong, P.	50	12 40
*Curl, John E.	120	39 65
*Goetzen, Jacob	78	25 75
West, George H.	100	24 80
*Wile, Esther	117	38 65

GRADE E.		
*Baily, Eugenia	66	16 35
*Brady, Regina	120	29 75
Keane, Edith M.	115	21 40
Roland, Charlotte	120	22 30
Whidden, Annie L.	100	18 60

CHESTER DISTRICT.

GRADE B.		
Shore, William	115	57 00

GRADE C.

*Arnold, John M.	110	54 55
Hennigar, Hiram	120	44 60
Jones, William D.	107	39 80
Martin, John E.	121	45 00

GRADE D.

Butler, Eliza M.	116	28 75
Crosskill, Sarah V.	104	25 80
Smith, Minnie E.	115	28 50
*Whalen, Caroline	54	17 85
Connor, Thomas	63	15 60
Thomas, John	121	30 00
Williams, Joseph G.	118	29 25

COUNTY OF PICTOU.

GRADE B.

Archibald, Edward	111½	55 30
Christy, Thos. M.	120	59 50
Cameron, J. W. H.	129½	64 20
Campbell, Ken. H.	110	54 55
Fraser, Danl. S.	86	42 65
*Fraser, William	117	77 33
Fraser, Rod.	120	59 50
Fraser, Jno. W.	121	60 00
Fraser, Malcom	115	57 00
Hynds, David	121	60 00
Jack, John	112½	55 80
Lippencott, Aubry	119	59 00
Logan, Norman	82	40 67
Murray, George	121	60 00
Morton, Jos. S.	113	56 05
McLean, James	128	63 50
McKay, A. H.	121	60 00
*McLellan, Robert	121	80 00
McDonald, Danl.	121	60 00
McDonald, Jno. K.	121	60 00
McLean, Jno.	121	60 00
McMillan, Peter	117	58 00
McDonald, Dun.	121	60 00
McKinnon, J. L.	20	9 90
Oliver, John F.	110	54 55
Simpson, Isaac	120	59 50
Turner, Jno. W.	101	50 10
Willis, Alex.	121	60 00

GRADE C.

Atwater, Mary	106	39 45
Campbell, Mary	119	44 25
Campbell, Alex.	116	43 15
Campbell, Donald	121	45 00
Creswick, Edw.	116	43 15
Forbes, James	121	45 00
Fraser, Sarah	84	31 25
Gallan, John	121	45 00
Gray, Andrew	75	27 90
Gunn, Archibald	114	42 40
Grant, William	119	44 25
Henderson, L. F.	119	44 25
Harris, Alice	110	40 90
Marshall, Jane G.	120	44 60
Millar, Anna	100	37 20
Murry, Elmira	116	43 15
McQuarrie, Jessy	118½	44 05
McKenzie, Christy A.	115	42 75
McLeod, William	100	37 20
McDonald, John	111	41 25
McDonald, Catharine	121	45 00
McMillan, Wm.	121	45 00
McKenzie, Hect.	121	45 00
McKenzie, Anna	117	43 50
McKenzie, Thos.	121	45 00
McIntosh, Dunc.	121	45 00
*McDougall, Jessie	80	39 66
McRea, Mary	102	37 95
McLeod, Hugh D.	60	22 30
McBean, Alex. W.	120½	44 80
McKenzie, Wm. D.	119	44 25
McLellan, Jannette	107	39 80
Nash, Edwin	121	45 00
Patterson, Anna	27	10 05
*Rogers, Anderson	121	60 00
Ross, Jane G.	116	43 15
Ross, Elizabeth	120	44 60
Sutherland, And.	121	45 00
Sutherland, Rod.	111	41 25

†Evening Schools, 19 sessions 9½ days.

Sutherland, Hect.	110	40 90
*Smith, Robina	121	60 00
Tupper, Mary Alice	106	39 45
Weir, Janet	121	45 00

GRADE D.

Bell, G. W.	104	25 80
Bell, John R.	59	14 60
Blackie, Margaret	106	26 25
*Cameron, John	17	5 60
*Campbell, Peter	121	40 00
Campbell, Jno. W.	121	30 00
*Fullerton, Mary	119	39 35
*Fitzpatrick, Mary J.	121	40 00
Fraser, Danl. W.	117	29 00
Fraser, Simon	113	28 00
Fraser, Marg. L.	118	29 25
*Fraser, Mary C.	116	38 30
Fraser, Isabella	121	30 00
Fraser, John	112	27 75
Gammon, Mrs.	121	30 00
Gallan, Thos.	99	24 55
Grant, Anna	110	27 25
*Grant, John A.	116	38 30
Johnston, David W.	102	25 30
Langille, Adeline	108	26 75
Logan, Bessy	119	29 50
McLeod, Anna	121	30 00
McMillan, John	66	16 35
McAuly, John	117	29 00
McKenzie, Mary Bell	76	18 85
McKenzie, Mary	116	28 75
McIntosh, Alex. D.	118	29 25
McKay, John	121	30 00
McDonald, Danl. W.	110	27 25
McPherson, Danl.	106	26 25
*McLean, Alex.	116	38 30
McKay, Mary A.	118	29 25
*McDonald, James	116	38 30
McDonald, Danl.	110	27 25
Nash, Roxina	121	30 00
Roddick, Margt. J.	111	27 50
Robertson, James	121	30 00
Roy, Anna	113	28 00
Roy, Jane	114	28 25
Ross, Hannah	97	24 05
Ross, James	120	29 75
Reid, John	121	30 00
Smith, Charlotte	120	29 75
Sutherland, Christy	116	28 75
Stewart, Janet	98	24 30
Sutherland, Gavin	121	30 00
Smith, Mary A.	120	29 75
Thompson, Duncan	114	28 25

GRADE E.

Carlton, Maggy	60	11 15
*Fraser, Anna	117	29 00
*Grant, Dolina	105	26 00
Ingram, Eliza	74	13 75
*Langille, Maria L.	115	28 50
Merkle, Margt. J.	121	22 50
*McKenzie, Catherine	104	25 75
Smith, Mrs. G.	116	21 25

ASSISTANT—GRADE E.

McKay, Isabella	60	7 45
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COUNTY OF QUEEN'S.

GRADE A.

Patillo, T. R., B. A.	121	00 00
Smith, N.	121	60 00

GRADE B.

Boyle, P.	113	56 05
Chipman, H. S.	115	57 00
Covey, J. F.	121	60 00
Freeman, J. M.	117	58 00
Gough, W. H.	117	58 00
Knight, J. W.	120	59 50
Lowden, J. M.	115	57 00
McKenzie, Wm.		
McLeod, M.	119	59 00
Parker, J. J.	113	56 05

GRADE C.

Bourdon, A.	121	45 00
Churchill, E.	101	37 55
Freeman, S. M.	111	41 25
*Freeman, H. L.	102	50 60
Kempton, S.	121	45 00
Mack, S. V.	116	43 15

Morine, C. A.	121	45 00
Narraway, L. G.	121	45 00
Parker, J. A.	112	41 65
Waterman, J. B.	117	43 50
Whitman, J. W.	120	44 60

GRADE D.

Freeman, T. G.	100	24 80
Kempton, E.	106	26 30
Selden, F. L.	115	28 50
*Stewart, T.	100	33 05
Tupper, E.	121	30 00
Waddell, S. L.	112	27 75

GRADE E.

*Foster, J.	113	28 00
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ASSISTANT—GRADE E.

Foster, J.	96	11 90
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COUNTY OF RICHMOND.

GRADE B.

Benoit, Remi	120	59 50
McCra, William	121	60 00
McDonald, John	121	60 00
McKenzie, Michael	120	59 50
McLean, Donald	121	60 00
McLean, Angus	111	55 05
McLean, Duncan	119	59 00
McNeil, Malcom	119	59 00
McQuarrie, Hector	116	57 50

GRADE C.

Boyd, Donald	110	40 90
Chisholm, Murdoch	115	42 75
Ferguson, Rodk.	121	45 00
Hearn, Sarah	121	45 00
Madden, Sarah	121	45 00
McCuish, Jno.	112	41 65
McKay, John Senr.	121	45 00
McKay, John Junr.	117	43 50
McLeod, John Senr.	121	45 00
McLeod, John Junr.	121	45 00
McPherson, Stephen	121	45 00
St. Claude, Lady	121	45 00
St. Zymphonia	121	45 00
Toomey, James	114	42 40

GRADE D.

Beranger, John	121	30 00
Campbell, J. E.	121	30 00
Campbell, Neil	65	16 11
Doyle, M. E.	121	30 00
Haywood, M. A.	70	17 35
Hearn, Bridget	121	30 00
Hebere, Jane	121	30 00
Hill, John	121	30 00
Johnston, Archibald	121	30 00
McDonald, John Senr.	65	16 11
McIntyre, Hugh	107	26 52
Murray, Walter	83	20 58
Shaw, John	112	27 75
Shehan, Daniel	118	29 25

GRADE E.

Culliton, Eliza	121	22 50
Fennelly, Mary	121	22 50
Hart, Isabella	62	11 50
McCabe, Eliza	120	22 30
McDonald, Ann	121	22 50
McCuish, Margt.	121	22 50
Morrison, Christy	73	13 57
Picard, Harriet	121	22 50
Ragget, M. A.	120	22 30
Smith, Elizabeth	60	11 15
Terris, Virginia	121	22 50
Urquhart, Ellen	121	22 50

ASSISTANTS—GRADE C.

St. Euphrosina, Lady	121	30 00
" Mary, "	121	30 00
" Maurice, "	121	30 00
" John, "	121	30 00
" Alexander, "	121	30 00

GRADE D.

Picard, J. B.	119	19 67
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COUNTY OF SHELBURNE.

GRADE A.

Doane, A. C. A.	105	00 00
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GRADE B.

Colquhoun, Robt.	100	49 60
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Doane, J. H.	100	49 60
Devine, M. E.	115	57 00
Fisk, A. H.	120	59 50
Mack, Jos. E.	60	29 75
Munro, J. H.	112	55 55
Stewart, Richard	121	60 00

GRADE C.

Bower, Maggie	116	43 15
Brette, James	99	36 80
Coffin, Adeline	110	40 90
Covill, B. F.	99	36 80
Crowell, Ebenezer	97	36 05
Doane, Carrie J.	112	41 65
Goodick, Duncan	100	37 20
Hogg, Alex.	104	38 65
Hogg, George	96	35 70
Matheson, Wm. H.	112	41 65
Mathewson, Daniel	120	44 60
McDonald, Wm.	120	44 60
Morse, S. P.	120	44 60
Nickerson, M. A.	100	37 20
Taylor, Harriet	61	22 70

GRADE D.

Bowker, Seretha	101	25 05
Crowell, Letitia	100	24 80
Fox, Olivia A.	83	20 60
Fox, Olivia M. A.	119	29 50
Fox, Mary	121	30 00
Fox, Charles	104	25 86
Golden, Thos.	103	25 55
Harding, Allen	80	19 85
Johnson, Frederick	89	22 05
Lyle, Emily R.	79½	19 70
Reynolds, Leander	91	22 55
Snow, Deborah S.	101	25 05
Wadsworth, G. Y.	85	21 10
Wilson, Letitia	110	27 25

GRADE E.

Doane, Rhoda A.	100	18 60
Forbes, Phebe A.	34	6 30
Gardner, Rebekah	96	17 85
Madden, Maria A.	106	19 70
Richardson, Mary A.	60	11 15
Ryer, Elizabeth	92	17 10

ASSISTANT—GRADE D.

Stalker, Susan	75	12 40
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COUNTY OF VICTORIA.

GRADE B.

Boyd, J. C.	121	\$60 00
McKenzie, Alex.	33	16 37
McLean, Hector	121	60 00
McLennan, John	121	60 00
McNeil, E. P.	121	60 00

GRADE C.

*Campbell, Malcom	121	60 00
McDonald, Angus	121	45 00
*McDonald, John	107	53 05
McDonald, Michael B.	121	60 00
McJour, Henry	121	45 00
McKay, Angus	95	33 35
McKay, Angus	121	45 00
McKay, Charles	121	45 00
McKenzie, John	118	43 90
*McKenzie, Neil	73	36 20
McKinnon, Murd	121	45 00
*McLeod, Norman	121	60 00
*McMillan, Allan	121	60 00
Morrison, John	121	45 00
McNeil, John H.	121	45 00
Newton, James	121	45 00
Van Buskirk, Phebe	121	45 00

GRADE D.

McDonald, Mary Jane	121	30 00
*McDermitt, Eunice	121	40 00
McKenzie, Ann	85	21 10
McKenzie, Christina	115	28 50
McAulay, Murdoch	105	26 00
*Campbell, Donald	115	38 00
Donald, David	102	25 30
McJour, Angus	111	36 65
Kerr, Duncan	121	30 00
McKay, Allan	121	40 00
McKay, Norman	121	30 00
*McKay, Daniel	121	40 00
McKinnon, N.	118	29 25
McKinnon, Joseph	121	30 00
*McLeod, Murdoch	117	38 65

McLeod, John	121	30 00
*McLennan, Roderick	90	29 75
McMillan, Colin	65	16 10
McNeil, Murdoch	121	30 00
McNeil, Michael B.	120	29 75
Nicholson, Neil	121	30 00
McRitchie, John	121	30 00
McRitchie, Murd.	114	28 25
McRitchie, Norman	121	30 00
McRae, Murd.	116	28 75

GRADE E.

McAulay, Jessie	108	20 10
McLeod, Ann B.	121	22 50
*McRitchie, Flora	106	26 25
McLeod, Mrs. D.	100	18 60
*Smith, Sarah	116	28 75

COUNTY OF YARMOUTH.

GRADE B.

Blakadar, J.	117	58 00
Butler, N.	60	29 75
Condon, H.	117	58 00
Crosby, J.	111	55 05
Crosby, J. W.	100	49 60
Gayton, A.	117	58 00
Gilleland, C.	109	54 05
*Hilton, S.	10	6 60
Hilton, T.	115	57 00
Killam, J.	112	55 55
Lent, A.	121	60 00
Landry, A.	77	38 18
Nowlan, J.	80	39 65
Rogers, B.	121	60 00
Smith, A.	121	60 00
Sparling, G.	120	59 50
Sanders, J.	94	46 60
Sanders, N.	104	51 55
Woodworth, R.	121	60 00

GRADE C.

*Adams, G.	101	50 05
Bingay, A.	121	45 00
Brown, E.	120	44 60
Churchill, G.	80	29 75
Cann, H.	101	37 55
Durkee, W.	116	43 15
Dakin, F.	120	44 60
Ellis, H.	104	38 65
Goudey, M.	117	48 50
Hilton, M.	120	44 60
Hilton, E.	121	45 00
*Hilton, E. C.	79	39 15
Harrison, J.	117	43 50
Jackson, E.	115½	42 95
Murphy, E.	80	29 75
Moore, E.	120	44 60
Page, E.	121	45 00
Potier, D.	116	43 15
Spinney, O.	118	43 90
Van Norden, A.	100	37 20
Woodworth, M.	121	45 00
Westcott, J.	120	44 60

GRADE D.

*Durkee, H.	80	26 45
Durkee, J.	70	17 35
D'Entremont, G.	78	19 35
D'Entremont, L.	79	19 60
Doucette, S.	107	26 50
Gavel, J.	27	6 70
Hilton, E. H.	105	26 00
Killam, N.	95	23 53
*LeBlanc, J.	73	24 15
*McLarren, J.	60	19 80
McIver, S.	105	26 00
Potier, T.	58	14 35
*Porter, M.	111	36 65
Raymond, B.	85	21 10
*Ring, M.	51	16 85
Spinney, A.	60	14 85

GRADE E.

Goudey, A.	121	22 50
Gayton, E.	98	18 25
LeBlanc, E.	83	15 45
*LeBlanc, F.	120	29 75

ASSISTANT—GRADE D.

Potier, T.	60	9 90
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GRADE E.

Hilton, A.	118	14 65
Hersey, M.	85	10 65



OFFICIAL NOTICES.

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

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

I.

The Council of Public Instruction has been pleased to make the following appointments:

To be Inspector of Schools:

For the County of Pictou, Daniel McDonald (Merchant) in place of M. T. Smith.

For the County of Cumberland, Rev. W. S. Darragh in place of F. W. George, M.A.

II. Supply of Books, &c.

Notice is hereby given that the supply of Books, Maps, &c., to the schools at reduced prices, is discontinued by order of the Council of Public Instruction.

III. Examination of Teachers.

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

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

TUESDAY, 21st September next, at 9.30 o'clock, A.M.

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

Candidates are requested to forward to the Inspector, by AUGUST 15th, a written notification of their intention to be examined, and of the grade of license for which they will apply. Applications may be made for examination at one of the following stations:

STATION.	ADDRESS.
Sydney	E. Outram, Sydney.
Beddeck	A. Munro, Boulardarie.
Margaree Forks } Port Hood } Arichat	John Y. Gunn, Broad Cove.
Guysboro' } Sherbrooke }	Remi Benoit, D'Escousse.
Antigonish	S. B. Russell, Guysboro'
Pictou	A. McIsaac, Antigonish.
Amherst	D. McDonald, New Glasgow.
Truro	Rev. W. S. Darragh, Shinimicas,
Hallfax	H. C. Upham, Great Village.
Windsor	J. F. Parsons, 30 Albro St., Hx.
Kentville	Rev. D. M. Welton, Windsor.
Bridgetown	Rev. Robt. Sommerville, Wolfville.
Digby	Rev. Geo. Armstrong, Bridgetown.
Yarmouth	A. W. Savary, Digby.
Barrington (Hibberts' Brook)	G. J. Farish, Yarmouth.
Liverpool	Rev. W. H. Richan, Barrington.
Lunenburg	Rev. D. O. Parker, Liverpool.
	W. M. B. Lawson, Lunenburg.

Candidates are to furnish their own writing material.

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

The use of Dictionaries (or other books) will be strictly prohibited.

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

An exercise in spelling will be held on Thursday afternoon at 3 o'clock, for Candidates who at any previous examination made an average of 60

or upwards in the Examination for 1st Class, and were debarred from receiving license of the 1st Class by reason of bad spelling. The list will contain a number of ordinary English words to be spelled (in writing) at Dictation, and any such candidate not making more than 6 errors will be granted a license of the 1st Class without further examination.

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

IV. Amended and Additional Regulations concerning Superior Schools.

NOTICE IS HEREBY GIVEN to Teachers, Trustees of schools and others, that CHAPTER V. of the COMMENTS AND REGULATIONS OF THE COUNCIL OF PUBLIC INSTRUCTION, “Of Superior Schools,” has been revised as follows:

1. In lieu of sub-division (2), (4), and (10) of SECTION 3—
- (2) Ample School accommodation must be provided for all children of school age in the Section.
- (4) The furniture must be of an approved pattern, and the supply of books, apparatus, and school materials, sufficient for and adapted to the wants of the school.
- (10) a School must have been kept at least 100 days during the term.
- b. At least three-fourths of the children of school age must be registered at school.
- c. The number of pupils daily present on an average, must be at least two-thirds of the number registered.
- d. For any excess of the Registered Number over and above the requirements, an average of ONE HALF daily present will be sufficient.
- e. The Regulation limiting the right of competition to Teachers of the First Class, is hereby rescinded.
2. In Sections having Graded Schools, tests referring to school buildings furniture, books, apparatus, and school materials shall apply to all the departments. The number of registered pupils daily present on an average, shall apply to all the departments in the aggregate.
3. In the case of Graded Schools, the Council will determine which department shall be eligible to compete in any term; and notice of the same will be given at least three months previous to the commencement of such term. Any department of a Graded School shall be examined only upon such subjects as are suited to its grade.
4. Agreements respecting Teachers' salaries must be regular in every respect.
5. As one half of the grant to any superior school is payable to the Trustees and one half to the Teacher, in deciding the competitions two elements will be kept in view as the basis of all awards.
- First—The character of the school accommodation, general equipment, school attendance; and generally, all matters, wholly or chiefly under the control of the SECTION—
- Second—The organization, management, discipline, and progress of the school; and generally, all matters wholly or chiefly depending on the ability and diligence of the TEACHER—
- And these two elements will be regarded as of equal force and importance.
6. The foregoing Regulations shall take effect on the first day of May, 1866, and all existing Regulations not inconsistent with the foregoing shall continue in force thereafter.

In pursuance of the above Regulations Trustees and Teachers of Graded Schools are hereby notified that the Council of Public Instruction has determined that the most Department next in advance of the most Elementary shall be eligible to compete during the term beginning Nov 1st, 1866.

V. Holidays and Vacations.

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

HOLIDAYS.

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

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

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

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

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

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

VACATIONS.

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

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

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

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

July 1867.

VI. Teachers' Agreements.

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

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

NOTICE.

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

IFORM OF AGREEMENT.]

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

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

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

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

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

Witness, [Name of 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.

VII. To Trustees of Public Schools.

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

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

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

March, 1867.

3. "The hours of teaching shall not exceed six each day exclusive of the hour allowed at noon for recreation. Trustees, however may determine upon a less number of hours. A short recess should be allowed about the middle of both the morning and afternoon session. In elementary departments, especially, Trustees should exercise special care that the children are not confined in the school room too long."—*Comments and Regulations of Council of Public Instruction, p. 49, reg. 2*

VIII. The Provincial Normal School.

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

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

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

FACULTY OF INSTRUCTORS.

NORMAL COLLEGE

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

Drawing: ———

MODEL SCHOOL

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

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

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

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

IX. Bond of Secretary to Trustees.

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

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

PROVINCE OF NOVA SCOTIA.

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

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

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

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

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

X. Address of Inspectors

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

ADVERTISEMENTS.

EDUCATIONAL ASSOCIATION.

Lady members of the Educational Association can procure Dr. Forrester's TEACHER'S TEXT-BOOK for \$1.00. Apply to MESSRS. A. & W. MACKINLAY.

The Executive Committee will be glad to receive from members of the Association and friends of education, questions or subjects suitable for debate or discussion at the next annual meeting.

Communications should be sent in previous to November 1st, that the committee may be enabled to publish in the December JOURNAL an outline of business for the Convention.

J. L. PARSONS, Secty. Com.

WANTED.

A FIRST CLASS TEACHER, for 12 months, commencing the 1st November 1869.

Apply to ROBERT FORMAN, Sec. Trustees Acadian Iron Mines, Sec. No. 15, Colchester Co.

SITUATION WANTED.

A MALE TEACHER of the first class (prov. license) who has had several years' experience as a teacher wishes a situation on the 1st of November. References can be given if required.

Address, A. E. B., River John, Pictou Co.

NOTICE.

The Inspector of Schools in the County of Colchester, hereby notifies Trustees and Teachers that he will visit no Schools unless by special request, during the three weeks commencing July 26th, and hopes that he may not be prevented from seeing Schools in operation subsequently, on account of vacations.

Colchester, 1st June, 1869.

Books for School Teachers.

COMMON SCHOOL EDUCATION, by Currie.

EARLY AND INFANT SCHOOL EDUCATION, By Currie.

For sale by A. & W. MACKINLAY.

SCHOOL DESKS.

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

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

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

Age of Pupils.	Height of Chairs.	DOUBLE DESKS.			Space betw'n desk for chairs	Prices.
		Height of side next to Pupil.	Length.	Width.		
5 to 6 years.	11 inches.	21 inches.	36 inches.	12 inches.	14 inches.	\$4.00
6 to 8 "	12 "	22 "	39 "	13 "	15 "	4.25
8 to 10 "	13 "	23 "	42 "	13 1/2 "	16 "	4.50
10 to 12 "	14 "	24 "	44 "	14 "	16 "	4.75
12 to 14 "	15 "	26 "	46 "	14 1/2 "	16 1/2 "	5.00
14 to 17 "	16 "	27 1/2 "	48 "	15 "	17 "	5.25
17 "	17 "	29 "	48 "	16 "	17 "	5.50

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

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

EDWARD CURRY,
Windsor, N.S.

JAN. NOW READY. 1868.

Demy 8vo Price \$2.00.

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BY

Rev. Alexander Forrester, D.D.

A. & W. MACKINLAY,
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The undermentioned gentlemen have kindly consented to act as Agents for Dr. Forrester's work on Education. Supplies of the book are now being forwarded to each, and subscribers can obtain their copies on application. Subscription price \$2.00:—

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

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

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

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

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