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JOURNAL OF EDUCATION

NOVA SCOTIA

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OFFICIAL.

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

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

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

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

EXAMINATION PAPERS.

Set for Candidates for Provincial Licenses.

JULY, 1892.

ACADEMIC LICENSE (Grade A.)

ALGEBRA.

Any five questions will be considered a full paper.

1. Solve the quadratic:

$$\frac{a - \sqrt{2ax - x^2}}{a + \sqrt{2ax - x^2}} = \frac{x}{a - x}$$

2. Solve completely the cubic equation:

$$\left(x^2 - \frac{x}{2}\right) + \left(x_2 - \frac{x}{2}\right) = 56x - 28.$$

3. The product of three roots of the biquadratic $x^4 - 9x^2 - 14x + 120 = 0$ is -80 , and the sum of three roots is -2 . Find all the roots of this equation.

4. The biquadratic $x^4 + 2x^3 - 35x^2 - 36x + 180 = 0$ has only rational and integral roots: find them.

5. In the cubic $x^3 - 2x^2 - ax - 70 = 0$, the sum of the coefficients of the odd powers of x is equal to the sum of the other coefficients. Solve the equation completely.

6. If $\frac{p^1}{q^1}, \frac{p^2}{q^2}, \frac{p^3}{q^3}$ be three consecutive convergents, show that $(p_3 - p_1)q_2 = (q_3 - q_1)p_2$.

7. Find three proper fractions in Arithmetical Progression whose denominators shall be 6, 9, 18, and whose sum shall be $\frac{23}{18}$.

8. It is 3 to 1 that A speaks the truth, 4 to 1 that B does, and 6 to 1 that C does. Find the probability that an event took place which A and B assert to have happened and which C denies.

GEOMETRY.

1. Give Euclid's definition of Proportion.
2. Similar triangles are to one another in the duplicate ratio of their homologous sides.
3. If a line touching two circles cut another line joining their centres, the segments of the latter will be to each other as the diameters of the circles.
4. If two diagonals of a quadrilateral inscribed in a circle be given, shew that the quadrilateral is greatest when they are at right angles.
5. Planes to which the same straight line is perpendicular are parallel to one another.
6. If a solid angle be contained by three plane angles, any two of them must be together greater than the third.
7. A number of planes have a common line of intersection, what is the locus of the feet of perpendiculars on them from a given point?

SCHOOL SYSTEM AND SCHOOL MANAGEMENT.

[Any five questions count a full paper.]

1. Summarize the changes made in the Education Laws at the last meeting of the Legislature.
2. Summarize the Law (a), as regards moral teaching in the School (b), as regards religious teaching.
3. Give an idea of the manner in which you would organize and carry out a system of gymnastics and military drill in a graded school of which you may be assumed to be principal.
4. Give an idea of the manner in which you would set about organizing a museum for high school purposes, stating reasons briefly for the details of your scheme.
5. Discuss Rousseau's theory of education as illustrated by his "Emile," up to the age of twelve years.
6. State briefly but fully the constitution and powers of the Council of Public Instruction.

TEACHING.

1. Give an idea of the points on which you would lay special stress in the first year's course in Latin, with reasons.
2. What are the points on which you would lay special stress in the teaching of Chemistry in High School, and why?
3. Discuss the reasons, from a psychological point of view, why a person, who has passed through the common schools without mastering English orthography, cannot be expected ever to attain accuracy in spelling.
4. How does negligent inaccurate primary arithmetical operations affect the future mathematical development of the pupil? Explain fully.
5. Give an outline of an oral lesson designed (a), to prevent any member of a junior high school class from forming the habit of using tobacco, and (b), to enable one who has formed the habit to break it off.

PHYSIOLOGY.

[Any seven questions will constitute a full paper.]

1. Indicate by a drawing the general relation of the bones of a lower limb to each other, giving the number and names of those in each part of the limb.
2. State the chemical constitution of blood.
3. Describe briefly, and in order, the glands and their secretions which assist in the assimilation of food during its course in the alimentary canal.

4. Describe the muscles of the eyeball, and name the cerebral nerves which supply their innervation.
5. Describe the morbid effects of different kinds of impurities in impure air, so as to indicate the relation of cause and effect.
6. Discuss, from a physiological point of view, some of the more popular beverages believed to be injurious.
7. Describe, briefly, some common forms of "Delusion of Judgment."
8. Describe the manner in which you would demonstrate the character of muscular tissue with the microscope, stating the character of object glasses, slides, etc., used, and the preparation of the material so as to indicate your acquaintance with the practical use of the microscope in physiological or anatomical work.

NATURAL PHILOSOPHY.

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

1. What velocity (feet per second) must be given to a bullet discharged from a fire arm to hit a balloon 1 mile high, supposing the actual height reached to be on account of the resistance of the air $\frac{1}{2}$ of the height which would be attained in vacuo?
2. A steam engine moves a train weighing 70 tons on a level road from rest, and acquires a speed of 6 miles an hour in 4 minutes. If the same engine moves another train, and gives it a speed of 8 miles in 10 minutes, find the weight of the train supposing the resistance to amount to the same in both cases?
3. From two beams in a scaffold, 15 feet apart, hang two chains, 9 and 12 feet long, respectively. The terminal links are then hooked together by a third chain which has to support a weight of 4,000 lbs. What will be the tension of the three different chains, neglecting their own weight?
4. A cubic inch bubble of gas starts upward from the ooze of the bottom of the Atlantic, five miles below the surface of the ocean. What should its volume be when it reaches the surface?
5. A litre of air at 0° C. and under 760 mm barometric pressure weighs 1.293 gram. Show how to find the weight of 20 litres at 15° C. and under 720 mm pressure?
6. (a) Explain the meaning of the optical formula $\frac{1}{r} - \frac{1}{u} = \frac{1}{f}$
(b) Find the focal length of spectacles which might probably suit the eyes of a person who reads ordinary print at a distance of 15 inches (10 inches being taken as normal vision).
7. (a) Define the principal focus of a mirror, and find the position of the principal focus, (b) for a concave spherical mirror, and (c) for a convex spherical mirror.

CHEMISTRY.

1. Calculate the weight of $KClO_3$ necessary to produce 10 gallons of O_2 gas at ordinary temperature and pressure.
2. Calculate the weight of Zn necessary to eliminate from H_2SO_4 the exact amount of H, for complete combination with 10 gallons of O_2 .
3. Describe, briefly, the manufacture of P from bones.
4. Give chemical reactions sufficient to distinguish between chlorides, bromides, iodides, and flourides.
5. Explain the chemical reactions, stating the ultimate products when (a) baking soda and hydrochloric acid are put together; (b) limestone and hydrochloric acid; (c) sulphuric acid added to result of (b); (d) potassium chlorate and sulphuric acid; and (e) lead and platinum heated together.
6. Give a test each for K, H_2SO_4 , Fe, Pb, Ag, Au, Cu, HNO_3 and Hg.
7. Explain the different portions and functions of the blowpipe flame.

FRENCH.

Translate into English:—

Un grand évènement est survenu dans ma vie. Au milieu de la route monotone que je parcourais tranquillement, et sans y penser, un carrefour vient tout à coup de s'ouvrir.

Deux chemins se présentent entre lesquels je dois choisir.

L'un n'est que la continuation de celui que j'ai suivi jusqu'à ce jour; l'autre, plus large, montre de merveilleuses perspectives; sur le premier, rien à craindre, mais aussi peu à espérer; sur l'autre, les grands périls et les opulentes réussites.

Il s'agit, en un mot, de savoir si j'abandonnerai le modeste bureau dans lequel je devais mourir pour une de ces entreprises, hardies ou le hasard seul est caissier.

C'est là sans doute ce qui me fait trouver tant de charmes à la collection que j'examine. Ces tasses grossièrement modelées par le sauvage m'initient à une partie de ses habitudes; ces vases d'une élégance confuse qu'a pétris l'Indien me révèlent l'intelligence amoindrie dans laquelle brille encore le crépuscule d'un soleil autrefois étincelant; ces cruches surchargées d'arabesques montrent la fantaisie arabe grossièrement traduite par l'ignorance espagnole! On trouve ici le cachet de chaque race, de chaque pays et de chaque siècle.

1. Account for the forms: *hardies, amoindrie, surchargées, traduite.*
2. Give the relative position of the personal pronouns in a sentence when used objectively, also of *en* and *y*.
3. When should *ce* instead of *il* be used as the subject of the verb *être*?
4. Give the principal parts of the following verbs: *parcourais, vient, dois, craindre, savoir, mourir, ouvrir, agit, fait.*

Translate into French:—

All these people have been very kind to me. The curfew was introduced into England by William the Conqueror. The rules of decency and good manners condemn this action. Every good citizen owes obedience to the laws and the constitution of his country. Good example is a language any one can understand. When you go out, buy me some pencils and pens. I am now living near the railway. During the ceremony a thunderstorm burst over the town. Although he is going to London he will not see his friend. These vegetables are pickled in vinegar. These colors will never become you. They were felling a tree. He knows his lesson wonderfully well.

LATIN COMPOSITION.

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

TRANSLATE INTO LATIN;—

1. Not only have you never desired repose, but you have never desired any war except one which was infamous.
2. It is characteristic of folly to discover the faults of others, to be forgetful of its own.
3. In the year of Rome four hundred and fifty-eight, the Romans undertook an expedition against the island of Corsica.
4. The consuls, neither by a decree of the senate nor by letter, had instructed me what to do.
5. Would that this might prove a pleasure to him.
6. To this Caesar replied that he would preserve the city, if, before the battering ram touched the walls, they had surrendered themselves.
7. Even if there be nothing for you to write, yet I should like you to write this very thing, that you had nothing to write, only not in these words.
8. It is not denied that Demosthenes possessed very great eloquence; but it is also agreed that he was very fond of hearing Plato.

GREEK COMPOSITION.

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

TRANSLATE INTO GREEK:—

1. The soldiers marched out of the city, in number about two thousand men, and at last they came to a river, about forty feet in width.
2. After the capture of the city, the general gave a share of the booty to the soldiers.
3. I will help you as far as I am able.
4. The wise among men rule themselves.
5. I have written this in order that you may come.
6. If we should be willing to die in behalf of what is just we shall have a good reputation.
7. The Athenians sent forty ships, thinking at the same time that the war would be brought to a conclusion more quickly.

ROMAN HISTORY.

1. Relate the legend of the Books of the Sibyl.
2. What was the origin of the war with Pyrrhus?
3. Describe the Catalinarian conspiracy.
4. Name and describe in order the conflicts which terminated the three Punic wars.
5. Write a brief sketch of any one of the following: Cato, Marius, Pompey or Anthony.

GREEK HISTORY.

1. Give an outline of the legislation ascribed to Lycurgus.
2. Mention the most important Greek Colonies, and show the importance of a knowledge of their history.
3. Who was Dacro, and what was the character of his laws?
4. Write a note on the conquests of Alexander.
5. What was the origin of the Drama among the Greeks? Mention the great dramatists, and the principal words of each.

FIRST CLASS LICENSE (Grade B.)

GEOGRAPHY.

1. Give as full a description as you can of the motions of the sea.
2. Write a full note on the races and religions of Europe.
3. Describe the British Isles, covering the following particulars: location, divisions, climate, manufactures and commerce.
4. Australia—its situation, surface, government, cities, plants and animals.
5. "The position of Afghanistan gives the country great importance in the estimation of Russia and Great Britain." Discuss this statement, giving a short description of the country.
6. Give the country *in* which and the river *on* which each of the following places is situated: Three Rivers, Winnipeg, Memphis, Cologne, Canton, Bordeaux, Florence, Calcutta, Hobart, Buenos Ayres.
7. State the most important geographical discoveries made in Africa during modern times, noting as far as possible the persons by whom they were made.

BRITISH HISTORY.

1. Under the following heads write what you know of early English institutions; Druidism, Bretwalda, Witenagemot, Danegeld, Administration of Justice.
2. Describe briefly the political, social and literary progress during the Plantagenet period.
3. Discuss the general policy of the Tudor Sovereigns.
4. State in detail the chief events of the reign of Queen Anne.
5. "Great Britain has never made greater progress than during the long reign which happily is not yet closed." Illustrate this statement.
6. Write a full note on the varieties of Colonial Governments prevailing throughout the British Empire.

UNIVERSAL HISTORY.

1. Give the leading characteristics of the following Oriental nations: (a) Persians, (b) Hebrews, (c) Egyptians.
2. Write a note on Grecian art and religion.
3. Describe the empire of Charlemagne.
4. Explain what is meant by the term "balance of power," as used in modern European History.
5. Name the chief events of the present century which tend to corroborate the statement that it is "an age fuller, richer and more varied than was ever seen before."
6. Trace the events leading to the breaking out of the Great American Civil War.

COMPOSITION.

1. Define the term "Unity," as applied to a quality of a sentence. Give an example of a sentence wanting that quality, and show how that fault may be corrected.
2. Write sentences, illustrating the shades of meaning in the following pairs of synonyms: graceful, elegant; changeable, fickle; tidings, news; abandon, desert; burden, load; haste, hurry.
3. Quote, from well-known authors, examples of simile, hyperbole, epigram, apostrophe.
4. Define rhythm, rhyme, foot, tetrameter, pentameter, and explain allowable rhyme. Give Dr. Latham's formulae for scanning English poetry, and illustrations of their applications.
5. Write a short essay on any one of the following subjects: The force of habit, The benefits of commerce, The history of a pin, A thunderstorm, The evils of intemperance, The advantages of an education.

BOOK-KEEPING.

1. State the object and briefly describe the process of closing the Ledger.
2. State what is meant by the terms: Assignment, Bill of Exchange, Indorsement, Composition, Letter of Credit, Promissory Note, Dividend.
3. How are transactions under the following accounts journalized? Consignment, Shipment, Expenses, Interest, Cash, Commission and Merchandize.
4. Write the following:—
 - (a) An advertisement applying for a situation as bookkeeper.
 - (b) A letter to your employer asking for more wages (giving reasons).
5. Journalize:—
 - (a) Sold Jas. Johnston on his note 100 bush. wheat, at \$1.75 per bushel.
 - (b) Bought for Cash 400 bush. barley, at 80c. per bush.
 - (c) Sold Jas. Miller on acct. 200 bbls flour, at \$6.50 per bbl.
 - (d) Bought from H. Jones on my note 200 bush. oats, at 50c. per bush.
 - (e) Paid Cash for my note, \$650.00.
 - (f) Received Cash in full, for John Smith's note, \$175.
 - (g) Deposited in Merchant's Bank, \$500.

GRAMMAR.

1. Write a full note on "Auxiliary Verbs," distinguishing between *tense auxiliaries* and *voice auxiliaries*, and account for the various parts of the verb *to be*.
2. State the principal relations indicated by prepositions. Give any other classification.
3. Illustrate the statement that we must classify a word in a sentence, not by its form, but by its function.
4. State the natural order of words in an English sentence, and give the principal exceptions to the following rule: "The subject precedes the verb."
5. Account historically for the presence of so many words of foreign origin in the English language.
6. Parse the italicized words in the following: I am going *fish-ing*. Nothing in his life *became him like the leaving it*. They hated *each other*. At this school I *was taught Latin and Arithmetic*. Thou *sit'st a queen*. The wind had blown a *gale all day*. *Hence, home, you idle creatures*.

ANALYSIS.

1. "There are four types of co-ordination in compound sentences." Explain and illustrate this statement.
2. Point out and explain the distinction in Analysis between clauses introduced by *for* and *because*, respectively.
3. Give general and detailed analysis of:

The impression was increased when, the tapestry being drawn aside, a female form dressed in a rich habit, which partook more of the Eastern taste than of that of Europe, glided through the door which it concealed, and was followed by a swarthy domestic.

ARITHMETIC.

1. Prove that a vulgar fraction will produce a finite decimal, or a pure circulating decimal, or a mixed circulating decimal, according as its denominator has *only* the factors of 10, *none* of such factors, *other* factors *also*; and that the number of finite figures will be equal to the greatest number of equal factors, 2 or 5, in the denominator.
2. Supposing a linear yard to be $\frac{32}{35}$ of a metre, find approximately the difference between a cubic yard and $\frac{4}{5}$ cubic metre, expressing the answer in cubic inches.
3. "The course of exchange on England is usually given with reference to the *old par* of exchange." Explain this statement. A Bill of Exchange in London for £720, cost \$3472; find the course of exchange.
4. An empty cistern has three pipes, A, B and C. A and B can fill it in three and four hours respectively, and C can empty it in one hour. If these pipes be opened in order at 1, 2, and 3 o'clock, find when the cistern will be empty.
5. A person sells 25 articles for the same money which he paid for 32; find his gain per cent. Also if he sells 32 articles for the same money which he paid for 25, find his loss per cent.
6. Bought 336 gallons of molasses at 37½ cents per gallon, and paid \$7.50 for freight; if 5% be allowed for leakage, 4% of the sales for bad debts, and 1% of the remainder for collecting, what selling price per gallon will yield me a net gain of 25% on the whole cost?
7. A cubical block of metal 7 84 inches side weighs .25 lbs. per cubic inch. A hole of square sectional area is to be cut completely through the metal perpendicular to a face of the cube, in order that the weight of metal left may be 100 lbs. Find to three places of decimals the side of the square section.

PRACTICAL MATHEMATICS.

1. If the sine of an angle is .5, find the value of each of its other trigonometrical functions.
2. Find the breadth of the river in a level plain and the height of the tower on its bank, given elevation of top of tower from opposite bank 60° and from a point 450 feet further back 30°.
3. Given log. 2 = .30103, and log. 3 = .47712, find the logarithms of 1.8 and $\left(\frac{2^6}{3^8}\right)$.
4. Left Lat. 52° 6' N., Lon. 35° 20' W.; Course N. 50° W.; distance by log 360 miles. Required the lat. and long. in by Mid. lat. sailing (Given Cos. 50° = .6428, Sin. 50° = .766, Cos. 54° 2' = .585).
5. Deduce the formula for the area of a triangle when the three sides are given.
6. A sphere of lead one foot in diameter is hammered into the shape of a cube. Find the height of the cube in inches.
7. A uniform beam 20 ft. long and weighing 400 lbs. is supported on a cross beam 6 ft. from one end. What weight must be overcome in raising the other end?
8. If a bullet be fired vertically with an initial velocity of 1,200 feet per second, how high will it ascend, and when will it return, neglecting atmospheric resistance?

9. Make a drawing distinguishing between the two systems of pulleys whose equations of equilibrium are respectively $P(2N) = W$ and $P2n = W$.

10. Define, moment, momentum, traverse table, deviation and mantissa.

ALGEBRA.

Any five questions will be considered a full paper.

1. Evaluate, when $a = 4$, $b = -3$, $x = \frac{2}{3}$, and $y = -\frac{1}{2}$, the following algebraic expression (taking positive signs only of square roots):

$$\left\{ \frac{\sqrt{\frac{bx}{2} \left\{ (a-b)^2 + 1 \right\}} y + a \left(\frac{x-1}{2} - y \right)^0}{\sqrt[3]{\frac{abxy \sqrt{a(ab^2x^3y_5 - \frac{2}{3})^{-3}}}{- \{ b(2a^0 - y^0)x - 3bx \}^{-2}}}} \right\}^{-2}$$

2 (a). Divide $a^4 b^{-2(m-1)} c^3 x^{\frac{1}{2}(m-1)}$ by $2a^2 b^{2-3m} c^{\frac{2}{3}x^3 - 1} y^{-1}$; and (b) express the answer in its simplest form without the use of negative or fractional indices.

3 (a). Given $\sqrt{6 + \sqrt{x-1}} = 3$, find x .

(b). Given $x + y = axy$ (1)
 $x + z = bxz$ (2) } find x, y , and z .
 $y + z = cyz$ (3)

4 (a). One of the roots of the cubic $x^3 - 8x^2 + x + 42 = 0$ is -2 : find the other roots.

(b). The square of the sum of two numbers, together with the sum of their squares, is 35; the square of their difference minus the difference of their squares is minus 4; what are the numbers?

5. Find three numbers in geometrical progression such that if 1, 3, and 9 be subtracted from them in order they will form an arithmetical progression whose sum is 15.

6 (a). How many parties of 10 men can be formed from a company of 24.

(b). Express 34042 in the scale whose radix is five.

GEOMETRY.

1. The difference between the squares on any two straight lines is equal to the rectangle contained by the sum and difference of those lines.

2. The difference between the squares on a side of an isosceles triangle, and on the line which joins the vertex with any point on the base, is equal to the rectangle on the segments into which the point divides the base.

3. If two chords in a circle cut one another, the rectangle contained by the segments of one of them is equal to the rectangle contained by the segments of the other.

4. From two given points on the same side of a given straight line to draw two lines to meet on that given line, which shall be together less than any other two lines from the given points to any point in the straight line.

5. About a given circle to describe a triangle, equiangular to a given triangle.

6. If a circle be inscribed in a right-angled triangle, the diameter of the circle is equal to the difference between the sum of the sides and the hypotenuse.

7. If three circles be drawn each touching one side of a triangle and two other sides produced; then the lines joining the centres of these circles shall each pass through an angular point of the triangle.

SCHOOL SYSTEM AND SCHOOL MANAGEMENT.

1. When is the annual school meeting held, and what are its chief duties and powers?

2. Specify the principal duties of an Inspector of Schools.

3. Under what circumstances, and for what offences, would you inflict corporal punishment?

4. What principles would you adopt to enforce punctuality, obedience, honesty and truthfulness amongst your pupils?

5. Discuss the nature and extent of the teacher's authority over his pupils outside the school-room.

TEACHING.

1. Name and define the different methods employed in teaching beginners to read, and give reasons for the one you prefer.

2. Give your ideas as to the best method of teaching "Composition."

3. Furnish the outlines of an oral lesson on any one of the following: The human eye, coal, an apple, iron.

4. Detail your method of teaching the "Tables of Weights and Measures," particularly Long, Square, and Cubic Measures.

5. Discuss the proper place of text-books in School instruction.

PHYSIOLOGY.

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

1. Describe by a drawing the relative position of the bones of the hand and arm, and give their names.

2. Draw a diagram of the heart and vessels, illustrating the full course of the circulation of the blood.

3. What are the differences between inspired and expired air?

4. Compare the actions of saliva, gastric and pancreatic fluids in the process of digestion.

5. Name and state the general function of each pair of cerebral nerves.

6. Write a note on disinfectants and their action.

7. Write a note on errors in the character of dress or clothing

LATIN.

(Each Division of this paper has a maximum value of 50)

I.

1. Translate into English:—

His rebus permotus Quintus Titurius, quum procul Ambiorigem suos cohortantem conspexisset, interpretem suum, Cneium Pompeium, ad eum mitti rogatum, ut sibi militibusque parcat. Ille appellatus respondit; "si velit secum colloqui, licere; sperare, a multitudinc impetrari posse, quod ad militum salutem pertinet; ipsi vero nihil nocitum iri, inque eam rem se suam fidem interponere." Ille cum Cottâ saucio communicat, "si videatur, pugnâ ut excedat et cum Ambiorige unq colloquantur; sperare, ab eo de sua ac militum salute impetrare posse." Cottâ se ad armatum hostem iturum negat atque in eo constitit.

2. Write a note on the proper names in the passage.

3. Parse *rogatum, sibi militibusque, nihil nocitum iri, licere.*

4. Syntax of *Sperare* and *pertinet*.

II.

1. Decline together: *dies festus, arcus triumphalis, jus-jurandum.*

2. Compare the following adjectives: *humilis, nequam, malus, ceter, juvenis, senex, pulcher, dives, multus, frugi.*

3. Give the principal parts of the following verbs: *sono, seco, misceo, rideo, mordeo, pingo, vinco, tundo, sperno, aperio, san cio.*

4. State the cases following: (1) verbs of teaching and concealing, (2) verbs of remembering and forgetting, (3) *utor, fungor, vescor, licet, interest.*

CHEMISTRY.

[Any seven questions will constitute a full paper.]

1. How many grains of $KClO_3$ will be required to produce ten gallons of O gas? (277 cu. in. = 1 gal., and 1 cu. in. O gas weighs .34 grains).

2. How much Zn. must be dissolved in H_2SO_4 to produce H gas enough for the perfect combustion of the ten gallons of O?

3. Given 10 lbs of KNO_3 , and an unlimited supply of H_2SO_4 , how much nitric acid (HNO_3) could be theoretically manufactured from them? What would the residuum be?

4. If you were given the three white salts, KI , KBr , and KCl , by what analytical process could you distinguish the iodide from the bromide or the chloride?

5. Write the chemical formula for the following common substances: common salt, saltpetre, ammonia, sal-ammoniac, hydrochloric acid, silica, arsenic, baking soda, washing soda, and green vitriol.

6. Mention one chemical reaction or test for each of the following metals when existing in a simple solution, K, Na, Ba, Sr, Ca, Fe, Cu, Pb, Ag and Au.

7. Compare CO and CO_2 (a) with respect to their production, (b) with respect to their properties, (c) their behavior when passed through a solution of Ca O, in water.

8. How can you prepare alumina from alum, white lead from sheet lead, gold from auriferous quartz, superphosphate of lime from bones, and nitrogen from the air.

9. Write a note on the character of the exhaustion of soil by crops.

10. What is the reason of the advantage derived from a good rotation of crops.

PHYSICS.

[Any seven questions will constitute a full paper.]

1. Give Mohr's scale of hardness. What is the degree of hardness of window glass? A pen-knife? lead? copper?

2. State the four laws of capillarity. Give common examples of capillary action.

3. Describe an experiment illustrating the unequal rate of diffusion of different gases through a porous partition.

4. What is the average pressure of the atmosphere in the metric notation, and in pounds to the square inch? How can the heights of mountains be measured by noting the air pressure?
5. If a stone, weighing 4.5 lbs. in air, weighs only 3.6 lbs. in water, what is its specific gravity? If it should float and displace 2.25 lbs. of water, what is the specific gravity?
6. How long will it take a 3-horse-power engine to raise 10 tons 50 feet high? Explain the difference between momentum and energy.
7. Describe an experiment which proves by a visible demonstration that sound is caused by the vibration of air.
8. Given the velocity of sound at 1125 feet per second, and the pitch of the musical note C, due to 132 vibrations per second; find the wave lengths in feet or inches of the air vibrations produced by each of the musical notes, C, D, E, F, G, A, B, and C.
9. Describe that portion of the ear through which the vibrations causing sound are impressed on the auditory nerves.

ENGLISH LITERATURE.

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

1. Name the chief dramatic writers of the reigns of Elizabeth and James II, with a short sketch of "early dramatic representation in England."
2. Describe and compare the poems of Cowper, Crabbe and Burns, and show their place in English literature.
3. Name the principal works of each of the following, distinguishing between prose and verse, and giving the subject matter of one in each division: Spenser, Milton, Tennyson, Robertson, Defoe, Byron, Johnson, Swift, Campbell, Blake, Ramsay, Scott, Chaucer.
4. Write a short account of the events in the First Act of Hamlet.
5. Quote Hamlet's soliloquy on Death, beginning "To be or not to be."
6. State by whom and on what occasion the following lines were uttered:

"O that this too, too solid flesh would melt,
Thaw, and resolve itself into a dew."

"That he is mad, 'tis true; 'tis true 'tis pity,
And pity 'tis 'tis true."

"For to the noble mind
Rich gifts wax poor when givers prove unkind."

"O, my offence is rank, it smells to heaven;
It hath the primal-oldest curse upon it."

"O Hamlet, speak no more:

Thou turn'st mine eyes into my very soul,
And there I see such black and grain'd spots
As will not leave their tinct."

"Imperious Caesar, dead and turned to clay,
Might stop a hole to keep the wind away."

FRENCH.

Translate into English:—

Un grand événement est survenu dans ma vie. Au milieu de la route monotone que je parcourais tranquillement, et sans y penser, un carrefour vient tout à coup de s'ouvrir.

Deux chemins se présentent entre lesquels je dois choisir.

L'un n'est que la continuation de celui que j'ai suivi jusqu'à ce jour; l'autre, plus large, montre de merveilleuses perspectives; sur le premier, rien à craindre, mais aussi peu à espérer; sur l'autre, les grands périls et les opulentes réussites.

Il s'agit, en un mot, de savoir si j'abandonnerai le modeste bureau dans lequel je devais mourir pour une de ces entreprises hardies où le hasard seul est caissier.

C'est là sans doute ce qui me fait trouver tant de charmes à la collection que j'examine. Ces tasses grossièrement modelées par le sauvage m'instituent à une partie de ses habitudes; ces vases d'une élégance confuse qu'a pétris l'Indien me révèlent l'intelligence amoindrie dans laquelle brille encore le crépuscule d'un soleil autrefois étincelant; ces crâtes surchargées d'arabesques montrent la fantaisie avec grossièrement traduite par l'ignorance espagnole! On trouve ici le cachet de chaque race, de chaque pays et de chaque siècle.

1. Account for the forms: *hardies*, *amoindrie*, *surchargées*, *traduite*.
 2. Give the relative position of the personal pronouns in a sentence when used objectively; also of *en* and *yi*.
 3. When should *ce* instead of *il* be used as the subject of the verb *être*?
 4. Give the principal parts of the following verbs: *parcourais*, *vient*, *dois*, *craindre*, *savoir*, *mourir*, *ouvrir*, *agit*, *fait*.
- Translate into French:—

All these people have been very kind to me. The curlew was introduced into England by William the Conqueror. The rules of decency and good manners condemn this action. Every good citizen owes obedience to the laws and the constitution of his country. Good example is a language any one can understand. When you go out, buy me some pencils and pens. I am now living near the railway. During the ceremony a thunderstorm burst over the town. Although he is going to London he will not see his friend. These vegetables are pickled in vinegar. These colors will never become you. They were felling a tree. He knows his lesson wonderfully well.

SECOND CLASS LICENSE (Grade C.)

GEOGRAPHY.

1. Define water-shed, river system, mountain-range, giving examples of each, and state fully the principal causes and chief effects of ocean currents.
2. Compare the British and the Russian Empires in respect to population, area, resources and military strength.
3. Discuss the physical features of Holland and Switzerland.
4. Taking the area of Prince Edward Island as a unit, give the areas of the other Provinces of the Dominion.
5. Describe the Rhine, giving the countries or parts of countries that it drains and the cities on its banks.
6. Name (a) the counties of Ulster, (b) the midland counties of England, (c) the most noted cities of Italy.
7. Write a note on any two of the following: (a) Palestine, (b) Egypt, (c) Malaysia, (d) Chili, (e) British Columbia.
8. Draw an outline map of North America.

BRITISH HISTORY.

1. Give a description of the "Saxon" invasion and settlement of Britain with special reference to the religion, language and character of the invaders.
2. To what reign did the following characters belong: Jack Cade, Titus Oates, Lord George Gordon, Perkin Warbeck, Guy Fawkes, John Hampden, Daniel O'Connell.
3. Name the chief battles of the "Wars of the Roses," and describe the last one.
4. When were Ireland, Wales and Scotland severally united to England? Does this question to any extent admit of a two-fold interpretation? Explain.
5. Name the chief events of the reign of William IV, giving a brief description of each.
6. Describe at length any prominent event in the reign of Queen Victoria.

BRITISH AMERICAN HISTORY.

1. Give the dates of the two captures of Louisburg, and the name of the commander of each attacking expedition. What circumstances rendered the second siege necessary?
2. Name the most distinguished early explorers of America. Give as many particulars of each as you can.
3. Assign events to the following dates in B. A. History, and describe any two of them: 1605, 1642, 1710, 1765, 1784, 1825, 1841, 1849, 1864, 1871, 1873.
4. How did the war of the American Revolution affect Nova Scotia during its progress and by its results?
5. Describe the Parliament of the Dominion.

COMPOSITION.

1. Expand the words printed in italics in the following sentences into clauses. *The day being fair*, we started on our journey. *Having being deceived once*, I never trusted him again. No one doubts *the sincerity of the man*. We hired a boat *to cross the river*.
2. Write in prose form the story as contained in the following:

Three fishers went sailing away to the west,
Away to the west as the sun went down,
Each thought of the woman who loved him the best,
And the children stood watching them out of the town;
For men must work and women must weep,
And there's little to earn and many to keep,
Though the harbor bar be moaning.

Three wives sat up in the lighthouse tower,
And trimmed the lamps as the sun went down;
They looked at the squall, and they looked at the shower,
And the night-rack came rolling up, ragged and brown;
But men must work, and women must weep,
Though storms be sudden and waters deep,
And the harbor bar be moaning.

Three corpses lay out on the shining sands,
In the morning gleam, as the tide went down,
And the women are weeping and wringing their hands

For those who will never come home to the town.
For men must work, and women must weep,
And the sooner it's over the sooner to sleep.
And good-bye to the bar and its moaning.

3. Correct or justify the following: The usual number of burials were from twelve to seventeen. The house with the goods was burnt. I am tired, so I shall lay down. There let him lie. That matter rests between you and I. We have found the sheep what we lost. Three times four are twelve. Every member of our families has been away. There stands Tom and his brother.

4. Point out the figures of speech in the following: Saladin was a fox in the council, a lion in the field. Ajax was the bulwark of the Greeks. The land smiles with plenty. His horses were as swift as the wind. The waves were asleep on the bosom of the deep. The child is father of the man.

5. Write a letter to a child living in the tropics, giving a description of a Nova Scotia winter.

BOOK-KEEPING.

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

1. Write a "Due Bill payable in Goods," a "Money Order," and a "Receipt for money paid for another."

2. What is a running account? What do you understand by Simple Entry-Book-keeping, and which is the principal book used.

1. Explain the following mercantile terms: Balance, Bill of Sale, Bonded Goods, Remittance, Net Proceeds, Clearance.

4. Write a telegram to the owner of a ship, which has just arrived in distress, asking for advice and also a reply from owner with orders how to proceed.

5. Enter the following in the various books according to the Single Entry method.

June 1st, 1892, Sold Robt. Jones, 6 walnut chairs at \$5.50 each, 1 centre table at \$14, cash sales \$15.

June 6th, Bought from H. H. Fuller & Co., paint, oil, glass, etc., as per bill \$72.25. Cash sales \$25. June 16th, Sold John Ross goods as per bill \$180, and received from him cash \$50, and his note for balance at 3 mos. June 15, Received John Smith's note on acct. at 3 mos. for \$150. Bought goods from Robinson & Co. to the amount of \$400, for which I gave my note at 3 mos.

FRENCH.

Translate into English:

Oh! dit-il, quel magnifique arbre! Mais voici un petit sapin qui fera mon affaire. Monsieur Herbert m'a prié de lui en apporter un pour Noël il n'y en a point de plus joli dans tout le voisinage; c'est dommage de la couper; je vais tâcher de la déraciner. Monsieur Herbert pourra le planter ensuite sur la pelouse. En disant cela, le bûcheron donna quelques coupes de pioche autour du sapinet; il lui coupe même, sans le vouloir, plusieurs racines, puis il l'arracha, le mit sur ses épaules et descendit la montagne. Tout cela se passa si vite, que le sapinet n'eut pas même le temps de dire adieu à son père; il ressentit de si fortes douleurs aux racines qu'il s'évanouit. Lorsqu'il revint à lui; il se trouva planté dans une caisse remplie de terre et placée au milieu d'un salon; un monsieur l'arroisait; ce rafraîchissement finit bientôt par le remettre complètement. Plusieurs dames entrèrent dans la chambre et plantèrent de petites bougies sur toutes les branches du sapin.

1. Parse *qui fera mon affaire: qu'il s'évanouit: lorsqu'il revint.*

2. Give the principal parts of the verbs: *dit, va, pour ra, couloir, mit, finit.*

3. *De plus joli: de si fortes, douleurs; de petites bougies, account* for the *de* in each case and also for the forms *remplie* and *placée*.

Translate into French:—

Why have they been so late? He must have been sick. If we had been hungry, we should have had our dinner. How many hours are there in a day? We went to Boston a fortnight ago. How many are eight times eight? When were you born? I was born the first day of May. In Nova Scotia we have gold, iron, coal, copper and slate. To whom were they speaking? She speaks to him in German and he speaks to her in French. Henry's letter is more amusing than mine. I wear my old coat every day.

GRAMMAR.

1. "A Pronoun is a word used instead of a Noun." Is this definition complete? Give examples to illustrate your answer.

2. Write a note on Mood in Verbs, including the so-called Infinitive Mood.

3. State fully the distinction between common and proper nouns.

4. Explain the terms *apposition, subjective* and *objective complement, auxiliary, impersonal* and *factive verbs, cognate object, declension; conjugation, participle and gerund.*

5. Parse the following:

The flower in ripened bloom, unmatched.
Must fall the earliest prey.

ANALYSIS.

- Write a note on the extension of the Predicate.
- Give a general and detailed analysis of:
Tell her that wastes her time,
That now she know,
When I resemble her to thee,
How sweet and fair she seems to be.

ARITHMETIC.

1. If a quotient of a division question be $\frac{1}{78}$ of the divisor, and the divisor be 83 times greater than the remainder, find the dividend when the remainder is 212.

2. Show clearly how to change a vulgar fraction into a decimal. Reduce to its lowest terms:

$\frac{217 \text{ miles } 5 \text{ fur. } 18 \text{ po. } 2 \text{ yd. } 2 \text{ ft. } 1 \text{ in.}}{500 \text{ miles } 2 \text{ fur. } 28 \text{ po. } 1 \text{ yd. } 2 \text{ ft. } 7 \text{ in.}}$

3. Add together .029 of 1 ac. 1 rod, .45 of 12 $\frac{1}{2}$ po. and .89 of 2 sq. yds., and express the answer in square feet and the decimal of a square foot.

4. On the 7th of August I lent a friend \$1600 which he retained until the 6th of October following; my friend afterwards returned the compliment by lending me \$1200 on the 15th of March; when should he get back his money?

5. Invest £8675 in $3\frac{1}{4}$ per cents at 98; on the price rising to 101 $\frac{1}{2}$ I sell out two thirds of my stock; and I sell the remainder when the price has fallen to 94; what do I gain or lose by the process?

6. A property consisting of 900 acres of land and an amount of stock of exactly the same value, is left to be divided equally among two persons. The first of these persons receives as his share 700 acres and stock to the value of \$15000. What is the land worth per acre?

BOTANY.

1. Describe by a drawing the general appearance of a stamen and pistil, say from the flower of a lily. Name their principle parts, and explain their functions.

2. Explain the terms: polycotyledonous, epiphyte, parasitic, dimictous, gymnosperms.

3. Explain with the aid of a drawing, the difference between the endogenous and exogenous stem.

4. Indicate by drawing the shapes of the points of leaves indicated by the terms, *pointed, acute, obtuse, truncate, retuse, notched, obcordate, cuspidate, mucronate.*

5. Name the kind of flower cluster characteristic of the Currant bush, Hawthorne, Caraway, Clover, Mullein, Birch, Indian turpentine, Horse-chestnut, Elder, the Sweet-William.

6. Draw up a list of kinds of fruit, classified.

7. Explain the use of each of the following substances in the plant for plant purposes, naming an example of each: *Albumen, Starch, Sugar, Chlorophyll, and fruity matter.*

8. Give as full a botanical description as you can of every part of one of the following plants from memory: *The May-flower, Dandelion, Buttercup, Strawberry or Violet.*

ALGEBRA.

1. Find the factors of

$$(1) x^2 + 3ax - x - 3a. \quad (2) 35 - 74x + 35x^2.$$

$$(3) x^2 + 4x + 4 - 4a^2 + 4ay - y^2.$$

2. Simplify

$$x^3 - x(2x^2 + 5) + x^2(x - 7) - \{1 - 5x - 7(x^2 - 1)\}.$$

3. If r is the cost in pence of k pounds of tea, how many shillings will be required to buy s ounces?

4. Explain fully why, in Algebra, the product of a negative quantity by a negative quantity must have a positive sign, and find the simplest value of

$$\frac{y}{x} - \frac{x}{x-y} + \frac{y^3}{(x^2 - y^2)x}$$

5. Solve:

$$\begin{aligned} ax + by &= 2ab \\ bx - cy &= b^2 - a^2 \end{aligned}$$

6. A railway train goes from A to B in 4 hours. On its return journey it does three-fifths of the way at a speed increased by six miles an hour, but is afterwards compelled to reduce this rate by 12 miles. It nevertheless does the whole distance in the same time it took to go. Find how far it is from A to B.

GEOMETRY.

1. If two triangles have the three sides of the one equal to the three sides of the other, each to each, the triangles must be equal in all respects.

2. The bisectors of two exterior angles of a triangle and the bisector of the third angle meet in a point.

3. If a straight line fall upon two parallel straight lines, it makes the two interior angles upon the same side together equal to

two right angles, and also the alternate angles equal to one another, and also the exterior angle equal to the interior and opposite upon the same side.

4. Construct a parallelogram equal to a given triangle, and such that the sum of its sides shall be equal to the sum of the sides of the triangle.

5. To divide a given straight line into two parts, so that the rectangle contained by the whole and one of the parts shall be equal to the square on the other part.

6. In a right-angled triangle two straight lines are drawn from the right angle, one bisecting the hypotenuse, the other perpendicular to it; show that they contain an angle equal to the difference of the two acute angles of the triangle.

7. ABC is an equilateral triangle, and P is any point within it; PC, PE, PF, are perpendiculars from P to the sides BC, CA, AB; prove that the sum of PD, PE, PF, is equal to the altitude of the triangle ABC.

SCHOOL SYSTEM AND SCHOOL MANAGEMENT.

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

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

3. How would you endeavor to make instruction agreeable and pleasing to young children.

4. Discuss the statement that: "Punishment in the school, as in the family, should be remedial and reformatory rather than retributive."

5. What do you understand by *attention*. Name the various means you would adopt to secure it.

TEACHING.

1. Explain your method of teaching "Spelling" in the different grades.

2. Write notes of a lesson on Subtraction for a class in Grade III.

3. State your method of teaching the elementary idea of *form*

4. What are the benefits to be derived from instruction in Free-hand Drawing and Music?

5. Describe your proposed method of teaching Geography to beginners.

THIRD CLASS LICENSE (Grade D.)

GEOGRAPHY.

1. Name and describe the principal forms of existing governments, and give examples of each.

2. Name and locate the great rivers of the world.

3. Describe as to a class the physical features of Nova Scotia.

4. Name the waters through which you would pass in sailing from Windsor to Manitoulin Island.

5. Write a note on (a) the great central plain of the United States, (b) Alaska.

6. Describe, as fully as you can, the British Empire.

7. Where and what are the following: St. Hyacinthe, Campobello, Eginont, St. Claire, Nainaimo, Carbonnear, Mason, Pittsburg, Catopaxi, Severn, Lomond, Galway, Buda-Pesth, Loire, Cyprus, Yokohama, Bourbon.

8. Draw an outline map of that part of the Maritime Provinces bordering on the Gulf of St. Lawrence and Northumberland Strait.

HISTORY.

1. Give a short account of the reign of William Rufus.

2. Tell what you can of the following battles: Standard, Banockburn, Crecy, Tewksbury, Culloden, Waterloo, Alma.

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

4. Write a brief note on any one of the following: Indian Mutiny, Crimean War, War of American Independence, Character of Henry VIII, or career of Marlborough.

5. What events in Nova Scotia History correspond to the following dates: 1605, 1654, 1690, 1746, 1750, 1758, 1819, 1823, 1848, 1873? Describe any one of these events.

6. Describe, as fully as you can, the settlement of the following places: Lunenburg, Shelburne, Picton.

7. Name the leading statesmen of Nova Scotia, now dead, and any important events associated with their names.

COMPOSITION.

1. Insert the proper punctuation marks in the following—using capitals where necessary: Caesar entered on his head his helmet on his feet sandals in his hand his trusty sword in his eye an angry glance—he gives us the shape the sound the color the smell the taste he counts the numbers he measures the size—but surely argued the widow it must be a comfort to feel—that the lord said unto satan whence comest thou—art you sir waiting for anyone.

2. Correct or justify the following: Three months' salary are now due to him. A change of studies is now and then desirable. Neither the boy nor the girl were present. The cat as well as the dog is white. I am certain it was not him. I am tired, so I shall lay down. The dog run across the field. Him and them we know. Has the goods been sold?

3. Combine the following statements into a simple sentence: A great battle began.

It was between the English and Scotch.

It began next morning.

It began at break of day.

It was at Banockburn.

3. Expand the following outlines into a letter to a friend: Your last holidays.

(1.) What the holidays were.

(2.) Where you spent them.

(3.) Who was with you.

(4.) What you did.

5. Give, in the simplest manner, a prose rendering of the following story:

The Northern Star
Sailed over the bar,
Bound to the Baltic Sea;
In the morning gray
She stretched away;—
'Twas a weary day to me!

For many an hour,
In sleet and shower,
By the lighthouse rock I stray,
And watch till dark
For the winged bark
Of him that is far away.

The castle's bound
I wander round,
Amidst the grassy graves;
But all I hear
Is the north wind drear,
And all I see are the waves.

The Northern Star
Is set afar,
Set in the Baltic Sea;
And the waves have spread
The sandy bed
That holds my love from me.

BOOK-KEEPING.

1. Write a receipt for money received on account.

2. Explain the terms Debtor and Creditor, and give the meaning of the abbreviations: Bal., Ditto, Mdse., Disct., Amt., Pd., Ult.

3. Make out a druggist's bill for two months, with at least ten debit and eight credit entries; add a note requesting payment, giving your reasons for doing so.

GRAMMAR.

1. Define Gender, and give examples of each kind.

2. What do you understand by the term "Degree of Comparison" of Adjectives? Compare: little, old, lovely, merry, late, simple, earnest.

3. Write a full declension of the Personal Pronouns, and also sentences illustrating the use of the Relative.

4. Name and give an example of each tense of the Indicative mood of any transitive verb in both voices.

5. What is a conjunction? Distinguish between the different classes, giving illustrations.

6. Define subject, predicate, object, compliment, extension.

7. Parse:—
I am sorry for this; thou art come
To answer a stony adversary.

8. Analyze:—
Heaving the imperial name coupled with these words of malice,
half in anger, half in shame, forth the great campaigner came slowly
from his canvas palace.

ARITHMETIC.

1. Divide 10,149 by 35, using factors, and show that the result is the same in whatever order the factors are taken.

2. Define Factor, Common Factor, Highest Common Measure, Common Multiple, Least Common Multiple. Find the H. C. M. and the L. C. M. of 405, 570 and 91.

3. Divide 100 acres into fields of 3 ac. 1 rood 21 poles each. How many pounds Troy in a ton of gold?

4. State the rule for reducing a vulgar fraction to a decimal. What decimal of a day is 2 hr. 12 min. 10 sec.?

5. Distinguish between *True* and *Bank Discount*, and find the difference between the true and bank discount of \$2500 payable in 90 days at 7 per cent.
 6. The cost of carpeting a room 10½ yds. long, with carpet 27 inches wide, and costing \$1 35 per yd. was \$93.15; find the width of the room.

2. State the means by which you would endeavor to make the study of Geography interesting.
 3. Give a brief outline of the method you would pursue in giving first lessons in Grammar.
 4. Give notes of an oral lesson on any plant or animal you choose.

SCHOOL SYSTEM AND SCHOOL MANAGEMENT.

1. Name the educational officials to whom belong the following duties: (a) licensing teachers, (b) engaging teachers, (c) prescribing text-books, (d) readjusting the boundaries of school sections, (e) forming new sections.
2. State the principal duties of Teachers as outlined in the Manual of the School Law and Regulations.
3. What means would you employ to remedy (a) irregularity of attendance, (b) tardiness?
4. How would you endeavor to secure personal cleanliness throughout the school?

TEACHING.

1. What means would you adopt to make your pupils good spellers?

ALGEBRA.

1. Find the remainder when $y^3 - xy^2 + 3x - 4$ is taken from $y^3 - xy^2 + 2y - 2$.
2. The product of two expressions is $24x^2 + 16 + x^4 + 32x + 8x^3$, and one of them is $(x + 2)^2$: what is the other?

$$\frac{3x^2 \quad 7x}{2 \quad 2}$$
3. What expression must be added to $\frac{x^2 - 2x - 3}{2} - 1$ to make $x^2 - 2x - 3$?
4. Find the continued product of $x - 3$, $x - 1$, $x + 1$ and $x + 3$.
5. State what is meant by the greatest common measure in algebra, and what is the G. C. M. of $2x^4 - x^3 - 10x^2 - 11x + 8$ and $2x^3 - 3x^2 - 9x + 5$?
6. If $a = -2$, $b = -5$, $c = 7$, $d = 0$, find the value of
 (1) $(c + b)(c + a)(d - b)$. (2) $\sqrt{c^2 - 4ab} + (d - a)^2$.

Government Grants,
 In aid of Public Schools, paid
 to Teachers, for the Term
 ended April 30th, 1892.

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

TEACHERS

ANNAPOLIS.

TEACHERS	Number of Teaching Days employed.	Am't paid to Teach-ers from Provincial Treasury.
McVicar, W M	107	
Shaffner, S C	102	89 56
Banks, Beriah L	117	56 04
Bishop, Fred W	117	56 04
Brown, A D	117	56 04
Bustin, Harry L	111	53 17
Darland, Huldah L	117	56 04
Fisher, L Louise	147	56 04
Holloway, Wm	115	55 08
McCullough, Alma	117	56 04
McGill, Geo B	117	56 04
Milner, Frank L	117	56 04
Moore, Amelia S	116	55 56
Newcombe, Abner F	109	52 22
Oakes, Ingram	117	56 04
Richardson, R N	117	56 04
Shields, W J	117	56 04
Starratt, Harry J	114	54 60
Tilley, Mary	109	52 22
Vidito, Helen A	117	56 04
Wade, Louisa	117	56 04
White Herbert	117	56 04
Whitman, Phineas	60	28 73
Woodbury, Jonathan	75	35 92
Atwood, Alice J	117	42 03
Armstrong, A H	117	42 03
Bent, Minnie S	102	36 64
Blackburn, R N	88	31 62
Böhner, Bessie B	117	42 03
Bowlby, Florence E	117	42 03
Brown, Emma	117	42 03
Buckley, Lucretia A	96	34 49
Calnek, Agnes	115	41 31
Calnek, Emma	104	37 36
Crowe, Joseph	116	41 67
Daniels, Carrie J	117	42 03
Dodge, Avar L	117	42 03
Dodge, Ardelice	111	39 87
Dukeshire, Eliza B	114	40 95
Dunn, Norman B	117	42 03

Elliott, Etta M	117	42 03
Fraser, Christiana	117	42 03
Goucher, Fannie O	117	42 03
Harris, O Louise	117	42 03
Hemson, Carrie B	117	42 03
Henshaw, Edith E	114	40 95
Homer, Agnes W	117	42 08
Hoseason, Robt H	108	38 80
Huntley, Bessie A	116	41 67
Inglis, Georgie	117	42 03
Jackson, Lillie A	109	39 16
Keddy, Beatrice E	107	38 44
Kinley, Mary T	113	40 59
Landers, Isabelle I	117	42 03
Marshall, Wm A	117	42 03
Mc Cormick, J. T.	113	40 59
Messinger, H W	117	42 03
Milbury, Annie	117	42 03
Morse, Charles E	117	42 03
Morse, Ethel M	117	42 03
Morse, Wm I	114	40 95
Munro, Mary A	117	42 03
Neily, Minnie A	117	42 03
Parker, Abbie E	113	40 59
Parker, Lizzie A	106	38 08
Robinson, Annie A	116	41 67
Ruggles, Bertha	117	42 03
Saunders, L St C	117	42 03
Slocomb, Jas E, Jr	111	39 87
Slocomb, Julia L	117	42 03
Spinney, Fred H	86	30 90
Spinney, Mary J	110	39 51
Starratt, Herbert D	15	5 39
Ward, Venie O	117	42 03
Whitman, Minnie C	117	42 03
Wiswell, Belle	117	42 03
Baird, Ira M	110	26 34
*Berry, Ella M	110	37 20
Boehner, Charles	117	37 36
Burney, Lizzie	117	28 02
Daniels, Hattie J	96	22 99
*DeVany, Mary E	109	34 80
*Douglas, Elvie	99	31 61
Fleet, Gertie L	117	28 02
Gates, Nellie E	26	6 22
*Guest, Rosa M	108	34 49
Hall, Mary A	117	28 02
*Harris, Laura J	112	35 76
*Harris, Lizzie A	117	37 36
*Hobb, F Eugenia	103	33 05
Hill, Hannah L	112	26 82
*Hiles, Augusta M	77	24 60
Jones, Alice G	117	28 02
Langille, Lois L	114	27 30
McGregor, Ella M	117	28 02
*Minard, Abbie K	114	36 40
Morse, Hattie	117	28 02
Munro, M. Cassie	117	28 02
Parker, Hattie B	117	28 02
*Potter, Abbie V	111	35 44
Power, Teresa	117	28 02
Roop, Ella J	117	28 02
Saunders, Ruth	116	27 78

Spinney, Norris B	117	28 02
Stalling, Maggie	117	28 02
*Stevenson, Maud	115	36 72
Whitman, Ella M	116	27 78
Williams, Annie M	117	28 02
Woodward, Mary A	117	28 02

ASSISTANT.

Gates, Cassie	115	27 78
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ANTIGONISH.

Chisholm, D A	117	
Chisholm, A	117	
Agatha, Sister Mary	116	55 56
Chisholm, Wm	114	54 60
Chisholm, W A	117	56 04
Dakin, W	117	56 04
John, Sister Saint	117	56 04
McKenzie, D J	114	54 60
Thompson, Maggie	117	56 04
McNeil, D	97½	46 70
Bunir, John B	110	39 51
Boyd, A A	117	42 03
Chisholm, A A	117	42 03
Chisholm, A J	117	42 03
Chisholm, D M	112	40 23
Chisholm, Sarah J	117	42 03
Chisholm, Annie J	96	34 49
Floyd, D P	117	42 03
Fraser, Mary J	114	40 95
Fraser, Wm	109	39 16
Gordon, Gussie E	62	22 28
Grant, Mary	117	42 03
John, Sister Mary	116	41 67
Joseph, Sister Saint	117	42 03
Keating, W E	117	42 03
Landry, Rose	117	42 03
McDonald, A H	117	42 03
McDonald, D L	117	42 03
McDonald, A A	117	42 03
McDonald, R.	117	42 03
McDonell, D R	117	42 03
McDonell, John	112	40 23
McGillivray, M B	117	42 03
McIntosh, Mary M	117	42 03
McIsaac, Mary	117	42 03
McIsaac, J L	117	42 03
McKenzie, Gertrude	114	40 95
McLean, Maggie	116½	41 85
McNeil, Mary	114	40 95
McNaughton, D P	117	42 03
McNeil, Florence	117	42 03
McPhee, Vera F	103	37 00
McPherson, Maggie	30	10 78
McPherson, J B	117	42 03
Munson, Mary L	116	41 67
Maurice, Sister Saint	117	42 03
Murphy, John	117	42 03
O'Brien, B A	117	42 03

Reddy, Eugenic	117	42 03
Rogors, W J	117	42 03
Smith, Anna B	117	42 03
Whitman, Cecelia	12	4 31
Thompson, J S	113	40 59
Tupper, Louise C	84	30 18
Boniface, Sister Mary	116	27 78
Brown, Mary J	117	28 02
*Cameron, Lizzie	79	25 23
Chisholm, Mary	117	28 02
DeBassio, Libbie	117	28 02
DeLauries, A	117	28 02
*Fraser, John S	117	37 36
Gorman, Cassie	112	26 82
*Grant, Ed A	117	37 36
Helen, Sister Saint	117	28 02
Kelly, Mary	116	27 78
*Kell, Maggie	113	36 08
Leary, Annie	108	25 86
McDonald, Mayne	115	27 54
McDonald, Jeanie	117	28 02
*McDonald, D	95	30 34
*McDonald, Allan	117	37 36
*McDonald, D	117	28 02
*McDonald, Martha	117	37 36
*McDonell, Annie	117	37 36
McDonell, Maggie	117	28 02
McEachern, John	90	21 55
McGillivray, M B	113	27 06
McInnis, Mary A	116	27 78
McKeough, Katie	117	28 02
McLean, L A	117	28 02
McLeod, Agnes C	100	23 94
*McNeil, Mary	117	37 36
O'Neil, Bridget	115	27 54
*Stewart, C M	117	37 36
*Stewart, Robert	113	36 08
Tramble, Jane	117	28 02
Turner, Aggie J	88	21 07
Tupper, Jean A	38	7 90
Walker, Myra L	108	25 86
Webb, Peter I	117	28 02
Henry D Berry, last term	0	21
Maria M Bain	"	4 08

ASSISTANTS.

Chisholm, W	77	24 60
McDonald, A A	117	37 36
McPherson, H	117	37 36

CAPE BRETON.

Mackeon, E T	110	
Stewart, F J	115	
Herdman, Andrew	116	55 56
Sutherland, J A	117	102 74
Arbuckle, James A	117	55 04
Bates, Mark	117	56 04
Bissett, James D	117	56 04
Dowling, Thomas C	99	47 41

Edwards, James W	117	102	74
Ferguson, Neil	115	55	08
Gillis, D McK	11	5	26
Gillis, Ronald	114	54	60
Grant, Robert J	117	56	04
Haggerty, William	114	54	60
*Herdman, Wm C	115	55	08
Ingraham, M J	117	56	04
McDonald, James	113	54	12
MacIntosh, A B	117	56	04
McKenzie, Kate A	116	55	56
McKinnon, Hector	88	42	14
MacNeil, Helen A	117	56	04
McNeil, John D	113	54	12
McOdrum, Dan	114	54	60
Martell, Sophie A	117	56	04
Matheson, A M	117	56	04
Matheson, Duncan	117	56	04
Matheson, Murd	117	56	04
O'Handley, Alex M	117	56	04
Partridge, Eleanor E	117	56	04
Ross, Hugh	117	56	04
Sister M Regis	117	56	04
Young, William	117	56	04
Bentley, Maggie L	117	42	03
Bert, Augusta	117	42	03
Bert, Victoria M	117	42	03
Bown, Agnes A	117	42	03
Bown, Florence J	117	42	03
Boyd, Annie L	117	42	03
Butts, Adrian	117	42	03
Egan, Susie	117	42	03
Eagen, Annie W	117	42	03
Gouthro, Chas F	117	42	03
Hanrahan, Mary	117	42	03
Harrington, Annie E	117	42	03
Jost, Annie C	117	56	04
McAulay, Norman	109	39	16
McCormick, Matilda	117	42	03
McDonald, Gassie	117	42	03
McDonald, Stephen	117	42	03
McDonald, Alex J	115	41	31
McDonald, Alex U	117	42	03
McDonald, Joseph	101	36	28
McDonald, Mary	108	38	80
McDonald, Mary E	117	42	03
McDonald, Norman	114	40	95
McDonald, Arch J	54	19	40
McDougall, D J	117	42	03
McDougall, Peter	117	42	03
McDougall, Philip	112	40	23
McIntyre, James H	117	42	03
Mackay, Rose	117	42	03
McKenzie, Arch J	109	39	16
McLean, Murd F	117	42	03
McLean, James	112	40	23
McLennan, Alexis	117	42	03
McLeod, Adelaide	117	42	03
Macneill, Alexandra	109	39	16
McNeil, Stephen	80	28	74
McNeil, Ambrose	109	39	16
McPherson, Daniel	115	41	31
Martell, Emily A	117	42	03
Moffatt, Annie L	117	42	03
Moffatt, Mary E	117	42	03
Morrison, Maggie	117	42	03
Morrison, J W G	111	39	87
Muggah, Hester L	111	39	87
Muggah, Kate A	112	40	23
O'Connell, M J	117	42	03
Ormond, B M	116	41	67
Partridge, Amelia	117	42	03
Phillips, Lydia A	117	42	03
Phoran, Alice	117	42	03
Robinson, Hattie L	117	42	03
Sister M Bernadetta	117	42	03
Sister M Josephine	117	42	03
Sister M Rita	117	42	03
Shannahan, Maggie	117	42	03
Smith, Minnie	117	42	03
Spencer, Maria V	88	29	82
Spencer, Henrietta M	116	41	67
Beaton, Janie	117	28	02
Beaton, Omie	115	27	54
Boutlier, John	114	27	30
Boyd, Mary W	117	28	02
Campbell, Maggie	117	28	02
Carlin, Sarah	108	25	86
Collins, Mark T	117	28	02

Currie, M D	111	39	87
Currie, Don J	117	28	02
Edwards, Katie	117	28	02
Gallant, Maggie A	117	28	02
Gillis, Hugh	110	26	34
Graham, Maggie	117	28	02
Hanly, Agnes M	117	28	02
Hart, Annie M	117	28	02
Holmes, Isabel	117	28	02
Johnson, Katie	117	28	02
Lewis, Alex W	89	21	31
McAdam, Isabel	117	28	02
McDonald, John	108	25	86
McDonald, Margaret	117	28	02
McDonald, W J	112	26	82
McDonald, Janie	98	22	27
McDonald, Stephen J	117	28	02
McGillvray, Angus J	112	26	82
McIntyre, Hector	70	16	76
McIntyre, John	117	28	02
McKenzie, Ronald	114	27	30
McKinnon, Jos J	114	17	30
McLellan, Ettie B	112	26	82
McMillan, Fannie	115	27	54
McMillan, John	116	27	78
McMillan, H D	26	6	22
McMillan, R D	116	27	78
Macneil, Annie	115	27	54
Macneil, Ena A	116	27	78
McNeil, James	116	27	78
McPhee, Isabel	83	19	87
McVarish, Mary L	117	28	02
Martell, Ida J	112	26	82
Morrison, Donald	117	28	02
Nearing, Susie	117	28	02
O'Handley, Dan	106	25	38
O'Handley, Maggie	55	18	17
Orr, Jennie	117	28	02
Payne, Ida	117	28	02
Shean, Alena	117	28	02
Spencer, Ida	117	28	02
Townsend, Annie E	117	28	02
Tutty, Sarah P	83	19	87
*Butler, Sarah	117	37	36
*McEachern, John J	117	37	36
*McKinnon, Alex D	115	36	72
*McKinnon, Michl J	100	31	93
*McLellan, Mary	113	36	08
*Murrant, Annie W	116	37	04
*Roche, Felicity	109	34	80
*Roche, Mary L	116	37	04
*Spencer, Edith L	114	36	40
*Spencer, Oressa A	117	37	36

COLCHESTER.

SOUTH.

Campbell, W R	111		
Cogswell, G A	111		
Creelman, Sara	117	56	04
Davidson, Clara	117	56	04
Grant, A M	117	56	04
Hamilten, Agnes H	117	56	04
Little, James	111		
Richardson, Soph	117	56	04
Upham, Josie	111	53	17
Archibald, Janet	117	42	03
Archibald, Lucy	117	42	03
Barnhill, Emma M	117	42	03
Barrett, Fred E	117	42	03
Bentley, Janie	117	42	03
Boggs, Jessie E	116½	41	85
Christie, Lilly C	117	42	03
Corbett, Ida B	83	29	82
Cox, Libbie E	116	41	67
Cox, Jeanette	117	42	03
Creelman, Janie	116	41	67
Creelman, Bessie	23	8	26
Creelman, Annie	116	41	67
Crowe, Everett	114	40	95
Culton, Sophie A	116	41	67
Cummings, A G	117	42	03
Douglas, Bessie J	116	41	67
Ellis, J F	94	33	77
Forbes, Bertha	116½	41	85
Fulton, Bessie	116	41	67

Fulton, Sadie	76	27	30
Gammell, Jane	117	42	03
Gammell, Janet	117	42	03
Graham, Aggie M	116	41	67
Grant, Alfred A	117	42	03
Grant, Christie	117	42	03
Grant, Helen	76	27	30
Hamilton, Ida	116	41	67
Hamilton, Isabella	83	29	82
Hanway, Joanna U	116	41	67
Hattie, Belle	117	42	03
Johnson, Agnes	49	17	60
Leck, Blanche M	116	41	67
Logan, Annie	117	42	03
Lyons, Estelle	95	34	13
McDonald, Annie F	117	42	03
McDonald, A F	117	42	03
Macleod, M Jean	117	42	03
Mackinlay, Orissa	110	39	51
Mackinlay, Annie	113	40	59
McNutt, Maggie J	117	42	03
Poole, Emilia W	117	42	03
Reynolds, Wm P	116	41	67
Roode, Annie H	15	5	39
Roy, Bessie	117	42	03
Smith, Alice	117	42	03
Waddell, Alice	117	42	03
*Archibald, Susie	108	34	49
Barnhill, Christie J	116	27	78
Brown, Esther	92	22	03
Dickson, Ida B	74	17	72
*Dickson, Silla	117	37	36
Christie, Emily	117	28	02
*Furnan, Orilla D	80	25	55
Gammell, Byard	58	13	89
Kennedy, Mary	117	28	02
*Pollock, Maggie J	21	6	70
*Rose, Maggie J	70	22	36
*Sutherland, May	59	18	84
*Watson, Fannie L	113	36	08
White, Annie G	117	28	02

WEST.

Fergusson, Wm M	116	55	56
McDonald, Libbie	117	56	04
Munroe, Jas G	117	56	04
Carlyle, Janet	117	42	03
Lane, Aggie	112	40	23
McKay, Belle	116	41	67
McKay, Marion A	117	42	03
McKenzie, May	117	42	03
McLeod, Annie	117	42	03
McLeod, Janie E	116	41	67
Ross, Sara C	116	41	67
Urquhart, Maggie	112	40	23
Bell, Ada	107	25	62
*Langille, Mary	117	37	36
McCallum, Cassie	117	28	02
MacEachern, Kate	117	28	02
McKay, Dolina	113	27	06
McKay, Wm G A	115	27	54
*McKay, Marian E	117	37	36
*McLeod, Minnie E	117	37	36
McLeod, Barbara	117	28	02
*Nelson, Minnie	116	37	04
Ross, Maggie M J	109	26	10
*Scott, Agnes A	115½	36	88
Simmons, Alex G	117	28	02
*Simmond, Emma	115	36	72
*Sutherland, Maggie	117	37	36
Wilson, Mary A	117	28	02
Bently, Libbie	117	56	04
McCulloch, Maggie	117	56	04
Ruggles, Lenfest	117	56	04
Treen, Clarissa	116	55	56
Yuill, Etta J	117	56	04
Archibald, Minnie	83	29	82
Archibald, Clara	117	42	03
Archibald, Oliphant	64	23	00
Clarke, Martha	68	24	43
Creelman, Laura	104	37	36
Dawson, Augusta	68	24	43
Drysdale, Laura	117	42	03
Fulton, Nellie G	117	42	03
Ingraham, L J	117	42	03
Johnson, J B	117	42	03
Layton, Mary F	111½	40	05
Lynds, Laura E	102	36	64

McLellan, Bessie	117	42	03
McLeod, Sophie	117	42	03
Moresah, Clara	116½	41	85
Pipes, Ada	106½	38	26
Riley, Agnes	117	42	03
Stewart, Hattie E	94	33	77
Urquhart, Aggie	117	42	03
Vance, Suther	40	14	37
Wilson, Edna C	114	40	95
*Chisholm, Annie	111	35	44
*Colter, Edith	106	33	85
Corbett, Aggie	115	27	54
Creelman, Electa	117	28	02
Faulkner, Martha	101	24	18
Fletcher, Emma J	102	24	42
*Fulton, Bertha	117	37	36
*Fulton, Susie	97	30	98
Hamilton, Eva	117	28	02
Irving, Annie	115	27	54
McLaughlin, Reta	117	28	02
Stewart, Bertha	32	7	66
*Vance, Ruby	86½	27	63
Wilson, Ruth	108	25	86

CUMBERLAND.

Freeman, H S	108		
Charman, Mary E	117	56	04
Copp, Edith T	116	55	56
Fillmore, Anna	116	55	56
Ford, A S	112	53	64
Lewis, Bessie	117	56	04
McDonald, Jean	21	10	05
McIntyre, Archie	109	52	22
McTavish, N D	117	56	04
Peppard, Naomi	117	56	04
Peppard, Sophie	117	56	04
Ross, A D	111	53	17
Slade, W R	117	56	04
Williamson, W R	117	56	04
Angus, Julia	117	42	03
Angus, Marietta	117	42	03
Annard, Alice S	117	42	03
Baird, Flora	117	42	03
*Bent, Laura	110	39	51
Bigney, Annie	113½	40	77
Carter, Amelia	117	42	03
Charman, Eliza	117	42	03
Coates, Clara	115	41	31
Colborne, A G	116	41	67
Dickson, Julia	115	41	31
Doyle, Alice	117	42	03
Doyle, Edith C	117	42	03
Eagan, Samphard	117	42	03
Embree, Maud A	117	42	03
Fail, Jennie	117	42	03
Fulton, Maggie	97	34	85
Gilderson, Annie	112	40	23
Gillis, Rena L	117	42	03
*Grennie, Bertha	117	42	03
Grant, Maggie	117	42	03
Hunter, Clarissa	117	42	03
Johnson, Jennie	117	42	03
Johnson, Kate B	117	42	03
Knight, Edna	102	36	64
Lawson, Wm A	117	42	03
Logan, Alice	117	42	03
Logan, Lacella	117	42	03
Macaulay, Ettie	117	42	03
Mason, Isabella	115	41	31
McCart, A	117	42	03

O'Brien, R B	96	34	49
Patterson, Sarah J	117	42	03
Piers, Jennie	117	42	03
Peppard, Alice	117	42	03
Peppard, Josephine	117	42	03
Proctor, Louisa	117	42	03
Pugsley, Alice	117	42	03
Putnam, Charlotte	113	40	59
Rayne, Maude	83	29	82
Richardson, Ida	117	42	03
Robertson, Law	116	41	67
Robertson, Lilla	117	42	03
Ray, Ella G	117	42	03
Ryan, Mary F	117	42	03
Scott, Helen C	115	41	81
Shipley, Clara	112	40	23
Skimmings, Lizzie	109	39	16
Sproul, Sara L	107	38	44
Sproul, Annie	114	40	95
Travis, Ada	116	41	67
Tuttle, Ethel A	117	42	03
Vance, Silas	117	42	03
Wallon, Lillian K	116½	41	85
West, Jessie	114	40	95
Wier, Amelia	117	42	03
Wilson, Bessie A	115	41	31
Wood, Hubert	114½	41	13
*Acorn, Mabel	107	34	17
Armstrong, Lucilla	117	28	02
Bowser, Annie	115	27	54
Brownell, Edna	117	28	02
Buckler, Bella	108	25	86
Carmichael, Jessie	116	27	78
*Crawley, Cassie	114	36	40
*Dobson, Mary	88	28	11
Downey, Mary	117	28	02
Doyle, Ines	83	19	87
Dunn, Lottie A	97	23	23
Embree, Amy J	116	27	78
Embree, Flora	107	25	62
Embree, Nellie	117	28	02
Fraser, Lillian	114	27	30
*Gass, Sara M	116	37	04
Geeham, Minnie	53	12	69
Graham, Lois A	116½	27	90
*Harpeel, Mary	116	37	04
Henderson, Janet	100	23	94
*Henderson, Bella	117	37	36
Henderson, Jessie	117	28	02
Irvin, Nellie	114½	27	42
King, Ada M	117	28	02
*Knight, Ellen	117	37	36
Laird, Bessie	82	19	63
Langille, Henrietta	111	26	58
Lewis, Sadie	117	28	02
Lodge, Henry	117	28	02
Mattinson, Lizzie	117	28	02
McCully, Lelia	112	26	82
McCully, Martie	111	26	58
McDonald, Christie	110	26	34
McKay, Jennie	114	27	30
McLean, Janet	117	28	02
McLean, Maggie	107	25	62
McLean, Rachel	116	27	78
McLeod, Katie	117	28	02
Mills, Emma	112	26	82
Morrison, Elvin	101	24	18
Munroe, Carrie	117	28	02
Reeves, Ella	97	23	23
Ross, Bella J	117	28	02
Schurman, Minnie	96	22	99
Scott, Mary B	115	27	54
Smith, Minnie B	114½	27	42
*Soley, Rena	112	35	76
Tatten, Annie	116	27	78
Withrow, Alice	113	27	06
Wilson, Theresa	115	27	54

PARRSBORO.

Campbell, D Frank	117	102	74
Hislop, Annie M	117	56	04
Kirkpatrick, Lizzie	110	52	69
Sproul, Mary J	112	53	64
Cameron, Bertha	117	42	03
Creelman, Alice J	115	41	31
Crowe, Ida	117	42	03
Gillespie, J F	115	41	31
Hockin, Leah L	117	42	03

*Jeffers, Annie L	112	40	23
Kerr, Minnie	115	41	31
Leitch, Fannie	117	42	03
Leake, Olivia	117	42	03
Mason, Tena	111	39	87
McKeen, Mary	116½	41	85
McLaughlin, Estella	117	42	03
Stephens, Annie	115	41	31
*Ward, Lillian	117	42	03
Whitman, Wm	108	38	80
Brown, Elida	68	16	28
Corbett, Bessie	117	28	02
Doyle, Florence	80	7	18
Fuller, Edith	108	25	86
Fullmore, Della	116	27	78
Fullerton, Minnie	67	16	04
Howard, Lizzie	117	28	02
Mahoney, Josie	117	28	02
*Sweet, Caroline	99	31	61

DIGBY.

Godfrey, John F	107		
Alexius, Sister M	117	56	04
Andrews, H W	113	54	12
Bacon, Emma J	103	49	33
Bailey, Lloyd S	83	39	75
Carmelita, Sister M	117	56	04
Denton, Lyman M	117	56	04
Ford, F. L.	13	6	22
Gates, Eunice R	115	55	08
Gates, Mary L	117	56	04
Havey, Bernard	87	41	66
Horne, A H	115	55	08
Kinney, Julia L	117	56	04
Lent, C Bernard	107	51	27
Martell, Geo A	117	56	04
Morse, Louis H	117	56	04
Parker, W Boyd	116	55	56
Taylor, Jas A	108	51	75
Tilley, Fred A	117	56	04
Titus, Jessie S	116	55	56
Blackadar, G D	117	42	03
Chadwick, Addie R	117	42	03
Challen, Minnie	112	40	23
Copeland, Laura W	117	42	03
Cossett, Ethel J	117	42	03
Crocker, Georgia E	117	42	03
Crowell, Mabel M	117	42	03
Dunn, Cynthia	117	42	03
Hardwick, Mary L	117	42	03
Healy, Archie W	114	40	95
Larkin, Etha L	95	34	13
Larkin, Margorie L	21	7	54
LeBlanc, Louis	105	37	72
Marshall, Bessie E	83	29	82
McKay, Sadie L	116	41	67
McNeill, Annie A	117	42	03
Morehouse, Mary J	116	41	67
Morse, Flora M	117	42	03
Morse, Susie L	117	42	03
Salis, Bessie S	115	41	31
Tedford, L Isora	117	42	03
Titus, Minnie A	117	42	03
Ursula, Sister M	117	42	03
VanBuskirk, J I.	117	42	03
Veronica, Sister M	117	42	03
Vroom, Carrie E	116	41	67
Welch, Kate W	116	41	67
Wright, Lizzie M	43	15	45
Bailey, Lois B	117	28	02
Belliveau, Edw M	117	28	02
Blackford, Lillie D	81	19	39
Bowles, Jennie B	117	28	02
Cann, Elnora S	117	28	02
Comeau, Adeline	117	28	02
*Comeau, Annie E	117	37	36
Comeau, Mary	108	25	86
*Crowley, Mary E	117	37	36
Deveau, Alex. M	114	27	30
*Deveau, Florence	116	37	04
Doherty, Lizzie	112	26	82
*Doucette, Adele	105	33	53
Doucette, Constance	117	28	02
Doucette, Pierre	116	27	78
Gouzaga, Sister M	117	28	02
*Hill, Dorcas A	100	31	93
LeBlanc, Ann M	69	16	52
LeBlanc, Emelie C	117	28	02

LeBlanc, John B	66½	15	92
LeBlanc, Symp	117	28	02
Lent, Mary E	117	28	02
Loneragan, Maggie L	117	28	02
Melancon, Eugene C	108	25	86
*Merritt, Bessie A	116	37	04
*Morehouse, Sophia	117	37	36
Morrison, Isabella	114	27	30
Morrissey, Mary S	114	27	30
*Perry, Geraldine	109	34	80
Prime, Lenetta	117	28	02
Randall, Olive M	117	28	02
Sanford, Zillah O	70	16	76
Saulnier, Adele	117	28	02
Saulnier, Frances	116	27	78
Smallie, Mary	116	27	78
Theriault, Symp	117	28	02
*Trask, Lizzie M	117	37	36
Vantour, Mary	116	27	78
Walsh, Mary C	117	28	02
*Weaver, Ruth	117	37	36
Welch, Fannie A	117	28	02
Wescott, Clara M	117	28	02
*Wilson, Alice E	117	37	36
*Wright, Laura A	117	37	36
Wyman, Effie	117	28	02
Young, Susie M	117	28	02

ASSISTANT.

Francisca, Sister M	117	28	02
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GUYSBORO.

Longley, I M	96		
Cameron, H G	111½	53	41
Elderkin, E C	114	54	60
Madden, Annie E	116	55	56
Parker, W W	117	56	04
Anderson, Bessie	114	40	95
Bruce Lelia	117	42	03
Chisholm, J W	117	42	03
Chisholm, Maggie J	107	38	44
Cahoon, S F	117	42	03
Cox, Emily A	117	42	03
Eadie, Laura A	112	40	23
Griffin, Connie E	91	32	69
Hadley, S P	117	42	03
McIsaac, Wm	117	42	03
Matheson, Joseph	117	42	03
O'Brien, Effie M	117	42	03
Sinclair, Liffie E	63	22	64
Sullivan, E C	116	41	67
Sullivan, L J	111	39	87
Sutherland, J W	117	42	03
Walsh, Harriet	116	41	67
Cameron, Iva F	117	28	02
Cameron, Ed C	117	28	02
Carr, Adeline	116	27	78
Carrit, Maria	117	28	02
Condon, Bessie	117	28	02
Condon, Minnie	112	26	82
Cunningham, L	114	27	30
Cunningham, M	117	28	02
*Cunningham, L B	99	31	61
Fraser, Luella	115	27	54
Hall, Clara M	117	28	02
Hadley, Mary S	117	28	02
*Henderson, C	116	37	04
Jones Josie M	117	28	02
Keating, Kate M	117	28	02
Kennedy, Katie	117	28	02
Landry, Florence	115	27	54
McBain, M E	54	12	93
McDonald, Eugenie	114	27	30
McEachern, B	117	28	02
McFarlane, Alex	112	26	82
McIntosh, C J	117	28	02
McIntosh, A C	110	26	34
McKeough, M	117	28	02
Martin, Ella	117	28	02
Martin, M M	115	27	54
Meagher, Minnie	115	27	54
Myers, Edith L	117	28	02
O'Brien, H E	83	19	87
Peart, Pearl	117	28	02
Sherman, M A	117	28	02

Sherman, Lucy H	117	28	02
Taylor, Bertha A	115	27	54
Torey, Amos E	115	27	54
Kelly, Mary (last term)		9	29

ST. MARY'S.

Dechman, A A	45	39	53
Hattie, Minnie	117	56	04
Lamy, Gertrude	117	56	04
Mack, Edward E	68	32	56
McLean, Emma	114	54	60
Birby, Bessie N	91	32	69
Cameron, Jessie A	115	41	31
Gunn, Annie C	103	37	00
Gunn, Arthur E	112	40	23
McDonald, Agnes	117	42	03
McDonald, Lucilla	117	42	03
Murray, Katie A	101	36	28
Peart, Martha	103	37	00
Wescott, M P	112	40	23
*Chisholm, Nellie	116	37	04
Dechman, Clara E	117	28	02
Grant, Jessie M	117	28	02
Gunn, Ella J	117	28	02
McBain, Maria	118	27	06
McNaughton, A L	116	27	78
*McNaughton, C	117	37	36
McNaughton, Vic J	117	28	02
*McPhee, Ada L	117	37	36
Murray, Laura B	117	28	02
*Myers, Louise	117	37	36
*St. Clair, Bella H	113	36	08

HALIFAX CITY.

H Murray,			
R J McDonald,			
K Mackintosh,			
L Bober,			
V Plotton,			
K F Hill,			
W T Kennedy,			
F A Peters,			
I M Creighton,			
O'Hearn, P	120	56	04
Thompson, W E	33	15	41
Allison, Edith	120	56	04
Angela, Sister	120	56	04
Aquinas, Sister	120	56	04
Berchmans, Sister	120	56	04
Bowden, L J	120	56	04
Bowden, M	120	56	04
Brims, M C	120	56	04
Brodie, J	120	56	04
Bruce, J	120	56	04
Cameron, E	120	56	04
Congdon, H S	96	44	83
Creelman, W A	111	51	83
Creighton, G	120	56	04
Creighton, I M	37	17	27
Cunningham, A M	120	56	04
DeChantel, Sister	120	56	04
Dolorosa, Sister	120	56	04
Donohoe, Mme	120	56	04
Dwyer, Mary	120	56	04
Evaristus, Sister	120	56	04
Florence, Sister	120	56	04
Flowers, E M	120	56	04
Flowers, H L	120	56	04
Gaul, R E	120	56	04
Harriman, S S	120	56	04
Holloway, M A S	120	56	04
Laracy, A X	120	56	

Hachie, Henry C	117	56 04	Brownrigg, Alfred E	108	38 80
McLellan, Arch'd D	117	56 04	Campbell, Dan	117	42 03
McLean, Hector	117	56 04	Cameron, Cath	117	42 03
McNeill, Alex D	117	56 04	Doyle, Mary A	117	42 03
McMillan, Neil	117	56 04	Finn, Cecilia C	117	42 03
McLean, Donald E	117	56 04	Gillis, John A	83	29 82
Au'Coin, James E	117	42 03	Lamey, Ara P	113	40 59
Chisholm, Christy	116	41 67	Mathesou, Frank	110	39 51
Chisholm, Arch'd A	117	42 03	McInnes, Barbara	115	41 31
Chisholm, Alex W	117	42 03	McDonald, Dan	90	35 56
Dunn, John P	112	40 23	McDonald, Dan	11	3 95
Dunn, Mary A	117	42 03	McDonald, Dan	11	3 95
Gallant, Thomas	117	42 03	McDonald, Dan	11	3 95
McLellan, James	117	42 03	McDonald, Dan	11	3 95
McDonald, H Y	117	42 03	McDonald, Dan	11	3 95
McFarlane, D D	117	42 03	McDonald, Dan	11	3 95
McLellan, Arch'd N	117	42 03	McDonald, Dan	11	3 95
McLean, Annie B	117	42 03	McDonald, Dan	11	3 95
McDonald, James M	117	42 03	McDonald, Dan	11	3 95
Miller, Joseph J	117	42 03	McDonald, Dan	11	3 95
Miller, Alex W	117	42 03	McDonald, Dan	11	3 95
Munroe, John P	117	42 03	McDonald, Dan	11	3 95
Rozch, Daniel	117	42 03	McDonald, Dan	11	3 95
Sr St Mary Alexandre	117	42 03	McDonald, Dan	11	3 95
Sr St Marie d'Assise	117	42 03	McDonald, Dan	11	3 95
Tompkins, Maggie	117	42 03	McDonald, Dan	11	3 95
Au'Coin, Napoleon	117	28 02	McDonald, Dan	11	3 95
Au'Coin, Hubert	117	28 02	McDonald, Dan	11	3 95
Au'Coin, James H	117	28 02	McDonald, Dan	11	3 95
Burton, Melinda	117	28 02	McDonald, Dan	11	3 95
Chiasson, Anslem	117	28 02	McDonald, Dan	11	3 95
Dunbar, Christina	117	28 02	McDonald, Dan	11	3 95
Gillis, Arch'd J	117	28 02	McDonald, Dan	11	3 95
Ingram, Walter W	117	28 02	McDonald, Dan	11	3 95
Laurence, James T	103	24 66	McDonald, Dan	11	3 95
Laurence, George	113	27 06	McDonald, Dan	11	3 95
Levis, Wm D	116	27 78	McDonald, Dan	11	3 95
McFarlane, John A	117	28 02	McDonald, Dan	11	3 95
McLellan, Murdo	81	7 42	McDonald, Dan	11	3 95
McDonald, Angus A	117	28 02	McDonald, Dan	11	3 95
McMillan, Murdo	80	19 15	McDonald, Dan	11	3 95
McInnes, Chas J	117	28 02	McDonald, Dan	11	3 95
McCormack, John A	98	23 47	McDonald, Dan	11	3 95
McRae, John A	117	28 02	McDonald, Dan	11	3 95
McLellan, Christina	115	27 54	McDonald, Dan	11	3 95
McKinnon, H L	30	7 18	McDonald, Dan	11	3 95
McGregor, Flora	117	28 02	McDonald, Dan	11	3 95
McIver, John	115	27 54	McDonald, Dan	11	3 95
McKay, Dan P	117	28 02	McDonald, Dan	11	3 95
McLean, Mary A	83	19 87	McDonald, Dan	11	3 95
McLean, John M	117	28 02	McDonald, Dan	11	3 95
Murphy, Moses W	117	28 02	McDonald, Dan	11	3 95
Munroe, George	117	28 02	McDonald, Dan	11	3 95
McDaniel, Mathew G	117	28 02	McDonald, Dan	11	3 95
McIntosh, Chrissi E	116	27 78	McDonald, Dan	11	3 95
Roach, Didaee	117	28 02	McDonald, Dan	11	3 95
Stewart, Cath A	107	25 62	McDonald, Dan	11	3 95
Tompkins, Kate	117	28 02	McDonald, Dan	11	3 95
*Gillis, John	106	33 85	McDonald, Dan	11	3 95
*Coady, Mary J	117	37 36	McDonald, Dan	11	3 95
*Doucet, Paul	117	37 36	McDonald, Dan	11	3 95
*Finlayson, Cath	117	37 36	McDonald, Dan	11	3 95
*Gillis, James D	115	36 72	McDonald, Dan	11	3 95
*McDonald, Maggie M	112	35 76	McDonald, Dan	11	3 95
*McLellan, Agnes	117	37 36	McDonald, Dan	11	3 95
ASSISTANTS.					
Au'Coin, Frances	117	18 68	White, Lizzio A	104	24 90
Boudrot, Placido	117	18 68	Beaton, Isabella	116	27 78
Chiasson, Lucie	117	18 68	Campbell, Minnie	116	27 78
Coady, Alice P	117	18 68	Carmichael, Enph	116	27 78
Desveaux, Lucie	117	18 68	Kennedy, Maggio	112	26 82
Dncet, Libin	113	18 04	McDonald, Lexina	116	27 78
McDonald, Joseph M	117	18 68	McDonnell, Barbara	115	27 78
Hachie, Ellen	70	11 17	McDonnell, Euphemial	100	23 94
LeBlanc, Judith	116	18 52	McDougall, Maggie	89	21 31
SOUTH,					
Eaton, John E	112		McDonald, Jessie	117	28 02
McMillan, C E	117	102 74	McNeil, Janet	114	27 80
Bluc, Malcolm	113	54 12	McDonald, John	117	28 02
Cameron, Janet E	117	56 04	McLellan, Flor A	116	27 78
Chisholm, Duncan	101	48 37	McPhail, John W	112	26 82
McDonald, Alex D	117	56 04	McMillan, Cath	112	26 82
McEachern, Alex F	117	56 04	McAakill, Charlotte	117	28 02
McPhee, Stewart	109	52 22	McEachern, Angus	117	28 02
Morrison, A W	90	43 10	Smith, Mary J	108	25 86
			Smith, Sadie M	117	28 02
			*Campbell, Mary	106	33 85
			*McQuarrie, Angus	117	37 28

KINGS.					
Hall, C F	50	23 95	McMahon, F S	113	54 36
McLeod, Angns	113		North, J A	91	43 58
Moore, C L	59	28 26	Outhit, W E	115	55 08
Banks, James A	117	56 04	Read, M S	67	32 08
Beckwith, J E	97	46 46	Robinson, L D	117	56 04
Best, H H	117	56 04	Saunders, W E	117	56 04
Bishop, J L	108	51 75	Scott, Lily A	114	54 60
Carte, Bessie	97	46 46	Strong, Hattie	114	54 60
Coffin, George W	117	56 04	Walker, J W	115	55 08
Ford, Susie B	114	54 60	West, Susie B	117	56 04
Foster, A D	111	53 17	Woodworth, W H	116	55 56
Gormley, Clarke	117	56 04	Bacon, Bessie	88	31 62
Gould, Amanda	197	51 27	Best, Annie B	112	40 23
Hamilton, Bessie	117	56 04	Best, Maude	99	35 56
McLatchey, Katie	106	50 77	Bishop, Edward	117	42 08
*McMahon, F S	113	54 36	Bligh, Leverett	38	13 65
North, J A	91	43 58	Bowlby, Emma	117	42 03
Outhit, W E	115	55 08	Burbidge, Alice	112	40 23
Read, M S	67	32 08	Burgess, Tillie	116	41 67
Robinson, L D	117	56 04	Burgess, Olie	109	38 80
Saunders, W E	117	56 04	Cahill, Cassie	117	42 03
Scott, Lily A	114	54 60	Challen, Bessie	117	42 03
Strong, Hattie	114	54 60	Chute, Hanna	117	42 03
Walker, J W	115	55 08	Chute, Perry J	97	34 85
West, Susie B	117	56 04	Caldwell, Cassie	93	33 41
Woodworth, W H	116	55 56	Cogswell, Addie	113	40 59
Bacon, Bessie	88	31 62	Copeland, Etta	117	42 03
Best, Annie B	112	40 23	Craig, James	97	34 85
Best, Maude	99	35 56	Craig, Katie	117	42 03
Bishop, Edward	117	42 08	Crowell, Bessie	116	41 67
Bligh, Leverett	38	13 65	Evans, Florence	112	40 23
Bowlby, Emma	117	42 03	Faulkner, Clara	78	28 02
Burbidge, Alice	112	40 23	Fisher, Emma	117	42 03
Burgess, Tillie	116	41 67	Ford, Mattie R	112	40 23
Burgess, Olie	109	38 80	Gillmore, Ella	28	10 06
Cahill, Cassie	117	42 03	Hall, Jennie A	117	42 03
Challen, Bessie	117	42 03	Harlow, Susie	117	42 03
Chute, Hanna	117	42 03	Lawrence, Lydia	110	39 51
Chute, Perry J	97	34 85	Lyndsay, Rebecca	115	41 31
Caldwell, Cassie	93	33 41	Loomer, Sadie	114	40 95
Cogswell, Addie	113	40 59	Magee, Rena	82	29 46
Copeland, Etta	117	42 03	Mahoney, Lalia	115	41 31
Craig, James	97	34 85	Marchant, Abbie	102	36 64
Craig, Katie	117	42 03	McDonald, M M	112	40 23
Crowell, Bessie	116	41 67	McDougall, Alice	108	38 80
Evans, Florence	112	40 23	McNeil, Harry	116	41 67
Faulkner, Clara	78	28 02	Messenger, Laura	117	42 03
Fisher, Emma	117	42 03	Morton, Angus	107	38 44
Ford, Mattie R	112	40 23	Morton, Mamie	117	42 03
Gillmore, Ella	28	10 06	Mosher, A S	111	39 87
Hall, Jennie A	117	42 03	Mosher, Maggie	105	37 72
Harlow, Susie	117	42 03	Osborne, N A	117	42 03
Lawrence, Lydia	110	39 51	Packer, Ida A	117	42 03
Lyndsay, Rebecca	115	41 31	Reed, Nina	117	42 03
Loomer, Sadie	114	40 95	Reid, Prim G	115	41 49
Magee, Rena	82	29 46	Robinson, Ernest	117	42 03
Mahoney, Lalia	115	41 31	Rockwell, Lee	117	42 03
Marchant, Abbie	102	36 64	Ross, Susie	90	32 33
McDonald, M M	112	40 23	Shaw, A M	93	35 21
McDougall, Alice	108	38 80	Shaw, Jennie	116	41 85
McNeil, Harry	116	41 67	Simson, Annie	99	35 56
Messenger, Laura	117	42 03	Spicer, Eva M	113	40 59
Morton, Angus	107	38 44	Taylor, Jessie E	45	16 17
Morton, Mamie	117	42 03	Taylor, Mary L	116	41 85
Mosher, A S	111	39 87	Tobin, Florence	109	38 80
Mosher, Maggie	105	37 72	Tobin, Gertrude	116	41 67
Osborne, N A	117	42 03	Truesdell, Isora	116	41 85
Packer, Ida A	117	42 03	Vaughan, Allie	114	40 95
Reed, Nina	117	42 03	Weaver, Sadie	113	40 59
Reid, Prim G	115	41 49	Webster, Genevieve	117	42 03
Robinson, Ernest	117	42 03	West, Emma J	117	42 03
Rockwell, Lee	117	42 03	*West, Hattie	117	42 03
Ross, Susie	90	32 33			
Shaw, A M	93	35 21			
Shaw, Jennie	116	41 85			
Simson, Annie	99	35 56			
Spicer, Eva M	113	40 59			
Taylor, Jessie E	45	16 17			
Taylor, Mary L	116	41 85			
Tobin, Florence	109	38 80			
Tobin, Gertrude	116	41 67			
Truesdell, Isora	116	41 85			
Vaughan, Allie	114	40 95			
Weaver, Sadie	113	40 59			
Webster, Genevieve	117	42 03			
West, Emma J	117	42 03			
*West, Hattie	117	42 03			

West, Laliah	117	42 03	ASSISTANTS.		
Beattie, Alma	115	27 54	Bishop, Hattie	117	28 02
Bochner, Eugene	100	26 10	Sanford, Bertha	60	14 36
Bolser, Mildred	117	28 02	Taylor, Jessie	66	15 60
Brady, Estella G	99	23 71	LUNENBURG AND NEW DURLIN.		
*Brinnen, Jessie	98	31 30	McKittrick, B	116	
Brinnen, Martha	117	28 02	Dimock, Maggie	115	55 03
*Carey, Susie	55	17 56	Howitt, Minnie	117	56 04
Chute, John N	89	21 31	Huggins, G M	113	54 12
*Corey, Nettie C	116	37 04	McDormond, R M	42	20 12
*DeLong, Lillie M	117	37 36	McDouglad, A J	75	35 92
*Fales, A B	116	37 04	Quinlan, J T	117	56 04
Francy, Cassio	117	28 02	Rieser, Daniel	117	56 04
Forsythe, Hattie	117	28 02	Selig, Louisa J	117	56 04
Fuller, Bessie	112	26 82	Voinotte, Alice M	115	55 03
*Howell, Alonzo	117	87 36	Acker, Mary	117	42 08
Jess, Mary V	117	28 02	Barss, Nellie M	116	41 67
*Jordan, Etta M	117	37 36	Bowers, Mary	117	42 03
*Killam, Millicent	114	36 40	Caldwell, Olivia	117	42 03
*Lake, Nellie E	105	33 53	Card, Hattie	117	42 03
*Marchant, Carrie	82	26 19	Cook, Elva M	115	41 31
McGregor, Laura	65	15 56	Corkum, Elmore	117	42 03
Reid, Carrie J	117	28 02	Cossman, Minnie	114	40 95
Shaw, Annie M	117	28 02	Crawford, Florence	117	42 03
Spinney, Rowena	116	27 78	Crouse, Annie	117	42 03
*Strong, Mary B	112	35 76	Currie, Minnie	117	42 03
*Weaver, Emma	117	37 36	Davidson, Blanche	117	42 03
*Wellwood, Lillie	98	31 30	Doughlas, Ada	116	41 67
Welton, Sarah	116	27 78	Eisenhanr, Mary	117	42 03
*Wheaton, Elisa	106	33 55	Ernst, Ida	63	15 08
			Fitzgerald, Lydia	116	41 67
			Freeman, John A	117	42 05
			Ham, Hattie E	115	41 31
			Heckman, Bessie	117	42 03
			Hebb, Arthur M	117	42 03
			Hebb, Elsie E	117	42 03
			Hene Susie	114	40 95
			Herman, Ellen	117	42 03
			Himmelman, Gert</		

McLachlan, Lolia	117	42	03	Wile, Laura	117	28	02	Baillie, Wm J	117	28	02	Matheson, Maggie E	117	42	03
Sarty, Hannah	117	42	03	Wile, Josephine	117	28	02	Baillie, Libbie B	117	28	02	Maxwell, Bessie B	117	42	03
Scott, Annie E	117	42	03	Zwicker, Mary E	117	28	02	Brown, Jennie	43	10	80	Munro, Esther M	117	42	03
Schnare, Jessie L	117	42	03	Hogan, Lucy	37	13	29	*Cameron, Eva M	107	34	17	Park, Marion	117	42	03
Skerry, Ellen M	117	42	03					Cameron, Mary B	114	27	30	Ross, Geo M	117	42	03
Slauenwhite, Emma	117	42	03	ASSISTANTS.				Creighton, Nancy J	107	25	62	*Ross, Lizzie	112	40	41
Smith, Laura	117	42	03					Davidson, Anna I	115	27	54	Ross, Maggie	117	42	03
Stoddart, Marie	117	42	03	Tobin, Ellie M	117	28	02	Douglas, Ellen	117	28	02	Ross, Mary M	117	42	03
Strum, Mary	117	42	03					Dwyer, Amanda	78	18	68	Simpson, Maggie	117	42	03
Tobin, Mary E	115	41	81	CHESTER.				Graham, Laura A	117	28	02	Smith, Owen J	117	42	03
Trethewey, Ida L	117	42	03					Hamilton, Olive N	117	28	02	Sutherland, Jessie L	113	40	59
Voinotte, A C	117	42	03	Hemeou, M D	117	56	04	Henderson, Bessie	108	25	86	Williams, Anna	117	42	03
Vans, Mary G	117	42	03	Richardson, G J	117	56	04	Hill, Jennie M	117	28	02	Wilson, Joseph	116	41	67
Weagle, Susie	43	15	45	Archibald, O M	48	17	25	*Logan, Anna J	115	36	72	Cameron, Hannah D	117	28	02
Wentzell, Annie	108	38	80	Butler, Mary	117	42	03	Logan, Mary C	83	19	87	Campbell, Peter	113	27	06
Wentzell, Annie M	117	42	03	Fleet, Lydia M	117	42	03	McArthur, Olive E	117	28	02	Conn, James	117	28	02
Wentzell, Elnora	116	41	85	Hogan, H R	73	26	22	*McKay, Mary A	117	37	36	Douglas, Florence N	117	28	02
Westhaver, Edna	117	42	03	Kaulback, Mary	77	27	66	McKenzie, Mary C	117	28	02	Dunbar, Eliza	117	28	02
Wile, Fanntie J	117	42	03	McAlpine, F D	104	37	36	McKenzie, Colina	117	28	02	Fraser, J W	115	27	54
Woodworth, Bessie	101	36	28	Voinotte, Adelaide	113	40	50	Matheson, Maud	117	28	02	Fraser, Cassie	117	28	02
Wynacht, Agnes	117	42	03	Bell, Diadem	108	38	80	*Munro, Mary A	83	26	51	*Grant, Minnie	110	35	12
Wynacht, Renben	71	25	50	Fancy, Catherine	116	27	78	Munro, Jessie B	117	28	02	Grant, Eva M	116	27	78
Young, Effie	117	42	03	*Fancy, Lois	117	37	36	*Murray, Maggie J	117	37	36	McArthur, Jessie	117	28	02
Zinke, Harriet	117	42	03	Flaherty, Rachel	117	28	02	Reid, Mary Jane	117	28	02	McDonald, Mysie	117	28	02
Zwicker, C L	117	42	03	Frail, Laura M	117	28	02	Sutherland, Lila M	114	27	30	McDonald, Jamie	46	11	02
Barry, Ida	117	28	02	*Greenlaw, Hattie	13	4	15	Sutherland, Lizzie	116	27	78	McDougall, H R	107	25	62
Baker, Addie	116	27	78	*Herman, Edna	117	37	36	Sutherland, Janie	117	28	02	McGregor, Ellen	117	28	02
Bell, Lottie	108	25	88	Himmelman, Addie	115	27	54					*McKay, Cassie	58	18	52
Conrad, Zilpha	106	25	38	Hopkins, Viney F	117	28	02	south.				Munro, Mary E	117	28	02
Crowell, Annie	111	26	58	*Hutt, Eleda	93	29	70	Coops, F H	116	55	56	*Roy, Sadie D	117	37	86
Duncan, Fannie	117	28	02	Johnstone, Lavinia	36	8	62	Grant, D K	116	55	56	*Sutherland, Rose A	117	37	36
Duncan, John W	68	16	28	Mil., May D	117	28	02	Mackay, E	116	101	86	Sutherland, Anna B	117	28	02
Dunn, Ina E	117	28	02	Niford, Susie	117	28	02	Cameron, Maggie S	117	56	04				
Ernst, Bessie	117	28	02	*Pulsifer, Bessie	117	37	36	Creswick, Edward	110	52	69	QUEENS.			
Ernst, Lilla	114	27	80	*Webber, Bessie	116	37	20	Dunbar, William	117	56	04				
Eisenhauer, Iona	108	25	98	Zinck, Etta M	115	27	54	Forbes, John W	118	54	12	Smith, Nicholas	117		
*Fancy, Clara	115	36	72					Fraser, H D	115	55	08	Sprague, J D	117	56	04
*Fancy, Susie	117	37	36	PICTOU.				Macedonald, D W	117	56	04	Ernst, Victoria	116	55	56
Fitch, Clara	117	28	02					Macedonald, John G	117	56	04	Manthorn, Sophia	117	56	04
*Frank, Celia	117	37	36	NORTH.				Mackaracher, Mary	114	54	60	Smith, J W	117	56	04
Freeman, Amelia	117	28	02					Mackay, W A	117	56	04	Annis, Edith	115	41	31
Haines, Taphenas	117	28	02	Mackay, H M	117			Mackay, E S	117	56	04	Burnaby, Evelyn	115	41	31
Heckman, Albert	117	28	02	McLellan, K	117			Mackenzie, Anna B	117	56	04	Campbell, Maria	116	41	67
*Hebb, Carmina	117	37	36	Mucrao, A O	117			Mackenzie, A S	117	56	04	Clements, Annie	111	39	87
Hebb, Emma	117	28	02	Oliver, A C L	117			Mackintosh, Finlay	115	55	08	Cullinen, Jennie	117	42	03
Hebb, Lois	117	28	02	Torey, W W	117	102	74	McLean, Cassie E	117	56	04	Cullinen, Lena	117	42	03
*Herman, Bessie	117	37	36	Armstrong, E L	117	56	04	Munro, Janie	115	55	08	Daniels, Lavenia	117	42	03
Herman, Naomi	117	28	02	Creighton, Maggie	116	55	56	Thompson, Lizzie	115	55	08	Ford, Minnie	114	40	95
*Herman, Letitia	117	37	36	Logan, Sarah	117	56	04	Wilson, Mary	117	56	04	Frellick, Ida B	114	40	95
*Herman, Mary A	115	35	72	McArthur, A	117	56	04	Barelay, Jemima	114	40	95	Harrington, Blanch	117	42	03
James, Ellen	117	28	02	Macleod, Henrietta	116	55	56	Cameron, Alice M	117	42	03	Hirtle, Lillias	115	41	31
Johnson, T W	97	23	35	Patton, W T	116	55	56	Cameron, Mary M	117	42	03	Hopkins, Evelyn	113	40	77
Kaulback, Laura	117	28	02	Aymor, Smith S	114	40	95	Cameron, Phoebe	117	42	03	Irwin, Harry	110	39	51
Kennedy, Lois	117	28	02	Campbell, Mary D	117	42	03	Cameron, Kate J	116	41	67	Kepton Ross,	106	38	08
Langille, Amyncella	117	28	02	Chisholm, Christina	117	42	03	*Campbell, Anna L	58	20	84	Mauthorn, Maud	117	42	03
Lohnes, Antoinette	117	28	02	Clarke, Mary B	114	40	95	Campoell, A W	117	42	03	Marshall, Emily	117	42	03
Lohnes, Rosena	117	28	02	Creighton, Alice	115	41	31	Cavanagh, Maria	117	42	03	McAdams, Joshua	112	40	28
Mackay, Ella M	81	19	39	Creighton, Eliza B	112	40	23	Copeland, Agnes W	117	42	03	McLeod, Edith	117	42	03
Mader, Cora A	117	28	02	Cruksbank, Jessie J	117	42	03	Crockett, Albert E	117	42	03	Monser, Lilian	116	41	67
Mitchell, Alice	117	28	02	Douglas, Murray	112	40	23	Cunningham, Mary E	117	42	03	Phelan, Eunice P	117	42	03
Milberry, Myrtilda	103	24	66	Falconer, Mary C	117	42	03	Dewar, Anna J	113	40	59	Smith, Lizzie	116	41	67
Morash, Carrie E	117	28	02	Forbes, Mary A	112	40	23	Douglas, John C	110	39	51	Smith, Maggie	115	41	31
Mossman, Ida	87	20	83	Gould, Jeanetta	115	41	81	Findlay, Hugh	117	42	03	Taylor, Belle	117	42	03
Mullins, Carrie N	117	28	02	Grant, Minnie K	117	42	03	Forbes, Maggie I	117	42	03	*Frellick, Audella	110	35	12
McKean, Arabella	112	26	82	Grant, Emily C	116	41	85	Fraser, A J H	114	40	95	*Harding, Bertha	117	37	36
McMillan, Nellie	116	27	78	Johnson, Sadie	117	42	03	Fraser, Mary C	117	42	03	*Hunt, Sophie	113	36	24
*Nangler, Lucrotia	117	37	36	Johnson, E M	117	42	03	Fraser, Jennie B	50	17	96	*Merley, Gertie	112	35	76
Newcomb, Bessie	117	28	02	Macedonald, Jessie B	117	42	03	Fraser, Etta S	117	42	03	*McGowan, Susie	112	35	76
Pearl, Jeanetta	117	28	02	Macedonald, Bessie J	114	40	95	Grant, Jessi E	107	38	44	Rhynard, Janie	117	28	02
Perry, May E	117	28	02	McKay, Ira	113	40	59	Hamilton, Lena	117	42	03	Shea, Stella	112	26	82
Power, Millie	113	27	06	McKay, John M	115	41	31	Henderson, Jas W	117	42	03	*Taylor, Emma	117	37	36
Rafuse, Maggie	117	28	02	McKay, Lina May	108	38	08	Johnson, Janet C	117	42	03	*Verge, Sarah	95	30	34
Ramey, Jennie	91	21	79	*McKay, H H	117	42	03	Macedonald, Mary	115	41	81				
Risser, Mary A	116	27	54	McKenzie, Jessie	117	42	03	Macedonald, Susie B	117	42	03	NORTH QUEENS.			
Sermon, Ada	32	7	78	McQuarric, Jessie C	117	42	03	Macedonald, Lizzie M	97	34	85	McInnis, A D	116	55	56
Schnare, Clara	117	28	02	McQuarric, Jessie	53	19	04	Macedonald, Christian	116	41	67	Burnaby, Minnie	117	42	03
Schnare, Drusilla	117	28	02	Mingo, Nellie	117	42	03	Macedonald, Annie	15	5	39	Davis, T M	117	42	03
Seaboyer, Emily	117	28	02	Munro, Herman	117	42	03	Macedonald, Bruco	117	42	03	Dexter, Lena M	116	41	67
Shea, Minnie	115	27	54	Murray, Duncan	116	41	67	Mackaracher, Dollie	117	42	03	Duxshire, Stanley	111	39	87
Smith, Ada A	117	28	02	Perrin, Minnie A M	117	42	03	Mackay, Helen N	117	42	03	Ford, Annie E	111	39	87
Smith, Albert A	117	28	02	Ross, Jessie F	117	42	03	McLaren, Bessie G	117	42	03	Freeman, Jessie	117	42	03
Spidle, Alice	116	27	78	Ross, Isabel	108	38	80	McLean, Minnie	115	41	31	Pratt, Nelson	117	42	03
Taylor, M A	117	26	02	Ross, Libbie	49	17	60	McLean, Cassie	117	42	03	Waterman, Stella	108	38	60
Taylor, L A	15	27	54	Wilson, G A	114	40	95	McLeod, Jeanetta R	83	29	82	Donnellan, Cecilia	109	26	1

McLeod, Amelia	117	28 02
Newcomb, Bessie	115	27 54
*Rawding, Annie A	107 1/2	34 33
*Ward, Jessie M	116	37 04
*Wile, Georgina	117	37 36

RICHMOND.

Morton, S A	114	
Boyle, D R	117	56 04
Campbell, Dan A	117	56 04
Gillis, Angus	117	56 04
Kennedy, Alex G	116	55 58
*McLean, Donald	117	56 04
McRae, Christopher	115	55 08
Morrison, Alex E	117	56 04
*Bejin, Mary A	117	42 03
Cameron, Emma M	114	40 95
Doyle, Emma M	115	41 31
Doyle, Annie L	117	42 03
Flynn, E P jr	117	42 03
Hennessey, Bessie	117	42 03
Macdonald, Loretto M	114	40 95
Macdougall, A B	75	26 94
*McKay, John	112	40 23
MacKenzie, M D	117	42 03
McKillop, Ewen D	114	40 95
McLeod, Christina	103	37 00
McMillan, F N	113	40 59
Macrae, Christina A	116	41 67
Morrison, C W	89	51 98
Murphy, P A	117	42 03
Nelson, J Scott	117	42 03
Nicholson, J W A	117	42 03
Philpot, Ella	117	42 03
Power, James	117	42 03
Reeves, Lizzie J	113	40 59
Sr St Mary of C	115	41 31
.. Catherine	115	41 31
.. Mary	115	41 31
.. Antonia	117	42 03
.. Pelagia	117	42 03
.. Hugh	117	42 03
Sutherland, Jos A	117	42 03
Urquhart, Barb A	117	42 03
Belfontaine, Clara	117	28 02
Benoit, Marie L	117	28 02
Boudrot, Maria	117	28 02
Boudrot, Sabina H	117	28 02
Boyd, Christina	115	27 54
Boyd, Sarah E	107	25 62
Lafford, Mary A	117	28 02
Langley, Etta	117	28 02
McKillop, Dan	116	27 78
McLean, A J	75	17 96
McLeod, Hannah M	117	28 02
Martel, Alice S	117	28 02
May Florence	109	26 10
Morrison, E A	117	28 02
Morrison, A K	116	27 78
Morrison, Allan M	80	19 15
Nelson, Cyrus E	117	25 02
Nelson, C W	117	28 02
Sanipson, D J	115	27 54
Shannon, Ellen J	109	26 10
Thibeau, Peter	117	28 02
*Grant, Cassie J	117	37 36
*Kyte, Maggie E	117	37 36
*McDonald, Peter	114	36 40
*Nelson, G A	117	37 36
*Pringle, Christie A	117	37 36
*Urquhart, Geo W	113	36 03

SHELBURNE.

Bruce, C S	111	
Ruggles, J R	111	97 47
Beveridge, W R	116	55 56
Brown, G	117	56 04
Best, Linda	117	42 03
Bower, L M	117	42 03
Cook, G L	111	39 87
Craig, N R	117	42 03
Crowell, Lizzy	115	41 31
Dall, Carrie	111	39 87

Doleman, T	115	41 31
Ellis, A A	116	41 67
Enslow, L D	115	41 31
Etherington, A	116	41 67
Etherington, H	112	40 23
Giffen, C B	115	41 31
Goodick, J D	116	41 67
Hill, A S	115	41 31
Holden, L F	114	40 95
Kemptou, S	116	41 67
Lyle, E L	116	41 67
Martin, Oscar	117	42 03
Martin, Bell	116	41 67
McAlpine, Emma	116	41 67
McAlpine, E V	116	41 67
McAlpine, Liz	116	41 67
McKenzie, Lena	116	41 67
Morrison, I M	114	40 95
Ringer, W L	112	40 23
West, H H	111	39 87
Acker, M E	86	20 59
Allen, Selina	113	27 06
*Cook, Bessie	116	37 04
*Dunlop, Bessie	102	32 57
Dunlop, Arthur	116	27 78
Enson, Effie	81	19 39
Freeman, C	108 1/2	25 98
Hammond, A	117	28 02
Kendrick, B	117	28 02
*Lloyd, Annabel	116	37 04
Nickerson, S	111	26 58
Pentz, Emma	102	24 42
Ringer, Jane	114	27 30
Thorburn, P	109	26 10

BARRINGTON.

Colquhoun, L	116	55 56
Cook, Henry	110	52 69
Hogg, A A	117	56 04
Smith, F F	117	56 04
Bingay, A A	114	40 95
Cain, G H	117	42 03
Churchill, E P	116	41 67
Coffin, Maggie	117	42 03
Davis, Minnie	109	39 16
Gibson, J	116	41 67
Harlow, L C	117	42 03
Hopkins, J	117	42 03
Leslie, S L	116	41 67
Nickerson, M H	76	27 30
Pinkham, E S	116	41 67
Porter, Effie	117	42 03
Sutherland, A	114 1/2	41 13
Swaine, Eva	52	18 68
Wilson, L L	117	42 03
Atwood, Mary	116	27 78
Crowell, A J	49	11 73
Crowell, C	113	27 06
Decker, W E	97	23 23
Forbes, J J	113	27 06
Gibbons, Miles	111	26 58
Harlow, A M	115	27 54
*McKay, J G	77	24 50
Nickerson, H	88	21 07
Nickerson, J A	114	27 30
Porter, Annie	117	28 02
*Ryes, N A	115 1/2	36 68
Seeley, C H	117	28 02
Snow, J C	106 1/2	25 50
Stephens, Alice	23	5 50
Sturgis, A	117	28 02

ASSISTANTS.

Nickerson, S	116	18 52
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VICTORIA.

Tuttle, M R	113	
Bethune, Dan J	117	56 04
Gordon, Helen	110	52 69
McKay, Alex L	117	56 04
McDonald, M B	117	56 04
McRitchie, J M	117	56 04
McKenzie, Alex	117	56 04
Foyle, Lizzie H	117	42 03
Hull, Nettie L	117	42 03
Lewis, Louisa A	110	39 51

Marshall, Ella	117	42 03
McRae, Minnie A	117	42 03
McLeod, Dan P	83	29 82
McGarry, Mary A	117	42 03
McKenzie, Murdo J	117	42 03
McIvor, Ida	117	42 03
McLeod, John D	117	42 03
McLean, Colin	117	42 03
McLeod, Kenneth A	101	36 28
McSwain, Duncan	117	42 03
McLeod, Christy R	112	40 23
McDonald, Theresa	116	41 67
McEachern, Mary A	115	41 31
McIvor, Angus J	117	42 03
Ethridge, H P	117	28 02
Ethridge, John F	117	28 02
Fortune, James	117	28 02
Finlayson, Lexie	113	27 06
Farligan, Bridget	115	27 54
Livingstone, Chas D	117	28 02
McAulay, Rod'k	88	16 87
McLennan, Jessie	117	28 02
McLellan, Alex	103	24 66
McLennan, Agnes	117	28 02
McIvor, Murdo	90	21 55
McLeod, Christy	117	28 02
McIvor, Henry	95	22 75
McDonald, Murdo	112	26 82
McNeill, R D R	117	28 02
McNeill, Maggie	91	21 79
Morrison, Barbara	117	28 02
McLeod, Dan J	117	28 02
McNeill, Elizabeth	116	27 78
McAulay, Dan	113	27 06
Morrison, Johana B	101	24 18
McLeod, Alex G	95	22 75
McLeod, Philip	113	27 06
McKay, D F	117	28 02
Montgomery, Jessie	114	27 30
McLeod, Annie	100	23 94
McKenzie, Flora	33	7 90
Morrison, Dan B	116	27 78
McIntosh, Hannah	107	25 62
McDonald, James	74	17 72
McDonald, Christie	74	17 72
McRae, Christina	117	28 02
McAulay, Mary A	116	27 78
Campbell, John M	117	28 02
Campbell, Bella M	78	18 68
Hartigan, Katie J	116	27 78
McLeod, John M	117	28 02
McDonald, Mary	117	28 02
McRitchie, Dau J	117	28 02
McDonald, Alex F	102	24 42
*McKay, Georgina	117	37 36
*McDonald, Michl J	117	37 36
*McAskill, Duncan	117	37 36
*McKenzie, John	117	37 36
*McKay, Murdo B	109	34 50
*McLeod, George	117	37 36
*McKenzie, A D	117	37 36
*McIvor, Almira	114	36 40
*McRae, Christina	83	26 51

YARMOUTH.

Cameron, A	114 1/2	
Forbes, A	114 1/2	
Kempton, W F	116	55 56
Bartcaux, J E	116	55 56
Blackader, B	116	55 56
Churchill, N	116	55 56
Cameron, H D	117	56 04
Goudey, Theo	117	56 04
Grierson, Jean	117	56 04
Hibbert, Lizzy	117	56 04
Hilton, Amy	116	55 56
Huestis, H A	115 1/2	55 32
McLeod, G P	117	56 04
Munro, Ada	115 1/2	55 32
Rogers, Benj	117	56 04
Starratt, S A	112	53 64
Trask, Logan	117	56 04
Ward, C W	117	56 04
Webster, Bell	115	55 08
Baker, Mary J	117	42 08
Brownrigg, M H	115	41 31
*Bain, Mary	117	42 03
Baird, Etta Z	88	13 65

Brown, Flo	116	41 67
Chipman, A	115	41 31
Christie, Kato	114	40 95
Crosby, J H	114 1/2	41 13
Crosby, Susan	114	40 95
Crosby, Mrs C W	114	40 95
Crowell, R C	114 1/2	41 13
Delamero, S P	106	38 08
*Donne, Maggie	106 1/2	38 26
Goudey, L A	117	42 03
Goudey, Emily	51	18 32
Grant, E W	76 1/2	27 48
Hames, L E	117	42 03
Harding, E J	39	14 01
*Hasset, F A	38	13 65
Hilton, M M	111	39 87
Horner, A W	112	40 23
Jenkins, F L	78	26 23
Jack, Maggie	114	40 95
Knollin, M E	106	38 08
McCarthy, F	115	41 31
McMillan, Liz	114	40 95
Metzke, Olivia	115	41 31
Patten, Lorne	117	42 03
*Perry, H G	115	41 31
Rogers, R G	117	42 03
Saunders, M	34	12 21
*Sims, Eva	117	42 03
Starratt, M O	39	14 01
Trask, Georgie	115	41 31
Trask, A E	117	42 03
Goudey, A A	114	27 30
Hamilton, S V	115	27 54
*Hipson, Ella	115	36 72
Horner, Ella	113	27 06
Johnson, L	117	28 02
McKay, Janet	108	25 85
Moses, B R	37	8 5
Moses, Mabel	117	28 02
Purdy, M E	111	26 58
Pothier, Evan	117	37 36

ARGYLE.

Hegg, Nat	115	55 08
McKay, R S	117	56 04
Sister, Mary A	115	55 08
Skinner, M	115	55 08
Babin, P A	115	41 31
Barton, Maggie	115	41 31
Bower, E R	116	41 67
L'rown, Maud	116	41 67
Chesley, S B	115	41 31
Pothier, D L	75	26 94
D'Entremont, J	112 1/2	40 41
Fox, Arthur	114 1/2	41 13
Gillis, Maud	117	42 03
*Goodwin, Sadie	116	41 67
Hatfield, A F	115	41 31
Lloyd, Cyrus	117	42 03
McCarthy, Ella	76	27 30
McCarthy, Emma	114	40 95
Matheson, A L	117	42 03
Murphy, H E	117	42 03
Richan, William	103	37 00
Simms, W	117	42 03
Scott, Josie	76	27 30
Sister Miriam	117	42 03
Sister Stanislaus	117	42 03
Taylor, M L	109	33 16
Amiro, Dorothy	109	28 10
D'Entremont, W A	116	27 78
D'Entremont, A	116	27 78
D'Eon, A	117	25 02
Goodwin, S M	116	27 78
Hines, Samantha	115	27 54
Harding, Lily	115	27 54
LeBlanc, Theresa	116	27 78
*Meuse, Eliz	111	35 44
Purney, M G	114	27 30
Pothier, Nem	117	28 02
Rudolph, B E	110	26 34
Richard, A	116	27 78
Sister Lucilla	115	27 54
Surette, Martha	117	28 02
Surette, Emilie	115	27 54
Surette, Fannie	108	34 49
Doucet, Helene	107	25 62
*Landry, R E	113	36 08

COUNTY FUND

In aid of Public Schools appropriated to Trustees of School Sections for the Term ended April 30, 1892.

The Asterisk (*) indicates the Poor Sections

ANNAPOLIS.

RAST.

	Legally authorized day-schools were open.	Grand total days' attendance of Pupils.	Total amount from County Fund.
Institution for the Deaf and Dumb, School for the Blind		120 00	37 50
Melvorn	222	5450	58 88
Forest Glen	117	1495	22 13
Margaretville, East	116	3105	32 41
Margaretville, West	234	4945	46 87
Albert	117	1295	20 84
Victoria	117	1279	20 73
Gates Mountain	110	965	17 99
Port George	111	3857	36 73
Mount Hanley	5	89	1 11
Havelock	113	1573	22 22
Port Lorne	114	1843	24 08
Arlington	117	1751	23 78
St. Croix	113	1859	24 07
Hampton	112	2710	29 44
Clarence West	117	1318	20 98
Clarence Centre	117	3214	33 20
Clarence East	109	2323	26 63
Brooklyn West	117	2003	25 41
Brooklyn East	116	1115	19 58
Salem	106	1652	22 18
Wiswall	117	3389	34 34
Farmington	117	2530	30 74
Middleton	233	5546	60 65
Palmer	117	2114	26 12
Lawrencetown	234	8500	79 77
Paradise	219	6939	68 12
Bridgetown	468	15252	148 29
Meadowvale	117	2932	27 52
Torbrook West	86	1691	20 10
Torbrook East	117	1027	19 12
Cataract	116	3527	35 14
Cleveland	117	1892	24 69
Nictaux	115	3507	35 30
Williamston South	117	2662	29 66
Williamston North	117	1875	24 58
Carleton	109	3857	36 52
Centreville	117	3018	31 94
Bentville	113	2627	29 03
Bloomington	117	1723	23 60
Inglisville	117	3166	32 90
Albany North	60	534	9 86
Albany South	75	1347	10 71
Paradise West	117	1632	28 01
Springfield	117	2634	29 48
Lake Pleasant	114	1170	19 73
Falkland	107	1319	19 94
*Douglas	115	1380	28 26
*Mount Hope	117	1506	29 60
*Morso Road	117	1585	30 28
*Morso West	117	1420	28 87
*Dalhousie Centre	77	437	14 75

WEST.

Leonard	117	2482	28 50
Hillsboro	96	1589	20 51
Litchfield	117	2585	29 16
Victoria Beach	96	2049	23 48
Mariner	108	2974	30 72
Karadale	117	4440	41 12
Winchester	117	2158	26 40
Hall	117	1533	22 37
New Caledonia	234	5361	59 55
Rectory	117	2376	27 81
Willett	104	1994	23 98
Gesner	114	2567	30 69

Chesley	117	2460	28 30
Rosette	224	5716	61 83
Moschelle	117	3839	37 24
Annapolis	571	15424	160 42
Ryerson	117	3152	32 80
Clementsport	232	5211	58 40
Clements West	117	1802	24 50
Waldeck East	117	874	18 14
Bridgeport	234	8082	77 08
Hessian West	117	2526	28 78
Clementsvale	109	2423	27 28
Princeville	110	1585	21 98
Graywood	117	1053	19 28
Maitland	114	2649	29 28
Lake LeRose	117	1276	20 72
Perot	117	1489	22 10
Lequillo	288	5539	60 60
Waldeck West	114	1932	24 77
*Phinney Mountain	103	1166	25 41
*Greenland	112	1091	25 34
*Virginia	111	1420	28 04
*Milford	114	1258	27 07
*Dargie	109	658	21 20
*Lake May	99	689	20 05
*Guinea	116½	1810	27 84

BORDER SECTIONS.

Dalhousie East	117	323	5 50
*Hillsborough	103½	409	9 95
Kingston	107	242	2 38
New Grafton	110	57	1 46

ANTIGONISH.

New France (last term)		10 04	
Antigonish	1394	39729	477 29
North River	113	1437	23 93
Antigonish Harbor	117	2326	31 71
Morristown	117	1208	22 48
Lakeville	117	1205	22 44
S S Cape George	117	2845	36 00
Moran	90	1395	21 15
Georgeville	117	2380	32 16
Malignant Cove	117	2861	36 14
Arisaig	100	1646	24 19
McAra's Brook	88	1375	20 76
Pleasant Valley	117	1513	25 00
Clydesdale	117	2213	30 79
L S River	117	2870	36 22
S Side Harbor	116½	1930	28 40
Monk's Head	117	2247	31 07
Pomket	110	3332	39 21
Heatherton	231	5049	66 41
Bayfield	112	2684	34 15
Afton	117	1979	28 84
W Arm, Tracadie	112	2411	31 88
Big Tracadie	117	2914	36 67
East Tracadie	117	2441	32 66
Linwood	117	2544	38 51
Harbor Bouchie	348	12174	137 30
Merland	116	1152	21 91
Fraser's Grant	117	1538	25 16
Glassburn	109	605	16 65
Cal Mills	117	2720	34 98
Marydale	117	1612	25 82
St Andrew's	232	8554	54 14
Dunmore	117	3031	37 55
Fraser's Mills	234	4653	63 44
U S River	117	2099	29 83
Lochaber	108	556	16 38
W Lochaber	117	2035	29 30
N E Lochaber	116	4338	48 41
U Glen Road	112	1655	25 63
Salt Springs	117	1311	23 32
Beaver Meadow	117	2899	36 36
C Roads, Ohio	117	3462	41 11
James River	117	1783	26 82
U Briely Brook	92	1635	23 74
L Briely Brook	117	1908	28 27
Springfield	117	2383	32 18
Strathlorne	117	2508	31 52
Old Gulf Road	117	1433	24 74
Big Marsh	117	2243	31 02
Maryvale	118	2573	33 32
Blackavon	108	1458	23 59
New France	117	2084	29 54
Frankville	117	4689	61 24

Union Centre	115	2633	34 06
Marven	116	1790	27 23
St Joseph's	114	2652	34 08
*Egg Mountain	79	841	20 50
*Lower Glen Road	95	599	20 13
*West River	113	501	21 61
*U Springfield	117	2055	39 29
*Keppoch	117	1333	31 39
*Beech Hill	117	1091	28 08
*Pinevale	117	1712	35 52
*U North Grant	117	831	25 80
*Holl. Grant	117	839	25 89
*Holl. Grant (Brophy)	117	822	25 70
*Ashdale	117	1905	37 65
*Copperfield	117	1155	29 37
*West Lakevale	96	596	20 46

BORDER SECTIONS.

Auld's Cove	115	885	18 05
*College Grant	118	297	11 13
Gosheu	115	554	7 63
Grosvenor	117	145	3 12

CAPE BRETON.

Institution for Deaf and Dumb, Sydney	688	29304	60 00
South Bar	117	3164	279 76
Low Point	408	14205	35 00
Lingan	117	3306	161 13
Kilkenny Lake	117	402	36 00
Lakevale	117	1209	15 36
Gardiner Mines	117	2476	21 10
Mitchell	117	1274	30 13
Bridgeport	468	14250	21 57
L. Glace Bay	702	21015	161 45
Big Glace Bay	117	4800	224 60
Block House	234	5985	46 67
Gowrie	583	20790	67 45
Cow Bay Road	117	1006	210 30
Homeville	112	1174	19 66
South Head	109	1675	20 35
False Bay Beach	117	1070	23 62
Milton	117	2007	20 80
Round Island	117	1117	26 80
Mira Gut	116	2594	20 45
Portage	117	1440	30 88
Black Brook	117	1403	22 75
Mira Road	108	1487	22 50
Marion Bridge	115	2992	21 77
Caribou Marsh	83	1186	33 60
Sandfield	117	1613	20 90
Morley's Road	106	1549	23 98
Sydney Forks	117	1430	22 35
Coxheath	117	2668	22 63
Blackett's Lake	116	1050	31 50
North W Arm	93	1523	19 87
Ball's Bridge	117	2543	20 75
Rear Ball's Creek	115	1863	30 60
Leitche's Creek	117	3448	25 55
Upper N Sydney	116	4178	37 00
North Sydney	1287	41565	42 15
Sydney Mines	1644	53345	433 40
Little Bras d'Or	117	3820	348 90
L Bras d'Or, W	117	2910	89 68
George's River	117	1796	39 20
Long Island Main	55	905	26 28
Big Bank	117	3390	12 30
Eureka	117	1512	36 62
Grove's Point	117	2560	23 25
Mill Creek	117	5800	20 73
Point Aconi	117	2060	53 79
Catalone	109	1825	27 17
Bateston	117	3519	25 15
Mainadien	228	5800	37 60
Scatarie	83	2223	65 10
Little Lorraine	118	2011	24 68
Big Lorraine	83	1508	26 40
Louisburg	231	8905	19 58
West Louisburg	117	3744	89 05
Kennington Cove	112	1382	39 10
New Boston	117	2150	12 85
Trout Brook	108	1296	28 65
French Road	101	1710	20 72
Gabarus	169	6312	23 00
Gabarus Lake	116	2703	63 00

Belfry	09	1878	20 35	Cross Roads	117	3178	80 99	Beaver Meadow	97	935	21 41
Upper Grand Mira	117	1139	20 60	Newton Mills	116	4033	85 81	New Britain	86½	749	18 09
Grand Mira	111	1030	19 20	Eastville	116	2443	26 57	Castlereagh	100	1302	25 12
Victoria Bridge	108	1321	20 94	Pembroke	117	2714	28 26	New Britain (last term)			4 16
Caledonia	110	1023	19 03	Upper Stewiacke	117	2798	28 75				
East Bay Chapel	117	1911	26 10	Otter Brook	117	1649	22 07				
Brack's Brook	80	2061	28 28	Middle Stewiacke	117	2688	28 11				
Irish Cove	116	2049	26 98	Forest Glen	95	1241	17 35				
Loch Lomond, North	117	2090	27 38	Brookfield	283½	4836	53 32				
Gillis Lake	117	1963	26 47	Johnson's Crossing	117	2191	25 22				
East Bay	116	1530	23 30	Meadowvale	117	1678	22 24				
N & East Bay	114	1108	20 07	Alma	117	2673	28 02				
Eskasoni	112	1403	21 97	Burnside	116	1689	22 20				
Eskasoni (Indian)	116	841		West St Andrews	117	1531	21 39				
Amaguadeez	112	1991	26 15								
Escacadie	109	2995	33 00								
Christmas Island	115	1840	25 40								
Big Beach	114	2208	28 83								
Boisdale	117	3042	34 15								
Barachois	115	3150	34 70								
Frenchville	117	2235	28 60								
Oceanview	70	696	12 42								
Grand Narrows	109	1873	25 03								
Point Edward	117	2686	31 65								
Reserve and Lorway	333	11129	114 80								
Little Pond	114	1347	21 76								
Bras d'Or Gut	117	2720	31 86								
Baleine	117	2400	29 60								

POOR SECTIONS.

*Lingan Road	109	575	21 24
*Lakeview	116	803	24 13
*Hill's Road	115	1003	26 47
*Hillside	117	1115	27 57
*Front Lake	114	853	24 32
*Caribou Marsh	114	1220	37 80
*Oakfield	117	1463	30 23
*Long Island	115	2065	36 98
*Clarke's Road	112	795	23 50
*The Meadows	116	841	24 50
*Canoe Lake	112	2255	37 35
*Grand Mira North	117	1849	34 20
*Enon	117	1259	28 60
*Shenacadie	100	1482	28 00
*Rear of Frenchvale	114	706	22 93
*Brickyard	113	775	23 45

BORDER SECTION.

Cape Breton	80	309	3 70
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COLCHESTER.

SOUTH.

School for the Blind,		75 00	
Institution for Deaf and Dumb,		210 00	
Upper Belmont	116	1717	22 36
Belmont	117	4436	38 26
Crow's Mills	110	1804	22 22
Lower Onslow	116½	2215	25 31
Central Onslow	113	2583	27 08
Upper Onslow	117	2475	26 7
Onslow Mountain	98	2351	24 15
North River	117	3111	30 56
South Branch, N R	74	833	12 74
Lower Pictou Road	116	2539	27 13
Valley Station	117	3370	32 07
Greenfield	116	3815	34 54
Harmony	117	3367	32 05
Salmon River	117	4600	32 91
Bible Hill	117	3870	34 97
Old Barns	114	3002	29 01
Beaver Brook	76	2175	20 74
Princeport	83	1484	17 49
Upper Pleasant Valley	116	2743	29 31
Lower Stewiacke	116	4453	38 24
Lower Stewiacke, East	117	1185	19 88
Shubenacadie	116	1712	22 53
Pine Grove	76	1422	16 37
Coldstream	116	944	17 87
Wittenberg	116	3150	30 63
Birch Hill	116	1460	20 87
South Branch, Stwck	107	3090	29 37
South Vale	92	915	18 13

Upper Pictou Road	59	665	13 42
Green's Creek	70	725	15 53
Lower Pleasant Valley	80	959	18 81
Upper Rookfield	113	1439	27 23
Riverside	21	114	3 88
Riversdale	103	1642	28 10
Camden	117	1108	25 25

BORDER SECTIONS.

Glenmore	117	224	2 09
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STIRLING,

Tatamagouche	233	7923	70 09
Tarber	112	2676	27 43
Waugh's	116	2174	24 95
Middleton	116	2911	29 22
French River	113	2146	24 46
Tatamagouche Bay	117	2851	28 98
Murphy's	117	4330	37 53
Millbrook	117	2251	25 31
Oliver's Bridge	107	1406	19 54
McLeod's	115	1351	22 93
Byers	117	2108	24 68
Wilson's	117	1041	18 61
Balmoral	117	1891	23 43
Earlton	109	1247	18 84
Earlton	116	1861	23 14
Slades	117	1639	21 97
Brule	112	3302	31 05
Cankey's	117	1265	19 75
Sutherland's	117	3125	30 57
East Earlton	117	1514	21 25

POOR SECTIONS.

Lake Road	115	789	22 45
Moore's Mills	117	1040	24 67
Henderson's	116	578	20 95
Clydesdale	117	1200	25 91
Brule Point	115½	1024	24 33
Koble	117	1031	24 60
Denmark	117	1624	29 17

WEST COLCHESTER.

Lynn	117	1221	19 55
North River	104	1901	22 09
East River	104	3882	33 54
Lower Economy	102	1668	19 95
Central Economy	331	7118	76 60
Upper Economy	117	2273	25 03
Pleasant Hills	117	1414	20 67
Big Bass	136	2584	29 46
Portaupique	117	2271	25 62
Great Village	351	9522	92 55
Lornevale	223	5904	57 94
Acadia Mines	702	26303	227 11
Eastville	117	2287	25 72
Folleigh Village	233	5634	57 46
Debert	102	2254	23 92
Maastown	115	3208	31 17
Debert River	117	4415	38 02
Portaupique	114	3206	30 70
Little Bass	111½	1993	23 42
Portaupique Mt	94	980	15 70
Londonderry Station	108	2319	24 93

POOR SECTIONS.

Folleigh Mt, East	117	1333	26 93
Folleigh Lake	111	1538	27 65

CUMBERLAND.

Malagash Point	112	1767	24 27
North Shore	117	2683	31 20
South Malagash	117	2695	31 28
Stake Road	117	3070	33 90
East Wallace	116	1809	24 99
Linden	117	2844	32 32
Melville	83	779	14 28
Wallace	234	6195	68 19
Six Mile Road	117	1760	24 77
Wallace Bay	101	1619	22 06
Middleboro	100	1924	24 09
Wentworth, Lower	118½	1348	21 51
" West	117	1444	22 56
" Station	108	2528	29 15
North Wallace	115	1190	20 57
Fox Harbour	63	789	12 22
Gulf Shore, Lower	117	1197	20 84
" Upper	110	784	17 20
Pugwash	351	12500	124 68
Wallace Bay, North	114	1134	10 07
Dorherty Creek	117	2276	28 36
Wallace Bridge	117	1925	25 92
Rockley	96	1492	20 66
Roslin	107	1648	22 90
Hamford, W	117	1742	24 64
Victoria	102	1181	19 11
Hartford	115	1694	24 06
Port Howe	117	4100	41 08
Linden	117	1167	20 03
Shinimacas Bridge	97	1252	19 13
Northpool	117	3215	34 92
Tidnish	114½	2949	32 78
Amherst Head	117	3291	35 44
Warren	82	1150	16 97
Amherst	1363	33668	519 68
Fort Lawrence	117	3762	38 72
Amherst Point	116	2470	29 60
Middleboro	117	2121	27 29
Nappan	113	4608	44 18
Maccan	112	3895	39 11
Lower River Hibbert	117	1337	21 95
Barronsfield	117	1196	20 84
Minudie	115	3791	38 71
Joggins	234	8427	83 75
Shulee	117	2313	28 61
Lorneville	117	1888	25 66
Amherst Shore	117	2571	30 41
Tidnish	112	2834	31 71
River-Hibbert Head	113	857	18 04
Athol	111	2308	27 94
Southampton	111	2666	30 43
West Brook	107	1216	19 88
Mapleton	116½	1733	24 52
Leamington	117	1802	25 05
Windham	116	1198	20 74
Spring Hill	106	1215	19 78
Glenville	114	630	16 56
Salem, Lower	117	2512	30 01
" Upper	113	2209	27 46
Fenwick	117	1206	20 90
Upper Nappan	117	2832	32 22
Leicester, West	117	2870	29 01
" East	114	3026	36 26
Little River	117	930	18 99
Mount Pleasant	116	1799	24 93
Oxford	428	17043	164 51
River Philip	117	2314	28 62
River Philip	115	2073	26 78
" W Branch	116½	2608	30 62
Williamsdale	97	1147	18 37
Westchester-Mt	115	1297	21 32
" Station	109	3918	38 94
Hastings	117	2457	29 62
Henderson	114½	1517	22 79
Richmond	117	934	19 36
Mount Pleasant	112	1277	20 85
River Hebert	234	4893	59 79
West Pugwash	116	1400	22 5
East Wentworth	97	1701	22 2
Shinimacas E. Bridge	117	933	19 01
Birch Bridge	53	581	9 71

			RURAL, POOR.								
Oldham	77	2442	30	02		Burlington	233	3907	58	03	
Preston Road	117	2039	38	72		Summerville-	234	6222	77	78	
Eastern Passage	117	4016	48	33	Kerr	32	131	6	12		
S E Passage	103	4859	49	80							
Cow Bay	117	1823	28	76	BORDER SECTIONS.						
Cole Har	117	1987	30	23	Glenmore	117	1076	23	40		
Mineville	112	1618	26	40	Mount Pleasant	117	1575	19	48		
Lawrencetown	115	2054	30	62	Enfield	117	321	4	81		
Foot Porter's Lake	117	2597	35	67	Filmsdale	100	171	2	47		
Porter's Lake	107	1373	23	68							
Grahame	82	856	16	40	HANTS.						
Seaforth	112	3540	43	54	EAST.						
Chezsetcook	233½	7880	95	24	Institution for Deaf and Dumb		73	77			
Grand Desert	218	7550	90	65	Raydon Ch	107	2731	29	50		
Hd Chezsetcook	113	4449	51	76	S Rawdon	117	1662	23	49		
Hope Ridge	112	5462	60	69	Pleasant Valley	117	974	18	94		
Lower East Ch'k	107	1944	28	77	Birch Brook	116	1494	22	28		
EAST.						West Gore	96	1465	19	95	
Petpizk, West	83	1081	18	51	East Gore	116	1424	21	81		
" East	116	1172	22	85	Up Rawdon	113½	2614	29	43		
Pleasant Point	117	1706	27	72	Mt Uniacke	114	1310	20	84		
Musq. Har	114	2367	33	30	Up 9 Mile River	117	1753	24	09		
" Stevens	117	1527	26	12	W. Indian Rd	117	967	18	90		
Head Jeddore	110	1504	25	17	E Indian Rd	114	1408	21	46		
Lower West Jeddore	94	2384	31	31	L 9 Mile River	116	2238	27	19		
Owl's Head	116½	2100	31	19	Balan	106	912	17	36		
Ship Har, South	115	2578	35	29	Hardwoodland	117	1563	22	83		
" North	117	2807	37	54	Shubenacadie	234	6427	67	51		
Murphy's Cove	117	3570	44	35	Mill Village	146	1656	23	34		
Pleasant Hr	115	3913	47	20	North Salem	49	229	6	75		
Tangier	84	2863	34	60	Rhines Creek	117	1267	20	88		
Mooseland	116	2020	30	41	Urbania	117	2019	25	86		
Pope's Har	115	1645	26	13	Rockville	117	3561	36	06		
Spry Har	87	2179	28	73	Maitland	342	13305	124	52		
" Bay, Henley's	102	1762	26	62	Noel Road	101	1869	22	75		
" Leslie's	110	1833	28	40	Upper Selma	233	6534	68	40		
Sheet Harbor, West	111	3410	42	28	Lower Selma	107	4322	40	01		
" East	234	6439	82	45	Shad Creek	83	2166	23	19		
Sober Island	114	1303	23	81	East Noel	116	3117	33	01		
Beaver Har	114	1978	29	88	West Noel	233½	5561	61	74		
Salmon River	31½	1201	14	08	Burncoat	82½	1935	21	61		
Dufferin Mines	114	1651	26	91	Moose Brook	107½	2618	28	81		
Quoddy	115	2376	33	49	Tenecape	80	1296	17	11		
Kirker	117	4273	50	62	S Noel Road	75½	1523	18	13		
Moser River	110	2674	35	61	Kennetcook Ch	117	4371	41	41		
Smith's Cove	59	1188	16	90	Northfield	112	2173	26	34		
15 Mile Stream	98	1167	20	88	Hc Kennetcook	103	3234	32	71		
RURAL.						5 Mile River	109	1193	19	55	
Dutch Settlement	117	1796	28	52	Whale Creek	117	2193	26	66		
Cook's	115	3077	39	74	Gore	167	1314	20	11		
Lake Egmont	117	1667	27	37	*Uniacke Mines	103	1808	22	05		
Meagher's Grant	81	1690	22	84	*Renfrew	117	1801	32	55		
Sibley's	108	959	20	10	*New Dublin	54	732	14	14		
Little River	117	3069	39	88	*N Noel Road	117	1609	30	85		
South	107	1709	26	68	*Georgefield	113	792	23	07		
North	117	3923	47	50	*Greenfield	117	1047	25	90		
Taylor	111	1389	24	25	*E Tenecape	83	1597	25	91		
Brookvale	117	2015	30	48	*Grand Lake	116	1688	31	40		
Higgins	114	2158	31	43	BORDER SECTIONS.						
Sedgewick	117	2570	35	43	Newport & Douglas	116	221	4	53		
Archibald	117	1730	27	93	Enfield	117	2420	27	03		
Hutchinson	117	1775	28	34	Elmsdale	100	2405	25	88		
Henry	112	3001	38	73	Mt Pleasant	234	3262	38	43		
Dean	53	537	10	45	Walton	234	4375	51	37		
Chaplin	117	2898	83	89	WEST.						
Carribou	110	1110	21	65	Institution for Deaf and Dumb		76	23			
Moose River	112	2692	35	98	Windsor	1158	35157				
WEST, POOR.						Wentworth	113	1549	24	42	
Bayside	107½	1017	27	41	3 Mile Plain	116	3409	39	56		
Lake Loon	110	2004	39	51	Martock	116	1344	23	10		
Goffs	95	972	25	09	Forks	117	3516	40	52		
Partridge River	25	743	12	40	Falmouth Village	112	1805	26	36		
Devil Island	117	2452	45	84	Falmouth Centre	232	3394	51	88		
African for building School House			60	00	Mt Denison	117	2358	31	29		
EAST, POOR.						Hantsport	585	19343	216	66	
Bowers	114	1276	31	42	Avondale	234	7297	83	14		
Lakeville	117	1405	33	38	Belmont	117	3081	36	90		
Lower Lakeville	117	1077	29	48	Poplar Grove	105	2784	33	41		
Elam Har	117	2862	44	77	Brooklyn	232	4689	62	15		
Gerrards Island	111½	1190	30	04	Kennetcook Dyke	117	2161	29	73		
Lochaber	65	760	18	29	BORDER SECTIONS.						
						Newport & Douglas	116	221	4	53	
						Enfield	117	2420	27	03	
						Elmsdale	100	2405	25	88	
						Mt Pleasant	234	3262	38	43	
						Walton	234	4375	51	37	
						WEST.					
						Institution for Deaf and Dumb		76	23		
						Windsor	1158	35157			
						Wentworth	113	1549	24	42	
						3 Mile Plain	116	3409	39	56	
						Martock	116	1344	23	10	
						Forks	117	3516	40	52	
						Falmouth Village	112	1805	26	36	
						Falmouth Centre	232	3394	51	88	
						Mt Denison	117	2358	31	29	
						Hantsport	585	19343	216	66	
						Avondale	234	7297	83	14	
						Belmont	117	3081	36	90	
						Poplar Grove	105	2784	33	41	
						Brooklyn	232	4689	62	15	
						Kennetcook Dyke	117	2161	29	73	
						BORDER SECTIONS.					
						Mill Brook	117	1145	28	83	
						Walton	224	501	6	56	
						Newport & Douglas	116	656	14	49	
						H W River	98	179	4	01	
						INVERNESS.					
						Institution for Deaf and Dumb		60	00		
						Port Hastings	234	7955	70	35	
						Low Point	117	1670	22	02	
						Creignish	117	2590	27	27	
						I. Centennial	116	1100	18	66	
						Up Centennial	115	880	17	30	
						Judique	117	1980	23	78	
						Judique Intervale	117	1550	21	34	
						Little Judique	100	970	16	21	
						Millan	99	2116	22	55	
						Beaton	117	2322	25	76	
						Port Hood	468	9660	105	07	
						Hays Farm	117	1480	21	03	
						S W Bridge	89	860	14	40	
						Baden	83	1090	15	07	
						S West Bridge	117	1940	23	57	
						Upper S West	77	1050	14	22	
						Mabou	468	7400	92	30	
						Mabou Mouth	116	1970	23	62	
						Brooklet	116	970	17	92	
						Coal Mines	114	1230	19	18	
						McKinnon's Brook	116	300	14	09	
						Broad Cove Banks	117	1550	21	34	
						B C Intervale	117	1980	23	80	
						Alexander	117	1900	23	53	
						Smithville	115	1700	21	98	
						Walker	117	1120	18	90	
						Chapeli	117	880	17	52	
						Tulloch	116	1900	23	22	
						Hillsboro'	108	3460	31	37	
						Mount Young	112	820	16	63	
						Hay River	117	1340	20	15	
						Glencoe	18	100	2	49	
						New Canada	112	1640	21	52	
						Roseburn	112	1170	18	63	
						Campbell's Mount	116	1920	23	38	
						Brook Village	117	3080	30	06	

			PICTOU.						
			NORTH.						
Cook's Branch	113	1614	21	28		Chauce Harbour	117	1712	24 09
Simpson's	112	1859	22	56		Lr Little Harbour	117	1263	21 05
Hemford	117	2240	25	28		Pine Tree	117	2012	26 12
Knock's	91	1736	19	62		Lr Sutherland's River	117	1876	25 20
Midville	117	2008	23	03		West Morigomish	117	2252	27 74
2nd Peninsula Lower	117	1115	18	85		East Morigomish	117	4128	40 41
Tancook, Big	232	5355	55	33		Piedmont Valley	117	1656	2 71
Watford	116	2770	28	20		Avondale	110	1460	21 03
Clearland	117	4892	37	55		Lr Barney's River	117	1922	25 51
Bridgewater	802	25307	230	04		Lismore	115	2708	30 59
Conquerall, Bank	234	8190	71	72		Bailey's Brook	117	3882	38 78
Pleasantville	109	4410	35	84		Big Island	117	1927	25 54
Fralig's	117	2412	26	26		Smithfield	117	2584	29 99
Pentz's	117	2502	26	77		Kenz'eville	60	890	11 87
Getson's	117	3417	81	99		West French River	117	1301	21 71
Dublin West	234	6198	60	34		Lr New Lairg	114	1343	21 27
Bell's Island	113	2151	24	66		Meiklefield	117	1410	22 05
New Cumberland	117	1474	20	90		Mid Little Harbour	117	1400	21 98
Mt Pleasant	117	1778	22	65		Bocklin	117	8467	35 97
Petito Riviere	228	4786	51	38		Plymouth Road	116	2138	20 86
Broad Cove	116	2634	27	69		Up Hopewell	117	1529	22 85
Cherry Hill	117	2978	29	49		Wentworth Grant	117	1665	23 77
Vogler's Cove, W	117	4342	37	27		East Barney's River	113	1487	22 15
Grousetown	117	1853	28	06		Westville	1053	40937	389 60
New Italy	116	2300	25	51		Granton	117	2622	30 25
Conquerall Mills	115	2401	25	99		Mount William	46	281	6 82
Hebb's	116	1466	20	74		Thorburn	234	9159	87 00
Baker's Sett	97 1/2	1937	21	46					
Newcombville	116	1486	20	85					
Wileville	115	1379	20	15					
Chelsea Up	108	2098	23	51					
" Lr	116	1953	23	54					
Lapland	117	2428	26	34					
Waterloo	115	2022	23	99					
Camperdown	102	1891	21	68					
Niniveh	117	1631	22	08					
Conquerall West	117	3006	29	64					
Pine Grove	114	1202	19	03					
Tancook, Little	115	1560	21	18					
Dublin East	117	3300	31	32					
Herman's Island	117	658	16	25					
Corkum's Island	117	1907	23	37					
Vogler's Cove, E	117	2538	26	97					
Bush's Island	103	2098	22	97					
Farmville	117	1578	21	49					
Union	117	2378	26	07					
Ironbound	71	434	10	35					
*Eastern Point	114	1470	27	41					
*Big Lots	117	1032	24	51					
*Cross Island	114	1579	28	24					
*Fancy's	115	1101	24	75					
*Rhyno's	117	1894	31	05					
*New Elm	117	1756	30	02					
*Indian Path	117	1250	26	02					
*Middleton	117	972	24	06					
*Gully	115	1548	28	15					
*Stanley	117	2075	32	46					
BORDER SECTION.			SOUTH.			POOR SECTIONS, NORTH PICTOU.			
Dalhousie, East	117	177	8	15		College Grant	83	864	19 65
CHESTER.						Black River	117	1947	28 85
Institution for Deaf and Dumb			10	43		Loganville	117	1219	27 69
School for the Blind			6	52		Upr Scotch Hill	116	962	25 16
Chester	311	10384	121	58		Upr Toney's River	107	1002	24 30
East Chester	117	3632	43	41		Beech Hill	117	1807	23 49
Marriott's Cove	104	2278	30	48		POOR SECTIONS, SOUTH PICTOU.			
Chester Basin	108	4032	45	36		Blanchard Road	112 1/2	878	22 98
Windsor Road	113	583	19	57		McLellan's Mount, N	68	695	24 65
Charing Cross	117	2519	33	94		Marshy Hope	117	1319	28 69
Mill Road	116	1374	24	07		McIntosh Mills	117	994	25 65
Back of Lake	117	2485	33	62		McLellan's Mount, S	68	363	21 66
Martin's Point	115	3095	38	62		Centredale	110	1164	27 19
Indian Point	115	1390	24	11		QUEENS.			
Blandford	117	2747	35	88		Port Joli	112	1796	23 33
Fox Point	117	4786	52	80		Fort Mouton, Cen	116	2036	25 84
Mill Cove	117	4688	52	39		" North	114	3797	37 26
Pine Plain	117	1987	29	40		Hunt's Point	117	2586	29 68
Deep Cove	84	2267	28	26		Western Head	116	1789	24 20
*Sherwood	73	568	18	84		Moose Har	117	2431	23 66
*Norwood	117	1693	35	87		Liverpool	934	32770	316 39
*Grant	13	169	3	77		Milton	346	10800	107 04
*Geimantown	117	930	27	78		Brooklyn	234	5662	58 45
*Leville	116 1/2	1248	30	78		Beach Meadows	113 1/2	3174	33 09
*Beech Hill	93	838	22	73		Eagle Head	117	2492	28 98
*Lewiston	117	1135	29	54		West Berlin	112	2225	26 66
						Port Medway	386	9404	91 81
						East Pt Medway	115	2760	30 53
						Mill Village	343	6086	77 41
						Summerville	106	1529	21 43
						*Catherine's River	113 1/2	1009	25 05
						*Port Mouton Island	95	555	18 42
						*Gull Island	110	1225	26 45
						*White Point	117	1386	28 70
						*Dock Cove	113	1356	27 91
						*S W Pt Mouton	112	2004	33 62
						*Port LaRear	117	408	20 25
						NORTH QUEENS.			
						Pleasant River	115	1784	24 07
						Brookfield, North	117	2958	32 04
						Kempt	111	1849	24 40
						Caledonia, West	111	1026	18 96
						Whiteburne	109	1536	21 78
						Farmony	117	2499	29 02
						Caledonia Cor	117	4419	41 71
						Brookfield, South	117	2272	27 51
						Greenfield	117	1780	24 26
						Molega	116	3301	34 21
						*Westfield	117	1312	28 23
						*Devonshire	107 1/2	284	17 81
						Caledonia, Cen	116	1312	28 08

*Middlefield	108	688	21 48
*Labelle	117	432	20 47
*Buckfield	116	1059	25 85

BORDER SECTIONS.

New Grafton	110	557	14 37
*Hillsborough	103 1/2	530	12 94

RICHMOND.

Institution for Deaf and Dumb		90 00	
Acadiaville	462	9570	183 90
Port Royal	117	3880	46 80
Arichat	582	8844	140 30
Ponlamond	234	4673	66 30
Petit-de-Grat	117	3275	41 48
Little Ance	117	4875	51 15
Cape La Rouge	117	2330	83 08
D'Escouse	284	7142	88 10
Richmond Mines	117	3576	44 08
Port Malcolm	117	1999	80 16
Basin	118	2163	30 28
East Basin	109	1818	27 78
St. Louis	117	3646	44 70
Seaview	117	1320	24 15
Oban	117	2772	87 00
The Points	116	1742	27 78
Beaver's Cove	109	1848	28 05
Rockdale	115	3052	39 25
L'Ardoise	114	5850	63 90
Point Micheau	115	1681	27 15
Grand River	114	3933	47 10
L'Archévequo	116	1703	27 45
Head Loch Lomond	116	2490	34 40
Loch Lomond	117	2273	32 40
Hay Cove	75	1468	19 87
Soldier's Cove	117	3297	41 60
St. Ann's (Indian)	117	1245
River Bourgeois	113	4115	48 45
Cannes	117	2284	32 68
St. Peter's	115	2500	34 37
Gut of Canso	117	2247	32 35
Rocky Bay	117	1952	29 75
Orange	117	5160	58 08
Stirling	75	1800	22 92
Point Marache	89	1890	26 25
Brymer	117	5850	64 22
Edwards	117	2066	30 75
Macdougall	230	6548	82 40
Lewis Cove Road	103	1753	26 50
Grand Greve	117	719	18 86
Poirrierville	117	8349	42 08
West L'Ardoise	107	3747	44 52
Hureanville	117	1858	24 50

POOR SECTIONS.

*Janvrin's Island	117	1587	35 85
*Lochside	117	1430	33 50
*Kempt Road	117	808	26 21
*Palmaral	112	1427	32 77
*Cape George	113	1498	33 60
*St. George's Chanl	117	1250	31 40
*Black River	117	1235	31 20
*Salmon River	114	1080	29 00
*River Mier	117	1022	28 70

BORDER SECTIONS.

River Inhabitants	115	1232	18 70
Cape Breton	80	1249	18 48
Port Hawkesbury	461	863	10 90

SHELburne.

Institution for Deaf and Dumb		31 10	
Sable River	116	2287	25 24
West Sable	109	2025	23 25
Louis Head	112	3074	29 61
Little Harbour	117	2364	26 08
Ruckland	111	1955	28 07
Osborne	230	5192	54 39
Lockeport	457	12583	121 08
E G Harbour	114	1391	20 17

W G Harbour	111	1909	22 81
E J Ferry	117	1329	20 14
Jordan Islands	114	8434	31 89
W J Ferry	116	3115	30 28
Jordan Bay	115	2792	28 32
Lr Sand Point	116	3721	33 77
Upr Sand Point	112	1862	22 65
Shelburne	575	17411	161 48
Birch Town	117	2594	27 40
Gunning Cove	115	3386	31 75
Roseway	81	3069	26 29
Black Point	117	3218	31 00
N E Harbour	115	4517	38 23
Port Saxon	117	2877	26 13
Lower Ohio	116	2121	24 19
Upper Ohio	117	841	17 34
Upper Clyde	116	1373	20 27
Mathew's Point	111	1803	22 20
Churchover	86	1717	19 05
Power's Brook	102	1723	20 75
Lit P L Herbert	108 1/2	375	13 72
West Head	115	1458	20 68
Brighton	115	982	17 92
*Big P L Herbert	116	458	20 03
*Middle Ohio	116	1217	25 63
*Granitz Village	102	468	18 04

BORDER SECTION.

Clyde River	227	2898	33 00
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BARRINGTON.

Institution for Deaf and Dumb		28 90	
Port Clyde	117	4003	39 74
Cape Negro	117	3108	38 65
Blanche	118	790	17 43
C N Island	111	1966	25 41
Upr P LaTour	106 1/2	3276	33 64
Port LaTour	217	4042	50 64
Baccaro	114	3797	38 01
Hibbard's Brook	233	5020	59 05
Passage	234	6480	68 70
Doctor's Cove	117	2638	30 44
Bear Point	114	2577	29 70
Shag Harbour	116	2923	32 28
Lr Wood's Harbour	76	2495	25 08
Upr Wood's Harbor	234	6395	68 12
Forbes Point	113	1453	21 95
Charlesville	109	2546	28 95
Centreville	117	3365	35 40
Newellton	117	3652	37 36
Clark's Harbour	849	12478	122 21
South Side	115	3797	38 11
Stony Island	221	4981	57 32
Head	230 1/2	5791	64 03
Hawk	97	2056	24 29
*Villagedale	115 1/2	1892	33 60
*Hamilton	77	582	16 04

BORDER SECTION.

Clyde River	227	1392	17 34
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VICTORIA.

Baddeck Village	458	12850	141 10
Baddeck Bridge	83	970	15 73
Big Baddeck	117	1270	21 50
East Baddeck	117	1530	23 34
Big Glen	117	1850	25 62
Peter's Brook	117	980	19 45
Rear Baddeck Bay	83	920	15 39
Baddeck Bay	117	1970	26 46
Hunter's Mount	117	1710	24 63
Church M River	117	1290	21 65
Upper Settlement	117	2030	26 90
Gilander's Mt	103	950	17 73
West Middle River	117	2120	27 53
Nyanza	117	2510	30 30
St Pat Channel	117	1300	21 72
Bucklaw	90	1170	17 91
Up Watchabukt	117	1480	23 00
Grant	95	1950	23 96
L Narrows Village	112	1670	23 79
McKinnon's Harbor	117	5820	62 35
Grand Narrows	110	1670	23 58

Rr Grand Narrows	117	2370	29 30
Gillis' Point	91	1000	16 80
Red Head	117	1090	20 23
Plaister Baddeck	117	2120	27 63
Cape Dauphin	117	2940	33 34
Roularderie, East	116	2660	30 63
Munroe	118	1590	23 33
East Kempt Head	102	1650	22 60
Island Point	101	1870	24 03
South Gut	117	2310	28 90
Englishtown	117	5270	49 88
Black Head	101	1670	22 61
Munroe Point	95	1120	18 08
Up North River	113	980	18 66
Tarbert	117	1510	23 20
Eel Cove	114	890	18 47
Plaister N Shore	100	1453	20 95
French River	111	2280	28 01
Wreck Cove	116	2380	29 91
Clyburn Brook	197	2500	30 22
East Ingonish	112	8413	36 13
South Bay	115	2350	28 84
Big Intervale	117	1390	22 36
North Harbor	107	2320	27 87
Sugar Loaf	74	1660	20 47
Bay Road Valley	117	2800	32 85
New Haven	110	3120	33 87
Baddeck Forks	117	1170	20 80
Roularderie Centre	74	1350	17 47
North Smoky	116	3590	37 84
West Kempt Head	113	2090	26 88
West Ingonish	117	2120	27 53
Goose Cove	117	2150	27 74
South Ridge	117	2480	30 08
St Paul's Island	117	1290	21 05
Garry	116	1040	19 76
McKenzie	116	1190	20 83

POOR SECTIONS.

*Upper Baddeck	117	2000	30 84
*Rr Up Watchabukt	117	653	21 28
*Cains Mount	117	2133	31 79
*Estmere	117	1720	28 85
*Big Hill	117	1826	29 60
*North Gut	109	1160	23 74
*Smith Mount	83	868	17 94
*Indian Brook	117	3160	39 88
*Meadow	117	1573	27 80
*Jubilee	114	1520	27 01

YARMOUTH.

Institution for Deaf and Dumb		34 81	
Rockville	115	2862	24 71
Town	2872	80893	782 52
Overton	115	1882	22 18
Pembroke	117	4572	36 56
N Chegoggin	116	2440	25 23
Sandford	114 1/2	3225	29 20
Maitland	314	10210	90 47
Richmond	71	1874	17 42
Ohio	281	8481	69 31
Wellington	116	2510	25 60
Hebron	361	9609	88 07
Brenton	77	2082	19 13
Pleasant Valley	117	2041	23 25
Carleton	73	1616	16 29
Kemptville	117	1361	19 67
Arcadia	227	4926	50 16
Cent Chebogne	106	2635	24 17
Brooklyn	115	2334	25 62
Sand Beach	117	4023	33 68
Deerfield	117	2476	25 64
Middleton	114	1725	21 24
S Chegoggin	51	912	10 23
*Norwood	115	1883	29 67
*Bloomfield	106 1/2	1657	26 61
*West Brazil	117	1572	27 70
*Pinckney's Point	117	1674	28 42
*Caps Forehu	115	1450	26 54
*North Kempt	117	2600	34 92
*Lako Annis	38	408	8 28

BORDER SECTIONS.

Riverdale	111	2577	24 54
Melbourne	108	1693	18 80

Gavelton	115	304	3 85	Cont. Argyle	114	2860	32 22	Mid W Pubnico	284	5693	04 79
Beaver River	233	2797	27 32	W Glenwood	115	2562	30 18	E Gleywood	114	2260	27 05
Cedar Lake	117	509	5 39	Argyle Head	116	2940	39 04	Hubbard's Point	115	2811	31 93
AROYLE.				Belleville	115	8316	35 45	*West Quinan	111	2794	41 73
Institution for Deaf and Dumb			25 19	Sound	116	5232	48 06	*E Quinan	118	2093	35 50
Lr E Pubnico	190	5660	59 84	Cont. Kempt	117	2758	31 77	*East River	116	2017	35 31
Up E Pubnico	112	4473	43 20	Up. Eel Brook	230	4721	57 50	*Suret's Island	108	1438	28 74
East Pubnico	219	4653	55 87	Abram's River	116	3605	36 89	*Bell Neck	70	1191	21 91
Pubnico Head	230	5491	62 94	Sluice Point	109	3762	37 91	Mud Island	116	682	22 72
Up W Pubnico	284	5225	65 71	Tuskot Hill	116	4300	42 35	BORDER SECTIONS.			
Lr W Pubnico	232	5216	61 23	Tuskot	284	4534	56 69	Gavelton	116	1358	19 51
Lower Argyle	231	3579	49 68	Plymouth	117	3208	34 92	Riverdale	111	202	2 27
Argyle Harbour	103	2126	25 81	Upper Wedge	223	7130	73 62	Melbourne	108	107	1 51
				Middle Wedge	192	5039	55 72				
				Lower Wedge	234	7167	75 08				

BOND OF SECRETARY TO TRUSTEES.

The following is the proper form of bond:
 PROVINCE OF NOVA SCOTIA :

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

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

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

[*Name of Secretary*], (Seal.)
 [Names of Sureties], (Seal.)

Signed, sealed and delivered in the presence of

[*Name of Witness*].

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

Given under our hands this day of A. D., 18 ..

[*Names of Magistrates*].

AN ACT TO AMEND THE LAW RELATING TO "PUBLIC INSTRUCTION."

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

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

1. Subsection 15 of section 3 of Chapter 29, Revised Statutes, Fifth Series, "Of Public Instruction," is hereby repealed, and the following substituted therefor, "(15.) To appoint qualified persons to constitute a Provincial Board of Examiners, to examine and report upon the written exercises at the annual examination of pupils who have pursued a High School Course of Study at the County Academies, High Schools, or elsewhere, the results of such examinations to be used as evidence of scholarship in the case of applications to the Council for licenses to teach. The Council shall also have power to prescribe the mode in which examinations shall be conducted, to designate the times and places at which candidates shall present themselves for examination, and to make such further arrangements as may be deemed necessary. The examiners so appointed shall be paid such sums as the Council may determine, and the persons appointed to conduct the examination at each station shall be paid a sum not exceeding three dollars per diem while actually engaged in the duty."

2. Section 6 of the said Chapter 29 is amended by inserting the word "annually" after the word "trustees" in the third line.

3. Subsection 1 of section 31 of the said Chapter 29 is hereby repealed, and the following substituted:

"(1.) To contract with and employ a licensed teacher or teachers for the section, and where necessary licensed (or unlicensed) assistants for a period not less than one year, or if the section be poor, not less than three months. Provided, however, that for special cause, with the consent of the Inspector, trustees may employ a teacher for a term less than a year."

4. Section 39 of the said Chapter 29 is hereby repealed, and the following substituted therefor:

"The sum of one hundred and sixty-seven thousand five hundred dollars for each school year shall be paid semi-annually, or as the Council of Public Instruction may prescribe, to legally qualified teachers employed in the common schools in accordance with law, to be divided to each teacher in conjoint proportion to the number of days taught and to the following scale for the respective grades or classes of license held, namely, Class A (Academic)—in the case of a principal two hundred and twenty dollars, and in the case of a subordinate teacher one hundred and eighty dollars—when employed in a graded school doing high school work under conditions prescribed by the Council of Public Instruction in a section not maintaining a County Academy; Class B (first), one hundred and twenty dollars; Class C (second), ninety dollars; and Class D (third), sixty dollars."

5. Section 43 of the said Chapter 29 is amended by striking out the words "one-half" in the tenth line, and the syllables "semi" in the eleventh line.

6. Section 44 of the said Chapter 29 is hereby repealed, and the following substituted:

"44. The amount provided to be raised annually as aforesaid shall at the close of each year be apportioned to the trustees of schools conducted in accordance with this Chapter, to be applied to the payment of teachers' salaries, and each school shall be entitled to participate therein at the rate of twenty-five dollars per year for each licensed teacher employed, and the balance of the municipal fund shall be distributed among the schools according to the average number of pupils in attendance and the length of time in operation, but no school shall receive any allowance for being in operation more than the prescribed number of days in any year."

7. Section 48 of the said chapter 29 is hereby repealed and the following substituted:

"48. A sum not exceeding one-half the amount assessed as a county rate in any municipality for the support of schools may be advanced from the Provincial Treasury to the municipality for a period not exceeding four months, and the municipality shall repay to the Province such sum out of the municipal taxes when collected."

8. Section 63 of the said chapter 29 is hereby repealed, and the following substituted:

"63. The annual school meeting for the election of a trustee or trustees shall be held in the school-house of the section, or if it be not commodious, or if its use cannot be obtained, or if there is none, in any other convenient building, on the last Monday in June, or at any previous date which may for special reasons be fixed for any inspectorial district, county or section, by the Council of Public Instruction, the meeting to be called by the trustees, or when none exist, by the inspector, by notices posted in three public places within the section five days previously, signed by the trustees or the inspector, as the case may be."

9. Section 69 of the said chapter 29 is amended by striking out of the tenth and eleventh lines the words, "which date shall not be later than the fourth Monday of October."

10. Section 72 of the said chapter 29 is amended by striking out of the eleventh line of subsection 1 the word "half," and substituting for subsection 12 the following:

"(12). To transmit to the Superintendent on or before the first day of August in each year a statement of the annual distribution of the county fund, and also by the first day of October a general report of his labors, noting the condition of the schools in his district, and the means of improvement, stating the sections visited where schools did not exist and the results of such visitations, and furnishing therewith such statistical information as the Superintendent may require."

11. Subsection 9 of section 74 of the said chapter 29 is hereby amended by striking out the word "half" in the first line.

12. Subsection 12 of section 74 of the said chapter is hereby amended by substituting for the words "the half-yearly return," in the first and second lines, the words "all returns."

13. The schedule in subsection 12 of section 74 of the said chapter 29 is hereby repealed and the following substituted:

SCHEDULE.

I, a duly licensed teacher of class of the Province of Nova Scotia, do swear that I have taught and conducted the school in School Section No. in accordance with law, for the period of authorized teaching days, from the day of to the day of during the school year ending July, 189. ; that the prescribed register has been faithfully and correctly kept by me, and that to the best of my knowledge and belief the grand total days' attendance made by the enrolled pupils in the said period was ; that my agreement with the trustees is in accordance with the law and regulations, and that there is no collusive understanding by which any portion of the agreement is to be made of no effect.

Sworn to at this day of A. D. 189.
before me, J. P.

14. Section 76 of the said chapter 29 is amended by substituting for "November" in the sixth line the word "August."

15. Section 77 of the said chapter 29 is amended by substituting for "June" in the second and last lines the word "April," and for "November" in the last line the words "the school year."

16. Section 90 of the said chapter 29 is hereby repealed, and the following substituted:

"The school year shall begin on the first day of August and end on the last day of July."

17. Section 3 of chapter 31, Revised Statutes, Fifth Series, is hereby amended by striking out of the seventh line the word "half."

18. Section 4 of the said chapter 31 is hereby amended by striking out the syllables "semi" in the second line.

19. Section 5 of the said chapter 31 is hereby amended by striking out the syllables "semi" in the first line.

20. Section 3 of chapter 32, Revised Statutes, Fifth Series, is hereby amended by striking out the word "half" in the sixth line.

21. Section 4 of the said chapter 32 is hereby amended by striking out the syllables "semi" in the second line.

22. Section 5 of the said chapter 32 is hereby amended by striking out the syllables "semi" in the first line.

23. Section 7 of chapter 11 of the Acts of 1885 is amended by adding the following clause:

"But nothing in this section shall prevent the payment of the regular Provincial grant to any teacher, teaching full time, whose employment and quota of pupils (not less than an average of twenty) are not necessary to qualify for drawing the County Academy grant payable to Trustees, where such grant is less than the maximum of seventeen hundred and twenty dollars."

24. Chapter 16 of the Acts of 1887, and all other Acts or parts of Acts inconsistent with this Act, are hereby repealed.

25. This Act shall come into operation on the first day of November, 1892, and for all purposes under the Acts respecting Public Instruction, the period between the said first day of November and the last day of July, 1893, shall be held to be three-fourths of a school year.

AN ACT TO PROVIDE FOR THE "MORE THOROUGH STUDY IN THE PUBLIC SCHOOLS OF THE EFFECTS OF ALCOHOLIC DRINKS ON THE HUMAN SYSTEM."

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

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

1. Appropriate instruction shall be given regularly in the public schools as to the nature of alcoholic drinks and narcotics, including tobacco, and special instruction as to their effect upon the human system in connection with the several divisions of the subjects of relative physiology and hygiene. Such instruction regarding physiological and hygienic laws and the effects of alcoholic drinks and narcotics, shall be given orally from a suitable text-book in the hands of the teacher to pupils unable to read, and such instruction shall be given to all others with text-books in the hands of the pupils, and from text-books as well graded to the capacities of the pupils as other text-books are, and such instruction shall be given as aforesaid to the pupils in all public schools in the province.

2. The text-books to be used for instruction required to be given by the preceding section of this Act shall be prescribed by the Council of Public Instruction, who shall notify the secretaries of the respective Boards of Trustees, and of the School Boards of the several incorporated towns and cities within the Province, of the choice of the text-books so selected by them as aforesaid, and said text-books used in the primary or intermediate grades shall give at least one-fourth of their space to the consideration of the nature and effects of alcoholic drinks and narcotics; and the text-books used in the higher grades shall contain at least twenty pages of matter relating to this subject.

3. It shall be the duty of school officers and school inspectors to report to the Council of Public Instruction any failure on the part of the trustees or the teachers of the section under their control to carry out the provisions of this Act. Upon its being shown to the Council of Public Instruction, either by such school inspectors or school officers, or any ratepayer, that any teachers or trustees have failed to carry out the provisions of this Act, any such failure shall be deemed sufficient cause for withholding wholly or in part from any such teacher or trustees, provincial or county grants.

THE MINORS' PROTECTION ACT, 1892.

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

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

1. Any person who shall sell or give, or cause to be sold or given, any cigars, cigarettes, smoking or chewing tobacco, snuff, or any other form or preparation of tobacco or opium for smoking, to any person, having reasonable cause to believe such person to be under the age of sixteen years, shall on conviction thereof, in a summary way, before any two justices of the peace or a stipendiary magistrate, be liable to a fine not greater than the sum of twenty dollars for each offence under this section; and in case of a fine, or a fine and costs being awarded, and of the same not being upon conviction forthwith paid, the justice may commit the offender to the common goal, there to be imprisoned for any term not exceeding thirty days, unless the fine and costs are sooner paid.

2. Any person who shall accept any money or other valuable consideration to act as the agent of any person under sixteen years of age, in procuring for such person any cigars, cigarettes, smoking or chewing tobacco, or snuff, or any other form or preparation of tobacco or opium for smoking, or shall supply to any person under sixteen years of age any such cigars, cigarettes, or other form or preparation of tobacco, or opium for smoking or chewing, on the promise of any money or other valuable consideration, shall, on conviction thereof, upon information under oath in a summary way, before any two justices of the peace or a stipendiary magistrate, be liable to a fine not greater than the sum of twenty dollars for each offence under this section, and in case of a fine or a fine and costs being awarded and of the same not being upon conviction forthwith paid, the justice may commit the offender to the common goal, there to be imprisoned for any term not exceeding thirty days, unless the fine and costs are sooner paid.

3. Any person under sixteen years of age who has in his possession, or smokes, or in any way uses, cigarettes, cigars, or tobacco in any form, shall, upon summary conviction thereof before a justice of the peace or a stipendiary magistrate, be subject to a penalty of not more than five dollars for every offence, or to imprisonment in the common goal for any period not exceeding seven days, and in case of a fine being awarded, if the same is not upon conviction forthwith paid, the justice may commit the offender to the common goal, there to be imprisoned for any term not exceeding seven days, unless the fine is sooner paid.



OFFICIAL NOTICES.

TEACHING DAYS.—The number of teaching days in the current term, ending 31st October next, is 109; and for the School term, beginning 1st Nov., 1892, and ending 7th July, 1893, is 166.

ANNUAL SCHOOL MEETING FOR 1892.—The Annual School meeting will be held on the last Monday of September, 26th of next month. Next year it will be held on the last Monday in June.

Trustees should notice that the transitional School term beginning 1st November next and ending July 7th, 1893, is defined by the Act to be three-fourths of a school year. They will therefore have to bring down estimates to the annual meeting for only three-fourths of a year. In all other respects the business of the annual meeting remains unchanged.

Trustees should also notice the necessity for the prompt collection of the Sectional Assessment as the county grant will not be payable until the end of the school year.

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

THE NEW REGISTER.—For statistical purposes the register provides for quarterly and half-yearly summations of attendance. The school year will thus be divided into four quarters of eleven teaching weeks each. The term opening Nov. 1st next, will be assumed for statistical purposes to commence with the second quarter, which for this single occasion shall consist of twelve teaching weeks, ending on Friday, Feb. 3rd, 1893. The semi-annual report of the teacher will be made up to this date, and on this report the 1st instalment of the Provincial Grant shall be paid.

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

INSPECTORAL DISTRICTS, WITH NAMES AND ADDRESSES OF INSPECTORS.

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

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; and it is hoped and believed that matters may remain where they are now for years to come, without substantial alteration.

The general effect of recent changes has been to largely and permanently reduce the cost of text-books, especially to pupils pursuing an extended course. The Council is engaged in inquiries and efforts with a view to still further diminish expense by securing, wherever practicable, a lowering in price and an improvement in the mechanical quality of the prescribed texts.

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.

ENGLISH.

- Reading and Spelling.* (1.) The Royal Series (Thomas Nelson & Sons, Edinburgh and London.)
 (2.) The Maritime Series (Wm. Collins, Sons & Co., Glasgow and London.)
 (3.) The Spelling Book Superseded—*English Edition.* (Sullivan Bros.)

NOTE.—In sections where French is the vernacular language, and the Trustees desire that English should also be taught, the French-English Readers of the Royal Series will be found very serviceable.

- Grammar and Composition.* (1.) English Grammar for Schools (A. & W. Mackinlay.)
 (2.) Dalgleish's Introductory Text Book of English Composition (A. & W. Mackinlay.)
 (3.) Dalgleish's Advanced Text Book of English Composition (Oliver & Boyd, Edinburgh.)
 (4.) Primer of English Literature, by Stopford A. Brooke (McMillan & Co., London.)
 (5.) History of the English Language, by T. R. Lounsbury (Henry Holt & Co., New York.)
Geography. (1.) Calkin's Introductory Text Book (A. & W. Mackinlay.)
 (2.) Calkin's Geography of the World (A. & W. Mackinlay.)
History. (1.) Calkin's History of British America (A. & W. Mackinlay.)
 (2.) Outlines of British History (Thos. Nelson & Sons, Edinburgh and London.)
 (3.) Swinton's Outlines of the World's History, Canadian Edition, (A. & W. Mackinlay.)

MATHEMATICS.

- Arithmetic.* (1.) Kirkland & Scott's Elementary Arithmetic (Gage & Co., Toronto.)
 2. Hamblin Smith's Arithmetic (Gage & Co., Toronto.)
Algebra. Todhunter's Algebra for Beginners (Copp, Clark & Co., Toronto.)
Geometry. Euclid, Hamblin Smith's Edition (Gage & Co., Toronto.)
Practical Mathematics. Eaton's Elementary Practical Mathematics (D. H. Smith & Co., Truro.)
Book-keeping. Eaton & Frazer's treatise. (A. & W. Mackinlay.)

SCIENCE.

1.—The Science Primers (Macmillan & Co., and James Campbell & Son, Toronto.)

1. The Introductory Primer.
2. Physical Geography.—Geikie.
3. Physics.—Balfour Stewart.
4. Geology.—Geikie.
5. Physiology.—Foster.
6. Astronomy.—Lockyer.

2. Tanner's First Principles of Agriculture (A. & W. Mackinlay.)

3. Gray's "How Plants Grow."
4. Williams's "Introduction to Chemical Science." (Ginn & Co., Boston.)
5. Gage's "Introduction to Physical Science." (Ginn & Co., Boston.)
6. Martin's "The Human Body and the Effects of Narcotics." (Henry Holt & Co., New York.)

WRITING AND DRAWING.

1. Payson, Dunton and Scribner's Copy Books, Beattie's Copy Books, the Royal Series of Copy Books.

[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.]

2. Walter Smith's Series [Revised Edition,] Nos. 5, 6, 7, 8, are published as "American Text-books of Art Education." or Langdon S. Thompson's system (Heath & Co., Boston.) [Nos. 1, 2, 3 and 4 for common schools; Nos. 5 and 6 for Grade D. High School and Nos. 7 and 8 for Grade C for the year 1893.] Manuals for the guidance and instruction of the teacher are issued with these.

MAPS:

The Council of Public Instruction has not deemed it necessary to prescribe maps of particular authorship for use in the Public Schools. Such well known series as those of Phillips, Johnson, Mackinlay, Trustees will find an abundance of excellent material from which to select. Church's Mineral Map of Nova Scotia recently put on sale is likely to come into considerable use. Its special character 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 Maritime Provinces.) No High School is equipped for classical work without at least the *Orbis Romanus* and the *Orbis notus Veteribus*.

LIST OF BOOKS RECOMMENDED FOR THE USE OF TEACHERS, BUT NOT PRESCRIBED FOR PUPILS.

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

- Sully's Handbook of Psychology.
- Dr. Richardson's Temperance Lesson Book. (Ontario Edition).
- Dr. Edward Smith's Manual of Health (A. & W. Mackinlay).
- The Ontario Manual of Hygiene.
- Dawson's Handbook of Zoology (Dawson Bros. Montreal).
- N. A. Calkin's Primary Object Lessons (Harper Bros., New York).
- J. B. Calkin's Notes on Education.

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

THE PROVINCIAL NORMAL AND MODEL SCHOOL, TRURO.

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

Psychology and Didactics.....	J. B. Calkin, M. A.
History of Education and Method in Language and History.....	J. B. Hall, Ph.D.
Method in Mathematics and Physics.....	A. G. Macdonald, A.M.
Natural Science.....	H. W. Smith, B.Sc.
Industrial Drawing and Calisthenics.....	Miss Otis A. Smith.
Music and Elocution.....	

In addition to the ordinary facilities for professional culture, teachers in training will receive instruction in the tonic sol-fa system of vocal music. They will also have regular opportunities for observing and studying kindergarten methods in actual operation.

MODEL DEPARTMENT.

Intermediate Grades Miss Maggie Moody.
Primary " Miss Ada Lewis.

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

The annual session begins November 2nd. Formal opening November 9th.

Attention is called to the provisional regulations for 1893 (the transition year) enabling those who made good averages without obtaining a license at the teachers' examination to obtain licenses without undergoing another examination on the non-professional subjects.

ADDITIONAL AND AMENDED REGULATIONS OF THE COUNCIL OF PUBLIC INSTRUCTION.

(To take effect on and after 1st Nov., 1892.)

TEACHERS.

Regulation 3.

Form of 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 the said (name of teacher) out of the School Funds under their control, at the rate of dollars for the School Year in equal instalments semi-annually.

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

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

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

REG. 5. The grants payable to teachers from the Provincial Treasury shall be paid by the Superintendent of Education through the Inspectors of Schools semi-annually after the end of the first half of the school year and after the close of the school year respectively. The first payment, which will virtually be a payment on account, shall be based on the scale of the previous year.

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

LICENSING OF TEACHERS.

REG. 1. There shall be five classes of teachers, each of which may be designated as follows:

- [1] Academic (Scientific) or Class A (Sc.), and Academic (Classical) or Class A (Cl.)
- [2] First Class (Common School), or Class B.
- [3] Second Class (Common School), or Class C.
- [4] Third Class (Common School), or Class D.
- [5] Third Class (Provisional) or Class D (Provisional), good for one year only.

REG. 2. Licenses of these Classes shall be granted on the fulfillment of three conditions more fully specified in succeeding Regulations. (1.) The presentation of the prescribed certificate of age and character. (2.) The presentation of the prescribed certificate of scholarship. (3.) The presentation of the prescribed certificate of professional qualification.

REG. 3. The prescribed certificate of professional qualification shall be: (a.) First, Second, or Third rank classification by a Normal School recognized by the Council of Public Instruction, or (b.) the minimum professional qualification, a First, Second or Third rank

pass on the following examination papers, which will be given at the close of the High School Terminal examination for such candidates as choose to take them, viz.:—(1.) School Law and Management. (2.) Teaching. (3.) Temperance and School Hygiene. Maximum value of each paper, 100. First rank pass: An aggregate of 200 with no subject below 30. Second rank pass: 150 with no subject below 20. Third rank pass: An aggregate of 100 with no subject below 15.

NOTE:—The paper on "Teaching" will include a question on Music (Tonic Sol-Fa).

REG. 4. 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 to the effect that the candidate is of the full age of 20 years, and capable of fulfilling the duties specially mentioned in Section 74, subsection 5, of the Manual of Educational Statutes, 1888. [2.] A pass Certificate of the Grade A High School examination. [3.] A Certificate of First Class professional rank from a Normal School.

REG. 5. For a First Class or B License the three conditions are: [1.] A certificate of age and moral character as in the foregoing Regulation, but substituting for "20 years," "18 years if a male and 17 years if a female." [2.] A pass certificate of the Grade B High School examination with an aggregate of 400 on the Grade B, or of 750 on the Grade A. [3.] A certificate of First Class professional rank from a Normal School, or a pass certificate of the Grade A High School examination with the First rank minimum professional qualification as in Regulation 3 [b].

REG. 6. For a Second Class or C License the three conditions are:—[1.] A certificate of age and moral character as in the foregoing Regulations, but substituting for the age, "17 years if a male and 16 years if a female." [2.] A pass certificate of the Grade C High School examination with an aggregate of 400 on the Grade C, or of 300 on the Grade B, or of 500 on the Grade A. [3.] A certificate of Second Class professional rank from a Normal School or a pass certificate of the Grade B High School examination with the Second rank minimum professional qualification as in Regulation 3 [b].

REG. 7. For a Third Class or D License the three conditions are:—[1.] A certificate of age and moral character as in the foregoing Regulation. [2.] A pass certificate of the Grade D High School with an aggregate of 400 on the Grade D, or of 300 on the Grade C, or of 200 on the Grade B. [3.] A certificate of Third Class professional rank from a Normal School or a pass certificate of the Grade C High School with the Third rank minimum professional qualification as in Regulation 3 [b].

REG. 8. For a Third Class [Provisional] the three conditions are:—[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 as in Regulation 3 [b].

REG. 9. All applications for License shall be made through the Principal of the Normal School or the Inspector of the District, who shall after examination report upon the applications and forward them to the Superintendent of Education. Forms of application will be provided by the Education Department.

REG. 10. 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 for the highest class shall be as follows:

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

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

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

Teaching. (a) To have an understanding of the faculties and fundamental laws of the human mind in their relation to the science and art of education generally (Sully's Teacher's Handbook of Psychology recommended.)

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

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

PROVINCIAL EXAMINATION OF HIGH SCHOOL STUDENTS.

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

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

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

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

REG. 5. The Inspector shall forward to the Superintendent of Education, not later than June 10th, the number of applicants for each Grade of examination at each station within his District.

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. A mark below 25 on any optional subject will not be counted in the aggregate.

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

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

REG. 13. Candidates for High School Provincial Certificates will be expected to pass the various grades in order. After 1898, candidates will not be admitted to the examinations of the higher grades without evidence of their proficiency in the subjects of the preceding grades.

REG. 14. The subjects, number, and values of the papers for the different examinations, and the general scope of examination questions, are indicated by the prescribed High School curriculum which follows.

HIGH SCHOOL CURRICULUM.

FIRST YEAR OR GRADE D.

1. ENGLISH LANGUAGE—100: [a] 6th Reader, Part I, [or an author prescribed from year to year], with critical study, word analysis, prosody and recitations; [b] Text book on English Composition, with essays, abstracts and general correspondence.
 2. ENGLISH GRAMMAR—100: Text book [excepting "notes" and "appendix"] with easy exercises in parsing and analysis.
 3. LATIN—100: As in *Collar and Daniell*, to end of Chapter LIII., or any equivalent grammar with very easy translation and composition exercises. (To secure uniformity in pronunciation the Roman (or Phonetic) pronunciation of Latin is recommended to be used.)
 4. FRENCH—100: As in *French Principia*, Part I, or any equivalent with easy translation and composition exercises.
 5. HISTORY AND GEOGRAPHY—100: [a] Text book of British History up to the House of Tudor, and Review of British American History. [b] Geography of North America and Europe as in Text Book.
 6. SCIENCE—100: [a=30] Physics as in *Balfour Stewart's Primer* [b=70], Botany as in *Gray's How Plants Grow*, substituting for the details of "Flora," Part II, common or prescribed native plants.
 7. DRAWING AND BOOK-KEEPING—100: [a=20] Construction of geometrical figures and solution of easy mensuration and trigonometrical problems by mathematical instruments. [b=30] Freehand drawing as in Nos. 5 and 6 prescribed Text books. [c=50]. Commercial forms and writing with Single Entry Book-keeping problems.
 8. ARITHMETIC—100: As in *Hamblin Smith* to end of Section 21 (with a practical knowledge of the metric system which will be required in all grades).
 9. ALGEBRA—100: As in *Todhunter* to end of fractions.
 10. GEOMETRY—100: Euclid I, with very easy exercises.
- NOTE.—Latin and French are optional; all others imperative. The minimum aggregate for a "pass" is 400.

SECOND YEAR OR GRADE C.

1. ENGLISH LANGUAGE—100: [a] 6th Reader, Part II, [or an author prescribed from year to year], with critical study, &c., as in previous grade but more advanced. [b] Advanced Text book of English Composition with practical work. (1893, [a], 6th Reader, Part II, and *Evangeline*).
 2. ENGLISH GRAMMAR—100: [a] Text book [excepting "appendix"] completed with exercises in parsing and analysis.
 3. LATIN—100: As in *Collar and Daniell*, complete, and "*Cæsar's Invasion of Britain*," by Welch and Duffield, (MacMillan & Co., London).
 4. GREEK—100: As in *Frost's Greek Primer* (Allyn & Bacon, Boston) to end of Part III, or *Initia Græca*, Part I.
 5. FRENCH—100: As in *French Principia*, Parts I and II, or any equivalent.
 6. GERMAN—100: As in *German Principia*, Part I, or any equivalent.
 7. HISTORY AND GEOGRAPHY—100: [a] Text Book of British History from the House of Tudor to present time. [b] Text book of Geography, excepting North America and Europe.
 8. SCIENCE—100: [a=70] Chemistry as in *Williams*. [b=30] Mineralogy as in *Crosby's Common Rocks*, or Agricultural Chemistry as in *Tanner*.
 9. DRAWING AND BOOK-KEEPING—100: [a] Mathematical drawing as in previous grade continued with prescribed Text books Nos. 7 and 8 in Freehand drawing. [b] Book-keeping:—Double Entry forms and problems.
 10. ARITHMETIC—100: Text book complete without appendix.
 11. ALGEBRA—100: As in *Todhunter* to end of simple equations, including involution and evolution.
 12. GEOMETRY—100: Text book, with exercises to Prop. 20, book III.
- NOTE.—Latin, Greek, French and German optional; all others imperative. The minimum aggregate for a pass, 400.

THIRD YEAR OR GRADE B.

1. ENGLISH LITERATURE—100: [a] Prose authors prescribed from year to year, with critical study. [b] Poetical authors prescribed as above. (1893, (s) Macaulay's *Warren Hastings*. (b) Shakespeare's *Hamlet*.)
2. ENGLISH GRAMMAR—100: [a] History of English Language and Text book completed with difficult exercises. [b] History of English Literature: selected portions from *Stopford Brooke's Primer*. (Spenser, Shakespeare, Bacon and Milton with Chapters VI, VII and VIII.)
3. LATIN—100: Grammar and easy composition partly based on Prose author read.
4. LATIN—100: [a] *Cæsar*, one book; [b] *Virgil*, one book, as prescribed from year to year, with grammatical and critical questions. (1893, [a] *De Bell. Gal.*, Book V. [b] *Æneid*, Book III.)

5. GREEK—100: Grammar and easy composition based partly on author read.
6. GREEK—100: *Xenophon*, one book, as prescribed from year to year with grammatical and critical questions. (1893, *Anabasis*, Book I.)
7. FRENCH—100: *Brachet's Public School Elementary French Grammar*, or an equivalent, and composition with author prescribed from year to year. (1893, *Souvestre's Un Philosophe Sous Les Toits*.)
8. GERMAN—100: *German Principia*, Parts I and II, or any equivalent.
9. HISTORY AND GEOGRAPHY—100: General History and Geography as in *Swinton*.
10. PHYSIOLOGY—100: As in prescribed text, *Martin's Human Body* [Elementary].
11. PHYSICS—100: As in *Gage's Introduction to Physical Science*.
12. PRACTICAL MATHEMATICS—100: As in *Eaton*.
13. ALGEBRA AND ARITHMETIC—100: As in *Todhunter's Algebra and Hamblin Smith's Arithmetic*.
14. GEOMETRY—100: Euclid I to IV with exercises; definitions and algebraic demonstrations of Euclid V; and Euclid VI (text).

NOTE.—Latin, Greek, French and German optional; all others imperative. The minimum aggregate for a pass, 400. The examination on this syllabus may also be known as the Junior Leaving Examination of the High School.

FOURTH YEAR OR GRADE A.

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

(A). IMPERATIVE FOR BOTH SIDES.

1. ENGLISH LANGUAGE—100: As in *Lounsbury's English Language*, with prescribed authors. (1893, *Scott's Ivanhoe*).
2. ENGLISH LITERATURE—100: *Stopford Brooke's Primer*, with prescribed authors. (1893, *Tennyson's Princess*.)
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 1893).

1. LATIN GRAMMAR AND COMPOSITION—100: Grammar as in *Allen and Greenough*, and Composition as in *Bradley's Arnold* or equivalents.
2. CÆSAR—100: *De Bell. Gal.* Books V and VI.
3. CICERO AND TACITUS—100: (a) CICERO.—*Pro Lege Manilia*.
- (b) TACITUS—*Hist.*, Book I to end of chapter 45.
4. VIRGIL—100: *Æneid*, Book III.
5. HORACE—100: *Odes*, Book IV.
6. ROMAN HIST. and GEOG.—100: As in *Liddell's*.
7. GREEK GRAMMAR AND COMPOSITION—100: Grammar as in *Goodwin* and Composition as in *Fletcher & Nicholson*, or equivalents.
8. XENOPHON—100: *Anabasis*, Books II & III.
9. DEMOSTHENES—100: *De Corona*, to end of 220th paragraph.
10. EURIPIDES—100: *Alceste*.
11. GRECIAN HIST. and GEOG.—100: As in *Smith's*.

(C). IMPERATIVE FOR SCIENTIFIC SIDE.

1. PHYSICS—100: As in *Wormell's Natural Philosophy*.
2. CHEMISTRY—100: As in *Wilson's Inorganic Chemistry*.
3. BOTANY—100: As in *The Essentials of Botany* by Bessey (Henry Holt & Co., New York), with a practical knowledge of representative species of Nova Scotian flora.
4. ZOOLOGY—100: As in *Davson'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 the other Provinces from Page 167 to 285).
6. ASTRONOMY—100: As in *Young's Elements of Astronomy*.
7. NAVIGATION—100: As in *Norie's Epitome*.
8. TRIGONOMETRY—100: As in *Lock's Elementary Trigonometry*.
9. ALGEBRA—100: As in *Hall and Knight's Higher Algebra* (Macmillan & Co., London), to end of Chap. XXVI, or any equivalent.
10. GEOMETRY—100: Including *Euclid VI, XI and XII*, as in *Hamblin Smith* with exercises.

(D) OPTIONAL FOR BOTH SIDES.

1. FRENCH GRAMMAR AND COMPOSITION—100.
2. FRENCH AUTHORS—100. (1898, Voltaire, *Charles XII*, Books, I, II and III, and Racine's *Athalie*.)
3. GERMAN GRAMMAR AND COMPOSITION—100.
4. GERMAN AUTHORS—100: (1893, Hauff's *Das Kalte Herz*, (Heath & Co., Boston.)

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

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

The old Grade A will be considered as the equivalent of Grade A (classical.)

Those who obtain an A (scientific) or A (classical) certificate will be allowed to pass an examination on all the other papers of the full syllabus than those taken previously by them, and if successful will be granted the diploma "A (classical and scientific.)"

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

TEACHERS' ASSOCIATIONS.

REG. 8. When teachers, having received permission from their trustees to attend "Summer Schools" approved by the Superintendent of Education, present to the Inspector of their district certificates of regular attendance, the section and teacher shall be entitled to the same privileges granted in the case of teachers' associations, provided the allowance to any teacher or section shall not in any one year exceed five days.

VACATIONS AND HOLIDAYS.

REG. 1. There shall be a summer vacation of six weeks (thirty week days other than Saturdays) in all the public schools, commencing on the second Monday in July.

REG. 10. Nor shall any teacher teach more than five days per week on the average (vacations not being counted) during the period of his engagement.

REG. 13. When an Academic or High School Department is closed on account of the Provincial Terminal Examination, the teacher will be entitled to the Provincial Grant for the week as if the Department was in regular session, and the Trustees to the County Fund based on the average attendance for the year.

REG. 15. Sections having a County Academy or schools of four or more departments can take an additional week of vacation without prejudice to their participation in the Public Funds, provided their application for the same be endorsed by the Inspector and approved of by the Education Department.

COUNTY ACADEMIES.

REG. 3. The examinations for admission shall begin on the first Monday of July; and as soon as possible thereafter the results of examination shall be reported in detail to the Superintendent of Education. Each candidate "passing" shall be entitled to a certificate signed by the Principal of the Academy. Each certificate for purposes of reference shall be distinguished by the No., year, and county of the candidate.

REG. 4. The questions for pupils applying for admission shall be on the work of the common schools, specially that of Grade VIII, and shall be forwarded from the Department of Education in due season to the Principal of each Academy. There shall be five examination papers bearing the following titles:—1, English; 2, Arithmetic; 3, Drawing, Writing and Simple Accounts; 4, Geography and History; and 5, Useful Knowledge.

REG. 5. A supplementary entrance examination for such applicants as can show good reason for not having presented themselves at the regular examination in July may be held at the opening of the Academy after the summer vacation. The questions for this examination (should one be found necessary) shall be prepared by the Principal (or Faculty) and must be transmitted with the regular detailed report to the Superintendent of Education; and in every other respect shall be subject to the same conditions as the regular examinations.

No supplementary entrance examination shall be held later during the year except on the express permission of the Superintendent of Education after good cause has been shown, when the examination shall be subject to the conditions already stated, except that the questions shall be so advanced as to cover in addition to the common school work, that portion of the High School course already taken up at the date of examination.

REG. 6. The entrance examinations shall be conducted and the candidates' papers graded by the Principal of the Academy, and

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

REG. 7. Students may be admitted to the higher classes in any academy on standing shown by Provincial Certificates of scholarship, or by examination, at the discretion of the Principal (or Faculty) of each Academy. The grading of any institution should for economy and efficiency be adjusted to its local conditions—i. e., to the number of the students and of the staff of instructors, etc. But in all Academies or High Schools only the regular students who have passed the Grade IX. High School examination shall be entitled to be registered as in Grade X.; those who have passed the Grade X., as in XI.; and those who have passed Grade XI. as in XII. All other regular students shall be registered as in Grade IX.

REG. 8. All papers written by candidates for admission must be carefully filed and preserved for at least two years, for inspection by officers of the Education Department. Each paper shall have legibly endorsed upon each question according to instructions the value assigned it by the examiners.

REG. 14. Regular pupils or students are those who have regularly entered the County Academy under the regulations, and are pursuing the full prescribed course of study. Other pupils or students, who may be known as special students, may be admitted, provided they can be accommodated without encroaching on the rights of the regular students. They are not, however, legally entitled to admission free or otherwise; nor are they counted as qualifying the Academy to any extent for the Provincial Grant under the law. In other respects their names, attendance, etc., are recorded in the register and entered into the annual returns as are those of the regular students.

REG. 16. The schools entitled to employ a Grade A teacher under section 10 of the "Act to Encourage Academic Education," shall comprise at least two departments, each in charge of a parate teacher, shall be regularly graded according to prescribed courses of Study, and shall maintain in the Principal's Department a certified average of at least ten pupils regularly pursuing the studies of the prescribed High School Course.

A Grade A teacher being a subordinate teacher, in order to draw the Provincial Grant under the Act of 1892 amending the Laws relating to Public Instruction, must be certified by the Inspector as being employed in doing regular high school work with a daily average attendance of at least twenty high school pupils.

It is also provided that in all cases the Inspector of Schools shall certify that the equipment and management of these schools are such as to warrant the payment of the special grant.

PROVINCIAL NORMAL SCHOOL.

REGULATIONS, (FOR 1893 ONLY).

I. The next session of the Normal School will begin on the first Wednesday in November and close on the last Thursday in June.

II. The following three classes of candidates for admission to the Normal School shall be admitted without examination.

(a). All who hold a Provincial license of any class.

(b). All who have at any Provincial Examination for teachers' licenses obtained an average of not less than 50, (and if candidates for Class "A" have also passed in Latin and Greek), but failed in obtaining the grade of license applied for through deficiency in certain subjects.

(c). All who have made at any Provincial Examination for teachers' licenses an average of not less than 45 on all the subjects of the Examination but not less than 50 in either of the departments of English or Mathematics.

III. Candidates for the Senior and intermediate classes may be admitted on examination by the Faculty. Others not included under Regulation II, may be admitted to the 3rd or Junior class, at the beginning of March, on examination by the faculty, or on the recommendation of any Provincial Inspector of Schools, the scholarship required of such candidates being equivalent to that indicated in the High School Certificate for the first year of the High School course.

NOTE.—That the Normal School may give more exclusive attention to the work of professional training, applicants for admission to the institution, after the next ensuing session, will be required to hold the certificate of scholarship demanded for the various classes of license.

IV. Students shall be ranked as first or Senior class, second or Intermediate class, third or Junior class on the following basis:

(a.) Those who hold a license of class "A" or "B"; those who have obtained a pass average on the A or B syllabus as specified in Reg. II and those who have fulfilled the conditions of Reg. II, (c) on the A or B syllabus shall be ranked in the first or Senior class.

(b.) Those who hold license of class "C"; those who have obtained the pass average on "C" syllabus as specified in Reg. II (b); and those who have fulfilled the conditions of Reg. II (c) on the same syllabus shall be ranked in the second or Intermediate class.

(c.) Those who hold a license of class "D," those who have obtained a pass average on "D" syllabus, as specified in Reg. II (b); those who are entitled to admission under Reg. II (c) or under Reg. III, shall be ranked in the third or Junior class.

V. Students of the Senior and Intermediate classes shall be admitted only, at the first of the Session; those of the Junior class may be admitted at the beginning of the session or at the first of March.

VI. Students of the senior division holding class "A" or "B" on entering, and students of the intermediate division holding class "C" on entering shall be eligible for diplomas at the end of April. All others of the Senior and Intermediate divisions shall be eligible for diplomas at the end of the session.

Graduates of Universities and second-class graduates of the Normal School coming under this division, shall be eligible for a diploma of the First Class on attending the institution for a period of three months. Certificates from inspectors of successful service as a teacher may be taken into consideration by the faculty in awarding these diplomas.

Students of the Junior class entering at the beginning of the session shall be eligible for diplomas at the end of February, those entering at the first of March shall be eligible for diplomas at the end of the session.

When the faculty of the Normal School reports in favor of the classification of a candidate after due tests and examinations, the prescribed period of attendance with the concurrence of the Superintendent of Education need not be fully required.

NOTE.—Diplomas of the first, second or third class shall be awarded to students of the Senior Intermediate and Junior classes, respectively, on the satisfactory completion of the work of such class; but students of the first class and second classes who fail to obtain the diploma of their class may, in the judgment of the faculty, be awarded a diploma of a lower class.

VII. Students who are admitted to the institution under Reg. II (b) and who obtain a Normal School diploma at the end of their course shall be awarded a Provincial License of the corresponding class without any further examination.

VIII. A Normal School diploma issued to students entering under Reg. II (c) shall be a valid license of its class to teach during the school year beginning Aug. 1893.

IX. Applicants shall present to the Principal a satisfactory certificate of moral character and age, dated within three months of the time of presentation.

X. Persons intending to apply for admission to the Normal School should give notice of the same to the Principal at least one month previous to the commencement of the session.

XI. The students shall lodge and board at such houses as are approved of by the Principal. Ladies and gentlemen shall not be permitted to board at the same house.

XII. Before permitting students to board at any house, the Principal shall assure himself by personal inspection or otherwise, as to the fitness of the accommodation to give physical comfort, to allow undisturbed study, and to contribute to the moral welfare of the students; and he shall, from time to time throughout the session, visit the boarding houses, maintaining such oversight as may be necessary to give him all reasonable assurance that good order and decorum are observed.

XIII. All students are required to pay a library fee of fifty cents.

COURSES OF STUDY.

The work of the Institution will be chiefly of a professional character, graded to suit the different classes and embracing the following subjects:

FOR THE THIRD OR JUNIOR CLASS:—

1. The school law, school organization and management, and hygiene.
2. Methodology, including the general principles of method and review of the various subjects of the common school course required of this class, with special reference to the best methods of teaching these subjects.
3. Observation and Practice in Model School.
4. Drawing, music (Tonic sol-fa), elocution and calisthenics.
5. Natural History and Science as required by the course of study for common schools, including laboratory work.

FOR THE SECOND OR INTERMEDIATE CLASS:—

The same as for the junior class but adapted to the requirements of Grade C license, together with the Outlines of Psychology and the History of Education.

FOR THE FIRST OR SENIOR CLASS:—

The same as for the other classes but adapted to Grades B and A standards.

REPEALED REGULATIONS.

The Regulations under the title of Examination and Licensing of Teachers, Course of Study for High Schools, Provincial Normal School, and those bearing the title and number of any of the foregoing Regulations, and all Regulations inconsistent with them, are hereby repealed.

EDITORIAL NOTES.

The present No. of the JOURNAL is important on account of its containing the regulations of the Council of Public Instruction following the legislation of last winter. After this issue the JOURNAL will probably appear in a form more convenient for reference and preservation.

In the changes which have been made great care has been taken to depart as little as possible from the old books and usages. The modifications required by the Act affect the High School Course specially. This accounts for the introduction of several new books earlier than might otherwise occur. The consideration of text books and the revision of the common school course of study must be postponed for another year.

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 our 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.

The reasons for the changes introduced by the Acts of the Legislature which are republished in this issue, cannot, of course, be given here. It is sufficient to know that we are now committed to their trial. By the end of two years we should be in a position to estimate the degree of success attending our expectations.

We are now, last of all the old provinces of Canada, beginning to recognise in some degree the necessity of professional training on the part of teachers. The Provincial Normal School has been placed virtually at the door of every house in Nova Scotia by the regulation for the payment of traveling expenses of students. It will henceforward be not a competitor of the High Schools and Academics, but a professional school doing such work as our High Schools cannot efficiently do. This first year will be a transition period in the history of the institution. All the common and High School subjects will be reviewed, of course, under the heading of the Special Methodology of these subjects. The Council of Public Instruction has not made professional training compulsory on all, as is done elsewhere.

Instead of having two courses of High School study, one prescribed for the High School, but enforced under penalty only against the County Academies receiving grants, and another, the syllabus of examination for teachers, enforced on all schools by the perennial demand for new teachers, we have now only one. This is the first element of simplification. In addition it will be found that if new subjects have been added to the course, there is a second simplification in the reduction in work of a mnemonical character, as in geography and history, &c., more than compensating for the additions. Thirdly, the examinations are for the purpose of giving certificates to all who do fair work in the several grades, not for the purpose of selecting a few teachers as at present. The examination papers will therefore not be so severe as those of the past, so that candidates under the new order will be *grade*

when now they would fail to obtain higher than a "C" class. There will therefore be no immediate change in the status of the teacher affecting the rate of supply and demand, as this grade "B" will, for instance, without professional training be ranked as a class C license. (It will be noticed that the word *grade* henceforward applies to the school work, and *class* to the license.) Professional training at a Normal School will henceforward count for something in giving the teacher a higher status, as well as a non-professional education. In the opinion of the most of our leading educationists, as well as according to the practice of other provinces and countries the premium set on Normal School training is altogether too low. It will be admitted, however, that it must be better than none at all; and we hope it may sufficient.

Our High School system is now organized into the form of an Elementary Provincial University, with three or four grades or degrees. The provincial certificate will be equally valuable in every part of the province as an evidence of a certain degree of scholarship. The grade A will not be expected to be found except in the largest academic institutions, and in these the classes must naturally be small. This work will be for the High Schools generally what Post-graduate work is for our universities. While the grades D, C, and B contain one year's work each, A then may conveniently be placed at two years—the average present time required to advance from grade B to A.

Our legislature has now very emphatically given every one to understand, that the man who undertakes to train young citizens under its patronage, must be a specially model citizen himself. If the circle of his virtues is not more comprehensive than that of the average man he is not wanted in a profession which has for its object the development of all the good and the repression of all that is bad in the weak and plastic material which twenty years hence will have crystallised into the rigid structure of our country's laws, customs, and conscience. We find no fault with the person who makes teaching a stepping stone to some more remunerative profession, so long as he does his duty well, while benefiting himself he is also benefiting others. It is of the one who enters upon the work of the teacher without the proper idea of his great responsibility we complain. Above all men the teacher should be an example of perfect self-control. His example should make his teaching to be loved and his manners to be the glass of fashion for the young around him. He should glorify the habit of abstinence from indulgence in what some people might even think innocent enough, if he merely knows that the indulgence is unnecessary to any and may be dangerous to some. No teacher can now carry out the spirit of the law if he is not an abstainer in person from unnecessary habits which experience has proven to be specially dangerous to a percentage of our fellow citizens. In this respect our teachers will, no doubt, compare favorably with those of any other country.

It is specially the duty of the trustees—their most important duty—to lead so far as they may be able, the sentiment of the section, so that the proper kind of teacher may be obtained. The entrance examinations may be conducted by the Principal. Unthinking,

uneducated people cannot understand the great difference in the results flowing years after from the influences of the good as compared with that of the indifferent teacher. Knowing this, the leading minds in the school section cannot escape the responsibility resting upon them to enlighten and lead.

After all, the most of this work must be done by the teacher himself. He must demonstrate his value to the people. The only practicable way of increasing the teacher's salary is to demonstrate that it pays. To raise salaries, the one effective way is to improve the teacher. To turn out cheap or less valuable teachers means to lower salaries. To believe in the opposite view would be to believe that our people have no sense at all.

Good books on Temperance and Hygiene are recommended to our teachers. But it is possible to pass examinations in these subjects, and yet fail to carry their principles into effect. It is the duty of the trustees to see that the school building, grounds and outhouses are kept in good sanitary condition. But if they should fail in their duty the teacher is responsible if the defects of this nature have not been forcibly presented to their attention. The school building should be kept scrupulously clean. If for the beautification of building and fences in some poor sections, paint is too expensive, lime is cheap, beautiful and healthy. If outhouses are not kept inoffensive both as to odor and sight, the school buildings should be condemned, until they are made safe both as regards the public health and morals. Both teacher and section should lose the public moneys while the buildings continue, according to the Inspector's opinion, unsightly or unsafe. It is to be hoped no further legislation may be required to force any section to do its duty to itself in matters of this kind.

Music books in the Tonic Sol-fa notation are numerous and cheap. *The Tonic Sol-fa Music Reader* (45 cents) is highly recommended by the best authority for the teacher's use. Curwen's *Young Voices*, Parts I, II, and III, (price 5 cents each), are used in many schools.

Those having already *Gage's Elements* of Physics or *Fessenden's Gage*, will not require to procure for "B" work *Gage's Introduction to Physical Science*, which is simply a more elementary book.

Every book mentioned in the High School Curriculum is not necessarily prescribed to the exclusion of a book which may have been used in accordance with the previous course of study. In such cases the title of the book is used to indicate the character of proficiency in the subject which will be required of the candidate at the examination.

The Secretary of Trustees is requested to call the attention of the Teacher to the contents of this JOURNAL without any delay.

THE EDUCATIONAL EXHIBIT AT THE WORLD'S COLUMBIAN EXPOSITION, CHICAGO, 1893.

The space to be given to the Educational Exhibit alone will be between four and five acres. It will be organized both by States or Provinces and by grades, so that the studious observer may follow the grades from the most elementary to the most advanced in any State, or crossing State boundaries can compare a given grade of one State with the corresponding grades of other States. Nova Scotia must, as far as possible, fall in line with its sister Provinces of Canada and the States of the Union. Natural groups of such an exhibit would be:—

1. The Kindergarten System and work.
2. The Common School System and work.
3. The High-School System and work.
4. Special Schools; as the Normal School, School of Agriculture, Schools for the Deaf and Dumb and for the Blind, Schools of Art and Design, Manual Training Schools.
5. Universities and Colleges, including the faculties of Arts, Science, Law, Medicine, Theology, etc.

Convent Schools, Seminaries, and private schools will be ranked beside the public schools according to grades represented.

We publish the following extracts from Circular No. 2 issued by the chief of this department and approved by the Director-General.

We hope our teachers from those of the Kindergartens to the Universities, and educational officers, from the trustees of our small schools to the governors of our Colleges and Universities, will feel an interest in the reputation of our province, and will make efforts in connection therewith which will eventually redound to their own advantage even more than to the glory of our common country.

Extracts from Circular.

Each State should present a clear and concise epitome illustrative of its public school system. The conditions in the several States vary widely. Exact rules of procedure cannot be formulated. Reliance must be placed upon the good judgment, invention, taste, and skill of the several State executive committees, and the teachers and school officers co-operating with them. The general regulations of the Exposition, as well as the special rules of the Department of Liberal Arts, must be observed.

The several State exhibits will show some or all of the elements to be enumerated, and substantially in the following order of arrangement:—

1. ORGANIZATION AND ADMINISTRATION.—A map of the State upon a generous scale, readable at a distance of fifteen or twenty feet, showing by suitable conventions of color, the location of every educational institution, from the common school up, proving in many instances that the schoolhouse crowns every hilltop, and nestles in every valley. That the colors may be uniform, special directions and scale will be furnished by the Chief of the Department. Diagrams may show, by the graphic methods so well understood, the progress of education, by years or by decades, in the history of the State; as to the kinds and values of school buildings; the numbers of pupils, by ages, sexes, colors, and grades; the numbers of teachers, actual and related to number of pupils, and their ratios by sexes; the cost of schools, actual, and in ratio to other taxes and to the wealth of the State; illiteracy; statistics of public and of school libraries, etc., etc.

The authorized or approved courses of study for rural, city, and village schools. Qualifications for admission to various grades, and for graduation. Qualifications of teachers; length of service; opportunities for improvement by institutes and normal schools.

The school law; division of territory into districts, County, township, or district organization. Manner of election, term of office, and duties of school officers, trustees, boards of education, city and county superintendents, etc.

2. SELECTED SPECIMENS OF THE ACTUAL WORK OF PUPILS.—Concrete results, drawings, maps, essays, examinations, apparatus, shop-products, etc. The evident danger here is that there will be gathered a wilderness of material which will appal the visitor by the magnitude of the exhibit, and the endless repetition of similar things.

The teacher, as well as the farmer, must content himself by showing in a limited way that which is CHARACTERISTIC, and that which is BEST. For this reason it is evident that complete exhibits from organic units less than the State, as cities, counties, etc. such as might be appropriate in an exposition representing a territory of smaller extent, cannot be provided for in this. It is not possible to assume that every city or county can have a distinct representation. But whatever is shown should be carefully credited to its source.

As before suggested, the method of obtaining pupils' work must be entrusted largely to the discretion of the State executive authorities. Whatever method is adopted, much stress should be laid upon the injunction that every item of work presented as the product of the pupils should be absolutely genuine. The interference of a teacher, even to the correction of an obvious mistake, the retouching of a shade in a drawing, the fitting by a shaving of a joint of woodwork, the dotting of an "i" or the crossing of a "t" should be deemed an inexcusable fault; and any work so "improved"

should be rigorously rejected. Each item should be forwarded exactly as the pupil left it. No special instruction, practice or drill should be given to any pupil, class or school, preparatory to work which is intended for the Exposition. The actual fruits of the regular school system should be presented without being worked up for this special purpose.

The Educational Executive Committee in each State will collect, select, prepare, forward, and, under the approval of the Chief of the Department, install the material for the State exhibit. The following plan of selection is suggested, but will not be insisted upon, if a better can be devised.

Let the Executive Committee in each State appoint a series of days upon which papers may be prepared upon assigned subjects by the pupils of all schools which wish to offer work for exhibition: one day for history, another for grammar, another for essays, etc. Questions prepared under the supervision of the State executive are distributed under proper precautions and regulations; an equal number are added in each community prepared by the local officers, the work to be done on the same day, and between given hours. The pupils to have a given time for answering the questions and for making a fair copy of the answers upon paper of a prescribed form and style. Let the teacher select the best portion, say one-fourth, of the papers presented by his class, to be sent to the next higher officer, say the principal of the school. From these papers let the principal select say fifteen or twenty, which shall be put together as the work of the representative class of that school upon that subject, and to be sent to the superintendent of the town, city or county. From the classes which come to him, let the superintendent select that class which he will send forward to represent his city or county in the State exhibit. If the number of pupils in the city be large, let a number of classes be thus sent forward, proportioned to the number of pupils to be represented. From the classes thus received let the State executive select a given number, say fifty or sixty, or even a larger number, which may go forward to the Exposition. It will happen that in a given city, one school will win the honor of sending forward the representative class in one subject, another in another, and so on. It will be possible that every community which is really excelling in some particular may have the honor of being represented in something in the final selection. Each pupil will feel that the honor of a position in one of the representative classes is worth striving for, and these honors may be distributed among a great number, while the principal of the survival of the fittest will have its application.

Drawings, elementary, from the flat, from objects, designs, maps, etc., may be selected in a manner somewhat similar; but it may not be practicable to order special examinations from a central point. Some drawings may be produced, like examinations, within a limited time. Advanced pupils may be encouraged to offer more elaborate work, designs, sketches, finished drawings, from nature, from life, etc. In such cases each drawing should bear a legend, giving in addition to the name, age, etc., of the pupil, a statement of the amount of time given to drawing; the time in hours spent on the given piece of work; whether it is original or copy, and with or without aid from the teacher, it being understood that aid was limited to advice or suggestion, and that in no case was any mark or erasure made by any person other than the pupil whose name is attached.

All drawings with pencil, crayon, chalk, etc., should be "fixed" to prevent rubbing. They should be of such size as will permit mounting on cards twenty two inches wide by twenty-eight inches high. Smaller drawings may be grouped on cards of the same size, when it can be done consistently with harmony of arrangement and economy of space. A limited number of pictures of special merit may be framed and glazed, but the framing should be modest and unobtrusive.

Photographs will be found useful throughout the exhibit. They may illustrate schools in operation, exteriors, interiors, classes, museums, laboratories, special apparatus, etc. The best size will be eight inches high by ten wide, of which six may be mounted on one side of the card described above. They may be placed on both sides of the card, the card to be mounted on a "wing" frame, by which device a large number may be shown in a small space. As a rule, photographs should be sent unmounted to the State Committee, which may then arrange them in an orderly and systematic manner. Each view should be accompanied with a full description.

School architecture will form a valuable element of a State exhibit. Sets of drawing of schoolhouses, existing or proposed, may show floor plans, elevations, perspectives, systems of heating and ventilation, lighting, etc. They should be drawn to an uniform scale of one-fourth inch to the foot, and should be bound together in sets in folios. In some cases the perspective may be framed, reference being made to the folio which contains the remaining sheets of the design. An historic series of schoolhouses will be instructive, presenting the oldest as well as the newest examples, and including the very humblest, the log-houses, the sod-houses, dug-outs, etc.

College and university exhibits will vary greatly, both with the character of the institutions themselves, and with the genius and skill of those who prepare them. In this respect technical departments and schools will have a decided advantage, because their work lies so much in the horizon of the material and the concrete.

It will not be so easy to present logic or logarithms, as it is to show chemistry, or art, or shop-work.

If one were endeavoring to present a college, he might wish to show, by graphic methods, its history, its development, its progress, its faculty, its courses or study, its requirements for admission and graduation; the number of its students by classes and sexes, and departments; its alumni, and if possible, it would be interesting to follow those alumni into life and to show what they are doing and have accomplished. There may be views of buildings, without and within; illustrations of equipment, and of all beautiful features, natural and artificial. There should be portraits of founders, presidents, notable professors, and of such alumni as have achieved distinction; usually those who would be particularly anxious to appear in such a portrait gallery, are those who should be excluded.

That which is shown should present something that stands for an achievement or a product of the institution, not something that it has been rich enough to purchase. If a professor has devised a new method of investigation or of instruction, has invented a new piece of apparatus, or a process, we wish to know it, and it should be presented with such accessories as are needed. Apparatus which will illustrate the growth of any science or art, which will present the history of its development, will be particularly desirable.

Some institutions may make a valuable exhibit by showing the achievements of their alumni in those lines which represent the natural outcome of their college discipline. Besides the portraits already suggested, there may be tablets, or scrolls, on which will be written the names of those who have added to the renown of their *alma mater* by service in their country's defense, on land or sea; they who have been chosen to places of honor and responsibility, congressmen, governors, foreign ministers; they who have won distinction as jurists, clergymen, physicians, teachers, inventors, etc.

The space assigned to this exhibit is by far larger than was ever before offered to this interest. It is in the choicest place in the Exposition. It is envied by the great departments, every one of which isits child, some of them, in former expositions, being included within its fold. If to any the space still seems inadequate, the remedy is to fill that space with only the noblest and the choicest material, leaving behind all which is feeble and commonplace. There is room enough, there is material enough, to make the Educational Exhibit the jeweled crown of the World's Columbian Exposition.

SELIM H. PEABODY,

Chief, Department of Liberal Arts.

Approved:

GEORGE R. DAVIS,
Director-General.

All material to be sent to the Exhibition should be sent to the

Education office early in February, through the School Inspectors and the heads of Colleges, Seminaries, etc. Every point possible in our Educational work and history should be illustrated. More definite instructions will be issued from the Education office later. Meanwhile the Superintendent of Education will be glad to have suggestions from any one interested.

SUMMER SCHOOL OF SCIENCE.

The seventh session of the Summer School of Science for the Atlantic Provinces of Canada will be held in Sackville, N. B., during the first two weeks of July, 1893. The President, J. B. Hall, Ph. D., of the Nova Scotia Normal School, will deliver the opening address. Every facility both for Class-room work and for holding public meetings will be afforded by the fine buildings of Mount Allison University generously placed at the disposal of the School. Frequent excursions will be made to places of Botanical or Geological interest. Evening discussions on educational questions of school-room interest will be a feature of the session. The Instructors chosen are as follows:—

Botany — {G. U. Hay, Ph. B., St. John.
 { Nettie Forbes, B. A., Yarmouth Academy.
Chemistry—Prof. Brittain, Fredericton.
Elocution—Miss Landers, Mount Allison University.
English Literature—Principal Cameron, Yarmouth Academy.
Mineralogy—Vernon Masters, B. A., Port Williams.
Music, (Lonic Sol-Fa)—Rev. James Anderson, Scotland.
Pedagogy—Prof. Frank H. Eaton, Cambridge.
Physical Geography—Prof. A. E. Coldwell, Acadia College.
Physics—Prof. W. W. Andrews, Mount Allison University.
Physiology—Not yet selected.
Psychology—J. B. Hall, Ph. D., Truro.
Zoology—Principal Oulton, Dorchester.

Teachers in Nova Scotia who attend will be allowed one week off with the consent of their trustees. Programmes of work to be done will be ready early in December, and will be mailed on application to the Secretary,

W. T. KENNEDY,

Halifax Academy.

EXAMINATION FOR TEACHERS' LICENSES, 1892.

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

A.

Geo. P. McLeod, Hebron, Yar. Co.
G. E. Chipman, Tupperville, Ann. Co.
D. S. McIntosh, Pleasant Bay, C. B.
Harold A. Church, Bedford, Hx. Co.
Thos. C. McKay, Dartmouth.

GRADE B.

Annie H. McKenzie, Normal School.
Arthur D. Fox, Yarmouth.
Ella Rettie, Normal School.
Edwin M. Forbes, Dartmouth.
Geo. W. Fultz, Lower Sackville, Hx. Co.
Jennie Sommerville, Normal School.
Emily E. McNeill, " "
Elsie M. Best, Waterville, King's Co.
Ella C. Begg, Kentville, " "
Burpee W. Wallace, Cannan, " "
Wm. Sedgwick, Tatamagouche, Col. Co.
Horace L. Brittain, Pugwash, Cun. Co.
Frank W. Taylor, Port La Tour, Shel. Co.
Jennie B. Murphy, Shelburne.
Fred W. Mitchell, Merigomish, Pic. Co.
Sadie Morris, Normal School.

Robt. Capstick, Lockeport.
{ Mabelle Fash, Bridgetown.
{ Geo. H. Cain, Barrington Passage.
Michael A. McAdam, Eskasoni, C. B.
Leslie C. Harlow, Uo. Woods' Har. Shel. Co.
Clara M. Archibald, Truro.
{ Dolly McKaracher, New Glasgow.
{ D. C. McLeod, Lewis Mt. G. B.
Henry M. Vaughan, Berwick, King's Co.
Ronald Beaton, Alexander P. O., C. E.
{ Albert C. McLeod, Milton, Queen's Co.
{ John A. McKenna, Briely's Brook, Ant. Co.
Janis Bentley, Normal School.
Ralph Messenger, Bridgetown.
Alfred H. Morse, Deep Brook, Ann. Co.
Ada Killam, Milton, Yar. Co.
Geo. M. McKenzie, St. Geo. Channel, C. B.
Edwin P. Churchill, Milton, Queen's Co.
{ Kate Cullinan, Liverpool.
{ Nellie R. Quirk, Bridgetown.
Jessie M. Doty, Hebron, Yarmouth Co.
{ Blanche Harrington, Liverpool.
{ W. J. Egan, New Victoria Mines, C. B.
Norman Osborne, Waterville St., Kings Co.

{ Olga F. Allen, Dartmouth.
{ Seymour Archibald, Uo. Musquodoboit.
{ C. Louise Harris, Annapolis.
Anna B. Baker, Tremont, Kings Co.
Alvin Campbell, Milford, Hants Co.
Claude L. West, Waterville, Kings Co.
Hattie E. Murphy, Milton, Yarmouth Co.
Arthur M. Shaw, Normal School.
J. Mary Burgoyne, Kentville.
Daniel G. Cock, West River, Pictou Co.
Geo. P. Power, Berwick, Kings Co.
Kate Doody, Halifax.
Emma J. Best, Somerset, Kings Co.
Attie A. Fraser, Tronton, Pictou Co.
{ Jennie Bixby, Shelburne.
{ G. Alfred Wilson, New Glasgow.

The following obtained Grade B, but not the Grade applied for:

Alex. D. Archibald, Valley St., Col. Co.
Robt. S. Campbell, Tatamagouche, Col. Co.
J. L. McKinnon, Antigonish.
A. J. Crockett, Hopewell, Pictou Co.
Geo. D. Blackadar, Yarmouth.