

JOURNAL  
OF  
EDUCATION,  
NOVA SCOTIA.

---

APRIL, 1901.



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1901.

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# Journal of Education.

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HALIFAX, NOVA SCOTIA, APRIL, 1901.

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

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

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

# GOVERNMENT GRANT,

In Aid of Public Schools, paid to Teachers,  
for the half year ended Feb. 1, 1901.

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

	Number of Teaching Days employed.	Am't paid to Teach- ers from Provincial Treasury.		
<b>ANNAPOLIS.</b>				
Cameron, E H	107	\$95 48	Bacon, Agnes S	108 41 31
Creed, John N	42	37 48	Banks, Almeda M	108 41 31
Gornley, C M	64	57 12	Bent, Lillian E	108 41 31
Goucher, O P	108	96 39	Bent, Minnie S	108 41 31
Longley, I M	108	82 62	Bogart, Clara C	108 41 31
Ruggles, Lenfest	108	96 39	Boyle, Rose L	107 40 93
Shaffner, S C	108	82 62	Branen, Luella D	118 41 31
Atwood, Alice J	108	55 08	Brown, Ada B	104 39 78
Banks, Aurelia B	108	55 08	Corbitt, Annabel G	108 41 31
Banks, Beriah S	108	55 08	Crowe, Joseph	107 40 93
Banks, Flora M	108	55 08	Durling, Edna	108 41 31
Banks, J Alonzo	108	55 08	Forster, Bertha E	108 41 31
Banks, Stella M	107	54 57	Foster, Mayhew C	108 41 31
Best, Elsie M	108	55 08	Gilliatt, Evelyn R	108 41 31
Bishop, Ida M	107	54 57	Gordon, Sarah J	108 41 31
Boehner, Chas F	107	54 57	Haines, Ormond T	104 39 78
Capstick, Grace	108	55 08	Longley, Annie G	75 28 68
Chipman, Ella M	108	55 08	Magee, Rena M	116 40 54
Clarke, M H	20	10 20	Mason, Ernest S	102½ 39 20
Crisp, Wm K	108	55 08	McCormick, A E	108 41 31
Dunn, Mary H	108	55 08	Messenger, H W	108 41 31
Durling, Ruby E	108	55 08	Palmer, Clara M	108 41 31
Ellenwood, M H	108	55 08	Phinney, Lulu M	108 41 31
Ereeman, Frank E	29	14 79	Porter, Ethel G	108 41 31
Frost, Myrtle B	108	55 08	Reagh, Lela B	108 41 31
Gilliatt, Mary L	108	55 08	Rumsey, Clara I	106 40 54
Gilliatt, John B	108	55 08	Ruggles, Bertha	108 41 31
Hamilton, Helena H	108	55 08	Shampier, Maud	89 34 04
Harris, C Louise	108	55 08	Stronach, David P	108 41 31
Jack, Martha	108	55 08	Baird, Jeanette E	108 27 54
Lawrence, Sophia S	108	55 08	*Balsler, Lilla B	108 36 72
Leonard, Susan A	53	27 03	Banks, Estella M	94 23 97
Marshall, Wm A	107	54 57	Banks, I Mabel	41 10 45
McGill, Geo B	108	55 08	Barteaux, Lizzie A	64 16 32
Morse, Minnie P	49	31 22	*Barteaux, Maggie E	54 18 36
North, John T	108	55 08	Bogart, Mary L	108 27 54
Palmer, Myrtle M	108	55 08	Brown, Chas P	106 27 03
Parker, E Maude	108	55 08	Burris, Grace D	107 27 28
Spurr, Margaret C	107	54 57	*Christopher, Winnifrid D	108 36 72
VanBuskirk, J L	106	54 06	Cossaboom, Annie F	81 20 65
Vidito, Helen A	107	54 57	Coulstan, A Neil	108 27 54
Wheelock, F E	108	55 08	Daniels, Ella M	101 25 75
Whitman, Elbert J	69	35 19	*Denton, Laura B	54 18 36
Woodbury, Jonathan	57	29 07	Downie, Ethel B	106½ 27 16
Armstrong, A H	108	41 31	Durling, Bessie E	68 17 34
			Fennerty, Annie B	108 27 54
			Fleet, Gertrude L	108 27 54
			Franey, Bertha M	108 27 54
			*Freeman, Florence V	81 27 54
			*Gehue, Loretta	108 36 72
			Gilliatt, Rhoda C	108 27 54
			*Gillis, Eliza A	108 36 72
			Goucher, Mary D	106 27 03
			Harlow, Ada M	98 24 99
			Harris, Laura J	108 27 54
			*Hines, Bertha M	103 35 02
			Hunt, Estella M	107 27 28
			Jackson, M Ellen	99 25 24
			Longley, I Fletcher	107 27 28
			Marshall, Hattie L	88 22 44
			*Morse, Annie M	106 36 04
			Morse, Jennie B	101 25 75
			Newcomb, Bertha E	55 14 02
			Parker, Lottie M H	108 27 54
			*Pettit, Annie M	79 26 86
			Phinney, Flora A	108 27 54
			Phinney, Hettie I	108 27 54
			*Rice, Addie A	88 29 92
			Roney, Kittie C	107 27 28

*Rosengren, Ethell	103	35 02
*Sabean, Alma A	108	36 72
*Saunders, Ruth H	53	18 02
Stronach, Harvey N	108	27 54
Stuart, Catherine A	105	26 77
Tanch, Jos W	107	27 28
Thompson, Susie M	108	27 54
Walker, Charlotte E	108	27 54
Whitman, Cassie S	108	27 54
*Wilson, Erna M	106	36 04

ANTIGONISH.

Gillis, D C	93	\$82 99
MacPherson, Hugh	93	71 13
Thompson, Alex	93	59 28
Godfrey, John F	46	29 32
McKimmie, A A	50	31 87
Boyd, Angus J	108	55 08
Chisholm, Wm J	108	55 08
Cameron, H D	108	55 08
Gillis, Angus	108	55 08
Macdougall, Marg F	103	52 53
Somers, Alex M	108	55 08
Sister Mary Anne	108	55 08
Sister St Leonard	108	55 08
Boyd, A A	108	41 31
DeCoste, Joseph	108	41 31
Chisholm, Christina A	108	41 31
Chisholm, Dan M	108	41 31
Chisholm, Jean	107	40 93
Fraser, William	105	40 16
Gillis, Angus D	29	11 09
Gunn, Mary A	107	40 93
Grant, Mary	107	40 93
Landry, Rose	108	41 31
Macdonald, Mary Ann	20	7 65
Macdonald, Marcella T	107	40 93
Macdonnell, Donald R	106	40 54
Macdougall, Janet	50	19 12
McGillivray, Andrew	103	41 31
McIntosh, Florence	108	41 31
McKenzie, Gertrude	108	41 31
McKinnon, C F	101	38 63
McLean, Maggie	105	40 16
McLellan, Mary A	108	41 31
McNeil, Katie	108	41 31
McNeil, Flora	75	28 68
McPherson, Alexander	89	34 04
Mitchell, Jean	80	30 60
Munro, Lily F	108	41 31
O'Brien, Angela	108	41 31
Rogers, Wm J	108	41 31
Roy, Sadie D	98	37 48
Sinclair, Mand	108	41 31
Sister St Margarita	108	41 31
Sister M Leonard	108	41 31
Tompkins, Rebecca	108	41 31
†Smyth, Wm J	35	13 38
Boyd, Margaret	108	27 54
*Bray, Patrick A	108	36 72
Chisholm, Wm J	108	27 54
Chisholm, Angus V	108	36 72
*Chisholm, Daniel D	108	12 49
Crispo, Elizabeth	49	36 72
*Dooley, Bridget	108	36 72

Fitzgerald, Annie	108	27 54
Hattie, John D	103	26 26
Landry, Florence	39	9 94
*Martin, Ellen	108	36 72
*Macdonald, Donald	34	11 56
Macdonald, Allan	108	27 54
Macdonald, Cassie	74	18 87
Macdonald, Harris	107	27 28
Macdonald, Mary E	108	27 54
Macdonald, Annie J	108	27 54
Macdonald, Penelope	108	27 54
Macdonald, Martha	103	26 26
*Macdonald, Cath J	99	33 66
*Macdonald, Mary E	107	36 38
McEachern, John	94	23 94
McGillivray, Angus	108	27 54
*McGillivray, Mary	88	29 92
McGillivray, Mary	10	2 55
McIsaac, R A J	108	27 54
McKeough, Annie J	108	27 54
McKinnon, Mary A	108	27 54
McKinnon, Andrew	107	27 28
McLean, Annie J	97	24 73
McLellan, Annie	87	22 18
*McMillan, Hugh H	108	36 72
*McNeil, Mary	108	36 72
McPherson, Lauchlin	108	27 54
McPherson, Katie Ann	108	27 54
O'Brien, Symphorosa	94	23 97
*Stropel, Florence	97	32 98
Smyth, Eleanor T	44	11 22
Sister M Imelda	108	27 54
Sister St Helen	108	27 54
Sister St Gregory	108	27 54
Wall, Gorman	108	27 54

CAPE BRETON.

Stewart, F I	108	\$96 39
McIntosh, D S	108	82 62
Cameron, Chas E	108	96 39
Creelman, Wm A	108	96 39
Crombie, Isaac	108	96 39
England, Harry E	108	68 85
McKenzie, Geo W	108	82 62
Beaton, A. L	107	54 57
Borden, Minnie L	75	38 25
Chapman, Eleanor	108	55 08
Crowe, W A	107	54 57
Crowe, Margaret	107	54 57
Davis, Chas J	103	52 53
*Dowling, Thos C	45	22 95
*Gillis, Ronald	52	26 52
Gillis, Simon P	11	5 61
Hanway, James A	108	55 08
McDougall, John	108	55 08
McKenzie, Kate A	108	55 08
McLean, John R	108	55 08
McLennan, Alexes	108	55 08
Matheson, D M	108	55 08
O'Connell, J I	108	55 08
Partridge, Eleanor E	107	54 57
Sister St. Margaret	108	55 08
Sister Francis Xavier	108	55 08
Sister Mary Josita	108	55 08
Sister Mary Aquinas	108	55 08
Watson, Margt J	108	55 08
Woodill, Arthur W	108	55 08

†Due from term ended July 6th, 1900.

Young, William	108	55 08	Farrell, Hugh	95	24 22
Bates, Lawrence D	106	40 54	Gillis, Mary W	102	26 01
Beaton, Angus D	50	19 12	Gillis, Hugh	70	17 85
Bert, Augusta	108	41 31	Graham, Maggie M	108	27 54
Bonnar, James	55	21 03	Grant, Margt. S	60	15 30
Carmichael, Annie	108	41 31	Hillier, Ida	108	27 54
Crombie, Minnie A	50	19 12	Kelley, Amy R	108	27 54
Crosby, Emma	108	41 31	Laffin, Bridget	108	27 54
Cunningham, Ada S	103	39 39	Macadam, Hugh	101	25 75
Currie, M D	30	11 47	McCuish, Maggie	108	27 54
Currie, D J	107	40 93	McDonald, Nellie	108	27 54
Ferguson, John A	108	41 31	Macdonald, Mary C	108	27 54
Fraser, Mary L	108	41 31	Macdonald, N W H	105	26 77
Gates, Gertrude M	73	27 92	MacDonald, Isabella	108	27 54
Gillis, John T	104	39 78	McDonald, Maggie	92	23 46
Hanrahan, Mary	108	41 31	McDonald, Joanna	108	27 54
Hrrington, Annie E	108	41 31	McGillivray, Leonora	108	27 54
Lewis, Anna	108	41 31	McFutryre, Matilda	104	26 52
McAlpine, F D H	20	7 65	McIsaac, Daniel J	92	23 46
Macaulay, Jean C	107	40 93	MacKenzie, Florence	88	22 44
McCormick, Matilda	108	41 31	McKinnon, Annie	108	27 54
McDonald, Jas R	103	41 31	MacKinnon, M Agnes	108	27 54
McDonald, Mary	105	40 16	MacKinnon, Florence	19	4 84
Macdonald, Catherine	107	40 93	McLean, Mary C	166	27 03
McDonald, Flora	108	41 31	MacLean, Neil	108	27 54
McDougall, D. J	53	20 27	McLeod, Tena H	108	27 54
McGillivray, Mary J	108	41 31	MacLeod, Annie	108	27 54
MacKeigan, J A	105	40 16	McNeil, Katie J	55	21 67
MacKenzie, Rachel C	101	38 63	Macneil, Mary M	108	27 54
McKenzie, Archie J	65	24 86	McNeil, Annie	106	27 03
MacKinnon, Katie	107	40 93	McNeil, James	108	27 54
McKinnon, Joseph	85	32 51	McNeil, Christina	60	15 30
MacLean, James	107	40 93	MacQueen, Florrie	74	18 87
MacLeod, Katie J	102	39 01	Martell, Mattie S	105	26 77
McLeod, Alexander	108	41 31	Martell, Mary	75	19 12
MacVicar, Edith J	108	41 31	Matheson, Anselm I	107	27 28
Martell, Emily A	107	40 93	Munro, Katie	96	24 48
Moreash, Clara	103	39 29	Nickerson, Margt	55	14 02
Morrison, Maggie	105	40 16	Ormiston, Mary E	20	5 10
Mullins, Bridget	108	41 31	Plant, Thos W	108	27 54
Muggab, Maggie	108	41 31	Sister St M Clementine	108	27 54
Ormond, Bridget	108	41 31	Maria Amabilis	108	27 54
Partridge, Amelia	108	41 31	Reid, Janet	78	19 89
Patterson, Maggie L	108	41 31	Stacey, Margt L	108	27 54
Phoran, Alice	108	41 31	Steele, Florence	98	24 99
Richardson, Lidie W	74	28 30	Townsend, Annie E	107	27 28
Robinson, Hattie L	108	41 31	*Boyd, Mary W	108	36 72
Simpson, Margt J	106	40 54	*Cameron, Mary	40	13 60
Sister St Francis	108	41 31	*Macadam, Dan A	107	36 38
St Camillus	108	41 31	*McDougall, Duncan	94	31 96
M Ambrose	108	41 31	*McIsaac, M F	85	28 90
M Modesta	108	41 31	*McLellan, Rodk. C	82	27 88
M Veronica	108	41 31	*McMillan, Fannie	108	36 72
M Wilfrid	108	41 31	*McNeill, Elizabeth	19	6 46
M Anthony	108	41 31	*MacVicar, Bessie A	103	35 02
M Crescentia	108	41 31	*Meikle, Alex McP	69	23 46
M Pelagia	108	41 31			
M Josephine	108	41 31			
Willett, Joseph	94	35 95			
Bannerman, Elspeth	105	26 77			
Barrington, Harriot	108	27 54			
Bates, Benjamin I	101	25 75			
Broderick, Wm D	108	27 54			
Burchell, Sarah A	108	27 54			
Butler, Sarah	108	27 54			
Campbell, Mary A	108	27 54			
Dillon, Agnes	108	27 54			
Fahie, Annie	107	27 28			
Farrell, Annie	108	27 54			

## COLCHESTER.

## STIRLING.

Macdonald, A D	108	55 08
Murray, Dan	10	5 10
Baillie, Mary	82	31 36
Cameron, Annie	103	39 39
Fraser, Alice M	107	40 93
Graham, Lois	108	41 31
MacEachern, Maggie	108	41 31

MacKay, Maggie B	106	40 54
MacKay, Annie B	90	34 42
MacKay, Kate	49	18 74
MacKay, Jessie	108	41 31
Nelson, Nancy	103	39 39
Sutherland Barbara	108	41 31
*Baillie, Mary	108	36 72
*Cameron, Laura	103	35 02
Campbell Mary	104	26 52
Craig, J Violet	87	22 18
Downing, L Minnie	105	26 77
*Heughen, Maggie	106	36 04
*Langille, Elizabeth	107	36 38
McConnell, Margaret	108	27 54
McEachren, Janie	107	27 28
McKenzie, Elizabeth	108	27 54
McLeod, Jessie W	108	27 54
Reid, Cassie	108	27 54
Rood, Lizzie J	101	25 75
Ross, Jessie	107	27 28
Ross, M E	103	26 26
Ross, Bella C	96	24 48
Sutherland, Alex	18	4 59
Sutherland, Bessie	79	20 14
Urquhart, Martha	83	21 16

WEST COLCHESTER.

Foster, F O	103	82 62
Crowe, Clara	107	54 57
Flemming, H J	106	54 06
Fulton, A Bertha	108	55 08
McDonald, J Crear	108	55 08
Mekim, J J	84	42 84
Patterson, Grace H	108	55 08
Rhines, Alfred	108	55 08
Stapleton, W C	19 <sup>1</sup>	9 95
Archibald, Minnie	108	41 31
Barnhill, Ida	108	41 31
Gass, Ellard	107	40 93
Johnstone, Blanche	108	41 31
Johnson, Alena	108	41 31
Lightbody, A B	108	41 31
Lynds, Mamie	108	41 31
MacAulay, Esther	108	41 31
McNutt, Fannie	108	41 31
Morehouse, Fred	103	41 31
Murray, Georgie	108	41 31
Peppard, Margaret	108	41 31
Putnam, Mary	103	39 39
Spencer, Louise	108	41 31
Beattie, Clara	108	27 54
Cook, Minnie	108	27 54
*Corbett, Emma	108	36 72
Creelman, Amelia	108	27 54
*Culgil, Florence	52	17 68
Davidson, Stella	108	27 54
Davidson, Edna	108	27 54
Fulton, Annie H	106	27 03
*Fulton, Minnie E	97	32 98
Fulton, Flora	108	27 54
Gould, Annie	108	27 54
*Henry, Alice	108	36 72
*Marsh, Alice	108	36 72
McCum, Elizabeth	98	24 99
Robinson, Susie	108	27 54
Shipley, Lily	108	27 54
Shipley, Laura	102	26 01
Taylor, Edith	103	27 54

Thompson, Alice	107	27 28
Waugh, Addie	108	27 54
West, A C	107	27 28

SOUTH COLCHESTER.

Archibald, G G	106	67 57
Armstrong, Arthur	108	68 85
Campbell, W R	107	95 48
Crowe, H S	107	81 84
Hemmeon, M D	107	81 84
Archibald, Nettie	108	55 08
Barteaux, J E	107	81 84
Bentley, Janie	108	55 08
Bool, Evelyn	106	54 06
Carter, Harriet	108	55 08
Chisholm, Maude	107	54 57
Creelman, Elizabeth	79	40 29
Davidson, Clara E	106	54 06
Dickson, Hattie	106	54 06
Edwards, Libbie	106	54 06
Holesworth, Mabel	103	52 53
Kinney, Julia	107	54 57
Linton, O H	106	54 06
Logan, Margaret B	108	55 08
Little, James	107	81 84
McInnis, Lenora	106	54 06
Mackay, Elna G	106	54 06
McCallum, M D	106	54 06
Mack, Annie L	106	54 06
Moxon, Arthur	106	54 06
*Smith, Warren D	106	44 62
Thomson, D A	108	55 08
Archibald, Jessie M	108	41 31
Archibald, Janet	106	40 54
Baker, Carrie M	88	33 66
Bates, Stella	88	33 66
Brown, Emma M	108	41 31
Bentley, Maggie L	108	41 31
Barnhill, M E	106	40 54
Cox, Jane R	108	41 31
Douglas, Jeanette	108	41 31
Dickson, Laura	108	41 31
Forbes, A E G	108	41 31
Frame, Emma M	107	40 93
Fulton, Clarence	45	17 21
Gammell, Lillian M	88	33 66
Gammell, Jeanette	108	41 31
Gay, Mabel	107	40 93
Gould, A S	107	40 93
Hamilton, Janie A	106	40 54
Hiltz, Ethel M	98	37 48
Lays, Melissa	98	37 48
Matheson, Maggie E	108	41 31
McMullin, Annie O	108	41 31
Macdonald, A H	108	41 31
MacDonald, Annie F	106	40 54
Macleod, M Jean	106	40 54
McKim, Bella J	108	41 31
Mosher, Edna	107	40 93
Pulsifer, Irene A	108	41 31
Rood, Anna H	106	40 54
Roop, Lida M	87	33 28
Rose, Clarence A	108	41 31
Patterson, S B	102	39 01
Spencer, Marion	102	39 01
Suckling, Caroline	108	41 31

†Received B license Dec. 5th.

Tuttle, Florence	108	41 31
Brenton, Maude	108	27 54
Campbell, Flora M	103	26 26
Christie, Gertrude L	107	27 28
Crowe, Carrie F	107	27 28
Creelman, D F	97	24 73
Dartt, Adelaide	108	27 54
*Douglas, C Carrie	108	36 72
Fulton, H B	108	27 54
*Gass, Harry L	88	29 92
Grant, Lottie R	108	27 54
*Harvey, Arabella	84	28 56
*Johnson, Susan H	76	25 84
Kennedy, Christie	108	27 54
Little, Mabel E	102	26 01
*Loughead, Josephine	20	6 80
Lynds, Adelaide	73	18 61
*McEwen, Mary C	87	29 58
*Mackay, M A	108	36 72
*Murray, Bessie A	24	8 16
*Mackenzie, Maude E	88	29 92
Macdonald, L C	108	27 54
McNutt, Eressa B	96	24 48
*Sibley, Harriet M	87	29 58
*Waddell, Joanna G	63	21 42

## CUMBERLAND.

Campbell, R S	106	67 57
Hepburn, W M	107	81 84
Lay, E J	107	95 48
MacNealy, M	108	96 39
MacTavish, N D	107	81 84
Tuttle, M R	103	55 08
Atkinson, Blanche	107	54 57
Archibald, Susie	108	55 08
Aynar, Wm M	108	96 39
Ballantyne, Janet	108	55 08
Barnes, Lilah	103	52 53
Baxter, Agnes	107	54 57
Beaton, Katharine	108	55 08
Black, Sadie	108	55 08
Brennan, D S	108	55 08
Campbell, Annie	107	54 57
Carter, Fred	102½	52 27
Chipman, Geo F	108	55 08
Conway, Isabella	108	55 08
Elliott, Jane	108	55 08
Gillis, Maud	108	55 08
Hunter, Margaret C	108	55 08
Lannen, Ida	108	55 08
Love, Rachel	108	55 08
MacCarb, Agnes	106	54 06
MacDowell, Mabel	107	54 57
MacKay, Anna	108	55 08
MacKenzie, Anna	108	55 08
MacKinnon, Alice	108	55 08
MacPherson, Margaret	105	53 55
MacWilliams, Janie	106	54 06
MacWilliams, Jessie	108	55 08
Peppard, Sadie	107	54 57
Pugh, Ethel	108	55 08
Purdy, Bertie	74	37 74
Ross, A D	108	55 08
Roy, Harriet	107	54 57
Slade, W R	108	54 06
Spencer, Agnes	106	55 08
Stapleton, W C	106	54 06
	67	34 17

Anderson, Lucy	45	17 21
Anderson, Pearl	34	13 00
Baird, Sara	108	41 31
Baxter, Alice	108	41 31
Beattie, Laura	107	40 93
Beharrel, Mary	107	40 93
Bently, Florence	107	40 93
Blair, Maggie T	108	41 31
Burke, Annie C	94	35 95
Coldwell, Elsie	108	41 31
Carter, Amelia	106	40 54
Carter, Ida	107	40 93
Charman, Eliza	108	41 31
Coates, Clara	106	40 54
Coffin, Sophia	108	41 31
Currie, Blanche	20	7 65
Downey, Margaret	104	39 78
Eagan, Sunphard	101	38 63
Elliott, Jas F	106	40 54
Embree, Sara	108	41 31
Fail, Jennie	108	41 31
Fenton, Richard	19	7 26
Fraser, Lillian	102	39 01
Gilroy, Clarissa	30	11 47
Gould, Alberta	108	41 31
Grant, M A	20	7 65
Hart, Frank C	107	40 93
Henley, Theresa	107	40 93
Hunter, Augusta	103	39 39
Hunter, Lillian	108	41 31
Huston, Mary	108	41 31
Kerr, Minnie G	102	39 01
Lanner, Margaret	108	41 31
Laners, Josie	107	40 93
Lockhart, Laura	98	37 48
Logan, Lou E	108	41 31
Lowe, Lucy	108	41 31
MacArthur, Ethel E	108	41 31
MacVicar, J E	108	41 31
McDonald, D C	108	41 31
McKenzie, Libbie	107	40 93
McKinlay, Oressa	108	41 31
McLeod, Lilas	108	41 31
McNutt, Lizzie J	50	19 12
McNab, D S	107	40 93
Miller, Ada B	108	41 31
Mitchell, Jennie	107	40 93
Moore, Janet	76	29 06
Moore, Irairie	107	40 93
Munroe, J A	108	41 31
Murphy, Bella P	108	41 31
Nicholson, Jean B	107	40 93
Nicholson, Kate	106	40 54
Nicholson, Mary	108	41 31
Oulton, Lizzie	108	41 31
Oxley, Priscilla	108	41 31
Patterson, Sara J	108	41 31
Peppard, Ruth R	108	41 31
Purdy, Janie	53	20 27
Purdy, Annie	108	41 31
Putman, Ethel	106	40 54
Pridham, Wm	108	41 31
Robb, Sadie	107	40 93
Shaw, Vangie	108	41 31
Simpson, Lydia	78	29 83
Stewart, Helena	108	41 31
Taylor, Geo W	104	39 78
Trerice, Robt	73	27 92
Urquhart, Margaret	108	41 31



*Atkinson, Bella	107½	34 06
Anderson, Lucy	61	15 55
*Anthony, W E	107	33 91
Baird, Edna	108	27 54
*Boomer, Ethel	50	15 84
Brander, Edith	107	27 28
Bryden, Maggie	96	24 48
Carter, Florence	108	27 54
Chisholm, Alice	103	26 26
Colborn, Nellie	108	27 54
Dewar, Charlotte	108	27 54
Dixon, Sara	20	5 10
*Dohson, Lizzie	88	27 88
Doyle, Lucy	101	25 75
*Duncan, Maud	108	34 22
Elliott, Amy	106	27 03
Fenton, L A	77	19 63
Forest, Lily	107½	27 41
Fraser, J H	104	26 52
*Ferguson, Janie	108	34 22
*Ferguson, Jennie	98	31 06
Goodwin, B E	108	27 54
*Hamilton, Mabel	108	34 22
*Henderson, Janetta	86½	27 41
Henderson, Emma	108	27 54
*Henderson, Minnie	100	31 69
Hogan, Etta	103	26 26
Hurd, Clara	108	27 54
Keiver, Mary	92½	23 59
*Johnson, Ida	103	32 63
*Lightbody, Susie	107	33 91
*McCallum, Kate	108	34 22
*McCallum, Christie	108	34 22
*McKay, Myria	108	34 22
McKim, Lizzie	108	27 54
*McLeod, Annie	40	12 67
McLaughlan, Ethel	78½	20 02
McLeod, Jessie	108	27 54
*Murray, Ella	103	32 63
Oxley, Ethel	108	27 54
Oxley, Annie	99	25 24
Patton, Weldon	103	26 26
Phalen, Althea	107	27 28
Redmond, Annie	106	27 03
Reid, Annie M	93	23 71
Reid, Lena E	105½	26 90
Ross, Katharine F	82	20 91
Shepherdson, Geo	108	27 54
Siddall, Annie	108	27 54
Smith, Mazie	108	27 54
*Smith, Mary J	10	3 17
Sutcliffe, Jean	108	27 54
Sutherland, Tena	108	27 54
Sutherland, J S	105	26 77
Swan, Sadie B	108	27 54
Tait, Lillian	98	24 99
Trenholm, Ruth	107	27 28
Tufts, Bella F	107	27 28
Urquhart, Jennie	107	27 28
*Weir, Minnie	106	33 60
Wood, Sadie	107	27 28
Wood, Emma	107	27 28
Woodland, Minnie	87	22 18

PARRSBORO.

Lawlor, Gertrude	108	82 62
Magee, W H	108	96 39
Messenger, Laura	108	68 85

Davidson, L F	108	55 08
Flemming, Harry	107½	54 83
Kirkpatrick, Lizzie	108	55 08
Leitch, Holly	108	55 08
Mackay, Katharine	108	50 08
O'Mullon, Mary	108	55 08
Sanford, Mattie	108	55 08
Spinney, C C	108	55 08
Watton, Lily	108	55 08
Cameron, Bertha	108	41 31
Creelman, Minerva	108	41 31
Dickenson, Maud	108	41 31
Fraser, Lavina F	108	41 31
Kirkpatrick, Bessie	108	41 31
Kirkpatrick, Edith	108	41 31
Johnson, J B	108	41 31
Lyons, Nettie B	108	41 31
McLeod, Georgina	108	41 31
Pierce, Celesta	108	41 31
Ward, Cora	108	41 31
Watton, Ethel	108	41 31
*Brown, Agnes	106	33 60
Deuch, Mabel	106	27 03
Fulmer, Winnifred	108	27 54
*Harrison, Erma	79	25 12
Hunter, Jean	94	24 48
MacAloney, Maggie	108	27 54
McCabe, Alice	103	26 26
*McCabe, Lottie	108	34 22
McLeod, Sara	107	27 28
*Oxley, Lydia	94	29 78
Patterson, Marlin	108	27 54
*Robinson, Alice	83	26 30
*Skidmore, Lucretia	106	33 60
*Skidmore, Florence	92½	29 31
Slater, Sadie	108	27 54
Smith, Ellie	107	27 28

DIGBY.

Hogg, Henry B	104	92 82
McDonell, D F	92½	82 56
Alexius, Sister M	108	55 08
Bancroft, Geo R	108	55 08
Bishop, Mina A	108	55 08
Bruce, Wm McK	108	55 08
Harlow, Arthur C	101	51 51
Hogg, Nathaniel W	108	55 08
James, Beryl G	104	53 04
Mullen, Alva E	108	55 08
Richardson, R G D	103	52 53
Russell, Elizabeth C	103	52 53
Scott, Agnes B	108	55 08
Taylor, Jas A	104	53 04
Wade, Louisa M	108	55 08
Amirault, Ellen	108	41 31
Baker, Ermina M	108	41 31
Clarke, J Allison	108	41 31
Coggins, Agnes M	108	41 31
Copeland, Laura V	107	40 93
Cornwell, Janet M	108	41 31
Cossett, Otto Von B	108	41 31
Cowan, Janet A	107½	41 12
Crowell, Mabel M	108	41 31
Dakin, Cora V	99	37 86
Daniels, Lavinia C	108	41 31
D'Etremont, Raymond	108	41 31
Dunn, Harry L	108	41 31
Eugenie, Sister M	108	41 31

Harris, Maggie M	108	41 31	Taylor, Mary S	108	27 54
Hilton, Winnifred E	108	41 31	Therault, Symphorien	108	27 54
John, Sister M	79	30 21	Therault, Adolphe	89	22 69
Johnson, Edith M	108	41 31	Thibault, Siffroi H	96	24 48
Morse, Egbert P	107	40 93	Titus, Lizzie T	105	26 77
Parker, Bessie	108	41 31	Thurber, Bessie G	108	27 54
Perry, Hattie M	108	41 31	*Walsh, Grace B	105½	35 87
Sabeau, Grace H	108	40 31	Warne, Janet L	103	26 26
Sanders, Arthur W	89	34 04	Welch, Fannie A	108	27 54
Seraphia, Sister M	108	41 31	*Wilson, Attie M	108	36 72
Stanislaus, Sister M	28	10 70	Wormell, Sarah D	108	27 54
Stanislaus, Sister R	108	41 31			
Thibodeau, Rose Ann	108	41 31	<i>Assistant.</i>		
Tibert, Walton K	108	41 31	Ursula, Sister M	108	27 54
Timpany, Mary Rose	108	41 31			
Turnbull, Lizzie B	108	41 31	—————		
Victoire, Sister M	80	50 60	GUYSRORO.		
Williams, Mary L	108	41 31	Butler, G K	108	96 39
Winchester, Etta A	108	41 31	Richards, T R	108	68 85
Young, Isabella H	107	40 93	Corbin, E Maude	93	47 43
Adams, J Alvery	108	27 54	Coleman, Edna F	108	55 08
Amirault, Clara B	108	27 54	Crowe, F L	108	96 39
Belliveau, Amelia A	108	26 26	Feltmate, Mary	74	37 74
Belliveau, Edw M	89	32 69	Hadley, Ethel M	107	54 57
Belliveau, Emile	108	26 26	Jamieson, Ida Blair	108	55 08
Belliveau, Esther	108	27 54	Macdonald, Mary C	108	55 08
Belliveau, Grace M	105	26 77	Boucher, Eugene J	108	41 31
Bruce, Minnie V	108	36 72	Bruce, Sarah J	80	30 60
Chipman, Nellie	108	27 54	Cousins, W S	108	41 31
Comeau, Adaline	103	26 26	Connolly, Mary C	97	37 10
Comeau, Camille	89	22 69	Cameron, Jessie M	104	39 78
Comeau, Chas B	106	27 03	Cameron, Edith	108	41 31
Comeau, Johnnie J	108	27 54	DeVine, M E	107	40 93
*Comeau, Mary Rose	20	6 80	Hockin, Mabel L	108	41 31
*Cossaboon, Charissa I	107	36 38	Keating, Ella	108	41 31
Cossaboon, Mamie L	103	26 26	Kennedy, Janie S	108	41 31
*Cowan, Jennie E	108	36 72	Kennedy, Alex A	108	41 31
Crousse, Josephine P	108	27 54	McCulloch, Irene	105	40 16
Denton, E May	108	27 54	McIntosh, Martha E	108	41 31
*Denton, Flora B	106	36 04	McLean, Muriel A	105	40 16
Deveau, Ann Lee	108	27 54	McPherson, Maggie B	108	41 31
Doucet, Marie Nellie	108	27 54	Patterson, George E	108	41 31
Doucet, Marie Rose	55	14 02	Sherman, Maude	108	41 31
*Douglas, Elvie	46	15 64	Smith, Helen	108	41 31
*Durland, Bessie R	108	36 72	Totten, Annie	107	40 93
Gaudet, Beatrice	108	27 54	Baker, Neil	108	27 54
Gormley Augusta M	103	26 26	Boyle, Jos S E	108	27 54
*Gosby Althea B	108	36 72	Brundige, Ethel	105	26 77
*Graham, Laura M	107	36 38	*Barrigan, Louisa A	99	33 66
*Hill, Dorcas A	52	17 68	Brown, Annie E	108	27 54
Israel Lillian B	108	27 54	*Carroll, Mary A N	20	6 80
Johnson, Ethel B	108	27 54	Chisholm, Catherine	108	27 54
Kirkpatrick, Jessie E	103	26 26	Chisholm, Nellie	89	22 69
*Lambertson, Nora M	108	36 72	*Dooley, Mary E	99	33 66
LeBlanc, Symphorien	108	27 54	Doyle, Maggie M	107	27 28
Lonergan, Margaret L	108	27 54	Graham, Louisa J	90	22 95
Maillet, Louise I	98	24 99	Hanifen, Maggie	70	17 85
McNeill, Lemmie M	105	26 77	Hines, Laura	45	11 47
*Melancon, Josephine M	108	36 72	Hendsbee, Cynthia E	102	26 01
Melancon, M Chantal	55	14 02	Hadley, Nellie	108	27 54
Messenger, Pearl F	107	27 28	*Jones, Josie M	108	36 72
*Mullen, Tracey H	108	36 72	Kennedy, Lena C	101	25 75
Mussells, Howard H	107	27 28	Jameson, Bessie G	108	27 54
*Perry, Lydee S	102	34 68	Langley, Harriett E	108	27 54
Porter, Kate L	108	27 54	Langley, Etta	108	27 54
Prime, Lenetta	102½	26 14	Levert, John	90	22 95
*Ruggles, Susie B M	108	36 72	Mullins, Hugh W	108	27 54
Smallic, Mary	107	27 28	Martyn, Evangeline M	85	21 67
Su'thern, Lois B	108	27 54	Macdonald, Cassie A	74	18 87

*McGillivray, Maggie	108	36 72	Brims, M C	98	55 08
McLellan, Grace	69	17 59	Brodie, I	98	55 08
McMillan, Mary J	108	27 54	Brown, C W	98	55 08
McPherson, Dougald	108	27 54	Bruce, J	98	55 08
Patton, Lily J	60	15 30	Cameron, E	98	55 08
Peebles, Cecile	44	11 22	Cecilia, Sister,	98	55 08
Peart, Arthur H	108	27 54	Croighton, I M	98	55 08
Ross, Edith M	108	27 54	Cunningham, A M	98	55 08
*Sherman, Mary A	108	36 72	DeChantal, Sister	98	55 08
Sutherland, Maria E	108	27 54	Delahanty, K	98	55 08
Sutherland, Ellen	108	27 54	Dickey, S E	98	55 08
Sullivan, James	108	27 54	Dolorosa, Sister	98	55 08
*Scott, Sandford M	108	36 72	Donohoe, Minc	98	55 08
Taylor, Lola	108	27 54	Dwyer, M T	98	55 08
Wheaton, Emma M	108	27 54	Electa, Sister	98	55 08
*Wells, Johanna	103	35 62	Florence, Sister	98	55 08

ST. MARY'S.

Cruickshank, Margaret	24	12 24	Genevieve, Sister	98	55 08
Fraser, A W	108	55 08	Haverstock, A M	98	55 08
Fraser, Mabel O	55	28 05	Hart, G	98	55 08
Kinley, Thos J	107	54 57	Hamilton, A H	98	55 08
Bent, Laura F	68	26 60	Kelly, J M	98	55 08
Cruickshank, Annie	107	40 93	Laracy, A N	98	55 08
Dechman, Clara E	108	41 31	Marshall, L E	98	55 08
Friend, Harriett L P	101	38 63	Miller, C I	78	43 84
Kirk, Agnes E	55	21 03	Moseley, M I	98	55 08
Kinley, Mary T	107	40 93	McColough, A M	98	55 08
Macdonald, Charlotte C	107	40 93	McCurdy, E R	98	55 08
Macdonald, Effie G	108	41 31	McGregor, H	98	55 08
McIntosh, Jessie	108	41 31	Moody, M H	98	55 08
Stewart, Cecelia M	108	41 31	Phelan, M T	98	55 08
Sutherland, Minnie	108	41 31	Pius, Sister	98	55 08
Grant, Wm P	96	24 48	Rankine, A B	98	55 08
Hattie, James B	98	24 99	Ross, E J	98	55 08
Oakes, Phoebe	102	26 01	Saunders, A C	98	55 08
Purecell, Margaret	108	27 54	Shields, S W	98	55 08
Redmond, Rosalinda	108	27 54	Sims, S A	98	55 08
Suttis, Laura E	108	27 54	Theakston, H S F	98	55 08
Smith, Harriett E	94	23 97	Tynan, J C	98	55 08
*Stewart, Laura	108	36 72	Wakeley, A C	98	55 08
			Walsh, J L	98	55 08
			Whalen, A	98	55 08
			Woolrich, M E	20	11 24
			Ackhurst, M L	98	41 31
			Adams, E	98	41 31

HALIFAX.

CITY.

McKay, A	98	96 39	Aloysia, Sister	98	41 31
Kennedy, W T	98	82 62	Ancient, F S	98	41 31
Morton, S A	98	82 62	Bayer, A L	98	41 31
Mackintosh, K	98	82 62	Bond, E	98	41 31
Logan, J W	98	82 62	Borgia, Sister	98	41 31
McCarthy, J B	98	55 08	Broadhurst, M E	98	41 31
Peters, F A	98	55 08	Butler, E R	98	41 31
Lanos, J			Caecilia, Sister	98	41 31
Hill, K F			Catherine, Sister	98	41 31
Cummings, E	98	55 08	Christina, Sister	98	41 31
Doherty, D P	98	68 85	Clancy, B M	98	41 31
Evaristus, Sister	98	68 85	Clarke, J W	98	41 31
Marshall, G R	98	82 62	Cunningham, E S	98	41 31
O'Hearn, P	98	82 62	Curren, E M	98	41 31
Trefry, J H	98	68 85	DePazzie, Sister	98	41 31
Wilkie, F A	98	68 85	Delphine, Sister	98	41 31
Alonzo, Sister	98	55 08	Devine, M E	98	41 31
Ambrosia, Sister	98	55 08	DeWolfe, M W	98	41 31
Anderson, T	98	55 08	DeWolfe, H E	98	41 31
Berchmans, Sister	98	55 08	Dionysia, Sister	98	41 31
Bowden, I M	98	55 08	Dominic, Sister	98	41 31
Bowden, L J	93	55 08	Donovan, M J	98	41 31

Ernestine, Sister	98	41 31
Etter, E P	98	41 31
Felix, Sister	98	41 31
Flavin, M M	98	41 31
Francis, Sister	98	41 31
Gardner, N H	71	29 93
Grierson, F	98	41 31
Grierson, M. H	98	41 31
Gualbert, Sister	98	41 31
Hamilton, H H	98	41 31
Hartigan, Sister	98	41 31
Healey, K E	98	41 31
James, C A	98	41 31
Jamieson, H I	98	41 31
J Baptist, Sister	98	41 31
Johns, M A	98	41 31
Johnston, A M	98	41 31
Johnston, I	98	41 31
Joseph, Sister	98	41 31
Kierstead, M	98	41 31
Kennedy, M C	98	41 31
Leo, Sister	98	41 31
Leocadia, Sister	98	41 31
Logan, A M	98	41 31
Lyall, B H	98	41 31
McArthur, J R	98	41 31
Macdonald, L M	98	41 31
McGregor, A	98	41 31
Mooney, E	98	41 31
Murphy, Mme	98	41 31
O'Donnell, M E	98	41 31
O'Donoghue, M T T	98	41 31
Perpetua, Sister	98	41 31
Putnam, A F	98	41 31
Raphael, Sr	98	41 31
Rodreguez, Sister	98	41 31
Strattan, E	98	41 31
Sullivan, E	98	41 31
Sullivan, M	98	41 31
Sullivar, M T	74	31 19
Sullivan, M T R	98	41 31
Sullivan, S J A	98	41 31
Theakston, S E	98	41 31
Torrey, E C	98	41 31
Travis, A A	98	41 31
Vincent, Sister	98	41 31
Walsh, A M	98	41 31
Warner, M F	98	41 31
Wells, M H	98	41 31
Willis, E J	98	41 31
Aloxsius, Bro	98	41 31
Campbell, J B	98	27 54
Davis, A A	98	27 54
Gossip, C M	98	27 54
Keating, T M	98	27 54
Share, C	98	27 54
Murray, Eva	24	6 74

*Night Schools.*

E J Ross	14½	8 14
D P Doherty	10	5 62

COUNTY.

Miller, G J	98	96 39
Kennedy, Eliz E	98	68 85
McKay, Mary A	108	68 85
Bell, Mary F	98	55 08
Doddy, Kate	101	51 51

Ellis, Emma	98	55 08
Fultz, Geo W	106	54 06
Hill, O D	108	55 08
Hardy, A N	108	55 08
McCurdy, Tena	107	54 57
McLellan, Lottie	107	54 57
McAmis, Katie	108	55 08
Moody, Grace	98	55 08
Mosely, Ethel	98	55 08
Munro, Janie	108	55 08
McDougall, J C	106	54 06
McKay, Katie	108	55 08
McDougall, Ethel	108	55 08
Sedgewick, G G	104	53 04
Sutherland, Jennie	106	54 06
Thomas, Alice	98	55 08
Thompson, Mary	108	55 08
Allen, Eliz G	98	41 31
Anand, Egbert	98½	37 67
Archibald, Maggie	108	41 31
Baker, Eima	22	8 41
Baker, Gertrude	108	41 31
Borne, Louise	108	41 31
Browne, Mary M	107	40 93
Boak, Lillie M	108	41 31
Blois, Ernest	86	32 89
Clark, Ina	108	41 31
Clark, Edith	77	29 44
Cook, Norman	108	41 31
Creighton, Laura	107	40 93
Creighton, Alice	108	41 31
Currie, Minnie	98	41 31
Davis, Hattie	108	41 31
Dickey, Eliz	103	39 39
Dominey, Maude	108	41 31
Duncan, Clara	103	39 39
Dickey, Amelia	102	39 01
Ervin, Mary E	107	40 93
Eulalia, Sister M	108	41 31
Freeman, Mary F	108	41 31
Fisher, Edna	108	41 31
Fleming, Nancy	107	40 93
Forbes, Eliz	108	41 31
Fultz, Antoin	108	41 31
Fultz, Florence	108	41 31
Frame, Annie	108	41 31
Gaetz, Ella M	107	40 93
Gibson, Ella	62	23 71
Grant, Stella	105½	40 35
Graham, Georgia	106	40 54
Guild, Alice	107	40 93
Hamilton, Mary A	98	41 31
Harris, Minnie	98	41 31
Hazle, Edith	96½	36 90
Hennigar, Edith	98	41 31
Hume Bessie	98	41 31
Hume, Mary C	98	41 31
Henrion, Carrie E	108	41 31
Huestis, Ada B	103	40 54
Jackson, Eleanor	108	41 31
Kaye, Hattie E	102	39 01
Laidlaw, Eliz	88	37 48
Lewis, Sarah F	108	41 31
Lodge, Emma	108	41 31
McCurdy, Annie	79	30 2F
Mackasy, W P	106	40 54
Mckenzie, Marg	98	41 31
McKay, Belle C	98	41 31
Messervey, Ethel	105	40 16

McLean, Alex I	107½	41 12
Mary, Sister	108	41 31
O'Brien, J R	108	41 31
Oland, Bessie	108	41 31
Pender, A M	98	41 31
Rocket, Marg.	108	41 31
Richardson, R M	108	41 31
Shaw, Alice M	108	41 31
Shute, Jessie T	98	41 31
Smith, Isabel	56	21 41
Sheehan, Daisy	108	41 31
Thomas, Bessie	98	41 31
Thornton, Mary	106	40 54
Williams, Anna	108	41 31
Wier, Amelia	106	40 54
Wells, Clara	107	40 93
Woodroffe, Laura	97	40 93
Coyle, Eleanor	107	40 93
Lewis, Lizzie K	106	40 54
Roche, Clara	104	39 78
McDonald, William	25	9 56
Annand, Laura	106	27 03
Bruce, Helen	108	27 54
*Chambers, Carrie	98	33 32
Colter, Mary	107	27 28
Crook, Mabel	107	27 28
Chisholm, John	20	5 10
*Dechman, Edith	98	33 32
Dechman, Minnie	108	27 54
*Dooks, Mary I	9½	30 77
Dymond, Clara	107	27 28
Erskine, Carrie	90	22 95
*Gunn, Ella J	80	27 20
Giles, Agnes	107	27 28
Gaetz, Mima A	108	27 54
Glawson, Maggie	102	26 01
*Giles, Hattie	107	36 38
*Greenough, Arabella	88	29 92
Hartling, Ella J	89	22 69
Hewitt, Harry W	107½	27 41
*Horne, Mary E	87	29 58
Higgins, Alberta	108	27 54
Hume, Sadie M	108	27 54
Hutchinson, Janet	95	24 22
Hamilton, Alma L	48	12 24
*Henley, Elsie	89	30 26
*Jemmot, Fitzgerald	103	35 02
Johnson, Martha E	108	27 54
*Jones, Martha E	96	32 64
Kennikle, Flora	108	27 54
*Little, Flora	107	36 38
*Lyman, Margaret	89	30 26
McDonald, Christine	108	27 54
Marryatt, Martha E	108	27 54
Mackay Annie	108	27 54
McDonald, Florence	78	19 89
Maxwell, R E	107	27 28
Mitchell, Alice	98	27 54
McBain, Lena	100	25 50
Maxwell, Alice	106	27 03
McGrath, Beatrice	108	27 54
McGuire, Blanche	104	26 52
McDonald, Hattie	108	27 54
McDonald, Susie	108	27 54
McKay, Junie E	105	27 03
Patterson, Mabel	93	23 71
Peters, Alma T	108	27 54
Richardson, Florence	20	5 10
Ross, Ellen D	108	27 54

Ross, Carrie E	102	26 01
Spinney, Jennie M	106	27 03
Soy, Mary	104½	26 65
Sutherland, Roberta	102	26 01
*Sutherland, Grace	82	27 88
Smith, Brenda	103	26 26
*Shultz, Sadie E	106	36 04
Sanders, Katie O	86	21 93
Tait, Laura	105	26 77
Walsh, Katie C	103	26 26
McLeod, Gertie B	100	25 50

*Assistant.*

Findlay, Sadie C	98	27 54
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**HANTS.**

**WEST.**

Forbes, Antoinette	108	68 85
Marchant, Ethylberta	106	54 06
Shields, W S	108	96 39
Smith, John A	108	96 39
Angwin, Edith	108	55 08
Bigney, Annie	108	55 08
Bishop, Annie M	108	55 08
Brooks, Ethel G	108	55 08
Burgoyne, Mary	108	55 08
Cutten, Nella F	107	54 57
Dill, Ethel E	107	54 57
Dimock, Margaret	108	55 08
Hennigar, Annie	108	55 08
McLellan, Mary	107	54 57
Morse, Carrie A	108	55 08
Smith, Letson M	108	55 08
Archibald, R D W	108	41 31
Baker, Mary	106½	40 73
Bennett, Hanna	106	40 54
Burgoyne, N A	24	9 18
Caldwell, Winnie B	108	41 31
Campbell, Norman G	108	41 31
Crossley, Nellie B	107	40 93
Daniels, Ruth E	108	41 31
Dimock, Annie	108	41 31
Fulmore, Bessie M	108	41 31
Goudy, Emily F	108	41 31
Henry, Ella K	104	39 78
*Hogan, Hanna R.	59	22 56
King, Alberta L	98	37 48
Lawrence, Lydia	108	41 31
Marriette, Emma	107	40 93
McCurdy, Helen	108	41 31
*Mosher, Robert G	98	37 48
Reid, Daisy	108	41 31
Sandford, Maggie	107	40 93
*Stuart, Charles H	108	41 31
Sturk, John N	106	40 54
Sweet, Annie E	108	41 31
*Tobin, Gertrude	20	7 65
Wallace, Dell B	108	41 31
Webber, Annie E	106	40 54
Allison, Jessie W	108	27 54
Blair, Carrie	108	27 54
Card, Mary E	79	20 14
Dewis, Leelda	108	27 54
Dickson, Lulu	108	27 54
*Dimock, Clarence	108	36 72
Etter, Norma C	108	27 54
*Gormley, Henrietta	98	33 32

Hopkins, Florence	108	27 54
Kennikell, James L	108	27 54
Lake, Cora A M	105	26 77
Lindsay, Cora M	108	27 54
Marsters, Ethel M	108	27 54
Mason, Mabel E	108	27 54
*Nicholson, John	64	21 76
Parker, Alice B	•73	18 61
Parker, Lillian B	108	27 54
Skaling, Janie E	108	27 54
*Underwood, Georgie	102	34 68
*Underwood, Annie	107	36 38
*Withrow, Ethel A	74	25 16

## EAST.

Brodie, William S	105½	94 15
Creelman, Jean	105	53 55
Crowe, Louise B	108	55 08
Denton, Kelsey C	108	55 08
Etter, Maggie	108	55 08
Goodwin, Pryor C	108	55 08
Harvie, Alice B	108	55 08
McHefey, Jean E	108	55 08
Meek, Lena R P	108	55 08
Moore, Clara M	103	52 53
Reid, Ada M	107	54 57
Roy, Mary D	103	52 53
Sproule, Minnie	107	54 57
Brennam, Maude M	108	41 31
Barnhill, Lizzie E	108	41 31
Blake, Elizabeth	108	41 31
Caddell, Maude L	106½	40 73
Canavan, Annie E	108	41 31
Cooke, Mary L	108	41 31
Crandall, Ella D	108	41 31
Faulkner, Eunice	101	38 63
Fulton, Jessie	105	40 16
*Gaetz, Ida M	107	40 93
Hartling, Edward	108	41 31
Hutchinson, Grace	108	41 31
Jordan, Margaret	108	41 31
Kavenagh, Annie	108	41 31
Layton, Duncan	108	41 31
Logan, Bessie P	108	41 31
Logan, Robert J	108	41 31
McHarrie, Agnes	107	40 93
McLellan, Winifred	108	41 31
Miller, Mary M	108	41 31
O'Brien, Ellen J	87	33 28
O'Brien, Laura	108	41 31
O'Brien, N Edith	107	40 93
O'Brien, Mary L	108	41 31
Putnam, Mary D	107	40 93
Ryan, Margaret	103	39 39
*Wallace, Lulu D	71	27 15
Webb, Effie P	108	41 31
Woodroffe, Mabel	98	37 48
Archibald, Maud	107	27 28
Bell, Mary J	108	27 54
*Breachin, Maggie	107	36 38
Brown, Edith	108	27 54
*Cameron, Hattie	97	32 98
*Cottle, Pauline	105	35 70
*Crimp, Laura	107	36 38
Drinnen, Isabel	108	27 54
Gowe, Laura	108	27 54
*Kerr, Lavinia	106	36 04
Logan, Gertrude	106	27 03
*McLellan, Ethel S	51	17 34

*Mosher, Ruth E	108	36 72
O'Brien, Janie L	107	27 28
O'Brien, Mabel	53	13 51
*O'Brien, Mattie	107	36 38
Thompson, Louise	108	27 54
Wallace, Euphemia	87½	22 31
Wright, Lilah J	108	27 54
Laws, Lillian F	83	21 16
McDongall, Lois A	20	7 65

## INVERNESS.

## SOUTH.

Beattie, F H	108	96 39
McLeod, I N	108	96 39
Finlayson, I N	108	55 08
Herdman, W C	99	50 49
McLean, D E	108	55 08
McLean, James J	107	54 57
McRae, John P	105	53 55
McLeod, Malcolm	108	55 08
McDonald, A D	108	55 08
Richardson, Louise	86½	44 12
Carmichael, D E	107	40 93
Doyle, Mary A	108	41 31
Grant, Ada	91	34 80
Finlayson, G D	108	41 31
McDonald, Theresza	106	40 54
Sister St Prisca	108	41 31
Sister St Mary	108	41 31
McMillan, Sarah	108	41 31
McLellan, Margaret	108	41 31
McInnes, Barbara	108	41 31
McDonald, Mary B	40	15 30
McInnes, Duncan	93	35 57
Murphy, P A	108	41 31
McDonald, Alex D	96	36 71
McMaster, D B	108	41 31
McDonald, Theresza	108	41 31
Skinner, Henrietta	108	41 31
Sutherland, Cecilia	102	39 01
Nicholson, A G	103	39 39
McInnes, Wm C	106	40 54
McDonald, Mary M	104	39 78
Beatou, Annie	108	27 54
Beaton, Katie	97	24 73
Boyle, Mary B	105	26 77
Campbell, Mary	107	27 28
Delehanty, Annie	106	27 03
*Davis, Mary	98	33 32
Gillis, Mary Belle	62	15 81
Kennedy, Margaret	108	27 54
Kennedy, Mary E	102	26 01
Sister St Mary	108	27 54
Sister St John	108	27 54
McDonald, Agnes	108	27 54
McIntyre, Mary M	108	27 54
McLauchlan, Mary A	108	27 54
McQueen, Catharine	108	27 54
McQueen, Christie A	106	27 03
*McIver, Dolena	107	36 38
*McMillan, Catharine A	108	36 72
McLennan, Mary A	108	27 54
*McMaster, Mary B	104	35 36
McCaskill, Jessie	108	27 54
McKinnon, Miscey	86	21 93
McIntosh, Jessie A	53	13 51

McKinnon, Mary	107	27 28
McNeil, Maggie A	108	27 54
McKay, Margaret J	95	24 22
McAulay, Mary A	107	27 28
McLeod, Mary B	86	21 93
McDougall, Jessie A	11	2 80
McDonald, Mary I	55	14 02
McLennan, Maud M	105	26 77
McLean, Tena M	100	25 50
*McLennan, Flora	103	35 02
Matheson, Donald J	108	27 54
*McMillan, Peter	108	36 72
McLean, Charles A	85	21 67
McQuarrie, Angus	74	18 87
McIsaac, Dan J	95½	24 35
McDonald, D A	103	26 26
*McDonald, Angus A	80½	27 37
McDonald, Wm J	108	27 54
McDonald, James	108	27 54
Nicholson, Malcolm	97	24 73
Smith, Elizabeth	108	27 54
*Watts, Clara J	104	35 36
McIsaac, Florence	97	24 73
McFarlane, Mary C	95	24 22

NORTH.

Cormier, Wm E	108	55 08
Gillis, Malcolm H	108	55 08
AuCoin, James H	107	40 93
AuCoin, Hubert	108	41 31
Boudreau, Joseph	108	41 31
Boudreau, Placide	108	41 31
Campbell, Annie	108	41 31
Campbell, Lizzie E	108	41 31
Carroll, James H	108	41 31
Chisholm, Arch A	107	40 93
Chiasson, Ephraim	108	41 31
Doyle, John O. Neil	108	41 31
Gallant, Thomas	108	41 31
LeBlanc, John P	108	41 31
McLellan, A N	89	34 04
McLennan, A J	108	41 31
Macfarlane, James	40	15 30
McFarlane, D D	108	41 31
Arseneau, Nellie	108	27 54
AuCoin, Charles J	108	27 54
*Buckles, Sara A	92	31 28
*Campbell, Annie B	108	36 72
Chiasson, Nonie	108	27 54
Chiasson, Peter	108	27 54
*Coady, Sarah J	108	36 72
*Fleming, Maggie F	105	35 70
Gillis, Christy A	105	26 77
Gillis, Bridget A	106	27 03
Gillis, James D	108	27 54
Hart, Alberta B	108	27 54
Hart, Bert	107	27 28
LeBlanc, Athanase	105	26 77
Maillet, Eliza	107	27 28
McDaniel, Annie E	108	27 54
McLellan, Agnes	107	27 28
*McLeod, Grace	20	6 80
McLean, Ella C	108	27 54
McRae, Margaret	108	27 54
McLean, Hattie A	106	27 03
McIntosh, A H	55	14 02
McLellan, Maggie M	107	27 28
*McLellan, Alex	108	36 72

McLean, Duncan	6	1 53
McInnes, Charles J	105	26 77
*McLellan, Fred L	108	36 72
McMillan, Murdoch R	20	5 10
Rankin, Ronald J	107	27 28
Tompkins, Miles N	104	26 52

KINGS.

Chisholm, Emma K	66	42 07
Dukeshire, Stanley C	100	51 00
Farrell, Therisa	107	68 20
McCarthy, Mary	99	50 49
Ross, Jennie W	106	94 60
McKenzie, Ellen	106	81 09
Shaw, Percy J	108	96 39
Vaughan, C L	105	53 55
Alcorn, Emily	108	55 08
Archibald, Emma	108	55 08
Best, Emma J	108	55 08
Bowlby, Minnie F	108	55 08
Burbidge, Josephine	107	54 57
Caldwell, Myrtle	108	55 08
Chute, Flora L	108	55 08
Chute, Lottie DeW	108	55 08
Cox, Sarah E	108	55 08
Creed, Hattie M	93	47 43
Davidson, Wilton	108	55 08
DeLancey, James A	108	55 08
Ellenwood, Bertha	108	55 08
Ferguson, Annie B	103	52 53
Foote, C Perry	108	55 08
Ford, Robie D	107	54 57
Graham, Jessie E	108	55 08
Graves, Eva M	108	55 08
Hamilton, Bessie	107	54 57
Jackson, Eva B	89	45 39
Killam, Harold E	100	51 00
Marchant, Laura	104	53 04
Margeson, J Willis	106½	54 31
McLean, Alma	108	55 08
Mennie, Grace L	108	55 08
Morse, Flora L	53	27 03
Moses, Glindon A	20	10 20
Putnam, Clara A	108	55 08
Robinson, L D	60	30 60
Schnare, Lillie A	106	54 06
Stephens, Emma L	108	55 08
Stronge, Gertrude A	108	55 08
Welton, Jennie	107	54 57
White, Jennie M	108	55 08
Yuill, Etta J	108	55 08
Benjamin, Lena M	103	39 39
Bent, Lillie M	108	41 31
Best, Carrie L	108	41 31
Bishop, Hattie L	107	40 93
Borden, Ida C	106	40 54
Brown, Estella M	102	39 01
Burgess, Fannie A	103	39 39
*Burgess, Laurie L	75	28 63
Cahill, Cassie L	108	41 31
Challen, Bessie	108	41 31
Chase, Millicent S	107	40 93
Corkham, D A	99	37 86
*Creelman, Laura M	108	41 31
Crowe, Fannie B	104	39 78
Emeno, Ethel	107	40 93
Foster, Laurie E	107	40 93

Gammon, Minerva	107	40 93	*Woodworth, Maggie	108	35 80
Hodges, Laura	107	40 93	Young, Jessie E	107	27 28
Jones, Mattie R	108	41 31			
Jordan, Jennie	104	39 78			
Kedy, Louise F	14½	5 54			
Kelly, Minnie A	107	40 93			
Lawrence, Kate C	98	37 48			
Lindsay, Lizzie B	105	40 16			
*Loomer, Rene S	106	40 54			
Marchant, Abbie J	108	41 31			
Messenger, Milledge W	108	41 31			
Mosher, Maggie E	108	41 31			
*Palmer, Charlotte E	108	41 31			
Palmer, Eloise N	108	41 31			
*Parker, Grace D	108	39 39			
Parker, Ida A	108	41 31			
Pineo, Alice H	108	41 31			
Reid, Perin G	105	40 16			
*Rockett, Evleen G	20	7 65			
Robinson, Clara	108	41 31			
Saunders, Mabel	108	41 31			
Spicer, Mabel A	103	39 39			
Spinney, Fred H	107	40 93			
Wallace, Lena	89	34 04			
Weaver, Sudie A	103	39 89			
Webster, Leora C	108	41 31			
Withrow, Mary L	108	41 31			
*White, Jennie	51	19 50			
Beals, Mary E	107	27 28			
Blanchard, Roberta	107	27 28			
Borden, Annie B	108	27 54			
Bowles, Laura B	106	27 03			
*Boyle, Cora M	108	35 80			
*Brown, Beatrice A	94	31 16			
Brown, Marion C	98	24 99			
Burns, L Mabel	108	27 54			
*Coldwell, Justin S	98	32 49			
*Comstock, Frank L	108	35 80			
*Dennison, Minnie A	106	35 14			
*Dorman, Robert,	103	34 23			
Douglas, Fred A	101	25 75			
Falis, Auna B	108	27 54			
Hatchard, Clara G	104	26 52			
*Hiltz, Ethel V	107	35 47			
Holland, Mary	108	27 54			
Johnson, Florence	106	27 03			
Long, Gertrude	108	27 54			
*Loomer, Gertrude	43	14 25			
*McBride, Victoria	89	29 50			
McDougall, Emma	41	10 45			
*McGregor, Ella M	78	25 85			
*Minnis, Lottie	71	23 52			
*Newcomb, Lloyd	94	31 16			
*Orpin, Ethel	108	35 80			
*Parker, Bertha	108	35 80			
*Parker, Maude S	108	35 80			
Patterson, Florence	105	26 77			
*Patterson, Ruth A	80½	26 69			
Ramey, G R	108	27 54			
*Rand, Fanny L	108	35 80			
Reeves, Alice	96	24 48			
Roscoe, Josephine	108	27 54			
*Stronach, Wylie C	108	35 80			
Sullivan, Winifred	108	27 54			
*Thorpe, Edith G	89½	29 66			
Toye, M Beatrice	108	27 54			
Weathers, Alice E	108	27 54			
*Webber, Hattie B	43	14 25			
West, Mildred M	103	26 26			
LUNENBURG AND NEW DUBLIN.					
Crouse, Annie	108	68 85			
Hewitt, Minnie	88	56 10			
" "	20	15 30			
Morton, R F	107	95 48			
McKittrick, B	108	96 39			
Roop, Agnes H	88	67 32			
Smith, A W L	103	91 91			
DeLong, Maud	40	20 40			
Durland, H	108	55 08			
Lantz, Theresa	108	55 08			
Lewis, Kate	106	54 06			
Mills, Hattie	20	10 20			
McDougald, Marion	103	52 53			
McKean, Helena	98	49 98			
Rieser, Daniel	104	53 04			
Tobin, S G	108	55 08			
Veinot, Alice	108	55 08			
Wallace, Effie	83	42 33			
Young, Helen	108	55 08			
Card, Hattie	101	38 63			
Carder, A G	108	41 31			
Cossmann, M	105	40 16			
Daniels, Teresa	108	41 31			
Duncan, Jessie	108	41 31			
Ernst, Phebe	108	41 31			
Gow, Isabel	106½	40 73			
Hallamore, Della	108	41 31			
Hamm, Erema	108	41 31			
Hebb, Elsie	108	41 31			
Herman, Eldridge	108	41 31			
Hirtle, Amanda	108	41 31			
Hirtle, Beatrice	108	41 31			
Hyson, R E	103	39 39			
Hunt, Mabel	108	41 31			
Keddy, Beatrice	108	41 31			
Keddy, Bessie	108	41 31			
Kempton, Enos	108	41 31			
Knock, Laura	108	41 31			
Leary, Mary E	106	40 54			
Lohnes, Eva M	107½	41 12			
McDougald, Lois	20	7 65			
McLachlan, Ethel	108	41 31			
McLachlan, Lelia	108	41 31			
McLaughlin, Lilla	94	35 95			
Newcomb, Mabel	108	41 41			
Manthorne, Maud	108	41 31			
Palmer, Etta M	108	41 31			
Ramey, Rebecca	108	41 31			
Ritcey, Maggie	108	41 31			
Ritcey, Norman	108	41 31			
Scott, Ethel	108	41 31			
Smith, Ella	108	41 31			
Thompson, Mabel	108	41 31			
Tobin, Ellen M	108	41 31			
Tobin, Mary E	108	41 31			
Warner, Emma	108	41 31			
Weagle, J A	108	41 31			
West, Ella L	108	41 31			
Westhaver, Edna	108	41 31			
Wentzell, Cora	108	41 31			
Wentzell, Hattie	108	41 31			
Whitman, Blanche	108	41 31			
Wilson, Eva M	108	41 31			



Wynacht, Agnes	108	41 31
Zinck, Ellie	108	41 31
Zwicker, Nettie	102	39 01
*Adams, Lillian	108	35 30
Barry, Luella	108	27 54
Barss, Maggie	99	25 24
Bichard, Flora	108	27 54
*Bolivar, Lucretia	108	35 30
*Charlton, Kate	108	35 30
Chesley, Isabel	105	26 77
Corkum, Eva	108	27 54
Curll, Willietta	107	27 28
Crouse, Letitia	108	27 54
DeLong, Jessie	107	27 28
*DeLong, Rachie	108	35 30
Eisenhauer, Annie	108	27 54
Eisenhauer, Alice	108	27 54
Eisenhauer, Iona	108	27 54
Ernst, Ida	108	27 54
Ernst, Mary	108	27 54
Fader, Lillian	103	26 26
*Fancy, Bessie	107	34 97
Fancy, Elizabeth	108	27 54
*Fancy, Lydia	108	35 30
Feener, Nora	106	27 03
Feindell, Elnora	103	26 26
Feindell, Theresa	108	27 54
Fitch, Clara	108	27 54
Forbes, Stella	102	26 01
Freeman, Valeria	108	27 54
Haines, Taphenas	108	27 54
Haughn, Lottie	188	27 54
Hebb, Bessie	20	5 10
Hebb, Elva B	108	27 54
Herman, Bessie	108	27 54
Herman, Letitia	108	27 54
Herman, Naomi	107	27 28
Inglis, Flora	108	27 54
Johnson, Mary	70	17 85
Kaulback, Laura	103	26 26
Kaulback, Cora	107	27 28
Kennedy, Lois	103	26 26
*Langille, Rebecca	108	35 30
Leary, Bernice	108	27 54
Logan, Mary	92	23 46
Lohnes, Lydia	108	27 54
Lohnes, Mary	108	27 54
*Magar, Ella	105	34 31
Manning, George	94	23 97
Mack, Emily	108	27 54
McDougald, Cecil	108	27 54
*McGregor, Ethel	55	17 97
McGregor, Hattie	108	27 54
McMillan, Maude	108	27 54
Mortimer, J W	108	27 54
Morrison, Laura	108	27 54
Morash, Carrie	108	27 54
Mossmann, Alice	108	27 55
Mossmann, Eva	108	27 54
Mullock, Addie	108	27 54
Mullock, Carrie	106	27 03
Mullock, Clara	104	26 52
*Mullock, Walter	108	35 40
*Murley, Estella	88	28 77
*Naas, Ellen	52	17 00
Neal, Ella E	108	27 54
Parker, Carrie	108	27 54
Quinn, Mary	103	26 26
Rafuse, Maggie	108	27 54

Rafuse, Jessie	108	27 54
*Ramey, Anna B	77	25 17
Ramey, Grace	108	27 54
Remby, Lottie	108	27 54
Richardson, E	108	27 54
Selig, Stafford	102	26 01
Silver, Phebe	108	27 54
Slauenwhite, Phebe	108	27 54
*Smeltzer, Jennie	108	35 30
Smith, Ada A	108	27 54
Thompson, Florriam	108	27 54
*Veinotte, May L	108	35 30
Vogler, Jessie	107	27 28
*Ward, Jennie	89	29 09
Waterman, Alma	108	27 54
Weagle, Josie	105	26 77
Wentzell, Jemima	108	27 54
Wolfe, Jessie	55	14 02
Zwicker, Bessie	20	5 10

CHESTER.

Lawson, Thomas	108	96 39
Fultz, Emily	108	55 08
Rogers, Stephen	108	55 08
Spurr, Ernest	108	55 08
Butler, Mamie	108	41 31
Hennigar, Beatrice	108	41 31
Morrison, Ida	93	35 57
Smith, Chas. D	106	40 54
Walker, Bertie	105	40 16
Webber, Eva A	108	41 31
Zinck, Lilla	107	40 93
*Corkum, Clara	108	35 30
Corkum, Hettie	108	27 54
*DeAdder, Luitzard	108	35 30
Dunlap, Jennie	103	26 26
Hawboldt, Carrie	108	27 54
Hume, E M	108	27 54
*Huskilson, Lena	105	34 31
Hyson, Ada E	108	27 54
*Keddie, Annie	54	17 65
Lockhart, Jessie	108	27 54
Millett, Nettie	108	27 54
Mills, Blanche	108	27 54
Mills, Ethel	108	27 54
Morrison, Lizzie	84	21 42
*Reid, Emma D	69	22 56
*Shatford, Ethel	98	32 05
Shoop, Nora	108	27 54
Tretheway, Jessie	108	27 54
Webber, Hattie	108	27 54
Williams, Percy	107	27 28
Veinot, Flora	108	27 54
	103	26 26

PICTOU.

NORTH.

Duchemin, H P	107	81 84
McBain, A R	108	82 62
Munro, H F	107	81 84
McLellan, Robt	107	95 48
Robinson, C B	107	81 84
Dickson, Ethel	107	54 57
McArthur, Olive E	107	54 57
McArthur, A	107	54 57
McGillivray, A L	102	52 02
McNeil, Bessie J	107	54 57
McRae, Muriel H	107	54 57

Young, I Rena	106½	54 32	Allen, Margaret E	20	10 20
Chisholm, Viola	108	41 31	Cumming, Isabel	108	55 08
Crockett, Annie C	107	40 93	Cunningham, A F	108	55 08
Cruikshank, J J	107	40 93	Creighton, W O	107	95 48
Downing, F M	108	41 31	Fraser, Attie A	108	55 03
Elliott, Albert	108	41 31	Grant, Jessie E	107	54 57
Martin, J J	78	29 83	Johnston, Isabel	108	55 08
MacKay, Isabella	108	41 31	MacKenzie, A S	108	55 08
Macmillan, Arabella	108	41 31	McKay, Elizabeth S	103	55 08
MacMillan, Katherine C	104	39 78	McDonald, Christena	108	55 08
McKenzie, James A	108	41 31	McKacher, Mary	108	55 08
McKay, Marion A	108	41 31	McLeod, Jeanetta	108	55 08
McRae, Alice A	108	41 31	McLean, Cassie E	108	55 08
Maclean, Mary L	108	41 31	McKenzie, Annie H	88	44 88
McLean, Minnie	108	41 31	Murray, Sadie A	108	55 08
McDonald, Dan R	103	39 39	Nelson, Bessie	108	55 08
Rose, Jessie F	107	40 93	Sproull, Katie F	108	55 08
Ross, M Odessa	107	40 93	Thompson, Lizzie	108	55 08
Ross Marion	108	41 31	Archibald, John T	108	41 31
Stramberg, Chas W	107	40 93	Black, Jessie F	108	41 31
Thomson, Isa	107	40 93	Cumming, H D	108	41 31
Thomson, Mary	103	39 39	Cameron, Christie J	107	40 93
Urquhart, Alex J	108	41 31	Cameron, Anna B	86	32 89
Buchanan, Mary	108	27 54	Cameron, Margaret	108	41 31
*Baillie, Christina C	108	36 72	Chisholm, Mary M	108	41 31
*Boutillier, Eliza	106	36 04	Cunningham, Dolina	108	41 31
Connolly, Nellie E	25	6 37	Chisholm, Bessie M	107	40 93
*Campbell, Lily	103	35 02	Douglas, J Maude	107½	41 12
Campbell, Jas W	108	27 54	Fraser, Tena K	25	9 56
Cameron, Bessie A	106	27 03	Fraser, Cassie	108	41 31
Creelman, Estelle	108	27 54	Fraser, Annie McL	108	41 31
Carmichael, Olive	108	27 54	Grant, Minnie	108	41 31
Downing, Selwyn	106	27 03	Grant, Helen	107	40 93
Davies, Jessie	107	27 28	Hamilton, Lena	108	41 31
*English, Anetta B	75	25 50	Herdman, W W	108	41 31
Gass, Sherburne	101	25 75	Henderson, J W	108	41 31
Grant, Anna	108	27 54	King, Ida M	107	49 93
*Grant, Leonard A	108	36 72	Manning, Ralph	107	40 93
Grant, Etta W	108	27 54	Macdonald, Tena S	75	28 68
Gray, Margaret	108	27 54	MacKay, Mary J	87	33 28
Henderson, Bessie	108	27 54	McLaren, Lottie M	108	41 31
Lowden, Jennie C	106	27 03	MacKinnon, Ada K	108	41 31
Matheson, Florence E	108	27 54	McGregor, Anna	108	41 31
MacKenzie, Anna	108	27 54	McPherson, Margaret	95	36 33
MacKenzie, Barbara A	98	24 99	Maxwell, Ella	108	41 31
MacDonald, Ada S	108	27 54	MacLean, Cassie	108	41 31
McLeod, Robt H	108	27 54	Maxwell, Bessie B	106	40 54
MacKenzie, Minnie	107	27 28	McDougall, Elmore	74	28 30
McGregor, Minnie	107	27 28	McLeod, Bessie J	108	41 31
*McAulay, Lorinda	107	36 38	Murray, Jas A	107	40 93
McAulay, Elva	107	27 28	McDonald, Agnes C	108	41 31
Murray, Murdoch	104	26 52	Murray, Annie M	108	41 31
Maxwell, Annie R	86	21 93	McDonald, Mary	108	41 31
McKenzie, John D	102	26 01	McLean, Minnie	108	41 31
*Munro, Margaret A	108	36 72	McIntosh, Isabelle	108	41 31
Ross, Margaret M	108	27 54	McPhie, Maude	108	41 31
Schultz, Sadie J	108	27 54	Miller, Hugh	34	13 00
Stewart, Martha	108	27 54	O'Neill, Annie	108	41 31
Sutherland, Mary E	108	27 54	Ross, Maggie	13	4 97
Stramberg, Vida M	108	27 54	Sutherland, Jessie L	104	39 78
Tattrie, Mabel	107	27 28	Simpson, W M	108	41 31
Wilson, Annie M	108	27 54	Stuart, Mary E	107	40 93
			Wilson, Annie	108	41 31
			Weir, Isabelle D	107	40 93
			Young, Martha E	108	41 31
			*Ballantyne, Susan M	108	36 72
			Cameron, Hannah	107	27 28
			*Cameron, Rachel M D	84	28 56
			Cameron, Colena C	85	21 67
McLeod, John T	108	96 39			
McLean, S C	108	82 62			
Smith, E B	108	82 62			
Simpson, F S	108	96 39			

SOUTH.

*Campbell, Peter	88	29 92
*Cumming, Bessie M	75	25 50
Davies, Janet M	107	27 28
Dewar, Berth R	80	20 40
Douglas, Florence N	108	27 54
Grant, Cassie	108	27 54
Grant, Clara A	108	27 54
Gillis, Margaret	108	27 54
Harivel, Sophie L	108	27 54
Jackson, Bessie M	108	27 54
Kennedy, Jennie M	107	27 28
Macdonald, John R	108	27 54
*Macdonald, Christena	88	29 92
*McLeod, Florence J	108	36 72
*McKay, Nellie J	84	28 56
MacKenzie, Harry H	108	27 54
McLeod, Johnanna	108	27 54
McPhie, Christena J	108	27 54
*McDonald, Annie F	88	29 92
Murray, Mary E	107	27 28
Matheson, Lottie L	108	27 54
MacDonald, G W	108	27 54
Murdoch, Louis M	108	27 54
McDonald, Annie C	103	26 26
McPherson, Mary	103	26 26
*Porter, Lizzie A	108	36 72
Robertson, Alex W	105½	26 90
Robson, Norman	97	24 73
*Smith, Ida McG	88	29 92
Smith, Estelle L	108	27 54
Sargeant, Walter	108	27 54
Sutherland, Annie	102	26 01
Weir, Andrew S	107	27 28

QUEENS.

Freeman, H S	107	95 48
Dauphinee, Josie	108	55 08
Ellis, Russel	106	54 06
Dexter, Sadie	107	54 57
Forbes, Addie	108	55 08
Harrington, B	108	55 08
Harrington, G M	108	55 08
Kempton, May	108	55 08
Mullins, Jennie	108	55 08
Arthur, Linnie	108	41 31
Bell, Diadem	108	41 31
Brown, Bernice	108	41 31
Collie, Zelia	108	41 31
Eldridge, Grace	108	41 31
Emenot, Mary	108	41 31
Ford, Carrie	108	41 31
Ford, Mollie	108	41 31
Freeman, Margt	108	41 31
Gardner, Rosie	105	40 16
Harlow, R L	108	41 31
Hemeon, Nettie	108	41 31
McAdams, Sophia	98	37 48
Shields, B L	107	40 93
Annis, Una D	108	27 54
Chandler, Sadie	108	27 54
Forbes, Gertie	108	27 54
*Frellick, Harriet	108	36 72
Frude, Iona	108	27 54
Gardner, Nettie	108	27 54
*Giffin, Nettie	20	6 80
*Hupman, Ella	108	36 72
*Mann, Wilda	77	26 18
Manthorne, Lennie	91	23 20

Mitchell, Lena	108	27 54
Parke, Robina	108	27 54
Farnell, Alma	108	27 54
Smith, Allie B	94	23 97
Smith, Bessie	108	27 54
Smith, Jennie	108	27 54
*Winters, Louisa	108	36 72

NORTH QUEENS.

Freeman, Jessie	108	55 08
Bars, Nellie	108	41 31
Best, Linda	108	41 31
Hagan, Lillian	108	41 31
Miller, Mary E	108	41 31
Telfer, Ada C	108	41 31
Waterman, Stella	101½	38 82
*Boyle, Mary G	108	36 72
*Chesley, Jessie	108	36 72
Cushing, Lena	108	27 54
*Dolliver, Lydia	88	29 92
*Freeman, Mabel	63	21 42
*Freeman, Nina	87	29 58
*Harlow, Lottie	105	35 70
Minard, Abbie	108	27 54
*McLeod, Mabel	62	21 08
Shea, Minnia	106	27 03
*Shirreffs, Alice	52½	17 85
Ford, L McD	97	24 73

RICHMOND.

Urquhart, H D	108	96 39
Boyd, Christina	108	55 08
Campbell, D H	108	55 08
Gillis, D McK	103	52 53
Hynes, James	108	55 08
Madden, Annie E	108	55 08
Martin, O McE	53	27 03
Morrison, Alex E	108	55 08
Baillie, Alex. G	106	40 54
Decoste, Stephen H	104	39 78
Doyle, Emma M	107	40 93
Embree, Luella A	108	41 31
Finlayson, D K	101	38 63
Harris, Gladys	108	41 31
Macdonald, Mary J	70	26 77
Macdonald, Allen	93	35 57
McDongall, Peter	108	41 31
McKillop, Ewen D	107	40 93
McLean, Tina O	103	39 39
*McLellan, J A	108	41 31
MacLeod, Malcolm A	101	38 63
Major, William	108	41 31
Murphy, John	108	41 31
Nelson, J Scott	11	4 20
Ross, Wm F	118	41 31
Sister St Antonia	108	41 31
St Mary	108	41 31
St Pelagia	108	41 31
Beranger, Mary E	104	36 52
Bown, Mary E	44	11 22
Boyd, Sarah E	108	27 54
Boyle, Katie A	108	27 54
Boyle, Mary I	108	27 54
Brymer, Emma J	108	27 54
Brymer, Henry F	108	27 54
Carrigan, Wilhelmina	97	24 73
Chiasson, Adelard	106	27 03

Currie, Jeanette	103	26 26
Deagle, Joseph	107	27 28
Fougere, Chas C	108	27 54
Giroir, Eva B	103	26 26
Hureau, Helen	108	27 54
Johnston, Jas D	102	26 01
Joyce, Simon E	108	27 54
LeBlanc, Mabel	107	27 28
McDonald, Henry	108	27 54
McKillop, D A	107	27 28
McLennan, Ken J	108	27 54
McLeod, John R	97	24 73
Macleod, Marie S	108	27 54
Macneil, Minnie V	108	27 54
McPhail, Sara B	103	26 26
Matheson, Elsie J L	103	26 26
Monbourquette, S B	108	27 54
Nicholson, Bessie	108	27 54
O'Toole, Henrietta	108	27 54
O'Toole, Sarah E	108	27 54
Poirier, Jeffrey H	108	27 54
Sampson, Mary E	108	27 54
Sampson, Florence M	108	27 54
Thibeau, Peter	103	26 77
Wilson, Mary B	108	27 54
*Cameron, Henrietta J	106	36 04
*DesLauriers, Minnie H	103	35 02
*Ferguson, Kenneth A	20	6 80
*Grant, Cassie J	108	36 72
*MacAskill, John A	108	36 72
*Macdonald, Malcolm	108	36 72
*Maclean, Dan A	108	36 72
*McVicar, Fredk S	108	36 72
*Matheson, K McK	106	36 04
*Nelson, Gustave A	108	36 72
*Walker, Annie	108	36 72
*White, Sarah C	105	35 70

## SHELburnE.

Bruce, C S	108	96 39
Blackadar, G D	108	96 39
Hogg, Maggie	108	55 08
Johnson, Carrie	108	55 08
MacDonald, W W	108	55 08
MacDonald, W W	5	2 55
MacLeod, A J	99	50 49
MacKay, Nettie	108	55 08
Abbott, Cora	108	41 31
Allen, Charlotte	102	39 01
Backman, A R	108	41 31
Bethel, Allie S	108	41 31
Bower, Fred A	108	41 31
Etherington, A A	108	41 31
Etherington, Lily	108	41 31
Goodick, J D	108	41 31
Harding, Mary	108	41 31
Harding, M K	106	40 54
Heckman, B	108	41 31
Hemeon, F L	107½	41 12
Lyle, C R	108	41 31
MacAlpine, E	108	41 31
MacDonald, Mina	108	41 31
MacDonald, D N	108	41 31
Martin, Belle	108	41 31
Swim, Lina	85	32 51
Thomson, C H	107	40 93
Thorburn, B M	108	41 31
West, Henry H	108	41 31

Atwood, M L	108	27 54
Bower, C E	108	27 54
Doane, Edith	96	24 48
Day, Laura	108	27 54
Eisenhauer, R	107	27 28
Findal, Adeline	103	26 26
Frellick, A	108	27 54
Freeman, L T	108	27 54
Giddes, C D	108	27 54
Giffin, G M	108	27 54
Harlow, M D	108	27 54
*Reynolds, H C	108	36 72
Swain, Fred S	108	27 54
Swanburg, M L	105	26 77
Swanburg, A M	108	27 54
Walls, E W	107	27 28
*Whitmore, J E	98½	33 49

## BARRINGTON.

MacLeod, D H	108	96 39
Freeman, A T	108	55 08
Knowles, Bessie	107	54 57
MacInnis, A D	107½	54 83
Martin, M L	108	55 08
Smith, Lizzie	108	55 08
Turpin, E	107	54 57
Bell, Marie R	108	41 31
Bingay, S T	108	41 31
Brown, A D	90	34 42
Brown, S R	84	32 13
Downey, H A	108	41 31
Ford, Roselle	108	41 31
Hogg, G W	106	40 54
Hopkins, Belle	108	41 31
Hopkins, L W	108	41 31
Knowles, Ina	107	40 93
MacKay, E W	108	41 31
Martin, Kate	108	41 31
Nickerson, S H	108	41 31
*Smith, Annie	108	41 31
Stevens, John S	108	41 31
Sutherland, B	107	40 93
Swaine, E H	108	41 31
Swanburg, M M	24	9 18
Thorburn, E M	108	41 31
Zwicker, C	107	40 93
Black, Lamont	108	27 54
Crowell, A W	107	27 28
Decker, C E	108	27 54
*Hardy, B W	88	29 92
Hogg, A C	107	27 28
Huestis, M	107	27 28
*Lamrock, Bell	89	30 26
Nickerson, B A	108	27 54
*Ridley, G L	106	36 04
Smith, L J	107	27 28
Stevens, Alice	108	27 54
Taylor, E E	108	27 54
Thomas, E D	106	27 03

## VICTORIA.

McPhee, James	108	96 39
Archibald, Eugenie	108	55 08
Campbell, Jean E	108	55 08
Grant, Florence	107	54 57
McCurdy, H Gerrude	108	55 08
McDonald, M B	108	55 08

McDonald, Murdoch	101	51 51
Buckles, Daniel	108	41 31
Foyle, Lizzie H	20	7 65
Howatson, Jessie	108	41 31
McLennan, Agnes J	108	41 31
McKenzie Christina	72	27 53
McRae, Colin	108	41 31
McDonald, Catherine A	108	41 31
McDonald, Dan. J	108	41 31
McLeod, Kenneth	108	41 31
McDougall, Alex	108	41 31
McLeod, John D	79	30 21
Tompkins, Mary E	108	41 31
Wall, Martin	79	30 21
Boudrot, Edward D	102	26 01
Burns, Arsenius	108	27 54
Campbell, Lizzie M	93	23 71
Campbell, Tena E	108	27 54
Campbell, May A	93	23 71
Campbell, Bella M	108	27 54
Cameron, Wm D	93	23 71
Fyle, Joseph B	98	24 99
McIntosh, Euphemia A	105	26 77
*McLeod, Mary	103	35 02
McLeod, Mary I	52	13 26
McNeil, Mary	107	27 28
Matheson, Margaret F	103	26 26
McKay, Murdoch A	106	27 03
McAulay, John P	104	26 52
McFarlane, Alex	94	23 97
McIntosh, Sadie C	106	27 03
McInnes, Eliza M	97	24 73
McIver, Tena	108	27 54
McRae, Hector F	108	27 54
McRae, Annie M	107	27 28
Morison, Joanna B	103	26 26
McDonald, Colin G	102	26 01
*Morrison, Jessie C	108	36 72
*McRitchie, Dan. J	81	27 54
McCaskell, Jessie H	108	27 54
*McGany, Michael R	98	33 32
McLennan, Tena A	98	24 99
McAuly, Christy J	89	22 69
McDonald, A D	108	27 54
McLeod, Murdoch D	106	27 03
Matheson, Murdoch A	106	27 03
Nicholson, Donald	107	27 28
Philips, Gideon	108	27 54
Smith, Mary A	89	22 69
Smith, Jacob Hart	108	27 54
Watson, Ellen C	98	24 99
Watson, Andrew D	107	27 28

YARMOUTH.

Cameron, A	105	93 69
Kempton, W F	105	80 31
Wyman, H J	106	81 09
Archibald, M A	108	68 85
Bingay, W B	108	68 85
Bingay, J H	55	35 05
Horner, A W	108	82 62
MacGray, M W	108	68 85
Trask Logan	108	68 85
Allan, S B	108	55 08
Beveridge, W R	108	55 08
Bruce, W A	108	55 08
Cain, Geo H	50	25 50
Cann, B H	108	55 08

Churchill, H W	107	54 57
D'Entremont, G	107	54 57
Durland, R H	108	55 08
Goudey, Theo	108	55 08
Goudey, A A	97	49 47
Grierson, Jean	108	55 08
Hibbert, Lizzie,	108	55 08
Hopkins, M I	73	37 23
Huestis, H A	108	55 08
Hunt, R Leigh	108	55 08
Jenkins, E J	108	55 08
Kinney, Laura	108	55 08
MacKay, M F	107	54 57
Moses, Winifred	108	55 08
Murray, Grace E	108	55 08
Newcombe, D	55	28 05
Nickerson, A W	108	55 08
Raymond, L	108	55 08
Trefry, Amy G	108	55 08
Vroom, C E	35	17 85
Webster, Belle	108	55 08
Allan, F L	108	41 31
Bain, Ethel M	108	41 31
Brannou, L M	107	41 12
Brown, M S	104	39 78
Bryant, Arlita	107	40 93
Chipman, Agnes	108	41 31
Christie, C B	99	37 86
Crosby, Jessie H	108	41 31
Doleman, T	108	41 31
Delamore, S P	108	41 31
Goudey, Mary G	108	41 31
Hamilton, J W	107	40 93
Harding, E I	107	40 93
Hilton, M M	107	40 93
Hopkins, Jerusha	107	40 93
Mackay, Janet	108	41 31
Millar, J MacG	108	41 31
Moffatt, A M	108	41 31
*Nickerson, L G	108	41 31
Palmer, V E	107	40 93
Patton, Lou C	108	41 31
Platt Ada M	105	40 16
Roach, Grace D	107	40 93
Scott, H P	108	41 31
Thorburn, L M	108	41 31
Weston, May L	106	40 54
Wyman, N M	108	41 31
Young, Lottie M	107	40 93
*Baker, Jenie A	83	28 22
Barteaux, Jessie	11	2 80
*Duncanson, L L	108	36 72
*Mullan, M R	93	31 62
Newcombe, B E	53	13 51
Porter, Helena W	93	23 71
*Rosengreen, L	104	35 36
Sanders, L M	108	27 54
*Sand, Carrie E	108	36 72
*Smith, Flo M	91	30 94
Winter, Eva D	108	27 54
*Wyman, Winifred	87	29 58
Wyman, Winifred	8	2 04

ARGYLE.

Allen, E C	108	55 08
Bond, M G	25	12 75
Densmore, Flo	108	55 08
Fox, Arthur D	107	54 57

Mack, R T	106	54 06	Thomas, Ida M	55	21 03
Pennington, M H	78	39 78	Turner, Flora A	108	41 31
Robbins, Catherine	104	53 04	Amiro, Emily	107	27 28
Allen, Mary V	107	40 93	Amiro, Estelle	108	27 54
Amiro, Adeline	108	41 31	Baker, A O	69	17 59
Belliveau, C	108	41 31	Bourque, M M	107	27 28
Bond, Anna B	79	30 21	Bourque, M N	107	27 28
Cushing, E S	108	41 31	Bourque, Rosa	108	27 54
Doucet, Emily	108	41 31	*Clark, Bernice	54	18 36
Ellis, Nellie F	108	41 31	Cotreau, Constance	108	27 54
Goodwin, E M	101	38 63	Crowell, Clara	108	27 54
Heaney, Lizzie	108	41 31	*Gavel, I I	55	18 70
Hipson, Jessie G	24	9 18	Hatfield, Lela	108	27 54
Knowles, Ida F	107	40 93	Hurlburt, C G	64	16 32
LeBlanc, Emily	34	13 00	Landry, Josephine	100	25 50
MacCarthy, E L	51	19 50	LeBlanc, J B	108	27 54
MacDonald, Nina	108	41 31	Meuse, Philomene	108	27 54
MacLeod, N W	108	41 31	Pothier, L A	107	27 28
Palmer, Bessie	105	40 16	Pothier, Annie	108	27 54
Pothier, M A	107½	41 12	Richard, Angele	108	27 54
Purdy, Lennie S	108	41 31	*Robertson, Bertha	89	30 26
Sister Miriam	108	41 31	Sister Gonzaga	108	27 54
Elise	108	41 31	Suret, Elizabeth	108	27 54
Virginia	108	41 31	Suret, Emma	102	26 01

### MARCH ANNUAL SCHOOL MEETING.

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

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

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

#### ADDITIONS TO LISTS OF 1896, 1897, 1898, 1899 AND 1900.

THIS IS TO CERTIFY that under the authority of section 21 (2), chapter 52, of the Revised Statutes of 1900, the Council of Public Instruction has fixed the date of the Annual Meeting of the following School Sections (in addition to those published in the JOURNALS of April 1896, 1897, 1898 and 1899), to be on the last Monday of March from year to year henceforward until the date is again lawfully changed.

*Education Office, Halifax, Nova Scotia, )  
the 27th day of February, 1901. )*

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

#### ANTIGONISH.

No. 76 ..... Frankville.

#### DISTRICT OF ARGYLE.

No. 2 ..... East Pubnico.

#### DISTRICT OF CHESTER.

No. 2 ..... East Chester.

#### DISTRICT OF LUNENBURG AND NEW DUBLIN.

No. 60 ..... Cleveland.

#### DISTRICT OF HALIFAX WEST.

No. 1 ..... Hubbard's Cove.

#### DISTRICT OF HALIFAX EAST.

No. 27 ..... Beaver Harbor.

#### DISTRICT OF SOUTH QUEENS.

No. 3 ..... Central Port Mouton.

#### VICTORIA.

No. 23 ..... Upper Washabuck.

(To be handed promptly on its receipt by the Secretary of every School Board to each Teacher employed within the School Section.)

## LOCAL "NATURE" OBSERVATIONS.

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

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

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

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

These schedules should be sent in to the Inspector with the annual school returns in July, containing the observations made during the whole school year and back as far as the preceding July (if possible) when the schedule of the previous school year was necessarily completed and sent in.

A duplicate copy of the schedule of observations should be securely attached to the school Register for the year, so that the series of annual observations may be preserved in each locality.

Remember to fill in carefully and distinctly the date, locality, and other blanks at the head of the schedule on the next page; for if either the date or the locality or the name of the responsible compiler should be omitted the whole paper is worthless and cannot be bound up for preservation in the volume of The Phenological Observations.

By the aid of the table given at the top of pages 3 and 4, the date, such as the 24th of May for instance, can be readily and accurately converted into the *annual* date, "the 144th day of the year," by adding the day of the month given to the annual date of the last day of the preceding month (April in this case), thus:  $24 + 120 = 144$ . The annual date can be briefly recorded, and it is the only kind of dating which can be conveniently averaged for phenological studies. When the compiler is quite certain that he or she can make the conversion without error, the day of the year instead of the day of the month will be preferred in recording the dates.

PHENOLOGICAL OBSERVATIONS, CANADA.

For the year ending July, 190 .

Province . . . . . County . . . . . District . . . . .  
 Locality or School Section . . . . . No . . . . .

[The estimated length and breadth of the locality within which the following observations were made . . . . . X . . . . . miles. Estimated distance from the sea coast . . . . . miles. Estimated altitude above the sea level . . . . . feet.

Slope or general exposure of the region . . . . .

General character of the soil and surface . . . . .

Proportion of forest and its character . . . . .

Does the region include lowlands or intervalles? . . . . . and if so name the main river or stream . . . . . Or is it all substantially highlands? . . . . .

Any other peculiarity tending to affect vegetation? . . . . .

The most central Post Office of the locality or region . . . . .

NAME AND ADDRESS OF THE TEACHER OR OTHER COMPILER OF THE OBSERVATIONS, RESPONSIBLE FOR THEIR ACCURACY.  
 . . . . .  
 . . . . .

When First Seen.

When becoming common.

(WILD PLANTS, ETC.)

1. Alder (*Alnus incana*), catkins shedding pollen . . . . .
2. Aspen (*Populus tremuloides*), " . . . . .
3. Mayflower (*Epigaea repens*), flowering . . . . .
4. Violet, Blue (*Viola cucullata*), " . . . . .
5. Violet, White (*V. blanda*), " . . . . .
6. Red Maple (*Acer Rubrum*), " . . . . .
7. Bluets (*Houstonia caerulea*), " . . . . .
8. Field Horsetail (*Equisetum arvense*), shedding spores . . . . .
9. Dandelion (*Taraxacum officinale*), flowering . . . . .
10. Adder's Tongue Lily (*Erythronium*), " . . . . .
11. Hepatica (*H. triloba*, etc.), " . . . . .
12. Gold Thread (*Coptis trifolia*), " . . . . .
13. Strawberry (*Fragaria Virginiana*), " . . . . .
14. " " fruit ripe . . . . .
15. Wild Red Cherry (*Prunus Pennsylvanica*), flowering . . . . .
16. " " " fruit ripe . . . . .
17. Blueberry (*Vaccinium*, Can. and Penn.), flowering . . . . .
18. " " " fruit ripe . . . . .
19. Tall Buttercup (*Ranunculus acris*), flowering . . . . .
20. Creeping Buttercup (*R. repens*), " . . . . .
21. Clintonia (*Clintonia borealis*), " . . . . .
22. Painted Trilium (*Erythrocarpum*), " . . . . .
23. Star flower (*Trientalis Americana*), " . . . . .
24. Lady's Slipper (*Cypripedium acaule*), " . . . . .
25. Marsh Calla (*Calla palustris*), " . . . . .
26. Indian Pear (*Amelanchier Canadensis*) " . . . . .
27. " " " fruit ripe . . . . .
28. Raspberry (*Rubus strigosus*), flowering . . . . .
29. " " " fruit ripe . . . . .
30. High Blackberry (*Rubus villosus*), flowering . . . . .
31. " " " fruit ripe . . . . .



PHENOLOGICAL OBSERVATIONS—(Continued )

[Day of year corresponding to the last day of each month.]	When First Seen.	When becoming Common.
Jan. 31.    April 120.    July 212.    Oct. 304. Feb. 59.    May 151.    Aug. 243.    Nov. 334. March 90.    June 181.    Sept. 273.    Dec. 365.		
(For LEAP years increase each number except that for January by 1.)		
32. Pale Laurel ( <i>Kalmia glauca</i> ), flowering.....		
33. Sheep Laurel ( <i>K. angustifolia</i> ), “ .....		
34. Pigeon Berry ( <i>Cornus Canadensis</i> ), flowering.....		
35.    “    “    fruit ripe .....		
36. Blue-eyed Grass ( <i>Sisyrinchium</i> ), flowering.....		
37. Twinflower ( <i>Linnaea borealis</i> ), “ .....		
38. Butter and Eggs ( <i>Linaria Canadensis</i> ), flowering.....		
39. Yellow Rattle ( <i>Rhinanthus</i> ), “ .....		
40. Pitcher Plant ( <i>Sarracenia</i> ), “ .....		
41. Heal-All ( <i>Brunella vulgaris</i> ), “ .....		
42. Great Willow-Herb ( <i>Epilobium angustifolium</i> ), flowering.....		
43. Common Wild Rose ( <i>Rosa lucida</i> ), flowering.....		
44. Common St. John's Wort ( <i>Hypericum perforatum</i> ) flowering.....		
45. Fall Dandelion ( <i>Leontodon autumnale</i> ), flowering.....		
(CULTIVATED PLANTS, ETC.)		
46. Cherry ( <i>Prunus cerasus</i> ), flowering.....		
47.    “    “    fruit ripe.....		
48. English Hawthorn ( <i>Crataegus oxyacantha</i> ), flowering.....		
49. American Hawthorn ( <i>Crataegus</i> —), “ .....		
50. Plum ( <i>Prunus Domestica</i> ) “ .....		
51. Apple, early flowering, ( <i>Pyrus</i> ), “ .....		
52.    “    late    “    “ .....		
53. Red Currant ( <i>Ribes rubrum</i> ), “ .....		
54.    “    “    fruit ripe.....		
55. Black Currant ( <i>R. nigrum</i> ), flowering.....		
56.    “    “    fruit ripe.....		
57. Lilac ( <i>Syringa vulgaris</i> ), flowering.....		
58. Potato ( <i>Solanum tuberosum</i> ), flowering.....		
59. Timothy ( <i>Phleum pratense</i> ), “ .....		
60. White Clover ( <i>Trifolium repens</i> ), flowering.....		
61. Red Clover ( <i>T. pratense</i> ), “ .....		
62. Wheat ( <i>Triticum vulgare</i> ), “ .....		
63. Oats ( <i>Avena sativa</i> ), “ .....		
64. Buckwheat ( <i>Fagopyrum esculentum</i> ), “ .....		
65. (a) Earliest and (b) latest full leaving of Trees, &c., in Spring. Name the species.	(a)	(b)
(FARMING OPERATIONS, ETC.)		
66. Plowing begun.....		
67. Sowing .....		
68. Planting of Potatoes .....		
69. Shearing of Sheep.....		
70. Hay Cutting .....		
71. Grain Cutting .....		
72. Potato Digging .....		

PHENOLOGICAL OBSERVATIONS—(Continued.)

(METEOROLOGICAL PHENOMENA.)					(a)	(b)
73.	Opening of (a) Rivers, (b) Lakes without currents.....					
74.	Last Snow (a) to whiten ground, (b) to fly in air.....					
75.	Last Spring Frost (a) "hard" (b) "hoar".....					
76.	Water in Streams, Rivers, &c., (a) highest, (b) lowest.....					
77.	First Autumn Frosts, (a) "hoar" (b) "hard".....					
78.	First Snow (a) to fly in air, (b) to whiten ground.....					
79.	Closing of (a) Lakes without currents, (b) Rivers.....					
80.	Number of Thunder Storms (with dates of each).....					
	Jan.....	Feb.....	Mar.....	Apr.....	May.....	
	..... June.....					
	..... July.....				Aug.....	
	..... Sept.....				Oct.....	Nov.....
	..... Dec.....					
[Day of year corresponding to the last-day of each month.]					Going North or coming in Spring.	Going South or leaving in Fall.
	Jan. 31.	April 120.	July 212.	Oct. 304.		
	Feb. 59.	May 151.	Aug. 243.	Nov. 334.		
	March 90.	June 181.	Sept. 273.	Dec. 365.		
(FOR LEAP years increase each number except that for January by 1.)						
(MIGRATION OF BIRDS, ETC.)						
81.	Wild Duck migrating.....					
82.	Wild Geese migrating.....					
83.	Song Sparrow ( <i>Melospiza fasciata</i> ).....					
84.	American Robin ( <i>Turdus migratorius</i> ).....					
85.	Slate coloured Snow Bird ( <i>Junco hiemalis</i> ).....					
86.	Spotted Sand Piper ( <i>Actitis macularia</i> ).....					
87.	Meadow Lark ( <i>Sturnella magna</i> ).....					
88.	Kingfisher ( <i>Ceryle Alcyon</i> ).....					
89.	Yellow Crowned Warbler ( <i>Dendroeca coronata</i> ).....					
90.	Summer Yellow Bird ( <i>Dendroeca aestiva</i> ).....					
91.	White Throated Sparrow ( <i>Zonotrichia alba</i> ).....					
92.	Humming Bird ( <i>Trochilus Colubris</i> ).....					
93.	King Bird ( <i>Tyrannus Carolinensis</i> ).....					
94.	Bobolink ( <i>Dolychonyx oryzivorus</i> ).....					
95.	American Gold Finch ( <i>Spinus tristis</i> ).....					
96.	American Redstart ( <i>Setophaga ruticilla</i> ).....					
97.	Cedar Waxwing ( <i>Ampelis cedrorum</i> ).....					
98.	Night Hawk ( <i>Chordeiles Virginianus</i> ).....					
99.	Piping of Frogs.....					
100.	Appearance of Snakes.....					

(OTHER OBSERVATIONS AND REMARKS.)

**FORMS.**

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

**TEACHERS' NOTICE TO INSPECTOR.**

To.....  
Inspector of Schools,

School opened to-day in..... Section, No..... District of....., in which Mr..... is Sec'y of Trustees. My engagement is for.....  
Taught last in..... Section, Co. of..... My License is Class.....  
No....., Year, 19.....

Date..... )  
..... )

.....  
Teacher.  
....., P. O. address.

**TRUSTEES' FORMS.**

No. 1.

**MINUTES OF ANNUAL MEETING.**

- The Annual School Meeting of..... Section, No....., District of..... was held in....., on June....., 190..
1. .... was elected Chairman.
  2. .... was elected Secretary of the meeting.
  3. .... retired from office of Trustee.
  4. .... was elected to fill the vacancy in the Board of Trustees.
  5. Auditors' Report was adopted (here give it in brief).....
  6. Report of Board of Trustees was adopted (here give it in brief).....
  7. .... dollars were voted for school purposes.
  8. .... dollars " " buildings and repairs.
  9. Vote on "Compulsory Attendance" law.....
  10. Other business.....

*Signed by*

*Countersigned by*

....., Sec. to Trustees.

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

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

No. 2.  
RATE ROLL.

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

No. 3.

FORM OF SECRETARY'S ACCOUNTS.

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

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

No. 4.

ACCOUNT.

John Smith, Esq., To..... School Section, Dr. 190 .

To School Tax Current Year, viz.:

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

Immediate payment is requested.

.....  
Sec. to Trustees.

No. 5.

The ratepayers of..... School Section No..... in the District of.....  
are hereby notified that the Annual School Meeting will be held in the..... on the  
..... day of June, 190 , at 8 o'clock, p. m.....

Date..... } Trustees.

No. 6.

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

Date ..... } Trustees.

TEACHER'S AGREEMENT.

Memorandum of Agreement made and entered into the ..... day of ..... A. D. 190 .., between (names of teacher) a duly licensed Teacher of the ..... Class of the one part, and (name of trustees) Trustees of School Section No. .... in the district of ..... of the second part.

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

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

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

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

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

\*COMMENT: of quarterly.

BOND OF THE SECRETARY OF TRUSTEES

PROVINCE OF NOVA SCOTIA,

KNOW ALL MEN BY THESE PRESENTS, THAT WE, (name of Secretary) as principal, and (names of sureties) as sureties, are held and firmly bound unto our Sovereign Lord EDWARD VII., by the Grace of God, of the United Kingdom of Great Britain and Ireland, King, &c., in the sum of ..... dollars of lawful money of Canada, to be paid to our said Lord the King, his 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 nine hundred and .....

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

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

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

## BOTANY—GRADE D.

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

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

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

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

## ZOOLOGY—GRADE A.

The following types of the *fauna* of Nova Scotia are recommended for dissection and minute study of structure:

- |                         |                          |
|-------------------------|--------------------------|
| Amoeba.                 | Land or Water Snail.     |
| Paramecium.             | Crab or Lobster.         |
| Vorticella.             | House Fly or Mosquito.   |
| A Fresh Water Sponge.   | Butterfly or Moth.       |
| Sertularia.             | Grasshopper or Beetle.   |
| Jelly Fish.             | Herring, Trout or Smelt. |
| Star Fish.              | Frog.                    |
| Sea-Urchin.             | Snake.                   |
| Earth Worm.             | Pigeon.                  |
| Clam, Oyster or Mussel. | Rat, Rabbit or Cat.      |

**TENNYSON'S PRINCESS, 1901.**

TEXT VERSUS NOTES, &c.

In regard to the Literature prescription generally, but more particularly in regard to what is prescribed for Grades B, C and D, students and teachers should note that *the works themselves* are by far the most important matter to be attended to. There seems to be an impression prevailing in some quarters that the information given by editors in Notes and Prefaces and Introductions is of prime importance, especially to those who are preparing for examination. Perhaps there may have been some questions given in the past which tended to create this impression, but for the future those who study Notes and Comments chiefly will be apt to be disappointed. In this connection special mention may be made at present of Tennyson's *Princess*, prescribed for Grade B next year. There are over 3,300 lines in the poem, and it is possible to buy an edition with two pages of editorial matter to one of Tennyson's poetry. However useful such an edition may be to a teacher who may happen to need it, it is not at all the sort of book which our pupils should be asked to buy. It is the poem itself which they are to read, and study, and enjoy. What difficulties they meet with they should be encouraged to try and overcome by their own research and thought, and when these fail, then the resources of the teacher may be drawn on. If there happen to be some puzzles so very hard that they cannot be solved by these means, they may well be left over for a future day, and then the pleasure of solving them, or of finding them solved, will be much greater than it would have been if the solution had been forced upon the attention by some editor at the first reading. *Journal of Education, April, 1900.*

**GENERAL SUMMARY OF EDUCATION STATISTICS, 1900.**

The number of schools increased from 2,390 to 2,417.

The number of school sections without schools diminished from 146 to 132.

The number of teachers increased from 2,494 to 2,557.

The total number of pupils decreased slightly—from 100,617, to 100,129. The number of children under fifteen years of age, however, increased from 91,809 to 92,078—the decrease being among those over fifteen years of age, due probably to the increasing demand for industrial employment.

The schools were, on an average, nearly a day and a half longer in session—the average number of days schools were in session for the year, having risen from 203.3 days to 203.7. Thus, there were not only more schools in session, but the average time of the whole in session was also increased.

The number of Normal School trained teachers increased from 840 to 887, showing a steady growth since 1893, as indicated in the following series: 403, 499, 616, 690, 752, 798, 840, and 887. This is clear evidence that there has been a steady trend during the last eight years in favor of the employment of trained teachers.

The standard of scholarship of new teachers has been raised during the year, and will continue to advance gradually.

The age limit of new teachers of Classes D, C and B has also been advanced—by one year. Hence an improvement in the maturity of new teachers, and all that greater maturity implies.

The total amount voted by the ratepayers for school purposes increased from \$447,906 to \$519,620, the main increase, \$58,736, being for buildings and repairs. The proportion expended for teachers was slightly less than the previous year—by \$3,533.

The small decrease in salaries affected only the higher classes of teachers—A and B. The salaries of the lower classes—C and D—actually increased. Increased time appears to have been given to the following common school subjects: Calisthenics, Singing, Nature lessons, Spelling and Dictation, English Composition, Writing, Bookkeeping, History, Drawing and Arithmetic.

The number of schools doing some high school work increased slightly, but the number of pupils doing high school work diminished.

The number of Teachers' Licenses granted each year, from 1893 to 1900, are as follows: 218, 250, 365, 513, 571, 753, 796, and 913. This shows we can now afford to raise the standard of the teacher's qualifications.

The number of high school pupils examined and passed each year from 1892 to 1900, are as follows:

	1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.
Examined.....	1432	1506	1922	1399	2517	2917	3304	3377	3459
Passed.....	175	598	760	684	1313	957	1229	1571	1898

The Normal School and the affiliated School of Agriculture are being improved by the addition of a new building, with ample laboratory accommodation for the various natural sciences. In addition, the public schools of Truro, including the Macdonald Manual Training School in Wood-work, and the School of Domestic Science, have been affiliated to the Normal School for the purpose of exercise in teaching and, in case of the latter schools, for general instruction and for the preparation of special Manual Training teachers.

Under the legislation of the year, offering a maximum grant of \$600 to each school section qualifying for it, three schools in Woodwork and two in Domestic Science have given notice of intention to qualify, and are now in operation.—*Nova Scotia Education Report, 1900.*

### SCHOOL GARDENS.

The idea of associating a plot of land or garden with the school is not a modern one. But the association of the two in the public school system of a country has only come in within the present generation.

In 1869, section 63 of the imperial school law of Austria prescribes that "where practicable, a garden and a place for agricultural experiments shall be established at every rural school." In 1870 it was further prescribed that instruction in natural history should be given in an appropriately arranged school garden. In Austria-Hungary in 1898 there were over 18,000 school gardens. In the province of Styria there is no school without its garden.

In 1869 a royal circular in Sweden was issued, requiring gardens averaging from 70 to 150 square rods to be appropriately laid out. In 1894 Sweden reported 4,670 school gardens.

In 1873 the school law of Belgium, where the study of horticulture is compulsory, required that each school should have a garden of at least  $39\frac{1}{2}$  square rods, to be used in connection with instruction in botany, horticulture and agriculture. In 1897 a royal decree lays stress on vegetable culture, in which female teachers must be sufficiently trained to give theoretical and practical instruction. All public elementary schools in Belgium now have their gardens.

In 1882 France outlined a course of study placing the first instruction in horticulture in what corresponds to the middle grades of our common school course, where they are required to study practically such subjects as soils, fertilization and field work. In 1887 it was decreed that no plan of a school building in the rural districts to which the state contributes money should be accepted unless a garden was provided. From many of the Normal Schools candidate teachers go to the schools of agriculture to qualify for teaching in rural schools.

For over twenty years school gardens have commenced to multiply in the different provinces of Germany, although there is no law making them universally compulsory.

In 1895, in one province of Southern Russia, out of 504 schools, 257 had school gardens, divided into sections of grain, vegetables, fruit, kitchen truck, grapes, mulberry trees for the support of silkworms, and apiaries. On the 296 $\frac{1}{2}$  acres under cultivation, they had, for instance, 12,000 fruit trees and over 1,000 beehives.

Since 1892 some schools in England have voluntarily introduced gardens; but the government has not yet done so much for this department of practical education as it has done for other developments. For full information in the compass of a single article of some 18 quarto pages, see an English translation of an article on school gardens by Mr. E. Gang, the director of a school garden in Triptis, Thuringia, Germany, published in Chapter XX of Volume 1 of the Report of the Commissioner of Education of the United States, for the year 1898-99.

During the last two or three years a few attempts at school gardening have been made by graduates of the Provincial Normal and School of Agriculture. But they have been handicapped by some of our peculiar conditions. 1. The schools are closed in mid-summer—July and August. 2. The teachers have not permanent residences provided near the school houses; and very often they change each year, the teacher leaving the community when the pupils leave the school—at the beginning of July.

The changes being made in the school law with reference to "Agricultural Schools," "Superior Schools," and educational statistics, are expected to stimulate the multiplication of school gardens.—*Nova Scotia Education Report, 1901.*



**An Act to Amend Chapter 52, Revised Statutes,  
1900, "Of Public Instruction."**

(Passed 4th April, 1901.)

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

1. Chapter 52 of the Revised Statutes, entitled "Of Public Instruction," is hereby amended as follows:

(1) Section 71 is amended by adding at the end thereof the words following:

"Except in the cases of any section the schools of which are affiliated with the Provincial Normal School and of the city of Halifax, in which two cases the amount shall not in any year exceed twelve hundred dollars."

(2) The following section is added after section 67:

67A. "The time employed by the principal of the schools of any school section in supervising or grading the schools, the time employed by teachers of his staff who are required to assist in the grading of any of the departments, the time teachers are in attendance at certain educational institutes with the consent of their trustees, and the time lost by the necessary closing of a school on account of such conditions as the presence of contagious disease, shall be reckoned as authorized teaching time in lieu of actual teaching on authorized teaching days according to the conditions prescribed by the council."

(3) The form given for teachers' oath in the third schedule is repealed and the following substituted therefor:

“THIRD SCHEDULE.”

TEACHER'S OATH.—(Section 105.)

“I ..... a duly licensed teacher of class ..... of the Province of Nova Scotia, make oath and say that I have taught and conducted school in ..... school section No. ...., district of....., 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, 190....., being\* ..... days during *first* half-year, and\* † ..... days during *second* half year; that in addition‡ I was employed as specified in the regulations of the Council, Nos.....for\* ..... days, namely: §.....; that the prescribed register has been faithfully and correctly kept by me in every particular as prescribed, and that to the best of my knowledge and belief the total days' attendance for the *year* in this school, made by the enrolled pupils in the said period was \* †.....; that my agreement with the trustees is in accordance with the statutes and regulations, and that there is no collusive understanding by which any portion of the agreement is to be made of no effect.

..... *Teacher.*

Sworn to at ..... in the  
 County of ..... this  
 ..... day of .....  
 A. D.,....., before me, .....  
 ..... J. P., in and for the  
 County of.....

\*The numbers to be expressed by words, not figures.  
 †To be filled in with a dash in semi-annual returns.  
 ‡If teacher claims no additional days under regulations, the blank following to be filled in with a dash.  
 §Here specify the employment with date.

## Some of the More Important Regulations from the New Manual of the School Law.

\* \* \* \* \*

### DISTRICT BOARDS.

4. The maintenance of an efficient school in accordance with both the letter and the spirit of the law renders it necessary to retain sections of good size. Except in densely peopled settlements, a section should be not less than four miles in length. It is the duty of each district board to exert its influence and authority to preserve, wherever practicable, such a number of inhabitants in each section as will enable either graded schools or the closest possible approximation to them to be sustained in all the more densely settled portions of the country. No mere preference in favor of one section or another, on the part of parents, should be allowed to interfere with the preservation of the proper bounds of sections. Such bounds should always be determined upon as will enable the people of all the sections to educate their children in the most efficient and economical manner. This can be attained only by means of large school sections. In making any necessary change in the established boundary of any section, the utmost care must be exercised that such change does not take effect prior to the settlement of engagements entered into by the trustees under the authority of the annual meeting. As the law provides that alterations in boundaries shall not take effect until the beginning of the next ensuing school year, the Council recommends that they be made only at the regular annual meeting of commissioners. The sections affected should always be notified as early as possible of the decision of the board. The titles and locations of these districts are indicated under 17 following.

5. Any person or persons intending to apply to the district board for a change in the boundaries of any school section must hereafter post a written notice of such intention to the secretary of trustees, and in one or more public places within each section affected, at least ten days previous to the meeting of the commissioners; and the notice must specify distinctly the change or changes to be applied for.

6. All applications for changes in the boundaries of sections, and for the creation of new sections, must be accompanied by full information touching all the interests affected by such changes. This information is particularly required when it is proposed to create new sections, and it should include plans showing the relation of the new section to the section or sections from which it is to be detached, with distances carefully marked; also the number of ratepayers and children of school-going age, and the amount of assessable property, in both old and new sections.

7. As the law provides that no action taken by district boards towards the establishment of new sections or the union of two or more sections into a fewer number shall have force until ratified by the Council, it is hereby made the duty of the inspector of schools, in his capacity as clerk of the district board, to forward to the Superintendent, together with report of action of board, either in original or copy, all documents detailing the information on which such action in establishing new sections was based.

8. The board being authorized by law to name a committee of not less than three of its number to appoint trustees of schools as occasion may arise between the yearly

meetings of the full board, the Council recommends that such a committee be named by each board. A careful record of all appointments made by the committee must be kept and reported to the board, to be entered in the minutes. The inspector shall be *ex officio* secretary to the committee.

9. The power committed to each district board of condemning school-houses is an important one, and should, with necessary prudence, be faithfully exercised. There cannot be any lasting educational progress unless suitable school accommodation for all the children is provided by each section, according to its ability. The law provides means by which an ample portion of the resources at the command of the inhabitants of each section may be devoted to so necessary and so noble a use; and it is for each board to insist that the plain and reasonable demands of the law be complied with. The Council recommends that every case calling for the exercise of this power be dealt with at the annual meeting of the commissioners, and that the trustees of the section be immediately notified of the declaration made and its consequences.

10. District boards should not put on the list of "poor sections," to receive the extra grants, any school section less than four miles in diameter, unless its geographical environment of sea, marsh, river or other physical barriers is such that it cannot be reasonably enlarged by the absorption of adjacent territory. The formation of small sections, especially in poor districts, should be discouraged in every manner possible; and where weak and small sections may have come into existence, steady pressure from year to year should be exercised upon them, until they have been united with or absorbed into other sections.

11. In forming a "border section" the district board shall determine the portion of the boundary within its own district only. The school shall be under the jurisdiction of the board of the district within which the school house is situated. See also 1900, c. 52, ss. 11 (g) and 57 (2).

\* \* \* \* \*

23. In every section in which more than one teacher is employed, it shall be the duty of the school board to appoint one as principal of all the schools of the section, who shall be the advisory officer of the board with reference to the general management of the schools, and shall be responsible, together with the board and its secretary, for the harmonious co-ordination of the work of each school department in accordance with law, and for the accurate summation of the statistics of each teacher's return in the general return required to be made by the section.

(a) When there is more than one school building in the section, the principal teacher in each shall be appointed head master or principal of the schools in the building, but subordinate to the general supervising principal of the schools of the section referred to in the preceding paragraph.

(b) The principal of the schools of the section and the principal teacher or head master in each school building must hold at least a *first* class license (class B); except in the case of the principal of the schools of a section with no more than two teachers, and in the case of a head master or principal teacher in a school building with not more than three teachers, when a *second* class license (class C) shall

be legal if recommended by the inspector as justified by the emergency.

- (c) When the schools are so numerous as to require the whole time of the principal of the schools of the section in supervisory work instead of the regular teaching of a class, he may be known as the supervisor of the schools of the section.

\* \* \* \* \*  
TEACHERS.

27. Every teacher or assistant or substitute (except a temporary substitute in an emergency too brief to allow communication with the inspector) 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 *class* of license held, with its *year* and *number*, the period of engagement, the address of the secretary of trustees, and name of school section where previously engaged. (A teacher intending to compete for a class "A" superior school grant or the local agricultural grant should also at this time, intimate the rank for which he is a candidate.) 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 aid up to the date of proper notification. When there are more than one teacher in a section, such intimations may come through the principal or supervisor of the schools of the section.

\* \* \* \* \*

34. *Class "A" Teachers.*

(a) A class "A" principal of at least a three-department school whose status of accommodation and equipment is that prescribed for superior schools, provided there is an average attendance of at least fifteen high school pupils in the highest department, and provided he fulfills all the duties of his principalship satisfactorily in the estimation of the inspector, shall be ranked as "A<sup>1</sup>," entitling him to the Provincial Aid rate of \$210 as provided in chapter 52, section 68, of the Revised Statutes.

(b) A class "A" principal of a school of at least two departments who has an average attendance of at least ten high school pupils, or a class "A" teacher in a high school department who has an average attendance of at least twenty high school pupils not counted to qualify any other teacher, provided the school is of the status prescribed for superior schools and the duties of the teacher have been satisfactorily performed in the estimation of the inspector, shall be ranked as "A<sup>2</sup>," entitling him

to the Provincial Aid rate of \$180 as provided in the statute aforesaid.

(c) A class "A" teacher employed in any school of the status of accommodation and equipment prescribed for superior schools, provided his duties have been satisfactorily performed in the estimation of the inspector, shall be ranked as "A<sub>3</sub>," entitling him to the Provincial Aid rate of \$150 as provided in the statute aforesaid.

(d) A class "A" teacher who fails to win the rank competed for may be awarded a lower rank by the inspector. If he fails to rank as "A<sub>3</sub>," he shall be ranked as "A<sub>4</sub>," entitling him to the Provincial Aid as prescribed in the statute aforesaid for class "B" only.

**35. Collegiate Teachers.**—When the members of the teaching staff of any high school teach the pupils of the various grades only their own special subjects, the principal should arrange that each teacher shall be specially responsible for the full and accurate keeping of the school register for the pupils of one grade or class, co-operating with his colleagues in recording their attendance under the other teachers, and at the end of the half year and year shall make out complete returns for his special grade or class as required of all other teachers. The returns of these teachers when accurately summed up by the principal in the prescribed return for all the schools of the section, will then give the exact summation of all the items for the whole section.

**36. Teachers of Agriculture**—(a) In order to benefit through the provisions of section 69 of chapter 52 of the Revised Statutes of 1900, the teacher competing must notify the Principal of the Provincial School of Agriculture, as well as the inspector, of the opening of the school, of its special equipment, and of the rank of classification he is competing for. The classification of the school as "superior," "good" or "fair" by the said Principal, will qualify the teacher for the Provincial Aid, respectively of "A<sub>1</sub>," "A<sub>2</sub>" or "A<sub>3</sub>" of regulation 34 preceding.

(b) *One of the four following conditions is required in order to classify an Agricultural School as "Superior,"*

I. Where a special class of pupils (preferably including some who attend chiefly on account of this work) can be formed to study the following subjects, in which they shall receive proper instruction, including demonstrations in a school garden or on neighboring farms:

- (a) Agriculture.
- (b) Agricultural Chemistry.
- (c) " Botany.
- (d) Anatomy and Physiology of Farm Animals.
- (e) Care and feeding of " "

II. In graded schools, where pupils from rural sections attend, a course shall be given including (a), (b) and (c) above to the eighth and higher grades, with demonstrations in a school garden or on neighboring farms.

III. In graded schools of more than four departments where the agricultural teacher can superintend and conduct the Nature lessons and Science classes and conduct classes in any three of the above subjects, with demonstrations in a school garden or on neighboring farms.

IV. In miscellaneous schools maintaining a school garden or its equivalent and conducting a proper course of lessons on Nature and the Sciences and with a class in (a), (b) and (c) above.

(c) *The following conditions are required in order to classify an Agricultural School as "Good."*

I. Where the conditions are similar to those for a "Superior" school, but only a major portion of the work is carried out satisfactorily.

II. Where only a course in Agriculture or Agricultural Chemistry can be given in the school, but where this is supplemented with evening classes, public addresses upon agriculture or active support in the local agricultural society in promoting the agriculture of the section.

(d) Where the previous conditions are not fully complied with in all respects, but the agricultural teaching and equipment has been specially valuable in some important respects, the school may be classified as "fair."

(e) The teacher must hold the regular Diploma from the Provincial School of Agriculture; but where suitable equipment is not provided, or where teachers fail to inform the Principal of the Provincial School of Agriculture, whose duty it is to inspect these local schools, of their intention to apply for the grant when they commence teaching, or where they neglect to make quarterly reports of the work, the school shall not be classified at all, and the teacher will draw only such Provincial grant as his Public School License may entitle him to.

\* \* \* \* \*

**53. Superior School.**

(a) The accommodations for and the equipment of a school which will enable a successful class "A" teacher employed therein to be ranked as either "A<sub>1</sub>," "A<sub>2</sub>" or "A<sub>3</sub>" must be a model in all respects referred to in the foregoing comments and regulations bearing on school accommodation. And as the best schools in the province advance beyond the specifications here outlined, the inspector is authorized to intimate to its school board the raising of the corresponding standard of qualifications of any superior school in order to remain in its previous rank.

(b) The equipment of one room in the section as a superior school will not be considered as entitling it to superior rank if the other departments under the school board are not satisfactorily equipped also in the estimation of the inspector.

(c) To be ranked as a superior school, it must be superior, particularly in the following respects; Neatness of grounds, appearance of building, condition of outhouses, cleanliness and beauty within, ventilation, warming, seating, blackboards, maps, charts and other apparatus required for the grade of work, school library, and work bench.

(d) *Work bench equipment recommended:*

1 bench as in Normal or Truro Macdonald School.

1 Bailey wooden jackplane.

1 iron smoothing plane.

1 10" back saw.

1 22" hand saw (cross cutting.)

1 22" " (ripping.)

1 iron spoke-shave.

4 firmer chisels,  $\frac{1}{4}$ ",  $\frac{1}{2}$ ",  $\frac{3}{4}$ ", 1".

1 brace.

8 bits for brace—"Twist or auger," 1 each,  $\frac{1}{4}$ ",  $\frac{1}{2}$ ",  $\frac{3}{4}$ ".

"Centre," 1 each,  $\frac{1}{4}$ ",  $\frac{1}{2}$ ",  $\frac{3}{4}$ ", 1".

Countersink, 1 Clark's patent.

- 1 hammer.
- 2 screw drivers (large and small).
- 1 marking knife.
- 1 nail set.
- 4 files, 1 flat, 1  $\frac{1}{2}$  round, 1 round, 1 triangular.
- 3 gouges, 1 each,  $\frac{1}{2}$ ",  $\frac{3}{4}$ ", 1".
- 1 pair wing compasses.
- 1 mallet.
- 1 oilstone (mounted).
- 1 oilstone (slip).
- 1 can and oil.
- 1 iron clamp.
- 1 wooden hand screw.
- 1 6" try square.
- 1 bevel.
- 3 assorted gimlets.
- 3 assorted bradawls.
- 1 scraper.
- 1 marking gauge.
- 1 pair pliers.

(e) If the school specially excels in some of these or in other useful respects not specified here, the inspector may allow the excess of good points as an offset to deficiencies in other respects, provided he has reason to believe that the deficiencies will be remedied by the school board with reasonable promptitude.

\* \* \* \* \*

PROVINCIAL EXAMINATION OF HIGH SCHOOL STUDENTS.

**82.** "High School Students" shall be held to mean all who passed the County Academy Entrance Examination and are studying the subjects of any high school grade, or who are certified by a licensed teacher as having fully completed the Common School Course of Study, and are engaged in the study of subjects beyond Grade VIII.

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

**84.** The examination sessions shall commence each day at nine o'clock, A. M., for Grade XII on first Monday after 1st July, at the following stations:—Sydney, Antigonish, Pictou, Amherst, Truro, Halifax, Kentville, Liverpool and Yarmouth; for Grades XI, X and IX on the following Wednesday, and for "Minimum Professional Qualification" and "Supplementary" of public school teachers on the Saturday following; and shall be conducted according to instructions, under a Deputy Examiner appointed by the Superintendent of Education, at each of the following stations, viz.:—1, Amherst; 2, Annapolis; 3, Antigonish; 4, Arichat; 5, Baddeck; 6, Barrington; 7, Berwick; 8, Bridgetown; 9, Bridgewater; 10, Canso; 11, Cheticamp; 12, Church Point; 13, Digby; 14, Glace Bay; 15, Great Village; 16, Guysboro; 17, Halifax; 18, Kentville; 19,



Liverpool; 20, Lockeport; 21, Lunenburg; 22, Mabou; 23, Maitland; 24, Margaree Forks; 25, Middle Musquodoboit; 26, Middleton; 27, New Glasgow; 28, North Sydney; 29, Oxford; 30, Parrsboro; 31, Pictou; 32, Port Hawkesbury; 33 Port Hood; 34, River John; 35, Sheet Harbor; 36, Shelburne; 37, Sherbrooke; 38, Springhill; 39, Stellarton; 40, St. Peter's; 41, Sydney; 42, Tatamagouche; 43, Truro; 44, Upper Stewiacke; 45, Westport; 46, Windsor; 47, Wolfville; 48, Yarmouth.

85. (a) Application for admission to the Provincial High School examination must be made on the prescribed form to the inspector within whose division the examination station to be attended is situated, not later than the 24th day of May.

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

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

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

(e) When a candidate presents himself for examination, and his name is not found on the official list as

having made regular application in due time, the Deputy-Examiner may admit him to the examination provisionally on his written statement that application was regularly made in due time and on the payment of one dollar, which are to be transmitted with the Deputy's report to the Superintendent; and if such candidate's statement is correct, the error being due to causes beyond his control, the dollar shall be returned. Providing there is sufficient accommodation, the Deputy-Examiner may admit any candidate, waiving all irregularities, on the payment of two dollars for Grade IX, X, or XI, and of four dollars for Grade XII.

(f) For the convenience of those who have not passed Grades IX or X, or who having taken or passed either of them may not have made 40% on the Science paper of IX or the Science and Drawing papers of X, supplementary question papers on these subjects will be given as per time table on Saturday afternoon of Examination week. Candidates intending to take any of these papers should indicate the intention in the column of "remarks" in their application. The fee of *one dollar* for each such "supplementary" paper shall be paid the Deputy-Examiner with each answer paper as it is handed in to him at the end of the hour, for transmission to the Education Office.

(g) The prescribed form of application is given in schedule B.

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

**87.** 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.

**88.** 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.

**89.** 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.

90. 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: English Grammar [54-6]=48.

91. To make a "High School Pass" in Grades IX, X and XI, the candidate must make, at least, the *minimum aggregate* (400 or more) of the grade on any eight papers, with no subject below 25.

To make a "Teachers' Pass" the candidate must, in addition, have made, at least, 40 on each "imperative" subject in the course up to and including that of the grade next below.

Candidates who have made a "High School Pass" can have it raised to the "Teachers' Pass" by supplementary examination.

92. To make a "High School Pass" in Grade XII, the candidate must make, at least, the *minimum aggregate* (1000 or more) on the subjects prescribed, with no subject below 25.

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

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

94. Each candidate, provided no irregularity has been reported, shall receive from the Superintendent of Education a certificate containing the examination record in each subject. If the candidate has made a "high school pass" the certificate will bear the head title "HIGH SCHOOL CERTIFICATE," showing the grade obtained under the arms of the Education Department; but the other certificates with examination records, even should they refer to but one subject, shall be equally valid for such facts as they show.

95. Candidates who are passing the various grades in consecutive order shall be admitted free to the regular Provincial High School Examination, provided their application and procedure have been regular. In all other cases a scale of fees shall be fixed to cover the cost of examination and extra labor likely to be incurred.

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

PROVINCIAL EXAMINATION RULES.

97. No envelopes shall be used to enclose papers. One hour is the maximum time allowed for writing each paper. One sheet of foolscap will therefore hold all that will be necessary to be written on any paper, if it is properly put down. The following rules must be exactly observed:

(1.) Candidates shall present themselves at the examination room punctually half an hour before the time set for the first paper of the grade for which they are to write, at which time the deputy examiner shall give each a seat, and a number shall represent the candidate's name, and must therefore be neither forgotten nor changed. The candidates who *present* themselves shall be numbered from 1 onwards in consecutive order (without a hiatus for absent applicants, who cannot be admitted after the numbering) beginning with the A's, then coming to the B's, C's, and D's in order. Candidates for "Supplementary" papers need not be present at the opening session if they have sent in their applications and the titles of the papers on which they intend to write.

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

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

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

(5.) Each such paper must be *exactly* folded, 1st, by doubling, bottom to top of page, pressing the fold (paper now  $6\frac{1}{2}$  by eight inches); 2nd, by

doubling again in the same direction, pressing the fold flat so as to give the size of  $3\frac{1}{4} \times 8$  inches.

(6.) Finally the paper must be exactly indorsed as follows: A neat line should be drawn across the end of the folded paper one-half an inch from its upper margin. Within this space,  $3\frac{3}{8}$  inches by  $\frac{1}{2}$  inch, there must be written in very distinct characters, 1st, the letter indicating the grade, 2nd, the candidate's number, and 3rd, a vacant parenthesis of at least one inch, within which the deputy examiner shall afterwards place the private symbol indicating the station. Immediately underneath this space and close to it should be neatly written the title or subject of the paper.

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

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

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

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

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

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

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

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

(13.) Candidates intending to apply for license upon a record made at this examination, should fill in a form of application for such license as is expected. The deputy examiner is provided with blank forms for those who do not already have them. The applicant can have his certificate of age and character correctly made out and signed, and should note on the application the number, station and year of any previous examinations he has taken, whether he has been successful in obtaining a certificate thereon or not. He can also fill in his number, station, etc., and grade of certificate or rank of M. P. Q. expected. This latter should be placed in *brackets*, which will be understood to mean that it is not yet obtained but is *expected* to be obtained.

(14.) All candidates will be required to fill in and sign the following

certificate at the conclusion of the examination, to be sent in with the last paper :

## CERTIFICATE.

Examination Station.....Date.....July, 190 ...

Candidates No. ( )

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

Name in full

(Without contraction in any of its parts.)

P. O. to which memo. or certificate is to be sent.

98. The time table of the examinations shall be as in the following form, the details being changed from year to year to suit the syllabus.

TIME TABLE.

PROVINCIAL EXAMINATIONS, BEGINNING FIRST MONDAY AFTER DOMINION DAY,  
JULY, 1901.

	TIME.	GRADE A.	COUNTY ACADEMY ENTRANCE.			
MONDAY.	A. M. 9.10 to 10.00 10.10 " 11.10 11.15 " 12.15	Roman History. Chemistry. Xenophon.	English.			
	P. M. 2.00 to 3.00 3.10 to 4.10 4.15 to 5.15	Greek History. Botany. Thucydides.	Mathematics.			
TUESDAY.	A. M. 9.00 to 10.00 10.10 " 11.10 11.15 " 12.15	Tacitus. Zoology. Navigation.	Drawing, &c. Geography and History.			
	P. M. 2.00 to 3.00 3.10 " 4.10 4.15 " 5.15	Euripides. Sanitary Science. Astronomy.	General Knowledge.			
	A. M. 8.30 to 9.00	Seating of Grades B. C and D.				
WEDNESDAY.	A. M. 9.00 to 10.00 10.10 " 11.10 11.15 " 12.15	Algebra. Latin Composition. French Authors.	Algebra. Latin Composition.	Algebra. Latin.	Algebra. Latin.	
	P. M. 2.00 to 3.00 3.10 " 4.10 4.15 " 5.15	English Language. French Composition. Geology.	English Language. French. Greek Authors.	English Language. French.		English Lang. French.
THURSDAY.	A. M. 9.00 to 10.00 10.10 " 11.10 11.15 " 12.15	Geometry. Greek Composition. Cicero.	Geometry. Latin Authors.	Geometry. Greek.		Geometry.
	P. M. 2.00 to 3.00 3.10 " 4.10 4.15 " 5.15	Physics. German Composition. Vergil.	Physics. German. Greek Composition.	Science. German.		Science.
FRIDAY.	A. M. 9.00 to 10.00 10.10 " 11.10 11.15 " 12.15	Trigonometry. Psychology. Horace.	Prac. Math. Physiology.	Arithmetic. Drawing and B. K.		Arithmetic. Drawing & B. K.
	P. M. 2.00 to 3.00 3.10 " 4.10 4.15 to 5.15	British History. English Literature. German Authors.	Geo. and History. English Grammar.	Geo. and History. English Grammar.		Geo. and Hist. Eng. Grammar.
SATURDAY.	A. M. 9.00 to 10.00 10.10 " 11.10 11.15 " 12.15	M. P. Q. EXAMINATION.		SUPPLEMENTARY EXAM.		
		Hygiene and Temperance. School Law and Management. Theory and Practice of Teaching.		P. M. 2.00 to 3.00 3.10 " 4.10 4.15 " 5.15	"C" Drawing and B. K. "D" Science. "C" Science.	

99. OPTIONAL EXAMINATION IN MUSIC, ETC.

- (a) At the County Academy Entrance Examination and the Teachers' Minimum Professional Qualification Examination candidates who have taken London Tonic Sol-Fa certificates can for the question in music *substitute* their certificates, for which values will be given as follows: For "Junior" certificate, 10; for "Elementary" certificate, 15; and for "Intermediate" certificate, 20—the last two for M. P. Q. only.
- (b) The candidate will enter in a parenthesis as an answer to the No. of the question on music in his examination paper, the words "Junior certificate," or "Elementary certificate," or "Intermediate certificate," as a reference to the fact that such a certificate has been handed to the deputy examiner, bearing on its back the name, and address, and examination number, and station of the candidate plainly indorsed upon it.
- (c) The certificates will be received by the deputy examiner, compared with his list to verify the correctness of the indorsation by the candidates, then enclosed in one envelope addressed, in the case of the Academy Entrance, to the Principal, and in the case of the M. P. Q. to the Superintendent of Education, who, after perusal, shall return them to the respective candidates.
- (d) The Principal or the Superintendent, as the case may be, shall then indorse 10, 15, or 20 points (according to a) on the examiner's report and on the candidate's paper below the general valuation number, and add the two together for the total value of the paper.
- (e) To prevent the possibility of two values being given to the question by accident, the examiner of the paper in which a certificate is substituted for the question, shall mark the general value of the paper with an asterisk, both on the paper and on his report.
- (f) No certificate from any local examiner of the London Tonic Sol-fa College shall be accepted, unless the examiner has previously given a satisfactory proof to the Principal or the Superintendent that he or she has been duly appointed as local examiner for the grade of certificate in question by the authorities of the said College.
- (g) At the County Academy Entrance Examination the certificate of attendance for a year at a Manual Training School, or a Domestic Science School, can be accepted for the answer to a question on the subject in like manner as the "Junior" Tonic Sol-Fa certificate—value, 10.

LICENSING OF TEACHERS.

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

Generally,

	(1)	(2)	(3)
	<i>"Teacher's Pass" Scholarship.</i>	<i>Normal Diploma.</i>	<i>Age &amp; Character.</i>
Class A (cl & sc) requires.....	Grade XII (cl & sc).....	Academic Rank.....	20 years, &c.
Class A (cl) " ".....	Grade XII (cl).....	Academic Rank.....	20 years, &c.
Class A (sc) " ".....	Grade XII (sc).....	Academic Rank.....	20 years, &c.
Class B " ".....	Grade XI.....	First Rank.....	19 years, &c.
Class C " ".....	Grade X.....	Second Rank.....	18 years, &c.
Class D " ".....	Grade IX.....	Third Rank.....	17 years, &c.
Class D (Prov.) " ".....	Grade IX.....	" ".....	M. P. Q. 16 years, &c.



**101.** As the ordinary or "high school pass" may be taken by a student with little or no knowledge of some of the subjects "imperative" for teachers, (for the "high school pass" is awarded on an average of 50% on any eight papers of a grade, provided none of the eight is below 25%) the following regulation is made to control graduation from the Normal School:

No diploma of the Provincial Normal School shall be awarded any candidate who is found defective (below 40%) in the scholarship of any imperative subject of the Provincial Course of Study up to and including the corresponding grade, until the Faculty is satisfied that creditable proficiency has been made in each such subject.

**102.** When a teacher obtains a teacher's license without graduation from the Provincial Normal School, it can be only of a class one degree lower than the "teachers' pass" grade of scholarship. The following statement explains the principle in detail:

- (a) A Class D License cannot be awarded to any one who has not been estimated as high as 40 per cent on each "imperative" subject of the grade D High School Course, by Provincial Examiners.
- (b) A Class C License in like manner requires 40 per cent. on each "imperative" subject of grades D and C.
- (c) A Class B License in like manner requires 40 per cent. on each "imperative" of grades D, C and B.
- (d) A Class A License in like manner requires 50 per cent. on each "imperative" in grades D, C, B, and A (classical and scientific).

**103.** When the "teacher's pass" has not been made by a candidate on the lower grades in order, the following equivalents are allowed:

- (a) 40 per cent on each of the "imperatives" of grade C shall be considered the equivalent of 40 per cent. on each of grade D, except the Science paper.
- (b) 40 per cent. on each of the "imperatives" of grade B shall be considered the equivalent of 40 per cent. on each subject of the lower grades, except the Science of D, and the Science and Drawing papers of C. The same principle shall apply to grade A marks.
- (c) Opportunity is given on Saturday afternoon to take supplementary examinations on the Science of D, and the Science, Drawing, and Book-keeping of C.

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

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

**106.** There shall be four classes of such licenses, which may be designated as follows:

Class A (cl. & sc.), A (cl.) or A (sc.)—Academic (classical and scientific), Academic (classical) or Academic (scientific).

- Class B—First class.
- Class C—Second Class.
- Class D—Third Class.

**107.** The certificate of professional qualification or skill shall be (a) the academic, first, second or third RANK classification by the Normal School, or (b) the *minimum* (which shall rank one degree lower than the *normal*), and shall be the first, second or third rank pass on the following papers written on the Saturday of the Provincial Examination week: (1) School Law and Management, value 100; (2) Theory and Practice of Teaching, value 100; and (3) Hygiene and Temperance, value 100. First rank pass: an aggregate of 200 with no paper below 50. Second rank pass: 150 with no paper below 40. Third rank pass: 100 with no paper below 30.

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

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

FORM OF APPLICATION FOR A TEACHER'S LICENSE.

To.....

Inspector of Schools, Division No....., Nova Scotia.

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

- I. The prescribed certificate of age and character hereto attached, which I affirm to be true.
- II. My High School certificate of Provincial Grade..... obtained at ..... Examination Station as No....., in the year 1.... (Further information below.)
- III. My certificate of professional qualification of....., Rank, No....., obtained at....., in the month of....., 1....

(Name in full).....

(Post Office address).....

Date.....

(County).....

CERTIFICATE OF AGE AND CHARACTER.

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

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

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

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

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

The correct *quotation* of the High School certificate II above will be considered as equivalent to its presentation. When the candidate makes application at the High School Examination Station, the *grade or rank* of certificate *written for and expected* may be entered, but shall be enclosed in a parenthesis which should be understood to indicate the *expected* result of the Examination.

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

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

FURTHER INFORMATION FROM APPLICANT.

1. Class of license already held..... No..... year.....  
 2. University Degrees, Scholarship, Professional Training, experience, or any other information candidate may wish to state:

.....

3. Provincial High School Examinations taken in addition to that specified in II above, whether a "High School pass" certificate was obtained or not, (necessary to prove that the candidate made a "Teacher's Pass" in the lower grades).

On Grade XII syllabus at Examination Station.....	No.....	year.....
" XI " " " " " " " " " " " "	" " " " " " " " " " " "	" " " " " " " " " " " "
" X " " " " " " " " " " " "	" " " " " " " " " " " "	" " " " " " " " " " " "
" IX " " " " " " " " " " " "	" " " " " " " " " " " "	" " " " " " " " " " " "

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

.....  
 .....  
 ..... Inspector.

Place and date.....

110. For an Academic or Class A License the three conditions are:—(1) A certificate signed by a Minister of Religion or two Justices of the Peace, as in the preceding form, to the effect that the candidate is of the full age of twenty years, and capable of fulfilling the duties specially mentioned in the statute. (2) A pass certificate of the Grade XII. (3.) A certificate of Academic first rank professional qualification from a Normal School [for which

may be substituted a Provincial Grade XII (cl & sc) with a 50% "pass" on each imperative subject of the High School course not covered in Grade XII, and a first rank M. P. Q. (no paper below 50), and at least two years' successful teaching, one of which must be as a *first* class teacher in a superior school].

**111.** For a First Class or B License the three conditions are:—(1) A certificate of the full age of nineteen years and moral character as in the foregoing Regulation. (2) A pass certificate of Grade XI. (3) A certificate of first rank professional qualification from a Normal School, or a "Teacher's pass" certificate of Grade XII with the first rank minimum professional qualification.

**112.** For a Second Class or C License the three conditions are:—(1) A certificate of the full age of eighteen years and moral character as in the foregoing Regulation. (2) A pass certificate of Grade X. (3) A certificate of second rank professional qualification from a Normal School, or a "Teacher's pass" certificate of Grade XI with the second rank minimum professional qualification.

**113.** For a Third Class or D License the three conditions are:—(1) A certificate of the full age of seventeen years and moral character as in the foregoing Regulation. (2) A pass certificate of Grade IX. (3) A certificate of third rank professional qualification from a Normal School, or a "Teacher's pass" certificate of Grade X with the third rank minimum professional qualification.

#### TEMPORARY LICENSE.

**114.** A Third Class (provisional) or D (prov.) License, *valid only for one year*, shall be granted on the regular application when the following *four* conditions are fulfilled:—(1) A certificate of the full age of sixteen years and moral character as in the foregoing Regulation. (2) A pass certificate of at least Grade IX as in the foregoing Regulation. (3) The third rank minimum professional qualification. (4) A recommendation of the candidate as a temporary teacher for a specified school by the inspector, who must previously be assured by the trustees of the said school that although reasonable effort was made to employ a regular teacher of permanent class one could not be obtained, and that the candidate would be acceptable to the school section as a teacher for the year. Such License can only be re-issued for another year when the candidate has demonstrated an advance of *grade* or *rank* in his qualifications at a *subsequent* Provincial Examination.

#### SYLLABUS OF M. P. Q. EXAMINATION.

**115.** The questions set for the minimum professional qualification examination shall be within the limits indicated by the books recommended by the Council of Public Instruction on the following subjects:—

*School Law and School Management.*

- (a) To be familiar with the Acts relating to Public Schools in Nova Scotia and Regulations of the Council of Public Instruction with amendments as appearing in the *Journal of Education* from time to time—particularly those portions bearing on the relation and duties of teachers, and on the organization and operation of all grades of Public Schools.
- (b) To understand thoroughly the principles of school organization, the principles and methods of classification, the proper correlation and sequence of studies, the true aim and right modes of discipline, and the proper condition for securing the moral and physical well-being of pupils.
- (c) To be familiar with the history of leading Educational Reformers and their systems.

*Theory and Practice of Teaching.*

- (d) To have an understanding of the fundamental laws of the human mind in their relation to the science and art of education generally, including the principles and practice of vocal music.
- (e) To apply practically the principles thus derived to the teaching of each of the subjects embraced in the Common and High School courses of study.

*Hygiene and Temperance.*

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

\* \* \* \* \*

**136.** On giving a week's notice to trustees and pupils, teachers will have the liberty of closing their schools for the purpose of attending the meeting of the association or the institute, and on the attachment of the certificate of regular attendance during the days specified in the preceding regulation from the secretary of the association or institute to the teacher's "return," the inspector is authorized to credit the same as teaching days in the apportionment of the provincial aid and the municipal school fund.

**137.** When teachers, after having received permission from their trustees, attend "summer schools" or other institutes (during regular teaching days), which are recommended by the Superintendent for the improvement of teachers in the exercise of their profession, allowance will be made by inspectors, as indicated in the preceding regulation; always provided, however, that in any school year no more than five days shall be credited under all the foregoing regulations to any one teacher or school section.

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

SPECIAL SCHOOL DAYS.

**139.** It has been found very inspiring to devote certain days entirely to some special object, the demonstrative effect of which can be made much more intensive than that of the same time broken up into a routine of short fragmentary lessons spread over a few weeks. Such occasions, when managed properly, are of more value in teaching effect than the ordinary routine day. In fact, they can accomplish in some cases what could never be accomplished so effectively in any other way. They are by no means holidays. Far otherwise, for they involve extra labor on the part of the teacher and generally also on the part of the pupil.

**140.** *Arbor Day.*—To call special attention to the importance of the proper management and cultivation of our forests, to the value of the afforestation of lands which cannot be so productive in any other manner, and to the bearing of forestry on the rainfall, drainage, climatic and industrial conditions of the province, to encourage the proper adornment of the school grounds, to cultivate a taste for the beautiful in nature, and to give some practical and objective lessons in tree planting, and the study of tree growth,—for such objects the following directions are given:

- (a) On such day of May as according to season, weather or other circumstances may be deemed most suitable, trustees are authorized to have substituted for the regular school exercises of pupils, the planting by the latter of trees, shrubs and flowers, on the grounds surrounding the school house. The day devoted to this purpose shall be known and entered in the register as 'Arbor Day,' and when duly observed full credit will be given for it in the apportionment of public funds, on the basis of the actual attendance of pupils as ascertained by roll call at the beginning of the exercises, or other convenient time during their progress. Additional value

and interest should be imparted by mingling with the practical duties of the occasion short addresses from the teacher and other competent persons on the æsthetic and economic importance of arboriculture. During their summer visitation, inspectors shall take note of all schools in connection with which 'Arbor Day' has been observed.

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

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

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

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

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

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

**141. *Empire Day.***

- (a) The observation of this day originated with a recommendation of the Dominion Educational Association at its third triennial convention, which met in Halifax, August, 1898. The Council of Public Instruction of Nova Scotia was the first to adopt the recommendation, appointing the schoolday preceding the holiday commemorating the anniversary of the birthday of Queen Victoria, under whose reign the Empire so widely and harmoniously developed.
- (b) The object of the day is the development of the Empire idea with power, by a more dramatic and impressive demonstration than would be possible in the routine method of teaching necessarily characteristic of the most of the work of the school. No set method is prescribed. Local orators may be utilized in short and appropriate addresses to the pupils and their parents. Teachers and pupils should take part in as effective and in as varied manners as possible from year to year. As a rule it is preferable to have it an exercise open to the public of the locality in the afternoon, the forenoon being devoted to phases best treated in the school room. It is one of the days when the school flag should be flying.
- (c) The exercises should not be directed to develop boastfulness in the greatness of the Empire. They should be a study of the causes why it became great, and how it may continue to be great; of the history of the rise, growth and alliance of its different peoples, of the evolution of the elastic system of self-government, and of the development of that spirit of Empire unity which is a new thing in history as the Empire's extent is in geography. And most important of all, the exercises should be an inspiration to stimulate all to seek how they may still further reinforce the good tendencies, and bind the distant members of the Empire more closely together in the bonds of reciprocal helpfulness as well as of sentimental love.
- (d) As in the case of Arbor Day, all worthy teachers are expected to file a report on the exercises of the day, no matter how brief, with the inspector of his or her division.

\* \* \* \* \*

**PUBLIC SCHOOL COURSE OF STUDY.**

**152.** The public school course of study may be considered under its sub-division of the common and high school courses. They furnish a basis for the classification



of pupils by the teachers and for the examination of schools by the inspectors, while they also secure a definite co-ordination of all the work attempted in the public schools of all grades, thus fostering the harmonious interaction of all the educational forces of the province.

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

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

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

153.

### GENERAL PRESCRIPTIONS.

*Physical Exercise and Military Drill.*—Physical exercise should be given for a few minutes in the middle of every session over one hour in length. At such times it is beneficial even to pupils who have walked a long distance to school and who are accustomed to active work at home. The younger the pupils the more often such exercise should be given, in order to maintain physical restfulness and mental activity during the time for study. These exercises should always be made the occasion of training the pupils to maintain the most healthful and graceful position of the body in sitting, standing and moving. This training is as much the duty of the teacher as the other work of the school.

Military Drill is the latest result of the experience of generations of practical men in devising the most effective manner of training numbers of men to move in the most convenient order and under the fullest control. It is therefore particularly adapted to the movements of pupils in all schools, for girls as well as boys. Apart from other considerations, the fact that the children from various schools are often likely to be massed together, makes it desirable that the same system should be followed exactly everywhere. The best system, and that which is most likely to be useful in the widest extent, is the standard modern military drill. All teachers are required to make as practical an acquaintance as possible with the system of military drill at least as far as "squad drill," and to have their pupils drilled to stand and move smartly. Inspectors are directed to mark no school work under this head, no matter how good, higher than "fair," unless he has had an opportunity of observing the *Military drill*.

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

*Hygiene and Temperance.*—Orally in all grades, and as incidents or occasions may suggest. Text books for pupils' use as follows: Grades V. and VI., Health Reader No. 1; Grades VII. and VIII., Health Reader No. 2; High School grades, as in prescribed Physiology text. The statutes make it imperative under penalty on both teachers and trustees that such instruction be given in all grades. It is therefore the duty of all educational officers to see that the spirit as well as the letter of the law is inculcated both by precept and example—by every means which can influence the sentiment and character of the pupils.

*Moral and Patriotic Duties.*—As enjoined by the School Law and when found most convenient and effective. Some lessons in readers, in history, in biography, etc., may be utilized incidentally. Certain anniversary days, such as "Empire Day," "Dominion Day," etc., should be systematically utilized for patriotic inspiration.

The school room and grounds is an elementary miniature world in which the pupil has an opportunity of developing nearly all of the moral points of character required for useful living in the great world of mature human activity. The crown and sum total of all the other parts of the teacher's work is the development of the best possible character in each pupil; so that in every lesson and in every exercise the ultimate purpose should preside over and direct the course of the instruction. The teacher's supervision should therefore extend directly or indirectly to the play ground, before and after class hours as well as during the intermission.

*Good manners* is a subordinate but too often neglected department of character building. It is, however, a very simple as well as useful department; and therefore one the observance of which inspectors are instructed specially to study in each school, and the neglect of which should subject the teacher to censure and the school to a lowering of its rating. Every teacher should be an example of true politeness, which is not only compatible with the greatest power and firmness, but enhances them. In a short time such an influence should materially improve the most rude class of pupils.

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

Britain's "Nature Lessons," and Payne's "Nature Study" (U. S. A.), Garlick and Dexter's "Object Lessons for Standards I., II., III." (England), and James' "Agriculture" are useful guides to the teacher for portions of the work prescribed in some of the grades. There should be a short "Nature Lesson" given *every* day on the daily collections and observations of the pupils themselves—not on the statements of teachers or books—the lesson always being based on the objects or observations. These guide books are to be used only to show the teacher how to give such lessons; and they are entirely prohibited as text books for either pupil or teacher, for under no circumstances should "notes" from the books be given to pupils. All such studies must be from the objects. Observations under this head form some of the best subjects for English Composition Exercises in all the grades. In schools with pupils of several grades under one teacher (as in most rural schools), many of these lessons may profitably engage the whole school. In nearly all either the whole senior or whole junior divisions of the school can take part. A skillful teacher can thus give profitable object lessons to several grades of scholars at once; at one time giving a Grade V. lesson, at another time a Grade VI. or Grade VII. or Grade VIII. lesson, which will also contain enough for the observation and interest of Grade I., Grade II., Grade III. and Grade IV. pupils. An object lesson given to the highest class can thus to a certain extent be made a good object lesson for all the lower classes. The older pupils will see more and think more. It must be remembered that the memorizing of notes or facts merely stated to pupils is strictly forbidden under this head. Such memorizing is pure cram, injurious instead of being useful. The teacher may not have time to take up in *class* every object indicated in the Nature Lessons of the Course. In such cases the pupils should be given two or three objects nearly related to the typical specimen examined in school with directions to search for and examine them at home as illustrated in specimen class lesson. Without much expenditure of time the teacher can note that this work has been honestly attempted to be done by each pupil. The lessons must be direct from nature itself, but under the guidance of the teacher, who can save time in bringing the pupils to the point desired by his more mature experience. They are intended to train the observing and inductive faculties, to show the true way of discovering something of the nature of the world which immediately surrounds us, and which is and will continue to be reacting upon us in one manner or another. This knowledge is so much power over nature, from which we have to win our material existence. It is also the basis of any useful philosophy.

More stress has been laid on the natural history of each section than on elementary physics and chemistry. Not because physical phenomena are less important, but because the elements of these sciences are the same all the world over, and there is no end to the cheap and well-illustrated

guides to practical work in them which will suit a section in Nova Scotia as well as one in England or in the United States. But there are no such simple guides to the biology of each section, and many of its other scientific characters. The teacher must become a student and master them himself; for such exercises have special power in developing the habit of accurate observations (which is the soundest basis for any career ranging from that of the poet and professional man to the tiller and lord of the soil, the tradesman, the manufacturer and inventor), and in developing in connection with history and civics an intelligent attachment even to the soil of our country.

*Spelling and Dictation.*—It should be strictly insisted upon, that from the very commencement in the first grade, the pupil should spell every word read in the lessons, and common words of similar difficulty used in his conversation; for if this is not done, the pupil is all the time being simultaneously trained to tolerate wrong mental images of the forms of the words which can seldom be corrected by ordinary efforts in the higher grades. Writing words in the lower grades, transcription and dictation in the higher grades should be utilized more and more as facility in writing increases.

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

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

speech in class or on the play ground, or in conversation, should never be allowed to pass without correction.

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

*Drawing.*—For teachers who have not taken the Provincial Normal School Course, Thompson's "Manual Training No. 1," is recommended as covering to some extent the *Drawings and Lessons on Nature* as they may be taught to pupils of the first five grades; and No. 2, as they may be taught to the next five grades; and Prang's "Art Instruction in Primary Schools—A Manual for Teachers—Second year," thus covering generally the work of the Common and High Schools. Before leaving Grade VIII, all pupils should be able to plot lines and angles accurately, so as to be able to solve all ordinary Practical Mathematical problems by "construction." The accurate use of the "Universal Scale" (wood) with the "Eagle" compass and dividers is sufficient for this purpose. Drawing of objects studied under the head of Nature Lessons should be constantly practised and carried on, even in the High School.

*Arithmetic.*—It is of the highest importance to secure the habit of obtaining accurate answers at the *first* attempt. Every slip in mental or written arithmetical work is not only unnecessary, but is a positive education in a habit which will tend to render useless the most strenuous efforts afterwards to become accurate or even to make satisfactory progress in mathematics. Accuracy is of supreme importance from the first. Rapidity should follow as the secondary consideration. Appropriate exercises in *Mental Arithmetic* should be given in every grade, and proficiency in it should be required in all promotions.

*Geography and History.*—The verbal memorizing of these lessons at home by the pupils is for the most part injurious to the character of the memory and useless as practical knowledge. For in spite of all cautions and instructions to the contrary, most pupils, when left to themselves, mentally associate the facts memorized with the wording, the paragraph and the page of a book, instead of with the proper locus on the map, or with the proper system of related facts. These lessons should therefore be prepared under the careful and philosophical direction of the teacher in the school, at least until the pupils are trained how to study aright. The home work would then be only the review and perfecting of the lessons by the pupils in the proper manner by reference to the several

items in the text. Local or current events, historical, economic or scientific, should be skilfully used to interpret the remote in time and place.

*Manual Training*—(Optional). This may often be introduced as an alterative or recreation, and without therefore materially increasing the real labor of the pupil. Clay modelling, woodwork, metal work, needlework, cookery, shorthand (Sir Isaac Pitman's system *only*), school-plot farming or gardening, etc., as most appropriate or expedient, may be introduced with the consent of the trustees. Teachers should at all times encourage the pupils in the production of specimens of home-made handiwork or apparatus, in scientific experiments at home, and in the formation of collections of plants, minerals and other natural productions of their own part of the country. It is legal for trustees to expend school funds in teaching these optional as well as the imperative subjects, either for school equipment or the engagement of special teachers.

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**156. SPECIAL PRESCRIPTIONS FOR COMMON SCHOOLS.**

GRADE I.

*Reading*.—Primer with Wall Cards or Blackboard Work.  
*Language*.—Story telling by pupil. Writing easy vertical letters, words and sentences.

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

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

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

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

GRADE II.

*Reading*.—Reader No. 1.

*Language*.—As in Grade I, but more advanced. *See general prescriptions.*

*Writing and Drawing*.—As in Grade I, but more advanced. Angles, triangles, squares, rectangles, plans of platform and of school room (or as in *Manual Training* No. 1, to end of Section IV.); with *Public School Drawing Course*, No. 1. (or as in alternative Drawing Course recommended).

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

*Lessons on Nature*.—As in Grade I, but more extended. *See general prescriptions.*

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

GRADE III.

*Reading*.—Reader No. 2. *See general prescriptions.*

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

*Writing and Drawing*.—Vertical letters on slate and in copy books. Freehand outlines on slate, blackboard, etc. Common geometrical lines and figures with their names. Map of school grounds and surroundings. As in *Manual Training*, No. 1, to end of Section VI.; with *Public School Drawing Course*, No. 2 (or as in alternative Drawing Course recommended).

*Arithmetic*.—As in Common School Arithmetic, Part I., first half. *General prescriptions.*

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

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

## GRADE IV.

*Reading.*—Reader No. 3. *See general prescriptions.*

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

*Writing and Drawing.*—Copy Book. Drawing as in *Manual Training*, No. 1, to end of Section VIII., with *Public School Drawing Course*, No. 3 (or as in alternative Drawing Course recommended).

*Geography.*—Oral lessons on Physiography as on pages 85 to 99, introductory Geography, with the general geography of the Province begun on the school map. *See general prescriptions.*

*Arithmetic.*—As in Common School Arithmetic, Part I., completed. *See general prescriptions.*

*Lessons on Nature.*—As in Grade III., but extended so as to include four or five objects of each kind, as in *general prescriptions.*

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

## GRADE V.

*Reading.*—Reader No. 4, Part I. *See general prescriptions.*

*Language.*—Oral as in IV. and *general prescriptions.* All parts of speech and sentences with inflections of noun, adjective and pronoun,—orally. Composition practice on "nature lessons," etc., increasing.

*Writing and Drawing.*—Copy Book. Drawing as in *Manual Training*, No. 1, with *Public School Drawing Course*, No. 4, &c., and drawing from objects (or as in alternative Drawing Course recommended).

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

*Arithmetic.*—As in Common School Arithmetic, Part II., first half.

*Lessons on Nature.* From mineral and rock to soil, as shown in neighborhood, and extended to five or six each of the common plants, trees, insects, other invertebrates, fish, reptiles, birds, mammals; and natural phenomena, such as ventilation, evaporation, freezing, closely examined. Health Reader No. 1 begun.

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

## GRADE VI.

*Reading.*—Reader No. 4 completed. *See general prescriptions.*

*Language.*—Oral as in V. extended. Formal composition (simple essays) twice each month. Paradigm of regular verb. Simple parsing and analysis begun. More important rules of Syntax applied. Short descriptive sketches of observations, etc., etc., and letters, from oral instruction, as in "Lessons in English."

*Writing and Drawing.*—Copy Book. Drawing as in *Manual Training*, No. 2, to end of Section II., with *Public School Drawing Course*, No. 5, &c. Increasing practice in representing common objects in outline (or as in alternative Drawing Course recommended).

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

*History.*—Leading features of History of Canada to end of Chapter XIII.

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

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

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

## GRADE VII.

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

*Language.*—Leading principles of Etymology with paradigms. Parsing and analysis of simple sentences and application of rules of syntax. Oral.

Written abstracts of oral or reading lessons. Simple description of "nature" observations, &c., narrative and business forms. Punctuation and paragraphing. All from oral instruction as in "Lessons in English."

*Writing and Drawing.*—Copy Book. Drawing as in *Manual Training*, No. 2, to end of Section IV., with *Public School Drawing Course*, No. 6, &c. Plotting of lines, triangles, rectangles, &c., according to scale. The use of the "Universal Scale." Simple object drawing extended (or as in alternative Drawing Course recommended).

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

*History.*—Leading features of History of Canada to end of Chapter XXX. *See general prescriptions.*

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

*Lessons on Nature.*—As in Grade VI., and with the study of specimens illustrating the stones, minerals, &c.; each class, sub-class, and division of plants; and each class of animals found in the locality. All common and easily observed physical phenomena. (Much of this course will be covered by a series of object lessons on the subject matter of any twenty of the easier chapters of *James' Agriculture*, and on the *Introductory Science Primer*.) *Health Reader*, No. 2, begun.

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

## GRADE VIII.

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

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

*Language.*—Parsing, including important rules of Syntax. Analysis of simple and easy complex sentences. Correction of false Syntax and composition exercises, etc., as in "Lessons in English" completed. Pupils at this stage should be able to express themselves fluently and with fair accuracy in writing, for all ordinary business purposes. *See general prescriptions.*

*Writing and Drawing.*—Copy Book. Model and object drawing. *Manual Training*, No. 2, to end of Section V., with review of *Public School Drawing Course*, Nos. 5 and 6, &c. Construction of angles, mathematical figures, maps, plans, etc., to scale and their measurement, neatly and accurately, by the "Universal Scale," the use of which should be thoroughly mastered in this grade. *See general prescriptions* (and alternative Drawing Course recommended).

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

*History.*—As in "Brief History of England," with the leading features of the "History of Canada" completed and reviewed. *See general prescriptions.*

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

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

*Bookkeeping.*—A simple set.

*Lessons on Nature.*—As in Grade VII., extended to bear on Health, Agriculture, Horticulture, and any local industry of the School Section. Local "Nature Observations" (Much of this course will be covered by a series of oral lessons completing the subject matter of *James' Agriculture* and of the grade of *Science Primers*). *Health Reader*, No. 2, completed. *See general prescriptions.*

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



**157. CONDENSED COMMON SCHOOL COURSES.**

[The following condensations of the Common School Course of Study are given merely as suggestions for the benefit of untrained teachers who may require such aid. In connection with the *special prescriptions* given hereunder, the teacher should study thoroughly the meaning of the *general prescriptions* given elsewhere and in the School Register. These *general* combined with the following *special prescriptions* form the *prescribed* Courses of Study.]

**158. FOR A COMMON SCHOOL WITH FOUR TEACHERS.**

PRIMARY.

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

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

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

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

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

ADVANCED PRIMARY.

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

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

*Writing and Drawing.*—On slate and blackboard, Common geometrical lines and figures with their names, map of school ground. Copy books. Drawing as in *Manual Training*, No. 1, to end of Section VIII., and Drawing Books Nos. 2 and 3, or representative selections from them, with outline drawing of common objects (or as in alternative Drawing Course recommended).

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

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

INTERMEDIATE.

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

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

*Writing and Drawing.*—Copy books. Drawing as in *Manual Training*, No. 1, complete, and Drawing Books No. 4 and 5 (or as in alternative Drawing Course recommended). Model and object drawing.

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

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

*History.*—Leading features of history of Canada to 1756.

*Lessons on Nature.*—From minerals and rock to soil, as shown in neighborhood, and six or seven each of the common plants, trees, insects, other invertebrates, fish, reptiles, birds, mammals, and natural phenomena

such as ventilation, evaporation, freezing, closely examined. Distribution and values of the natural products of the province. Music, at least half a dozen songs (tonic sol-fa notation).

## PREPARATORY.

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

*Spelling.*—Readers and prescribed Spelling Book, etc.

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

*Writing and Drawing.*—Copy books. Drawing as in *Manual Training* No. 2 to end of Section V., with Drawing Book No. 6. Model and Object drawing with simple drawing from nature. Construction of angles and simple geometrical figures to scale and their measurement. The use of scales as on "Universal Scale" (or as in alternative Drawing Course recommended).

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

*History.*—Canada completed, with "Brief History of England."

*Arithmetic and Algebra.*—Common School Arithmetic. Fundamental rules of Algebra, and evaluation of algebraic expressions.

*Bookkeeping.*—A simple set.

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

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

## 159. FOR A COMMON SCHOOL WITH THREE TEACHERS.

## LOWER.

*Reading.*—Primers and Readers, Nos. 1 and 2, with spelling.

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

*Writing and Drawing.*—Vertical letters, &c., on slate, paper or black-board and copy book. Drawing from objects, and of easy interesting figures, plans of school grounds, or as in *Manual Training*, No. 1, to end of Section VI., with Drawing Books, Nos. 1 and 2, (or as in alternative Drawing Course recommended).

*Arithmetic.*—As in Common School Arithmetic, Part 1, first half.

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

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

## MIDDLE.

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

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

*Writing and Drawing.*—Copy Books. Drawing as in *Manual Training*, No. 1, complete with Drawing Books, Nos. 3, 4 and 5, or representative selections from them, and outline drawing from objects (or, as in alternative Drawing Course recommended).

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

*Geography and History.*—Drill in Hemisphere maps and Introductory

text book to end of Canada. Oral lessons on the leading incidents of the history of Nova Scotia.

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

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

#### HIGHER.

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

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

*Writing and Drawing.*—Copy Books. Drawing as in *Manual Training*, No. 2, to end of Section V. with Drawing Book, No. 6. Model and Object drawing, with simple drawing from nature. The construction and measurements of angles and mathematical figures. The use of scales on the "Universal Scale," (or, as in alternative Drawing Course recommended).

*Geography.*—Introductory Geography, complete with latest corrections, and general map drill on Hemisphere maps.

*History.*—As in "History of Canada," and the "Brief History of England."

*Arithmetic and Algebra.*—Common School Arithmetic, and evaluation of algebraic expressions and four fundamental rules.

*Bookkeeping.*—One simple set with commercial forms.

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

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

### 160. FOR A COMMON SCHOOL WITH TWO TEACHERS.

#### JUNIOR (at least two divisions).

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

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

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

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

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

#### SENIOR (at least two divisions).

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

*Language.*—Leading principles of Etymology, Syntax, etc. Written and oral abstracts, narratives and description of "nature lesson" observa-

tions, etc., with attention to punctuation, paragraphing and form. All as in "Lessons in English," taught orally.

*Writing and Drawing.*—Copy Books. Drawing in *Manual Training*, No. 1, complete, and No. 2 to end of Section V., with Drawing Books, Nos. 5 and 6, Model and Object Drawing; and lessons on mathematical construction of figures in advanced division. The use of the "Universal Scale." (Or condensation of alternative Drawing Course recommended).

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

*History.*—"History of Canada" and "Brief History of England" in alternative divisions.

*Arithmetic.*—Common School Arithmetic, Parts II and III, with evaluation and fundamental rules of Algebra for advanced division.

*Book-keeping.*—Simple set for advanced division.

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

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

### 161. FOR A COMMON SCHOOL WITH ONE TEACHER.

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

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

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

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

*Language.*—Text book only in (a) and once a day or every other day, with written compositions in (a) and (b) as indicated in the other courses. Class instruction or essay criticism once or twice a week. All as in "Lessons in English," taught orally.

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

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

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

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

*Lessons on Nature.*—Once every day so as to select during the year the most important points specified in the uncontracted course. Oral lessons on subject matter of *James's Agriculture*.

A specimen time table is given below for such schools.

162. SUGGESTIVE TIME TABLE.

(DESIGNED TO AID INEXPERIENCED TEACHERS AND TRUSTEES.)

This specimen is given here for a rural school in which it is assumed there is only common school work to be done—the work of the first eight "Provincial Grades."

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

TIME TABLE.

[For a "rural" or "miscellaneous" common school of eight grades grouped in four classes (a), (b), (c) and (d), as directed on the previous page, with about 44 pupils, 2 in 8th, 3 in 7th, 4 in 6th, 5 in 5th, 6 in 4th, 7 in 3rd, 8 in 2nd, and 9 in 1st grade.]

TIME WHEN BEGUN	Duration (Minutes.)	RECITATION TO TEACHER.		SILENT WORK OF THE FOUR CLASSES AT DESKS.			
		Monday, Wednesday, Friday,	Tuesday, Thursday.	(a)	(b)	(c)	(d) †
9:00	15	Opening song, and Roll-call.					
9:15	15	(d) Reading, Spelling, etc.		Arith.	Arith.	Spelling.	Spelling.
9:30	15	(c) " "		Arith.	Spelling.	Spelling.	Drawing.
9:45	15	(b) " "		Spelling.	Spelling.	Drawing.	Arith.
10:00	15	(a) " "					
10:15	5	Song and Calisthenics.		*	*	*	*
10:20	30	(a), (b), (c) and (d), Arithmetic, etc.					
10:50	10	RECESS.					
11:00	15	(a) Gram. and Anal.	(a) Language.	Arith.	Arith.	Arith.	Arith.
11:15	15	(d) Reading, Spelling, etc.	Mental Arithmetic.	*	*	*	*
11:30	5	Writing.					
11:35	25	Drawing					
12:00	60	NOON INTERMISSION.					
1:00	5	Song and Roll-call.		Map Draw			
1:05	15	Geog., etc., (oral).	Hist., etc., (oral)		Arith.	Arith.	Arith.
1:20	15	(a+) Geog.	(a+) Hist.	Language	Language.	Language.	Language.
1:35	15	(c) Language.	(d) Language.	Arith.		Spelling.	Spelling.
1:50	15	(b) " "	(a) Tues. { Health (b) Thurs. { Reader				
2:05	5	Song and Calisthenics.		*	*	*	*
2:10	20	Arith., Alg., B. K., or Math., Drawing					
2:30	10	RECESS.					
2:40	15	"Nature" and Science lesson from objects.		†	†	†	†
2:55	10	Writing or Drawing notes on lessons.					
3:05	15	(d) Reading, Spelling, etc.	(a), (b), (c) and (d) Re-	Math.	Math.	Arith.	Spelling.
3:20	15	(c) " "	citations. (Elocution-	Math.	Spelling.	Spelling.	Arith.
3:35	15	(b) " "	ary on Fridays.)	Math.			
3:50	10	Announcements, etc., and Song.					

## NOTES ON TIME TABLE.

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

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

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

*Reading.*—Should include spelling, definition of words, grammatical notes, derivation, prosody, etc., as the matter suggests; and the literary and other ideas involved should be made clear to the pupils. There is a saving of time and effort in considering as many related things as possible together. See *general prescriptions*.

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

*Mathematics.*—Several subjects need be taken up only for a month or two, such as the elementary rules of algebra, accounts, the use of the mathematical scales, as on the "Universal Scale" (engraved on wood) and the compass in mathematical drawing. Some of these might be taken instead of arithmetic, say in the afternoon, or on alternate days.

*High School Work.*—Where work of this kind has to be done, those studying the high school subjects might aid the teacher with some of the classes so as to obtain time for the high school studies which might otherwise cut down too much of the time given to the common school grades, which are of paramount importance in ungraded schools. When high school work is being done, the teacher's time, in case of a difference of view by those interested, might be fairly decided to be distributed to each grade, in proportion to the number of grades and pupils in each.

*Nature Lessons, etc.*—See *general prescriptions*.

## ALTERNATIVE COMMON SCHOOL COURSE OF DRAWING.

163. The following is the alternative course of Drawing for the common school grades, which is referred to in the preceding prescriptions. For partially graded, and for ungraded schools, it can be condensed as illustrated in the preceding condensations of the regular course for fully graded schools. The sub-divisions (a), (b), (c) and (d) serve to call and keep attention to lines which should be followed through all the grades, even in the condensed courses which teachers are expected to form and adapt to the conditions existing in rural schools:

## GRADE I.

(a) *Drawing as an aid to Language.*—Free illustrative sketching from copy, memory, and imagination.

Show pupils good outline pictures of simple objects, of scenes, and of scenery. Teach them to tell what such pictures express. Make on black-board in presence of pupils outline pictures of familiar objects, such as a kitten, a boy with a flag, a house on hill-top, and a boy running after his hat. Let the pupils copy these pictures and combine them to form original ones.

Encourage all honest effort and criticize mildly even the poorest. When the drawing is not satisfactory ask the pupil to re-examine the object and try again, perhaps next day. This will be particularly valuable when he is drawing from memory.

Occasionally use coloured crayons and have the pupils use coloured pencils.

(b) *Drawing as an aid to Nature Lessons.*—Let every nature lesson end, when possible, with an illustrative drawing of the object studied.

This will lead the pupils to observe and examine with greater care, and render the impressions more lasting. Outline drawings of animals, trees, leaves and fruits, most interesting to children, are appropriate for this grade. Sometimes this work may be done in colour with the brush, using diamond dyes.

(c) *Formal Drawing Lessons.*—A half-hour lesson once or twice a week. Make the pupils draw from objects such as apples, half-apples, oranges, eggs, leaves, tubers, roots, etc.—from any simple object not involving perspective. They should frequently make models of objects in clay or other material and then make drawings of them. Some attention should be given to the primary colors with their tints and shades.

For manual drill, let the pupils draw circles and curves on the black board.

They should occasionally, in symmetrical exercises, use both hands at the same time, and sometimes the left instead of the right hand.

All the drawings should be large. Much injury is done to children and time is wasted in striving for minuteness of detail and accuracy of finish, before the eye and hand are sufficiently developed.

In small country sections, or in schools where the teacher has but one grade and not too many pupils, stick and tablet laying, also paper cutting and folding should be practised. A series of such exercises will develop the idea of symmetry and be the best preparation for original designing.

Good teachers will, at this stage, be sparing in the use of technical terms.

Young children should always draw from interesting objects. Type forms represent abstractions which should not be used until the pupil has reached them by his own generalizations.

Colored crayons may be used to advantage in all the grades, when water colors cannot be obtained or effectively used.

#### GRADE II.

(a) *As an aid to language.*—Encourage and help the pupils to illustrate simple scenes and events by pencil sketches.

Excellent selections in literature suited to this grade are now attainable, such as fairy tales, etc. Pupils generally take much pleasure in pictorial representations of them. Their attempts at first will be crude but experience has shown that the great majority of pupils will improve rapidly, that their conceptions will be made more vivid, and consequently that the constructive imagination so useful in the study of history and geography will receive proper development.

(b) *As an aid to nature lessons.*—As in Grade I. More difficult objects and some detail; simple grasses and flowers occasionally using water colors. The leaf in the various stages of its growth. The cow or horse and the dog from memory.

Let the pupil be asked to observe these animals carefully whenever he can and then make a memory drawing of them in school. Point out mistakes and let the pupil correct them by renewed observation until the work is fairly good.

Trees.—Characteristic foliage in mass of spruce, oak or beech, poplar or elm. Apple on branch with leaves.

(c) *As an aid to mathematics.*—Teach the pupils to draw accurately from one point to another, using a ruler. Draw parallel lines.

Number work may be made more interesting by having the pupils make pictures of a given number of birds, apples, etc., by making them divide a line or any regular surface into equal parts to illustrate the nature of fractions, halves, fourths and eighths.

(d) *Formal drawing lessons.*—Two half hours a week. Continue same work as in Grade I, introducing the grouping of two or more simple objects. The manual drill on the black board should include ornamental curves.

Construct with coloured paper an historic border. Represent it by a drawing. Vary the pattern.

## GRADE III.

(a) *As an aid to language.*—As in Grade II (a). Excellent copies of masterpieces of art may now be obtained at so small a cost as to place them within the reach of the poorest school.

Before studying and discussing the pictures appropriate for this (or any other) grade, the pupils should see and examine as many as possible of the objects mainly represented, clouds, forests, mountains, rivers, lakes, ravines, animals, churches, etc.

(b) *As an aid to nature lessons.*—As in Grade II (b), but somewhat more difficult.

Cat, rabbit, hen, duck, herring, trout, the parts of a flower, turnip and potato, leaves, etc.

(c) *As an aid to mathematics and geography.*—Drawing squares and rectangles of given dimensions. Dividing them into square inches. Measuring distances in the classroom and representing them by lines one quarter of an inch to a foot.

Drawing correct plan of the schoolroom and of the play-ground.

Divisions of lines and surfaces into thirds, sixths and twelfths.

(d) *Formal Drawing Lessons*—As in Grade II, but more advanced. Ornamental curves more complex, copied and original, on blackboard.

Borders formed by repetition of flower forms.

## GRADE IV.

(a) *As an aid to language.*—Continued as in Grade III (a).

(b) *As an aid to nature lessons.*—Common plants, shrubs, trees (of each three or four), so as to be readily recognized by their characteristic branching and foliage. Fruits. A few of the larger bones of the human body. The frog and the butterfly in the various stages of development. The sparrow and the robin.

Natural colors to be used when convenient. As it will generally be impossible to obtain human bones, corresponding ones from other large animals may be used instead.

(c) *As an aid to mathematics and geography.*—Fifths and tenths illustrated. The use of the compass in drawing circles. Right angles, triangles and squares geometrically constructed. Map drawing. Plans to scale. Working drawings of a few simple objects.

(d) *Formal drawing lessons.*—As in Grade III (d). Study of good pictures. Principles of repetition and alternation in exercises on borders and rosettes. Study of color in objects. Pleasing combinations of color in design.

## GRADE V.

(a) *As an aid to language.*—Continued as in Grades II and III.

The reading lessons will afford abundant material for pictorial drawings and illustrative sketches. Besides, there are incidents in child life, his games, etc.,—"playing ball," "fishing for trout," "snowballing," "what I saw on my way to school," "the hay makers." Drawings in mass of animals and children in interesting attitudes. Here appropriate colours will greatly improve the effect.

(b) *As an aid to nature lessons.*—Plants, thistle, horsetail, iris, wood-sorrel. Animals—sheep and goat, turkey and goose, salamander, beetles, butterfly. Analysis of leaves and flowers for colour schemes.

(c) *As an aid to mathematics and geography.*—Accurate drawings of polygons with compasses and ruler. Development of surface of pyramid in card board. Paper cutting to produce forms of regular solids. Plan of the school section. Map of province. Working drawings for a bracket.

(d) *Formal drawing lessons.*—Studies of good copies of famous paintings. Exercises in complex curves on blackboard—occasionally with both hands. The most elementary principles of free hand perspective as applied to simple objects.—the circle and the cube in different positions. The study and reproduction of historic ornament. Colour lessons—tints and studies in objects, and pleasing combinations of colour in design.

## GRADE VI.

(a) *As an aid to language.*—As in Grade V (a).



(b) *As an aid to nature lessons.*—Organs of the human body—hands, feet, ears. Plants—lady's slipper, red maple. Animals—bear and fox, hawk and owl, insects in various stages of development. Study of colour in natural objects

(c) *As an aid to mathematics and geography.*—The measurement of angles and lines. Plotting geometrical figures, and simple geometrical problems. Map drawing—North America, showing Canada somewhat in detail. Working drawings of simple rectangular objects.

(d) *Formal drawing lessons*—As in Grade V (d), but more advanced. The idea of type forms, cubes, pyramids, ovoids, etc., developed from the study and drawing of simple objects.

## GRADE VII.

(a) *As an aid to language.*—As in Grade V. (a). Special attention to the drawing of the best buildings and landscapes of the section.

(b) *As an aid to nature lessons.*—Structure of bones and muscles, eyes. Plants. Animals—spider and web, kingfisher, squirrel. Analysis of beautifully coloured natural objects.

(c) *As an aid to mathematics and geography.*—Plotting. More difficult geometrical problems. Map drawing—Europe. Working drawings.

(d) *Formal drawing lesson.*—Object drawing. Freehand perspective. Decorative design. Study of tints and shades. Pleasing arrangements of groups of fruit, vegetables, or other objects; vase-forms, etc.; arrangements of objects to express some complex thought, as a bottle of ink, a pen and a sheet of paper.

## GRADE VIII.

(a) *As an aid to language*—Occasional practice in pictorial sketching.

(b) *As an aid to nature lessons.*—Plants and animals. Heart and lungs of a sheep or an ox. Apparatus used in science lessons, etc.

(c) *As an aid to mathematics and geography.*—Accurate plotting and measurement by mathematical instruments. Working drawings of common objects to scale. Geometrical problems. Map of the British Isles.

(d) *Formal drawing lessons*—The study of good drawings from master artists. Drawing of groups of models, flowers, fruit, etc. Historic ornament. Adaptation of natural forms to purposes of decorative designs. Colour harmony applied in design.

## 164. SPECIAL PRESCRIPTIONS FOR HIGH SCHOOLS.

(Year Ending July, 1902.)

The subjects, number and values of the papers for the different High School examinations, and the general scope of examination questions, are indicated in the prescribed curriculum which follows. The text books named indicate in a general manner the character of work expected on each subject. Examination questions are assumed to be on the subjects, not on the text books, and may demand description by drawing as well as by writing in all grades. In any subject, also, a question may be put on work indicated under the head of "general prescriptions," Course of Study for Public Schools.

## GRADE IX.

ENGLISH LANGUAGE—100: (a) *The Sir Roger DeCoverley Papers* (T. C. Allen & Co.), *Longfellow's Evangeline*, and Tennyson's *The Brook*, and *Ode on the Death of Wellington*, with critical study, word analysis, prosody and recitations; (b) English Composition as in Dalglish's *Introductory* or an equivalent in the hands of the teacher only, with essays, abstracts and general correspondence, so as to develop the power of fluent and correct expression in writing.

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

3. LATIN—100: As in *Collar and Danzell's First Latin Book*, to end of Chapter LIV., or any equivalent grammar, with very easy translation and composition exercises. [The Roman (Phonetic) pronunciation of Latin to be used in all grades.]

4. FRENCH—100: As in Fasnacht's *Progressive Course First Year*, with *Progressive Reader First Year*, Sections 1 to 15.

5. HISTORY AND GEOGRAPHY—100: (a) Text-book of British History up to the House of Tudor, and oral lessons on "How Canada is Governed." (b) Advanced Text-book to page 25, with the geography of the various portions of the British Empire.

6. SCIENCE—100: (a=30) Physics as in *Balfour Stewart's Primer*. (b=70) Botany as in *Spotton's High School Botany* (last edition), or an equivalent. Drawing of parts of plants.

7. DRAWING AND BOOKKEEPING—100 (a=20) Construction of plans, geometrical figures and solution of mensuration and trigonometrical problems by mathematical instruments. (b=30) High School Drawing Course No. 1, with Model and Object drawing and *Manual Training* No. 2 completed. (c=50) Commercial forms and writing, with Single Entry Bookkeeping problems.

8. ARITHMETIC—100: As in the *Academic Arithmetic* to page 77.

9. ALGEBRA—100: As in *Hall & Knight's Elementary Algebra* to end of Chapter XVI.

10. GEOMETRY—100: Euclid I, with the easier exercises in *Hall & Stevens* to page 86.

NOTE.—Latin and French are optional, all other subjects imperative for "Teacher's pass." The minimum aggregate for a "High School pass" is 400 on any eight papers with no subject below 25; for a "Teachers' pass" 400 with no imperative subject below 40.

#### GRADE X.

1. ENGLISH LANGUAGE.—100 (a) Same subjects as in previous grade, but more advanced scholarship required. (b) Composition as in Dalgleish's *Advanced* or an equivalent in the hands of the teacher only, with special attention to the development of readiness and accuracy in written narrative, description, exposition and general correspondence.

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

3. LATIN—100: As in *Collar and Daniell's First Latin Book* complete, and "*Cæsar's Invasion of Britain*," by Walsh and Duffield.

4. GREEK—100: As in *White's First Greek Book*, lessons I to LIX.

5. FRENCH—100: As in *Fasnacht's Progressive Course, second year*, with *Progressive Reader, first year*, selections 16 to 62.

6. GERMAN—100: As in *Joynes-Meissner's Grammar*, first 18 lessons, with *Buchheim's Modern German Reader, Part I, first division* only.

7. HISTORY AND GEOGRAPHY—100: (a) Text-book of British History from the House of Tudor to the present time. (b) Advanced Text-book of Geography completed.

8. SCIENCE—100: (a=70) Chemistry as in *Williams*. (b=30) Agriculture as in *James*: or Mineralogy as in *Crosby*.

9. DRAWING AND BOOK-KEEPING—100: (a) Mathematical Drawing as in previous grade, but more advanced; *Faunce's Mechanical Drawing* recommended to teachers for "proper use of instruments." High School Drawing Course, No. 2, and model and object drawing, with simple drawing from Nature. (b) Book-keeping; Double entry forms and problems.

10. ARITHMETIC—100: The *Academic Arithmetic* complete.

11. ALGEBRA—100: As in *Hall and Knight's Elementary* to end of Chapter XXVII.

12. GEOMETRY—100: Euclid I, II and III to Prop. 20, with the easier exercises in *Hall and Stevens*.

NOTE.—Latin, Greek, French and German optional, all others imperative for "Teachers' pass." The minimum for a "High School pass," 400 on any eight papers with no subject below 25; for a "Teachers' pass," 400 with no imperative subject below 40.

#### GRADE XI.

1. ENGLISH LITERATURE—100: [a=80] *Milton's L'Allegro, Il Penseroso, Comus and Lycidas, Macaulay's Essay on Milton* [b=20] A general acquaintance with the prescribed literature of the previous grade as above.

2. ENGLISH GRAMMAR—100: History of English language and Text Book complete with difficult exercises. [b] History of English literature as in *Meiklejohn*.

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

4. LATIN—100: [a] *Cæsar's De Bell. Gall.*, Book I (also for 1903), and [b] *Virgil's Æneid*, Book II; (for 1903, Book III), with grammatical and critical questions.

5. GREEK—100: Grammar and easy composition based partly on author read and *White's First Greek Book* completed.

6. GREEK—100: *Xenophon's Anabasis*, Book IV., (for 1903, Book I), with grammatical and critical questions.

7. FRENCH—100: As in Fasnacht's *Progressive Course, Third Year*. Pierre Coeur's *L'Âme de Beethoven* and Richebourg's *Les Violettes Blanches*, (MacMillan & Co).

8. GERMAN—100: As in *Joyues-Meissner*, to lesson 44, with Buchheim's *Modern German Reader*, Part I., complete.

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

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

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

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

13. ALGEBRA AND ARITHMETIC—100: As in *Hall and Knight's Elementary Algebra*.

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

NOTE.—Latin, Greek, French, and German optional, all others imperative for the "Teachers' pass." The minimum aggregate for a "High School pass," 400 on any eight papers, with no subject below 25; for a "Teachers' pass," 400 with no imperative subject below 40. The examination on this syllabus may also be known as the Junior Leaving Examination of the High School.

#### GRADE XII.

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

##### (A) IMPERATIVE FOR BOTH SIDES.

1. ENGLISH LANGUAGE—100: As in *Lounsbury's English Language* Chaucer's *Canterbury Tales: The Prologue, The Knights and the Nonne Ivreste Tale*. (Skeat's 2/6 edition.) (Also for 1903).

2. ENGLISH LITERATURE—100: *Stopford's Brooke's* (3/6 edition) for reference. Prescribed authors: Shakespeare's *Hamlet*; Tennyson's *In Memoriam*, Burke's Speech on *Conciliation with America* (also for 1903). (For 1903, Shakespeare's *Julius Cæsar* and Milton's *Paradise Lost*, Bks. I. and II).

3. BRITISH HISTORY—100: As in *Green's Short History of the English People*, and *Clement's History of Canada*.

4. PSYCHOLOGY—100: As in James's Text Book of Psychology, or Maher's edition of 1900.

5. SANITARY SCIENCE,—100: As in the Ontario Manual of Hygiene.

##### (B) IMPERATIVE FOR CLASSICAL SIDE.

1. LATIN COMPOSITION.—100: Grammar as in *Bennett*, and Composition as in *Bradley's Arnold* or equivalents. Latin translation at sight.

2. TACITUS—100: *Annals*, Book I. (For 1903, *Histories*, Book I).

3. CICERO.—100: *De Senectute* and *De Amicitia* (Also for 1903).

4. VERGIL.—100: *Æneid*, Books IV and VI. (For 1903, *Georgics*).

5. HORACE—100: *Epistles*, Books I and II, and *Ars Poetica*. (Also for 1903).

6. ROMAN HISTORY AND GEOGRAPHY.—100: As in *Liddell's*.

7. GREEK COMPOSITION.—100: Grammar as in *Goodwin*, and composition as in *Fletcher and Nicholson*, or equivalents. Greek translation at sight.

8. LUCIAN.—100: *Vera Historia* (Also for 1903).
9. DEMOSTHENES.—100: *De Corona*, omitting documents. (Also for 1903).
10. EURIPIDES.—100: *Medea* (For 1903, SOPHOCLES, *Antigone*).
11. GREEK HISTORY AND GEOGRAPHY.—100: As in *Smith's*.

## (C) IMPERATIVE FOR SCIENTIFIC SIDE.

1. PHYSICS.—100: As in *Gage's Principles of Physics*.
2. CHEMISTRY.—100: As in *Storer & Lindsay's Elementary*.
3. BOTANY.—100: As in *The Essentials of Botany* by Bessey (latest edition); with a practical knowledge of representative species of the Nova Scotia flora.
4. ZOOLOGY.—100: As in *Ontario High School Zoology*, or equivalent, with dissection of typical Nova Scotia species as in list specified in *Journal of Education*.
5. GEOLOGY.—100: As in Sir William Dawson's *Hand Book of Canadian Geology* (excepting the details relating to other provinces from pages 167 to 235, or an equivalent text).
6. ASTRONOMY.—100: As in *Young's Elements of Astronomy*.
7. NAVIGATION.—100: As in *Norie's Epitome* or equivalent.
8. TRIGONOMETRY.—100: As in *Murray's Plane Trigonometry*.
9. ALGEBRA.—100: As in *Hall & Knight's Higher Algebra*, omitting "4" paragraphs and chapters xxiv to xxxi.
10. GEOMETRY.—100: *Euclid*, particularly VI and XI, as in *Hall and Stevens*, with exercises. "Locs and their equations," as in chapter I, *Wentworth's Elements of Analytic Geometry*.

## (D) OPTIONAL FOR EITHER SIDE.

1. FRENCH GRAMMAR AND COMPOSITION.—100: As in *Brachet* or equivalent.
2. FRENCH AUTHORS.—100: Racine's *Athalie* and specimens of modern French (1) verse and (2) prose, by Berthon. (Macmillan & Co.). Erckmann Chatrian's *Madame Thérèse* (Am. B. Co).
3. GERMAN GRAMMAR AND COMPOSITION.—100: As in *Joyñes-Meissner* or equivalent.
4. GERMAN AUTHORS.—100: *Unter dem Christbaum* by Helene Storkel (D. C. Heath & Co., Boston), substituting for the first two stories *Balladen und Romanzen* by Buchheim (Macmillan & Co).

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

No paper to fall below 25.

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

For "Teachers' pass." No paper to fall below 50.

## 165.

## UNIVERSITY MATRICULATION.

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

166.

TEXT BOOKS.

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 a reasonable cost, a series of texts *adapted for use in schools*. Change in authorized books is *in itself* a very undesirable thing.

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

Inspectors and teachers are reminded:

(1) That the course of study for common schools encourages an economical expenditure for the 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.

167.

COMMON SCHOOL GRADES.

Royal Readers, Primer and Nos. 1 to 5. (Thomas Nelson & Sons, Edinburgh and London.) [3 cts., 10 cts., 17 cts., 30 cts., 45 cts., and 60 cts., respectively.] In French sections, French-English Royal Readers, Primer to No. 3. [8 cts., 20 cts., 30 cts., 45 cts., respectively.] *Les Grandes Inventions Modernes*, par Louis Figuier, 50 cents.

Spelling book superseded—*English Edition*. (Sullivan Bros.) 25 cents.

Health Readers Nos. 1 and 2. (T. C. Allen & Co., Halifax.) 20 and 30 cents.

Calkin's Introductory Geography. (A. & W. Mackinlay, Halifax.) 60 cents.

Calkin's History of Canada. (A. & W. Mackinlay, Halifax.) 50 cents.

Brief History of England. (Thomas Nelson & Sons, Edinburgh.) 17 cents.

Lessons in English. (A. & W. Mackinlay, Halifax.) 30 cents. [Grammaire Francaise Elementaire, for the use of teachers in French sections.] 30 cents.

Common School Arithmetic. (T. C. Allen & Co., Halifax.) 15 cents each part; 40 cents *three parts* bound in one.

Tonic sol-fa: National and Vacation Songs. (Grafton & Sons, Montreal.) 8 cents, or Young Voices (Curwen, London), 5 cents.

Writing: Copy Books—*Vertical*, as in Jackson's New Style, 5 cents each; or *Sloping Royal*, 7 cents each.

Drawing Books: Public School Drawing Course (Canada Pub. Co., Toronto), 5 cents each; or Langdon S. Thompson's, 10 cents each; or home-made books of cheap paper, under direction of teacher for alternative course recommended.

168.

HIGH SCHOOL GRADES.

English Grammar (Mackinlay). 30 cents.

Academic Arithmetic (T. C. Allen & Co.) 40 cents.

Martin's "The Human Body and the effects of Narcotics" (Henry Holt & Co.) \$1.65.

Calkin's Geography of the World (Mackinlay). \$1.25.

Outlines of British History (Thomas Nelson & Sons, Edinburgh). 45 cents.

Hall & Stevens' Euclid. [I., 25 cents, I. to IV., 55 cents, I. to XI., 80 cents.]

Hall & Knight's *Elementary Algebra*. 75 cents.

James's *Agriculture* (Morang, Toronto). 30 cents.

NOTE.—The character of the High School work in its various subjects is further indicated by the books referred to in the High School Course of Study from year to year.

## 169.

## MAPS, CHARTS AND APPARATUS.

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

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

The "Standard Dictionary" (Funk and Wagnalls, New York and London), is recommended.

Trustees are authorized to procure the "School Equipment," described as *necessary* in the Manual of the School Law, from any makers or publishers, satisfactory to themselves and the inspector.

## 170.

## RECOMMENDED FOR THE USE OF TEACHERS.

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

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

*School-Day Melodies*, by Ada F. Ryan, Parts I. and II. 10 cents each.

*Song-Teachers' Guide*, by the same, 30 cents. (T. C. Allen & Co.)

*How Canada is Governed*, by Sir J. G. Bourinot.

*History of Canada*, by Roberts.

*Readings in Canadian History*, edited by G. U. Hay, \$1.00.

*Elementary English Composition*, by Sykes.

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

*Education*, by Herbert Spencer.

*Public School Book-keeping and Business Forms*, by J. S. Black (Copp, Clark & Co., Toronto). Authorized for Ontario, 25 cents.

*French Grammar and Language on a Topical System*, Part I., by Lanos.

*New Methods in Education* (Art, Real Manual Training, Nature Study), by J. Liberty Tadd; pages, 456, 7½ x 10½ inches. \$3.00.

*Art Instruction in Primary Schools*. A Manual for Teachers (second year), by Mary Dana Hicks. (The Prang Elementary Course).

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

## NATURE LESSONS, ETC.

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

*In the Acadian Land*. Nature Studies, by R. R. McLeod. Pages 166, 7 x 5 inches.

*Ways of the Woodfolk*, by Wm. J. Long. Pages 205, 5½ x 7½ inches.

*Ways of the Wilderness*, " "

*Needlework, Knitting and Cutting Out*, by Elizabeth Rosevear (Macmillan & Co.). Pages, 136, 5 x 7 inches.

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

*Ontario Public School Domestic Science*, by J. Woodless (Copp, Clark & Co.) 196 pages, 5 x 7 inches, 50 cents.

*Elementary Text Book of Cookery*, by Helen N. Bell, 25 cents. (T. C. Allen & Co.)

- Public School Agriculture*, (Ontario). Pages 250, 4 x 6½ inches.  
*The Soil*, by F. H. King. Pages XV + 303 (Macmillan & Co.).  
*The Fertility of the Land*, by Isaac Phillips Roberts. Pages XVII + 415.  
 (Macmillan & Co.).  
*The Principles of Fruit Growing*, by L. H. Bailey. Pages XI + 508.  
 (Macmillan & Co.).  
*Milk and its Products*, by Henry W. Wing. Pages XIII + 280. (Macmillan & Co.).  
*School Hygiene*, by W. Jenkinson Abel, 53 pages, 5 x 7 inches; (Longman, Greene & Co.) or *Primer of Hygiene*, by Ernest S. Reynolds, 164 pages 4 x 6 inches; (Macmillan & Co.).

## ELEMENTARY AIDS TO STUDY OF NATURAL SCIENCE.

- The Science Primers*. (Macmillan & Co., London.)  
*Guides for Science Teaching*, Nos. I to XV. (D. C. Heath & Co., Boston.)  
*Illustrated Guide Books* to facilitate the study of Natural History; 1, Trees; 2, Ferns; 3, Butterflies; 4, Beetles; 5, Moths; 6, Fresh Water Fish; 7, Frogs and Snakes. Each oblong paper, 6 x 8 inches, 50 cents. (Bradlee Whidden, 18 Arch St., Boston.)  
*Entomology for Beginners*, by Packard, pp. 367, 5 x 7 inches (Henry Holt, New York).  
*Practical Methods in Microscopy*, by Clark, pp. 216, 5 x 7 inches; (D. C. Heath & Co., Boston).  
*Practical Botany for Beginners*, by Bower [Histology of type plants, with microscope and reagents] (Macmillan & Co.). Pages 275; 5 x 7 inches.

## 171. HAND-BOOKS AND BOOKS OF REFERENCE FOR SCHOOL LIBRARIES.

## BOTANY.

- Gray's Manual*, pp. 760, 8½ x 5½ inches, \$1.80.  
*Illustrated Flora (of North Eastern America)* by Britton & Brown, 3 volumes, each of about 600 pages, 11 x 7½ inches, \$3.00 (Scribner, New York).

## ZOOLOGY.

- Manual of the Vertebrates*, by Jordan, pp. 375, 8 x 5 inches (McClurg, Chicago), \$2.50.  
*Hand-book of Birds (of North Eastern America)*, by Chapman, pp. 420, 5 x 7 inches (Appleton, New York), \$3.00.  
*Key to North American Birds*, by Coues, pages 90c+, 10 x 7 inches, \$7.50 (Estes & Lauriat, Boston).  
*Manual for the study of Insects*, by Comstock, pages 700, 9½ x 6 inches, \$3.75. (Comstock Pub. Co., Ithaca, New York.)

172. In the Revised Statutes of 1900, Chapter 52, Section 77 (e), authority is given for the raising of funds for books for the school library by assessment. Until the Council has prepared and published a list of books for such libraries, trustees purchasing such books with school funds, should first send a list of the proposed books, their publishers, sizes and prices, to the Secretary of the Council for its approval.

173. In some schools among those fully graded, the prescribed Readers may be thoroughly mastered before the other portions of the course; so that additional reading might profitably be undertaken by the pupils. Such readings are known as "supplementary," and may be authorized by the Council for any section making application; but only on the conditions: (a), that the prescribed Readers have first been thoroughly mastered, and (b) that the "supplementary" Readers authorized be the property of the school section, so that no parent or pupil shall be required to purchase any such Reader.



# JOURNAL OF EDUCATION.

APRIL, 1901.

## OFFICIAL NOTICES.

The full number of legal teaching days in the half year ended 1st February was 108; in the second half year, ending Friday, 5th July next, there will be 107 days. Total days for year, 215.

### CALENDAR, SUMMER, 1901.

- April 22. Quarter begins.
- May 3. Arbor Day.
- “ 23. Empire Day.
- “ 24. Anniversary Queen's Birthday (holiday).
- “ “ Last day to apply for Provincial Examinations.
- June 24. Regular Annual Meeting of School Sections.
- “ 27. Provincial Normal School closes.
- July 1. Dominion Day (holiday).
- “ “ Last Day for Minutes of Annual Meeting at Inspector's Office.
- “ 5. Public Schools close for Summer Vacation.
- “ 8. County Academy Entrance Examinations begin.
- “ “ Provincial Examinations, Grade A, begin.
- “ 10. “ “ Grades, B, C and D begin.
- “ 13. M. P. Q. and Supplementary Examinations.
- “ “ Last Day for Annual “Returns” at Inspector's Office.
- “ 20. Last Day for Inspectors' Sheets at Education Office.
- “ 23. Summer School of Science opens at Lunenburg.
- Aug. 14. Dominion Educational Association—4th Triennial Convention—opens at Ottawa.
- “ 19. Public Schools open. First Monday, First Quarter of School year.
- Sept. — Labor Day.
- Oct. 2. Provincial Normal School opens at Truro.
- Nov. 4. First Monday of Second Quarter.



**DISTRICT SCHOOL COMMISSIONERS.**

*(Appointed 27th Feb., 1901.)*

Cape Breton—Rev. Kenneth J. McDonald, Port Morien; Rev. D. M. McAdam, Sydney; Rev. D. A. Chisholm, D. D., North Sydney; Rev. F. N. Young, North Sydney.

Victoria—Rev. D. McLeod, Little Narrows.

Richmond—Rev. William Grant, Grand River; Rev. John Calder, St. Peter's; Rev. W. B. McPherson, Red Islands.

Halifax, East—Rev. Wm. Fred. Miller, Musquodoboit Harbor.

*(Appointed 8th April, 1901.)*

North Pictou—Rev. J. A. Crawford, River John; Rev. J. R. Coffin, Durham.

Digby—E. E. Burnham, Douglas Daly, Rev. F. H. Beals, John O. Turnbull, all of Digby.

Richmond—Rev. L. Gallant, Arichat.

Annapolis, East—George Vroom, Middleton; John W. Whitman, Lawrencetown.

Annapolis, West—C. D. Pickles, Annapolis; Samuel Potter, Clementsport; W. W. Clarke, Bear River.

Cape Breton—Rev. Wm. McPherson, Johnstown.

**SUPERVISOR OF DOMESTIC SCIENCE SCHOOLS.**

W. R. Campbell, Esq., M. A., Director of the Truro School of Domestic Science. Appointed 8th April, 1901.

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

Cape Breton . . . . .	June 5th.	Halifax, Shore . . . . .	May 14th.
*Richmond . . . . .	July 11th.	West Hants . . . . .	May 17th.
S. Inverness . . . . .	June 3rd.	East Hants . . . . .	June 19th.
N. Inverness . . . . .	June 17th.	Kings . . . . .	May 14th.
Victoria . . . . .	June 24th.	*Annapolis, East . . . . .	May 7th.
Antigonish . . . . .	May 22nd.	†Annapolis, West . . . . .	May 6th.
Guysboro . . . . .	June 5th.	Digby . . . . .	May 27th.
St. Mary's . . . . .	June 19th.	Clare . . . . .	May 28th.
N. Pictou . . . . .	May 13th.	Shelburne . . . . .	April 22nd.
S. Pictou . . . . .	June 3rd.	Barrington . . . . .	June 8th.
S. Colechester . . . . .	June 10th.	Argyle . . . . .	May 21st.
W. Colechester . . . . .	April 17th.	Yarmouth . . . . .	May 23rd.
Stirling . . . . .	April 24th.	‡Lunenburg . . . . .	May 4th.
Parrsboro . . . . .	May 9th.	North Queens . . . . .	May 15th.
Cumberland . . . . .	May 23rd.	Chester . . . . .	June 1st.
Halifax, West . . . . .	June 20th.	South Queens . . . . .	June 8th.
Halifax, Rural . . . . .	May 17th.		

\* At Lawrencetown.

† At Annapolis.

‡ At Lunenburg.

\*At Arichat.

**CORRECTIONS.**

JOURNAL, 1900, October, page 84, 2nd column, 9th line, Elsie Dolores Zwicker, 401, IX, should be omitted.

JOURNAL, 1900, October, page 86, 2nd column, last line, Cameron Risby Whitebone, 589, X, should be Cameron Risby Whitehorne, 589, X.

JOURNAL, 1900, October, page 98, 1st column, 21st line, Emma Sullivan, 387, X, should be omitted.

JOURNAL, 1901, April, page 5, column 2, line 44, Minnie L. Borden, 75, \$38.25, should be Minnie L. Borden, 75, \$19.12.

**EDITORIAL NOTES.****ARBOR AND EMPIRE DAYS.**

See Revised Regulations, pages 54 to 56 preceding.

**NEW FORMS FOR 1902.**

Be careful that the old form of register and returns are used to the end of the present school year. The new forms do not come into use until the beginning of next school year. The difference between the statistics of the present year (which are the same as for the last seven years) are so different from those to be called for in future years (which are as in the new register), that no "return" can be accepted unless it is on the old form corresponding with the old register.

This caution is given, because the new register has been already distributed in many school sections, so as to be ready for the opening of the schools in August next.

**THE NEW MANUAL.**

The new Manual of the School Law will be issued about the same time as this JOURNAL. It is probable that the Council of Public Instruction will authorize the presentation of one copy to each school section. But copies are to be procured from the booksellers, as are the other laws published by the King's Printer. The Education Office will have no copies to supply. The more important statutes and regulations are published in this JOURNAL, pages 33 to 79.

**40 PER CENT. FOR 1902.**

The minimum mark for the "teacher's pass" on the imperative subjects until the 31st day of next December is 35. On the 1st day of January, 1902, the 40% mark of the regulations in the new Manual of the School Law will go into effect.

**SUPERIOR SCHOOLS.**

Class "A" teachers when engaging school next year should be careful to find out whether the building is equipped so as to allow of the drawing of the "A" Provincial grants. See Regulations, page 39 preceding.

**CLASS D (PROVISIONAL) FOR 1901.**

Class "D" (provisional) is henceforward granted only on the recommendation of the Inspector for a particular school section which cannot obtain a permanently licensed teacher. Such teachers cannot therefore make any engagement until the more mature and experienced teachers have been engaged. The necessity of this regulation is obvious to any one who has been observing the rapid increase of teachers during the last few years; for it would be a manifest injustice to the teaching profession as well as a most serious injury to the educational interests of the country to allow sixteen year old boys and girls, without any training or experience, to occupy schools for which there are more mature, trained and experienced teachers.

**RENEWALS OF CLASS D (PROVISIONAL).**

Class "D" (provisional) teachers cannot have their licenses renewed for another year by a simple advance made at a subsequent examination. There can be no renewal unless there has been an advance of *grade* in scholarship or of *rank* in the professional examination. By graduation from the "D" class of the Provincial Normal School, the provisional Class "D" license can as usual be raised to Class "D" permanent.

**40 PER CENT. ON IMPERATIVES AT NORMAL SCHOOL.**

Candidates entering the Normal School with scholarship certificates which do not show that they have made at least 40% on each of the imperatives will have to stand an examination on each such subject at the time of entering, according to the new regulations.

**NEW METHOD OF APPLYING FOR LICENSE.**

In order to enable teachers who are successful at the high school examinations to procure their licenses with the least delay, those who expect to be successful and wish to obtain a license, are requested to have their application paper made completely up at the time of the examination, entering the expected result of their examination in parenthesis, and to give the application to the Deputy Examiner to be forwarded to the Education Office with the examination papers. When licenses can be granted, they will then be sent to the candidate in the same envelope as the results of the examination. It will be necessary for the candidate to enter on such application all the examinations attended before, for no license is issued without proving from the records that at least the minimum of 35% (40% after this year) has been made on each imperative for teachers. If the evidence of a teacher's pass is not pointed out in the application, the clerk cannot find it, and no license can be issued.

**WHY IT IS TIME TO RAISE THE STANDARD.**

The number of teacher's licenses issued each year since 1893 is as follows:— 218, 250, 365, 513, 753, 796 and 913. This demonstrates incidentally the increased activity of the high school system. It also explains why the salaries of teachers were rising for a few years after 1893. It also explains why they ceased to improve last year. It demonstrates the necessity of raising the standard of new teachers, and justifies the raising of the age limit of teachers by one year, and of their scholarship on imperative subjects from the old 25% and less to 40%, and the relegation of the provisional Class "D" teachers to the status of the old "permissive" class.

### PHENOLOGICAL OBSERVATIONS.

The Phenological Observations made in the schools of Nova Scotia have not only been widely noticed in English speaking countries, but also already in Germany, Sweden and Denmark. Three or four references to, or descriptions of, them have appeared in Danish papers and magazines which have come to hand. The schedules of each year are bound into volumes, from which only the most meagre inferences have so far been reduced—only the times of the flowering of some ten of the plants on the list. But the volumes are there for future students; while the observations have the merit of being, so far as they go, sound “nature study.”

### GOOD WORK.

Both the Inspectors and the teachers of the Province are deserving of high compliment for the general accuracy and completeness of the statistics which have been attained at last in the “returns.” It is to be hoped that there may be no relapse in the future. The old teachers are already trained, and it is to be hoped the new ones will follow the directions emphatically given at so many points in the register. It is pleasing to feel that the JOURNAL need no longer be charged with minute directions for the accurate keeping of the register, and the correct filling in of the returns. Special attention has to be given in this issue, however, to the “crammers” who still appear to exist.

### THE GEOGRAPHY AND HISTORY PRESCRIBED.

In comments elsewhere, the fact that the texts in these subjects are not prescribed to be entirely memorized, are not prescribed to be even partially memorized verbatim, but are expressly forbidden to be so used, must strike some teachers somewhere as startlingly new, if the public criticism referred to has any foundation at all. Both history and geography are to be read and discussed to be understood; then a skeleton outline or synopsis should be formulated from the reading as a suggestive summary or key to the substance of the study. Both history and geography should be read with the map before the eye, or the mind's eye, in order to create a useful system of association of the facts noted. Memorizing under pressure, that is, memorizing when it is not spontaneous and natural, while it develops facility in temporarily carrying a number of the facts in the head, destroys the tenacity of memory; so that not only are all such facts very soon forgotten, but all other memorizations are similarly affected.

### MEMORISING SYSTEM.

The most important thing in the world for all memory work is the system of mental association developed. When the proper system is used every fact which a person has ever known is put in a mental place where it can be got the very instant it is wanted without any effort—spontaneously. In the bad systems, although a person knows that he once knew the fact, he cannot find it when it is wanted at examination or in his business or profession. This memory is like an unclassified library with ten thousand volumes arranged without system on its shelves. To find the book wanted the whole list of volumes must be looked at individually until the book is found, and it may as likely as not be at the end of the list. When the library is classified properly, the book can be found by walking straight to the quarter of the room in which it should be found, looking at the shelf on which the class of subjects should

be and putting the hand forth to the volume wanted. This small hidden system in the minds of individuals constitutes the great difference between the successful and the unsuccessful—the one who can always say or do the very thing he wants, and the one who cannot think at the instant of what he should do or say.

An article cannot explain this to those who do not know it. At the Normal School, however, the psychologist has both the time and opportunity to demonstrate this as well as other laws of our complex organization. But it is all important that the proper system of mental association should be established at the beginning, for it forms the framework of the library of facts which are being stored in the mind.

#### HOW CAN IT BE?

A member of the Legislative Council is reported as having used the following words which have been published throughout the Province :

“He would say that the teachers of Queens County told him their instructions were to learn their lessons from this book (History of Canada), to commit them to memory at night, and repeat them in the morning.”

The teachers of Nova Scotia for the last eight years have had the following instructions issued to them afresh every six months. In every school house from Cape Sable to Cape North, the following instructions were printed in the Register which every teacher made affidavit to having opened at least twice every school day of the year, with reference to the teaching of History and Geography :

“The verbal memorizing of these lessons at home by the pupil is for the most part injurious to the character of the memory and useless as practical knowledge. For in spite of all cautions and instructions to the contrary, most pupils, when left to themselves mentally associate the facts memorized with the wording, the paragraph and the page of a book, instead of with the proper locus on the map, or with the proper system of related facts. These lessons should therefore be prepared under the careful and philosophical direction of the teacher in the school room, at least until the pupils are trained how to study aright. The home work would then be only review and perfecting of the lessons by the pupils in the proper manner by reference to the several items in the text.”

Now this honorable gentleman, in the highest legislative branch of the Province, where every word is treasured up by the official reporter, to be embalmed in the historical Journals of the Council, and spread on the wings of the press, we must assume, knew the importance of his utterances, and thought he was right; for he showed no animus against the suggestions published in the Education Report. In fact he was supporting them.

The impression on his mind must therefore be assumed to have been created by the practice of some teacher, if not by many.

Now, the question is, how can that teacher in Queens County be made conscious of the law, when the semi-annual publications of the Education Department reach her or his eyes, without coming into contact with the consciousness—when the printed prescription is in addition daily, morning and afternoon, before her or his face?

Must the central educational authorities order the cutting out of these instructions and the pasting of them on the phylacteries or on the forehead of the teacher. But even that method appears to have failed with a preceding generation.

Such cases show the necessity of changing our laws so that no one will be allowed to teach without a course of professional training at a Normal School, which will enable him to avoid absurd and injurious practices when he would not otherwise be able to discover the sensible methods for himself.

We presume that the report given above is incorrect and will be corrected

before it appears in the journals of the Council; for the "teachers of Queens" have not all been ignoring the law, much less have they been saying they had instructions *to do* what they were *so emphatically and persistently warned against doing*. The presumption is, that some teacher has not only been ignorant of the prescriptions of the course of study, but knew not *how to teach* history, and thus resorted to the cruel and injurious taskmastership of memorizing the text. Any such case should be reported to the principal of the school, to the trustees, or to the inspector, by any parent becoming aware of it.

#### ANOTHER CASE.

The member in the Legislative Council who advocated the change of old text books, said of Royal Reader, No. 5:

"Take page 21 of this book, put by the Council of Public Instruction, or by the Superintendent of Education under their authority, into the hands of the tens of thousands of boys and girls of this country, to be got by heart at night and recited in the morning."

(He might have added, by the Council of Public Instruction, before the year 1877—a quarter of a century ago).

"Was it trash or good sound literature? The lesson in this case happened to be poetry, and at the end was a list of words with meanings, which the child was required to learn over night and repeat to the teacher in the morning, and treasure in after life in the storehouse of memory."

(It was a portion of Tennyson's *Brook*, considered by some people to be good literature. In fact it has been recommended by the leading literary scholars of the Province to be prescribed as a portion of the high school literature for "C" and "D" next year. This illustrates how even great minds may differ.)

For some seventeen years after the Reader was prescribed, the C. P. I. had no regulations published directing the lists of meanings not to be memorized, and no member of the L. C. raised his voice. For the last eight years, there have been printed in the Register which every teacher must open at least twice a day the following instructions:

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

What is the explanation of the criticism now? Is it not that there has been a silent infiltration of the principles inculcated in this prescription into the mind of the general public, so that when an untrained or unfit teacher proceeds to make such instruction a piece of mechanical memory work, an intelligent man protests against it? It is to be presumed, that whether the speaker was or was not drawing on his experience of a quarter of a century ago when there was no standing order or caution, he was under the impression that such work was going on to-day. And it is not probable that an impression exists without some cause or other.

How can we force careless teachers to study the instructions published to direct them? If in no other way, it must be by public criticism.

With reference to the Royal Readers, it was intimated in the Education Report that the Council was examining modern Readers many of which were in important respects, not equal to the old ones—such as the selections, price, etc.

### FALSE NATURE LESSON TEACHING.

An anonymous correspondent makes some serious charges against a teacher of "Nature Study," which to be useful should be made habitual from the earliest years,—which when conducted by a teacher who is keeping up with the requirements of the times will enable the pupil to advance more rapidly in the essential and fundamental three R's,—which has been discovered to be so valuable in the State of New York that a complete faculty of the State University is engaged at the cost of thousands of dollars in introducing it into the elementary schools,—which in European schools is the modern feature already so popular, that Sir William Macdonald has been reported by Professor Robertson, his agent, to be contemplating the extension of his Manual Training gift to the country, by the further gift for a few years, of a small staff of European Nature lesson teachers—of this Nature study in a certain school, he says:—

"Come with me to the ordinary town school-room, and let us see how much is being done towards the accomplishment of the ends whereunto it is said to be so eminently fitted. A glance at the black-board shows, *written for the children to copy and learn to recite parrot fashion on the morrow*, a short essay on the 'potato bug,' let us say, which the teacher has with aching eyes gleaned from some encyclopedia or one of those immensely helpful and intensely interesting volumes recommended without stint (to the teacher's pocket) by the Council of Public Instruction."

For several years the following directions have been placed in the Register which every teacher has to open at least twice a day, and the books named are not expensive—the cheapest of the kind. In the case of a properly educated teacher no such books are required, and if not previously educated no expense should be spared by an honorable individual.

*Lessons on Nature.*—The noting, examination, and study of the common and more important natural objects and laws of nature, as they are exemplified within the range of the school section or of the pupils' observations. *Under this head pupils should not be required to memorize notes or facts which they have not, at least, to some extent actually observed or verified for themselves.* Britain's "Nature Lessons," and Payne's "Nature Study," (U. S. A.) or Garlick and Dexter's "Object Lessons for Standards I, II, III," (England), are useful guides to the teacher for portions of the work prescribed in some of the grades. There should be a short "Nature Lesson" given every day, as often as possible on the daily collections and observations of the pupils themselves instead of those of the teacher—the lesson always to be based on the objects or observations. *These guide books are to be used only to show the teacher how to give such lessons, and they are entirely prohibited as text books for either pupil or teacher, for under no circumstances should "notes" from the books be given to pupils. All such studies must be from the objects.* Observations under this head form some of the best subjects for English Composition Exercises in all the grades."

The teacher described appears to have been unconscious of the existence of these instructions; otherwise it would be difficult to make oath to the school's having been conducted in accordance with law when the "return" for public money comes to be made out.

The instructions published twice a year and sent free to every school in the province, contain under the caption of the "Condensed Course of Study for a Rural school with one teacher" the following particulars so completely disregarded by the teacher described:—

"*Lessons on Nature.*—In many of these lessons the whole school may profitably engage. In nearly all either the whole senior or whole junior divisions of the school can take part. A skilful teacher can thus give profitable object lessons to several grades of scholars at once; at one time giving a Grade V lesson, at another time a

Grade VI, or VII, or Grade VIII lesson, which also contains enough for the observation and interest of Grade I, Grade II, Grade III, and Grade IV pupils. An object lesson given to the highest class can thus to a certain extent be made a good object lesson for all the lower classes. The older pupils will see more and think more. *It must be remembered that the memorizing of notes or facts merely stated to pupils is strictly forbidden under this head. Such memorizing is pure cram, injurious instead of being useful.* The teacher may not have time to take up in class every object indicated in the Nature Lessons of the Course. In such cases the pupils should be given two or three objects nearly related to the typical specimen examined in school with directions to search for and examine them at home as illustrated in the specimen class lesson. Without much expenditure of time the teacher can note that this work has been honestly attempted to be done by each pupil. *The lesson must be direct from nature itself, but under the guidance of the teacher, who can save time in bringing the pupils to the point desired by his more mature experience.* They are intended to train the observing and inductive faculties, to show the true way of discovering something of the nature of the world which immediately surrounds us, and which is and will continue to be reacting upon us in one manner or another. This knowledge is so much power over nature, from which we have to win our material existence. It is also the basis of any useful philosophy.

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

### HIGH SCHOOL WORK IN RURAL SCHOOLS.

A teacher has charge of a rural school with ten grades, and he complains apparently, because the high school certificates require as much ability on the part of his pupils in Grades IX and X as on the part of those in the largest Academies with several teachers for the high school subjects alone.

The teacher means, probably, merely to show to his trustees and the people of his section how handicapped he must be in his rural school as compared with those in the large town schools. If he can convince them that he should have no more than eight grades so that he might follow the condensed time table given for such schools, and that the pupils of grade IX and X should be sent to the County Academy, he will accomplish some good. He does not mean, when he comes to think of it, that high school certificates should be given to pupils from a “miscellaneous” on a lower standard. That would empty the academies and well-staffed high schools of all who are seeking merely certificates, and would crowd the rural school to overflowing with more high school pupils than ever. The folly is too picturesque for a sane imagination, of course.

He probably means that, as in some countries, rural schools should not be allowed to do any high school work. There are two very strong sides to this question; and they are so evenly balanced that no more can be done at present than to study the instructions derived from the experience of trained and tried teachers given in the condensed course of study for rural schools. A tactful modification of the principles outlined there will enable thorough work to be done in such schools without the intense strain which worried and unwise teachers who are aware of no other course than that for ungraded schools, so often suffer. These remarks are made after the successful experience of a rural school with eleven grades under one teacher for several years. The teacher of a rural



school doing some high school work, to be successful, must be a greater genius than one who may be merely qualified to be successful in a graded school. But the "miscellaneous" school is the best training arena for those who are to become our great teachers.

### GEOGRAPHY AND HISTORY.

*Their history in the schools.*—From 1864 down, these two subjects figured much more largely in the Provincial examinations than they do now. Even as late as ten years ago they counted as 200 to our 100 in grade D, and as 300 in grades C and B to our present 100.

Even ten years ago the Advanced Geography now relegated to the high school alone, was required in grade Eight after the completion of the Introductory in grade Seven; as was also the present high school British History text for grades D and C. Contemporaneous with this lessening of the pressure in the common school grades was the reduction of the relative values of the subjects in the high school grades, so that the inducement to cram the memory for examination should be lessened.

The cause of these changes was the observation of the effects of their teaching for the quarter of a century from 1865 and on. For example: A superior primary teacher who graduated from one of the best Academies in the province some 25 or 30 years ago, complained, that she could never score high on the Provincial examination papers on history. "If I am asked to state the articles of any treaty, or the events of a certain time, I cannot think of them. But if you start me on any paragraph of the text I can give it word for word to the end. I can give the whole book in this way from beginning to end."

In that institution, the scholarly teachers were under the impression that their pupils were giving a statement of the history given in each paragraph in their own words. Some pupils undoubtedly did, and none of them might have followed the text precisely. But for the majority, the history was practically memorized with a view to the language rather than the idea.

In the words of the prescriptions published regularly twice a year since 1892, and posted in each register, as illustrated in the typical case quoted:— "The verbal memorizing of these lessons were for the most part *injurious* to the character of the *memory* and *useless* as *practical* knowledge."

The high standing of the teachers proved that they were deceived unconsciously by their high school pupils. Therefore, how much more likely is it that in the case of the younger pupils of the common schools, "*in spite of all cautions and instructions to the contrary,*" they must fall into the attempt to memorize verbally, if the teacher simply uniformly calls upon each to give "the next point" or "part" of the lesson. Memory work of the barrenest verbal kind will be done by perhaps a majority without the teachers imagining it possible. Hence the strong instructions given to teachers in the general prescriptions of the course of study.

Of course we have a great many teachers who "learned history" in the manner referred to; and nothing would come so natural to these—and so easy—as to say to their pupils, "Get up for next lesson the paragraphs beginning on page 25 on to the bottom of page 26"; then next day lazily see them through it, reciting one after the other.

Such work in either history or geography, or any other subject, is not teaching at all. Such a teacher either never read the prescribed directions, or having read them did not try to understand, or if understanding them was too lazy to try a better plan than the one brought up in. Such teachers are rarer now than before; but when they turn up they are more noticeable than formerly.

### OUR CANADIAN HISTORY.

While the British History and General Geography of grade eight have been so greatly reduced within the last few years, the Canadian history text remains of respectable size. The main reasons for this course were as follows :

1. The leading authorities in the teaching of Canadian History from all the provinces in the Dominion, as represented in the Dominion Educational Association and the eminent committees appointed under its initiative, agreed that for the finishing off in the common schools, the text should be of the fullness in our present text.

2. If the present text were to be substituted for an outline, such as has been done in the case of British history, it would be necessary to put Canadian history as an additional subject into the high school grades as is done with that subject.

### HOW IT SHOULD BE TAUGHT.

It has been argued that a brief outline, one-fifth of the size, for the pupils to memorize, to be amplified by the teacher, would produce better results than the proper use of the present text. But it is maintained by others :

1. That such an outline is too large for verbal memorization.

2. That ninety-nine per cent. of our teachers would not be capable of amplifying the outline so symmetrically and accurately as the carefully balanced accurately phrased larger text.

3. That ninety per cent. would not attempt such amplification at all, and could not, for all the Canadian history necessary for licenses has been the common school course.

4. That an outline memorised would leave very little content of history in the pupil's mind—none of the content in the mind of those who know the history fully.

5. That the only true general method adapted to the meagre historical training of our teachers, is the use of the fuller text, from which the pupils under the direction of the teacher, after reading and discussion, form their own skeleton outline of each period. This skeleton outline would thus be the mnemonical key to, and have the full historical content of, the fuller work.

### SMALLER TEXT BOOKS, THEN ?

Why should we not have smaller text books, then? Only the general points of geography—only the general points of history, etc ?

Just for the reason that all such texts should have numerous details to explain or throw light upon the main facts. It is a valuable light upon the geography of England to have given the populations and industries of all the large cities. By reading the list and noting the distribution of the towns an idea of the industrial structure of the country is gained which could not be gained without this information. But to require pupils to memorize such lists therefore, in every country, is deserving of the pillory. In like manner, a great deal may be required to be read in order to understand how an important historical event could have occurred and did occur. But to memorize the verbal details of what was meant to create the understanding of a condition, or picture the state of things, is ineffably silly as well as foolishly criminal.

Our text-books should carry a great deal more of detail than we should attempt to carry in our heads. They are merely our elementary reference books which, if we learn to use aright, enable us to use all other reference books which we may require in our life work. If summaries or outlines of any of these for *verbal*

*memorization* should be published, their words should be few and very well ordered.

No teacher trained in a proper Normal School, no one born to be a teacher who was never at a Normal School, could make the mistake of believing that our texts are given to be memorized—everything in them. But there are still some in the profession who have never commenced to think, and who have never observed, that even in the special prescriptions of the course of study and of text books, the texts are stated merely to indicate the degree or extent to which the subject is to be studied.

It is the subject which should be studied. But every subject on the course can be studied as a Kindergarten, common school, high school, or university subject, or as a post-graduate object of original research. The text books named in our course, are intended merely to briefly and approximately show the extent, and general character of the study expected,—to which the examination is to be adapted.

### THE EXAMINATIONS AND HISTORY AND GEOGRAPHY.

The best method of studying history and geography for practical use is also the best way to prepare for the written or any other examinations—no matter who may be so ill-advised as to assert the contrary.

The memorising of the text for examination is the most senseless and villainously costly method possible. When history and geography were cut down in value from 300 to 100 it was thought everyone could see how it discouraged the mnemonical strain which tends to “mix up” the student in every subject, and destroy the retentive character of memory.

“Although you have made it worth only 100, we have still to know all the history and geography,” they say. They do not see that they can make a pass of 50 on one subject without knowing anything at all of the other, which could not be done when there were two or three separate papers.

They have not studied the examination papers which show that on an average for many years past from 60 to 80 per cent. could be made on the papers without paying any attention to details in either the one subject or the other. That a person who merely read over carefully the text in history and geography, with his mind on what he reads, could make from 60 to 80 per cent.

“But,” they say, “you have asked where Cape Cod is, and where Manchester is. We must therefore be ready to place every cape and every town in the world.” So, in order to get their pupil to secure something above 80, they cause them to memorise five times as much as would enable them to win the 80; but instead of making 85 or 90 by the great effort, they merely debauch the memory of the pupil to the extent that he may score, perhaps, no more than 30 or 40.

“Then,” they say, “why are any of these particular questions—these small points or details—asked for?” Well, it is not for the purpose of punishing those who have so little judgment, as to spend the time and energy of their pupils in looking minutely after all small and out-of-the-way points in the texts, at the expense of knowing no more fully the main, cardinal facts.

It is because there are always some students who take a special interest in particular subjects, who enjoy making it a special study. It is right to encourage such a disposition, it is right to acknowledge the value of such work. Therefore there should always be some question allowing such students to score points on account of such extra knowledge.

It should also be noticed that optional questions are now given, which is equivalent as a rule, to the striking off of one fifth of the whole geography and history, for every such question.

There is therefore no cause at present for such mnemonical pressure as there has always been hitherto, except in the vain-glorious desire of the teacher to

“pass” pupils, combined with a lack of the application of the principles of common sense as to how he can most successfully do it.

### DEFECTS—HOW TO BE REMEDIED.

Allusion has been made to the yet prevalent “rote work” plague in some of our schools—memorizing the text in history, in geography, in definitions, in the falsely so called Nature-lessons, etc., in spite of the plainest and most persistent prescriptions of the course of study.

Other clamant defects in too many schools are poor reading and bad writing. The Council of Public Instruction requires each teacher who recommends a pupil to the high school examination to certify to his excellence in those two subjects as an essential preliminary. Not one candidate has gone up to examination for the last few years without such certification.

In most schools teachers are careful, and the papers very often show not only good but marvelously beautiful writing. In other schools teachers do not use the power thus given them to force the attention of their pupils to these important subjects. The results indicate what would be the result if, instead of an examination by a Provincial Board, we arranged to accept the certificates of the teachers of our schools. Some certificates would have a splendid standing, others would be worse than farcical.

Now, who can put this right? Can the central authority do more than it has done?

What is the use of a law made by the highest legislature, if everyone conspires to leave it unenforced?

Now, the Council of Public Instruction has given definite laws to prevent the mischievous memory-gram of un-trained teachers, to prevent the neglect of good reading and penmanship. And the Council stands ready to enforce the law. But how much can it do?

Every school section is an autonomous corporation. It elects its own school board and governs its schools. The Council says with authority, if you observe the statutes and our regulations, your school will receive Provincial Aid, municipal funds, and the power of collecting sectional rates voted. If your school does not observe these regulations, you are not entitled to these funds or to this power.

But every teacher makes oath to the return and the trustees certify also to every school as being conducted in accordance with law, and the grants are paid. But if in any school section a parent or any individual should report with proof to the Inspector that in such a school the law had not been observed, the public funds would instantly be stopped and remain in abeyance until the Council considered the case and determined the ultimate action.

Trustees, parents and pupils suffering from inattention to the prescriptions have each not only a right but the duty to report the facts to the Educational officers. Railing generally in the public press that there is something wrong somewhere, while the writers are privy to the locality, the school and even the teacher at fault, is evidence of ignorance or hypocrisy. It is not the Superintendent's duty to be in every school. It is not even the Inspector's duty to be more than one or two days in a given school during the year. It is their duty, however, to see that proper regulations are made and published; and whenever they have information of their non-observance to act upon it with prompt decision. This they have always done.

As these regulations are widely published, it is to be hoped that any one with intelligence who becomes aware of crude practices in the school room which are contrary to the spirit or letter of the prescriptions, will report the fact to the proper officers, instead of disseminating false information with respect to a system upon which they have not taken the trouble to inform themselves.

There is one other step which the Council might take, and which it will take, it is to be presumed, as soon as the press educates the public up to it. That is, the special training of every teacher for his work, instead of the present primitive method, which tolerates two-thirds of the teachers of the Province without a week's special training for so important a profession. When this is done, there will be less occasion for the report of injurious practices in the school room.

**THE PRONUNCIATION OF LATIN AND GREEK.**

The old Roman or phonetic pronunciation of Latin, and the pronunciation of Greek according to the Greek accent, have been recommended in the course of study for several years. This recommendation has not been followed out universally, for Professor Murray of Dalhousie writes the editor of the JOURNAL as follows :

"In both Latin and Greek, much more rapid and satisfactory progress might be made if more attention were paid from the very beginning to clearness and correctness of pronunciation, and to the reading of these languages with fluency and proper expression.

"The rules for placing the accent on words in Latin are not many and not difficult, nor are the general rules for the quantity of syllables (a knowledge of which is presupposed by the rules for the position of the accent) many or difficult.

"These rules—some seven in all—together with the correct pronunciation of the letters and diphthongs, could and should be mastered on the very first day of beginning the language, and they should be applied relentlessly ever after.

"To secure uniformity of pronunciation, the "Roman" method, which has been approved by the universities of Oxford and Cambridge and almost universally adopted throughout the American continent, is recommended.

"It is also recommended that the letters in Latin be always called by their Latin names, thus : A *ah*, B *beh* (*bay*), C *keh*, D *deh*, E *eh*, F *ef*, G *geh*, H *hah*, I (J) *ee*, K *kah*, L *el*, M *em*, N *en*, O *o*, P *peh*, Q *koo*, R *er*, S *ess*, T *teh*, U (V) *oo*, X *ix*, Y *ypsilon*, Z *zébu*.

"In Greek it is recommended that the words be accented according to the written Greek accent, and that the diphthongs be pronounced as follows :

<i>ai</i> as <i>ai</i> in <i>aisle</i> .	<i>au</i> as <i>ou</i> in <i>our</i> .
<i>ei</i> as <i>ei</i> in <i>height</i> .	<i>eu</i> as <i>eu</i> in <i>feud</i> .
<i>oi</i> as <i>oi</i> in <i>oil</i> .	<i>ou</i> as <i>ou</i> in <i>group</i> .
<i>ui</i> as <i>ui</i> in <i>quit</i> .	<i>uv</i> as <i>eh-oo</i> rapidly pronounced,
and <i>α η, φ</i> , as <i>â η, ω</i> , respectively."	

It will be interesting to our classical teachers and students to have the views of the classical professors in our other colleges. Accordingly, Professor Murray's recommendations were sent to the President of each college for comments which are quoted below in the order in which they were received.

President Trotter of Acadia College :

"We concur very heartily in the proposed attempt to secure uniform pronunciation in Latin and Greek in the schools, and think that a recommendation in the JOURNAL, following the suggestions of Professor Murray, will be very useful to that end. We follow the rules enunciated by him in the College, the Academy, and the Seminary."

President Willets of Kings College, while preferring the "English" pronunciation from habit and other advantages, says :

"I have no objection to secure uniform pronunciation in Latin or Greek (in our schools) by a general recommendation in the JOURNAL OF EDUCATION in favor of the system." \* \* \* "A good many if not most of our students come to us using the new (old Roman) method, and they are not interferred with."

President Thompson of St. Francis Xavier College :

"Regarding the pronunciation of Latin and Greek, I have asked Dr. Alexander McDonald and Rev. D. Gillis to give an expression of their views on the matter, as the former is our professor of Senior Latin, while the latter is professor of Greek in this college.

Following are the remarks of Dr. McDonald :

"All the teachers of Latin in our College are either alumni of the Propaganda, Rome, or have been taught the language by those who are alumni. They naturally follow the pronunciation of Latin which is in vogue at Rome to day and which, in contradistinction to what is now known as the 'Roman' may be called the 'Modern Roman.' It differs but little from the former, in the case of the vowels not at all, in that of the consonant, almost solely in the pronunciation of *c*, which is soft before *e* and *i*, and the diphthongs *œ* and *œ* ; as, *civis* pronounced *tsheevis*.

"Uniformity in pronunciation is no doubt desirable. Nevertheless the Faculty of this College believe they have good and sufficient reasons for not departing from the pronunciation that is now in use. These are (1) the difficulty of unlearning the present pronunciation which must ever come first to the lips by the force of inveterate habit. (2) Latin is to day a living language in Rome, and has never ceased to be a living language in that ancient and classical city, since the days of Cicero. It is spoken there by the learned, by the laymen as well as by clergymen, as fluently as English is spoken in London or New York. There is an unbroken tradition of pronunciation in that ancient home of the language coming down from the days of the old Roman Empire. Doubtless the pronunciation of Latin has undergone some changes in the course of centuries, as has indeed the pronunciation of every other language. But the tradition in question has been handed down among the learned only—it is only the learned who have in the latter ages spoken the language—and it is well known that the pronunciation of the language as spoken by the learned is far less liable to change. At any rate the fact that Rome is the mother and nurse of the language, the fact that Latin has never ceased to be spoken there, and the fact that the city ever has been a great centre of learning, warrant us in looking upon it as setting the fashion, so to speak, in the pronunciation of Latin, as Paris does in the pronunciation of French, and London in that of English.

"As regards Greek, the modern pronunciation is followed here, for much the same reasons as in case of Latin. Greek has never ceased to be a living language, and the teachers of Greek in the propaganda follow the modern pronunciation."

The following are the remarks of the Rev. D. C. Gillis :

"In St. Francis Xavier College the pronunciation of Modern Greek is followed. The principal points of difference between it and the pronunciation found in our text-books may be indicated thus :—

*a* sounds as the English *ah*.

*ε* sounds as the English *eh*.

$\left. \begin{array}{l} \eta \\ \iota \\ \upsilon \end{array} \right\}$  sounds as the English *ee* in *see*.

$\left. \begin{array}{l} \omicron \\ \omega \end{array} \right\}$  is the same in sound as *aw* in *saw*.

$\left. \begin{array}{l} \epsilon\iota \\ \omicron\iota \\ \upsilon\iota \end{array} \right\}$  all sounded as *i* or *η*.

*ου* sounded like *oo* in *mood*.

*αυ* sounds as *ahv*, except before.

$\theta, \kappa, \xi, \pi, \sigma, \tau, \phi, \chi, \psi$ , when it sounds as *ahf*.

*ευ* sounds *ehv* and *ehf*, the conditions being the same as in the case

of *αυ*. The same rule holds for *ηυ*.

“The only important difference in the consonants is found in  $\pi$ , which sounds as “the English *b*, when it follows  $\mu$ . Also  $\tau$  when preceded by  $\nu$ , sounds as the “English *d*.”

No matter what pronunciation is used—whether the old Roman, English, Italian, Scotch, French, German or Spanish—the most of our high schools should lay more stress on good pronunciation and effective reading. If the examinations could only take account of this side of classical teaching there would soon be improvement. In order to save time and obtain the maximum practice in reading, all passages translated might be read simultaneously by the class. The gems should be memorized and occasionally recited so as to familiarize the student with the idiom as well as with the pronunciation. The muscular effort of articulation in reading aloud, is a great aid to the memorization of language. Here is a region where the memorizer has a fair and useful field for his art, instead of the illegitimate and harmful rotework which, it is made to appear, teachers in some places perpetrate in history, geography and other texts.

### CLASSICAL TEXTS.

No classical texts are prescribed; but to prevent the necessity of correspondence with the Education Office in reference to the new prescriptions, the following editions are mentioned as satisfactory:

#### *Latin.*

VERGIL: *The Georgics*,—MacMillan’s Classical Series, 5/—, or the Clarendon Press Series, by Papellon & Haigh, 3/6—the latter has better print and less cumbersome notes.

CÆSAR: *De. Bel. Gall.*, Book I,—By Roberts (Ginn & Co.) 50 cts., or Allen & Greenough’s (seven books) latest edition, (Ginn & Co.), \$1.40; or Kelsey’s (Allyn & Bacon), \$1.25.

TACITUS: *Histories*, Books I and II,—By Godley (MacMillan & Co.), 3/6.

#### *Greek.*

DEMOSTHENES: *De Corona*,—By Drake, revised by Shuckburgh (MacMillan & Co.), 3/6.

SOPHOCLES: *Antigone*,—By G. H. Wells, (Geo. Bell & Sons, London), 3/6.

LUCIAN: *Vera Historia*,—By C. S. Jerram (Clarendon Press), 1/6.

“Bell’s Illustrated Classics” will be found very suitable for Junior Classes on account of their cheapness, their typographical and other merits.

### SIMPLIFICATION OF FRENCH SYNTAX.

On the 31st July, 1900, the French Minister of Education issued a decree brushing away a number of the useless complications of French Grammar. The French Academy, a body of distinguished antique if not ancient literary men of the Republic, objected to so arbitrary an Act of the “Minister of Public Instruction, Worship, and the Fine Arts.” The decree, an English translation of which was sent with the compliments of the Superintendent of Education to the academies and leading high schools of the province a few weeks ago, had to be withdrawn.

The power of truth was great, however, and finally prevailed over the ultra-conservative and powerful French Academy. The Academy had to give an expression on the changes in the decree, with the result that on the 11th of March

last another decree was published, to which the Academy has given its assent in advance.

The time saved by the abolition of absurd rules and spelling traps, the Minister hopes, may be given to the study of standard authors. In conclusion the order ends with the admonition :

“Je vous prie de prendre les mesures nécessaires pour que l'arrêté ci-joint “soit mis immédiatement en vigueur.”

Professor Bober, of King's College, in his communication in reply to the circular from the Education Office, strongly recommended that the new French Grammar be brought to the attention of all our French teachers, as is being done throughout the world, perhaps even more vigorously than in France itself.

The translation of the rules, only slightly abridged, as they are given in the London and New York “School World,” are given below. In some places, where illustrations of former usage were given, the examples have been omitted. It must not be forgotten that the old French Grammar rules are still allowed, and will be adhered to by many, especially among the old people. The new rules are “official,” but not popular, of course, in *La Belle France*.

## RULES.

### SUBSTANTIVES.

Use of the plural or the singular. In all constructions, in which the sense allows of the complimentary noun being considered as either singular or plural, either number may be employed: *Des habits de femme(s)*. *Des confitures de groseille(s)*. *Des Prêtres en bonnet(s) carré(s)*. *Ils ont ôté leur(s) chapeau(x)*.

### SUBSTANTIVES WITH TWO GENDERS.

AIGLE may be considered masculine, except when it denotes a standard: *Les aigles romaines*.

AMOUR, ORGUE, may be considered masculine in the singular and common in the plural: *Les grandes orgues* or *Un des plus beaux orgues*. *De folles amours*. *Des amours tardifs*.

DÉLICE, DÉLICES, need not be touched on in elementary teaching.

AUTOMNE, ENFANT, are common gender, and call for no special attention.

GENS, ORGE.—The adjective may in all cases agree with *gens* and remain feminine: *Instruits* or *instruites par l'expérience les vieilles gens sont soupçonneux*, or *soupçonneuses*. *Orge* may be used in the feminine without exception: *Orge carrée*, *orge mondée*, *orge perlée*.

HYMNE may be considered common, whatever its signification: *Un bel hymne*, or *une belle hymne*.

PAQUES may be used in the feminine to denote either a date or the religious festival.

### PLURAL OF PROPER NAMES.

Proper names preceded by the plural article may always take the sign of the plural: *Les Corneilles*, *Les Gracques*. *Des Virgiles* (copies). *Des Virgiles* (editions). *Des Meissonniers* (pictures).

### PLURAL OF FOREIGN NOUNS.

When nouns derived from other languages have become thoroughly nationalized, they make take the sign of the plural: *Des créats*, *des déficits*.

### COMPOUND NOUNS.

Compound nouns may be written without a hyphen: *Des chefs d'œuvre*.



ARTICLE.

According to existing practice, the article is used before certain Italian surnames: *Le Tasse*, *Le Corrège*, and sometimes wrongly before Christian names: *(Le) Dante*, *(Le) Guide*. Ignorance of this usage will not be considered important. In dictations the pupils should be informed whether the article forms a part of the names, as in *Lafayette*, or is separated from it as in *La Fontaine*.

ARTICLE SUPPRESSED.—When two adjectives connected by *et* refer to the same noun, but in such a way as really to denote two different things, the article may be suppressed before the second adjective: *L'histoire ancienne et moderne*, or *L'histoire ancienne et la moderne*.

PARTITIVE ARTICLE.—*Du, de la, des*, may be used before an adjective qualifying an noun: *De or du bon pain, de bonne viande, or de la bonne viande, de or des bons fruits*.

ARTICLE BEFORE PLUS, MOINS, &C.—It is unnecessary to discuss the subtleties of the adverbial superlative in elementary teaching; either *le plus* or *les plus*, &c., may be used: *On a abattu les arbres le plus (or les plus) exosés à la tempête*.

ADJECTIVES.

CONCORD OF THE ADJECTIVE.—In the expression *se faire fort de*, *fort* may always agree with the subject: *Se faire fort, forte, forts, fortes*.

ADJECTIVES USED WITH SEVERAL NOUNS.—If one adjective qualifies several nouns of different genders, it may always be made plural and masculine, whatever the gender of the last noun may be: *Appartements et chambres meublés*.

NU, DEMI FEU, may agree with the nouns they precede: *Nus pieds demie heure* (without hyphen), *feue la reine*.

COMPOUND ADJECTIVES may be written in one word (without hyphen), and follow the usual rule: *Nouveauté, nouveautés, courtvêtu, courtvêtue, &c.*

Adjectives denoting colours remain invariable: *Des robes bleu clair*.

PAST PARTICIPLES INVARIABLE.—*Approuvé, attendu, ci-inclus, ci-joint, excepté, non compris, y compris, été, passé, supposé, vu*, may agree with their nouns in whatever position they stand: *Ci jointes, les pièces demandées* (without hyphen). *Je vous envoie ci jointe copie de la pièce*.

FRANC DE PORT may similarly agree or remain unchanged: *Franche de port une lettre*.

AVOIR L'AIR.—The adjective may agree with the subject or with *air*, and subtle distinction of sense is to be insisted on: *Elle a l'air douce or douce, spirituelle or spirituelle*.

NUMERALS. VINGT, CENT.—An *s* may be added to these numerals when multiplied by another number, even though no number follows: *Quatre vingts dix hommes, quatre cents trente hommes*.

No hyphen is necessary: *Dix sept*.

IN DATES, *mille* may take the place of *mil*: *L'an mille huit cents quatre vingts dix*.

PRONOUNS.

CE.—*Ce ci* and *ce là* may each be written in one word; no distinction may be drawn between *Qu'est ce ci, qu'est ce là*, and *qu'est ceci, qu'est celd*? No hyphen need be employed.

MÊME may always agree with the noun or pronoun in the plural which it follows; no hyphen need be used: *Les dieux mêmes, nous mêmes*.

TOUT may always agree with the name of a town which it qualifies, without distinction of meaning: *Toute Rome*.

When a woman is represented as speaking, one may say, indifferently, *Je suis toute à vous, or Je suis tout à vous*.

When *tout* is used in the sense of *chaque*, *tout* and the accompanying noun may be of either number ; *Des marchandises de toute(s) sorte(s)*.

AUCUN, used with *ne*, may be employed in the plural as well as in the singular : *Ne faire aucun(s) projet(s)*.

CHACUN placed after the verb and referring to a plural subject or complement, may be referred to by either *son*, &c., or *leurs*, etc. ; *ils sont sortis chacun de son*, or *de leur côté* ; *remettre des livres chacun à sa*, or *à leur place*.

#### VERBS.

COMPOUND VERBS may be written without apostrophe or hyphen : *Entrouvrir, entrecroiser*.

HYPHENS may be omitted between the (interrogative) verb and the pronoun subject : *Est il ?*

DIFFERENCE BETWEEN THE REAL AND THE APPARENT SUBJECT.—Such constructions as *Sa maladie sont des vapeurs* should not be discussed in elementary teaching.

CONCORD OF THE VERB PRECEDED BY SEVERAL SUBJECTS.—If the subjects are not summed up by any indefinite word, such as *tout*, *rien*, *chacun*, the predicate may always be put into the plural : *Sa bonté, sa douceur le font admirer*.

CONCORD OF THE VERB PRECEDED BY SEVERAL SINGULAR SUBJECTS CONNECTED BY NI, COMME, AINSI QUE, &c.—The verb may always be put into the plural : *Ni la douceur ni la force n'y peuvent rien. La santé comme la fortune demandent à être ménagées. Le général avec quelques officiers sont sortis du camp. Le chat ainsi que le tigre sont des carnivores*.

COLLECTIVES.—Whenever the collective is accompanied by a plural complement the verb may agree with the complement : *Un peu de connaissances suffisent*.

PLUS D'UN.—In the case of *plus d'un* the usual custom will be adhered to, and the construction of the verb in the singular be admitted : *Plus d'un de ces hommes était or étaient à plaindre*.

UN(E) DE CEUX (CELLES) QUI.—The agreement of the verb in such cases depends on such delicate points that questions of the sort need not be introduced into elementary education, nor into examinations.

C'EST, CE SONT.—Before a plural noun or a plural third personal pronoun *c'est* may always be used : *C'est or ce sont des montagnes et des précipices*.

#### SEQUENCE OF TENSES.

The present subjunctive may always be used in a subordinate clause depending on a principal clause in which the verb is in the present conditional : *Il faudrait qu'il vienne*.

#### PARTICIPLES.

PRESENT PARTICIPLES AND VERBAL ADJECTIVES.—Ultra refinements in distinguishing these two parts of speech should be avoided ; subtleties such as *Des sauvages vivent errant or errants dans les bois* ought not to be introduced into elementary teaching.

There is nothing to change in the usual rule for the inflection of past participles except when conjugated with *avoir* and followed by an infinitive, a present or past participle, in which case the participle may remain unchanged : *Les fruits que je me suis laissé(s) prendre. Le sauvages qu'on a trouvé(s) errants dans les bois*.

If the past participle is preceded by a collective, it may be made to agree with the collective or its complement : *La Foule d'hommes que j'ai vue, or vus*.

## ADVERBS.

NE MAY BE OMITTED IN SUBORDINATE CLAUSES DEPENDING ON *Empêcher*, *défendre*, *éviter que*, &c. *Défendre qu'on vienne.*

*Craindre*, *désespérer*, *avoir peur*, *de peur que*, &c. *De peur qu'il aille.*

*Douter*, *contester*, *nier que*, &c. *Je ne doute pas que la chose soit vraie.*

*Il tient à peu, il ne tient pas à, il s'en fait que*, &c. *Il ne tient pas à moi que cela se fasse.*

Comparatives and words indicating comparison, such as *autre*, *autrement que*, &c. *L'année a été meilleure qu'on l'espérait. Les résultats sont autres qu'on le croyait.*

*Ne* may also be omitted in a clause linked by *à moins que*. *A moins qu'on accorde le pardon.*

In 1880 the spelling of German was simplified by royal decree in the common schools, and in 1885 in the high schools. It was tried to reform the spelling of French, but the Academy stood in the way. Last summer the Minister of Education by decree ordered the simplification of the grammar, but was opposed by the Academy which had at length to give way to the Minister to the extent of the decree of last March given above. The French Academy will eventually have to allow the simplification of spelling already proposed, which was some time ago accomplished in the Spanish and Italian languages. English would benefit more by simplification than either of these languages; but it is still necessary for us to make the same blunders purposely that our ancestors made ignorantly, accidentally or pedantically, in order to be considered correct.

## SCHOOL HOUSE PLANS.

The new Manual contains a few plans for rural school houses, villages and towns being assumed to be able to secure good architects who understand the principles of school house building with larger accommodations.

## LANTERN ILLUSTRATED LECTURES FOR TEACHERS AND SCHOOLS.

A very fine series of these lectures has been prepared by the Montreal Association, the whole of which have been given to the teachers of the city. The printed lectures with the corresponding lantern slides are sent at a comparatively small cost to those who can provide a good lantern or steropticon; and a great number of schools outside Montreal used some of the lectures during the past year, and a few schools in Nova Scotia. In several of the States the Education Departments give magnificent courses of such illustrated lectures to the teachers of their cities, towns, and even villages. Those who would like to know more about these lectures, suitable for general public education, as well as for pupils of the schools, or the teachers themselves, may obtain the information by writing PROFESSOR PENHALLOW, McGill University, Montreal.

"SCHOOL SCIENCE."—A Monthly Journal of Science Teaching in High Schools, edited by C. E. Linebarger, with twelve associates. Room 1318, 138 Washington St., Chicago, \$2.00 per year—25c. per copy. Recommended to Teachers in Nova Scotia.

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## CONTENTS.

	PAGE.
Council of Public Instruction, Inspectors, etc .....	2
Provincial Aid Apportionment to Teachers .....	4
March Annual School Meeting .....	22
Local Nature Observations .....	23
Forms of Notices for Teachers and Trustees .....	27
Botany, Grade D; Zoology, Grade A .....	30
Tennyson's <i>Princess</i> —Grade B .....	31
Summary of Education Statistics, 1900 .....	31
History of School Gardens .....	32
An Act to amend Chapter 52, Revised Statutes, 1900 .....	33
Third Schedule—Teacher's Oath .....	34
Revised Regulations—District Boards .....	35
Principals .....	36
Class "A" Teachers .....	37
Collegiate Teachers .....	38
Agricultural Teachers .....	38
Superior Schools .....	39
Provincial Examinations .....	40
Examination Rules .....	44
Examination Time-table .....	47
Optional Examinations .....	48
Licensing of Teachers .....	48
Temporary (Provisional) Licenses .....	52
M. P. Q. Examination .....	52
Counted as Teaching Days .....	53
Arbor Day .....	54
Empire Day .....	56
Course of Study for Public Schools .....	56
General Prescriptions .....	57
Special Prescriptions for Common Schools .....	62
Condensed Courses .....	65
Four Teachers with Common School Grades .....	65
Three " " " " .....	66
Two " " " " .....	67
One " " " " .....	68
Time-table, Rural School .....	69
Alternative Drawing Course .....	70
Special Prescriptions for High Schools .....	73
University Matriculation .....	76
Prescribed Text-Books .....	77
Books Recommended to Teachers .....	78
School Library Books .....	79
Supplementary Readers .....	79
Official Notices and Calendar .....	80
Editorial Notes—Notices .....	82
Criticisms of Faulty Teaching—Rotework .....	84
The Pronunciation of Latin and Greek .....	93
Classical Texts .....	95
Simplification of French Syntax .....	95
School House Plans, &c .....	99