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JOURNAL OF EDUCATION.

FOR THE PROVINCE OF NOVA SCOTIA.

DISCIPLINE AND DRILL.

It is possible to enumerate many things essential to a good school. Among these we may direct attention to the two named above. Every one professes to know the importance and value of these, and therefore, they often have not a sufficient prominence in our notions of a good school.

To be a good disciplinarian is to reach a high point in the teaching profession. But grievous errors exist, as to what constitutes good discipline, and a good disciplinarian. Some, we trust, but few, think that severity and discipline are synonymous. This opinion prevailed in the olden days of the rod, and the ferule. Happily for education, and the boys, this time-honored conclusion has been assailed, and its power broken. Educationists now believe, that the most decided discipline, and firm school government are compatible with kindness and forbearance.

A teacher, if ambitious to have a *good school*, must at the beginning resolve to have system and order; to have order he must have system, and it must be presumed that an efficient teacher will have a clearly defined and well-digested system of *his own*. This he will constantly examine, and improve as experience may suggest. Every teacher should understand what system works best under his hand, and should therefore have his own school law, as well as the general one; nor is that teacher worth much whose experience has not suggested a system of discipline, and a mode of instruction suited to his views of school operations.

On entering upon his work, after the preliminary arrangements are made, the teacher should publish distinctly and decidedly, the rules by which teacher and pupils are to govern themselves, for, as far as possible, the government of a school should be self-government, and each pupil should be made to understand the interest he has in honest and cheerful submission to school discipline, and, that their regulations are compatible with, and conducive to his progress—that their violation is destructive of order and incompatible with educational progress. Pupils should understand, that while they are law abiding, nothing in the way of discipline will be known but the interchange of mutual kindness and good will, and that on all subjects bearing on the interest of the school, teacher and pupil have a common interest and a common aim. With equal distinctness should it be understood that the insubordination of one, disturbs the whole and is subversive of the entire school interest, and hence it must be imperative with the teacher to insist upon submission to known rules, and under no pretext whatever sanction the violation of a law essential to the good of all.

And here the governing ability and power of a Teacher will appear,—we may say his professional value. For, to maintain order, to insist with firmness and unflinching resolution upon obedience and submission to school law, and to do this with a calm, dignified deportment, consistent with position and correct influence, with no angry words, or excited passion, is evidence that a high professional position has been reached—a skill and power to govern acquired, that will, under all circumstances, ensure success. The Teacher who has reached this point is a good disciplinarian. He need not use the rod, harsh and angry words are not required, nor will the vulgarisms, *dunce*, *blockhead*, *dolt*, and such like names be heard. The firm utterance of calm determination, with the reiteration of confessed and reasonable obligation, will be sufficient at all times.

The first element in school government, is self-government, and no class of men requires this more than Teachers. An angry man is utterly unfit to discipline a youth, and it is to be feared that many a youth with excellent points of character, and talent of a high order, has been lost to society through the misgovernment of impetuous teachers. Self-government is almost inseparable

from reflection, and the reflecting teacher will aim to understand the dispositions and peculiarities of each member of his little community and soon will have formed a correct estimate of the character of all under his instructions. The reflecting teacher knows how to turn such knowledge to a good account in adjusting his discipline to the varied tempers and habits of the pupils. A discipline that has for its basis self-government and reflection will elevate alike teacher and pupil. The former will realize the moral power he is exercising and be strengthened in it, while the pupil operated upon by this power will receive and be conscious of its elevating authority, for as the anger of a teacher, reproduces itself in the pupil, so the self-government of the teacher will produce a spirit of its own likeness. A boy under wise and christian discipline will be under a power ever acting upon his highest and noblest capabilities, and quietly developing a future character replete with the elements of unlimited success. But while a rash passionate teacher should have no place in our schools, we must not confound physical inertness, and mental inactivity, with the calm dignified character of the model teacher. A teacher intellectually indolent is unsuited to the work of an instructor. Those needed are, of course, educated men, men of physical and mental activity, uniting with this, a quiet, but firm determination to exercise upon the surrounding youth an authority tending to a moral elevation. We are happy in knowing that there are in our schools a number of teachers of this class; they are model men, and the sections possessing them have a treasure of no small value; they are to be honored as the men whose influence will do more for our children and for our country, than mines of material wealth.

But the number of such men is by far too small, and it should be the aim of all connected with our school system to bring such men to the front of their profession, and cast about them that esteem and liberal support which merit and usefulness ever demand. Sections ought not willingly to part with such men, but retain them, and a very few years will demonstrate their worth. Efficient teachers do not love change except for reasons which the people themselves control. A good teacher knows that it takes time to establish a school, and that when once fixed, the day of drudgery is numbered with the past.

At the head of this article we directed attention to School Drill, and connected it with Discipline, for by some association of thoughts, these two things are almost identical. What are we to understand by the phrase so often heard "a thorough drill"? The term has a military sound, and hence we inquire why are recruits for the army drilled unless it is, that they may be perfected in all that relates to the profession of arms. Constant drill is a means to an end, but the hard, harsh words and stern tones of the drill sergeant, are to the end aimed at about as necessary as the succession of day to night. The end is accomplished better without such exhibitions of depravity.—A school is an intellectual drill room in which the youthful mind is daily drilled on the various subjects which contribute to its enlargement and strength. Mental discipline is the end aimed at, school exercise is the means to that end.

School drill ought not to be, and assuredly is not, a teasing, wearying, dull repetition of the same thing. It is not that the child must have each day, and many times a day, the monotonous tones of the same voice uttering the same word. Such not only wearies, but disgusts. Yet it is undeniable, that junior pupils especially, should review again and again, should recite rules and forms, and constantly go back to first principles till rudiments are so firmly fixed, that to forget, becomes an impossibility. When reviewing schools, and in advanced classics, it is painful to witness deficiency in first principles. Too much time

cannot be spent in reviewing, and the experienced and well-trained teacher will drill in these rudiments not by presenting the same forms which so soon tire the youthful mind, but in varied forms and new combinations, exhibiting in pleasant and attractive illustrations the lesson to be repeated, that it may be known. Such drill fixes indelibly the elements of learning in the youthful mind.

A teacher of professional ability will not for any consideration allow a class to advance till previous work is thoroughly mastered. If rapid advancement is hoped for, if it be realized, the pupil must review often, and go repeatedly over the same ground, and fix anew in his mind the subject of former study. In this way his future progress will rest on a solid basis, and studies difficult and complicated are rendered attractive and increasingly profitable.

It will be seen that this kind of school drill is pleasant, and will bring out, not only teaching ability, but when pursued with proper temper and with such familiar illustrations as invest the subject under consideration with interest, will make the work of teaching easy and pleasant.

All experience proves that review, and constant drill in the rudiments of education insure almost certain success. Teachers do well to keep this in mind, and to make the school exercise a most pleasant and pleasing intellectual drill.

SCHOOLMASTER IN DISGUISE.

Mr. Editor,—When a great English Statesman held up to an admiring audience a copy of that wonderful microcosm the *Times*, and declared it was his belief that a daily knowledge of that is better for a man than a knowledge of the histories of Herodotus, he was not declaring in somewhat exaggerated phrase, the value of the Press as a Teacher. Those of the people among his audience who could read were struck at once with the truth of the idea he wished to give them; they had been reading their daily papers for years and had taken in without wonder the knowledge it presented to them, (just as we take into our eyes without wondering the daily light of dawn) but on a sudden it was made clear to them that they had been going to School daily though they knew it not, (just as we are now and then made suddenly aware that we are the objects of daily miracles, though we see them not,) and that they had all the time been standing in the presence of, and taken instructions from, a Schoolmaster in disguise. We are not going into any long discourse upon the value of the Press generally, that is admitted already, and painting or adorning the rose is but a profitless task at best. We wish just shortly to call the attention of our readers whether engaged in Scholastic pursuits or not to the great value of the Press as an aid to daily "School-teaching," of men as well as boys, and in particular to the great work which the Schoolmaster in disguise has done for us, within the past two weeks, in increasing our stock of knowledge concerning events which are shaking thrones, men who are moving the multitudes, and places which are far removed from us.

The public has been reading its daily papers quite regularly for a long time, and in a general way understood something of the Constitution and a good deal about the Emperor of France; a little less about the Constitution and just nothing at all about the King of Prussia; and it was rather familiarly acquainted with Bismarck and Napoleon and Ollivier and Thiers; but such knowledge as the public had was of a very misty character and not at all to be depended upon for accuracy. A good deal was known too concerning Spain and the revolution, and Prussia and Serrano, and the Nation's need of a King—all this in a misty way, as children will pick up knowledge from hearsay. But the political intrigues that had been going on with suspicious secrecy acted as a wind that fanned the smouldering fires of international jealousy into flame of war, and then the real work of the Schoolmaster began; the misty knowledge was cleared of mist and made certain, all that was doubtful was rendered clearer; and in a wonderfully short space of time the public has been taught a great amount of various sorts of knowledge in a most impressive and lasting manner. We will indicate shortly some of the branches in which the world has received a condensed Education within the past two weeks. The moment they are mentioned all can see how obvious all that is said of them is; but though all be obvious, all is not familiar, and we do not offer any insult to the intelligence of our readers in discussing with a purpose events, which are published and commented on daily in the papers.

The first thing which must strike the thoughtful reader of the dispatches of the week is the complete publicity with which the designs of cabinets, the policies of Statesmen, the desires of ambitious Nations are revealed and discussed. We have been given a great lesson in diplomacy as the first result of the week's teaching of the Schoolmaster in disguise; and we shall not soon

forget it. We have been taught by Lord Clarendon and Reverdy Johnson, how completely the old systems of diplomacy have failed this age. The Press and the Telegram have ruined them, have flung light upon their mysterious cyphers, have rendered it impossible for governments to conduct a negotiation of any importance unknown to the present subject who can read a newspaper or listen to the voices of men—who gather and debate in the club room, or the tavern, or at the corner of the street. The old systems of diplomacy, with their expensive and magnificent embassies, their secrets, their intrigues, their circular dispatches,—the old systems dear to Ximenes and Richelieu, dear to Cecil and Walsingham, are dead, or nearly dead, and now instead of negotiations and treaties being finished long before the people heard or read of them, the first hint of them is given to the public in the Press almost as soon as it is mentioned in the Cabinet, and once a negotiation is begun the daily papers give ministers the earliest information. "What is the news from France, My Lord?" said a tactless, blundering painter who was painting Lord Palmerston's portrait; "I have not read the papers," said his Lordship. That was at once a gentle rebuke to the painter and a statement of a fact of great significance. The schoolmaster in disguise, the Press, has then taught us this week past a great deal about the intrigues of Spain with Prussia, the ambitious designs of France, the policies of Russia Austria, Holland, Belgium, Italy and England. We take all this information, which is mainly correct, too without special wonder, because we do not think enough about the means by which we get it. It will take volumes to describe and months to read, in the time when the history of the war shall be written, all the events which we have learned with some accuracy in less than a week. The Schoolmaster in disguise has certainly taught us some lessons in politics.

He has taught us some lessons in Geography too which were well worth knowing. The Elbe, the Rhine, the Scheldt, the Baltic; Mentz, Strasburgh, Coblenz, Paris, Antwerp, these words have been in men's mouths, and boy's mouths, quite familiarly for many days, and those who took the trouble of looking the maps over, have received lessons of considerable value. The political geography of Europe was a tangled affair for most people, whether Teachers or not, till the last two weeks. Now there are not many who do not know the composition of the North German Confederation, and the States that compose South Germany; and the Geography of the "left bank" of the Rhine is common knowledge. And for all this information we have to thank the Schoolmaster in disguise. The lessons do not end here. The boys have, or used to have, a trick of making a secret writing stand out plain on paper by merely sticking it with a glove. Well the first blow that is struck in Germany will bring out such a secret store of historical events and such a cloud of historical resemblances as will fairly astonish us if we set to think about them. Will not the whole history of the war in Europe from early times be opened up in thought to us in this war? The telegram flashes us the word Antwerp and fancy seizes the word, and we see the fierce hard Duke of Alva, and the spears of Spain about the City; and now the Guise rides indefatigably about among his half starved troops whom the gloomy minded man in the Escurial will not furnish with stores, now the fire ships float down the Rhine, and there are horsemen on the bridge that guards the town; they go away, and then with an awful crash the bridge is shattered and Antwerp and all disappears from our sight, and we recognize the Morning paper's despatches and the breakfast table. Is Brussels mentioned? What a host of memories important to Europe, especially striking at this moment and connected with it. We see the windows alight in "Belgium's Capital" where its "beauty and its chivalry" are gathered (is it not all familiar?) the music breathes, the floor shakes to the dancers, dancing in tune, and the Iron Duke takes Brunswick's Duchess to have an ice perhaps—and then the scene changes, and the soldiers are gathering and orderlies riding, and the army is on the march; and again a change and it is Waterloo; and the Duke is riding about in the hail of iron on his cob, and Picton is shot, and Brunswick is being pricked to death in the marsh by the spears of the Polish Lancers, and the Black Dragoons of Brunswick will shortly have keen speech of swords with these same Lancers. What memories are not evoked by the Baltic and the Rhine? almost every spot of ground in central Europe is a mine of historical memories; and the Schoolmaster in disguise will not fail to call them up in proper time.

It is perhaps in political and commercial economy that we have been taught the fairest lessons. The moment that trouble began in Europe, the moment that war became inevitable, grain began to raise, stocks began to fall. It is supposed that the loss to stock holders during the past week has been as much as two hundred millions sterling. That is a lesson condensed. How does it come about that when France goes to war with Prussia, wheat should go up in Minnesota, and Consols go down in London? The answer is not hard to give, but we shall not go into it; we merely wish to suggest some of the things which the Schoolmaster in disguise is bringing home to us and the question which he asks us, and answers himself. We have probably suggested enough. It is not pleasant listening to a speaker whose slow imagination takes him hours to arrive at

ends which the quicker brain of his hearer has leaped to long before him; and it is not pleasant writing with the feeling that all that is said is obvious the moment it is mentioned. But though, as we said, all be obvious, all is not familiar; and it is no waste of time and space to call attention to facts which are indeed too common to us to be familiar and with which familiarity is of great importance. Peace to most people recognize the effect of the war; but not a great many will grasp it as a whole, and see how the politics of Kingdoms and ministers are made public in new and strange ways, how old systems have died out.

The old order changeth yielding place to new,
And God fulfils himself in many ways;

How political boundaries of Nations are made plain, or altered or contracted, or expanded; how historical memories which have been the theme of Poets, Historians, Essayists, Orators, without number and evoked freshly, how the commerce and trade of the world are affected, how stocks rise and fall, and fortunes are made or lost; how the securities of Nations, the Consols, the bonds, the rentes, are depreciated; how all through the world, in all its various affairs, from the House of Rothschild to the stall of the tart woman at the corner, from the Palace of the Prince to the hut of the peasant, this war will work its will, and we can no more escape from its effects than we can rid ourselves of the burthen of air on our shoulders or escape from death. The Schoolmaster in disguise teaches us these lessons, and will continue to teach them; and it might be very beneficial if the Teachers who are thus taught should give a little of what they thus daily receive to the children who are under their care.

HALIFAX.

PRACTICAL PHILANTHROPY.

Mr. Editor.—It is to be feared that much misunderstanding exists upon the nature of true philanthropy. And this is all the more to be regretted when the charge may be brought home, as it sometimes is, not only to the youth of our communities, but to those who have been their teachers. The great fact that it is both the privilege and duty of every one to practise it, seems often indeed to be forgotten on all sides. If, then, through the pages of your JOURNAL, a few thoughts may be suggested by way of remembrance, more especially to those who are moulding the minds and characters of the young, the attempt may not perhaps be altogether in vain.

Philanthropy, in the true sense of the word,—the sense in which it becomes really practical,—I would define as simply this:—A love dwelling deep in the heart, and flowing out like a well-spring whenever it meets with a fellow creature in need. It is a principle not abstract, theoretic, and general, but concrete, personal, effective.

The idea that most people have of philanthropists is, that they must necessarily be a few eminent and peculiar personages, standing out in high relief on the page of history,—men born, like poets, to their destiny, whose office is to cure human ills on the stage of a continent, and having for audience an admiring world. But is this idea a correct one? I think, Sir, that you will agree with me in saying decidedly, it is not. Most precious as are those loftiest eminences of practical love, pointing heavenward in sight of the nations, alone they would not very widely leave their mark on the misery of mankind. The bulk of the work, after all, must be done by the thousands, and ten thousands of smaller philanthropists, who perhaps are never heard of half a mile from home. It must, moreover, be an active, practical system operating from within, not one adopted from without. It is only when it becomes a law in our hearts, that it comes easy and comes always like a stream from its fountain. If genuine, it will do good as it has opportunity,—good alike to the wretch who can make no return, and the personage who could herald your praise throughout the nation.

We may not have the power for practical philanthropy which Buxton wielded in Parliament and Chalmers in the pulpit, but we must remember that every one has the power that God has given him, and he who uses one talent well, is soon rewarded with another. It is not by standing and looking wistfully to the great opportunities of great men, that we shall do good to our age and country. Rather let us adopt Wellington's famous word at the crisis of Waterloo—if it be apocryphal, it is so good that it ought to have been genuine—"Up, Guards, and at them." This is the way to win a battle. There lie the black, dense, imposing masses of the foe,—the sins and sufferings of humanity. Let us plunge into the nearest flank of the cloud-like host, and lay about us heartily—every man his own philanthropist. It is probable that our stroke will smite down some enemies, and set some wretched captives free; but at the lowest and the worst, the effort will be healthful exercise for our own spiritual life.

Doubtless we should take advantage of plans, and the support of large combinations, just as one drop joins with others, when there is a mill-wheel to be driven; but we must at the same time have always in heart and in hand, a personal philanthropy, as every drop of the stream is always obedient to its organic laws.

Opportunities, alas! abound; the raw material of philanthropy is plentiful. Within our reach there is some person or some family,

drawn by vice or poverty or both down towards the gulph, like a boat on the rapids above Niagara. By all means let us rush in, and wrap the line of human love around those that are ready to perish. We must speak to men for God, and to God for men; and if we are tempted to despond, we have but to remember the word Divine—"Love one another, as I have loved you."

OF THOUGHT WITHOUT LANGUAGE.

BY GEORGE S. DURLEIGH.

IN a former article I offered a few hints aiming to show that language, in its comprehensive sense, was an exponent of power, and the measure of a soul was everywhere, its ability to express itself in some form or other, by word or sign. But soul can only speak to soul; to be understood there must be a common language, the nerves and motions of a common nature. The moaning of the wind will give the same mental impression as the moaning of a sufferer, but the mind refuses to be moved because it does not find the chord of sympathy; or, if by a play of the imagination, it does shape some tortured spirit in the hollow air, its pain is the genuine confession of relationship.

Words, though beyond computation graphic and vital, for purposes of expression, are far from necessary to thought, though the methods of that thought are inconceivable to a mind not endowed with them. Has it ever occurred to you, thoughtful reader, to imagine what must be the form of wordless thought?—in what fashion a mind that has never learned a language will hold and combine its ideas.

We are so accustomed to that automatic play of association, by which a name carries with it the image of a thing, and a word is always the symbol of some idea that we are scarcely conscious of any thinking which is not in verbal language. A misty veil of undefined expression so hovers about the very inception of our ideas, that we are apt to pronounce the thought unformed, till the words that express it are brought into some ordered coherence. And yet, if one may trust what is so evanescent, in his own mental operations, he will often discover that what seems to be the laborious evolution of a theme, is only the slow embodiment in words of a picture set clear and vivid by an instantaneous impression on the mind.

When our consciousness is awakened by any telegraphic signal of the senses, the idea so aroused hurries to catch up some word or phrase with which to clothe itself, like a timid bather surprised on the margin of a pool. You lift the eye, and behold a tree, a house, or a river, and unconsciously the mind utters to itself, the name of the object. Or you see some unknown thing, whose image, just as vivid in your mind, has yet no name to express it, and words to imply that fact arise immediately, "What is it?" "I know not what that may be."

Picture to yourself the image which an idea must take in the mind of a deaf mute who never heard nor uttered an intelligible sound, nor learned its silent symbol. That he has ideas, quick, varied, and intense, you see by a glance in that speaking face and that earnest, asking eye, which always seem in their half-sad expression, to mark the efforts of a soul to grasp the inutterable, the yearning of a fettered spirit for the freedom of clear utterance to ease its nameless hunger. How that face lights up at a smile of loving recognition: how that eye flashes with indignation at what seems to the imprisoned soul a wrong or outrage. How the keen, silent questioner looks into your face for the secret of its mobility, for what it means, and by what power we who are blessed with some strange *other* faculty than theirs, can draw one another, excite laughter and tears, and a thousand actions, all mysteriously moved, all wonderful to that poor, fettered soul, all strange and fantastic as the revels of the northern lights.

To enter the sphere of that ineffable consciousness for an hour, would interest me more than to visit the palaces of all the crowned heads in Europe. To know precisely how, to him who is deprived of one of our finest senses, and one of our noblest faculties, this complex universe of mind and matter stands related, and to feel by what strange methods the remaining faculties of such a mind translate the facts of being which belong to the lost one, into their own language, would be well worth a momentary loss of one's identity.

A blind man attempting to express his notion of scarlet, said it resembled the sound of a trumpet, and he did not intend by it the slang that there was anything "stunning" in the color. We are constantly reminded of the impressions of one sense by the operations of another. To my ear the bass note in music is what a dull black is to the eye, and behind both organs they give the same mental emotion. The reverberations of deep thunder seem like boulders with worn angles, with profiles blunt and irregular, as if drawn by the jerking pencil of the lightning; and one who never had the pleasure of seeing stars from a blow on the head, may get a tolerably correct idea of that kind of galaxy by snuffing at a bottle of volatile salts! Language is full of the mental effort to report the impressions of one sense by the symbols of another. We say that an apple is sweet, that a rose is sweet, a face is sweet, a strain of music is sweet, and love is sweet, not to mention the saccharine reaction of the "Uses of adversity."

Here taste, smell, sight, hearing, and a social sentiment, use the same word for that pleasurable sensation experienced by the mind through each distinctive organ. And they are right, through we may fancy it a mere poverty of language, for the equivalent emotion demands a related word, and all words are primarily things of the senses. We assist the organ of one sense by that of another. We open the lips and part the teeth a little when we are eager to hear; we listen and turn the eyes' attention inward when we would detect a delicate taste, or remember a faded impression. Clairvoyants who see the invisible, shut their eyes and look with their foreheads or the palm of the hand.

But this mutual accommodation of the senses is not so marvelous as it may seem, when we remember that the whole five, six, or seven, as you please, are but one power of nervous perception specialized into a variety of functions, differentiated, as the learned say, that we may have more perfect work by a division of labor.

The same necessity which developed nerve-contact into sight on the one hand, and hearing on the other, might also express through one of these the sensations proper to the other, when the other was wanting. Some sort of impression of things can be given, without the proper organ. Seal up the eyes of a bat, say the naturalists, and let it loose in a room crossed with wires in every direction, and he will fly clear of them all, as if he had other means of perception as sensitive as the optic nerve.

Laura Bridgman, with neither sight, hearing, nor smell, could detect the presence of a stranger in the room, without contact. Her mind then must have as distinct an image of every person as we have, yet not one of what we call our senses could go to the making up of that image. It could not be form as we know it, nor a voice, nor an odor, but it was itself other than all, exciting emotions of love or hate, gratitude or repugnance, and the thought it excited must have had shape, though it is not easy to imagine how.

In some other world we may get at the bottom of the mystery, and find the one language of which our varied senses are the idioms and provincialisms; but here the suggestion of that common basis is mainly useful as encouragement, to supplement the deficiencies of one gift by the culture of another. If we have not words, than speak in deeds; if we lack vocal melody, sing with the concord of harmonious lives, and let the soul come forth in expression through whatever door the good Father has left open.

GERMAN SCHOOLS.

BY PROF. J. W. DICKINSON.

GERMANY has the most perfect school system in the world. For more than three hundred years the foundations of this system have been established, and the beautiful structure has been rising, until now not a German child, living in his native country, is unable to obtain the means of a good mental culture.

There is such a relation established between the school authorities of a parish and the national minister of public instruction, extending through all the grades of authority, that the lowest primary schools are under the complete control of the highest school authority. By such a complete organization the government can apply most thoroughly all its school laws.

In this country we are entirely wanting in that organization by which either State or national laws can be applied, so as to affect the character of our public secondary schools; and our private schools are under no supervision whatever. They may be taught by those who have neither talent nor acquisition necessary for successful teaching, and they may be managed so as to send into society the most superficial men and women, and we have no help for the mischief.

All Prussian children are treated by the government as though they belonged to Prussia, and would in the future become Prussian citizens. The Prussian government takes it for granted that it has the right, yea, more, that it is a public duty, to establish schools in which every child may receive such a culture as will fit him to be a good Prussian citizen. The government also claims the right to exercise the same control over the private, as over the public schools.

Before one can open a private school he must pass a public examination, and he found competent to teach, not a particular grade of schools, but to teach school. In addition to this examination, he must present his course of study, and his daily order of studies, to the proper authority for approval before he can commence his work.

After this has been done, he must take a solemn oath, by which he pledges himself to teach so as to secure the best results within his power to attain. Then, during his term's work, his school is subjected to the same kind of supervision as is applied to the public schools. At the close of each term, the inspector and the parents of the children are expected to be present to judge of the fidelity of the teacher.

The law in regard to attendance is enforced by the school committee of the parish, who are required to keep an accurate ac-

count of attendance and to make report of all failures, and to apply penalties.

Prussia is well provided with Normal schools in which teachers may receive a thorough preparation for their work; and in no other country is there so much professional enthusiasm. Teachers during the time of preparation are exempted from military service, and after graduation, preference is given to them over teachers who have had no special training. All incompetent teachers are to be promptly removed from their schools, and all old teachers who have spent the best of their strength in the service of their country, are to be supported in their old age at their country's expense.

All school authorities, including the teachers themselves, being a branch of the general government, are much respected and are able to exert a commanding influence. The German teachers study most carefully the philosophy of their work. Having received an impulse from the great Pestalozzi, they have adapted their courses of study, and their methods of teaching to the wants of the human mind. They make human culture the end of study and teaching. Two ideas guide them in making out their courses of study. One has reference to the selection of topics the other to the arrangements of these topics. Such a selection of topics is made as will lead the mind of the student to all kinds of activity in studying them. These topics are arranged in the course so as to meet the wants of the mind as its powers are developed. The method of teaching employed requires the actual presence to the senses of all objects, and to the intellect of all subjects of study.

While in Dresden, I saw a lesson in language given in one of the primary schools, to a class of little girls. The teacher was a strong man, and a distinguished graduate of a German University. He presented to his young pupils, a bird's nest, and a branch upon which the nest was built. He led the pupils to know of the nest through their own senses. Then he taught the name "nest;" then he taught the form of the nest, of what it was composed, giving names as he taught. Then in like manner he presented the branch, the twigs, the bark and the wood of the branches, the leaves, and the parts of a leaf. Then putting these objects aside, he drew upon the blackboard a beautiful picture of all that he had presented, requiring his pupils to give the names of things, as he represented them in his picture. After ideas had been thus excited, and their oral names had been learned, the written form of the names was taught. During this exercise, the pupils were so much excited that they could with difficulty contain themselves. In another school I observed the teaching in botany. The class was composed of boys of twelve years of age. The teacher had gathered in his morning's walk the plants he desired his pupils to study, giving to each boy a plant belonging to the class of plants he desired that day to teach. Taking one of the plants in his own hand, he led the boys, each one for himself, to observe until he found the marks to be used in classification. The teacher then simply gave a name to the class which the boys had themselves discovered.

Under such teaching, the boys studied with their whole strength, for more than an hour, with unabated interest.

The best German teachers do not use text books in the school-room. They have the object of study before them, and in the presence of their classes. The intuitive ideas to be used as the basis of mental activity and knowledge, are in the mind of the pupils, the language and the science are in their own well trained intellects, and it only remains for the teacher to direct the mind in the study of the things, and give to the acquired knowledge, a language, and the young pupils will be led to know facts and general principles and science by their own individual activity. Books are to be used, after a time, for reference.

There are no mixed schools in Germany. The boys and girls are not permitted, as in this country, to work out together, in the same classes, the problems of science, so that they may be trained to work out together in after years, successfully, the great problem of life.

The primary schools are generally taught by the most learned and skilled male teachers, who give the elementary instruction with all the enthusiasm that this important instruction is adapted to excite. Such instruction in Germany is never intrusted to unskilled hands; nor do the authorities allow a frequent change of teachers in the primary schools. In Bavaria the teachers continue to teach the same class from the time it enters the school until the day of its graduation. The organization of the schools, and the modes of teaching, make the German schools a happy place both for teachers and pupils. The teachers are most thorough in their work, and the pupils are trained to think until the truth connected with the subject of study is discovered. In this way the German student is trained to thoroughness and to patience, two things not always found among the acquisitions of American scholars.

The Prussian system of education has made every man able to think for himself, for he has received at least all the culture of a Prussian common school can give to him. He is a patriot, for he has been taught from early years to sing patriotic songs and to love his native country. He is a successful soldier, for he has received in the schools a thorough and general discipline. The Prussian army is an army of well educated men. Scarcely one in a hundred thousand can be found unable to read and

write. They gained an easy victory over the Austrians because they opposed general intelligence to physical force. Prussia is now the strong hold of Protestantism in Europe, and the day is not far off when she will be made the most powerful and prosperous country on the Continent.—*Congregationalist and Recorder.*

COUNTING FOUR HUNDRED MILLIONS.

A writer thus undertakes to convey some idea of the greatness of the population of China; "The mind cannot grasp the import of so vast a number. Four hundred millions! What does it mean. Count it. Night and day, without rest, or food, or sleep, you continue the wearisome work; yet eleven days have passed before the end of the tedious task can be reached." He also supposes, this mighty multitude to take up its line of march, in a grand procession, placed in a single file at eight feet apart, and marching at the rate of thirty miles per day, except on Sabbath, which is given to rest. "Day after day the moving column advances; the head pushing on toward the rising sun, now bridges the Pacific, now bridges the Atlantic. And now the Pacific is recrossed, but still the long procession goes marching on, straight across high mountains, and sunny plains, and broad rivers, through China and India, and the European kingdoms, and on the stormy bosom of the Atlantic. But the circuit of the world itself affords not standing room. The endless column will double upon itself, and double again and again, and shall girdle the earth eighteen times before the great reservoir which furnishes these multitudes is exhausted. Weeks, months, and years roll away, and still they come, men, women and children. Since the march began the little child has become a man, and yet they come, come in unfailling numbers. Not till the end of forty-one years will the last of the long procession have passed." Such is China in its population; and if Homer could preach eloquently on the vanity of man as a mortal, with equal eloquence, had he seen or contemplated the millions of China, could he have preached on the vanity of man as an individual!

TIME AN ELEMENT IN EDUCATION.

IN the eager inquiry for new and improved methods in the work of Education, we are in some danger of forgetting that mental, like vegetable growth, is a slow process. We sit by the oak and watch in vain to see it grow. But silently and without observation the process goes on until the slender sapling has become the mighty monarch of the forest. That is but a mushroom cultivation whose only thought is to "get along fast"—to put the pupils through hundreds of pages in a single term. The process of "cramming" is mental gluttony, and gluttony is not the source of healthful development. Take time to do well what is attempted. Beware of superficiality in your school work, teachers. Work by the day and not by the job. We all know what the latter means in carpentry. Hurry, slight, botch the work—rush it through in a period too short to admit of thoroughness. Result,—swift downfall and decay. Take time—take all the time needed for securing a result as nearly perfect as imperfect humanity is capable of attaining. Such work will do to build upon—upon such a foundation may be reared the superstructure of a true and noble manhood and womanhood.

A MILE IN DIFFERENT COUNTRIES.

The following statement of the number of yards contained in a mile in different countries will often prove a matter of useful reference to readers:

- A mile in England or America, 1760 yards.
- Mile in Scotland and Ireland, 2200 yards.
- Mile in Russia, 1100 yards.
- Mile in Italy, 1467 yards.
- Mile in Poland, 4400 yards.
- Mile in Spain, 5028 yards.
- Mile in Germany, 5866 yards.
- Mile in Sweden and Denmark, 7233 yards.
- Mile in Hungary, 8800 yards.
- A league in England or America, 5280 yards.

At a convention of the Board of Governors of Acadia College, Nova Scotia, the degree of Doctor in Divinity was conferred upon Rev. William F. Stubbart, of Bloomfield, N. J. An honor worthily awarded.

TEACHER'S WORK.

THE work of the teacher is two-fold—government and instruction. Children congregate at the school-house from a great number of widely different homes, as representatives of the parents who send them, and, unlike political representatives, are generally true to their constituents. So far as they have thoughts, feelings and prejudices, these are identical with those of their parents. There are, of course, a few exceptions, but in general the statement is true. The teacher is expected to take this conglomeration of material, and evolve therefrom in an incredibly short space of time, polished jewels fit for the social or commercial market. Each child, if not already a diamond, is in process of crystallization and needs only the smiles and persuasive glance and flattering word of an approving teacher to complete the process. Such are feelings of the parents and consequently of the children.

Widely different are the thoughts of an impartial teacher as he looks upon the mass before him; to his penetrating glance, some are mere sand and clay, some soil, others iron ore, a few silver ore, still fewer have traces of gold in them, and possibly one or two are undergoing crystallization into jewels. After discerning the material, comes the labor of refining and polishing. Each one is to be held firmly to his work till he is master of it—till his mind grasps and possesses what is presented to it and is capable of using, whenever occasion requires, the principles he has studied. And right here is where many teachers fail. Eager to have their pupils go over much ground, urged to do so by patrons, and expected by a school board to make an advancement that can be estimated in pages, they do not apply the test of mastery to their pupils—*use*—and hence nearly all that has been lodged in the memory by former efforts is brushed away by later committals, till pupils know nothing except the last thing studied, and that is shockingly mixed with preceding lessons. Teachers are apt to become satisfied if pupils simply commit and are able to repeat the *dictum* of an author, thus precluding the action and hence the development of the faculties whose exercise and growth constitute education, and practically admitting that a given amount of knowledge learned is education. This kind of instruction, if it makes anything, makes learned fools, completely obscuring common sense, which is but the symmetrical and natural development of the faculties. All the improvements of the age "serve to illustrate the superiority of wisdom and sense to mere learning, when dissociated from those qualities and powers which can bring it into relation with the practical questions and every day life of our time." The world recognizes this by chiselling into proverbs such sentiments as these:

"Wisdom does not always speak in Latin and Greek."

"A mere scholar at court is an ass among apes."

"A handful of common sense is worth a bushel of learning." The true teacher feels this, and is willing, for the time being, to combat the cherished notions of parents and children, to labor to correct them, and, if possible, lead the parents to see the condition of the children, the work to be performed, and the great end to be attained, as they are seen by himself. He will thus secure their cooperation, and awaken new and juster aspirations in the breasts of his pupils. He can then shape, mould and press to suit his material, and develop it after its kind and order.

It must not be his aim simply to hear recitations, however finely they may be conducted, but to combine what is taught into a system of knowledge. He must be confident that he has a system of his own or he cannot construct one for his pupils. The relativity of knowledge should be well understood by him.

To do all this requires another element not enough considered in scholastic labor. There must be something more than a habit of receptivity on the part of pupils; they must be active seekers for knowledge, they must be inspired with a love for it, they must be flushed with enthusiasm, they must be impelled by their own sense of right and duty, or they will never attain any considerable degree of culture. There must be a force within, ever active and ever increasing, that impels to activity, to obedience, and to the proper performance of every duty, or there will be no education. That force is moral character. It is to the individual what steam is to the engine, or electricity to the telegraph, or attraction to the matter of the earth, or to the stellar atoms of the universe. Arouse this nature, and all the forces of the pupil's being are enlisted in service, and every faculty is induced to perform the desired effort. It is the teacher's most efficient auxiliary.

The teacher with these aims in view labors from the earliest dawn of the child's intellections, feeding his mental life with food suited to its nature and growth, leading him forth into the broader field of abstractions, filling his soul with motives of love for the right because it is right, and hatred of the wrong because of its injustice, introducing him into the universe of knowledge which has its centre in the Great First Cause, he may safely trust him to the instruction of that Providence which rewards all according to their merits, for the purification that makes jewels of common element, and brilliants out of the dust of the earth, to place them in the walls of the eternal city, where they shall shine as the stars forever.

GOVERNMENT GRANTS

In aid of Public Schools, paid to Teachers for the Term ended May 31st, 1870.

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

TEACHER. Number of Teaching days employed. Amt. paid to Teacher from P. O. Treasury.

COUNTY OF ANNAPOLIS.

GRADE A. Ross, Alexander, 117 \$

GRADE B. Balcom, W. J. H., 121 60 00
 *Banks, J. Alonzo, 119 78 70
 Calnek, M., 121 00 00
 Croocup, Geo. E., 100 49 60
 Eaton, F. E., 117 58 00
 Fullerton, Ang., 119 59 00
 Godfrey, W. M., 78 38 08
 Hiltz, A. F., 118 58 50
 Hiltz, C. W., 111 55 05
 McKinnon, Arch., 121 00 00
 *Morehouse, W. A., 116 78 67
 Parker, Hennigar, 121 00 00
 Phinney, C. S., 121 00 00
 Reagh, Thos. B., 114 56 50
 Sanders, W. M., 108 53 55
 Spinney, N. B., 121 60 00
 Shafner, S. C., 121 60 00
 Whitman, Phiness, 121 60 00

GRADE C. *Armstrong, J. J. 100 40 60
 Baker, Arthur, 100 37 20
 Baker, Reis, 121 45 00
 Balcom, Geo. A., 110 40 00
 Bent, Lavinia, 121 45 00
 Bent, Sophia, 121 45 00
 Berteaux, Laleah, 22 22 30
 *Croscup, Jno H., 119 59 00
 Eaton, G. N., 93 34 58
 *Edgett, H. J., 118 58 50
 Freeman, S. M., 117 43 50
 Gesner, S. M., 121 45 00
 Goucher, J. P., 121 45 00
 Hall, Elizabeth, 96 32 00
 Horner, W., 117 43 50
 Huntington, L. A., 101 40 00
 Jones, W. C., 115 42 75
 Longley, Ella, 117 43 50
 Luxton, H. T., 121 45 00
 Martell, Annie, 112 41 65
 *Monaghan, Jas., 102 50 60
 Neily, Isaac, 100 37 20
 Parker, A. M., 101 37 57
 Phinney, Guy, 115 42 75
 Phinney, A. M., 108 40 16
 Reagh, Francis, 121 45 00
 Shafner, H. B., 121 45 00
 Shaw, A. M., 42 15 61
 Spur, J. C., 103 39 05
 Starrett, Geo., 55 20 45
 Starratt, M. O., 118 43 88
 Tomlinson, J. W., 120 44 62
 Vanbuskirk, M. L., 116 43 14
 *Wade, F. B., 121 60 00
 Walker, J. W., 105 39 05
 Young, W. A. V. T., 112 41 65

GRADE D. *Allison, A. S., 114 37 07
 Calnek, W. A., 110 27 27
 Cleveland, Geo., 86 21 32
 Durling, Leonora, 104 25 78
 Gates, Jas. H., 117 29 00
 Horner, Anthony, 116 28 75
 *Jackson, Edna J., 115 38 00
 Jackson, S. N., 100 24 80
 Longley, J. F., 117 20 00
 *Longley, M. M., 80 26 44
 *McGill, Geo. B., 121 40 00
 Miner, W. H., 121 30 00

Morehouse, Sophia 100 24 80
 Morse, W. P., 104 25 78
 Neily, J. B., 110 27 27
 *Robertson, John 120 39 67
 *Sloan, James, 103 31 04
 *Starratt, A. B., 121 40 00
 *Whitman, W. H., 58 19 16
 *Withers, C. C., 100 33 07
 *Witt, Adelia D., 118 30 00
 Woodbury, Arch., 120 20 75
 *Young, Annie, 90 20 73

GRADE E. Chute, Martha, 115 21 38
 *Devanny, Helen 116 28 70
 *Isles, Phebe, 64 15 87
 Marshallman, Z., 110 20 45
 *Morse, Annie B., 115 28 51
 *Potter, Annie C., 100 24 78
 *Saunders, Ruth, 100 24 78
 *Saunders, L. J., 100 24 78

ASSISTANTS—GRADE C. Mills, Phebe, 62 15 37
 Parker, Annie, 116 28 76
 Robertson, W. S., 63 15 62

CO. OF ANTIGONISH.

GRADE B. Boyd, Angus 121 \$60 00
 Chisholm, Colin 107 53 05
 *Gillis, Angus 121 80 00
 McDonald, Norman 121 60 00
 McDonald, Allan, 121 60 00
 McDonald, Ronald 120 59 50
 McGillivray, Andw., 121 60 00
 McDonald, Alex., 120 59 50
 Munis, Lewis, 23 11 40
 Miller, Charles J., 120 59 50
 McKinnon, Alex., 117 58 00
 McPherson, John 121 60 00
 Somers, John 121 60 00
 Willoughby, J. W., 119 59 00

GRADE C. Bonin, John B., 113 42 00
 Bourke, David, 121 45 00
 Chisholm, Colin, 100 37 20
 Creed, Annie D., 120 44 62
 Cunningham, Nor., 121 45 00
 Chisholm, Annie, 121 45 00
 Gillis, Dougald, 103 38 30
 Gillis, Donald, 111 40 28
 Hulbert, Palmer T., 116 43 14
 McPherson, Alex., 121 45 00
 McKinnon, Eunice, 117 43 50
 McDonald, Sophia, 120 44 62
 McPherson, John, 116 43 14
 McDonald, Hugh, 121 45 00
 McDonald, Angus, 50 18 59

GRADE D. *Boyd, Angus 110 36 36
 Chisholm, Archd., 121 30 00
 Chisholm, Donald, 45 11 15
 Cameron, William, 112 27 75
 Cullen, Mary A., 100 24 80
 Corbet, Mary, 119 29 50
 Cameron, John D., 119 29 50
 Copeland, Amelia, 111 27 52
 Fraser, John, 117 29 00
 Fraser, William, 109 29 02
 Fraser, John, 111 27 50
 Gillis, Stephen, 106 28 28
 Henderson, Don., 121 30 00
 *McDougal, Don., 110 36 36
 McDonald, Angus, 118 29 25
 *McDougal, Don., 114 28 25
 McDonald, Donald, 100 24 80
 McDonald, Angus, 121 30 00
 McDonald, John, 121 30 00
 McIsaac, William, 110 27 25
 McKay, Alex., 95 23 55
 McPherson, John, 97 24 05
 McDonald, John, 97 24 05

GRADE E. Connors, Ellen, 112 20 87
 Fraser, Margaret, 118 21 95
 *Gillis, Mary A., 118 29 26
 Kenna, Ellen, 101 18 78
 *MIsaac, Mary, 121 22 50
 McLean, Mary, 100 18 50
 *McDonald, Flora, 82 20 33

McArthur, Janet 115 21 38
 *McNeil, Mary 100 24 78
 McGillivray, Chris., 117 21 75
 McDonegal, Jane, 80 14 87
 McPherson, Ann, 111 20 64
 Lears, Annie 115 28 51

CO. OF CAPE BRETON.

GRADE A. Sievwright, John 115 \$
 GRADE B. Archibald, J. C., 120 59 50
 Bethune, John, 110 57 50
 Carey, John, 93 46 12
 Dimock, W. D., 120 59 50
 Gillis, Alexander, 110 54 55
 Johnston, T. W., 117 58 00
 McEachran, D., 118 58 75
 McKinnon, Alex., 114 56 50
 McKinnon, Michl., 117 58 00
 McLeod, John H., 79 39 17
 Morrison, Alex., 120 59 50
 Rindress, John, 110 54 55

GRADE C. Anderson, Carrie, 107 39 80
 Archibald, Bessie, 120 44 02
 Armstrong, John, 80 29 75
 Bonnar, James, 120 44 02
 Chisholm, Murd., 115 42 75
 *Fergusson, Angus, 121 60 00
 Fraser, John, 120 44 62
 Hanrahan, Jas. C., 105 39 05
 Harrington, Annie, 120 44 62
 Lewis, Francis, 115 42 75
 *McCuish, John, 119 59 00
 McKay, Charles, 116 43 14
 McLean, Kate, 120 44 62
 McSween, Duncan, 111 41 28
 Mattheson, Murd., 120 44 62
 Morrison, Donald, 121 45 00
 Norwood, A. S. A., 121 45 00

GRADE D. A'Hearn, Cath., 69 17 10
 *Arbuckle, Niel, 116 38 33
 *Beaton, John, 116 38 33
 *Cameron, A. T., 120 39 67
 Campbell, Chris., 119 29 50
 *Corbett, James, 115 38 00
 Dillon, Jemima, 121 30 00
 Dowling, Patrick, 93 23 00
 *Garrett, Charles, 96 31 74
 *Gillis, Hugh, 106 35 14
 Hanrahan, M. J., 116 28 75
 *Hayes, Joseph, 121 40 00
 Holmes, Annie, 121 30 00
 *Johnston, James, 120 39 00
 *Johnston, John, 121 40 00
 Johnston, John, 117 29 00
 LeVatte, Cath., 121 30 00
 Lowther, George, 120 29 75
 McDonald, Alex., 121 30 00
 *McDonald, A. J., 101 38 39
 *McDonald, Arch., 118 28 02
 *McDonald, Dun., 116 38 34
 *McDonald, E., 121 40 00
 *McDonald, J. R., 105 26 00
 *McDonald, John, 120 39 00
 *McDonald, Jos., 120 39 00
 *McDonald, Jos. J., 97 32 00
 *McDonald, Niel, 119 29 05
 *McDonald, Nor., 70 23 14
 McDonald, Ronald, 80 19 88
 McDougall, Allan, 91 22 55
 *McDougall, Arch., 120 39 00
 *McDougall, Dun., 107 35 36
 *McDougall, Phil., 121 40 00
 McGillivray, Dan., 121 30 00
 *McGillivray, Jos., 114 37 66
 *McGillivray, Jos., 60 19 85
 *McInnes, M. S., 118 39 00
 McIntyre, Peter, 85 21 08
 *McIsaac, Danl. J., 121 40 00
 *McKay, George, 120 39 00
 McKenzie, Letina, 117 38 66
 McKinnon, Jos., 116 38 34
 *McKinnon, Niel, 112 37 00
 *McLean, Mary J., 121 40 09
 McLean, John, 78 19 34
 *McLean, J. K. C., 110 36 36
 *McLean, John J., 100 33 07
 *McLean, Roderick, 121 40 00

*McLean, Rodk. J., 100 33 07
 *McMillan, John, 121 40 00
 McMullen, Mal., 110 27 27
 *McNiel, Angus, 105 34 66
 *McNiel, John, 89 29 40
 *McNiel, Michael, 112 37 00
 McNiel, Roderick, 121 30 00
 *McNiel, Stephen, 121 40 00
 *McNiven, Arch., 100 33 07
 *McPhic, Peter, 121 40 00
 McRae, A., 97 24 05
 *McRae, Robert, 93 30 74
 McTavish, Joseph, 110 29 50
 Martell, Julia, 95 23 55
 *Martell, Patience, 111 36 70
 *Morrison, Allan, 120 40 00
 Norwood, Annie, 100 24 80
 Walsh, Mary, 121 30 00

GRADE E. *Gillis, Margaret, 116 29 60
 *Jackson, Elira, 103 25 52
 McKenzie, Eliza, 103 19 15
 *McNiel, Margaret, 115 28 50

CO. OF COLCHESTER.

GRADE A. McRae, J., 118 58 50
 GRADE B. Blanchard, E., 111
 Andrews, A. W., 114 56 50
 Armstrong, J. E., 114 56 50
 *Baillie, J. M., 110 73 40
 Corbett, W. D., 119 59 00
 Crowe, Leon G., 88 43 63
 Little, James, 130 59 50
 McDonald S., 101 50 08
 McGrath, John, 85 42 15
 McLeod, Alex., 100 49 60
 Moore, E., 117 58 00
 Poole, J. T., 112 55 55

GRADE C. Boyd, John, 9 3 34
 Brown, Henry, 121 45 00
 Crowe, Thos. D., 117 44 00
 Downing, J. R., 121 45 00
 Frame, Alex., 112 44 25
 Fulmore, Philip, 107 39 80
 Hamilton, J. J., 121 41 78
 Kent, J. H., 120 44 62
 McCabe, J. J., 115 42 75
 McCurdy, J. W., 112 41 65
 McDowell, Isaac, 112 41 65
 *Sutherland, S., 95 47 10
 Swallow, C. W., 121 45 00
 Wright, Jno., 113 42 40
 Archibald, B., 112 41 65
 Baxter, M. A., 116 43 14
 Brookes, E., 119 44 25
 Bryden, E., 115 42 75
 Cock, G., 111 41 28
 Dickson, L., 101 37 56
 Downing, B. H., 120 45 12
 Faulkner, M. M., 120 44 62
 Fulton, C. C., 121 45 00
 Leake, A., 120 44 62
 Lepper, J. A., 110 54 58
 Little, Laura, 120 44 62
 Little, R. G., 121 45 00
 McCollum, E., 115 42 75
 McCurdy, Luc'da, 119 44 25
 McKean, E. B., 110 40 90
 McKenzie, Jessie, 119 44 25
 McLeod, G., 90 44 66
 Marshall, M., 93 34 58
 Minard, Eusebia, 110 43 14
 Newcomb, R. A., 100 37 20
 Robertson, M. G., 114 42 40
 Russell, E., 100 37 20
 Stevens, H. N., 115 42 75
 *Sutherland, A., 121 60 00
 Wilson, M. E., 79 29 38
 Wood, B., 117 43 50

GRADE D. Campbell, W. F., 100 24 80
 *Douglass, E., 98 32 40
 Downing, J. L., 120 29 75
 Fisher, George, 119 29 50
 Paton, James, 98 24 30
 Ambrose, Susan, 119 29 50
 Archibald, H. W., 67 16 72

Table with names and ages (e.g., Archibald, Julia 96 23 80, Black, Ml., 115 28 50, etc.).

CO. OF CUMBERLAND.

Table for Cumberland County with names and ages (e.g., Mollish, John T. 117 1/2 \$, Angus, Nathaniel 118 58 50, etc.).

Table with names and ages (e.g., Geaman, Laura A. 110 44 25, Skinings, Eliz. 110 43 34, etc.).

GRADE D.

Table for Grade D with names and ages (e.g., Angus, Samuel 121 30 00, Athinson, Michael 120 29 75, etc.).

GRADE E.

Table for Grade E with names and ages (e.g., Canfield, Margt. L. 121 22 50, Lodge, Letta A. 113 28 00, etc.).

ASSISTANTS—GRADE A.

Table for Assistant Grade A (Ross, William B. 110 39 35).

GRADE B.

Table for Grade B (Ross, John T. 117 1/2 38 84).

GRADE C.

Table for Grade C (Kerr, Famicha 121 30 00).

CO. OF DIGBY.

GRADE A.

Table for Grade A (J. Cameron 114 \$).

GRADE B.

Table for Grade B with names and ages (e.g., Butler, N. E. 78 38 68, Davidson, W. G. T. 121 60 00, etc.).

GRADE C.

Table for Grade C with names and ages (e.g., *Armstrong, A. 109 54 04, *Cornwell, Eleanor 91 40 69, etc.).

GRADE D.

Table for Grade D with names and ages (e.g., *Comeau, Fras. J. 116 28 75, Copland, Nettie 120 29 75, etc.).

GRADE E.

Table for Grade E with names and ages (e.g., *Cornwell, Elmira 65 16 10, *Nowlan, Marg. A. 103 25 54, etc.).

ASSISTANTS—GRADE D.

Table for Assistant Grade D (A. Dunbar 121 20 00, Elizabeth LeBlanc 80 13 22).

GRADE C.

Table for Grade C (Mary John, Sister 12 3 00, Mary S., Sister 121 30 00, Sarah E. Titus 82 20 32).

COUNTY OF GUYSBORO.

GRADE A.

Table for Grade A (S. McNaughton, A. M., 121).

GRADE B.

Table for Grade B with names and ages (e.g., Boyle, Peter, 121 60 00, Cox, Robinson, 121 60 00, etc.).

GRADE C.

Table for Grade C with names and ages (e.g., Cunningham, B. 121 45 00, Cameron, Wm. 121 45 00, etc.).

GRADE D.

Table for Grade D with names and ages (e.g., Archibald, Amanda 76 18 84, Bruce, Esther 121 30 00, etc.).

Table with names and ages (e.g., Marshall, James 121 30 00, McNeil, Daniel 91 23 30, etc.).

GRADE E.

Table for Grade E with names and ages (e.g., *Cook, Harriet 92 22 80, *Grant, Cynthia 81 20 83, etc.).

CITY OF HALIFAX.

Table for City of Halifax with names and ages (e.g., Christian Bro., Dakin, Geo. W. 114 59 47, Major, C. J. 112 58 69, etc.).

GRADE B.

Table for Grade B with names and ages (e.g., Paul, Bro., Rennels, Geo. 115 60 00, Ross, Angus 110 57 65, etc.).

GRADE C.

Table for Grade C with names and ages (e.g., Archibald, Miss 112 49 82, Archibald, Georna. 113 42 21, Artz, James 114 44 60, etc.).

GRADE D.

Table for Grade D with names and ages (e.g., Benedicta, Sister 99 25 81, Brown, John T. 113 29 47, Clementina, Sister 92 25 81, etc.).

Table listing names and numbers: Roomer, Hannah 94 24 51; Stanford, Elizabeth 115 30 00; Stratton, Mary 111 28 94; Torrey, Eleanor 112 20 33; Vincent, Sister 110 28 88; Warner, Eliza 95 24 90.

GRADE E.

Table listing names and numbers: Baker, Emma 110 21 61; Michael, Sister 106 20 73.

NIGHT SCHOOL.—GRADE B.

Table listing names and numbers: Sterns, D. M. 42 22 17.

ASSISTANTS.—GRADES D. E. E.

Table listing names and numbers: Cleophas, Sister 106 18 43; Guinance, Mrs., 115 15 30; Metzler, Miss 60 7 82.

CO. OF HALIFAX.

GRADE B.

Table listing names and numbers: Hollis, John 111 55 05; Logan, Robert 121 60 00; McMillan, Findlay 120 50 50; McNab, Gordon P. 100 49 60; McLean, John 121 60 00; McCabe, E. B. 121 60 00; O'Hearn, Peter 111 55 00; *Richardson, F. W. 110 56 65.

GRADE C.

Table listing names and numbers: Atwater, E. A. 121 45 00; Archibald, M. A. 110 40 00; Archibald, Sarah 110 43 25; Bruce, Amanda 113 42 30; Bruce, Annetta 121 45 00; Browne, Angus 113 42 00; Ballantyne, John 115 42 75; Covey, Thos. A. 119 44 25; Deller, Sarah 111 41 28; Forrester, Harry 115 42 75; Fitch, Azuba 78 20 00; Fleming, Wm. A. 120 44 62; Hubley, Zacharias 121 45 00; Hamilton, Est. J. 118 42 00; Hamilton, Mary A. 112 41 65; Henry, Sidney 95 35 33; *Jackson, William 102 50 60; Kent, Isabel 113 42 00; Kent, Anna 118 43 88; Kent, Melissa 99 36 80; Logan, Richmond 121 45 00; Marshall, L. A. 111 41 28; Major, Catharine 114 42 40; McKenzie, Jennie 108 40 16; McHessey, Margt. 121 45 00; Ogilvie, Sophia 118 43 88; Ogilvie, Jas. K. 116 43 15; *Richardson, G. J. 120 59 45; Reddy, Daniel J. 117 43 50; Romans, William 121 45 00; *Stewart, Mary E. 79 39 15; VanBuskirk, P. 111 41 28; *Waddell, Mary 118 58 50; White, M. T. A. 111 41 30.

GRADE D.

Table listing names and numbers: Barnes, James 80 19 83; *Boutilier, Wm. I. 120 39 65; Bruce, Jane 121 30 00; Bell, James 121 30 00; Balcan, John H. 121 30 00; *Currie, Wm. L. 112 37 15; *Cassin, John 79 26 10; Christie, Jane K. 121 30 00; *Dauphinee, N. 114 37 65; *Dickie, Nellie 106 26 40; *Fox, Elizabeth 118 39 00; *Hubley, Caleb 115 38 00; *Holland, Jere. 110 39 30; Hogan, John P. 80 19 83; Kirby, Annie 118 29 25; *Kent, Mary 98 32 40; Lay, Edward J. 111 27 50; *Logan, Jessie 120 39 05; Munro, S. J. 75 18 50; McPherson, M. H. 114 28 25; *McCurdy, Janet 113 37 35; McKeen, Lucilla 84 20 88; McCabe, James 111 27 52; *Nickerson, Louisa 114 37 80; Negus, Nelson 121 30 00; *O'Brady, P. B. 113 37 85; Richardson, Chas. 121 80 00.

GRADE E.

Table listing names and numbers: *Bacon, Fannie 89 22 06; *Bacon, Amelia 167 26 50; Bruce, Matilda 121 22 50; *Bauld, Charlotte 58 14 37; Bissett, Sarah 120 22 30; *Conway, Ellen 60 14 85; *Carten, Chssie 118 20 25; *Cooper, Matilda 114 28 25; Cox, Olive 95 17 06; *Fanning, Mary 119 20 50; Habley, Deborah 114 21 20; *Lindsay, Rebecca 121 30 00; *Longard, Mary J. 67 16 60; *Leedham, Annie 107 26 50; Major, Lucy E. 116 21 55; Metzler, Annie 28 5 20; McLaughlan, Jane 80 18 00; *Naufts, Civilla 106 26 25; O'Foole, Maria 116 21 55; *Parker, Ellen 113 28 00; *Sutherland, Eliz. 114 28 25; Salter, Maggie 120 22 30; *Umlah, Lecenia 81 20 05; *Wood, Maria A. 111 27 50; *Young, Maggie 121 30 00.

Table listing names and numbers: Richardson, M. P. 110 20 50; *Reynolds, R. S. 117 38 05; *Reid, Margaret J. 98 31 75; Stewart, Esther 80 10 85; Templeton, Fannie 102 25 30; *Tupper, Margt. 121 40 00; Whittier, Sarah 116 28 75; *Webber, Lalia 96 31 75.

GRADE E.

Table listing names and numbers: *Bacon, Fannie 89 22 06; *Bacon, Amelia 167 26 50; Bruce, Matilda 121 22 50; *Bauld, Charlotte 58 14 37; Bissett, Sarah 120 22 30; *Conway, Ellen 60 14 85; *Carten, Chssie 118 20 25; *Cooper, Matilda 114 28 25; Cox, Olive 95 17 06; *Fanning, Mary 119 20 50; Habley, Deborah 114 21 20; *Lindsay, Rebecca 121 30 00; *Longard, Mary J. 67 16 60; *Leedham, Annie 107 26 50; Major, Lucy E. 116 21 55; Metzler, Annie 28 5 20; McLaughlan, Jane 80 18 00; *Naufts, Civilla 106 26 25; O'Foole, Maria 116 21 55; *Parker, Ellen 113 28 00; *Sutherland, Eliz. 114 28 25; Salter, Maggie 120 22 30; *Umlah, Lecenia 81 20 05; *Wood, Maria A. 111 27 50; *Young, Maggie 121 30 00.

ASSISTANTS.—GRADE E.

Table listing names and numbers: Bellefontaine, B. 114 14 15; Laidlaw, Annie 90 00 00; Mason, Sarah 90 00 00.

COUNTY OF HANTS.

GRADE B.

Table listing names and numbers: Bancroft, E. A. 100 59 60; Bancroft, Lucius 121 60 00; Brown, J. L. 120 59 50; *Densmore, J. D. 119 59 00; Greeno, J. B. 121 60 00; Livingstone, W. W. 121 60 00; Morris, J. W. 109 54 05; McDonald, Henry 109 54 05; O'Brien, Saml. 103 51 07; O'Brien, Wm. 112 78 06; Patterson, E. M. 121 60 00; Rand, E. M. 121 60 00; Turner, Alfred 85 42 15; Whiston, S. E. 115 57 00; Wallace, Jno. W. 115 57 00; Wier, James 10 4 06; Walsh, J. W. 121 60 00; Young, Alex. 121 60 00.

GRADE C.

Table listing names and numbers: Archibald, Jessie 106 39 45; *Bennett, Hannah 118 58 51; *Beebe, Annie P. 116 57 42; Beaton, M. J. 118 43 88; Cole, Sarah 120 44 62; Crockett, J.T.M.C. 92 34 20; Card, Drusilla 100 37 20; Dennett, Sarah 120 44 62; *Dodge, Gardner 110 49 60; Dimock, S. A. 112 41 65; Frame, Eliza 120 44 62; Knowles, Eunice 105 36 05; *Logan, Mary A. 121 45 00; Mason, Isabel 120 44 62; Mosher, Rufus C. 121 45 00; Nelson, Thos. J. 113 42 00; O'Brien, Fredk. 111 41 28; O'Brien, Sarah 102 37 95; Palmeter, D. H. 120 44 62; *Parker, Lalia B. 110 54 54; Quinn, Albert R. 116 43 14; *Randall, Sarah 121 60 00; Robinson, Wm. 121 45 00; Scotney, Eliza 120 44 62; Shaw, Clara R. 115 42 75; Tupper, Bathinia 120 44 62; Teakles, Esther E. 110 54 54; Underwood, Jas. 101 58 08; Wier, Lewis 111 41 28; Whittier, Wm. S. 117 48 50.

Table listing names and numbers: Wier, H. N. 120 44 62; Woolaver, Annie 4 1 48.

GRADE D.

Table listing names and numbers: Bowes, Annie E. 109 36 03; Bowes, Sarah J. 30 7 45; Bacon, Mary A. 107 26 52; Crockett, Dun. R. 121 30 00; Cameron, Celia 120 39 67; Crow, Mary B. 96 28 80; Douglas, Annie 117 29 00; Densmore, Eunice 115 38 00; Harvie, Rachel 120 39 07; Hamilton, Louisa 120 29 75; Logan, Susan E. 121 30 00; Lamont, D. 120 39 67; Marsters, Sarah E. 121 40 00; Messenger, Thads. 100 24 80; Mosher, Pauline 96 31 73; McPhee, Maggie 118 29 25; McPhee, Mary 110 27 27; McPhee, Martha 121 30 00; Mumford, Mary 100 38 07; O'Brien, Jane 98 24 30; Parker, Frances A. 119 29 50; Whalen, Sarah A. 80 19 83; Shaw, Tryphena 83 20 58; Smith, Eliza C. 111 27 52; Smith, Mary A. 111 36 67; Shaw, Mary A. 119 29 50.

GRADE E.

Table listing names and numbers: *Cameron, Lizzie 116 28 75; Fitzpatrick, Cassie 115 21 38; *Wier, Mary J. 115 28 51; Wolf, Theresa B. 75 14 87; Macumber, W.K.M. 60.

ASSISTANT.—GRADE C.

Table listing names and numbers: Dermott, Margt. 120 20 75.

CO. OF INVERNESS, C. B.

GRADE B.

Table listing names and numbers: Boyle, Dugald 120 59 50; Boyd, Jno. C. 121 60 00; Campbell, Jno. H. 121 60 00; *Doyle, James N. 121 80 00; Jamieson, Neil 121 60 00; McLean, Duncan 121 60 00; McLean, A. K. 121 60 00; McLean, H. K. 90 44 63; McKenzie, Jno. 121 60 00; McDonald, Jno. A. 120 59 50; McPhail, Arch. 121 60 00; McInnis, A. I. 116 57 50; McLennan, Angus 120 59 50; McMillan, Duncan 121 60 00.

GRADE C.

Table listing names and numbers: Anderson, A. F. 113 42 00; Bartlett, Jno. H. 116 43 14; Cunningham, M.F. 111 41 28; Chisholm, Donald 107 39 80; Campbell, Donald 117 43 40; Colnett, Zephraim 120 44 62; Kennedy, Angus 106 39 45; *Munroe, Jno. W. 119 59 00; McGregor, Donald 116 43 24; *McLellan, Alex. 69 34 21; McKinnon, Malcam 121 45 00; McDonald, F. F. 116 43 14; McKeachren, Jno. 121 45 00; McPhail, Duncan 86 32 00; *McIntyre, Peter 114 56 53; Ross, Maggie F. 121 45 00; Thompson, Joshua 86 32 00.

GRADE D.

Table listing names and numbers: Benton, Melinda F. 119 29 50; Bruce, Maggie F. 112 27 75; Benton, Collo 74 18 34; Colder, James 110 27 27; Cameron, Donald 121 30 00; *Campbell, John I. 116 38 33; Chisholm, Colin 98 24 30; Collins, Daniel 116 28 75; Chisholm, Alex. 116 28 75; Cameron, John 110 27 27; *Collins, Angus 111 36 67; Dowling, D. B. 72 23 80; Embury, Jeremiah 121 30 00; Gillies, Michael 112 27 75; Gillies, Jno. A. 100 24 80; *Jamieson, John 121 40 00.

Table listing names and numbers: McPherson, Robt. 121 30 00; *McDonald, Murd. 115 38 00; McNeill, Michael 114 28 25; *McDonald, Don. 102 33 73; McIsaac, Allan L. 118 39 00; *McKinnon, Jno. C. 94 31 06; *McKinnon, Allan 116 38 33; McDougall, Jno. L. 121 30 00; McLennan, Alex. 116 28 75; McIsaac, Allan 107 26 52; McDonald, Peter 108 26 77; McQuarrie, Wm. 110 28 75; McDonald, Michl. 121 30 00; *McDonald, Chas. 100 93 07; McDonald, Hugh 114 28 25; McKeachern, Alex. 121 30 00; McDonnell, Dun. 121 30 00; McDougall, Alex. 120 29 75; McKay, John 100 24 80; McDonald, James 111 27 52; McInnes, John 62 20 40; McLeod, Alex. 116 38 33; McKay, John 119 29 50; McLeod, Neil 105 26 00; McIntyre, Hugh 112 27 75; McMillan, Lauch. 104 25 78; McKay, Eli 105 26 00; McKeagney, Hen. 121 30 60; McIntosh, Ewen 100 24 80; McLellan, Arch. 114 28 25; McLellan, Don. G. 116 28 75; McDonald, Jane F. 120 30 00; McLellan, Malcom 98 24 30; McMillan, Chas. 116 28 75; McLean, Isa. F. 121 30 00; McMillon, Neil 121 30 00; McLean, Donald 121 40 00; McMillan, Peter 111 40 00; McIsaac, Angus 118 29 25; McLellan, Alex. 121 40 00; McQuain, Alex. 60 14 87; Smith, George I. 80 19 83; Skinner, Donald 78 19 34; Walker, Donald 119 29 50.

GRADE E.

Table listing names and numbers: Boutin, Sophia F. 119 22 12; *Campbell, Jassie 118 20 26; Ferguson, Merion 115 21 38; Hart, Phoebe 111 20 64; McDonald, Ellen 114 21 19; *McDonald, M. A. 100 26 27; *McLean, Flora 121 30 00; *McLean, Flora 115 28 51; McMillan, Eliz. 116 21 57; McLean, Annie 95 17 66; McLean, Annie G. 115 21 38; *McDonald, Eliza 120 20 73; McLeod, Elizabeth 118 21 95; Morriscan, Eliz. 121 22 50; Ross, Isabella 118 29 26.

ASSISTANTS.—GRADE D.

Table listing names and numbers: McDonald, Alex. 70 11 58.

GRADE E.

Table listing names and numbers: Smith, Maggie F. 75 9 30.

COUNTY OF KINGS.

GRADE B.

Table listing names and numbers: Balentine, G. M. 80 39 67; Best, Fred 92 45 63; Bishop, Ansley 114 56 50; Condon Samuel, 111 55 05; Caldwell, Albert 120 59 50; DeWolf, James 120 59 50; Elderkin, S. W. 120 59 50; Foster, A. D. 121 60 00; Farrell, Bernard 116 57 50; Kerr, Samuel 65 92 25; Lowden, Jno. 116 57 50; Munro, Henry 121 60 00; Meek, James 117 58 00; McKay, Alex. 111 55 05; Parson, Wm. 101 50 08; Porter, Bishop 121 60 00; Robinson, Geo. O. 121 60 00; Roscoe, Colin 121 60 00; Roscoe, Went. 110 54 55; Sprague, Junia 118 58 50; Shriency, W. A. 60 29 75; Woodworth, Wm. 119 59 00.

GRADE C.				COUNTY OF PICTOU.					
Bishop, Judah	113	42 00	Wright, John W.	101	51 57	GRADE A.			
Bishop, Hiram	120	44 02	Millar, E. D.	120	50 50	Archibold, E.	121 860 00		
Benjamin, Edwin	60	22 30	Parker, Joseph J.	112	55 55	Bayne, Herbert	107 53 05		
Brecker, Mary	115	42 75	Rieser, Daniel	104	51 57	GRADE B.			
Chute, Mary	100	37 90	GRADE C.				Cameron, H. W. J.	116 57 50	
Coudon, Benj.	97	36 07	Carder, Alex. G.	105	39 05	Donald, McDaniel	121 60 00		
Craig, James	120	44 02	Dauphiney, Amelia	100	37 20	Donald, Mc K. Jno.	121 60 00		
Chaw, Hanna	110	40 90	Elliott, Lucina C.	100	37 20	Donald, McDuncan	119 59 00		
Chaw, Thos. E.	84	31 25	*Hendry, Annie G.	69	34 21	Donald, Mc W. D.	121 60 00		
Caldwell, J. E.	100	49 60	McKinnon, John	121	45 00	Fraser, Roderick	121 60 05		
Cogswell Wm.	20	7 43	Maiden, Henry E.S.	116	43 14	Fitzpatrick, . . .	105 52 05		
Eagan, Johnston	121	45 00	Martin, John E.	121	45 00	Fraser, William	111 55 05		
Eaton, Stephen	100	37 20	Morse, Nelly	120	41 02	Fraser, Malcolm	68 55 55		
Elderkin, Julia	121	45 00	*Roland, Ada C.	121	60 00	Hynes, David	111 55 55		
Fisher, Stanley	62	23 05	Ross, Margaret	118 1/2	41 07	Hadmen, Wm. C.	115 57 00		
Fisher, Harriet	119	44 25	*Ross, Susan R.	120	59 70	McIntosh, Daul.	116 57 50		
Fisher Annie	80	20 75	Wadsworth, Geo. Y.	120	44 62	McIntosh, Robert	112 55 55		
Fairn, Henrietta	112	41 65	Wheelock, Lalcah	116	43 14	Juck, John	119 1/2 56 50		
Hogan, Joseph	120	44 62	GRADE D.				McKenzie, John J.	114 56 50	
Kelly, Mary	121	45 00	Acker, Carrie	117	29 00	Kenedy, Alex.	110 59 00		
Miller, W. F.	110 1/2	41 09	Adams, Henry	120	29 75	Logane, Hermen	120 1/2 59 75		
Masters, Richard	119	44 23	*Burke, Ellen	112	37 00	McMillan, Peter	120 59 50		
*Magn, Lizzie	120 1/2	59 70	Burn, Sarah	118	29 25	Mortar, Joseph	121 60 00		
Martin W. E.	80	29 75	*Cooper, George	25	8 27	Tunerth, John	112 55 55		
*McDonald, A. G.	121	60 00	Corbitt, Geo. B.	70	17 35	Willis, Alex. P.	118 58 50		
Neily, J. C.	121	45 00	*Curl, John E.	121	40 00	GRADE C.			
Pineo, Emily	86 1/2	32 19	Desbrisay, Alex. M.	66	16 37	Bean, Alex. W.	91 33 84		
Rand, Bebecca	119	44 25	Flaherty, Robt. W.	61	15 12	Baillie, Laurinco	120 1/2 44 82		
Rockwell, C. F.	121	45 00	Heckman, Wm.	121	30 00	Cameron, Uncas	119 44 25		
Skimer, L.	82	30 50	*Heckman, Alb't D.	121	40 00	Croslow, Edw. K.	121 45 00		
Strong, Eliza	110	40 90	Himelman, Wm.	65	16 11	Campbel, Alex. G.	111 41 28		
Saunders, W. E.	116	43 14	Hirtle, Sarah	118 1/2	29 38	Campbell, Mary	114 42 40		
Sandford, W. M.	120	44 62	Joffery, Chas. G.	72	17 85	Campbell, Alex.	92 34 20		
*VanBuskirk, A.	118	58 51	Johnes, John	121	30 00	McDonald, Jas. R.	121 45 00		
White, Ed. G.	98	36 44	McLean, Peter	121	30 00	McDougall, Donald	115 42 75		
Webster, Bessie	118	43 88	*McNeil, Mary O.	80	26 44	McDonald, C.	120 44 62		
Walker, Edward	121	45 00	*McDonald, John	112	37 00	McDonald, John	110 44 25		
*Coldwell, Aubry	80	26 44	Manning, Edwd. J.	60	14 87	Fraser, Sarole	106 39 45		
GRADE D.				Selig, Clara	96	23 80	Fitzpatrick Mary	111 41 28	
*Banks, Ulatia	101	83 39	Silver, Christy A.	111	27 52	Forbes, James	121 45 00		
Blackadder, Anna	121	30 00	Silver, Bessie L.	114	28 25	Fitzpatrick, Jas.	121 45 00		
*Boak Samuel	64	21 16	Shupe, Henry A.	77	19 10	Fraser, Martha	114 53 20		
Core, Sarah	114	28 25	Stoddart, Maria	110	27 27	Fraser, Roderick	61 22 08		
Craig, Mary	99	24 54	*Emma, M. Strum	65	21 48	Gollon, John	117 43 50		
Eaton, Flora	115	28 50	West, George H.	100	24 80	Gray, Andrew	111 41 28		
*Hamilton, Anna	121	40 00	Wile, Esther	101	25 04	Gain, Archibald	120 44 62		
*Jacquer, G. O.	121	40 00	Wile, Victoria M.	70	17 35	Henderson, Lousa	114 42 40		
*Long, James	121	40 00	Zwicker, Wm.	75	18 59	Harris, Alice	121 45 00		
McLaughlin, Jno.	100 1/2	25 00	GRADE E.				McIntosh, Falix	121 45 00	
Ogilvie, Abram	78	19 34	*Bailly, Eugenia	120	29 73	McKenzie, Hector	117 43 50		
O'Blennuo, T. D.	120	29 75	*Brady, Regina A.	113	23 00	McKenzie, Annie	117 43 50		
Patterson, Jessie	98	24 30	*Crouse, Naomi	105	22 12	Kennedy, Evan	120 44 62		
Porter, Martin	85	21 08	Keane, Edith M.	119	22 12	McKenzie, J. W.	121 45 00		
*Robison, Marg.	120	39 67	*Lantz, Hannah B.	120	29 73	McLean, John Jas.	107 39 80		
Rockwell, Robert	116	21 71	Morgan, Margt.	119	22 12	McLeod, William	121 45 00		
Skinner, Jos.	114 1/2	28 50	*Oxner, M.A. Milda	121	30 00	Miller, Annie	121 45 00		
*Sandford, Geo.	96	31 74	*Porter, Lavinia	83	20 00	McMillan, William	120 44 62		
Waitman, Nancy	121	30 00	*Robar, Albertina	105	26 27	Murray, Elmird	121 45 00		
GRADE E.				*Roland, Charlotte	106	26 27	Murray, Jane	111 55 04	
*Pineo, Rebecca	112	27 80	Romkey, Emma A.	96	17 87	Marshall, Jane	120 44 62		
ASSISTANTS—GRADE C.				Romkey, Louisa D.	100	18 50	Nash, Edwin	121 45 00	
Albro, Fannie	118	29 26	Selig, Melissa	89	16 54	Narraway, Lucy	114 42 40		
Ells, Esther	121	30 00	*Silver, Frances A.	76	18 84	McQueen, Mary B.	121 45 00		
Hamilton, Jennie	97	24 05	*Smith, Rosanna	107	26 51	McQuarrie, Matilda	116 43 14		
Lockwood, Sarah	111	27 52	*Wile, Helena	119	29 50	Ryan, John	121 60 00		
GRADE D.				District of Chester.					
Jackson, Adelia	57	9 42	GRADE B.				Ross, Jane G.	119 44 25	
Simson, Emily A.	116	19 27	Shore, Wm.	117	58 00	Reid, John	112 55 53		
Spinney, Annie	60	9 92	GRADE C.				Rogers, Anderson	120 44 62	
Tufts, Amanda	95	15 70	Arnold, John	121	45 00	Sutherland, Hector	117 43 50		
GRADE E.				Barkhouse, Jas. R.	115	42 75	Sutherland, Gavin	121 45 00	
Bert, Ardellio	92	11 40	Coffin, Mary A.	115	42 75	Sutherland, Janc	101 40 16		
Harris, Sophia	115	14 20	Hennigar, Hiram	117	43 50	Sutherland, Rodk.	121 45 00		
COUNTY OF LUNENBURG.				Wilson, George	121	45 00	Sutherland, Andw.	121 45 00	
GRADE A.				GRADE D.				Sutherland, David	121 45 00
Owen, Edwd. H.	108		Barron, John	95	23 55	Stewart, Martha	87 32 37		
GRADE B.				Church, Hannah A.	54	13 38	Thompson, Duncan	114 42 40	
Bowles, Burgess M.	29	14 38	*Colwell, Rebecca	100	24 80	GRADE D.			
Burhoe, Theophilus	113	58 50	Connor, Thomas	129	20 75	Cameron, C. A.	121 80 00		
*Cooke, Henry	90 1/2	59 84	GRADE B.				Campbell, Cath'ne	80 26 44	
*Gates, Isaac	121	80 00	Feader, Grace	117	29 00	Cameron, Geo.	121 40 00		
Gow, John	121	60 00	Knaut, George	97 1/2	24 18	Crocket, Jane R.	118 29 25		
ASSISTANT—GRADE D.				Smith, Minnie E.	116	28 75	McDonald, Donald	121 30 00	
Browne, Lucy	120	19 84	Thomas, John	120	20 75	McDonald, Esther	107 1/2 26 65		
ASSISTANTS—GRADE C.				Warner, N. Augus.	118	29 25	McDonald, W.H.D.	112 27 75	
GRADE E.				GRADE E.				McDonald, Jas.	121 30 00
ASSISTANT—GRADE D.				Henneberry, Mary	84	15 62	Jalanes, Robt.	120 30 00	
GRADE E.				ASSISTANT—GRADE D.				Fraser, Margt. S.	120 20 75
ASSISTANT—GRADE D.				ASSISTANT—GRADE D.				Fraser, Mary C.	110 27 27
ASSISTANT—GRADE D.				ASSISTANT—GRADE D.				Fraser, David W.	85 21 08
ASSISTANT—GRADE D.				ASSISTANT—GRADE D.				Guild, John	39 9 67

ASSISTANTS—GRADE D.		Picard, John 118 20 25		GRADE E.		COUNTY OF YARMOUTH	
Foster, L.	85 14 07	Shaw, John	07 10 60	Crowell, Emma	60 11 15	GRADE B	
Whelan, E.	67 11 08	Sheehan, Daniel	120 29 75	McGill, Mary	121 22 60	G. Adams	81 84 17
CO. OF RICHMOND.				ASSISTANTS—GRADE E.			
GRADE B.				COUNTY OF VICTORIA.			
McNeil, M. J. T.	113 56 30	GRADE E.		GRADE A			
McDonald, Angus	118 58 50	Bethune, Margt.	121 22 50	GRADE B.			
McLean, Angus	33 16 62	Culliton, Eliza	115 21 38	Campbell, Macle.	119 53 00	GRADE C	
McRae, Wm.	113 50 05	Dunn, Jane	90 17 87	*McDonald, Peter	104 68 86	J. Aube	78 20 00
McQuarrie, Hec.	21 60 00	LoBlanc, Elizabeth	105 19 50	McDonald, Murd.	110 67 60	A. Blngay	119 44 25
McLain, Donald	121 60 00	Fenrelly, Mary	120 22 30	McKenzie, Alex	114 66 50	E. Brown	120 44 62
McKenzie, Michael	114 50 50	McKinnon, Agens	121 22 50	McLennan, John	76 87 20	H. Christie	60 22 30
McDonald, John	121 60 00	McCabe, Eliza	121 22 50	McLean, Donald	85 42 15	*M. Crosby	112 55 63
McKenzie, Michael	144 50 50	Morrison, Christy	121 22 50	McNeil, E. P.	121 60 00	H. Cann	110 40 90
McDonald, John	121 60 00	McNeil, Elizabeth	96 17 87	GRADE C			
McKenzie, Michael	144 50 50	McDonald, Ann	118 21 95	Buchanan, Ewen	121 45 00	*W. Durkee	121 60 00
McDonald, John	121 60 00	McCabe, Mary	121 22 50	McDonald, M. B.	112 41 65	*L. Fillet	116 57 77
McLean, Angus	35 17 65	Raggett, Mary	120 22 30	McDonald, Angus	112 41 65	M. Goudey	123 44 62
GRADE C.				ASSISTANTS—GRADE D.			
Royd, Donald	117 43 50	Terrio, Virginia	112 20 87	Beranger, John	121 20 00	J. Harrison	120 44 62
Ferguson, Rodk.	1121 45 00	COUNTY OF SHELBURNE.				C. Hillton	98 86 44
Haywood, M. A.	120 44 62	GRADE A.				E. Hillton	121 45 00
Madden, Sarah	115 42 75	McDonald, C. R.	115	GRADE B.			
McKay, John	121 45 00	GRADE C.				E. Page	61 22 68
McKinnon, M. E.	112 41 65	Colquhoun, Robt.	80 83 67	McLeod, John	121 45 00	D. Potter	90 36 80
Morrison, Alex.	121 45 00	DeVine, M. E.	100 49 60	*McMillan, Allan	168 53 54	W. Robbins	65 24 17
McPherson, S.	121 45 00	Doane, J. H.	101 50 63	McMillan, Duncan	100 37 20	A. Robbins	118 43 88
McLeod, John	121 45 00	Johnson, J. W.	99 49 30	Morrison, John	121 45 00	M. Rogers	120 44 62
Morrison, Norman	121 45 00	Mudro, J. H.	112 55 55	McNeil, John H.	120 44 62	E. Stubbart	100 37 20
St. Zeph'rine, Lady	120 44 62	GRADE D.				Newton, James	86 32 00
St. Maurice, Lady	120 44 62	Dower, Margaret	115 42 75	Reid, Della	121 45 00	O. Spinnyc	60 22 30
St. John, Lady	120 44 62	Brettle, James	100 37 20	Sparling, Emma	121 45 00	A. Vauuorden	117 43 60
St. Alexandrina, L.	120 44 62	Covill, B. F.	67 24 30	GRADE D.			
St. Claude, Lady	115 42 75	Coffin, Adeline	64 23 25	*McAulay, Murd.	107 35 56	M. Crosby	118 29 25
St. Euph., L.	115 75 00	Crowell, Eben	64 23 25	*Campbell, Donald	118 39 00	G. D'Entremont	31 22 25
St. Mary, Lady	115 42 75	Doane, Carrie T	103 40 72	McCharles, Fred.	121 20 00	E. Grant	112 37 00
Tooney, James	63 22 42	Gibbons, John	97 39 80	*McDermid, Eunice	121 40 00	*E. Goudey	118 28 25
GRADE D.				Goodick, J. D.	100 37 85	J. Gavel	114 28 25
Barrett, A. A. C.	121 30 00	Lavers, A. H.	103 88 30	Hart, Elizabeth	119 23 50	*M. Jackson	116 28 25
Boyd, Angus	119 29 50	Lyle, Emilie	120 41 61	*McIver, Angus	106 34 04	G. LeBlanc	69 22 90
Campbell, J. M. E.	120 29 75	Matheson, Wm	102 37 85	McKay, Norman	119 36 26	G. McDonald	60 14 87
Gagnon, Peter	77 19 23	Matheson, Daniel	121 37 00	McKay, Daniel	104 25 78	*T. Potter	93 30 75
Hearnre, Bridget	121 30 00	Nickerson, M. H.	109 43 14	Kerr, Duncan	121 30 00	L. Seely	121 30 00
Hearston, Arch.	121 30 00	Taylor, Harriet	116 43 14	McKenzie, Ann	121 30 00	*A. Tedford	118 39 75
McNeil, James	121 30 00	VanNorden, M. J.	109 40 72	McKenzie, Christina	84 28 83	*A. Travis	65 31 40
McKerrow, Joseph	103 25 53	GRADE D				*J. Vanenburg	50 16 62
McQuish, Margt.	121 30 00	*Atwood, Amanda	79 19 72	McKinnon, Norman	101 25 04	GRADE E.	
McQuish, Angus	121 30 00	Bowker, Scetelia	54 13 26	McKinnon, Joseph	121 30 00	*M. Blngay	20 15 00
McNeil, Rod.	108 26 77	Crowell, Letitia	100 24 80	McLennan, Fred.	88 29 09	*M. Gridley	58 14 37
Matheson, Alex.	96 23 80	Demstadt, Wm	108 26 27	McLeod, Angus	120 39 73	A. Holmes	70 13 00
McLeod, Ken.	121 30 00	Doane, Augusta	100 24 80	McLeod, Donald	110 27 27	L. Hillton	105 19 50
McDougall, Peter	121 30 00	Forbes, Phibe J.	71 17 65	McLeod, John	118 29 25	M. LeBlanc	107 26 50
McDougall, Peter	10 2 48	Fox, Mary	85 21 06	*McMillan, Angus	118 39 00	E. Surctto	61 11 37
ASSISTANTS—GRADE D.				Golden, Thomas	111 27 62	ASSISTANTS—GRADE D.	
GRADE E.				Harding, Allen	79 19 68	A. Hillton	65 10 74
GRADE F.				Hogg, George	115 28 60	M. Jackson	15 2 48
GRADE G.				McDonald, Mgt.	112 27 75	GRADE E.	
GRADE H.				*Reynolds, Leander	117 36 67	M. Cottran	120 14 87
GRADE I.				Snow, Deborah	100 24 80	J. Doucette	114 14 13
GRADE J.				Stalker, Susan	89 24 54	M. Hersey	40 4 97
GRADE K.				Swaine, Emeline	110 37 27	E. Hatfield	33 4 08
GRADE L.				*Thomas, Isaac	58 19 16		
GRADE M.				Wilson, Letitia	116 28 76		
GRADE N.							
GRADE O.							
GRADE P.							
GRADE Q.							
GRADE R.							
GRADE S.							
GRADE T.							
GRADE U.							
GRADE V.							
GRADE W.							
GRADE X.							
GRADE Y.							
GRADE Z.							

SCIENCE AND LITERATURE IN GENERAL EDUCATION.

INVESTIGATION vs. CHAMMING.

IN Mr. Farrar's volume of Essays on a Liberal Education is one contributed by Mr. J. M. Wilson, mathematical and natural science master in the celebrated Rugby School, which to our mind is one of the best contributions to the discussion of the vexed question of the relations of Science and Literature in general education that has been published.

In the course of his argument, Mr. Wilson makes some suggestions as to the spirit and method of teaching natural science in schools—a subject on which, he justly remarks, there is much misconception, and his suggestions are so eminently sensible and practical, that we transcribe the following for the sake of commending both the spirit and the method to certain American teachers who flatter themselves that they are teaching science, and teaching it scientifically, while they are really doing neither.

This class of teachers is well represented in a fashionable young ladies' seminary that we have in mind. A pupil of this school—it ranks among the first in the country—one day remarked to us that she could not "endure" Botany. It was "perfectly horrid," she said. We knew her to be fond of flowers! why then should she hate the study of them? A few questions solved the difficulty. Her first plunge into Botany (?) had been into the Linnæan System of Classification, which she had been set to commit to memory! And all her study of the "horrid" science had resulted merely in the acquisition of a gibberish of *nudras*, *accias*, *gyniau*, and so on, that would have frightened a disciple of Jessica.

The extensive sale of the text-book of Botany used in that school is proof that the "exquisite perversion" of its method is not disapproved in more than one school, and by more than one teacher. In fact, the greater part of our science teaching is, we fear, equally unscientific.

"There are two different methods of teaching science. One, the method of authority. The first starts with the concrete and works up to the abstract; starts with facts and ends with laws; begins

with the known and proceeds to the unknown. The second starts with what we call the principles of the science; announces laws and includes the facts under them; declares the unknown and applies it to the known. The first demands faith, the second criticism. Of the two, the latter is the easier, and the former by far the better. But the latter is seen in most text-books and is the method on which many unscientific people ground their disapproval of science. What this former method is, and why it is the better, will be seen by the following remarks.

In the first place, then, *knowledge must precede science*: for science is nothing else but systematized experience and knowledge. In its extreme applications this principle is obvious enough: It would be absurd to teach boys classifications from minerals, or the power of experimental science by an investigation into the organic bases. A certain broad array of facts, must pre-exist before scientific methods can be applied, this order cannot be reversed. And this is illustrated by the profound analogy that exists between the growth of scientific knowledge in an individual and in the world. Generation after generation of men passed away, and the world patiently accumulated experience and observation of facts: and then there sprang up in the world the uncontrollable desire to ascertain the sequences in nature, and to penetrate to the deep-lying principles of natural philosophy. And the same desire is based in the individual on the same kind of experience. Where there is wide knowledge of facts, science of some kind is sure to spring up. After centuries of experience the *Philosophiæ Naturalis principia* were published.

And, secondly, this knowledge must be homogeneous with pre-existing knowledge. It is of no use to supply purely foreign facts; they must be such as the learner already knows something of, or be so similar in kind that his knowledge of them is equally secure—such that he can piece them in with his own fragmentary but wide-ranging experience. It is to his existing knowledge, and to that alone that you must dig down to get a sure foundation. And the facts of science must reach continuously down and rest securely thereon. Otherwise you will be building a castle in the air. Hence the master's business is to take up the knowledge that already exists;

to systematize and arrange it; to give it extension here, and accuracy there; to connect scraps of knowledge that seem isolated; to point out where progress is stopped by ignorance of facts; and to show how to remedy the ignorance. Rapidly knowledge crystallizes round a solid nucleus; and anything the master gives that is suited to the existing knowledge is absorbed and assimilated into the growing mass and if he is unwise and impatient enough (as I have been scores of times) to say something which is to him perhaps a truth most vivid and suggestive, but for which his boys are unripe, he will see them, if they are really well trained, reject it as the cock despised the diamond among the barley (and the cock was quite right), or still worse, less wise than the cock, swallow it whole as a dead and choking formula.

On these grounds then, in addition to other obvious ones, Botany and Experimental Physics claim to be the standard subjects for the scientific teaching at schools. In both there pre-exists some solid and familiar knowledge. Both can so be taught as to make the learner advance from the known to the unknown—from his observations and experiments to his generalizations and laws, and ascend by continuous steps from induction to induction, and never once feel that he is carried away by a stream of words, and is reasoning about words rather than things. The logical processes they involve are admirable and complete illustrations of universal logic, and yet are not too difficult. These considerations mark the inferiority, in this respect, of Geology and Physiology, in which the doctrines must far outrun the facts at a boy's command, and which require so much knowledge before the doctrines can be seen to be well founded. And these considerations exclude Chemistry, as an elementary subject at least, since there is so little pre-existing knowledge in the learner's mind on which the foundations can be laid. On all grounds the teaching of Chemistry should follow that of Experimental Physics.

Unless this method of investigation is followed, the teaching of science may degenerate, with an amazing rapidity, into cramming. To be crammed is to have words and formulae given before the ideas and laws are realized. Geology and Chemistry are frightfully cramable. But Botany and Experimental Physics are by no means so easy to cram. What they might become with bad textbooks and a bad teacher, I cannot, indeed, say; but it is a very important consideration. For it is possible to teach even Botany and Experimental Physics with exquisite perverseness, so as to deprive them of all their singular advantages as subjects for elementary training in science. It is possible to compel the learning of the names of the parts of a flower before the condition or existence of a name, viz., that it is seen to be wanted, is fulfilled, to cumber the learner with a terminology that is unspeakably repulsive when given too soon—given before the induction which justifies the name has been gone through; to give the principles of classification before a sufficient acquaintance with species has called out the ideas of resemblance and difference, and has shown the necessity of classification; to give theories of typical form when it seems a wild and grotesque romance; to teach, in fact, by the method of authority. And this may be done by truly scientific men, fully believing that this is the true and only method. Witness Adrien de Jessieu's "Botanique."

The true method is assuredly to begin by widening for your boys the basis of facts, and instantly to note uniformities of a low order, and let them hazard a few generalizations. The boys will far outrun their master. Their tendency to make generalizations of the most astounding kind is both amusing and instructive, it constantly reminds me of the ancient Greek Philosophy; it is the proof that there is both the power to be trained, and a need of the training. A theory is necessary to observation. Make them verify, and expurgate, and prune, and, if need be, reject their theories by a constant appeal to facts; sympathize with them in their search for truth, and so search for more facts and more accurate observations, and thus the crystal pyramid of their science grows, its base ever widening, its summit ever rising.

The art of the school master is a maieutic art now, as it was in the days of Socrates: it is still his business to make his boys bring their notions to the light of day, to the test of facts, constantly to require verification; but as often as possible to give them the pleasure of discovery. He may guide them to the treasure, but let him unselfishly give them the delight of at least thinking they have found it. This is the charm that tempts them on, and is the highest reward they can win. At first the seeming progress is slow, but it soon accelerates, and the avidity for learning soon compensates for the apparent poverty of results at first.

I insist upon this point because I am convinced that it is very important, and very likely to be overlooked; and as Botany seems the best subject for beginning to train boys in scientific methods, and as no English work is thoroughly to be recommended as a guide to botanical teaching, I shall devote a brief paragraph or two to the illustration from Botany of what I hold to be the true method of beginning to teach science.

Suppose then your class of thirty or forty boys before you, of ages from thirteen to sixteen, as they sit at their first botanical lesson: some curious to know what is going to happen, some resigned to anything, some convinced that it is all a folly. You hand round to each boy several specimens, say of the Herb Robert; and taking one of the flowers, you ask one of them to describe the parts of it. "Some pink leaves," is the reply. "How many?" "Five." "Any other parts?" "Some little things inside." "Anything outside?" "Some green leaves." "How many?"

"Five." "Very good. Now pull off the five green leaves outside and lay them side by side, next pull off the five pink leaves, and lay them side by side; and now examine the little things inside. What do you find?" "A lot of little stalks or things." "Pull them off and count them:" they find ten. Then show them the little dust bags at the top, and finally the curiously constructed central column, and the carefully concealed seeds. By this time all are on the alert. Then you resume: the parts in that flower are, outer, outer green envelope, inner coloured envelope, the little stalks with dust bags, and the central column with the seeds. Then you give them all wall-flowers; and they are to write down what they find: and you go around and see what they write down. Probably some one has found six "storks" inside his wall-flower and you make him write on the blackboard, for the benefit of the class, the curious discovery, charging them all to note any accidental varieties in feature; and you make them very minutely notice all the structure of the central column. Then you give them all the common pelargonium and treat it similarly; and by the end of the hour they have learnt one great lesson, the existence of the four whorls, though they have yet not heard the name.

Next lesson time they come in looking more in earnest, and you give them single stocks and white alyssum, which they discover to be wonderfully like the wall-flower; and you have a lot of flowers of valuable marrow, some of which are being passed round while you draw two of them on the board. The difference is soon discovered, and you let them guess about the uses of the parts of the flower. The green outer leaves protect it in the bud, the central organ is for the seeds, but what is the use of the others? Then you relate stories of how it was found out what the use of the dust bags is. How patient Germans lay in the sun all day to wait for the insects coming; and how the existence of a second rare specimen of some foreign tree was found out in Paris, by its long-widowed spouse in the Jardin des Plantes at last producing perfect seeds. A little talk about bees, and moths, and midges, and such creatures, finding out what they have seen, and your second lecture is over.

In the third lecture you take the garden geranium, and be them to examine it very closely to see if it is symmetrical. Several will discover the unsymmetrical outer green leaves; one or two will discover the hollow back of the stem: then the pelargonium, and its more visible unsymmetry; then the common tropaeolum: in each of which they find also the same parts, and count and describe them; and lastly the tropaeolum Canariense, with its grotesque irregularity; and they are startled to find that the curious-looking flower they know so well is constructed on the same type, and is called by the same name; and by the end of the lesson they have learned something of irregular flowers, as referred to regular types—something of continuity in nature.

So in succession, for I cannot give more detail, you lead them through flowers where the parts cohere, as in the campanula, through plants deficient or odd, through roses, mignonette, and honeysuckle, and all the simple flowers you can find, till they thoroughly know the scheme on which a simple flower is made. Then you challenge them to a dandelion or daisy, and each has to write down his ideas. Your one or two geniuses will hit it; some will be all wrong, without a shadow of doubt, the majority fairly puzzled. You give them no hint of the solution, tell them to lay it aside; and you give them the little thistle, and challenge them to find its seeds, and how they are attached. This many will do, and pick out the little seed with its long thread of attachment, and then they will go back to their dandelions with the key to their structure, and find its seeds too, and be charmed to discover the remains of its poor outer green envelope, and even its little dust bags. How proud they are of the discovery! they think they have the key of knowledge now. And then you begin a little terminology—calyx and sepals, corolla and petals, stamens and pollen, pistil and stigma, and so on, and test their recollection of the forms of all the flowers they have examined. Then you notice the spiral arrangement of leaves on a twig of oak, or thorn, or willow, and the internodes, and the overlapping of the sepals of the rose and Herb Robert; the alternance of the parts, and finally they work out the idea that the floral whorls grow on the stem, and are a sort of depressed spiral of leaves with the internodes suppressed. A few monstrosities and pictures are shown, and the grand generalization is made, the pistils are re-examined with fresh interest to test the theory; and all their old knowledge is raked up once more. Then, too, the value of the theory is criticised, and a lesson of caution is learnt.

Then a step forward is made toward classification, by cohesion and adhesion of parts; and the floral schedule is worked; and so, step by step, to fruit, and leaves, and stems, and roots, and the wondrous modifications of parts for special uses, as in climbing-plants, add the orchids, which are a grand puzzle, till a series of pictures from Darwin step in to explain the use of the parts and plan of the flower. Then some chemistry of the plant is introduced with some experiments, and the functions of all the organs are discussed. And lastly, strict descriptive terms are given and the rest of the course is occupied by the history and the systems of classification, with constant reference, however, to the other conceptions that the class has gained.

Such a method as this has many advantages. It is thoroughly scientific, however irregular it may seem, and a professor of Botany may smile or shed tears over it for anything I care; and the knowledge is gained on a sound basis of original observation. Whatever

flower a boy sees, after a few lessons, he looks at with interest, as modifying the view of flowers he has attained to. He is tempted by his discoveries: he is on the verge of the unknown, and perpetually transferring to the known: all that he sees finds a place in his theories, and in turn re-acts on them, for his theories are growing. He is fairly committed to the struggle in the vast field of observation, and he learns that the test of a theory is in its power of including facts. He learns that he must use his eyes and his reason, and that then he is equipped with all that is necessary for discovering truth. He learns that he is capable of judging of other people's views, and of forming an opinion of his own. He learns that nothing in the plant, however minute, is unimportant; that he must observe truthfully and carefully; that he owes only temporary alliance to the doctrines of his master, and not a perpetual faith. No wonder that Botany, so taught, is interesting: no wonder that M. Demogeot, who visited some English Schools last year, at the request of the French Emperor, expressed himself to me as charmed with the vivacity and intelligence of the botanical class of one of my colleagues.

Very possibly a master might make his boys get up a book on Botany, and learn it in the order in which it stands in the book,—cellules and parenchyme, protoplasm and chlorophyll, stems and medullary rays, petioles and phylloides, rhizomes and bulbs, hairs and glands, endosmose and exosmose, secretions and excretions, and so on; and ultimately come to the flower and fruit; and possibly a boy of good digestion might survive it and pass a respectable examination in a year's time. But this is not the aim. And even if in this way a greater number of facts could be learned, it would be far inferior to the method of investigation. A master must never forget that his power of teaching facts and principles is far inferior to a willing pupil's power of learning and mastering them. He must inspire his boys and rely on them: nor will he be disappointed. Those who have in them anything of the naturalist will collect and become acquainted with a large number of species, and follow out the study with care and accuracy; and the mass, to whom an extensive knowledge of species is a very unimportant matter, but who can appreciate a sound method of investigation and proof, will have gained all that they can gain from botanical teaching. And it must be remembered by those who speak of teaching science, and yet have never tried it, that a method which would succeed with a few naturalists might utterly fail with the mass.

There is a time in the growth of mind in which there is considerable activity and considerable power of accumulation, but little power of method. And to insist at this stage on rigorous definitions, on sternest formality, is to forget the indications given by nature alike in the growth of the individual and of the world. In a boy's mind is only the dawning twilight of science, which brightens out slowly, if at all, into the perfect day.

A boy leaves the botanical class as a rustic leaves the militia after three months' drill. He has gained something: he is more awake, can listen and learn better, knows what he is about; in fact, he has been drilled. Year after year I have had new boys and old in my classes, and always have been able to notice that at first the new boys seemed to be at a positive disadvantage in competing with the old, although the subject I was teaching had no reference to Botany.

HOUSES AND CHILDREN.

"Home, sweet home; there's no place like home." There must be something done to make "no place like home." There must be exertion and planning to make home attractive. The sooner parents and guardians understand this, the better for the "dear ones" under their charge. They are responsible for not making "home" above all other places the most inviting. They lose sight of the fact in practice that home is, and should be, the place where their children should delight to dwell. When one sees children running around in the street, bare-foot and bare-headed, it says to him those children have no suitable home, and hence their home and affections are in the streets; all the sanctity of their homes is the wide thoroughfares; there they receive impressions that grow into tendencies and harden into habits, and make them after a while what they will be. This is their school, their training. Children should have sunlight and oxygen, and they should get these at home. There should be their little world of comfort and joy. If they are agriculturally disposed, let them have their little ploughs, hoes and barrows and fields; if horticulturally disposed, let them have their spades and rakes; paths, and beds, and seeds, and flowers; let them have their little gymnasiums and Olympian and Pythian games and be athletic Greeks: marbles, tops and whistles should they have, and home! home! should be the theatre of their action and the place of their joys, hopes and aspirations. Don't let them run in the streets, for they are to all intents and purposes waifs on the sea of life. You may not think so, but you do practically make them such. They are as much beyond your care and vigilance there as if they were in Lapland. The non-attractiveness of home is owing to neglect somewhere, and of course it lies at the door of the parents. They do not study the wants, necessi-

ties, and aspirations of their children. The mother is full of household duties, the father engaged in business; they can't attend to their children, and, as a consequence, these tender ones that should be educated in everything, and made happy at home, and constantly surrounded with home delights, but finding none there, push through the gates ajar, and get into the streets as eagerly as a culprit leaps the wall of his prison house, and they *are waifs*, and grow up as anything else would grow if neglected, come up some how. Two-thirds of the children come to manhood and womanhood in this way, and it is a matter of culpable oversight and ignorance on the part of otherwise fond parents. Mother, your household duties are secondary. Father, your children first, your business afterwards. Make your children happy; let them have some happiness where you can see them, watch them, care for them, love them. Administer to their little aspirations, and as they are a part of yourselves, let them not be separated from you. Don't send them to school either simply because they would annoy you at home; don't send them here to "get them out of the way." Send them to school to have them cultured for life's realities and duties, and for no other purpose, and you should know that those schools are rendered proper for them. Make home comfortable, delightful. There should be more study and system in regard to this than thousands of daily duties.

These words apply to "children of older growth," young men especially, who, finding no library, books and fresh reading at home, go out to the saloon and the bowling alley, and it is *because home is "duller than any other place."* "Oh! that the words were true," "Home, sweet home! there's no place like home."—*Ex. in Montreal Daily News.*

THE FUNERAL FLEET.

All in the winter silence,
Rapt with a sense of awe,—
A vision half, and half a dream,
This was the sight I saw.—

A vision of a fleet,
A fleet of vessels three;
The star flag and the lion flag,
And the flag of the fleur-de-lis.

No ripple at the prows,
No wake of shimmering spray;
Like cloudlets white in the pale moonlight
They glided on their way.

Sentinels paced the deck
With solemn tread and still,
"Peace" was the watchword that they gave,
The answering word, "Good will."

An angel at the helm,
Stood all in garments white;
And angels hovered o'er the keel,
And guided through the night.

They bring no crowned king;
Their's is a holier trust;
They bear a treasure from afar—
A good man's sacred dust.

Mourned by the rich, he taught;
Mourned by the poor, he fed;
Mourned by a race with whom he brake
A nobler food than bread.

To the soil that gave him birth,
They bring him for his rest;
Blue shall his native violets be
Above his honored breast.

A vision of a fleet,
A fleet of vessels three;
The star flag, and the lion flag,
And the flag of the fleur-de-lis.

All in the winter silence,
Rapt with a sense of awe,—
A vision half, and half a dream,
This was the sight I saw.



OFFICIAL NOTICES.

I.

NOTE.—The number of teaching days in the present School Term will be one hundred and fourteen, (114.)

The March Examination at Sydney, Port Hood, and Arichat, failed, as the papers did not reach these stations at the proper time, Candidates for examination whose names have been handed to the Inspectors at the appointed time, are allowed to teach until the end of the present Term, October 31st, and will be paid according to the Grade obtained at the Examination commencing the 20th of September next.

A. S. HUNT,
Superintendent Education.

II. School Books—Superior School Grants.

In consequence of the increased drafts required for Teachers of Common Schools, the Council finds the funds at its disposal inadequate to meet all the expenditures contemplated by the School law. At the same time the Council is desirous of resuming the supply of Books and Apparatus to the Schools at reduced rates for another year. It is therefore ordered, with the concurrence of the Superintendent of Education, that no further sums be paid to competitors for the grant to Superior Schools, and that the sum allowed by the law for that purpose be applied towards furnishing the Schools with Books and Apparatus at the rates fixed by the order of October, 1868. [This Order is not to affect the unpaid grant of the past term.]
October 15th, 1869.

III. Examination of Teachers.

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

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

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

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

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

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

Candidates are to furnish their own writing material. Candidates already holding license of any grade from the Council of Public Instruction, are required to give the number of the same at the Examination. All Candidates for License will be required, on presenting themselves for examination, to furnish a written certificate of good moral character, signed by a minister of Religion, or by two of Her Majesty's Justices of the Peace. These certificates are filed in the Educational Department, together with the other papers relating to the candidate's Examination.

The use of books or manuscripts will be strictly prohibited. Persons not intending to engage as Teachers in the Public Schools will be required, on presenting themselves for Examination, to make payment to the Deputy Examiner as follows:—Grade E, \$0.37; D, \$0.50; C, \$0.75; B, \$1.00; A, \$1.00. Also, teachers wishing to be re-examined in any grade for which they already hold a license, will be required to make payment to the Deputy Examiner as above.

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

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

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

IV. Holidays and Vacations.

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

HOLIDAYS.

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

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

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

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

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

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

VACATIONS.

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

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

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

3. In order that the due Inspection of Schools as required by law, may not be interfered with, each Inspector shall have power, notwithstanding anything in the foregoing Regulations, to give notice of the day or days on which he proposes to visit any school or schools in his county for the purpose of Inspection, and to require that on the day or days so named such school or schools shall be kept in session.
July 1867.

V. Teachers' Agreements.

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

NOTICE.

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

2. Teachers must engage with Trustees at a definite sum or rate. The Provincial grant is paid to teachers in addition to such specified sum.
3. The following form of agreement is in accordance with the law:

(FORM OF AGREEMENT.)

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

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

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

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

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

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

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

VI. To Trustees of Public Schools.

1. "A relation being established between the trustees and the teacher, it becomes the duty of the former, on behalf of the people, to see that the school are making sure progress, that there is life in the school both intellectual and moral,—in short, that the great ends sought by the education of the young are being realized in the section over which they preside. All may not be able to form a nice judgment upon its intellectual aspect, but none can fail to estimate correctly its social and moral tone. While the law does not sanction the teaching in our public schools of the peculiar views which characterize the different denominations of Christians, it does instruct the teacher "to inculcate by precept and example a respect for religion and the principles of Christian morality." To the Trustees the people must look to see their desires in this respect, so far as is consonant with the spirit of the law, carried into effect by the teacher."—*Comments and Regulations of Council of Public Instruction, p. 61, reg. 5.*

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

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

March, 1867.

3. "The hours of teaching shall not exceed six each day, exclusive of the hour allowed at noon for recreation, Trustees, however may determine upon a less number of hours. A short recess should be allowed about the middle of both the morning and afternoon session. In elementary departments, especially, Trustees should exercise special care that the children are not confined in the school room too long."—*Comments and Regulations of Council of Public Instruction, p. 48, reg. 2*

VII. The Provincial Normal School.

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

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

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

FACULTY OF INSTRUCTORS.

NORMAL COLLEGE

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

Drawing: _____

MODEL SCHOOL.

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

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

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

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

VIII. Bond of Secretary to Trustees.

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

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

PROVINCE OF NOVA SCOTIA.

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

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

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

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

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

A. D. 186

[Names of Magistrates].

IX, Prescribed School Books, Maps and Apparatus.

In pursuance of an Order of the Council of Public Instruction, made October 16th, 1899,

NOTICE IS HEREBY GIVEN

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

Orders from Trustees of Sections placed, in May last, by the Boards of School Commissioners upon the list of sections entitled to receive special aid, will be filled at half cost.

Trustees will carefully note the following Regulations:-

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

FORM OF APPLICATION.

(Date)

Messrs. A. & W. Mackinlay, Halifax,

SIRS,—We enclose (or forward by —) the sum of \$ — for, which you will please send us the following articles provided by the Superintendent of Education for use in the public schools.

LIST OF ARTICLES.

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

We certify that each and all of the articles named in the above list are required for use in the Public School (or Schools) under our control, and for no other purpose whatsoever;

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

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

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

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

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

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

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

REGULATIONS.

The following are the Regulations of the Council of Public Instruction with reference to all Books, Maps, and Apparatus furnished to Trustees through the Education Department.

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

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

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

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

Reg. 5.—Any pupil desiring it, may be allowed to purchase from the trustees the books required by him, provided the same be done without prejudice to the claims of other pupils; the price to be, in all cases, the same as advertised in the official notice published from time to time in the Journal of Education.

Reg. 6.—Any section neglecting to provide a sufficient supply of books, maps, and apparatus, may be deprived of the public grants.

Reg. 7.—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.

Any section infringing in any way upon the above regulations will forfeit the privilege of purchasing books, &c., through the Education Department.

LIST OF TEXT-BOOKS, MAPS, AND APPARATUS.

The following list of books will be extended, and other articles of apparatus included as the fund at the disposal of the Superintendent permits.

PUPILS' WEEKLY RECORDS.

Weekly Record (for one Term) 1½ cent each.

THE NOVA SCOTIA SERIES OF READING BOOKS.

Table with 2 columns: Book No., Price per doz. Includes items like Book No. 1 (\$0.35 doz), Book No. 6 (\$8.16 doz), The art of Teaching, etc.

SINGING BOOK.

The School Song Book, 25 cents each.

SPELLING BOOK.

The Spelling Book Superseded, (Eng. Ed.) \$1.58 per doz.

GRAMMAR AND COMPOSITION.

English Grammar,* English Analysis, 7½ cents each. Reid's Rudiments of Composition, 30 cents each. Bain's Rhetoric, 60 cents each.

*The Council of Public Instruction has authorized the preparation of an English Grammar for use in the Public Schools, and until this work is published the Superintendent of Education will not procure any text-book on this subject.

MATHEMATICS.

Table listing various mathematics books and their prices, such as Arithmetic—Nova Scotia Elementary Arithmetic (\$1.80 doz), Algebra—Chambers' Algebra (3.60 doz), etc.

Slate Wipers, (to be used without water) 0.27 doz. Slates.—Common Slates. (beveled frames) 6½ in. by 8½ in. 0.49 doz.

WRITING.

STAPLES' PROGRESSIVE SERIES OF COPY BOOKS :

Table for Staples' Progressive Series of Copy Books, listing Book No. 1 to 11 and their prices for girls and boys.

Nos. 1 to 11 bound in 1 vol., with full instructions on the system (for the Teacher's desk) 80 cents.

- Ruled Card to accompany copy books, 9 cents per doz. Penholders, 29 cents per gross. Staples' Circular Pointed School Pens, 36 cents a box (1 gross.) Inkpowders, 60 cents per doz. Rulers, 12 in. (for pupils' use,) 2 cent each. Lead Pencils, 12 cents per doz. India Rubber Erasers, 13 cents per doz. Pink Blotting Paper, 20 cents per quire.

DRAWING.

BARTHOLOMEW'S SCHOOL SERIES OF PROGRESSIVE DRAWING LESSONS.

- For beginners } Set of 72 Model Cards, Nos. 1 to 5. . . . 69 cents per set. For advanced } Sketch Book (models only), Nos. 1 to 5. . . . \$1.56 per set. lessons.

Packages (12 slips) of blank drawing paper, for model cards, 4cts. pr. pack
 Blank drawing books, for model cards, 13 cents each.
 Blank drawing paper, for Sketch Books, or model cards, 42cts. per quire
 Drawing Pencils, F, 34 cents per doz.
 " B, " " "
 " BB, " " "
 " HB, " " "
 " H, " " "
 India Rubber Erasers, 13 cents per doz.

DIAGRAMS.

For purposes of illustration, and "Oral Lessons."
 Forest Trees (12).....\$0.31 per set.
 Natural Phenomena (30)..... 0.56 "
 Botanical Prints (roots, stalks, leaves, &c., 26)..... 0.89 "
 Notes of Lessons on do. do. do. 0.05 "
 Wild Flowers (96)..... 1.96 "
 Geometrical Figures (2 sheets)..... 0.06 "
 Mechanical Forces (6 on cloth) with exp. sheets. 0.84 "
 Patterson's Plates of Animals (set of 10, mounted and varnished)..... 12.50 "
 Staples' Writing Charts.....\$1.60 per set.

GEOGRAPHY.

Calkin's Geography and History of Nova Scotia, 12½ cts. each.
 Calkin's School Geography of the World, 84 cts. each.
 Series of Wall Maps.— Scotland.....\$1.52 each.
 Nova Scotia.....\$0.61 each. Ireland..... 1.52 "
 British America..... 0.90 " British Isles (in relation to the Con. of Europe.) 1.52 "
 North America..... 1.52 " Europe..... 1.52 "
 Western Hemisphere. } \$3 04 Palestine..... 1.52 "
 Eastern Hemisphere. } per set. Gen'l Map of Bible Lands 1.52 "
 England..... 1.52 "
 Globes.—The Terrestrial Globe (12 in. diameter, bronze meridian and Quadrant).....\$4.50
 The Celestial Globe..... 4.50
 Classical Wall Maps — Græcia Antiqua.....\$1.36 each.
 Orbis Veteribus Notus.\$1.36 each Asia Minor Antiqua... 1.36 "
 Italia Antiqua..... 1.36 " Orbis Romanus..... 1.36 "

HISTORY.

Hodgins' School History of British America, \$4 18 doz.
 or, Boyd's Summary..... 1.26 "
 Curtis' Chronological Outlines of Eng. History 0.90 "
 Collier's School History of the British Empire (Revised Edition)..... 3.74 "
 For use in adv. { Collier's History of Rome..... 2.70 "
 Com. Schools. { Collier's History of Greece..... 2.70 "
 For use in { Smith's Smaller History of Rome..... 6 00 "
 High Schools. { Smith's Smaller History of Greece..... 6 00 "
 Chambers' Ancient History..... 4.50 "

NATURAL SCIENCE.

Chambers' Chemistry, (with new notation).....\$0.30 doz.

ECONOMIC SCIENCE.

The Chemistry of Common Things.....\$0.23 each.
 How Plants Grow..... 0.68 "

CLASSICS.

Latin.—Bryce's First Latin Book.....30 cts. each
 Bryce's Second Latin Book.....53 "
 Edinburgh Academy Latin Grammar.30 "
 Or, Bullion's Latin Grammar.....79 "
 Arnold's Latin Prose Composition...95 "

AUTHORS—OXFORD EDITIONS.

CÆSAR, de Bello Gallico, 1 vol., bound, 35 cts: Lib. I.—III. (with short notes), 1 vol., paper, 18 cents.
 VIRGIL, (complete), bound, 38 cents: the Georgics (with short notes), 1 vol., paper, 30 cents: the Æneid, Lib. I.—III. (with short notes), paper, 15 cents.
 CICERO, de Off., de Sen., de Amicit., 1 vol., 30 cents: de Sen., and de Amicit., 1 vol., (with short notes), paper, 15 cents: Oration for the Poet Archias, (with short notes), paper, 15 cents.
 HORACE, (complete), bound, 30 cents: the Odes, (with short notes), paper, 30 cents.

DICTIONARIES.

White's Junior Scholar's Latin-English Dictionary...\$1.13 cts. each.
 " " English-Latin "..... 0.82 "
 Greek.—Bryce's First Greek Book... ..88 cts. each.
 Bryce's Second Greek Book.....53 "
 Bullion's Greek Grammar.....86 "
 or, Edinburgh Academy Greek Grammar 53 "
 Arnold's Greek Prose Composition...86 "

AUTHORS—OXFORD EDITIONS.

XENOPHON, Anabasis, bound, 30 cents.
 EURIPIDES, Alcestis, (with short notes), paper, 15 cents.
 XENOPHON, Memorabilia, bound, 20 cents.
 HOMER, Iliad, (complete) bound, 53 cts.: Lib. I.—VI. (with short notes), 1 vol., paper, 30 cents.

LEXICONS.

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

X. Evening Schools.

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

1. Trustees of Public Schools may establish in their several Sections

Evening Schools, for the instruction of persons upwards of 13 years of age, who may be debarred from attendance at the Day School.

2. Such Evening School shall be in session 2½ hours; and in relation to Public Grants, two evening sessions shall count as one day. The Prescribed Register shall be kept, and a Return of the school made in the form directed by the Superintendent.

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

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

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

XI. Address of Inspectors.

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

ADVERTISEMENTS.

EDUCATIONAL ASSOCIATION.

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

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

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

By order of the Committee.

J. HOLLIES, Secretary.

Dartmouth, June 20th, 1870.

SITUATIONS WANTED!

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

Good references can be given.

Address,

H. S. H.,
 Mill Village,
 Queens Co.

A FEMALE TEACHER, holding a first-class Prov. License from the Normal School, desires a situation in a graded school. Salary \$200 for the school year. Has two and-a-half years' experience, and can give good reference.

Address,

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

The Journal of Education,

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

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

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

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

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

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

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