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JOURNAL
OF
EDUCATION.
NOVA SCOTIA.

APRIL, 1894.



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1894.

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Journal of Education.

HALIFAX, NOVA SCOTIA, APRIL, 1894.

OFFICIAL.

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

II.—The *JOURNAL* 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 a 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.

PROVINCIAL EXAMINATION OF HIGH SCHOOL STUDENTS.

REG. 1. "High School Students" shall be held to mean all pupils who passed the regular County Academy Entrance Examination, or who are certified by a Public School teacher as having completed one or more years of the High School Course of Study.

REG. 2. A terminal examination by the Provincial Board of Examiners shall be held at the end of each school year on the subjects of the first, second, third and fourth years of the High School Curriculum, to be known also as Grades IX, X, XI and XII respectively of the Public Schools or Grades D, C, B and A respectively, of the High Schools.

REG. 3. The examination sessions shall commence each day at nine o'clock a. m., for Grade A on the first Monday of July, for Grade B on the following Wednesday, for Grades C and D on the following Thursday, and for "minimum professional qualification" of Public School Teachers on Saturday following; and shall be conducted under a Deputy Examiner, appointed by the Superintendent of Education, according to instructions, at each of the following stations, viz.:—1, Amherst; 2, Annapolis; 3, Antigonish; 4, Arichat; 5, Baddeck; 6, Barrington; 7, Bridgetown; 8, Cheicamp; 9, Clarc; 10, Digby; 11, Guysboro'; 12, Halifax; 13, Kcutville; 14, Liverpool; 15, Lockeport; 16, Lunenburg; 17, Margaree Forks; 18, New Glasgow; 19, Parrsboro; 20, Pictou; 21, Port Hawkesbury; 22, Port Hood; 23, Sherbrooke; 24, Shelburne; 25, Springhill; 26, Sydney; 27, Tatamagouche; 28, Truro; 29, Windsor; 30, Yarmouth.

REG. 4. Applications for admission to the examination must be made to the Inspector of the district not later than the 24th of May, and must contain (1) The names of the candidate in full (not initials); (2) Age; (3) Last School attended; (4) Post Office address; (5) Name of Examination Station at which to be examined; (6) Grade of Examination applied for; and (7) Evidence of High School standing (as in Reg. 1 & 13); (8) and a fee of two dollars if a candidate also for the "minimum professional qualification" examination of Public School Teachers. Forms of application will be provided by the Education Department through the Inspectors.

FORM OF APPLICATION FOR HIGH SCHOOL AND TEACHERS' EXAMINATION.

189

To, Inspector of Schools :

I,, a duly licensed teacher of Class do hereby certify that the candidates whose names are given below from No. 1 to No. inclusive, will, to the best of my knowledge, have completed, before the date of next examination, the full imperative Course of Study up to and including the Grade for which they hereby respectively apply. Herewith I also forward dollars, being the amount of fees for the (here give the number) candidates also applying for the Teachers' "minimum professional qualification."

(Signed)
Principal of School.

No.	NAMES OF CANDIDATES (in full.) [This forms part of the permanent and official record of the Educational Department. The applicant must therefore have the names written herein distinctly, correctly and without contraction.]	Prov. Grade now held.	AGE.		Post Office Address.	Grade applied for.	Fees for Teachers' Minimum Professional Qualification Examination.
			Yrs.	Mos.			
1
2
3
4
5

REG. 5. Each Inspector shall forward, *not later than June 1st*, to the Superintendent of Education, a list of the applications received for each grade of examination at each station within his District, in a form to be supplied from the Education Office, transmitting therewith all moneys, having duly classified and checked the same in the form aforesaid.

REG. 6. The Deputy Examiner, when authorized by the Superintendent of Education, shall have power to employ an assistant or assistants, who shall receive two dollars per day for the time so employed.

REG. 7. The Superintendent of Education shall have prepared and printed, suitable examination questions for each Grade at each examination, in accordance with the prescribed course of study, and shall also forward to each Deputy Examiner a sufficient supply of the printed questions, together with copies of such rules and instructions as may be necessary for the due conduct of the examination.

REG. 8. The maximum value of each paper shall be 100 ; and the numbered questions composing it shall be constructed with the intention of making each equal in value though not necessarily of equal difficulty. Thus, when 5 questions constitute one paper, the value of each when answered accurately with reasonable fulness and in good form will be 20, no matter whether it should be easier or more difficult than its fellow questions.

REG. 9. Each examiner shall mark distinctly by colored pencil or ink at the left hand margin of each question on the candidate's paper its value on the foregoing assumption ; and shall sum up the total, placing it on the back of the sheet ; and underneath, the number of misspelled or obscurely written words, which number is to be deducted from the total for the true value of the paper. Thus, should the sum of the marks of a paper be 54, and the misspelled or obscurely written words be 6, the marks on the back would stand as follows, e. g. : English Grammar [54-6]=48.

REG. 10. To make a "pass" in the grade of examination applied for, the candidate must make *at least* the *minimum* aggregate of the grade and at least a *minimum* of 25 on each imperative subject or paper of the grade, but this minimum of 25 may be lowered one unit for every 50 the candidate's aggregate may be above the "minimum aggregate" in the case of Grade A, and for every 25 in the cases of Grades B, C, and D. A mark below 25 on any optional subject will not be counted in the aggregate.

REG. 11. Candidates failing to make a pass in the grade applied for may be ranked as making a pass on the next grade below, provided 75 per cent. of the *minima* be made; and as making a pass on the grade second below, provided 50 per cent. of the *minima* be made.

REG. 12. Each candidate shall receive from the Superintendent of Education a certificate containing the marks given in each subject by the examiners and the High School Grade which the candidate has successfully passed.

REG. 13. Candidates for High School Provincial Certificates will be expected to pass the various grades in order. Candidates will not be admitted to the examinations of the higher grades without evidence of their proficiency in the subjects of the preceding grades.

REG. 14. The subjects, number, and values of the papers for the different examinations, and the general scope of examination questions, are indicated by the prescribed High School curriculum which follows. Examination may demand description by drawing as well as by writing in all grades.

[See, "*High School Curriculum*" under heading "*Courses of Study for the Public Schools of Nova Scotia.*"]

PROVINCIAL EXAMINATIONS.

We publish here the rules to be observed in writing at the Provincial Examinations, so that teachers may have an opportunity of so training prospective candidates that they may neither suffer loss of marks nor of papers on account of neglecting formalities necessary for the prompt and accurate handling of many thousands of papers in a very limited time.

No envelopes shall be used to enclose papers. One hour is the maximum time allowed for writing each. One sheet of foolscap will therefore hold all that will be necessary to be written on any paper, if it is properly put down. Candidates who are unable to understand these rules, or if understanding them prove to be incapable of carrying them out in reasonably good form, will show thereby a lack of qualification for a Provincial certificate which will be taken into account when the examiners are valuing the paper.

PROVINCIAL EXAMINATION RULES.

1. Candidates shall present themselves at the examination room punctually half an hour before the time set for the first paper of the Grade for which they are to write; at which time the deputy examiner shall assign each a seat, and a number which shall represent the candidate's name, and must therefore be neither forgotten nor changed. The candidates who *present* themselves shall be numbered from 1 onwards in consecutive order (without a hiatus for absent applicants, who cannot be admitted after the numbering) beginning with the A's, then coming to the B's, C's and D's in order.

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

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

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

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

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

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

B. 18 ()	Algebra.
--------------	----------

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

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

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

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

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

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

13. All candidates will be required to fill in and sign the following certificate at the conclusion of the examination :—

CERTIFICATE.

Examination Station..... Date..... July, 189...

Candidate's No. ()

This is to certify that I have not omitted in my course of study any of the imperative subjects in the prescribed High School Curriculum up to Grade for which I have now been writing, and that I already hold a Provincial Certificate of Grade.....*

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

Name in full.

(Without contraction in any of its parts.) }

P. O. to which memo. or certificates are to be sent.....

Fee paid for Teachers' M. P. Q. Exam., if any, \$.....

* A Teacher's License is a Prov. Certificate of the same grade as its class. If no license or certificate is held the blank is to be filled in with a dash.

TIME TABLE.

EXAMINATION WEEK, JULY, 1894.

TIME.	GRADE A.	GRADE B.	GRADE C.	GRADE D.	
Monday, July 2nd.	a. m.				
	9	Chemistry. —			
	10	Cæsar. —			
	11	Botany. —			
	p. m.				
	2	Cicero, &c. —			
3	Zoology. —				
4	Virgil. —				
Tuesday, July 3rd.	a. m.				
	9	Horace. —			
	10	Geology. —			
	11	Xenophon. —			
	p. m.				
	2	Astronomy. —			
3	Demosthenes. —				
4	Navigation. —				
Wednesday, July 4th.	a. m.				
	9	French Authors. —			
	10	Æschylus. —			
	11	German Authors. —			
	p. m.				
	2	Psychology. —			
3	Roman History. —	Greek Authors.			
4	Greek History. —	Greek Gram. & Comp.			
Thursday, July 5th.	a. m.	Presentation of remainder of B, and of C and D Candidates.			
	8.30				
	a. m.				
	9	Geometry. —	Geometry. —	Geometry. —	Geometry. —
	10	Algebra. —	Algebra. —	Algebra. —	Algebra. —
	11	Trigonometry. —	Pract. Mathematics. —	Arithmetic. —	Arithmetic. —
p. m.					
2	Sanitary Science. —	Physiology. —	Drawing and B. K. —	Drawing & B. K. —	
3	Physics. —	Physics. —	Science. —	Science. —	
4	British History. —	History and Geog. —	History and Geog. —	Hist. and Geog. —	
Friday, July 6th.	a. m.				
	9	English Language. —	English Language. —	English Language. —	Eng. Language. —
	10	English Literature. —	English Grammar. —	English Grammar. —	Eng. Grammar. —
	11	Latin Gram. & Comp. —	Latin Gr. & Comp. —	Latin. —	Latin. —
	p. m.				
	2	French Gram. & Comp. —	French. —	French. —	French. —
3	German " " —	German. —	German. —		
4	Greek " " —	Latin Authors. —	Greek. —		
Saturday, July 7th.	a. m.				
	9	Hygiene & Temperance. —	Hygiene and Temp. —	Hygiene and Temp. —	Hygiene & Temp. —
	10	School Management. —	School Management. —	School Managem't. —	Sch'l Managem't. —
	11	Teaching. —	Teaching. —	Teaching. —	Teaching. —

FORM OF APPLICATION FOR A *TEACHER'S LICENSE*.

To
Inspector of Schools, District No., Nova Scotia.

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

- I. The prescribed certificate of Age and Character hereto annexed.
- II. My High School Certificate of Grade obtained at Examination Station as No. in the year 189....
- III. My Certificate of professional qualification of rank obtained at in the month of, 189....
 (Name in full)
 (Post Office Address)
 (County)

CERTIFICATES.

I.—AGE AND CHARACTER.

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

- 1. That I believe the said Candidate,, (name in full), is at date,, 189..., of the full age of (to be written out) years.
- 2. That I believe the moral character of the said Candidate is good, and such as to justify the Council of Public Instruction in assuming that the said Candidate will be disposed as a Teacher "to inculcate by precept and example a respect for religion and the principles of Christian morality, and the highest regard to truth, justice, love of country, loyalty, humanity, benevolence, sobriety, industry, frugality, chastity, temperance, and all other virtues."

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

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

II.—HIGH SCHOOL GRADE.

The correct quotation of the High School Certificate in the application form given above, will be considered as equivalent to its presentation.

III.—PROFESSIONAL QUALIFICATION.

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

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

FURTHER INFORMATION FROM APPLICANT.

- 1. Class of License already held, No., year
 - 2. University Degrees, Scholarship, Professional training, experience, or any other information candidate may wish to state, if any.
-

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

.....

....., Inspector.
 Place and Date :

Government Grants,

In aid of Public Schools, paid to Teachers,
for the half year ended Feb. 2nd, 1894.

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

	Number of Teaching Days employed.	Am't paid to Teach- ers from Provincial Treasury.			
● ANNAPOLIS.					
McVicar, Wm	109		James, Beryl G	109	40 87
Shaffner, S C	109	99 92	Jones, Watson C	20	7 50
Bacon, Emma J	109	54 50	Kinley, Mary T	107	40 12
Banks, B S	109	54 50	Marshall, W A	103	40 87
Brown, A D	109	54 50	Martin, Jessie F	108	40 50
Durland, Huldah	109	54 50	McCormick, A E	109	40 87
Fash, Mabelle	109	54 50	McKay, Cassie M	107	40 12
Foster, Fred O	108½	54 25	Messenger, H W	109	40 87
Goucher, O P	109	54 50	Milbury, Amie	109	40 87
Hall, Jessie B	109	54 50	Morse, George	108	40 50
Harris, C Louise	109	54 50	Morse, Susie L	108	40 50
McGill, Geo B	108	99 00	Newcombe, Ida M	107	40 12
Moore, Amelia S	98	49 00	Newcombe, Dena M	87	32 62
Parker, Wm C	104	52 00	Parker, Abbie E	109	40 87
Richardson, R A	109	54 50	Phinney, W S	109	40 87
Shields, W J	108	54 00	Reagh, Lela B	109	40 87
Slocomb, Hattie E	97	48 50	Rice, Bertha M	105	39 75
Starratt, Harry	108	54 00	Ruggles, Arthur G	109	40 87
VanBuskirk, J L	108	54 00	Ruggles, Bertha	109	40 87
Vidito, Helen A	109	54 50	Saunders, Julia R	55	20 62
Baird, Ira M	109	40 87	Saunders, Mabel C	109	40 87
Barss, Nellie M	105½	39 56	Spinney, Helena A	106	39 75
Banks, Mary E	107	40 12	Spinney, Mary J	107	49 12
Bishop, Avar L	109	40 87	Ward, Lavinia O	108	40 50
Bishop, Delma M	109	40 87	Whitman, Ella M	108	40 50
Brown, Lillian E	109	40 87	Whitman, Mary	109	40 87
Buckler, Lucretia A	109	40 87	Williams, Annie M	109	40 87
Calnek, Emma	108	40 50	Wiswall, Belle	108	40 50
Carty, Maggie E	105	40 50	Young, Belle H	92	34 50
Copeland, Laura W	69	25 87	Atchison, Jennie M	109	27 25
Covert, Bertha A	109	40 87	*Barteaux, Maggie E	109	36 33
Craig, Jennie M	109	40 87	*Berry, Ella M	109	36 33
Crouss, Agnes M	109	40 87	Böhner, Chas F	109	27 25
Crowe, Joseph	103	38 62	*Brown, Gertie J	76	25 33
Davidson, M D	109	40 87	Craig, Lizzie A	20	5 00
Delamere, Maria J	101½	38 06	*Daniels, Cassie M	88	29 33
Dodge, Avar L	109	40 87	Daniels, Lynn V	29	7 25
Dukeshire, Eliza B	107	40 12	DeLancy, Annie L	105	26 25
Elliott, Amie B	100	37 50	*DeVany, Mary E	60	20 00
Elliott, Etta M	108	40 50	*Dunn, Bessie M	107	35 66
Haines, Lottie E J	109	40 87	Fales, Annie B	109	27 25
Hardwick, Mary L	109	40 87	*Fancy, Clara	109	36 33
Homer, Agnes W	109	40 87	*Fancy, Susie	108	36 00
Hoseason, R A	105	39 37	Fleet, Gertrude L	109	27 25
Hoyt, Nellie P	84	31 50	*Franks, Blanch M	108½	36 17
Hunt, Leigh	86	32 25	Goodwin, Geo L	71	17 75
Inghis, Susie O	109	40 87	Harlow, Edith L	107	26 75
Jack, Mary C	109	40 87	Harris, L Jean	109	27 25
Jackson, Hattie A	108	40 50	Hill, Hannah L	109	27 25
Jackson, Lillie A	108	40 50	Hindon, Oressa N	109	27 25
			Jones, Alice G	109	27 25
			Jones, Estella A	109	27 25
			McClelland, M M	109	27 25
			McGill, Winifred	107	26 75
			*McGregor, Ella M	109	36 33
			McGregor, Laura B	106½	26 63
			*Minard, Abbie K	108	36 00
			Morse, Hattie S	103	25 75
			*Munro, Helen H	94	31 33
			*Nichols, Enolo W	55	18 33
			Phinney, Ermina O	108	27 00
			Roy, Eva M	108	27 00
			*Rumsey, Clara I	108	36 00
			Saunders, Hannah A	109	27 25
			Saunders, Ruth	109	27 25
			*Sproule, Laura M	108	36 00
			Stailing, Maggie	67	16 75
			*Thomas, Mabel L	103	34 33
			Williams, Florence	94	23 50

CUMBERLAND.			
Lay, E J	102	Moore, Laura	109 40 87
Torey, W W	109 99 92	Munroe, Millie	102 38 25
Archibald, Clara	104 54 50	Munroe, Annie	20 7 50
Copp, Edith	103 54 00	O'Brien, R B	106½ 39 94
Ford, A S	104 54 50	Oxley, Priscilla	109 40 87
Fillmore, Anna	103 54 00	Patterson, Sara	109 40 87
Healey, A W	109 54 50	Proctor, Louisa	109 40 87
Lewis, Bessie	109 64 50	Putnam, Charlotte	107 40 12
Peppard, Naomi	109 54 50	Richardson, Ida	109 40 87
Peppard, Sophie	109 54 50	Robertson, Louisa	107 40 12
Ross, A D	103 54 00	Ross, Sara C	103 38 62
Ross, Alex	107½ 53 75	Scott, A A	90 33 75
Scanlan, Martin	109 54 50	Scott, Helen	74½ 27 94
Slade, W R	109 54 50	Shipley, Clara	108 40 50
Bacon, Lucy	76 28 50	Simpson, Lyda	109 40 87
Barnes, Lillian	109 40 87	Skimmings, Lizzie	101 39 75
Beattie, Robt	109 40 87	Smith, Grace	105 39 37
Beharrel, Mary	104 40 87	Stearns, Irene	109 40 87
Bent, Maud	109 40 87	Swift, Sara	109 40 87
Black, Florence	103 40 50	Vance, Stiles	54 20 25
Carter, Amelia	105 40 87	Vance, S C	18 6 75
Carter, Clara	108 40 50	Wadman, Alfretta	92 34 50
Carroll, Ovilla	108 40 50	Webster, Bertha	109 40 87
Charman, E G	104 39 00	West, Jessie	104 40 87
Clarke, Martha	108 40 50	Wilson, Bessie	101 39 75
Colbourne, A G	17 6 37	Archibald, Susie	109 27 25
Crandell, Ellen	109 40 87	Baird, Sara	109 27 25
Davison, Lizzie	109 40 87	Baker, Annie	103 25 75
Doyle, Alice	20 7 50	Borden, Minnie	109 27 25
Doyle, Edith	108 40 50	Brown, Sadie	105 26 25
Drysdale, Annie	97 36 37	Brown, Elida	108 27 00
Eagan, Samphard	107 40 12	Brownell, Edna	84 21 00
Embree, Maud	94½ 35 44	Carmichael, Jessie	109 27 25
Fail, Jennie	109 40 87	Crowley, Cassie	76 19 00
Falconer, Mary	108 40 50	Currie, Grizelda	108 27 00
Fulton, Maggie	10 3 75	Doyle, Inez	103 25 75
Gaetz, Maggie	109 40 87	Dewar, Annie	108 27 00
Gillis, Rena	109 40 87	*Embree, Flora	93 31 00
Gilderson, Annie	109 40 87	*Embree, Lucia	92 30 66
Goodwin, Henry	102 38 25	Embree, Amy	106 26 0
Gould, Janetta	98 36 75	Embree, Cassie	109 27 25
Graham, Lois	100 37 50	Feetham, Annie	101½ 25 38
Graham, Agnes	103 38 62	Fraser, Lillian	85½ 21 38
Grant, Margaret	109 40 87	Fullmore, Della	40 10 00
Hennesey, Bessie	109 40 87	Gass, Sara	109 27 25
Henderson, Bella	109 40 87	Goodwin, Bessie	109 27 25
Hockin, Leah	104 40 87	*Harpell, Mary	108 36 00
Hunter, Eudora	109 40 87	Henderson, Jessie	109 27 25
Johnson, Jennie	109 40 87	Henderson, Eleanor	109 27 25
Knight, Euda	109 40 87	Howard, Eliza	108 27 00
Lane, Aggie	102 38 25	Huston, Sara	104 26 00
Logan, Alice	108½ 40 69	Johnson, Addie	89 22 25
Logan, Lou Ella	109 40 87	Johnson, Hattie	101½ 25 38
Lynds, Laura	109 40 87	King, Mary	101 25 25
Mason, Jessie	98 36 75	*Knight, Ellen	78 26 00
McAuley, Ester	109 40 87	Langille, Ermina	86 21 50
McCarte, Juliet A	109 40 87	*Lewis, Sadie	103 34 33
McCully, J M	109 40 87	*Mahoney, Libbie	88 29 33
McDonald, Anna	92 54 50	*Mattinson, Lizzie	109 36 33
McIntosh, Anderson	108½ 40 69	McCloskey, Addie	107 26 75
McKay, Barbara	109 40 87	McDonald, Tena	106 26 50
McKenzie, Alex	108 40 50	McDonald, Christie	99 24 75
McLeod, Minnie	7 2 62	McKay, W G A	109 27 25
McLeod, Jennie	109 40 87	McLean, Janet	18 4 50
Miller, Alice	20 7 50	McNutt, Olivia	20 5 00
Miller, Estella	108 40 50	Mitchell, Geo	109 27 25
Moore, Lizzie	109 40 87	*O'Brien, Hattie	109 36 38
		Patterson, Daisy	105 26 25

Peppard, Ella	103	25 75	Woodman, W Y	106	53 00
Purdy, J A	109	27 25	Abbott, Coralie	109	40 87
Reeves, Ella	77	19 25	Ambrose, Sister M	109	40 87
Reid, Moggie	109	27 25	Amirault, Ellen	109	40 87
Robinson, Ethel	97	24 25	Benson, Ada M	109	40 87
Ross, Effie	105	26 25	Brown, Emma	109	40 87
*Rushton, Hattie	108	36 00	Challen, Minnie	109	40 87
Scott, Mary	109	27 25	Cossett, Ethel J	109	40 87
Smith, Elmer	108	27 00	Crocker, Georgia F	109	40 87
Smith, Daisy	108	27 00	Crowell, Mabel M	109	40 87
*Soley, Rena	108	36 00	Fraser, Christina	109	40 87
Say, Mary	108	27 00	Hindon, Orilla E	107	40 12
Weir, Minnie	94	23 50	Johnson, Edith M	109	40 87
Withrow, Mattie	103	25 75	McLeod, Jas A	106	40 87
Wilson, Theresa	109	27 25	McNeill, Annie A	106½	39 94
			McNeill, Bessie J	108	40 50
			Morse, Ethel M	109	40 87
			Munro, Mary A	109	40 87
			Parsons, N H	100	37 50
			Perry, Geraldine	108½	40 69
			Perry, Hattie M	105	39 37
			Phinney, Nina A	108	40 87
			Sanders, Arthur W	94	35 25
			Soucie, O A	109	40 87
			Titus, Minnie A	101	37 87
			Turnbull, Lizzie B	109	40 87
			Ursula, Sister M	109	40 87
			Vroom, Carrie E	109	40 87
			Woodbury, Laura B	105	39 37
			Alcorn, Emelie	104	26 00
			Belliveau, Amelia	104	26 00
			Belliveau, Edw M	109	27 25
			Bowles, Jas B	109	27 25
			Cann, Elnora S	109	27 25
			Comeau, Adaline	109	27 25
			*Comeau, Annie E	55	18 33
			Comeau, Azele	109	27 25
			Comeau, Mary	109	27 25
			Comeau, Wm	104	26 09
			*Cossaboom, Annie F	102½	34 17
			Crowley, Beatrice	109	27 25
			*Denton, F May	109	36 33
			*Deveau, Alex M	53	17 66
			Deveau, Florence	109	27 25
			Deveau, Neomise	108	27 00
			Doucette, Addie	107	26 75
			Doucette, Constance	109	27 25
			Doucette, Edith	99	24 75
			Doucette, Peter	109	27 25
			*Douglas, Elvie	54	18 00
			Dugas, Marie	105	26 25
			Dykeman, Lindsay	109	27 25
			Gonzaga, Sister M	109	27 25
			*Hill, Dorcas A	100	33 33
			*Hinzman, Maud E	109	36 33
			*Horne, Ella E	109	36 33
			Israel, Lillian B	109	27 25
			LeBlanc, Isaac	102	25 50
			*LeBlanc, Josephine	103	34 33
			LeBlanc, Symphorien	108	27 00
			Lent, Bertha G	108½	27 13
			McDormand, Jean	108	27 00
			*Mallett, Hattie	109	36 33
			Melancon, Eugenie	97	24 25
			Melancon, Josephine	99	24 75
			Merritt, Bessie E	100	25 00
			*Morrissey, Mary	19	6 33
			Mullan, Nellie C	109	27 25
			*Pothier, Nemerise	109	36 33

FARRSBORO'.

Campbell, R S	109	99 92
McKenzie, A B	108½	54 25
Sproul, Mary	109	54 50
Cameron, Bertha	109	40 87
Carter, Ida	109	40 87
Hatfield, Carrie	109	40 87
Hatfield, Effie	105	39 37
Kerr, Minnie	89	33 37
Leitch, Fannie	107	40 12
McCulloch, Essie	99	37 12
McKeen, Mary	99	37 12
McLean, Ida	108	40 50
McKay, Helen	109	40 87
Pipes, Ada	107	40 12
Sproul, Hester	97	36 37
Stevens, Annie	109	40 87
Watton, Ethel	109	40 87
Wilson, Edna	101½	38 06
*Armstrong, Lucilla	104	34 66
Chandler, Maud	109	27 25
Davison, Bertha	109	27 25
Dunn, Mary	109	27 25
*Farrel, Annie	99	33 00
Fowler, Edith	104	26 00
Henderson, Jenetta	106½	26 63
*Howard, Lizzie	108	36 00
Mahoney, Josie	109	27 25
Morris, Lilah	109	27 25
O'Regan, Mamie	109	27 25
*Shipley, Laura	109	36 33

Assistant.

Barnes, Nettie	42	7 00
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DIGBY.

Longley, I M	109	
Alexius, Sister M	109	54 50
Atwood, Alice J	109	54 50
Bailey, Lloyd S	108	54 00
Carmelita, Sister M	109	54 50
Churchill, Nelson	107	53 50
Haines, R W E	108	54 00
Hogg, N W	109	54 50
Huggins, Geo M	109	54 50
Manthorne, S L	109	54 50
Messenger, R J	105	52 50
Taylor, Jas A	102	51 00

Prime, Lenetta	109	27 25
Randall, O M	109	27 25
*Robbins, Clara J	108	36 00
*Robichau, Celina	109	36 33
*Ruggles, Alicia C	20	6 66
Saulnier, Zelie	109	27 25
Smallie, Mary	107	26 75
Theriault, S	109	27 25
Thurber, Bessie G	109	27 25
*Trask, Lizzie M	109	36 33
Warne, Janet L	84	21 60
Walsh, Mary C	54	13 50
Welch, Fannie A	109	27 25
Wilson, Alice E	109	27 25
Wright, Laura	109	27 25
<i>Assistant.</i>		
Francisca, Sister	109	27 25

GUYSBOROUGH.

Smith, E B	107	
Beattie, Frank H	109	54 50
Cunningham, W A	99	49 50
Chisholm, W A	101	50 50
Dickson, Julia	106	53 00
Elderkin, E C	107	53 50
Hattie, Minnie	107	53 50
McGillivray, A A	23	11 50
McKenzie, D J	87½	43 75
Messenger, Laura M	104	52 00
Anderson, Bessie	109	40 87
Bixley, Bessie W	109	40 87
Bonin, J B	68	25 50
Boyle, Louise J	109	40 87
Bruce, Licia	106	39 75
Cameron, Edward C	109	40 87
Cohoon, S E	107	40 12
Cunningham, Mable	108	40 50
Douglass, Allie P	109	40 87
Jackson, Mary	106	39 75
Keating, Ella	108	40 50
McDonald, Elenor	102	38 25
McIntosh, Cassie J	37	13 87
McIsaac, Wm M	107	40 12
McPherson, J A	79	29 62
O'Brien, Effie	109	40 87
Reddy, Eugenie	109	40 87
Ryan, Mary F	102	38 25
Sinclair, Lillie E	109	40 87
Sullivan, E C	107	40 12
Taylor, Cecilia	104	39 00
Bruce, Louise J	104	26 00
Carr, Adaline	109	27 25
Carritt, Maria	94	23 50
*Chisholm, John J	100	33 33
Cunningham, Lillie M	108	27 00
*De Laurier, L M	109	36 33
Henderson, Christina	54	13 50
Hewitt, Lydia	101	25 25
Jones, Josie M	69	17 25
Keating, Katie C	109	27 25
Kennedy, Kate	109	27 25
Lipsitt, Mary	109	27 25
*Martin, Ellen	57	19 00
Martin, Maggie M	109	27 25
Meagher, Minnie	105	26 25
McDonald, Kate	109	27 25
*McDonald, Johanna	54	18 00

McDougall, John A	19	4 75
*McFarlane, Alex	45	15 00
McMillan, Hugh	105	26 25
*McNeil, Eva	102	34 00
Munroe, H C	57	14 25
O'Brien, Hattie	100	25 00
O'Connor, Monica	107	26 75
O'Neill, Annie S	107	26 75
Peart, Pearl	109	27 25
Reeves, Annie A	108	27 00
Sherman, Lucy H	19	4 75
Simpson, Gertrude	74	18 50
*Sinclair, B A H	96	32 00
Taylor, Anna	81	20 25
Torey, Anna E	109	27 25
Torey, Clara M	104	26 00
Whitman, S M	109	27 25

Assistant.

Francisca, Lister	109	27 25
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MUNICIPALITY OF ST. MARY'S.

McDonald, J G	90½	45 25
McLean, Emma	109	54 50
Bent, Laura B	80	30 00
Bent, Emie F	16	6 00
Cameron, Margaret	106	39 75
Cruikshank, Annie	109	40 87
Dewer, Ann J	98	36 75
Grant, Jessie E	95	35 62
Hall, Sadie	106	39 75
Kennedy, Cassie A	109	40 87
Murphy, John	83	31 12
Sutherland, Rose A	109	40 87
Williams, Annie	105	39 37
Cameron, Christina	87	21 75
Chisholm, Nellie	81	20 25
Hanley, Mary S	52	13 00
McNaughton, A L	104	26 00
McPhee, Ada L	108	27 00
Mitchell, Maggie	56	14 00
*Redmond, Rosalinde	56	18 66
Simpson, Odessa H	55½	13 88
Simpson, Carrie A	103	25 75
Sinclair, Geo W	57	14 25

HALIFAX.

city.

Murray, H		
Morton, S A		
Mackintosh, K		
Groeben, Von der		
Plotton, V		
Hill, K F		
Kennedy, W F		
Peters, F A		
Marshall, G R	102	99 92
O'Hearn, P	102	54 50
Allison, Edith	102	54 50
Angela, Sr	102	54 50
Aquinas, Sr	102	54 50
Bowden, L J	102	54 50
Bowden, J M	102	54 50
Brims, M C	102	54 50
Brodie, J	102	54 50
Cameron, E	102	54 50
Congdon, H S	102	54 50
Creighton, G	102	54 50
Creighton, J M	102	54 50

Fultz, Geo W	108½	54 25	Muhany, Lalia	101	37 87
McLatchey, Blanche	109	54 50	Maine, Eliza J	108	40 50
McLatchey, Kate	109	54 50	*Marianne, Emma	109	40 87
McNeil, Emily	105½	52 75	McDougall, Lois	55	20 62
Murphy, H W	108	54 00	McDougall, Marion	109	40 87
Smith, L M	109	54 50	McHarrie, Marion	108	40 50
Archibald, R D W	106	39 75	McIntosh, James W	109	40 87
Bennett, Hanna	103	38 62	McLellan, Mary	102	38 25
Burgoyne, N A	108	40 50	Murdock, Lena	105	39 37
Caldwell, Winnie	109	40 87	Nelson, James L	109	40 87
Chesley, Sadie B	96	36 00	O'Brien, Helen	94	35 25
Dimock, Annie A	109	40 87	Pratt, Nelson	101	37 87
Dunlap, Belle A	81	30 37	Roy, Bessie	109	40 87
Freeman, Alice	109	40 87	Walker, Helen G	109	40 87
Fuller, Alice	109	40 87	Weatherhead, Isabel	109	40 87
Hamilton, Helena H	86	32 25	Wellwood, Sadie	109	40 87
Kerr, Bessie	109	40 87	Anthony, Bertha	109	27 25
King, Lillian L	107	40 12	*Dimock, Effie	108	36 00
Lynch, Jessie A	109	40 87	Eaton, C A	20	5 00
McHarrie, Agnes	108½	40 69	*Etter, A Gordon	109	36 33
*Miller Georgetta	109	40 87	Ettinger, Ella M	105	26 25
Miller, G William	109	40 87	Ettinger, Eunice	105	26 25
*Moore, Georgiana	73	27 37	Forbes, Libbie J	97	24 25
Mumford, Charlotte	109	40 87	Grant, Stella	109	27 25
Pineo, Alice H	104	39 00	*Horne, Annie E	109	36 33
Reed, Nina	104	39 00	Horne, Lizzie	106	26 50
Salter, Hattie M	108	40 50	Horne, Mary E	107	26 75
Salter, Orland R	109	40 87	*Huntley, H B	109	36 33
Scott, Agnes	109	40 87	Mayne, Minnie	107	26 75
Skaling, Ethel M	40	15 00	McCulloch, Maggie	109	27 25
Starratt, Mary J	108½	40 69	McDonald, Annie C	109	27 25
Sweinimer, Ellie	109	40 87	Miller, Bertha M	109	27 25
*Sweinimer, Susie	109	40 87	Nelson, Georgiana	109	27 25
Thomas, Fred R	109	40 87	*O'Brien, James L	106	35 33
Walker, Annie H	102½	38 44	Parker, Alice	98	24 50
West, Acel	105	39 37	Richardson, Louise	102	25 50
Wilson, A Laurie	106	39 75	Robinson, G V	102	25 50
Woodroffe, Laura	109	40 87	Shea, Georgie E	89	22 25
Woodroffe, Mabel M	109	40 87	Stephens, Hattie S	108	27 00
*Zwicker, Oda H	109	40 87	Sutherland, Grace	98	24 50
*Etter, Norma C	109	36 33	Sutherland, Janet	108	27 00
Hayward, Sadie	61	15 25	Truesdell, Ophelia	100½	25 13
Hopkins, Florence	104	26 00	*Wallace, Effie B	52	17 35
*Jackson, Maggie	109	36 33	Wallace, Nellie P	90	22 50
King, Florence J	109	27 25	Wright, Lila J	10½	26 13
Parker, Phoebe S	79	19 75			
Reid, Daisy	109	27 25			
Stephens, Emma F	109	27 25			
*Taylor, Laura A	109	36 33			
Wallace, Flora B	108	27 00			
Wilson, Lizzie F	99	24 75			

EAST.

Brooks, Ethel	108	54 00
Brown, C W	109	54 50
Crowe, Louisa B	109	51 50
Fisher, L Louise	108	54 00
Underwood, James	101	50 50
Cooke, Alex D	36	13 50
Cox, Susie P	109	40 87
DeWolfe, Loran	62	23 25
Duncanson, Grace	109	40 87
*Forbes, Mary M	108	40 50
Freeman, B S	109	40 87
Hennigar, Annie	109	40 87
Hennigar, Charlotte	109	40 87
*Hennigar, R W	108	40 50
Kerr, Ida B	109	40 87
Madden, Katie F	100	37 50

INVERNESS.

SOUTH.

McIntosh, D. S	108	
McMillan, C E	109	99 92
Blue, Malcolm	106	53 00
Chisholm, Duncan	70	35 00
Calder, James	64½	32 25
Ingram, M J	109	54 50
McLeod, Malcolm	35	17 50
McDonald, Alex D	109	54 50
McLellan, Andrew	74	37 00
McEachern, F A	89	44 50
Morrison, G W	109	54 50
Beaton, Arch E	14½	5 44
Cameron, Maggie L	109	40 87
Doyle, Mary A	109	40 87
Duff, Bertha	108	40 50
Finn, Cecilia	108	40 50
Gillis, John A	53	19 87

*Munro, George	109	36 33	Challen, Bessie	109	40 87
*McGarry, Moses E	109	36 33	*Chute, Minard E	17	6 37
*McDonald, Angus A	96	32 00	*Coleman, Edith F	79	29 62
*McLellan, Mary D	79	26 33	Cox, Ethel L	109	40 87
*McMillan, Peter	109	36 33	Craig, Jas	109	40 87
*McLellan, Alex	109	36 33	Craig, Katie	109	40 87
Murphy, Moses W	109	36 33	*Davidson, Jennie B	107	40 12
*McKenzie, Rod T	109	36 33	Davis, S M	109	40 87
Coady, John J	38	9 50	Evans, Florence	103	38 62
Chiasson, Ephraim	107	26 75	Farrell, Theresa	109	40 87
Doyle, Sarah J	109	27 25	Fulton, J Avarid	52	19 50
LeBlanc, Judith	68	17 00	Godfrey, Fannie A	20	7 50
LeBlanc, Mary S	105	26 25	Harvey, Annie	109	40 87
McDonald, James F	109	27 25	Hudson, Ida M	84	31 50
			Kelly, Minnie	103	38 12
<i>Assistants.</i>			Killam, Millicent	94	35 25
Chiasson, Delore	107	17 83	Kirkpatrick, Lottie B	109	40 87
Cormier, Eliza	97	16 17	Lindsay, Rebecca	109	40 87
LeBlanc, Ellen D	61	10 17	*Joomer, Sadie	106	40 50
LeBlanc, Judith	40	6 66	Magee, Geo	109	40 87
McLeod, Joseph R	84	14 00	Marchant, Abbie J	109	40 87
			McLaughlin, Minnie	108	40 50
			McMillan, Altee M	109	40 87
			Mosher, A S	84	31 50
			Mosher, Maggie	108	40 50
			*Palmer, Charlotte	109	40 87
			Parker, Ida A	109	40 87
			Parker, Mary L	109	40 87
			Pearson, Kate	109	40 87
			Reid, D E	99	37 12
			Reid, Prim G	93	34 87
			Robinson, Clara	109	40 87
			Robinson, Ernest	103	38 62
			Ross, Susie J	98	36 75
			Sanford, Bertha L	105	39 37
			Sanford, Grace A	109	40 87
			Schaffner, Gertrude	105	39 37
			Shaw, Alfee M	109	40 87
			Shaw, Percy	82	30 75
			Spicer, Eva M	109	40 87
			Spinney, Fred H	108	40 50
			Spinney, Norval B	109	40 87
			Taylor, Jessie E	109	40 87
			Wallace, Olive	108	40 50
			Weaver, Sadie A	54	20 25
			Webber, Bessie A	107	40 12
			Webster, Geneveive	93	35 75
			West, Hattie	102½	38 44
			West, Laliah	109	40 87
			*Baker, Laura M	44	14 68
			Balcom, Hattie	109	27 25
			Beattie, Alma F	107½	26 88
			*Bolser, Mildred	79	26 33
			Brimmen, Martha A	73	18 25
			*Carey, Susie J	104	34 66
			*Carmichael, Thos II	109	36 33
			*Costley, Lizzie G	109	36 33
			Cox, Effie L	109	27 25
			Craig, Sadie	19	4 75
			*DeLong, Lillie	107	35 66
			*Harris, Lavenia J	67	22 23
			Harris, Lavenia J	40	10 00
			Howell, J Alonzo	59	14 75
			*Kennikle, Flora	109	36 33
			Lake, Nillie E	109	27 25
			Loomer, Minnie A	59	14 75
			Marchant, Carrie A	71	17 75
			*McAuley, Ella	109	36 33
			*Niford, S L	108½	36 17

*Parsons, Annie	55	18 33
*Parsons, Kate	14	4 66
*Porter, Stella	58	19 33
Roscoe, Josephine O	106	26 50
Schofield, Florence	108	27 00
Shaw, Nina V	109	27 25
*Simpson, Ruth B	106	35 33
*Spinney, Rowena	85	28 33
*Stark, Annie J	108	36 00
*Stephenson, Maude	109	36 33
*Strong, Silas	94	23 50
*Wheaton, Eliza J	109	36 33
Woodroffe, Lena	104	26 00

Assistant.

Wood, Clara A	84	14 00
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LUNENBURG AND NEW DUBLIN.

Hogg, H B	109	99 92
McKittrick, B	103	
Ernst, Victoria	109	54 50
Gordon, Helen	35	17 50
Gow, John M	109	54 50
Hewitt, Minnie	101	50 50
Kaulback, Mary	109	54 50
Morton, Flora	107	53 50
McDormand, R M	103	51 50
Quinlan, John I	99	49 50
Rieser, Daniel	109	54 50
Selig, Louise J	109	54 50
Veinotte, Alice	109	54 50
Acker, Mary I	98	36 75
Bell, Diadem	109	40 87
Bell, Rosie	108	40 50
Bentley, M L	103	38 62
Bowers, Mary	109	40 87
Card, Hattie	104	39 00
Corkum, Elmore	109	40 87
Crawford, Florence	169	40 87
Cossmann, Minnie	109	40 87
Crouse, Annie	109	40 87
Currie, Minnie	74	27 75
Eisenhauer, Mary	109	40 87
Emeno, Ethel	108	40 50
Emenot, Mary	106	39 75
Fleet, L M	107	40 12
Hebb, Arthur	109	40 87
Heckmann, Bessie	109	40 87
Herman, Ellen	109	40 87
Herman, Maggie	109	40 87
Hiltz, Jessie L	108	40 50
Himmelman, Gert	108½	40 69
Hirtle, Amanda	103	38 62
Hogan, Hannah	53	19 87
Keddy, Beatrice	107	40 12
Keddy, Bessie	97	36 37
Keddy, Louise	99	37 12
Lear, Mary E	98	36 75
Maidier, Ina R	108	40 50
Millbury, Laurella	108	40 50
Mullock, Annie	109	40 87
McDonnell, Agnes	95	35 62
McKean, Alex	109	40 87
McLachlan, Ethel	15	5 62
McLachlan, Lilia	98	36 75
Nickerson, Maggie	88	33 00

Payzant, Annie	107	40 12
Sarby, Hannah	108	40 50
Schnare, Jessie	109	40 87
Scott, Annie E	109	40 87
Smith, Laura	108	40 50
Starratt, Mildred	108	40 50
Stoddart, Marie	103	38 62
Strum, Ettie	109	40 87
Strum, Mary	99	37 12
Taylor, Belle	108	40 50
Tobin, Ellen W	108	40 50
Tobin, Mary E	109	40 87
Trétheway, Ida	108	40 50
Veinotte, A C	88	33 00
Veinotte, Adelaide	20	7 50
Walters, Ella W	109	40 87
Wentzell, Annie	68	25 50
Wentzell, Laura	81	30 37
Westhaver, Edna	109	40 87
Woodbury, Lillie	95	34 87
Wynacht, Agnes	108	40 50
Zinck, Ellie	103	38 62
Zinck, Harriet	109	40 87
Zinck, Lilla R	109	40 87
Anderson, Jennie	109	27 25
Baker, Mary	20	5 00
Baker, Mary A II	109	27 25
Barry, Ida C	109	27 25
*Bars, Maggie J	86	28 66
Beck, Alice	20	5 00
Bell, Lottie	104	26 00
Bruhml, Albert	44	11 00
*Caldwell, Hannah	107	35 66
Dunn, Ina E	108	27 00
Dunn, Susan J	108	27 00
De Long, Jessie H	103	25 75
Eisenhauer, Iona	109	27 25
Ernst, Ida V	105	26 25
*Fancy, Bessie	109	36 33
Fancy, Sadie	108	27 00
Fitch, Clara	109	27 25
Haines, Ada	109	27 25
Haines, Taphenas	109	27 25
Haughn, Lottie	94	23 50
Hebb, Carmina	109	27 25
Hebb, Emma	87	21 75
Hebb, Lena S	103	25 75
Rebb, Lois A	108	27 00
*Heckman, Albert	57	19 00
Herman, Bessie	109	27 25
Herman, Letitia	109	27 25
Herman, Lottie	109	27 25
James, Ellen K	99	24 75
*Johnson, Mary	107	35 66
Johnson, T W	100½	25 13
Joudrey, Mary	106	26 50
Kaulback, Laura	102	25 50
*Kaulback, Maggie	48	16 00
Langille, Amy	109	27 25
*Langille, Mary A	89	29 66
Langille, Zipah	109	27 25
Lohnes, Rosena	109	27 25
*Mackay, Ella M	54	18 00
*Merley, Edith L	109	36 33
Miles, Jennie	107	26 75
Morash, Carrie	108	27 00
*Mossman, Ida	109	36 33
*McGowan, Susie	107½	35 83
McKean, Belle	109	27 25

*McMillan, Nellie	109	36 33	Armstrong, E L	103	51 50
*Naugbler, Lucretia	109	36 33	Creighton, W O	107	98 08
Howe, Annie D	109	27 25	Culton, Sophie A	107	53 50
Peters, Alim	109	27 25	Logan, Sarah	103	51 50
Risser, Msry A	74	18 50	McArthur, A	103	51 50
Schnare Clara	109	27 25	McLeod, Henrietta	104	52 00
Shea, Minnie	108	27 00	Cameron, Lizzie M	107	40 12
Smith, Ada A	109	27 25	Campbell, Mary D	103	38 62
Smith, Alberta	94	23 50	Chisholm, Christina	104	39 00
Smith, Evangeline	109	27 25	Creighton, Eliza B	109	40 87
Smith, Kate R	109	27 25	Cruickshank, J J	103	38 62
Strum, Emma	99	24 75	*Elliott, H A	20	7 50
Strum, Laura	109	27 25	Findlay, Hugh	102	38 25
Spidell, Alice	97	24 25	Forbes, Mary A	99	37 12
Smith, Carrie H	20	5 00	Fraser, Wm P	108	40 50
Taylor, Lucy A	109	27 25	Grant, Minnie K	58	21 75
Wagner, Lizzie	108	27 00	Grant, Christy	104	39 00
Ward, Jessie M	107	26 75	McDonald, Lizzie	104	39 00
*Waterman, Jessie	104½	34 83	McDonald, Jessie B	103	38 62
Wentzell, Mary A	107	26 75	*McKay, H C	105	39 37
Wentzell, Jemima	109	27 25	McKay, John M	6	2 25
Westhaver, Anice	108	27 00	McLean, A	106	39 75
Wolfe, Minnie	84	21 00	McLean, Minnie	109	40 87
Zinck, Etta M	109	27 25	McLeod, Bessie J	97	36 37
Zwicker, Jas W	109	27 25	McLeod, Albert M	109	40 87
			McLeod, Annie	108	40 50
<i>Assistant:</i>			McMillan, Catherine	107	40 12
Herman, Naomi	109	27 25	McMillan, Annabelle E	108	40 50
			Mingon, Nellie	106	39 75
CHESTER.			Munro, Herman	104	39 00
Andrews, H W	109	54 50	Murray, Margaret J	102	38 25
Smith, Pearl	109	54 50	Murray, Christina S	107	40 12
Williams, C E	109	54 50	Perrin, Minnie A M	109	40 87
Begin, Thurston	109	40 87	Rose, Jessie F	103	38 62
Butler, Mary	109	40 87	Ross, Isabel	106	39 75
Hennigar, Cora	109	40 87	Ross, Etta J	104	39 00
Hyson, Reg E	109	40 87	Ross, Elizabeth	109	40 87
Lantz, Tessie	105	39 37	Simpson, Maggie	107½	40 31
Smith, Maud E	103	38 62	Smith, Alonzo A	106	39 75
Webber, Emily	109	40 87	Thomson, Isa	103	38 62
Webber, Ernest	19	7 12	*Arbuckle, Ella D	107	35 66
Webber, Eva A	109	40 87	Cameron, Mary B	100	25 00
Wile, Maud L	108	40 50	Carmichael, O H	104	26 00
Woodworth, Bessie	109	40 87	Davidson, Anna I	108	27 00
Young, Effie	109	40 57	*Douglas, Josephine M	109	36 33
Conrad, Zilpha	80	22 25	Douglas, Ellen	109	27 25
Duncan, Fannie	98	24 50	Dwyer, Amanda	107	26 75
*Fancy, Lois	107½	35 83	Elliott, Marion	107	26 75
Frail, Laura M	109	27 25	Irving, Annie	97	24 25
Francy, Cassie	101	25 25	Langille, Emma	108	27 00
Greenland, Hattie	109	27 25	Logan, Anna J	108	27 00
*Hamm, Lilla E	44	14 66	*McDonald, Janie	92	30 66
Hennigar, Effie	109	27 25	McDonald, Annie	106	26 50
Himmelman, Addie	109	27 25	*McKay, Wm Alfred	109	36 33
*Hutt, E E	99	33 00	McKenzie, Mary C	109	27 25
Mills, Alma	109	27 25	McKenzie, Jemima	108½	27 13
Mills, May D	109	27 25	McKenzie, Maggie E	91	22 75
*Skerry, Alice	105½	35 17	McKenzie, Colina	107	26 75
*Spidle, Laura E	108	36 00	McKenzie, Lizzie	103	25 75
*Webber, Bessie	108½	36 17	McLeod, Louisa A	108	27 00
			McTavish, Jessie M	98½	36 44
PICTOU.			Murray, Elizth A	108½	27 13
			Murray, Christina	108	27 00
NORTH.			Murray, Williamina J	106	26 50
Gormley, Clarke	104	95 33	Munro, Henry W	109	27 25
Maclellan, Robert	103		Rennie, Mary S	60	15 00
Moore, C L	103		Sutherland, Lizzie M	107	26 75
Oliver, A C L	103		*Sutherland, Janie	105	35 00
Robinson, C B	103		Young, Agnes S	99	24 75

Christopher, Min	103	25 75
*Decker, Mary L	107	35 66
*Freeman, Roseau	107	35 66
*Frellick, Andella	109	36 33
Gardner, Nora	109	27 25
Godfrey, Essie	88	22 00
*Hunt, Sophia	109	36 33
*McConnell, M C	109	36 33
Taylor, Emma E	109	27 25
Taylor, Louise P	109	27 25
*Verge, Sarah A	109	36 33

NORTH.

McInnis, A D	109	54 50
Bent, Minnie S	99	37 12
Burnaby, Evelyn	108	40 50
Dexter, Lena M	107½	40 31
Ford, Annie E	107	40 12
Freeman, Jessie	109	40 87
Freeman, Minnie	109	40 87
Gardner, Rosie	108	40 50
Thompson, Eva	106	39 75
Waterman, Stella	107	40 12
Whitman, Blanche	108½	40 69
*Boyle, Rose	104	34 66
*Brown, Frank	54	18 60
*Faulkner, Beatrice	109	36 33
*Freeman, Cecie	108	36 00
Hebb, Eugenie	109	27 25
*Rawding, Annie	102	34 00
*Ward, Florence	105	35 00

RICHMOND.

Herdman, Andrew W	109	54 50
Boyle, D R	109	54 50
Campbell, D H	109	54 50
Connolly, E W	94	47 00
MacKenzie, Geo W	108	54 00
*McLean, Donald	45	22 50
Morrison, Alex E	109	54 50
Morrison, Norman	64	32 00
Tompkins, Maurice	109	54 50
Bejen, Mary A	94	35 25
*Bissett, Mary E	109	40 87
Campbell, Daniel A	109	40 87
Chisholm, Viola	109	40 87
Doyle, Emma M	108	40 50
Embree, Luella	104	39 00
Gallant, Marcellin	109	40 87
McDonald, John H	109	40 87
McIntosh, Peter D	109	40 87
McIsaac, John W	91	34 12
McKillop, Ewen D	107	40 12
*McLeod, Hugh A	87	32 62
Macrae, Christina	109	40 87
Miller, Joseph J	89	33 37
Morrison, Margaret	74	27 75
Nelson, J Scott	109	40 87
Philpott, Ella	109	40 87
Sherman, Maude	69	25 87
St Dominick, Sr	108	40 50
St Mary of C, Sr	108	40 50
St Mary, Sr	108	40 50
St Antonia, Sr	109	40 87
St Margaret, Sr	109	40 87

St Pelagia, Sr	109	40 87
Tompkins, C J	109	40 87
Ballam, Sydney E	79	19 75
Benoit, Marie S	109	27 25
Bissett, Amy M	103	25 75
Boudrot, Sabina H	109	27 25
Boyd, Christina	106	26 50
Boyd, Sarah	109	27 25
Campbell, Joseph R	109	27 25
Doyle, Maggie M	90	22 50
Foret, Maria R	109	27 25
Langley, Elta	109	27 25
MacDonald, Peter	108	27 00
McInnis, Angus C	104	26 00
McKillop, Dan	104	26 00
McLean, Dan	107	26 75
Macnamara, Susan	104	26 00
Maeneil, Peter D	102	25 50
Martel, Alice S	109	27 25
Matheson, Katie M	93	23 25
Morrison, Elijah A	109	27 25
Nelson, Cyrus E	109	27 25
Nelson, Gustave A	107	26 75
White, Mary A	26	7 00
Wilson, Mary B	80	20 00
*Ferguson, Annie	109	36 33
*Lattimore, Martha	54	18 00
*McDaniel, Matthew G	59	19 66
*McDonald, Mary	66	22 00
*McDonald, Isabelle	109	36 33
*McLellan, John A	56	18 66
*Pringle, Christy A	79	26 33
*Sampson, Dennis J	103	34 33
*Shannon, Ellen J	50	16 66
*Thibean, Peter	99	33 00
*White, Lizzie A	103	34 33

Assistant.

McNeill, Minnie V	109	18 16
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SHELburnE.

Bruce, C S	108	
Ruggles, J R	108	99 00
Capstick, Grace	109	54 50
Hogg, Maggie	108	54 00
Hogg, A A	108	54 00
Best, Linda	109	40 87
Bower, Eliza	109	40 87
*Bower, L M	109	40 87
Brown, H G	109	40 87
Cox, Ella R	108	40 50
Crowell, Lizzy	109	40 87
Dall, Carrie	106	39 75
Dall, Mary	88	33 00
Etherington, H E	107½	40 31
Giffin, C B	109	40 87
Goodick, J D	109	40 87
Hemeon, C B	108	40 50
Holden, L F	106½	39 94
Kean, Minnie	109	40 87
Kempton, S	109	40 87
Lloyd, Cyrus	94	35 25
Lloyd, Annabel	107	40 12
Lyle, E L	108	40 50
Martin, Kate	105½	39 56
MacAlphine F	108½	40 69
Morrison, Ida	104	39 00

Nickerson, Minnie	107	40 12
Ryer, Nellie A	108	40 50
Sutherland, A	109	40 87
Sutherland, B	108	40 50
Swim, Bessie	106	39 75
Wagner, C D	104	39 00
West, H H	109	40 87
Allen, Selina	106	26 50
Crowell, Annie	103	25 75
Dunlop, J A	19	4 75
Dunlop, Bessie	106	26 50
Frude, I M	109	27 25
Hammond, A	70	17 50
*Harding, Janie	104	34 66
Hupinan, Ella	109	27 25
Pennington, H A	109	27 25
Stephens, Alice	88	22 00
Turner, Flora	109	27 25

BARRINGTON.

Brown, Gertrude	109	54 50
Colquhoun, L	109	54 50
Huestis, A B	109	54 50
Martin, McN O	101	50 50
Bengay, A A	108	40 50
Brownrigg, M H	109	40 87
Coffin, M H	108	38 62
Crowell, A L	109	40 87
Davis, Minnie	108	40 50
Doleman, T	107	40 12
Doleman, E P	109	40 87
Enslow, L D	108	40 50
*Freeman, M	109	40 87
Goodwin, F M	88½	38 19
Harding, E J	104	39 60
MacAlpine, L	89½	33 56
Nickerson, C N	108½	40 69
Nickerson, M H	107	40 12
Sargent, Joseph	109	40 87
Sutherland, E	109	40 87
Wilson, L L	109	40 87
Abbott, Ida J	70	17 50
Crowell, E D	102	25 50
Crowell, C	109	27 25
Davis, A L	109	27 25
Gibbons, Miles	109	27 25
Harlow, A M	102	25 50
Huestis, M B	106½	26 63
Hendrick, B	109	27 25
MacKay, Annie	54	13 50
Nickerson, G	33	8 25
Nickerson, H	109	27 25
*Soley, Blanche	109	36 33
*Swaine, F E	53	17 66
*Swaine, F E	53	17 66

VICTORIA.

McKay, T C	108	
Bentley, Libbie	89	44 50
McRitchie, John M	109	54 50
Howatson, Jessie A	57	21 37
Foyle, Lizzie H	109	40 87
McLean, Tena	17	6 37
McInnes, K J	106	39 75
Muggah, Hester L	107	40 12

McRae, Fraser A	109	40 87
McMillan, Allan	88	33 00
McLellan, Agnes J	109	40 87
McIntosh, C C	108	40 50
McLeod, Christina	104	39 00
McInnes, W C	109	40 87
McAulay, M S	87	32 62
McNeill, Ambrose J	107	40 12
Morrison, John C	109	40 87
McRae, Minnie A	98	36 75
McPhail, Lizzie	109	40 87
McLeod, John D	106	39 75
McLean, C C	109	40 87
McSwain, Duncan	105	39 37
McLean, Bella	109	40 87
McNeill, M B	28	10 50
McKenzie, Murdo J	109	40 87
Melver, Ida C	88	33 00
McEachern, Mariann	104	39 00
McDonald, Hannah J	63	23 62
Nicholson, Dan J	99	37 12
Campbell, John D	109	27 25
Livingston, Florence J	99	24 75
Melver, John	109	27 25
McRae, Christina	104	26 00
McDonald, Malcolm	100	25 00
McKenzie, Jessie A	15	3 75
McKay, Georgina	108	27 00
McKenzie, John D	108	27 00
McLeod, Mary	108	27 00
McLeod, William	94	23 50
McRae, Jessie D	82	20 50
McKinnon, Mary A	108	27 00
McGregor, Flora	107	26 75
McLeod, Cath	108	27 00
McAulay, Mary A	108	27 00
McAskill, Duncan	109	27 25
McNeill, Maggie	109	27 25
Morrison, Barbara	37	9 25
McKenzie, John	109	27 25
McLeod, George	65	16 25
McRitchie, H D S	109	27 25
McLeod, Mary B	25	6 25
McNeill, Elizabeth	108	27 00
Smith, Annie M	109	27 25
Tompkins, Katie	108	27 00
*Morrison, Joanna B	84	28 00
*McRitchie, Dan J	106	35 33
*McNeill, Katie	109	36 33
*McDonald, Michael	109	36 33
*McLeod, John M	104	34 66
*Kenzie, Angus D	106	35 33
*McKay, Murdo B	96	32 00
*McDonald, Maggie M	84	28 00
*McDonald Mary A	105	35 00
Morrison, Cassie	82	20 50
McMillan, Sadie A	77	19 25

YARMOUTH.

Cameron, A	92½	
Forbes, A	92½	
Kempton, W F	107	53 50
MacLeod, G P	89	81 58
Archibald, M	109	54 50
Barteaux, J E	109	54 50
Cain, G H	107	53 50
Christopher, M	109	54 60

COMPULSORY ATTENDANCE AT SCHOOL.

So as to enable the Trustees and Teachers of every School Section in the Province to note what has been done in this direction abroad and at home, we quote here an extract from the report of the Minister of Education of Ontario, Hon. Geo. W. Ross, LL. D., on the Prussian Schools which he has lately visited. Following, we append the Nova Scotia Act, applied for and obtained by the City of Halifax. Since the passage of the Halifax Act, Dartmouth has had one passed by the Provincial Legislature on similar lines for its own schools. These laws, we understand, are enforced sharply, and with much advantage to the interests of the schools and the citizens in general.

Is there any need of similar or any legislation of this kind for your section? How can the present general Act be amended to suit you?

“Every Prussian child between the ages of six and fourteen years must, except in case of severe illness, or other extraordinary cause, be present at every session of the school he attends. The list of the children of school age in charge of the local police is kept so carefully that it is as difficult to escape the provisions of the compulsory education laws as to evade the military service. Dispensation amounting to more than four weeks in the school year is given only to children under twelve years of age, and to them only when sickness in the family or other unusual cause makes it advisable; and in order to guard children from the avarice of their parents or guardians, those under twelve years of age are forbidden to work in factories or mines, and those between twelve and fourteen are restricted by law to six hours' work per day. Examinations are held regularly to determine the pupils' attainments, and they may be forced to attend school beyond the close of the fourteenth year, when through previous irregular attendance or lack of diligence, the results of the examination are not satisfactory. Pupils leaving elementary schools before the close of the fourteenth year to attend a higher school, must submit to the school commissioner a certificate from the director of such higher school. In every province there are houses of correction for children of school age who cannot be otherwise controlled.

“In 1885 there were 180 such houses, to which 11,101 children were sent during the seven previous years. That compulsory education has been effective is seen from the fact that for some years the average number of recruits to the army without elementary school training has not exceeded 2 per cent., and in many parts of the kingdom has been less than one-fifth of 1 per cent.

“Although truants are wrought upon in all possible ways, even to being sent to a reformatory or school of correction as stated, the parents or guardians are generally held accountable for their children's absence

from school, and are punished with fines and imprisonment for a violation of the law. In Prussia a parent or guardian is fined from 10 pfennings (2½ cents) to a mark (25 cents) for each day of his child's unexcused absence from school, and in case the fine is not paid immediately the parent may be imprisoned from three hours to one day. Instead of imprisonment the parent fined may work the same length of time for the benefit of the commune. Employers allowing children to work during school hours are fined from 1 to 150 marks, or imprisoned not exceeding fifteen days. The statistics show the thoroughness with which the compulsory laws of Prussia are enforced."

55 VIC., CHAPTER 61, 1892.

An Act respecting the Compulsory Education of Children in the City of Halifax.

(Passed the 30th day of April, A. D. 1892.)

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

1. This Act may be cited as "The City Compulsory School Act."

2. The following terms and expressions used in this Act shall mean as hereby defined, except where the context shall preclude such definition.

"Child." Any boy or girl living in the City of Halifax between the ages of seven and fourteen years.

"Parent." The father of said child, but in case the father be dead or absent from the city of Halifax, then the mother of such child.

"Guardian." Includes any person acting in *loco parentis* where the parents of such child are dead or absent from the city, and is not to be confined to a testamentary guardian or appointee of a court.

"Person having charge." Any person over the age of twenty-one years, with whom such child ordinarily lives or resides, or who controls or is in a position to control, or assumes to control, or has the apparent charge of such child.

"The Board." The board of school commissioners for the city of Halifax.

"Stipendiary magistrate" or "magistrate." The stipendiary magistrate in and for the city of Halifax, or his lawfully appointed deputy when acting as stipendiary magistrate.

"Officer." The secretary of the board or supervisor of city schools, or any other person in the regular employ of the board.

"Truant officer." Any person appointed by the board or City Council to carry out the provisions of this Act.

"Police officer." Any member of the police force of the city of Halifax, or special constable appointed by or acting for the city.

"School hours." From 9 a. m. to 3.30 p. m. on school days, or such other regular hours as the public schools may be in session by order of the board.

"School days." The prescribed days.

3. Every child in the city of Halifax shall attend school during the regular school hours every day for at least one hundred and twenty days in each school year, unless the physical or mental condition of the child is such as to render such attendance or instruction in the subjects taught in such schools inexpedient or impracticable; but any child over twelve years of age who shall pass a satisfactory examination in grade seven of common school work, and any other child over thirteen years of age who shall have attended school sixty days during fourteen consecutive weeks in the preceding year, if necessity requires him or her to work, and who shall show that fact to the satisfaction of the board and obtain the written permission of the secretary of such board for such employment, shall be exempt from the requirements of this section.

4. The board shall ascertain before the first day of each school year the names and ages of all children residing in the city between the ages of seven and fourteen years, and the names of their parents or guardians, or persons having charge of them, and carefully preserve lists of the same.

5. The board shall have full power and authority to appoint officers and persons to make such enumeration, and to make rules and regulations for the purpose, and to prescribe the books and records to be kept under this Act, and designate the persons to keep and the manner of keeping the same.

6. Any person refusing to give any information to the board or its officers, or the truant officer, or to any person appointed by said board to carry out the provisions of this Act, as to the name or age of any child residing or living with said person in the city, or wilfully

giving any false information in regard to the same or any matter about which information is required by this Act, shall be liable on summary conviction before the stipendiary magistrate, to a fine of not less than one nor more than twenty dollars and costs.

7. The board shall ascertain as soon as possible after the beginning of each school year, how many of the children named in the lists mentioned in the fourth section have not been at school for one hundred and twenty days during the school year immediately preceding, and notify the parents, guardians or persons having charge of said children of the exact number of days' attendance made by such children during said past year, and that they are liable to prosecution under this Act unless they satisfy the board that there was a good reason for the failure of said children to attend for the full period prescribed.

8. The board shall also ascertain how many of the children of the city between said ages have not attended school at all during the past year, and shall notify the parents, guardians or persons having charge of such children, that they are liable to prosecution under this Act unless they satisfy the board that there was a good reason for such non-attendance.

9. Every parent, guardian or person having charge of any child residing in the city of Halifax, shall cause such child to attend some public or private day school at least one hundred and twenty days in each school year, except as exempted under section 3 of this Act.

10. Every parent, guardian or person having charge of any child in the city of Halifax, failing to comply with the preceding section, shall be liable on summary conviction before the stipendiary magistrate, to a fine of not less than one or more than twenty dollars and costs for the first offence, and for every second or subsequent offence to a fine of one dollar and costs for each school day that the law is not complied with, provided, however, that the same person shall not be fined more than sixty dollars, exclusive of costs, in any one year.

11. It shall be the duty of the board to cause all parents, guardians and persons having the care of children residing in the city of Halifax, failing to comply with the law, to be summoned before the stipendiary magistrate, unless such parents, guardians, or persons satisfy the board that the physical or mental condition of the child of such person is such as to render attendance or instruction in a public school inexpedient or impracticable, or that such child is being properly educated in reading, spelling, writing, English composition, geography and arithmetic, otherwise than in a public or approved private school, or that the failure to attend the requisite term was owing to ill health or temporary absence from the city, or through some domestic affliction in the family of said person, rendering it necessary or prudent, in the opinion of the board, to keep such child home, or that the parent, guardian or person summoned was by reason of poverty unable to provide such child with proper and sufficient wearing apparel for attendance at school, and that such parent, guardian or person, *bona fide* endeavored to procure sufficient wearing apparel for such child to attend school. For the purposes of this Act the school board shall approve a private school only when the instruction given therein includes reading, spelling, writing, English composition, geography and arithmetic, as well taught as in ordinary public schools, and when such school shall keep a register of attendance in form and manner as prescribed by the Council of Public Instruction for public schools, which register shall, at all times during school hours, be open to the inspection of such persons as the school board shall appoint, and shall furnish to the board such reports and returns concerning the studies and attendance of all pupils in such school between the ages of seven and fourteen years, as may be required for the carrying out of the provisions of this Act; and it shall be the duty of the Superintendent of Education to supply such register and blanks for returns as may be necessary for compliance with the provisions of this section. No parent, guardian or person having charge of any child shall be exempted from the penalties of section 10 on the ground that the child in question has been educated "otherwise than in a public or approved private school," unless such child present a certificate from the Supervisor of Schools of having passed a satisfactory examination on the grade of work suitable to the child's age and previous opportunities for receiving an education; and it shall be the duty of the supervisor to examine at stated times all such children making application, whose compliance with this Act is called in question. In any prosecution under this Act, the age stated in the information shall be taken *prima facie* to be the age of the child. No other than the board or its executive committee, or person or persons appointed by them for the purpose, shall have power or authority to prosecute or institute any proceedings before the stipendiary magistrate under this Act.

12. Notice from the board shall not be a condition precedent to any prosecution under this Act, but the stipendiary magistrate may exempt any parent, guardian or person from any penalty under this Act on proof of any of the reasons set forth in section 11 of this Act, and the exemptions mentioned in section three of said Act.

13. All fines and penalties imposed and recovered under this Act shall be paid over to the board, and be applied by it to enforcing and carrying out the provisions of this Act, and the magistrate may in any conviction made under this Act impose an alternative of imprisonment in the county jail or city prison for non-payment of the fine, such imprisonment not to exceed two days for each dollar of the fine imposed; and in such case it shall not be necessary to issue any distress warrant against the goods or property of the person convicted, but such person may be forthwith committed to prison if the fine be not at once paid.

14. A certificate under the seal of the board, and signed by the secretary of the board, that the name of the child or names of the children mentioned in the summons do not appear on any school register of any of the public schools in the city, or that the child or children named have not complied with the requirements of section 3 of this Act (in which case the number of days attended shall be specified), and that the party summoned has been returned on the list to the board as the parent, guardian or person having the charge of such child or children, shall be received by the magistrate as *prima facie* evidence of the offence charged, without requiring any proof of the seal of said board or the signature of such secretary, or the production of any school register or list in the custody of the board, or any certified extract from the same, and shall be sufficient evidence to warrant a conviction in any case, unless the person summoned makes defence and satisfies the magistrate that he comes within one of the exemptions hereinbefore specified, or that the certificate presented by the secretary is in fact untrue, for which purpose the party summoned shall be competent to give evidence under oath in his own behalf.

15. The provisions of this Act shall not apply to the children of persons in the military or naval service of Great Britain during the time they continue in said service while residing in the city of Halifax, nor to the children of persons visiting the city for business or pleasure, and not permanently residing therein.

16. In case any person having charge of any child is unable to induce such child to attend school as required in section 3 of this Act, and shall send a notice in writing to that effect to the secretary of the board, and prove to the satisfaction of the board that such person is unable to induce such child to attend school, the said child shall from and after the receipt of such notice and proof, be deemed to be and shall be dealt with as an habitual truant, and the person sending such notice shall be relieved of all penalties under this Act incurred after the receipt of said notice and proof.

17. Any child registered as attending any of the public schools, and reported by the teacher to be absent for ten or more days, not necessarily consecutive, during any school term, without excuse and without the consent of the parent, guardian or person having charge of such child, may be deemed to be and shall be dealt with as an habitual truant by the board.

18. Any child known to the police, truant officer or officers of the board to be begging or wandering at large in the streets of the city for ten or more days, not necessarily consecutive, during any school term, and found not to be attending any school or engaged in any proper employment during regular school hours, shall be deemed to be and shall be dealt with as an habitual truant.

19. (1.) When information is laid before the Stipendiary Magistrate by any police officer, truant officer, or officer of the board that any child is suspected of being or believed to be by the party laying such information an habitual truant, the said magistrate shall issue his warrant to have such child brought before him, and if it be established to his satisfaction that such child is an habitual truant, and that it would in his opinion advance the moral welfare of said child, such magistrate may commit such child for a period not exceeding two years to such reformatory, industrial school, home for children, or orphan asylum in the city of Halifax as seems best to such magistrate, having in view the religious denomination, if any, to which the child belongs; provided, however, that no child shall be detained in any such place after reaching the age of fourteen years. The support and education of such child so committed shall be a charge on the city of Halifax, under such arrangement as shall be made by the City Council with the proper authorities in charge of or in connection with such institution or place as such child may be committed to. The City Council is hereby authorized to add to the general assessment of the city the expenses and charges incurred annually by reason of such arrangements, and the parent, guardian, or person having charge of said child shall be liable to and pay to the said city such sum per month for the support of such child as the Stipendiary Magistrate shall name at the time of the trial of any offence charged, which sum may be sued for and recovered by and in the name of the city of Halifax as a private debt due said city. Every reformatory, industrial school, home for children, orphan asylum, or other institution to which any child shall be committed under this section, shall at all reasonable times be open to the inspection of the supervisor of city schools or any other officer appointed for the purpose by the board, and the governing body of such reformatory, industrial school, home, asylum or other institution, shall provide instruction for such child as fully as is required by section three of this Act.

(2.) Any child heretofore committed to any reformatory, industrial school, home for children or orphan asylum under the provisions of chapter 46 of the Acts of 1888, entitled, "An Act to provide for the compulsory education of children in the city of Halifax," or of section 726 of chapter 58 of the Acts of 1891, entitled, "An Act to consolidate and amend the Acts relating to the city of Halifax," for a longer term than two years shall, if two years of such term have expired at the time of the passing of this Act, be discharged forthwith after the passing hereof, and otherwise shall be discharged at the expiration of two years from the date of committal.

(3.) If any child heretofore or hereafter committed to any such reformatory or other institution as aforesaid, has in the opinion of the governing body of such institution so con-

ducted himself or herself during a term of six consecutive months as by his or her good behaviour, diligence and industry, to warrant his or her being set at large and no longer detained in such institution, and if the Stipendiary Magistrate of the city concurs with such governing body in recommending the issue of a license to such child to be at large, then the Attorney-General, or such person as he appoints to issue such license, may issue a license to such child to be at large in the province of Nova Scotia, or in such part thereof as is specified in such license.

(4.) Such license may be revoked or altered at pleasure by the Attorney General, or by such person as he appoints as aforesaid.

(5.) The Attorney General may make such alterations as he sees fit as to the form of such license, the conditions of enjoyment and forfeiture thereof, and for ascertaining that such conditions are duly complied with.

(6.) Upon information on oath that the holder of any such license has contravened any of the conditions thereof, the stipendiary magistrate of the city may issue a warrant for his or her arrest wherever in the province of Nova Scotia such child may be, and cause such child to be brought before him, and upon conviction of such contravention shall remand such child to such reformatory or other institution, there to serve the remainder of his or her original sentence, with such additional term not exceeding one year as to such Magistrate seems proper.

20. The City Council of Halifax is hereby authorized and empowered to make, pass and publish all necessary by-laws and ordinances concerning habitual truants and children between the ages of seven and fourteen years, who may be found wandering about the streets or public places of the city during school hours, and to prevent such children growing up in ignorance, and for the proper enforcement of all rules and regulations made by the board for more effectually carrying out the provisions and objects of this Act, and shall provide suitable places for the discipline and instruction and confinement when necessary of such children, and may require the police or appoint special police to enforce the rules and regulations of said board, and such by-laws and ordinances, when approved by the Governor-in-Council, shall be as valid and effectual as if incorporated expressly in this Act.

21. No child under the age of fourteen years shall be employed in the city of Halifax by any person to labor in any business whatever during the school hours of any school day, unless such child shall have attended some public school or some approved private school, or shall have been otherwise instructed by a teacher qualified to instruct in spelling, reading, writing, geography, English composition and arithmetic, for at least six months next preceding, and in every year in which such child shall be employed, and shall at the time of such employment deliver to the employer a certificate signed by the secretary of the board, certifying to such attendance, or a certificate signed by the supervisor that such child has passed a satisfactory examination in grade VII. of common school work. Any child, however, between the ages of thirteen and fourteen years, who has attended a public school sixty full days during fourteen consecutive weeks during the preceding year, as mentioned in section three, and delivers to the employer the secretary's certificate of such attendance, may be employed to labor. But no child under the age of thirteen years shall at any time be employed in any mechanical, manufacturing or mercantile establishments. Any person who shall employ any child contrary to the provisions of this section shall for each offence be liable to a penalty of not less than ten dollars nor more than fifty dollars, with costs, on summary conviction before the Stipendiary Magistrate.

22. The board, or such officer or person as they shall appoint, shall, in the months of November and May in every year, and at such other time as they may deem necessary, examine into the situation of the children employed in all manufacturing and other establishments in the city of Halifax, and ascertain whether all the provisions of this Act are duly observed, and prosecute all persons violating its provisions.

23. On demand, on any such examination as mentioned in the preceding section, the proprietor, superintendent, or manager of such establishment or manufactory shall exhibit to the officer or person appointed or designated by the board to make any such examination, a correct list of all children under the age of fourteen years employed in such manufactory or establishment, with the said certificate of attendance at school or of instruction. Any such proprietor, superintendent, or manager, who shall refuse or neglect to furnish such list, or to send such list to the office of the board when requested in writing to do so, shall be liable to a penalty of not less than ten dollars nor more than fifty dollars, with costs, on summary conviction before the stipendiary magistrate.

24. All fines, forfeitures and penalties imposed by this Act or any amendment thereof, shall be prosecuted in the name of Her Majesty the Queen, and when any act or thing is directed to be done or prohibited by this Act or any amendment thereof, and no penalty is provided therefor, then and in such case the party violating said Act shall be liable to a penalty not exceeding twenty dollars, and in default of payment imprisonment in the city prison for a period not exceeding sixty days, or both, at the discretion of the stipendiary magistrate.

25. The provisions of the Summary Conviction Act, chapter 102 of the Revised Statutes, and all Acts passed amending the same, shall apply to all proceedings instituted under this

Act, when not inconsistent with any express provision herein ; and the Stipendiary Magistrate shall amend any summons, warrant, conviction, or any document, to make it in accordance with the evidence.

26. Sections 83, 84 and 87 of chapter 29 of the Revised Statutes, so far as relates to the city of Halifax, and chapter 46 of the Acts of 1888, sections from 709 to 730, both included, of chapter 58 of the Acts of 1891, entitled, "An Act to consolidate and amend the Acts relating to the City of Halifax," and all other Acts or parts of Act inconsistent with this Act, are hereby repealed.

CONSPECTUS OF PUBLIC SCHOOL COURSE OF STUDY,

With a suggestive percentage of Time for Class-room Teaching in each subject, on the supposition that there is one Teacher for each Grade. When one Teacher has the work of more than one Grade, the time to each subject must be lessened.

SUBJECTS.	PERCENTAGES OF TIME IN EACH GRADE.										EXAMINATION VALUES FOR PROVINCIAL CERTIFICATES.		
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	High Sch'l.	IX.	X.	XI.	
English	40	40	40	40	40	40	35	30	20	Lang. 100. Gram. 100.	Lang. 100. Gram. 100.	Lit. 100. Gram. 100.	
Mathematics	20	20	20	20	20	20	25	30	20	Arith. 100. Alg. 100. Geom. 100.	Arith. 100. Alg. 100. Geom. 100.	Pr. Mat. 100. Alg. 100. Geom. 100.	
Science and Manual Art..	20	20	20	20	20	20	20	20	20	Dra. &c. 100 Botany 100.	Dra. &c. 100 Chem. 100.	Physiol. 100. Physics 100.	
Music, Calisthenics, Moral and Patriotic Duties....	20	20	20	15	10	10	10	10	5				
Geography and History.....				5	10	10	10	10	10	G. & H. 100.	G. & H. 100.	G. & H. 100	
Languages—(Latin and Greek)									25	Latin 100.	Latin 100. Greek 100.	Latin 200. Greek 200.	
									or	French 100.	French 100 Germ. 100.	French 100. Germ. 100.	

Courses of study must grow and change with our experience and judgment of what is best in our ever-changing circumstances.

This is, therefore, given simply as a guide for experimentation,—to suggest a uniform plan for recording that distribution of time which teachers in the various kinds of graded and ungraded schools may find best adapted for their own special class work.

In the High School grades the "imperative" subjects with Latin and Greek are recommended as the Regular Course. Modern Languages, when specially desired, may be substituted for the classics to form a full course; or, generally speaking, any two languages, such as Latin and French. The narrower or minimum "imperative" course is merely a concession in favor of students below the average ability, or others unable from desire or circumstances to take a fuller course.

As Grade XII is merely optional in the High School system, partly on account of its being in this Province of collegiate rather than of academic character, this table covers the course only to the end of Grade XI, which leads to the Junior Leaving Examination of the High School.

The distribution of teaching time in the class-room need not necessarily be proportional to the examination values of the different subjects, for proportionally more home work can be effectively done in some than in others.

When five hours is the time per day, 20 per cent. of the time will represent a period of one hour, 10 per cent. of half an hour, &c. The 25 per cent. for classics in the High School departments will probably, as a general rule, be more necessary in Grades X and XI than in IX. The teacher must increase or diminish this time as he finds most useful under his particular circumstances, for which no general rule can be given. It is not assumed, of course, that all subjects should come up daily in class. Some come on alternate days; some, perhaps, only once a week, as is found expedient.

DETAILED COURSES OF STUDY FOR THE PUBLIC SCHOOLS OF NOVA SCOTIA.

PRELIMINARY.

1. The following Courses are designed to furnish a basis for the classification of pupils by teachers, and the examinations of schools by Inspectors. Their general aim is to give a definite and continuous character to the work attempted in the Public Schools, and thus secure the harmonious co-operation of all the forces of our Provincial system of education.

2. In their relation to each other the courses are *complementary*. It has been fixed by law that admission to the Provincial High Schools or County Academies shall be dependent on ability to pass a satisfactory examination on the subjects of the Common School Course. It is therefore of great importance that the processes of elementary instruction should in all cases be conducted according to its provisions. No teacher has a moral right to prejudice a pupil's participation in the Provincial appropriations in support of Academic education, because his own views as to the relative value of studies may differ from those embodied in the Course placed before him for his guidance. The High School Course, while specially designed for the Advanced Departments of Graded Schools, is also intended to exercise a regulative influence on the studies of those pupils of ordinary Miscellaneous Schools, who have completed the Grades of the Common School Course.

3. It is believed that a careful inspection of the requirements of these Courses will show that they are not fairly open to the objection of embracing an undue multiplicity of studies, and thus encouraging either "over-pressure" on the one hand, or "superficiality" on the other. The detail with which the various assignments are specified, especially in the earlier grades, gives an impression of a larger number of *separate* subjects than actually prescribed. Besides, a judicious variety of subjects is necessary, not only for the proper development of the mental faculties, but for awakening and maintaining due interest on the part of children in the exercises of the class-room. In arranging the practical details of this outline of studies, every effort has been made to observe the fundamental law of "unity in variety."

4. Beginning with the School year 1894-5, Inspectors will be required to make an estimate of the school work in *each* imperative subject, such as *Calisthenics, music, &c.*, which will be transmitted to the Education Office at the end of each month, with the reports on the keeping of registers, statistics, etc., grounds, outhouses, etc., discipline, etc., and the general carrying out of the law by the trustees and teacher, according to prescribed instructions to Inspectors.

COURSE OF STUDY FOR PUBLIC SCHOOLS.

GENERAL DIRECTIONS.

[Numbers of Paragraphs refer to corresponding columns of Time Table of Subjects in Register.]

65. *Calisthenics and Military Drill*.—As often as found expedient; but "physical exercises" should be given once in the middle of every session over one hour in length, and in the lower grades more frequently than in the higher. Correct position, etc., in sitting, standing and walking is most important and should in every school be made habitual to each pupil. The more useful words of commands and corresponding movements of "squad drill" should be thoroughly known in all schools. Recommended, "*Physical Drill*," (T. C. Allen & Co., Halifax,) for Common and High Schools.

66. *Vocal Music*.—Every pupil (excepting of course those known to be organically defective as respects music), should be able to pass an examination in vocal music, before promotion to a higher grade. For the present the following minimum is prescribed for each grade. At least one simple song with its tonic-sol-fa notation for Grade I. An additional melody and its notation for each succeeding grade, with a correspondingly increased general knowledge of music. Vocal music may be combined with some forms of "physical exercise" as in marching and light movements. Recommended, "*National and Vacation Songs*," (Grafton & Sons, Montreal), for Common and High Schools. Teachers musically defective may comply with the law by having these lessons given by any one qualified.

67. *Hygiene and Temperance*.—Orally in all grades, and as incidents or occasions may suggest. Text book for pupils' use as follows: Grades V. and VI., Health Reader No. 1. Grades VII. and VIII., Health Reader, No. 2.

68. *Moral and Patriotic Duties*.—As enjoined by the School Law and when found most convenient and effective.

69. *Lessons on Nature*.—The noting, examination and study of the common and more important natural objects and laws of nature as they are exemplified within the range of the school section or of the pupils' observations. Under this head pupils should not be required to memorize notes or facts which they have not at least to some extent actually observed or verified for themselves.

70. *Spelling and Dictation*.—It should be strictly insisted upon that, from the very commencement in the first grade, the pupil should spell every word read in lessons, and common words of similar difficulty used in his conversation. Writing words in the lower grades. Transcription and dictation in the higher grades should be utilized more and more as facility in writing increases.

71. *Reading and Elocution*.—1. Pupils must be enabled to clearly understand the portion to be read, then to read it with proper expression. 2. Faults of enunciation, pronunciation, etc., of tone, of posture and manner, etc., must be carefully noted and corrected. 3. Choice passages should be memorized occasionally for recitation with the proper expression. Ten lines per year at least for Grade I, twenty lines at least for Grade II, and a similar increase for each succeeding grade, is prescribed. In the High School Grades the memorizing and effective recitation of choice extracts in every language studied, is also imperative on each pupil. Reading should be taught at first, partly at least, by word building from the phonic elements, occasional drills of this kind being continued in all the grades to obtain clear enunciation.

72. *English*.—In all grades practice should constantly be given in expressing the substance of stories, lessons, or observations, orally in correct language, and in the higher grades in writing also. Discussion of subject matter of lesson. Attention to the use of capitals, punctuation marks, paragraphing, etc., should be introduced gradually and regularly, so that at the end of the common school course, language in correct form can be fluently used in description or business letters, orally and in writing. The practical rather than the theoretical knowledge of English is what is specially required in the common school, and a large portion of the school time should be given to it. Pupils should be continually exercised in finding synonyms or substituting "their own made meanings" for difficult words in their reading lessons, instead of merely memorizing definitions often given at head of lesson.

73. *Writing*.—Styles most easy to read should be cultivated. Simple vertical writing is generally preferable to the sloping styles. No exercise in writing should be accepted by the teacher from the pupil unless its form shows evidence of care. Should begin in the first grade with letters formed from the simple elements properly classified, and taught in the order of difficulty.

77. *Drawing*.—Langdon S. Thompson's "Manual Training, No. 1," is recommended to the teacher as covering to some extent the *Drawing and Lessons on Nature* as they may be

taught to pupils of the first five grades. The "American Drawing Cards," *first and second series*, may also be advantageously used. Drawing of objects studied under the head Nature Lessons to be constantly practiced, and carried on even in the High School.

78. *Arithmetic*.—It is of the highest importance to secure the habit of obtaining accurate answers at the *first* attempt. Every slip in mental or written arithmetical work is not only unnecessary, but is a positive education in a habit which will tend to render useless the most strenuous efforts afterwards to become accurate or even to make satisfactory progress in mathematics. Accuracy is of supreme importance from the first. Rapidity may then be neglected to look after itself. In the first four grades the teacher will have to prepare a great number of exercises of a nature not specially arranged for in the present prescribed text book; so that the pupils may be accurate and rapid in their operations.

75 and 76. *Geography and History*.—The verbal memorizing of these lessons at home by the pupil is for the most part injurious to the character of the memory and useless as practical knowledge. For in spite of all cautions and instructions to the contrary, most pupils when left to themselves mentally associate the facts memorized with the wording, the paragraph and the page of a book, instead of with the proper locus in the map, or with the proper system of related facts. These lessons should therefore be prepared under the careful and philosophic direction of the teacher in the school room, at least until the pupils are trained how to study aright. The home work would then be only the review and perfecting of the lessons by the pupils in the proper manner by reference to the several items in the text. Local or current events, historical, economic or scientific, should be skillfully used to interpret the remote in time and place.

90. *Manual Training*.—(Optional). This may often be introduced as an alternative or recreation, and without therefore materially increasing the real labor of the pupil. Clay modelling, needle-work, wood-work, &c., as most appropriate or expedient, may be introduced with the consent of the Trustees. Teachers should at all times encourage the pupils in the production of any specimens of home-made handiwork or apparatus, in scientific experiments at home, and in the formation of collections of plants, minerals, and other natural productions of their own part of the country.

SPECIAL DIRECTIONS.

GRADE I.

Reading.—Primer with Wall Cards or Blackboard work.

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

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

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

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

Music, &c.—As under general directions.

GRADE II.

Reading.—Reader No. 1.

Language.—As in Grade I., but more advanced.

Writing and Drawing.—As in Grade I., but more advanced. Angles, triangles, squares, rectangles, plans of platform and of school room, or as in *Manual Training*, No. 1, to end of Section IV. with *Primary Freehand*, No. 1.

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

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

Music, &c.—As under general directions.

GRADE III.

Reading.—Reader No. 2.

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

Writing and Drawing.—Script letters on slate and in copy book. Freehand outlines on slate, blackboard, &c. Common geometrical lines and figures with their names. Map of school grounds and surroundings. As in *Manual Training*, No. 1, to end of Section VI., with *Primary Freehand*, No. 2.

Arithmetic.—Number to 100 as in previous Grades, divisors not to exceed 12. Dollars and cents. Long Measure and Avoirdupois Weight, with reduction exercises.

Lessons on Nature.—Geography of neighborhood, use of local or county maps. Estimation of distances, measures, weights, &c., continued. Color. Study of, say, three or four each of common metals, stones, earths, flowers, shrubs, trees, insects, birds and mammals.

Music, &c.—As under general directions.

GRADE IV.

Reading.—Reader No. 3.

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

Writing and Drawing.—Copy Book. Drawing as in *Manual Training* No. 1 to end of Section VIII., with *Primary Freehand* No. 3, and Cards.

Geography.—Oral lessons on the seasons, as in pages VII to X. of *Elementary Geography*, with the general geography of the Province begun on the School map.

Arithmetic.—Numeration and notation extended. More difficult exercises in fundamental rules and reduction. Common tables of weights, measures, &c., ideas of fractions developed. Mental Arithmetic drill increasing.

Lessons on Nature.—As in Grade III, but extended so as to include as many more new objects of each kind.

Music, &c.—As under general directions.

GRADE V.

Reading.—Reader No. 4, Part I.

Language.—As in Grade 4 and General Directions. All parts of speech and of sentences with inflections of noun, adjective and pronoun,—orally. Composition practice increasing.

Writing and Drawing.—Copy Book. Drawing as in *Manual Training*, No. 1, with *Primary Freehand*, No. 4, and Cards, &c.

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

Arithmetic.—As in first three and one half chapters of Kirkland and Scott's *Arithmetic*, with reasonable rapidity.

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

Music, &c.—As under general directions.

GRADE VI.

Reading.—Reader No. 4 completed.

Language.—As in Grade V. extended. Formal compositions (simple essays) twice each month. Paradigm of regular verb. Simple parsing and analysis begun. More important rules of Syntax applied. Short descriptive sketches and letters. All from oral instruction.

Writing and Drawing.—Copy Book. Drawing as in *Manual Training*, No. 2, to end of Section II., with *Freehand*. No. 3, and Cards, &c. Increasing practice in representing common objects in outline.

Geography.—*Elementary Geography* text, to end of Canada. Thorough drill in outlines of Hemisphere.

History.—British American History; text, chapters 3, 5, 10, 11, 12, 13 (in part) and 14.

Arithmetic.—As in chapters 4 to 6, Kirkland and Scott (omitting circulating decimals), with continual review and mental exercises.

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

Music, &c.—As under general directions.

GRADE VII.

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

Grammar.—Leading principles of Etymology (large type generally), with paradigms as in prescribed text, and exercises, with related rules of Syntax, Parsing and analysis to complex sentences.

Composition.—Written abstracts of oral or reading lessons. Simple description, narrative and business forms. Punctuation and paraphrasing.

Writing and Drawing.—Copy Book. Drawing as in *Manual Training*, No. 2, to end of Section IV., with *Freehand* No. 6, and Cards, &c. Plotting of lines, triangles, rectangles, &c., according to scale. Simple object drawing extended.

Geography.—Elementary Geography to end of Europe, with thorough map drill.

History.—British American History completed.

Arithmetic.—As in Kirkland and Scott to end of chapter 7, with corresponding mental exercises.

Lessons on Nature.—As in Grade VI., and with the study of specimens illustrating the stones, minerals, &c.; each class, sub-class, and division of plants; and each class of animals found in the locality. All common and easily observed physical phenomena. The Introductory Science Primer, and Health Reader No. 2 begun.

Music, &c.—As under general directions.

GRADE VIII.

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

Spelling.—Prescribed Speller in addition to general directions.

Grammar.—Including rules of Syntax, (omitting notes and more difficult matter in medium print.) Parsing. Analysis of simple and easy complex sentences. Correction of false Syntax.

Composition.—As in Grade VII. extended. Pupils at this stage should be able to express themselves fluently and with fair accuracy in writing, for all ordinary business purposes.

Writing and Drawing.—Copy Book. Thompson's Drawing, Model and Object Series, No. 1. *Manual Training*, No. 2, to end of Section V., with review of *Freehand*, Nos. 5 and 6. Construction of angles and simple geometrical figures to scale and their measurement.

Geography.—Elementary Geography completed and reviewed, with latest corrections and map drill.

History.—As in "Brief History of England," with review of British American History.

Arithmetic.—As in Kirkland and Scott.

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

Book-keeping.—A simple set.

Lessons on Nature.—As in Grade VII., extended to bear on Agriculture, Horticulture and any local industry of the School Section. Oral lessons from Science Primers—specially the Chemistry Primer. Health Reader No. 2 completed.

Music, &c.—As under general directions.

HIGH SCHOOL CURRICULUM.

The subjects, number and values of the papers for the different High School examinations, and the general scope of examination questions, are indicated in the prescribed curriculum which follows. Examination questions may demand description by drawing as well as by writing in all Grades. In any subject, also, a question may be put on work indicated under the head of "general directions," Course of Study for Public Schools.

GRADE IX.

1. ENGLISH LANGUAGE—100: [a] 6th Reader, Part I, and *Evangeline*, with critical study, word analysis, prosody and recitations; [b] Text Book on English Composition, with essays, abstracts and general correspondence.

2. ENGLISH GRAMMAR—100: Text book [excepting "notes" and "appendix"] with easy exercises in parsing and analysis.

3. LATIN—100: As in *Collar and Daniell*, to end of Chapter LIII., or any equivalent grammar with very easy translation and composition exercises. [To secure uniformity in pronunciation the *Roman* (or Phonetic) pronunciation of Latin is recommended to be used in all Grades.]

4. FRENCH—100: As in *French Principia*, Part I, or any equivalent with easy translation and composition exercises.

5. HISTORY AND GEOGRAPHY—100: [a] Text book of British History up to the House of Tudor, and Review of British American History. [b] Geography of North America and Europe as in Text Book.

6. SCIENCE—100: [a=30] Physics as in *Balfour Stewart's Primer*. [b=70] Botany as in *Gray's How Plants Grow*, substituting for the details of "Flora," Part II, common or prescribed native plants. Drawing of parts of plants.

7. DRAWING AND BOOK-KEEPING—100: [a=20] Construction of geometrical figures and solution of easy mensuration and trigonometrical problems by mathematical instru-

ments. [b=30] *Freehand* drawing as in No. 7, and "Model and Object drawing" No. 2, and *Manual Training* No. 2 completed. [c=50] Commercial forms and writing with Single Entry Book-keeping problems.

8. ARITHMETIC—100: As in *Hamblin Smith* to end of Section 21, (with a practical knowledge of the metric system, which will be required in all grades).

9. ALGEBRA—100: As in *Todhunter* to end of fractions or *Hall's & Knight's Elementary Algebra* to end of Chap. XIV.)

10. GEOMETRY.—100: Euclid I, with very easy exercises, as in *Hall & Stevens* to page 86.

NOTE.—Latin and French are optional; all others imperative. The minimum aggregate for a "pass" is 400, with no subject below 25.

GRADE X.

1. ENGLISH LANGUAGE—100: [a] 6th Reader, Part II, [and an author prescribed from year to year], with critical study, &c., as in previous grade for more advanced. [b] Advanced Text Book of English Composition with practical work. (1895, [a], 6th Reader, Part II, and Goldsmith's *Traveller*).

2. ENGLISH GRAMMAR—100: [a] Text book [excepting "appendix"] completed with exercises in parsing and analysis.

3. LATIN—100: As in *Collier and Daniell*, complete, and "*Cæsar's Invasion of Britain*," by Welch and Duffield, (MacMillan & Co., London).

4. GREEK—100: As in *Frost's Greek Primer* (Allyn & Bacon, Boston) to end of Part III, or *Initia Græca*, Part I.

5. FRENCH—100: As in *French Principia*, Parts I and II, or any equivalent.

6. GERMAN—100: As in *German Principia*, Part I, or any equivalent.

7. HISTORY AND GEOGRAPHY—100: [a] Text Book of British History from the House of Tudor to present time. [b] Text book of Geography, excepting North America and Europe.

8. SCIENCE—100: [a=70] Chemistry as in *Williams*. [b=30] Mineralogy as in *Crosby's Common Rocks*, or Agricultural Chemistry as in *Tanner*.

9. DRAWING AND BOOK-KEEPING—100: [a] Mathematical Drawing as in previous grade continued with prescribed Text books No. 8 in *Freehand*, and No. 3, "Model and Object," with Simple Drawing from Nature." [b] Book-keeping: Double Entry forms and problems.

10. ARITHMETIC—100: Text book complete without appendix.

11. ALGEBRA—100: As in *Todhunter* to end of simple equations, including involution and evolution; or *Hall & Knight's Elementary* to end of Chapter XXVII.

12. GEOMETRY—100: Text book, with exercises to Prop. 20, Book III, as in *Hall & Stevens*, or *Hamblin Smith*.

NOTE.—Latin, Greek, French and German optional; all others imperative. The minimum aggregate for a pass. 400, with no subject below 25.

GRADE XI.

1. ENGLISH LITERATURE—100: [a] Prose authors prescribed from year to year, with critical study, [b] Poetical authors prescribed as above. (1895, [a] Macaulay's *Warren Hastings*. [b] Scott's *Lady of the Lake*.)

2. ENGLISH GRAMMAR—100: [a] History of English Language and Text book completed with difficult exercises. [b] History of English Literature: selected portions from *Stopford Brook's Primer*. (Spenser, Shakespeare, Bacon and Milton, with Chapters VI, VII and VIII.)

3. LATIN—100: Grammar and easy composition partly based on Prose author read.

4. LATIN—100: [a] *Cæsar*, one book; [b] *Virgil*, one book, as prescribed from year to year, with grammatical and critical questions. (1895, [a] *De Bell, Gall.*, Book VI. [b] *Æneid*, Book I).

5. GREEK—100: Grammar and easy composition based partly on author read.

6. GREEK—100: *Xenophon*, one book, as prescribed from year to year with grammatical and critical questions. (1895, *Anabasis*, Book II.)

7. FRENCH—100: *Brachet's Public School Elementary French Grammar*, or an equivalent, and composition with author prescribed from year to year. (1895, Souvestre's *Un Philosophe Sous Les Toits*.)

8. GERMAN—100: *German Principia*, Parts I and II, or any equivalent.

9. HISTORY AND GEOGRAPHY—100: General History and Geography as in *Swinton*.

10. PHYSIOLOGY—100: As in prescribed text, "*Martin's Human Body and the Effects of Narcotics*."

11. PHYSICS—100: As in *Gage's Introduction to Physical Science*.

12. PRACTICAL MATHEMATICS—100: As in *Eaton*.

13. ALGEBRA AND ARITHMETIC—100: As in *Todhunter's*, or *Hall & Knight's Elementary Algebra*, and *Hamblin Smith's Arithmetic*.

14. GEOMETRY—100: Euclid I to IV with exercises; definitions and algebraic demonstrations of Euclid V; and Euclid VI (text) *Hall and Stevens* or *Hamblin Smith*.
 NOTE—Latin, Greek, French and German optional; all others imperative. The minimum aggregate for a pass, 400, with no subject below 25. The examination on this syllabus may also be known as the Junior Leaving Examination of the High School.

GRADE XII.

The examination on this syllabus may be known as the Senior Leaving Examination of the High School. This portion of the course of study may be profitably undertaken in the lines best adapted to the staff of instructors or the demands of students in the larger High Schools or County Academies. There is in this grade a bifurcation of the course into a classical side and a scientific side, with minor options leading to the certificates of "A" (classical) and "A'" (scientific) respectively.

(A). IMPERATIVE FOR BOTH SIDES.

1. ENGLISH LANGUAGE—100: As in *Lounsbury's English Language*, with prescribed authors. (1895, *Scott's Ivanhoe*).
2. ENGLISH LITERATURE—100: *Stopford Brooke's Primer*, with prescribed authors. (1895, *Shakespeare's Othello*).
3. BRITISH HISTORY—100: As in *Green's Short History of the English People*, with the Canadian Constitution.
4. PSYCHOLOGY—100: As in *James's Text Book of Psychology* (MacMillan & Co., London), or *Maher's (Stoneyhurst Series)*.
5. SANITARY SCIENCE—100: As in the Ontario Manual of Hygiene.

(B). IMPERATIVE FOR CLASSICAL SIDE (Subjects for 1895.)

1. LATIN GRAMMAR AND COMPOSITION—100: Grammar as in *Allen and Greenough*, and Composition as in *Bradley's Arnold* or equivalents.
2. CÆSAR—100: *De Bell. Gal.* Books V and VI.
3. CICERO AND SALLUST—100: (a) CICERO.—*First Oration against Catiline*. (b) SALLUST.—*Conspiracy of Catiline*.
4. VIRGIL—100: *Æneid*, Book I.
5. HORACE—100: *Odes*, Book IV.
6. ROMAN HIST. and GEOG.—100: As in *Liddell's*.
7. GREEK GRAMMAR and COMPOSITION—100: Grammar as in *Goodwin* and Composition as in *Fletcher & Nicholson*, or equivalents.
8. XENOPHON—100: *Anabasis*, Books III. and IV.
9. DEMOSTHENES—100: *Philippics I., II. and III.* (Rivington's, London.)
10. EURIPIDES—100: *Alcestis*.
11. GRECIAN HIST. and GEOG.—100: As in *Smith's*.

(C). IMPERATIVE FOR SCIENTIFIC SIDE.

1. PHYSICS—100: As in *Wormell's Natural Philosophy*.
2. CHEMISTRY—100: As in *Wilson's Inorganic Chemistry*.
3. BOTANY—100: As in *The Essentials of Botany* by Bessey (Henry Holt & Co., New York), with a practical knowledge of representative species of Nova Scotian flora.
4. ZOOLOGY—100: As in *Dawson's Hand-Book*, with dissection of Nova Scotian species as in *Colton's Practical Zoology*.
5. GEOLOGY—100: As in *Sir William Dawson's Hand-Book of Canadian Geology*, (excepting the details relating to other Provinces from page 167 to 235).
6. ASTRONOMY—100: As in *Young's Elements of Astronomy*.
7. NAVIGATION—100: As in *Noric's Epitome*.
8. TRIGONOMETRY—100: *Lock's Elementary Trigonometry*.
9. ALGEBRA—100: As in *Hall and Knight's Higher Algebra* (Macmillan & Co., London), to end of Chap. XXXII or any equivalent.
10. GEOMETRY—100: Including *Euclid VI, XI and XII*, as in *Hall and Stevens*, with exercises.

(D). OPTIONAL FOR EITHER SIDES.

1. FRENCH GRAMMAR AND COMPOSITION—100.
2. FRENCH AUTHORS—100: (1895, *Voltaire, Charles XII*, Books, I, II and III, and *Racine's Athalie*.)
3. GERMAN GRAMMAR AND COMPOSITION—100.
4. GERMAN AUTHORS—100: (1895, *Hauff's Das Kalle Herz*, (Heath & Co., Boston).

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

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

For Grade A (classical and scientific), all the subjects in group D must have been taken as well those in A, B and C.

The old Grade A may be quoted as Grade A (classical).

Candidates for this grade of certificate who make the minimum passing aggregate but fail to pass on account of deficiency in one or more subjects, will be allowed a supplementary examination at a future terminal examination on all the subjects on which they made less than 50 per cent. ; and if 50 per cent. of the maximum is made on each of such subjects the candidates shall be awarded an "A" certificate.

[Changes in authors, etc., from year to year, will be announced in the JOURNAL OF EDUCATION.]

A candidate making an aggregate of 600 on any *ten* papers of the Grade A syllabus at any examination, and an aggregate of 600 on the remaining *ten* papers at the next examination, will be entitled to a Grade A certificate provided he will have made a "pass" mark of 50 on each paper of the syllabus. A candidate failing on this latter condition only, will be entitled to the certificate on making the minimum of 50 per cent. at the next following examination on each subject on which at either of the previous examinations he failed to make the pass mark.

REG. 10. To make a "pass" in the grade of examination applied for, the candidate must make at least the minimum aggregate of the grade and at least the minimum of 25 on each imperative subject or paper of the grade ; but this minimum of 25 may be lowered one unit for every 50 the candidate's aggregate may be above the "minimum aggregate" in the case of Grade A, and for every 25 in the cases of Grades B, C, and D.

PROVINCIAL EXAMINATIONS, JULY, 1894.—Candidates going up for High School Certificates will not be admitted to examination without evidence of proficiency in all the imperative subjects of the previous grades. For instance, a candidate for C must know Botany as in D. A candidate for B must know Botany, Chemistry, Drawing and Book-keeping as in the previous grades. The best evidence of proficiency is the certificate of the grade below that applied for. But for 1894, the teacher's certificate in the form of application, and the candidate's certificate at the conclusion of the examination, will be accepted. If it should appear at any time that a candidate who obtained a High School Certificate is ignorant of any of the imperative subjects of the grades below that of his certificate, such ignorance may invalidate the certificate, and justify its cancellation ; as the law contemplates the High School Certificate as covering all the imperative subjects in the grades below, the candidate's admission to the examination having been based on such a representation.

UNIVERSITY MATRICULATION.

The leading universities and colleges of the Province have agreed to accept the Grade B or Junior leaving High School certificate in lieu of their Matriculation examination, when the certificate indicates a pass on each subject required by the particular matriculation standard concerned. This constitutes a practical affiliation of the Public High Schools with the Universities, which will save division of energy in many High Schools, and therefore tend to produce a higher grade of University candidates, while it will place each of the Universities in the same relation to the public schools.

COURSES OF STUDY.

[The following condensations of the Prescribed Course of Study are given here merely as suggestions for the benefit of untrained teachers who require such instructions. The editor of the JOURNAL will be glad to have notes on the same from experienced teachers.]

FOR A COMMON SCHOOL WITH FOUR TEACHERS.

PRIMARY.

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

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

Writing and Drawing.—Writing on slate, paper or blackboard. Drawing of easy interesting figures, plans of platform and school room, or, as in *Manual Training*, No. 1, to end of Section IV, with *Primary Freehand Drawing Book No. 1*.

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

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

ADVANCED PRIMARY.

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

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

Writing and Drawing.—On slate and blackboard. Common geometrical lines and figures with their names, map of school ground, copying from cards, etc. Copy book and Drawing as in *Manual Training*, No. 1, to end of Section VIII, and *Primary Freehand Drawing Books Nos. 2 and 3*.

Arithmetic.—Numeration and notation. Four fundamental operations. Common reduction tables and exercises. Elementary idea of fractions. Rapid mental work.

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

INTERMEDIATE.

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

Language.—Formal compositions, (simple essays twice a month), short descriptions and letters as well as oral abstracts. Simple parsing and analysis begun, with the application of the more important rules of syntax, exercises selected from reading lessons. (No textbook of grammar in the hands of pupils).

Writing and Drawing.—Copy books. Drawing, as in *Manual Training*, No. 1, complete, and *Primary Freehand Nos. 4 and 5*. Outline drawings of common objects.

Arithmetic.—As in Kirkland & Scott to end of Chapter 6, omitting circulating decimals. Rapid mental work.

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

History.—Nova Scotia, to 1756, as in prescribed British American History.

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

PREPARATORY.

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

Spelling.—Readers and prescribed Spelling Book, etc.

Grammar.—Prescribed Text-book. Etymology and Syntax (omitting *notes* and more difficult matter in medium print). Parsing. Analyses of simple and easy complex sentences. Correction of false syntax.

Composition.—Written abstracts of oral and reading lessons. Simple description, narrative and business forms. Punctuation and paragraphing.

Writing and Drawing.—Copy books. Drawing as in *Manual Training* No. 2 to end of Section V., with Drawing Books, *Freehand* No. 6, and *Model and Object* No. 1. Simple drawing from objects. Construction of angles and simple geometrical figures to scale and their measurement.

Geography.—Elementary text-book with latest corrections, and thorough map drill.

History.—"British American," completed, with "Brief History of England."

Arithmetic and Algebra.—Kirkland and Scott. Fundamental rules of Algebra and evaluation of algebraic expressions.

Book-keeping.—A simple set.

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

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

FOR A COMMON SCHOOL WITH THREE TEACHERS.

LOWER.

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

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

Writing and Drawing.—Script letters, &c., on slate, paper or blackboard. Drawing from cards, and of easy interesting figures, plans of school grounds, or as in *Manual Training*, No. 1 to end of Section VI., with *Primary Freehand* Drawing Books, Nos. 1 and 2.

Arithmetic.—Numeration, notation to 1000, and fundamental rules up to short division with concrete problems.

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

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

MIDDLE.

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

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

Writing and Drawing.—Copy books. Drawing, as in *Manual Training* No. 1, complete, with *Freehand* Nos. 3, 4 and 5, and outline drawing from objects.

Arithmetic.—As in Kirkland and Scott, to middle of Chapter VI., omitting circulating decimals.

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

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

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

HIGHER.

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

Grammar.—Text-book (omitting *notes* and more difficult parts in medium print), parsing, analysis of simple and easy complex sentences, corrections of false syntax.

Composition.—Oral and written abstracts of interesting lessons. Fortnightly essays, including narrative, description, and general letter writing, with special attention to punctuation, paragraphing and form generally.

Writing and Drawing.—Copy Book. Drawing, as in *Manual Training* No. 2 to end of Section V. with Books, *Freehand* No. 6 and *Model and Object* No. 1; and simple drawing from objects, and the construction of angles and mathematical figures to scale.

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

History.—As in "British American," and the "Brief History of England."

Arithmetic and Algebra.—Kirkland and Scott, evaluation of algebraic expressions and four fundamental rules.

Book-keeping.—One simple set with commercial forms.

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

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

FOR A COMMON SCHOOL WITH TWO TEACHERS.

JUNIOR (at least two divisions).

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

Writing and Drawing.—Letters, words, geometrical figures, etc., on slate, paper and black-board. Copying from cards. Copy book and drawings as in *Manual Training* No. 1 to end of Section VIII, with *Freehand* Books Nos. 1, 2, 3 and 4.

Arithmetic.—Numeration, notation, four fundamental rules, common reduction tables and exercises. Mental work of same kind.

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

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

SENIOR (at least two divisions).

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

Grammar.—Text-book in advanced division only (as in Grades VII and VIII).

Composition.—Written and oral abstracts, narratives and descriptions, with attention to punctuation, paragraphing and form—at least fortnightly for each pupil—exercises of each division on alternate weeks.

Writing and Drawing.—Copy Books. Drawing as in *Manual Training* No. 1 complete, and No. 2 to end of Section V, with *Freehand* Nos. 5 and 6 and *Model and Object* No. 1; and lessons on mathematical construction of figures in advanced division.

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

History.—"British American" text book, and "Brief History of England" in advanced division.

Arithmetic.—Kirkland and Scott, with evaluation and fundamental rules of Algebra for advanced division.

Book-keeping.—Simple set for advanced division.

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

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

FOR A COMMON SCHOOL WITH ONE TEACHER.

(UNGRADED OR "MISCELLANEOUS SCHOOL.")

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

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

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

Grammar and Composition.—Text book only in (a) and once a day or every other day. Written compositions in (a) and (b). Class instruction or essay criticism once or twice a week.

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

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

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

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

Lessons on Nature.—Once every day so as to select during the year the most important points specified in the uncontracted course.

Lessons on Nature.

In many of these lessons the whole school may profitably engage. In nearly all either the whole senior or whole junior division of the school can take part. A skilful teacher can thus give profitable object lessons to several grades of scholars at once; at one time giving a Grade V lesson, at another time a Grade VI or Grade VII, or Grade VIII lesson, which will also contain enough for the observation and interest of Grade I, Grade II, Grade III and Grade IV pupils. An object lesson given to the highest class can thus to a certain extent be made a good object lesson for all the lower classes. The older pupils will see more and think more. It must be remembered that the memorising of notes or facts merely stated to pupils is strictly forbidden under this head. Such memorising is pure cram, injurious instead of being useful. These lessons are intended to show pupils how they may find out the facts and laws of the world for themselves. The lessons must be direct from nature itself, but under the guidance of the teacher who can save time in bringing the pupils to the point desired from his own more mature experience. They are intended to train the observing and inductive faculties, to show the true way of discovering something of the nature of the world which immediately surrounds us, and which is and will continue to be reacting upon us in one manner or another. This knowledge is so much power over nature from which we have to win our material existence.

TEXT BOOKS.

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

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

Inspectors and teachers are reminded:

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

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

LIST OF TEXT BOOKS PRESCRIBED FOR USE IN SCHOOLS, WITH NAMES OF PUBLISHERS.

COMMON SCHOOLS.

*Royal Readers, Nos. 1 to 5. (Thomas Nelson & Sons, Edinburgh and London). French-English Editions, useful in French sections.

Maritime Readers. (Collins, Sons & Co., Glasgow and London).

Spelling Book superseded—*English Edition*. (Sullivan Bros.)

Health Readers, Nos. 1 and 2. (T. C. Allen & Co., Halifax).

Introductory Science Primer—Huxley; Chemistry Primer—Roscoe. (Macmillan & Co., London).

Calkin's Elementary Geography. (A. & W. Mackinlay, Halifax).

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

Brief History of England. (Thomas Nelson & Sons, Edinburgh).

*English Grammar. (A. & W. Mackinlay, Halifax).

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

Writing Copy Books—*Vertical*; as in Jackson's New Style—twelve Nos. (Sampson Low, Marston & Co., London). *Sloping*; Royal, and Beattie's.

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

*Drawing Books: Langdon S. Thompson's (D. C. Heath & Co., Boston). Cards: American Drawing Cards. (Prang, Boston).

*Those marked with an asterisk are also used in High School grades.

HIGH SCHOOLS (ONLY).

Martin's "The Human Body and the effects of Narcotics," (Henry Holt & Co., New York.)

Calkin's Geography of the World (Mackinlay).

Outlines of British History (Thos. Nelson & Sons, Edin.)

Hall & Stevens' Euclid.

Hall & Knight's *Elementary Algebra*.

NOTE.—The character of the High School work in its various subjects is further indicated by the books referred to in the "High School Curriculumm."

MAPS.

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

[A Geological map of Nova Scotia is also being prepared by Mr. Church.]

LIST OF BOOKS RECOMMENDED FOR THE USE OF TEACHERS.

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

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

J. B. Calkin's Notes on Education.

Applied Psychology, McLellan's (Copp, Clarke & Co., Toronto).

Educational Reformer's, Quick's, (Appleton & Co., New York).

The Tonic Sol-fa Music Reader.

The Science Primers—some of which are prescribed (Macmillan & Co., London).

Guiders for Science Teaching—Nos. I to XV (D. C. Heath & Co., Boston).

[I. About Pebbles; II. Common Plants; III. Sponges; IV. Natural History, Lessons at Sea Shore; V. Common Hydroids, Corals, etc.; VI. Oyster, Clam, etc.; VII. Worms and Crustacea; VIII. Insects; XII. Common Minerals and Rocks; XIII. First Lessons on Minerals; XIV. Hints for Teachers of Physiology; XV. Thirty-six Observation Lessons on Common Minerals.]

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

Theory and Practice of Handwriting, by John Jackson, (160 pages, 5½ x 8½ inches, Sampson Low, Marston & Co., London).

School Hygiene, by W. Jenkinson Abel, (53 pages, 5 x 7 inches, Longmans, Green & Co., London and New York).

BOND OF SECRETARIES TO TRUSTEES.

The following is the proper form of bond :

PROVINCE OF NOVA SCOTIA :

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

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

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

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

[*Name of Witness*]

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

Given under our hands this.....day of..... A. D. 189...

[*Names of Magistrates.*]



JOURNAL OF EDUCATION.

APRIL, 1894.

From the beginning of the school year in August next, Inspectors will be required by law to report by the end of each month to the Education Office, all the schools opened during the month, the teachers and secretaries of trustees in each, and the sections reporting their annual meetings promptly or otherwise. Also when visiting schools, they will have to estimate and report the value of the imperative work done in each school, such as *Music, Calisthenics, Hygiene and Temperance, Reading, &c.*, the state of *Grounds and Outhouses, Rooms and Furniture, Apparatus and Library, Order and Discipline, &c.* They will also be required to see if the trustees and secretary attend to their legal duties with reference to the preservation of Registers and Journals, engagements of teachers, and the administration of the law generally.

Defects in some of these points may render teachers and trustees liable to legal penalties, and the School to the loss of public moneys.

The teacher, above all people, should be an example in the prompt and exact observance of law, so long as it is law. This sentiment is the foundation of all social order; and the first duty of the teacher is to care for its development, more especially when such a sentiment is not a dominant one with every individual in a community.

The specification of "military drill" as one of the desirable forms of physical exercise, is not made with the idea of fostering a warlike spirit; but because a long experience has proved it to be the simplest and mos

practical mode of moving masses of people with order and precision. A short test of such a training might conveniently be made by a rapid dismissal and reassembling of the school. Every school having the same form of drill, any promiscuous assemblage in future could be thrown into order when desired by the regular words of command.

Under the head of Calisthenics, teachers should be held to a great extent responsible for the general bearing and good manners of pupils. Careless or slovenly habits in posture, expression, or general address should not be tolerated within the sphere of their influence.

Arbor Day was partly instituted with the object of adorning the school grounds. But the beautifying of the school environment is a work which should be always carried on, so long as any further improvement can be thought of.

Within the school room, every window might be made a miniature conservatory, the flowers being procured and tended by the pupils under the direction of the teacher. Here would be ever present object lessons; and the esthetic influences alone would many times repay the trouble and expense involved.

OFFICIAL NOTICES.

Full number of legal teaching days in half year beginning 21st August, and ending 2nd February, 109; in second half year, 108.

TONIC SOL-FA.—There will be one *imperative* question on the Tonic Sol-fa notation in the "*Useful Knowledge*" paper of the County Academy Entrance Examination

There will also be an *imperative* question on the Tonic Sol-fa notation in the paper on "*Teaching*" at the Provincial Examination.

TEACHERS' LICENSES.—Applications for a teacher's license can be made on the proper form at any time. Applications for a High School examination must be made to the Inspector before the 24th of May. If the teacher's examination on the Saturday of examination week is to be taken, the fee of \$2.00 must be enclosed.

M. P. Q. EXAMINATION. This examination is quite distinct from the High School Examination. That is, if a *second* or *third* rank certificate is once taken, the candidate need not take the examination again, unless a higher *rank* is desired.

AMENDED REGULATIONS.

REG. 1. "INSPECTORS." Each Inspector of schools shall on the first day of each month, or as soon thereafter as possible, forward to the Superintendent of Education, according to forms furnished by that officer, an abstract of the inspectoral work of the preceding month, *and of the reports sent him of the Annual School meeting, and from teachers on the opening of their schools.*

REG. 7. "TEACHERS." Every teacher or assistant or substitute (except a temporary substitute) when commencing to teach in any school must on the first day of his, or her, incumbency mail or otherwise directly send a notice in writing to the Inspector of the District, intimating the fact, the period of engagement, *the address of the Secretary of Trustees*, and name of school section where last engaged. This intimation shall be put on file in the Inspector's office; and any delay on the part of the teacher in giving such notice shall render him or her liable to the loss of Provincial grant up to the date of proper notification.

REG. 13. "HOLIDAYS." When an Academic or *any other* department is closed, *with the consent of the trustees*, on account of the Provincial Terminal Examination, the teacher will be entitled to the Provincial Grant for the week as if the department was in regular session, and the trustees to the County Fund, based on the average attendance for the year.

NEW REG. "Whenever it shall appear to the satisfaction of the Superintendent of Education that a County Academy or a High School department in any school is unable to obtain the services of a duly qualified class 'A' teacher, a provisional class 'A' license, good for one year, may be issued to a person otherwise qualified, whom it is proposed to appoint as a teacher in such Academy or High School Department, provided the said teacher has graduated from a University, and holds a Grade 'A' High School Certificate."

NEW BOOKS PRESCRIBED.—Hall & Knight's *Elementary Algebra*, and Hall & Stevens' *Geometry* (MacMillan & Co., London), Todhunter's *Algebra*, and Hamblin Smith's *Geometry*, being allowed to be used concurrently for two or three years, if necessary, in the case of all pupils now owning these books.

ANNUAL RETURNS.—Trustees and teachers are hereby notified that public exigencies require the most prompt despatch of returns after the closing of the schools. Inspectors are strictly forbidden to wait one hour beyond the date fixed for the reception of returns *at their office*.

COUNTY ACADEMY RETURNS.—Of these there are two classes: 1. The returns of the department as a part of the public schools of the town, to be sent to the Inspector. 2. The county academy returns proper, to be sent direct to the Education Office. No academic grants will be paid until the returns are examined and passed, notice of which will be duly given to the local academic authorities.

THE OPENING DAY.—The attention of teachers is directed to the Regulation of the Council of Public Instruction, No. 7, under the head TEACHER. Neglecting to use at least a postal card in the discharge of this new duty may have unpleasant consequences. The Inspector should know what teacher is engaged in each section of his district. Sections from which no reports are received will be assumed to be vacant.

ANNUAL MEETING OF SCHOOL SECTION.—June 25th. Failure to perform "the duties imposed" on trustees render them liable to a fine of \$20. (Manual, Page 11, Sec. 26).

"It shall further be the duty of trustees," "To forward to the Inspector of Schools, within one week after the annual school meeting of the section, a copy of the minutes of the meeting, duly signed by the chairman and secretary thereof." [Act, Sec. 31 (11), Page 15, Manual.]—That is before July 3rd.

ANNUAL ENGAGEMENTS.—Trustees and teachers should promptly notice the regulation making engagements between teachers and trustees for a period less than one year illegal, unless for special cause after the consent of the Inspector is obtained, such consent being simultaneously transmitted to the Education Office for registration. The law thus lays a heavy responsibility upon the Inspector, that of seeing that the spirit of the law is no where ignored with impunity.

NOTES ON REGISTERS AND RETURNS.

1. In the cases of School Sections to which extra holidays have been granted under any of the Regulations, and of teachers applying for the extra Class A or Agricultural Grants, the facts should be plainly endorsed on the margin of the Return or otherwise inseparably attached to it.

2. For sex write down only the letter, not the whole word, for which there is neither necessity nor space.

3. For class also use the proper symbols.

4. Nos. 1 to 8 are supposed to be filled in on the day on which the school opened, as is plainly indicated. It is to be copied exactly as in the Register into the Annual Return at the end of the year.

5. No. 13 is the product of the number of feet the school room is in *height, breadth and length*. Never mind the fractions of feet.

6. No. 14 means the "number of pupils for whom seats and desks are provided."

7. HOW TO FILL IN TABLES 65 TO 90. (1) Suppose book-keeping to be taken up in an ungraded school for only *six* weeks, the teacher giving his attention to the class for an average of 15 minutes every day. That would be 75 minutes per week for 6 weeks, or 450 minutes altogether for the year. But as there are 44 weeks in the year, that would give an average of 10 minutes and a fraction per week for the year. When the fraction is less than $\frac{1}{2}$ it must be rejected. When $\frac{1}{2}$ or greater than $\frac{1}{2}$, the next integer above should be taken, as there is no room for fractions. (2) Suppose a "ten minute" oral lesson on Patriotic and Moral Duties is given, say on the first Monday of each month. That gives 100 minutes per year. Divided by the number of weeks, 44, it gives an average of 2 minutes per week for the year, during which the teacher is employed in giving lessons under (69).

The table is checked for correctness in this way. If there are five hours and thirty minutes each day on an average during which the teacher is engaged in teaching some subject in this table, that is 330 minutes per day or 1,650 minutes per week, the sum of the minutes in the table should approximate 1,650. It should never be *made* exactly equal to the total figured from (12), because fractions are not directed to be taken into account. Exact equality therefore is not likely to occur without a tampering with some figures after they had been calculated previously from the teacher's best memory and judgment.

8. On page 3, "grade at beginning" while necessarily filled in as soon as the teacher can provisionally estimate the pupil's "grade" is not to be copied into the *return*. "Pupil's standing" in the *return* is simply the sum of the numbers under "Conduct and Progress" in the Register.

9. The exact age of pupils on the first day of August is asked for with several objects in view. (1) It is good to cultivate the habit of accuracy. (2) It will make the register valuable as a record of ages should other records be lost—valuable as an exact historical record from which the birth days of those enrolled can at any time be calculated. (3) By having the exact age at the beginning of the school year (a fixed date) the age of each at the end of the year or at any specified period can be found by adding a year or the specific time. (4) It is the intention of the department occasionally, perhaps every five or ten years, to find the average age of pupils in the different grades in each county and in the province for the purpose of studying certain problems. If ages are not registered exactly they are perfectly useless for the purpose of indicating minute secular variations.

10. Any teacher who neglects the posting up of the Register promptly from quarter to quarter, as indicated in the Register itself; or who at the end of his or her service does not complete the Register as indicated definitely at the bottom of page *nine*; and then makes the prescribed oath containing the words "the prescribed Register has been *faithfully* and *correctly* kept by me," shall have his or her license cancelled by the Council of Public Instruction on the receipt of the proof of such false swearing. Before the oath is taken to the Annual Return both the Teacher and Secretary of the Trustees must have signed the certificate at the bottom of the said page *nine*.

Remember that the Returns are *copies* of specified portions of the Register which must be filled in *exactly* according to the *directions*; otherwise the prescribed oath cannot be taken.

Assistants.—It must be remembered that assistant teachers cannot draw any Provincial Grants without making oath in statutory form, as in the case of principal teachers. Such affidavits must be attached to the returns in the blank space provided for the oaths of substitute teachers.

When a teacher does not expect to remain in the Section after the close of the School, his or her Post Office address for the month following should be endorsed on the returns, say, on the right hand blank margin of the "Oath of Teachers," in case the Inspector should require to communicate with the teacher regarding some point in the "return" or in the payment of the Provincial grant. If this precaution is neglected, the teacher alone will be held responsible for delay in the payment of moneys occasioned thereby.

CORRECTION:—In the Journal of Education for October, 1893, John LeBlanc, No. 41, in list of teachers for North Inverness, is credited with teaching 94 days and receiving \$23.58; it should be 36 days and \$9.06. Rev. John Calder, No. 1, South Inverness, is charged with \$53.18; it should read \$24.18.

DATES OF MEETINGS OF BOARDS OF SCHOOL COMMISSIONERS.

Cape Breton, May 30th.	Halifax Shore, May 25th.
Richmond, July 17th.	West Hants, May 18th.
S. Inverness, May 22nd.	East Hants, June 13th.
N. Inverness, May 29th.	Kings, May 15th.
Victoria, June 1st.	Annapolis West, May 15th.
Antigonish, May 23rd.	Annapolis East, May 16th.
Guysboro', June 5th.	Digby, May 21st.
St. Mary's, May 16th.	Clare, May 23rd.
N. Pictou, May 7th.	Shelburne, April 23rd.
S. Pictou, May 8th.	Barrington, June 16th.
S. Colchester, May 14th.	Argyle, May 22nd.
*W. Colchester, March 30th.	Yarmouth, May 26th.
†Sterling, April 11th.	S. Queens, May 22nd.
Cumberland, April 23rd.	N. Queens, June 6th.
Parrsboro', April 18th.	*Lun. and New Dublin, May 12th.
Halifax West, May 4th.	Chester, May 5th
Halifax Rural, June 1st.	

* At Great Village.
 † At Tatamagouche.

* At Bridgewater for the present year.

CALENDAR, SUMMER, 1894.

- May. 11. Arbor Day (or any other date appointed by trustees for local reasons).
- “ 24. Holiday. Last day of application for High School Examination to Inspectors.
- June 1. Inspector's report on Applications sent to Education Office.
- “ 25. Annual meeting of School Sections.
- “ 28. Provincial Normal School closes.
- July 2. Grade A and Co. Acad. Ent. Exams. begin.
- “ 3. Last day for reception of minutes of annual meeting of School Section at Inspector's office.
- “ 4. Grade B Examination begins.
- “ 5. Grade C and D Examinations begin.
- “ 6. Public Schools close for Midsummer holidays.
- “ 7. Teacher's Min. Prof. Qual. Examination.
- “ 13. Last day for reception of School Returns at Inspector's Office.
- “ 20. Last day for reception of Inspector's Govt. Grant and Co. Grant sheets at Education Office.
- Aug. 20. Public Schools open. First Monday of First Quarter.
- Oct. 17. Provincial Normal School opens.
- Nov. 5. First Monday of Second Quarter.

THE PROVINCIAL BOARD OF EXAMINERS OF HIGH SCHOOL STUDENTS, NOVA SCOTIA.

Greek and Latin	David Allison, LL. D.
English Language	Rev. C. E. Willets, D. C. L.
English Grammar	J. B. Currie, Esq.
French and German	James Leichti, M. A.
Geography and History	Rev. T. J. Daly, M. A.
The Natural Sciences	James G. MacGregor, D. Sc.
Drawing and Book-keeping	Alex. McKay, Esq.
The Practical Math. and Psych	Rev. Neil McNeil, D. D.
Algebra	D. F. Higgins, Ph. D.
Geometry	I. B. Oakes, M. A.

[TEACHERS' MINIMUM PROFESSIONAL QUALIFICATION.]

School Law and Management	A. G. McDonald, M. A.
Teaching	J. B. Hall, Ph. D.
Hygiene and Temperance	Rev. John Currie, D. D.

FORMS.

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

TEACHER'S NOTICE TO INSPECTOR.

To,
Inspector of School.

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

Date }
 }, Teacher.
 } P. O. address.

TRUSTEES' FORMS.

No. 1.

Minutes of Annual Meeting.

The Annual School Meeting of Section, No., District of,
was held in, on June, 189..

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

Signed by, Chairman and
....., Secretary of the Meeting.

Countersigned by, Sec. to Trustees.

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

No. 2.

RATE ROLL.

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

No. 3.

FORM OF SECRETARY'S ACCOUNTS.

..... School Section, No.

	Dr.	Cr.
By cash from Assessment Roll		\$400 00
To paid Teacher's Salaries	\$200 00	
" for Fuel	50 00	
" Janitor's Services, &c.	25 00	
By cash from Co. Fund		75 00
" cash from		30 00
To Bal. of Teachers' Salaries	100 00	

No. 4.

ACCOUNT.

John Smith, Esq.,

To..... School Section, Dr.

.....189..

To School Tax Current Year, viz :

On Property	\$10 00
Poll Tax	1 00
To Balance on old acct.....	5 00

\$16 00

Immediate payment is requested.

.....
Sec. to Trustees.

No. 5.

The ratepayers of School Section, No., in the District of, are hereby notified that the Annual School Meeting will be held in the on the day of June, 189.., at o'clock,

Date. } Trustees.

No. 6.

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

Date } Trustees.

TEACHER'S AGREEMENT.

Memorandum of Agreement made and entered into the.....day of..... A. D. 189...., between (name of teacher) a duly licensed Teacher of the.....Class, of the one part, and (names of trustees) Trustees of School Section No.....in the district of.....of the second part.

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

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

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

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

Witness,
[Name of Witness.]

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

* COMMENT: or quarterly.

SUMMER SCHOOL OF SCIENCE FOR THE ATLANTIC PROVINCES OF CANADA.

EIGHTH SESSION, JULY 4TH TO JULY 19TH, 1894.

CHARLOTTETOWN, P. E. ISLAND.

BOARD OF DIRECTORS :

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Psychology.

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Zoology.

Principal G. J. Oulton, Dorchester.

“Catalogue” with full programme, description of excursions, expenses, &c., can be obtained from the Sec’y,

J. D. SEAMAN,
 Prince Street School,
 Charlottetown, P. E. I.

ARBOR DAY.

REG. 14. ARBOR DAY.—To encourage the proper adornment of school grounds, and thereby the cultivation of a taste for the beautiful in nature on the part of the pupils, the Council of Public Instruction has ordered the publication of the following regulation:—

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

There will be found subjoined some practical suggestions which will be serviceable to those who wish to make the occasion a really profitable one.

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

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

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

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

PATRIOTIC RECITATIONS AND ARBOR DAY EXERCISES (7 × 5 inches, XII + 374 pages, \$1.00), by Hon. George W. Ross, LL. D., Minister of Education, Ontario. Contains very excellent selections suitable for these and other exercises in our schools.