

Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming, are checked below.

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

Coloured covers/
Couverture de couleur

Coloured pages/
Pages de couleur

Covers damaged/
Couverture endommagée

Pages damaged/
Pages endommagées

Covers restored and/or laminated/
Couverture restaurée et/ou pelliculée

Pages restored and/or laminated/
Pages restaurées et/ou pelliculées

Cover title missing/
Le titre de couverture manque

Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées

Coloured maps/
Cartes géographiques en couleur

Pages detached/
Pages détachées

Coloured ink (i.e. other than blue or black)/
Encre de couleur (i.e. autre que bleue ou noire)

Showthrough/
Transparence

Coloured plates and/or illustrations/
Planches et/ou illustrations en couleur

Quality of print varies/
Qualité inégale de l'impression

Bound with other material/
Relié avec d'autres documents

Continuous pagination/
Pagination continue

Tight binding may cause shadows or distortion along interior margin/
La reliure serrée peut causer de l'ombre ou de la distorsion le long de la marge intérieure

Includes index(es)/
Comprend un (des) index

Blank leaves added during restoration may appear within the text. Whenever possible, these have been omitted from filming/
Il se peut que certaines pages blanches ajoutées lors d'une restauration apparaissent dans le texte, mais, lorsque cela était possible, ces pages n'ont pas été filmées.

Title on header taken from: /
Le titre de l'en-tête provient:

Title page of issue/
Page de titre de la livraison

Caption of issue/
Titre de départ de la livraison

Masthead/
Générique (périodiques) de la livraison

Additional comments: /
Commentaires supplémentaires:

This item is filmed at the reduction ratio checked below/
Ce document est filmé au taux de réduction indiqué ci-dessous.

10X	14X	18X	22X	26X	30X
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12X	16X	20X	24X	28X	32X

JOURNAL OF EDUCATION.

FOR THE PROVINCE OF NOVA SCOTIA.

OUR PUBLIC SCHOOLS.

SEVERAL years have now elapsed since the passing of the Act which forms the basis upon which the existing Common School system of Nova Scotia is founded. Numerous emendations upon that system have since been made; but its essential elements remain the same, or pretty nearly so. There were those who objected to the system as originally founded. We believe there are some persons who, probably more from personal than public grounds, are still dissatisfied with the Law and Regulations relative to our Common Schools. This is something which it was only reasonable to expect. There never yet was a law, Divine or human, which did not cause dissatisfaction in some quarter. But, to do justice to many of the critics of our existing Common School system, we must admit—nay, we feel rather inclined to boast that, regarding that system as we now find it, we have no idea of advocating the principle of finality. It is progressive. We hope to see it continually improving—continuously verging towards perfection.

Amongst those who really evince a sincere interest in the matter we frequently hear suggestions made relative to the improvement of our Public Schools—suggestions which are oftentimes of real value. We are always glad to receive valuable and opportune suggestions in the direction of improvement; yet we must remind those who make them that it is much easier to make suggestions than to carry them into practical operation. One special remark we must make upon this point. These suggestions referred to, however valuable, most frequently reach us at times when there are not opportunities for making them early practicable. We have observed this to be especially the case immediately before the annual, or October, meeting. Then much is said, and many things proposed, which, owing to the great accumulation of business upon the Education Department, and the numerous matters passing upon the attention of the promoters of Education generally, at that period, eventuate in no practical result. Whilst freely courting enquiry into our Common School system, and inviting valuable suggestions for its improvement, we beg leave to remind the reader that the latter, to be duly appreciated, must be made at a timely season.

In a recent visit made to some of our Western Districts, with a view to a better understanding of our Educational necessities, we were impressed with the importance of having the great mass of the people themselves take a more enlarged view of the whole system of Free Public Schools. This was painfully apparent in many sections from the inefficient provision made in the way of School-houses. It is to be feared that, in many instances, this want is owing to the fact that the people themselves do not realize the importance of the duties incumbent upon them in this respect; for we find that in many of the central and wealthy districts of the Western section of the Province, the School-houses are wretchedly inefficient, and such as would scarcely pass inspection twenty years ago, when the educational interest of the country might almost be said to be in a state of somnolency. This is a great error, and one most damaging to the welfare of the community wherein it prevails. We have no hesitation in saying that it is utterly impossible for a teacher of the highest order of talent and the best of attainments to perform his duties in a way that ought to be satisfactory to himself and to his employers, in a cramped, crowded, and incommensurable school-room, unprovided with the apparatus and improved facilities which can now be so easily and cheaply provided in any part of Nova Scotia. Not only should the school-house be capacious in proportion to the numerical necessities of the school—airy, comfortable, and amply provided with the requisite furniture, books, maps and apparatus—

but everything should be done to render it and its surroundings attractive. The importance of cultivating the pupil's tastes, as well as his more utilitarian faculties, should never be lost sight of. In short, the school-house should be the best building in the School Section; and the grounds about it should be made as ornamental and attractive as their nature will admit of.

In some of the instances to which we refer, when the subject of providing improved school buildings is presented to the people, they complain of the heavy outlay which they would thus have to assume, and of the shortness of the time—five years—within which they would have to pay it. We suspect that, in most cases, this hardship is more imaginary than real; for we have seen the highly creditable and successful efforts which have been made in this way by some decidedly poor sections. We would like to impress upon those who thus complain the importance of making one effort for the sake of posterity; for, let people say what they will about it, we live as much for posterity as for ourselves. But we must remind them that by the very fact of their not providing efficient School-houses, they are wasting means which, in the interests of all concerned, would be better expended in that way. They have to pay more for tuition, because they do not provide the teacher with the due facilities for the discharge of his duties.

In some sections, where the greater number of the people are in straitened circumstances, it may be that the brevity of the time allowed for paying the cost of erecting a school-house may be found a real hardship. In such cases, which we nevertheless incline to think are rare, it might be well if the time were extended, at the option of the rate-payers, over ten, twelve, or, if need be, even twenty years. If there really is a necessity for it, the Law relative to this matter might be modified to suit the requirements of the poorer school sections. But, however the end can best be effected, the erection of commodious and well-equipped School-houses, in all the school sections of this Province, should be considered indispensable to the successful working of our Free School system.

We fear, too, that there is by far too large a proportion of Female Teachers employed throughout the Province at the present time. This is more especially the case during the Summer term. This is a fact to which the best friends of Education are constantly calling our attention. We are well aware that many of these Female Teachers possess excellent attainments, and are of rare worth in the calling which they have adopted; and we trust that they all endeavor conscientiously and earnestly to discharge their professional duties. But it is the large number of them, in proportion to those of the other sex, which is the cause of complaint. There is a certain class of schools to which Female Teachers are, no doubt, especially adapted; but it is needless to suppose that, in the more advanced branches, and especially in incalculating what we may call the severer studies so necessary to fit young men for the hard, practical duties of life, they can successfully compete with Male Teachers. Equally unreasonable is it to suppose that they can maintain that ascendancy in the school over the pupils more advanced in years which comes with comparative ease to Teachers of the male sex. Yet we find that, in many sections where there should be a Male Teacher, females are employed in that capacity all the year round. Hence some branches of instruction very requisite for boys are, in such localities, scarcely taught at all. Again we find that, in other sections, Male Teachers are employed during the Winter term only, Females in Summer. This method operates injuriously upon Educational interests. Most men in the profession prefer engaging for the whole year; and when they find themselves thrown out of employment during the Summer months, to make way for Female Teachers,

they reasonably enough become dissatisfied, and either seek other employments or leave the country altogether.

The unavoidable inference from these facts is, that the present great disparity in numbers between Male and Female Teachers is operating unfavorably upon the public welfare. We presume that the secret of this evil—as we fear we must call it—is to be found in the desire of the people, or their representatives, the Trustees, to keep up their schools in what they consider the most economical manner. We can assure them that it is altogether a false economy. The same principle applies here, as in the case of School-houses to which we have just referred. The best school is always the cheapest, if we are to look to substantial results; the money cost should be a secondary consideration. If our suppositions on this head are correct, they suggest the propriety of the rate-payers in every school section looking well to the men whom they select as Trustees; and of their taking care not to choose men who, through an excessive straining of prudent motives, virtually condemn their children to a deprivation approaching to intellectual starvation. In some instances, there may indeed be financial difficulties to be encountered, which seem to forbid the adoption of the more liberal and enterprising course; but we believe that active and large-hearted Trustees, backed up by a few energetic rate-payers resolved upon improvement, can always manage to accomplish the desired results.

We trust that the subjects above referred to will engage the earnest attention of those school sections to which our remarks are especially applicable; and that, at our next annual meeting, plans for improvement in all that relates to these subjects will be matured. We must add, however, that, notwithstanding all the drawbacks to which our minds are from time to time directed, and to a few of which we have called public attention in the foregoing remarks, Education is making steady advances in this Province. Our Public Schools are free and open to all, and are gradually securing to themselves the approval and sympathy of all classes in the community. On comparing those schools with what they were only a few years since, we have much cause for gratification. But we should not be content to know that we have made improvement upon the former very inefficient Common School system. We should look to the future rather than to the past. Our march should be ever onward—always in the direction of improvement. It is with this view that we call upon all the true friends of Education to assist in bringing our School system to as near a state of perfection as possible. It should be our ambition, as it is our duty, to endeavor to make the Free Public Schools of Nova Scotia the most efficient for the objects for which they were founded, and, in every respect, the best in the world. To do this, we require the action and earnest support of all classes in the Province; and accordingly it is not to any one class of our people, but to all, that we now appeal.

GENERAL LEE AS A COLLEGE PRESIDENT.

IT is doubtless true that the voice of universal sorrow that came up from the entire South on the death of General Lee was, in its depth and fervor, a surprise even to his greatest admirers. Never, perhaps, did the death of any man in a time of peace produce so deep an impression throughout any community. In one universal voice, commencing at Lexington—a spot henceforth sacred as his home and burial-place—and circling the whole round of States, and cities, and villages throughout the South, the lamentation of a whole people went up to Heaven, and a sense of personal loss was felt and expressed, as though every community had lost a friend, and each heart its hero.

General Lee had, indeed, not only become, for the whole Southern people, the most beloved representative of the principles for which they believed they had fought, but he had been accepted and revered by them as the highest type of their own ideal character. Their favorite hero in battle and victory, he had splendidly illustrated their most heroic qualities. He had also illustrated their profounder traits, not less by his sublime bearing in defeat than by the completeness of his self-sacrifice; and by his patience and serenity under continued adversity, and his uncomplaining devotion to the labors of a new life, he had at once set them the example of their highest duty as a people, and filled the measure of their admiration for his character. Thus, gradually, in the quiet but anxious years during which he had borne their sorrows, their affection seems to have centered around him with ever-increasing

strength; and when he died, the whole people went into mourning, with a grief even more profound and universal than if he had fallen in the shock of battle, in the very crisis of their fate!

Such is, we believe, the explanation of this remarkable expression of public grief. The explanation of the ulterior fact itself, as we understand it, is to be found, we think, not less in the manner of General Lee's life since the war, than in the peculiar qualities of his character. If his career during the war, and his character, as then exhibited to the Southern people, were such as to attract their love and admiration, his subsequent life had certainly been such as to confirm and intensify these feelings to the utmost depth of devotion. And, strange as it may seem, this result had followed mainly from the very stillness and retirement of that life. General Lee, almost alone of the great Southern leaders, had not only taken no part in politics, but he had not been known—at least not until very recently—in connection with any of the ordinary enterprises of public business. He had also travelled but little, and had thus been but little seen by the people, and then at only long intervals; so that subsequent more ordinary associations had not grown up around his person to confuse the memories of the past. In the midst of political commotions and of public calamities that affected his deepest interests, he had uttered no word, but had pursued, with quiet serenity, the path of patience and of duty. In addition to all this, he was known to be laboring and enduring not for himself, but for the future of the South; and he was connected with a work in which, remote as it was alike from the gratification of personal ambition and from the possible pursuit of wealth for himself, the Southern people felt that they had a common interest, and that they and their children were the objects of his quiet, but far-reaching labors. The life of General Lee at Washington College was a life of pure devotion, consecrated to the service of the people of the South; and they, feeling it to be such, repaid it with an ardor of affection and gratitude which quietly gathered strength year after year, and formed no small part of their sense of bereavement and sorrow at his death.

We propose to consider, briefly, some of the aspects of these last years of his life. We shall consider them rather in illustration of his own character than with reference to the particular work itself. These years present, it seems to us, the most remarkable close that history records of such a life as his had been; and they illustrate his character not less signally than do his greatest public achievements. Indeed, without this final illustration the history of that character itself would have been incomplete, as it underwent its severest test, and received its highest and most emphatic vindication in the serene patience and self-forgetting devotion of these very years. It seems, indeed, as if fortune had reserved Robert E. Lee for this work in order to perfect the example of a character superior to all her powers, and equal alike to the triumphs and calamities of the highest, and the cares and duties of the humblest lot.

General Lee accepted the Presidency of Washington College, in the first place, from a profound and deliberate sense of duty. The same high principle of action that had characterized his conduct in the gravest crises of public affairs, marked his decision here; and here, as ever, duty alone determined his choice. There was absolutely nothing in this position that could have tempted him. Not only was it uncongenial with all the habits of his past life, and remote from all the associations in which he had formerly taken pleasure; but it was, at that time, most uninviting in itself. The College to which he was called was broken in fortune and in hope. The war had practically closed its doors. Its buildings had been pillaged and defaced, and its library scattered. It had now neither money nor credit, and it was even doubtful whether it would shortly be re-opened at all for the reception of students. The Faculty were few in number, disorganized and dispirited. Of the slender endowment that had survived the war, hardly anything was available, and ready money could not be secured even for the most immediate and pressing wants of the College. Under these circumstances, the offer of the Presidency to General Lee seemed well-nigh presumptuous; and surely it was an offer from which he had nothing to expect either of fortune or of fame. The men, however, who had made this election, the Trustees of Washington College—ever honored be their memory for their noble conception—had not calculated in vain in their estimate of General Lee's character. They felt that this position, however humble it might seem, would afford to him, what from their knowledge of the man they felt would be most acceptable to him, a sphere of duty in which he could spend his days in the service of his beloved people; and though the country looked on astonished and incredulous, the result showed that they had not been mistaken. General Lee received the announcement, which was conveyed to him in person by the Rector, Hon. John W. Brockenbrough, with surprise and with deep feeling. He was at first disposed to decline the offer; but the distinguished Virginian who represented the Trustees urged it upon him, and dwelt earnestly upon the high motives which had prompted their choice. These were motives to which General Lee could not be indifferent; and at last, reserving his answer, he promised to reflect upon the subject. Here, as ever, he was deliberate, as well as conscientious. Finally, after several days' consideration, he accepted the position. The details of this event, as well as of the

manner of the acceptance, will form an interesting chapter in the *LEE MEMORIAL VOLUME*, shortly to be published by Washington College. Suffice it to say here, that it was a deliberate sense of duty to his fellow-countrymen, and a desire to pay back, as far as he could, through their sons, the sufferings and sorrows of his own generation in the South, that determined his decision. He had already fully resolved not to leave Virginia under any circumstances; and this position, humble as it seemed to be, gave him the wished-for opportunity of laboring for her people, and for the South. Therefore he accepted it.

The profound sense of duty which marked General Lee's acceptance of this office, characterized also his whole administration of it. He entertained the profoundest convictions on the importance of educational influences, both to individuals and to the country, and the deepest sense of personal responsibility in his own office. He felt that an institution like Washington College owed duty, not only to its own students, but to the whole country, and that its moral obligations were not only supreme within its own sphere, but were attached to the wider interests of public virtue and of true religion among all the people. Everybody around him felt unconsciously that he was actuated by these principles, and all were impressed by his high conceptions of duty, and the singleness of his devotion to it. Nothing else, indeed, could have sustained him so serenely through so many and so constant details of labor and of trial. Nothing else, in such a man, could have held his thoughts so high, or kept his heart so strong, in the midst of daily tasks, always so severe, often so trivial and discouraging. But he never flagged; and although he fully comprehended the difficulties of his office, and was often wearied with its incessant labors, no word of despondency fell from his lips. He felt that he was *doing his duty*. "I have," he said, as reported by the Hon. Mr. Hilliard, "a self-imposed task which I cannot forsake;" and in this spirit he met all the details of his daily labors, cheerfully to the last. Again and again, during his life at Lexington, were tempting offers made to him—offers of large income, with comparative ease and more active and congenial employment; but though he fully appreciated these considerations, and was not indifferent to the attractions presented by such offers, he turned from them all with the same reply. He had chosen his post of duty, and he clung to it. Year by year the conception of this duty seemed to grow stronger with him; and year by year the College, as its instrument and representative, grew dearer to him. And as, gradually, the fruits of his labors began to be manifest, and the moral and intellectual results of his influence approved themselves to even his own modest self-estimate, his heart grew only warmer, and his zeal more zealous, in his work. His sense of personal duty was also expanded into a warm solicitude for all who were associated with him. To the Faculty he was an elder brother, beloved and revered, and full of all tender sympathy. To the student, he was as a father, in carefulness, in encouragement, in reproof. Their welfare, and their conduct and character as gentlemen, were his chief concern; and this solicitude was not limited to their collegiate years, but followed them abroad into life. He thought it to be the office of a College not merely to educate the intellect, but to make *Christian men*. The moral and religious character of the students was more precious in his eyes even than their intellectual progress, and was made the special object of his constant personal solicitude. In his annual Reports to the Trustees, which were models of clear and dignified composition, he always dwelt with peculiar emphasis upon these interests, and nothing in the College gratified him more than its marked moral and religious improvement during his administration. To the Rev. Dr. White he said, as affectingly narrated by that venerable minister soon after his death: "I shall be disappointed, sir—I shall fail in the leading object that brought me here—unless these young men all become consistent Christians." Other expressions, bearing eloquent witness to the same truth, might be quoted; but none could be more eloquent than the steady tenor of his own life, quietly yet constantly devoted to the highest ends of duty and of religion. We trust the *MEMORIAL VOLUME* will give us full details of this noblest aspect of his character, as exhibited at Washington College.

Such were the principles which actuated General Lee, as President of Washington College; and their effects showed themselves in all the details of his administration. In the discipline of the College his moral influence was supreme. A disciplinarian in the ordinary sense of the term, as it is often most unworthily applied, he was not. He was no seeker out of small offences, no stickler for formal regulations. In his construction of college rules, and in his dealing with *actions* generally, he was most liberal; but in his estimate of *motives*, and in the requirement of principle and honor, he was exacting to the last degree. Youthful indiscretion found in him the most lenient of judges; but falsehood or meanness had no toleration with him. He looked rather to the principle of conduct than to mere outward acts. He was most scrupulous in exacting a proper obedience to lawful authority; but he was always the last to condemn, and the most just to hear the truth, even in behalf of the worst offender. Hence in the use of college punishments he was cautious, forbearing and lenient; but he was not the less firm in his demands, and prompt, when need was, in his measures. His reproof was stern, yet kind, and often even melting in its tenderness; and his appeals, always addressed to the noblest motives, were irresistible. The hardest offenders were alike awed by his presence, and moved, often even to tears

by his words; and there was no student who did not dread a reproof from General Lee more than every other punishment. In all his official action, and indeed in all his intercourse with the students, he looked to the elevation of the tone of principle and opinion among themselves, as the vital source of good conduct, rather than to the simple repression of vice. His discipline was moral rather than punitive. Hence there were few cases of dismissal, or other severe punishment, during his administration; and hence, also, the need for such punishments became ever less and less. The influence of this policy, aided especially by the mighty influence of his personal character, was all-powerful. The elevation of tone, and the improvement in conduct, were steady and rapid. Immediately after war, the young men of the South were wild and unrestrained, and acts of disorder were frequent; in the latter years of his administration, hardly a single case of serious discipline occurred. We doubt, indeed, whether at any other college in the world so many young men could have been found as free from misconduct, or marked by as high a tone of feeling and opinion as were the students of Washington College during these latter years of General Lee's life. The students felt this, and were proud of it; and they were proud of themselves and of their College, as representatives of the character and influence of Lee.

Yet not the less was he rigidly exacting of duty, and scrupulously attentive to details. By a system of reports, weekly and monthly—almost military in their exactness—which he required of each professor, he made himself acquainted with the standing and progress of every student in every one of his classes. These reports he studied carefully, and was quick to detect shortcomings. He took care, also, to make himself acquainted with each student personally, to know his studies, his boarding-house, his associations, dispositions and habits; and though he never obtruded this knowledge, the students knew that he possessed it, and that his interest followed them everywhere. Nor was it a moral influence alone that he exerted in the College. He was equally careful of its intellectual interests. He watched the progress of every class, attended all the examinations, and strove constantly to stimulate both professors and students to the highest attainments. The whole College, in a word, felt his influence as an ever-present motive, and his character was quietly yet irresistibly impressed upon it, not only in the general working of all its departments, but in all the details of each.

Of this influence, General Lee, modest as he was, was perfectly aware, and, like a prudent ruler, he husbanded it with a wise economy. He preferred to confine his direct interposition to purely personal acts; and rarely, and then only on critical occasions, did he step forward to present himself before the whole body of students in the full dignity of his presidential office. On these occasions, which were always rare, and in the latter years hardly ever occurred, he would quietly post an address to the students, in which, appealing only to the highest principles of conduct, he sought to dissuade them from threatened evil. These addresses, which the boys designated as his "*General Orders*," were always of immediate efficacy. No single case ever occurred in which they failed of instant and complete effect; and no student would have been tolerated by his fellow students who would have dared to disregard such an appeal from General Lee. One of the addresses, the original of which was presented to the writer by General Lee himself, may be here quoted, as an interesting exhibition of his character, and the kind influence he sought to exert:

WASHINGTON COLLEGE, Nov. 26, 1866.

"The Faculty desire to call the attention of the students to the disturbances which occurred in the streets of Lexington on the nights of Friday and Saturday last. They believe that none can contemplate them with pleasure, or can find any reasonable grounds for their justification. These acts are said to have been committed by students of the College, with the apparent object of disturbing the peace and quiet of a town whose inhabitants have opened their doors for their reception and accommodation, and who are always ready to administer to their comfort and pleasure.

"It requires but little consideration to see the error of such conduct, which could only have proceeded from thoughtlessness and a want of reflection. The Faculty therefore appeal to the honor and self respect of the students to prevent any similar occurrence, trusting that their sense of what is due to themselves, their parents, and the institution to which they belong, will be more effectual in teaching them what is right and manly than anything they can say.

"There is one consideration connected with these disorderly proceedings which the Faculty wish to bring to your particular notice; the example of your conduct, and the advantage taken of it by others to commit outrages for which you have to bear the blame. They therefore exhort you to adopt the only course capable of shielding you from such charges; the effectual prevention of all such occurrences in future.

"R. E. LEE,
President Washington College."

General Lee was also most *laborious* in the duties of his office as a college president. He gave himself wholly to his work. His occupations were constant, almost incessant. He went to his

office daily at eight o'clock, and rarely returned home until one or two. During this time, he was almost incessantly engaged in college matters, giving his personal attention to the minutest details, and always ready to receive visitors on college business. It has sometimes been sneeringly alleged that General Lee was only a *figure-head* at Washington College, kept there merely for the attraction of his splendid name. Never was slander more false; for it was a slander upon him, more even than a slur upon the College. Never was a college president more laborious than he. He gave all his great powers entirely to his work. Though ably assisted by subordinate officers, whom he well knew how to employ, he yet had an eye for the supervision of every detail. The buildings, the repairs, the college walks and grounds, the wood-yard, the mess-hall, all received his attention, and a large portion of his time was given to the purely business affairs of the College. His office was always open to students or professors, all of whose interests received his ready consideration. His correspondence meanwhile was very heavy, yet no letter that called for an answer was ever neglected. It has been recently stated by an editor that to a circular letter of general educational interest, addressed by him to a large number of college presidents, General Lee was the only one that replied; yet he was the greatest and perhaps the busiest of them all. In addition to the formal circulars, which he always revised and signed himself, his correspondence with the parents and guardians of students was intimate and explicit, on every occasion that required such correspondence. Many of these letters are models of beautiful composition and noble sentiment.

These varied duties grew upon him, year after year, with the expanding interests of the College; and year after year he seemed to become more devoted to them. Again and again did the Trustees and Faculty seek to lessen his labors; but his carefulness of duty and natural love of work seemed to render it impossible. The writer has heard the remark made, that General Lee gave himself to the duties of President of Washington College as though he had never known any other duties or any other ambition; and this was true. He himself writes to an old and famous comrade in arms, that he is "charmed with the duties of civil life." It can be truly said that he was wholly absorbed in his work, his noble conception of which made it great and worthy, even for him. This, we doubt not, is the explanation of the non-fulfilment of his purpose of writing the history of the Army of Northern Virginia. That he did entertain such a purpose, there can be no doubt; and he doubtless cherished the hope in accepting the presidency of Washington College, that he should there find leisure to complete the design. But once devoted to these duties, he found that they grew upon him, and he gave himself up to them more and more, doubtless finding in them also a more and more acceptable relief from the recollections of that stirring but painful history; until at last the purpose was overlaid, and, finally, we believe, abandoned. He felt, we would fain believe, that for him the past, at least, was secure, and that other hands would surely vindicate his fame and that of his beloved army; while for himself he found a more congenial task, and a more absorbing motive, in laboring for the living present and for the future on behalf of the sons and orphans of those who, in that army, had so often followed him to battle and victory. We may now the more rejoice, therefore, that this task of historic commemoration has been committed to so worthy a hand as that of Colonel Marshall, who has been selected by the family of General Lee, to write the sketch of his life for the MEMORIAL VOLUME, and then to prepare his full biography.

But General Lee was not only earnest and laborious, he was also *able* as a college president. He was perfectly master of the situation, and thoroughly wise and skilful in all its duties, of organization and of policy, as well as of detail. To this let the result of his administration bear testimony. He found the College practically bankrupt, disorganized, deserted: he left it rich, strong, and crowded with students. It was not merely numbers that he brought to it, for these his great fame alone would have attracted; he gave it organization, unity, energy, and practical success. In entering upon his presidency, he seemed at once fully to comprehend the wants of the College; and its history during the next five years was but the development of his plans and the reflection of his wise energy. And these plans were not fragmentary, nor was this energy merely an industrial zeal. He had from the beginning a distinct *policy*, which he had fully conceived, and to which he steadily adhered; so that all his particular measures of progress were but consistent steps in its development. His object was nothing less than to establish and perfect an institution which should meet the highest needs of education in every department. At once, and without waiting for the means to be provided in advance, he proceeded to develop this object. Under his advice new chairs were created, and professors called to fill them; so that, before the end of the first year, the Faculty was doubled in numbers. Still additional chairs were created, and finally a complete system of schools was established and brought into full operation. To these schools, or distinct departments, each one of which was complete in itself and under the individual control of its own professor, he gave a compact and unique organization into a system of complete Courses, with corresponding diplomas and degrees; which, while securing the per-

fect distinctness and responsibility of each school, gave a perfect unity to them all. These courses were so adapted and mutually arranged, under their common organization and his general control, as to escape alike the errors of the purely elective system on the one hand and of the close curriculum on the other, and to secure, by a happy compromise, the best advantages of both. So admirably was this plan conceived and administered by General Lee that, heterogeneous as were the students, especially in the earlier years, each one found at once his proper place, and all were kept in the line of complete and systematic study. Under this organization, and especially under the inspiration of his central influence, the utmost harmony and the utmost energy pervaded all the departments of the College. The highest powers of both professors and students were called forth, under the fullest responsibility. The standards of scholarship were rapidly advanced; and soon the graduates of Washington College were the acknowledged equals of those from the best institutions elsewhere, and were eagerly sought after for the highest positions as teachers in the best schools. These results, which even in the few years of his administration had become universally acknowledged throughout the South, were due directly and immediately, more than to all other causes, to the personal ability and influence of General Lee as President of the College.

General Lee's plans for the development of Washington College were not simply progressive; they were distinct and definite. He aimed to make this College represent at once the wants and the genius of the country. He fully realized the needs of the present age, and he desired to adapt the education of the people to their condition and their destiny. He was the ardent advocate of complete classical and literary culture. Under his influence, the classical and literary schools of the College were fully sustained. Yet he recognized the fact that material well-being is, for a people, a condition of all high civilization, and therefore, though utterly out of sympathy with the modern advocates of materialistic education, he sought to provide all the means for the development of science, and for its practical applications. He thought, indeed, that the best antidote to the materialistic tendencies of a purely scientific training was to be found in the liberalizing influences of literary culture, and that scientific and professional schools could best be taught when surrounded by the associations of a literary institution. He sought, therefore, to establish this mutual connection, and to consolidate all the departments of literary, scientific and professional education under a common organization. Hence, at an early day, he called into existence the schools of Applied Mathematics and of Engineering, and of Law, as part of the collegiate organization; and later, he submitted to the Trustees a plan for the complete development of the scientific and professional departments of the College, which will ever remain as an example of his enlarged wisdom, and which has anticipated, by many years we fear, the practical attainments of any school in this country. In addition to all the other reasons for mourning the death of Lee, it is to be deeply regretted, not only for Washington College, but for the sake of the education of the country, that he did not live to complete his great designs. Had he done so, he would probably have left behind him an institution of learning which would have been a not less illustrious monument of his character than his most brilliant military achievements. As it is, Washington College, henceforth forever associated with his name, will also be inseparably associated with the memory of his noble influence and of his wise and far-sighted plans. Had this been the profession of his life, General Lee would have been not less famous, relatively, among college presidents than he is now among soldiers. Now, after having won, in other fields, a world-wide fame, he has, in this last labor of his life, displayed an ability and developed a power for the highest achievements, such as form no small part of the fame, even of his distinguished career.

Such, briefly and imperfectly sketched, was General Lee as a College President. And surely this part of his life deserves to be remembered and commemorated by those who hold his memory dear. In it he exhibited all those great qualities of character which had made his name already so illustrious; while, in addition, he sustained trials and sorrows without which the highest perfections of that character could never have been so signally displayed. This life at Washington College, so devoted, so earnest, so laborious, so full of far-reaching plans and of wise and successful effort, was begun under the weight of a disappointment which might have broken any ordinary strength, and was maintained, in the midst of public and private misfortune, with a serene patience, and a mingled firmness and sweetness of temper, that give additional brilliancy even to the glory of his former fame. It was his high privilege to meet alike the temptations and perils of the highest stations before the eyes of the world, and the cares and labors of the most responsible duties of private life under the most trying circumstances, and to exhibit in all alike the qualities of a great and consistent character, founded in the noblest endowments, and sustained by the loftiest principles of virtue and religion. It is a principle henceforth for the teachers of our country that their profession, in its humblest yet arduous labors, its great and its petty cares, has been illustrated by the devotion of such a man. It is an honor for all our Colleges that one of them is henceforth identified with the memory of his name and of his work. It

is a boon for us all; an honor to the country, which in its whole length and breadth will soon be proud to claim his fame; an honor to human nature itself, that this great character, so often and so severely tried, has thus approved itself consistent, serene and grand, aliko in peace and in war, in the humblest as well as in the highest offices. Among the monuments which shall perpetuate his fame, not the least honorable will be that which shall commemorate his life at Washington College; and among the materials out of which the historian shall construct his future biography, not the least interesting, we are sure, will be the simple record of these last years of silent but sublime labor—of peaceful yet noble and far-reaching aspiration—in behalf of his beloved and suffering people of the South.

EDWARD S. JOYNS.

Washington College, December, 1870.

EDUCATION IN NEW BRUNSWICK.

WE are happy to be able to congratulate the friends of Education in New Brunswick upon the recent passing of a School Act wherein our sister Province follows pretty closely in the track of Nova Scotia. It has often been a matter of astonishment to us that the New Brunswickers, so enterprising in most things, should, in this matter of Common School Education, remain years behind Ontario, Quebec, and Nova Scotia. Now that New Brunswick has taken a resolve to do her duty in this matter, we feel assured that she will do it well. Energy and activity in carrying out what they have once determined upon, is rather a characteristic of our neighbors of the adjoining Province; and we confidently anticipate that they will endeavor to make up for lost time in effectually carrying out the provisions of the new School Law. They have made a noble, patriotic, and philanthropic resolve; and many future generations will bless the men who now leave as a lasting heritage to their native Province a system of Common School Education calculated to reach and gladden every home. One advantage accrues to New Brunswick by coming thus late into the field. She may profit by the experiments and experiences of the neighboring Provinces; and there is no reason why she should not very soon take front in a line with them. We heartily wish New Brunswick every success in the good cause.

TEACHERS WHO ERR.

He who clings obstinately to the past, with its traditions, who will not hearken to the teachings of the present, and who sees nothing useful in the promises of the future—the *ultra conservative*.

He who is an iconoclast of old methods, and who believes in nothing that is not an innovation—the *ultra reformer*.

He who is *too lenient*, and who would substitute "moral suasion" for the rod in all cases.

He who is *too rigid*, and who would use the rod unsparingly for every, and for the slightest delinquency.

He who is *too watchful*, and plays the part of a police detective.

He who *never watches*, and sees not the most flagrant misdemeanor.

He who professes—in order to avoid the charge of partiality—to love an idle and disobedient pupil as much as one who is studious and obedient.

He who would punish an idle and disobedient pupil, when it does wrong, more quickly than a studious and obedient pupil, when it does wrong.

He who is so impolitically politic that he would treat a rich man's son differently from a poor man's son.

He who would pander to the ignorance and pride of the . . .

He who would pander to the ignorance and envy of the poor.

He who is a moral coward, and is afraid to correct a child when it does wrong, through fear that he may lose a pupil and a few dollars.

He who, for the same reason, is afraid to tell the parent when a child does wrong.

He who listens to, and tries to follow the advice of every one.

He who listens to the advice of no one.

He who is not as hard a student as any of his pupils.

He who is too lazy to educate (*Educo*—to lead out), and is content to be a mere lesson-hearer.

He who has no higher aim than to make money by his profession.

He who develops the intellect only, and neglects the moral nature.

He who fails to exalt his profession, and to place it next in nobleness and utility to that of the ministry of the Gospel.—*Journal of Education, Missouri.*

THE MISTAKE WHICH SOME "TEACHERS" MAKE.

It is generally assumed that anybody can teach school. The work is light, and if the teacher possess a little more knowledge than his pupils, it is sufficient. Hence, we see throughout the country hundreds of teachers who have not the remotest idea of the true methods of instructing. People think sensibly about every other occupation. The shoemaker, the carpenter, the blacksmith, the farmer, the merchant, the machinist, the engineer, the lawyer, the physician, the minister, all must have preliminary training, but the teacher can be picked up at any time and place, without preparation, and the people are satisfied, nay, they actually seek for such because they are cheap. No pecuniary interests would be permitted in the hands of inexperienced bunglers, for ruin would be certain. What merchant would trust his establishment to one who knows nothing of trade? What farmer would place his farm in the hands of one who knows nothing of soils, grains, machines and stock? But districts trust a more precious interest than any of these to hands totally unskilled and incapable. Because the effect is not immediate, because they are not always able to discern the amount of damage, they do not see but one teacher does as well as another, and hence the cheapest answers them best. It becomes those who teach, therefore, to prepare themselves for their work, to raise the standard of education, and to oblige the people to have good teachers, whether they want them or not. Surely the teacher needs special instruction for his work, if any one does. Who would think of employing a physician that had never made the science of medicine a study, or a lawyer that had never studied law? No more should a teacher be employed unless he practically, at least, has some knowledge of pedagogy. Every one called to teach should see to it that he prepares himself to teach philosophically, that his pupils may not, in after years, rise up and condemn him. It is no light thing to shape the mind, and hence the character, of a number of children. They have a right to the best instruction, and we shall be blamed by them if we do not give it. Every one of us can look back and see wherein our teachers failed, and we often feel that we are now suffering in our mental habits thereby. On the other hand, we can recall some teachers, and see wherein they directed and moulded our minds, and prepared them for thorough and extensive work. Our labor is doing for our pupils what was done for us by our teachers. Do we, can we, feel that it is a light thing? Are we willing to do work so fraught with the gravest responsibility for the sake of a livelihood, or because it is easier to us than some other occupation? Every teacher should feel that he has a special calling for the work, and then prepare himself fully for it.—*N. O. Journal of Education.*

WE have received the Report of the Chief Superintendent of Education for New Brunswick, and are interested to know that, with all the disadvantages of the old School system, our sister Province has been making progress in Educational matters. Our want of space prevents extended extracts; we, however, make room for the following, as presenting a view of Education at a time when a new system is about to be inaugurated:—

SCHOOLS.

"In the winter term ending 31st March, there were 825 schools in operation, or three less than in the corresponding period of the year before. In 8 Counties there was an aggregate decrease of 43 schools, and in the other 6 Counties an aggregate increase of 40 schools. There is nothing remarkable in these figures, except with respect to the falling off in King's and Queens, where it was 18 and 10 respectively, and to the increase in Northumberland, where it was 17. May not the gain on the one hand and the loss on the other be in some way connected with the custom known as "boarding round"? In Northumberland, out of 75 Teachers, only 18 were found boarding from house to house, and there we see an increase of 17 Schools; whereas in Queens, in

which one half of its Teachers are as usual following the old practice, the loss has been 10 Schools; and in Kings, with a decrease of 13 Schools, 9 of the number were in Studholm—a Parish which in the winter of 1869 required 11 out of its 20 Teachers to submit to the degrading practice. Do not such results look as if they stood to one another in the relation of cause and effect? To me, at any rate, the conjecture seems probable enough. Male Teachers are scarce, as everybody knows; and Female Teachers are in general unequal to the hardships incident to the custom in winter. The natural consequence is, that in that season many Schools are closed, to the great detriment of the children, and the greater shame of their parents.

In the summer term, however, the Schools reached a figure never before attained. The Returns shew 888 Schools to have been in operation during that period, being an increase of 18 on the preceding summer term. In 7 Counties there was an aggregate decrease of 23 Schools, and an aggregate increase of 41 in the other 7 Counties. The largest decrease occurred in Queens, where it was eight; and the greatest increase in Northumberland, where it was 10. These being all single Schools, and therefore the number of Teachers corresponding with the number of Schools, it may be noticed that of the 8 Teachers thus temporarily or permanently lost to Queens, 6 were of the trained class; and that in Northumberland, with a clear gain of 10 Teachers, all of whom were of the trained class. Of scholars, Northumberland had in Winter and Summer an increase respectively of 727 and 307; and during the same terms, Queens sustained a loss of 250 and 280 respectively, as compared with the year 1869."

TEACHERS, TRAINED AND UNTRAINED.

The number of Trained Teachers is slowly but surely increasing, being in the Winter 643 against 211 of the Untrained class; and in the Summer Term 700 Trained against 227 Untrained, the figures in both Terms showing an increase of Trained Teachers over those of the corresponding Terms of the preceding year.

This is one feature in our School affairs in which we might legitimately indulge a little pride; for it is one in which we not merely compare favorably with the neighboring Provinces and States, but considerably excel them—a fact for which we occasionally receive credit from those neighbors, but are often denied it by our own public writers and speakers.

PROVINCIAL EXPENDITURE.

From the increase of Schools and Teachers just referred to, it was natural to expect that we should have to draw a little more largely than formerly upon the Provincial Revenue, to meet the additional expenses thus incurred. The extra sum is, however, by no means large, amounting for the whole year to no more than \$1,559.55; and required chiefly on account of the Superior Schools recently established. This being the case, the country may rest assured that full value has been received for the additional outlay.

The whole amount paid in Teachers' Salaries within the first half of the year was \$42,700.50, being the trifling sum of \$135.53 more than in the corresponding term of 1869. For the Summer Term, the expenditure for the same purpose was \$45,600, being an increase on a like period of the preceding year of \$1,424.02. The Provincial expenditure therefore for Teachers' Salaries for the whole year was \$88,300.50.

LOCAL EXPENDITURE.

The amount derived from local sources, that is, from Subscriptions, Tuition Fees, Assessments, Lands, or Donations, and paid for Salaries in the Winter Term, was \$56,356.26, being an increase of \$1,499.62 on the like period in 1869.

In the Summer Term, the local contributions from the same sources and for the like purposes, were \$59,222.25, or an increase of \$1,163.37 on the corresponding period of the preceding year. Thus the local contributions for salaries within the year were \$115,578.51, irrespective of those large but unreported expenses for new School-houses, Repairs, Furniture, Apparatus and Books, which would certainly swell the amount to a good many thousands more.

NEW SCHOOL READERS.

For a number of years past there had been a growing dissatisfaction with the School Readers of the Irish Board, now so long in use in our Schools, and the Inspectors and many Teachers had expressed a strong desire for a change. In these circumstances the Board of Education were the most inclined to consider a proposition made last year by Messrs. James Campbell and Son, with respect to a series of School Readers published by them at Toronto. Other Readers, including those authorized in Ontario, had been previously examined, and though the books were considered good, yet there were such inconveniences inseparable from the adoption of any other series, that the Board finally concluded arrangements with the Messrs. Campbell for theirs on the following advantageous terms, namely:—

1. That the Readers are to be printed and published as the New Brunswick Series, sanctioned by the Board.

2. That any alterations deemed necessary or desirable from time to time are to be made at the expense of the publishers.

3. That a gift of books of the Series, either of the present or any future edition, to the value of \$3000 be made to the Board for distribution at half price among the poorer districts of the Province.

4. That the retail price of the books should not exceed the following rates per copy, viz:—

For First Book.....	3 cts.	For Fourth Book....	38 cts.
Sequel to do....	6 "	Fifth Book....	50 "
Second Book....	15 "	Sixth Book....	50 "
Third Book.....	30 "		

I should add that this series before being authorized by the Board, had been considered well adapted to Schools of a mixed character like ours, by teachers, clergymen and others who had examined them. The books are fast making their way into a large number of Schools, and the Teachers are reported as receiving them gladly.

WE perceive that Messrs. Eaton & Frazee, of the Commercial College, have published a work on Bookkeeping, prepared by them with a special view to its use as a text-book in schools. We hail its appearance with pleasure, as a concise work, presenting the principles of Bookkeeping in a form readily available to teachers generally, was greatly needed. We have not had time to examine it very carefully, but from what we know of the authors, we have every reason to believe that it will prove a valuable acquisition to the schools, and an efficient aid to persons seeking a knowledge of the important subject of which it treats.

EDUCATION IN SWEDEN.

THE Swedes and Norwegians are the most universally educated people in the world. Up to the year 1828 education was sustained by fees, and its direction was local. In the year named, Nils Manson, a peasant, introduced a bill into the Swedish Diet for the regulation of education, which was strenuously opposed. The House of Peasants urged the measure for ten years before the Government moved in the matter, and then the Bishops entered their protest. The Poet and Bishop, Tegner, said that "the culture of the laboring classes ought principally to be religious; this, if rightly imparted, includes morality. All other knowledge is to be regarded as not only needless, but more hurtful than beneficial." Yet three years after these words were spoken the present school system was in operation. The law was passed in 1842, and it provided that one folk school must be maintained in each Sochen, both in the city and country. There were in Sweden in 1868, of children between five and fifteen years, 609,128, and of these no less than 526,636 were in attendance on the folk schools, and 141,541 attending other schools or being instructed at home, making 658,187 in all, or 97 per cent of the whole population of school age. This is a larger proportion than can be shown in any other country in the world. The branches taught in the folk schools are reading, writing, Biblical history, catechism, arithmetic, history, geography, grammar, geometry and linear drawing, singing, gymnastics and horticulture. The study of and exercise in military tactics is made obligatory upon every boy, and, in both the folk schools and higher schools target practice is introduced. This feature of the Swedish educational system is found to work well, and it is training the whole population to the use of arms. It is a system which cannot be too highly commended. The schoolhouses are mostly small structures, built at an expense of about \$2,000 each, and are capable of accommodating about 150 scholars. School libraries are established by law, and there are about 1,300 in Sweden. In Norway the law differs somewhat from that in Sweden, but education is compulsory, the parents being fined in case of neglect to send their children. Military education is not yet obligatory, but the indications are that it soon will be. The age of compulsory attendance is from eight years till confirmation, which generally takes place about the fifteenth year. As a rule, primary education is free, but when the parents are able to pay, they may be called upon to do so. It is probable that our new school law will follow the example set it in Scandinavia by making attendance compulsory. We would be very well pleased if it should follow that example a little further, and provide for the military training of the boys. That is a mode of providing for the public defence whose simplicity, efficiency and economy must commend it to every reflecting mind, and yet we persist in spending large sums on an excellent, certainly, but less valuable system, to the utter neglect of this.—*H. Milton Spectator.*

POPULAR EDUCATION IN EUROPE AND AMERICA.

THE following editorial article appeared in *The Press* of Philadelphia. It is especially valuable for its exposition of the character of our American systems of education in contrast with that of the most prominent systems of the Old World. Let it be read with the attention it so well merits:

The fourth of the series of great international convocations, for the purpose of comparing notes of social progress, was the Paris Exposition of 1887. The previous occasions of this character had illustrated the fact that those nations which had enjoyed the largest and freest access to the treasures of science and art were the most advanced in physical development and in intellectual and moral power. Intelligence and prosperity were shown to be not merely usual associates, but the necessary correlatives and complements of each other; in fact, sustaining the relation of cause and effect. Enlightened by the results of the previous occasions of this character, the managers of the great Exposition at Paris in 1887 were induced to set apart on that occasion, a grand division designated with great felicity "the Department of Social Science." A "New Order of Recompenses" was created, constituting Group X of the subjects of the Exposition, "with a special view to the amelioration of the moral and physical condition of populations." At the head of this group, in the general catalogue of the Exposition, were placed classes 89 and 90, constituting its educational branch. The number of exhibitors in this department was considerably over a thousand, but from the fact that their subjects were mostly embraced under other heads, their exact number could not be definitely ascertained. Our country was largely represented in this noble work.

The separate objects of exhibition themselves numbered many thousands, illustrating the whole range of the educational work from the material appliances of the infant school to the scientific apparatus of the university. In the park outside the Crystal Palace were erected school-houses fully furnished for use, illustrating the methods of practical instruction. Separate pavilions embraced illustrations of the course of study and methods of instruction in schools of agriculture, mining and mechanical industry. In the Palace itself, numerous halls and alcoves were filled with charts, maps, text-books, globes, &c. In fact all the different elements of the grand educational movement of the age seem to have been represented in some part or other of the Exposition, affording a rare opportunity to test the mental and moral progress of our race.

The appreciation of the peculiar excellencies of different nations was indicated by a series of prizes, embracing, first, honorable mention; second, bronze medals; third, silver medals; fourth, gold medals; and fifth, grand prizes. The highest rank of excellence, indicated by grand prizes, was attained only by two Republics, the United States and Switzerland. This, considered in connection with the small number of her exhibitors in all departments of the Exposition, indicates the pre-eminence, in higher civilization, which free institutions have already secured. In the massive educational establishments of the great powers of Europe, organized, supported and enforced by authority, using the physical resources of great nations, there were exhibited some results which, of course, the limited powers of popular government could not attain. But for those nobler elements of intellectual progress, which indicate and establish the leadership of civilization, it is found that popular freedom is the most genial inspiration.

The grand difference between the educational systems of Europe and America lies in system. In the older countries of the world everything, sooner or later, settles itself down into a certain routine. This is claimed as a special advantage by the advocates of conservatism, over ready to defend the abuses of vested interests. It is admitted that for many of the purposes to be attained by schemes of popular education, a well settled system is of prime necessity, although that system may embrace many erroneous principles, and may be embarrassed by many defects of application. But the experience of European nations seems to demonstrate that mere system may be pushed to extremes. By hardening into inflexible grooves, a machinery of education may prove to be a restraint upon the free development of popular intelligence, and, to a greater or less extent, an impediment, of real civilization and progress.

European educational systems are especially open to this criticism. The great problem of these mediæval governments is to yield such limited compliance to the spirit of the age as will enable them still to maintain their power. The enlargement of popular ideas and the extension of popular intelligence being fixed facts, the policy of the ruling powers lies in the controlling their development as far as possible. Hence education has been made both a State and a Church institution to an extent which we republicans would not tolerate in this country. We are able, however, to appreciate with sufficient accuracy the reasons of this centralization of popular thought around existing institutions. We know that vested interests would be imperilled by the emancipation of the popular mind from prejudices favorable to the perpetuation of present abuses. Hence the anxiety of the powers that be to impress upon the young mind of the nation such a reverence for existing social order as will secure their own hereditary emoluments. From systems of popular education

devised by such authorities, and with such narrow views, though we are prepared to expect special cultivation of specific faculties, we have no reason to look for any broad or genial development in the mind as a whole. The great effort is to educate the rising generation into obedient subjects of monarchy.

These systems are ably presented by Commissioner Hoyt in his report on the educational department of the Paris Exposition. The French system is like other departments of French thought and enterprise, daring and comprehensive. It contemplates a wide range of instruction, embracing every grade of advancement from the primary school to the university, but it is open to objection on the score of impracticability in many of its features. It is also seriously crippled by the excessive centralization of the French political system. The Prussian system, on the other hand, is less demonstrative, but it exhibits the same massive and powerful organization which has given such sweeping and unexpected successes to the Prussian army in the war now raging. The other German States are remodelling their systems upon that of Prussia. Those of the Latin races in the southern peninsula of Europe are following the line of general action of the Teutonic nations, but have not as yet developed very striking results.

The Swiss educational system, however, presents a remarkable analogy to our own, and both, in the monarchies of Continental Europe, are stigmatized as the absence of system. In the United States and in Switzerland, the local machinery of education is in the hands of the people, and hence its administration presents a great variety of efficiency growing out of the different capacities of local communities to manage it. The local directors are elected by the tax-payers and school patrons in each district, while the general management of each canton or state lies in the state or cantonal government, not in the general government. Critics imbued with the conservative prejudices of monarchy, and fascinated by the imposing but superficial results of the centralized establishments of Europe, are disposed to a captious contempt for a free-popular system. We can afford to admit, for the satisfaction of these gentlemen, that there are disadvantages at the outset which are not so readily overcome by the latter as by the former. But the enlarged experience of mankind has shown that those results which are the most speedily attained are not the most permanently advantageous.

European systems contemplate the cultivation and polish of specific faculties. The popular systems of Switzerland and the United States aim at the development of the whole mind and the quickening of the sentiment of free manhood. The former having thus narrowed its sphere, it is not at all wonderful that it has the sooner attained its maximum of results. The latter, having embraced wider and nobler aims, must embrace the ripening fruits of its labors in the glorious future. In spite of classical and scientific learning, and in spite of superior effectiveness in some of the processes of training, our free-popular education will sooner or later produce results that will overshadow the grandest achievements of the European systems.

EATON'S COMMERCIAL ARITHMETIC.

MR. EATON, Proprietor of the Commercial College, deserves great credit, and the hearty support of our people, for this further evidence of his ability to supply some at least of our many wants. A glance at this Work is sufficient to impress one with its value; while a close inspection only makes its excellence the more apparent. Besides the exhaustive chapters on common Arithmetical subjects, the able and clear manner in which "Commercial Paper," "Stocks and Bonds," "Averaging Accounts," "Account of Sales," "Exchange," "American," "with Great Britain," and "arbitration of," "Partnership Settlements," &c., are treated of, will afford relief to many a man of business as well as to teacher and pupil generally. We ask for the work an examination from all concerned. The mechanical execution of the book reflects much credit on the publishers. The book (369 pp.) is sold at \$1.00.—*St. John Telegraph*.

PROGRESS OF EDUCATION IN TURKEY.

A NEW public education law has been promulgated at Constantinople. Primary instruction is made compulsory for every inhabitant of the Turkish empire. The period of instruction for girls is fixed at from six to ten years of age, and for boys from six to eleven. The magistrates of districts and villages are to keep a register of the names of the boys and girls whose age qualifies them for instruction, together with those of their parents or guardians. If any of these do not go to school, the magistrate is to warn the parent or guardian of his obligation, and if, after such notice, the child is not sent to school within a month, and no valid reason is given for its absence, a fine of from 5 to 100 piastres is to be imposed according to the means of the parent, and the child is to be taken to school by the authorities. The primary schools are to be either Mussulman or Christian, according to their religion which is most prevalent in the district. The higher schools, however, are to receive *Mussulmen* and Christians indiscriminately. "An Imperial Council for Public Instruction" has been established to see to the due execution of this law.

GOVERNMENT GRANTS

In aid of Public Schools, paid to Teachers for the Term ended April 30th, 1874.

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

TEACHER.

Number of Teaching days employed.

Amt. paid to Teacher from Pro. Treasury.

COUNTY OF ANNAPOLIS.

GRADE A.

Ross, Alexander 112 \$

GRADE B.

Andrews, Frank	120	60	00
Baker, Arthur	120	60	00
Balcom, L. J. II.	100	50	00
Balcom, Geo. A.	120	60	00
Brown, Alfred D.	100	50	00
Calnek, Wm. A.	116	58	00
Calnek, Maurice	117	58	50
Chesley, E. M.	S	4	00
Croscup Geo. E.	110	55	00
Eaton, A. J.	80	40	00
Fullerton, Aug.	120	60	00
Hall, Fred. S.	120	60	00
Hiltz, A. F.	119	59	50
McKinnon, Arch.	120	60	00
Morehouse, Wm.	76	38	00
Morse, Guilford R.	108	54	00
Parker, Hennigar	119	59	50
Phinney, C. S.	120	60	00
Reagh, T. B.	120	60	00
Saunders, W. E.	120	60	00
Sanders, W. M.	117	58	50
Shafner, S. C.	120	60	00
Spinney, N. B.	120	60	00
Whiston, S. E.	118	59	00
Woodbury, Abram	70	35	00

GRADE C.

Armstrong, J. J.	100	37	50
Baker, Reis	120	45	00
Balcom, Parker	119	44	62
Bent, Lavinia	120	45	00
Bent, Sophia A.	110	41	25
Brown, Annie M.	120	45	00
Chute, Bertha	101	37	87
Clark, Annie M.	119	44	62
Cornwall, Chas.	115	43	12
Croscup John H.	120	45	00
Eagan, A. S.	120	45	00
*Eaton, Geo. N.	101	50	50
*Elliot, Lucina C.	111	55	50
Fairn, Henrietta	20	7	40
Fairn, William	100	37	50
Gates, Jas. H.	97	36	37
Goucher, Inglis P.	120	45	00
Horner, Wm.	120	45	00
Jones Watson A.	114	42	75
Longley, Fletcher	120	45	00
Longley, Ella	117	43	87
*Longley Chas. E.	98	49	00
*Luxton, Henry J.	120	60	00
McGill Geo. B.	117	43	87
*Margeson, H. E.	120	60	00
*Marshall, Augusta	107	53	50
Marshall, Burpee	100	37	50
*Miller, Saml. N.	120	60	00
*Monaghan, James	85	42	50
Neily, Joel B.	120	45	00
Parker, Alice M.	80	30	00
Phinney, Annie M.	119	44	62
Prentiss, E. Stanley	120	45	00
Reagh, Francis	118	44	25
Reed, Annie A.	119	44	62
Rice, Rebecca	118	44	25
Roop, Major E.	99	37	12
Shafner, H. B.	120	45	00
Shafner, Bernard	120	45	00
Starratt, Mary O.	110	41	20
*Stronach Maggie E.	120	60	00
Tomlinson, B. J.	115	43	12

Whiston, Maude	117	43	87
Young, Wm. A.	110	41	25

GRADE D.

*Balcom, Lalen	83	27	00
Brown, Maynard	120	30	00
Burns, Dimock B.	92	23	00
*Bishop, Emma A.	109	30	33
Chesley, Abner	116	29	00
*Geanor, Alice G.	98	32	06
Horner, Anthony	120	30	00
*Longley, Annie G.	93	31	00
*McPherson, Nettie	60	23	00
*Morse, Willard P.	116	38	06
Roach, Tamar	112	28	00
*Robertson, John	120	40	00
*Troop, Eunice E.	95	31	00
*Vidito, Roxana	60	20	00
Wade, Annie	120	30	00
*Whitman W. II.	59	19	00
*Young, Annie C.	105	35	00

GRADE E.

*Devanny, Helen E.	120	30	00
*McKeown, M. A.	21	5	25
*Morse, Annie	85	21	25
*Sanders, Ruth	100	25	00
*Sauders, Louisa	109	27	25

ASSISTANTS—GRADE D.

Bogart, W. V.	80	13	34
---------------	----	----	----

GRADE E.

Mills, Phoebe	114	28	50
Wiswell, Mary	120	30	00

COUNTY OF ANTIGONISH

GRADE B.

Boyd, Angus	120	60	00
Bourke, David	120	60	00
Chisholm, Colin A.	120	60	00
Cunningham, N.	120	60	00
Chisholm, C.	112	58	00
Cameron, Hugh	120	60	00
Chisholm, J. J.	103	51	50
Gillis, Angus	120	60	00
McLellan, Peter	105	52	50
McDonald, N.	120	60	00
McGillivray, A.	120	60	00
*McDonald, Allan	119	79	33
McDonald, R.	115	57	50
McDonald, A.	120	60	00
Miller, C. J.	117	58	50
McKinnon, A.	116	58	00
McPherson, John	120	60	00
McDonald, M.	100	50	00
McNeil, D.	117	53	00
McLeau, A.	118	59	00
Somers, John	104	52	00

GRADE C.

Bonin, John B.	118	44	25
Cameron, J. H.	107	40	12
Cameron, William	120	45	00
Chisholm, Duncan	102	38	25
Cameron, Jessie	116	43	50
*Chisholm, John	118	59	00
Creed, Annie D.	120	45	00
Chisholm, Annie	120	45	00
Gillis, Dougald	102	38	25
Kennedy, Finlay	120	45	00
*McPherson, A.	120	60	00
McKinnon, Eunice	116	43	50
McDonald, Hugh	85	31	87
McDonald, Donald	117	43	87
McDonald, Angus	116	43	50
McDougald, D.	116	43	50
Sinclair, John H.	120	45	00

GRADE D.

*Boyd, Angus	116	38	66
Chisholm, Finlay	112	28	00
Chisholm, Donald	110	27	50

Chisholm, Donald	81	20	25
Cullen, Mary A.	116	29	00
Corbet, Mary	98	24	50
Copeland, Amelia	113	21	25
Fraser, Margaret	116	29	00
Fraser, John	120	30	00
Greve, J. W.	81	20	25
Kenna, Ellen	110	27	50
McDonald, Donald	120	30	00
McDonald, Allan	96	24	00
McDonald, Angus	117	29	25
McPherson, Ann	120	30	00
McGillivray, A.	115	28	75
McDougald, D.	20	5	00
*Smith, Joseph	111	37	00

GRADE E.

Cameron, C.	105	19	08
*Cameron, J. D.	100	25	00
Campbell, Jesse	54	10	12
Gillis, Catherine	80	20	00
Gillis, M. A.	105	19	08
Henderson, C.	114	21	37
Hanifan, Joanna	109	20	43
McIsaac, Mary	130	22	50
McDonald, C.	120	22	50
McDougald, Jane	110	20	62

ASSISTANTS—GRADE B.

John D. Cameron	90	30	00
-----------------	----	----	----

COUNTY OF HANTS.

GRADE B.

*Armstrong, Edwd.	99	36	00
Bancroft, Lucius	116	58	00
Brown, John L.	116	58	00
Dill, Geo. W.	120	60	00
Dill, Dania,	120	60	00
Densmore, J. D.,	80	40	00
Greenough, J. B.	111	55	50
Irving, Geo. W.	120	60	00
Livingston, W. W.	120	60	00
*Morris, J. W.	111	74	00
Meek, James A.	116	58	00
McDonald, Willard	115	57	50
McDonald, Henry	113	56	50
McDonald, Simon	98	49	00
O'Brien, Samuel	33	16	50
Palmerston, D. H.	120	60	00
Rand, E. M.	120	60	00
Underwood, James	119	59	50
Wier, James	120	60	00
Walsh, John W.	120	60	00
Whittier, Wm. S.	120	60	00
Young, Alex.	84	42	00

GRADE C.

Archibald, Jessie	119	44	62
*Bennett, Hannah	111	55	50
Black, M. E.	105	32	37
Crow, Mary	86	32	25
Card, Drusilla	62	23	25
Dennett, Sarah	119	44	62
Douglas, Annie	112	42	00
Dodd, John S. G.	114	42	75
Dimock, L. A.	119	44	62
Dimock, Judson	115	43	12
Frame, Eliza	120	45	00
Fleming, W. A.	110	44	62
Hamilton, John J.	100	87	50
Kent, Melissa	114	42	75
McCarthy, Alla	118	44	25
Mason, Isabel	120	45	00
Mosher, Rufus C.	118	44	25
Mosher, James	119	44	62
O'Brien, Sarah	120	45	00
Parker, Annie M.	40	15	00
Pearson, Joseph	117	43	87
*Randall, Sarah A.	120	60	00
Shaw, Clara	115	43	12
Tupper, Bathema	119	44	62
Underwood, Maggie	96	24	00
Wier, Lewis	119	44	62
Whidden, Ruth G.	112	42	00

GRADE D.

Bowes, Sarah	120	30	00
Blois, Eliza	99	24	75
*Cameron, Lizzie	118	39	33
Cameron, Celia	114	28	50
Canavan, Ada P.	120	30	00
*Clow, Louisa	80	26	66
Douglas, Jessie	115	28	75
Davidson, Alberta	117	20	25
*Dauphinee, N.	119	39	00
Ellis, Jane E.	114	28	50
Heffler, Jane	109	27	25
Hill, Elizabeth J.	115	28	75
*Harvie, Jessie	112	37	33
*Logan, Susan E.	120	40	00
McCumber, W.K.M.	120	30	00
Miner, Jane E.	41	11	00
McPhee, Martha	120	30	00
O'Brien, Annie	119	29	75
O'Brien, Jane	120	30	00
*Shaw, Trpphena	111	37	00
Shaw, Mary	120	30	00
*Shaw, Mary E.	100	38	33
Sim, Mary J.	120	30	00
Densmore, Eunice D.	120	30	00

GRADE E.

Davidson, Amanda	46	8	62
Lockhart, Zillah	111	20	81
*Parker, Georgie E.	100	25	20
*Richardson, Mary	120	30	00
Scott, Annie L.	120	22	50

ASSISTANTS—GRADE C.

Dennett, Margaret	119	29	75
-------------------	-----	----	----

GRADE D.

*Randall, H. D.	94	23	50
-----------------	----	----	----

COUNTY OF KINGS.

GRADE B.

Borden, C. A.	106	53	00
Bishop, Ansley	112	56	00
Ballentine Geo. N.	120	50	00
Banks, Jas. A.	111	55	00
Best, Fred.	120	60	00
Condon, Samuel	108	54	00
Eaton, Alfred	110	55	00
Faton, Frank	80	44	50
Farrell, Bernard	120	60	00
Foster, A. D.	120	60	00
Kerr, Samuel	38	19	00
Lowden, Jno.	117	58	50
McKay, Alexr.	120	60	00
Parsons, H.	120	60	00
Rand, Stephan	116	58	00
Robinson, Geo. O.	120	60	00
Roscoe, Colin	120	60	00
Whitman, Phineas	117	58	50
Walker, Edward	105	52	50
Vidito, Helen	116	58	00

GRADE C.

*Arnold, Jno. M.	117	58	50
Bishop, Rawleigh	120	45	00
Benjamin, Edwin	116	43	50
Borden, Lavinia	119	44	62
Brown, Hanna	98	36	75
*Broughan, Mary	120	60	00
Bent, Robert	116	43	50
Borden, Byron	120	45	00
Coldwell, James	60	22	50
Chase, Thos. E.	69	25	87
Chase, Thos. E.	23	10	50
Craig, James	120	45	00
Chute, Dastio	101	37	87
Chute, Mary	75	28	12
Condon, Benj.	119	44	

*Magee, Lizzie	120	60	00	Gollan, John	114	57	00	Maxwell, Maggie	120	30	00	McNeil, Roderick	116	29	00
*Magee, Mary J.	100	50	00	Hyn ¹ , David	117	58	50	Murray, Jane	114	28	50	Peroton, William	120	30	00
Masters, Richard	120	45	00	Hordman, C. Wm.	118	59	00	McMillan, Dawiel	119	29	75	*Sheenan, Daniel	120	40	00
*Martin, Thos.	62	31	00	Jack, John	118	59	00	McLeod, S. George	104	26	00	*Shaw, John	90	33	00
Miller, W. J.	118	44	25	Johnson, David	120	60	00	*McLeod, J. Mary	112	37	33	Welling, Thos	103	25	75
Morino, Lottie	120	45	00	Logan, Norman	119	59	50	*McDonald, Mary	100	33	33				
*McDonald, A. G.	119	59	50	Morton, Joseph	118	59	00	*McKenzie, Annie	120	4	00	GRADE B.			
*Nesly, J. C.	120	60	00	McMillan, Wm.	113	58	50	McGillivray, Maggie	112	28	00	Boutin, Sophia	119	22	31
North, J. Anderson,	120	45	00	McMillan, George	117	58	50	McDonald, J. Mary	117	29	25	Culliton, Eliza	120	22	50
*Parker, Geo. A.	15	7	50	McLellan, Robert	119	59	50	McDonald, H. Danl.	104	26	00	Dunn, Jane	120	22	50
Patterson, Jessie	108	40	50	McLerc, D. H.	120	60	00	McKenzie, J. Mary	97	24	25	Fennelly, Mary	120	22	50
*Pineo, Rebecca	78	39	00	McDonald, W. D.	120	60	00	McIntosh, Donald	120	30	00	*McAulay, Mary	119	29	75
Robinson, Bertha	113	42	37	McDonald, R. J.	120	60	00	McLean, G. Maggie	118	29	50	McDonald, Ann	100	18	75
Rockwell, C. T.	100	55	75	McDonald, Dun. an	116	58	00	*McKay, Catherine	120	40	00	McLao, Mary	114	21	37
*Robinson, J. M.	120	60	00	McDonald, W. D.	20	10	00	McKay, J. J.	112	28	00	McNeil, Elizabeth	120	22	50
Rounsefell, H.	120	45	00	McKeay, Daniel	115	57	50	McLeod, J. Maggie	120	30	00	McKinnon, Agnes	120	22	50
*Robertson, M. D.,	120	60	00	McPhic, W. Robt.	97	48	50	McDonald, Peter	120	2	00	McCabe, Eliza	120	22	50
*Skinner, Lois	119	59	50	McKenzie, J. John	112	56	00	*McDonald, C. Annie	98	34	60	McDonald, Isabella	120	22	50
Starratt, Joseph	114	42	75	Nash, Edwin	120	60	00	McPherson, H. M.	110	27	50	*Morrison, Christy	120	30	00
Saunders, M.	108	40	50	Rogers, Anderson	120	60	00	*McPherson, Jane	85	29	60	Pate, Celina	65	12	18
Sandford, W. M.	100	37	50	Reid, John	119	59	50	*McKinnon, Jane	82	27	33	Power, Annie	120	22	50
Terry, Mrs. E.	100	37	50	Sutherland, Andrew	120	60	00	Nash, Roxina	120	36	00	Raggett, Mary	120	22	50
Thorpe, Edward	120	45	00	Sutherland, Gavin	120	60	00	Olding A. Christy	120	30	00	Smith, Elizabeth	120	22	50
Woodbury, Rug.	120	45	00	GRADE C.				*Rae, Catherine	95	31	60	TEACHERS OF NIGHT SCHOOL.			
Woodbury, Jon.	120	45	00	Campbell, Mary	117	54	87	Robertson, James	120	30	00				
Woodbury, A.	100	37	50	Creighton, Harriet	93	34	87	Ross, James	100	25	00	GRADE B.			
White, Edward G.	109	40	87	Cavanagh, Maggie	115	43	12	Smith, Charlotta	113	28	25	McKenzie, Michael	20	10	00
Webster, Bessie	113	42	75	Cameron, George	119	44	62	Stewart, A. Dorothy	107	26	75	GRADE C.			
GRADE D.				Creswick, Edward	63	28	62	GRADE E.							
Boakes, John	100	25	00	Dewar, Annie	120	45	00	*Fraser, J. Maggie	115	28	75				
*Bowlby, Isadora	120	40	00	Dunbar, Annie	65	24	37	Fraser, Catherine	97	18	18	*Ferguson, Rod'k	15	7	50
Chase, Mary E.	100	25	00	Dawson, Christina	120	45	00	McGuire, Sarah	117	21	93	McDougall, Peter	8	3	00
Greenough, Clara	116	29	00	Eaton, Sarah	91	34	12	*McLean, H. Mary	79	19	75	COUNTY OF VICTORIA.			
Killam, Maria	120	30	00	Fitzpatrick, Robert	108	40	50	ASSISTANTS—GRADE D.							
Letson, E. E.	118	29	50	Fitzpatrick, James	120	45	00	McInnis, Jane	119	19	84	GRADE A.			
Munro, E. W.	105	26	25	Fitzpatrick, Mary	120	45	00	COUNTY OF RICHMOND.							
McConnell, S. S.	100	25	00	Fitzpatrick, Christina	117	43	87	GRADE B.							
McDonald, Andrew	89	22	25	Fraser, A. Mary	120	60	00	Bethune John,	120	60	00	Boyd, J. C.	82	\$41	00
*McGill, Wm.	96	32	00	Fraser, Simon	119	44	62	McNeil, Malcolm	120	60	00	*McDonald, Murdo	116	77	33
McLaughlin, John	100	25	00	Fraser, Sarah	120	45	00	McQuarrie, Hector	120	60	00	*McKenzie, John	95	63	33
O'Blennus, Thos.	120	30	00	Falconer, Libbie	82	30	75	McKenzie, Michael	120	60	00	McLean, Hector K.	117	58	50
Rockwell, Robert	119	44	62	Grant, Annie	120	45	00	McLean, Angus	120	60	00	McLennan, John	120	60	00
Reynolds, Robert	120	30	00	Grant, W. Rod'k	120	45	09	*McDonald John	120	80	00	McLeod, Malcolm C.	120	60	00
Robinson, Marg.	99	24	75	Grant, William	60	22	50	McLean, Donald	116	58	00	Morrison, John	120	60	00
Sanford, Addie	80	20	00	Huggar, J. Mary	120	45	00	McDonald, Angus	113	56	50	McNeil, E. P.	120	60	00
Simon, E. A.	115	28	75	Hingley, Samuel	97	36	37	GRADE C.							
Sanford, Geo.	119	36	66	Henderson, Louisa	115	43	12	Boyd, Donald	120	45	00	Anderson, Elizabeth	115	43	12
Whitman, Nancy	120	30	00	Kennedy, Thos.	120	45	00	Bethune, Christy	117	43	87	Buchanan, Ewen	120	45	00
GRADE E.				Murray, Elmira	40	15	00	*Ferguson, Rod'k.	120	60	00	Campbell, Donald	114	42	75
Power, Permelia,	120	22	50	Miller, Annie	120	45	00	Haywood, M. A.	120	45	00	*Crowdes, Henry	109	54	50
Harvis, Theresa	120	45	00	Marshall, Jane	119	44	62	McKay, John	120	45	00	McDermid, Eunice	120	45	00
ASSISTANTS—GRADE C.				Miller, J. Mary	120	45	00	McLeod, Kenneth	120	45	00	*McDonald, John	112	58	00
Bligh, Regina	120	30	00	Merkle, Maggie	120	45	00	McLeod, John	120	45	00	McDonald, Angus	100	37	50
Robinson, Laura	72	18	00	McQuarrie, Matilda	113	42	37	McDougall, Peter	120	45	00	Fraser, Phillip	77	28	87
Smith, Helen	120	30	00	McKay, Minnie	115	43	12	McPherson, Stephen	120	45	00	MeIver, Henry	113	42	37
GRADE D.				McLellan, Edward	120	45	00	McCuish, Margaret,	120	45	00	McKay, Angus	120	45	00
Chute, Martha	78	13	00	McKenzie, Jessie	120	45	00	Picard, John	120	45	00	McKenzie, Annie	121	45	00
Newcomb, M. T.	73	12	17	McLean, J. John	117	43	87	St. Zephyrin, Lady	119	44	62	McKenzie, Neil	118	44	25
Stuart, Janet	120	20	00	McKay, Maggie	117	43	87	St. John,	119	44	62	McLeod, John	120	45	00
GRADE E.				McKenzie, Annie	118	44	25	St. Maurice,	119	44	62	McLeod, Norman	120	45	00
Lyons, Clara	95	11	88	McDonald, Thomas	120	45	00	St. Alexandrine "	119	44	62	*McLeod, Malcolm	121	45	00
Young, Charlotte	120	15	00	*McDonald, Isabella	90	45	00	St. Bonaventure "	113	42	37	McLeod, Malcolm	120	60	00
Best, Ardella	60	7	50	McQueen, Eliza	120	45	00	St. Euprosine "	113	42	37	McLean, Dolma	102	38	25
COUNTY OF PICTOU.				McQueen, B. Mary	120	45	00	St. Mary,	113	42	37	McLean, Victoria	106	39	75
GRADE A.				McLean, A. James	119	44	62	GRADE D.				*McLean, Sarah	63	31	50
Bayne, A. H.	108			McDonald, Jessie	105	39	87	Burrell, A. A. C.	120	30	00	McLennan, John D.	100	37	50
McDonald, Danl.	120	\$60	00	McGillivray, A.	120	45	00	Boyd, Angus	119	29	75	McLennan, Jno. D. } (Evening School.)	78	29	25
GRADE B.				McKay, C. Jessie	117	43	87	Beranger, John	120	30	00	Logan, Mary J.	120	45	00
Cameron, H. W. J.	115	\$57	50	Narraway, Lucy	116	43	50	Bethune, Margaret	118	29	50	Matheson, Angus	120	45	00
Cameron, Eneas	120	60	00	Reilly, Sarah	118	44	25	Campbell, Neil	120	30	00	McNeil, Michael E.	120	45	00
Campbell, Alex.	120	60	00	Roy, Annie	117	43	87	*Campbell, John	120	40	00	*Newton, James	106	53	00
Fraser, William	114	57	00	Ross, G. Jane	118	44	25	Fraser, William	80	20	00	Reid, Delia	121	45	00
Fraser, Roderick	112	56	00	Ross, Robert	40	15	00	Hearn, David	113	28	25	GRADE D.			
Forbes, W. James	119	59	50	Ryan, John	119	44	62	Hill, John	110	27	50	McAulay, Jessie D.	120	30	00
Fitzpatrick, James	120	60	00	Stewart, John	100	37	50	Johnston Archibald	60	15	00	McCharles, Rod'k.	90	22	50
Falconer, Robert	119	59	50	*Sutherland, Jane	120	60	00	Kavanagh, Jos. G.	120	30	00	McFraser, Christ'a.	110	27	50
GRADE C.				Smith, Monson	117	43	87	Lavache, Colin	101	25	25	Hart, Elizabeth	60	15	00
Crockett, R. Duncan	112	28	00	Thompson, L.H.Mrs.	115	43	12	McDonald, Donald	85	28	33	*McIver, Angus	102	34	00
Fullerton, Mary	120	30	00	GRADE D.				McKay, Flora	112	28	00	McKay, Norman	120	30	00
Fraser, W. Daniel	100	28	50	Crockett, R. Duncan	112	28	00								
Fraser, Maggie	111	27	75	Fullerton, Mary	120	30	00								
Fraser, Annie	113	28	25	Fraser, W. Daniel	100	28	50								
*Graham, B. C.	105	35	00	Fraser, Maggie	111	27	75								
Grant, A. John	120	30	00	Fraser, Annie	113	28	25								
Langille, Ada	118	29	50	*Graham, B. C.	105	35	00								
Mewitt, Bessie	118	29	50	Grant, A. John	120	30	00								
Miller, Elizabeth	120	30	00	Langille, Ada	118	29	50								

McKay, Lachlan	110	29	00
McKenzie, Christ'a.	120	30	00
McLeod, Murdo	120	30	00
McLennan, Rod'k.	80	20	00
Matheson, Margaret	105	28	25
McMillan, Lachlan	121	30	00
McNeil, Stephen	87	21	25
Nicholson, Neil	120	30	00
McPharlane, John	120	30	00
McLae, Murdo	120	30	00

GRADE E.

Smith, Sarah	98	18	37
--------------	----	----	----

COUNTY OF YARMOUTH.

GRADE B.

George W. Adams	100	\$50	00
John C. Blackadar	115	57	50
Alf. K. Blackadar	100	53	00
Hinkle Condon	113	56	50
Jas. W. Crosby	117	58	50
James Crosby	120	60	00
Albert Gayton	114	57	00
Wm. H. Gough	112	50	00
*Stephen Hilton	104	69	33
Thomas W. Hilton	110	55	00
Eben. C. Hilton	96	48	00
Al. S. Lent	120	60	00
James H. Munro	112	50	03
Jas. P. Nowlan	113	56	50
Benjamin Rogers	119½	59	75
Alfred D. Smith	120	60	00
Geo. R. Sparling	118½	59	25
Nath. C. Sanders	112	56	00
Charles Seeley	60	30	00
Chas. H. Tucker	95	47	50

GRADE C.

J. L. M. Bishop	112	\$42	00
Anna A. Bingay	120	45	00
Harriet E. Christie	120	45	00
Mary A. Crosby	120	45	00
Martha E. Crosby	93	34	87½
Helen M. Cann	118	44	25
Almira Crosby	100	37	50
Bessie Cunningham	110½	41	43½
Lois E. Flint	118½	44	43½
*Geo. A. Goldfinch	27	13	50
*Jos. J. Gavel	112	56	00
Lois B. Goudey	118½	44	43½
Jas Harrison	111½	44	43½
Mary M. Hilton	119	44	02½
Emma M. Hilton	95½	35	51½
Fanny F. Manning	84	31	50
David L. Potier	120	45	00
Emilie Pineo	112	42	00
Emma S. Porter	120	45	00
Mary Rogers	119	44	02½
Jessie C. Smith	119	44	02½
Abner Vannorden	83	31	12½
John E. Westcott	102	38	25
Mrg't. Woodworth	118	44	25
Ellen R. Grant	45	17½	

GRADE D.

John J. Brand	60	\$15	00
Sarah A. Crosby	114	28	50
*Israel L. Durkee	100	33	33
Gerv. D'Entrement	75	18	75
L. A. D'Entrement	80	20	00
Ellen H. Durkee	119½	29	87½
*John W. Harding	98	32	00½
*Marietta J. Hilton	78	26	00
Mary E. Jackson	119	29	75
Theophilus Potier	108	27	00
Mary G. Scott	73	18	25
*Annie J. Simonds	102	34	00
Isaac S. Thomas	73	18	25
Alice Travis	100	25	00

GRADE E.

*Mary Cottro	102	\$25	50
Bessie Flint	60	11	25
*Mary E. Hersey	114	28	50
*Elizabeth LeBlanc	94	23	50

*Melanie LeBlanc	120	30	00
*Elizabeth Poolo	115	28	75
Elizabeth Surette	89	16	03½

ASSISTANTS—GRADE D.

Janet Archibald	69	\$11	50
Maggie Nowlan	113	18	53

GRADE E.

Mary Bourgue	86	\$10	75
Martha Boudreau	120	15	00
Elizabeth Cottro	119	14	87
Zilpha A. Doucet	100	12	50

COUNTY OF HALIFAX.

GRADE B.

*Andrews, H. W.	113½	75	33
*Cameron, A. G.	117	78	00
Hollies, John	114	16	00
McCabe, E. B.	50	25	00
McNab, G. P.	120	60	00
McLean, John	120	60	00
O'Hearn, Peter	116½	58	00
*Richardson, F.W.	120	80	00
Stramberg, H. M.	117	58	50
Willis, A. P.	110	57	89
Archibald, Isaac	120	60	00

GRADE C.

Archibald Bessie	120	45	00
Archibald, Julia	108	39	75
Archibald, Arthur	114	42	75
*Archibald, Harriet	106	53	00
Atwater, H. W.	115	43	12
Archibald, Mary	115	43	12
Browne, Angus	120	45	00
*Ballantyne, John	60	30	00
Bruce, Annetta	98	36	75
Bruce, Jane	72	27	00
†Bruce, Amanda	113	44	60
Cannabell, W. W.	116	43	50
Deller, Sarah	118	42	37
*DeMolitor, M. R.	114½	57	00
Fisher, George	110	41	25
Forrester, H.	116	43	50
Hayes, Amelia	96	36	00
Hogan, J. P.	120	45	00
Henry, Sydney	114	42	17
Hubble, Z.	116	43	50
Hall, S. C.	111	41	62
Kent, Anna	119	44	62
Lay, Ed. J.	118	44	25
Logan, Mary	54	20	25
*Munroe, Susan	112	56	00
Munroe, Alice	110	41	25
†Major, Catherine	113	44	60
†Marshall, Maggie	114	45	00
†Marshall, Lucy	114	45	00
Meagher, E. A.	120	45	00
McKenzie, J. McK.	108	40	50
McKeen, Lucilla	100	37	50
Ogilvie, J. K.	107	40	12
Ogilvie, Sophia	113	42	37
O'Donoghue, M. T.	114	42	75
Romans, William	120	45	00
Reddy, D. J.	109	40	87
Richardson, Geo.	82	30	75
Stewart, M. E.	105	39	37
*Tupper, Marg't.	118	59	00

GRADE D.

Boutilier, W. J.	120	30	00
*Blaheny, P. J.	109	36	33
Ruckley, M.	65	21	25
Blackadder, A.	100½	25	00
*Carten, E. M.	118	39	33
Dickie, Nellie	111	37	00
Fox, Elizabeth	120	30	00
Geddes, David	80	20	00
Geddes, Emily	120	30	00
Gibbons, John	112	28	00
Hodson, Kate	108½	27	00
*Henry, Flora	110	30	66
Higgins, Jessie	98	24	50
Kent, Mary	113	28	25
Kirby, Annie	113	28	25

Logan, J. M.	101	25	25
Leslie, Isaac	105	20	25
Maloan, Thalia	74	24	06
McKenzie, Louisa	107½	26	75
McCurdy, Janet	86	21	50
*McCabe, James	60	20	00
*McHarpor, Enos	40	13	33
*McCarthy, Michael	120	40	00
Negus Nelson	120	30	00
*Ogilvie, Amelia	118	30	33
Ogilvie, Agnes	115	28	75
†O'Toole, Maria	113	29	73
Poultridge, Thos.	95	31	06
*Reid, M. J.	120	40	00
Richardson, M. P.	112	40	00
*Richardson, M. R.	115	38	33
Roome, H. R.	117	29	25
Roche, Jane	120	30	00
Stewart, Esther	100	25	00
*Smith, A. R.	113	37	06
*Umlah, Leccnia	75	25	00
*Webber, Lalia	110	36	66
White, M. T. A.	111	27	75

GRADE E.

*Bacon, Amelia	80	20	00
Bacon, Amelia	23	4	31
*Ball, Mary	116	29	00
Bruce, Matilda	88	10	50
*Bisset, Sarah	84	21	00
Crook, E. M.	108	20	25
*Currie, Ellen	70	17	50
Dauphinee, Isabel	106	19	87
*Fanning, M. E.	109	27	25
Hubble, Deborah	117	21	93
Hostormann, Mrs.	119	22	31
Hollies, J. Ann, (Even- ing School)	30½	15	25
*Innes, Annie	111	27	75
*Kent, Annie B.	115½	28	75
*McLaren, Mary	109	27	25
*Ogilvie, Euphemia	114	28	50
Parker, Ellen	119	22	31
Stephens, Sophia	116	21	75
*Woods, M. A.	102	25	50
*Young, Maggie	120	30	00

ASSISTANTS—GRADE E.

Bellefontain, B	111	13	18
Mason, Sarah	67		

CITY OF HALIFAX.

GRADE B.

Artz, James	113	\$59	47
Christian, Brother	106	55	78
Dakin, G. W.	113	59	47
Griffin, J. P.	108½	56	84
Major, C. J.	110½	57	89
Mooney, F. C. C.	108	55	78
Moore, Brother	106	55	78
Miller, Kate	114	45	00
MacIntosh, Kate	114	45	00
McLean, J. D.	113	59	47
McLaughlin, J. H.	113	59	47
Noah, Brother	108	56	84
Odorick, Brother	108	55	78
Prendergast, P.	106	55	78
Ross, Angus	113½	59	47
Ross, George	112½	58	94
Rennels, George	113	59	47
Smith, J. A.	113	59	47
Sterns, D. M.	113	59	47
Walsh, J. L.	108	56	84

GRADE C.

Archibald, A.	114	45	00
Adams, G.	108½	42	63
Archibald, G.	112½	44	20
Ann, Teresa Sister	109	43	02
Barnaby, E. R.	114	45	00
Bremner, J. S.	112	44	20
Bell, Annie	113	44	60
Benedicta, Sister	105	41	44
Caldwell, Mary	113	44	60
Clementina, Sister	109	43	02
Camilla, Sister	109	43	02

Clare, M. Sister	109	43	02
Cleophus, Sister	104	41	05
Cecilia, Sister	106	41	84
Duncan, S. E.	114	45	00
Foster, M.	08	20	84
Fidelis, Sister	109	43	03
Graham, C.	113	44	00
Gammel, A. P.	79	31	18
Gammel, E.	113	44	00
Johns, M. L.	113	44	00
Johns, P. A.	113½	44	00
Keleher, D.	112	44	20
Layton, H. M.	46	18	15
Lyons, J. N.	111	44	20
Maxwell, A.	112½	44	20
Moriuus, Brother	106	41	84
Michael, Sister	104	41	05
Mary Ann, Sister	104	41	05
MacArthur, K.	114	45	90
McClosky, B.	113	44	60
McGregor, H.	114	45	00
McPherson, Emily	114	45	00
MacArthur, J.	35	13	81
MacDonnell, M.	112	44	20
McPhail, Annie	108½	42	63
O'Connor, G.	112	44	20
Payne, A. L.	113	44	60
Paterson, Jane	114	45	00
Ryan, Teresa	47	18	55
Rousselle, L.	113½	44	60
Robinson, S.	112	44	20
Sterns, Jane	114	45	00
Shields, S.	113½	44	60
Torrey, E. C.	113½	44	60
Teas, William	112	44	20
Warner, Eliza	98	38	63

GRADE D.

Brown, J. T.	112	\$29	47
Creelman, H.	114	30	00
Fenerty, Annie	55½	47	00
Gossip, C. M.	114	30	00
Goosely, S. C.	111	29	20
Jones, Agnes	112	29	47
McNab, Annie	114	30	00
McNab, Amelia	112½	29	47
Regina, Sister	105	27	63
Stanford, E.	114	30	00

GRADE E.

Baker, Emma	114	\$22	50
-------------	-----	------	----

INDUSTRIAL EVENING SCHOOL.

GRADE B.

Smith, J. A.	30	\$15	78
Sterns, D. M.	13	6	84

UNLICENSED.

Philip, Brother	108		
Mooney, Sister	112		

ASSISTANTS—GRADE C.

Bonaventure, Sister	104	\$27	37
---------------------	-----	------	----

GRADE E.

Guinane, Eliza	112	\$14	74
R. S. Heart	112		

COUNTY OF DIGBY.

GRADE A.

Parker, George 117 58 50
Walker, John W. 120 60 00

GRADE C.

Aube, John E. 120 45 00
*Cogswell, Alice 72 36 00
Cousins, Mary R. 120 45 00
Denton, Wallace C. 105 39 37
*Denton, Judson A. 120 60 00
Hogan, Ellen 118 44 25
Jones, Mary E. 120 45 00
*Knowles, Eunice 50 25 00
Landry, Mary J. 120 45 00
Mary, Ignatius Sis. 117 43 87
Mary, Stanislaus, Sis. 114 42 75
Mildon, Thomas 100 37 50
Morton, W. C. 60 22 50
Parker, Annie M. 120 45 00
Ross, Alexander 95 35 62

Do. for error of nine days in last Term's list } 9 3 37

Saunders, John F. 112 42 00
Small, Mary 109 40 87

*Cornwell, Elmhira 85 28 33
Cossaboon, Emily 87 21 75
*Crowley, Margaret 118 39 83
*Grant, James 117 39 00
*Kerr, Thos. C. 120 40 00
LeBlanc, Elizabeth 113 28 25
*Lombard, Pauline 78 26 00
*Powell, J. W. 100 33 33
Taylor, Jane 85 21 25
Therian, Monique 103 26 25
*Sabean, Dorcas A. 114 38 00

GRADE E.

*Johnson, Harriett E. 78 \$19 50
Robicheau, Mary 70 13 12
Saunders, Annie E. 60 11 25
Small, Emma 105 19 68
Withers, Bertha 108 20 25
*Young, Sarah J. 83 20 75

ASSISTANTS—GRADE D.

Adeline, Comcau 115 19 17

GRADE C.

Jerome, Sister 117 31 25
M. John, Sister 114 28 50
M. Gabriel, Sister 114 28 50

COUNTY OF QUEENS.

GRADE A.

Wallace, W. W. 90

GRADE B.

Baker, N. S. 120 60 00
Bowlby, O. A. 120 60 00
Cleveland, G. 115 57 50
Parker, W. E. 115 57 50
Starratt, J. W. J. 118 59 00
Saunders, W. W. 120 60 00
Stewart R. 53 26 50
Whitman, C. A. 120 60 00

GRADE C.

Brown, Zorah 111 41 62
Bigelow, S. J. 120 45 00
Churchill, E. 105 39 37
Cole, E. 99 37 12
Christopher, B. K. 101 37 87
Fleming, A. 23 8 62
Freeman, H. C. 116 43 50
Kempston, S. 82 30 75
*McDonald, W. A. 60 30 00
Parsons, A. 116 43 50
Starratt, H. 117 43 87

Smith, E. 97 36 37
Waterman, J. 117 43 87
Welton, S. 115 43 12

GRADE D.

*Cummins, P. 53 17 68
Carten, C. 115 28 75
*Crooker, A. L. 100 33 33
Freeman, N. 120 30 00
*Gardner, R. D. 100 33 33
Jackson, M. 116 29 00
Kempston, M. H. 113 28 25
Long, E. 20 5 00
Minard, A. 83 20 75
O'Banyoun, J. 112 28 09
Seldon, F. L. 99 24 75
*Stewart, T. 118 39 33
Tupper, E. 92 23 00
Whitman, P. A. 120 30 00

GRADE E.

*Burke, A. A. 107 \$26 75
*Cushing, B. 120 30 00

ASSISTANTS—GRADE B.

Freeman, C. 120 \$20 00

COUNTY OF COLCHESTER.

GRADE A.

McKae, Alex. 120 \$60 00

GRADE B.

Armstrong, John E. 106 \$53 00
Blair, Isaac 118 59 00
Corbett, W. D. 120 60 00
Little, James 119 59 50
Little, David 91 45 50
Logan, Robert 120 60 00
Moore, Edmund 108 54 00
McIntosh, Robert 114 57 00
Newcombe, Wm. 80 40 00
Richard, John J. 119 59 50

GRADE C.

Archibald, Abram 116 43 50
Archibald, Janet 112 42 00
Archibald, Bertha 117 43 87
Boyd, John 120 45 00
Bradon, Mary E. 120 45 00
Brooks, Mary E. 110 41 25
Brown, Henry 15 5 62
Bryden, Eliz. 110 41 25
*Christie, Jane K. 100 50 00
Cook, Isaac 107 40 12
*Cock, Charlotte 114 57 00
Corbett, Thomas 120 45 00
Corbett, Marie 119 44 62
Corbett, Jane 120 45 00
Crowe, Joseph 110 41 25
Crowe, Thomas D. 118 44 25
Dickie, Jane 120 45 00
Deller, Samuel 114 42 75
Faulkner, Matilda 119 44 62
Fields, Luther 111 41 62
Frame, Alex. 120 45 00
Fulmore, Philip 85 31 87
Fulton, Clarissa 93 34 87
Guild, John L. 119 44 62
*Hamilton, Maggie 120 60 00
Hamilton, Mary A. 119 44 62
Hamilton, Isabella 111 41 62
*Hingley, Walter 116 58 50
Johnson, George 85 31 87
Kent, John H. 111 41 62
Leake, Annie 119 44 62
*Lepper, Jeanie 114 57 00
Liddle, Kate 120 45 00
Little, Rebecca I. 120 45 00
Logan, Lihbie C. 118 44 25
Maxwell, Annie 103 38 62
Mabon, Alex. W. 96 36 00

*Miller, Sarah 81 40 50
Minard, Eutobia 119 44 62
Murdoch, Jessie 116 43 50
McBurnie, Nelson 107 40 12
McCabe, John J. 79 29 62
McCurdy, J. W. 114 42 75
McCurdy, Lucinda 110 41 25
McDonald, Annie 101 37 87
McDonald, Anna 115 43 12
*McIntosh, Hugh 102 51 00
McKeen, Elizabeth 108 40 50
*McKenzie, Anna 109 51 50
McLellan, Isabella 112 42 00
McLeod, Georgianna 120 40 00
McNutt, Clara G. 120 45 00
Ross, Elizabeth A. 120 45 00
Ross, Cath. J. 71 26 62
Stevens, Maria H. 116 47 50
*Sullivan, Margt. J. 111 55 50
Sutherland, Spencer 115 43 12
Sutherland, Mary A. 120 45 00
Vaugh, Mary A. 110 41 25
Young, Sarah 119 44 62

GRADE D.

Aikenhead, Amelia 119 29 75
Archibald, Harriet 95 23 75
Archibald, Susan 105 26 25
*Bonyman, Susan 92 30 66
Chipman, Hattie 116 29 00
Clark, Mary H. 99 24 75
*Crowe, Henrietta 106 35 33
Creelman, John J. 106 26 50
*Dobson, Mary J. 99 33 00
*Dobson, Eliza A. 101 33 66
*Dunphy, Eliza 114 38 00
Fletcher, Ada 108 27 00
*Fulton, John J. 96 32 00
Francis, William 111 27 75
*Hamilton, Louisa 119 39 66
*Hamilton, Richard 93 31 00
Miller, Margaret 105 26 25
Miller, Mary J. 105 26 25
*Morrison, Rosanna 94 33 00
Murphy, David 104 26 00
*McLean, Hannah J. 114 38 00
McLeod, Hughina 118 29 50
Paton, James 115 28 75
Reynolds, Abbie 80 20 00
Ross, Catherine 111 27 75
*Parker, Henrietta 100 33 33
Semple, Mary 118 29 50
*Tattie, Nancie 91 30 33

GRADE E.

Clark, Eliza E. 98 \$18 37
*Cock, Lavinia 99 24 75

ASSISTANTS.

Johnston, Mary H. 81 \$11 00

CO. OF CUMBERLAND.

GRADE A.

George, F. W. 118 \$

GRADE B.

Atkinson, J. H. 105 52 50
Angus, Nathaniel 120 60 00
Campbell, K. H. 93 46 50
Edgerkin, J. W. 119 69 50
McAulay, D. 120 60 00
Poole, John T. 53 25 30
Reid, Henry 121 60 00
Taylor, Wm. F. 120 60 00

GRADE C.

Treen, Geo. R. 119 44 62
*Angus, Samuel 120 60 00
Brown, Amy 109 40 87
Beaton, M. J. 119 44 62
Harris, Maggie 120 45 00
Black, Mary E. 120 45 00
Balrd, Annie 118 44 25
Black, Oressa 119 44 62
Black, Bessie J. 118 44 25
*Canfield, Isaac G. 120 60 00
*Charman, Mary 102 51 00
Charman, Edmd. 79 29 62

Canfield, Wesley H. 120 45 00
Colter, Melinda 112 42 00
*Charnan, Eliza G. 110 41 25
Downing, John H. 116 43 50
Davison, Arthur J. 113 42 37
Freeman, Bessie 114 42 75
Fowler, Hattie 120 45 00
Finley, Aaron 119 44 62
Glenzie, Victoria 120 45 00
Graham, 102 38 25
Ibbitson, Cella A. 100 37 50
Logan, Ellen A. 118 44 25
*Logan, C. Elizabeth 120 60 00
Logan, Rebecca 120 45 00
McDonald, Duncan 110 41 25
McAlmon, Lorena 120 45 00
Phalen, Julia S. 120 45 00
Reid, Annie C. 111 41 62
Ross, Alex. S. 120 45 00
Reid, Lavinia C. 119 44 62
Stewart, W. D. A. 120 45 00
Stewart, Bessie 120 45 00
Sherca, Lizzie 120 46 70
Skimmings, E. M. 118 44 25
Skimmings, Susie L. 118 44 25
*Sharp, Sarah E. 121 45 00
Tait, James S. 120 45 00
Fravis, Martha 121 45 00
Travis, Annie 120 45 00
Treen, Harvey J. 119 44 62
West, Julia A. 120 45 00

GRADE D.

Beaton, Amelia 79 24 75
Brown, Eleanor J. 110 27 50
Bennett, Lucy 112 29 75
Balrd, Lucinda 120 40 00
Chambers, Annie 55 13 75
*Chesnut, Daniel S. 118 38 33
*Carter, Amelia E. 115 38 33
*Chapman, Charles 79 26 33
Davis, Thompson 120 39 00
*Hobson, Jane 115 38 33
Finley, Sarah E. 119 29 25
*Farling, Lydia A. 116 38 00
Fraser, Wm. H. 120 38 00
*Glenzie, M. J. W. 111 37 00
*Higgins, Margaret 120 40 00
McDonald, Catherine 120 31 00
*Harrison, Lareeta N. 120 40 00
McDonald, M. L. 40 10 00
Mills, Emma C. 120 30 00
Munroe, Grace H. 63 21 00
McLean, Harriet 120 30 00
Pagan, Mary Ann 121 39 00
*Phelan, L'd'ovilla 100 33 33
Reid, Bessie 115 28 75
Ross, Maria 121 30 00
Smith, Bessie 70 17 50
*Simpson, Maria A. 104 36 33
Treen, Maggie J. 112 28 50
Tuttle, Lizzie 110 27 50
Ward, W. D. F. 119 29 75
West, Sarah M. 121 30 00
Davison, Jane 98 32 69

GRADE E.

Harpell, Mary 116 21 18
*Holmes, Emma J. 118 28 75
Hunter, Oliver 90 16 87
McLean, Eliza 120 22 50
McKenzie, Annie 121 21 50
Murphy, Mary Ann 104 18 75
*McNab, Mary J. 108 27 00
*Perrigo, Rebecca A. 114 28 50
*Perrigo, Rebecca I. 65 13 75
*Ross, Jennett 117 29 25
*Ross, Mary 117 29 25
Seaman, Emeline 110 29 62
*Stewart, Mary A. 120 30 00
*Petts, Sophia A. 35 6 75

District of Parrsboro.

GRADE B.

Johnston, Thos. W. 110 45 00
Dixon, Amasa 120 60 00
McCabe, James 121 60 00
Hannah, Robert 112 56 00

GRADE C.

Atkinson, Michael 111 41 62
Dobson, Mary 110 41 25
*Kerr, Fannie B. 120 60 00
Kerr, A. Y. 120 45 00
Keith, A. C. 92 34 50
McCarthy, John 121 45 00

GRADE D.

Corbett, Joan 110 27 50
*Roberts, Chas. 96 22 00
*Salter, Rachel 118 29 33
Smith, Emma 117 29 25

GRADE E.

Fitts, Sophia A. 62 11 62
*Smith, Caroline 109 27 25
Wheeler, Jane S. 95 17 51

ASSISTANTS—GRADE C.

Peper, J. H. 120 25 00

NEW ADVERTISEMENTS.

Educational Association.

THE

Annual Convention

WILL BE HELD IN THE COURT HOUSE, IN ANNAPOLIS,

On Tuesday, Wednesday & Thursday, 18th, 19th and 20th, 1871.

INAUGURAL ADDRESS—By the President, Daniel McDonald, Esq., Inspector, Pictou.

ADDRESS—By Professor George Lawson, L. L. D., of "Dalhousie College," on "Chemical and Natural Science as School Subjects."

ADDRESS—By Professor William Elder, M. A., of "Acadia College," on "Scientific Education."

CLOSING ADDRESS—By Rev. A. S. Hunt, A. M., Superintendent of Education.

Arrangements will be made by which Members attending the Convention can travel on the Railways for half-fare.

By order of the Committee,

GEORGE ROSS, Secy., 195 Argyle St.

SCHOOL BOOKS!

A. & W. MACKINLAY

Beg to call the attention of Trustees to their large stock of

School Books,

School Maps,

School Globes,

AND

SCHOOL APPARATUS.

TRUSTEES' ORDERS

Will receive prompt attention at the prices quoted in the *Journal of Education*.

A. & W. MACKINLAY,

PUBLISHERS,

April—6th

Granville Street.



OFFICIAL NOTICES.

The number of prescribed Teaching days in the present School Term will be 110.

I. School Books—Superior School Grants.

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

October 15th, 1869.

II. Address of Inspectors.

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

III. 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 1871.

IV. Teachers' Agreements.

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

of each section, and thus measurably defeat the object of the whole system—the education of every child in the Province.

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

NOTICE

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

(FORM OF AGREEMENT.)

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

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

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

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

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

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

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

V. To Trustees of Public Schools.

1. "A relation being established between the trustees and the teacher, it becomes the duty of the former, on behalf of the people, to see that the latter 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 desire in this respect, so far as is consonant with the spirit of the law, carried into effect by the teacher. "—Comments and Regulations" of Council of Public Instruction, p. 51, reg. 6.

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

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

March, 1867.

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

VI. The Provincial Normal School.

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

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

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

FACULTY OF INSTRUCTORS.

NORMAL COLLEGE

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

MODEL SCHOOL.

- High School Department, Mr. J. R. MARPER.
Preparatory " Mr. JAMES LITTLE.
Senior Elementary " Miss FAULKNER.
Junior do. " Miss A. LEAKY.

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

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

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

VII. Bond of Secretary to Trustees.

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

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

PROVINCE OF NOVA SCOTIA.

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

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

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

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

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

VIII. Prescribed School Books, Maps and Apparatus

MINUTE OF COUNCIL.

(Passed November 23rd, 1870.)

WHEREAS the contract under which Messrs. A. & W. McKinlay & Co. have supplied Prescribed School Books and Apparatus to the Public Schools, has now expired.

Rulers, 12 in. (for pupils' use,) 2 cent each.
 Lead Pencils, 12 cents per doz
 India Rubber Erasers, 13 cents per doz.
 Pink Blotting Paper, 20 cents per quire.

DRAWING.

BARTHOLOMEW'S SCHOOL SERIES OF PROGRESSIVE DRAWING LESSONS.
 For beginners } Set of 72 Model Cards, Nos. 1 to 5.....69 cents per set.
 For advanced lessons } Sketch Book (models only), Nos. 1 to 5....\$1.56 per set.
 Packages (12 slips) of blank drawing paper, for model cards, 4cts. pr. pack
 Blank drawing books, for model cards, 13 cents each.
 Blank drawing paper, for Sketch Books, or model cards, 42cts. per quire.
 Drawing Pencils, P, 34 cents per doz.
 " B, " " "
 " BB, " " "
 " HB, " " "
 " H, " " "
 India Rubber Erasers, 13 cents per doz.

DIAGRAMS.

Forest Trees46
 Natural Phenomena.....84
 Botanical Prints.....1.84
 Notes.....70
 Wild Flowers.....2.97
 Geometrical Figures.....09
 Forces.....1.28
 For purposes of illustration, and " Oral Lessons."
 Patterson's Plates of Animals (set of 10, mounted and varnished) 12.50 "
 Staples' Writing Charts.....\$2.25 per set.

GEOGRAPHY.

Calkin's Geography and History of Nova Scotia, 124 cts. each.
 Calkin's School Geography of the World, 84 cts. each.
 Series of Wall Maps.— Scotland.....\$1.52 each.
 Nova Scotia.....\$0.92 each. Ireland 1.52 "
 British America.... 1.35 " British Isles (in relation to the Con. of Europe.) 1.52 "
 North America..... 2.28 " Europe..... 1.52 "
 Western Hemisphere } \$4 56 Palestine..... 1.52 "
 Eastern Hemisphere } per set. Gen'l Map of Bible Lands 1.52 "
 England..... 2.28 "
 Globes.—The Terrestrial Globe (12 in. diameter, bronze meridian and Quadrant).....\$6.75
 The Celestial Globe..... 6.75
 Classical Wall Maps.— Greece Antiqua.....\$2.04 each.
 Orbis Veteribus Notus.\$2.04 each Asia Minor Antiqua... 2.04 "
 Italia Antiqua.... 2.04 " Orbis Romanus..... 2.04 "

HISTORY.

Owen's Chronographical Chart in press.
 Hodgins' School History of British America, \$4 13 doz.
 or, Boyd's Summary..... 1.26 "
 Curtis' Chronological Outlines of Eng History 0.90 "
 Collier's School History of the British Empire (Revised Edition)..... 4.50 "
 For use in adv. } Collier's History of Rome..... 2.70 "
 Com. Schools. } Collier's History of Greece..... 2.70 "
 For use in } Smith's Smaller History of Rome..... 6.00 "
 High Schools. } Smith's Smaller History of Greece 6.00 "
 Chambers' Ancient History 4.50 "

NATURAL SCIENCE.

Chambers' Chemistry, (with new notation)....\$6.30 doz.

ECONOMIC SCIENCE.

"The Body and its Health"—an elementary work in Physiology.....12 cts. each.
 The Chemistry of Common Things... \$0.23 each
 How Plants Grow..... 0.68 "

CLASSICS.

Latin,—Bryce's First Latin Book30 cts. each
 Bryce's Second Latin Book53 "
 Edinburgh Academy Latin Grammar.30 "
 Or, Bullion's Latin Grammar..... 70 "
 Arnold's Latin Prose Composition...95 "

AUTHORS—OXFORD EDITIONS.

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

DICTIONARIES.

White's Junior Scholar's Latin-English Dictionary \$1.13 cts. each.
 " " English-Latin " 0.82 "
 Greek,—Bryce's First Greek Book.....38 cts. each.
 Bryce's Second Greek Book.....53 "
 Bullion's Greek Grammar.....86 "
 or, Edinburgh Academy Greek Grammar 53 "
 Arnold's Greek Prose Composition....86 "

AUTHORS—OXFORD EDITIONS.

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

LEXICONS.

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

IX. Evening Schools.

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

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

ADVERTISEMENTS.

SITUATION WANTED.

A Male Teacher holding a First Class Provincial License, who has had two and a half years experience in teaching, desires a Situation in a Public School on the first day of May next. Good references can be given.

Please address, stating terms &c.

A. GILLIS,
 S. E. Mabou, C. B.

A LADY of Halifax, holding a "First Class Certificate" from the "Normal School," would like a situation out of Halifax, in a "Graded School or County Academy." Application to the Rev. A. S. HERR, Superintendent of Education, Halifax.

WANTED by the first of May, a good situation—one where there is good pay, plenty of work, and a fair chance given to perform it—by a young man who has had four years experience in teaching, who holds a First Class Provincial License, and Superior from the Normal School Satisfactory references given. Early applications desirable. Please address
 E. L. N.
 River John, Pictou Co.

A MALE TEACHER holding a First Class Provincial License, who has had five years experience in teaching, desires a situation in a Public School (graded preferred) on the first day of May next. Good references can be given. Please address, stating terms, &c.,
 HUGH D. McLEOD,
 TEACHER,
 New Lairg, Pictou Co.

Eaton's Commercial Arithmetic

Is for sale at R. T. MUIR'S, and at the Commercial College, Halifax. Trustees of Schools and others wishing to be supplied at wholesale will please apply to Eaton & Frazee, Commercial College, Halifax, or to A. H. Eaton, Commercial College, St. John, N. B.

Dr. Forrester Memorial.

Acknowledgment of sums received since the publication of the December "Journal," 1870.

Collected by Rev. W. H. Richan, Shelburne Co.	\$32.87½
" " D. M. Sterns, Halifax City,	32.03
" " S. McNaughton, Guysboro' Co.	12.41
" " Daul. McDonald, Inspector, Pictou Co.	51.00

TOTAL, \$128.31½

J. HOLLIES, TREASURER.

Dartmouth, March, 1871.

THE COUNCIL OF PUBLIC INSTRUCTION

HAVING abolished the EXCLUSIVE SALE of School Books and Stationery to the Public Schools, and amended THE PRESCRIBED LIST by the introduction of several new and valuable Educational Books, I have determined to carry out their views by always keeping on hand a supply of all the required

BOOKS AND STATIONERY,

for which I will be glad to receive orders from the Trustees of Public Schools in Nova Scotia, in the terms set forth in the printed list of the Superintendent, as applicable to the Schools of the Province, whether in general or in poor districts.

I keep on hand

ALL GREENLEAF'S WORKS,

At the Lowest Prices,

ESPECIALLY THE NEW SERIES,

besides all kinds of Drawing Material for Oil and Water Colour,

CRAYON AND PENCIL DRAWING,

from the London House of Messrs. Winsor & Newton, and others of the chief establishments in England and America.

Address to

WILLIAM GOSSIP,
United Service Book and Stationery Warehouse,
No. 57 Granville Street.

CONNOLLY & KELLY,

Booksellers and Stationers,

36 GEORGE STREET,....HALIFAX, N. S.

SUPPLY ALL KINDS OF

SCHOOL BOOKS & STATIONERY

As prescribed by the Council of Public Instruction. The above supplied at Reduced Prices, according to the regulation of the Council.

We particularly call the attention of Teachers to the following

PAYSON, DUNTON & SCRIBNER'S

INTERNATIONAL SYSTEM OF

PENMANSHIP!

The Cheapest and Best Copybook.

ALSO—JUST PUBLISHED,

THE DOMINION SONGSTER:

For Schools and Classes and the Family Circle. Both of the above are now used in the Public Schools of the City.

Teachers and Trustees visiting the City are invited to inspect our Stock of School Sundries.

Z. S. HALL,

165 & 167 HOLLIS STREET,

Is prepared to fill orders for the

BOOKS & APPARATUS

Prescribed for use in the Public Schools.

M. A. BUCKLEY'S**English and American Book Store,**

85 Granville Street,.....HALIFAX.

Solicits the patronage of

Trustees of the Public Schools

FOR

**SCHOOL BOOKS.
STATIONERY, &C.,**

Which he can now supply at Prescribed Prices.

Particular attention is requested to the

VICTORIA COPY - BOOKS!

Which we publish.

M. A. BUCKLEY,
85 Granville Street,
HALIFAX

Halifax, January 23rd, 1871.

NOTICE TO SCHOOL TRUSTEES.**R. T. MUIR**

Begs to Solicit the Patronage of School Trustees for

**SCHOOL BOOKS,
STATIONERY****AND SCHOOL APPARATUS!**

Which he is now enabled to supply at Prescribed Prices.

LONDON BOOK STORE,

125 Granville St.

December, 1870.

The Journal of Education,

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

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

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

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

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

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

BLACKADAR BROS., 70½ & 72 Granville Street, Halifax.