

The distribution of teaching time in the class-room need not necessarily be proportional to the examination values of the different subjects, for proportionally more home work can be effectively done in some than in others.

When five hours is the time per day, 20 per cent. of the time will represent a period of one hour, 10 per cent. of half an hour, &c. The 25 per cent. for classics in the High School departments will probably, as a general rule, be more necessary in Grades X and XI than in IX. The teacher must increase or diminish this time as he finds most useful under his particular circumstances, for which no general rule can be given. It is not assumed, of course, that all subjects should come up daily in class. Some come on alternate days; some, perhaps, only once a week, as is found expedient.

DETAILED COURSES OF STUDY FOR THE PUBLIC SCHOOLS OF NOVA SCOTIA.

PRELIMINARY.

1. The following Courses are designed to furnish a basis for the classification of pupils by teachers, and the examinations of schools by Inspectors. Their general aim is to give a definite and continuous character to the work attempted in the Public Schools, and thus secure the harmonious co-operation of all the forces of our Provincial system of education.

2. In their relation to each other the courses are *complementary*. It has been fixed by law that admission to the Provincial High Schools or County Academies shall be dependent on ability to pass a satisfactory examination on the subjects of the Common School Course. It is therefore of great importance that the processes of elementary instruction should in all cases be conducted according to its provisions. No teacher has a moral right to prejudice a pupil's participation in the Provincial appropriations in support of Academic education, because his own views as to the relative value of studies may differ from those embodied in the Course placed before him for his guidance. The High School Course, while specially designed for the Advanced Departments of Graded Schools, is also intended to exercise a regulative influence on the studies of those pupils of ordinary Miscellaneous Schools, who have completed the Grades of the Common School Course.

3. It is believed that a careful inspection of the requirements of these Courses will show that they are not fairly open to the objection of embracing an undue multiplicity of studies, and thus encouraging either "over-pressure" on the one hand, or "superficiality" on the other. The detail with which the various assignments are specified, especially in the earlier grades, gives an impression of a larger number of *separate* subjects than actually prescribed. Besides, a judicious variety of subjects is necessary, not only for the proper development of the mental faculties, but for awakening and maintaining due interest on the part of children in the exercises of the class-room. In arranging the practical details of this outline of studies, every effort has been made to observe the fundamental law of "unity in variety."

4. Beginning with the School year 1894-5, Inspectors will be required to make an estimate of the school work in *each* imperative subject, such as *Calisthenics*, *music*, &c., which will be transmitted to the Education Office at the end of each month, with the reports on the keeping of registers, statistics, etc., grounds, outhouses, etc., discipline, etc., and the general carrying out of the law by the trustees and teacher, according to prescribed instructions to Inspectors.