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THE

# JOURNAL OF EDUCATION.

FOR THE PROVINCE OF NOVA SCOTIA.

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We direct the attention of Teachers to the official notice of Examination.

### EDUCATIONAL TRACTS.

ONLY two MSS Tracts have been received. The time has been extended to November 1st. We hope that there are at least a dozen teachers in Nova Scotia who will send in papers by that date.

### FOSTER'S CHART OF THE ORGANIC ELEMENTS.

WE understand that Agents are offering this Chart for sale in different parts of the Province. It is an excellent companion for the CHEMISTRY OF COMMON THINGS. Those who purchase the chart will secure a most valuable diagram, both for the study and the school room.

### THE SCHOOL SONG BOOK.

OUR readers will be glad to learn that the SCHOOL SONG Book, so long promised, is now ready. The work is very neatly got up. It contains a great variety of songs and hymns adapted to all grades of Schools, from the Elementary to the High School and Academy. The book contains also a brief treatise on the rudiments of music, with exercises for practice. No pains seem to have been spared to produce a really excellent work. We trust that Teachers will find many wants of the school room fully met in this compact and elegant little book. The *American Educational Monthly* says:—

"The salutary effects of music in the school-room have long been recognized. There, as elsewhere, an enlivening song is the speediest antidote for dullness or irritation. The physical effects of music are not less marked than its mental and moral effects. Proper vocal culture strengthens the respiratory organs, and thus guards them against disease. Habits of quick perception and fixed attention are cultivated in acquiring a knowledge of musical notation. And the sentiments of a good poem, wedded to good music, have the happiest effect on the young mind and heart. Mere singing by rote, as is commonly practised in school, is therefore a profitable as well as pleasant exercise. When properly supplemented by instruction in the elements of music, it is much more profitable, and not less pleasant."

### CALKIN'S "SCHOOL GEOGRAPHY OF THE WORLD."

IN a previous number of the JOURNAL we expressed our views of Mr. Calkin's book. We are glad to learn that the teachers throughout the Province, and others connected with educational work, concur in the opinion that a really superior text-book on Geography has been provided by Mr. Calkin for

our Public Schools. In order that the teachers of those schools which are yet unprovided with a suitable Geography may have the benefit of the views of competent gentlemen who have examined this work, we take the liberty of giving a few extracts from letters in our possession:—

"I think it well adapted for the purpose intended, while, as in all such works, very much will depend upon the skill with which the instruction is unfolded by the teacher. I cannot say that I have gone through the whole work, but I have applied to it several test questions, in all cases with a very satisfactory result."

GEORGE McCRAWLEY, S. T. P.,  
President of King's College.

"I have examined Mr. Calkin's "School Geography of the World," and am exceedingly pleased with it. The arrangement is judicious, and the plan of instruction admirable. The study of Geography will not only be facilitated by its use, but will become an actual pleasure."

J. M. CRAMP, D. D.,  
President of Acadia College.

"The book is so beautiful a one that I shall be very glad if our Teachers of Geography, in the two branches of the Academy, find it better suited for use as a text-book in their classes than those books which have been hitherto used, and especially so as no one of these has seemed to be what we required."

H. PICKARD, D. D.,  
Principal of Mt. Allison College and Academy.

"It is just the book we wanted for our Schools. The arrangement and type are excellent; the cuts very suggestive and appropriate; the maps distinct, and yet quite full; the whole book is attractive, and contains the best selection of Geographical knowledge of any book with which I am acquainted."

A. McN. PATTERSON,  
Principal of Acadia Villa Seminary.

"I have carefully read the book, and consider it a very valuable one. I have shown it to several teachers, and all give it much praise. During four years' experience in teaching I have had occasion to examine about a dozen Geographical text-books, and none of them, in my opinion, present the subject in such a natural and philosophic manner as Mr. Calkin's 'Geography of the World.'"

GEORGE E. TUFTS, B. A.,  
Teacher in the Fredericton (N. B.) Seminary.

"Children have his (the author's) full sympathy. One special excellence of his work is that he has not frightened little ones with a formidable list of definitions on the first page, which they can neither appreciate nor understand. Definitions are introduced as they are required, and are not given till the object is presented before the pupils, and when they are fully acquainted with the thing, they are informed of the name given to it. There is a colloquial air about the statements that is quite attractive. The Book is the Teacher talking to his pupils kindly and con-

descendingly. We seldom meet with an educational work so precisely adapted to its object."

REV. WILLIAM SONNERVILLE,  
*Somerset.*

"The work does the highest credit to the author, the publishers, and the Province."

D. R. EATON, Esq.,  
*School Commissioner, King's Co.*

"The best work of the kind I have ever seen."

W. M. B. LAWSON, Esq.,  
*Inspector, Lunenburg Co.*

"Mr. Calkin's Geography is a most excellent work."

JOHN T. MELLISH, B. A.,  
*Head Master of Cumberland Co. Academy.*

"It is a splendid text-book."

H. C. UPHAM, Esq.,  
*Inspector, Colchester Co.*

"I cannot but express the gratification I have experienced in my examination and perusal of its contents. The study of Geography, under most circumstances interesting, cannot with this help be otherwise than attractive; and whilst facts are being stored up in the memory, the subject is so treated as to cultivate the reasoning faculties of the pupil."

WILLIAM EATON, Esq.,  
*Late Inspector for King's Co.*

"The work appears to me admirably adapted to instruct our youth in this important branch. Unlike most other works on this subject, it teaches the *unknown* by means of the *known*."

REV. HENRY L. OWEN,  
*Chairman of School Commissioners, Lunenburg.*

"I have not had time to give the work a very careful examination, but it strikes me that Mr. Calkin has made a very good book. The form, size, the illustrations, maps, paper, and typography are all first rate; and I have no doubt the matter is equally good."

JOHN D. PHILBRICK,  
*Superintendent of Schools, Boston, Mass.*

We give the following letter nearly in full, as it notices briefly many points referred to more at length by several other gentlemen whose opinions are before us:—

"After giving the work a very careful examination, I cannot but regard it as one reflecting much credit both upon the ability of its author and the enterprise of its publishers. Long experience as a teacher made me painfully conscious how great a desideratum a good school geography was, especially one adapted to meet the special educational necessities of these Provinces. However excellent, in some respects, recent English Geographies may be, their deficiency of information about British North America renders them unsuitable for our schools. Geographies published in the United States have not only been all marked by this defect, but have given a disproportionate prominence to the Great Republic, and contained political allusions which made them objectionable for use in the British Provinces. Lovell's Canadian Geography was better suited to meet our wants than any of these, but was spoilt by its inferior letter press and bad engraving, both of the pictures and maps. It is with much pleasure, therefore, that I have witnessed the appearance of a School Geography, which, though susceptible of improvements that it may easily receive in its future editions, must be regarded by every competent and candid judge as the best yet published, and the only one in existence to be thought of as the text-book for use in the Public Schools of Nova Scotia.

"Among the many commendable features of Mr. Calkin's Geography, which I have observed, I may name these:—The success with which its author has avoided either making his Geography too descriptive and therefore superficial, or too much a mere list of terms and names utterly repulsive to children. The judicious selection and arrangement of matter. The valuable character of the exercises. The happy union of clearness and condensation in the style. The excellency of the maps, which not only unite the rare qualities of a sufficiency without a too great fulness of details, but are so beautifully engraved and colored, as to make it a pleasure to children to look at them. The suggesting to the pupil, in connection with his study of each map, a comparison between the size of the respective countries represented and Nova Scotia, and furnishing him with means to make it. The admirable pictorial illustrations, and the additional attractiveness imparted to the work by the superiority of both the paper and type."

REV. A. H. MUSRO,  
*Liverpool.*

We have not space to bring together the opinions given by the Press. We must content ourselves with the following:—

"The arrangement, style of composition, illustrations, and indeed every thing about it, are well calculated to attract the youthful mind.

"Mr. Calkin has done good service to the cause of education by its publication, and we heartily recommend it."

*Morning Chronicle.*

"We have no hesitation in pronouncing it the most perfect work of the kind that we have ever seen."

*British Colonist.*

A second edition of the Geography has been issued, and the few defects discovered in the first, have been carefully remedied.

## The Late Alexander Forrester, D. D.

OUR readers have long since received the melancholy intelligence of the death of Rev. Dr. Forrester, Principal of the Provincial Normal and Model Schools. Associated with Dr. Forrester in the Educational service of the Province from 1860 till the day of his death, we have reason to know how good and earnest a man has passed away. His zeal for popular education consumed him. His whole soul laboured in this great work, and it was granted to him to witness in his last years abundant fruits of his toil. The teachers of Nova Scotia, and the promoters of public education everywhere, have lost a most able and unwearied advocate, and true friend. The cause of education in this Province is profoundly indebted to the efforts of the late Dr. Forrester. His name will long be cherished in grateful remembrance. In the Cemetery at Truro, beneath the "whispering pines," he sleeps his last sleep.

[From the Presbyterian Witness, April 24th.]

To-day, all that is mortal of the Rev. Alexander Forrester will be committed to its last resting-place. The tidings of his death will carry sorrow into ten thousand hearts in these Provinces, and will be noted with regret in other and far distant lands. It is many years since this country has sustained a loss which will be so severely felt. But the stroke has fallen; the good, the true, the devoted man who was so dear to us, and whose face and voice have so long been familiar to us, has gone to swell the numbers of the redeemed above—and his ashes we commit to the grave in the full hope of a glorious resurrection. Dr. Forrester died in New York at one o'clock on Tuesday morning. His health failed sadly a year ago, but under the influence of a summer's rest and quiet travel he was so far restored as to be able during the winter to attend to his duties as Principal of the Normal College. At the close of the session he came to this city and took passage early in April to New York. He was in a delicate state of health, but none supposed his end was so near. He stood the voyage very well; and passed a day or two pleasantly with his good friend Rev. Dr. Thomson. Soon, however, he was prostrated with illness. His whole system appeared to give way. All that the best medical skill and the greatest kindness and attention could do, was tried, but tried in vain; and he peacefully breathed his last, surrounded by several members of his family, and other intimate friends.

Dr. Forrester was every whit a Scotsman of the sturdiest type. Face, form, accent, style of thought and expression, all told the same pleasant tale. He was a parish minister of the Church of Scotland before the Disruption. He enthusiastically cast his lot with the Free Church, and for some years ministered to a congregation in Paisley. In February 1848 he arrived in this country as a Deputy from the Free Church, and for three months supplied St. John's Church in this city. During these months he organized classes which became the nucleus of the Free Church College. Before returning to Scotland he traversed the country with all the zeal of an evangelist, and the sagacity, tact, and organizing power of a leader of men. He inaugurated the movement for a Professorial Fund, and visited the greater part of Nova Scotia, New Brunswick and Cape Breton, securing numerous and liberal subscriptions for that Fund.—In response to a call from St. John's Church he returned to Halifax in October of the same year (1848) and became pastor of that Church. In November the Free Church College was opened, and Dr. Forrester undertook to give the students a course of Lectures on Natural Science.

The congregation of St. John's built "Chalmer's Church" which was opened by Dr. Forrester, and in which he ministered till 1855 when he accepted the onerous and influential position

of Superintendent of Education and Principal of the Provincial Normal School.—During his pastorate of Chalmers Church he visited, on behalf of the Colloge, nearly every congregation of the Free Church in Nova Scotia, P. E. Island, New Brunswick, Cape Breton, Bermuda, and Newfoundland. Returning from Newfoundland, he suffered shipwreck, and had a narrow escape from a watery grave. It is to his ceaseless exertions, in connection with two or three other gentlemen, that the success of the Professorial Fund is to be mainly attributed.

Space will not permit us to speak as we would like of his prodigious labours in connection with Education. Here he was in his proper sphere. Every part of the work was congenial. Under his control the Normal School at once became a power in the land, and far more than realized the expectations of its most sanguine founders and friends. Students flocked in large numbers from all parts of this Province, and from other Provinces. The "training system," as elaborated and expounded by the Doctor, took a firm hold on the rising mind of the country. Teaching as a Science and as an Art became rightfully ennobled in the eyes of the public. The good fight went on step by step till the crowning triumph came, of FREE SCHOOLS open to every child in Nova Scotia, and a fair supply of trained Teachers for these schools. This was the consummation for which Dr. Forrester laboured with unflinching zeal, self-sacrifice, patience, and indomitable courage for long years. It was in this noble struggle that his head became whitened before the time with the snows of age—that health was undermined, and a sturdy constitution broken. His crowning work was the *Teacher's Text Book*—a volume that has commanded the admiration of the foremost Educationalists in Great Britain and Canada, as well as here.

On the passage of the present Education Act, Dr. Forrester was relieved from his position of Superintendent of Education, and had his attention devoted to his duties as Principal of the Normal School.

He was the zealous and enlightened friend of improvement in every field.—The first Provincial Exhibition was, to a large extent, his *idea*, and his work. He was an intelligent agriculturist. He attached great importance to the physical sciences. His knowledge of botany, geology, and mineralogy was extensive. He was well read in the science of mind, in history, in theology. Indeed the range of his attainments and accomplishments was remarkable, and was the result of a great deal of hard and unremitting study. For the greater part of his life he was in his study before four o'clock every morning.

When Dr. Forrester ceased to be a Pastor he did not cease to be a laborious minister of the Gospel. He preached almost every Lord's Day, and never lost an opportunity of proclaiming from the pulpit the truth by which he himself lived. Ministers of all denominations in many different parts of the country have received willing aid from him. Although a thorough Presbyterian he was no sectarian. He was a firm friend, and a loyal, and large-hearted supporter of Evangelical religion.—There is probably no other minister in Nova Scotia whose face has been seen and whose voice has been heard by so many of our people.

He will long be mourned and missed. The blank in Truro will prove irreparable. To ourselves his departure is a bereavement peculiarly severe. For seven years after he came to this country his relations with the *Witness* were of the most intimate character. Much of its power for good was due to his prolific pen. And through all the years that have passed since 1855 we have seen nothing of Dr. Forrester as a public man or as a private christian, but what we cordially approved, admired and loved. The tribute which private affection must pay is not for the public gaze. But others in every village and hamlet in Nova Scotia will sympathise more or less in the sorrow which is called forth by a stroke which is at once a personal bereavement and a public calamity.

#### A MEMORIAL STONE.

THE labours by which the late Dr. Forrester became most widely identified with the public interests of his adopted land were rendered in connection with our Common Schools. The Teachers of Nova Scotia can not repay the laborious discharge of duties undertaken by him in their behalf, but we trust they will claim the privilege of marking their esteem and gratitude for the great services which he rendered not only to the cause of popular education, but especially to the teaching profession throughout the length and breadth of Nova Scotia. By his instructions at Truro, by his labours on the platform, by his pen as editor of the *Journal of Education and Agriculture*, and as author of the *TEACHER'S TEXT BOOK* all the members of the profession have been largely benefited.

It seems to us that no more fitting public testimonial could be provided than the erection of a memorial stone in the Cemetery at Truro. We think that it is only necessary to suggest

this to the teachers of Nova Scotia, in order to secure a suitable memorial. We are sure that each Inspector will be pleased to receive the subscriptions of the Teachers in his county. A dollar from each Teacher in the Province would, we think, be sufficient. The value of such a memorial would be greatly enhanced if all the Teachers contributed something towards it, however small the amount.

We would suggest that those teachers who desire to contribute to this object, should hand their subscriptions to the Inspector as early as possible, in order that when the Educational Association meets at Christmas, the total amount may be known, and measures at once adopted to secure the erection of the memorial. A list of the subscribers will be duly published in the *JOURNAL*.

#### THE TEACHER'S TEXT BOOK.

IN calling the attention of Female teachers, members of the Educational Association of Nova Scotia, to the notice which appears on the last page from Mr. Parsons, we wish to inform teachers generally that the edition of Dr. Forrester's work will soon be exhausted. It was the purpose of the author to condense the work, and to issue a revised edition. But death came too swiftly. We would advise those teachers who have not yet procured the book to do so at once. If they delay, it may not be possible to purchase it.

#### BEQUEST TO THE PROVINCIAL NORMAL SCHOOL.

ONE clause in the will of the late Dr. Forrester is as follows:—  
"My Library of Literary and Scientific Books, with cases of minerals, Shells, Herbarium, &c., I herewith bequeath to the Provincial Normal School." The *Truro Mirror* states that this bequest includes "between three and four hundred volumes, mostly standard works, together with an almost endless number of magazines, reviews, papers, etc., also a variety of maps, charts, and diagrams, as well as a quantity of botanical, geological and zoological specimens, with numerous shells, fossils, etc. This is a bequest worthy of the honour, and will long be preserved with the utmost care, as well for the sake of the giver as for the intrinsic merit of the gift itself."

W. R. Mulholland Esq, has been appointed Principal of the Provincial Normal and Model Schools, in place of the late Dr. Forrester.

#### ORAL LESSONS ON GRAMMAR.—CLASSIFICATION.

##### III.

WE shall suppose the children can point out nouns and verbs without difficulty. The Adjective may appropriately be taken next.

Children, you see what I hold in my hand. *An Apple*. I will give it to John, and I will write upon the board, *John has an apple*. Can you tell me what kind of a word *apple* is? *It is a noun*; because *it is a name*. See now if you can tell me anything about the apple. *It is red*. Are all apples red? *No, some are green and some are yellow*. Name something else that is red. *A strawberry—Jane's dress—John's neck-tie*. What more can you say about this apple? *It is round and hard*. Taste it. *It is sour*. We will write these words in the sentence. Where shall I place them? *Before apple*. *John has a red, round, hard, sour apple*. Now suppose I take the apple from John, will he have the red, hard, round, and sour? *No*, because these words *do not mean things*, but *what kind of an apple it is*; yes, or qualities of the apple, and must go with it. So if I take away the word *apple* from this sentence, the words *red, round, hard, and sour must be taken away too*.

Read what I have written. *James found a small, black—*. What did James find? Well, Mary? *It wants another word*. What for? *We do not know what James found*. Do you know anything about it? *Yes, we know it is small and black*. You do

not know *what he found*, or you do not know *its name*. Then the word to be written must be the *name of something*, or it must be a *noun*. The word small shows *its size*, and black *its colour*. I will write the word dog after black, and we now have—*James found a small black dog*. What kind of a word is dog? *It is a noun*. Can you put some other word in place of dog? *Cat, Bean*. These words are *nouns*.

I have now shown you a new kind of words. What can you tell me about the words of this class? *They cannot be used alone*. They must be placed *beside nouns*. Name some words of this class. *White, green, blue, rough, smooth, long, short, good, bad*—and these words may be used with *nouns*. Yes, and because we join them with nouns they are called **ADJECTIVES**,—a word which means added to, or placed beside.

You may now write on your slates all the Adjectives in your reading lesson.

J. B. C.

### PRACTICAL EDUCATION.

MR. EDITOR,—Having read your remarks in the *JOURNAL OF EDUCATION* for April in reference to the *Chemistry of Common Things*, I have procured a copy of the book. It supplies me with just the sort of information I have long desired to have, in a compact and connected form, and I propose to carry on a regular series of oral lessons with my pupils on the subjects treated of. Last summer, I gave oral lessons on plants. For years I have devoted considerable private study on the structure and growth of plants, but I would like to obtain some simple and reliable book on the subject, in which the information is given in a form adapted for oral lessons. If you know of such a book, you would confer a favour upon myself, and other teachers, by giving information of the same through the *JOURNAL*.

Respectfully yours,

H. M. McK.

*How Plants Grow*, by Professor Gray, will supply any teacher with the sort of information required for systematic oral lessons on plants. This work is one of the prescribed text-books for the Public Schools of Nova Scotia. It is an excellent text-book. PART FIRST contains four chapters simply and lucidly written:—

How Plants grow, and what their parts or organs are.

How Plants are propagated or multiplied in number.

Why Plants grow; what they are made for and what they do.

How plants are Classified, Named, and Studied.

PART SECOND consists of a Popular Flora for beginners.

There is a growing desire among the teachers of the Province to qualify themselves for thorough and practical work in the schools under their charge. If we believed that such a desire was necessarily promotive of vain and mistaken ambitions and aims, and tended to hinder solid work in the standard branches of reading, writing, and arithmetic, it would be our duty to discountenance any attempts to introduce into the Common Schools such subjects as those referred to by our correspondent. But we do not, we cannot believe that such knowledge, skilfully and judiciously imparted, can produce other than the happiest, the most profitable results upon every department of School work. We entertain great respect for the opinions of those who would advocate the placing of legal restrictions upon the curriculum of common school studies. The course pursued by some teachers in the Province has given just occasion to those who realize most fully the fundamental importance in a system of Education of the standard branches, to rebuke that hankering after display in great subjects, while the rudimentary branches were hidden to occupy but a secondary place. Justice compels us, however, to say that the number of teachers who appreciate fully the importance of giving the first position to the instrumentary branches, and who subordinate their instruction to sound views of common school work, is rapidly on the increase. Such teachers should not, in our view, be hampered by legal restraints, if they, in harmony with the desire of their Trustees, endeavour to give their pupils, when prepared for it, the benefit of instruction in more advanced branches.

Every good teacher knows that a skilfully given course of oral lessons, on subjects connected with the mineral, vegetable, or

animal kingdoms, is one of the most powerful means that can be employed for awakening and stimulating the minds of his pupils. The increase of mental power thus begotten enables these same pupils to make far greater progress in the instrumentary branches themselves, than would be possible if all the hours of the School were given exclusively to the study of them. This is the lowest view of the subject, but it more than justifies the position the best teachers assign to branches of economic science in the common schools. These studies appeal to the natural curiosity of children, to their lively desire of knowing about things. Lessons in these branches are admirably adapted to call out and direct (i. e. educate) the powers of observation, and to sharpen and exercise in a pleasant way the faculty of discrimination. To learn *how to observe* and *how to distinguish things correctly*, is the greater part of education, and is that in which people otherwise well educated are apt to be surprisingly deficient.

An oral lesson a day in some branch of economic science, skilfully given, would be of incalculable service to the pupils of any School. The "Chemistry of Common Things" and "How Plants Grow" are text-books which any earnest Teacher can easily master. One is the natural supplement of the other, and the subjects treated of in each ought in our opinion, to receive careful attention in all our Schools, especially those situated in the agricultural districts of the Province. The practical character of the instruction which they contain is a matter of the greatest interest to those who desire to see the children of the Province fitted to enter wisely upon the labours of their callings. One of the most direct means of ensuring the prosperity of any department of human industry is to enable and dignify that industry by elevating it into the region of thought, and study and science. Surely it is not too much to expect from our Public Schools that they will by the impartation of sound practical knowledge, do much to check that superficial dignity which in the choice of a profession, leaves so many to pass by the noble employments of the farmer and the artizan. But if lessons on subjects lying at the very foundations of these branches of industry are to be studiously avoided in the School room, and the attention of the young wholly devoted to abstract studies, we are casting away practical means which might be used to secure the prosperity of the people. Once let the young clearly see that every lawful occupation to be truly successful must be carried on in conformity with laws and principles inflexibly established by the Author of All Knowledge, and that these laws and principles can be searched out and reduced to a science, and we have done more to dignify labour, and to enlist the energies of cultivated minds in some one department of its service, than can be effected in any other way.

### HALF-YEARLY EXAMINATION OF THE C. B. COUNTY ACADEMY.

WE learn that the last half-yearly examination of the High School, at Sydney, C. B., was an occasion of peculiar interest. The examinations of the three lower departments of the Academy, under Mr. D. McIntosh, Miss A. Harrington and Miss Archibald, took place on Thursday, April 29th, and according to the *C. B. News*, "exhibited fair average progress on the part of the pupils." In the High School, in charge of H. C. Creed, B. A., the examinations occupied Thursday afternoon and two sessions on Friday. As it was known that Mr. Creed, who had been Principal of the Academy for three years and a half, was about to leave the place, and would that day close his labours there, a larger number of the parents and visitors were present than have heretofore attended on such occasions. Classes were examined in Algebra, Analysis, Arithmetic, Astronomy, Chemistry of Common Things, French, Geography, Geometry, Greek, History of England, History of Greece, Latin, Practical Mathematics, and Reading. With few exceptions the pupils acquitted themselves very creditably throughout, particularly in History, Astronomy, Latin and Reading. The readiness and accuracy with which most of them answered the large number of questions asked on the different subjects, showed that both they and their teacher had been diligent and pains-taking. In reading, both singly and simultaneously, the school was particularly worthy of commendation. At the close of the examination, four original compositions were read, all of which elicited great praise.

The pupils then, through two of their number, presented their teacher with a handsome album containing their likenesses, with a farewell address. Deep and tender emotions had been awakened by the last of the essays read, entitled "The Old School Bell," and now the thoughts of the parting between teacher and pupils, so much attached to each other, increased those sympathetic feelings, so that many of the pupils and others present were moved to tears. Mr. Creed, after thanking his pupils for their present and their kind wishes, read an appropriate closing address. Several clergymen and other prominent gentlemen of Sydney afterwards spoke of their satisfaction with the exercises of the day, the progress made by the scholars, and the general management of the school, and gave expression to a common feeling of regret that Mr. Creed had deemed it necessary to resign his position. This closed the proceedings. The following Address was presented on a later day.

## ADDRESS.

Sydney, C. B., May 1st, 1869.

H. C. CREED, Esq., B. A.

RESPECTED SIR,—As we learn with regret that you are about to leave Cape Breton, we, the undersigned inhabitants of Sydney, desire to express the feelings entertained by us on this occasion. In the first place we would express our appreciation of your services as Head Master of the Academy in this town. In that position you have given evidence of high scholarship and superior abilities as an *instructor*, and have constantly manifested a deep and unabated interest in the moral and intellectual culture of those who have been brought under your influence.

Again, in the relation of a citizen, you have ever sought to promote the best interests of the community; and we feel that your removal from us will be a public loss, and that our Temperance Societies, the Mechanics' Institute, and other public objects, both secular and religious, will miss your counsel, liberality and assistance.

But while we regret your departure from Sydney, we trust it may be to occupy a sphere of still greater usefulness, and we unite in wishing you all of prosperity and happiness that Providence can bestow, for yourself and your amiable partner.

The address was signed by,—

R. J. UNJACKE, D.D.,	} Trustees.
<i>Chairman School Commissioners.</i>	
H. McLEOD, A.M., and D.D.,	
C. H. HARRINGTON, J.P.,	
N. L. MACKAY, Barrister at Law,	
ED. M. DODD, Judge Supreme Court.	
HENRY DAVENPORT, Custos.	
J. L. HILL, High Sheriff.	
D. N. McQUEEN, Q. C. and Judge of Probate.	
C. E. LEONARD, JR., Prothonotary.	
P. FRESTWOOD, Wesleyan Minister.	
JAMES QUINAN, P. P.	
W. B. BOGGS, Baptist Minister.	
JAMES P. WARD, Editor "C. B. News."	

And many others of the leading professional men, merchants, and tradesmen of Sydney.

Such tokens of appreciation must be specially gratifying to a teacher, and we cannot but express our own pleasure at these evidences of the esteem and respect in which faithful teachers are held.

We understand that Mr. John Sievwright, late Principal of the Gloucester (N. B.) Grammar School, has been appointed Head Master of the Cape Breton County Academy, and we trust the institution will steadily increase in efficiency under his management.

## THE STATE AND EDUCATION.

## II.

WE propose to bring together the opinions of some of the most eminent men of modern and ancient times, upon the great subject of public education. Probably no subject except that of religion itself has so largely enlisted the profoundest thought of the profoundest minds.

Among the resplendent names of modern English literature that of Thomas Babbington Macaulay stands preeminent. In his place in the House of Commons, in 1847, Macaulay earnestly advocated the cause of popular education. We make the following extract from his speech:

"Take away education, and what are your means? Military force, prisons, solitary cells, penal colonies, gibbets—all the other apparatus of penal laws. If, then, there be an end to which government is bound to attain—if there are two ways only of attaining it—if one of those ways is by elevating the moral and intellectual character of the people, and if the other way is by inflicting pain, who can doubt which way every government ought to take? It seems to me that no proposition can be more strange than this—that the State ought to have power to punish and to bound to punish its subjects for not knowing their duty; but at the same time is to take no step to let them know what their duty is.

I say, therefore, that the education of the people ought to be the first concern of a State, not only because it is an efficient means of promoting and obtaining that which all allow to be the main end of government, but because it is the most efficient, the most humane, the most civilized, and in all respects the best means of attaining that end. This is my deliberate conviction; and in this opinion I am fortified by thinking that it is the opinion of all the great legislators, of all the great statesmen, of all the great political philosophers of all ages and of all nations, even including those whose general opinion is, and has ever been, to restrict the functions of government. Sir, it is the opinion of all the greatest champions of civil and religious liberty in the old world and in the new; and of none—I hesitate not to say it—more emphatically than of those whose names are held in the highest estimation by the Protestant Nonconformist of England. Assuredly if there be any class of men whom the Protestant Nonconformists of England respect more highly than another—if any whose memory they hold in deeper veneration—it is that class of men, of high spirit and unconquerable principles, who in the days of Archbishop Laud preferred leaving their native country, and living in the savage solitudes of a wilderness, rather than to live in a land of prosperity and plenty, where they could not enjoy the privilege of worshipping their Maker freely according to the dictates of their conscience. Those men, illustrious for ever in history were the founders of the commonwealth of Massachusetts; but though their love of freedom of conscience was illimitable and indistructable, they could see nothing servile or degrading in the principle that the State should take upon itself the charge of the education of the people. In the year 1642 they passed their first legislative enactment on this subject, in the preamble of which they distinctly pledged themselves to this principle, that education was a matter of the deepest possible importance, and the greatest possible interest to all nations and to all communities, and that as such it was, in an eminent degree, deserving of the peculiar attention of the State. I have peculiar satisfaction in referring to the case of America, because those who are the most enthusiastic advocates of the voluntary principle in matters of religion, turn fondly to that land as affording the best illustration that can be any where found of the successful operation of that principle. And yet what do we find to be the principle of America, and of all the greatest men that she has produced upon the question? "Educate the people," was the first admonition addressed by Penn to the commonwealth he founded—"educate the people" was the last legacy of Washington to the republic of the United States—"educate the people" was the unceasing exhortation of Jefferson, Yes of Jefferson himself; and I quote his authority with peculiar favor; for of all the eminent public men that the world ever saw, he was the one whose greatest delight was to pare down the functions of governments to the lowest possible point, and to leave the freest possible scope for the exercise of individual exertion. Such was the disposition—such, indeed, might be said to be the mission of Jefferson; and yet the latter portion of his life was devoted with ceaseless energy to the effort to procure the blessing of a State education for Virginia. And against the concurrent testimony of all these great authorities, what have you, who take the opposite side, to show? \* \* \* Institutions for the education of the people are on every ground the very description of institutions which the government, as the guardians of the people's best interests, are bound to interfere with. This point has been powerfully put by Mr. David Hume. \* \* \* After laying down very emphatically the general principle of non-interference and free competition, Mr. Hume goes on to make the admission that there undoubtedly may be and are some very useful and necessary matters which do not give that degree of advantage to any man that they can be safely left to individuals. Such matters, he says, must be effected by money; or by distinctions, or by both. Now, sir, if there ever was a case to which that description faithfully and accurately applies, I maintain that it is to the calling of the schoolmaster in England. That his calling is a necessary and an useful one, is clear; and yet it is equally clear that he does not obtain, and can not obtain, adequate remuneration without interference on the part of the government. Here, then, we have the precise case, if we are to adopt the illustration of Hume, in which the government ought to interfere. Reasoning *a priori*, the principle of free competition is not sufficient of itself, and can not supply a good education. Let us look at the facts. What is the existing state in England? There has, for years, been nothing except the principle of non-interference. If, therefore, the principle of free competition were in reality a principle of the same potency in education as we all admit it to be in matter of trade, we ought to see education as prosperous under this system of free competition as trade itself is. If we could by possibility have had the principle of free competition fairly tried in any country, it would be in our



own. It has been tried for a long time with perfect liberty in the richest country under the heavens, and where the people are not unfriendly to it. If the principle of free competition could show itself sufficient, it ought to be here; our schools ought to be the models of common schools; the people who have been educated in them ought to show the most perfect intelligence; every school ought to have its excellent little library, and its mechanical apparatus; and, instead of there being such a thing as a grown person unable to read or to write, such an individual ought to be one at whom the people would stare, and who should be noted in the newspapers; while the schoolmaster ought to be well acquainted with his important duties as the cutler with knives, or the engineer with machinery; moreover, he ought to be amply remunerated, and the highest respect of the public ought to be extended to him. Now, is this the truth? Look at the charges of the judges, at the resolutions of the grand juries, and at the reports made to every public department that has any thing to do with education. Take the reports of the inspection of prisons. In Hartford House of Correction, out of 700 prisoners, about half were unable to read, and only eight could read and write well. In Maidstone jail, out of 8,000 prisoners, 1,300 were unable to read, and only 50 were able to read and write well. In Coldbath-field, out of 8,000, it is not said that one could read and write well. If we turn from the reports of the inspectors of prisons to the registers of Marriages, we find that there were nearly 130,000 couples married in the year 1844, and of those more than 40,000 of the bridegrooms and more than 60,000 of the brides could not sign their names, but made their marks. Therefore one third of the men and one half of the women, who are supposed to be in the prime of life, and who are destined to be the parents of the next generation, can not sign their names. What does this imply? The most grievous want of education.

\* \* \* And it is said, that if we only wait with patience, the principle of free competition will be all that is necessary for education. We have been waiting with patience since the Heptarchy. How much longer are we to wait? Are we to wait till 2,847, or till 3,847? Will you wait till patience is exhausted? Can you say that the experiment which has been tried with so little effect has been tried under unfavourable circumstances? Has it been tried on a small scale, or for a short period? You can say none of these things.

\* \* \* It was at the end of the 17th century that Fletcher of Saltoun, a brave and able man, who fought and suffered for liberty, was so overwhelmed with the spectacle of misery his country presented, that he actually published a pamphlet, in which he proposed the institution of personal slavery in Scotland as the only way to compel the common people to work. Within two months after the appearance of the pamphlet of Fletcher, the Parliament of Scotland passed in 1696, an act for the settlement of schools. Has the whole world given us such an instance of improvement as that which took place at the beginning of the 18th century? In a short time, in spite of the inclemency of the air and the sterility of the soil, Scotland became a country which had no reason to envy any part of the world, however richly gifted by nature; and remember that Scotchmen did this, and that wherever a Scotchman went—and there were few places he did not go to—he carried with him signs of the moral and intellectual cultivation he had received. If he had a shop, he had the best trade in the street; if he enlisted in the army, he soon became a non-commissioned officer. Not that the Scotchman changed; there was no change in the man, for a hundred years before Scotchmen of the lower class were spoken of in London as you speak of the Esquimaux; but such was the difference when this system of State education had been in force for only one generation, the language of contempt was at an end, and that of envy succeeded. Then the complaint was, that wherever the Scotchman came he got more than his share; that when he mixed with Englishmen and Irishmen, he rose as regularly to the top as oil rises on water.

\* \* \* Under this system of State education, whatever were its defects, Scotland rose and prospered to such a degree that I do not believe a single person, even of those who now most loudly proclaim their abhorrence of State education, would venture to say that Scotland would have become the free, civilized country it is, if the education of her people had been left to free competition without any interference on the part of the State. Then how does this argument stand? I doubt whether it be possible to find, if there be any meaning in the science of induction as applied to politics, any instance of an experiment tried so fully and so fairly, tried with all the conditions which Lord Bacon has laid down in his *Novum Organon*, and of which the result was so evident. Observe, you take these two countries so closely resembling each other in many particulars—in one of these two countries, by far the richer of the two, and better able to get on with free competition, you have free competition; and what is the result? The Congregational Union tells you that it is a result, indeed, to make us ashamed, and every enlightened foreigner that comes amongst us, sad. In the other country, little favored by nature you find, a system of State education—not a perfect one, but still an efficient one—and the result is an evident and rapid improvement in the moral and intellectual character of the people, and a consequent improvement in security and in prosperity such as was hardly seen before in the world. If this had been the case in surgery or in chemistry, and such experiments and results had been laid before you, would it be possible for you not to see which was the wrong course and which the right? These arguments have most fully convinced me of a truth which I shall not

shrink from proclaiming in the face of any clamor that may be raised against it—that it is the duty of the State to educate the people.

#### AN ACT TO AMEND THE EXISTING LAWS RELATING TO EDUCATION. PASSED MAY 14TH, 1869.

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

1. In all assessments levied in any School section after the passing hereof, every male person twenty-one years of age or upwards, having resided in such section for the period of six months next previous to the levying of such assessment, shall be assessed and shall pay the sum of one dollar as a poll-tax. The balance of the sum authorized to be assessed shall be levied and assessed as provided in the existing law. Nothing herein shall render any person liable to pay more than one such poll-tax in any school year.

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

3. Property situated in any school section and owned by a non-resident of the County, the same not being otherwise liable to sectional assessment, shall be liable to assessment in the section in which it is so situate.

4. The assessment of any person who shall subsequently die, or become insolvent, or assign his property liable to the assessment, shall be a charge upon his estate, to be paid by his executors, administrators, or assignees, and in default of payment, they or either of them, may be held personally liable under the warrant, unless they or either of them shall make oath before a Justice of the Peace, stating that there is not in their possession or under their control, belonging to such estate, sufficient money or other property to satisfy such assessment.

5. In every case where between the making of the County assessment roll for any year, and the levying of any sectional assessment according to such roll, any person rated therein in respect of real or personal property, shall remove from the section, having conveyed, leased, or otherwise disposed of such property, such assessment shall be a charge on the property, and may be collected from the owner or person in possession of the same at the time of levying such assessment.

6. Property held by executors, administrators, trustees, or assignees, at the time of the making of the County assessment roll for any year, shall be liable to be assessed in all assessments levied according to such roll, in the section in which the original owner of such property resides or last resided; but property held in trust for heirs, being minors, shall be liable to assessment in the section in which such heirs, being minors, or a majority of them, may be in attendance at a public school, provided such section shall be in the County in which such property is situate. In default of payment of any assessment levied under this clause, the same may be collected as provided in the case of unpaid assessments under the fourth clause hereof.

7. Any person making affidavit, if required, that he was sixty years of age or upwards at the time any assessment was authorized, and also any regularly ordained minister occupied in ministerial work, and any unmarried woman or widow, shall be exempt from sectional assessment on all property to the value of one thousand dollars, but shall be liable for any excess of that sum.

8. On proof of inability to pay any school assessment or poll-tax, the Trustees shall have power to exempt any person in part or in whole from the payment thereof without prejudice to

the rate; and the Trustees shall present a statement of any such exemptions in their report to the annual school meeting.

9. Each Board of Commissioners shall have power to exempt from the sectional school rate, either in whole or in part, persons resident more than three miles from the school house in the section, where they reside or on islands too sparsely populated to maintain public schools, and too distant from the mainland to permit children to attend school thereon; and such Commissioner shall have power to make such arrangements as they may deem necessary to establish schools on such islands.

10. All beds, bedding, clothing, stoves, cooking utensils, and the last cow of any person against whom a warrant of distress or other legal process shall be issued to recover the rates assessed for school purposes, shall be exempt from the operation of such warrant or other legal process.

11. Any person holding the office of Trustee of Schools, in any section, who shall become insolvent or assign his property for the benefit of his creditors, or become permanently unfitted for business, or shall cease to reside in the section, shall thereupon cease to hold such office of Trustee, and the other Trustees shall call a meeting for the election of a new Trustee in his stead, as provided in the case of extraordinary vacancies.

12. The Council of Public Instruction shall have power to modify or change, from time to time, as the interests of education may require, the existing provisions requiring an Inspector for each County, and to make such provisions for the payment of Inspectors consistent with economy and efficiency as they may deem proper; but the expense of inspection shall in no case be increased.

13. In every County where at the passing hereof there are two or more separate Boards of School Commissioners empowered to draw upon one and the same County school fund there shall hereafter be one Board of Commissioners instead of such separate Boards, and the members of the existing Boards shall be members of the new Board, and any trust or property vested in existing Boards, shall vest in the new Board; provided, however, that such consolidation of Boards shall take place only upon the joint request of the separate Boards of Commissioners at their semi-annual meeting. The Council of Public Instruction shall have power to determine the places of meeting of Boards of Commissioners; and each Board of Commissioners shall have power to re-number consecutively the school sections within its district.

14. So much of the forty-seventh section of "An Act for the Better Encouragement of Education," as exempts Inspectors, Teachers of the Normal School, and licensed Teachers from the school tax, is hereby repealed.

15. The County School rate assessed upon the inhabitants of any section not provided with a suitable school house and unable to erect one, shall be retained for two years, and if within that time means shall be adopted to build a school house, the moneys so vested shall form part of the amount required for such purpose. The assessors shall return yearly to the Clerk of the Peace a statement of the amounts levied for such County rate upon said section.

16. The half-yearly Return of each School and department shall hereafter include an affidavit by the Teacher according to the form given in the Schedule.

17. So much of the "Act for the Better Encouragement of Education," and of any Acts in amendment thereof, as is inconsistent with this Act, is hereby repealed.

SCHEDULE.

I, A. B. of \_\_\_\_\_ do swear that I have taught and conducted the School\* in \_\_\_\_\_ Section in accordance with Law for the period of \_\_\_\_\_ authorized teaching days during the term ended \_\_\_\_\_ A.D. 18 \_\_\_\_\_ that the grand total days' attendance made by the enrolled pupils in the said period was \_\_\_\_\_ (the number to be expressed in words at length); that my agreement with the Trustees is lawful, and that there is no collusive understanding by which any portion of the agreement is to be made of no effect.

Sworn before me this \_\_\_\_\_ day of \_\_\_\_\_ A.D. 18 \_\_\_\_\_ A. B.

\*If one or more graded Schools in the section, such further descriptive words as may be necessary, are to be used in each case.

IN THE HOUSE OF ASSEMBLY.

June 3rd.—Mr. Purdy moved the following resolution:—*Resolved*, As the opinion of this House that all teachers in the Public Schools ought to be examined in the same way and by the same Examiners. *And Whereas*, a system of examination by means of "written exercises," and a board of Provincial Examiners has been established under authority of law.

*Therefore Resolved*, As the wish of this House that all teachers without exception or distinction, shall submit to examination under, and in accordance with, the said system.

June 7th.—Hon. PROV. SECRETARY remarked that Mr. Purdy's resolution on the subject of Examination of Teachers was on the order of the day, but it would save time if this resolution was brought up in Committee on the School bill.

Mr. Purdy doubted that that would be an advisable course.

Hon. ATTORNEY GENERAL said that there was no need for a discussion on this question. The resolution referred to a recent rule of the Council of Public Instruction allowing exceptional examinations. In order to remove all misapprehension he would state that that rule had been passed at a very small meeting of the Council, and as there was a strong difference of opinion on the subject in the Council, the rule had not been acted on, and in all probability never would be.

Mr. Purdy asked the Government to give the House an assurance that the rule would be withdrawn.

Hon. ATTORNEY GENERAL said he could only repeat what he had said before—that the rule would not be acted on.

Mr. Purdy accepted the explanation of the Government, and took it for granted that the rule would be withdrawn.

Morning Chronicle.

CORRESPONDENCE.

For the Journal of Education.

Mr. Editor,—As an anonymous critic, I regard myself under special obligations to avoid personalities, and to maintain toward Professor Macleod that respectful bearing which his position demands. I must, however, be allowed candidly to confess that I am surprised at the course he has adopted in this discussion. I expected—and I think I had a right to expect—that he would give my objections a careful examination, first to ascertain what the objections were, and then to determine whether they were well founded or not. He seems, however, to have thought this quite unnecessary labor. He had made up his mind from the first that his critic knew nothing of mathematical processes, and that the objections were, therefore, such as an ignorant man would be likely to make. The result has been, that he has misrepresented my statements, and wasted his strength in fighting down objections which I never thought of raising, and which my language cannot, by any fair interpretation, be made to express.

He says my first objection is "that it is illogical to investigate the law of indices in an expansion, while overlooking the law of co-efficients." Having got the objection into this convenient form, he proceeds to disprove it by introducing a quotation from Hind's Algebra, in proof of the fact, that other "distinguished writers on Analysis" are in the habit of giving the law of indices an independent investigation. He then winds up this branch of the argument by remarking that "the process for ascertaining the law of indices is often omitted by mathematicians on account of its simplicity, as a thing to be easily supplied by the student," while "the process for determining the law of co-efficients is sometimes extremely difficult," and that the latter process, in which a fallacy is most likely to occur, has been passed over by his critic in silence.

Now, if Mr. Macleod had read my statements at all carefully, he could not fail to see that my objection was aimed exactly at this most difficult part of the demonstration, and that the objection was not, that he had undertaken to investigate the law of co-efficients and allowed a fallacy to creep in,—a comparatively venial fault,—but that he had drawn his conclusion without having made any investigation of the law of co-efficients whatsoever. Professor Macleod differs, therefore, from "other distinguished writers on Analysis," simply in this, that, while they sometimes omit the more simple portions of the demonstration, he omits the difficult parts, the only parts in fact in which a demonstration is essential, since it can not "be easily supplied by the student." This is a sufficiently broad difference to relieve me from the charge of having condemned him in company with these distinguished writers. He will have to quote to better purpose than he has yet done, before he can shew that his practice, in this respect, is supported by the authority of any author, great or small.



In case he should write again on this subject, I beg to propose the following questions:—

1st. Whether he did, or did not, investigate the law of coefficients previous to introducing his conclusion in reference to the law of expansion?

2nd. If not, whether any author of reputation can be cited as authority for such an omission?

3rd. If not this, then whether he can give any good and sufficient reason why he should introduce the practice? I readily admit that improvements in mathematical processes are now and then introduced, but those who introduce them must expect to have them challenged, and be prepared to give a reason.

In replying to my second objection, Professor Macleod quotes part of a sentence from my last letter, in which I had referred to the objection as made "on the score of too many assumptions," not supposing the phrase was likely to mislead any one who had read what I had previously written. On the authority of this phrase, however, he endeavors to convince himself that my objections had reference entirely to the number of assumptions. This point being gained he proceeds at once to the refutation. He first asserts his right to make two hundred assumptions, "provided that each of them held not only for the assumed values, but for the next greater integral value," and then declares that this proviso holds in the case of both his assumptions. Ergo the logic of his trigonometrical demonstration cannot be impeached.

All this seems fair; but in order to reach so happy a conclusion, it was necessary to use the same expansion in different and incompatible senses. The phrase, "provided that each of them held, etc.," to be true, must be understood to mean—provided that each of them can, by being combined with some correct equation, be shewn to have the same form for the next greater integral value. The same phrase, in order to help in patching up the professor's logic, would have to mean—provided that each of them can be made to have the same form for the next greater integral value by combining it with any other equation, true or false. This differs from that *toto coelo*. A mathematician has the right to make any number of assumptions that may suit his purpose, provided the correctness of each of them is legitimately tested; but the combining of two hypothetical equations does not furnish a legitimate test. I have previously pointed out the source of the error that would arise from combining one assumption with another, and need not now repeat the argument. In fact, the thing is so transparently wrong that argument seems scarcely necessary. To employ one hypothesis to prove the correctness of another, and then that other to prove the correctness of the first, is such sharp practice in the use of false logic that a mere statement of the case is sufficient to condemn it.

There seems some room for doubt, however, whether Professor Macleod is willing to allow that an assumption is hypothetical. He says he "was bound down in the form of his assumption by what was known to hold for particular numerical values," and he makes this statement in such a connection as to leave the impression that he regarded himself as having no liberty of choice. He must take that particular form or none. Now there is a sense in which his language, as above quoted, is true. Any man who makes a conjecture on any subject is, in a certain sense, bound down by the law that holds for particular cases, if he can find out what that law is. So the mathematician, if he can discover the law that holds for particular values, will, of course, make his assumption in accordance with that law. But it is not always easy to detect the law of expansion by considering a few numerical cases. It is, in fact, often impossible to do so; and mathematicians are frequently obliged to feel their way toward the true law by making assumptions which they suppose may be true, but which, when brought to the test, turn out to be false. A mathematician is not, therefore, in any proper sense, "bound down" to a particular form. If his assumption contains error, the progress of the argument is sure to disclose the fact, provided always the argument is properly conducted.

Yours truly,  
A. TEACHER.

#### GUYSBORO' COUNTY ACADEMY EXAMINATION.

MR. EDITOR.—The School term just closed has been one of general satisfaction and success. The Public Examinations of the various departments, which were held during the two last days of the term, reflected much credit both upon teachers and pupils, and were exhibitions of literary merit and improvement of the most gratifying character to all concerned. The entire Institution is a graded school, comprising the whole intermediate course, from the mere elementary, until it assumes the worthy dignity of a County Academy.

The Junior Elementary Department, taught by Miss Peart, has had 50 pupils in attendance during the term, with an average daily of 32. The perfect order and discipline manifest in this department, considering the age and number of children, were highly commendable, and the improvement in the various branches taught equally pleasing.

The Senior Elementary Department, taught by Miss Cahill,

has had 46 enrolled, and an average daily attendance of 33 during the term. Miss Cahill has been connected with the Institution for the last two years, and the present examination but goes to prove that her zeal and success have been unabated. The subjects in which the pupils were examined, were treated of in that prompt and intelligent manner, which evinced careful study on the part of the scholars, as well as unwearied drill on that of the teacher. Some of the Recitations and Dialogues were particularly well rendered. Miss Cahill, being about to resign her official position, which she has so faithfully filled, was presented with a complimentary address, signed by the Sheriff, the Ministers, and many of the principal persons of the town, expressive of their high appreciation of her virtues as a friend and a teacher. A similar address of affection and esteem was presented by the school, being wholly signed by her own pupils. Such expressions of regard are ever but the due of the faithful teacher, and cannot fail to afford encouragement, and inspire with true laudable zeal.

The Preparatory Department, under the very efficient management of Mr. Cox, has had in all 49 during the term, with an average daily attendance of 34. The pupils of this department, with scarcely an exception, acquitted themselves in a very creditable manner. The reading was generally excellent, and showed that a good amount of attention had been paid to this too much neglected, but important branch of education. English Analysis, Mental and Slate Arithmetic, were each treated of in a manner that shewed careful study and successful teaching. The Geography lesson was particularly interesting, being taught according to the natural and exhaustive divisions, as recently laid down by Mr. Calkin in his School Geography. The outlines of British History were scarcely less systematic in arrangement, or thoroughly understood and memorized. According to official inspection, this School is the only one in the County meriting a claim to the special grant for Superior Schools.

In the Academic Department, which is taught by Mr. McNaughton, B. A., there were 51 pupils in attendance, with an average daily of 32 during the term. At the March Examination for Teachers' License, 20 of these pupils applied for license of the several Grades from B to E, and it is believed with general success. Already numbers of teachers, which were greatly needed, have gone from the Institution to supply the surrounding School Sections. At the recent Public Examination, were very creditable specimens of Mapping and Drawing, tastefully arranged round the room by the amateur artists. There were also examination papers similarly arranged, having been carefully examined and corrected by the Head Master, on the follow, ing subjects, viz.:—Latin, French, Book-Keeping, Trigonometry, Navigation, Natural Philosophy, Chemistry, Geometry, History, &c., being in all nineteen different branches of study. The oral exercises in Reading, Prosody, British and Universal History, with Algebra, Geometry, and Mapping on blackboard from memory, were very satisfactory, and fully evinced the diligence and thought of the students, and are the best exponent of the teacher's efforts, ability, and success. Much of the rhetorical reading was especially good, perhaps with the exception, in some cases, of being too fast for the most accurate and distinct enunciation, and this is a prevalent defect.

The whole number of pupils in all the departments during the term was 196, and the average daily attendance was 132. Thus ends the semi-annual Public Examination, of one of the most pleasant and successful terms in the whole history of the present Institution. The entire examination was largely patronized by an intelligent and interested company of proprietors, visitors, and spectators; and at the close an apt eulogistic and retrospective address was offered by the Rev. George Johnson, who expressed his satisfaction with what he had witnessed of the order and proficiency of the School throughout, and contrasted the very favourable present educational position of Nova Scotia, with the years of the past. May Free Schools, and a liberal education, forever continue to bless our native land.

L. S. J.

#### DISCIPLINE.

Is order the habit of your school? Have you perfect quietness during writing? Do you drill your boys occasionally, with a view to securing habits of prompt obedience? Do you have the movements to and from the desks made in an orderly way? Do you sometimes have the movements made with perfect quietness, as a means of discipline? Are all the exercises conducted as quietly as is consistent with the full development of the powers of the children? Do you have all those subjects which depend for their improvement upon practice, such as reading, spelling, &c., taught individually? Is every exercise conducted under observation, that the pupils may feel that any inattention or disorder is certain of detection? Have all the children at all times something to do, and a motive for doing it? Do you abstain from giving a second command till the first has been obeyed? In stopping or directing the whole school, do you give your commands so loud as to be heard by all, and no louder? Are you strict, without being severe?



TEACHER.	Number of Teaching days employed.	Amt. paid to Teacher from Prov. Treasury.
Norman Cunningham,	121	45 00
Dougald Gillis,	120	44 60
Donald Gillis,	110	40 90
James T. Kinney,	120	44 60
Alexr. McPherson,	121	45 00
Donald McDonald,	100	37 20
Colin Chisholm,	110	40 90
Christina Ross,	121	45 00
Eunice McKinnon,	121	45 00
Annie Chisholm,	45	16 73
John McPherson,	119	44 25
Angus McDonald,	110	40 90

GRADE D.

Donald Chisholm,	117	29 00
William Fraser,	109	27 00
John Fraser, senr.	93	23 05
*Stephen Gillis,	100	33 06
T. C. J. McLaughlan,	75	18 60
Mary A. Cullen,	100	24 80
Angus McDonald,	121	30 00
Archd. McDougald,	106	26 25
Donald McDougald,	103	26 75
Mary Corbet,	115	28 50
John Eadie,	111	27 50
Amelia Crockett,	103	25 55
Margaret O'Neil,	50	12 40
Augustin McDonald,	121	30 00
Lachlan McPherson,	117	29 00
Palmer S. Hulbert,	121	30 00
John McDonald,	115	28 50
*Donald McDougald,	112	37 00
Duncan McDougald,	100	24 80
Angus McInnis,	83	20 55
Donald McDonald,	85	21 10

GRADE E.

*Annie Cameron,	100	24 78
Annie Sears,	117	21 75
*Catherine McDonald,	120	29 73
Jane McKenna,	111	20 60
Effy McDougald,	119	22 12
Ellen Kenna,	111	20 60
Ellen Connors	117	21 75

COUNTY OF CAPE BRETON.

GRADE A.

Creed, H. C.	119	300.00
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GRADE B.

Archibald, Isaac	121	60 00
Bethune, John	119	59 00
Cameron, A. D.	120	59 50
Carey, John	120	59 50
Chisholm, Kenneth	119	59 00
Chisholm, John	99	49 10
Dimock, W. D.	121	60 00
Dowling, T. C.	114	56 50
Johnston, T. W.	120	59 50
McEachran, D.	118	58 50
McIntosh, D.	121	60 00
*McLean, Donald	114	75 35
Morrison, Alex.	121	60 00
Rindress, John	115	57 00

GRADE C.

*Anderson, Annie	121	60 00
Anderson, Carrie	121	45 00
Archibald, Bessie	110	40 90
Brown, Charles	109	40 55
Fraser, John	121	45 00
Harrington, Annie	120	44 60
Lewis, Francis	119	44 25
McNeil, M. A.	104	38 65
McSween, D.	88	32 75
Morrison, Donald	119	44 25
Norwood, A. S. A.	118	43 90
Wood, Bertha	111	41 30

GRADE D.

Ahearne, Catherine	100	24 80
*Arbuckle, Neil	121	40 00
Bonnar, James	110	28 75
*Cameron, A. T.	121	40 00
Campbell, Christina	119	29 50
Dowling, Patrick	105	26 00
*Ferguson, Angus	121	40 00
Fraser, Christina	61	15 10
Garrett, Charles	121	30 00
*Geldart, Franklin	98	32 40
*Gillis, Andrew	120	39 65
*Gillis, Duncan	111	36 65

TEACHER.	Number of Teaching days employed.	Amt. paid to Teacher from Prov. Treasury.
Hanrahan, M. J.	106	26 30
*Hanrahan, James	88	29 10
*Hayes, Joseph	121	40 00
Holmes, Annie	121	30 00
*Huntington, H. H.	120	39 65
Johnston, John	121	30 00
*Johnston, John	121	40 00
*Johnston, John J.	100	33 05
Logan, Mary Jane	121	30 00
Lowther, George	120	29 75
McAdam, Alex.	121	30 00
*McCuish, Angus	121	40 00
McDonald, Alexr.	121	30 00
*McDonald, Alexr. J.	121	40 00
*McDonald, Arch.	121	40 00
*McDonald, Duncan	116	38 30
McDonald, John	121	30 00
*McDonald, John	109	36 00
*McDonald, Joseph	121	40 00
*McDonald, Joseph J.	121	40 00
*McDonald, Stephen	80	26 45
*McDougald, Allan	100	33 05
*McDougall, Arch.	120	39 65
McDougall, Duncan	113	28 00
*McDougall, Peter	120	39 65
*McDougald, Philip	121	40 00
McGivray, Daniel	121	30 00
McGivray, Joseph D.	121	30 00
*McInnis, Michael	121	40 00
McInnis, Niel	107	26 50
*McKay, George	120	39 65
*McKenzie, Duncan	121	40 00
McKenzie, Lavinia	113	28 00
McLean, John	84	20 83
*McLean, Roderick	121	40 00
*McLean, Roderick J.	112	37 00
*McLellan, Donald	105	34 65
*McLellan, J. D.	121	40 00
*McLellan, Ronald	114	37 65
*McLeod, John	121	40 00
*McMullin, Donald	108	35 70
*McMullin, John	121	40 00
McMullin, Malcolm	121	30 00
McNeil, John	121	30 00
McNeil, John D.	121	30 00
McNeil, Joseph E.	80	19 85
*McNeil, Michael	118	39 00
McNeil, M. A. L.	114	28 25
*McNeil, Roderic	121	40 00
McNeil, Roderic	103	25 55
*McNeil, Stephen	118	39 00
*McNiven, Archd.	121	40 00
*McPhie, Peter	120	39 65
Martell, Julia	105	26 00
Matheson, Murdoch	119	29 50
*Morrison, Archd.	100	33 05
*Quinan, Francis	118	39 00
Walsh, Mary	121	30 00

GRADE E.

Collins, Elizabeth	120	22 30
*Gillis, Margaret	115	28 50
*Johnston, Catherine	109	27 00
LeVatte, Catherine	121	22 50
*McDougall, M. L.	100	24 80
*McLeod, Catherine	96	23 80
*McNeil, Margaret	99	24 55
*Martell, Leonora	114	28 25

COUNTY OF COLCHESTER.

Blanchard, Edward

115	\$ 0 00
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GRADE B.

Andrews, H. W.	115	57 00
Armstrong, J. E.	114	56 50
Baillie, John M.	101	50 10
Corbett, W. D.	118	58 50
Crowe, L. G.	363	18 10
Little, James	117	53 00
Messenger, H. C.	111	55 05
Moore, E.	121	60 00
Murray, S. C.	80	39 65
O'Brien, Wm.	98	48 85
Ross, George	115	57 00
Waddell, S. J.	94	46 60

GRADE C.

Archibald, A. N.	105	39 25
Boyd, John	84	31 25
*Brown, Henry	115	57 00
Campbell, G. C.	114	42 40

TEACHER.	Number of Teaching days employed.	Amt. paid to Teacher from Prov. Treasury.
Downing, J. R.	118	43 90
Ellis, H. A.	60	22 30
Fulton, H. M.	111	41 30
Fulton, John	118	44 05
Hamilton, J. J.	104	38 65
Heustis, H.	115	42 75
Kent, J. H.	113	42 00
Logan, Richmond	120	44 60
Logan, Robert T.	119	44 25
*Layton, L. C.	115	57 00
McBurnie, N.	83	30 85
McCabe, John	65	24 15
McCurdy, J. W.	114	42 40
McKay, W. G.	116	43 15
McLeod, Alexander	120	44 60
Mattheson, H.	120	44 60
Reed, H.	120	44 60
Wright, John	99	36 80
Archibald, Bertha	110	44 25
Baxter, E.	120	44 60
Brookes, E.	118	43 90
Bryden, E.	108	40 15
Christie, H. R.	100	37 40
Corbett, Mary	118	43 90
Dickson, L.	68	25 45
Durning, B. H.	69	25 85
Faulkner, M. M.	120	44 60
Hamilton, I.	117	43 50
Layton, E.	113	42 00
Leake, A.	115	42 75
Little, R. J.	115	42 75
McCallum, E.	99	36 80
McKenzie, J.	117	43 60
McLeod, C.	100	37 20
Maxwell, A.	112	41 65
Miller, M. J.	120	44 60
Newcomb, R. A.	108	40 15
Terhune, C.	55	20 45
Wilson, Mary	118	43 90

GRADE D.

Campbell, W. F.	60	14 85
Douglas, E.	97	24 05
*McIntosh, D.	120	39 65
McKenzie, R.	83	20 00
Murphy, D.	96	23 80
Paton, James	121	30 00
*Ross, W. B.	103	34 05
Thompson, C. L.	118	29 25
*Angevine, Carol R.	106	35 05
Archibald, H. W.	115	28 50
*Clark, M. H.	120	39 75
Cox, A. Jane	108	26 75
Cutten, M. G.	115	28 50
Downing, R.	117	29 00
Duncan, A. M.	118	29 25
*Dobson, E. A.	94	31 05
Johnston, E. A.	120	29 75
Langille, Phebe	107	26 50
Logan, L. C.	114	28 25
McCulley, S.	94	23 40
McCurdy, L.	117	20 00
McDonald, C.	100	24 80
McDonald, M. L.	111	27 50
*McLaughlin, E.	98	32 40
McLeod, H.	118	29 25
*Murdoch, J. R.	110	36 35
*Parker, H.	101	33 50
Peppard, R.	105	26 00
Peppard, S. M.	97	24 05
*Temple, M.	94	31 05
*Sullivan, M. J.	121	40 00
*Sutherland, M. A.	120	30 65
Urquhart, M. J.	96	23 80
*Wall, Sarah	115	38 00

GRADE E.

Cox, Charlotte	118	21 85
*Crowe, R. J.	112	27 75
McDowell, A. M.	120	22 30
McLellan, J. S.	109	20 25
*Munro, M.	107	20 52
*Parker, Jessie	100	24 80
*Polleys, M. E.	82	20 35
Teed, Bethia	99	18 40

ASSISTANT—GRADE D.

Ross, C. J.	114	18 85
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COUNTY OF CUMBERLAND.

GRADE A.

Mellish, John T.	121	\$0 00
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TEACHER.	Number of Teaching days employed.	Amt. paid to Teacher from Prov. Treasury.
GRADE B.		
Dixon, Amasa	121	60 00
Elderkin, J. W.	117	58 00
Frasér, D. C.	121	60 00
Macaulay, Donald	103	51 07
McCabe, James	121	60 00
GRADE C.		
Baird, Annie	121	45 00
Beaton, Mary J.	121	45 00
Betts, John F.	113	42 00
Black, Bessie	121	45 00
Black, Mary E.	121	45 00
Brown, Amy	120	44 60
Burns, Margaret	121	45 00
Canfield, Isaac G.	121	45 00
*Charman, Mary	87	43 15
Colter, Melinda	116	43 15
Creed, Annie D.	126	44 60
Etter, Sarah S.	121	45 70
Fulton, Samuel O.	60	22 59
Fulton, Silas C.	121	45 06
Fowler, Bessie	118	43 85
Frasér, Wm. J.	120	44 60
Gooden, Ed. B.	121	45 00
*Grassie, John	84	41 65
Hamilton, Helen M.	121	45 00
Kerr, Fanchia B.	100	37 20
Kerr, Aleida T.	120	41 60
Keith, A. C.	102	37 95
*Lawrence, John P.	110½	54 80
Logan, C. Elizabeth	121	45 00
Logan, Reb. J.	121	45 00
M'Alman, Lorena	114	42 40
Page, Emma	84	31 25
Patterson, W. G.	121	45 00
Phelan, George B.	116	43 15
Robinson, Frederick	118	43 85
Ross, Alexr. S.	121	45 00
*Seaman, Laura A.	114	56 50
Stearns, Harriet N.	105	39 05
Stevens, Maria H.	121	45 00
Strong, Eliza A.	48	17 85
Stuart, Bessie A.	121	45 00
Swallow, Charles W.	121	45 00
*Treen, George R.	92	45 60
Treen, John H.	117	43 50
Tuttle, George M.	121	45 00
Tupper, Rachel	121	45 00
Ward, Sarah M.	117	43 50
West, Julia	121	45 00
GRADE D.		
Angus, Nathaniel	120	29 75
*Angus, Samuel	110	36 35
*Atkinson, Michael	112	37 00
*Baird, Lucinda	121	40 00
Brown, W. H.	121	30 00
Brownell, Geo. W.	121	30 00
Canfield, Wesley B.	121	30 00
Carter, Elizabeth	121	30 00
Chambers, Annie S.	112	27 75
Chapman, Charles	121	30 00
*Crowe, Henrietta J.	119	39 33
Corbett, Joan	100	24 30
Davis, Mary E.	82	20 35
*Dimock, Amanda	109	38 00
*Dobson, Mary	116	38 33
Finley, Aaron	121	30 00
Fisher, Joseph M.	121	30 00
*Glennie, M. J.	106	35 05
*Graham, Isabella	120	39 65
*Hamilton, C. W.	119	39 33
*Hannah, Robert	121	40 00
*Higgins, Margaret A.	112	37 00
Holmes, R. J.	64	15 85
Horton, J. A.	62	15 35
Hucatis, Sarah A.	98	24 30
Ibbitson, Celia A.	110	27 25
Ibbitson, T. L.	25	6 20
*Johnson, George F.	121	40 00
*Leake, Selina	114	37 65
*Metcalf, Richard J.	115	33 00
Marshall, Sophia	108	26 75
*Mills, Phebe A.	109	36 00
Minor, Henry	101	25 05
Munro, Grace B.	105	26 00
*Munro, Isabella	121	40 00
Munro, Alexandrina	97	24 05
Phelan, Udivilla	85	21 10
*Richards, C. S.	100	33 05

TEACHER.	Number of Teaching days employed.	Amt. paid to Teacher from Prov. Treasury.
Skimming, Eliz. M.	59½	14 75
Simpson, Maria	82	20 35
Slack, Ellen	115	28 50
Smith, R. W.	121	35 00
Taylor, W. F.	121	30 00
Thompson, Susan A.	121	30 00
Tuttle, Eliz. A.	120	29 75
GRADE E.		
Canfield, Margaret I.	100	18 60
McLellan, Pauline	80	14 85
Murphy, Mary Ann	116	21 55
Pagan, Mary Ann	116	21 55
Peers, Margaret	121	22 50
Perrigo, R. L.	121	22 50
*Ross, Mary	121	30 00
Salter, J. H.	60	11 15
*Seaman, Emeline	109	27 00
Wells, Priscilla	110	20 45
Wheeler, S. Jane	95	17 65
COUNTY OF DIGBY.		
GRADE A.		
McDonald, C. R.	119	\$ 0 00
GRADE B.		
Baker, Hibert R.	112	55 55
Burbidge, D. H.	119	59 00
Butler, N. E.	87	43 15
Davidson, W. S. J.	117	58 60
Denton, F. M.	90	44 65
Gaudet, F. J.	121	60 00
Havey, B.—	106	52 55
Hood, John	112	55 55
*Nowland, J. P.	9	5 95
Robinson, C. B.	119	59 00
GRADE C.		
Arsenault, J. O.	121	45 00
*Aubé, J. E.	121	60 00
*Cornwell, Eleanor	106	39 45
Cousins, Mary R.	121	45 00
Denton, W. C.	50	18 60
Dunbar, Mary	121	60 00
Hanley, Mary R.	121	45 00
Hogan, Ellen	121	45 00
*Martell, Annie S.	99	49 10
Mary Joseph, Sister	120	44 00
Mildon, T.—	121	45 00
*Nowlan, Susanna J.	120	59 50
Perry, Susanna C.	110	40 90
Ross A.—	119	44 25
Sabeau, W. H.	93	34 60
Sanders, Harriet S.—	80	42 80
Vcaoutour, F. J.	121	45 00
Dakin, Sarah A.	102	37 95
GRADE D.		
Boudreau, Mary	111	27 50
Copeland, Nettie	111	27 50
*Cossaboom, Emily	107	35 35
*Crosby, Martha E.	79	26 10
*Dunn, James	121	40 00
Gidney, Caroline	115	28 50
*Grant James	120	39 65
Gaudet, Sylvain	111	27 50
*Kerr, T. C.—	121	40 00
*Letteney, Jonathan	120	39 85
LeBlanc, Elizabeth	112	27 75
McGirr, Mary J.	115	28 50
Powell, J. W.	110	27 25
Ross, John	121	30 00
*Sabeau, Jeremiah	40	13 20
*Sabeau, Catharine	104	34 35
*Sanders, J. F.	100	33 05
Smallie, Mary	118	29 25
Taylor, Jane	115	28 50
GRADE E.		
*Normandy, Helen	100	24 80
Poole, Alva A.	95	17 65
Pottier, Mathilde	117	21 75
*Sabeau, Dorcas A.	102	25 30
ASSISTANTS—GRADE C.		
Stanislaus M., Sister	120	29 75
ASSISTANTS—GRADE D.		
Dunbar, Aramontha	85	5 75
LeBlanc, Adele	60½	16 50

COUNTY FUND.			
In aid of Public Schools, appropriated to Trustees of School Sections, for the Term ended April 30th, 1890.			
The asterisk (*) indicates the Poor Sections.			
NAME	No. Pupils registered.	Grand Total days attendance made by all the pupils.	Amount from County Fund.
COUNTY OF ANTIGONISH.			
Antigonish	226	18328½	\$243 30
Antigonish Harbor	51	4564	60 59
Morristown	28	1209	16 05
Morristown Lakes	57	2502	34 41
Cape George, S.S.	51	3390	45 00
Cape George, N.S.	63	3346	44 42
Cape George, B. S.	23	1206	16 80
Georgeville	58	3588	46 69
Malignant Cove	49	3270	43 41
Arisaig	47	3210	42 01
MacAras' Brook	45	3025	40 16
*Brown's Mountain	15	1739	20 07
*Eig Mountain	34	2313	30 70
Yankee Grant	30	1948	25 85
S. S. Harbor	42	2256	29 95
Middle Pomket	48	2924	38 81
Upper Pomket	36	1145	15 20
Pomket Forks	56	2627	34 88
Bayfield	44	2738½	36 35
Little River	44	1474	19 58
Cross R. Tracadie	94	6247	82 93
Tracadie	67	4002½	53 13
E. S. Tracadie II.	46	3393	45 04
Little Tracadie	38	2566½	34 06
H. AuBouche	131	8205	108 92
Gut of Casco	29	1309	17 37
B. Sett. Tracadie	47	2081	27 61
Black River	51	3279	43 50
Caledonia Mills	55	2512	33 34
Manchester Road	36	1977	26 23
St. Andrew's	81	4827	63 87
Big Brook	64	5216	69 24
Kraser's Mills	117	9445	125 38
Lower Lochaber	57	3634	48 24
H. Lochaber Lake	53	3489	46 32
Upper Glen Road	66	2199	29 19
Lower Glen Road	35	1895	25 16
Salt Spring	47	2306	30 62
Beaver Meadow	57	4000	61 06
Pinkie Town	52	4417	58 93
Middle Sett. W. River	56	2897	38 45
*Stewarts Mills	29	1509	20 03
Reppock	37	1377	18 27
Big Clearing	35	2586	34 32
Briley Brook	35	1395	18 52
B. Sett. B. Brook	46	2739	36 35
Springfield	53	2648	35 15
Lower N. Grant	41	869	11 54
*Upper N. Grant	20	1841	24 44
Old Gulf Road	37	1752	23 26
Hollowell Grant	48	2380	31 59
Malignant Brook	31	1598	21 20
Goshen	31		{ Not approved
Monkshead			
COUNTY OF COLCHESTER.			
North River, F. I.	78	4758	\$44 17
East River, F. I.	112	5700	52 91
Lower Economy	57	3229	29 96½
Central "	92	4275	39 68
Upper "	82	4683½	43 47
Pleasant Hills	28	1114½	10 34
Bass River	87	5836	54 10
Portipique	114	8114	75 28
Great Village	187	10432	96 83
Cumberland Road S.	50	1933	17 94½
Acadian Mines	99	5674	52 07
Folly Mount'n W.	49	2295	21 34½
East Village	59	3647½	33 85
Folly	90	6050	56 15
DeBert	43	2370	22 00
DeBert River	100	7460½	69 24
Chigonies	66	4506	41 82
West Onslow	60	3883	36 03
Central "	42	2459	22 83
Upper "	51	3736	34 67½
North Mountain	38	2787	25 80½
North River	51	3511	32 58½
East Mountain	68	2717	25 22

NAME.	No. pupils registered.	Grand Total days attendance made by all the pupils.	Amount from County Fund.	NAME.	No. pupils registered.	Grand Total days attendance made by all the pupils.	Amount from County Fund.	NAME.	No. pupils registered.	Grand Total days attendance made by all the pupils.	Amount from County Fund.
Greenfield	41	2393	22 21	Little Bras D'or East	46	3750	29 80	H'd of Wallace Riv.	33	1759	17 07
Harmony	34	2234	20 74	Little Bras D'or West	65	4042	32 13	North Wallace	67	2837	27 55
Teviotdale	77	4086	37 92½	George's River	38	2336	18 59	Fox Harbour	44	1887½	18 32
Truro	371	24943	231 52	Boularderie West	35	2301	18 29	Lower Gulf Shore	53	3293	32 00
Bible Hill	47	3802	35 28	Boularderie Centre	53	3249	25 84	Pugwash	308	16328	158 60
Lower Village	51	4270	39 63½	Point Aconi	56	3262	25 93	North Wallace Bay	43	2043½	19 85
Old Barns	58	4294½	39 86	Boularderie Back Pds.	63	3000	25 32	H'd. of Wallace Bay	29	1429½	13 89
Green's Creek (2)	52	2981	27 60	Catalogne	54	5424	43 12	Doherty Creek	35	1893	17 09
Fort Ellis	28	2560	23 76	Main A Dieu	75	3776	30 02	Pugwash River, E.	54	3385	32 88
Lower Stewiacke W.	54	2780½	25 81	Main A Dieu (63)	51	4428	35 21	Pugwash River, W.	57	1667½	16 19
Lower Stewiacke E.	60	4899	45 47	Big Lorraine	33	3794	30 16	Wallace Bridge	39	1838	17 84
Gays River	40	2344	21 75	Gabarus	48	4489	35 70	Port Philip	35	2312	22 45
Mid. Stewiacke S.	24	2166	20 19½	Lewis Bay North	40	3800	30 68	Roslin	49	2128	20 67
South Branch	60	3265	30 30	Big Pond Chapel	51	3201	25 45	Gray's Road	51	2770½	26 96
Goshen	42	2232	20 72	Irish Cove	45	2720	21 61	Victoria	50	2927	28 42
Cross Roads	59	3972	36 87	Gillis Lake	54	4509	35 86	Crawford Settlement	48	2184	21 21
Newton-Mills	60	4278½	39 71	Head of East Bay N.	40	2597	20 63	Goose River	55	3689	35 83
Eastville	61	4709½	43 72	North Side East Bay	42	4236	33 68	Upper Shinimicas	31	1306	12 09
Pembroke	51	4468	41 47	Benacadie	22	1284	10 21	Mouth of Shinimicas	33	2795	27 14
Upper Stewiacke V.	58	4267	39 60½	Pipers Cove	50	3549	28 22	Tidnish Corner	67	3658	35 51
Otter Brook	46	3363	31 21	Grand Narrows	36	3014	23 99	Head of Amherst	55	3613	35 10
Mid. Stewiacke	39	1568	14 55	Boisdale	44	2586	20 56	Head of Amherst(38)	34	2116	21 52
Brookfield	74	5053	46 90	French Vale	72	5929	47 14	Head of Amherst(39)	18	1585	15 39
Meadowvale	23	2331	21 63	C. B. boundary section	11	685	5 45	Amherst	288	20133	195 69
*Cumberlnd Road N.	53	2608	32 28	*Muggahs Creek	14	1105	11 72	Fort Lawrence	51	3880	37 69
*Folly Lake	30	1994	24 68	*Low Point Barrasois	29	1321	14 01	Amherst Point	47	19235	18 67
*Upper Chigonois	32	2660	32 92	*Kilkenny Lake	38	2021	21 43	Low. O'Brien Set.	74	3584	34 81
*Upper North River	35	2224	27 52	*Grand Lake	55	4837	51 27	Nappan	73	4388	42 63
*South Br. "	50	2613½	32 34	*Lingan Bay	53	3854	40 86	Maccan	66	4871	47 32
*Kemptown	32	1835	22 69½	*Cow Bay Road	28	2145	22 74	River Hebert, West	30	2299	21 46
*Lower Picton Road	50	2728½	33 76	*Southern Head	22	1845	19 56	Barronsfield	32	2662	25 86
*St. Andrews	26	932½	11 53	*Dr. McLeod's Mines	20	1320	13 99	Little River	67	2221	21 58
*Smithfield	26	1832	22 66	*Mira Gut	30	1981	19 94	Joggin Mines	71	5481	53 25
*Upper Brookfield	22	1657	20 51	*Black Brook	33	2042	21 65	Jackson Settlement	52	2028	19 70
*Earlton Road	35	2298	28 44½	*Hill's Road	22	1813	19 23	Lit. Forks of Maccan	31	1462	14 20
*Colter's	10	725	8 97	*Bradford's	20	1233	13 07	Westbrook	45	2711	26 33
*Alma	35	2332	28 85	*Hill's Settlement	17	1436	15 22	Springhill	23	902	8 75
*Union	53	2509	31 05	*Caribou Marsh	38	2826	29 98	Halifax Road	47	3252	31 60
*A. McKay's Mills	31	1419	17 58	*Morley's Road Mira	40	3394	35 98	Salem	29	2482½	24 11
*Slade's	51	3479	43 06	*Blackett's Lake	37	2987	31 66	Fenwick	60	2925	28 41
*Berichan	31	1228½	15 20	*Ball's Creek	31	2315	24 55	Street's Ridge	48	2089	20 29
*Truro Road	46	2796	34 60	*Rear of Ball's Creek	50	2413	25 59	Leicester, West	32	2406½	23 38
*Point Brule	32	2025	25 00½	*Rear of Boisdale	19	1330	14 09	Leicester, East	57	3989	38 74
Tatamagouche	110	7162	66 48	*Long Island	59	4049	42 92	Little River	53	2269	22 04
Tarbet	78	2794½	25 94	*Union	21	1943	20 60	Mount Pleasant	45	1620	15 72
Forest	49	2667	24 75½	*Catalogne Gut	19	1286	13 10	Oxford	67	3973	38 58
Waugh's River	50	2368	21 97	*Near Main A Dieu	61	3812	40 62	Town Hall, R. Philip	55	3875	37 66
River John Road	69	4384	40 68½	*Scatarie	18	1495	15 88	River Philip	33	2204½	21 42
French River	54	2686	24 93	*Little Lorraine	56	5035	53 37	Greenville	48	2871	27 88
Head of Tat'che Bay	72	3840	35 63½	*North Shore	33	3508	37 20	Farmington	28	1254	12 18
Murphy's	66	3854	35 77	*Trout Brook	52	3869	41 01	River Hebert, west,	57	3325	32 30
Mill Brook	50	3023½	28 06	*Big Ridge	19	1424	15 10	*Sou. Shore, Malagash	29	1475	19 08
Oliver's Bridge	42	2514½	23 33½	*French Road	31	2587	27 42	*Dewar's River	37	2178	28 20
West New Annan	65	2893	21 64	*Gabarus Lake	36	3220	34 13	*Tony Bay	46	2944	28 11
Byer's Mills	67	3466	32 16½	*Belfry	38	3360	35 82	*Mouth of R. Hebert	14	807½	10 44
Wilson's	66	3110	28 87	*Canoc Lake	31	2834	30 04	*Ragged Reef	35	1712	22 15
Hingley's Mills	53	2542	23 59	*Lewis Bay South	35	3155	33 45	*Chapman Settlement	39	1996	25 82
West Earlton	34	1376	12 76½	*S. West Salmon River	28	2012	21 34	*Tidnish River	40	2477	32 07
Rossville	21	1523	14 13	*East Bay Chapel	25	2185	23 16	*Head of R. Hebert	28	2096	27 14
Earlton Village	64	3355	31 14	*Head East Bay South	27	1842	19 53	*Five Island Road	40	1349	17 46
Brule	61	3210½	29 80	*Rory Brack's Brook	41	2422	25 68	*Maccan Mountain	30	1755½	22 72
Conkey's	58	2654	24 63½	*Huntington's Mount.	50	4485	47 54	*Maccan Mountain	37	1771	22 92
G. Sutherland's	33	2482	23 03	*Upper Salmon River	24	2545	26 98	*Windham Hill	23	1316½	17 04
North Earlton	26	1218	11 30	*Glengarry	30	3153	33 43	*Glenville	34	1946½	25 18
				*Loch Lomond North	29	2305	24 44	*W. Branch, R. Phil.	50	3899	50 49
				*Loch Lomond South	30	2660	28 19	*Westchester	48	2554½	29 51
				*McAdam's Lake	33	2562	27 16	*Westchester, (85)	20	1120	14 51
				*Big Beach	48	3312	35 12	*Greenville	27	1620	20 97
				*Sunacadie	27	2473	26 22	*Hastings	31	2325	30 12
				*Beaver Cove	35	3049	32 32	*West Branch W.R.	56	2277	29 48
				*Rear Beaver Cove	36	3851	40 83	*Richmond	47	3392	43 94
				*Rear of Escasoni	32	1352	14 34	*Eel Creek	33	1869	24 18
				*Blackett's Lake		2000	21 20	*Mount Pleasant	30	1819	23 54
								*Cross Road	27	1100	14 26

  

COUNTY OF CAPE BRETON.			
Sydney.	212	16566	\$131 70
South Bar	56	3918	31 18
Low Point	64	3292	26 17
Lingan	91	5520	43 87
Bridgeport	40	3493	27 77
Little Glace Bay	263	14791	117 58
Big Glace Bay	68	5328	43 95
Cow Bay	162	13209	103 35
False Bay Beach	30	2482	19 73
Round Island	32	1706	13 57
Marian Bridge	72	5251	41 74
Morley's Road	39	2963	22 76
Forks Bridge	44	2260	17 96
Cox Heath	75	6049	46 10
Ball's Bridge	72	5737	45 61
Leitch's Creek	38	3261	25 92
Leitch's Creek West	52	3255	25 83
Upper North Sydney	75	5924	47 09
North Sydney	193	14725	117 06
Sydney Mines	337	24853	197 82

  

COUNTY OF CUMBERLAND.			
Malagash Point	70	6077	59 06
N. Shore Malagash	45	3315	32 21
Stake Road	32	2625	27 43
Shoal Bay	59	3438	33 40
Goose River	59	4539	44 10
Wallace Harbor	104	7887	76 63
Six Mile Road	61	3246	31 53
Wallace Bridge	33	1809	17 56
Wallace River	73	3789	36 80
Wentworth	50	2957	28 71
Wentworth	47	2044	19 85

  

PARSBORO.			
Mill Village	28	898	8 71
Port Greville	75	3286½	31 93
Kirks Hill	43	2180½	21 18
Fox River	70	6477	62 93
Cape D'Or	81	4412	42 86
Advocate Harbour	96	5977	58 06
Apple River	48	2876	27 94
New Canaan	29	1760	17 09
*Salam	22	1639	19 83
*Sugar Hill	21	1654	21 41



BOOK ORDERS FOR SCHOOL YEAR, 1868-9.

Poor Sections are designated by an asterisk (\*). Diagrams, Maps and Globes are supplied to all Sections at half cost.

Section and County.	Amt. paid by Govt. at £.	Amt. paid by Govt. at £.	TOTAL paid by Govt.
Mar 2. 23 Annapolis.....	\$1.47	\$0.00	\$1.47
23 Pictou.....	1.42	0.61	2.03
4 Queen's.....	19	...	19
*4 Halifax.....	2.16	2.16	4.32
37 Lunenburg.....	23	8.04	31.33
Pass River, Colchester.....	1.30	1.90	3.20
9 Halifax.....	1.18	1.18	2.36
9 Colchester.....	1.68	1.68	3.36
Londonerry.....	71	71	142
6 Colchester.....	56	56	112
9 Annapolis.....	1.12	1.12	2.24
71 Colchester.....	18	3.92	4.05
*10 Halifax.....	10	2.02	2.02
15 Hants.....	10	10	20
Brooklyn, Hants.....	1.59	1.59	3.18
37 Halifax.....	64	61	125
22 Hants.....	14	14	28
23 King's.....	76	76	152
27 Hants.....	16	16	32
*11 ".....	4.50	4.50	9.00
56 Colchester.....	19	19	38
57 ".....	14	6.72	6.86
6 Hants.....	4.48	4.48	8.96
33 Pictou.....	82	3.38	3.68
41 Inverness.....	56	56	112
29 Halifax.....	56	56	112
15 Colchester.....	10	8.96	8.96
22 Halifax.....	19	4.48	4.67
Amherst.....	6.72	6.72	13.44
*Dalhousie, Annapolis.....	4.91	4.91	9.82
30 Colchester.....	28	5.00	5.28
43 Pictou.....	93	62	155
09 Colchester.....	16	16	32
23 Annapolis.....	5.00	5.00	10.00
Tenecape, Hants.....	45	1.68	2.13
1 and 26 Hants.....	24	5.04	5.28
29 Pictou.....	05	1.12	1.17
54 Halifax.....	08	1.68	1.76
".....	1.69	1.69	3.38
14 Yarmouth.....	73	2.29	3.02
Brule, Colchester.....	1.40	56	57.40
2 B. Halifax.....	51	3.36	3.36
1 Hants.....	8.68	8.68	17.36
Lockhartville, King's.....	51	3.92	4.43
29 Hants.....	85	55	140
65 Halifax.....	25	25	50
12 Guysboro'.....	1.52	1.52	3.04
Halifax City.....	6.75	6.75	13.50
64 Colchester.....	1.87	3.36	5.23
1 Lunenburg.....	2.98	2.98	5.96
12 Colchester.....	18	3.02	4.10
6 Hants.....	2.80	2.80	5.60
43 Colchester.....	25	5.85	6.10
16 Annapolis.....	6.16	6.16	12.32
9 Pictou.....	1.30	4.27	5.57
Folly, Colchester.....	2.32	2.32	4.64
*20 Halifax.....	87	1.16	1.16
45 ".....	87	2.24	3.11
Berwick, King's.....	3.39	1.43	4.82
23 Pictou.....	21	3.04	3.25
29 ".....	11	1.68	1.79
*50 ".....	4.29	4.29	8.58
8 South Queen's.....	4.69	5.60	10.29
4 Queen's.....	6.16	6.16	12.32
13 Hants.....	54	56	110
45 King's.....	2.24	2.24	4.48
Halifax City.....	30.80	30.80	61.60
*25 Pictou.....	9.39	9.39	18.78
26 Halifax.....	1.45	1.45	2.90
41 King's.....	3.72	3.65	7.37
18 Hants.....	2.16	2.71	4.87
*31 Halifax.....	1.38	1.38	2.76
56 Colchester.....	1.68	1.68	3.36
28 Lunenburg.....	2.48	2.48	4.96
43 Colchester.....	2.24	2.24	4.48
10 Lunenburg.....	2.56	3.12	5.68
7 Halifax.....	20	20	40
65 Colchester.....	16	1.68	1.84
20 Shelburne.....	1.46	1.46	2.92
12 Colchester.....	37	1.12	1.49
3 Shelburne.....	2.46	2.46	4.92
32 Hants.....	1.12	1.12	2.24
21 ".....	16	1.68	1.84
22 Annapolis.....	1.55	3.03	4.58
*68 W. Halifax.....	3.70	3.70	7.40
64 Cape Breton.....	3.01	3.01	6.02
51 Colchester.....	62	6.66	7.28
61 King's.....	6.72	6.72	13.44
Mesher's Grant, Halifax.....	51	1.07	1.58
McKay, Hants.....	1.68	1.68	3.36
Fort Ellis, Colchester.....	24	1.12	1.36
28 Halifax.....	21	3.36	3.57
7 Annapolis.....	1.11	1.11	2.22
40 Guysboro'.....	1.67	1.67	3.34
3 Halifax.....	30	1.55	1.85
3 Hants.....	1.44	3.38	4.82
Halifax City.....	11.44	11.44	22.88
13 Annapolis.....	6.55	6.55	13.10
30 Colchester.....	23	4.46	4.71
Ship Harbor, Halifax.....	34	3.36	3.70
6 Halifax.....	1.42	3.36	4.78
Sydney, C. B.....	2.07	4.48	6.55
17 Halifax.....	58	2.55	3.13
51 Colchester.....	70	1.68	1.78
8 Queen's.....	2.30	2.30	4.60
Somerset, King's.....	71	1.77	1.77
*Chezzetcook, Halifax.....	62	62	124
*13 Halifax.....	5.16	5.16	10.32
Brooklyn, Hants.....	2.11	2.11	4.22
11 Cape Breton.....	21.38	9.36	30.74
Cross Roads, Colchester.....	11	4.69	5.79
*41 Hants.....	5.51	5.51	11.02
Lockhartville, Hants.....	2.87	2.87	5.74
36 Annapolis.....	97	97	194
19 Richmond.....	57	57	114
South Mountain, Richmond.....	39	39	78
21 Pictou.....	1.41	4.48	5.89
3 Yarmouth.....	12.74	5.78	18.52
21 Hants.....	1.24	6.72	7.96
1 Lunenburg.....	1.23	1.23	2.46
28 Guysboro'.....	1.76	1.76	3.52

May 3. 39 Guysboro'.....	3.27	3.27	6.54
7 Annapolis.....	6.15	4.37	10.52
43 Pictou.....	01	2.24	2.24
*14 Antigonish.....	7.36	7.36	14.72
Pass River, Halifax.....	1.26	1.26	2.52
13 Cumberland.....	1.02	3.36	4.38
8 Pictou.....	3.16	3.16	6.32
63 Cape Breton.....	79	65	144
7 Colchester.....	3.73	10.76	14.49
4 Yarmouth.....	4.31	18.44	22.75
63 Colchester.....	08	7.84	8.92
17 Halifax.....	2.75	2.75	5.50
8 ".....	1.06	56	57.06
15 King's.....	85	85	170
1 Guysboro'.....	13.41	33.00	46.41
5 Colchester.....	5.13	1.12	6.25
32 Hants.....	3.10	7.86	10.96
Brooklyn, Hants.....	0.07	13.41	13.48
2 Yarmouth.....	18.67	53.70	72.37
9 Hants.....	2.06	2.06	4.12
1 and 25 Hants.....	1.13	66	67.13
22 Halifax.....	3.86	3.76	7.62
Black Brook, King's.....	1.88	6.61	8.49
*69 King's.....	10	5.16	5.16
8 Queen's.....	6.34	1.12	7.46
39 Annapolis.....	2.02	2.02	4.04
20 Hants.....	76	3.89	4.12
20 Digby.....	2.23	56	58.23
17 Cape Breton.....	1.76	6.40	8.16
47 Colchester.....	2.07	3.65	5.72
48 Pictou.....	1.16	6.72	7.88
13 ".....	20.44	11.20	31.64
New Glasgow, Pictou.....	7.80	7.80	15.60
18 Inverness.....	2.08	61	63.08
1 Pictou.....	24.00	47.04	71.04
*10 Pictou.....	56	2.33	2.33
45 Halifax.....	6.76	3.36	10.12
63 Cape Breton.....	3.42	6.89	10.31
35 Hants.....	2.83	3.36	6.19
25 Guysboro'.....	7.30	6.72	14.02
41 Colchester.....	1.75	1.75	3.50
16 Yarmouth.....	2.23	2.23	4.46
48 Antigonish.....	1.40	1.40	2.80
41 A. Colchester.....	9.57	17.92	27.49
27 Hants.....	1.68	1.68	3.36
45 King's.....	1.22	2.24	3.46
51 ".....	20	20	40
5 Shelburne.....	2.64	3.04	5.68
88 King's.....	1.80	3.04	4.84
1 Lunenburg.....	6.56	6.56	13.12
9 Hants.....	23	23	46
6 Argyle, Yarmouth.....	5.04	5.04	10.08
64 Cape Breton.....	4.29	4.29	8.58
61 King's.....	86	56	142
22 Colchester.....	1.19	3.88	5.07
11 Pictou.....	1.70	1.62	3.32
6 ".....	1.83	1.83	3.66
54 Halifax.....	1.03	56	57.03
*31 Colchester.....	4.57	4.57	9.14
3 Hants.....	1.92	4.48	6.40
20 Digby.....	7.81	5.04	12.85
65 Halifax.....	1.49	1.49	2.98
3 Yarmouth.....	2.95	10.08	13.03
60 Inverness.....	4.06	56	60.06
14 Cape Breton.....	10.00	10.00	20.00
*53 Halifax.....	5.10	5.10	10.20
63 King's.....	1.66	1.66	3.32
Dartmouth, Halifax.....	34.13	4.76	38.89
*5 Cape Breton.....	60	3.96	3.96
38 Annapolis.....	10.48	60	70.48
23 ".....	3.69	8.08	11.77
Williamstown, Cumberland.....	6.97	3.65	10.62
*Westchester, Ship Harbor, Halifax.....	67	4.02	71.72
4 Halifax.....	11	11	22
*49 Kings.....	19.61	19.61	39.22
46 Halifax.....	1.23	1.23	2.46
12 Annapolis.....	66	1.48	1.48
DeBert, Colchester.....	2.68	11.76	14.44
Milton, Queens.....	3.56	4.48	8.04
1 Colchester.....	6.92	3.36	10.28
30 Kings.....	6.66	4.77	11.43
49 Pictou.....	2.91	8.64	11.55
34 Kings.....	1.34	1.34	2.68
Tangier, Halifax.....	2.63	2.63	5.26
Princeport, Colchester.....	1.31	56	57.31
5 Hants.....	2.49	2.49	4.98
82 Kings.....	39	6.72	7.11
*Petpshaw, Halifax.....	4.80	4.80	9.60
25 Pictou.....	1.61	1.61	3.22
15 Annapolis.....	1.98	1.98	3.96
Milton, Queens.....	50	56	106
3 Colchester.....	3.38	56	59.38
North West Lunenburg.....	1.52	1.52	3.04
3 Queens.....	4.52	15.12	19.64
49 Kings.....	4.19	1.12	5.31
10 Annapolis.....	2.39	7.84	10.23
Liverpool, Queens.....	2.93	6.40	9.33
43 Guysboro'.....	27	3.04	3.31
Halifax City.....	43.16	61	86.32
6 Antigonish.....	1.46	1.46	2.92
54 Colchester.....	1.68	1.68	3.36
*20 Halifax.....	3.15	3.15	6.30
10 Queens.....	10.46	10.46	20.92
37 Halifax.....	3.49	5.01	8.50
29 ".....	2.65	78	80.65
*Junction Halifax.....	1.63	1.63	3.26
*57 Halifax.....	1.72	1.72	3.44
64 Cape Breton.....	6.31	4.56	10.87
9 Pictou.....	67	67	134
1 Hants.....	20.29	20.29	40.58
41 Cumberland.....	2.25	2.25	4.50
3 Kings.....	23	3.36	3.59
15 Cumberland.....	66	3.36	69.66
42 Kings.....	2.01	2.01	4.02
21 Pictou.....	6.24	2.56	8.80
12 Colchester.....	1.42	2.33	3.75
Medford, Kings.....	1.42	3.36	4.78
Woodvale, Kings.....	23	75	98
*30 Kings.....	5.93	2.44	8.37
5 ".....	23	5.93	6.16
Long Point, Kings.....	23	23	46
23 Halifax.....	5.68	6.72	12.40
33 Kings.....	1.05	1.05	2.10
38 Annapolis.....	57	57	114
69 Cumberland.....	2.68	2.68	5.36
51 Halifax.....	36	1.12	1.48
32 Pictou.....	6.41	3.41	9.82
Lockhartville, Kings.....	1.66	1.66	3.32
24 Lunenburg.....	2.97	2.97	5.94
29 Guysboro'.....	2.97	2.97	5.94

8 Cape Breton	02	61	63
Alma, Kings	1.63	3.36	1.99
8 Halifax	1.03	5.01	6.80
2 A. Halifax	97	7.21	7.67
*11 Halifax	61	1.68	2.19
Chignole, Colchester	62	82	63
8 Halifax	1.77	5.84	7.61
38 Colchester	82	82	82
46 Halifax	2.16	7.36	9.62
38 "	95	40	40
37 "	40	40	40
*41 "	2.68	2.68	2.68
*80 Cape Breton	2.61	2.61	2.61
*79 "	1.96	1.96	1.96
*4 Halifax	1.11	1.11	1.11
29 Lunenburg	4.65	4.65	4.65
*64 Cumberland	1.99	1.99	1.99
*12 Halifax	63	63	63
7 "	3.20	3.20	3.20
Scotsburn, Pictou			5.47



OFFICIAL NOTICES.

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

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

I.

The Council of Public Instruction has been pleased to appoint Remi Benoit to be Inspector of Schools for the County of Richmond, in place of W. R. Cutler.

II. Examination of Teachers.

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

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

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

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

STATION.	ADDRESS.
Sydney	E. Ontram, Sydney.
Baddeck	A. Munro, Boulardarie.
Margaree Forks } Port Hood }	John Y. Gum, Broad Cove.
Arichat	Remi Benoit, D'Escousse.
Guysboro' } Sherbrooke }	S. H. Russell, Guysboro'
Antigonish	A. McIsaac, Antigonish.
Pictou	M. J. Smith, Pictou.
Amherst	F. W. George, Amherst.
Truro	H. C. Upham, Great Village.
Halifax	J. F. Parsons, 30 Albro St., Hx.
Windsor	Rev. D. M. Welton, Windsor.
Kentville	Rev. Robt. Somerville, Wolfville.
Bridgetown	Rev. Geo. Armstrong, Bridgetown.
Digby	A. W. Savary, Digby.
Yarmouth	G. J. Faush, Yarmouth.
Barrington Passage	Rev. W. H. Richan, Barrington.
Liverpool	Rev. D. O. Parker, Liverpool.
Lunenburg	W. M. B. Lawson, Lunenburg.

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

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

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

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

III. Amended and Additional Regulations concerning Superior Schools.

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

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

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

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

(FORM OF AGREEMENT.)

Memorandum of Agreement made and entered into this \_\_\_\_\_ day of \_\_\_\_\_ A.D. 1887, 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 hereby subscribed their names on the day and year first above written.

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

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

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

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

March, 1867.

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

VII. The procuring of Books and Apparatus.

In pursuance of an Order of the Council of Public Instruction

NOTICE IS HEREBY GIVEN,

That Prescribed School Books and Apparatus will be supplied to the Trustees of Public Schools, during the ensuing School Year, at three-quarters of the prime cost of the same, instead of one-half of the prime cost as heretofore. Diagrams, Maps, and Globes will be supplied at half cost as formerly.

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

Trustees will carefully note the following Regulations:—  
Reg. 1.—Application must be made in the following form, and addressed to Messrs. A. & W. MACKINLAY, HALIFAX, who have been duly authorized to attend to all orders.

(FORM OF APPLICATION.)

(Date)

Messrs. A. & W. Mackinlay, Halifax,

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

LIST OF ARTICLES.

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

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

(Signed) \_\_\_\_\_ Trustees of \_\_\_\_\_ School Section 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 educational 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 them, 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 and the annual grant permit, receive attention in the order of their receipt.

REGULATIONS.

3. The following are the regulations of the Council of Public Instruction with reference to all Books, Maps, and Apparatus, furnished to Trustees, under the operation of Sec. 6 (15) of the law concerning Public Schools.

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 trustee 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*. No pupil who has been allowed to purchase a book shall have any claim on the trustee for the free use of another of the same kind.

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.

4. LIST OF TEXT-BOOKS, MAPS AND APPARATUS.

The following list of Books will be extended, and other articles or apparatus included as the fund at the disposal of the Superintendent permits. The Wall-Maps (including one of the United States now in course of preparation, under the supervision of the Educational Department,) will be added to the list as soon as published.

PUPILS' WEEKLY RECORDS.

Weekly Record for one Term (on printing paper) 1 cent each.

THE NOVA SCOTIA SERIES OF READING BOOKS.

Book No. 1.....\$0.22½ doz.	Book No. 6..... \$0.17 ca.
" 2..... " 0.50 "	" 7..... " 0.23 "
" 3..... " 0.06 each.	The art of teaching..... 0.06 " Or,
" 4..... " 0.10 "	Reading..... " "
" 4..... " 0.11 "	Bailey's Brief Treatise on Elocution 0.05 "

