

Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming, are checked below.

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

Coloured covers/
Couverture de couleur

Coloured pages/
Pages de couleur

Covers damaged/
Couverture endommagée

Pages damaged/
Pages endommagées

Covers restored and/or laminated/
Couverture restaurée et/ou pelliculée

Pages restored and/or laminated/
Pages restaurées et/ou pelliculées

Cover title missing/
Le titre de couverture manque

Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées

Coloured maps/
Cartes géographiques en couleur

Pages detached/
Pages détachées

Coloured ink (i.e. other than blue or black)/
Encre de couleur (i.e. autre que bleue ou noire)

Showthrough/
Transparence

Coloured plates and/or illustrations/
Planches et/ou illustrations en couleur

Quality of print varies/
Qualité inégale de l'impression

Bound with other material/
Relié avec d'autres documents

Continuous pagination/
Pagination continue

Tight binding may cause shadows or distortion along interior margin/
La reliure serrée peut causer de l'ombre ou de la distorsion le long de la marge intérieure

Includes index(es)/
Comprend un (des) index

Title on header taken from: /
Le titre de l'en-tête provient:

Blank leaves added during restoration may appear within the text. Whenever possible, these have been omitted from filming/
Il se peut que certaines pages blanches ajoutées lors d'une restauration apparaissent dans le texte, mais, lorsque cela était possible, ces pages n'ont pas été filmées.

Title page of issue/
Page de titre de la livraison

Caption of issue/
Titre de départ de la livraison

Masthead/
Générique (périodiques) de la livraison

Additional comments: /
Commentaires supplémentaires:

This item is filmed at the reduction ratio checked below/
Ce document est filmé au taux de réduction indiqué ci-dessous.

10X	14X	18X	22X	26X	30X
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12X	16X	20X	24X	28X	32X
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

JOURNAL OF EDUCATION

NOVA SCOTIA

NEW SERIES.

OCTOBER, 1890.

Vol. XI. No. 1.

OFFICIAL.

The following Regulations supersede those formerly in force respecting the JOURNAL OF EDUCATION:—

I.—The JOURNAL OF EDUCATION shall hereafter 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 will be furnished gratuitously, according to law, to each Inspector, Chairman of Commissioners, and Board of Trustees, and will be supplied to other parties wishing it at the rate of ten cents per copy.

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.

EXAMINATION PAPERS,

Set for Candidates for Provincial Licenses.

JULY, 1890.

ACADEMIC LICENSE (Grade A.)

ALGEBRA.

1. Solve the equations:

$$(1.) \sqrt{x+a} + \sqrt{x} + \sqrt{x-a} = 0.$$

$$(2.) x^{\frac{1}{2}} + x^{-\frac{1}{2}} = \sqrt{5-x^{-2}}$$

$$(3.) 4a^2x = (a^2 - b^2 + x)^2.$$

2. The difference of the roots of a quadratic equation is equal to m and the product of the roots to n . Find the equation.

3. Give general solutions of the following equations, stating what assumption underlies your method.

$$3x + 7y = 250.$$

4. Prove that the sum of n terms of the series 1, 3, 5, 7, etc., is equal to n^2 .

5. Reduce $\frac{\sqrt{x-4} + \sqrt{x-2}}{2\sqrt{x} + 3\sqrt{x-2}}$ to an equivalent fraction with a rational denominator.

6. A vessel is half full of a mixture of wine and water. If filled with wine, the ratio of the quantity of wine to that of water is ten times what it would be if the vessel were filled up with water. Find the ratio of the original quantity of wine to that of water.

GEOMETRY.

1. If from any point in the circumference of a circle circumscribed about a triangle, perpendiculars are drawn to the three sides, the feet of these perpendiculars are in the same straight line.
2. Describe an isosceles triangle having each of the angles at the base double of the third angle.
3. Draw a circle which shall touch one side of a triangle and the other two sides produced.
4. If the vertical angle of a triangle be bisected by a straight line which cuts the base, the segments of the base shall have to one another the same ratio as the remaining sides of the triangle. Also state and prove the converse.
5. To draw a straight line perpendicular to a given plane, from a given point without it.
6. If a straight line touch a circle, and from the point of contact a chord be drawn, the angles which this chord makes with the tangent shall be equal to the angles in the alternate segments of the circle.
7. Shew that the area of a regular hexagon inscribed in a circle is three-fourths of that of the corresponding circumscribed hexagon.

SCHOOL SYSTEM AND SCHOOL MANAGEMENT.

1. Explain the constitution of the Board of School Commissioners—(a) for the City of Halifax; (b) for an incorporated town.
2. State the conditions under which (1) a Grade A teacher can claim a special Provincial grant; (2) the grant for Agricultural Schools can be drawn.
3. "Any sum required by any section over and above the sums provided by the Province and Municipality for the support and maintenance of a public school or schools during the ensuing year shall be a charge on the section, and shall be levied as follows." Complete this statement.
4. Define the term *class* as used in connection with school work, and state as fully as you can the principles underlying successful class management.
5. (1) Give a summary of the contents of Roger Ascham's "Scholemaster." (2) Briefly outline Milton's notions of education.

TEACHING.

1. Give your views as to the position which manual training (the extent of this term to be carefully defined) should occupy in school work.
2. Write for appropriate classes notes of lessons illustrating (a) the governing powers of prepositions in English, Latin, and Greek respectively; (b) the method of "completing the square."
3. Explain the difference between the inductive and deductive methods of teaching. Show clearly that both methods may be used in connection with the same subject.
4. What importance do you attach to the training of the imagination? Specify the principles by which you would be guided in seeking to accomplish this end.
5. President Elliott affirms: "Much time can be saved in primary and secondary schools by diminishing the number of reviews, and by never aiming at that kind of accuracy of attainment which reviews, followed by examinations, are intended to enforce." Examine this statement. (Special value will be given for a full and discriminating answer to this question.)

PHYSIOLOGY.

1. Describe the course of the circulation of the blood, and give an explanation of "blushing."
2. Describe the mechanism of the nostrils.
3. Describe the cavity of the mouth and pharynx.
4. Name and give a short description of the various kinds of joints found in the human body. Describe the bones of the forearm.
5. Write a full note on the character of *Epithelium*.
9. Describe fully the scope and aims of Hygiene.

(Candidates are at liberty, as per syllabus of Examination, to write on such two of the three subjects given below as they may choose. No credit will be given to papers on all subjects from the same candidate.)

CHEMISTRY.

1. Give reasons for considering the air a mechanical mixture rather than a chemical one.
2. Give a general outline of the photographic process.
3. Mention the principal Ammoniac Salts, giving their formulæ, and compare them with the corresponding Potassic Salts.
4. Give a method for the preparation of *hydric chloride*, and state its action upon ammonia.
5. Describe the Bessemer process of manufacturing steel. Describe Marsh's test for As.
6. How would you distinguish the following gases from one another: *chlorine, nitrogen, marsh gas, carbonic oxide, olefiant gas*.

NATURAL PHILOSOPHY.

1. State the principle of the Parallelogram of Forces, and prove it so far as the direction of the resultant is concerned. A weight of 10 lbs. is supported by two strings, each of which is 3 ft. long, the ends being attached to two points in a horizontal line 3 ft. apart; find the tension of each string.
2. Describe the construction of the double-barrelled Air-pump, and by means of a diagram explain the action of the Siphon.
3. Define *uniform* and *variable* velocity. What is meant by the acceleration due to a force, and upon what does its magnitude depend?
4. A pipe 15 ft. long closed at the upper extremity is placed vertically in a tank of the same height, and the tank is filled with water. To what height will the water rise in the tube, the water barometer being 33½ ft.? State the principles on which your answer is based.
5. Explain fully the following statement: Any quantity of fluid, however small, may be made to support any weight, however large.
6. Show how to find by a geometrical construction the position and magnitude of an image of a small object placed before a spherical mirror.

FRENCH.

Translate into English:

MADAME JOURDAIN.—Ah! ah! je trouve ici bonne compagnie, et je vois bien qu'on ne m'y attendait pas. C'est donc pour cette belle affaire ci, monsieur mon mari, que vous avez eu tant d'empressement à m'envoyer diner chez ma sœur? Je viens de voir un théâtre là-bas, et je vois ici un banquet à faire noces. Voilà comme vous dépensez votre bien; et c'est ainsi que vous festinez les dames en mon absence, et que vous leur donnez la musique et la comédie, tandis que vous m'en voyez promener.

DORANTE.—Que voulez-vous dire, madame Jourdain? et quelles fantaisies sont les vôtres, de vous en aller mettre en tête que votre mari dépense son bien, et que c'est lui qui donne ce régal à madame? Apprenez que c'est moi, je vous prie; qu'il ne fait seulement que me prêter sa maison, et que vous devriez un peu mieux regarder aux choses que vous dites.

MONSIEUR JOURDAIN.—Oui, impertinente, c'est monsieur le comte qui donne tout ceci à madame, qui est une personne de qualité. Il me fait l'honneur de prendre ma maison, et de vouloir que je sois avec lui.

MADAME JOURDAIN.—Ce sont des chansons que cela; je sais ce que je sais.

DORANTE.—Prenez, madame Jourdain, prenez de meilleures lunettes.

MADAME JOURDAIN.—Je n'ai que faire de lunettes, monsieur, et je vois assez clair. Il y a longtemps que je sens les choses, et je ne suis pas une bête. Cela est fort vilain à vous, pour un grand seigneur, de prêter la main comme vous faites aux sottises de mon mari. Et vous, madame, pour une grand'dame, cela n'est ni beau, ni honnête à vous, de mettre la discension dans un ménage, et de souffrir que mon mari soit amoureux de vous.

DORANTE.—Que veut donc dire tout ceci? Allez, Dorante, vous vous moquez, de m'exposer aux sottises vicioles de cette extravagante.

1. Parse: *Je vois, que voulez-vous dire, apprenez, sois, faites*.
2. Give the first person singular of the present, imperfect, and future indicative, present and imperfect subjunctive, and second person singular imperative of the following verbs: *envoyer, s'en aller, sentir* and *dire*.
3. Name the most important intransitive verbs conjugated with *être* instead of *avoir*.
4. Name the substantives in *ou* that take *x* in the plural.
5. Give the principal parts of *vien*s, *vois*, *mettre*, *fait*, *devriez*, *vouloir*, *sais* and *prenez*.
6. State the rules applicable to the past participle used with (a) *avoir*, (b) *être*.

LATIN PROSE COMPOSITION.

(A lexicon may be used, but no other book.)

Translate into Latin:—

1. It is my interest that Cæsar, but Cicero's that Pompey, should win.
2. This news is too good to be true.
3. He seems to have been born at Herculaneum, but I know that he lived many years at Syracuse.
4. If you could not learn where he lived, you should have brought back my letter at once.
5. So great a war he made ready for at the end of winter, undertook in the beginning of spring, and ended by midsummer.
6. If you go to Athens soon, I should like you to buy me some books on Philosophy as cheaply as possible.
7. I fear that you are not ashamed of your dishonor.

GREEK PROSE COMPOSITION.

1. Had I been present, I could not have foreseen this.
2. He declared that if he should catch anyone running away, he would treat (use) him as an enemy.
3. Plato being on a certain occasion (express by an adverb) enraged at his servant, said to Xenocrates, who stood by, "take this man and flog him, for I am in a passion."
4. The generals resolved to cross the river, baggage and all.
5. To one having remarked that to live was an evil, Diogenes said, "not to live, but to live wickedly."

ROMAN HISTORY.

1. Describe the constitution and function of any one of the Legislative Assemblies at Rome.
2. What was the Latin League? State the causes and circumstances of its dissolution. What was *Jus Latii*?
3. Describe the "Decemvirs."
4. Who were the Gracchi, and for what did they contend? What parties arose from their contentions, and with what leaders? Which of these parties did Cæsar represent?
5. What do you understand by the "Triumvirates?" What was the aim and what the end of each? By what decisive battles were they respectively broken up?

GREEK HISTORY.

1. What was the "Dorian Migration?" Explain its relation to the Greek Cities in Asia Minor.
2. Describe the constitution and functions of the Amphictyonic Council.
3. Write a note of the Confederacy of Delos.
4. The battles of Salamis and Plataea were contemporaneous with important historical events elsewhere. What were these?
5. Mention the most powerful States of Greece, from time to time, with dates and references to sources of power in each case.

FIRST CLASS LICENSE (Grade B).

GEOGRAPHY.

1. Explain the terms Solstice, Equinox, Flood Tide, Neap Tide, Isothermal, Isotheral, Isochthermal. State briefly the characteristic *fauna* and *flora* of Asia.
2. What are the chief influences that affect the climate of a place? Distinguish between the *constant* and *variable* factors.
3. Describe in detail the mountain and river systems of Europe.
4. Write a note on the commerce of Great Britain. Distinguish between *foreign* and *colonial* commerce.
5. Brazil—its situation, principal cities, physical features, chief pursuits of its inhabitants, and the form of government.

6. Write a full description of Malaysia, its position, divisions, climate, products, etc.
7. Two places being given and the time at one, to find the time at the other. (Globe.) It is 12 o'clock noon at Halifax; give approximately the time at the following places: Ottawa, Winnipeg, Washington, London, St. Petersburg, Melbourne.

BRITISH HISTORY.

1. Give an account of the Saxon conquest and settlement of Britain.
2. Discuss the claims of William the Conqueror to the English throne. Write a short account of the Norman Conquest.
3. Give the occasion and original meaning of the following terms: Puritan, Nonjuror, Whig, Tory, Covenanter, Chartist, Cabal, Lollard, Roundhead.
4. Sketch the incidents connected with the passage of the Reform Bill of 1832. State its details, and show what classes of the community were affected by it.
5. Give an account of Walpole's administration, and state the grounds of the attack upon his excise bill.
6. Describe the rise of the British power in India, and give the present mode of governing that dependency.

UNIVERSAL HISTORY.

1. Give a sketch of the life and military exploits of Hannibal.
2. What was the cause and immediate occasion of the Peloponnesian War? What parties were involved in it, and what were its results?
3. Sketch the rise, spread and fall of the Saracenic power in Europe.
4. Give an account of the career of Peter the Great, with an estimate of his work and character.
5. Write notes on the following: "Holy Roman Empire," "Caste," "Laws of Draco," "First triumvirate," "Reign of Terror."
6. Tell what you know of the following battles, the location, and the parties engaged: Gettysburg, Sedan, Wagram, Pavia, Pharsalia, Beneventum, Arbela, Marathon.

COMPOSITION.

1. Purity of Language: (1) Discuss the standard by which it is regulated; (2) state, with illustrations, the chief modes in which it is violated.
2. Define synonyms, and write out the synonyms of the following words, indicating any important distinctions in application: *hurry, inconsistent, remorse, guide, permanent, famous knowledge, hint, rational, result, precursor, wholesome, device.*
3. Quote from well-known authors examples of *Metaphor, Irony, Simile, and Epigram.*
4. Name the chief elements of an Historical Theme, and illustrate them by an exercise on the North-West Rebellion of 1885.
5. Quote and scan a line (naming the measure) from each of the following: *Ye Mariners of England, Edinburg after Flodden, Song of the Shirt, Lady of the Lake, Cottar's Saturday Night, The Cloud, Somebody's Darling, Charge of the Light Brigade.*

BOOK-KEEPING.

1. What does the Cr. side of the Bills Payable account represent?
2. Explain "Bill of Lading," "Bottomry Bond," "Indorsement," "Composition," "Dividend," "Clearance."
3. (a) Write a letter to Bauld & Gibson, asking for a statement of your account; (b) write Bauld & Gibson's reply, enclosing statement; (c) write to Bauld & Gibson, enclosing cheques and calling attention to a slight error in account.
4. What is a partnership business? Show how the opening entries are made in such a business, and also how the gains and losses are disposed of.
5. Journalize:
 - (a) Sold James Graham, 100 bbls. of flour at \$6.00 per bbl. Received in payment an order on John Brown for \$100.00, John Smith's note for \$300.00, and balance in cash.
 - (b) Bought from Black Bros., 200 yds. cotton duck at 25c. per yd., and 10 cwt. of iron at 2c. per lb., for which I gave my note on 3 mos.
 - (c) Deposited in Merchants' Bank \$300.00.
 - (d) Drew from Merchants' Bank \$150.00 to meet my note.
 - (e) Insured for one year \$2000.00 on stock of Goods, premium 2½ per cent., paid in cash.

- (f) Gave Smith Bros. on account:
 - a 30 days draft on John Brown for \$100
 - a 60 " " " " Jas. Lane " \$200
- (g) Accepted Blanchard & Co's draft for ninety days in favor of Geo. Jones for \$120.00, and when due paid it by cheque on Merchants' Bank.

GRAMMAR.

1. Write brief etymological notes on *spinster, songstress, widower, children, chickens, brethren, ethics.*
2. (1) Give a general definition of the term *tense.* (2) Complete the definition, and classify the tenses of the Indicative Mood according to the different applications of the term.
3. Explain the different uses of the verbal form ending in *ing*, and show when it is properly a participle. Write a note on the syntax of the sentence: "Generally speaking, our winters are long."
4. Some verbs in the passive voice are followed by the objective case. Explain and illustrate fully.
5. Describe the changes that our language underwent during the Middle English Period.
6. Parse italicized words in the following sentences: *Love not sleep lest thou come to poverty. They turned out the Turk bag and baggage. Do so if you please. Pray sit down. Let me die the death of the righteous. This said, they both betook their several ways.*

ANALYSIS.

1. Point out with illustrations the different kinds of clauses which may be introduced, (1) by relative pronouns, (2) by adverbs.
2. Analyze the principal sentences in the following passage; and state the nature of the subordinate sentences, pointing out the sentences upon which they depend:—
 "This mother is still alive, and may perhaps even yet, though her malice was often defeated, enjoy the pleasure of reflecting that the life, which she often endeavored to destroy, was at last shortened by her maternal offices, and that, though she could not transport her son to the plantations, she has had the satisfaction of forcing him into exigencies that hurried on his death."
3. Analyze:

"For who would bear
 The insolence of office, and the spurns
 That patient merit of the unworthy takes,
 But that the dread of something after death,
 The undiscovered country from whose bourne
 No traveller returns, puzzles the will,
 And makes us rather bear those ills we have
 Than fly to others that we know not of."

ARITHMETIC.

1. Multiply .004 by 32.4, and divide the product by 6.4. Express as a vulgar fraction the product of 27 and .916. Is there any difference between the meaning of the sign \times in 2×7 and in $\frac{2}{3} \times \frac{1}{4}$? If so, explain fully.
2. One pendulum oscillates six times in 3.2 seconds, and another pendulum eight times in 3.6 seconds; if started simultaneously how often will they tick together in an hour?
3. A merchant owned $\frac{11}{12}$ of a stock of goods. Of the whole stock $\frac{1}{4}$ was destroyed by fire and $\frac{1}{12}$ of the remainder damaged by water. If the uninjured goods were sold at cost for \$4,200, and the damaged goods at half cost, how much did the merchant lose?
4. The population of a country would increase annually five per cent. were it not that emigration annually carries off $\frac{1}{4}$ per cent. of the people; what will be the increase per cent. in the population after five years.
5. I bought certain 4 per cent. stock at 75 and after a number of years sold out at 95, and found that I had made $7\frac{1}{2}$ per cent per annum, simple interest. How long did I hold the stock.
6. A watch which gains 5 seconds in every 3 minutes was set right at 6 a. m. What was the true time in the afternoon of the same day when the watch indicated a quarter past 3 o'clock.

PRACTICAL MATHEMATICS.

1. Define Sine, Cosine, Secant, Cosecant, Course, Departure, Polyhedron, Prism, Pyramid, Cone, Cylinder.
2. Prove that the sine of an angle is equal to the sine of its supplement, while the cosine of an angle is equal to the cosine of its supplement with a contrary sign.
3. State and demonstrate the theorem for the solution of oblique triangles when the three sides are given.

4. Find in acres, rods, etc., the area of a rectangular field, of which the longest side is to the shortest in the ratio of 15 to 8, and which a person walking at the rate of 3 3-11 miles an hour, takes 5 minutes 45 seconds to walk round.

5. What must be the perpendicular depth of a cistern in the form of an inverted cone having the angle at the apex 60° , to contain 400 gallons of water?

6. Using a diagram show what is meant by "Meridional Difference of Latitude." Prove that the arc of a parallel of Latitude is equal to the corresponding arc of the equator multiplied by the cosine of the Latitude.

7. What is meant by the "moment of a force" and how is its magnitude determined? At the corners of a square, taken in order, are placed weights 1, 3, 5 and 7; find their centre of gravity.

ALGEBRA.

1. Solve the equation:

$$(b - c)x^2 + (c - a)x + (a - b) = 0.$$

2. Three students, A, B, and C, agree to work out a series of difficult problems in preparation for an examination; and each student determines to solve a fixed number every day. A solves 9 problems per day, and finishes the series 4 days before B; B solves 2 more problems per day than C, and finishes the series 6 days before C. Find the number of problems, and the number of days given to them by each student.

3. Four numbers are in arithmetical progression. The product of the 1st and 3rd is 27, and of the 2nd and 4th, 72. What are the numbers?

4. A and B each attempt the same quadratic equations. A, after reducing has only a mistake in the numerical term and finds for roots $+8$ and $+2$; B, after reducing, has only a mistake in the coefficient of x , and finds for roots -9 and -1 . Find the correct roots of the equation.

5. Solve the equation:

$$\frac{x + \sqrt{x^2 - 1}}{x - \sqrt{x^2 - 1}} - \frac{x - \sqrt{x^2 - 1}}{x + \sqrt{x^2 - 1}} = 8\sqrt{x^2 - 1}$$

6. State the fundamental laws of the Binomial Theorem, and write down the 3rd, 5th, and 7th terms of $(x + y)^{10}$.

7. Find how many permutations can be formed of the letters in the word *Education*, taken altogether.

GEOMETRY.

1. The straight lines drawn from the angular points of a triangle to the middle points of the opposite sides meet in a point.

2. Prove geometrically that the difference of the squares on two straight lines is equal to the rectangle of their sum and difference.

3. If a straight line touch a circle and from the point of contact a chord be drawn, the angles which this chord makes with the tangent shall be equal to the angles in the alternate segments of the circle.

4. Find the locus of a point without a square such, that straight lines being drawn from it to the angular points of the square, the angle contained by the two extreme lines is divided into three equal parts by the other two.

5. Prove that the angle at the centre of a circle is double of the angle at the circumference subtended by the same arc.

6. Show how to inscribe a regular hexagon in a given circle.

7. If from any point in the circumference of the circle circumscribed about a triangle perpendiculars are drawn to the three sides, the feet of these perpendiculars are in the same straight line.

SCHOOL SYSTEM AND SCHOOL MANAGEMENT.

1. "Any sum required by any section over and above the sums provided by the Province and Municipality for the support and maintenance of a public school or schools during the ensuing year shall be a charge on the section, and shall be levied as follows." Complete this statement.

2. Specify the most important points of business transacted by the annual school meeting.

3. Define the term *class* as used in connection with school work, and state as fully as you can the principles underlying successful class management.

4. Make a programme for one day's work in an advanced department consisting of Grades VI and VII.

5. Give your views as to the wisdom of making promotions depend entirely on stated written examinations.

TEACHING.

1. What do you understand by a topical recitation? Lay down rules for conducting one.

2. Explain the method you would pursue (with a class) in the critical study of a piece of literature.

3. Describe the preparatory work that should be done by a teacher and class before assigning to the latter the writing of a composition on a scientific subject.

4. What general directions would you give teachers of primary grades for the conduct of object lessons.

5. Describe and illustrate the proper method of dictating a paragraph for the purpose of teaching spelling. How would you have such an exercise corrected.

PHYSIOLOGY.

[Candidates who prefer may substitute for this paper that on Latin given below. If papers on both subjects are handed in by same candidate, no credit will be given for either.]

1. Describe the course of the circulation of the blood, and give an explanation of "blushing."

2. Distinguish between *arterial* and *venous* blood, and explain the mechanism of respiration.

3. Describe the cavity of the mouth and pharynx.

4. Describe the general structure of the eye. What is the "blind spot?" What is color blindness?

5. What is *anæmia*? State its causes and its effects on the human system.

6. Write a note on "Vegetable Foods;" compare the different varieties as articles of food.

LATIN.

I.

1. Translate into English:

Adjuvabat etiam eorum consilium, qui rem deferebant, quod Nervii antiquitus, cum equitatu nihil possent (neque enim ac hoc tempus ei rei student, sed, quicquid possent, pedestris valent copis), quo facilius finitimorum equitatum, si praedandi causa ad eos venissent, impedirent, teneris arboribus incisus atque inflexis, crebris in latitudinem ramis enatis et rubus sentibusque interiectis effecerant, ut instar muri hae sepes munimentum praerent, quo non modo non intrari, sed ne perspicere quidem possot. His rebus cum iter agminis nostri impediretur, non omittendum consilium Nervii existimaverunt.

2. Parse *adjuvabat, incisus, inflexis, enatis, antiquitus, instar, rei*.

3. What is the grammatical construction of the clause *quod Nervii antiquitus.....effecerant*.

II.

1. Decline together *foedem scelus, acer senex, idem sermo*.

2. Write down the perfect indicative first person singular and the supine of *tango, teno, texo, adolesco, figo, caveo, vinco, vincio, vivo, caedo, caedo*.

3. Name the chief classes of verbs which (the corresponding verbs in English being transitive) govern (a) the Genitive, (b) the Dative, (c) the Ablative.

4. State and illustrate the various ways in which *purpose* may be expressed in Latin.

CHEMISTRY.

1. Write the symbols and scientific names, and give the chief properties of the following: *corrosive sublimate, ammonia, saleratus* and *phosphuretted hydrogen*.

2. Give a general outline of the photographic process.

3. Briefly explain the method by which sulphuric acid is made.

4. Describe the Bessemer process of manufacturing steel. Describe Marsh's test for As.

5. How would you distinguish the following gases from one another: *chlorine, nitrogen, marsh gas, carbonic oxide* and *olefant gas*?

6. State the advantages arising from the application of quicklime to soils.

PHYSICS.

1. Define Tenacity, Resultant, Flexibility, Elasticity, and Viscosity. Explain the statement, "weight is proportional to mass."

2. State the laws and give illustrations of capillary action.

3. Describe the operation of the Air-pump (use a diagram).

4. Describe the *three* classes of levers, and show the advantage that may be gained by each. What is the class and length of lever, and distance from power to fulcrum of that lever, with which a power of 1 kilogram will balance a weight of 4 kilograms placed 50 centimetres from the fulcrum?
5. State some useful applications of the pendulum. How long must a pendulum be to beat once in $2\frac{3}{4}$ seconds?
6. State the laws of *fusion* and *boiling*.

ENGLISH LITERATURE.

[Candidates who prefer may substitute for this paper that on French given below. If papers on both subjects are handed in by same candidate, no credit will be given for either.]

1. Name the authors of the following: *Childe Harold*, *Marmion*, *The Task*, *Night Thoughts*, *Wealth of Nations*, *Kenilworth*, *Rape of the Lock*, *Comus*, *Canterbury Tales*, *Tristram Shandy*, and give a brief outline of the subject matter of any of them.
2. State what you know of the life and writings of Edmund Spenser.
3. Write a note on the "Miscellaneous literature of the early part of the nineteenth century."
4. "He was altogether from end to end, an artist, and the greatest artist the modern world has known." To what English writer does this apply? Discuss the statement.
5. By whom and on what occasion were the following sentiments uttered:—

"In law, what plea so tainted and corrupt
But being seasoned with a gracious voice
Obscures the show of evil."

"You may as well use question with the wolf
Why he had made the ewe bleat for the lamb."

"I would she were as lying a gossip in that as over
Knapped ginger."

"All things that are
Are with more spirit chased than enjoyed."

"A Daniel come to judgment."

6. Explain the following: *Polician*, *Notary*, *Midas*, *Pythagoras*, "On the Hip," *Ducat*, *Hyracanian*, *Thisbe*.

FRENCH.

Translate into English:—

MADAME JOURDAIN.—Ah! ah! je trouve ici bonne compagnie, et je vois bien qu'on ne m'y attendait pas. C'est donc pour cette affaire-ci, monsieur mon mari, que vous avez eu tant d'empressement à m'envoyer diner chez ma sœur? Je viens de voir un théâtre lâbas, et je vois ici un banquet à faire noces. Voilà comme vous dépensez votre bien; et c'est ainsi que vous festinez les dames en mon absence, et que vous leur donnez la musique et la comédie, tandis que vous m'envoyez promener.

DORANTE.—Que voulez-vous dire, madame Jourdain? et quelle fantaisie est-ce que vous en avez eue? Mais que votre mari dépense son bien, et que c'est lui qui donne ce régal à madame? Apprenez que c'est moi, je vous prie; qu'il ne fait sculement que me prêter sa maison, et que vous devriez un peu mieux regarder aux choses que vous dites.

MONSIEUR JOURDAIN.—Oui, impertinente, c'est monsieur le comte qui donne tout ceci à madame, qui est une personne de qualité. Il me fait l'honneur de prendre ma maison, et de vouloir que je suis avec lui.

MADAME JOURDAIN.—Ce sont des chansons que cela, je sais ce que je sais.

DORANTE.—Prenez, madame Jourdain, prenez de meilleures lunettes.

MADAME JOURDAIN.—Je n'ai que faire de lunettes, monsieur, et je vois assez clair. Il y a longtemps que je sans les choses, et je ne suis pas une bête. Cela est fort vilain à vous, pour un grand seigneur, de prêter la main comme vous faites aux sottises de mon mari. Et vous, madame, pour une grand'dame, cela n'est ni beau, ni bonnête à vous, de mettre la disension dans un ménage, et de souffrir que mon mari soit amoureux de vous.

DORANTE.—Que veut donc dire tout ceci? Allez, Dorante, vous vous moquez, de m'exposer aux sottises visions de cette extravagante.

1. Parse: *Je vois, que voulez-vous dire, apprenez, sois, faites.*
2. Give the first person sing, of the present, imperfect, and future indicative, present and imperfect subjunctive, and 2nd per-

son sing, imperative of the following verbs: *envoyer, s'en aller, sentir* and *dire*.

3. Name the most important intransitive verbs conjugated with *être* instead of *avoir*;

4. Name the substantives in *ou* that take *r* in the plural.

5. Give the principal parts of *vivre, voir, mettre, faire, devenir, vouloir, savoir* and *prendre*.

6. State the rules applicable to the past participle used with (a) *avoir*, (b) *être*.

Translate into French:—

We love our country and you love yours. I am looking for my little dog. What is he asking for? The study of the French language is easy, is it not? We met him not long ago. How long has he been in Canada? It is necessary that I should bring him these letters. He thinks he is right. I wash myself every morning with cold water. We are not mistaken. In winter it snows, in summer it rains. To-morrow morning we shall go for a drive. Do you feel well? I have to leave this very day. Can you swim? What do you want? I want my money. It is better to act than to speak. He ordered him to go out. Go to the post office, and fetch me a postage stamp.

SECOND-CLASS LICENSE (Grade C).

GEOGRAPHY.

1. State the chief properties of the atmosphere, and explain the cause of twilight.
2. Give as full a description as you can of the four great divisions of North America.
3. In what direction from the nearest land are the following islands, and by what waters are they surrounded: *Miscou*, *Grand Manan*, *Manitoulin*, *Magdalen*, *Falkland*, *Trinidad*, *Cuba*, *Iceland*, *Sumatra*, *New Guinea*, *Mauritius*, *Nova Zembla*, *Sicily*, *Bornholm*, *Cyprus*.
4. Name the coast waters of Nova Scotia, tell the countries washed by each, and of what body of water each is an arm.
5. Name and locate the four great divisions of the Caucasian race in Europe, and write a note on Belgium.
6. Describe Asiatic Russia, giving its divisions, rivers, towns, etc.
7. Name and locate the cities of Great Britain which have each more than 100,000 inhabitants.
8. Draw an outline map of Europe.

BRITISH HISTORY.

1. In what way are the following names specially connected with English History: *Julius Agricola*, *Pope Gregory the Great*, *Stephen Langton*, *Simon de Montfort*, *Earl of Warwick*, *Philip II of Spain*, *Robert Walpole*, *Robert Clive*, and *George Washington*.
2. Write a short sketch of the reign of *Richard II*.
3. Briefly describe the foreign policy of *Cromwell*.
4. Narrate the circumstances which led to the accession of *William III*.
5. Briefly describe the origin, progress and conclusion of the war with the United States in 1812-14.
6. Mention at least three important parliamentary measures introduced by *Sir Robert Peel*, and describe any one of them.

BRITISH AMERICAN HISTORY.

1. Relate some facts regarding *La Salle*, *Champlain*, *Papineau*, *Lord Falkland*, *Louis Riel*.
2. What difficulties were settled by the *Washington Treaty*? How were these matters adjusted?
3. Describe as fully as you can the establishment of *Public School Systems* in the various Provinces.
4. Write a short note on the *United Empire Loyalists*.
5. "In 1822 the North-west Territory was divided into four provinces." Name, locate, and give the approximate area of each.

COMPOSITION.

1. Name the various points made use of in *Punctuation*, and write sentences illustrating the use of each.
2. Vary the expression in the following sentences by using synonymous words or phrases:
I am monarch of all I survey, Indolence is the cause of many evils. In Egypt, the Nile annually overflows the country, and

thereby renders it fertile. The avaricious man has no friends. Knowledge is to be gained only by study. Wealth is desired by all, but it is accompanied by many troubles. Wrath kindles wrath.

8. Transpose the following passage from the metrical to the prose order without altering the sense:

No radiant pearl, which crested fortune wears,
No gem, that twinkling hangs from beauty's ears,
Nor the bright stars, which night's blue arch adorn,
Nor rising suns, that gild the vernal morn,
Shine with such lustre as the tear that breaks,
For others' woe, down virtue's manly cheeks.

4. Name the chief figures of language, and give examples of each.

5. In the following sentences make such corrections as you may deem necessary

The farmers of Ohio pay great attention to the culture of corn. Charles promised his father that he would never forget his advice. The officer's instructions were plain. Have you read Dante's work, the immortal Italian poet? Sit down and take a seat. Each of these words imply some pursuit or object relinquished. The writing which mankind first wrote was first written on tables of stone. He is a child alone, having neither brother nor sister.

6. Write an expanded paraphrase on:

"There's a Divinity that shapes our ends,
Rough hew them how we may."

BOOK-KEEPING.

[Candidates who prefer may substitute for this paper that on French given below. If papers on both subjects are handed in by the same candidate, no credit will be given for either.]

1. Draw up a form of Bill Book and explain its use.

2. Write a "Joint Promissory Note" and a "Letter of Credit," and explain *Bottomry Bond, Clearance, Draft, Net Proceeds and Bullion*.

3. A new set of books is opened at the beginning of the year, and there are balances of the following accounts: Bills Payable, Bills Receivable, Cash and Merchandise; on which side of the Ledger will each be put?

4. Write two business letters of not less than six lines each, the second being an answer to the first.

5. Enter the following in the various books according to the Single Entry method:—

Sold Jas. White 2 bbls. of Flour at \$6.25 per bbl. : 10 yds. cloth at \$3.50 per yd. Received in payment 20 bush. oats at 40c per bush. Received from H. L. Jenkins, \$25.00 on acct.

Paid for postage stamps \$10.00. Bought from Smith & Co., groceries, as per bill, \$215.62. Paid rent \$75.00. Lost from pocket-book \$16.25. Paid Smith Bros. on acct. \$175.00.

FRENCH.

Translate into English:

L'officier auquel le roi envoya l'examen de notre affaire avait l'âme aussi corrompue et aussi artificieuse que Sésostris était sincère et généreux. Cet officier se nommait Méthouphis, et nous interrogea pour tâcher de nous surprendre, et comme il vit que Mentor répondait avec plus de sagesse que moi, il le regarda avec aversion et avec déhance; car les méchants s'irritent contre les bons. Il nous sépara, et depuis ce moment je ne sus point se qu'il était devenu Mentor. Cette séparation fut un coup de foudre pour moi. Méthouphis espérait toujours qu'en nous questionnant séparément il pourrait nous faire dire des choses contraires: surtout il croyait m'éblouir par ses promesses flatteuses, et me faire avouer ce que Mentor lui aurait caché. Enfin il ne cherchait pas de bonne foi la vérité; mais il voulait trouver quelque prétexte de dire au roi que nous étions des Phéniciens, pour nous faire ses esclaves. En effet, malgré notre innocence et malgré la sagesse du roi, il trouva le moyen de le tromper.

1. Parse *corrompue, se nommait, était devenu, pourrait, aurait caché*.

2. Give the primitive tenses of *surprendre, vil. sus, fut, faire, dire*.

3. Re-write the following sentences, so as to exhibit the conjugation of the verbs used in all persons singular and plural of the Present Indicative:—

J'aime mon frère et ma sœur. J'obéis à mes parents, mais il n'obéit pas les siens. (The Possessive Adjective or Pronoun to be put in the same person as the subject)

4. Distinguish between *un honnête homme* and *un homme honnête*, *un seul ami* and *un ami seul*, *un petit homme* and *un homme petit*, *une grande dame* and *une dame grande*.

Translate into French:

This water is good but it is not fresh. That beautiful house has a small yard. They are not hungry but they are thirsty. Are these books interesting? Please lend the knife to my cousin. I am looking for strawberries. The butcher furnishes the meat. How many scholars do you instruct? Are you acquainted with this gentleman? I pity that poor woman. I do not praise you, I blame you. Day before yesterday we went hunting. We had a holiday on the twenty-fourth of May, one thousand eight hundred and eighty-nine.

GRAMMAR.

1. Give, with examples, as perfect a classification as you can of nouns which cannot be placed under any of the general rules for the formation of the plural.

2. "Besides the proper relatives, other words have occasionally the force of relative pronouns." Illustrate fully this statement.

3. Give accurate rules for the use of *shall* and *will*.

4. State the chief exceptions to the rule of order that the subject precedes and the object follows the verb.

5. Parse the following sentences;

(1) 'Twere worth ten years of peaceful life,
One glance at their array.

(2) Then if thou fallest, O Cromwell,
Thou fallest a blessed martyr.

ANALYSIS.

1. Define *phrase, clause, and sentence*, and illustrate your definitions by instances.

2. Show what noun clauses and adjective clauses may agree in form, and explain with examples your method of distinguishing between them.

3. Analyse the following sentences:

(1) Strange as it may appear, it is nevertheless true, that the writers we have mentioned largely contributed to the improvement of literature whenever circumstances were at all favorable.

(2) For those that fly may fight again,
Which he can never do that's slain.

ARITHMETIC.

1. State the tests of divisibility of numbers by 2, 4, 5, 10. The quotient being = 5 times the divisor = 7 times the remainder = 105; find the dividend.

2. Define Common Measure and Greatest Common Measure of two or more numbers. What number diminished by the difference between $\frac{2}{3}$ of itself and $\frac{1}{4}$ of itself leaves a remainder equal to 34?

3. State the rule for converting mixed circulating decimals into vulgar fractions and evaluate:

$$\frac{3.075 \text{ miles}}{4.85 \text{ fur.}}$$

4. Make and solve a problem illustrating the application of percentage to the finding of an agent's commission.

5. A man bought five-ninths of the shares of an hotel company at 28 per cent. discount; he retained three-fifths of his shares, and sold the rest at 200, which was 10 per cent. above cost price. What was the whole capital of the company?

6. A sold a horse to B, who sold it to C at a profit of 5 per cent., who sold it for \$63, gaining thereby 20 per cent. What did B give for the horse? What gain per cent. was the last price on the first price?

BOTANY.

1. State the difference between *endogenous* and *exogenous* stems. Describe fully the mode of growth in each.

2. Of what does the food of plants chiefly consist? In what way do plants receive their nourishment?

3. Describe the functions of leaves, and classify them according to their veining.

4. What is the fruit? Explain the constitution of the pome or apple fruit.

5. Distinguish between Herbs, Shrubs and Trees, and describe the mode of life of perennials.

6. Explain the process of germination in a *bean* and also in a *grain of corn*.

7. Explain the terms *Spine, Tendril, Peduncle, Stolon, Offset, Sucker, Runner*.

8. Describe any plant you have examined, and tabulate your description if you can.

9. Give an explanation of the nature of a flower considered as to the origin and correspondence of its different parts.

ALGEBRA.

1. Reduce $\frac{a^2 + b^2}{b} - a$ to a simple fraction and lowest terms. $\frac{1}{a} - \frac{1}{b} \times \frac{a^2 - b^2}{a^2 + b^2}$

2. Find the value of x from the equations:

$$\begin{aligned} ax + by &= l \\ cy + dz &= m \\ ex + fz &= n \end{aligned}$$

3. The units digit of a number exceeds the tens digit by 2; and if the number, increased by 6, be divided by the sum of its digits, the quotient is 5. Required the number.

4. Find the Greatest Common Measure of $3x^3 + x^2 + x - 2$ and $2x^3 - x^2 - x - 3$.

5. Solve the equation

$$x - \left(\frac{1-x}{4} - \frac{1+x}{2} \right) = \frac{x+3}{2}$$

6. A fraction which is equal to $\frac{2}{3}$ is increased to $\frac{3}{4}$ when a certain number is added to both its terms, and is diminished to $\frac{1}{2}$ when the same number plus one is subtracted from both. Find the fraction.

GEOMETRY.

1. Define Area, and write a note on the term *equal* as applied by Euclid to Geometrical figures.

2. If two triangles have three sides of the one equal to the three sides of the other, each to each, the triangles must be equal in all respects.

3. If one angle of a triangle be equal to the sum of the other two the greatest side is double of the distance of its middle point from the opposite angle.

4. To a given straight line to apply a parallelogram which shall be equal to a given triangle, and have one of its angles equal to a given angle.

5. Two straight lines are drawn to the base of a triangle from the vertex one bisecting the vertical angle and the other bisecting the base. Prove which is the greater of the two lines.

6. To divide a given straight line into two parts, so that the rectangle contained by the whole and one of the parts shall be equal to the square on the other part.

7. Construct a triangle, having given the base, the difference of the angles at the base, and the difference of the remaining sides.

SCHOOL SYSTEM AND SCHOOL MANAGEMENT.

1. Specify the most important points of business transacted at the Annual School Meeting.

2. State fully what conditions as to marks you must fulfil in order to obtain: (1) the grade of license applied for; (2) the next lower grade; (3) the second below the one applied for.

3. Make a programme for one day's work in a miscellaneous school with no pupils beyond the Fifth Grade, or a similar programme for a department consisting of Grades IV and V. (Do not attempt both.)

4. Define the term *class* as used in connection with school work, and state as fully as you can the principles underlying successful class management.

5. Specify the means you could employ to secure best results possible from written exercises in school.

TEACHING,

1. What do you understand by a topical recitation? Lay down rules for conducting one.

2. Give notes of a lesson in Arithmetic designed to illustrate the distinction between *true* and *bank discount*.

3. Show the method by which you could teach a beginner in Geography to draw the Map of North America. What are the principal objects to be kept in view in map drawing?

4. Describe how you would have children prepare for a recitation in history, and how you would conduct the recitation itself.

5. State what you judge to be the proper method of dictating a paragraph for the purpose of teaching spelling, and how you would have such an exercise corrected.

THIRD-CLASS LICENSE (Grade D).

GEOGRAPHY.

1. Name the countries in which the following animals are found native: elephant, musk ox, wolf, alligator, walrus, monkey, beaver, reindeer, camel, white bear, lion and crocodile.

2. State the direction in which the following rivers flow, the waters into which they empty, and also any cities on their banks: Ottawa, St. John, Richelieu, Saguenay, Hudson, Missouri, Thames, Rhine, Danube, Rio de la Plata, Zambesi, Euphrates, Ganges.

3. Define *island*, *cape*, *mountain*, *bay*, *strait*, *lake*, *river*, and when you can, give two examples of each from each of the continents.

4. What countries are separated by the following waters: Niagara, Behring's Straits, Baltic, Biscay, Red Sea, Strait of Malacca, Mozambique Channel, Bass Strait? What do the following connect: Isthmus of Suez, Strait of Gibraltar, Isthmus of Panama, Strait of Babelmandeb, Strait of Dover, Davis Strait?

5. Describe the river system of Quebec, and name the coast waters and Islands of Scotland.

6. Write a note on British Columbia, its physical features and climate, and give the boundaries of the counties of Annapolis and Pictou.

7. Describe the surface of the United States.

8. Write a short description of Japan, its position, climate, people and trade.

9. Draw an outline map of New Brunswick.

HISTORY.

1. Mention the leading events in the reign of Stephen.

2. Describe the character of any two of the following sovereigns: Richard II, Henry VII, Charles I, William III, Edward III.

3. In whose reign did each of the following events happen: The Sikh war, Battle of Navarino, Battle of Plassey, The French Revolution, Great Plague, Treaty of Utrecht, Gunpowder Plot, Battle of Flodden, Capture of Calais, Battle of Bannockburn, The first Crusade, Mise of Lewes, Battle of Alma?

4. Write a brief note on any one of the following: Duke of Marlborough, Wm. Pitt, Lord Nelson, John Wilkes.

5. How was Nova Scotia disposed of by the following treaties: *St. Germain-en-Laye*, *Breda*, *Utrecht*?

6. Name as many Governors of Nova Scotia as you can, and tell the period when each administered the government of the Province.

7. Write a full note on the introduction of Responsible Government into Nova Scotia.

8. How did the war of the American Revolution affect Nova Scotia both during its progress and by its results?

COMPOSITION.

1. Combine the following statements into a simple sentence:—

We looked at Mt. Marcy for the last time.
We looked at it from our hotel.
We were then awaiting the arrival of the stage.
The stage was to carry us to Plattsburg.

2. Write sentences in which the following words are used: *set*, *too*, *there*, *peace*, *way*, *him*, *rise*, *rais* and also a sentence in which quotation marks are correctly used.

3. Correct or justify: Between he and she, there is some difference of opinion, but none between you and me. She was the youngest of two sisters. Her and her mother are coming here. The country looks beautiful now. In piety and virtue consists the happiness of men. James speaks slow and distinct. Those which say I have not don't know.

4. Change the following stanza into prose:

Our bugles sang truce, for the night-cloud had lowered
And the sentinel stars set their watch in the sky;
And thousands had sunk on the ground overpowered,
The weary to sleep and the wounded to die.

5. Write a note to a friend inviting him to spend the holidays with you.

BOOK-KEEPING.

1. Explain the following terms: *acct*, *bal*, *pd*, *recd*, *%*, *E. & O. E.*, *cheque*, *due bill*, *remittance*.

2 (1) Write a receipt on account (2) a receipt in full, (3) an order for goods.

3. Make out a grocer's bill, containing twelve *debit* entries and six *credit* ones; receipt the bill for balance.

GRAMMAR.

1. Name and define all the "parts of speech" that admit of change of form.
2. Name and give examples of each of the sub-classes of *limiting adjectives*.
3. Define *Voice, Mood, Tense*, and write a schema of the tenses of the Indicative Mood, in both voices of the verb *smile*.
4. How are conjunctions divided? Define and illustrate.
5. Parse: Let all the ends thou aimest at be thy country's.
6. Explain fully what is meant by the subjective complement.
7. Analyze:

Still I feel
My father's slow hand
Stroke out my childish curls across his knee.

ARITHMETIC.

1. The circumference of a driving wheel of an engine is 22 ft. 8 in. How often will it turn round in a journey from Halifax to Truro, the distance being 62 miles?
2. A woman sold 27 lbs. of butter at 23 cents per lb. and bought 13 lbs. of sugar at 7 cents per lb. and 4 lbs. of coffee at 35 cents per lb.—How many lbs. of tea at 65 cents per lb. could she buy with what was still left of the amount she received for the butter?
3. When is a fraction said to be in its lowest terms? State the rule for subtraction of fractions and give the reason for it. What fraction must be added to the sum of $\frac{1}{3}$, $\frac{2}{3}$ and $\frac{2}{3}$ to make the result a whole number?
4. Reduce 2 rods, 28 poles, 3 yds., 6 ft., 16 in. to the decimal of an acre.
5. Define Interest, Principal, Amount, Rate per Cent., and find the amount of \$749.25 for 4 years, 5 months, 17 days at 6 per cent interest.
6. A and B can do a piece of work in 2 days; B and C can do it in 4 days, and B alone can do it in $5\frac{1}{2}$ days. How long would it take A and C respectively to do it alone?

SCHOOL SYSTEM AND SCHOOL MANAGEMENT.

1. What is the "County fund?" By whom is it apportioned and on what principles? To whom is the apportionment for each section paid?
2. What are the chief duties of the secretary of trustees?
3. Give your views as to the propriety of detaining pupils after school to prepare or recite neglected lessons.
4. Mention the qualities of a teacher on which in your opinion the good discipline of a school chiefly depends.

TEACHING.

1. Give notes of an oral lesson designed to illustrate the distinctions between transitive verbs, intransitive verbs, and verbs of incomplete predication.
2. Define *percentage*, and give illustrations of your definition as to a class.
3. What do you mean by an object lesson?
4. Name some of the qualities of good reading, and state by what means you would seek to secure them on the part of your pupils.

ALGEBRA.

- r. If $a = 0, b = 2, c = 4$ and $d = 6$, find the value of:
 $3b + (2c - d)^2 + \{3b - (2c - d)\}^2 - \{3b - (2c - d)\}^2$.
2. State the general rule for the multiplication of algebraical expressions and multiply:
 $x^2 + 2ax + 3c^2$ by $x^2 - 2ax + a^2$
3. Divide $a^3 + b^3 + c^3 - abc$ by $a + b + c$.
4. Simplify $(x + a)(x - a)(x + 2a)(x - 2a)$.
5. Find the Least Common Multiple of:
 $4a^2 + 4ab$ and $6a^2b + 6b^4$.
6. Find the value of $x - \frac{3a}{5} + y + \frac{4c}{7}$

Government Grants,

In aid of Public Schools, paid to Teachers, for the Term ended April 30th, 1890.

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

TEACHERS

ANNAPOLIS

Teacher	Number of Teaching Days employed.	Am't paid to Teachers from Provincial Treasury.
McVicar, W M	116	
Alexander, G H	114	55 76
Shaffner, S C	116	56 74
Banks, Beriah	116	56 25
Beckwith, Norman	115	56 25
Bent, Belle C	116	58 74
Bishop, Frank E	114	55 78
Bishop, Fred W	116	56 74
Brown, A D	116	56 74
Foster, Fred O	112	54 74
Gates, Mary L	118	55 27
Hornor, Anthony H	115	56 25
Marshall, Emma L	116	56 74
Marshall, G R	116	104 02
McGill, Geo B	115	103 14
McMahon, Hattie N	115	56 25
Milner, Frank L	116	56 74
Moore, Amelia S	115	56 25
Oakes, Ingram	9	4 40
Outhit, Frank	96	46 95
Parker, W Boyd	116	56 74
Reade, W E	115	56 25
Reed, Eva L	116	56 74

Richardson, R A	116	56 74
Vidito, Helen A	116	56 74
Whitney, J B	116	56 74
Woodbury, Jonathan	116	56 74
Baker, Amos B	110	40 85
Baker, Archer D	116	42 55
Balcom, J. Haddon	111	40 71
Bent, Minnie S	110	40 35
Bishop, Annie B	115	42 18
Bishop, Dolma M	96	35 23
Blackburn, R N	116	42 55
Boehner, Bessie B	35	12 85
Bowles, Addie	114	41 81
Buckler, Lucretia A	114	41 81
Bustin, Harry L	116	42 55
Calder, Ida A	114	41 81
Calnek, Agnes	116	42 55
Calnek, Matilda	115	42 18
Chesley, Sadie B	116	42 55
Carrell, Mary A	116	42 55
Daniels, Carrie J	115	42 18
Dodge, Ardelice	107	39 25
Dunn, Norman B	116	42 55
Eason, Jennie A	116	42 55
Fraser, Christiana	115	42 18
Haines, O T	93	36 14
Haines, Ralph	115	42 18
Harris, C Louise	116	42 55
Honley, Archie W	114	41 81
Homor, Agnes W	118	42 55
Hudson, Fred A	116	42 55
Inglis, Georgie	115	42 18
Inglis, Susie	114	41 81
Jones, Watson C	113	41 45
Landers, Isabella J	116	42 55
Lent, Mary M	116	42 55
Leonard, Ella S	116	42 55
Littlewood, Alice J	114	41 81
Marshall, W A	116	42 55
Martin, Jessie F	114	41 81
McCormick, A E	86	31 57
McDormaud, Lillie	110	42 55
McNeill, Viola E	100	36 84
Messenger, H W	116	42 55
Moore, Laura B	116	42 55
Morse, Alfred H	116	42 55

Newcomb, Abner	116	42 55
Parker, Abbie E	116	42 55
Parker, Lillie M	118	41 45
Pearson, John E	11	4 08
Robinson, Annie A	109	39 98
Robinson, Clara	118	41 45
Belcon, Bertha	116	42 55
Slocomb, Hattie E	116	42 55
Slocomb, H J	115	42 18
Tilley, Fred A	104	38 15
Whitman, Annie E	96	35 23
Whitman, M C	113	41 45
Wiswall, Belle	9	3 30
Barteaux, Alice M	116	28 37
Burney, Lizzie	111	27 15
Burns, Zilpha L	116	28 87
Craig, Lizzie A	112	27 40
Cropley, Augusta M	81	19 81
*Daniels, Hattie	58	18 90
DeVauy, Mary L	116	28 37
*Fleet, Gertie L	116	37 82
*Goucher, Fannie O	115	37 66
*Guest, Anzonetta M	113	36 84
*Harlow, Ada M	105	34 24
*Harris, Lizzie A	116	37 82
*Hebb, F. Eugonia	116	37 82
*Jones, Estella A	116	37 82
*McKeown, Hattie	115	37 49
Millberry, Ella M	116	28 37
*Minard, Abbie K	114	37 83
Muuro, M Cassie	116	28 37
Niford, Susie L	116	28 87
*Parker, Hattie B.	34	11 08
Potter, Abbie V	108	26 41
Power, Teresa	116	28 87
Reagh, Lela B	116	28 37
Saunders, Ruth	115	28 18
*Vroom, E Maud	105	34 24

Chisholm, Wm A	116	56 74
Gillis, Angus	116	56 74
Keating, J P	116	56 74
McArt, Martin	116	56 74
McGillivray, And J	116	58 74
McKinnon, Alex	116	56 74
McKenzie, D J	116	56 74
McTavish, A D	116	56 74
St John, Sister	116	56 74
Boyd, A A	116	42 55
Chisholm, A D	116	42 55
Cameron, Wm D	110	40 35
Chisholm, D M	112	41 08
Chisholm, Maggio A	113	41 45
Eadie, Helena J	116	42 55
Fraser, Wm	114	41 81
Fraser, Mary J	115	42 18
Gordor, Gussio	15	5 60
Gillis, John C	110	42 55
Grant, Mary	116	42 55
Irving, Thomas	115	42 18
McDougall, Mary B	116	42 55
McDonald, Rould	116	42 55
Macdonald, Angus G	108	39 61
Macdonald, Kate J	114	41 81
Macdonald, Dan L	116	42 55
Macdonald, A T	110	40 35
McDonell, D R	105	38 61
McDonell, John	116	42 55
McEachern, Bella C	115	42 18
McGillivray, A J	107	39 25
McIntyre, Archd A	118	42 55
McIsaac, Katie A	113	41 45
McLellan, Libbie	116	42 55
McMillan, Dan	116	42 55
McMillan, Katie A	116	42 55
McMaster, D J	114	41 81
McNeill, Mary	113	41 45
McPherson, Maggie	114	41 81
McPherson, John A	116	42 55
McPherson, Alex	116	42 55
Manson, Mary E L	109	39 98
Nowcome, Scott C	55	20 17
Randall, Lella	116	42 55
Rogers, Wm J	116	42 55
Roche, Sarah	116	42 55

ANTIGONISH.

Chisholm, A, DD	118	
McNeil, A, DD	113	
Cameron, John	104	56 87

Table with 3 columns: Name, 116, 42, 56. Includes St Joseph, Sister; St Maurice, Sr; St Calixta, Sr; Smith, Anna B; Tupper, Louisa J; Thompson, J S; Wall, Martin; Boyd, J A; Cameron, Sarah B; Chisholm, Wm J; Chisholm, Maggie J; Chisholm, Ellen B; Condon, Bessie; Dolorey, Cath L; Doiron, Mary B; Gillis, John J; Grant, Ed A; Gorman, Mary J; *Kell, Maggie; Macdougall J H; Macdonald, Johanna; Macdonald, D W; *Macdonald, Annie; Macdonald, Don D; Macdonald, D; McDonell, Maggie; *McEachern, Bella; *McEachern, John; McGillivray, M B; McInnis, Mary A; McKough, Kate; *McLeod, Kate; *McNeil, Mary; McNaughton, A L; Martin, Ellen; O'Neill, Bridget R; Stewart, Annie; *Tramble, Jane; Webb, D A; Webb, Peter J.

ASSISTANTS.

Table with 3 columns: Name, 113, 36, 85. Includes McAdam, D M; Macdonald, A A; Pelrine, Mark.

CAPE BRETON.

Table with 3 columns: Name, 116, 103, 14. Includes MacKeen, E T; Henry, J K; Grant, D K; McLennan, S J; Bates, Mark; Bissett, Jas D; Creighton, Maggie; Dowling, Thos C; Edwards, Jas W; Ferguson, Neil; Fraser, Frank J; Gillis, D McK; Gillis, Ronald; Haggerty, Wm; Herdman, W C; Hynes, James; Just, Annie C; McDonald, Jos; McDonald, Jos; McIntosh, Anna B; McIsaac, Wm; McKenzie, Kate A; McKinnon, Hector; McLean, Alex K; McLellan, D R; McNeil, John D; McNeil, Dan; McOdrum, Duncan; Martell, Sophie; Matheson, Duncan; Matheson, Murd; Matheson, A M; Morrison, M D; Muggah, Emma J; Partridge, El E; Young, Wm; Bentley, M L; Bown, Florence J.

Table with 3 columns: Name, 86, 31, 57. Includes Currie, Michl D; Egan, Susie; Gibbons, Mary; Gouthro, Robt; Gouthro, Chas F; Gouthro, Fred H; Gouthro, Sylvester; Grantmeyer, E L; Hauraban, Mary; Harrington, Annie; Holmes, Katie; McAdam, M A; McAulay, Norm; McCormack, M; McDonald, Mary; McDonald, P A; McDonald, Norm; McDonald, Steph; McDonald, Alex; McDonald, M E; McDonald, Alex O; McDonald, Jos; McDonald, A J; McDougall, D J; McDougall, Miriam; McDougall, Phil; McDougall, Peter; McKay, Ross; McKenzie, Mary; McLean, James; McLean, Isabella; McLennan, Alex; Macleod, Adelaide; McNeil, Stephon; McPhee, Jas; McVicar, Archie; Martell, Emily A; Muggah, H L; Muggah, Maggie; Moffatt, W R; Morrison, J W G; Morrison, Maggie; O'Connell, Julia; Ormond, B M; Phillips, Lydia A; Phoran, Alice; Ross, Hugh; Ross, Maggie; Robinson, Hattie; Sister M Josephine; Eugene; Rita; Genevieve; Shanahan, Maggie; Smith, Minnie; Spencer Marion; Spencer, Jos D; Spencer, Henrietta; Willett, Lorena; Beaton, Janie; Beaton, Omie; Butler, Sarah; Campbell, Maggie; Collins, Mark T; Cox, Mary A; Farrell, Hugh; Gillis, Hugh; Gillis, Don A; Gillis, Don A; Graham, Maggie; Hanley, Agnes M; Holmes Elizabeth; Langwith, Bertha; Lewis, Frs; Lewis, Louisa A; McDonald, Minnie; McDonald, Margt; McDougall, A B; McGillivray, Angus; McIntyre, John; McKenna, Alice M; McKenzie, Ron; McKenzie, Chris; McKinnon, Florence; McKinnon, Alex; McLean, Neil; McLennan, Mary; McLeod, Alex J; McMillan, John.

Table with 3 columns: Name, 115, 23, 18. Includes McMillan, R D; McNeil, Bessie; McPhee, Isabel; McRury, John N; McVicar, Mary; McVicar, Paul J; Martell, Ida J; Meloney, Sydney P; Morrison, Don; Murrant, Janie W; O'Handley, Maggie; Orr, Jennie; Phillips, Ella; Roche, Mary L; Roche, Felicity L; Shean, Alex; Slattery, Thoresa; Spencer, Edith L; *McNeil, John; *McNeil, P D R; *McDonald, Mary; *Beaton, Archie; *Gallant, Maggie; *Nearing, Susie.

COLCHESTER

SOUTH.

Table with 3 columns: Name, 113, 55, 27. Includes Campbell, W R; Putnam, Homer; Croelman, Sara; Dickson, Henry E; Grant, A M; Little, James; McLellan, U B; McDougall, Annie; Oakes, Ingram; Porter, B F; Richardson, L A; Upham, Josie; Archibald, Lucy; Archibald, Janet; Archibald, Minnie; Archibald, Clara M; Barnhill, M E; Bland, Bessie; Boggs, Jessie E; Christie, Lillie C; Crowe, Evarett; Cummings, A G; Cox, Henry; Cox, Libbie E; Creelman, Alice; Dunlap, Ella; Dinsmore, E S; Francis, Eben; Fulton, J A; Fulton, Nellie; Fulton, Bessie; Gammell, June; Gammell, Janet; Grant, Christy; Hamilton, Isabella; Johnson, B E; McCully, Isabel; McCurdy, Lilly T; McDonald, Annie F; McDonald, Roba; McDonald, Alex F; McLean, Maggie; McLeod, M Jean; McLeod, S F; McNutt, Minerva; Murray, E H; Munro, Susie; Poole, Emily F; Putnam, Ella J; Rayne, Maud A; Smith, Alice; Tupper, Bessie; Wallace, Olivia; Waddell, Alice; Archibald, P J; *Archibald, S E; *Barnhill, C J; Cox, Mary A.

Table with 3 columns: Name, 116, 28, 37. Includes Cox, Lou B; Cook, Clara; Creelman, Mary; *Etter, Maggie; Hamilton, Eva; Joyce, Fanny; *Kennedy, Mary; *McKinlay, Oressa; *Munro, Millie H; Putnam, Mary; Pollock, M J; *Pratt, Clariasa; *Porter, Lizzie A; Taylor, Lilly J; *Thompson, Mary.

ASSISTANTS.

Table with 3 columns: Name, 113, 27, 57. Includes Fisher, A.

STIRLING.

Table with 3 columns: Name, 116, 56, 74. Includes McDonald, Maggie; McDonald Libbie; McIntosh, A M; Barclay, Mattie E; Byers, Josie; Gilchrist, Lexie; McKay, A L; McKay, Barbara; McKay, Marion; McLeod, Georgina; McNutt, Maggie J; Payne, Katie; Stevens, Irene; Sutherland, Minnie; Urquhart, Maggie; Weatherby, Ellen; Buckler, Belle; Dobson, Mary; Douglass, Bessie J; McKay, Marion E; *McKay, Wm G A; *McLeod, Minnie; *McLeod, Barbara; *Murray, Katie; Sutherland, Eliz; Wilson, Mary A.

WEST COLCHESTER.

Table with 3 columns: Name, 116, 56, 74. Includes Cogswell, W F; Lewis, Bessie; McCarl, Clara A; McCulloch, Maggie; O'Brian, Charlotte; Peppard, Naomi; Ruggles, Lenfest; Yuill, Etta J; Archibald, Minnie; Atkins, Fanny; Barbrick, Louise B; Barnhill, Roxie; Bentley, Janie; Clarke, Martha; Creelman, Laura; Davison, Aug J; Davison, Lucretia; Fisher, Lucy; Fletcher, Annie J; Fletcher, Ella; Hill, Arthur S; Lowther, Nellie; McKinlay, Annie; McLaughlin, Estella; Morrison, Maggie G; Riley, Agnes; Wilson, Lela M; *Chisholm, Anna; *Creelman, Electa; Downing, Agnes; Fletcher, Elzina; Fulton, Sadie; Graham, Ida B; McLaughlin, Reta; *McLean, O Laura; Peppard, Carrie A; *Robertson, Maggie J; Wadman, Alfreeta.

CUMBERLAND.

Freeman, H S	116
Bentley, Libbie	116 56 74
Byers, D W	116 56 74
Carter, Ellon	116 56 74
Charman, Mary E	111 54 29
Ford, A B	116 56 74
Franklin, Emma	114 55 76
McIntosh, D M	116 56 74
McKenna, H W	116 56 74
Peppard, Sophie	116 56 74
Ross, A D	110 53 80
Ross, Alex	115 56 25
Scaulan, Martin	116 56 74
Stade, W R	116 56 74
Tattie, Geo	116 56 74
Treen, Clarissa J	116 56 74
Ahern, Mary	87 81 94
Anderson, Maggie	115 42 18
Black, Annabel	111 40 71
Beakney, Lizzie	116 42 55
Canfield, Geo S	114 41 81
Carlyle, Janet	115 42 18
Carter, Amelia	107 39 25
Clarke, Flora	116 42 55
Coates, Clara	110 40 35
Colburn, Alf G	64 23 49
Copeland, Laura	114 41 81
Cunningham, Laura	115 42 18
Davidson, Roland	116 42 55
Doyle, Sadie	114 41 81
Doyle, Alica	113 41 46
Drysdale, Laura	108 38 88
Embree, Maud	107 39 25
Foster, A H	116 42 55
Geddes, Mary C	116 42 55
Grant, Maggie A	116 42 55
Harrison, Hannah	114 41 81
Harrison, Ellen	113 41 45
Hockin, Leah	116 42 55
Hunter, Clarissa P	116 42 55
Johnston, Jennie S	116 42 55
Irvine, Irene	113 41 45
Knight, Euda A	116 42 55
Kirkpatrick, Lizzie	81 29 73
Lane, Aggie	114 41 81
Langille, Millie	109 39 93
Leak, Olivia	84 80 84
Lewis, Lizzie	111 40 71
Logan, Alice	116 42 55
Logan, Carrie	115 42 18
Logan, Louella	116 42 55
Lowe, Nettie	113 41 45
Lyons, Estella	114 41 81
Macaulay, Ettie	112 41 08
Mason, Mary E	115 42 18
Munroe, Annie J	110 40 35
Munroe, Anna B	110 40 35
McDonald, Rebecca	116 42 55
McIntosh, Annie	79 29 00
McKay, Fanny	115 42 18
McKenzie, May	115 42 18
McKinnon, Barbara	116 42 55
O'Brien, R B	108 39 61
Patterson, Sara E	106 88 88
Peel, Jas E	111 40 71
Peppard, Alice	116 42 55
Peppard, Maggie A	114 41 81
Peers, Jennie B	116 42 55
Pipes, Aug A	56 31 57
Pugsley, Alice	116 42 55
Ralph, Nellie	116 42 55
Richardson, Ida M	115 42 18
Robertson, Lon A	76 28 63
Rockwell, Arthur	110 40 35
Rode, Annie H	20 7 23
*Ross, Neil S	114 41 81
Scott, Helen	110 40 35
Spencer, Bella M	116 42 55
Sproul, Hester	115 42 18
Travis, Ada	116 42 55
Trenholm, Bessie	116 42 55
Tuttle, Ethel	115 42 18
Urquhart, Aggie	116 42 55
*Vans, Mary G	116 42 55
West, Jessie E	115 42 18
Wier, Amelia	114 41 81
Wilson, Bessie	116 42 55

Woodland, Geo H

Woodland, Geo H	115 42 18
Barclay, Mary	115 28 13
Bowser, Annie	110 26 90
Chapman, Lorenzo	107 26 17
Colter, Edith J	54 18 20
Copp, Edith	115 28 13
*Corbett, Aggie D	116 87 82
Densmore, Norman	114 27 89
Dewar, John H	110 26 90
*Downoy, Mary	108 35 21
Dunn, Lottie	110 26 90
Fulmor, Della M	111 27 15
Graham, Lois	96 23 23
Harpell, Mary I	113 27 64
Haymand, Flora	116 28 37
Henderson, Jessie	98 23 47
Henderson, Isabella	57 13 93
*Johnston, Bessie G	87 28 37
King, Willard	116 28 37
King, Mary	106 25 92
*Knight, Ellen	116 37 82
Mattinson, Lizzie	116 28 37
Mills, Emma	108 26 41
Munroe, Articia	108 26 41
Murray, Ellen	111 27 15
McDonald, Mary	105 25 68
McLean, Emma	111 27 15
McLean, Janet	115 28 13
*McLeod, Katie	116 37 82
Nelson, Libbie	114 27 89
*Ogilvie, Carrie	110 35 66
Park, Libbie	114 27 89
Peers, Tena	118 28 37
Pipes, Ada	104 25 43
Purdy, John A	116 28 37
Reeves, Lillie	115 28 13
Reeve, Ella	114 27 89
Reid, Mary J	116 28 37
Robinson, Eliza	101 24 70
Scott, Mary B	103 25 19
Schurman, Minnie	116 28 37
Stapleton, Wm	106 25 92
Stewart, Sadie	113 27 64
*Stewart, Maggie	116 37 82
Terry, Jennie C	108 26 41
*Wilson, Emma G	113 36 84

FARMSBORO'.

Craig, J C	116 104 02
Olding, Clara	116 56 74
Sproul, Mary J	116 56 74
Cameron, Bertha	115 42 18
Cox, Mary N	115 42 18
Cox, Sadie B	116 42 55
Davis, T M	89 32 67
Fisher, Kate B	115 42 18
Hatfield, Carrie S	116 42 55
Leitch, Fanny	115 42 18
Magee, Rena	115 42 18
*Mason, Chris	112 41 08
MacAloney, Belle	114 41 81
Ryan, Mary F	111 40 71
Sproul, Annie	115 42 18
Wotten, Ethel	115 42 18
Wotten, Lillian	115 42 18
Brown, Elida M	115 28 13
Corbett, Bessie	115 28 13
*Embree, Nellie M	115 37 50
Hill, Jennie M	116 28 37
Howard, Eliza	110 26 90
Mahoney, Josie	115 28 13
Mason, Isabel	116 28 37
*McCully, Martha	109 35 55
McGilvray, Maggie	114 27 89
Welton, Sara	113 27 64

DIGBY.

Godfrey, John F	112
Alexius, Sister M	116 56 74
Bailey, Lloyd S	113 55 27
Carmelita, Sister M	81 39 62
Coffin, Chas W D	113 55 27

Cogswell, O H

Cogswell, O H	116 50 74
Forguson, Edward	114 56 00
Harvey, Bernard	84 41 08
Lont, C Bernard	113 55 27
Martell, G A	116 56 74
Miller, Chas H	116 56 74
Morehouse, Bertha	113 55 52
Parker, Wm C	109 53 32
Rico, M Hettie	116 56 74
Taylor, Jas A	98 46 95
Titus, Jessie S	116 56 74
Walker, John W	113 55 27
Allen, Belle H	116 42 55
Ambrose, Sister M	35 12 85
Armstrong, R O	116 42 55
Aymar, Stanley S	101 37 05
Baird, Etta Z	104 38 16
Benson, Ida M	116 42 55
Calnek, Emma	114 41 81
Copeland, Laura W	111 40 71
Crowell, Mabel W	116 42 55
Davis, Carrie A	108 39 61
Dunn, Cynthia	116 42 55
Gates, Maria E	116 42 55
Johnson, Alfred C	116 42 55
LeBlanc, Daniel	116 42 55
McKay, Sadie L	115 42 18
McNeil, Annie A	116 42 55
Morehouse, Mary J	116 42 55
Nichols, Minnie	14 5 14
Rice, Bertha M	103 39 61
Ring, Emeline	10 3 67
Robbins, Annise B	116 42 55
Robbins, F W	115 42 18
Rogers, Mary	96 35 23
Sanders Arthur W	116 42 55
Soucie, Oliver	107 39 25
Spurr, E Blanche	116 42 55
Tedford, Lennie M	82 30 10
Titus Minnie A	116 42 55
Ursula, Sister M	116 42 55
Veronica, Sister M	116 42 55
Welch, Kate W	116 42 18
Wormell, Cora M	109 39 98
Young, Mary A	116 42 55
Bailey, Lois B	116 28 37
*Barss, Florence	116 37 82
Belliveau, Edwd M	116 28 37
Blackford, Lilla D	116 28 37
Bourneuf, Annie	116 28 37
Bourneuf, Mary	115 28 13
Bourque, Celina	116 28 37
Carty, Ada W	116 28 37
*Cossaboom, Clara M	116 37 82
Crocker, Georgia	111 27 15
*Doveau, Alex M	103 33 59
Doucette, Pierre	115 28 13
Falvia, Nellie	116 28 37
Gonzaga, Sister M	116 28 37
LeBlanc, Isaac	111 27 15
LeBlanc, Symphonien	115 28 13
Lent, Mary E	116 28 37
Lonorgan, Maggie L	116 28 37
*Melancon, Annie E	106 34 56
Moses, Bessie E	113 27 64
*Morehouse, Lottie G	116 37 82
*Morehouse, Sophia	116 37 82
Parker, Amelia S	110 26 90
Perry, Nellie	116 28 37
Prince, Linetta	116 28 37
Randall, Olivia M	116 28 37
*Robichau, Nellie H	116 37 82
*Robichau, Sadie	115 37 49
Saulnier, Adole	116 28 37
Saulnier, Frances	116 28 37
Saulnier, Maggie	115 28 13
Smallie, Mary	116 28 37
Smith, Mary	108 26 41
Snyder, Alice M	98 23 98
*Spurr, May	116 37 82
Stanton, Lizzie M	115 28 13
Therault, Emma	114 27 89
Therault, Symph'n	112 27 40
*Trask, Jazzie M	115 37 49
Walsh, Ida H	111 27 15
Walsh, Mary C	115 28 13
*Weaver, Ruth	116 37 82
Welch, Fannie A	116 28 37

ASSISTANTS.

Eulalia, Sistor M	116 28 37
Francisca, Sistor M	116 28 37
Comeau, Louise	112 18 27

GUYSBORO'.

Hall, Chs F	88 78 94
Longley, I M	107
Cameron, Huntly G	111 54 29
Hart, Louisa H	75 36 68
Madden, Annie E	116 56 74
Parker, W W	19 9 29
Wall, Jos A	116 56 74
Anderson, Bessie	116 42 55
Bears, Eliza	113 41 45
Biggsby, Rebecca	116 42 55
Carroll, Kate J	104 39 15
Clarke, Duncan	116 42 55
Copeland, Eliza A	113 41 45
Cox, Emily	116 42 55
Ferguson, Addie C	38 13 95
Ferguson, Delia J	114 41 81
Hadley, Sadie P	114 47 81
Kedy, Louise	116 42 55
Keating, Ella	116 42 55
McAuley, David	113 41 45
McIsaac, Wm M	113 41 45
McIntosh, Mary M	116 42 55
McPhee, Vena F	110 40 35
O'Brien, Effie M	116 42 55
Reddy, W H	115 42 18
Sullivan, Ella C	116 42 55
Torey, Sadie J	116 42 55
Barry, David H	112 27 40
Bruce, Louisa C A	116 28 37
Bruce, Maggie E	116 28 37
Boles, Nettie G	116 28 37
Carr, Addie	116 28 37
Carey, Ida E	116 28 37
Carritt, Maria	116 28 37
Campbell, Lizzie	116 28 37
Condon, Minnie	111 27 15
Cunningham, Laua B	116 28 37
*Ferguson, Maggie C	116 37 82
Hall, Clara M	114 27 89
Hanifen, Maggie	116 28 37
*Hadley, Lucretia J	116 37 82
Jones, Josie M	116 28 37
McArt, Sarah	114 27 89
McDonnell, Annie	116 28 37
*McFarlane, Alex	116 37 82
McIntosh, Annie C	116 28 37
Marten, Hattie L	116 28 37
Myers, Luise S	116 28 37
Myers, Edith L	116 28 37
*O'Leary, Annie	114 37 17
*Reddy, Eugenie	116 37 82
*Sinclair, Bella C H	101 32 03
*Sutherland, Jas W	76 24 73
Sherman, Mary A	116 28 37
Sherman, Lucy	113 27 64
Torey, Anna E	116 28 37
Taylor, Bertha	116 28 37
*Walker, Myra	116 37 82
Whitman, S M	116 28 37
Walsh, Mary B	111 27 15

ST. MARY'S.

McLean, Emma	116 56 74
Woodman, U Y	116 56 74
Bruce, Leila A	116 42 55
Crockett, A E	116 42 55
Cameron, Maggie S	112 41 08
Dickson, John C	116 42 55
Dickson, Grace	116 42 55
Gunn, Lena	116 42 55
Macdonald, Agnes	114 41 81
Macdonald, L E	99 36 32
McLane, Blanche	115 42 18
Sinclair, Libbie E	116 42 55
Williams, Anna	112 41 08
Williams, Martha	115 42 18
Williams, A D	113 41 08

Brown, Mary J	106	25 92
Bezanson, Miranda M	116	28 37
Cameron, Jessie A	116	28 37
*Fraser, Luella	116	37 82
*Goodwill, Sarah B	112	36 51
*Gunn, Sarah J	116	37 82
*Hynes, Laura B	116	37 82
McBain, Maggie E	116	28 37

HALIFAX (CITY).

Mackay, A H		
Murray, H		
James, N C		
Mackintosh, K		
Kennedy, W T		
Peters, F A		
Thompson, W E	118	56 74
O'Hearn, P	118	56 74
Affleck, F A	41	19 71
Agatha, Sr	118	56 74
Allison, Edith	41	19 71
Angela, Sr	118	56 74
Berchman, Sr	118	56 74
Bernard, Sr	66	31 73
Bowden, L	118	56 74
Bowden, M	118	56 74
Brims, A C	118	56 74
Brodie, J	118	56 74
Bruce, I	118	56 74
Cameron, E	118	56 74
Carten, C	66	26 92
Creighton, G	118	56 74
Creelman, W A	118	56 74
Creighton, J M	118	56 74
Cunningham, A W	118	56 74
DeChantel, Sr	118	56 74
Doloroza, Sr	118	56 74
Doody, J	80	38 46
Dwyer, Mary	118	56 74
Flowers, H L	118	56 74
Flowers, E	118	56 74
Gaul, R E	118	56 74
Holloway, J. A. S.	118	56 74
Laracy, A	61	29 33
Miller, C I	118	56 74
McCurdy, M R	118	56 74
McKenna, L A	118	56 74
Pius, Sr	118	56 74
Power, M E	118	56 74
Ross, E J	118	56 74
Ross, George	118	56 74
Ryan, A F	118	56 74
Saunders, A C	118	56 74
Shields, S W	77	37 03
Shine, M	118	56 74
Smith, J A	117	56 26
Somers, B	118	56 74
Theakston, H S F	118	56 74
Walsh, J L	118	56 74
Wiswell, I N	118	56 74
Warner, E	118	56 74
Adams, E	118	42 55
Aloysia, Sr	118	42 55
Bayer, A L	118	42 55
Berchman, Sr	118	42 55
Bond, E	118	42 55
Borgia, Sr	118	42 55
Caldwell, H S	118	42 55
Carten, E M	118	42 55
Cecilin, Sr	118	42 55
Christina, Sr	118	42 55
Coleman, H E	118	42 55
Curren, E M	118	42 55
DeVine, M E	118	42 55
Doherty, M	118	42 55
Donovan, M	118	42 55
Doyle, M	118	42 55
Eldon, E W	118	42 55
Felix, Sr	118	42 55
Francis, Sr	118	42 55
Grierson, F	118	42 55
Grierson, M H	118	42 55
Gualbert, Sr	49	17 66
Guinane, E M	118	42 55
Hamilton, I	118	42 55
Hamilton, H	118	42 55

Hartigan, Sr	118	42 55
Holoca, Sr	118	42 55
Hilla, F A	118	42 55
Inglis, M C	118	42 55
James, C A	118	42 55
Baptist, J Sr	118	42 55
Johns, M A	118	42 55
Johnson, A M	118	42 55
Kantwell, Mme	118	42 55
Leonard, Sr	118	42 55
Logan, A	118	42 55
Ludovica, Sr	118	42 55
Margaret, Sr	118	42 55
Mitchell, A. J.	118	42 55
McArthur, J R	118	42 55
McCurdy, J A	118	42 55
McGregor, A	118	42 55
McGregor, H	118	42 55
MacGregor, M C	118	42 55
McLeod, J A	118	42 55
O'Donoghue, M T T	118	42 55
Perpetua, Sr	118	42 55
Putnam, A F	118	42 55
Raphael, Sr	118	42 55
Shaffer, L B	118	42 55
Stenhouse, A	37	13 34
Strattan, E	118	42 55
Stuart, C A	118	42 55
Sullivan, E	118	42 55
Sullivan, M	118	42 55
Sullivan, M T	118	42 55
Sullivan, M T R	41	14 78
Sullivan, Mne	118	42 55
Sullivan, S J	118	42 55
Sutchiff, K	118	42 55
Theakston, S E	118	42 55
Theresa, Sr	118	42 55
Torrey, E C	118	42 55
Townsend, C F	118	42 55
Vincentia, Sr	118	42 55
Waddell, M	118	42 55
Walsh, A M	118	42 55
Warner, M	118	42 55
Willis, E J	118	42 55
Gossip, C M	118	28 37
Noble, L E	118	28 37
Payson, C A	81	19 47

HALIFAX COUNTY.

Herdman, Andrew	116	56 74
Congdon, H S	118	56 74
Guild, Adah	114	55 76
Hislop, Josie	116	56 74
McDormand, B M	116	56 74
Manthorne, Sophia	110	53 80
Mosely, May	118	56 74
Muirhead, Kate	114	55 76
Murray, Kate	116	56 74
Richardson, Geo	77	37 66
White, Herbert	91	44 51
Sanford, Georgia	115	56 25
Annam, Lelia	51	18 70
Banks, A W	103	37 73
Bernadette, Sr	116	42 55
Brown, Emma	113	41 45
Corbin, Maude	113	41 63
Cooke, Mary	80	29 96
Cox, Ethel	116	42 55
Cox, Jeanette	116	42 55
Cox, Arthur	110	40 35
Church, Nina	109	39 30
Campbell, Alvin	116	42 55
Creelman, Bossio	116	42 55
Creelman, Jane	116	42 55
Dunlap, Ester	116	42 55
Downey, M A	118	42 55
Downey, A M	118	42 55
Dickey, Agnes	114	41 81
Etter, Amelia	116	42 55
Egan, Sanford	115	42 18
Findley, Sadie	118	42 55
Fletcher, Kate	118	42 55
Frame, Laura	110	42 55
Fulton, Mabel	111	40 71
Fulton, Minnie	113	41 63
Godfrey, Fannie	118	42 55
Gibbon, Clara	118	41 45
Gibbon, Rand	118	41 45

Gillespie, J F	101	37 25
Geddes, Wm M	113	41 43
Hamilton, May	113	42 55
Hume, Bessie	118	42 55
Hume, Emma	118	42 55
Hall, C. die	110	40 36
Br. y, Minnie	116	42 55
Jackson, Charles	116	42 18
Johnson, Susie	116	42 55
Joyce, Grace	113	41 45
Kent, Nina S	62	22 76
King, Eliza	114	41 81
Kennedy, Martin	111	40 71
Knaut, Ir. Jella	116	42 18
Logan, Robt	116	42 55
Leslie, Isaac	116	42 55
Major, Kate	118	42 55
Macdonald, A M	111	40 71
Mackay, Isabelle	114	41 81
Moser, Alica	115	42 87
Moore, Georgia	116	42 55
Macleod, Ada	114	41 81
McLeod, Lizzie	116	42 55
McNeil, Helen	115	42 18
Mitchell, Margaret	109	39 98
Murray, Frances	118	42 55
Murray, Kate	116	42 55
Negus, Nelson	116	42 55
Osborne, Meliassa	116	42 55
Pendar, Anastasia	116	42 55
Roche, Charles	116	42 18
Regina, Sister	116	42 55
Reynolds, Wm P	116	42 55
Shaw, Jane	116	42 55
Scarfe, Marian	117	42 37
Shute, G	118	42 55
Sheehan, Joanna	116	42 55
Stuart, Fannie	113	41 45
Stewart, Jane	110	40 35
Sprott, Edith	116	42 55
Stanislaus, Sister	116	42 55
Webster, Bessie	118	42 55
Wilson, Annie	112	40 39
Wilson, Edna	115	42 18
Wilson, Blanche	81	29 73
*Brennan, Eliza	106	34 56
Bellefontain, M	113	27 64
Clark, Jessie	116	28 37
*Drysdaie, Bessie	88	28 69
Gammell, Byard	112	27 40
Graham, Louisa	115	28 13
Graham, Phebe	115	28 13
Graham, Marion	116	28 37
Gibbon, John	116	28 37
Gibbon, E R	116	28 37
Hawbolt, Xaxio	116	28 37
Hamilton, Ida	111	27 16
Hemion, Louisa	81	19 81
Hubble, Caleb	116	28 37
*Hubble, Eliza	116	37 82
Hughes, Bridget	115	28 13
James, Annie	116	28 37
*Jordan, Hattie	91	29 67
Lloy, Ellen	116	28 37
Mitchell, Bessie	116	28 37
*Mitchell, Elfrida	105	85 21
*Mitchell, Eliza	101	32 93
*Mitchell, Arabella	112	36 51
Mitchell, Cath	95	23 23
Mills, Maggie	116	28 37
McDonald, May	104	25 43
O'Brian, James	114	27 89
*Power, Cath	116	37 82
Frest, Nancy	115	28 13
Pye, Hannah	113	27 64
Robertson, Mary	115	28 13
Robson, Jessie	116	28 37
*Schmidt, Annie	116	37 82
Sibloy, Florence	96	23 47
Sutherland, J E	96	23 47
*Tait, Laura	116	37 82
Warner, Lavinia	116	28 37
Warner, Della	112	27 40
Wilmot, Laura	115	23 13
*Wilson, Mary	98	31 95

ASSISTANT.

Findley, Jessie	118	28 37
-----------------	-----	-------

HANTS.

WEST HANTS.

Miller, Geo J	115	103 14
Smith, J A	114	
Anthony, X L	116	56 74
Armstrong, E L	88	43 04
Borden, Carrie	106	51 85
Burton, Maggie	116	56 74
Elderkin, Ella	114	55 76
Fales, A C	115	56 25
Fuller, Martha	113	55 27
McLatchey, Blanche	116	56 74
McLean, J J	116	56 74
Smith, L M	118	56 74
Armstrong, Sadie C	113	41 45
Bennett, Hanna	111	40 71
Bligh, Leverett	115	42 18
Burgoyne, W A	116	42 55
Coalfeast, Jessie	115	42 18
Curry, Janie	116	42 55
Dimock, Annie	116	42 55
*Etter, Odessa	82	30 10
Fuller, Alice	79	29 00
Gormley, Clarke	113	41 45
Harvey, Annie	113	41 45
*Hogan, Hanna	103	37 78
Hunter, Jennie	116	42 55
Kerr, Bessie	110	40 85
Lawrence, Lydia	111	40 71
Lindsay, Rebecca	115	42 18
Lynch, Jessie	116	42 55
Mason, Annie	116	42 55
McHarris, Marion	116	42 55
McHaffy, Mary	116	42 55
McKay, Maude	116	42 55
Miller, Flora	116	42 55
Morris, Sara	116	42 55
Mumford, Charlotte	113	41 45
Murphy, H W	116	42 55
Ross, Gertrude	113	41 45
Rosa, Odessa	113	41 45
Scott, Agnes	114	41 81
Soloan, Lena	116	42 55
Sweinbimer, May	116	42 55
Sweinbimer, Susie	116	42 55
Thomas, Fred R	116	42 55
Walker, H G	115	42 18
Woodroffe, Laura	114	41 81
Worthylake, Bessie	116	42 55
Beacon, Cora	116	28 37
Burgess, Annie	109	26 66
Caldar, Mary	103	26 41
Meek, Mary	112	27 52
*Nicholson, Elisa	114	37 17
Salter, Hattie	108	26 41
*Taylor, Laura	116	37 82
*McKay, Mabel	116	37 82
Woodroffe, Mabel	116	37 82
Fuller, Eva	25	6 11

EAST HANTS.

Ellis, Emma	115	56 25
Gratz, H G	116	56 74
Simpson, Henry	115	56 25
Underwood, Jos	116	56 74
Blois, Libbie J	115	42 18
Brown, C W	114	41 81
Corbett, Ida B	115	42 18
Cox, Susie	116	42 55
Currie, Florence	111	40 71
Ellis, Sadie	111	40 71
Ferguson, Annie	116	42 55
Fonton, Emily	116	42 55
Forbes, Mary M	57	21 08
Hanna, Amanda	103	39 61
Hennigar, Charlotte	116	42 55
Hialop, Gertrude	116	42 55
Lawrence, Abbie	116	42 55
Lawrence, Harold	111	40 71
Johnson, Grace	113	41 45
Johnson, Agnes	115	42 18
Madden, Ratio	101	37 05
Maine, Rilla	114	41 81
Marrietto, Emma	91	33 40
Marsters, Sarah	54	19 80
McDougall, Alica	116	42 55

Weaver, Maggio 61 14 91
 *Webster, Carrie 81 26 40
 West, Flora D 96 23 47

ASSISTANTS.

Outkin, Georgio 96 15 65
 Coleman, Edna 75 12 23
 Fuller, Bessie 111 18 19
 Stoddard, George 113 18 43

LUNENBURG & NEW DUBLIN.

Bruce, C S 73
 MacIntosh, H H 34
 Crowe, Louise 116 50 74
 Dill, Daniel 116 56 74
 Ernst, Victoria S 116 56 74
 Howitt, Minnie 116 56 74
 Hislop, Annie M 115 56 25
 Huggins, Geo M 116 56 74
 McDougald, A J 116 56 74
 Quinlan, John T 116 56 74
 Rigger, Daniel 116 56 74
 Veinotta, Alice M 115 56 25
 Acker, Mary 116 42 55
 Boehner, Teresa S 111 40 71
 Bowers M L 107 39 35
 Caldwell, Olivia 116 42 55
 Card, Hattie 116 42 55
 Chambers, M J 116 42 55
 Cook, Carrie L 115 42 18
 Cook, Elva M 116 42 55
 Crouse, Annie 116 42 55
 Doxter, Lena M 116 42 55
 Douglas, Ada 113 41 45
 Durland, Huldah 116 42 55
 Eisenhauer, Alice 114 42 00
 Eisenhauer, Mary 116 42 55
 Fitzgerald, Lydia 115 42 18
 Ford, Carrie 111 40 71
 Ford, Minnie 112 41 03
 Frame, M Annie 116 42 55
 Freeman, Alice M 110 40 35
 Freeman, Naomi E 116 42 55
 Hamm, Estella 116 42 55
 Hebb, Arthur M 61 22 39
 Hebb, Elsie 113 41 45
 Hirtle, Amanda 116 42 55
 Hirtle, Bridget 116 42 55
 Hirtle, Lias S 94 34 50
 Hirtle, Minnie A 116 42 55
 Herman, Ellen 78 28 63
 Jackson, Mary 116 42 55
 Keddy, Beatrice E 112 41 03
 Leary, Ida M 112 41 03
 Leary, Mary E 115 42 18
 Lays, Bessie 116 42 55
 Mailman, Ada A 116 42 18
 McDonell, Agnes B 115 42 18
 McKean, Alex 116 42 55
 Newcomb, Bessie 114 41 81
 Schuare, Jessie S 110 42 55
 Scott, Annie E 116 42 55
 Seaboyer, Florence 116 42 55
 Shoop, Fanny E 116 42 55
 Slancwhite, Emma 116 42 55
 Smith, Pearl 58 20 72
 Stanford, Annie 116 42 55
 Stoddard, Marie 74 27 16
 Schweinimer, Ellie 1 0 42 55
 Tobin, Mary E 113 41 45
 Veinotta, A C 116 42 55
 Weagle, Susie 116 43 55
 Wentzell, Annie M 115 42 18
 Wentzell, Elnora 116 42 55
 Westhaver, Evelina 116 42 55
 Wile, Fanny J 116 42 55
 Wymacht, Agnes 116 42 55
 Young, Minnie L 116 42 55
 Zinck, Harriet 116 42 55
 Zwicker, O L 116 42 55
 Baker, Addio E 113 27 86
 Barry, Ida 116 28 37
 Boddos, F M 116 23 25
 Crouse, Alice G 115 23 13
 DeLong, Jolidah 116 28 37
 *Fancy, Clara 110 37 82
 Fancy, Sadie 115 23 13
 Fancy, Sarah 116 23 3
 Fleet, L M 115 23 13
 *Frank, Calla 118 37 82

Haines, Taphonas 116 28 37
 *Hebb, Carmina 116 37 82
 Hobb, Lois 114 27 89
 Hendry Mary E 112 27 40
 Herman, Edna 116 28 37
 Herman, Fannie E 115 28 13
 Herman, Mary A 116 28 37
 Herman, Naomi F 116 28 37
 Himmelman, Addio 116 28 37
 Himmelman, Sarah 116 28 37
 Hirtle, Lizzie A 78 19 08
 James, Ellen 116 28 37
 Jean, W. Ida 63 15 40
 Johnson, T W 105 25 80
 Kaulback, Laura 116 28 37
 Keddy, Laura M 116 28 37
 Kennedy, Lois 116 28 37
 Langillo, Amynella 116 28 37
 Lohnes, Antoinette 116 28 37
 Lonas, Lida 116 28 37
 Lohnes, Bertha 116 28 37
 Mader, Cora A 115 28 13
 *Mason, Levinia 111 30 19
 Mitchell, Alice 116 28 37
 McKean, Arabella 116 28 37
 Newcomb, Bessie 116 28 37
 Patillo, Heber 30 7 33
 *Power, Milho 116 37 82
 Rafusa, Maggie 116 28 37
 Ramey, Jennie 116 28 37
 Risser, Mary A 116 23 37
 Sarty, Hannah 115 28 13
 Shea, Minnie A 80 19 57
 Simpson, Edgar 114 27 89
 Smith, Ada A 114 27 89
 Smith, Annie 68 14 18
 Smith, Flora C 116 28 37
 Smith, Hattie 38 9 28
 Smith, Maggie A 115 28 13
 Taylor, Louise 116 28 37
 Trethoway, Ida L 116 28 37
 Trethoway, Maggie E 116 28 37
 *Veinot, Adelaide 116 37 82
 Wentzell, Alice 116 28 37
 Westhaver, Anice 116 28 37
 Wile, Josephine A 116 28 37
 Wila, Georgina R 80 19 57
 Wile, Mary E 34 8 30
 *Wilo, Laura 116 37 82
 *Young, Effie 114 37 17
 Zwicker, Mary E 116 28 37
 Zwicker, J W 116 28 37
 Zwicker, Amanda 116 28 37

CHESTER.

Andrews, Henry W 110 54 05
 Kompton, Edw A 109 53 83
 Christie, Josie L 116 42 55
 Hennigar, Cora 116 42 18
 Hogan, L S 116 42 55
 Webber, Emily 115 42 18
 Webber, Eva A 116 42 55
 Wymacht, Reuben 114 41 81
 Zwicker, Oda H 81 29 73
 Butler, Mary E 115 28 13
 Duncan, Fanny 116 28 37
 Fancy, Catherine 115 28 13
 Flaherty, Rachel 114 37 89
 Elcet, Ada A 115 23 13
 Frail, Laura M 116 28 37
 *Hiltz, Ida J 115 37 49
 Hiltz, Jessie L 116 28 37
 Hopkins, Viney F 116 23 37
 *Butt, Eloda E 111 36 19
 Langille, Lois 32 7 81
 Lantz, Ella 116 23 37
 *Mills, May D 116 37 82
 Pearl, Jeannotto 116 23 37
 *Swinimer, Hattie 84 27 38
 Taylor, L A 116 23 37
 *Whalan, Bessie 116 37 82

PICTOU.

SOUTH.

Forbes, Antoinette 99 48 42
 McKay, Eben 115 103 14
 Cameron, Maggie S 116 56 74
 Croswick, Edward 115 56 25
 Culton, Albert 114 55 70
 Forbes, John W 115 56 25
 McKenzie, A S 116 56 74

McMahon, B 115 56 25
 McDougall, John G 116 56 74
 McKaracher, M 114 55 76
 McKay, Minnie 116 50 74
 McKay, Anna C 116 56 74
 McLean, Cassie E 116 56 74
 McKay, W A 116 56 25
 McKay, E S 114 55 76
 McKenzie, D A 114 55 76
 McDonald, Chris S 116 56 74
 Thompson, D K 116 56 74
 Thompson, Lizzie 114 55 70
 Wilson, Mary 116 56 74
 Barclay, Maggio 115 42 18
 Campbell, Janett 116 42 55
 Cameror, Mary M 115 42 18
 Cavanaugh, Maria 115 42 18
 Culton, Sophie A 116 42 55
 Cunningham, M B 114 41 81
 Douglass, John K 115 42 18
 Dunn, Isabella 116 42 55
 Forbes, Maggie J 115 42 18
 Fraser, Sadie 115 42 18
 Fraser, Mary C 116 42 55
 Fraser, Jennie B 116 42 55
 Fraser, Jessie 115 42 18
 Hamilton, Lena B 35 12 85
 Grant, Christina 115 42 18
 Gunn, Annie C 113 41 45
 Harris, Minnie 115 42 18
 Henderson, J W 114 41 81
 Huggan, Carrie L 114 41 81
 Jack, M C 116 42 55
 Johnson, Janet 116 42 55
 Lays, Melissa 114 41 81
 McLean, Minnie 114 42 00
 McIntosh, Belle 69 21 64
 McLeod, Annie 81 29 73
 Matheson, Maggie 116 42 55
 Maxwell, Maggie 116 42 55
 Muir, Michael 116 42 55
 McDonald, Henrietta 116 42 55
 McLaren, Bessie G 116 42 55
 McGregor, James 115 42 18
 McDonald, Flora 116 42 18
 Manning, Tilly A 112 41 03
 McQueen, Jessie C 116 42 55
 McDonald, Susan B 116 42 55
 McDonald, Jessie B 115 42 18
 *McMillan, Annie J 116 42 55
 McIntosh, Jas W 115 42 18
 McLeod, Kate 116 42 55
 McKay, John M 115 42 18
 McLean, Jessie 116 42 55
 McIntosh, James 116 42 55
 McDonald, Lizzie M 116 42 55
 McKay, Jessie K 116 42 55
 McKay, Cassie 116 42 55
 McPherson, R H 116 42 55
 Patton, Thomas 116 42 55
 Ross, Maggie 116 42 55
 Ross, Alex 116 42 55
 Ross, Mary A 58 21 27
 Roy, Ella G 113 41 45
 Roy, Annie 116 42 55
 Ross, Mary M 116 42 55
 Ross, Hugh 115 42 18
 Simpson, Maggie 115 42 18
 Wagner, Georgina 116 42 55
 Cameron, Hannah 114 27 89
 *Cameron, Mamie 58 18 90
 Campbell, Peter 116 28 37
 Douglass, Florence H 114 27 89
 *Dunbar, Eliza 116 37 82
 *Grant, Helen 116 37 82
 *Grant, Minnie 58 18 90
 Hamilton, Olive W 116 28 37
 Jack, Martha 116 28 37
 McLean, L A 116 28 37
 *McDonald, Annie K 116 37 82
 *McDonald, Annie B 116 37 82
 Manson, Jessie C 116 28 37
 Macdonald, Janie 116 28 37
 Reid, Maud C 114 27 89
 Stewart, Annie 116 28 37

NORTH.

Frazer, V G 116
 McKay, H M 116
 Maclellan, Robert 116
 Power, John J 116 104 02

Soleau, D M 116
 Cook, Henry L 69 38 75
 Craighton, W L 116 56 74
 Dunbar, Wm 116 56 74
 Fraser, Peter 80 39 13
 Gollan, John 113 55 27
 Logan, Sarah 116 56 74
 Logan, Mary 116 56 25
 McArthur, Alex 101 49 40
 McDonald, D W 116 56 74
 McLeod, Henrietta 115 56 25
 Munro, Janie 114 55 76
 Stewart, E H 34 16 63
 Bailie, Bessie M 115 42 18
 Bernard, Katie E 114 41 81
 Campbell, Mary D 116 42 55
 Clark, Mary B 94 34 50
 Cruikshanks, J J 114 41 81
 Elliot, Albert 116 42 55
 Forbes, Bertha 116 42 55
 Fraser, Hugh 15 5 50
 Gould, Jeanetta 115 42 18
 Grant, Lena K 76 27 89
 Grant, Minnie K 116 42 55
 Grant, Alfred A 116 42 55
 Grant, Emily C 113 41 45
 Johnson, E M 115 42 18
 Johnson, Harriet 116 42 55
 Johnson, Sadie J 109 39 98
 Logan, Annie 114 41 81
 McDonald, Minnie 115 42 18
 McDonald, Bessie J 115 42 18
 McDonald, Marian 116 42 55
 McLean, C F 116 42 55
 *McLean, Minnie 116 42 55
 McLeod, John S 116 42 55
 McQuarrie, Jessie A 116 42 55
 Murdoch, Bessie 115 42 18
 Murray, Janie 115 42 18
 Murray, Dan R 116 42 55
 Murray, Duncan 116 42 55
 Rogers, Almira 116 42 55
 Rose, Jessie F 116 42 55
 Ross, Libbie 116 42 55
 *Ross, Marian J 47 17 24
 Ross, Marian 113 41 45
 Smith, Edwin 46 16 83
 Stewart, Elizabeth 61 22 39
 Sutherland, Maggie 116 42 55
 Williamson, Mary M 60 22 02
 Young, Annie M 116 42 55
 Bailie, Sibbie B 115 23 13
 *Cameron, Mary B 116 37 82
 Douglas, Ellen 116 28 37
 Gammon, Isabella G 116 28 37
 Gray, Abigail J 110 26 90
 *Henderson, Bessie 42 13 69
 Langilla, Henrietta F 116 28 37
 *McKay, Mary A 116 37 82
 McKay, David 116 28 37
 McKenzie, Lizzie 116 28 37
 McKenzie, Catherine 58 14 18
 McKenzie, Colina 86 8 79
 McGregor, Minerva 116 28 37
 McQuarrie, Jessie C 20 4 89
 *Munro, Jessie B 116 37 82
 *Munro, Maggie F 81 26 40
 Murray, Lizzie M 44 10 75
 Ross, Maggie M J 103 26 41
 Ross, Sarah K 112 27 62
 *Sutherland, Lizzie 114 37 17
 Sutherland, Wm 115 28 18

QUEENS.

SOUTH.

Smith, Nicholas 116
 Sprague, J D 116 56 74
 Ford, Fred L 116 56 74
 Huestis, A B 115 56 25
 Shields, W J 112 54 73
 Atkins, Marian 115 42 18
 Bernaby, E F 115 42 18
 Bernaby, Minnie A 116 42 55
 Campbell, Maria 115 42 18
 Collie, Zelie A 116 42 55

Table listing names and numbers in two columns. Names include Crowell, M H, Crosby, B L, D'Entremont, N, Eaton, G N, Gillis, Maud, Homer, A M, Harding, E, Larkin, E, Murphy, H E, Pinckney, M A, Sims, Eva, Sister M John, Sister Annina, Taylor, Maggio, Allen, L M, Barton, M A, Bourque, F A, Cotreau, Adele, D'Entremont, L, D'Entremont, H, Doucette, C, Goodwin, S, Hamilton, S V, Hatfield, L G, Homer, A S, LeBlanc, John, McKay, Janet, Meuse, E, Pothier, H, Richards, A, Surette, Emily, Surette, Zack, Surette, F, Surette, M, Tedford, E L, Amira, D.

COUNTY FUND

In aid of Public Schools appropriated to Trustees of School Sections for the Term ended April 30, 1890.

The Asterisk (*) indicates the Poor Sections

ANNAPOLIS COUNTY.

Legally author- ized day-schools were open. Grand total days' attendance of Pupils. Total amount from County Fund.

ANNAPOLIS EAST.

Table listing school sections for Annapolis East with columns for section name, number of schools, days' attendance, and total amount. Sections include Melvern, Forest Glen, Margaretville, East, Margaretville, West, Albert, Victoria, Gates Mountain, Port George, Douglas, Mount Hanley, Havelock, Port Lorne, Arlington, St Croix, Hampton, Clarence, West, Clarence, Centre, Clarence, East, Brooklyn, West, Salem, Wiswall, Farmington, Middleton, Palmer, Lawrencetown, Paradise, Bridgetown, Meadowvale, Torbrook, West, Cataract, Cleveland, Nictaux, Williamston, South, Williamston, North, Carleton, Contreville, Bantville, Bloomington, Inglesville, Paradise, West, Springfield, Lake Pleasant, Falkland, Mount Hope, Torbrook, East, Roxbury, Dalhousie, West.

ANNAPOLIS WEST.

Table listing school sections for Annapolis West with columns for section name, number of schools, days' attendance, and total amount. Sections include Young's Mountain, Leonard, Hillsburn.

Table listing school sections for Annapolis County with columns for section name, number of schools, days' attendance, and total amount. Sections include Litchfield, Victoria Beach, Mariner, Karsdale, Winchester, Hall, Now Caledonia, Rectory, Willett, Gasner, Chesley, Rosette, Moschelle, Annapolis, Ryerson, Clementsport, Clements, West, Bridgeport, Hessian, West, Clementsvale, Maitland, Lake LeRose, Perot, Lequille, Waldeck, West, Phinney Mountain, Greenland, Wright, Princeville, Virginia, Graywood, Milford, Lake May, Guinea.

BORDER SECTIONS.

Table listing border sections with columns for section name, number of schools, days' attendance, and total amount. Sections include Dalhousie, East, Hillsborough, Kingston, Grafton, Albany, New.

ANTIGONISH.

Table listing school sections for Antigonish with columns for section name, number of schools, days' attendance, and total amount. Sections include Antigonish, N River, Antigonish Harbor, Morristown, Lakevale, S Side C George, C George Point, Morar, Rear C George, Georgeville, Malignant Cove, Arisaig, Macarn's Brook, Dunmaglass, Pleasant Valley, Clydesdale, L S River, S Side Harbor, Monk's Head, Pomket, Heatherton, Bayfield, Afton, W Arm Tracadio, Tracadio, E Tracadio, Linwood, Havre au Bouche, E Havre au Bouche, N-Merland.

Table listing school sections for Fraser's Grant and other areas with columns for section name, number of schools, days' attendance, and total amount. Sections include Fraser's Grant, Beaulieu, Caledonia Mills, Marydale, St Andrew's, Dunmore, Fraser's Mills, Upper S River, Lochaber, W Lochaber, N End Lochaber, Upper Glen Road, Lower Glen Road, Salt Springs, W River, Beaver Meadow, Cross Roads, Ohio, James' River, Upper Briley Brook, Lower Briley Brook, Beech Hill, Pinedale, Springfield, Strathmore, Upper N Grant, Old Gulf Road, Big Marsh, Hall Grant, Hall Grant (Brophy's), Maryvale, Ashdale, Colored, Copperfield, Black River, New Franco, Frankville, Cape Jack, Union Centre, Morven, St Joseph's, W Lakevale, Greendale.

BORDER SECTIONS.

Table listing border sections with columns for section name, number of schools, days' attendance, and total amount. Sections include Auld's Cove, Collegoville, Gosben.

CAPE BRETON.

Table listing school sections for Cape Breton with columns for section name, number of schools, days' attendance, and total amount. Sections include Institution for Deaf and Dumb, Sydney, South Bar, Low Point, Lingsn, Kilkenny Lake, Lakevale, Gardiner Mines, Mitchell, Bridgeport, L'Glace Bay, Big Glace Bay, Block House, Gowrie, Cow Bay Road, Homeville, South Head, False Bay Beach, Milton, Round Island, Mira Gut, Portage, Black Brook, Mira Road, Marion Bridge.

			COLCHESTER.									
Caribou Marsh	94	1118	18 16				Clifton	115	1894	24 83		
Morley's Road	116	1713	24 88				Beaver Brook	116	3962	38 52		
Sydney Forks	106	1371	21 35				Princeport	116	1992	25 47		
Coxheath	116	2064	27 42				Fort Ellis	108	1176	19 36		
Blackott's Lake	96	680	15 25				Stowiacko, Lower	113	3717	36 59		
North West Arm	116	2542	30 87				Shubenacadie	116	2257	27 32		
Ball's Bridge	116	3608	88 00				Pine Grove	111	1837	24 02		
Ball's Creek	111	1123	20 07				Coldstream	114	811	17 02		
Rear Ball's Creek	116	2345	29 45				Wittenburg	110	2313	27 10		
Leitche's Creek	116	3364	36 84				Birch Hill	90	1721	21 00		
Upper Leitche's Creek	116	1566	20 00				South Branch	115	2499	23 80		
Up North Sydney	116	4970	48 45				Southern Lake	114	1848	21 10		
North Sydney	1268	41016	433 25				Cross Roads	116	2542	29 19		
Sydney Mines	1036	37809	385 00				Newton Mills	96	2640	27 08		
Little Bras d'Or	116	5800	54 45				Eastville	116	2543	29 20		
Little Bras d'Or, W	114	3017	84 10				Pembroke	118	1962	25 06		
George's River	115	1958	26 55				Stowiacko, Upper	232	4114	62 02		
Long Island Main	65	987	14 15				Otter Brook	113	1415	21 47		
Big Bank	116	4647	46 10				Stowiacko, Middle	116	2698	30 22		
Grove's Point	116	2722	32 25				Forest Glen	116	846	18 06		
Mill Creek	116	3683	39 13				Brookfield	232	4240	52 88		
Point Aconi	115	2596	31 05				Johnson's Crossing	116	1925	25 14		
Millville	116	2930	38 70				Meadowvale	110	1305	20 42		
Union	116	1051	20 10				Alma					
Catalone	116	2999	34 18				Burnside	116	1390	21 63		
Mira Bay	116	3021	34 35				West St Andrew's	34	470	6 75		
Mainadiou	232	6663	78 18				POOR SECTIONS.					
Scatarie Island	116	2869	33 25				North River, W B	118	898	24 10		
Little Lorraine	116	2593	30 25				North River, Upper	96	1232	24 57		
Big Lorraine	112	1952	26 17				Pleasant Valley, Lower	115	2236	36 10		
Louisburg	230	5896	67 40				Smithfield	116	1301	23 06		
West Louisburg	24	150	3 66				Brookfield, Upper	108	1479	23 47		
Kensington Cove	116	1497	23 32				Riverside	116	734	23 10		
North Shore	116	124	21 50				Riversdale	116	1396	23 88		
New Boston	116	2485	30 35				Camden	116	1360	20 58		
Big Ridge	116	2280	23 95				Lanesville	116	1044	25 50		
French Road	99	1172	19 15				CUMBERLAND.					
Gabaus	116	5061	49 10				Malagash Pt	115	1636	20 81		
Gull Cove	109	1403	21 90				" N Shore	115	2116	23 23		
Big Lake	114	2284	23 80				" S "	115	2799	26 81		
Belfry	116	2191	23 35				Stake	116	3092	28 43		
Up Gr Mira	86	854	15 45				East Wallace	114	2291	24 09		
Gr Mira South	108	1557	22 90				Linden	110	2835	26 72		
Victoria Bridge	59	602	10 00				Millville	78	948	13 22		
Caledonia	116	1307	21 95				Wallace	232	4608	48 74		
Caledonia	38	471	7 70				Six N Road	114	1408	19 54		
East Bay Chapel	103	2053	26 50				Wallace Bay	115	1740	21 35		
Brack's Brook	116	2931	33 70				Middleboro'	79	1277	15 02		
Big Pond	115	1292	21 72				Wentworth, Lr	109	1345	18 69		
Loch Lomond, N	116	1905	26 70				" West	114	1822	21 67		
McAdam's Lake	110	1389	21 90				" Stn	114	2777	26 59		
Gillie's Lake	114	2156	27 85				North Wallace	108	788	15 71		
N S East Bay	115	1913	26 22				Gulf Shore, Lr	113	899	16 18		
Eskasoni	116	1887	26 15				" Up	110	677	15 34		
Eskasoni (Indian)	115	707	24 20				Pugwash	347	10413	91 03		
Bennacadie	112	1677	19 17				Wallace Bay N	116	1435	19 89		
Christmas Island	71	1595	19 17				" S	106	934	16 24		
Big Beach	108	1422	21 92				Doherty Creek	101	1852	20 44		
Shenacadie	116	2216	23 50				Pugwash R West	112	1037	17 42		
Beaver's Cove	116	1610	24 15				Wallace Bridge	96	896	14 06		
Boisdale	116	2320	29 27				Rockley	114	1637	20 93		
Barachois	116	2436	30 10				Roslin	113	1181	18 26		
Frenchvale	116	2383	29 73				Hamford	116	1814	21 35		
Grand Narrows	108	1465	22 23				Victoria	103	1223	17 73		
Point Edward	116	2982	34 05				Hartford	57	506	8 75		
Reserve and Lorway	338	9306	103 70				Port Howe	108	2952	20 86		
Little Pond	116	1250	21 60				Linden	111	1044	17 35		
Bras d'Or Gut	116	4464	44 75				Shinimicas Bridge	115	1223	18 69		
Albert Bridge	116	1560	23 77				" Lower	106	1598	19 66		
East Bay	116	1435	22 87				Northport	81	2069	13 42		
*Lakeview	116	652	22 95				Tidnish	113	2720	26 19		
*Hillside	116	1044	26 73				Amherst Head	110	3156	28 12		
*Front Lake	107	1145	20 42				Truemanville	84	835	13 33		
*Caribou Marsh	110	921	24 70				Warron	107	1009	16 74		
*Forest	106	765	22 65				Amherst	1714	48957	436 93		
*Clarke's Road	116	816	24 52				Fort Lawrence	107	3140	27 72		
*The Meadows	116	950	25 33				Amherst Point	114	2437	24 84		
*Glangarry, West	65	584	14 98				Middleboro	115	2254	24 00		
*Big Glen	116	1079	27 07				Nappan	116	3700	31 60		
*Highlands	116	675	23 18									
*Rear Beaver's Cove	111	934	24 95									
BORDER SECTIONS.												
*Cape Breton	102	453	9 90									

Muggan	113	3483	30 12	Sugar Hill	115	788	21 08	BORDER SECTIONS.					
Lower Cove	110	2357	24 00	Green Hill	100	826	21 35	Beaver River	282	3485	43 64		
Minudie	115	2466	26 04	Institution for the Deaf and Dumb,	180 00			Ohio	115	2901	32 89		
Joggins	203	4522	45 20	School for the Blind,	75 00			*Harlem	116	1036	17 18		
Shules	115	2390	24 70					*Woodville	116	295	5 48		
Lorneville	113	2047	23 05	DIGBY.							GUYSBORO'.		
Amherst Shoro	111	2105	23 12	Institution for the Deaf and Dumb,	54 78			Guysboro'	447	11468	138 61		
Tidniah Bridge	115	1840	21 87	School for the Blind,	22 83			Riverside	114	1472	23 90		
River Hebert Hill	110	1065	17 34	Milford Corner	108	2080	25 77	"	116	528	19 81		
Athol	115	2021	22 80	Bear River Road	111	2028	25 75	N Intervale	112	1532	24 15		
Southampton	83	1311	16 05	Hillsburgh	232	9292	88 17	*Glencoe	116	1253	29 82		
Westbrook	111	1251	18 41	Cross Road	116	2441	29 10	*Alder River	116	1006	27 24		
Mapleton	114	887	16 86	Smith's Cove	230½	2324	44 04	Cooke's Cove	116	2196	29 82		
Leamington	116	1518	20 32	Hillgrove	115	2740	31 08	" Colored "	114	1153	21 37		
Southampton	111	618	15 14	Hainesville	116	2258	27 85	*Old Road	114	921	26 06		
Windham	115	1478	20 00	North Range	104	1491	21 34	Roachvale	116	1429	23 77		
Glonville	116	1200	18 68	South Range	116	2255	27 83	Ogden	116	1087	21 07		
Salem	108	1225	17 96	Marshalltown	98	1902	23 49	Erinville	111	2384	30 76		
Salem	114	2026	22 73	Brighton	229	6890	71 51	New Harbor	116	2587	32 90		
Fenwick	111	990	17 07	Plympton	113	3550	36 31	"	116	3445	39 67		
Upper Nappan	104	1810	20 54	Port Gilbert	115	2372	28 52	Sandy Cove	116	1058	20 84		
Street's Ridge	103	752	14 99	Barrens,	116	2021	26 25	Half-way Cove	116	1632	25 38		
West Leicester	113	2215	23 59	Weymouth	232	6810	71 30	Crow Harbor	116	1390	23 47		
East "	108	1871	21 29	Weymouth Bridge	229	5988	65 8b	Half Island Cove	116	1180	37 20		
Little River	110	832	15 99	Weymouth Mills	113	2027	25 96	Hazelhill	118	2272	30 90		
Mt Pleasant	105	1219	17 61	Digby	570	16735	175 19	Canso	455	16608	180 02		
Oxford	463	17389	139 48	Rogsway	115	2613	80 15	Up White Haven	116	2163	29 56		
River Philip	116	2801	26 93	Waterford	108	1468	21 61	White Haven	110	3496	89 44		
"	111	1598	20 20	Centreville	116	2588	29 75	Port Felix	116	8120	37 12		
" W. Br.	64	1054	12 32	Centreville, for last term			36 58	Cole Harbor	116	2834	34 86		
Williamsdale	54	761	9 69	Sandy Cove	229	4913	53 08	Charlo's Cove	116	5174	53 31		
Westchester	20	177	3 06	Mink Cove	115	1843	24 92	Larry's Cove	116	5200	53 85		
" Stn	116	3741	31 77	Little River	114	2392	31 94	Mid Manchester	116	2177	29 65		
Hastings	115	2975	27 72	Tiverton	229½	7154	73 36	*Middleton	116	1278	29 47		
Ohignecta	114	2803	26 73	Freeport	205	7907	75 84	Lower Manchester	116	2415	29 98		
Henderson's Sett	114	1740	21 25	Westport	457	11241	125 67	Clam Harbor	116	2326	30 86		
Richmond	115	1889	22 12	*Joggin	116	2184	36 47	St. Francis Har	113	2384	30 89		
Mt Pleasant	115	1056	17 83	*Wagner	116	1773	32 75	S. Merlands	114	728	18 08		
River Hebert	232	4790	49 68	*Riverdale	116	1408	29 43	Rear Tracadie	116	1230	23 21		
Pugwash, West	108	1808	20 74	*Bay View	109	758	22 52	Boyleston	115	3430	39 45		
East Wentworth	115	1293	19 16	*Culloden	116	2644	40 64	P. Mulgrave	232	4224	58 32		
Shinnimicas, S. Br.	110	965	16 83	*Mount Pleasant	116	1934	34 66	Pirate Harbor	118	2666	38 21		
Clifton	116	1805	20 77	*Upper Rossway	116	1218	27 71	Steep Creek	116	2646	38 38		
Springhill	1271	54123	415 84	*Lakeside	116	1222	27 75	Mid Melford	116	2313	39 75		
Thompson	95	1810	19 57	*Tiddville	115	952	25 15	Sand Point	114	1173	21 54		
Little River	116	1149	18 42	*East Ferry	116	1072	26 89	Mid Country Har	116	1878	27 31		
Rodney	114	1413	19 57	*Central Grove	115	2094	35 14	W Isaac's Har	111	3781	41 40		
Collingwood	115	2626	25 92	*Union	116	2088	35 14	E Isaac's Har	113	4274	45 89		
POOR SECTIONS.				BORDER SECTIONS.				Seal Harbor					
Two Rivers	108	1582	26 05	*Woodville	116	1528	27 83	Giant's Lake	116	1694	25 86		
Lower Greenville	113	1632	26 76	Ohio	115	102	1 11	*Obiderry	76	2044	32 42		
South Victoria	110	941	22 27	*Harlem	116	1302	21 09	Fisherman's Har	101	1044	19 09		
East Hansford	116	1752	28 69	CLARE.				Coddle Har	116	1444	23 89		
North Greenville	118	1162	24 64	Institution for Deaf & Dumb	85 22			Dover	116	2193	29 80		
Mansfield	116	1690	28 32	School for the Blind	14 67			*Gosbee	116	1238	29 69		
South Brook	114	967	22 95	New Edinburgh	116	2175	27 87	Institution for Deaf and Dumb			64 77		
Greenville Stn	114	1344	25 61	Belliveau's Cove	232	7324	76 74	School for the Blind			26 98		
Black River	116	737	21 75	Grosses Coques	227	6098	67 54	BORDER SECTIONS.					
Salt Springs	81	797	17 15	Port Acadie	232	3657	50 83	Country Har X Roads	116	918	14 59		
Springhill Jt	116	2252	32 12	Comeauville	232	8681	86 32	Argyle	118	1380	17 92		
PARRSBORO'.				CLARE.				Beckerton	108	416	8 04		
Parrsboro'	800	21125	195 06	Saulnierville	112	3710	38 71	Auld's Cove	113	1365	5 51		
Port Greville	228	4590	48 01	Meteghan River	107	2951	32 37	ST. MARY'S.					
New Prospect	116	1051	17 91	Meteghan	348	11702	120 16	Institution for Deaf and Dumb			25 23		
Cross Roads	115	639	15 68	Cheticamp	115	3265	35 45	School for the Blind			10 52		
Diligent River	115	2895	27 39	Mavilleste	115	4460	43 30	Sherbrooke	232	5294	65 67		
Commonville	115	2000	22 09	Salmon River	115	5801	59 24	Glenelg	116	1839	26 63		
Fox River	204	3306	39 04	New Tusket	116	2016	26 74	Wallace's Bridge	99	1264	20 39		
Spencer's Island	115	3504	30 44	Rosedale	82	1422	18 87	Cross Roads	112	2158	28 65		
Cape D'Or	116	3948	32 84	Corberrie	95	1435	20 48	*Greenfield	116	1533	32 85		
Advocate	229	4456	47 64	Concessions	111	2634	30 57	S. End Lochaber	116	2086	28 53		
Apple River	115	3044	28 07	Theriant	96	1662	22 07	Ecum Secum	116	2318	34 16		
New Salem	115	1372	19 46	St. Martin	114	1998	26 36	Marie Joseph	116	2330	30 40		
Lakelands	116	1205	18 71	St. Benoni	103	1674	22 74	Liscomb Mills	112	1391	22 75		
Canaan	115	1858	21 06	Central	116	2706	31 62	Mid Liscomb	115	1693	25 89		
Halfway River	116	906	17 16	Doucette Lake	115	4234	42 30	Lower Liscomb	116	2323	34 23		
POOR SECTIONS.				CLARE.				Wine Harbor	116	3620	40 39		
Two Islands	112	1004	28 60	*South Theriant	116	1608	31 32	Port Hillfred	116	3063	36 03		
				*Harrington	115	1851	33 95	Ind Har Lake	115	1657	25 11		
				*Bear Cove	108	1447	28 86	Sonora	114	2029	27 83		
				*Cape St. Mary	103	1877	32 45						
				*Hectanooga	116	1894	29 80						

*St. Mary's River	116	795	24 81	Salmon River	110	6250	66 47	Riverside	116	1142	22 36
Goldenville	112	5848	56 96	DuForin Mines	116	2002	83 88	Union	116	1482	24 86
*West Liscomb	116	1796	35 06	Quoddy	116	3684	50 88	Falmouth Valley	116	2224	31 68
*Union	112	890	25 21	Kirker	81	2122	30 81	Sweet's Corner	116	3123	39 45
BORDER SECTIONS.				Moser River	115	2232	35 61	*S Waterville	103	1277	29 50
Newtown	116	1847	22 29	Smith's Cove	118	2055	35 55	*Ardoise	116	1220	30 77
Goshen	116	2114	26 62	RURAL.				*Mt Summerville	82	1031	28 65
Beckerton	106	584	11 15	Dutch Settlement	116	2310	36 63	*Mills	116	1476	33 65
Country Har X Roads	116	646	10 13	Landells	116	1702	80 19	*W B Falmouth	116	988	27 99
Argyle	113	1018	12 93	Cook's	116	3050	44 24	*Dawson Road	114	1233	30 55
*Collegewille	116	374	8 48	Lake Egmont	118	1963	82 59	BORDER SECTIONS.			
HALIFAX COUNTY.				Meagher's Grant	116	2871	42 37	*Mill Brook	116	1359	31 57
WEST.				Sibley	95	715	17 69	Walton	219½	264	3 89
Institution for Deaf and Dumb			60 00	Little River	101½	2124	39 03	Newport and Douglas	116	759	16 10
School for the Blind			37 50	South	114	2549	38 80	*Hillsdale	98	638	16 45
Hubbard's Cove	110	3858	51 94	North	116	3249	46 31	EAST HANTS.			
Black Point	116	2573	39 27	Taylor	113	1480	27 58	Institution for Deaf and Dumb			29 08
Ingram River	113	3380	47 34	Glenmore	51	547	11 20	School for the Blind			18 18
St James	116	8791	51 95	Brookvale	118	2353	86 65	Rawdon Ch.	111	1815	23 51
Head Har	113	2335	36 47	Higginsville	116	1448	27 56	S. Rawdon	116	1098	19 48
Victoria	109	2376	36 46	Sedgewick	116	2707	40 67	Pleasant Valley	115	1304	20 69
Albert	116	2699	40 59	Archibald	116	2425	37 73	Birch Brook	116	834	17 82
Hackett's Cove	115	4804	57 18	Hutchinson	62	796	14 97	West Gore	110	1918	24 01
Indian Har	116	4084	54 99	Henry	111	2498	37 95	East Gore	116	1346	21 05
West Dover	116	2850	42 16	Dean	112	1122	23 75	Up Rawdon	116	1810	24 02
East Dover	77	3960	49 52	Moose River	114	2124	34 33	Mt Uniacke	110	1546	21 68
Upper Prospect	348	8509	126 04	POOR, WEST.				Up 9 Mile River	116	1592	22 63
Pennant	116	2998	43 70	Bayside	116	940	29 62	W Indian Rd	115	1288	20 58
Sambro	116	2741	41 02	Green Head	88	433	18 66	E Indian Rd	115	1738	23 44
Portuguese Cove	81	1972	29 26	Hempton	116	1442	36 69	L 9 Mile River	116	2727	29 84
Ferguson's Cove	91	1951	30 11	Lake Loon	91	1557	34 67	Baluan	113	1073	19 01
N. W. Arm	116	3067	44 41	Goffs	116	1053	31 30	Hardwoodland	109	1282	19 90
Hammond's Plains	80	1234	21 56	Devil Island	98	2234	45 09	Shubenacadie	222	8545	78 26
Bedford	228½	5715	34 10	Mid. Lake Porter	106	902	27 75	Mill Village	111	1572	21 96
Lower Sackville	114	2206	35 23	POOR EAST.				North Salem	57½	850	11 62
Upper Sackville	115	1674	29 81	Pleasant Point	108	1673	38 73	Rhines Creek	81	886	14 37
Montague	114	2058	33 70	Bowser's	101	1377	33 64	Urbania	111	2485	27 76
Waverley	115	3648	50 30	Owl's Head	112	1775	40 71	Rockville	115	3475	34 49
Fall River	114	1594	28 87	Gerrard's Island	116	104C	31 10	Maitland	348	11574	111 12
Windsor Junction	116	1498	28 09	POOR, RURAL.				Noel Road	116	1567	22 46
Oakfield	116	1169	24 66	Chaplin	116	2019	44 67	Up. Selma	231	6777	68 00
Oldham	111	4167	55 32	BORDER SECTIONS.				L. Selma	115	3637	35 52
Preston Road	114	2872	42 16	Elmsdale	104	126	1 88	Shad Creek	113	2958	31 00
Eastern Passage	116	3278	46 61	Enfield	116	590	8 85	East Noel	115	3380	33 89
S E Passage	113	4000	53 79	Mount Pleasant	231	1328	22 60	West Noel	116	3703	36 05
Cow Bay	116	1025	23 17	HANTS.				Burrcourt	116	2644	29 32
Cole Harbor	116	1625	29 41	WEST HANTS.				Moose Brook	115	2940	31 08
Minerville	115	1772	30 88	Institution for Deaf and Dumb			30 52	Tonecave	106	2163	25 18
Foot Porter's Lake	96	1276	23 68	School for the Blind			19 32	S. Noel Road	116	2215	26 58
Porter's Lake	115	1933	32 50	Windsor,	1139	31147		Kennetcook Ch.	116	4768	42 79
Seaforth	115	3350	47 25	Wentworth	115	2510	34 05	Northfield	116	1591	22 62
Chezetcook	228	6751	94 83	3 Mile Plain	116	4226	48 97	Hd Kennetcook	116	2959	31 32
Grand Desert	229	7137	98 85	Martock	116	1126	22 21	5 Mile River	101	1253	18 86
Head Chezetcook	116	4848	57 74	Forks	104	2210	30 27	Whale Creek	65½	1476	16 45
Hope Bridge	116	4905	63 54	Falmouth Village	111	1802	27 51	Gore	116	1264	20 54
L East Chezetcook	116	2010	33 42	Falmouth Centre	231	3643	58 05	Uniacke Mines	91	2261	24 19
EAST.				Mt Denson	114	3425	41 83	Rawdon Gold Mines	114	1813	20 63
Pitpezwick, West	115	1287	25 78	Hantsport	567	17628	213 24	*Renfrew	113	1760	31 16
" East	115	1115	23 99	Ayondale	230	5208	69 78	*New Dublin	115	2357	36 51
Musquodoboit Har	116	2928	42 97	Belmont	116	2972	38 15	*N Noel Road	116	1653	30 70
" Stevens	116	1481	27 91	Poplar Grove	222	3486	34 01	*Millford	116	1402	28 55
Head Jeddore	116	2268	36 10	Brooklyn	232	5578	73 14	*Greenfield	115	847	23 70
Lower W. Jeddore	110	2142	34 14	Kennetcook Dyke	108	2134	29 97	*Glencoe	29	222	6 20
Oyster Pond	116	3635	50 32	Burlington	222	3736	56 17	*E Tannecape	115½	1481	29 16
Lower Jeddore, East	112	1532	28 01	Summerville	228	5944	75 86	*Grand Lake	116	1464	29 09
Ship Har, South	116	3271	46 54	Cheverie	201	4701	62 25	BORDER SECTIONS.			
Ship Har, North	114	2815	41 57	Brookville	116	3300	40 98	Newport & Douglas	116	234	4 44
Murphy's Cove	116	3180	45 60	Cambridge	114	1797	27 80	Enfield	116	2729	27 83
Pleasant Harbor	116	3702	51 02	Scotch Village	116	2785	36 53	Elmsdale	115	2706	29 01
Tangier	103	2788	39 60	Woodville	115	3303	40 81	Mt Pleasant	231	2437	31 61
Mooseland	115	1215	25 03	Mackay	112½	1185	22 34	Walton	219½	3626	45 09
Pope's Harbor	116	2245	35 86	Newport Road	116	2529	34 33	*Hillsdale	98	849	7 94
Spry Harbor	115	1845	31 59	St. Croix	116	3683	44 28	INVERNESS.			
Spry Bay, Henley's	111	1457	27 12	Ellershouse	115	4904	54 71	Port Hastings	232	5700	66 38
" Lesli's	116	1824	32 52	HANTS.				Low Point	116	1900	26 30
Sheet Harbor, West	118½	4158	55 49	WEST HANTS.				Creignish	116	2100	27 75
" East	221	5513	81 17	Institution for Deaf and Dumb			30 52	Up Centennial	116	960	19 40
" Watt's	116	2906	42 74	School for the Blind			19 32	Judique	101	1020	13 28
Sober Island	115½	1899	29 09	Windsor,	1139	31147		Judique Int	116	1670	24 62
Beaver Harbor	96	996	20 71	Wentworth	115	2510	34 05	L Judique	116	1600	24 11

Liverpool	97	37307	330 29
Milton	348	10747	106 47
Brooklyn	228	5609	60 57
Beach Meadows	110	3912	33 75
Eagle Head	110	3940	38 99
West Berlin	114	2851	27 37
Port Medway	842	11828	109 56
East Port Medway	6	2415	27 99
Mill Village	846	8543	92 11
White Point	116	1994	25 31
Summarville	115	1709	23 86
East Port La Herbert	116	685	16 77

POOR SECTIONS.

Catherine River	118	1124	25 85
Port Mouton Island	100	840	22 86
Gull Island	114	1337	27 82
Dock Cove	110	1125	25 44
S W Port Mouton	114	2523	37 96

NORTH QUEBENS.

Pleasant River	115	2025	25 38
North Brookfield	115	2991	31 59
Kempt	116	1907	24 75
Whitsburne	100	1614	21 18
Harmony	116	2886	31 01
Caledonia Corner	116	4403	40 76
South Brookfield	96	2030	28 36
Greenfield	114½	3099	32 28
Molega	111	3218	32 61

POOR SECTIONS.

Westfield	114	1374	28 13
Devonshire	107	1000	28 93
Central Caledonia	113½	941	24 37
Buckfield	114	1561	29 78

BORDER SECTIONS.

Albany New	116	396	7 30
Grayton	116	1221	19 41
Hillsborough	114½	657	16 03

RICHMOND.

Institution for Deaf and Dumb			90 00
Acadieville	464	9249	144 75
Port Royal	116	2561	38 75
Arichat	574	8372	147 60
Poulamond	232	5613	82 50
LochsIde	116	1198	24 75
Fatit de Grat	116	3608	49 48
Little Anco	116	4062	51 10
Cape LaRonde	116	2524	38 35
D'Escoussé	227	5947	84 68
Richmond Mines	90	1509	25 15
Port Malcolm	115	1749	30 80
Basin	111	1478	27 10
East Basin	74	1138	19 63
Grand Digue	116	4420	57 77
Sporting Mt	113	1637	27 92
Points	116	1169	24 37
St Geo Channel	80	679	15 68
S Mountain	116	1145	24 23
Beaver's Cove	203	2395	35 62
Rockdale	108	2228	34 48
L'Ardoise	116	5775	71 70
Grand River	116	3080	44 07
S. Espiel	101	961	20 72
E. L Lomond	106	1723	29 10
Hay Cove	116	1874	31 70
Soldier's Cove	104	2761	39 50
St Ann's	116	936	24 37
River Bourgeoise	113	4140	54 57
Cannes	116	1833	31 80
Rocky Bay	116	1895	26 80
Orange	116	5768	72 55
Anguet	111	2636	38 96
Stirling	116	2784	41 00
Pt Marche	113	1777	30 88
Brymer	116	4883	57 45
Edwards	115	1816	31 00
Macdougall	115	5807	71 89
Poirrierville	116	3324	46 56
West L'Ardoise	116	3931	52 80
Hureauville	116	1820	26 02

POOR SECTIONS.

Janvrin's Island	107	1690	38 54
Balmoral	116	1284	34 21
Black River	116	584	24 65
S Archeveque	116	1540	37 70
Intervale	52	935	20 25
Salmon River	110	2004	44 05
River Tier	116	642	25 44
Macnab	116	826	27 95
Lewis Cove Road	108	1177	31 60
W L Lomond	110	972	29 08
Kempt Road	42	307	10 25

BORDER SECTIONS.

River Inhabitants	95	692	12 80
*Cape Breton	102	1256	25 25
Port Hawkesbury	346	885	12 23

SHELBURNE.

Institution for the Deaf and Dumb			46 65
Sable River	116	2516	25 99
Louis Head	113	2694	26 62
Little Harbor	115	1565	20 56
Rockland	115	2302	24 73
Allendale	114	2379	25 07
Osborne	230	5305	53 25
Lockport	443	15407	140 34
E. G. Harbor	115	1800	22 05
W. G. Harbor	111½	1878	22 07
Jordan Falls	114	3936	33 89
W. Jordan Ferry	114	2137	23 74
Jordan Bay	116	4072	34 34
Lower Sand Point	116	3233	29 84
Upper Sand Point	112	1665	21 00
Shelburne	569	18778	162 01
Birchtown	98½	2766	25 42
Gunning Cove	113	3203	29 68
Roseway	114	3288	29 65
Black Point	116	3611	31 83
N. E. Harbor	115	5529	31 82
Lower Ohio	116	2145	24 01
Upper Ohio	116	1413	20 08
Upper Clyde	112	1276	18 90
Matthew's Point	115	1433	20 08
Churchover	115	1721	21 63
Power's Brook	116	2775	25 77
Port L'Herbert	109	572	14 81
West Head	111	2385	24 73
Brighton	115	1358	19 67

POOR SECTION.

Big Port L'Herbert	115	692	21 47
Enslow's Point	51	193	8 68
Middle Ohio	115	1194	25 05
Granite Village	115	805	22 28

BORDER SECTIONS.

Clyde River	228	3088	31 91
Port Clyde	116	102	0 86

BARRINGTON.

Institution for Deaf and Dumb			43 35
Blanche	84	699	12 24
Cape N Island	116	2101	24 97
Up Port LaTour	114	2915	29 73
Port LaTour	228	4016	48 60
Baccarro	114	3440	32 88
Hibbard's Brook	230	4740	53 21
Passage	230	5092	55 26
Doctor's Cove	115	2476	27 22
Bear Point	111	1920	23 45
Shag Harbour	116	7555	57 65
Lr Woods Har	186	4955	49 68
Up Woods Har	230	7068	67 08
Forbes Point	113½	1601	21 83
Charlesville	102	3604	31 94
McGray's	111	2692	27 47
Newelltown	113	2744	28 60
Clark's Harbor	346	13461	117 85
South Side	116	4016	36 54
Stoney Island	218	4663	51 36
Head	232	4619	52 64
Hawk	113	2653	27 63

POOR SECTIONS.

Villagedale	114	2220	34 68
Oak Park	106	1816	29 68
Hamilton	70	418	14 14
Middle Clyde			22 60

BORDER SECTIONS.

Port Clyde	116	3947	35 80
Clyde River	228	1726	19 65

VICTORIA.

Baddeck	464	10375	138 60
Baddeck Bridge	116	1260	23 25
Big Baddeck	113	945	20 24
East Baddeck	107	890	19 12
New Glen	112	890	19 66
Peter's Brook	116	600	17 62
Rear Bad'k Bay	116	960	20 59
Baddeck Bay	116	1500	25 31
Hunters Mount	115	2200	31 18
Church	99	900	18 35
Up Settlement	116	3830	49 96
Gillander's Mt	97	2000	27 64
Gairloch Mount	118	900	20 19
Inlet	113	825	19 21
Nyanza	102	1800	22 10
St Patk Channel	116	1800	23 60
Lower Watchabukt	116	1500	25 31
Up Watchabukt	116	1500	25 31
Grant	108	1360	23 25
L Narrows	89	1100	18 98
L Narrows Village	116	1640	26 50
Cains Mount	116	1680	26 00
McKinnon's Mt	116	2700	35 57
Grand Narrows	71	1150	17 96
Rear G Narrows	116	1900	28 73
Gillis Point	100	1270	21 60
Red Head	116	900	20 19
Plaister	116	1600	26 16
Big Harbour	116	640	17 98
Cape Dauplin	116	1800	27 87
Sea View	116	8220	40 00
Munroe	100	2070	28 47
East Kempt Hd	90	1340	21 14
Island Point	114	1800	27 65
South Gut	106	1600	25 08
English Town	116	4410	50 16
Munroe's Point	116	3300	40 70
North River Bridge	116	1440	24 80
Bel Cove	116	1320	23 77
French River	116	2300	32 15
Wreck Cove	116	2000	29 59
Clyburn Brook	116	2160	33 50
East Ingonish	97	2336	30 75
South Cove	112	2190	30 77
North Harbor	116	2400	33 00
Sugar Loaf	116	2800	36 42
New Haven	81	3470	38 36
Baddeck Forks	116	1050	21 46
Centre	49	1000	13 61
West Kempt Head	112	1480	24 70
West Ingonish	112	1800	27 44
Middle Harbor	116	2050	30 01
South Bay	116	3150	39 40
Garry	500	780	17 00
Wagamatcook			
Wreck Cove	116	2140	30 78
Jubilee	110	820	18 25

POOR SECTIONS.

U Big Baddeck	116	1760	31 69
Big Glen	116	2370	41 13
Bucklaw	112	890	23 68
Black Head	116	2076	24 40
" Sum'r '89	39	485	8 13
Tarbert	116	2533	38 29
Indian Brook	116	2266	30 01
Bay Road Valley	116	3250	44 41
Green Cove	87	587	14 38

YARMOUTH.

School for the Blind			20 23
Institution for the Deaf and Dumb			32 45

Rockville	115	2701	26 01	Canaan	109	1265	24 52	Central Kempt	115	2748	81 25
Lower Town	788½	21024	195 62	Pinckney's Pt	106	1251	24 00	Up Eel Brook	232	4351	54 91
Central	1040	32788	284 40	Capo Forchu	101½	1867	24 16	Abram's River	104	3155	32 88
Milton	811	21476	200 44	N. Kempt	115	1758	28 86	Sluice Point	111	2859	31 81
Overton	114	2155	23 40	Somerville	110	990	23 07	Tusket Hill	114	4220	41 90
Pembroke	114	3782	81 94	Alton	116	948	23 17	Tusket	220	4304	53 90
Cheggoggin	115	2696	23 59					Plymouth	231	3743	50 62
Sandford	114	2948	27 91	BORDER SECTIONS.				Up Wedge	232	7868	79 11
Maitland	332	8912	82 06	Melbourne	113	2203	23 07	Mid Wedge	232	5294	61 40
Richmond	115	2975	28 06	Gavelton	116	180	2 84	Lr Wedge	230	6472	69 29
Ohio	230½	6498	59 06	Beaver River	232	1090	11 34	Lr Eel Brook	113	3521	36 88
Wollington	110	3571	30 65					Mid W Pubnico	232	5855	65 29
Hobron	846	9988	89 87	ARGYLE				E Glenwood	113	2056	26 81
Brenton	84	2125	20 19	School for the Blind			17 22	Hubbard's Pt	89	1960	23 01
Carlton	108½	2780	26 06	Institution for the Deaf and Dumb			27 55	POOR SECTIONS.			
W. Kempt	115	1560	20 62	Lower E Pubnico	96	2569	27 97	W Quinnan	115	3686	50 31
Arcadin	227	4631	48 84	Lower E Pubnico	113	4633	34 03	E Quinnan	116	3991	47 75
Cent. Chebogue	114	2565	25 70	East Pubnico	229	5155	60 12	Comeau's Hill	116	2812	42 45
Salem	230	3755	44 55	Pubnico Head	222	5377	60 88	Surette's Island	112	1859	38 11
Brooklyn	115	3769	32 24	Upr W Pubnico	228	6430	68 78	Bell Neck	111	1849	28 28
Sand Beach	105	3427	29 35	Lr W Pubnico	116	5609	49 00	Mud Island	108	519	20 24
Deersfield	108	3093	27 91	Lr Argyle	218	3797	49 57	BORDER SECTIONS.			
Middleton	114	2917	27 64	Cent Argyle	112	3110	38 44	Gavelton	116	1190	18 78
S Cheggoggin	116	2068	23 40	Glenwood	115	2557	29 97	Melbourne	118	184	2 26
POOR SECTIONS.				Argyle Head	114½	2139	27 05				
Norwood	111	1604	27 19	Belleville	111	3479	35 87				
Forest Glen	116	1555	27 60	Sound	107	3211	33 59				

BOND OF SECRETARY TO TRUSTEES.

The following is the proper form of bond :

PROVINCE OF NOVA SCOTIA:

Know all men by these Presents, That we (*name of Secretary*), as principal, and (*names of sureties*) as sureties, are held and firmly bound unto our Sovereign Lady Victoria, by the grace of God, of the United Kingdom of Great Britain and Ireland, Queen, &c., in the sum of..... of lawful money of Canada, to be paid to our said Lady the Queen, her heirs and successors, for the true payment whereof we bind ourselves, and each of us by himself, for the whole and every part thereof, and the heirs, executors and administrators of us and each of us, firmly by these presents, sealed with our seals, and dated this..... day of....., in the year of our Lord one thousand, eight hundred and.....and in the.....year of Her Majesty's reign.

Whereas, the said (*name of Secretary*) has been duly appointed to be Secretary to the Board of Trustees of.....School Section No..... in the District of.....

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

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

We, the subscribers, two of Her Majesty's Justices of the Peace for the County of.....do certify our approbation of..... [names of Sureties] within named as sureties for the within named [Name of Secretary], and that they are, to the best of our knowledge and belief, persons of estate and property in the said County of..... and of good character and credit, and sufficiently able to pay, if required, the penalty of the within bond

Given under our hands this.....day ofA. D., 18...

[Names of Magistrates.]

[FORM OF AGREEMENT.]

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

The said (*name of teacher*) on his (or her) part, in consideration of the below mentioned agreements by the parties of the second part, hereby covenants and agrees with the said (*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 (or Term,) ending on the 31st day of October next (or the 30th day of April, as the case may be.)

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

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

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

Witness,
 [Name of Witness.] [Name of Teacher.]
 [Names of Trustees.]



OFFICIAL NOTICES.

TEACHING DAYS.—The number of teaching days for the current term, closing 31st October, is 111. The number of Teaching Days for the ensuing term, beginning November 1st, is 116.

Trustees and Teachers should not fail to notice that, according to Regulation, the next ensuing Christmas vacation begins on Dec. 20th, 1890, and that the Schools resume work on January 5th, 1891. Any schools kept open between these dates will not be recognized.

The regularly proclaimed Thanksgiving Day will be a holiday in the Public Schools.

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

SATURDAY AS A TEACHING DAY.—The Council of Public Instruction has ordered that to existing regulations defining the limits within which school may be kept on Saturdays (see Manual page 70), there shall be added the following: "Provided that nothing contained in these Regulations shall prevent a teacher from teaching on Saturdays in order to make up for *not more than two teaching days* necessarily lost at the beginning of the term in travelling from a distant section in which he (or she) had been previously engaged."

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

SPECIAL GRANT TO GRADE A TEACHERS.—By a recent minute the Council of Public Instruction has ordered that "any Grade A teacher proposing to claim special grant referred to in Section 10, of 'Act to encourage Academic Education,' and No. 16 of 'Regulations relating to County Academies and Grade Schools', shall, *within three weeks of the opening of the Term*, notify the Inspector of the District *in writing* of his intention to qualify for such claim, and to present at the terminal inspection the required number of High School pupils."

TRUSTEES' RETURNS.

As the Act passed at the Session of 1887, for the further regulation of teachers' grants, has come into operation, trustees and teachers will find it to their interest to have their returns placed in the hands of the Inspectors at the earliest possible moment.

The Department of Education will not be in a position to take a single step towards the distribution of grants, until complete sheets from every County or District have been received. *To prevent general inconvenience and loss from the negligence of individuals, the Inspectors are instructed to report on such returns as shall have come to hand on the 31st of May (or November). Delayed returns run the risk of postponement until the next terminal distribution.* In reply to enquiries, it may be stated that it is impossible to predict the exact date at which teachers may expect to receive their grants under the new arrangement. A general assurance is given that no unnecessary delay will take place. As a careful collation of the returns from the entire Province is now necessary, involving calculations both minute and extended, payments need not be expected at dates as early as these at which grants have heretofore been paid in some Counties sending in prompt returns. Still it is hoped that with due promptitude on the part of all officials concerned, the grants will be ready for distribution somewhere about the average time of previous payments.

THE PROVINCIAL NORMAL AND MODEL SCHOOL, TRURO.

J. B. CALKIN, M. A., Principal.

Professor of Didactics..... J. B. Calkin, M. A.
 " Language and History..... J. B. Hall, Ph. D.
 " Mathematics..... F. H. Eaton, B. A.
 Lecturer in Natural Science..... H. W. Smith, B. Sc.
 Instructor in Industrial Drawing and Calisthenics,
 Miss Ottie A. Smith.

" Music and Elocution.....
 In addition to the ordinary facilities of professional culture, teachers in training will receive instruction in the tonic sol-fa systems of vocal music. They will also have regular opportunities for observing and studying kindergarten methods in actual operation.

MODEL DEPARTMENT.

Intermediate Grades..... Miss Maggie Moody.
 Primary "..... Miss Ada Lewis.

Copies of Regulations and By-laws of Institution can be at all times obtained on application to the Principal.

The annual session begins November 5th. Formal opening November 12th.

The School of Agriculture in connection with the Provincial Normal School is under the direction of Professor Herman W. Smith, B. Sc., to whom application for the Annual Register of the Institution should be addressed.

INSPECTORAL DISTRICTS, WITH NAMES AND ADDRESSES OF INSPECTORS.

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

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

I.

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

FOR 1891 (TO BE USED 1890-91).

LATIN SUBJECTS:

- (1) Caesar *de Bell. Gall.*, Books IV. and V.
 - (2) Virgil, *Æneid*, Book II.
- For ordinary matriculation Dalhousie will accept either (1) or (2). In addition to (1) and (2) Acadia will require Cicero, *Pro Archia*.

GREEK SUBJECT:

- Xen., *Anab.* Book V.
- Dalhousie for Munro Exhibitions and Bursaries will require also Xen. *Anab.*, Books VI and VII.

LATIN PROSE COMPOSITION:

- Bradley's Arnold, Exercises 1-44.
- Dalhousie for Munro Exhibitions and Bursaries will also require *Greek Prose Composition* as in Fletcher and Nicholson (A. Baillie, Kingston, Ont.) Exercises 1-28.

II.

ENGLISH LITERATURE IN THIRD YEAR'S COURSE: Shakespeare's *Hamlet*. (Edition recommended, Rolfe's—Harper Bros., N. Y.)

**Revised Regulations of the Council of Public Instruction,
Relating to County Academies and Graded Schools.**

(Under the authority of the "Act to Encourage Academic Education," passed 24th April, 1885.)

1. All teachers employed in the County Academies under the above Act shall hold Provincial Licenses of the Academic Class (Grade A.) (The Council retains right to waive this requirement in the case of teachers possessing other approved qualifications, who at the date of the publication of this Regulation may be employed in any of the institutions recognized in the aforesaid Act as County Academies.)

2. Pupils shall be admitted to County Academies only by regularly conducted written examinations, according to the mode or modes hereinafter provided, but holders of Provincial Licenses and Provincial Normal School Diplomas can claim admission on such certificates.

3. The examination for admission shall begin on the day preceding the last teaching day of each term.

4. The questions for pupils applying for admission to the Junior Department (First Year's Course) shall be prepared by the Department of Education, and forwarded in due season to the principal of each Academy. At the entrance Examination for the next ensuing School year (to be held on the 29th and 30th October, 1890) papers will be set by the Department of Education as follows: (1) Grammar, Analysis, and Composition; (2) Geography; (3) British and Canadian History; (4) Arithmetic; (5) The elements of useful knowledge. The latter paper will be designed to test the acquaintance of candidates with the substance of the oral *Lessons on Nature* in the Common School Course of Study, which course will also determine the limits of knowledge in all the above subjects.

5. A supplementary Examination, for such applicants for admission as can show good reason for not having presented themselves at the regular Examination in October, will be held immediately after the Christmas vacation. The questions for this Examination will be prepared by the Principal (or faculty) and must be preserved in connection with candidates' papers as provided in following regulation. They should not follow closely the lines of the previous October questions, and should be framed so as to test the pupils' fitness to take up the work at the point then reached by the previously organized classes.

6. The entrance examinations shall be conducted and the candidates' papers valued by the Principal of the Academy, and such other persons as the Board of Trustees may choose to associate with him. The questions furnished by the Department of Education will be accompanied by directions for holding the examinations, and a statement of the standards according to which papers are to be valued. The Examiners shall in all cases be required to certify that the examination has been conducted in accordance with the prescribed rules. When a change in the Principalship shall occur at the close of the term, the *incoming* Principal shall always take part in the valuation of candidates' papers.

7. For the present the admission of pupils (not holding Provincial Licenses of First and Second Classes) to advanced standing is left to the discretion of the principal (or Faculty) of each Academy. Such pupils should be examined on the essential subjects of the year preceding that to which admission is sought.

8. All papers written by candidates for admission must be carefully filed, and preserved for inspection by officers of the Education Department. Each paper shall have legibly endorsed upon it the value assigned it by the Examiner.

9. No person shall be recognized as a qualified pupil of a County Academy, who has not been regularly admitted under some one of the foregoing provisions.

10. Each County Academy shall be examined annually by the Superintendent of Education, in conjunction with the Inspector of Schools for the District. The Examination shall be conducted orally, or in writing, at the discretion of the Examiners, and in its scope shall have regard to the time of the school year at which it may be held. The annual report of the Superintendent of Education shall contain a statement of the number of pupils (by departments or years) presented and passed in each Academy.

11. To entitle itself to the grant claimed, each Academy must pass at each annual examination at least the minimum number of pupils required by law as the basis of such grant.

12. It shall be the duty of the trustees of each County Academy to supply for the teachers' use all text-books which by the appended Course of Study are made the basis of oral lessons and lectures. They must also provide the philosophical and chemical apparatus essential for the experiments and demonstrations required by the Course as a regular part of the teaching. A selection of physiological and zoological diagrams, models and specimens, is deemed desirable. The teacher should encourage the pupils to collect

Cabinets illustrating the geology and varied mineral resources of Nova Scotia.

13. It shall be the duty of the Superintendent of Education to report to the Council of Public Instruction as to the equipment of each County Academy, in respect to school room accommodation and conveniences, apparatus, and provision for physical exercise. If, in case the Council of Public Instruction notifies the Trustees of any Academy that its equipment in any or all of the above respects is deemed insufficient, the Trustees fail within a reasonable time to remedy such deficiency, the Academy shall forfeit its claims to public grants, until such time as the required improvements are made.

14. Students may be admitted to special classes, provided they can be accommodated without encroaching on the rights of the regular pupils, but such special pupils shall not be counted as qualified pupils under the Act to which these regulations refer.

15. The Trustees shall make satisfactory provision for the instruction of all Common School pupils within their section in lower schools or departments, provided that with the sanction of the Inspector a limited number of 8th grade (Common School Course) pupils may be admitted to the Academic Department when their average attendance of qualified pupils does not exceed twenty.

16. The Schools entitled to employ a grade A teacher under section 10 of the "Act to encourage Academic Education," shall comprise at least three departments, each in charge of a separate teacher, shall be regularly graded according to prescribed Courses of Study, and shall maintain in the Principal's Department a certified average of at least five pupils regularly pursuing the studies of the prescribed High School Course. It is also provided that in all cases the Inspector of Schools shall certify that the equipment and management of these Schools is such as to warrant the payment of the special grant. The Council of Public Instruction may however authorize the payment of this grant in the case of Principals of Schools of two Departments, provided other prescribed conditions are fulfilled, and the Inspector certifies that the Educational requirements of the Section are adequately met by two Departments.

17. For the present the Council deems it inexpedient to prescribe definite qualifications for Teachers of Graded Schools in French Sections. Trustees or teachers anxious to take advantage of the provision of section 10, should correspond with the Council through the Superintendent of Education. No teacher will be deemed eligible who cannot, in addition to other qualifications, speak and write with ease and correctness both the French and English languages. The condition requiring the average attendance of five qualified High School pupils shall not apply to schools established in French Sections.

In connection with the foregoing Regulations the following instructions regarding the Entrance Examinations have been issued to County Academy Trustees and Principals.—

1. The examination in each of the prescribed subjects shall be held on the day and hour indicated on the envelope containing the questions. Until required for use, the questions shall remain in your own custody, under lock and key; the seals of each envelope to be broken open in the presence of the candidates.

2. Paper, pens and ink should be supplied by the Trustees for the use of candidates who may come unfurnished with these articles.

3. Candidates while engaged in writing shall not be allowed to hold communication of any kind with each other, and to this end they should be seated so as to render such communication as difficult as possible.

4. The Examiner will exert himself to the utmost to prevent recourse on the part of the candidates to improper practices. Before each session, the desks should be carefully cleared of all books and papers, and any candidate seeking to take advantage of books, notes, or manuscripts of any kind, or to obtain assistance from his neighbours, should be promptly dismissed.

5. In framing the questions, great care has been taken to make them intelligible to any reasonably qualified candidate. Examiners are therefore not at liberty to respond to the applications of candidates for explanations of the meaning of questions, a form of assistance which tends to defeat one of the chief objects of written examinations.

6. Candidate's papers shall be valued on the basis of 100 as the maximum mark for each paper. To the general average obtained on papers, examiners may add, at their discretion, a number not exceeding 3, for marked excellence in spelling, penmanship, etc. The general average obtained on papers, plus any increase given for spelling, etc., shall be known as the *rectified average*; and no candidate shall be considered as passing the required Entrance Examination who shall not make a rectified average of 50 or upwards, and who at the same time shall not fall further below 25 in any single paper than his rectified average is above 50, provided that for the ensuing year this latter condition shall not apply to the paper on "The Elements of Useful Knowledge."

NOTE.—The object of the Entrance Examination being to test the candidate's fitness for entering upon High School work, Examiners should carefully discriminate between trifling and serious deficiencies. Most of the pupils applying for admission are of very youthful age, and it is unreasonable to expect from them evidences of the breadth and maturity of mind which belong only to riper years. But while the necessarily limited range of a child's powers and acquisitions is kept in mind, it should not be forgotten that the work proper to the Common School ought to be thoroughly done before admission to the High School is sought. In applying these obvious principles, Examiners will observe that it has been found necessary to render the arrangements for supplementary examination somewhat less elastic than those at first experimentally provided. The spending of a third part of the term in coaching pupils unable to pass at the previous entrance examination, involves a misdirection of energy highly injurious both to the Common School and the High School. Admission to the latter should not be refused to any persons showing reasonable evidence of fitness; but pupils qualified only for the Common School should remain there till requisite qualification for promotion has been obtained.

The experimental character of the examination in "Elements of Useful Knowledge" will justify examiners in estimating with some leniency any defects in the candidates' papers on that branch.

7.—As soon as possible after the results of the examination have been arrived at, the Principal shall furnish the Superintendent of Education with a statement of such results, giving the names of the persons examined and the general average made by each. He shall also forward a certificate, signed by himself and any authorized persons acting with or for him in conducting the examination, that the examination was in all respects conducted in accordance with the above instructions.

TEXT BOOKS.

Comment.—In performing the duty of selecting and prescribing text-books for the Public Schools, the Council of Public Instruction has availed itself as fully as possible of the knowledge and experience of those who are engaged in the practical work of education. The sole aim of recent modifications has been to secure, at reasonable cost, a series of texts, adapted for use in schools. Change in authorized books is in itself a very undesirable thing; and it is hoped and believed that matters may remain where they are now for years to come, without substantial alteration.

The general effect of recent changes has been to largely and permanently reduce the cost of text-books, especially to pupils pursuing an extended course. The Council is engaged in inquiries and efforts with a view to still further diminish expense by securing, wherever practicable, a lowering in price and an improvement in the mechanical quality of the prescribed texts.

Inspectors and teachers are reminded:

1. That the Course of Study for Common Schools encourages an economical expenditure for 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, WITH NAMES OF PUBLISHERS.

ENGLISH.

Reading and Spelling. (1.) The Royal Series (Thomas Nelson & Sons, Edinburgh and London.)

(2.) The Maritime Series (Wm. Collins, Sons & Co., Glasgow and London.)

(3.) The Spelling Book Superseded—*English Edition.* (Sullivan Bros.)

NOTE.—In sections where French is the vernacular language, and the Trustees desire that English should also be taught, the French-English Readers of the Royal Series will be found very serviceable.

Grammar and Composition. (1.) English Grammar for Schools (A. & W. Mackinlay.)

(2.) Dalgleish's Introductory Text Book of English Composition (A. & W. Mackinlay.)

(3.) Dalgleish's Advanced Text Book of English Composition (Oliver & Boyd, Edinburgh.)

Geography. (1.) Calkin's Introductory Text Book (A. & W. Mackinlay.)

(2.) Calkin's Geography of the World (A. & W. Mackinlay.)

History. (1.) Calkin's History of British America (A. & W. Mackinlay.)

(2.) Outlines of British History (Thos. Nelson & Sons, Edinburgh and London.)

(3.) Swinton's Outlines of the World's History, Canadian Edition, (A. & W. Mackinlay.)

MATHEMATICS.

Arithmetic. (1.) Kirkland & Scott's Elementary Arithmetic (Gage & Co., Toronto.)

2. Hamblin Smith's Arithmetic (Gage & Co., Toronto.)

Algebra. Todhunter's Algebra for Beginners (Copp, Clark & Co., Toronto.)

Geometry. Euclid, Hamblin Smith's Edition (Gage & Co., Toronto.)

[First four books published as special Nova Scotia Edition.]

Practical Mathematics. Eaton's Elementary Practical Mathematics (D. H. Smith & Co., Truro.)

Book-keeping. Eaton & Frazee's treatise. (A. & W. Mackinlay.)

SCIENCE.

1. The Science Primers (Macmillan & Co., and James Campbell & Son, Toronto.)

[1.] The Introductory Primer.

[2.] Physical Geography.—Geikie.

[3.] Physics.—Balfour Stewart.

[4.] Geology.—Geikie.

[5.] Physiology.—Foster.

[6.] Astronomy.—Lockyer.

2. Tanner's First Principles of Agriculture (A. & W. Mackinlay.)

3. Gray's "How Plants Grow."

4. Steele's "Fourteen Weeks in Chemistry."

WRITING AND DRAWING.

1. Payson, Duntun and Scribner's Copy Books, Beattie's Copy Books, the Royal Series of Copy Books.

[The Council does not think it necessary to prescribe a single series of Copy Books, but only to require that one series shall be used exclusively in each School.]

2. Walter Smith's Series [Revised Edition,] Nos. 5, 6, 7, 8, are published as "American Text-books of Art Education."

MAPS.

The Council of Public Instruction has not deemed it necessary to prescribe maps of particular authorship for use in the Public Schools. In such well known series as those of Philip's, Johnson, Mackinlay, Trustees will find an abundance of excellent material from which to select. Church's Mineral Map of Nova Scotia recently put on sale is likely to come into considerable use. Its special character will tend to popularize it in many parts of the Province, while it fully answers the purposes of a general map. The minimum of Map outfit in every school should comprise the Hemispheres, Europe, North America, the Dominion of Canada, and Nova Scotia (or the Maritime Provinces.) No High School is equipped for classical work without at least the *Orbis Romanus* and the *Orbis notus Veteribus*.

LIST OF BOOKS RECOMMENDED FOR THE USE OF TEACHERS, BUT NOT PRESCRIBED FOR PUPILS.

(Trustees anxious to promote the physical, intellectual and moral welfare of the pupils in the schools under their charge, will do well to provide their teachers with the undermentioned books.)

Sully's Handbook of Psychology.

Gage's Elements of Physics [Ginn, Heath & Co.]

Huxley and Youman's Physiology and Hygiene.

Dr. Richardson's Temperance Hand Book. (Ontario Edition.)

Dr. Edward Smith's Manual of Health (A. & W. Mackinlay.)

The Ontario Manual of Hygiene.

Dawson's Handbook of Zoology (Dawson Bros. Montreal.)

N. A. Calkin's (Boston) Primary Object Lessons (Harper Bros., New York.)

J. B. Calkin's Notes on Education.

NOTE.—Prang's Natural History Series of botanical and zoological drawings and cards is accompanied by an excellent manual of directions, and if possible, should be in every school.

INDUSTRIAL DRAWING FOR HIGH SCHOOL COURSE.

1. For first year. Nos. 5 and 6 of the American Text Book of Art Education (retail price 15-cents each.)

2. For second year. Nos. 7 and 8 of the same series, (retail price 25 cents each.)

The above books belong to the same series as those already used in our Common Schools. Nos. 5 and 6 are accompanied by a Manual for Teachers, giving full directions in regard to the use of the books. The retail price of this Manual will not exceed 60 cents. A small Manual accompanying Nos. 7 and 8 will be supplied gratuitously to teachers whose circumstances require them to use those books. It is not supposed that for the year about to begin many schools will require anything in advance of Nos. 5 and 6.

Syllabus of Examination, agreeably to which the Examinations of 1891 are to be conducted.

REQUIREMENTS COMMON TO B, C AND D GRADES.

NOTE.—Separate papers will be prepared for each grade, carefully adapted in scope and difficulty to the grade in question.

1. The School System and School Management. (One paper)
 - (a) To be familiar with the law relating to Public Schools in Nova Scotia, and the Regulations of the Council of Public Instruction,—particularly those portions bearing on the relations and duties of teachers.
 - (b) To evince a knowledge of School Organization under the Provincial Law and Regulations, and grading of pupils, the systematic arrangement of studies, the design and proper methods of discipline, and the conditions of physical comfort in school-room work.
2. TEACHING. (One paper). To furnish in the form of answers to questions and notes on suggested subjects of instruction, proof of competent knowledge of the correct methods of teaching.
3. READING AND SPELLING:
 - (a) To read with readiness, correct pronunciation and due regard to elocutionary emphasis and pauses.
 - (b). To spell correctly the words made use of.
4. WRITING: To write a fair, legible hand.

GRADE D.

I.—LANGUAGE.

English Grammar.—(One paper.) 1. *Lessons on Language* in prescribed text-book. 2. The leading principles of etymology and syntax. 3. Analysis of simple sentences.

Composition. (One paper.) 1. Sentence-building, and correction of sentences involving the wrong use of words. 2. Constructing a simple narrative from furnished notes, or writing a brief essay on a prescribed topic of familiar character. 3. To show a knowledge of the proper use of capitals, and the elementary principles of punctuation.

II.—HISTORY AND GEOGRAPHY.

History. (One paper.) 1. The leading events of British History from the Norman Conquest, as contained in the prescribed *Outlines of British History*. The knowledge expected will include, (1) The Sovereign, his descent and personal character. (2) The chief events of each reign such as wars, battles, treaties, &c. (3) The character and achievements of very famous individuals. 2. The leading events of Nova Scotian history as contained in *Calkin's History of British America*.

Geography. (One paper) 1. *Calkin's Introductory Geography*. 2. To give the boundaries and the population of the Counties of Nova Scotia. 3. To draw an outline map of any of the Maritime Provinces, or of any part of them, as may be required.

III.—MATHEMATICS.

Arithmetic. To have a fair knowledge of Kirkland and Scott's *Elementary Arithmetic*.

Algebra. To understand *Todhunter's Algebra for Beginners* to the end of Fractions.

IV.—BOOK-KEEPING.

To be acquainted with the use of the Day Book and Ledger.

GRADE C.

I.—LANGUAGE.

Grammar and Analysis. (Two papers.) Prescribed text-book except *Notes and Appendix*.

Composition and Prosody. (One paper.) *Dalgleish's Introductory Text-Book*.

II.—HISTORY AND GEOGRAPHY.

History. (Two papers) 1 *Outlines of British History*. (Excepting Chapters treating on Social and Political Progress.) 2. *Calkin's History of British America*.

Geography. (One paper.) *Calkin's Geography of the World* (including use of Terrestrial Globe.) 2. *Furnishing from memory* an outline map of any Province of the Dominion, or of either Europe or North America. (Location of chief mountain ranges rivers and cities may be asked for)

III.—MATHEMATICS.

Arithmetic. To have such a knowledge of Arithmetic as may be gained from *Hamblin Smith's Arithmetic*, excepting sections 14, 22, 29, 32, 33

Algebra. To have a knowledge of Algebra as contained in *Todhunter's Algebra for Beginners* to the end of Simple Equations.

Geometry. To be able to solve any proposition in the First Book of Euclid's Elements and original exercises corresponding thereto, and also the propositions of the Second Book.

IV.—BOOK-KEEPING.

To be familiar with the principles of Book-keeping by single entry, as given in *Eaton and Frazee's Elementary Treatise*.

Candidates may substitute for Book-keeping an exercise in French. The *French Principia*, Part I., will give an idea of the amount of knowledge required to answer questions set.

V.—BOTANY.

The Elements of Structural Botany as contained in Part I., of Gray's "How Plants Grow."

GRADE B.

I.—LANGUAGE.

Grammar and Analysis. (Two papers.) Prescribed text-book, including *Notes and Appendix*.

Composition and Prosody. (One paper.) *Dalgleish's Advanced Text Book on English Composition*.

English Literature. A knowledge of the contents of *Stopford Brooke's "Primer of English Literature,"* with a critical examination of selected passages from *Shakespeare's "Hamlet."*—(Ed. recommended, Rolfe's, Harper Bros., N.Y.)

French.—Candidates may substitute for English Literature a paper in French. *The French Principia*, Parts I. and II., will give an idea of the grammatical knowledge required to answer questions set. Extracts for translation from French into English will be from *Moliere's Le Bourgeois Gentilhomme*.

II.—HISTORY AND GEOGRAPHY.

History. (Two papers.) 1. *Outlines of British History*, with special stress on Constitutional events. 2. *Swinton's Outlines of the World's History*.

Geography. (One paper.) 1. *Calkin's Geography of the World*, with particular attention to Astronomical and Physical Geography. 2. To draw from memory an outline map of any of the Continents, or of the Dominion of Canada, or any of the five Eastern Provinces thereof, or of the British Islands, or any one thereof, with the chief rivers and mountain ranges clearly marked.

III.—MATHEMATICS.

Arithmetic. To have such knowledge of Arithmetic as may be gained from *Hamblin Smith's Arithmetic*, and to state reasons for Arithmetical rules and processes.

Algebra. To have a knowledge of Algebra as contained in *Todhunter's Algebra for Beginners*.

Geometry. To be familiar with the first four books of Euclid's Elements, and to work original exercises of corresponding character.

Practical Mathematics. To have a knowledge of contents of *Eaton's Elementary Practical Mathematics*.

Chemistry. Inorganic chemistry as in *Steele's Fourteen weeks in Chemistry*. 2. *Tanner's First Principles of Agriculture*.

Physics. The first three Chapters of *Gage's Elements of Physics*.

Book-keeping. To understand the principles of Book-keeping by single and double entry, as contained in *Eaton and Frazee's Elementary Book-keeping*.

Physiology. To be familiar with the Elements of Physiology and Hygiene as in *Huxley and Youman's text-book*, omitting Chapters III, VII, X, XII, XIII.

Latin.—Candidates can substitute for Physiology a paper in Latin. For the present year, the Latin requirements will be: (1) *Caesar de Bell. Gall.*, Books IV. and V. Translation of selected

passage or passages, with answers to grammatical and geographical questions growing out of the text:

- (2.) Answering general questions in Latin Grammar.
The Latin paper will be valued as a unit.

GRADE A.

Any candidate for this Grade who already holds a Provincial license of the First Class (Grade B), or who is a graduate in Arts of any Provincial College or other approved University, shall be examined simply in the subjects specified below. All other candidates shall in addition be examined in all the subjects prescribed in the Grade B Syllabus (according to the papers set for that Grade), except *School Management and Teaching, Algebra, Geometry, Chemistry, Physics and Physiology, English Literature* being for the present required of both Grades. Previous regulation regarding candidates who have made an average of 75 or upwards in Grade B branches is no longer in force.

I.—PROFESSIONAL.

School System and School Management. (a) To be familiar with the law relating to Public Schools in Nova Scotia and Regulations of the Council of Public Instruction,—particularly those portions bearing on the relations and duties of teachers and on the organization and operation of County Academies.

(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 conditions for securing the moral and physical well-being of pupils.

(c) To be familiar with the history of leading Educational Reformers and their systems. (Under this head Quick's "Educational Reformers," may be advantageously consulted. An American edition is published by R. Clarke & Co., Cincinnati.)

Teaching. (a) To have an understanding of the faculties and fundamental laws of the human mind in their application to the science and art of education generally. (Sully's Teacher's Handbook of Psychology recommended.)

(b) To practically apply the principles thus derived to the teaching of particular subjects, especially those embraced in a High School course of study.

II.—CLASSICS.

1. *Latin and Greek Grammar.* To have such a knowledge of

Latin and Greek Grammar as may be gained from Harkness's or Allen & Greenough's Latin Grammar, and Hadley's or Goodwin's Greek Grammar. To test the candidate's knowledge of Latin and Greek as distinguished from that of particular Latin or Greek authors, each Grammar paper will contain a short passage from some unspecified author to be translated *at sight*.

2. *Translation.* To be able to translate without the aid of a dictionary any assigned passage, or passages, from the following authors:—

Latin:—Cæsar, *De Bell Gall.* Books IV and V. Virgil, *Æneid* Book II. Horace, *Odes* Book IV. Livy, Book XXI.

Greek:—Xenophon, *Anab.* Books V and VI. Euripides *Alcestes.* Demosthenes *De Corona* to the 220th paragraph. (documents to be omitted.)

Note. Candidates will be held liable to answer all historical, geographical, and grammatical questions arising from the extracts assigned for translation or from any part of the book to which they belong. They must also be well versed in Latin and Greek Prosody, and be able to scan any assigned passages in Virgil, and Horace.

3. *Composition.* To have such a knowledge of Latin and Greek Prose composition as may be gained from *Principia Latina*, Part IV, [or from Arnold's *Latin Prose Composition*] and *Initia Græca*, Part III [or from Arnold's *Greek Prose Composition*.]

4. *History.* To have a good knowledge of Greek and Roman History as contained in Smith's History of Greece, and Liddell's History of Rome.

III.—MATHEMATICS AND SCIENCE.

Geometry. Plane and Solid Geometry, as in Hamblin Smith's Treatise.

Algebra. As in Todhunter's Advanced Algebra, or any equivalent treatise.

Chemistry. As in Wilson's Inorganic Chemistry.

Natural Philosophy. As in Wormell's treatise.

Note. For the present year candidates may substitute for either Chemistry or Natural Philosophy, French as prescribed in Grade B Syllabus.

Physiology and Hygiene. As in Huxley and Younman's treatise.

IV.—ENGLISH LITERATURE.

As prescribed in Grade B. Syllabus.

EXAMINATION FOR TEACHERS' LICENSES, 1890.

The following persons have received Licenses of the Grades respectively specified, in accordance with the Law and Regulations of the Council of Public Instruction respecting the examination and licensing of Teachers. Candidates under each Grade are arranged in order of merit. Brackets indicate equality. Candidates who did not obtain Grade applied for are arranged separately. The names of candidates applying for an *advance* of Grade, but not receiving it, are not given.

It has been found impossible to delay issue of Journal so as to contain names of candidates applying for and obtaining Grade D. These will be published in the April No.

<p>A.</p> <p>John E. Eaton, Truro. Jas. A. Sutherland, River John, Pic. Co. Edmund B. Smith, Truro. Dougald C. Gillis, Pinedale, Ant. Co.</p>	<p>Edith J. Crawford, Dublin Shore, Lun. Co. Wm. L. Archibald, Bedford, Hx. Co. { Chas. E. Seaman, Wolfville. { Arch. A. McIntyre, Fraser's Grant, Ant. Co. { Dan. P. McMillan, Up South River, Ant. Co. Wm. M. Ferguson, Normal School. Clarke Gormly, " " Julie L. Kinney, " " Lyman M. Denton, " " { Anna B. McKenzie, " " { Nelson Churchill, Chegoggin, Yar. Co. { Geo. S. Gordon, Halifax. Margaret Archibald, Yarmouth. J. Edmund Bars, Wolfville. Hugh McPherson, St. Andrew's, Ant. Co. Sarah M. Hopkins, Normal School. Katie E. Bernard, Pictou. Mary S. Tilley, Melvern Square, Ann. Co. Annie M. McLean, Wolfville. Robert S. McKay, Normal School. Beatrice Tucker, Yarmouth. Jessie Coalfeet, Hantsport. Chas. W. Ward, Normal School. Alex. L. McKay, Balmoral Mills, Col. Co. Helen A. McNeill, Lingan, C. B. Anne B. Ferguson, Hantsport.</p>	<p>{ Evelina Westhaver, Conquerall Mills, Lun. Co. { Renwick E. Cox, Normal School. [Co. { Bessie Miller, Miller's Creek, Hants Co. { Daniel Campbell, Arichat. { A. Hayward Foster, Fisher's Grant, Pic. Co. { A. D. McInnis, Yarmouth. { Winnie Madill, Normal School. { Harry S. Butler, Belleisle, Ann. Co. { James G. Munroe, Meadowvale, Pic. Co. { Howard M. Shaw, Berwick, Kings Co. Fred. A. Tilley, Melvern Square, Ann. Co. Harry B. Baker, " " James J. Tomkins, L'Ardoise, C. B. Leda J. Caldwell, Sannerville, Hants Co. Louise Wade, Belleisle, Ann. Co. Nellie Doyle, Windsor. Wm. R. McLean, Pictou. { Minnie R. Dill, Normal School. [Co. { Harry W. Murphy, Scotch Village, Hants Georgie L. Borden, Windsor. Scott C. Newcomb, Antigonish. { L. H. Lorne, Strathlorne, C. B. { John M. McRitchie, Englishtown, C. B. Samuel W. Williamson, Normal School. Agnès Pitta, Halifax.</p>
<p>B.</p> <p>Hugh McL. Fraser, Pictou. Wm. T. Patton, Ponds, Pic. Co. Alex. L. Fraser, McPherson's Mills, Pic. Co. Finlay Macintosh, Normal School. Funie R. Gates, " " Maggie A. Hogg, Shelburne. Agnes H. Stenhouse, Dartmouth. { Katie A. McLatchy, Windsor. { Geo. A. Sutherland, Normal School. Sister M. Evaristus, Mt. St. Vincent, Hx. Co. Mary L. Gossip, Windsor. Bartholomew Shina, Halifax. Alex. Ross, Blue Mt., Pic. Co. { Helen C. Gordon, Normal School. { Jas. A. Arduckle, Pictou. Alicia K. Power, Normal School.</p>		

{ Fielay G. McDonald, Sunny Brae, Pic. Co.
 { George E. Higgins, Wolfville.
 Emma S. Shaw, Normal School.
 Hugh D. Fraser,
 { Lizzie M. Colquhoun, Cape Sable Island.
 { Edgar Kaulbeck, Musquodoboit.
 Michael Moore, Westville, Pictou Co.
 Henry C. Haché, Cheticamp, C. B.
 Annie Fillmore, Normal School,
 E. H. Nichols, Digby.
 Annie L. Sterling, Windsor.
 Mary E. Woolrich, Normal School.
 Elнора Curry,
 Alex. McKenzie, Baddeck, C. B.
 Eliza Mahoney, Halifax.
 Alex. G. Kennedy, Union Centre, Ant. Co.
 Abner F. Newcomb, Bridgetown.
 Grace Capstick, Lockeport.
 { Bessie M. Carter, Canaan, Kings Co.
 { Charles S. Lyons, Berwick,
 Josephine Eagles, Gaspereaux, "

The following obtained Grade B, but not the Grade applied for:
 Morley D. Hemmeon, Wolfville.

C.

Fred. A. Harvie, Burlington, Hants Co.
 Maggie E. Auld, Normal School.
 J. S. Metzler Murrinstown, St. Peters, C. B.
 Alfred L. Matheson, Normal School.
 Jessie D'Entremont, W. Pubnico, Yar. Co.
 Carrie B. Giffin, Louis Head, Shel. Co.
 Elvie Green, Normal School.
 L. Louise Fisher, Bridgetown.
 Louisa J. Boyie, Afton, Ant. Co.
 Sophie G. Laws, Windsor.
 M. Grace Lodge, Mapleton, Cum. Co.
 Hattie B. Strong, Canaan, Kings Co.
 { Annie L. Mulock, Rudolf's, Lun. Co.
 { Irene McCulloch, Hantsport.
 Katie McCanniss, Antigonish.
 Annie Bishop, Normal School.
 Emily J. Fultz Sackville, Hx. Co.
 Nettie G. Fitch, Normal School.
 Christina Chisholm, River John, Pic. Co.
 E. Maud Vroom, Clementsport, Ann. Co.
 Edith C. Doyle, Normal School.
 Jonathan G. McKinnon, Brook Village, C. B.
 Annie L. Simson, Halifax.
 Annie Gilderson, Normal School.
 { Hannah Dechrman, Sherbrook.
 { Emma Urquhart, Hopewell, Pic. Co.
 Maggie Thompson, Antigonish.
 Robt. Capstick, Lockeport.
 { Lucilla Payzant, Windsor Forks.
 { Geo. W. Fultz, Sackville, Hx. Co.
 Leslie C. Harlow, Lockeport.
 Henrietta Kirkpatrick, Upper Dyke Village,
 Kings Co.
 { E. Chas. Burke, Lingan, Cape Breton.
 { Ella Harding, Barrington Hd.
 { Henry J. Stock, Milford, Hants Co.
 Sister M. Cyril, Halifax.
 { Lizzie Ross, Blue Mt., Pic. Co.
 { Chas. E. Morse, Paradise, Ann. Co.
 Ida M. Newcomb, Lawrencetown, Ann. Co.
 Annie E. Ford, Milton, Queens Co.
 { Jessie E. Fulton, Upper Stewiacke, Col. Co.
 { Maggie E. Mosher, Harborville, Kings Co.
 { Nellie M. Barss, Barss' Corner, Lun. Co.
 { Ethel Brooks, Burlington, Hants Co.
 Minnie Hattie, Upper Caledonia, Guy. Co.
 Jennie B. Murphy, Shelburne.
 { H. D. Boyd, Fraser's Mills, Ant. Co.
 { Fred. W. Mitchell, Merigonish, Pic. Co.
 { Geo. E. Patterson, Pinedale, Ant. Co.
 Arthur E. Gunn, Aspen, Guy. Co.
 { Mary S. McLean, Baddeck, C. B.
 { Mary C. Falconer, Anna, Pic. Co.
 { Eva H. Swaine, Fort La Tour, Shel. Co.
 Alfred Wilson, New Glasgow.
 Cecelia Taylor, Antigonish.
 Susie W. Quinlan, Shelburne.
 Alex. J. Chisholm, Black River, Ant. Co.
 Laura Eadie, Antigonish.
 { Toresa Devereaux, Halifax.
 { Jas. W. Kiely, Lr. S. River, Ant. Co.
 { Sade L. Leslie, Liverpool.

Annie Hennigar, Maitland, Hants Co.
 { Maude Shatford, Indian Harbor, Hx. Co.
 { Lizzie Smith, Liverpool.
 Lizzie D. Enslow, Shelburne.
 { Lillie Sullivan, Guysboro'.
 { Venie O. Ward, Melvern Square, Ann. Co.
 { George P. Magee, Normal School.
 { Alonzo Seaman, Parrsboro'.
 Howart Urquhart, St. Peter's.
 John A. McKenna, Brierly Brook, Ant. Co.
 { Clara A. McNealy, Summersville, Hants Co.
 { Mary Kaulback, Conquerall Mills, Lun. Co.
 Isabel J. Woodworth, Maitland, Hants Co.
 { Libbie G. Allen, Dartmouth.
 { Flora M. Morse, Nictaux Falls, Ann. Co.
 { Ethel M. Skaling, S. Maitland, Hants Co.
 { Ada L. Tretheway, Chesley's Cor., Lun. Co.
 { Maggie L. Doane, Cheecoggin, Yar. Co.
 { Dolly McKaracher, New Glasgow.
 { Binney S. Freeman, Scotch Vill., Hants Co.
 { Ida Hamilton, Upper Stewiacke, Col. Co.
 Prescott Smith, Antigonish.
 Mary C. Strum, Mahone Bay.
 J. J. Miller, Margaree Forks, C. B.
 { Blanche Lack, Normal School.
 { Eva M. Brown, Torbrook, Ann. Co.
 { Annie B. Elliott, Mt. Hanley, "
 { A. B. McDougall, Christmas Island, C. B.
 Mary L. Lynch, Burlington, Hants Co.
 Augusta Williams, Moschelle, Ann. Co.
 Melinda Best, Liverpool.
 { Sarah J. Chisholm, Saltsprings, Ant. Co.
 { Evelyn Hopkins, Port Medway, Queens Co.
 { Archie V. McLellan, Broad Cove Chapel, C. B.
 { Lizzie A. Parker, Nictaux Falls, Ann. Co.
 { H. Harlan, Whitman, Lawrencetown, Ann.
 { Flora Morton, New Germany, Lun. Co.
 { Etta J. Ross, Barney's River, Pic. Co.
 { Sarah C. Ross, N. Earltown, Col. Co.
 { Bessie J. Woodworth, New Germany, Lun.
 { Maggie C. Tumpkins, E. Margaree, Forks,
 C. B.
 Emma Thompson, Liverpool.
 { Alex. H. McDonald, Antigonish Harbor.
 { Bolton M. Shankel, Hubbard's Cove, Lun.
 { Kate Cullinan, Liverpool.
 { Louise A. Lewis, Scatarie Isld., C. B.
 { Mary A. McGarry, N. E. Margaree, C. B.
 W. J. Egan, Sydney Mines, C. B.
 { Mary F. Layton, Folly Village, Col. Co.
 { Clara Cook, Gay's River, Col. Co.
 Ernest Robinson, Hantsport.
 Hannah E. Sarty, E. Bridgewater.
 Ellee C. Begg, Kentville.
 Mary A. Baillie, Balmoral Mills, Col. Co.
 Oressa H. McKinlay, Normal School.
 { Minnie A. M. Ferrin, River John, Pic. Co.
 { Laura M. Messenger, Fremont, Kings Co.
 { Dou. A. Fraser, McLellan's Mt., Pic. Co.
 Cora L. Abbott, Louis Head, Shel. Co.
 { Sydney P. Meloney, Jacksonville, C. B.
 { M. M. Flavin, Halifax.
 Wm. E. Fraser, Liverpool.
 Don P. McNaughton, S. River Lake, Ant. Co.
 Mary C. Meek, Centre Rawdon, Hants Co.
 { Mary Dale, W. Green Harbor, Shel. Co.
 { Frances E. Harrington, Annapolis.
 { Mary Putnam, Onslow.
 { Tena McLean, Baddeck, C. B.
 { Victoria M. Bert, Lorway Mines, C. B.
 { Maud C. Ryan, N. Sydney, C. B.
 { Mary A. Munro, Wilmot, Ann. Co.
 { Anna L. Campbell, McLellan's Brook, Pic.
 { Nellie P. Annis, Carlton, Yar. Co.
 { Wm. J. McKitchie, Englishstown, C. B.
 { Ella D. Grandall, Milton, Queens Co.
 { Emma M. Doyle, Margaree Forks.
 Lizzie H. Foyle, Baddeck, C. B.
 { Alice S. Annand, Gay's River, Col. Co.
 { Joy May Eagles, Pt. Williams St., Kings Co.
 Jas. W. Sutherland, Hd. South River, Ant. Co.
 { Jessie L. Dowell, Normal School.
 { Ida M. Morrison, Lockeport.
 Annie K. McDonald, Whitburn, Pic. Co.
 { Josie H. Tedford, Ohio, Yar. Co.
 { Mary E. Joy, N. Sydney, C. B.
 { Laura E. Howell, Halifax.
 { Carrie E. Vroom, Clements West, Ann. Co.
 Hattie E. Stewart, E. Mines, Col. Co.

Bernard Messenger, Bridgetown.
 Sarah L. Sproul, Normal School.
 Essie McCulloch, Great Village, Col. Co.
 { Laura Smith, Dublin Shore, Lun. Co.
 { Jas. O'Brien, Halifax.
 { Jennie R. Fail, Springhill, Cum. Co.
 { Mitchell Tweadie, Acadia Mines Col. Co.
 Geo. M. Archibald, Mid. Musquidoboit.
 Hector T. McDonald, S. W. Margaree, C. B.
 { Mary E. Moffatt, Little Bras d'Or, C. B.
 { Anna Dewar, Barney's River, Pic. Co.
 { Minnie E. Whitman, Upper Clements, Ann.
 Co.
 Bertha Sanford, Grafton, Kings Co.
 Marie Thompson, Shubenacadie, Hants Co.
 Geo. W. Margeson, Annapolis.
 Chrysostom J. Tompkins, Margaree Forks,
 C. B.
 { Amelia Partridge, Sydney Mines, C. B.
 { Willie A. Ross, Lorne, Pic. Co.
 { Mabel C. Saunders, Bridgetown.
 { Dan McPherson, Sydney Mines, C. B.
 { Alonzo A. Smith, New Glasgow.
 Edna L. Westhaver, Lunenburg.
 { Bertha Butler, Upper Stewiacke.
 { I. F. X. McNeil, Beaver's Cove, C. B.
 { Maud L. Bowser, Shelburne.
 { Colin McRae, Low Point, C. B.
 { Jessie W. Chisholm, Margaree Forks, C. B.
 { John N. McDonald, Arichat.
 { Lalia M. Mahaney, Cambridge, Kings Co.
 { Bessie McLellan, Central Economy.
 John H. Dewar, Stake Road Wallace.
 { Minerva A. McGregor, River John.
 { Addie F. Robinson, Pictou.
 { Chas. E. Aucoin, Cheticamp Chapel, C. B.
 { Effie Young, Lunenburg.
 { Cassie McDonald, Glace Bay, C. B.
 { Mary A. McAdam, Sydney, "
 { Anderson McIntosh, Stake Road, Wallace.
 { Dan P. McLeod, Munro's Point, C. B.
 Annie A. Etherington, Shelburne.
 Mary A. O'Brien, Antigonish.
 Lizzie M. Wright, Bear River.
 Helen Grant, Springville, Pic. Co.
 { Christy W. Chisholm, Marg. Forks, C. B.
 { Annie McLeod, Tatamagouche, Col. Co.
 { Edith E. Annis, Liverpool.
 { Thos. Gallant, E. Side Marg. Har., C. B.
 { Cassie A. McKenzie, Normal School.
 Jennie A. Hall, Kingston St., Kings Co.
 Ellen B. Tulloch, Dartmouth.
 Harry N. McNeil, Berwick, Kings Co.
 Prim G. Reid, Coldbrook,
 { Maggie E. Boyle, Mabou, C. B.
 { John J. McAskill, S. S. Lit. Narrows, C. B.
 Dan Roach, E. Har., Cheticamp, C. B.
 Laleah A. West, Kingston St., Kings Co.
 { Annie M. Moffat, Lit. Bras D'Or, C. B.
 { A. W. Campbell, McLellan's Brook, Pic. Co.

The following obtained Grade C, but not the Grade applied for:

Philip Doherty, Halifax.
 Wm. J. Chisholm, Black River, Ant. Co.
 Louis St. C. Saunders, Normal School.
 Frank Seaman, Parrsboro'.
 { Helen T. Moody, Halifax.
 { Dan'l A. Webb, Hr. au Bouche, Ant. Co.
 { Mary M. Beharrell, Normal School.
 Teresa Farrell, "
 Mary J. Thompson, Halifax.
 Sadie Murray, New Glasgow.
 Percy J. Shaw, Waterville St., Kings Co.
 Henrietta E. DeWolfe, Halifax.
 Mary Laffin, Lingan, C. B.
 { Annie M. Bigney, Normal School.
 { Albert Freeman, Milton, Queen's Co.
 Henry H. West, Shelburne.
 Alex. H. Denoon, Stellarton.
 Ronald McVicar, Cow Bay, C. B.
 Geo. J. Grierson, Kentville.
 Lizzie J. Moore, Normal School.
 Lewis McF..., Glenshee, Pic. Co.