

JOURNAL OF EDUCATION.

FOR THE PROVINCE OF NOVA SCOTIA.

THE PROVINCIAL EXAMINATION.

THE next Provincial Examination takes place in July, during the summer vacation. We shall thereby avoid the difficulty and uncertainty which have so frequently attended these exercises in March. And as no ordinary impediments are expected, it is to be presumed that the number of candidates at the different stations will be large. We are induced to make some general remarks on this examination, and invite attention to two or three considerations of practical importance; considerations suggested in part by the fact, that in the last two Examinations the number of failures was unusually large, and not a few, who considered themselves able to stand the test, and were confident of success, failed, and were therefore subject to annoyance and vexatious disappointments in previously formed plans for teaching. Not unfrequently we find it difficult to satisfy inquirers as to these failures, and to make those interested understand why they failed.

The Examination work is divided into four departments, namely History and Geography; Mathematics, Language, and School Management; upon each of which, to secure a License to teach, the candidate must make a certain average. Now the error under which many labor is, that a high average on one or two particular departments will carry them over a failure in some others. Under this misconception they turn especial attention to some one department, perhaps a favorite, and neglect those that happen not to be favorites, and are thereby almost sure to fail on the test, "no branches further below twenty-five than the whole average is above fifty." Nor have we failed to observe that generally, the memoranda of best candidates are remarkably uniform in the award of the provincial Examiners—few going very far above a certain figure, very few below.

We would therefore advise that there be no favorite branches, or that all be placed in this category. Give, as far as possible, equal attention to each, and especially if there should be a branch of study required in the examination to which your taste does not lead, be sure and give it particular attention. This taste for one thing and distaste for another, explains the strange estimates often observed, as for instance in Mathematics; Arithmetic 10; Algebra 40; Geometry 15; or Arithmetic 60; Algebra 0; Geometry 10. With such disparity of estimates we can only conclude that these branches, all of which should be above 25, did not receive an equal share of the candidates preparatory work, and so of other branches. It may be that this disparity is the result of hasty preparation, that the candidate, at a late period, decided upon an examination and the preparation made was a hurried one. We would say to those who make such hurried preparation—you surely should not be disappointed at a failure; look at the number and variety of studies required, and the average to be made in each; consider the application necessary to fix the knowledge of each in your mind so that you can use it, under the excitement of an examination, and separated from all external aids, and you will not feel the least surprise that you did not succeed. If a thorough preparation has not been made, do not attempt it, for even if you should succeed it will be but an accident or a chance; or the hope of success may, in an unguarded hour, be a temptation to wrongdoing. Justice to yourself, to your friends, and to your country, demands that you should not be an unprepared candidate.

We have been informed that in some schools, a few days previous to the examination, several of the younger pupils make an agreement—"Let us go and be examined—we will get some-

thing." This is but an abuse of our system, and results in a waste of public funds, for the average expense of each candidate cannot be less than one dollar and fifty cents. But it is said they are benefitted by the examination; it may be, but of this doubts arise; if it is so, the benefit is rather expensive, and imposes by far too large a tax on the revenues of the Province. If candidates have given time and labour to the necessary preparations let them by all means be encouraged, but if not, let Deputy Examiners—as far as practicable—restrain them.

In two or three stations—the evil appears to be limited to certain localities—we find evidences of dishonesty and meanness. Provincial Examiners write on the returned envelopes from these stations, "evidences of copying." It is observable that this copying always, in some way, betrays the candidate's guilt—for Provincial Examiners, accustomed to the examination of students' work are almost sure to detect the artifice whether it is in the use of books or another's manuscript. It is also observable that all such copying is sure to fail, for while a student prepared for the work has self-reliance, and is therefore sure to succeed by honest means; a consciousness of unpreparedness destroys this self-reliance, produces excitement, and unfits the mere copyist to use with advantage, aids to which he may have a stealthy and hurried access; hence all such dishonest means fail. In this case, emphatically, honesty is the best policy. Rest assured that a thorough preparation for the work will ensure almost certain success; there may be exceptions at times, and a failure of some one best prepared, but such are exceptions to a general rule, and another examination will result in a higher average and the merited reward. A failure should not discourage the honest, persevering candidate, for it is well known that many of our best teachers obtain their grade of License, after two or three efforts.

The annual will be similar in every respect to the semi-annual examinations, the prescribed books will cover all the questions, and the amount of work on the whole, will correspond to that of the last year.

Difficulties, sometimes loss to candidates, occur from what can only be regarded as carelessness. Papers are often put in wrong envelopes, and at an advanced stage of the examination work, are returned to the Education Office, by the Provincial Examiners, marked "stray papers." In some cases such "stray papers" are returned after the candidate's memo. has been sent; sometimes they are so imperfectly marked that efforts to trace ownership utterly fail, or they have not any number or grade mark at all. In each of these cases loss to the owner must result. When it can be done, we take pains to give the owner credit for them at whatever stage of the work they come in; but it is expressly stated in the rules of the Examinations, that papers put into wrong envelopes must be lost to the owner, and Deputy Examiners are instructed to give the necessary warning to those being examined. We, however, wish it to be distinctly understood, that we cannot in any way be responsible for stray papers, and if candidates place them in the wrong envelopes they will assuredly sustain a loss. It is nevertheless desirable that each paper should bear the examination number and the grade of License for which he or she is being examined. The Deputy Examiner writes the station mark upon each envelope, so that when these directions are attended to, should an accident occur to intermix these envelopes, the difficulty may be remedied.

It is the opinion of many of our most experienced Inspectors and Teachers, that third class Licenses should no longer be recognized; and that those who hold them should be permitted to teach for a

limited time only, as third class teachers. There is both truth and force in the arguments by which the above opinion is sustained; and it is not improbable but the Council of Public Instruction may, ere long, make some modification of its regulations as respects this third class License. It ought to be expected that third class teachers will aspire to a higher position; their daily work and the ordinary reading which they must do to fit themselves for their work, should, if systematically pursued, gradually and efficiently elevate their educational status; so that with no other preparation than a daily school, a third should rise to a second, in at least one year.

It might be well to limit as to time the validity of third class Licenses, and cease to make them a distinct grade granted by the Council of Public Instruction, and instead, permit candidates who fail to obtain a second, but who exceed a certain average, to teach for one year on the salary of the present third class, and also to enter the Normal School as pupil teachers; the memo. being accepted by the Inspectors as a permissive License, good only for one year, but not confined to any County. We design the above remarks as a timely hint to third class teachers, especially to those whose ambition has not yet prompted to higher aspirations.

We have no ambition to make the examination a severe, or rigid test of a teacher's scholarship, but it ought, and must be a fair one, and such as will convince the friends of our school system, that our Teachers are adequate to the work they undertake, and also assure the public that the large sums devoted to education are not lost upon incompetent Instructors. Buildings, school furniture, and all material appliances are comparatively of little worth if the teacher is not able and apt to teach;—it is the teacher that makes the school.

Many of our best Teachers complain, and doubtless the complaint is just, that they are inadequately remunerated for their services. To a certain extent this matter is in their own hands, and one way at least to secure an advancement in Teachers, salaries, is to make the teacher's work worth more to the section. A good examination test is evidence in such cases, and strong ground upon which may rest a demand for increased pay. Scholarship, as evidenced by examination, and success in teaching, are the elements of value that tell, and make an increase of salary, on the part of those employing the teacher, imperative. It is therefore for the teacher's personal interest, as well as for the interest of education generally, that the examination should be a fair test of scholarship, entitling the successful candidate to all those considerations which an efficient Teacher has a right to claim.

While giving a hint to Teachers on this question of salary, and while reminding them that when they demand an increase of pay they should endeavor to make it apparent that such increase is deserving, because of the value of the service performed, we might also repeat the hint to Trustees of school sections, or say what has been before said, namely, that efficient teachers, at the present day, are worth very much more than the most of them receive, and unless there is a more generous support, especially to men with families, our best men will either leave the country for the United States, where the salary is very much in advance, or will go into other business, where a much larger reward awaits them. Appliances for educating Teachers are provided by the Government on a liberal scale, and a very large portion of the entire revenue of the Province is granted for the support of Teachers, and if after all this, the people fail in retaining our most efficient men, by withholding a liberal support, then, the consequence of a low standard of instruction, and an inadequate supply of what every young Nova Scotian wants to fit him for successful life, must lie with school sections themselves, and rate-payers who are parents, will, by and by—it may be at a late hour—learn that it was they who deprived their own children of a blessing of inestimable worth.

KINDERGARTEN EDUCATION.

THE Kindergarten system of primary education is the result of the long experience, careful observation and mature reflection of Friedrich Froebel, of Germany.

Froebel regarded education as the work of aiding in the right development of the *whole* being—the three-fold nature, physical, intellectual and spiritual, of man. He believed this work must be accomplished, *not* by repressing the activity of the child, but by accepting it and guiding it into beautiful production. His system is founded on nature, and is in harmony with the instincts of the child. By means of it the little one is made happy and healthy in its instruction, its body is utilized, and its mental grasp strengthened, without straining the brain with abstract objects of thought. What, to the child, seems *pro* play, is really a plan of systematic education, not antagonistic to his every impulse; and his school-going become a pleasure.

The objects used are those appealing to the senses. The child is attracted to see their differences and resemblances, and he becomes acquainted with their various properties. The exercises, demanding a constant use of the hands, serve in the best way to secure his attention, while at his tender age a degree of manual dexterity may be attained and preserved, to be of the greatest value in future years.

Froebel invented a series of occupations and suitable apparatus for teaching in accordance with the principles he laid down. These are so various that a wearisome sameness in the exercises of the school is avoided. Blocks, sticks, curved wires and triangular tablets are a portion of the apparatus used.

By means of little sticks, elementary arithmetic is taught in a most attractive and thorough manner.

There are lessons in sewing, drawing, weaving and paper folding and cutting. The modelling of forms in clay or other plastic material, is among the occupations of the Kindergarten. In these occupations the child does not proceed in a manner of arbitrary, unreflecting imitation, but exercises free activity of mind in invention.

Instruction is also given by object-teaching, singing, the relation of stories and the recitation of poetry. Elementary instruction in the rules of vocal music is included in the course of Kindergarten training.

Gymnastic games are introduced two or three times in each session, a relief from the sedentary occupations, and are so conducted as to aid in mental and moral culture.

The Kindergarten system is rapidly gaining ground in Europe, where it is very generally acknowledged to be the only true method for the education of children. It is believed that the system is destined to make still greater progress in this country when its merits are understood.

INSTITUTE JOTTINGS.

The following "Institute Jottings" were adopted by a Teachers' Institute at Beaver, Pennsylvania. They will be found as useful here as in that State. Teachers will find them valuable:

- Never be late at school.
- Make few, if any, rules.
- Never allow tale-bearing.
- Avoid governing too much.
- Visit the schools of others.
- Never punish when angry.
- Never magnify small offences.
- Cultivate a pleasant countenance.
- Never be hasty in word or action.
- Teach both by precept and example.
- Never let a known fault go unnoticed.
- Require prompt and exact obedience.
- Labor diligently for self-improvement.
- Encourage parents to visit the schools.
- Subscribe for some educational journal.
- Never compare one child with another.
- Never attempt to teach too many things.
- Never speak in a scolding, fretful manner.
- Make the school-room cheerful and attractive.
- Never let your pupils see that they can vex you.
- Banish all books at recitation, except at reading.
- Ask two questions out of the book for every one in it.
- Never trust to another what you should do yourself.
- Never indulge in anything inconsistent with true politeness.
- Never use a hard word when an easy one will answer as well.
- Never tell a pupil to do a thing unless convinced he can do it.

"HAD RATHER."

THERE is perhaps no better established form of speech in the language than this. It is certainly one of the oldest and best authorized. It occurs in the earliest writings of the language and may be traced thence through the successive stages of English literature to the present day.

It has become popular of late years to condemn this form of speech, and suggest another instead. The following from a comparatively recent and extensively used school grammar, will serve as a sample of the criticisms offered concerning it. "I had as lief cross the ocean as not." *Had* cross is evidently a corruption; for the auxiliary *had* should be combined with the participle *crossed*, and not the root of the verb *cross*. The meaning, as well as the correct form of this expression, 'I would as lief cross,' etc. Parse, therefore, as follows: *Had* cross is a corruption for *would* cross, potential mood, imperfect tense, etc. *I had* may have come thus to be confounded with *I would* in consequence of the frequent abbreviation of both expressions into *I'd*." This is plausible, and may satisfy those who know no better. But it is ridiculously erroneous and unworthy of any writer on grammar.

The latest instance of this kind of criticism that we have seen has just appeared in the January number of the *Galaxy*. Richard Grant White, in an article entitled "Language according to Sample," says: "Nothing, among the few enduring certainties of language, is more certain than that *had* expresses perfected and past possession. How, then, consistently with reason, and with its constant and universally accepted meaning in every other connection, can it be used to express future action? A perception of this incongruity and a consequent uneasiness as to the use of these phrases as [*sic*] becoming common, and it is safe to say that they will, ere long, begin to be dropped in favor of a more logical and self-consistent phraseology. *Had* rather will probably yield to *would* rather, and *had* better to *might* better. We confess we are not surprised at finding an utterance like this coming from one who professes to regard the English language as a "grammarless tongue." At the same time, it indicates that he is not altogether convinced of its grammarlessness. He wants "a more logical and self-consistent" phrase than *had* rather. Why? Because of what seems to him to be an "incongruity," a want of grammatical propriety in its use. And yet we are surprised that one who, as a grammatical critic, ought to be thoroughly acquainted not only with the principles of the language, but with the true character of apparently anomalous though well established forms which he undertakes to criticise, should indulge in such crude and inconsiderate speculations.

The whole difficulty as to the propriety of saying "had rather," "had better," "had as lief," etc., arises from regarding *had* as an "auxiliary verb" in the common acceptance of that term. In a certain sense, no doubt, it is an auxiliary. *Dare*, in the sentence "I dare do it," and *is said*, in the sentence "Hanno is said to have reached the shores of Arabia," may be called auxiliary verbs. So *had*, when used in the forms after consideration, may be said to be an auxiliary; that is, it aids to complementing the phraseology which embodies the predicate of the sentence. But this is a wider sense than that attached to the grammatical term "an auxiliary verb," which *had* in this connection is generally regarded as being. Hence, because we may not with propriety say "had go," "had leave," "had be," "had cross," these would be "logical" critics and teachers would have us avoid saying, with Sir Thomas More, "He had leuer go some other way;" or with Addison, "Had we not better leave this Utica?" or with Henry Clay, "I had rather be right than be president;" or with Junius, "I had as lief be a Scotchman," or with ninety-nine out of a hundred English-speaking Americans, "I had as lief cross the ocean as not." The meaning, in these instances, may be as well expressed by *would* or *might* or by *had*; but this is no proof that *had* is an "auxiliary," and hence illogically and inconsistently used. In the sentence, "I found that I had to do it," who ever considers *had* as an "auxiliary?" And yet we can say instead, "I found that I must do it." In like manner, "You ought to go," is equivalent in meaning to "You should go," and "He that was, and is, and is to come," equivalent to "He that was, and is, and will come." This is no proof, however, that *ought* and *is* before an infinitive, any more than *had* in the previous example, are auxiliary verbs commonly so called.

Having once supposed that *had* is an auxiliary, and that as such it cannot properly be used in connection with the root-form of another verb, the next step was to account for its introduction and misuse. Hence it was pronounced a "corruption." This, however, is a mere assumption, based upon the fact that *would* sometimes may be made to supply the place of *had* with seemingly better grammatical grace. All this assumption is countenanced by the fact that, in common parlance, both *had* and *would* are frequently pronounced as 'd. To one who has not inquired into the matter, this assumption, as we have already said, has every appearance of truth. But it is as erroneous as it is groundless. The fact that, in sentences like these, "You had better try to sleep," "We had better change our quarters," *would* cannot be substituted for *had*, ought to have awakened a doubt as to the correctness of this theory, and to have led to further investigation.

Such investigation might have been shown that neither *would*, nor even *might*, is always equivalent to *had* in this connection. In very many cases, perhaps generally, it is. But take examples like the following: 1. "The most meddling of tattling old women knows when she may venture to repeat Mrs. Grundy's opinion, and when she had better not."—*Boyd's Leisure Hours*. Here *had* better not is equivalent to *ought* not or *should* not. Neither *would* nor *might*, nor even *should*, will fill the place of *had* alone, and express the meaning. 2. "He had better not make any innovation in it."—*Prescott*. Again, neither *might* nor *would* could be substituted for *had*. *Would* do possibly might be; and yet *had* excels that in brevity and expressiveness. 3. "A lesson which requires so much time to learn, had need be early begun with."—*Government of the Tongue*. (Need here is an adverb, corresponding to *better* in the foregoing examples.) *Had* need is equivalent to *ought* or *should*. So in the following examples: "Thou hadst need [shouldst] send for more money."—*Twelfth Night*, ii, 3. And again:

"We had need [should] pray,
And heartily, for our deliverance,
Or this imperious man will work us all
From princes into pages."—*Henry VIII*, ii, 2.

Neither *would* nor *might* would answer here. Even *should* is not equivalent to *had*, but to *had* need. So in other instances. But these are sufficient to show that *had* does not always find an equivalent in *would* or *might*, and can hardly be expected to be supplanted by them.

In this connection it may be interesting to some to note the following exceptional examples, differing from the preceding both in use of *had* and in the form of the verb that follows it, but still presenting an instance of the correct use of *had* rather:

"You shall wish the fiery Dane
Had rather been your guest again."—*Marmion*, II,
xxx.

Here *had*, of course, is equivalent to *might* have. But had the poet, under the idea that *had* rather should be *would* rather, written

"You shall wish the fiery Dane
Would rather been your guest again;"

what "a logical and self-consistent phraseology" we should have had "*would* rather been!" But we are thankful that Sir Walter's instincts were more trustworthy than some people's generalizations are.

Had, says Mr. White, always "expresses perfected and past possession." Let us see. "I have *had* this cold for more than a week." Here present possession is evidently implied. But it would be the sheerest nonsense to say that possession is the present possession of a "perfected and past possession." The cold is the thing spoken of as possessed, and *have had* predicates its present as well as past existence, a possession begun in the past, but still continuing, unperfected. Without the *have*, it is true, the present continuance of that possession would not be expressed. But this is not the point. What we need to say is that, if that possession were a "perfected, past" possession, it could not be brought up into present time by the coupling with *had* of *have* or any other word. The fact that such a combination as *have had* can be made, and used to denote a possession still continuing, proves all that we claim; namely, that *had* does not of necessity, "constantly and universally" denote "perfected, past possession," a possession not consistent with or admissible in present time.

Again: take the words, "O that those lips had language!" Cowper of course means, Would that they now *had* language, and could speak to me! *Had* does not express a perfected or even a past possession, for the lips referred to never had spoken. It merely assumes a *present non-possession*, and helps to express the wish that the power of speech were possessed. How, then, consistently with facts, can Mr. White say that "nothing is more certain than that *had* expresses perfected and past possession," and that this is "its constant and universally accepted meaning in every other connection" than in the phrases *had rather*, *had as lief*, etc.? Mr. White may yet find the language to be less "grammarless" than he has imagined. If there is a "grammarless" language, it is not the English, however much some may suppose it to be.

Mr. White, moreover, thinks that *had* can not consistently be used to express future action." We suppose he means to say "to express futurity," for *had* does not ordinarily express "action." Commonly, futurity is not expressed in English by a single word. What is called the "future tense" of verbs is simply a combination of two present-tense forms. Thus, "shall go" as truly consists of two presents as "am to go." A verb in the present that conveys the idea of temporal proclivity or of reaching forward in time, when combined with another verb in the present, necessarily expresses more or less the idea of futurity; as, "I may go;" "You need not go;" "I hope to be present;" "You ought to give your consent;" "He is to come." Even the past forms of some verbs, such as *could*, *might*, *should*, *would*, may be used with certain presents to denote futurity: as, "I would go were I you;" "He could come if he wished;" "One might, after repeated trials, succeed." Where, then, the inconsistency or departure from English usage in employing *had*, if one wishes, to aid him in expressing futurity? Where the objection to saying, "I had rather be right than be president?"

It is replied, "*Had be* is not a logical form; it is not legitimate, it is not English; it cannot be parsed!" Of course not! But *had be* is not the form before us; it is "*had rather be*," "*had better be*," "*had as lief be*," etc.; and this is legitimate, idiomatic English, as logically correct as any other expression in the language. To see this, we need to consider the following points?

(a.) *Have* is frequently used to denote, sometime a wish or willingness, as "Deal with others as you would *have* others deal with you;" and sometimes compulsion or obligation, as "I *had* to inquire my way." When joined with *rather*, *sooner*, *as lief*, *as soon*, *had* generally expresses a wish, a preference or choice. Joined with *as well*, *better*, *best*, *need*, it usually denotes an obligation.

(b.) *Had* in these phrases, instead of being "an auxiliary, as generally supposed, plays, in connection with the accompanying adverb, the part of what is commonly, though perhaps improperly, called a "principal" verb. Thus, "I *had* rather be a door-keeper" is equivalent to "I *should prefer* to be a door-keeper." Formerly the *to* of the subjunctive infinitive was sometimes expressed after the qualifying adverb; as, "I had rather *to* adopt a child," etc.—*Othello*, i., 3. "A thousand books had they lever *to* be put forth," etc.—*Tyndale*. "I had rather be a door-keeper * * * than *to* dwell in the tents of wickedness."—*Psa.* lviii., 10 That *had rather*, *had as lief*, etc., virtually constitute a "principal verb" will be still more apparent from following examples: "I had as lief the town-crier spoke my lines."—*Hamlet*, iii., 2. "I had as lief they would put ratsbane in my mouth, as offer to stop it with security."—*2d King Henry IV.* i., 2. In these cases *had* becomes a transitive verb, having the clause following the word *lief* as its object. Our stricklers for *would* instead of *had* will here find their theory fail them. Suppose we substitute *would* for *had*, and read "I *would* as lief the town-crier spoke my lines," and "I *would* as lief they would put ratsbane in my mouth." Does this help the case in any manner? To argue as they do, we ask how much better is "would spoke" than "had spoke," or "would would put" than "had would put?" The truth is, that neither of these combinations is found here. The only mode of dealing with *had* is to take it as a "principal" verb, just as we should the word *would* if Shakespeare had written "I *would* as lief the town-crier spoke my lines."

Now for the grammatical character of our *had*. Like *would* in the same connection, it is not in the "potential mood, imperfect

tense," as some teach; but it is the *present* tense formed of what, for want of a better name, is called the "subjunctive mood." English verbs, properly speaking, have but two tenses in this mood, a present and a past, generally involving an assumed negation or a supposition implied if not expressed. The form of the present subjunctive, except in the case of the verb *to be*, corresponds with that of the "imperfect" indicative; namely, *had*, *did*, *went*, *wished*, etc. As an example of *had* in the present subjunctive involving an assumed negation of possession, take the following: "I only wish I *had* his opportunities." In the phrases *had rather*, *had as lief*, etc., it presents examples of supposition either implied or expressed. "[*If I were to choose* between the two,] I had rather be right than be president." "*If you mouth it*, as many of your players do, I had as lief the town-crier spoke my lines." "[*If such is the case*,] had we not better leave this Utica?" And so in every instance. This is the simple solution of the apparent difficulty—nothing more, nothing less.

Hence, consistently with grammatical principles as well as with long established, unquestioned English usage, and that too of the best and most careful writers in the language, we hesitate not to write "*had rather*," "*had better*," etc., whenever it suits our purpose. We have not that perception of the incongruity of this form of speech, or that uneasiness as to its grammatical soundness which some other writers have. And what is more, we do not care to have. We had rather continue in the old paths than go with them after the following fashion: "It appears with variations, slight indeed, but yet which *would better* have been avoided."—*Trench on Bible Revision*. A sentence that fairly bristles with errors! The dean wished to convey the idea that it would have been better to have avoided the variations referred to; and so, in his nervousness about *had better*, he stumbled on *would* instead of *might*, the true alternative of *had* here. He doubtless reasoned that "*had* is a 'corruption' of *would*;" therefore the uncorrupted form is the true one to use." We add two other examples, all we now have room for; "If there are any more committees to be sent up to dragoon the Legislature into passing the bill, they may *better* be quick about it."—*N. Y. Tribune*, Feb. 7, 1866. "Gov. Parsons said, he would like a million of dollars; and the eloquent apostle said, he thought Massachusetts *could better* lend it."—*W. Phillips, as reported in N. Y. Times*, Feb. 21, 1866. These are some of the fruits of such teaching as we find in the *Galaxy* for January. And the higher the source from which such teaching emanates, the wider and more deleterious its baleful influence.

The method which some have of trying to get over a seeming grammatical difficulty like this, is exceedingly, not to say provokingly, unsatisfactory. The expression may be authorized by the best and most correct of English scholars from time immemorial; but, if it can not be "analyzed," can not be "parsed," it is pronounced "a corruption," "illogical," "inconsistent," "unreasonable." The cry of "mad dog!" is raised, and at once countless nincompoops are pelting stones. Now, all this is wrong. The English language has modes of expression, and a grammar too, of its own. But because grammarians have failed fully to write that grammar and to explain all seemingly abnormal modes of expression, these should not therefore be condemned. Some of our sturdiest and best Saxon phrases would thus be either emasculated or rejected altogether, and the tongue be made to suffer. The fault is rather with the grammarians, than with the language.

December 26, 1872.

S. W. W.

BOOK NOTICES.—The *Canadian Illustrated News* of January is received. This number is accompanied by the *Favorites*, a magazine of amusing and useful reading. The *Illustrated News* is well sustained, both in reading matter and illustrations, and well deserves the increasing popularity which it evidently enjoys. The *Favorites* is a genuine Canadian enterprise,—Canadian in its conception, its plan, its execution; written, edited, printed by Canadians, on Canadian paper, and with Canadian type. Issued weekly—16 pages—5 cents each number.

Scraper's Monthly is evidently adding to its attractiveness. Variety in historical sketches, poems, tales, and essays,—secure for its popular favor. Its pages are always readable and pleasant, and very often instructive. We commend the work to our readers.

We also continue to receive the *University Monthly*, a journal of school and home education; the *Rhode Island Schoolmaster*, the *Alumni Journal*, the *Journals of Education* for Toronto and Quebec, the *American Educational Monthly*, the *American Journal of Education*. We would like to see these valuable contributions to education, in the hands of all our readers; and the *Teachers' Record*, a quarterly journal of general education intelligence.

We are requested by Mr. Ducon Campbell, to state that teachers disposed to subscribe for his forthcoming work in Nova Scotia—of which the prospectus appears elsewhere—may have copies for individual use, at 20 per cent. below the current price, by applying by letter to himself, at Cunard Court, Halifax, one month beyond the date of our present issue.

This exception is only made in the case of Teachers.

THE ONTARIO TEACHER.—As we were about issuing the present number of the *Journal*, the first copy of the *Ontario Teacher* came to hand. The object of this *New Monthly*, is to supply Teachers with a periodical thoroughly practical in whatever pertains to their work, and to exercise a watchful solicitude over all public measures, relating to the great educational enterprise of the day. The proprietors have chosen a wide and inviting field, and we most sincerely wish that they may see the interest to which the "Teacher" is consecrated, prospering in every part of their flourishing Province. The *Ontario Teacher* is published by Ross & McColl, Strathroy, Ont., at \$1.25 per annum.

COUNTY FUND.

In aid of Public Schools, appropriated to Trustees of School Sections for the Term ended October 31, 1872
The asterisk (*) indicates the Poor Sections.

COUNTY OF ANNAPOLIS.

SECTION.	No. of pupils registered.	Grand Totl days attendance made by all the pupils.	Amount from County Fund.
Melveru	68	5233	\$55 73
Forest Glen	34	1967	20 95
Margaretville East	57	3059	32 58
Margaretville West	50	2710	28 87
Albert	39	2195	23 37
Victoria	40	2289	24 38
Gates Mountain	7	2336	24 87
Port George	60	4328	46 09
Mount Hanley	47	2891	30 79
Havelock	31	1967	20 95
Port Williams	68	4606	49 05
Arlington	57	3268	34 81
St. Croix	43	2468	26 29
Hampton	54	3046	32 44
Clarence West	28	1709	18 21
Clarence Centre	29	1860	19 81
Clarence East	27	2778	29 97
Brooklyn West	37	2331	24 82
Brooklyn East	21	856	9 11
Salem	30	2893	30 81
Farmington	60	4107	43 73
Middleton	31	1424	15 16
Middleton	34	1687	18 60
Lawrencetown	82	3902	41 56
Paradise	68	4324	46 04
Bridgetown	108	6316	67 26
Meadowvale	39	1656	17 63
Torbrook West	57	3731	39 74
Torbrook East	18	967	10 30
Cataract	35	2410	25 67
Cleveland	16	1320	14 05
Nictaux	41	2301	24 50
Williamston South	33	1364	14 52
Carleton	42	3579	38 03
Messenger	42	2617	27 87
Bentville	25	1637	17 43
Inglisville	24	2328	24 79
Albany North	40	1610	17 15
Albany South	22	1072	11 42
Paradise West	46	3340	35 57
Springfield	30	1590	16 94
*Douglas	30	2888	40 92
*Mount Hope	16	912	12 96
*Williamston North	37	2481	35 23
*Morse Road	20	967	13 73
*Bloomington	43	2393	33 97
*Dur,ing's Lake	29	1667	23 67
*Roxbury	19	1371	19 47
*Dalhousie West	27	1462	20 76
*Dalhousie Centre	24	1275	18 11
*Falkland		Returns not recd. in time	

ANNAPOLIS WEST.

Mariner	55	3231	34 41
Karsdale	55	2915	31 05
Winchester	52	4114	43 81
Hall	44	1589	16 93
New Caledonia	92	6108	65 05
Rectory	40	2804	29 86
Willett	42	1339	14 26
Gesner	37	1614	17 19
Chesley	51	2361	25 14
Rosette	52	2835	30 19
Moschelle	49	3917	41 72
Annapolis	142	8548	91 05
Ryerson	38	1845	19 65
Clementsport	98	6866	73 12
Clements West	56	3072	32 72
Waldeck East	52	2434	25 92
Waldeck West	32	1882	20 04
Bridgeport	101	6462	68 82
Hessian West	61	3091	32 60
Clementsvale	49	2703	28 79
Maitland	61	3670	39 09
Lequille	57	3012	32 08
*Phinney Mountain	27	1566	22 24
*Young's Mountain	82	5827	82 73
*Leonard	71	4529	64 32
*Hillsburn	35	1472	20 91

*Leitchfield	34	2152	30 55
*Victoria Beach	43	1236	17 55
*Greenland	35	1970	27 99
*Wright	29	1450	20 59
*Guinea	34	2431	34 52
*Virginia	33	1491	21 17
*Graywood	32	1754	24 91
*Milford	35	1417	20 12
*Dargie	23	879	12 49
*Lake Le Rose	21	1360	19 31
*Perot	45	1678	23 84
*Lake May	28	1549	22 01
*Victory	23	1043	14 81

BORDER SECTIONS

*Sherbrooke West	38	2299	7 83
*Hillsborough	41	3127	27 36

CO. OF ANTIGONISH.

Antigonish	258	15378	\$240 24
Antigonish	26	1233	19 26
Antigonish Harbor	28	1567	24 43
Morristown	25	935	14 60
Morristown Lake	48	2461	38 44
S.S. Cape George	40	1893	29 57
Cape George Point	31	788	12 31
N. S. Cape George	39	1645	25 70
Cape George, B. Set.	20	1218	25 37
Georgeville	63	1798	28 10
Malignant Cove	52	3459	54 04
Arisig	40	1758	27 46
Mue Aras Brook	43	2267	35 41
Summerville	47	3330	52 02
Brown's Mountain	30	2243	35 04
*Big Mountain	22	949	19 76
Pleasant Valley	51	3012	47 06
Yankee Grant	43	1763	27 54
William's Point	51	1895	29 60
S. Side Harbour	51	2933	45 82
*Monks' Head	60	3263	67 97
Middle Pomquette	43	2021	31 57
Pomquette Forks	50	2207	34 48
Bayfield	49	2702	42 21
Little River	46	2436	38 05
Tracadie Cross Rds	117	6095	95 22
Tracadie	43	1626	25 40
E. S. Tracadie	41	2271	35 48
Little Tracadie	40	2049	32 02
Harbour Au Bouche	148	6644	103 79
*H'r Au B'che, Lower	58	3228	67 08
Merland	39	1550	24 22
Fraser's Grant	39	1392	21 75
Black River	43	1837	28 69
Caledonia Mills	63	2793	43 63
Manchester Road	41	838	13 09
St. Andrews	83	3018	47 15
Big Brook	43	1534	23 96
Fraser's Mills	71	2794	43 65
S. River Lake	46	2558	39 96
Lower Lochaber	42	1479	23 10
W. Side Lochaber	35	1594	24 90
Head Loehaber	62	2883	45 04
Glen Road	43	2018	31 53
Salt Springs	43	3413	53 32
West River	28	1299	19 35
Reaver Meadow	48	2617	40 88
Pinkie Town	38	1405	21 95
West River	43	1216	18 09
Stewarts' Mills	36	1051	21 89
Keppoch	45	1462	30 45
Big Clearing	48	2883	60 05
Briley Brook	47	1422	22 21
Briley Brook	42	1436	22 43
Beech Hill	19	1320	20 62
Pitcher's Farm	24	990	15 47
Springfield	56	2564	40 05
Lower N. Grant	59	2497	39 01
Upper N. Grant	17	973	20 26
Old Gulf Road	29	1671	26 10
Hollowell Grant	29	954	14 90
Hollowell Grant	55	1717	26 82
*Hollowell Grant	40	1175	24 48
Malignant Brook	32	1404	21 94
Gut of Canso	29	1620	25 31
Copperfield	21	1265	19 70
Black River	23	790	12 35
Border Section	10	662	10 34

CO. CAPE BRETON.

Sydney	246	16221	\$163 83
South Bar	53	2759	27 86
Low Point	61	4269	43 11
Lingan	130	7318	73 91
Kilkenney Lake	31	1708	17 25
Grand Lake	46	2983	30 13
Lingan Bay	50	1676	16 92
Bridgeport	89	3033	30 63
Little Glace Bay	225	11125	112 36
Block House	166	7954	80 33
Gowvie Mines	168	9707	98 04
Cow Bay Road	20	1303	13 16
Holmville	73	1448	14 63
Dr. McLeod's Mines	15	781	7 88
Round Island	27	2058	20 78
Black Brook	40	3093	31 23
Bradford's	24	1757	17 74
Marion Bridge	59	3398	34 31
Morley's Road Mira	55	5039	50 89
Morley's Road	44	3923	39 62
Forks Bridge	32	839	8 47
Cox Heath	62	4850	48 98
Blackett's Lake	25	1375	13 88
North West Arm	32	2359	23 82
Ball's Bridge	56	2980	30 09
Leitche's Creek	47	1404	14 17
Upper Leitche's C'k	52	2575	26 00
Upper N. Sydney	54	3643	36 79
North Sydney	251	19306	194 99
Sydney Mines	315	20618	208 24
Little Bras Dor, E.	65	2749	27 76
Little Bras Dor, W.	69	3513	35 48
George's River	38	2212	23 34
Long Island	16	809	8 17
Boularderie West	56	3895	39 33
Boularderie Centre	55	2002	20 22
Point Aconi	55	2444	24 68
Boular'ie Back-U'ds	72	3128	31 59
Union	29	1474	14 88
Catalogue	60	5540	55 95
Cape Breton Border	13	682	6 88
Near Main A Dieu	52	1875	18 93
Clarke's Road	25	1600	16 16
Main A Dieu	79	4084	41 24
Little Lorraine	41	3690	37 26
Big Lorraine	41	1990	20 18
Kennington Cove	20	1893	19 11
North Shore Gabar's	32	2566	25 91
New Boston	48	2416	24 40
Kelley's Lake	15	1150	11 60
Trout Brook	42	2639	26 65
French Road	39	2869	28 97
Gabarus Lake	43	3557	35 92
Lewis Bay North	32	1966	19 85
East Bay Chapel	37	2104	21 24
Bein Evin	33	1524	15 39
Rory Brack's	50	3724	37 61
Big Pond Chapel	44	2034	20 54
Irish Cove	46	2493	25 17
Huntington Moun'n	46	3783	38 20
Glengarry	25	1891	19 02
McAdam's Lake	51	2826	28 54
Gillis' Lake	60	4010	40 50
Head of East Bay N.	41	2743	27 79
N. Side East Bay	53	4795	48 47
Eskasoui	35	2654	26 80
Benacadie	42	2076	20 76
Piper's Cove	51	1554	15 84
Grand Narrows	57	2761	27 88
Rear of Eskasoui	35	3002	30 02
Boisdale	58	2136	21 56
French Vale	54	3335	33 68
Rear of French Road	28	2185	22 05
Point Edward Bar	27	1467	14 81
Reserve	82	3288	38 20

POOR SECTIONS.

Lingan Barrasois	32	1301	\$17 46
Southern Head	25	1607	21 50
Mira Gut	27	1362	18 27
Hill's Road	18	1622	21 71
Mira Ferry	25	1920	25 76
Ball's Creek	33	2141	28 72
Rear of Ball's Creek	24	516	6 92
Boulard'ie Victoria	32	1600	21 40
Catalogue Gut	14	967	13 00
Scatarie	10	928	12 45
Upper Grand Mira	37	2306	30 91
Lewis Bay South	23	1353	18 15

S. W. Salmon River	23	1182	15 86
Loch Lomond North	33	1594	21 38
Beaver Cove	49	2382	31 94
Twelve Mile Lake	18	791	10 55
Piper's Cove	21	1769	23 69

CO. CUMBERLAND.

Malagash Point	47	1853	\$24 63
N. S. Malagash	40	1998	26 55
Stako Road	29	1114	14 81
Shoal Bay	60	1969	26 17
Goose River Corner	54	2949	39 19
Wallace Harbour	105	6535	86 86
Six Mile Road	46	1597	21 22
Wallace Bay	34	2370	31 50
Wallace River	50	2210	29 37
Wentworth	34	2036	27 06
Wentworth	39	1786	23 74
H'd Wallace River	53	689	9 16
North Wallace	41	1459	19 39
Fox Harbour	33	1553	20 80
L. Gulf Shore	42	2094	27 83
U. Gulf Shore	22	1363	18 12
Pugwash	138	8786	116 88
N. S. Wallace Bay	37	1815	24 51
H'd Wallace Bay	25	1370	18 21
Doherty Creek	38	1554	20 65
Pugwash River E.	48	2636	35 32
Pugwash River	54	3275	43 53
Wallace Bridge	38	2095	27 84
Port Philip	48	2249	29 89
Roslin	48	2021	26 86
Victoria Settlement	42	1547	20 56
Goose River	40	2251	29 92
Upper Shinnimicas	30	1324	17 58
Lower Shinnimicas	34	1736	23 07
Middle Shinnimicas	28	1310	17 41
Amherst Head	59	2443	32 47
" "	44	2502	33 25
" "	24	1808	24 03
Amherst	320	17625	234 58
F't Lawrence	40	2647	35 18
L. Hillsboro,	46	1201	15 96
Nappan	67	3065	40 74
River Hebert East	35	1778	23 63
L. R. Joggins	79	4743	63 04
Minudie	52	2474	32 98
Joggins Mines	88	6771	89 99
Jackson Settlement	45	2577	34 25
Rockwell	27	1138	15 13
River Hebert	18	716	9 56
Athol	47	2958	39 71
Maccan Intervale	39	2316	30 78
West Brook	47	1752	29 28
Spring Hill	27	1455	19 31
Claremont	43	2320	30 84
Lower Salem	43	1611	21 85
Salem	38	1730	22 99
Fenwick	51	2279	30 29
Upper Nappan	43	1528	20 31
East Leicester	42	1837	24 41
Little River	40	1854	24 61
Mount Pleasant	41	1883	25 03
Oxford	71	3191	42 51
I. H. R. Philip	60	3315	44 06
End W. Hill	22	1416	18 82
Williams Dale	66	3150	41 87
Farmington	38	1117	14 85
Eel Creek	39	1347	17 90
R. Hebert West	62	3502	46 56
W. Pugwash Ilbr.	49	1932	25 33
South Shore	47	3397	45 15
Dewars River	30	1187	15 78
Crawford Sett.	46	5192	69 01
Toney Bay	50	3172	42 06
Ragged Reef	41	2979	39 59
Chapman Sett.	42	2097	27 87
Five I. Road	26	1547	20 56
Maccan Mount	23	1740	23 13
" "	33	2123	28 22
Windham Hill	21	1816	24 14
Glenville	53	3103	41 21
W. B. F ver Philip	37	3144	41 89
Westchester	49	3521	46 27
Westchester Lake	28	1245	16 90
Hastings	40	3551	47 20
W. B. Wallace River	49	1979	26 30
Richmond	45	2691	35 77
Millvale, Westch'tr	32	2445	32 90
Mount Pleasant	35	1363	18 12

Greenville C. Road	34	2731	36 30
Wentworth	19	1667	22 16
S. B. Shinnimicas	10	861	11 48
Birch Ridge	24	1251	16 63

PARRSBORO'.

Mill Village	173	8584	111 09
Port Groville	64	3855	51 24
Kink's Hill	45	2544	33 81
Diligent River	50	2145	28 51
Fox River	71	4517	60 03
Cape Dor	53	2888	38 38
Advocate Harbour	81	7302	97 05
Apple River	29	1199	15 94
Lake Lands	39	1110	14 75
H. Way River	25	1542	20 49
Eatonville	17	77	1 03
Black Rock	52	3789	50 36
Canning Mills	99	1130	15 02
Fraser's Ville	60	4179	53 51
Sugar Hill	22	1855	25 05
Green Hill	30	2188	29 08

CO. DIGBY.

Hillsburgh	30	1992	\$22 19
Bear River	99	5555	61 90
Bear River	46	1226	13 66
Smith's Cove	47	3041	40 58
Hill Grove	54	2548	28 30
North Range	71	4211	47 00
Marshalltown	42	2118	23 60
Brighton	128	9032	100 66
Plympton	131	7085	79 46
The Barrens	83	5785	54 46
Port Gilbert	48	1770	19 71
Weymouth	65	4261	47 56
Weymouth Bridge	68	4014	45 07
Digby	190	12361	137 73
Rossway	68	3103	34 57
Centreville	37	2335	26 02
Sandy Cove	78	5133	60 57
Little River	43	2642	29 44
Freeport	122	7520	83 80
Westport	137	8637	96 25
*The Ridge	24	1931	28 69
*South Range	45	2714	40 33
*Broad Cove	53	2442	36 28
*Digby Neck	37	1964	29 18
*Waterford	24	1491	22 13
*Lakeside	18	1147	17 04
*Long Island	32	2431	36 11
*Long Island	28	1966	29 20
*Doucette	61	4339	61 47

BORDER SECTION.

*Southvale	58	2471	36 71
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DISTRICT OF CLARE.

New Edinburgh	67	4025	36 11
Belliveau's Cove	95	1752	15 71
Crosses Coques	99	7420	66 56
Port Acadie	99	7673	68 83
Comeauville	96	5251	47 18
Saultville	116	6287	56 40
Metephan River	110	5613	50 62
Metephan	177	13023	116 83
Cheticamp	78	3478	31 20
Cape Cove	65	3109	27 89
Salmon River	73	3971	35 70
Les Concessions	70	4300	38 57
Therault	42	3069	27 53
*Havelock	37	2100	25 11
*Corberie	53	2513	30 05
*Harrington	43	2095	25 05

BORDER SECTIONS.

Beaver River	98	3260	29 25
Cedar Lake	59	3220	27 09
*Harlem	37	2043	18 32

CO. GUYSBORO'.

Guysborough	161	10091	\$156 20
River Side	34	1628	25 20

North Intervale	49	1686	26 10
South Intervale	37	1539	23 82
Roman Valley	52	2011	31 13
Cook's Cove	39	1988	39 77
Coloured People	40	1636	25 32
Old Salmon R. Road	27	1463	22 65
Salmon R. Bridge	56	2395	39 07
Salmon R. Lakes	41	1965	30 41
New Harbor	46	2778	43 00
Sandy Cove	26	1610	24 92
Half-way Cove	42	1560	24 15
Crow Harbour	40	1600	24 77
Cape Canso	197	9315	144 19
White Head	51	2490	38 54
Gammin Point	17	1637	25 34
Manchester	51	2215	31 28
Manchester	73	3032	46 93
Clam Harbour	51	2131	32 98
Goose Harbour	40	1417	21 93
Port Mulgrave	118	5614	86 60
Pirate Cove	56	3087	47 78
Steep Creek	59	2671	41 34
Land Point	44	1555	24 07
Country Harbor	49	2288	35 41
Isaac's Harbor	75	3199	49 52
Isaac's Harbor	21	1251	19 36
Island Harbor	20	1382	21 39
Giant Lake	50	1901	29 42

BORDER SECTIONS.

Tracadie	39	2191	38 56
Country Harbor	43	1550	23 99
Argyle	40	540	8 35

DISTRICT ST. MARY'S.

Sherbrooke	141	9526	103 93
Still Water	46	2730	29 79
Glenelg	38	1794	19 58
West River	56	2120	23 13
Caledonia	41	1677	18 30
Wallace Bridge	39	2122	23 16
Cameron Settlement	18	1199	13 09
Melrose	52	3229	35 22
Upper Cross Roads	42	1779	19 41
Locharbar	49	1444	15 76
Ecum Secum	53	2863	31 24
Middle Liscomb	47	2450	26 74
Wino Harbor	67	3920	42 77
Indian Harbor	61	3912	42 68
Senora	44	2326	25 38
Goldenville	144	6303	68 83
Gosken	14	1710	18 66
Holland Harbor	13	697	7 62
Greenfield	26	1934	28 13
St. Mary's River	18	1116	16 25

CO. OF HANTS.

Rawdon Church	38	2360	\$21 36
South Rawdon	39	2896	26 20
Pleasant Valley	40	2124	19 19
East Gore	55	2594	23 47
Upper Rawdon	55	4566	41 32
Upper 9 Mile River	36	2845	25 75
West Indian Road	39	1781	16 14
East Indian Road	29	983	8 89
Nine Mile River	31	1448	13 12
Hardwoodland	23	1316	12 20
Mount Pleasant	40	2316	20 95
Welsford	72	4692	42 43
Mills Village	46	2723	24 63
Ryan's Creek	28	2135	19 34
Urbana	51	3517	32 10
Rockville	101	5846	52 88
Maitland	121	7775	70 34
Upper Selmah	101	6796	61 47
Lower Selmah	61	4240	38 35
Shad Creek	19	1402	12 70
East Noel	37	3117	28 19
Noel	60	3724	38 08
Burncoat	25	1245	11 30
Moosebrook	59	3584	31 96
Tenecape	53	2391	21 08
South Noel Road	36	1708	16 29
Kennetcook Church	78	4734	42 82

Northfield	38	2159	19 53
Head Kennetcook	50	3403	30 78
Five Mile River	78	2218	20 00
Whale Creek	—	—	—
Millford	28	1456	13 20
Gore	53	3618	22 71
Glencoe	24	1708	15 46

POOR SECTIONS.

North Salem	38	2007	21 18
New Dublin	31	2248	27 01
Noel Road	39	1821	21 95
North Noel Road	35	1957	23 61
Georgiefield	41	1993	24 03
Green's Mill	24	1433	17 28

BORDER SECTIONS.

Enfield	83	4144	37 48
Elmsdale	60	3870	35 00
Walton	93	3873	35 02
Hillsdale	48	1264	11 46

WEST HANTS.

Windsor	374	29364	201 72
Wentworth	78	4358	43 17
Curry's Corner	97	5511	54 58
Martock	37	2780	27 55
Forks	38	1866	18 47
Falmouth Village	40	2100	10 80
Centre Falmouth	60	2963	29 34
Mount Denson	65	4196	41 56
Avondale	102	7590	75 18
Belmont	68	3467	34 34
Poplar Grove	64	4286	42 47
Brooklyn	70	4309	42 68
Burlington	76	4459	44 17
Summerville	71	4365	42 26
Scotch Village	78	3540	35 06
Woodville	38	2765	27 40
Newport Road	33	2706	26 82
St. Croix	87	4231	41 93
Ellershouse	71	2874	28 48
Crystal Wave	49	3036	30 08

POOR SECTION 2.

Three Mile Plain	89	4539	59 91
Vaughan	34	1929	25 47
South Waterville	22	1139	15 04
Kennetcook G. Dyke	30	1916	25 29
Brookville	79	3801	50 19
Cambridge	40	2265	29 93
Pembroko	50	3501	46 27
Cognagun	38	2322	30 67
Greenhill	19	771	10 19
Ardoise	22	1069	14 12
Still Water	41	2333	30 81
Five Mile Plain	26	1910	25 60
Summerville	26	1872	24 73
Lakeland	17	1103	11 56
Evening School	—	—	—
Ellershouse	19	300	2 97

BORDER SECTIONS.

Hantsport	187	9791	96 98
Newport & Douglas	48	2607	25 82

CO. INVERNESS.

Port Hastings	72	4153	\$44 77
Creigrish	30	2452	26 43
Long Island	30	2302	24 81
Judique Banks	60	3144	33 90
Judique	61	4415	47 59
Judique Intervale	43	2692	29 01
Little Judique	52	2474	26 66
Red Banks	52	3261	35 16
Port Hood	73	2301	24 80
Hays Farm	37	1208	13 05
S. West Bridge	33	2291	24 70
S. West Ridge	40	1913	20 62
Mabou Bridge	60	3173	34 20
Mabou Mouth	28	501	0 00
Coal Mines	35	1341	14 45

B. Cove Banks	45	2216	24 21
B. Cove Intervale	62	4339	46 77
Black Glen	27	1578	17 01
Walker	31	2060	22 21
Tulloch	52	1290	13 91
Hillsboro'	37	1370	11 76
Mount Young	47	3280	35 36
New Canada	36	2915	31 42
Bridge End	41	3003	32 37
Brook Village	58	1909	20 57
Sky Glen	49	3870	41 71
Indian Rear	65	4124	44 46
Long Stretch	39	1118	15 28
Red Bridge	33	2213	21 18
North Mount	28	1218	13 12
Little Harbour	43	3190	31 39
Malaga watch	37	1944	20 95
McLean's Bridge	45	3110	33 52
McPherson's Brook	48	2691	28 99
Mill Brook	18	501	5 43
Cariboo	35	1648	17 75
Portage	15	442	4 77
Blue's Cove	53	3071	33 10
Queen's Ville	50	1936	20 86
Lake Horton	28	1332	14 35
Mount Noah	74	5314	54 37
North East	25	1101	11 80
Big Marsh	9	823	8 88
Duff's	15	778	8 39

POOR SECTION 4.

Little Mabou	38	1280	18 38
Up. S. West	36	1670	24 01
Sight Point	24	1082	15 55
Smith Ville	25	1190	17 11
Mull River	37	1776	25 52
Glencoe	49	1789	25 71
Big Ridge	48	1954	28 08
Boys	50	3310	47 62
West Bi'y Road	31	2905	41 75
Ross Mill	35	1022	14 68
Dallas Brook	35	2227	32 01
Big Brook	47	1638	23 54
Rear Creignish	28	1427	20 50
W. West Arm	41	1355	19 47
Rear Long Point	45	2999	43 11
River D'Ennis Road	31	2432	31 95
R. D'Ennis Chapel	55	3331	47 88
Top Cape (South)	36	2342	33 66
Top Cape (North)	38	1997	28 09
Scotch Hill	38	1238	17 78
Sky Mount	48	3194	45 90
Rear Int, Judique	43	2001	28 75
Seal Cove	22	903	13 09
McKenzie's Brook	24	1191	17 12
Dunmore	35	1900	27 45

NORTH INVERNESS.

Little River	62	3996	43 09
Cheticamp Chapel	61	6050	65 21
Plateau	75	3296	35 54
Big Pond	96	7881	84 95
Friar's Head	97	5590	60 26
East Margaree	41	1838	19 81
Forks Margaree	48	1111	11 96
Munroe	47	2058	22 18
Ludbetter	60	3910	42 13
Ingraham's Brook	75	4297	46 32
N. East Chapel	63	4011	43 23
Capt. Allan's	68	2384	25 69
McEarl's Ridge	62	3137	33 81
Lake Outlet	61	3451	37 20
Hamilton	60	3655	39 39
McMillan's Mill	60	3663	39 47
Ainslie Glen	61	2941	31 70
Little Narrows	42	1359	14 64
Whycogomah	77	4505	48 56
Chimney Corner	22	992	10 70
S. Cove Marsh	81	5105	55 05
Loch. Bain	55	3050	32 87
Martin	19	1392	15 00

POOR SECTIONS.

Grantoch	48	1783	25 61
Jacob	50	2056	29 54
N. East Egypt	19	1013	14 54
Lake O'Law	27	1036	14 88
Big Brook	36	1411	20 27
Up East Lako	27	1897	27 11

Lewis Mount	21	1388	19 03
B. Cove Ponds	21	1679	24 12
Big River	19	1332	19 13
Rear Loch Bain	25	1147	16 46
Whycoco' Mount	27	2141	30 76
S. West Egypt	26	1003	14 40
Widow Lords	51	1998	28 70

BORDER SECTION.

Port Hawkesbury	99	5314	57 34
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CO. KINGS.

Greenwood	55	3489	\$16 65
Jackson	—	—	—
Waterville (A)	36	2311	31 02
Morristown	55	2656	36 30
Sand Hill	59	3538	48 46
Dempsey Corner	40	2334	30 56
Brooklyn (A)	35	1233	16 88
St. Mary's	25	1405	19 22
Piedmont	64	5205	71 19
Long Point	55	3167	43 18
Weston	50	2533	34 71
Welsford	44	2458	33 64
Somerset	79	4170	57 10
Berwick	96	6633	90 68
S. Berwick	44	2392	32 72
Waterville (C)	80	5045	68 99
Grafton	67	2751	37 61
Kinsman's Corner	80	4919	67 28
Harbourville	80	5061	69 19
E. Black Rock	54	2245	30 50
E. Hall's Harbour	60	3495	47 70
Lakeville	73	3245	44 24
Brooklyn (C)	42	2207	30 18
Cambridge	38	1796	24 54
Cold Brook	46	2752	37 47
Becch Hill	44	2669	36 48
Lake Mills	36	2105	28 80
Canaan	36	2625	35 85
Kentville	79	5172	74 85
Steam Mill	52	3190	43 64
Centerville	51	2889	39 51
Sheffield Mills	86	5745	78 53
N. Scots Bay	48	4281	58 60
Lower Perea	51	2331	32 57
Upper Perea	32	1621	22 16
Medford	79	4166	61 09
Habitant	33	2376	32 50
Canning	151	8754	119 79
Woodside	67	3978	54 40
Randville	55	3800	52 00
U. Canard	105	5752	78 63
L. Canard	81	6073	83 10
Town Plot	40	3203	43 82
Church Street	32	1715	23 41
U. Church St.	57	3804	52 07
Port Williams	60	2748	37 56
New Minas	62	2565	35 17
Greenwich	58	3609	50 59
Wolfville	172	8934	122 19
Black River	68	3151	43 11
Davidson Sott.	45	1772	24 21
Gaspereaux	66	3978	54 41
Lower Horton	44	1702	23 28
Avonport	73	4196	57 41
Lockhartville	109	5616	76 79
Bloomfield	34	2448	33 49
Prospect, or S. Mo'nt	31	1685	23 04
Grand Pre	103	5317	72 72
S. Scots Bay	63	4672	63 88
Middle Perea	37	2024	27 71
Upper Gaspereaux	28	981	13 44
S. Greenwich	39	1358	18 60
*Harmony	49	2580	47 16
*Lake George	11	6145	11 20
*Clermont	32	1151	21 02
*Morden	36	1791	32 65
*Ormsby Road	10	1131	20 66
*Fair View	57	2865	52 29
*Blk R'k & Givan Mt.	47	2339	42 67
*Blue Mountain	28	3925	7 20
*Baxter's Harbour	56	2796	50 99
*Pero Mountain	59	1928	35 18
*Scot's Bay Mount.	60	3075	56 10
*Greenfield	43	1389	25 36
*Australia	32	1506	27 58
*W. Cornwallis Mt.	47	3303	6 27

*W. Black Rock	72	3126	57 06	Martin's Point	81	3607	62 75	Avondale	38	1886	23 14
*North River	17	1100½	20 11	Blandford	56	2420	41 08	Barney's River	60	3092	37 01
*Lake Paul	24	1124	20 52	Bayswater	22	1314	22 20	Bailey's Brook (Lo'r)	04	3095	37 91
*Rockland	24	1355	24 73	Mill Cove	49	2870½	48 72	Bailey's Brook (Up'r)	52	3295	40 30
*Mountain Home	20	1079	19 71	Pine Plains	34	2149½	36 47	Big Island	18	644	7 89

BORDER SECTIONS.

Kingston	20	787½	10 62
*Dalhousie	24	1230	22 66
Tremont	44	2015	27 54

POOR SECTIONS.

Aaldorsville	25	676	15 23
Back of the Lake	38	2007	45 42
Hilzboro	30	1419	32 11
Dalhousie	4	214	4 81

French River (East)	51	3217	39 44
French River (West)	48	2334	28 61
Mickle Sott.	30	1839½	22 54
Little Harbour (Up.)	24	552	6 76
Middle River (C.)	43	2828	34 67
Brooklin	34	2077	25 40
Wentworth Grant	41	2746½	33 66
Westville	203	14226½	174 42
Granton	33	2480½	30 40

CO. LUNENBURG.

Lunenburg Town	281	21109	\$295 43
1st Peninsula	47	2744	20 20
2d Peninsula (Upp'r)	28	1906	21 31
Upper Centre	20	1405	15 00
Garden Lots	22	1140	12 16
Lower South	60	3098	33 08
Upper South	50	2528	26 99
Febz South	39	2152½	12 97
Upper Rosebay	39	2972	31 73
Lower Rosebay	35	2501	26 74
Lower Kingsbury	27	1759	13 77
Ritcey's Cove	58	3297	35 20
Five Houses	29	2392½	25 54
Middle La'Have	31	2124	22 67
Ferry, La'Have	67	4972	53 09
Summerside	50	3152	33 65
Snyder's, La'Have	35	3022	32 27
North West Range	62	3254½	34 74
N. W. Fauxbourg	42	2265	24 18
Maiders Cove	55	3273	34 93
Mahone Bay	177	13726	146 58
Oakland	57	2851	30 44
Martin's	57	1167	12 45
Block-house	35	2231	23 82
Falkland	45	2342	25 00
Langilles, N Gennary	35	2167	23 13
Centreville	70	4343	46 37
Stambourne	41	2241	23 92
Rosedale	58	3425	36 57
Riversdale	16	1043	11 13
West Northfield	33	1564	16 70
Hirtle's	25	2056	21 95
Bridgewater, East	44	3196½	34 12
New Canada	61	2823½	30 14
Knock's	48	2336½	24 94
Snyder's, (Branch)	36	1841	19 65
2d Peninsula (Low'r)	38	3485½	26 53
Tancook Island	64	3047½	32 53
Clearland	56	3048	32 54
Bridgewater	290	14148	151 08
Conquerall Bank	56	3751	40 05
Middle Cornwall	33	1878	20 04
Pleasantville	50	1418½	15 15
Pentz's	55	3049½	32 55
West Dublin	76	3616½	38 60
New Cumberland	48	3138	33 50
Petite Reviero	70	4065	53 00
Broad Cove	40	3225	34 43
Conquerall	43	2315½	24 71
Hebb Settlement	26	1825	19 48
Newcombville	44	2168	23 14
Chelsea	81	3993½	42 64

POOR SECTIONS.

*Blue Rocks	44	2001½	37 03
*Black Rocks	38	2304	33 65
*Heckman's Island	24	1622	23 08
*Weinacht's	33	1742½	24 73
*Lower Cornwall	23	1873	26 65
*Upper Cornwall	31	1137	16 17
*Lower Northfield	57	3301	47 00
*Cook's Branch	27	1596	22 72
*Big Lots	20	1139	16 20
*Frelig's	43	3142	44 72
New Italy	24	1751	24 98
West Conquerall	38	2220½	31 60

DISTRICT CHESTER.

Chester Town	131	6872	116 67
East Chester	60	2771½	47 03
Marrictt's Cove	69	3706	62 92
Chester Basin	63	2448	41 55
Cross	30	1805½	32 16

CO. PICTOU.

Pictou Town	611	38322½	\$469 98
Toney River	73	3938	48 18
Cape John (McL'd's)	42	1743	21 36
Cape John (C. Road)	28	1019½	12 66
Cape John	51	1584	19 44
Elmsville, R. J.	53	2568½	31 48
Sanc Marsh	36	1587	19 45
Louisville	32	1654½	20 27
River John Village	216	12544½	153 79
Welsford (Bigney's)	54	1417	17 37
West Branch Church	48	1909	24 14
North Dalhousie	42	1670½	20 54
Head Dalhousie	33	2087½	25 58
South Dalhousie	55	2564	31 42
Roger Hill (Upper)	28	1778	21 79
Carriboo Meadows	60	3539	43 39
Scotsburn	42	2516	30 84
Hardwood Hill	51	2516½	30 84
Roger Hill (Rogers)	61	3063	37 55
Six Mile Brook	49	2170	26 60
Brookland	29	1104	13 53
Salt Springs	71	3281	40 22
Mt. Thom (Upper)	28	1335	16 36
Mt. Thom (Lower)	35	2026	24 84
Watervale, W. R.	65	2332½	27 30
W. River Station	42	2784	34 13
Gairloch	23	805	9 86
New Lang (Upper)	61	2990	36 05
Loch Broom	47	2441	29 92
Pleasant Valley	26	1018	12 42
Phanuel Hall	41	2322	28 40
Green Hill (Upper)	52	2745½	33 65
Green Hill (Lower)	27	1215½	14 89
Union Hall	26	1693	20 75
Central W. River	49	2998	36 75
Durham	54	3173	38 89
Lyon's Brook	74	4806	58 92
Scotch Hill	30	1248	15 30
Fisher Grant	85	3535	43 34
Central Carriboo	48	2570½	31 54
Sandy Cove	41	2135	26 17
Three Brooks	34	1557	19 08
Pictou Island	34	1526½	18 70
New Glasgow	400	31223	382 82
Alma	57	2817½	34 57
White Hill	13	1092	13 38
Marsh W. B. E. R.	40	2260	27 78
Gleagarry	48	2660½	32 62
Big Brook	53	2898	35 53
Hopewell	43	2571	31 52
Fish Pools	35	2055	25 19
Island A. R.	33	1659	20 34
Stellarton	133	8100	99 31
Albion Mines	326	18774½	230 17
Springville	65	3730	45 75
Bridgeville	53	2809	31 98
Elmsville	74	2059	25 24
Sunny Brae	76	2237	27 42
Blanchard Road	42	1809	22 17
Blue Mountains	58	3114	38 18
Moose River	37	2105½	26 56
Garden of Eden	56	2086	25 57
Watervale, E. R.	40	1730	21 21
Marsh McLell Mt.	54	2905	35 61
McPherson's Mills	47	2734	33 48
McLell Brook (Low'r)	48	2300	28 20
Fraser's Mt. (South)	28	1331	16 31
Churchville	74	4371	53 69
Loading Ground	53	3015½	36 96
Pine Tree	34	1080	13 30
Little Harbour	56	3120	38 32
Sutherland River	30	1977½	24 23
Merigomish	36	1737	24 29
Merigomish (East)	65	4269½	42 34
Piedmont	64	2930	35 92

POOR SECTIONS.

River John Road	30	1435	23 49
Johnston's Road (H.)	17	792	12 97
Mountain Road	27	1343	21 05
Welsford Bridge	44	2456	40 12
College Lands	23	1312½	21 45
Black Brook	58	2804	45 84
Roger Hill Forks	23	1278½	20 80
Mill Brook	19	766	12 53
Brookville (S. Hill)	47	2650	43 32
Carriboo Island	28	1663½	27 19
Carriboo River (Lr.)	26	1451	23 73
Mid. Sect. (M. River)	28	920½	15 04
Fox Brook	38	1831½	29 91
Marsh, E. River	16	1363	22 28
St. Mary's (Upper)	32	1225	20 03
St. Mary's (Lower)	38	2103	34 37
McLell Mt. (Lower)	34	1557	25 45
McLell Brook (Up'r)	35	2058	33 64
Chance Harbour	21	1007	16 46
Fraser's Mt. (North)	33	1026½	16 78
Maroby Hope	23	1503	24 57
McKenzieville	25	1111	18 16
New Lang (Lower)	19	747	12 21
McIntosh Mills	33	2829	46 24
McLell Mt. (Upper)	24	1178	19 24
Hopewell (Upper)	21	1230½	20 11
Barney's River (E.)	19	733	11 97

CO. QUEENS.

Central Pt. Mouton	27	1708½	\$19 04
N. Port Mouton	58	4042½	49 46
Hunt's Point	38	2398½	27 57
Western Head	35	832	9 56
Liverpool	418	23511	270 23
Milton	267	-18168½	208 83
Brooklyn	119	7955	91 43
Eagle Head	52	2806	29 95
Blue Berry	56	2760½	31 73
Port Medway	146	10913½	125 44
East Pt. Medway	49	2814	32 34
Mile Village	151	7551	86 79
Catherine's River	13	826½	12 07
Lower Pt. Mouton	44	2203½	33 77
N. W. Bay	16	872	13 36
Port Jolli	24	1478	22 07

NORTH.

Greenfield	46	2984½	34 30
South Brookfield	42	2427	27 90
North Brookfield	42	3020	34 71
Pleasant River	43	2255	25 92
Caledonia	27	1357	15 60
Western Caledonia	44	2357½	27 10
Kempt	34	2190½	25 25
Central Caledonia	39	1999½	22 08
Middlefield	20	839	12 80
May Flower	23	706½	10 98
Hibernia	18	1377	21 10

BORDER SECTIONS.

Grafton	27	1841½	21 17
Albany (New)	12	759	11 63

CO. RICHMOND.			CO. SHELburnE.			CO. VICTORIA.			CO. YARMOUTH.										
Acadville	179	5139	591	62	Lyle's Falls	24	1929	818	91	Baddeck	94	3756	551	30	Rockville	50	4020	340	10
Port Royal	84	1925	53	93	Cape Negro	31	1830	18	36	Crowds Mt.	14	910	12	38	Lower Town	260	16824	165	60
Arlehat	305	16254	137	55	P. P. la Tour	47	3502	35	27	Big Baddeck	40	2634	27	83	Central	318	20335	276	00
Poullamond	59	4945	46	70	L. P. la Tour	47	3519	32	60	E. S. Baddeck	20	1220	19	68	Milton	227	16485	154	65
Pott De'Grat	65	3480	42	51	Buccaro	49	3716	31	79	New Glen	50	2049	27	59	Pembroke	69	33	6	39
Little Anco	65	3859	64	21	Hilberts B'k	55	3836	37	65	U. Baddeck	42	1898	27	10	Sanford	84	6139	71	25
Cape Fallonde	77	4987	54	15	Passage	92	7325	71	91	U. S. Baddeck	29	1309	17	87	Maidland	94	6667	16	85
D'E-cousse	79	5556	64	14	Doctors Cove	71	4804	69	84	Peter's Brook	17	1199	16	34	Ohio	91	7121	31	16
Richmond M's	53	4496	71	24	Bear Point	51	3790	37	22	Baddeck Bay	24	1396	19	60	Wellington	44	3211	33	05
Carriloo Cove	61	389	46	08	Shag Harbor	61	5183	59	70	Hunter's Mt.	48	1699	23	20	Hebroun	120	5414	84	00
Basin Br. I.	62	3041	56	13	L. Woods H'r	79	6341	62	33	U. S. M. River	21	2103	23	71	Pleasant Val.	33	2348	28	40
Kempt Road	55	3115	35	93	Mt. Gray's	61	5037	23	33	W. S. M. River	29	1923	24	26	Arcadia	91	6422	54	25
Grandique	62	2411	27	85	Newell's	68	4773	49	34	Inlet	23	937	12	65	C. Chebogue	37	2111	21	05
Sporting Mt.	51	1562	18	39	Clarke's H'r	122	8200	64	82	Shipyard	32	1411	16	16	Salem	42	2510	37	39
Points	29	2251	22	03	Stony Island	76	3903	39	94										
S. Mount in	33	2357	27	21	Barren Head	160	4117	25	56										
Black River	18	1124	12	98	*Cape Negro I	31	2714	22	75										
St. Peter's Is'd	68	2826	32	64	*Hill	27	1707	22	75										
L'Ardoise	70	3543	40	06	*Oak Park	42	2149	25	43										
St. Michelau	37	2430	23	07	*W. Wood H.	29	1945	16	47										
Grand Rivers	60	3885	14	83	La Tour (old)	22	1800	19	64										
L'Archevêque	43	2391	27	51															
Fourche	34	2411	27	56															
N. S. L. L'nd	50	1877	21	85															
Hay Cove	51	2123	21	32															
R. Brgeois, E's	35	3055	35	06															
R. Brgeois, W	70	3549	62	53															
St. Peters	62	2952	31	20															
Grand R. Road	50	3360	33	57															
Pramboise	33	3123	30	10															
Rocky Bay	37	3030	35	84															
Orange	69	5812	67	14															
Cape August	41	39514	45	08															
Manchie	62	4887	51	33															
Peter's Mt.	39	2281	23	24															
Brymer	68	3838	43	24															
McDougall	44	2177	25	16															
Lewis C. Road	18	1030	11	89															
Lochside	13	1033	15	49															
Scott's River	15	1001	15	49															
St. Exprit	31	2240	34	43															
Hd. L. L'nd	35	2109	32	43															
H. S. L. L'nd	41	2138	39	65															
Red Islands	23	1115	17	16															
Bray	21	1123	17	21															
Hughland	19	1120	17	21															
River Pear	27	1957	19	10															
McNabb	31	1849	30	01															

SILENT INFLUENCES.

WILLIAM PITT said, "Every one feels that there is something finer in the cultivated man than anything tahr he has ever said." We are taught, and we teach, by something that is never uttered in language. And often this is the highest kind of teaching, the most charged with moral power, the most apt to affect the secret springs of conduct, and the most potent in its influence upon the life character, because it is a spiritual force, noiseless, without pretense, and constant in its operations. From this statement we deduce three important propositions: 1st. That there is an educating power issuing from the teacher without immediate design on his part, but as indispensable to his success as any other element. 2nd. That this unconscious power is no product of caprice or accident, but takes its quality from the hidden substance of moral character. 3rd. That it is an emanation flowing from the very spirit of the inner life, and acts immediately upon the spirit and life of the pupil.

We must not judge of the limitations and possibilities of the teacher's work from the mere routine of class exercises in its common aspect of task-work. The influence of the school-room reaches away beyond the things of time and sense, to the boundless realm of spirits. All true wisdom seems to involve something that is inexpressible. The most comprehensive mind feels, after all has been said about a profound subject of thought, that there is something secret and nameless that cannot be expressed in human speech. Where the nature is richly endowed with generous emotions and brilliant imagination, there is a perception of ideas that only partly condescend to be embodied in words. And that man is the most eloquent who can suggest a region of thought,—a vista of imagery,—a depth of feeling not actually expressed in the language he uses. "You have the utterance of sublime thoughts perfectly understood, and you see, beyond, a world of thought more sublimely unuttered."

This power is the moral influence of the teacher's own person. Ask the calm teacher, one who is an acknowledged leader in his profession, the secret of his strength, and he will be exceedingly perplexed to define it. We must conclude that there is a certain internal character or quality of manhood or womanhood, which has been accumulating through previous habits and modes of thought, and is now acting as a positive formative and mighty

force in shaping the character of the pupils. This force is the moral resultant of what the teacher has grown up to be,—the perpetual outpouring of the spirit of the sum total of his character, whether weak or strong, sound or corrupt, candid or crafty, generous or mean, noble or ignoble.

If our first proposition be correct, then we must pronounce a distinct connection between these silent forces and the early discipline and growth of all teachers. Patient toil in obscurity prepares for triumph in public. Our real rank is determined not by a fitful brilliancy or impromptu excellence, but by a uniform course of conduct, the product of previous culture.

Our third suggestion is that these unconscious influences emanate from the inmost spirit of the teacher's life, not by accident or caprice, but in accordance with the antecedent growth of character, and that there are the most decisive force in moulding the character of the pupil. The whole economy of our constitution renders it impossible to detach the power of action from the style of personal manhood. We can conceive the bare material of instruction being conveyed without heart or soul, without sympathetic relations between the teacher and those who are taught. And we can conceive the barren desolation that a generation of such heartless mechanism might produce. Yet every teacher approaches this metallic regimen who lets his office degenerate into mere routine, who plods through his daily work like the tread-wheel horse sawing wood, with no more spirit than the beast, and with no higher aspirations than the saw.

Men and women, and especially in children, there is a natural instinct, a desire to impersonate all ideal excellence in some superior being or person.—an intense devotion to some heroic presence. Every teacher should aim to be this ideal presence to his pupils; for long after all lessons learned and recited are forgotten, this ideal presence will remain in teaching-power, formative force, building up the character of the man or woman. Of this we may be sure: that the fixed and everlasting principles of character cannot be set aside, or held in suspense, either to accommodate indolence or to atone for neglect. We are watched, we are studied, we are searched through, by those we undertake to lead, not in a spirit of idle curiosity or criticism but of earnest good faith.

Not the most painstaking perseverance, that which wears out nerves and senses and wearies hope itself,—not the most earnest

counsels, though uttered by the tongues of angels,—can powerfully move the soul, until that nameless, unconscious, infallible magnetism of a true heart, of a noble character, lifts itself up and looks out through the beaming eye, corrects the temper, and modifies the very tones of the voice. Our age demands whole-souled individuals, prepared for every place and every crisis in life, prompt and busy in their affairs, diligent in business, and fervent in spirit; kind to their companions, tender among children, sympathizing at the sick-bed; genial in company; self-reliant in danger; in a word, fully equipped for the great battle of life. The Prussians have a wise maxim, that whatever you would have appear in the nation's life you must put in the schools. These silent forces are ethical in their nature, and profound thinkers say that ethical education is the most potent in its influences on the human race.—*The Western.*

THE STUDY OF ENGLISH.

IN a paper on "Methods of Teaching English in High Schools," recently read at Boston, Prof. March, of Lafayette College Pennsylvania, made the following important suggestions: 1. Since good habits of speech in conversation are caught rather than taught, there should be times set apart for free conversation in the school-room, in which both teacher and pupils should take part, the former in the attitude of a critic. 2. The declamation of choice passages of English literature is an important means to proper education. 3. There should be special exercises in regard to errors of speech,—not such errors as are comprehended by the word "slang," but errors in the construction of sentences. In regard to slang he remarked that too much study of it made students too much masters of it. 4. Translating from other languages is really studying and practicing the English language. 5. In all studies that admit of it, the practice of teaching by topics should be followed. The student should stand up and face his audience or class, and speak to them upon the subject on which he is to recite. This last is a most efficient means for acquiring the power of connected discourse. In the latter courses of instruction the practice of analyzing choice passages from the writings of eminent English authors should be encouraged, passages easy to be understood and interesting in themselves to be preferred. As examples, Franklin's Autobiography and Irving's Sketch-Book were mentioned. Passages should be analyzed both as respects syntax and etymology. Close and attentive reading in this way is far preferable to much reading from many authors, and this mode of instruction quickens the thoughts of students more than the practice of heating their brains for original brilliancies of composition. Original composition is, however, indispensable, and short compositions of one kind or another should be produced every day by pupils, so that they may become accustomed to writing off-hand, without special preparation. Such writing should moreover, be subjected to criticism before the class.

A READING LESSON.

SUBJECT: THE CHILDREN OF NATURE.

(From the German of Krummacher.)

ON a plain, shut in by mountains, in the land of Asia, lived a little community in simplicity and with few wants. Long ago one family had fled thither from the persecutions of the tyrants of the earth. The father died soon after his coming, and left in the wilderness a few lisping children; from these descended this little people.

2. They knew few forms of speech, but a tradition had remained to them that there was an all-powerful being, called God. Where this being was, and of what form, and how he acted, they knew not: so they honored the mountain stream that flowed

through the vale, as their God, for they drank from its wave; and the stream was the only water of the valley, and roared fearfully.

3. Suddenly the snow from the mountain tops swelled the river, so that it filled the vale, and swept away men and houses. Then the people trembled before their God, and said—"He is angry with us. Up! let us sacrifice our dearest to him when his wrath rises again."

4. So they spake, and resolved, when the stream should overflow, to throw their youngest children into its waves to appease it; the fathers and mothers wept and awaited the day of offering. So superstition crushed the tenderest feelings of their hearts.

5. The day of sacrifice came; the weeping parents brought their children; then came to them a stranger, whom they called Maho, that is, the Son of the Sea, and said—"Would you fly from bad to worse? Control the stream." But the people were affrighted and fell back; many said—"He blasphemed God."

6. The stranger bore a lyre in his hand; he struck the chords and sang; then the people gathered about him, and, in joyful dances, followed the tones of his lyre into the mountains; here they tore up rocks and made dykes about the stream. The mountain snow melted, the waters rose, but they roared shut up within their walls. Men were astonished, and cried—"The Son of the Sea is God!" But he smiled and said—"Then you are all God; for have you not conquered the stream by your own might? You know not your power; try and use what lies in you, then will you begin to know God."

7. "Where does he live?" they asked among themselves. Maho answered them not, but he taught them to till the land and to plant trees; then they saw that the rain and dew from the clouds made the trees fruitful, and sent increase from above; so they said—"There, above, dwells God; the clouds are his tent; he makes the vale fruitful; we will give him our fruits that he may come down." Then they built an altar upon a mound, and burned the first fruits, and let the smoke rise for a sweet odor to their God: for they said—"He dwells above, the sky is his house, and the clouds are the curtains to his tent."

8. In the meantime, although they knew so little of God, the valley grew fairer and finer with trees and fruit, and the people were happy in their simplicity; but they longed ardently to see the Unknown, and said to the wise man—"Make us an image, by which we may think of him, since he does not come down." Then Maho smiled, and carved a fine image in the form of a man and they placed it in a tent, and called the tent the house of God; and they ceased to ask who and where God was, for they called the image God, and set costly food before it, and ate and drank; so they degraded the Highest and themselves.

9. This grieved the stranger, and he stepped forward and said—"See if this be the powerful Unknown!" Then he cast fire into the tent of their God, and it was burned to ashes with the image: and the people cried—"The image is not He!" And they said again, where shall we find him? Then said the stranger—"See, the trees and plants grow and blossom in quiet beauty, and the earth produces of all kinds; for an unseen spirit hovers about and quickens them by day and night; yet ye know not the face and figure of the spirit that fills mountain and valley, and men and beast."

10. And the people said—"Now we know; his name is Spirit; he moves over the earth, and dwells also in man and beast." But the wise man answered—"Trouble not yourselves about name and form, but be helpful to one another, since one spirit acts in all; then will the Unseen come near to you."

11. Then arose among the people a man of proud and envious mind towards the stranger, who hated him because all honored his wisdom; and him they called Zahni, that is, the Gloomy, for he separated himself from them with a gloomy look. But suddenly appeared in the valley a monster, which came from afar over the mountains, a shaggy lion, who seized men and beasts, and then returned with bloody mane to his cave. The dwellers in the vale thought it an angry creature from under the earth, and hid themselves in their houses, but the wise man said—"We must meet the monster," and he led the people towards the mountain.

12. When they drew near to Zahni's house, he came out and derided Maho, and said to the people—"He will lead you into the

jaws of the monster, that he may make you sewer, and rule over you more easily; he stands in league with evil." The wise stranger was silent, but the people were afraid.

13. In the meantime had Zalmi's little son run far from the house, and Zalmi loved the child much; then came the lion from the wood and roared, and the men were frightened and fell back, and the lion ran upon the little boy with open jaws and licked his chaps, while Zalmi and the mother of the boy stood at a distance wringing their hands. Then Maho went to meet the raging beast, gave him such a blow on the head that he fell and strangled him to death; then, faint and blood-stained, he brought the rescued son to his bitterest enemy. The father and mother of the boy threw themselves on their faces and wept, and said—"We are not worthy to lift up our eyes before thee."

11. Then came the people, and would worship the conqueror of the lion, and said—"Art thou a mortal, or the Unseen in mortal form, that thou showest so much kindness to thine enemy, and despisest thine own life to do good? What is this?" So said the people, but the wise stranger answered—"Children, I am a man like you: a low voice in my heart tells me so to act; such a voice speaks in your hearts, for you praise my deed more than my strength; and also in the soul of our brother Zalmi, who hated me, has it now spoken loudly, so that he threw himself upon his face and wept; and see, it dwells even in the heart of the child, for it embraced my neck with its little arms and kissed me. See, my beloved, this is the spirit and the voice of the Unseen in your hearts; follow it wherever it commands you; so you shall know it better, for the godlike is nowhere nearer to us than in our own hearts."

15. And the people cried—"Now we see truly that it needs no dwelling, neither form nor name!" From that time they honored the invisible spirit in childlike simplicity by faith and love, and their eyes became ever clearer; and they asked no more, where and of what form was God.

A SCHOOL POST-OFFICE.

THE idea of having a post-office in school may be a novel one to many. My attention was first directed to this subject by reading a description of a school post-office; I resolved to establish one in my own school, upon an entirely different plan. This resolution I carried into effect. Its results may be of interest to my fellow-teachers. In the first place I purchased a lozenge box, cut a hole in the cover large enough to slip a letter through, and nailed it up in my school room. I then made out a list of regulations, something like the following:—

1. Mail distributed each morning.
2. Each letter written by one scholar to another, must contain a question pertaining to some subject presented in some text-book used in the school.
3. The scholar receiving the letter, must answer it and the question it contains, within one week from the time received, and also state in his letter the number of mistakes found in the letter received.
4. Letters must contain no matter not pertaining to the school.
5. If scholars receive letters which they cannot answer, they may write and ask the teacher to assist them.
6. All written exercises given out in the classes must be directed to "The Teacher," and put in the office.
7. The postmaster will inform the school secretary of the number of letters distributed each morning, who will make a record of it in the school journal.
8. The teacher will claim the privilege of inspecting the letters at any time before distributing.
9. Each morning the postmaster will collect the letters distributed the day before, and pass them to the teacher, who will correct and return them the next day.
10. The school secretary will make a record of the letters free from errors, and also state by whom written.
11. Letters must be neatly written, and properly directed.

12. The teacher would be pleased to correspond with any scholars upon any subject pertaining to their lessons or to the school.

These regulations I read to the school, explained the object of the post-office, advised each scholar to purchase a small blank-book, and keep a record of the questions asked and answered, appointed a postmaster and a school secretary, and explained to them their duties.

The result of my experiment was a great interest on the part of parents and pupils, a full mail every morning, a neatly kept school journal, and a decided improvement in the language, spelling, punctuation, and writing of the children. They also acquired a vast amount of general knowledge; the writing of which fixed it firmly in their minds. There were twenty-five scholars attending school, but eight of whom could write. During a term of twelve weeks, eight hundred letters passed through the office. Most of these letters were written out of school hours. The largest mail distributed at any one time was seventy-four letters. The questions asked were all sensible, and most of them original.

I frequently wrote letters to the scholars, explaining the import of the different papers used in business, and requesting them to write various kinds. The result was that I had at the end of the term a large package of notes, bills, receipts, invitations, orders, advertisements, business cards, etc., to show to the committee and friends attending the examination. The children thus gained a great deal of practical knowledge, and the parents were permitted to see specimens of their children's industry.

I received the eulogiums of parents on the plan given above, and know that it has added to the interest of my school. I think it would be more interesting in a large school. It would then, I think, be better to have the mail distributed but once a week. Any exercise which calls for a frequent use of pen or pencil, is of benefit to children, and if the exercise can be made to seem play all the better,—that is, if the same results are produced. I would advise all teachers who desire to increase their own reputation and to improve their scholars, to try this plan and to mark its results. Teachers who are afraid of work, or distrust their own ability, should not try it; for it requires considerable time, and also a large stock of information in regard to the branches taught.—*Eli-a H. Morton, in Mass. Teacher.*

GEOGRAPHICAL NOTES.

UNITED STATES.—A correspondent of the *Western Home Journal* (Lawrence, Kansas, Sept. 19,) with the United States Geological Survey, gives a description of the Yellowstone Falls, which is, perhaps, worth reproducing for some of the particulars The approach was from above:

"Above, the deep, green water, as it approaches through the gorgeously colored wall, is whitened by the glistening of the waves; then, as it proposes to make the grand descent, the colors deepen into the richest possible shades of green and brown, over which play and dance thousand of lines of skipping light. Just on the brink all is suddenly changed into a clear, glassy green, of wonderful purity and beauty; this color is gradually softened and blended into a lilac tint of the softest and most delicate hue that can be conceived. Over these colors as a ground-work, the rich, creamy foam descends in graceful folds and festoons, blending together in a most enchanting harmony the whole sheet of falling water. About midway in its descent, the fall plunges into a cloud of ascending spray, and is lost; while from the great depth of the canon comes a deep, steady roar as of distant thunder. Fully six hundred feet below where we stand, a very thin, wiry stream of water emerges from the mist, and hurries away, whirling and foaming down the winding gorge below."

Another party of the Survey descended Snake River to the Tetons—a range of mountains in Idaho, just on the border of Wyoming, and having an Alpine character. The same correspondent writes (date of Aug. 17):

"The highest peak in the Tetons range has been climbed by Mr. Stevenson and Gov. Longford. Dr. Hayden told us that one might as well undertake to climb a 5,000 foot liberty pole, as to try to climb Teton peak. The last 300 feet were gained by cutting holes for their feet with knives and hatchets, and at one

time Mr. Stevenson had to cling to a boulder with his arms, while he drilled with his boots a foot-hole in the ice and snow—a letting-go of his hold would have plunged him down over a precipice of 1,000 feet. This peak is thirteen thousand two hundred feet above the sea, and to-day in a meeting held by the entire survey, we have christened it Mount Hayden, in honor of the Doctor, who has been engaged in the survey of the Territories for the last fifteen years."

NEW WORK ON NOVA SCOTIA.

Preparing for the Press, a Volume entitled: Nova Scotia, in its Historical, Mercantile and Industrial Relations, by Duncan Campbell, Halifax, N.S.

THE book is intended to supply a desideratum in the literature of the Province. It will present, within moderate compass, a comprehensive sketch of the History of the Province, in combination with its mercantile and industrial development, down to the year 1870; special prominence being given to the transactions of the last fifty years, as incomparable the most important and interesting section of the Provincial annals.

The work shall embody the fruit of seven years close study of Nova Scotia, particularly in its industrial interests—under which branch of the subject every County, including Cape Breton, will be noticed separately. It shall likewise contain original sketches of prominent individuals, and incidental descriptions of scenery.

Necessary statistics shall appear in an Appendix, and a copious Index of Contents will be annexed, so as to make the matter of the work of convenient reference.

The author will spare no pains to make the book not only readable, but of permanent value.

The volume shall consist of about 500 pages octavo, printed in long primer, on good paper, and substantially bound.

The work will be published by subscription.

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The names of subscribers will be received by booksellers in all parts of the Province, and delivery attended to accordingly.

To be published by JOHN LOVELL, Montreal.

THE marvelous influence which genuine poetry has always exercised in arousing, controlling, and allaying the various emotions of the mind has led to the publication of various compilations of choice passages from the writings of the great poets; and some of these collections have been made with so much taste and discernment that they have long remained in high esteem. But each generation has its peculiar characteristics, its special interests, and its distinctive canons of appreciation and enjoyment. It therefore happens that, while scholarly intellects perpetually enjoy the great classics of all ages, the mass of readers, who are necessarily more restricted in their sympathies, and more completely wrapped up in the concerns and feelings of the period in which they live, demand from time to time fresh arrangements of old materials, and renewed infusion of modern and contemporaneous elements. Genius is many-sided, and each generation loves to view that side which is most in harmony with its own temperament; and it also wishes to see arranged side by side with time-honored favorites those writers whose works are a part of its own productions, and whose glory it feels entitled to share. To gratify this natural demand, Mr. S. Austin Allibone, whose "Critical Dictionary of British and American Authors" has won for him almost universal fame, has undertaken the compilation of a new dictionary of poetical quotations covering the entire field of English literature from Chaucer to Longfellow. But the mere aggregation of valuable matter does not always render that matter either acceptable or useful; and therefore Mr. Allibone will, by a variety of well-arranged indices, endeavor to make his work so accessible in all its parts that, for convenience

of reference, it will probably be unsurpassed. One index will be devoted to authors, another to subjects, and another to first lines. The body of the work will, moreover, be disposed alphabetically under the titles of the leading subjects illustrated by the selections. The selections and the indices will conjointly form a single volume; and thus the public will be enabled to procure, in a small compass and at a moderate price, a manual of great usefulness and a storehouse of the most beautiful and brilliant thoughts.

THE remarkable progress of Russia in art, literature, science, commerce, and industry has attracted the attention of the world for the past ten years. Her mechanical and metallurgical interests are almost daily developing, and new means of utilizing her great resources are constantly coming into existence. A correspondent of the *Brussels Chronique de l'Industrie* speaks of a gigantic establishment near the city of Kolomna, which rivals in magnitude the finest workshops of England or Belgium. It has been in operation but five years, and is at present engaged in the manufacture of iron bridges and railroad freight-cars, though recently locomotives and passenger coaches have also been produced. At times, during the year just past, the works employed four thousand hands, at wages of from one rouble (seventy-eight cents) and one rouble and a half for ordinary operatives to three roubles for foremen. The fuel used is Torbane mineral, the anthracite of the country, and coke; the blasting and melting apparatus was obtained from England. Since its foundation it has completed three thousand cars; and since it has begun the manufacture, seventy-nine locomotives have left its shops.

THE WORDS OF OUR LANGUAGE.

MARSH tells us that the number of English words not yet obsolete, but found in good authors, or in approved usage by correct speakers, including the nomenclature of the sciences and of the arts, does not probably fall short of one hundred thousand. A large portion of these words, however, do not enter into the living speech, the common language of daily and hourly thought. Some celebrated English and American orators have been able, upon occasion, to summon at their command one-half of this vast array of words, although they habitually content themselves with a much less imposing display of verbal force. Few writers or speakers use as many as ten thousand words; ordinary persons of fair intelligence not above three or four thousand. If a scholar were to be required to name, without examination, the authors whose English vocabulary is the largest, he would probably specify the all-embracing Shakespeare and the all-knowing Milton; and yet, in all the works of the great dramatist there occur not more than fifteen thousand words, and in the poems of Milton not above eight thousand. The whole number of Egyptian hieroglyphic symbols does not exceed eight hundred, and the entire Italian operative vocabulary is said to be scarcely more extensive.

THE WORD "US."

AN Athenian once said to a Hebrew lad, "Here, my boy, is some money; bring us some figs and grapes." The boy went and purchased the fruit, and giving half of it to the stranger, kept the other half for himself. "Is it customary here, for a messenger to take half of what he fetches?" said the Athenian, rather surprised. "No," answered the boy, "but our custom is to speak what we mean, and do as we are desired." "But," rejoined the stranger, "I did not desire thee to take half the fruit." "Oh!" replied the boy shrewdly, "what else couldst thou mean by saying *bring Us*? Does not that word include the *Hearer* as well as the *Speaker*?" The Athenian smiled, and was contented.—*Midrash Echan.*



OFFICIAL NOTICES.

118 Teaching Days in this Term.

MINUTE OF COUNCIL.

Passed June 6th, 1872.

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

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

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

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

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

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

IV. The Provincial Normal School.

FACULTY OF INSTRUCTORS.

NORMAL COLLEGE

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

MODEL SCHOOL.

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

I. Address of Inspectors.

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

II. 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:

(FORM OF AGREEMENT.)

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

The said [name of teacher] on his (or her) part, in consideration of the below mentioned agreements by the parties of the second part, hereby covenants and agrees with the said [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 further mutually agreed that both parties to this agreement shall be in all respects subject to the provisions of the School Law and the Regulations made under its authority by the Council of Public Instruction.

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

Witness, [Name of Witness] [Name of Teacher] [Name of Trustees]

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

III. 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 particular views which characterize the different denominations of Christians, it does instruct the teacher "to inculcate by precept and example a respect for religion and the principles of Christian Morality." To the Trustees the people must look to see their desires in this respect, so far as is consonant with the spirit of the law, carried into effect by the teacher."—*Comments and Regulations of Council of Public Instruction, p. 51 reg. 6.*

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."—*See Manual of Laws and Regulations for Public Schools, 1872, sec. 10.*

SCHOOL DESKS.

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

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

Chair & Furniture Factories, Freshwater.

V. Bond of Secretary to Trustees.

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

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

PROVINCE OF NOVA SCOTIA.

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

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

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

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

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

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

(Passed 18th day of April, 1872.)

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

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

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

3. The following words are added at the end of the fourth subsection of Section 35 of Chapter 29 of the Acts of 1865, entitled "An

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

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

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

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

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

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

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

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

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

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

The sum required by any section, for the purchase of prescribed school books maps and apparatus shall be determined by a majority of rate-payers, present at any regularly called school meeting (to be assessed upon the section in the same manner as all other sums required for the maintenance of the school or schools.)—See Section 36, page 29 of the School Manual.

REGULATIONS.

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

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

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

Reg. 3.—Any section neglecting to provide a supply of books, maps, and apparatus may be deprived of the public grants.

Reg. 4.—Trustees shall make such further regulations, agreeably to law, as may be necessary to ensure the careful use and preservation of books, maps, and apparatus belonging to the section.

LIST OF TEXT-BOOKS, MAPS, AND APPARATUS.

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

PUPILS' WEEKLY RECORDS.

Weekly Record (for one Term).

THE NOVA SCOTIA SERIES OF READING BOOKS.

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

SINGING BOOK.

The School Song Book.

SPELLING BOOK.

The Spelling Book Superseded, (Eng. Ed.)

GRAMMAR AND COMPOSITION.

English Grammar*; English Analysis; Reid's Rudiments of Composition; Bain's Rhetoric; Dalglisch introductory to English Composition; Dalglisch Advanced English Composition.

In the meantime, Trustees are authorized by the Council to use whatever Grammar they prefer. Leale's Grammar, if followed by Analysis, will, perhaps, give as good results as any.

MATHEMATICS.

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

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

- Arithmetic.*—Nova Scotia Elementary Arithmetic. Nova Scotia (advanced) Arithmetic. Nova Scotia Arithmetical Table Book.
- Algebra.*—Chambers' Algebra, (as far as Quadratics). Do. Do. (complete). Greenleaf's Geometry and Trigonometry. Greenleaf's New Elementary Algebra.
- Plane Geometry.*—Chambers' Euclid, (including Plane Trigonometry)
- Practical Mathematics.*—Chambers' (including Land surveying, a brief treatise on Navigation, &c.)
- Solid and Spherical Geometry.*—Chambers' (including Spherical Trigonometry, Conic Sections, &c.)
- Mathematical Tables.*—Chambers'
- Navigation.*—Norie's, (an extended treatise).
- Chisholm's Mathematical Scale
- Ball Frames*
- Slate Wipers, (to be used without water).
- Slates.*—Common Slates, (beveled frames) 6½ in. by 8½ in.
- " " " 8 in. by 10 in.
- " " " 9 in. by 13 in.
- Blackboard Chalks, (1 gross); Slate Pencils, per box, (100).
- Eaton & Frazer's Book-keeping.
- " " Blank Books, set of three Books.

WRITING.

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

STAPLES' PROGRESSIVE SERIES OF COPY BOOKS :

For both girls and boys.	} Book No. 1, " No. 2, " No. 3, " No. 4, " No. 5, " No. 6, " No. 7,	For girls only.	} Book No. 8, " No. 10, " No. 9, " No. 11,
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- Nos. 1 to 11 bound in 1 vol., with full instructions on the system (for the Teacher's desk).
- Ruled Card to accompany copy books.
- Penholders.
- Staples' Circular Pointed School Pen.
- Inkpowders.
- Rulers, 12 in. (for pupils' use.)
- Lead Pencils.
- India Rubber Erasers.
- Pink Blotting Paper.

DRAWING.

BARTHOLOMEW'S SCHOOL SERIES OF PROGRESSIVE DRAWING LESSONS.

- For beginners. } Set of 72 Model Cards, Nos. 1 to 5.
- For advanced lessons. } Sketch Book (models only), Nos. 1 to 5.

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

DIAGRAMS.

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

GEOGRAPHY.

- Calkin's Geography and history of Nova Scotia.
- Calkin's School Geography of the World.
- Series of Wall Maps.*—
- Nova Scotia.
- British America.
- North America.
- Western Hemisphere.
- Eastern Hemisphere.
- England.
- Scotland.
- Ireland.
- British Isles (in relation to the Con. of Europe.)
- Europe.
- Palestine.
- Gen'l. Map of Bible Lands.
- Globes.*—The Terrestrial Globe (12 in. diameter, bronze meridian and Quadrant)

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

HISTORY.

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

NATURAL SCIENCE.

Chambers' Chemistry, (with new notation)

ECONOMIC SCIENCE.

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

CLASSICS.

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

AUTHORS—OXFORD EDITIONS.

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

DICTIONARIES.

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

AUTHORS—OXFORD EDITIONS.

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

LEXICONS.

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

VII. Evening Schools.

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

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

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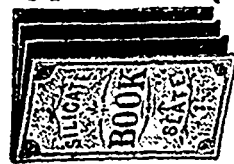
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