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JOURNAL
OF
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NOVA SCOTIA.

APRIL, 1898.



THIRD SERIES, Vol. II.....No. 5—(TOTAL No. 113.)
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FIRST SERIES: SEPTEMBER, 1866, TO AUGUST, 1877; 73 NOS.

HALIFAX, N. S. :
PRINTED BY THE NOVA SCOTIA PRINTING COMPANY.
1898.

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HALIFAX, NOVA SCOTIA, APRIL, 1898.

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

II.—The JOURNAL 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.

GOVERNMENT GRANTS,

In aid of Public Schools, paid to Teachers,
for the half year ended Feb. 4th, 1898

The Asterisk () marks those employed in
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	Number of Teaching Days employed.	Am't paid to Teach- ers from Provincial Treasury.			
ANNAPOLIS.					
Longley, Israel M	107	\$107 83	Goodwin, George L	106	\$43 70
McVicar, W M	104		Hennigar, Cora	105	43 29
Shields, William J	107	107 83	Henshaw, Edith E	106	43 70
Atwood, Alice J	107	58 82	Homer, Agnes W	107	44 12
Balcom, Edith M	107	58 82	Inglis, Susie O	106	43 70
Banks, Aurelia B	97	53 33	Jackson, Eva B	107	44 12
Banks, Beriah S	107	58 82	Jones, Watson C	107	44 12
Bishop, Annie M	107	58 82	Manthorne, Maude	107	44 12
Blanchard, Mollie	107	58 82	McCormick, A E	105	43 29
Boehner, Reg S	107	58 82	Messenger, H W	107	44 12
Brown, A D	107	58 82	Messenger, F R	101	41 64
Chute, L Maude	107	58 82	Morse, Minnie P	106½	43 91
Clarke, M H	20	10 99	Morse, W Bermon	107	44 12
Crombie, Isaac	107	58 82	Neily, Denton J	107	44 12
Fash, Mabelle	107	58 82	Palmer, Myrtle M	87	35 84
Faulkner, Fred R	10	5 49	Parker, Abbie E	107	44 12
Freeman, Frank E	107	58 82	Parker, Adelia M	107	44 12
Goucher, O P	107	58 82	Parker, Lizzie A	107	44 12
Graham, Jessie E	100	54 97	Pickels, Annie A D	107	44 12
Harris, C Louise	107	58 82	Reagh, Lela B	107	44 12
Hogg, Augusta A	106	58 27	Rice, Bertha M	107	44 12
Huggins, George M	97	53 33	Richardson, R P	87	35 84
Lee, Angie M	107	58 82	Robinson, Clara	101	41 64
Longley, Robert S	107	58 82	Rumsey, Clara I	103	42 47
Marshall, William A	107	58 82	Shaffner, Therza B	107	44 12
Miller, Vernon L	107	58 82	Simpson, Lizzie M	54	22 26
Rogers, Stephen H	106	58 27	Spurr, Alice M	42	17 30
Spurr, Alice M	65	35 73	Whitman, Minnie C	107	44 12
VanBuskirk, J L	97	53 33	Williams, Anna M	107	44 12
Vidito, Helen A	107	58 82	Wiswall, Belle	106	43 70
Wheelock, Frank E	107	58 82	Woodward, Millie R R	107	44 12
Amberman, Edwin K	107	44 12	Balsler, Lilla B	94	25 84
Atchison, Jennie M	107	44 12	*Eanks, Flora M	104	38 10
Baird, Ira M	107	44 12	Barteaux, Lizzie A	107	29 41
Banks, Almeda M	107	44 12	Eery, Ruperta L	93½	25 70
Banks, Mary E	107	44 12	Bogert, Clara C	107	29 41
Banks, Wilford E	106	43 70	Chipman, Nellie	107	29 41
Bent, Lillie M	107	44 12	Corbitt, Annabel G	101	27 76
Boehner, Charles F	107	44 12	*Cowan, Jennie E	39	14 28
Boehner, Eliza D	107	44 12	DeVany, Mary E	106	29 13
Brown, Lillian E	107	44 12	Durling, Cora F	106	29 13
Copeland, Laura W	107	44 12	Fales, Annie B	107	29 41
Crombie, Minnie A	107	44 12	Fennerty, Annie B	100	27 48
Cross, A May	107	44 12	*Freeman, Jessie M	105	38 47
Crowe, Joseph	107	44 12	Gilliatt, Mary L	107	29 41
Elliott, Cora B	86	35 43	Goucher, Mary D	107	29 41
Fairn, Annie S	102	42 05	*Harlow, Ada M	54	19 78
Freeman, Kate K	107	44 12	Hill, Hannah L	107	29 41
			*Hinzman, Maud S	80	29 31
			Hunt, Estella M	107	29 41
			*Inglis, Carrie E	91	33 33
			Jackson, M Ellen	105	28 86
			Jones, Alice G	107	29 41
			*Jones, Estella A	88	32 23
			*McGregor, Ella M	85	31 14
			McKeown, Sadie A	106	29 13
			*Morse, Annie M	82	30 04
			Morse, Hattie S	105	28 86
			*Nichols, Euola W	54	19 78
			Parker, E Maude	67	18 41
			*Parker, Lottie	107	39 21
			Phinney, Lulu M	107	29 41
			*Rosengreen, Lulu	87	31 87
			Saunders, Hannah A	106	29 13
			Saunders, Ruth	107	29 41
			Stalling, Maggie	77	21 16
			Stronach, Harvey N	107	29 41
			Tauch, Joseph W	107	29 41
			*Taylor, Annie M	107	39 21

*Thompson, Susie	105	\$38 47
Tupper, Louise C A	107	29 41
Vroom, Claude	107	29 41
*Whitman, Millie	59	21 61
Williams, Florence	107	29 41
<i>Assistants.</i>		
Baird, Jeanette E	86	15 76
Dunn, Mary H	87	15 94

ANTIGONISH.

Cameron H D	103	\$56 62
Chisholm, W J	107	58 82
Chisholm, Emma	107	58 82
Creed, J N	102	56 07
Gillis, Angus	88	48 38
Gillis, L McK	107	58 82
McAnnis, Kate	106	58 27
MacDonald, M C	105	57 72
MacLean, William	106	58 27
Sister St Margaret	107	58 82
" Mary Ann	107	58 82
Bonin, J B	72	29 66
Boyd, A A	107	44 12
Cameron, G H	107	44 12
Cameron, T G	107	44 12
Cameron, W D	107	44 12
Chisholm, D M	105	43 29
Chisholm, H A	107	44 12
Fraser, William	76	31 30
Fraser, Cassie	107	44 12
Grant, Mary	106	43 70
Keating, W E	107	44 12
Landry, Rose	107	44 12
Manning, Ralph	107	44 12
Mitchell, Jean	93	38 32
MacDonald, M C	105	43 29
MacDonald, M T	107	44 12
MacDonald, A G	106	43 70
MacDonald, M A	107	44 12
MacDonell, John	107	44 12
MacIsaac, J L	107	44 12
MacKenzie, GerGie	107	44 12
MacLean, Maggie	105	43 29
MacMillan, Kate	107	44 12
MacPherson, J A	107	44 12
O'Brien, Angeline	107	44 12
Patterson, George E	107	44 12
Rogers, W J	107	44 12
Sister St Camillen	107	44 12
" Mary Matilda	107	44 12
" Mary Leonard	83	34 19
" Mary Olivia	24	9 89
" Margarita	107	44 12
Spencer, Isabel	105	43 29
Smyth, Kate	107	44 12
Anderson, Ursula	107	29 41
*Beaton, Kate	79	28 94
*Carter, Mary	104	38 10
*Chisholm, Catherine	107	39 21
Chisholm, W R	106	29 13
DeLaurier, Catherine	107	29 41
Gillis, A D	101	27 76
Gorman, Cassie	106	29 13
Grant, Cassie	105	28 86
MacDonald, D	107	39 21
MacDonald, Sadie	102	28 03

*MacDonald, Anastasia	107	\$39 21
*MacDonald, M E	107	39 21
MacDonald, A J	106	29 13
MacDonald, J C	107	29 41
MacDonald, Allan	106	29 13
*MacDonald, Martha	107	39 21
MacDonald Cassie	107	29 41
MacDonald, Penelope	39	10 72
MacDougall, J H	107	29 41
MacEachern, John	98	26 94
MacGibbon, M	106	29 13
*MacGillivray, M	106	38 84
MacGillivray, A	107	29 41
*MacGillivray, Angus	107	39 21
MacGillivray, J D	80	21 99
*McIntosh, M	101½	37 18
*MacKinnon, F	90	32 97
MacKinnon, A	104½	28 72
MacMillan, M J	102	28 03
MacNeil, Mary	107	29 41
*MacNeil, Annie	39	14 28
MacPherson, L	53	14 57
Morton, Ellen	101	27 76
O'Brien, Sym	107	29 41
Sister St Mary	107	29 41
" Boniface	107	29 41
Tramble, Jane	106	29 13
Wall, James	107	29 41
MacNeil, Florence	104½	43 09

CAPE BRETON.

MacKeen, E T	107	
Stewart, F I	107	
Beattie, Frank H	107	\$107 83
Bigney, A O	107	58 82
Creelman, W A	107	107 83
Bates, Mark	107	58 82
Beaton, A L	107	58 82
Bigney, Ella M	107	58 82
Cunningham, George D	107	58 82
Davidson, Lucretia F	107	58 82
Dowling, Thomas C	167	58 82
Edwards, James W	107	107 83
Egan, W. J.	106	58 27
Gillis, Ronald	107	58 82
Gillis, Simon B	72	56 07
Haggerty, William	107	58 82
McKenzie, Kate A	107	58 82
McKinnon, Hector	107	58 82
McLean, John R	105	57 72
McNeil, John D	104	57 17
Matheson, D M	106	58 27
Nelson Bessie	107	58 82
Partridge, Eleanor E	107	58 82
Sister Mary Regis	107	58 82
" St Leonard	107	58 82
" M Josita	107	58 82
" M Ambrosia	107	58 82
Woodill, A W	106	58 27
Young, Wm	107	58 2
Baker, Elma	107	44 2
Bates, L D	107	44 12
Bert, Augusta	104	42 88
Bert, Victoria M	107	44 12
Burke, E Charles	107	44 12
Butts, Adrian	107	44 12

Chisholm, James W	107	\$4 12	Cox, Mary A	20	\$ 5 49
Crosby, Emma	107	44 12	Farrell, Hugh	107	29 41
Currie, Donald J	102	42 05	Graham, Maggie M	107	29 41
Currie, Michael D	104	42 88	Hillier, Ida	107	29 41
Dunlop, Katie M	98	40 40	Lewis, Eliza	103	28 31
Eagen, Annie W	107	44 12	Ling, Katie E	107	29 41
Egan, Susie	107	44 12	Lockman, Annie M	107	29 41
Hanrahan, Mary	107	44 12	Macadam, Hugh	107	29 41
Harrington, A E	107	44 12	Macadam, Isabel	107	29 41
Holmes, Katie M	107	44 12	McDonald, John	107	29 41
*Lewis, Anna	80	32 96	Macdonald, Norman	91	25 01
Lewis, Louisa A	102	42 05	Macdonald, Minnie	106	29 13
Macadam, May	19	7 82	McDonald, John	53	14 57
Macaulay, Jean C	107	44 12	McDougall, Duncan	102	28 03
McAulay, Norman	107	44 12	McGillivray, Leonora	104	28 58
McCormick, Matilda	107	44 12	McKeigan, J A	107	29 41
McDonald, Norman	107	44 12	McKenzie, Florence	107	29 41
Macdonald, Joseph	101	41 64	Mackinnon, Florence M	107	29 41
Macdonald, Mary	103	42 47	McKinnon, Mary A	92	25 29
Macdonald, Sarah	107	44 12	McKinnon, Annie	88	24 19
McDonald, A J	103	42 7	McLean, Neil	107	29 41
McDougall, Peter	105	43 29	McLellan, Mary	91	25 01
McDougall, D J	107	44 12	McLellan, Ettie B	106	29 13
McGillivray, M J	107	44 12	MacLeod, Malcolm A	107	29 41
McInnis, Barbara	107	44 12	McLeod, Mary	103	28 31
McIntyre, Joseph H	107	44 12	McMillan, R D	106	29 13
MacKay E Rose	107	44 12	McMillan, Fanny	107	29 41
McKencie, Arca J	106	43 70	McNeil, Annie	107	29 41
Mackenzie, Rachael C	107	44 12	Macneil, Mary M	107	29 41
McKinnon, Katie	107	44 12	Macneil, Peter D	104	28 58
McLean, Neil	37	39 98	Macneil, William N	107	29 41
MacLeod, Katie	196	43 70	McNeil, James	78	21 44
Macneil, Adeline	86	35 43	McNeill Katie J	107	29 41
Macneil, M G	107	44 12	McPhee, Isabel	102	28 03
McNeil, J F X	107	44 12	McPherson, Mary A	91	25 01
McVicar, Margaret A	107	44 12	McRury, John N	107	29 41
Martell, Emily A	107	44 12	Macvicar, Bessie A	107	29 41
Morrison, M	107	44 12	Martell, Phoebe	105	28 86
Muggah, Kate A	107	44 12	Matheson, Anselm	103	28 31
Muggah, Maggie	107	44 12	Mullins, Michael	107	29 41
Mullins, Bridget	107	44 12	Nearing, Mary	107	29 41
O'Connell, Annie	107	44 12	Nicolson, Maggie F	107	29 41
Ormond, B M	107	44 12	O'Neill, Maggie	107	29 41
Partridge, Amelia	107	44 12	Peck, Bridget	98	26 94
Peters, Annie M	107	44 12	Roche, Felicity	106	29 13
Phoran, Alice	107	44 12	Sister St Clementina	107	29 41
Robinson, Hattie L	107	44 12	" M Stanislaus	107	29 41
Ross, Maggie	107	44 12	" M Virginia	107	29 41
Scott, Henry	106	43 70	Spencer, Oressa A	107	29 41
Shanahan, Maggie	106	43 70	Tobin, Amelia M	107	29 41
Sister Mary	107	44 12	Trask, Lizzie M	39	10 72
" M Anthony	107	44 12	Willet, Joseph	107	29 41
" M Francesca	107	44 12	*Beaton, Archie	106	38 84
" M Olivia	107	44 12	*Butler, Sarah	106	38 84
" M Modesta	107	44 12	*Currie, Mary-E	78	28 57
" M Veronica	107	44 12	*Ferguson, Alexander	43	15 74
" St Mary	107	44 12	*Gillis, Archibald	61	22 34
Smith, Minnie K	107	44 12	*Gillis, Hugh	103	37 74
Spencer, Esther J	104	42 88	*Macadam, Dan A	106	38 84
Watson, Margaret J	107	44 12	*McDorald, N W H	57	20 88
West, Jessie E	107	44 12	*McDonald, Isabelle	105	36 47
Ball, Hattie B	107	29 41	*Morrison, Duncan	101	37 00
Bates, William	35	9 62	*Nicolson, Eliza	90	32 97
Boutlier, Katie	101	27 76	*Steele, Florence	68	24 91
Burchell, Sarah A	102	28 03			
Campbell, Mary A	107	29 41			
Carmichael, Annie	106	29 13			
Carmichael, Jessie	107	29 41			
Clarke, Nepean C	107	29 41			

COLCHESTER.

SOUTH.	
Campbell, W R	100
Hemmeon, M D	100
Bentley, E	107 \$58 82
Crowe, W A	98 53 88
Davidson, C A	86 47 28
Dickson, Hattie	106 58 27
Eaton, Grace I	105 57 72
Fulton, S A	106 58 27
Grant, M A	106 58 27
Little, James	100 . . .
Mack, Annie L	106 58 27
McCallum, M D	106 58 27
McInnis, L A	106 58 27
O'Brien, K E	107 58 82
Park, Florence	106 58 27
Porter, B F	106 58 27
Rettie Ella	100 54 97
Richardson, L A	106 58 27
Archibald, Eu	20 8 24
Archibald, H T	100 41 23
Archibald, Janet	106 43 70
Archibald, L E	106 43 70
Archibald, N J	106 43 70
Barnhill, M E	106 43 70
Barnstead, M A	20 8 24
Christie, Violet A	107 44 12
Creelman, J G	19 7 82
Corbett, Ida B	107 44 12
Cox, Jeanette	107 44 12
Crowe, Annie	86 35 43
Fraser, E H	72 31 72
Gammell, Jeanette	14 5 76
Gammell, Jeanette	25 10 31
Grant, Christy	102 42 05
Grant, Stella	107 44 12
Hattie, Belle	106 43 70
Lewis, Sarah	101 41 64
Lindsay, L B	106 43 70
McDonald, Annie F	106 13 70
McDonald, Alexander F	106 43 70
McHeffey, Alice	85 35 01
McKay, Ena G	107 44 12
McLeod, Kate	20 8 24
McLeod, M J	106 43 70
McNutt, M J	53 21 84
Matheson, M E	107 44 12
Munro M H	101 41 64
Murray, Christina	86½ 35 64
O'Brien, Mamie	106 43 70
Sibley, Lou	86 35 43
Roode, Annie H	76½ 31 51
*Baruhill, Lizzie	87 29 49
Bradley, Mary	87 23 91
Campbell, F M	106 29 13
*Chisholm, Delena	106 36 34
*Corbett, Aggie D	106½ 36 53
Creelman, E G	106 29 13
Creelman, Mary	44 12 09
*Dartt, Adelaide	87 29 83
*Douglas H G	101½ 34 81
*Fisher, Edna M	87 29 83
*Gay, Mabel L	82 28 12
Gourley, Alice J	92 25 29
*Graham, Georgia	87 29 83
Graham, Joanna	107 29 41
Grant, Florence	107 29 41

Holesworth, M E	107	\$29 41
Horne, Mary E	107	29 41
*Johnson, Susan H	88	30 18
*Kennedy, Christy	107	36 70
*McDonald, Laura	107	36 70
McGunnigle, Jane	106	29 13
Moore, Lizzie	104	28 58
Rutherford, Ada M	106	29 13
Smallwood, Lizzie B	106	29 13
Taylor, Annie W	101	27 76
*Whidden, Mary A	105	36 14
White, Mary B	106	29 13

STIRLING.

Campbell, Annie	107	\$58 82
Mackay, W S	10	5 49
Cummings, Minnie	65	26 79
Fraser, A G	100	41 23
MacBain, Alexander	105	43 29
MacKay, Annie	107	44 12
MacKay, Katharine	107	44 12
McEachren, Maggie	107	44 12
McLeod, Annie	107	44 12
McKay, W A	94	38 74
McKay, Kate	54	22 26
McKay, Marian	107	44 12
Russell, Martha	107	44 12
Rutherford, Claude	77	31 72
Sutherland, Dorothy	107	44 12
Sutherland, Marian	107	44 12
Baillie, Sibbie	103	28 31
*Downing, Minnie	101	34 63
Johnson, Blanche	107	29 41
*McKay, Isabella	107	36 70
McKay, Myrea	107	29 41
McKay, Maggie A	107	29 41
*McLeod, Jean	89	30 51
*McLeod, Maggie	107	36 70
*Myers, Annie J	102	34 98
Nelson, Nancev	107	29 41
*Simmonds, Emma	107	36 70
*Sutherland, Maggie	107	36 70
Sutherland, Jean	68	18 69
*Tuttle, Florence	73	25 02
VanAmburg, Jessie	102	28 03

WEST COLCHESTER.

Ruggles, Lenfest	107	\$107 83
Collaghan, Minnie	106	58 27
Crowe, Clara	107	58 82
McCart, Aggie	106	58 27
McCulloch, Maggie	107	58 82
Peppard, Naomi	107	58 82
Sedgewick, George	107	58 82
Archibald, Minnie	97	39 98
Archibald, Minnie M	107	44 12
Brownrigg, James D	107	44 12
Chisholm, Annie	107	44 12
Clarke, Martha	23	9 48
Davis, David G	106	43 70
Hamilton, Isabella	106	43 70
Jeffers, Annie	104	42 88
Johnson, Kate	107	44 12
Kirkpatrick, Bessie	107	44 12
*Logan, Sara F	107	44 12
Lynds, Laura	42	17 30
Lyons, Mamie	107	44 12
Morcash, Clara	107	44 12

Murphy, Bolla	107	\$41 12	Gould, Jean	102	\$42 05
Peppard, Margaret	107	44 12	Grant, Margaret	106	43 70
Putnam, Mary	107	44 12	Harvey, Annie	81	33 37
Richardson, Ida	57	23 49	Hemson, Carrie	106	43 70
Roy, Bessie	102	42 05	Hockin, Leah	105	43 29
Scemple, W H	101	41 64	Johnson, J B	107	44 12
Spencer, Aggie	104	42 88	Jones, L E	19	7 82
*Crowe, Carrie F	106½	36 53	Lanner, Margaret	107	44 12
Crowe, Annie G	103	28 31	Lodge, Grace	18½	7 62
Davison, Lillian	107	29 41	Logan, Lou	106	43 70
Dunbar, Euphemia	107	29 41	MacKay, Neil	101	41 64
*Fullmore, Della	46	15 76	McAulay, Esther	107	44 12
Hamilton, Alma	85	23 36	McCurdy, Lily	105	43 29
Keith, Ethel	95	26 11	McDonald, Tena	106	43 70
Lindsay, Susie	103	28 31	McDonald, Annie	105	43 29
McCallum, Lily	107	29 41	McKenzie, Libbie	107	44 12
Putnam, Ethel	107	29 41	McKinlay, Oressa	85	35 01
*Rutherford, Maggie	106	36 34	McLean, Jennie R	107	44 12
Totten, Annie	102	28 03	McLeod, Jean	107	44 12
Vance, Ruby	107	29 41	McLeod, Bessie	105	43 29
Wilson, Ruth	83	22 81	Moore, Lizzie	107	44 12
Wilson, Eva J	3	82	Moore, Clara	97	39 98
			Nicholson, Jean	103	42 47
			Nicholson, Mary	107	44 12
			Nicholson, Kate	103	42 47
			O'Brien, R B	105½	43 50
			O'Brien, Hattie	107	44 12
			Oulton, Lizzie	107	44 12
			Oxley, Priscilla	107	44 12
			Patterson, Maggie	107	44 12
			Patterson, Edith	107	44 12
			Patterson, Sara	19	7 82
			Parker, Bertha	107	44 12
			Perrin, Minnie	107	44 12
			Peppy, G F	106	43 70
			Pugh, Ethel	106	43 70
			Purdy, Annie	105	43 29
			Putnam, Charlotte	78	32 13
			Proctor, Laura	106	43 70
			Redmond, J A	10	4 12
			Robb, Sadie	107	44 12
			Robertson, Louisa	106	43 70
			Simpson, Lyda	86	35 43
			Sproul, Sara	107	44 12
			Stevens, Thaddeus	107	44 12
			Stevens, Hattie	104	42 88
			Stronach, Nellie	107	44 12
			Thompson, Mary	107	44 12
			Trenholm, Minnie	107	44 12
			Tuttle, Ethel	106	43 70
			Urquhart, Maggie	72	29 66
			Vance, Stiles	107	44 12
			Wadman, Alfretta	85	35 01
			Webster, Bertha	107	44 12
			*Anthony, William	107	38 18
			*Baird, Edna	101	36 04
			Baker, Annie	107	29 41
			Barnes, Nettie	19	5 21
			Blair, Maude	107	29 41
			Blair, Carrie	107	29 41
			Bowser, Annie	107	29 41
			Brander, Edith	95	26 11
			Brenton, Christie	104	28 58
			Brown, Sadie	107	29 41
			Brown, Elida	101	27 76
			Brundage, Kate	102	28 03
			Carter, Fred	104½	28 72
			Carter, Florence	106	29 13
			Charman, Harry	102	28 03

CUMBERLAND.

Cameron, E H	106	\$58 27
Connolly, J E	101	
Lay, E J	107	
McNealy, Murray	107	107 83
McTavish, N D	106	
Baxter, Agnes	107	58 82
Beaton, Catherine	97	53 33
Bernard, Kate	103	56 62
Black, Sadie	107	58 82
Charman, Mary	54	29 68
Copp, Edith	106	58 27
Crowe, Annie	106	58 27
Elliott, Jane	105	57 72
McDorman, R M	107	58 82
McKay Anna	107	58 82
McKenzie, Anna B	102	56 07
McKinnon, Alice	20	10 99
McVicar, Maggie	106	58 27
Peppard, Sadie	106	58 27
Peppard, Sophia	106	58 27
Ross, A D	105	57 72
Slade, W R	107	58 82
Somerville, Jennie	107	58 82
Anderson, Pearl	105	43 29
Baillie, Mary	31	12 77
Baird, Sara	107	44 12
Bent Maude	107	44 12
Calwell, Elsie	107	44 12
Cameron, Jessie	103	42 47
Carter, Ida	106	43 70
Carter, Amelia	105	43 29
Carter, Clara	103½	42 68
Charman, Eliza	107	44 12
Coates, Clara	83	34 19
Cook, Clara C	106	43 70
Crowe, J A	107	44 12
Davison, Lizzie	107	44 12
Downey, Maggie	107	44 12
Doyle, Edith	105	43 29
Doyle, Alice	107	44 12
Eagan, Samphard	107	44 12
Fail, Jennie	107	44 12
Ford, Carrie	106	43 70

Creelman, Electa	101½	\$27 90
Crawley, Cassie	100	27 48
Dennis, Jessie	107	29 41
Dimock, Bertina	101	27 76
Doncaster, Lilla	54	14 84
*Duncan, Maude	107	38 18
Farrell, Annie	105	23 86
*Fulton, Jessie	66	23 55
Goodwin, Bessie	104	28 58
Graham, Carrie	105	28 86
*Hatfield, Mabel	91	32 47
*Henderson, Junetta	58	20 69
Henderson, Emma	107	29 41
Henley, Mary	107	29 41
Hurd, Clara	106	29 13
Huston, Sara	105	28 86
Hill, Lizzie	98	26 94
Keiver, Violet	87	23 91
King, Mary	104	28 58
Knight, Frank	103	28 31
Lockhart, Laura	102	28 03
Loughhead, Joseph	78	21 44
*Lynds, Allie S	87	31 04
*Mackay, W G A	107	38 18
Marshall, Caroline	107	29 41
McCallum, Kate	106	29 13
McGregor, Muggie	78	21 44
Metcalfe, Lila	106	29 13
Mitchell, Martha	100	27 48
Patterson, Daisey	99½	27 35
Patterson, Martin	87	23 91
Phelan, A B	106	29 13
Purdy, Janie	54	14 84
*Purdy, Janie	53	18 91
Purdy, Maggie	107	29 41
Reid, Mina	107	29 41
Robertson, Ethel	106	29 13
Schurman, W W	107	29 41
Shipley, Laura	106	29 13
Smith, Mazie	106	29 13
Soy, Mary	107	29 41
*Stewart, Helena	107	38 18
Suckling, William	97	26 67
Tate, Lillian	107	29 41
*Thompson, Janie	105½	37 65
Treen, Margaret	100	27 48
Trerice, Maud	20	5 49
Welch, Annie	100	27 48
*Wier, Minnie	107	38 18
Wood, Emma	103	25 31
Wright, Lilah	106	29 13

PARRSBORO.

Magee, W H	107	107 33
Kirkpatrick, Lizzie	23	12 64
Loughhead, Carrie	107	58 82
Messenger, Laura	107	58 82
O'Mullon, Mary	107	58 82
Scanlan, Martin	107	58 82
Sproul, Mary	107	58 82
Thomas, Louise	106	58 27
Walton, Lillian	107	58 82
Cameron, Bertha	107	44 12
Conway, Isabella	103	42 47
Dickinson, Maude	106	43 70
Drysdale, Annie	102	42 05
Fulton, Homer	107	44 12
Hall, H W	106	43 70
Leitch, Fannie	107	44 12

McLeod, Georgina	107	\$44 12
Mitchell, Pauline	103	42 47
Miller, Charles	83	36 25
Munroe, George L	106	43 70
*Murray, Georgina	89	36 66
Kerr, Minnie	13	5 35
Steck, H J	5	2 06
Watton, Ethel	107	44 12
Atkinson, Janie	93	25 56
*Creelman, Maude	103	36 76
*Deitch, Mabel	106½	33 00
Embree, Flora	107	29 41
*Howard, Lizzie	107	38 18
*Jenks, Winnifred	102	36 40
Kirkpatrick, Edith	95	26 11
McAloney, Maggie	102	23 03
McLeod, Jessie	87	23 91
*McLeod, Sara	105	37 45
*Pierce, Celeste	103	36 76
*Robinson, Alice	107	38 18
Shipley, Lily	105	28 86
Spicer, Mabel	103	28 31
Sutcliffe, Georgie	107	29 41
Wilson, Ella B	104	28 58

DIGBY.

Benoit, J Alphonse	99	
Hogg, Henry B	107	
Bailey, Lloyd S	107	\$58 82
Bishop, Ida M	95½	52 50
Ellenwood, Bertha	20	10 99
Gates, Eunice R	107	58 82
Hogg, Nathaniel W	107	58 82
Jacques, Frank B	107	58 82
Lent, C Bernard	85	46 73
Louis, Sister M	107	58 82
McLean, Annie M	87	47 83
Redding, M Belle	107	58 82
Richardson, George J	87	47 83
Roop, Ernest P	107	58 82
Ruggles, Arthur G	107	107 83
Scott, Agnes B	106½	58 54
Skinner, Mabel L	19½	10 71
Taylor, James A	106	58 27
Vroom, Carrie E	86	47 28
Woodman, W Y	107	58 82
Ambrose, Sister M	107	44 12
Amirault, Ellen	107	44 12
Balsor, Wilhelmina	103	42 47
Brown, Frank H	107	44 12
Challen, Minnie	102	42 05
Crisp, William K	107	44 12
Crocker, Georgia E	107	44 12
Crowell, Mabel M	106	43 70
Harris, Lorne W	107	44 12
Harris, Maggie M	105	43 29
James, Willis G	107	44 12
John, Sister Mary	107	44 12
Johnson, Edith M	107	44 12
King, Alberta L	107	44 12
McBride, Hattie L	99	40 81
McNeill, Annie A	53	21 84
Moffatt, Annie M	106	43 70
Moore, Sarah A	20	8 24
Morse, Egbert P	107	44 12
Palmer, Myrtle M	20	8 24

Perry, Hattie	107	\$44 12		
Phinney, Nina A	105	43 29		
Sabean, William H	107	44 12		
Sanders, Arthur W	72	29 66		
Soucie, Oliver A	107	44 12		
Stanislaus, Sister R	107	44 12		
Turnbull, Lizzie B	107	44 12		
Xavier, Sister F	107	44 12		
Bacon, Edith M	107	29 41		
*Balcom, Rubric G	19	6 96		
Belliveau, Amelia	107	29 41		
Belliveau Edward M	107	29 41		
Belliveau, Leah	104	28 58		
Beveridge, Pauline R	104	28 58		
Blackford, Lillie D	107	29 41		
Blinn, Auguste	107	29 41		
Comeau, Adaline	107	29 41		
Comeau Azele	102	28 03		
Comeau, Mary Rose	97	26 67		
*Cornwall, Janet M	107	39 21		
*Cossaboom, Annie F	107	39 21		
Crousse, Josephine P	106	29 13		
*Denton, Laura B	106	38 84		
Deveau, Alexander A	107	29 41		
Doucet, Edith	100	27 48		
Poucet Peter	56	15 39		
*Doucet, Vital E	102	37 37		
Gaudet, Beatrice	107	29 41		
Hache, Augustin F	99	27 21		
Harris, L Jean	107	29 41		
*Hill, Dorcas A	63	23 07		
*Hindon, Mary M	105	38 47		
Israel, Lillian B	107	29 41		
LeBlanc, Symphorien	107	29 41		
Loneragan, Margaret L	107	29 41		
McDormand, Jean	104	28 58		
*McNeill, Lennie M	104	38 10		
Melancon, Agathe	97	26 67		
Melancon, Eugenie C	34	9 34		
Melancon, Josephine M	107	29 41		
Melancon, Theresa	102	28 03		
Messenger, V W	98	26 94		
Milbury, Marie E	107	29 41		
Moran, Ethel	107	29 41		
*Morehouse, Sophia	107	39 21		
*O'Connor, E Gertrude	87	31 87		
Prime, Lenetta	106	29 13		
*Robichau, Lucy	96	35 16		
Russell, Elizabeth C	106	29 13		
Sauv'nier, Minnie	97	26 67		
Saulnier, Evelyn	92	25 29		
Saulnier, Zelic	97	26 67		
Shampier, Maud	107	29 41		
Smallie, Mary	107	29 41		
Sproule, Laura M	44	12 09		
Suthern, Lois B	107	29 41		
Therault, Adolphe	107	29 41		
Therault, Pierre A	104	28 58		
Therault, Symphorien	107	29 41		
*Thibault, Evelyn	105	38 47		
Thurber, Bessie G	107	29 41		
Tinkham, Jessie E	76	20 89		
Tupper, Forbes	102	28 03		
Warne, Janet L	106	29 13		
Welch, Fannie A	107	29 41		
Wilson, Alice E	105	28 86		
*Wilson, Attie M	42	15 38		
*Wright, Laura A	106	38 84		
Wyman, Effie D	106	29 13		
			<i>Assistants.</i>	
			Comeau, Alvina	65 \$11 90
			Deveau, Flora	101 18 50
			Gaudet, Catherine	48 8 79
			Lucille, Sister M	107 19 60
			McKinnon, William F	99 18 14
			GUYSBORO.	
			Bentley, Jean	107 \$58 82
			Boyd, A J	79 43 43
			Cullincn Kate	107 58 82
			McGillivray, A A	37 20 34
			MacKenna, J A	107 58 82
			MacKenzie, A M	106 ³ 58 54
			MacLanc, H C	107 58 82
			Whitman, J W	107 58 82
			Starratt, H T	107 58 82
			Bonie R J	106 43 70
			Cameron, Edith	107 44 12
			Chisholm, S J	107 44 12
			Giffin, Connie	107 44 12
			Keating, Ella	106 ³ 43 91
			Kennedy, C A	107 44 12
			MacDonald, Ella	107 44 12
			Miller, Flora	107 44 12
			Murphy, Mary	69 28 43
			MacNaughton, D P	107 44 12
			MacPherson, A	88 36 25
			Reeves, Lizzie J	107 44 12
			Sherman, Maude	107 44 12
			Stephens, Laura	107 44 12
			Sullivan, L J	107 44 12
			Sinclair, L E	87 35 84
			Sutherland, A R	107 44 12
			Wheaton, L	103 42 47
			Carr, Adaline	107 29 41
			Carroll, M A	105 28 86
			Connolly, Cassie	72 19 79
			*Cook, Ethel	89 32 60
			Cunningham, L B	67 18 41
			*Dunphy, Kate	39 14 28
			Gillis, C A	107 29 41
			Gillis, M C	38 10 44
			Hanley, M S	106 29 13
			Hannigan, M	78 21 44
			Hewitt, Lydia	88 24 19
			Horton, Carrie	65 17 86
			*Howard, Sadie	107 39 21
			Jameson, H	39 10 72
			Jones, Josie M	102 28 03
			*Keating, Lois	39 14 28
			Kelly, Minnie	68 18 69
			Kennedy, Kate	99 27 21
			Langley, Etta	107 29 41
			Langley, H E	106 29 13
			MacDonald, Johanna	107 29 41
			*Macdonald, M E	96 35 16
			Maguire, Fereby	102 28 03
			MacIntyre, L A	20 5 49
			MacKeen, Gussie	107 29 41
			Myers, Louis	107 29 41
			O Connor, F E	105 28 86
			Peeples, Cecilia	53 14 57
			Reddy, Johanna	19 5 21
			Sangster, Osborne	107 29 41
			Sherman, Mary	96 26 39

Leacadia, Sister	97	\$44 12	Brodie, W S	107	\$44 12
Logan, A	97	44 12	Brown, Emma M	106½	43 91
Lyll, B H	88	40 02	Brown, Mary	107	44 12
Michael, Sister	97	44 12	Brunt, Howard	107	44 12
Mitchell, A J	97	44 12	Brunt, H	5½	2 27
McArthur, J R	97	44 12	Buchardt, Ada	105	43 29
McDonald, L M	97	44 12	Butler, Bertha	63	25 96
McGregor, A	97	44 12	Barris, Estella	93	38 32
Mooney, E M	97	44 12	Cameron, Phoebe	106	43 70
O'Donnell, M E	97	44 12	Church, Lottio	107	44 12
O'Donoghue, M T T	97	44 12	Clark, Helen T	107	44 12
Partridge, E	17	7 73	Coyle, Eleanor	107	44 12
Perpetua, Sister	97	44 12	Cox, Jane R	103	42 47
Philp, M E	97	44 12	Cray, Bertha	97	44 12
Putnam, A F	97	44 12	Creighton, Alice	102	42 05
Rankine, A	68	30 93	Creighton, Laura	106	43 70
Raphael, Sister	97	44 12	Currie, Minnie	97	44 12
Rodriguez, Sister	97	44 12	Dolaney, James A	78½	32 34
Strattan, E	97	44 12	Dionysia, Sister	87	35 84
Sullivan, E	97	44 12	Downey, Alice	97	44 12
Sullivan, M	97	44 12	Downey, Maggie	77	35 02
Sullivan, M T	97	44 12	Ervin, Edna	101	41 64
Sullivan, M T R	97	44 12	Fulton, Mary	107	44 12
Sullivan, S J A	97	44 12	Fulton, Susie	106	43 70
Theakston, S E	97	44 12	Fultz, Florence	107	44 12
Torrey, E C	97	44 12	Gaetz, Ella	107	44 12
Vincent, Sister	97	44 12	Geddes, William	107	44 12
Vincentia, "	97	44 12	Hamilton, Mary	97	44 12
Walsh, A M	97	44 12	Harris, Minnie	97	44 12
Warner, M F	97	44 12	Hennigar, Edith	77	35 02
Wells, M H	97	44 12	Henrion, Carrie	102	42 05
Whalen, A F	97	44 12	Higgins, Arabella	100	43 70
Wilkie, F A	29	13 19	Higgins, Roxanna	106½	43 91
Willis J J	97	44 12	Hume, Bessie	97	44 12
Aloysius, Brother	97	29 41	Hume, Emma	97	44 12
Gossip, C M	97	29 41	Hyson, R E	107	44 12
Keating, T M	97	29 41	Innis, Eliza H	82	33 78
McKerrow, H	95	28 80	Laidlaw, Eliza	97	44 12
Noble, Z E	97	29 41	Lynch, Jennie	98	40 40
Share, G	97	29 41	Mageo, Unity	107	44 12
COUNTY.			Morrison, Bertha	77	31 72
Miller, George J	97	\$107 83	Morrison, Kenneth	96	39 57
Allen, Stelle	104	57 17	McDonald, Eita	106	43 70
Andrews, H W	105	57 72	McDonald, W L	102	42 05
Bell, Mary F	20	12 12	McKay, Belle	97	44 12
Chisholm Maud	19	10 44	McKenzie, Mary A	97	44 12
Craig, N R	106	58 27	MacMullin, A O	107	44 12
Dakin, William	45	24 74	O'Brien, James	104	42 88
Delaney, James A	28	15 39	Olund, Bessie	107	44 12
Dickie Sophie	104	57 17	Pender, A M	97	44 12
Edwards, Eliz	97	58 82	Povoas, Minnie	107	44 12
Ellis Emma	97	58 82	Putsiver, Bessie	102	42 05
Fultz Emily	107	58 82	Reid, Ada M	101	41 64
Hogan, John P	22	12 09	Reid, Nancy A	107	44 12
Joh son, Harriet	107	58 82	Rockett, Margaret	106	43 70
Marshall, L E	103	56 62	Rutherford, Ethel	102	42 05
Moody, Ida G	97	58 82	Shaw, Alice	87	35 84
Thompson, Margaret	107	58 82	Shute, Jessie	97	44 12
Woolrich, Mary	105	57 72	Sims, Susie	106	43 70
Ahearn, Mary E	106½	43 91	Smith, Frank	96½	39 78
Allen, Eliz	97	44 12	Smith, Isabella	94	38 74
Annina, Sister	107	44 12	Stanislaus, Sister	20	8 24
Archibald, Maggie M	107	44 12	Thomas, Bessie	97	44 12
Auld, Maggie E	88	36 25	Thornton, Mary A	72	29 66
Bayers, Lilia A	105	43 29	Tobin, Gertrude	10	4 12
Barnstead, Mabel	86	35 43	Tupper, Mary	97	44 12
Bentley, Liciana	107	44 12	Ward, Cora B	107	44 12
Borne, Louise	106	43 70	White, Annie G	107	44 12
Brady, Myrtle	107	44 12	Wier, Lewis	107	44 12

Logan, Maggie	107	\$44 12	Doyle, Mary A	107	\$44 12
Logan, Robert J	107	44 12	Gillis John A	56	23 08
Macomber, Alice	106	43 70	Lamey, Bessie	106	43 70
Mariette, Emma	107	44 12	Sister St Frances	107	44 12
McCulloch, Irene	107	44 12	" St Prisca	106	43 70
McDougall, Lois	106	43 70	McLean, Isabella	107	44 12
McDougall, Marion	99	40 81	McDonald, Alexander D	100	41 23
McHarrie, Agnes	107	44 12	McMillan, Sarah	107	44 12
McIntosh, Cyrus	107	44 12	McDonald, Hector M	81½	33 58
McLellan, Annie	107	44 12	McDougall, John A	106	43 70
O'Brien, Nancy	105	43 29	McGregor, Jessie J	107	44 12
*Osborne, Melissa	76	31 30	McDonald, James R	107	44 12
Rines, Leonard D	107	44 12	McDonald, Catherine	107	44 12
Roy, Alice G	107	44 12	McDonald, Teresa	97	39 98
Wallace, Effie	106	43 70	McInnes, Mary	107	44 12
Wallace, Olive	106	43 70	Murphy, P A	107	44 12
Weatherhead, Isabel	107	44 12	McMaster, D B	107	44 12
Woodroffe, Mabel	106	43 70	McInnes, W C	107	44 12
Underwood, Maggie	55	22 67	McNeil, Stephen B	57	23 49
Breehen, Maggie	105	28 86	Hennesey, Bessie	106	43 70
Brison, Mary J	106	29 13	Nicholson, A G	89	36 66
Carmichael, Thomas H	102	28 03	Philpot Mary	88	36 25
Cameron, Fattie B	107	29 41	Smith, Je sie C	107	44 12
*Cole, Lydia M	71	26 01	Campbell, Mary J	107	29 41
*Etter, A Gordon	106	38 84	*Campbell, Mary	105	36 25
*Feetham, Annie M	105	38 47	Carroll, W F	106	29 13
Fenton, Libbie A	83	22 81	Sister St Gregory	106	29 13
Higgs, Bessie R	102	28 03	" St Helen	107	29 41
Hopkins, Florence	107	29 41	*Hawley, Maud	100	34 52
Hently, H B	105	28 86	Hart, Gertrude R	107	29 41
Johnson, Florence	101	27 76	McDonald, Agnes	107	29 41
Kavanagh, Annie	106	29 13	McMaster, Katie A	106	29 13
Loughead, George W	107	29 41	McNeil, Maggie A	107	29 41
McDonald, Susie	92	25 29	McNeil, Maggie	107	29 41
*McDougall, Emma	97	35 53	McRae, John P	97	26 67
McKenzie, Bertha	100	27 48	McPhail, Muggie A	102	28 03
McLeod, Alexander G	102	28 03	McLellan, Jessie A	104	28 58
Miller, Bertha M	107	29 41	Matheson, Donald J	107	29 41
Nelson, Georgiana	87	23 91	*McMaster, Annie J	107	36 94
O'Brien, Helen C	107	29 41	McLeod, Mary A	107	29 41
*O'Brien, Janie	107	39 21	McLellan, Mary C	106	29 13
*Robinson, Gertrude	73	26 74	McMaster, Mame C	97	26 67
*Rose, J Adams	107	39 21	*McAulay, Mary A	107	36 94
*Sanford, Annie	107	39 21	McKinnon, John L	107	29 41
Scott, G H	107	29 41	*McQuarrie, Angus	105	36 25
*Thompson, Rena M	51½	18 55	McMillan, Catherine A	107	29 41
Wallace, Flora	107	29 41	McLellan, Mary A	107	29 41
*Wilson, Margaret	107	39 21	McDonald, James	88	24 19
Withrow, Mary L	104	28 58	*McMaster, Mary B	82	28 31
			McPhee, Neil	107	29 41
			McKinnon, Misy	107	29 41
			Rankin, Donald B	107	29 41
			McIntosh, Jessie A	105	28 86
			*McEachen, D J	105	36 25
			Rankin, Ronald J	105½	29 00
			Rankin, Peter A	107	29 41
			Beaton, Katie A	91	25 01
			Beaton, John F	30	8 24
			Doyle, Margaret	86	23 64
			Delehanty, Annie	74	20 34
			*McGregor, Mary A	96	33 15
			McQuarrie, John G	49	13 47
			McLellan, Maud	47	12 92
			McQueen, Margaret	87	23 91
			McInnes, Daniel N	102	28 03
			Murray, Maggie	82	22 54
			*McDonald, Mary C	97	33 50
			McDonald, James F	35	9 62
			*McKenzie, James H	89	30 72

INVERNESS.

SOUTH.

Gormley, C A	106	\$106 82
Phalen, T M	103	
Smyth, P Somers	107	107 83
Blue, Malcolm	104	57 17
Chisholm, Duncan	72	39 58
McDonald, Beatrice	105	57 72
McPherson, Margaret	106	58 27
McLellan, Andrew	107	58 82
McDonald, Alex D	107	58 82
McLean, James J	97	53 33
Robinson, W C	106	58 27
Urquhart, George W	105	57 72
Beaton, Angus D	58	23 90
Cameron, Maggie L	107	44 12
Calder, R L	105	43 29

Matheson, Duncan	43	\$11 82	Dawson, Willie C	94	\$25 84
McIsaac, Archibald	39	10 72	*McDonald, D A	93	32 10
Smyth, Ellen	97	26 67	McRae, John W	77	21 16
Black, Jessie F	10	4 04	*McLeod, Mary Belle	91	31 41
Sister St Prisca	10	4 04	McMillan, Hugh A	80	21 99
" St Gregory	10	2 69	McKinnon, Archibald	75	20 61
McDonald, Maria	107	29 41			
Fraser, Joseph	10	2 74			
	<i>Assistant.</i>		LeBlanc, Philamore	93½	17 13
Duncan, McLean	50	9 16	LeFert, Lucy	100	18 32
	NORTH.		McDaniel, Bernard	102	18 68
Comier, William E	107	58 82	Delaney, William	102	18 68
Gillis, Malcom H	107	58 82	Gillis, Christy A	90	16 49
Ingraham, M J	104	57 17	Le Vert, John	100	18 32
McLean, D E	15	8 24	Brousard, Harriet	70	12 82
McLean, H K	107	58 82			
McMillan, Neil	107	58 82			
Tompkins, Morris F	107	58 82			
AuCoin, Herbert	98	40 40			
Buckles, Daniel	107	44 12			
Chisholm, Christy W	107	44 12			
Crowdis, Thomas J	107	44 12			
Carroll, James H	107	44 12			
Gallant, Thomas	107	44 12			
Gillis, Michael	107	44 12			
LeBlanc, John P	107	44 12			
McLean, Annie B	107	44 12			
McRae, Coin	107	44 12			
McFarlane, James	107	44 12			
McLellan, A N	101	41 64			
McDougall, A T	101	41 64			
*McFarlane, D D	107	44 12			
Tompkins, Rebecca	107	44 12			
Tompkins, C J	107	44 12			
Arseneau, Lucy	107	29 41			
AuCoin, James N	107	29 41			
AuCoin, Charles J	107	29 41			
Boudrot, Placide J	107	29 41			
*Coady, Ellen J	106	36 59			
Chiasson, Norrie	107	29 41			
Chiasson, Ephraim	107	29 41			
Doyle, Sarah J	107	29 41			
Doucet, Paul	107	29 41			
Gillis, James D	56	15 39			
Gillis, Archibald J	107	29 41			
*Hart, Bert	107	36 94			
LeBlanc, Peter	107	29 41			
LeBlanc, Athanase	107	29 41			
Maillet, Eliza	107	29 41			
*McIntosh, A H	53	18 30			
McInnes, Charles J	107	29 41			
*McDonald, John V	107	36 94			
McDonald, Maggie M	107	29 41			
*McDonald, Angus A	83	28 65			
McDonald, Alexander	107	29 41			
McRae, John A	107	29 41			
McLellan, M H	20	5 49			
*McLellan, Alexander	107	36 94			
*McLellan, Alexander J	107	36 94			
McMillan, Christy A	107	29 41			
*McMillan, Peter	107	36 94			
Roach, Didace W	107	29 41			
Smith, Hugh A	107	29 41			
*Tompkins, Mary E	102	35 21			
Robertson, George B	107	29 41			
Carmichael, D E	80	21 99			
*Doyle, John C	74	25 55			
			<i>Assistants.</i>		
			LeBlanc, Philamore	93½	17 13
			LeFert, Lucy	100	18 32
			McDaniel, Bernard	102	18 68
			Delaney, William	102	18 68
			Gillis, Christy A	90	16 49
			Le Vert, John	100	18 32
			Brousard, Harriet	70	12 82
			<i>KINGS.</i>		
			Caldwell, Mabel	104	
			Hebb, Bertha B	106	
			Marchant, Ethylberta	107	\$58 82
			McLeod, Angus	106	
			Ross, Jennie	106	
			Tuttle, M R	107	58 82
			Alcorn, Emelie	107	58 82
			Banks, J A	105	57 72
			Best, Elsie M	105	57 72
			Best, Emma J	107	58 82
			Borden, Carrie E	105	57 72
			Brooks, Ethel G	61	33 53
			Bruce, Charles J	107	58 82
			Burnaby, F F	107	58 82
			Bustin, H L	107	58 82
			Caldwell, L J	107	58 82
			Caldwell, Myrtle	107	58 82
			Carter, Bessie	45	24 74
			Chute, Flora B	101	55 52
			Ferguson, Annie	107	58 82
			Ford, R W	106	58 27
			Fuller, M J	95	52 23
			Hamilton, Bessie	107	58 82
			Linton, O H	67	36 83
			Lloyd, Katie A	92	50 58
			Marchant, Laura	107	58 82
			McDougall, Edwin	107	58 82
			Munro, Henry	52	28 58
			Power, Alice R	107	58 82
			Robinson, Ernest	107	58 82
			Robinson, L H	107	58 82
			Saunders, W E	107	58 82
			Saunders, W W	107	58 82
			Schaffner, Gertrude	102	56 07
			Starratt, Helen M	106	58 27
			Swanson, Mary	107	58 82
			Webster, Eugenie	107	58 82
			White, Jennie M	107	58 82
			Woodworth, W H	106½	58 54
			Yuill, Etta J	107	58 82
			Hebb, Bertha B (last year)	216	117 65
			*Bentley, Florence	106	43 70
			Best, Carrie L	107	44 12
			Bigelow, Wilfrid A	107	44 12
			Bingay, Bessie M	107	44 12
			*Bishop, L Estella	20	8 24
			Bishop, Hattie L	107	44 12
			Bowles, Addie	107	44 12
			*Brennen, Jessie	107	44 12
			Burgess, Francis	106	43 70
			Burnaby, Evelyn	107	44 12

Caldwell, Unie	102	\$42 05	Stark, Annie	105	\$28 86
Challen, Bessie	107	44 12	Taylor, Laura	107	29 41
Chesley, Sadie B	107	44 12	*Webster, Gertie	96	35 16
Chipman, Irram	107	44 12	*Wood, Alice R	54	19 78
Cox, Sarah E	53	21 84	Woodroffe, Lena	102	28 03
Craig, James	76	31 30	Young, Jessie S	106	29 13
Craig, Jennie	107	44 12			
Crandall, Ella D	107	44 12	<i>Assistants.</i>		
Crowe, Fannie B	107	44 12	Eagles, Josephine	107	39 21
Davidson, Milton	107	44 12	Munro, George B	52	9 52
Foote, C Perry	107	44 12	Wood, Alice R	48	8 79
Gannon, Minerva	105	43 29			
Godfrey, Fannie A	106	43 70			
Jamieson, Sadie	107	44 12			
Jordan, Jennie E	107	44 12			
Kelly, Minnie A	107	44 12			
Kirkpatrick, Lottie	107	44 12			
Linton, O H	40	16 48			
Magee, Georgie	107	44 12			
Magee, Rena M	107	44 12			
Marchant, Abbie	107	44 12			
*Mosher, A S	61	25 14			
Mumford, Charlotte	105	43 29			
*Palmer, Charlotte	107	44 12			
Parker, V Essie	107	44 12			
Parker, Ida A	107	44 12			
Parsons, N H	53	21 84			
Pineo, Alice R	107	44 12			
Pierce, Bessie	107	44 12			
Rand, E Irene	102	42 05			
Reed, Prim G	104	42 88			
Sanford, Bertha L	107	44 12			
Smith, John F	104	42 88			
Spinney, Helena	105	43 29			
*Strong, Gertrude	107	44 12			
Taylor, Jessie E	100	41 23			
Tobin, Gertrude	93	38 32			
Webster, Alberta	87	35 84			
Webster, Leora C	107	44 12			
*Allison, Jessie M	94	34 43			
Balsler, Laura C	106	29 13			
*Bishop, Ida M	97	35 53			
*Brennan, Maude	99	36 27			
Brown, Marion C	101 1/2	27 90			
Bruce, Mary H	88	24 19			
*Costley, Lizzie J	94	34 43			
Currie, Herbert	93	25 56			
*Daniels, Cassie M	102	37 37			
*Downie, Ethel B	86	31 50			
*Etter, Norma	97	35 53			
Fleet, Gertrude L	107	29 41			
Fuller, Bessie	107	29 41			
*Gannon, Mary	77	28 21			
*Hatchard, Clara	104	38 10			
Healy, Lidy A	102	28 03			
*Jones, Estella A	8	2 92			
Killam, Harold	107	29 41			
Kennikie, Flora M	102	28 03			
Kennikie, James	5	1 37			
Long, Gertrude	107	29 41			
*Loomer, Rena	72	26 38			
*Lorely, Eliza J	107	39 21			
*Lyman, Alice M	107	39 21			
*Miner, Mervie	85	31 14			
*Nichols, Naomi	106	38 84			
Reid, Daisy	107	29 41			
*Robinson, Mabel	102	37 37			
Roscoe, Josephine	107	29 41			
*Shaw, Vaugie D	98	35 90			
			McKittrick, B	107	
			Roop, Agnes H	105	
			Morton, R F	107	\$107 83
			Shaffner, S C	107	107 83
			Corbin, Maude	106	58 27
			Cook, H L	84	46 18
			Crouse, Annie	107	58 82
			Donovan, Florence	107	58 82
			Durland, H A	107	58 82
			Hewitt, Minnie	107	58 82
			Lewis, Kate A	105	57 72
			Morton, Flora	104	57 17
			Tobin, S G	107	58 82
			Veinot, Alice M	107	58 82
			Young, Helen	106	58 27
			Barss, Nellie	105	43 29
			Bell, Diadem	107	44 12
			Best, Linda	33	13 59
			Card, Mattie	107	44 12
			Carder, A G	106	43 70
			Cossmann, M	105	43 29
			Cushing, Edward	102	42 05
			Daniels, Teresa	107	44 12
			DeLong, Maud	106	43 70
			Eisenhauer, Mary	107	44 12
			Eldridge, Grace	107	44 12
			Emenot, Mary	107	44 12
			Enslow, Lizzie	48	19 78
			Ernst, Phebe	107	44 12
			Gardner, Rose	106	43 70
			Hamm, Erema	105	43 29
			Hayden, T A	66	27 20
			Hebb, Elsie	49	20 19
			Henderson, Josie	107	44 12
			Himmelman, G	102	42 05
			Hirtle, Amanda	107	44 12
			Jackson, Mary	106	43 70
			Kedy, Louise	107	44 12
			Keddy, Bessie	107	44 12
			Leary, Mary	106	43 70
			Lohues, Preston	107	44 12
			Mulock, Annie	106	43 70
			MacKean, Helena	107	44 12
			McLachlan, Ethel	107	44 12
			McLachlan, Lelia	107	44 12
			McLaughlin, Lilla	107	44 12
			Morash, Jessie	107	44 12
			Rafuse, Edith	107	44 12
			Ritcey, Maggie	107	44 12
			Scott, Annie	107	44 12
			Scott, Ethel	107	44 12
			Smeltzer, Harold	107	44 12
			Smith, Ella	107	44 12
			Smith, Laura	106	43 70

LUNENBURG & NEW DUBLIN.

McKenzie, A S	107	\$58 82	Harrivel, S L	64	\$17 59
McLeod, J T	107	58 82	Kennedy, J M	106	29 13
McDonald, C S	107	58 82	*Kennedy, M M	107	39 21
McDonald, D W	107	58 82	McDonald, Harris	106	29 13
Muir, Michael	107	58 82	McDonald, L J	107	29 41
Sproull, K F	43	23 64	*McDonald, S J	105	38 47
Thompson, D R	106	58 27	*McKay, R G	102½	37 55
Thompson, Lizzie	107	58 82	McKinnon, J J	105	28 86
Barclay, J C	18	7 41	McLean, Margaret	107	29 41
Cameron, J A	107	44 12	McLeod, Angeline	107	29 41
Cameron, Margaret	107	44 12	McLeod, D D	107	29 41
Cavanagh, Maria	107	44 12	McPherson, Maggie	107	29 41
Chisholm, M M	107	44 12	Maxwell, Ella	107	29 41
Clarke, Thomas	107	44 12	*Meikle, Elizabeth	106	38 84
Copeland, Adelaide	107	44 12	Murray, A M	93	25 56
Cunningham, A S	104	42 88	Murray, M E	107	29 41
Cunningham, A F	87	35 84	Oliver, Mary C	102	28 03
Dewar, Anna J	84	34 60	Ormiston, Elizabeth	107	29 41
Douglas, J Maud	107	44 12	Porter, Lizzie A	56	15 39
Dunbar, Eliza	107	44 12	*Ross, Annie J	61	22 34
Fraser, M T	106	43 70	*Rose, E A	87	31 87
Fraser, T K	107	44 12	*Skinner, E C	97	35 53
Grant, Christina	107	44 12	Stewart, Annie	107	29 41
Grant, Minnie	107	44 12	Sutherland, Annie	107	29 41
Grant, T M	107	44 12	Sutherland, A B	106	29 13
Hamilton, Lena	107	44 12	Young, Martha	106	29 13
Henderson, J W	107	44 12			
Johnston, J C	107	44 12	Duchemin, H P	NORTH.	100
Locke, Mabel	106	43 70	McKay, H M		100
Lays, Melissa	107	44 12	McLellan, R		100
McDonald, Mary	107	44 12	McPhee, James	107	\$107 83
McDonald, M M	107	44 12	Moore, C L		100
McDonald, Thomas	106	43 70	Armstrong, E L	105	57 72
McDonald, William	107	44 12	Fraser, Attie A	107	58 82
McDougall, Janet	107	44 12	Gollan, John	105½	57 99
McGregor, Ellen	107	44 12	McArthur, A	106	58 27
McIntosh, Isabel	107	44 12	Haines, R W E	106	58 27
McKimmie, A A	106	43 70	Logan, Sara	105	57 72
McLaren, L A	107	44 12	McGillivray, A L	107	58 82
McLean, Minnie	107	44 12	McKenzie, Sophia	107	58 82
McLean, Cassie	107	44 12	McRae, M H	106	58 27
McLeod, Bessie J	107	44 12	Munro, Jane	107	58 82
McPhee, Maude	106	43 70	Stirling, John	107	58 82
Mannin, T A	87	35 84	Benzie, R M	106	43 70
Manning, T A	18	7 41	Cameron, M M	106	43 70
Maxwell B B	107	44 12	Chisholm, C	107	44 12
Meek, L R P	102	42 05	Creighton, E B	107	44 12
Miller, C	107	44 12	Cruckshank, J J	106	43 70
Munro, E M	107	44 12	Cunningham, A M	106	43 70
Munro, M E	107	44 12	Dunn, George A	87	35 84
Olding, K L	91	37 49	Elliott, H A	11	4 53
O Neal, A H	107	44 12	Ferguson, M	107	44 12
Ross, Maggie	94	38 74	Gilchrist, L R	107	44 12
Sutherland, J L	107	44 12	Grant, Helen	107	44 12
Sutherland, L E	101½	41 85	Herdman, W W	107	44 12
Wilson, Annie	107	44 12	McDonald, D R	106	43 70
*Bannerman, E	93	34 00	McDonald, J B	105	43 29
Cameron, H	107	29 41	McDonald, J C	106	43 70
Cameron, J J	105	28 96	McKay, J M	107	44 12
*Cameron, Mary	101	37 00	McKay, Willena	106	43 70
*Cameron, R M	86	31 50	McKenzie, J A	54	22 26
Campbell, Peter	88	24 19	McLe n, Minnie	107	44 12
Chisholm, M L	90	24 74	McTavish, J M	107	44 12
Cunningham, L	87	23 91	Maxwell, M J	107	44 12
Douglas, F N	107	29 41	*Murray, C	106	43 70
Duff, C J	107	29 41	Rose, Jessie F	106	43 70
Fraser, Cassie	107	29 41	Ross, Odessa	106	43 70
Gillis, Maggie	102	28 03	Roy, Sadie D	101	41 64
Grant, Tena	106	29 13	Sutherland, T B	106	43 70

Thompson, Iza	106	\$43 70
Young, L L	106	43 70
Archibald, N B	104	28 58
Carmichael, O	107	29 41
Elliott, M	81	22 26
*Fitzpatrick, R	87	31 87
Gould, Alberta	107	29 41
*Grant, Anna	102	37 37
Grant, Lottie R	97	26 67
McCunn Elizabeth	106	29 13
*McDonald, A S	107	39 21
McDonald, J R	107	29 41
McKay, Christina	106	29 13
McKenzie, H A	105	28 86
McKenzie, Isabel	106	29 13
McKenzie, M J	107	29 41
McLean, O L	106½	29 27
McLean, M A	100	27 48
McLeod, G R	106	29 13
Matheson, F E	107	29 41
*Munro, H W	107	39 21
Murray, W J	103	28 31
Oliver, C W	96	26 39
Perrin, E E	101	27 76
*Porteous, B M	54	19 78
Ross, M J	102	28 03
Ross, M M	107	29 41
Stramberg, V M	107	29 41
Tattio, Flo	106	29 13
Wilson, M N	54	14 84
Young, N B	107	29 41

QUEENS.

Sprague, J D	107	
DeWolfe, Loran	107	\$58 82
Dauphinee, Josie	107	58 82
Harrington, Blanche	107	58 82
Harrington, Georgie	107	58 82
Hemeon, Elizabeth	107	58 82
Keddy, Owen B	107	58 82
Kempton, May L	107	58 82
Mullins, Jennie	107	58 82
Bell, Marie	107	44 12
Christopher, M	103	42 47
Ford, Annie E	107	44 12
Ford, Minnie V	107	44 12
Ford, Mollie	107	44 12
Ford, Rosette	107	44 12
Freeman, Alberta	107	44 12
Hemeon, Nettie	107	44 12
Keddy, Beatrice	107	44 12
Kempton, Ellie	107	44 12
Leslie, Sadie	107	44 12
Mack, Etta	84	34 60
Marshall, E M	107	44 12
McAdams, Joshua	53	21 84
McAdams, Sophia	107	44 12
Wile, Fanny J	106	43 70
*Arthur, Linnie	107	39 21
*Decker, Mary E	52½	19 25
*Frellick, Harriet	20	7 33
Gates, Nettie	107	29 41
*Hupman, Etta	102	37 37
MacKay, Nettie	107	29 41
McLeod, Nelsie	107	29 41
Parke, Robina	102	28 03
Parnell, Alma	107	29 41

Seldom Clementine	107	\$29 41
*Shea, Minnie	102	37 37
Smith, Evangeline	107	29 41
*Smith, Jennie M	107	39 21
Starratt, Victoria	107	29 41
*Taylor, Emma	107	39 21

NORTH QUEENS.

Hunt, Leigh	106	58 27
Bent, Minnie	107	44 12
Boyle, Rose	107	44 12
Dexter, Lena	106	43 70
Freeman, Margaret	107	44 12
Freeman, Mary E	107	44 12
Harlow, R L	107	44 12
Miller, Estella	107	44 12
Nickerson, Maggie	106	43 70
Waterman, Stella	87	35 84
Whitman, Blanche	106½	43 91
Ramey, Rebecca	63	25 96
*Cushing, Alic-	54	19 78
Drummond, G	107	29 41
*Frude, Iona	87	31 87
*Hunt, Minnie	67	24 54
Manthorne, Lennie	103	28 31
*Minard, Abbie K	107	39 21
*Robar, Georgina	54	19 78
*Seldon, Nora M	107	39 21

RICHMOND.

Boyd, Christina	107	\$58 82
Campbell, D H	107	58 82
Hynes, James	107	58 82
McGarry, P A	107	58 82
McLeod, Malcolm	107	58 82
Matheson, D Frank	107	58 82
Campbell, Daniel A	107	44 12
Doyle, Emma M	107	44 12
Floyd, D P	107	44 12
LeBlanc, P A	107	44 12
McAskill, S F	107	29 41
MacCuish, K A	107	44 12
McInnis, Duncan	107	44 12
McIntosh, Peter D	107	44 12
McKillop, Ewen D	107	44 12
MacLean, Daniel	107	44 12
McLean, Neil J	107	44 12
Major, William	107	44 12
Murphy, George H	107	44 12
Nelson, J Scott	107	44 12
Sister St Mary	107	44 12
" Pelagia	107	44 12
Barrett, Catherine F	106	29 13
Beranger, Elizabeth	107	29 41
Boyd, Mary W	97	26 67
Boyd, Sarah E	105	28 86
Boyle, Katharine	107	29 41
Brymer, Emma M	107	29 41
Campbell, Jessie E	86	23 64
Campbell, George F	107	29 41
Chisholm, Annie M	84	23 09
Currie, A Lawrence	107	29 41
D'Eagle, Joseph	107	29 41
Finlayson, M D	105	28 86
Foret, Minnie A	107	29 41
Foret, Maria R	107	29 41
Johnston, Colin F	107	29 41

*Messinger, Stella	103	\$37 74	MacKay, Jessie G	106	\$43 70
*Mood, Lily	103	37 74	Palmer, Bessie	107	44 12
Moses, Glendon	107	29 41	Sister Miriam	107	44 12
Morhouse, L G	106	29 13	" Eulalia	107	44 12
Nickerson, Helena	84	23 09	Taylor, M L	107	44 12
*Purney, M G	107	39 21	Amiro, Dorothy	106	29 13
Roche, Grace D	20	5 49	Amiro, B A	105	28 86
Sanders, Lilah	96	26 39	Amiro, Adeline	106	29 13
*Stephens, Alice	78	28 57	Bourque Mary M	106	29 13
*Tedford, A	54	19 78	D'Entremont, A	102	28 03
Weston, Mary L	107	29 41	D'Entremont, G H	107	29 41
			Duncanson, L L	77	21 16
			*Gavel, I J	78	28 57
			Gosbee, A B	78	21 44
			*Hamilton, Jessie W	76	27 84
			Harding, Janie	107	29 41
			Landry, R E	103½	28 45
			LeBlanc, J B	102	28 03
			LeBlanc, E M	107	29 41
			*Locke, L S	107	39 21
			Meuse, Elizabeth	104	28 58
			Nickerson, E M	106	29 13
			Nickerson, Sarah	107	29 41
			Pennington, H A	106	29 13
			Pothier, Nemerise	107	29 41
			Pothier, Annie	107	29 41
			*Ring, Abbie	64	23 44
			Sister Gonzaga	107	29 41
			Suret, Emily	105	28 86
ARGYLE.					
Bingay, James H	95	\$52 23			
Blackadar, Ross	106	58 27			
MacKay, Mary F	106½	58 54			
Sister Alexius	107	58 82			
Allan, Mary V	104	42 88			
Brannen, L D	107	44 12			
Davis, Minnie	58	23 90			
D'Entremont, Ray	105	43 29			
Doucet, Emily	107	44 12			
Goodwin, Sadie	107	44 12			
Hilton, M M	107	44 12			
Larkin, Bertha	107	44 12			
LeBlanc, Emily	107	44 12			
MacCarthy, E L	106	43 70			
MacDonald, Mina	106	43 70			

(For the Teacher in the School Section)

LOCAL "NATURE" OBSERVATIONS.

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

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

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

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

It is desirable that the whole observations for the preceding calendar year should be sent in to the Inspectors with the "Return" in February, when possible, as the Annual Report. The April Journal will also contain blanks to enable teachers to send in the spring observations with the July "Return". When the spring observations are copied from the school record into the Annual—February—report by a succeeding teacher, the fact should be accurately noted on the schedule with name of the compiler responsible for the dates.

(2)

PHENOLOGICAL OBSERVATIONS, NOVA SCOTIA, 189 .

School Section, No, District, County
 The Teacher, or the Responsible Compiler, }, Post Office

	When First Seen.	When becoming common.
(WILD PLANTS, ETC.)		
1. Alder (<i>Alnus incana</i>), catkins shedding pollen		
p'n (<i>Populus tremuloides</i>), " "		
3. Mayflower (<i>Epigaea repens</i>), flowering		
4. Violet, Blue (<i>Viola cucullata</i>), "		
5. Violet, White (<i>V. blanda</i>), "		
6. Red Maple (<i>Acer rubrum</i>), "		
7. Bluets (<i>Houstonia caerulea</i>), "		
8. Field Horsetail (<i>Equisetum arvense</i>), shedding spores		
9. Dandelion (<i>Taraxacum officinale</i>), flowering		
10. Adder's Tongue Lily (<i>Erythronium</i>), "		
11. Hepatica (<i>H. triloba</i> , etc), "		
12. Gold Thread (<i>Coptis trifolia</i>), "		
13. Strawberry (<i>Fragaria Virginiana</i>), "		
14. " " fruit ripe		
15. Wild Red Cherry (<i>Prunus Pennsylvanica</i>), flowering		
16. " " " " fruit ripe		
17. Blueberry (<i>Vaccinium</i> , Can. and Penn.), flowering		
18. " " " " fruit ripe		
19. Tall Buttercup (<i>Ranunculus acris</i>), flowering		
20. Creeping Buttercup (<i>R. repens</i>), "		
21. Clintonia (<i>Clintonia borealis</i>), "		
22. Painted Trilium (<i>Erythrocarpum</i>), "		
23. Star Flower (<i>Trientalis Americana</i>), "		
24. Lady's Slipper (<i>Cypripedium acaule</i>), "		
25. Marsh Calla (<i>Calla palustris</i>), "		
26. Indian Pear (<i>Amelanchier Canadensis</i>), "		
27. " " " " fruit ripe		
28. Common Raspberry (<i>Rubus strigosus</i>), flowering		
29. " " " " fruit ripe		
30. High Blackberry (<i>Rubus villosus</i>), flowering		
31. " " " " fruit ripe		
32. Pale Laurel (<i>Kalmia glauca</i>), flowering		
33. Sheep Laurel (<i>K. angustifolia</i>), "		
34. Pigeon Berry (<i>Cornus Canadensis</i>), flowering		
35. " " " " fruit ripe		
36. Blue-eyed Grass (<i>Sisyrinchium</i>), flowering		
37. Twinflower (<i>Linnaea borealis</i>), "		
38. Butter and Eggs (<i>Linaria Canadensis</i>), flowering		
39. Yellow Rattle (<i>Rhinanthus</i>), "		
40. Pitcher Plant (<i>Sarracenia</i>), "		
41. Heat All (<i>Brunella vulgaris</i>), "		
42. Great Willow-Herb (<i>Epilobium angustifolium</i>), flowering		

(3)

PHENOLOGICAL OBSERVATIONS.—(Continued.)

	When First Seen.	When becoming common.
43. Common Wild Rose (<i>Rosa lucida</i>), flowering.....		
44. Common St. John's Wort (<i>Hypericum perforatum</i>), flowering.....		
45. Fall Dandelion (<i>Leontodon autumnale</i>), flowering.....		
(CULTIVATED PLANTS, ETC.)		
46. Cherry (<i>Prunus cerasus</i>), flowering.....		
47. " " fruit ripe.....		
48. English Hawthorn (<i>Crataegus oxyacantha</i>) flowering.....		
49. American Hawthorns (<i>Crataegus</i> —), ".....		
50. Plum (<i>Prunus domestica</i>), ".....		
51. Apple, early flowering, (<i>Pyrus</i>), ".....		
52. " late " " ".....		
53. Red Currant (<i>Ribes rubrum</i>), ".....		
54. " " fruit ripe.....		
55. Black Currant (<i>R. nigrum</i>), flowering.....		
56. " " fruit ripe.....		
57. Lilac (<i>Syringa vulgaris</i>), flowering.....		
58. Potato (<i>Solanum tuberosum</i>), flowering.....		
59. Timothy (<i>Phleum pratense</i>), ".....		
60. White Clover (<i>Trifolium repens</i>), flowering.....		
61. Red Clover (<i>T. pratense</i>), ".....		
62. Wheat (<i>Triticum vulgare</i>), ".....		
63. Oats (<i>Avena sativa</i>), ".....		
64. Buckwheat (<i>Fagopyrum esculentum</i>), ".....		
65. (a) Earliest and (b) latest full leaving of Trees, &c., in Spring.....	(a)	(b)
(FARMING OPERATIONS, ETC.)		
66. Plowing begun.....		
67. Sowing.....		
68. Planting of Potatoes.....		
69. Shearing of Sheep.....		
70. Hay Cutting.....		
71. Grain Cutting.....		
72. Potato Digging.....		
(METEOROLOGICAL PHENOMENA.)		
73. Opening of (a) Rivers, (b) Lakes without currents.....	(a)	(b)
74. Last Snow (a) to whiten ground, (b) to fly in air.....		
75. Last Spring Frost, (a) "hard," (b) "hoar".....		
76. Water in Streams, Rivers, &c., (a) highest, (b) lowest.....		
77. First Autumn Frost, (a) "hoar," (b) "hard".....		
78. First Snow (a) to fly in air, (b) to whiten ground.....		
79. Closing of (a) Lakes without currents, (b) Rivers.....		
80. Number of Thunder Storms (with dates of each).....		
Jan....., Feb....., Mar....., Apr....., May.....		
....., June....., July....., Aug.....		
....., Sept....., Oct....., Nov....., Dec.....		

PHENOLOGICAL OBSERVATIONS — (Continued).

	Going North or coming in Spring.	Going South or leaving in Fall.
(MIGRATION OF BIRDS, ETC)		
81. Wild Duck migrating.....		
82. Wild Geese migrating		
83. Song Sparrow (<i>Melospiza fasciata</i>)..		
84. American Robin (<i>Turdus migratorius</i>).....		
85. Slate-colored Snow Bird (<i>Junco hiemalis</i>).....		
86. Spotted Sandpiper (<i>Actitis macularia</i>).....		
87. Meadow Lark (<i>Sturnella magna</i>).....		
88. Kingfisher (<i>Ceryle Aleyon</i>).....		
89. Yellow crowned Warbler (<i>Dendroæa coronata</i>)		
90. Summer Yellow Bird (<i>Dendroæa aestiva</i>).....		
91. White Throated Sparrow (<i>Zonotrichia alba</i>).....		
92. Humming Bird (<i>Trochilus colubris</i>).....		
93. King Bird (<i>Tyrannus Carolinensis</i>).....		
94. Bobolink (<i>Dolychonyx oryzivorus</i>).....		
95. American Gold Finch (<i>Spinus tristis</i>).....		
96. American Redstart (<i>Setophaga ruticilla</i>)...		
97. Cedar Waxwing (<i>Ampelis cedrorum</i>).....		
98. Night Hawk (<i>Chordeiles Virginianus</i>).....		
99. Piping of Frogs.....		
100. Appearance of Snakes		

(OTHER OBSERVATIONS AND REMARKS).

[“ Spring ” observations to be sent in with “ return ” to Inspector in *July* “ Spring ” and “ Fall ” observations for the calendar year in one schedule, to be sent in with “ return ” to Inspector in *February*. Duplicate copy of each to be attached securely to blank page in the School Register.]

MARCH ANNUAL SCHOOL MEETING.

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

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

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

ADDITIONS TO LISTS OF 1896 AND 1897.

THIS IS TO CERTIFY that under the authority of section 63, chapter 1 of the Acts of 1895, (see Manual of the School Law, 1895, page 27), the Council of Public Instruction has fixed the date of the Annual Meeting of the following School Sections (in addition to those published in the JOURNALS of April, 1896 and 1897), to be on the last Monday of March from year to year henceforward until the date is again lawfully changed.

*Education Office, Halifax, Nova Scotia, }
the 9th day of March, 1898.*

A. H. MACKAY,
Secretary, C. P. I.

VICTORIA.

- No. 57½ Tarbertvale.
- " 59 Indian Brook.

INVERNESS (SOUTH).

- No. 88 Long Point.

CAPE BRETON.

- No. 20 Milton.
- " 62 Mamadien.
- " 66 Big Lorraine.

RICHMOND CO.

- o. 34½ Aberdeen.
- " 38 Hay Cove.
- " 67 West L'Ardoise.

HALIFAX (EASTERN).

- No. 1 B East Petpizwick.
- " 3 B Stevens.
- " 9 Clam Harbor.
- " 17 Gerrard's Island.

LUNENBURG DISTRICT.

- No. 21 Snyders
- " 100 East Dublin.

CHESTER.

- No. 20 Fox Point.

QUEENS (SOUTH).

- No. 6 Western Head.
- " 19 White Point.

SHELBURNE CO.

- No. 9 Osborne.
- " 15 West Jordan Ferry.
- " 17 Lower Sand Point.
- " 24 Black Point.
- " 32 Matthew's Point.

BARRINGTON DISTRICT.

- No. 2 Cape Negro.
- " 4 Cape Negro Island.

ARGYLE DISTRICT.

- No. 17 Eel Brook.
- " 30 Lower Eel Brook.

No. 2.

RATE ROLL.

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

No. 3.

FORM OF SECRETARY'S ACCOUNTS.

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

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

No. 4.

ACCOUNT.

John Smith, Esq.,189..
 To School Section, Dr.

To School Tax Current Year, viz.:

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

Immediate payment is requested.

.....
 Sec. to Trustees.

No. 5.

The ratepayers of School Section, No., in the District of.....
 are hereby notified that the Annual School Meeting will be held in the on the
 day of June, 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.*]
 } [*Name of Trustees.*]

* COMMENT: or quarterly.

BOND OF THE SECRETARY OF TRUSTEES.

REG. 6. The following shall be the proper form of Bond for Secretary of Trustees:—

PROVINCE OF NOVA SCOTIA.

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

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

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

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

BOTANICAL SPECIES.

The following *fifty* common species (occurring in almost every School Section of the Province) are named for analysis and classification in connection with the *Botany* of the First Year of the High School Course. A description of the *genera* and *orders* in which these species are included should also be required. This list should be regarded as a *minimum*. Few teachers really interested in teaching science will find much difficulty in adding another fifty, which should include a few specimens of *mosses*, *liverworts*, *lichens*, *fungi*, and *algae*, as well as some additional *phanerogams*. This list will, of course, be revised from time to time.

- | | |
|------------------------------|-------------------------------|
| 1. Ranunculus repens. | 26. Mentha Canadensis |
| 2. Capsella bursa-pastoris. | 27. Solanum tuberosum. |
| 3. Viola blanda. | 28. Syringa vulgaris |
| 4. Drosera rotundifolia. | 29. Chenopodium album. |
| 5. Cerastium vulgatum. | 30. Polygonum aviculare. |
| 6. Acer rubrum. | 31. Ulmus Americana. |
| 7. Trifolium repens. | 32. Fagus ferruginea. |
| 8. Prunus Pennsylvanica. | 33. Myrica gale. |
| 9. Fragaria Virginiana. | 34. Betula |
| 10. Pyrus malus. | 35. Populus tremuloides. |
| 11. Ribes nigrum | 36. Pinus strobus. |
| 12. Epilobium angustifolium. | 37. Abies Canadensis. |
| 13. Pastinaca sativa. | 38. Habenaria or cypripedium. |
| 14. Aralia nudicaulis. | 39. Iris versicolor. |
| 15. Cornus Canadensis. | 40. Smilacina bifolia. |
| 16. Sambucus. | 41. Junrus effusus. |
| 17. Leucanthemum vulgare. | 42. Carex intumescens. |
| 18. Cirsium arvense. | 43. Triticum vulgare. |
| 19. Taraxacum dens-leonis. | 44. Equisetum sylvaticum. |
| 20. Lobelia inflata. | 45. Pteris aquilina. |
| 21. Epigaea repens. | 46. Aspidium spinulosum. |
| 22. Gaultheria procumbens. | 47. Dicksonia punctilobula. |
| 23. Plantago major. | 48. Onoclea sensibilis. |
| 24. Lysimachia stricta. | 49. Osmunda cinamomea. |
| 25. Veronica serpyllifolia. | 50. Lycopodium clavatum. |

Where the genus alone is mentioned the teacher is supposed to select the species most available in the neighborhood. Some of these flowers are very minute, and their study will require the use of a cheap botanical lens. It is important that each student should own a lens, and be taught how to use it. Students should be exercised in drawing the small parts enlarged on the black boards and in their note books. As a specimen of the mosses is recommended "The Common Hair Cap," *Polytrichum*; of the Liverworts, *Marchantia*; of the Lichens, *Usnea*, *Sticta* or *Cladonia*; of the Fungi, *Agaricus campestris*, the "edible mushroom."—*Journal of Education*, April, 1887.

The "High School Botanical Note Book," (of Ontario), Parts I and II, is recommended to teachers as a guide to good method in preparing candidates for the Provincial Examination in Botany of grade D—as well also, so far as it goes, for grade A Botany. The last edition of the Ontario text book (Spotton's) is the best text for High School work.

OPTIONAL EXAMINATION IN MUSIC.

1. At the County Academy Entrance Examination and the Teachers' Minimum Professional Qualification Examination candidates who have taken London Tonic Sol-Fa certificates can for the question in music *substitute* their certificates, for which values will be given as follows: For "Junior" certificate, 10; for "Elementary" certificate, 15; and for "Intermediate" certificate, 20;—the last two for M. P. Q. only.

2. The candidate will enter in a parenthesis as an answer to the No. of the question on music in his examination paper, the words "Junior certificate," or "Elementary certificate," or "Intermediate certificate," as a reference to the fact that such a certificate has been handed to the deputy examiner, bearing on its back the name, and address, and examination number, and station of the candidate plainly endorsed upon it.

3. The certificates will be received by the deputy examiner, compared with his list to verify the correctness of the endorsements by the candidates, then enclosed in one envelope addressed, in the case of the Academy Entrance, to the Principal, and in the case of the M. P. Q. to the Superintendent of Education, who, after perusal, shall return them to the respective candidates.

4. The Principal or the Superintendent, as the case may be, shall then endorse 10, 15, or 20 points (according to 1) on the examiners report and on the candidate's paper below the general valuation number, and add the two together for the total value of the paper.

5. To prevent the possibility of two values being given to the question by accident, the examiner of the paper in which a certificate is substituted for the question, shall mark the general value of the paper with an asterisk, both on the paper and on his report.

6. No certificate from any local examiner of the said London Tonic Sol-fa College shall be accepted unless the examiner has previously given a satisfactory proof to the Principal or the Superintendent that he or she has been duly appointed as local examiner for the grade of certificate in question by the authorities of the said College.

Persons who have taken any certificate of the higher grades are eligible for appointment as local examiners of the London College for certificates of lower grades, subject to necessary restrictions. Such an appointment is made only by the College authorities in London. For information as to the procedure necessary to secure appointment, application should be made to Rev. James Anderson, M. A. (Knox College, Toronto, at present,) or to Miss Ada F. Ryan, Convent of the Sacred Heart, Halifax. At Sydney, C. B., Miss Bridget Mary Ormond has the *Elementary* and *Intermediate* certificates of the London College.

SOME IMPORTANT REGULATIONS OF THE C. P. I.

(As amended March, 1898.)

LICENSING OF TEACHERS.

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

Generally,

	(1) Scholarship.	(2) Normal Prof. Skill.	(3) Age & Character.
Class A (cl & sc) requires....	Grade A (cl & sc)....	Academic Rank.....	20 years, &c.
Class A (cl)	Grade A (cl)	Academic Rank.....	20 years, &c.
Class A (sc)	Grade A (sc)	Academic Rank.....	20 years, &c.
Class B	Grade B.....	First Rank.....	18 years, &c.
Class C	Grade C.....	Second Rank.....	17 years, &c.
Class D	Grade D	Third Rank	16 years, &c.

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

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

[After the year 1898 no License except that of Class D (provisional) shall be granted to any candidate without graduation of the required Rank from the Provincial Normal School, who has not made at least *thirty-three* per cent. on each imperative subject of the High School Course of Study up to and including the Grade corresponding to the Class applied for.

Thirty-three per cent. or more, on the subjects of a higher Grade will be taken as the equivalent of the "teachers' pass" on the same subject in any lower Grade. The following subjects are not repeated in the Grade next above: "Science" of Grade D, "Chemistry," "Drawing and Bookkeeping" of Grade C. They are represented in and will be covered by the "teachers' pass" of thirty-three per cent. on the corresponding subjects of Grade A, except "Drawing and Book-keeping."]

REG. 2. There shall be four Classes of such Licenses, which may be designated as follows :

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

REG. 3. The certificate of professional qualification or skill shall be (a) the *normal*, academic, first, second, or third RANK classification by the Normal School, or (b) the *minimum* (which shall rank one degree lower than the *normal*), and shall be the first, second, or third rank pass on the following papers written on the Saturday of the Provincial Examination week : (1) School Law and Management, value 100; (2) Theory and Practice of Teaching, value 100; and (3) Hygiene and Temperance, value 100. First rank pass : an aggregate of 200 with no paper below 40. Second rank pass : 150 with no paper below 30. Third rank pass : 100 with no paper below 20.

REG. 4. The Provincial Normal School at Truro is recognized as the appropriate source of certificates of professional qualification for public school teachers; but the certificates of other Normal or teachers' training schools whose *curricula* may be satisfactorily shown to the Council to be at least the equivalent of those of the Provincial Normal School, may be accepted when qualified by the addition of the two following conditions : (a) a pass certificate of the Provincial 'minimum' professional qualification examination of the corresponding rank, and (b) a certificate of a Public School Inspector, before whom or under whose supervision the candidate has demonstrated his or her qualifications for the Class of License sought by the test of actual teaching for a sufficient period.

REG. 5. The prescribed certificate of age and character is given in the following blank form of application for License, which will be supplied to candidates by the Education Department, through the Inspectors or the Principal of the Normal School :

FORM OF APPLICATION FOR A TEACHER'S LICENSE.

To.....

Inspector of Schools, 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 attached which I affirm to be true.

II. My High School certificate of grade..... obtained at..... Examination Station as No., in the year 189... (Further information below.)

III. My certificate of professional qualification of..... Rank, No.... obtained at..... in the month of....., 189...

(Name in full).....

(Post Office Address).....

(County).....

CERTIFICATE OF AGE AND CHARACTER.

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

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

That I believe the moral character of the said candidate is good, and such as to justify the Council of Public Instruction in assuming that the said candidate will be disposed as a teacher "to inculcate by precept and example a respect for religion and the principles of Christian morality, and the highest regard for truth, justice, love of country, loyalty, humanity, benevolence, sobriety, industry, frugality, chastity, temperance, and all other virtues."

.....(Name and title).

.....(Church or Parish).

.....(P. O. Address).

TEMPORARY LICENSE.

REG. 10. A Third Class (provisional) or D (prov.) License, *valid only for one year* shall be granted on the regular application when the following conditions are fulfilled:—(1) A certificate of age and moral character as in the foregoing Regulation. (2) A pass certificate of the Grade D as in the foregoing Regulation. (3) The third rank minimum professional qualification. Such a License can be renewed for another year on condition that the candidate has demonstrated an advance in his qualifications by his record at a subsequent Provincial Examination.

SYLLABUS OF M. P. Q. EXAMINATION.

REG. 11. The questions set in the minimum professional qualification examination paper shall be within the limits indicated by the books recommended by the Council of Public Instruction, and shall be as follows:—

School Law and School Management. (a) To be familiar with the Acts relating to Public Schools in Nova Scotia and Regulations of the Council of Public Instruction as appearing in the *Journal of Education* from time to time,—particularly those portions bearing on the relations and duties of teachers and on the organization and operation of all grades of Public Schools.

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

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

Theory and Practice of Teaching. (a) To have an understanding of the fundamental laws of the human mind in their relation to the science and art of education generally, including the principles and practice of vocal music.

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

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

PROVINCIAL EXAMINATION OF HIGH SCHOOL STUDENTS.

REG. 1. "High School Students" will 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 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, at the following stations *only*:—Sydney, Antigonish, Pictou, Amherst, Truro, Halifax, Kentville and Yarmouth; for Grades B, C and D on the following Wednesday, and for "minimum professional qualification" of Public School Teachers on Saturday following; and shall be conducted, according to instructions, under a Deputy Examiner appointed by the Superintendent of Education, at each of the following stations, viz.:—1, Amherst; 2, Annapolis; 3, Antigonish; 4, Arichat; 5, Baddeck; 6, Barrington; 7, Berwick; 8, Bridgetown; 9, Bridgewater; 10, Canso; 11, Cheticamp; 12, Church Point; 13, Digby; 14, Guysboro; 15, Halifax; 16, Kentville; 17, Liverpool; 18, Lockport; 19, Lunenburg; 20, Maitland; 21, Margaree Forks; 22, Middleton; 23, New Glasgow; 24, North Sydney; 25, Oxford; 26, Parrsboro; 27, Pictou; 28, Port Hawkesbury; 29, Port Hood; 30, River John; 31, Sheet Harbor; 32, Shelburne; 33, Sherbrooke; 34, Stellarton; 35, Springhill; 36, Sydney; 37, Tatamagouche; 38, Truro; 39, Windsor; 40, Wolfville; 41, Yarmouth.

REG. 4. (a) Applications for admission to the Provincial High School Examination must be made on the prescribed form to the Inspector within whose district the examination station to be attended is situated, not later than the 24th day of May.

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

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

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

(e) When a candidate presents himself for examination and his name is not found on the official list as having made regular application in due time, the Deputy-Examiner may admit him to the examination provisionally on his written statement that application was regularly made in due time and on the payment of one dollar, which are to be transmitted with the Deputy's report to the Superintendent; and if such candidate's statement is proven to be correct, the error being due to causes beyond his control, the dollar shall be returned and his papers shall be forwarded to the Provincial Examiners.

(f) Prescribed form of Application.

PRESCRIBED FORM OF APPLICATION FOR PROVINCIAL HIGH SCHOOL EXAMINATION.

To *At* *Station.* *May, 18*

I, *Inspector of Schools:* 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; that they are good *readers and writers*; and in case of those who have not "passed" the previous Grade or Grades, that they have specially proved their proficiency (equivalent to a 50% "pass") in each of the subjects of the said course of study not virtually covered in the Grade applied for, such as the "Science" of Grade D, the "Science, and Book-keeping and Drawing" of Grade C, and the imperatives of Grade B. I also forward herewith on behalf of these candidates, dollars, being the amount of fees required under sub-section (b) of Regulation 1, "Provincial Examination of High School Students" as specified in the list below.

Candidates intending to take the M. P. Q. Examination (fee \$2.00, payable to the Deputy-Examiner at Examination) are indicated by the letters M. P. Q. in the column headed "Remarks" below.

NAMES OF CANDIDATES (in full). (This forms part of the permanent and official record of the Education Department. The names must therefore be written herein distinctly, correctly and without contraction).	Age 1st August next.	Post Office Address of each Candidate.	Grade applied for.	PROVINCIAL GRADE NOW HELD.			Fee under Reg. 1 (b).	REMARKS.
	Yrs. Mos.			Grade No.	Station.	Year.		
.....

*If a candidate has a physical defect preventing good reading or writing, application may be made if qualified by and accompanied with a particular and authentic description of the case for the consideration of the Education Department.

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, on a form to be supplied from the Education Office, transmitting therewith all moneys, having duly classified and checked the same in the form aforesaid.

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 fullness 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 in the next grade below, provided 75 per cent. of the *minima* be made; and as making a pass on the grade second below, provided 50 per cent. of the *minima* be made.

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 may have successfully "passed." If the candidate has not "passed," the certificate will *not* bear the head title "HIGH SCHOOL CERTIFICATE" with the arms of the Education Department.

REG. 13. Candidates for High School 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. Examination may demand description by drawing as well as by writing in all grades.

PROVINCIAL EXAMINATION RULES.

COMMENT.

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.

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 the right to claim admission to the examination room, and any candidate leaving the room during the progress of any examination must first send his or her paper to the deputy examiner, and not return until the beginning of the next paper.

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

4. Each candidate's paper must consist of one sheet of such foolscap, which may be written on both sides, and must contain no separate sheets or portions of sheets unless inseparably attached so as to form one paper. Neat writing and clear, concise answers are

much more likely to secure high 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 6½ by 8 inches); 2nd by doubling again in the same direction, pressing the fold flat so as to give the size of 3½ 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, 3½ inches by ½ 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.
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7. The subject title, grade and candidate's No. may be written within over the commencement of the paper also; but any sign or writing meant to indicate the candidate's name, station or personality may cause the rejection of the paper before it is even sent to the examiners.

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

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

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

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

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

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

CERTIFICATE.

Examination Station Date..... July, 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 certificate is to be sent.

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

TIME TABLE.

PROVINCIAL EXAMINATIONS, BEGINNING FIRST MONDAY IN JULY, 1898.

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

VACATIONS AND HOLIDAYS.

REG. 1. There shall be a minimum summer vacation of six weeks in all the public schools (between the closing of the schools in one school year and their opening in the next school year) commencing on the second Monday in July.

REG. 2. The following days shall also be holidays in all the public schools: Sundays, Saturdays (except as hereinafter provided), the anniversary of the Queen's birthday, any day proclaimed by the Lieutenant-Governor, Good Friday, (and in Halifax, Easter Monday), and two weeks at Christmas, according to the following scheme:—

When Christmas falls on	Vacation shall begin on	Schools shall re-open on
Sunday,	Saturday, Dec. 24.	Monday, Jan. 9.
Monday,	" Dec. 23.	" Jan. 8.
Tuesday,	" Dec. 22.	" Jan. 7.
Wednesday,	" Dec. 21.	" Jan. 6.
Thursday,	" Dec. 20.	" Jan. 5.
Friday,	" Dec. 19.	" Jan. 4.
Saturday,	Friday, Dec. 24.	" Jan. 10.

REG. 3. In order that the due inspection of schools, as required by the law, may be facilitated, each inspector shall have power, notwithstanding anything in the foregoing regulations, to give notice of the day on which he proposes to visit any school in his inspectorate for the purpose of inspection, and to require that on the day so named such school shall be kept in session.

REG. 4. When for any cause the trustees of a school shall deem it desirable that any teaching day should be given as a holiday, the school or schools may be kept in session on the Saturday of the week in which such holiday has been given, and such Saturday shall be held to be in all respects a legal teaching day.

REG. 5. When on account of illness, or any other urgent cause, a teacher loses any number of regular teaching days, with the consent of his trustees, he may make up such loss by teaching on Saturdays, providing the following regulation is not violated.

REG. 6. No public school shall be kept in session under any regulation on two consecutive Saturdays, nor for more than five Saturdays in any quarter, nor for more than five days per week on the average (vacations not being counted) between the opening and closing of the teacher's service in the school.

REG. 7. When any school is closed by order of the trustees, for a portion or the whole of the Provincial Examination week beginning on the first Monday of July, on account of any advantage desired in connection with the said examination, the teacher will be entitled to the Provincial grant for such days, and the trustees to the County Grant on the average rate of attendance, provided the fact is distinctly endorsed and certified on the returns transmitted to the inspector by the teacher and trustees.

REG. 8. Sections having a County Academy, or schools of four or more departments, may be allowed an additional week of vacation (and Halifax city two weeks) without prejudice to their participation in the public funds, provided their application for the same be endorsed by the inspector and approved by the Education Department, and distinctly endorsed and certified on the returns as required in the foregoing regulation. Under the same conditions the necessary days employed by the teachers of Academic or High School departments in the examination and grading of the schools of the section, may be counted as regular teaching days in their respective departments.

REG. 9. Days allowed by regulation for the attendance of teachers at Educational Associations or Institutes, and days lost by the closing of a school on account of the prevalence of contagious diseases under the certificate of a duly registered physician (such time not to exceed twenty teaching days), shall also be allowed, if endorsed and certified on the returns as indicated in the two preceding regulations. The physician's certificate must also be attached to the return in the latter case.

REG. 10. The hours of teaching shall not exceed six each day, exclusive of the hour allowed at noon for recreation. Trustees, however, may determine upon a less number of hours. A short recess should be allowed about the middle of both morning and afternoon sessions. In elementary departments, especially, trustees should exercise special care that the children are not confined in the school room too long.

REG. 11. 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 ground 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 undergrowth of the forest, can be transplanted without difficulty.

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

(3.) Our native trees grow so freely in the woods that we are apt to suppose 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 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 stick in such a way as to prevent chafing of the bark. Some mulch or stable litter should then be thrown around the stem to prevent the roots from drought. Stirring the ground is preferred by some cultivators to mulching. In transplanting evergreens, the roots should not be exposed to air or light—especially 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.

(4.) Teachers who have been able to observe this day in a useful manner are recommended to make a special report on the same within a week to the inspector, specifying the work done on the occasion, and its prospective influence on the section. From these statements inspectors can have all the details necessary for their annual reports to the Superintendent of Education.

REGULATIONS AMENDED, 1897.

REG. 5. (C.—Trustees) was amended to read as follows :

“In every section in which two or more teachers are employed, it shall be the duty of the trustees to determine which shall be considered the principal, who should hold at least a first class license. In the case of a section with only two school rooms, a second class teacher may be engaged as principal on the special recommendation of the Inspector. While not holding the principal responsible for the control and management of the classes directly under the care of the other teachers, the trustees are expected to assign to him a general supervisory authority over all the schools. The principal shall always have power to visit the class rooms of his associate teachers to see that the law and the policy of the trustees are being carried out, and that satisfactory progress is being made.”

REG. 7. (H.—Teachers) was amended to read as follows :

“Every teacher, or assistant, or substitute (except a temporary substitute who must be reported with explanations by the teacher), when commencing to teach in any school must on the first day of his or her teaching or earlier, mail or otherwise direct to the inspector of the district, a notice in writing stating the date of the opening of the school, the Class of License held, with its number and date the department of the school, if there is more than one school in the section, the period of engagement, the address of the secretary of trustees, and the name of the school in which the teacher was previously engaged. This intimation will be placed 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 date of the proper notification. When there are more teachers than one in a section such intimation may come through the principal or the supervisor of the schools who will also be held responsible for any neglect of such notification.”

REGULATIONS AMENDED, 16th MARCH, 1898.

THE TEACHERS' PASS.

REG. 1 (I.—Licensing of Teachers) was amended by the addition of the following :

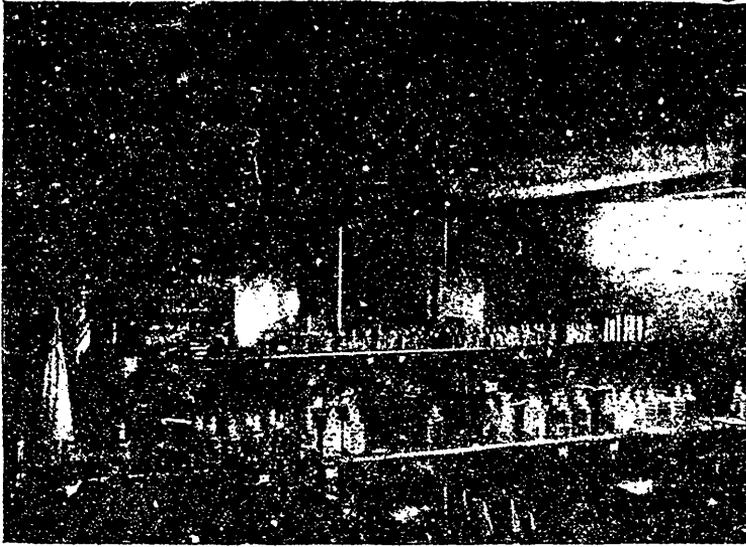
“After the year 1898 no License except that of Class D (provisional) shall be granted to any candidate, without graduation of the required Rank from the Provincial Normal School, who has not made at least thirty-three on each imperative subject of the High School Course of Study up to and including the Grade corresponding to the Class applied for.

“Thirty-three per cent. or more on the subjects of a higher Grade will be taken as the equivalent of the ‘teachers' pass’ on the same subjects in any lower Grade. The following subjects are not repeated in the Grade next above; ‘Science’ of Grade D; ‘Chemistry,’ ‘Drawing and Bookkeeping’ of Grade C. They are represented in and are covered by the ‘teachers' pass’ of thirty-three per cent. on the corresponding subjects of Grade A, except ‘Drawing and Bookkeeping.’”

EVENING SCHOOLS.

REG. 4 (M.—Evening Schools) was amended to read as follows :

“The Council would greatly prefer that the teachers of ‘Evening Schools’ should be others than teachers of day schools; but when in the opinion of the trustees a night school is desirable and no other teacher except that of the day school can be obtained, on the recommendation of the inspector of schools the Council, through the Superintendent of Education, may authorize the day school teacher to conduct the ‘Evening School’ for no more than three nights each week during the term agreed upon.”



CORNER, CHEMICAL LABORATORY, NOVA SCOTIA NORMAL SCHOOL.

PROVINCIAL NORMAL SCHOOL.

The object of the Provincial Normal School is the professional training of teachers for service in the public schools of Nova Scotia. While attendance is not compulsory yet the importance and value of professional training are such as to justify the Council of Public Instruction in ranking all licenses to be hereafter awarded one grade below that indicated by the scholarship certificate in the case of candidates not possessing such training.

The Institution is centrally located in the Town of Truro, and, in order to make it equally accessible from all points of the Province, students duly qualified for admission, whose homes are not less than ten miles from Truro, are allowed travelling expenses at the rate of five cents per mile going and returning.

The Provincial School of Agriculture, about a mile distant, is affiliated with the Normal School for the purpose of securing to Normal School students practical instruction in microscopy, chemistry, and biology.

TEACHING STAFF.

NORMAL SCHOOL.

JOHN B. CALKIN, A. M., *Principal, Psychology and Pedagogy*
 JAMES B. HALL, PH. D., *History of Education and Method in Language and History.*
 A. G. MACDONALD A. M., *Method in Mathematics and Physics.*
 HERMON W. SMITH, B. Sc., (School of Agriculture), *Advanced Chemistry and Biology.*
 OTTIE A. SMITH, *Drawing and Calisthenics.*
 MINA A. READE, *Elocution and Music.*
 LEE RUSSEL, B. Sc., *Manual Training, Elementary Science, and Chemistry.*
 MISS O. A. SMITH, *Librarian.*

MODEL SCHOOL.

JULIA KINNEY, (*Senior Department*).
 JANIE ALMYR HAMILTON (*Junior Department*).
 MRS. SARA B. PATTERSON, (*Kindergarten*).
 EUGEN LANE, *Janitor.*

NORMAL SCHOOL REGULATIONS, 1897-98.

I. The next session of the Normal School will begin on the the third Wednesday of October, and close on the last Thursday in June

II. There shall be four classes in the school, namely: Class "A," class "B," class "C," and class "D." Applicants shall be limited to the several classes without examination on the presentation of the Provincial High School Certificate, or its equivalent, corresponding to the class which they desire to enter.

III. Candidates for admission should give at least one month's notice to the Principal before the date of admission, accompanied with a certificate of age and character such as is prescribed for application for License (excepting that the age may be one year less than that required for the corresponding License), and with a statement of the scholarship qualifications indicated in the preceding regulation.

IV. The regular minimum term for classes "A" and "B" (except as hereinafter provided,) shall be from the opening of the session in October to the closing in June. The minimum term in class "A" of graduates in Arts or Science of any recognized university, providing they hold grade "A" Provincial Certificates, shall close on the last Thursday of February.

V. The regular term in class "A" for candidates who already hold a *first* rank diploma from the Normal School shall begin on the Wednesday following the last Thursday of February; but in the discretion of the Faculty an academic diploma may be awarded such candidates without further attendance on satisfactory evidence of proficiency and successful teaching for a year as a *first* class teacher, certified to by an inspector, (successful work at a teachers' institute, summer school, school of agriculture, college, etc., after *first* rank graduation, enhancing the standing of the candidate), the evidence to be presented at least two weeks before the close of the annual session for consideration by the Faculty.

The minimum term in class "B" for candidates who already hold a second rank diploma shall also begin on the Wednesday following the last Thursday in February and continue to the close in June.

VI. The minimum term for class "C" shall be from the first Wednesday of the second half of the school year to the close of the session in June.

VII. The minimum term of class "D" shall be from the opening of the session in October to the last Thursday of the first half of the school year.

VIII. Diplomas of academic, first, second and third ranks shall be awarded to the students of the different classes respectively on the completion of the prescribed course to the satisfaction of the Faculty.

IX. In case the proficiency or skill of a candidate who has attended the minimum term is not satisfactory in every respect, the Faculty may at their discretion award no diploma, or a diploma of a lower rank; or an interim diploma of lower rank than that applied for may be awarded, and the holder of such interim diploma may, after one year's successful teaching, duly and fully certified by the inspector to the satisfaction of the Faculty, be awarded a diploma of the higher rank, application for which, accompanied with the necessary evidence, being made not later than two weeks before the close of the annual session of the school in June.

X. When, under exceptional circumstances, the Faculty of the Normal School reports in favor of the ranking of a candidate whose attendance has been sufficient for his satisfactory examination, with the concurrence of the Superintendent of Education, the prescribed period of attendance need not be deemed essential.

COURSES OF STUDY.

The work of the Normal School is chiefly of a professional character. Applicants for admission are expected to possess the Provincial High School Certificate as guarantee of scholarship required for the class of License corresponding to the rank of Diploma for which they are competing

The courses modified in adaptation to the different classes, include the following:—

1. Psychology, General Principles of Pedagogy.
2. History of Education, Application of the principles of method to the various subjects of the School Course
3. Drawing and Calisthenics.
4. Natural History and Science.
5. Manual Training.
6. Observation and Practice in the Model School.

It is also the constant aim of the institution to round out and enrich the scholarship of its students, endeavoring to inspire them with higher ideals and stimulate them to effort for higher attainment in useful knowledge. To this end it will require of them some advanced work, especially in the critical study of literature and in laboratory work in the natural sciences.

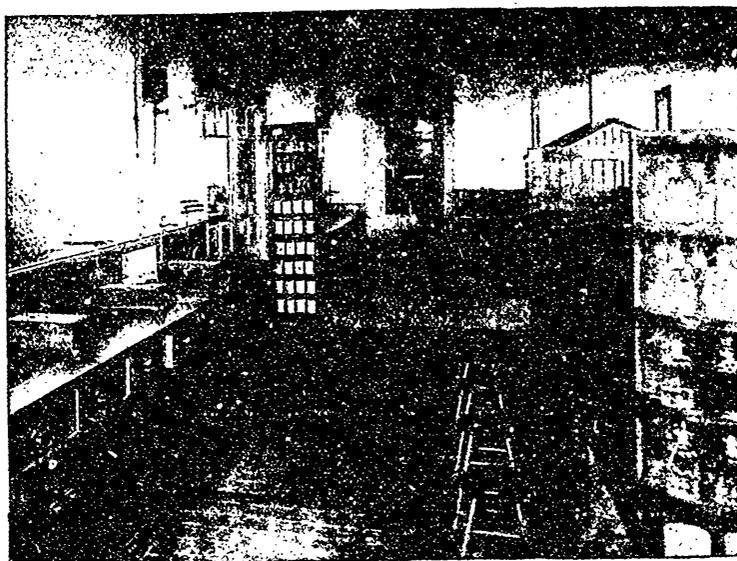
The students of the Normal School take Biology and Advanced Chemistry in the Provincial School of Agriculture.

Tuition is free to all who intend to teach within the Province of Nova Scotia.

Board can be obtained at prices varying from \$2.25 to \$3.00 per week.

Travelling expenses, at the rate of five cents per mile, to and from the Institution, will be paid at the end of the session to students who obtain a diploma, provided the distance is not less than 10 miles.

The Calendar containing all the regulations and a fuller sketch of the Course of Study and Training, can be had on application to the Principal.



CORNER, CHEMICAL LABORATORY, NOVA SCOTIA SCHOOL OF AGRICULTURE.

PROVINCIAL SCHOOL OF AGRICULTURE.

Principal..... H. W. SMITH, B. Sc.
Farm Manager..... F. L. FULLER.
Janitor and Horticulturist...... B. J. WOOD.

This school is situated about a mile from the Provincial Normal School at Truro. The building is provided with a well equipped library and laboratories, for qualitative and quantitative chemistry, for dissection, and for microscopic work. Near by is a dairy with modern appliances for butter and cheese making. Model barns, etc., are also on the farm. Opportunities for the practical study of Agriculture, Horticulture, and Arboriculture, and the natural sciences germane to them, are given not only to those in the several courses for farmers, but to those preparing for the teaching profession.

The school and laboratories will be open during the public school vacation for the convenience of teachers employed in the public schools.

No fees are charged for any of the courses.

For particulars as to the various courses and the times of admission, application may be made to the Principal for the Calendar of the School.

The building was burned down on the 21st of March, since the above was sent to the printer; but the work of the school will continue to go on in rooms in the Provincial Normal School building and elsewhere.

PUBLIC SCHOOL COURSE OF STUDY.

COMMENTS.

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

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

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

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

GENERAL DIRECTIONS.

(FOR ALL PUBLIC SCHOOLS.)

(The paragraph numbers below refer to corresponding columns in the statistical tables of the 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, polite behavior, and good manners generally, are most important, and should in every school be made habitual to each pupil. The more useful words of command and corresponding movements of "military drill" should be thoroughly known in all schools.

66. *Vocal Music*.—All pupils (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*," 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. Some lessons in reader, in history, in biography, etc., as well as public anniversary days, may be utilized incidentally.

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. Britain's "Nature Lessons," and Payne's "Nature Study," (U. S. A.), or Garlick and Dexter's "Object Lessons for Standards I., II. and III." (England), are useful guides to the teacher for portions of the work prescribed in some of the grades. There should be a short "Nature Lesson" given every day, as often as possible on the daily collections and observations of the pupils themselves instead of those of the teacher—the lesson always to be based on the objects or observations. These guide books are to be used only to show the teacher how to give such lessons; and they are entirely prohibited as text books for either pupil or teacher, for under no circumstances should "notes" from the books be given to pupils. All such studies must be from the objects. Observations under this head form some of the best subjects for English Composition Exercises in all the grades.

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 the 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 should be taught in the order of difficulty.

77. *Drawing.*—Thompson's "Manual Training, No. 1," is recommended to the teacher as covering to some extent the *Drawings and Lessons on Nature* as they may be taught to pupils of the first five grades, and No. 2, the next five grades; or McFaul's "Public School Drawing Manual" (Canada Pub. Co., Toronto), as covering generally the work of the Common and High Schools. Drawing of objects studied under the head of Nature Lessons to be constantly practised, 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 should follow as the secondary consideration. Appropriate exercises in *Mental Arithmetic* should be given in every grade, and proficiency in it should be required in all promotions.

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, wood-work, needle-work, cookery, &c., as most appropriate or expedient, may be introduced with the consent of the Trustees and Education Department. 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.

CONSPECTUS OF PUBLIC SCHOOL COURSE OF STUDY TO GRADE XI,

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 in the Class-room must be lessened.

SUBJECTS.	PERCENTAGE 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.	P. Mat 100. Alg. 100. Geom. 100.	
Science and Manual Art	20	20	20	20	20	20	20	20	20	Dr. &c. 100. Bot'ny 100.	Dr. &c. 100. Chem. 100.	Physiol 100 Physics 100	
Geography & History .....	...	...	...	5	10	10	10	10	10	G. & H. 100.	G. & H. 100.	G. & H. 100.
Music, Calisthenics Moral and Patriotic Duties.	20	20	20	15	10	10	10	10	5				
Optional {	Languages, Latin and Greek									25	Latin 100.	Latin 100. Greek 100.	Latin 200. Greek 200.
	Or, French and German									25	Frnch 100.	Frnch. 100. Germ. 100.	Frnch. 100. Germ. 160.

SPECIAL DIRECTIONS FOR COMMON SCHOOLS.

GRADE I.

Reading.—Primer with Wall Cards or Blackboard work.

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

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

Arithmetic—All fundamental arithmetical operations with numbers. the results of which do not exceed 20, to be done with concrete or abstract numbers, accurately and rapidly. See *general directions*, 78.

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*, 65, 66, 67 and 68.

GRADE II.

Reading.—Reader No. I.
Language.—As in Grade I., but more advanced. See *general directions*, 70, 71 and 72.
Writing and Drawing.—As in Grade I., but more advanced. Angles, triangles, squares, rectangles, plans of platform and of school room, or as in *Manual Training*, No. 1, to end of Section IV., with *Public School Drawing Course*, No. I.
Arithmetic.—Numbers up to 100 on the same plan as in Grade I.
Lessons on Nature.—As in Grade I., but more extended. See *general directions*, 69.
Music, &c.—As under *general directions*, 65, 66, 67 and 68.

GRADE III.

Reading.—Reader No. 2. See *general directions*, 71.
Language.—As in II., but more advanced. Subject and predicate. Nouns and verbs.
Writing and Drawing.—Vertical letters on slate and in copy books. Freehand outlines on slate, blackboard, etc. Common geometrical lines and figures with their names. Map of school grounds and surroundings. As in *Manual Training*, No. 1, to end of Section VI., with *Public School Drawing Course*, No. 2.
Arithmetic.—As in Common School Arithmetic, Part I., first half. *General Directions*, 78.
Lessons on Nature.—Geography of neighborhood, use of local or county maps. Estimation of distances, measures, weights, &c, continued. Color. Study extended to say, three or four each of common metals, stones, earths, flowers, shrubs, trees, insects, birds and mammals. See *general directions*, 69.
Music, &c.—As under *general directions* 65, 66, 67 and 68.

GRADE IV.

Reading.—Reader No. 3. See *General directions*, 70 and 71.
Language.—Oral statements of matter of lessons, observations, etc. Written sentences with punctuation, etc. Modifiers of subject and predicate, of noun and verb.
Writing and Drawing.—Copy Book. Drawing as in *Manual Training*, No. 1, to end of Section VIII., with *Public School Drawing Course*, No. 3, and drawing from objects.
Geography.—Oral lessons on Physiography as on pages 85 to 99, Introductory Geography, with the general geography of the Province begun on the school map. See *general directions*, 75 and 76.
Arithmetic.—As in Common School Arithmetic, Part I., completed. *Gen directions*, 78.
Lessons on Nature.—As in Grade III., but extended so as to include four or five objects of each kind, as in *general directions*.
Music, &c.—As under *general directions*, 65, 66, 67 and 68.

GRADE V.

Reading.—Reader No. 4, Part I. See *general directions*.
Language.—As in Grade IV. and *general directions*. All parts of speech and of sentences with inflections of noun, adjective and pronoun,—orally. Composition practice on "nature lessons," etc., increasing.
Writing and Drawing.—Copy Book. Drawing as in *Manual Training*, No. 1, with *Public School Drawing Course*, No. 4, &c.
Geography and History.—Ideas of latitude and longitude, physiography, etc., developed. Oral geography of Nova Scotia on map in fuller detail. General geography of the Provinces of Canada and the Continent, as on the Hemisphere maps. Oral lessons on leading incidents of Nova Scotia History.
Arithmetic.—As in Common School Arithmetic, Part II., first half.
Lessons on Nature.—From mineral and rock to soil, as shown in neighborhood, and extended to 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. See *general directions*.
Language.—As in Grade V., extended. Formal composition (simple essays) twice each month. Paradigm of regular verb. Simple parsing and analysis begun. More important rules of Syntax applied. Short descriptive sketches of observations, etc., and letters. All from oral instruction.
Writing and Drawing.—Copy Book. Drawing as in *Manual Training*, No. 2, to end of Section II., with *Public School Drawing Course*, No. 5, &c. Increasing practice in representing common objects in outline.

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

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

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

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

Language.—Leading principles of Etymology with paradigms as in prescribed text. Exercises, parsing, and analysis of simple sentences, with application of rules of Syntax.

Written abstracts of oral or reading lessons. Simple description of "nature" observations etc., narratives and business forms. Punctuation and paragraphing.

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

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

History.—British American History completed. See *general directions*.

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

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

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. See *general directions*, 71.

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

Language.—Parsing, including important rules of Syntax as in prescribed text. Analysis of simple and easy complex sentences. Correction of false Syntax.

Composition Exercises 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. See *general directions*.

Writing and Drawing.—Copy Book. Model and object drawing. *Manual Training*, No. 2, to end of Section V, with review of *Public School Drawing Course*, Nos 5 and 6, &c. Construction of angles and simple mathematical figures to scale, and their measurement. T. C. Allen's Card Scale recommended. See *general directions*.

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

History.—As in "Brief History of England," with review of British American History. See *general directions*.

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

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 Health, Agriculture, Horticulture and any local industry of the School Section. Local "Nature Observations." Oral lessons from Science Primers—specially the Chemistry Primer. Health Reader No. 2 completed. See *general directions*.

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

CONDENSED COMMON SCHOOL COURSES.

[The following condensations of the Common School Course of Study are given here merely as suggestions for the benefit of untrained teachers who may require such aid. The Editor of the JOURNAL will be glad to have notes on the same from experienced teachers. In connection with the *special directions* given hereunder, the teacher should study thoroughly the meaning of the *general directions* given first under the various subjects numbered from 65 to 90. These *general* combined with the following *special directions*, form the *prescribed Courses of Study*]

FOR A COMMON SCHOOL WITH FOUR TEACHERS.

PRIMARY.

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

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

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

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

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

ADVANCED PRIMARY.

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

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

Writing and Drawing.—On slate and blackboard. Common geometrical lines and figures with their names, map of school ground. Copy books. Drawing as in *Manual Training*, No. 1, to the end of Section VIII., and Drawing Books Nos. 2 and 3, with outline drawings of common objects.

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

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

INTERMEDIATE.

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

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

Writing and Drawing.—Copy Books. Drawing as in *Manual Training*, No. 1, complete, and drawing books Nos. 4 and 5. Model and object drawing.

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

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

History.—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 six or seven each of the common plants, trees, insects, other invertebrates, fish, reptiles, birds, mammals, and natural phenomena, such as ventilation, evaporation, freezing, closely examined. Distribution and values of the natural products of the Province. Music, at least half a dozen songs (tonic sol-fa notation).

PREPARATORY.

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

Spelling.—Readers and prescribed Spelling Book, etc.

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

Writing and Drawing.—Copy Books. Drawing as in *Manual Training* No. 2 to end of Section V., with Drawing Book No. 6, Model and Object drawing with simple drawing from nature. Construction of angles and simple geometrical figures to scale and their measurement. The use of scales on T. C. Allen's Card Scale.

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

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

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

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

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

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

MIDDLE.

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

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

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

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

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

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

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

HIGHER.

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

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

Writing and Drawing.—Copy Books. Drawing as in *Manual Training* No. 2, to end of Section V. with Drawing Book No. 6, Model and Object drawing with simple drawing from nature. The construction and measurement of angles and mathematical figures. The use of scales on Allen's Card Scale.

Geography.—Introductory 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.—Common School Arithmetic, and 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 the 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, and description of "nature" observations.

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

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

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

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

SENIOR (at least two divisions).

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

Language.—Leading principles of Etymology, Syntax, &c., as in Grades VII. and VIII. Written and oral abstracts, narratives and description of "nature lesson" observations, &c., with attention to punctuation, paragraphing and form.

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

Geography—Text-book (introductory) 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—Common School Arithmetic, Parts II. and III., 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 the Introductory Science Primer.

FOR A COMMON SCHOOL WITH ONE TEACHER.

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

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

Language—Text book only in (a) and once a day or every other day, with written compositions in (a) and (b) as indicated in the other courses. 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 or twice a week to (c) and (b). Text-book twice a week for (a).

Arithmetic—Each class to receive attention twice a day as a class from the teacher; (d) a very few minutes at a time; (a) more time, which might vary with the difficulty of

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.

Two specimen time tables are given—one on this page and one on page 56, for such schools.

SUGGESTIVE TIME TABLES.

(DESIGNED TO AID INEXPERIENCED TEACHERS AND TRUSTEES)

There are two specimens given here for a rural school in which it is assumed there is only common school work to be done—the work of the first eight "Provincial Grades." The editor of the JOURNAL would be glad to have actual time tables of such or other schools which, by the test of experiment, prove themselves good to trustees, teacher and inspector. Very few schools are exactly alike, so that with the time table should be given the number of pupils in each "Provincial Grade."

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

TIME TABLE A.

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

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

NOTES ON TIME TABLE A.

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

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

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

Reading should combine, when there is time, spelling, definition of words, grammatical peculiarities, etc. and the meaning of the literature and useful ideas in it should always be made clear to the pupil. See *general directions*, 70 and 71.

Language—See *general directions*, 72. The "desk" work should require every day, if possible, the expression of the pupil's thoughts about something on which he can have clear ideas. To read a short story, or choice description once, to the class; giving all, say, exactly five or ten minutes to write rapidly their remembrance of it substantially, is a good exercise; especially if the errors are corrected before the class or otherwise shortly after. Or to give them an object or a picture to "write up" rapidly in a limited time. This will develop facility of composition. Some grammar and analysis, of course, will be necessary in order to enable the pupils to understand the reasons why some methods of expression are better than others.

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

High School Work.—Where work of this kind has to be done, those studying the high school subjects might aid the teacher with some of the classes so as to obtain time for the high school studies, which otherwise might cut down the time given each class too much.

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 memorizing of notes or facts merely stated to pupils is strictly forbidden under this head. Such memorizing is pure cram, injurious instead of being useful. The teacher may not have time to take up in class every object indicated in the Nature Lessons of the Course. In such cases the pupils should be given, say, two or three objects nearly related to the typical specimen examined in school with direction to search for them and examine them at home as illustrated in specimen class lesson. Without much expenditure of time the teacher can note that this work has been honestly attempted to be done by each pupil. 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. It is also the basis of any useful philosophy.

More stress has been laid on the natural history of each section than on elementary physics and chemistry. Not because physical phenomena are less important, but because the elements of these sciences are the same all the world over, and there is no end to the cheap and well illustrated guides to practical work in them which will suit a section in Nova Scotia as well as one in England or in the United States. But there are no such simple guides to the biology of each section, and many of its other scientific characters. The teacher must become a student and master them; for they are of the most special importance in developing the habits of accurate observations from childhood, which is the soundest basis for any career ranging from that of the poet and professional man to the tiller and lord of the soil, the tradesman, the manufacturer and the inventor; and, in developing in connection with history and civics an intelligent attachment even to the soil of our country.

NOTES AND SUGGESTIONS ON TIME TABLE B. FOR MISCELLANEOUS SCHOOL.

In grouping grades it may be found better to group differently; as II and III, IV and V, &c. In that case I. would be taken alone; also VIII. Or VII and VIII. may work well together, while VI. would be taken alone.

It would never be practicable to combine Grades I. and II. in reading, in such a way as to have both classes read the same lesson. A period may be set apart, as in the table, for the two classes. Then Grade I. is taken first, Grade II. meanwhile is set to study the lessons, or to copy it. At the close of lesson for Grade I., this grade is sent to copy lesson just read, while Grade II. reads. The proportion of time given to each grade (I. and II.) will vary on different days according to circumstances, such as slim attendance of one grade and full attendance of the other.

Deal similarly with other combinations as III. and IV. If they cannot read the same lesson profitably, take the lower grade first, then the other. In some cases the bad readers of the advanced grade should get additional practice by reading with the lower grade as well as with their own. Also clever pupils in the lower grade may be allowed to read both lessons, and in this way become prepared for transfer to the higher grade in advance of their class.

All classes are taken together in Arithmetic. That is, the time is not divided up among the classes, as shown in the time table. The teacher takes the different classes in such order and for such length of time as circumstances suggest.

Somewhat similar is the plan in English. While one class is reciting or receiving instruction, others have some kind of work as desk-work. The teacher may sometimes stop the desk-work of one or more classes temporarily and invite the attention of these classes to some point under discussion.

Spelling is to be combined with every lesson to some extent, especially with the reading lessons and the language lessons. Also at desk-work pupils are set to copy from books from the blackboard, to write names of objects, plurals of nouns, words exemplifying rules of spelling, &c.

HIGH SCHOOL CURRICULUM.

SPECIAL DIRECTIONS, YEAR ENDING JULY, 1899.

The subjects, number and value 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] *The Sir Roger De Coverley Papers* (35), and *Evangeline*, (T. C. Allen & Co.), with critical study, word analysis, prosody and recitations; [b] English Composition as in Dalglish's *Introductory*, or an equivalent in the hands of the teacher only, with essays, abstracts and general correspondence, so as to develop the power of fluent and correct expression in writing.

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

3. LATIN.—100: As in *Collar and Daviell*, 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 *Fasnacht's Progressive Course, First Year with Progressive Reader, First Year*, Sections 1 to 15 (MacMillan & Co.)

5. HISTORY AND GEOGRAPHY.—: [a] Text Book of British History up to the House of Tudor, and oral lessons on "How Canada is governed." [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; or *Spotton's*. Drawing of parts of plants.

7. DRAWING AND BOOK-KEEPING.—100: [a=20] Construction of geometrical figures and solution of mensuration and trigonometrical problems by mathematical instruments, and T. C. Allen's Card Scale. [b=30] High School Drawing Course, No. 1, with model and object drawing and *Manual Training*, No. 2, completed. [c=50] Commercial forms and writing with Single Entry Book-keeping problems

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 *Hall and Knight's Elementary Algebra* to end of Chapter XVI.

10. GEOMETRY.—100: Euclid I., with very easy exercises, as in *Hall and 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] Same subjects as in previous grade, but more advanced scholarship required. [Composition as in *Dalgleish's Advanced*, or an equivalent in the hands of the teacher only, with special attention to the development of readiness and accuracy in written narrative, description, exposition and general correspondence.

2. ENGLISH GRAMMAR.—100: Text Book (excepting "appendix") completed with exercises in parsing and analysis.

3. LATIN.—100: As in *Collar and Daniel*, 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 *Fasnacht's Progressive Course, second year*, with *Progressive Reader, first year*, selections 16 to 62.

6. GERMAN.—100: As in *Fasnacht's First Year* (MacMillan & Co.)

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

8. SCIENCE.—100: [a=70] Chemistry as in *Williams*, but with 25% of optional questions at examination. [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, but more advanced; *Faunce's Mechanical Drawing* recommended to teachers for "proper use of instruments" and problems. High School Drawing Course, No. 2, and model and object drawing, 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 *Hall and Knight's Elementary* to end of Chapter XXVII.

12. GEOMETRY.—100:—Euclid I., II., and III. to Prop 20, as in *Hall and Stevens*.

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

GRADE XI.

1. ENGLISH LITERATURE.—100: Authors prescribed from year to year, with critical study. [a=30] Milton's *L'Allegro. Il Penseroso. Comus and Lycidas* Macaulay's *Essay on Milton* [b=20] A general acquaintance with the prescribed literature of the previous grade as above.

2. ENGLISH GRAMMAR.—100: History of English Language and Text book completed with difficult exercises. [b] History of English Literature; as in *Meiklejohn*.

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

4. LATIN.—100: [a] *Cæsar's De Bell Gall.*, Books II. and III. and [b] *Virgil's Æneid*, Book III.; with grammatical and critical questions.

5. GREEK.—100: Grammar and easy composition based partly on author read and *Frost's Primer* completed.

6. GREEK.—*Xenophon's Anabasis*, Book II., with grammatical and critical questions.

7. FRENCH.—100: As in *Fasnacht's Progressive Course, Third Year*, with *Souvestre's Un Philosophe Sous les Toits* (MacMillan & Co.)

8. GERMAN.—100: As in *Fasnacht's Second Year* (MacMillan & Co.)

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 *Hall and Knight's Elementary Algebra*.

14. GEOMETRY.—100: Euclid I. to IV. with exercises, the more important definitions and algebraic demonstrations of Euclid V., and Euclid VI. (text) to Prop. 19, as in *Hall and Stevens*.

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 on 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. Chaucer's *Canterbury Tales: The Prologue* in detail (as in Skeat's Shilling Edition); with a general knowledge of the following *Tales*: 1. *Knight's*; 2. *Monk's*; 3. *Clerk's*; 4. *Squire's*; 5. *Man of Law's*; 6. *Pardoner's*, (any edition of the *Canterbury Tales*.)
2. ENGLISH LITERATURE.—100: *Stopford Brooke's Primer* (latest edition), with prescribed authors. Carlyle's *Essay on Burns*; Macaulay's *Essay on Milton*; Shakespeare's *The Merchant of Venice*.
3. BRITISH HISTORY.—100: As in *Green's Short History of the English People*, and *Clement's History of Canada*.
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

1. LATIN COMPOSITION.—100: Grammar as in *Bennett*, and Composition as in *Bradley's Arnold*, or equivalents. Latin translation at sight.
2. TACITUS.—100: *Agricola and Germania*.
3. CICERO.—100: *Pro Milone*.*
4. VERGIL.—100: *Aeneid*, Books V. and VI.
5. HORACE.—100: *Odes*. Books II and IV*
6. ROMAN HISTORY AND GEOGRAPHY.—100: As in *Liddell's*.
7. GREEK COMPOSITION.—100: Grammar as in *Goodwin* and Composition as in *Fletcher & Nicholson*, or equivalents. Greek translation at sight.
8. XENOPHON.—100: *Hellenica* Books I. and II. (Clarendon Press.)
9. PLATO.—100: *The Apology and Crito*.*
10. SOPHOCLES.—100: *Ajax*.
11. GREEK HISTORY AND GEOGRAPHY.—100: As in *Smith's*.

(C.) IMPERATIVE FOR SCIENTIFIC SIDE.

1. PHYSICS.—100: As in *Gage's Principles of Physics*.
2. CHEMISTRY.—100: As in *Storer & Lindsay's Elementary*.
3. BOTANY.—100: As in *The Essentials of Botany* by Bessey (Henry Holt & Co., New York, latest edition) with a practical knowledge of representative species of the Nova Scotia 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 *Norie's Epitome*.
8. TRIGONOMETRY.—100: *Locke's Elementary Trigonometry*
9. ALGEBRA.—100: As in *Hall & Knight's Higher Algebra*, omitting "*" paragraphs and chapters xxvii to xxxi

* For 1900, CICERO.—Against Catiline. I. to IV.

" " HORACE.—Satires, Books I., omitting the 2nd and 8th Satires. and Book II.

" " TRUCYDIDES.—Book VII.

10. GEOMETRY.—100: *Euclid*, particularly *VI. & XI.*, as in *Hall and Stevens*, with exercises. "Loci and their Equations," as in Chapter I *Wentworth's Elements of Analytic Geometry*.

(D) OPTIONAL FOR EITHER SIDE.

1. FRENCH GRAMMAR AND COMPOSITION.—100.
2. FRENCH AUTHORS.—100: Voltaire's *Charles XII.*, and Corneille's *Horace*.
3. GERMAN GRAMMAR AND COMPOSITION.—100: As in *Joynes-Meissner* or equivalent.
4. GERMAN AUTHORS.—100: *Wildenbruch's Kinderthränen*. (*Freund & Jeckell*, Berlin); *Schiller's Der Nefze als Onkel*, and *Fritz auf Ferien* by *Babette Von Bülow*.

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.

No paper should fall below 25 (see Reg. J.—10.)

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

GRADE "A" BY PARTIAL EXAMINATIONS.

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

UNIVERSITY MATRICULATION.

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

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 AND PRICES.

COMMON SCHOOLS.

Royal Readers, Primer and Nos. 1 to 5. (Thomas Nelson and Sons, Edinburgh and London). [3 cts., 10 cts., 17 cts., 30 cts., 45 cts., and 60 cts respectively]. In French sections, French-English Royal Readers, Primer to No. 3, [8 cts., 20 cts., 30 cts., 45 cts. respectively]. *Les Grandes Inventions Modernes* par Louis Figuier, 50 cts.
 Spelling Book superseded—*English Edition*. (Sullivan Bros.) 25 cts.
 Health Readers, Nos. 1 and 2. (T. C. Allen & Co., Halifax). 20 and 30 cts.
 Introductory Science Primer—Huxley; Chemistry Primer—Roscoe. (MacMillan & Co., London). 30 cents each.
 Calkin's Introductory Geography. (A. & W. Mackinlay, Halifax). 60 cents.
 Calkin's History of British America. (A. & W. Mackinlay, Halifax). 45 cents.
 Brief History of England. (Thomas Nelson & Sons, Edinburgh). 17 cents.
 *English Grammar. (A. & W. Mackinlay, Halifax). 30 cents. (Grammaire Francaise Elementaire, for the use of teachers in French sections) 30 cents
 Common School Arithmetic. (Allen & Co., Halifax). 15 cents each part; 40 cents three parts bound in one.
 National and Vacation Songs, (Grafton & Sons, Montreal). 8 cents. Young Voices, (Curwen, London), 5 cents.
 Writing Copy Books—*Vertical*: as in Jackson's New Style [5 cents each]. *Sloping*: Royal, [8 cents each].
 [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). 15 cents and 25 cents each.
 Or Public School Drawing Course, (Canada Pub. Co., Toronto), 5 cents each.
 (Those marked with an asterisk * are also used in High School grades).

HIGH SCHOOL GRADES.

Royal Reader, No. 6, 75 cents
 Martin's "The Human Body and the effects of Narcotics," (Henry Holt & Co., New York) \$1.65.
 Calkin's Geography of the World, (Mackinlay). \$1.25.
 Outlines of British History (Thomas Nelson & Sons, Edinburgh). 45 cents.
 Hall & Stevens' Euclid, [I., 25 cents, I. to IV., 55 cents, I. to XI., 80 cents].
 Hall & Knight's *Elementary Algebra*. 75 cents.
 NOTE—The character of the High School work in its various subjects is further indicated by the books referred to in the High School Course of Study.

MAPS, CHARTS AND APPARATUS.

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

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

The "Standard Dictionary" (Funk & Wagnalls: New York, London and Toronto), is a good one for schools which can afford it.

Trustees are hereby authorized in the meantime to procure the "School Equipment," described as necessary in the Manual of the School Law, 1895, pages xv. and xvi. (F. [7], a, b, c, d, e, f and Reg. 1), from any makers or publishers satisfactory to themselves and the Inspector.

RECOMMENDED FOR THE USE OF TEACHERS.

The Educational Review for the Atlantic Provinces of Canada. (Important on account of its references to local and current educational progress, and for urgent or special official notices to teachers between the semi-annual issues of this JOURNAL. Therefore it is also recommended to all Boards of School Trustees. \$1.00 per annum.

Notes on Education, by Principal J. B. Calkin.

The Tonic Sol-fa Music Reader.

How Canada is Governed, by Dr. J. G. Bourinot, C. M. G.

History of Canada, by Roberts.

Educational Reformers, by Quick (Appleton & Co.).

Williams' Composition and Rhetoric, (Heath & Co.).

Keeler & Davis' Studies in English Composition, (Allyn & Bacon).

[This latter is specially adapted for the direction of the teacher in composition teaching in Grades VIII. and IX., but is useful in all grades in the hands of the teacher only].

High School Botanical Note Book, Parts I. and II., for the Provincial Examinations, Ontario, paper, 150 pp., 7 x 10 inches. 50 cents each. (W. J. Gage & Co.)

NATURE LESSONS.

Britain's "Nature Lessons" (New Brunswick); *Payne's "100 lessons in Nature Study around my School"* (Killogg, New York); *Object Lessons* for Standards I., II., and III., (England) by Garlick and Dexter (Longmans, Green & Co.).

New Work Knitting and Cutting Out, by Elizabeth Rosevear, (MacMillan & Co.) Pages, 136. 5 x 7 inches.

Handbook of Household Management and Cookery, by Tegetmeier (MacMillan & Co.) Pages, 132. 4 x 6 inches.

Public School Agriculture (Ontario). Pages, 250. 4 by 6½ inches.

The Soil, by F. H. King. Pages XV. + 303 (Macmillan & Co.)

The Fertility of the Land, by Isaac Phillips Roberts. Pages XVII. + 415. (MacMillan & Co.)

The Principles of Fruit Growing, by L. H. Bailey. Pages XI. + 508. (MacMillan & Co.)

Milk and its Products, by Henry H. Wing. Pages XIII. + 280. MacMillan & Co.)

School Hygiene, by W. Jenkinson Abel, 53 pages, 5 x 7 inches; (Longmans, Green & Co.); or *Primer of Hygiene*, by Ernest S. Reynolds, 164 pages, 4 x 6 inches; (MacMillan & Co.).

ELEMENTARY AIDS TO STUDY OF NATURAL SCIENCE.

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

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

Illustrated Guide Books to facilitate the study of Natural History; 1, Trees; 2, Ferns; 3, Butterflies; 4, Beetles; 5, Moths; 6, Fresh Water Fish; 7, Frogs and Snakes. Each oblong, paper, 6 x 8 inches, 50 cents. (Bradlee Whidden, 18 Arch St., Boston).

Entomology for Beginners, by Packard, pp. 367, 5 x 7 inches, (Henry Holt, New York).

Practical Methods in Microscopy, by Clark, pp. 216, 5 x 7 inches, (D. C. Heath & Co., Boston).

Practical Botany for Beginners, by Bower [histology of type plants, with microscope and reagents]. (MacMillan & Co.) Pages 275; 5 x 7 inches.

High School Botany, (Ontario, Spotton s). Latest edition.

AN ACT TO AMEND CHAPTER 1, ACTS OF 1895, "OF PUBLIC INSTRUCTION."

(Passed 11th day of March, 1895).

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

1. Chapter 1 of the Acts of 1895, Section 7, is hereby amended by adding thereto the following as sub-section 4:

"4. To annex to any incorporated town for school purposes territory lying beyond the limits of the said town and not forming part of any other school section. Any action taken by any board of district commissioners of schools in this respect, previous to the enactment of this amendment, is hereby legalized and confirmed."

2. Chapter 1 of the Acts of 1895, Section 44, is hereby amended, by inserting the words "and amending Acts" after the words "of 1895," in the thirty-third line.

THE SUMMER SCHOOL OF SCIENCE FOR THE ATLANTIC PROVINCES
OF CANADA,

will meet this year at MONCTON, NEW BRUNSWICK. from the 7th to the 22nd of July.

President:—G. J. OULTON, M. A., Principal High School, Moncton, N. B.

Secretary:—J. D. SEAMAN, Principal Prince St. School, Charlottetown, P. E. I.

From whom calendars can be had.

THE THIRD CONVENTION
OF THE
DOMINION EDUCATIONAL ASSOCIATION

WILL BE HELD IN THE

City of Halifax, Nova Scotia, from the 2nd to the 5th of August, 1898.

Membership fee, One Dollar. Teachers from Nova Scotia having certificates of attendance will be allowed one week additional holidays during the year when mutually agreeable to teachers and trustees without the loss of grants according to the general Regulations. It is probable similar arrangements may be made in the other Provinces. Application will be made for reduced rates of travel for members, the details of which, together with the programmes of papers and discussions in the different sections, will be published as soon as possible.

The first convention of the Association was held in Montreal, 1892; the second in Toronto, 1895; both under the presidency of the Hon. Dr. G. W. Ross, Minister of Education for Ontario.

The following are the officers elect for the Halifax Convention of 1898:

President:—A. H. MACKAY, LL. D., Superintendent of Education, Nova Scotia.

Vice-Presidents:—HON. COL. JAMES BAKER, Minister of Education, British Columbia.

D. H. GOGGIN, ESQ., M. A., Regina.

HON. CLIFFORD SIFTON, Winnipeg.

JOHN MILLAR, ESQ., B. A., Deputy Minister of Education, Ontario.

J. M. HARPER, LL. D., Inspector of High Schools, Quebec.

J. B. HALL, PH. D., Provincial Normal School, Nova Scotia.

J. B. INCH, LL. D., Chief Superintendent of Education, New Brunswick.

D. J. McLEOD, ESQ., Chief Superintendent of Education, P. E. Island.

Secretary:—ALEXANDER MCKAY, ESQ., Supervisor of the Public Schools of Halifax.

Treasurer:—G. W. PARMELEE, ESQ., B. A., Secretary, Education Department, Province of Quebec.

Directors:—REV. DR. ADAMS, Principal Bishop's College, Lennoxville, Quebec.

DR. JOHN A. MCCABE, Principal Normal School, Ottawa.

Inspector J. W. MCOUAT, B. A., Lachute, Quebec.

Inspector J. L. HUGHES, Toronto, Ontario.

GEO. U. HAY, M. A., PH. B., St. John, New Brunswick.

DR. JAMES A. McLELLAN, Principal Ontario Normal College.

DR. ALEXANDER ANDERSON, Principal Prince of Wales College, P. E. Island.

HON. DR. G. W. ROSS, Minister of Education for Ontario, and past President of the Association, Honorary Member.

As this meeting of the Dominion Educational Association takes the places of the Nova Scotia Provincial Educational Association, a large attendance is expected from this Province.

As it also takes the place of the Interprovincial Educational Convention of the Atlantic Provinces, the first of which was held in St. John, a large attendance from these Provinces can be expected.

As this season of the year at the seaside combined with the cheap rates of travel expected to be secured, will make the occasion specially attractive to visitors from the central and western Provinces of the Dominion, one of the greatest gatherings of the Educationists of Canada may reasonably be expected.



JOURNAL OF EDUCATION.

APRIL, 1898.

OFFICIAL NOTICES.

The full number of legal teaching days in the half year ended 4th February, was 107; in the second half year, ending Friday, 8th July next, there will be 108 days, unless a provincial holiday be proclaimed by the Lieutenant-Governor. Total days for year, 215.

CALENDAR, SUMMER, 1898.

- April 8. Good Friday.
- “ 25. Fourth Quarter begins.
- May 6. Arbor Day (if trustees have appointed no other date).
- “ 24. Holiday. Last day of application to Inspectors for Prov. Exams.
- June 1. Inspectors' report on applications for Prov. Exam. to Education Office.
- “ 27. Annual Meeting of School Sections.
- “ 30. Provincial Normal School closes.
- July 4. Grade A and County Acad. Ent. Exam. begin.
- “ 4. Last day for reception at Inspector's Office of minutes of Annual Meeting of School Sections.
- “ 6. Grades B, C, and D, Examinations begin.
- “ 8. Public Schools close for mid-summer holidays.
- “ 9. M. P. Q. Examination.
- “ 16. Last day for reception of School Returns at Inspector's Office.
- “ 23. Last day for reception of Inspectors' sheets at Education Office.
- Aug. 22. Public Schools open. First Monday of the First Quarter of school year.
- Oct. 19. Provincial Normal School opens at Truro.
- Nov. 7. First Monday of Second Quarter.

JOURNAL OF EDUCATION.

DISTRICT SCHOOL COMMISSIONERS.

(Appointed 9th March, 1898.)

- North Inverness* : . . . Alexander McLellan, Esq., Upper Margaree.
 D. D. McLellan, Esq., Glenville.
 Rev. A. E. Mounbourquette, P. P., Margaree.
- Victoria* : J. A. McIver, Esqr., Little Narrows.
- Cape Breton* : Rev. R. McNeil, Grand Mira.
 Rev. C. W. McDonald, Bridgeport.
 Rev. Neil MacDonald, Big Pond.
 Rev. J. A. MacGlashen, Bridgeport.
- Richmond* : Rev. John Fraser, St. Peters.
- Guysboro* : Rev. W. I. Croft, Guysboro.
- Stirling* : John McGeorge, Esqr., New Annan.
- Queens (South)* : . . . John F. Seldon, Esqr., Liverpool.
 Isaac V. Dexter, Esqr., "
- Queens (North)* : . . . Zenas Waterman Freeman, Esq., Kempt.
 Primrose Smith, Esq., South Brookfield.
- Argyle* : Rev. L. E. Duchesneau, Pubnico.
- Kings* : Cyrus Ells, Esqr., Port Williams.

(Appointed 16th March, 1898.)

- Cape Breton* : Rev. Roderick McInnis, Reserve Mines.
 Rev. Duncan P. McDonald, Port Morien.
 Rev. T. C. Jack, North Sydney.

DATES OF MEETINGS OF BOARDS OF DISTRICT SCHOOL COMMISSIONERS.

Cape Breton June 8th.	Halifax, Shore April 20th.
*Richmond July 14th.	West Hants May 13th.
S. Inverness June 7th.	East Hants June 15th.
N. Inverness June 14th.	Kings May 10th.
Victoria June 21st.	Annapolis, East May 18th.
Antigonish May 31st.	Annapolis, West May 17th.
Guysboro June 14th.	Digby May 23rd.
St. Mary's June 28th.	Clare May 25th.
N. Pictou June 13th.	Shelburne April 26th.
S. Pictou June 14th.	Barrington June 11th.
S. Colchester June 6th.	Argyle May 26th.
W. Colchester April 12th.	Yarmouth Aug. 18th.
Stirling April 26th.	†Lun. & New Dublin. May 6th.
Parrsboro May 10th.	North Queens May 12th.
Cumberland May 25th.	Chester June 4th.
Halifax, West May 12th.	South Queens June 11th.
Halifax, Rural April 27th.	

* At St. Peters.

† At Bridgewater.

CORRECTIONS.

JOURNAL, 1897, October, page 47, 1st column, 28th line should read Pearl Whitfield Durkee, 551 B, instead of Herbert Parker, 551 B.

JOURNAL, 1897, October, page 48, 2nd column: Between the 63rd and 64th lines insert the words and figures, Fannie McNutt, 583 D.

JOURNAL, 1897, October, page 50, 2nd column: Between the 30th and 31st lines insert the words and figures, Willietta Maud Curll, 407 C, instead of the same words and figures in the 36th line.

JOURNAL, 1897, October, page 51, 2nd column, 11th line, should read: Margaret Cruikshank, 454 B, instead of Edith Jessie McVicar, 454 B.

JOURNAL, 1897, October, page 72, No. 151, Margaret McKay, should be Margaret McRae.

JOURNAL, 1897, October, page 100, 2nd column, 39th line, should read *Coady, John J., 92 days, \$29.12, instead of *Coady, John J., 106 days, \$33.55.

NOTES AND COMMENTS.

Read what appear to be the old standing Regulations and comments etc, in this JOURNAL. One word changed sometimes makes a great difference in the law.

The Teachers' "pass" will be 33 per cent. on each "imperative" in the course, after the 31st of December next.

The High School "pass" of 25 per cent. is not affected by this change, and the examination remains at the standard attained last year.

Entrance into the Normal School is on the High School "pass" as hitherto. Scholarship defects (marks under 33) if demonstrated to the faculty to be remedied, will not prevent the issue of the Normal diploma to the candidates concerned.

Government Night Schools should not be petitioned for by sections which have only their native population to benefit from them. Elementary education should have been given previously to all when of school age. The object of the Government Night School Act is to supply provincial aid to a section which finds itself burdened with numbers of uneducated young men from abroad, drawn thither by industries which do not increase the assessable property in the section in proportion to the number requiring elementary education.

The Evening School regulations have therefore been modified to enable those who have hitherto been applying unsuccessfully for Government Night Schools, to obtain Evening Schools more conveniently than before. An *Evening School* is a public school under the direction of the trustees of the section exactly as the day schools are. The trustees will not be likely to organize one unless the community is desirous of having such a school; while it was a common thing to see long lists

of names to a petition for a Government Night School followed by a beggarly attendance afterwards. This seemed to suggest that communities might be found quite ready to petition the government to spend money in the section, even when they would not take the trouble of attending the school. As the Educational Estimates already nearly touch one quarter of a million, it must be evident to all that no money should be spent in this manner without the clearest evidence for justification.

Permissive Licenses cease from the 31st day of July next. Class D (provisional) is the only temporary license henceforward to be granted.

As this intimation was foreshadowed for some years, and definitely announced in 1897, it is hoped that trustees will be prepared to engage teachers in good time,—before the beginning of the school year in fact.

In most of the Counties of the Province Inspectors have been able to abolish the system already. Although there are greater difficulties to be overcome at present in some places than in others, the difference in the majority of cases is mostly due to the firm and tactful influence which these Inspectors have had for a number of years over every part of their districts.

Sections without School shall henceforward be reported to the Education Department by Inspectors in very full detail, with the estimated causes. The following schedule for each District shall be filled in:

1, District; 2, No.; 3, Name; 4, Length and breadth of Section; 5, Character of land and environment; 6, Valuation; 7, Total population; 8, School population (5 to 15 years); 9, What kind of School-house?; 10, How long without School?; 11, Causes?; 12, Suggestions.

Provincial Examination Stations are given on page 35, Reg. 3, with the exception of *St. Peters, Richmond Co.*, which was omitted inadvertently.

It should be noticed that the Grade A stations are reduced to *eight* local centres; Sydney, Antigonish, Pictou, Amherst, Truro, Halifax, Kentville and Yarmouth.

The B, C and D Examinations commence on Wednesday at the 42 stations. With the increase of stations comes the necessity of increased effort for economy in cost.

PROVINCIAL EXAMINATIONS NOTES.

See pages 148 to 152 last October JOURNAL.

CORRESPONDENCE.

Teachers, Trustees and Candidates for examination should never write the Inspectors or Education office on any point without first making a proper endeavor to obtain the information sought from the *Manual* and the *Journal*. There is too much time absorbed in answering unnecessary correspondence; so much, often, as to interfere with the discharge of more important duties in the best manner.

CLASS A SCHOOLS.

Inspectors are cautioned to recommend no "A" schools for the "A" grant, no matter how many high school pupils are in attendance, if the equipment is not completely up to the highest standard specified in Regulation I. "School Accommodations." See pages x. to xvi. of the Manual; [7] *a, b, c, d, e* and *f* particularly.

THE TRUSTEES,

through their Secretary, or otherwise, should never engage a teacher without seeing the License bearing the seal of the Council of Public Instruction. High School Certificates, M. P. Q. Certificates, or even Normal School Diplomas, do not qualify persons to teach a public school. The License alone does that, and without a License no county moneys can be paid to the trustees and no Provincial grant to the teacher. The other certificates are, of course, useful in demonstrating the scholarship or other qualifications of teachers, and trustees would do well in considering them in addition to the necessary License.

There were two or three stupid blunders made last term by parties who had the full qualifications for a License, except their knowledge of the Law that there can be no public school without a License.

DOMINION EDUCATIONAL ASSOCIATION.

Teachers may like to know why a week in the midst of vacation, August 2nd to 5th, was selected as the time of meeting. The reason is one with which the teachers of the Atlantic Provinces will sympathize. At the last Convention, which met in Toronto in April, 1895, it was strongly re-resented that the first week of August was the time which would best suit the Province of Ontario. Although it will break into the middle of our vacation, there will not be, we venture to say, a single teacher in these Provinces who takes an interest and pride in his profession, who will not be glad of the occasion to waive his preference in order to welcome his fellows from the great central and western provinces of the Dominion.

Never before have so many of the provinces of Canada shown approval of and promised support to this great interprovincial conference so readily. Manitoba, from the far west, promptly pledged its contribution, and British Columbia, from beyond, not only pledged but sent its cheque in advance. Such enthusiasm flashing so spontaneously from the extreme west to the extreme east across a continent of provinces, is a hopeful indication of the growing solidarity of our extensive Dominion.

The Secretary reports with regret that the programme, on account of the loss of time through correspondence, is not yet complete enough for publication.

The Railway lines generally will grant free returns. Still more advantageous terms are expected for great distance travel.

The Province of New Brunswick as well as of Nova Scotia, has arranged to accept certificates of attendance as the equivalent of one week of School, when attached to "returns" according to regulations.

As this Association meets only once in three years, it will be a long time before it is likely to meet on the edge of the Atlantic again. So we extend a hearty welcome to the 20,000 teachers of Canada.

THE BLIND, AND DEAF AND DUMB.

One of our Inspectors drafted the following circular with reference to the duty of teachers to personally satisfy themselves as to the presence of any in the school section with eye-sight so defective as not to be able to attend the ordinary school with advantage.

"In the 'Annual Report' of the Halifax School for the Blind, page 6, appears the following paragraph :

In the census returns of Canada for 1891, the number of blind persons in Nova Scotia under 19 years of age is given as 49, but as there are now in the School from this Province 53 boys and girls between the ages of 6 and 19, it is evident that these returns are far from accurate. The inaccuracy is probably due to the enumerators only registering as blind persons those who are totally deprived of sight, and not taking into account as blind those whose sight is so defective that they cannot see to read ordinary print.

In our semi-annual and annual returns, as well as on page 9 of our registers, we have col. 55 which should be, practically, an infallible means of obtaining this information, and still there is reason to doubt that the figures (or 0's) there furnished are always reliable. It should be no trouble for any teacher to find out to a certainty, in the course of a half term, whether there are in the section any persons afflicted in the manners indicated by the question; and even if it did involve some little trouble, surely no teacher would begrudge so trifling a service to the most sorely afflicted of the human family.

In order, then, that we may have positive assurance that this item of the register has received particular attention as far as this district is concerned, I would request each teacher to make the following note in the blank space under cols. 45 to 64 in the next annual returns: 'Col. 55 personally attended to.'

What is so well said above for the School for the Blind may be repeated for the Institution for the Deaf and Dumb. No teacher worthy of holding a License can so far neglect his or her duty and the promptings of the ordinary sentiments of humanity, as not to make a thorough personal enquiry for such young people, who are sometimes nearly hidden from public view by parents who do not know that philanthropists, aided by the Province, have provided a *free school* for them, far superior in its equipments to the best ordinary schools in any part of the Province.

While for a few years receiving the best special training which can be given to children in any institution in the world, they will also be living in comparative luxury in the well-appointed, warmed, ventilated and regulated apartments in these two splendid modern buildings.

Still if parents do not know that these advantages are within their reach, such children will probably live miserable, ignorant, and useless lives, being a burden to themselves and others in unhappy homes.

On the other hand, by sending such children to these institutions, they may become intelligent, happy, and able to earn a living for themselves, if not for others. As the Province devotes annually to these institutions very large sums to make them of the highest efficiency, it would be too bad that any blind or deaf boys or girls should be left to their fate in everlasting darkness and helplessness.

In addition to the accurate filling in of the numbers in the register, the teacher should *promptly* send the name and address of all they discover to the Inspector.

The Inspector will as promptly report them to

C. F. Fraser, Esq., Superintendent of the School for the Blind Halifax, or to

James Fearon, Esq., Principal of the Deaf and Dumb Institution, Halifax.

COMPULSORY ATTENDANCE.

This is a question which should receive the fullest consideration at the Annual Meetings. The following extract is made from the last Education Report, in order to put the matter in another form before the people of the country.

The same question is agitating the people of England; and the report of the speech of Sir John Gorst will therefore be of very special interest to every man in this province who has been thinking on the question of Compulsory Attendance.

I.—IN NOVA SCOTIA.

The reports of the Inspectors are to be found in Appendix B, beginning at page 57. They contain a summary of some of the more important matters engaging their attention during the year. To their testimony, to the practical failure of the present compulsory attendance law to accomplish striking results, I shall alone call attention at this time. The law has been adopted by a large number of sections; but there appears to be great reluctance on the part of trustees to proceed to fine parties for the non-attendance of their children. In Halifax and Dartmouth the law has had a marked effect, because business men who knew how to act put the law into operation. Supervisor Miller, of the Dartmouth schools, says in his report published in the public press:—

“It will be seen that while the registration increased only 14 pupils during the year, the attendance increased nearly 19,000 days.

“The increase of attendance over that of registration is due to the unremitting attention of the Truant Officers in looking after delinquents when reported absent from school.

“The average daily attendance was 860, against 743.4 for 1896.

“The percentage of pupils daily present was 75 per cent., against 73 per cent. for 1896.

“I beg again to call attention to the great necessity for ‘parental schools.’

“It is quite impossible to carry out the provisions of the compulsory school attendance law without such schools. Many of the very boys, to whom an ordinary education would be invaluable, are not reached by the public schools and cannot be reached. They are on the streets day and night—until late. No one seems to have any control over them. All that we could do, under present conditions, would be to have them sent to jail. That would not help them at all.

It is, on the contrary, to keep them from going there that they should be trained and taught, at least, in the common branches. When so many efforts are being put forth for the improvement of humanity, it is difficult to believe that we shall have to wait much longer for this necessary reform."

The "parental school" is felt also by Halifax to be a desirable, if not necessary adjunct of a compulsory system. And if it is ever to become a generally enforced law, many other localities will feel the need of such a provincial institution.

Through the JOURNAL OF EDUCATION, which goes to every Board of School Trustees in the Province, I proposed a modification of our present law, and asked for the opinions of trustees on the matter. I received but one communication, which was not in favor of the usefulness of the present system. The advantage of the modification, to which reference has been made, appears to be in giving the trustees the power to exempt parents or guardians from fines accruing under the general laws of the province, providing an appeal to the Board of Trustees before the 31st of July, should be made with evidence of inability to clothe children, or to send them on account of health, or of their attending a private school, etc. The ordinary Board of Trustees has a great deal of inertia. It cannot now move to fine those violating the law. The inertia in this case is against the enforcement. If the board showed as much inertia under the proposed conditions—in remitting fines—this inertia would work for enforcement. At least, the latter function would not be so unpleasant as the former.

I sketch the principle of the proposed law here :—

1. The names and ages of all pupils in the section and their parents and guardians should be enrolled in the register. The register is already prepared for it.

2. At the end of the year the teacher, in the usual manner, should sum the attendance of each pupil in one column, and the days lost in another, as at present.

3. The secretary of the trustees should take the number of days lost by the children of each family, call them cents, and as such add them to the poll-tax to be collected after the first of August.

4. At different times of the year, and finally, on the close of the school about the first week of July, parents should be notified of the amount of days of absence made by their children.

5. During the last week in July the Board of Trustees would sit for a day or more to hear appeals against the "absentee" tax; and if the reasons were sufficient, the tax might be remitted in whole or in part. If no appeal should be made before the 31st July, the secretary should simply collect the absentee tax with the poll and rate tax.

The maximum tax for the absence of one child without excuse for a whole year would be only about \$2.00. But the knowledge that "each day's absence will increase my tax" should help to make some people thoughtful. It would tend to constant regularity, whereas the present system is satisfied with a minimum attendance, which allows of much injurious irregularity.

Then, again, there would be a fairness in the "absentee" tax; for the section loses about a cent from the county fund for each absence, so that the tax would be merely a refund to the section of what it lost by the child's absence, and what the section is at present forced to pay for each day's absence. These notes are made to call attention to the plan, with the view of learning whether it would be likely to be an improvement.

II.—IN ENGLAND.

I quote the following to show the views of the Lords of the Committee of Council on Education in England, as expressed by the Vice-President of the Council, at Longton, North Staffordshire, November, 1897. Nova

Scotians are in this respect very much like Englishmen ; but the Englishmen are a little in advance :

“ Sir John Gorst, who was loudly cheered, said the cost of the schools of this country was mainly provided from three sources. The rates contributed in round numbers £4,000,000 sterling, the voluntary contributions amounted to £1,000,000, and the taxes to no less than £7,000,000. He wanted to show how this great provision—as far as money was concerned, liberal enough—was thrown away. The buildings were there ; excellent teachers were in them ; apparatus, if not always quite satisfactory, was at any rate extremely good. But where were the children ? It was a fact that in this country on an average, out of five children who ought to be at school, there were only four there, and when it was remembered that there were places like Longton, where the attendance was excellent, it would be seen that there must be many districts where it was very bad to bring the general average so low as 81 per cent. If parents all over the country were really alive to the true interests of their children, regularity of attendance at school would not need any law to enforce it. But there was a law. The nation at large, having provided schools and teachers, had a right to require the children's attendance. Only three excuses for non-attendance were allowed. The first was that a child was being satisfactorily taught elsewhere, the second was sickness, and the third was that no school existed within a distance—usually put at two miles—which the child could conveniently attend. But although this law existed, it was very imperfectly enforced. In many places where education was most wanted justices who were supposed to administer the law very frequently refused to convict and impose the fines which the law prescribed ; and in many districts, particularly in rural districts, the attendance officers appointed ostensibly to see the law carried out, were appointed really to take care that the law should be violated with impunity. (Laughter.) He could produce numerous cases, particularly in country parishes, where the members of the School Boards themselves were the greatest violators of the law, and where the attendance officer knew very well that he only held place on condition that he should not put the law in force. (Renewed laughter.) It was irregularity of attendance which most kept down the efficiency of a school, and caused waste in the provision made by the public for education. What was done in this matter abroad ? We could not have a better example than Switzerland, a republic of workers which for its size exported more manufactures than any country in Europe. What did its government, which was purely democratic, and carried on for the benefit of the workers, do about education ? If a boy or a girl did not arrive at school on any particular day, the parent next morning got notice from a public authority that he had been fined so many francs. (Laughter.) If he did not send the child to school the second day, he was fined an increased amount, till by the time the child had been absent two or three days, the parent had really a serious sum to pay. The consequence was that in Switzerland the children have often long distances to go to school, and would laugh at our prohibitory two miles ; they seldom absented themselves at all. The Board law of Great Britain, that a child should attend between the ages of five and fourteen years, was an excellent law, but that law was made of none effect by the exemptions, which were extremely intricate and puzzling. Up to the age of eleven years all was plain, but after the age of eleven there were two distinct doors open by which a child could escape school. First of all, the child could become a half-timer, and go to work in factory or workshop, on condition of attending school for half the day. Sometimes the standard was fixed by local by-laws for this exemption from attendance for half the day, but these local by-laws presented the most extraordinary variety, making the standard anything from the first to the fifth. There were 91 parishes which made the standard for partial exemption the first standard—(laughter)—there were 1,513 parishes and 28 municipal boroughs which made the second standard the standard of partial

exemption, and these represented no less than 2,650,000 of population. Then children might, at any time after passing eleven years of age, pass a standard of total exemption, and bid good-bye to school for ever. This standard varied from the third to the seventh. There were seven parishes in England where the standard of total exemption was only the third standard; there were 9,303 parishes and 60 boroughs in which it was the fourth. Indeed, it was a credit to the parents of this country that so many of them kept their children at school, with all these temptations to take them away. When they got to the age of thirteen, these local by-laws ceased to operate, and the child could escape from school by obtaining what was called "the dunce's certificate," showing that for five years he had made 250 out of 420 attendances in each year, continuing both mornings and afternoons; or the child could still be employed in a factory or workshop until he or she obtained the local exemption certificate which was established by local by-laws, or until standard four was passed. The effect of all this was, if we counted the children at school in their ninth year, we should find 600,000; at ten and eleven years there was about the same numbers; but after the eleventh year a serious leakage began. That was the effect of our law of exemption. It was not to the interests of the workers of this country as a class that this child labor should go on. (Cheers.) Facilities for child labor lowered the wages of adults, and premature taking away of children from school increased the number of unskilled workers, who were so difficult a problem at present to deal with, and whose existence was so injurious to the class of workers at large. There was another injury which this system inflicted on the workers of the country. It rendered very hopeless all attempts at social reform. No government and no parliament could withstand anything like a unanimous demand for improvement in the direction he had indicated. Unless we intended the English people to become the hewers of wood and the drawers of water for the world, we must make them as well prepared for the work they had to do, as were foreign workmen. (Cheers.)

(From the last Education Report.)

THE INDUSTRIAL SCIENCES IN THE COMMON SCHOOL.

I.—IN NOVA SCOTIA.

On page 45 (appendix A.), will be found a short report of the Provincial Normal School for the year, and on page 53, of the Provincial School of Agriculture. I have already referred to the increasing effectiveness of their work. As I devoted considerable space to these institutions in my previous report, and endeavored to concentrate attention on the advantages of developing the industrial sentiment in the common school, which, while stimulating industrial development and enterprise, would also lay the best kind of foundation for the higher education of the future professional individuals, I shall now merely call attention to what they think and say in England.

In my last report I called attention to the Manual Training in wood-work, in chemistry and physics, as well as drawing, etc., in the Normal School. I pointed out that the School of Agriculture was utilized also in giving practical science training to every teacher attending the Normal School. Botany and elementary zoology are practically taught as well as chemistry, and some of its applications. There are lessons on the farm, on the orchard, on the garden (small fruits). Butter is made,

cheese is made, grafting demonstrated, etc.; so that the teacher may have a practical knowledge in the conducting of object or nature lessons, which will enable applications to be made of scientific facts observed and demonstrated by the pupils. Teachers are recommended to stimulate the improvement of school grounds, and the formation of school gardens. Cookery, although not experimentally taught at Truro, comes in as the application of demonstrated principles in physics, chemistry and physiology. Halifax is yet the only school section which has a real and well equipped school of cookery, and we can expect such only in large centres of population.

II.—IN ENGLAND.

For comparisons with the position taken and discussed in detail in my report of last year, I quote in full a few paragraphs from the Report of the Committee of Council on Education (England and Wales), 1896-7, which has just been received :

Manual Training.

"The movement for the introduction of manual training into all classes of schools, as a corrective to an excess of book-work, seems to be gaining strength in this, as in other countries. It is felt that the exercise of hand and eye, as well as of the memory and the powers of verbal expression, is necessary to true education. It appears to be true that the process of growth in a child's mind is furthered by manual training, and that the latter promotes the attainment of power and accuracy in other studies. These considerations point to a closer correlation between manual training and the other subjects of school curriculum, the former being rightly regarded as an integral part of school training, and not as an optional or disconnected appendix to it. In this wider sense the training of hand and eye finds a place in the kindergarten as well as in schools for older scholars, but in the latter case it naturally takes other forms. Varied occupations in the former class of schools and in the latter, brushwork, clay modelling (with special reference to lessons in history and natural science) and cardboard work, have all been found useful in stimulating the activity and developing the inventive powers of the children. But in the case of the schools for older scholars there is some danger, lest manual training should be advocated and introduced, less for the purpose of cultivating the general powers of the child, than from a mistaken desire to impart premature dexterity in some particular craft or home employment. It is happily the case that manual training, wisely planned, does carry with it the incidental advantage of enabling the scholar to acquire useful skill, which will increase the comfort and economy of home life. Yet it is not on this side of the matter, important as it is, but on the educational value of the training that stress must be laid, if we are to escape the disappointment which followed on the excessive attention paid to narrow forms of manual instruction in the older schools of industry.

Cookery, &c.

"We are glad, therefore, to observe that increasing attention is given in our public elementary schools to such subjects as cookery, housewifery, woodwork, and gardening. When properly arranged, these lessons have great influence on the efficiency of the school. Many children who are backward in literary expression show a compensating aptitude for expression with their hands, and others are saved from the dangerous discouragement which sometimes forces them without desert into the dunce's place. Carpentry is a delight to most boys when they are old enough to use the necessary tools; and we have sanctioned, during the past

year, an addition to our building rules, with the object of securing that rooms for woodwork should be planned with the simplicity and economy suitable for workshops. The manual training of girls naturally takes the form of needlework, cookery and laundrywork, and is therefore specially liable to the errors of treatment which convert what should be an educational discipline into a premature form of technical instruction. At the same time we observe with satisfaction that more thought is being given to the ways of teaching these subjects, and we are far from desiring to substitute unreal or fanciful forms of instruction for the more homely, but withal scientific, lessons which best arouse the interest of the children, because they are nearer to their personal experience of daily needs and to the actual circumstances of their home life. It is a grave blunder in a cookery lesson to ignore the humbler and ordinary forms of food, or to provide stoves or appliances of a kind necessarily unknown in cottage life. Equally serious, on the other hand, is the mistake of giving merely rote instruction in subjects which admirably lend themselves to the teaching of the principles underlying wise action, and to the training of those powers of observation and judgment, which are essential to the wise husbanding and economical employment of narrow means. We observe, however, from the general reports of the directress of needlework and of the inspectress of cookery, that much still needs to be done in order to raise the educational value of the instruction in cookery and needlework in many schools. In others, on the other hand, the teaching of cookery has become so efficient that the lessons have been found to produce a perceptible and satisfactory improvement in the homes of the working classes.

Cottage Gardening.

“We are glad also to recognize cottage gardening as capable of being made a valuable instrument in education. Encouraging reports reach us of the interest which is being taken in school horticulture and of the pride of the children in their trim and well-kept gardens. Gardening is so wide spread an interest in English life, and is in so many ways a useful recreation for men and women of all classes, that we have drawn the special attention of your majesty's inspectors to the conditions on which we desire its encouragement in connection with the schools. We have pointed out that the main object of a school garden is not the putting of boys as apprentices to the gardener's craft. We fully recognize the improvement, which a thorough knowledge of cottage gardening may effect in the condition of the working classes in agricultural districts, but as a school subject, its teaching also serves general educational purpose. In order to effect this purpose, we have recommended that the lessons in elementary science, which are given in the schoolroom, should be illustrated by practical work in the garden, in order that the science may escape being mere book-learning, and the garden may become something more than mere technical training.

The Rural School.

“We are glad to think that cottage gardening will prove a specially useful and interesting subject in the curriculum of the country schools. The country school and the town school have always had their characteristic excellences, and there is every reason why pains should be taken to prevent the first from becoming a dull copy of the second. The rural teacher needs special skill in organization, but has also special opportunities of interesting his scholars by illustrations from the common objects of the country. It is desirable that in the training colleges care should be taken to show students that much which will give life and interest to their teaching is ready to their hand in a country district. It is sometimes forgotten that one of the most natural and fruitful methods of education is to train the powers of observation, and to build up intellectual and scientific interests

round the natural objects of daily experience. Children are naturally interested in flowers, trees, and animal life, and in country schools an observant teacher, who is fond of such subjects, and has properly prepared himself by studying them, can find in the object lesson a far more powerful instrument of early education than can be drawn from the more lifeless substitutes on which the town teacher is sometimes bound to rely. Much depends on the improvement of the education in the village school, and on a turn being given to its teaching which will open the eyes of the children to the significance and beauty of surrounding nature. The country child has many great advantages of which the town-bred child is unhappily deprived, but these advantages will not be used or appreciated unless the teacher himself realizes and seizes them. We are glad, therefore, to note the terms of praise in which some of Your Majesty's Inspectors speak of the skill and intelligence of many of the country teachers. One of them specially protests against "the too prevalent and mischievous notion that all the virtue and intelligence of the nation are concentrated in the large towns, and that country schools, as a rule, are not far removed from inefficiency." Speaking from long experience, both of town and country, he states that "the number of bad schools has gradually decreased, and that many rural schools would bear comparison with really good town schools, not only in the quality of their work, but in the reality and permanence of their influence"

ANNUAL REPORT ON THE PUBLIC SCHOOLS OF NOVA-SCOTIA, 1896-97;
GENERAL SUMMARY.

Progress during the year was general in nearly all departments.

Sections without school were reduced from 171 to 153.

Schools increased from 2,312 to 2,346.

Pupils of all grades increased from 101,032 to 101,158.

The average daily attendance increased at a more rapid rate, the 54,015 of the previous year having become 54,922, indicating an increased attendance every day at school of 907.

The number of teachers increased from 2,312 to 2,346; but much more promising for the future of education, the "Normal trained teachers increased at a higher rate, the 690 of last year having become 752.

The numbers of trained teachers employed in the schools of the province during each of the last five years are as follows:

1893.	1891.	1895.	1896.	1897.
403.	499.	616.	690.	752.

This shows that gently but surely we are making steps in the direction of all the leading educational countries of the world which have already made professional training of a very thorough character necessary for all teachers. Our method of options appears to be well enough adapted to our present stage of development. It gives a chance yet, without any restrictions, to the impecunious student to earn money for his advancement to some profession; but it is also giving a chance to the trained teacher to remain in the teaching profession. That this change is going on so gradually and smoothly is the highest praise for the method. This programme will have to run for many years at this rate, however, before we shall be in this respect in the position of the leading states of Europe and America to-day.

Although from the increase in the number and rank of our teachers the fixed provincial grant of \$182,500 caused the allowance to each to fall \$1.18 on each \$60, it is gratifying to know, that trustees on the average have so much appreciated the improved character of the teachers that not only was this deficit made good by the sections, but more than made good. It is no small satisfaction to find, that although teachers' salaries have been falling, as a rule, during the last five years in most of the provinces, under our present arrangements they have been steadily increasing, and that notwithstanding the gradual lowering of the provincial grant to each, salaries during the past year actually increased, on the average. The increases were as follow :

Class.	A.	B.	C.	D.
Male Teachers.....	\$46.94	\$7.85	\$9.07	\$2.26
Female Teachers.....	29.52	0.84	1.04	1.53

This increase was the spontaneous offering of the people in their desire to hold or obtain teachers with good records. Without increasing remuneration we cannot expect the profession to improve much. Our future progress is conditioned by salary and the general cost of living, as well as by the adoption of improved accommodations, apparatus and methods.

That this continued improvement is not due solely to the reduction in the number of licenses issued is suggested by the following figures, showing the number of licenses granted each year since 1893:

	1893.	1894.	1895.	1896.	1897.
Licenses Granted.....	218.	250.	365.	513.	571.

Four hundred more candidates than went up to the Provincial High School Examination in 1896, presented themselves for examination in 1897. But as a small fee was required to be paid by those not taking the examination in regular order, the cost of the examination was less. The great rush of candidates to examination did not mean, it appears, a sudden advance in preparedness, so much as it indicated over-sanguine expectations. Out of 2,917 only 957 obtained the grades applied for, although 1415 received certificates of some grade. The unprecedented growth in popularity of this voluntary examination system, as well as the annual "ups and downs" which appear to follow a regular alternation law, are shown at a glance in the table below :

	1892.	1893.	1894.	1895.	1896.	1897.
Candidates Examined	1,432	1,506	1,922	2,399	2,517	2,917
Rec. Grade applied for.....	175	598	760	684	1,313	957

It must be remembered, too, that the standard since 1893 was being gradually raised until 1897, when the accommodation expedients authorized during the transition from the old to the new course could be completely dropped. Some of our best institutions have their bad years, due sometimes to poor teachers in the preparatory schools, as well as accidents in the high school departments. On such occasions the results of examination produce a profound feeling of local dissatisfaction—which it should—to be succeeded in the following year,

when successful, with a corresponding sense of satisfaction. It is invaluable as an impartial and auxiliary test of the thoroughness of the work of county academies, in addition to its numerous other uses, and notwithstanding the imperfections which attach to all possible examination systems.

And lastly, both the Provincial Normal School and the Provincial School of Agriculture affiliated to it, have continued to improve in the preparation of teachers suited to the needs of the province. They help to make clear that the form of education in the common schools best fitted to lay the foundation of a patriotic interest in the soil, industries and life of the province, is also the best for the foundation of the education of the future professional classes; and that the elementary stages of public school work might, therefore, be safely directed without exception towards the stimulation of an industrial bias, instead of solely directing the pupils towards that academic instruction, more particularly leading to the learned professions so-called.

To meet the wishes of employed teachers the Council of Public Instruction ordered the School of Agriculture to be kept in session during the summer holidays. No less than twenty-six teachers availed themselves of the advantages thus offered last summer. It will be seen that this institution is being utilized the whole year round, and that teachers are willing to sacrifice their holidays in improving their knowledge of the elements of industrial education. With a similar motive a large number of teachers attended at their own expense the Summer School of Science held in Yarmouth during the summer vacation.

GOOD MANNERS.

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

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

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

KINDNESS TO ANIMALS.

With the advance of civilization comes fuller sympathy with each other. We become more considerate with respect to the feelings of pain in our fellows, and are disposed to make greater effort to alleviate distress wherever it may be found. This feeling, as it extends to man, extends also more and more to all sentient and innocuous life. And conversely, as it extends to the latter, it includes the former.

Teachers should be careful that in the collection of insects and in the dissection of animals, when that is advisable, all suggestions of painful treatment should be avoided. Insects and animals should be killed in as painless a manner as possible—even the noxious ones, the potato beetle, and the caterpillar.

In the school library, which it is desirable that even trustees should take measures to organize and support, a good standard story like "Black Beauty," is a capital and delightful means of educating sympathies of children who are generally apt to be cruel, just on account of the lack of thought.

Perhaps one of the best stories of this kind for young people is the work of a talented lady of our own Province, Miss Marshall Saunders. Her "Beautiful Joe," prefaced by Lady Aberdeen, has already a wide circulation in America, and should be even more acceptable to the boys and girls of Nova Scotia.