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JOURNAL OF EDUCATION.

FOR THE PROVINCE OF NOVA SCOTIA.

IT will be seen by the list of prescribed books in the present number of the Journal, that the Council of Public Instruction, has sanctioned for the use of the Public Schools, a new English Grammar, by J. A. McCabe, Esquire, of the Normal School. From a careful perusal of this work, we can unhesitatingly recommend it, as far superior to any elementary work on English Grammar we have ever seen. Within a small compass, the author has treated the essentials of English Grammar, with a thoroughness, and at the same time a conciseness which go to prove a peculiar merit in the work.

The definitions and explanations are excellent. Parsing in tabulated form is introduced at an early stage, and continued throughout, well selected exercises being given at each stage. We notice that in many places the author has left the beaten track, and we think has left it in every instance with decided success. We have not time to particularize, but may say, that the Analysis, Prosody, and Figures of Speech, as well as the Grammar proper, are well suited to give clear and decided ideas on this very important branch of education.

It is the design of the author to make a considerable enlargement in a subsequent edition, when no doubt, the few inaccuracies, as generally made in printing a first edition, will be corrected. Altogether we are much pleased with the book and wish to see it in all our public schools as soon as possible. It is sold by all the book-sellers in the Province.

THE ANNUAL SCHOOL MEETINGS.

THE last Monday in September is the day on which our School Law requires the annual School meetings to be held in all the School Sections throughout the Province. To the friends of Education, and for our Public Schools, the day above named is one of much interest, as the deliberations and decisions of those School meetings must assuredly be for good or harm.

The following is the usual order of business in these meetings:—1st, to elect a Chairman; 2nd, to elect a Secretary; 3rd, to elect new Trustees, or a new Trustee, as the case may require; 4th, to receive the report of the Trustees; 5th, to determine, by vote of a majority of rate payers present, the amount of money to be raised by the section for the ensuing year.

We shall make a few remarks on some of the points in the above outline. After the organization of the meeting, the Chairman being in his place, the meeting will proceed to the election of a Secretary. In this duty the electors should exercise mature judgment and sound discretion, and inasmuch as an accurate record of the business of the meeting is to be handed to the Inspectors for the County, and may become the basis of future action, the record of the meeting should, as far as possible, be correct and intelligible, that, when consulted, the will of the meeting may be well understood. With a view, therefore, to this desirable accuracy, the meeting should elect for Secretary, if one such is eligible, a person of honest, business-like habits, able to make a correct minute of the business of the meeting, and to record its decisions.

The presenting of the report of the Trustees for the year now expiring will be the next business in order; and it is presumable that this report has been prepared with careful attention to all the requirements of the sections, and that it places before the rate payers a detailed account of the expenses of the past year, so that every man may understand how School matters stand. Not infrequently confusion, almost without remedy, results from the negligent and inaccurate manner in which Trustees prepare

and present, in their report, the business of the Section. Rate-Payers are not generally satisfied with reports of business which they do not understand, doubts insinuate themselves, and the suspicious mind is prepared to believe that confused statements were purposely confused, to conceal fraud. The report should therefore, be as distinct and definite as possible, going into all necessary details, and making an honest and open exposure of the whole interest of the School. Attention to this, we are persuaded, will prevent a large amount of needless debate, loss of time, and sectional partyism. Trustees should feel it a duty, owed to the section, to look well to the suggestions now made and the intelligent rate payers should, as an imperative duty insist in having from retiring Trustees, an explicit statement of the whole income and expenditure of the year. In this way the Section will understand its position, and have a fair opportunity for making provision for future success.

The choice of Trustees, or of one Trustee, will probably be the next business in the School meeting. Among rate payers the question is frequently heard, who shall be Trustees? and the enquiry is one of no little value to the School interest.

Be assured that enemies, or indifferent men will not—cannot exercise a fostering care for the interest they assume to encourage and protect. If there is an intelligent, clear headed, and a hearty friend to education in the Section, we urge you by all means, to draw forth all possible influence and give all your strength to have such an one elected Trustee. The effort you make to accomplish your purpose, the object being secured, is well made and will be amply repaid. In placing the School interest in such hands, you express your estimate of honest intelligence, and have, in the character of the Trustee you elect, a guarantee for deserved success. The influence of such Trustees will appear in all School matters, and the wisdom of the choice will be profitable to all. The necessity of having for Trustees the best and most intelligent friends of our School System ought to impress itself deeply on the minds of the people, for as yet a few enemies of our School System lurk in the ranks of friends, ready at any time, to lay unhallowed hands upon this essential appendage to the progress and elevation of our country. And what a field of usefulness is presented to Trustees interested in the work to which they are appointed? Whether we regard it in its progress or contemplate the future labors, we fail not, to perceive every motive proper to excite a generous mind to honorable activity. As Trustees they are carrying forward and giving increased momentum to agencies which in their results can never cease, and which from their very nature will gather increased force, and have a widened range for good, to be enjoyed in other years and by coming generations.

Another important duty devolving upon the annual meeting is the voting of a sum of money for the ensuing year. When this question is up, the meeting should labor to have a distinct and intelligible prospective view of the year for which provisions are now to be made. Several considerations must be presented, and honestly deliberated upon, if the incoming year is to be one of progress? There is the School House, is it sufficiently ample for the Section? Is it warm? Is it ventilated? Are its surroundings such as they ought to be? It is hard for the Trustees to carry on a School in an insufficient House, and for children to love their school and be interested in its exercises unless they are warm and otherwise comfortable. The meeting should look to this part of the Trustees report, for it is to be expected that the retiring Trustees will report upon the state of the premises, and if improvements are required, recommend a generous appropriation of money. Are there books in the school? We mean books which are the property of the Section: upon this also the Trustees should report, for in a strict construction of the School

Law, a Section not supplied with books for free use is not entitled to a participation in the grant. This part of the law has not been enforced; there however should be a constant approximation to this provision.

An important matter yet remains for deliberation. The Teachers and the Salary. These two thoughts naturally associate. A good Teacher and a low Salary, or a good man and poor pay, are expressions the compatibility of which one fails to discover. Consider the work required of the Teacher, his relations to the children's future position in life, the power placed in his hands! and at once the generous heart is prompted to act liberally. All our feelings constrain us to urge the Teachers' claim. If they are incompetent do not have them at any price, but if otherwise, and are faithful to their trust, sustain them well, for good Teachers are blessings in the community where they labor. By all means, if you are resolved upon a good School, vote a generous support.

From the above suggestions, it is apparent that the annual meetings for deliberating and deciding these important matters are such as demand the serious attention of the people. Associated with them are weighty interests, and the rate payers of the Sections should make such gatherings the subjects of previous thought,—the points for deliberation should be honestly debated and preparation for action made. If, however, from the past we contemplate the future, assurance arises that in the hundreds of meetings to be held on the last Monday in September, the interest of Free Public Schools will not fail for want of vigor and decision on the part of friends.

A WORD TO TRUSTEES.

NEXT to the Teacher, the School-house is the important appendage to the School Section. The value of a superior teacher is very much diminished, and the work of education restricted, if the school-house is not adequate to accommodate comfortably the children of the section, or not kept in such repair and cleanliness, as is essential to the health of the pupils. Many sections, with commendable zeal, provided school-houses that are a credit to our Province, and with a due regard to the health and comfort of the children, keep such buildings clean and in good repair. There, however, is much left undone. Many sections require much larger buildings than they now have, not a few are allowed to continue from year to year in an unfinished state, to the annoyance of the teacher and at the risk of health, to both teacher and pupil, while again others are allowed to continue unpainted, unwhitewashed, unscrubbed, and uncleaned in any way. We wish, especially as it is now vacation, to invite the attention of trustees to this last named omission, and to urge upon their notice the necessity of having a house cleaning, before the beginning of the next term.

Whatever contributes to the health and comfort of the pupil will doubtless induce a more regular attendance and so enhance, even in the judgment of children, the value of their school. We beg to suggest, at how small an expenditure, a large amount of good may be secured. A little paint, a little time judiciously used, and a thorough annual scrubbing will make the old dingy, unsightly school house quite an attractive object in the section.

Every School House in the Province should be thoroughly cleansed, at least, at each summer vacation, and Trustees who do not see that it is done are remiss in a very important duty. It is well known that when an epidemic prevails, the school becomes a terror to parents, and justly so, for in many cases the state of the school house fits it for the propagation of contagion; while scrubbing and white-washing would undoubtedly do very much to lessen the danger and perhaps save life. We hope these hints will not be overlooked. We know that in very many cases they are called for, and as a part of the summer vacation yet remains, we hope the Trustees will see that the Section School House is in order, and well cleansed and white-washed before the little ones again occupy it.

TIME AROUND THE WORLD.

[From the Scientific American.]

WE have received of late sundry queries from correspondents relative to the gain or loss of time in circumnavigating the globe. Those who have not found answers in the columns devoted to such purpose will receive a general response in the following rather amusing discussion recently carried on between two grave and learned French savants on the same rather paradoxical topic: M. Jules Verne, of the French Geographical Society, has written a book entitled a "Tour around the World in Twenty-four Hours." What the nature of the contents of the volume is we know not; but at all events it excited M. J. Bertrand, of the Academy of Sciences, to attempt to pose M. Verne with the following conundrum. "A person supposed to be furnished with the necessary means of transportation, leaves Paris at noon on Thursday; he travels to Brest, thence to New York, San Francisco, Jeddo, etc., returning to his starting point after twenty-four hours, that is, encircling the globe at the rate of 15° of longitude per hour. At every station as he passes on his journey, he asks, "What time is it?" and he is invariably answered: "Noon." He then inquires "what day of the week is it?" At Brest "Thursday," is the reply, at New York the same; but on his return, supposing he passes Paris from the east and stops at Pontoise, a town some 10 miles to the northwest of that city, he will be answered "Friday." Where does the transition happen? "It is evident," continues the questioner, "that the transition must be sudden, and may be considered to take place at sea or in a country where the names of week days are unknown; but" he continues "suppose the parallel at which it happens should fall on a continent inhabited by civilized people speaking the same language, and that there should be two neighbors separated, say by a fence, on this very parallel? Then would not one say it was Thursday, at noon, while at the same moment the other would assert it to be Friday, at the like hour!"

M. Verne answers as follows: It is true that, whenever a person makes the tour of the globe to the east, he gains a day, and similarly when travelling to the west he loses a like period, but is to say, 24 hours which the sun in his apparent motion, occupies in describing a circle around the earth. This is so real and well recognized that the administration of the French navy gives a supplementary day's ration to vessels which, leaving Europe, double the Cape of Good Hope, while it retains on the contrary a similar provision from ships rounding the Horn. It is also true that, if a parallel existed, such as above described across an inhabited region, there would be complete disagreement between the people adjacent thereto; but this parallel does not exist, for Nature has placed oceans and deserts in our path where transition is made and a day gained or lost unconsciously. Through an international convention, the point for making the days agree has been fixed at the meridian of Manilla. Captains of vessels, under the same rule, change the dates of their log books when they pass the 18th meridian.

Edgar A. Poe, if we are not mistaken, avails himself of this apparent puzzle; in one of his desultory sketches, to point the story of an individual whose would-be father-in-law, refuses him the hand of his adored, with her concomitant of an agreeably large dowry, until that time shall happen when "two Sundays fall in a week." The luckless lover in despair goes to sea, sails round the world, and returns to renew his suit, exactly one year from his departure. In the course of events a discussion takes place between himself and the stern parent relative to the present day of the week, in which he insists that it is Sunday. The one produces his diary, kept since his departure; the other falls upon the calendar. Finally it transpires that the traveller in sailing around the globe to the east has gained a day in his reckoning; hence both disputants are right, two Sundays have come together, and the happy *denouement* follows.

— A student in astronomy going home the other night rather late, was startled by the apparition of a meteor, as he supposed, slowly making its way earthward. Just about the time he was well through with the "spread eagle" phrases of his vocabulary, he was informed that it was nothing but a kite with a lantern attached.

CORRESPONDENCE.

For the Journal of Education.

SCHOOL BOOKS.

PAST AND PRESENT.

A FEW years ago it was said the school books used in this Province were a disgrace to the community. If we examine we may find some reasons for this statement of a truth, and then flatter ourselves that *vous changez tout cela*.

In the first place the school books used were commonly too old. Before educational books can attain a fair circulation, their value is in a great measure passed. In the second place, the books used were too often written on wrong principles, and on a bad plan. It is an invidious task to adduce instances, but it is to be feared that they will come before us only too plentifully in our detailed enumeration.

There are two difficulties therefore to be overcome by those who would improve elementary instruction. First, to banish incorrect, inefficient and unsuitable works; and, secondly to introduce those which may answer the proposed end. On the principle of overcoming evil by good, a principle of steady and universal use in education, the first object can only be attained by means of the second. We readily grant that a skilful workman may work in spite of bad tools, but we maintain also that the higher his skill, the more reluctant will he feel to use bad tools. His desire will be to bring his implements to as high a degree of perfection as possible, in order that he may work with every possible advantage. A careless workman, one whose thought is more upon *getting through* his employment, than upon *doing it* to the best of his powers, will not give himself much concern on the subject.

In scientific works, the writers of school books now ignored began at the wrong end; they pre-supposed knowledge in a learner, forgetful that all beginners are children with regard to the science in which they are pupils. It is most difficult to find even now a scientific work *strictly* elementary. The last step in a science is classification; yet it is with classification that too many of our teaching treatises begin. Even in so common a study as English grammar, the book most in vogue among us, commences with the information that "English grammar is divided into four parts, viz: Orthography, Etymology, Syntax, and Prosody." What, we ask, in the name of ignorant wonder, are poor, stupid children to comprehend from these learned and sonorous words? Literally and figuratively, it is only teaching them to repeat so much Greek. In speaking of our newly adopted works we shall endeavour to draw a favourable contrast.

Some treatises were broken up into question and answer, and then under the name of Catechisms were placed in the hands of the gaping and wondering little learners. Let any one really acquainted with the principles of education attempt to give instruction in any art, science, or useful branch of knowledge, by means of such catechisms, and he will soon find that he will be obliged either to give up the attempt, or to throw aside the book. The very plan is a libel upon the common sense of mankind. As we look down the long list, and observe Algebra, Botany, Conchology, Dynamics, Entomology, &c., all alphabetically arranged through every branch of human learning as far as Zoology, we are forcibly reminded of the French Marchioness, who, wishing her son to have a "teinture" of every thing, was reminded by a learned Abbe, to whom she intended to entrust his education, that it would be better to send for a "teinturier," in order to enact the part of tutor.

Another great evil of our school books was that words were taught, but things were not explained, and we are not so sure that such a state of things is yet obsolete. Knowledge in the present day is too superficial, and seems becoming continually more so. We would have educational treatises elementary, but we would not have them superficial; let the pupil understand well, as far as he goes, and then let him be prepared for making further advances. Our complaint of want of simplicity is closely connected with that which we are now making; in order to build high, we must lay the foundation deep, but many of the structures around us are no better than heaps of stones piled together without order, and which though they appear a tolerable mass,

will be dispersed silently and for ever by the first heavy blast or pelting shower. We have seen advertisements of other publications bearing such titles as "History made easy," "French in three months without a master, &c." Now, supposing for one moment that it were possible, it would not be desirable. We remember to have read something to the following effect: "To throw a veil of mystery over that which in itself is plain and obvious is decidedly foolish if not culpable; but to attempt to make all knowledge popular is not only foolish but injurious, it is better that the frivolous should remain in ignorance, than that the thinking and inquisitive should be asked to acquire wisdom in a few weeks by easy lessons and without masters." Some recommend that in early life there should be a certain familiarity with scientific terms. With all due respect we think that it is the sure way to make children smatterers for life. It is often said that there are persons who make the same use of books as Goldsmith's unfortunate beau did of lords; they learn their titles, and then boast of their acquaintance. Children will be ready enough to fancy themselves possessed of some knowledge of Botany, Chemistry, or what you will, because they have parrot-like, learned some of the terms. Better, a thousand times better that they should remain in ignorance of them through life, than that they should be encouraged to make a mistake so egregious. Another evil of this smattering is that if these sciences are ever hereafter to be really studied, the keenness of the appetite is taken off by the mistimed familiarity in childhood. The bloom is removed from the plum, the down from the peach, the perfume from the rose, and what remains? And, besides, if the false idea be once given that abstruse or extensive studies can be mastered in a few easy lessons without a master, and this in childhood, there will be little hope, in future years, that the mind will ever be aroused to that state of vigorous action, necessary for their successful prosecution. "*C'est une belle chose que de savoir quelque chose*" said poor Mons. Jourdain, and there is a pathos and simplicity in this exclamation which almost reconcile us to Mons. Jourdain. It is a good thing to know something, thoroughly and satisfactorily; but we are of opinion that when Jack is good at all trades, he is master of none. To return to our *moutons*, i. e., our school books. Both geography and history are studied far too much as mere sciences of names, though our excellent school history by Dr. Collier, and our geography by "Calkin" should be turned to better account, with more favourable results.

We might pursue the examination through most of the old school books to an almost indefinite extent, but this is enough. The skill of a teacher may soon be known by his choice of instruments—books. "I do not think that Queen Elizabeth was so great a sovereign," said one of her feeblest successors, "but she chose wise ministers," "and when Sir," was the scathing reply, "was it ever known that a fool did so?" HALIFAX.

TRUE BEAUTY.

W. N. RUTLEDGE.

WHERE is true beauty found and what is it? Those around us say, "See! how beautiful." We look and see the little leaf or blade of grass moving with life and pointing to heaven. We see the tulip as it seems to bow its head in humility, and the rose and the honey-suckle as they give their sweet perfume to the air. We see the snow-capped mountain, the little green vale, the broad rolling prairie (God's flower garden,) and the cool shady grove (God's temple). We see the rich pearl, the sparkling diamond, the silvery crescent moon, "queen of night," with her court of twinkling stars. We see the blue dome of heaven, the wave-like clouds, the rosy-fingered Aurora, "daughter of the dawn," and the reflected rays of a setting sun. We see the dew drop as it nourishes the flower, the little brook as it comes from the mountain murmuring a song of love, the cataract as it dashes madly over the rocks, and the broad blue ocean as its waves leap towards heaven. We see the proud eagle as it makes its circle in the heavens, and the swift horses as they contest in the race. We see the steamers and the steam engines as they move with power and ease. We see in the galleries of art the works of painters and sculptors.

We see all of these productions of nature and art, and willingly admit that each has beauty. But have we found true beauty? We rise higher, and see man in his majesty and woman in her loveliness. We pass from these beautiful bodies, perfect in symmetry and wonderful in construction, and find in the invisible mind, with its intellect; sensibilities and will, a higher beauty. We pass from man's mind to his moral being, the realm of conscience, and find a moral beauty that is still higher. We listen to music or read poetry, and find beauty in sound and in thought. As we ascend in the scale of beauty we always find in the mind an invisible beauty that is more perfect, and thus we are led to God, the only being perfect in beauty, and the source from which all true beauty comes. What then is true beauty?

"'Tis the stainless soul within,
That outshines the fairest skin."

True beauty is found only in the pure soul. Christ is beautiful as he instructs Mary in "the way of life," and Mary is beautiful as she sits at her Savior's feet, having chosen "the good part."

The true beauty of a statue, a painting, a poem, or a piece of music, is not found in the marble of the statue, the colors of the painting, the words of the poem, or sounds of the music, but in the character or idea represented. Sculptors, painters, musicians and poets excel in beauty as they express purity and sublimity, as they approach a divine ideal. Man, created in the divine image, is beautiful; angels are more beautiful, and God is perfect in beauty. Intelligence and purity are combined with pure beauty. Men, who have more intelligence and are better than brutes, have more beauty. Angels are more beautiful than men, because they are purer and have more knowledge; while God, perfect in knowledge and goodness, is perfect in beauty. If man's body, stamped with the Divine image, is beautiful, his soul, filled with the love of God, or his life, controlled by the true principles of religion, is more beautiful.

True beauty is not always contained in symmetry or color, for we can see a divine beauty beaming forth from the black and careworn face of the old negro, as he praises the God who liberated him both from slavery and sin. Would you be beautiful? Study beauty in nature and in art, in sound and in thought, in your mind and in your soul, in the visible and in the invisible. Study that which will make you pure and increase your knowledge. Young man, would you be beautiful, cease from your evil habits and imitate the example of Christ in doing good. Young lady, would you be beautiful, cease from your vanity; choose "the better part" that Mary chose, and sit humbly at the feet of Christ, and learn from him.

If we have beauty of character we will be truly beautiful while on earth, and will spend eternity with bright angels and redeemed saints in heaven, that home of beauty.

HOW TO READ.

I WAS once called upon to prescribe intellectually for a young girl of fair abilities, who showed no want of brains in conversation, but had a perfect indifference to books. She read dutifully and torpidly whatever was set before her—novels, travels, history, all were the same. Each page drove out the previous page, and her memory was blank. Her parents asked me to teach her to read. She joined in the request, and I consented to the experiment, on the condition that she would faithfully read a single book in the way I should direct. She consented.

"It was the time of Kossuth's visit, when everybody was talking about the Hungarian Revolution. The book I chose was 'Hungary in 1848,' by Brace, of far more interest than now. I prescribed it in daily doses of one chapter. If possible, she was to read that, the chapters being short; but under no conceivable circumstances was she to read more. After each chapter, she was to put down in a blank book I gave her, some remarks suggested by it. She must mention something that had interested her, or seek the explanation of some word, or anything else she pleased. Her comment might be only to say that Gorgy was a traitor, or to inquire how his name should be pronounced; but, at least, there should be one sentence of remark per chapter. From

time to time I was to see what she had written, and answer her questions, if any. This was the prescription, and she took it courageously.

"I knew in advance what would be the greatest difficulty. It was to keep her to one chapter. It seemed to her such a mistake, such an opportunity, when she could so easily manage five or six chapters in a day. Had she done so, all would have been lost; so I was inexorable. The consequence was that she never failed to read her chapter; and when she got to the end of it, for want of anything better to do, she read it over again, or went to work with her note book. It was a very nice note book, and she wrote a beautiful hand. When I came to look over the pages, every few days, I was astonished at the copiousness and variety of her notes. On some days, to be sure, there would be but a single sentence, and that visibly written with effort; but almost always there were questions, doubts and criticisms, all of which I met as I could. I found my own mind taxed by hers, and finally re-read every chapter carefully, that I might be ready for her. And at the end she told me, with delight, that for the first time in her life she had read a book. "Where was the magic of the process? I suppose mainly in the restraint, the moderate pace, and the necessity of writing something. 'Reading,' says my Lord Bacon, 'maketh a full man; writing, an exact man.' To clearly define and systematize what you know, write."—*Woman's Journal*.

DURING the year 1872 gifts have been made by individuals for educational purposes, in the United States, as follows: for colleges and universities, \$6,282,461.63; for theological institutions, \$1,155,856.53; for Schools of law, \$20,422.13; for agricultural and scientific schools, \$481,420.98; for female seminaries, \$689,993; for libraries and normal schools, \$1,020,000; for academics, \$306,040 - being a total of \$9,956,194.28.

BE BRIEF.

LONG speeches, long letters, long communications, are out of place in these stirring times. Avoid the Parenthesis. Drop the semi-colons altogether. Make the spaces between the periods as brief as possible. Shake out the adjectives without reserve. Sacrifice the pet metaphors. Be not led away by the love of antitheses, or alliteration. Be clear and crisp, and pertinent, alike in your invectives, eulogies, and recommendations. Think of the Lord's Prayer, of the awful substitute served by sensation mongers in so many pulpits. What flights of twaddly rhetoric and volleys of expletives; what endless repetitions of tedious details weary and disgust the hearer. It is delightful to think of the time wasted by these self-pardoning petitioners and long winded inditers of many-headed sermons. Life is too short, too full of cares and duties to be thrown away thus. The best advice, the brightest wit, the deepest wisdom, come over in small packages.

—When we think some body has slighted us we should stop and consider whether we do not receive our just deserts.

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NOTICE TO SCHOOL TRUSTEES.

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COUNTY FUND.
In aid of Public Schools, appropriated to Trustees of School Sections for the Term ending 30th April, 1873.
The asterisk () indicates the Poor Sections.*

COUNTY OF ANNAPOLIS.

SECTION.	No. of pupils registered.	Grand Total days attendance made by all the pupils.	Amount from County Fund.
Melvorn	07	5205	\$65 41
Forest Glen	32	1079	28 87
Margaretville, East	75	4078	51 25
Margaretville, West	58	4518	56 78
Albert	42	2493	31 39
Victoria	40	2652	33 38
Gates Mountain	39	2575	32 35
Port George	63	3921	49 31
Douglas	28	1955	24 57
Mount Hanly	57	2678	33 05
Arlington	44	1286	16 16
St. Croix	31	1408	17 70
Hampton	49	2799	35 17
Clarence West	34	2214	27 82
Clarence Centre	26	1507	19 00
Clarence East	35	3062	38 48
Salem	33	2006	25 21
Farmington	62	4619	58 05
Middleton	45	2277	28 61
Lawrencetown	98	4657	58 53
Paradise	75	5310	66 74
Bridgetown	130	8527	107 16
Meadowvale	35	2325	29 84
Torbroke West	65	4962	62 36
Cataract	36	1771	22 26
Nictaux	43	2025	32 98
Williamston South	43	3423	43 02
Carleton	45	2665	33 48
Messenger	39	2593	32 58
Inglesville	44	1905	23 94
Paradise West	48	3114	39 14
*Williamston North	40	3110	52 23
*Bloomington	43	1930	32 35
*Roxbury	21	1512	25 35
*Dalhousie West	21	1658	27 79
*Dalhousie Centre	21	1260	21 11
*Lake Pleasant	37	1672	28 03
*Falkland	20	1611	27 00
*Falkland			18 16

ANNAPOLIS WEST.

Mariner	65	4612	\$57 97
Karsdale	51	2458	30 89
Hall	45	2500	31 41
New Caledonia	95	6242	78 44
Rectory	52	3587	45 08
Willet	47	2423	30 45
Gesner	43	2544	31 96
Chesley	51	3472	43 04
Rosetto	63	3682	46 28
Moschelle	40	2133	26 81
Annapolis	134	9517	119 59
Ryerson	37	2055	25 82
Clementsport	73	4975	62 52
Clements West	62	3546	44 56
Waldeck East	50	3284	41 27
Bridgeport	96	6756	84 91
Hessian West	64	3708	46 60
Clementsrale	38	1697	21 33
Milford	26	1259	15 82
Maitland	44	1669	20 97
Perot	34	2540	31 91
Lequille	55	3005	45 30
*Young's Mountain	53	3055	51 10
*Leonard	48	2719	45 56
*Hillsburn	41	1581	26 49
*Leitchfield	47	2802	46 95
*Graywood	32	1058	17 73
*Dargie	19	1083	18 24
*Lake Le Rose	23	1006	16 87
*Lake May	25	1517	25 43

BORDER SECTIONS.

Sherbrooke West	27	60	75
*Hillsborough	35	1300	21 79

COUNTY OF ANTIGONISH.

Antigonish	270	17564	\$289 31
Antigonish Harbor	36	1697	27 95
Morristown	29	902	15 08
Morristown	49	2954	40 09
S. Side, Cape George	43	2128	35 05
N. Side, Cape George	51	1906	32 38
*B. Sett, Cape George	19	1048	23 01
Georgeville	49	2078	34 23
Malignant Cove	36	3161	51 90
Arisaig	48	2520	41 51
Summerville	38	2675	44 06
*Eig Mountain	21	812	17 82
Pleasant Valley	48	1895	31 21
Yankee Grant	53	2228	36 70
William's Point	33	2780	45 04
L. South River	39	2627	43 27
S. Side Harbour	38	2422	39 89
*Monk's Head	61	3668	80 55
Middle Pomquette	45	1893	31 18
Pomquette Forks	54	2122	34 95
Bayfield	35	2271	37 41
Little River	53	2670	43 98
Tracadie	104	6108	100 61
Tracadie	35	1902	31 33
E. S. Tracadie	35	1642	27 05
Little Tracadie	43	2295	37 80
Harbour-au-Bouche	126	6037	99 78
*Harbour-au-Bouche	55	3323	72 98
Fraser's Grant	28	1319	21 73
Black River	46	1492	41 06
Caledonia Mills	54	2289	37 71
St. Andrews	89	3622	59 62
Big Brook	50	2481	40 80
Fraser's Mills	72	4773	78 62
S. River Lake	48	3071	50 57
Lower Lochaber	53	2346	38 64
Head Lochaber	54	1493	24 60
*Glen Road	65	3647	80 09
Glen Road	37	2013	33 16
Salt Springs	43	1887	31 08
West River	29	1110	18 26
Beaver Meadow	33	2371	39 05
West River	41	1517	24 99
*Stewart's Mills	29	957	20 99
*Keppoch	40	1564	34 34
*Big Clearing	51	3225	70 83
Briley's Brook	44	1812	29 85
Briley's Brook	28	598	9 85
Springfield	50	2350	38 71
L. North Grant	50	1623	26 73
*U. North Grant	15	623	13 67
Old Gulf Road	36	1531	25 20
*Hallowell Grant	18	801	17 59
Hallowell Grant	31	1906	31 39
Malignant Brook	32	1406	24 14
Gut of Canso	31	1917	21 69
Border Section	7	316	5 20

COUNTY OF CAPE BRETON.

Sydney	217	11174	\$111 74
South Bar	51	3974	39 74
Low Point	58	3093	30 93
Lingan	124	6449	64 49
Kilkenny Lake	21	394	3 94
Lingan Bay	42	1475	14 75
Bridgeport	52	1396	13 96
Little Glace Bay	209	11025	110 25
Big Glace Bay	51	2674	26 74
Block House	142	6194	61 94
Cow Bay	166	7954	79 54
Cow Bay Road	21	1717	17 17
Round Island	24	1580	15 80
Black Brook	31	2860	28 60
Bradford	26	1956	19 56
Morley's Road (old)	33	2986	29 86
Morley's Road (new)	24	1501	15 01
Morley's Road	47	3924	39 24
Fork's Bridge	34	1771	17 71
Coxheath	70	5714	57 14
North West Arm	31	986	9 86
Bate's Bridge	48	2502	25 02
North Sydney	254	18705	187 05
Sydney Mines	274	17223	172 23
Leitch's Creek	37	1374	13 74
Upper Leitch's Creek	47	2598	25 98
Upper North Sydney	60	2082	20 82

Little Bras D'Or East	51	2448	24 48
Little Bras D'Or West	41	1511	15 41
George's River	29	1441	14 41
Long Island	18	1251	12 51
Boulardarie Victoria	30	1660	16 60
Point Aconi	48	2790	27 90
Boulardarie B. Lands	78	4074	40 74
Union	23	1032	10 32
Catalone	34	3136	31 36
Cape Breton (border)	15	1073	10 73
Clarko's Road	41	1627	16 27
Main-a-Dieu	84	4211	42 11
Scatarie	10	928	9 28
Little Lorraine	51	5041	50 41
Kennington Cove	11	627	6 27
North Shore Gabarous	24	2500	25 00
New Boston	28	1247	12 47
Kelley's Lake	15	1000	10 00
Trout Brook	23	2336	23 36
French Road	44	3504	35 04
Gabarus	41	3849	38 49
Gabarus Lake	22	2050	20 50
Belfry Lake	29	2127	21 27
Lewis Bay North	29	2395	23 95
East Bay Chapel	41	3102	31 02
Bein Eoin	25	971	9 71
Big Pond Chapel	38	2075	20 75
Huntington's Mountain	24	1030	10 30
McAdam's Lake	44	2522	25 22
Gillis Lake	46	3394	33 94
Head of East Bay North	48	4376	43 76
North Side East Bay	66	4763	47 63
Eskasoni	23	1641	16 41
Benacadie	42	4390	43 90
Piper's Cove	36	948	9 49
Grand Narrows	32	1625	16 25
Big Beach	35	1323	13 23
Rear of Eskasoni	40	3863	38 63
Boisdale	43	1378	13 73
Frenchvale	40	3079	30 73
Rear of French Road	22	1566	15 66
Point Edward	25	1651	16 51
Reserve	71	3225	32 25
Lorway Reserve	56	1561	15 61
Big and Little Ponds	25	1837	18 37
Rear of Beaver Cove	22	216	2 16

POOR SECTIONS.

*Lingan Barrasois	27	1147	16 06
*Grand Lake	23	677	9 48
*Southern Head	28	1549	21 69
*Mira Gut	20	1001	14 04
Hill's Road Forks	16	1462	20 49
*Mira Ferry	28	2066	28 93
*Caribou Marsh	42	1426	19 97
*Ball's Creek	37	2095	29 34
*Upper Grand Mira	25	1548	21 68
*Lewis Bay, South	18	1335	18 70
*South West Salmon River	22	1993	27 92
*Loch Lomond North	22	1270	17 78
*Loch Lomond South	16	846	11 85
*Glen Moro	12	1145	16 04
*Beaver Cove	38	1959	19 03
*Twelve Mile Lake	20	1740	24 36
*Piper's Cove	21	1182	16 58

COUNTY OF COLCHESTER.

North River Five Isld's	60	2327 1/2	\$80 00
East River Five Isld's	87	4803 1/2	63 78
Lower Economy	50	2070	39 30
Central Economy	111	4784 1/2	62 84
Upper Economy	54	3147	41 76
Pleasant Hills	29	17 1/2	23 82
Bass River	73	3558	47 57
Portaupique	90	4805 1/2	63 80
Highland Village	49	2637 1/2	34 99
Great Village	147	7080	94 02
Cumberland Road S.	44	1947	25 83
Cumberland Road N.	46	2498	33 14
Acadian Mines	111	6142	81 55
Folly Mountain West	50	2301	30 55
East Village	66	3323	44 11
Folly Village	94	6798	90 24
DeBert	45	2189 1/2	29 03
Masstown			
DeBert River	83	4136 1/2	54 90

Chigonois	00	2861	37	85
Crowes Mills				
West Onslow	0	3495	40	03
Central Onslow	42	2483½	32	97
Upper Onslow	05	2801	37	98
North Mountain	35	1792	23	78
North River	40	2578½	34	22
South Branch Nor Riv	54	2768	30	72
Lower Pictou Road	40	1520	20	18
East Mountain	75	3248	43	10
Greenfield	20	1100	14	07
Salmon River	48	8002	40	06
Truro	458	31018½	411	91
Bible Hill	40	2134½	27	94
Lower Village	51	3395½	43	61
Old Barns	45	2430	32	26
Beaver Brook	39	1057½	21	96
Fort Ellis	22	1440	19	18
Lower Stewiacke W	43	2082	35	60
Lower Stewiacke E	56	2377½	31	50
Shubenacadie	44	2581	34	28
Gays River	45	2800	38	47
Upper Gays River	31	1627	21	58
St. Andrews				
Middle Stewiacke SS	22	1207	17	19
South Branch	59	3210	42	72
Goshen	44	1633	21	66
Cross Boods	54	3443	45	71
Newton Mills	57	3736	49	58
East Ville	64	4370	57	53
Pembroke	31	2144	28	46
Stewiacke Village	75	5362	71	10
Otter Brook	40	2456	32	59
Middle Stewiacke				
Smithfield				
Forest Glen	20	1326	17	58
Brookfield	93	4819	64	37
Clarke Ville	50	3559	47	24
Meadow Vale				
Hardwood Hill	34	1622	21	53

STIRLING.

Tatamagouche	112	7550½	100	28
Tarbet	63	3428	45	50
Forest				
Waugh's River	38	2362½	31	36
River John Road				
French River	37	814	10	80
Head of Bay	69	3358½	44	58
Murphy's	66	3303½	43	87
Mill Brook	30	2281	30	20
Oliver's Bridge	50	3481½	40	23
West New Annan	52	1921½	25	49
Byers Mills	54	3807	50	54
Wilsons	70	2943½	39	08
Earlton Village	51	1984½	26	34
Point Brule	52	3380	44	98
Conkey's				
G. Sutherlands	27	1540	20	45

POOR SECTIONS—COLCHESTER.

Maccan Road	44	1204	21	30
Castlereigh				
Folly Mountain, E.	21	338	14	81
Folly Lake	40	1862½	33	33
Upper Chigonois	33	1642	29	05
West Branch, N. R.				
Upper Nor. River	19	704	12	44
Kemptown				
Upper Pictou Road	14	187	3	20
Harmony				
Clifton	43	1680	29	73
Green's Creek	28	1566	27	09
Upper Brookfield				
Earlton Road	27	965½	17	06
Colters				
Alma	35	2073	36	68
Riversdale	40	1937½	34	29
Union	26	1356	23	98
Stewiacke Road				

POOR SECTIONS—STIRLING.

Lake Road	38	2153	38	09
Hingley's Mills	60	3584½	63	45
Henderson's				
A. McKay's				
Rossville				
Slades	44	2241	39	05
Berichan	25	716	12	64

North Earlton
Town Road
Point Brule Point

COUNTY OF DIGBY.

Bear River Road	26	1544	19	76
Hillsbury	115	9415	120	52
Bear River	46	2745	35	13
Hillgrove	52	3457	44	25
North Range	70	3784	48	44
Marshalltown	32	1380	17	75
Brighton	117	9050	115	84
Plympton	109	7402	94	75
Port Gilbert	60	3030	38	70
Weymouth	82	4740	60	08
Weymouth Bridge	44	2716	34	77
Digby	201	12455	159	45
Rossway	54	2961	37	98
Centreville	48	2703	35	37
Sandy Cove	93	5342	68	39
Little River	45	1087	21	60
Tiverton	86	5203	66	05
Tybert, (L. J.)	30	1200	15	37
Freeport " "	137	9626	123	22
Milton	22	1700	21	77
*Milford Corner	41	2769	47	26
*Hillgrove (African)	30	771	13	17
*Thomas Ridge	26	1835	32	17
*South Range	40	2086	35	60
*Light House Road	34	1805	30	80
*Broad Cove	34	1185	20	22
*Digby Neck Road	34	1228	20	95
*Waterford	23	600	10	24
*Lakeside	22	1225	20	90
East Ferry	40	2642	45	09
*Powell	28	1449	24	74
Doucette	62	4223½	72	07

BORDER SECTIONS.

*Southville	31	1762	30	07
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DISTRICT OF CLARE.

New Edinburgh	68	4562	63	55
Belleveau's Cove	111	5976	83	24
Grasses Coques	95	5916	82	40
Port Acadie	77	5742	79	98
Comcaville	78	2783	38	76
Meteghan River	81	3632½	50	60
Meteghan	135	10748	149	70
Cheticamp	75	3164	44	07
Cape Cove	72	3603	50	19
Salmon River	59	3179	44	28
New Tusket	31	2513	35	00
Rosedale	46	1995½	27	80
Concessions	52	2351	32	75
Theriault	36	2083½	29	02
*Carberie	34	2495	46	34

BORDER SECTIONS.

Beaver River	95	3476	48	42
Ohio	43	1272	17	72
*Harlem	32	1282	23	80

COUNTY OF RICHMOND.

Acadiaville	167	7818	119	73
Port Royal	58	4341	63	26
Arichat	321	15817	242	23
Poulamond	64	4463	68	35
Little Ance	63	4977	76	22
Cape LaRond	67	5374	82	30
Descousse	64	4392	67	26
Caribou Cove	61	4296	65	79
Kempt Road	51	3054	46	77
S. Mountain	53	3092	47	35
Black River	28	2202	33	72
St. Peter's Island	41	3161	48	54
L'Ardoise	75	3284	50	29
Point Michean	47	3457	52	94
Grand River	64	4012	52	45
L'Archeveque	35	2228	34	12
N. L. Lomond	16	1232	18	87

Fourche	37	1714	25	24
Lewis Cove	51	3619	55	42
Salmon River	43	2248	34	43
River Bourgeois, W.	59	2341	35	55
River Bourgeois E.	62	3239		
River Bourgeois E. Night School.	12	62	50	55
St. Peter's	48	2885	44	18
Grand River Road	49	2360	36	14
Framboise	46	2884	47	17
Gut of Canso	21	1178	17	07
Orange	80	4339	66	44
Capo Augnet	40	4040	62	00
Marache	48	3200	40	09
Peter's Mountain	35	2212	33	87
Brymer	66	3031	58	66
McDougall	31	1603	24	55
Lewis Cove Road	19	1010	15	46

POOR SECTIONS.

*Jamrin's Island	33	2076	42	38
*Lochside	5	389	7	95
*Scott's River.	Return not received in time.			
*Cape George	12	777	16	41
*St. Esprit	20	1112	22	71
*Hd. L. Lomond	33	1822	37	20
*S. L. Lomond	25	1089	22	24
*Red Islands	22	950	19	39
*Bray	13	192	3	92
*Highland	16	1110	22	67
*River Fear	29	1600	33	89
*McNab's	27	1454	29	38

BORDER SECTIONS.

Cape Breton	42	107½	30	22
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COUNTY OF SHELBURNE.

Sable River	50	3411	59	68
Louis Head	37	1356	23	73
Little Harbour	30	1654½	23	95
East Ragged Island	45	2474	43	29
Osborne	64	2801½	50	60
Jordan Falls	73	2774	48	54
West Jordan Ferry	39	2028	35	49
Shelburne	196	13620	238	32
Birchtown	50	2518	44	06
Gunning Cove	53	3237½	56	65
Roseway	60	3674	64	28
Black Point	80	3837½	67	15
N. East Harbour	50	3030½	53	03
Indian Brook	34	1774½	31	05
Lower Ohio	35	2405	42	08
Upper Ohio	37	1609	28	15
Church Over	46	2341	40	96
Power's Brook	24	1091	19	09

DISTRICT OF BARRINGTON.

Lyle's Falls	34	2029	26	74
Upper Port LaTour	62	3160½	41	66
Port LaTour	56	3024	39	86
Baccaro	73	4038½	53	23
Hibberts Brook	52	3308	43	61
West Passage	110	8075	106	63
Doctor's Cove	77	7008	92	37
Bear Point	51	2174½	28	66
Lower Woods Harb'r	107	7065½	93	13
Upper Woods Harb'r	63	3708½	48	28
Newell's	85	5199	68	53
Clarke's Harbour	139	6490½	85	55
Barrington Head	74	3930½	51	41
*Blanche	28	9685	16	92
*Cape Negro Island	37	1410	24	79
*Hill	30	1047	18	40
*Oak Park	45	1649½	28	90
*Upper Port La Tour (colored)	19	957	16	83

BORDER SECTIONS.

Charlesville	50	2064	27	21
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COUNTY OF INVERNESS.

Port Hastings	71	5041	\$03 36
Low Point	27	1370	17 20
Cruquish	33	2137	26 89
Long Point	29	1423	17 89
Indique Banks	71	3583	45 14
Indique	52	2144	26 96
Indique Intervale	41	1748	22 01
Little Indique	39	1537	20 08
Red Banks	59	4580	57 66
Port Hood	78	3809	47 88
Hay's Farm	36	3152	39 01
S. West Bridge	35	896	11 26
S. West Ridge	34	1298	16 32
Mabou Bridge	70	4478	50 30
Mabou Mouth	20	997	12 51
Coal Mines	25	634	7 06
B. Cove Banks	38	1410	17 71
B. Cove Intervale	40	2474	31 09
Black Glen	34	2046	25 72
Black River	20	2523	31 71
Walker	30	897	11 28
Tulloch	35	2078	26 14
Hillsburg	45	3317	41 08
Mount Young	30	2016	25 33
New Canada	42	2430	30 52
Bridge End	40	3127	39 31
Brook Village	61	3913	49 16
Sky Glen	42	2248	28 25
Indian Rear	55	2555	32 11
Long Stretch	32	1685	21 16
Red Bridge	45	1446	18 19
North Mount	36	1806	22 09
Little Harbour	58	2467	31 01
Malagawatch	43	1710	21 47
McLean's Bridge	43	2600	32 66
McPherson's Brook	41	1827	22 98
Blue's Cove	40	2339	29 41
Queen's Villa	46	1769	22 24
Mount Noah	77	5237	65 85
North East	18	1090	13 70
Big Marsh	9	503	6 33
Duffs	11	744	9 36

POOR SECTIONS.

Little Mabou	29	1103	18 48
Up. South West	32	2006	33 62
Sight Point	32	1729	28 98
Smith Villa	20	661	11 06
Mall River	36	2124	35 60
Glencoe	32	1342	22 49
Big Ridge	31	1557	26 10
Judson	32	1282	21 49
Boyd's	34	2191	36 72
West Bay Road	34	1844	30 90
Ross Mill	41	2419	40 54
Dallas Brook	46	2847	47 72
Blues Mill	16	1058	17 72
Big Brook	39	2920	48 93
Boom	11	507	8 50
Rear Creignish	31	1446	24 23
Lake Horton	30	1708	28 63
N. West Arm	37	1988	33 61
Rear Long Point	7	109	1 83
River Dennis Road	29	2247	37 66
River Dennis Chapel	33	2478	41 49
Top Cape, South	39	2917	48 87
Top Cape, North	27	1606	26 91
Port Hood Island	26	1954	32 75
Scotch Hill	23	1165	19 53
Skye Mount	49	3216	53 90
Rear Intervale Judique	26	1066	17 86
Seal Cove	27	1202	20 14
McKenzie's Brook	27	1695	28 41
Dunmore	32	1560	26 14

NORTH INVERNESS.

Little River	61	4169	52 41
Cheticamp Chapel	55	3969	49 88
Plateau	58	1248	15 68
Big Pond	87	6179	77 68
Friar's Head	99	7593	95 45
East Marg.	59	4358	54 79
Forks Marg.	52	1930	24 26
Munroe	52	1911	24 01
Leadbetter	53	2932	36 85
Ingraham's Brook	67	4574	57 51
N. East Chapel	58	3213	40 38
Captain Allan's	62	3014	37 89

McFarlane's Bridge	49	2448	30 77
Lake Outlet	49	3179	39 96
Hamilton	62	3599	45 23
McWilliam's Mill	51	3420	42 00
Ainslie Glen	47	3196	43 95
Little Narrows	40	2000	25 14
Whycocomagh	71	4476	56 28
Chimney Corner	41	3125	39 29
B. Cove Marsh	86	5645	70 97
B. Cove Chapel	46	2898	36 42
Loch Bain	60	2417	30 39
Martin	21	918	11 53

POOR SECTIONS.

Grantosh	43	1319	22 10
Jacob	34	2479	41 53
Lake O'Law	25	639	10 71
Big Brook	38	1743	29 22
Scotch Settlement	22	1571	26 33
Upper East Lake	32	2368	39 69
Lewis Mount	19	1151	19 33
B. Cove Ponds	37	2115	35 44
Big River	15	1170	19 61
Rear Loch Bain	23	1133	18 98
Whycocomagh Mount	19	1110	18 60
S. W. Egypt	13	466	7 81
Widow Lords	45	1633	27 38

BORDER SECTIONS.

Port Hawkesbury	123	7091	89 18
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COUNTY OF KINGS.

Greenwood	67	11374	13 83
Jackson	30	15184	46 18
Waterville (A.)	35	24594	29 83
Morristown	69	45874	55 97
Sand Hill	54	3549	43 00
Dempsey Corner	57	3353	40 63
Brooklyn (A.)	41	2451	29 75
St. Mary's	34	19894	54 11
Piedmont	68	3700	44 84
Welsford	46	2768	33 55
Somerset	100	7634	92 43
Berwick	100	8107	98 16
Waterville (C)	32	4700	56 91
Grafton	72	5148	62 35
Woodville	85	54384	65 87
Harborville	80	5346	64 75
E. Black Rock	39	1955	23 72
E. Hall's Harbor	69	2888	35 00
Lakeville	83	5591	67 71
Brooklyn (C)	47	2900	35 16
Cambridge	44	1521	18 47
Cold Brook	46	1531	18 59
Beech Hill	56	2774	33 62
Lake Mills	33	2210	26 70
Canaan	101	75134	90 98
Kentville	55	32264	39 11
Steam Mill	76	44504	53 92
Centreville	95	4565	55 30
Sheffield Mills	55	30154	36 56
N. Scot's Bay	49	2215	26 87
L. Percau	33	1443	17 52
U. Percau	77	4264	51 65
Habitant	36	1945	23 60
Canning	171	13686	165 66
Woodside	63	3283	39 79
Randville	58	42454	51 44
U. Canard	106	7078	85 64
L. Canard	85	74234	89 91
Town Plot	48	3683	44 62
Church Street	47	3700	44 84
U. Church Street	59	41424	50 19
Port Williams	65	3415	41 39
New Minas	69	34384	41 67
Greenwich	68	36874	44 68
Wolfville	189	11592	139 34
Black River	64	2394	29 02
Davison Settlement	45	14934	18 13
Gaspereaux	91	57654	69 33
L. Horton	41	1807	21 93
Avonport	77	42404	51 45
Bloomfield	53	3580	43 38

Prospect	21	1222	14 85
Grand Pro	108	8563	103 67
S. Scot's Bay	56	2147	28 04
M. Percau	41	3811	46 18
U. Gaspereaux	46	15864	19 26
Pleasant View	51	3208	38 88
S. Greenwich	45	1984	24 06
Rockland	27	1619	19 65
Dempsey Cor. (Even- ing school.)	10	534	71

POOR SECTIONS.

*Lake George	19	528	8 51
*Fair View	68	3494	56 85
*Baxter's Harbor	53	2344	45 87
*P. Mountain	42	1792	28 90
*Green Field	46	10794	27 09
*Australia	26	1708	27 55
*W. Cornwallis Mount.	48	1724	27 80
*W. Black Rock	60	2805	45 25
*Lako Paul	24	1609	25 95
*Mountain Home	25	1194	19 24

BORDER SECTIONS.

*Dalhousie	25	756	12 19
Tremont	41	22404	27 11

COUNTY OF YARMOUTH.

Rockville	53	3140	37 80
Lower Town	247	15321	184 35
Central	302	18045	217 14
Milton	224	14096	169 00
Overton	45	3672	44 20
N. Chegoggin	55	3938	47 40
Sauford	80	2490	29 95
Maitland	111	5575	67 10
Norwood	35	2042	21 61
Richmond	56	2663	32 05
Ohio	120	7500	90 25
Wellington	70	4415	53 11
Hebron	128	8171	98 30
Brenton	48	2233	26 85
Pleasant Valley	33	1173	14 11
Carlton	40	2395	28 81
Arcadia	79	4816	57 95
Centre Chebogue	81	3214	38 70
Salem	48	3715	44 70
Brooklyn	34	4495	51 10
Land Bacho	75	3962	47 66
N. Kemptville	31	1809	21 76
Burnside	45	3160	38 65
*Upper Carlton	37	1795	28 80
*Pinkney's Point	26	1805	28 90
Melbourne—for School House			81 00

BORDER SECTIONS.

Tusket Road	36	768	9 25
Melbourne	31	3048	36 70

DISTRICT OF ARGYLE.

L. E. Pubnico	61	4222	51 75
N. E. Pubnico	87	3740	45 84
Pubnico Head	65	2955	36 22
N. W. Pubnico	60	2584	31 67
Lower Argyle	41	1787	21 90
Central Argyle	91	5433	68 59
South Glenwood	80	5085	62 33
North Glenwood	59	4297	52 67
Eel Lake	71	4143	50 78
Centre Kempta	46	2172	26 62
U. Eel Brook	72	5414	60 32
Abram's River	46	2962	36 30
Sluice Point	42	2788	34 18
Amiro's Hill	80	4158	50 97
Tusket	96	7282	59 24
Plymouth	43	3502	42 92
Upper Wedge	67	5641	69 14
Middle Wedge	58	4040	49 52
Wedge Point	92	6020	73 79
Lower Eel Brook	63	4185	51 30
*Forks	60	3217	52 56
*Suret's Island	38	2891	47 46
*Rockingham	34	1466	23 96

BORDER SECTIONS.				FOUR SECTIONS.				FOUR SECTIONS.					
T. Gavel	28	1785	21 88	Cross (New Ross)	40	2350	40 70	Wentworth	65	3430	48 01		
				Martin's Point	77	3937	67 94	Curry's Corner	65	4132	58 27		
				Indian Point	32	2147	37 05	Three Mile Plains	30	1980	28 04		
				Blandford. No Return.				Martock	42	2778	39 18		
				Meisner's Island	9	401	6 29	Contre Falmouth	58	3329	46 94		
				Mill Cove	55	3531	43 07	Mount Denson	66	3812	53 75		
				Pino Plains	58	2942	50 77	Hantsport	175	12092	170 77		
								Avondale	98	5376	76 09		
								Belmont	64	3082	43 46		
								Poplar Grove	63	3790	53 43		
								Burlington	78	3738	52 71		
								Summerville	72	3415	48 16		
								Cheverie	100	6564	92 50		
								Pembroke	46	2554	36 01		
								Scotch Village	60	2723	38 40		
								Woodville	28	1603	22 60		
								Ashdale	25	1853	26 13		
								Newport Road	30	2313	32 62		
								Stillwater	39	2128	30 01		
								St. Croix	85	2981	42 03		
								Ellershous	75	3687	56 19		
								Riverside	43	2190	30 87		
								Union	23	1233	17 39		
COUNTY OF LUNENBURG.				BORDER SECTIONS.				COUNTY OF VICTORIA.					
Lunenburg Town	323	24831½	241 24	Aldersville	16	630	11 00						
1st Peninsula	55	3212	31 49										
Garden Lots	24	1033	15 86										
Fobz South	54	2315½	22 48										
Upper Rosebay	40	3101	30 14										
Lower Rosebay	50	3450	33 52										
Upper Kingsburg	18	1473	14 30										
Lower Kingsburg	24	1335	17 82										
Ritcey's Cove	70	4145	40 27										
Ferry	74	4140½	40 31										
Summerside	69	5358	52 06										
Snyder's, L. H. Road	33	1260	12 24										
Northwest Range	82	2741½	26 62										
N. W. Fauxburg	41	2209	21 46										
Maiders Cove	68	3591½	34 89										
Mahone Bay	182	13404	130 27										
Oakland	67	6379	61 99										
Martin's River	54	3146	30 56										
Block House	54	3218	31 26										
Middle Cornwall	47	3342½	32 46										
Falkland	37	1498½	14 54										
Langilles, N. G.	32	1545	15 00										
Centerville, N. G.	56	3026	29 40										
Stambourne	31	1768	17 17										
Rosedale	51	2468½	23 97										
West Northfield	43	2467	23 06										
Bridgewater East	56	2884	28 01										
New Canada	66	3396	32 09										
Misner's (Branch)	35	1577	15 34										
Knock's	55	1249	12 12										
Snyder's (Branch)	38	2326	22 59										
2nd Peninsula (Lower)	45	2990½	29 05										
Tancook	104	3148	30 58										
Clearland	63	3368½	32 72										
Pino Grove	28	1361	13 21										
Bridgewater	235	14165	137 67										
Conquerall Bank	60	4300	41 79										
Hirtle's N. G. Road	34	1229½	11 98										
Pleasantville	72	3552	34 51										
Pentz's	82	3815	37 06										
West Dublin	90	4904	47 65										
LaHave Islands	52	2551	24 78										
New Cumberland	51	1601	15 58										
Petite Riviere	84	6764	65 73										
Broad Cove	51	2074	20 15										
Vogler's Cove	59	3369	32 73										
Crouse Town	36	2304	22 38										
Conquerall	57	3880	37 70										
Hebbs'	38	1761	17 10										
Baker's (P. R. Road)	38	2807	27 27										
Newcombyville	53	3050½	29 64										
Chelsea (Lower)	38	2335½	24 63										
Chelsea (Upper)	61	4423½	42 97										
Herman's Island	26	1519	14 75										
FOUR SECTIONS.				BORDER SECTIONS.				FOUR SECTIONS.					
*Blue Rocks	61	3976½	51 50										
*Heckman's Island	42	2530½	32 78										
*Weinacht's	36	1913	24 76										
*Lower Cornwall	30	1872	24 24										
*Misner's, N.G.	35	2054	26 60										
*Lower Northfield	54	2211½	28 61										
*Upper Northfield	53	2943	38 10										
*Frelig's	47	3549	45 97										
*Lakeville	23	1758	22 76										
*Camperdown	61	2876	37 25										
*West Conquerall	40	2500½	32 40										
Upper Cornwall, voted by the Board	24	19											
DISTRICT OF CHESTER.				COUNTY OF HANTS.				BORDER SECTIONS.					
Chester Town	152	8418	8145 28	Windsor	386	26858	378 72	Enfield	63	2733	41 25		
East Chester	67	3752	64 92					Elmsdale	46	2980	44 23		
Chester Basin	67	2095	51 68					Walton	50	2257	34 06		
								Hillsdale	26	893	13 48		

COUNTY OF PICTOU.			COUNTY OF CUMBERLAND.		
Elmsdale 82	3997	51 31	Cape Canoe 201	10875	266 63
Sunny Brae 71	3571	45 64	White Head 52	1911	45 17
Blue Mountains 60	3566	43 83	Port Felix 01	2199	51 88
Moose River 83	1837	17 46	Colo Harbour 41	1576	37 19
Garden of Eden 70	1089	21 71	Manchester 41	1701	40 14
St. Mary's Lower 21	1642	21 11	Manchester 75	2374	53 02
Watervale 34	2096	26 35	Manchester 93	4271	100 70
McPherson's Mills 39	2025	37 87	Claire Harbour 70	2290	53 33
Marsh McLell. Mt. 39	2076	38 25	Port Mulgrave 18	1427	35 67
McLellan's Brook 74	4752	21 20	Pirate Cove 21	679	15 55
Fraser's Mountain 29	1631	21 29	Steep Creek 48	2159	51 41
Churchville 59	2961	38 11	Saudi Point 37	1690	37 62
Loading Ground 67	3787	48 42	Oyster Points 27	1383	32 62
Little Harbour 82	3071	39 47	Country Harbour 57	3723	83 14
Pine Tree 40	2213	23 43	Country Harbour 27	1240	29 29
Sutherland River 41	2637	32 60	Isaac's Harbour 49	2217	62 32
Merigomish West 42	1811	21 11	Isaac's Harbour 49	2217	62 32
Merigomish East 70	4166	57 77	Glant Lake 49	2217	62 32
Piedmont 45	2176	27 97			
Avondale 44	1073	25 39			
Barney's River Lwr. 63	3524	45 31			
Balley's Brook, Upr. 49	2829	38 35			
Smithfield 40	1502	12 40			
French River East 62	3285	42 22			
French River West 49	1969	25 30			
Meiklo Settlement 31	1804	23 20			
Little Harbor Mid. 39	2289	29 42			
Mid. River (Collins) 36	1705	21 91			
Brooklyn 41	2830	36 37			
Hopewell Upper 20	659	8 70			
Westworth Grant 23	411	5 67			
Westville 331	17834	229 25			
Granton 38	1293	15 64			
EVENING SCHOOLS.			ST. MARY'S.		
Aldion Mines 23	85	1 10	Sherbrooke 121	7067	153 78
Bridgeville 40	1639	2 06	Stillwater 73	3562	70 09
Marsh, Barney's Rvr. 17	14	0 18	Glenelg 35	2082	41 49
McIntosh Mills 27	682	8 78	Melrose 43	2565	51 12
			Upper Cross Roads 35	1931	33 45
			Ecum Secum 60	2429	50 38
			Lochar 42	2567	47 06
			Wine Harbour 62	2233	44 50
			Indian Harbour 61	2444	50 70
			Goldenville 96	4724	94 14
			Goshen 38	849	15 92
			East River 24	1609	45 06
			Cameron Settlement 4	306	4 30
POOR SECTIONS.			POOR SECTIONS.		
Fox Brook 36	1739	29 86	East River 14	712	14 19
Marsh Barney's Rv. 14	1331	20 82	Argyle 750	13 12	13 12
McLell. Mountain 23	1404	24 06			
McLell Brook, Upr. 38	1650	23 80			
Chance, Harbour 21	1204	20 06			
Fraser's Mountain, N. 29	1699	27 40			
Remidart 29	1011	27 60			
Marshy Hope 30	1870	32 20			
Marsh, Barney's Rvr. 22	724	12 40			
McKenzieville 32	1049	17 97			
New Lalg Lower 32	1413	21 22			
McIntosh Mills 38	2198	46 02			
McLell. Mt. Upper 24	1141	19 61			
NEW GLASGOW.			COUNTY OF CUMBERLAND.		
New Glasgow 403	31882	418 47	Malagaash Point 55	1667	22 26
Alma 41	2191	28 16	N. S. Malagaash 39	2688	35 63
Mid. Set. Mid. Rvr. 18	1340	15 04	Slake L. Wallace 25	2120	28 30
Marsh, W.D.E.R. 22	850	12 30	S. Bay Wallace 43	1694	21 23
Geangry 59	2733	35 20	G. River Corner 56	2934	37 17
Hig Brook 55	2936	33 60	Wallace Harbour 115	7616	100 34
Hopewell Lower 54	3493	41 31	Six Mile Road 55	2693	36 00
Fish Pools 41	3162	40 61	Wallace River 70	3680	49 13
Stellarton 129	18883	114 17	Wentworth 40	2778	37 02
Aldion Mines 261	14665	210 00	Wentworth 40	2355	32 44
Springville 63	3833	47 40	Mid. W. River 45	2079	27 78
Bridgeville 59	3155	39 65	North Wallace 31	1385	18 49
			Box Harbour 74	1105	14 73
			G. Gulf Shore 47	1238	17 20
			Bugwash 150	9991	131 39
			N.S. Wallace Bay 34	1732	23 12
			Mid. Wallace Bay 30	1416	18 93
			Doherty Creek 31	1608	21 47
			Eugwash, N. East 48	2391	31 92
			Eugwash, H. East 56	3649	47 37
			Wallace Bridge 40	2765	35 91
CO. OF GUYSBOROUGH.			PARISH DONO.		
Guysborough 130	7959	187 83	Mill Village 202	1537	180 69
River Side 23	907	21 46	Kirks Hill 39	2059	27 23
River Side 31	1023	24 26	Fox River 72	3787	47 22
South Intervale 43	2800	63 05	Box Hill 24	1922	22 69
North Intervale 35	1775	41 88	Advocate Harbor 105	7680	102 53
Roman Valley 55	3250	33 32	Apple River 21	814	10 87
Old S. Rvr. Road 23	1404	23 48	Lake Lands 46	2370	31 61
Salmon Rvr. Bridge 37	1673	24 62	Halfway River 21	1559	20 51
Salmon Rvr. Lakes 41	1467	24 62	Black Rock 40	2426	32 42
New Harbor 34	1183	35 23	Canons Mills 27	3280	43 52
Sandy Cove 29	197	4 64	Braserville 67	1643	21 02
			Green Hill 32	2000	31 71

GEOGRAPHICAL NOTES.

NORTH POLE.—Examination of the survivors of the "Polaris" expedition by a Board appointed by the Secretary of the Navy, discovered no new facts in regard to the death of Captain Hall and the break-up on the ice, but made it certain that the former was purely natural (from apoplexy or paralysis), and that the separation of the party in the ship from that on the floe was accidental and unavoidable. Capt. Buddington, however, is shown to have been a hindrance to his chief while living, and to have had such an appetite for liquor as to make grog of the alcohol carried for scientific purposes. In Capt. Hall's writing-desk, which was preserved by the Esquimaux Joe, was found the original draft of a dispatch to Secretary Robeson, and this, together with the testimony of Capt. Tyson and Frederic Meyer, enabled the Board to arrive at the following summary of the geographical results of the expedition:

"The open Polar Sea, laid down by Kane and Hayes, is found to be in reality a sound of considerable extent, formed by the somewhat abrupt expansion of Kennedy Channel to the northward, and broken by Lady Franklin's Bay on the west, and on the east by a large inlet twenty miles wide at the opening and certainly extending far inland. Its length was not ascertained, and Mr. Meyer thinks it may be in fact a strait extending till it communicates with the Francis Joseph Sound, of the Germania and House expedition, and with it defining the northern limits of Greenland. This inlet was called the Southern Fjord. North of it, on the same side, is the indentation of the shore, called Polaris

Bay by Capt. Hall, where the Polaris wintered in latitude 51° 38' north. The northern point of this bay was named Cape Lupton. Its southern point is yet without a name. From Cape Lupton the land trends to the north-east, and forms the eastern shore of a new channel from twenty-five to thirty miles wide, opening out of the sound above mentioned, to which Capt. Hall as has already been stated, gave the name of Robeson's Straits. The western shore of these straits, north of Grinnell land, is also nameless. North-East of Cape Lupton, in latitude 81° 37', is a deep inlet, which Capt. Hall called Newman's Bay, naming its northern point Cape Brevoort, and its southern bluff Sumner Headland. The trend of the land continues to Repulse Harbor, in latitude 82° 9' north, the highest northern position reached by land during this expedition. From an elevation of 1,700 feet at Repulse Harbor, on the east coast of Robeson's Straits, the land continues north-east to the end of these straits, and thence east and south-east till lost in the distance—its vanishing point bearing south of east from the place of observation. No other land was visible to the north-east, but land was seen on the west coast, extending north as far as the eye could reach, and apparently terminating in a headland 81 degrees north. Mr. Meyer also states that directly to the north he observed on a bright day, from the elevation mentioned, a line of light, apparently circular in form, which was thought by other observers to be land, but which he supposed to indicate open water."

The scientific observations and collections appear to have been very full and valuable, and it is to be hoped will be re-

covered by the relief expedition sent out in the steamer "Tigress" by the Secretary of the Navy. The St. John's correspondent of the London "Times" notes "one or two facts connected with the winter quarters of the "Polaris" in the most northerly latitude in which any expedition have ever passed a winter:"

"Captain Tyson describes the climate at being distinctly milder than it is several degrees further south. In June the extensive plain which surrounded the harbor in which the ship was ice-bound was free from snow, and such flora as these regions boast appeared. A scant, creeping herbage covered the ground, sufficient to nourish the numerous musk oxen which range these plains. Of these the Expedition shot between thirty and forty. That these animals can exist here through the Winter is a fact in itself indicative of a milder temperature. In midsummer, when the air was still, the sun was sometimes disagreeably hot, and it would seem as though, after passing the icy barrier which extends from the 70th to the 80th degree, the climate became sensibly modified. No Esquimaux or Arctic Highlanders were met, but their traces were perceived; and what is more interesting is the fact that driftwood from the northward was picked up which had floated through Robeson's Straits, through which a southerly current runs of a knot an hour. It was too much decayed to show clearly the traces of having been sawn or cut. Besides, musk oxen, rabbits and lemmings were abundant, one or two bears were seen, the wild flowers were brilliant, and numerous birds from southern latitudes came northward in the Summer; and some of the party ascended the high table-land which rose from the plain near which they were anchored, and which, in its turn, was overtopped by a higher range. A marked difference in character between the eastern and western shore was evident, the former being apparently more favored in climate and vegetation. The mountain ranges on the western side, were far more rugged, barren, and precipitous. In mid-winter, notwithstanding this comparatively favorable account of the aspect and climate of the Winter-quarters, it was so cold that bullets of frozen quicksilver were fired through a two-inch board."

Mr. Clements R. Markham, of the British Arctic Expedition of 1850-51, writes to *Nature* (issue of May 29) as follows:

"The news brought by the boat's crew of the *Polaris*, if at all accurate, is very important. It proves that even such a vessel as the *Polaris* may advance up Smith Sound, in one season, to 82° 16' N. It is stated also that at, or near this point, the land, both of Greenland and Grinnell Land, was still trending northward. From such a point, an extended party, with depot parties organised on McClintock's principles of sledge traveling, could reach the North Pole and return to the ship. Another important fact is that the *Polaris* was beset in 80° 2' N. and drifted out into Baffin's Bay. This shows that there is not a constant block of ice in the strait, but that the floes drift down with the current, leaving, as a consequence, an occasional navigable lane between the drifting ice and the land floe. These facts are most satisfactory, and increase the prospect of a successful exploration of the unknown region by way of Smith Sound."

BRITISH AMERICA.—Surveys are now going on to complete the definition of the forty-ninth parallel boundary between this country and the United States. The work has already been performed eastward from Fort Pembina to the Lake of the Woods. During the present summer the line will be extended from the Fort to the Rocky Mountains. The Hon. Archibald Campbell, of the U. S. Commission, has general charge and will make the report to Congress.

Mexico.—Last month we gave some account of Commander Selfridge's interoceanic canal route by way of the Napipi and Atrato Rivers. Of U. S. Nicaragua Survey for the same object we have little news to give, but there comes from it no such triumphant note as from Commander Selfridge. "If a canal is ever put through," we read, "it will have to occupy the valley of the San Juan River." The Tehuantepec survey, under Commander Shufeldt, has published a full report of its explorations which enables us to compare its route (via the Coatzacoalcos River) point by point with that via the Atrato: 144 miles of canal against 28; 140 locks against 20; 732 feet submit level against 128; a feeder 27 miles long, involving three miles of traveling and some heavy cutting, against no artificial feeder. For the remainder of its construction the Tehuantepec Canal will

be, if not easy, at least not impossible. Probably, we infer, the job will be a slighter one than Selfridge's three miles of gigantic tunnelling, and three of open cuts. As for expense, Commander Shufeldt hazards no precise estimate, but intimates that it would be too great for private capital. Then he frankly enumerates earthquakes, heavy north and south winds, and an anarchic society (State of Oaxaca), as obstacles not to be despised.

—"It is estimated, says the report from which we have been quoting, "that of the 8,000,000 inhabitants of the Republic of Mexico, 5,000,000 are Indians, direct descendants of the Aztecs and other aboriginal tribes and races."

"The Indians are found settled over the whole Isthmus, generally living in towns or villages, or large haciendas. They are of a mild and gentle disposition, little inclined to war or cruel practices. They seem too have but little natural fondness for hunting, although the country abounds in game. The men are rather smaller than the Indians of our own Western plains, but nevertheless, they are very muscular, and possess, many of them wonderful endurance. In color they are lighter than our own Indians and their features are much finer, and the expression of the face is more pleasing. . . . These people are invariably hospitable to strangers, and often cheerfully give up their bed and hammock for their accommodation, for which they never make any charge; but if any food is taken they expect to be paid for it. The dogs, pigs, and chickens occupy the house in common with the family. The women perform all the house-work, assist in cultivating the milpas, and prepare and cook the food. They rise before the men in the morning, often as early as three o'clock and begin the preparation of the morning meal. We found the Indians remarkably honest and faithful attendants, and not one of our party had anything stolen during our residence on the Isthmus. The robberies in Mexico are rarely committed by this class.

—We may venture on one other extract, as it opens up an interesting subject:

"We expected to encounter a great many serpents on the Isthmus, and each person, therefore, went fully prepared with the means for applying an antidote at a moment's notice, should he be bitten; but during our residence there we saw only a very limited number of serpents, the most of which belong to species that were quite harmless. No one of the party was bitten, or even attacked, notwithstanding the fact that our explorations led us into the densest forests and the most unfrequented regions. We heard of several deaths that had resulted from the bites of serpents. But these cases are very rare, probably not more frequent than similar occurrences in our own forest."

This is quite in keeping with the subjoined paragraph, which we clip from *Nature*:

"There is a very good article in the *Field* for January 4, exposing some popular delusions with regard to the dangers incurred by living in or travelling through countries where snakes are abundant. The writer thinks it would be difficult to produce a well-authenticated instance of a European having been killed by a snake in any tropical country. Many of these delusions the writer ascribes to the sensation stories found in some popular novels, e. g. 'Tom Cringle's Log,' and some of Marryatt's works, as also in the narratives of credulous travelers, and even in the works of such an eminent ornithologist as Audubon. 'The actual risk incurred,' the writer says, 'by those who visit and explore the haunts of snakes is practically so inconsiderable as very soon to become habitually as much disregarded as is the existence of the common adder in this country.'"

To the same effect speaks the late Mr. Charles Waterton in his "Essays on Natural History" (London, 1871):

"When I was in the forests of Guiana, I could never coax an Indian to approach a snake with compesure, although I showed him that no danger was to be apprehended if he only went the right way to work. . . . Snakes are not revengeful; neither are they prone to be the aggressors. . . . In no instance have I seen a snake act on the offensive. . . . *Noli me tangere*—do not touch me with intent to harm me, is a most suitable motto for a snake. . . . Confiding in the notion that snakes never use their poison-fangs, except when driven to extremities, I would rove in the forests, day after day, without shoes or stockings, and never consider myself in danger from them. . . . When a man is ranging the forest, and sees a serpent gliding towards him (which is a very rare occurrence), he has only to take off in a side

direction, and he may be perfectly assured that it will not follow him. . . . A man may pass within a yard of a rattle-snake with safety, provided he goes quietly, but should he irritate a rattlesnake, or tread incautiously upon it, he would infallibly receive a wound from its fangs."

THE STRUCTURE OF THE APPALACHIAN ZONE.

PART FOURTH.

IN this brief survey, we have seen that the mountains composing the Appalachian Zone are made up of strata similar to those now forming. From analogy as well as from internal evidence we know that these were once horizontal, whereas now we find them bent, folded, turned up on edge, and in some cases even fractured. We have seen also that the curves tend to become broader and less steep as we follow them north-westerly; the whole resembling the ripples caused by casting a stone into a body of water, abrupt near the point of concussion, but becoming broader and gentler as they recede. Can we, from these facts, write the history of these mountains and determine the nature of the mighty force which exerted so tremendous an influence?

Often has this question been answered affirmatively, but the interpretation of the facts differ. It would be out of place here to enter into an elaborate discussion of theories respecting the origin of mountains. Only two hypotheses will be given, both of which have attracted much attention, and both are based on the structure of the Appalachians.

In 1812 the Brothers Rogers, after years of investigation amid these mountains, presented their celebrated theory. They hold that the wave-like flexures of the Appalachian strata are the result of an actual onward billowy movement, proceeding from beneath; a combined vertical and tangential movement. They argue forcibly that no merely vertical, no merely horizontal movement, alone, could produce the phenomena. The wave-like undulations of the ground during earthquakes, so well attested by many observers, seemed to afford the key. It was assumed, therefore, that the earth's crust in these disturbed regions, rested on a widely extended surface of fluid lava, and that the accumulation of a vast body of elastic gases and vapors subjected this portion of the crust to an excessive tension, causing it to give way at successive times in a series of long parallel rents. The removal of pressure upon the lava by the explosive escape of the gases, would cause it to rise along the fissure like an enormous billow and to lift with it the overlying flexible crust. Gravity would produce a violent undulation of the lava surface. wave succeeding wave, flattening and expanding as they proceed and imparting a billowy motion to the overlying strata. Simultaneously with each epoch of oscillation, the undulating tract was pushed bodily forward, and secured in its new position by the permanent intrusion, into the rent and dislocated region behind, of the liquid matter, injected by the same forces which gave origin to the waves. This thrust would steepen the advanced side of each wave, and if repeated, as it would be near the region of greatest disturbance, would produce the folded or inverted structure.

Prof. James Hall announced his theory in the *Palaeontology of New York*, Vol. III. He rejects altogether an interior force and regards the flexures as resulting from depression of the crust. He believes that the line of the Appalachian barrier is due to the original deposition of material, not to any subsequent operation dislocating its strata, and that the declination of elevation westward is due to the thinning out of the formations. He holds that when large masses of sediment are spread along the sea-bottom the effect will be a yielding of the crust beneath and a general subsidence. The greatest depression, accordingly, would be along the line of greatest accumulation, and the settling would be less in the direction of the thinning margin. By this process the lower side became stretched, rents and fractures would occur on that side, while the compressed upper surface would be wrinkled and folded. This can be easily shown by bending a

young twig. The outer surface is stretched and finally gives way, while on the inner side the bark is thrown into folds. This folding has not contributed to the height of mountains. On the contrary, the sharper the fold, the more likely it is to be split or weakened at the arching, and so to be more liable to the effects of denuding agencies. In this way is explained the existence of so many mountains with trough-shaped strata; these mountains being merely the troughs of waves whose crests have been washed away.

Here then are two interpretations of the same record, yet diametrically opposed. Rogers' theory accounts for most of the facts, but leaves us a task, as difficult as the other, to account for the theory. The means employed, according to these authors, are too terrific, without analogue anywhere. It is inconceivable, too, how the fluid matter could be sustained in the rents and hollow so as to render the elevation permanent. To Prof. Hall's theory the main objection is, that the material accumulating, as it certainly did, in shallow water, is incompetent to affect the earth's crust, which is not less than fifty miles thick. Indeed, there is reason to doubt whether the earth has merely a crust. Ten years hence we may all believe our globe solid. At the same time there is much in favor of this theory. It is competent to account for the succession of phenomena and is easily illustrated by experiment. A long continued subsidence certainly did occur in the Appalachian region, for there we find shallow water deposits, many thousands of feet thick, each showing by the ripple markings that it was near the surface when deposited. The character of many strata shows that the rate of subsidence at times must have been exceedingly small, only a fraction of an inch per annum. It is more than probable that such a sinking over an extended area would cause a corresponding elevation at some point. Where would we look for such an elevation but in the trough itself? As shown in the experiment of the bent twig, the folds are sharpest where the compression is greatest. By this theory faults and other phenomena are susceptible of easy and reasonable explanation.

The determination of the time during which the Appalachian Revolution occurred depends upon some principles respecting which all geologists are fully agreed. The facts on which these are based need to be summarily recorded.

After a careful study of life as shown in the successive strata of the earth's crust, geologists have divided the world's history into seven great ages, each marked by the dominance of some form of life. Earliest among the stratified rocks we find an enormous accumulation, many thousands of feet in thickness, everywhere controlled and everywhere altered in their constitution, as though they had been subjected to a high temperature. In this process of alteration all traces of life, both animal and vegetable, would be obliterated, or at least rendered difficult of detection. Under such circumstances these rocks were classed together as belonging to the Azvic or lifeless age. Latterly, however, there have been discovered traces of life, low in order indeed, but still, life, and so we know this immense series as the Erzoic, or the age of dawning life.

Resting on this contorted mass we find a succession of rocks, just such a succession as might be expected to rest on a continually subsiding sea-bottom, first a sandstone, then a mixed mass of sand and limestone, and finally a heavy limestone; a similar succession follows, the two series together making up the Silurian age, the age of mollusks or shell-fish. In this age no land plants existed, no mammals peopled the land, no fishes peopled the sea. Yet the rocks tell us that life in its lower forms was abundant, for some of the limestone are simply masses of shells tightly packed together. Stone lilies of wondrous beauty and complexity, waved to and fro on the bottom; uncoiled nautili, twelve feet in length, scorched the sea, myriads of little shells were everywhere, while tangled masses of strange seaweeds grow in all the shallow waters.

Upon the Silurian, we find the strata of the Devonian age. In its earliest epoch we find a new form of life introduced, fishes, the first of vertebrates, appear in vast numbers; while corals, mollusks and articulated animals, so well represented in the previous age, still abound in the waters. We now find evidence of a main land, covered with soil and bearing vegetation, for even midway in its course we discover a few sea-drift logs of

cone-bearing trees, carried down some river to the sea, where becoming water-logged, perhaps, they sank to be enveloped by the limestone forming below. Towards the close of this age, the evidences are more determinate, no longer mere fragments of wood, denuded of bark and rudely chafed by the tossings on the water, but now branches of trees with bark preserved and even the leaves with all their strike intact, so perfect as to admit of description.

Resting upon those of the Devonian, the Age of Fishes, we find the strata of the Carboniferous Age, the age of coal, of all ages the most important to man in its economic bearings. Here are our alternations numerous, sandstone, shale, coal and limestone, an ever-varying round, a complex puzzle, ever surprising the student with some new wonder. Here laid up for man's use are the coal and iron, the results of the labors of the plant-world for many ages, interstratified with shales and sandstones, the wash of the ocean shore, and limestones the burial place of countless myriads of corals and sea-shells. Formed in marshes of vast extent and lining the sea-shore, the coal and its accompanying shales show no storm-tossed fragments of wood, finding here an accidental resting place. Here we find the primeval forests, standing as they grew, roots and trunks, while in, and directly above the coal we often see the impression of their leaves, with those of humble ferns, all preserved as though they had been formed but yesterday, the fineness and perfection of their lines rivalling the most beautiful specimens of modern plants in our herbaria. Words cannot describe the matchless beauty of the roof as exposed by the removal of the coal beneath, where, in endless confusion, these impressions are spread out. Well have geologists called this the age of land-plants, for then, even in our latitude, the forests must have been as dense as similar low marshy regions of the torrid zone to-day. In the sea swarmed gigantic sharks, while mollusks, corals and stone-lilies still contributed to the richness of the fauna.

Next comes the Age of Reptiles. In the Devonian and Carboniferous seas fishes were supreme, but now the Reptiles. In the air the Pterodactyl, a flying dragon, with four feet spread of wings, flattered in the stead of birds, on the land were gigantic lizards seventy feet long, in the shallow waters the Plesiosaurus, with its large crane-like neck, lurked in the sea-weed, while farther from the shore, the huge *Schthiosaurus*, or fish-like reptile, scoured the sea for its prey. Strange animals these, descriptions of which "seem more like the dreams of fiction and romance, than the sober results of calm and deliberate investigation." Yet to any who will examine the evidence upon which our conclusions rest, no more doubt can remain that these once lived than can exist respecting the former life of the mummied men, apes and crocodiles now found in the catacombs of Egypt. During this age we have fishes still, corals, stone-lilies, mollusks and horse-shoe crabs, yet all inferior to the reptiles which now attain their maximum, and are henceforward to dwindle. On land we find a new feature, plants like those of our own time, but strangely mingled with others unrepresented to-day. Yet birds are almost wanting, and the mammalia are represented only by small insect-eaters.

Following this comes the Age of Mammals. Faintly foreshadowed by the little insect-eater, this age bursts upon us with all the grandeur of a new creation, without gradual evolution as in its predecessors. In the Bad Lands of our West, in the Gypsum quarries of Paris, in the Sinalik hills of India, we find the remains of huge-mammals, which once swarmed over the surface of the globe, but which now, like the Great Auk of our northern seas, have forever disappeared, leaving behind them no descendants. During this age lions, tigers, elephants and hyenas of extinct species peopled the British Isles, associated with extinct species of rhinoceros and hippopotamus. In the Missouri country strange carnivorous animals allied to the hyena, dog and panther were associated with the rhinoceros, horse, deer and tapir-like animals. The elephant reached even to the borders of the great lakes, while the gigantic mastodon roamed over all our land east of the Mississippi. In the sea whales, seals, dolphins and the walrus lived. On the land birds were numerous, and the forests in which they sported wear a very familiar look. There were oaks, chestnuts, poplars, willows, tulip-trees and nearly all our common species. The lower orders of marine life are like our own. In the early epochs no species are identical with those now existing, but later on we find twenty per cent., and at the close ninety per cent. of the shells undistinguishable from species of our own day.

Last of all the ages comes that for which all the others were preparatory—Man appears upon the earth. Now we find mammals, birds, reptiles and fishes. We have the articulates, the mollusks, and the corals, with their related sea-urchins and star-fishes; but as each grade in its turn gave way to one higher, so now do they all give way to man, for whose benefit they have been created.

Of these seven ages the first four are fully represented in the Appalachian Zone, and in the troughs bordering it on the east we see the earlier epochs of the fifth. It is evident that the great revolution forming this zone ended during the Carboniferous Age. The relative position of the rocks belonging to the Reptilian Age, and found in troughs along the eastern border, shows that they were deposited after the mountains in this vicinity had assumed their folded condition. To determine the time when this revolution began is attended with some difficulty. The Blue Ridge contains few strata younger than those belonging to the Eozoic Age, while in the other belts we find all the ages represented from the Eozoic to the Carboniferous inclusive. It would seem reasonable, therefore, to suppose that the operations producing the Blue Ridge took place at a much earlier date than those causing the other belts, or else that in the neighbourhood of the Blue Ridge there was dry land from the Eozoic time till now. It is probable, however, that the whole Appalachian Zone is marked by the results of successive operations, and that the older mountains, those first formed, are in the south-eastern division.

The importance to us of the Appalachian uplifts can hardly be over-estimated. They have given birth to innumerable streams, which, cutting out the mountain sides and transporting the material thus set free, have found the alluvial plains of the Atlantic border and the Ohio valley, while uniting they afford broad high-ways for commerce. The waves of the strata have brought to the surface many beds of coal and iron, which otherwise would have been buried so deeply that man could not have discovered them, or had he discovered could not have worked. Iron beds, well exposed and accessible in the Alleghany Mountains, lie eight thousand feet below the surface in the Ohio valley at the Kanawha River. At the same time many strata were changed in structure; bituminous coal became anthracite, coarse layers of limestone were converted into statuary marble, and the crude carbonates of iron were reduced to oxyds. It was only part of a far-reaching plan, in whose slow development the Creator looked forward to the introduction of man and prepared all things for his coming.

THE CASTLE BONCOURT.

FROM THE GERMAN OF CHAMISSO. TRANSLATED AND REND-
ERED INTO VERSE BY PROF. J. R. JACQUES, A. M.

[The Poem is a touching reminiscence of the castle from which the author had been driven in youth by the furies of the French revolution. The castle was destroyed and its site became a plowed field.]

I dream myself back to my childhood,
While trembles my snowy-white head.
How ye follow me ever, ye fair forms,
That long I had thought to be dead!

Towering high from the shady enclosure,
The Castle now gleams all immortal.
I know the old ramparts and towers,
The old bridge of stone and the portal.

From the gateway the lion's heraldic
Looks on me with love as of yore,
I greet the dear friends of the old-time,
And haste to the court-yard once more.

There lies the sphynx by the fountain,
And yonder old fig tree is green.
Within yonder windows, in childhood,
The dream that I dreamed first was seen.

I enter the church of the Castle,
And seek for my ancestor's grave.
There it is! There hangs on the pillar
The armor once worn by the brave.

Not yet can my tear-bedimmed eyes
Read the lines of the record aright,
Though thereon through the window panes spangled,
Falls in fullness the brilliant light.

Thou standest, O home of my fathers,
True and firm in my heart, e'er abiding,
Although thou hast vanished from earth,—
O'er thy soil the plow they are gaidding.

But myself I must now tear away,
And carry my harp in my hand,—
The realms of the earth to rove over,
And sing over many a land.



OFFICIAL NOTICES.

112 Teaching Days in this Term.

MINUTE OF COUNCIL.

Passed June 6th, 1872.

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

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

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

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

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

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

I. The Provincial Normal School.

FACULTY OF INSTRUCTORS.

NORMAL COLLEGE.

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

MODEL SCHOOL.

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

II. Address of Inspectors.

Hinkle Condon, Esq. Halifax.
Rev. R. R. Philp, B.A. Maitland.
Rev. Robert Sommerville, B.A. Wolfville.
L. S. Morse, Esq. Bridgetown.
A. P. Landry, M.D. Clare.
Rev. John Ambrose, M.A. Digby.
G. J. Farish, M.D. Yarmouth.
A. C. A. Doane, Esq. Barrington.
Rev. Charles Duff Liverpool.
W. M. B. Lawson Lunenburg.
R. B. Smith, M. D. Upper Stewiacke.
Rev. W. S. Darragh Shunimicas, Cumber'ld Co.
Daniel McDonald, Esq. New Glasgow.
Angus McIsaac Antigonish.
William Hartshorne, Esq. Guysboro'.
John Y. Gunn, Esq. Broad Cove.
Alexander McKinnon, Esq. Baddeck.
Edmund Outram, M.A. Sydney.
Reni Benoit, Esq. D'Escousse.

III. Teachers' Agreements.

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

consequent upon a large and regular attendance of pupils at school is diverted from the people to the teacher. These results clearly tend to prevent the growth and development of a sentiment of responsibility and interest among all the inhabitants of each section, and thus measurably defeat the object of the whole system—the education of every child in the Province.

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

NOTICE !

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

(FORM OF AGREEMENT.)

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

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

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

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

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

Witness, (Name of 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.

IV. To Trustees of Public Schools.

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

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

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

March, 1867.

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

SCHOOL DESKS.

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

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

V. Bond of Secretary to Trustees.

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

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

PROVINCE OF NOVA SCOTIA.

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

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

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

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

WE, THE SUBSCRIBERS, two of her Majesty's Justices of the Peace for the County of _____ do certify our approbation of _____ (name of Sureties,) within named, as Sureties for the within named _____ (name of Secretary,) and that they are to the best of our knowledge and belief persons of estate and property within the said County of _____ and of good character and credit, and sufficiently able to pay if required, the penalty of the within bond. Given under our hands this _____ day of _____ A. D. 1866 [Names of Magistrates].

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

(Passed 15th day of April, 1872.)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The sum required by any section, for the purchase of prescribed school books maps and apparatus shall be determined by a majority of rate-payers, present at any regularly called school meeting (to be assessed upon the section in the same manner as all other sums required for the maintenance of the school or schools.)—See Section 96, page 29 of the School Manual.

REGULATIONS.

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

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

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

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

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

LIST OF TEXT-BOOKS, MAPS, AND APPARATUS.

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

PUPILS' WEEKLY RECORDS.

Weekly Record (for one Term).

THE NOVA SCOTIA SERIES OF READING BOOKS.

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

SINGING BOOK.

The School Song Book.

SPELLING BOOK.

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