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JOURNAL OF EDUCATION

NOVA SCOTIA

NEW SERIES.

OCTOBER, 1886.

VOL. VII. No. 1.

OFFICIAL.

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

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

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

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

EXAMINATION PAPERS,

Set for Candidates for Provincial Licenses.

JULY, 1886.

ACADEMIC LICENSES (Grade A.)

ALGEBRA.

1. A number is represented by 6 digits, of which the left-hand digit is 1. If the 1 be removed to units place, the others remaining in the same order as before, the new number is 3 times the original number. Find the number.
2. Given $x^2 - xy + y^2 = 21$ } find x and y .
 $y^2 - 2xy = -15$ }
3. The arithmetical mean between two numbers exceeds the geometrical by 13, and the geometrical exceeds the harmonical by 12. What are the numbers?
4. If N be any number in the scale whose radix is r , and S the sum of its digits, $N - S$ is divisible by $r - 1$.
5. Find the sum of $1 + \frac{a}{2} + \frac{b}{3} + \frac{c}{4}$, &c., $1, a, b, c$, &c., being the co-efficients taken in order of the expansion of $(a+b)^n$.
6. Find the amount of an annuity A for n years, (1) at Simple, (2) at Compound Interest.

GEOMETRY.

1. On a given straight line to describe a segment of a circle capable of containing an angle equal to a given angle.
2. The least square which can be inscribed in a given square is that which is half of the given square.
3. Find the locus of the middle points of chords in a circle that pass through a given point.
4. Upon a given straight line to describe a rectilinear figure similar and similarly situated to a given rectilinear figure.
5. If from any point in the circumference of the circle described round a triangle perpendiculars be drawn to the sides of the triangle, the three points of intersection are in the same straight line.
6. Every solid angle is contained by plane angles, which are together less than four right angles.
7. If a quadrilateral figure does not admit of having a circle described round it, the sum of the rectangles contained by the opposite sides is greater than the rectangle contained by the diagonals.

SCHOOL SYSTEM AND SCHOOL MANAGEMENT.

1. Give a summary view of the provisions of the "Act to encourage Academic Education."
2. What do you understand by "the proper correlation of studies?" Give illustrations of the principle, and of its violation.
3. Discuss the relation of the Principal of a Graded School to the subordinate teachers and their departments.
4. Write a note on "Physical Culture in its relation to the school-room."
5. Give an outline of Locke's "Thoughts on Education," and discuss their relation to modern educational theories and practice.

TEACHING.

1. "Early study should commence with an empirical stage." Explain and illustrate this statement, naming, if you can, its author.
2. *Object-lessons.* Explain (1) their nature; (2) the advantages resulting from their use; (3) any common errors in modes of conducting them.
3. Discuss the relative value of *science and language* as instruments of education.
4. Classify the mental faculties, and show the importance to a teacher of a knowledge of the laws of mental science.
5. Give directions to an under-teacher as to the best mode of teaching the elementary principles of Algebra.
6. In a High School or Academy, there are a number of pupils preparing for examination for teachers' licenses and for University courses.
Discuss broadly the effect on the general work of the school.

PHYSIOLOGY.

1. Give an outline of the bodily structure, with a short account of the constituents of the skeleton.
2. Name some of the physical qualities of the blood, with a full statement of its chemical composition.

3. Classify the joints in the human body and give a description of each kind.
4. Describe the mechanism of the nostrils.
5. Give an outline of the anatomy of the brain.
6. Discuss fully the sources of the impurities of the air we breathe.

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

CHEMISTRY.

1. What is meant by the term Crystal? Describe some of the processes by which crystals may be formed.
2. Carbonic dioxide—its distribution, preparation and properties.
3. Write out the formulæ (1) of the oxides of sulphur (2) of the substances formed when they are brought in contact with water, (3) of the neutral sulphate and bisulphate of Potassium.
4. Describe the galvanic batteries of Smee and Grove.
5. Distinguish between the Ferric and Ferrous Salts.
6. Give the composition of tartar emetic, and give an account of the analogies of the group of elements to which antimony and phosphorus belong.

NATURAL PHILOSOPHY.

1. What are toothed-wheels? Find the equation of equilibrium for the *Jack*, and describe its construction.
2. Define *velocity*, *uniform* and *variable velocity*, acceleration. A point describes a circle with a constant velocity v , and at the same time the centre of the circle moves forward in a straight line with the same velocity. What is the motion of the point?
3. Show what the pressure exerted by a liquid on any part of the surface of the containing vessel depends upon, and explain how to calculate the amount of this pressure when the necessary data are given.
4. Describe experiments proving that the air has weight, and show how the weight of a given volume of air can be approximately ascertained. What is a barometer, and how is it constructed?
5. Explain the formation of images with a plane mirror.
6. State the laws of the Refraction of Light by such substances as Water or Glass, and describe and explain experiments by which they can be demonstrated.

FRENCH.

Translate into English:—

Allons monsieur la révérence. Votre corps droit. Un peu penché sur la cuisse gauche. Les jambes point tant écartées. Vos pieds sur une même ligne. Votre poignet à l'opposé de votre hanche. La pointe de votre épée vis-à-vis de votre épaule. Le bras pas tout-à-fait si étendu. La main gauche à la hauteur de l'œil. L'épaule gauche plus quartée. La tête droite. Le regard assuré. Avancez. Le corps ferme. Touchez-moi l'épée de quarte, et achevez de même. Une, deux. Remettez-vous. Redoublez de pied ferme. Un saut en arrière. Quand vous portez la botte, monsieur, il faut que l'épée parte la première, et que le corps soit bien effacé. Une, deux. Allons, touchez-moi l'épée de tierce, et achevez de même. Avancez. Le corps ferme. Avancez. Partez de là. Une, deux. Remettez-vous. Redoublez. Un saut en arrière. En garde, monsieur, en garde.

Mais vous ne dites pas que je m'engage inconsidérément chaque jour à recevoir de trop grands témoignages de votre passion. J'ai beau me défendre des choses, vous fatiguez ma résistance, et vous avez une civile opiniâtreté qui me fait venir doucement à tout ce qu'il vous plaît. Les visites fréquentes ont commencé, les déclarations sont venues ensuite, qui, après elles, ont entraîné les sérénades et les cadeaux, que les présents ont suivis. Je me suis opposée à tout cela; mais vous ne vous rebutez point, et, pied à pied, vous gagnez mes résolutions. Pour moi, je ne puis plus répondre de rien; et je crois qu'à la fin vous me ferez venir au mariage, dont je me suis tant éloignée.

1. Name the principal characters introduced in the play and the part taken by each.
2. Illustrate the uses of *en* (1) as a preposition (2) as a pronoun.
3. Distinguish between *il est* and *c'est*, and translate: Love your father for he is good and just; and, love your father for he is a good and just man.

4. Distinguish between *il faut*, *il est nécessaire* and *on doit*. When is *fallor* followed by the subjunctive, when by the infinitive?
5. Give examples of the principal idiomatic uses of the verb *faire*.

Translate into French:—

Henry the Fourth looked upon the good education of youth as a thing on which depends the felicity of kingdoms and peoples. He does not know what model to follow. I speak of what is true. Whatever happens let me know it. One half of men do not think and the other half do not know what to think. I had just dined when he arrived. If the master should happen to scold me, what could I say to excuse myself. He has been hanged for having robbed. I was going to see you, but I met your brother who took me to the country. How many times have I told you so. Was it in the morning or evening? I met your neighbour yesterday. She went away day before yesterday. My exercise is rather difficult, will you be so good as to help me to write it. What is the matter with your brother whom I met last Sunday. When you are ready we will go and take a walk. I wish she would come and see me.

LATIN COMPOSITION.

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

Translate into Latin:—

1. As at Rome two consuls, so at Carthage two kings, were annually appointed.
2. The Senate feared that the consuls, unmindful of their promise, would not return within the appointed time.
3. The enemy will find that it was not owing to me that a battle had not been fought.
4. Demosthenes could not pronounce the first letter of that very art which he was studying.
5. A design was formed of destroying the city, butchering the citizens, and obliterating the Roman name.
6. There were those who believed this to be a trick of the enemy, who were watching a chance to attack and cut to pieces our rear.

GREEK COMPOSITION.

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

Translate into Greek:—

1. As it is always possible for men to be good, so is it their duty to be so.
2. If I were to do this what a tumult there would be!
3. Do not take from the cities the wealth which they possess.
4. Those men surpass us in number, but are inferior to us in courage.
5. Who do you think would obey such a man as you?
6. I tried to show him that he thought himself to be wise, but was not.

ROMAN HISTORY.

1. Give the date of the First Secession of the Plebeians, and narrate the circumstances.
2. *Agrarian Laws*: (1) Statement of facts and principles involved; (2) Explanation of particular measures.
3. Discuss the religion of Ancient Rome, as to (1) its origin and affinities, (2) its nature, (3) its organization.
4. Describe fully the impeachment of Verres and attendant circumstances.
5. Explain the following terms:—*Consul*, *Pro-Consul*, *Dictator*, *Tribune*, *Master of the Horse*, *Pontifex Maximus*, *Lectisternium*.
6. "Certain eminent persons were supposed to have been more or less privy to Cataline's designs." Who were these, and why were they suspected? Discuss the grounds of suspicion.

GREEK HISTORY.

1. Narrate the legend of the Trojan War.
2. Write notes on (a) *the Pelagians*, (b) *the Heraclidæ*, (c) *the Philippiæ*.
3. Show the relations of Croesus and Cyrus the elder to Greek History.
4. Narrate the steps which led to the supremacy of Thebes.
5. Give an outline of the internal history of Athens during the Peloponnesian War.
6. Discuss the Comedies of Aristophanes, with particular reference to their historical value.

FIRST-CLASS LICENSES. (Grade B.)

GEOGRAPHY.

1. Explain the ordinary modes of determining the latitude of a place.
2. Give as full a description as you can of the motions of the sea.
3. Write a note on the Industries of the Dominion. Discuss the probable effect of the completion of the Canada Pacific Railway upon the commerce of the world.
4. Name the principal tributaries of the Mississippi from the west, the states and territories through which they flow and the chief cities on their banks.
5. Name the rivers of the British Isles—their direction and the waters into which they flow.
6. Describe the Turkish Empire as now constituted, naming and locating the various principalities established by the Berlin Congress in 1878.
7. Asiatic Russia—its divisions, rivers, industries and chief towns.
8. Compare the continents of South America and Africa in respect to their contour, physical features, climate, fauna and flora.

BRITISH HISTORY.

1. Write what you know of early English institutions under the following heads: The King, Divisions of the People, The Witenagemot, The Administration of Justice.
2. Give a summary view of the political and social changes which England underwent during the Plantagenet period.
3. Write a sketch of the history of the reign of Charles I, so far as relates to: Petition of Right; Ship Money; Trial of the King.
4. Discuss the relations of England with Spain during the reign of Elizabeth.
5. In the month of May, 1804, the younger Pitt was re-instated as Prime Minister, and Napoleon Buonaparte assumed the title of Emperor of the French. Trace succeeding events till the death of the former.
6. Name the five statesmen of the Brunswick Period whom you consider to have most influentially affected the history of Great Britain, and concisely justify your answers.

UNIVERSAL HISTORY.

1. Write a sketch of the career of Alexander the Great.
2. Give an account of the origin and growth of the Feudal System; also state the influences by which it was gradually undermined.
3. "The 17th Century is one of the most active and progressive periods in the intellectual history of Europe." Illustrate this statement as fully as possible.
4. Sketch an outline of the Thirty Years' War.
5. Name the principal European authors of the last Century, mentioning the chief works of each.
6. Explain the following terms in United States history: "Missouri Compromise," "Monroe Doctrine," "Free Soilers," "Compromise Bill," "Fifteenth Amendment."

COMPOSITION.

1. In the following sentences point out any faults of construction: His presence was against him. Tillotson was exceedingly beloved both by King William and by Queen Mary, who nominated Dr. Tension, Bishop of Lincoln, to succeed him. Other objects that have more than once offered themselves to the senses have yet been little taken notice of. Tediuousness is the most fatal of all faults.
2. Distinguish between *persuade* and *convince*, *teach* and *learn*, *true* and *truthful*, *enemy* and *antagonist*, *large* and *huge*, and write sentences illustrating the proper use of synonyms.
3. Define Theme, and name the three classes into which themes are conveniently divided. Write a short theme on "The Study of Natural Science" or "The Crimean War."

4. Give an elegant prose paraphrase of the following passage:

"Suppose he should relent,
And publish grace to all, on promise made
Of new subjection; with what eyes could we
Stand in his presence humble, and receive
Strict laws imposed, to celebrate his throne
With warbled hymns, and to his Godhead sing
Forced hallelujahs; while he lordly sits
Our envied sovereign, and his altar breathes
Ambrosial odours and ambrosial flowers,
Our servile offering."

5. Write a note on "Perspicuity of Style," stating the most frequent sources of violation of this quality.
6. Quote from some of the poets examples of Simile, Synecdoche and Epigram.
7. In what respect does English metre differ from the classical metres? Name the metres in which the following were written: *Paradise Lost*, *Evangeline*, *Gray's Elegy*, *Hiawatha*, *Locksley Hall*, *Marmion*.

BOOKKEEPING.

1. Distinguish between single entry and double entry book-keeping. "Every debtor has a corresponding creditor," explain this statement fully.
2. Write a specimen "Draft," "Letter of Credit," "Joint Promissory Note" and "Receipt for money paid for another."
3. Rule a form of Cash Book and enter one month's cash transactions. Explain the term Ledger Title, and state its use.
4. Make the proper debit and credit journal entries for the following, and give your reasons for so doing; (a) Bought goods on credit; (b) sold goods on credit; (c) bought goods for cash; (d) sold goods for cash; (e) bought goods and gave my note in full; (f) sold goods and received a note for full amount.
5. How are transactions under the following accounts journalized: Expenses, interest, commission, consignment, cash and private account.

GRAMMAR.

1. Give as many instances as you can of nouns having two plurals with different meanings, specifying in each case the plural forms and meanings.
2. Explain the use of *have* as an auxiliary, and discuss the propriety of such forms as *art come*, *is gone*, &c.
3. Specify the chief varieties of irregular verbs, with illustrations.
4. Discuss the grammar of the following passages:
"Whoe'er I woo, myself would be his wife."
"O Thou my voice inspire
Who touched Isaiah's hallowed lips with fire."
"For ever in this humble cell,
Let thee and I, my fair one, dwell."
"It must be confessed that a lampoon or a satire do not carry in them robbery and murder."
"We need not, nor do not, confine the purposes of God."
5. "My paper is Ulysses his bow." What theory was once held to justify such an expression as this? Discuss its correctness.
6. Give a diagram showing the position of English in the group of Indo-European languages.

ANALYSIS.

1. "Adjective clauses introduced by relative pronouns are either restrictive or explanatory." Explain and illustrate this statement.
2. "We are told that Socrates said that he was declared by the Oracle to be the wisest of men, merely because he knew that he knew nothing."
Write down the foregoing sentence, underscoring the subordinate clauses, indicating the first degree of subordination by a single line, the second degree by two lines, and so on.
3. Analyze: "The panic being at length subdued, the Roman youth, after that a clear light had shone forth from so cloudy a day and they saw the throne vacant, although they had sufficient confidence in the statement of the senators who had stood nearest that he had been carried off by the tempest, as if smitten by fear of orphanhood, long maintained a gloomy silence."

ARITHMETIC.

1. What is the standard (1) of the gold coinage (2) of the silver coinage in England and also in the United States; reduce 5 lbs. 10 ozs. 3 dwts. 15 grs. troy to the decimal of 1 cwt. avoirdupois.

2. What is Practice? Apply the rule to the solution of the following: If sugar be bought at £1.19.6 a cwt., and retailed at 6½d a lb., what is the profit on a cask containing 7 cwt. 1 qr. 14 lbs.?

3. A man embarks his capital in four successive ventures. In the first, he clears 100 per cent., and in each of the others he loses 20 per cent., what percentage of profit has he upon his original outlay?

4. What is meant by Exchange? Course of Exchange? Par of Exchange? A banker at New York remits \$6000 to Liverpool, thus: first to Paris, at 5 frs. 40c. for \$1; thence to Hamburg at 185 francs for 100 marks; thence to Amsterdam at 35 stivers for 2 marks; thence to Liverpool at 220 stivers for £1. What sterling money will he receive at Liverpool, and what will be his gain over direct exchange at 8½ per cent premium?

5. 270 sheep and 14 horses eat 101 acres of grass in 30 days; and 155 sheep and 21 horses eat 185 acres of grass in 75 days; compare the amount eaten by a sheep and a horse in the same time.

6. What is the fundamental unit in the metric system, and why was it chosen? Write down the metric table of length and capacity, and give the respective values of a hectare and of a kilogramme in English measure and weight.

PRACTICAL MATHEMATICS.

1. If several numbers form a geometrical series, prove that their logarithms constitute an arithmetical series.

2. Demonstrate the theorem for the solution of oblique triangles when the three sides are given.

3. Two posts stand one on each side of a street which is 70 feet wide. Their tops, which are 50√2 feet apart, are just reached by a ladder 50 feet long, whose bottom end is fastened at a point in the street. Find the height of the posts.

4. Define course, departure, leeway; distinguish between deviation and variation of the compass, and explain what is meant by meridional difference of latitude.

5. Demonstrate a formula for finding the area of a quadrilateral derived from its sides and inclination of diagonals.

6. A frustrum of a cone of marble has its slant side 8 feet, and the diameters of its bases 4 feet and 1.5 feet. What is its value at 12s. per solid foot?

7. What are the parallelogram of forces, and polygon of forces respectively? A uniform rod weighing 4 lbs. has 12 lbs. at one end and 18 at the other. The centre of gravity of the whole is 9 inches from the middle; what is the length of the rod?

ALGEBRA.

1. Simplify the expression:

$$3a - [b + \{2a - (b - c)\}] + \frac{1}{2} + \frac{2c^2 - \frac{1}{2}}{2c + 1}$$

2. A number is represented by 6 digits, of which the left hand digit is 1. If the one be removed to units place, the others remaining in the same order as before, the new number is three times the original number. Find the number.

3. Show that

$$\sqrt{10} + \sqrt{20} + \sqrt{40} - \sqrt{5} - \sqrt{80} = \sqrt{5} (1 + \sqrt{2})$$

4. Deduce the general formula for the roots of the quadratic equation $x^2 + px + q = 0$ —Also solve

$$\frac{2 + x^2}{3} - \frac{x - x^2}{2} = 1 - x + x^2$$

5. Prove the formulas for the sum of an arithmetical series, and find the first term and the common difference of an arithmetical series, when the sum of n terms is always equal to n^2 .

6. State the laws for the expansion of binomials and apply them to the expansion of $(x + y)^3$.

7. A person has \$1300, which he divides into two portions, and loans at different rates of interest, so that the two portions produce equal returns. If the first portion had been loaned at the second rate of interest, it would have produced \$36, and if the second portion had been loaned at the first rate of interest it would have produced \$49. Required, the rates of interest.

GEOMETRY.

1. On the sides of any triangle ABC , equilateral triangles BCD , CAE , ABF , are described, all external: show that the straight lines AD , BE , CF , are all equal.

2. If a straight line be divided into two equal and also into two unequal parts, the squares on the two unequal parts are together double of the square on half the line and of the square on the lines between the points of section.

3. The least square which can be inscribed in a given square is that which is half of the given square.

4. To draw a straight line from a given point, either without or on the circumference, which shall touch a given circle.

5. If from any point in the circumference of a circle a chord and tangent be drawn, the perpendiculars dropped on them from the middle point of the subtended arc are equal to one another.

6. To inscribe a regular quindecagon in a given circle.

7. Find the locus of the middle points of chords in a circle that pass through a given point.

SCHOOL SYSTEM AND SCHOOL MANAGEMENT.

1. Mention the chief powers of the Council of Public Instruction.

2. "Among the essential instincts of a child are a taste for observation and an impulse to activity."

Show how you propose to take advantage of these facts in directing your school-room work.

3. Give an outline of those provisions of the "Act relating to Public Instruction," which are specially designed to secure a better attendance at schools.

4. Write a note on "Physical Culture in its relation to the school-room."

5. "The practice of keeping in at recess or of prescribing 'impositions' is being rapidly relegated to the limbo of absurdities."

Discuss the educational doctrine taught or implied in this quotation.

TEACHING.

1. "Knowledge should precede definitions." Expand fully the meaning of this proposition, and show how you would apply the principle involved to the teaching of any subject you choose.

2. (a) Mention any writers on education with whose works you are familiar, and state the leading principles enunciated by any of them.

(b) Explain the "Kindergarten system."

(Answer either (a) or (b) but not both.)

3. *Object-lessons.* Explain (1) their nature; (2) the advantages resulting from their use; (3) any common errors in modes of conducting them.

4. Explain your mode of imparting to a class the elementary conceptions of Geometry.

5. Classify the mental faculties and discuss the relation of particular studies to the growth and development of any two of them.

6. Furnish notes of an oral lesson in British History adapted to pupils of the 7th grade, selecting as a basis any reign or period you prefer.

PHYSIOLOGY.

1. Give an outline of the bodily structure, with a short description of the Skeleton.

2. Explain fully the circumstances under which Asphyxia takes place.

3. Describe the structure and connections of the liver.

4. Classify the aliments and state their composition.

5. Discuss fully the various sources of the impurities of the air we breathe.

6. State the effects upon the constitution of (1) over-exertion and (2) insufficient exercise.

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

CHEMISTRY.

1. State the hypotheses lying at the basis of the atomic theory.
2. Ozone:—its source, preparation and properties.
3. Name and compare the halogens with each other, give also their symbols and atomic weights.
4. Write a note on the judicious use of food for farm stock.
5. Describe the manufacture of H_2SO_4 .
6. Mention and describe the chief iron ores, and describe the process of smelting.

PHYSICS.

1. Explain fully and illustrate the terms, Force, Motion, Capillarity, Friction and Specific Heat.
2. Explain the construction and use of the Air-pump.
3. Distinguish between *noise* and *musical sound*, and describe an experiment illustrating the reflection of sound.
4. Write a note on the expansion of bodies when heated, and, making use of this principle, show how to construct an instrument for the purpose of measuring temperature.
5. Compare the velocity of light and sound. Describe a lens, and explain the various practical purposes to which it is put.
6. "I have now to convince you that there are two opposite kinds of electricity." Explain fully.

FRENCH.

Translate into English :

Allons, monsieur, la révérence. Votre corps droit. Un pen penché sur la cuisse gauche. Les jambes point tant écartées. Vos pieds sur une même ligne. Votre poignet à l'opposé de votre hanche. La pointe de votre épée vis-à-vis de votre épaule. Le bras pas tout-à-fait si étendu. La main gauche à la hauteur de l'œil. L'épaule gauche plus quartée. La tête droit. Le regard assuré. Avancez. Le corps ferme. Touchez-moi l'épée de quarte, et achevez de même. Une, deux. Allons, touchez-moi l'épée de tierce, et achevez de même. Avancez. Le corps ferme. Avancez. Partez de là. Une, deux. Remettez-vous. Redoublez. Un saut en arrière. En garde, monsieur, en garde.

Mais vous ne dites pas que je m'engage insensiblement chaque jour à recevoir de trop grands témoignages de votre passion. J'ai beau me défendre des choses, vous fatiguez ma résistance, et vous avez une civile opiniâtreté qui me fait venir doucement à tout ce qu'il vous plait. Les visites fréquentes ont commencés, les déclarations sont venues en suite, qui, après elles, ont entraîné les sérénades et les cadeaux, que les présents ont suivis. Je me suis opposée à tout cela; mais vous ne vous rebutez point, et pied à pied, vous gagnez mes résolutions. Pour moi je ne puis plus répondre de rien; et je crois qu'à la fin vous me ferez venir au mariage, dont je me suis tant éloignée.

1. Name the principal characters introduced in the play and the part taken by each.
2. Illustrate the uses of *en* (1) as a proposition; (2) as a pronoun.
3. Distinguish between *il est* and *c'est*, and translate. Love your father, for he is good and just; and, love your father, for he is a good and just man.
4. Distinguish between *il faut*, *il est nécessaire*, and *on doit*. When is *falloir* followed by the subjunctive? when by the infinitive?
5. Give examples of the principal idiomatic uses of the verb *faire*.

Translate into French :

Henry the Fourth looked upon the good education of youth as a thing on which depends the felicity of kingdoms and peoples. He does not know what model to follow. I speak of what is true. Whatever happens, let me know it. One half of men do not think, and the other half do not know what to think. I had just dined when he arrived. If the master should happen to scold me, what could I say to excuse myself. He has been hanged for having robbed. I was going to see you, but I met your brother, who took me to the country. How many times have I told you so. Was it in the morning or evening? I met your neighbour yesterday. She went away day before yesterday. My exercise is rather difficult; will you be so good as to help me to write it? What is the matter with your brother whom I met last Sunday. When you are ready we will go and take a walk. I wish she would come and see me.

ENGLISH LITERATURE.

1. What is meant by "Scottish Poetry?" Discuss its distinguishing elements.
2. Name the authors of the following compositions: *Annus Mirabilis*, *Tale of a Tub*, *Rasselas*, *Old Mortality*, *Utopia*, *Arcadia*, *Faerie Queene*, *Cooper's Hill*, *Lycidas*, *Hudibras*, *Eve of St. Agnes*, *Queen Mab*, *Thalaba*, *The Village*, *Gentle Shepherd*.
3. Explain the expressions: *Lupercal*, *Idea*, *Colossus*, *Lethe*, *Olympus*.
4. "Shakespeare, writing at a time when the grammar of our language was in a state of transition, used many constructions and forms not now deemed allowable." Give from *Julius Cæsar* as many illustrations of this statement as you can.
5. Write a short analysis of Mark Antony's speech, and quote what you consider its finest passage.
6. Give brief notes on the following expressions: *His coward lips; there was a Brutus once; turn preordainance; bay not me; dishonour shall be humour; must be let-blood; he swounded*.
7. State by whom, and on what occasions, the following sentiments were uttered:—
 - (a) But I am constant as the northern star.
 - (b) There is a tide in the affairs of men.
 - (c) When beggars die, there are no comets seen.
 - (d) Cowards die many times before their deaths.
 - (e) This was the noblest Roman of them all.
 - (f) His coward lips did from their color fly.

SECOND-CLASS LICENSES. (Grade C.)

GEOGRAPHY.

1. Name and describe the different kinds of *winds*.
2. Describe the river systems of New Brunswick, and name the cities of Ontario with their situation.
3. Name the six counties of Quebec situated on the Ottawa and also those usually called the *Eastern Townships*.
4. *Scotland*—its surface, climate, inhabitants, industries.
5. Name the States of South America with their capitals; describe the great river systems of that continent.
6. Name the Territories of the United States and bound and describe any one of them.
7. Where and what are the following:—Celebes, Natal, Skaw, Tchad, Batavia, Kalahari, Meuse, Kartum, Benares, Tombigby, Guadeloupe, Taurus, Hedjaz?
8. Draw an outline map of the Continent of North America.

BRITISH HISTORY.

1. What beneficial effects followed the establishment of the Roman power in Britain?
2. Write a short sketch of the reign of the "First of the Plantagenets."
3. Mention important events in English history connected with the following names; Godwin, Thomas à Becket, The Black Prince, Joan of Arc, Sir Walter Raleigh, Sir Christopher Wren, Lord North, William Wilberforce, the Earl of Beaconsfield.
4. Briefly explain the following:—*Constitutions of Clarendon*, *Provisions of Oxford*, *Hampden Court Conference*, *the Non-jurors*, *the Chartists*.
5. Give a short account of the rise of the English power in India.
6. At what different dates has Mr. Gladstone assumed the Premiership of Great Britain? Mention the chief events of each period of his administration.

BRITISH AMERICAN HISTORY.

1. Name the most distinguished discoverers and early explorers of America. Give as many particulars of each as you can.
2. Write notes on "Company of One Hundred Associates," "Massacre of Lachine," "The Constitutional Act," "The National Policy."
3. What was the state of affairs in the several Provinces which led to the demand for Responsible Government.
4. Name, with the dates of their accession to office, the "native Governors" of Nova Scotia, and describe the career of any one of them.
5. Relate the circumstances that led to the resignation of the McDonald Administration in 1873.

COMPOSITION.

1. Expand the words printed in Italics in the following sentences into clauses:

The rainbow *seen yesterday afternoon* was very beautiful. *The door being opened*, the people crowded into the hall. No one doubts *the roundness of the earth*.

2. Write the following in as many ways as possible without changing the meaning, and state which you consider the best:

"Now fades the glimmering landscape on the sight."

3. Transpose the following to the prose order without altering the sense:

Boast not my fall, he cried, insulting foe;
Thou by some other shalt be laid as low,
Nor think, to die dejects my lofty mind;
All that I dread is leaving you behind.

4. What is a paragraph? Expand the following sentence into a paragraph: "In the wintry solitudes of Siberia the skin of the reindeer affords protection to man against extreme cold; but in the sultry plains of S. America there is no refuge from the burning sun above and the heat reflected from the glowing soil, save where, at vast intervals, small clumps of the *Mauritia palm* afford a scanty shade."

5. Specify the figures of language in the following: Grateful persons resemble fruitful fields. Virtue is a jewel. The sceptre shall not depart from Judah. The pen is mightier than the sword. Have you read Homer? The sea saw it and fled. When all men speak, no man hears.

6. Give the rules for perfect rhyme, and give an example of simple regular pentameter.

BOOKKEEPING.

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

1. Write an application for a situation as clerk.

2. Explain, Abatement, Bill of Entry, Bullion, Indorser, Net Proceeds, Discount, E. & O. E. Amt.

3. Make out an account sales of 8,000 bushels of potatoes, 150 bbls of mackerel and 40 tons of hay for account of John Smith & Co.

4. Enter in Day Book, Cash Book, Bill Book, and Ledger the following transactions:

(1) Sold goods to A to the amount of \$1,000, receiving cash on account \$500 and note for balance payable in 3 months.

(2) Sold goods to B on account \$1250, received from him at same time 100 kegs of nails at \$2 50 per keg and 5 tons of iron at \$80 per ton.

(3) Bought goods from C to the amount of \$2,000, payable one-half cash and giving my note for balance, payable at Merchants' Bank in 4 months.

FRENCH.

Translate into English:

"Dans une ville d'Asie, il y avait deux malheureux bien pauvres, dont l'un était perclus, et l'autre aveugle. Celui-ci qui n'avait pas même un chien pour le conduire, arriva à tâtons près du malade; il l'entendit crier, et le plaignit. "Vous et moi," lui dit-il "nous trainons une misérable existence; pourquoi je vous prie, n'unirions-nous pas nos forces ensemble? Peut-être qu'ainsi nous pourrions rendre nos maux plus supportables." "Hélas mon frère" lui répondit l'autre, "ignorez-vous que je puis à peine faire un pas; et vous savez bien que vous-même n'y voyez goutte." "Cela est vrai" continua l'aveugle "mais cela n'empêche pas, qu'à nous deux, nous ne possédions les facultés qui nous sont nécessaires à chacun; j'ai de bonnes jambes, et vous, vous avez de bons yeux; moi je vous porterai, et vous me dirigerez; de cette manière je marcherai pour vous, tandis que vous y verrez pour moi."

1. Give the singular of *maux*, *yeux*, and parse *aveugle*, *perclus*, *malheureux*, *un pas*, *chacun*, *tandis que*.

2. Name the different classes of pronouns in French, with examples of each class, taking as many as possible from above extract.

3. Parse and give primitive tenses of *conduire*, *entendu*, *plaignu*, *pourrions*, *verrez*.

4. Write in full the Futre of *faire* and *savoir*.

Translate in French:

Have you slept well? I am twenty years old and my brother is sixteen. She is never satisfied, she has no friends, she loves nobody. To whom does this meadow belong? What were you looking for yesterday, when I saw you? This house cost five thousand dollars. Why do you not wait for me? How is your

aunt this evening? The bookseller has some fine pen knives. What do you think of my horses? Do you think he has done it? That is of no use to me. The grapes are ripe. The wolf is in the forest. Let us go to dinner. The fox arrived before the crow. You have time to do this four times.

GRAMMAR.

1. Write a full note on the distinction between *proper* and *common* nouns.

2. State fully the rules for the formation of the possessive case. Correct or justify the following sentences: "Most of the M's. P. P. have arrived in town." "This was bought at Brown's the apothecary."

3. Parse the following sentence, pointing out any grammatical irregularity in its structure:

"Now either spoke, as hope or fear impressed
Each their alternate triumph on his breast."

4. Give principal parts of following verbs: *rid*, *ride*, *rend*, *shed*, *plead*, *dive*, *lean*, *light*, *wed*, *speed*, *weave*, *mow*, *tear*, *tread*, *clothe*, *get*.

5. Give as many special rules as you can for the proper position of the *adverb* in a sentence.

ANALYSIS.

1. Point out and illustrate the distinction between *phrases*, *clauses* and *sentences*.

2. "All absolute phrases are extensions of the predicate." Explain this statement by one or more illustrations.

3. Give both a general and detailed analysis of the following sentence:—"The market girl reckoned that, if her milk sold well, she could get at least six dozen eggs which, when they were hatched and grown to be chickens, might be sold, before May came round, for as much money as would buy her the best dress that could be found in the village."

ARITHMETIC.

1. Multiply 00247 by 3625 and divide the product by 00000325, giving principles determining the position of the decimal point in each case.

2. Express $\frac{1}{4}$ of 2-5 of 26 rods $3\frac{1}{2}$ yds. 2-ft. 11-in. as the fraction of $\frac{325}{1}$ of a mile.

3. Bought cloth at \$2 per yd. and sold the whole at a profit of \$120; had it been sold at 20 per cent. less there would have been a loss of \$96. How many yards were there?

4. What three numbers between 30 and 140 have 12 for their greatest common divisor and 2772 for their least common multiple!

5. Explain the terms, *stocks*, *shares*, *premium* and *par*. If by investing in the 6 per cents at 91 $\frac{1}{2}$ a man obtains an income of \$320, what would be his income if he invested an equal sum in the 5 per cents at 80?

6. Divide \$700 among 4 persons, so that B may have three times as much as A, C half as much again as A and B together, and D as much as A, B and C together.

BOTANY.

1. Of what do seeds consist?

2. Describe the growth of a branch.

3. Name and give examples of the different varieties of tap-root

4. Describe the structure and veining of leaves.

5. Describe the process of grafting; what object is gained by this mode of propagation?

6. What are neutral flowers?

7. How are fruits classified? Explain the terms *dehiscent* and *indehiscent*

8. Enumerate the various uses of plants in the economy of nature.

ALGEBRA.

1. Illustrate the rule that "the powers of the same number are multiplied together by adding the exponents," and find the continued product of $x-y$, $x+y$, x^2-xy+y^2 , x^2+xy+y^2 .

2. Explain the term *Greatest Common Measure* as used in Algebra, and find the G. C. M. of x^2-6x+8 and $4x^3-21x^2+15x+20$.

3. Simplify:

$$\frac{m^2+n^2}{n} \times \frac{m^2-n^2}{m^3+n^3}$$

$$\frac{1}{n} - \frac{1}{m}$$

4. $x + y + z = a + b + c.$
 $x + a = y + b = z + c.$

Find the value of $x, y,$ and $z.$

5. A and B have the same income. A contracts an annual debt amounting to 1-7 of it. B lives on 4-5 of it. At the end of 10 years, B lends A enough money to pay off his debts, and has \$160 to spare. What is their income?

6. Five persons, A, B, C, D, E, play at cards; after A has won half of B's money, B one-third of C's, C one-fourth of D's, D one-sixth of E's, each has a £110. With how much did each start?

GEOMETRY.

1. If one side of a triangle be produced, the exterior angle is greater than either of the interior opposite angles.

2. If the straight line bisecting the external angle of a triangle be parallel to the base; prove that the triangle is isosceles.

3. Parallelograms on equal bases, and between the same parallels, are equal to one another.

4. The diagonals AC, BD of a parallelogram intersect in $O,$ and P is a point within the triangle $AOB;$ prove that the difference of the triangles APB, CPD is equal to the sum of the triangles $APC, BPD.$

5. If a straight line fall upon two parallel straight lines, it makes the two interior angles upon the same side together equal to two right angles, and also the alternate angles equal to one another, and also the exterior angle equal to the interior and opposite upon the same side.

6. The perimeter of an isosceles triangle is greater than the perimeter of a rectangle, which is of the same altitude with, and equal to, the given triangle.

7. If two triangles stand on equal bases and between the same parallels prove that, if a line be drawn parallel to the bases and cutting the sides of both triangles, equal portions will be intercepted between the sides of the triangles respectively.

SCHOOL SYSTEM AND SCHOOL MANAGEMENT.

1. Define the term "Section" and describe fully the manner in which new sections may be formed.

2. "Among the essential instincts of a child are a taste for observation and an impulse to activity."

Show how you propose to take advantage of these facts in directing your school-room work.

3. Describe the three-fold mode of support provided for Public Schools. What special provisions are made for "Poor Sections?"

4. What means do you propose to adopt in order to secure (1) regularity and punctuality on the part of your pupils, and (2) an interest in your school on the part of trustees and parents?

5. Specify the essential conditions of order in a school.

TEACHING.

1. "Knowledge should precede definitions." Expand fully the meaning of this proposition, and show how you would apply the principle involved to the teaching of any subject you choose.

2. State clearly the means you would employ to secure correct oral expression.

3. *Object Lessons.* Explain: (1) their nature; (2) the advantages resulting from their use; (3) certain erroneous modes of conducting them.

4. Illustrate your method of teaching the addition and subtraction of fractions.

5. Give directions to a primary teacher on the teaching of *writing* to beginners.

6. Explain your method of teaching pupils of the Third Grade the elementary conceptions of Geography.

THIRD-CLASS LICENSES. (Grade D.)

GEOGRAPHY.

1. Define Equator, Latitude, Strait, Lake, Zone, and name the animals peculiar to the Torrid Zone.

2. Name the principal rivers, lakes and islands of the Dominion of Canada.

3. Give the boundaries and the population of the Counties of Yarmouth and Antigonish.

4. Give a short description of the Eastern Coast region and Western Highlands of the United States.

5. Where and what are the following: Lisbon, Naze, Wellington, Ainslie, Brandon, Richelieu, Formosa, Lena, Suez, Milan, St. Roque and Columbia.

6. Describe the surface of Scotland, and mention also the chief products of that country.

7. Name and locate the rivers and lakes of Africa, with a particular description of the river Nile.

8. Draw an outline map of the coast of New Brunswick and Nova Scotia bordering on the Gulf of St. Lawrence and Northumberland Strait, indicating the mouths of the principal rivers.

HISTORY.

1. What became of the following kings, Edward II., Richard II., Henry VI., James II.?

2. Assign each of the following events to the reign to which it belongs:—Execution of Wallace, Battle of Wakefield, the capture of Calais, Battle of Worcester, Treaty of Utrecht, Cato Street Conspiracy, Abyssinian War.

3. Mention the chief events in the reign of Elizabeth.

4. Tell what you know of any two of the following historical characters: Cardinal Wolsey, Oliver Cromwell, the Duke of Marlborough, Lord Nelson.

5. Describe as fully as you can the breaking out of the "Indian Mutiny."

6. What members of the Royal family have visited Nova Scotia? State circumstances and dates of visits.

7. Describe the so-called "Brandy Dispute."

8. Briefly trace political events in Nova Scotia during the administration of Sir Colin Campbell.

COMPOSITION.

1. Correct or justify the following: Iron sinks down in water. The boy has a new pair of boots. Where has John been to. I am just going to go. The box is not overly large. He continued to read on. I believe he likes her as well as Mary. She is a poor widow woman. He climbed down. Every one put on their hats. Henry or John are to assist you.

2. Punctuate the following, using capitals where necessary: among the legislators of that day but not of them in the fearful and solitary sublimity of genius stood a gentleman from virginia whom it was superfluous to designate.

or is it but a joke pray tell
 why have these men intruded
 i came to see the boys what spell
 upon their head has brooded.

3. Combine the following statements into a simple sentence:

Peter III. reigned but a few months.
 Peter was deposed by a conspiracy of Russian nobles.
 This conspiracy was headed by his own wife, Catherine.
 Catherine was a German by birth.
 Catherine was a woman of bold and unscrupulous character.

4. Write a brief essay on one of the following:
 "Choice of an Occupation" or "Cruelty to Animals."

BOOKKEEPING.

1. Explain the terms: Commission, Assets, Cheque and Posting.
 2. Write a specimen Receipt form.
 3. Write, in usual Day Book form, transactions with *five* different persons, enter the same in the Ledger and close the account of each.

GRAMMAR.

1. Name the "Parts of Speech," and give the sub-classification of those which admit of it.

2. Give the general rule for the formation of the comparative and superlative degrees of Adjectives, and compare *old, able, narrow, ate, much, polite, handsome, bad, beautiful.*

3. Define *number* and *person* in verbs. Write in full the past indicative active of *lie* (to recline) and the past perfect indicative passive of *tear*.

4. Give in full the declension of the Personal Pronouns.

5. Parse:
 "Then shook the hills with thnnder riven,
 Then rushed the steeds to battle driven."

6. Define *subject, predicate, object, complement, extension.*

7. Analyze: Thus, after a siege of fifty-three days, was Constantinople irretrievably subdued by the arms of Mahomet the Second

ARITHMETIC.

1. Define *Abstract*, *Concrete* and *Similar* Numbers, and find a number which being multiplied by 4, the product diminished by the square of 8, the remainder divided by 6, and 172 added to the quotient, the sum will equal the difference between 652 and 424.
2. Find the total cost of the following:
578 lbs. of oats at 45c. per bush.
1200 lbs. barley at 75c. "
4500 lbs. potatoes at 25c. "
25 624 ft. of lumber at \$10.00 per M.
10 reams of paper at 12c. per quire.
3. A mowing machine cuts a swathe 36 in. wide. How far will a team travel to cut a 5 acre lot?
4. Arrange the following fractions in the order of their magnitude, $\frac{2}{5}$, $\frac{5}{13}$, $\frac{7}{17}$ and $\frac{9}{2}$.
5. Find how many minutes there are in $\frac{1}{4}$ of a year (365 days) + 125 of a week, + $\frac{3}{8}$ of a day + 83 of an hour.
6. What is the difference between the true and the bank discount of \$950 for 3 mos. at 7 per cent.

SCHOOL SYSTEM AND SCHOOL MANAGEMENT.

1. Mention some of the more important duties imposed by law on Trustees of Schools.
2. Specify what you regard as *proper*, and what *improper*, modes of punishment.
3. What is the nature of the teacher's "agreement" with Trustees, and why is it important?
4. Draw up a time-table for a miscellaneous School, with no pupils beyond the Fifth Grade (4th Reader) of the Common School Course.
5. State how you would deal with each of the following: *habitual tardiness*, *disorderly conduct in school*, *rudeness on the playground*, *falsehood*, *profanity*.

TEACHING.

1. What do you understand by *Method*? State some fundamental principles, and apply them to the teaching of any subject you choose.
2. Explain as to a class the principles of simple subtraction, using figures that will illustrate the process of "carrying one."
3. Give the heads of an oral lesson on *Gender*.
4. Explain your method of teaching *Spelling*.
5. Detail the steps by which you would seek to give your pupils correct conception of a map.

ALGEBRA.

1. Define the terms, *Exponent*, *Factor*, *Binomial*, and *Trinomial Expression*, *Co-efficient*.
2. If $a = 1$, $b = 2$, $c = 3$ and $d = 4$, find the numerical value of the following:

$$\frac{\sqrt{a^2 + b^3}}{c} + (b+c)^2 - d^2 - (c^2 - b^2).$$

3. What do you understand by the "Rule of Signs" in Multiplication? Illustrate. Also multiply

$$a + b - c + d \text{ by } a - b + c - d.$$

4. Divide $x^7 - 5x^5 + 7x^3 + 2x^2 - 6x - 2$ by $x^3 - 2x - 2$.

5. Find the value of $\frac{1}{a-b} + \frac{1}{a+b} - \frac{a}{a^2-b^2}$

6. Resolve into factors $x^2 - 10x - 119$, and $6x^2 - x - 77$.

Government Grants,

In Aid of Public Schools, paid to Teachers, for the Term ended April 30th, 1886.

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

	Number of Teaching Days employed.	Am't paid to Teachers from Provincial Treasury.	TEACHERS.	
ANNAPOLIS.				
McRae, Alex	116	\$—	Carty, Maggie E	116 44 16
Shaffner, S C	117	60 00	Charlton, Annie M	117 45 00
Anderson, Annie E	117	60 00	Charlton, Bessie A	117 45 00
Barteaux, Jas E	117	60 00	Chesley, Sadie B	114 43 84
Bishop, Frank E	62	31 79	Chipman, Geo E	117 45 00
Brown, A D	117	60 00	Copeland, Laura W	115 44 22
Brown, J L	117	60 00	Daniels, Carrie J	115 44 22
Calneck, Wm A	49	25 12	Davies, Georgie A	117 45 00
Clarke, M H	114	58 44	Dodge, Ardelia K	113 43 45
Crombie, Isaac	117	60 00	Dowell, Bertha	83 31 91
Ford, Robie W	50	25 64	Dunn, Cyrrhia	117 45 00
Harris, Blanche	117	60 00	Dunn, Norman B	117 45 00
Litch, Willard	117	60 00	Elderkin, Bessie	116 44 61
Prince, Jessie B	117	60 00	Fash, Zenas L	117 45 00
Reade, W E	114	58 44	Fletcher, Annie	117 45 00
Richardson, R N	115	58 96	Foster, C A	115 44 22
Rugles, Lenfest	117	60 00	Fritz, Joel R	116 44 80
Tucker, C H	117	60 00	Harris C Louise	117 45 00
Walsh, John W	113	57 93	Hoseason, R H	117 45 00
Whitman, Phineas	97	49 73	Hoyt, Effie S E	117 45 00
Woodbury, Jonath'n	117	60 00	Hudson, Fred A	117 45 00
Baird, Etta Z	117	45 00	Illsley, Chas T	117 45 00
Balcom, Haddon J	117	45 00	Jackson, Lillie A	117 45 00
Balcom, Minnie L	113	43 45	Langille, Lucretia	117 45 00
Banks, Eva O	117	45 00	Leonard, Bertha L	117 45 00
Bent, Bessie C	117	45 00	Leonard, Lillian A	117 45 00
Bent, Minnie S	117	45 00	Leonard, Stanley C	117 45 00
Bishop, Annie B	117	45 00	Longley, Charlotte E	117 45 00
Bishop, Fred W	112	43 07	Marshall, Wm A	117 45 00
Bowby, Bessie	76	29 22	McCormick, A E	117 45 00
Brown, Emma	117	45 00	McCormick, M C	115 44 22
Calneck, Agnes	117	45 00	McLean, Annie	114 43 84
			Messenger, H W	117 45 00
			Miller, Ida M	107 41 15
			Morehouse, Bertha	116 44 61
			Morse, Evangeline B	37 14 21
			Parker, W Boyd	117 45 00
			Phinney, Josephine	117 45 00
			Pierce, Bessie S	117 45 00
			Poole, Emilia W	117 45 00
			Quinlan, James	117 45 00
			Robinson, Clara A	92 35 37
			Ruggles, Bertha	116 44 61
			Sanders, Clementina	114 43 84
			Slocomb, Emma A	117 45 00
			Slocomb, Hattie E	117 45 00
			Wiswell, Belle	114 43 84
			Whitman, Jacob B	115 44 22
			Whitman, Mary	115 44 22
			*Banks, Burpee A	117 39 10
			*Bogart, Gildert H	111 37 08
			Brown, L Stella	109 27 94

*Burney, Sarah	113	37 74	Chisholm, Dan M	116	44 61
Charlton, Susie A	117	30 00	Chisholm, Archd	117	45 00
*Christopher, Maude	83	27 73	Fraser, Sarah A	117	45 00
Chute, Naomie, J	99	25 38	Fraser, Mary J	117	45 00
Dodge, Percy M	106	27 17	McDermaid, Jennie	117	45 00
*Fancy, Catherine	113	37 74	McDonald, M T	117	45 00
Hall, Edward	83	21 28	McDonald, C J	117	45 00
Littlewood, Ella M	117	30 00	McDonell, J	117	45 00
*Marshall, Emma L	117	39 10	McEachern, P C	117	45 00
*McCormick, Fred.	117	39 10	McKenzie, Dan J	117	45 00
*Minard, Clara	113	37 74	McLellan, Libbie	117	45 00
*Munro, Cassie M	117	39 10	McLean Maggie	117	45 00
*Neily, Minnie A	117	39 10	McMaster, Sarah	115	44 22
Parker, Clara M	117	30 00	McPherson, Alex	117	45 00
Purdy, Solon	117	30 00	O'Brien, Mary J	117	45 00
*Ringer, Mauda C	117	39 10	Rogers, Wm J	117	45 00
*Roop, Etta M	117	39 10	Roche, Sarah	117	45 00
*Roop, Fred. E	110	36 68	Sister St Joseph	117	45 00
*Ramsay, Annie L	117	39 10	Sister St Alexandrine	117	45 00
*Sanford, Lousia A	117	39 10	Sister St Zephyrin	117	45 00
*Saunders, Martha	117	39 10	Sinclair, Alice M	110	42 30
*Tupper, Annabell	117	39 10	Smith, Wm H	117	45 00
VanBuskirk, J L	117	30 00	Thomp-on, John S	109	41 92
			Whalen, Alice	117	45 00
			Wallace, Jennie	117	45 00

ASSISTANTS.

Moore, Lalia A	65	16 65
Fisher, Winnie P	82	21 02

ANTIGONISH.

Chisholm, J J	117	60 00	Landry, Rose	117	30 00
Gillis, Angus	117	60 00	McAdam, Mary A	107	27 43
Gillis, Dougald G	117	60 00	McDonald, Flora	116	29 74
McArt, Martin	117	60 00	McDonald, Donald	112	28 71
McDonald, John	115	58 96	*McDonald Donald	117	40 00
McGillivray, A J	117	60 00	McDonald, Sophia	112	28 71
McInnis, A T	55	28 20	McDonald, Donald	117	30 00
McIsaac, Wm	117	60 00	McDonald, Dan W	117	30 00
McKinnon, Alex	117	60 00	McDonald, D R	117	30 00
McMillan, Michael	117	60 00	McDougall, Cassie	117	30 00
McMaster, J F	114	58 44	*McDougall, Annie	112	38 28
McRae, Christopher	117	60 00	McEachern, John	117	30 00
Stewart, G D	117	60 00	McGillivray, Duncan	115	29 48
Somers, Alex M	117	60 00	McGillivray, C D	117	30 00
Somers, Moses	117	60 00	McIsaac, Mary	117	30 00
Sister, St John	117	60 00	McIsaac, Bella	117	30 00
Thompson, M C	117	60 00	McIsaac, Kate A	104	26 66
Boyd, A A	117	45 00	McInnis, John J	117	30 00
Cameron, Jessie	117	45 00	*McInnis, Mary J	102	34 86
Chisholm, Maggie A	114	43 84	*McInnis, Mary A	89	30 42

McComiskey, Addie 82 21 02	McLean, James C 117 60 00	McLean, Catherine 84 21 53	Saunders, Annie 54 13 84	
McComiskey, Eliza 79 20 25	McDonald, M B 117 60 00	McLeod, Dan 110 28 20	Tedford, Ella 117 30 00	
Perry, Helen 83 21 28	McCharles, Jno J 117 60 00	McLennan, Jessie 117 30 00	POOR SECTIONS.	
POOR SECTIONS.		McMillan, Hugh 95 24 35	*Crosby, Lizzie 115½ 44 41	
*Doane, Francis O 110 37 60	McRae, Philip 117 60 00	Munro, Grace 117 30 00	*Doty, Lalia C 112 38 28	
*Goudey, Elith 117 40 00	Reid, George 115 58 96	MacCharles, Bella 117 30 00	*Goudey, Alice 115 39 31	
*Snow, Annie E 111 37 94	Smith, J W 117 60 00	MacLeod, Rachel 109 27 94	*Hibbert, Hattie 114 38 96	
DISTRICT OF SHELBURNE.		Rose, Catherine 112 28 71	*Meuse, Elizabeth 117 40 00	
Fitzpatrick, H K 117	Ingraham, Albert 84 32 29	ASSISTANT.		
Freeman, John D 116 59 48	Ingraham, L J 117 45 00	Guinn, Mary A 117 20 00	ASSISTANTS.	
Irwin, Archer 117 60 00	McDonald, Mary 117 45 00	DISTRICT OF YARMOUTH.		
McKenzie, Annie 117 60 00	McDonald, Jno F 78 29 99	Cameron, Aneas 114	Cobb, Belle 47 12 04	
Ruggles, J R 117 60 00	McDonald, K J 117 45 00	McKenzie, A S 114	Rose, Mabel 103 26 41	
Bower, Helen J 116½ 44 80	McAulay, M S 99 38 07	Munro, James H 117 110 00	DISTRICT OF ARGYLE.	
Bower, Lydia 116 44 61	McIver, A J 117 45 00	Allen, Emma H 117 60 00	DeVine, M E 105 53 84	
Bruce, Laura 117 45 00	McLean, Eliza 117 45 00	Archibald, Amy 117 60 00	Doane, Fannie 116 59 48	
Coffin, Chas N D 117 45 00	McMillan, Allan 83 31 91	Churchill, Annie 117 60 00	Gilman, Emma 52 26 66	
Dall, Carrie 117 45 00	McLean, Colin C 100 38 46	Crosby, James 117 60 00	Grierson, Jean E 117 60 00	
Dexter, Maggie 117 45 00	McNeil, Mary 117 45 00	Goudey, Theodosia 117 60 00	Lent, Abram S 117 60 00	
Doleman, Sadie 112 43 07	McKay, Lizzie 117 45 00	Hatfield, F A W 111 56 91	Sister Mary Anne 113 57 93	
Doleman, Tryphena 83 31 91	McKay, D E 117 45 00	Hibbert, Lizzie 117 60 00	Sister M Louis 113 57 93	
Ellis, Avis 117 45 00	Robertson, Maggie 117 45 00	Horner, Wm P 117 60 00	Giffin, Harold 115½ 44 41	
Ford, Andrew S 117 45 00	Ross, Robert O 81 31 14	Kempton, W F 116 59 48	Hogg, Maggie 115 44 22	
Ford, Lillas 111 42 69	Tingley, Stephen L 117 45 00	McKenna, A J 89 45 63	McAdams, J S 83 31 91	
Goodick, Jas D 117 45 00	Burton, Eliza 117 30 00	McKenna, H W 20 10 25	McGee, Annie 111 42 69	
Harding, Emma 114 48 84	Cobett, Maria J 115 29 48	Parker, George S 115 58 96	Pothier, David 117 45 00	
Harlow, Mary E 92 35 37	Cobbell, Maggie 117 30 00	Perry, Freeman J 111 56 91	do (night sch) 9 3 45	
Kempton, Simeon 116½ 44 80	Finlayson, Lexie 117 30 00	Robbins, Augusta 117 60 00	Richan, Ernest 111 42 69	
Matheson, Wm H 99 38 07	Ingraham, Walter 117 30 00	Rogers, Benj 117 60 00	Sister Mary John 116 44 61	
McAlpine, Emma 117 45 00	Ingraham, Esther J 113 28 96	Byrne, Mattie G 116 44 61	Sister Armina 116 44 61	
McLean, Amanda 117 45 00	Ingraham, Joseph E 117 30 00	Churchill, Nelson 117 45 00	Sutherland, Evelyn 116½ 44 80	
McKay, Isaac 98 37 68	Ingraham, S W 115 29 48	Crosby, Susan 116½ 44 80	Sutherland, Aggie 109½ 42 11	
Ringer, Wm L 116 44 61	MacAulay, Joanna 112 28 71	Crosby, Jessie H 117 45 00	Trefry, Albert H 83 31 91	
Allen, Selina 111 28 45	MacDonald, William 117 30 00	Crowell, Rose 8 3 07	Bourque, Fanny 115 29 48	
Bowker, Maggie 117 30 00	MacDonald, Angus 117 30 00	Delamere, Susan 117 45 00	Bourque, Maggie 116 29 74	
Davis, Charlotte 113 28 96	MacDonald, Rodk 114 29 22	Ellis, Calista 115½ 44 41	Cotreau, Adele 117 30 00	
Doane, Rhoda A 110 28 20	McIntosh, Lexie 117 30 00	Goudey, L Ada 117 45 00	D'Entremont, Wm A 117 30 00	
Grigrey, George 112 28 71	MacIntosh, Alex 117 30 00	Harrison, Josephine 117 45 00	D'Entremont, Nem 117 30 00	
Hardy, Lore'ta 103 26 41	McRae, Christy A 117 30 00	Heustis, Hannah 117 45 00	D'Entremont, Herm 115 29 48	
Harlow, Eldora 109½ 28 07	McLeod, Effie A 112 28 71	Hilton, Ellen C G 117 45 00	Hatfield, Carrie 117 30 00	
Holden, Civilla 60 15 38	McLeod, Christina 107 27 43	Hilton, Mary M 117 45 00	Hurlbert, Maude 117 30 00	
Kendrick, Bertha 113 28 96	McLeod, Ellen 117 30 00	Knollin, Minnie 110 42 30	LeBlanc John B 117 30 00	
McAlpine, Jennie I 117 30 00	McIver, Henry 117 30 00	Larkin, Marjorie L 117 45 00	do (night Schl) 12 3 07	
Nickerson, Florence 116 29 74	McLennan, W K 117 30 00	Lyle, Emily R 117 45 00	Nickerson, Cordelia 35 8 97	
Ringer, Jane A 117 39 00	McDougall, Arch B 100 25 64	Marshall, A R 116 44 61	Pothier, Albert 8 2 05	
Robertson, Sadie 117 30 00	McInnes, K J 117 30 00	Metzler, Olivia 117 45 00	Pothier, Marie R 115½ 29 61	
Taylor, Louise 117 30 00	McLean, Maggie 117 30 00	Muir, Mary 107 41 15	Pothier, Rose A 117 30 00	
Wallace, Wright 117 30 00	McKay, Angus 112 28 71	Sims, Ella 117 45 00	Richard, Angele 117 30 00	
POOR SECTIONS.		Morrison, Murd D 117 30 00	Sims, Grace E 83 21 28	
*Ensor, Effie 117 40 00	Morrison, John G 117 30 00	*MacAulay, Norman 117 40 00	Surette, Emily 115 29 48	
*Harding, Allen 50 17 09	Morrison, Kenneth 117 30 00	Campbell, Sarah C 107 27 43	Surette, Adele 117 30 00	
*Kenney, Lena 112 38 28	*MacsAulay, Norman 117 40 00	Connors, John J 117 30 00	Surette, Martha 117 30 00	
VICTORIA.		Hart, Annie M 117 30 00	Surette, Zackary 110 28 20	
Freeman, H S 100 \$—	Kerr, John 84 21 53	Kerr, John 84 21 53	Swaine, Emeline 116 29 74	
Creighton, Maggie 92 47 17	McDonald, Lena G 85 21 79	McDonald, Lena G 85 21 79	POOR SECTIONS.	
Jost, Annie C 117 60 00	McDonald, Christina 117 30 00	McDonald, Christina 117 30 00	Cavanah, Bessie 116 39 66	
McLean, Alex D 117 60 00	McEachen, J A 112 28 71	McEachen, J A 112 28 71	Richard, Fanny 68 23 24	
	McIntosh, Katie 117 30 00	McIntosh, Katie 117 30 00	Surette, Fanny 112 38 28	
	MacKay, Murd B 113 28 96	MacKay, Murd B 113 28 96		
	McAskill, Dan 112 28 71	McAskill, Dan 112 28 71		
	McLean, Donald 117 30 00	McLean, Donald 117 30 00		

COUNTY FUND

In aid of Public Schools appropriated to Trustees of School Sections for the Term ended April 30, 1886.

The Asterisk (*) indicates the Poor Sections.

ANNAPOLIS COUNTY.

	Legally authorized days schools were open.	Grand total days attendance of Pupils	Total amount from County Fund.
ANNAPOLIS EAST.			
Inst'n for the Deaf & Dumb, Halifax,		\$60 00	
School for the Blind, Halifax,		37 50	
Melvorn	234	5226	56 52
Forest Glen	109	1362	19 84
Margretville, East	114	3727	54 60

Margretville, West	117	3237	31 95	Torbrook, West	117	3747	35 02
Albert	117	2320	26 44	Cataract	117	4081	37 03
Victoria	113	1074	18 54	Cleveland	117	2256	26 06
Gntes' Mountain	117	1443	21 17	Nictaux	116½	3119	31 19
Port George	234	7007	67 12	Williamston, South	117	39*2	36 43
Mount Hanley	117	2771	29 16	Williamston, North	118	1646	21 99
Havelock	117	1176	19 57	Carleton	117	2837	29 55
Port Lorne	112	3373	32 24	Centreville	117	4375	38 79
Arlington	99	1179	17 67	Bentville	117	3472	33 36
St. Croix	83	1636	18 72	Inglisville	117	3557	33 88
Hampton	117	3037	30 75	Albany, North	97	1175	17 44
Clarence, West	107	1064	17 84	Albany, South	76	670	12 16
Clarence, Centre	117	3237	31 95	Paradise, West	117	3121	31 26
Clarence, East	117	1405	20 94	Springfield	117	3085	31 04
Brooklyn, West	115	1726	22 69	*Douglas	117	1750	30 70
Salem	106	1520	20 48	*Mount Hope	117	1200	26 28
Wiswall	92	1857	21 00	*Torbrook, East	114	793	22 63
Farmington	86	2040	21 46	*Bloomington	117	1900	31 90
Middleton	117	3300	32 33	*Roxbury	114	1599	29 08
Palmer	117	2842	29 58	*Dalhousie, West	117	1638	29 80
Lawrencetown	232	8331	74 89	*Lake Pleasant	117	1197	26 26
Paradise	234	8780	77 78	*Falkland	117	1855	31 54
Bridgetown	350	13014	115 64	*Stoddart	117	370	19 63
Meadowvale	117	2616	28 23	Use of room and necessary expenses,			12 00

*Long Island Centre—Refund under Section 92
BORDER SECTIONS.
 *Woodville 117 1411 23 12
 Ohio 117 88 93

MUNICIPALITY OF CLARE.
 Institution for the Deaf & Dumb, Hx. 46 96
 New Edinburgh 117 2602 32 19
 Belleveau's Cove 115 2616 32 10
 Grosses Coques 116 5641 55 09
 Port Acadie 234 5468 66 37
 Comeauville 117 4992 50 27
 Saulnierville 112 2524 31 07
 Meteghan River 117 4827 49 01
 Meteghan 351 13122 136 78
 Mavillette 117 3996 42 74
 Salmon River 214 4044 53 47
 Rosedale 117 3026 35 40
 Corberrie 117 2261 29 60
 Concessions 117 2856 34 11
 Theriault 116 2741 33 15
 St. Martin 113 2765 33 01
 St. Benoni 117 2489 31 34
 Central 117 2660 32 62
 *St Joseph 117 1612 32 95
 *New Tusket 117 2670 43 60
 *Havelock 117 1566 32 47
 *South Theriault 117 2371 40 59
 *Harrington 113 2656 42 92
 *Easton—Refund under Section 92 25 00

EVENING SCHOOLS.
 Comeauville 34 231 5 38
 Concessions 32 210 5 00

BORDER SECTIONS.
 Beaver River 234 4425 53 46
 Cedar Lake 116 1388 20 52
 Ohio 117 2467 30 73
 *Woodville 117 467 8 85

GUYSBOROUGH.
 Institution for the Deaf and Dumb, School for the Blind 21 59
 Guysborough 341 11067 139 79
 Riverside 117 3632 46 42
 North Intervale 105 2664 36 09
 *Glencoe 103 1517 84 27
 Cook's Cove 117 2243 33 45
 *Old Salmon R. Road 95 1038 26 44
 Roachvale 117 1744 23 79
 Salmon R. Lake 117 3214 42 52
 N. Harbor 117 2612 36 89
 New Harbor 117 3296 43 29
 Halfway Cove 117 1875 30 01
 Crow Harbor 117 1614 27 57
 Half Island Cove 117 4130 51 07
 *Black Point 117 1194 31 52
 Causo 465 16810 206 66
 Upper White Haven 117 2495 35 81
 Lower White Haven 117 6134 69 79
 Port Felix 117 5906 67 67
 Cole Harbor 109 1638 26 94
 Charles' Cove 117 5460 63 50
 Larry's River 117 5807 66 74
 Gammon's Point 117 1519 26 68
 Middletown 109 1312 23 90
 Manchester 117 3639 46 48
 Clam Harbor 117 4006 49 92
 St. Francis Harbor 83 3253 39 25
 Port Mulgrave 234 7196 92 20
 Steep Creek 117 2169 32 75
 Middle Melford 85 2736 34 64
 Sand Point 83 1626 24 05
 Middle Country Har 117 2167 32 74
 Isaac's Harbor 115 3972 49 39
 Isaac's Harbor (East) 117 3004 40 50
 Giant's Lake 117 1970 30 90
 *Fisherman's Har. 117 1583 36 36
 S. S. Dover 114 3193 41 99
 Gosbee 117 1672 28 11

BORDER SECTIONS.
 Country Hr. Cross R. 109 1539 22 22
 Argyle 117 1331 18 74
 *Port Beckerton 117 1080 24 35
 Auld's Cove 117 410 6 04

MUNICIPALITY OF ST. MARY'S.
 Institution for the Deaf and Dumb School " Blind 8 41
 Sherbrooke 234 9124 81 03
 Still Water 114 1600 22 81
 Glenelg 117 2511 29 13
 Lower Caledonia 80 931 14 75
 Caledonia 117 2411 28 54
 *Upper Caledonia 87 1027 21 51
 Melrose 25 359 5 06
 Cross Road, St. Mary's 102 2708 28 96
 *Greenfield 53 527 12 23
 S. E. Lochaber 117 2102 26 48
 Ecum Secum 106 1684 22 52
 Liscomb Mills 114 2104 26 17
 Liscomb 116 1951 25 37
 Lower Liscomb 117 3056 32 83
 Wine Harbor 117 3927 38 63
 Port Hilford 117 4843 44 72
 Sonora 117 1935 25 37
 *St. Mary's River 117 1279 27 78
 Goldenville 199 9317 83 25
 Goshen 117 3147 33 45
 *Union 104 1528 28 35

BORDER SECTIONS.
 *Port Beckerton 117 570 10 82
 Newtown 117 1523 20 51
 Country Harbor 109 743 8 75
 Argyle 117 1304 14 87

HALIFAX.
WEST.
 Hubbard's Cove 117 4914 56 30
 Black Point 116 3180 40 74
 Ingram River 106 3763 44 88
 St. James 117 3673 45 24
 Head Harbor 117 2000 30 33
 Albert 113 2312 33 50
 Lower Ward 98 2748 34 96
 Hackett's Cove 114 3873 46 74
 Indian Harbor 117 5486 61 39
 West Dover 117 2171 31 85
 Upper Prospect 345 8563 113 14
 Pennant 117 2141 31 58
 Sambro 112 3100 39 59
 Ketch Harbor 117 5931 65 34
 Portuguese Cove 117 2984 39 09
 Herring Cove 234 7444 91 33
 Ferguson's Cove 115 3260 41 35
 N. W. Arm 85 1484 22 29
 Hammonds Plains 110 3223 40 47
 Bedford 115 4004 47 96
 Lower Sackville 114 2693 36 18
 Dartmouth 1710 65317 769 50
 Montague 117 3539 44 04
 Waverley 117 4075 48 81
 Fall River 40 948 12 72
 Oakfield 117 2250 32 56
 Oldham 107 4272 49 50
 Preston Road 108 1280 22 97
 Eastern Passage 117 3968 47 86
 S. E. Passage 110 3969 47 11
 Cow Bay 116 1600 26 65
 Cole Harbor 114 2558 34 93
 Salmon Hole 116 1981 30 05
 Lawrencetown 110 2066 30 16
 Foot Porter's Lake 103 2353 31 97
 Lake Porter 116 1790 28 65
 Seaforth 117 3224 41 23
 Chezzetcook 234 9184 106 85
 Grand Desert 228 9721 110 97
 Head Chezzetcook 110 3965 47 07
 Hope Ridge 117 5272 59 48
 Lower Chezzetcook 97 1660 25 16

EAST.
 Pitpezwick, West 37 566 9 00
 Pitpezwick, East 117 1690 27 57
 Musquodoboit Har. 83 2640 32 38
 Musq. Har., Stevens' 84 1144 19 15
 Head Jeddore 114 1413 24 77
 Lower Jeddore, West 117 2065 30 90
 Lower Jeddore, East 117 2158 31 74

Clam Harbor 114 2178 34 32
 Ship Harbor, South 117 2113 31 38
 Ship Harbor, North 116 3370 42 43
 Murphy's Cove 63 2554 29 48
 Shoal Bay 117 2549 35 22
 Tangier 117 5042 57 42
 Mooseland 113 1576 26 12
 Pope's Harbor 117 2502 34 79
 Spry Harbor 117 1967 30 03
 Spry Bay 117 1917 29 58
 Spry Bay, Leslie's 117 2185 31 98
 Sheet Harbor, West 117 4423 51 91
 Sheet Harbor, East 112 3928 46 96
 Sheet Harbor, Watt's 117 3104 40 16
 Sober Island 116 3154 40 50
 Salmon River 46 2471 26 93
 Newly Quoddy 117 3514 43 81
 Kirker's 52 1962 23 04
 Moser River 110 2838 37 04
 Smith's Cove 117 1700 27 65

RURAL.
 Dutch Village 113 1986 29 77
 Landell's 112 2454 33 83
 Cook's 117 2758 37 06
 Lake Egmont 104 2880 36 78
 Meagher's Grant 116 2586 35 44
 Little River 117 5464 61 19
 South 117 2973 38 99
 North 117 3511 43 78
 Taylor 116 2158 31 63
 Brookvale 115 2369 32 41
 Higgins 117 2348 33 43
 Sedgewick 117 2453 34 36
 Archibald 116 1803 28 45
 Hutchinson 117 1022 21 60
 Henry 117 3728 45 72

WEST POOR.
 Beech Hill 117 1258 31 56
 Green Head 83 568 18 60
 African 100 1168 28 22
 Goff's 84 574 18 83
 Lake Loop 116 2054 41 00
 Devil Island 76 1256 25 78
 Middle L. Porter 106 1069 27 96

EAST POOR.
 Pleasant Point 113 1260 31 23
 Bowser's 117 1650 35 34
 Upper Lakeville 112 1165 29 84
 Owl's Head 117 2660 48 39
 Lochaber 111 1579 34 69
 Beaver Harbor 117 2088 41 55

RURAL POOR.
 Kerr 32 307 8 23
 Chaplin 117 1277 31 92

BORDER SECTIONS.
 North Beaver Bank 115 611 11 87
 Enfield 117 313 3 70
 Elmsdale 117 475 5 99
 Mount Pleasant 117 313 5 03

HANTS.
WEST.
 School for the Blind 41 77
 Institution for Deaf and Dumb 66 84
 Windsor 1050 35005 842 95
 Wentworth 117 3795 37 50
 3-Mile Plain 234 4805 56 64
 Martock 117 2295 27 61
 Forks 115 1805 24 19
 Falmouth Village 110 2423 27 69
 Falmouth Centre 234 3525 43 22
 Mt. Denson 116 3460 35 20
 Hantsport 461 17814 166 64
 Avondale 233 7128 71 90
 Belmont 117 4220 40 31
 Poplar Grove 231 7227 72 34
 Brooklyn 233 6121 65 26
 Kennetcook Dyke 117 1925 25 21

Brooklyn (C)	117	3166	33 33	Blue Rocks	117	4847	39 56	Nineveh	117	1739	29 63
Cambridge	117	3186	33 13	Black Rocks	117	2654	27 32	Middleton	115	919	23 24
Coldbrook	113	2690	29 75	Heckman's Island	117	1184	19 11	Little Tancook	117	1417	27 21
Alton	73	2334	23 14	Lower South	114	5103	40 68	Herman's Island	117	1323	26 57
Canaan	117	1330	21 24	Upper South	114	2185	24 39	Vogler's Cove (East)	117	3681	44 07
Kentville	552	19458	186 86	Feltz South	117	3177	30 25	Bush's Island	117	2160	32 67
Steam Mill	113	3387	34 34	Upper Rosebay	117	2871½	28 53	Crouse's	107	1474	24 89
Centreville	97	2174	24 66	Lower Rosebay	117	2383	25 81	Union	117	2708	36 83
Sheffield's Mills	229	4394	53 30	Lower Kingsburg	114	3165	29 85	BORDER SECTIONS.			
N. Scott's Bay	116	2900	31 46	Upper Kingsburg	116	1670	21 16	*Dalhousie	74	165½	2 98
Lower Pereaux	98	2942	29 82	Ritcey's Cove	114	5595	43 43	CHESTER TOWNSHIP.			
Upper Pereaux	98	2317	25 71	Five Houses	107	1495	19 78	Halifax School for Blind			13 43
Medford	117	5859	51 02	Park's Creek	117	3621	32 72	Chester	349	12969	123 28
Habitant	117	3032	32 43	Middle LaHave	117	4858	39 64	East Chester	117	4345	41 32
Canning	232	9385	86 47	St. Matthew's	117	2994	29 23	Marriett's Cove	117	3630	36 58
Woodside	112	2840	30 65	Summerside	117	6209	47 18	Chester Basin	110	2909	31 05
Randville	117	2531	29 15	Snyder's	117	1457	20 63	Windsor Road	114	1497	22 12
Upper Canard	117	2555	29 10	North West	116	2285	25 15	Cross	117	1919	25 23
Lower Canard	117	4184	40 00	Fanbourg	117	3075	29 68	Back of Lake	92	1708	21 16
Town Plot	112	1765	23 57	Wynacht's	117	1902	32 56	Hiltzboro'	117	1900	25 10
Church St.	103	2895	30 03	Maiders Cove	117	3934	34 47	Martin's Point	117	2610	29 82
Up. Church St.	112	2220	26 57	Mahone Bay	468	17198	146 05	Indian Point	117	1729	23 99
Port Williams	85	2427	25 04	Oakland	117	4124	35 54	Fox Point	117	4392	41 61
New Minas	116	2356	27 88	Indian Point	116	3856	33 91	Mill Cove	109	4514	41 58
Greenwich	116½	3746	37 08	Martin's River	117	2975	29 11	Pine Plain	117	2044	26 07
Wolfville	349½	14297	131 21	Block House	117	4714	38 82	Deep Cove	117	4021	39 16
Black River	80	1920	21 18	Middle Cornwall	117	4084	35 33	POOR SECTIONS.			
Davison St.	117	1830	24 53	Upper Cornwall	117	2110	24 29	Sherwood	117	1023	25 73
Greenfield	78	980	14 78	Falkland	100	3396	29 64	Grant	117	813	23 87
Gaspereaux	162	3561	40 73	Farmington	117	2067	24 05	Germantown	70	604	15 32
L. Gaspereaux	113	2564	28 93	Centreville	117	3512	32 11	Mill Road	117	843	22 81
L. Horton	113	1696	23 22	Stanborne	117	3040	29 48	Beach Hill	82	1256	29 85
Avonport	117	5432	48 21	Riverdale	117	2347	25 62	Lewiston	117	1493	27 56
Lockhartville	220	3719	47 95	West Northfield	117	3040	29 48	Harriston	117	1232	24 08
Islands	97½	999	16 99	Cooksville	112	1659	21 25	North West Cove	117	1792	32 51
Bloomfield	117	3246	33 85	East Bridgewater	115½	3394½	31 32	BORDER SECTION.			
Prospect	100	2291	25 74	Maitland	117	2614	27 10	Alderville	115	1787	23 18
Grand Pre	117	2600	29 60	Lower Northfield	117	1547	21 14	PICTOU.			
S. Scott's Bay	98	2950	29 88	Upper Northfield	117	3486	31 98	NORTH.			
Middle Pereaux	117	2482	28 82	New Canada	117	2481	26 35	Deaf and Dumb Institution			90 00
W. Cornwallis Mt.	117	2384	28 17	Meisner's Branch	117	1250	19 48	School for the Blind			75 00
W. Black Rock	77	1442	17 71	Cook's Branch	117	2617	27 11	Pictou Town	1304	64323	558 10
Pleasant View	117	3001	32 23	Simpson	117	2380	25 80	Carriboo River	117	2208	26 55
White Rock	99½	2346	26 07	Heirford	116	2023	23 70	Toney River	117	3137	32 45
Hants Border	234	4693	55 84	Knocks	116	2910	28 75	Cape John, Jr.	117	1786	23 86
S. Billtown	117	4164	39 87	Midville	117	2910	28 75	Melville, R. J.	117	888	18 15
Horton Landing	117	4629	42 92	2d Peninsula (Lower)	108	1889	21 09	Cape John, Up.	117	1751	23 64
Highbury	117	2123	26 46	Tancook Island	117	4079	35 29	Poplar Hill	114	2615	28 81
Kingsport	104	4653	41 49	Watford	117	3083	29 61	Elmsville	117	2888	30 87
Windsor	97	1078	17 44	Clearland	116	3585	32 52	Marshville	113	3127	31 96
*Lake George	117	2065	34 77	Bridgewater	701	22445½	200 20	Louisville	117	2217	26 60
*Clermont	117	1086	26 18	Conqueral Bank	103	6343	40 85	Mountain Road	117	1651	23 00
*Morden	117	2245	36 31	Pleasantville	117	5297	42 08	River John	459	15505	147 67
*Fair View	117	1205	27 22	Pentz	117	3499	42 04	Bigney	117	3740	36 29
*Black Rock Mt.	96	1529	27 10	Getson's	117	4736	38 95	Welsford	114	2225	26 33
*Chipman Brook	116½	2295	36 71	West Dublin	117	5791	44 84	West Branch, R. J.	117	3032	31 79
*W. Hall's Harbor	117	2983	42 82	Bell's Island	111	2519	25 94	Dalhousie, South	117	1904	24 61
*Baxter's Harbor	97	1256	24 79	New Cumberland	117	2977	29 13	Millville	117	2317	27 24
*Pereaux Mt.	117	1953	33 78	Mount Pleasant	117	2132	24 42	Up. Scotsburn	117	2458	28 13
*Pine Woods	67	761	41 22	Petite Riviere	117	3781	33 62	Plainfield	117	3110	32 28
*Australia	117	2127	35 32	Broad Cove	114	3674	32 71	Back Meadows	117	2255	26 84
*Up. Gaspereaux	79	802	18 27	Cherry Hill	117	3221	30 49	Scotsburn	116	2881	30 73
*Lake Paul	98	1646	28 38	Vogler's Cove (West)	112	3221	30 49	Hardwood Hill	109	2128	25 18
*Rockland	84	862	19 49	Crousetown	108½	2792	27 57	Cross Roads, R. II.	117	1328	20 95
*Mt. Home	115	1895	32 98	New Italy	83	1490	18 91	Roger's Hill	117	4130	38 77
*Long Beach	117	1178	26 98	Conquerall Mills	108	1502	17 25	Six Mile Brook	116	1480	21 81
*Aylesford Mt	117	1722	31 76	Hebb's Mills	117	2404	23 96	Brookland	117	1190	20 07
*Garland	59	315	11 19	Baker's	114	2452	26 19	Salt Springs	114	3750	36 03
*Maple Glen	20	156	4 22	Newcombville	116	3320	30 72	Mt. Thom, Jr.	117	2128	26 04
BORDER SECTIONS.				Wileville	117	2892½	28 54	Watervale	83	2628	25 58
Kingston	113	3759	35 40	Upper Chelsea	116	2475	26 32	West River Station	117	3259	33 23
*Dalhousie	74	680	14 41	Lower Chelsea	111½	2222½	24 82	New Gairloch	117	1965	25 00
*H. W. River	117	1614	30 72	Campertown	117	2398	25 31	Lansdowne	117	2157	26 22
Tremont	117	4362	41 17	West Conqueral	117	3021	29 37	Mill Brook	117	1767	23 74
*Aldersville	115	150	2 60	Pine Grove	107½	4115	35 48	Loch Broom	117	2440	28 12
*Dalhousie East	113	821	17 11	Lower Dublin	117	1830	20 71	Fanueil Hall	117	1631	22 87
LUNENBURG AND NEW DUBLIN.				Lakefield	104	3058½	29 58	POOR SECTIONS.			
Halifax School for Blind			61 55	Corkum's Island	117	1608	20 09	Lower Cornwall	117	1388	27 00
Lunenburg	1046	40192	336 14	Farmerville	117	1400	20 32	Sweetland	117	1871	30 61
1st Peninsula	117	1995	23 60	Lower Cornwall	117	1388	27 00	Eastern Point	117	1171	24 89
2nd Peninsula	117	3313	31 07	Big Lots	117	852	23 02	Fancy's	93	825	19 39
Upper Centre	117	2894½	28 67	Ryno's	113	1267	25 53	New Elm	114	1450	27 03
Garden Lots	117	3431	31 66								

BARRINGTON DISTRICT.			Rocky Side			Carlton					
Deaf and Dumb Institution	72	25	117	1752	23	13	111	4211	33	15	
School for the Blind	18	06	117	2300	29	50	114½	1765½	21	16	
Cape Negro	92½	1079	117	4120	37	50	232	727½	61	57	
Blanche	79	922	117	2130	25	42	111	3525	29	09	
Cape Negro Island	83	1764	117	2400	27	07	110	3169½	27	77	
Up Port LaTour	115	334½	115	1453	21	10	117	4228½	33	88	
Port LaTour	200	4486½	85	1566	18	56	117	3322	29	30	
Baccaro	117	3893	112	1500	21	06	107	3142	28	83	
Hibbert's Brook	194	4153	117	1618	22	32	117	3389	29	64	
Passage	234	7450½	117	2140	25	48	POOR SECTIONS.				
Doctor's Cove	114	3305½	117	4457	39	51	115½	2894	35	95	
Bear Point	111	2157½	117	943	18	22	115	1859½	28	92	
Shag Harbor	234	7482½	117	3231	32	10	114	1510½	26	42	
Wood's Harbor	227	7667½	117	2806	29	52	117	1916	29	59	
Up Wood's Harbor	234	7864½	115	2428	27	01	112	2238½	31	03	
West W. Harbor	95	2908½	117	1384	29	89	83	937½	18	15	
McGray's	116	4287½	117	2369	26	96	BORDER SECTIONS.				
Clark's Harbor	342	11624	117	1500	20	52	115½	3857½	30	23	
South Side	83	3172	112	1404	21	02	234	1110½	10	64	
Stony Island	232	5784½	112	1681	22	16	116	331½	4	07	
Barrington Head	234	6798	117	2871	29	92	117	183	1	84	
Hawk	82	2750	112	2138	24	92	DISTRICT OF ARGYLE.				
POOR SECTIONS.			117	3629	34	52	Deaf and Dumb Institution			27	55
*Villagedale	110	2041	117	3429	30	98	Lower E. Pubnico	111	3625	40	49
*Oak Park	111	1907½	117	4427	39	36	Pubnico Head	231½	6177½	73	52
*Hamilton's	117	857	117	2094	25	20	U. E. Pubnico	83	3642	37	64
BORDER SECTIONS.			117	4680	40	90	U. W. Pubnico	234	6198	73	95
Port Clyde	117	2591	117	3257	32	26	L. W. Pubnico	115	3982½	43	73
Charlesville	115	3684½	112	2624	27	88	Lower Argyle	221½	4082½	55	91
Clyde River	234	1972½	84	516	12	09	Central Argyle	109½	3663½	40	62
VICTORIA.			117	2433	27	27	Glenwood	116	1705	25	86
Baddeck	459	12225	113	1866	23	38	Argyle Head	87	1606	21	99
Baddeck Bridge	117	1493	117	2122	25	37	Belleville	115	2963½	35	69
Big Baddeck	117	1367	117	2707	25	08	Argyle Sound	111	2980½	35	41
East Baddeck	117	2577	81	2707	25	08	Quinan	117	4460½	47	73
Mill Brook	109	741	110	1519	20	96	Central Kempt	117	2429	31	69
Peters' Brook	84	526	117	1936	24	25	Upper Eelbrook	232	4995½	64	24
Baddeck Bay	117	1945	117	1768	23	23	Abram's River	116	3201	37	67
Hunters' Mount	84	2491	117	2791	29	44	Aminault's Hill	115	5810	58	17
Church	117	1130	117	1072	19	00	Tusket	234	7423	83	63
McLennan	117	1724	117	1285	20	30	Plymouth	166	3785	47	64
Up Settlement	117	3430	117	1706	27	01	Upper Wedge	246	9655½	102	54
Gillander's Mt.	117	938	117	1706	22	16	Middle Wedge	243	6563	77	78
Gairloch Mt.	95	816	83	1706	22	16	Lower Wedge	242	8200½	90	61
West Middle River	117	2160	117	1644	26	54	Lower Eelbrook	110	3217	37	16
Inlet	113	1069	117	32	45		M. West Pubnico	226	5323	66	18
Shipyard	117	1214	117	3121½	28	29	Argyle	115	2579	32	65
Bucklaw	107	1200	117	21609½	184	28	Hubbard's Point	115½	4286½	46	20
Up Watchab'kt.	117	4700	930	33001½	266	23	POOR SECTIONS.				
Grant	99	2349	818	23895	207	77	*Comeau's Hill	68	1331	23	71
Little Narrows	92	2119	115	1696	20	86	Surette's Island	112	2326½	40	48
Village	112	1101	117	4331½	34	41	Belle Neck	116	651	23	37
Cain's Mount	78	532	111	3701	30	58	BORDER SECTIONS.				
McKinnon's Har.	117	2800	117	4571	35	62	Gavelton	117	2336	30	05
Grand Narrows	117	1821	279	8942½	75	01	Charlesville	115	513½	5	56
R. Grand Narrows	100	2051	117	1617½	20	68	Melbourne	115½	584	6	23
Gillis' Point	117	4285	117	3292½	29	18					
Red Head	114	2118	117	9432½	72	10					
Plaister	117	2550	117	3766½	31	54					
			233	10196	76	44					
			117	2694	26	11					
			115	1680	20	77					

The following is the legal form of agreement between Teachers and Trustees.

[FORM OF AGREEMENT.]

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

The said (*name of teacher*) on his (or her) part, in consideration of the below mentioned agreements by the parties of the second part, hereby covenants and agrees with the said (*names of trustees*), Trustees as aforesaid, and their successors in office, diligently and faithfully to teach a public school in the said section under the authority of the said Trustees and their successors in office, during the School Year (or Term),

ending on the 31st day of October next (or the 30th day of April, as the case may be).

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

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

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

Witness,

(*Name of Witness.*)

(*Name of Teacher.*)

(*Names of Trustees.*)



OFFICIAL NOTICES.

The number of Teaching Days for the current term, closing 31st Oct., is 108; for the City of Halifax, 103.

The number of Teaching Days for the ensuing term, beginning Nov. 1st, is 116; for the City of Halifax, 114.

Trustees and Teachers should not fail to notice that, according to Regulation, the next ensuing Christmas vacation begins on Dec. 24th, 1886, and that the Schools resume work on January, 10th, 1887. Any schools kept open between these dates will not be recognized.

THE following special holidays occur during the term beginning Nov. 1st, viz: Thanksgiving Day, Nov. 18th, and Good Friday. By recent regulation, April 30th is also a non-teaching day, for all Public Schools, except those of the City of Halifax.

INSPECTORAL DISTRICTS, WITH NAMES AND ADDRESSES OF INSPECTORS.

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

THE PROVINCIAL NORMAL SCHOOL.

TRURO.

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

Professor of Didactics	J. B. Calkin, M. A.
“ Language and History	J. B. Hall, Ph. D.
“ Mathematics	F. H. Eaton, B. A.
Lecturer in Natural Science	H. W. Smith, B. Sc.
Instructor in industrial Drawing and Calisthenics	Miss Ottilie A. Smith.
Head Master of Model School	J. A. Smith, B. A.

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

The annual session begins November 3rd. Formal opening November 10th.

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

MATRICULATION STANDARDS.—The following are the Matriculation Standards in classics for 1887, as adopted by the Colleges of Nova Scotia, and prescribed by the Council of Public Instruction as a course of classical reading for County Academies and High Schools.

LATIN SUBJECTS:

Cæsar, *De Bell. Gall.* Book I.
Ovid, *Metamorphoses.* Book IV. Fables 1, 2, 11, 12, 13, 14, 15 and Book V, Fables 1, 6, 7. (Ferguson's Ed.) (Acadia College will also require Cicero, *Pro Archia Poeta.*)

GREEK SUBJECT:

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

PROSE COMPOSITION:

Latin.—Smith's *Principia Latina*, Part IV. Chapters I-XXXV (or Arnold's *Latin Prose Composition* through the Passive Voice).

Greek.—The rendering into Greek of simple English sentences such as are found in the English-Greek Exercises in Smith's *Initia Græcæ*, Part I.

The subjects for 1888 and 1889, will be announced in the April issue of the Journal of Education.

Classical teachers in County Academies and High Schools will carefully note the following changes in the prescribed High School Course: for Cæsar, Book VI, in second and third years read Cæsar, Book I: for Anabasis, Books I and II, in third year, read, Anabasis, Books II and III.

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

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

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

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

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

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

4. The questions for pupils applying for admission to the Junior Department (First Year's Course) shall be prepared by the Department of Education, and forwarded in due season to the Principal of each Academy. At the entrance Examinations for the next ensuing School year (to be held on the 27th and 28th October, 1886, and 26th and 27th April, 1887, respectively) papers will be set by the Department of Education as follows: (1) Grammar, Analysis, and Composition; (2) Geography; (3) British and Canadian History; (4) Arithmetic; (5) The Elements of Useful Knowledge. The latter paper will be designed to test the acquaintance of candidates with the substance of the oral *Lessons on Nature* in the Common School Course of Study, which Course will also determine the limits of knowledge in all the above subjects.

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

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

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

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

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

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

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

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

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

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

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

16. The Schools entitled to employ a grade A teacher under section 10 of the "Act to Encourage Academic Education," shall comprise at least three departments, each in charge of a separate teacher, shall be regularly graded according to prescribed Courses of Study, and shall maintain in the Principal's Department a certified average of at least *five* pupils regularly pursuing the studies of the prescribed High School Course. It is also provided that in all cases the Inspector of Schools shall certify that the equipment and management of these Schools is such as to warrant the payment of the special grant.

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

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

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

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

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

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

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

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

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

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

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

Syllabus of Examination, agreeably to which the Examinations of 1887 are to be conducted.

REQUIREMENTS COMMON TO B, C AND D GRADES.

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

1. The School System and School Management. (One paper.)

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

(b) To evince a knowledge of School Organization under the Provincial Law and Regulations, the grading of pupils, the systematic arrangement of studies, the design and proper methods of discipline, and the conditions of physical comfort in school-room work.

2. TEACHING. (One paper.) To furnish, in the form of answers to questions and notes on suggested subjects of instruction, proof of competent knowledge of the correct methods of teaching.

3. READING AND SPELLING:

(a) To read with readiness, correct pronunciation, and due regard to elocutionary emphasis and pauses.

(b) To spell correctly the words made use of.

4. WRITING: To write a fair, legible hand.

GRADE D.

I.—LANGUAGE.

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

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

II.—HISTORY AND GEOGRAPHY.

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

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

III.—MATHEMATICS.

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

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

IV.—BOOK-KEEPING.

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

GRADE C.

I.—LANGUAGE.

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

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

II.—HISTORY AND GEOGRAPHY.

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

Geography. (One paper.) 1. *Calkin's Geography of the World*, (including use of Terrestrial Globe.) 2. Furnishing from memory an outline map of any Province of the Dominion, or of either Europe or North America. (Location of chief mountain ranges, rivers and cities may be asked for.)

III.—MATHEMATICS.

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

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

Geometry. To be able to solve any problem in the First Book of Euclid's Elements and original exercises corresponding thereto.

IV.—BOOK-KEEPING.

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

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

V.—BOTANY.

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

GRADE B.

I.—LANGUAGE.

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

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

English Literature. A knowledge of the contents of Stopford

Brooke's "Primer of English Literature," with a critical examination of selected passages from Shakespeare's "Julius Cæsar."

II.—HISTORY AND GEOGRAPHY.

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

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

III.—MATHEMATICS.

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

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

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

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

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

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

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

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

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

GRADE A.

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

I.—PROFESSIONAL.

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

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

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

Teaching. (a) To have an understanding of the faculties and fundamental laws of the human mind in their application to the science and art of education generally.

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

II.—CLASSICS.

1. *Latin and Greek Grammar.* To have such a knowledge of Latin and Greek Grammar as may be gained from *Harkness's* r

Smith's (smaller) Latin Grammar, and Hadley's [abridged] or Smith's (smaller) Greek Grammar. To test the Candidates' knowledge of *Latin* and *Greek* as distinguished from that of particular Latin or Greek *Authors*, each Grammar paper will contain a short passage from some unspecified author to be translated *at sight*.

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

Latin:—Cæsar, *De Bell Gall*. Books I and II. Virgil, *Æneid* Book I. Ovid, *Met*. The extracts required by College Matriculation Standards for 1887. (Fables 1, 2, 11, 12, 13, 14, 15, of Book IV, and Fables 1, 6, 7, of Book V, as in Ferguson's Edition.) Horace, *Odes* Book 1. Cicero, *De Senectute* and *Pro Archia Poeta*.

Greek:—Xenophon, *Anab*. Books II and III. Homer, *Iliad*. Books I and III. Æschylus, *Prometheus Vincetus*.

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

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

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

III.—MATHEMATICS AND SCIENCE.

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

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

Chemistry. As in Wilson's Inorganic Chemistry.

Natural Philosophy. As in Wormell's treatise.

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

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

IV.—ENGLISH LITERATURE.

As prescribed in Grade B. Syllabus.

EXAMINATION FOR TEACHERS' LICENSES, 1886.

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

It has been found impossible to delay issue of Journal so as to contain names of candidates applying for and obtaining Grade D. These will be published in the April number.

A

Howard S Freeman, Baddeck
Jas R Ruggles, Lockeport
Antoinette Forbes, Little Harbor, Pictou Co
Sylvanus R. Morton, Milton, Queens Co
Eben McKay, Plainfield, Pictou Co
John F Godfrey, Parrsboro
Geo D. Turnbull, Digby

B

Winnie P Fisher, Bridgetown
Bertha Forbes, Normal School
Jos H Brownell, "
Asa B Morine, Bear River
Chas E Reid, Somerset, Kings Co
Nellie H McDonald, Normal School
A Vic Lewis, "
Jas B Westaver, Martin's Brook, Lun Co
Emma McLean, Sherbrooke
Martha Kirkpatrick, Normal School
Maud Bowden, "
Alex McNeil, Hillsborough, C B
Isabel Webster, Yarmouth
Alex L McDonald, Fraser's Mills, Ant Co
Maggie J McPhee, Up South River "
{ Frances M Foster, Normal School
{ John Ross, Blue Mount, Pic Co
Wm H Hutchinson, Berwick, Kings Co
Harold A Giffen, Lockeport
Stanly A Starratt, Bridgewater
Guilford R Marshall, Normal School
Hector H McKay, Plainfield, Pic Co
R Osgood Morse, Normal School
Allie J Church, "
{ Elizabeth Cameron "
{ Wm A Creelman, Lower Barney's River
{ Sophia Peppard, Great Village, Col Co
{ Chas W Coffin, Barrington Passage
Wilberforce W Torey, Guysboro'
Minnie C Hewitt, Lunenburg
Bertha M Spinnay, Normal School
{ Sister Carmelita, Meteghan
{ Bessie Bowlyby, Laurencetown, Ann Co
John R Dobson, Pictou
{ L Van Ess Fisher, Waterville Sta, Kings Co
{ D R Thomson, Thorburn, Pic Co
Danl A McKenzie, Normal School
{ Medora L Bishop, Paradise, Ann Co
{ David W Byers, New Annan, Col Co
{ Alex Ross, Normal School
Nellie A McKittrick, Kentville
Alma G McCulloch, Hantsport

Ella M Grovestine, Shelburne
Ella C Elderkin, Normal School
{ Nettie E Thomas "
{ Arch Fitz R Troop, Bridgetown
{ W L Parker, Canning
{ Robt J Grant, Sunny Brae, Pic Co
{ Jessie S Titus, Digby
{ Wm J Shields, Milton, Queens Co
{ Ida J Holloway, Normal School
{ Mariner J Ingraham, Middle River, Vic Co
{ Alice M Veinotte, Mahone Bay
{ Murray McNealy, Kempt Shore, Hants Co
{ Ethel Muir, Normal School
{ Alex Smith, Smithfield, St Mary's
Albert H Trefry, Barrington Passage
Emma J Bacon, Hill Grove, Digby Co
{ Lillian Caldwell, Berwick
{ Robt C Johnson, Westville
Susie Dickson, Normal School
Archer Irwin, Shelburne
J Frank Fraser, West River Station
Elizabeth C Morrison, Sydney
L X McDonald, "
Emma T Christie, Normal School
{ Matilda Stevens, "
{ John G McCabe, Parrsboro
J Howe Brown, "
{ Fanny J Ives, Shelburne
{ Andrew A Dechman, Sherbrooke
Sydney G Smith, New Glasgow
Geo W Kyte, St Peter's C B

GRADE C

Alice B Fisher, Lower Stewiacke
Adah Guild, "
Nelson Gardner, Brooklyn, Queens Co
Ella Heckman, Lunenburg
Murdo D Morrison, Englishtown, C B
John McInnis, West Bay, C B
Bessie Lewis, Normal School
Frances A Murray, Port Hawkesbury
Arthur M Boutilier, Halifax
Mary Roach, Port Maitland, Yar Co
Aggie McNutt, Normal School
Jane Freeman, Lockeport
Belle Blackadar, Hebron, Yar Co
Dorner M Dixon, Normal School
{ Annie S Ellis, Barrington
{ W Morley Alcorn, Brooklyn, Hants Co
Cassie McLellan, Church Point, Dig Co
Louisa J C Selig, Lunenburg

{ Mary M McKenzie, Normal School
{ Mary C Fraser, Glenshee, Pic Co
Mary F Johnson, Normal School
Louis Brenton, "
Fred L Ford, Milton, Queens Co
Georgie M Morris, Windsor
Bessie Foster, Normal School
Sister M Stanislaus, Meteghan
Mary T Dwyer, Halifax
Mary M McDonald, Normal School
Nancy B McLellan, Maitland, Hants Co
Fred M Shaw, Berwick
Maggie G Morrison, Great Village, Col Co
Isabel McCully, Normal School
{ Minnie D Caldwell, Summerville, Hants Co
{ Masie L Curry, Windsor
{ Kate A McKenzie, Halifax
{ Annie M Wallace, Normal School
{ Maggie M Webster, Cam Station, Kings Co
{ Robie D Bentley, Norm I School
{ Kate Cameron, New Glasgow
{ Mary M Chisholm, Normal School
Fred Calder, West Bay
Theresa D'Eon, Pubnico
Danl LeBlanc, Grosses Coques, Digby Co
{ Mercie Smith, Normal School
{ Martha Philp, Halifax
Belle M Spencer, Normal School
Jessie M Doty, Hebron, Yar Co
{ Sister J Baptiste, Meteghan
{ Jane E Shaw, Newport
{ Sister Blandine, Church Point, Dig Co
{ J Clyde McDonald, Douglas, Hants Co
{ Clarke Gormley, Hantsport
Naomi E Freeman, Bridgewater
Annie M Yuill, Normal School
Annie M Andrews, Hantsport
{ Bessie Kerr, Windsor
{ Eva Simms, Normal School
{ Edith M Flowers, Halifax
{ Mary J Carter, Normal School
{ Loretta McDonald, Port Hawkesbury
Susie J Redden, Normal School
{ Gertrude Fulton, Halifax
{ Clarissa J Treon, Normal School
{ Alex A Cameron, Up South River, Ant Co
{ Libbie M McDonald, Falls, Col Co
{ Lizzie H McLeod, Normal School
Mary Y Christie, Normal School
Wm M Ferguson, Falls, Col Co
Clara A Gibbons, Normal School

- Norma Sprott, Normal School
 Jas Carrall, Margaree Forks
 John B McKinnon, Scottsville, C B
 Christy A McKay, Springville
 Leda I Caldwell, Summerville, Hants Co
 Ella A Gordon, N End Lochaber, Ant Co
 Kenneth Wile, Bridgewater
 Estella M Murdoch, Normal School
 Emma Hay, Amherst
 Nellie J Roach, Clarence Centre
 Lucretia F Davison, Normal School
 Mary Melancon, Meteghan
 Minnie A Robinson, Chester
 Jane Gammell, Up Stewiacke
 Edgar Kaulbeck, Normal School
 Clara L Moffatt, Little Bras D'Or
 Louisa Condon, Arichat
 Matel Crowell, Sandy Cove, Dig Co
 Sadie J Johnson, Granton, Pic Co
 Ella J Huggan, New Glasgow
 Norval H Parsons, Kingston, Kings Co
 Mary E Reeves, Port Hawkesbury
 Alma R Bigelow, Normal School
 Annie McDonald, Church Point
 Mary F Dulhanty, Arichat
 Libbie Creelman, Normal School
 Irene Irvin, "
 Agnes D'Entremont, W Pubnico
 Katie E McGillivray, Antigonish
 Emma G Turner, Avondale, Pic Co
 Lena Saloon, Windsor
 Gertrude Lamey, Port Hawkesbury
 Mary J Wilson, New Glasgow
 Lizzie J Lewis, Fenwick, Cum Co
 Katie J Carroll, Pictou
 Ella M Littlewood, Lower Granville
 Georgie Margeson, Margaretsville
 Edna C Wile, Caledonia, Queens Co
 Bessie G McLaurin, Glenshee, Pic Co
 Laura B Crowe, Lower Selma, Hants Co
 Lena B Freeman, Kemp, Queens Co
 Maggie A Litch, Bridgetown
 Elvira Archibald, Yarmouth
 Louis LeBlanc, Georges Coques
 Allen E Dunlop, Jordan River
 Hattie L Robinson, North Sydney
 Mary E McCool, Durham, Pictou Co
 Bertie C Graham, Antigonish
 Mary F Thomas, Somerset, Kings Co
 Wm T Welden, Grafton,
 Jean McDougall, Truro
 Eleanor F Rose, Hebron, Yar Co
 Julia Kinney, Gilbert's Cove, Digby Co
 Georgie E Geddes, Normal School
 Carrie A Falconer, Sherbrooke
 Martha Kirkpatrick, Parrsboro'
 Edith Fink, Lunenburg
 Lavinia Nichols, Aylesford
 Sadie M Armstrong, Keapit, Hants Co
 Annie R King, Amherst
 Emma Giffin, Lewis Head, Shel Co
 Arch A Chisholm, Margaree Forks
 Annie P Stevens, Newport
 Mary Keating, Tracadie
 Alexandrina McNeill, Sydney
 Douglas O'Brien, Noel, Hants Co
 Mabel F Warner, Halifax
 Ada Brown, Somerset, Kings Co
 Mary J Hichens, Barrington Passage
 John H McKay, South Earlton, Col Co
 Etta M Melancon, Gilbert Cove, Digby Co
 May L Reid, Mid Musquodoboit
 Ina M Chipman, Berwick, Kings Co
 Emma Chisholm, Windsor
 Maude E Corbin, Normal School
 Fannie E M Shoop, Lunenburg
 Harry Putnam, Lower Onslow
 Olie B Burgess, Somerset, Kings Co
 Dan L McDonald, Fraser's Mills, Ann Co
 Maie E Kinsman, Centreville, Kings Co
 Maggie S Cameron, McLellan's Brook
 Emeline M Tattreie, River John
 Hattie E Morton, Normal School
 Eben H Murray, Plainfield
 Annie M Smith, Douglas, Hants Co
 Lizzie M Bleakney, Amherst
 Thos C Miller, Whycocomah, C. B.
 Ernest F Johnson, Waterville Sta, Kings Co
 Teresa Lacy, Caledonia West, Queens Co
 Hellen T Clark, Normal School
 Katie C Murray, N End Lockal e., Ann Co
 Percy Huntley, Hantsport
 Cassie Crowley, Gilbert's Cove, Digby Co
 Theresa M McDonald, Sydney
 Marion O Ross, Newport
 Luana M Barteaux, Berwick
 Christie A McLeod, Reserve Mines, C B
 Maude A Rayne, Normal School
 Eugene B Newcomb, Normal School
 Jessie E West, East Mines Sta, Col Co
 Marion G McDonald, Halifax
 Emily E Fenton, E Rawdon
 Emma L Ross, Mid LaHave Ferry
 John G Morrison, Englishtown, C B
 Louisa Lay, Mengler's Grant, Hx Co
 Ida B Corbett, Lower Selma, Hants Co
 J D Spencer, Great Village, Col Co
 Robt Brechin, Five Mile River, Hants Co
 Mary A Irvin, Normal School
 Susie E Hill, "
 Ethel Cox, Upper Stewiacke
 Carrie L Logan, Halfway River, Cum Co
 Martha Williams, Port Hawkesbury
 Mattie L Dickie, Oldham
 Ella Connors, North Sydney
 Mary A Pinkney, Cen Chebogue, Yar Co
 Aggie H Roop, Clementsport
 Lydia A Fitzgerald, Mill Village, Queens Co
 Minnie Thompson, Durham, Pic Co
 Maggie I Forbes, Merigomish
 Etta E Mack, Mill Village
 Christina A McRae, Normal School
 Theresa M McRae, Upper Canard, Kings Co
 Ellen F McKenzie, Antigonish
 Anna McDonald, Stillwater, Guy Co
 D. nelda J Small, New Glasgow
 Emily Webber, Chester
 Alex W McGregor, Brookville, Pic Co
 Sarah J Loomer, Weston, Kings Co
 Frank J Outhit, Melvern Square, Ann Co
 Grace Johnson, Upper Stewiacke
 Florence Rathburn, Hantsport
 S S B Campbell, Black Point, Shel Co
 Mary McIsaac, Caledonia Mills, Ant Co
 Mary C Ritcey, Ritcey's Cove, Lun Co
 Laura Frame, Normal School
 Lilla Robertson, "
 Mary Philp, Halifax
 Clara E Gates, Aylesford
 Annie M Brown, Port George, Ann Co
 Winogene B Patten, Hebron, Yar Co
 Annie Milberry, Middleton, Ann Co
 Agnes Dickey, Mid Musquodoboit
 Oswald A Parker, Victoria Vale, Ann Co
 Annie J McKenzie, West Bay, C B
 L Isora Tedford, Bear River
 Mary B Clark, Durham, Pic Co
 Ida Y McKean, "
 Jennie H Dorman, Dartmouth
 W Thomson Patten, W Barney's Riv, Pic Co
 J Howe Cox, Cambridge Sta, Kings Co
 L Emmie Theakston, Halifax
 Emma L Marshall, Dalhousie Centre
 Wm V Chisholm, Marydale, Ant Co
 Marion V Spencer, Cow Bay, C B
 Laura B Moore, Normal School
 Mary A Oakes, Springfield, Ann Co
 Duncan Matheson, Sydney Mines
 John R Douglas, New Lairg, Pic Co
 Belle C Bent, Belleisle, Ann Co
 Danl McPhail, Scottville
 Carrie S Hatfield, Normal School
 David D McAulay, Port Mulgrave
 Dan R McDonald, Dunmore, Ant Co
 Maie E Muir, Normal School
 Maggie V McLeod, Dunvegan, Inv Co
 Jas J Tompkins, Margaree Forks, C B
 Bessie Anderson, Port Hawkesbury
 Frank L Jobb, Great Village, Col Co
 Maggie M Huestis, Ritcey's Cove
 Melissa Carroll, Normal School
 Harry W Murphy, "
 N Louise Angwin, Bridgetown
 Dan D McDonald, Fraser's Mills, Ant Co
 Jas McGregor, Big Island, Pic Co
 Katie M Craig, Cambridge Sta, Kings Co
 Lillian A Mowser, Brooklyn, Queens Co
 Wallace N Wright, Lewis Head, Shel Co
 Wm Major, Cape LeRond, C B
 E Frances Sullivan, Halifax
 Carrie A Gardner, Brooklyn, Queens Co
 Hannie E Churchill, Yarmouth
 Helena P McNealy, East Gorse, Hants Co
 Alice T Vaughan, Normal School
 Mary McNeil, Mabou
 Ellie S Leonard, Paradise, Ann Co
 Joanna Sheehan, Halifax
 Daisy McDonald, New Glasgow
 Ruth McD Fisher, Ind Har Lake, Guy Co
 D M McLennan, River Dennis, C B
 Aggie Urquhart, Folly Village, Col Co
 Alex D McKinnon, E Lake Ainslie
 Allie M Waddell, Normal School
 Fred C Hemeon, Liverpool
 Jas Gillis, Margaree Forks
 Hattie N Sanders, Bear River
 Sarah McDonald, Port Hawkesbury
 Ellie Curran, Halifax
 Susie F Heim, Chelsea, Lun Co
 Rebecca P McDonald, Normal School
 Jas F Ellis, Up Stewiacke
 Myrtle S Sutherland, Normal School
 Annie C McCaffrey, Halifax
 Sarah J Torey, Coddle Harbor, Guy Co
 Mary M Cameron, L Sutherland's River
 Lydia A Philips, Normal School
 Libbie F Hearn, Cape LeRond, C B
 Florence B Tobin, Port Williams, Kings Co
 Georgie E Cutten, Normal School
 Lottie E Haines, Hainesville, Dig Co
 W A Lumbard, Canning
 Alex Chisholm, Margaree Forks
 Danl McNeil, Antigonish
 Jos F Frame, Maidland, Hants Co
 Mary C McDonald, Brook Village, C B
 Belle L Corbett, Normal School
 Sarah M Brennan, Baie Verte, N B
 Mary J Paou, West Arichat
 Georgina Wagner, Kenzieville, Pic Co
 Mary E Dunphy, Antigonish
 Arch McDonald, Mid Musquodoboit
 Lidie Thompson, W Branch Riv John
 Annie A Robinson, Normal School
 Hannah Hogan, Waterville, Hants Co
 Sadie P Hadley, Guysboro
 Viola E McNeil, Victoria Harbor
 Mabel Fulton, Up Stewiacke
 Douglas J McMaster, Glen Road, Ant Co
 Mary L Parker, Upper Newport
 Georgina Moore, Normal School
 Cath McDonald, Brook Village, C B
 Etta Newcomb, Normal School
 Hattie M Rice, Bear River
 Bradford S Bishop, New Minas, Kings Co
 Alice G Littlewood, Graywood, Ann Co
 Thos M Phalen, Little Bras D'Or
 Hattie Card, Bridgewater
 Annie A McNeil, Tiverton, Dig Co
 Huntley G Cameron, Guy Intervale
 Mary E Woolrich, Halifax
 Hattie Bishop, Aylesford
 Katie A McMillan, Sherbrooke
 Euda A Knight, Oxford
 Medora Dexter, Milton, Queens Co
 Blanche Wilson, Upper Stewiacke

The following obtained license of Grade C, but not the Grade applied for.

- Percy M Dodge, Victoria Vale, Ann Co
 Hugh McL Fraser, Pictou
 Maggie Blackwood, Halifax
 Hubert C McNeil, Berwick
 Alex E Kennedy, Strathlorne, C B
 Wm F Cogswell, Port Williams, Kings Co
 Ernest M Freeman, Cheverie, Hants Co
 Obed P Goucher, Normal School
 Hattie W West, Coldbrook, Kings Co
 Mary C Geddes, Normal School
 Laura M Bigney, Shubenacadie
 Danl C Chisholm, Antigonish
 Margaret A Grant, Springhill Mines
 Clarence A McDonald, Sherbrooke
 Annie R Hart, Bridgetown
 Fred McCarthy, Shelburne
 Harriet J Jost, Parrsboro'
 Isabella MacAloney, Parrsboro'
 Jas F McCurdy, Halifax
 Jas B Johnson, Granton, Pic Co
 Alex K McLean, Jacksonville, C B
 Francis N McMullin, Christmas Island, C B