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JOURNAL
OF
EDUCATION,
NOVA SCOTIA.

APRIL, 1896.



THIRD SERIES, VOL. II.....No. 1.—(TOTAL NO. 109.)

SECOND SERIES: OCTOBER, 1878, TO AUGUST, 1892; XII VOLS., 29 NOS.

FIRST SERIES: SEPTEMBER, 1866, TO AUGUST, 1877; 73 NOS.

HALIFAX, N. S.:
PRINTED BY THE NOVA SCOTIA PRINTING COMPANY.
1896.

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HALIFAX, NOVA SCOTIA, APRIL, 1896.

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| Shields, Wm J | 108 | 60 00 | Young, Belle H | 108 | 45 00 |
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| MacDonald, D | 108 | 30 00 | Bates, Lawrence D | 108 | 45 00 |
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| MacDonald, Cassie | 107 | 29 72 | Boyd, Annie L | 108 | 45 00 |
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| MacDonald, J D | 97 | 26 94 | Dunlop, Katie M | 103 | 42 91 |
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| MacGillivray, M B | 104 | 50 00 | Hanrahan, Mary | 108 | 45 00 |
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| Bridley, John A | 108 | 45 00 | Sutherland, Marian | 102 | 42 50 |
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| Cox, Arthur | 54 | 22 50 | Dickson, Ida | 29 | 8 05 |
| Cox, Jeanette | 103 | 45 00 | Johnson, Blanche | 101 | 23 05 |
| Creelman, Laura | 108 | 45 00 | McEachren, Kate | 108 | 30 00 |
| Crowe, Winnifred | 104 | 43 33 | *Mingo, Lizzie | 88 | 32 58 |
| Douglas, Bessie J | 15 | 6 24 | McLeod, Jean | 102 | 23 33 |
| Eaton, Grace I | 108 | 45 00 | *McLeod, Maggie | 95 | 35 17 |
| Edwards, Elizabeth | 108 | 45 00 | Murray, Sadie M | 106 | 29 44 |
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| Henderson, Annie I | 98 | 40 83 | Simmonds, Emma | 103 | 23 80 |
| Hopkins, Evelyn D | 99 | 41 25 | Sutherland, Maggie | 108 | 30 00 |
| Johnson, Kate B | 108 | 45 00 | *Sutherland, Jessie | 107½ | 39 81 |
| King, Ida M | 106 | 44 16 | Sutherland, Lizzie | 104 | 28 88 |
| Logan, Annie | 108 | 45 00 | *Wilson, Margaret | 105 | 38 88 |
| Lyons, Estella | 107 | 44 58 | | | |
| McCurdy, Lena | 105 | 43 75 | | | |
| McCurdy, Lillie T | 103 | 42 91 | | | |
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| McLellan, Annie J | 107 | 44 58 | Cunningham, Geo D | 67 | 37 21 |
| McLeod M Jean | 102 | 42 50 | Harlaw, L C | 108 | 60 00 |
| McNutt, M J | 108 | 45 00 | McKenzie, Geo P | 108 | 60 00 |
| Munroe, Millie H | 105 | 43 75 | Ruggles, Arthur | 108 | 60 00 |
| *Murphy, Bella P | 78 | 32 59 | Ruggles, Lenfest | 108 | 60 00 |
| Park, Florence | 107 | 44 58 | Bentley, Libbie | 108 | 45 00 |
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| Wilson, A Laurie | 85 | 35 41 | Connors, Laura | 108 | 45 00 |
| Wallace, Olive | 98 | 40 83 | Crowe, Clara | 108 | 45 00 |
| Burnhill, Lizzie | 108 | 30 00 | Cunningham, Ada | 108 | 45 00 |
| Bonnell, Ocenia | 108 | 30 00 | Davison, Augusta | 108 | 45 00 |
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| Chistie, Emily T | 108 | 30 00 | Graham, Margaret | 67 | 27 91 |
| *Corbett, Aggie D | 108 | 40 00 | Hamilton, Isabella | 108 | 45 00 |
| Cox, Bessie | 19 | 5 27 | Lynds, Laura | 89 | 37 08 |
| Creelman, Maud | 104 | 28 88 | McCulloch, Elsie | 108 | 45 00 |
| Dennis, Jessie | 108 | 30 00 | McLean, Ida | 108 | 45 00 |
| *Fisher, Katie B | 63 | 23 33 | Morrison, Margaret | 108 | 45 00 |
| Graham, Melissa | 108 | 30 00 | C'Brien, Kate | 107 | 44 58 |
| *Grant, Lottie | 88 | 37 58 | Riley, Agnes | 108 | 45 00 |
| *Hamilton, Alma L | 94 | 34 80 | Ray, Alice | 108 | 45 00 |
| Hamilton, Jennie | 100 | 27 77 | Sedgewick, G H | 108 | 45 00 |
| *Johnson, Susan F | 66 | 24 44 | *Campbell, Bertha | 100 | 37 03 |
| Lynch, Jennie C | 107 | 29 72 | Carle, Bessie | 108 | 30 00 |
| McDonald, Laura | 108 | 30 00 | Corbett, N A | 89 | 24 72 |
| *McKay, Maggie A | 108 | 40 00 | Creelman, Electa | 88 | 24 44 |
| McKenzie, Sarah | 108 | 30 00 | Davison, Lillian | 108 | 30 00 |
| *Moore, Lizzie | 96 | 35 54 | Davison, Margaret | 108 | 30 00 |
| *Pulsifer, Bessie M | 18 | 6 66 | Fowler, Edith | 55 | 15 27 |
| *Reid, Mary Jane | 87 | 32 21 | Fullmore, Della | 108 | 30 00 |
| Rutherford, Ada M | 108 | 30 00 | *Graham, Carrie | 76 | 28 14 |
| Sutherland, Grace | 106 | 29 44 | Jack, Martha | 108 | 30 00 |
| White, Annie G | 107 | 29 72 | Lightbody, M J | 107½ | 29 86 |
| | | | *Marshall, Caroline | 108 | 40 00 |
| | | | Totten, Annie | 107 | 29 72 |
| | | | Vance, Ruby | 54 | 15 00 |
| | | | Wilson, Ruth | 108 | 30 00 |
| | | | Withrow, Mattie | 20 | 5 55 |
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| Charman, Mary | 108 | 60 00 |

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| Lay, E J | 108 | | | McKenzie, Cassie | 107 \$44 58 |
| Layton, J S | 108 | \$60 00 | | McLellan, Bessie | 108 45 00 |
| McTavish, N D | 108 | | | McLeod, Janie | 108 45 00 |
| Torey, W W | 108 | 110 00 | | McTavish, Jessie | 108 45 00 |
| Tuttle, M R | 103½ | 57 49 | | Millar, Alice | 88 36 66 |
| Archibald, Clara | 108 | 60 00 | | Moore, Lizzie | 108 45 07 |
| Baxter, Agnes | 64 | 35 55 | | Moreash, Clara | 103 42 91 |
| Bool, Evelyn | 105 | 58 32 | | Nicholson, Jeannie | 108 45 00 |
| Copp, Edith | 108 | 60 00 | | O'Brien, R B | 107 44 58 |
| Dickson, Julia | 108 | 60 00 | | Oulton, L R | 108 45 00 |
| Flemming, E | 108 | 60 00 | | Oxley, Priscilla | 108 45 00 |
| McKay, Anna C | 19 | 10 55 | | Patterson, Sara | 108 45 00 |
| McPherson, Mary | 108 | 60 00 | | Perrin, Minnie | 99 41 25 |
| McVicar, Maggie | 108 | 60 00 | | Pipes, Ada | 107 44 58 |
| Peppard, Naomi | 108 | 60 00 | | Pippy, G F | 88 36 66 |
| Peppard, Sophia | 80 | 44 44 | | Pugsley, Alice | 108 45 00 |
| Ross, A D | 103½ | 57 49 | | Proctor, Louisa | 108 45 03 |
| Schaffner, Gertrude | 107 | 59 44 | | Redmond, J A | 108 45 00 |
| Slade, W R | 108 | 60 00 | | Richardson, Ida | 108 45 00 |
| Archibald, Josephine | 78 | 32 50 | | Robb, Sadie | 105 43 75 |
| Archibald, Susie | 108 | 45 00 | | Robertson, Law | 108 45 00 |
| Barclay, Maggie | 29 | 12 03 | | Simpson, Lyda | 108 45 00 |
| Barnes, Lillian | 107 | 44 58 | | Spencer, Belle | 108 45 00 |
| Barnhill, Ida | 108 | 45 00 | | Tuttle, Ethel | 108 45 00 |
| Black, Sadie | 108 | 45 00 | | Urquhart, Maggie | 98 40 83 |
| Black, Florence | 108 | 45 00 | | Vance, Stiles | 98 40 83 |
| Black, Annabel | 32 | 13 33 | | Webb, Warren | 108 45 00 |
| Cameron, Jessie | 20 | 8 33 | | Webster, Bertha | 108 45 00 |
| Carter, Ida | 108 | 45 00 | | West, Jessie | 108 45 00 |
| Carter, Amelia | 107 | 44 58 | | Acorn, Mabel | 108 30 00 |
| Carter, Clara | 103 | 42 91 | | Armstrong, L J | 84 23 53 |
| Charman Eliza | 108 | 45 00 | | Atkinson, Jennie | 107 29 72 |
| Chisholm, Annie | 108 | 45 00 | | Bacon, Cora | 108 30 00 |
| Clark, Martha | 108 | 45 00 | | Baillie Caroline | 97 26 94 |
| Coates, Clara | 108 | 45 00 | | Baird, Sara | 108 30 00 |
| Cook, Clara C | 108 | 45 00 | | Baker, Annie J | 105 29 16 |
| Creelman, Jean | 15 | 6 24 | | Baird, Ethel | 108 30 00 |
| Davison, Lizzie | 108 | 45 00 | | *Barnes, Lilla J | 49 18 14 |
| Donovan, Florence | 108 | 45 00 | | Borden, Winnie | 108 30 00 |
| Doyle Alice | 106 | 44 16 | | Brown, Sadie | 105 29 16 |
| Drysdale, Annie | 93 | 38 75 | | Brown, Nettie | 60 22 22 |
| Duff, Bertha | 108 | 45 00 | | Carmichael, Jessie | 51 14 16 |
| Eagan, Samphard | 108 | 45 00 | | *Crowley, Cassie | 104 38 56 |
| Fail, Jennie | 108 | 45 00 | | Doncaster, Lilla | 86½ 24 02 |
| Ford, Carrie | 108 | 45 00 | | Embree Flora | 108 30 00 |
| Fraser, Lillian | 96 | 35 83 | | Farrel, Annie | 108 30 00 |
| Gillis, Rena | 106 | 44 16 | | Goodwin, Bessie | 102 28 33 |
| Gilderson, Annie | 104 | 43 33 | | Harpell, Mary | 107 29 72 |
| Goodwin, Henry | 26 | 10 83 | | *Henderson, Janetta | 86 31 84 |
| Gould, Jeanetta | 108 | 45 00 | | Henderson Jessie | 108 30 00 |
| Graham, Lois | 107½ | 44 79 | | *Henderson, Emma | 49 18 14 |
| Grant, Margaret | 108 | 45 00 | | Hurd, Clara | 90 27 49 |
| Hanway, Josephine | 108 | 45 00 | | Knight, Frank | 108 30 00 |
| Harvie, Annie | 108 | 45 00 | | King, Mary | 107 29 72 |
| Healey, A W | 108 | 45 00 | | Layton, Mary | 103½ 28 74 |
| Henderson, Bella | 108 | 45 00 | | Lindsay, Cora | 108 30 00 |
| Hunter, Endora | 108 | 45 00 | | Lodge, Emma | 104 28 88 |
| Johnson, A D | 108 | 45 00 | | McAulay, Alex | 108 30 00 |
| Lawson, W M | 108 | 45 00 | | *McDonald, Tena | 32 11 85 |
| Lodge, Grace | 96 | 40 00 | | McDougall, Ida | 108 30 00 |
| Logan, Alice | 108 | 45 00 | | *McKay, Cassie | 10 3 70 |
| Logan, Law E | 108 | 45 00 | | *McKay, Kate | 97 35 91 |
| Lyons, Mamie | 56 | 23 33 | | McKay, W G A | 98 27 21 |
| Mason, Mary | 108 | 45 00 | | McLeod, Jessie | 104 28 88 |
| Mason, Jessie | 108 | 45 00 | | Mitchell, Pauline | 102 28 33 |
| McDonald, Annie | 108 | 45 00 | | Murphy, Emma | 108 30 00 |
| McKinlay, Oressa | 108 | 45 00 | | Nelson, Minnie | 108 30 00 |
| | | | | O'Brien, Helen | 32 8 38 |
| | | | | Patterson, Daisy | 20 5 55 |

| | | | | | |
|---------------------|------|----------|----------------------|------|---------|
| Patterson, J H | 108 | \$30 00 | Horner, Anthony H | 108 | \$60 00 |
| Peppard, Josephine | 108 | 30 00 | Johnson, Carrie A | 108 | 60 00 |
| Purdy, Fannie | 108 | 30 00 | Lent, C Bernard | 106 | 58 88 |
| *Purdy, Maggie | 108 | 40 00 | McCarthy, Jos B | 108 | 60 00 |
| Reed Ethel | 108 | 30 00 | McKay, Murdoch S | 102 | 60 00 |
| Robinson, Ethel | 108 | 30 00 | Phinney, W S | 108 | 60 00 |
| Ross, Effie F | 106 | 29 44 | Robbins, Welton H | 108 | 60 00 |
| Smallwood, Lizzie | 108 | 30 00 | Starratt, Harry J | 108 | 60 00 |
| Smith, Daisy | 108 | 30 00 | Taylor, Jas A | 106 | 58 88 |
| Shipley, Lillie | 107 | 29 72 | Woodman, W Y | 107 | 59 44 |
| Soy, Mary | 108 | 30 00 | Ambrose, Sister M | 108 | 45 00 |
| Sproul, Minnie | 96 | 26 66 | Amirault, Ellen | 108 | 45 00 |
| *Stewart, Ethel | 88 | 32 58 | Bacon, Agnes S | 107 | 44 58 |
| *Tait, Ethel | 59 | 21 85 | Bingay, Bessie M | 40 | 16 66 |
| Thompson, Jos | 108 | 30 00 | Challen, Minnie | 108 | 45 00 |
| Trerice, Maud | 98 | 27 21 | Clarke, J Allison | 108 | 45 00 |
| *Wier, Annie | 106 | 39 25 | Crocker, Georgia E | 108 | 45 00 |
| *Wilson, Theresa | 108 | 40 00 | Crowell, Mabel M | 108 | 45 00 |
| | | | Graham, Jessie E | 108 | 45 00 |
| | | | Goudey Alice A | 106 | 44 16 |
| PARSBOROUGH. | | | Haines, Lottie E J | 103½ | 43 12 |
| McKay, T C | 108 | \$110 00 | Hindon, Orilla E | 107 | 44 58 |
| Bigney, Anna | 82 | 45 55 | Johnson, Edith M | 108 | 45 00 |
| Kirkpatrick, L R | 65 | 36 10 | McNeill, Bessie J | 108 | 45 00 |
| McCulloch, Maggie | 107 | 59 44 | Morehouse, Mary I | 106½ | 44 37 |
| Wotton, Lillian | 108 | 60 00 | Morse, Chas D | 103 | 42 91 |
| Sproul, Mary | 108 | 60 00 | Morse, Egbert P | 98 | 40 83 |
| Borden, Naomi | 107 | 44 58 | Partridge, Ethel | 108 | 45 00 |
| Cameron, Bertha | 108 | 45 00 | Perry, Hattie M | 108 | 45 00 |
| Crowe, Ida | 108 | 45 00 | Ruggles, Bertha | 107 | 44 58 |
| Dickinson, Maud | 108 | 45 00 | Sanders, Arthur W | 70 | 29 16 |
| Embree, Maud | 46 | 19 16 | Scott, Hannah P | 53 | 22 08 |
| Hatfield, Carrie | 88 | 36 66 | Soucie, Olivier A | 108 | 45 00 |
| Hatfield, Effie | 108 | 45 00 | Timpany, Augustine | 108 | 45 00 |
| Jeffers, Annie | 108 | 45 00 | Ursula, Sister M | 108 | 45 00 |
| Leitch, Fannie | 107 | 44 58 | Belliveau, Amelia | 108 | 30 00 |
| Mason, Isabella | 43 | 17 91 | Belliveau, Carrie C | 108 | 30 00 |
| Munro, J A | 107½ | 44 79 | Belliveau, Edwd M | 108 | 30 00 |
| Pipes, Augusta | 20 | 8 33 | Comeau, Annie E | 108 | 30 00 |
| Ross, Sara C | 106 | 44 16 | Comeau, Adaline | 108 | 30 00 |
| Smith, Grace V | 20 | 8 33 | *Comeau, Azèle | 108 | 40 00 |
| Sproul, Sara | 104 | 43 33 | Comeau, Emelie | 77 | 21 38 |
| Sproul, Hestor | 103 | 42 91 | Cossaboom, Annie F | 103½ | 28 74 |
| Stewart, Hattie | 103 | 42 91 | Cowan, Jennie E | 108 | 30 00 |
| Ward, Cora | 108 | 45 00 | Crouss, Josephine P | 108 | 30 00 |
| Watton, Ethel | 108 | 45 00 | *Denton, E May | 108 | 40 00 |
| Barnes, Nettie | 108 | 30 00 | Doucet Edith | 99 | 27 49 |
| *Davison, Bertha | 106 | 39 25 | *Doucet, Kate | 104 | 38 51 |
| *Holesworth, Mary | 107 | 39 62 | Doncet, Peter | 104 | 28 88 |
| Howard, Lizzie | 108 | 30 00 | Eldridge, Annie E | 108 | 30 00 |
| Keith, Ethel | 108 | 30 00 | Elliott, Ritchie | 108 | 30 00 |
| McArthur, Colin | 106 | 29 44 | *Forster, Bertha E | 102½ | 37 96 |
| McCabe, Maud | 108 | 30 00 | *Hill, Dorcas A | 78 | 28 88 |
| Munroe, Geo | 20 | 5 55 | *Hinzman, Maud S | 107 | 39 62 |
| *O'Regan, Mamie | 35 | 12 96 | Horner, Ella | 108 | 30 00 |
| Pierce, Celesta | 106 | 29 44 | Israe, Lillian B | 108 | 30 00 |
| Sutcliffe, Georgie | 108 | 30 00 | LeBlanc, Emelie C | 94 | 26 10 |
| | | | LeBlanc, Isaac | 106 | 29 44 |
| DIGBY. | | | LeBlanc, Symphorien | 108 | 30 00 |
| Benoit J Alphonse | 97 | | LeBlanc, Wallace | 98 | 27 21 |
| Eaton, Jas H | 84 | \$46 66 | Lonergan, Margaret L | 108 | 30 00 |
| Longley, I M | 108 | | Lucilla, Sister M | 108 | 30 00 |
| Alexius, Sister M | 108 | 60 00 | *Mallett, Hattie | 108 | 40 00 |
| Burgoyne, Mary | 105 | 58 32 | McDormand, Jean | 103 | 28 60 |
| Carmelita, Sister M | 108 | 60 00 | Melcancon Eugenie C | 107 | 29 72 |
| Churchill, Nelson | 108 | 60 00 | *Morehouse, Sophia | 108 | 40 00 |
| Ford, Robie W | 108 | 60 00 | *Nichols, Enola W | 105½ | 39 07 |
| Gates, Eunice R | 108 | 60 00 | Parker, Hattie B | 108 | 27 21 |
| Hogg, Nathaniel W | 108 | 60 00 | Pothier, Lizer A | 108 | 30 00 |

| | | | | | |
|-----------------------|------|---------|-------------------|-----|---------|
| Pothier Nemerise | 107 | \$29 72 | *Hannifen, Kate | 81 | \$29 99 |
| Potter Evangeline | 108 | 30 00 | Hannifen, Maggie | 77 | 21 38 |
| Prime, Lenetta | 108 | 30 00 | Hines, Laura | 76 | 21 10 |
| Randall, O M | 108 | 30 00 | *Horton, Cassie | 20 | 7 40 |
| *Ruggles, Alicia C | 53 | 19 63 | Jones, Josie M | 108 | 30 00 |
| *Sabine, J Milton | 108 | 40 00 | Kennedy, Kate | 99 | 27 49 |
| Saulnier, Zelic | 106½ | 29 58 | Kennedy, Janie | 75 | 20 82 |
| Smallie, Mary | 108 | 30 00 | McDonald M E | 54 | 15 00 |
| *Surette, Mary F | 107 | 39 62 | MacMaster, G | 74 | 20 55 |
| Theriault, Adele | 108 | 30 00 | MacLellan, L J | 108 | 30 00 |
| Theriault, Adolphe | 94 | 26 10 | MacMillan, M J | 107 | 29 72 |
| Theriault, Symphorien | 108 | 30 00 | *MacPherson, A | 100 | 37 03 |
| Thibault, Geo A | 104 | 28 88 | Martin, Ellen | 86 | 23 88 |
| Thurber, Bessie G | 108 | 30 00 | *O'Connor, Monica | 104 | 38 51 |
| *Trask, Lizzie M | 95 | 35 17 | O'Neil, A S | 107 | 29 72 |
| Walsh, Mary C | 54 | 15 00 | Sherman, L H | 108 | 30 00 |
| Warne, Janet L | 108 | 30 00 | Sherman, M A | 107 | 29 72 |
| Welch, Fannie A | 108 | 30 00 | Simpson, Odessa | 106 | 29 44 |
| Wilson, Attie M | 108 | 30 00 | Simpson, Carrie | 103 | 30 00 |
| Wilson, Alice E | 108 | 30 00 | *Taylor, Ann | 20 | 7 40 |
| *Wright, Laura A | 98 | 36 28 | Torey, Annie E | 106 | 29 44 |
| Wyman, Effie D | 108 | 30 00 | *Wells, M A | 75 | 27 75 |
| | | | Williams, Maud | 13 | 3 60 |
| | | | *MacDonald, Sara | 18 | 6 66 |

Assistants.

| | | |
|-------------------|-----|-------|
| Barbara, Sister M | 108 | 22 50 |
| LeBlanc, Maggie R | 44 | 8 14 |

GUYSBORO.

| | | |
|-------------------|-----|---------|
| Duchemin, H P | 67 | \$68 24 |
| Mack, E E | 37 | 37 68 |
| Smith, E B | | |
| Bentley, Janie | 104 | 57 77 |
| Cameron, Margaret | 108 | 60 00 |
| Deckman, H S | 108 | 60 00 |
| MacKenzie, A H | 108 | 60 00 |
| Anderson, Bessie | 108 | 45 00 |
| Bouin, I B | 64 | 26 66 |
| Cameron, Ed | 95 | 39 58 |
| Chisholm, S J | 104 | 43 33 |
| Crandall, E D | 108 | 45 00 |
| Ferguson, D J | 108 | 45 00 |
| Germain, Addie C | 108 | 45 00 |
| Griffin, Connie | 108 | 45 00 |
| Jackson, Mary | 104 | 43 33 |
| Keating, Ella | 104 | 43 33 |
| MacDonald, Wm | 102 | 42 50 |
| MacMillan, Kate | 107 | 44 58 |
| MacNaughton, D P | 104 | 43 33 |
| MacPherson, J A | 68 | 28 33 |
| Murphy, John | 108 | 45 00 |
| Murphy, Mary | 108 | 45 00 |
| O'Brien, E M | 107 | 44 58 |
| Patterson, Geo E | 108 | 45 00 |
| Ryan, Mary F | 106 | 44 16 |
| Sherman, Maud | 108 | 45 00 |
| Sinclair, G W | 108 | 45 00 |
| Skinner, M J | 108 | 45 00 |
| Stephens, Laura | 107 | 44 58 |
| Sullivan, E C | 108 | 45 00 |
| Sullivan, L J | 107 | 44 58 |
| Carr, Adelia | 108 | 30 00 |
| Carritt, Maria | 92 | 25 55 |
| Cunningham, L B | 54 | 15 00 |
| *Carroll, A B | 92 | 34 06 |
| DeLaurier, Cath | 40 | 11 11 |
| Dumphy, Kate | 34 | 9 44 |
| Hanley, Mary | 108 | 30 00 |

ST. MARY'S.

| | | |
|--------------------|------|-------|
| Fraser, A W | 107 | 59 44 |
| Bruce, Liela | 108 | 45 00 |
| Chisholm, M A | 76 | 31 66 |
| Cruikshank, E | 108 | 45 00 |
| Deckman, C E | 102 | 42 50 |
| Eadie, Laura | 108 | 45 00 |
| Hall, S M | 105½ | 43 96 |
| Johnson, Grace | 108 | 45 00 |
| Kirk, Agnes E | 108 | 45 00 |
| MacAnnis, Kate | 107 | 44 58 |
| MacDonald, Annie | 108 | 45 00 |
| Sinclair, Libbie E | 107½ | 44 79 |
| Stewart, Annie | 108 | 45 00 |
| *Cameron, Jean | 89 | 32 95 |
| Cross, Clare | 76 | 21 10 |
| Fulton, Winnie | 64½ | 17 91 |
| *Gunn, Sara J | 99 | 36 65 |
| Hattie, Edith | 78 | 21 66 |
| Hewitt, Lydia | 108 | 30 00 |
| McDonald, Nellie | 108 | 30 00 |
| McEachern, Kate | 54 | 15 00 |
| *McEachern, Bella | 47 | 17 40 |
| McLean, Annie | 102 | 28 33 |
| MacKeen, Gussie | 103 | 28 60 |
| Myers, Louise | 108 | 30 00 |
| *Taylor, Adelia | 89 | 32 95 |

HALIFAX.

CITY.

| | | |
|---------------|----|----------|
| Kennedy, W T | | |
| Norton, S A | | |
| Mackintosh, K | | |
| Logan, F W | | |
| Peters, F A | | |
| McDonald, C D | | |
| Lanos, J | | |
| Hill, K F | | |
| Marshall, G A | 98 | \$110 00 |
| O'Hearn, P | 98 | 60 00 |
| Angela, Sr | 98 | 60 00 |
| Bowden, L J | 98 | 60 00 |
| Bowden, I M | 98 | 60 00 |

| | | | | | |
|------------------|-----|---------|--------------------|------------|----------|
| Brins, M C | 98 | \$60 00 | Flavin, M M | 98 | \$45 00 |
| Brodie, I | 98 | 60 00 | Francis, Sr | 98 | 45 00 |
| Bruce, J | 98 | 60 00 | Gardner, N | 94 | 43 16 |
| Cameron, F | 98 | 60 00 | Grierson, F | 98 | 45 00 |
| Cecilia, Sr | 98 | 60 00 | Grierson, M H | 98 | 45 00 |
| Congdon, H S | 98 | 60 00 | Gualbert, Sr | 98 | 45 00 |
| Creighton, G | 44 | 26 94 | Hamilton, H | 20 | 9 18 |
| Creighton, I M | 98 | 60 00 | Hartigan, Sr | 98 | 45 00 |
| Cunningham, A M | 98 | 60 00 | Hills, F N | 98 | 45 00 |
| Dakin, Wm | 13½ | 9 49 | Howell, L | 97 | 44 54 |
| Dolorosa, Sr | 98 | 60 00 | James, C A | 98 | 45 00 |
| Donohoe, Sr | 98 | 60 00 | J Baptist, Sr | 98 | 45 00 |
| Dwyer, M T | 98 | 60 00 | Johns, M A | 98 | 45 00 |
| Evarestus, Sr | 98 | 60 00 | Johnston, A M | 98 | 45 00 |
| Florence, Sr | 98 | 60 00 | Kierstead, M | 98 | 45 00 |
| Flowers, E M | 98 | 60 00 | Kennedy, M C | 98 | 45 00 |
| Flowers, H L | 98 | 60 00 | Lawrence, B M | 98 | 45 00 |
| Gaul, R E | 98 | 60 00 | Leo, Sr | 98 | 45 00 |
| Hart, G | 98 | 60 00 | Leocadia, Sr | 98 | 45 00 |
| Holloway, M A S | 98 | 60 00 | Logan, A | 98 | 45 00 |
| Laracy, A X | 98 | 60 00 | Mary, Sr | 98 | 45 00 |
| Metzler, N | 98 | 60 00 | Mitchell, A J | 98 | 45 00 |
| Miller, C I | 98 | 60 00 | McArthur, J R | 98 | 45 00 |
| Moody, I G | 20 | 12 24 | McCurdy, J A | 98 | 45 00 |
| Moody, M | 98 | 60 00 | McDonald, L M | 98 | 45 00 |
| Moseley, M I | 98 | 60 00 | McGregor, A | 78 | 35 81 |
| McCurdy, M R | 98 | 60 00 | Mooney, E | 41 | 18 82 |
| McGregor, H | 98 | 60 00 | Muldowney, M | 98 | 45 00 |
| Murphy, H E | 98 | 60 00 | Murphy, M J | 98 | 45 00 |
| Philp, M A L | 98 | 60 00 | O'Donnell, F | 98 | 45 00 |
| Pitts, A | 98 | 60 00 | O'Donoghue, M T T | 98 | 45 00 |
| Pius, Sr | 98 | 60 00 | Perp. tua, Sr | 98 | 45 00 |
| Ross, E J | 98 | 60 00 | Philp, M E | 98 | 45 00 |
| Ross, Geo | 98 | 60 00 | Putnam, A F | 98 | 45 00 |
| Ryan, A F | 98 | 60 00 | Raphael, Sr | 98 | 45 00 |
| Saunders, A C | 98 | 60 00 | Bodiguez, Sr | 98 | 45 00 |
| Shields, S W | 98 | 60 00 | Strattan, E | 98 | 45 00 |
| Shine, M | 98 | 60 00 | Sullivan, M | 98 | 45 00 |
| Somers, B B | 98 | 60 00 | Sullivan, M T | 98 | 45 00 |
| Stenhouse, A M | 98 | 60 00 | Sullivan, M T R | 98 | 45 00 |
| Theakston, H S F | 98 | 60 00 | Sullivan, Mme | 98 | 45 00 |
| Trefry, J H | 54 | 33 06 | Sullivan, S J A | 98 | 45 00 |
| Walsh, J L | 98 | 60 00 | Theakston, S E | 98 | 45 00 |
| Wiswell, I M | 98 | 60 00 | Torrey, E C | 98 | 45 00 |
| Ackhurst, M L | 98 | 45 00 | Vincentia, Sr | 98 | 45 00 |
| Adams, E | 98 | 45 00 | Walsh, A M | 98 | 45 00 |
| Ahern, M | 98 | 45 00 | Warner, M L | 98 | 45 00 |
| Aloysia, Sr | 98 | 45 00 | Wells, M | 74 | 33 97 |
| Bayer, A L | 98 | 45 00 | Wier, A | 78 | 35 81 |
| Bond, E | 98 | 45 00 | Willis, E J | 98 | 45 00 |
| Borgia, Sr F | 98 | 45 00 | Gossip, C M | 98 | 30 00 |
| Borgia, Sr M | 98 | 45 00 | Irving, A St | 18 | 5 51 |
| Broadhurst, M E | 98 | 45 00 | Keating, T M | 98 | 30 00 |
| Butler, E R | 98 | 45 00 | Noble, Z E | 98 | 30 00 |
| Caecilia, Sr | 98 | 45 00 | Share, G | 98 | 30 00 |
| Catherine, Sr | 98 | 45 00 | | | |
| Christina, Sr | 98 | 45 00 | Delphine, Sr | Assistant. | 37 11 32 |
| Celenan, H E | 98 | 45 00 | | COUNTY. | |
| Cunningham, E | 98 | 45 00 | Miller, Geo J | 98 | \$110 00 |
| Curren, E M | 98 | 45 00 | Church, Harold A | 67½ | 37 49 |
| Cyril, Sr | 98 | 45 00 | Anderson, Teresa | 108 | 60 00 |
| DeParri, Sr | 98 | 45 00 | Andrews, Henry W | 102 | 58 32 |
| Devine, M E | 98 | 45 00 | Delabanty, Kate | 103 | 57 21 |
| DeWolfe, H E | 98 | 45 00 | Ellis, Emma | 98 | 60 00 |
| Dominic, Sr | 98 | 45 00 | Ford, Susie B | 108 | 60 00 |
| Donovan, M J | 98 | 45 00 | Fultz, George W | 107 | 59 44 |
| Elsdon, E W | 78 | 35 81 | Mackay, Jessie G | 108 | 60 00 |
| Eusebia, Sr | 98 | 45 00 | McColough, Agnes | 108 | 60 00 |
| Felix, Sr | 98 | 45 00 | O'Brien, Charlotte | 108 | 60 00 |

| | | | | | |
|----------------------|-----|---------|---------------------|------|---------|
| Phelan, Margaret T | 108 | \$60 00 | Shute, Jessie T | 98 | \$45 00 |
| Wakely, Agnes | 84 | 46 66 | Smith, Isabella | 77½ | 32 29 |
| Woolrich, Mary E | 102 | 56 66 | Stuart, Ethel M | 108 | 45 00 |
| Allen, Stella | 106 | 44 16 | Thomas, Bessie | 98 | 45 00 |
| Allen, Elizabeth | 98 | 45 00 | Thompson, Eliza | 100 | 41 66 |
| Annina, Sister M | 107 | 44 58 | Thornton, Mary A | 94 | 40 83 |
| Archibald, Minnie | 104 | 43 33 | Tobin, Gertrude | 107 | 44 58 |
| Bentley, Lieuana | 103 | 42 91 | Henry, Libbie G | 108 | 45 00 |
| Burris, Estella M | 106 | 44 18 | Annand, Lanra M | 107½ | 29 86 |
| Borne, Louisa | 108 | 45 00 | Archibald, Emma | 103 | 28 60 |
| Bruce, Christina | 98 | 45 00 | Archibald, Janet | 99 | 27 49 |
| Brown, Mary M | 108 | 45 00 | Archibald, Maud | 107 | 29 72 |
| Butler, Bertha | 101 | 42 08 | Auld, Louise | 108 | 30 00 |
| Church, Lottie J | 39 | 16 25 | Behrendt, Mary F | 108 | 30 00 |
| Clancy, Beatrice M | 70 | 29 16 | Blakely, May | 77 | 21 38 |
| Clark, Helen T | 105 | 43 75 | Burris, Mary | 106 | 29 44 |
| Cooke, Mary L | 103 | 42 91 | Campbell, Eliz | 108 | 30 00 |
| Cray, Bertha F J | 98 | 45 00 | Cox, Maggie M | 106 | 29 44 |
| Currie, Minnie | 98 | 45 00 | *Dalrymple, Mabel E | 108 | 40 00 |
| Deller, S M | 107 | 44 58 | Dunbrack, Maggie C | 106 | 29 44 |
| Dempsey, Isabel | 108 | 45 00 | *Dunlap, Jennie | 107 | 39 62 |
| Dowell, Jessie L | 108 | 45 00 | *Ervin, Annetta | 78 | 28 88 |
| Downey, Alice M | 98 | 45 00 | | | 7 31 |
| Downey, M N | 98 | 45 00 | *Feetham, Annie S | 66 | 24 44 |
| Findlay, Jessie M | 38 | 45 00 | Fisher, Laura F | 108 | 30 00 |
| Fulton, Mary | 106 | 44 16 | *Fultz, Chester L | 84 | 31 10 |
| Fultz, Florence M | 108 | 45 00 | Fultz, Mary E | 104 | 28 88 |
| Fulton, Susie | 107 | 44 58 | Gammell, Jeannette | 106 | 29 44 |
| Gaetz, Ella W | 108 | 45 00 | Giles, Agnes | 89 | 24 72 |
| Geddes, Wm M | 107 | 44 58 | Grant, A W | 107 | 29 72 |
| Grant, Mary J | 107 | 44 58 | Graham, Louise J | 107 | 29 72 |
| Hamilton, Mary A | 98 | 45 00 | Hartling, Ella J R | 83 | 23 05 |
| Harris, Minnie M | 98 | 45 00 | Hogan, Blanche | 106 | 29 44 |
| Hay, Minnie | 103 | 45 00 | Hubley, Winifred | 100 | 27 77 |
| Hennigar, Edith | 98 | 45 00 | Hutchinson, Lydia | 92 | 25 55 |
| Higgins, Hattie | 107 | 44 58 | *Hutt, Florence | 97 | 35 91 |
| Higgins, Roxana | 106 | 44 16 | Johnson, Isabella | 69 | 19 16 |
| Hume, Bessie W | 98 | 45 00 | *Langley, Cath F | 107 | 39 62 |
| Hume, Emma | 98 | 45 00 | Leslie, Lillian A | 58 | 18 88 |
| Jackson, M H | 98 | 45 00 | Mahony, Cath | 108 | 30 00 |
| Kaye, Hattie A | 98 | 45 00 | Mariyatt, Martha E | 89 | 24 72 |
| Kerr, Ida B | 98 | 40 83 | *Marsman, Florence | 93 | 34 43 |
| Leary, Katie E | 93 | 38 75 | Mason, Beatrice | 93 | 25 83 |
| Launcy, Ora P | 108 | 45 00 | Mitchell, Alice | 98 | 30 00 |
| Mabee, Ella A | 94 | 39 16 | Mortimer, J W | 98 | 27 21 |
| Mary John, Sister | 107 | 44 58 | Murphy, Henry | 106½ | 29 58 |
| Miller, Chas S | 108 | 45 00 | *McDonald Susie | 108 | 40 00 |
| Miller, Estella | 107 | 44 58 | Oland, Bessie | 107 | 29 72 |
| Murray, Mary | 98 | 45 00 | *Pollock, Maggie | 94 | 34 80 |
| McDonald, Agnes | 108 | 45 00 | *Seeton, Hattie | 103 | 38 14 |
| McDonald, Etta | 74 | 30 83 | *Sibley, Florence N | 108 | 40 00 |
| McDonald, N H | 103 | 42 91 | Sibley, Susan J K | 107 | 29 72 |
| McHeffey, Alice S | 103 | 42 91 | *Skerratt, Mary F | 99 | 36 65 |
| McIntosh, Wilhelmina | 106 | 44 16 | Sinclair, L B | 108 | 30 00 |
| McKay, B C | 98 | 45 00 | Smith, Alice | 85 | 23 61 |
| McKenzie, M A | 98 | 45 00 | Stevenson, Randolph | 100 | 27 77 |
| McLeod, Jno T | 108 | 45 00 | *Stewart, Maggie S | 54 | 20 00 |
| McPhail, Lizzie E | 108 | 45 00 | Stoddard, Blanche | 104½ | 29 02 |
| O'Brien, James | 20 | 8 33 | *Stoddard, Marg | 107 | 39 62 |
| O'Donnell, M E | 98 | 40 83 | Tait, Laura M | 78 | 21 66 |
| Osborne, Melissa | 107 | 44 58 | Walsh, Katharine | 108 | 30 00 |
| Pender, A M | 98 | 45 00 | Warner, Della M | 108 | 30 00 |
| Philpot, Ella | 108 | 45 00 | *Warner, Virginia K | 53 | 19 63 |
| Patnam, Charlotte | 77 | 32 08 | *Williams, Selina | 72 | 26 66 |
| Regina, Sister M | 107 | 44 58 | *Higgins, Arabella | 69 | 25 55 |
| Reid, Nancy A | 106 | 44 16 | McGunnigle, Janie | 106 | 29 44 |
| Roche Charles | 104 | 43 33 | | | |
| Ryan, Maggie | 18 | 7 49 | | | |
| Sedgewick, Wm H | 107 | 44 58 | Findlay, Sadie | 98 | 30 00 |

Assistant.

HANTS.

WEST.

| | | |
|---------------------|------|---------|
| McNealy, Murray | 108 | \$60 00 |
| Smith, J A | 108 | |
| Begg, Ellen C | 108 | 60 00 |
| Brooks, Ethel | 108 | 60 00 |
| Burton, Maggie R | 108 | 60 00 |
| Dill, Minnie R | 66 | 36 66 |
| Dimock, Maggie | 107 | 59 44 |
| Ferguson, Annie | 108 | 60 00 |
| McDopald, Henry | 103 | 57 21 |
| McLatchey, Blanche | 108 | 60 00 |
| McLatchey, Kate | 59 | 32 77 |
| McNealy, Clara A | 108 | 60 00 |
| Shaw, Emma | 108 | 60 00 |
| Smith, L M | 108 | 60 00 |
| Sterling, Annie | 103 | 57 21 |
| Vaughan, H M | 108 | 60 00 |
| Archib. Id, R. DeW | 108 | 45 00 |
| Armstrong, Julia | 108 | 45 00 |
| Bennett, Hanna | 107 | 44 58 |
| Burgoyne, N A | 108 | 45 00 |
| Caldwell, Winnie | 107 | 44 58 |
| *Canavan, Annie | 107 | 44 58 |
| Dimock, Annie | 108 | 45 00 |
| Duncanson, Grace | 108 | 45 00 |
| Fuller, Alice M | 107 | 44 58 |
| Goudy, Emily F | 108 | 45 00 |
| Hamilton, Helena H | 108 | 45 00 |
| Kerr, Bessie | 107½ | 44 79 |
| King, Lillian L | 106 | 44 16 |
| Laws Sophia G | 102½ | 42 71 |
| Lynch, Jessie A | 107 | 44 58 |
| Mariette, Emma | 108 | 45 00 |
| Miller, Gerorgetta | 99 | 41 25 |
| Miller, Mary M | 106½ | 44 37 |
| Miller, G William | 106 | 44 16 |
| McDonald, Mary | 108 | 45 00 |
| McHarrie, Agnes | 107½ | 44 79 |
| *Parker, Mary L | 100 | 41 66 |
| Pineo, Alice H | 108 | 45 00 |
| Salter, Orland | 108 | 45 00 |
| Saunders, Mabel | 108 | 45 00 |
| Shaw, Una V | 108 | 45 00 |
| Skaling, Ethel M | 64 | 26 66 |
| Stephens, Hattie S | 87 | 36 24 |
| Sturk, John U | 108 | 45 00 |
| Carmichael, Thos H | 107½ | 29 86 |
| *Dewis, Luella | 59 | 32 95 |
| *Ettinger, Aurelia | 74 | 27 40 |
| Fuller, Bessie | 107 | 29 72 |
| *Greenlaw, Hattie | 92 | 34 06 |
| Hopkins, Florence | 107 | 29 72 |
| Johnson, Florence E | 108 | 30 00 |
| Laws, Lillian F | 101 | 28 05 |
| McCulloch, Maggie | 96 | 35 54 |
| Mosher, Edna | 107½ | 29 86 |
| O'Brien, Helen G | 61 | 16 94 |
| Ried, Daisy | 83 | 23 05 |
| Smith, Floræ C | 108 | 30 00 |
| Wilson, Lizzie | 17 | 6 29 |

EAST HANTS.

| | | |
|-----------------|------|----------|
| Hebb, Bertha B | 107 | \$108 98 |
| Putnam, James F | 107½ | 109 49 |
| Brown, C W | 108 | 60 00 |
| McLean, J J | 108 | 60 00 |
| McNeil, Emily | 107½ | 59 72 |

| | | |
|----------------------|------|---------|
| Underwood, James | 48 | \$26 66 |
| DeWolfe, Loran A | 108 | 45 00 |
| Grant, Stella | 108 | 45 00 |
| Hennigar, Annie | 107 | 44 58 |
| *Hennigar, R W | 107 | 44 58 |
| Hutchinson, Grace | 99 | 41 25 |
| Logan, Bessie | 108 | 45 00 |
| Logan, Robt J | 108 | 45 00 |
| Maine, Eliza J | 102 | 42 50 |
| Mason, Annie | 107 | 44 58 |
| McDougall, Lois | 104 | 43 33 |
| McLellan, Mary | 103 | 42 91 |
| McLellan, Winnifred | 108 | 45 00 |
| Meek, G Geddie | 107½ | 44 79 |
| Murdoch, Selina | 107 | 44 58 |
| O'Brien, Mary | 107 | 44 58 |
| Parker, Adelia | 108 | 45 00 |
| Pratt, Nelson | 108 | 45 00 |
| Rines, Leenard | 104 | 43 33 |
| Shaw, Alice M | 88 | 36 66 |
| Stephens, Emma | 108 | 45 00 |
| Walker, Annie H | 108 | 45 00 |
| Walker, Helen G | 75 | 31 25 |
| Wadrope, Mabel | 108 | 45 00 |
| Weatherhead, Isabel | 108 | 45 00 |
| Wellwood, Sadie W | 20 | 8 33 |
| Whidden, Effie | 108 | 45 00 |
| Woodworth, Isabel | 107 | 44 58 |
| Blake, Elizabetha | 108 | 30 00 |
| Blakeney, Eva M | 103 | 28 60 |
| *Caid, Mary | 40 | 14 81 |
| Dimock, Effie | 108 | 30 00 |
| *Dunman, Isabel | 106 | 39 25 |
| Douglas, Sudio | 107 | 29 72 |
| Ettinger, Ella May | 83 | 23 05 |
| Fenton, R M | 108 | 30 00 |
| Holesworth, Mabel | 108 | 30 00 |
| Horne, Lizzie A | 104 | 28 88 |
| *Huntley, H B | 99½ | 36 84 |
| *Miller, Isabelle | 66 | 24 44 |
| Nelson, Georgina | 108 | 30 00 |
| O'Brien, Janie L | 108 | 30 00 |
| Parker, Alice B | 108 | 30 00 |
| Parker, Phoebe | 104 | 28 88 |
| *Power, Katie | 106 | 39 25 |
| Richardson, Louise | 49 | 13 60 |
| Robinson, Gertrude | 108 | 30 00 |
| *Rose, J Adams | 108 | 40 00 |
| *Ross, Annie J | 108 | 40 00 |
| Rutherford, Maggie E | 108 | 30 00 |
| Smith, Edith | 108 | 30 00 |
| Scott, George | 108 | 30 00 |
| Shea, Georgie E | 94½ | 26 24 |
| Shiple, Laura A | 108 | 30 00 |
| *Terhune, Lily M | 108 | 40 00 |
| Wallace, Flora B | 106 | 29 44 |
| *White, Mary B | 108 | 40 00 |
| Wright, Lidah A | 108 | 30 00 |

INVERNESS.

SOUTH.

| | | |
|------------------|-----|---------|
| Phelan, T M | 52 | |
| Calder, John | 34 | |
| Chisholm, R D | 6 | |
| Bluc, Malcolm | 101 | \$56 10 |
| Creed, John N | 108 | 60 00 |
| Connolly, J P | 107 | 59 44 |
| Chisholm, Duncan | 83½ | 46 39 |

| | | | | | |
|---------------------|------------------|----------|---------------------|-----|---------|
| *McDonald, Angus A | 95 | \$35 17 | Burgess, Lillie A | 107 | \$44 58 |
| *McMillan, Peter | 108 | 40 00 | Burgess, Ollie B | 108 | 45 00 |
| *McKenzie, Rod T | 20 | 7 40 | Cahill, Cassie | 108 | 45 00 |
| *McDonald, Alexr | 15 | 5 55 | Caldwell, Runie | 108 | 45 00 |
| McIntosh, A H | 54 | 15 00 | Challen, Bessie | 108 | 45 00 |
| McRae, I A | 108 | 30 00 | Cogswell Addie M | 20 | 8 33 |
| *McDonald, Maggie I | 80 | 29 62 | Coldwell, Fred A | 97 | 40 41 |
| McLellan, Mary C | 98 | 27 21 | Coldwell, Winnifred | 108 | 45 00 |
| Rankin, Duncan J | 108 | 30 00 | Coleman, Edna F | 5 | 2 08 |
| Ross, Amy L | 108 | 30 00 | Cox, Ethel L | 108 | 45 00 |
| *Roach, Didace W | 108 | 40 00 | Craig, James | 108 | 45 00 |
| Smith, Hugh A | 108 | 30 00 | Craig, Jennie | 107 | 44 58 |
| *Tompkins, Katie | 108 | 49 00 | Craig, Katie | 108 | 45 00 |
| McRae, Margaret | 107 | 29 72 | Foote, C Perry | 108 | 45 00 |
| McLeod, Colina | 77 | 21 38 | Foote, Cora A P | 85 | |
| McMillan, Christy | 108 | 30 00 | Gammon, Minerva | 108 | 45 00 |
| *McDonald, Angus A | 56 | 20 74 | Godfrey, Fanny A | 108 | 45 00 |
| McRae, John W | 71 | 19 71 | Johnson, Minnie G | 108 | 45 00 |
| McLeod, Buuyan | 107 | 29 72 | Jordan Jennie E | 108 | 45 00 |
| McMillan, Murdo | 104 | 28 88 | Kelly, Minnie A | 108 | 45 00 |
| McLennan, Daniel | 90 | 25 00 | Kirkpatrick, Lottie | 108 | 45 00 |
| McFarlane, Jas | 88 | 36 66 | Magee, Georgie | 108 | 45 00 |
| McLellan, Maggie A | 80 | 22 22 | McBride, Hattie L | 107 | 44 58 |
| <i>Assistants.</i> | | | McDougall, Marion | 108 | 45 00 |
| AuCoin, Herbert | 92 | 25 55 | McLaughlin, Minnie | 107 | 44 58 |
| Levert, John | 108 | 20 00 | McMillan, Altee M | 108 | 45 00 |
| McDonald, Joseph A | 79 | 14 63 | Mosher, A S | 51 | 21 25 |
| McDaniel, Annie E | 108 | 20 00 | Mosher, Maggie E | 107 | 44 58 |
| Roach, W. P. | 74 | 13 70 | Mosher, Rosalie | 53 | 22 08 |
| — | | | Mumford, Charlotte | 108 | 45 00 |
| KINGS. | | | Palmer, Charlotte E | 108 | 45 00 |
| Godfrey, J F | 108 | \$110 00 | Parker, Ida A | 108 | 45 00 |
| McLeod, Angus | 108 | | Parker, Essie | 108 | 45 00 |
| Nichols, E Hart | 108 | | Parsons, W H | 107 | 44 58 |
| Ross, Jennie W | 108 | | Perry, Geraldine | 108 | 45 00 |
| Fanks, Aurelia | 108 | 60 00 | Reid, Prim G | 81 | 33 75 |
| Best, Elsie M | 89 | 49 44 | Robinson, Clara | 108 | 45 00 |
| Best, Lillian G | 106 | 58 38 | Robinson, Ernest | 102 | 42 50 |
| Bishop, Judah L | 54 | 30 00 | Roy, Bessie | 108 | 45 00 |
| Borden, Carrie L | 107 ³ | 59 72 | Salter, Hattie | 108 | 45 00 |
| Bustin, H L | 108 | 60 00 | Sanford, Bertha | 64 | 26 66 |
| Carter, Bessie M | 98 | 54 43 | *Sanford, Grace | 86 | 35 83 |
| Coffin, Geo W | 54 | 30 00 | Shaw, Percy J | 108 | 45 00 |
| Hamilton, Bessie | 108 | 60 00 | Spinney, Helena | 106 | 44 16 |
| Lloyd, Kate A | 108 | 60 00 | Stapleton, W C | 108 | 45 00 |
| Lockhart, N J | 105 | 58 32 | Weaver, Sadie A | 101 | 42 08 |
| Osborne, U A | 108 | 60 00 | *West, Hattie W | 97 | 40 41 |
| Rathun, Florence | 108 | 60 00 | Wood, Berton J | 106 | 44 16 |
| Reid, Chas E | 108 | 60 00 | Wood, Clara A | 108 | 45 00 |
| Robinson, L D | 58 | 32 21 | Woodroffe, Laura | 107 | 44 58 |
| Saunders, W E | 108 | 60 00 | *Anderson, Iva D | 108 | 40 00 |
| Saunders, W W | 108 | 60 00 | *Balcom, Hattie L | 108 | 40 00 |
| Scott, Lily A | 108 | 60 00 | Beattie, Alma F | 107 | 29 72 |
| Wallace, Burpee W | 108 | 60 00 | Best, Carrie L | 102 | 28 33 |
| Webster, Winnifred | 108 | 60 00 | *Bolsar, Frank A | 73 | 27 03 |
| Wickwire, Bessie | 108 | 60 00 | *Bolsar, Mildred | 108 | 40 00 |
| Willet, Clara | 108 | 60 00 | *Bowles, L Burgess | 107 | 39 62 |
| Woodworth, W H | 108 | 60 00 | Bowles, Jennie B | 59 | 16 33 |
| Yuill, Etta J | 108 | 60 00 | *Brown, Marion C | 107 | 39 62 |
| Bacon, Bessie M | 102 | 42 50 | *Cameron, Hattie B | 99 | 36 65 |
| Boggs, Jessie E | 108 | 45 00 | *Chandler, E Maude | 40 | 14 81 |
| Borden, Lucy B | 54 | 22 50 | Chipman, Nellie | 108 | 30 00 |
| Bowles, Addie | 107 | 44 58 | Costley, Lizzie G | 44 | 16 29 |
| Burgess, Fannie A | 84 | 34 99 | Craig, Sadie N | 108 | 30 00 |
| | | | Etter, Norma C | 108 | 30 00 |
| | | | Harris, Layinia J | 108 | 29 44 |
| | | | *Hodges, Annie L | 106 | 39 25 |
| | | | *Howell, J Alonzo | 108 | 40 00 |
| | | | *Hutchinson, Lizzie | 79 | 29 25 |

| | | | | | |
|-----------------------|------|---------|--------------------|------|---------|
| *Jones, Estella A | 89 | \$32 95 | McLachlan, Ethel | 108 | \$45 00 |
| Kennikle, Flora M | 108 | 30 00 | McLachlan, Lelia | 108 | 45 00 |
| Kennikle, James L | 108 | 30 00 | Payzant, Annie | 104½ | 43 54 |
| Lake, Nellie | 108 | 30 00 | Sarty, Hannah | 107 | 44 58 |
| *Loomer, Minnie | 92 | 34 06 | Schnare, Jessie | 106 | 44 16 |
| *Lovely, Eliza J | 83 | 30 73 | Scott, Annie | 108 | 45 00 |
| McGregor, Laura | 20 | 5 55 | Smith, Laura | 107 | 44 58 |
| McKeown, Sadie | 108 | 30 00 | Starratt, Mildred | 108 | 45 00 |
| *Miller, Bertha | 5 | 1 85 | Stoddart, Marie | 108 | 45 00 |
| Phinney, Fred C | 107 | 29 72 | Strum, Mary | 108 | 45 00 |
| Roscoe, Josephine | 20 | 5 55 | Tobin, Ellen M | 108 | 45 00 |
| Shaw, Annie M | 108 | 30 00 | Tobin, Mary E | 108 | 45 00 |
| Simpson, Ruth B | 107 | 29 72 | Taylor, Belle | 93 | 38 75 |
| Somnerville, S Lizzie | 107½ | 29 86 | Walters, Ella M | 108 | 45 00 |
| Stark, Annie | 93 | 25 83 | Wentzell, Laura | 108 | 45 00 |
| Webster, Annie | 20 | 5 55 | Westhaver, Edna | 108 | 45 00 |
| *Webster, Lulu G | 108 | 40 00 | Whitman, Blanch | 107 | 44 58 |
| Welton, Jennie | 106 | 29 44 | Wile, Fanny I | 108 | 45 00 |
| Woodroffe, Lena | 108 | 30 00 | Wynacht, Agnes | 108 | 45 00 |
| Young, Jessie | 106 | 29 44 | Young, Francis | 108 | 45 00 |
| Hensley, Winnifred | 108 | 60 00 | Zinck, Ellie | 108 | 45 00 |
| | | | Zinck, Harriet | 108 | 45 00 |
| | | | Zwicker, C L | 108 | 45 00 |
| | | | Zwicker, Nettie | 108 | 45 00 |
| | | | Baker, Mary A H | 78 | 21 66 |
| | | | *Caldwell, H M | 44 | 16 29 |
| | | | Chesley, Jessie | 108 | 30 00 |
| | | | *DeLong, Lillie M | 106 | 39 25 |
| | | | Dunn, Ina E | 107 | 29 72 |
| | | | Eisenhauer, Annie | 108 | 30 00 |
| | | | Eisenhauer, Iona | 108 | 30 00 |
| | | | Ernst, Bessie | 108 | 30 00 |
| | | | Ernst, Ellen | 108 | 30 00 |
| | | | Ernst, Ida | 97 | 26 94 |
| | | | Fancy, Bessie | 108 | 30 00 |
| | | | *Fancy, Clara | 108 | 40 00 |
| | | | Faulkner, Beatrice | 106 | 29 44 |
| | | | Fitch, Clara | 108 | 30 00 |
| | | | Haines, Ada | 108 | 30 00 |
| | | | Haines, Taphenas | 108 | 30 00 |
| | | | *Hamm, Lilla | 107 | 39 62 |
| | | | Haughn, Lottie | 108 | 30 00 |
| | | | Hebb, Carmina | 107 | 29 72 |
| | | | Hebb, Lena S | 108 | 30 00 |
| | | | Hebb, Lois A | 108 | 30 00 |
| | | | *Heckman, A D | 108 | 40 00 |
| | | | Hennigar, Grace | 103 | 28 60 |
| | | | Herman, Bessie | 108 | 30 00 |
| | | | Herman, Letitia | 108 | 29 16 |
| | | | Herman, Lottie | 108 | 30 00 |
| | | | Herman, Naomi | 108 | 30 00 |
| | | | Hilton, Etta | 108 | 30 00 |
| | | | James, Ellen K | 108 | 30 00 |
| | | | *Johnson, Mary | 108 | 40 00 |
| | | | Johnson, T W | 108 | 30 00 |
| | | | Joudréy, Mary | 108 | 30 00 |
| | | | Kaulback, Laura | 108 | 30 00 |
| | | | *Kaulback, Maggie | 52 | 19 26 |
| | | | Kennedy, Lois | 108 | 30 00 |
| | | | Langille, Janet | 108 | 30 00 |
| | | | Langille, Zilpah | 98 | 27 21 |
| | | | Lohnes, Rosena | 108 | 30 00 |
| | | | Manning, Geo E | 102 | 30 00 |
| | | | Mattison, Eleanor | 108 | 30 00 |
| | | | Miles, Jennie | 107 | 29 72 |
| | | | Morash, Carrie | 108 | 30 00 |
| | | | Mossmann, Ida | 108 | 30 00 |
| | | | Mullck, Addie | 86 | 23 88 |
| | | | McConnell, M C | 108 | 30 00 |

LUNENBURG & NEW DUBLIN.

| | | |
|--------------------|------|----------|
| Hogg, H B | 108 | \$110 00 |
| McKittrick, B | 108 | |
| Roop, Agnes H | 108 | 60 00 |
| Crouse, Annie | 108 | 60 00 |
| Ernsr, Victoria | 108 | 60 00 |
| Gordon, Helen | 108 | 60 00 |
| Gow, John M | 108 | 60 00 |
| Haynes, R W E | 35 | 19 44 |
| Hewitt, Minnie | 108 | 60 00 |
| Lewis, Kate A | 108 | 60 00 |
| McKean, Alex | 107 | 59 44 |
| Selig, Louisa | 108 | 60 00 |
| Veinotte, Alice | 108 | 60 00 |
| Quinlan, J T | 67 | 37 21 |
| Begin, Thurston | 108 | 45 00 |
| Bell, Diadem | 108 | 45 00 |
| Bowers, M L | 108 | 45 00 |
| Card, Hattie | 108 | 45 00 |
| Corkum, Elmore | 108 | 45 00 |
| Cossmann, Minnie | 108 | 45 00 |
| Crawford, Florence | 108 | 45 00 |
| Daniels, Teresa | 108 | 45 00 |
| DeLong, Maud E | 106 | 44 16 |
| Eisenhauer, Mary | 105 | 43 75 |
| Ereno, Ethel | 108 | 45 00 |
| Emenot, Mary | 107½ | 44 79 |
| Ernest, Phebe | 108 | 45 00 |
| Faulkner, James | 94 | 39 16 |
| Gardner, Rosie | 108 | 45 00 |
| Harlow, R L | 108 | 45 00 |
| Heckman, Bessie | 6 | 2 49 |
| Herman, Maggie | 108 | 45 00 |
| Himmelman, Gert | 106 | 44 16 |
| Hirtle, Amanda | 108 | 45 00 |
| Keddy, Beatrice | 108 | 45 00 |
| Keddy, Bessie | 108 | 45 00 |
| Keddy, Louise | 108 | 45 00 |
| Kempton, Enos | 108 | 45 00 |
| Leary, Mary | 108 | 45 00 |
| Milbury, Laurella | 107 | 44 58 |
| Morash, Jessie | 108 | 45 00 |
| Mullock, Annie | 108 | 45 00 |
| McKean, Helena | 108 | 45 00 |

| | | |
|--------------------|-----|---------|
| *Naugler, Lucretia | 108 | \$40 00 |
| Newcombe, Bessie | 95 | 26 38 |
| Newcombe, Mabel | 98 | 27 21 |
| Neiford, Susie | 107 | 29 72 |
| Pearl, B G | 52 | 14 44 |
| Peters, Alina | 108 | 30 00 |
| Powers, Millie | 54 | 15 00 |
| *Powers, Millie | 23 | 8 51 |
| *Publicover, Lida | 84 | 31 10 |
| Ramey, Ada | 54 | 15 00 |
| Richardson, Emily | 108 | 30 00 |
| Schnare, Clara | 108 | 30 00 |
| Smith, Ada A | 108 | 30 00 |
| Smith, Miriam | 108 | 30 00 |
| *Spidle, Laura | 108 | 40 00 |
| Strum, Emma | 108 | 30 00 |
| Taylor, Annie S | 105 | 29 16 |
| Taylor, Annie S | 79 | 21 94 |
| Taylor, L A | 108 | 30 00 |
| Wagner, Lizzie | 108 | 30 00 |
| *Ward, Jessie | 60 | 22 22 |
| Weagle, Jas A | 108 | 30 00 |
| Wentzell, Hattie | 94 | 26 10 |
| Wentzell, Jemima | 108 | 30 00 |
| Westhaver, Anice | 44 | 12 22 |
| *Wile, Annie C | 52 | 19 26 |
| Wile, Laura | 108 | 30 00 |
| Winot, Lila T | 108 | 30 00 |
| *Young, Ellen T | 53½ | 19 82 |

CHESTER.

| | | |
|------------------|------|---------|
| Kelly, Jessie | 49 | \$27 21 |
| Mills, Hattie | 108 | 60 00 |
| Morton, R F | 106 | 58 88 |
| Butler, Mary | 108 | 45 00 |
| Fleet, L M | 104 | 43 33 |
| Hebb, Elsie | 107 | 44 58 |
| Hiltz, Jessie | 107½ | 44 79 |
| Hogan, H R | 107 | 44 58 |
| Hyson, R E | 108 | 45 00 |
| Lantz, Jessie | 107½ | 44 79 |
| Leslie, Sadie | 103 | 42 91 |
| Milner, Maud | 52 | 21 66 |
| Skerry, Ellen | 107 | 44 58 |
| Sweinimer, Susie | 108 | 45 00 |
| Webber, Emily | 108 | 45 00 |
| Wile, Maud | 103 | 42 91 |
| Woodworth, B | 108 | 45 00 |
| Zinck, Lilla | 108 | 45 00 |
| Duncan, John | 59 | 16 38 |
| *Fancy, Lois | 108 | 40 00 |
| Francy, Cassie. | 101 | 28 05 |
| Hatchard, Clara | 106 | 29 44 |
| Hayes, Emma | 20 | 5 55 |
| Mills, Alma | 54 | 15 00 |
| *Mills, May D | 108 | 40 00 |
| *Ross, Emily | 54 | 20 00 |
| *Skerry, Alice | 98 | 36 28 |
| Webber, Bessie | 108 | 30 00 |
| Webber, Hattie | 108 | 30 00 |

PICTOU.

SOUTH.

| | | |
|--------------------|-----|---------|
| Campbell, Robert A | 108 | \$90 00 |
| Magee, W H | 108 | 90 00 |
| Soloan, David | 108 | 110 00 |
| Cameron, Maggie S | 108 | 60 00 |

| | | |
|-----------------------|------|---------|
| Creighton, W O | 76 | \$42 21 |
| Dunbar, William | 24 | 13 33 |
| Forbes, John W | 105 | 58 32 |
| Johnson, Isabel | 108 | 60 00 |
| McDonald, Christina S | 10 | 5 55 |
| McKaracher, Mary | 108 | 60 00 |
| Mackay, Minnie | 108 | 60 00 |
| McKenzie, A S | 108 | 60 00 |
| McLean, Cassie E | 108 | 60 00 |
| McLeod, Mary E | 107 | 59 44 |
| Muir, Michael | 108 | 60 00 |
| Ross, Christina M | 108 | 60 00 |
| Thompson, D R | 108 | 60 00 |
| Thompson, Lizzie | 108 | 60 00 |
| Wilson, Mary | 108 | 60 00 |
| Barclay, Della C | 108 | 45 00 |
| Cameron, Margaret | 108 | 45 00 |
| Cameron, Jessie | 54 | 22 50 |
| Cameron, Lizzie M | 108 | 45 00 |
| Carroll, Katie J | 108 | 45 00 |
| Cavanagh, Maria | 108 | 45 00 |
| Chisholm, Mary M | 108 | 45 00 |
| Copeland, A W | 108 | 45 00 |
| Cruikshank, Annie | 21 | 8 74 |
| Cruikshank, Margaret | 86 | 35 83 |
| Cunningham, Annie | 108 | 45 00 |
| Cunningham, Mary B | 88 | 36 66 |
| Dewar, Anna J | 106 | 44 16 |
| Douglas, Murray | 108 | 45 00 |
| Dunbar, Eliza | 20 | 8 33 |
| Falconer, Mary E | 63½ | 26 45 |
| Fraser, Maggie T | 98 | 40 83 |
| Grant, Jessie E | 108 | 45 00 |
| Grant, Christiana | 108 | 45 00 |
| Grant, Minnie | 108 | 45 00 |
| Han 'on, Lena | 108 | 45 00 |
| Harivel, Sophia | 20 | 8 33 |
| Henderson, J W | 108 | 45 00 |
| Huggan, Jessie F | 23 | 9 58 |
| Johnston, Janet C | 108 | 45 00 |
| McDonald, Blanche | 54 | 22 50 |
| McDonald, Mary | 108 | 45 00 |
| McDongall, Janet | 107 | 44 58 |
| McGregor, Ellen | 108 | 45 00 |
| McIntosh, Isabella M | 108 | 45 00 |
| McKenzie, Hannah | 67 | 27 91 |
| McKim, John J | 85 | 35 41 |
| McLaren, Lottie M | 89 | 37 08 |
| McLean, Cassie | 108 | 45 00 |
| McLean, Jessie | 108 | 45 00 |
| McLean, Minnie | 108 | 45 00 |
| McLeod, Daniel F | 20 | 8 33 |
| McLeod, David F | 30 | 12 50 |
| McLeod, Annie | 106 | 44 16 |
| McLeod, Kate | 108 | 45 00 |
| McPhie, Maude | 107 | 44 58 |
| Maxwell, Bessie B | 108 | 45 00 |
| Munro, Mary E | 108 | 45 00 |
| Munro, Esther M | 108 | 45 00 |
| O'Neil, Annie | 108 | 45 00 |
| Ross, Maggie | 84 | 34 99 |
| Ross, Maggie | 24 | 9 99 |
| Ross, John S | 108 | 45 00 |
| Ross, Etta | 108 | 45 00 |
| Roy, Sadie D | 103 | 42 91 |
| Roy, Harriet | 107½ | 44 79 |
| Russell, Martha C | 108 | 45 00 |
| Sivright, William | 108 | 45 00 |
| Smith, Alonzo A | 108 | 45 00 |

| | | | | | |
|---------------------|------|---------|---------------------|-----|----------|
| Marshall, E M | 108 | \$45 00 | Bissett, Amy M | 107 | \$29 72 |
| McAdams, Joshua | 108 | 45 00 | Bonin, Mary E | 107 | 29 72 |
| McAdams, Sophia | 107½ | 44 79 | Boyd, Sarah E | 108 | 30 00 |
| Wentzell, Annie | 108 | 45 00 | Boyd, Mary D | 108 | 30 00 |
| Woodbur, Lillie | 89½ | 37 29 | Campbell, Jessie E | 91 | 25 27 |
| *Arthur, Linnie | 103 | 38 14 | Currie, A Lawrence | 88 | 24 44 |
| Chandler, Sadie | 94 | 26 10 | Deagle, Joseph | 108 | 30 00 |
| *Decker, Mary E | 108 | 40 00 | Doyle, Sarah J | 108 | 30 00 |
| Donnelian, C C | 102 | 28 33 | Doyle, Maggie M | 78 | 21 66 |
| *Frellick, Audella | 107 | 39 62 | Doyle, Ellen J | 107 | 29 72 |
| Gardner, Nora | 108 | 30 00 | Ferguson, Annie | 108 | 30 00 |
| Godfrey, Essie | 108 | 30 00 | Grant, Cassie J | 108 | 30 00 |
| *Gross, Ella | 56 | 20 74 | Johnson, Daniel J | 90 | 27 49 |
| *Harlow, Flora | 108 | 40 00 | Keating, Eva | 108 | 30 00 |
| McGowan, Susie | 108 | 30 00 | King, Benj J | 103 | 23 60 |
| *Shea, Minnie | 101 | 37 40 | Langiey, Albert J | 58 | 16 10 |
| Smith, Evangeline | 108 | 30 00 | Langley, Etta | 108 | 30 00 |
| Taylor, Emma E | 107 | 29 72 | Leblanc, Hyacinth | 15 | 4 16 |
| NORTH. | | | Leblanc, Amedee | 108 | 30 00 |
| Kaulback, Mary | 108 | 60 00 | McAskill, Sadie F | 108 | 30 00 |
| Bent, Minnie S | 108 | 45 00 | MacDonald, Peter | 108 | 30 00 |
| Freeman, Mary E | 108 | 45 00 | McDonald, Hector | 108 | 30 00 |
| Harlow, Susie | 105½ | 43 96 | MacDonald, John A | 28 | 7 77 |
| Kempton, Ross | 106½ | 44 37 | McLellan, John A | 108 | 30 00 |
| Minard, Clara | 106 | 44 16 | McLeod, Malcom A | 89 | 24 72 |
| Thompson, Eva | 75 | 31 25 | Macmillan, N A | 108 | 30 00 |
| Waterman, Stella | 87 | 36 24 | MacNeil, Peter D | 108 | 30 00 |
| Boyle, Rose L | 108 | 30 00 | McKae, Maria | 108 | 30 00 |
| Cushing, Edward | 108 | 30 00 | Martell, Eliza J | 108 | 30 00 |
| *Douglas, Elvie | 98 | 36 28 | Matheson, Katie M | 91 | 25 27 |
| Freeman, Jessie | 104 | 28 88 | Morrison, Ella C | 67 | 18 60 |
| *Hunt, Minnie | 68 | 25 18 | Morrison, Elizabeth | 108 | 30 00 |
| *Hunt, Sophia | 108 | 40 00 | Nelson, Cyrus E | 108 | 30 00 |
| Silver, Josephine | 54 | 15 00 | Nelson, Gustave A | 108 | 30 00 |
| Telfer, Ada | 100 | 27 77 | Poirier, Jeffrey H | 108 | 30 00 |
| McMillan, Nellie | 108 | 30 00 | Sampson, Florence M | 108 | 30 00 |
| RICHMOND. | | | Sinclair, Elizabeth | 94 | 26 10 |
| Campbell, D H | 108 | \$60 00 | Sinclair, John J | 95 | 26 38 |
| Gillis, Angus | 108 | 60 00 | Thibcau, Peter | 108 | 30 00 |
| McGarry, P A | 108 | 60 00 | Urquhart, Christina | 72 | 19 99 |
| McIntyre, A A | 108 | 60 00 | *Benoit, Marie L | 85 | 31 47 |
| McLean, Donald | 24 | 13 33 | *Boucher, Susan | 108 | 40 00 |
| Morrison, A E | 108 | 60 00 | *Cameron, Emma M | 108 | 45 00 |
| Pejen, Mary A | 108 | 45 00 | *Foret Maria R | 108 | 40 00 |
| Bissett, Mary | 108 | 45 00 | *McAskill, John | 76 | 28 14 |
| Campbell, Daniel A | 105 | 43 75 | *McDonald, Mary | 108 | 40 00 |
| Doyle, Emma M | 108 | 45 00 | *Macneil, M G | 108 | 40 00 |
| Ferguson, John A | 108 | 45 00 | *McRae, Dan K | 108 | 40 00 |
| LeBlanc, Patrick A | 108 | 45 00 | *Ross, Wm T | 108 | 40 00 |
| McDonald, John H | 106 | 44 16 | *Urquhart, Dolena | 108 | 40 00 |
| Macdonald, Mary A | 108 | 45 00 | *White, Mary A | 69 | 25 55 |
| McKillop, Ewen D | 107 | 44 58 | *Wilson, Mary B | 20 | 7 40 |
| McLean, Dan | 108 | 45 00 | SHELBURNE. | | |
| *McLeod, Hu A | 89 | 37 08 | Bruce, C S | 106 | |
| McLeod, Hannah M | 54 | 22 56 | Doherty, D P | 108 | \$110 00 |
| Macrae, Christina A | 108 | 45 00 | Craig, N R | 108 | 60 00 |
| Major, Wm | 93 | 38 75 | Hogg, Maggie | 107 | 59 44 |
| Nelson, J Scott | 108 | 45 00 | Leslie, Josephine | 107 | 59 44 |
| Sr St Antoine | 108 | 45 00 | Best, Linda | 108 | 45 00 |
| “ Pelagia | 108 | 45 00 | Burnaby, E | 108 | 42 91 |
| “ Margaret | 108 | 45 00 | Copeland, L W | 108 | 45 00 |
| “ Evaristus | 66 | 27 49 | Cox, Ella R | 48 | 20 00 |
| “ Mary of C | 66 | 27 49 | Crowell, Lizzie | 108 | 45 00 |
| “ Mary | 66 | 27 49 | Dall, Mary | 107 | 44 58 |
| | | | Etherington, A A | 108 | 45 00 |

| | | | | | |
|-----------------------|------|---------|-----------|--|--|
| Giffin, C B | 97½ | \$40 62 | | | |
| Goodick, J D | 108 | 45 00 | | | |
| Hagen, L | 107 | 44 58 | | | |
| Harding, E J | 108 | 45 00 | | | |
| Harlow, A C | 106½ | 44 37 | | | |
| Kempton, S | 108 | 45 00 | | | |
| Lyle, E R | 106 | 44 16 | | | |
| Mack, E E | 104 | 43 33 | | | |
| Martin, Bell | 59 | 24 58 | | | |
| MacAlpine, E | 107 | 44 58 | | | |
| Morrison, Ida | 108 | 45 00 | | | |
| Quinlan, S W | 108 | 45 00 | | | |
| Sutherland, B | 108 | 45 00 | | | |
| Sutherland, E | 108 | 45 00 | | | |
| Swin, Lina | 87 | 36 24 | | | |
| Allen, Selina | 108 | 30 00 | | | |
| *Frude, G M | 107 | 39 62 | | | |
| Geddes C D | 108 | 30 00 | | | |
| Gibbons, Miles | 108 | 30 00 | | | |
| Giffin, Nettie | 108 | 30 00 | | | |
| Gosbee, Althea | 97 | 26 94 | | | |
| Harding, Janic | 108 | 30 00 | | | |
| Huskins, Gurden | 108 | 30 00 | | | |
| Hogg, A C | 107 | 29 72 | | | |
| Hupman, E | 105 | 29 16 | | | |
| Kendrick, B | 108 | 30 00 | | | |
| McLean, E B | 94 | 26 10 | | | |
| *MacGowan, Flo | 49 | 18 14 | | | |
| Smith, L J | 84 | 23 33 | | | |
| Snow, J M | 74 | 20 55 | | | |
| BARRINGTON. | | | | | |
| Brown, Gertrude | 107 | 59 44 | | | |
| Crosby, F R | 108 | 60 00 | | | |
| Fisher, L Lou | 107 | 59 44 | | | |
| Huestis, A B | 106 | 58 88 | | | |
| Parker, W B | 108 | 60 00 | | | |
| Taylor, F W | 107½ | 59 72 | | | |
| Abbott, Cora | 98 | 40 83 | | | |
| Bingay, A A | 106 | 44 16 | | | |
| Bower, Eliza | 108 | 45 00 | | | |
| Brown, H G | 106 | 44 16 | | | |
| Crowell, A L | 108 | 45 00 | | | |
| Etherington, L | 106 | 44 16 | | | |
| Goodwin, E M | 104 | 43 33 | | | |
| Henderson, J M | 108 | 45 00 | | | |
| *Hean, Minnie | 106 | 44 16 | | | |
| Kempton, M L | 108 | 45 00 | | | |
| MacMillan, L | 100 | 41 66 | | | |
| *Nickerson, L J | 57½ | 23 96 | | | |
| Nickerson, M | 107½ | 44 79 | | | |
| Wallace, E B | 105 | 43 75 | | | |
| Wilson, L L | 108 | 45 00 | | | |
| Bond, M G | 108 | 36 00 | | | |
| Brannen, L D | 102 | 28 33 | | | |
| Crowell, E D | 108 | 30 00 | | | |
| Crowell, C | 108 | 30 00 | | | |
| Goulden, A | 92 | 25 55 | | | |
| Huestis, M B | 99 | 27 49 | | | |
| Kennedy, G | 108 | 30 00 | | | |
| Locke, L S | 108 | 30 00 | | | |
| Lyons, E J | 108 | 30 00 | | | |
| *MacGowan, Flo | 50 | 18 52 | | | |
| Matheson, A A | 103 | 28 60 | | | |
| Nickerson, H | 103 | 28 60 | | | |
| Sutherland, R | 108 | 30 00 | | | |
| Swain, F E | 106½ | 29 58 | | | |
| *Tobin, Minnie | 69 | 25 55 | | | |
| | | | VICTORIA. | | |
| McPhee, Margaret | 108 | | | | |
| McIntosh, Anna B | 108 | \$60 00 | | | |
| Miller, Bessie | 108 | 60 00 | | | |
| Foyle, Lizzie H | 108 | 45 00 | | | |
| McKenzie, M J | 108 | 45 00 | | | |
| *McIver, Ida C | 108 | 45 00 | | | |
| McLellan, A N | 108 | 45 00 | | | |
| McLeod, Kenneth | 64 | 26 66 | | | |
| McIver, I A | 108 | 45 00 | | | |
| McDonald, Hanna | 108 | 45 00 | | | |
| McLeod, J D' | 167 | 44 58 | | | |
| McLeod, Christina | 108 | 45 00 | | | |
| McMillan, Allan | 108 | 45 00 | | | |
| McLennan, Agnes J | 108 | 45 00 | | | |
| Murison, Charles J | 108 | 45 00 | | | |
| McLean, Isabella | 108 | 45 00 | | | |
| Nicholson, Dan J | 108 | 45 00 | | | |
| Miller, Alexander W | 108 | 45 00 | | | |
| McInnes, K J | 75½ | 31 46 | | | |
| McRae, Minnie A | 102 | 42 50 | | | |
| Campbell, Jos R | 105 | 29 16 | | | |
| Kiley, Mary A | 108 | 30 00 | | | |
| Hartigan, Lizzie | 108 | 30 00 | | | |
| Morison, Dan B | 108 | 30 00 | | | |
| Morgan, Addie M | 108 | 30 00 | | | |
| McKenzie, Angus D | 102 | 28 33 | | | |
| *McRitchie, Dan J | 86 | 31 84 | | | |
| McLeod, A G | 35 | 9 72 | | | |
| McDonald, Christina | 91 | 25 27 | | | |
| McAskill, Duncan | 95 | 26 38 | | | |
| McLeod, Margaret | 99 | 27 49 | | | |
| McIver, Angus | 107 | 29 72 | | | |
| McNeil, R D R | 108 | 30 00 | | | |
| *McKenzie, John | 20 | 7 40 | | | |
| McLellan, Murdoch | 108 | 30 00 | | | |
| McIver, J W | 108 | 30 00 | | | |
| McLeod, Mary B | 63 | 17 50 | | | |
| McIver, Flora | 108 | 30 00 | | | |
| McKay, Georgina M | 108 | 30 00 | | | |
| Montgomery, Jessie | 108 | 30 00 | | | |
| *McDonald, Malcolm | 107 | 39 62 | | | |
| *Morrison, Cassie | 101 | 37 40 | | | |
| *McLeod, Christina | 108 | 40 00 | | | |
| McRae, Jessie D | 108 | 30 00 | | | |
| McIver, Henry A | 54 | 15 00 | | | |
| McDonald, Mary A | 108 | 30 00 | | | |
| Munro, Lily | 103 | 28 60 | | | |
| McKinnon, Annie | 98 | 27 21 | | | |
| McIver, Norman | 108 | 30 00 | | | |
| McIver, Tena | 104 | 28 88 | | | |
| McLeod, Mary | 108 | 30 00 | | | |
| McNeil, James M | 97 | 26 94 | | | |
| McDonald, Lyla | 108 | 30 00 | | | |
| McGregor, Florence | 93 | 27 21 | | | |
| Smith, Annie M | 108 | 30 00 | | | |
| *Watson, Isabel | 98 | 36 28 | | | |
| Campbell, Belle M | 108 | 30 00 | | | |
| McRitchie, H D | 108 | 30 00 | | | |
| Morrison, Catherine E | 38 | 10 55 | | | |
| McKenzie, Florence | 108 | 30 00 | | | |
| McLean, John B | 98 | 27 21 | | | |
| McLeod, Murdoch D | 69 | 19 16 | | | |
| *McCaskill, C J E | 106 | 39 25 | | | |
| McLennan, A J | 103 | 28 60 | | | |
| McKenzie, Dan A | 74 | 20 55 | | | |
| *McIver, Murdoch N | 67 | 24 81 | | | |
| McKay, M A | 74 | 20 55 | | | |
| McEachen, L A | 99 | 27 49 | | | |

YARMOUTH.

| | | |
|-------------------|------|-------|
| Cameron, A | 99 | \$ |
| Forbes, A | 133½ | |
| Kempton, W F | 107 | 59 44 |
| Archibald, M | 106 | 58 38 |
| Allen, S B | 20 | 11 11 |
| Beveridge, W | 108 | 30 00 |
| Blackadar, R L | 107 | 59 44 |
| Cain, G H | 106 | 58 88 |
| Cameron, E H | 15 | 8 32 |
| Goudy, Theo | 107 | 59 44 |
| Guierison, Jean | 107 | 59 44 |
| Hibbert, Lizzie | 107 | 59 44 |
| Hilton, Amy | 106 | 58 88 |
| Homer, A W | 107 | 59 44 |
| Huestis, H A | 29 | 16 11 |
| MacInnis, A D | 108 | 60 00 |
| Munro, Ada | 106 | 58 88 |
| Nickerson, A W | 108 | 60 00 |
| Rogers, Benj | 103½ | 57 49 |
| Skinner, M L | 45 | 24 99 |
| Starratt, S A | 107 | 59 44 |
| Trask, Logan | 107½ | 59 72 |
| Trefry, A G | 106 | 58 88 |
| Wade, Louisa | 106 | 58 88 |
| Webster, Bell | 105 | 58 32 |
| Allen, F L | 104 | 43 33 |
| Bingay, Louisa | 108 | 45 00 |
| Bond, A B | 107½ | 44 79 |
| Brown, Florence | 87 | 36 24 |
| Carty, M E | 105 | 43 75 |
| Chipman, A | 92 | 38 33 |
| Christie, C B | 107 | 44 58 |
| Churchill, O | 107 | 44 58 |
| Cook, B E | 107 | 44 58 |
| Crosby, J H | 106 | 44 16 |
| Crosby, Susan | 106 | 44 16 |
| Crosby, L M | 68 | 28 33 |
| Crowell, B F | 78 | 32 50 |
| Delamere, S P | 101 | 42 08 |
| Doane, Maggie | 105 | 43 75 |
| Doleman, E P | 108 | 45 00 |
| Goodwin, Sadie | 108 | 45 00 |
| Goudy, L A | 86 | 35 83 |
| Harris, Viola | 106 | 44 16 |
| Hopkins, J | 107 | 44 58 |
| Mackay, Janet | 107 | 44 58 |
| Metzke, Olivia | 106 | 44 16 |
| Moses, Winifred | 101 | 42 08 |
| Patten, L C | 108 | 45 00 |
| Parker, S H | 25 | 10 41 |
| Rogers, N S | 103½ | 43 12 |
| Sims, Winifred | 108 | 45 00 |
| Sutherland, A | 108 | 45 00 |
| Tedford, J H | 108 | 45 00 |
| Trask, A E | 108 | 45 00 |
| Beveridge, Paulie | 37 | 10 27 |
| *Churchill, S | 106 | 39 25 |
| *Doucet, Addie | 20 | 7 40 |

| | | |
|-----------------|------|---------|
| Hamilton, W | 108 | \$30 00 |
| *Jones Martha E | 93 | 34 43 |
| Morehouse, L G | 107 | 29 72 |
| Mullan, N C | 108 | 30 00 |
| Pierce, Mabel | 102 | 28 33 |
| *Porter, Mary E | 107 | 39 62 |
| Purdy, Maud | 107½ | 29 96 |
| Purney, M G | 108 | 30 00 |
| Smith, Ada | 101 | 37 40 |
| Soley, Blanche | 107 | 29 72 |
| *Tedford, A | 45 | 16 66 |
| Weston, M L | 108 | 30 00 |

Assistant.

| | |
|------------------|-----|
| Tooker, Beatrice | 57½ |
|------------------|-----|

ARGYLE.

| | | |
|-------------------|-----|-------|
| Bigney, E M | 108 | 60 00 |
| Fox, Arthur D | 106 | 58 88 |
| Martin, O McN | 107 | 59 44 |
| Moss, Judsou A | 107 | 59 44 |
| Brown, M S | 106 | 44 16 |
| Doucet, Emily | 101 | 42 08 |
| Enslow, Lizzie | 107 | 44 58 |
| Hearney, Lizzie | 108 | 45 00 |
| Hilton, M M | 108 | 45 00 |
| Jordan, M T | 107 | 44 58 |
| Knowles, Ina | 108 | 45 00 |
| LeBlanc, Emily | 108 | 45 00 |
| MacCarthy, Ella | 108 | 45 00 |
| MacCarthy, E L | 106 | 44 16 |
| MacKay, J G | 107 | 44 58 |
| Martin, Kate | 108 | 45 00 |
| Palmer, Bessie | 107 | 44 58 |
| Sister Miriam | 102 | 42 50 |
| Sister Eulalia | 108 | 45 00 |
| Sister Stanislaus | 108 | 45 00 |
| Taylor, M L | 108 | 45 00 |
| Amiro, Dorothy | 107 | 29 72 |
| Amiro, Emily | 108 | 30 00 |
| Bourque, M M | 105 | 29 16 |
| D'Entremont, A | 108 | 30 00 |
| D'Entremont, G H | 108 | 30 00 |
| Duncanson, L L | 75 | 20 82 |
| Gavel, J I | 54 | 15 00 |
| Johnson, L | 108 | 30 00 |
| LeBlanc, J B | 108 | 30 00 |
| Meuse, Eliz | 108 | 30 00 |
| *Mood, Lily | 40 | 14 81 |
| Nickerson, E | 107 | 29 72 |
| Patten, K F | 53 | 14 71 |
| Porter, E M | 100 | 27 77 |
| Rudolph, B E | 108 | 30 00 |
| Sister Gonzaga | 102 | 28 33 |
| Suret, Emily | 106 | 29 44 |
| *Suret, R A | 48 | 17 77 |
| Suret, Zach | 94½ | 26 24 |

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.

THIS IS TO CERTIFY that under the authority of the Council of Public Instruction of Nova Scotia, as authorized in section 63, chapter 1, of the Acts of 1895, (see Manual of the School Law, 1895, page 27,) the Annual Meeting of the following School Sections has been fixed to be held on the last Monday in March, from year to year, until further notice.

Education Office, Halifax, Nova Scotia, }
9 March, 1896.

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

HALIFAX WEST.

- No. 4.....Head Harbor.
- " 8.....Indian Harbor.
- " 27.....Ketch Harbor

- No. 66.....Head Chezzetcook.
- " 68.....Lower East Chezzetcook.

HALIFAX EAST.

- No. 16.....West Petpiswick.
- " 6.....Oyster Pond, Jeddore.
- " 7.....Lower East Jeddore.
- " 13.....Murphy's Cove.

- No. 14.....Pleasant Harbor.
- " 15.....Tangier.
- " 18.....Spry Bay, Henley.
- " 3c.....Bowser's.

LUNENBURG AND NEW DUBLIN.

- No. 3½.....Upper Centre.
- " 4.....Gordon Lots.
- " 5.....Blue Rocks.
- " 6.....Black Rocks.
- " 7.....Heckman's Island.
- " 8.....1st South.
- " 9.....Middle South.
- " 10.....Feltzen, South.
- " 11.....Upper Rose Bay.
- " 12.....Lower Rose Bay.
- " 13.....Upper Kingsburg.
- " 14.....Lower Kingsburg.
- " 15.....Ritcey's Cove.
- " 16.....Lower LaHave.
- " 17.....Park's Creek.
- " 18.....Middle LaHave.
- " 19.....St. Matthews.
- " 20.....Summerside.

- No. 22.....North West.
- " 23.....Fauxbourg.
- " 25.....Mader's Cove.
- " 27.....Oakland.
- " 28.....Indian Point.
- " 29.....Martin's River.
- " 65.....Conquerall Bank.
- " 66.....Pleasantville.
- " 67.....Fralig's.
- " 68.....Pentz's.
- " 73.....Mt. Pleasant.
- " 76.....Cherry Hill.
- " 77.....Vogler's Cove, W.
- " 93.....Indian Point.
- " 101.....Herman's Island.
- " 103.....Corkum's Island.
- " 105.....Vogler's Cove, E.

CHESTER.

- No. 15.....Gold River.
- " 15½.....Gold River.
- " 16.....Martin's Point.
- " 17.....Indian Point.
- " 18.....Blandford.
- " 19.....Bayswater.

- No. 20.....Fox Point.
- " 23.....N. W. Cove.
- " 24.....Mill Cove.
- " 28.....Pine Plain.
- " 29.....Deep Cove.

QUEENS.

- No. 2.....Port Jolie.
- " 5.....Hunt's Point.

- No. 18.....Gull Island.

ARGYLE.

- No. 10.....North Belleville.
- " 10½.....South Belleville.
- " 11.....Argyle Sound.
- " 18.....Abram's River.

- No. 19.....Suret's Island.
- " 20.....Sluice Point.
- " 22.....Tusket Hill.
- " 27.....Bell Neck.

BARRINGTON.

No. 13.....Bear Point.

No. 14.....Shag Harbour.

SHELBURNE.

No. 4.....Middle West Sable.
 " 5.....Louis Head.
 " 14½.....Upper West Jordan.

No. 20.....Birch Town.
 " 34.....Churchover.

DIGBY.

No. 42.....Tiverton.

ANTIGONISH.

No. 32.....Harbor Bouchie.
 " 33.....East Harbor Bouchie.

No. 70.....Auld's Cove.

GUYSBORO.

No. 38.....Steep Creek.
 " 39.....Middle* Melford.
 " 39½.....Sand Point.
 " 40.....Oyster Ponds.
 " 32.....St. Francis Harbor.
 " 31.....Clam Harbor.
 " 14.....Sandy Cove.
 " 15.....Half Way Cove.
 " 16.....Crow Harbor.
 " 17.....Half Island Cove.
 " 18.....Black Point.
 " 53.....Dover.

No. 21.....Upper White Head.
 " 22.....Lower White Head.
 " 55.....Yankes Cove.
 " 23.....Port Felix.
 " 24.....Cole Harbor.
 " 25.....Charles Cove.
 " 25A.....Larry's River.
 " 25C.....Gammond Point.
 " 13.....New Harbor.
 " 51.....Coddle's Harbor.
 " 47.....Seal Harbor.
 " 40.....Fisherman's Harbor

ST. MARY'S.

No. 27.....Port Beckerton.
 " 21.....Port Hilford.
 " 20.....Wine Harbor.
 " 23.....Sonora.
 " 28.....Gegogan.
 " 19.....Lower Liscomb.

No. 18.....Middle Liscomb.
 " 29.....West Liscomb.
 " 17.....Liscomb Mills.
 " 16.....Marie Joseph.
 " 15.....Ecum Secum.

RICHMOND.

No. 1.....Acadiaville.
 " 2.....Port Royal.
 " 3.....Janvrin's Island.
 " 5.....Poulamond.
 " 6.....Martinique.
 " 10.....Cap-la-Ronde.
 " 12.....Richmond Mines.
 " 13.....Port Malcolm.
 " 15.....Basin.
 " 15½.....East Basin.
 " 17.....St. Louis.
 " 17½.....Grand Digue.
 " 19.....Seaview.
 " 21.....Cape George.
 " 26.....Beaver's Cove.
 " 27.....Rockdale.
 " 23.....L'Ardoise.
 " 29.....Point Micheau.

No. 33.....Fourché.
 " 34.....Head Loch Lomond.
 " 37.....Red Islands.
 " 39.....Soldier's Cove.
 " 41.....Lynch's River.
 " 42.....River Bourgeois.
 " 43.....Cannes.
 " 45.....Grand River Road.
 " 46.....Framboise.
 " 52.....Stirling.
 " 54.....Point Marache.
 " 57.....Ed yards.
 " 59.....Cape Breton.
 " 61.....Lewis Cove Road.
 " 62.....Grand Grave.
 " 65.....Port Richmond.
 " 66.....Pórierville.
 " 68.....Huveaville.

CAPE BRETON.

No. 60.....Batéston.
 " 61.....Clarke's Road.
 " 75.....French Road.
 " 76.....Gabusus.
 " 76½.....Gabusus Bay.

No. 79.....Gabusus Lake.
 " 80.....Beltry.
 " 82.....Upper Grand Mira.
 " 83.....Grand Mira.
 " 84.....Grand Mira, North.

NORTH INVERNESS.

No. 1.....Grantosh, Pleasant Bay.

No. 1½.....Pleasant Bay.

SOUTH INVERNESS.

No. 57.....North West Arm.

VICTORIA.

No. 57.....TARBRET.
 " 73.....Neil's Harbor.

No. 95.....Sugar-Loaf, Cape North.

FORMS.

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

TEACHER'S NOTICE TO INSPECTOR.

To.....
Inspector of School.

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

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

TRUSTEES' FORMS.

No. 1.

MINUTES OF ANNUAL MEETING.

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

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

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

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

No. 2.

RATE ROLL.

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

No. 3.

FORM OF SECRETARY'S ACCOUNTS.

..... School Section, No.

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

No. 4.

ACCOUNT.

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

To School Tax Current Year, viz.:

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

Immediate payment is requested.

.....
 Sec. to Trustees.

No. 5.

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

Date..... } Trustees.

No. 6.

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

Date..... } Trustees.

TEACHER'S AGREEMENT.

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

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

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

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

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

Witness, [Name of Witness.]

{Name of Teacher.} {Name of Trustees.}

* COMMENT: or quarterly.

PROVINCIAL NORMAL SCHOOL.

TRURO, NOVA SCOTIA.

(OPENS 14TH OCTOBER.)

- JOHN B. CALKIN, A. M., Principal, Psychology and Pedagogy
JAMES B. HALL, PH.D., History of Education and Method in Language and History.
A. G. MACDONALD, A. M., Method in Mathematics and Physics.
HERMON W. SMITH, B. SC., [In School of Agriculture], Advanced Chemistry and Biology.
OTTIE A. SMITH, Drawing and Calisthenics.
MARY B. KING, Elozution and Music.
LEE RUSSELL, B. SC, Manual Training and Practical Physics and Chemistry.

DEPARTMENT OF OBSERVATION AND PRACTICE.

- JULIA KINSEY, (Senior Department). JANIE HAMILTON, (Junior Department).
MRS. SARA B. PATTERSON, (Kindergarten).

Librarian.—OTTIE A. SMITH.
Janitor.—HUGH LANE.

COURSE OF STUDY.

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

The course, modified in adaptation to the different classes, includes the following :—

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

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

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

Tuition is free to all who intend to teach within the Province of Nova Scotia Board can be obtained at prices varying from \$2.25 to \$3 per week.

Travelling expenses, at the rate of 5 cents per mile, to and from the Institution, will be paid at the end of the session to students who obtain a diploma, provided the distance is not less than ten miles.

Qualifications for admission, Course of Study, Regulations and other particulars, in Annual Calendar, which can be had on application to the Principal.

MODEL SCHOOL DEPARTMENT.

| | |
|------------------------------|-------------------------|
| MISS JULIA KINNEY..... | Teacher, Senior Grades. |
| MISS JANIE A. HAMILTON | " Junior " |
| MRS. SARA B. PATTERSON | " Kindergarten. |

PROVINCIAL SCHOOL OF AGRICULTURE.

TRURO, NOVA SCOTIA.

The next School Year for Normal School students will begin October, and for farmers November 3rd, 1896. A special Summer Term for teachers will be held during July and August, 1896, at which any teacher can receive instruction in any natural science.

This School is equipped with excellent laboratories and apparatus for the study of Biology, Botany, Zoology, Entomology, Veterinary Science, Chemistry, Agriculture, Horticulture and Dairying.

Normal School students attend this school for advanced instruction in the sciences, and may also take special work as well as the prescribed work for the classes. Special inducements are offered to teachers to take the full course.

NO FEES FOR ADMISSION. Women as well as men admitted. For further information apply to

PROF. H. W. SMITH,
School of Agriculture, Truro, N. S.

SUMMER SCHOOL OF SCIENCE FOR THE ATLANTIC
PROVINCES OF CANADA.

TENTH SESSION, JULY 9th TO JULY 24th, 1896.

AT

PARRSBORO, NOVA SCOTIA.

PATRONS.

LIEUT.-GENERAL MONTGOMERY-MOORE.....Halifax, N. S.
HON. SIR S. L. TILLEY, K. C. M. G.; C. B.....St. John, N. B.
HON. JUDGE FITZGERALD.....Charlottetown, P. E. I.

OFFICERS.

President.

A. CAMERON County Academy, Yarmouth, N. S.

Vice-Presidents.

G. J. OULTON, B. A.....High School, Moncton, N. B.
W. R. CAMPBELL, M. A.....County Academy Truro, N. S.
EWEN STEWART.....Supervisor Schools, Ch'town, P. E. I.

Secretary-Treasurer.

J. D. SEAMAN Prince St. School, Ch'town, P. E. I.

Executive Committee.

INSPECTOR CRAIG.....Amherst, N. S.
MRS. S. B. PATTERSON.....Normal School, Truro, N. S.
PROF. J. BRITAIN.....Normal School, Fredericton, N. B.
MISS BESSIE L. GREGOR.....Prince St. School, Ch'town, P. E. I.

FACULTY.

Botany.

CHARLES B. ROBINSON, B. A.....County Academy, Pictou N. S.
JOHN M. DUNCAN.....Kent St. School, Ch'town, P. E. I.

Chemistry.

W. H. MAGEE, PH. D.....High School, New Glasgow, N. S.

Civics.

PROF. TUFTSAcadia College, Wolfville, N. S.

Elocution.

MISS MINA A. READ.....Acadia College, Wolfville, N. S.

English Literature.

A. CAMERONCounty Academy, Yarmouth, N. S.

Geology and Mineralogy.

PROF. A. E. COLDWELLAcadia College, Wolfville, N. S.

Kindergarten.

MRS S. B. PATTERSON.....Normal School, Truro, N. S.

Music (Tonic Sol-Fa.)

REV. JAMES ANDERSON, M.A.Toronto.

Psychology.

J. B. HALL, PH. D.....Normal School, Truro, N. S.

| | | |
|----------------------------|--------------------------------|-------------------------------------|
| S. A. MORTON | <i>Physics.</i> |County Academy, Halifax N. S. |
| PRINCIPAL E. J. LAY | <i>Physiology and Hygiene.</i> |County Academy, Amherst, N. S. |
| G. J. OULTON, B. A. | <i>Zoology and Entomology.</i> |High School, Moncton, N. B. |
| W. R. CAMPBELL, M. A. | <i>Meteorology.</i> |County Academy, Truro, N. S. |

SOME IMPORTANT REGULATIONS OF THE C. P. I.

LICENSING OF TEACHERS.

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

This License for teaching requires,

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

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

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

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

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

REG. 3. The certificate of professional qualification or skill shall be (a) the *normal*, first, second, or third RANK classification by the Provincial 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 30. Second rank pass : 150 with no paper below 20. Third rank pass : 100 with no paper below 15.

REG. 4. The Provincial Normal School at Truro is recognized as the appropriate source of certificates of professional qualification for public school teachers ; but the certificates of other Normal or teachers' training schools whose *curricula* may be satisfactorily shown to the Council to be at least the equivalent of those of the Provincial Normal-School, may be accepted when qualified by the addition of the two following conditions : (a) a pass certificate of the Provincial "minimum" professional qualification examination of

the corresponding rank, and (b) a certificate of a Public School Inspector, before whom or under whose supervision the candidate has demonstrated his or her qualifications for the Class of License sought by the test of actual teaching for a sufficient period.

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

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

To

Inspector of Schools, District No. , Nova Scotia.

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

I The prescribed certificate of Age and Character hereto annexed, which I affirm to be true.

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

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

(Name in full)

(Post Office Address)

(County)

CERTIFICATES.

I.—AGE AND CHARACTER.

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

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

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

. (Name and Title).

. (Church and Parish).

. (P. O. Address).

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

II.—HIGH SCHOOL GRADE.

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

III.—PROFESSIONAL QUALIFICATION.

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

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

FURTHER INFORMATION FROM APPLICANT.

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

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

.....

Place and Date : Inspector.

REG. 6. For an Academic or Class A License the three conditions are:—(1.) A certificate signed by a Minister of Religion or two Justices of the Peace, as in the preceding form, to the effect that the candidate is of the full age of twenty years, and capable of fulfilling the duties specially mentioned in the statute. (2.) A pass certificate of the Grade A High School examination. (3.) A certificate of first rank professional qualification from a Normal School.

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

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

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

TEMPORARY LICENSE.

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

SYLLABUS OF M. P. Q. EXAMINATION.

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

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

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

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

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

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

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

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

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

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

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

REG. 9. Each examiner shall mark distinctly by colored pencil or ink at the left hand margin of each question on the candidate's paper its value on the foregoing assumption; and shall sum up the total, placing it on the back of the sheet; and underneath, the number of misspelled or obscurely written words, which number is to be deducted from the total for the true value of the paper. Thus, should the sum of the marks of a paper be 54, and the misspelled or obscurely written words be 6, the marks on the back would stand as follows, e. g. : English Grammar [54.6]=48.

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

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

REG. 12. Each candidate shall receive from the Superintendent of Education a certificate containing the marks given in each subject by the examiners, and the High School Grade which the candidate may have successfully "passed." If the candidate has not "passed," the certificate will *not* bear the head title "HIGH SCHOOL CERTIFICATE" with the arms of the Education Department.

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

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

PROVINCIAL EXAMINATION RULES.

COMMENT.

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

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

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

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

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

much more likely to secure high values from examiners than extent of space covered or a multiplicity of words.

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

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

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

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

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

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

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

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

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

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

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

CERTIFICATE.

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

Candidate's No. (.)

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

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

Name in full. }

(Without contraction in any of its parts.) }

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

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

TIME TABLE.

PROVINCIAL EXAMINATIONS, BEGINNING FIRST MONDAY
IN JULY, 1896.

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

VACATIONS AND HOLIDAYS.

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

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

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

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

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

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

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

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

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

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

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

REG. 11. ARBOR DAY.—To encourage the proper adornment of school grounds, and thereby the cultivation of a taste for the beautiful in nature on the part of the pupils, the Council of Public Instruction has ordered the publication of the following regulation:—

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

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

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

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

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

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

PUBLIC SCHOOL COURSE OF STUDY.

COMMENTS.

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

2. These courses are to be followed in all schools, particularly with reference to (1) the order of succession of the subjects, and (2) the simultaneity of their study. The fullness

or detail with which they can be carried out in each school must depend upon local conditions, such as the size of the school, the number of grades assigned to the teacher, &c. As suggestive to teachers with little experience, contracted forms of the detailed common school course, for miscellaneous and partially graded schools, are appended.

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

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

GENERAL DIRECTIONS.

(The paragraph numbers below refer to corresponding columns in the statistical tables of the Register.)

65. *Calisthenics and Military Drill*.—As often as found expedient; but "physical exercises" should be given once in the middle of every session over one hour in length, and in the lower grades more frequently than in the higher. Correct position, etc., in sitting, standing and walking, and good manners generally, are most important, and should in every school be made habitual to each pupil. The more useful words of command and corresponding movements of "squad drill" should be thoroughly known in all schools.

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

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

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

69. *Lessons on Nature*.—The noting, examination, and study of the common and more important natural objects and laws of nature, as they are exemplified within the range of the school section or of the pupils' observations. Under this head pupils should not be required to memorize notes or facts which they have not at least to some extent actually observed or verified for themselves. Brittain's "Nature Lessons" is a useful guide to the teacher for a portion of the work prescribed in some of the grades. Observations under this head form some of the best subjects for English Composition Exercises.

70. *Spelling and Dictation*.—It should be strictly insisted upon that, from the very commencement in the first grade, the pupil should spell every word read in lessons, and

common words of similar difficulty used in his conversation. Writing words in the lower grades. Transcription and dictation in the higher grades should be utilized more and more as facility in writing increases.

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

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

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

77. *Drawing*.—Thompson's "Manual Training, No. 1," is recommended to the teacher as covering to some extent the *Drawing and Lessons on Nature* as they may be taught to pupils of the first five grades, and No. 2, the next five grades; or McFaul's "Public School Drawing Manual" (Canada Pub. Co., Toronto) as covering generally the work of the Common and High Schools. Drawing of objects studied under the head of Nature Lessons to be constantly practised, and carried on even in the High School.

78. *Arithmetic*.—It is of the highest importance to secure the habit of obtaining accurate answers at the first attempt. Every slip in mental or written arithmetical work is not only unnecessary, but is a positive education in a habit which will tend to render useless the most strenuous efforts afterwards to become accurate or even to make satisfactory progress in mathematics. Accuracy is of supreme importance from the first. Rapidity may then be neglected to look after itself.

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

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

CONSPECTUS OF PUBLIC SCHOOL COURSE OF STUDY.

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

| SUBJECTS. | PERCENTAGE OF TIME IN EACH GRADE. | | | | | | | | | EXAMINATION VALUES FOR PROVINCIAL CERTIFICATES. | | | |
|---|-----------------------------------|-----|------|-----|----|-----|------|-------|-------------------------------------|---|--|---|---------------------------|
| | I. | II. | III. | IV. | V. | VI. | VII. | VIII. | Hig ^h Sch ^l . | IX. | X. | XI. | |
| English | 40 | 40 | 40 | 40 | 40 | 40 | 35 | 30 | 20 | Lang. 100 Gram. 100. | Lang. 100. Gram. 100. | Lit. 100. Gram. 100. | |
| Mathematics | 20 | 20 | 20 | 20 | 20 | 20 | 25 | 30 | 20 | Arith. 100. Alg. 100. Geom. 100. | Arith. 100. Alg. 100. Geom. 100. | P. Mat. 100. Alg. 100. Geom. 100. | |
| Science and Manual Art | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | Dr. & c. 100. Bot'ny 100. | Dr. & c. 100. Chem. 100. | Physiol. 100. Physics. 100. | |
| Geogr'phy & History | . | . | ... | 5 | 10 | 10 | 10 | 10 | 10 | G. & H. 100. | G. & H. 100. | G. & H. 100. | |
| Music, Calisthenics, Moral and Patriotic Duties | 20 | 20 | 20 | 15 | 10 | 10 | 10 | 10 | 5 | | | | |
| Optional. | Languages, Latin and Greek | | | | | | | | | 25 | Latin 100 | Latin 100. Greek 100. | Latin 200. Greek 200. |
| | Or, French and German | | | | | | | | | 25 | Frnch. 100. | Frnch. 100. Germ. 100. | Frnch. 100. Germ. 100. |

SPECIAL DIRECTIONS FOR COMMON SCHOOLS.

GRADE I.

Reading.—Primer with Wall Cards or Blackboard work.

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

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

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

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

Music, &c.—As under general directions.

GRADE II.

Reading.—Reader No. 1.

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

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

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

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

Music, &c.—As under general directions.

GRADE III.

Reading.—Reader No. 2.

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

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

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

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

Music, &c.—As under general directions.

GRADE IV.

Reading.—Reader No. 3.

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

Writing and Drawing.—Copy book. Drawing as in *Manual Training*, No. 1, to end of Section VIII., with *Public School Drawing Course*, No. 3, and drawing from objects.

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

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

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

Music, &c.—As under general directions.

GRADE V.

Reading.—Reader No. 4, Part I.

Language.—As in Grade IV. and general directions. All parts of speech and of sentences with inflections of noun, adjective and pronoun,—orally. Composition practice increasing.

Writing and Drawing.—Copy Book. Drawing as in *Manual Training*, No. 1, with *Public School Drawing Course*, No. 4, &c.

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

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

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

Music, &c.—As under general directions.

GRADE VI.

Reading.—Reader No. 4, completed.

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

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

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

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

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

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

Music, &c.—As under general directions.

GRADE VII.

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

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

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

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

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

History.—British American History completed.

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

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

Music, &c.—As under general directions.

GRADE VIII.

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

Spelling.—Prescribed Speller in addition to general directions.

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

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

Writing and Drawing.—Copy Book. Model and object drawing. *Manual Training*, No. 2, to end of Section V., with review of *Public School Drawing Course*, Nos. 5 and 6, &c. Construction of angles and simple mathematical figures to scale, and their measurement.

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

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

Arithmetic.—Common School Arithmetic completed.

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

Book-keeping.—A simple set.

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

Music, &c.—As under general directions.

CONDENSED COMMON SCHOOL COURSES.

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

FOR A COMMON SCHOOL WITH FOUR TEACHERS.

PRIMARY.

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

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

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

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

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

ADVANCED PRIMARY.

Reading.—Readers Nos. 2 and 3 with spelling.
Language.—Oral statements of matter of lessons, observations, etc. Written sentences with punctuation, etc. Subject, predicate, noun, verb, and their modifiers.

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

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

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

INTERMEDIATE.

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

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

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

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

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

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

Lessons on Nature.—From Minerals and rock to soil, as shown in neighborhood, and say 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.

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

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

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

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

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

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

Book keeping.—A simple set.

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

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

FOR A COMMON SCHOOL WITH THREE TEACHERS.

LOWER.

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

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

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

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

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

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

MIDDLE.

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

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

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

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

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

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

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

HIGHER.

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

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

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

Writing and Drawing.—Copy books. Drawing, as in *Manual Training* No. 2, to end of Section V. with Drawing Book, No 6, Model and Object drawing with simple drawing from nature. The construction and measurement of angles and mathematical figures.

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

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

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

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

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

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

FOR A COMMON SCHOOL WITH TWO TEACHERS.

JUNIOR (at least two divisions).

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

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

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

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

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

SENIOR (at least two divisions).

Reading.—Readers Nos. 4 and 5. Health Readers Nos. 1 and 2. Spelling and definition. Oral abstracts of lessons. Elementary grammar and analysis drill on sentences in

reading lessons. Observation of figures of speech and the character of metre in poetical passages read in the advanced division.

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

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

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

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

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

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

Book-keeping.—Simple set for advanced division.

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

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

FOR A COMMON SCHOOL WITH ONE TEACHER.

(UNGRADED OR "MISCELLANEOUS" SCHOOL.)

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

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

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

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

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

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

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

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

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

LESSONS ON NATURE.

In many of these lessons the whole school may profitably engage. In nearly all either the whole senior or whole jun or division of the school can take part. A skilful teacher can thus give profitable object lessons to several grades of scholars at once: at one time giving a Grade V. lesson, at another time a Grade VI. or Grade VII. or Grade VIII. lesson, which will also contain enough for the observation and interest of Grade I., Grade II., Grade III. and Grade IV. pupils. An object lesson given to the highest class can thus to a certain extent be made a good object lesson for all the lower classes. The older pupils will see more and think more. It must be remembered that the memorizing of notes or facts merely stated to pupils is strictly forbidden under this head. Such memorizing is pure cram, injurious instead of being useful. The teacher may not have time to take up *in-class* every object indicated in the Nature Lessons of the Course. In such cases the pupils should be

given, say, two or three objects nearly related to the typical specimen examined in school with direction to search for them and examine them at home as illustrated in specimen class lesson. Without much expenditure of time the teacher can note that this work has been honestly attempted to be done by each pupil. The lessons must be direct from nature itself, but under the guidance of the teacher who can save time in bringing the pupils to the point desired from his own more mature experience. They are intended to train the observing and inductive faculties, to show the true way of discovering something of the nature of the world which immediately surrounds us, and which is and will continue to be reacting upon us in one manner or another. This knowledge is so much power over nature from which we have to win our material existence. It is also the basis of any useful philosophy.

HIGH SCHOOL CURRICULUM.

SPECIAL DIRECTIONS, YEAR ENDING JULY, 1897.

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

GRADE IX.

1. ENGLISH LANGUAGE.—100: [a] Selections* from Reader No. 6, and Goldsmith's "*Deserted Village*," for 1897, with critical study, word analysis, prosody and recitations; [b] English Composition as in Dalglish's *Introductory*, or an equivalent in the hands of the teacher only, with essays, abstracts and general correspondence, so as to develop the power of fluent and correct expression in writing.
 2. ENGLISH GRAMMAR.—100: Text book [excepting "notes" and "appendix"] with easy exercises in parsing and analysis.
 3. LATIN.—100: As in *Collar and Daniell*, to end of Chapter LIII., or any equivalent grammar with very easy translation and composition exercises. [To secure uniformity in pronunciation the *Roman* (or Phonetic) pronunciation of Latin is recommended to be used in all grades.]
 4. FRENCH.—100: As in Fasnachts' *First Year* with *Supplementary* exercises (Mac-Millan & Co.), or any equivalent.
 5. HISTORY AND GEOGRAPHY.—100: [a] Text book of British History up to the House of Tudor, and oral lessons on "How Canada is governed," [b] Geography of North America and Europe as in Text Book.
 6. SCIENCE.—100: [a=30] Physics as in *Balfour Stewart's Primer*. [b=70] Botany as in *Gray's How Plants Grow*, substituting for the details of "Flora," Part II., common or prescribed native plants. Drawing of parts of plants.
 7. DRAWING AND BOOK-KEEPING.—100: [a=20] Construction of geometrical figures and solution of mensuration and trigonometrical problems by mathematical instruments. [b=30] High School Drawing Course, No. 1, with model and object drawing, and *Manual Training*, No. 2 completed. [c=50] Commercial forms and writing with Single Entry Book-keeping problems.
 8. ARITHMETIC.—100: As in *Hamblin Smith* to end of Section 21, (with a practical knowledge of the metric system, which will be required in all grades)
 9. ALGEBRA.—100: As in *Hall and Knight's Elementary Algebra* to end of Chap. XIV.
 10. GEOMETRY.—100: Euclid I, with very easy exercises, as in *Hall and Stevens* to page 86.
- NOTE.—Latin and French are optional; all others imperative. The minimum aggregate for a "pass" is 400, with no subject below 25:

GRADE X.

1. ENGLISH LANGUAGE.—100: [a] Same subjects as in previous grade, but more advanced scholarship required. [b] Composition as in Dalglish'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.

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

2. ENGLISH GRAMMAR—100 : [a] Text book (excepting "appendix") completed with exercises in parsing and analysis.
3. LATIN—100 : As in *Collar and Daniell*, complete, and "*Cæsar's Invasion of Britain*," by Welch and Dunfield, (MacMillan & Co., London.)
4. GREEK—100 : As in *Frost's Greek Primer* (Allyn & Bacon, Boston) to end of Part III., or *Initia Græca*, Part I.
5. FRENCH—100 : As in *French Principiu*, Part I. and Part II., to end of page 79.
6. GERMAN—100 : As in *Fasnacht's First Year* (MacMillan & Co.), or any equivalent.
7. HISTORY AND GEOGRAPHY—100 : [a] Text Book of British History from the House of Tudor to present time. [b] Text book of Geography, excepting North America and Europe.
8. SCIENCE—100 : [a=70] Chemistry as in *Williams*. [b=30] Mineralogy as in *Crosby's Common Rocks*, or Agricultural Chemistry as in *Tanner*.
9. DRAWING AND BOOK-KEEPING—100 : [a] Mathematical drawing as in previous grade, but more advanced. High School Drawing Course, No. 2, and model and object drawing, with simple drawing from Nature. [b] Book-keeping : Double Entry forms and problems.
10. ARITHMETIC—100 : Text book complete without appendix.
11. ALGEBRA—100 : As in *Hall and Knight's Elementary* to end of Chapter XXVII.
12. GEOMETRY—100 : Text book, with exercises to Prop. 20, Book III, as in *Hall and Stevens*.

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

GRADE XI.

1. ENGLISH LITERATURE—100 : [a] Prose authors prescribed from year to year, with critical study. [b] Poetical authors prescribed as above. (1897, [a] Irving's *Sketch Book* [Eflingham, Maynard & Co., New York], [b] Scott's *Lady of the Lake*).
2. ENGLISH GRAMMAR—100 : [a] History of English Language and Text book completed with difficult exercises. [b] History of English Literature : 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., and [b] *Virgil's Æneid*, Book II ; with grammatical and critical questions.
5. GREEK—100 : Grammar and easy composition based partly on author read and *Frost's Primer* completed.
6. GREEK—*Xenophon's Anabasis*, Book IV., with grammatical and critical questions.
7. FRENCH—100 : *Brachet's Grammar*, or an equivalent, and composition with authors : *Souvestre's Le Serf* (MacMillan & Co.), and *Daudet's La Belle Nivernaise* (D. C. Heath & Co.)
8. GERMAN—100 : *Fasnacht's Second Year* (MacMillan & Co.), or any equivalent.
9. HISTORY AND GEOGRAPHY—100 : General History and Geography as in *Swinton*.
10. PHYSIOLOGY—100 : As in prescribed text, "*Martin's Human Body and the Effects of Narcotics*."
11. PHYSICS—100 : As in *Gage's Introduction to Physical Science*.
12. PRACTICAL MATHEMATICS—100 : As in *Baton*.
13. ALGEBRA AND ARITHMETIC—100 : As in *Hall and Knight's Elementary Algebra*.
14. GEOMETRY—100 : Euclid I to IV with exercises, the more important definitions and algebraic demonstrations of Euclid V., and Euclid VI. (text) to Prop. 19, as in *Hall and Stevens*.

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

GRADE XII.

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

(A). IMPERATIVE FOR BOTH SIDES.

1. ENGLISH LANGUAGE—100 : As in *Lounsbury's English Language*, with prescribed authors. (1897, Shakespeare's *Julius Cæsar*).
2. ENGLISH LITERATURE—100 : *Stopsford Brooke's Primer*, with prescribed authors. (1897, Scott's *Waverley*, with Hutton's *Scott*).
3. BRITISH HISTORY—100 : As in *Green's Short History of the English People*, with the Canadian Constitution.
4. PSYCHOLOGY—100 : As in James's Text Book of Psychology (MacMillan & Co., London), or Maher's (Stoneyhurst Series).
5. SANITARY SCIENCE—100 : As in the Ontario Manual of Hygiene.

(B). IMPERATIVE FOR CLASSICAL SIDE (Subjects for 1897).

1. LATIN COMPOSITION—100: Grammar as in *Bennett*, and Composition as in *Bradley's Arnold*, or equivalents. Latin translation at sight.
2. TACITUS—100: *Histories*, Book I. (MacMillan & Co.)
3. CICERO AND SALLUST—100: (a) CICERO.—*First Oration against Catiline*. (b) SALLUST.—*Conspiracy of Catiline*.
4. VIRGIL—100: *Aeneid*, Book VI.
5. HORACE—100: *Odes*, Book III.
6. ROMAN HISTORY AND GEOGRAPHY—100: As in *Liddell's*.
7. GREEK COMPOSITION—100: Grammar as in *Goodwin* and Composition as in *Fletcher & Nicholson*, or equivalents. Greek translation at sight.
8. XENOPHON—100: *Hellenica*, Books I. and II. (Clarendon Press).
9. DEMOSTHENES—100: *Philippics I., II. and III* (Rivington's, London).
10. HOMER—100: *Iliad*, Books I., II., and III, omitting Catalogue of Ships in Book II.
11. GREEK HISTORY AND GEOGRAPHY—100: As in *Smith's*.

(C). IMPERATIVE FOR SCIENTIFIC SIDE.

1. PHYSICS—100: As in *Gage's Principles of Physics*.
2. CHEMISTRY—100: As in *Storer & Lindsay's Elementary*.
3. BOTANY—100: As in *The Essentials of Botany* by Bessey (Henry Holt & Co., New York,) with a practical knowledge of representative species of the Nova Scotian flora.
4. ZOOLOGY—100: As in *Dawson's Hand-Book*, with dissection of Nova Scotian species as in *Colton's Practical Zoology*.
5. GEOLOGY—100: As in *Sir William Dawson's Hand-Book of Canadian Geology*, (excepting the details relating to other Provinces from page 167 to 235).
6. ASTRONOMY—100: As in *Young's Elements of Astronomy*.
7. NAVIGATION—100: As in *Norie's Epitome*.
8. TRIGONOMETRY—100: *Lock's Elementary Trigonometry*.
9. ALGEBRA—100: As in *Hall and Knight's Higher Algebra*, omitting "*" paragraphs and chapters xxvii to xxxi.
10. GEOMETRY—100: Including *Euclid VI., XI.*, as in *Hall and Stevens*, with exercises.

(D). OPTIONAL FOR EITHER SIDE.

1. FRENCH GRAMMAR AND COMPOSITION—100.
2. FRENCH AUTHORS—100: [1897, Prosper Merimée's *Colomba* and Corneille's *Le Cid* (MacMillan & Co.)]
3. GERMAN GRAMMAR AND COMPOSITION—100.
4. GERMAN AUTHORS—100: [1897, Hauff's *Das Wirthshaus im Spessart*. (MacMillan & Co.)]

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

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

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

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

GRADE "A" BY PARTIAL EXAMINATIONS.

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

UNIVERSITY MATRICULATION.

The leading universities and colleges of the Provinces have agreed to accept the Grade B or Junior leaving High School certificate in lieu of their Matriculation examination, when the certificate indicates a pass on each subject required by the particular matriculation standard concerned. For example, a university may fix 50 or 60 per cent, more or less, in

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

TEXT BOOKS.

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

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

Inspectors and teachers are reminded:

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

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

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

COMMON SCHOOLS.

Royal Readers, Nos. 1 to 6*. (Thomas Nelson & Sons, Edinburgh and London). French-English Editions in French sections, and French texts prescribed for High Schools when desirable.

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

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

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

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

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

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

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

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

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

National and Vacation Songs. (Grafton & Sons, Montreal).

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

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

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

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

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

HIGH SCHOOLS (ONLY).

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

Calkin's Geography of the World (Mackinlay).

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

Hall & Stevens' Euclid.

Hall & Knight's *Elementary Algebra*.

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

MAPS, CHARTS AND APPARATUS.

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

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

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

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

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

RECOMMENDED FOR THE USE OF TEACHERS.

The Educational Review for the Atlantic Provinces of Canada. (Important on account of its references to local and current educational progress, and for hints on lessons in which text-books may be defective for the Academy Entrance, Minimum Professional Qualification, or even High School examinations.)

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

Teacher's Manual of Nature Lessons, by John Brittain.

The Tonic Sol-Fa Music Reader.

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

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

Williams' Composition and Rhetoric (Heath & Co.)

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

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

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

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

ELEMENTARY AIDS TO STUDY OF NATURAL SCIENCE.

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

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

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

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

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

The Observer, an illustrated monthly magazine of the outdoor world and Microscopy. \$1.00 per annum, (E. F. Bigelow, Portland, Conn., U. S. A.)

PROVINCIAL EXAMINATIONS, JULY, 1896.

Candidates going up for High School Certificates will not be admitted to examination without evidence of proficiency in all the imperative subjects of the previous grades. For if a candidate should commence his course of examination, say with that of Grade B, he might know nothing of Botany, which is not carried beyond D, nor of Chemistry and Drawing, which are not carried beyond C. And if he were admitted to the Grade A examination he could add to the list of omissions, Practical Mathematics, Physics and Physiology, not to speak of Geography and History. An unconditional admission to the examination of every grade would open the way to the "scamping" of imperative subjects in the course of study in a manner very unfair to honest people, and very injurious to the character of the higher certificates, the great majority of which would be won on the full course.

To add to the higher grades all the subjects not carried up from the lower grades into the higher, would make the number of papers for the higher grades so numerous that the loss of time entailed on those pursuing the regular course by any possible scheme of examination time table, might be an unfair imposition for the benefit to be expected.

At the introduction of the present system, every one had not the opportunity of taking the various grades in order. Hence the necessity of the present arrangement of accepting the certificate of a licensed teacher as well as of the candidate himself, that no portion of the imperative course below the grade to be written for was neglected by the candidate.

The discrepancy between the recommendations certifying to the scholarship of some candidates and the opinions of the Provincial Examiners, as shown by the "results" of the examination, have been so striking in some cases as to suggest the necessity of the modification or checking of this mode of admission, if not its abolition altogether, in favor of the simple plan of admission to the examination of one grade on the presentation or accurate quotation of the certificate of the grade next below.

However, for 1896, the prescribed form of application will be accepted as last year. But there are very few cases in which a teacher would be justified in recommending for a higher examination in 1896, for instance, a candidate who failed to take the lower in 1895 on account of falling below 400, except it be on D when a "pass" has been made on Botany, or on C, when a "pass" has been made on Chemistry and Drawing and Book-keeping, or on B, when a "pass" has been made on all the imperatives of the kind which the candidate proposes to omit from the A syllabus. If the candidate made the aggregate necessary, but failed in one or more subjects merely, and was mature in body and quick in mind, it might be quite possible to work up the few subjects failed in, and to do the whole work of the new grade in one year. But licensed teachers should be careful to avoid the reputation of testifying to such unverifiable miracles as, for example, that a veritable dunce at the examination of 1895 should suddenly become a genius, who did the work of the past year and of the present year all in one, only to relapse into the normal examination state in July, 1896. Of course, there are always some singular exceptions from which we should not be too ready to draw general conclusions. But the point is this. If all our teachers exercised firmly and fearlessly good judgment and honesty in recommending candidates to the proper grade of examination, the few curious exceptions would not really call for a change in our present method.

OPTIONAL EXAMINATION IN MUSIC.

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

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

3. The certificates will be received by the deputy examiner, compared with his list to verify the correctness of the endorsements by the candidates, then enclosed in one envelope addressed, in the case of the Academy Entrance, to the Principal, and in the case of the

M. P. Q. to the Superintendent of Education, who, after perusal, shall return them to the respective candidates.

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

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

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

Persons who have taken any certificate of the higher grades are eligible for appointment as local examiners of the London College for certificates of lower grades, subject to necessary restrictions. Such an appointment is made only by the College authorities in London. For information as to the procedure necessary to secure appointment, application should be made to Rev. James Anderson, M. A. (Knox College, Toronto, at present), or to Miss Ada F. Ryan, St. Mary's Boy's School, Halifax.

BOTANICAL SPECIES.

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

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|------------------------------|-------------------------------|
| 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. Taxacum dens-leonis. | 44. Equisetum sylvaticum. |
| 20. Lobelia inflata. | 45. Pteris aquilina. |
| 21. Epigæa 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.

PROVINCIAL EDUCATIONAL ASSOCIATION.

The Thirteenth Annual Convention of the Provincial Educational Association will be held in the Assembly Hall of the Provincial Normal School, on the 14th, 15th and 16th of next October.

The Report of last year's Convention is now in press and will be ready about the middle of April. It will be of very great interest to Teachers and Trustees. In it will be given very fully the papers and discussions of the last Convention, with about 40 half-tone likenesses, — including full-page pictures of the President and Secretary of the Council of Public Instruction. It will cover over 200 pages of the same size as this JOURNAL. Every Board of Trustees and every Teacher should have a copy, as it treats very fully the live educational questions of the day,

It can be obtained for 25 cents from the Secretary of the Provincial Educational Association.

Box 184, Dartmouth.

A. MCKAY.

TEACHERS' INSTITUTES.

At date of going to press the places and dates of the following Teachers Institutes have been reported as follows :

HANTS AND KINGS :—At Berwick, on the 30th April and 1st May, 1896.

CUMBERLAND AND WEST COLCHESTER :—At Parrsboro, Cumberland Co., 7th and 8th of May, 1896.

ANNAPOLIS AND DIGBY :—At Bear River, 14th and 15th May, 1896.



JOURNAL OF EDUCATION.

APRIL, 1896.

OFFICIAL NOTICES.

The full number of legal teaching days in the half year ended 31st January, was 108; in the second half year, ending Friday, 3rd July next, there will be 108 days also. Total days for year, 216.

CALENDAR, SUMMER, 1896:

- April 20. Fourth Quarter begins.
- May 8. Arbor Day (if trustees have appointed no other date).
- " 25. Holiday. Last day of application to Inspectors for Prov. Exams.
- June 1. Inspectors report on applications for Prov. Exam. to Education Office.
- " 25. Provincial Normal School closes.
- " 29. Annual Meeting of School Sections.
- July 3. Public schools close for mid-summer holidays.
- " 6. Grade A and County Acad. Ent. Exam. begin.
- " 6. Last day for reception at Inspector's Office of minutes of Annual Meeting of School Sections.
- " 7. Grade B (Greek) Examination begins.
- " 8. Grades D and C Examination begins.
- " 11. M. P. Q. Examination.
- " 11. Last day for reception of School Returns at Inspector's Office.
- " 18. Last day for reception of Inspector's sheets at Education Office.
- Aug. 24. Public Schools open. First Monday of the First Quarter of school year.
- Oct. 14. Provincial Normal School and Provincial Educational Association open at Truro.
- Nov. 9. First Monday of Second Quarter.

REGULATION OF C. P. I.--Ordered that, whenever there would be twelve teaching weeks in the last quarter of the school year, according to the general regulations for the mid-summer vacation, the said twelfth week of the quarter shall be added as an additional week of vacation to the minimum summer vacation of six weeks.

APPOINTMENTS.

The following were appointed District School Commissioners by the Council of Public Instruction, as specified below :

13TH NOVEMBER, 1895.

Clare—Rev. J. J. Sullivan, St. Bernard's.

30TH JANUARY, 1896.

West Hants.—Rev. T. W. Johnstone, Brooklyn.

Barrington.—Rev. William Miller, Shag Harbor.

“ Rev. Abner McNintch, Clarke's Harbor.

17TH FEBRUARY, 1896.

Yarmouth.—Miss Eudora Hilton, Yarmouth.

Richmond.—Rev. Alex. Beaton, West Arichat.

“ Rev. Neil McDonald, Red Islands.

“ Rev. Alex. M. O'Handley, River Bourgeois.

“ Rev. J. A. Greenlees, St. Peter's.

“ Rev. Edward Ansell, Arichat.

“ Dugald R. Boyle, Esq., West Arichat.

Halifax, Rural.—D. W. B. Reid, Esq., Mid. Musquodoboit.

“ John K. Erwin, “

“ John Higgins, “

21ST APRIL, 1896.

North Inverness.—Dr. Alexander W. Chisholm, Margaree Forks.

Victoria.—A. F. Haliburton, Esq., Baddeck.

“ Daniel A. McDonald, Jamesville.

Richmond.—William Chisholm, Esq., Loch Lomond.

“ Kenneth McLeod, Esq., Loch side, Loch Lomond.

Digby.—J. Loran Peters, Esq., Digby.

“ John N. Clinton, Esq., Digby.

Clare.—Gabriel M. Saulnier, Esq., Little Brook.

“ Mandé Bounanfant, Esq., Saulnierville.

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

| | | | |
|--------------------------|-------------|--------------------------------|-------------|
| Cape Breton | June 10th. | Halifax, Shore | May 12th. |
| Richmond | July 14th. | West Hants | May 15th. |
| S. Inverness | June 2nd. | East Hants | June 17th. |
| N. Inverness | June 16th. | Kings | May 12th. |
| Victoria | June 9th. | Annapolis, East | May 11th. |
| Antigonish | May 29th. | Annapolis, West | May 12th. |
| Guysboro | June 2nd. | Digby | May 18th. |
| St. Mary's | June 19th. | Clare | May 20th. |
| N. Pictou | May 11th. | Shelburne | April 28th. |
| S. Pictou | May 12th. | Barrington | June 6th. |
| S. Colchester | May 19th. | Argyle | May 20th. |
| W. Colchester | April 16th. | Yarmouth | Aug. 28th. |
| Stirling | April 24th. | *Lun. and New Dublin | May 8th. |
| Parrsboro | May 12th. | North Queens | May 15th. |
| Cumberland | May 19th. | Chester | June 6th. |
| Halifax, West | June 10th. | South Queens | June 13th. |
| Halifax, Rural | May 22nd. | | |

* At Bridgewater.

NEW EXAMINATION STATIONS.

On the 21st April, the Council of Public Instruction established the following new Provincial Examination stations, in addition to those named in Regulation J.—3.

North Sydney, Cape Breton County.
Sheet Harbor, Halifax County.
Wolfville, Kings County.

CORRECTIONS.

JOURNAL, 1894, October, page 36, 1st column, 13th line, should read:

Morrison, Cassie, 108 days, \$28.69,

instead of

“*Morrison, Cassie, 108 days, \$38.26.”

JOURNAL, 1895, October, page 26, 1st column, 21st line, should read:

Bruce, Christina, 108 days, \$30.38,

instead of

“Bruce, Christina, 108 days, \$45.57.”

JOURNAL, 1896, April, page 12, 1st column, 11th line, should read:

Bruce, Christina, 98 days, \$30.00,

instead of

“Bruce, Christina, 98 days, \$45.00.”

MINUTES OF ANNUAL MEETINGS.

The growing promptness and business-like character of our trustees and those conducting the annual school meetings all over the country is very gratifying. Last year there were but few sections to complain of. It is hoped that this year those who neglect to send in the minutes of meeting to the Inspector will become a vanishing quantity in most counties. It is easier to report promptly than otherwise. Within one week from the date of the Annual Meeting every Inspector should have the state of his inspectorate under his eye—the new trustee elected, the money voted, whether the section is under the compulsory attendance law, &c.

OPENING DAY OF SCHOOL.

In like manner every Inspector should promptly know when each school opens. No teacher should forget, as the matter is one of much greater importance than such a one thinks. On the very day on which the school opens the card of notification should be written. The innocent forgetting becomes a serious matter to the individual if the law is strictly carried out, which it always should be.

LABOR DAY, &c.

“Labor” day and “Thanksgiving” day are holidays in the public schools when they are proclaimed by the Lieutenant-Governor as holidays. The probability is that they will always be proclaimed as such, and if any one in the community should be aware of such proclamation it should be the teacher.

It is illegal to teach on such a day; and if through ignorance on the part of a teacher the fact of proclamation should not be known and the day should be taught, it will be illegal to count such a day in the return or to substitute the day for any other holiday taken in its place.

COMPULSORY ATTENDANCE.

Wherever the Compulsory Attendance clauses of the Education Act of 1895 were passed at the annual meeting of the section last year it continues to remain in force, and is not required to be voted on henceforward. But in every school section in which the compulsory clauses were not adopted last year they must be voted on this year. Inspectors are required to report the number of sections which adopted this law last year, the additional sections adopting it this year, the number of sections voting but not adopting it this year, and sections which may have neglected to vote on the question. Any sections coming under this last head are not in a position to draw any public grants until they

have complied with the law. Inspectors are cautioned to have evidence of compliance with this law on the part of incorporated towns before authorising the payment of any grants to them.

IN FRENCH SECTIONS.

In addition to the bilingual Royal Readers, which run up to No. 3, there have been prescribed for exercise in French reading and language in such sections as many desire them, the French texts named in the High School course. These give a considerable range from the simple to the more difficult literary French. In common school grades, French grammar when taught, should be taught orally, the pupils not being required to have a text-book. A Reader to follow No. 3 (bilingual) is under consideration. This study of French should in no case interfere with due attention to all the other subjects of the Provincial Course of Study.

PROVINCIAL HIGH SCHOOL EXAMINATIONS.

The attention of teachers and others is called to the changes made in the time-table of the Provincial Examinations for next July. Every teacher recommending a candidate should make sure that the said candidate understands all about the regulations governing the examination, and the character and legal value of the certificates for which he is a candidate. If a candidate in his deportment, at or after examination, shows that he does not understand what he has been doing, it is apt to reflect on the party recommending him.

Many persons who presume to lead the public by writing in the press, yet refer to these examinations as the "Teachers' Examination," and to the certificates given as "Teachers' Licenses." Four years of observation, such as they are accustomed to exercise, have not been enough to distinguish between the technical meaning of "class," "grade," and "rank." It is not strange then, that we sometimes find a candidate who is accustomed to receive his information at second hand, suppose that because he has won a High School Certificate of some *grade*, or a Teacher's Professional Qualification Certificate of some *rank*, he must therefore have a License of some *class* to teach.

Scholarship is one thing. Professional skill as a teacher is one thing. A License to teach is quite another thing. A License cannot be obtained without the certificates of scholarship, of professional skill and of legal age. But it requires more, namely: the certificate of a very high character which cannot properly be given to every one amply able to obtain the former ones. Nor are all these together equivalent to a License. They only qualify a person to make a successful application for a License, which is issued by the Council of Public Instruction under

its seal, only when the evidence of the candidate's fitness is accepted as proven by the Council according to the forms prescribed by the law.

IN many cases there are pupils and even teachers who think that the best way to prepare for examination is to memorize all the minutiae in the texts prescribed, and they attempt to do so although feeling that it is profitable for nothing except for "passing" the examination. To these it may be well to repeat again, that the object of those who set the questions, is to select such as will give the advantage to the candidate who understands the general principles and seems to know how to put them to use. A great deal of minutiae in some texts are only of use as illustrations, or for reference, or to aid in giving a fuller view of a principle in its various relations. The person who memorizes everything without distinguishing their relative values, does very much more mental work of a purely laborious kind than a student of the other type, and has less for it. There are some points which a good memory can make at an examination, but the object is to make the examination as much as possible a measure of the good sense of the candidate. In some papers, such as history, memory is all important. But even in history, there is a world of difference between the memory which reproduces a paragraph and that which collects and sums up all the relevant points of a question in the compass of the average answer. In Geometry, for instance, the candidate who finds time to do only a selected half of the exercises may be a better geometrician than one who slavishly goes through solutions of them all.

In *Physics* of grade B., *Chemistry* of grade C., and *Botany* of grade D., it is proposed to give at least 25% of optional questions, evenly distributed according to the text, (or in Botany according to the old prescribed list republished on a preceding page), in order to make allowance for the difficulty and possible excessive quantity of the prescription for the average school. This expedient has been already used to compensate for suspected difficulties in subjects or questions generally.

M. P. Q. EXAMINATION.

Most important in the "Minimum Professional Qualification" examination, as well as in the Normal School examinations, are the Educational Statutes, and the Regulations of the C. P. I., the "Courses of Study," and the directions given in connection with them from time to time in the JOURNAL OF EDUCATION, the manner of keeping the Register, making out "Returns," &c. In fact everything bearing on the practical work of the teacher in any of our schools, and the doing of that work in the best manner, will naturally count high in all professional examinations.

PARTIAL EXAMINATIONS.

Candidates intending to take but a few subjects at the Provincial Examinations should specify the fact when making application ; and should also state the number and the names of papers written, on the margin of the certificate signed at the close of the examination, in order to prevent the loss of time which may occur in searching for missing papers which were never written.

It should be remembered that no " High School " certificates are ever granted on partial examinations except in the case of grade " 1 " when at least an aggregate of 1000 is made on twenty papers, or of 600 on ten as specified in the Regulation. But candidates wishing to matriculate in some of the colleges occasionally apply for examination on such subjects as the college in view requires. While it is not a " High School " certificate which is granted in such a case, the certificate of the " examination record," which every candidate whether successful or unsuccessful receives, is all that is needed to indicate the scholarship of the candidate in the subjects on which he has been examined.

CAUTION.

Whereas cases have been noted in which teachers, some of them of comparatively high standing, have not entered into the register at the time prescribed the several statistical items required, and have not taken reasonable precautions to obtain the *exact* statistical information required, not with the wilful intent of doing wrong, but with painfully inadequate ideas of the obligation resting upon those who make oath " that the prescribed Register has been faithfully and correctly kept by me *in every particular as prescribed,*" and of the extreme importance of *accuracy* in every statistical detail ; it is hereby intimated, that any error due to lack of intelligent effort or lack of deliberate care, will be considered by the educational authorities as evidence of a character incompatible with the holding of a Teachers' License.

In order to aid inexperienced teachers, or the few experienced teachers afflicted with loose notions as to the importance of the exact accuracy required, the following notes are made on the statistics of the Register and the Return.

(a.) The directions given on the last page of the Register, as well as in every other part of it, must be studied until every point is known and clearly understood. These are the " prescribed particulars " which must be sworn to by every individual sending in a " return," and receiving any public money as a teacher in a public school.

(b.) Also, for example, the age of every pupil should be entered exactly as directed, not on the authority of the previous register ; but

from the most direct and authentic source, to the exact day in every case in which that can be ascertained. And all other items directed to be entered on the Register at the opening of the school should be entered just as soon as the *exact* information can be reasonably obtained and proved by the teacher.

(c.) The teacher will be held responsible for any delay on the part of the secretary of the trustees in entering upon the Register the statistics he is required to obtain, unless evidence is forthcoming that the teacher gave due and reasonable notice to the secretary that the required entries had not been made in the Register.

(d.) These statistics are open to the inspection of all school visitors and officers; and if any error should be discovered it should be immediately corrected.

(e.) The following notes are made on points which have been observed to be misunderstood or overlooked by some teacher or trustee during the past three years :

GENERAL EXPLANATORY NOTES.

1. The Return is an exact copy of specified portions of the Register, and it must therefore be exactly copied as prescribed before it can be sworn to. The return will, therefore, contain some statistics which refer to the beginning of the school year instead of the close—the ages of pupils for instance.

2. An assistant teacher as well as any other, must make oath in statutory form in order to draw any Provincial Grant. Such affidavits should be attached to the return of the principal teacher of the department in the blank space provided for the same.

3. In the case of school sections to which extra holidays have been granted under any of the Regulations of the C. P. I., and of teachers applying for the extra Class A, or Agricultural Grants, the facts should be plainly endorsed on the margin of the Return or otherwise inseparably attached to it, so that the Inspector cannot overlook them. Teachers or sections neglecting this precaution will rightly be held responsible for their own losses if any occur on account of the neglect.

4. When a teacher does not expect to remain in the section after the close of the school, his or her Post Office address for the month following should be endorsed on the return, say, on the foot margin of its face when folded, in case the Inspector should require to communicate with the teacher regarding some point in the "return" or the payment of the Provincial Grant. If this precaution is neglected, the teacher alone must be held responsible for delay in the payment of moneys occasioned thereby, and the additional trouble given the Inspector.

5. Any teacher who neglects the posting up of the Register promptly from quarter to quarter, as indicated in the Register itself; or who at the end of his or her service does not complete the Register as indicated definitely at the bottom of page *nine*; and then makes the prescribed oath containing the words "the prescribed Register has been *faithfully* and *correctly* kept by me," is liable to have his or her license cancelled by the Council of Public Instruction. Before the oath is taken to the Annual Return both the Teacher and Secretary of the Trustees must have signed the certificate at the bottom of said page *nine*,—excepting in the City of Halifax, where a different though equivalent arrangement is authorized as being more convenient under the circumstances.

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

NOTES ON THE FILLING OF PAGE 9 OF REGISTER.

7. Where the degree of accuracy is not specified the blank space left for the figures indicate the degree required. Thus under the heading 13, "cubic feet of space," and heading 65 to 90, "minutes on an average taken," only the approximate whole numbers are required. There is no room for fractions, vulgar or decimal. In other cases the degree is specified, namely, the age to days. In all cases of averages, &c., the decimal is to be carried out to two places as specified in the paragraph on the last page of the Register. For accurate statistical purposes it is most necessary that every individual should follow the same exact rule. Any one who will neglect this rule because *he* does not think it necessary to be so exact, cannot complete his return, as required by law. This fact is here emphasized so that even the appearance of evil may be avoided.

8. The total numbers of pupils on the Register at the end of each quarter can never grow less by the simple withdrawal of the pupils from the school. Only when a pupil is transferred to another department in the same school section and is enrolled there with the attendance made in the first room, can he be marked as "not on the Register" of the first department. The directions on the last page of the Register will make this point clear if studied carefully. "The Total Pupils on the Register" at the end of the Fourth Quarter in every section with only one school, will be the total number who attended school at any time during the year.

9. The teacher should see that the secretary takes great pains to have entered as accurately as possible all the facts required to be entered at the opening of the school, the headings, Nos. 53, 55, 56, 57, 58 and 59,

as well as those to be entered at the close, namely, Nos. 54, 60, 61, 62, 63 and 64.

10. It has been discovered that in one county there were some cases in which the entry under heading No. 58, "Total amount voted at last annual meeting for all school purposes," in some cases included the "estimated county grant." Such a statement is false, as the county rate is levied in accordance with the statute. The amount voted at the annual meeting is simply what the section should assess itself for and collect through the secretary of its trustees from the ratepayers of the section, to *supplement* any grant estimated to come from the county fund at the end of the year.

11. "Total amount of Teachers' Salary," under No. 60, is the exact amount the trustees have paid or are obligated to pay as salaries during the year—the amount they have to pay the teacher according to the bond or contract. The county fund will in most cases be required to supplement the sectional assessment for this payment. The figures will therefore necessarily include some if not all of the county fund; but must not include any of the Provincial Grant. These figures will always be easy to fill in, as they will be exactly what must be paid the teachers for the year according to the legal contract.

It will differ from No. 4, "Annual Salary exclusive of the Provincial Grant," (which is the *rate*, or salary for the complete year) whenever the teacher has not taught the complete year. No. 4 states the salary, provided the teacher taught the full year. No. 60 states the actual salary paid, or to be paid, for the time taught.

12. *Total Annual Enrolment*.—If the numbers in columns 27 and 38 on page 9 are not equal, the teacher has misunderstood or not followed the directions on the last page of the Register. Such a return should be sent back for correction. The sum of columns 35, 36 and 37 must equal 38. 39 and 40 must equal 38. The sum of 45, 46, 47, 48, 49 and 50, must equal 38. 51 and 52 must equal 38. And 91 to 103 must equal 38.

Also the sum of 65 to 90 should approximately equal *five* times column 12.

Columns 100, 101, 102 and 103 must equal 130, which must also be equal to the sum of 131 and 132, etc., etc.

13. Column 129 refers to Provincial High School Certificate holders. Grade IX. will therefore, as a rule, be filled with a *naught*. Grade X. with those holding D certificates or licenses, Grade XI. with those holding C, and Grade XII. with those holding B.

The Grade of such High School students should be marked in every Register, on page 3, with an *asterisk*, as required in G.—COUNTY ACADEMIES. Reg. 13.

14. *How to fill in Tables 65 to 90*.—(1) Suppose book-keeping to be taken up in an ungraded school for only *six* weeks, the teacher giving his attention to the class for an average of 15 minutes every day. That

would be 75 minutes per week for six weeks, or 450 minutes altogether for the year. But as there are 44 weeks in the year, that would give an average of 10 minutes and a fraction per week for the year. When the fraction is less than $\frac{1}{2}$ it must be rejected. When $\frac{1}{2}$ or greater than $\frac{1}{2}$, the next integer above should be taken, as there is no room for fractions. (2) Suppose a "ten minute" oral lesson on Patriotic and Moral Duties is given, say on the first Monday of each month. This gives 100 minutes per year. Divided by the number of weeks, 44, it gives an average of 2 minutes per week for the year, during which the teacher is employed in giving lessons under (69).

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

MORAL AND PATRIOTIC DUTIES.

This is a heading which, under a possible perspective, may be misunderstood by those who do not know what it is. There is no text-book. There is no lesson to be memorized at home. There may be no regular time each week for it on the school time table. Then it may be asked, why have it itemized in the Register, Returns and the Inspector's note book? Just because it is an important element in school life which should never be lost sight of. And without having it itemized it would under many circumstances be omitted. If the young citizen is to be developed with a true patriotic spirit, he should naturally begin to show it in a disposition to sacrifice some of his time, his convenience, or his efforts, for that part of his country with which he comes first into contact. His first countrymen are his fellow-scholars; his first land the public school or play-grounds. If he can be inspired with the desire to make an effort to improve or beautify these surroundings for the common pleasure and pride of the school, he can do it for his town, his province, or the empire. This is next step to the recognition of the universal brotherhood of man, one at least of the fundamental elements of a good morality of which the teacher has already been certified to be a good example before being licensed. When a public holiday comes, here is a standing suggestion that its meaning should be impressed on the young pupils. When an incident in the history lesson offers to illustrate the duty of the citizen for the common weal, the occasion is taken. When geography points out our great resources, the opportunity occurs again. When an occasion requiring discipline arises, there is yet another chance to point an effective lesson on the principles of morality and public duty. The teachers' having to estimate the time on an average absorbed in such work, and to record the estimate on the Register, is the surest way we know of keeping the importance of such training always before them when an occasion arises to make such a lesson effective.

What is education worth if the true spirit of a moral and patriotic citizen is not also simultaneously stimulated and developed? Who is not in favor of the utilizing of every possible incident to develop such a spirit; more especially when it is not associated with the idea of being a task which must be gone through with at a certain minute, when there are no circumstances present to make the lesson of dramatic interest. This, too, is the commencement of the study of civics which is now receiving so much attention in other countries.—*Education Report, 1894.*

SMALL SCHOOL SECTIONS.

In the Regulations of the Council of Public Instruction it is very clearly implied that four miles is not an excessive diameter for the school section, especially where the population is sparse. Now, while a distance of two miles from the school makes attendance, especially for young pupils, impossible in stormy weather and in certain seasons of the year, it has been found from experience that such a distance has some compensation as compared with the too often longed for position near the school house. An hour's walk to school in the morning, and another back again in the afternoon, give the very best opportunities for health and strength-developing exercise in the open air, give good chances for the practical study of nature along the road, and prepare the pupil for the enjoyment of physical rest and mental work in the school room, and also at home when such work is required. Still so many parents can only think of the discomfort of the distance in bad weather that they are ready to create a weak section, which can never be in a position to keep a good school regularly, for the sole purpose of saving a portion of the distance, as if the additional distance were of so much importance once the pupil is on the road.

It sometimes happens that an apparent mania takes possession of some people whose fathers and mothers were content for over a quarter of a century to attend school perhaps two miles distant, to have the school near them. Such people sometimes persist for years in agitating for the division of the section, or the changing of boundaries, and the consequent disarticulation of several neighboring sections. As a general rule, the various boards of District School Commissioners, assisted by the Inspectors, resist any extreme or unwise demands for such re-organizations of boundaries as will increase the number of sections. And it is most necessary. For while the law leaves it comparatively easy to divide a section, it is extremely difficult, if not practically impossible, to consolidate again. At some future time it may be the desire of the greater majority of the two sections to unite; but a small minority, which may nearly always be had, can prevent it. In other cases three sections should be consolidated into two, or four into three. But such a move would require concerted and practically unanimous action on the part of each three or four sections, involving the change of their boundaries and of the school houses, each of which would affect several individuals unfavorably. When sections are subdivided, then, it should not be merely to suit the present generation. The interests of succeeding generations should be held in view as well as the present fugitive circumstances. But, unfortunately, in many parts of the country, and

in some counties to a greater extent than others, the mischief has been done already.

* * * * *

I trust that School Inspectors and District Commissioners may make a special study of this question with a view to remedy the evil wherever it exists. In many places we find efforts now being made to unite several school sections into a large union or district section under one board of trustees. This policy was advocated in this Province no later than last year in the Legislative Council. It has, no doubt, some points of advantage as compared with the normal or standard school section at present. But whether the advantages are great enough to press the consideration of such a policy now or not, there can be no doubt that every effort should be put forth immediately to enlarge and strengthen weak sections wherever they may be found. That involves the increase of territory within the school section, which in turn involves increasing the distance of some parties from the school. And this will always become, as a general rule, a source of contention and opposition to improvement. In order to offset to some extent the disadvantage of distance, the Act of 1895, sec. 14, allows Boards of District School Commissioners to exempt from sectional taxation in whole or in part persons dwelling more than two and one quarter miles from the school house. Perhaps it might further aid reform in this direction if the commissioners were allowed, in addition, to exempt those over *two* miles from the school, say, from one-half of the sectional taxation.—*Education Report, 1895.*

THE SUPERANNUATION OF TEACHERS.

This problem was discussed at the last Provincial Educational Convention at Truro, a committee was appointed to draft a scheme for further consideration, as will be seen from the Proceedings of the Educational Association, and the whole subject will come before the Convention next October.

The subject is one which has two sides. It will cost something to manage such an organization. No aged teacher at present can expect much advantage from it; as it is incompatible with the laws of ordinary finance to reap where one has not sowed. It is principally a question for the younger teachers, who in considering a scheme must remember that they must mainly stand the expense themselves. This word is simply to set all our teachers thinking.

PROVINCIAL REFORMATORY OR PARENTAL SCHOOL.

An able paper opened a discussion at the Provincial Educational Association meeting in Truro last fall on the necessity of an institution for the province where incorrigible children could be sent for appropriate training.

On motion the matter was referred to the Superintendent of Education and Inspectors for the gathering of information as to the probable demand and cost of such an institution, the subject to come up for further consideration at the next meeting of the Association.

This paragraph is therefore to notify Inspectors to collect, while inspecting schools, such information as is possible from typical sections

which in the aggregate may fairly represent their several inspectorates, and to request all teachers and trustees to aid them as far as possible.

The character of a Provincial Reformatory, the class of pupils for whom it would exist, and the different views expressed by those discussing the question, can best be learned from the report of the Association, which is now in the hands of the printer, we are informed, and which is advertised on a preceding page.

The following extract from the last report of the Supervisor of the Halifax Schools will explain the character of such an institution, and of the pupils for whose training it is thus proposed to provide. The main point to be ascertained by Inspectors from teachers, trustees and others, is the approximate number of such "incorrigible," not "criminal," pupils from each inspectorate who would have to be provided for.

As such an institution would be an expensive one to establish and maintain, it is very desirable that the whole question should be thoroughly considered from every point of view before any movement should be made to obtain legislative action.

This is the way in which it is looked at by the Supervisor of the Halifax City Schools when discussing the attendance at school during the past year:

"The number of pupils enrolled during the year [in the City of Halifax] was 7524, showing an increase of 112.

During the first quarter, the daily average was 5153; second quarter, 4702; third quarter, 4594; and fourth or Spring quarter, 4983.

The percentage of attendance was 73, which was two per cent. less than that of the previous year. This was partly owing to the prevalence during the last two quarters of mild epidemic diseases, which though not causing many deaths, yet interfered seriously with school attendance. Some of these diseases still continue, and, in the form of measles, are reducing the attendance in some departments by 30 or 40 per cent.

But another cause was also operating. The services of a special truant officer having been withdrawn, the compulsory attendance law was inefficiently administered, was even held in contempt where it had previously a wholesome effect. Truants and careless parents began to smile at threats which were seldom executed, and at punishments long deferred. The result was as might have been expected, an increase of truancy and irregularity of attendance.

Now that a thoroughly capable truant officer has been appointed many of these evils will doubtless disappear.

But it is to be feared that even under the present more favorable circumstances it will be impossible to render the compulsory attendance Act effective. Experience elsewhere teaches that such laws lose much of their beneficent effects when not supplemented by parental schools.

Even among respectable people there are many children whose misfortune it is to have parents or guardians weak in discipline. But among the poor, on account of the very unfavorable circumstances that sometimes prevail, such cases are very common, especially in towns and cities. Many of these unfortunate children, who might otherwise become useful citizens, go to swell the criminal classes. The strict enforcement of the compulsory Act would greatly lessen the number of

those who would become habitual truants, and save many; but they would be saved partly at the expense of those who became the victims of the weakness of their parents, of their own waywardness, and of the false economy of the state.

From general apathy, and from fear of expense, these unfortunate children are made to consort with criminals, and often return to their homes worse than they left them.

But all are not wholly apathetic. The commissioners often have to choose the less of two evils, and hoping against hope, they give many a boy another chance rather than send him to the Industrial School or the Reformatory. And so likewise, it is with painful regrets and misgivings that the Stipendiary pronounces every sentence.

The fact is that this law, which is very good as far as it goes, will not be efficiently administered, until *parental schools* are established.

It is good homes, with strong and kindly control, that we need for the boys; not prisons. Superintendent Seaver says:

“Truancy is not in itself a crime; but it is the dangerous way that leads many a boy into crime. The boy who has broken away from the restraints of home and school is not by that act a criminal; though he is giving rein to tendencies that will soon make him one. He is in grave danger, but timely care may save him. Now if the truant is not a criminal it is an injurious mistake to treat him as if he were; it is worse, it is a crime against society. His self-respect must be guarded and cherished as the very germ of that better life that is to be awakened and strengthened in him.”

There are in Halifax many, perhaps 30, or 40, or 50 children, who are almost certainly going to become criminals if left to themselves, or if sent to some penal establishment to associate with the hardened and to lose caste.

In Massachusetts every county but one has a parental school. Some other states have them also. Toronto has a *model* school of that kind, — a school in which the children are brought up under the most elevating influences.

In England truant schools are kept entirely distinct from all kinds of penal schools, and are managed by the school boards. Many parents voluntarily send their children to them, paying their expenses; just as some parents in this city, having partially lost control of their boys, send them away for a time to some private school, where by a good disciplinarian they may be educated into habits of obedience and industry. It is not looked upon as a disgrace, for they are merely sending their children to a specialist.

Now the establishment of a school of this kind is plainly necessary for Halifax; for if our education is to be universal it must be free and compulsory. Other parts of the province need such a school as well as Halifax. This has become evident in every town where the compulsory law has been honestly tried, as in the town of Dartmouth.

It would then be economical, if at the beginning, a parental school were established for the whole Province by the Council of Public Instruction. Such a school would, for several years, develop by experience the best methods, and serve as a model for other similar schools which, no doubt, will be established in every county within the next twenty years.

Now as to the character of the school to be established. It should be in a country district, and should consist of one cottage, or more than

one, according to requirements, each with a few acres of land. Each cottage should be large enough to accommodate about 25 pupils. There should be a neat schoolroom having a department for manual training. There should be a well kept garden, and the whole establishment should be entirely home-like, with no high fences, or other jail-like appurtenances. The cottage should be in charge of a male teacher, his wife, and one male assistant, and perhaps one or two servants. And here arises the chief difficulty, that of obtaining a suitable teacher. He should thoroughly understand human nature, should be apt to teach, should be gentle and strong, and should be familiar with many forms of manual labor, and his wife should be like-minded. Such teachers can be found, for we have them in the Halifax schools.

In this parental home the utmost regularity would prevail, and good habits would soon be formed. So far as the number of pupils would admit of it, they should be grouped in the different cottages according to age and moral conditions. All housework would be done by the pupils under competent direction. Three hours each day would be spent in school instruction. A few hours each day would be devoted to manual training and to gardening, and a few hours to play.

The cost of such an establishment would not be great, and would be borne in part by the parents according to their ability to pay; in part by the municipality to which the pupils belonged; and in part by the Provincial Government.

It may be said, why not let this work be done by the churches and by charitable organizations? For the very simple reason that they are unable to do it. For centuries they grappled with the subject of general education, and did magnificent work, yet half the people were illiterate. The state, in every civilized country had to step in and aid them. The churches and various societies have been doing a great work in Halifax, and yet there are dozens of vagrants in the streets, and others, not yet criminals, are being made to associate with criminals. The churches have neither the money nor the legal status to enable them to cope fully with this crying evil. Experience everywhere shows that the work will not be done unless the state does it.

Prevention is better than cure,—nobler, and a hundred times more economical. Let us urge upon the government the necessity for such schools as I have described above, and aid it in their establishment. We may pattern after many successful experiments in England, the United States, and our own country; and can scarcely make a mistake.

This subject was introduced to the Teachers' Association, and advocated in a very able and thoughtful paper by Principal Miller, and it was decided that Inspectors of Schools should be asked to collect information as a basis for the consideration of the government.

As corroborating what has been said above, my attention has been called to the fact that in England, between 1870 and 1893, juvenile crime has decreased nearly 70 per cent., and this in spite of the fact that acts are now classed as crimes that were formerly overlooked. This wonderful improvement is attributed partly to social conditions, but chiefly to the S. P. C. C., the truancy laws, and the moral and religious training in the schools. To quote from the *Independent* :

" Education has had its share in this good work; the school laws punish truancy by sending the offenders to truant schools, where the little runaways, washed and clothed,

are kept constantly at work with a little study and no play, for two months for the first conviction, four for the second, and six for the third; about half the truants are reformed during their stay in these schools. Industrial schools care for those who are not brought into line by the truant schools, and the reform schools set themselves the task of making bad boys and girls good. That they have succeeded so well and turned the tide of crime merits our hearty rejoicing."

PROVINCIAL HIGH SCHOOL EXAMINATION, 1895.

The following is a summary of the leading figures of the table compared with the previous years:

| | 1892. | 1893. | 1894. | 1895. |
|--|-------|-------|-------|-------|
| No. of Candidates.. | 1,431 | 1,506 | 1,922 | 2,399 |
| No. received Grade applied for.. | 175 | 598 | 760 | 684 |
| " lower Grade than applied for | 209 | 317 | 342 | 325 |
| " Grade A | 5 | 10 | 30 | 15 |
| " " B | 66 | 157 | 182 | 189 |
| " " C | 330 | 289 | 337 | 277 |
| " " D | 430 | 459 | 543 | 554 |
| Total High School Certificates won.. | 831 | 915 | 1,092 | 1,070 |

In 1892 the certificates were Licenses, and male candidates were required to attain the age of 17, and female candidates the age of 16 years, before being admitted to the examination. Now there is no limitation of age for examination or certificates of scholarship. The age limit is required only for the issuance of Licenses for teaching.

This year candidates went up to examination as young as the age of 12 years; and an aggregate of over 1000 was successfully made on A (classical) by a candidate of 16 years and 4 months. It should be expected that the proportion of successful candidates admitted only after the mature age of 16 and 17 years should be very much greater than when there is no such limitation. There are, however, many advantages in favor of the general usefulness of our present system. The increasing number coming up each year proves its popularity. The only danger is, that teachers may in some cases advance pupils too rapidly. But with experienced teachers of good judgment there will be no ill-advised attempts at promotion.

Another point has also to be taken into consideration. This is the first year that no relaxation had to be made by the Council of Public Instruction with respect to candidates falling below the minimum of 25, (for which regulations see October *Journal of Education* for 1893 and 1894.) We have this year outgrown the necessity of any further allowance on account of the transition from the old to the new system. The fact that the results of the examination are in some respects even superior to those of the previous years, although the conditions in some respects were more severe, is a very creditable testimony to the progressive spirit of the body of our teachers.

Inexperienced teachers who are preparing candidates, have to be reminded of the fact that in testing their own candidates as to their fitness for the Provincial Examinations, they should remember that they are not likely to put questions on points which escaped their own attention when teaching. Furthermore, that they will be prone to put

questions to their own candidates on points on which while teaching they laid special stress. Candidates are therefore likely to have their records at the school examinations under perhaps the great majority of teachers, all of whom are both capable and honest, reduced at the Provincial Examinations from 10 to 40 per cent., according to the care of the teacher in guarding against the tendency referred to. As soon as this principle is more fully apprehended by teachers as a whole, the results of the Provincial Examinations will not so often be disappointing to them.

Written examinations cannot test every qualification of a scholar equally well. It is, however, our most convenient approximative test of scholarship. It is more particularly defective in testing practical scientific ability, and accomplishments of voice and manner. Such subjects are therefore in the more especial domain of the official inspections and public examinations in each school.

In Appendix G. is given a table showing the average mark of candidates on each subject at each station ; and also as a measure of the approximative easy or difficult character of each examination paper, the highest mark on each made by a candidate. Where schools have been under the charge of experienced and effective teachers whose pupils had had a thorough grounding in all the common school subjects, the candidates were as generally successful as could be desired. Such schools are found in various counties of the Province, and are indisputable evidence of the fact that neither the Course of Study nor the standard of the examiners, as a general rule, is too advanced for our present conditions.

The following table of the average of Station Averages (Provincial Average) made on each subject of the B, C, and D grades, may be interesting for the purpose of the comparison of "marks" made by candidates. It will show whether any particular "mark" is above or below the Provincial average on the subject. An improvement on these averages is reasonably expected in 1896. The highest "mark" made on each subject is given in the lines below :

*Average Provincial value of each subject in Grade B, C, and D, 1895.
Also highest "mark" made by any Candidate.*

| AVERAGE OF STATION AVERAGES. | Eng. Language. | Eng. Grammar. | Hist. and Geography. | Science. | Physiology. | Draw. & Bookkeeping. | Arithmetic and P. M. | Algebra. | Geometry. | Latin. | Latin. | Greek. | Greek. | French. | German. | Aggregates. |
|------------------------------|----------------|---------------|----------------------|----------|-------------|----------------------|----------------------|----------|-----------|--------|--------|--------|--------|---------|---------|-------------|
| Grade B | 55.3 | 52.7 | 51 | 39.5 | 34 | 37.8 | 43.5 | 47.5 | 27 | c. | au. | c. | au. | 38.9 | 42.7 | 390.3 |
| " C | 36.5 | 48.8 | 48.1 | 30.2 | ... | 26.9 | 42.4 | 37.4 | 40 | 24 | ... | 32.8 | ... | 35.5 | 34.3 | 319.9 |
| " D | 40.7 | 49.2 | 38.5 | 33.6 | ... | 25.2 | 39 | 40.7 | 43.9 | 23.5 | ... | ... | ... | 33.8 | ... | 319.8 |

HIGHEST "MARK."

| | | | | | | | | | | | | | | | | | |
|--------------|----|----|----|----|-----|-----|-----|-----|-----|----|-----|-----|-----|-----|-----|-----|-----|
| Grade B..... | 83 | 98 | 90 | 89 | 79 | ... | 92 | 100 | 98 | 76 | c. | au. | c. | au. | 91 | 97 | 858 |
| " C..... | 81 | 99 | 95 | 82 | ... | 81 | 100 | 100 | 100 | 91 | ... | 84 | ... | 93 | 84 | 770 | |
| " D..... | 86 | 92 | 95 | 79 | ... | 86 | 97 | 100 | 100 | 88 | ... | ... | ... | 96 | ... | 730 | |