

ANNUAL SCHOOL MEETING.

The date of the Annual School Meeting for the current year is *Monday, Sept. 27th*. Trustees should carefully observe this date, and not fail to legally announce the meeting by notices posted in three public places within the Section, at least five days previous to date of meeting.

In Sections in which schools are organized for the first time, and which consequently are without Trustees, notices should be posted by the Inspector.

The following is an outline of the order of business of annual meeting:—

- (1.) To elect a chairman of the meeting.
- (2.) To elect a new Trustee or Trustees. (A majority of votes, i. e., *more than half*, is required for this election.)
- (3.) To receive and pass upon the report of the Auditors of Accounts.
- (4.) To receive the report of the Board of Trustees concerning educational operations of the year and the requirements of the Section for the ensuing year.
- (5.) To determine by a vote of the majority of the ratepayers present what amount shall be raised by the Section during the ensuing year for any, or all, of the objects authorized by law; and if any sum is included for the purchase or improvement of grounds or for the purchase or building of school-houses to fix the period (not to exceed twelve years) within which the sum voted for these purposes shall be collected; and, if necessary, to authorize the Trustees to borrow money for the procuring of houses or lands.
- (6.) To transact any other necessary business.

COUNTY ACADEMY ENTRANCE EXAMINATIONS.—Pupils applying for admission to County Academies for the term beginning May 1st, 1886, will be examined by the local authorities of the school on the subjects prescribed for the recent entrance examination. The papers written (together with copies of the questions set) must be carefully preserved for official inspection.

At the next annual entrance examination (Oct., 1886) papers will be set by the Department of Education as follows: (1) Grammar, Analysis, and Composition; (2) Geography; (3) British and Canadian History; (4) Arithmetic; (5) The Elements of Useful Knowledge. The latter paper will be designed to test the acquaintance of candidates with the substance of the oral *Lessons on Nature* in the Common School Course of Study, which Course will also determine the limits of knowledge in all the above subjects.

INSPECTORAL DISTRICTS, WITH NAMES AND ADDRESSES OF INSPECTORS.

- District No. 1, the City and County of Halifax—Hinkle Condon, Halifax.
- District No. 2, the Counties of Lunenburg and Queens—Thomas R. Pattillo, A. M., Bridgewater.
- District No. 3, the Counties of Shelburne and Yarmouth—A. C. A. Doane, Barrington.
- District No. 4, the Counties of Digby and Annapolis—Leander S. Morse, A. M., Bridgetown.
- District No. 5, the Counties of Kings and Hants—Colin W. Roscoe, A. M., Wolfville.
- District No. 6, the Counties of Antigonish and Guysborough—A. G. McDonald, Antigonish.
- District No. 7, the Counties of Cape Breton and Richmond—M. J. T. Macneil, River Bourgeois, C. B.
- District No. 8, the Counties of Inverness and Victoria—John Y. Gunn, Broad Cove, C. B.
- District No. 9, the County of Pictou and that part of the County of Colchester not included in No. 10—Robert McLellan, Pictou.
- District No. 10, the County of Cumberland, and that part of the County of Colchester comprised by the District of Stirling and the Townships of Economy and Londonderry—E. J. Lay, Amherst.

BOTANICAL SPECIES.—The following *fifty* common species (occurring in almost every School Section of the Province) are named for analysis and classification in connection with the *Botany* of the First Year of the High School Course. A description of the *genera* and *orders* in which these species are included should also be required. This list should be regarded as a *minimum*. Few teachers really interested in teaching science will find much difficulty in adding another fifty, which should include a few specimens of *mosses*, *liverworts*, *lichens*, *fungi*, and *algae*, as well as some additional *phanerogams*. This list will, of course, be revised from time to time.

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| 1. Ranunculus repens. | 26. Mentha canadensis. |
| 2. Capsella bursa-pastoris. | 27. Solanum tuberosum. |
| 3. Viola blanda. | 28. Syringa vulgaris. |
| 4. Drosera rotundifolia. | 29. Chenopodium album. |
| 5. Cerastium vulgatum. | 30. Polygonum aviculare. |
| 6. Acer Rubrum. | 31. Ulmus Americana. |
| 7. Trifolium repens. | 32. Fagus ferruginea. |
| 8. Prunus Pennsylvanica. | 33. Myrica gale. |
| 9. Fragaria Virginiana. | 34. Betula. |
| 10. Pyrus malus. | 35. Populus tremuloides. |
| 11. Ribes nigrum. | 36. Pinus strobus. |
| 12. Epilobium angustifolium. | 37. Abies Canadensis. |
| 13. Pastinaca sativa. | 38. Habenaria or cypripedium. |
| 14. Aralia nudicanlis. | 39. Iris versicolor. |
| 15. Cornus Canadensis. | 40. Smilacina bifolia. |
| 16. Sambucus. | 41. Juncus effusus. |
| 17. Leucanthemum vulgare. | 42. Carex intumescens. |
| 18. Cirsium arvense. | 43. Triticum vulgare. |
| 19. Taraxacum dens-leonis. | 44. Equisetum sylvaticum. |
| 20. Lobelia inflata. | 45. Pteris aquilina. |
| 21. Epigaea repens. | 46. Aspidium spinulosum. |
| 22. Gaultheria procumbens. | 47. Dicksonia punctilobula. |
| 23. Plantago major. | 48. Onoclea sensibilis. |
| 24. Lysimachia stricta. | 49. Osmunda cinamomea. |
| 25. Veronica serpyllifolia. | 50. Lycopodium clavatum. |

Where the genus alone is mentioned the teacher is supposed to select the species most available in the neighborhood. Some of these flowers are very minute, and their study will require the use of a cheap botanical lens. It is important that each student should own a lens, and be taught how to use it. Students should be exercised in drawing the small parts enlarged on the black boards and in their note books. As a specimen of the mosses is recommended "The common Hair Cap," *Polytrichum*; of the Liverworts *Marchantia*; of the Lichens, *Usnia*, *Sticta* or *Cladonia*; of the Fungi, *Agaricus campestris*, the "edible mushroom."

INDUSTRIAL DRAWING FOR HIGH SCHOOL COURSE.

1. For first year. Nos. 5 and 6 of the American Text Book of Art Education (retail price 15 cents each.)
2. For second year. Nos. 7 and 8 of the same series, (retail price, 25 cents each.)

The above books belong to the same series as those already used in our Common Schools. Nos. 5 and 6 are accompanied by a Manual for Teachers, giving full directions in regard to the use of the books. The retail price of this Manual will not exceed 60 cents. A small Manual accompanying Nos. 7 and 8 will be supplied gratuitously to teachers whose circumstances require them to use those books. It is not supposed that for the year about to begin many schools will require anything in advance of Nos. 5 and 6. As it has been thought well to omit No. 4 entirely from the Course of Study, the following hints are supplied:—

Before beginning work in Book No. 5, pupils should be taught to draw by freehand the following plane geometric figures, and these figures should be drawn or derived from the geometric solids—thus,

- The Circle from the Sphere.
- The Oblong from the Oblong Block.
- The Right-angled Triangle from the Square Prism.
- The Isosceles Triangle from the Square Pyramid.
- The Equilateral Triangle from the Equilateral-triangular Prism.
- The Ellipse from the Ellipsoid.
- The Oval from the Ovoid Form.
- The Hexagon from the Hexagonal Prism.
- The Pentagon from the Pentagonal Prism.
- The Octagon from the Octagonal Prism.

By deriving the plane geometric figures in this way, pupils will have a more definite conception of them than if drawn from flat copies or from blackboard copies alone. As a rule, the shortest dimension of each figure should be four inches.

For definitions in regard to these plane geometric figures consult pages 35 and 36 of the Manual, Part III., accompanying Drawing Book No 5. The drawings should be made on Manilla paper and pupils should be practised on rapid work. Where no previous instruction in Drawing has been received, attention should be paid to the holding of the pencil and the character of the line produced. The pencil should be one of medium softness.

TEXT BOOKS.

Comment.—In performing the duty of selecting and prescribing text-books for the Public Schools, the Council of Public Instruction has availed itself as fully as possible of the knowledge and experience of those who are engaged in the practical work of education. The sole aim of recent modifications has been to secure, at reason-