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JOURNAL  
OF  
EDUCATION,  
NOVA SCOTIA.

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APRIL, 1897.



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THIRD SERIES, VOL. II.....No. 3.—(TOTAL NO. 111.)  
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FIRST SERIES: SEPTEMBER, 1866, TO AUGUST, 1877; 73 Nos. 27.3

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HALIFAX, N. S. :  
PRINTED BY THE NOVA SCOTIA PRINTING COMPANY.  
1897.

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# Journal of Education.

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HALIFAX, NOVA SCOTIA, APRIL, 1897.

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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.*

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	Number of Teaching Days employed.	Am't paid to Teach- ers from provincial Treasury.			
ANNAPOLIS.			Homer, Agnes W	108	\$45 00
McVicar, W M	108		Jackson, Eva B	108	45 00
Shaffner, S C	108	\$110 00	Jackson, Hattie A	25	10 41
Shields, Wm J	108	110 00	Jones, Watson C	108	45 00
Banks, Beriah S	102	56 66	Longley, Annie G	108	45 00
Banks, J Alonzo	108	60 00	McBride, Hattie L	108	45 00
Bishop, Annie M	108	60 00	McCormick, A E	108	45 00
Blanchard, Mollie	108	60 00	McGill, Winnifred	83	34 58
Boehner, Reg S	108	60 00	McKay, Cassie M	108	45 00
Brown, A D	108	60 00	Messenger, F Rogers	107	44 58
Chute, Lalia M	108	60 00	Messenger, H W	108	45 00
Clarke, M H	108	60 00	Milner, Lillias A	108	45 00
Crombie, Isaac	108	60 00	Morse, Carrie A	108	45 00
Foster, Fred O	108	60 00	Morse, Minnie P	107	44 58
Goucher, O P	108	60 00	Parker, Abbie E	108	45 00
Graham, Jessie E	108	60 00	Phinney, Edith M	108	45 00
Harris, C Louise	108	60 00	Reagh, Lela B	106	44 16
Hogg, Augusta A	107	59 44	Richardson, Ralph P	59	24 58
Huggins, Geo M	108	60 00	Rumsey, Clara I	59	24 58
Longley, Robt S	108	60 00	Simpson, Lizzie M	54	22 50
Marshall, Wm A	108	60 00	Strothard, Josie M	108	45 00
McCulloch, Alma	108	60 00	Strothard, J Laister	108	45 00
McGill, Geo B	25	25 46	Turnbull, Lizzie B	54	22 50
Morse, George	108	110 00	Warner, D Victor	83	34 58
Newcombe, Dena M	106½	59 16	Whitman, Elbert J	108	45 00
Richardson, R G	10	5 55	Whitman, Ella M	107	44 58
Spurr, E Blanche	108	60 00	Whitman, Minnie C	108	45 00
Spurr, Margaret C	108	60 00	Williams, Anna M	108	45 00
VanBuskirk, J L	104	57 77	Wiswall, Belle	105	43 75
Vidito, Helen A	108	60 00	Young, Lottie May	107	44 58
Atchison, Jennie M	98	40 83	*Baird, Jeanette E	82	30 36
Baird, Ira M	108	45 00	Balcom, Rubric G	108	30 00
Banks, Almada M	106	44 16	Banks, Estella M	107	29 72
Banks, Mary E	108	45 00	*Banks, Flora M	102	37 77
Banks, Wilford E	108	45 00	*Barteaux, Anslie E	54	20 00
Benson, Ida M	108	45 00	Barteaux, Lizzie A	108	30 00
Boehner, Chas F	108	45 00	*Barteaux, Maggie E	100	37 03
Bowles, Boyd F	40	16 66	*Berry, Ella M	108	40 00
Brown, Emma	108	45 00	Boehner, Eliza D	108	30 00
Brown, Frank H	83	34 58	*Burney, Lizzie	104	38 51
Brown, Lillian E	108	45 00	DeVany, Mary E	106	29 44
Bruce, Geo D	108	45 00	Elliott, Ritchie	15	4 16
Crowe, Joseph	108	45 00	Ewing, Nellie A	54	15 00
Crisp, Wm K	108	45 00	Franks, Blanche M	107	29 72
Elliott, Etta M	108	45 00	Fleet, Gertrude L	60	16 66
Fair, Annie S	84	34 99	Gilliatt, Mary L	108	30 00
Henshaw, Edith E	106	44 16	*Harlow, Ada M	106	39 25
Hindon, Edwd H	102	42 50	Harris, Maggie M	48	13 33
			Hill, Hannah L	107	29 72
			Hodges, Annie Laura	108	30 00
			*Inglis, Carrie E	68	25 18
			*Jackson, M Ellen	108	40 00
			Jefferson, Maude M	108	30 00
			Jones, Alice G	108	30 00
			McGregor, Ella M	108	30 00
			McKeown, Sadie A	108	50 30
			Messinger, M W	89	24 72
			Minard, Abbie K	108	30 00
			*Morse, Annie M	101	37 40
			*Morse, W Hermon	108	40 00
			Neily, Denton J	108	30 00
			Newcombe, Bertha E	107	29 72
			*Nichols, Enola W	81	29 99
			Phinney, Lulu May	108	30 00
			Richardson, Ralph P	39	10 93
			*Saunders, Alice M	101	37 40
			Saunders, Hannah A	106	29 44
			Saunders, Ruth	105	29 16
			Sproule, Laura M	108	30 00

Stailing, Maggie	107	\$29 72
Tanch, Jos W	108	30 00
Welton, Ida M	107	29 72
Westhaver, Carrie	108	30 00
*White, Susie	108	40 00
Whitman, Millie	106	29 44
Williams, Florence	103	28 60
Williams, Mary L	103	28 60
*Wilson, Attie M	106½	39 44

*Assistant.*

Baird, Etta Z	74	20 55
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ANTIGONISH.

Boyd, A J	108	\$60 00
Cameron, H D	83	46 11
Chisholm, W J	25	13 89
Chisholm, Emma K	108	60 00
Creed, J N	108	60 00
Gillis, D K	108	60 00
McLean W	107	59 44
McGillivray, A A	94	52 21
Nelson, Bessie	108	60 00
Sister St Margaret	94	52 21
" Mary Ann	108	60 00
Somers, Alex	108	60 00
Thompson, Maggie	23	12 77
Boyd, A A	108	45 00
Bonin, J B	108	45 00
Cameron, W D	103	42 91
Chisholm, J F	108	45 00
Chisholm, H A	108	45 00
Fraser, Wm	108	45 00
Fraser, Cassie	108	45 00
Grant, Mary	108	45 00
Kennedy, Cassie A	99	41 25
Landry, Rose	108	45 00
McDonald, Allan	108	45 00
McDonald, A G	108	45 00
McDonald, Mary C	108	45 00
McDonald, M F	103	42 91
McDonald, Mary A	107	44 58
McDougall, Janet	105	43 75
McIsaac, J L	108	45 00
McKenzie, Gertrude	108	45 00
McLean, Maggie	108	45 00
McMillan, Kate	108	45 00
McNeil, Flora	108	45 00
Manson, Mary L	108	45 00
Mitchell, J	35	14 58
O'Brien, Angeline	108	45 00
Rogers, W J	106	44 16
Sister M Matilda	93	38 75
" St Margariuta	93	38 75
" Rose Stanislaus	108	45 00
Chisholm, D M	7½	3 12
Keating, W E	25	10 41
Anderson, Ursula	107	29 72
*Cameron, Ina F	56	20 74
Carter, Peter	104	28 88
*Chisholm, C A	108	40 00
*Chisholm, W J	83	30 73
Chisholm, Katie	107	29 72
Coady, M E	108	30 00
DeLaurier, Adelia	88	24 44

DeLaurier, Catharino	108	\$30 00
*Dooley, Bridget	107	39 62
Gorman, Cassie	107	29 72
Hulbert, L M	103	28 60
McDonald, J C	108	30 00
McDonald, Allan	108	30 00
*McDonald, D	90	33 32
McDonald, A J	61	16 94
McDonald, John	108	30 00
McDonald, Anastasia	101	28 05
McDonald, Mary A	108	30 00
*McDonald, Martha	25	9 26
McEachern, John	103	28 30
*McEachern, Kate	40	14 81
McGibbon, M E	108	30 00
*McGillivray, Maggie	41	15 18
*McGillivray, M	108	40 00
McGillivray, J D	106	29 44
McGillivray, M B	108	30 00
*McIntosh, Flora	107	39 62
McIsaac, R A J	104	28 88
McKinnon, J G	103	28 60
*McLean, Maggie	67	24 81
*McMillan, H	108	40 00
McNaughton, A L	102	28 33
*McNeil, James	108	40 00
*McNeil, Mary	108	40 00
McPherson, L	99	27 49
McPherson, H A	108	30 00
O'Brien, Synn	108	30 00
Petipas, M M	108	30 00
Sister M Boniface	108	30
" St Helen	93	25 83
" St Mary	93	25 83
Tramble, Jane	108	30 00
Wall, James	108	30 00

CAPE BRETON.

MacKeen, E T	108	
Stewart, F I	108	
Beattie, Frank H	108	\$110 00
Creelman, Wm A	108	110 00
Bates, Mark	108	60 00
Beaton, A L	107	59 44
Bigney, Annie M	108	60 00
Bigney, Arthur	108	60 00
Bigney, Ella	108	60 00
Davidson, Lucretia F	108	60 00
Dowling, Thos C	64	35 55
Edwards, Jas W	108	110 00
Egan, Wm J	108	60 00
Gillis, Ronald	108	60 00
Haggerty, Wm	106	58 88
Herdman, W C	105	58 32
McKenzie, Kate A	103	60 00
McKinnon, Hector	108	60 00
McKinnon, Jas D	92	93 70
McNeil, John D	107	59 44
Matheson, Dunc M	108	60 00
Partridge, Eleanor E	108	60 00
Sister M Ambrosia	107	59 44
" M Carmelita	10	5 55
" M Josita	108	60 00
" M Regis	108	60 00
" St Leonard	106	58 88

Woodill, A W	108	\$60 00	Ball, B Maud	106	\$29 44
Young, Wm	108	60 00	Bayley, Ivan A	103	28 60
Bates, Lawrence D	107	44 58	Butler, Libbie	48	13 33
Bert, Augusta	108	45 00	Cameron Maggie	108	30 00
Bert, Victoria M	43	17 91	Campbell, Maggie	24	6 66
Burke, E Chas	108	45 00	Carmichael, Jessie	108	30 00
Butts, Adrian	108	45 00	Clarke, Nepean C	108	30 00
Chisholm, James W	44	18 33	Cox, Mary A	107	29 72
Crosby, Emma	107	44 58	Edwards, Katie	107	29 72
Currie, Donald J	107	44 58	Gillis, Hugh	82	22 77
Currie, Michl D	84	34 99	Graham, Maggie M	108	30 00
Dunlop, Katie M	105	43 75	Johnston, Collin F	105	29 16
Eagen, Annie W	108	45 00	Lewis, Eliza	108	30 00
Egan, Susan	108	45 00		108	30 00
Gillis, John T	108	45 00		108	30 00
Hanrahan, Mary	108	45 00	Macadam, Ron J	89	24 72
Harrington, Annie E	108	45 00	McAulay, Christie	108	30 00
Holmes, Katie M	108	45 00	Macdonald, Minnie	42	11 66
Howatson, Jessie	107	44 58	McDonald, Steph J	40	11 11
Lawson, Thomas	108	45 00	McDougall, Duncan	39	10 83
Lewis, Louisa A	108	45 00	McInnis, Eliza M	108	30 00
Macaulay, Jean C	108	45 00	McInnis, Mary A	41	11 38
McAulay, Norman	92	38 33	McKay, Georgina M	108	30 00
McCormick, Matilda	106	44 16	McKay, W D	108	30 00
Macdonald, Mary	108	45 00	McKeigan, John	101	28 05
Macdonald, A J	103	42 91	MacKinnon, Mary L	104	28 88
Macdonald, Sarah	79	32 92	McLellan, Mary	104	28 88
McDonald, Norman	108	45 00	MacLennan, Annie L	104	28 88
McDougall, D J	108	45 00	McLeod, Mary	108	30 00
McDougall, Peter	108	45 00	McMillan, R D	106	29 44
McDougall, Philip	103	42 91	Macneil, Annie	108	30 00
McGillvray, Mary J	108	45 00	McNeill, Elizabeth	108	30 00
McIntyre, Jas H	108	45 00	McNeill, Katie J	108	30 00
Mackay, E Rose	108	45 00	McNeil, James	108	30 00
MacKenzie, Rachel C	53	22 08	McNeil, James F	105	29 16
MacKinnon, Katie	108	45 00	McPhee, Isabel	98	27 21
McLean, James	89	37 08	McRury, John N	98	27 21
McLean, Neil	106	44 16	McVarish, Mary L	108	30 00
MacLennan, Alexes	108	45 00	McVicar, Bessie A	108	30 00
MacLeod, Katie J	108	45 00	Martell, Phoebe	108	30 00
MacMillan, John	108	45 00	Morrison, Ron W	93	25 83
McNeil, John F X	108	45 00	Munro, Katie	108	30 00
Martell, Emily A	108	45 00	Nearing, Mary	108	30 00
Moffatt, Clara L	108	45 00	O'Neill, Maggie	108	30 00
Moffatt, Mary E	108	45 00	Ormiston, Mary E	94	26 10
Morrison, Maggie	108	45 00	Phalen, Maurice F	108	30 00
Muggah, Kate A	108	45 00	Ratchford, Winifred	99	27 49
Muggah, Maggie	108	45 00	Ryan, Maggie	82	22 77
Mullins, Bridget	108	45 00	Sister M Anthony	107	29 72
Neville, Marie	108	45 00	" Maria Stanislaus	107	29 72
O'Connell, Annie	108	45 00	" M Virginia	108	30 00
O'Connell, J Ign	108	45 00	" St Clementina	106	29 44
Ormand, B M	108	45 00	Spencer, Ida K	107	29 72
Partridge, Amelia	108	45 00	Sullivan, Josephine	108	30 00
Peters, Annie M	43	17 91	Townsend, Annie E	108	30 00
Phoran, Alice	108	45 00	Willet, Joseph	94	26 10
Reeves, Lizzie J	107	44 58	*Almond, Joseph	102	37 77
Richaur, Thos R	108	45 00	*Beaton, Archie	97	35 91
Robinson, Hattie L	108	45 00	*Butler, Sarah	106	39 25
Ross, Maggie	108	45 00	*Gillis, Archibald	83	30 73
Shanahan, Maggie	10	4 16	*Macadam, Dan A	108	40 00
Smith, Minnie K	108	45 00	*McDonald, John	108	40 00
Sister Frs Xavier	97	40 41	*McGillvray, Leonora	108	40 00
" M Francesca	107	44 58	*McInnis, James	105	38 88
" M Leonard	107	44 58	*McMillan, Fannie	108	40 00
" M Rita	108	45 00	*McNeill, Dan J	93	34 43
" M Veronica	108	45 00	*Matheson, Maggie F	105	38 88
" St Mary	106	44 16	*Spencer, Gressa A	108	40 00
Spencer, Esther J	107	44 58	*Thompson, Bella	100	37 03

COLCHESTER.				
SOUTH.				
Campbell, W R	105		Graham, Joanna	108 \$30 00
Hemeon, M D	105		Grant, W M	105 29 16
Mackenzie, Ellen S	105		Hamilton, Alma M	60 16 66
Archibald, G G	108	\$60 00	Horne, Mary E	108 30 00
Bentley, Libbie	3	1 66	Johnson, Hattie M	104 28 88
Crowe, Annie F	104	57 77	Johnson, Addie	105 29 16
Davidson, Clara E	108	60 00	*Kennedy, Christy	78 28 88
Hickson, Hattie	108	60 00	McCully, Laura H	108 30 00
Edwards, Elizabeth	108	60 00	McDonald, Laura	102 28 33
Fulton, S A	108	60 00	*McKenzie, Bertha	107 39 62
Grant, A M	108	60 00	McLean, Annie W	90½ 25 14
Little, James	105		*Marshall, Caroline	83 30 73
McCallum, Myrtle	108	60 00	*Matheson, Maud	54 20 00
Mack, Annie L	108	60 00	*Matheson, Lottie L	73 27 03
McInnis, Lenora A	108	60 00	Moore, Lizzie	108 30 00
McKaracher, Dolly	108	60 00	*Robinson, Gertrude V	107 39 62
McKay, Jessie G	108	60 00	*Whidden, Mary A	95 35 17
Park, Florence	81	44 99	White, Mary Belle	108 30 00
Porter, B F	108	60 00		
Rettie, Ella	105		<i>Last Term.</i>	
Archibald, Lucy E	105	43 75	McCurdy, Tena	40 16 36
Archibald, Janet	108	45 00	Swim, Bessie	68 28 34
Barnhill, M Emma	108	45 00		
Barrett, Fred E	107	44 58	STIRLING.	
Connor, Laura M	100	41 66	Campbell, Annie	102½ \$56 94
Corbett, Ida B	83	34 58	Dickson, Ethel	105 43 75
Cox, Jeanette.	108	45 00	Douglas, Bessie	76 31 66
Creelman, Janie G	108	45 00	MacKay, Annie B	108 45 00
Creelman, Annie	106	44 16	McLean, Minnie	108 45 00
Creelman, Elizabeth	83	34 58	McLeod, Annie	108 45 00
Crowe, Winnifred	76	31 66	McLeod, Georgina	80 33 33
Gammell, Nessie	108	45 00	McKay, Marian	93 38 75
Grant, Christie	106	44 16	McEachren, Maggie	108 45 00
Hattie, Belle	108	45 00	Murray, Daniel	102 42 50
Henry, Libbie G	108	45 00	Patterson, Edith	108 45 00
Higgins, Hattie J	108	45 00	Ross, Sara C	104 43 33
Logan, Annie	104	43 33	Sutherland, Minnie	108 45 00
Loughead, Carrie	105	43 75	Sutherland, Tena	108 45 00
Lyons, Mamie J	107	44 58	McDonald, Annie	108 30 00
McDonald, A F	107	44 58	*McEachren, Kate	108 40 00
McDonald, Annie F	108	45 00	*McKay, Katherine	103 38 14
McHefsey, Alice S	108	45 00	McConnell, Margaret	89 24 72
McKay, Ena G	108	45 00	McLeod, Jean	79 21 94
McKay, Willina M	43	17 91	*McLeod, Maggie	89 32 95
McKinlay, Oressa	103	42 91	*McLeod, Barbara	103 38 14
Macleod, M Jean	108	45 00	*Oliver, Gertie	108 40 00
Marshall, Lucy A	10	4 16	Ross, Margaret	98½ 27 35
Matheson, Maggie E	108	45 00	Ross, Jessie	103 28 60
Munro, Millie H	106	44 16	*Simmonds, Emma	108 40 00
Park, Elizabeth	105	43 75	Sutherland, Maggie	74 20 55
Reid, Nancy A	108	45 00	Sutherland, Jessie	94 26 10
Roode, Annie H	83	34 58	*Sutherland, Tena	107 39 62
Sibley, Lou	108	45 00	*Sutherland, Dorothy	108 40 00
Smith, A W L	99½	41 46	Wilson, Ella	108 30 00
Stephens, Emma L	108	45 00		
Webb, W S	108	45 00	WEST COLCHESTER.	
Blair, Carrie	106	29 44	Ruggles, Lenfest	108 \$110 00
*Bradley, Mary E	108	40 00	Callighan, Minnie	108 60 00
Brenton, Christie	81	22 49	Fraser, W P	108 60 00
*Carew, Maud	108	40 00	McCart, Agnes	88 48 88
*Corbett, Aggie D.	108	40 00	McCurdy, Tena	108 60 00
*Dartt, Adelaide	64	23 70	Archibald, Minnie	108 45 00
Dunlap, Jennie	106	29 44	Archibald, Susie	108 45 00
*Fisher, Edna M	73	27 03	Bentley, Maggie	108 45 00
Graham, Melissa	105	29 16	Brownrigg, Jas D	108 45 00
			Chisholm, Maud	108 45 00



Creelman, Laura	101½	\$42 29	Bent, Maud	108	\$45 00
Crowe, Clara	108	45 00	Black, Florence	108	45 00
Cunningham, Ada	108	45 00	Black, Annabel	105	43 75
Davison, Augusta	108	45 00	Burke, Ella	67	27 91
Fulton, Maggie	108	45 00	Cameron, Jessie	107	44 58
Graham, Margaret	108	45 00	Carter, Ida	107	44 58
Hamilton, Isabella	108	45 00	Carter, Amelia	108	45 00
Lewis, Sara F	23	9 58	Carter, Clara	108	45 00
Lindsay, Blanche	108	45 00	Chapman, Eliza	108	45 00
McCulloch, Essie	108	45 00	Clark, Martha	102	42 50
Moreash, Clara	98	40 83	Coates, Clara	108	45 00
Morrison, Margaret	108	45 00	Colborne, A G	105½	43 96
Murphy, Bella	105	43 75	Cook, Clara C	24½	10 20
Putnam, Mary	108	45 00	Crowe, J A	107	44 58
Reilly, Agnes	108	45 00	Currie, G Blanche	108	45 00
Roy, Alice	108	45 00	Davison, Lizzie	102½	42 71
Spencer, Aggie	104	43 33	Doyle, Edith	80	33 33
Sproul, Sara	108	45 00	Drysdale, —	108	45 00
Barnes, Nettie	108	30 00	Eagan, Samphard	59	24 58
Carle, Bessie	108	30 00	Elliott, Jane	108	45 00
Creelman, Electa	108	30 00	Fail, Jennie	103	45 00
Davison, Lillian	98	27 21	Ford, Carrie	108	45 00
Fulmore, Della	107	29 72	Fraser, Lillian	95	39 58
Graham, Mary	108	30 00	Goodwin, Henry	103	42 91
McCallum, Lily	108	30 00	Gould, Janetta	97	40 41
McDonald, Jno D	83	23 05	Grant, Margaret	108	45 00
*McKim, Bella	105	38 88	Harvie, Annie	108	45 00
Murray, May	107	29 72	Hemeon, Carrie	108	45 00
Rennie, Margaret	108	30 00	Henderson, Bella	107	44 58
*Rutherford, Ada	108	40 00	Hockin, Leah	108	45 00
*Rutherford, Maggie	24	8 88	Hunter, Endora	108	45 00
*Totten, Annie	90	33 32	Kerr, Minnie	59	24 58
Vance, Ruby	90	27 49	Logan, Lou E	108	45 00
Withrow, Mattie	103	28 60	Lynds, Laura	84	34 99
			McAulay, Esther	71	29 58
			McCully, Juliet	78	32 50
			McCurdy, Lily	108	45 00
			Mason, Jessie	108	45 00
			McDonald, Annie	108	45 00
			McLeod, Jean	108	45 00
			McLeod, Bessie	108	45 00
			McNutt, Mina	107	44 58
			Moore, Lizzie	108	45 00
			Murray, Georgina	108	45 00
			Nicholson, Jean	108	45 00
			Nicholson, Mary	108	45 00
			Nicholson, Kate	108	45 00
			O'Brien, R B	86	35 83
			O'Brien, Hattie	102	42 50
			O'Brien, Mamie	105	43 75
			Oulton, L R	108	45 00
			Oxley, Priscilla	108	45 00
			Patterson, Maggie	108	45 00
			Patterson, Sara	108	45 00
			Parker, Bertha	108	45 00
			Peppard, Sadie	104	43 33
			Pipes, Ada	96	40 00
			Pugsley, Alice	99	41 25
			Purdy, Annie	108	45 00
			Proctor, Louisa	108	45 00
			Robb, Sadie	108	45 00
			Robertson, Louisa	107	44 58
			Simpson, Lyda	108	45 00
			Stewart, Celia	88	36 66
			Thompson, Mary	108	45 00
			Trenholm, Minnie	108	45 00
			Tuttle, Ethel	88	36 66
			Vance, Stiles	108	45 00
			Vance, Suther C	25	10 41

## CUMBERLAND.

Hogg, H B	108	\$110 00
Lay, E J	108	
McLavish, N D	108	
Tuttle, M R	91½	50 83
Baxter, Agnes	108	60 00
Black, Sadie	108	60 00
Cameron, E H	108	60 00
Caldwell, Mabel	108	60 00
Copp, Edith	108	60 00
Crowe, Louise	107	59 44
Cunningham, G D	88	48 88
Dickson, Julia	108	60 00
Fillmore, Anna	107	59 44
Flemming, E	83	46 11
Kirkpatrick, Lizzie	84	46 66
McKay, Anna	108	60 00
McKenzie, Geo	108	60 00
McKinnon, Alice	106	58 88
McVicar, Maggie	108	60 00
Peppard, Sophia	108	60 00
Putnam, Alice	102	56 66
Ross, A D	108	60 00
Somerville, Jennie	108	60 00
Slade, W R	108	60 00
Anderson, Pearl	108	45 00
Angus, Marietta	108	45 00
Archibald, Josephine	60	28 74
Astbury, Lizzie	107	44 58
Barnes, Lillian	22	9 16
Barnhill, Ida	108	45 00

Acorn, Mabel	108	\$30 00	Hall, H W	84	\$34 99
Baker, Annie	108	30 00	Hatfield, Effie	108	45 00
Bergman, Laura	103	28 60	Leitch, Fannie	108	45 00
Blair, Maud	99	27 49	Partridge, Ethel	105½	43 97
Borden, Minnie	108	30 00	Steck, H J	108	45 00
Brown, Sadie	108	30 00	Ward, Cora	108	45 00
Brown, Elida	97	26 94	Walton, Ethel	108	45 00
Crowley, Cassie	77	21 38	*Campbell, Bertha	107	39 62
Davison, Bertha	107	29 72	Charman, Mary	108	30 00
Davison, Blanche	108	30 00	*Creelman, Maud	79	29 25
Dennis, Jessie	108	30 00	Embree, Flora	108	30 00
*Duncan, Maud	108	40 00	*Fowler, Edith	60	22 22
Farnan, Orilla	52	14 44	Gould, Annie	98	27 21
Farrell, Annie	92	25 55	*Holesworth, Mary	108	40 00
Fulton, Jessie	108	30 00	*Howard, Lizzie	75	22 67
Goodwin, Jessie	102	28 33	Keith, Ethel	108	30 00
Hatherly, Rose	108	30 00	Kirkpatrick, Bessie	108	30 00
*Henderson, Minnie	98	36 28	McAloney, Maggie	98	27 21
*Henderson, Janetia	107	39 62	McArthur, Colin	19	5 27
Henderson, Jessie	83	23 05	*McCabe, Alice	92	34 06
Henderson, Emma	106	29 44	*McCabe, Maud	107	39 62
*Henley, Mary	108	40 00	McLaughlin, Rheta	103	28 60
Hurd, Clara	107	29 72	McLeod, Sara	108	30 00
Huston, Sara	107	29 72	*Pierce, Celeste	107	39 62
Keillor, Emma	91	25 27	Shipley, Lily	107	29 72
Keiver, Violet	106½	29 58	*Soy, Mary	108	40 00
King, Mary	107	29 72	*Spicer, Mabel	90½	35 72
Johnson, Blanche	34	9 44	Sutcliffe, Georgie	108	30 00
*Lewis, Gertrude	107	39 62	Wood, Emma	98	27 21
Lindsay, Cora	108	30 00			
Lockhart, Laura	108	30 00			
*MacKay, Myria	81	29 99			
*MacKay, W G A	78	28 88			
*McCallum, Kate	108	40 00			
*McKim, Lizzie	106	39 25			
Metcalf, Lela	44	12 22			
Murray, Sadie	108	30 00			
Patterson, Daisy	104	28 88			
Patterson, Marlin	105	29 16			
*Patton, Alberta	107	39 62			
Parker, Lillian	93	25 83			
Purdy, Janie	108	30 00			
Purdy, Fannie	108	30 00			
Robinson, Ethel	108	30 00			
Semple, H	21	5 83			
Siddall, Ida	108	30 00			
Simpson, Elizabeth	108	30 00			
Shipley, Laura	108	30 00			
Smith, Mazie	103	28 60			
Sutherland, Bessie	101	28 05			
Thompson, Mrs Jos	108	30 00			
Trerice, Maud	106	29 44			
VanAmburg, Jessie	104	28 88			
Watt, Georgie	25	6 94			
Wier, Minnie	108	30 00			
PARRSBOROUGH.					
Magee, W H	108	\$110 00	Benoit, J Alphonse	102	
Bernard, Kate	24	13 33	Longley, Israel M	108	
McCulloch, Maggie	81	44 99	Alexius, Sister M	108	\$60 00
McDougall, Mazie	108	60 00	Brown, Gertrude M	106	58 88
O'Mullon, Mary	108	60 00	Ford, Robie W	108	60 00
Scanlan, Martin	108	60 00	Gates, Eunice R	108	60 00
Sproul, Mary	108	60 00	Hogg, Nathaniel W	103	60 00
Walton, Lillian	108	60 00	Johnson, Carrie A	108	60 00
Cameron, Bertha	108	45 00	Lent, C Bernard	33	18 33
Dickinson, Maud	108	45 00	Louis, Sister M	108	60 00
Donovan, Florence	108	45 00	Manthorne, Sophia L	108	60 00
			McCarthy, Jos B	108	60 00
			Messenger, Laura M	88	48 88
			Morehouse, Bertha E	103	57 21
			Phinney, W S	108	110 00
			Richardson, Geo J	20	11 11
			Scott, Agnes B	108	60 00
			Taylor, Jas A	108	60 00
			Woodman, W Y	107	59 44
			Ambrose, Sister M	108	45 00
			Amirault, Ellen	108	45 00
			Bacon, Agnes S	107	44 58
			Bond, Anna B	17	7 07
			Bowly, Florence E	10	4 16
			Carty, Maggie E	108	45 00
			Challen, Minnie	107	44 58
			Crocker, Georgia E	108	45 00
			Crouss, A May	106	44 16
			Crowell, Mabel M	108	45 00
			Harris, Lorne W	108	45 00
			Higgins, Roxanna	87	36 24
			Hunt, May D	108	45 00
			John, Sister M	108	45 00
			King, Alberta L	108	45 00
			McNeill, Annie A	108	45 00
			McNeill, Bessie J	108	45 00

DIGBY.

Moffatt, Annie M	107	\$44 58		
Moore, Sarah A	20	8 33		
Morse, Ohas D	108	45 00		
Nichols, Clarence A	94	39 16		
Perry, Geraldine	107	44 58		
Perry, Hattie	108	45 00		
Roland, John W	108	45 00		
Roop, Ernest P	108	45 00		
Ruggles, Bertha	105	43 75		
Sanders, Arthur W	68	23 33		
Soucie, Oliver A	108	45 00		
Timpany, Augustine	63	26 24		
Abbott, Cora	108	30 00		
Bacon, Edith M	105	29 16		
Belliveau, Amelia	108	30 00		
Belliveau, Edw M	108	30 00		
Beveridge, Pauline R	106	29 44		
*Berry, Ruperta L	108	40 00		
Comeau, Adeline	108	30 00		
Comeau, Mary R	91	25 27		
Comeau, Willie	108	30 00		
Cossaboom, Annie F	108	30 00		
Cornwell, Janet M	106	29 44		
*Cowan, Jennie E	108	40 00		
Crouss, Josephine P	108	30 00		
*Denton, E May	107	39 62		
*Denton, Laura B	108	40 00		
*Deveau, Ann Lea	100	37 03		
Doucet, Edith	98	27 21		
Doucet, Peter	102	28 33		
*Dunn, Bessie M	83	30 73		
Eldridge, Annie E	108	30 00		
*Foster, Bertha E	106	39 25		
Gaudet, Beatrice	108	30 00		
Hache, Augustine F	108	30 00		
Harris, L Jean	108	30 00		
*Hill, Dorcas A	79	29 25		
Israel, Lillian B	107	29 72		
LeBlanc, Symphorien	108	30 00		
Lonergan, Margaret L	108	30 00		
Lucilla, Sister M	108	30 00		
McDormand, Jean	108	30 00		
Melancon, Agathe	92	25 55		
Melancon, Eugenie	98	27 21		
*Messenger, V W	108	40 00		
*Morehouse, Sophia	108	40 00		
Mullan, Nellie C	66	18 33		
*O'Connor, E Gertrude	108	40 00		
Pothier, Nemerise	108	30 00		
Potter, Alma	14	3 88		
Prime, Lenetta	108	30 00		
*Sanders, Lilah M	108	40 00		
Saulnier, Zelic	108	30 00		
Sma'lie, Mary	107	29 72		
Specht, Ella	107	29 72		
Soucie, Emma	103	28 60		
Southern, Lois B	108	30 00		
*Surette, Mary F	107	39 62		
*Taylor, Mary Sophia	100	37 03		
Theriault, Adele	108	30 00		
Theriault, Pierre A	53	14 71		
Theriault, Symphorien	48	13 33		
Thibault, Alma	104	28 88		
Thibault, Evelyn	103	28 60		
Thibault, Geo A	108	30 00		
Thurber, Bessie G	108	30 00		
Vroom, Claude	58	16 10		
Welch, Fannie A	108	30 00		
*Wright, Laura A	108	40 00		
			<i>Assistants.</i>	
			Barbara Sister M	108 \$20 00
			LeBlanc, Maggie R	54 10 00
			Urbana, Sister M	108 20 00
			<b>GUYSBORO.</b>	
			Smith, E B	108
			Mole, E M	108 \$110 00
			Bentley, I	108 60 00
			Cullinen, K	108 60 00
			Giffin, A H	108 60 00
			McKenzie, A H	108 60 00
			MacLane, H C	108 60 00
			Starratt, H J	108 60 00
			Anderson, B	108 45 00
			Cameron, Ed	108 45 00
			Chisholm, S J	108 45 00
			Chisholm, Mary	105 43 75
			Giffin, Con	108 45 00
			Keating, Ella	108 45 00
			Lawrence, A	108 45 00
			McDonald, W R	94 39 16
			McDonald, Ellen	108 45 00
			Miller, F	108 45 00
			McPherson, J A	11 4 57
			Murphy, J	108 45 00
			O'Brien, Effie	108 45 00
			Sherman, M	108 45 00
			Sinclair, L E	108 45 00
			Stephen, L	108 45 00
			Sullivan, E C	108 45 00
			Sullivan, L	108 45 00
			Sutherland, A R	108 45 00
			Wheaton, Effie	108 45 00
			Boyle, Katie	76 21 10
			Carr, Ada	108 30 00
			*Carroll, A B	85 31 47
			Chisholm, Teresa	45 12 49
			Cross, Clare	70 19 44
			Cunningham, L B	54 15 00
			*Dumphy, Kate	58 21 48
			Gillis, Cassie	108 30 00
			Hendsbee, C	108 30 00
			*Hannifan, K	94 34 80
			Hannifan, M	108 30 00
			*Horton, C A	107 39 62
			Hines, L B	95 26 38
			*Howard, Sadie	108 40 00
			Kelly, Minnie	58 16 10
			Kennedy, Kate	106 29 44
			McDonald, Janet	108 30 00
			McDonald, M E	77 21 38
			Maguire, Fereby	108 30 00
			McLellan, L	108 30 00
			McMaster, G	108 30 00
			McPherson, A	108 30 00
			Martin, Ellen	108 30 00
			*Mullins, R E	59 21 85
			Murphy, M	108 30 00
			O'Connor, M	108 30 00
			*Reddy, J	62 22 96
			Sherman, M A	44 12 22
			Sherman, L H	108 30 00
			Simpson, C A	107 29 72
			Smith, Mary	57 15 82
			Sutherland, E B	25 6 94
			Seranton, Hattie	108 30 00

Simpson, O	107	\$29 72
Taylor, Ann	105	29 16
Williams, Maude	43	11 94

ST. MARY'S

Camoron, M G	83	\$46 11
Hattie, Minnie	103	60 00
Fraser, A W	103	60 00
Cameron, G H	54	22 50
Cameron, Phoebe	102	42 50
Chisholm, M A	105	43 75
Deckman, C E	108	45 00
Deller, S M	108	45 00
Eadie, Laura	108	45 00
Friend, H L	104	43 33
Kinley, M F	24	9 99
MacDonald, L	106	45 00
McNaughton, D P	108	45 00
McPherson, A	25	10 41
Stewart, Annie	108	45 00
*Brown, Maggie	84	31 10
Chisholm, N	53	14 71
Gunn, E J	108	30 00
*Kennedy, Janie	60	22 22
MacKeen, Gussie	103	30 00
MacPhee, A L	78	21 66
Purcell, Maggie	88	24 44
Ryan, Bessie	89	24 72
Redmond, Rose	108	30 00

HALIFAX.

CITY.

Kennedy, W T		
Morton, S A		
Mackintosh, K		
Logan, J W		
Peters, F A		
McDonald, C D		
Lanos, J		
Hill, K F		
Doherty, P	56	\$32 62
Marshall, G A	103	110 00
O'Hearn, P	103	60 00
Trefry, J H	103	60 00
Angela, Sr	103	60 00
Bowden, L J	103	60 00
Bowden, I M	103	60 00
Brims, M C	103	60 00
Brodie, I	103	60 00
Brown, C W	103	60 00
Bruce, J	103	60 00
Cameron, E	103	60 00
Cecilia, Sr	103	60 00
Creighton, I M	103	60 00
Cunningham, A M	103	60 00
Dakin, Wm	35	20 39
Dolorosa, Sr	103	60 00
Dwyer, M T	103	60 00
Evaristus, Sr	103	60 00
Florence, Sr	103	60 00
Flowers, E M	103	60 00
Flowers, H L	103	60 00
Gaul, R E	103	60 00
Häverstock, A M	103	60 00
Hart, Grace	103	60 00
Hamilton, A H	103	60 00
Holloway, M A S	103	60 00

Laracy, A X	103	\$60 00
Metzler,	49	28 54
Miller, C I	103	60 00
Moody, M	103	60 00
Moseley, M I	103	60 00
McCurdy, E R	103	60 00
McGregor, H	103	60 00
Murphy, H E	103	60 00
Phelan, M T	44	25 63
Philp, M A L	103	60 00
Pitts, A	103	60 00
Pius, Sr	103	60 00
Ross, E J	103	60 00
Ross, Geo	103	60 00
Ryan, A F	103	60 00
Saunders, A C	103	60 00
Shields, S W	103	60 00
Shine, M	103	60 00
Somers, B B	103	60 00
Theakston, H S F	103	60 00
Wakeley, A	103	60 00
Walsh, J L	103	60 00
Wiswell, I M	103	60 00
Ackhurst, M L	103	45 00
Adams, E	103	45 00
Ahern, M	59	25 77
Aloysia, Sr	103	45 00
Bayer, A L	103	45 00
Bond, E	103	45 00
Borgia, Sr F	103	45 00
Borgia, Sr M	103	45 00
Broadhurst, M E	99	43 25
Butler, E R	103	45 00
Caecilia, Sr	103	45 00
Catherine, Sr	103	45 00
Christina, Sr	103	45 00
Clancy, B M	103	45 00
Coleman, H E	103	45 00
Cunningham, E S	103	45 00
Curreu, E M	103	45 00
Cyril, Sr	103	45 00
DePazzic, Sr	103	45 00
Devine, M E	103	45 00
DeWolfe, H E	103	45 00
Dominic, Sr	103	45 00
Donovan, M J	103	45 00
Eusebia, Sr	103	45 00
Felix, Sr	103	45 00
Flavin, M M	103	45 00
Francis, Sr	103	45 00
Gardner, N	103	45 00
Genevieve, Sr	103	45 00
Grierson, F	103	45 00
Grierson, M H	103	45 00
Gualbert, Sr	103	45 00
Hamilton, H H	103	45 00
Hartigan, Sr	103	45 00
Healey, C E	103	45 00
Hills, F N	103	45 00
Howell, L	103	45 00
James, C A	103	45 00
J Baptist, Sr	103	45 00
Johns, M A	103	45 00
Johnston, A M	103	45 00
Kierstead, M	103	45 00
Kennedy, M C	103	45 00
Lawrence, B M	103	45 00
Leary, Kate	25	
Leo, Sr	103	45 00

Leocadia, Sr	103	\$45 00	Currie, Minnie	103	\$45 00
Logan, A	103	45 00	Downey, Alice M	103	45 00
Mary, Sr	103	45 00	Dempsey, Isabel	103	45 00
Michael, Sr	25	10 92	Dowell, Jessie L	108	45 00
Mitchell, A J	103	45 00	Dionysia, Sister M	108	45 00
McArthur, J R	103	45 00	Downey, Maggie N	103	45 00
McCurdy, J A	103	45 00	Fulton, Homer	104	43 33
McDonald, L M	103	45 00	Fisher, Laura F	104	43 33
McGregor, A	103	45 00	Forbes, Libbie J	103	45 00
Mooney, E M	103	45 00	Frame, M Annie	105	43 75
Muldowney, M	103	45 00	Fulton, Mary	105	43 75
Murphy, M J	78	34 07	Fulton, Susie	108	45 00
O'Donnell, F	103	45 00	Gaetz, Ella M	108	45 00
O'Donoghue, M T T	103	45 00	Geddes, Wm M	84	34 99
Perpetua, Sr	103	45 00	Hall, Sarah M	101	42 08
Philp, M E	103	45 00	Hamilton, M U	103	45 00
Putnam, A F	103	45 00	Harris, Winnie	103	45 00
Raphael, Sr	103	45 00	Henrion, Carrie	106	44 16
Rockett, M	103	45 00	Hennigar, Edith	103	45 00
Rodriguez, Sr	103	45 00	Hume, Bessie W	103	45 00
Strattan, E	103	45 00	Hume, M Emma	103	45 00
Sullivan, M	103	45 00	Hyson, Reginald E	107	44 58
Sullivan, M T	103	45 00	Jackson, M H	103	45 00
Sullivan, M T R	103	45 00	Johnson, Grace	103	42 91
Sullivan, S J A	103	45 00	Josephine, Sister M	108	45 00
Theakston, S E	103	45 00	Kaye, Hattie A	108	45 00
Torrey, E C	103	45 00	Kerr, Ida B	108	45 00
Vincentia, Sr	103	45 00	Lamey, Ora P	106	44 16
Walsh, A M	103	45 00	Lewis, Sarah F	48	20 00
Warner, M	103	45 00	Nahony, Catharine	87	36 24
Wells, v	103	45 00	Miller, Mary E	105½	43 96
Willie, E J	103	45 00	Morrison, Ida M	108	45 00
Aloysius, Bro	46	13 40	Miller, Estella	108	45 00
Gossip, C M	103	30 00	Murray, Mary	103	45 00
Keating, C M	103	30 00	McHarrie, Marion	108	45 00
Noble, Z E	103	30 00	McKay, Bella C	103	45 00
Share, G	103	40 00	McKenzie, Margaret	103	45 00
			McLeod, D F	107	44 58
			McMillan Annabelle	78	32 50
			McMullin, Annie	78	32 50
			O'Brien, James	94	39 16
			O'Donnell, Minnie	102	42 50
			Osborn, Melissa	108	45 00
			Pender, A M	103	45 00
			Philpot, Ella	108	45 00
			Povons, Minnie	100	41 66
			Pulsiver, Bessie	93	38 75
			Putnam, Charlotte	103	45 00
			Pye, Hannah	101	42 08
			Roche, Charles	107	44 58
			Roome, Ada	107	44 58
			Ryan, Maggie	104½	43 54
			Shaw, Alice M	106	44 16
			Shute, Jessie S	103	45 00
			Sims, Susie	108	45 00
			Smith, Frank F	106½	44 37
			Smith, Isabella	102½	43 12
			Sprott, Edith	108	45 00
			Stephens, Thaddeus	97	40 41
			Thomas, Bessie	103	45 00
			Thompson, Eliza	105	43 75
			Tupper, Mary	95	39 58
			Tynan, Joanna	108	45 00
			Williston, Jennie	107	44 58
			Young, Luther	105	43 75
			Annand M Laura	107	29 72
			*Archibald, Emma	71	26 29
			Archibald, Maud	97	26 94
			Auld, Lucy M	83	23 05
COUNTY.					
Miller, Geo I	103	\$110 00			
Andrews, Henry W	83	46 11			
Anderson, Teresa	105	58 32			
Bigney, Anna L	108	60 00			
Bell, Mary F	40	22 22			
Delahanty, Katherine	108	60 00			
Doody, Katie	105	58 32			
Ellis, Emma	103	60 00			
Fultz, Emily	105	58 32			
Ford, Susie B	80	44 44			
Hogan, John P	16½	9 16			
Kelly, Jessie M	103	57 21			
Moody, Grace	25	14 56			
Martin, Oscar McN	108	60 00			
McColoug'n, Agnes	103	57 21			
McDonald, Catharine	15	8 32			
Woodrich, Mary E	101	56 10			
Annand, Alice S	107	44 58			
Allen, Elizabeth G	103	45 00			
Annina, Sister M	108	45 00			
Al'en, Stella	108	45 00			
Borne, Louisa	108	45 00			
Butler, Bertha	95	39 58			
Brown, Einma M	105	43 75			
Brown, Mary M	90	37 50			
Bentley, Lieuana	106	44 16			
Brady, Myrtle	106	44 16			
Creighton, Alice	106	44 16			
Cray, Bertha	103	45 00			
Clark, Helen T	102½	42 71			

Bruce, Christina	103	\$30 00	Freeman, Binney	108	\$60 00
*Brindige, Ethel	95	35 17	Fuller, Martha,	106½	59 16
Campbell, Elizabeth	108	30 00	Laws, Sophia G	108	60 00
*Collishaw, Charles	101	37 40	McDonald, Henry	106	58 88
*Cook, Norman	83	30 73	McLatchey, Blanche	108	60 00
Cox, Maggie M	108	30 00	McLatchey, Kate	107	59 44
Cox, Bessie	103	28 60	McNealy, Clara A	108	60 00
Croucher, Minnie	108	30 00	Smith, Letson M	108	60 00
Cayle, Eleanor	108	30 00	Archibald, R DeW	108	45 00
*Dechman, Minnie	38	14 07	Bennett, Hanna	107½	44 79
Dunbrack, Maggie	107	29 72	Burgoyne, N A	107½	44 79
*Ervin, Annetta	81	29 99	Canavan, Annie	107	44 58
Frame, Emma M	102	28 33	Cook, Mary L	108	45 00
Fultz, Antoinette	105	29 16	Dimock, Annie A	108	45 00
Fultz, Mary E	69	19 16	Duncanson, Grace	108	45 00
*Giles, Cath F	104	38 51	Goudy, Emily F	108	45 00
*Gould, Alice	36	13 33	Hamilton, Helena H	108	45 00
Graham, Louise	108	30 00	Jordan, Maggie M	107½	44 79
Hartling, Ella J R	89	24 72	Kerr, Bessie	108	45 00
Hay, Harry	79	21 94	King, Lillian L	106	44 16
Henry, Alice	84	23 33	Lawrence, Lydia	103	42 91
*Higgins, Alberta	92½	34 25	Logan, Bessie P	108	45 00
Hutchinson, Lydia	108	30 00	Lynch, Jessie A	108	45 00
Johnson, Martha E	73½	20 41	McDonald, Mary	108	45 00
*Kennedy, J H	82	29 89	McHarrie, Agnes	108	45 00
*Kerr, S J K	58	21 48	McLellan, Marv	105	43 75
*Largie, Emma	64	23 70	Miller, Georgetta	108	45 00
Marryatt, Martha	108	30 00	Miller, G William	107	44 58
*Marsman, Florence	93	34 43	Redden, Laura	40	16 66
*Milbury, Marie E	105	38 88	Saunders, Mabel	108	45 00
Miller, Maggie	105	29 16	Schnare, Lillian A	108	45 00
*Miller, Lillias	81	29 99	Shaw, Nina U	108	45 00
Mitchell, Alice	103	30 00	Sturk, John N	103½	43 12
Moser, Sadie	79	21 94	Wellwood, Sadie	83	34 58
Morrison, Kenneth	108	30 00	*Wile, Maud L	99	41 25
Mortimer, Jennie	107	29 72	Woodroffe, Laura	107	44 58
McDonald, Nellie	108	30 00	Woodroffe, Mabel	108	45 00
*McDonald, Susie	108	40 00	Drinmen, Isabelle	107½	29 86
McGunnigle, Janie	107	29 72	*Ettinger, Aurelia	105	38 88
McIsaac, James	108	30 00	*Fader, Blanche	108	40 00
McKay, Annie	108	30 00	Fuller, Bessie E	108	30 00
Phillips, Ralph	107	29 72	Laws, Lillian	108	30 00
Scott, Elizabeth	101	28 05	Miller, Isabelle	108	30 00
*Scott, Eva	108	40 00	O'Brien, Janie L	82	22 77
*Sibley, Florence	97	35 91	*Parsons, Hattie	108	40 00
*Stoddard, Beatrice	106	39 25	Sanford, Mattie V	108	30 00
*Stoddard Blanche	106½	39 43	Smith, Flora C	102	28 33
Sutherland, Grace	106	29 44	Taylor, Laura	107	29 72
Tait, Laura M	103	28 60	*Thompson, Minnie	79	29 25
Walsh, Katherine	108	30 00	Thompson, M. Rena	105	29 16
Warner, Della	108	30 00	*Toye, Mary B	99	36 65
*Williams, Ada	75	27 77	Wilson, Lizzie F	96	26 66
*Williams, Selina	81	29 99			
Wilson, Margaret	99	27 49			

EAST HANTS.

Assistant.			Hepburn, Wm M	108	\$110 00
Findlay, Sarah	103	30 00	Bool, Evelyn	94	52 21
			James, Beryl G	108	60 00
			McLean, J J	108	60 00
HANTS.			McNeil, Emily	107	59 44
			O'Brien, Katie E	108	60 00
			Underwood, James	91	50 55
			Blake, Lizzie A	108	45 00
WEST.			Bradley, John A	82	34 17
McNealy, Murray	108	\$110 00	Fulton, Clarence	105	43 75
Smith, J A	105		Hennigar, Annie	108	45 00
Brooks, Ethel	108	60 00	Hutchinson, Grace	108	45 00
Burton, Maggie	108	60 00	Logan, Robt J	103	42 91
Dimock, Maggie	107½	59 72	Macomber, Alice	108	45 00
Ferguson, Annie	108	60 00			

Maine, Eliza J	106½	\$44 37	McMaster, D B	108	\$45 00
Mariette, Emma M	108	45 00	McDonald, H M	108	45 00
Mason, Annie	80	33 33	McInnes, Mary	107	44 58
Meek, J Geddie	107	44 58	McLellan, A N	81	33 75
McDongall, Clarence	108	45 00	McLeod, Hannah	108	45 00
McDougall, Lois A	104	43 33	McInnes, W C	108	45 00
McLellan, Winifred	108	45 00	McMillan, Sarah	107	44 58
Miller, Mary M	98	40 83	Sister St Prisca	108	45 00
Murdock, Selina	107	44 58	McDonald, James R	108	45 00
Rines, Leonard	104½	43 54	McAulay, M S	86	35 83
Roy, Ada C	107	44 58	Murphy, P A	108	45 00
Stephens, Hattie	107	44 58	McKenzie, Annie J	108	45 00
Wallace, Effie B	107	44 58	McGregor, Jessie J	76	31 66
Wardrop, Mabel	108	45 00	McDonald, James M	20	8 33
Weatherhead, Isabel	108	45 00	Nicholson, A G	86	35 83
Anthony, Josephine	105	29 16	Philpot, Mary	108	45 00
*E. tinger, Eunice	106	39 25	Sister St Susan	108	45 00
*Etter A Gordon	107	39 62	Sister St Frances	108	45 00
*Feetham, Annie M	106	39 25	Skinner, Henrietta	108	45 00
Fenton, Libbie A	75½	20 96	Smythe, Sommers P	106	44 16
Fenton, R M	105	29 16	Beaton, Katie	103	28 60
Huntley, H B	62	17 22	Beaton, H R	108	30 00
*Kavenagh, A M	103	38 14	*Campbell, Mary	108	40 00
Layton, Mary	108	30 00	Campbell, Mary I	107	29 72
Logan, Maggie	108	30 00	Chisholm, Dan	108	30 00
McCulloch, Maggie	77	21 38	Moran, Mary E	108	30 00
McDonald, Sarah	98	27 21	McMaster, Katie A	108	30 00
McLeod, Alex G	107	27 72	McNeil, Maggie	108	30 00
Miller, Bertha M	107	29 72	McIver, Henry A	79	21 94
Nelson, Georgina	108	30 00	Matheson, Donald J	108	30 00
O'Brien, Helen G	108	30 00	McPhee, Neil	108	30 00
Parker, Alice B	108	30 00	McLellan, Mary D	57	15 82
Parker, Phoebe	102	28 33	McDonald, Christy A	62	17 22
Richardson, Louisa	102	28 33	McMaster, Maud C	107	29 72
*Sanford, Annie L	104	38 51	McAulay, Mary A	106	29 44
*Simpson, Ruth	107	39 62	McDonald, John L	108	30 00
Scott, George	108	30 00	McMaster, Annie J	108	30 00
*Stockall, Blanche	78	21 66	McLachlan, Mary A	108	30 00
Sutherland, Janet	106	29 44	McDonald, Alex	95	26 38
Terhune, Lily M	108	30 00	McMillan, Catherine	108	30 00
Wallace, Flora B	108	30 00	McRae, Maria	108	30 00
*Webster, Annie	60	22 22	*McLellan, Mary C	106	39 25
Withrow, Mary L	101½	28 19	McDonald, Maria C	108	30 00
Wright, Lilah J	108	30 00	Campbell, Alex R	108	45 00
			McLeod, Mary A	103	28 60
			McNeil, Maggie A	108	30 00
			McIver, Dolina	98	27 21
			McDonald, Agnes	108	30 00
			McDougall, Jessie A	102	28 33
			*McDougall, Angus R	108	40 00
			*McIver, John W	107	39 62
			McQuarrie, Angus	20	5 55
			Rankin, Maggie	108	30 00
			Rankin, Donald B	108	30 00
			Rankin, Duncan J	108	30 00
			Rankin, Donald	108	30 00
			Sister St Gregory	108	30 00
			Heughen, Bessie J	44	12 22
			Kennedy, Maggie C	98	27 21
			McDonald, John J	98	27 21
			McRae, John P	20	5 55
			McInnes, Euphemia	102	28 33
			*McMaster, Augustine	103	38 14
			McPhail, Maggie I	94	26 10
			McQueen, Catherine	102	28 33
			Melver, M N	98	27 21
			*McEachern, Daniel J	93	34 43
			McAskill, Jessie	97	26 94
			McDaniel, Annie E	43	11 94

## INVERNESS.

## SOUTH.

Gormley, Clarke M	108	\$110 00
Phelan, T M	108	
Cameron, Janet E	68	37 77
Chisholm, Duncan	101	56 10
McKay, M S	108	60 00
McLellan, Andrew	108	60 00
Robinson, W C	108	60 00
Thompson, Elizabeth	101	56 10
Urquhart, George W	108	60 00
Black, Jessie F	108	45 00
Cameron, Maggie L	108	45 00
Carroll, James H	108	45 00
Doyle, Mary A	108	45 00
Embree, Luella A	108	45 00
Fraser, D A	108	45 00
Gillis, John A	53	22 08
McIsaac, W M	40	16 66
*McDonald, Teresa	108	45 00
McDonald, Alex D	102	42 50

McIsaac, Archy	39	\$10 83	McLeod, Joseph A	54	\$15 00
Murray, Norman	54½	15 14	McLennan, Mary E	94	26 10
NORTH.			McDaniel, Matthew L	90	25 00
Gillis, Mal H	108	60 00	McDonald, Mary C	89	24 72
Ingraham, M J	108	60 00	*McDonald, Colin G	99	36 65
McMillan, Neil	103	57 21	*McLellan, James A, share of Poor Aid for half year end- ing July, 1896, omitted.		10 00
Tompkins, Morris J	108	60 00	<i>Assistants.</i>		
*McDonald, Murdoch	108	60 00	Doyle, John C	108	20 00
Buckles, Daniel	108	45 00	Doucet, Moses E	108	20 00
Chisholm, Christy W	108	45 00	McLennan, Mary A	108	20 00
Chisholm, Archd A	108	45 00	LeFort, Henry B	23	4 26
Doucet, Joseph D	108	45 00	LeBlanc, Eusebe,	108	20 00
Gallant, Thomas	108	45 00	McKinnon, Mary A	76	14 07
Gillis, Michael	108	45 00	KINGS.		
McLean, Annie B	108	45 00	Godfrey, John F	106	\$107 96
McRae, Colin	108	45 00	Hebb, Bertha B	107	
McDougall, A S	107	44 58	McDonald, Blanche	74	
McFarlane, D D	108	45 00	McLeod, Angus	104	
McDonald, Stewart	108	45 00	Ross, Jennie	33	
McDonald, H T	108	45 00	Banks, Aurelia	105	58 32
McFarlane, James	108	45 00	Best, Elsie M	103	57 21
McLellan, A N	10½	43 33	Best, Lillian G	107½	59 72
Tompkins, Maggie C	108	45 00	Borden, Carrie	108	60 00
Tompkins, Rebecca	108	45 00	Burnaby, E F	108	60 00
Burns, Arsenius	108	30 00	Bustin, H L	108	60 00
Arsenau, Lucy	108	30 00	Caldwell, Myrtle	107	59 44
AuCoin, Napoleon	84	23 33	Carter, Bessie	71	39 43
AuCoin, Charles J	108	30 00	Deckman, Hannah	23	12 77
AuCoin, Paul J	108	30 00	Hamilton, Bessie	108	60 00
AuCoin, Placide J	108	30 00	Lockhart, N J	107	59 44
AuCoin, James H	108	30 00	Morse, Flora M	108	60 00
Boudreau, Placide	108	30 00	Osborne, N A	98	54 43
*Coady, Ellen J	89½	33 14	Power, Alice	108	60 00
Coady, Mary J	107	29 72	Rathbun, Florence	108	60 00
Coady, Peter W	108	30 00	Redding, Belle M	25	13 89
*Coady, Rebecca J	103	38 14	Reid, Chas E	54	30 00
*Chiasson, N	108	40 00	Robins, Welton H	108	60 00
Chiasson, Ephraim	108	30 00	Robinson, L D	59	32 77
Doyle, Sarah J	108	30 00	Saunders, W E	107	59 44
Doucet, Paul	108	30 00	Saunders, W W	108	60 00
Gillis, James D	108	30 00	Schaffner, Gertrude	108	60 00
Maillet, Eliza	108	30 00	Scott, Lily A	108	60 00
LeBlanc, Athanais	51	14 16	Wallace, Burpee	33	18 33
LeBlanc, Peter	108	30 00	Webster, Winifred	108	60 00
LeBlanc, John P	108	30 00	West, Susie B	108	60 00
McLellan, Maggie A	54	20 00	Willett, Clara	83	46 11
*McMillan, Peter	108	40 00	Woodworth, W H	54	30 00
*Gillis, Archd	54	20 00	Ballantyre, Janet	102	42 50
McKinnon, H L	55	15 27	Banks, Kezzie	103	42 91
McIntosh, Sadie C	108	30 00	Barker, Ruby S	46	19 16
*McLellan, Mary W	59	21 85	Bentley, Florence	108	45 00
*McDonald, Angus A	10	3 70	Bigelow, Wilfred	108	45 00
*McLellan, Alex	108	40 00	Bingay, Bessie M	107	44 58
McMillan, M R	51	22 49	Bishop, Hattie L	107	44 58
*McKenzie, Rod Y	108	40 00	Bishop, L Estella	108	45 00
McLean, Jessie A	98	27 21	Bowles, Addie	108	45 00
McDonald, William A	106	29 44	*Brinnen, Jessie J	108	45 00
*McLellan, Alex J	108	40 00	Burgess, Fannie	108	45 00
McLeod, Mary Bell	107	29 72	Burgess, Olie B	108	45 00
McLean, Charles A	40	11 11	Burnaby, Evelyn	107	44 58
Ross, Minnie B	108	30 00	*Cahill, Cassie L	106	44 16
McRae, John A	108	30 00	Caldwell, Unie	108	45 00
Roach, Didace W	108	40 00	Challen, Bessie	108	45 00
Tompkins, Mary E	5	1 38			
*Tompkins, Mary E	101½	37 59			
*Tompkins, Katie	108	40 00			
*McKay, Malcolm E	108	40 00			
*Coady, John J	95	35 17			



Chesley, Sadie B	108	\$45 00
*Clarke, J A	108	45 00
Coleman, Edna	107	44 58
Cox, Ethel L	108	45 00
Craig, James	14	5 82
Craig, Jennie	108	45 00
Crandall, Ella M	108	45 00
Crowe, Fannie B	108	45 00
Davidson, Milton D	108	45 00
Delamere, Maria	105	43 75
Evans, Florence M	107	44 58
Foote, C Perry	106	44 16
Gammon, Minerva	107	44 58
Godfrey, Fannie	108	45 00
James, W G	108	45 00
Jacques, Frank	84	34 99
Johnston, Minnie	108	45 00
Jordan, Jennie	108	45 00
Kelly, Minnie A	108	45 00
Killam, Millicent	108	45 00
Kirkpatrick, Lottie	107	44 58
Magee, Georgie	108	45 00
Magee, M Rena	102	42 50
Magee, Unity	108	45 00
Marchant, Abbie	108	45 00
McLean, Alena	108	45 00
*Mosher, A S	50	20 83
Mosher, Maggie	108	45 00
Mumford, Charlotte	103	42 91
*Palmer, Charlotte	108	45 00
Parker, Essie	108	45 00
Parker, Ida A	108	45 00
Parsons, N H	106	44 16
Pearson, Kate E	108	45 00
Roy, Bessie	108	45 00
Roy, Eva M	108	45 00
Shipley, Clara	57	23 75
*Spinney, Helena	59	24 58
*Stronge, Gertrude	104	43 33
Sweet, Annie	106	44 16
Tobin, Gertrude	77	32 08
Weaver, Sadie	108	45 00
West, Acel	108	45 00
West, Hattie W	62	25 83
Wood, Clara	108	45 00
Young, Belle H	108	45 00
*Bishop, Ida M	96	35 54
*Balsor, Mildred	108	40 00
Bowles, Jennie B	52	14 44
Brison, Mary J	108	30 00
Browne, Marión	107	29 72
*Chandler, E Maude	13	4 81
Colwell, Girelda	108	30 00
*Daniels, Cassie	108	40 00
Fletcher, Mary	105	29 16
Harris, Lavenia	108	30 00
*Howell, J Alonzo	97	35 91
*Killam, Harold	108	40 00
Kennikle, Flora	108	30 00
Kennikell, James	106	29 44
Lake, Nellie E	108	30 00
*Long, Gertrude	99	36 65
*Lovely, Eliza J	108	40 00
*McIntosh, Bessie	108	40 00
*Palmeter, Eloise	83	30 73
*Parker, Grace D	108	40 00
*Parsons, Anna B	108	40 00
*Randall, Olivia	10	3 70
*Reid, Daisy	107	39 62

Roscoe, Josephine	108	\$30 00
Schofield, Florence	103	28 60
Shaw, Annie M	108	30 00
Stark, Annie J	59	21 85
Webster, Leora C	108	30 00
Webster, Lulu	105	29 16
*West, Mildred	103	38 14
Woodroffe, Lena	108	30 00
Young, Ida B	108	30 00

## LUNENBURG &amp; NEW DUBLIN.

McKittrick, B	108	
Morton, R F	108	\$110 00
Roop, Agnes H	108	60 00
Cook, H L	93	51 66
Crouse, Annie	108	60 00
Durland, H A	108	60 00
Haynes, R W E	106	58 88
Hewitt, M C	108	60 00
Lewis, Kate A	108	60 00
Morton, Flora	108	60 00
Rieser, Daniel	108	60 00
Smith, Pearl	107	59 44
Tobin, Stanley	103	57 21
Veinotte, A M	108	60 00
Barss, Nellie	107	44 58
Begin, Thurston	108	45 00
Bell, Diadem	101	42 08
Bowers, M L	108	45 00
Card, Hattie	108	45 00
Carder, A G	104½	43 54
Cossmann, M	107	44 58
Daniels, Teresa	108	45 00
DeLong, Maud	107	44 53
Eisenhauer, Mary	108	45 00
Emeno, Ethel	108	45 00
Ernst, Phebe	108	45 00
Freeman, Mary	107½	44 79
Frost, Myrtie	108	45 00
Gardner, Rosie	108	45 00
Hamin, Erema	108	45 00
Hebb, Elsie E	108	45 00
Hennigar, Cora	101	42 08
Himmelman, G	108	45 00
Hirtle, Amanda	108	45 00
Keddy, Beatrice	106	44 16
Keddy, Bessie	107	44 58
Keddy, Louise	108	45 00
Lantz, Jessie	107½	44 79
Leary, Cora	104½	43 52
Leary, Mary	108	45 00
McKean, Helena	108	45 00
McLachlan, Ethel	108	45 00
McLachlan, Lelia	108	45 00
Milbury, Laurella	107	44 58
Morash, Jessie	108	45 00
Scott, Annie	108	45 00
Scott, Ethel	103	42 91
Smith, Etta	108	45 00
Smith, Laura	19	7 91
Starratt, Mildred	108	45 00
Stoddart, Maria	108	45 00
Strum, Laura	79	32 92
Strum, Mary	108	45 00
Tobin, Ellen M	108	45 00
Tobin, Mary E	108	45 00

Tupper, Sadie	108	\$45 00	Ramsay, Ada	108	\$30 00
West, Ella L	108	45 23	Richardson, E M	108	30 00
Westhaver, Edna	108	45 00	Ritcey, Maggie	108	30 00
Wile, Fanny I	88	36 66	*Ritcey, Vida	54	20 00
Wynacht, Agnes	108	45 00	Sarty, Eva	108	30 00
Young, Helen	59	24 58	*Seldon, Clementine	107	39 62
Young, Frances	108	45 00	Shoop, Nora E	108	30 00
Zinck, Ellie	108	45 00	*Silver, Josephine	87	32 21
Zinck, Harriet	108	45 00	Smith, Ada A	107	29 72
Zwicker, C L	107	44 58	*Smith, Kate R	79	29 25
Archibald, A J	102	28 33	Smith, Myrer	107	29 72
*Baker, Addie	107	35 18	Strum, Emma	106	29 44
*Barry, Ada C	108	40 00	Taylor, Annie S	81	22 49
Bell, Lottie	84	23 33	Taylor, Lucy A	98	27 21
Conrad, Stella	107½	29 86	Veinot, Flora	103	28 60
*Crouse, Mary	108	40 00	Weagle, I A	108	30 00
*DeLong, Jessie	92½	34 25	Wentzell, Hattie	108	30 00
Dunn, Ina E	106	29 44	Wentzell, Jemima	108	30 00
Duncan, John	108	30 00	Westhaver, Anice	107	29 72
Durling, Cora E	106	29 44			
Eisenhauer, Annie	108	30 00			
Eisenhauer, Iona	108	30 00	CHESTER.		
Ernst, Bessie	108	30 00	Denton, L M	108	60 00
Ernst, Ella E	54	15 00	Caldwell, L J	25	13 89
Fancy, Bessie	108	30 00	Mills, Hattie	108	60 00
Faulkner, Beatrice	108	30 00	Butler, Mary	108	45 00
*Feener, Nora	105	38 88	Hennigar, A	103	42 91
Fitch, Clara	108	30 00	Hennigar, Effie	108	45 00
Forbes, Marie G	108	30 00	Hogan, H R	108	45 00
Godfrey, Essie	108	30 00	Hunt, Mabel	108	45 00
Gow, Isabel	108	29 44	Mullock, Annie	106	44 16
Haines, Taphenas	108	30 00	Skerry, Ellen	108	45 00
Hallamore, Della	107	29 72	Spinney, C	103	42 91
Hebb, Carmina	107	29 72	Strum, Ettie	106	44 16
Hebb, Lena S	108	30 00	Webber, Emily	108	45 00
Hebb, Lois A	105	29 16	Webber, Ernest	108	45 00
Heckman, A D	69	19 16	Webber, Eva	108	45 00
Hennigar, Grace	101	28 05	Zinck, Lilla	103	45 00
*Heisler, Annie	54	20 00	*Corkum, Inez	108	40 00
Herman, Bessie	107	29 72	Daniels, M	94	26 10
Herman, Letitia	108	30 00	*Franey, Cassie	106	39 25
Herman, Lottie	108	30 00	Gowe, Nellie	53	14 71
Herman, Naomi	108	30 00	Hiltz, Eva	20½	5 69
Hilton, Etta	108	30 00	Hume, E M	108	30 00
*Hirtle, Beatrice	54	20 00	Mills, Ethel	106	29 44
James, Ellen K	108	30 00	*Skerry, Alice	59	21 85
Johnson, Mary E	105	29 16	Webber, Bessie	108	30 00
Johnson, F W	108	30 00	Webber, Hattie	108	30 00
Joudry, Mary	108	30 00	Zinck, Etta	108	30 00
Kaulback, Laura	108	30 00			
Kennedy, Lois	108	30 00	PICTOU.		
Kizer, Ida F	86	23 88	SOUTH.		
Langille, Janet	107	29 72	Campbell, Robert S	83	\$69 17
*Langille, Zilpah	99	36 65	McIntosh, D S	108	90 00
Lawson, Guthrie	107	29 72	Simpson, F S	25	20 83
Lohnes, Harold	94	26 10	Soloan, David	108	110 00
Manning, Geo	98	27 21	Cameron, Maggie S	108	60 00
Manning, Myra	108	30 00	Creelman, Graham	30	16 66
*McConnell, M C	108	40 00	Forbes, John W	103	57 21
McLaughlin, Lilla	108	30 00	Johnson, Isabel	108	60 00
Morash, Carrie	108	30 00	McDonald, Christina S	107	59 44
Mossman, Ida	108	30 00	McArthur, Olive E	104	57 77
*Mullock, Clara	108	40 00	McDonald, D W	108	60 00
Newcomb, Bessie	108	30 00			
Niford, Susie	98	27 21			
Peters, Alma	107	29 72			
*Publicover, Lida	108	40 00			
*Pulsifer, Bessie	24	8 88			
Rafuse, Edith	108	30 00			



Maxwell, Martha	108	\$45 00
Mingo, Nellie	108	45 00
Proudfoot, Jas A	106	44 16
Proudfoot, Annie M	99	41 25
Rose, Jessie	49	20 41
Ross Marion	106	44 16
Sutherland, Marian	108	45 00
Thomson, Isu	108	45 00
Ballentine, Agnes W	103	28 60
*Baillie, Libbie B	99	36 65
Bigney, Elizabeth E	108	30 00
*Carmichael, Olive H	108	40 00
Douglas, Ellen	108	30 00
*Fraser, Albert G	94	34 80
Gordon, Sadie J	108	30 00
Grant, Etta N	108	30 00
Kennedy, Mary M	108	30 00
Langille, Emma	108	30 00
McCunn, Elizabeth	108	30 00
*McDonald, Geo F	107½	39 81
McKay, Maggie A	105	29 16
McKenzie, Mary C	108	30 00
McKenzie, Isabella	108	30 00
*McKenzie, Jas A	103	38 14
*McKenzie, Elizabeth	59	21 85
McKenzie, Marion J	108	30 00
*McLeod, John W	87	32 21
McLeod, Geo R	108	30 00
Murray, Elizabeth A	108	30 00
Perrin, Elva E	108	30 00
Ross, Bella C	105	29 16
Ross, Mary M	107½	29 86
Ross, Wm H	108	30 00
Stramberg, Vida M	108	30 00
Sutherland, Alex A	98	27 21
Sutherland, Jean	82	22 77
Tattie, Florence	54	15 00
Taylor, Annie W	107	29 72
Wilson, Maggie N	77	21 38
Young, Alex McG	108	30 00
Young, Jeanetta B	106	29 44

Marshall, E M	107	\$44 58
McAdams, Sophia	108	45 00
McLeod, Jas A	108	45 00
McVicar, J E	108	45 00
Donnellan, C C	107	29 72
*Frellick, Andella	108	40 00
Gardner, Nora	107	29 72
*Giffin, Nettie	63	23 33
Hunt, Sophia	108	30 00
Manthorne, Lennie	108	30 00
*McLeod, Arthur	98	36 28
*Moody, Kate	98	36 28
*Naugler, Lucretia	106	39 25
*Shea, Minnie	105	38 88
Smith, Evangeline	108	30 00
Taylor, Emma	108	30 00
Taylor, Louise	108	30 00
Dexter, Sadie	108	60 00
Freeman, Jessie	108	60 00
Bent, Minnie	103	42 91
Dexter, Lena	108	45 00
Ford, Roselle	108	45 00
Harlow, R L	108	45 00
Hebb, A M	17	7 07
McMillan, Altee	74	30 83
Nickerson, M S	104	43 33
*Boyle, May G	98	36 28
*Chute, Annie	45	16 66
*Decker, M E	108	40 00
Douglas, Elvie	104½	29 02
Drummond, M G	108	30 00
Harlow, Flora	108	30 00
*Hatt, Mantie	104	38 51
*McLeod, Nelsie	64	23 70
McMillan, Nellie	105	29 16
*Miles, Jennie	82	30 36
*Wagner, Lizzie	74	27 40

RICHMOND.

QUEENS.

Layton, J S	108	
Armstrong, Mertie	108	\$50 00
Dauphinee, Josie	108	60 00
Harrington, E B	108	60 00
Harrington, G	108	60 00
McLeod, A C	107	59 44
Mullins, Jennie	108	60 00
Bell, Marie	108	45 00
Christopher, M	108	45 00
Collie, Zelia	108	45 00
Creed, H M	107	44 58
Daniels, Hesse	108	45 00
Daniels, Lavenia	108	45 00
Emenot, Mary	108	45 00
Ford, Annie E	108	45 00
Ford, Minnie	108	45 00
Ford, Mollie	108	45 00
Hemeon, Nettie	108	45 00
Kempton, Enos	108	45 00
Leslie, Sadie	107	44 58
Marthorne, Maud	108	45 00

Campbell, D H	108	\$60 00
McGarry, Patk A	108	60 00
McLeod, Malcolm	108	60 00
Morrison, Alex E	108	60 00
Morrison, Norman	20	11 11
Boyd, Chriscina	108	45 00
Campbell, Danl A	108	45 00
Doyle, Emma M	108	45 00
Finlayson, Dunc K	108	45 00
Henesey, Bessie	108	45 00
LeBlanc, Patrick	108	45 00
Macadam, Mary	103	42 91
MacQuish, Ken A	106	44 16
Macdonald, Ron S	108	45 00
Macdonald, John I	108	45 00
McInnis, Barbara	108	45 00
McKay, John	75	31 25
McKillop, Ewen D	107	44 58
Macrae, Christina A	108	45 00
Major, William	108	45 00
Matheson, D F	108	45 00
Murphy, Geo H	108	45 00
Nelson, J Scott	108	45 00
Ross, W Frank	108	45 00

Sister St Antonia	108	\$45 00	Wagner, Charles	29	\$16 11
" Camillus	108	45 00	Best, Linda	96	40 00
" Pelagia	108	45 00	Bower, L M	108	45 00
Barrett, Cath F	108	30 00	Copeland, L W	103	42 91
Beranger, Elizabeth	34	9 44	Dall, Mary	98	40 83
Bissett, Amie M	74	20 55	Enslow, L D	99	41 25
Boyd, Mary W	108	30 00	Etherington, A	108	45 00
Boyd, Sarah E	108	30 00	Giffin, C B	57	23 75
Cameron, C P P	108	30 00	Goodick, I D	108	45 00
Campbell, Jas R	108	30 00	Hagen, L	106	44 16
Chisholm, Annie M	108	30 00	Harlow, A C	108	45 00
Currie, A Lawrence	108	30 00	Heckman, B	103	42 91
Deagle, Joseph	108	30 00	Holden, L F	107½	44 79
Ferguson, Annie	73	20 27	Hempton, Ellie	108	45 00
Foret, Minnie A	108	30 00	Lyle, E R	98	40 83
Foret, Maria R	103	28 60	MacAlpine, E	103	42 91
Grant, Annie	108	30 00	MacAlpine, F D	101	42 08
Hynes, Sarah C	54	15 00	MacDonald, M	84	34 99
Jamieson, Bessie G	108	30 00	MacKay, I M	108	45 00
Johnston, Dan J	108	30 00	MacKay, J G	104	43 33
Joyce, Simon E	107	29 72	MacMillan, L	108	45 00
Langley, Etta	108	30 00	Martin, H L M	107½	44 79
Langley, John	103	28 60	Martin, Bell	103	42 91
McAskill, J A	102	28 33	Quinlan, S W	108	45 00
McCuish, Maggie	72	19 99	Allen, Selina	108	30 00
McDonald, Isabella	106	29 44	*Brown, A D	106	39 25
McDonald, M A	103	28 60	Clark, Jones J	107	29 72
McDonald, Peter	105	29 16	*Frude, I M	107	39 62
Macneil, Minnie P	104	28 88	Geddes, C D	108	30 00
Matheson, Duncan	108	30 00	Gibbons, Miles	101	28 05
Morrison, W E	108	30 00	Goshee, A thea	105½	29 30
Nelson, C E	108	30 00	Hunt, M E	107	29 72
Nelson, Gus A	108	30 00	Hupman, E	84	23 33
Poirier, Jeffrey H	108	30 00	Hendrick, B	98	27 21
Thibeau, Peter	108	30 00	*Locke, Fred O	78½	29 06
Walker, Annie J	104	28 88	Morrison, Lizzie	108	30 00
*Benoit, Marie L	103	40 00	Stephen, Alice	102	28 33
*LeBlanc, Harriet A	108	40 00	Sutherland, R	83	23 05
*Macdonald, Mary	108	40 00	Turner, Flora	108	30 00
*McLennan, K J	103	38 14			
*McLeod, Tena H	108	40 00			
*McRae, Dan K	108	40 00			
*Martel, Eliza J	108	40 00			
*O'Toole, Sara E	105	38 88			
*Pringle, Christy A	108	40 00			
*White, Sarah C	35	12 96			
White, Mary A	68	25 18			
*Wilson, Mary B	108	40 00			
<i>Assistants.</i>					
Martel, Angeline	64	11 85			
Brymer, Emma J	89	16 48			
<b>SHELBURNE.</b>					
Bruce, C S	103		Fox, A D	108	\$60 00
Doherty, D P	49	\$49 90	Hemeon, M E	108	60 00
Mack, E E	53½	54 49	Hopkins, S M	108	60 00
Burgoyne, Mary	103	57 21	Huestis, A B	108	60 00
Capstick, Grace	102½	56 94	Leslie, Josephine	108	60 00
Craig, N R	108	60 00	MacInnis, A D	108	60 00
Hogg, Maggie	74	41 10	Sears, L F	21	11 66
			Smith, Lizzie	108	60 00
			Bingay, A A	63	26 24
			Crowell, Lizzie	108	45 00
			Crowell, A L	108	45 00
			Davis, Minnie	108	45 00
			Doleman, T	106	44 16
			Doleman, E P	81	33 75
			*Gardner, C R	98	40 83
			Goodwin, Sadie	106	44 16
			Henderson, I M	108	45 00
			Knowles, Bessie	108	45 00
			Larkin, E L	106½	44 37
			MacCarthy, E	79	32 92
			Murphy, Mary	44	18 33
			Pinkham, E S	24	9 99
			*Ryer, Nellie A	107½	44 79
			Sutherland, E	107	44 58
			Swain, Eva H	108	45 00
			Swim, Bessie H	105	43 75

## BARRINGTON.

Wilson L L	108	\$45 00
Crowell, C	108	30 00
*Ensor, Effie	54	20 00
Goulden, A	108	30 00
Hogg, A C	108	30 00
Huestis, M B	78	21 66
Locke, L L	108	30 00
Lyons, Edna J	103	28 60
*MacKay, G A	94	34 80
Smith, L J	104	28 88
Snow, Jessie H	107	29 72
Starratt, V M	108	30 00

McKenzie, John	81	\$22 49
McKinnon, Annie	97	21 94
Smith, Annie M	108	30 00
McDonald, Lyla	108	30 00
McEachen, L A	108	30 00
Morrison, Cassie	102	28 53
McRae, Annie M	98	27 21
McKinnon, J D	98	27 21
McLennan, John N	108	30 00
*McRitchie, Sadie A	103	38 14
McIntosh, E A	99	27 49
*McNeil, Bessie	65	24 07
*McDonald, Catharine A	84	31 10
Roper, Hattie L	94	26 10
Smith, Jessie E	97	26 94

VICTORIA.

McPhee, Margaret	108	
McIntosh, Anna B	108	\$60 00
*McDonald, M B	108	60 00
Fcyle Lizzie H	108	45 00
Muggah, H L	107½	44 79
McDonald, Hanna	108	45 00
McLennan, Agnes J	108	45 00
McDonald, Catherine	108	45 00
McLeod, Dan P	20	8 33
McIvor, Ida	108	45 00
McPhail, M L	108	45 00
McLeod, John D	93	38 75
McLeod, Kenneth	79	32 92
McLean, Isabella	103	45 00
*McMillan, Allan	108	45 00
Nicholson, Dan J	108	45 00
McSwain, D A	105	43 75
McInnes, K J	108	45 00
Atwater, Harold E	45	12 49
Campbell, Tena E	54	15 00
Campbell, Belle M	108	30 00
*Hawley, Maud	84	31 10
Livingstone, Sarah	104	28 88
Morrison, Joanna B	59	16 38
Munro, Catharine W	108	30 00
Morgan, Addie M	107	29 72
Morrison, Dan B	108	30 00
McKay, Jessie A	100	27 77
*McDonald, Mary	105	38 88
McIver, Tena	106	29 44
McIver, Norman	108	30 00
McRitchie, Dan J	105	29 16
*McLeod, Mary B	37	13 70
*McDonald, Malcolm	103½	38 33
McRae, Duncan R	108	30 00
McNeil, Mary	108	30 00
McDonald, Angus	108	30 00
McLean, Neil	108	30 00
McKay, Murdoch A	99	27 49
*McDonald, Alex	74	27 40
McLeod, Christina C	108	50 00
McRitchie, H D	108	30 00
McLeod, A G	72	19 99
McKenzie, Hugh	97	26 9½
McIver, Flora	108	30 00
McPherson, Mary	41	11 38
McAulay, Alex M	108	30 00
McIver, Almira	107	29 72

YARMOUTH.

Cameron, A	95½	
Kempton, W F	98½	
Archibald, M	106½	\$59 16
Allen, S B	107	59 44
Bartheaux, J E	107	103 98
Beveridge, W R	108	60 00
Cain, George H	107	59 44
Churchill, N	107	59 44
Goudey, Theo	107	59 44
Goudey, A A	108	60 00
Grierson, Jean	82	45 55
Hibbert, Lizzie	107	59 44
Hilton, Amy	26½	14 72
Hood, A H	6	3 33
Horner, A W	107	59 44
Huestis, H A	106½	59 16
MacKay, R S	10	5 55
Munro, Ada	106½	59 16
Nickerson, A W	108	60 00
Parker, Fred A	107	59 44
Rogers, Benj	106	58 88
Starratt, S A	107	59 44
Trask, J Logan	106½	59 16
Trefry, Amy G	106½	59 16
Tooker, Beatrice	85½	49 16
Wade, Louise	106	53 88
Webster, Bell	105½	58 60
Allan, F L	106	44 16
Archibald, Mary	80	33 33
Chipman, Agnes	102	42 50
Christie, C B	99	41 25
Churchill, O	102	42 50
Churchill, H W	107	44 58
Cossitt, Ethel J	108	45 00
Crosby, J H	106	44 37
Crowell, R C	107	44 58
Crowell, B F	107	44 58
Delamere, S P	106½	44 37
Doane, Maggie	107½	44 79
Etherington, Lily	104	43 33
*Goodwin, E M	93½	33 96
Goudey, L A	107	44 58
Harding, E J	103	42 91
Harris, Viola	106	44 16
Hopkins, J	107	44 58
MacKay, Janet	97	40 41

Marshall, M H	108	\$45 00	Brown, Maud S	108	\$45 00
Metzke, Olivia	107	44 58	Doucet, Emily	103	42 91
Palmer, Bessie	108	45 00	Freeman, H R	107	44 58
Patten, L C	108	45 00	Heaney, Lizzie	108	45 00
*Parker, S H	106	44 16	Hilton, M M	108	45 00
Rogers, N S	107	44 58	Jordan, M T	93	38 75
Sutherland, Agnes	108	45 00	Kavanagh, L M	102	43 50
Tedford, Lennie	104½	43 54	Knowles, Ina	108	45 00
Tedford, Josie H	108	45 00	LeBlanc, Emily	108	45 00
Trask, A E	107	44 58	MacCarthy, E L	107	44 58
*Bond, Mary G	98	36 28	MacRay, M F	103	42 91
*Bourque, M H	102	37 77	Sister Miriam	108	45 00
*Hamilton, L G	103	38 14	Sister Eulalia	108	45 00
Harris, Laura	107	29 72	Sister Stanislaus	108	45 00
*Jones, Martha E	108	40 00	Sutherland, B	108	45 00
*Mood, Lily B	54	20 00	Taylor, M L	108	45 00
Morehouse, L G	102	28 33	Amiro, Dorothy	103	28 60
*Nickerson, H	79	29 25	Amiro, Emily	108	30 00
Patten, H F	106	29 44	Amiro, Rose M	99	27 49
Pierce, Mabel	106½	29 58	Bourque, Philomene	108	30 00
Purdy, Maud E	106½	29 58	Cunningham, S	58	16 10
Purney, M G	108	30 00	D'Entremont, A	106½	29 58
*Ridley, M W	101	37 40	D'Entremont, G H	108	30 00
Scott, E H	25	6 94	D'Entremont, J M	98	27 21
*Sims, Teresa	107½	39 81	Duncanson, L L	79½	22 08
*Tedford, A	103	38 14	Gavel, J J	54	15 00
			Goodwin, S M	107	29 72
			Hamilton, W	105	29 16
			Harding, Janie	108	30 00
			Hatfield, Le a	108	30 00
			Landry, Alma	89½	24 86
			LeBlanc, J B	108	30 00
			*Meuse, Elizabeth	81	29 99
			Pennington, H A	107	29 72
			Pothier, L A	104	28 88
			Pothier, E M	108	30 00
			Pothier, Annie	102	28 33
			*Ring, Abbie	61	22 59
			Sister Gonzaga	108	30 00
			Surette, Emily	105	29 16
			Surette, Zacharie	105	29 16
<i>Assistants.</i>					
D'Entremont, G M	69	25 55			
Archibald, M	27	7 50			
Scott, H P	53	14 71			
<i>ARGYLE.</i>					
Blackadar, Ross	18	9 99			
D'Entremont, G M	39	21 66			
Moses, Judson A	105½	58 60			
Allan, Mary V	69	28 74			

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 LIST OF 1896.

THIS IS TO CERTIFY that under the authority of section 63, chapter I 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 JOURNAL of EDUCATION of April, 1896, beginning on page 22), 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 4th day of March, 1897.*

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

HALIFAX WEST.

- No. 65½.....Grand Desert.
- " 64½.....Seaforth.

HALIFAX EAST.

- No. 8½.....Lower Lakeville.

LUNENBURG & NEW DUBLIN.

- No. 26 .....Mahone Bay.
- " 57 .....2nd Peninsula, Lower.
- " 61 .....Eastern Point.
- " 69 .....Getson's.
- " 70 .....West Dublin.
- " 75 .....Broad Cove.

CHESTER.

- No. 3 .....Marriott's Cove.

SOUTH QUEENS.

- No. 4 .....Port Monton.
- " 11 .....Beach Meadows.

ARGYLE.

- No. 8 .....West Glenwood.

BARRINGTON.

- No. 23 .....Stony Island.

SHELBURNE.

- No. 7 .....Rockland.
- " 17 .....Lower Sand Point.
- " 25 .....North East Harbor.

RICHMOND.

- No. 11 .....D'Escousse.
- " 32 .....Intervale.
- " 40 .....Salmon River.
- " 50 .....Orange.
- " 51 .....Cap-Auguet.
- " 56 .....Brymer.
- " 60 .....Macnab.

CAPE BRETON.

- No. 18 .....South Head.
- " 29 .....Caribou Marsh.
- " 63 .....West Louisburg.
- " 77 .....Gull Cove.
- " 81 .....Canoe Lake.
- " 117 .....Oceanview.

SOUTH INVERNESS.

- No. 3 .....Low Point.

VICTORIA.

- No. 71 .....Bay Boad Valley (Cape North).
- " 82 .....West Ingonish.



FORMS.

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

TEACHER'S NOTICE TO INSPECTOR

To.....  
Inspector of School.

School opened to-day in..... Section, No.....Dist. of....., in which Mr..... is Sec'y of Trustees. My engagement is for .....  
Taught last in..... Section, Co. of..... My License is Class....., No....., Year, 18....

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

TRUSTEES' FORMS.

No. 1.

MINUTES OF ANNUAL MEETING.

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

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

Countersigned by ..... Signed by .....  
....., Sec. to Trustees. ...., Chairman and  
....., Secretary of the Meeting.

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

No. 2.  
RATE ROLL.

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

No. 3.  
FORM OF SECRETARY'S ACCOUNTS.

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

	Dr.	Cr.
By cash from Assessment Roll .....		\$400 00
To paid Teacher's Salaries.....	\$200 00	
" for Fuel .....	50 00	
" Janitor's Services, &c.....	25 00	
By cash from Co. Fund .....		75 00
" from .....		30 00
To Bal. of Teacher's 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: of 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 Secretary.] (Seal). [Names of Sureties.] (Seals).

SUMMER SCHOOL OF SCIENCE FOR THE ATLANTIC PROVINCES OF CANADA.

ELEVENTH SESSION.

July 7th to July 22nd, 1897, Yarmouth, N. S.

BOARD OF DIRECTORS.

PRESIDENT, SECRETARY-TREASURER, AND FACULTY OF INSTRUCTORS.  
PRINCIPAL AND FACULTY OF NORMAL SCHOOLS, INSPECTORS OF SCHOOLS.

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A. MCKAY . . . . . Halifax, N. S.  
MISS A. B. HILTON . . . . . Yarmouth, N. S.  
PROF. J. BRITAIN . . . . . Fredericton, N. B.  
MISS C. C. SNADDON . . . . . Charlottetown, P. E. I.

FACULTY.

*Botany* :—PROF. J. BRITAIN, Normal School, Fredericton, N. B.  
*Chemistry* :—W. H. MAGEE, Ph.D., High School, Parrsboro, N. S.  
*Civics* :—J. B. HALL, Ph.D., Normal School, Truro, N. S.  
*Expression* :—MINA A. READE, Normal School, Truro, N. S.  
*English Literature* :—A. CAMERON, County Academy, Yarmouth, N. S.  
*Field Work* :—PROF. J. BRITAIN, Normal School, Fredericton, N. B.  
*Geology and Mineralogy* :—PROF. A. E. COLDWELL, M.A., Acadia College, Wolfville, N. S.  
*Kindergarten* :—MRS. S. B. PATTERSON, Model School, Truro, N. S.  
*Music (Tonic Sol-Fa)* :—MISS A. B. HILTON, Central School, Yarmouth, N. S.  
*Psychology* :—PROF. W. C. MURRAY, M.A., Dalhousie College, Halifax, N. S.  
*Physics and Meteorology* :—W. R. CAMPBELL, M.A., County Academy, Truro, N. S.  
*Physiology and Hygiene* :—E. J. LAY, County Academy, Amherst, N. S.  
*Zoology* :—G. J. OULTON, M.A., High School, Moncton, N. B.  
*Entomology* :—W. A. HICKMAN, (Harvard University), Pictou, N. S.

OBJECT.—This School was established for the purpose of affording teachers and others the opportunity of combining the study of some specialty with the rest and recreation of a delightful and inexpensive two weeks' outing.

The opening exercises of the School will be held on Thursday, July 7th, at 8 o'clock, p. m., the programme for which will consist of addresses, music, etc

CLASS WORK, LECTURES, EXCURSIONS, ETC.—The class instruction is given, for the most part, between nine and three o'clock, leaving the remainder of the afternoons for field work, etc.

A series of Round Table Talks will be held in the evenings. Lectures, and a concert, will also be arranged for. These will be both instructive and entertaining.

On Saturdays, excursions will be made to attractive localities—one to Tusket Island<sup>8</sup> amidst "scenery sublime," another to Tusket Lakes and Port Maitland.

EXPENSES.—Each student is charged a registration fee of \$2.50, to be paid to the Secretary-Treasurer when the student enrolls. This registration fee entitles the student to admission to all the ordinary classes. An additional fee of \$2.00 per subject will be charged for advanced classes, to be paid to the Instructor.

BOARD AND LODGING.—Board can be secured for from \$3.00 to \$5.00 a week. To secure board at these rates, application must be made to the Local Secretary, George H. Cain, Esq., Yarmouth, N. S., not later than June 1.

### 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 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.

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.

### 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.

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. Ranunculus repens.</li> <li>2. Capsella bursa-pastoris.</li> <li>3. Viola blanda.</li> <li>4. Drosera rotundifolia.</li> <li>5. Cerastium vulgatum.</li> <li>6. Acer Rubrum.</li> <li>7. Trifolium repens.</li> <li>8. Prunus pennsylvanica.</li> <li>9. Fragaria Virginiana.</li> <li>10. Pyrus malus.</li> <li>11. Ribes nigrum.</li> <li>12. Epilobium angustifolium.</li> <li>13. Pastinaca sativa.</li> <li>14. Aralia nudicaulis.</li> <li>15. Cornus Canadensis.</li> <li>16. Sambucus.</li> <li>17. Leucanthemum vulgare.</li> <li>18. Cirsium arvense.</li> <li>19. Taraxacum dens-leonis.</li> <li>20. Lobelia inflata.</li> <li>21. Epigaea repens.</li> <li>22. Gaultheria procumbens.</li> <li>23. Plantago major.</li> <li>24. Lysimachia sticta.</li> <li>25. Veronica serpyllifolia.</li> </ol> | <ol style="list-style-type: none"> <li>26. Mentha Canadensis.</li> <li>27. Solanum tuberosum.</li> <li>28. Syringa vulgaris.</li> <li>29. Chenopodium album</li> <li>30. Polygonum aviculare.</li> <li>31. Ulmus Americana.</li> <li>32. Fagus ferruginea.</li> <li>33. Myrica gale.</li> <li>34. Betula.</li> <li>35. Populus tremuloides.</li> <li>36. Pinus strobus.</li> <li>37. Abies Canadensis.</li> <li>38. Habenaria or cypripedium.</li> <li>39. Iris versicolor</li> <li>40. Smilacina bifolia.</li> <li>41. Juncus effusus.</li> <li>42. Carex intumescens.</li> <li>43. Triticum vulgare.</li> <li>44. Equisetum sylvaticum.</li> <li>45. Pteris aquilina.</li> <li>46. Aspidium spinulosum.</li> <li>47. Dicksonia punctilobula.</li> <li>48. Onoclea sensibilis.</li> <li>49. Osmunda cinamomea.</li> <li>50. Lycopodium clavatum.</li> </ol> |
|---|--|

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.

SOME IMPORTANT REGULATIONS OF THE C. P. I.

(As amended, March, 1897.)

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 will help to explain their significance and relation :

This License for teaching requires,

	(1)	(2)	(3)
	<i>Scholarship.</i>	<i>Normal Prof. Skill.</i>	<i>Age &amp; Character.</i>
Class A (cl & sc.)	Grade A (cl & sc)	Academic Rank	20 years, &c.
Class A (cl)	Grade A (cl)	First Rank	20 years, &c.
Class A (sc)	Grade A (sc)	First 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.

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 annexed, which I affirm to be true.

II. My High School Certificate of Grade....., obtained at..... Examination Station as No....., in the year 189..

III. My Certificate of professional qualification of.....rank obtained at.....in the month of.....189..

(Name in full) .....  
(Post Office Address).....  
(County).....

CERTIFICATES.

I.—AGE AND CHARACTER.

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

1. That I believe the said Candidate.....(name in full) was born on the.....day of....., in the year.....

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

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

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

II — HIGH SCHOOL GRADE.

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

III. — PROFESSIONAL QUALIFICATION.

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

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

FURTHER INFORMATION FROM APPLICANT.

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

.....  
.....  
.....

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

.....  
.....  
.....

..... Inspector.

Place and Date:.....

REG. 6. For an Academic or Class A License the three conditions are:—(1.) A certificate signed by a Minister of Religion or two Justices of the Peace, as in the preceding form, to the effect that the candidate is of the full age of twenty years, and capable of fulfilling the duties specially mentioned in the statute. (2.) A pass certificate of the Grade A High School examination. (3.) A certificate of Academic first rank professional qualification from a Normal School [for which may be substituted a Provincial Grade A (cl & sc), with a first rank M. P. Q. (with no paper below 50), and at least one year's successful service as a first class teacher in a superior school, evidenced by the high testimonials of the Inspector and others having cognizance of the same, to the satisfaction of the Superintendent of Education].

REG. 7. For a First Class or B License the three conditions are:—(1.) A certificate of the full age of eighteen years and moral character as in the foregoing Regulation. (2.) A pass certificate of the Grade B High School examination with an aggregate of 400, or of 750 on Grade A. (3.) A certificate of first rank professional qualification from a Normal School, or a pass certificate of the Grade A High School examination with the first rank minimum professional qualification.

REG. 8. For a Second Class or C License the three conditions are:—(1.) A certificate of the full age of seventeen years and moral character as in the foregoing Regulation. (2.) A pass certificate of the Grade C High School examination with an aggregate of 400, or of 300 on Grade B, or of 500 on Grade A. (3.) A certificate of second rank professional qualification from a Normal School or a pass certificate of the Grade B High School examination with the second rank minimum professional qualification.

REG. 9. For a Third Class or D License the three conditions are:—(1.) A certificate of the full age of sixteen years and moral character as in the foregoing Regulation. (2.) A pass certificate of the Grade D High School examination with an aggregate of 400, or of 300 on Grade C, or of 200 on Grade B. (3.) A certificate of third rank professional qualification from a Normal School or a pass certificate of the Grade C High School examination with the third rank minimum professional qualification.



## 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,—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 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 the subjects of the first, second, third and fourth years of the High School Curriculum, to be known also as Grades IX, X, XI and XII respectively of the Public Schools or Grades D, C, B and A respectively, of the High Schools.

REG. 3. The examination sessions shall commence each day at nine o'clock, A. M., for Grade A on the first Monday of July, (in the shire town stations only), for Grade B on the following Tuesday, for Grades 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, Bridgetown; 8, Bridgewater; 9, Canso; 10, Cheticamp; 11, Church Point; 12, Digby; 13, Guysboro; 14, Halifax; 15, Kentville; 16, Liverpool; 17, Lockeport; 18, Lunenburg; 19, Maitland; 20, Margaree Forks; 21, New Glasgow; 22, Parrsboro; 23, Pictou; 24, Port Hawkesbury; 25, Port Hood; 26, Sherbrooke; 27, Shelburne; 28, Springhill; 29, Sydney; 30, Tatamagouche; 31, Truro; 32, Windsor; 33, Yarmouth.

REG. 4. (a) Application 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 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 shall 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.

At.....Station.

To.....Inspector of Schools:

.....May, 189.....

I, No. 1 to No. .... inclusive, with, 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 herewith on behalf of these candidates..... dollars, being the amount of fees required under sub-section (9) of Regulation 4, J - Provincial Examination of High School Students" (as amended above, in 1896), 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.

Signed,.....Principal of.....School,.....Co.

Table with columns: NAMES OF CANDIDATES (in full), Age (1st August next, Yrs. Mos.), Post Office Address of each Candidate, Grade applied for, PROVINCIAL GRADE NOW HELD. (Grade No., Station, Year), Fee under Reg. 4 (9), REMARKS.

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

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

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

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

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

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

REG. 11. Candidates failing to make a pass in the grade applied for may be ranked as making a pass 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 in his or her paper to the deputy examiner, and not return until the beginning of the next paper.

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

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

5. Each such paper must be *exactly* folded, 1st by doubling, bottom to top of page, pressing the fold, (paper now 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 held the blank is to be filled in with a dash.

## TIME TABLE.

PROVINCIAL EXAMINATIONS, BEGINNING FIRST MONDAY IN JULY, 1897.

	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. Zoölogy. Navigation.	GRADE B.	Drawing, &c. Geography and History.		
	P. M. 2.00 to 3.00 3.10 " 4.10 4.15 " 5.15	Demosthenes. Sanitary Science. Astronomy.	Greek Authors. Greek Composition.	Useful Knowledge.		
	A. M. 8.30 to 9.00	Seating of the remainder of Grade B, and all of Grade C and Grade 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.	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.	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.	" 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 grounds surrounding the school house. The day devoted to this purpose shall be known and entered in the register as ‘Arbor Day,’ and when duly observed full credit will be given for it in the apportionment of public funds, on the basis of the actual attendance of pupils as ascertained by roll call at the beginning of the exercises, or other convenient time during their progress. Additional value and interest should be imparted by mingling with the practical duties of the occasion short addresses from the teacher and other competent persons on the æsthetic and economic importance of arboriculture. During their summer visitation, inspectors shall take note of all schools in connection with which ‘Arbor Day’ has been observed.”

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

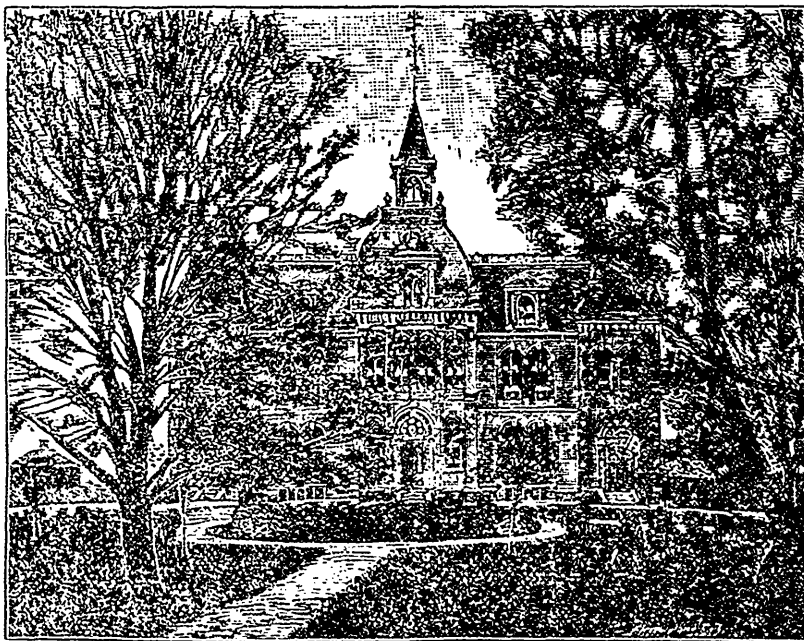
(1.) In selecting trees, it is well to avoid those that bear flowers or edible fruits, as such in the flowering and fruiting season are apt to meet with injury from ignorant or mischievous passers by, and to offer temptation to the pupils. Butternuts and horse chestnuts are not to be commended as shade trees. The balsam fir is objectionable from the liability of its balsam to stain the hands and clothing. Deciduous or broad-leaved trees are easily grown, their fibrous roots rendering transplanting a comparatively simple operation. If care is taken, the young saplings of the elm, maple, and ash, as found in the 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.



### 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 D. 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 Callisthenics.*  
 MINA A. READE, *Elocution and Music*  
 LEE RUSSELL, 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*).  
 Janitor, HUGH LANE.



## NORMAL SCHOOL REGULATIONS, 1897-98.

I. The next session of the Normal School will begin on 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 admitted 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 report 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 5 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 ten miles.

The Calendar for the school year 1897-98, containing all the regulations and a fuller sketch of the Course of Study and Training, can be had on application to the Principal any time after the close of the term in June next.

### THE PROVINCIAL SCHOOL OF AGRICULTURE.

<i>Principal</i> .....	H. W. SMITH, B. Sc.
<i>Farm Manager</i> .....	F. L. FULLER.
<i>Janitor and Horticulturist</i> .....	P. BARRETT.

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.

### 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 or 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, &c. 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 the majority without any mutual consultation for improvement. The successive progression of studies is intended to be adapted to the order of development of the powers of the child's mind, while their simultaneous progression is designed to prevent monotony and one-sidedness, and to produce a harmonious and healthy development of the physical, mental and moral powers of the pupil. The apparent multiplicity of the subjects is due to their sub-division for the purpose of emphasizing leading features of the main subjects which might otherwise be overlooked by inexperienced teachers. The courses have been demonstrated to be adapted to the average pupil under a teacher of average skill. The teacher is, however, cautioned to take special care that pupils prematurely promoted or in feeble health should not run any risk of "over-pressure" in attempting to follow the average class-work.

Changes in these courses of study must always be expected from year to year, but to a very small extent it is hoped, excepting 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 observation 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 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 *Drawing 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 may then be neglected to look after itself. 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.

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. G.am. 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. Botn'y 100.	Dr. & C. 100. Chem. 100	Physiol. 100. Physics 100.	
Geogr. phy & 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 100.

## 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 and 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. 1.

*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 101 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, &c. Modifiers of subject and predicate, of noun and verb.
- Writing and Drawing.*—Copy Book. Drawing as in *Manual Training*, No. 1, to end of Section VIII., with *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. 1, completed.
- Music, &c.*—As under *general directions*.

## GRADE VII.

- Reading.*—Reader No. 5 begun. Character of metre and figures of speech begun to be observed. 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. 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. 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, from 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 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 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 3, Model and Object drawing with simple drawing from nature. Construction of angles and simple geometrical figures to scale and their measurement.

*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" observations, &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.

*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 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 of weights, measures, distances, etc., referred to in reduction tables, by guessing and stating. Study of regular solids, surfaces, lines and colors. Observation of simple physical phenomena. Examination and classification of representative specimens of minerals, stones, etc., plants and animals, to be found in the locality. Training the eyes to see everything around and the mind to see explanations 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. Observation 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 descriptions of "nature lesson" observations, &c., with attention to punctuation, paragraphing and form.

*Writing and Drawing.*—Copy books. Drawing as 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; (d) copy books and drawing books, one 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 on the following pages, 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, 6 in 4th, 7 in 3rd, 8 in 2nd, and 9 in 1st 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.	Drawing.	Arith.
10:15	5	Song and Calisthenics.		.....	.....	.....	.....
10:20	30	(a), (b), (c) and (d), Arithmetic, etc.		.....*	.....*	.....*	.....*
10:50	10	RECESS.					
11:00	15	(a) Gram. and Anal.	(a) Language.	.....	Arith.	Arith.	Arith.
11:15	15	(d) Reading, Spelling, etc.	.....	Arith.	Arith.	.....	.....
11:30	5	Mental Arithmetic.		.....	.....	.....	.....
11:35	25	Writing.	Drawing.	.....	.....	.....	.....
12:00	60	NOON INTERMISSION.					
1:00	5	Song and Roll-call.		.....	.....	.....	.....
1:05	15	Geog., etc., (oral).	Hist., etc., (oral).	Map Draw.	.....	.....	.....
1:20	15	(a +) Geog.	(a +) Hist.	.....	Arith.	Arith.	Arith.
1:35	15	(c) Language.	(d) Language.	Language.	Language.	Language.	Language.
1:50	15	(b) " "	(a) Tues. } Health (b) Thurs. } Reader.	Arith.	.....	Spelling.	Spelling.
2:05	5	Song and Calisthenics.		.....	.....	.....	.....
2:10	20	Arith., Alg., B. K., or Math. Drawing.		.....*	.....*	.....*	.....*
2:30	10	RECESS.					
2:40	15	"Nature" and Science lesson from objects.		.....†	.....†	.....†	.....†
2:55	10	Writing or Drawing notes on lesson.		.....†	.....†	.....†	.....†
3:05	15	(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 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 lesson, 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 sometime 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, 1897.

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] Selections\* from Reader No. 6, and Irving's *Sketch Book* (Maynard & Co., New York) for 1898, 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 Daniell*, to end of Chapter LIII., or any equivalent grammar with very easy translation and composition exercises. [To secure uniformity in pronunciation the *Roman* (or Phonetic) pronunciation of Latin is recommended to be used in all grades.]
4. FRENCH—100: As in Fasnacht's *Progressive Course, First Year with Progressive Reader, First Year*, Sections 1 to 15 (MacMillan & Co.)

\* Selections from Reader No. 6, for 1897.—The Cloud, Trial by Combat, Ye Mariners of England, Battle of Trafalgar, Edinburgh after Flooden, Somebody's Darling, Relief of Leyden, Retreat of the French Army from Moscow, The Temperate Regions, The Llanes of South America, Hymn in the Vale of Chamouni, With Brains Sir, Life in Saxon England, Relief of Lucknow, Charge of the Life Brigade, Story of Horatius, The Lighthouse, Destruction of Pompeii, Sir Roger de Coverley, Venice, Geneva, Education in the State, British Colonial and Naval Power, King John, Bugle Song, Death of Little Paul.

5. HISTORY AND GEOGRAPHY—100 : [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. 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. [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 Daniël*, 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 end.

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. 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. For 1898 [a] *Ruskin's Sesame and Lilies* (First half), or *DeQuincy's Joan of Arc*, (Maynard & Co., New York). [b] *Pope's Essay on Criticism*, or *Coleridge's Ancient Mariner*.

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

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 II. ; 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 I., with grammatical and critical questions.
7. FRENCH—100: As in Fasnacht's *Progressive Course, Third Year*, with *Souvestre's Le Chevrier* (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. For 1898, Shakespeare's *Julius Caesar*, and Addison, *Selections from the Spectator*, (MacMillan & Co.).
2. ENGLISH LITERATURE—100: *Stopford Brooke's Primer* (latest edition), with prescribed authors. For 1898, Tennyson's *In Memoriam*; and Wallace's *Ben Hur* or Macaulay's *Essays on Boswell's Life of Johnson* and on *Addison*.
3. BRITISH HISTORY—100: As in *Green's Short History of the English People*, with the Canadian Constitution.
4. PSYCHOLOGY—100: As in James's *Text Book of Psychology* (MacMillan & Co., London), or Maher's (Stoneyhurst Series).
5. SANITARY SCIENCE—100: As in the Ontario Manual of Hygiene.

## (B), IMPERATIVE FOR CLASSICAL SIDE, (Subjects for 1898).

1. LATIN COMPOSITION—100: Grammar as in *Bennett*, and Composition as in *Bradley's Arnold*, or equivalents. Latin translation at sight.
2. TACITUS—100: *Historics*, Book I. (MacMillan & Co.).
3. CICERO—100: *Pro Milone*.
4. VIRGIL—100: *Aeneid*, Book 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. HOMER—100: *Iliad*, Books I., II. and III., omitting Catalogue of Ships in Book II.
11. GRECIAN 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 Scotian flora.
4. ZOOLOGY—100: As in *Dawson's Hand-Book*, with dissection of Nova Scotian species as in *Colton's Practical Zoology*.
5. GEOLOGY—100: As in Sir William Dawson's *Hand-Book of Canadian Geology*, (excepting the details relating to other Provinces from page 167 to 235).
6. ASTRONOMY—100: As in *Young's Elements of Astronomy*.
7. NAVIGATION—100: As in *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.
10. GEOMETRY—100: *Euclid*, particularly VI. & XI, as in *Hall and Stevens*, with exercises.

## (D) OPTIONAL FOR EITHER SIDE.

1. FRENCH GRAMMAR AND COMPOSITION—100.
2. FRENCH AUTHORS—100: [1898, Saintine's *Picciola* and Corneille's *Le Cid*, (MacMillan & Co.)]
3. GERMAN GRAMMAR AND COMPOSITION—100. As in Joynes-Meissner or equivalent.
4. GERMAN AUTHORS—100: [1898, Wildenbruch's *Kinderthränen*, (Freund & Jeckell, Berlin) and Heyse's *La Rabbiatea* (Steiger, New York)].

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 Course" and an aggregate of 600 on a different set of ten papers of the Course at a following examination, or who makes an aggregate of 1000 on twenty papers of the Course, or who has already taken an A (cl) or an A (sc), 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) and (sc).

## UNIVERSITY MATRICULATION.

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

## TEXT BOOKS.

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

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

Inspectors and teachers are reminded:

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

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

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

## COMMON SCHOOLS

Royal Readers, Nos. 1 to 6\*. (Thomas Nelson and Sons, Edinburgh and London). In French sections, French-English Editions, *Les Grandes Inventions Modernes* par Louis Figuiet, and French texts prescribed for High Schools.

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

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

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

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

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

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

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

\*English Grammar. (A. & W. Mackinlay, Halifax). (Grammaire Francaise Elementaire, for the use of teachers in French sections).

Common School Arithmetic. (Allen & Co., Halifax).

National and Vacation Songs, (Grafton & Sons, Montreal) Young Voices, (Curwen, London).

Writing Copy Books—*Vertical*: as in Jackson's New Style, or Gage's Practical System. *Sloping*: Royal.

[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).

Or Public School Drawing Course, (Canada Pub. Co., Toronto).

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

## HIGH SCHOOL GRADES.

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

Calkin's Geography of the World (Mackinlay).

Outlines of British History (Thomas Nelson & Sons, Edinburgh).

Hall & Stevens' Euclid.

Hall & Knight's *Elementary Algebra*.

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

[A Geological map of Nova Scotia is being prepared by Mr. Church,—and also a new School map of the Province.]

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 hints on lessons in which text-books may be defective for the Academy Entrance, Minimum Professional Qualification, or even High School examinations).

*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.

*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.

*Brittain'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 Gerlick and Dexter (Longmans, Green & Co.).

*Needlework, 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.

*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 Fishes; 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.



JOURNAL OF EDUCATION.

APRIL, 1897.

OFFICIAL NOTICES.

The full number of legal teaching days in the half year ended 5th February, was 108; in the second half year, ending Friday, 9th July next, there will be 108 days also, unless a provincial holiday be proclaimed by the Lieutenant-Governor. Total days for year, 216.

CALENDAR, SUMMER, 1897.

- April 26. Fourth Quarter begins.
- May 7. 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.
- " 24. Provincial Normal School closes.
- " 28. Annual Meeting of School Sections.
- July 5. Grade A and County Acad. Ent. Exam. begin.
- " 5. Last day for reception at Inspector's Office of minutes of Annual Meeting of School Sections.
- " 6. Grade B (Greek) Examination begins.
- " 7. Grades D and C Examination begins.
- " 9. Public Schools close for mid-summer holidays.
- " 10. M. P. Q. Examination.
- " 17. Last day for reception of School Returns at Inspector's Office.
- " 24. Last day for reception of Inspectors' sheets at Education Office.
- Aug. 23. Public Schools open. First Monday of the First Quarter of school year
- Oct. 20. Provincial Normal School opens at Truro.
- Nov. 8. First Monday of Second Quarter.

... instead of at Meteghan, as formerly. ... shall be held at

### APPOINTMENTS.

DISTRICT SCHOOL COMMISSIONERS.—The following were appointed District School Commissioners for the Districts respectively specified, by the Council of Public Instruction, on the 4th of March, 1897:—

*West Colchester*.—Charles Harrington, Five Islands.  
 “ Charles Murray, Central Economy.  
 “ Reuben Starratt, Bass River.  
 “ A. H. Knight, Great Village.

*Antigonish*—Rev. Donald Chisholm, P. P., Antigonish.

### DATES OF MEETINGS OF BOARDS OF DISTRICT SCHOOL COMMISSIONERS.

Cape Breton . . . . .	June 9th.	Halifax, Shore . . . . .	May 20 <sup>th</sup> .
Richmond . . . . .	July 15th.	West Hants . . . . .	May 14th.
S. Inverness . . . . .	June 8th.	East Hants . . . . .	June 16th.
N. Inverness . . . . .	June 15th.	Kings . . . . .	May 11th.
Victoria . . . . .	June 1st.	Annapolis, East . . . . .	May 5th.
Antigonish . . . . .	May 25th.	Annapolis, West . . . . .	May 4th.
Guysboro . . . . .	June 2nd.	Digby . . . . .	May 10th.
St. Mary's . . . . .	June 22nd.	Clare . . . . .	May 11th.
N. Pictou . . . . .	May 25th.	Shelburne . . . . .	April 17th.
S. Pictou . . . . .	May 26th.	Barrington . . . . .	June 5th.
S. Colchester . . . . .	May 31st.	Argyle . . . . .	Aug. 25th.
W. Colchester . . . . .	April 9th.	Yarmouth . . . . .	Aug. 27th.
Stirling . . . . .	April 23rd.	*Lun. and New Dublin . . . . .	May 7th.
Parrsboro . . . . .	May 7th.	North Queens . . . . .	May 14th.
Cumberland . . . . .	May 21st.	Chester . . . . .	June 5th.
Halifax, West . . . . .	June 17th.	South Queens . . . . .	June 12th.
Halifax, Rural . . . . .	May 12th.		

\* At Lunenburg.

Inspectors and principals, as well as subordinate teachers, are cautioned not to neglect the duty of looking carefully over every paragraph in this JOURNAL, from page 23 onwards, as there are very many changes in the portions looking like simple reprints of what was published in former issues. This notice is repeated here, because it has been found that some of our more busy educationists on former occasions thought, to their subsequent confusion, that they detected all the changes by scanning the pages and reading only the paragraphs in new form. The M. P. Q. examination is always assumed to test candidates on the Regulations, Courses of Study, and recommendations of the latest JOURNAL.

Teachers and Trustees are cautioned to see that column 58 on page 9 of the Register, "Total amount voted at last annual meeting for all school purposes," does not include the estimated "County fund grant." "58" should give the actual amount authorized to be levied upon and collected directly from the school section. If an inspector has good reason to suspect carelessness in the endeavor to give the correct answer

to this, as well as any other defect for which there is no apparent necessity, he must withhold both the teacher's and the trustees' public grants until the matter is investigated. It is now full time to expect *every* teacher to be able to make out both Register and Return without neglecting a single point required, and without any signs of slovenliness or haste.

Instead of reprinting the cautions and directions bearing on the making out and transmission of "Returns," teachers and trustees are referred to pages 60, 61, 62, 63 and 64 of the April JOURNAL for 1896.

As a case has been reported from one inspectorate of a teacher who left his Register "not legally *completed*" in some respects, although he made the usual affidavit in his "return," "that the prescribed register has been faithfully and correctly kept by me *in every particular* as prescribed," secretaries of trustees are hereby directed to place the register of the previous year in the keeping of the teacher, to be kept within the same cover as the register of the current year, so that inspectors may have an opportunity of detecting cases of this kind should they occur. In the case referred to, the teacher engaged as a teacher next year in another county where the inspector was not aware of his previous conduct. Inspectors are, henceforward, directed to report any such case to the Superintendent of Education, who will publish in the JOURNAL OF EDUCATION the *suspension* or *cancellation* of the License of such teacher with the least delay possible.

Inspectors are directed to pay no public funds that might otherwise be payable to sections neglecting to send him the minutes of annual meeting, neglecting to take legal action on the compulsory clause of the law, neglecting to provide school house and outhouse accommodations as specified in Regulations and Comments F., (pages x. to xvi., Manual of 1895), or neglecting any other clear provision of the law, until the case is duly considered by the Council of Public Instruction.

The same rule applies to the grants otherwise payable to teachers who neglect to conform to the law, whether as regards the course of study, the giving notice of the opening of school, accuracy, neatness and promptness in making and transmitting "returns," etc.

#### NEW EXAMINATION STATIONS.

The following new stations for holding the Provincial Examinations have been established :—

Bridgewater, Lunenburg County.  
Oxford, Cumberland County.  
Berwick, Kings County.

The examination station in Clare, Digby County, shall be held at *Church Point*, instead of at *Meteghan*, as formerly.

## NEW REGULATIONS.

*Licensing of Teachers.*—See Comments, page 29; Reg. 2, page 30; Reg. 3, relating to M. P. Q. *minima* marks, page 30; and Reg 6 (3), page 31 of this JOURNAL.

*Provincial High School Examinations.*—Reg. 4, on pages 32 and 33.

*Arbor Day.*—Reg. 11 (4), on page 38.

*Provincial Normal School.*—Reg. I. to X., page 40.

*School of Agriculture.*—Page 41, and the following, accidentally omitted from the page:—

REGULATIONS "L.—EDUCATIONAL ASSOCIATION AND INSTITUTES," were amended by the addition of the following:

*Regulation 13.*—If a teacher of class A, B or C who is engaged in a school section for the year shall have taken a "mid-summer vacation" course of at least five full weeks (thirty days) at the Provincial School of Agriculture, and shall have received a certificate of satisfactory department and proficiency for the said term from the Principal, he shall on the written recommendation of the trustees of his school section, be allowed to take one or two weeks of the said course during the opening weeks of the first "quarter" of the school year without prejudice to his Provincial grant or to the County grant to the section; provided a memorandum from the Superintendent of Education specifying the facts and approving of the said two certificates is attached to his return at the end of the first "half-year."

*The Course of Study.*—*General* and *special* directions, pages 42 and onward.

*Time-Tables for "Rural" Schools.*—Pages 50 and onward.

## PROVINCIAL HIGH SCHOOL EXAMINATIONS.

Every application for examination in a Grade not the next above the one already held is null and void if unaccompanied with the prescribed fee.

Admission to Grade D examination, or any Grade on which candidate was examined and failed at a previous examination, or the Grade next above one already successfully passed, is *free*, provided the candidates quote the facts correctly in the "application" so that they can be verified by the records of the Education Office.

No application for the correction of any error made in the "application" forms can be considered, unless accompanied by one dollar, *the money to be returned in case the error is made by any official of the Education Department* instead of by the candidate, or any one acting for him.

The M. P. Q. fee is not to be paid until the candidate presents himself at the examination on Saturday morning.

(See regulations referred to, pages 32 and 33.)

When teachers are going up for an advance of Grade, and there is no teacher of higher Grade in the neighborhood who can recommend them, they may enter their names on their own application, marked on the left hand margin with a conspicuous asterisk, which shall be understood to be a request to the inspector to pass them as recommended

to the Superintendent. If an inspector cannot recommend any such teacher, he should promptly notify him to that effect, so that there may be time enough to appeal to the Superintendent.

#### PROVINCIAL NORMAL SCHOOL.

From the new regulations published on page 40, it will be seen that the program of the Normal School has been more fully altered for next year than it has been for any year since the fundamental change in 1893.

The last Thursday of February is selected as the time for the articulation of the time of graduation of college graduates with the entrance of those intending to complete their *first or Academic* rank course.

The end of the half school year is likewise selected with a view to the articulation of the time of graduation of *third* rank teachers, with the entrance of those preparing for *second* rank.

As inspectors are authorized to consider engagements of teachers for a period shorter than a year as justifiable, when it is for the express purpose of advancing their professional qualifications by attendance at the Provincial Normal School, the said articulations of the Normal School courses will greatly facilitate both teachers and trustees in obtaining trained substitutes for the remainder of the school year, if application be made to the Principal of the Normal School a few weeks before the dates specified.

Under the new arrangements the School will be in a position to do more satisfactory work than it was possible to do before, especially for the *Academic* students.

#### SCHOOL OF AGRICULTURE.

From the regulation quoted in a previous paragraph, Regulation V. of the Normal School on page 40, as well as from the intimation on page 41 of the extension of the facilities for giving practical instruction in this School, it will be seen that a considerable change has been made here also to increase the usefulness of the institution, not only to teachers who are engaged during the whole year except in vacation time, but to the teachers in attendance at the Normal School, and to farmers.

Teachers in every section throughout the Province who take an interest in the industrial development of the country, as every teacher emphatically and continuously should, are expected to bring a knowledge of this institution and what it does to every farmer and farmer's son in the section. For fuller information on the various facilities for instruction, and the subjects and times of the opening of the different courses or classes, the teacher or any interested farmer can obtain from the Principal the Calendar of the School. The Department of Education will take great pleasure in the activity of teachers who are successful in creating and stimulating the industrial sentiment within the spheres of their influence.



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### M. P. Q. EXAMINATION.

Teachers preparing candidates or recommending them for the Teachers' Minimum Professional Qualification Examination should call their attention to the fact that 20, 30, 40 and 50 per cent. are the lowest marks allowed respectively henceforward for a *third, second, first* and *academic* rank certificate.

The object of this examination is mainly to test the candidate's practical knowledge of the school statutes, regulations, and procedure, as found in Manual, Journals, and otherwise; of the course of study and the proper method of teaching each of the subjects, etc. While the history of education, and a knowledge of school hygiene, etc., are of great value, sound judgment, good moral and patriotic sentiment, general intelligence, tactful and winning ways, with good manners and cultured expression, are of even greater importance; and to some extent the examiner will endeavor to estimate these qualities from the character of the candidate's answers. The Normal School is, of course, the only place where the examiners have a proper opportunity to estimate all such qualities definitely.

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### TEACHERS AND TRUSTEES.

Before the Annual Meeting and the making out of the Annual Returns, teachers and the trustees, or their secretary, should scan the Editorial Notes and Comments in the JOURNALS of April and October, 1896, as well as of the present one, in order to recall to mind every point which should be attended to. The time thus spent will not be lost in any case, and may be very useful in many cases.

Teachers should feel it a part of their duty to aid the trustees in attending to every point in the proper time; for it is a part of the teacher's profession to be accurately posted in the school law. In fact, when trustees neglect to attend to all the necessary duties of an Annual Meeting, etc., it is also a reflection on the intelligence or influence of the teacher engaged in their service.

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Some incidents occurring during the past year suggest the following comments in addition to a few others already made:

*Principals.*—When more than one teacher is engaged in any school section, the principal should be at least a *first-class* teacher, unless there is an acceptable *second-class* teacher who is recommended by the inspector as likely to be as successful as any higher class teacher available. Inspectors are directed to report any cases of departure from this procedure.

*Privileges of Trustees.*—While the individual trustees are specially privileged to advise and otherwise direct and aid the teacher, no individual trustee has the power or privilege to *order* the teacher. Orders must come from the board of trustees at a regular meeting, agreed to by a majority of them and recorded in the minutes of the meeting. But no board of trustees can give any orders to a teacher which are at variance with the school laws, without rendering themselves liable for any resulting damages in a court of law.

If trustees refuse to perform their duties under the law, and thus cause the failure of the teacher in maintaining discipline, they may also be held liable for the consequences, as the contract between teacher and trustees assumes expressly the observance of the school laws on the part of each.

No trustee or trustees, any more than any other individuals, have a right to enter the school-room and, in the presence of the pupils, speak or act so as to weaken the authority or influence of the teacher. If the circumstances require the advising of the teacher, it should be done only in the absence of any pupil.

By the observance of a courteous procedure, the greatest power is obtained, and there is the least danger of putting one's self in the wrong.

*Good Manners.*—In every public school, good manners, not only in outward form, but in spirit and disposition, should be unceasingly cultivated. A delimitation of the range included under this term is not now to be given. The teachers must do that as best possible. It includes deportment not only to superiors, but to inferiors and equals. In a truly democratic country this is of more importance than anywhere else, although some people so mistakenly reverse the inference. One good practice observed in the best disciplined schools, is the reception of the trustees or other school officers by the whole school's rising and standing until the visitor is seated. It will not injure the trustees, rather help to make them feel the responsibility of their position and induce to greater effort; while the effect on the school of the object lesson of paying respect to the office of those of our class who are elected for the time being to govern us, will be most salutary as a training in civics and democratic government.

*Mathematical Drawing.*—A "five cent" card rule has been published by T. C. Allen & Co., of Halifax, 12 inches in length, containing inch and half inch diagonal scales on one side, centimeter and two centimeter scales on the other side, with protractor and chord scales. It is designed to suit Common school and High school Mathematical Drawing, and contains all the scales the use of which should be known. It is also suitable for ordinary plotting of plans. Teachers are recommended to test its value for school and Provincial examination purposes. Being card-board, it will not stand the points of the compass so long as wood. The main advantages are the full set of scales for line and angle plotting both on the Inch and Metric systems, and its cheapness.

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THANKS.

The Superintendent thanks all those who in reply to circular furnished suggestions for revision of Course of Study. The suggestions which have not been finally adopted were as valuable in their way as the others, for when considered with those in the opposite phase, they were all contributory to the resultant represented in the course as published in this JOURNAL.

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THE BRITISH ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE,

(SIXTY-SEVENTH ANNUAL MEETING),

Holds its session this year in Canada, from Wednesday, 18th of August, to the 25th of August, 1897, at Toronto.

Many of the leading scientific men of Great Britain and of the world will be present on the occasion,—under the presidency of Sir John Evans, K. C. B., D. C. L., LL. D., &c., and the Vice-presidency of the following officers :

His Excellency the Right Hon. The Earl of Aberdeen.  
 The Right Hon. The Lord Rayleigh.  
 The Right Hon. The Lord Kelvin.  
 The Hon. Wilfred Laurier, Prime Minister.  
 His Honor, The Lieutenant-Governor of Ontario.  
 The Hon. The Minister of Education for Ontario.  
 The Hon. Sir Charles Tupper, Bart., G. C. M. G.  
 Sir William Dawson, C. M. G., F. R. S.  
 President Loudon of the University of Toronto.

The number of members is about 5,000, of whom a large portion is expected to be present. The American Association, which meets the week previous at Detroit, has also been invited to be present.

For a portion of the week the Association will be divided into ten sections, A, Mathematics and Physics ; B, Chemistry ; C, Geology ; D, Zoology ; E, Geography ; F, Economic Science and Statistics ; G, Mechanical Science ; H, Anthropology ; I, Physiology ; K, Botany.

The general meetings will be held in Massey Hall, seating 4,000.

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MEMBERS AND ASSOCIATES.\*

New members and Associates can join the Association on the following conditions :

I. New Life Members for a composition of £10, which entitles them to receive gratuitously the Annual Reports of the Association, which may be published after the date of payment.

II. New Annual Members for a payment of £2 for the first year. These receive gratuitously the Annual Reports of the Association for the year of Admission, and for every following year in which they continue to pay a subscription of £1 *without intermission*.

III. Associates for this Meeting only for a payment of £1. They are entitled to receive the Report of this Meeting at two-thirds of the publication price. Associates are not eligible to serve on committees or to hold any office.

*Ladies* may become Members or Associates on the same terms as Gentlemen, or they can obtain Ladies' Tickets (transferable to ladies only) on payment of £1.

*Compositions* and *Subscriptions* are received during the Meeting in the Reception Room, and at all other times may be sent to the General Treasurer, Professor Arthur W. Rucker, Burlington House, London, W. England.

Railways have generously arranged to issue to members first-class single tickets at half rates.

Parties expecting to attend should communicate with

PROFESSOR A. B. MACALLUM,  
 THE UNIVERSITY, TORONTO,

who is President of the Local Executive Committee which is making arrangements for the accommodation of those attending.

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\* The local committee (in Toronto) in accordance with the regular procedure of the Association, is authorized to elect Members and Associates, for which the fee is \$10 and \$5 respectively : and it is desirable that applications for membership should be made as early as possible. [

The list of eminent scientific men from Europe who are to be present is too large for publication, but the following provisional programme may be interesting to those planning to attend :

## BRITISH ASSOCIATION—TORONTO MEETING.

## PROVISIONAL PROGRAMME.

*Wednesday, August 18th.*

Reception Room open at 8 A. M. to 6 P. M.  
Meeting of Council at 10 A. M.  
Meeting of General Committee at 3 P. M.  
Address of the President, Sir John Evans, in Massey Hall, at 8 P. M.

*Thursday, August 19th.*

Sectional Meetings in most cases, 10 A. M. to 3 P. M.  
Garden Party, 3.30 to 6 P. M.  
Conversazione in the Legislative Buildings, 8.30 to 11.30 P. M.

*Friday, August 20th.*

Sectional Meetings in most cases, 11 A. M. to 3 P. M.  
Garden Party, 3.30 to 6 P. M.  
Lecture by Professor James Dewar, F.R.S., in Massey Hall, at 8.30 P. M.

*Saturday, August 21st.*

Sectional Meetings in most cases, 10 A. M. to 1 P. M.  
Excursion of members of Section G, (Mechanical Science), to Niagara, 9 A. M. to 6 P. M.  
Excursions to Hamilton and neighborhood, Niagara Falls and Muskoka Lake Region, returning on Monday morning.  
Lecture to workmen by....., on....., in the Pavilion, Horticultural Gardens.

*Monday, August 23rd.*

Sectional Meetings in most cases, 12 A. M. to 4 P. M.  
Excursion of members of Section C, (Geology), to Scarboro' Heights, 1 to 6 P. M.  
Garden Parties.  
Lecture by J. Milne, F.R.S., on Earthquakes, in Massey Hall, at 8.30 P. M.

*Tuesday, August 24th.*

Sectional Meetings in most cases, 10 A. M. to 3 P. M.  
Excursion to Ontario Agricultural College, 1.15 to 6 P. M.  
Garden Party at Trinity College, 4 to 6.30 P. M.  
Conversazione in the University Building, 8.30 to 11.30 P. M.

*Wednesday, August 25th.*

Some Sectional Meetings, 10 A. M. to 1 P. M.  
Concluding General Meeting, 2.30 P. M.  
Garden Parties, 3.30 to 6 P. M.  
Banquet in honor of Lord Kelvin, Lord Lister, and Sir John Evans, given in the Pavilion, Horticultural Gardens, 8 P. M.

*Thursday, August 26th.*

Excursion to Niagara Peninsula, Thousand Islands, Ottawa, Montreal, Upper Lakes, and to Manitoba and British Columbia. (See Excursion Guide).

N. B.—Early information and early registration of Members or Associates, so that arrangements may be made through the proper committees for the hospitalities of the occasion, and for conveyance to the various localities which, during and after the meetings, will be visited.

Those who can present papers on any subjects proper to any of the Sections should, as early as possible, send the same or an abstract of it for consideration by the appropriate committee. The Superintendent of Education for Nova Scotia will be glad to forward any such papers, or otherwise assist those wishing for information with respect to the preparation of papers.

[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 will thus 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 intended to be 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 such circumstances would be mainly undertaken at the most convenient time, thus not encroaching on school time, while on the other hand it would tend to break up the monotony of school travel and fill an idle and wearisome hour with interest, and 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 annual recurring phenomenon would have his or her name recorded in the "Nature Record" book of the school as the first observer of the phenomenon for that 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 compilations with those of other localities should be the *first* of the *many* of its kind flowering 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.

A *few* accurate observations at first, if followed by larger lists each succeeding year, will be considered creditable to teachers and schools.

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 . . . . .		
2. Aspen ( <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. Bright-eyed Grass ( <i>Sisyrinchium</i> ), flowering . . . . .		
37. Twinflower ( <i>Linnaea borealis</i> ), " . . . . .		
38. Butter and Eggs ( <i>Linaria Canadensis</i> ), " . . . . .		
39. Yellow Rattle ( <i>Rhinanthus</i> ), " . . . . .		
40. Pitcher Plant ( <i>Sarracenia</i> ), " . . . . .		
41. Heal-All ( <i>Brunella vulgaris</i> ), " . . . . .		
42. Great Willow-Herb ( <i>Epilobium angustifolium</i> ), flowering . . . . .		

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, &C.)		
46. Cherry ( <i>Prunus cerasus</i> ), flowering.....		
47. " " fruit ripe.....		
48. English Hawthorn ( <i>Cratægus oxyacantha</i> ), flowering .....		
49. American Hawthorns ( <i>Cratægus</i> —), " .....		
50. Plum ( <i>Prunus domestica</i> ), " .....		
51. Apple, early flowering, ( <i>Pyrus</i> ), " .....		
52. " common, ( <i>Pyrus communis</i> ), " .....		
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. Last snow shower to whiten ground.....		
74. Last Spring frost, "hard" or "hoar" .....		
75. Opening of Lakes without current .....		
76. Opening of Rivers in Spring .....		
77. First Autumn Frost, "hard" or "hoar".....		
78. Closing of Lakes without current .....		
79. Closing of Rivers in Fall .....		
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 Alcyon</i> ).....		
89. Yellow crowned Warbler ( <i>Dendroica coronata</i> ).....		
90. Summer Yellow Bird ( <i>Dendroica 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.)