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

NOVA SCOTIA.

APRIL, 1904.



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HALIFAX, NOVA SCOTIA, APRIL, 1904.

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I.—The *JOURNAL OF EDUCATION* shall be published semi-annually, in the months of April and October respectively, and shall continue to be the medium of Official Notices in connection with the Department of Education.

II.—The *JOURNAL*, which is the Semi-annual Supplement of the Education Report, will be furnished gratuitously, according to law, to each Inspector, Chairman of Commissioners, and Board of Trustees.

III.—Each Secretary of Trustees is instructed and required to file and preserve the successive numbers of the *JOURNAL* for the benefit of his fellow Trustees and the Teacher or Teachers of his section, and their successors, and to inform his associates in office, and the Teacher or Teachers, of its receipt, so soon thereafter as may be convenient.

PROVINCIAL AID,

To Teachers employed in the Public Schools,
for the half year ended Jan. 30, 1904.

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

	Number of Teaching Days employed.	Am't paid to Teach- ers from Provincial Treasury.		
ANNAPOLIS.				
Fash, Mabelle	108	\$83 25	Bent, Sarah R	107 41 23
McLeod, August N.	108	97 12	Bogart, Mary L	106 40 85
McLeod, Donald F	108	83 25	Brown, Estella M	104 40 08
Ruggles, Lenfest	108	97 12	Chesley, Sadie B	106 40 85
Smith, A W L	108	97 12	Cox, Nettie B	108 41 62
Banks, B S	108	55 50	Cropley, Ethel B	88 33 91
Boehner Chas F	108	55 50	Crowe, Bessie H	108 41 62
Capstick, Frances	108	55 50	Crowe, Jos H	108 41 62
Capstick, Grace	108	55 50	Deckman, Clara E	106 40 85
Chipman, Ella M	108	55 50	Dunn, Annie M	107 41 23
Chute, Lottie D W	108	55 50	Durling, Bessie E	108 41 62
Chute, L Maude	107	54 98	Durling, Edna	106 ¹ / ₂ 41 04
Cossett, Otto Von B	108	55 50	Eaton, Bertha M L	105 ³ / ₄ 40 65
Durling, Aubrey D	106	54 47	Elliott, Etta M	108 41 62
Durling, Ruby E	106	54 47	Fairn, Annie M	106 40 85
Dunn, Mary H	108	55 50	Foster, Arthur D	107 41 23
Eaton, Ethel M	106	54 57	Foster, Mayhew C	108 41 62
Elliott, Cora B	105	53 96	Gesner, Agnes	108 41 62
Fancy, Lydia A	106	54 47	Gesner, Chas L	107 41 23
Fennerty, Annie B	107	54 98	Healy, Bertha A	108 41 62
FitzRandolph, Mary F	107	54 98	Inglis, Carrie E	106 40 85
Gilliat, John B	108	55 50	McCormick, A E	108 41 62
Graves, Eva M	108	55 50	McLean, Muriel A	88 33 91
Hall, Carrie M	35	17 99	McMillan, Alice A	106 40 85
Harlow, Agnes O	108	55 50	McWhinnie, Lizzie	107 41 23
Harris, C Louise	108	55 50	Morse, Lillian M	108 41 62
Hogg, N W	108	55 50	Morse, Nellie C	108 41 62
Kinney, Annie M	106	54 47	Morse, Winnifred E	108 41 62
Kirk, Helen M	107	54 98	Mussels, Howard H	106 40 85
Longley, Wm H	108	55 50	Newcombe, Bertha E	108 41 62
Marchant, Laura L	108	55 50	Payson, Mary P	108 41 62
McGill, Geo B	108	97 12	Phinney, Flora A	107 41 23
Neily, Mary H	105	53 96	Phinney, Lulu M	108 41 62
Parker, Chas W	24	12 33	Ruggles, Blanche A	108 41 62
Parker, E Maude	107	54 98	Spinney, Thos H	108 41 62
Spurr, Alice M	108	55 50	Starratt, Myrtle G	98 87 76
Spurr, Margaret C	108	55 50	Tibert, Walton K	20 7 70
Stevens, Josephine H	108	55 50	Titus, Lizzie T	108 39 69
VanBuskirk, J L	108	55 50	Ward, Mary J S	106 40 85
Vidito, Helen A	106	54 47	Young, Isabella H	97 37 37
Wade, Lennie D	108	55 50	*Adams, Lennie P	108 37 00
Andrews, Etta B	106	40 85	Armstrong, Mildred J	101 25 94
Bacon, Agnes S	108	41 62	*Balsler, Lilla B	108 37 00
Baker, Ermina M	108	41 62	*Barteaux, Amy E	53 18 16
Banks, Almeda M	107	41 23	Barteaux, Amy E	27 6 93
			Barteaux, Lizzie A	108 27 75
			*Barteaux, Maggie E	90 30 83
			Beardsley, Jos D	104 26 72
			Bowlby, Blanche M	108 27 75
			Crowe, A Boyd	108 27 75
			Croscup, Jennie A	107 27 49
			*Daniels, Ella M	85 29 11
			Denton, E May	107 27 49
			*Fader Oscar M	46 15 75
			*Gehue, Lorette	106 36 31
			Halliday, Frank N	107 27 49
			Harding, Bernice A	74 19 00
			*Harris, Ada S	134 35 63
			Harris, Elsie A	106 27 23
			*Harris, Mabelle F	88 30 14
			Hiltz, Annie F	54 13 86
			Longley, Cora M	102 26 20
			McGill, Dora P	71 18 22
			*McGregor, Ella M	75 25 68
			*McMahon, Nellie B	73 25 00
			Messinger, Berenice	93 23 89
			Miner, Mildred E	107 27 49
			Morse, Annie M	106 27 23
			Nelson, Eda M	108 27 75

Parker, Lottie M H	108	27 75
Perry, Dorothy B	53	13 61
Phinney, Hettie I	107	27 49
*Rice, Addie A	107	36 66
*Rowler, Emily A	108	37 00
*Sabeau, Alma A	106	36 31
*Saunders, Reginald M	88	30 14
Stark, Hattie L	107	27 49
*Whitman, Lizzie M	54	18 50
Wilson, Attie M	102	26 20
Wilson, Eva M	108	27 75
*Woodbury, Reg C	18	6 15
Wotton, Bessie M	106	27 23

Assistant.

Boate, Gerald A	8	2 04
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ANTIGONISH.

McPherson, Hngh	108	79 39
McPherson, Hugh (last half year)	81	63 52
Thompson, Alexander	103	92 62
Tompkins, J J	102	78 62
Boyd, Angus A	81	41 62
Gillis, Angus	108	55 50
Laurie, Elizabeth	107	54 98
Macdougall, Mary F	108	55 50
Newcomb, Laura A	108	55 50
Sister St. Leonard	108	55 50
Sister St. Mary	108	55 50
Sister Mary Anne	108	55 50
Sister M Victoire	108	55 50
Swaine, J M	108	97 12
Barry, Henry	104	40 08
Boyd, A A	108	41 62
Cameron, Wm D	108	41 62
Chisholm, D M	100	38 54
Chisholm, Cassie	107	41 23
Chisholm, Mary A	104	40 08
Creelman, Minerva	108	41 62
Grant, Catherine	108	41 62
Kennedy, Jane S	108	41 62
Landry, Mary E	108	41 62
Macdonald, Marcella T	71	27 36
McEachern, Ethel	105	40 46
McGillivray, Amelia	108	41 62
McKinnon, M Maude	105	40 46
McKenzie, Gertrude	108	41 62
McLean, Maggie	108	41 62
McNeil, Mary J	64	24 66
O'Brien, Angela	108	41 62
Rogers, Wm J	98	37 76
Sister St Camillus	108	41 62
Sister Mary Walsh, Helen	108	41 62
Walsh, Helen	105	40 46
Walsh, Mary	108	41 62
Boyd, Mary J	84	21 58
Campbell, Mary	73	18 74
Chisholm, Wm J	108	27 75
Chisholm, Christina	74	19 00
*Chisholm, Margaret I	71	24 32
*Dooley, Bridget	74	25 34
Des Lauriers, Cath L	108	27 75
Fraser, William	98	25 17
Gorman, Cassie	74	19 00
Gillis, Mary	106	27 23

Gillis, Sarah B	108	27 75
*Hines, Laura	83	28 42
*Johnson, Lizzie M	106	36 31
Leyden, Sarah	74	19 00
Martin, Ellen	105	26 98
Munro, Alberta	99	25 43
Macdonald, Penslope	108	27 75
Macdonald, Marcella	108	27 75
Macdonald, Janet	107	27 49
Macdonald, Donald	77	19 77
Macdonald, Mary C	106	27 23
Macdonald, Catherine	89	22 86
McGillivray, Marcella	106	27 23
McGillivray, Alex A	74	19 00
McGregor, Minnie	104	26 72
McKinnon, Florence	62	15 91
*McKinnon, Flora	87	29 79
McKeough, Annie I	108	27 75
McKeough, Anna	108	27 75
McLellan, Annie	108	27 75
McNeil, Maggie A	39	10 01
McPherson, Kate A	108	27 75
*Strople, Gladys	74	25 34
Sister St Thomas	108	27 75
Sister St Helen	108	27 75
Wall, Gorman	107	27 49

Assistants.

Beaton, Ronald	103	35 29
McKenna, John A	102	34 95
McIsaac, John W	103	26 46
McDougall, J H	84	14 39

CAPE BRETON.

Brodie, W D	108	\$97 12
Creelman, Wm A	108	97 12
DeWolfe, Loran A.	108	83 25
England, Harry E	103	92 62
Logan, Bessie M.	108	69 37
McIntoch, D S	108	83 25
McKenzie, Geo W	108	97 12
Matheson, D M	108	97 12
Stewart, F I	108	97 12
Thomas, Louise	108	69 37
Bown, Eleanor F	106	54 47
Boyd, D D	107	54 98
Cameron, Lorrie J	108	55 50
Campbell, Jean E	108	55 50
Chapman, Eleanor	106	54 47
Connolly, Nelly E	101	51 90
Dowling, Thos E	68	34 94
Edgecombe, Ethel E	108	55 50
Gillis, Maude	108	55 50
Gillis, Simon P	68	34 94
Grant, Florence	108	55 50
Hanway, Jas A	108	55 50
Macarthur, Bessie I.	108	55 50
McDougall, John	74	38 02
McIntosh, Anna B	108	55 50
McIsaac, Jas W	103	52 93
MacKenzie, Anna B	108	55 50
McKenzie, Kate A	108	55 50
McKinnon, Sarah A	97	74 77
MacKinnon, Jos D	103	52 93
McLennan, Alexes	103	52 93

MacLeod, Mary E	108	55 50	Phoran, Alice	104	40 08
McMaster, Annie J	103	52 93	Plant, Thos W	108	41 62
Matheson, Margt F	107	54 98	Robinson, Hattie L	104	40 08
Moore, Clara M	103	52 93	Simpson, Margt J	108	41 62
Roper, Hattie L	100	51 39	Sr St Genevieve	108	41 62
Ross, Ellen D	107	54 98	" St Marie	108	41 62
Sr M Aquinas	104	53 44	" St Martin	108	41 62
" M Amabilis	108	55 50	" M Angelorum	108	41 62
" Teresa Joseph	108	55 50	" " Concepta	108	41 62
" M Josita	108	55 50	" " Dionysia	108	41 62
" Francis Xavier	103	52 93	" " Eulalia	108	41 62
" St Frances	108	55 50	" " Josephine	108	41 62
" St John	108	55 50	" " Vincentine	108	41 62
" St Margaret	108	55 50	" " Ambrose	104	40 08
Shaw, Vangie	107	54 98	" " Anthony	104	40 08
Sommerville, Josephine	108	55 50	" " Clarissa	104	40 08
Spinney, F H	103	52 93	" " Veronica	104	40 08
Sutherland, A A	108	55 50	" " Wilfrid	104	40 08
Thompson, Margaret	104	53 44	" St Rosaline	108	41 62
Watson, Margt J	108	55 50	" M Anna	89	34 29
Woodill, A W	108	55 50	" " Louise	103	39 69
Young, Martha E	76	39 05	Spencer, Eva J	108	41 62
Barrington, Harriet	108	41 62	Stewart, Helen E	82	31 60
Carmichael, Annie	108	41 62	Willett, Joseph	86	33 14
Chisholm, Christina A	108	41 62	Allen, Mary	105	26 98
Coady, Petcr W	44	16 95	Archibald, Caroline F.	69	17 71
Corbett, Lena	104	40 08	Bannerman, Elspeth	108	27 75
Crosby, Emma	108	41 62	Campbell, Mildred A.	97	24 92
Crowe Zella	108	41 62	Carmichael, Jessie	108	27 75
Currie, Donald J	99	38 15	Carson, Teresa B	104	26 72
DeVoe, Mary A	88	33 91	Coady, Moses J	104	26 72
Fletcher, Georgie	66	25 43	Cox, Mary A	67	17 19
Fulton, Edith I	83	31 98	Dillon, Agnes W	107	27 49
Garrett, Chas V	85	32 75	Downing, L Minnie	103	26 46
Gates, Gertrude M	103	39 69	Fraser, Josephine	108	27 75
Giovannetti, S M	106	40 85	Graham, Louise	88	22 60
Hagan, Lillian	107	41 23	Hutchinson, Janet	108	27 75
Hanrahan, Mary	108	41 62	Kerr, Annie F	103	26 46
Harrington, Annie E	108	41 62	Laidlaw, Maud S	103	26 46
Harris, Gladys E	108	41 62	Macadam, Dan A	72	18 48
Hillier, Ida	103	39 69	Macaulay, Christie	108	27 75
Holmes, Katie M	108	41 62	McDaniels, Maud J	106	27 23
Macaulay Jean C	103	39 69	McDonald, Isabelle	103	26 46
McCabe, Georgie	108	41 62	McDonald, Eliza J	101	25 94
McDonald, Flora	108	41 62	McDonald, Joanna	108	27 75
Macdonald, Mary M	20	7 70	McDonald, Mary C	108	27 75
Macdonald, Catherine	108	41 62	McDougall, Duncan	99	25 43
McDonald, Norman	71	27 36	McGilvary, A J	73	18 74
McDougall, Phillip	76	29 29	McIntyre, Maggie L	64	16 42
MacKay, Nellie J	106	40 85	McIntyre, John	108	27 75
MacKeigan, J A	108	41 62	McIntyre, Matilda	108	27 75
McKinnon, Minnie	20	7 70	McKillop, D A	79	20 29
McKinnon, Katie	108	41 62	McKinnon, Annie	73	18 74
McLean, Christina	102	39 31	McKinnon, Mary A	102	26 20
McLean, Mary C	108	27 75	MacLean, Chris. P	51	13 09
McLeod, Cecelia I	104	40 08	McLean, Annie	107	27 49
MacLeod, Margt J	101	38 92	McLellan, Mary A	107	27 49
Macneil, Alexandra	106	40 85	McMillan, Fannie	108	27 75
Macneil, Maria A	108	41 62	McNeil, Annie	108	27 49
MacNeil, Katie	107	41 23	McNeil, Katie J	107	27 75
Macneil, Margt A	103	39 69	MacVicar, Bessie	108	18 22
McRury, Sadie M	108	41 62	Martell, Lewis H	71	27 75
MacVicar, Edith J	108	41 62	Martell, Ada B	108	26 46
Martin, John J	108	41 62	Moreash, Belle	103	10 78
Morrison, Maggie	106	40 85	Morrison, Alex	42	27 75
Morrison, Adelaide S	102	39 31	Munn, Nina A	108	24 66
O'Connell, Annie	32	12 33	Munro, Katie	96	26 20
Ormond, B M	108	41 62	Nickerson, Margaret	102	16 93
Philpott, Mary	42	16 18	Phillips, Katie E	66	

Ratchford, Winnie	104	26 72
Sister St Ann	108	27 75
" St Mary A	108	27 75
" St Mary	108	27 75
" M Anastasia	108	27 75
" M Lucilla	108	27 75
" M Rose	108	27 75
" St. John	17	4 36
" St. Marcella	108	27 75
" M. Bernardine	103	26 46
" M. Imelda	103	26 46
*Macdonald, Angus A	67	22 94
*McInnis, Eliza M	90	30 83
*Steele, Florence	96	33 88

COLCHESTER.

SOUTH COLCHESTER.

Campbell, W R	107	\$96 22
Hemmeon, M D	102	78 62
Little, James	104	80 17
McDougall, Mary E	107	82 48
Patterson, Grace	107	68 73
Richardson, Lophemia	107	82 48
Barteaux, J E	107	82 48
Blair, Ina	107	54 98
Bishop, Ida	107	54 98
Bool, Evelyn	107	54 98
Cox, Nellie	107	54 98
Coleman, Edna T	107	54 98
Creelman, Laura M	108	55 50
Creelman, Minnie M	108	55 50
Creelman, Elizabeth	92	47 28
Daniels, Ruth E	108	55 50
Davidson, Clara E	107	54 98
Dickson, Lida	104	53 44
Edwards, Elizabeth	107	54 98
Gould, Annie S	105	53 96
Kinney, Julia	35	17 99
Logan, Margaret	107	54 98
McKenzie, Minnie	107	54 98
McPherson, Margaret	107	54 98
Mosher, Edna	108	55 50
Schnare, Lillian A	107	54 98
Snook, Minnie V	107	54 98
Archibald, Janet	107	41 23
Archibald, Ella S	108	41 62
Brown, Emma M	108	41 62
Rates, Stella	107	41 23
Brunt, Blanche G	105	40 46
Banks, Mary E	108	41 62
Cameron, Sadie E	88	33 91
Cox, Fred A	98	37 76
Cox, Jeanette	107	41 23
Cox Jane R	108	41 62
Crowe, Flora L	40	15 41
Dahrymple, Lucy M	72	27 75
Douglas, Jeanetta	88	33 91
Dechman, Edith	107	41 23
Gammell, Lillian	103	39 69
Gordon, Sadie J	108	41 62
Gordon, Jean	107	41 23
Goodwin, M Alma	108	41 62
Henley, Theresa	105	40 46
Harvey, Arabella	106	40 85
Johnson, Nellie F	88	33 91
Langille, Annie A	104	40 08
Logan, Sadie B	88	33 91

Logan, Hannah	105	40 46
McLeod, M Jean	107	41 23
Patterson, Sara B	102	39 31
Prescott, Alice	108	41 62
Purdy, Janie M	55	21 19
Smith, Helen	107	41 23
Taylor, Alma F	103	39 69
Thompson, Mabel	107	41 23
*Baird, Annie E	82	28 08
Bell, Mary J	108	27 75
Crockett, Eva F	108	27 75
Dickey, Margaret	98	25 17
Elliott, Ida W	96	24 66
Fulton, Harriet B	108	27 75
Fulton, Elora	108	27 75
Guild, Jean	107	27 49
*Gunn, Sara J	8	2 73
*Harvey, Jessie L	106	36 31
Ingram, Effie	87	22 35
Johnson, Clara B	105	26 98
*Kennedy, Christy	59	20 21
Lightbody, Susie E	107	27 49
Lynds, Adelaide	63	16 17
Longhead, Mary E	104	26 72
*McKim, Tena M	88	30 14
McLeod, Gertie B	98	25 17
Murray, Martha B	106	27 23
Nelson, Ada M	75	19 25
Rooode, Irene M	107	27 49
*Rutherford, Ada M	108	37 00
Sibley, Mary E	108	27 75
Taylor, Maggie C	88	22 60

STIRLING.

McKay, K E	108	\$55 50
McKay, Katharine	107	54 98
Barclay, Winnifred	108	41 62
Cameron, Annie	78	30 06
Ferguson, Janie	108	41 62
Ferguson, J Isabella	108	41 62
Fraser, Alice	108	41 62
Johnson, J M	107	41 23
McIntosh, Laura	115	40 46
McKay, Marion	19	7 32
McKay, Kate	55	21 19
McLeod, Frank T	108	41 62
Taylor, Arabella	108	41 62
Baillie Christina	108	27 75
*Craig, J Violet	84	2 90
Fellows, Annie	98	25 17
Ferguson, Jessie	108	27 75
Hughes, Maggie	105	26 98
McConnell, Margaret	101	25 94
McKay, Margaret	85	21 83
McLandress, Elizabeth	108	27 75
*McLeod, Tena	88	30 14
McLeod, Jessie W	107	27 49
*Miller, Gertrude M	102	34 94
Murdock, Jennie B	107	27 49
*Patriquin, Lizzie B	74	25 34
Reid, Annie M	88	22 60
Smith, Ina	105	26 98
Sutherland, Bessie	68	17 45
Sutherland, Tena	98	25 17
Swaine, Amelia A	103½	26 59

WEST COLCHESTER.

Macdonald, A D	103	52 93
Benvie, Jennie	107	54 98
Creelman, Amelia	108	55 50
Davidson, Edna	107	54 98
Ellis, Jennie	108	55 50
Gay, Mabel L	84	43 16
Huggins, Geo M	108	55 50
McCulloch, Lillian	60	30 83
Moore, Janet	102	52 42
Murphy, Alice	95	48 82
Putnam, Walter	21	10 78
Spencer, Agnes	108	55 50
Beattie, Clara	108	41 62
Beck, Louise	106	40 85
Bruce, Harriett	108	41 62
Creelman Jean	108	41 62
Dalrymple, Lucy	33	12 71
Fulmore, Della	100	38 54
Fulton, Mildred	82	31 60
Johnson, Viola	30	11 56
Johnson, Alena	108	41 62
Hamilton, Annie	103	39 69
McCulloch, Lillian	48	18 49
Purdy, Julian	103	39 69
Putnam, Walter	87	33 52
Smith, Emma	108	41 62
Totten, Annie R	108	41 62
Taylor, Edith	108	41 62
Brundage, Ethel	91	23 37
Chisholm, Ida	108	27 75
Chisholm, Ethel	101	25 94
*Dixon, Elva P	96	33 88
Johnson, Ida	108	27 75
Johnson, Linda J	89	22 86
Johnson, C Viola	35	8 98
*Graham, Jessie	70	23 97
Lewis, Aggie DeL	107	27 49
Rector, Annie	68	17 45
Reid, Lalia R	108	27 75
Smith, Alice	108	27 75
Smith, Ada E	93	23 89
Sproule, Essie	101	25 94
Totten, Bertha	108	27 75
*Vance, Ruby	73	25 00

CUMBERLAND.

Lay, E J	107	\$96 22
McNealy, Murray	108	97 12
McTavish, N D	108	83 25
Anderson, Pearl B	76	39 05
Archibald, Susie	108	55 50
Barnes, Lelah	108	55 50
Baxter, Agnes	103	52 93
Beaton, Katherine	103	52 93
Black, Sadie	108	58 50
Carter, Fred	17	36 48
Conway, Isabella	103	55 93
Cooper, Bessie	19	9 76
Cooper, Ina	105	53 96
DeLaney, J A	108	97 12
Elliott, Jane	103	52 93
Hagan, E Maud	102	52 42
Hunter, Margaret	103	52 93
Jenks, Winnifred	105	53 96

Lay, Lucy W	108	55 50
Lanner Ida	40	20 55
Laring, Eva M	85	43 68
Love, Rachel P	108	55 50
McCart, Agnes	108	55 50
McKay, Anna	103	52 93
McKenzie, Maud E	108	55 50
McKinnon, Alice	103	52 93
McDonald, Mabel	108	55 50
McLeod, Jas D	108	55 50
Meller, Flora	108	55 50
Morehouse, F G	108	97 12
Pugh, Ethel	108	55 50
Reid, Mina	108	55 50
Ross, A D	103	52 93
Ross, Ida	108	55 50
Sedgewick, G G	108	55 50
Atkinson, Janie	43	16 57
Atkinson, Bella	106	40 85
Baird, Sara	108	41 62
Baird, Edna	58	22 35
Beattie, Laura	103	39 69
Baker, Carrie	106	40 85
Benjamin, May	103	39 69
Bigney, Mabel	91	35 06
Bowser, Lizzie	105	40 85
Brundage, Kathleen	106	40 85
Burke, Annie	108	41 62
Burke, Ethel	108	41 62
Carroll, Orilla	58	23 35
Chisholm, Annie	103	39 69
Carter, Ida	103	39 69
Charman, Eliza	108	41 62
Coates, Clara	108	41 62
Coulter, Christina	106	40 85
Creelman, Laura	105	40 46
Davidson, Emma	91	35 06
Elliott, J H	194	8 51
Embree, Sara	108	41 62
Fisher, Susie	108	41 62
Fraser, Margaret	61	23 50
Goodwin, Oscar	108	41 62
Gould, Alberta	94	36 22
Grant, Margaret	108	41 62
Hattie, Louise J	108	41 62
Hunter, Gussie	108	41 62
Hunter, Lillian	103	39 69
Huston, Mary	107	41 23
Kent, Fannie	86	33 14
Kerr, Minnie	106	40 85
Knowlton, Edith	1054	40 65
Lanner, Margaret	103	39 69
Lindsay, Cora	108	41 62
Lockhart, Laura	107	41 23
Lockhart, Lillian	108	41 62
Logan, Lou Ella	103	39 69
McIntosh, Elsie	108	41 62
McKenzie, Margaret	35	13 49
McKinlay, Oressa	108	41 62
McLaughlan, Grace	95	36 60
McLean, Viola	108	41 62
McLeod, Georgina	88	33 91
McPhee, Mary	107	41 23
McVicar, J E	103	41 23
Miller, Clara M	107	39 69
Mitchell, Jessie	86	33 14
Murray, Mattie	96	36 99
Murray, George	97	37 37
Oulton, Lizzie	103	39 69

Oxley, Lydia	62	23 89
Oxley, Priscilla	103	39 69
Patterson, Sara	108	41 62
Porteus, Annie	108	41 62
Purdy, Annie	27	10 40
Redmond, Annie	108	41 62
Reid, Eudavilla	108	41 62
Ross, Bessie V	49½	19 07
Ross, Katharine	85	32 75
Robertson, Gertrude	106	40 85
Sivright, Wm	32	12 33
Simpson, Susie	107	41 23
Simpson, Lydia	103	39 69
Smith, Mamie K	108	41 62
Soley, Elva P	105	40 46
Stiles, Edna	108	41 62
Sproul, Mabel	103	39 69
Taylor, Geo W	107	41 23
Tait, Lillian	105½	40 65
Thompson, Etta	88	33 91
Thompson, Alice	106	40 85
Trenholm, Ruth	108	41 62
Vance, S C	20	7 70
Ward, Cora	108	41 62
Watt, Wedderburn	44	16 95
Webb, Laura	18	6 93
Barnes, Nettie	102	26 20
Barnes, Carrie	106½	27 36
Baker, Viola	102½	26 33
*Bigney, Blanche	100½	34 43
Boomer, Charlotte	106	27 23
Borden, Minnie	103	26 46
Brown, Ethel	108	27 75
Brownell, Mamie	107½	27 62
Carter, Florence	88	22 60
Chapman, Margaret	107	27 49
Chisholm, Cynthia	52	13 35
Coates, Ellen B	103	26 46
Colburne, Nellie	97	24 92
Cummings, Ethel	105	26 98
Dawson, Bertha	87½	22 48
Dench, Susie	108	27 75
Dobson, Blanche	88	22 60
Eaton, Minetta	108	27 75
Etter, Annie Gordon	105	26 98
*Glennie, Emma	71	24 32
Grant, Annie	102	26 20
Grant, Lena	106	27 23
Henderson, Minnie	108	27 75
Henderson, Emma	108	27 75
Hunter, Jean	107	27 49
Hurd, Clara	104	26 72
Johnson, Viola	34	8 72
*King, Bertha	102	34 94
Lavers, Winnifred	103	26 46
*Lynds, Bertha	105	35 97
McEachern, Jane	108	27 23
McKay, Ida M	105	26 98
McKenzie, Margaret	108	27 75
McKim, Josie	20	5 14
McInnis, Estella	107	27 49
McIntosh, Jessie B	108	27 75
*McLaughlan, Ethel	78	26 71
*McMullan, Sadie	89	25 58
McTavish, Ella	102	34 94
Murray, Ella	107	27 49
Paul, Carrie	100	25 69
*Robertson, Annie	108	37 00
Robertson, Jessie	108	27 75

Salter, Flossie	62	15 91
Seddall, Annie, due from last term,		9 32
Skinner, Kate	108	27 75
Swan, Sadie	88	22 60
Thompson, Jennie	106	27 23
Tuttle, Florence	105	26 98
Urquhart, Jennie	106	27 23
Weir, Minnie	83	21 32
Wood, Sadie	100	25 69
Woodland, Irena	106	27 23

Assistant.

Fraser, Lillian	48	12 32
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PARKSBOROUGH.

Magee, W H	108	97 12
Ballantyne, Janet	107	54 98
Coffin, Sophia	108	55 50
Cox, Wm	108	55 50
Crossley, Nellie B	107	54 98
Dyas, Kate	108	55 50
Flemming, Harry	108	55 50
Kirkpatrick, Lizzie	108	55 50
Lavers, Josephine	106	54 47
Leitch, Holly	108	55 50
O'Mullon, Mary	108	55 50
Patton, Alberta	106	54 47
Watton, Lily	108	55 50
Barrett, Louise	108	41 62
Cameron, Bertha	108	41 62
Dickinson, Maude	108	41 62
Fulton, Lottie	51	19 65
McLeod, E Avora	107	41 23
Kent, Fannie	14	5 39
Knowlton, Gertrude	88	33 91
McNutt, Lizzie	108	41 62
Parker, Grace D	67	25 81
Shepperdson, Geo	107	41 23
Sproule, Hester	108	41 62
Walton, Ethel	108	41 62
Cameron, Blanche	93	23 89
Graham, Sadie	108	27 75
Howard, Lizzie	108	27 75
Harrison, Edna	108	27 75
Jeffers, Lilly	99	25 43
Lynch, Emma	107	27 49
Morris, Emily	108	27 75
Oxley, Ethel	10	2 57
Patton, Flora	106	27 23
*Robertson, Alice	81	27 74
Slater, Sadie	108	27 75
Smith, Ellie	103	26 46
*Smith, Dora	96	33 88
*Wasson, Alfretta	108	37 00

DIGBY.

Amirault, Rev A F	92	82 73
Layton, J S	108	97 12
Adams, J Alvery	107½	55 24
Alexis, Sister M	108	55 50
Banks, Wilford E	108	55 50

Grant, Jennetta M	103	26 46	Peters, F A	98	55 50
*Howard, Mrs Sadie	65	22 26	Lanos, J	94	
Hannifen, Maggie	81	20 81	Hill K F	39	
Jamieson, Bessie G	108	27 75	McDonald, E M	52	20 04
Kennedy, Lena C	99	25 43	Butler, G K	98	83 25
Kelly, Minnie	108	27 75	Cumming, E	98	55 50
Lawicr, Monica	76	19 51	Doherty, D P	98	83 25
Morgan, Ethel M	106	27 23	Evaristus, Sr	98	83 25
Morgan, Emma J	106	27 23	Marshall, G R	98	83 25
McIntosh, Sophia	108	27 75	O'Hearn, P	98	83 25
McKeough, Bella	76	19 51	Rosaire, Sr	98	69 37
*McLean, Katherine	63	21 58	Rosaria, Sr	98	83 25
McPherson, Grace E	70	17 97	Trefry, J H	98	69 37
O'Hara, Alice	107	27 49	Agnes, Sr	98	55 50
Parks, Mary E	108	27 75	Allen, E	10	5 66
Peart, Lulu V	68	17 45	Alonzo Sr	98	55 50
*Peart, A J	103	35 28	Ambrosia, Sr	98	55 50
Ross, Annie G	103	26 46	Anderson, T	98	55 50
Stewart, Robert A	108	27 75	Berchman, Sr	98	55 50
Sullivan, James	105	26 98	Boak, L M	98	55 50
Sutherland, Ellen B	108	27 75	Borcham, E M	98	55 50
Taylor, Florence	75	19 25	Bowden, J M	98	55 50
*Taylor, Anne	70	23 97	Bowden, L J	98	55 50
Walsh, Rosalie M	88	22 60	Brins, M C	98	55 50
Williams, Ethel G	107	27 49	Brodie, L	98	55 50
Wells, Johanna	102	26 20	Brown, E A	70	39 64
Wheaton, Emma M	108	27 75	Bruce, Jane	98	55 50
			Burbidge, A W	98	55 50
			Cameron, E M	98	55 50
			Cecilia, Sr	98	55 50
			Creighton, I M	98	55 50
			Cunningham, A W	98	55 50
			Delahanty, K	98	55 50
			Dempsey, J B	98	55 50
			Dickey, S E	98	55 50
			Dolorita, Sr	98	55 50
			Dolorosa, Sr	98	55 50
			Dwyer, M E	98	55 50
			Ernestine, Sr	98	55 50
			Eucharia, Sr	98	55 50
			Florence, Sr	98	55 50
			Flowers, E M	98	55 50
			Flowers, H L	98	55 50
			Gaul, R E	98	55 50
			Genevieve, Sr	98	55 50
			Grant, M L	70	39 64
			Gray, A G	98	55 50
			Hart, G	98	55 50
			Kelly, J M	98	55 50
			Laracy, A X	98	55 50
			Margaret, Sr	98	55 50
			Marshall, L E	98	55 50
			McCurdy, E R	98	55 50
			McDonald, A H	98	55 50
			McGregor, H	98	55 50
			Moody, G	98	55 50
			Moody, M H	98	55 50
			Moseley, M I	98	55 50
			Murphy, Mme H	98	55 50
			Phelan, M T	98	55 50
			Pius, Sr	98	55 50
			Rankine, A B	98	55 50
			Ross, E J	98	55 50
			Sanders, K O	98	55 50
			Saunders, A C	98	55 50
			Shields, S W	98	55 50
			Sems, S A	98	55 50
			Spencer, E M	98	55 50
			Sutherland, J I	98	55 50

ST. MARY'S.

Grant, Tena	50	25 69			
Fraser, A W	108	55 50			
Fuller, Martha J	13	6 68			
Harding, Henry F	34	17 47			
Archibald, John T	108	41 62			
Cornealy, Lottie	108	41 62			
Cumming, Melissa K	87	33 52			
Dickson, Margaret	101	38 92			
Gunn, Stirling	15	5 77			
Hume, Florence	108	41 62			
Johnson, Josie S	63	24 27			
Kinlay, Mary T.	29	11 17			
Macdonald, Effie G	108	41 62			
Nicholson, Malcolm	108	41 62			
Rejd, Mary H	98	37 76			
Rockett, Evelyn	12	4 62			
Suttis, Laura	108	41 62			
Sutherland, Minnie	106	40 85			
Cumming, Bessie M	10	2 57			
Cruickshank, Jean	108	27 75			
*Hattie, Edith	103	35 28			
*Hattie, John D	64	16 42			
*Hartling, Nettie J	107	36 66			
Henry, Ethel M	101	25 94			
Macdonald, Blanche	108	27 75			
Stewart, Laura J	87	22 35			

HALIFAX.

CITY.

McKay, A	98	\$97 12			
Kennedy, W T	98	83 25			
Morton, S A	98	83 25			
Mackintosh, K	98	83 25			
Logan, J W	98	83 25			
McCarthy, J B	98	55 50			

Hume, Bessie	98	41 62
Hume, Mary E	98	41 62
Hutchinson, Grace	108	41 62
Hutchinson, Lexie	80½	31 02
Kennedy, J Horace	47	18 10
Jackson, Eleanor	107	41 23
Laidlaw, Eliz	98	41 62
LeBlanc, Jno P	107	41 23
Lewis, Lizzie K	65	25 04
Little, Ada C	105	40 46
Little, Flora	108	41 62
Maskell, Viola	108	41 62
Maxwell, Alice	78	30 06
Messervey, Ethel	105	40 46
Mulcahey, Bridget	88	33 91
McCarthy, Edith	107	41 23
McPetridge, Emma	108	41 62
Mackasey, W P	108	41 62
McKenzie, Marg	98	41 62
O'Brien, R B	55	21 19
Pender, A M	98	41 62
Pentz, Edith M	108	41 62
Povoas, Minnie J	108	41 62
Quigley, Mary E	107	41 23
Rettie, Samuel	104	40 08
Richardson, Ralph	108	41 62
Rines, Maggie L	107	41 23
Roy, A K	107	41 23
Schultz, Sadie	104	40 08
Seute, Gertrude	108	41 62
Shaw, Sarah E	106½	41 04
Sheehan, Daisy	105	40 46
Sheehan, Marg	76	29 29
Shute, Jessie T	98	41 62
Smith, Isabella	56	21 58
Taylor, Carrie R	101	38 92
Thomas, Bessie	98	41 62
Thornton, Mary	102	39 31
Tobin, Gertrude	103	36 69
Turner, Rebecca	86	33 14
Underwood, Annie	103	39 69
Whidden, Lucy	107	41 23
Wier, Amelia	102	39 31
Barris, Emma	106	27 23
Campbell, Mary	108	27 75
*Chambers, Carrie	32	10 95
Chisholm, Jessie	107	27 49
Cooper, Edith	15	3 85
Corkum, Henrietta	102	26 20
Cox, Bessie	67	17 19
Crook, Mabel S	41	10 52
Curry, Emma	20	5 14
Davis, Agnes	98	25 17
Deane, Mary S	107	27 49
*Devan, Eileen	63	21 58
DeWolfe, Alfred	108	27 75
*Dickey, Jessie	88	30 14
Dickie, Bessie	106	27 28
*Drake, Lydia	108	37 00
Dunbrack, Mary	108	27 75
Eakine, Carrie M	107	27 49
Eichelberga, Sister M	108	27 75
Ferguson, Sydney	108	27 75
Fraser, G Burnham	108	27 75
*Fraser, Ethel	83	28 42
*Fraser, Gracie	107	36 66
Fultz, Mary	86½	22 22
Glawson, Maggie	106	27 23
Gunn, Ellen	15	3 85

*Hartley, Henry	80	27 40
Hartling, Ella	106	27 23
Henry, Leah	101	26 94
Higgins, Elsie	74	19 00
Hume, Sadie	108	27 75
Mason, Hazel	105	26 98
Mills, Ethel	104½	26 85
Mitchell, Lucy V	105	26 98
Mitchell, Alice	98	27 75
*Moore, Eva	102	31 94
MacDonald, Susie	108	27 75
McGrath, Beatrice	95	24 40
McGillivray, Mary	108	27 75
McGuire, Annie	103	26 46
McHefey, Mary E	107	27 49
McKeil, Lauretta	105	26 98
*McLean, Ivy	107	36 66
*Nicoll, Winnifred	49	16 79
Richardson, Florence	108	27 75
Richardson, Margt	58	14 88
Rose, Lenora	105	26 98
Ross, Libbie J	105	26 98
Scott, Maude	108	27 75
Sibley, Harriet	108	27 75
Sibley, Hattie	107	27 49
*Smith, Pearl	74½	25 51
Soy, Mary	87	22 35
Spinney, Jennie	108	27 75
Stoddard, Sabina	106	27 23
Tait, Laura	39	10 01
*Thomas, Lily	88	30 14
*Thompson, Ray	74	25 84
*Tulloch, Mary	67½	23 11
Warner, Mary	108	27 75
*Webber, Kathleen	100	34 26
Wilson, Alvin L	108	27 75

Assistant.

Findlay, Sarah	98	27 75
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HANTS.

WEST.

Forbes, Antoinette	108	83 25
Shields, W J	108	97 12
Smith, John A	106	95 32
Bigney, Anna B	108	55 50
Christie, Ethel M	97	49 85
Crowe, Louise B	108	55 50
Dawson, Grace A	108	55 50
Dickson, Jessie B	108	55 50
Harvie, Alice B	108	55 50
Leonard, Susie A	108	55 50
Miller, Bessie	108	55 50
O'Brien, Katie E	108	55 50
Pearsons, Kate E	101½	52 16
Peppard, Ruth R	107½	55 24
Sanford, Mattie V	108	55 50
Scott, Agnes B	108	55 50
Webster, Ora L	105½	54 22
Archibald, R DeW	103	39 69
Beazley, John H	108	41 62
Bennett, Hanna	108	39 69
Burgoyne, H A	108	41 62
Caldwell, M B	65	25 04

Campbell, Margaret	108	41 62
Cochran, S Ethel	108	41 62
Dimock, Annie	103	39 69
Foley, Minnie G W	105½	40 65
Freeman, Allene	103	39 69
Fultz, Florence M	107	41 23
Gowdy, Emily F	108	41 62
Grant, Stella	108	41 62
King, Alberta L	108	41 62
King, Mildrod E	108	41 62
Lawrence, Lydia	108	41 62
Lynch, Jessie A	108	41 62
McCulloch, Irene	108	41 62
McCurdy, Helen	108	41 62
Miller, A Blanche	107	41 23
Miller, Georgetta	108	41 62
Reynolds, Edna	108	41 62
Rogers, Sadie	106	40 85
Salter, Hattie M	106	40 85
*Sweet, Annie E	72	27 75
Tapper, Alice	108	41 62
Cottle, Hannah	105	28 98
Demmons, Leila L	108	27 75
Dickson, Lulu L	108	27 75
Foley, Ethel May	107½	27 62
Lake, Cora A M	108½	27 36
*Mosher, Ruth E	107	36 66
O'Brien, Myra J	88	22 60
O'Brien, Mabel B	105	26 98
Parker, Alice B	103	26 46
Parker, Lillian B	107½	27 62
Royles, Theresa M	108	27 75
*Smith, Ida L	67	22 94
Underwood, Georgie	108	27 75
Weathers, Alice G	108	27 75
Withrow, Ethel A	102	26 20
*Vaughan, Alice E	104	35 63
*West, Annetta	105	35 97

EAST.

Lowe, Lucy A	108	97 12
Dill, Ethel E	108	65 50
Gould, Mary M	107	54 98
Hird, Cassie B	104	53 44
Holesworth, Mabel	108	55 50
MacCallum, Mildred	108	55 50
McWilliams, Jessie	108	55 50
Mitchell, Guy M	103	52 93
Porter, Ethel Grace	108	55 50
Putnam, Clara A	107	54 98
Roy, Mary D	108	55 50
Blake, Elizabeth A	98	37 76
*Canavan, Annie E	108	41 62
Cassidy, Bertha	107	41 23
Colter, Susan E	108	41 62
Densmore, Mattie E	107	41 23
Dimock, Clarence L	102½	39 50
Dodd, Florence E	99	38 15
Douglas, Harriet K	94	36 22
Faulkner, Eunice O B	108	41 62
Fulmore, Bessie M	103	39 69
Fulton, Jessie	107	41 23
Higgins, Louisa A	108	41 62
Kierstead, Flossie	108	41 62
Logan, Robert L	105	40 46
Mason, Effie L	106	40 85
Mason, Mabel E	108	41 62
McHarrie, Agnes	106	40 85

Morrison, Maggie	106	40 85
O'Brien, Mary L	108	41 62
O'Brien, Maggie A	93	35 83
Powell, William H	108	41 62
Stuart, Charles H	93	35 83
Tulloch, Bertha R	106	40 85
Webber, Annie E	107½	41 42
Withrow, Mary E	86	33 14
Anthony, Blanche	103	26 46
*Anthony, Linden	104½	35 80
Brison, Eliza P	93	23 89
Cameron, Hattie	106	27 23
*Card, Mary E	107	36 66
Crombe, Florence	104½	27 11
Crowell, Maude S	108	27 75
Dewis, Leella	107	36 66
Fox, Edith I	108	27 75
Gowe, Verna B	108	27 49
*Hamilton, Mildred	108	37 00
Horne, Lillie A	108	27 75
*Long, Gertrude	106	36 31
MacDonald, Christine	108	27 75
MacKay, Annie B	105	26 98
MacKay, Janie E	108	27 75
McLellan, Ethel S	103	26 46
O'Brien, Greta F	103	26 46
*O'Brien, Janie L	103	35 98
Patriquin, Margaret	107	27 49
*Reid, Anna May	20	6 85
Webb, Myrtle	55	14 12

Assistants.

MacLennan, Jennie	106	27 23
Horne, May E	108	18 50

INVERNESS.

SOUTH.

Smith, E B	108	92 62
Bishop, Emma E	108	55 50
Chisholm, D	94½	48 66
Herdman, W C	92	47 28
Sr St Prisca	108	55 50
Munro, Mal S	107	54 98
McLean, James J	98	50 36
Urquhart, A J	105	53 96
Beaton, Annie	94	38 21
Chisholm, Maud	108	41 62
Currie, Eva E	107	41 62
McKay, Margaret J	108	41 62
Macdonnell, Theresa	108	41 62
Sr St Antonia	108	41 62
Sr St Margaret	108	41 62
McLellan, Margaret	108	41 62
McDonald, Mary B	108	41 62
McMillan, Sarah	103	39 69
*McInnes, W C	108	41 62
McLennan, A J	108	41 62
McLennan, Joseph N	106	40 85
McLean, Sterling A	106	28 52
MacKay, Neil W	74	38 54
McInnes, Duncan	105	40 46
Nicholson, A G	93	35 83
*Sutherland, Cecilia	30	11 50
Beaton, Katie	106	27 23
Boyd, Sarah	107	27 49

Chisholm, Mary K	45	11 55
Campbell, Jessie C	108	27 75
Doyle, Ellen J	106	27 23
*Davis, Mary	35	11 98
Fraser, Esther C	108	27 75
Gillis, Barbara H	109	25 69
Gillis, James D	108	27 75
Hart, Gertrude R	108	27 75
Hawley, Maud	100	25 69
*Moran, Helen F	105	35 97
Sr St John	108	27 75
*McIntosh, Jessie A	51	17 47
McMaster, Katie A	56	14 87
MacCaskill, Jessie	108	27 75
McLellan, Mary C	92	23 63
Macdonald, Annie M	108	27 75
McNeil, Mary A	108	27 75
McLennan, Flora	96	24 66
Macqueen, Catherine	107	27 49
McLennan, Mary A	98	25 17
*McIver, Tena	106	36 31
McMillan, Catherine A	42	10 78
McMillan, Catherine	102	26 20
McLachlan, Mary A	16	4 10
McRae, Jessie A	102	26 20
McRae, Tena May	94	24 15
*McDonald, Mary J	108	27 75
*McFarlane, Mary C	93	31 85
McDougall, Jessie A	105	26 98
McDonnell, Maggie B	53	13 61
McKinnon, Alexis	70	17 97
McDougall, Jessie C	108	27 75
McDonald, Agnes	108	27 75
McMaster, Mary B	108	27 75
McLean, Josephine	61	15 65
McKay, D P	103	26 46
McMillan, John P	108	27 75
McKinnon, James	103	26 46
*McDonald, Stanly P	3	1 02
*McMillan, Peter	108	37 00
McKenzie, James A	17	4 36
*McDonald, James	108	37 00
McLean, Edgar H	74	25 34
McQuarrie, Angus	96	24 66
Ross, Annie J	108	27 75
Rankin, Ronald J	80	20 55
Smith, Sarah L	76	19 51
Smith: Cecilia W	107	27 49
Watts, Clara J	97	24 92

NORTH.

Gallant, Thomas	108	69 37
Cornier, Wm E	108	55 50
Gillis, Mal H	45	23 13
McLean, H K	90	46 25
Arseneau, Minnie	108	41 62
AuCoin, James H	108	41 62
Bondreau, Joseph C	108	41 62
Bondreau, Placide	108	41 62
Campbell, Lizzie A	108	41 62
Chiasson, Moses	108	41 62
Gillis, Michael	98	37 76
LeBlanc, Julia J	108	41 62
McFarlane, James	108	41 62
McInnes, Charles J	86	33 14
McDaniel, Bernard J	108	41 62
Park, Marion	70	26 98
Tompkins, Ida	108	41 62

Arseneau, Nellie	108	27 75
AuCoin, Charles J	39	10 01
AuCoin, Charles W	35	8 98
Austin, K J	103	26 46
AuCoin, Charles W	20	5 14
Brousard, Hattie C	87	22 35
Buckles, Sarah	103	26 46
Bourgeois, Henry	108	27 75
*Campbell, Katie J	69	23 63
Campbell, Annie B	103	26 46
Coady, Sarah J	108	27 75
Coady, Mary E	93	23 89
Chiasson, Peter	108	27 75
Doyle, Mary J	102	26 20
Delehanty, Annie	92	23 63
LeBlanc, Judith	108	27 75
LeBlanc, Lazare	98	25 17
Levis, Hugh	105	26 98
McLean, Cassie	68	17 45
*McLellan, James	108	37 00
McDonald, Mary L	108	27 75
McIntosh, Sadie C	105	26 98
*McLellan, Margaret	49	16 79
McDaniel, Ida J	108	27 75
McDonald, Maggie	107	27 49
McDaniel, Jessie	108	27 75
McKinnon, A E	108	27 75
McMillan, M R	45	11 55
Tompkins, N J	108	27 75

KINGS.

Best, Lillian G	101	81 70
Farrell, Theresa	106	81 70
Robinson, Ernest	106	95 32
Webster, Winifred M	108	55 50
Best, Emma J	108	97 12
Bishop, Annie M	106	54 47
Bishop Mabel E	103	52 93
Blanchard, Roberta	103	52 93
Borden, Annie B	106	54 47
Bowly, Minnie F	108	55 50
Bustin, Harry L	106	55 50
Caldwell, Myrtle	107	54 98
Durling, Ina	108	55 50
Foote, C Perry	108	55 50
Ford, Robie W	107	54 98
Hamilton, Bessie	98	50 36
Hamilton, Helena H	103	52 93
Illsley, Nellie E	105	53 96
Kaulback, Lenore	20	10 27
Lee, Brenton H	108	55 50
Loomer, Estella J	106	54 47
Margeson, J Willis	108	55 50
McLennan, Mary	104	53 44
McWilliams, Janie	108	55 50
Morse, Jennie B	106	54 47
Osborne, H A	102	52 42
Redden, Margaret B	107	54 98
Spinney, C C	108	55 50
Stephens, Hattie S	108	55 50
Stronge, Gertrude	88	45 22
Swanson, Mary M	105	58 96
Wallace, Gertrude	106	54 47
Welton, Jennie	104	53 44
White, Jennie	105	53 96
Willett, Clara E	101	51 90
Wotton, Eunice R	103	52 93

PICTOU.

SOUTH.

Archibald, G G	107	82 48
Finlayson, J N	107	96 22
McLeod, John T	107	96 22
Ross, Jennie W	107	82 48
Allen, Margaret	102	52 42
Cumming, Isabel	107	54 98
Currie, Katherine	102	52 42
Duff, Cassie B	102	52 42
Fulton, A Bertha	106	54 47
Fraser, Mabel O	102	52 42
Fraser, M Louise	108	55 50
Grant, Clara A	108	55 50
Macgillivray, Annie	107	54 98
MacKenzie A S	102	52 42
MacKenzie, Annie J	108	55 50
MacInnis, A D	108	55 50
Mennie, Grace L	107	54 98
McLeod, John W	108	55 50
McLeod, Jenetta R	42	21 58
Mortimer, J Wallace	107	54 98
Munro, Janie	108	55 50
Roy, Harriet	102	52 42
Russell, Elizabeth	102	52 42
Sproull, Katie F	108	55 50
Sutherland, Tina B	107	54 98
Thompson, Elizabeth	102	52 42
Urquhart, Margaret E	107	54 98
Bryden, Myra J	107	41 23
Calder, Allister	108	41 62
Cunningham, Dolina	168	41 62
Crockett, Annie C	101	38 92
Cameron, Anna B	103	39 69
Cameron, Mary M	108	41 62
Cunningham, Leah	107	41 23
Douglas, J Maude	108	41 62
Doyle, Emma M	108	41 62
Finlayson, G D	107	41 23
Gillis, Margaret E	88	33 91
Grant, Ada	108	41 62
Graut, Etta W	99	33 15
Henderson, J W	108	41 62
King, Ida M	65	25 04
Lightbody, Anna B	4	1 53
Lays, Melissa	106	41 62
MacDonald, Tena S	98	37 76
McDonald, D W	102	39 31
Macdonald, John R	107	41 23
MacGillivray, Allena	106	40 85
MacKinnon, Ada	107	41 23
MacKenzie, Anna	107	41 23
MacKay, Mary J	107	41 23
MacKay, Cassie M	108	41 62
MacLaren, Lottie M	108	41 62
McDonald, Annie C	107	41 23
McPhie, Maude	66	25 43
MacLeod, Bessie J	108	41 62
MacLellan, Grace	106	40 85
Macdonald, Agnes	107	41 23
Maxwell, Ella	107	41 23
Maxwell, Bessie	105	40 46
Marshall, Lena	107	41 23
Meikle, Alex McP	107	41 23
Munro, Mary E	108	41 62
Munro, Lily F	107	41 23
O'Neil, Annie H	107	41 23
Ross, Maggie	78	30 06

Ross, Sarah C	66	25 43
Russell, Martha	107	41 23
Rutherford, Willa	85	32 75
Stalker, Elizabeth	88	33 91
Stewart, Jennie W	107	41 23
Sutherland, Lexie E	108	41 62
Ballantyne, Agnes	14	3 59
Ballantyne, Maude	108	27 75
Boutilier, Eliza	106	27 23
Cameron, Rachel	86	22 09
Cameron, Hannah	108	27 75
Cameron, Mary	87	22 35
*Cameron, Christy	88	30 14
*Campbell, Peter	85	29 11
Douglas, Florence	108	27 75
Grant, Cassie	103	26 46
Grant, Jean O	102	26 20
*Grant, Margaret S	108	37 00
Gunn, Helen C	107	27 49
*Gunn, Sarah J	69	23 63
Hattie, Daniel	69	17 71
Harwell, Sophie	108	27 75
Jackson, Annie	107	27 49
Kennedy, Jennie	108	27 75
MacGillivray, Jessie	103	26 46
McDonald, Anna	107	27 49
McLean, Tena L	83	21 32
MacLeod, Kathleen	107	27 49
*MacLean, Margaret	89	30 48
McDonald, Anna F	108	27 75
*McDonald, Mary	30	10 27
MacEwen Mary	102	26 20
Matheson, Maud	108	27 75
McPhie, Janie	108	27 75
Murdoch, Louisa	103	26 46
*Porter, Lizzie A	108	37 00
Reid, Lena E	106	27 23
Ross, Jessie B	108	27 75
Sutherland, Rodena B	20	6 55
Smith, Estella	83	21 32
Thompson, Margt	104	26 72

SOUTH.

Boehner, R S	102	78 63
Fraser, W P	107	82 48
McLellan, Robt	102	91 72
Munro, H F	102	78 63
Dickson, Ethel	56	78 63
Fraser, Attie A	108	28 77
Gray, Margaret	103	56 50
Maxwell, Martha	108	52 65
McArthur, Olive	103	55 50
MacRae, Alice A	107	52 65
MacRae, Muriel	104	54 98
Young, I Rena	84	53 44
Baillie, Christina	108	49 16
Cruikshank, Jessie	102	41 62
Cameron, Annie	88	39 31
Collie, John R	20	38 91
Grant, Ella J	108	7 70
Herdman, W W	19	41 62
McAulay, Lorinda	96	7 32
McCunn, Isabella	103	36 59
Mackenzie, Ethel I	102	39 31
MacLanders, Jennie	108	41 62
McMillan, Anabelle	105	40 46
MacKay, Malcolm	108	41 62
MacKay, Marion A	64	24 66

MacKenzie, Barbara	98	37 76
McKenzie, Christina	108	41 62
MacKenzie, Elizabeth J	108	41 62
Murray, Elizabeth	107	41 23
MacKay, Margaret L	107	41 23
MacKay, Beatrice	104	40 08
Parker, Essie	108	41 62
Reid, M Florence	106	40 85
Ross, Marion	63	24 27
Rose, Jessie F	103	39 69
Schultz, Sadie J	104	40 08
Stramberg, C W	108	41 62
Sutherland, Georgiana	108	41 62
Stewart, Martha	108	41 62
Sutherland, Mary E	108	41 62
Thomson, Isa	45	17 33
Young Florrie	108	41 62
Archibald, Hattie	58	14 88
Cameron, Ethel	87	22 35
*Campbell, Lily M	62	21 23
Downing, Florence	92	23 63
Elliott, Marion	105	26 93
*Fraser, Cassie	88	30 14
Forbes, Gertrude	108	27 75
Grant, Anna	104	26 72
Henry, Alice M	97	24 92
Henderson, Bessie	17	4 36
Lowden, Jennie C	101	25 94
Langille, Edith	108	27 75
MacAulay Elva	106	27 23
McCunn, Geo B	107	27 49
MacKay, Annie	103	26 46
McKenzie, Marion	108	27 75
*MacKay, Annie C	108	37 00
MacKenzie, Bella	107	27 49
MacBain Mary C	105	26 98
MacBain Ellen E	103	26 46
MacIntosh, Don S	108	27 75
MacDonald, Ada S	95	24 40
MacDonald, Cassie	94	24 15
McLeod, Mabel H	107	27 49
Munro, Margaret A	108	27 75
Oakes, Phoebe	103	26 46
*Reid, Marion J	74	25 34
Ross, Blanche M	108	37 00
Ross, Bella C	108	27 75
Ross, Bessie B	107	27 49
*Ross, Maggie M	63	21 58
*Sutherland, Bessie	54	18 50
Stramberg, Vida	107	27 49
Tattrie, Mabel	108	27 75

QUEENS.

Freeman, H S	107	96 22
Dauphinee, A J	108	55 50
Dexter, Marston	108	55 50
Dexter, Sadie	107	54 98
Forbes, A K	108	55 50
Freeman, Alberta	34	17 47
Harrington, E B	104	53 44
Hemeon, Elizabeth	107	54 98
Kempton, E M	108	55 50
Kempton, May	108	55 50
Mullins, Jennie	108	55 50
Arthur, Linnie	107	41 23
Ellis, Nellie	74	28 52

Ford, Mollie	108	41 62
Freeman, Margaret	88	33 91
Hemeon, Nettie	108	41 62
Kempton, Josephine	168	41 62
Manthorne, Maud	106	40 85
Mitchell, Mary	107	41 23
McLean, Muriel	20	7 70
Parke, Nellie	108	41 62
West, Susie	108	41 62
Eldridge, Grace	108	41 62
*Bower, Ethel	79	27 06
Chandler, Sadie	108	27 75
Decker, Mary	107½	27 62
Forbes, Bertie	107	27 49
Gardner, M	108	27 75
Huskins, Warden	108	27 75
Leaman, D M	108	27 75
Manthorne, L C	108	27 75
McKay, Gertrude	104½	26 85
*Munroe, Effie	65	22 26
Parke, Robina	107	27 49
Parnell, Alma	108	27 75
Swimm, Clara	108	27 75
Taylor, Emma	108	27 75
Vogler, Jessie	108	27 75
Walker, Nellie	108	27 75

NORTH.

Freeman, Jessie E	108	55 50
Best, Linda	108	41 62
Brown, Bernice	107	41 23
Christopher, W	108	41 62
Cushing, E S	108	41 62
Fancy, Jennie	107	41 23
Boyle, May G	108	27 75
Freeman, Jessie M	101	25 94
*Freeman, Mabel	107	36 66
*Gardner, Estella	108	37 00
Gardner, Nettie	107	27 49
Holdright, Caro	108	27 75
Hunt, Estella	107	27 49
*Smith, Allie B	88	30 14
Waterman, Alma	108	27 75
*Wile, Jessie E	37½	12 83

RICHMOND.

Lawlor, Gertrude L	104	93 52
Boyd, Christina	108	55 50
Campbell, D H	108	55 50
Doyle, Cecilia J	108	52 93
Gillis, D McK	108	55 50
Hynes, James	97	49 85
Macdonald, Mary C	108	55 50
McInnis, Catherine	108	55 50
Madden, Annie E	108	55 50
Baillie, Alex G C	107	41 23
Doucet, M E	108	41 62
Finlayson, D K	98	37 78
Giroir, Eva B	100	38 54
Kemp, Hector F	108	41 62
Lattemoore, Libbie F	84	32 37
Lynds, Lulu J	108	41 62
Major, Wm	89	34 29
Morrison, John L	20	7 70
Macdonald, Nellie	108	41 62

McDougall, Peter	107	41 23
McKillop, Ewen D	103	39 69
McLeod, Hu A	89	26 59
MacLeod, Tena H	108	41 62
MacTavish, Helena	108	41 62
Tompkins, Mary E	108	41 62
Beranger, Elizabeth	108	27 75
Bonin, Mary E	108	27 75
Boudrot, Edw D	106	27 23
Boyle, Jos E	108	27 75
Brymer, Emma	108	27 75
Deagle, Joseph	108	27 75
Ferguson, Ken A	94	24 15
Hureau, Helen	70	17 97
Langley, Harriet	108	27 75
LeBlanc, Zabine R	106	27 23
McGarry, M E	78	20 03
Macleod, Marie S	108	27 75
MacLeod, John R	101	25 94
McLeod, Peter A	67	17 19
Macniel, Minnie A	65	16 68
Martin, Jennie	108	27 75
Morrison, Flora	108	27 75
O'Toole, Henrietta	106	27 23
O'Toole, Sara E	108	27 75
Poirier, Alban P	108	27 75
Sampson, Mary E	103	26 46
Thibeau, Peter	100	25 69
White, Laura M	108	27 75
White, Sarah C	104	26 72
White, Minnie	68	17 45
*Boyd, Mary W	78	26 71
*Cameron, Henrietta	69	23 63
*Grant, Cassie J	108	37 00
*Murphy, Minnie E	108	37 00
*Shanahan, J L	72	24 66
Nelson, J Scott	104	40 08
Nelson, Gus A	107	27 49

SHELburnE.

Bruce, C S	104	93 51
Godfrey, John F	100	89 92
Allen, Janie R	107	54 98
Allen, Charlotte S	108	55 50
Densmore, Flo	108	55 50
Longhurst, Katherine	108	55 50
MacGill, L P	107	54 98
Martin, Oscar	108	55 50
Morse, Egbert P	96	49 33
Thorburn, L M	107	54 98
Davis, Lena M	108	41 62
Decker, Chas E	108	41 62
Doleman, T	107	41 23
Doleman, G H	107	41 23
Downie, H A	10	3 85
Eisenhaur, R C	100	38 54
Etherington, Lily	94	36 22
Etherington, A A	107	41 23
Findal, Adeline	103	39 69
Holden, Annie F	108	41 62
Littlewood, L G	108	41 62
Lyle, Emily R	98	87 76
MacDonald, Mina	108	41 62
MacMillan, Cora	108	41 62
Martin, Belle	108	40 85

Sutherland, Bessie	108	41 62
Swanburg, A M	108	41 62
Thomson, C H	106	40 85
West, Henry H	77½	29 86
Black, Vearle M	108	27 75
Bruce, Frank B	20	5 14
Clark, C B	108	27 75
Doane, Estelle S	49	12 58
Decker, A F	6	1 53
Froude, E G	108	27 75
Hardy, Bertha W	108	27 75
*Hayden, Helen E	100	34 26
Huskilson, Lena	108	27 75
Jones, Sadie B	107	27 49
MacInnis, M A	108	27 75
MacGowan, F C	30	7 70
MacKay, E M	107	27 49
*Reynolds, H C	105	35 97
*Swaine, Mysia	20	6 85
Swanburg, M L	108	27 75
Whitmore, Jessie E	104	26 72

BARRINGTON.

Comstock, F L	107	54 98
Craig, N R	108	55 50
Crowell, A E	108	55 50
Doane, Edith	108	55 50
Fox, Arthur D	101½	52 16
Martin, M L	108	55 50
Thorburn, Ethel M	107	54 98
Turpin, Eudavilla	108	55 50
Atwood, Maud L	108	41 62
Bethell, Allie S	21	8 09
Brannen, Lennie M	106	40 85
Crowell, A W	104	40 08
Ford, Roselle	108	41 62
Freeman, Flo	106	40 85
Harding, Mary	107	41 23
Hogg, G W	95	36 60
Hopkins, Belle	108	41 62
Kirk, Janet H	108	41 62
Nickerson, J H	107	41 62
Shand, Carrie E	108	39 31
Smith, L J	102	39 69
Swanburg, M M	103	41 62
Thomas, Ida M	108	6 15
*Bourque, M M	18	17 97
Downie, Eula M	70	26 20
Downie, Josephine L	102	27 75
Freeman, L T	108	27 49
Hammond, H G	107	27 23
Hogg, A C	106	17 45
Hurlburt, C G	68	29 96
*Mackay, Maud A	7½	3 59
Mackenna, Lulu	14	27 75
Park, Ethel M	103	27 75
Perry, Emma F	108	27 23
Purney, Helen J	108	26 98
Smith, Marjorie	105	19 51
Smith, Elsie B	76	87 00
*Thorburn, M A	108	

VICTORIA.

McDonald, J Crerar	108	97 12
Campbell, Lizzie M	108	55 50
McDonald, M B	108	55 50
Buckles, Daniel	76	29 29
Hertigan, Elizabeth	108	41 62
Howatson, Jessie	106	40 85
Moffat, Annie M	101	38 92
McLean, Tena O	108	41 62
McRae, Bessie F	108	41 62
McDougall, Jean	108	41 62
McLeod, Margaret	84	32 37
McDonald, Jennie	108	41 62
McCharles, Lena M	108	41 62
McDonald, Catherine A	108	41 62
McLeod, John D	108	41 62
McDougall, Alex	32	12 33
McKay, William	71	27 36
McInnis, A J	108	41 62
Scott, Nellie F	103	39 69
Weir, Isabel	103	39 69
Campbell, May A	108	27 75
Fader, Alex C	60	15 40
Morrison, Annie M	64	16 42
*Morrison, Joanna B	65	22 26
*McKenzie, Eliza A	107	36 66
McRae, Florence C	108	27 75
McLennan, Jessie M	108	27 75
McIver, Norena	108	27 75
McAnlay, Jessie	108	27 75
McIver, Dolena	108	27 75
McLennan, Hannah	107	27 49
McDonald, Angus D	45	11 55
*McLennan, Dan A	108	37 00
*McLeod, M D	67	22 94
McRae, Charles A	20	5 14
*McIver, Iver John	97	34 22
*McCharles, Frank D	108	37 00
McRitchie, Dan J	93	23 89
Nicholson, Annie B	108	27 75
Nicholson, Dan J	108	27 75
Nicholson, Donald,	104	26 72
Palmer, Gladys E	74	19 00
Sutherland, Grace	108	26 46
Smith, Mary A	108	27 75
*Sutherland, Annie	83	28 42
Rice, Robert A	83	21 32

YARMOUTH.

Kempton, W F	105	\$94 42
Bingay, J H	108	83 25
Blackadar, G D	103	79 39
Wyman, H J	106½	82 09
Bingay, Norna B	107	68 73
Cann, Jeanette	23	14 76
Horne, A W	108	83 25
MacGray, M W	88	56 50
Trask, J Logan	108	69 37
Allen, S B	108	55 50
Allen, E C	108	55 50
Beveridge, W K	107	54 98
Bruce, W A	107	54 98
Cann, Belle H	108	54 47
Churchill, H W	108	55 50
Churchill, N	107	54 98
D'Entremont, Georgie	107	54 98

Ellenwood, M H	4	2 05
Goodwin, Effie B	104	53 44
Goudey, Theo	107	54 98
Goudey, A A	108	55 50
Grierson, Jean	102	52 42
Hines, Nora G	107	54 98
Hopkins, M J	107	54 98
Huestis, Hannah A	84	43 16
Kinney, Laura	108	55 50
MacKenzie, S S	19	9 76
MacLeod, A J	108	55 50
MacKay, E W	105	53 96
Moses, Winifred	106	54 47
Moses, Judson	107	54 98
Murray, Grace E	108	55 50
Newcomb, Dena	106	54 47
Phillips, Elizabeth	108	55 50
Raymond, L	106	54 47
Robbins, Catherine	106	54 47
Trefry, Amy G	108	55 50
Wyman, Elizabeth	107	54 98
Abbott, Estelle M	108	41 62
Allen, F L	108	41 62
Allen, Annie H	106	40 85
Bain, Ethel M	106	40 85
Bishop, A C	106	40 85
Brown, Maud S	103	39 69
Bryant, Arletta	106	40 85
Chipman, Agnes	107	41 23
Christie, Roberta A	108	41 62
Crosby, Jessie H	106	40 85
Crosby, Lenna M	88	33 91
Delanere, S P	82½	31 79
Goudey, L Ada	101	38 92
Hilton, W E	107	41 23
Iram, Nellie M	106	40 85
Johnson, H J	106	40 85
Lynch, Marion E	103	39 69
MacKay, Janet	105	40 46
MacLeod, Nelsie	106½	41 04
Parker, Susan	21	8 09
Patten, Lou C	106	40 85
Weston, Mary L	107	41 23
Young, Lottie M	103½	40 65
Zwicker, Carrie E	88	33 91
Baker, Aimee O	105	26 98
Cunningham, Marie	107	27 49
*Duncanson, L L	108	37 00
*Fleet, Sarah J	106½	36 48
*Frost, Margaret A	101	34 60
Graham, Laura M	106	27 23
*Hatfield, Mary	108	36 31
*Jones, M Eleanor	107	36 66
Knowles, Mary L	107	27 49
Lamrock, Bessie	105	26 98
Pennington, Janet J	106	27 23
Purney, Maria G	108	27 75
Ridley, Grace L	96	24 66
Wilson, Myrtle C	107	27 49
Wetmore, Flora E	107	27 49

ARGYLE.

Belliveau, Catherine	107	54 98
Denton, Helsey C	100	51 39
Pothier, A G	107	54 98
Smith, Annie S	75	38 53
Brannen, Gertrude	107	41 23
Bond, Anna B	106	40 85

D'Eon, S L	107	41 23	Amiro, Eva A	105	26 98
Doucet, Emily	108	41 62	Amiro, Estelle	107	27 49
Frost, C W	106	40 85	Amiro, Therese M	107	27 49
Hamilton, J W	108	41 62	Bourque, M N	105	26 98
Hopkins, L W	107	41 23	Bourque, Philo	107	27 49
Jordan, M T	87	33 52	Bourque, Const	63	16 17
Kean, Evelyn S	108	41 62	Bourque, Rosa	107	27 49
Knowles, Ida F	18	6 93	Brannen, Nellie R	105	26 98
Long, Agnes S	94	36 22	D'Eon, Therese	107	27 49
MacCarthy, E L	107	41 23	Frost, Georgia B	101	25 94
MacLeod, M A	106	40 85	*Gavel, J J	79	27 08
Pothier, M A	108	41 62	*Hamilton, L B	107	36 66
Pothier, A C	107	41 23	Jeffrey, Mary B	108	27 75
Purdy, L S	107	41 23	Larkin, Oda U	107 ¹	27 62
Shields, B L	98	37 76	LeBlanc, J B	108	27 75
Sister Seraphia	108	41 62	*Moses, Agnes	106	36 31
" Eugenie	106	40 85	Meuse, Philo M	108	27 75
" Stanislaus	108	41 62	Pothier, Annie	108	27 75
Thorburn, M B	107	41 23	Pothier, L A	106	27 23
Turner, Flora A	108	41 62	Richard, Angele,	107	27 49
Wyman, C W	106	40 85	Sholds, Edna L	101 ¹	26 07
*Allen, G W	64	21 92	Sister Gonzaga	108 ²	27 75
Amiro, Lina B	106	27 23	Suret Emma	108	27 75

No. 2.

RATE ROLL.

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

No. 3.

FORM OF SECRETARY'S ACCOUNT.

..... School Section, No.....

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

No. 4.

ACCOUNT.

John Smith, Esq., 190.

To..... School Section, Dr.

To School Tax Current Year, viz.:

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

Immediate payment is requested.

..... Sec. to Trustees.

No. 5.

The ratepayers of..... School Section No..... in the District of.....
 are hereby notified that the Annual School Meeting will be held in the..... on the
 day of June, 190 , at 8 o'clock, p. m.

Date..... } Trustees.

No. 6.

SPECIAL ANNUAL SCHOOL MEETING.

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

Date }
Inspector of Schools.

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

No. 7.

SPECIAL SCHOOL MEETING.

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

Date } Trustees.

No. 8.

APPLICATION FOR PROVISIONAL LICENSE BY THE TRUSTEES.

To.....
Inspector of Schools.

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

Date } Trustees.

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

TEACHER'S AGREEMENT.

Memorandum of Agreement made and entered into the.....day of..... A. D. 190. ., between (name of teacher) a duly 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 agreement by the parties of the second part, hereby covenants and agrees with the said (names of trustees), Trustees as aforesaid, and their successors in office, diligently and faithfully to teach a public school in the said section under the authority of the said Trustees and their successors in office, during the School Year ending July next.

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

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

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

Witness, [Name of Witness.]

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

*COMMENT: or quarterly.

BOND OF THE SECRETARY OF TRUSTEES.

PROVINCE OF NOVA SCOTIA,

KNOW ALL MEN BY THESE PRESENTS, THAT WE (name of Secretary) as principal, and (names of sureties) as sureties, are held and firmly bound unto our Sovereign Lord EDWARD VII., by the Grace of God, of the United Kingdom of Great Britain and Ireland, King, etc., in the sum of.....dollars of lawful money of Canada, to be paid to our said Lord the King, his heirs and successors, for the true payment whereof we bind ourselves, and each of us by himself, for the whole and every part thereof, and the heirs, executors and administrators of us and each of us, firmly by these presents, sealed with our seals and dated this.....day of.....in the year of Our Lord one thousand nine hundred and.....

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

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

Signed, sealed and delivered } in the presence of [Name of Witness]

[Name of Secretary.] (Seal.) [Names of Sureties.] (Seals.)

Regulations of C. P. I. as amended up to date, April, 1904.

PROVINCIAL EXAMINATION OF HIGH SCHOOL STUDENTS.

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

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

84. The examination sessions shall commence each day at nine o'clock a. m., for Grade XII on first Monday after 1st July, at the following stations:—Sydney, Antigonish, Pictou, Amherst, Truro, Halifax, Kentville, Liverpool and Yarmouth; for Grades XI, X and IX on the following Wednesday, and for "Minimum Professional Qualification" and "Supplementary" of public school teachers on the Saturday following; and shall be conducted according to instructions, under a Deputy-Examiner appointed by the Superintendent of Education, at each of the following stations, viz—1, Amherst; 2, Annapolis; 3, Antigonish; 4, Arichat; 5, Baddeck; 6, Barrington; 7, Berwick; 8, Bridgetown; 9, Bridgewater; 10, Canso; 11, Chester; 12, Church Point; 13, Digby; 14, Glace Bay; 15, Great Village; 16, Guysboro; 17, Halifax; 18, Kentville; 19, Liverpool; 20, Lockeport; 21, Lunenburg; 22, Mabou; 23, Maitland; 24, Margaree Harbor; 25, Middle Musquodoboit; 26, Middleton; 27, New Glasgow; 28, North Sydney; 29, Oxford; 30, Parrsboro; 31, Pictou; 32, Port Hawkesbury; 33, Port Hood; 34, River John; 35, Sheet Harbor; 36, Shelburne; 37, Sherbrooke; 38, Springhill; 39, Stellarton; 40, St. Peter's; 41, Sydney; 42, Tatamagouche; 43, Truro; 44, Upper Stewiacke; 45, Westport; 46, Westville; 47, Windsor; 48, Wolfville; 49, Yarmouth.

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

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

- (c) For the Teachers' Minimum Professional Qualification Examination a fee of two dollars is required; but it should not be forwarded with the application, for it has been found more convenient to be paid to the Deputy-Examiner on the Saturday when the candidate presents himself for examination, the Deputy-Examiner transmitting the same to the Superintendent with his report.
- (d) The prescribed form of application, which can be freely obtained from the Education Department through the inspectors, shall contain a certificate which must be signed by a licensed teacher having at least the grade of scholarship applied for by the candidate, whose legal name must be carefully and fully written out. If the application is defective on account of the omission of the proper fee, or on account of the omission or incorrect statement of any fact called for in the prescribed form, the application is null and void, and even should the Deputy-Examiner admit the candidate provisionally to the examination, his papers may be intercepted at the Education Office.
- (e) When a candidate presents himself for examination, and his name is not found on the official list as having made regular application in due time, the Deputy-Examiner may admit him to the examination provisionally on his written statement that application was regularly made in due time and on the payment of one dollar, which are to be transmitted with the Deputy's report to the Superintendent; and if such candidate's statement is correct, the error being due to causes beyond his control, the dollar shall be returned. Providing there is sufficient accommodation, the Deputy-Examiner may admit any candidate on the payment of two dollars for Grade IX, X or XI, and of four dollars for Grade XII, in addition to the fees required under Reg. 85 (b).
- (f) For the convenience of those who have not passed Grade IX or X, or who having taken or passed either of them may not have made 40% on the Science paper of IX or the Science and Drawing papers of X, supplementary question papers on these subjects will be given as per time table on Saturday afternoon of Examination week. Candidates intending to take any of these papers should indicate the intention in the column of "remarks" in their application. The fee of *one dollar* for each such "supplementary" paper shall be paid the Deputy-Examiner with each answer paper as it is handed in to him at the end of the hour, for transmission to the Education Office.
- (g) The prescribed form of application is given in schedule B.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

PROVINCIAL EXAMINATION RULES.

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

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

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

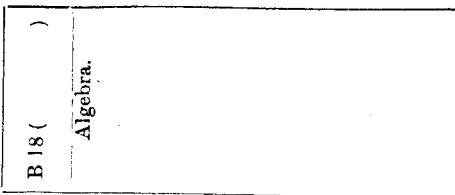
(3) Candidates shall provide themselves with (for their own exclusive use), pens, pencils, mathematical instruments, rulers, ink, blotting paper, and a supply of good heavy foolscap paper of the size thirteen inches by eight.

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

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

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

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



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

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

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

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

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

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

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

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

CERTIFICATE.

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

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

(Name in full)

{ Without contraction in any of its parts.)

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

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

TIME TABLE.

PROVINCIAL EXAMINATIONS, BEGINNING 4TH JULY, 1904.

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

99.

OPTIONAL EXAMINATION IN MUSIC, ETC.

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

LICENSING OF TEACHERS.

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

Generally;

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

Exact requirements in the following regulations:—

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

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

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

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

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

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

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

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

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

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

Class A (cl. & sc.), A (cl.) or A (sc.)—Academic (classical and scientific).
Academic (classical), or Academic (scientific.)

Class B—First Class.

Class C—Second Class.

Class D—Third Class.

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

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

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

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

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

FORM OF APPLICATION FOR A TEACHER'S LICENSE.

To.....

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

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

- I. The prescribed certificate of age and character hereto attached, which I affirm to be true.
- II. My High School certificate of Provincial Grade.....obtained at..... Examination Station as No . . . , in the year 190.... (Further information below.) Rank, No.....
- III. My certificate of professional qualification of....., in the month of....., 190..

(Name in full,).....

(Post Office address).....

(County).....

Date.....

CERTIFICATE OF AGE AND CHARACTER.

I, the undersigned, after due inquiry and a sufficient knowledge of the character of the above named candidate for a Teacher's License, do hereby certify :—
 That I believe the said candidate.....(name in full),
 was born on the.....day of....., in the year..... ;
 and
 That I believe the moral character of the said candidate is good, and such as to justify the Council of Public Instruction in assuming that the said candidate will be disposed as a

teacher to "inculcate by precept and example a respect for religion and the principles of Christian morality, and the highest regard for truth, justice, love of country, loyalty, humanity, benevolence, sobriety, industry, frugality, chastity, temperance and all other virtues."

.....(Name and title.)
.....(Church or Parish.)
.....(P. O. Address.)

Date.....

(When the certificate given above is signed by "two Justices of the Peace" instead of a "Minister of Religion," the word "I" should be changed by the pen into "we," and after the signature on the second line the words "Church or Parish" may be cancelled by a stroke of the pen).

The correct quotation of the High School certificate II above will be considered as equivalent to its presentation. When the candidate makes application at the High School Examination Station, the grade or rank of certificate written for and expected may be entered, but shall be enclosed in a parenthesis which should be understood to indicate the expected result of the Examination.

The correct quotation of the Provincial M. P. Q. Certificate or the Provincial Normal School Diploma in III above, will be considered as equivalent to its presentation.

Any certificates from Normal Schools, etc., which are not regularly recorded in the Education office, must accompany this application as evidence of the correctness of the quotation.

FURTHER INFORMATION FROM APPLICANT.

- 1. Class of license already held.....No.....Year.....
2. University Degrees, Scholarship, Professional Training, experience, or any other information candidate may wish to state:

.....

- 3. Provincial High School Examinations taken in addition to that specified in II above, whether a "High School pass" certificate was obtained or not (necessary to prove that the candidate made a "Teacher's Pass" in the lower grades,)

Table with 3 columns: Grade, Examination Station, No., Year. Rows for XI, X, IX.

GENERAL OR SPECIAL INDORSATION OR REMARKS BY INSPECTOR (OR PRINCIPAL OF NORMAL SCHOOL.)

.....

Place and date..... Inspector.

110. For an Academic or Class A License the three conditions are:— (1) A certificate signed by a Minister of Religion or two Justices of the Peace, as in the preceding form, to the effect that the candidate is of the full age of twenty years, and capable of fulfilling the duties specially mentioned in the statute. (2) A pass certificate of the Grade XII. (3) A certificate of Academic first rank professional qualification from a Normal School [for which may be substituted a Provincial Grade XII (cl. and sc.) with a 50% "pass" on each imperative subject of the High School course not covered in Grade XII, and a first rank M. P. Q. (no paper below 50), and at least two years' successful teaching, one of which must be as a first class teacher in a superior school.]

111. For a First Class or B License the three conditions are:—(1) A certificate of the full age of nineteen years and moral character as in the foregoing regulation. (2) A pass certificate of Grade XI. (3) A

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

112. For a Second Class or C License the three conditions are:—

(1) A certificate of the full age of eighteen years and moral character as in the foregoing Regulation. (2) A pass certificate of Grade X. (3) A certificate of second rank professional qualification from a Normal School, or a "Teacher's pass" certificate of Grade XI with the second rank minimum professional qualification.

113. For a Third Class or D License the three conditions are:—(1)

A certificate of the full age of seventeen years and moral character as in the foregoing Regulation. (2) A pass certificate of Grade IX. (3) A certificate of third rank professional qualification from a Normal School, or a "Teacher's pass" certificate of Grade X with the third rank minimum professional qualification.

TEMPORARY LICENSE.

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

SYLLABUS OF M. P. Q. EXAMINATION.

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

School Law and School Management.

(a) To be familiar with the Acts relating to Public Schools in Nova Scotia and Regulations of the Council of Public Instruction with amendments and comments, etc., appearing in the JOURNAL OF EDUCATION from time to time—particularly those portions bearing on the relation and duties of teachers, and on the organization and operation of all grades of Public Schools.

(b) To understand thoroughly the principles of school organization, the principles and methods of classification, the proper correlation and sequence of studies, the true aim and right modes of discipline, and the proper condition for securing the moral and physical well being of pupils.

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

Theory and Practice of Teaching.

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

Hygiene and Temperance.

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

* * * * *

PROVINCIAL EDUCATIONAL ASSOCIATION.

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

127. The membership shall be:

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

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

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

* * * * *

VACATION WORK.

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

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

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

SPECIAL SCHOOL DAYS.

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

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

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

- (a) On such day of May as according to season, weather or other circumstances may be deemed most suitable, trustees are authorized to have substituted for the regular school exercises of pupils, the planting by the latter of trees, shrubs and flowers, on the grounds surrounding the school house. The day devoted to this purpose shall be known and entered in the register as "Arbor Day," and when duly observed full credit will be given for it in the apportionment of public funds, on the basis of the actual attendance of pupils as ascertained by roll call at the beginning of the exercises, or other convenient time during their progress. Additional value and interest should be imparted by mingling with the practical duties of the occasion short addresses from the teacher and other competent persons on the æsthetic and economic importance of arboriculture. During their summer visitation, inspectors shall take note of all schools in connection with which "Arbor Day" has been observed.
- (b) Teachers who have been able to observe this day in a useful manner are recommended to make a special report on the same within a week to the inspector, specifying the work done on the occasion, and its prospective influence on the section. From these statements inspectors can have all the details necessary for their annual reports to the Superintendent of Education
- (c) There will be found subjoined some practical suggestions which will be serviceable to those who wish to make the occasion a really profitable one.

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

(2) No school grounds should be without a suitable number and variety of the standard deciduous trees. However, during the winter season these are bare and unattractive, and afford little or no shelter. On the other hand, evergreens, such as spruces, pines, hemlocks and cedars, retain their foliage and provide a shelter as useful in winter as it is grateful in summer. Trees should always be planted according to a definite plan, being arranged either in curves or straight lines, according to circumstances, and with an obvious relation to the building and fences. They should not be placed so near the school house as to interfere with the free play of light and air.

(3) Our native trees grow so freely in the woods that we are apt to suppose they are merely to be taken up by the roots and transplanted, to start once into a vigorous growth as before. This is a mistake. Great care should be taken in digging up the trees to preserve the fibrous roots; long runners should be cut across with a sharp knife, and not torn. All trees thrive best in well-drained soil, varying from sandy loam to clay. A clay loam suits all descriptions. The holes for the trees should always be made before the trees are brought to the ground, and should be too large rather than too small. In filling in, the better soil from near the surface should be returned first, so as to be nearer the roots, but where the soil is at all sterile, and generally, there should be put below and around the

roots some well-rotted compost, mixed with sand, and sandy loam, in order to promote the growth of the rootlets. In setting the tree it should be placed a little deeper than it stood before, and the roots should be so spread out that none are doubled. When finally planted the tree should be tied to a stout stick in such a way as to prevent chafing the bark. Some mulch or stable litter should then be thrown around the stem to prevent the roots from drought. Stirring the ground is preferred by some cultivators to mulching. In transplanting evergreens, the roots should not be exposed to air or light—especially the heat of the sun—more than can be helped.

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

141. *Empire Day.*

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

* * * * *

PUBLIC SCHOOL COURSE OF STUDY.

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

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

The public school course of study is the result of the observation and experience of representative leading teachers of the province, under the suggestion of the experiments of other countries, and the criticism of our teachers in provincial conventions assembled for many years in succession. A system developed in such a manner must necessarily in some points be a compromise, and presumably therefore at least a little behind what we might expect from the few most advanced teachers. But it is also very likely to be a better guide than the practice of a majority without any mutual consultation for improvement. The successive progression of studies is intended to be adapted to the order of development of the powers of the child's mind, while their simultaneous progression is designed to prevent monotony and one-sidedness, and to produce a harmonious and healthy development of the physical, mental and moral powers of the pupil. The apparent multiplicity of the subjects is due to their sub division for the purpose of emphasizing leading features of the main subjects which might otherwise be overlooked by inexperienced teachers. The courses have been demonstrated to be adapted to the average pupil under a teacher of average skill. The teacher is, however, cautioned to take special care that pupils (more especially any prematurely promoted or in feeble health) should not run any risk of "over-pressure" in attempting to follow the average class-work.

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

153.

GENERAL PRESCRIPTIONS.

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

156.

SPECIAL PRESCRIPTIONS FOR COMMON SCHOOLS.

GRADE I.

Reading—Primer with Wall Cards or Blackboard Work.

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

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

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

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

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

GRADE II.

Reading.—Reader No. 1.

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

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

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

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

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

GRADE III.

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

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

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

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

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

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

GRADE IV.

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

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

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

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

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

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

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

GRADE V.

Reading.—Reader No. 4, Part 1. *See general prescriptions.*

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

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

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

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

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

Music, &c.—As under general prescriptions.

GRADE VI.

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

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

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

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

History.—Leading features of History of Canada.

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

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

Music, &c.—As under general prescriptions.

GRADE VII.

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

Language.—Leading principles of Etymology with paradigms. Parsing and analysis of simple sentences and application of rules of syntax. Oral. Written abstracts of oral or reading lessons. Simple description of "nature" observations, etc., narrative and business forms. Punctuation and paragraphing. All from oral instruction as in "Lessons in English."

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

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

History.—Leading features of History of Canada or Britain. See general prescriptions.

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

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

Music, &c.—As under general prescriptions.

GRADE VIII.

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

Spelling.—Prescribed Speller in addition to general prescriptions.

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

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

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

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

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

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

Bookkeeping.—A simple set.

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

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

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

158. FOR A COMMON SCHOOL WITH FOUR TEACHERS.

PRIMARY.

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

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

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

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

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

ADVANCED PRIMARY.

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

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

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

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

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

INTERMEDIATE.

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

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

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

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

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

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

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

PREPARATORY.

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

Spelling.—Readers and prescribed Spelling Book, etc.

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

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

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

History.—Outlines of British and Canadian History.

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

Bookkeeping.—A simple set.

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

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

159. FOR A COMMON SCHOOL WITH THREE TEACHERS.

LOWER.

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

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

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

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

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

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

MIDDLE.

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

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

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

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

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

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

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

HIGHER.

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

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

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

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

History.—Outlines of British and Canadian History.

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

Bookkeeping.—One simple set with commercial forms.

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

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

160. FOR A COMMON SCHOOL WITH TWO TEACHERS.

JUNIOR (at least two divisions).

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

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

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

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

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

SENIOR (at least two divisions).

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

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

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

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

History.—Outlines of British and Canadian History, in alternative divisions.
Arithmetic.—Common School Arithmetic, Parts II. and III., with evaluation and fundamental rules of Algebra for advanced division.

Bookkeeping.—Simple set for advanced division.

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

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

161.

FOR A COMMON SCHOOL WITH ONE TEACHER.

(UNGRADED, "MISCELLANEOUS," or "RURAL" SCHOOL)

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

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

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

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

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

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

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

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

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

A specimen time table is given below for such schools.

162.

SUGGESTIVE TIME TABLE.

(DESIGNED TO AID INEXPERIENCED TEACHERS AND TRUSTEES.)

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

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

TIME TABLE.

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

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

NOTES ON THE TIME TABLE.

*Desk work, Mathematics, when teacher is not engaged with the class.
 †Desk work, description in writing (and drawing when necessary) of natural objects or observations, when the teacher does not require the attention of the class to the "lesson" of the day. Some lessons may be adapted to all classes, others to the senior or junior. When an elementary lesson is given classes (c) and (d), the classes (a) and (b) should be working on a written description of a plant, an insect, or other phenomena observed, or experiments in physics, etc., with drawings. And vice versa.
 ‡Class (d) may be necessarily made up of two or three, if not more sub-classes, each of which must be rapidly taken in turn,—some in their letters, some in their primer, etc., but all must receive attention in these subjects three or four times a day, for they can do but very little at a time.
Reading.—Should include spelling, definition of words, grammatical notes, derivation, prosody, etc., as the matter suggests; and the literary and other ideas involved should be made clear to the pupils. There is a saving of time and effort in considering as many related things as possible together. See general prescriptions.
Language.—The "desk" work should require every day, if possible, the expression of the pupil's thoughts about something on which he can have clear ideas. To read a short story, or choice description once to the class, giving all, say, exactly five or ten minutes to

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

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

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

Nature Lessons, &c.—See *general prescriptions* in the School Register.

ALTERNATIVE COMMON SCHOOL COURSE OF DRAWING.

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

GRADE I.

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

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

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

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

(b) *Drawing as an aid to Nature Lessons.*—Let every nature lesson end, when possible, with an illustrative drawing of the object studied. This will lead the pupils to observe and examine with greater care, and render the impressions more lasting. Outline drawings of animals, trees, leaves and fruits, most interesting to children, are appropriate for this grade. Sometimes this work may be done in color with the brush, using diamond dyes.

(c) *Formal Drawing Lessons.*—A half-hour lesson once or twice a week.

Make the pupils draw from objects such as apples, half apples, oranges, leaves, tubers, roots, etc.—from any single object not involving perspective. They should frequently make models of objects in clay or other material and then make drawings of them. Some attention should be given to the primary colors with their tints and shades.

For manual drill, let the pupils draw circles and curves on the blackboard.

They should occasionally, in symmetrical exercises, use both hands at the same time, and sometimes the left instead of the right hand.

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

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

Good teachers will, at this stage, be sparing in the use of technical terms.

Young children should always draw from interesting objects. Type forms represent abstractions which should not be used until the pupil has reached them by his own generalization.

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

GRADE II.

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

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

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

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

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

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

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

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

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

GRADE III.

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

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

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

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

Drawing correct plan of the schoolroom and of the play-ground. Division of lines and surfaces into thirds, sixths and twelfths.

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

Borders formed by repetition of flower form.

GRADE IV.

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

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

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

(c) *As an aid to Mathematics and Geography.*—Fifths and tenths illustrated. The use of the compass in drawing circles. Right angles, triangles and squares geometrically constructed. Map drawing. Plans to scale. Working drawings of a few simple objects.

(d) *Formal Drawing Lessons.*—As in Grade III (d). Study of good pictures. Principles of repetition and alternation in exercise on borders and rosettes. Study of color in objects. Pleasing combinations of color in design.

GRADE V.

(a) *As an aid to Language.*—Continued as in Grades II. and III.

The reading lessons will afford abundant material for pictorial drawings and illustrative sketches. Besides, there are incidents in child life, his games, etc.,—"playing ball," "fishing for trout," "snowballing," "what I saw on my way to school," "the hay makers." Drawings in mass of animals and children in interesting attitudes. Here appropriate colors will greatly improve the effect.

(b) *As an aid to Nature Lessons.*—Plants, thistle, horsetail, iris, woodsorrel. Animals—sheep and goat, turkey and goose, salamander, beetles, butterfly. Analysis of leaves and flowers of colour schemes.

(c) *As an aid to Mathematics and Geography.*—Accurate drawings of polygons with compasses and ruler. Development of surface of pyramid in card board. Paper cutting to produce forms of regular solids. Plan of the school section. Map of province. Working drawings for a bracket.

(d) *Formal Drawing Lessons.*—Studies of good copies of famous paintings. Exercises in complete curves on blackboard—occasionally with both hands. The most elementary principles of free hand perspective as applied to simple objects,—the circle and the cube in different positions. The study and reproduction of historic ornament. Colour lessons—tints and studies in objects, and pleasing combinations of colour in design.

GRADE VI.

(a) *As an aid to Language.*—As in Grade V (a).

(b) *As an aid to Nature Lessons.*—Organs of the human body—hands, feet, ears. Plants—lady's slipper, red maple. Animals—bear and fox, hawk and owl, insects in various stages of development. Study of colour in natural objects.

(c) *As an aid to Mathematics and Geography.*—The measurement of angles and lines. Plotting geometrical figures and simple geometrical problems. Map drawing—North America, showing Canada somewhat in detail. Working drawings of simple rectangular objects.

(d) *Formal Drawing Lessons.*—As in Grade V (d), but more advanced. The idea of type forms, cubes, pyramids, ovoids, etc., developed from the drawing of simple objects.

GRADE VII.

(a) *As an aid to Language.*—As is Grade V (a). Special attention to the drawing of the best buildings and landscapes of the section.

(b) *As an aid to Nature Lessons.*—Structure of bones and muscles, eyes. Plants. Animals—spider and web, kingfisher, squirrel. Analysis of beautifully colored natural objects.

(c) *As an aid to Mathematics and Geography.*—Plotting. More difficult geometrical problems. Map drawing—Europe. Working drawings.

(d) *Formal Drawing Lessons.*—Object drawing. Freehand perspective. Decorative design. Study of tints and shades. Pleasing arrangements of groups of fruit, vegetables, or other objects; vase forms, etc.; arrangements of objects to express some complex thought, as a bottle of ink, a pen and a sheet of paper.

GRADE VIII.

(a) *As an aid to Language.*—Occasional practice in pictorial sketching.

(b) *As an aid to Nature Lessons.*—Plants and animals. Heart and lungs of a sheep or an ox. Apparatus used in science lessons.

(c) *As an aid to Mathematics and Geography.*—Accurate plotting and measurement by mathematical instruments. Working drawings of common objects to scale. Geometrical problems. Map of the British Isles.

(d) *Formal Drawing Lessons.*—The study of good drawings from master artists. Drawing of groups of models, flowers, fruit, etc. Historic ornament. Adaptation of natural forms to purposes of decorative designs. Colour harmony applied in design.

153.

GENERAL PRESCRIPTIONS.

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

154.

SPECIAL PRESCRIPTIONS FOR HIGH SCHOOLS.

(Year ending July, 1905.)

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

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

For a "Teachers Pass" an aggregate of 400 is imperative, with at least 40 on every paper of the grade except Latin, Greek, French and German which are optional.

[For 1905 it is contemplated to make *Bookkeeping* and *Drawing* count as full papers instead of half papers, in which case the 400 minimum will become 450].

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

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

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

GRADE IX.

Subject.	Paper.
ENGLISH. LATIN. FRENCH. HISTORY AND GEOGRAPHY	1: LITERATURE—Lamb's <i>Tales from Shakespeare</i> and Longfellow's <i>Evangeline</i> , with critical study, word analysis, prosody and recitations; (b) English Composition as in <i>Sykes</i> , or an equivalent in the hands of the teacher, with essays, abstracts and general correspondence, so as to develop the power of fluent and correct expression in writing.
	2: As in GRAMMAR (excepting notes and appendix) with easy exercises in parsing and analysis.
	3: As in <i>Collar and Daniell's First Latin Book</i> , to end of Chapter L., or any equivalent grammar, with easy translation and composition exercises. [The <i>Roman</i> (Phonetic) pronunciation of Latin to be used in all grades].
	4: As in Longmans' French Course (Bertenshaw), <i>Grammar Part I.</i> and <i>First Conversational Reader</i> to page 34.
	5: (a) Review of Canadian History as in Calkin with oral lessons on civics as suggested in "How Canada is Governed" (b) Geography as in <i>advanced text</i> ,—astronomical (the easier problems), physical, and the various portions of the British Empire. (Exam. questions one-half optional.)

- SCIENCE. 6: (a=80). Botany as in Spotton or an equivalent. (b=20) Physics as in Primer or equivalent (winter months). Texts to be used only as aids to the study of the objects. Drawing of parts of plants, etc., while being studied.
- DRAWING AND BOOKKEEPING { 7: (a=20). Construction of plans, geometrical figures and solution of mensuration and trigonometrical problems by mathematical instruments. (b=80) High School Drawing Course No. 1, with model and object drawing and *Manual Training*, No. 2 completed. (c=50) Commercial forms and writing, with Single Entry Book-keeping problems.
- MATHEMATICS. { 8: ARITHMETIC—As in the *Academic* to page 66.
9: ALGEBRA—As in *Hall & Knight's Elementary* to end of Chapter XVI.
10: GEOMETRY—Euclid I, with the easier exercises in *Hall & Stevens* to Prop. 48.

GRADE X.

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

GRADE XI.

- ENGLISH. { 1: LITERATURE—(a=80) Milton's *L'Allegro, Il Penseroso, Comus* and *Lycidas*; Macaulay's *Essay on Milton*. (b=20) A general acquaintance with the prescribed literature of the previous grades as above.
2: GRAMMAR—History of English language and Text Book complete with difficult exercises (b) History of English literature as in *Meiklejohn*.
3: Grammar and easy composition partly based on prose author read.
- LATIN. { 4: (a) *Cæsar's De Bell. Gall.*, Book V. (Also for 1906), and (b) *Vergil's Æneid*, Book I; (for 1906, Book II), with grammatical and critical questions.
- GREEK. { 5: Grammar and easy composition based partly on author read and *White's First Greek Book* completed.
6: *Xenophon's Anabasis*, Book III (for 1906, Book IV), with grammatical and critical questions.

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| FRENCH. | 7: Grammar as in text of previous grades, or Lanos' <i>Synoptical</i> , with composition exercises. Authors: <i>Scenes of Child Life</i> . Frazer, (MacMillan's Primary Series); and <i>Au Pole en Ballon</i> , Patrice, (Siepman's French Series—MacMillan). |
| GERMAN. | 8: As in <i>Joynes-Meissner</i> , to lesson 41, with Buchheim's <i>Modern German Reader</i> , Part I, complete. |
| HIST. AND GEOG. | 9: General History and Geography as in <i>Swinton</i> . |
| PHYSIOLOGY. | 10: As in prescribed text, " <i>Martin's Human Body and the Effects of Narcotics</i> ." |
| PHYSICS. | 11: As in Gage's <i>Introduction to Physical Science</i> . |
| MATHEMATICS. | 12: PRACTICAL MATHEMATICS as in <i>Eaton</i> . |
| | 13: ALGEBRA AND ARITHMETIC as in <i>Hall & Knight's Elementary Algebra</i> , omitting chapter XLI. |
| | 14: GEOMETRY as in Euclid I to IV, with the easier exercises, the more important definitions and algebraic demonstrations of Euclid V, and Euclid VI (text) to Prop. 19, as in <i>Hall and Stevens</i> . |

GRADE XII.

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

(A) IMPERATIVE FOR BOTH SIDES.

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| ENGLISH. | { | 1: As in <i>Lounsbury's English Language</i> . Chaucer's <i>Canterbury Tales: The Prologue, The Knight's and the Nonne Prestre's Tale</i> . (Skeat's 2/6 edition). (Also for 1906). |
| HISTORY. | | 2: <i>Stopford Brooke</i> (Copp, Clark) for reference. Thackeray's <i>Humorists</i> , Shakespeare's <i>Henry V</i> , and Milton's <i>Paradise Lost, I and II</i> . For 1906, Shakespeare's <i>Lear</i> , Tennyson's <i>In Memoriam</i> , Eliot's <i>Adam Bede</i> or <i>Selections</i> from Newman (Henry Holt & Co.) |
| PSYCHOLOGY. | | 3: As in <i>Green's Short History of the English People</i> , and <i>Clement's History of Canada</i> . |
| SANITATION. | | 4: As in James' Text Book of Psychology, Titchener's Primer, or Maher—edition of 1900. |
| | | 5: As in the Ontario Manual of Hygiene. |

(B) IMPERATIVE FOR CLASSICAL SIDE.

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| LATIN. | { | 6: Grammar as in <i>Bennett</i> , and Composition as in <i>Bradley's Arnold</i> or equivalents. Latin translation at sight. |
| | | 7: TACITUS— <i>Annals</i> , Book IV. (Also for 1906). |
| | | 8: CICERO.— <i>Pro Lege Manilia</i> and <i>Pro Archia</i> . (For 1906, <i>In Catilinam, I to IV</i> .) |
| | | 9: VERGIL— <i>Æneid</i> , Books V and VI. (Also for 1906). |
| | | 10: HORACE.— <i>Odes</i> , Books III and IV. (For 1906, <i>Satires</i> , omitting I, 2 and 8.) |
| | | 11: ROMAN HISTORY AND GEOGRAPHY.—As in <i>Liddell's</i> . |
| | | 12: Grammar as in <i>Goodwin</i> , and composition as in <i>Fletcher and Nicholson</i> , or equivalents. Greek translation at sight. |
| | | 13: PLATO.— <i>Apology and Crito</i> . (For 1906, Xenophon's <i>Hellenica</i> , Books I and II.) |
| GREEK. | | 14: DEMOSTHENES— <i>Philippics</i> , I and III, and <i>On the Chersonese</i> . (Also for 1906). |
| | | 15: SOPHOCLES—ÆSCHYLUS.— <i>Prometheus Vincetus</i> . (Also for 1906). |
| | 16: GRECIAN HISTORY AND GEOGRAPHY.—As in <i>Smith's</i> . | |

(C) IMPERATIVE FOR SCIENTIFIC SIDE.

- SCIENCE. {
- 17: PHYSICS.—As in Gage's *Principles of Physics*.
 - 18: CHEMISTRY.—As in Storer & Lindsay's *Elementary*.
 - 19: BOTANY.—As in *The Essentials of Botany* by Bessey (latest edition); with a practical knowledge of representative species of the Nova Scotia flora.
 - 20: ZOOLOGY.—As in *Ontario High School Zoology*, or equivalent with dissection of typical Nova Scotia species as in list specified in *Journal of Education*.
 - 21: GEOLOGY.—As in Sir William Dawson's *Hand Book of Canadian Geology* (excepting the details relating to other provinces from pages 167 to 235, or an equivalent text).
- MATHEMATICS. {
- 22: ASTRONOMY.—As in Young's *Elements of Astronomy*.
 - 23: NAVIGATION.—As in Norrie's *Epitome* or equivalent.
 - 24: TRIGONOMETRY.—As in Murray's *Plane Trigonometry*.
 - 25: ALGEBRA.—As in Hall & Knight's *Higher Algebra*, omitting " * " paragraphs and chapters XXIV to XXXI.
 - 26: GEOMETRY.—*Euclid*, particularly VI and XI, as in *Hall and Steeans*, with exercises. "Loci and their equations," as in chapter 1, Wentworth's *Elements of Analytic Geometry*.

(D) OPTIONAL FOR EITHER SIDE.

- FRENCH. {
- 27: FRENCH GRAMMAR AND COMPOSITION.—As in *Brachet* or equivalent.
 - 27: FRENCH AUTHORS.—(a) *Berthon's Specimens of Modern French Prose*, complete; *Le Bourgeois Gentilhomme*, by Molière, (b) *Berthon's Specimens of Modern French Verse*, Part I and the pieces beginning on the following pages of Part II of Macmillan & Co's editions; 112, 120, 125, 129, 134, 139, 146, 151, 158, 170, 176, 178, 183, 187, 197, and 206.
- GERMAN. {
- 29: GERMAN GRAMMAR AND COMPOSITION.—As in *Joyne-Meissner* or equivalent.
 - 30: GERMAN AUTHORS.—As in *Buchheim's German Reader, Part II*.

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

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

No paper to fall below 25.

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

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

165.

UNIVERSITY MATRICULATION.

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

166.

TEXT BOOKS.

In performing the duty of selecting and prescribing text books for the Public Schools, the Council of Public Instruction has availed itself as fully as possible of the knowledge and experience of those who are engaged in the practical work of education. The sole aim of recent modifications has been to secure at a reasonable cost, a series of texts adapted for use in schools. Change in authorized books is in itself a very undesirable thing.

The prescribing of new books is one of such importance to the country that the most extraordinary care has to be taken to make sure that the ultimate advantage of a change will more than compensate the people for the temporary loss or annoyance always involved in making a change. But change there must be. It is the essential condition of all growth; and we ought under such circumstances to be always prepared for it.

Instructors and teachers are reminded :

- (1) That the course of study for common schools encourages an economical expenditure for the text books by providing a system of oral instruction for junior classes. Too many teachers try to satisfy themselves in respect to their more youthful pupils by placing in their hands text books not needed in any case, and worse than useless when unaccompanied by proper oral exposition. A text book should not be required for a child until he is prepared to use it intelligently.
- (2) That the regulation which makes it illegal and improper for a teacher to introduce unauthorized texts, by no means hinders him from giving his pupils the benefit of other treatises to whose explanations he may attach importance. The progressive teacher will always have such aids within reach, and will so use them as to impart variety and interest to his instructions.

LIST OF TEXT BOOKS PRESCRIBED FOR USE IN SCHOOLS.

167.

COMMON SCHOOL GRADES.

- Royal Readers, Primer and Nos. 1 to 5. (Thomas Nelson & Sons, Edinburgh and London.) [3 cts., 10 cts., 17 cts., 30 cts., 45 cts., and 60 cts., respectively.] In French sections, French-English Royal Readers, Primer to No. 3. [8 cts., 20 cts., 30 cts., 45 cts., respectively.] *Les Grandes Inventions Modernes*, par Louis Figuiet, 50 cents.
- Spelling book superseded.—*English Edition*. (Sullivan Bros.) 25 cents.
- Health Readers Nos. 1 and 2. (T. C. Allen & Co., Halifax) 20 and 30 cents.
- Calkin's Introductory Geography. (A & W. Mackinlay, Halifax.) 60 cents.
- History of England and Canada. (Copp, Clark Co.) 30 cents.
- Lessons in English. (Revised. A. & W. Mackinlay, Halifax.) 30 cents. [Grammaire Francaise Elementaire, for the use of teachers in French sections.] 30 cents.
- Common School Arithmetic. (T. C. Allen & Co., Halifax.) 15 cents each part; 40 cents three parts bound in one.
- Tonic sol-fa. *School-day Melodies*, by Ada F. Ryan. Parts I and II. 10 cents each.
- Writing: Copy Books—*Vertical*, as in Jackson's New Style, 5 cents each; or *Sloping* Royal Crown, 4 cents each.
- Drawing Books: Public School Drawing Course. (Canada Pub. Co., Toronto), 5 cents each; or Langdon S. Thompson's, 10 cents each; or homemade books of cheap paper, under direction of each teacher for alternative course recommended.

168.

HIGH SCHOOL GRADES.

- English Grammar (Mackinlay). 30 cents.
- Academic Arithmetic (T. C. Allen & Co.). 40 cents.
- Martin's "The Human Body and the effects of Narcotics." (Henry Holt & Co.). \$1.65.
- Calkin's Geography of the World (Mackinlay). \$1.25. Calkin's History of Canada, 50 cents.
- Outlines of British History (Thomas Nelson & Sons, Edinburgh). 45 cents.
- Hall & Stevens' Euclid. (I., 25 cents; I. to IV., 55 cents; I. to XI., 80 cents).
- Hall & Knight's *Elementary Algebra*. 75 cents.
- James' *Agriculture* (Morang, Toronto). 30 cents.
- NOTE.—The character of the High School work in its various subjects is further indicated by the books referred to in the High School Course of Study from year to year.

169.

MAPS, CHARTS AND APPARATUS.

The Council has not deemed it necessary to prescribe maps and charts of particular authorship for use in the Public Schools. In such well known series as those of Phillips, Johnston, or Mackinlay, trustees will find an abundance of excellent material from which to select. Church's Mineral Map, and Mackinlay new "Geological and Mineral Map" at one dollar, will be useful in all schools.

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

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

Trustees are authorized to procure the "School Equipment," described as necessary in the Manual of the School Law, from any workers or publishers, satisfactory to themselves and the inspector.

170.

RECOMMENDED FOR THE USE OF TEACHERS, M. P. Q. EXAMINATIONS, ETC.

- Manual of School Law*, Nova Scotia, 1901. (All Booksellers). 15 cents.
Journal of Education, (Education Office). 10 cents.
 The *Educational Review* for the Atlantic Provinces of Canada. Important on account of its reference to local and current educational progress, and for urgent or special official notices to teachers between the semi-annual issues of the JOURNAL. Therefore it is also recommended to all Boards of School Trustees. \$1.00 per annum.
School Science, a monthly adapted especially to high school work. \$2.00 per annum. (740 Cullum Avenue, Chicago, Ill. U. S. A.)
Notes on Education, by J. B. Calkin. \$1.00
Lectures on Teaching by Sir Joshua Fitch (Cambridge Univ. Press.) \$1.25.
Educational Reformers, by Quick (Appleton & Co.) \$1.00.
Education by Herbert Spencer. 75 cents.
Faunce's Mechanical Drawing. \$1.25.
Wood's Primer of Political Economy (Copp, Clark Co.) 50 cents.
Public School Bookkeeping, by Maclean (Copp, Clark Co., Toronto.) Authorized for New Brunswick. 45 cents.
Song-Teachers' Guide, by Miss Ryan, 30 cents. (T. C. Allen & Co.)
Augsbury's Drawing, Book I, for grades 1, 2 and 3, Ed. Pub. Co. 90 cents.
Augsbury's Drawing, Book II, for grades 4 to 8, Ed. Pub. Co. 90 cents.
Augsbury's Drawing, Book III. Brush, Wash, Water-Color, Pen Drawing, etc. Ed. Pub. Co. 90 cents.
Art Instruction in Primary Schools. A Manual for Teachers (second year), by Mary Dana Hicks. (The Prang Elementary Course.)
High School Botanical Note Book, Parts I. and II., for the Provincial Examinations, Ontario, paper, 150 pp., 7 x 10 inches. 50 cents each. (W. J. Gage & Co.)
Shorthand Books, Isaac Pitman's. (Sole Agents in Canada, Copp, Clark Co., Toronto.) Full list upon application The Phonographic Teacher, 20 cts.; Key to the Phonographic Teacher, 20 cts.; Pitman's Shorthand Instructor, \$1.50; A Manual of Phonography, 50 cts.; Key to Exercises in Manual, 20 cts.
 (Other books for teachers on numerous subjects will be found in the *School Library Catalogue—171*. See October JOURNAL, 1903.)

171.

RURAL SCHOOL LIBRARIES OF NOVA SCOTIA.

Section 77 (e) of "The Education Act," Chapter 52, R. S., 1900, authorized the ratepayers to vote funds for "books for the school libraries" at any regularly called school meeting.

Prior to 1903 the Council of Public Instruction published (in the "Manual of School Law, 1901," and in the "Journal of Education," from year to year) the following Regulations which still continue to remain in force:

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

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

Regulations 51, 52, 53, 69 and 70, referring to the equipment of "Superior" Schools, High Schools and County Academies, make the school library an essential part of the legal equipment of public schools, which Inspectors can have enforced by the withholding of public funds, under the conditions specified.

Chapter 24 of the Statutes of 1903 is as follows :

An Act for the Encouragement of Rural School Libraries.

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

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

Under the authority of this Act the Council of Public Instruction has published regulations and a provisional list of books in the JOURNAL OF EDUCATION, October, 1903, to which teachers and trustees are referred ; and blank forms of returns have been prepared for *annual* reports from each library.

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

LEGISLATION OF 1901.

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

(Passed 4th April, 1901)

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

1. Chapter 52 of the Revised Statutes, entitled, "Of Public Instruction," is hereby amended as follows :
 - (1) Section 71 is amended by adding at the end thereof the words following :
"Except in the cases of any section the schools of which are affiliated with the Provincial Normal School and of the city of Halifax, in which two cases the amount shall not in any year exceed twelve hundred dollars."
 - (2) The following section is added after section 67.
67A. "The time employed by the principal of the schools of any school section in supervising or grading the schools, the time employed by teachers of his staff who are required to assist in the grading of any of the departments, the time teachers are in attendance at certain educational institutes with the consent of their trustees, and the time lost by the necessary closing of a school on account of such conditions as the presence of contagious disease, shall be reckoned as authorized teaching time according to the conditions prescribed by the Council."

LEGISLATION OF 1902.

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

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

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

1. Section twenty-one (21), sub-section one (1), of Chapter fifty-two, Revised Statutes, 1900, is amended by striking out the following words in the last line thereof : "at the hour of eight o'clock in the evening."
2. Sub-section two of said section twenty-one (21) is amended by striking out the words "and another hour" in the second and third lines thereof :
3. Section seventy-seven of said Act is amended by adding to sub-section (h) of said section the following words : "the cost of conveying children to school, and."

LEGISLATION OF 1903.

An Act to Consolidate Certain School Sections in Annapolis County.

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

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

1. The action of each of the federating sections, at a special meeting called for the adoption of said union, is ratified and confirmed.
2. Each of the said confederating sections shall retain its existence as a separate section during said period, and may transact its business at regularly called school meetings, but shall not maintain a separate school in the section.
3. Each of the federating sections shall be obliged to vote each year, collect and pay over to the board of trustees of the united sections for the support of said central school during the three years of said union, a sum not less than the average amount expended annually from sectional assessment for and in connection with the maintaining of the school in that district or section during the three years of 1899, 1900 and 1901.
4. The board of trustees of the said united section, which shall be known during its existence as Middleton Section, Number 24, Annapolis East, shall consist of a number equal to one member for each school or department supported during the year before the date of the union, the majority of whom shall form a quorum for the transaction of business.
5. The ratepayers of each of the confederating sections shall at the annual school meeting elect a trustee for each school department maintained in the section preceding the date of the union, and said representatives when so elected shall form a board of trustees of the union or federated sections, and said board of trustees when so formed shall possess the same powers and duties as regards said united section as those possessed by boards of trustees in other sections so far as practicable in this case.
6. In case the ratepayers of any of the school sections forming the united section fail to elect a trustee or trustees for the united board, the inspector of schools for the district shall appoint said trustee.
7. The school buildings used for the consolidated schools and the land on which they are situated at Middleton shall be vested in the trustees of the consolidated section and under their sole control. Any apparatus contributed by either of the contributing sections to the equipment of the united schools shall, if desired, be returned or accounted for to the trustees of the section at the end of the three years in as good condition as when received, reasonable wear and tear and unavoidable casualties excepted.
8. The said united section shall come into existence on August 1st, 1903, but the money for the support of the united schools during the first year of its existence shall be voted at the annual meetings next preceding said date, and the board of trustees shall be appointed and report to the inspector within one week of said annual meeting, and when appointed shall convene as soon thereafter as practicable at the call of the trustees or a trustee representing the central section, or at the call of the inspector, for organization and business.
9. The said board of trustees shall among other duties arrange for the conveyance to and from school of pupils of the said united section residing beyonds the limits of Middleton School Section, Number 24.

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

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

1. Sub-section (b) of section eleven of the Education Act is amended by adding thereto the following words, "and also any existing school section or part of a school section."
2. Section fourteen of said Act is amended by inserting after the word "determine," in the second line thereof the words, "subject to the recommendation of the inspector."
3. Sub-section two of section sixteen of said Act is amended by striking out the word "alteration" in the second line thereof.
4. Sub-section three of section twenty-eight of said Act is amended by inserting after the word "ratepayers" in the second line thereof, the words "or in case there are less than fourteen ratepayers in the section, on the requisition of the majority of ratepayers."
5. Sub-section two of section thirty-seven of said Act is amended by striking out the words "as soon as practicable," in the first and second lines thereof, and substituting the words "if necessary or if required by the inspector," in lieu thereof.
6. Section sixty-three of said Act is amended by striking out the words, "at a rate not exceeding five per cent.," in lines five and six thereof.

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

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

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

(3) Notwithstanding the provisions of any statute of Nova Scotia, every incorporated town shall annually, on or before the thirtieth day of June, pay to the treasurer of the municipality of the county or district of which it before incorporation territorially formed part, its proportionate part of the said sum.

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

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

An Act Relating to the Consolidation of School Sections.

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

1. The Council of Public Instruction is authorized to expend a sum not exceeding thirty-six thousand dollars for the purpose of assisting in consolidating school sections and the schools therein, and in arranging for the conveyance of pupils to and from such consolidated schools.

2. Such sum shall be expended in accordance with regulations to be made by the Council, and shall be paid out of the Provincial Treasury upon the order of the secretary of the Council.

3. A copy of all regulations made under the provisions of this Act shall be laid before the House of Assembly and Legislative Council within the first ten days of the next session of the Legislature after the regulations are made.

An Act for the Encouragement of Rural School Libraries.

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

1. The Council of Public Instruction may pay annually out of the Provincial Treasury to any teacher acting as librarian of the school library of the school section the sum of five or ten dollars, according as the equipment of the school, the value and use of the library, and the general management of the school and library, attain the standards prescribed by regulations of the Council for the smaller or larger library grant respectively.

2. Nothing in this Act shall apply to the schools in any incorporated town or in any school section employing a Class A teacher drawing a superior school grant, or a teacher drawing an Agricultural or Manual Training grant.

LEGISLATION OF 1903-4.

CHAPTER 8.

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

(Passed the 3rd day of March, A. D. 1904.)

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

1. Section 3 of the Education Act, chapter 52, Revised Statutes, 1900, is amended by adding thereto the following words:—"excepting the children of naval and military persons."

2. Section 3 of said Act is amended by adding thereto as sub-section 21, the following:—"On the recommendation of an inspector supported by evidence, that the union of any two or more sections will effect a saving in the amounts to be paid out of the municipal school fund and the provincial aid grant, the council may, notwithstanding any provision of the Education Act make regulations for the granting out of the said muni-

cipal and provincial grant such amounts as in the opinion of the inspector are necessary to maintain the said union by aiding the conveyance from beyond a distance of two miles from the school house, provided the respective amounts so required are less than the respective amounts which would otherwise be drawn from the same sources."

3. Section 42 of said Act is amended by striking out the words "from other sections" after the word "pupils" in the third line of said section, and substituting therefor the words "whose parents or guardians reside outside the section."

4. Section 72 of the said Act as amended by chapter 6 of the Acts of 1903, is further amended by adding thereto the following sub-section:

(5) The council of any municipality may by resolution increase the municipal school fund to any amount not exceeding sixty cents for every inhabitant according to the last census of the municipality and incorporated towns, provided that the council of every incorporated town affected by the increase concurs in such resolution, or if such concurrence cannot be obtained, that the Governor-in-Council upon application by the municipality concurs in such proposed increase.

5. Section 78 of said Education Act is amended by the addition thereto of the following as sub-section 3:

"Sections maintaining an ungraded school with one teacher shall not participate in the distribution of the said municipal school fund in regard to days' attendance made by the enrolled pupils for a greater number of days than eight thousand except in cases in which an assistant teacher is employed by the trustees."

6. Section 76, sub-section 1 of said Act is amended by substituting in the third line for the words "one-third" the words "one-half."

CHAPTER 9.

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

(Passed the 3rd day of March, A. D. 1904.)

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

1. That the second schedule to chapter 52, of the Revised Statutes, 1900, the Education Act, is amended by adding at the end of the paragraph referring to Yarmouth: "Plymouth, 35"; at the end of the paragraph referring to Lunenburg and New Dublin: "Stauburne, 38; East Dublin, 100"; at the end of the paragraph referring to Kings, "Islands, 75; West Black Rock, 86"; at the end of the paragraph referring to Cumberland, "Warren, 39"; at the end of the paragraph referring to South Pictou, "Riverton 9"; at the end of the paragraph referring to North Pictou, "Scotch Hill, 51"; at the end of the paragraph referring to Richmond, "Sea View, 19."

2. Section 80 of chapter 52 of said Revised Statutes, is amended by adding thereto the following clause:

"The Council of Public Instruction may, upon the recommendation of the Superintendent, add to said second schedule the name of any school section which applies by petition of a majority of its ratepayers to be added thereto."

COMPLETE LIST OF SCHOOL SECTIONS NAMED IN SECOND SCHEDULE.

INSPECTORIAL DIVISION, No 1.

All sections in the Municipal District of Halifax.

INSPECTORIAL DIVISION No. 2.

LUNENBURG AND NEW DUBLIN.

No. 2	First Peninsula.	No. 57	Lr. Second Peninsula.
No. 3	Centre Range.	No. 60	Clearland.
No. 22	North West.	No. 80	Hebb's Mills.
No. 25	Mader's Cove.	No. 86	Wileville.
No. 26	Mahone Bay.	No. 97	Pine Grove.
No. 30	Block House.	No. 100	East Dublin.
No. 35	Parkdale.	No. 109	Rosebud.
No. 38	Stanbourne.	No. 111	Lower Woodstock.
No. 44	Oakhill.		

INSPECTORIAL DIVISION No. 3.

YARMOUTH.

No. 2	Little River.
No. 3	Arcadia.
No. 8	Overton.
No. 10	South Chegoggin.
No. 12	North Chegoggin.
No. 13	Sandford.
No. 14	Port Maitland.
No. 15	Richmond.
No. 16	Norwood.
No. 17	Lake Amnis.
No. 20	Brenton.
No. 21	Ohio.

No. 23	Hebron.
No. 24	Dayton.
No. 34	Carleton.

ARGYLE.

No. 35	Plymouth.
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SHELBURNE.

No. 17	East Jordan.
No. 18	Jordan Falls.
No. 19	Upper West Jordan.

INSPECTORIAL DIVISION No. 4.

ANNAPOLIS, WEST.

No. 45	Allen River.
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DIGBY.

No. 18	Weymouth Bridge.
No. 19	Weymouth Mills.
No. 22	Sissiboo Falls.
No. 28	Digby.

INSPECTORIAL DIVISION No 5.

KINGS.

No. 24	Waterville (C).	No. 79	Grand Pré.
No. 37	Cold Brook.	No. 82	Middle Pereaux.
No. 45	Sheffield's Mills.	No. 83 and 39	Halfway River.
No. 52	Upper Pereaux.	No. 86	West Black Rock.
No. 54	Habitant.	No. 91	White Rock.
No. 56	Woodside.	No. 92	Rockland.
No. 60	Town Plot.	No. 96	South Tremont.
No. 73	Avonport.	No. 102	Kingsport.
No. 75	Islands.	No. 114	Garland.
No. 77	Prospect.	No. 110	South Waterville.

HANTS, WEST.

No. 2	Wentworth.
No. 14	Belmont.
No. 15	Poplar Grove.
No. 17	Kennetcook Dyke.
No. 19	Sunmerville.
No. 23	Pembroke.
No. 35	St. Croix.
No. 38	Ellershouse.
No. 39 and 24	Walton.
No. 45	Mills.

HANTS, EAST.

No. 6	West Gore.
No. 27	Urbania.
No. 31	Upper Selma.
No. 33	Noel Shore.
No. 37	Moose Brook.
No. 42	Kennetcook Church.
No. 50	Gore.

INSPECTORIAL DIVISION No. 6.

ANTIGONISH.

No. 48	Saltsprings.
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GUYSBORO.

No. 19	Hazel Hill.
No. 38	Pirate Harbor.

INSPECTORIAL DIVISION No. 7.

CAPE BRETON.

No. 67	Clarke's Road.
No. 71	Little Lorraine.
No. 72	Big Lorraine.
No. 74	West Louisburg.

RICHMOND.

No. 18	Grandique Ferry.
No. 21	Basin.
No. 32	Sea View.

INSPECTORIAL DIVISION No. 8

VICTORIA.

No. 1	Baddeck.
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No. 48	South Gut.
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INSPECTORIAL DIVISION No. 9.

PICTOU, SOUTH.

No. 4	White Hill.
No. 5	Marshdale.
No. 9	Riverton.
No. 10	Fox Brook.
No. 14	Springville.
No. 15	Bridgeville.
No. 16	Glencoe.
No. 17	Sunny Brae.
No. 19	Blanchard.
No. 26	Kirk Mount.
No. 30	Linacy.
No. 31	Brookville.
No. 33	Trenton.
No. 34	Abercrombie.
No. 36	North Fraser's Mt.
No. 37	Little Harbor.
No. 38	Pine Tree
No. 39	Sutherland's River.
No. 40	West Merigomish.
No. 41	Merigomish
No. 42	Piedmont Valley.
No. 44	L. Barney's River.
No. 57	Meiklefield.
No. 59	S. McLellan's Mt.
No. 60	M. Little Harbor.
No. 63	Upper Hopewell.
No. 64	Wentworth Grant.

No. 71	Thorburn.
No. 74	Centredale.
No. 75	Eureka.

PICTOU, NORTH.

No. 2	Cariboo River.
No. 7	Poplar Hill.
No. 9	Marshville.
No. 15	Bigney.
No. 22	South Dalhousie.
No. 27	Scotsburn.
No. 30	Roger's Hill.
No. 37	West River Station.
No. 39	Lansdowne.
No. 42	Pleasant Valley.
No. 48	Durham.
No. 51	Lower Scotch Hill.
No. 53	Fisher's Grant.
No. 56	Cariboo Island.

COLCHESTER, SOUTH.

No. 3	Upper Onslow.
No. 35	Brookfield.
No. 38	Alma.
No. 45	Coldstream.
No. 56	Cross Roads.

INSPECTORIAL DIVISION No. 10.

CUMBERLAND.

No. 27	Roslin.
No. 29	Victoria.
No. 39	Warren.
No. 45	Maccan.
No. 66	Wyndham Hill.
No. 81	River Philip.
No. 90	Farmington.
No. 93	Lake Road.
No. 115	Black River.
No. 117	Springhill Junction.
No. 119	Valley Road.
No. 123	South Pugwash.

PARRSBORO.

No. 3	New Prospect.
No. 4	Green Hill.

No. 6	Cross Roads.
No. 17	Lakelands.
No. 20	Sugar Hill.

STIRLING.

No. 6	French River.
No. 8	Murphy's.
No. 21	Brule.
No. 29	Denmark.

COLCHESTER, WEST.

No. 10	Castlereagh.
No. 15	Acadia Mines.
No. 18	Folly Village.
No. 20	Masstown.
No. 24	Londonderry Station

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

For the Provincial Normal School see the latest calendar and the intimations in this issue of the JOURNAL.
 For Teachers' Licenses, Provincial Examinations, Courses of Study, Vacations, Institutes, and the Provincial Educational Association, etc., see the Regulations as republished in this issue of the JOURNAL.
 For Rural School Libraries, their regulations, blank forms, returns, and list of prescribed books, etc., see the October JOURNAL OF EDUCATION for 1903, pages 152 to 165.

MANUAL TRAINING, 1903.

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

REGULATIONS FOR THE STRENGTHENING OF SCHOOL SECTIONS, &c.

(Passed the 4th of March, 1904.)

Reg. 10 (a). No school section, although regularly placed on the list of "poor sections," shall be deemed qualified to participate in the extra allowance provided for "poor sections," unless the sectional assessment voted, levied and collected, shall be at least equal to the average rate of sectional assessment in the county.

Reg. 10 (b). Two adjacent school sections which cannot afford to employ a qualified teacher for the whole year, may arrange with the inspector of schools, to be associated together as a "double-section," the teacher to be employed in the school house of one section for one half of the year, and in the other school house for the other half of the year.

Reg. 10 (c). When an enlarged school section has one or more settlements considerably beyond two miles from the school house, the Inspector may arrange with its trustees to recommend to the Council of Public Instruction the granting of a portion of the Provincial Aid and Municipal Fund, which can be assumed to be saved by the enlargement of the section and the reduction of the number of schools, to subsidize the conveyance of pupils from such settlements to the school house, say for instance, in the morning, allowing them under ordinary conditions to return to their homes without conveyance.

Reg. 15 (e). It shall be the duty of each Inspector to classify the school sections within his division into first, second and third class sections, which, in order to enjoy the full regular grants of public money should employ respectively teachers having at least the corresponding classes of license. Such classification may be revised annually, any change being intimated to the secretary of the school board affected before the date of the regular annual meeting of the section. Any section shall be free to employ a teacher of higher class than its ranking, but not free to employ a teacher of lower class than its ranking except on the express authorization of the Inspector for sufficient reasons, such as the lack of teachers of the class required.

MARCH ANNUAL SCHOOL MEETING.

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

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

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

The following list of school sections includes those given in No. 42 of the Comments and Regulations of the Council of Public Instruction, "Manual of School Law Nova Scotia, 1901" pages 68 to 71, whose regular annual meetings were changed by the Council on the 11th September, 1903, from the last Monday in March to the *first* Monday in March of each year.

COMPLETE LIST OF SECTIONS

whose regular annual meetings have been fixed by the C. P. I. to be held on the *first Monday in March of each year*.

INSPECTORIAL DIVISION NO. 1.

HALIFAX, WEST.

No. 1	Hubbard's Cove.
No. 6	Head Harbor.
No. 9	Glen Margaret.
No. 11	Indian Harbor.
No. 28	Ketch Harbor.
No. 29	Portuguese.
No. 67	Seaforth.
No. 68	West Chezzetcook.
No. 69	Grand Desert.
No. 70	Head Chezzetcook.
No. 71	Hope Ridge.
No. 72	Lr. E. Chezzetcook.
No. 73	West Petpesawick.
No. 76	East "
No. 77	Stevens'.
No. 78	Bowser's.
No. 81	Head Jeddore.

HALIFAX, EAST.

No. 1	Oyster Pd., Jeddore
No. 2	Lr. East Jeddore.
No. 4	Lower Lakeville.
No. 5	Clam Harbor.
No. 6	Owl's Head.
No. 11	Murphy's Cove.
No. 12	Pleasant Harbor.
No. 13	Tangier.
No. 16	Gerrard's Island.
No. 17	Spry Harbor.
No. 18	Spry Bay (Henley).
No. 19	Spry Bay (Leslie).
No. 29	Beaver Harbor.
No. 32	Quoddy.

INSPECTORIAL DIVISION No. 2.

LUNENBURG AND NEW DUBLIN.

No. 3	2nd Peninsula, Up.
No. 3 $\frac{1}{2}$	Upper Centre.
No. 4	Garden Lots.
No. 5	Blue Rocks.
No. 6	Black Rocks.
No. 7	Heckman's Island.
No. 8	1st South.
No. 9	Middle South.
No. 10	Feltzen South.
No. 11	Upper Rose Bay.
No. 12	Lower Rose Bay.
No. 13	Upper Kingsburg.
No. 14	Lower Kingsburg.
No. 15	Ritcey's Cove.
No. 16	Lower LaHave.
No. 17	Park's Creek.
No. 18	Middle LaHave.
No. 19	St. Matthew's.
No. 20	Summerside.
No. 21	Snyder's.
No. 22	North West.
No. 23	Fauxbourg.
No. 25	Mader's Cove.
No. 26	Mahone Bay.
No. 27	Oakland.
No. 28	Indian Point.
No. 29	Martin's River.
No. 57	2nd Peninsula, Lr.
No. 60	Clearland.
No. 61	Eastern Point.
No. 62	Big Lots.
No. 65	Conquerall Bank.
No. 66	Pleasantville.
No. 67	Fralig's.
No. 68	Pentz's.
No. 69	Getson's.
No. 70	West Dublin.

No. 72	New Cumberland.
No. 73	Mount Pleasant.
No. 74	Petite Riviere.
No. 75	Broad Cove.
No. 76	Cherry Hill.
No. 77	Vogler's Cove, W.
No. 100	East Dublin.
No. 101	Herman's Islands.
No. 103	Corkum's Island.
No. 105	Vogler's Cove, E.

CHESTER.

No. 2	East Chester.
No. 3	Marriott's Cove.
No. 15	Gold River, N.
No. 15 $\frac{1}{2}$	Gold River, S.
No. 16	Martin's Point.
No. 17	Indian Point.
No. 18	Blandford.
No. 19	Bayswater.
No. 20	Fox Point.
No. 23	North West Cove.
No. 24	Mill Cove.
No. 28	Pine Plain.
No. 29	Deep Cove.

SOUTH QUEENS.

No. 2	Port Jolie.
No. 3	Cen'l Port Mouton.
No. 4	Port Mouton, N.
No. 5	Hunt's Point.
No. 6	Western Head.
No. 7	Moose Harbour.
No. 11	Beach Meadow.
No. 12	Eagle Head.
No. 13	West Berlin.
No. 18	Gull Island.
No. 19	White Point.

INSPECTORIAL DIVISION No. 3.

SHELburnE.

No. 5	Middle West Sable.
No. 6	Louis Head.
No. 7	Little Harbor.
No. 8	Matthews' Point.
No. 9	Rockland.
No. 11	Osborne
No. 16	West Green Harbor.
No. 19	Upper West Jordan.
No. 20	West Jordan Ferry.
No. 22	Lower Sand Point.
No. 23	Sand Point.
No. 31	North East Harbor.
No. 32	Black Point.
No. 35	Churchover.
No. 36	Birchtown.
No. 37	McNutt's Island.

BARRINGTON.

No. 4	Cape Negro.
No. 6	Cape Negro Island.

No. 16	Bear Point.
No. 17	Shag Harbor.
No. 27	Stony Island.

ARGYLE.

No. 3	East Pubnico.
No. 5	Up. West Pubnico.
No. 8	Argyle Sound.
No. 14	West Glenwood.
No. 15	Lower Eel Brook.
No. 16	Eel Brook
No. 17	Abram's River.
No. 18	Morris Islands.
No. 19	Surette's Island.
No. 20	Sluice Point.
No. 21	Tusket Hill.
No. 22	Hubbard's Point.
No. 25	North Belleville.
No. 27	South Belleville.
No. 28	Bell Neck.
No. 30	West Quinan.

INSPECTORIAL DIVISION NO. 4.

DIGBY.

No. 14.....	Port Gilbert.
No. 41.....	East Ferry.
No. 42.....	Tiverton.

CLARE.

No. 31.....	Cape St. Mary.
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INSPECTORIAL DIVISION NO. 6.

ANTIGONISH.

No. 32.....	Harbor Bouchie.
No. 33.....	E. Harbor Bouchie.
No. 70.....	Auld's Cove.
No. 76.....	Frankville.
No. 77.....	Cape Jack.

GUYSBORO.

No. 3.....	Riverside.
No. 10.....	Roachvale.
No. 13.....	New Harbor, Upper.
No. 14.....	Sandy Cove.
No. 15.....	Halfway Cove.
No. 16.....	Queensport.
No. 17.....	Half Island Cove.
No. 18.....	Black Point.
No. 21.....	Up, White Head.
No. 22.....	Lr. White Head.
No. 25.....	Middle Melford.
No. 26.....	Sand Point.
No. 31.....	Port Shoreham.
No. 32.....	St Francis Harbor.
No. 39.....	Steep Creek.
No. 40.....	Oyster Ponds.
No. 47.....	Seal Harbour.

No. 51.....	Coddle's Harbour.
No. 53.....	Dover.
No. 55.....	Yankee Cove.
No. 58.....	Port Felix, E.
No. 59.....	Port Felix, W.
No. 60.....	Cole Harbour.
No. 61.....	Charlo's Cove.
No. 62.....	Larry's River, W.
No. 63.....	Larry's River, E.
No. 64.....	Gammon Point.
No. 65.....	Fisherman's Har.

ST. MARY'S.

No. 15.....	Ecum Secum.
No. 16.....	Marie Joseph.
No. 17.....	Liscomb Mills.
No. 18.....	Middle Liscomb.
No. 19.....	Lower Liscomb.
No. 20.....	Wine Harbour.
No. 21.....	Port Hilford.
No. 23.....	Sonora.
No. 27.....	Port Bickerton.
No. 28.....	Cheggoggin.
No. 29.....	West Liscomb.
No. 30.....	Spanish Ship Bay.

INSPECTORIAL DIVISION NO. 7.

CAPE BRETON.

No. 20.....	South Head.
No. 22.....	Milton.
No. 23.....	Round Island.
No. 30.....	Caribou Marsh.
No. 32.....	Marion Bridge.
No. 34.....	Woodbine.
No. 42.....	Ball's Creek.
No. 65.....	Catalone.
No. 66.....	Bateston.
No. 67.....	Clark's Road.
No. 68.....	Mainadieu.
No. 72.....	Big Lorraine.
No. 74.....	West Louisburg.
No. 77.....	Trout Brook.
No. 79.....	French Road.
No. 80.....	Ocean View.
No. 81.....	Gabarus Bay.
No. 82.....	Gabarus.
No. 83.....	Gull Cove.
No. 84.....	Gabarus Lake.
No. 85.....	Belfry.
No. 86.....	Canoe Lake.
No. 87.....	Upper Grand Mira.
No. 88.....	Grand Mira.

No. 89.....	Victoria Bridge.
No. 90.....	Grand Mira, N.
No. 91.....	Caledonia.

RICHMOND.

No. 1.....	Acadiaville.
No. 2.....	Port Royal.
No. 3.....	Janvrin's Island.
No. 4.....	Arichat.
No. 5.....	Poulamond.
No. 6.....	Martinique.
No. 8.....	D'Escousse.
No. 9.....	Poirierville.
No. 10.....	Cape LaRonde.
No. 11.....	Rocky Bay.
No. 12.....	Edwards.
No. 13.....	Petit de Grat.
No. 15.....	Orange.
No. 16.....	Point Marache.
No. 17.....	Cape August.
No. 18.....	Grand Digue.
No. 19.....	St. Louis.
No. 20.....	East Basin.
No. 21.....	Basin.
No. 22.....	Richmond Mines.

No. 23	Port Richmond.	No. 55	Stirling.
No. 24	Port Malcom.	No. 56	Cape Breton.
No. 25	Sunnyside.	No. 57	Fourche.
No. 27	Hureauville.	No. 58	Framboise.
No. 32	Seaview.	No. 59	Intervale.
No. 38	Cape George.	No. 60	St. Esprit.
No. 39	Beaver's Cove.	No. 61	Archeveque.
No. 41	River Bourgeois.	No. 62	Grand River.
No. 42	Cannes.	No. 63	Head Loch Lomond.
No. 43	Lynch's River.	No. 64	Lewis' Cove Road.
No. 44	Salmon River.	No. 65	Point Micheau
No. 45	Soldier's Cove.	No. 66	Grand River Road.
No. 46	Macnab.	No. 67	Brymer.
No. 47	Hay Cove.	No. 68	L'Ardoise.
No. 48	Red Islands.	No. 69	West L'Ardoise.
No. 50	Peter's Mountain.	No. 70	Rockdale.
No. 52	West Loch Lomond.	No. 71	Grand Greve.
No. 53	Aberdeen.		

INSPECTORIAL DIVISION NO. 8.

SOUTH INVERNESS.

No. 3	Low Point.
No. 6	Albion.
No. 57	North West Arm.

NORTH INVERNESS.

No. 1	Grantosh, Pl'sant Bay.
No. 2	Pleasant Bay.
No. 8	Le Fort.

VICTORIA.

No. 26	Upper Washabuck.
No. 31	Estmere.
No. 34	Gillis Point.
No. 41	Sea View.
No. 57	Tarbert
No. 59	Indian Brook.
No. 65	South Ingonish.
No. 69	Sugar Loaf, C. North.
No. 73	Neil's Harbour.
No. 82	West Ingonish.

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

LOCAL "NATURE" OBSERVATIONS.

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

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

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

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

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

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

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

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

PHENOLOGICAL OBSERVATIONS, CANADA.

(1903 SCHEDULE.)

For the year ending July, 1903.

Province **NOVA SCOTIA**, County..... District.....
 Locality or School Section..... No.....

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

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

	When First Seen.	When Becoming Common.
(WILD PLANTS, ETC.—NOMENCLATURE as in "Spotton" or "Gray's Manual").		
1. Alder (<i>Alnus incana</i>), catkins shedding pollen.....	104.3	114.2
2. Aspen (<i>Populus tremuloides</i>), ".....	118.8	121.4
3. Mayflower (<i>Epigæa repens</i>), flowering.....	102.3	111.6
4. Field Horsetail (<i>Equisetum arvense</i>), shedding spores.....	127.5	135.4
5. Blood-root (<i>Sanguinaria Canadensis</i>), flowering.....	125.3	136.5
6. White Violet (<i>Viola blanda</i>), flowering.....	121.3	127.9
7. Blue Violet (<i>Viola palmata, cucullata</i>), flowering.....	123.3	131.6
8. Hepatica (<i>H. triloba</i> , etc.), flowering.....	118.2	125.4
9. Red Maple (<i>Acer rubrum</i>), flower shedding pollen.....	126.2	131.8
10. Strawberry (<i>Fragaria Virginiana</i>), flowering.....	123.6	132.8
11. " " " fruit ripe.....	163	173.6
12. Dandelion (<i>Taraxacum officinale</i>), flowering.....	126.1	134
13. Adder's Tongue Lily (<i>Erythronium Am.</i>), flowering.....	133.5	138.9
14. Gold Thread (<i>Coptis trifolia</i>), flowering.....	131.2	137
15. Spring Beauty (<i>Claytonia Caroliniana</i>), flowering.....	123.5	128.2
16. Ground Ivy (<i>Nepeta Glechoma</i>), flowering.....	140.4	148.6
17. Indian Pear (<i>Amelanchier Canadensis</i>), flowering.....	140.5	145.1
18. " " " fruit ripe.....	196.9	206.9
19. Wild Red Cherry (<i>Prunus Pennsylvanica</i>), flowering.....	143.8	149.4
20. " " " fruit ripe.....	221.2	228.6
21. Blueberry (<i>Vaccinium Can. and Penn.</i>), flowering.....	141.7	149.1
22. " " " fruit ripe.....	185.8	221.4
23. Tall Buttercup (<i>Ranunculus acris</i>), flowering.....	148.4	154.6
24. Creeping Buttercup (<i>R. repens</i>) flowering.....	154.5	161
25. Painted Trillium (<i>T. erythrocarpum</i>), flowering.....	147.5	154.1
26. Rhodora (<i>Rhododendron Rhodora</i>), flowering.....	145.4	153.2
27. Pigeon Berry (<i>Cornus Canadensis</i>), florets opening.....	151.5	158.7

PHENOLOGICAL OBSERVATIONS—(Continued)

[Day of year corresponding to the last day of each month.]				When First Seen.	When becoming Common.
Jan. 31.	April 120.	July 212.	Oct. 304.		
Feb. 59.	May 151.	Aug. 243.	Nov. 334.		
March 90.	June 181.	Sept. 273.	Dec. 365.		
(For LEAP years increase each number except that for January by 1.)					
28.	Pigeon Berry (<i>Cornus Canadensis</i>), fruit ripe			208.5	220
29.	Star Flower (<i>Trientalis Americana</i>), flowering			150.5	156.7
30.	Clintonia (<i>Clintonia borealis</i>), flowering			152.9	158.7
31.	Marsh Calla (<i>Calla palustris</i>), flowering			159.5	164.8
32.	Lady's Slipper (<i>Cypripedium acaule</i>), flowering			159	164.2
33.	Blue-eyed Grass (<i>Sisyrinchium ang.</i>), flowering			160.3	166.7
34.	Twinflower (<i>Linnaea borealis</i>), "			167	171.1
35.	Pale Laurel (<i>Kalmia glauca</i>), flowering			150.4	157.8
36.	Lambkill (<i>Kalmia angustifolia</i>), "			168.2	174
37.	English Hawthorn (<i>Crataegus oxyacantha</i>), flowering			161.4	166.5
38.	Scarlet-fruited Thorn (<i>Crataegus coccinea</i>), "			157.4	163
39.	Blue Flag (<i>Iris versicolor</i>), flowering			170.3	176.7
40.	Ox-eye Daisy (<i>Chrysanthemum Leucanthemum</i>), flowering			166.6	174.7
41.	Yellow Pond Lily (<i>Nuphar advena</i>), flowering			163.9	170.8
42.	Raspberry (<i>Rubus strigosus</i>), flowering			164	170.9
43.	" " " fruit ripe			214.2	222.9
44.	Yellow Rattle (<i>Rhinanthus Crista-galli</i>), flowering			171.9	176.5
45.	High Blackberry (<i>Rubus villosus</i>), flowering			166.9	173.3
46.	" " " fruit ripe			241.3	244.8
47.	Pitcher Plant (<i>Sarracenia purpurea</i>), flowering			144.9	171.3
48.	Heal-All (<i>Brunella vulgaris</i>), "			172.2	176
49.	Common Wild Rose (<i>Rosa lucida</i>), "			178.6	183.4
50.	Fall Dandelion (<i>Leontodon autumnale</i>), "			168.5	174.7
51.	Butter-and-Eggs (<i>Linaria vulgaris</i>), "			168	183.2
52.	Expanding leaves in spring made trees appear green— (a) first tree, (b) leafing trees generally.			(a) 138.7	(b) 162.2
(CULTIVATED PLANTS, ETC.)					
53.	Red Currant (<i>Ribes rubrum</i>), flowering			142.8	148.8
54.	" " " fruit ripe			199.7	216.7
55.	Black Currant (<i>Ribes nigrum</i>), flowering			134.4	150.8
56.	" " " fruit ripe			210	219.9
57.	Cherry (<i>Prunus Cerasus</i>), flowering			147.5	153
58.	" " " fruit ripe			200	205.4
59.	Plum (<i>Prunus domestica</i>) flowering			151	157.6
60.	Apple (<i>Pyrus Malus</i>), flowering			151.8	159.6
61.	Lilac (<i>Syringa vulgaris</i>), flowering			162.1	168.1
62.	White Clover (<i>Trifolium repens</i>), flowering			162	168.9
63.	Red Clover (<i>Trifolium pratense</i>), "			160.8	167.7
64.	Timothy (<i>Phleum pratense</i>), "			174.7	178.6
65.	Potato (<i>Solanum tuberosum</i>), "			182.	160
(FARMING OPERATIONS, ETC.)					
66.	Plowing begun			113.2	124
67.	Sowing			128.9	134
68.	Planting of Potatoes			123.2	129.9

PHENOLOGICAL OBSERVATIONS—(Continued).

69.	Shearing of Sheep.....	129.3	139
70.	Hay Cutting.....	200.5	210.1
71.	Grain Cutting.....	246.1	263.1
72.	Potato Digging.....	266.1	275.8
(METEOROLOGICAL PHENOMENA.)		(a)	(b)
73.	Opening of (a) Rivers, (b) Lakes without currents.....	71.4	89.2
74.	Last Snow (a) to whiten ground, (b) to fly in air.....	116	130.7
75.	Last Spring Frost (a) "hard" (b) "hoar".....	140.2	158.1
76.	Water in Streams, Rivers, &c., (a) highest, (b) lowest.....	89.8	193
77.	First Autumn Frosts, (a) "hoar" (b) "hard".....	257.6	284.3
78.	First Snow (a) to fly in air, (b) to whiten ground.....	290.6	306.9
79.	Closing of (a) Lakes without currents, (b) Rivers.....	339.8	344.7
80.	Number of Thunder Storms (with dates of each).....		
	Jan. (1903) .. 1, Feb. 3, Mar. 2, Apr. 9, May 17		
 June 20		
	July (1902)..... 15, Aug. 18		
	Sept. 10, Oct. 23, Nov. 3, Dec. 2		

[Day of year corresponding to the last day of each month.]				Going North or coming in Spring.	Going South or leaving in Fall.
Jan. 31.	April 120.	July 212.	Oct. 304.		
Feb. 59.	May 151	Aug. 243.	Nov. 334.		
March 90.	June 181.	Sept 273.	Dec. 365.		

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

(MIGRATION OF BIRDS, ETC.)			
81.	Wild Duck migrating.....	85.9	302.9
82.	Wild Geese migrating.....	78.3	318.1
83.	Song Sparrow (<i>Melospiza fasciata</i>).....	84	
84.	American Robin (<i>Turdus migratorius</i>).....	78.7	
85.	Slate coloured Snow Bird (<i>Junco hiemalis</i>).....	81	
86.	Spotted Sand Piper (<i>Actitis macularia</i>).....	131.3	
87.	Meadow Lark (<i>Sturnella magna</i>).....	121.1	
88.	Kingfisher (<i>Ceryle Aleyon</i>).....	125.2	
89.	Yellow Crowned Warbler (<i>Dendroeca coronata</i>).....	137.5	
90.	Summer Yellow Bird (<i>Dendroeca aestiva</i>).....	138.1	
91.	White Throated Sparrow (<i>Zonotrichia alba</i>).....	116.4	
92.	Humming Bird (<i>Trochilus Colubris</i>).....	147.3	
93.	King Bird (<i>Tyrannus Carolinensis</i>).....	136.2	
94.	Bobolink (<i>Dolychonyx oryzivorus</i>).....	136.5	
95.	American Gold Finch (<i>Spinus tristis</i>).....	145.7	
96.	American Redstart (<i>Setophaga ruticilla</i>).....	133.3	
97.	Cedar Waxwing (<i>Ampelis cedrorum</i>).....	142.2	
98.	Night Hawk (<i>Chordeiles Virginianus</i>).....	128.6	
99.	Piping of Frogs.....	100	
100.	Appearance of Snakes.....	110.1	

The average dates (phenochrons) given above are the averages of the averages for each Region. The dates from July to December belong to the year 1902; those from January to June to the year to 1903.

REPORTS ON PHENOLOGICAL OBSERVATIONS

(Year ended June 30th, 1903.)

NOVA SCOTIA.

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

This year and last year schedules based on our form have been published and circulated in British Columbia by the Natural History Society of the Province, and in Denmark by school authorities. Botanical observations covering the principal quarters of Europe have been published for some years in the annual report of the "Gesellschaft für Natur- und Heilkunde" in Giessen, Germany,—for the last few years by Dr. E. Ihne of Darmstadt. Mr. Edward Hawley of the Meteorological Service in Great Britain has been doing similar work for the British Islands; and his report for 1902 is illustrated with phenochronic curves made up from annual dates—which we have been doing for some years. Our schedule is used in a few stations in each Province of the Dominion, the central and western provinces substituting the nearest allied western species for our exclusive eastern species.

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

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

CRITICAL NOTES BY THE STAFF OF PHENOLOGISTS.

REGION I—YARMOUTH AND DIGBY.

Principal A. W. Horner, Yarmouth.

OBSERVATIONS, 1903.

I am sorry to report only 45 schedules this year in place of 49 for the previous year; 14 from Digby county and 31 from Yarmouth county; 24 from Belt (A), 11 from Belt (B), and 12 from Belt (C).

ERRORS AND SUGGESTIONS.

1. *Alder*: One observer reports this plant first seen at 75, while another, at a distance of 4 miles, gives 133.
2. *Aspen*: Only reported in one schedule, and the date given is inaccurate.
3. Mayflowers found from March 4 to March 15 must be sports.
4. *Horsetail*: The dates given for this plant vary from 97 to 159.
- 6 and 7. One schedule reports the white violet as early as 95, while another gives the blue violet 88.
8. *Hepatica*: This plant is very rare, if found at all in Yarmouth county.
11. Strawberries found as early as 135, must ripen in places having conditions similar to those of a hot house.

12. *Dandelion*: Evidently some observers are confusing the plant with the *Coltsfoot*. Ask the pupils to bring the leaves of the Dandelions found the first of April.
- 14 and 29. *Goldthread* blossoms the first of May, whereas *Starflower* blossoms the first of June.
23. *Tall Buttercup*: Reported as late as 159.
24. *Creeping Buttercup*: Reported as early as 96.
27. *Pigeon Berry Flowers*: Reported as early as 128.
28. *Pigeon Berry*: Fruit ripe 152.
34. *Twinflower*: Surely no one has found this plant in blossom in May 1 or 11.
- 35 and 36. *Kalmia*: Many of the dates for these plants are not to be relied upon, especially for '35.

40. Common name for this plant has been misleading to some, as the date for Field Daisy is given as additional information. In some localities the name Ox-eye Daisy is given to a plant with yellow ray flowers and brown disc-flowers, *Rudbeckia*.

44, 48 and 51. These plants are found on every road-side, but are only reported in a few schedules.

I am glad to note a decided improvement in the dates given for 6, 7, 23, 24.

The dates given for the birds are not to be relied upon, with the exception of 81, 82, 83, 84, 85.

The Black Duck is a resident with us, so it may be seen at any time.

I have never seen the Bobolink in Yarmouth county. The same may be said of the Meadow Lark.

One observer reports Night Hawks March 12 or 71, another hears frogs February 28 or 59, another sees snakes March 3 or 62.

On the whole the schedules are very much better than those of the previous year.

44 schedules gave the day of the year and one the day of the month. If all the schedules had the dates exactly opposite the names of the plants, with a dash for each date omitted, the compiler would not have to do so much guessing. The st's, rd's and th's are unnecessary, nor is the name of the month required with the day of the year.

I wish to mention one peculiar average. Two dates were given from Belt A., for the closing of rivers, one 343, the other 47. Both these dates were reliable, but the average 195, or July 15, would be somewhat misleading.

REGION 11.—SHELBURNE COUNTY.

Principal C. Stanley Bruce, Shelburne Academy.

I beg to submit the following notes on Phenological Schedules, which I have just examined and compiled.

There were 15 schedules from Coast Sections, 7 from Low Inland and 3 from High Inland; 25 in all and an increase of 4 over last year.

No. 4. *Equisetum*, though abundant, had only two observers.

Nos. 5, 8, 13, 15, 31. Blood-root, Hepatica, Adder's Tongue, Lily, Spring Beauty and Marsh Calla have never been found in Shelburne county, so far as I know. I have been hunting for them for some years, but without success.

Nos. 23, 24. The Buttercup observations were more accurate than last year. But I am quite sure that if some teachers take the trouble to examine carefully what they call *R. repens* they will find it to be *R. bulbosus*.

No. 25. Trillium is becoming more widely known.

No. 29. One teacher reports Starflower 128. Probably a pupil found *Coptis*, and reported it as Starflower. The plants should always be brought to the school.

Nos. 35, 36. I am sure that 9 out of 22 observers have confused the *Kalmias*. It must be pure guess work—they couldn't make such mistakes with their books open.

Knowledge of the birds seems to be increasing. There were pretty accurate observations made by 13, of the birds mentioned in the schedule.

All but 2 of the teachers filled out the new 1903 schedule, and only 2 did not feel competent to convert the day of the month into the day of the year.

The fullness of many of the schedules and the general accuracy of the observations show the deep interest that both teachers and pupils are taking in this work.

REGION 12.—QUEENS COUNTY.

Miss Minnie C. Hewitt, Science Teacher, Lunenburg Academy.

Twenty-three observation schedules were sent in from Queens county, eight from the Coast belt, three from Low Inlands and twelve from High Inlands.

The observations show great care and accuracy on the part of the observers. Most of the teachers recorded over one hundred observations, and all gave the dates in the day of the year instead of the day of the month.

The only plants not noted were *Sanguinaria Canadensis*, *Hepatica triloba*, *Claytonia Caroliniana* and *Nepeta Glechoma*. *Erythronium Americanum* was noted by only one of the teachers. I was surprised to find that only seven recorded dates for *Chrysanthemum Leucanthemum* in the proper column, but on looking through the additional observations, I saw that seven others had noted "Daisy first seen" at dates which were correct for the Ox-eye. This seems to show that they did not know that the common white field daisy is called Ox-eye Daisy.

Many of the errors made are probably due to carelessness in changing the date, or in copying from the sheet on which the observations were first written; e. g.—opening of lakes, 177; cherry flowering, 144; fruit ripe, 140.

All but one reported the *Kalmias* correctly, but there are still a few who mistake *Alnus viridis* for *Alnus incana*.

One teacher, instead of noting under the heading, "Other Observations and Remarks," that she had heard the piping of frogs and seen snakes for the last time during the season, noted them as going south or leaving in fall.

REGION II.—LUNENBURG COUNTY.

Principal Burgess McKittrick, B. A., Lunenburg Academy.

The two districts of Lunenburg county sent in sixty reports. These were arranged in three belts: Coast 26, Low Inlands 7, High Inlands 27.

The majority of these observations have been carefully made and are generally accurate. Several schedules were nearly complete and in neatness and correctness reflect credit upon the observers. One young lady (Miss B., Section No. 103) besides giving a very full and correct list of plants, reported all the birds named in the schedule, except No. 89, Yellow Crowned Warbler (*Dendroeca coronata*), and added in the margin thirty others. She has made a special study of birds during the past two years and is a good authority upon that subject. Fifty-two teachers gave the "year day," and all did so correctly. A few neglected to fill in the blanks at the top of the schedule. Teachers should never forget to give the compiler their own names, as well as the name and number of the school section.

I am glad to say that errors are becoming fewer each year. Schedule work requires very great care in copying figures, as mistakes are so easily made. The following list contains the most striking errors noted:—

No 1. Alder (*Alnus incana*) shedding pollen 145 (May 25). Others gave dates for this shrub ranging from 120 to 140. Observers should note that two species of alder—*A. incana* and *A. viridis*—are found in this county. The former sheds pollen early, about 90 to 110; the latter, at least a month later.

8. *Hepatica*.—Very few report this lovely spring flower. It grows abundantly above Bridgewater. Will the teachers in that locality report it next year? Look for it, with its beautiful blue flowers, about the same time as the Mayflower.

9. *Acer rubrum*.—This is reported entirely too early. Probably the red buds on the trees were accepted as blossoms. The red maple will not be found shedding pollen before the first week in May.

15. *Claytonia Caroliniana*.—I do not know whether Spring Beauty is found in Lunenburg or not. Will all our teachers look for it next spring and report?

26. *R. Rhodora*.—Very few observed *Rhodora*, though it is very conspicuous by its purplish-pink flowers in all our swamps during May.

39. *Iris versicolor* was omitted from the schedule but correctly given on the margin as Blue Flag.

40. *Chrysanthemum Leucanthemum* was not recognized as Ox-Eye-Daisy but given on the margin as Field Daisy.

47. Pitcher Plant (*S. purpurea*) was reported too early. The bud was evidently given instead of the flower. Observers should see that the stamens are shedding pollen before reporting the plant as becoming common.

50. Fall Dandelion (*Leontodon autumnale*) is reported too late. It is common in June.

51. Butter-and-Eggs (*Linaria vulgaris*) is not reported. It is very common about old places, but does not flower until July.

REGION III.—ANNAPOLIS AND KINGS COUNTIES.

Principal Ernest Robinson, Academy, Kentville.

Most reports show that the observers are careful. It is to be regretted that a number of the most common plants as *Hepatica triloba*, etc., are not reported at all. It seems hardly possible that the observers don't know these plants by sight.

A number of "just ripe" observations were astray. The Cornwallis river is certainly not the nearest stream to Medford, Kings Co.

A district in the valley, and at the foot of the South Mountain, could not have a general slope towards the north.

The correct filling out of questions at the beginning concerning location, slope, etc., is a great help to the compiler, and often explains some seeming contradiction in the report.

REGIONS IV AND VI.—HANTS, COLCHESTER AND CUMBERLAND SLOPING TO THE COBEQUID BAY.

J. E. Barteaux, Science Master, Academy, Truro.

I have carefully examined the schedules sent in from Regions four and six, which sent sixty-one and forty-four respectively. The observations on the whole seem to have been carefully and accurately made. Some, especially in Region six, record the day of the month instead of the day of the year. These receive but little attention from the compiler.

The reports on the migration of birds are of little value—dates from adjoining sections differing as much as seventy-five days. This is no doubt due to a number of causes, the chief of which, I believe, is the failure of the observer to note the first appearance of the birds.

I desire to call the attention of observers to *Rhodora*, *Pale Laurel* and *Lambkill*, over which there seems to be much confusion, due, no doubt, to the fact that in many places *Rhodora* is popularly, though not incorrectly called "Lambkill" or "Sheep Laurel."

Comparatively few report *Rhodora*; this seems peculiar, seeing that the plant occurs so commonly and is of such striking appearance, blooming, as it does, early—about May 24th.

Lambkill is reported by a greater number, but fully sixty per cent. are incorrect. This plant may be found side by side with *Rhodora* but does not come into bloom till the last of June.

Pale Laurel is reported nearly as many times as *Lambkill* but more than eighty per cent. are clearly errors. The flower of this plant closely resembles that of *Lambkill*, but the leaves of the two plants are strikingly different. It is much less likely to be observed than either of the foregoing, growing as it does in dense swamps. If observers will consult any key to the flora of this region for a description of these plants they will in future make no mistakes by confounding them.

REGION V.—HALIFAX AND GUYSBORO COUNTIES.

Principal G. R. Marshall, Richmond School, Halifax.

Several observers used old report sheets on which the numbers were different from those on the sheets for 1903, and gave the compilers a great deal of extra labor.

A number of persons did not grant the request made last year, that they put a dash where no observation was recorded so that there would be no uncertainty as to the line to which the date belonged. We are grateful to the many who did as we suggested and we hope all will do so next year.

Observers are again requested to make their figures plain. A few dates were given in hieroglyphics with which we are not acquainted.

A number of observers reported the date on which planting was begun in autumn. Please report the date on which it was begun in the spring.

We would caution reporters to guard carefully against slips. In most cases a compiler cannot distinguish a slip and a mistaken observation. However, reports of thunder storms in August on the 125th and 139th days of the year must be slips.

REGION VII.—CUMBERLAND AND COLCHESTER COUNTIES.

Principal E. J. Lay, Academy, Amherst.

My first impression in summarizing the nature observations for the year 1903 is that they show evidence of improvement over those of former years. The observations are more numerous, and I think more correct. The defects noticed I must mention, however, in order that they may be guarded against in the future. In many instances while "when first seen" is probably correct, there is no pains taken to secure accuracy in "when be-

coming common." Some have a regular addend of five days to the former, others seven, and one observer simply added two, and another one. Of course in those cases the second date was not taken into account in my summary.

Other evidences of palpable carelessness are as follows:—

In one sheet we have Red Maple, Spring Beauty, Ground Ivy, Wild Red Cherry, Painted Trillium and Star Flower, all coming in bloom together, 140, and all becoming common, 145; Pale Laurel, High Blackberry and Raspberry, all 145. One does not feel like trusting this young lady observer in any of her dates.

Again, another young lady, in a section most exposed to the rigors of our northern latitudes, was fortunate enough to experience the last hard frost of spring on the 91st day, and the last hoar frost, 111, while the first hard frost in autumn was 350. Another had Red Maple and Strawberry 131. Another had Strawberry in bloom before the Red Maple. Another has Blue Violet April 24th and Cherry May 1st, while the Humming Bird was a month ahead of time. Another in an inland section found the last spring hard frost June 24th. Another found the Blueberry in blossom 140, but Amelanchier not till 176. Another, Spring Beauty 73. It would be interesting to know what this "Spring Beauty" really was.

Other errors there were, but not so culpable, because they proceeded from ignorance of the meaning of the question asked, or through mistaking one plant for another. For instance, the not knowing exactly what is meant by "shedding pollen," or rather not being able to distinguish the first evidence of it, led many to give dates for observations 1, 2 and 4 from a fortnight to a month late. In one belt these had to be crossed out. *Rhododendron* is still confounded with *Kalmia angustifolia*, for in numerous instances where there was no date given for the former what would be its approximate date was given for the latter. *Rhododendron* was confounded with *K. glauca* as it evidently was, the error was hard to detect. I suspect that few of the observers know *K. glauca*. Strange as it appears many are in error about such common plants as those of Nos. 42 and 45, and equally strange that so few know *Brunella*. That *Rosa lucida* has so few dates is owing to the fact of its not being very prominent until vacation. I still think it is wrong to average the first sight of birds. The earliest reliable date given should be taken, in my opinion, for the correct date, for a whole country side is visited at the same time, but one section has not so good an observer as another. For instance, observer sees Wild Geese, 60, and four others lie between that and 65, while a belated individual, within rifle shot almost of the first, does not hear the familiar "honk" until 115. The results are averaged and we tell that the Wild Geese began to arrive 74. The appearance of such visitors do not betoken climate differences in different sections of the Belt as the appearance of these flowers does.

The average of 69 and 72 do not give correct information, as these depend in many instances on prejudice, or custom, or in the first, even of superstition. In one Belt for instance one man shears his sheep, 100, another 149, six weeks apart.

Another evidence of improvement is the more general use of the year, for the month day, and the great number of observations made outside of the ones on the schedule. Notable among these are Miss Colburn of Collingwood, Miss Margaret McConnell, of Mill Brook, and Miss Winnifred Barclay, of Tatamagouche; while Miss Charman, of Wallace, can always be relied upon as accurate in her observations. It may be a help to some who read this that *Populus* is often called "Popple"; *Acer Rubrum*, "White Maple"; "Gold Thread", "Snake Root"; Adder's Tongue, "Dog Tooth Violet"; Indian Pear, "Wild Plum"; Rhodora, "Wild Honeysuckle"; Clintonia, "Cow Cabbage"; Lady's Slipper, "Procession Flower"; Yellow Rattle, "Rattle Grass"; Pitcher Plant, "Indian Spoon". I mention these for two reasons; first, I find the second name often given in the appendix to the schedule, while the first name has a blank space opposite; and second, that as this was my own boyish nomenclature, so it may prevail in many parts of the country still.

REGION VII.—PICTOU AND ANTIGONISH COUNTIES.

W. P. Fraser, Science Master, Academy, Pictou.

A report on the schedules of this Region for last year, 1903, was published in the October "Journal of Education." In that report the errors commonly found in the schedules were fully discussed, consequently these notes will be brief and general. Observers should read carefully Mr. Robinson's report in the October "Journal" of 1903.

The observations seem, with a few exceptions, to have been carefully made. It may be well, however, to note a few mistakes for the sake of beginners.

The Mountain Alder (*Alnus viridis*) has often been mistaken for the common Alder (*Alnus incana*). In the latter the catkins shed their pollen before the leaves appear, in the former the flowers open with the leaves.

A number of observers fail to distinguish the following:—

The Gold Thread and the Star Flower.

The Pale Laurel, the Sheep Laurel and the Rhodora.

Observers should be careful that the correct species is noted for Painted Trillium, Yellow Clintonia, Lady's Slipper, Adder's Tongue, Lily and the Hawthorns.

Only a few observers report the following:—Field Horsetail, Aspen, Blood Root, Ground Ivy, Rhodora, Marsh Calla, Pale Laurel, Yellow Pond Lily, Pitcher Plant, Heal-all, Wild Rose, Butter and Eggs, Timothy, Potato, Hay Cutting, Grain Cutting, and only one or two record the dates of the ripening of the fruits.

Hepatica is reported from Antigonish. It occurs also at Hopewell, Pictou Co.

The dates of the migration of the birds, except in the case of the Robin and the Humming Bird vary greatly. The Kingfisher and the Night Hawk (commonly called the Mosquito Hawk) must be generally known, yet few report these birds, and some of the dates given are incorrect. Evidently the birds are not well known.

The "Piping of Frogs" and "Appearance of Snakes" have been accurately recorded. A number of additional observations were recorded, many of which are interesting. These should be encouraged. A few mistakes occur.

Cornus Florida is reported; probably some other species is mistaken for this.

The flowering of Witch Hazel is recorded as 126. It blooms in the fall.

Wild Hydrangea should not be introduced as a common name for *Viburnum Jantanooides*.

The appearance of butterflies is noted by several observers, but only one names the species.

Two observers state that the local name of the Elder is "Boultery," doubtless a corruption of the Scotch name "Bourtree."

Should beginners find difficulty in classifying the plants on the list the compiler will be glad to aid if the plants are sent to him in such condition that they can be identified.

REGION IX.—RICHMOND COUNTY.

Principal Geo. W. McKenzie, B. A., Public Schools, Sydney Mines, C. B.

Considering the number of observers engaged the observations made were fairly accurate.

In the observation of plants *flowering* it is quite evident that many are made, not through any scientific study of the plants, but are recognized by their common name. This is perhaps as intended; yet even with that it is almost certain that plants not having a flower which any person can recognize as such, are wholly unobserved.

Some of these are the most common: as Nos. 1 and 2. The non-observation of these plants is to be regretted for two reasons:—First, the Alder catkins are out so much earlier than almost any other plant that it can be thoroughly studied before the season when so many plants flower that their study becomes crowded. Secondly, it opens up for the pupil the study of many plants which seem uninteresting, which often study become full of interest. Nothing is more stimulating to a pupil than the opening of a beautiful field which seemed barren to him before.

* * * * *

I do not wish these comments to be published on this occasion, for I purpose writing to a large number of the teachers in Richmond County, offering them some suggestions. With what knowledge they have already they certainly would do better could they be persuaded to try.

REGIONS IX AND X.—CAPE BRETON, VICTORIA AND INVERNESS COUNTIES.

Loran A. De Wolfe, M. Sc., Science Master, High School, North Sydney.

I have completed the examination of the phenological observations for the counties of Inverness, Cape Breton and Victoria. Though the number of reports sent in was exceedingly small they fortunately were well distributed over the area represented. There were 12 schedules for Inverness, 9 for Cape Breton 4 and for Victoria. I have accordingly tabulated all of these, rejecting only the particular observations which were obviously wrong.

Out of the 25 papers sent in, all but two recorded the day of the *year*, thus showing that teachers do read the instructions given each half year in the Journal of Education. Mistakes continue to creep in, but they are growing fewer. In the case of rare plants errors are not surprising. Carelessness, however, is the only cause one can well ascribe to errors in such common plants as the White Violet. There was scarcely a record of this flower that was not too late. In most cases it was reported as late as, or later than the Blue Violet. I think, however, that facts will not bear out such a conclusion.

Equal carelessness is shown in other common plants. For example, Red Currant and Black Currant are reported as flowering on the same-date. Also, Apple, Cherry and Plum

come together. While these plants may all flower at nearly the same time, could not a little closer observation decide that one was a day or two earlier or later than another? Children sometimes report that "apples, cherries and plums have been in bloom over a week," and the teacher counts back eight or nine days to record the date. Such a record is not worth much.

I fear too many teachers have never learned what pleasure it is each night after school to go for a long walk through the woods and fields, by the brook or the lakeside, and observe for themselves the advance of vegetation and the appearance of the birds. A short talk about this trip next day in school may stimulate a few of the pupils to go on similar excursions, until at last the whole school would be a band of enthusiastic observers. When the grass is too wet for trips to the woods there is ample opportunity to observe cultivated products and farm operations. On such excursions, the teachers and pupils who have read the phenological reports for the last three years will be able to correct or avoid the errors against which they have been warned—in many cases repeatedly warned.

Following are some of the more serious mistakes in the schedules I have examined this year:—

1, 2, 4 and 5 have only a few observers and these are generally too late. 6 I have spoken of. 9 reported shedding spores March 15th. 14 and 29 still mistaken for each other. I found in my own school that Gold Thread was locally known as "Morning Star," and Star Flower as "Evening Star." 21 flowering, usually too late, owing probably to infrequent walks for observation. 26, 35 and 36 are still confounded with one another in spite of all that has been written in recent numbers of the JOURNAL. 27 Pigeon Berry flowering June 8th, fruit ripe June 9th. 42 Raspberry flowering varies from May 18th to July 6th. 48 reported five weeks too late, probably a mistake in counting the day of the year. 47 a month too early. 50 ranged from June 2nd to July 28th. Everyone should know it by the name "August Flower." Grain Cutting first seen Oct. 2nd. Potato Digging first seen Nov 16th. Fall Plowing reported instead of Spring Plowing. The Meteorological Phenomena and the Migration of Birds show more conflicting results than do the botanical observations. "Water in streams highest" reported Dec. 6th, Dec. 17th, April 18th and May 1st. Closing of Lakes ranges from Oct. 8th to Jan. 26th. Closing of Rivers Dec. 5th to Dec. 20th. Rivers opening June 7th. Last snow to whiten the ground June 11th.

In one case Closing of Lakes was earlier than the earliest hard frost. Another report gives "Last snow to whiten the ground" later than "Last snow to fly in the air." This was probably a mistake in copying.

Some have rivers closing earlier than lakes, and hard frost earlier than hoar frost.

A few observations of birds were correct, but many were very far astray. The Summer Yellow Bird has been called the Goldfinch. Wild Ducks are reported going north July 11th. Kingfisher Feb 18th. Redstart March 21st. Night Hawk March 12 to June 29th. Appearance of Snakes Feb. 20th to June 12th. The Junco is correctly reported as additional information under the name "Bluebird." So far as I am aware, the real Bluebird (*Sialia sialis*) never comes so far north. "Grey Birds" are also reported, but when we consider the different kinds of sparrows that live with us or visit us, the general term "grey bird" is of very little use. Some teachers have acquired the habit of filling in the columns "first seen" and "becoming common" with dates about four days apart. This habit clings to them when recording bird migrations, hence the column "Going South in Fall" has a date a few days later than "Going North in Spring." It is, I suppose, intended for "becoming common," but no such column is found here.

It will be seen, therefore, that there is still room for improvement. Out of the first 52 numbers on the schedule the only ones generally and correctly reported are 3, 7, 9, 10, 11, 12, 14, 19, 39 and 40. Where any particular plant had only one observer, if this showed evidence of being correct I have tabulated it as an average. With more observers, however, the results would have commanded more confidence.

In justice to the few who were awake to this nature work, I must give a list of observations made additional to that asked for in the schedule.

They were as follows:—Swallows (very generally observed). Mackerel and Salmon fishing begun. Bees, Wasps, Butterflies first seen, Loon, Yellow Hammer and Purple Finch. The first firefly. Young robins and sparrows. The flowering of Elder, Yellow Violet, Fly Honeysuckle, Dew Berry, Labrador Tea, Willow, White Blueberry, Cinquefoil, Meadow Sweet, Smilicena, Speedwell, Early Crowfoot, Parsley, Mullein, Gooseberry, Turtle Head, Witch Hazel, Twisted Stalk, Oxalis, Small Evening Primrose, Shepherd's Purse, Sheep Sorrel, Chokecherry, White Water Crowfoot, Yellow Clover, Cat Tail, Sarsaparilla and Wintergreen.

Bluets, Dwarf Cornel and Spring Beauty were reported additional instead of in their proper place in the schedule. "Grass turning green" also reported.

As a suggestion, would it be advisable to insert Labrador Tea (*Ledum latifolium*) in place of *Kalmia glauca*? It grows in similar localities, but its white flowers will prevent its being mistaken for Lambkill or Rhodora as *K. glauca* now is. It is widely distributed and should be well known.

So far as the birds are concerned, the dates are more liable to be too late than too early, especially with those frequenting the woods, as they may be here some days before seen. The only way a date can be too early is by mistaking one bird for another. No doubt many dates already recorded are wrong. If the dates so far as known were published in the Journal they would be guides for one to know when to look for a given bird and therefore corroborate or correct the date already published. For instance, one may observe a Redstart June 1st, but would not know whether the bird had been here a month or had just arrived. Such a person would probably not report it at all, rather than report an absurd date. If now he could turn to some record of previous years he may find that his report at the present time would be of some value.

[In the Report of the Botanical Club of Canada 1902-1903, had you noticed in addition to the mistake pointed out by Mr Horner last year, a mistake in *Kalmia glauca*? The average there is 200 owing to a misprint under Annapolis and Kings.]

ROBINSON'S HAWTHORN.

The description of this Hawthorn, new to science, is given below, not merely out of compliment to Mr. C. B. Robinson, who, up to last fall, was one of the most active of our phenological staff, or out of compliment to the Pictou Academy, in which he was science master when the discovery was made; but for the purpose of making the character of the tree known, and showing the points deemed necessary to specify in order to differentiate it from the other hawthorns.

Mr. Robinson, while pursuing some studies in Columbia University last winter, was also in charge of special work in the New York Botanical Garden, Bronx Park. He has just been appointed to take charge of some work in connection with the herbarium containing the collections from the Philippine Islands, which may occupy him for years and require his visitation of the orient. A few years ago Mr. Robinson, then a graduate of Dalhousie, with honors, and one of our best botanists, interrupted his pedagogical career in the Pictou Academy by taking a special two years course, mainly bearing on botany, in the University of Cambridge, England.

The description following is given in *Rhodora*, Vol. V., p. 184, July, 1903, by Professor C. S. Sargent, of Harvard University, director of the great Arnold Arboretum near Boston, the greatest authority on the trees of North America, for which monumental work he is ranked among the great botanists of the world.—A. H. McK.

CRATAEGUS ROBINSONI (NEW SPECIES).

“Leaves obovate, acute or acuminate, gradually narrowed from above the middle and cuneate at the entire base, finely and often doubly serrate above, with straight or incurved teeth tipped with bright red glands, and slightly divided into 3 or 4 pairs of short acute lateral lobes; when they unfold conspicuously plicate, light yellow-green and covered above with short shining white hairs and glabrous below, about one-third grown when the flowers open, and at maturity thin and firm in texture, dark yellow-green and lustrous on the upper surface, paler on the lower surface, about 4-5 cm. long, 3-4 cm. wide, with very slender midribs and thin primary veins extending obliquely to the points of the lobes; petioles slender, grooved, more or less wing-margined toward the apex, glandular with minute dark red glands, 1.5-1.8 cm. in length. Flowers 8-10 mm. in diameter on short slender pedicels, in compact mostly 6-7-flowered thin-branched sparingly villose compound corymbs; bracts and bractlet linear, acuminate, bright red, mostly deciduous before the opening of the flowers; calyx-tube narrowly obconic, light green, the lobes narrow, red at the acuminate apex, tipped with bright red glands, finely serrate or nearly entire, pubescent on the inner face, reflexed after anthesis; stamens 5-7, usually 5; anthers large, magenta; style 2-4, usually 3. Fruit on bright red elongated glabrous pedicels in drooping clusters, oblong to slightly obovate, full and rounded at the apex, gradually narrowed to the base, bright scarlet, lustrous, marked by occasional large dark dots, about 1 cm. long, 7-8 mm. wide; calyx prominent, with a short tube, a broad deep cavity and reflexed and closely appressed lobes pubescent on the upper surface, usually persistent; nutlets generally 3, thin, acute at the ends, prominently ridged on the back with a broad often grooved ridge, the ventral pits broad but shallow, about 6 mm. in length.

"A shrub or small tree sometimes 3 m. in height with a slender stem occasionally 1 dm. in diameter, covered with ashy gray bark scaly toward the base, slender erect branches and thin nearly straight branchlets marked by a few large pale lenticels, light orange-green when they first appear, bright red or red-brown and lustrous during their first and dark gray-brown during their second year, and unarmed or sparingly armed with short stout light chestnut-brown shining spines. Flowers during the first week of June. Fruit ripens early in October.

"NOVA SCOTIA. Loch Broom, near Pictou, *Isabelle McCabe*, June and October, 1902; Rustico, Pictou County, *C. B. Robinson* and *Florence Scott*, June, 1902.

"One of the most distinct of all the species belonging to this difficult group and well characterized by its small thin nearly glabrous leaves with very slender midribs and veins, small flowers with few stamens, oblong or obovate fruits, and by the unusually shallow cavity on the ventral faces of the nutlets. Received with numerous other forms of northern Nova Scotia from Mr. C. B. Robinson, Science Master of the Pictou Academy, for whom it is named."

TO THE SCHOOLS OF NOVA SCOTIA.

The following three communications from (I) the Halifax Branch of the Navy League of the British Empire, (II) the Imperial order of the Daughters of the Empire, Toronto, and (III) the League of the Empire, London, England, are published here in order to put each teacher and pupil in the Province in a position to be able to communicate with either or all, as may be desired. The address of the officers in charge of each organization is given, so that communications may pass directly without imposing any further correspondence on the Education Department, which is thus signifying its approval of the objects and methods of each of these patriotic and practical educating organizations. The correspondence is likely to be a personal advantage to pupils engaging in it, and a general advantage to our country and institutions.

I.

HALIFAX BRANCH OF THE NAVY LEAGUE.

A PRIZE ESSAY.

The Halifax Branch of the Navy League is offering an annual prize—probably a medal—for the best essay on some subject bearing on the British Navy. The essays are to be written by those attending the public schools, the principal or teacher of each school selecting the best in the local competition for transmission to the Honorary Secretary before the first day of August. The competition will be open to all pupils in the public schools of the Province, who are fifteen years of age and over. The length of the compositions is recommended to be at least twelve hundred words and not to exceed fifteen hundred.

The subject for 1904 will be, "The British Navy and its Value to Canada."

The Honorary Secretary to whom the Essays are to be sent for transmission to the committee of examiners, will supply any further information which may be necessary. His address is,

A. DEB. TREMAINE,
 Honorary Secretary,
 Navy League,
 Halifax.

P. O. Box 572.

The third edition of the *Navy League Wall Map of the World* has just been published by W. & A. K. Johnston, of Edinburgh and London. A reduction of this map, 15x21 inches, mounted on linen and folding into a book cover 3 $\frac{1}{4}$ x5 $\frac{1}{4}$ inches, is sold at one shilling—30 to 35 cents in Nova Scotia, probably.

II.

THE IMPERIAL ORDER OF THE DAUGHTERS OF THE EMPIRE AND THE CHILDREN OF THE EMPIRE (Junior Branch),

IN ALLIANCE WITH

THE VICTORIA LEAGUE, LONDON, ENGLAND; THE NAVY LEAGUE, ENGLAND; THE GUILD OF LOYAL WOMEN, SOUTH AFRICA.

(A Bond of Union among the Daughters and Children of the Empire.)

OFFICERS :

- President*—MRS. NORDHEIMER, Glendyth, Toronto.
- First Vice-President*—MRS. MACMAHON, 52 Spadina Avenue, Toronto.
- Second Vice-President*—MRS. H. S. STRATHY, 71 Queen's Park, Toronto.
- Secretary*—MISS NINA CLARKSON, 212 Manning Chambers, Toronto, Tel. Main 5174.
- Hon. Secretary*—MRS. R. E. A. LAND, 138 Bedford Road, Toronto.
- Hon. Treasurer*—MRS. JOHN BRUCE, 37 Bleecker Street, Toronto.
- Standard Bearer*—MISS MACDONALD, 354 Wellington Street, Toronto.

Toronto, March, 1904.

DEAR SIR,—As you probably remember, the Canadian Government a year ago offered prizes to the different Colonies in South Africa for the best essays on Canada, written by school children, and the schools in South Africa were much interested in the scheme, and many interesting essays were written and sent in.

The Guild of Loyal Women, South Africa, desire to make the same offer to Canadian children, and they have asked us, The Imperial Order of the Daughters of the Empire, to act as their representatives in laying the matter before the Minister of Education in Canada.

They desire to offer a silver and a bronze medal for the two best essays on South Africa, to be competed for by Canadian children not older than sixteen, no essay to exceed 1,000 words, and all to be sent in by the 1st of June, 1904, to the head office of The Imperial Order of the Daughters of the Empire, Toronto. The essays will be submitted to a council of men, and the decision announced as soon as possible.

We earnestly hope you will kindly instruct your Department to lay this matter before the teachers in your Province, and we beg that the plan may have your warm sympathy and approval, feeling, as we do, that such an exchange of essays must help to promote that intimate knowledge which must prove the surest basis of union in our great Empire.

Trusting this scheme may have the honor of your approval and co-operation, I beg to remain,

Yours sincerely,

EMMA STRATHY,
 Con. Children of Empire.

III.

LEAGUE OF THE EMPIRE.

Memorandum, January, 1904.

The objects of the League are to inspire personal and active interest in the Empire as a whole, and to promote educational and friendly intercommunication between its different parts. For the furtherance of these objects the League has issued certain Reciprocal education schemes. The schemes deal principally with the affiliation of schools throughout the Empire: (a) for friendly intercourse and interchange of information; (b) for purposes of common work or for exchange of school work and specimens; and (c) for procuring statistics regarding the methods and standards of work and conditions of life in different parts of the world. The schemes have been developed after careful investigation. They are directed by committees of experts and are accepted by Ministers of Education in all parts of the Empire. Through the affiliation of school to school for educational exchange it is proposed that, without any burdening of the school curriculum, teachers and pupils may obtain such comparison as is necessary for the scientific estimation of their own work. The schemes already issued are—Descriptive Letter-Writing Scheme, with or without maps of the school neighborhood, Photographic Scheme, Nature-Study Scheme, The History Scheme and School Museum Scheme will be issued shortly.

(1)

DESCRIPTIVE LETTER WRITING.

Memorandum regarding the First Year's Intercourse between British and Colonial Schools.

Although, judging from suggestions received both from British and Colonial schools, it would seem probable that a wider range of educational exchange may be desired, the League is advised that the first year of affiliation between schools may well be devoted to the opening-up of friendly intercourse and to the acquirement of knowledge of each others' surroundings and conditions. The League suggests this object may be best attained through the medium of descriptive letter-writing. To give sustained interest, however, to this form of exchange, it is proposed that some consecutive plan of correspondence should be adopted. A map of the school neighbourhood, drawn up by the scholars themselves, in which are noted physical features, soil, crops, interesting buildings, historical sites, local industries or conditions, would suggest many schemes suitable for the purpose.

Regarding all its schemes, the League submits that extra work for the schools is deprecated; what is advocated is that certain portions of the school curriculum may well be applied to a larger use. With respect to its scheme of descriptive letter-writing, all that the League proposes is that the weekly composition hour may be put to a more serviceable purpose, and that, where convenient, certain other subjects may be brought into correlation with it. A higher educational value is obtained from composition when the subject dealt with is prepared for by the teacher and where it has been assimilated by the children. This may be effected when other subjects undertaken in the schools (such as object-lesson, map drawing, brush work or collection of specimens) are brought into correlation with the work of the composition hour.

Other schemes already adopted by schools in connection with the League are the Photographic Scheme and the Nature Study Scheme. Schools affiliated to schools in different countries of the Empire are, however, always free to make their own arrangements as to exchange either of school work or of specimens of school museums.

(2)

PHOTOGRAPHIC EXCHANGE SCHEME FOR LINKED SCHOOLS, 1904-5.

Suggestions:

1. That the League shall further the linking together of British and Colonial Schools for the exchange of sets of photographs of their school exhibitions and museums.
2. That all sets of photographs sent between linked schools shall become the property of the school to which they are sent.
3. That any one or more of the enclosed subjects may be taken as the basis of the exchange.
4. That a school may choose any number of subjects, but the number of photographs in each subject shall not exceed twelve.

5. That at least half the photographs in any class shall be not less than half plate size (4½ in. by 6½ in.), whether enlargements or direct prints.
6. That all photographs shall be mounted and have the sender's name and the subject clearly indicated.
7. That schools be invited to lend the best sets of photographs which they have received, together with copies of those they sent, for a general exhibition in London of the schools of the Empire.

SUBJECTS FOR PHOTOGRAPHIC EXCHANGE.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. School Buildings and Grounds. 2. School Games. 3. School Life and Customs. 4. School Portraits (groups and prominent individuals). | <ol style="list-style-type: none"> 5. Architectural Subjects within reach of the School. 6. Landscapes within reach of the School. 7. Holiday Scenes and Holiday Pursuits at Home. 8. A Holiday Away from Home. |
|--|---|

Hon. Sec. B. L. S. IRVING, Esq., Winchester College.

(3)

SUGGESTED NATURE-STUDY SCHEME FOR LINKED SCHOOLS, 1904-5.

A copy of this scheme was given in the Journal of Education Oct., 1903. Further copies may be obtained (by kind permission) from the Education Office, Halifax, or from the Hon. Sec. League of the Empire, 11 Dartmouth St., Westminster, London, S. W., England, to whom all forms of application for the affiliation of schools in different parts of the Empire should be sent.

SCHOOL MUSEUMS.

The League will further issue a series of papers on the formation of School Museums and will arrange for interchange of specimens between schools in all parts of the Empire. The directors of the leading state museums of the different countries are being asked to join the following Museum Committee and to contribute papers on the subject.

SCHOOL MUSEUM COMMITTEE.

- Supported by Professor RAY LANKESTER, LL. D., F. R. S. (British Museum); Lieut.-Col. G. T. PLUNKETT, C. B., R. E. (Director, Science and Art Museum, Dublin).
 Professor DUNSTAN (Director, Imperial Institute). T. B. SOWERBY, Esq. (Sec., Royal Botanic Society).
 F. A. BATHER, Esq., D.Sc. (British Museum). R. HEDGER WALLACE, Esq.
 R. T. SCHARFF, Esq., Ph.D. (Dublin Museum). E. HOWARTH, Esq. (Museum Sheffield).
 And others.

(Scheme of Papers to be issued Shortly.)

EXHIBITIONS IN SCHOOLS.

The League suggests that on Empire Day an exhibition may be held by each school or by groups of schools in connection with the League of such things as have been received in exchange from linked schools during the year in conjunction with specimens of the school work. The exhibition may consist (1) of the time-tables of the schools in correspondence, (2) of all school work and the articles received in exchange from these schools—viz., the best letters or essays received—the best maps of the school neighbourhood of each school corresponding, historical and other maps and charts—of nature study calendars—news calendars—note books—holiday diaries (all, if possible, illustrated)—the life story of a flower (illustrated by brush-work or specimens)—the life story of an insect (illustrated by specimens in different phases of its life)—the girls' needlework—of postcards—stamps—photographs received—of art, or technical exchange work—of card, or other kindergarten work—of museum specimens received.

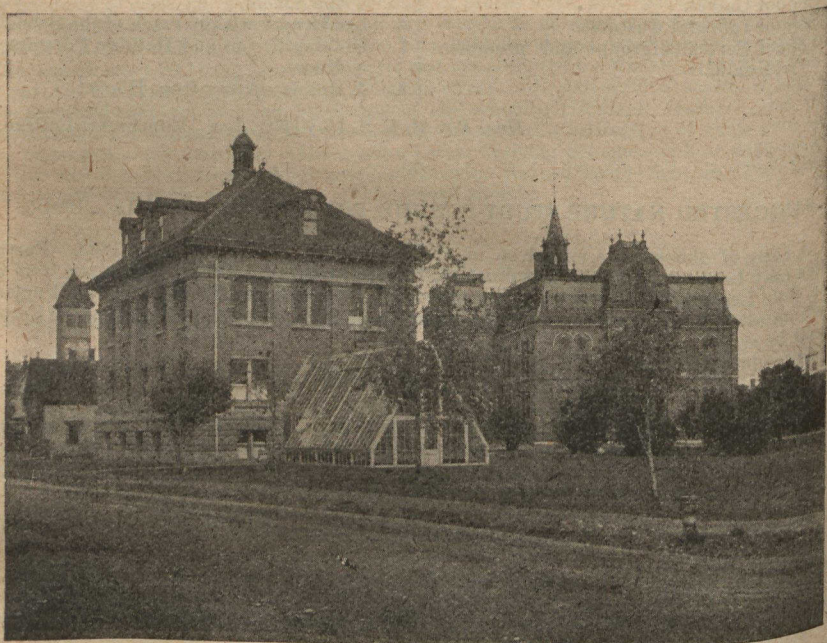
It is desirable that the master or mistress shall give a short account of the comparative standards and methods of work of the linked schools, as illustrated by their own time-tables and contributions, and shall note from year to year the progress and development of the corresponding schools compared with the work of the home school.

The League suggests that members of the Council and managers of schools, as well as friends, shall be invited to be present at the exhibition.

It is further proposed that such things received from linked schools as are not required for the school museum shall be distributed amongst the children of the school.

The Council of the League and its Federal Committee, sitting in London, are composed of representative members from all parts of the Empire. In Canada the League is in close co-operation with the Imperial Order of the Daughters of the Empire.

All information may be obtained from Mrs. Ord Marshall, Hon. Sec. Federal Committee, 11 Dartmouth St., Westminster, S. W., London, England.



**PROVINCIAL NORMAL SCHOOL,
TRURO, N. S.**

DAVID SOLOAN, B. A., *Principal, Principles of Pedagogy and Language, History and German.*

JOHN B. CALKIN, A. M., *Emeritus Professor of Psychology and Pedagogy.*

JAMES B. HALL, PH. D., *Psychology, History of Education, and Method in Geography.*

HERMON W. SMITH, B. SC., *Botany, Biology and Agriculture.*

OTTIE A. SMITH, *Drawing and Calisthenics.*

J. ALPHONSE BENOIT, B. A., *Methods in Mathematics and Physics, French.*

EDWARD W. CONNOLLY, B. A., *Hygiene, Physiology, Math. Drawing, Commercial Branches.*

MINA A. RFADE, *Literature, Elocution and Music.*

L. C. HARLOW, B. SC., B. S. A., *Chemistry, Nature Study.*

AFFILIATED SCHOOLS.

THE TRURO SCHOOL OF MECHANIC SCIENCE: *F. G. Matthews, Principal.*

THE TRURO SCHOOL OF DOMESTIC SCIENCE: *Elizabeth P. McCall, Principal.*

THE TRURO KINDERGARTEN: *Mrs. S. B. Patterson, Principal.*

THE TRURO PUBLIC SCHOOLS: *Directors of Teaching Practice, W. R. Campbell, M. A., and James Little, County Academy, Truro.*

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

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

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

For information concerning the Domestic Science course, apply to Miss McCall; concerning admission to the Kindergarten training class, to Mrs. S. B. Patterson; concerning courses in Agriculture to Prof. H. W. Smith; concerning Mechanic Science to Mr. F. G. Matthews; and concerning the regular Normal School courses to the Principal of the Provincial Normal School.

SPECIAL COURSE FOR TEACHERS IN ACADIAN SCHOOLS.

Should a sufficient number of students make application, a special summer course for bi-lingual teachers will be conducted at the Provincial Normal School during five weeks beginning July 13th, 1904.

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

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

Travelling expenses at the rate allowed to regular Normal School students will be allowed to such students of the bi-lingual course as are employed in the schools of French-speaking communities and are able to speak French and English with fair fluency, provided full attendance and satisfactory progress have been made. Under Regulation 138 an additional week of vacation may be obtained by teachers taking this course.

Those who expect to attend should as soon as possible notify the Principal of the Normal School in order that sufficient accommodation may be provided. Further information may also be obtained from him.

TRURO SCHOOL OF MECHANIC SCIENCE.

Principal..... F. G. MATTHEWS.
 Assistant..... C. W. FAIRN.

A course of training for candidates for license to teach Mechanic Science will be given in affiliation with the Provincial Normal School. Instruction is provided in the principles and practice of approved forms of manual-training, especially in wood-work; and an adequate equipment of tools, charts, tree and timber specimens, casts, model drawings, finished woodwork, and books treating on the subject is available to students. No fees are charged for tuition or for materials.

The course consists of (1) drawing and practical geometry, (2) bench work and forms of manual-training, (3) plant study and chemistry, (4) pedagogical principles and practice. The drawing will comprise freehand as well as geometrical drawings and projections; the bench work, all of the operations likely to be required in the various grades of the public schools, including the care and preparation of tools as well as their uses. Specified topics in biology and chemistry related to tree-growth and to timber will be allotted for study in the laboratories, and the subject of forestry will receive attention in the science classes.

Woodwork and other models constructed by candidates in training for license will become the property of the maker.

Applicants for admission to the training course should be over eighteen years old and must be either teachers of successful experience of class "C" or holders of First Rank Normal School Diploma. Admission is on probation. At the end of a month, a candidate showing little aptitude for the work will be recommended to withdraw.

The term of study for license in mechanic science shall be as follows :—

(a) For candidates who have not had previous training in mechanic science, from the first Wednesday of October to the last Thursday in June.

(b) For such candidates as hold Normal School diplomas of First Rank with distinction in mechanic science, and have attended the summer course in this subject, the minimum period for qualification shall be four months, beginning either the first Wednesday of October or the first Wednesday of February.

(c) For public-school teachers of successful experience who do not hold Normal School diplomas of First Rank, but who have attended two summer courses in mechanic science, the minimum period for qualifying shall be four months, beginning either the first Wednesday of October or the first Wednesday of February.

SPECIAL SUMMER COURSE IN MECHANIC SCIENCE.

FIVE WEEKS, BEGINNING JULY 13TH, 1904

Teachers in attendance at the Bi-lingual School or at the School of Agriculture are recommended to take up the short courses in paper-cutting and folding, in cardboard construction, in mechanical-drawing, and in woodwork, offered by the manual-training department.

For such teachers as may choose to study only manual-training, extra facilities will be provided; and it is expected that a considerable number of teachers desirous of incorporating hand-work into their school programmes will be in attendance. The only expense to be incurred is a charge of thirty-five cents for tools to be purchased for the paper and cardboard work. Higher grade teachers ambitious to have their schools ranked as "Superior," under § 53 (d) *Manual of School Laws*, will do well to avail themselves of the summer course, which is extensive enough to meet the requirements for such ranking.

Teachers contemplating entering on the Normal School course for special license in manual-training will find in the summer course a good opportunity to become acquainted with the scope and purpose of the work as well as to acquire a certain measure of skill of hand and proficiency in elementary principles. Time spent to good purpose during the summer term will count in their favor and be deducted from their subsequent term of attendance.

Further information, if required, may be procured from the Principal of the Provincial Normal School.

THE PROVINCIAL SCHOOL OF AGRICULTURE AND NATURE-STUDY, TRURO, N. S.

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

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

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

ROBERT MATHESON, *Assistant in Horticulture.*

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

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

Licensed teachers who graduate from this school are entitled to an extra government grant according to the character of their school work.

Three fellowships, varying from \$75 to \$100, may be awarded to the three best graduates each year.

SPECIAL SUMMER COURSE IN AGRICULTURE AND NATURE-STUDY.

The special summer course will begin July 13th, continuing five weeks, students being free to remain in attendance longer if they desire to do so. The course is intended to prepare teachers to do more effective teaching in nature and in the sciences and especially in the fundamental principles of agriculture.

Biological and chemical laboratories are at the disposal of the classes, and a typical school-garden in connection with a green-house is in operation on the school grounds. Provision will be made for frequent excursions to localities of interest to the geologist and biologist, and no effort will be spared to make the course one of great interest and profit to attending teachers.

The department of manual-training will be open to any who desire to vary their course of study, series of lessons this term to be given in card-board construction as well as in elementary woodwork and mechanical drawing.

Throughout, the laboratory method of instruction will as far as possible be pursued. Each pupil is expected to keep a record of his individual experiments and observations, and each is required to discuss this record with the Principal and with the individual instructors. Self-reliance and initiative are thus encouraged more effectively than by any other method. In addition to other media of instruction, the experimental farm and its staff of officials will be at the disposal of the school, lending excellent illustration of approved methods of farming, stock raising, and dairying processes.

In the laboratories special attention will be given to plant-life and relations, diseases of plants, insects injurious to crops, marine and freshwater life, chemistry and mineralogy. The laboratories are well equipped, each student being allotted chemical and microscopic apparatus sufficient for all requirements.

No fee is charged for instruction. The student may select and study such subjects as suit his tastes or needs. Teachers in attendance on this course are entitled to an extra vacation. (See Regulations, Manual of School Law, No. 138).

For further information apply to

PROF. H. W. SMITH,
School of Agriculture.

TRURO SCHOOL OF DOMESTIC SCIENCE.

Principal.—ELIZABETH P. MCCALL.

Assistant.—EMMA BIGELOW.

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

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

The training course for teachers who aim at obtaining license to teach in domestic science schools extends from October 1st to the end of June, but students who already hold a license of grade B and have had successful experience in teaching may be admitted later in the year.

In preparing candidates for the diploma in domestic science, the staff of instructors is augmented by the following lecturers:—

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

F. S. Yorston, M. D.

Miss Anna Yorke, Director Victorian Order of Nurses.

W. R. Campbell, M. A., Principal Truro Schools.

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

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

1. Theory and practice of the gifts.
2. Occupations, including courses in drawing, sewing, weaving, folding, paper-cutting, parquetry, pease-work and clay-modeling.
3. Froebel's *mother-play* and *principles* of education.
4. Finger-plays, motion-songs, games, stories.
5. Drawing, vocal music, natural science.
6. Psychology, history of education and pedagogics in Normal School, as directed by the principal of the Kindergarten.

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

☞ For fuller information and later revision of the courses of study in the Normal School and its affiliated schools see the Annual Calendar, which will not be published until the end of June.

SUMMER SCHOOL OF SCIENCE FOR THE ATLANTIC PROVINCES OF CANADA.

The eighteenth session of this excellent school will be held this year in Charlottetown, P. E. I., July 12th to 29th, 1904.

Charlottetown is one of the most attractive places for summer resort to be found in the Maritime Provinces. The weather is always delightfully cool. Good accommodations can be secured there at a very reasonable rate.

The sessions of the school will be held in the new Prince of Wales College building. The fine airy rooms and the equipment of the College will tend to make the sessions very agreeable to the members present. Opportunities for outdoor work are abundant, and points of interest to which excursions can be made are numerous in the vicinity.

The Dominion Biological Station this year is at Malpeque, and professors from the station will visit and address the school.

To the teachers of Nova Scotia who attend the school there will be granted an extra week's vacation, when Regulation 137 is complied with.

The officers of the school for the present year are:—

President—James Vroom, Esq., St. Stephen, N. B.

Vice-Presidents. { F. G. Matthews, Esq., Truro, N. S.
P. Cox, Ph.D., Chatham, N. B.

A. Anderson, L. L. D., Charlottetown, P. E. I.

Secretary-Treasurer—J. D. Seaman, Esq., Charlottetown, P. E. I.

FACULTY:

Botany—D. W. Hamilton, McDonald Consolidated School, Kingston, N. B., Jan. Vroom, St. Stephen, N. B.

Chemistry—W. W. Andrews, L. L. D., Mt. Allison University, Sackville, N. B.

Drawing—F. G. Matthews, Manual Training School, Truro, N. S.

Geology—L. W. Bailey, L. L. D., N. B. University, Fredericton, N. B.

Kindergarten—Mrs. S. B. Patterson, Normal School, Truro, N. S.

Literature (English)—Eleanor Robinson, St. John, N. B.

Manual Training—F. G. Matthews, Truro, N. S.

Physics—W. R. Campbell, M. A., County Academy, Truro, N. S.

Physiology—S. A. Starratt, Yarmouth, N. S.

Zoology (Invertebrate)—L. W. Bailey, L. L. D., Fredericton, N. B.

Zoology (Vertebrate)—Principal P. Cox, Ph.D., High School, Chatham, N. B.

To all attending the school reduced rates of travel will be given by railway and steamship lines. To secure the reduction, standard certificates must be obtained when purchasing tickets.

The enrolment fee for the entire course is only \$2.50. All who purpose attending should notify the Secretary, J. D. Seaman, Esq., Charlottetown, not later than June 1st. Enquiries for board should be made by June 1st to the local Secretary, J. M. Duncan, Esq., Charlottetown, P. E. I.

DOMINION EDUCATIONAL ASSOCIATION, WINNIPEG, JULY 26, 27, 28, 1904.

PRELIMINARY ANNOUNCEMENT.

THE DATES.

The dates coincide with those set for the Dominion Exhibition. Teachers will not only benefit by attending the Association gatherings, but will have the opportunity of viewing the fullest exhibition of Canadian products ever made.

THE PROGRAMME.

The Committee is not yet in a position to announce the complete programme but every department is fully represented. The following have already agreed to take part.

I.—GENERAL MEETINGS.

- President D. J. Goggin, D. C. L., Toronto.
- Bishop Matheson, Winnipeg.
- Attorney-General Longley, Nova Scotia.
- Premier Hautain, of the Northwest Territories.
- Dr. Kilpatrick, of Manitoba College, Winnipeg.
- Dr. Inch, Supt. of Education, New Brunswick.
- Dr. A. H. MacKay, Supt. of Education, Nova Scotia.
- Inspector S. E. Lang, Virden, Manitoba.
- Miss Agnes Deans Cameron, Victoria, B. C.
- John Millar, Deputy Minister of Education for Ontario.
- James A. Calder, Deputy Commissioner of Education for Northwest Territories.
- W. S. Ellis, Principal Collegiate Institute, Kingston.
- Dr. Coleman, of Toronto School of Science.

II.—KINDERGARTEN SECTION.

- Miss M. McIntyre, Normal School, Toronto.
- Miss E. Cody, Normal School, Toronto.
- Miss V. Aylesworth, Chatham, Ont.

III.—ELEMENTARY SECTION.

- Mr. Ernest Smith, Westmount, Quebec.
- Mr. L. H. J. Minchin, Supervisor of Music, Winnipeg.
- Miss E. Rankin, Normal School, Regina.
- Mr. J. Wallis, Director of Nature Study, Winnipeg.
- Professor Dyde, of Kingston.
- Inspector A. S. Rose, Brandon.
- Mr. N. J. Jewett, Director of Physical Training, Y. M. C. A., Winnipeg.
- Mr. C. Johanssen, Director Manual Training, Montreal.

IV.—INSPECTION AND TRAINING SECTION.

- Principal D. Solon, Normal School, Truro, Nova Scotia.
- Principal Wm. Scott, Normal School, Toronto, Ontario.
- Superintendent D. McIntyre, Winnipeg.
- Inspector F. J. Bryan, Calgary.

V.—HIGHER EDUCATION SECTION.

This section is not yet ready.

THE EXHIBIT.

An exhibit of school work and school supplies is being prepared. It will include work in elementary schools, high schools, special schools. It is likely that all parts of the Dominion will be represented. Manufacturers and publishers will also display their goods.

ENTERTAINMENT.

Board and rooms may be had from \$1.00 upwards. Full details later.

RATES.

The rate will be single fare from all points in Canada on certificate plan—by all rail route. Full information later.

W. A. MCINTYRE, Winnipeg,
Secretary.

D. J. GOGGIN, Toronto,
President.

The following communications have been received from railway authorities at date:—

Canadian Pacific Railway Company and Grand Trunk Railway system, (eastern lines), make the following statement:

DOMINION EDUCATIONAL ASSOCIATION MEETING, WINNIPEG,
JULY 26-28, 1904.

For the above meeting we will be pleased to name the following arrangements from points on our respective lines in Canada:—Port Arthur, Ont., Sault Ste. Marie, Ont., Sarnia, Ont., Windsor, Ont., and East, viz:

Delegates to purchase one way first class tickets to Winnipeg and obtain therewith at time of purchase a standard railway convention certificate.

Routes on going trip to be as follows:

C. P. R. all rail route, Ontario route (Grand Trunk to North Bay thence Canadian Pacific), or via Chicago and direct lines.

Passengers travelling via Ontario route or via Canadian Pacific all rail route will have their certificates honoured at Winnipeg for tickets for return journey free via same route as travelled on going trip.

Passengers travelling via Chicago and direct rail route will have their certificates honored for return journey via that route only, free.

These arrangements are not to apply via Lake routes either going or returning.

Certificates will be honored by agent of terminal line at Winnipeg for the return journey, under conditions outlined above, on being properly filled out and signed by the Secretary of the meeting. We understand that you will act as Secretary and sign the certificates.

Dates of sales of tickets from Montreal and points west in Quebec and Ontario, but not west of Port Arthur, to be July 19th to 25th. From points east of Montreal, including Maritime Provinces, selling dates to be July 18th to 23rd.

Certificates to be honored at Winnipeg for the return journey up to and including August 28th, 1904.

The Intercolonial Railway of Canada has intimated its adhesion to the same arrangement.

THE PROVINCIAL EDUCATIONAL ASSOCIATION

will meet at the Normal School, Truro, on the 16th, 17th and 18th of August, 1904.

Colleges, learned or industrial Societies, Inspectors of Schools, and School Boards, are respectfully requested at their earliest convenience to send to the Secretary the names and addresses of their duly elected delegates.

A. MCKAY,
Secretary P. E. A. .
Dartmouth.

MEMBERSHIP OF THE PROVINCIAL EDUCATIONAL ASSOCIATION.

"The membership shall be :—

(a) Ordinary members entitled to the full franchise on enrolment and the payment of one dollar at each annual convention; *Ex officio*, the Superintendent, the principal and professors of the Normal School, the provincial examiners, the inspectors of schools, and the presidents of the universities within the province; *Elective*, one professor from each university chosen by the faculty, one teacher for every twenty in each inspectorial division chosen by the institute (or in the event of its failure by the inspector), one delegate chosen by any school board or group of school boards employing twenty teachers, or by any learned, trade or industrial society or organization of provincial scope.

(b) Associate members entitled to enroll on the payment of fifty cents at each annual convention, having the privileges of attending the meetings, engaging in the discussions when invited by the presiding officer, obtaining reduced travelling rates and a free copy of the published report."

NEW GLASGOW INSTITUTE.

This Institute, in charge of Inspector Armstrong, was held in New Glasgow on the 29th, 30th and 31st of March and over 150 teachers were present.

MIDDLETON INSTITUTE.

This Institute has been provisionally intimated for the last week of May. As the location is central, the Macdonald school building completed, twelve school vans in action daily drawing in pupils from a distance of over four and five miles, and a school garden is expected to be blocked out and in operation. All the western counties may combine to attend.

PORT HAWKESBURY NORMAL INSTITUTE.

This locality has four counties to the east, the Island of Cape Breton, now in good communication with it, and Antigonish and Guysboro on the west. The schools of the neighboring villages on both sides of the Strait of Canso are expected to be utilized for model teaching. As there are many young teachers without a Normal School training in these six counties special authority has been granted by the C. P. I. to extend the sessions over a whole week, and to give practical instruction in teaching, etc., by a large staff of expert instructors.

Neither the date nor the programme has yet been determined; but at the earliest moment possible all the necessary information will be sent to teachers by circular,—possibly next fall. The inspectors and other officers of the three inspectorial divisions concerned are already at work on the problem. Special efforts are to be made to secure the attendance of young teachers without Normal School training.

NOVA SCOTIA PROVINCIAL EXHIBITION.

The teachers of Nova Scotia are respectfully invited to send exhibits of school work and scientific collections to the Provincial Exhibition to be held early in September. There are about 120 medals offered for competition, about as many diplomas and several money prizes. This year these prizes will be distributed among the country and town schools only.

For further particulars and for the prize list apply to the Manager, J. E. Wood, Esq., at Halifax, or to the subscriber,

A. MCKAY,
Superintendent,
Education Department
of Provincial Exhibition.

EXHIBITION BUILDING, HALIFAX,
25th April, 1904.



JOURNAL OF EDUCATION.

APRIL, 1904.

OFFICIAL NOTICES.

The full number of legal teaching days in the half year ended 29th January, was 108; in the second half year ending Friday, 30th June next, there will be 107 days. Total days for year, 215.

CALENDAR SUMMER, 1904.

- April 18. Fourth Quarter begins.
- May 6. Arbor Day.
- " 23. Empire Day.
- " 21. Victoria Day. Last Day to apply for Provincial Examinations.
- " 31. Inspector's List of Candidates for Prov. Exam. at Education Office.
- June 24. Provincial Normal School closes.
- " 27. Regular Annual Meeting of School Sections.
- " 30. Public Schools close for Summer Vacation.
- July 1. Dominion Day.
- " 4. County Academy Entrance Examination begins.
- " 4. Provincial Examination, Grade XII begins.
- " 4. Last Day for Minutes of Annual Meeting at Inspector's Office.
- " 6. Provincial Examinations, Grades XI, X and IX, begins.
- " 7. Last Day for Annual "Returns" at Inspector's Office.
- " 9. M. P. Q. and Supplementary Examinations.
- " 12. Summer School of Science, Charlottetown. See page 90.
- " 13. Bi-lingual and Agricultural Courses, Truro. See page 87.
- " 19. Last Day for Inspectors' Sheets at Education Office.
- " 26. Educational Association, Winnipeg. See page 92.
- Aug. 15. Public Schools open. First Monday, First Quarter of School year.
- " 16. Provincial Educational Association opens, Normal School, Truro.
- Sept. 5. Labor Day.
- Oct. 6. Provincial Normal School opens at Truro.
- " 31. First Monday of Second Quarter.

DATES OF MEETINGS OF BOARDS OF DISTRICT SCHOOL COMMISSIONERS.

*Halifax, E.....	Tuesday, May 10th.	Hants, East.....	Wednesday, June 8th.
“ W.....	Thursday, June 2nd.	Antigonish.....	Thursday, May 26th.
+ “ Rural.....	Tuesday, June 16th.	St. Mary's.....	Wednesday, June 1st.
Chester.....	Wednesday, May 4th.	Guysboro.....	Wednesday, June 8th.
†Lunenburg.....	Tuesday, May 10th.	Richmond.....	Wednesday, May 4th.
North Queens.....	Wednesday, May 11th.	Cape Breton.....	Tuesday, May 17th.
South Queens.....	Wednesday, June 1st.	Inverness, North.....	Thursday, May 26th.
Shelburne.....	Monday, April 25th.	Victoria.....	Tuesday, May 31st.
Yarmouth.....	Wednesday, May 25th.	Inverness, South.....	Thursday, June 2nd.
Argyle.....	Thursday, May 26th.	Colchester, South.....	Friday, April 29th.
Barrington.....	Saturday, June 11th.	Pictou, North.....	Monday, May 2nd.
Clare.....	Wednesday, May 4th.	Pictou, South.....	Tuesday, May 3rd.
Annapolis, West.....	Monday, May 9th.	Stirling.....	Thursday, April 14th.
Annapolis, East.....	Tuesday, May 10th.	Colchester, West.....	Thursday, April 28th.
Digby.....	Monday, May 23rd.	Parrsboro.....	Wednesday, May 11th.
Hants, West.....	Friday, May 6th.	Cumberland.....	Wednesday, May 25th.
Kings.....	Tuesday, May 10th.		

*At Sheet Harbor. †At Middle Musquodoboit. ‡At Bridgewater.

CORRECTIONS.

- JOURNAL, 1903, October, page 32, column 1, line 2, "Rockwell, Gladys A., 107, \$27.97," should be "Rockwell, Gladys A., 107, \$41.95."
- JOURNAL, 1903, October, page 21, column 2, after line 20, insert "Sr. St. Francis, 106, \$41.36."
- JOURNAL, 1903, October, page 33, column 2, line 17, "Gray Margaret, 107, \$41.95," should be "Gray, Margaret, 107, \$47.57."
- JOURNAL, 1903, October, page 33, column 2, line 64, "Reid, M. Florence, 107, \$27.97," should be "Reid, M. Florence, 107, \$41.95."
- JOURNAL, 1903, October, page 30, column 1, line 41, "McDaniel, Jessie, 107, \$27.97," should be "McDaniel, Jessie, 107, \$35.03."
- JOURNAL, 1903, October, page 30, column 1, after line 52, insert "Coady, Mary E., 75, \$19.60," and "Buckles, Daniel, (assistant), 29, \$7.57."
- JOURNAL, 1903, October, page 113, column 2, line 21, "Sara Gordon Aker, 31," should be "Margaret A. Millar, 131."
- JOURNAL, 1903, October, page 111, column 1, line 34, "Eleanor Sullivan, 194, second rank," should be "Eleanor Sullivan, 209, first rank."

DISTRICT SCHOOL COMMISSIONERS.

(Appointed January 29th, 1904.)

- Victoria. J. E. McIver, South Cove, Little Narrows.
- Cumberland. Donald Morrison, North Gut, St. Ann's.
- Antigonish. Rev. A. John Cresswell, Amherst.
- Edgar Fisher, Shinimicas.
- Rev. Alex. Macdonald, D. D., St. Andrews.
- Rev. Ronald Macdonald, D. D., Lakeville.
- Rev. Michael A. Macadam, Antigonish.
- Rev. S. D. MacPhie, Loch Katrine.
- Rev. D. McDonald, Arisaig.
- Rev. A. E. Andrew, Bayfield.

(Appointed March 4th, 1904.)

- Pictou, South. A. R. Munro, Westville.
- Wm. H. McIntosh, Stellarton.
- J. Bain Johnson, New Glasgow.

Cape Breton. Rev. Clarence McKinnon, Sydney.
 Rev. James Walsh, Mainadieu.
 Rev. R. H. McDougall, Port Morien.
 Rev. D. M. Gillis, Glace Bay.
 Rev. John Cameron, Glace Bay.

SPECIAL STATISTICS FOR 1904.

The *three* questions of last year are to be repeated in this year's Annual return. Teachers are requested to read the definitions of *defectives*, *incorrigibles* and *criminals* as given in the next paragraph, with thoughtfulness. Inspectors are requested to specially report any case in which a teacher may have answered these or any other question without evidence of intelligent care.

The blank columns 148, 149 and 150 in the *Register* and *Annual Return* are to be filled in as follows:—

148.—No. of *Defectives* of school age in Section.

149.—No. of *Incorrigibles* of school age in Section.

150.—No. of *Criminals* of school age in Section.

"*Defectives*" are not meant to include the *blind* and *deaf*, which should be reported in the columns respectively provided for them. *Defectives* are feeble-minded pupils, who have not wit enough to profit by ordinary school instruction; but who if educated might be able to earn a living in some capacity, and be saved from the helpless, if not vicious condition which is likely to render them an expense to the public and a menace to the morals of the community. Some of this class may also be more or less defective in sight or hearing. But neither the School for the Blind nor the School for the Deaf have facilities for the education of any who are not of normal strength of intellect. In many countries a large proportion of such pupils are trained to considerable intelligence and self-control, and are able to fill useful positions and support themselves.

"*Incorrigibles*" mean persons of school age who cannot be efficiently controlled by their parents or guardians, or the school authorities; but who have not yet become criminals. They are habitual truants as a rule, but presumably capable of being trained by a firm, kind and intelligent hand into self-respecting, self-controlled and moral citizens. It is hoped that both teachers and trustees will be able to furnish an accurate estimate of the number of such pupils in their school section.

"*Criminals*" mean persons of school age who have been convicted of crime at some time. These figures, if based on sound judgment and careful observation, will be of great value to those endeavoring to aid these unfortunates.

When Should the Section's Assessment be Levied?

The money voted at the annual school meeting should be promptly levied and collected during the first half of the school year, on the rate roll in existence at the time the money is voted, and before the new rate roll is completed.

It has been reported that in some sections it was the custom not to levy until the new rate rolls were completed—generally after the beginning of the new year. This delay is illegal. Trustees can be fined for neglect of duty when such a course is followed.

The attention of school boards is called to this point. Inspectors are directed to report sections delaying until the new rate roll is ready. The withholding of funds from sections neglecting to observe the law becomes necessary after this announcement. It is hoped no board will prove so remiss as to force the school officers to perform an unpleasant but necessary duty.

The whole of the vote should be levied at once — not in two instalments, one in the fall and one in the spring. Teachers' salaries should be paid promptly at the end of the first half year — the end of January.

The Inter-relation of the Provincial Aid and Municipal Fund.

Wealthy school sections are in a position to draw the lion's share of the Provincial Grant now fixed at \$190,000. They can employ the higher class teachers who can draw as much as \$200 per annum, and Manual Training teachers who can draw as much as \$600 from the Provincial treasurer; while many rural sections must content themselves with a third class teacher who can draw only about \$55 out of the \$190,000 grant, and nothing at all out of the Provincial Manual Training grant. The rural school is free to employ a class "A" teacher, but this freedom is of no avail when the wealth of the section will not enable it to offer the necessary salary. The advantage is one inseparable from wealth; and our towns, villages and wealthy rural school sections must always have this advantage over the poor and more numerous sections.

Hence the late movement made by some people in favor of the discontinuance of the payment of any grants to teachers in towns and wealthy sections.

To balance this inequality the *Municipal Fund* was originally devised. The amount of the fund is determined for the county (now including all the town municipalities) by taking the population according to the last census, and for each unit providing thirty-five cents. It is in this manner the total amount to be assessed on the property of the rural and town municipalities is determined. There is no further use in the "thirty-five cents per unit" of population. Each town, village and rural school section must contribute to this fund according to its property. There is no other legal way of determining what each town, for instance, has to contribute to this fund. If the valuation of property is made on different scales in the different portions of the county, these different scales should be reduced to a uniform one for town and county. This is authorized to be done by arbitration, whose powers are limited virtually to simply an equalization of the different scales of valuation of property within the original municipal region or county. Thus the wealthy sections must now contribute the lion's share to this fund, which is distributed to schools, 1st \$25 for each teacher, the "D" drawing as much as the "A", and 2nd (and now more than one half) in proportion to the days' attendance made by pupils. The wealthy sections thus contribute more to this fund than they receive; which is an off-set to the advantage they have in drawing the larger grants above referred to.

One, then gradually a few more towns, quietly slipped in a clause in local Acts cutting themselves out of the contribution to the municipal fund while they still continued to enjoy the advantage of the bigger provincial grants of high class teachers and the manual training grants. This violation of the equitable balance of the public school system was only accidentally allowed by the Legislature; for in the spring of 1903, all these exceptions were at one stroke repealed.

The New Regulations—(See pages 65 and 66 preceding).

Double Sections: Reg. 10 (b), see page 65 preceding, points out how two sections too weak to offer an adequate salary for a teacher for each during the whole year, and too widely separated to be united into one section with one central school house, may both co-operate so as to maintain a teacher for half a year in one section, and for the other half in the other section.

Winged Sections: Reg. 10(c), see page 65 preceding, shows how sections which

when united may have one or more settlements running three or four miles from the school house, may obtain some extra funds which will enable some one to drive the distant children to school—at least to school in the morning if not also back in the afternoon. It might be considered unfair to convey children $2\frac{1}{2}$ miles to and from school at the public expense when those 2 miles distant would have to walk. If those much over 2 miles distant should be conveyed *one* way, it might be sufficient. In many districts of the province this can be done very cheaply, as it will not spoil a whole day for the horse and driver, and often it may be combined with mail or parcel and passenger carriage.

Before such consolidations are formed by the District school commissioners the Inspector should report on the approximate annual sum necessary to subsidize such conveyance as may be considered satisfactory to the section as a whole as well as to the "wing" specially interested. The law fixes the maximum grant; and the Inspector is the responsible organizer with whom the people of the section should confer.

Poor Sections. After the first day of August next [see Reg. 10 (a)], *poor* sections under certain conditions can draw 50 per cent. more from the municipal fund than other school sections; but the total money assessed on the section by the vote of its annual meeting and collected, must be as high a proportion of its property valuation as the average of the county. This is only fair; for it would be wrong to give extra help at the expense of others to poor sections which do not tax their own small properties at the average rate. In some cases, possibly, the poll tax alone may be greater than the average rate—which includes as a rule both the poll tax and the balance of the vote assessed on property.

Then again, no section less than four miles in diameter can be put on the "poor" list if there is a possibility of enlarging it by annexing adjacent territory, and reorganizing the neighboring sections.

Classification of School Sections: It was found impossible to define the character of school sections in terms of their wealth, number of pupils; and general culture, which would be equally satisfactory in different quarters of the province. Hence it was decided to allow each Inspector to work out a standard suitable to the conditions of each inspectorial division as directed in Reg. 15 (e). First class sections shall then not be able to employ teachers lower than first class at the head of their schools if such teachers are to be had. Likewise, second class sections cannot employ lower than second class teachers.

School Sections to be Absorbed: When a school section on account of its weakness, smallness, or general default of its ratepayers, cannot afford to employ a teacher, or do not open a school, the Inspector should notify the section that at the next meeting of the District Board of School Commissioners, its absorption into adjacent sections may be considered and enacted.

Minimum Salary: Any section offering a teacher of class D less than \$100, of class C less than \$140, or class B less than \$180, may presumptively be considered as coming under the class of sections having no right to a separate corporate existence; and should be inspected with a view to decide whether the interests of education would not be better served by having it absorbed into the adjacent sections, thereby strengthening them.

Teachers are recommended not to accept a lower salary than this minimum without consulting the Inspector, who will be able to understand the reasonableness of the particular case under what may be peculiar conditions.

Three or more of the best counties last year gave on the average more than the following salaries in round numbers to their female teachers: Class D, \$130; Class C, \$170; Class B, \$200.

The averages of male teachers' salaries in three or more best counties last year were more than the following figures: Class D, \$150; Class C, \$200; Class B, \$400.

In one or two counties the average salaries were considerably over these figures which are near the proper *minima* of salaries than the provisional ones suggested last year, and given first above, Pages 22 and 23 of the last Education Report show the counties which are to be complimented on the public-spirited manner in which salaries are advanced.

Salaries of Teachers.

The question of salaries of teachers is one which concerns the people of Nova Scotia generally more than it does the teachers themselves personally; for the teacher can improve his position very simply—and he is doing so—by taking up another occupation. But no matter how modern or ideal the general educational system may be, if it has the one defect of indifferent teachers all the other perfections will avail little. It is plain to every one who thinks, that without “living salaries” it is impossible to retain more than a very few able teachers. Under these circumstances it is the people who suffer; for too large a proportion of the clever members of the profession will enter other more remunerative employments. No passing of laws, no dissemination of instructions, no amount of inspection, however agonized the officer may be over his mass of defectives, can produce good results when the teacher is weak. And if the salaries are to remain low, only the weaker as a rule will remain in the profession, even should circumstances force many rising individuals to take temporary employment in the service.

It is greatly to be regretted that within the last year from one to two hundred teachers have left Nova Scotia for the central and western provinces of Canada. Some of these have been educated lately at the public expense in our own Normal School. It is hardly fair for such teachers to leave us without giving at least three years' service as they were formerly required to promise before admission to the Normal School. But if our people cannot or will not employ them at such salaries as they are offered elsewhere, what can the educational authorities do?

Principal and Supervisor.

Every school section, according to law, must have one expert head, a duly licensed teacher who may be known as the Principal, or when there are so many schools that his time is taken up mainly with supervision instead of teaching, as the Supervisor. It was found to be necessary for the purpose of properly coordinating the work in the several departments, and especially for the purpose of unifying the statistics of the school section in the “returns” to the Education Department.

This Principal or Supervisor is also made the official adviser of the school board, and is expected to be present at all ordinary meetings of the board as the representative of the teachers for the purpose of giving information to the board, and so that he may fully understand its policy and thus be better able to direct the teachers under his supervision. The members of the school board should be careful on the other hand to obtain the views of the Principal on all school matters; for no matter how intelligent they may be in their own business affairs, they cannot be expected to understand fully many things to which the teacher only can give the After having all the information and advice which the Principal can give, the members of the school board then have the right to decide according to their own judgment what shall be done. The Principal has no vote, merely an opportunity for giving information and discussing the bearings of any proposed action. When a school board does not feel like inviting the Principal to be present with them for the mutual consideration of affairs coming within the purview of Regulation 23, the logical course is to get another Principal. Otherwise an appeal against their decisions may be effectively made.

School Library Returns.

Superior Schools.:—The regular (new) library return must be made by all County Academies and Class "A" School Sections, although they are not entitled to participation in the "Rural School Library" grant, in order to entitle them to participation in the superior grants they have been accustomed to receive. The Education Department must report on *all* the school libraries, *Superior* as well as *Rural*; and the form for each is the same.

Rural Schools.:—The returns from libraries in *rural* schools must *also* accompany the regular annual return, and have received the certification of the Inspector that the law has been fully complied with.

Library Books free of Duty.:—The following is a paragraph in a letter addressed to the Superintendent of Education by John McDougald, Commissioner of Customs, Ottawa, on the 30th March, 1904:—

"I beg to advise you that Books specially imported for the Libraries of Schools and being the property of the recognized authorities of such libraries, and in no case the property of individuals, may be admitted to free entry, under the provisions of tariff item 467, upon affidavit of the recognized officials of such libraries as to the intended use of the books."

NOTES AND COMMENTS.

Commercial Course.

The Halifax School Board has taken the lead in availing itself of the privilege to add optional subjects to the regular high school course. Commercial law, economics, civics, accounts, stenography (Sir Isaac Pitman's Phonography), and typewriting, are provided for with the authorization of the Education Department. Pupils taking the Provincial three years' high school course will be entitled to take the commercial subjects as a fourth year's course instead of the Provincial Grade XII Course.

The Crown Royal Copy Books.

The publishers of this series containing the "Civil Service Style" of sloping writing, have reduced its price since it was prescribed from *five* cents to *four* cents per book. This is an agreeable change from the former price of *seven* cents insisted upon by publishers of the sloping system from time immemorial.

English Analysis.

The use of the method of indicating the analysis of sentences by simple markings as shown in "Lessons in English" saves a great deal of time in doing school exercises, and at examination. It also has the advantage of being very clear when the signs become familiar.

Good Manners.

The importance of cultivating good manners in the school is very great. Attention is called to the general prescription on this point, and teachers are asked to make a careful study of the problem. There are cases, it is feared, where the teacher has no adequate conception of either the nature or value of good manners. The suspension of license for a year or so may be the best way to teach such a party. As good manners is a very essential part of the public school, rudeness in the teacher, or any conduct tending to develop or to encourage bad manners of any kind, is sufficient grounds for suspension of license. The school room is no place for the boor.

New Empire Day Songs.

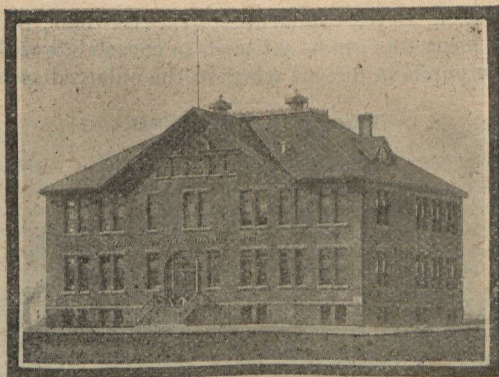
The Flag of Britain: "Dedicated to the Right Hon. The Earl of Meath, in recognition of his efforts to cherish patriotism in the hearts of the children of Great Britain, Ireland, and the Colonies." Words by E. A. Walker, Music by S. J. Reilly. Copies of the words and music on four pages 5½x9 inches can be had from the publisher, A. J. S. Maddison, 32 Charing Cross, S. W., London, England, at one penny per copy.

The Colonials and the Flag: "Dedicated to the Canadians who fell in the South African War." Words and music by Mrs. A. H. Keane, Brantford, Ontario." "Under the Patronage of His Excellency the Right Hon. The Earl of Minto, G. C. M. G., Governor-General of Canada and approved by His Majesty the King." Six pages 10x13 inches, three containing the music. Published by the Anglo-Canadian Music Publishers Association, Limited, 58 Yonge Street, Toronto, at fifty cents per copy.

Union Jack Chart.

Size 32x40 inches. lithographed in colors, (two figures of flags and seven component emblems), with large lettered historical and chronological information. Mounted on linen, varnished, and with two rollers \$1.25 singly. Special rates for unmounted copies. Address the compiler, Mrs. Clementine Fessenden, 229 Herkimer Street, Hamilton, Ontario.

The best flag for school purposes is the British Red Ensign. This is the true flag of the Empire, known over all the world. A Canadian flag (so-called)—the British Ensign with the Canadian arms crowded into a conglomerate in a shield on the fly—is sometimes used. But it is not the Empire flag any more than the old flag of Nova Scotia or the flag of Australia. These are all good in their place; but it is the Empire flag common to all we wish to fly on Empire Day. This flag is also the least expensive. The prices of the British Red Ensign of the following sizes suitable for the smaller and larger school houses are as follows at date:—Two yards, \$1.75; 2½ yd., \$2.40; 3 yds., \$3.20; 3½ yds., \$3.65; 4 yd., \$4.80; 4½ yds., \$6.00; and 5 yard flag 8.25.



The Sir Wm. Macdonald Consolidated School at Middleton.

A sketch of the cost of this institution based partly on estimates, is published in the last Educational Report, beginning at page xxv. The new building was not opened until the report was published. The attendance has since increased, so that an additional van had to be put on one of the routes; therefore *twelve* are now running.

Cuts of the summer vans on wheels made at Ottawa, and of the winter vans, on runners, made at Middleton, are shown in the illustrations opposite. The former cost on the average about \$183 a piece; the latter about \$51. The home-made painted canvas covering of the latter was cheap, translucent, and about as effective in appearance as the more costly carriage coverings, especially in stormy weather.

The old school building beside the Macdonald building, has been transformed at an expense of over \$1500 into a practical science building, containing, the Chemical laboratory, Mechanic Science room, Domestic Science, and a spare room already serving for some useful purposes.

This large consolidation group was selected by Dr. Robertson, in order to test the capabilities of the greater extreme. Smaller consolidations can from this experiment be seen at a glance to be cheaper. The loss of the labor of both horses and drivers between the opening and the closing of schools appears to be the weak economic factor in the present arrangement. But competition may in the course of the next two years solve the problem even in this extreme case. For general purposes this experiment will be much more valuable than one with a smaller number of sections, for it will prove practically what can be economically done in consolidations of all degrees to the maximum of a territory with a radius of 5 to 6 miles.

By next fall the cost of building and equipping, and of conveyance, etc., for one year, will be exactly determined. There is therefore no occasion to supplement the estimates in the last Education Report until the first year's expenses can be exactly stated.

Consolidation Without Conveyance.

Since the last school year both Inspectors and School Commissioners have already made a good commencement in several parts of the province in consolidating small sections so as to bring them up to the normal size in which conveyance is unnecessary—four miles in diameter. This year it is hoped the good movement may be still further accelerated in every quarter of the province.

Consolidation With Subsidized Conveyance.

The new regulation, 10 (c), commented upon elsewhere, gives an opportunity to some localities, if inspectors can be satisfied, to consolidate with some aid for the conveyance of a few pupils in distant wings of the enlarged section.

The \$36,000 Vote.

This will average \$2,000 to each county. As consolidation with conveyance of pupils is presumed to be true economy when everything is considered, it is not deemed a good principle to offer large grants for the first experiments. It is considered by most of the parties consulted that no more than \$1,000 should be granted to any single group. If more than \$1,000 is necessary to stimulate a group of sections to consolidate, how can we expect other groups to consolidate without any such special grant at all?

The Superintendent of Education was authorized to intimate that the following scheme was being considered. Subject to certain minor conditions, \$200 or \$250 might be granted to aid in building the consolidated school building, for each normal-sized rural section brought into the central one—the total in no case to exceed \$1,000. That means that a consolidation of two sections should receive \$200; of three, \$400; of four, \$600; of five, \$800; or of six \$1,000;—should the smaller sum of \$200 be taken as the unit. Such a plan might stimulate several larger or smaller groups in each county. It is generally maintained that a larger sum would be merely a big plum for some community, while it might depress rather than encourage general consolidation without any aid.

Groups first specifying an agreement to consolidate will be the first to be considered, as a matter of course; but there can be no participation in this grant on account of the simple union of small sections which should never have been separated.

School Gardens.

This year we shall have samples of the Sir William Macdonald School Gardens—one at the Macdonald Consolidated School at Middleton under the charge of Principal McGill; and five in the Macdonald nature-study group in the neighborhood of Truro under the direction of Percy J. Shaw, B. A. A pretty school garden is in existence in Truro, on the Normal School grounds. Now is the time for our indigenous gardens to come to the front; for within this year the exotic Macdonald gardens will be in bloom. The best photograph sent in will be reproduced in the October JOURNAL.



SCHOOL VAN (SUMMER), MIDDLETON, NOVA SCOTIA.
(Macdonald Consolidated School, 1904).



SCHOOL VAN (WINTER), MIDDLETON, NOVA SCOTIA.
(Macdonald Consolidated School, 1904).

The Natural History of Nova Scotia.

From Regulation 51 (c) it can be seen that every good school is expected to have a collection, representing as far as possible the Natural History of the school section—the Geology, Mineralogy, Botany, Zoology, Archaeology (if it has any relics), History, etc., of the community. The formation of such collections will be even more educative than their simple possession afterwards. Children should develop into thoughtful men and women; and the school room is the place in which it is expected mental awakening should originate. The routine of mechanical drill has its place and its special value; but if there is nothing more, the school room will become a place to put *mind* asleep even should it develop good and methodical habits.

It is hoped, therefore, that teachers in addition to their daily objects lessons will stimulate the pupils to make permanent collections of all kinds. Such collections will be of very great interest to visiting naturalists, from whom both teachers and pupils may incidentally receive much important instruction as well as the names of many of the objects. The teacher would do well to endeavor to make a list of all rocks, minerals, plants, etc., known to be found in each section. This is a part of Nature study and fits in well with the phenological observations which have been carried on for years in so many schools with great success.

Phenological Observations.

It is hoped that these schedules may be filled in by more schools, and that the errors noted in so interesting a manner on pages 74 to 82 preceding shall continue to grow less. Already a great deal of scientific work has been done throughout the province by this simple expedient, which adds not a single word to load the pupil's memory; but which when interesting the child in the observation of things along his otherwise monotonous way to and from school, starts him a thinking in the way of the men who have done something in the world.

Our Phenological compilers have done much work, and have made very interesting comments and criticisms on the schedules. In reading these, the schedule immediately preceding should be under the eye, so that the plants, etc., referred to by number, may be known. In this schedule the Phenochrons of the province for the year ended June, 1903, have been entered. All the 1903 schedules sent in have been bound in a large Morocco volume for the year.

Arbor Day.

If all the trees for which there is room have been already planted, there is still room for special exercises on Arbor Day. There is the importance of forestry to discuss and illustrate; and if the weather is fine demonstrations of various kinds might be made by the teacher and his pupils in a neighboring wood.

Forest Fires.

The action of forest fires should be studied practically by the pupils in the neighborhood of such a phenomenon. The region should be studied every year so as to discover the natural succession of weeds, bushes and trees following each other in succession. This ecological problem is both an important and an interesting one. Each year after a fire the plant society varies until finally, after many years, the old forest comes back again. But there is a natural and more or less invariable order of succession of plant families from year to year. The existence and limits of forest fires should be entered on the phenological schedule under the head of additional observations.

Earthquakes.

The following circular drawn up originally by the special expert in charge of Earthquake Records for the United States Geological Survey, and enlarged and

improved by Dr. J. Edmund Woodman, Professor of Geology in Dalhousie University, is published here for the purpose of calling the attention of the teachers and pupils of the schools of Nova Scotia to another item of Nature Study and observation of profound interest in which all can engage with advantage to themselves and Science.

This circular has special reference to the earthquake felt in many parts of Western Nova Scotia on the 21st of March last. Any information gathered from any parties through pupils or teachers will be gladly received by Professor Woodman through the Superintendent of Education, who has agreed to collect all information sent him for compilation by Dr. Woodman.

The form of this circular will also be useful in showing the points of information desired to be obtained about all future earthquakes of which we may have some experience. The circular should be read to the school; and the theories of earthquakes expounded or sketched by teachers who feel they can do so. But even when the teachers can give no exposition of the causes of earthquakes, they can take an interest in studying the manifestations described in the circular, and interest their pupils so as to make them intelligently observant when such strange natural phenomena present themselves.

Any notes on observed earth's tremors sent the Superintendent will be noted by him as well as filed for compilation by Professor Woodman whose reports will be duly published in the Scientific press.

QUESTIONS REGARDING THE EARTHQUAKE OF MARCH 21, 1904.

1. *Location of the Observer.*—County and location in County; Township.
2. *Situation of the Observer.*—(a) Indoors (and on what floor of the house) or in open air, on a wharf or boat, in a mine and how deep, (b) Position and occupation at the moment of the shock.
3. *Time* at which shock was felt, Eastern Standard Time.
4. *Nature of the Shock.*—(a) Was any tremulous motion felt before the principal disturbance and for how many seconds? (b) How many principal and prominent disturbances were felt, and for how many seconds did they last? (c) Was any tremulous motion felt after the principal disturbance, and for how many seconds? (d) Did the movement gradually increase in intensity and then die away, or (e) were there two or more maxima of intensity or series of disturbances; and, if so, what was the interval between them and the order of their intensity? (f) Was the principal disturbance strongest near the beginning, the middle, or the end of the series? (g) Was any vertical motion perceptible, and, if so, was the movement first upward and then downward, or vice versa? (h) What was the apparent direction of the movement? (i) In what direction were objects overturned?
5. *Duration of the Shock* in seconds, not including that of the accompanying sound.
6. *Intensity of the Shock.*—Was it strong enough; (a) To make windows, doors, fire-irons, etc., rattle? (b) To cause the chair or bed on which the observer was resting to be perceptibly raised or moved? (c) To make chandeliers, pictures, etc., swing, or to stop clocks? (d) To overthrow ornaments, vases, etc., or cause plaster to fall from the ceilings? (e) To throw down chimneys, or make cracks in the walls of buildings?
7. *Sound Phenomena.*—(a) Was any unusual rumbling sound heard at the time of the shock, and, if so, what did it resemble? (b) Did the beginning of the sound precede, coincide with, or follow, the beginning of the shock, and by how many seconds? (c) Did the end of the sound precede, coincide with, or follow, the end of the shock, and by how many seconds? (d) Did the sound become gradually louder and then die away? (e) Did the instant when the sound was loudest precede, coincide with, or follow, the instant when the disturbance was strongest, and by how many seconds? (f) Did the sound change in character at or about the time when the disturbance was strongest?
8. *Miscellaneous.*—Note any other phenomena which may be related to the earthquake, such as effects on animals, on springs or streams, any change in the wind, (if so, to what direction), permanent displacements of the soil, etc. If the observer was on a boat or wharf, state especially the intensity, apparent direction, etc., of the shock and noise.
9. *Name and address of observer.*

Please answer as many questions as possible, number and letter the answers to correspond with the questions, and forward to the Superintendent of Education for—

DR. J. EDMUND WOODMAN,
DALHOUSIE UNIVERSITY,
Halifax, N. S.

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