

JOURNAL
OF
EDUCATION,

BEING THE SEMI-ANNUAL SUPPLEMENT TO THE REPORT OF
THE SUPERINTENDENT OF EDUCATION FOR

NOVA SCOTIA.

APRIL, 1903.



Published by Order of the Legislature of Nova Scotia.

HALIFAX, N. S. :
COMMISSIONER PUBLIC WORKS AND MINES,
KING'S PRINTER.
1903.

PRINTED BY WM. MACNAB, 3 PRINCE STREET, HALIFAX, N. S.

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JOURNAL OF EDUCATION.



THIRD SERIES, VOL. IV..... No. 3.—(Total No. 123.)

SECOND SERIES: OCTOBER, 1878 TO AUGUST, 1892; XII. VOLS., 29 NOS.
FIRST SERIES: SEPTEMBER, 1866 TO AUGUST, 1877; 73 NOS.

HALIFAX, NOVA SCOTIA, APRIL, 1903.

OFFICIAL.

- I.—The *JOURNAL OF EDUCATION* shall be published semi-annually, in the months of April and October respectively, and shall continue to be the medium of Official Notices in connection with the Department of Education.
- II.—The *JOURNAL*, which is the Semi-annual Supplement of the Education Report, will be furnished gratuitously, according to law, to each Inspector, Chairman of Commissioners, and Board of Trustees.
- III.—Each Secretary of Trustees is instructed and required to file and preserve the successive numbers of the *JOURNAL* for the benefit of his fellow Trustees and the Teacher or Teachers of his section, and their successors, and to inform his associates in office, and the Teacher or Teachers, of its receipt, so soon thereafter as may be convenient.

PROVINCIAL AID,

To Teachers employed in the Public Schools,
for the half year ended Jan. 30, 1903.

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

	Number of Teaching Days employed.	Am't paid to Teach- ers from Provincial Treasury.			
ANNAPOLIS.					
Longley, I M	29	\$23 22	Baker, Laura C	9	3 60
Robinson, Ernest	103	82 50	Banks, Almeda M	103	41 25
Ruggles, Lenfest	101½	81 27	Bent, Lily J	102	40 85
Shaffner, S C	103	82 50	Bent, Sarah R	5	2 00
Smith, A W L	103	96 25	Best, Melinda	103	41 25
Atwood, Alice J	103	55 00	Bogart, Mary L	103	41 25
Banks, Beriah S	103	55 00	Brinton, Effie S	103	41 25
Best, Elsie M	103	55 00	Brown, Estella M	101	40 45
Brown, Ada B	98	52 33	Chesley, Sarah B	103	41 25
Capstick, Frances	103	55 00	Clarke, Hattie M	101	40 45
Capstick, Grace	103	55 00	Clarke, Gertrude M	20	8 00
Chipman, Ella M	103	55 00	Corbitt, Annabel G	103	41 25
Chute, Flora L	103	55 00	Crowe, Bessie H	103	41 25
Crisp, Wm K	103	55 00	Crowe, Joseph	103	41 25
Durling, Ruby E	99	52 86	Durling, Aubrey D	103	41 25
Dunn, Harry L	102	55 00	Durling, Edna	100	40 05
Eaton, Ethel M	103	55 00	Durling, Ina	103	41 25
FitzRandolph, Mary	87	35 77	Elliott, Malcolm R	103	41 25
Gilliatt, Evelyn R	103	55 00	Elliott, Sarah L	84	38 64
Gilliatt, Mary L	103	55 00	Fisk, Cora L	101½	40 65
Gilliatt, John B	103	55 00	Foster, Arthur D	93	37 24
Graves, Eva M	102	54 47	Foster, Maynard C	103	41 25
Hall, Carrie M	102	54 47	Gesner, Phoebe A	103	41 25
Harlow, Agnes O	102	54 47	Healey, Bertha A	103	41 25
Harris, C Louise	103	55 00	Longley, J Fletcher	102	40 85
Kinney, Annie M	98	52 33	McCormack, A E	103	41 25
Kirk, Helen M	103	55 00	McLean, Muriel A	103	41 25
Longley Wm H	69½	37 11	Miller, Bessie G	103	41 25
Marchant, Laura L	89	47 52	Morse, Lillian M	103	41 25
McGill, Geo B	27	25 20	Morse, Nellie C	30	12 01
Morse, Garnet B	103	55 00	Payson, Mary P	103	41 25
Neily, Laura M	103	55 00	Phinney Lulu M	103	41 25
Neily, Mary H	102	54 47	Phinney, Mary S	97	38 84
North, John T	101	53 93	Reagh, Lela B	102	40 85
Parker, E Maude	100	53 40	Simpson, Lizzie M	102	40 85
Patterson, Annie M G	103	55 00	Tanch, Jos W	102	40 45
Robinson, L D	55	29 37	Tibert, Walton K	101	32 04
Scott, Agnes B	103	55 00	Ward, Mary J	80	41 25
Spurr, W Voorheis	103	55 00	Whitman Cassie S	103	13 35
VanBuskirk, J L	103	55 00	Abbott Henrietta H	50	36 30
Vidito, Helen A	103	55 00	*Balsler Lilla B	103	27 50
Wade, Lennie D	103	55 00	Bartheaux Lizzie A	103	27 49
Walker, Charlotte E	103	55 00	*Bartheaux Maggie E	78	19 22
Wotton, Eunice R	103	55 00	Beardsley Jos E	72	15 86
Bacon, Agnes S	102	40 85	*Brown Viva G	45	27 23
Baker, Ermina M	103	41 25	Buckler Elsie A	102	26 08
			*Clarke Gertrude M	74	27 50
			Cossaboom Annie F	103	27 50
			Coulstan A Neil	103	23 97
			*Crisp Mary Lydia	68	35 95
			*Cropley Ethel B	102	18 68
			*Daniels Ella M	53	8 45
			*Dunn Annie M	24	26 96
			Durling Bessie E	101	5 07
			Elliott, Sarah L	19	27 50
			Fleet, Gertrude L	103	28 55
			*Freeman, Nina L	81	27 50
			Gates, Lilla L	103	38 14
			*Gillis, Alice B	94	36 30
			*Gillis, Eliza A	103	19 02
			*Gormley, Augusta M	54	27 50
			Harris, Fred Roop	103	27 50
			Henry, Alice M	103	27 50
			Hiltz, Annie L	103	27 50
			Hindon, Oressa N	103	36 30
			*Hunt, Estella M	103	27 50
			McCloskey, Arthur J	103	9 40
			McLeod, Jessie	9	35 66
			*Morrison, Laura B	102	

*Morse, Annie M	103	36 30
Morse, Nellie C	73	19 48
Nelson, Eda M	102	27 23
Newcomb, Bertha E	102	27 23
*Pettit, Annie M	78	27 49
Phinney, Hettie I	103	27 50
Porter, A Maude	101	26 96
Rice, Addie A	103	27 50
Rouey, Kittie C	101	26 96
Roop, Carrie M	101	26 96
*Rowter, Emily A	98	34 63
*Sabeau, Alma A	103	36 30
Sproule, Abbie V	102	27 23
Thompson, Susie M	101	26 96
*Wilson, Edna M	102	35 96
Withers, Lena M	82	21 89
*Woodland, Fannie A	83	29 26
*Wright, Ethel L	103	36 30

ANTIGONISH.

Gillis, Dougald C	92	\$73 68
McPherson, Hugh	93	86 90
Thompson, Alex	95	88 76
Tompkins, Jas J	93	62 07
Boyd, Angus J	55	29 37
Cameron, Lorrie J	101	53 93
Creelman, Minnie M	102	54 47
Gillis, Angus	103	55 00
Macdougall, Mary F	99	52 86
McKenzie, Donald J	103	55 00
McLean, William	101	53 93
Newcome, Laura A	103	55 00
Swaine, J Malcolm	103	96 25
Sister St. Leonard	103	55 00
Sister St. Mary	103	55 00
Sister Mary Anne	98	52 33
Sister M Victoire	98	52 33
Boyd, Angus A	103	41 25
Barry, Henry	93	37 24
Chisholm, Mary A	101	40 45
Chisholm, Cassie	103	41 25
Chisholm, Dan M	88	35 24
Chisholm, Christina A	101	40 45
Cameron, Wm D	103	41 25
Fraser, William	98	39 24
Grant, Catherine	102	40 85
Higgs, Evelyln	103	41 25
Kennedy, Alex A	103	41 25
Kennedy, Jane S	103	41 25
Landry, Mary E	103	41 25
Landry, Rosemary	102	40 85
Mitchell, Jean	100	40 05
Macdonald, Mary J	79	31 63
Macdonald, Marcella T	103	41 25
Macdonald, Angus G	94	37 64
McEachern, Angus G	103	41 25
McGillivray, Ethel	103	41 25
McGillivray, Allena	102	40 85
McKenzie, Gertrude	103	41 25
McLean, Maggie	96	38 44
McNeil, Florence	103	41 25
McPherson, John A	103	41 25
O'Brien, Angela	103	41 25
Rogers, Wm J	103	41 25
Stewart, Cecelia M	103	41 25
Sister M Leonard	98	39 24
Sister St Camillus	103	41 25

Walsh, Mary	103	41 25
Bray, Patrick A	103	27 50
*Boyle, James	108	36 67
Boyd, Mary J	103	27 50
Chisholm, Bessie G	102	27 23
Chisholm Catherine	103	27 50
*Chisholm, William J	103	36 67
*Chisholm, Mary A	92	32 75
DesLauriers, Cath L	103	27 50
Gillis, Sarah J.	99	26 43
*Johnson, Lizzie M	63	22 43
Martin, Ellen	103	27 50
*Macdonald, Mary E	103	36 67
Macdonald, Penelope	103	27 50
Macdonald, Cath J	103	27 50
Macdonald, Annie J	103	27 50
Macdonald, Donald	83	22 16
*Macdonald, Joseph L	85	30 25
Macdonald, Bella	83	22 16
Macdonald, John A	98	26 17
*Macdonald, Annie	91	32 40
McEachern, John	60	16 02
McFarlane, Alex	100	26 70
McGillivray, John D	100	26 70
*McGillivray, Maggie	45	16 02
McGillivray, Marcella	100	26 70
McGillivray, Angus	102	27 23
McGregor, Minnie	103	27 50
McIntyre, Fred	91	24 29
McKinnon, Mary A	101	26 96
McKinnon, Dougald	97	25 90
McKeough, Annie J	103	27 50
McKeough, Anna	103	27 50
*McLean, Dan A	94	38 46
McNeil, Maggie A	92	24 56
McPherson, Katie A	102	27 23
*Stewart, Laura J	79	28 12
Smith, Mary	44	11 74
Sister St Helen	103	27 50
Wall, Gorman	83	22 16

Assistants.

Macdougall, R H	90	32 04
McKinnon, C F	83	29 55
Macdonald, Allan	88	23 49
Macdougall, J H	85	15 12
McKinnon, Andrew D	88	15 66

CAPE BRETON.

Brodie, W S	103	\$ 96 25
Creelman, W A	103	96 25
Crombie, Isaac	103	96 25
DeWolfe, Loran A	103	82 50
England, Harry E	103	55 00
Logan, Bessie M	103	68 75
McIntosh, D S	103	82 50
Stewart, F I	103	96 25
Thomas, Louise S	103	68 75
Boyd, D D	103	55 00
Bruce, Chas J	93	86 90
Campbell, J E	103	55 00
Carter, Peter	103	55 00
Edgecombe, Ethel L	103	55 00
Gillis, Simon P	32	17 08
Gillis, Maud	103	55 00

Grant, Tina	103	55 00	Ormond, B M	103	41 25
Grant, Florence	79	42 18	Patterson, M L	93	37 24
Hanway, Jas A	103	55 00	Philpott, Mary	20	8 00
Macarthur, Bessie J	100	53 40	Phoran, Alice	103	41 25
McDougall, John	103	55 00	(last year)		1 50
Macintosh, Anna B	103	55 00	Putnam, Ethel	103	41 25
McIsaac, Wm	42	22 48	Robinson, Hattie L	103	41 25
McKenzie, Kate A	103	55 00	Scott, Nellie F	103	41 25
MacKenzie, Jas	103	55 00	Shields, Flla G	83	33 24
MacLennan, Alexes	103	55 00	Simpson, Margt J	103	41 25
MacLeod, Mary E	103	55 00	Sr St Genevieve	50	20 02
MacMaster, Annie J	103	55 00	Sr St Ethelrude	103	41 25
Matheson D M	103	55 00	" M Concepta	103	41 25
Oliver, C W	103	55 00	" " Josephine	103	41 25
Partridge, Eleanor E	103	55 00	" " Amina	103	41 25
Patterson, H S	102	54 47	" Maria Agnes	103	41 25
Roper, Hattie L	103	55 00	" Mary Angelorum	103	41 25
Sr St Margaret	103	55 00	" " Vincentine	103	41 25
" Mary Amabilis	103	55 00	" " Eulalia	103	41 25
" " Josita	103	55 00	" " Dionysia	103	41 25
" " Aquinas	102	54 47	" Teresa Joseph	103	41 25
" Frs Xavier	103	55 00	" Baptista Maria	102	40 85
Thompson, Margt	103	55 00	" Mary Anthony	102	40 85
Watson, Margt J	103	55 00	" " Ambrose	102	40 85
Woodill, A W	103	55 00	" " Veronica	102	40 85
Barrington, H H	19	7 60	" " Wilfrid	102	40 85
Bown, Eleanor F	103	41 25	" St. Frances	103	41 25
Buckles, Daniel	103	41 25	" Mary Louise	103	41 25
Carmichael, Annie	103	41 25	Sutherland, Mary	103	38 84
Coady, Peter W	102	40 85	Willett, Joseph	97	26 43
Crombie, Minnie A	103	41 25	Allen, Mary	99	27 50
Crosby, Emma	103	41 25	Bannerman, Elspeth	103	25 36
Currie, Eva E	103	41 25	Bantlier, Eliza	95	27 23
Currie D J	101	40 45	Boyd, Mary W	102	4 53
Currie, Michl D	40	16 02	Coady, Ellen J	17	27 50
Devoe, Mary A	85	34 04	Coady, Moses J	103	27 50
Downing, Fanny M	102	40 85	Carmichael, Jessie	103	27 50
Finlayson, D R	34	13 61	Davidson, John	103	27 50
Fulton, Lottie M	103	41 25	Dillon, Agnes W	103	21 36
Gates, Gertrude M	103	41 25	Downing, L Minnie	80	14 68
Giovannetti, Loretto	102	40 85	Fenton, Libbie A	55	20 55
Hanrahan, Mary	103	41 25	Fraser, Josephine	77	26 43
Harrington, A E	103	41 25	Gillis, Mary B	99	14 41
Harris, Gladys E	60	24 03	Gillis, John R	54	27 50
Hillier, Ida M	103	41 25	Graham, Maggie M	103	25 10
Holmes, Katie M	103	41 25	Macadam, Dan A	94	16 02
Kelley, Amy R	103	41 25	Macaulay, Christie	60	27 50
Macaulay, Jean C	103	41 25	McDonald, Joanna	103	27 50
Macdonald, Mary M	103	41 25	Macdonald, Mary C	103	3 73
Macdonald, Catherine	103	41 25	McDonald, Isabelle	14	26 70
McDonald, Flora	103	41 25	McDougall, Dunc	100	16 55
McKeigan, J A	103	41 25	McGillivray, A J	62	27 50
McKenzie, H A	63	25 23	McGillivray, Leonora	103	27 50
McKenzie, Archie J	75	30 03	McIntyre, John	103	27 50
Mackinnon, Katie	103	41 25	McIsaac, Dan J	103	27 50
McLennan, Mary E	103	41 25	McKenzie, Jas A	103	27 50
McLeod, Kenneth	44	17 62	McKenzie, Catherine	103	9 08
MacLeod, Margt J	102	40 85	McKenzie, Ronald	34	13 36
Macniel, Katie	103	41 25	McKinnon, Florence	50	24 85
Macneil, Alexandra	103	41 25	MacKinnon, Mary A	93	21 63
Macneil, Maria A	103	41 25	McKinnon, Minnie	81	27 50
MacVicar, Edith J	94	37 64	McLean, Annie	103	26 96
Martin, John J	39	15 61	McLellan, Mary A	101	27 50
Morrison, Adelaide S	103	41 25	McLennan, Hannah	103	26 17
Morrison, Maggie	101	40 45	MacLeod, Angeline	98	27 50
Muggah, Maggie	103	41 25	MacMillan, Fannie	103	23 76
Nicholson, John H	103	41 25	McNeil, Kate J	89	26 96
O'Brien, R B	60	24 03	Macneil, Mary M	101	26 96
O'Connell, Annie E	103	41 25	McNeil, Annie	101	26 96

MacVicar, Bessie	103	27 50
Martell, Ada	103	27 50
Matheson, Anselm I	95	25 36
Moreash, Belle	103	27 50
Munro, Martha	98	26 17
Nickerson, Margt	103	27 50
O'Handley, Joanna	103	27 50
Orniston, Mary E	102	27 23
Ratchford, Winnie	99	26 43
Sr St Ann	20	5 34
" St Mary	103	27 50
" St Marie	103	27 50
" St Marcella	103	27 50
" St Gregory	103	27 50
" Mary Imelda	103	27 50
" Mary Rose	103	27 50
" Mary Lucilla	103	27 50
Spencer, Eva J	95	25 36
Stacey, Margt L	103	27 50
Wallace, Jeanie	87	23 22
Weaver, Winnie M	96	25 63
Williams, Selena	84	22 43
*Farrell, Hugh	80	28 47
*Gillis, Mary M	63	22 43
*MacDonald, Maggie M	101	35 96
*McInnis, Eliza M	74	26 34
*McInnis, Margt	99	35 24
*McNeil, James	98	34 88
*Martell, Martha O	92	32 75
*Steele, Florence	84	29 90
*Nicholson, Catherine, for last term		6 80

Assistant

McLeod, Cecilia	103	18 33
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COLCHESTER.

SOUTH.

Best, Lillian	97	\$77 70
Campbell, W R	97	90 65
Hemneon, M D	97	77 70
Little, James	97	77 70
Moxon, Arthur	102	64 60
Patterson, Grace	102	68 07
Richardson, Lophemia	97	77 70
Barteaux, J E	97	77 70
Burris, Grace D	102	54 47
Bool, Evelyn	102	54 47
Bishop, Ida	102	54 47
Crowe, Winnifred	102	54 47
Crowe, Alice G	102	54 47
Coleman, Edna	33	17 62
Dickson, Jessie B	102	54 47
Dickson, Hattie	59	31 51
Davidson, Clara E	102	54 47
Edwards, Elizabeth	102	54 47
Kinney, Julia	102	54 47
Loring, Eva	103	55 00
Logan, Margaret B	102	54 47
Macpherson, Margaret	102	54 47
MacInnis, Lenora	102	54 47
MacKenzie, Georgia A	103	55 00
Moore, Clara	49	26 17
Mosher, Edna	103	55 00
McWilliam, Janie	103	55 00

Murphy, Blanche	102	43 52
O'Brien, Laura M	103	55 00
Sedgewick, G H	97	51 79
Terhune, Lily M	97	51 79
Archibald, Janet	102	40 85
Archibald, Ella T	101	40 45
Archibald, Minnie	103	41 25
Bates, Stella	81	32 44
Brown, Emma M	103	41 25
Banks, Mary E	95	38 04
Creelman, Minerva	53	21 42
Crowe, Zella	65	26 03
Cooke, Clara E	102	40 85
Cox, Jeanette	103	41 25
Dewis, Margaret J	101	40 45
Fisher, Edna M	103	41 25
Gordon, Sadie J	103	41 25
Grant, Helen	96	38 44
Goodwin, M Alma	103	41 25
Gammell, Lillian	103	41 25
Gammell, Janet	103	41 25
Henley, Theresa	98	39 24
Lindsay, Lizzie B	101	40 45
Logan, Sadie B	102	38 70
Logan, Hannah C	103	41 25
McLeod, M Jean	102	40 85
McLeod, Bessie S	103	41 25
McCurdy, Harriet	103	41 25
Nelson, Alice M	99	39 64
Purdy, Janie M	103	41 25
Prescott, Alice	81	32 44
Patterson, S B	98	39 24
Smith, Helen	103	41 25
Stuart, Mary E	65	26 03
Sutherland, Frances G	70	28 03
*Benvie, Rettie	103	36 67
Bell, Marie J	103	27 50
*Colter, Susan E	93	33 11
Clark, Janet G	78	20 82
Dickey, Jessie	102	27 23
*English, Anetta B	73	25 98
*Fulton, Harriet B	93	34 88
Fulton, Elora	102	27 23
*Ferguson, Jessie C	103	36 67
Hamilton, Kate A	96	25 63
*Johnson, Nellie F	73	25 98
Logan, Gertrude	103	27 50
Lynds, Adelaide	63	16 81
Lightbody, Susan E	103	27 50
Murray, Martha B	97	25 90
*McCallum, Christina	103	36 67
McLeod, Gertie B	97	25 90
*Rutherford, Ada M	39	13 88
Roode, Lizzie J	103	27 50
Rines, A. Ross	76	20 29
Sutherland, Tena	103	27 50
*Sutherland, James C	66	23 49
Sibley, Hattie M	102	27 23

STIRLING.

McInnis, A D	91	\$48 59
Barclay, Winnifred C	97	38 84
Cameron, Annie	96½	38 64
Cunningham, Nellie	97	38 84
Fraser, Alice	102½	41 05
Menzie, Harry	97	38 84
McEachren, Maggie	103	41 25
McKay, Marion	100	40 05

McKay, Jessie C	77	30 83
Murray, Elizabeth	103	41 25
Nelson, Nancy	102	40 85
Patterson, Edith	11	4 40
Taylor, Arabella	102	40 85
Baillie, Christina	103	27 50
Cameron, Laura	100	26 70
Ferguson, Jane	103	27 50
*Forbes, Gertrude	99	35 24
Malcom, Myria	103	27 50
*Matheson, Annie	101	35 96
McConnell, Margaret	97	25 90
McKay, Margaret	98	26 17
McLandress, Elizabeth	103	27 50
McLeod, Tena	80	21 36
McLeod, Jessie W	103	27 50
*McLeod, Maggie	101	35 96
Reid, Annie M	103	27 50
Ross, Jessie	103	27 50
Smith, Ina	96	25 63
Sutherland, Bessie	96	25 63
Swan, Amelia A	102	27 23
Urquhart, Martha	98	26 17

WEST COLCHESTER.

Lawlor, Gertrude	89	\$59 40
McBain, A R	99	66 07
Burrows, Lizzie	88	46 99
Creelman, Amelia	102	54 47
Currie, Blanch	83	44 32
Denton, K C	103	55 00
Ellis, Jennie	5	2 67
Fulton, A Maude	101	53 93
Jenks, Winnifred	103	55 00
Lanner, Ida	103	55 00
Lank, Annie	103	55 00
Spencer, Agnes	103	41 25
Beattie, Clara	103	41 25
Bigney, Mabel	82	32 84
Blair, Maggie	83	33 24
Burrows, Lizzie	15	6 00
Davison, Edna	103	41 25
Davidson, Emma	103	41 25
Fletcher, Georgie	103	41 25
Fulton, Susie	103	41 25
Johnson, Alena	103	41 25
Hamilton, Annie	96	38 44
Kirkpatrick, Ina	81	32 44
Lyons, Nellie	103	41 25
McCully, Eva	97	38 84
Smith, Emma	69	27 63
Tait, Lillian	102	40 85
Taylor, Edith	103	41 25
Thompson, Alice	103	41 25
Ward, Cora	102	40 85
Craig, Violet	94	25 10
Fraser, Susie	96	25 63
Fulton, Marion	103	27 50
Hatfield, Mabel	91	24 29
Lewis, Aggie	103	27 50
*McLauchlan, Ethel	102	36 31
McNutt, Maria	100	26 70
Robertson, Susie	103	27 50
Sutherland, Jas	14	3 73
Tinkham, Jessie	99	26 43
Urquhart, Jennie	103	27 50
Vance, Ruby	93	24 83

CUMBERLAND.

Benvie, R M	103	\$82 50
Lay, E J	102	95 80
McNealy, M	103	96 25
McTavish, N D	102	81 69
Anderson, Pearl	103	55 00
Archibald, Susie	102	54 47
Aymer, W M	103	96 25
Ballentyne, Janet	103	55 00
Barnes, Lilah	103	55 00
Baxter, Agnes	102	54 47
Beaton, Katharine	103	55 00
Black, Sadie	102	54 47
Brown, Edith	102	54 47
Chipman, G N	103	55 00
Currie, Kathleen	102	54 47
DeLancey, J A	103	96 25
Eaton, Isabel	102	54 47
Elliott, Jane	103	55 00
Hunter, Margaret	103	55 00
Lay, Lucy W	102	54 47
Love, Rachel P	102	54 47
Mack, R T	103	55 00
McCart, Agnes	102	54 47
McKay, Anna	103	55 00
McKinnon, Alice	102	54 47
McPherson, Minnie	103	55 00
McDowell, Mabel	103	55 00
McKenzie, Anna	103	55 00
Miller, Flora	102	54 47
Mitchell, Martha	103	55 00
Morse, Flora	103	55 00
Patton, Alberta	103	55 00
Pugh, Ethel	103	55 00
Purdy, Bertha	103	55 00
Reid, Mina	102	54 47
Ross, A D	102	54 47
Shaw, Vangie	103	55 00
Slade, W. R	103	55 00
Snook, Minnie	97	51 79
Spencer, Mary	103	55 00
Stephens, Emma	102	54 47
Urquhart, Alex	102	54 47
Anderson, Lucy	99	39 64
Archibald, Josephine	84	38 64
Atkinson, Janie	102	40 88
Baird, Sara	102	40 65
Baird, Edna	101	40 85
Barnhill, Ida	102	40 85
Beattie, Laura	102	7 60
Benjamin, May	19	38 44
Baker, Carrie	96	41 25
Baxter, Alice	103	41 25
Bowser, Lizzie	103	38 44
Bryden, Margaret	96	41 25
Burke, Annie	103	41 25
Caldwell, Elsie	103	40 85
Carter, Ida	102	41 25
Carter, Clara	103	41 25
Charman, Eliza	103	40 85
Coates, Clara	102	41 25
Corbett, Lena	103	28 85
Creelman, Jean	72	17 63
Davison, Stella	44	40 85
Downey, Margaret	102	88 44
Elliott, Jas H	96	41 25
Embree, Sara	103	41 25
Fisher, Susie	103	41 25

Fraser, Margaret	103	41 25	Fulton, Minnie	103	27 50
Gould, Alberta	103	41 25	Goodwin, Oscar	103	27 50
Grant, Margaret	103	41 25	Goodwin, Burton	101	26 96
Harrison, Erma	103	41 25	Grant, Annie	103	27 50
Henderson, Clarence	79	31 63	Henderson, Emma	90	24 03
Hunter, Gussie	103	41 25	Hunter, Jean	97	25 90
Hunter, Lillian	103	41 25	Hurd, Clara	103	27 50
Huston, Mary	50	20 02	*Johnson, Linda	103	36 67
Kerr, Minnie	76	30 43	Johnsop, Ida	53	14 15
Lanner, Margaret	103	41 25	*Johnson, Ida	14	4 97
Lockhart, Laura	102	40 85	King, Ida	103	27 50
Logan, Lau Ella	103	41 25	Lavers, Winnifred	103	27 50
McDonald Donald	62	24 83	McEachern, Janie.	103	27 50
McElmon, Rena	103	41 25	McInnis, Estella	103	27 50
McIntosh, Elsie	103	41 25	McKenzie, Margaret	103	27 50
McKenzie, Elizabeth	103	41 25	McKim, Josie	103	27 50
McKinlay, Oressa	103	41 25	McLean, Viola	24	6 40
McLean, Viola	26	10 41	Murray, Ella	103	27 50
McLeod, Lillais	103	41 25	O'Brien, Mattie	103	27 50
McNab, Elizabeth	102	40 85	Oulton, John	64	17 08
McPhee, Lizzie	103	41 25	Patterson, Martin	44	11 74
Moore, Lizzie	76	30 43	Porters, Annie	103	27 50
Oulton, Lizzie	103	41 25	*Salter, Flossie	72	25 63
Oxley, Lydia	102	40 85	Shipley, Laura	103	27 50
Oxley, Priscilla	103	41 25	*Seddall, Annie,	103	36 67
Patterson, Sara	98	39 24	*Skinner, Kate	24	8 54
Patton, Weldon	103	41 25	Skinner, Kate	65	17 35
Purdy, Annie	103	41 25	Sulis, Bessie	103	27 50
Robb, Sadie	102	40 85	Swan, Sadie	103	27 50
Robertson, Gertrude	103	41 25	*Thompson, Jennie	96	34 17
Ross, Gertrude	101	40 45	Totten, Bertha	103	27 50
Simpson, Susie	97	38 84	Trerice Ruth	82½	22 02
Slade, Hattie	103	41 25	Tufts, Bella	101	26 96
Spencer, Louise	102	40 85	Wheaton, Emma	103	27 50
Sproul, Mabel	102	40 85	Weir, Minnie	100	26 70
Stuart, Catherine	86	34 44	*Wood, Sadie	82	29 19
Thompson, Etta	95	38 04			
Trenholm, Ruth	103	41 25			
Vance, Stiles	103	41 25			
Webb, Laura	102	40 85			
Atkinson, Bella	102	27 23			
*Ballantyne, Susan	103	36 67			
Barnes, Nettie	97	25 90			
Barnes, Carrie	103	27 50			
Bigney, Blanche	92	24 56			
Borden, Minnie	103	27 50			
Brander, Edith	103	27 50			
*Brenton, Maude	103	36 67			
Brown, Ethel	103	27 50			
Brown, Eben W	20	5 34			
Buchanan, Letitia	103	27 50			
*Burke, Nellie	84	29 90			
Carter, Georgie	27	7 20			
Carter, Florence	103	27 50			
Chapman, Margaret	77	20 55			
Chisholm, Ida	50	13 35			
*Chisholm, Cynthia	103	36 67			
Colburne, Nellie	103	27 50			
*Coulter, Christina	103	27 50			
*Creelman, Maud	102½	36 49			
Cummings, Ethel	98	26 17			
*Davison, Bertha	80	28 47			
Dench, Susie	103	27 50			
Dixon, Annie	103	27 50			
*Dixon, Elva	103	36 67			
Dobson, Wm	101	26 96			
Douglas, Cynthia	101	26 96			
Elliott, Ida	92	24 56			
Finley, Janie	103	27 50			
			Magee, W H	103	96 25
			McAleese, Jennie	102	68 07
			Messenger, Laura	83	66 48
			Angus, Edgar I	103	55 00
			Carter, Fred	103	55 00
			Coffin, Sophia	103	55 00
			Kirkpatrick, Lizzie	100	53 40
			Knight, Frank	101	53 93
			Leith, Hally	103	55 00
			McNeil, Bessie J	5	2 67
			O'Mullin, Mary	103	55 00
			Willitson, Jannie	97	51 79
			Cameron, Bertha	103	41 25
			Dickinson, Maude	103	41 25
			Fulmore, Della	103	41 25
			Knowlton, Edith	88	36 24
			Lightbody, Anna	80	32 04
			Lindsay, Cora	103	41 25
			McNeil, Lizzie	81	32 44
			Murphy, Alice	103	41 25
			Pierce, Celeste	103	41 25
			Rand, Wm L	103	41 25
			Reid, Eudavilla	92	36 84
			Smith, Mamie	103	41 25
			Spicer, H J	103	41 25
			Spicer, Mabel	93	37 24
			Sproule, Hester	103	41 25
			Soley, Elva P	103	41 25
			Walton, Ethel	103	41 25
			Boomer, Ethel	103	27 50

PARRSBORO.

Lynch, Emma	101	26 96
McLeod, Sara	96	25 63
Reid, Antionette	20	5 34
*Reid, Antionette	80	28 47
*Robinson, Alice	102	36 31
Slater, Sadie	103	27 50
Smith, Ellie	102	27 23
*Smith, Dora	103	36 67
Smith, Flora	102	27 23
*Wasson, Alfretta	103	36 67

DIGBY.

Amirault, Rev A F	97	90 65
Smeltzer, Harold A	102	95 30
Alexius, Sisiter M	103	55 00
Armstrong, A H	103	55 00
Bancroft, George R	103	55 00
Banks, Wilford E	102	54 47
Berry, L Ruperta	101	53 93
Bond, Mary G	103	55 00
Comeau, J Adolphe	100	53 40
D'Entremont, L A	103	55 00
Elliott, S E Primrose	101½	54 20
Harlow, Arthur C	103	55 00
Hunt, May D	103	55 00
LeBlanc, Edw M	103	55 00
Messenger, W S	103	55 00
Morse, Egbert P	103	55 00
Mortimer, J Wallace	103	55 00
Mullen, Alva E	103	55 00
Pothier, André G	98	52 33
Vroom, Carrie E	103	55 00
Wade, Louisa M	101	53 93
Adams, J Alvery	96	38 44
Belliveau, Grace M	98	29 24
Bent, Minnie S	102	40 85
Best, Bessie M	49	19 62
Bogart, Clara C	20	8 00
Clarke, J Alison	102	40 85
Comeau, Geo P	100	40 05
Cornwell, Janet M	98	39 24
Cossett, Otto Von B	103	41 25
Cowan, Janet A	103	41 25
Cowan, Mary C	102½	41 05
Crowell, Mabel M	87	34 84
Denton, Laura B	102	40 85
Eugenie, Sister M	103	41 25
Gaudet, Evangeline	103	41 25
Goodwin, Emma M	102	40 85
Hattie, Louise J	103	41 25
Inglis, Carrie E	102	40 85
John, Sister M	103	41 25
Marshall, Jessie G	103	41 25
Modesta, Sister M	103	41 25
Mussels, Maud A	103	41 25
Sanders, Arthur W	83	33 24
Stanislaus, Sister R	103	41 25
Thibodeau, Rose Anne	98	39 24
Timpany, Mary Rose	103	41 25
Turnbull, Lizzie B	103	41 25
Walsh, Grace B	102	40 85
Warne, Janet L	99	39 64
Williams, Mary C	103	41 25
*Abbott, Estella M	100	35 60
*Amirault, Clara B	100	35 60
Belliveau, Edw M	103	27 50

Belliveau, Emille	64	17 08
Belliveau, Leah	91	24 29
Belliveau, Leonice	103	27 50
*Brooks, Edith A	101	35 96
Campbell, Effie E	103	27 50
Comeau, Adaline	103	27 50
Comeau, Chas B	101	26 96
Comeau, J Albert	103	27 50
*Cossaboom, Clara J	99	35 24
*Cossaboom, Mamie L	102	36 31
Crousse, Josephine P	103	27 50
*Decker, Mary E	101	35 96
Denton, E May	102	27 23
Deveau, Anne Lea	103	27 50
Deveau, Louise	103	27 50
Doucet, Marie Nellie	103	27 50
Dugas, Francoise	103	27 50
*Durland, Bessie R	103	36 67
Gaudet, Beatrice	103	27 50
Gehue, Loretta	103	27 50
Graham, Laura M	103	27 50
Haines, Eva E	103	27 50
Harris, Margaret M	96	25 63
Hicks, Blanche G	103	27 50
*Hill, Dorcas A	82	29 19
*Hines, Bertha M	97	34 53
Johnson, Ethel B	103	27 50
*Lambertson, Nora M	98	34 88
Leary, Annie E	103	27 50
LeBlanc, Symphorien	102	27 23
Loneragan, Margaret L	103	27 50
Lucina, Sister M	103	27 50
Melanson, Thos	103	27 50
*Messinger, Pearl F	77	27 41
*Morehouse, Edna R	103	36 67
Mullen, Tracey H	103	27 50
Parker, Lillie C	103	27 50
*Perry, Lydee S	103	36 67
Porter, Kate L	103	27 50
Prince, Lenetta	103	27 50
Smallie, Mary	103	27 50
Specht, Ella	96	25 63
Taylor, Sophia M	103	27 50
Theriault, Adéle	103	27 50
Thibault, Alna	103	27 50
Titus, Chas G	103	27 50
Titus, Lizzie T	103	27 50
Thurber, Bessie G	103	27 50
Welch, Fannie A	103	27 50
Whitman, Lizzie M	103	27 50
Wilson, Alice M	103	27 50
Wornell, Sarah D	103	27 50

GUYSBORO.

Chisholm Emma K	102	\$54 47
McLeod D F	103	96 26
Richards T R	103	96 25
Bruce William	102	95 30
Crowe Margaret	103	55 00
Giffin Annie H	20	10 68
Grant Mabel L	101	53 43
James Beryl G	103	55 00
Johnson Harriet	103	55 00
Bruce Sarah J	20	8 00
Cameron Thos G	103	41 25
Cameron Edith	103	41 25

Dakin Cora V	100	40 05
Dickson Margaret	101	40 45
Doyle Cecelia J M	102	40 85
Dillon Eva	101	40 45
Fraser Cassie	103	41 25
Kenny Ella C	101	40 45
Mattatal Daisy	103	41 25
Macaulay Esther	100	40 05
McGillivray Amelia	102	40 85
McIntosh Jessie	103	41 25
McNaughton D P	2	8 00
McPherson Alex	35	14 00
Osborne Melissa	103	41 25
Patterson Edith C	77	30 83
Sullivan Charles	103	41 25
Totten Annie	83	33 24
Walsh Helen B	103	41 25
Wheaton Effie L	95	38 04
Bowie Blanche	103	27 50
*Royle Katie A	103	36 67
Brundige Ethel	103	27 50
Blair Caroline	103	27 50
Barrigan Louise	55	14 68
*Brown Mabel C	102	36 31
Carrigan Wilhelmina	103	27 50
Cousins Leah M	101	26 96
Cooke Augusta E.	74	19 75
Carroll Mary A N	103	27 50
*Dooley Mary E	103	36 67
Durkee Viola W	103	27 50
Fitzgerald Annie	103	27 50
*Green Elizabeth	40	14 23
*Grant Jennetta M	103	36 67
*Howard Mrs Sadie	102	36 31
Hanifen Maggie	81	21 62
Hadley Nellie	26	6 94
Jamieson Bessie G	98	26 17
Kelly Minnie	103	27 50
Keating Francis M	103	27 50
Langley H E	103	27 50
Morgan Esther	103	27 50
*Macdonald Martha	103	36 67
Macdonald Hugh J	74	19 75
Macdonald Catherine	49	13 08
MacMaster Sarah	90	24 03
O'Hara Alice	73	19 48
Ross E May	103	27 50
*Ross Annie G	101	35 96
Sutherland Ellen B	50	13 35
Sutherland Marie E	53	14 15
Sinclair Jennie B	103	27 50
*Taylor Anne	98	34 88
Wells William A	103	27 50
Wells Johanna	103	27 50

ST. MARY'S.

Cameron, Margaret G	82	43 78
Fraser, Alfred W	103	55 00
Fraser, M Louise	54	28 83
Kinley, Thos J	103	55 00
Archibald, John T	103	41 25
Cameron, Christie	102	40 85
Dechman, Clara E	83	33 24
Hattie, James B	103	41 25
Johnson, Josephine S	103	41 25
Kinley, Mary T	103	41 25
McLean, Annie	103	41 25
Pye, Hannah	98	39 24

Suttis, E Laura	102	40 85
Sutherland, Minnie	83	33 24
Smith Etna O	87	34 84
Cornealy, Lottie G	103	27 50
*Hartling, Nettie J	81	28 83
*Hines, Laura	98	34 88
Hattie, Edith	72	19 22
Hattie, John D	103	27 50
Macdonald, Blanche	102	27 23
*McIntosh, Sophie	89	31 68
*McMillan, Adam D	20	7 11
Purcell, Margaret	103	27 50
Redmond, Rosalinda	95	25 36

HALIFAX.

CITY.

McKay, A	98	\$96 25
Kennedy, W T	98	82 50
Morton, S A	98	82 50
MacKintosh, K	98	82 50
Logan, J W	98	82 50
McCarthy, J B	98	55 00
Peters, F A	98	55 00
Lanos, J	77	
Hill, K F	38	
Butler, G K	98	68 75
Cummings, E	98	55 00
Doherty, D P	98	68 75
Evaristus, Sr	98	82 50
Marshall, G R	14	9 81
O'Hearn, P.	98	82 50
Rosaire, Sr	98	68 75
Trefry, J H	98	68 75
Wilkie, F A	33	23 14
Wood, B J	98	68 75
Allen, E	74	41 52
Alonzo, Sr	98	55 00
Ambrosia, Sr	98	55 00
Anderson, T	98	55 00
Berchman, Sr	98	55 00
Boreham, E M	98	55 00
Bowden, I M	98	55 00
Bowden, L J	98	55 00
Brims, M C	98	55 00
Brodie, I	98	55 00
Bruce, J	98	55 00
Cameron, E	98	55 00
Cecilia, Sr	98	55 00
Conrod, W R	98	55 00
Creighton, I M	98	55 00
Cunningham A W	98	55 00
DeChantal, Sr	98	55 00
Delahanty, K	98	55 00
Dempsey, I B	98	55 00
Dickey, S E	98	55 00
Dolorita, Sr	79	44 33
Dolorosa, Sr	98	55 00
Dwyer, M T	98	55 00
Ernestine, Sr	98	55 00
Eucharria, Sr	79	44 33
Florence, Sr	98	55 00
Flowers, E M	98	55 00
Flowers, H L	98	55 00
Fultz, G W	98	55 00
Gaul, R E	98	55 00

Genevieve, Sr	98	55 00
Gray, A G	98	55 00
Hart, G	98	55 00
Kelly, J M	98	55 00
Laracy, A X	98	55 00
Marshall, L E	98	55 00
Moseley, M I	98	55 00
McCurdy, F R	98	55 00
McDonald, A H	98	55 00
McGregor, H	98	55 00
Moody, M H	98	55 00
Murphy, H	76	42 65
Phalen M T	98	55 00
Pius, Sr	98	55 00
Rankine, A B	98	55 00
Ross, E J	98	55 00
Sanders, K O	83	46 58
Saunders, A C	98	55 00
Shields, S W	98	55 00
Sims, S A	98	55 00
Spencer, E M	98	55 00
Sutherland, J I	66	37 04
Theakston, H S F	98	55 00
Tynan, J C	98	55 00
Wakeley, A C	98	55 00
Walsh, J L	98	55 00
Whalen, A	98	55 00
Wiswell, I M	98	55 00
Ackhurst, M L	98	41 25
Adams, E	46	19 36
Aloysius, Bro	95	41 25
Ancient, F S	98	41 25
Bayer, A L	98	41 25
Blois, E H	14	5 89
Bond, E	98	41 25
Broadhurst, M E	98	41 25
Burbidge, A W	50	21 04
Butler, E R	98	41 25
Caecelia, Sr	30	12 63
Catherine, Sr	98	41 25
Christina, Sr	98	41 25
Clancy, B M	98	41 25
Clarke, J W	98	41 25
Clement, Sr	98	41 25
Cunningham, E S	98	41 25
Curren, E M	98	41 25
DePazzi, Sr	98	41 25
Delphine, Sr	98	41 25
Devine, M E	98	41 25
DeWolfe, H E	98	41 25
Dolorita, Sr	19	7 99
Donovan, M J	24	10 10
Eucharria, Sr	19	7 99
Felix, Sr	98	41 25
Flavin, M E	19	7 99
Francis, Sr	98	41 25
Grierson, F	98	41 25
Grierson, M H	98	41 25
Gualbert, Sr	98	41 25
Hamilton, H H	98	41 25
Hartigan, Sr	98	41 25
Haverstock, W E	98	41 25
Healy, K E	98	41 25
Hibbetts, Mme	43	18 09
James, C A	98	41 25
Jamieson, H J	98	41 25
J Baptist, Sr	98	41 25
Johns, M A	98	41 25
Johnston, I	98	41 25

Joseph, Sr	98	41 25
Kierstead, M	98	41 25
Kennedy, M C	98	41 25
Leo, Sr	98	41 25
Leocadia, Sr	98	41 25
Logan, A M	98	41 25
Lyall, B H	98	41 25
Margaret, Sr	89	41 25
McArthur, J A	98	41 25
McGregor, A	98	41 25
Moody, G	18	7 56
Mooney, E	98	41 25
Murray, Mme	98	41 25
Murphy, Mme M	57	28 99
O'Donnell, M E	98	41 25
O'Donoghue, M T T	98	41 25
Perpetua, Sr	98	41 25
Putnam, A F	98	41 25
Raphael, Sr	98	41 25
Remigius, Bro	98	41 25
Rita, Sr	98	41 25
Rockett, M M	79	33 25
Rodriguez, Sr	98	41 25
Strattan, E	98	41 25
Sullivan, Mme	98	41 25
Sullivan, M	98	41 25
Sullivan, M T	98	41 25
Sullivan, M T R	98	41 25
Sullivan, S J A	78	32 83
Theakston, S E	98	41 25
Torrey, E C	98	41 25
Travis A A	98	41 25
Vincent, Sr	98	41 25
Walsh, A M	98	41 25
Warner, M F	98	41 25
Wells, M H	98	41 25
Willis, E J	98	41 25
Fultz, C L	75	21 04
Gossip, C M	98	27 50
Ross, L H	17	4 77
Share, G	24	6 73
Sutherland, R	20	5 61
Haverstock, W E (night school)	6	2 52

COUNTY.

Miller, G J	97	96 25
Kennedy, Eliz E	97	68 75
McKay, Kate W	98	68 75
McKay, Mary A	103	68 75
Allen, C A	97	55 00
Bell, Mary F	97	55 00
Boak, Lillie M	103	55 00
Brennan, D S	45	24 03
Creelman, Laura	88	46 99
Crimp, Laura	100	53 40
Davis, Hattie F	103	55 00
Fanning, Maud	103	55 00
Fultz, Emily	103	55 00
Gay, Mabel L	103	55 00
Gould, Annie	103	55 00
Hazle, Edith M	95	52 33
Henry, Ella K	103	55 00
Louis, Sister M	103	55 00
Miller, Florence	97	55 00
Mills, Hattie I	102	54 47
Moody, Grace	97	55 00
Moore, Janet	103	55 00
Moseley, Fthel	97	55 00

Pennington, Margaret	102	54 47	Turner, Rebecca	103	41 25
Phelan, Florence	103	55 00	Tobin, Gertrude	103	41 25
Ross, Ellen D	103	55 00	Tulloch, Bertha	103	41 25
Thomas, Alice T	97	55 00	Walker, B E	97	38 84
Thompson, Mary I	103	55 00	Wickwire, Dwight	103	41 25
Woolrich, Mary E	102	54 47	Wier, Amelia	103	41 25
Allen, E G	97	41 25	Wisdom, Sadie	97	41 25
Annard, Alice S	103	41 25	Annard, Laura	102	27 23
Annard, Maggie E	103	41 25	*Arbuckle, Jessie	103	35 67
Annard, Egbert	91	36 44	Beaver, Florence	98	26 17
Archibald, Carrie	101½	40 65	*Bell, Janie B	68	23 55
Balcom, Mabel	103	41 25	*Blakeney, Eva M	82	28 39
Baker, Gertrude	103	41 25	Brown, Gertrude L	103	27 50
Borne, Louise	102	40 85	Burris, Emma	103	27 50
Browne, Laurie	103	41 25	Campbell, Mary	103	27 50
Bruce, Harriet	102	40 85	*Carson, Teresa	79	27 36
Brunt, Blanche	101	40 45	*Chambers, Carrie	100	34 63
Coleman, H E	102	40 85	Chisholm, Jessie	103	27 50
Corkum, Ethel	103	41 25	Crook, Mabel S	96	25 63
Conrad, Ethel	103	41 25	Cook, Georgie E	100	26 70
Clark, Ina	103	41 25	Corkum, Henrietta	102	27 23
Cooke, Mary L	103	41 25	Crowe, Carrie F	102	27 23
Cox, Fred A	103	41 25	Davis, Agnes A	103	27 50
Currie, Minnie T	97	41 25	Dean, Bertha	101	26 96
Dennis, Agnes	73	29 23	*DeWolfe, George A	32	11 08
Ervin, Mary E	20	8 00	*Dechman, Edith	100	34 63
Evans, Laura F	102	40 85	*Dickie, Harriet	66	22 86
Fisher, Ethel	103	41 25	*Drake, Lydia	103	35 67
Fraser, Winnie	102	40 85	Dunbrack, Mary	103	27 50
Fultz, Nettie	102	40 85	Erskine, Carrie	103	27 50
Hamilton, Mary	97	41 25	Fraser, Geo B	78½	21 09
Hart, May	103	41 25	*Gallagher, Adelaide	98½	34 11
Henrion, Carrie	102	40 85	Glawson, Maggie	103	27 50
Higgins, Alberta	101½	40 65	*Gillis, Margaret	103	35 67
Higgins, Arabella	101	40 45	*Gunn, Ellen	103	35 67
Hiltz, Ethel M	91	36 44	Graham, Louisa	5	1 33
Hume, Bessie	97	41 25	Hall, Mabel	77	20 55
Hume, Emma	97	41 25	Hartling, Ella	103	27 50
Hutchinson, Grace	102	40 85	Henry, Ethel M	103	27 50
Jackson, Eleanor	103	41 25	Higgins, Gertrude	102	27 23
Jordan, Mabel	65	26 63	Hume, Sadie	103	27 50
Knight, Emma	103	41 25	*Jennot, Fitzgerald	102	35 32
Laidlaw, Eliza	97	41 25	Johnson, Martha	103	27 50
LeBlanc, John P	103	41 25	Mulcahey, Bridget	103	27 50
Lewis, Sarah	103	41 25	*McCabe, Grace	102	35 32
Lewis, Lizzie	103	41 25	McDonald, Susie	102	27 23
Mary, Sister	103	41 25	McGuire, Annie	96	25 63
Maskell, Viola	103	41 25	McGrath, Beatrice	103	27 50
Mackasey, W P	96	38 44	Mellefey, Mary E	103	27 50
McCurdy, Annie	102	40 85	McGillivray, Mary	45	12 01
McKenzie, Christina	103	41 25	McKay, Annie	103	27 50
McKay, Belle C	97	41 25	*McKiel, Etta	40	13 85
McKenzie, Margaret	97	41 25	Mitchell, Alice	97	27 50
O'Brien, J	54	21 62	Mitchell, Lucy V	103	27 50
Partridge, Myra	102½	41 05	Ogilvie, Estey M	102	27 23
Pender, A M	97	41 25	Peters, Alma	103	27 50
Pennington, Louise	103	41 25	Richardson, Florence	103	27 50
Quigley, Mary E	97	38 84	Rose, Lenora	103	27 50
Rettie, Samuel	100	40 05	Ross, Carrie E	103	27 50
Roche, Clara	102½	41 05	Sibley, Mattie	90	24 03
Rocket, Margaret	24	9 61	*Shaw, Sarah	102	35 32
Sheehan, Daisy	103	41 25	*Soy, Mary	96	33 24
Sheehan, Margaret	59	23 62	Spinney, Jennie	35	9 34
Stronach, Harvey	102	40 85	Tait, Laura	98	26 17
Smith, Isabella	102½	30 63	Thompson, Roy	82	21 89
Shute, Jessie	76½	30 63	*Vanbuskirk, Grace	93	32 21
Taylor, Carrie	97	41 25	*Warner, Minnie	82	28 39
Thomas, Bessie	100	40 05	*Walsh, Lizzie	66½	28 03
Thornton, Mary A	97	41 25	Warner, Mary	102	27 23
	72	28 83			

*Wickwire, Eva	82	28 39
Jemmot, Fitzgerald	5	1 33

Assistant.

Findlay, Sadie	97	27 50
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HANTS.

WEST.

Forbes, Antoinette	103	\$68 75
Shields, W S	103	96 25
Smith, John A	103	96 25
Bigney, Annie	103	55 00
Bigney, Ella	103	55 00
Brooks, Ethel G	103	55 00
Harvie, Alice B	103	55 00
Leonard, Susie H	103	55 00
Lynds, Alice Etta	103	55 00
MacKay, Katherine E	103	55 00
McNeil, Lennie M	53	28 30
Miller, Bessie	103	55 00
O'Brien, Katie	102	54 47
Peppard, Ruth R	103	55 00
Sanford, Mattie V	102½	54 74
Sproule, Minnie	103	55 00
Webster, Leora C	35	18 69
Archibald, R DeW	103	41 25
Bennett, Hanna	102½	41 05
Burgoyne, N A	103	41 25
Campbell, Margaret	103	41 25
Cochran, S Ethel	98	39 24
Crossley, Nellie B	102	40 85
Dimock, Annie A	103	41 25
Faulkner, Eunice O'B	91	36 44
Freeman, Alene	103	41 25
Fulton, Jessie	101	40 45
Goudy, Emily F	103	41 25
Johnson, Harriet J	101	40 45
King, L Alberta	94	37 64
Lantz, Carrie F	102	40 85
Lawrence, Lydia	103	41 25
Lynch, Jessie A	103	41 25
McCurdy Helen	103	41 25
MacDonald, Hattie H	51	20 42
McHarrie, Agnes	103	41 25
McIntosh, Mary G	102	40 85
Messervy, Ethel M	103	41 25
Miller, A Blanche	103	41 25
Miller, Mary M	8	3 20
Reid, Daisy	103	41 25
Salter, Hattie M	94	37 64
Skaling, Janie E	103	41 25
Tupper, Alice	103	41 25
Underwood, Annie	88	35 24
*Barkhouse, Ida	88	31 32
Demmons, Leila	103	27 50
Dewis, Leella	103	27 50
Dickson, Lulu L	103	27 50
Foley, Ethel May	60	16 02
Harvie, Mary E	53	14 15
Hopkins, Florence	103	27 50
Lake, Cora A M	103	27 50
Marsters, Ethel M	103	27 50
*O'Brien, Janie L	81	28 83
Parker, Alice B	93	24 83
Parker, Lillian B	102	27 23

Royles, Theresa M	101	26 96
Shipley, Lillie M	103	27 50
*Weathers, Alice E	103	36 67
*West, Annetta R	94	33 46
*Withrow, Jessie W	96½	34 36

EAST.

Cox, Nellie F	101	53 93
Crowe, Louise B	103	55 00
Dill, Ethel E	103	55 00
Ellis, Russell	102	54 47
Etter, Margaret	103	55 00
MacCallum, Mildred	103	55 00
McNutt, Annie M	100	53 40
McWilliams, Jessie	103	55 00
Moore, Clara	29	15 48
Porter, Ethel G	103	55 00
Roy, Mary D	103	55 00
Auld, Margaret	103	41 25
Blake, Elizabeth	103	41 25
Canavan, Annie E	83	33 24
Caddel, Maude L	103	41 25
Cook, Eva	103	41 25
Dickie, Martha E	82	12 81
Dimock, Clarence L	87½	35 04
Dodd, Florence E	103	41 25
Duncan, Clara C	65	26 03
Fulmore, Bessie M	99	39 64
Harvey, Arabella	103	41 25
Kierstead, Flossie	103	41 25
Logan, Robert J	100	40 06
MacDonald, Etta	20	8 00
McDougall, Lois	99	39 64
Nelson, Viva	101	40 45
Nicholson, Malcolm	51	20 42
O'Brien, Mary L	103	41 25
Parker, Mary C	102	40 85
Putnam, Mary D	98	39 24
Reynolds, Edna G	83	33 24
Rines, Maggie L	101½	83
Sandford, Maggie	99	40 65
Stuart, Charles H	101	39 64
Sweet, Annie E	73	29 23
Taylor, Alma F	103	41 25
Wallace, Lulu D	103	41 25
Webber, Annie	49	19 62
Webb, Effie P	103	41 25
*Bond, Sadie E	53	18 86
*Card, Mary E	98	34 88
Campbell, Lena B	94	25 10
*Cottle, Hanna	102	36 81
Corbett, Elva Etta	101	26 96
*Crowell, Maude S	101	35 96
Dewis, Martha	35	9 34
*Dickie, Martha E	71	25 27
Etter, A Gorden	103	27 50
Gowe, Verna B	96	25 03
*Hamilton, Mildred	98	34 88
Horne, Lillie A	103	27 50
Horne, May E	103	27 50
*Kavenagh, Cecilia	53	18 86
Macdonald, Christine	103	27 50
MacKay, Annie B	103	27 50
MacKay, Janie E	102	27 50
Mason, Mabel E	103	27 50
McCulloch, Marion	99	26 43
McKim, Tena May	81	21 63
McLellan, Ethel S	102	27 23

O'Brien, Mabel	102	27 23
*Webb, Myrtle M	103	36 67
Wright, Lilah J	103	27 50
Davidson, Geo M	103	41 25
Sterling, Annie	102	54 47
Roode, Annie H	100	40 05

Assistant.

Rogers, Sadie	103	27 50
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INVERNESS.

SOUTH.

Calder Robt I	103	\$96 25
McDonnell D F	103	96 25
Bishop Emma E	103	55 00
Chisholm Duncan	73	38 98
McLeod Jeannette R	101	53 93
McGregor Anna	103	55 00
McLean James J	48	25 63
McDonald A D	103	55 00
Munro M S	102½	54 73
Batton Viola M	91	36 44
Chisholm Maud	103	41 25
Chisholm Jennie	103	41 25
Embree Luella A	103	41 25
Sr St Prisca	103	41 25
Sr St Margaret	103	41 25
McDonnell Theresa	63	25 23
McKay Margaret J	99	39 64
McInnes Barbara	70	28 03
McDonald Mary B	103	41 25
McMillan Sarah	89	35 64
McInnes W C	103	41 25
McMaster D B	50	20 02
McInnes Duncan	39	15 61
McLennan Angus J	19	7 60
Nicholson A G	84	33 64
Boyd Sarah E	103	27 50
Campbell Jessie C	103	27 50
Campbell Mary	99	35 24
Campbell James	99	26 43
Delehanty Annie	72	19 22
Forbes Katie B	89	23 76
Gillis Barbara H	63	16 81
Gillis James D	103	27 50
Hart Gertrude R	103	27 50
Hawley Maude	103	27 50
Laidlaw Maud S	101	27 50
Moran Helen F	101	26 96
*Martin Jennie	95	25 36
McDonald Agnes	96	34 17
McDonald Mary I	103	27 50
McLachlan Mary A	97	25 90
McKinnon Mary	103	27 50
Sr St John	103	27 50
McMaster Katie A	103	27 50
McDonnell Claire	103	27 50
McLellan Annie	99	35 24
MacAskill Jessie	103	27 50
McQueen Catherine	96	34 17
McIntosh Sadie C	103	36 67
McIntyre Catherine J	103	27 50
McNeil Mary A	100	26 70
McLennan Mary A	43	11 47
	96	25 63

McMaster Mary B	103	27 23
McPhail Cassie M	93	24 83
McInnis Jessie M	96	25 63
*McFarlane Mary C	103	36 67
McNeil Mary J	75	20 02
McRae Tena M	99	26 43
McMillan Catherine	97	25 90
McLennan Katie B	100	26 70
McLennan Flora	99	26 43
McIver Tena	19	5 07
McDaniel Ida J	102	27 23
McLeod Kenena	95	25 36
McLean Gordon T	103	27 50
McLean Duncan	103	27 50
*McMillan Peter	103	36 67
McQuarrie Angus	103	27 50
McDonald Allan	103	27 50
*McDonald James	103	36 67
McDonald Stephen	101	26 96
Rankin Ronald J	98	26 17
Watts Clara J	102	27 23
Wilnot Percy C	103	27 50
Walker Wallace R	102	27 23
McLellan Maggie	102	27 23
Murphy P H	71	28 43

NORTH

Coady, Moses M	103	55 00
Cormier, Wm E	103	55 00
Gallant, Thomas	103	55 00
Gillis, Malcolm H	73	38 98
AuCoin, James H	103	41 25
Boudreau, Joseph C	103	41 25
Boudreau, Placide	20	8 00
Campbell, Lizzie A	103	41 25
Cormier, Arsen H	103	41 25
Gillis Christy A	103	41 25
McLennan, A J	84	33 64
McLennan, Joseph N	102	40 85
McLellan, A N	100	40 05
McFarlane James	103	41 25
Sinclair, Alex	58	23 22
Tompkins, Mary E	103	41 25
Tompkins, Miles N	103	41 25
Tompkins, Matthew F	103	41 25
Arseneau, Minnie	103	27 50
Arseneau, Nellie	103	27 50
AuCoin, Chas J	103	27 50
AuCoin, Paul J	103	27 50
Austin, Kenneth	98	26 17
Buckles, Sara A	103	27 50
Broussard, Hattie	98	26 17
Campbell, Annie B	103	27 50
*Coady, Sarah J	103	36 67
Chiasson, Peter	103	27 50
*Doyle, Mary J	103	36 67
Gallant, Edmund	81	21 62
*Jamieson, Ronald J	101	35 96
Leadbetter, Anna	66	17 62
Kenedy, Mary E	94	25 10
LeBlanc, Judith	103	27 50
McDaniel, Jessie	103	27 50
McDonald, Handley	95	25 36
McLean, Hattie A	103	27 50
*McLellan, Maggie M	103	36 67
Levat, John	101	26 96
McLellan, Agnes	103	27 50
*McDaniel, Maud J	103	36 67

*McLellan, Mary C	80	28 47
McLellan, Margy A	102	27 23
McKinnon, John E	103	27 50
Tompkins, Ida	101	26 96
Tompkins, Nicholas J	93	24 83

KINGS.

Cann, Jeanette	103	\$82 50
Farrell, Theresa	103	82 50
Hogg, H B	103	96 25
Alcorn, Emily	103	55 00
Banks, Stella M	103	55 00
Bigney, Anna L	98	52 33
Bishop, Annie M	103	55 00
Blanchard, Roberta	103	55 00
Borden, Annie B	102	54 47
Bowlby, Minnie F	102	54 47
Burbidge, Josephine.	102	54 47
Bustin, Harry L	103	55 00
Caldwell, Myrtle	103	55 00
Chute, Lottie DeW	103	55 00
Comstock, Frank	103	55 00
Congdon, M R	98	52 33
Creelman, Elizabeth	102	54 47
Crowe, Clara A	103	55 00
Fairweather, Ernest	103	55 00
Foote, C Percy	103	55 00
Ford, Robie W	99	52 86
Hamilton, Bessie	103	55 00
Hamilton, Helena	102½	54 74
Illsley, Nellie E	103	55 00
Lee, Brenton H	102	54 47
Loomer, Estella	102	54 47
MacDougall, Ethel	103	55 00
McLellan, Mary	103	55 00
Mennie, Grace L	101	53 93
Morse, Carrie A	103	55 00
Osborne, N A	103	55 00
Putnam, Clara	103	55 00
Rand J Adelaide	103	55 00
Spinney, C C	102	54 47
Spinney, Fred H	103	55 00
Stephens, Hattie W	103	55 00
Stronge, Gertrude	103	55 00
Swanson, Mary M	84	44 86
Webster, Orah	31	16 55
Welton, Jennie	103	55 00
White, Jennie M	100	53 40
Willet, Clara E	103	55 00
Yuill, Etta J	103	55 00
Barss, W R	102	40 85
Bell, Maie R	103	41 25
Borden, Alice L	102	40 85
Brennan, Maude	103	41 25
Cahill, Cassie L	103	41 25
Caldwell, Winnie	103	41 25
Carder, A G	77	30 83
Challen, Bessie	103	41 25
Chase, Millicent	103	41 25
Daniels, Mildred	97	38 84
Dorman, Robert	102	40 85
Fales, Anna B	102	40 85
Franev, Bertha M	103	41 25
Gammon, Minerva	102	40 85
Hiltz, Flora A	102	40 85
Jordan, Jennie E	103	41 25

Killy, Minnie A	103	41 25
Kirkpatrick, Bessie	103	41 25
Lamont, Violet M	103	41 25
Lee, Minnie	103	41 25
Loomer, Gertrude	103	41 25
Loomer, Rene S	97	38 84
McMahon, Laura M	103	41 25
Marchant, Abbie J	103	41 25
Marchant, D Harold	103	41 25
Mosher, Maggie E	103	41 25
Neville, Violet	20	8 00
Nichols, Elva G	103	41 25
Nichols, Lola M	103	41 25
Nichols, Naomi E	103	41 25
Palmer, Charlotte	88	35 24
Palmeter, Elois N	103	41 25
Parker, Ida A	103	41 25
Parker, Maie L	103	41 25
Parker, Pruie E	103	41 25
Rathburn, Edna W	103	41 25
Robinson, Clara	103	41 25
Robinson, Mabel	103	41 25
Saunders, Mabel	103	41 25
Shaw, Alice M	83	33 24
Shaw, Christine	103	41 25
Spinney, Theodore A	100	40 05
Starrett, Myrtle C	103	41 25
Sutherland, Edna	103	41 25
Webster, Orah	72	28 83
West, Hattie W	103	41 25
West, Mildred M	102	40 85
Whalen, Carrie E	103	41 25
*Baker, Hattie J	94	33 13
*Bentley, May	98	34 54
Bezanson, Emna G	98	13 35
Bowles, Laura B	50	25 90
Brown, Beatrice	97	27 50
Brown, Marion C	103	27 23
*Bryden, Ethel	102	27 23
*Charlton, Kate E	102	35 94
Clarke, Jennie M	39	13 75
*Etter, Norina C	103	27 50
Foote, Edith May	98	34 54
Fuller, Bessie	103	27 50
Gammon, Mildred	102	27 23
Greenleaf, Alice M	103	27 50
*Hanna, Ellen B	82	21 89
Hatchard, Clara G	93½	32 95
Johnson, Florence	101½	27 09
*Kirkpatrick, Jessie	103	27 50
Long, Gertrude	84	29 61
*Lyons, Freeman, J	103	27 60
*Matthews, Margaret	77	27 13
*Minnis, Lottie A	77	27 13
*Newcombe, Erle V	103	26 07
*Newcombe, Mary A	74	36 30
*North, Millicent	103	36 30
*Parker, Grace L	103	18 06
*Parker, Maude S	103	36 30
Parrish, Cora B	103	36 30
Patterson, Ruth A	53	18 06
Rand, Fannie L	103	36 30
Rockwell, Gladys	103	27 50
*Roscoe, Josephine	103	27 50
*Saunders, Emilie	103	36 30
*Spinney, Hattie	103	36 30
Stronge, Eva M	103	27 50
Toye, M Beatrice	103	27 50
*Taylor, Edna	52	18 38

*Nicholson, Euphemia	98	32 78
*Crowe, Fannie B	19	7 60

Assistant.

Beals, Mary E	19	3 38
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LUNENBURG.

Crouse, Annie	103	68 75
Hewitt, Minnie	103	82 50
Morton, R F	103	96 25
McKittrick, B	103	96 25
Smith, J F	102	95 30
Durland, H	103	55 00
Forbes, Addie	103	55 00
Fraser, Wellesley	103	55 00
Hamm, Maggie	103	55 00
Hamm, Ora	102	54 47
Hewitt, F C	103	55 00
Hirtle, Arthur	103	55 00
Joudrey, Edith	103	55 00
Leary, Mary	103	55 00
Lantz, Teresa	103	55 00
Lewis, Kate A	103	55 00
Mader, Flora	103	55 00
McDougall, M	103	55 00
McLaughlin, Lilla	103	55 00
Mullock, Florence	103	55 00
Smith, Lizzie	103	55 00
Strum, Mabel	103	55 00
Yenot, A M	103	55 00
Young, Helen	103	55 00
Zinck, Etta	103	55 00
Bolivar, Stella	103	41 25
Bowers, Mary	103	41 25
Card, Hattie	103	41 25
Christopher, W	102½	41 05
Cossmann, M	102	40 85
Cushing, Alice	103	41 25
Eisenhauer, B	103	41 25
Ernst, Phebe	103	41 25
Gaetz, Ida	102	40 85
Gow, Isabel	103	41 25
Hallanore, Della	19	7 60
Hebb, Elsie	103	41 25
Herman, Eldridge	103	41 25
Hirtle, Amanda	103	41 25
Hirtle, Beatrice	102	40 85
Kaulback, Helen	103	41 25
Keddy, Bessie	97	38 84
Keddy, Beatrice	102	40 85
Logan, Mary	102	40 85
Lohnes, Eva	103	41 25
Manning, Myra	103	41 25
Manthorne, Maud	99	39 64
Millett, Nettie	103	41 25
Morton, Annie	103	41 25
McLachlan, Ethel	103	41 25
McLachlan, Lelia	103	41 25
Neal, Ella	103	41 25
Newcomb, Mabel	103	41 25
Palmer, Etta	101	40 45
Prince, Ina	103	41 25
Ramey, Rebecca	103	41 25
Seldon, Honoria	83	33 24
Scott, Ethel	103	41 25

Smith, Wilbert	103	41 25
Tobin, Ellen	103	41 25
Tobin, Mary	103	41 25
Warner, Emma	103	41 25
Wentzell, Cora	102	40 85
West, Ella	103	41 25
Westhaver, Edna	89	35 64
Young, Mary	69	27 63
Young, Mary	20	8 00
Zwicker, Ellie	78	31 23
Zwicker, Nettie	103	41 25
*Adams, Lillian	103	36 46
Annis, Una	98	26 17
*Banks, Lillie	103	36 46
Barry, Luella	103	27 50
Burnaby, Mattie	103	27 50
Richard, Florrie	103	27 50
*Bruhm, Flora	103	36 46
Chesley, Ethel	103	27 50
Chesley, Jessie	103	27 50
Chesley, Isabel	102	27 23
*Croft, Margaret	103	36 46
Corkum, Beatrice	103	27 50
DeLong, Rachie	103	27 50
Eisenhauer, Iona	63	16 81
Eisenhauer, John	102½	27 36
Ernst, Florence G	103	27 50
*Fancy, Bessie K	103	36 46
*Fancy, Elizabeth	100	35 40
Feener, Nora	102	27 23
Freeman, Maud	103	27 50
*Feindell, Theresa	103	36 46
Feindell, Gertrude	103	27 50
Fitch, Clara	103	27 50
Forbes, Annie	98	26 17
Getson, Mary	103	27 50
*Godfrey, Jessie	103	36 46
Harlow, Lottie	89	23 76
Haughn, Lottie	103	27 50
*Hawksworth, B	98	34 70
Hebb, Bessie	66	17 62
Herman, Bessie	103	27 50
Herman, Naomi	103	27 50
*Hirtle, Inez	103	36 46
Inghis, Flora	102	27 23
Jefferson, Eva	103	27 50
Johnson, Annie	5	1 33
Kaulback, Laura	103	27 50
Keddy, Annie	101	26 96
Kennedy, Lois	103	27 50
Langille, Rebecca	45	12 01
Langille, Zilpah	98	26 17
Leary, Bernice	103	27 50
*Lohnes, Annie	55	19 47
Lohnes, L L	49	13 08
*Lohnes, Nellie	103	36 46
Mack, M E	103	27 50
Manning, Geo	103	27 50
*Millett, Sadie	102	38 11
Mitchell, Lena	103	27 50
Morash, Carrie	103	27 50
Mossman, Alice	49½	13 21
*Mossman, Eva (last term)	54	18 15
Mullock, Addie	103	27 50
Mullock, Carrie	103	27 50
Murley, Estella	103	27 50
Naas, Ellen	103	27 50
Oxner, Bertha	103	27 50
Publicover, Lida	73	19 48

Rafuse, Jessie	98	26 17
Rafuse, Maggie	103	27 50
Reeves, Manetta	102	27 23
Rodenhizer, Effie	103	27 50
Sarty, Eva	103	27 50
Sarty, Effie	103	27 50
Seldon, Clem	87	23 22
Shea, Minnie	100	26 70
Shoop, Nora	103	27 50
Slaunwhite, P	98	26 17
Smeltzer, Jennie	103	27 50
Smith, Ada	103	27 50
Smith, Mary	103	27 50
Thompson, L	103	27 50
Thompson, F	98	26 17
Veinot, May	103	27 50
*Veinot, Minnie	50	17 71
Ward, Jennie	103	27 50
Weagle, Josie	102	27 23
Wentzell, Jemima	103	27 50
Wentzell, Ida	103	27 50
Wile, Susie	103	27 50
Wilson, Alvin	103	27 50
Wilson, Bertrem	40	10 68
Wilson, Ethel	103	27 50
Zwicker, Bessie	103	27 50

CHESTER.

Chisholm, Maud	103	55 00
Corkum, Inez	103	55 00
Parker, Herbert	103	55 00
Butler, Mamie	103	41 25
Crowell, Edith	24	9 61
Duncan, Jessie	103	41 25
Hennigar, B	103	41 25
Nichol, Minnie	103	41 25
Parker, Carrie	103	41 25
Parker, Grace	10	4 00
Povoas, Minnie	98	39 24
Smith, Vera	103	41 25
Stramberg, C W	102	40 85
Vogel, Anna B	103	41 25
Webber, Eva	103	41 25
Campbell, M	103	27 50
Cox, Bessie	103	27 50
Dauphinee, Elsie	103	27 50
*DeAdder, Luitzard	103	36 46
Ernst, Florence C	103	27 50
Hennigar, Grace	100	26 70
Hyson, Ada	103	27 50
Lockhart, Jessie	74	19 75
Mason, Jessie	103	27 50
Mills, Ethel	102	27 23
*Mills, Mary A	50	17 71
*Nauss, Gladys	103	36 46
*Ramey, Grace	82½	29 20
*Smith, Ida R	53½	18 93
Zwicker, Annie	103.	27 50

PICTOU.

SOUTH.

Archibald, G G	102	81 69
Fraser, W P	101	94 36
Grant, Tena	101	87 40

MacKenzie, G W	103	82 50
McLeod, John T	103	96 25
Simpson, F S	103	96 25
Allen, Margaret E	103	55 00
Connolly, Nellie E	103	55 00
Cairns, Janet	103	55 00
Cock, Ada	99	52 86
Cumming, Isabel K	102	54 47
Duff, Cassie B	102	54 47
Fraser, Mabel O	103	55 00
Fulton, Bertha	103	55 00
Johnston, Isabel	102	54 47
Laurie, Elizabeth	103	55 00
Munro, Janie	103	55 00
MacKenzie, A S	101	53 93
Maclean, Cassie E	103	55 00
MacDonell, Christina S	102	54 47
McKaracher, Mary	103	55 00
Murray, Sadie A	102	54 47
Roy, Harriet	103	55 00
Sproull, Katie F	103	55 00
Sutherland, A A	103	55 00
Sutherland, Tena B	102	54 47
Smith, Janie C	14	7 47
Thompson, Lizzie	102	54 47
Crockett, Annie C	103	41 25
Cunningham, Dolina	103	41 25
Cunningham, Leah	102	40 85
Cumming, H D	102	40 85
Cameron, Mary M	103	41 25
Copeland, Adelaide	102	40 85
Chisholm, Mary M	100	40 45
Cameron, Lizzie M	101	40 45
Douglas, J Maude	103	41 25
Doyle, Emma M	103	41 25
Fraser, Annie McL	88	35 24
Grant, Julia	103	41 25
Grant, Clara A	103	41 25
Grant, Ada	20	8 00
Gunn, Mary A	83	33 24
Gunn, A Stirling	15	6 00
Gillis, Margaret E	53	21 42
Henderson, J W	103	41 25
Herdman, W W	103	41 25
MacKinnon, Ada K	103	41 25
Macdonald, John R	103	40 85
Maxwell, Bessie B	102	40 85
Maxwell, Ella	25	10 01
Munro, Lily F	77	30 83
MacPherson, Margaret	102	40 85
Marshall, Lena H	94	37 64
MacLaren, Lottie M	103	41 25
McDonald, Annie C	102	40 85
MacKay, Cassie M	103	41 25
McMillan, Mary J	87	34 84
McDonald, Agnes C	103	41 25
McLean, Ella J	83	33 24
MacKenzie, Harry H	102	40 85
MacDonald, Effie G	103	41 25
McLeod, Frank T	103	40 85
Munroe, Mary E	102	41 25
McIntosh, Isabella	103	41 25
Meikle, Alex. McP	103	40 85
O'Neil, Annie H	102	41 25
Rose, Maggie	80	32 04
Russell, Martha C	96	38 44
Robertson, Alex W	103	41 25
Sutherland, Lexie	103	41 25
Sutherland, Jessie L	103	41 25

Stewart, Jennie W	102	40 85
Tuttle, Florence S	89	35 64
Weir, Isabelle D	102	40 85
Wilson, Annie	103	41 25
*Baird, Anna L	73	25 98
Cameron, Hannah	103	27 50
*Cameron, Rachel	71	25 27
Cameron, Mary	101	26 96
Campbell, Peter	103	27 50
Campbell, Mary F	103	27 50
Fraser, Esther C	103	27 50
*Fraser, Margaret A	96	33 82
*Grant, Margaret S	32	32 75
Harivell, Sophi	103	27 50
Jackson, Annie F	103	27 50
Kennedy, Jennie M	103	27 50
Matheson, Maud	103	27 50
McLeod, Kathleen	102	27 23
McLeod, Florence J	78	20 82
Macdonald, Christina	102	27 23
McPhie, Christina J	99	26 43
McIntosh, A D	100	26 70
Macgillivray, Mary	103	27 50
MacDonald, Rachel	96	25 63
McGlashan, Isabelle	103	27 50
Meikle, Christina E	62	16 55
*McLeod, Isabelle J	73	25 98
*McDonald, Margaret	83	29 54
*MacBain, Lena	103	36 67
MacDonald, Ada S	102	27 23
*McDonald, Anna F	101	35 96
McDonald, Anna	103	27 50
*Ogilvie, Mabel	85	30 25
*Ross, Jessie B	82	29 19
Smith, Estella L	103	27 50
Smith, Ida McG	78	20 82
Sutherland, Robt	99	26 43

NORTH.

Boehner, R S	102	81 69
McLellan, Robt	102	95 30
Munro, H F	102	81 69
Robinson, C B	102	81 69
Dickson, Ethel	87	46 45
Grant, Jessie E	100	53 40
MacKenzie, Maude E	103	55 00
Macrae, Muriel H	103	55 00
Macrae, Alice A	102	54 47
Maxwell, Martha	100	53 40
McArthur, A	82	43 78
McArthur, Olive	102	54 47
McKay, Katherine	100	53 40
McLeod, J W	96	51 26
Young, Iza Rena	102	54 47
Young, Nettie B	103	55 00
Barnhill, Lizzie E	72	28 83
Creelman, Estelle	102	40 85
Cruikshank, Jessie	102	40 85
Cunningham, Ada	101	40 45
Grant, Ella J	102	40 85
Gordon, Jean, A M	102	40 85
Gray, Margaret	102	40 85
Macdonald, Jessie B	20	8 00
MacKenzie, Barbara A	102	40 85
MacKenzie, Anna	102	40 85
MacKenzie, Ethel J	94	37 64
McKay, Kenneth G	102	40 85
McKay, William	20	8 00

McLellan, E Grace	98	39 24
McIntosh, Miranda	93	37 24
McMillan, Anabelle E	100	40 05
McKay, Malcolm	102	40 85
McKay, Beatrice	82	32 54
Perrin, Elva E	101	40 45
Park, Marion	88	35 24
Ross, M Odessa	102	40 85
Rose, Jessie F	102	40 85
Robinson, Emma C	103	41 25
Schultz, Sadie J	103	41 25
Sutherland, Mary E	100	40 05
Sutherland, Georgianna	99	39 64
Thomson, Iza	102	40 85
Arbuckle, Ella D	100	26 70
Baillie, Christina	101	26 96
Davies, Jessie	101	26 96
Elliott, Marion	101	26 96
*Fraser, Cassie	77	27 41
*Grant Anna	99	35 24
Henderson, Bessie	103	27 50
Kennedy, Christy	102	27 23
Langille, Edith	68	18 15
Matheson, Jessie M	102	27 23
McKenzie, Marion J	103	27 50
McDonald, Cassie	90	24 03
MacKenzie, J Elizabeth	103	27 50
McLanders, James	103	27 50
MacKay, Bessie V	101	26 96
Matheson, Lottie L	103	27 50
Matheson, Florence	101	26 96
Maxwell, Lizzie A	74	19 75
MacBain, Ellen E	97	25 90
*MacKay, Annie C	92	32 75
McCunn, Geo B	102	27 23
McCunn, Isabella	89	23 76
Murdock, Jennie B	98	26 17
Munro, Mossie M	101	26 96
Reid, M Florence	97	25 90
*Ross, Robt	50	17 80
*Ross, Blanche	99	35 24
*Ross, Maggie M	79	28 12
*Sutherland, Jessie B	97	34 53
Stramberg, Vida M	103	27 50
Stewart, Martha	103	27 50
Tattie, Mabel	103	27 50

QUEENS.

SOUTH.

Freeman, H S	103	96 25
Dauphinee, Josie	103	55 00
Freeman, Alberta	103	55 00
Hemeon, Elizabeth	103	55 00
Harrington, E B	103	55 00
Harrington, G M	103	55 00
Kempton, Ellie	103	55 00
Kempton, May	103	55 00
Mullins, Jennie	103	55 00
Penny, Laurie	103	55 00
Whitman, E J	103	55 00
Arthur, Linnie	103	41 25
Eldridge, Grace	103	41 25
Ellis, Nellie	103	41 25
Ford, Carrie	103	41 25
Ford, Mollie	40	16 02
Freeman, Florence	99	39 64
Freeman, Margaret	103	41 25

Hemeon, Nettie	103	41 25
Kempton, Enos	103	41 25
Mack, Robert	103	41 25
Shepherdson, G	103	41 25
Smith, Jennie M	103	41 25
Smith, Sophia	50	20 02
Swansburg, Agnes	103	27 50
Chandler, Sadie	103	27 50
Freeman, Mabel	99	35 24
*Hupman, Ella	103	36 67
*Locke, Cyril	102	27 23
MacKay, Gertrude	103	27 50
Manthorne, L C	103	27 50
Manthorne, Percy	103	27 50
Parke, Robina	103	27 50
Parnell, Alma	103	27 50
*Purney, Helen	103	36 67
Robertson, Bertha	103	27 50
Taylor, Emma	103	27 50
Vogler, Jessie	103	27 50
Zwicker, Annie	103	27 50

NORTH.

Freeman, Jessie	103	55 00
Boyle, Rose	103	41 25
Brown, Bernice	96	38 44
Cushing, E S	103	41 25
Freeman, Mary	103	41 25
Richardson, Ralph	103	41 25
Sproule, L May	103	41 25
West, Susie	103	41 25
Boyle, Clara	101	26 96
Boyle, May G	103	27 50
Dolliver, Lydia	101	26 96
*Freeman, Ada	83	29 54
*Froude, Iona	53	18 86
Harlow, Ada	103	27 50
*Hebb, Florence	98	34 88
*Patterson, Maud	100	35 60
Richardson, Belva	103	27 50
Starratt, Georgie	103	27 50
*Smith, Allie B	87	30 97

RICHMOND.

Layton, J S	103	96 25
Boyd, Christina	103	55 00
Campbell, D H	103	55 00
Cox, Wm E	103	55 00
Gillis, D McK	94	50 19
Herdman, Wm C	103	55 00
Hynes, James	103	55 00
Macdonald, Mary C	103	55 00
Madden, Annie E	103	55 00
Martin, O McN	55	29 37
Baillie, Alex G	103	41 25
Barrs, Clementina A	103	41 25
DesLauriers, Minnie H	103	41 25
Doucet, M C	103	41 25
Doyle, J O'N	103	41 25
Ferguson, Wm N	103	41 25
Girior, Eva B	103	41 25
Kemp, Hector F	103	41 25
Lattemoore, Libbie	94	37 64
Lynds, Lulu J	59	23 62
McDougall, Peter		

McKillop, Ewen D	103	41 25
McNeil, Helena J	98	39 24
Martel, Melina	103	41 25
Moffat, Annie M	101	40 45
Nelson, J Scott	100	40 05
Renault, Alfred	103	41 25
Sampson, Martha	103	41 25
Smith, Edgar L	103	27 50
Bonin, Mary E	103	27 50
Boucher, Susan M	103	27 50
Boudrot, Edward D	103	27 50
Brymer, Emma	103	27 50
Brymer, Henry F	103	27 50
Currie, Jeanette	94	25 10
Deagle, Joseph	102	27 23
Douglas, H G	29	7 74
Ferguson, Kay A	100	26 70
Hureau, Helen	98	26 17
Langley, Jennie	102	27 23
Langley, John	100	26 70
LeBlanc, Mabel	103	27 50
MacCuish, Maggie	103	27 50
McCuspie, F J	103	27 50
McDonald, Harry	92	24 66
McKillop, D A	103	27 50
McLean, Don A	78	20 82
MacLeod, Marie D	103	27 50
MacLeod, Tena A	102	27 23
McMillan, Sara B	95	25 36
Macneil, Minnie V	103	27 50
Macneil, Maggie A	103	27 50
Malcolm, Etta J	100	26 70
Monbourquette, A J	96	25 63
Nelson, Gustave A	103	27 50
O'Toole, Henrietta	102	27 23
Walker, Annie	103	27 50
White, Laura M	98	17 80
*Gillis, Christy A	50	17 80
*Grant, Cassie J	103	36 67
*McAskill, Fred G	100	35 60
*Macdonald, Malcolm	102	36 91
*O'Toole, Sara E	100	35 60
*White, Sarah E	103	36 67

SHELBURNE.

Bruce, C S	102	95 30
Blackadar, G D	103	96 25
Allen, Jennie K	102	54 47
Densmore, Flo	20	10 68
MacDonald, W W	103	55 00
MacKay, Netta	103	55 00
MacKay, E w	102	54 73
Thorburn, E M	98	52 38
Allen, C S	103	41 25
Atwood, Maud	103	41 25
Bethell, Allie S	103	41 25
Bower, Carrie E	103	41 25
Decker, Chas E	103	41 25
Doleman, T	102	41 06
Doleman, G H	103	41 25
Eisenhour, R C	103	41 25
Etherington, Lily	102	40 85
Findal, Adeline	103	41 25
Harding, M K	103	41 25
Harlow, M D	48	19 22
Holden, A P	103	41 25

Kean, Evelyn	103	41 25
Lyle, Emily R	102	40 85
MacAlpine, E	102	40 85
MacDonald, Mina	103	41 25
Martin, H L	103	41 25
Martin, Belle	102	40 85
Sutherland, Bessie	103	41 25
Thomson, C H	103	41 25
Thorburn, B M	102	40 85
West, Henry H	102	40 85
Black, P M	102	27 23
Clark, C B	101	26 96
Conrad, L M	100	26 70
*Freeman, Lulu T	94	33 46
Frude, E G	103	27 50
Hardy, Bertha W	103	27 50
Huskilson, Tena	103	27 50
Huskins, W M	28	7 47
Jones, Sadie B	103	27 50
MacKay, E B	103	27 50
Purney, Gladys	102	27 23
*Reynolds, H C	103	36 67
Smith, Irene M	102	27 23
Swanburg, M T	103	27 50
Thorburn, M B	94	25 10
Whitmore, Jessie E	103	27 50

BARRINGTON.

Craig, N R	103	15 00
Crowell, A E	103	55 00
Doane, Edith	102	49 25
Fox, Arthur D	103	55 00
Huggins, G N	103	55 00
Larkin, B A	102	54 47
MacGill, L P	101½	54 20
Martin, M L	103	55 00
Turpin, E	103	55 00
Braunen, Lennie	101½	40 65
Christie, R H	103	41 25
Crowell, A W	102	40 85
Downie, H A	103	41 25
Ford, Roscelle	102½	41 05
Hogg, G W	102	40 85
Hopkins, Belle	103	41 25
Knowles, Ina	102	40 85
MacCathy, E L	103	41 25
Nickerson, S H	103	41 25
Shields, B L	98	39 24
Smith, L J	103	41 25
Swaine, Eva H	103	41 25
Swanburg, M M	103	41 25
Wilson, E M	103	41 25
Zwicker, Carrie	103	41 25
*Cunningham, Marie	89	31 68
Downey, Jos L	103	27 50
Forbes, M G	103	27 50
Giffin, Grace M	103	27 50
Hogg, A C	103	27 50
*Lamrock, Belle	83	29 54
Littlewood, Leon	103	27 50
MacGowan, F C	98	26 17
MacInnis, M A	103	27 50
Perry, Emma F	96	25 63
Smith, Marjorie	101	26 96
*Thorburn, M A	103	36 67

VICTORIA.

McDonald, John C	103	96 25
Benoit, Agnes	103	55 00
Forbes, James C	51	27 23
Meek, Lena R P	103	55 00
Ross, Kathleen Ida	103	55 00
McDonald, M B	103	55 00
Grant, Minnie	103	41 25
Howatson, Jessie	87	34 84
Hartigan, Elizabeth	103	41 25
McRae, Bessie F	103	41 25
McDougall, Jean	103	41 25
McLean, Tena O	103	41 25
McDonald, Catharine	102	40 85
McCharles, Lena M	103	41 25
McNeil, Margaret	101	40 45
McLeod, Margaret	102	40 85
McInnes, Angus J	103	41 25
McDougall, Alex	89	35 64
McKay, Arthur J	79	31 63
McLeod, John D	103	41 25
McDaniel, Bernard J	103	41 25
McKay, Neil W	72	28 83
Campbell, Isabel	103	27 50
Cruiksbank, Jean A	55	14 68
Doyle, Agnes B C	103	27 50
Dauphinee, George	97	25 90
*Homans, Ethel L	92	32 75
Levis, Hugh	102	27 23
*Morrison, Joanna B	67	23 85
Munro, Katie	50	13 35
McRae, Lexie C	103	27 50
McIver, Dolina	77	20 55
McAskill, Flora B	103	27 50
McLean, Ivy May	39	10 41
*McKenzie, Eliza A	103	36 67
McRae, Jessie A	101	26 96
McRae, Florence C	103	27 50
McAulay, Christina	97	25 90
*McCharles, Mary A	103	36 67
McLean, May C	103	27 50
McLennan, Jessie M	103	27 50
McIver, Norena	103	27 50
McGarry, M E	50	13 35
McIver, Arthur	101	26 96
McRitchie, John J	89	23 76
McLeod, Angus	84	22 43
McLennan, John C	99	26 43
*McRitchie, Dan J	89	31 68
*Nicholson, Annie B	87	30 97
Smith, Mary A	103	27 50
Stewart, Robert A	103	27 50
Ross, Marion	35	14 00
*Morrison, Jessie C (last term)		9 08

YARMOUTH.

Cameron, A	100	93 45
Kempton, W F	93	74 49
Wyman, H J	98	65 42
Archibald, M A	103	68 75
Bingay, N B	103	68 75
Bingay, J H	103	68 75
Horner, A W	103	82 50
MacGray, M W	103	68 75
Trask, Logan	103	68 75

FORMS.

The following forms are given for the benefit of inexperienced Teachers and Trustees. They are suggestive merely, and represent the smallest amount of information necessary to comply with the law. The Education Department will be glad to receive specimens of improved forms of all kinds which have been tested with respect to simplicity and effectiveness, from Inspectors, Teachers, Trustees, or any educational officials.

TEACHER'S NOTICE TO INSPECTOR.

To
 Inspector of Schools.

School opened to-day in Section, No. District of in
 which Mr. is Sec'y to Trustees. My engagement is for
 Taught last in Section, Co. of My License is Class ...
 No. Year, 19....

Date } Teacher.
 } P. O. Address.

TRUSTEES' FORMS.

No. 1.

MINUTES OF ANNUAL MEETING.

The Annual School Meeting of Section, No. District of
 was held in on June 190....

1. was elected Chairman.
2. was elected Secretary of the meeting.
3. retired from office of Trustee.
4. was elected to fill the vacancy in the Board of Trustees.
5. Auditors' Report was adopted (here give it in brief)
6. Report of Board of Trustees was adopted (here give it in brief)
7. dollars were voted for school purposes.
8. dollars " " buildings and repairs.
9. Vote on "Compulsory Attendance" law
10. Other business

Signed by

Countersigned by

..... Chairman and

..... Sec. to Trustees.

..... Secretary of the Meeting.

[Copy of this to be sent to Inspector within one week.]

No. 2.

RATE ROLL.

Name.	Amount of Assessment. \$	Poll Tax. \$	Prop. Tax. \$	Total. \$	Payments. \$

No. 3.

FORM OF SECRETARY'S ACCOUNTS.

..... School Section, No.

	DR.	Cr.
By cash from Assessment Roll.....		\$400 00
To paid Teachers' Salaries	\$200 00	
" for Fuel	50 00	
" Janitor's Services, etc	25 00	
" By Cash from Municipal Fund		75 00
" from		30 00
To Bal. of Teachers' Salaries	100 00	

No. 4.

ACCOUNT.

John Smith, Esq., 190
 To School Section, Dr.

To School Tax Current Year, viz.:

On Property.....	\$10 00
Poll Tax	1 00
To Balance on old account	5 00
	<hr/>
	\$16 00

Immediate payment is requested.

.....
 Sec. to Trustees-

No. 5.

REGULAR ANNUAL SCHOOL MEETING.

The ratepayers of School Section No. in the District of
 are hereby notified that the Annual School Meeting will be held in the on the
 day of June, 190 , at o'clock, p. m

Date..... } Trustees.

No. 6.

SPECIAL ANNUAL SCHOOL MEETING.

..... School Section No., District of having failed to hold the regular Annual School Meeting at the time required by law, upon notice from the Trustees and in accordance with Chapter 52, Section 28 (2), of the Education Act, I hereby fix....., the..... day of..... A. D., 190....., as the date for holding a Special Annual School Meeting for said Section.

Date } Inspector of Schools.

P. S.—Notice of such Special Annual Meeting shall be given in the manner provided in the case of the Regular Annual Meeting.

No. 7.

SPECIAL SCHOOL MEETING.

The ratepayers of School Section, No. in the District of are hereby notified that a Special School Meeting will be held in the..... on the..... day of..... for the purpose of.....

Date..... } Trustees.

No. 8.

APPLICATION FOR PROVISIONAL LICENSE BY THE TRUSTEES.

To..... Inspector of Schools.

We, the Trustees of..... Section No....., District of..... hereby assure you that although we have made reasonable effort to employ a regular teacher of permanent class, one could not be obtained; and we believe Miss..... who appears to have the legal qualifications specified in Regulation 114, would be acceptable to the School Section for the year. We therefore request you to recommend her to the Council of Public Instruction for a Provisional License for this Section so that we may have a School for the remainder of the term.

Date..... } Trustees.

P. S.—Application should not be made to the Inspector of Schools for such license till time has been taken to make sure that a licensed teacher cannot be obtained. No such license can be granted before October 1st.

TEACHER'S AGREEMENT.

Memorandum of Agreement made and entered into the.....day of..... A. D., 190.., between (name of teacher), a duly qualified 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 agreement by the parties of the second part, hereby covenants and agrees with the said (names 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 ending July next.

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 to the said (name of teacher) out of the School Funds under their control, at the rate of.....dollars for the School Year in equal instalments semi-annually.*

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 Witness.]

[Name of Teacher.]
[Names of Trustees]

*COMMENT : or quarterly.

BOND OF THE SECRETARY OF TRUSTEES.

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 Lord EDWARD VII., by the Grace of God, of the United Kingdom of Great Britain and Ireland, King, &c., in the sum of.....dollars of lawful money of Canada, to be paid to our said Lord the King, his 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 nine hundred and.....

Whereas, the said..... has been duly appointed to be Secretary to the Board of Trustees for..... 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 and said office by virtue of any law of this province, 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 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 on the order of the Trustees, all books, papers, moneys, accounts and other property in his possession by virtue of his said office of Secretary—then said obligation to be void—otherwise to be and continue in full force and virtue.

Signed, sealed and delivered }
in the presence of }

[Name of Witness.]

[Name of Secretary.] (Seal.)

[Names of Sureties.] (Seals.)

(To be handed promptly on its receipt by the Secretary of every School Board to each Teacher employed within the School Section.)

LOCAL "NATURE" OBSERVATIONS.

This sheet is provided for the purpose of aiding teachers to interest their pupils in observing the times of the regular procession of natural phenomena each season. First, it may help the teacher in doing some of the "Nature" lesson work in the Course of Study; secondly, it may aid in procuring valuable information for the locality and Province. Two copies are provided for each teacher who wishes to conduct such observations, one to be attached to the school register, so as to be preserved as the property of the section for reference from year to year; the other to be sent in with the Return to the Inspector, who will transmit it to the Superintendent for examination, and compilation if desirable.

What is desired is to have recorded in these forms, the dates of the first leafing, flowering and fruiting of plants and trees; the first appearance in the locality of birds migrating north in spring or south in autumn, etc. While the objects specified here are given so as to enable comparison to be made between the different sections of the Province, it is very desirable that all other local phenomena of a similar kind be recorded. Each locality has a flora, fauna, climate, etc., more or less distinctly its own; and the more common trees, shrubs, plants, crops, etc., are those which will be most valuable from a local point of view in comparing the characters of a series of seasons.

Teachers will find it one of the most convenient means for the stimulation of pupils in observing all natural phenomena when going to and from the school, some of the pupils radiating as far as two miles from the school room. The "nature study" under these conditions would be mainly undertaken at the most convenient time, thus not encroaching on school time; while on the other hand it will tend to break up the monotony of school travel, fill an idle and wearisome hour with interest, and be one of the most valuable forms of educational discipline. The eyes of a whole school daily passing over a whole school section will let very little escape notice, especially if the first observer of each annually recurring phenomenon receive credit as the first observer of it for the year. The observations will be accurate, as the facts will have to be demonstrated by the most undoubted evidence, such as the bringing of the specimens to the school when possible or necessary.

To all observers the following most important, most essential principles of recording are emphasized: Better no date, NO RECORD, than a WRONG ONE or a POWERFUL one. Sports out of season due to very local conditions not common to at least a small field, should not be recorded except parenthetically. The date to be recorded for the purposes of compilation with those of other localities should be the first of the many of its kind following immediately after, etc. For instance, a butterfly would not be an indication of the general climate, but of the peculiarly heated nook in which the chrysalis was sheltered; nor would a flower in a semi-artificial, warm shelter, give the date required. When these sports out of season occur, they might also be recorded, but within a parenthesis to indicate the peculiarity of some of the conditions affecting their early appearance.

These schedules should be sent in to the Inspector with the annual school returns in July, containing the observations made during the whole school year and back as far as the preceding July (if possible) when the schedule of the previous school year was necessarily completed and sent in.

A duplicate copy of the schedule of observations should be securely attached to the school Register for the year, so that the series of annual observations may be preserved in each locality.

Remember to fill in carefully and distinctly the date, locality, and other blanks at the head of the schedule on the next page; for if either the date or the locality or the name of the responsible compiler should be omitted the whole paper is worthless and cannot be bound up for preservation in the volume of The Phenological Observations.

By the aid of the table given at the top of pages 3 and 4, the date, such as the 24th of May for instance, can be readily and accurately converted into the annual date, "the 144th day of the year," by adding the day of the month given to the annual date of the last day of the preceding month (April in this case), thus: $24 + 120 = 144$. The annual date can be briefly recorded, and it is the only kind of dating which can be conveniently averaged for phenological studies. When the compiler is quite certain that he or she can make the conversion without error, the day of the year instead of the day of the month will be preferred in recording the dates.

PHENOLOGICAL OBSERVATIONS, CANADA.

(1903 SCHEDULE.)

For the year ending July, 190 .

Province.....County.....District.....
 Locality or School Section.....No.....

[The estimated length and breadth of the locality within which the following observations were made.....X.....miles. Estimated distance from the sea coast.....miles. Estimated altitude above the sea level.....feet.

Slope or general exposure of the region.....
 General character of the soil and surface.....

Proportion of forest and its character.....

Does the region include lowlands or intervales?.....and if so name the main river or stream.....Or is it all substantially highlands?.....

Any other peculiarity tending to affect vegetation?.....

The most central Post Office of the locality or region.....

NAME AND ADDRESS OF THE TEACHER OR OTHER COMPILER OF THE
 OBSERVATIONS RESPONSIBLE FOR THEIR ACCURACY.

.....

When First
 Seen.

When
 becoming
 common.

(WILD PLANTS, ETC.—NOMENCLATURE as in "Spotton" or
 "Gray's Manual").

1. Alder (*Alnus incana*), catkins shedding pollen.....
2. Aspen (*Populus tremuloides*), ".....
3. Mayflower (*Epigaea repens*), flowering.....
4. Field Horsetail (*Equisetum arvense*), shedding spores.....
5. Blood-root (*Sanguinaria Canadensis*), flowering.....
6. White Violet (*Viola blanda*), flowering.....
7. Blue Violet (*Viola palmata*, *cucullata*), flowering.....
8. Hepatica (*H. triloba*, etc.), flowering.....
9. Red Maple (*Acer rubrum*), flower shedding pollen.....
10. Strawberry (*Fragaria Virginiana*), flowering.....
11. " " " fruit ripe.....
12. Dandelion (*Taraxacum officinale*), flowering.....
13. Adder's Tongue Lily (*Erythronium Am.*), flowering.....
14. Gold Thread (*Coptis trifolia*), flowering.....
15. Spring Beauty (*Claytonia Caroliniana*), flowering.....
16. Ground Ivy (*Nepeta Glechoma*), flowering.....
17. Indian Pear (*Amelanchier Canadensis*), flowering.....
18. " " " fruit ripe.....
19. Wild Red Cherry (*Prunus Pennsylvanica*), flowering.....
20. " " " fruit ripe.....
21. Blueberry (*Vaccinium Can. and Penn.*), flowering.....
22. " " " fruit ripe.....
23. Tall Buttercup (*Ranunculus acris*), flowering.....
24. Creeping Buttercup (*R. repens*) flowering.....
25. Painted Trillium (*T. erythrocarpum*), flowering.....
26. Rhodora (*Rhododendron Rhodora*), flowering.....
27. Pigeon Berry (*Cornus Canadensis*), florets opening.....

PHENOLOGICAL OBSERVATIONS—(Continued)

[Day of year corresponding to the last day of each month.]				When First Seen.	When becoming Common.
Jan. 31.	April 120.	July 212.	Oct. 304.		
Feb. 59.	May 151.	Aug. 243.	Nov. 334.		
March 90.	June 181.	Sept. 273.	Dec. 365.		
(For LEAP years increase each number except that for January by 1.)					
28.	Pigeon Berry (<i>Cornus Canadensis</i>), fruit ripe				
29.	Star Flower (<i>Trientalis Americana</i>), flowering				
30.	Clintonia (<i>Clintonia borealis</i>), flowering				
31.	Marsh Calla (<i>Calla palustris</i>), flowering				
32.	Lady's Slipper (<i>Cypripedium acaule</i>), flowering				
33.	Blue-eyed Grass (<i>Sisyrinchium ang.</i>), flowering				
34.	Twinflower (<i>Linnaea borealis</i>),				
35.	Pale Laurel (<i>Kalmia glauca</i>), flowering				
36.	Lambkill (<i>Kalmia angustifolia</i>),				
37.	English Hawthorn (<i>Crataegus oxyacantha</i>), flowering				
38.	Scarlet-fruited Thorn (<i>Crataegus coccinea</i>),				
39.	Blue Flag (<i>Iris versicolor</i>), flowering				
40.	Oxe-eye Daisy (<i>Chrysanthemum Leucanthemum</i>), flowering				
41.	Yellow Pond Lily (<i>Nuphar advena</i>), flowering				
42.	Raspberry (<i>Rubus strigosus</i>), flowering				
43.	" " " fruit ripe				
44.	Yellow Rattle (<i>Rhinanthus Crista-galli</i>), flowering				
45.	High Blackberry (<i>Rubus villosus</i>), flowering				
46.	" " " fruit ripe				
47.	Pitcher Plant (<i>Sarracenia purpurea</i>), flowering				
48.	Heal-All (<i>Brunella vulgaris</i>),				
49.	Common Wild Rose (<i>Rosa lucida</i>),				
50.	Fall Dandelion (<i>Leontodon autumnale</i>),				
51.	Butter-and-Eggs (<i>Linaria vulgaris</i>),				
52.	Expanding leaves in spring made trees appear green— (a) first tree, (b) leafing trees generally.			(a)	(b) 1/2
(CULTIVATED PLANTS, ETC.)					
53.	Red Currant (<i>Ribes rubrum</i>), flowering				
54.	" " " fruit ripe				
55.	Black Currant (<i>Ribes nigrum</i>), flowering				
56.	" " " fruit ripe				
57.	Cherry (<i>Prunus Cerasus</i>), flowering				
58.	" " " fruit ripe				
59.	Plum (<i>Prunus domestica</i>) flowering				
60.	Apple (<i>Pyrus Malus</i>), flowering				
61.	Lilac (<i>Syringa vulgaris</i>), flowering				
62.	White Clover (<i>Trifolium repens</i>), flowering				
63.	Red Clover (<i>Trifolium pratense</i>),				
64.	Timothy (<i>Phleum pratense</i>),				
65.	Potato (<i>Solanum tuberosum</i>),				
(FARMING OPERATIONS, ETC.)					
66.	Plowing begun				
67.	Sowing				
68.	Planting of Potatoes				

PHENOLOGICAL OBSERVATIONS—(Continued.)

	(a)	(b)
69. Shearing of Sheep.....		
70. Hay Cutting.....		
71. Grain Cutting.....		
72. Potato Digging.....		
(METEOROLOGICAL PHENOMENA.)		
73. Opening of (a) Rivers, (b) Lakes without currents.....		
74. Last Snow (a) to whiten ground, (b) to fly in air.....		
75. Last Spring Frost (a) "hard" (b) "hoar".....		
76. Water in Streams, Rivers, &c., (a) highest, (b) lowest.....		
77. First Autumn Frosts, (a) "hoar" (b) "hard".....		
78. First Snow (a) to fly in air, (b) to whiten ground.....		
79. Closing of (a) Lakes without currents, (b) Rivers.....		
80. Number of Thunder Storms (with dates of each).....		
Jan.....	Feb.....	Mar.....
.....	Apr.....	May.....
.....	June.....	.....
July.....	.....	Aug.....
.....	Sept.....	Oct.....
.....	.....	Nov.....
.....	.....	Dec.....
[Day of year corresponding to the last day of each month.]		
Jan. 31.	April 120.	July 212.
Feb. 59.	May 151.	Aug. 243.
March 90.	June 181.	Sept. 273.
		Dec. 365.
(For LEAP years increase each number except that for January by 1.)		
	Going North or coming in Spring.	Going South or leaving in Fall.
(MIGRATION OF BIRDS, ETC.)		
81. Wild Duck migrating.....		
82. Wild Geese migrating.....		
83. Song Sparrow (<i>Melospiza fasciata</i>).....		
84. American Robin (<i>Turdus migratorius</i>).....		
85. Slate coloured Snow Bird (<i>Junco hiemalis</i>).....		
86. Spotted Sand Piper (<i>Actitis macularia</i>).....		
87. Meadow Lark (<i>Sturnella magna</i>).....		
88. Kingfisher (<i>Ceryle Alcyon</i>).....		
89. Yellow Crowned Warbler (<i>Dendreca coronata</i>).....		
90. Summer Yellow Bird (<i>Dendreca aestiva</i>).....		
91. White Throated Sparrow (<i>Zonotrichia alba</i>).....		
92. Humming Bird (<i>Trochilus Colubris</i>).....		
93. King Bird (<i>Tyrannus Carolinensis</i>).....		
94. Bobolink (<i>Dolychonyx oryzivorus</i>).....		
95. American Gold Finch (<i>Spinus tristis</i>).....		
96. American Redstart (<i>Setophaga ruticilla</i>).....		
97. Cedar Waxwing (<i>Ampelis cedrorum</i>).....		
98. Night Hawk (<i>Chordeiles Virginianus</i>).....		
99. Piping of Frogs.....		
100. Appearance of Snakes.....		

(OTHER OBSERVATIONS AND REMARKS.)

REPORT OF INSPECTOR OF SCHOOLS NOT RECEIVED IN TIME FOR THE ANNUAL EDUCATION REPORT.

DIVISION No. 7.—RICHMOND AND CAPE BRETON.

M. J. T. MACNEIL, B. A., INSPECTOR.

SIR,—I beg leave to submit the following report on the schools and educational work of Division No. 7 for the year ended July last.

It is much to be regretted that the number of sections having no school continued so large, having increased from 8 to 15 in the county of Richmond, and remained at the same figure as the previous year, viz., 36, for Cape Breton. A mistake was made in placing the number as 37 in the statistical tables. This was caused by counting as being without school the Indian section at Eskasoni, whereas the facts are that while the school has continued in operation there the last couple of years, it has been in charge of a young Indian who failed to qualify for a provincial license, and in consequence, the school has not been recognized as a legal public school by our Department of Education. The Department of Indian Affairs at Ottawa, however, accepted the young man in question as teacher for a time on the recommendation of the local Indian Agent, and provided the whole of his salary without any provincial grant. I would respectfully recommend to the Department of Indian Affairs that a regularly licensed teacher be now provided for that school, and that the young Indian teacher be required to qualify himself if he means, as he seems inclined, to remain in the service.

There has been so much said and written upon the subject of vacant schools that it seems altogether unnecessary to go far afield looking for the cause of the trouble. It all resolves itself into the very plain and yet very difficult proposition of inadequate salaries. In the tabulated schedule of vacant sections forwarded with this report will be found the names of several sections stronger financially, and having more children, than many of those which keep their schools agoing all the time. Some "cheap" teachers; some have been favored by fortuitous circumstances of which they have not been slow to avail themselves, such as possessing resident teachers who preferred teaching at home on a small salary to going abroad; and some others care very little whether school keeps or not. When a teacher presents himself or herself asking a salary somewhat above what they have been accustomed to pay, it is considered a good and sufficient reason for keeping the school closed. Whether this be so or not will best be judged from the fact that some of them have been paying their teachers as low as \$60 a year, and few anything over \$100. There is something radically wrong when such sections as the following are allowed to remain a single term without school, and the fact is that more than one of them have lain idle several years:

CAPE BRETON COUNTY.

Section.	No. of Children.	Valuation of Property.
South Head.....	23	\$4,650
Mira Road.....	29	5,190
Blackett's Lake.....	20	8,000
Upper Leitch's Creek	30	5,315
Victoria	32	4,500
Union	20	3,110
New Boston	28	3,630
N. S. East Bay	18	5,150
Eskasoni	24	5,475
Amaguadeez	40	3,300
Big Beach	40	5,929
Barachois	29	6,856
Salmon River	18	4,200
Beechmont	27	3,140

RICHMOND COUNTY.

Balmoral.....	21	3,830
Oban	16	5,835
The Points.....	16	4,866
Intervale.....	18	5,400
Grand River Road	40	6,789
Rocky Bay	28	6,500
Brae	15	7,105
Stirling	24	5,910
Point Marache	26	5,280

It will be observed by those who are acquainted with the country that not a few of these are among the best farming sections in the respective counties and enjoy a large measure of prosperity.

There are some small remote sections where it is very difficult to support schools. For such as these it is not easy to suggest any other remedy than special provision. There are other weak sections that could very easily and profitably be partitioned or united; for example, at Mira, where four or five roads converge to almost a common centre, what a splendid opportunity exists for consolidating the sections of Albert Bridge, Brickyard, Hillside, Hill's Road, and possibly Horne's Road, and having a good strong school somewhere in the vicinity of Albert Bridge! A choice between a *good* school for all, and either none at all, or at best, a miserable one in one or other of five weak sections only part of the time. If ever we can have the sections reorganized, it is high time they should be in the county of Cape Breton, I hope to see this and similar changes in other places carried out, to some extent at least.

While the number of sections having schools in operation in the county of Cape Breton remained the same as the previous year, the number of schools in session was increased by 12,—7 departments having

been added to the schools of Sydney, 3 to those of Glace Bay, 1 to those of North Sydney, and 2 to those of Sydney Mines,—13 in all; while Upper North Sydney, on the other hand, closed one of its two departments and reverted to the miscellaneous school. The total number of teachers employed was thus brought up to 173, besides 2 assistants.

In Richmond County, with 7 sections less in operation, the number of schools was reduced by 10, 2 of the 5 departments of the Arichat schools, and 1 of the 2 in D'Escousse having been closed.

The departure of the Sisters of the Congregation of Notre Dame from Arichat, after 45 years of good and faithful service, was a circumstance very much to be regretted; but it seems that the decrease in the number of pupils did not warrant their remaining in view of the necessity that existed of making extensive repairs to their buildings. The school statistics appear to justify at least the reduction of the staff of teachers, last year's returns showing an enrolment of only 144 pupils, giving an average of but 48 for three departments.

The same reason does not apply to the case of D'Escousse, however, where there were 103 pupils enrolled under one teacher. The room till then occupied by the primary school had been condemned as unfit for school purposes, and no other suitable one was available. Larger and more convenient and suitable grounds are considered essential by the school authorities as well as by the more public spirited citizens, and it may take some little time yet before these can be secured and building plans matured and carried out. It may turn out for the better that the trustees of this important and thriving section are "hastening slowly," for here exists another excellent place for a consolidated school by annexing Poirierville on the one hand and Poulamond and possibly Martinique on the other. With excellent roads, the problem of conveying the children to school would be comparatively simple; while the need of a new and larger school house would seem to create the opportunity of a life time, which I would fain hope may yet be taken advantage of.

The teachers of the division were classified as follows:—

	MALE.				FEMALE.				TOTAL.		
	A	B	C	D	A	B	C	D	M.	F.	Total.
Cape Breton	9	8	10	14	2	16	54	62	41	134	175*
Richmond	1	4	12	15	..	3	7	23	82	33	65

* Including 2 Assistants.

There was a very substantial increase in the number of Normal School teachers over the previous year in both counties; Cape Breton returns showing 73 as against 47,—an increase of 55.3 per cent.; and Richmond 24 against 17—41 per cent. This gives a percentage of slightly over 42 for Cape Breton and about 37 for Richmond, of Normal trained teachers on the total employed last year.

A comparison of the attendance at school with that of the previous year is shown by the following table:—

CAPE BRETON COUNTY.

	Under 5 years.	5 to 15 years.	Over 15.	Total annual enrolment.	Total Days' attendance.	Daily present on an average
1901.....	133	7649	433	8215	781191	4084.5
1902.....	114	8581	464	9159	952187	4867
Decrease.....	81					
Increase.....		932	31	1944	170996	783.5

RICHMOND COUNTY.

1901.....	69	2775	170	3014	292416	1422.5
1902.....	51	2568	163	2782	281643	1437.2
Decrease.....	18	207	7	232	10773	
Increase.....						14.7

The proportion of population at school for Cape Breton county was 1 in 5.36, and in Richmond 1 in 4.8.

The following table is a comparative statement of the amount provided for school purposes, and the valuation of the property on which it was assessed:—

CAPE BRETON COUNTY.

	Amount voted for all School purposes.	Portion for building and repairs.	Valuation of property in sections, according to last assessment.
1901.....	\$31,816.00	\$2,241.00	\$6,552,517.00
1902.....	41,797.00	8,217.00	8,523,859.00
Increase.....	\$ 9,981.00	\$ 5,976.00	\$1,971,342.00

RICHMOND COUNTY.

1901.....	\$7,870.00	\$775.00	\$627,307.00
1902.....	7,254.00	788.00	555,407.00
Increase.....		\$ 13.00	
Decrease.....	\$ 626.00		\$ 71,900.00

By the increase in the last census figures for the county of Cape Breton, a substantial addition was made to the municipal school fund, there having been \$14,750 provided for the schools as compared with \$10,299.40 during the last decade; while for the county of Richmond, notwithstanding the reduction in the population, the amount provided by the Council remained the same, viz., \$4,320.

The demands made upon these funds for the support of pupils

belonging to the respective counties attending the Deaf and Dumb Institution and the School for the Blind have been growing of late years, \$675 having been paid by Cape Breton and \$300 by Richmond last year. In view of the fact that the laws authorizing these draughts upon the municipal school fund were not in existence when the rate was established at the inauguration of our free school system, and also of the fact that no change has ever been made in said rate in all those years, it may be a fit subject for consideration whether or not it would be advisable to add to the municipal school rate of 30 cents per head at least as many cents as would yield the amount necessary to cover the charges in question. The increase in the county rates would be scarcely appreciable, and the public schools would receive the full benefit of the fund originally intended for them.

I am pleased to be able to report some progress in the matter of school buildings. In Richmond County new school houses were found at Seaview and Sunnyside, only partially completed inside, but in each case a great improvement over former conditions. Several meetings were held with trustees to confer upon proposed new school sites, so that further building operations are looked for in the course of the current year.

In Cape Breton County the schools of Caledonia and Enon were found occupying new houses, the one at the latter place, though somewhat diminutive, being a neat and commodious little school house of modern design, well suited to the present needs of the section, and quite creditable to so small a community. It were much to be desired that the neighboring section of Big Glen, after so many years of inaction, should bestir itself and "go and do likewise."

It is in the towns, however, and particularly in Sydney and Glace Bay, that the ever growing demand for school accommodation has taxed to the utmost the energy and resources of the several school boards; but it must be said to their credit that they have shown themselves equal to the occasion in every case, and probably none of the services under the control of the various town councils received more attention or more generous treatment than the schools. Four years ago the schools of Sydney comprised eight departments, including the High Schools or "Academy" proper, in the old Academy building, three departments in the Sisters' schools, and a small miscellaneous school at Muggah's Creek, the present centre of the great industries since established. Last year a magnificent brick and stone building with ten large and commodious apartments replaced the old Academy; a beautiful four room building took the place of the old Creek school; at Ashby and Argyle, two of the principal and most populous suburbs, sprung up as if by magic to receive the swarms of children flocking in, two other buildings, each measuring about 75x35 feet, with four departments; and three additional departments were opened at the Convent. All these new buildings have large basements for play-rooms and other necessary purposes, and are fitted with sanitary and heating appliances of the most modern kind.

At Glace Bay, a new school was opened under the direction of the Sisters of Charity, comprising three departments.

At Sydney Mines, what will probably be the finest and largest wooden school building on the island was nearing completion at the date of my visit; but as a description of it would not properly claim a place in this report, I shall reserve further notice for a future one, when I trust to be able to furnish a picture of this beautiful structure.

The Cape Breton County or "Sydney" Academy is continuing its useful and efficient work under the management of Principal Stewart and his able assistant, Mr. D. S. McIntosh. The attendance last year was 70 enrolled, of whom 68 took the full regular course,—31 in grade IX, 20 in grade X, and 17 in grade XI; making an average daily attendance of 41.5. A very considerable addition was made to the library, and also to the physical and other apparatus and general equipment.

The Richmond County Academy at St. Peter's also did excellent work under Principal Howard D. Urquhart. The attendance was as follows:—Grade IX, 4; X, 12; and XI, 7; in all 23, with an average daily attendance of 20.2.

The high schools in the several towns of Cape Breton County are filling a very useful place in our educational system, and are all doing very good work on a more or less extended scale. Special mention may perhaps be made of the North Sydney High School, if only by reason of the large number of students generally attending its classes. Last year there were enrolled 50 regular H. S. pupils,—30 in grade IX; 11 in X, and 7 in XI, making an average daily attendance of 35.1.

Although I saw evidences, while on my visits, of "Arbor Day" having been observed in a good many places, very few reports of the proceedings have been received; but among those few, I cannot refrain from making special mention of the very excellent programmes carried out at the Convent, and the Whitney Schools in Sydney.

Reports of "Empire Day" celebrations were received from Mt. St. Joseph school, North Sydney, Gowrie school, Port Morien, Point Edward and Leitch's Creek.

A "Divisional Institute," under the provisions of Regulations 132 to 134 of the C. P. I., was organized in September last, and although it did not form a part of the educational work of the year under review, it may be as well to make a passing reference to it in this report, as I presume the secretary's account of the proceedings will be published in another place in your report. The sessions were held in the Academy convocation Hall at Sydney, on the 3rd, 4th, and 5th of the month, and were very largely and regularly attended. A very interesting and instructive programme was carried out, the papers and discussions being of an eminently practical nature. Not the least instructive features of the proceedings were the visits to the works of the Dominion Iron and Steel Company, and to the mines of the Dominion Coal Company at Glace Bay. A visit to the far famed Marconi towers, where Mr. Vyvian, the engineer in charge, very kindly gave such explanations as he was free to impart, was also much appreciated. The kindness and liberality of the Dominion Coal Company in placing a special train at the disposal of the Institute to enable it to visit the points of interest just mentioned was equalled only by the urbanity and kind attention of their genial and

popular Traffic Manager, Mr. Coyne, who accompanied the teachers on this delightful tour, and made it possible for them, before the return to Sydney, to get a view of the beautiful bay of Mira, and to enjoy the enchanting scenery of the Mira River by a twilight sail on Mr. Petrie's steamer, under the command of the genial Capt. Challoner. The public meeting, addressed by the Superintendent of Education, the chairman of the Sydney School Board, Mayor Crowe, and several other distinguished visitors interested in the cause of education, with selections by an excellent orchestra at frequent intervals, contributed in no small degree to make this the most successful Teachers' Institute ever held in Cape Breton. For this success, credit must be given to the untiring efforts of the secretary-treasurer, Principal Stewart of Sydney Academy, and of Principal Creelman of North Sydney.

In the JOURNAL OF EDUCATION for April, 1898, under the heading *Good Manners*, appeared the following editorial notes:—

"It is to be hoped that every school room in the province may be a centre from which good manners in the highest and fullest sense of the phrase may radiate. Good manners is the external phase of applied Christianity.

"There can be no good manners, first, unless the bearing of the pupil shows that he feels he is respected for his work, and, second, unless he shows that he respects others.

"The duty of teachers to study this phase of public education and to develop it in their pupils is as 'imperative' as the Arithmetic on the Course, and perhaps even more important."

There is one phase of *bad* manners which I regret to say is very much over-looked in a great many of our common schools, and I venture to assert is entirely neglected in a large proportion of them, and that is the vile and vulgar habit of expectorating upon the floors. Every teacher should be impressed with the fact that this habit, besides being a gross and palpable breach of good manners, is considered by all authorities on sanitary science to be a fruitful cause of the spread of that "great white plague," Tuberculosis. The special organism upon which this dread disease depends resists all ordinary temperatures, and so tenacious of life are its germs, that if inhaled with the dust days and weeks after being expectorated, they are capable of laying, slowly but surely, the foundation of this practically incurable disease. Hence the danger of the abominable habit of spitting on floors. If it has been found necessary to enact laws forbidding the practice on public conveyances and in places of public resort, surely effective means should be found of preventing it in the public schools.

I should like to see a strong regulation on this subject framed and kept standing in the JOURNAL OF EDUCATION requiring teachers to pay particular attention to this matter; and when grounds exist for thinking certain pupils tuberculous, that the matter should be brought to the notice of the proper authorities, so that the necessary precautions could be taken to safeguard the health of the school.

I have the honour to be, Sir,

Your obedient servant,

M. J. T. MACNEIL.

To A. H. MACKAY, ESQ., LL. D.,
Superintendent of Education.

Regulations of C. P. I. as amended up to date, April, 1903.

PROVINCIAL EXAMINATION OF HIGH SCHOOL STUDENTS.

82. "High School Students" shall be held to mean all who passed the County Academy Entrance Examination and are studying the subjects of any high school grade, or who are certified by a licensed teacher as having fully completed the Common School Course of Study, and are engaged in the study of subjects beyond Grade VIII.

83. A terminal examination by the Provincial Board of Examiners shall be held at the end of each school year on subjects of the first, second, third and fourth years of the High School Curriculum, to be known also as Grades IX, X, XI and XII respectively of the Public Schools.

84. The examination sessions shall commence each day at nine o'clock, a. m., for Grade XII on first Monday after 1st July*, at the following stations:—Sydney, Antigonish, Pictou, Amherst, Truro, Halifax, Kentville, Liverpool and Yarmouth; for Grades XI, X and IX on the following Wednesday, and for "Minimum Professional Qualification" and "Supplementary" of public school teachers on the Saturday following; and shall be conducted according to instructions, under a Deputy-Examiner appointed by the Superintendent of Education, at each of the following stations, viz:—1, Amherst; 2, Annapolis; 3, Antigonish; 4, Arichat; 5, Baddeck; 6, Barrington; 7, Berwick; 8, Bridgetown; 9, Bridgewater; 10, Canso; 11, Chester; 12, Church Point; 13, Digby; 14, Glace Bay; 15, Great Village; 16, Guysboro; 17, Halifax; 18, Kentville; 19, Liverpool; 20, Lockport; 21, Lunenburg; 22, Mabou; 23, Maitland; 24, Margaree Harbor; 25, Middle Musquodoboit; 26, Middleton; 27, New Glasgow; 28, North Sydney; 29, Oxford; 30, Parrsboro; 31, Pictou; 32, Port Hawkesbury; 33, Port Hood; 34, River John; 35, Sheet Harbor; 36, Shelburne; 37, Sherbrooke; 38, Springhill; 39, Stelarton; 40, St. Peter's; 41, Sydney; 42, Tatamagouche; 43, Truro; 44, Upper Stewiacke; 45, Westport; 46, Windsor; 47, Wolfville; 48, Yarmouth.

85. (a) Application for admission to the Provincial High School examination must be made on the prescribed form to the inspector within whose division the examination station to be attended is situated, not later than the 24th day of May.

(b) Candidates applying for the Grade IX examination, or for the same grade written for unsuccessfully at previous examination, or for the next grade above the one already successfully passed by them, shall be admitted free. But a candidate who has not passed Grade IX must have his application for X accompanied by a fee of one dollar; if he has passed neither IX nor X the application for XI must be accompanied by two dollars; and if he has passed neither IX, X nor XI the application for XII must be accompanied by three dollars. Generally, one dollar must accompany the application for each grade before the one applied for which the candidate has not regularly passed.

*For the present year, 1903, examination will commence on June 29th.

(c) For the Teachers' Minimum Professional Qualification Examination a fee of two dollars is required; but it should not be forwarded with the application, for it has been found more convenient to be paid to the Deputy-Examiner on the Saturday when the candidate presents himself for examination, the Deputy-Examiner transmitting the same to the Superintendent with his report

(d) The prescribed form of application, which can be freely obtained from the Education Department through the inspectors, shall contain a certificate which must be signed by a licensed teacher having at least the grade of scholarship applied for by the candidate, whose legal name must be carefully and fully written out. If the application is defective on account of the omission of the proper fee, or on account of the omission or incorrect statement of any fact called for in the prescribed form, the application is null and void, and even should the Deputy-Examiner admit the candidate provisionally to the examination, his papers may be intercepted at the Education Office.

(e) When a candidate presents himself for examination, and his name is not found on the official list as having made regular application in due time, the Deputy-Examiner may admit him to the examination provisionally on his written statement that application was regularly made in due time and on the payment of one dollar, which are to be transmitted with the Deputy's report to the Superintendent; and if such candidate's statement is correct, the error being due to causes beyond his control, the dollar shall be returned. Providing there is sufficient accommodation, the Deputy-Examiner may admit any candidate on the payment of two dollars for Grade IX, X, or XI, and of four dollars for Grade XII, in addition to the fees required under Reg. 85 (b).

(f) For the convenience of those who have not passed Grade IX or X, or who having taken or passed either of them may not have made 40% on the Science paper of IX or the Science and Drawing papers of X, supplementary question papers on these subjects will be given as per time table on Saturday afternoon of Examination week. Candidates intending to take any of these papers should indicate the intention in the column of "remarks" in their application. The fee of *one dollar* for each such 'supplementary' paper shall be paid the Deputy-Examiner with each answer paper as it is handed in to him at the end of the hour, for transmission to the Education Office.

(g) The prescribed form of application is given in schedule B.

86. Each inspector shall forward, *not later than June 1st*, to the Superintendent of Education, a list of the applications received for each grade of examination at each station within his division, on a form to be supplied from the Education Office, transmitting therewith all moneys, having duly classified and checked the same in the form aforesaid.

87. The Deputy-Examiner when authorized by the Superintendent of Education, shall have power to employ an assistant or assistants, who shall receive two dollars per day for the time so employed.

88. The Superintendent of Education shall have prepared and printed suitable examination questions for each Grade at each examination in accordance with the prescribed course of study, and shall also forward to each Deputy-Examiner a sufficient supply of the printed questions, together with copies of such rules and instructions as may be necessary for the due conduct of the examination.

89. The maximum value of each paper shall be 100; and the numbered questions composing it shall be constructed with the intention of making each equal in value though not necessarily of equal difficulty. Thus, when 5 questions constitute one paper, the value of each when answered accurately with reasonable fulness and in good form will be 20, no matter whether it should be easier or more difficult than its fellow questions.

90. Each examiner shall mark distinctly by coloured pencil or ink at the left hand margin of each question on the candidate's paper its value on the foregoing assumption; and shall sum up the total, placing it on the back of the sheet; and underneath, the number of misspelled or obscurely written words, which number is to be deducted from the total for the true value of the paper. Thus should the sum of the marks of a paper be 54, and the misspelled or obscurely written words be 6, then the marks on the back would stand as follows: English Grammar [54—6]=48.

91. To make a "High School Pass" in Grades IX, X and XI, the candidate must make, at least the *minimum aggregate* (400 or more) of the grade on any eight papers, with no subject below 25.

To make a "Teachers' Pass" the candidate must, in addition, have made, at least, 40 on each "imperative" subject in the course up to and including that of the grade next below.

Candidates who have made a "High School Pass" can have it raised to the "Teachers' Pass" by supplementary examination.

92. To make a "High School Pass" in Grade XII, the candidate must make, at least, the *minimum aggregate* (1000 or more) on the subjects prescribed, with no subject below 25.

A candidate who makes an aggregate of 600 on any ten or fewer papers of Grade XII, and an aggregate of 500 on a set of ten or fewer different papers of the syllabus at a subsequent examination, or who makes an aggregate of 1000 on twenty or fewer papers of the syllabus, or who has already taken a XII (cl), a XII (sc), or an "A" License may thereafter present himself for examination on any of the subjects on which he may not have made at least 50 per cent. at a previous examination; and so long as the Council of Public Instruction deems the character of the examination on the subjects not materially changed, all the valuation marks 50 per cent. or above made on each subject at the said and following examinations may be incorporated into a single Certificate, provided, at least, 50 per cent. be made on each of the (twenty) subjects required for the Grades XII (cl) or XII (sc), or on each of the (thirty) subjects in the full course for XII (cl and sc).

93. Candidates failing to make a pass in the grade applied for may be ranked as making a pass in the next grade below, provided 75 per cent. of the *minima* be made; and as making a pass on the grade second below, provided 50 per cent. of the *minima* be made.

94. Each candidate, provided no irregularity has been reported, shall receive from the Superintendent of Education a certificate containing the examination record in each subject. If the candidate has made a "high school pass" the certificate will bear the head title "HIGH SCHOOL CERTIFICATE," showing the grade obtained under the arms of the Education Department; but the other certificates with examination records, even should they refer to but one subject, shall be equally valid for such facts as they show.

95. Candidates who are passing the various grades in consecutive order shall be admitted free to the regular Provincial High School Examination, provided their application and procedure have been regular. In all other cases a scale of fees shall be fixed to cover the cost of examination and extra labor likely to be incurred.

96. The subjects, number and values of the papers for the different examinations, and the general scope of examination questions, are indicated generally by the texts named in the prescribed High School curriculum. Examination may demand description by drawing as well as by writing in all grades.

PROVINCIAL EXAMINATION RULES.

97. No envelope shall be used to enclose papers. One hour is the maximum time allowed for writing each paper. One sheet of foolscap will therefore hold all that will be necessary to be written on any paper, if it is properly put down. The following rules must be exactly observed:

(1.) Candidates shall present themselves at the examination room punctually half an hour before the time set for the first paper of the grade for which they are to write, at which time the deputy examiner shall give each a seat, and a number shall represent the candidate's name, and must therefore be neither forgotten nor changed. The candidates who present themselves shall be numbered from 1 onwards in consecutive order (without a hiatus for absent applicants, who cannot be admitted after the numbering) beginning with the A's, then coming to the B's, C's, and D's in order. Candidates for "Supplementary" papers need not be present at the opening session if they have sent in their applications and the titles of the papers on which they intend to write.

(2.) Candidates shall be seated before the instant at which the examination is fixed to begin. No candidate late by the fraction of a minute has the right to claim admission to the examination room, and any candidate leaving the room during the progress of any examination must first send his or her paper to the deputy examiner, and not return until the beginning of the next paper.

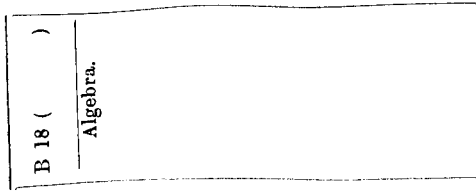
(3.) Candidates shall provide themselves with (for their own exclusive use), pens, pencils, mathematical instruments, rulers, ink, blotting paper, and a supply of good heavy foolscap paper of the size thirteen inches by eight.

(4.) Each candidate's paper must consist of one sheet of such foolscap, which may be written on both sides, and must contain no separate sheets or portions of sheets unless inseparably attached so as to form one paper. Neat writing, and clear, concise answers are much more likely to secure high value from examiners than extent of space covered or a multiplicity of words.

(5.) Each such paper must be exactly folded. 1st, by doubling, bottom to top of page, pressing the fold (paper now $6\frac{1}{2}$ by eight inches); 2nd, by doubling again in the same direction, pressing the fold flat so as to give the size of $3\frac{1}{4}$ x 8 inches.

(6.) Finally the paper must be exactly indorsed as follows: A neat line should be drawn across the end of the folded paper one-half an inch from its upper margin. Within this space, $3\frac{1}{4}$ inches by $\frac{1}{2}$ inch, there must be written in very distinct characters, 1st, the letter indicating the grade; 2nd, the candidate's number, and 3rd, a vacant parenthesis of at least one inch, within which the deputy examiner shall afterwards place the private symbol indicating the station. Immediately underneath this space and close to it should neatly written the title or subject of the paper.

For example, candidate No. 18 writing for B (Grade XI.) on Algebra should indorse his paper as shown below : —



(7.) The subject title, grade and candidate's No. may be written within over the commencement of the paper also ; but any sign or writing meant to indicate the candidate's name, station or personality may cause the rejection of the paper before it is even sent to the examiners.

(8.) Any attempt to give or receive information, even should it be unsuccessful, the presence of books or notes on the person of a candidate, or within his reach during examination, will constitute a violation of the examination rules, and will justify the deputy examiner in rejecting the candidate's papers, and dismissing him from further attendance. No dishonest person is entitled to a provincial certificate or teacher's license. And where dishonesty at examination is proven, provincial certificates already obtained and licenses based on them will be cancelled.

(9.) It is not necessary for candidates to copy papers on account of erasures or corrections made upon them. Neat corrections or cancelling of errors will allow a paper to stand as high in the estimation of the examiner as if half the time were lost in copying it. Answers or results without the written work necessary to find them will be assumed to be only guesses, and will be valued accordingly.

(10.) Candidates are forbidden to ask questions of the deputy examiner with respect to typographical or other errors which may sometimes occur in examination questions. The examiner of the paper alone will be the judge of the candidate's ability as indicated by his treatment of the error. No candidate will suffer for a blunder not his own.

(11.) Candidates desiring to speak with the deputy examiner will hold up the hand. Communication between candidates at examination, even to the extent of passing a ruler or making signs, is a violation of the rules. Any such necessary communication can be held through the deputy examiner only.

(12.) Candidates should remember that the deputy examiner cannot overlook a suspected violation of the rules of examination without violation of his oath of office. No consideration of personal friendship or pity can therefore be expected to shield the guilty or negligent.

(13.) Candidates intending to apply for license upon a record made at this examination, should fill in a form of application for such license as is expected. The deputy examiner is provided with blank forms for those who do not already have them. The applicant can have his certificate of age and character correctly made out and signed, and should note on the application, the number, station and year of any previous examination he has taken, whether he has been successful in obtaining a certificate thereon or not. He can also fill in his number, station, etc., and grade of certificate or rank of M. P. Q. expected. This latter should be placed in brackets, which will be understood to mean that it is not yet obtained but is expected to be obtained.

(14.) All candidates will be required to fill in and sign the following certificate at the conclusion of the examination, to be sent in with the last paper :

CERTIFICATE.

Examination Station.....Date..... July, 190....
Candidate's No. ()

I truly and solemnly affirm that in the present examination I have not used or had in the Examination Room, any book, printed paper, portfolio, manuscript, or notes of any kind, bearing on any subject of examination ; that I have neither given aid to, nor sought nor received aid from any fellow-candidate ; that I have not wilfully violated any of the rules, but have performed my work honestly and in good faith.

(Name in full)

(Without contraction in any of its parts.)

P. O. to which memo. or certificate is to be sent.

98. The time table of the examinations shall be as in the following form, the details being changed from year to year to suit the syllabus :

TIME TABLE.

PROVINCIAL EXAMINATIONS, BEGINNING 29TH JUNE, 1903.

	TIME.	GRADE A.	COUNTY ACADEMY ENTRANCE.			
MONDAY.	A. M. 9.00 to 10.00 10.10 " 11.10 11.15 " 12.15	Roman History. Chemistry. Lucian.	English.			
	P. M. 2.00 to 3.00 3.10 " 4.10 4.15 " 5.15	Greek History. Botany. Demosthenes.	Mathematics.			
TUESDAY.	A. M. 9.00 to 10.00 10.10 " 11.10 11.15 " 12.15	Tacitus. Zoology. Navigation.	Drawing, &c. Geography and History.			
	P. M. 2.00 to 3.00 3.10 " 4.10 4.15 " 5.15	Sophocles. Sanitary Science. Astronomy.	General Knowledge.			
	A. M. 8.30 to 9.00	Seating of Grades B, C and D.				
WEDNESDAY.	A. M. 9.00 to 10.00 10.10 " 11.10 11.15 " 12.15	Algebra. Latin Composition. French Authors.	Algebra. Latin Composition.	Algebra. Latin.	Algebra. Latin.	
	P. M. 2.00 to 3.00 3.10 " 4.10 4.15 " 5.15	English Language. French Composition. Geology.	English Language. French. Greek Authors.	English Language. French.	English Lang. French.	
THURSDAY.	A. M. 9.00 to 10.00 10.10 " 11.10 11.15 " 12.15	Geometry. Greek Composition. Cicero	Geometry. Latin Authors.	Geometry. Greek.	Geometry.	Geometry.
	P. M. 2.00 to 3.00 3.10 " 4.10 4.15 " 5.15	Physics. German Composition. Vergil.	Physics. German. Greek Composition.	Science. German.	Science.	Science.
FRIDAY.	A. M. 9.00 to 10.00 10.10 " 11.10 11.15 " 12.15	Trigonometry. Psychology. Horace.	Prac. Math. Physiology.	Arithmetic. Drawing and B. K.	Arithmetic. Drawing and B. K.	
	P. M. 2.00 to 3.00 3.10 " 4.10 4.15 " 5.15	British History. English Literature. German Authors.	Geo. and History. English Grammar.	Geo. and History. English Grammar.	Geo. and Hist. Eng. Grammar.	
SATURDAY.	A. M. 9.00 to 10.00 10.10 " 11.10 11.15 " 12.15	M. P. Q. EXAMINATION.		SUPPLEMENTARY EXAM.		
		Hygiene and Temperance. School Law and Management. Theory and Practice of Teaching.		P. M. 2.00 to 3.00 3.10 " 4.10 4.15 " 5.15	"C" Drawing and B. K. "D" Science. "C" Science.	

99.

OPTIONAL EXAMINATION IN MUSIC, ETC.

- (a) At the County Academy Entrance Examination and the Teachers' Minimum Professional Qualification Examination candidates who have taken London Tonic Sol-Fa certificates can for the question in music *substitute* their certificates, for which values will be given as follows: For "Junior" certificate, 10; for "Elementary" certificate, 15; and for "Intermediate" certificate, 20—the last two for M. P. Q. only.
- (b) The candidate will enter in a parenthesis as an answer to the No. of the question on music in his examination paper, the words "Junior certificate," or "Elementary certificate," or "Intermediate certificate," as a reference to the fact that such a certificate has been handed to the deputy examiner, bearing on its back the name, and address, and examination number, and station of the candidate plainly indorsed upon it.
- (c) The certificates will be received by the deputy examiner, compared with his list to verify the correctness of the indorsation by the candidates, then enclosed in one envelope addressed, in the case of the Academy Entrance, to the Principal, and in the case of the M. P. Q. to the Superintendent of Education, who, after perusal, shall return them to the respective candidates.
- (d) The Principal or the Superintendent, as the case may be, shall then indorse 10, 15, or 20 points (according to a) on the examiner's report and on the candidate's paper below the general valuation number, and add the two together for the total value of the paper.
- (e) To prevent the possibility of two values being given to the question by accident, the examiner of the paper in which a certificate is substituted for the question, shall mark the general value of the paper with an asterisk, both on the paper and on his report.
- (f) No certificate from any local examiner of the London Tonic Sol-Fa College shall be accepted, unless the examiner has previously given a satisfactory proof to the Principal or Superintendent that he or she has been duly appointed as local examiner for the grade of certificate in question by the authorities of the said College.
- (g) At the County Academy Entrance Examination the certificate of attendance for a year at a Manual Training School, or a Domestic Science School, can be accepted for the answer to a question on the subject in like manner as the "Junior" Tonic Sol-Fa certificate—value 10.

LICENSING OF TEACHERS.

100. No person can, under any circumstances, be a teacher in a public school entitled to draw public money on his or her account without a License from the Council of Public Instruction. Before obtaining such a license a candidate must obtain, *first*, a certificate of the prescribed GRADE of Scholarship at the Provincial High School Examination, with a "Teachers' Pass" in each of the lower grades; *second*, the prescribed certificate of professional RANK as a teacher, either from the Provincial M. P. Q. Examination or the Provincial Normal School, and *third*, the prescribed certificate of age and character from a minister of religion or two Justices of the Peace. The value of a License is distinguished by the term CLASS; of scholarship by the term GRADE; of professional skill by the term RANK. The following collocation of the terms used will help to explain their significance and relation:

Generally,

	(1)	(2)	(3)
	"Teacher's Pass" Scholarship.	Normal Diploma.	Age & Character.
Class A (cl & sc) requires	Grade XII (cl & sc)	Academic Rank	20 years, &c.
Class A (cl)	Grade XII (cl)	Academic Rank	20 years, &c.
Class A (sc)	Grade XII (sc)	Academic Rank	20 years, &c.
Class B	Grade XI	First Rank	19 years, &c.
Class C	Grade X	Second Rank	18 years, &c.
Class D	Grade IX	Third Rank	17 years, &c.
Class D (Prov.)	Grade IX	"	M. P. Q. 16 years, &c.

Exact requirements in the following regulations:—

101. As the ordinary or "high school pass" may be taken by a student with little or no knowledge of some of the subjects "imperative" for teachers (for the "high school pass")

is awarded on an average of 50 % on any eight papers of a grade, provided none of the eight is below 25%), the following regulation is made to control graduation from the Normal School.

No diploma of the Provincial Normal School shall be awarded any candidate who is found defective (below 40%) in the scholarship of any imperative subject of the Provincial Course of Study up to and including the corresponding grade, until the Faculty is satisfied that creditable proficiency has been made in each such subject.

102. When a teacher obtains a teacher's license without graduation from the Provincial Normal School, it can be only of a *class* one degree lower than the "teachers' pass" grade of scholarship. The following statement explains the principle in detail:—

- (a) A *Class D* License cannot be awarded to any one who has not been estimated as high as 40 per cent. on each "imperative" subject of the *grade D* High School Course, by Provincial Examiners.
- (b) A *Class C* License in like manner requires 40 per cent. on each "imperative" subject of *grades D* and *C*.
- (c) A *Class B* License in like manner requires 40 per cent. on each "imperative" of *grades D, C, and B*.
- (d) A *Class A* License in like manner requires 50 per cent. on each "imperative" in *grades D, C, B, and A* (classical and scientific).

103. When the "teacher's pass" has not be made by a candidate on the lower grades in order, the following equivalents are allowed:—

- (a) 40 per cent. on each of the "imperatives" of *grade C* shall be considered the equivalent of 40 per cent. on each of *grade D*, except the *Science* paper.
- (b) 40 per cent. on each of the "imperatives" of *grade B* shall be considered the equivalent of 40 per cent. on each subject of the lower grades, except the *Science* of *D*, and the *Science* and *Drawing* papers of *C*. The same principle shall apply to *grade A* marks.
- (c) Opportunity is given on Saturday afternoon to take supplementary examinations on the *Science* of *D*, and the *Science, Drawing* and *Book-keeping* of *C*.

104. No certificate, combination of certificates, nor any other qualification except the possession of a lawfully procured License gives a person authority to teach under the law in a public school. The regulations governing the issuance of licenses are as follows:—

105. The permanent Licenses of Public School teachers shall be under the SEAL of the Council of Public Instruction, signed by the Secretary of the Council, shall be valid for the whole province during the good behaviour of the holder, and shall be granted on the fulfilment of the three conditions more fully specified in the succeeding regulations, namely: the presentation of the prescribed proof of (1) age and character, (2) scholarship, and (3) professional skill.

106. There shall be four classes of such licenses, which may be designated as follows:—

- Class A (cl. & sc.), A (cl.) or A (sc.)—Academic (classical and scientific)
- Academic (classical) or Academic (scientific).
- Class B—First Class.
- Class C—Second Class.
- Class D—Third Class.

107. The certificate of professional qualification or skill shall be (a) the academic, first, second or third RANK classification by the Normal School, or (b) the *minimum* (which shall rank one degree lower than the *normal*), and shall be the first, second or third rank pass on the follow-

ing papers written on the Saturday of the Provincial Examination week: (1) School Law and management, value 100; (2) Theory and Practice of Teaching, value 100; and (3) Hygiene and Temperance, value 100. First rank pass: an aggregate of 200 with no paper below 50. Second rank pass: 150 with no paper below 40. Third rank pass: 100 with no paper below 30.

108. The Provincial Normal School at Truro is recognized as the appropriate source of certificates of professional qualification for public school teachers; but the certificates of other Normal or teachers' training schools whose *curricula* may be satisfactorily shown to the Council to be at least the equivalent of those of the Provincial Normal School, may be accepted when qualified by the addition of the two following conditions: (a) a pass certificate of the Provincial "minimum" professional qualification examination of the corresponding rank, and (b) a certificate of a Public School Inspector, before whom or under whose supervision the candidate has demonstrated by the test of actual teaching for a sufficient period his or her qualifications for the class of license sought.

In the case of candidates whose course of professional training had been completed before the grade of scholarship necessary for the class of license afterwards applied for was obtained, no license under any circumstances shall be issued until after the lapse of a full year from the date of the certificate of high school grade required for the said license.

109. The prescribed certificate of age and character is given in the following blank form of application for license, which will be supplied to candidates by the Education Department, through the inspectors or the Principal of the Normal School:

FORM OF APPLICATION FOR A TEACHER'S LICENSE.

To.....

Inspector of Schools, Division No....., Nova Scotia.

I hereby beg leave through you to make application to the Council of Public Instruction for a Teacher's License of Class....., and herewith I present evidence of compliance with the conditions prescribed, namely:

I. The prescribed certificate of age and character hereto attached, which I affirm to be true.

II. My High School certificate of Provincial Grade..... obtained at..... Examination Station as No....., in the year 1.... (Further information below.)

III. My certificate of professional qualification of..... Rank, No..... obtained at....., in the month of....., 1....

(Name in full)

(Post Office address)

(County).....

Date

CERTIFICATE OF AGE AND CHARACTER.

I, the undersigned, after due inquiry and a sufficient knowledge of the character of the above named candidate for a Teacher's License, do hereby certify:—

That I believe the said candidate..... (name in full) was born on the..... day of....., in the year..... and

That I believe the moral character of the said candidate is good, and such as to justify the Council of Public Instruction in assuming that the said candidate will be disposed as a

certificate of first rank professional qualification from a Normal School, or a "Teacher's pass" certificate of Grade XII with the first rank minimum professional qualification.

112. For a Second Class or C License the three conditions are:—
 (1) A certificate of the full age of eighteen years and moral character as in the foregoing Regulation. (2) A pass certificate of Grade X. (3) A certificate of second rank professional qualification from a Normal School, or a "Teacher's pass" certificate of Grade XI with the second rank minimum professional qualification.

113. For a Third Class or D License the three conditions are:—(1) A certificate of the full age of seventeen years and moral character as in the foregoing Regulation. (2) A pass certificate of Grade IX. (3) A certificate of third rank professional qualification from a Normal School, or a "Teacher's pass" certificate of Grade X with the third rank minimum professional qualification.

TEMPORARY LICENSE.

114 A Third Class (provisional) or D (prov.) License, *valid only for one year* may be granted (but not previous to the 1st day of October in any school year) on regular application when the following *four* conditions are fulfilled:—(1) A certificate of the full age of sixteen years and moral character as in the foregoing Regulation. (2) A pass certificate of at least Grade IX as in the foregoing Regulation. (3) The third rank minimum professional qualification. (4) A recommendation of the candidate as a temporary teacher for a specified school by the inspector, who must previously be assured by the trustees of the said school that, although reasonable effort was made to employ a regular teacher of permanent class, one could not be obtained, and that the candidate would be acceptable to the school section as a teacher for the year. Such License can only be re-issued for another year when the candidate has demonstrated an advance of *grade or rank* in his qualifications at a *subsequent* Provincial Examination.

SYLLABUS OF M. P. Q. EXAMINATION.

115. The questions set for the minimum professional qualification examination shall be within the limits indicated by the books recommended by the Council of Public Instruction on the following subjects:

School Law and School Management.

- (a) To be familiar with the Acts relating to Public Schools in Nova Scotia and Regulations of the Council of Public Instruction with amendments and comments, etc., appearing in the JOURNAL OF EDUCATION from time to time—particularly those portions bearing on the relation and duties of teachers, and on the organization and operation of all grades of Public Schools.
- (b) To understand thoroughly the principles of school organization, the principles and methods of classification, the proper correlation and sequence of studies, the true aim and right modes of discipline, and the proper condition for securing the moral and physical well being of pupils.

- (c) To be familiar with the history of leading Educational Reformers and their systems.

Theory and practice of teaching.

- (d) To have an understanding of the fundamental laws of the human mind in their relation to the science and art of education generally, including the principles and practice of vocal music.
- (e) To apply practically the principles thus derived to the teaching of each of the subjects embraced in the Common and High School courses of study.

Hygiene and Temperance.

- (f) Hygiene as in recommended or prescribed books with special reference to school room, school premises, and the health of pupils.
- (g) Temperance as in recommended or prescribed books with special reference to requirements of the school law.

* * * * *

PROVINCIAL EDUCATIONAL ASSOCIATION.

126. The Superintendent of Education shall have authority to assemble annually, if desirable, at the Normal School, or any other place which may be approved by two-thirds of the executive committee herein-after provided for, a provincial educational association whose object shall be to promote the efficient operation of the public school system, and the professional improvement of its members by the discussion and elucidation of educational problems.

127. The membership shall be:

- (a) Ordinary members entitled to the full franchise on enrolment and the payment of one dollar at each annual convention; *Ex officio*, the Superintendent, the principal and professors of the Normal School, the provincial examiners, the inspectors of schools, and the presidents of the universities within the province; *Elective*, one professor from each university chosen by the faculty, one teacher for every twenty in each inspectorial division chosen by the institute (or in the event of its failure by the inspector), one delegate chosen by any school board or group of school boards employing twenty teachers, or by any learned, trade or industrial society or organization of provincial scope.
- (b) Associate Members entitled to enroll on the payment of fifty cents at each annual convention, having the privileges of attending the meetings, engaging in the discussions when invited by the presiding officer, obtaining reduced travelling rates and a free copy of the published report.

128. The Superintendent, the principal of the Normal School, and ten other persons chosen at each annual convention by the ordinary members of the association, one of whom shall be from each inspectorial division, shall constitute the executive committee which shall have control of all funds raised by the association, and shall appoint its own secretary-treasurer to receive and disburse those funds under its own direction. The executive committee shall have general management of

the affairs of the association, especially in respect to the fixing of the times of meeting and the programme of exercises, subject to the approval of the Superintendent of Education.

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VACATION WORK.

136. On giving a week's notice to trustees and pupils, teachers will have the liberty of closing their schools for the purpose of attending the meeting of an authorized institute, and the inspector may credit the days thus attended if properly entered and attested in the return as teaching days, in the apportionment of the provincial aid and the municipal school fund.

137. When teachers, after having received permission from their trustees, attend "summer schools" or other institutes (during regular teaching days), which are recommended by the Superintendent for the improvement of teachers in the exercise of their profession, allowance will be made by inspectors, as indicated in the preceding regulation; always provided, however, that in any school year not more than five days shall be credited under all the foregoing regulations to any one teacher or school section.

138. If a teacher of class A, B or C, who is engaged in a school section for the year shall have taken a "mid-summer vacation" course of at least five full weeks (thirty days) at the Provincial School of Agriculture, and shall have received a certificate of satisfactory department and proficiency for the said term from the principal, he shall, on the written recommendation of the trustees of his school section, be allowed to take one or two weeks of the said course during the opening weeks of the first "quarter" of the school without prejudice to his Provincial aid or to the municipal school fund to the section; provided a memorandum, approved by the Superintendent of Education, specifying the facts and approving of the said two certificates is attached to his return at the end of the first "half year."

SPECIAL SCHOOL DAYS.

139. It has been found very inspiring to devote certain days entirely to some special object, the demonstrative effect of which can be made much more intensive than that of the same time broken up into a routine of short fragmentary lessons spread over a few weeks. Such occasions when managed properly, are of more value in teaching effect than the ordinary routine day. In fact, they can accomplish in some cases what could never be accomplished so effectively in any other way. They are by no means holidays. Far otherwise, for they involve extra labor on the part of the teacher and generally also on the part of the pupil.

140. *Arbor Day.*—To call special attention to the importance of the proper management and cultivation of our forests, to the value of the afforestation of lands which cannot be so productive in any other manner, and to the bearing of forestry on the rainfall, drainage, climatic

and industrial conditions of the province, to encourage the proper adornment of the school grounds, to cultivate a taste for the beautiful in nature, and to give some practical and objective lessons in tree planting, and the study of tree growth,—for such objects the following directions are given:

- (a) On such day of May 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 æsthetic 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.
- (b) Teachers who have been able to observe this day in a useful manner are recommended to make a special report on the same within a week to the inspector, specifying the work done on the occasion, and its prospective influence on the section. From these statements inspectors can have all the details necessary for their annual reports to the Superintendent of Education.
- (c) There will be found subjoined some practical suggestions which will be serviceable to those who wish to make the occasion a really profitable one.

(1) In selecting trees, it is well to avoid those that bear flowers or edible fruits, as such in the flowering and fruiting seasons 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 undergrowth of the forest, can be transplanted without difficulty.

(2) No school grounds should be without a suitable number and variety of the standard deciduous trees. However, during the winter season these 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 a shelter 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.

(3) Our native trees grow so freely in the woods that we are apt to suppose they are merely to be taken up by the roots and transplanted, to start once into a 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. In filling in, the suits all descriptions. The holes for the trees should always be made before the trees are brought to the ground, and 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 stick in such a way as to prevent chafing the bark. Some mulch or stable litter should then be thrown around the stem to prevent 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 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.

141. *Empire Day.*

- (a) The observance of this day originated with a recommendation of the Dominion Educational Association at its third triennial convention, which met in Halifax, August, 1898. The Council of Public Instruction of Nova Scotia was the first to adopt the recommendation, appointing the schoolday preceding the holiday commemorating the anniversary of the birthday of Queen Victoria, under whose reign the Empire so widely and harmoniously developed.
- (b) The object of the day is the development of the Empire idea with power, by a more dramatic and impressive demonstration than would be possible in the routine method of teaching necessarily characteristic of the most of the work of the school. No set method is prescribed. Local orators may be utilized in short and appropriate addresses to the pupils and their parents. Teachers and pupils should take part in as effective and in as varied manners as possible from year to year. As a rule it is preferable to have it an exercise open to the public of the locality in the afternoon, the forenoon being devoted to phases best treated in the school room. It is one of the days when the school flag should be flying.
- (c) The exercises should not be directed to develop boastfulness in the greatness of the Empire. They should be a study of the causes why it became great, and how it may continue to be great; of the history of the rise, growth and alliance of its different peoples, of the evolution of the elastic system of self-government, and of the development of that spirit of Empire unity which is a new thing in history as the Empire's extent is in geography. And most important of all the exercises should be an inspiration to stimulate all to seek how they may further reinforce the good tendencies, and bind the distant members of the Empire more closely together in the bonds of reciprocal helpfulness as well as of sentimental love.
- (d) As in the case of Arbor Day, all worthy teachers are expected to file a report on the exercises of the day, no matter how brief, with the inspector of his or her division.

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SOME FACTS FOR EMPIRE DAY.

MR. CHAMBERLAIN AT THE CONFERENCE.

"At the present moment the Estimates for the present year (1902) for Naval and Military expenditure in the United Kingdom—exclusive of war expenses—involve an expenditure of the population of the United Kingdom of 29s. 3d. per head per annum. In Canada the same items involve an expenditure of only 2s. per head of the population—about one-fifteenth of that incurred by the United Kingdom.

"No one will pretend that that is a fair distribution of the burdens of Empire. No one will believe that the United Kingdom can, for all time, make this inordinate sacrifice.

"I think, therefore, you will agree with me that it is not unreasonable for us to call your serious attention to the state of things which cannot be permanent.

"I point out to you that in the clash of nations the Colonies have hitherto derived great advantages, even from a purely material standpoint, from being a part of a great Empire. But the privileges which we enjoy involve corresponding obligations. The responsibilities must be reciprocal and must be shared in common, and I do not think that any Empire may be said to be on a sure foundation which is not based upon recognised community of sacrifices.

"We do require your assistance in the administration of the vast Empire which is yours as well as ours. . . . If you are prepared at any time to take any share, any proportionate share, in the burdens of the Empire, we are prepared to meet you with any proposal for giving to you a corresponding voice in the policy of the Empire."

Blue Book, Cd. 1299, 1902.

SUMMARY OF THE FACTS.

The Royal Navy protects the Commerce of the entire Empire, the value of which is.....	\$7,000,000,000
The Sea-borne Commerce of the United Kingdom (Great Britain and Ireland) is	4,640,000,000
The Sea-borne Commerce of the self-governing colonies is	1,385,000,000
Colonial Commerce is therefore about <i>one-fifth</i> of that of the whole Empire.	

For the naval protection of the trade of the Empire there is paid annually ..	\$169,940,000
Of this the United Kingdom (Great Britain and Ireland) pays	166,510,000
The self-governing colonies, Canada, Australia, South Africa, etc., pay	1,115,000
The colonies with <i>one-fifth</i> of the trade contribute less than <i>one-hundredth</i> part of the cost of protecting it.	
<i>Ninety-eight</i> out of a <i>hundred</i> parts of this cost are contributed by the taxpayers of the United Kingdom (Great Britain and Ireland).	

	Revenue.	Population.
Great Britain and Ireland.....	\$715,000,000	41,454,000
Self-governing Colonies	287,000,000	10,562,000
The Colonies with a revenue nearly half of that of Great Britain and Ireland (the United Kingdom), and a population of more than one-fourth, contributes less than <i>one-hundredth</i> part of the cost of the naval defence of the Empire.		

IMPERIAL FEDERATION (DEFENCE) COMMITTEE.

This Committee adopts the following Resolutions passed by the Conference which founded the Imperial Federation League in 1884 :—

- That in order to secure the permanent unity of the Empire, some form of Federation is essential.
- That no scheme of Federation should interfere with the existing rights of Local Parliaments as regards local affairs.
- That any scheme of Imperial Federation should combine on an equitable basis the resources of the Empire for the maintenance of common interests, and adequately provide for an organised defense of common rights.

It also adopts the expansion of the principles of those Resolutions by the Special Committee of 1892, as expressed in the summary taken from the Report adopted by the Council of the Imperial Federation League in the same year.

In particular, the Committee recognises as the lesson to be drawn from the experience of the nine years' working of the late League—

1. That an adequate system of Maritime Defence is the primary necessity common to all parts of the Empire.
2. That such a system of defence does not exist under present conditions.
3. That if the self-governing Colonies take their share in the cost of such a system of defence, they must have a proportionate share in its administration and control; and if those Colonies are not willing to take their share in a common system of defence, it is evident that Federation is not practicable, whatever arrangements may be proposed or adopted as regards interchange of commerce, means of intercommunication, monetary standards, etc.
4. That, given a common system of Maritime Defence, provided and controlled by a body in which all parts of the Empire are represented, the Federation of the Empire is attained, so far as essentials are concerned.
5. That combination for the defence of common interests is therefore—as was recognised in 1884—the one essential point, and the test of the practicability of Imperial Federation.
6. That proposals involving participation by them in the cost of general maritime security, which has hitherto been enjoyed without expense, cannot be expected to come, in the first instance, from Colonial Governments.

It will therefore be the first aim of the Committee to call the attention of the people of the United Kingdom to the anomalous and precarious state of affairs now existing, and to induce His Majesty's Government to make to those Colonial Governments, in an official manner, such statements as to the present means by which defence is provided, and such proposals regarding the future, as will elicit from them an expression as to their willingness to take part in such a combination.

In order to narrow the issue as much as possible, and thereby to concentrate effort upon this one essential point, it is specifically declared that the objects of the Committee do not include any proposal involving an alteration of the fiscal policy either of the United Kingdom or of any of the Colonies.

PUBLIC SCHOOL COURSE OF STUDY.

152. The public school course of study may be considered under its sub-division of the common and high school courses. They furnish a basis for the classification of pupils by the teachers and for the examination of schools by the inspectors, while they also secure a definite co-ordination of all the work attempted in the public schools of all grades, thus fostering the harmonious interaction of all the educational forces of the province.

These courses are to be followed in all schools, particularly with reference to (1) the order of succession of the subjects, and (2) the simultaneity of their study. The fulness of detail with which they can be carried out in each school must depend upon local conditions, such as the size of the school, the number of grades assigned to the teacher, etc. As suggestive to teachers with little experience, contracted forms of the detailed common school course for miscellaneous and partially graded schools are appended.

The public school course of study is the result of the observation and experience of representative leading teachers of the province, under the suggestion of the experiments of other countries, and the criticism of our teachers in provincial conventions assembled for many years in succession. A system developed in such a manner must necessarily in some points be a compromise, and presumably therefore at least a little behind what we might expect from the few most advanced teachers. But it is also very likely to be a better guide than the practice of a majority without any mutual consultation for improvement. The successive progression of studies is intended to be adapted to the order of development of the powers of the child's mind, while their simultaneous progression is designed to prevent

monotony and one-sidedness, and to produce a harmonious and healthy development of the physical, mental and moral powers of the pupil. The apparent multiplicity of the subjects is due to their sub-division for the purpose of emphasizing leading features of the main subjects which might otherwise be overlooked by inexperienced teachers. The courses have been demonstrated to be adapted to the average pupil under a teacher of average skill. The teacher is, however, cautioned to take special care that pupils (more especially any prematurely promoted or in feeble health) should not run any risk of "over-pressure" in attempting to follow the average class-work.

Changes in these courses of study must always be expected from year to year, but to a very small extent it is hoped, except in the prescription of certain texts in the high school course. These will be published from time to time in the bulletin of the Department, the JOURNAL OF EDUCATION, published in April and October of each year.

153.

GENERAL PRESCRIPTIONS.

These general regulations, on account of their paramount importance and their unchangeable character, are printed on page 10 of the School Register, so that they may be always before the eyes of the teacher. To save space they are not republished here; but attention is called to the fact that they are even of more importance than the special prescriptions which follow below as supplementary.

156.

SPECIAL PRESCRIPTIONS FOR COMMON SCHOOLS.

GRADE I.

Reading.—Primer with Wall Cards or Blackboard Work.

Language.—Story telling by pupil. Writing easy vertical letters, words and sentences.

Writing and Drawing.—Writing on slate, paper or blackboard. Drawing of easy, interesting figures as in *Manual Training*, to end of Section II (or as in alternative Drawing Course recommended).

Arithmetic.—All fundamental arithmetical operations with numbers, the results of which do not exceed 20, to be done with concrete or abstract numbers, accurately and rapidly. See general prescriptions.

Lessons on Nature.—Power of accurate observation developed by exercising each of the senses on simple or appropriate objects. Estimation of direction, distance, magnitude, weight, etc., begun. Common colors, simple regular solids, surfaces and lines. Simple observations on a few common minerals, stones, plants and animals.

Music, &c.—As under general prescriptions.

GRADE II.

Reading.—Reader No. 1.

Language.—As in Grade I., but more advanced. See general prescriptions.

Writing and Drawing.—As in Grade I., but more advanced. Angles, triangles, squares, rectangles, plans of platform and of school room (or as in *Manual Training* No. I. to end of Section IV.); with *Public School Drawing Course* No. 1, (or as in alternative Drawing Course recommended.)

Arithmetic.—Numbers up to 100 on the same plan as in Grade I.

Lessons on Nature.—As in Grade I., but more extended. See general prescriptions.

Music, &c.—As under general prescriptions.

GRADE III.

Reading.—Reader No. 2. See general prescriptions.

Language.—As in II. but more advanced. Subject and predicate. Nouns and verbs.

Writing and Drawing.—Vertical letters on slate and in copy books. Freehand outlines on slate, blackboard, etc. Common geometrical lines and figures with their names. Map of school grounds and surroundings. As in *Manual Training*, No. 1, to end of Section VI.; with *Public School Drawing Course*, No. 2 (or as in alternative Drawing Course recommended).

Arithmetic.—As in Common School Arithmetic, Part I., first half. General prescriptions.

Lessons on Nature.—Geography of neighborhood, use of local or county maps. Estimation of distances, measures, weights, etc., continued. Color. Study extended to three or four each of common metals, stones, earths, flowers, shrubs, trees, insects, birds and mammals. See general prescriptions.

Music, etc.—As under general prescriptions.

GRADE IV.

Reading.—Reader No. 3. See general prescriptions.

Language.—Oral statements of matter of lessons, observations, etc. Written sentences with punctuation, etc. Modifiers of subject and predicate of noun and verb.

Writing and drawing.—Copy Book. Drawing as in *Manual Training*, No. 1, to end of Section VIII., with *Public School Drawing Course*, No. 3 (or as in alternative Drawing Course recommended).

Geography.—Oral lessons on Physiography as on pages 85 to 99, Introductory Geography, with the general geography of the Province begun on the school map. See general prescriptions.

Arithmetic.—As in Common School Arithmetic, Part I, completed. See general prescriptions.

Lessons on Nature.—As in Grade III, but extended so as to include four or five objects of each kind, as in general prescriptions.

Music, etc.—As under general prescriptions.

GRADE V.

Reading.—Reader No. 4, Part I. See general prescriptions.

Language.—Oral as in IV, and general prescriptions. All parts of speech and sentences with inflections of noun, adjective and pronoun,—orally. Composition practice on "nature lessons," etc., increasing.

Writing and Drawing.—Copy Book. Drawing as in *Manual Training*, No. 1, with *Public School Drawing Course*, No. 4, etc., and drawing from objects (or as in alternative Drawing Course recommended).

Geography and History.—Ideas of latitude and longitude, physiography, etc., developed. Oral geography of Nova Scotia on map in fuller detail. General geography of the Provinces of Canada and the Continent, as on the Hemisphere maps. Oral lessons on leading incidents of Nova Scotia History.

Arithmetic.—As in Common School Arithmetic, Part II, first half.

Lessons on nature.—From mineral and rock to soil, as shown in neighborhood, and extended to five or six each of the common plants, trees, insects, other invertebrates, fish, reptiles, birds, mammals; and natural phenomena, such as ventilation, evaporation, freezing, closely examined. Health Reader No. 1 begun.

Music, etc.—As under general prescriptions.

GRADE VI.

Reading.—Reader No. 4 completed. See general prescriptions.

Language.—Oral as in V. extended. Formal composition (simple essays) twice each month. Paradigm of regular verb. Simple parsing and analysis begun. More important rules of Syntax applied. Short descriptive sketches of observations, etc., and letters, from oral instruction, as in "Lessons in English."

Writing and Drawing.—Copy Book. Drawing as in *Manual Training*, No. 2, to end of Section II., with *Public School Drawing Course*, No. 5, &c. Increasing practice in representing common objects in outline (or as in alternative Drawing Course recommended).

Geography.—Introductory Geography text to end of Canada. Thorough drill in outlines of Hemispheres, with map drawings.

History.—Leading features of History of Canada.

Arithmetic.—As in Common School Arithmetic, Part II., completed.

Lessons on Nature.—As in Grade V., but extended to at least six or seven objects of each class specified. Distribution and values of all natural products of the Province. Health Reader No. 1, completed.

Music, etc.—As under general prescriptions.

GRADE VII.

Reading.—Reader No. 5 begun. Character of metre and figures of speech to be observed. See general prescriptions.

Language.—Leading principles of Etymology with paradigms. Parsing and analysis of

simple sentences and application of rules of syntax. Oral. Written abstracts of oral or reading lessons. Simple description of "nature", observations, etc., narrative and business forms. Punctuation and paragraphing. All from oral instruction as in "Lessons in English."

Writing and Drawing.—Copy Book. Drawing as in *Manual Training*, No. 2, to end of Section IV., with *Public School Drawing Course*, No. 6. &c. Plotting of lines, triangles, rectangles, &c., according to scale. The use of the "Universal Scale." Simple object drawing extended (or as in alternative Drawing Course recommended).

Geography.—Introductory Geography to end of Europe, with thorough map drill, and map drawing. *See general prescriptions.*

History.—Leading features of History of Canada. *See general prescriptions.*

Arithmetic.—As in Common School Arithmetic, Part III., first half.

Lessons on Nature.—As in Grade VI., and with the study of specimens illustrating the stones, minerals, &c.; each class, sub-class, and division of plants; and each class of animals found in the locality. All common and easily observed physical phenomena. (Much of this course will be covered by a series of object lessons on the subject matter of any twenty of the easier chapters of *James' Agriculture*, and on the *Introductory Science Primer*.) *Health Reader*, No. 2, begun.

Music, &c.—As under *general prescriptions.*

GRADE VIII.

Reading.—Reader No. 5 completed. Elements of prosody and plain figures of speech, as illustrated in reading to be observed and studied. *See general prescriptions.*

Spelling.—Prescribed Speller in addition to *general prescriptions.*

Language.—Parsing, including important rules of Syntax. Analysis of simple and easy complex sentences. Correction of false Syntax and composition exercises, etc., as in "Lessons in English" completed. Pupils at this stage should be able to express themselves fluently and with fair accuracy in writing, for all ordinary business purposes. *See general prescriptions.*

Writing and Drawing.—Copy Book. Model and object drawing. *Manual Training*, No. 2, to end of Section V., with review of *Public School Drawing Course*, Nos. 5 and 6, &c. Construction of angles, mathematical figures, maps, plans, etc., to scale and their measurement, neatly and accurately, by the "Universal Scale," the use of which should be thoroughly mastered in this grade. *See general prescriptions* (and alternative Drawing Course recommended).

Geography.—Introductory Geography completed and reviewed, with latest corrections and map drill, and map drawing. *See general prescriptions.*

History.—Outline history of Britain and Canada, completed and reviewed. *See general prescriptions.*

Arithmetic.—Common School Arithmetic completed. *See general prescriptions.*

Algebra.—Fundamental rules, with special drill on the evaluation of algebraic expressions.

Bookkeeping.—A simple set.

Lessons on Nature.—As in Grade VII., extended to bear on Health, Agriculture, Horticulture, and any local industry of the School Section. Local "Nature Observations." (Much of this course will be covered by a series of oral lessons completing the subject matter of *James' Agriculture* and of the grade of *Science Primers*.) *Health Reader*, No. 2, completed. *See general prescriptions.*

Music, &c.—As under *general prescriptions.*

157.

CONDENSED COMMON SCHOOL COURSES.

(The following condensations of the Common School Course of Study are given merely as suggestions for the benefit of untrained teachers who may require such aid. In connection with the *special prescriptions* given hereunder, the teacher should study thoroughly the meaning of the *general prescriptions* given elsewhere, and in the School Register. These *general* combined with the following *special prescriptions* form the *prescribed* Courses of Study).

158.

FOR A COMMON SCHOOL WITH FOUR TEACHERS.

PRIMARY.

Reading.—Primer and Reader No. 1, with wall cards or blackboard work.

Language.—Story-telling by pupil. Easy vertical letters, words and sentences.

Writing and Drawing.—Writing on slate, paper or blackboard. Drawing of easy interesting figures, plans of platform and school-room, etc., or, as in *Manual Training* No. 1, to the end of Section IV., with Drawing Book No. 1 (or as in alternative Drawing Course recommended).

Arithmetic.—All fundamental arithmetical operations with numbers, the results of which do not exceed 100, to be done with concrete and abstract numbers, accurately and rapidly.

Lessons on Nature, etc.—Power of accurate observation developed by exercising each of the senses on simple and appropriate objects. Estimation of direction, distance, magnitude, weight, etc., begun. Common colors, simple, regular solids, surfaces and lines. Simple observations on a few common minerals, stones, plants and animals. Simple songs, Hygiene and Temperance.

ADVANCED PRIMARY.

Reading.—Readers Nos. 2 and 3, with spelling.

Language.—Oral statements of matter of lessons, observations, etc. Written sentences with punctuations, etc. Subject, predicate, noun, verb, and their modifiers.

Writing and Drawing.—On slate and blackboard. Common geometrical lines and figures with their names, map of school ground. Copy books. Drawing as in *Manual Training*, No. 1, to end of Section VIII, and Drawing Books, Nos. 2 and 3, or representative selections from them, with outline drawing of common objects (or as in alternative Drawing Course recommended).

Arithmetic.—As in Common School Arithmetic, Part I.

Lessons on Nature, etc.—Geography of neighborhood and the use of map of province with easy geographical terms. explanation of the change of seasons, etc. Estimation of distance, measure, weight, etc., continued. Color. Study of four or five each of the common metals, stones, earths, flowers, shrubs, trees, insects, birds and mammals. Simple songs.

INTERMEDIATE.

Reading.—Reader No. 4 with spelling. Health Reader No. 1.

Language.—Formal composition (simple essays twice a month), short descriptions of "Nature lesson" observations, etc., and letters as well as oral abstracts. Simple parsing and analysis begun, with the application of the more important rules of syntax, exercises selected from reading lessons (No text book in the hands of pupils.)

Writing and Drawing.—Copy books. Drawing as in *Manual Training*, No. 1, complete, and Drawing Books Nos. 4 and 5 (or as in alternative Drawing Course recommended). Model and object drawing.

Arithmetic.—As in Common School Arithmetic, Part II.

Geography.—Introductory Geography to end of Canada. Thorough drill in outlines of Hemisphere maps.

History.—Leading features of history of Canada to 1756.

Lessons on Nature.—From minerals and rock to soil, as shown in neighborhood and six or seven each of the common plants, trees, insects, other invertebrates, fish, reptiles, birds, mammals, and natural phenomena, such as ventilation, evaporation, freezing, closely examined. Distribution and values of the natural products of the province. Music, at least half a dozen songs (tonic sol-fa notation.)

PREPARATORY.

Reading.—Reader No. 5. Health Reader No. 2. Elements of prosody and plain figures of speech as illustrated in readings to be observed and studied.

Spelling.—Readers and prescribed Spelling Book, etc.

Language.—Leading principles of Etymology and Syntax. Parsing. Analysis of simple and easy complex sentences. Correction of false syntax. Written abstracts of oral and reading lessons. Simple description of "Nature lesson" observations, etc., narrative and business forms. Punctuation and paragraphing. All oral, including matter of "Lessons in English."

Writing and Drawing.—Copy books. Drawing as in *Manual Training* No. 2 to end of Section V., with Drawing Book No. 6. Model and Object drawing with simple drawing from nature. Construction of angles and simple geometrical figures to scale and their measurement. The use of scales as on "Universal Scale" (or as in alternative Drawing Course recommended).

Geography.—Introductory text book with latest corrections and thorough map drill.

History.—Outlines of British and Canadian History.

Arithmetic and Algebra.—Common School Arithmetic. Fundamental rules of Algebra, and evaluation of algebraic expressions.

Bookkeeping—A simple set.

Music.—At least eight songs and the tonic sol-fa notation.

Lessons on Nature.—The study by examination of the minerals, stones, earths, &c.; of specimens of each class, sub-class and division of plants; and of each class of animals, as of the locality, with particular reference to the bearing of the knowledge of any useful industry, as agriculture, horticulture, &c. All common and easily observed physical phenomena. Oral lessons with experiments on subject matter of Introductory Science Primer and *James' Agriculture*.

159. FOR A COMMON SCHOOL WITH THREE TEACHERS.

LOWER.

Reading.—Primers and Readers, Nos. 1 and 2, with spelling.

Language.—Story-telling by pupil. Printing or writing simple words and thoughts.

Writing and Drawing.—Vertical letters, &c., on slate, paper or blackboard and copy book. Drawing from objects and of easy interesting figures, plans of school grounds, or as in *Manual Training*, No. 1, to end of Section VI., with Drawing Books, Nos. 1 and 2 (or as in alternative Drawing Course recommended.)

Arithmetic.—As in Common School Arithmetic, Part I., first half.

Lessons on Nature.—Power of accurate observation developed by exercising each of the senses on simple and appropriate objects, geography of neighborhood and local map. Estimation of direction, magnitude, distance, weight, measure, &c., begun. Colors. Objective study of at least a few of each class of the natural history objects in the locality.

Music.—At least three simple songs (tonic sol-fa notation).

MIDDLE.

Reading.—Readers, Nos. 3 and 4, with spelling. Health Reader, No. 1.

Language.—Oral statement of matter of reading lessons and oral lessons. Simple description of "Nature lesson" observations, etc., narrative and letter writing. Parts of speech and sentences with the easier inflections and rules of syntax. Parsing and analysis of simple passages in reading lessons begun.

Writing and Drawing.—Copy books. Drawing as in *Manual Training*, No. 1, complete with Drawing Books, Nos. 3, 4 and 5, or representative selections from them, and outline drawing from objects (or, as in alternative Drawing Course recommended).

Arithmetic.—As in Common School Arithmetic, Parts I. and II.

Geography and History.—Drill in Hemisphere maps and Introductory text book to end of Canada. Oral lessons on the leading incidents of the history of Nova Scotia.

Music.—Five or six songs (tonic sol-fa notation)

Lessons on Nature.—Estimation of weights, measures, distances, &c., in connection with reduction exercises; six or seven each of every class of natural history objects (mineral, vegetable and animal) in the neighborhood, examined and classified. Common physical phenomena observed and studied.

HIGHER.

Reading.—Reader No. 5 and Health Reader, No. 2, with spelling and prescribed spelling book, elements of prosody and plain figures of speech in passages read, observed.

Language.—Leading principles of Etymology and Syntax. Parsing, analysis of simple and easy complex sentences, correction of false syntax, oral and written abstracts of interesting lessons. Essays, including narrative description of "nature lesson" observations, &c., and general letter writing with special attention to punctuation, paragraphing, and good form generally. All oral, including matter of "Lessons in English"

Writing and Drawing.—Copy Books. Drawing as in *Manual Training*, No. 2, to end of Section V, with Drawing Book, No. 6. Model and Object drawing, with simple drawing from nature. The construction and measurements of angles and mathematical figures. The use of scales on the "Universal Scale," (or, as in the alternative Drawing Course recommended).

Geography.—Introductory Geography, complete with latest corrections, and general map drill on Hemisphere maps.

History.—Outlines of British and Canadian History.

Arithmetic and Algebra.—Common School Arithmetic, and evaluation of algebraic expressions and four fundamental rules.

Bookkeeping.—One simple set with commercial forms.

Music.—At least eight songs and the tonic sol-fa notation.

Lessons on Nature.—The study objectively of a number of the typical natural history objects of the locality, their distribution, value and bearing on native industries in the Province. The observation and explanation of common physical phenomena. Oral lessons and experiments as in introductory Science Primer and *James' Agriculture*.

160.

FOR A COMMON SCHOOL WITH TWO TEACHERS.

JUNIOR (at least two divisions).

Reading.—Primer and Readers, Nos. 1, 2 and 3, with spelling, and oral abstracts of interesting lessons; nouns, verbs, subjects, predicates, etc., in lessons of higher classes; writing sentences, and descriptions of "nature" observations.

Writing and Drawing.—Letters, words, geometrical figures, etc., on slate, paper and blackboard. Copying from cards. Copy books and drawing as in *Manual Training*, No. 1, to the end of Section VIII. with Drawing Books, Nos. 1, 2, 3 (or as in alternative Drawing Course recommended), and drawing from common objects.

Arithmetic.—As in Common School Arithmetic, Part I.

Music.—Four or five songs, with tonic sol-fa notation.

Lessons on Nature.—Practice in the estimation, by guessing and testing of weights, measures, distances, etc., referred to in reduction tables. Study of regular solids, surfaces, lines and colors. Observation of simple physical phenomena. Examination and classification of representative specimens of minerals, stones, etc., plants and animals, to be found in the locality. Training the eyes to see everything around and the mind to understand explanations and relations.

SENIOR (at least two divisions).

Reading.—Readers, Nos. 4 and 5. Health Readers, Nos. 1 and 2. Spelling and definition. Oral abstracts of lessons. Elementary grammar and analysis drill on sentences in reading lessons. Observations of figures of speech and the character of metre in poetical passages read in the advanced division.

Language.—Leading principles of Etymology, Syntax, etc. Written and oral abstracts, narratives and description of "nature lesson" observations, etc., with attention to punctuation, paragraphing and form. All as in "Lessons in English," taught orally.

Writing and Drawing.—Copy books. Drawing in *Manual Training*, No. 1, complete, and No. 2 to end of Section V., with Drawing Books, Nos. 5 and 6, Model and Object Drawing; and lessons on mathematical construction of figures in advanced division. The use of the "Universal Scale." (Or condensation of alternative Drawing Course recommended).

Geography.—Text book (introductory) in advanced division. For all, thorough drill in the general geography of the Hemisphere maps.

History.—Outlines of British and Canadian History, in alternative divisions.

Arithmetic.—Common School Arithmetic, Parts II. and III., with evaluation and fundamental rules of Algebra for advanced division.

Bookkeeping.—Simple set for advanced division.

Music.—At least eight songs and the tonic sol-fa notation.

Lessons on Nature.—One daily to all pupils on such subjects as: estimation of weights, measures, distances, etc., properties of bodies, common physical phenomena, local representative specimens or species of the mineral, vegetable and animal world in the locality, the natural resources of the province—and the bearing of these on our industrial development, &c., &c. Experiments, &c., as in the Introductory Science Primer and *James' Agriculture*.

161.

FOR A COMMON SCHOOL WITH ONE TEACHER.

(UNGRADED, "MISCELLANEOUS," OR "RURAL" SCHOOL.)

[As a general rule there should be at least four classes or divisions in such a school; (a) those in Reader No. 5, (b) Reader No. 4, (c) Reader No. 3, and (d) Readers Nos. 2 and 1 and Primer. The pupils in such a school must be drilled to move without the loss of an instant of time, if the teacher is to be successful. There cannot be here the leisure of an ungraded school.]

Reading.—(d) Four lessons a day very short, with spelling, grammar and composition questions on them; (c) three short lessons in like manner; (b) two short lessons, one from Health Reader No. 1, with the full range of questions to them; (a) one lesson (Health Reader No. 2 on alternate days), with questions covering spelling, definitions, grammar, analysis, prosody and composition, more or less partially.

Writing and drawing.—(d) On slate or paper from blackboard or cards during specified times of the day; (c) same, more advanced; (b) copy books and drawing books, once each day; (a) the same once each day. The use of the "Universal Scale."

Language.—Text book only in (a) and once a day or every other day, with written composition in (a) and (b) as indicated in the other courses. Class instruction or essay criticism once or twice a week. All as in "Lessons in English," taught orally.

Geography.—Oral lessons once or twice a week to (d) and (c) and (b). Text book twice a week (b) and (a).

History.—Oral lessons once or twice a week to (c) and (b). Text book twice a week for (a).

Arithmetic.—Each class to receive attention twice a day as a class from the teacher; (d) a very few minutes at a time; (a) more time, which might vary with the difficulty of points to be reasoned out. This will form the main subject for "seat work," while the teacher is engaged with other classes.

Music.—At least twice a day for a few minutes. Exercises short and often given are more useful for many purposes than exercises long and seldom.

Lessons on Nature.—Once every day so as to select during the year the most important points specified in the uncontracted course. Oral lessons on subject matter of *James' Agriculture*.

A specimen time table is given below for such schools.

162.

SUGGESTIVE TIME TABLE.

(DESIGNED TO AID INEXPERIENCED TEACHERS AND TRUSTEES.)

This specimen is given here for a rural school in which it is assumed there is only common school work to be done—the work of the first eight "Provincial Grades."

Every teacher should have a *time table*, giving all these details, posted up in the school room, so that pupils can be guided by it even to their "desk" work. Inspectors are required to insist on this in every school.

TIME TABLE.

[For a "rural" or "miscellaneous" common school of eight grades grouped in four classes (a), (b), (c) and (d), as directed on the previous page, with about 44 pupils, 2 in 8th, 3 in 7th, 4 in 6th, 5 in 5th, 6 in 4th, 7 in 3rd, 8 in 2nd, 9 in 1st.]

TIME WHEN BEGUN	Duration (Minutes.)	RECITATION TO TEACHER.		SILENT WORK OF THE FOUR CLASSES AT DESKS.			
		Monday, Wednesday, Friday,	Tuesday, Thursday.	(a)	(b)	(c)	(d) †
9 : 00	15	Opening song, and Roll-call.					
9 : 15	15	(d) Reading, Spelling, etc.		Arith.	Arith.	Spelling.	Spelling.
9 : 30	15	(c) " "		Arith.	Spelling.	Spelling.	Spelling.
9 : 45	15	(b) " "		Spelling.	Spelling.	Drawing.	Drawing.
10 : 00	15	(a) " "					Arith.
10 : 15	5	Song and Calisthenics.					
10 : 20	30	(a), (b), (c) and (d), Arithmetic, etc.					
10 : 50	10	RECESS.					
11 : 00	15	(a) Gram. and Anal.	(a) Language.		Arith.	Arith.	Arith.
11 : 15	15	(d) Reading, Spelling, etc.	Mental Arithmetic.	Arith.	Arith.		
11 : 30	5	Writing.					
11 : 35	25	Drawing					
12 : 00	60	NOON INTERMISSION.					
1 : 00	5	Song and Roll-call.		Map Draw			
1 : 05	15	Geog., etc., (oral).	Hist., etc., (oral)				
1 : 20	15	(a+) Geog.	(a+) Hist.	Language	Arith.	Arith.	Arith.
1 : 35	15	(c) Language.	(d) Language.	Language	Language.	Language.	Language.
1 : 50	15	(b) " "	(a) Tues. { Health (b) Thurs. { Reader	Arith.		Spelling.	Spelling.
2 : 05	5	Song and Calisthenics.					
2 : 10	20	Arith., Alg., B. K., or Math., Drawing					
2 : 30	10	RECESS.					
2 : 40	15	"Nature" and Science lesson from objects.					
2 : 55	10	Writing or Drawing notes on lessons.					
3 : 05	15	(d) Reading, Spelling, etc.	(a), (b), (c) and (d) Re-	Math.	Math.	Arith.	Spelling.
3 : 20	15	(c) " "	citations, (Elocution-	Math.	Spelling.	Spelling.	Arith.
3 : 35	15	(b) " "	ary on Fridays.)	Math.			
3 : 50	10	Announcements, etc., and Song.					

NOTES ON THE TIME TABLE.

*Desk work, Mathematics, when teacher is not engaged with the class.

†Desk work, description in writing (and drawing when necessary) of natural objects or observations, when the teacher does not require the attention of the class to the "lesson" of the day. Some lessons may be adapted to all classes, others to the senior or junior. When an elementary lesson is given classes (c) and (d), the classes (a) and (b) should be working on a written description of a plant, an insect, or other phenomena observed, or experiments in physics, etc., with drawings. And vice versa.

‡Class (d) may be necessarily made up of two or three, if not more sub-classes, each of which must be rapidly taken in turn,—some in their letters, some in their primer, etc., but all must receive attention in these subjects three or four times a day, for they can do but very little at a time.

Reading.—Should include spelling, definition of words, grammatical notes, derivation, prosody, etc., as the matter suggests; and the literary and other ideas involved should be made clear to the pupils. There is a saving of time and effort in considering as many related things as possible together. See general prescriptions.

Language.—The "desk" work should require every day, if possible, the expression of the pupil's thoughts about something on which he can have clear ideas. To read a short story, or choice description once to the class, giving all, say, exactly five or ten minutes to

write rapidly their remembrance of it substantially, is a good exercise; especially if the errors are corrected before the class or otherwise shortly after; or to give them an object or a picture to "write up" in a limited time. This will develop facility in composition. Some grammar and analysis, of course, will be necessary in order to enable the pupils to understand the reasons why some methods of expression are better than others.

Mathematics.—Several subjects need be taken up only for a month or two, such as the elementary rules of algebra, accounts, the use of the mathematical scales, as on the Universal Scale (engraved on wood) and the compass in mathematical drawing. Some of these might be taken instead of arithmetic, say in the afternoon or on alternate days.

High School Work.—Where work of this kind has to be done, those studying the high school subjects might aid the teacher with some of the classes so as to obtain time for the high school studies which might otherwise cut down too much of the time given to the common school grades, which are of paramount importance in ungraded schools. When high school work is being done, the teacher's time, in case of a difference of view by those interested, might be fairly decided to be distributed to each grade in proportion to the number of grades and pupils in each.

Nature Lessons, &c.—See *general prescriptions*.

ALTERNATIVE COMMON SCHOOL COURSE OF DRAWING.

163. The following is the alternative course of Drawing for the common school grades, which is referred to in the preceding prescriptions. For partially graded, and for ungraded schools, it can be condensed as illustrated in the preceding condensations of the regular course for fully graded schools. The sub-divisions (a), (b), (c) and (d), serve to call and keep attention to lines which should be followed through all the grades, even in the condensed courses which teachers are expected to form and adapt to the conditions existing in rural schools:

GRADE I.

(a) *Drawing as an aid to Language.*—Free illustrative sketching from copy, memory and imagination.

Show pupils good outline pictures of simple objects, of scenes, and of scenery. Teach them to tell what such pictures express. Make on blackboard in presence of pupils outline pictures of familiar objects, such as a kitten, a boy with a flag, a house on hill-top, and a boy running after his hat. Let the pupils copy these pictures and combine them to form original ones.

Encourage all honest effort and criticise mildly even the poorest. When the drawing is not satisfactory ask the pupil to re-examine the object and try again, perhaps next day. This will be particularly valuable when he is drawing from memory.

Occasionally use coloured crayons and have the pupils use coloured pencils.

(b) *Drawing as an aid to Nature Lessons.*—Let every nature lesson end, when possible, with an illustrative drawing of the object studied.

This will lead the pupils to observe and examine with greater care, and render the impressions more lasting. Outline drawings of animals, trees, leaves and fruits, most interesting to children, are appropriate for this grade. Sometimes this work may be done in colour with the brush, using diamond dyes.

(c) *Formal Drawing Lessons.*—A half-hour lesson once or twice a week. Make the pupils draw from objects such as apples, half apples, oranges, leaves, tubers, roots, &c.—from any single object not involving perspective. They should frequently make models of objects in clay or other material and then make drawings of them. Some attention should be given to the primary colors with their tints and shades.

For manual drill, let the pupils draw circles and curves on the blackboard. They should occasionally, in symmetrical exercises, use both hands at the same time. and sometimes the left instead of the right hand.

All the drawings should be large. Much injury is done to children and time is wasted in striving for minuteness of detail and accuracy of finish, before the hand and eye are sufficiently developed.

In small country sections, or in schools where the teacher has but one grade and not too many pupils, stick and tablet laying, also paper cutting and folding should be practised. A series of such exercises will develop the idea of symmetry and be the best preparation for original designing.

Good teachers will, at this stage, be sparing in the use of technical terms. Young children should always draw from interesting objects. Type forms represent abstractions which should not be used until the pupil has reached them by his own generalizations.

Colored crayons may be used to advantage in all the grades, when water colors cannot be obtained or effectively used.

GRADE II

(a) *As an aid to Language.*—Encourage and help the pupils to illustrate simple scenes and events by pencil sketches.

Excellent selections in literature suited to this grade are now attainable, such as fairy tales, etc. Pupils generally take much pleasure in pictorial representations of them. Their attempts at first will be crude, but experience has shown that the great majority of pupils will improve rapidly, that their conceptions will be made more vivid, and consequently that the constructive imagination so useful in the study of history and geography will receive proper development.

(b) *As an aid to Nature Lessons.*—As in Grade I. More difficult objects and some detail; simple grasses and flowers, occasionally using water colors. The leaf in the various stages of its growth. The cow or horse and the dog from memory.

Let the pupil be asked to observe these animals carefully whenever he can and then make a memory drawing of them in school. Point out mistakes and let the pupil correct them by renewed observation until the work is fairly good.

Trees.—Characteristic foliage in mass of spruce, oak or beech, poplar or elm. Apple on branch with leaves.

(c) *As an aid to Mathematics.*—Teach the pupils to draw accurately from one point to another, using a ruler. Draw parallel lines.

Number work may be made more interesting by having the pupils make pictures of a given number of birds, apples, etc., by making them divide a line or any regular surface into equal parts to illustrate the nature of fractions, halves, fourths and eighths.

(d) *Formal Drawing Lessons.*—Two half hours a week. Continue same work as in Grade I, introducing the grouping of two or more simple objects. The manual drill on the blackboard should include ornamental curves.

Construct with coloured paper an historic border. Represent it by a drawing. Vary the pattern.

GRADE III.

(a) *As an aid to Language.*—As in Grade II (a). Excellent copies of masterpieces of art may now be obtained at so small a cost as to place them within reach of the poorest school.

Before studying and discussing the pictures appropriate for this (or any other) grade, the pupils should see and examine as many as possible of the objects mainly represented, clouds, forests, mountains, rivers, lakes, ravines, animals, churches, etc.

(b) *As a aid to Nature Lessons.*—As in Grade II (b), but somewhat more difficult. Cat, rabbit, hen, duck, herring, trout, the parts of a flower, turnip and potato, leaves, etc.

(c) *As an aid to Mathematics and Geography.*—Drawing squares and rectangles of given dimensions. Dividing them into square inches. Measuring distances in the classroom and representing them by lines one quarter of an inch to a foot.

Drawing correct plan of the schoolroom and of the play-ground.

Divisions of lines and surfaces into thirds, sixths and twelfths.

(d) *Formal Drawing Lessons.*—As in Grade II, but more advanced. Ornamental curves more complex, copied and original, on blackboard.

Borders formed by repetition of flower forms.

GRADE IV.

(a) *As an aid to Language.*—Continued as in Grade III (a).

(b) *As an aid to Nature Lessons.*—Common plants, shrubs, trees (of each three or four) so as to be readily recognized by their characteristic branching and foliage. Fruits. A few of the larger bones of the human body. The frog and the butterfly in the various stages of development. The sparrow and the robin.

Natural colors to be used when convenient. As it will generally be impossible to obtain human bones, corresponding ones from other large animals may be used instead.

(c) *As an aid to Mathematics and Geography.*—Fifths and tenths illustrated. The use of the compass in drawing circles. Right angles, triangles and squares geometrically constructed. Map drawing Plans to scale. Working drawings of a few simple objects. Principles of repetition and alternation in exercise on borders and rosettes. Study of color in objects. Pleasing combinations of color in design.

GRADE V.

- (a) *As an aid to Language*.—Continued as in Grades II. and III. The reading lessons will afford abundant material for pictorial drawings and illustrative sketches. Besides, there are incidents in child life, his games, etc.,—"playing ball," "fishing for trout." "snowballing." "what I saw on my way to school." "the hay makers." Drawings in mass of animals and children in interesting attitudes. Here appropriate colours will greatly improve the effect.
- (b) *As an aid to Nature Lessons*—Plants, thistle, horsetail, iris, woodsorrel. Animals—sheep and goat, turkey and goose, salamander, beetles, butterfly. Analysis of leaves and flowers for colour schemes.
- (c) *As an aid to mathematics and Geography*—Accurate drawings of polygons with compasses and ruler. Development of surface of pyramid in card board. Paper cutting to produce forms of regular solids. Plan of the school section. Map of province. Working drawings for a bracket.
- (d) *Formal Drawing Lessons*—Studies of good copies of famous paintings. Exercises in complete curves on blackboard—occasionally with both hands. The most elementary principles of free hand perspective as applied to simple objects,—the circle and the cube in different positions. The study and reproduction of historic ornament. Colour lessons—tints and studies in objects, and pleasing combinations of colour in design.

GRADE VI.

- (a) *As an aid to Language*—As in Grade V (a).
- (b) *As an aid to Nature Lessons*—Organs of the human body—hands, feet, ears. Plants—lady's slipper, red maple. Animals—bear and fox, hawk and owl, insects in various stages of development. Study of colour in natural objects.
- (c) *As an aid to Mathematics and Geography*—The measurement of angles and lines. Plotting geometrical figures, and simple geometrical problems. Map drawing—North America, showing Canada somewhat in detail. Working drawings of simple rectangular objects.
- (d) *Formal Drawing Lessons*—As in Grade V (d), but more advanced. The idea of type forms, cubes, pyramids, ovoids, etc., developed from the drawing of simple objects.

GRADE VII.

- (a) *As an aid to Language*—As in Grade V (a). Special attention to the drawing of the best buildings and landscapes of the section.
- (b) *As an aid to Nature Lessons*—Structure of bones and muscles, eyes. Plants. Animals—spider and web, kingfisher, squirrel. Analysis of beautifully colored natural objects.
- (c) *As an aid to Mathematics and Geography*—Plotting. More difficult geometrical problems. Map drawing—Europe. Working drawings.
- (d) *Formal Drawing Lessons*—Object drawing. Freehand perspective. Decorative design. Study of tints and shades. Pleasing arrangements of groups of fruit, vegetables, or other objects; vase forms, etc.; arrangements of objects to express some complex thought, as a bottle of ink, a pen and a sheet of paper.

GRADE VIII.

- (a) *As an aid to Language*—Occasional practice in pictorial sketching.
- (b) *As an aid to Nature Lessons*—Plants and animals. Heart and lungs of a sheep or an ox. Apparatus used in science lessons, etc.
- (c) *As an aid to Mathematics and Geography*—Accurate plotting and measurement by mathematical instruments. Working drawings of common objects to scale. Geometrical problems. Map of the British Isles.
- (d) *Formal Drawing Lessons*—The study of good drawings from master artists. Drawing of groups of models, flowers, fruit, etc. Historic ornament. Adaptation of natural forms to purposes of decorative designs. Colour harmony applied in design.

158.

GENERAL PRESCRIPTIONS.

The general regulations, on account of their paramount importance and their unchangeable character, are printed on page 10 of the School Register, so that they may be always before the eyes of the teacher. To save space they are not republished here; but attention is called to the fact that they are even of more importance than the special prescriptions which follow below as supplementary.

164.

SPECIAL PRESCRIPTIONS FOR HIGH SCHOOLS.

(Year ending July, 1904.)

An examination intended for those who require certificates of High School Scholarship is given annually on this course; but teachers and school boards are required by law to grade their schools according to local conditions. The subjects of any six papers will be a minimum "full course" to constitute a regular pupil or student under Regulation 59 in County Academies or any other high schools. The course to be taught in any school shall be determined by the joint agreement of the principal and the school board, with an appeal to the Inspector, and from him to the Council in the case of disagreement or dissatisfaction.

For High School certificates of Grades IX, X and XI, the examination for which is entirely optional on the part of pupils, a group of eight papers is imperative for a "High School Pass," with a minimum aggregate of 400, and no paper below 25. For a "Teacher's Pass" an aggregate of 400 is imperative, with no paper below 40 on any except the foreign languages.

[For 1904 it is contemplated to make *Bookkeeping* and *Drawing* count as full papers instead of half papers, in which case the 400 minimum will become 450.]

The subjects, number and values of the papers for the different grades of examination, and the general scope of examination questions, are indicated in the curriculum which follows. The text books named indicate in a general manner the character of work expected on each subject. Examination questions are assumed to be on the subjects, not on the text books, and may demand description by drawing as well as by writing in all grades. In any subject, also, a question may be put on work indicated under the head of "general prescriptions."

As it is practically impossible to obtain text books covering the subjects to the exact extent desirable by a majority; and as it would be pedagogically unsound to require even pupils in the same class—the one who may have a special ability and liking for the subject, as well as the one who has no ability or taste for it—to do the same amount of work; and as it is generally desirable that a text should contain more exercises and matter for students who may have the power and the wish to do more than the average, the text books recommended are selected with the view of containing more rather than less of what would suit the poor or even the average student.

The excess of the text recommended is therefore equalized by the device of optional questions at examination. Examination questions are distributed as regularly as possible over the field prescribed. When only five questions are required for a full paper, six questions are equivalent to the reduction of the text by one-sixth, seven questions by two-sevenths, (nearly one-third), and so forth. History and Geography in IX. and X. will have ten questions equally distributed, for instance, of which five will make a full paper, two of which must be on one subject and three on the other. This is virtually easier than halving the whole prescription, for the these questions can be selected from the favorite subject. It will be practicable for a teacher under these circumstances to reduce the prescription to one-half of each, if he thinks he can do better work; but the memorization of details is never good except for those who may do it naturally without effort.

The device of optional questions for the equalization of texts and the peculiarities of pupils for examination purposes appear not to have been understood or appreciated by some teachers, who would restrain both the clever teachers and the able and well grounded pupils of the whole province to a course which could be mastered by immature or poorly prepared pupils.

GRADE IX.

Subject.	Paper.
ENGLISH.	1: LITERATURE—Dickens' <i>A Christmas Carol</i> (Riverside), and Scott's <i>The Lady of the Lake</i> (T. C. Allen & Co.), with critical study, word analysis, prosody and recitations; (b) English Composition as in <i>Sykes</i> , or an equivalent in the hands of the teacher, with essays, abstracts and general correspondence, so as to develop the power of fluent and correct expression in writing.
LATIN.	2: As in GRAMMAR (excepting notes and appendix) with easy exercises in parsing and analysis.
FRENCH.	3: As in <i>Collar and Daniell's First Latin Book</i> , to end of Chapter LIV., or any equivalent grammar, with easy translation and composition exercises [The <i>Roman</i> (Phonetic) pronunciation of Latin to be used in all grades].
	4: As in Longmans' French Course (Bertenshaw), <i>Grammar Part I.</i> and <i>First Conversational Reader</i> to page 34.

- HISTORY AND GEOGRAPHY. { 5: (a) Review of Canadian history as in Calkin with oral lessons on civics as suggested in "How Canada is Governed." (b) Geography as in *advanced* text,—astronomical (the easier problems), physical, and the various portions of the British Empire. (Exam. questions one-half optional.)
- SCIENCE. 6: (a=80). Botany as in Spotton or an equivalent. (b=20) Physics as in Primer or equivalent (winter months). Texts to be used only as aids to the study of the objects. Drawing of parts of plants, etc., while being studied
- DRAWING AND BOOKKEEPING. { 7: (a=20). Construction of plans, geometrical figures and solution of mensuration and trigonometrical problems by mathematical instruments. (b=30) High School Drawing Course No. 1, with model and Object drawing and *Manual Training* No. 2 completed. (c=50) Commercial forms and writing, with Single Entry Book-keeping problems.
- MATHEMATICS. { 8: ARITHMETIC—As in the *Academic* to page 66.
9: ALGEBRA—As in *Hall & Knight's Elementary* to end of Chapter XVI.
10: GEOMETRY—Euclid I, with the easier exercises in *Hall & Stevens* to Prop. 48.

GRADE X.

- ENGLISH. { 1: (a) Same subjects as in previous grade, but more advanced scholarship required. (b) Composition as in *Sykes*, or an equivalent in the hands of the teacher, with special attention to the development of readiness and accuracy in written narrative, description, exposition and general correspondence.
2: As in GRAMMAR (excepting appendix) with exercises in parsing and analysis.
- LATIN. 3: As in *Collar and Daniell's First Latin Book* complete, and "*Cæsar's Invasion of Britain*," by Welch and Duffield.
- GREEK. 4: As in *White's First Greek Book*, lessons I to L.
- FRENCH. 5: As in Longman's French Course (Bertenshaw), *Grammar Part II*, and *First Conversational Reader* completed.
- GERMAN. 6: As in *Joynes-Meissner's Grammar*, first 18 lessons, with *Buchheim's Modern German Reader*, Part I, first division only.
- HIST. AND GEOG. 7: Review of British History as in "Outlines." (b) Advanced textbook of Geography completed. (Exam. questions, one-half optional.)
- SCIENCE. 8: (a=70) Chemistry as in *Waddell or Williams*. (b=30) Agriculture as in *James or Mineralogy* as in *Crosby*.
- DRAWING AND BOOKKEEPING. { 9: (a) Mathematical Drawing as in previous grade but more advanced. High School Drawing Course, No. 2, and model and object drawing, with simple drawing from nature. (b) Bookkeeping; Double Entry forms and problems.
- MATHEMATICS. { 10: ARITHMETIC in the *Academic*.
11: ALGEBRA as in *Hall & Knight's Elementary* to end of Chapter XXVII.
12: GEOMETRY, Euclid I, II and III to Prop. 20, with the easier exercises in *Hall & Stevens*.

GRADE XI.

- ENGLISH. { 1: LITERATURE—(a=80) DeQuincy's *Joan of Arc* and Tennyson's *The Princess*. (b=20) A general acquaintance with the prescribed literature of the previous grades as above.
2: GRAMMAR—History of English language and Text Book complete with difficult exercises. (b) History of English literature as in *Meiklejohn*.
3: Grammar and easy composition partly based on prose author read.
- LATIN. 4: (a) *Cæsar's De Bell. Gall.*, Books II and III (for 1905, Book V), and (b) *Vergil's Æneid*, Book I; (also 1905, Book I), with grammatical and critical questions.
- GREEK. 5: Grammar and easy composition based partly on author read and *White's First Greek Book* completed.
6: *Xenophon's Anabasis*, Book II, (for 1905, Book III), with grammatical and critical questions.

- FRENCH. 7: *Grammar* as in text of previous grades, or Lanos' *Synoptical*, with composition exercises. *Authors: Nos Enfants et Leurs Amis*, by Suzanne Cornaz, and *L'Anneau D'Argent*. by DeBernard (Macmillan & Co.)
- GERMAN. 8: As in *Joynes-Meissner*, to lesson 44, with Buchheim's *Modern German Reader*, Part I., complete.
- HIST. AND GEOG. 9: General History and Geography as in *Swinton*.
- PHYSIOLOGY. 10: As in prescribed text, "*Martin's Human Body and the Effects of Narcotics*"
- PHYSICS. 11: As in *Gage's Introduction to Physical Science*.
- 12: PRACTICAL MATHEMATICS as in *Eaton*
- 13: ALGEBRA AND ARITHMETIC as in *Hall and Knight's Elementary Algebra*, omitting chapter XLI.
- MATHEMATICS. 14: GEOMETRY as in Euclid I to IV, with the easier exercises, the more important definitions and algebraic demonstrations of Euclid V, and Euclid VI (text) to Prop. 19, as in *Hall and Stevens*.

GRADE XII.

The examination on this syllabus may be known as the senior Leaving Examination of the High School. This portion of the course of study may be profitably undertaken on the lines best adapted to the staff of instructors or demands of students in the larger High Schools or County Academies. There is in this grade a bifurcation of the course into a classical side and a scientific side, with minor options leading to the certificates of grades XII (classical) and XII (scientific) respectively. This grade is not only not compulsory on any school section, but it should not be attempted in any school with less than four High School teachers.

(A) IMPERATIVE FOR BOTH SIDES.

- ENGLISH. 1: As in *Lounsbury's English Language*. Chaucer's *Canterbury Tales: The Prologue, The Knights and the Nonne Prestre's Tale*. (Skeat's 2/6 edition.) (Also for 1905).
- 2: *Stopford Brooke* (Copp, Clark) for reference. Carlyle's *Sartor Resartus*. Shakespeare's *Julius Caesar* and Milton's *Paradise Lost, Books I and II*. (For 1905, Thackeray's *Humorists*, Shakespeare's *Henry V*, and Milton's *Paradise Lost, I and II*.)
- HISTORY. 3: As in *Green's Short History of the English People*, and *Clement's History of Canada*.
- PSYCHOLOGY. 4: As in James' *Text Book of Psychology*, Titchener's *Primer*, or Maher—edition of 1900.
- SANITATION. 5: As in the Ontario Manual of Hygiene.

(B) IMPERATIVE FOR CLASSICAL SIDE.

- LATIN. 6: Grammar as in *Bennett*, and Composition as in *Bradley's Arnold or equivalents*. Latin translation at sight.
- 7: TACITUS.—*Histories*, Book I. (For 1905 *Annals*, Book IV).
- 8: CICERO.—*Pro Lege Manilia*, and *Pro Archia*. (Also for 1905).
- 9: VERGIL.—*Georgics*, Books I and IV. (For 1905, *Æneid*, Books V and VI).
- 10: HORACE.—*Odes*, Books III and IV. (Also for 1905).
- 11: ROMAN HISTORY AND GEOGRAPHY.—As in *Liddell's*.
- 12: Grammar as in *Goodwin*, and composition as in *Fletcher and Nicholson*, or equivalents. Greek translation at sight.
- GREEK. 13: PLATO.—*Apology and Crito*. (Also for 1905).
- 14: DEMOSTHENES.—*De Corona*, omitting documents. (For 1905, *Philippics*, I-III, and *on the Chersonese*).
- 15: SOPHOCLES.—*Antigone*. (For 1905, *ÆSCHYLUS—Prometheus Vinculus*).
- 16: GRECIAN HISTORY AND GEOGRAPHY.—As in *Smith's*.

(C) IMPERATIVE FOR SCIENTIFIC SIDE.

SCIENCE.

- 17: PHYSICS—As in Gage's *Principles of Physics*.
- 18: CHEMISTRY.—As in Storer & Lindsay's *Elementary*.
- 19: BOTANY.—As in *The Essentials of Botany* by Bessey (latest edition); with a practical knowledge of representative species of the Nova Scotia flora.
- 20: ZOOLOGY.—As in *Ontario High School Zoology*, or equivalent with dissection of typical Nova Scotia species as in list specified in *Journal of Education*.
- 21: GEOLOGY.—As in Sir William Dawson's *Hand Book of Canadian Geology* (excepting the details relating to other provinces from pages 167 to 235, or an equivalent text).
- 22: ASTRONOMY.—As in Young's *Elements of Astronomy*.
- 23: NAVIGATION.—As in Norrie's *Epitome* or equivalent.
- 24: TRIGONOMETRY.—As in Murray's *Plane Trigonometry*.
- 25: ALGEBRA.—As in Hall & Knight's *Higher Algebra*, omitting "*" paragraphs and chapters XXIV to XXXI.
- 26: GEOMETRY.—*Euclid*, particularly VI and XI, as in *Hall and Stevens*, with exercises. "Loci and their equations," as in chapter I, Wentworth's *Elements of Analytic Geometry*.

MATHEMATICS.

(D) OPTIONAL FOR EITHER SIDE.

FRENCH.

- 27: FRENCH GRAMMAR AND COMPOSITION.—As in *Brachet* or equivalent.
- 28: FRENCH AUTHORS.—(a) Berthon's *Specimens of Modern French Prose*, complete; and Scribe's *Le Verre D'Eau*. (Macmillan & Co) (b) Berthon's *Specimens of Modern French Verse*, Part I and the pieces beginning on the following pages of Part II of Macmillan & Co.'s editions; 112, 120, 125, 129, 134, 139, 146, 151, 158, 170, 176, 178, 183, 187, 197, and 206.

GERMAN.

- 29: GERMAN GRAMMAR AND COMPOSITION.—As in *Joyes-Meissner* or equivalent.
- 30: GERMAN AUTHORS.—As in Buchheim's *German Reader, Part II*.

To pass Grade XII (scientific) a minimum aggregate of 1000 must be made on twenty papers, including all in groups (A) and (C) and any other five papers.

To pass Grade XII (classical) a minimum aggregate of 1000 must be made on twenty papers, including all in groups (A) and (B) and any other four papers.

No paper to fall below 25.

For Grade XII (classical and scientific), all the subjects in group (D) must have been taken as well as those in (A), (B) and (C). No paper to fall below 50.

For "Teacher's pass," no paper to fall below 50.

165.

UNIVERSITY MATRICULATION.

The leading universities and colleges of the Provinces have agreed to accept the Grade XI or Junior Leaving High School certificates in lieu of their matriculation examination, when the certificate indicates a pass on each subject required by the particular matriculation standard concerned. For example, a university may fix 50 or 60 per cent., more or less, in Latin, Greek or any other subject as its standard. Again, a candidate may fail to take a "pass" High School Certificate through a low mark in a subject not required for matriculation, yet make sufficiently high marks, as shown by his "examination record," on the subjects required to admit him to the university. This constitutes a practical affiliation of the Public High Schools with the Universities, which will save division of energy in many high schools, while it will place each of the Universities in the same relation to the public schools.

166.

TEXT BOOKS.

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 a reasonable cost, a series of texts adapted for use in schools. Change in authorized books is in itself a very undesirable thing.

The prescribing of new books is one of such importance to the country that the most extraordinary care has to be taken to make sure that the ultimate advantage of a change

will more than compensate the people for the temporary loss or annoyance always involved in making a change. But change there must be. It is the essential condition of all growth; and we ought under such circumstances to be always prepared for it.

Instructors and teachers are reminded:

(1) That the course of study for common schools encourages an economical expenditure for the text books by providing a system of oral instruction for junior classes. Too many teachers try to satisfy themselves in respect to their more youthful pupils by placing in their hands text books not needed in any case, and worse than useless when unaccompanied by proper oral exposition. A text book should not be required for a child until he is prepared to use it intelligently.

(2) That the regulation which makes it illegal and improper for a teacher to introduce unauthorized texts, by no means hinders him from giving his pupils the benefit of other treatises to whose explanations he may attach importance. The progressive teacher will always have such aids within reach, and will so use them as to impart variety and interest to his instructions.

LIST OF TEXT BOOKS PRESCRIBED FOR USE IN SCHOOLS.

167.

COMMON SCHOOL GRADES.

Royal Readers, Primer and Nos. 1 to 5. (Thomas Nelson & Sons, Edinburgh and London.) [3 cts., 10 cts., 17 cts., 30 cts., 45 cts., and 60 cts., respectively.] In French sections, French-English Royal Readers, Primer to No. 3. [8 cts., 20 cts., 30 cts., 45 cts., respectively.] *Les Grandes Inventions Modernes*, par Louis Figuiet, 50 cents.

Spelling book superseded—*English Edition*. (Sullivan Bros.) 25 cents.

Health readers Nos. 1 and 2. (T. C. Allen & Co., Halifax.) 20 and 30 cents.

Calkin's Introductory Geography. (A. & W. Mackinlay, Halifax.) 60 cents.

History of England and Canada. (Copp, Clark Co.) 30 cents.

Lessons in English. (Revised. A. & W. Mackinlay, Halifax.) 30 cents. [Grammaire Francaise Elementaire, for the use of teachers in French sections.] 30 cents.

Common School Arithmetic. (T. C. Allen & Co., Halifax.) 15 cents each part; 40 cents *three parts* bound in one.

Tonic sol-fa. *School-day Melodies*, by Ada F. Ryan. Parts I and II, 10 cents each.

Writing: Copy Books—*Vertical*, as in Jackson's New Style, 5 cents each; or *Sloping*

Royal, 7 cents each.

Drawing Books: Public School Drawing Course (Canada Pub. Co., Toronto), 5 cents each; or Langdon S. Thompson's, 10 cents each; or home-made books of cheap paper, under direction of each teacher for alternative course recommended.

168.

HIGH SCHOOL GRADES

English Grammar (Mackinlay). 30 cents.

Academic Arithmetic (T. C. Allen & Co.) 40 cents.

Martin's "The Human Body and the effects of Narcotics." (Henry Holt & Co.) \$1.65.

Calkin's Geography of the world (Mackinlay). \$1.25. Calkin's History of Canada, 50 cents.

Outlines of British History (Thomas Nelson & Sons, Edinburgh.) 45 cents.

Hall & Stevens' Euclid. [I., 25 cents, I. to IV., 55 cents, I. to XI., 80 cents.]

Hall & Knight's *Elementary Algebra*. 75 cents.

James' *Agriculture* (Morang, Toronto.) 30 cents.

NOTE—The character of the High School work in its various subjects is further indicated by the books referred to in the High School Course of Study from year to year.

169.

MAPS, CHARTS AND APPARATUS.

The Council has not deemed it necessary to prescribe maps and charts of particular authorship for use in the Public Schools. In such well-known series as those of Phillips, Johnston, or Mackinlay, trustees will find an abundance of excellent material from which to select. The special character of Church's Mineral Map will tend to popularize it in many parts of the province, while it fully answers the purpose of a general map.

Ptanga's Natural History Series of botanical and zoological drawings is accompanied by a manual of directions.

The "Standard Dictionary" (Funk & Wagnalls, New York and London), is recommended.

Trustees are authorized to procure the "School Equipment," described as *necessary* in

the Manual of the School law, from any makers or publishers, satisfactory to themselves and the inspector.

170.

RECOMMENDED FOR THE USE OF TEACHERS.

- The Educational Review* for the Atlantic Provinces of Canada. Important on account of its reference to local and current educational progress, and for urgent or special official notices to teachers between the semi-annual issue of this JOURNAL. Therefore it is also recommended to all Boards of School Trustees. \$1.00 per annum.
- School Science*, a monthly adapted specially to high school work. \$2.00 per annum. (740 Cullom Avenue, Chicago, Ill., U. S. A.)
- Notes on Education*, by J. B. Calkin.
- Song-Teachers' Guide*, by Miss Ryan, 30 cents. (T. C. Allen & Co.)
- How Canada is Governed*, by Sir J. G. Bourinot.
- History of Canada*, by Roberts; Weaver's *History of Canada*, 50 cents.
- Readings in Canadian History*, edited by G. U. Hay, \$1.00.
- Educational Reformers*, by Quick (Appleton & Co.)
- Education*, by Herbert Spencer.
- Faunce's Mechanical Drawing*
- Wool's Primer of Political Economy* (Copp, Clark Co.) 50 cents.
- The International Students' Atlas*, 10 x 13 inches, 90 pages of maps and 70 of index to places. (George Newnes, London, 6/0. (\$1.80))
- Public School Book-keeping*, by Maclean (Copp, Clark Co., Toronto.) Authorized for New Brunswick. 45 cents.
- French Grammar and Language on a Topical System Part I.*, by Lanos.
- New Methods in Education* (Art, Real Manual Training, Nature Study), by J. Liberty Tadd; pages 456, 7½ x 10½ inches. \$3.00
- Art Instruction in Primary Schools*. A Manual for Teachers (second year), by Mary Dana Hicks. (The Prang Elementary Course)
- High School Botanical Note Book*, Parts I. and II., for the Provincial Examinations, Ontario, paper, 150 pp., 7 x 10 inches. 50 cents each. (W. J. Gage & Co.)
- Shorthand Books*, Isaac Pitman's (Sole Agents in Canada, Copp, Clark Co., Toronto.) Full list upon application. The Phonographic Teacher, 20 cts.; Key to the Phonographic Teacher, 20 cts.; Pitman's Shorthand Instructor, \$1.50; A Manual of Phonography, 50 cts.; Key to Exercises in Manual, 20 cts.

NATURE LESSONS; ETC.

- Guide to Nature Study* for the use of Teachers (Copp, Clark Co., Toronto). 90 cents.
- Hodge's Nature Study* (Gunn & Co.)
- Morang's "Modern Nature Study"*, Toronto.
- Brittain's "Nature Lessons"* (New Brunswick); *Payne's "100 Lessons in Nature Study around my School"* (Kellogg, New York); *Object Lessons* for standards I., II., and III. (England), by Garlick and Dexter (Longmans, Green & Co.)
- In the Acadian Land*. Nature Studies, by R. R. McLeod. Pages 166, 7 x 5 inches.
- Ways of the Woodfolk*, by Wm. J. Long. Pages 205, 5½ x 7½ inches.
- Ways of the Wilderness* "
- Needlework, Knitting and Cutting Out*, by Elizabeth Rosevear (Macmillan & Co.). Pages 136, 5 x 7 inches.
- Handbook of Household Management and Cookery*, by Tegetmeier (Macmillan & Co.) Pages 132, 4 x 6 inches.
- Ontario Public School Domestic Science*, by J. Hoodless (Copp, Clark Co.). 196 pages, 5 x 7 inches, 50 cents.
- Elementary Text Book of Cookery*, by Helen N. Bell, 25 cents. (T. C. Allen & Co.)
- Public School Agriculture* (Ontario.) Pages 250, 4 x 6½ inches.
- The Soil* by F. H. King. Pages XV+303. (Macmillan & Co.)
- The Fertility of the Land*, by Isaac Phillips Roberts. Pages XVII+415. (Macmillan & Co.)
- The Principles of Fruit Growing*, by L. H. Bailly. Pages XI+508. (Macmillan & Co.)
- Milk and its Products*, by Henry W. King Pages XIII+250. (Macmillan & Co.)
- School Hygiene*, by W. Jenkinson Abel, 53 pages, 5 x 7 inches; (Longmans, Green & Co.)
- Or Primer of Hygiene*, by Ernest S. Reynolds, 164 pages, 4 x 6 inches; (Macmillan & Co.)

ELEMENTARY AIDS TO STUDY OF NATURAL SCIENCE.

- The Science Primers*. (Macmillan & Co., London).
- Guides for Science Teaching*, Nos. 1 to XV. (D. C. Heath & Co., Boston).
- Illustrated Guide Books* to facilitate the study of Natural History; 1, Trees; 2, Ferns;

- 3, Butterflies; 4, Beetles; 5, Moths; 6, Fresh Water Fish; 7, Frogs and snakes. Each, oblong paper 6 x 8 inches, 50 cents. (Bradlee Whidden, 18 Arch St., Boston).
Entomology for Beginners, by Packard, pp. 367, 5 x 7 inches. (Henry Holt, New York.)
Practical Methods in Microscopy by Clark, pp. 216, 5 x 7 inches. (D. C. Heath & Co., Boston).
Practical Botany for Beginners, by Bower [Histology of type plants, with microscope and reagents]. (Macmillan & Co.). Pages 275; 5 x 7 inches.
The Teaching Botanist, by Ganong, pp. XI+270, 7½ x 9 inches (Macmillan & Co.). \$1.10.
Plant Physiology, by Ganong, pp. VI+147, 5½ x 9 inches (Henry Holt & Co.), \$1.00.

171. HAND-BOOKS AND BOOKS OF REFERENCE FOR SCHOOL LIBRARIES.

BOTANY.

- Gray's Manual*, pp. 760, 8½ x 5½ inches, \$1.80.
Illustrated Flora (of North Eastern America), by Britton & Brown, 3 volumes, each of about 600 pages, 11 x 7½ inches, \$3.00 (Scribner, New York).
Britain's Manual (Holt, New York), \$2.25.

ZOOLOGY.

- Manual of the Vertebrates*, by Jordan, pp. 375, 8 x 5 inches (McClurg, Chicago), \$2.50.
Hand-book of Birds (of North Eastern America), by Chapman, pp. 420, 5 x 7 inches (Appleton, New York), \$3.00.
Key to North American Birds, by Coues, pages 900 +, 10 x 7 inches, \$7.50 (Estes & Lauriat, Boston).
Manual for the Study of Insects, by Comstock, pages 700, 9½ x 6 inches, \$3.75. (Comstock Pub. Co., Ithaca, New York).
Cyclopedia of American Horticulture, by Bailey, of Cornell (Virtue & Co., of Toronto), 4 volumes, \$20.00.

PHYSICS.

- Physical Measurement, Parts I, II, III and IV*, by Harold Whiting. Pages xxviii + 1226, 6 x 8½ inches. D. C. Heath & Co., Boston.

FORESTRY.

- First Book of Forestry*, by Filbert Roth, Ginn & Co., Boston, pages 291, 7 x 5 inches, 75 cents.
Economics of Forestry, by B. E. Fernow, T. Y. Crowell & Co., N. Y., pages 520, \$1.50.

172. In the Revised Statutes of 1900, Chapter 52, Section 77 (e), authority is given for the raising of funds for books for the school library by assessment. Until the Council has prepared and published a list of books for such libraries, trustees purchasing such books with school funds should first send a list of the proposed books, their publishers, sizes and prices, to the Secretary of the Council for its approval.

173. In some schools among those fully graded, the prescribed Readers may be thoroughly mastered before the other portions of the course; so that additional reading may profitably be undertaken by the pupils. Such readings are known as "supplementary," and may be authorized by the Council for any section making application; but only on the conditions: (a) that the prescribed Readers have first been thoroughly mastered, and (b) that the "supplementary" Readers authorized be the property of the school section, so that no parent or pupil shall be required to purchase any such Reader.

THE MORE IMPORTANT AMENDMENTS OF THE SCHOOL LAW SINCE THE CONSOLIDATION OF 1900.

An Act to Amend Chapter 52, Revised Statutes, 1900, "Of Public Instruction."

(Passed 4th April, 1901.)

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

1. Chapter 52 of the Revised Statutes, entitled, "Of Public Instruction," is hereby amended as follows :

(1) Section 71 is amended by adding at the end thereof the words following :

"Except in the cases of any section the schools of which are affiliated with the Provincial Normal School and of the City of Halifax, in which two cases the amount shall not in any year exceed twelve hundred dollars."

(2) The following section is added after section 67.

67A. "The time employed by the principal of the schools of any school section in supervising or grading the schools, the time employed by teachers of his staff who are required to assist in the grading of any of the departments, the time teachers are in attendance at certain educational institutes with the consent of their trustees, and the time lost by the necessary closing of a school on account of such conditions as the presence of contagious disease, shall be reckoned as authorized teaching time according to the conditions prescribed by the Council."

An Act to Amend Chapter 52, Revised Statutes, 1900, "The Education Act."

(Passed March 27th, A. D. 1902.)

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

1. Section twenty-one (21), sub-section one (1), of Chapter fifty-two, Revised Statutes, 1900, is amended by striking out the following words in the last line thereof : "at the hour of eight o'clock in the evening."

2. Sub-section two of said section twenty-one (21) is amended by striking out the words "and another hour" in the second and third lines thereof.

3. Section seventy-seven of said Act is amended by adding to sub-section (h) of said section the following words : "the cost of conveying children to school, and."

LEGISLATION OF 1903.

The following Acts were passed in the session of the Legislature just closed :

An Act to Consolidate Certain School Sections in Annapolis County.

WHEREAS, Middleton School Section Number 24, Spa Springs Number 21, East Brooklyn Number 20, Nictaux Number 36, Nictaux Falls Number 34, Wilmot Number 23, West Brooklyn Number 19, and South Farmington Number 22, have, by resolution of the rate-payers, determined to unite and form one Union Section for school purposes for a period of three years, and to maintain during that period one graded school with special branches in Manual Training, Domestic Economy, and Nature Study, at Middleton,

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

1. The action of each of the federating sections, at a special meeting called for the adoption of said union, is ratified and confirmed.

2. Each of the said confederating sections shall retain its existence as a separate section during said period, and may transact its business at regularly called school meetings, but shall not maintain a separate school in the section.

3. Each of the federating sections shall be obliged to vote each year, collect and pay over to the board of trustees of the united sections, for the support of said central school during the three years of said union, a sum not less than the average amount expended annually from sectional assessment for and in connection with the maintaining of the school in that district or section during the three years of 1899, 1900 and 1901.

4. The board of trustees of the said united section, which shall be known during its existence as Middleton Section, Number 24, Annapolis East, shall consist of a number equal

to one member for each school or department supported during the year before the date of the union, the majority of whom shall form a quorum for the transaction of business.

5. The ratepayers of each of the confederating sections shall at the annual school meeting elect a trustee for each school department maintained in the section preceding the date of the union, and said representatives when so elected shall form a board of trustees of the union or federated sections, and said board of trustees when so formed shall possess the same powers and duties as regards said united section as those possessed by boards of trustees in other sections so far as practicable in this case.

6. In case the ratepayers of any of the school sections forming the united section fail to elect a trustee or trustees for the united board, the inspector of schools for the district shall appoint said trustee.

7. The school buildings used for the consolidated schools and the land on which they are situated at Middleton shall be vested in the trustees of the consolidated section and under their sole control. Any apparatus contributed by either of the contributing sections to the equipment of the united schools shall, if desired, be returned or accounted for to the trustees of the section at the end of the three years in as good condition as when received, reasonable wear and tear and unavoidable casualties excepted.

8. The said united section shall come into existence on August 1st, 1903, but the money for the support of the united schools during the first year of its existence shall be voted at the annual meetings next preceding said date, and the board of trustees shall be appointed and report to the inspector within one week of said annual meeting, and when appointed shall convene as soon thereafter as practicable at the call of the trustees or a trustee representing the central section, or at the call of the inspector, for organization and business.

9. The said board of trustees shall among other duties arrange for the conveyance to and from school of pupils of the said united section residing beyond the limits of Middleton School Section, Number 24.

An Act to amend Chapter 52, Revised Statutes, 1900, "The Education Act."

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

1. Sub-section (b) of section eleven of the Education Act is amended by adding thereto the following words, "and also any existing school section or part of a school section,"

2. Section fourteen of said Act is amended by inserting after the word "determine" in the second line thereof the words "subject to the recommendation of the inspector."

3. Sub-section two of section sixteen of said Act is amended by striking out the word "alteration" in the second line thereof.

4. Sub-section three of section twenty-eight of said Act is amended by inserting after the word "ratepayers" in the second line thereof, the words "or in case there are less than fourteen ratepayers in the section, on the requisition of the majority of ratepayers"

5. Sub-section two of section thirty-seven of said Act is amended by striking out the words "as soon as practicable," in the first and second lines thereof, and substituting the words "if necessary or if required by the inspector," in lieu thereof.

6. Section sixty-three of said Act is amended by striking out the words, "at a rate not exceeding five per cent.," in lines five and six thereof

7. Section seventy-two of said Act is repealed and the following substituted therefor:—

72. (1) The clerk of the municipality of every county or district shall annually add to the amount required for county purposes, but distinct from all other amounts required for such purposes, a sum sufficient after deducting the estimated cost of collection and probable loss, to yield an amount equal to thirty-five cents for every inhabitant according to the last census of the municipality and of all incorporated towns which before incorporation territorially formed part of such county or district.

(2) The said sum shall be divided between and borne by the municipality and the incorporated towns in the same proportions as the county fund, under the provisions of the Towns' Incorporation Act and the Assessment Act and amendments thereto respectively, and shall be collected in the same manner as other rates and taxes.

(3) Notwithstanding the provisions of any statute of Nova Scotia, every incorporated municipality of the county or district of which it before incorporation territorially formed part, its proportionate part of the said sum.

(4) The sum so raised by the municipality and incorporated towns shall be paid out annually for the support of schools by the treasurer of the municipality upon the order of the superintendent, and shall be called the Municipal School Fund.

8. Section ninety-nine of said Act is amended by inserting after the word "section" in the sixth line thereof the words "or, in case of their refusal, the Inspector."

An Act Relating to the Consolidation of School Sections.

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

1. The Council of Public Instruction is authorized to expend a sum not exceeding thirty-six thousand dollars for the purpose of assisting in consolidating school sections and the schools therein, and in arranging for the conveyance of pupils to and from such consolidated schools.
2. Such sum shall be expended in accordance with regulations to be made by the Council, and shall be paid out of the Provincial Treasury upon the order of the secretary of the Council.
3. A copy of all regulations made under the provisions of this Act shall be laid before the House of Assembly and Legislative Council within the first ten days of the next session of the Legislature after the regulations are made.

An Act for the Encouragement of Rural School Libraries.

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

1. The Council of Public Instruction may pay annually out of the Provincial Treasury to any teacher acting as the librarian of the school library of the school section the sum of five or ten dollars, according as the equipment of the school, the value and use of the library, and the general management of the school and library, attain the standards prescribed by regulations of the Council for the smaller or larger library grant respectively.
2. Nothing in this Act shall apply to the schools in any incorporated town or in any school section employing a Class A teacher drawing a superior school grant, or a teacher drawing an Agricultural or Manual Training grant

MORE IMPORTANT REGULATIONS OF C. P. I. SINCE THE CONSOLIDATION IN THE MANUAL OF 1901.

MARCH ANNUAL SCHOOL MEETING.

In some fishing districts it may be found desirable to take advantage of that provision of the law under which the Council of Public Instruction may fix for a given section an earlier date for its annual school meeting than the last Monday of June. If any such cases exist, it is very desirable that these early annual meetings be held on the same day. The last Monday in March is suggested as likely to be the most generally convenient date

Sections feeling the necessity of an early date for the annual school meeting should through their trustees, make an application to the Council through their Inspectors *before the end of February*, so that the Inspector may be able to transmit all such applications with recommendations or comments thereon, to the Council of Public Instruction on the 1st day of March, when it is probable action can be taken promptly on them, and due notice given in time for the holding of the meetings on the last Monday of the month.

This suggestion, it is hoped, will enable cases of this kind to be arranged easily and without the delay otherwise necessary.

The following School Sections have been added to those given in Sec. 42, of the Comments and Regulations of the Council of Public Instruction, whose annual meetings have been fixed by the Council for the last Monday in March. See Manual of School Law, 1901, pages 68 to 71.

ANTIGONISH.

- No. 79.....Frankville.
- No. 77.....Cape Jack.

DISTRICT OF ARGYLE.

- No. 2.....East Pubnico.

CAPE BRETON.

- No. 28.....Marion Bridge.
- No. 75.....Trout Brook.

DISTRICT OF CHESTER.

- No. 2.....East Chester.

DISTRICT OF DIGBY.

- No. 14.....Gilbert.
- No. 41.....East Ferry.

DISTRICT OF GUYSBORO.

- No. 3.....Riverside.

DISTRICT OF LUNENBURG.

- No. 60.....Cleveland.
- No. 72.....New Cumberland.

DISTRICT OF HALIFAX, WEST.

No. 1.....	Hubbard's Cove.
No. 7.....	Glen Margaret.
No. 28.....	Portuguese Cove.
No. 65.....	West Chezzetcook.

DISTRICT OF HALIFAX, EAST.

No. 4.....	Head Jeddore.
No. 10.....	Owl's Head.
No. 19.....	Spry Bay (Leslie).
No. 27.....	Beaver Harbor.
No. 29.....	Quoddy.

DISTRICT OF SOUTH QUEENS.

No. 3.....	Central Port Mouton
No. 13.....	West Berlin.

RICHMOND.

No. 8.....	Petit de Grat.
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DISTRICT OF ST. MARY'S.

No. 30.....	Spanish Ship Bay.
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VICTORIA.

No. 26.....	Upper Washabuckt.
No. 30.....	Estmere.
No. 34.....	Gillis Point.
No. 41.....	Seaview.
No. 65½.....	South Ingonish.

DISTRICT OF NORTH INVERNESS.

No. 4½.....	Le Fort.
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DISTRICT OF CAPE BRETON.

No. 20.....	Round Island.
No. 38.....	Ball's Creek.
No. 59.....	Catalone.
No. 84.....	Caledonia.

At The Second Monday in March has been suggested as a more universally satisfactory date than the last Monday of the month for this meeting.

School sections are invited to express their preference to Inspectors, so that the law may be made to agree with the general need as soon as possible.

MANUAL TRAINING.

Ordered, that under section 71 of Chapter 52, of the Revised Statutes of 1900, no public money shall be paid to school boards for the instruction of pupils in Manual Training Schools, who have not advanced as far as Grade VI of the Public School Course; except when specially authorized by the Education Department, for pupils over thirteen years of age, and that the grants on account of the Domestic Science departments of such schools shall not exceed one-half of the maximum grant allowed under the law to the school board for Manual Training in the Mechanic and Domestic Sciences.

Regulation 108 amended as on page 42.

Regulation 114 (Provincial License) amended as on page 44.

Regulations 126 to 128 (Provincial Educational Association) amended as on page 45.

RURAL SCHOOL LIBRARIES.

The Rural School Library grants, authorized by statute (see page 71), are intended to stimulate the formation and use of libraries in school sections other than those in which Class "A," Agricultural or Manual Training grants are drawn—which grants are already conditioned to some extent by the existence of appropriate libraries.

For the five dollar grant the books belonging to the library in the year 1904 must be worth at least twenty dollars, and at least 200 issues of books must have been made during the year, to readers.

For the ten dollar grant the books belonging to the library in 1904 must be worth at least fifty dollars, and at least 400 issues must have been made to readers during the year.

Each year subsequent to 1904 the minimum value of the smaller library must be five dollars greater than on the previous year until it becomes fifty dollars, when the minimum shall remain constant.

In like manner, each year subsequent to 1904 the minimum value of the larger library must be ten dollars greater than on the previous year until it becomes one hundred dollars, when the minimum shall remain constant.

The books reckoned as library books qualifying for the grant shall be as far as possible adapted to the wants (1) of the pupils, and (2) of the residents of the school section, and shall be selected from a list recommended by the Council of Public Instruction. "Blue books," reports, and any documents published by the Dominion Provincial or municipal governments for the information of the public should also find a place in the library; but their value shall be reckoned at zero, although in all other respects they shall be numbered as volumes or pamphlets.

The books shall be the property of the school section, no matter whether the funds have been raised by sectional assessment, by school entertainments, subscription or donation;

and shall therefore be primarily in charge of the school board, and their secretary as an asset of which they shall present the inventory at each annual meeting; and for the loss or injury of which through lack of efficient management or care, they shall be personally liable to the section.

The books shall be kept (when not loaned to readers) in a proper book-case under lock and key. Under the direction of the secretary of the school-board the teacher acting as librarian shall be responsible for the loaning, collecting and safe keeping of the books to the school trustees. The librarian at the close of his period of service shall deliver up to the secretary the library and its whole equipment in good order and in good condition except for reasonable wear and tear or accidents not due to his lack of intelligence or care. The loss of any volumes or material through the librarian's fault will be chargeable against his salary, and shall be replaced at his expense by the secretary. In the case of a conflict of opinion the inspector shall arbitrate the case.

The secretary shall on the retiring of any librarian acknowledge by his signature the correctness of the inventory of the library thus given up; and on the assumption of the duty of librarian by another teacher, the said teacher shall in like manner acknowledge the correctness of the inventory of the library handed over to him. If a book is lost or injured by any one to whom it has been issued, the secretary of the trustees shall promptly take the necessary legal action for its recovery or the cost of its restoration on the report of the librarian who shall not be responsible for the loss, provided he has followed the instructions of the secretary in a reasonable manner, and reports the injury or loss promptly.

The full library grant shall be paid to the teacher who thus acted as librarian for the school year in addition to the regular Provincial Aid, provided the library has been kept properly catalogued and managed in accordance with the instructions issued from time to time from the Education Office, and was reported to be in operation in the semi-annual return and in the annual return, as well as in the special library return, with the exactness required; and provided it is also approved by the inspector to whom the intention of competing for the grant should be intimated at the opening of the school, and whose duty it shall be to specially examine and report upon all such libraries.

PROVISIONAL REGULATIONS FOR RURAL SCHOOL LIBRARIES.

1. There must be a Dictionary outside of the library, for reference, and all pupils above Grade III must know how to use it and should be accustomed to use it.
2. There must be a Library Case, under lock and key, for the library books. Glass doors are recommended.

ACCESSION BOOK.

3. There must be an "Accession Book" kept, in which all the books of the library are entered as they are procured, so as to show all the details specified below

This book should be seven by nine inches, with good stiff cover and well bound back, and at least 48 leaves. Books of 72 leaves are more common, and are a good size for even the smallest library; for they will be large enough to keep the record of books added to the library for many years.

The Inspectors of Schools can supply a uniform label for such book, somewhat as follows:

ACCESSION BOOK
of
RURAL SCHOOL LIBRARY,
in
..... School Section,
No., District of
County of, Nova Scotia.

The two pages will be used as a single folio, 14 inches wide and 9 inches deep, containing 20 or more horizontal blue lines; and should be neatly ruled in red ink by the librarian, as follows:

- 1st. A double horizontal line near the top on which the titles of the vertical columns shall be neatly written.

2nd. Vertical lines in red from the double horizontal line to the bottom, forming columns of the following breadth under each of the following headings :

(Left Page.)				
No. ($\frac{3}{4}$ inch.)	Class. ($\frac{1}{2}$ inch.)	Author. (2 inches.)	Title. ($2\frac{1}{2}$ inches.)	Date Received. ($1\frac{1}{4}$ inches.)
(Right Page.)				
Publisher. ($2\frac{1}{2}$ inches.)	Year Pub. ($\frac{1}{2}$ inch.)	Source. (1 inch.)	Cost. ($\frac{1}{2}$ inch.)	Remarks. ($2\frac{1}{2}$ inches.)

All the entries must be in ink. Books should be numbered consecutively from No. 1. The Class, indicated by a letter, should also for convenience be given near the number, which should be on the inside of the front cover. A general label may be provided for this purpose—somewhat as follows :

RURAL SCHOOL LIBRARY.

No..... Class.....

..... School Section,

..... Co., Nova Scotia.

Give surname of author first, followed by his initials.

Give short title, sufficient to distinguish the book—omitting the article.

Give date when book is entered in the "Accession Book."

Give short title of publisher and place, thus "Macmillan's, London."

Give the date of publication—the year.

Under "Source," use any brief expression to indicate from whom the book was obtained.

Put a letter "g" (gift) under the head of "cost" or "f" (free) when necessary, etc.

Under "Remarks," make such entries as the following: "Lost 3 Jan, 1903"; "Missing 18 Apr, 1903"; "Given in exch for No. 47"; "Rec'd in ex. for No. 12"; "Worn out and withdrawn (date)"; "Replaced by No. 123," &c.

CARD CATALOGUE.

4. There must be a record of the loans of books, and each book must be loaned by the librarian to a reader (not by one reader to another), so that the library may receive due credit for the number of readings or "issues" of the books.

The system of loan records prescribed is the "Card system," briefly described as follows:

There must be a card cut exactly three by five inches for each book in the library, having on the five inch top line a place for the "No." ($\frac{1}{2}$ inch), "Class" ($\frac{1}{4}$ inch), "Author," (2 inch—surname first), "Title" ($2\frac{1}{4}$ inch).

Underneath this line may be nine or ten horizontal lines, which should be divided into two halves by a strong vertical line, each half to be again divided into three columns under the following heads: "Date Lent" ($\frac{1}{2}$ inch), "Borrowers name" ($1\frac{1}{2}$ inch), "Date returned" ($\frac{1}{2}$ inch). This will give room for 18 or 20 records of borrowing; and as the lines can be continued beyond the bottom of the card to the other side, it will contain space enough for about 40 borrowings of the books, one nearly for each week of the school year. In dating, the months should be indicated by only one or two letters Ja.—January, Je.—June, Jl.—July, etc.

If the book is borrowed so seldom that the card will do for two school years a red line should be ruled to separate distinctly the record of the previous school year from that of the current year. This will enable the librarian to count up the number of the "issues" of each book for the yearly return, readily and accurately.

The card will look somewhat like this :—

Book 47.		Class B.		Author : Dickens, C.		Title : Christmas Carol.	
Date lent.	Borrower's name.	Date returned.	Date lent.	Borrower's name.	Date returned.		
1903.							
Jan. 18.	John Smith.....	Jan. 25.	.....	.....	.....
Feb. 3.	Alice Jones.....	Feb. 10.	.....	.....	.....
Mar. 10.	Fred Adams.....	.....	.....	.....	.....
.....	Jane Clarke.....	.....	.....	.....	.....

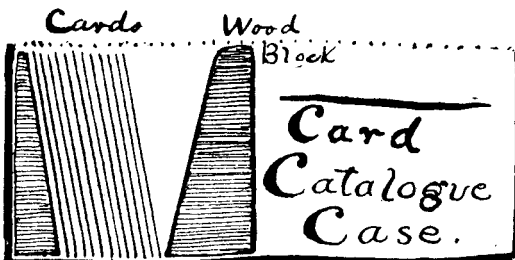
This card shows that Charles Dickens' "Christmas Carol" was issued to John Smith for a week, from January 18th to 25th, when it was returned; issued to Alice Jones on February 3rd to 10th; and to Fred Adams on March 10th, not yet returned. Jane Clarke's name is entered to show that the book was promised her when returned by Fred Adams, the "date lent" not to be filled in until it is issued to Jane Clarke.

Arrangements will be made to have these cards prepared and supplied at a very cheap rate—not more than 25 cents per hundred, which is approximately the cost of those used in the State of New York, U. S. A.

The cards should be kept in a neat wood or pasteboard box, five inches wide and about three inches deep, with the Author and Title uppermost, arranged always strictly in the alphabetical order of the names of the authors, and the books of each author likewise arranged in the alphabetical order of the Title.

The books in the Library must be arranged in the same order, when any one can be found as rapidly as a word in the Dictionary

While the breadth of the inside of the card box should be five inches, or just a little more, in order to allow the cards to be moved without friction, the length would depend on the number of cards which might in the future be expected to be required. It is recommended to have the card box several inches long, if a large library is expected in a few years, the vacant space of which can have a neat block of wood which can slide up to the cards so as to keep them vertical. It will be an advantage to have the face of such block against the cards slightly sloping instead of vertical, so that when in contact with the base of the card, the finger can tilt the top of the card a half an inch forward so as to expose the author and title to view. It is also preferred to have a similar wedge like block at the back of the cards, so that they will not be resting vertically on edge, but tilted back slightly, thus making the "author and title" more easily visible when fingering for the required card. Side view of such a box :



CLASSIFICATION.

The books shall be classified into the following twelve classes, the statistics of which must be given separately in the annual return. To make such a report possible and easy the letter indicating the class should be entered on each book and card near its No. :

- Class A.—*Scientific* (including all books ranging from elementary nature study to the applications of science to the arts and industries, such as Agriculture, Forestry, etc.)
- B.—*Travel and Description.*
- C.—*Biography.*
- D.—*History and Mythology.*
- E.—*Fiction.*
- F.—*Poetry.*
- G.—*Fine Arts* (Music, Drawing, Painting, etc.)
- H.—*Miscellaneous* (Literature which cannot come under the foregoing or following classes).
- J.—*Books of Reference* (Dictionaries, Cyclopedias, Gazetteers, Atlases, Year Books, School Law and JOURNALS, certain Reports on Education, Geology, Agriculture, Trade and Navigation, etc.)
- K.—*Blue Books* (all government, and municipal reports, publications, etc., not in J.)
- L.—*Periodicals.*
- M.—*Readers* (and duplicates) for *Supplementary Reading in School.*

ANNUAL RETURN

OF

RURAL SCHOOL LIBRARY

IN

..... School Section No.
 District of Co. Nova Scotia,
 for School year ended 31st July, 190..

BOOK AND CIRCULATION STATISTICS.

Class.	No. Books added during school year.	No. Books lost or withdrawn during school year.	No. Books at beginning of school year.	No. Books at end of school year.	Circulation (No. of issues) during school year.
A.....					
B.....					
C.....					
D.....					
E.....					
F.....					
G.....					
H.....					
J.....					
K.....					
L.....					
M.....					
Total.....					

* No. of issues to others than pupils in this total Total.....
 Books added during year, by purchase....., by gift....., by exchange..... Total.....
 " withdrawn during year, by wear....., by loss....., " Total.....
 Number of borrowers (readers), children....., adults..... Total.....

FINANCIAL STATISTICS.

Total expenditure on Library (from last Annual Return).....	\$.....
Expended this school year on Library case and accessories.....	\$.....
" " " Books.....	\$.....
<hr/>	
Total expenditure to end of this school year.....	\$.....
<hr/>	
Estimated present value of Library case and accessories.....	\$.....
" " " Books.....	\$.....
<hr/>	
Estimated present value of total Library equipment.....	\$.....

ANNUAL FINANCIAL STATEMENT.

<i>Receipts.</i>		<i>Expenditures.</i>	
Balance from last year.....	\$.....	For Library case and equip- ment.....	\$.....
From School Funds.....	.....	For Books.....	.....
" Donations.....	.....	Balance on hand unexpended, if any, at end of school year.....	.....
" Contributions of pupils.....	.....	
" School entertainments.....	.....	
" Fines for damage to " books.....	.....	
" Other sources.....	.....	
Total.....	\$.....	Total.....	\$.....

[It is recommended that no balance be left *unexpended* at the end of the school year. The totals will then show the exact expenditure on the Library during the school year].

CERTIFICATE.

This is to certify that to the best of our knowledge and belief the Library has been conducted during this school year as required by law; that all the blanks in this return are filled in correctly; that an exact duplicate of this return over our signatures is fixed neatly and securely into the "Accession Book," after the last entries for the school year, and before the page for entries of next school year.

Signed this..... day of..... } Teacher and Librarian.
 A. D..... at..... } Secretary School Trustees.
 County of..... Nova Scotia. }

Endorsation and comments of Inspector.

NOTES.

Whenever a book is given out the entry is to be made on the card as already indicated; and when it is returned care must be taken to mark the card before the book is placed in the case, where it should be arranged in the same alphabetical order as the card in its box.

An asterisk or star should be placed over the name of each adult borrower, so that the number of these may be readily picked up by running the eye over the cards. The teacher, parents and ratepayers of the section should have the privilege of using the library; and the number of issues of books to adults will therefore be an interesting and important item of information for the educational authorities as well as for the general public.

The teacher should give notice of the intention to compete for the Library grant when intimating the opening of school to the inspector. But the library equipment for the smaller or larger grant should be reported to the inspector as complete not later than at the end of the first half of the school year. This gives the teacher half a year to start a library, if there is none in existence at the beginning of the year.

A book loaned to a member of a family in which infectious disease has broken out should not be returned to the library; but its value should be promptly paid and a new book obtained.

Books prescribed by the C. P. I. or recommended in the JOURNAL OF EDUCATION are thereby authorized also for the Rural School Libraries. But until a general list, now in course of preparation, shall be published, duplicates of the lists of books proposed to be prescribed for libraries should be sent to the Education Department for approval.

TENTATIVE COURSE OF NATURE STUDY.

The following course was formulated by the Macdonald Nature-Study Teachers from Nova Scotia and other provinces of Canada, while studying at the University of Chicago last fall.

They have since been studying at Cornell, and are now taking a special course at Columbia University, New York, before taking a final at Guelph.

After their course is finished we may have further information from them on this department.

In the meantime it is hoped all teachers in the schools of Nova Scotia may carefully study this draft, as well as candidates for teachers' licenses.

Progression and coordination of subjects should be secured and confusion and unnecessary repetition avoided. The school-garden work should become not only a vital part of the child's education, but the great center of vitalizing interests and influences radiating into nature in every direction. Let each pupil have a plot. The element of individual ownership is of prime importance. To promote an unselfish spirit there should be a common plot for each grade, in addition, where experiments by the grade as a whole may be carried on.

The field lesson, rather than the laboratory, is the most important factor in elementary nature study. In advanced work a laboratory becomes essential. There is scarcely a lesson in this subject within the range of primary and advanced grades that cannot better be given outdoors than indoors, if one can have access to appropriate conditions. The field lesson should be a source of infinite suggestion and an uplift to the whole nature of both pupil and teacher.

Place the child in appreciative, loving contact with nature, and thus break down the artificial barriers between it and the child. Cultivate a familiarity with all created things as they exist under normal conditions. Do not proceed under the theory that the wonderful things in nature are the most conspicuous. Every region has natural features of interest. Those things should be studied first which are nearest and readily accessible. The nature study should fit the season.

The rigid school-room decorum is out of place in field work. "Keep order" by inspiring the pupils with a desire to learn something and this will result in the necessary self-control. Ignore no object or question that the pupil brings. Try to form in the child the habit of investigation. Let each child examine his own specimen or make his own observations, and express in his own words what he has discovered by his senses.

Each pupil should have something definite to show as the result of his observation. After the lesson or the field work, have the pupils make a record of their observations, or in some way summarize the results of the work which they have done. Let this exercise depend upon the subject of the lesson. Sand, or clay-modelling, blackboard sketches, drawings, water-color paintings, written and oral compositions, may be called for as the material studied may seem to demand. In this way connect arithmetic, mensuration, modelling, drawing, painting, writing, and language work with the nature study lessons. The work in each class will be determined by the ability and knowledge of the teacher, and by the ability of the pupils to intelligently observe and interpret their observations. The work in each grade should be a connecting link between the work of the preceding grade and that of the succeeding one. The chain will thus be gradually lengthened and at the same time strengthened, in all its links.

"Nature study is learning those things in nature that are best worth knowing, to the end of doing those things that make life most worth the living." (Hodge).

GRADE I.

Planting and caring for a small garden plot, and watching the growth of the plants. Note the seasonal changes in the landscape, and in plants and animals. Habits of common animals observed. Obvious effects of rain on soils, and on plant and animal life. Field trips and excursions. Field

GRADE II.

Care and observation of a small garden plot. Observations of plant and animal life in meadows, woods, swamps, etc. The colors of leaves, flowers, etc., learned and imitated in crayon or water-colors. Noting changing colors in landscape and corresponding changes in

climate. Estimation of weight, distances, measures, etc. Direction from the school house of conspicuous objects, learned by reference to the cardinal points of the compass. Field trips and excursions continued.

GRADE III.

School-garden work, each child will have a separate plot. Interrelation of plant and animal life observed in woods, swamps, ponds, meadows and streams. Some simple experiments to answer questions arising from observations or occupations of the children. General aspect of the landscape and some of the causes of change. Work of running water in wearing away and building up the land. Physical differences in soils. Structure, covering, habits and uses of a few common animals. Field trips and excursions.

GRADE IV.

School-garden work. Observations and comparisons at different seasons, of the living forms, animal and vegetable, inhabiting different geological areas. Explanation in a general way of the differences observed. Easy lessons on heat and steam. Examination of soils for water, gravel, sand and clay. Colors, habits and songs of a few common birds. Transformations and habits of some common insects. A more detailed study of domestic animals. Apparent motion of the sun and moon, and the phases of the latter. Field work continued.

GRADE V.

School-garden and natural history excursions. Study earthworms, insects, birds and other animals. Study of common shrubs and trees. Distribution of seeds by wind, animals, etc. Examinations of soils for amount of water, gravel, sand, clay and humus; and experiments to show the relations of these constituents to plant growth. Varying length of days and nights. Position of sun at noon at different dates. Simple experiments suggested by studies in field and garden.

GRADE VI.

School-garden and field work. Study of animal life continued and extended. Plant life in relation to heat, light and moisture. The plant societies of different areas, and evident relation to environment. Analysis of food-plants and foods, for water, dry matter, carbon, ash, etc. Easy studies on common rocks and minerals, and their identification in the soil. Use of thermometer, barometer and rain-gauge. Distribution of sunshine at different seasons, and its effect on temperature, and on plant and animal life. The landscape as an organism throughout the year.

GRADE VII.

Garden and field work. Studies in animal life, especially of birds and insects in their relation to agriculture. Gross analysis of a few plants. Recognition of plants of the Buttercup, Rose and Lily families by their family features. Simple studies in Chemistry and Physics growing out of previous work. Composition of common mineral and rocks. Records of weather changes. Apparent relative motion of the heavenly bodies. Positions and names of a few of the constellations.

GRADE VIII.

School-garden work extended. Fuller interpretation of natural phenomena. Previous studies in animal life reviewed and extended. Study of individual plants, particularly weeds and cultivated plants, with special reference to their adaptations in form, structure, etc., to their surroundings. Simple studies in the lower forms of plant life. Lessons on the food and growth of plants, and simple physical and chemical experiments necessary to their explanation. Lessons on the composition of the air and water and their relations to plant and animal life. Aspect of the heavens at different seasons.

(This course was prepared by D. W. Hamilton, and approved of, with amendments, by the Canadian Teachers at Chicago University, Dec. 1st, 1902).

THE LEAGUE OF THE EMPIRE.

We have pleasure in bringing to the attention of our teachers, for such as may take an interest in this form of imperial co-operation, the main features of this organization; more especially as the Hon. Secretary of the central committee, and the League itself, have been cordially commended to our consideration by the High Commissioner for Canada, Lord Strathcona and Mount Royal.

OBJECTS OF THE LEAGUE.

To inspire personal and active interest in the Empire as a whole, and to promote educational and friendly intercommunication between its different parts:—

- (1) Through the teaching of Imperial history and conditions, by means of public and school lectures.
- (2) Through the furtherance of such training as shall make members efficient citizens in whatever part of the Empire they may be called upon to live.
- (3) Through the supplying to the youth of the Empire a common bond of literary intercourse—(a) by means of a magazine, (b) by means of written correspondence, member with member, or school with school.

METHODS OF THE LEAGUE.

1. The work of the League shall be independent of party politics.
2. In the pursuit of its educational schemes, the League shall, in all instances, ask the approval and support of the board of education and of the directors of education throughout the Empire. In the case of all schools, secondary and primary, where its methods are acceptable, it shall ask to be accepted as a school society.
3. For the "promotion of interest in the history and conditions of the Empire as a whole," the League shall establish in London a lecture bureau, with distributing branches. The work of the Bureau shall be of two kinds: 1st, to enrol the names of lecturers skilled in matters of Imperial interest, as well as of travellers and Colonial and Indian visitors, who may be willing to assist the League. 2nd, to prepare written lectures with descriptive sets of lantern slides illustrative of the scenery, life and history of all parts of the British Empire. The work of the distributing branches shall be to supply to affiliated schools and to branches of the League such lectures as may be required by them.
4. For the purpose of extending this system to every country of the Empire, the League shall also enrol the names of intending visitors to each colony who may be willing to lecture there on the affairs of the mother-land. And shall invite executive committees of their own League and those of allied associations in each country of the Empire to assist them (a) in the collection of sets of slides with written descriptive accounts of the scenery, industries and important occurrences of such country; (b) in the forwarding of copies of such slides and lectures to the central bureau for inter-Colonial and home use; (c) in the distribution in such country of sets of slides and lectures from the other colonies and from Great Britain.
5. For the better training of members in their duties of Imperial citizenship, the League shall everywhere encourage and assist boy members to join cadet corps, and to attend such handicraft and technical classes as are provided by the county council and other bodies. It shall also, as promptly as its funds permit, endeavor to assist each allied school and local branch to procure suitable rifles, and the services of an instructor.
6. For the promotion of educational and friendly intercommunication between the different parts of the Empire, the League shall form a correspondence branch, through which members in one part may be linked with "comrades" of like age and tastes in other parts: (a) for friendly correspondence, (b) for obtaining information on any special condition or industry, (c) for the interchange of specimens of various kinds for private or school collections. It shall also make arrangements, where desired, for the linking of schools—English, Indian and Colonial—one with the other, for mutual competition in set papers and in essay writing.
7. For the better furtherance of all these objects, as well as for the providing of a connecting link between the different allied associations, branches, affiliated schools and individual members of the League throughout the whole Empire, the League shall issue a monthly magazine, which shall, as far as possible, deal broadly with all phases of Imperial life and afford a general exchange and information agency for all parts of the Empire.
8. The League also proposes to assist in the supplying of useful introductions to members removing from one part of the Empire to another, or to those visiting the mother-

land ; in the extending of hospitality to the poorer chapters of the League in large towns ; in the collection of magazines and other literature for distribution in outlying parts of His Majesty's dominions, and of books for children's free libraries.
 [Then follows the constitution of the League in detail, which on account of the demands on our space must be omitted.]

The Central and Executive Committees of the League will be glad to receive offers of assistance—

- (1) From all educational men and women who will give the League their support or countenance.
- (2) From all lecturers willing to give either regular or occasional help—(a) in school lectures, (b) in public lectures—for the benefit of the League.
- (3) From friends able to assist with the lecture bureau ; in the gift of lanterns and slides to be sent on loan to board and national schools ; in entertainments and in the collection of books and magazines ; in the formation of branches and chapters ; in obtaining donations to the rifle and shooting scheme or to the magazine fund or club funds of the League.

All particulars may be obtained from—

MRS. ORD MARSHALL, *Hon. Secretary*, Central Committee,
 67 Great Russell Street, London, W. C.
 COLONEL E. C. GARSTIN, *Hon. Treasurer*,
 146 Cromwell Road, London, S. W.

[Copy].

THE LEAGUE OF THE EMPIRE.

67 GREAT RUSSELL ST., LONDON, W. C.,
 March 5th, 1903,

To the Chairman and Committee of the London School Board:

My Lord, Ladies, and Gentlemen,—

We have been given to understand that it is your intention to introduce into your schools a system of correspondence with the children of colonial schools.

May we venture to make a proposal to you as regards the colonial section of this business. Our League applied some months ago, through the agents-general to the heads of the educational departments in the different states and provinces of the colonies, asking their kind co-operation in a scheme for inter-communication between the schools of the Empire ; which scheme will we believe be of mutual use to them as well as to ourselves. We are now receiving favourable answers to our applications.

This scheme which we have the honour of laying before you has been submitted to educational experts and includes not only the linking of children for individual correspondence, but also the linking of schools, secondary and primary, for the exchange of specimens (natural history and otherwise) for school museums. The latter and much larger half of this scheme has been undertaken by no other league or educational body except ourselves. We feel therefore that we are trespassing on nobody's interests in asking your acceptance of our League as our agency from whence to draw the colonial children, which you may require for your own correspondence scheme.

We desire to state that in thus making use of us as an agency, we do not ask you to introduce our League into your schools nor to make your children corresponding members of it. We ask merely that you will apply through us for the colonial correspondents that you may require. We make this request from the desire to save both confusion and the duplicating of trouble to the colonial authorities. For the carrying out of a Scheme, dealing in the first place, with schools secondary and primary in all parts of the United Kingdom, and in the second place with like Schools in the different Countries of the Empire, it would be necessary to establish a bureau in London where teachers could register the grade of school and the Province or State with which they desired to correspond.

We have naturally no right to intrude on any plan you may be pleased to adopt with regard to the schools of the London Board, we would only lay before you the fact that the work of the educational authorities in the Colonies would be much facilitated if they dealt with one bureau only, instead of with several independent bodies, and that the supply and demand both for the larger scheme of dealing with schools all over the United Kingdom, as also for your own schools in London will be the much more easily regulated.

I beg to state that we have received a private letter of hearty sympathy from Lord

Londonderry, as regards the aims of our association. Answers have also arrived from certain of the heads of the education offices in the colonies offering us their assistance and letters also promising co-operation from the government officials in South Africa.

Trusting you will grant a kind consideration to our application,

Believe me, faithfully yours,

(Signed) E. M. ORD. MARSHALL,
Hon. Sec. Central Committee.

The following correspondence sufficiently explains itself :—

THE LEAGUE OF THE EMPIRE.

67 GREAT RUSSELL STREET, LONDON, W. C.,
March 5th, 1903.

A. H. MACKAY, ESQ., LL. D.,
Superintendent of Education for Nova Scotia.

DEAR SIR,—I beg to acknowledge your letter of the 10th February, and to thank you in the name of my Committee for your kind promise to facilitate the operations we desire as regards inter-communication between the children and schools of the different parts of the Empire.

I beg to inform you that we have presented a copy of your letter to the Committee of Management of the London School Board, and we have proposed to them that they should use our League as an agency through which they may apply for correspondents for the children in their schools.

I enclose a copy of their letter. We desire to establish a Bureau in London where the names of all schools willing to co-operate may be registered and where application may be made by teachers for the schools required. We feel this is the only way in which the matter can be satisfactorily dealt with. The separate action of different associations and educational bodies would not only cause confusion, but would be the means of duplicating trouble to the educational authorities everywhere.

May I ask your consideration of our scheme. I will communicate with you again as soon as I have received an answer from the London Board. I may add that our papers have been submitted to educational experts and we have the assurance of the support of various educational bodies.

The matter of providing our schools with a colonial section in their museums is we feel a matter of imperial importance; some friendly competition in essay writing is asked for by all grades of schools. We trust that you may approve of the providing of English sections in the museums of your schools. Certain schools in connection with us are already linked for this purpose. I am by this mail despatching copies of our circular for distribution throughout the schools in all parts of Canada.

With renewed thanks for your kind courtesy,

Believe me, faithfully yours,

E. M. ORD. MARSHALL,
Hon. Sec. Central Committee.

P. S.—Of course whether the London School Board use us as their agents or not, we still desire your co-operation with regard to schools secondary and primary in all other parts of the British Isles.

In the following communication from Major-General Campbell Hardy, reference is specially made to paragraph 6 of the "Methods of the Empire League," printed at the beginning of this article:—

A. H. MACKAY, ESQ., LL. D.,
Superintendent of Education, Nova Scotia.

VICTORIA PARK, DOVER, ENG.,
13th March, 1902.

DEAR SIR —As chairman of our local branch of the League, a prospectus of which I enclose, may I ask you kindly to forward the views expressed in paragraph 6 of its methods? We are anxious to obtain corresponding friends in the Colonies, and as a long resident in Nova Scotia and intimately acquainted with its natural history, I have thought of asking for the co-operation of one of its educational establishments. The head mistress of our High School for Girls has requested me to try and find a corresponding set of pupils in Canada for her classes, which have recently joined our League.

Perhaps you would refer this request to the Truro Normal or other Schools in your province. I think I observed some most creditable contributions in papers on Nature Study, illustrated by sketches, collection of pressed plants, etc., as coming from that school last summer at the Nature Study Conference in Regent's Park, London.

A few descriptions of common objects of Natural History in Acadie would be most gladly received, and responded to, by a return of such contributions from our own productions. For instance, for a short paper on your spring flowers, including of course the May flower (*Epigea*), we would send back a similar description (with specimens) of our own season's principal wild flowers. Drawings of native birds, etc., would also be very interesting.

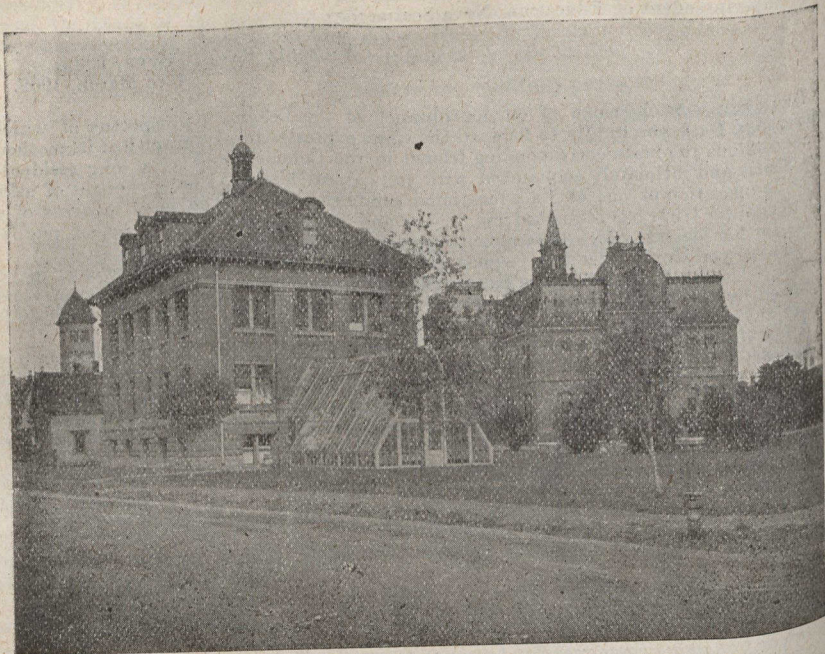
We hope much from this drawing together of young nature students in different parts of the Empire, and may even look forward to an interchange of visits of departed scholars during the summer holidays, for which arrangements would be gladly made here.

I remain yours truly,

CAMPBELL HARDY.
Major-General.

These communications are published in order to place the invitations before each teacher in the Province who desires to try the value of this most effective manner of developing the ideas and interest of pupils, and preparing them effectively for the citizenship of the greatest Empire of all time.

The Superintendent of Education and the Inspectors will be glad to know of schools in which such exchanges are being made; and will be obliged for any brief reports on the value of such study exercises.



PROVINCIAL NORMAL SCHOOL,
TRURO, N. S.

- DAVID SOLOAN, B. A., *Principal, Principles of Pedagogy and Language, History and German.*
- JOHN B. CALKIN, A. M., *Emeritus Professor of Psychology and Pedagogy.*
- JAMES B. HALL, PH. D., *Psychology, History of Education, and Method in Geography.*
- HERMON W. SMITH, B. Sc., (*Principal, School of Agriculture*), *Botany, Biology and Agriculture.*
- OTTIE A. SMITH, *Drawing and Calisthenics.*
- J. ALPHONSE BENOIT, B. A., *Method in Mathematics and Physics, French.*
- EDWARD W. CONNOLLY, B. A., *Hygiene, Physiology, Math. Drawing, Commercial Branches.*
- MINA A. READE, *Elocution and Music.*
- L. C. HARLOW, B. Sc., B. S. A., *Chemistry, Nature Study.*

AFFILIATED SCHOOLS.

- THE PROVINCIAL SCHOOL OF AGRICULTURE: *Principal, H. W. Smith, B. S.*
- THE MACDONALD MANUAL TRAINING SCHOOL: *T. B. Kidner, Principal.*
- THE TRURO SCHOOL OF DOMESTIC SCIENCE: *Elizabeth P. McCall, Principal.*
- THE TRURO KINDERGARTEN: *Mrs. S. B. Patterson, Principal.*
- THE TRURO PUBLIC SCHOOLS: *Directors of Teaching Practice, W. R. Campbell, M. A., and James Little, County Academy, Truro.*

The Provincial Normal School is conducted under authority and by direction of the Council of Public Instruction for the purpose of training teachers for the public schools. Certificates of professional qualification corresponding in rank to the grade of High School certificate held are awarded only to those who complete a course here. Candidates for licenses to teach Mechanic Science or Domestic Science are required to pursue the teachers' training course in the Macdonald Manual Training School or at the Truro School of Domestic Science, affiliated to the Provincial Normal School. Information concerning these

courses can be had by applying to the Supervisors of Manual Training in the respective departments, Mr. Kidner and Mr. Campbell. For information concerning admission to the Kindergarten training-class apply to Mrs. S. B. Patterson.

Tuition in all departments is free to students intending to teach in Nova Scotia, and travelling expenses are paid at the rate of five cents per mile coming and going.

Board and lodging in Truro cost from \$2.50 to \$3.00 per week.

SUMMER COURSE AT PROVINCIAL NORMAL SCHOOL FOR BI-LINGUAL TEACHERS IN ACADIAN SCHOOLS

A special summer course at the Provincial Normal School will be conducted during five weeks beginning July 15th, 1903. The primary aim of the course will be to impart the most effective methods of language-teaching in the schools of French-speaking communities and thereby to remove the disadvantage at which the children of these communities are placed through lack of facility in the use of English. Methods will be presented in as concrete form as possible. Children will be brought from French-speaking communities and organized into model classes to be instructed by pupil-teachers under the direction of the principal of the school. Encouragement will be given to the free discussion of difficulties arising in the organization of miscellaneous schools in which two languages must be spoken, and opportunity will be given to teachers to compare experiences, to suggest methods and teaching devices, and to devise means of enlisting and retaining the sympathy of parents and school authorities in the effort to base both English and French teaching on sound method.

In addition to the language course, the classes and field-work of the Summer School of Agriculture at the Provincial Normal School will be open to the students of the bi-lingual school. At the same time, an interesting and varied programme of manual training exercises will be carried on at the Macdonald School, wire and cardboard work and paper-cutting and folding being added to the usual woodwork exercises. Bi-lingual teachers are invited to participate in these classes, and doubtless many will avail of this opportunity to make themselves proficient in hand-and-eye training adaptable to the lower grades of the public school.

Travelling expenses at the rate allowed to regular Normal School students will be allowed to such students of the bi-lingual course as are employed in the schools of French-speaking communities and are able to speak French and English with fair fluency, provided full attendance and satisfactory progress have been made.

The conduct of the language classes will be assigned to Mr. J. Alphonse Benoit, B. A., of the staff of the Provincial Normal School. Those who expect to attend should as soon as possible notify the Principal of the Normal School in order that sufficient accommodation may be provided. Further information may also be obtained from him.

THE PROVINCIAL SCHOOL OF AGRICULTURE, TRURO, N. S.

(IN AFFILIATION WITH THE PROVINCIAL NORMAL SCHOOL).

H. W. SMITH, B. Sc., *Principal and Professor of the Biological Sciences.*

F. L. FULLER, *Manager Provincial Experimental Farm, Demonstrator in Dairying and Animal Husbandry.*

L. C. HARLOW, B. Sc., B. S. A., *Chemist.*

F. G. MOREHOUSE, *Horticulturist and Entomologist.*

In affiliation with the Provincial Normal School the School of Agriculture provides for all candidate teachers' courses in agriculture, entomology, horticulture, dairying, etc., with a view not only to the cultural effect upon the teacher, but also to disseminating among our farming communities through the agency of the public school, agricultural knowledge, habits of observation and investigation, and ability to deal more intelligently with the problems of the farm. Every student, as far as the duration of the various terms of attendance permits, is familiarized with the more important farming operations and the principles underlying them, is practised in the examination of soils, the cultivation of cereals and roots, the testing of seeds and fertilizers, the processes of dairying and milk-testing, of transplanting, pruning and grafting, and is directed in the investigation of plant diseases, and of the life-history of injurious insects, and the means of combating them.

As a technical school for practical farmers and for teachers seeking the special diploma in agriculture entitling the holder to extra government grant, the Provincial School of Agriculture offers complete courses of study. Its students are admitted to any of the classes of the Provincial Normal School or its affiliated schools. Students desiring to obtain extended experience in practical farming will be given employment on the Experimental Farm, and will be paid for services rendered.

Licensed teachers who graduate from this school are entitled to an extra government grant of \$30, or \$90 per year, according to the character of their school work.

Three fellowships varying from \$75 to \$100 are to be awarded to graduates.

The laboratory work, green-house study, and class work are conducted mainly in the Science building of the Prov. Normal School, one of the best equipped buildings for science study in Canada. No detail is wanting to complete the facilities for individual work. Each student is provided with microscope and accessories, working table, aquaria, green-house plot, etc., in the biological rooms; and with water-tap, sink, trough, gas jet, balances, steam cup for evaporating, chemical apparatus and chemicals, in the chemistry rooms. A special chemical laboratory is provided for advanced work. At the Experimental Farm there are to be seen in operation an improved modern dairy as complete as any in Canada, the machinery of the dairy and the milk testing apparatus being driven by steam power; the latest improvements in incubation, poultry raising, etc., and the farm processes in field and barn. The dairy building contains a comfortable lecture-room for class work. The live stock of the farm is well selected and worthy of inspection, and the housing and care of stock and crop are after the most approved methods.

The winter session of the school begins on Jan. 9th, 1903, and continues to the end of March.

The summer session lasts from April to December, inclusive.

Students may be admitted also on the first Monday of June, September, or November, or on the second and third Wednesdays of July.

A SPECIAL SUMMER COURSE FOR TEACHERS WILL BE CONDUCTED DURING JULY AND AUGUST, BEGINNING JULY 15TH. STUDENTS MAY ENTER EARLIER IN THE MONTH IF DESIROUS OF DOING SO.

Regulation of Council of Public Instruction.

"If a teacher of the class A, B or C who is engaged in a section for the year shall have taken a 'mid-summer vacation' course of at least five full weeks (thirty days) at the Provincial School of Agriculture, and shall have received a certificate of satisfactory deportment and proficiency for the said term, from the Principal, he shall on the recommendation of the trustees of his school section, be allowed to take one or two weeks of the first 'quarter' of the school year without prejudice to his provincial grant or to the county grant to the section; provided a memorandum from the Superintendent of Education specifying the facts and approving of the said two certificates is attached to his return at the end of the first 'half year.'"

This course will extend through July and August.

Teachers should enter as early as possible, although they will be admitted up to but not later than four weeks preceding the beginning of the next school year. All the subjects offered in the course for July and August will be open for the teacher to select those best suited to his or her needs, this selection to be approved by the Principal.

EXPENSES.

Board may be had near the school for from two dollars and seventy-five cents to three dollars and fifty cents per week, including washing.

The cost for books depends upon the subjects studied, and varies from ten to twenty dollars per year.

The student must deposit at least two dollars before beginning any study in which laboratory work is required. At the end of the term, whatever remains, which is not required to cover breakages and chemicals used, will be returned to the student.

Tuition is free.

For particulars as to the various courses and the times of admission, application may be made to the principal for the calendar of the school.

THE MACDONALD MANUAL TRAINING SCHOOL.

(IN AFFILIATION WITH THE PROVINCIAL NORMAL SCHOOL.)

Principal :—T. B. KIDNER, First-Class Honors, City and Guilds of London Institute ; Fellow of the British Institute of Carpentry ; Certified Teacher under the Science and Art Department of Great Britain, Director of Manual Training for Nova Scotia under the Macdonald Fund, and Supervisor of Manual Training (Mechanic Science) Schools for Nova Scotia.

Chief Assistant :—F. G. MATTHEWS, First-Class Trained Certificated Master, English Board of Education. First-class Diploma and Certified Teacher under Science and Art Department of Great Britain. First-Class Diploma, City and Guilds of London Institute.

The classes in Manual Training in the Macdonald School are obligatory for all male students of the Provincial Normal School and are optional to female students, the latter being required in all cases to receive training in domestic science. The course consists of a weekly lesson of about two and one-half hours' duration in mechanical drawing and wood-work and is capable of expansion into a comprehensive survey of the purposeful direction of the manual activities of the pupil throughout his entire school career. Heretofore the chief forms of expression have been mechanical drawing and bench work in carpentry, but during the summer course to be carried on during July and August, a more varied programme will be undertaken in the hope of arriving at means for stimulating the sense-activities and constructive activities of pupils of primary and intermediate as well as higher grades, for cultivating habits of reflection, and for developing the power of dealing with realities in their relation to abstractions.

To meet the demand for teachers qualified to conduct manual training departments in the public schools, a special training course is provided by the directors of the Macdonald Fund in affiliation with the Provincial Normal School and with the approval of the Council of Public Instruction. The course is divided into two stages, an elementary and an advanced, of three months each. Students are received on approbation and may enter either in September or in January. They may take either the elementary or the advanced course or both courses, but no student will be admitted who does not hold a High School certificate of grade xi., with a teacher's pass, and who has not had successful experience in teaching.

The examinations concluding the present course will be held in June, the examining body consisting of the following:—

- The Director of the Macdonald School for Nova Scotia.
 - “ “ “ Macdonald School for New Brunswick.
 - “ “ “ “ P. E. Island
- The faculty of the School, and the following co-opted members:—
- Dr. Mackay, Superintendent of Education, Nova Scotia.
 - Dr. Inch, “ “ “ New Brunswick.
 - Dr. Anderson, “ “ “ P. E. Island.
 - Principal Soloan, Provincial Normal School, Nova Scotia.

TRURO SCHOOL OF DOMESTIC SCIENCE.

(IN AFFILIATION WITH THE PROVINCIAL NORMAL SCHOOL.)

Principal.—ELIZABETH P. MCCALL.
Assistant Teacher.—MARY E. STERRITT.

Female students at the Provincial Normal School through their entire course take the class demonstrations and practical work of the Truro School of Domestic Science.

In the framing and carrying out of the course, regard is had to both educative and in-formative processes ; so that, while eminently practical in its methods, dealing in a concrete way with the most familiar and important of household operations, the work of the pupil nevertheless lacks none of the essential qualities of experimental science. Indeed, the course of study in the domestic arts is really an application of modern science to the affairs of the household ; and its chief aim is to equip teachers with the means of inspiring pupils with an intelligent interest in all that pertains to the health and well-being of the home. Incidentally, application is made of those physical, chemical and hygienic principals acquired in the public schools ; and the constant endeavor of the instructors should be to find useful appli-cation of the same and to correlate the various scientific studies on the basis of usefulness.

The training course for teachers who aim at obtaining license to teach in domestic science schools extends from October 1st. to the end of June, but students who already hold

a license of grade B and have had successful experience in teaching may be admitted later in the year. In preparing candidates for the diploma in domestic science, the staff of instructors is augmented by the following lecturers:—

H. V. Kent, M. D., C. M.

F. S. Yorston, M. D.

Miss Anna Yorke, Director Victorian Order of Nurses.

W. R. Campbell, M. A., Director of the School and Provincial Supervisor of Domestic Science.

THE TRURO KINDERGARTEN.

Students of the Provincial Normal School are enabled to visit the Truro Kindergarten and to observe there the application of Froebel's methods.

In the training of teachers as kindergartners the following curriculum is carried out:—

1. Theory and practice of the gifts.
2. Occupations, including courses in drawing, sewing, weaving, folding, paper-cutting, parquetry, pease-work and clay-modeling.

3. Froebel's *mother-play*, and *principles* of education.

4. Finger-plays, motion-songs, games, stories.

5. Drawing, vocal music, natural science.

6. Psychology, history of education and pedagogics in Normal School, as directed by the principal of the Kindergarten.

Requirements of admission to course the same as for Teachers' Course in the Manual Training Schools.

The course of study for candidates for license in Mechanic Science or Domestic Science is to be found in the Calendar of the Provincial Normal School.

NATIONAL EDUCATIONAL ASSOCIATION OF THE UNITED STATES.

The forty-second annual convention of the National Educational Association, U. S. A., will be held in Boston, Mass., July 6-10, 1903.

RATES.

A rate of one fare for the round trip, plus the \$2.00 membership fee, has been granted by the railway lines of the New England Passenger Association, the Passenger Department of the Trunk Line Association, the Central Passenger Association, and the Southeastern Passenger Association, and will doubtless be concurred in by all other railway associations of the United States and Canada. Tickets will be extended for return until September 1st on the usual deposit plan.

CORRESPONDENCE.

Application for entertainment in Boston, or for other local information, should be addressed to Edward R. Warren, Secretary, Local Executive Committee, Room 701, No. 69 State St., Boston, Mass. For information regarding railroad rates, programs, membership, and other association interests, apply to Irwin Shepard, General Secretary N. E. A., Winona, Minn.

(To be handed promptly on its receipt by the Secretary of every School Board to each Teacher employed within the School Section.)

LOCAL "NATURE" OBSERVATIONS.

This sheet is provided for the purpose of aiding teachers to interest their pupils in observing the times of the regular procession of natural phenomena each season. First, it may help the teacher in doing some of the "Nature" lesson work in the Course of Study; secondly, it may aid in procuring valuable information for the locality and Province. Two copies are provided for each teacher who wishes to conduct such observations, one to be attached to the school register, so as to be preserved as the property of the section for reference from year to year; the other to be sent in with the Return to the Inspector, who will transmit it to the Superintendent for examination, and compilation if desirable.

What is desired is to have recorded in these forms, the dates of the first leafing, flowering and fruiting of plants and trees; the first appearance in the locality of birds migrating north in spring or south in autumn, etc. While the objects specified here are given so as to enable comparison to be made between the different sections of the Province, it is very desirable that all other local phenomena of a similar kind be recorded. Each locality has a *flora, fauna, climate*, etc., more or less distinctly its own; and the more common trees, shrubs, plants, crops, etc., are those which will be most valuable from a local point of view in comparing the characters of a series of seasons.

Teachers will find it one of the most convenient means for the stimulation of pupils in observing all natural phenomena when going to and from the school, some of the pupils radiating as far as two miles from the school room. The "nature study" under these conditions would be mainly undertaken at the most convenient time, thus not encroaching on school time; while on the other hand it will tend to break up the monotony of school travel, fill an idle and wearisome hour with interest, and be one of the most valuable forms of educational discipline. The eyes of a whole school daily passing over a whole school section will let very little escape notice, especially if the first observer of each annually recurring phenomenon receive credit as the first observer of it for the year. The observations will be accurate, as the facts will have to be demonstrated by the most undoubted evidence, such as the bringing of the specimens to the school when possible or necessary.

To all observers the following most important, most essential principles of recording are emphasized: Better no date, no record, than a wrong one or a doubtful one. Sports out of season due to very local conditions not common to at least a small field, should not be recorded except parenthetically. The date to be recorded for the purposes of compilation with those of other localities should be the first of the many of its kind following immediately after, etc. For instance, a butterfly emerging from its chrysalis in a sheltered cranny by a southern window in January would not be an indication of the general climate, but of the peculiarly heated nook in which the chrysalis was sheltered; nor would a flower in a semi-artificial, warm shelter, give the date required. When these sports out of season occur, they might also be recorded, but within a parenthesis to indicate the peculiarity of some of the conditions affecting their early appearance.

These schedules should be sent in to the Inspector with the annual school returns in July, containing the observations made during the whole school year and back as far as the preceding July (if possible) when the schedule of the previous school year was necessarily completed and sent in.

A duplicate copy of the schedule of observations should be securely attached to the school Register for the year, so that the series of annual observations may be preserved in each locality.

Remember to fill in carefully and distinctly the date, locality, and other blanks at the head of the schedule on the next page; for if either the date or the locality or the name of the responsible compiler should be omitted the whole paper is worthless and cannot be bound up for preservation in the volume of The Phenological Observations.

By the aid of the table given at the top of pages 3 and 4, the date, such as the 24th of May for instance, can be readily and accurately converted into the annual date, "the 144th day of the year," by adding the day of the month given to the annual date of the last day of the preceding month (April in this case), thus: $24 + 120 = 144$. The annual date can be briefly recorded, and it is the only kind of dating which can be conveniently averaged for phenological studies. When the compiler is quite certain that he or she can make the conversion without error, the day of the year instead of the day of the month will be preferred in recording the dates.

PHENOLOGICAL OBSERVATIONS, CANADA.

(1903 SCHEDULE.)

For the year ending July, 190 .

Province County District
 Locality or School Section No.

[The estimated length and breadth of the locality within which the following observations were made X miles. Estimated distance from the sea coast miles. Estimated altitude above the sea level feet.
 Slope or general exposure of the region
 General character of the soil and surface
 Proportion of forest and its character
 Does the region include lowlands or intervalles? and if so name the main river or stream Or is it all substantially highlands?
 Any other peculiarity tending to affect vegetation?

The most central Post Office of the locality or region

NAME AND ADDRESS OF THE TEACHER OR OTHER COMPILER OF THE OBSERVATIONS RESPONSIBLE FOR THEIR ACCURACY.

When First Seen.

When becoming common.

(WILD PLANTS, ETC. — NOMENCLATURE as in "Spotton" or "Gray's Manual").

1. Alder (*Alnus incana*), catkins shedding pollen
2. Aspen (*Populus tremuloides*), "
3. Mayflower (*Epigaea repens*), flowering
4. Field Horsetail (*Equisetum arvense*), shedding spores
5. Blood-root (*Sanguinaria Canadensis*), flowering
6. White Violet (*Viola blanda*), flowering
7. Blue Violet (*Viola palmata, cucullata*), flowering
8. Hepatica (*H. triloba*, etc.), flowering
9. Red Maple (*Acer rubrum*), flower shedding pollen
10. Strawberry (*Fragaria Virginiana*), flowering
11. " " " fruit ripe
12. Dandelion (*Taraxacum officinale*), flowering
13. Adder's Tongue Lily (*Erythronium Am.*), flowering
14. Gold Thread (*Coptis trifolia*), flowering
15. Spring Beauty (*Claytonia Caroliniana*), flowering
16. Ground Ivy (*Nepeta Glechoma*), flowering
17. Indian Pear (*Amelanchier Canadensis*), flowering
18. " " " fruit ripe
19. Wild Red Cherry (*Prunus Pennsylvanica*), flowering
20. " " " fruit ripe
21. Blueberry (*Vaccinium Can. and Penn.*), flowering
22. " " " fruit ripe
23. Tall Buttercup (*Ranunculus acris*), flowering
24. Creeping Buttercup (*R. repens*) flowering
25. Painted Trillium (*T. erythrocarpum*), flowering
26. Rhodora (*Rhododendron Rhodora*), flowering
27. Pigeon Berry (*Cornus Canadensis*), florets opening

PHENOLOGICAL OBSERVATIONS—(Continued)

[Day of year corresponding to the last day of each month.]				When First Seen.	When becoming Common.
Jan. 31.	April 120.	July 212.	Oct. 304.		
Feb. 59.	May 151.	Aug. 243.	Nov. 334.		
March 90.	June 181.	Sept. 273.	Dec. 365.		
(For LEAP years increase each number except that for January by 1.)					
28.	Pigeon Berry (<i>Cornus Canadensis</i>), fruit ripe				
29.	Star Flower (<i>Trientalis Americana</i>), flowering				
30.	Clintonia (<i>Clintonia borealis</i>), flowering				
31.	Marsh Calla (<i>Calla palustris</i>), flowering				
32.	Lady's Slipper (<i>Cypripedium acaule</i>), flowering				
33.	Blue-eyed Grass (<i>Sisyrinchium ang.</i>), flowering				
34.	Twinflower (<i>Linnæa borealis</i>), "				
35.	Pale Laurel (<i>Kalmia glauca</i>), flowering				
36.	Lambkill (<i>Kalmia angustifolia</i>), "				
37.	English Hawthorn (<i>Cratægus oxyacantha</i>), flowering				
38.	Scarlet-fruited Thorn (<i>Cratægus coccinea</i>), "				
39.	Blue Flag (<i>Iris versicolor</i>), flowering				
40.	Oxe-eye Daisy (<i>Chrysanthemum Leucanthemum</i>), flowering				
41.	Yellow Pond Lily (<i>Nuphar advena</i>), flowering				
42.	Raspberry (<i>Rubus strigosus</i>), flowering				
43.	" " " fruit ripe				
44.	Yellow Rattle (<i>Rhinanthus Crista-galli</i>), flowering				
45.	High Blackberry (<i>Rubus villosus</i>), flowering				
46.	" " " fruit ripe				
47.	Pitcher Plant (<i>Sarracenia purpurea</i>), flowering				
48.	Heal-All (<i>Brunella vulgaris</i>), "				
49.	Common Wild Rose (<i>Rosa lucida</i>), "				
50.	Fall Dandelion (<i>Leontodon autumnale</i>), "				
51.	Butter-and-Eggs (<i>Linaria vulgaris</i>), "				
52.	Expanding leaves in spring made trees appear green— (a) first tree, (b) leafing trees generally.			(a)	(b)
(CULTIVATED PLANTS, ETC.)					
53.	Red Currant (<i>Ribes rubrum</i>), flowering				
54.	" " " fruit ripe				
55.	Black Currant (<i>Ribes nigrum</i>), flowering				
56.	" " " fruit ripe				
57.	Cherry (<i>Prunus Cerasus</i>), flowering				
58.	" " " fruit ripe				
59.	Plum (<i>Prunus domestica</i>) flowering				
60.	Apple (<i>Pyrus Malus</i>), flowering				
61.	Lilac (<i>Syringa vulgaris</i>), flowering				
62.	White Clover (<i>Trifolium repens</i>), flowering				
63.	Red Clover (<i>Trifolium pratense</i>), "				
64.	Timothy (<i>Phleum pratense</i>), "				
65.	Potato (<i>Solanum tuberosum</i>), "				
(FARMING OPERATIONS, ETC.)					
66.	Plowing begun				
67.	Sowing				
68.	Planting of Potatoes				

PHENOLOGICAL OBSERVATIONS—(Continued.)

69. Shearing of Sheep.....	(a)	(b)
70. Hay Cutting.....		
71. Grain Cutting.....		
72. Potato Digging.....		
(METEOROLOGICAL PHENOMENA.)		
73. Opening of (a) Rivers, (b) Lakes without currents.....		
74. Last Snow (a) to whiten ground, (b) to fly in air.....		
75. Last Spring Frost (a) "hard" (b) "hoar".....		
76. Water in Streams, Rivers, &c., (a) highest, (b) lowest.....		
77. First Autumn Frosts, (a) "hoar" (b) "hard".....		
78. First Snow (a) to fly in air, (b) to whiten ground.....		
79. Closing of (a) Lakes without currents, (b) Rivers.....		
80. Number of Thunder Storms (with dates of each).....		
Jan..... Feb....., Mar....., Apr..... May.....		
..... June.....		
July....., Aug.....		
..... Sept....., Oct....., Nov....., Dec.....		

[Day of year corresponding to the last day of each month.]

Jan. 31.	April 120.	July 212.	Oct. 304.
Feb. 59.	May 151.	Aug. 243.	Nov. 334.
March 90.	June 181.	Sept 273.	Dec. 365.

(For LEAP years increase each number except that for January by 1.)

(Going North
or coming
in Spring.

(Going South
or leaving
in Fall.

(MIGRATION OF BIRDS, ETC.)

81. Wild Duck migrating.....		
82. Wild Geese migrating.....		
83. Song Sparrow (<i>Melospiza fasciata</i>).....		
84. American Robin (<i>Turdus migratorius</i>).....		
85. Slate coloured Snow Bird (<i>Junco hiemalis</i>).....		
86. Spotted Sand Piper (<i>Actitis macularia</i>).....		
87. Meadow Lark (<i>Sturnella magna</i>).....		
88. Kingfisher (<i>Ceryle Alcyon</i>).....		
89. Yellow Crowned Warbler (<i>Dendroeca coronata</i>).....		
90. Summer Yellow Bird (<i>Dendroeca aestiva</i>).....		
91. White Throated Sparrow (<i>Zonotrichia alba</i>).....		
92. Humming Bird (<i>Trochilus Colubris</i>).....		
93. King Bird (<i>Tyrannus Carolinensis</i>).....		
94. Bobolink (<i>Dolychonyx oryzivorus</i>).....		
95. American Gold Finch (<i>Spinus tristis</i>).....		
96. American Redstart (<i>Setophaga ruticilla</i>).....		
97. Cedar Waxwing (<i>Ampelis cedrorum</i>).....		
98. Night Hawk (<i>Chordeiles Virginianus</i>).....		
99. Piping of Frogs.....		
100. Appearance of Snakes.....		

(OTHER OBSERVATIONS AND REMARKS.)

REPORTS ON PHENOLOGICAL OBSERVATIONS, 1902.

NOVA SCOTIA.

The following extracts from the reports of the specialists to whom the observation schedules sent in were referred for minute examination, study, compilation, criticism and suggestion, will be of interest to all teachers who took part in this work, and to all who propose to continue it in future, as well as to others interested in the development of the practical study of the conditions and resources of our country. The study of these notes, it is hoped, may do much to prevent the introduction of errors into future work, and to suggest improvement in both the schedules and the methods of observation.

This year and last year schedules based on our form have been published and circulated in British Columbia by the Natural History Society of the Province, and in Denmark by school authorities. Botanical observations covering the principal quarters of Europe have been published for some years in the annual report of the "Gesellschaft für Natur- und Heilkunde" in Giessen, Germany,—for the last few years by Dr. E. Ihne of Darmstadt. Our schedule is used in a few stations in each Province of the Dominion, the central and western provinces substituting the nearest allied western species for our exclusive eastern species.

The province was divided into its main climatic slopes or regions not always coterminous with the boundaries of counties. Slopes, especially those to the coast, were subdivided into belts, such as (a) the coast belt, (b) the low inland belt, and (c) the high inland belt, as below :—

No.	REGIONS OR SLOPES.	BELTS.		
		(a) Coast,	(b) Low Inlands,	(c) High Inlands.
I.	Yarmouth and Digby Counties,	"	"	"
II.	Shelburne, Queens & Lunenburg Co's.	(a) Coast,	(b) North Mts.,	(c) Annapolis Valley,
III.	Annapolis and Kings Counties,	"	"	(d) Cornwallis Valley, (e) South Mts.
IV.	Hants and Colchester Counties,	(a) Coast,	(b) Low Inlands,	(c) High Inlands.
V.	Halifax and Guysboro Counties,	"	"	"
VI.	Cobequid Slope (to the South),	"	"	"
VII.	Northumberland Sts. Slope (to the N th)	"	"	"
VIII.	Richmond and Cape Breton Counties,	"	"	"
IX.	Bras d'Or Slope (to South East),	"	"	"
X.	Inverness Slope (to Gulf N. W.)	"	"	"

CRITICAL NOTES OF PHENOLOGISTS.

REGION I.—YARMOUTH AND DIGBY.

Principal A. W. Horner, Yarmouth.

OBSERVATIONS.

Region No. 1 had 49 observers; 32 from Yarmouth Co. and 16 from Digby Co.: 20 from belt (a), 18 from belt (b) and 11 from belt (c). For belt (a) it was a difficult matter to decide which schedule were the best. The majority of the schedules had many interesting observations in addition to the ones asked for.

ERRORS.

- No. 5. Some schedules report this plant at a later date than No. 4.
- No. 6. The dates given are too early for the flowers to be open.
- No. 7. Very few observers report this plant, but it is found on some of our most common roadsides.
- No. 8. Only reported in 8 schedules out of 49. One observer reports when first seen.
- 199. Common 212.
- No. 10. Some do not know the common name and report it under its common name as added information.
- No. 12. In spite of warnings given in the *April Journal, 1902*, confused with No. 28.
- Nos. 19 and 20. The dates given from adjoining sections vary too much.
- Nos. 27, 29, 31, 42 and 44. The teachers, in many sections, are absent for the fruiting of 27, 29, 31 and for the flowering of 42 and 44. Some reliable pupil could give the information required.

No. 64. Evidently this plant is not recognized by the majority of the observers.

Caution :—Do all observers insist on the pupils bringing the plants to school before the date is recorded? (I find some of my pupils have a poor memory in regard to the dates of plants flowering.) If this precaution is insisted on the contradiction between *when first seen* and *when becoming common* will disappear.

It is interesting to note how the dates for thunder storms agree in all the schedules.

Nos. 93, 94, 95, 96. The dates given for these birds had to be omitted *by the compiler*, as some dates were too early and others too late.

In looking over the schedules, I found a number of them very creditable to the observers. However, in the best of them, there were errors which could only be accounted for by carelessness or lack of knowledge. Other schedules were filled by guesses or from memory. One schedule had every date filled in, the work done very neatly, but most of the dates were worthless. As far as possible I tried to extend the range over both counties and in doing so I had to neglect many of the best schedules. One thing I did I would like to ask your opinion of. In copying from the schedules, any date which I considered misleading I omitted. For instance, in the report for Yarmouth Co., 1901-2.

In the Botanical Club of Canada's Report, the first ripe strawberry is given 114; surely this is a sport or a printer's error.

[The 114 referred to is a mistake of the compiler in striking the average or writing it down. It should be 154. This blunder does not only misrepresent Yarmouth, but it also vitiates the provincial phenochron of the ripening of the strawberry by making it 4 days too early. Thanks are specially due Mr. Horner for detecting this error; but unfortunately the correction can only follow the false figures a year after. The correction should be made on any report in the hands of those seeing this note.—A. H. MACK]

REGION II.—SHELBURNE COUNTY.

Principal C. Stanley Bruce, Shelburne.

There were 21 schedules sent in, 18 from the Coast Belt, 2 from Low Inlands and 1 from High Inlands.

In the JOURNAL OF EDUCATION, BIRCHTOWN, East Jordan, Gunning Cove, Rockland, Upper W. Jordan, West Jordan, Sable River, are all classified as low inland. But they are all washed by tide water, and several look right out on the Atlantic. On the whole, observations seem to have been carefully made. In selecting schedules I relied to a considerable extent upon my personal knowledge of the teachers. I give below some errors noticed, and notes made during my examination:

No. 6. Some teachers do not wait for the maple bloom to open.

No. 7. Bluets have been reported by only five teachers, and one of them was plainly mistaken.

Nos. 10 and 11 have never been found in Shelburne County so far as I know.

Nos. 16 and 18, the ripe fruit of Wild Red Cherry and Blueberry had no observers.

No. 19 and 20. I am quite certain that *R. repens* is not understood by the majority. By some it has been mistaken for *acris*, and by others for *bulbosus*, which is our commonest roadside buttercup in Shelburne County.

No. 21. *Clintonia*, though plentiful, had only five observers.

No. 22. *Trillium* had four observers, one of them plainly incorrect.

No. 25. *Calla palustris* has never been found in Shelburne County so far as I know.

No. 27. Fruit of *Amelanchier* not reported.

Nos. 29 and 30. The ripe raspberry and high blackberry have only two observers.

No. 33. Of 15 observers of *Kalmia angustifolia* I feel sure that 7 have mistaken it for *K. glauca*.

No. 34. Observations of cyme of *Cornus* opening seem to have been correctly made.

No. 38. *Linaria Canadensis* not reported.

No. 39. *Epilobium* is found everywhere; but blooms during vacation, and hence not reported.

No. 44. *St. John's Wort* reported by Hibbard's Brook alone, and correctly.

Nos. 47 and 49 not reported

Nos. 54 and 56. Ripe red currant reported by only 3, and ripe black currant by only 1.

No. 58. Only 3 report flowering of potato.

Nos. 59, 62 63 not reported.

No. 65. The few observers agree on the Apple and Horsechestnut as the earliest, and the Locust as the latest.

No. 68. In some fishing settlements along the coast, potato planting was general about wher eas in settlements inland the corresponding date was about 131.

No. 84. Barrington Head reports robins arriving from the South on 51 (Feb. 20). On Feb. 20, 21, 22, I observed flocks of robins about Shelburne, but they doubtless came from the forest where they had been wintering. The birds seem to be little known yet.

No. 91. The Peabody bird, though known to few by sight, must be known to every teacher by its song. One or two noticed the Maryland Yellow Throat among other observations. I would suggest putting it in the place of 87 or 94 which are not widely known.

No. 93. There is no reason why the Kingbird should not be reported, for I am sure that it is quite widely known in this County by the name of Martin bird.

In conclusion, this task of examining the schedules of the Shelburne County teachers, with many of whom I am very intimately acquainted, has been an interesting one, and I trust it has been done in a manner satisfactory to you.

REGION II.—QUEENS COUNTY.

Miss Minnie C. Hewitt, Lunenburg.

Thirty-three observation schedules were sent in from Queens County, and all but eight of these were tabulated. On the whole the observations seem to have been very carefully made.

Two of the observers sent in schedules having, with very few exceptions, the same dates for the observations. As there is no apparent motive for copying, I would conclude that they made the observations while walking together to their schools. In such cases it would be better to send in only one schedule.

The most noticeable errors were as follows:—

1. Strawberry noted as ripe and in blossom on the same day.
2. Wild cherry with fruit ripe three days after flowers were first seen.
3. Streams lowest April 30th.
4. First autumn frost—hoar, May 31st; hard, June 5th.

There were numerous irregularities in reporting the appearance of the birds. As these were omitted in compiling, I will note a few of them:—

1. Cedar Waxwing, seen January 31st.
2. Humming-bird, first seen March 31st.
3. Junco, coming north September 29th; going south March 30th.
4. "English Sparrow coming in Spring, February 28th."
5. "English Robin, first seen March 19th."

One teacher reported Catbird as seen June 18th, and Whip-poor-will, June 12th. It is evident from the small number of dates given that teachers have a very limited knowledge of the birds of our province. Would it not be advisable to publish short descriptions of the birds mentioned in the schedule, as the books of reference recommended in the JOURNAL OF EDUCATION are too expensive for most teachers?

There are some teachers who still do not understand what is meant by "when becoming common," for some have omitted those dates, and one wrote "not common," instead of the date, probably meaning that the plant was rare in that district. "These words should evidently be taken to indicate the time at which the plant may fairly be said to be flowering in the locality."

Triticum vulgare, *Avena sativa*, *Fagopyrum esculentum*, *Hypericum perforatum*, *Epilobium angustifolium* and *Hepatica triloba* were not reported by any of the observers of Queens County, and *Calla palustris*, *Linaria Canadensis* and *Erythronium* by very few.

Teachers should caution their pupils to guard against uprooting the rarer plants, or plucking more of the flowers than is necessary.

REGION II.—LUNENBURG COUNTY.

Principal Burgess McKittrick, B.A., Lunenburg.

The two districts of Lunenburg County sent in sixty-three observations. These were arranged in three belts: Coast 23, Low Inlands 17, High Inlands 23.

The observations shew a marked improvement upon those of last year in number, accuracy, neatness, and fulness. Fifty-two gave the "year day," and with one exception all did so correctly. Observers should remember that the figures given in the schedule are the last and not the first of the month. Thus May 12 should be (April 120+12)=132 not (May 151+12)=163. The abbreviations St, nd, rd, th, are entirely unnecessary and only confuse the eye. Write the day of the year plainly and directly opposite the name of the plant. Occasionally the compiler finds the date placed midway between two plants.

Several teachers sent in additional observations. These though not tabulated will be interesting for future comparisons.

A few forgot to fill in fully the blanks at the head of the schedule. The name and number of the school section as well as the observer's own name and address should never be omitted.

32 and 33. *Kalmia glauca* and *K. angustifolia* were given too early by many teachers. Some drew a line through *K. glauca* and wrote *Rhodora* instead.

The thunder storms were very generally recorded, and the dates given agree as closely as could be expected. The appearance of the birds has been more carefully noticed this year than formerly.

REGION III.—ANNAPOLIS AND KINGS.

Miss Antoinette Forbes, B. A., Windsor, N. S.

The observations seem to show more care taken than during the previous year. It is important to lay stress on two points: (1.) That all the dates be changed to the day of the year, and (2) that only dates between July 1st of one year and June 30th of the following year be given—or from the close of the school one year to its close next year—about the first week of July. The year should always be clearly indicated.

REGION IV.—CUMBERLAND, COLCHESTER AND HANTS, SLOPING TO COBEQUID BAY.

J. E. Barteaux, Academy, Truro.

For purposes of compilation the region is divided into three belts: (a) Coast, (b) Low Inlands (c) High Inlands. Belt (a) had thirteen observers, but no schedule was very complete. All that were given, however, were fairly accurate. Belt (b) had twenty-eight observers, many very full. Considerable difficulty was experienced in selecting ten for compilation as many excellent schedules had to be left. Belt (c) had sixteen observers from which I was able to select ten fairly complete and accurate lists. In all, the region had fifty-seven observers, many of whom evidently took great pains to secure correct dates. These deserve great praise. Twenty-one (far too large a number from the compiler's point of view) gave the day of the month instead of the year.

Errors in observations:

- (1) Wild red cherry, first seen July 5.
- (2) Rose, first seen July 31.
- (3) Fall dandelion, first seen August 22.
- (4) Bobolink, first seen March 31.
- (5) Strawberry blossoms and ripe fruit appearing on same day.
- (6) *Coptis trifolia* (Goldthread) mistaken for *Trientalis Americana* (Star flower).
- (7) *Rhodora*, *Kalmia glauca* and *K. angustifolia* (sheep laurel) so generally taken one for the other, that any average of observations is useless.
- (8) The dates given for the appearance of birds is very unsatisfactory. In one case there was a difference of sixty-five days for the appearance of the robin in adjoining sections, and no less than ninety-three in the appearance of the night hawk. The same remarks apply with nearly equal force to the piping of frogs.

REGION V.—HALIFAX AND GUYSBORO COUNTIES.

Principal G. R. Marshall, Halifax.

Persons making phenological observations are requested:—

- 1st. To record the day of the year as directed on the blanks sent them, and not the day of the month.
 - 2nd. To make their figures so plain that there will be no likelihood of any person mistaking them. Kindly read them before sending them to the office, and make sure on this point.
 - 3rd. To place the number denoting the date of the observation so that there will be no doubt as to which line it belongs. If a dash is placed where no observation is recorded, it will help the person who is copying to decide where the figures belong.
- Several persons have recorded the fact that when first seen the blossoms, etc., were becoming common. Such information may be interesting, but it is of no scientific importance in records of this kind. By these observations among others the following points are to be decided: 1. At what date do the plants, animals, etc., make the changes observed. 2. At what date do the changes of the seasons occur in this province. 3. What variations are there from year to year. What variations are there between different parts of the province.

To determine these points requires careful observation in all parts of the province. In-accurate records, however, are worse than useless, for they lead to wrong conclusions. Far better not to record an observation than to send in an inaccurate one.

It will add to the interest of the pupils if a record of former years is kept and comparisons made. Remember that it is one part of a teacher's work to awaken an interest in the world about us, and that making phenological observations may be used as a means to that end.

REGION VII.—CUMBERLAND AND COLCHESTER.

Principal E. J. Lay, Amherst.

(a.) I find the reports not well distributed over the territory. If possible, I will have a regular line of observers from end to end of this Region, in each belt, for the present year, if I can get a circular letter to the teachers in time.

(b.) The columns headed "when becoming common" cannot always be relied upon. In many instances there is a regular difference of four and five days added to "when first seen," even to the "first strawberry," and the full fruitage. This part of the report is generally let alone.

(c.) *Different plants.* Great variance in the dates of the raspberry and blackberry. *Kalmias* still not known by many observers, the date for both, in the majority of instances being too early. In Amherst it is rare to find *K. angustifolia* ready for grade ix botany class before the provincial examinations—in sufficient quantity for a large class. I found *Epilobium* mentioned by two observers in March, probably "Great-Willow Herb," suggested by catkins of the willow! One would suppose that *Brunella* was generally known, still few record it. What was mentioned in last year's notes respecting birds still holds true,—the song sparrow, robin and humming bird are the only ones everybody knows.

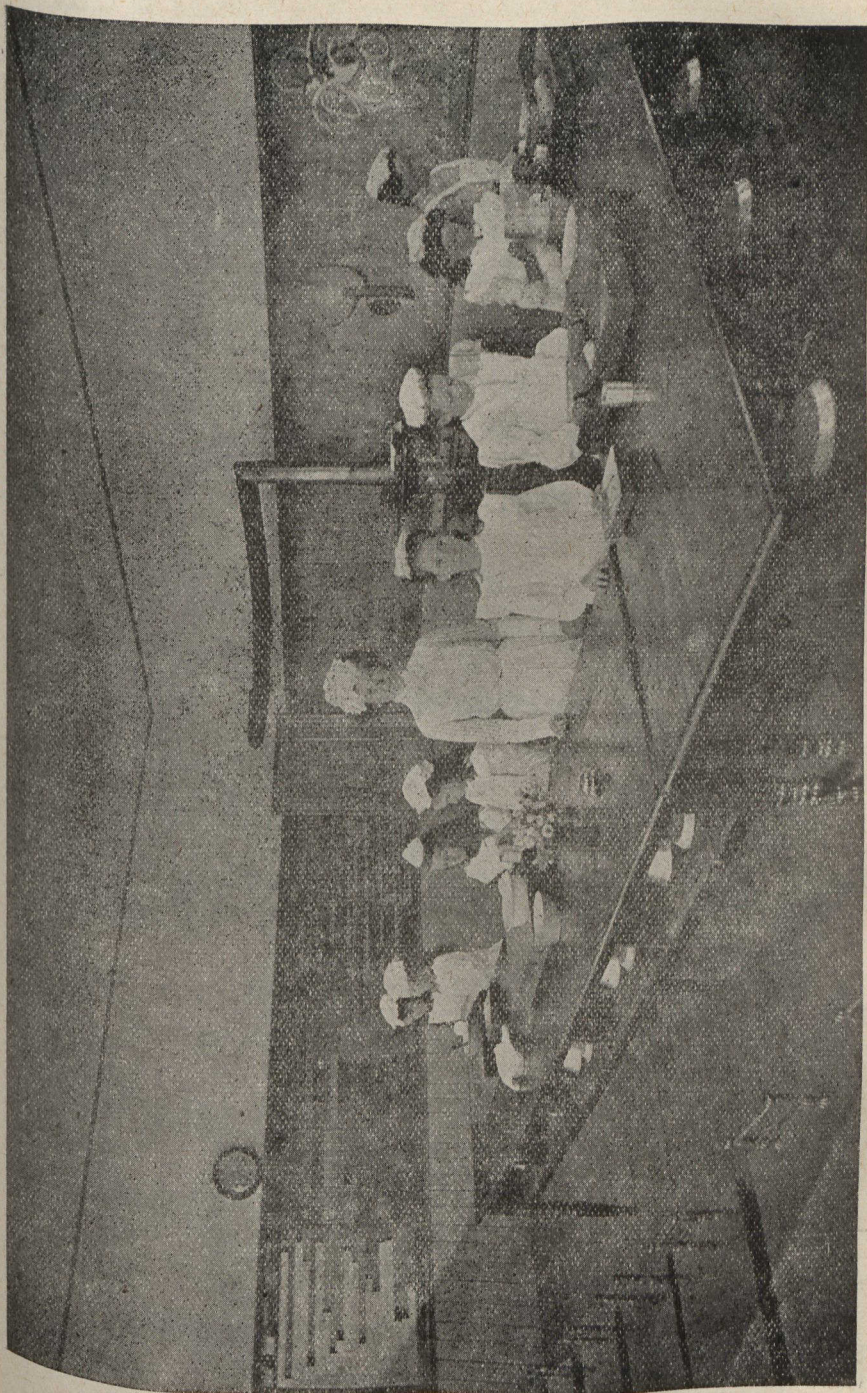
(d.) Many teachers send interesting notes, in addition to the ones asked for. In nine instances over thirty additional ones were given, and many of them very interesting.

[*Rhodora* can be mistaken for the *Kalmias* only by observers who are shamefully ignorant of botany, for nothing can be easier than to distinguish them apart. *Rhodora* is in some places popularly known as *Lambkill*, which the text books give as the popular name of *K. angustifolia*. The teacher must have accepted the local name without comparing the plant with the botanical description. It is hoped this blunder will not occur again, nor the other errors noticed in the remarks of the compilers published above.

Owing to the unexpected promptness with which these notes were required to go to press, the remarks from some of the staff are only general and brief, while some were not received in time for publication at all. However, combined with the criticisms of last year, they probably cover all the more common errors.

It is satisfactory to note the general improvement on previous years; and the schedules of hundreds of observers have always—from year to year—been both full and accurate. There is probably no portion of America of the size of Nova Scotia in which there is so large a proportion of practical botanists and active observers of Nature in the teaching profession.

A. H. McK.]



DOMESTIC SCIENCE ROOM, PUBLIC SCHOOL, CHESTER, LUNENBURG CO., N. S., 1902.



JOURNAL OF EDUCATION.

APRIL, 1903.

OFFICIAL NOTICES.

The full number of legal teaching days in the half year ended 30th January was 103; in the second half year, ending Friday, 3rd July next, there will be 108 days. Total days for year, 211.

CALENDAR, SUMMER, 1903.

- April 20. Fourth Quarter begins.
- May 8. Arbor Day.
- " 22. Empire Day.
- " 23. Last Day to apply for Provincial Examinations.
- " 24. Anniversary of the late Queen's Birthday.
- June 1. Inspector's List of Candidates for Prov. Exam. at Education Office.
- " 25. Provincial Normal School closes.
- " 29. Regular Annual Meeting of School Sections.
- " 29. County Academy Entrance Examination begins.
- " 29. Provincial Examination, Grade XII, begins.
- July 1. Dominion Day (holiday except for Examination).
- " 1. Provincial Examination, Grades XI, X and IX, begin.
- " 3. Public Schools close for Summer Vacation.
- " 4. M. P. Q. and Supplementary Examinations.
- " 6. Last Day for Minutes of Annual Meeting at Inspector's Office.
- " 6. Educational Association, Boston, see page 88.
- " 7. " " Winnipeg, see page 107.
- " 10. Last Day for Annual "Returns" at Inspector's Office.
- " 15. Bi-lingual and Agricultural Courses, Truro, see page 85.
- " 18. Last Day for Inspectors' Sheets at Education Office.
- Aug. 17. Public Schools open. First Monday, First Quarter of School year.
- " 21. Summer School of Science, Chatham, see page 107.
- " 26. Provincial Educational Association opens, Normal School, Truro.
- Sept. 7. Labor Day.
- Oct. 7. Provincial Normal School opens at Truro.
- Nov. 2. First Monday of Second Quarter.

DATES OF MEETINGS OF BOARDS OF DISTRICT SCHOOL COMMISSIONERS.

Cape Breton.....	June 3rd.	Halifax, East.....	May 14th.
*Richmond.....	June 4th.	West Hants.....	May 15th.
S. Inverness.....	July 21st.	East Hants.....	June 17th.
N. Inverness.....	June 16th.	Kings.....	May 12th.
Victoria.....	June 23rd.	Annapolis, East.....	May 26th.
Antigonish.....	May 19th.	Annapolis, West.....	May 28th.
Guysboro.....	June 16th.	Digby.....	May 11th.
St. Mary's.....	June 3rd.	Clare.....	May 12th.
N. Pictou.....	May 18th.	Shelburne.....	June 15th.
S. Pictou.....	May 19th.	Barrington.....	April 18th.
S. Colchester.....	May 15th.	Argyle.....	May 22nd.
W. Colchester.....	April 23rd.	Yarmouth.....	May 20th.
Stirling.....	April 16th.	†Lunenburg.....	May 6th.
Farrsboro.....	May 6th.	North Queens.....	May 15th.
Cumberland.....	May 22nd.	Chester.....	June 5th.
Halifax, West.....	June 11th.	South Queens.....	June 12th.
Halifax, Rural.....	May 21st.		

*At Arichat.

†At Lunenburg.

CORRECTIONS.

- JOURNAL, 1902, October, page 22, column 2, line 26, "Douglas, Cynthia C., 58, \$14.61," should be "Douglas, Cynthia C., 58, \$19.50."
- JOURNAL, 1902, October, page 27, column 2, line 3, "Dickie, Bessie, 108, \$27.21," should be "Dickie, Bessie, 108, \$36.29."
- JOURNAL, 1902, October, page 93, column 1, after line 10 insert "Eva Louise Nass, . . . 422 X," and omit line 8.
- JOURNAL, 1902, October, page 106, column 1, line 50, "William Curt Bober . . . 552 IX," should be "William Curt Bober . . . 589 IX."
- JOURNAL, 1902, October, page 113, line 36, "David Harold Melbourne . . .," should be "David Harold Melbourne Marchant . . ."
- JOURNAL, 1902, October, page 157, line 5, "CALENDAR, 1901-1902," should be "CALENDAR, 1902-1903."

DISTRICT SCHOOL COMMISSIONERS.

(Appointed February 28th, 1903.)

Cape Breton.	John W. McLean, M. D., North Sydney.
Clare.	Rev. John Charles McLeod, Leitch's Creek.
	Symphorien Theriau, Comeauville
	J. Willie Comeau, Comeauville.
Halifax West.	Arneaud Comeau, Little Brook Station.
Kings.	Rev. Samuel Trivett, Freuch Village.
Victoria.	Chas. McGregor, Jr., Tremont.
Argyle.	Duncan Kerr, Big Bras d'Or.
	J. Sterns Blauvelt, Tusket.

(Appointed April 13th, 1903.)

South Inverness.	Rev. John Fraser, P. P., Brook Village.
	Rev. Donald McPherson, P. P., Glendale.

Richmond.	Rev. Gustave Frecinet, P. P., River Bourgeois. Rev. Ronald L. McDonald, P. P., St. Peter's.
Halifax, West.	Samuel W. Lydiard, Dartmouth.
Annapolis, East.	Rev. Joseph Gaetz, Lawrencetown. Rev. W. L. Archibald, Lawrencetown.
Argyle.	Rev. J. S. Hemelin, Surett's Island. Percy Hatfield, Gavelton. James J. Potier, Belleville.

EDUCATIONAL REVIEW.

As owing to unusual pressure on the printing department, the publication of this *Journal* was unexpectedly hurried on before the Education Department was ready for it, any new regulations or important notices, such as those referring to Rural School Libraries, Superior School Libraries, Course of Study, Manual Training, Nature Study, Consolidation of School Sections, Provincial Educational Association, etc., which may be necessary before October next, shall be intimated in the *Educational Review*.

SPECIAL STATISTICS FOR 1903.

The blank columns 148, 149 and 150, in the *Register* and *Annual Return*, are to be filled in this year as follows:—

148.—No. of *Defectives* of school age in Section.

149.—No. of *Incorrigibles* of school age in Section.

150.—No. of *Criminals* of school age in Section.

"*Defectives*" are not meant to include the *blind* and *deaf*, which should be reported in the columns respectively provided for them. *Defectives* are feeble-minded pupils, who have not wit enough to profit by ordinary school instruction; but who if educated might be able to earn a living in some capacity, and be saved from the helpless, if not vicious condition which is likely to render them an expense to the public and a menace to the morals of the community. Some of this class may also be more or less defective in sight or hearing. But neither the School for the Blind nor the School for the Deaf have facilities for the education of any who are not of normal strength of intellect. A special institution, with special teachers, is required for them. In many countries a large proportion of such pupils are trained to considerable intelligence and self-control, and are able to fill useful positions and support themselves.

It is considered that there is need of such an institution for Nova Scotia; and it is hoped teachers and trustees will exercise both care and good judgment in discovering the number of such people of school age in the school section, —and thus very materially aid the Provincial authorities.

"*Incorrigibles*" mean persons of school age who cannot be efficiently controlled by their parents or guardians, or the school authorities; but who have not yet become criminals. They are habitual truants as a rule, but presumably capable of being trained by a firm, kind and intelligent hand into self-respecting, self-controlled and moral citizens. It is considered desirable that an industrial or "parental" school under provincial management should be provided for such, open to all school sections of the province on fair terms. This would obviate the undesirable act of committing a boy who is as yet only a truant, to jail with criminals; where even if his morals should escape contamination, his self-respect may be lost. It is hoped that both teachers and trustees will be able to furnish an accurate estimate of the number of such pupils in their school section.

"*Criminals*" mean persons of school age who have been convicted of crime at some time; and who should be sent to a *Reformatory* under provincial or public control, where they should be kept until their character gives evidence of permanent reform. These figures, if based on sound judgment and careful observation, will be of great value to those endeavoring to aid these unfortunates.

NOTES AND COMMENTS.

THE LAW.—No teacher should take charge of any school without owning and having for reference a copy of the School Law, which can be had from booksellers for fifteen cents. This Manual is published by the King's Printer, as are the other laws of the Province, and not by the Education Department.

THE JOURNAL.—From the manner in which a few semi-annual returns were made, it appears that some teachers never took the trouble to read the *JOURNAL* carefully. The fact that no *JOURNAL* is sent by the secretary to the teacher is no excuse. The secretary should be asked for it, if he should be one of those who do not promptly send it to the teacher. And if the secretary received no copy, the Education Department should be promptly informed. If any case of ignoring intimations made in the *JOURNAL* should occur in future, the Inspector is authorized to withhold the public grants from the school until the Council considers the excuse which can be made for such negligence. The government can hardly go to the trouble and expense of several hundreds of dollars in publishing and sending free to teachers directions which they do not take the trouble to read, and recognize the teacher as deserving public money.

SCHOOL LAW UP TO DATE—In order to facilitate the study of the school law, it is intended to republish in each *Journal* all the important amendments of the statutes and regulations since the last consolidation in the Manual of 1901. A copy of the Manual of the School Law of 1901 together with the latest *Journal*, will therefore contain the law up to date. See pages 69 to 77. The Education Department has very great pleasure in noting the great improvement which has been made in sending in returns promptly, and in the accuracy with which they are made out. Inspectors deserve very great praise for the manner in which they have disciplined their teachers in these respects.

INCORPORATED TOWNS AND THE MUNICIPAL FUND.—By the amendment of Section 72 of the Education Act, (see page 70 preceding) the *thirty* cent rate of this fund is raised to *thirty-five*. This will add one-sixth to the old fund, and balance the deduction made from it by the schools for the Deaf and the Blind.

A few towns, such as Dartmouth, Windsor and Truro, were by their incorporation Acts relieved from contribution to, and grants from, this fund. Other towns were making attempts to gain the same independence. There was no reason why one town should be treated differently from another; and therefore all towns are put on the same basis. They must contribute to the municipal fund,—all except the City of Halifax, which never formed part of any other municipality.

POSTAGE.—Teachers should show a good example in finding out or knowing exactly the law on such essential points as postage. School returns have sometimes been returned, or when forwarded charged double postage on account of ignorance of the postage rate, or inability to find the true weight of the document. When such a document is received by an Inspector, or at the Education Department, it tells its tale about the sender. Perhaps the party is entirely unconscious of the opinions thus formed of him or her. Hence this word of caution. Know the law accurately; see that pupils know it, and explain where to find it—which is perhaps of more importance than giving the information.

PROVISIONAL LICENSES.—No Provisional License can be issued henceforward before the 1st day of October. No teacher can claim a right to a Provisional License. The Inspector has the power to refuse his recommendation for the issue of such a license to a qualified candidate even after the 1st day of October, although the school section may have to go without a teacher. No such class of teacher should be tolerated any longer than necessary. Provisional licenses of this class have already been practically abolished by Inspectors in some counties; and in a few years they will be abolished all over the province as the old "permissives" were abolished. When this happens the present Class D (permanent) will be made *provisional*. Three classes of teachers, A, B and C, are quite sufficient. Class B must become the rule in the country generally. Class C should be tolerated only in the poorest districts. This change must come gradually; and it will be brought about by the gradual elimination of the D (provisional), the conversion of the D (permanent) to a provisional license, and eventually by the abolition of Class D altogether.

TRAINED TEACHERS.—If the salaries of teachers are to be improved by legislative enactment it will be necessary first to make sure that the teachers are all capable. This change should also come about gradually, but perhaps more rapidly than during the last few years. The M. P. Q. examination must be made more extensive and more severe. The Normal School Courses must also ultimately be lengthened.

SCARCITY OF TEACHERS.—Owing to the demand for able young men in other callings, the number of male teachers is decreasing. Others are being called away to the Northwest where they are offered better salaries. Trustees are therefore cautioned to secure teachers early. Inspectors are directed to allow sections to suffer from the consequences of their inaction or negligence rather than countenance the squandering of public money on low grade (provisional) teachers. The only effective manner of disciplining the careless is to allow them to suffer its natural effects without the exhibition of maudlin pity for them.

SALARIES.—The legislature has not yet been able to aid the teacher in maintaining a proper standard of salary. It is an extremely difficult thing to do, so as not to contravene the freedom of the citizen and the harmonious interaction of the law of Supply and Demand. In the meantime there is no reason why teachers should not make a universal and spontaneous movement on some common line.

In the first place, let it be understood that in the poorest school section any class D teacher accepting less than \$100 from the section, or any class C teacher accepting less than \$140, or any class B teacher accepting less than \$180, will be considered as acting unprofessionally. These figures are less than the average salaries for female teachers of the respective classes last year; and one accepting less than this minimum should be reported to the inspector, who will bring all such cases before the educational authorities for special investigation.

As a rule a school section which cannot offer this much to a licensed teacher should never have been erected into a school section. Such sections are often one-half or even one-third of the size they should and could be. The only poor section which can be excused for poverty is one which contains at least twelve square miles—a circle of two miles around the school house—about 8000 acres. Any smaller one which can be enlarged from adjacent territory has no right to consideration at all for its poverty. Where conditions exist preventing the formation of a section of normal size, it is right that the privileges designed for the aid of honest poor sections should be enjoyed. That is admitted. But neither the teacher nor the section of the poorest kind should receive a public grant if the contribution from the section is less than the figures mentioned—\$100 for D, \$140 for C, and \$180 for B. In the better rural sections no less than \$150 should be offered or accepted by a Third class teacher, no less than \$200 for a Second class, and no less than \$300 for a First class teacher. In many rural sections a higher standard has been followed.

Let teachers in every school call the attention of candidate teachers as well as of each other to this tentative scale for rural schools; so that we may see whether anything can be done to raise the average by voluntary concerted action.

Inspectors are requested to make a special list of any teachers who ignore this minimum, to be transmitted to the Education Department for its consideration.

SANITATION IN THE SCHOOLS.—On page 27 preceding, the annual report of Inspector Macneil on the Schools of Richmond and Cape Breton, is given. Its omission from the Education Report accounts for its publication in the JOURNAL. But there are points in it which make it deserving of the greater circulation given it by this accident. One of these is contained on page 33 in the paragraph on "Good Manners" and "Bad Manners." The unclean and dangerous habit of "spitting" in school cannot be tolerated under any circumstances. And a medical authority should be consulted before admitting a coughing pupil with symptoms of Tuberculosis. This point, although not specifically referred to, is abundantly covered by regulations 40 to 53 as well as by section 53 (f) of the Education Act. Inspectors are authorized to withhold public money from the section until the spirit and letter of the law are carried out; or until the C. P. I. takes action on the case and possibly stops the grants altogether or in part.

OVER-CROWDED SCHOOLS.—The municipal fund may be withheld also, in like manner, from overcrowded schools, as indicated in Section 102 (c) of the Education Act. The C. P. I. may in such cases order that the municipal fund shall be paid only on such days' attendance as there is proper accommodation for.

M. P. Q. EXAMINATION is proposed to be extended and made more testing. The "General Prescriptions" of the course of study form texts for chapters of study for this examination; which may soon be abolished in favor of attendance at the Normal School.

MANUAL TRAINING courses are proposed to count as high as 20 points in County Academy Entrance Examinations—for a certificate of the maximum proficiency from the Mechanic Science or Domestic Science teacher. The examination papers will indicate the *modus operandi*.

PRINCIPALS OF GRADED SCHOOLS.—Trustees and teachers are cautioned to remember that in graded schools the principal must be a teacher of high class. See regulation 23 (b). Inspectors who tolerate a breach of this regulation make themselves liable to discipline as well as the teacher or trustees. No public money can be legally claimed when the law is not complied with.

There has been a case reported of a principal who sent in the summary and returns of his school without correcting the errors in the teachers' returns. The principal is held responsible for errors in the returns of teachers under him. As principal it is his duty to see that all his teachers understand the law and carry out its details to his complete satisfaction. A teacher refusing to act thus should be reported to the trustees. If their action is not satisfactory, the Inspector or Education Department can promptly act by withholding the public funds from the parties.

CLOSING OF SCHOOLS.—Schools should not be closed for slight infectious diseases such as measles, mumps and whooping cough; unless it is found necessary also to prohibit all public meetings within the infected area.

INFECTION FROM FOREIGN PUPILS.—Families from infected districts move into a town or school section. They become residents, and their children are admitted immediately into school, after which (in a case in point) small pox develops. Can new comers be quarantined? They can. The School Board need not consider residence proven until a sufficient time for quarantine has elapsed, even if taxes should be immediately paid.

THE NEW TRUSTEE.—Immediately after the election of a new trustee, the retiring trustee ceases to act as trustee in any capacity.

CONDEMNATION OF SCHOOL HOUSES.—This, under Section 11 (e) of the Education Act, is the act of the Board of District School Commissioners.

SITES OF SCHOOL HOUSES.—Under Section 50 of the Education Act, the trustees determine the site; but if it is not approved by the Inspector, another determination has to be promptly made and repeated until the Inspector's approval is secured. The proper method of action is as follows: The trustees should point out to the Inspector the site or sites they favor until one is found which can be approved. The best course would be to ask the Inspector to select the site, after giving him all the information necessary. The Inspector will be the most likely party, as a rule, to select the proper site, as he is not influenced by local prejudices.

RURAL SCHOOL LIBRARIES.—The regulations published, pages 73 to 77, are provisional, and may be modified or extended, intimation to be published in the *Educational Review*, if required earlier than October.

Inspectors are directed not to recognize a library unless at least one-half of the minimum qualifications are made on books other than those in Class E.—*Fiction*.

SUPERIOR SCHOOL LIBRARIES are expected to be kept in as good a condition as the "Rural" ones, and to be reported on the same annual returns—substituting "Superior" for "Rural" in the respective papers, books and cards. Those having a good system of cataloguing and recording the issues of books, shall in the meantime be allowed to continue their own system, where desirable.

GOVERNMENT GRANT.—Some Inspectors appear to think that there are teachers who do not understand why the Provincial Aid to each teacher is diminishing. A teacher who can not or does not understand the reason, as well as know the law governing this grant, should not be in the profession. See Section 68 of the Education Act and Regulation 32. Enlarge the sections and lessen the number of teachers; then the \$190,000 will be more to each individual.

READING AND WRITING.—Teachers are provincial examiners in reading and writing. They should not recommend for examination those who do not satisfy them in this respect. This is a power which should give teachers the fullest influence over their pupils. The way in which this power is exercised will illustrate the extent to which a teacher's certificate of the efficiency of his pupil is likely to be worthy of acceptance.

Candidates who come up to examination without the recommendation of a teacher and pass, may not be granted a license to teach without undergoing a special examination in reading.

Good reading, beautiful writing and accurate arithmetic are prime essentials in every school, even if they should be mechanical. A teacher failing in these cannot be a success no matter what interest he may develop in other subjects.

THE PROVINCIAL EDUCATIONAL ASSOCIATION has been reorganized as indicated in the regulations published on page 45. The members of the executive committee are as follows: Principal Kennedy, Halifax; Principal McKittrick, Lunenburg; Principal Kempton, Yarmouth; Principal Ruggles, Bear River; Principal Smith, Windsor; Principal Lay, Amherst; Principal Campbell, Truro; Principal Richards, Canso; Principal Creelman, North Sydney; Principal Macdonald, Beddeck. Secretary-Treasurer, Supervisor McKay, Dartmouth. The Association is expected to meet in Truro on the 26th August. Further information will be given from time to time in the *Educational Review*.

INSTITUTES AND SUMMER SCHOOLS.—Institutes are meeting all over the province more regularly than ever before.

Summer or vacation courses are to open in the Provincial Normal School for five weeks.

beginning on the 15th July, (1) for bi-lingual teachers (see page 85), and (2) for Agriculture and Nature Study (see page 85).

The Summer School of Science for the Atlantic Provinces of Canada is to meet at Chatham, N. B., from the 21st July to the 7th August.

The Dominion Educational Association is to meet in Winnipeg during the second week in July—8th to 11th. Return tickets from Nova Scotia are expected to be obtained for \$28.

The National Education Association of the U. S. A., meets at Boston, 6th to 10th July (see notice, page 88.)

TEACHERS' MEETINGS.—In all graded schools the Principal should have frequent meetings of the teaching staff for the purpose of studying the articulation of the work of each teacher, the character and progress of the pupils, etc., and for the filling out of detailed courses of "Nature Lessons," in accordance with the general outline given in the prescribed course of study. By such procedure each school section can have the Nature Lessons, etc., adjusted to the abilities of the teachers and to the local conditions of natural and artificial environment.

GEOGRAPHY AND HISTORY.—Options in County Academy entrance and High School examination questions will be given so as to enable a full mark to be made on any half of the new text books.

ARBOR DAY.—Teachers are expected to keep this day in accordance with the regulations reprinted in this JOURNAL, page 46. This includes instruction in the principles, and economical advantages of forest culture. Firewood sells from \$2.00 to \$5.00 per cord, according to the nearness of the wood to the place where it is used. How much is consumed in the school section? How much in the province? What is the value of the annual firewood of the province? Then there is the timber for frames of buildings, props for mines, piles for wharves; plank and boards of hardwood as well as of softwood; laths, shingles, etc. Also the more expensive furniture woods which are grown or could be grown on lands not worth any thing for agricultural cultivation; and the soft woods for conversion into pulp for paper making. Teachers should report the work and lessons of Arbor Day to the Inspector, who in turn will report to the Superintendent.

EMPIRE DAY.—A report of the exercises and lessons on Empire Day should also be forwarded to the Inspector. It should be remembered with pride that Nova Scotia was the first to fix such a day for the public schools; and our initiative is being followed vigorously in every quarter of the Empire in one way or another.

The best flag for school purposes is the British Red Ensign. This is the true flag of the Empire, known over all the world. A Canadian flag (so-called)—the British Ensign with the Canadian arms crowded into a shield on the fly—is sometimes used. But it is not the Empire flag any more than the old flag of Nova Scotia or the flag of Australia. These are all good in their place; but it is the Empire flag common to all we wish to fly on Empire Day. This flag is also the least expensive. The prices of the British Red Ensign of the following sizes suitable for the smaller and larger school houses are as follows at date:—Two yards, \$1.75; 2½ yds., \$2.40; 3 yds., \$3.20; 3½ yds., \$3.65; 4 yds., \$4.80; 4½ yds., \$6.00; and 5 yard flag, \$8.25.

Some facts relating to the duty of the parts of the Empire to the whole are suggested in the notes and figures given on page 49 of this JOURNAL.

While lessons are given on the points mentioned in the regulations of the C. P. I., teachers should also endeavor to impress on the children the duty of understanding how those who under the British Constitution have the power of governing the country by electing their representatives to parliament should do their duty in voting. The voter should make a careful effort to understand what is best for the country; and the giving of a vote for any private advantage—bribery—instead of for the general benefit, should be pictured in its true selfish and mischievous hideousness. Great care, of course, should be taken not to allow any such teaching to suggest a reflection on any one political party.

NOTICE OF OPENING OF SCHOOL.—The form given on page 23 should be amended by teachers competing for rural school library, superior or agricultural grants, by giving notice of their intention to compete.

LONDON UNIVERSITY EXAMINATIONS.—In response to several urgent requests for the continuance of Halifax as an examination centre for the London University, the only station not only in Canada but on the continent, the Provincial Government has consented to the continuance, subject to a local charge of \$10 in addition to the fees to be transmitted to the University.

MACDONALD CONSOLIDATION SCHOOL.—The special Act for the consolidation school at Middleton is given on page 69. This will not be a model for a general law, for the general law of the province previously in existence is better. Prof. Jas. W. Robertson is presenting to Middleton from Sir Wm. Macdonald a model building (the plans of which are now nearly completed) and the vans for the conveyance of the pupils to school. The Act provides for the return of the sections to the old status at the end of the three year trial. \$36,000 has been voted to encourage general consolidation—\$2,000 for each county. The best manner of applying this aid can hardly be determined until the Middleton experiment proves the operation, the facts and figures of cost will be published for the information of the whole province. The general provincial consolidation laws may also be further amended after the observation of this experiment.

PROVINCIAL CONSOLIDATION SCHOOLS.—Our law has for over three years given full power for the permanent consolidation of schools by the District School Commissioners. Later, authority was expressly given to assess for the cost of conveying children to school (see page 69).

Any town, village or central section can now promise outlying sections to provide free conveyance of their children to school in vans to be approved by the educational authorities. These sections will have to assume the regular share of taxation for the building of the school house, the payment of teachers and the cost of conveyance. The central section will have the school buildings and teachers, but no more of them than the outlying sections. The outlying sections will have nearly the whole of the use of the vans at the expense of the consolidated section. Then again, the property of the town, village or central section will, as a rule, be not only greater, but also valued more highly on account of its central position. The central section must therefore bear the greater portion of the expense. The proper presentation of the case by a central section should therefore readily win the consent of the outlying sections.

The cost of conveyance will vary with local conditions. As the consolidated school can do advanced work, the driver may in many cases be an advanced pupil who will leave the van near the school until he returns at the close of the school.

The advantages and disadvantages of this consolidation system, as felt in Iowa, are very fully set forth in the April JOURNAL of 1902, beginning at page 67. Perhaps this article—a summary of Superintendent Barrett's report on the subject—may be more widely read this year than last year.

MANUAL TRAINING GRANTS.—While we should be very grateful to Sir William Macdonald for his gift of a Mechanic Science equipment and teachers to Truro, and the advertising of the advantages of hand training; the people should remember that the Council of Public Instruction of Nova Scotia was in advance not only of other provinces, but of Macdonald's act. In 1891 mechanic science was introduced into the Halifax schools; in 1893 into the Normal school; and in 1900 it was co-ordinated with domestic science, first introduced in 1897 into Halifax. The law of 1900 made one of the most liberal provisions in any country, for, on one side, but both sides of manual training—that is, for the side most useful to boys and the side most useful to girls.

NATURE STUDY, which has for many years been on our course of study without being understood by the vast majority of our teachers, has also caught the attention of Sir William Macdonald through Professor Robertson's insight into the value of educational methods and subjects. Professor Robertson's work now is to train teachers who understand how to teach the subject effectively. Percy J. Shaw, B. A., has been selected for the nature study work in a group of schools; and Geo. B. McGill has been selected for the principalship of the Middleton consolidated school. With similar able men from the other provinces these men have been studying at the expense of Sir William Macdonald at the leading scientific institutions of the continent,—first at the University of Chicago, then at Cornell, now at Columbia in New York, and this spring they will complete their course at Guelph, in the

new Macdonald Institute for the training of teachers in nature study, founded at an expense of \$175,000, for the use of all the provinces of Canada.

Professor Robertson, with the money of Sir William Macdonald, is therefore engaged in three special works, (1) woodwork training (our Mechanic Science), (2) consolidation of schools at Middleton, and (3) Nature Study, with school garden equipment in groups of schools around Truro.

SCHOOL GARDENS.—Twenty-four school gardens were reported in operation during last school year. These gardens are not as a rule such as we expect to have demonstrated by Professor Robertson. Here again, we expect to obtain good working models for the province, and it may be assumed that the gardens already started will be the first to come up to the standard set.

AVERAGE ATTENDANCE AT SCHOOL.—Mistakes are made in comparing the average attendance of Nova Scotia with that of many other countries. Ours is made in the proper manner. Some boys can attend for a few months or a few weeks between times of farm work, for instance. The total attendance made during the year is divided by the number of pupils who attended any time during the year. In many countries the average attendance is made up from those attending during each month. The annual average would thus be merely the average of monthly averages. This plan would give a very much higher percentage of attendance in Nova Scotia than the annual average. Our attendance is as good as, if not better than, in most countries when compared on the same plan.

SECTIONAL SCHOOL RATES.—These should be promptly collected during the first part of the school year. The Secretary should have the amount voted at any meeting levied as soon after the 1st of August as possible; and it should all be collected before the end of the half school year in January. In like manner any sums voted at special meetings should be promptly levied. Trustees who delay the collection of funds which they are authorized to collect are untrue to the school section which they represent, and are liable to fine for neglect of duty under the law.

GOOD MANNERS.—The importance of cultivating good manners in the school is very great. Attention is called to the general prescription on this point, and teachers are asked to make a careful study of the problem. There are cases, it is feared, where the teacher has no adequate conception of either the nature or value of good manners. The suspension of license for a year or so may be the only way to teach such a party. As good manners is a very essential part of the public school course, rudeness in the teacher, or any conduct tending to develop or to encourage bad manners of any kind, is sufficient grounds for suspension of license. The school room is no place for the boor.

PHONOGRAPHY.—In the City of Halifax the School Board is taking advantage of the general prescription in the course of study, encouraging trustees to introduce any subjects which may be of special local value. The introduction of subjects to form a commercial course is now under consideration.

In the Trenton schools a course in Sir Isaac Pitman's phonography is being given to a class of over 30, with very much satisfaction to all concerned. Only one form of shorthand can be encouraged in the public schools—the only one which has any chance of becoming more or less universal. All modifications or caricatures of this system, which are so loudly praised by certain interested coteries, are virtually attacks on the development of a popular and universal movement from longhand to shorthand.

SCHOOL CORRESPONDENCE.—Quite a number of the pupils in Nova Scotian schools are in correspondence with pupils in other portions of the Empire. A number of interesting letters by pupils have come from New Zealand, many of which were nicely illustrated by cuttings from their illustrated papers, photographic representations of the subject of the letter. When reporting on Empire Day to the Inspector, teachers are recommended to give an estimate of the number of letters received and sent from the school.

Teachers are referred to the offers of the *League of the Empire*, and the following communications, beginning on page 80 of this *Journal*. Major-General Campbell Hardy's request, we hope, may be heartily entertained by our schools. The imperial sentiment created in this most valuable educational training for the duties of citizenship may be a potent force in world politics.

PHENOLOGICAL OBSERVATIONS.—On pages 94 to 98 preceding are given some notes on the schedules studied by the specialists to which they were respectively referred. The unexpected pressure on the printing department forces us to go to press before the reports have all come in. Mr. C. B. Robinson's report on the Pictou and Antigonish schedules will be missed. Within the last year he has brought a new hawthorn to the knowledge of the scientific world, which Professor Sargent, of Harvard University, and of the great arboretum at Jamaica Plains, the greatest authority on the trees of this continent, is describing and naming after him. The Superintendent of Education is yet searching for an able and enthusiastic botanist who will take an interest in the study and compilation of the observations made in the Cape Breton counties.

NATURAL HISTORY SURVEY.—The natural sequence of some years of Phenological observations will be a complete Natural History of the Province. Teachers with the aid of their pupils should find it very interesting work to attempt the exploration of the school section, and the listing of all the plants, animals, minerals and geological formations to be found in it. Some of the more complete lists of seaweeds, ferns, mosses and such groups may be published in the *JOURNAL* if not elsewhere.

Collections should also, if possible, be made of these and kept in suitable cases in the school room. Some of the best schools have already made a commencement in this work. It will be found to be one of the most interesting forms of amusement; but it will also be an invaluable education.

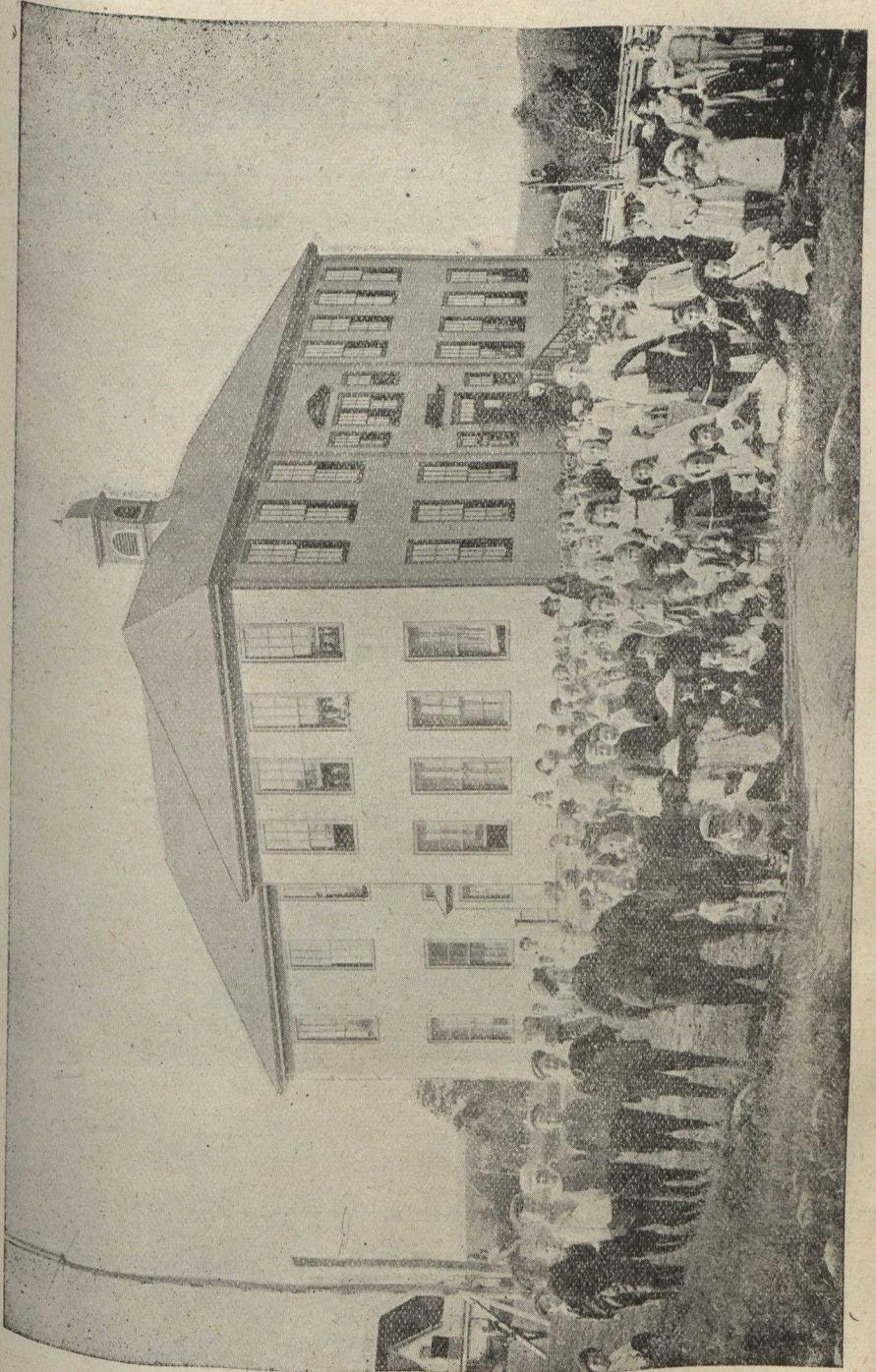
Geological maps on the scale of one mile to an inch, covering an area of 12 by 18 miles, can be procured for 10 cents from the Geological Survey of Canada, as was pointed out in a previous *JOURNAL*.

NATURE STUDY COURSE.—An improvement has been made on the "Tentative Course," published on page 78, from the Macdonald Teachers who were then in Chicago. After Chicago, Cornell and New York they are prepared to do better. We hope to publish a course from them in the next *JOURNAL*.

MUNICIPAL FUND.—The officers of Municipalities are cautioned to remember that the 30 cent rate has been changed to 35 cents. Every town in the province is also required to contribute to the fund.

FRENCH IN GRADES IX AND X.—Simpler texts have been proscribed for 1903-4, instead of *Fasnacht's*. The examination for 1904 will be adapted to the old texts as well as to the new, providing it is asked for before the publication of the October *JOURNAL*.

SUPERVISOR MANUAL TRAINING SCHOOLS.—On the 13th April Mr. T. B. Kidner was appointed Supervisor of Domestic Science as well as Mechanic Science Schools, in addition to other special work under the general direction of the Principal of the Provincial Normal School—until July, 1904.



PUBLIC SCHOOL, CHESTER, LUNENBURG CO., N. S., 1902.

JOURNAL OF EDUCATION.

Published at HALIFAX, NOVA SCOTIA, on the 17th day of April, 1903.

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