



OFFICIAL NOTICES.

TEACHING DAYS.—The number of Teaching Days for the current term, closing April 30th, is 116; for the City of Halifax, 114.

The number of Teaching Days for the ensuing term, beginning May 1st, is 109; for the City of Halifax, 99.

Trustees and teachers will observe that whatever day may be proclaimed by the Governor-in-Council as a Public Holiday for the due observance of Her Majesty's jubilee, will, of course, be a holiday in the Public Schools throughout the Province. Allowance has been made for such a holiday in the preceding announcements.

ADDITIONAL HOLIDAYS.—To enable teachers more conveniently to aid Trustees in preparing returns for transmission to the Inspector, the Council of Public Instruction has been pleased to order that hereafter "the 30th of April and the 31st of October shall be holidays in the Public Schools, and when either of these days shall fall on Saturday or Sunday, the preceding Friday shall be a holiday." At the request of the Board of School Commissioners, the Public Schools of the City of Halifax are excepted from the operation of this Regulation.

SATURDAY AS A TEACHING DAY.—The Council of Public Instruction has ordered that to existing regulations defining the limits within which school may be kept on Saturdays (see Manual, page XV), there shall be added the following: "Provided that nothing contained in these Regulations shall prevent a teacher from teaching on Saturdays in order to make up for not more than two teaching days necessarily lost at the beginning of the term in travelling from a distant section in which he (or she) had been previously engaged."

COUNTY ACADEMY RETURNS.—In addition to the special returns to Education Office, Trustees will send the usual returns to Inspectors. In no case should drafts for County Academy grants be drawn on the Superintendent of Education without previous authorization.

ARBOR DAY.—To encourage the proper adornment of school grounds, and thereby a cultivation of a taste for the beautiful in nature on the part of the pupils, the Council of Public Instruction has ordered the publication of the following Regulation:—

"On such one of the first thirty teaching days of the summer term, as according to season, weather, or other circumstances may be deemed most suitable, Trustees are authorized to have substituted for the regular school exercises of pupils, the planting by the latter of trees, shrubs and flowers on the grounds surrounding the school house. The day devoted to this purpose shall be known and entered in the Register as 'Arbor Day,' and when duly observed full credit will be given for it in the apportionment of public funds, on the basis of the actual attendance of pupils as ascertained by roll call at the beginning of the exercises, or other convenient time during their progress. Additional value and interest should be imparted by mingling with the practical duties of the occasion short addresses from the teacher and other competent persons on the aesthetic and economic importance of arboriculture. During their summer visitation, Inspectors shall take note of all schools in connection with which 'Arbor Day' has been observed."

There will be found subjoined some practical suggestions which will be serviceable to those who wish to make the occasion a really profitable one. The 12th of May has been fixed by the Maritime Provincial Grange as an "Arbor Day" within the jurisdiction of that body, for the purpose of impressing on the public mind the importance of restoring and preserving our forestal resources. Where the season suits, there might appropriately be a co-operation of the Grangers and the school authorities.

In selecting trees, it is well to avoid those that bear flowers or edible fruits, as such in the flowering and fruiting season are apt to meet with injury from ignorant or mischievous passers-by, and to offer temptation to the pupils. Butternuts and Horse Chestnuts are not to be commended as shade trees. The Balsam Fir is objectionable from the liability of its balsam to stain the hands and clothing. Deciduous or broad-leaved trees are easily grown, their fibrous roots rendering transplanting a comparatively simple operation. If care is taken, the young saplings of the elm, maple, and ash, as found in the under growth of the forest, can be transplanted without difficulty.

No school grounds should be without a suitable number and variety of the standard deciduous trees. However, during the winter season they are bare and unattractive, and afford little or no shelter. On the other hand, evergreens, such as Spruces, Pines, Hemlocks and Cedars, retain their foliage and provide as helter as

useful in winter as it is grateful in summer. Trees should always be planted according to a definite plan, being arranged either in curves or straight lines, according to circumstances, and with an obvious relation to the building and fences. They should not be placed so near the school house as to interfere with the free play of light and air.

Our native trees grow so freely in the woods that we are apt to suppose that they are merely to be taken up by the roots and transplanted, to start at once into as vigorous growth as before. This is a mistake. Great care should be taken in digging up the trees to preserve the fibrous roots; long runners should be cut across with a sharp knife, and not torn. All trees thrive best in well-drained soil, varying from sandy loam to clay. A clay loam suits all descriptions. The holes for the trees should always be made before the trees are brought on to the grounds. They should be too large rather than too small. In filling in, the better soil from near the surface should be returned first, so as to be nearer the roots, but where the soil is at all sterile, and generally, there should be put below and around the roots, some well-rotted compost, mixed with sand and sandy loam, in order to promote the growth of the rootlets. In setting the tree it should be placed a little deeper than it stood before, and the roots should be so spread out that none are doubled. When finally planted the tree should be tied to a stout stake in such a way as to prevent chafing of the bark. Some mulch or stable litter should then be thrown around the stem to protect the roots from drought. Stirring the ground is preferred by some cultivators to mulching. In transplanting evergreens, the roots should not be exposed to air or light—especially to the heat of the sun—more than can be helped.

Several varieties of shrubs planted together in clumps produce a very pleasing effect, while the care of judiciously arranged flower beds will be to the children an important means of education.

EXAMINATION FOR TEACHERS' LICENSES.

These examinations will begin at 9 a. m. on Tuesday, July 19th. They will be held at the usual Stations throughout the Province. Candidates will particularly observe that their applications for admission to examination are to be forwarded to the Inspector of the District in which the Station at which they wish to be examined is situated, and not to the Deputy Examiner of the Station, if he be not the Inspector. Printed forms of examination (though not required) may be obtained from the Inspectors after May 1st. The place entered in the form of application should be that to which the candidate wishes his certificate of admission to examination to be mailed. The revised Regulations of Council (re-published in this number of the JOURNAL) should be carefully read by intending applicants.

The attention of Principals of County Academies and other High Schools, is particularly directed to the following:—

MATRICULATION STANDARDS IN CLASSICS, ADOPTED BY THE COLLEGES OF NOVA SCOTIA,
and Prescribed by the Council of Public Instruction as a Course of Classical Reading for County Academies and High Schools.
FOR 1887.

LATIN SUBJECTS:

Cæsar, *De Bell. Gall.* Book I.
Ovid, as for 1886. (Acadia College will also require Cicero (*Pro M. Marcello*.)

GREEK SUBJECT:

Xenophon, *Anabasis*. Book II. (Dalhousie College will also require for "Munro Exhibitions and Bursaries," Xenophon, *Anabasis*, Book III.)

PROSE COMPOSITION:

Latin.—Smith's *Principia Latina*, Part IV. Chapters I-XXXV, (or Arnold's *Latin Prose Composition* through the Passive Voice.)
Greek.—The rendering into Greek of simple English sentences such as are found in the English-Greek Exercises in Smith's *Initia Græca*, Part I.

FOR 1888.

LATIN SUBJECTS:

Cæsar, *De Bell. Gall.* Book I.
Virgil, *Æneid*. Book I. (Acadia College will also require Cicero's *Second Philippic*.)

GREEK SUBJECT:

Xenophon, *Anabasis*. Book III. (King's, and Dalhousie for "Munro Exhibitions and Bursaries," will also require Xenophon's *Symposium*,—edition published by John Allyn, Boston.)

PROSE COMPOSITION: As for 1887.

FOR 1889.

LATIN SUBJECTS:

Virgil, *Æneid*. Book I.
Cæsar, *De Bell. Gall.* Books II and III. (Acadia College will also require Cicero's *Second Philippic*.)

GREEK SUBJECT:

Xenophon, *Symposium*. (King's, and Dalhousie for "Munro Exhibitions and Bursaries," will also require Xenophon, *Anabasis*, Book IV.)

PROSE COMPOSITION: As for 1887.