JOURNAL

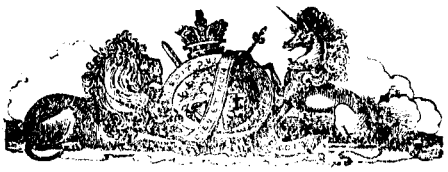
OF

EDUCATION,

BEING THE SEMI-ANNUAL SUPPLEMENT TO THE REPORT OF THE SUPERINTENDENT OF EDUCATION FOR

NOVA SCOTIA.

APRIL, 1906.



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HALIFAX, NOVA SCOTIA, APRIL, 1906.

OFFICIAL.

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

II.—The JOURNAL, which is the Semi-annual Supplement of the Education Report, will be furnished gratuitously, according to law, to each Inspector, Chairman of Commissioners, and Board of Trustees; and will be supplied to other parties wishing it at the rate of ten cents a copy.

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

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PROVINCIAL AID

To Teachers employed in the Public Schools for the half year ended Feb. 2, 1906.

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

ANNAPOLIS.

	Number of Teaching Days employed.	Am't paid to Teachers from Provincial Treasury.
Fash, Mabelle	108	$83 25
Magee, W H	103	92 61
Ruggles, Lenfest	100	89 91
Stevens, Josephine H	102	65 50
Atwood, Alice J	108	55 50
Banks, Beriah S	1 2	52 42
Boehner, Chas F	108	55 50
Brinton, Effie S	103	52 93
Bustin, Harry L	103	52 93
Chesley, Carrie E	108	55 50
Chipman, Ella M	102	52 42
Chisholm, Hattie E	108	55 50
Chute, L Maude	108	55 50
Clarke, Hattie M	107	54 98
Cossett, Otto Von B	108	55 50
Crisp, Wm K	20	10 27
D'Entremont, Louis A	61	47 01
Fennerty, Annie B	100	51 39
Fiske, Cora L	108	55 50
Foote, C Perry	47	36 24
Foster, Mayhew C	108	55 50
Gould, Annie S	108	55 50
Graves, Eva M	102	52 42
Hall, Carrie M	102	52 42
Harris, C Louise	103	52 93
Harris, Margaret M	108	55 50
Kinley, Thos J	35	17 99
McGill, Geo B	102	91 70
McMillan, Alice M	103	52 93
McMurtery, Haidee P	108	55 50
Moses, Winifred	107	54 98
Parker, Chas W	108	55 50
Purdy, Nellie B	103	52 93
Roy, Mary B	103	52 93
Spinney, Hattie S	92	47 28
Spurr, Alice M	108	55 50
VanBuskirk, J L	108	55 50
Vidito, Helen A	103	52 03
Wheelock, Frank E	102	52 42
Whitman, Laura M	108	55 50
Woodward, Grace L	108	55 50
Annis, Bessie M	108	41 62
Bacon, Agnes S	108	41 62
Baker, Ermina M	108	41 62
Banks, Almeda M	59	22 73
Bent, Lillian B	108	41 62
Bent, Lillie M	108	41 62
Bogat, Mary L	108	41 62
Brown, Mary McL	108	41 62
Buckler, Emily J	108	41 62
Cassidy, Bertha M	107	41 23
Chesley, Ella M	108	41 62
Cropley, Ethel B	98	37 76
Crowe, Bessie H	103	39 69
Daniels, Clara A	108	41 62
Deckman, Clara E	103	39 69
Denton, Curtis L	108	41 62
Dunn, Annie M	108	41 62
Durling, Bessie E	107	41 23
Durling, Edna	86	33 14
Elliott, Etta M	102	39 31
Gesner, Agnes	108	41 62
Harris, Mary H	108	41 62
Healy, Bertha A	108	41 62
Hiltz, Annie L	108	41 62
Hoyt, Winnifred	103	39 59
Hunt, G Edgar	20	7 70
Jackson, Annie L	38	14 64
Kempton, Susie W	107	41 23
Kinley, Mary T	56	21 58
Lambertson, Nora M	108	41 62
Longmire, Rosa T	108	41 62
McMillan, Nellie	108	41 62
Morse, Nellie C	108	41 62
Mussells, Howard H	108	41 62
Oakes, Cynthia L	108	41 62
Perry, Lydee S	108	41 62
Perry, Verna L	108	41 62
Phinney, Lillie M	108	41 62
Porter, A Maude	107½	41 42
Rice, Ina M	108	41 62
Ritcey, Adelaide M	108	41 62
Robinson, Clara	107	41 23
Roy, Maude E	108	41 62
Sanders, Arthur W	108	41 62
Saunders, Julia R	53	20 42
Sproule, L May	108	41 62
Tanch, Hannah E	108	41 62
Teed, Genevra	107	41 23
Tibert, Walton K	5	1 92
Walker, Flora A	86	33 14
Walker, Jean R	108	41 62
Walker, Lottie E	108	41 62
Webster, Grace C	108	41 62
Whitman, Minnie C	60	23 12
Baker, Hallie J	108	27 75
*Barteaux, Amy E	108	37 00
Barteaux, Lizzie A	104	26 72
Barteaux, Sophia N	51	13 09
*Berry, Ella M	19	6 50
Bogart, Caroline	99	25 43
*Charlton, Elvida M	97	33 22
Crisp, Mary L	83	21 32
*Daniels, Ella M	97	33 22
*Decker, Marv E	108	37 00
*Denton, E May	103	35 28
Fader, Oscar M	108	27 75
Hardy, Hilda M	106	27 23
Harris, Ada S	107½	27 62
Harrison, Alma F	108	27 75
Jackson, Annie L	68	17 45

*Jackson, Lena M	59	20 21
McKay, Jennie L	106	27 23
*McNeily, Wm H	47	16 10
*Millner, Gratia J	53	18 16
Parker, Lottie M H	108	27 75
*Porter, Kate L	84	28 77
Reid, Estella M	107	27 49
*Rowter, Emily A	83	28 42
Saunders, Emily A	107½	27 62
*Smith, Bessie E	76	26 03
*Spinney, Mabel R	52	17 81
Starrett, Beatrice	85	21 83
*Thompson, Susie M	83	28 42
*White, Susie	58	19 87
*Whitman, Lizzie M	55	18 84
Wilson, Erna M	20	5 14
Winchester, Ruth A	103	26 46
*Woodworth, B May	88	30 14
Woodworth, B May	5	1 28

ASSISTANTS.

Bent, Reginald M	51	17 45
Crowe, A Boyd	31	7 95

ANTIGONISH.

McPherson, H	82	$63 18
Thompson, Alexander	85	76 40
Tompkins, J J	83	63 96
Boyd, Angus J	103	52 93
McGillivray, Angus	108	55 50
Newcomb, Laura A	103	52 93
McGillivray, Andrew	85	43 68
Powell, W H	102	52 42
Sister M Victoire	108	55 50
Sister St Thomas	103	52 93
Sister St Leonard	103	52 93
Boyd, A A	108	41 62
Cameron, W D	108	41 62
Creelman, Minerva	103	39 69
Chisholm, Bessie C	108	41 62
Chisholm, Christina	108	41 62
Chisholm, Dan M	102	39 31
Chisholm, May A	108	41 62
Decoste, Joseph	108	41 62
Gillis, Mary	107	41 23
Inglis, Robert E	89	34 29
Kennedy, Janie S	107	41 23
Macdonald, Margaret A	108	41 62
Macdonald, Theresa	35	13 48
Macdonald, Anna	106	40 85
McEachren, Ethel	108	41 62
McKeough, Anna	108	41 62
McKinnon, A G	101	38 92
McKinnon, Margaret	10	3 85
McKinnon, Margaret	96	36 99
McLean, Maggie	107	41 23
McNaughton, Annie	10	3 85
McNeil, Margaret	108	41 62
McPherson, A	73	28 13
O'Brien, Angela	89	34 29
Rogers, Wm J	108	41 62
Sister St. Camillus	103	39 69
Sister St. Hugh	103	39 69
Sister Mary	108	41 62
Sister M Philippa	108	41 62
Walsh, Mary	108	41 62
Boyle, Joseph A	108	27 75
Crispo, Evelyn	102	26 29
Cameron, Christina	105	26 98
*Chisholm, Dan D	94	32 20
Chisholm, Janie A	98	25 17
Chisholm, Catherine	54	13 86
Chisholm, Marg B	108	27 75
Fraser, William	108	27 75
Fitzgerald, Annie	108	27 77
*Gillis, Augusta J	80	27 40
Gillis, Sarah B	108	27 75
Hanifen, Margaret	108	27 75
Leyden, Sarah B	108	27 75
Martin, Ellen	108	27 75
Macdonald, Marcella	108	27 75
Macdonald, Penelope	108	27 75
*Macdonald, Mary	85	29 11
Macdonald, Mary J	108	27 75
Macdonald, Catherine	105	26 98
Macdonald, Ronald	107	27 49
Macdonald, Martha	103	26 46
Macdonald, Mary C	108	27 75
Macdonald, Eva	107	27 49
Macdonald, Annie J	98	25 17
McDougall, Annie	108	27 75
McDougall, Florence	88	22 60
McGillivray, Margaret A	107	27 49
McGillivray, Maggie	108	27 75
McGirr, Gertrude	103	26 46
McIntosh, Sophia	108	27 75
McKinnon, Mary Agnes	106	27 23
McKenna, Mary	106	27 23
McLellan, Annie	108	27 75
McPherson, Katie A	108	27 75
Strople, Gladys	108	27 75
Sister St Helen	103	26 46
Sister St Thomas	103	26 46
Saltsprings, consol'd with 47	10	2 57
Lower W River " 47	10	2 57
Tompkins, J J (last year)	57	42 15

ASSISTANTS.

Beaton, Ronald	82	28 08
Barry, H D	66	16 93
McIsaac, John W	85	21 83

CAPE BRETON.

Armstrong, J Arthur	108	97 12
Davidson, Milton DeL	103	92 61
England, Harry E	108	97 12
McKenzie, George W	103	92 61
MacLeod, Jeanette R	108	83 23
MacLeod, Robert Hugh	105	67 45
Matheson, Duncan M	103	92 61
Stewart, Frank I	108	83 23
Bishop, Emma E	93	47 79
Bown, Eleanor F	103	52 93
Bruce, Harriet S	106	54 47
Campbell, Jean	103	52 93
Chapman, Eleanor L	25	12 84
Churchill, Harry W	108	69 37

Edgecombe, Ethel L	103	52 93
Gillis, Maude	103	52 93
Gillis, Simon P	103	52 93
Grant, Lina	108	55 50
Haverstock, W Ernest	103	52 93
Herdman, William C	108	55 50
McDougall, John	103	52 93
MacInnes, Duncan	103	52 93
Mackintosh, Anna B	108	55 50
MacKenzie, Anna B	108	55 50
McKenzie, Kate A	108	55 50
McKinnon, Joseph D	99	50 88
MacKinnon, Mary	104	53 44
McLean, Christena	106	54 47
McLean, Hattie A	53	27 23
MacLeod, Mary Elizabeth	10	5 14
MacLennan, Alexis	103	52 93
MacPhee, Lorette I	103	52 93
Ross, Kathleen Ida	103	52 93
Sister Francis Xavier	103	52 93
Sister Maria Amabilis	103	52 93
Sister M Aquinas	103	52 93
Sister M Clarissa	103	52 93
Sister M Gerard	103	52 93
Sister M Josita	103	52 93
Sister M Lawrence	103	52 93
Sister M Vincentine	103	52 93
Sister St Frances	83	42 65
Sister St Margaret	103	52 93
Sister St Mary	15	7 71
Sister Teresa Joseph	103	52 93
Tompkins, Matthew F	103	52 93
Vogel, Anna B	108	55 50
Woodill, Arthur W	103	52 93
Arsenault, Mary Teresa	100	38 54
Barclay, Winifred	103	39 69
Barrington, Harriet H	108	41 62
Boss, Maud	48	18 49
Boyle, Joseph S	108	41 62
Browne, Bernice I	102	39 31
Chisholm, Christina A	103	39 69
Coady, Peter W	14	5 39
Currie, Donald J	108	41 62
Currie, Michael D	70	26 98
Cusack, Mary Josephine	66	25 43
DeVoe, Mary A	108	41 62
Dobson, William A	107	41 23
Douglas, Fred A	103	39 69
Doyle, Agnes C	108	41 62
Elderkin, Beulah	108	41 62
Embree, Luella A	19	7 32
Fulton, Edith Irene	103	39 69
Gillis, Margaret	103	39 69
Hamilton, Agnes E	102	39 31
Hanrahan, Mary	103	39 69
Harrington, Annie E	103	39 69
Harris, Gladys E	103	39 69
Hartigan, Katherine	108	41 62
Higgs, Bessie R	103	39 69
Holmes, Katie M	108	41 62
Kelley, Amy Rood	108	41 62
Kelley, Ella	103	39 69
Kennedy, Annie M	99	38 15
Macaulay, Jessie	107	41 23
McCabe, Georgie	103	39 69
MacDonald, Agnes C	98	37 76
Macdonald, Ethel May	108	41 62
Macdonald, Flora	83	31 98
MacDonald, Jean Ferguson	50	19 27
Macdonald, Mary M	108	41 62
Macdonnell, Theresa	45	17 33
McDougall, Peter	105	40 46
McDougall, Philip	94	36 22
MacInnis, Dorothea J	108	41 62
McIntosh, Isabella	103	39 69
McIntyre, Matilda	103	39 69
McIsaac, D Joseph	102	39 31
MacIsaac, Janet Agnes	9	3 46
McIsaac, Mary Jane	103	39 69
McKenzie, Archibald J	50	19 27
McKenzie, Christena	108	41 62
MacKenzie, Rachel C	19	7 32
MacKenzie, Rachel C	86	33 14
MacKinnon, Hugh	93	35 83
MacKinnon, Katie	103	39 69
McKinnon, Minnie	108	41 62
McLennan, John C	106	40 85
McLeod, Cecilia I	103	39 69
MacLeod, Margaret J	108	41 62
MacNeil, Katie	103	39 69
MacNeil, Maria A	103	39 69
McNeil, Mary J	108	41 62
MacNutt, Lizzie J	108	41 62
McRury, Sadie M	108	41 62
MacVicar, Edith J	29	11 17
Martell, Mattie O	103	39 69
Mattatall, Daisy	108	41 62
Morrison, Adelaide T	102	39 31
Morrison, Margaret	108	41 62
Mosher, Blanche	108	41 62
Muggah, Margaret	103	39 69
Palmer, Gladys E	98	37 76
Patterson, Edith J	108	41 62
Phillips, Katie E	105	40 46
Phoran, Alice	108	41 62
Pierce, Celeste	108	41 62
Putnam, Mary D	103	39 69
Reynolds, Edna G	108	41 62
Rice, Garfield Theophilus	95	36 60
Robinson, Hattie L	108	41 62
Roy, Alexander Kerr	103	39 69
Saunders, Mabel C	103	39 69
Schurman, Sadie	103	39 69
Simpson, Margaret J	108	41 62
Sister M Ambrose	103	39 69
Sister M Andrea	103	39 69
Sister M Angelorum	103	39 69
Sister M Annina	103	39 69
Sister M Anthony	103	39 69
Sister M Bernardine	103	39 69
Sister M Ethelberga	103	39 69
Sister M Eulalia	103	39 69
Sister M F Borgia	103	39 69
Sister M Josephine	103	39 69
Sister M Louise	103	39 69
Sister M Oswald	103	39 69
Sister M Wilfrid	103	39 69
Sister St Aldric	103	39 69
Sister St Dympna	103	39 69
Sister St John C	106	40 85
Sister St Mary (Asc)	97	37 37
Sister St Rosaline	103	39 69
Spencer, Eva J	108	41 62
Spencer, Louise	103	39 69

Sutherland, Barbara I	48	18 49
Sylvester, Mary	108	41 62
Burke, Helena Beatrice	79	20 29
Carmichael, Jessie	103	26 46
Carrigan, Wilhelmina	101	25 94
Cody, Mary E	78	20 03
Dillon, Agnes Willard	46	11 80
Douglas, Havelock, G	108	27 75
Downing, L Minnie	102	26 20
Fielding, Clara	103	26 46
Fraser, Josephine	103	26 46
Fyfe, Magdalen M	108	27 75
Gillis, Margaret	81	20 81
Graham, Bessie F	103	26 46
*Grant, Jessie M	69	23 63
Harrington, Elsie M	98	25 17
Kaiser, Arthur Roy (a)	16½	2 34
Kaiser, Arthur Roy	104	26 72
Kerr, Annie F	103	26 46
MacAdam, Dan A	108	27 75
Macaulay, Christie	103	26 46
*Macaulay, Ellen K	88	30 14
Macdonald, Effie Jane	107	27 49
Macdonald Elizabeth	106	27 23
Macdonald, Ella M	108	27 75
Macdonald, Isabelle	76	19 51
Macdonald, Joanna	103	26 46
Macdonald, Mary C	108	27 75
McDougall, Duncan	102	26 20
McInnes, Mary M	103	26 46
McIsaac, Angus	76	19 51
MacIsaac, Mary Josephine	64	16 42
MacKenzie, Katherine	104	26 72
*MacKenzie, Margaret	104	35 63
McKinnon, Annie	99	25 43
MacKinnon, Florence M	108	27 75
MacKinnon, Mary Ann	103	26 46
McKinnon, Mary Cassie	107	27 49
McLean, Annie	108	27 75
*MacLean, Christine V	83	28 42
McLellan, Margaret A	103	26 46
McLennan, Hannah	108	27 75
MacLeod, Sarah	108	27 75
McMillan, Fanny	40	10 27
*MacNeil, James	108	37 00
McVicar, Bessie	103	26 46
Martell, Mary Caroline	74	19 00
*Morrison, Alexander	50	17 13
Munro, Katie	107	27 49
Nickerson, Margaret	103	26 46
O'Handley, Joanna	103	26 46
Rose, Lenora	103	26 46
Rose, Lily	108	27 75
Sister M Imelda	103	26 46
Sister M Lucilla	103	26 46
Sister St Ann	103	26 46
Sister St Cassilda	103	26 46
Sister St Gregory	103	26 46
Sister St Henedine	106	27 23
Sister St Mary	103	26 46
Wall, Gorman	105	26 98
Wallace, Jean	103	26 46

COLCHESTER.

SOUTH.

Archibald, G G	93	71 87
Campbell, W R	107	96 21
DeWolfe, L A	105	80 94
McDougall, E Mary	100	77 07
Oxner, Bertha G	108	68 37
Richardson, Lophemia	105	80 94
Allen, Annie H	108	55 50
Barteaux, J E	105	80 94
Bool, Evelyn	107	54 98
Carter, Harriet	69	35 45
Coleman, Edna	102	52 42
Cox, Nellie S	107	54 98
Dewis, Martha E	107	54 98
Davidson, Clara	107	54 98
Dickson, Hattie	107	54 98
Dickson, Ethel	107	54 98
Edwards, Elizabeth	107	54 98
Fulton, A Maude	108	55 50
Holesworth, Mabel	108	55 50
Kinney, Julia	102	52 42
Logan, Margaret	102	52 42
Logan, Sadie B	78	40 07
MacKenzie, Georgia	15	7 71
MacPherson, Margaret	107	54 98
MacPherson, Eliza	94	48 31
MacKenzie, Minnie	107	54 98
McCurdy, Ruth	35	17 99
Nelson, Eda M	108	55 50
Oulton, Millage	108	55 50
O'Brien, Greta F	108	55 50
Spenser, Agnes	107	54 98
Sutherland, Mary M	58	29 80
Archibald, Janet	107	41 23
Archibald, Irene	108	41 62
Archibald, Olive	108	41 62
Beck, Geo W	107	41 23
Beck, Louise W	106	40 85
Cox, Josie M	93	35 83
Cameron, Sadie E	108	41 62
Colter, Susan E	108	41 62
Creighton, Alice	107	41 23
Davis, D S	100	38 54
Dalrymple, Lucy	107	41 23
Dechman, Edith	108	41 62
Deane, Mary S	108	41 62
Flemming, Bessie	108	41 62
Gladwin, Alice	107	41 23
Grant, Etta W	103	39 69
Hutchinson, L Grace	107	41 23
Jobb, Irene	108	41 62
McLeod, M Jean	107	41 23
Murray, Christena	108	41 62
MacKay, Marion N	88	33 91
MacKay, Jessie	107	41 23
McKim, Agnes	107	41 23
O'Brien, Margaret	89	34 29
Patterson Sara B	98	37 76
Ryan, J B	11	4 23
Taylor, Arabelle	108	41 62
Taylor, Edith	35	13 48
Thompson, Mabel	107	41 23
Archibald, Leith P	108	27 75
Bell, Marie J	108	27 75

Cottle, Hanna L	108	27 75
*Christie, Ida M	97	33 22
Chisholm, Cynthia	108	27 75
Dechman, Elsie E	93	23 89
*Dickie, Olive B	107	36 66
Erskine, Jennie B	81	20 81
Frame, Annie M	77	19 77
*Graham, Jessie M	108	37 00
Gardner, Laura M	103	26 46
Grant, Christine	58	14 88
Kennedy, Christy	88	22 60
Lynds, Bessie J	108	27 75
Lynds, Adelaide	103	26 46
Lindsay, Olla M	108	27 75
Macdonald, Christine	108	27 75
Murray, Martha B	105	26 98
Mellish, Mary	103	26 46
Murray, Lulu	108	27 75
*Pratt, Lena H	108	37 00
*Rutherford, Ada M	71	24 32
Sibley, Florence	108	27 75
Sibley, Mary E	108	27 75
Weir, Maizie	83	21 32
Wright, Bertha N	59	15 14

STIRLING.

Langille, Alberta	107½	55 24
Menzie, Harry	107	54 98
Baillie, Christina C	73	28 13
Bryden, Margaret	107	41 23
Cameron, Laura	108	41 62
Cameron, Annie M	106½	41 04
Drysdale, Carrie	108	41 62
Douglas, Janetta	107	41 23
Ferguson, Jessie C	108	41 62
Malcolm, M Agnes	103	39 69
McIntosh, Laura B	98	37 76
McLandress, Elizabeth	108	41 62
Ross, Sara C	72	27 75
Smith, Margaret J	108	41 62
Stapleton, Ellen	91	35 06
Baillie, Christina	108	27 75
Ferguson, Maria J	108	27 75
Lynds, Bertha M	108	27 75
*Matheson, Annie M	108	37 00
McEachren, Janie	87	22 35
McKay, Margaret,	108	27 75
*McLeod. Janie E	87	29 79
Murray, Grace	20	5 14
Murdock, Jennie	108	27 75
*Nelson, Clara B	106	36 31
Reid, Sara E	54	13 86
Ross, Myra	107½	27 62
Swan, Amelia	107	27 49
Sutherland, Bessie B	107	27 49
Tuttle, Florence L	108	27 75
Weatherby, Stella M	108	27 75

WEST COLCHESTER.

Benvie, Jennie	93	47 79
Fulton, Marion	108	55 50
Dawson, Lucretia F	108	55 50
Lockhart, Lillian	108	55 50
Peppard, Ruth R	108	55 50
Putnam, Walter	108	55 50
Spencer, Mary	108	55 50
Titus, Chas G	107	54 98
Chisholm, Ida M	108	41 62
Fraser, Lulu	104	40 08
Fulmore, Della	108	41 62
Fulton, E M	108	41 62
Graham, Sadie B	108	41 62
Graham, Alice	108	41 62
Hamilton, Annie	108	41 62
Hamilton, Kathleen	108	41 62
Johnson, Lena	108	41 62
McCabe, Viola P	108	41 62
MacLennan, Florence	108	41 62
McLellan, James	108	41 62
Moreash, Clara	108	41 62
Morrison, Eva J	108	41 62
Purdy, Julia W	108	41 62
Smith, Emma	107	41 23
Soley, Elva P	98	37 76
Spencer, Marion	107	41 23
Boyd, Grace	63	16 17
Collins, Susie R	108	27 75
Craig, J Violet	108	27 75
Crowe, Tressie W	107½	27 62
Flemming, Effie P	108	27 75
*Graham, Addie	59	20 21
Fulton, Ethel	108	27 75
Harrington, Luta M	108	27 75
Hendorson, Emma	108	27 75
Johnson, Linda J	106	27 23
Lewis, Georgie	90	23 12
Reid, Emma C	108	27 75
Robertson, Susie M	108	27 75
Urquhart, Jennie	108	27 75
*Withrow, Gertie	106	35 31

CUMBERLAND.

Lay, E J	107	$96 21
McTavish, N D	102	78 60
McNealy, Murray	102	91 70
Osborne, W A	107	82 47
Roy, Frances B	103	79 38
Spinney, F H	102	91 70
Anderson, Pearl A	102	52 42
Bigney, Anna L	107	54 98
Brennan, D S	107	54 98
Conway, Isabella H	102	52 42
Cooper, Bessie E	102	52 42
Charman, Mary E	53	27 23
Elliott, Jane	102	52 42
Fitchett, Annie	108	55 50
Fulton, Elora	107	54 98
Gordon, Sadie J	107	54 98
Harvie, Alice B	108	55 50
Hockin, Lavinia M	107	54 98
Kent, Fannie	107	54 98
Lay, Lucy	19	9 76
Lent, F I	108	55 50
Love, Rachel P	102	52 42
McCart, Agnes J	107	54 98
McCulloch L P	107	54 98
McDowell, Mabel	30	15 41
McKenzie, Annie J	102	52 42
Mitchell, Jennie M	89	45 74

Murray, Annie G	53	27 23
Pugh, Ethel M	102	52 42
Purdy, Bertha	102	52 42
Russel, Jean A	107	54 98
Swift, Alice	102	52 42
Thompson, Alice	108	55 50
Watt, Widderburne	107	54 98
Amos, Rena M	103	39 69
Astbury, Lizzie L	108	41 62
Atkinson, Jennie W	107	41 23
Atkinson, Bella J	85½	34 10
Baird, Hazel F	107	41 23
Baird, Elizabeth	102	39 31
Baird, Cora E	103	39 69
Beattie, Laura	102	39 31
Benjamin, Mary	103	39 69
Bigney, Bessie	107	41 23
Boomer, Ethel	102	39 31
Brownell, Mamie A	108	41 62
Brownell, Irene G	108	41 62
Brundage, Kate	72	27 75
Burke, Nettie E	108	41 62
Chapman, Myra M	106	40 85
Charman, Eliza G	103	39 69
Chisholm, Annie L	108	41 62
Chisholm, Ethel M	108	41 62
Coates, Clara	102	39 31
Craig, Muriel E	102	39 31
Crawford, Roy D	108	41 62
Creelman, Jean M	107	41 23
Dewar, Effie M	108	41 62
Eaton, Menetta	108	41 62
Egan, S E	108	41 62
Elliott, Ida W	104	40 08
Elliott, J H	102	39 31
Embree, Sara	102	39 31
Fisher, Susie	108	41 62
Fulton, Mildred	103	39 69
Fowler, Margaret	108	41 62
Fraser, Margaret	102	39 31
Gammell, Lillian M	108	41 62
Goodwin, Oscar M	108	41 62
Grant, Margaret A	102	39 31
Gray, Alice C	107½	41 42
Hanna, Mabel E	55	21 19
Harrison, Kate B	108	41 62
Harrison, Erma	108	41 62
Healey, Theresa	102	39 31
Hunter, Augusta	103	39 69
Hunter, Lillian F	102	39 31
Huston, Mary A	107	41 23
Knowlton Edith	93½	36 02
Lockhart, Laura	107	41 23
Logan, Lou Ella	102	39 31
Johnson, Jas M	85	32 75
Lay, Jean B	107	41 23
Lindsay, Cora M	102	39 31
Lindsay, Lizzie B	83	31 98
Mattinson, Flora A	107½	41 42
McIntosh, Jessie B	108	41 62
McKenzie, Jessie E	84	32 37
McKim, Nina M	108	41 62
McLanders Jennie	103	39 69
McLean, Viola B	104	40 08
McLennan, Jennie	107	41 23
McLellan, Lucy R	108	41 62
McPhee, Mary	108	41 62
McVicar, J E	107	41 23
Murray, Annie G	55	21 19
Nelson, Nancy	108	41 62
Orr, Jane	102	39 31
Patton, Mary E	107	41 23
Patton, Flora M	108	41 62
Peers, Sadie J	108	41 62
Perrin, Elva E	108	41 62
Porters, Annie	108	41 62
Robertson, Annie M	108	41 62
Rooney, Effie	102	39 31
Ross, Bessie V	103	39 69
Simpson, Lydia W	102	39 31
Smith, Eva A	79	30 44
Smith, Alice	105	40 46
Sproule, Mabel E	103	39 96
Stevens, Martha R	98	37 76
Stewart, Helena	103	39 69
Stiles, Edna M	108	41 62
Trenholm, Ruth R	102	39 31
Trerice, Ruth	108	41 62
Trerice, S B	69	26 59
Vance, S C	108	41 62
Atkinson, Helen L	60	15 40
Baker, Leila V B	108	27 75
Bigney, Blanche	108	27 75
Bebee, Gertrude B	52	13 35
*Brown, Elida M	107	36 66
*Brown, Laura	81	27 74
Burns, Lillian B	106½	27 36
Callaghan, Lena	107	27 49
Cameron, Maude S	107	27 49
Carter, Florence	108	27 75
Chapman, Courtney C	100	25 69
Chapman, Margaret	106	27 23
Davies, Reta	20	5 14
*Davison, Bertha A	108	36 66
Dench, Susie	107	27 49
Dickson, Winnifred	63	16 17
Dixon, Elva M	87	22 35
Dobson, Blanche	107½	27 62
Fullerton, Mamie A	80½	20 68
Gaetz, Wilhelmina	15	3 85
Gamble, Ruth	103	26 46
Grant, Lena J	96	24 66
Grant, Alma	101	25 94
Henderson, Janetta	23	5 91
Hurd, Clara E	108	27 75
Johnson, Lula	105	26 98
Johnson, Edith A	102	26 20
Johnson, Susie	108	27 75
*King, Bertha	108	37 00
Kent, Janie A	98	25 17
Matheson, Ivy	108	27 75
McEachren, Lydia	82	21 06
McInnis, Estella J	108	27 75
McKay, Marion A	96	24 66
McKay, Ida M	108	27 75
McKenzie, Amelia H	108	27 75
McMillan, Sadie	107	27 49
McPhee, Theressa	107	27 49
Mills, Ardella	100	25 69
Mitchell, Annie	108	27 75
O'Brien, Fannie	48	12 32
*O'Brien, B M	107	36 66
Oxley, Annie	87	22 35
Rector, Annie	107	27 49

Robertson, Alice	107	27 49
Roach, Sophia	108	27 75
*Roode, Irene M	85	29 11
Shipley, Lottie	83	21 32
Simpson, Margaret	68	17 45
*Slade, Fannie	60	20 55
Skinner, Kate	108	27 75
Smith, Ina L	107	27 49
Smith, Eva A	29	7 44
Sproule, Essie	108	27 75
Stromberg, Annie A	108	27 75
*Sutherland, Katharine	1·7	36 66
Taylor, Florence	108	27 75
Thompson, Jennie	10	2 57
*Weir, Minnie	108	37 00
Wood, Mary	108	27 75
Woodland, Hattie E	108	27 75
Woodland, Minnie I	108	27 75

PARRSBOROUGH.

McAleese, Jennie	106	81 69
McDonald, J Crerar	101	90 79
Dyas, Katharine	102	52 42
Jenks, Winnifred	108	55 50
Leitch, Hally	102	52 42
Laring, Eva M	104	53 44
McCully, Mary	106	54 47
McLaughlin, Grace	84	43 16
McLeod, Mary J	108	53 50
Murphy, Alice	92	47 28
O'Mullen, Mary	102	52 42
Patton, Alberta	83½	42 90
Paul, Carrie	97	49 85
Smith, Mamie K	107	54 98
Walton, Lillian	102	52 42
Clay, J Madeline	102	39 31
Coulter, Christena	106½	41 04
Crowe, Janetta	108	41 62
Dickinson, Maude	102	39 31
Hill, Annie L	108	41 62
Jones, Pearl A	108	41 62
Kent, Lily	103	39 69
Kerr, Minnie G	108	41 62
McLaughlin, Margaret	87	33 52
Reid, Antoinette W	108	41 62
Spencer, F L	108	41 62
Ward, Cora	10	3 85
Boomer, Ethel	107	27 49
*Cameron, Blanche C	102	34 94
Cameron, Mary	11½	2 95
Canning, Alice	108	27 75
Davis, Reta	52	13 35
*Dorman, Alice	69	23 63
Farrell, Annie	102	26 20
Howard, Elizabeth	108	27 75
Lamb, Annie	108	27 75
Nuttall, Mamie	108	27 75
O'Brien, Della	91	23 37
*Pettis, Annie	69	23 63
Slater, Sadie	108	27 75
Smith, Dora B	107	27 49

DIGBY.

Morton, R F	103	$92 61
Best, Elsie M	108	55 50
D'Eon, Stillman L	108	55 50
Durling, Aubrey D	107	54 98
Elliott, S E Primrose	108	55 50
Etter, Margaret	71	36 48
Fairweather, E E	107	54 98
FitzRandolph, Mary F	34	17 47
Hogg, Augusta A	103	52 93
Hogg, Nathaniel W	103	79 38
Messinger, Wm S	98	50 36
Nowlan, Fred S	107½	55 24
Pothier, André G	104	53 44
Porter, Ethel G	108	55 50
Sister M Alexius	108	55 50
Sister Baptista Maria	91	46 76
Turnbull, Bessie B	108	55 50
Baker, Kate A	38	14 64
Belliveau, John E	108	41 62
Bent, Minnie S	108	41 62
Brannen, Lennie M	106½	41 04
Charlton, Carol P	108	41 62
Coggins, Agnes M	108	41 62
Collie, Zela A	103	39 69
Comeau, Chas B	108	41 62
Corkham, David A	108	41 62
D'Entremont, Mary A	105	40 46
Deveau, Beatrice M	108	41 62
Deveau, Jos C	108	41 62
Eaton, Lennie M	108	41 62
Freeman, Margaret	103	39 69
Goodwin, Emma M	104	40 08
Harding, Bernice A	105	40 46
Harris, Cora M	108	41 62
Harris, Mabel F	108	41 62
Harris, Whyna I	106	40 85
Kent, Bessie W	79	30 44
Lockward, Grace E	107	41 23
Lombard, Mary E	108	41 62
Mills, Hattie G	108	41 62
Mood, Jas E	98	37 76
Moore, E Blanche	96	36 99
Mussells, Maude A	108	41 62
Parker, Eugene T	79	30 44
Robicheau, Minnie T	108	41 62
Rumsey, Clara I	107	41 23
Russell, Kate J	107	41 23
abine, G Maude	108	41 62
Sister M Elise	108	41 62
Sister M Eugenie	108	41 62
Sister M Lucina	108	41 62
Sister M Modesta	108	41 62
Sister M Virginia	106	40 85
Stevens, Eudora M	107	41 23
Thibodeau, Beatrice	108	41 62
Thibodeau, Rose Anne	106	40 85
Tibert, Walton K	19	7 32
Walsh, Grace B	108	41 62
Wright Ethel L	108	41 62
Young, Isabella H	108	41 62
Amirault, Jeanne L	108	27 75
Bailey, Edna E	108	27 75
Baker, Kate A	70	17 97
Belliveau, Leonice	108	27 75
Blackford, Clara J	108	27 75

*Brooks, Grace D	97	33 22
Campbell, Effie E	108	27 75
*Comeau, Mary Rose	107	36 66
*Cossaboom, Annie F	107	36 66
*Cossaboom Clarisa I	88	30 14
Cossaboom, Mamie L	108	27 75
*Denton, Flora B	108	37 00
Deveau, Ann Lea	108	27 75
Deveau, Louise	108	27 75
*Doty, Lythia M	88	30 14
Doucet, Jos Phillip	108	27 75
Doucet, Nellie	108	27 75
Dugas, Beatrice	93	23 89
Dugas, Francoise	108	27 75
Gower, Ida M	108	27 75
*Hassett, Helena	108	37 00
*Hill, Dorcas A	75	25 68
Hines, Bertha M	107½	27 62
Hines, Effie G	108	27 75
Johnson, Ethel B	108	27 75
*Kinney, Renetta M	9½	3 24
*Kinney, Rowena	56	19 19
*Langille, Rebecca S	73	25 00
LeBlanc, Anselm L	108	27 75
LeBlanc, Symphorien	96	24 66
*Manzar, Gladys R	106	36 31
*Mullen, Annie L	106	36 31
*Mussells, Dora R	88	30 14
Peters, E Gertrude	79	20 29
Pothier Lizer A	104	26 72
Prime, Lenetta	108	27 75
*Randall Alice	108	37 00
Ridley, Grace L	86	22 09
Robicheau, Isabella	108	27 75
Robicheau, Loretta	108	27 75
Robicheau, Mary A	107	27 49
*Stingel, Viva C	98	33 57
Sulis, Bessie J	108	27 75
Taylor, Sophia M	102	26 20
Thurber, Bessie G	108	27 75
Trask, Leta H	108	27 75
*Tuthill, John T	20	6 85
Wetmore, Flora E	108	27 75
*Wetmore, Lalia J	34	11 64
Woodworth, B May	12	3 08

ASSISTANT.

Sister M Ursula	108	27 75

GUYSBORO.

McBain, Alex R	107	96 21
Robson, Norman	107	54 98
Creelman, Martha	108	55 50
Cooper Ina M	107	54 98
Dillon, Mary E	107	54 98
Ellis, Russell	107	54 98
Ellis, Jennie	107	54 98
Fultz, Emily	108	55 50
Giffin, Annie H	108	55 50
Giffin, Amy Clare	104	53 44
Gillis, Angus	108	55 50
Madden, Annie E	20	10 27
Macdougall, Jean	107	54 98
Arseneau, Minnie	108	41 62
Cox, Josephine	100	38 54
Donkin, Gertrude	107	41 23
Graham, Myrtle	108	41 62
Flynn, Sadie	79	30 44
Macdonald, Blanche	108	41 62
Macdonald, Nellie	96	36 99
McMillan, Grace D	97	37 37
McMillan, Mary J	108	41 62
McNaughton, D P	108	41 62
Sinclair, Maude	79	30 44
Scott, Estella L	108	41 62
Scott, Catherine	106	40 85
Tobin, Gertrude	108	41 62
Walsh, Helen B	106	40 85
*Aikins, Howard	5	1 71
Barrigan, Lila	107	27 49
Brown, Sarah M	88	22 60
Carroll, Mary A N	108	27 75
*Dooley, Bridget	20	6 85
Ferguson, William E	107	27 49
Gerrard, Louise F	108	27 75
Grant, Jannetta M	108	27 75
Hines, Laura	107	27 49
Howard, Sadie	98	25 17
Henry, Ethel M	108	27 75
Hanifen, Maggie	81	20 81
*Jenkins, Georgina C	97	33 22
*Jenkins, Lottie C	25	8 56
Kennedy, Lena C	107	27 49
*Kennedy, Rose A	94	32 20
Martin, Mabel B	108	27 75
Mattatall, Florence	92	23 63
Morgan, Emma	108	27 75
Macdonald, James M	93	23 89
McGrath, James J	107	27 49
McGillivray, Bessie	108	27 75
*McGillivray, Mary	105	35 97
*McGillivray, Marcella	74	25 34
McKeough, Bella	108	27 75
McLellan, Anna	108	27 75
McLellan, Elizabeth	100	25 69
McLean, Catherine	108	27 75
O'Hara, Alice	107	27 49
Ross Annie G	103	26 46
Ross Marion K	88	22 60
Sutherland, Mary E	108	27 75
Spanks, Elora J	108	27 75
Taylor, Mabel C	88	22 60
Taylor, Maud L	83	21 32
Taylor, Maud L	20	5 14
Taylor, Marion J	108	27 75
*Walsh, Rosalie	105	35 97
Whitman, Stella N	40	10 27
White, Sarah C	108	27 75

ST. MARY'S.

Cameron, Margaret G	79	40 59
Chisholm, Nellie	90	46 25
Marshall, Lena H	106	54 47
Archibald, John T	106	40 85
Bent, Laura F	89	34 29
Cumming, Melissa K	108	41 62
Corneally, Lottie	108	41 62
Fraser, Cassie	102	39 31
Hattie, John D	108	41 62
Homans, Ethel L	103	39 69

Hewitt, Martha	108	41 62
Hartling, Nettie J	108	41 62
Mosher, Annie R	108	41 62
Matheson, C Edna	80	30 83
Macdonald, Effie G	106	40 85
MacKenzie, Annie	73	28 13
Pye Hannah	108	41 62
Reid, Mary H	108	41 62
Smith, Anna M E	108	41 62
Cameron, Jessie M	108	27 75
Gunn, Alex W	103	26 46
Graham, Ida M	108	27 75
*Jackson, Annie F	103	35 28
McGregor, Minnie	105	26 98
McKiel, Lauretta	107	27 49
Stewart, Robert A	77	19 77
Stewart, Laura	74	19 00

HALIFAX.

CITY.

McKay, A	103	92 61
Kennedy W T	103	79 38
Morton, S A	103	79 38
Mackintosh, K	103	79 38
Logan, J W	103	79 38
McCarthy, J B	103	52 93
Peters, F A	103	52 93
Bigney, E M	103	52 93
Hill, K F	41	. . .
MacDonald, E M	103	39 69
Butler, G K	103	79 38
Cummings, E	103	66 15
Doherty, D P	103	66 15
Evaristus, Sr	103	79 38
Marshall, G R	103	66 15
O'Hearn P	103	79 38
Rosaria, Sr	103	79 38
Rosaire, Sr	103	66 15
Trefry, J H	103	66 15
Agnes, Sr	103	52 93
Allen, M E	103	52 93
Alonzo, Sr	103	52 93
Ambrosia, Sr	103	52 93
Berchmans, Sr	103	52 93
Boak, L M	103	52 93
Boreham, E M	103	52 93
Bowden, I M	103	52 93
Bowden, L J	103	52 93
Brims, M C	103	52 93
Brodie, I	103	52 93
Brown, E R	103	52 93
Bruce J	103	52 93
Cameron, E M	103	52 93
Cecilia, Sr	103	52 93
Chapman, E L	55	28 26
Cunningham, A M	103	52 93
Delahanty, K	103	52 93
Dempsey, I B	103	52 93
Dickey, S E	103	52 93
Dolorita, Sr	103	52 93
Dolorosa, Sr	103	52 93
Dwyer, M E	103	52 93
Ernestine, Sr	103	52 93
Eucharia, Sr	45	23 13
Florence, Sr	103	52 93
Flowers, E M	103	52 93
Flowers, H L	103	52 93
Gaul, R E	103	52 93
Genevieve, Sr	103	52 93
Grant, M L	103	52 93
Hart, G M	103	52 93
Haverstock, A M	103	52 93
Hazle, E M	101	51 90
Huggins, G M	103	52 93
Kelly, J M	103	52 93
Laracy, L X	103	52 93
Madeline Sr	103	52 93
Margaret, Sr	103	52 93
Marshall, L E	103	52 93
McCurdy, E R	103	52 93
McGregor, H	103	52 93
Moody, I G	48	24 67
Moseley, M I	103	52 93
Murray, Mme	103	52 93
Outhit, M C	103	52 93
Phelan, M F	103	52 93
Pius, Sr	103	52 93
Rankine, A B	103	52 93
Ross, E J	103	52 93
Sanders, K C	103	52 93
Saunders, A C	103	52 93
Shields, E G	103	52 93
Shields, S W	25	12 84
Sims, S A	103	52 93
Spencer, E M	103	52 93
Sullivan, Mme	103	52 93
Sutherland, J I	103	52 93
Theakston H S F	103	52 93
Tynan, J C	103	52 93
Wakeley, A C	103	52 93
Walsh, J L	103	52 93
Whalen, A T	103	52 93
Wiswell, I M	103	52 93
Woolrich, M E	103	52 93
Ackhurst, M L	102	39 31
Ancient, F S	103	39 69
Baker, G H	103	39 69
Bayer, A L	103	39 69
Blois, E H	102½	39 50
Blois, H H	45	17 33
Broadhurst, M E	103	39 69
Brunt, H D	103	39 69
Butler, E R	103	39 69
Catherine, Sr	103	39 69
Christina, Sr	103	39 69
Clark, E M	55	21 19
Clarke, J W	103	39 69
Clement, Sr	103	39 69
Concepta, Sr	103	39 69
Cunningham, E S	103	39 69
Curren, E M	103	39 69
DePazzi, Sr	103	39 69
Delphine, Sr	103	39 69
Devine, M E	103	39 69
DeWolfe, M W	48	18 49
Felix, Sr	103	39 69
Finn, Mme	103	39 69
Grierson, F	103	39 69
Grierson, M H	103	39 69
Gualbert, Sr	103	39 69

Hamilton, H H	103	39 69
Hartigan, Sr	103	39 69
Healey, K E	103	39 69
Henrion, C E	103	39 69
James, C A	103	39 69
Jamieson, H J	103	39 69
J Baptist, Sr	103	39 69
Johns, M A	103	39 69
Johnston, I J	103	39 69
Joseph, Sr	103	39 69
Keirstead, M	103	39 69
Kelly, Mme	103	39 69
Kennedy, M C	103	39 69
Leo, Sr	103	39 69
Leocadia, Sr	103	39 69
Leontine, Sr	103	39 69
Logan, A	103	39 69
Lyall, B H	103	39 69
McArthur, J A	103	39 69
McGregor, A	103	39 69
Mary, Sr	103	39 69
Mitchell, L F	103	39 69
Mooney, E	103	39 69
O'Donnell, M E	103	39 69
O'Donoghue, M T T	103	39 69
Perpetua, Sr	103	39 69
Putnam, A F	103	39 69
Raphael, Sr	103	39 69
Read, E McG	58	22 35
Remigius, Bro	103	39 69
Richardson, R	103	39 69
Rita, Sr	103	39 69
Rockett, M M	103	39 69
Rodreguez, Sr	103	39 69
Strattan E	103	39 69
Sullivan, M	104	39 69
Sullivan, M T	103	39 69
Sullivan, M T R	103	39 69
Theakston, S E	103	39 69
Torrey, E C	103	39 69
Travis, A A	103	39 69
Walsh, A M	103	39 69
Warner, M F	103	39 69
Wells, C	103	39 69
Wells, M H	103	39 66
Willis, E J	103	39 69
Dickson, M E	54	13 86
Edana, Sr	58	14 88
Garroway, C M	78	20 03
Gossip, C M	103	26 46
Jemmott, M F	103	26 46
Patrick, Bro	103	. . . .

COUNTY.

Miller, George J	103	92 61
Manley, Clotilde	103	66 15
Allen, Christina	103	52 93
Angus, Edgar	20	10 27
Bell, Mary F	103	52 93
Chambers, Carrie W	100	51 39
Corkum, Ethel	103	52 93
Crimp, Laura	103	52 93
Eaton, Isobel J	103	52 93
Evans, Laura F	20	10 27
Frye, Beatrice	108	55 50
Gaetz, Ida M	103	52 93
Grant, Ethel M	88	45 22
Henry, Ella K	108	55 50
Hiltz, Ethel M	103	52 93
Miller, Florence	103	52 93
Mumford, Elizabeth	78	40 07
Murphy, Blanche	21	10 78
McNutt, Annie	106	54 47
Ross, Ellen	64	32 89
Wisdom, Sadie	103	52 93
Abern, Mary E	103	39 69
Archibald, Jean	108	41 62
Auld, Maggie E	108	41 62
Brown, Emma M	108	41 62
Brown, Gertrude	74	28 52
Browne, Laurie	44	16 95
Chesley, Sadie B	108	41 62
Chisholm, Isabel	107	41 23
Clark, Ina J	107	41 23
Clark, Janet	103	39 69
Cook, Eva	108	41 62
Cook, Georgie E	108	41 62
Crockett, Eva F	107	41 23
DeVan, Eileen M	108	41 62
Dunbrack, Mary	108	41 62
Ead, May	65	25 04
Fahie, Annie M	103	39 69
Findlay, Sadie	103	39 69
Fisk, Mabel	83	31 98
Fitzgerald, Sarah I	97	37 37
Fraser, Reta M	107	41 23
Gallagher, Adelaide	108	41 62
Grant, Helen L	108	41 62
Gaetz, Lena M	106	40 85
Greig, Gladys S	108	41 62
Guild, Jean	93	35 83
Hall, Roy	108	41 62
Hall, Sarah M	106	40 85
Hall, Walter E	108	41 62
Hamilton, Janet	108	41 62
Hamilton, Mary A	103	39 69
Hockin, Hilda	103	39 69
Homans, Estella	108	41 62
Hume, Bessie W	103	39 69
Hume, Florence	108	41 62
Hume, Mary E	103	39 69
Hutchinson, Esther M	108	41 62
Hutchinson, Grace A	108	41 62
Johnson, Harriet J	85	32 75
Laidlaw, Elizabeth	103	39 69
Lawrence, Gladys	44	16 95
Lawrence, Hattie	104	40 08
Lewis, Lizzie K	103	39 69
Little, Flora	107	41 23
Lynds, Lennie	102	39 31
McHeffey, Mary E	108	41 62
Mackasey, W P	106½	41 04
Maskell, Viola L	108	41 62
MacKay, Belle C	103	39 69
McKenzie, Margaret	103	39 69
McLean, Ivy	107	41 23
MacMillan, Neil	60	23 12
O'Brien, Rufus	84	32 37
Ogilvie, Estey M	89	34 29
Osborne, Melissa	108	41 62
Patterson, Mabel G	108	41 62
Pender, Laura	108	41 62
Publicover, Jennie E	103	39 69

Reid, Margaret F	103	39 69
Rockett, Evleen G	74	28 52
Ross, Cerrie E	103	39 69
Schultz, Sadie	9	3 46
Shaw, Fenwick	106	40 85
Sheehan, Daisy	102	39 31
Smith, Gertrude	106½	41 04
Smith, Isabella	77	29 67
Smith, Pearl M	108	41 62
Stewart, Minnie	108	41 62
Strachan, Kathleen	88	33 91
Shute, Jessie T	103	39 69
Thomas, Bessie	103	39 69
Thornton, Mary	107	41 23
Turner, Rebecca E	107	41 23
Veronica, Sister Mary	108	41 62
Vaughan, Ethel	108	41 62
Wickwire, D S	108	41 62
Wier, Amelia	20	7 70
Wilson, Helen C	98	37 76
*Balcombe Lucy W	108	36 16
Chisholm, Jessie L	106	27 23
Cole, Josie	108	27 75
*Collins, Margaret	63½	21 24
Corner, Anna R	90	23 12
*Corner, Bessie B	103	34 48
Cooper, Edith	107	27 49
Crook, Mabel S	84	21 58
Curry, Emma A	108	27 75
Dauphinee, Elsie M	108	27 75
DeWolfe, Alfred	108	27 75
Dickie, Bessie S	107	27 49
Dickie, Gertrude	107	27 49
*Dickie, Lillie A	108	37 00
*Fader, Eva M	50	16 74
*Faulkner, Jean	64	21 40
*Foley, Ethel	107	35 82
Fraser, Grace	108	27 75
Gallagher, Mildred	108	27 75
Gibbons, John	108	27 75
Gray, Bessie	108	27 75
*Gourley, Lizzie E	69	23 08
*Gunn, Ella J	108	36 16
Hall, Mabel E	108	27 75
Hartling, Daisy	103	26 46
*Henderson, Henrietta	70	23 44
*Henley, Frank	92	30 79
Henry, Leah M	108	27 75
Higgins Gertrude	103	26 46
Higgins, Josephine	107	27 49
*Higgins, Myrtle	94	31 46
Higgins, Margaret	108	27 75
Higgins, Matilda	93	23 89
Hopkins, Effie R	94	24 15
Horne, Mary E	108	27 75
*Hubley, Georgina	82½	27 61
Hume, Sadie M	108	27 75
Irwin Christine M	72	18 48
*Irvine, John T	108	36 16
*Josey, Irene M	86	28 93
*Logan, Annie L	72	24 08
Maskell, Blanche	108	27 75
Melvin, Lora P	20	5 14
Mitchell, Lucy V	104	26 72
Murphy, Mary F	108	27 75
MacGillivray, Mary	54	13 86
*McDonald, Annie J	100	33 48
McMann, Carrie	101	25 94
Nicoll, Winnifred	32	8 21
Nieforth, Mabel	108	27 75
Richardson, Edith	106½	27 36
Robinson, Jennie	108	27 75
*Scott, Sarah M	108	26 16
Sibley, Harriet M	104	26 72
Sibley, Mattie A	108	27 75
*Simpson, Ruth B	88	29 59
Soy, Mary	107	27 49
Spinney, Jennie	108	27 75
Stoddard, Sabina	108	27 75
Sutherland, Grace	105	26 98
Tays, Gertrude	108	27 75
*Thomas, Monica	100	33 48
Trivett, Muriel	103	26 46
Tupper, Edith J	20	5 14
Wallace, May D	103	26 46
Warner, Mary B	107	27 49
*Webber, Kathleen	45	15 05
*Williams, Joseph	104	34 82
*Yeadon, Ida M	101	33 81

HANTS.

WEST.

Forbes, Antoinette	103	$79 38
Shields, William J	102	91 70
Smith, John A	103	92 61
Bligh, H Alice	34	17 47
Bowlby, Minnie F	106	54 47
Brennan, Maude A M	103	52 93
Card, Grace B	108	55 50
Coldwell, Laura A	26	13 36
Fellows, Annie K	88	45 22
Gay, Mabel L	84	43 16
McCully, Eva	107	54 98
McWilliam, Jessie	107	54 98
O'Brien, Katie E	69	35 45
Pearsons, Kate E	103	52 93
Scott, Agnes B	107	54 98
Smith, Letson W	105	53 96
Tulloch, Mary E	104	53 44
White, Jennie Mc	102	52 42
Archibald, R DeW	24	9 24
Bennett, Hanna	102	39 21
Blois, Josephine C	108	41 62
Bradshaw, H Madge	91	35 06
Brison, Eliza P	103	39 69
Brison, Nellie	108	41 62
Burgoyne, Naomi A	108	41 62
Campbell, Lena B	108	41 62
Demmons, Mona B	103	39 69
Dimock, Annie	103	39 69
Dow, Jessie W C	108	41 62
Foster, Arthur DeW	20	7 70
Goudy, Emily F	103	39 69
Grant, Stella	87	33 52
Kelley, Minnie A	78	30 06
King, Alberta L	108	41 62
Lockhart, Bessie B	64	24 66
Loomer, Gertrude M	97	37 37
Mariette, Emma M	108	41 62
McCurdy, Helen M	103	39 69

McLeod, Margaret	108	41 62
Miller, Ada B	106	40 85
Parker, Alma D	103	39 69
Parker, Grace D	108	41 62
Parker, Helen G	107	41 23
Partridge, Ethel	91	35 06
Rines, Rossie A	108	41 62
Rutherford, Hilla J	108	41 62
Shaw, Sarah E	101	38 92
Sweet, Annie E	103	39 69
Underwood, Annie	104	40 08
*Adams, Floretta M	108	37 00
*Bond, Bessie	108	37 00
*Bowes, Willetta J	69	23 63
Cameron, Hattie	108	27 75
Carson, Teresa B	97	24 92
Foley Ethel May	83	21 32
Gormley, Henrietta A	97	24 92
Harvie, Alice A	98	25 17
*Jones, M Eleanor	108	37 00
Jones, Estella	107	27 49
Laws, Lillian G	103	26 46
*Long, Gertrude	56	19 19
Lynch, Emma L	108	27 75
Moore, Jennie	108	27 75
*Nicholson, Mary V	84	28 77
*Reden, Alice B	108	37 00
*Wilson, Lizzie F	108	37 00

EAST.

Astbury, John E	108	55 50
Cottle, Pauline D	108	55 50
Hunter, Jennie A	108	55 50
Mason, Hazel	108	55 50
McLellan, Mary	106	54 47
O'Brien, Clara J	108	55 50
O'Brien, Laura	108	55 50
Parker, Ethel	108	55 50
Putnam, Clara A	108	55 50
Rines, Maggie L	108	55 50
Shepherdson, George	108	55 50
Shortliffe, Delbert L	107	54 98
Anthony, Linden E	77	29 67
Blake, Elizabeth A	108	41 62
Brown, Victor	99	38 15
Cook, Mary L	08	41 62
Cox, Janie R	108	41 62
Gibson, Ella May	49	18 88
Gowe, Verna B	108	41 62
Graham Julia M	108	41 62
Guild, Libbie	43	16 57
Harvie, Arabella E	96	56 99
Harvey, Jessie L	107	41 23
Lewis, Lena Loretta	108	41 62
Little, Ada Charlotte	81	31 21
Logan, Margaret S	89	34 29
Logan, Robert J	105	40 46
Loughead. May E	102	39 31
Mason, Eugene M	9	3 46
McLean, Gertrude E	101	38 92
Mosher, Idella P	108	41 62
O'Brien, Annie B	108	41 62
O'Brien, Ellen J	87	33 52
O'Brien, Maggie A	17	6 54
O'Brien, Mary L	84	32 37
Pentz, Bertha E	107	41 23
Sanford, Alida R	108	41 62
Stuart, Charles	98	37 76
Wallace, Ellen	108	41 62
White, Jennie M	28	10 79
Wier, Annie G	108	41 62
Withrow, Mary L	108	41 62
Allison, Jessie M	101½	26 07
Baine, Eldridge C	100	25 69
Crowe, Susan A	98	25 17
Dewis, Leella	20	5 14
Embree, Janie E	20	5 14
*Etter, A Gordon	46	15 75
*Gray, Gracie L	62	21 23
Greenough, Janet G	108	27 75
Guild, Libbie	65	16 68
*Horne, Lillie A	108	37 00
Lawrence, Alice	108	27 75
Logan, Jessie M	107	27 49
McCurdy, Lillie A	74	19 00
*Oatley, Florence	107½	36 83
*O'Brien, Janie L	108	37 00
Parker, Lillian B	108	27 75
*Reid, Anna May	108	37 00
*Reynolds, Helen M	108	37 00
Simm, Ada A	89	22 86
Simm, Ethalyn	102	26 20
*Smith, Ida L	107	36 66
Patterson, Collie Maude	108	27 75
*Vaughan, Alice G	108	37 00
*Webb, Myrtle	104	35 63
Withrow, Blanche	59	15 14

ASSISTANT.

Grant, Rebekah	103	26 46

INVERNESS.

SOUTH.

Matheson, Donald J	108	$97 12
Smith, Edmund B	108	97 12
Cameron, Lorrie J	107	54 98
Chisholm, Duncan	90	46 25
Creelman, Laura May	108	55 50
Farrell, Mary Alice	108	55 50
Fraser, Susie	108	55 50
MacMaster, Annie J	108	55 50
Sister St. Mary	108	55 50
Sister St. Prisca	108	55 50
Sutherland, Augustina	79	40 59
Beaton, Annie	64	24 66
McDonald, Mary A	95	36 60
Macdonald, Mary B	108	41 62
McDonald, Teressa	56	21 58
McIsaac, Mary A	108	41 62
McInnis, Wm C	108	41 62
McLean, Edgar H	82	31 60
McLellan, Margaret	14	5 39
McQueen, Catharine	108	41 62
Nicholson, A G	35	13 48
Ross, Annie J	107	41 23
Sister St. Marcella	108	41 62
Sister St. Marie	108	41 62
Smyth, Margaret W	84	32 37

Beaton, Mary Belle	107	27 49
Chisholm, Mrs. Agnes	98	25 17
Doyle, Ellen J	82	21 06
Forbes, Jessie May	87	22 35
Gillis, Mary Bell	101	25 94
Hureau, Helen	84	21 58
McDonald, Florence	106	27 23
Macdonald, Stanley P	94	24 15
McDonald, Flora B	106	27 23
McDonnell, Angus D	89	22 86
McDougall, Jessie A	106	27 75
McFarlane, Mary C	108	27 75
McFarlane, Dougall A	97	24 92
Macgregor, Robt J	108	27 75
MacIntyre, Catharine J	100	25 69
McIver, Lizzie	79	20 29
MacLachlan, Mary A	103	26 46
Maclean, Grace C	102	26 20
McLean, Chas A	41	10 52
MacLennan, Flora	108	27 75
McLennan, Mary A	108	27 75
McLeod, Mary A	82	21 06
McLeod, Mary M	108	27 75
McMaster, Mamie	108	27 75
MacPhail, Cassie Mae	48	12 32
MacRae, Jessie A	108	27 75
Martin, Jennie	108	27 75
Ross, Catharine J	108	27 75
Sister St. John	108	27 75
Skinner, Daniel J	89	22 86
Smith, Lorena	108	27 75
*Campbell, Margaret	87	29 79
*Campbell, Sarah	40	13 70
*Davis, Mrs Mary	108	37 00
*Forbes, Katie B	108	37 00
*Grant, Cassie J	60	20 55
*Henderson, Mary Belle	90	30 83
*McDonald, Mary J	108	37 00
*McEachern, Elizabeth	88	30 14
*McMaster, Margaret Rose	89	30 48
*Nelson, Gustave Adolph	20	6 85

NORTH.

Gallant, Thomas	108	55 50
Cormier, Wm E	108	55 50
Gillis, Malcolm H	108	55 50
LeBlanc, John J	88	45 22
Munro, Ethel M	108	55 50
MacRae, Agnes	100	51 39
McLean, Hector K	20	10 27
AuCoin Hubert	108	41 62
AuCoin, James	108	41 62
Buckles, Sara	94	36 22
Boudreau, Placide C	108	41 62
Boudreau, Joseph C	96	36 99
Campbell Katie J	108	41 62
Currie, E Emeline	107	41 23
Coady, Sarah Jane	108	41 62
Chiasson, Ephraim	108	41 62
Coady, James M P	107	41 23
Gillis, Michael	55	21 19
Gillis, John A	71	27 36
LeBlanc, John P	108	41 62
Sister St. Bernard	108	41 62
Sister St. John	108	41 62
Macdaniel, Ida Jane	108	41 62
Macdougall, Mary Agnes	107	41 23
MacLellan, Alex N	108	41 62
Macdaniel, Annie E	108	41 62
McLellan, Marjory A	108	41 62
MacKay, Neil W	103	39 69
Macdonald, J Gordon	108	41 62
Tompkins, Mary E	108	41 62
Macpharlane, James	105	40 46
Arsenault, Nellie	108	27 75
Austin, Kenneth	98	25 17
AuCoin, Paul J	15	3 85
Coady, Ellen J	50	12 84
Currie, John Alex	108	27 75
Coady, Annie J	108	27 75
Chiasson, Peter	108	27 75
*Doyle, Daniel H	108	37 00
*Gillis, James D	108	37 00
Hawley, Maud	59	15 14
Kennedy, Murdoch D	80	20 55
Laidlaw, Maud S	108	27 75
Sister Margaret Mary	108	27 75
LeBlanc, Judith	108	27 75
*LeVert, John	107	36 66
Morrison, Edith	84	21 58
*Murphy, Mary R	108	37 00
*MacRae, Margaret	104	35 68
*Macdaniel, Nellie J	108	37 00
*MacKinnon, Katherine	84	28 77
Macdaniel, Maud J	89	22 86
Macdonald, Maggie M	108	27 75
McLellan, Mary C	103	26 46
McLean, Elizabeth	88	22 60
Macdaniel, Jessie	106	27 23
Macdonald, Mary L	96	24 66
Macdonald, Mary S	45	11 55
MacKinnon, Robert H	103	26 46
MacInnis, John D	95	24 40
Macdonald Angus A	104	26 72
*Macdonald, James	108	37 00
MacKay, D P	108	27 75
*McMillan, Murdoch R	32	10 95
Smith, Cecilia M	108	27 75
Walker, John A	87	22 35

KINGS.

Creelman, William A	108	$97 12
Farrell, Theresa	103	79 38
Kaulbach Lenore	103	66 15
Macdonell, Pauline	103	79 38
McLean. Ella J	102	52 42
Bentley, May B	108	55 50
Best, Ella May	108	55 50
Best, Emma J	103	52 93
Borden, Annie B	108	55 50
Burbidge, Josephine	102	52 42
Chute, Clyde C	108	55 50
Cochrane, S Ethel	108	55 50
Dennison, Gertrude	108	55 50
Durling, Ina	108	55 50
Etter, Jamesina	103	52 93
Ford, Robie W	103	52 93
Gesner, Charles L	108	55 50
Gilliatt, Ruth E	108	55 50
Greenleafe, Alice M	108	55 50
Hamilton, Bessie	103	52 93

Hamilton, Gertrude	108	55 50
Hiltz, Flora A	108	55 50
Hird, Cassie B	85	43 68
Kinsman, Lillian B	108	55 50
Lee, Minnie M	108	55 50
Loomer, Estella J	108	55 50
MacInnis, R J	88	45 22
Marchant, Laura L	108	55 50
Martin, Clara M	108	55 50
Messinger, Maie Irene	68	34 94
McIntosh, Mary G	108	55 50
O'Brien, Jean	108	55 50
Parker, Maie L	108	55 50
Redding, Margaret B	108	55 50
Robinson, L D	20	10 27
Smith, Vera M	20	10 27
Walker, Charlotte	108	55 50
Whitman, Cassie S	108	55 50
Andrews, Etta B	107	41 23
Barteaux, Myrtle E	108	41 62
Batton, Viola M	108	41 62
Bishop, Hattie L	108	41 62
Cahill, Cassie L	108	41 62
Challen, Bessie	108	41 62
Chase, Millicent S	103	39 69
Clarke, Jennie M	108	41 62
Cox, Alice A	106	40 85
Cox, Annetta B	108	41 62
Crowe, Zella	108	41 62
Day, Nellie L	108	41 62
Davison, Laura E	88	33 91
Eaton, Alice A	108	41 62
Elderkin, Elizabeth J	24	9 24
Eisenhaur, Bessie B	108	41 62
Fielding, Clara B	19	7 32
Foley, Minnie G W	108	41 62
Foote, Elida W	59	22 73
Foote, Reca K	78½	30 25
Gaul, Ethel	107	41 23
Harris, Ethel May	108	41 62
Hennigar, Beatrice	11	4 23
Jenkins, Girelda H	108	41 62
King, Mildred E	108	41 62
Lamont, Nancy C	108	41 62
Lee, Ena B	59	22 73
Lockhart, Lena M	107	41 23
Loomer, Rene S	107	41 23
Macnutt, Marie	108	41 62
Marchant, Abbie J	108	41 62
Margeson, Hanna L	108	41 62
Margeson, Susie M	108	41 62
Miner, Mildred E	108	41 62
Moore, Elizabeth	108	41 62
Mosher, Margaret E	108	41 62
Mossman, Eva L	108	41 62
Nicholson, E Mary	97	37 37
Nichols, Lola M	108	41 62
Parker, Iva E	33	12 71
Parker, Millie V	107½	41 42
Parker, Pruie E	100	38 54
Patterson, Florence S	108	41 62
Pentz, Edith M	106	40 85
Power, Carrie E	106	40 85
Quigley, Mary E	15	5 77
Seaboyer, Mabel	14	5 39
Skinner, Louis R	108	41 62
Starratt, Hattie B	108	41 62
Strong, Mary S	104	40 08
Swindell, Charlotte	84	32 37
Taylor, Grace E	108	41 62
Titus, Lizzie T	108	41 62
Phinney, Jennie D	103	39 69
Robinson, Mabel L	103	39 69
Robinson, Winifred E	108	41 62
Shampier, Maude	74	28 52
Spicer, Pearl A	89	34 29
Weaver, Beatrice M	108	41 62
West, Mildred M	108	41 62
Whalen, Carrie E	88	33 91
Williams, Ermina D	22	8 47
Woodman, Edith E	107	41 23
*Armstrong, Flora B	79	27 06
*Beals, Mary E	108	37 00
*Borden, Leah Agnes	67	22 94
Boyle, Annie B	108	27 75
Brown, Miriam C	108	27 75
*Burns, L Mabel	105	35 97
*Cochrane, Irene Madge	27	9 24
*Driscoll, Loretta C	103	35 28
*Etter, Horma C	108	37 00
Fielding, Clara B	78	20 03
*Foley, M Evelyn	108	37 00
Foote, Elida W	28	7 18
*Foote, Reca K	28	9 58
Gammon, Mildred	97	24 92
*Hazel, Eliza J	108	37 00
Johnstone, Anna Bell	98	25 17
Kinsman, Alice R	105	26 98
*Kinsman, Reginald P	108	37 00
*Lantz, Hannah V	76	26 03
*Loness, Annie E	108	37 00
*Marshall, Gertrude L	93	31 85
*McFadden, Kathleen E	65	22 26
*Miner, Bertha	108	37 00
*Minnis, Lottie	108	37 00
Morse, Edith M	108	27 75
North, Bertha M	89	22 86
North, Millicent B	108	27 75
*North, Zetta C	79	27 06
*Parker, Bertha M	88	30 14
Parker, Iva E	75	19 25
Parker, Lucia	98	25 17
Parker, Maude S	14	3 59
Parker, Myrtle C	82½	21 19
Parrish, Cora B	108	27 75
Seyboyer, Mabel	94	24 15
Stronge, Eva M	103	26 46
Tobin, Jennie M	83	21 32
Weeks, Margaret W	108	27 75
Wolfe, Teresa	84	21 58

LUNENBURG.

Crombie, Isaac	$108	97 12
Longley, W H	108	97 12
Hewitt, Minnie	108	83 25
McKittrick, B	108	97 12
Balcom, Lewis	108	55 50
Fancy, Lydia	50	25 69
Harlow, Lottie	108	55 50
Hirtle, A G	105	53 96
Joudrey, Edith	108	55 50
Kinley, Florence	108	55 50

Leary, Mary E	108	55 50
Mader, Flora F	108	55 50
Maxner, Morris	108	55 50
Mullock, Florence	108	55 50
McKean, Mary H	103	52 93
McKean, Isabel C	108	55 50
McLaughlin, Lilla	103	52 93
Parker, Lillie C	108	55 50
Prince, Ina B	108	55 50
Spurr, E Blanche	103	52 93
Veinotte, Alice M	108	55 50
Wentzell, Hattie L	102	52 42
Young, Helen R	103	52 93
Young, Mary E	108	55 50
Hamm, Maggie R	10	5 14
Bolivar, Alma M	108	41 62
Bowers, Mary	103	39 69
Brooks, Blanche	108	41 62
Clarke, Kathleen	108	41 62
Cox, Sadie E	98	37 76
Crawford, Florence	108	41 62
DeLong, Irva	108	41 62
Duncan, Jessie	108	41 62
Elderkin, Elizabeth	64	24 66
Fancy, Jennie M	105½	40 65
Faulkner, James	108	41 62
Falkenham, Emma	108	41 62
Freeman, Hilda	107	41 23
Fralic, Elva L	107	41 23
Hamm, Erema	103	39 69
Hawksworth, Eva	108	41 62
Hebb, Charles	106	40 85
Hebb, Elsie	108	41 62
Hebb, Florence	108	41 62
Hirtle, Ethel	108	41 62
Johnson, Annis M	108	41 62
Kaulback, Helena	108	41 62
Keddy, Beatrice	108	41 62
Keddy, Bessie M	108	41 62
Mader, Annie	108	41 62
Mader, Bessie	108	41 62
Mason, Leaman	108	41 62
Millett, Sadie	108	41 62
McLachlan, Ethel	108	41 62
McLachlan, Lelia	108	41 62
Naugler, Agnes	108	41 62
Nichols, Lean	106½	41 04
Nicol, Minnie	108	41 62
Oxner, Olive	108	41 62
Parker, Carrie	108	41 62
Porter, Watson	78	30 06
Rodenizer, Vernon	108	41 62
Scott, Ethel	108	41 62
Seldon, Clementine	106	40 85
Silver, Lottie	103	39 69
Smith, Eva M	108	41 62
Smith, Idella	108	41 62
Smith, Lola	108	41 62
Smith, Mary	108	41 62
Strum, Gladys	73	28 13
Taylor, Edith	108	41 62
Thompson, Florian	102½	39 50
Tobin, Ellen M	103	39 69
Tobin, Mary E	103	39 69
Tretheway, Jessie	107	41 23
Warner, Emma L	108	41 62
Webber, Debbie L	97	37 37
Wentzell, Ida	108	41 62
Wentzell, Minnie B	108	41 62
West, Ella L	108	41 62
Wilson, Eva	96	36 99
Adams, Lillian	108	27 75
Bell, Gertrude	89	22 86
Bell, Minnie M	108	27 75
Banks, Lillie	108	27 75
Burns, Mary A	108	27 75
Chesley, Isabel	94	24 15
Chesley, Jessie	108	27 75
Corkum, Beatrice	106	27 23
Corkum, Cassie	103	26 46
*Dauphinee, Tessie	107	36 66
Demone, Eva	89	22 86
Dolliver, Lydia	107	27 49
*Fancy, Elizabeth	105	35 97
Feener, Nora	104	26 72
Feindel, Addie	108	27 75
Feindel, Theresa	108	27 75
Feindel, Flora	108	27 75
Forbes, Annie	108	27 75
Freeman, Nellie	104	26 72
Getson, Mary	20	5 14
Glawson, Josie	99	25 43
Hayward, Grace	79	20 29
Hartling, Ella	60	15 40
Hebb, Elva B	108	27 75
Hebb, Lavinia	107	27 49
Heisler, Arthur	108	27 75
*Heisler, Nellie	108	37 00
Herman, Ethel	103	26 46
Hirtle, Etta M	108	27 75
Hirtle, Inez	79	20 29
Inglis, Flora	108	27 75
Kaulback, Laura	103	26 46
Keddy, Sophia	108	27 75
Kennedy, Lois	108	27 75
*Langille, Edith B	79	27 06
Lohnes, Flossie	79	20 29
Lohnes, Minnie	108	27 75
Mason, Jessie	108	27 75
Morash, Carrie	108	27 75
Mossmann, Ada	35	8 98
Mouzar, Laliah	108	27 75
Mullock, Adelaide	108	27 75
Parnell, Alma	73	18 74
Rafuse, Jennie B	107	27 49
Rafuse, Jessie E	107	27 49
Rafuse, Maggie	108	27 75
*Reinhardt, Grace	100	34 26
Remby, Lottie	108	27 75
Richard, Edith	108	27 75
*Saltman, Fred	107	36 66
Silver, Clara	108	27 75
*Silver, Susie	108	37 00
Salty, Eva	108	27 75
Smeltzer, Jennie	108	27 75
Smith, Ada A	108	27 75
Smith, Ida R	96	24 66
Smith, Kate R	84	21 58
Thompson, Lillian	103	26 46
Thompson, Mary E	103	26 46
Vogler, Jessie M	60	15 40
Wambach, Vera	108	27 75
Wentzell, Jemima	14	3 59
*Wilson, Ethel	108	37 00

Wilson, Violet	108	27 75
*Winters, Stella	51	17 47
Zwicker, Bessie	55	14 12

ASSISTANT.

McMillan, Maud	108	37 00

CHESTER.

Corkum, Clara	108	55 50
Corkum, Inez	108	55 50
Hennigar, Mabel	106	54 47
Morse, E P	108	55 50
Zinck, Etta	105	53 96
Baker, Carrie	105	40 46
Bruhm, Flora	108	41 62
Butler, Mamie	108	41 62
Freeman, Inna	108	41 62
Hennigar, Nina	25	9 63
Lockhart, Annie	108	41 62
Long, Alma C	98	37 76
Matthews, Margaret	107	41 23
Nauss, Ola G	108	41 62
Skerry, Arthur L	107	41 23
Sulis, Aggie L	105½	40 65
Walker, Bertie	108	41 62
Zinck, Minnie	17	6 54
Corkum, Henrietta	102	26 20
Countway, Blanche	97	24 92
Ernst, Florence C	108	27 75
Hayes, Mary E	73	18 74
Hennigar, Grace	78	20 03
Hyson, Ada E	72	18 48
*Langille, Jessie	108	37 00
Meisner, Gladys	108	27 75
Nauss, Eva L	94	24 15
*Smith, Clara	105	35 97
" last year		8 54
*Webber, Olie B	108	37 00

PICTOU.

NORTH.

MacLellan, Robert	99	$89 00
McLeod, Angus N	104	80 16
Moore, Clarence L	99	76 29
Munro, Henry F	99	76 29
Gray, Margaret	103	52 93
Faulkner, N W	30	15 41
MacKenzie, Maude	18	9 25
MacKay, Alice A	106	54 47
MacKay, Annie	103	52 93
McArthur, Olive E	103	52 93
McKay, Katherine	108	55 50
Tauch, Joseph W	103	52 93
Young, I Rena	103	52 93
Boutilier, Eunice	108	41 62
Cameron, Olive	108	41 62
Cameron, Bessie N	108	41 62
Campbell, Primrose	108	41 62
Carruthers, Clifford	108	41 62
Crockett, Annie C	103	39 69
Ferguson, Jennie I	108	41 62
Ferguson, Janie N	108	41 62
Henderson, Clarence L	103	39 69
MacKenzie, Barbara	108	41 62
MacKinnon, George E	108	41 62
Maxwell, Lola	108	41 62
MacDonald, Ada S	108	41 62
Matheson, Howard	108	41 62
McCabe, Isabella	107	41 23
MacIntosh, Don S	108	41 62
McCabe, John M S	106	40 85
MacKay, Olivia A	108	41 62
MacKinnon, Ada K	7	2 69
MacTavish, Helena	105	40 46
McKim, Tena M	20	7 70
Parker, Essie	103	39 69
Payne, Sadie E	108	41 62
Robinson, Emma	25	9 63
Reid, Marian J	108	41 62
Rose, Jessie F	103	39 69
Schultz, Sadie J	106	40 85
Sutherland, Bessie	108	41 62
Stewart, Martha	107	41 23
Sutherland, Georgianna	108	41 62
Tattrie, Mabel C	103	39 69
Archibald, Hattie N	94	24 15
Campbell, Jennie M	108	27 75
*Campbell, Margaret	103	35 28
Downing, Florence	108	27 75
Dwyer, Florence B	107	27 49
Fraser, Annie D	108	27 75
Henderson, Bessie	101	25 94
Irving, Alice B	94	24 15
*Langille, Edith C E	70	23 97
Langille, Ethel M	44	11 29
Lowden, Jennie C	56	14 37
*MacMillan, Sibyl	66	22 60
MacQuarrie, Jessie	98	25 17
Macdonald, Essie J	103	26 46
McLeod, Jessie W	107	27 49
MacKay, Christina B	108	27 75
MacTavish, Ella	106	27 23
Mackenzie, Marjorie	104	26 72
MacKay, Annie C	108	27 75
MacIntosh, Jennie S	108	27 75
McDonald, Anna F	78	20 03
Matheson, Myrtle	107	27 49
MacKay, Janie	89	22 86
Murdoch, Louisa M	22	5 65
McDonald Cassie	98	25 17
*Reid, Edna E	89	30 48
Rettie, Annie I	107	27 49
Stramberg, Johnina	107	27 49
Tattrie, Edith	86	22 09
Thomas, Hilda	46	11 80
Urquhart, Martha	106	27 23

SOUTH.

Lowe, Lucy A	108	83 25
McLeod, J T	108	97 12
McLeod, James D	108	97 12
Allan, Margaret E	103	52 93
Bishop, Emma E	9	4 62
Brunt, Gertrude	108	55 50
Ballantyne, Janet	5	2 57
Duff, Catherine	48	24 67
Fraser, Winifred	108	55 50
Fraser, Mabel O	108	55 50
Fraser, M Louise	108	55 50
Fraser, Attie A	106	54 47
Grant, Clara A	108	55 50

Hicks, Blanch G	108	55 50
Johnson, Isabel	108	55 50
Laurie, Elizabeth	108	55 50
MacInnis, Katherine	108	55 50
MacInnis, A D	108	55 50
MacKay, Mary J	107	54 98
Miller, Lola D	108	55 50
MacKenzie, A S	103	52 93
McLeod, J W	103	52 93
McLean, Cassie E	108	55 50
Ogilvie, Mabel I	108	55 50
Reeves, Annie W	108	55 50
Stapleton, W C	108	55 50
Sproull, Katherine	103	52 93
Thompson, Elizabeth	103	52 93
Weir, Isabelle D	108	55 50
Williams, Mildred	108	55 50
Boutillier, May	108	41 62
Bryden, Myra J	108	41 62
Ballantyne, Susan M	108	41 62
Bannerman, Margaret N	108	41 62
Cameron, Mary M	108	41 62
Cox, Nellie	103	39 69
Cunningham, Dolina	103	39 69
Cunningham, Leah	103	39 69
Chisholm, Marianne	108	41 62
Chisholm, Mary M	10	3 85
Fraser, Emily M	107	41 23
Fraser, Maggie T	108	41 62
Grant, Ella J	108	41 62
Grant, Jean	86	33 14
Grant, Katherine	108	41 62
Gunn, Stirling	108	41 62
Gunn, Helen C	107	41 23
Haley, Mary	108	41 62
Henderson, J W	103	39 69
McBain, Lena	15	5 77
MacBain, Ella E	103	39 69
MacLeod, Isabell	103	39 69
MacKay, Margaret L	102	39 31
MacIntosh, Jennie F	107	41 23
MacKenzie, Charlotte E	108	41 62
MacDonald, Margaret K	108	41 62
MacLeod, Bessie J	103	39 69
MacBean, Jennie	108	41 62
Maxwell, Ella	103	39 69
Maxwell, Bessie B	102	39 31
MacLeod, Florence J	89	34 29
McKay, Luella B	108	41 62
McQueen, Emma H	98	37 76
McDonald, Annie C	108	41 62
Meikle, Duncan P	108	41 62
Meikle, Christena E	103	39 69
Morgan, Edith	103	39 69
Munroe, Mary E	108	41 62
Munro, Lily F	107	41 23
MacQuarrie, Martha	94	36 22
O'Neil, Annie H	103	39 69
Ross, Maggie	108	41 62
Russell, Martha C	108	41 62
Stalker, Elizabeth	108	41 62
Sutherland, Lexie E	108	41 62
Sutherland, Mary E	107	41 23
Thompson, Frances	108	41 62
Turner, Christina	108	41 62
*Allan, Ethel M	88	30 14
Ballantyne, Jean V	107	27 49
Boutilier, Eliza	108	27 75
Cameron, Hannah	103	26 46
*Campbell, Peter	108	37 C0
Cameron, Barbara E	90	23 12
Cumming, J W	107	27 49
Douglas, Florence	103	26 46
Fraser, Esther C T	107	27 49
*Frehill, Susie	56	19 19
*Fraser, Letitia	89	30 48
Grattan, Myrtle	89	22 86
Harivel, Sophia	103	26 46
Johnson, Elizabeth	59	15 14
MacMillan, Maggie J	88	22 60
MacEwen, Mary C	96	24 66
McLeod, Hannah M	108	27 75
Matheson Maud	108	27 75
*McGillivray, Jessie	108	37 00
Meikle, Maggie J	89	22 86
*McCarthy, Mary E	74	25 34
McKinnon, Catherine	105	26 98
McPhie, Janie	108	27 75
Miller, Gertrude M	106	36 31
Patterson, Margaret	102	26 20
Ross, Isabella	53	13 61
*Robertson, Edith	88	30 14
*Rogers, Marion	61	20 89
Smith, Christy A	108	30 95
Sutherland, Elizabeth	108	27 75
Wilson, Anna M	64	16 42

QUEENS.

Freeman, H S	103	$92 61
Mullins, Jennie	103	79 38
Bower, Ethel H	108	55 50
Forbes, Addie K	108	55 50
Freeman, Florence	33½	17 22
Hemeon, Elizabeth	103	52 93
Richardson, Ralph	108	55 50
Smith, Lizzie	103	52 93
Smith, Sophia	108	55 50
West, Susie	103	52 93
Baltzer, Helen	103	39 69
Croft, Margaret	107½	41 43
Eldridge, Grace	102	39 31
Freeman, Allene	108	41 62
Freeman, Blanche	108	41 62
Freeman, Nellie B	108	41 62
Manthorne, Maud	108	41 62
McLeod, Edith	103	39 69
McLeod, Mabel	108	41 62
Parke, Ethel	108	41 62
Parke, Nellie	108	41 62
Walker, Nellie	108	41 62
Bethune, Annie	78	20 03
Downie, Eula	108	27 75
Gardner, Nettie	103	26 46
*Hagan, Jedidah	107	36 66
Mack, Theresa	89	22 86
Manthorne, Jennie	108	27 75
Manthorne, Lennie	108	27 75
*Manthorne, Muriel	104	35 63
Matthews, Myra	107	27 49
Munroe, Effie	108	27 75
Parke, Robina	108	27 75

*Shea, Minnie	100	34 26
Taylor, Emma	108	27 75
Armstrong, M J	103	52 93
Feindel, Gertrude	107	54 98
Freeman, Jessie E	108	55 50
Colp, Beatrice	108	41 62
Cushing, Alice	103	39 69
Cushing, Nina	106	40 85
Hallamore, Elsie	107	41 23
Jenner, Blanche	108	41 62
McGinty, Katherine	108	41 62
Wentzell, Lois	108	41 62
Chandler, Sadie	108	27 75
Crouse, Cynthia	88	22 60
*Coops, Stanley	98	33 57
Freeman, Ada G	101	25 94
Freeman, Maud	91	23 37
*Garber, Jennie	78	26 71
*Holdright, Caro	88	30 14
*McLeod, Annie	108	37 00
*Oickle, Sadie	40	13 70

RICHMOND.

Macdonald, William A	108	$97 12
Barrett, Teresa F	108	55 50
Boyd, Christina	108	55 50
Campbell, Daniel H	108	55 50
Chiasson, Moses	108	55 50
Doyle, Cecilia J M	108	55 50
Ferguson, Wm B	108	55 50
Boyd, Laura E	108	41 62
Burke, Eva M	108	41 62
Canavan, Annie E	103	39 69
Doucet, M C	108	41 62
Giroir, Eva B	107	41 23
Grady, Alice M	107	41 23
Hanway, Florence	108	41 62
Leslie, Alfreda M	108	41 62
McInnis, Euphemia	108	41 62
McKillop, Ewen D	107	41 23
MacLeod, Tena H	108	41 62
MacLeod, John R	108	41 62
McLeod, Peter A	108	41 62
McLeod, Hugh A	89	34 29
McMillan, Gordon	108	41 62
MacNeil, Minnie P	108	41 62
MacNeil, Margaret A	108	41 62
Martel, Melina	106	40 85
Morrison, Annie	108	41 62
Nelson, J Scott	108	41 62
Poirier, Alban T	108	41 62
Sampson, Mary E	108	41 62
Sutherland, Blanche	108	41 62
White, Minnie M	98	37 76
Beaver, Susan M	81	20 81
Bonin, Mary	108	27 75
Boudrot, Edward D	108	27 75
Boyle, Katie A	108	27 75
Cameron, Marion	108	27 75
Deagle, Joseph	108	27 75
Doucet, Alvena E	108	27 75
Gagnon, Alfred G	108	27 75
Langley, Jennie	101	25 94
McInnis, Jessie M	108	27 75
MacKay, John D	108	27 75
McKenzie, Teresa	108	27 75
McIntyre, Margaret	72	18 48
McLellan, Mary Agnes	88	22 60
MacLeod, Marie S	108	27 75
Macneil, Minnie A	108	27 75
Matheson, Donald M	108	27 75
Murchison, John K	108	27 75
Murphy, Minnie E	107	27 49
O'Toole, Henrietta	108	27 75
Sampson, Martha P	108	27 75
Sampson, Mary Louise	89	22 86
Sister St M Firmine	108	27 75
Smith, Lillian L	107	27 49
Walker, Wallace R	108	27 75
White, Laura M	106	27 23
Wilson, Mrs. Julia	89	22 86
*Brymer, Charlotte M	108	37 00
*Johnstone, Mary Catharine	108	37 00
*Langley, Harriet E	108	37 00
*MacKay, David	88	30 14
*McKinnon, John J	101	34 60
McNeil, Mary E	108	37 00
*Malcom, Etta J	108	37 00
*Momtourquette, Mary	50	17 13
*Mombourquette, Sara P	58	19 87
*Murphy, Margaret A	108	37 00
*Shanahan, Lauchlin J	108	37 00
*Thibeau, Peter	80	27 40
*Urquhart, Charles F	102	34 94

SHELBURNE.

Bruce, C Stanley	103	$92 61
Capstick, Frances	107	96 21
Allen, Janie R	103	52 93
Capstick, Grace	108	55 50
Locke, Cyril D	108	55 50
Longhurst, Catherine	108	55 50
MacGill, Lizzie P	103	52 93
MacKay, John	107	54 98
Perry, Emma F	108	55 50
Allen, Mary V	103	39 69
Doleman, T W	108	41 62
Etherington, A A	103	39 69
Goodick, James D	61	23 50
Goodick, Jedidah	108	41 62
Goodwin, Genesta E	108	41 62
Holden, Annie P	108	41 62
Jones, Annie MacK	108	41 62
Lyle, Emily K	102	39 31
MacKay, Maud A	108	41 62
Martin, Kate L	108	41 62
Nickerson, Sadie B	108	41 62
Rawlings, Mary A	108	41 62
Ross, Delta May	25	9 63
Thorburn, Minnie B	106	40 85
Turner, Flora A	103	39 9
Williams, Lulu	108	41 69
Barclay, Josephine P	108	27 75
Devine, Harriet	107	27 49
Doane, Estelle S	108	27 75
Dorrie, Gladys A	108	27 75
*Firth, Alice W	89	30 48
*Firth, Emily L	107	36 66
Freeman, Lulu T	108	27 75

Giffin, Florence M	89	22 86
Hammond, H Glenn	102	39 31
Hardy, Bertha W	108	27 75
Jones, Sadie B	108	27 75
Leslie, Martha E	90	23 12
Littlewood, Jean A	108	27 75
MacKay, Max Bowlby	51	13 09
MacKay, Gertrude A	108	27 75
Page, Sidney M	103	26 46
Purney, Helen J	108	27 75
Ringer, Chas H	108	27 75
Robertson, Bertha	103	26 46
Spanks, Carrie	108	27 75
Swimm, Clara M	106	27 23
*Walsh, Margaret M	108	37 00

BARRINGTON.

Allen, Georgie W	108	55 50
Banks, W E	107½	55 24
Brown, G M	9	4 62
Doane, Edith	108	55 50
Doleman, Frank R	108	55 50
Dorman, Robert	107	54 98
Fox, Arthur D	107	54 98
MacKay, Nettie	108	55 50
Nickerson, M A	108	55 50
Sears, L F	108	55 50
Smith, Annie S	107	54 98
Atwood, Maud L	105	40 46
Brown, Alice D	94	36 22
Decker, Charles E	108	41 62
Giffin, Grace M	108	41 62
Hogg, Garnet W	108	41 62
Hopkins, Belle L	108	41 62
Nickerson, L Isora	108	41 62
Nickerson, C Netta	108	41 62
Nickerson, S H	107	41 23
Nickerson, Charlotte	108	41 62
Thomson, C Helena	102½	39 50
Trefry, Katie C	108	41 62
Atkinson, Muriel E	108	27 75
*Black, Pearle M	108	37 00
Giffin, Ida M	108	27 75
Goodwin, B A	107	27 49
Hardy, Ruby A	78	20 03
Hurlburt, Clara G	108	27 75
Hogg, Alfred C	108	27 75
Lamrock, Bessie M	108	27 75
Leaman, Dessie M	107	27 49
Nickerson, Eulalia	107	27 49
Ross, Beulah B	108	27 75
Sholds, Edna L	108	27 75
*Smith, Marjorie C	79	27 06
*Swaine, A O	82	28 08
Swanburg, Maria	108	27 75
Trefry, A Pauline	108	27 75

VICTORIA.

Stramberg, C W	108	$97 12
Campbell, Lizzie M	108	55 50
Hennesay, Margaret	108	55 50
Gillis, D McK	15	7 71
Macpherson, Minnie	108	55 50
MacIntosh, Martha E	108	55 50
McDonald, Michael B	108	55 50
Chisholm, Cassie	108	41 62
Howatson, Jessie	108	41 62
Hartigan, Elizabeth	93	35 83
Kennedy, Christie B	108	41 62
McLean, Tena O	108	41 62
McRae, Bessie F	108	41 62
McLean, S Agnes	14	5 39
McAskill, Flora B	108	41 62
McGillivray, Allena M	108	41 62
MacKenzie, Annie S	108	41 62
Macdonald, Marion	66	25 43
McLeod, Mary	107	41 23
McLeod, Bell Martha	108	41 62
MacAulay, Christina	108	41 62
McLeod, Margaret	73	28 13
McLeod, John D	108	41 62
McLennan, Dan A	108	41 62
McLeod, Alexandrina	108	41 62
Nicholson, Dan J	108	41 62
Nicholson, Norman A	108	41 62
Watson, Henry A	108	41 62
Boyle, Cecilia M	20	5 14
Dauphinee, George	55	14 12
Montgomery, Sadie	62	15 91
Montgomery, Christine	79	20 29
*Morrison, Joanna B	32	10 95
Morrison, Annie	108	27 75
*Miller, Christena Jane	87	29 79
*McRae, Lexie C	20	6 85
McAskill, Jessie H	108	27 75
Macdonald, Angus D	108	27 75
*MacAulay, Peter	79	27 06
McRae, Georgina Jessie	89	22 86
*McKenzie, Eliza A	108	37 00
MacIver, Tena	108	27 75
McLeod, Mary	108	27 75
McLennan, Margaret	89	22 86
McRae, Tena	108	27 75
McRitchie, Dan J	65	16 68
McPherson, Kenneth	107	27 49
*McLeod, Murdoch D	96	32 88
McDermid, Eunice S	77	19 77
Rice, Benjamin,	104	26 72
Smith, Mary A	108	27 78
*Sutherland, Annie M	103	35 20
White, Leo J	74	19 05
Younge, Edgar	108	27 75

YARMOUTH.

Kempton, W F	108	$97 12
Bingay, James H	106	81 69
Blackadar, G D	106	81 69
Wyman, H I	108	83 25
Bingay, Norna B	108	69 37
Horner, A W	107	68 72
MacGray, M W	108	69 37
Trask, J Logan	108	69 37
Tooker, Beatrice	1	64
Allen, Shenton B	108	55 50
Allen, E Chesley	108	55 50
Bond, Mary G	108	55 50
Churchill, Carrie E	108	55 50
Churchill, Nelson	108	55 50

Densmore, Florence	108	55 50
Goodwin, E B	108	55 50
Grierson, Jean	102	52 42
Hopkins, Marion J	108	55 50
Huestis, Hannah A	108	55 50
Jenkins, Emma G	108	55 50
Kinney, Laura	108	55 50
McLeod, Arthur J	108	55 50
Martel, Katherine H	108	55 50
Martin, Oscar M	105	53 96
Moses, Judson A	108	55 50
Murray, Grace E	108	56 50
Phillips, Elizabeth R	108	55 50
Raymond, Luella	108	55 50
Smith, Lottie G	108	55 50
Thorburn, Louise M	108	55 50
Wyman, Lizzie B	108	55 50
Allen, Frances L	108	41 62
Bain, Ethel M	105	40 46
Brown, Maud S	108	41 62
Bryant, Arletta	106	40 85
Chipman, Agnes J	108	41 62
Churchill, Gordon H	108	41 62
Crosby, Matilda	108	41 62
Crosby, Jessie H	108	41 62
Crosby, Mildred	102	39 31
Crosby, Lenna M	108	41 62
Crosby, Mary E	108	41 62
Delamere, S P	107	41 23
Eaton, Bertha M	108	41 62
Etherington, Lily	107	41 23
Frost, Georgia B	108	41 62
Frost, Isabel F	108	41 62
Goudey, L Ada	105	40 46
Hamilton, Jessie W	93	35 83
Hopkins, A Maud	108	41 62
Iram, Nellie M	67	25 81
Kean, Evelyn S	108	41 62
Killam, L E	108	41 62
MacKay, Janet M	106	40 85
Moses, Agnes	108	41 62
Newcombe, B E	108	41 62
Patton, Lou C	108	41 62
Platt, Ada M	108	41 62
Sutherland, Bessie	108	41 62
Trefry, S Gordon	20	7 70
Weston, Mary L	103	39 69
Wilson, Myrtle C	108	41 62
Wyman, Clara W	108	41 62
*Baker, Genie A	107½	36 83
Doane, Jennie A	108	27 75
*Gavel, Joseph J	108	37 00
Lock, Louise M	106½	27 36
Morgan, Marion A	107	27 49
*MacGray, Fannie E	100	34 26
Moses, Minnie J	108	27 75
Purney, Marion J	108	27 75
Swaine, Mysia M	108	27 75
Winter, Eva D	108	27 75

ARGYLE.

Belliveau, Catherine	108	55 50
Hines, Nora G	108	55 50
Lewis, Agnes DeLane	108	55 50
Mack, Robert T	107	54 98
Pothier, Ray E	108	55 50
Young, Lottie M	107	54 98
Amiro, Lena B	108	41 62
Amiro, Eva A	108	41 62
Amiro, Alfred A	20	7 70
Belliveau, Matilda R	108	41 62
Brannen, Gertrude	107	41 23
D'Entremont, Ray N	69	26 59
Doucet, Emily	108	41 62
Franey, Bertha M	108	41 62
Frost, Charlotte W	108	41 62
Jordan, Minnie T	108	41 62
Keirstead, Flossie M	55	21 19
Killam, Flora	83	31 98
Knowles, Ina	106	40 85
Knowles, Mary L	101½	39 11
Moses, Della B	108	41 62
Pothier, Maggie A	108	41 62
Pennington, Janet G	107	41 23
Porter, Florence H	108	41 62
Pothier, Theresa E	100½	38 73
Pothier, Adeline C	36	13 87
Shand, Carrie E	108	41 62
Sister Seraphia	108	41 62
Sister Dronysia	108	41 62
Sister Stanislaus	108	41 62
Thomas, Ida M	108	41 62
Varner, Disa M	108	41 62
Amiro, Estelle	107	27 49
Amiro, Therese M	107	27 49
*Belliveau, Genevieve	97	33 22
*Bourque, Mary N	108	37 00
Bourque, Mary M	88	22 60
Bourque, Philomene	108	27 75
Bourque, Rosie	108	27 75
Burnaby, Z Faye	106	27 23
D'Eon, Therese A	108	27 75
D'Entremont, Clara M	108	27 75
Doane, Lora	78	20 03
*Hatfield, Mary	68	23 29
*Kempton, Bessie H	72	24 66
LeBlanc, John B	108	27 75
LeBlanc, Edna A	104½	26 85
Lewis, Ella A	103	26 46
MacGray, Anna E	102	26 20
Pothier, M Annie	108	27 75
Richard, Angele	108	27 75
*Roberts, Lenora	102	34 94
*Scott, Martha	84	28 77
Sister Gonzaga	108	27 75
Thorburn, Maggie A	108	27 75
*Tuthill, John T	13	4 44

Regulations of C. P. I. as amended up to date, April, 1906.

PROVINCIAL EXAMINATION OF HIGH SCHOOL STUDENTS.

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

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

84. The examination sessions shall commence each day at nine o'clock, a. m., for Grade XII on first Monday after 1st July, at the following stations:—Sydney, Antigonish, Pictou, Amherst Truro, Halifax, Kentville, Liverpool and Yarmouth; for Grades XI, X and IX on the following Wednesday, and for "Minimum Professional Qualification" and "Supplementary" of public school teachers on the Saturday following; and shall be conducted according to instructions, under a Deputy-Examiner appointed by the Superintendent of Education, at each of the following stations, viz—1, Amherst; 2, Annapolis; 3, Antigonish; 4, Arichat; 5, Baddeck; 6, Barrington; 7, Bear River; 8, Berwick; 9, Bridgetown; 10, Bridgewater; 11, Canso; 12, Chester; 13, Church Point; 14, Digby; 15, Glace Bay; 16, Great Village; 17, Guysboro; 18, Halifax; 19, Kentville; 20, Liverpool; 21, Lockeport; 22, Lunenburg; 23, Mabou; 24, Maitland; 25, Margaree Harbor; 26 Middle Musquodoboit; 27, Middleton; 28, New Glasgow; 29, North Sydney; 30, Oxford; 31, Parrsboro; 32, Pictou; 33, Port Hawkesbury; 34, Port Hood; 35, River John; 36, Sheet Harbor; 37, Shelburne; 38, Sherbrooke; 39, Springhill; 40, Stellarton; 41, St. Peter's; 42, Sydney; 43, Tatamagouche; 44, Truro; 45, Upper Stewiacke; 46, Westport; 47, Westville; 48, Windsor; 49, Wolfville; 50, Yarmouth.

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

(*b*) Candidates applying for the Grade IX examination, or for the next grade above the one already successfully passed by them, shall be admitted free. But a candidate who has not passed Grade IX must have his application for X accompanied by a fee of one dollar; if he has passed neither IX nor X the application for XI must be accompanied by two dollars; and if he has passed neither IX, X nor XI the application for XII must be accompanied by three dollars. The candidates who are entitled to free examination are only those who pass the different grade examinations in consecutive order.

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

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

(*e*) When a candidate presents himself for examination, and his name is not found on the official list as having made regular application in due time, the Deputy-Examiner may admit him to the examination provisionally on his written statement that application was regularly made in due time and on the payment of one dollar, which are to be transmitted with the Deputy's report to the Superintendent; and if such candidate's statement is correct, that error being due to causes beyond his control, the dollar shall be returned. Providing there is sufficient accommodation, the Deputy-Examiner may admit any candidate on the payment of one dollar for Grade IX, X, XI, or XII (partial); and of two dollars for full Grade XII, in addition to the fees required under Reg. 85 (*b*) which must be paid before the candidate can claim examination of the papers.

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

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

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

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

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

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

90. Each examiner shall mark distinctly by coloured 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, then the marks on the back would stand as follows: English Grammar [54—6]=48.

91. To make a "High School Pass" in Grades IX, X and XI, the candidate must make, at least, the *minimum aggregate* (400) of the grade on not less than eight papers with no subject below 25.

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

Candidates who have made a "High School Pass" can rank as having a "Teachers' Pass" by passing the supplementary examinations necessary.

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

Instead of passing the full Grade XII syllabus by one examination on twenty or more subjects, the candidate may pass it by "partial" examinations which require a pass of at least fifty on every subject or paper under the following conditions: (1) By first making an aggregate of at least 600 on any ten or fewer papers; (2) by subsequently making an average of at least fifty per cent. on each of the remaining papers on which a pass of fifty was not made at the first partial examination; (3) after which, if there should still remain some papers on which the candidate has not made the pass of fifty, the candidate may thereafter present himself for examination from year to year until he has made the pass of fifty on all. This third condition shall also be allowed to candi-

dates who may have made an aggregate of 1000 on twenty or fewer papers, and to those who have already obtained Certificates of Grade XII (cl) or XII (sc), or a License of Class A. 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 XII (cl) or XII (sc), or on each of the (thirty) subjects in the the full course for XII (cl and sc).

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

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

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

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

PROVINCIAL EXAMINATION RULES.

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

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

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

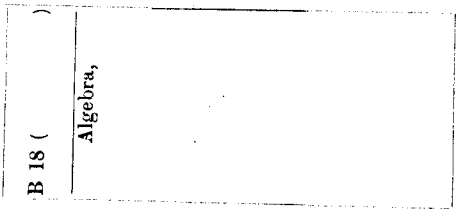
(3) Candidates shall provide themselves with (for their own exclusive use), pens, pencils, mathematical instruments, rulers, ink, blotting-paper, and a supply of good, heavy foolscap paper of the size thirteen inches by eight.

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

(5) Each such paper must be *exactly* folded. 1st, by doubling, bottom to top of page, pressing the fold (paper now 6½ by 8 inches); 2nd, by doubling again in the same direction, pressing the fold flat so as to give the size of 3¼ x 8 inches.

(6) Finally the paper must be exactly indorsed as follows: A neat line should be drawn across the end of the folded paper one-half an inch from its upper margin. Within this space, 3¼ inches by ½ inch, there must be written in very distinct characters, 1st, the letter indicating the grade; 2nd, the candidate's number, and 3rd, a vacant parenthesis of at least one inch, within which the deputy examiner shall afterwards place the private symbol indicating the station. Immediately underneath this space and close to it should be neatly written the title or subject of the paper.

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



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

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

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

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

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

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

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

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

CERTIFICATE.

Examination Station..... .....Date.....July, 190....
Candidate's No. ( )

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

(Name in full) }
(Without any contraction in any of its parts.) } .....
P. O. to which memo. or certificate is to be sent.

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

TIME TABLE.

PROVINCIAL EXAMINATIONS, BEGINNING 2ND JULY, 1906.

	TIME.	GRADE A.	COUNTY ACADEMY ENTRANCE. Beginning 28th June.		
MONDAY.	A. M. 9.00 to 10.00 10.10 " 11.10 11.15 " 12.15	Roman History. Chemistry. Xenophon.	THURSDAY, 28th June.	English.	
	P. M. 2.00 to 3.00 3.10 " 4.10 4.15 " 5.15	Greek History. Botany. Demosthenes.		Mathematics.	
TUESDAY.	A. M. 9.00 to 10.00 10.10 " 11.10 11.15 " 12.15	Tacitus. Zoölogy. Navigation.	FRIDAY, 29th June.	Drawing, &c. Geography and History.	
	P. M. 2.00 to 3.00 3.10 " 4.10 4.15 " 5.15	Æschylus. Sanitary Science. Astronomy.		General Knowledge.	
	A. M. 8.30 to 9.00	Seating of Grades B, C and D.			
WEDNESDAY.	A. M. 9.00 to 10.00 10.10 " 11.10 11.15 " 12.15	Algebra. Latin Composition. French Authors.	Algebra. Latin Composition.	Algebra. Latin.	Algebra. Latin. .....
	P. M. 2.00 to 3.00 3.10 " 4.10 4.15 " 5.15	English Language. French Composition. Geology.	English Language. French. Greek Authors.	English Language. French.	English Lang. French. .....
THURSDAY.	A. M. 9.00 to 10.00 10.10 " 11.10 11.15 " 12.15	Geometry. Greek Composition. Cicero	Geometry. Latin Authors.	Geometry. Greek.	Geometry. .....
	P. M. 2.00 to 3.00 3.10 " 4.10 4.15 " 5.15	Physics. German Composition. Vergil.	Physics. German. Greek Composition.	Science. German.	Science. .....
FRIDAY.	A. M. 9.00 to 10.00 10.10 " 11.10 11.15 " 12.15	Trigonometry. Psychology. Horace.	Prac. Math. Physiology.	Arithmetic. Drawing and B. K.	Arithmetic. Drawing & B. K. .....
	P. M. 2.00 to 3.00 3.10 " 4.10 4.15 " 5.15	British History. English Literature. German Authors.	Geo. and History. English Grammar.	Geo. and History. English Grammar.	Geo. and Hist. Eng. Grammar. .....
SATURDAY.	A. M. 9.00 to 10.00 10.10 " 11.10 11.15 " 12.15	M. P. Q. EXAMINATION. Hygiene and Temperance. School Law and Management. Theory and Practice of Teaching.	SUPPLEMENTARY EXAM. P. M. 2.00 to 3.00 3.10 " 4.10 4.15 " 5.15	"C" Drawing and B. K. "D" Science. "C" Science.	

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

LOCAL "NATURE" OBSERVATIONS.

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

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

Teachers will find it one of the most convenient means for the stimulation of pupils in observing all natural phenomena when going *to* and *from* the school, and some pupils radiate as far as two miles from the school room. The "nature study" under these conditions would thus be mainly undertaken at the most convenient time, without encroaching on school time; while on the other hand it will tend to break up the monotony of school travel, fill an idle and wearisome hour with interest, and be one of the most valuable forms of educational discipline. The eyes of a whole school daily passing over a whole school section will let very little escape notice, especially if the first observer of each annually recurring phenomenon receives credit as the first observer of it for the year. The observations will be accurate, as the facts must be demonstrated by the most undoubted evidence, such as the bringing of the specimens to the school when possible or necessary.

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

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

A duplicate copy of the schedule of observations should be securely attached to the school register for the year, so that the series of annual observations may be preserved in each locality. The new register has a page for such records.

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

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

PHENOLOGICAL OBSERVATIONS, CANADA

(1906 SCHEDULE.)

For the *year* ending *July*, 190 .

Province.....County..... District .....

Locality or School Section .....No.....

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

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

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

Proportion of forest and its character .....

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

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

.....

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

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

.....

.....

	(WILD PLANTS, ETC.—NOMENCLATURE as in "Spotton" or "Gray's Manual").	When First Seen.	When Becoming Common.
1.	Alder (Alnus incana), catkins shedding pollen.....		
2.	Aspen (Populus tremuloides), "		
3.	Mayflower (Epigæa repens), flowering		
4.	Field Horsetail (Equisetum arvense), shedding spores.....		
5.	Blood-root (Sanguinaria Canadensis), flowering....		
6.	White Violet (Viola blanda), flowering		
7.	Blue Violet (Viola palmata, *cucullata*), flowering.....		
8.	Hepatica (H. triloba, etc.), flowering.....		
9.	Red Maple (Acer rubrum), flower shedding pollen.....		
10.	Strawberry (Fragaria Virginiana), flowering.....		
11.	" " " fruit ripe.....		
12.	Dandelion (Taraxacum officinale), flowering.		
13.	Adder's Tongue Lily (Erythronium Am.), flowering		
14.	Gold Thread (Coptis trifolia), flowering.....		
15.	Spring Beauty (Claytonia Caroliniana), flowering.....		
16.	Ground Ivy (Nepeta Glechoma), flowering		
17.	Indian Pear (Amelanchier Canadensis), flowering		
18.	" " " fruit ripe		
19.	Wild Red Cherry (Prunus Pennsylvanica), flowering..... .		
20	" " " fruit ripe.		
21.	Blueberry (Vaccinium Can. and Penn.), flowering		
22.	" " " fruit ripe		
23.	Tall Buttercup (Ranunculus acris), flowering		
24.	Creeping Buttercup (R, repens) flowering.....		
25.	Painted Trillium (T. erythrocarpum), flowering		
26.	Rhodora (Rhododendron Rhodora), flowering		
27.	Pigeon Berry (Cornus Canadensis) florets opening		

PHENOLOGICAL OBSERVATIONS—*(Continued).*

[Day of year corresponding to the last day of each month]

Jan.	31.	April 120.	July	212.	Oct.	304.
Feb.	59.	May 151.	Aug.	243.	Nov.	334.
March	90.	June 181.	Sept.	273.	Dec.	365.

For LEAP years increase each number except that for January by 1.)

		When First Seen	When becoming Common.
28.	Pigeon Berry (Cornus Canadensis), fruit ripe		
29.	Star Flower (Trientalis Americana), flowering		
30.	Clintonia (Clintonia borealis), flowering		
31.	Marsh Calla (Calla palustris), flowering		
32.	Lady's Slipper (Cypripedium acaule), flowering		
33.	Blue-eyed Grass (Sisyrinchium ang.), flowering		
34.	Twinflower (Linnæa borealis), "		
35.	Pale Laurel (Kalmia glauca), flowering		
36.	Lambkill (Kalmia angustifolia), "		
37.	English Hawthorn (Cratægus oxyacantha), flowering		
38.	Scarlet-fruited Thorn (Cratægus coccinea), "		
39.	Blue Flag (Iris versicolor), flowering		
40.	Ox-eye Daisy (Chrysanthemum Leucanthemum), flowering		
41.	Yellow Pond Lily (Nuphar advena), flowering		
42.	Raspberry (Rubus strigosus), flowering.		
43.	" " " fruit ripe		
44.	Yellow Rattle (Rhinanthus Crista-galli), flowering		
45.	High Blackberry (Rubus villosus), flowering		
46.	" " fruit ripe		
47.	Pitcher Plant (Sarracenia purpurea), flowering		
48.	Heal-All (Brunella vulgaris), "		
49.	Common Wild Rose (Rosa lucida), "		
50.	Fall Dandelion (Leontodon autumnale), "		
51.	Butter-and-Eggs (Linaria vulgaris), "		
52.	Expanding leaves in spring made trees appear green— (a) first tree, (b) leafing trees generally.		
	(CULTIVATED PLANTS, ETC.)		
53.	Red Currant (Ribes rubrum), flowering		
54.	" " fruit ripe		
55.	Black Currant (Ribes nigrum), flowering		
56.	" " fruit ripe		
57.	Cherry (Prunus Cerasus), flowering		
58.	" " fruit ripe		
59.	Plum (Prunus domestica) flowering		
60.	Apple (Pyrus Malus), flowering		
61.	Lilac (Syringa vulgaris), flowering		
62.	White Clover (Trifolium repens), flowering		
63.	Red Clover (Trifolium pratense), "		
64.	Timothy (Phleum pratense), "		
65.	Potato (Solanum tuberosum), "		
	(FARMING OPERATIONS, ETC.)		
66.	Plowing begun		
67.	Sowing "		
68.	Planting of Potatoes begun		

PHENOLOGICAL OBSERVATIONS –*(Continued).*

		(a	(b
69.	Shearing of Sheep		
70.	Hay Cutting		
71.	Grain Cutting		
72.	Potato Digging		
	(METEOROLOGICAL PHENOMENA.)		
73.	Opening of (a) Rivers, (b) Lakes without currents		
74.	Last Snow (a) to whiten ground, (b) to fly in air		
75.	Last Spring Frost (a) "hard" (b) "hoar"		
76.	Water in Streams, Rivers, &c., (a) highest, (b) lowest		
77.	First Autumn Frosts, (a) "hoar" (b) "hard"		
78.	First Snow (a) to fly in air, (b) to whiten ground		
79.	Closing of (a) Lakes without currents, (b) Rivers		
80.	Number of Thunder Storms (with dates of each)		

Jan....., Feb....., Mar....., Apr....., May.....
.....June .....
July..... ....., Aug.....
Sept....., Oct....., Nov....., Dec.....

[Day of year corresponding to the last day of each month.]

Jan. 31.	April 120.	July 212.	Oct. 304.
Feb. 59.	May 151	Aug. 243.	Nov. 334.
March 90.	June 181	Sept. 273.	Dec. 365.

(For LEAP years increase each number except that for January by 1.)

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

(OTHER OBSERVATIONS AND REMARKS.

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

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

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

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

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

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

(g) At the County Academy Entrance Examination the certificate of Attendance for a year at a Manual Training School, or a Domestic Science School, can be accepted for the answer to a question on the subject in like manner as the "Junior" Tonic Sol-Fa certificate—value 10.

LICENSING OF TEACHERS.

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

Generally,

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

Exact requirements in the following regulations:—

101. As the ordinary or "high school pass" may be taken by a student with little or no knowledge of some of the subjects "imperative" for teachers (for the "high school pass'

is awarded on an average of 50% on *any* eight papers of a grade, provided none of the eight is below 25%), the following regulation is made to control graduation from the Normal School.

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

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

(*a*) A *Class* D License cannot be awarded to any one who has not been estimated as high as 40 per cent. on each "imperative" subject of the *grade* D High School Course, by Provincial Examiners.

(*b*) A *Class* C License in like manner requires 40 per cent. on each "imperative" subject of *grades* D and C.

(*c*) A *Class* B License in like manner requires 40 per cent. on each "imperative" of *grades* D, C and B.

(*d*) A *Class* A License in like manner requires 50 per cent. on each "imperative" in *grades* D, C, B, and A (classical and scientific).

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

(*a*) 40 per cent. on each of the "imperatives" of grade C shall be considered the equivalent of 40 per cent on each of grade D, except the *Science* paper.

(*b*) 40 per cent. on each of the "imperatives" of Grade B shall be considered the equivalent of 40 per cent. on each subject of the lower grades, except the Science of D, and the Science and Drawing papers of C. The same principle shall apply to grade A marks.

(*c*) Opportunity is given on Saturday afternoon to take supplementary examinations on the Science of D, and the Science, Drawing and Book-keeping of C.

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

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

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

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

Class B—First Class.

Class C—Second Class.

Class D—Third Class.

107. The certificate of professional qualification or skill shall be (a) the academic, first, second or third RANK classification by the Normal School, or (b) the *minimum* (which shall rank one degree lower than the *normal*), and shall be the first, second or third rank pass on the follow-

ing papers written on the Saturday of the Provincial Examination week (1) School Law and Management, value 100; (2) Theory and Practice of Teaching, value 100; and (3) Hygiene and Temperance, value 100. First rank pass: an aggregate of 200 with no paper below 50. Second rank pass: 150 with no paper below 40. Third rank pass: 100 with no paper below 30.

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

In the case of candidates whose course of professional training had been completed before the grade of scholarship necessary for the class of license afterwards applied for was obtained, no license under any circumstances shall be issued until after the lapse of a full year from the date of the certificate of high school grade required for the said license.

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

FORM OF APPLICATION FOR A TEACHER'S LICENSE.

To.....

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

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

I. The prescribed certificate of age and character hereto attached, which I affirm to be true.

II. My High School certificate of Provincial Grade.....obtained at..... Examination Station as No....., in the year 190.... (Further information below.)

III My certificate of professional qualification of .....Rank No..... obtained at.....in the month of....., 190

(Name in full.).....

(Post Office address).....

Date..... (County).....

CERTIFICATE OF AGE AND CHARACTER.

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

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

That I believe the moral character of the said candidate is good, and such as to justify the Council of Public Instruction in assuming that the said candidate will be disposed as a

teacher to "inculcate by precept and example a respect for religion and the principles of Christian morality, and the highest regard for truth, justice, love of country, loyalty, humanity, benevolence, sobriety, industry, frugality, chastity, temperance and all other virtues."

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

Date.....

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

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

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

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

FURTHER INFORMATION FROM APPLICANT.

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

....
....

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

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

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

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

Place and date.....

110. For an Academic or Class A License the three conditions are:—(1) A certificate signed by a Minister of Religion or two Justices of the Peace, as in the preceding form to the effect that the candidate is of the full age of twenty years, and capable of fulfilling the duties specially mentioned in the statute (2) A pass certificate of the Grade XII. (3) A certificate of Academic first rank professional qualification from a Normal School [for which may be substituted a Provincial Grade XII. (cl. and sc.) with a 50% "pass" on each imperative subject of the High School course not covered in Grade XII., and a first rank M. P. Q. (no paper below 50), and at least two years' successful teaching, one of which must be as a first class teacher in a superior school].

111. For a First Class or B License the three conditions are:—(1) A certificate of the full age of nineteen years and moral character as in the foregoing regulation. (2) A pass certificate of Grade XI. (3) A

certificate of first rank professional qualification from a Normal School or a "Teacher's pass" certificate of Grade XII with the first rank minimum professional qualification.

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

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

Temporary License.

114. A Third Class (provisional) or D (prov.) License, *valid only for one year* may be granted (but not previous to the 15th day of September in any school year) on regular application when the following *four* conditions are fulfilled:—(1) A certificate of the full age of sixteen years and moral character as in the foregoing Regulation. (2) A pass certificate of at least Grade IX as in the foregoing Regulation. (3) The third rank minimum professional qualification. (4.) A recommendation of the candidate as a temporary teacher for a specified school by the inspector, who must previously be assured by the trustees of the said school that, although reasonable effort was made to employ a regular teacher of permanent class, one could not be obtained, and that the candidate would be acceptable to the school section as a teacher for the year. Such License can only be re-issued for another year when the candidate has demonstrated an advance of *grade or rank* in his qualifications at a *subsequent* Provincial Examination.

SYLLABUS OF M. P. Q. EXAMINATION.

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

School Law and School Management.

(*a*) To be familiar with the Acts relating to Public Schools in Nova Scotia and Regulations of the Council of Public Instruction with amendments and comments, etc., appearing in the JOURNAL OF EDUCATION from time to time—particularly those portions bearing on the relation and duties of teachers, and on the organization and operation of all grades of Public Schools.

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

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

Theory and Practice of Teaching.

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

(*e*) To apply practically the principles thus derived to the teaching of each of the subjects embraced in the Common and High School courses of study, the correct keeping of the Register, and making out of Returns, etc.

Hygiene and Temperance.

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

(*g*) Temperance as in recommended or prescribed books with special reference to requirements of the school law.

* * * * * * *

PROVINCIAL EDUCATIONAL ASSOCIATION.

126. The Superintendent of Education shall have authority to assemble annually, if desirable, at the Normal School, or any other place which may be approved by two-thirds of the executive committee hereinafter provided for, a provincial educational association, whose object shall be to promote the efficient operation of the public school system, and the professional improvement of its members by the discussion and elucidation of educational problems.

127. The membership shall be:

(*a*) Ordinary members entitled to the full franchise on enrolment and the payment of one dollar at each annual convention; *Ex officio*, the Superintendent, the principal and professors of the Normal School, the provincial examiners, the inspectors of schools, and the presidents of the universities within the province; *Elective*, one professor from each university chosen by the faculty, one teacher for every twenty in each inspectorial division chosen by the institute (or in the event of its failure by the inspector), one delegate chosen by any school board or group of school boards employing twenty teachers, or by any learned, trade, or industrial society or organization of provincial scope.

(*b*) Associate Members entitled to enroll on the payment of fifty cents at each annual convention, having the privileges of attending the meetings engaging in the discussions when invited by the presiding officer, obtaining reduced travelling rates and a free copy of the published report.

128. The Superintendent, the principal of the Normal School, and ten other persons chosen at each annual convention by the ordinary members of the association, one of whom shall be from each inspectorial division, shall constitute the executive committee, which shall have control of all funds raised by the association, and shall appoint its own secretary-treasurer to receive and disburse those funds under its own direction. The executive committee shall have general management of

the affairs of the association, especially in respect to the fixing of the times of meeting and the program of exercises, subject to the approval of the Superintendent of Education.

* * * * * * *

CHANGE OF SUMMER VACATION REGULATIONS.

(Passed 5th April, 1905.)

116. For regulation 116 substitute the following:

"There shall be a summer vacation of seven weeks in all the public schools, except as hereinafter provided, commencing on the first Monday in July."

122. For regulation 122 substitute the following:

"Rural schools may open one week earlier than the regular date of opening, which will be the Monday after the seventh week of the summer vacation; for which week no Provincial Aid will be payable to the teacher, but the days thus taught can be substituted as authorized teaching days for days lost during the rest of the term on account of inclement weather, bad roads, illness, or any other cause satisfactory to the Inspector."

123. For regulation 123 substitute the following:

"Cities and towns may extend the vacation period to eight weeks without losing credit for a complete term of teaching; but no Provincial Aid will be payable for days not authorized as teaching days by the Education Act, more particularly defined in section 67a, published on page 49 of the Manual of School Law, Nova Scotia, 1901."

VACATION WORK.

136. On giving a week's notice to trustees and pupils, teachers will have the liberty of closing their schools for the purpose of attending the meeting of an authorized institute, and the inspector may credit the days thus attended if properly entered and attested in the return as teaching days, in the apportionment of the provincial aid and the municipal school fund.

137. When teachers, after having received permission from their trustees attend "summer schools" or other institutes (during regular teaching days), which are recommended by the Superintendent for the improvement of teachers in the exercise of their profession, allowance will be made by inspectors, as indicated in the preceding regulation; always provided, however, that in any school year not more than five days shall be credited under all the foregoing regulations to any one teacher or school section.

Special School Days.

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

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

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

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

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

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

(2) No school grounds should be without a suitable number and variety of the standard deciduous trees. However, during the winter season these are bare and unattractive, and afford little or no shelter. On the other hand, evergreens, such as spruces, pines, hemlocks and cedars, retain their foliage and provide a shelter as useful in winter as it is grateful in summer. Trees should always be planted according to a definite plan, being arranged either in curves or in 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 asto interfere with the free play of light and air.

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

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

141. *Empire Day.*

(*a*) The establishment of this day followed a recommendation of the Dominion Educational Association at its third triennial convention which met in Halifax. The Council of Public Instruction of Nova Scotia adopted the recommendation immediately after, on the 18th of August, 1898, appointing as "Empire Day" the school day preceding the holiday commemorating the anniversary of the birthday of Queen Victoria, under whose reign the Empire so widely and harmoniously developed. This was the first institution of Empire Day by any Education Department.

HISTORICAL NOTE.—On the 2nd of December, 1897, Mrs. Clementina Fessenden of Hamilton, Ontario, addressed a committee of the local school board on the subject of a patriotic day. Subsequently this and other school boards adopted her suggestion that the Education Department of Ontario be asked to set apart one day each year as a patriotic day. The Hon. G. W. Ross, then Minister of Education, arranged, after correspondence with the Superintendent in Nova Scotia, then president of the Dominion Educational Association, that it should be proposed to the D. E. A. to recommend that a day should be fixed for the day before Victoria Day, the 24th of May, which is a statutary holiday in all Canadian schools, and that it should be called "Empire Day." The President in his opening address, on the 2nd of August, 1898, in the Academy of Music, Halifax, presented the proposal, and read the absent Hon. Minister's plea. The convention accordingly before its close, on the 5th August, recommended "Empire Day" to the several education departments of the Dominion. It was promptly adopted by that of Nova Scotia as indicated above, with the following instructions to the public schools.

(*b*) The object of the day is the development of the Empire idea with power, by a more dramatic and impressive demonstration than would be possible in the routine method of teaching necessarily characteristic of the most of the work of the school. No set method is prescribed. Local orators may be utilized in short and appropriate addresses to the pupils and their parents. Teachers and pupils should take part in as effective and in as varied manners as possible from year to year. As a rule it is preferable to have it an exercise open to the public of the locality in the afternoon, the forenoon being devoted to phases best treated in the school room It is one of the days when the school flag should be flying.

(*c*) The exercises should not be directed to develop boastfulness in the greatness of the Empire. They should be a study of the causes why it became great, and how it may continue to be great; of the history of the rise, growth and alliance of its different peoples, of the evolution of the elastic system of self-government, and of the development of that spirit of Empire unity which is a new thing in history as the Empire's extent is in geography. And most important of all the exercises should be an inspiration to stimulate all to seek how they may further reinforce the good tendencies and bind the distant members of the Empire more closely together in the bonds of reciprocal helpfulness as well as of sentimental love.

(*d*) As in the case of Arbor Day, all worthy teachers are expected to file a report on the exercises of the day, no matter how brief, with the inspector of his or her division.

* * * * * *

PUBLIC SCHOOL COURSE OF STUDY.

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

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

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

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

153 **GENERAL PRESCRIPTIONS.**

These general regulations, on account of their paramount importance and their unchangeable character, are printed on page 10 of the School Register, so that they may be always befor the eyes of the teacher. To save space they are not republished here; but attention is called to the fact that they are even of more importance than the special prescriptions which follow below as supplementary.

156 **SPECIAL PRESCRIPTIONS FOR COMMON SCHOOLS.**

GRADE I.

Reading--No. I with Wall Cards or Blackboard Work.

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

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

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

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

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

GRADE II.

Reading.—Reader No. II.

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

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

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

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

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

GRADE III.

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

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

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

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

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

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

GRADE IV.

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

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

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

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

Arithmetic.—As in Common School Arithmetic, Part 1, completed. *See general prescriptions.*

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

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

GRADE V.

Reading.—Reader No. V. *See geneeal prescriptions.*

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

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

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

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

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

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

GRADE VI.

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

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

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

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

History.—Leading features of History of Nova Scotia (oral).

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

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

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

GRADE VII.

Reading.—Prescribed Selections. Character of metre and figures of speech to be observed. *See general prescriptions.*

Language.—Leading principles of Etymology with paradigms. Parsing and analysis of simple sentences and application of rules of syntax (oral). Written abstracts of oral or reading lessons. Simple description of "nature" observations, etc., narrative and business forms, punctuation and paragraphing. All from oral instruction as in "Lessons in English."

Writing and Drawing.—Copy Boook. 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, as in *Morton's Mechanical Drawing*, Chap. I and II. Simple object drawing extended (or as in alternative Drawing Course recommended).

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

History.—Leading features of History of Canada (Hay). *See general prescriptions.*

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

Lessons on Nature.—As in Grade VII., and with the study of specimens illustrating the stones, minerals, &c.; each class, sub-class, and division of plants; and each class of animals found in the locality. All common and easily observed physical phenomena. (Much of this course will be covered by a series of object lessons on the subject matter of any twenty of the easier chapters of *James' Agriculture*, and on the *Introductory Science.*

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

GRADE VIII.

Reading.—Prescribed selections. Elements of prosody and plain figures of speech, as illustrated in reading, to be observed and studied. *See general prescriptions.*

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

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

Writing and drawing.—Copy Book. Model and object drawing. *Manual Training*, No. 2, to end of Section V., with review of *Public School Drawing Course*, Nos. 5 and 6, &c. Construction of angles, mathematical figures, maps, plans, etc., to scale and their measurement, neatly and accurately, as in *Morton's Mechanical Drawing*, Part I. *See general prescriptions* (and alternative Drawing Course recommended).

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

History.—Outline history of British Empire (Robertson). *See general prescriptions.*

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

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

Bookkeeping.—A simple set, as in Kaulbach and Schurman or an equivalent

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

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

157. CONDENSED COMMON SCHOOL COURSES.

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

158. FOR A COMMON SCHOOL WITH FOUR TEACHERS.

PRIMARY.

Reading.—Readers Nos. 1 and II., with wall cards or blackboard work.

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

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

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

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

ADVANCED PRIMARY.

Reading.—Readers Nos. III. and IV., with spelling.

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

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

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

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

INTERMEDIATE.

Reading.—Reader Nos. V. and VI., Health Reader No. 1.

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

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

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

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

History—Leading features of history of Nova Scotia (oral).

Lessons on Nature.—From minerals and rock to soil, as shown in neighborhood and six or seven each of the common plants, trees, insects, other invertebrates, fish, reptiles, birds, mammals, and natural phenomena, such as ventilation, evaporation, freezing, closely examined. Distribution and values of the natural products of the province. Music, at least half a dozen songs (tonic sol-fa notation).

PREPARATORY.

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

Spelling.—Readers and prescribed Spelling Book, etc.

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

Writing and Drawing.—Copy Books. Drawing as in *Manual Training* No. 2 to end of Section V. with Drawing Book No. 6. Model and Object drawing with simple drawing from nature (or as in alternative Drawing Course recommended). Construction of angles.

and simple geometrical figures to scale and their measurement as in *Morton's Mechanical Drawing*, Part I.

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

History.—Outlines of British and Canadian History.

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

Bookkeeping.—A simple set as in Kaulbach and Schurman or an equivalent.

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

Lessons on Nature.—The study by examination of the minerals, stones, earths, etc.; 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 of any use ful industry, as agriculture, horticulture, etc. All common and easily observed physical phenomena. Oral lessons with experiments on subject matter of Introductory Science Primer and *James' Agriculture.*

159. FOR A COMMON SCHOOL WITH THREE TEACHERS.

LOWER.

Reading.—Readers Nos. 1, 2 and 3, with spelling.

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

Writing and Drawing.—Vertical letters, etc., 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 (or as in alternative Drawing Course recommended).

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, etc., 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. 4, 5 and 6, with spelling. Health Reader, No. 1.

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

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

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

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

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

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

HIGHER.

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

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

Writing and Drawing.—Copy Books. Drawing as in *Manual Training*, No. 2, to end of Section V., with Drawing Book, No. 6. Model and Object Drawing, with simple drawing from nature, (or as in the Alternative Drawing Course recommended). The construction and measurements of Angles and mathematical figures as in Morton's *Mechanical Drawing*, Part I.

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

History.—Outlines of British and Canadian History.

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

Bookeeping.—One simple set with commercial forms.

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

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

160. FOR A COMMON SCHOOL WITH TWO TEACHERS.

JUNIOR (at least two divisions).

Reading.—Primers and Readers, Nos, 1, 2, 3 and 4, with spelling, and oral abstracts of interesting lessons; nouns, verbs, subjects, predicates, etc, in lessons of higher classes; writing sentences, and descriptions of "nature" observations.

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

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

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

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

SENIOR (at least two divisions).

Reading.—Readers, Nos. 5, 6, VII. and VIII. Health Readers, Nos. 1 and 2. Spelling and definition. Oral abstracts of lessons, Elementary grammar and analysis drill on sentences in reading lessons. Observation of figures of speech and the character of metre in poetical passages read in the advanced division.

Language—Leading principles in Etymology, Syntax, etc. Written and oral abstracts, narratives and description of "nature lesson" observations, etc., with attention to punctuation, paragraphing and form. All as in "Lessons in English," taught orally.

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

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

History.—Outlines of British and Canadian History, in alternative divisions.

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

Bookkeeping.—Simple set for advanced division.

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

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

161. FOR A COMMON SCHOOL WITH ONE TEACHER.

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

[As a general rule there should be at least four classes or divisions in such a school; (*a*) those in Reading VII. and VIII., (*b*) Readers No. 6 or 5, (*c*) Readers No. 4 or 3, and (*d*) Readers No. 2 or 1. The pupils in such a school must be drilled to move without the loss of an instant of time, if the teacher is to be successful. There cannot be here the leisure of a graded school].

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

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

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

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

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

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

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

Lessons on Nature.—Once every day so as to select during the year the most important points specified in the uncontracted course. Oral lessons on local objects of Nature Study as in *James' Agriculture*. A specimen time-table is given below for such schools.

162. SUGGESTIVE TIME TABLE.

(DESIGNED TO AID INEXPERIENCED TEACHERS AND TRUSTEES.)

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

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

TIME TABLE.

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

Time when Begun	Duration (Minutes.)	Recitation to Teacher. Monday, Wednesday, Friday,	Recitation to Teacher. Tuesday, Thursday.	Silent Work of the Four Classes at Desks. (a)	(b)	(c)	(d) ‡
9 : 00	15	Opening song, and Roll-call.					
9 : 15	15	(d) Reading, Spelling, etc.		.....	Arith.	Spelling.	.....
9 : 30	15	(c) " "		Arith.	Spelling.	.....	Spelling.
9 : 45	15	(b) " "		Spelling.	.....	Spelling.	Drawing.
10 : 00	15	(a) " "		.....	Spelling.	Drawing.	Arith.
10 : 15	5	Song and Calisthenics.					
10 : 20	30	(a), (b), (c) and (d), Arithmetic, etc.		..... *	..... *	..... *	.....
10 : 50	10	Recess.					
11 : 00	15	(a) Gram. and Anal.	(a) Language.	.....	Arith.	Arith.	Arith.
11 : 15	15	(d) Reading, Spelling, etc.		Arith.	Arith.	Arith.	.....
11 : 30	5	Mental Arithmetic.		..... *	..... *	..... *	.....
11 : 35	25	Writing.	Drawing	.....	.....	.....	.....
12 : 00	60	Noon Intermission.					
1 : 00	5	Song and Roll-call.					
1 : 05	15	Geog., etc., (oral).	Hist., etc., (oral)	Map Draw	.....	.....	.....
1 : 20	15	(a+) Geog.	(a +) Hist.	.....	Arith.	Arith.	Arith.
1 : 35	15	(c) Language.	(d) Language.	Language	Language.	Language.	Language.
1 : 50	15	(b) "	(a) Tues. } Health (b) Thurs. } Reader.	Arith.	.....	Spelling.	Spelling.
2 : 05	5	Song and Calisthenics.					
2 : 10	20	Arith., Alg., B. K., or Math., Drawing		..... *	..... *	..... *	.....
2 : 30	10	Recess.					
2 : 40	15	"Nature" and Science lesson from objects.		..... †	..... †	..... †	..... †
2 : 55	10	Writing or Drawing notes on lessons.		..... †	..... †	..... †	..... †
3 : 05	15	(d) Reading, Spelling, etc.	(a), (b), (c) and (d) Recitations. (Elocutionary on Fridays.)	Math.	Math.	Arith.	.....
3 : 20	15	(c) " "		Math.	Spelling.	.....	Spelling.
3 : 35	15	(b) " "		Math.	.....	Spelling.	Arith.
3 : 50	10	Announcements, etc., and Song.		.....	.....	.....	.....

NOTES ON THE TIME TABLE.

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

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

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

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

Language.—The "desk" work should require every day, if possible, the expression of the pupil's thoughts about something on which he can have clear ideas. To read a short story, or choice description once to the class, giving all, say, exactly five or ten minutes to

write rapidly their remembrance of it substantially, is a good exercise; especially if the errors are corrected before the class or otherwise shortly after; or to give them an object or a picture to "write up" in a limited time. This will develop facility in composition. Some grammar and analysis, of course, will be necessary in order to enable the pupils to understand the reasons why some methods of expression are better than others.

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

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

Nature Lessons, &c.—See *general prescriptions* in the School Register.

ALTERNATIVE COMMON SCHOOL COURSE OF DRAWING.

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

GRADE I.

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

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

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

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

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

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

(*c*) *Formal Drawing Lessons*.—A half-hour lesson once or twice a week.

Make the pupils draw from objects such as apples, half apples, oranges, leaves, tubers, roots, etc.,—from any single object not involving perspective. They should frequently make models of objects in clay or other material and then make drawings of them. Some attention should be given to the primary colors with their tints and shades.

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

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

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

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

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

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

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

GRADE II.

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

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

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

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

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

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

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

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

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

GRADE III.

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

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

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

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

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

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

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

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

Borders formed by repetition of flower form.

GRADE IV.

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

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

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

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

(*d*) *Formal Drawing Lessons.*—As in Grade III (*d*). Study of good pictures, Principles of repetition and alternation in exercise on borders and rosettes. Study of color in objects. Pleasing combinations of color in design.

GRADE V.

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

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

(*b*) *As an aid to Nature Lessons.*—Plants, thistle, horsetail, iris, woodsorrel. Animals—sheep and goat, turkey and goose, salamander, beetles, butterfly, Analysis of leaves and flowers of color schemes.

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

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

GRADE VI.

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

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

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

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

GRADE VII.

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

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

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

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

GRADE VIII.

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

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

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

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

153. GENERAL PRESCRIPTIONS.

The general regulations, on account of their paramount importance and their unchangeable character, are printed on page 10 of the School Register, so that they may be always, before the eyes of the teacher. To save space they are not republished here; but attention is called to the fact that they are even of more importance than the special prescriptions which follow below as supplementary.

154. SPECIAL PRESCRIPTIONS FOR HIGH SCHOOLS.

(Year ending July, 1907.)

An examination intended for those who require certificates of High School scholarship is given annually on this course; but teachers and school boards are required by law to grade their schools according to local conditions. The subjects of any *six* papers will be a minimum "*full* course" to constitute a *regular* pupil or student under Regulation 50 in County Academies or any other High Schools. The course to be taught in any school shall be determined by the joint agreement of the principal and the school Board, with an appeal to the Inspector, and from him to the Council in the case of disagreement or dissatisfaction.

For High School certificates of Grades IX, X and XI. the examination for which is entirely optional on the part of pupils, a group of eight papers is imperative for a "High School Pass," with a minimum aggregate of 400, and no paper of the group below 25.

For a "Teacher's Pass" an aggregate of 400 is imperative, with at least 40 on every paper of the Grade except Latin, Greek, French and German which are optional.

[For 1907 it is contemplated to make *Bookkeeping* and *Drawing* count as full papers instead of half papers, in which case the 400 minimum will become 450].

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

As it is practically impossible to obtain text books covering the subjects to the exact extent desirable by a majority; and as it would be pedagogically unsound to require even pupils in the same class—the one who may have a special ability and liking for the subject, as well as the one who has no ability or taste for it—to do the same amount of work; and as it is generally desirable that a text should contain more exercises and matter for students who may have the power and the wish to do more than the average, the text books recommended are selected with the view of containing more rather than less of what would suit the average student.

The excess of the text recommended is therefore equalized by the device of *optional* questions at examination. Examination questions are distributed as regularly as possible over the field prescribed. When only *five* questions are required for a full paper, *six* questions are equivalent to the reduction of the text by one-sixth, *seven* questions by two-sevenths (nearly one-third), and so forth. History and Geography in IX and X will have ten questions equally distributed, of which *five* will make a full paper, two of which must be on one subject and three on the other.

GRADE IX.

Subject.	Paper.	
English.	1:	Literature.—*Dickens' A Christmas Carol* (Riverside); and *Scott's The Lady of the Lake* (T. C. Allen & Co). with critical study, word analysis, prosody and recitations. English Composition as in *Sykes*, or an equivalent in the hands of the teacher, with essays, abstracts and general correspondence, so as to develop the power of fluent and correct expression in writing.
	2:	As in Grammar (excepting notes and appendix) with easy exercises in parsing and analysis.
Latin.	3:	As in *Collar and Daniell's First Latin Book*, to end of Chapter L., or any equivalent grammar, with easy translation and composition exercises. [The *Roman* (Phonetic) pronunciation of Latin to be used in all grades].
French.	4:	As in Longman's French Course (Bertenshaw), *Grammar, Part I.*, and *First Conversational Reader* to page 34.
History and Geography.	5:	(a) Review of Canadian History as in Calkin with oral lesson on civics as suggested in "How Canada is Governed." (b) Geography as in *advanced* text,—astronomical (the easier problems), physical, and the various portions of the British Empire. (Exam. questions one half optional).
Science.	6:	(a=80). Botany as in Spotton or an equivalent. (b=20) Physics as in Primer or equivalent (winter months). Texts to be used only as aids to the study of the objects. Drawing of parts of plants, etc., while being studied.

DRAWING AND BOOKKEEPING.	7 :	(a=20). Construction of plans, geometrical figures and solution of mensuration and trigonometrical problems by mathematical instruments, as in Morton's Mechanical Drawing to end of Chapter VII. (b=30) High School Drawing Course, No. 1, with model and object drawing and *Manual Training*, No. 2, completed (c=50) Commercial forms and writing with Single Entry Bookkeeping problems.
MATHEMATICS.	8 :	ARITHMETIC.—As in the *Academic* to page 66.
	9 :	ALGEBRA.—As in *Hall & Knight's Elementary* to end of Chapter XVI
	10 :	GEOMETRY.—Euclid I, with easier exercises in *Hall & Stevens* to Prop. 48.

GRADE X.

ENGLISH.	1 :	(a) Same subjects as in previous grade but more advanced scholarship required. (b) Composition as in *Sykes*, or an equivalent in the hands of the teacher, with special attention to the development of readiness and accuracy in written narrative, description, exposition and general correspondence.
	2 :	As in GRAMMAR (excepting appendix) with exercises in parsing and analysis.
LATIN.	3 :	As in *Collar and Daniell's First Latin Book* complete, and "*Cæsar's Invasion of Britain*," by Welch and Duffield.
GREEK.	4 :	As in *White's First Greek Book*, lessons I to L.
FRENCH.	5 :	As in Longman's French Course (Bertenshaw), *Grammar, Part II.* and *First Conversational Reader* completed.
GERMAN.	6 :	As in *Joynes-Meissner's Grammar*, first 18 lessons, with Buchheim's *Modern German Reader*, Part I, *first* division only.
HIST. AND GEO.	7 :	Review of British History as in "Outlines." (b) Advanced textbook of Geography completed. (Exam, questions, one-half optional)
SCIENCE.	8 :	(a=70) Chemistry as in *Waddell* or *Williams*. (b=30) Agriculture as in *James* or Mineralogy as in *Crosby*.
DRAWING AND BOOKKEEPING.	9 :	(a) Mathematical Drawing as in *Morton's Mechanical Drawing*. High School Drawing Course No. 2 and model and object drawing, with simple drawing from nature. (b) Bookkeeping; Double Entry forms and problems.
MATHEMATICS.	10 :	ARITHMETIC as in the *Academic*.
	11 :	ALGEBRA as in *Hall & Knight's Elementary* to end of Chapter XXVII.
	12 :	GEOMETRY, Euclid I, II and III to Prop. 20, with the easier exercises in *Hall & Stevens*.

GRADE XI.

ENGLISH.	1 :	LITERATURE.—(a=80). De Quincey's *Joan of Arc*, and Tennyson's *Princess*. (b=20) A general acquaintance with the prescribed literature of the previous grades as above.
	2 :	GRAMMAR.—History of English Language and Text Book complete with difficult exercises. (b) History of English Literature as in *Meiklejohn*.
LATIN.	3 :	Grammar and easy composition partly based on prose author read.
	4 :	(a) *Cæsar's De Bell. Gall.* Book I. (Also for 1908) and (b) *Vergil's Æneid* Book II. (For 1908, Book III.) with grammatical and critical questions.
GREEK.	5 :	Grammar and easy composition based partly on author read and *White's First Greek Book* completed.
	6 :	*Xenophon's Anabasis*, Book I. (For 1908, Book II.) with grammatical and critical questions.
FRENCH.	7 :	*Grammar* as in text of previous grades, or Lanos' *Synoptical* with composition exercises. *Author: Scenes of Child Life.* Frazer, (MacMillan's); and *Le Serf*, Berthon (MacMillan).
GERMAN.	8 :	As in *Joynes-Meissner*, to lesson 44. with Buchheim's *Modern German Reader*, Part I complete.
HIST. AND GEO.	9 :	General History and Geography as in *Swinton*.

PHYSIOLOGY.	10 :	As in prescribed text, "*Martin's Human Body and the Effects of Narcotics*"
PHYSICS.	11 :	As in Gage's *Introduction to Physical Science*
MATHEMATICS.	12 :	PRACTICAL MATHEMATICS as in *Eaton* or *Murray*.
	13 :	ALGEBRA AND ARITHMETIC as in *Hall & Knight's Elementary Algebra*, omitting chapter XLI.
	14 :	GEOMETRY as in Euclid I to IV, with the easier exercises, the more important definitions and algebraic demonstrations of Euclid V, and Euclid VI (text) to Prop. 19, as in *Hall and Stevens*.

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 demands of students in the larger High Schools or County Academies. There is in this grade a bifurcation of the course into a classical side and a scientific side, with minor options leading to the certificates of grades XII (classical) and (scientific) respectively. This grade is not only *not* compulsory on any school section, but it should not be attempted in any school with less than four High School teachers.

(A) IMPERATIVE FOR BOTH SIDES.

ENGLISH.	1 :	As in *Lounsbury's English Language*. Chaucer's Canterbury Tales. *The Prologue, The Knight's Tale*, and the *Nonne Preste's Tale*; (Skeat's 2/6 edition).
	2 :	*Stopford Brooke* (Copp Clark) for reference. Carlyle's *Sartor Resartus;* Shakespeare's *Julius Cæsar;* and Milton's *Paradise Lost*, Books I and II.)
HISTORY.	3 :	As in *Green's Short History of the English People*, and *Clement's History of Canada*.
PSYCHOLOGY.	4 :	As in James' Text Book of Psychology, Titchener's Primer, or Maher—edition of 1900.
SANITATION.	5 :	As in the Ontario Manual of Hygiene or an equivalent.

(B) IMPERATIVE FOR CLASSICAL SIDE.

LATIN.	6 :	Grammar as in *Bennett*, and Composition as in *Bradley's Arnold* or equivalents. Latin translation at sight.
	7 :	TACITUS.—*Agricola and Germania*. (Also for 1908).
	8 :	CICERO.—*In Catilinam* I *to* IV. (For 1908, *Pro Milone*).
	9 :	VERGIL.—*Georgics* I and IV (Also for 1908).
	10 :	HORACE.—*Satires*, omitting I, 2 and 8; and II, 7. (For 1908. *Epistles*, Books I and II).
	11 :	ROMAN HISTORY AND GEOGRAPHY.—As in *Liddell's*.
GREEK.	12 :	Grammar as in *Goodwin*, and composition as in *Fletcher and Nicholson*, or equivalents. Greek translation at sight.
	13 :	XENOPHON.—*Hellenica*, Books I and II. (Also for 1908).
	14 :	DEMOSTHENES.—*Philippics*, I and III, and *On the Chersonese*. (For 1908, PLATO—*Apology* and *Crito*)
	15 :	HOMER.—*Iliad*, Books I to III, omitting the catalogue of the ships. (Also for 1908).
	16 :	GRECIAN HISTORY AND GEOGRAPHY.—As in *Smith's*.

(C) IMPERATIVE FOR SCIENTIFIC SIDE.

SCIENCE.	17 :	PHYSICS.—As in Gage's *Principles of Physics*.
	18 :	CHEMISTRY.—As in Storer & Lindsay's *Elementary*.
	19 :	BOTANY.—As in *The Essentials of Botany* by Bessey (latest edition); with a practical knowledge of representative species of the Nova Scotia flora.
	20 :	ZOOLOGY.—As in *Ontario High School Zoology*, or equivalent with dissection of typical Nova Scotia species as in list specified in *Journal of Education*.
	21 :	GEOLOGY.—As in Sir William Dawson's *Hand Book of Canadian Geology* (excepting the details relating to other provinces from pages 167 to 235), or an equivalent text).

MATHEMATICS.

22: ASTRONOMY.—As in Young's *Elements of Astronomy.*
23: NAVIGATION.—As in Norie's *Epitome*, or *Hall's Modern Navigation*) (W. B. Clive, London).
24: TRIGONOMETRY.—As in Murray's *Plane Trigonometry.*
25: ALGEBRA.—As in Hall & Knight's *Higher Algebra*, omitting "*" paragraphs and chapters XXIV to XXXI.
26: GEOMETRY.—*Euclid*, particularly *VI* and *XI*, as in *Hall and Stevens*, with exercises. "Loci and their equations," as in chapter 1, *Wentworth's Elements of Analytic Geometry.*

(D) OPTIONAL FOR EITHER SIDE.

FRENCH.

27: FRENCH GRAMMAR AND COMPOSITION—As in *Brachet* or equivalent.
28: FRENCH AUTHORS.—(a) Berthon's *Specimens of Modern French Prose*, complete; *Le Bourgeois Gentilhomme*, by Moliere, (b) Berthon's *Specimens of Modern French Verse*, Part I and the pieces beginning on the following pages of Part II of Macmillan & Co's editions: 112, 120. 125, 129, 134, 139, 146, 151, 158, 170, 176, 178, 183, 187, 197, and 206.

GERMAN.

29: GERMAN GRAMMAR AND COMPOSITION.—As in *Joynes-Meissner* or equivalent.
30: GERMAN AUTHORS.—As in Buchheim's *German Reader, Part II.*

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

To pass Grade XII (classical), a minimum aggregate of 100 must be made on twenty papers, including all in groups (A) and (B) and any other *four* papers.

No paper to fall below 25.

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

For "Teacher's pass," no paper to fall below 50

For Grade XII "pass," see Regulation 92, page 26, preceding.

OPTIONAL COURSE.

APPROVED FOR HALIFAX COUNTY ACADEMY.

Commercial Course.

		Forty minute periods per week.	Minimum pass mark.
First Year:	Literature, Composition, with special attention to spelling, punctuation, etc. (Prescribed Course)	5	40 p c.
	French, Longman's Grammar and Reader "	3	60 "
	History and Geography "	3	50 "
	Science—Botany and Physics "	3	40 "
	Drawing and Bookkeeping "	3	60 "
	Arithmetic, Academic "	4	60 "
	Penmanship	2	75 "
	Stenography, Isaac Pitman's	2	75 "
Second Year:	Literature, Composition, Correspondence (Prescribed Course)	5	40 "
	French, Longman's Conversational "	4	60 "
	History and Geography "	2	50 "
	Science, Chemistry (Waddell's) "	2	40 "
	Drawing and Bookkeeping "	4	40 "
	Arithmetic completed	3	60 "
	Stenography (Isaac Pitman's)	3	75 "
	Typewriting	2	
Third Year:	English (Prescribed Course)	3	60 "
	Science, Materials of Commerce "	2	60 "
	Bookkeeping (MacLean's High School)	4	60 "
	Stenography, 100 words per minute	3	75 "
	Typewriting (Barnes)	2	60 "
	Commercial Law (Flemming's Laws of Business)	2	60 "
	Civics (Bourinot: How Canada is Governed)	3	60 "
	Economics (Fawcett's Political Economy for Beginners)	3	75 "

Students are strongly recommended to obtain a grade "B" certificate before taking up the Commercial Course. Experience has shown that such students do very much better work and that an additional year, or sometimes a year and a half, enables them to win a Commercial Diploma.

165. UNIVERSITY MATRICULATION.

The leading universities and colleges of the Province have agreed to accept the Grade XI or Junior Leaving High School certificates 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 the subject not required for matriculation yet make sufficiently high marks, as shown by his "examination record," on the subjects required, to admit him to the university. This constitutes a practical affiliation of the Public High Schools with the Universities, which will save division of energy in many high schools, while it will place each of the Universities in the same relation to the public schools.

166. **TEXT BOOKS.**

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

Instructors and teachers are reminded :—

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

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

LIST OF TEXT BOOKS PRESCRIBED FOR USE IN SCHOOLS.

167. COMMON SCHOOL GRADES.

[For the school year ending July, 1906] The *Nova Scotia* Readers I, II and III (Morang & Co., at 15, 20 and 25 cents) ; IV, V and VI (Nelson's, at 25, 30 and 35 cents) ; Selected Readings for Grades VII and VIII (Mackinlay's, and Allen's at 25 cents). In French sections, French-English Royal Readers, Primer to No. 3. [8 cts., 20 cts., 30 cts., 45 cts., respectively.] *Les Grandes Inventions Modernes* par Louis Figuier, 50 cents.

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

Health Readers, Nos. 1 and 2. (T. C. Allen & Co., Halifax.) 25 cents.

Calkin's Introductory Geography. (A. & W. Mackinlay, Halifax.) 20 and 30 cents.

History of England and Canada. (Copp, Clark & Co.) 60 cents.

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

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

Tonic sol-fa. *School-day Melodies*, by Ada F. Ryan. Parts I and II. 10 cents each.

Writing : Copy Books—*Vertical*, as in Jackson's New Style, 5 cents each ; or *medium Sloping* Royal Crown, 4 cents each ; or *Royal*, 7 cents each.

Drawing Books : Public School Drawing Course. (Canada Pub. Co., Toronto), 5 cents each ; or Langdon S. Thompson's, 10 cents each ; or Augsburg's Drawing Course as indicated on page 98 of April JOURNAL, 1905 ; or homemade books of cheap paper, under direction of each teacher for alternative course recommended.

168. HIGH SCHOOL GRADES.

English Grammar (MacKinlay). 30 cents.

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

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

Calkin's Geography of the World (Mackinlay). $1.25. Calkin's History of Canada, 50 cents.

Outlines of British History (Thomas Nelson & Sons, Edinburgh). 45 cents.
Hall & Steven's Euclid. (I. 25 cents; I to IV, 55 cents; I to XI, 80 cents).
Hall & Knight's *Elementary* Algebra. 75 cents.
James' *Agriculture* (Morang, Toronto). 30 cents.
NOTE.—The character of the High School work in its various subjects is further indicated by the books referred to in the High School Course of Study from year to year.

169. MAPS, CHARTS AND APPARATUS.

The Council has not deemed it necessary to prescribe maps and charts of particular authorship for use in the Public Schools. In such well-known series as those of Phillips, Johnston, or Mackinlay, trustees will find an abundance of excellent material from which to select. Church's Mineral Map, and Mackinlay's new "Geological and Mineral Map" at one dollar, will be useful in all schools.

Birds and Nature-Study Chart with Manual by Schneider, as supplied by G. W. Hastings, Park Hill, Ontario, (47 charts with stand, and over 400 photogravures in nature's colors).

The "Standard Dictionary" (Funk & Wagnall's New York and London), is recommended.

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

170. RECOMMENDED FOR THE USE OF TEACHERS, M. P. Q. EXAMINATIONS, ETC.

Manual of School Law, Nova Scotia, 1901. (All Booksellers.) 15 cents.
Journal of Education, (Education Office). 10 cents.
The *Educational Review* for the Atlantic Provinces of Canada. Important on account of its reference to local and current educational progress, and for urgent or special official notices to teachers between the semi-annual issuesof the JOURNAL. Therefore it is also recommended to all Boards of School Trustees. $1.00 per annum.
Nature-Study Review, a new bi-monthly, $1.00 per annum. Editor-in-Chief, Professor M. A. Bigelow, Teachers' College, Columbia University, New York City.
School Science and Mathematics (Secondary or High Schools), monthly. $2.00 per annum. 440 Kenwood Terrace, Chicago.
Notes on Education, by J. B. Calkin. $1.00.
The Nature-Study Course, by J. Dearness, (Copp, Clark Co., Toronto). 60 cents.
Lectures on Teaching, by Sir Joseph Fitch (Cambridge Univ. Press). $1.25.
Educational Reformers, by Quick (Appleton & Co) $1.50.
Education, by Herbert Spencer. 75 cents.
Mechanical Drawing for Grades VII to X, by S. A. Morton. 50 cents.
Wood's Primer of Political Economy (Copp, Clark Co.) 50 cents.
Political Economy for Beginners, by Fawcet. 75 cents.
Public School Bookkeeping, by Maclean (Copp, Clark Co., Toronto). 45 cents.
Maritime Single Entry Bookkeeping, by Kaulbach & Schurman, Halifax. 25 cents.
The Laws of Business (last edition), by C. A. Fleming (Owen Sound Fleming Printing House), $1.50.
Song-Teacher's Guide, by Miss Ryan, 30 cents. (T. C. Allen & Co.)
Oral Lesson Book in Hygiene, by Mirick (Am. Bk. Co.), pp. 297, 5 x 7 in., $1.00.
Augsburg's Drawing, Book I, for grades 1, 2 and 3, Ed. Pub. Co. 75 cents.
Augsburg's Drawing, Book II, for grades 4 to 8, Ed Pub. Co. 75 cents.
Augsburg's Drawing, Book III. Brush, Wash, Water-Color, Pen Drawing, etc. Ed. Pub. Co. 75 cents.
Art Instruction in Primary Schools. A Manual for Teachers (second year). by Mary Dana Hicks. (The Prang Elementary Course.)
Blackboard Drawing, by A. W. Seaby, 135 pp 11½ x 7 inches, $1 25 (Nelson & Sons).
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.)
Shorthand Books, Isaac Pitman's. (Sole Agents in Canada, Copp, Clark Co., Toronto.) Full list upon application. The Phonographic Teacher, 20 cts.; Key to the Phonographic Teacher, 20 cts.; Pitman's Shorthand Instructor, $1.50; A Manual of Phonography, 50 cts.; Key to Exercises in Manual, 20 cents.

Other books for teachers on numerous subjects will be found in the School Library Catalogue—171. See October JOURNAL, 1903.

REPORTS ON PHENOLOGICAL OBSERVATIONS.

(Year Ended June 30th, 1905.)

NOVA SCOTIA.

The following extracts from the reports of the specialists to whom the observation schedules sent in were referred for minute examination, study, compilation, criticism and suggestion, will be of interest to all teachers who took part in this work, and to all who propose to continue it in future, as well as to others interested in the development of the practical study of the conditions and resources of our country. The study of these notes, it is hoped, may do much to prevent the introduction of errors into future work and to suggest improvement in both the schedules and the methods of observation.

The Province is divided into its main climatic slopes or regions not always coterminous with the boundaries of counties. Slopes, especially those to the coast, are sub-divided into belts, such as (a) the coast belt, (b) the low inland belt, and (c) the high inland belt, as below :—

No.	REGIONS OR SLOPES.	BELTS.
I.	Yarmouth and Digby Counties	(a) Coast, (b) Low Inlands, (c) High Inlands.
II.	Shelburne, Queens & Lunenburg Co's.	" " "
III.	Annapolis and Kings Counties,	(a) Coast, (b) North Mts., (c) Annapolis Valley, (d) Cornwallis Valley, (e) South Mts.
IV.	Hants and Colchester Counties,	(a) Coast. (b) Low Inlands, (c) High Inlands.
V.	Halifax and Guysboro Counties,	" " "
VI. A	Cobequid Slope (to the south),	" " "
VI. B	Chignecto Slope (to the northwest),	" " "
VII.	Northumberland Sts Slopes (to the N'h)	" " "
VIII.	Richmond and Cape Breton Counties,	" " "
IX.	Bras d'Or Slope (to southeast),	" " "
X.	Inverness Slope (to Gulf, N. W.)	" " "

These observations are especially valuable as furnishing a stimulus for a portion of the Nature Study work in the public schools of the Province. It is, no doubt, starting very many young pupils on the beginning of an observant course which will make them specially useful citizens; while it substitutes an enjoyable occupation for otherwise monotonous hours spent on the road to and from school. The work has also some scientific value, so that the schedules are bound up in annual volumes to be preserved in the archives of the Province for future students of our climate.

CRITICAL NOTES BY THE STAFF OF PHENOLOGISTS.

REGION I—YARMOUTH AND DIGBY.

A. W. Horner, Principal Seminary School, Yarmouth.

I have to report thirty-two schedules for the year ended 1905, eleven from Digby County and twenty-one from Yarmouth. I have much pleasure in reporting more accurate observations and an added neatness in filling out schedules. I should like to repeat my last year's offer, which was, to forward to me any plant with which the observers of Region I are not acquainted. I received *Kalmia glauca* from four different observers about the

same day ; each of these observers was stationed in a different part of Yarmouth or Digby County. *Hepatica triloba* and *Sanguinaria Canadensis* have been reported from this region, but I have never seen them yet.

A European plant *Alchemilla vulgaris* (Lady's Mantle), brought here for ornamental purposes, has escaped from the gardens and has run over the whole of Yarmouth township, more especially along the coast. It has almost destroyed whole mowing fields. It cannot be removed by cultivation. To my own personal knowledge, one gentleman, in a small field, has for eighteen years dug up every plant that appeared and never allowed any plant to blossom, still it appears every spring. It blossoms from the first of June until October. I have never seen it in any other county yet.

REGION II—Shelburne County.

C. Stanley Bruce, Principal, Shelburne Academy.

I beg to submit the following notes on Phenological Schedules for Shelburne County. :

There were twenty-five schedules sent in, an increase of four over last year. Twenty-three were from Coast Sections, one from Low Inland and one from High Inland.

There is a noticeable increase both in fulness and accuracy from year to year. There are always the usual one or two who refer to " snakes going South " about the 300th day of the year, but in other respects the same schedules often show considerable care.

There were only two teachers who left the compiler to convert the day of the month into the day of the year, but he confesses that he did not refer to their schedules oftener than was necessary.

Nos. 14, 29. Coptis and Trientalis are no longer confused by observers as was often the case a few years ago.

Nos. 5, 8, 13, 15, 31. Sanguinaria, Hepatica, Erythronium, Claytonia, and Calla have not yet been reported in this county.

Nos. 23, 24. The Buttercups are now reported quite carefully, which could not be said for them a few years ago.

No. 25. Trillium was correctly reported by Miss Freeman of Port L'Herbert, Miss Devine of Middle Clyde and Miss Mackay of Upper Ohio. Others should make an effort to become acquainted with this beautiful flower. It should be looked for in moist woods about the last week of May.

Nos. 35, 36. A few teachers still confuse the Kalmias, calling the first that appears "*angustifolia*" instead of "*glauca.*"

66, 69. The dates of first ploughing range between 95 at Barrington and 128 at Charlesville, and the dates for first sheep shearing between 91 at Sand Point and 156 at Hibbard's Brook.

Bird observations continue about the same. The Cedar Waxwing is rare with us. The Meadowlark I have never seen. But all the others in the list are common and easily identified.

Many of the dates for common birds such as the Humming Bird and King Fisher are more than a month late.

The clergymen in their drives about the country often become keen observers of the birds, and it would be well for the teachers to enlist them in the service.

REGION II.—Queens County.

Miss Minnie C. Hewitt, Science Teacher, Lunenburg Academy.

While compiling the schedules sent in from Queens county, I was pleased to find that several of the teachers send in good reports year after year. New reports are always welcome, especially when their lists are complete and accurate as those received this year. It is hoped that more of the teachers will become interested in this work, for there is still very little increase in the number of schedules.

Many of the dates in the report from Port Mouton were much later than those of neighboring sections. Others made mistakes in reporting *Populus tremuloides, Acer rubrum, Linaria vulgaris, last spring frost, Ceryle Alcyon, Chordeiles Virginianus.*

The reports for the current year will likely contain many sports owing to the mild winter ; for instance, Mayflowers were picked and snakes seen near Liverpool about the middle of February. It would be better for teachers to note such irregularities among the additional observations, and not in the column " when first seen."

REGION II.—Lunenburg County.

Burgess McKittrick, B. A., Principal, Lunenburg Academy.

Forty-nine observation schedules were received from the three districts from Lunenburg county ; Coast (a) 16 ; Low Inlands (b) 4 ; High Inlands (c) 29.

We have a large number of careful and accurate observers in this county. Their schedules are invariably neat, full and correct, and it is a pleasure to the compiler to examine them. But other teachers continue to repeat the mistakes so frequently mentioned in these criticisms. I found no new errors this year but several old ones. Eight observers sent in reports with the day of the month instead of the "year day." Surely the time has come when every teacher should record the observations correctly in the "year day."

It is always pleasant to report progress. I am, therefore, pleased to state that the observation sheets for 1905 shew improvement upon those of previous years.

REGION III.—Kings and Annapolis.

Ernest Robinson, Acadia College, Wolfville.

The reports from 3 a (South Mt.) were good and on the whole free from errors. Those from the other parts of this region were not so good.

It is strange that the best reports come from miscellaneous schools. Most of our graded schools neglect this work altogether.

In many ways this year's reports are better than last, but there is room for improvement.

The numbers filled in by the observer should be placed *exactly* in the place meant for them. They should not be made too large. Plainness is all that is required.

In case an observer puts the numbers opposite the wrong occurrence they should be corrected at once ; if they are neglected they may be forgotten. For example : One observer gives Pigeon Berry blossoming 150 and 156, and fruit ripe for the same 140 and 150. This error is explained when it is seen that the next, Star Flower, is also given 140 and 150.

I would suggest that the teacher look over the entire sheet frequently and tell the pupils what to look for.

I find *Kalmia glauca* given as 135 in one section and in the neighboring district as 182.

"Last snow to whiten ground, 140. Last snow to fly in air, 122." How is this possible ?

Some rule should be adopted for reporting thunder storms that occur in the night. Some credit them to the next day and some to the day previous. This causes confusion and gives more storms than really took place.

REGION IV.—Hants and South Colchester.

W. J. Shields, Principal Hantsport High School.

There was a reasonable number of schedules from belt (b), and some of these were excellent.

Belt (c) also sent in a fair number of schedules, but they did not equal in accuracy or completeness those from belt (b).

From belt (a) only five schedules were received, though some of our largest schools are in this belt. More attention given to these observations will result in better nature work and I believe in better all-round school work. Don't be afraid of a little out-of-school work teachers.

There were a few of the absurd errors such as hay-cutting May 1st, apple blossoms first seen July 20th, and snakes seen going south in December.

I don't know whether or not it does good to call attention to them. They would be noticed by the observer if he reviewed the list carefully before sending it in.

A few give the same date for when first seen and becoming common ; in fact, one schedule was almost worthless because this error occurred so often.

A careful reading of the Observation Sheet will enable one to avoid this.

No. 8, Hepatica, seems to be known to only a few teachers. It is quite common near Hantsport.

No. 5 and No. 15, Blood-root and Spring Beauty, I have not seen in this locality Perhaps some one of the Hants teachers will send me a specimen of each this year.

I shall consider it a pleasure to give any information to any observer in Region No IV.

REGION V.—Halifax County.

G. R. Marshall, B. A., Principal, Compton Avenue School, Halifax.

A gradual improvement in the recording of observations is noticed. In most cases the figures were made plain, and as requested, dashes were put in where no observation was recorded, so that there was no uncertainty as to the line to which the date belonged. A few observers, however, still give the day of the month instead of the day of the year. From the extremely late dates recorded by one observer, it is suspected that the day of the month on which the observation was made was added to the number opposite the name of the same month at the head of the schedule, instead of to the number opposite the name of the preceding month. A few records made by other observers were away out of season, but the reason for their being so we were unable to determine. We would again state that it is far better not to record a date than to record a wrong one.

To some of us the most interesting information gained from compiling these observations is the comparison of the climate of different parts of our province, as was graphically illustrated by the Superintendent of Education in the October Journal of Education of 1902. We sincerely hope that another such comparison will be made in the near future, and that it will include other provinces of the Dominion.

REGION V.—Guysboro County.

J. B. McCarthy, B. A., B. Sc., Science Master, Halifax Academy.

I have carefully examined the schedules sent me and am pleased to report an improvement generally, some observers ending in quite an extensive supplementary list.

However, in many cases, it is lamentable to note the total disregard of plain instructions and even of plain writing. As the work is not compulsory, if attempted at all, it should receive the intellegent attention of the teacher, to insure neatness at least.

It would be interesting to know the variety of apple tree which is first observed to blossom on 21st of June, and surely some punishment should be meted out to those cruel ones who shear their sheep on the 10th day of April. It is not a pleasant reflection on the profession to have even one or two teachers in the county who would be so senseless as to think that such inaccurate work—perhaps due to hasty copying; perhaps, to not knowing any better—would receive any credit. Their names are reported so that the department may take note of their fitness to hold even a permissive license. Such schedules are, of course, rejected.

REGION VI A.

J. E. Barteaux, Science Master, Truro Academy.

Under another cover I am sending you the Phenological schedules for Region VI A., with compiled sheets for same.

Enclosed you will find my report on the work, all of which I hope you will find satisfactory.

I am more than ever impressed with the value of this work on the observers themselves and through them on their pupils. From this point of view, it is very desirable that more take part. Twenty-three from Region VI A must represent but a small part of the number of teachers in the Region. I think all has been done to induce teachers voluntarily to do the work, yet it is lamentable to think of the blindness to their own advancement existing among these teachers.

Twenty-three schedules were received from this region; of this number, twenty of the most complete and accurate were compiled—ten for each belt.

They were all neatly and legibly written, and all gave *yearly* dates, except one. For this last your compiler is especially thankful, for it is rather trying to have to go over a schedule to convert *monthly* into *annual* dates before tabulating.

On the whole, the observations seem to have been very accurately made. Two schedules, one from Great Village and one from New Britain were fairly complete and so accurate that no date was rejected.

When a date is rejected, in most cases, it is because it is too late. No doubt the observer saw the plant for the first time on the date given, but I think it might have been seen earlier had it been looked for. In some cases dates given are too early. This error is proabably due to one of two causes.

(1) The plant may have been mistaken for some earlier blooming plant, or (2) the early blooming is due to some exceptional conditions, when the date is valueless for statistical purposes.

I am obliged again to call attention to Lambkill. The first blooming of this plant was reported by ten observers, several of the ten were unquestionably incorrect, being too early. The dates given would, in most cases, be correct for Rhodora (wild honesuckle). If observers

would carefully read up the descriptions of these plants in any key to our Flora and thus get the names instead of trusting to local or childhood names for these plants, such errors as the above would soon vanish.

REGIONS VI B AND VII.—CUMBERLAND AND NORTH COLCHESTER.

E. J. Lay, Principal Amherst Academy.

For the year ended July, 1905, the following number of Observation Sheets were sent in from Region VII :—

Cumberland, belt	(a),	13,	of which	10	were compiled.
" "	(b),	16,	"	10	"
" "	(c),	7,	"	6	"
Colchester, "	(a),	4,	all compiled.		
" "	(b),	7,	"		
" "	(c),	6,	"		
Chignecto, 6 B "	(a),	6,	"		
" " "	(b),	4,	"		

Thus making 63 schedules, of which 53 were averaged.

The following teachers sent in over 20 additional observations :—Miss Nuttall, Lower Maccan ; Miss Huxton, Amherst Head ; Miss Miller, W. Leicester ; Miss Stiles, Wentworth ; Miss Elliott, Wentworth ; Miss Cameron, Denmark ; Miss Douglass, Byers ; Miss Charman, Wallace. Miss Charman, one of our most reliable observers, sent in 30 additional. As for the observations themselves, the most notable departures from true dates are in the case of 1 ; 9 too late ; 36 too early. The Kalmias and Rhodora have been mentioned so often by compilers that it seems useless again to refer to them. Nos. 42 and 45 are still confounded. The most palpable omissions among familiar plants are Nos. 28, 30, 43, 48. The observations concerning migrating of birds are much improved. It will be noticed that some phenomena, such as Nos. 22, 56, 58, 65, 70, occurring in summer vacation, are not recorded at all.

Nearly all observers in this region now use the day of year instead of monthly date, which much simplifies the compiler's duty. I would point out the fact that some teachers have put in this year an obsolete form of schedule, in which No. 4 is Viola instead of Equisetum. Another difficulty was the defective ruling of the compilers' tables, the numbers not having the true nor always the same position to the lines. The sheets, too, are cut in the ruling.

REGION VII.—PICTOU COUNTY.

C. L. Moore, B. A., Science Master, the Pictou Academy.

Fifty-two schedules were received from this County, of which 47 were averaged. The number of schedules shows an increase of five over last year, and their general excellence and also the fact that 45 reported additional observations, betoken an increasing interest in the work.

As new observers are entering the field from year to year, it may not be amiss to point out a few of the errors noted in connection with the schedules, even though they have been previously referred to from time to time in these reports.

Observers, in some cases, have entered the same date under "when first seen" and "when becoming common." Perhaps the natural interpretation of such an entry is that, when first seen by the observer, the plant in question was already "becoming common." The compiler, however, cannot take it upon himself to interpret intention, and such dates must be rejected. If becoming common when first seen only one entry should be made in the proper column, nameiy, that for "when becoming common."

Observers cannot be too strongly cautioned against recording the appearance of "sports," plants which owing to peculiarities of immediate environment of purely local conditions, have bloomed much in advance of their fellows. The ideal date for "when first seen" is the date of appearance in bloom of the first in an unbroken line of succession, which leads up to the condition "becoming common."

A number of dates were necessarily rejected on the ground that they recorded such unusual cases as are referred to above.

In connection with the reports on farming operations, a number of observers gave dates for "plowing (first of the season)" which obviously refer to fall plowing. The date of the first spring plowing should be given here.

Upon the whole the most incomplete and unsatisfactory portions of the schedules referred to the migration of birds. This appears to be due to mistaken identities and to a lack of knowledge of the habits of a number of the species listed. The Junco, for instance, winters with us in larger or smaller numbers, and the observation of an individual in mid-

winter is not sufficient warrant for making an entry as for a migrant going north. Careful observation is necessary to determine the first arrival of those which have wintered further south. Similar remarks apply to the Robin which, although not so commonly, nevertheless, frequently winters with us.

A number of dates which were obviously incorrect, were given for the arrival of the Night Hawk. This bird is an insect feeder, and his arrival in March, as recorded by some observers, or even in Aprll, is out of the question. Some other species resembling the Night Hawk in habit of flight, etc., such as Wilson's Snipe, must have been mistaken for the bird in question.

A large number of other dates in connection with the migration of birds were, to say the least, so unusual as to raise grave doubts as to their accuracy. In these observations much improvement might be made by more careful study on the part of the observers.

In conclusion, I would again remind observers to give the "annual" and not the "monthly" dates of observations as was done in a number of cases. With the table given on the schedule, the conversion from one to the other is a very simple matter indeed.

REGION VII—Antigonish County.

F. G. Morehouse, Kings College, Windsor.

The number of schedules received from Antigonish County was very small. Last year ten were sent in, but this year only four were received. They were fairly accurate and I have compiled them, rejecting the observations which were obviously wrong. The general appearance of the schedules was an improvement on last year, and all the observers except one, changed the day of the month into the year day. The various farm operations were well recorded and in most cases were correct. The migrations of the birds still continue to attract very few of our teachers. The number of observations of common plants to be found by most all road sides is very small. The pupils pass these to and from school and it should not be found difficult to get them interested in such plants. It is true that many of these plants do not possess the gay colored flowers of those to be found in the woods, yet, on study, will prove just as interesting, if not more so.

It is not intended that the teacher should do the observing, but that he (or she), should direct and encourage the pupils to carry this on and thus become acquainted and interested in the flora and fauna of their homes.

The following few notes may be of interest:

No. 1—*Alnus incana* should be observed by all, but only one has reported it.

No. 2—*Populus tremuloides* is reported far too late by all except one.

No. 3—*Epigæa repens.* The observations for "When first seen" are correct, but for "When becoming common" observers must have been careless.

No. 4—*Equisetum arvense* is only reported by one. This plant is certainly widespread enough to be reported by all.

No. 8—*Hepatica triloba* is not reported, It occurs just on the outskirts of Antigonish Town; but I cannot say that it occurs in any other parts of the county. Perhaps some of the teachers will be interested and let us know next year.

No. 10—*Fragaria Virginiana* is reported as late as 179. In case of fruiting one observer reports ripe Strawberries as "First seen" on 135 and "Becoming common" on 143.

No. 13—*Erythronium Americanum* is not reported. So far as the compiler is acquainted this plant does not occur in the county. The compiler would be very thankful to hear from any person who has found it or may find it in the future.

No. 14—*Coptis trifolia* is reported too late by most all observers.

In case of numbers 17, 18, 19 and 20 dates for flowering are correctly reported by nearly all, but for when fruiting no reports are given or when they are given they are wrong.

No. 23—*Ranunculus acris* is reported too late. One observer reports it as late as 170.

No. 25—*Trillium erythrocarpum* certainly deserves more than one observer. This plant is usually a favorite with the pupils.

No 26—*Rhododendron Rhodora* is again confused with No. 36, *Kalmia angustifolium.* The latter will be found in flower the last of June and the former about the 25th of May.

No. 28—*Cornus Canadensis* has no reports for fruiting.

No. 35—*Kalmia glauca* is reported too late.

No. 39—*Iris versicolor* is reported by all, but only two observations are correct.

No. 44—*Rhinanthus Crista-galli* is a very common plant, but no one has reported it

No. 48—*Brunella vulgaris* is to be found by all roadsides, yet it received only one observation.

No. 52—The dates given here cannot be considered as correct.

No. 69—I hardly think that sheep were sheared as early as 79.

If teachers have difficulty in naming plants the compiler will gladly classify them if they are received in a suitable condition.

REGION VIII.—Richmond County.

G. W. McKenzie, B. A, Principal, Sydney Mines High School.

There was a falling off in the number of observers in this region, but in compensation there is an improvement in the quality and quantity of the observations—several having entered their list beyond those assigned, one going as high as 137. The most common additional observations are "appearance of Swallows, Butterflies, Fireflies, and Bees." They are ones that, I think, should find a place on the "nature" list as they are watched for by parents and pupils.

It is pleasing to note an increase in observations of No. 1, though only one observer of No. 2 and 3. Only one record of *Ranunculus acris* and *repens*. Possibly a fear of being unable to distinguish them causes this. The shortness of the latter—about 6 inches—and it's somewhat square peduncle with a groove in two sides, while the roundness of the peduncle of the former and its height—above a foot—are the easiest marks of distinction.

The remarks of Nos. 26, 35 and 36 have been noted so often by compilers in their remarks that there is no need of repeating them. There should have been more observers of red clover, *T. pratense*.

There has been a decided increase in observations of migration of birds, but surprising that there are only two records of the Humming Bird and none of the Night Hawk. If observers would record all they know and from remarks by compilers each year add a few new ones, (*i. e.*) ones they were unable to recognize, a short term should bring from this region a fairly full and accurate record.

Though records of spring flowers for Bras d'Or Lake indicate, in general, that the dates are earlier than on the coast, yet the difference is not sufficiently marked, as there is from ten days to a fortnight in favour of the former.

REGIONS VIII, IX and X.—C. B., Victoria and Inverness Counties.

L. A. DeWolfe, M. Sc., Truro Academy.

This year 26 schedules were received—a gain of one over last year. There was a marked increase for Cape Breton, but a corresponding decrease for Inverness. Only two papers were sent in from the Gulf Slope. Under the circumstances, however, these were valuable. Especially so was the paper from Capt. Allan's section, which was well and accurately filled. Without it, one whole belt would have been unrepresented in the average for the Province.

In this connection I think it right to mention the good work Mr. W. C. McInnis has done each year. Without his full and accurate schedules several plants and birds would not have been reported from his county. Good schedules are always valuable. but especially so from these counties, where comparatively few report their observations.

Generally speaking, the papers this year were fairly good. They were, however, far from perfection. A list of mistakes could benefit only those who make mistakes; and this class is, I fear, largely beyond our reach; for evidently they do not read these comments. If they did, the same errors would not be repeatedly committed. No new errors appear. Evidently all possible mistakes have been made.

For the young teacher filling these schedules for the first time, however, perhaps a few comments may be helpful. One observer recorded the day of the month. Do not imitate him. Moreover, he taught in a section where Mother Nature behaved in a very unnatural manner Instead of moving uniformly, she moved spasmodically. On the first day of May she began operations by bringing forth the flowers of Alder, Mayflower, White Violet, Blue Violet, Strawberry and Ground Ivy. On the same day she clothed the trees with their first suit of green, and admitted a belated Song Sparrow to sport among their branches and enliven the scene with his music. Nothing more happened before May 20th, after which the various processes of nature went on intermittently until Aug. 28th, when the old Earth suddenly awakened, found she had overslept, and set about to make up lost time. On that day she produced the first Raspberry blossom; and four days later—Sept. 1st—saw the first ripe raspberry. The children of men were able to gather their first handful of Raspberries Sept. 4th—three days after the blossoms became common. Blueberries did not grow quite so rapidly. With them sixteen days elapsed between flower and fruit. Blackberries matured in seventeen days from the first flower—flower Aug. 29th, fruit Sept. 15th. But while this work was being hurried through other plants had to wait; for White Clover made its first appearance Aug. 1st, and the Fall Dandelion first saw the light on Oct. 1st.

While the above phenomena belonged to a section in which very peculiar conditions prevailed, nearly every section, to a greater or less extent, came under the disturbing influences here at work. "'Twad be owre-lang a tale to tell" of all the absurdities contained in these 26 schedules. Many plants and birds are reported too late, while others are too early.

In a few cases Red Maple was reported to be shedding pollen, when in reality the stamens were merely breaking out from their winter covering. Among dates that are too early are Alder, 98; Aspen, 84; Heal All, 158; Twin Flower, 149; Butter and Eggs, 165; Timothy, 175; White Clover, 140; Spotted Sandpiper, 99; Kingfisher, 96; Bobolink, 98; Redstart, 80. Some of these dates may do for Yarmouth County, but not for Cape Breton, especially in a season so late as last spring.

Among tardy observations were Mayflower, 150; Violets, 154; Horsetail, 155; Dandelion, 189; Ground Ivy, 179; Fall Dandelion, 285; Adder's Tongue Lily, 180; Yellow Pond Lily, 195; Night Hawk, 159; Song Sparrow, 123.

In nearly all cases the Violets were too late. Several report White Violet as late as or later than Blue Violet. Closer observation is needed as to which is earlier, and how much, Red and Black Currant, Red and White Clover.

One reports Raspberry and Blackberry on the same day. Another saw Blueberry blossoms forty days earlier than Red Cherry blossoms.

Possibly the Fall Dandelion observed so late was one of the Groundsels—though they, like *Leontodon*, are common much earlier than October.

There was no correct report for Adder's Tongue Lily. I think Clintonia has been mistaken for it; or, in one case, possibily *Lilium Canadense*.

The old, old story of the Starflower, Goldthread, Rhodora and the Kalmias, still needs repeating. Three observers called Goldthread, Starflower. Three called Rhodora, Lambkill; four called Pale Laurel, Lambkill; and two, Rhodora, Pale Laurel. More than half of the observers avoid all difficulties by leaving these plants out of their lists. For the benefit of those who did report them, I might say that the following sections gave correct reports for Rhodora:—Capt. Allan's, Lingan, Gowrie, Point Edward, North Side East Bay, Shenacadie, Portage, and Portage East Bay. Pale Laurel was reported correctly from Capt. Allan's, Lingan, Shenacadie, Birch Grove, River Valley, and Portage. The correct reports for Lambkill were from Capt. Allan's, Shenacadie, Birch Grove, River Valley, Portage, and Portage East Bay.

Now, I am well aware that others feel sure that they were correct in their observations. A good way to settle disputes will be to bring specimens of these and other doubtful plants to the Summer School of Science, which meets at North Sydney next July.

There you will find specialists who will decide all doubtful points for you.

I might add that in addition to differences between the Laurels which have been pointed out by others on previous occasions, the Lambkill leaves stay on all winter, while those of Pale Laurel are deciduous One can, therefore, notice certain plants in early spring, and then watch for their flowers.

It is not difficult to detect that some who report Creeping Buttercup do not really know it from the Tall Buttercup. They are readily distinguished by their leaves as well as by their habits.

The Spring Beauty is not common in Cape Breton. Therefore it is not reported. It grows near George's River, and at Grove's Point, Boularderie. Perhaps the teachers from these sections could give accurate dates for its flowering.

The birds were more correctly reported than in previous years. Particulary does this apply to the Yellow Crowned Warbler, the Kingfisher, and the Spotted Sandpiper. The Summer Yellow Bird is still reported too late. The Redstart seen in March was probably either the American Crossbill or the Pine Grosbeak. Both of these have red in their plumage, though in no way resembling the salmon red of the Redstart. The Pine Grosbeak is much larger than the Redstart.

As usual, there were many good "extra observations." Among these was a date for the arrival of the Chick-a-dee. It, however, does not migrate.

There was a very great divergence in dates given for the migration of Ducks. They ranged from 60 to 119, while one reported them resident. The divergence is partly due to the fact that some of the harbors are frozen over until late in the spring. The ducks stay round the open water, and gradually move inland as the ice moves out.

I agree with the opinion expressed by Principal Lay a few years ago that dates for the arrival of birds should not be averaged. The earliest reliable date, as he says, is far better than an average obtained by using several erroneous dates. I think, too, the averaging of dates for first and last frosts gives erroneous results. Frost often occurs when the observer is not up early enough in the morning to know about it. Another observer in an adjoining section gets a record of the same frost. This latter date is averaged with one perhaps a month earlier or later observed by the late riser, and the result is false. Besides, judgments differ as to whether a certain spring frost is "hoar" or "hard." However, these things have very little to do with the teachers' observations. Let each teacher do his best, and the compiler will do the sorting.

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

LOCAL "NATURE" OBSERVATIONS.

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

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

Teachers will find it one of the most convenient means for the stimulation of pupils in observing all natural phenomena when going *to* and *from* the school, and some pupils radiate as far as two miles from the school room. The "nature study" under these conditions would thus be mainly undertaken at the most convenient time, without encroaching on school time; while on the other hand it will tend to break up the monotony of school travel, fill an idle and wearisome hour with interest, and be one of the most valuable forms of educational discipline. The eyes of a whole school daily passing over a whole school section will let very little escape notice, especially if the first observer of each annually recurring phenomenon receives credit as the first observer of it for the year. The observations will be accurate, as the facts must be demonstrated by the most undoubted evidence, such as the bringing of the specimens to the school when possible or necessary.

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

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

A duplicate copy of the schedule of observations should be securely attached to the school register for the year, so that the series of annual observations may be preserved in each locality. The new register has a page for such records.

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

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

PHENOLOGICAL OBSERVATIONS, CANADA

(1906 SCHEDULE.)

For the *year* ending *July*, 190 .

Province.....County..... District .....

Locality or School Section .....No.....

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

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

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

Proportion of forest and its character .....

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

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

.....

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

NAME AND ADDRESS OF THE TEACHER OR OTHER COMPILER OF THE OBSERVATIONS RESPONSIBLE FOR THEIR ACCURACY.	When First Seen, Year 1905.*	* When Becoming Common, Year 1905
(WILD PLANTS, ETC.—NOMENCLATURE as in "Spotton" or "Gray's Manual").		
1. Alder (Alnus incana), catkins shedding pollen.....	108.4	116
2. Aspen (Populus tremuloides), "	118.2	123.5
3. Mayflower (Epigæa repens), flowering	110.9	120.4
4. Field Horsetail (Equisetum arvense), shedding spores.....	128.1	132.1
5. Blood-root (Sanguinaria Canadensis), flowering....	128.6	132.2
6. White Violet (Viola blanda), flowering	126.3	133.3
7. Blue Violet (Viola palmata, *cucullata*), flowering.....	131	137.4
8. Hepatica (H. triloba, etc.), flowering.....	140.1	149
9. Red Maple (Acer rubrum), flower shedding pollen.....	130.5	136.2
10. Strawberry (Fragaria Virginiana), flowering.....	128.6	138.7
11. " " " fruit ripe.....	168.3	176.7
12. Dandelion (Taraxacum officinale), flowering.	134	141.5
13. Adder's Tongue Lily (Erythronium Am.), flowering	139.5	144.5
14. Gold Thread (Coptis trifolia), flowering.....	137.5	142.8
15. Spring Beauty (Claytonia Caroliniana), flowering.....	131.4	136.3
16. Ground Ivy (Nepeta Glechoma), flowering.....	140.4	145.2
17. Indian Pear (Amelanchier Canadensis), flowering	143.6	149
18. " " " fruit ripe	194.3	204.4
19. Wild Red Cherry (Prunus Pennsylvanica), flowering.....	147.5	153
20. " " " fruit ripe.	208.5	216.4
21. Blueberry (Vaccinium Can. and Penn.), flowering	146.8	153.8
22. " " " fruit ripe	205.4	215.8
23. Tall Buttercup (Ranunculus acris), flowering	152.4	160.5
24. Creeping Buttercup (R, repens) flowering.....	158.7	165.2
25. Painted Trillium (T. erythrocarpum), flowering	146.1	151.2
26. Rhodora (Rhododendron Rhodora), flowering	148	153.9
27. Pigeon Berry (Cornus Canadensis) florets opening	152	158.2

PHENOLOGICAL OBSERVATIONS—*(Continued).*

[Day of year corresponding to the last day of each month.]
Jan. 31. April 120. July 212. Oct. 304.
Feb. 59. May 151. Aug. 243. Nov. 334.
March 90. June 181. Sept. 273. Dec. 365.
For LEAP years increase each number except that for January by 1.)

		When First Seen *	When becoming Common *
28.	Pigeon Berry (Cornus Canadensis), fruit ripe	205.6	207.7
29.	Star Flower (Trientalis Americana), flowering	152.2	157.7
30.	Clintonia (Clintonia borealis), flowering	153.3	159.2
31.	Marsh Calla (Calla palustris), flowering	160.9	167
32.	Lady's Slipper (Cypripedium acaule), flowering	158.5	164.4
33.	Blue-eyed Grass (Sisyrinchium ang.), flowering	163.1	169.3
34.	Twinflower (Linnæa borealis), "	167.2	172.6
35.	Pale Laurel (Kalmia glauca), flowering	153.8	158.6
36.	Lambkill (Kalmia angustifolia), "	172.1	175
37.	English Hawthorn (Cratægus oxyacantha), flowering	165.3	170.3
38.	Scarlet-fruited Thorn (Cratægus coccinea), "	164.2	169.1
39.	Blue Flag (Iris versicolor), flowering	171.6	176.2
40.	Ox-eye Daisy (Chrysanthemum Leucanthemum), flowering	167.7	173.8
41.	Yellow Pond Lily (Nuphar advena), flowering	166.2	172.4
42.	Raspberry (Rubus strigosus), flowering	163	169
43.	" " " fruit ripe	203.9	214.8
44.	Yellow Rattle (Rhinanthus Crista-galli), flowering	175.3	179.8
45.	High Blackberry (Rubus villosus), flowering	170.5	176.9
46.	" " fruit ripe	236.6	247.1
47.	Pitcher Plant (Sarracenia purpurea), flowering	172.7	176.1
48.	Heal-All (Brunella vulgaris), "	176.1	178 7
49.	Common Wild Rose (Rosa lucida), "	175 9	181.9
50.	Fall Dandelion (Leontodon autumnale), "	170.5	175.5
51.	Butter-and-Eggs (Linaria vulgaris), "	169.1	182.5
52.	Expanding leaves in spring made trees appear green— (a) first tree, (b) leafing trees generally.	139.5	149.1
	(CULTIVATED PLANTS, ETC.)		
53.	Red Currant (Ribes rubrum), flowering	145.3	150.9
54.	" " fruit ripe	194.9	207.4
55.	Black Currant (Ribes nigrum), flowering	147.3	153.3
56.	" " fruit ripe	207.5	219.8
57.	Cherry (Prunus Cerasus), flowering	152.1	157.4
58.	" " fruit ripe	199.1	211.7
59.	Plum (Prunus domestica) flowering	152.5	158.2
60.	Apple (Pyrus Malus), flowering	154.6	161 7
61.	Lilac (Syringa vulgaris), flowering	163	170.3
62.	White Clover (Trifolium repens), flowering	158.5	167.8
63.	Red Clover (Trifolium pratense), "	160.1	167.9
64.	Timothy (Phleum pratense), "	174.7	179.9
65.	Potato (Solanum tuberosum), "	187.7	202.4
	(FARMING OPERATIONS, ETC.)		
66.	Plowing begun	116.4	125.5
67.	Sowing "	127.3	134.8
68.	Planting of Potatoes begun	126	134.6

PHENOLOGICAL OBSERVATIONS –*(Continued).*

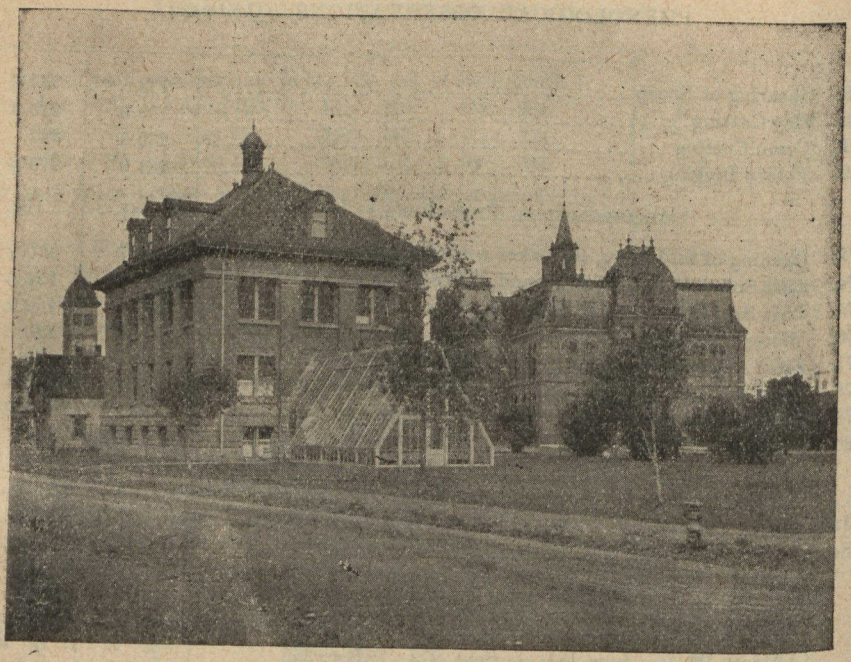
69.	Shearing of Sheep	133 *	143.7 *
70.	Hay Cutting	199.3	210.9
71.	Grain Cutting	239.4	247
72.	Potato Digging	264.9	275 5
	(METEOROLOGICAL PHENOMENA.)	(a)	(b)
73.	Opening of (a) Rivers, (b) Lakes without currents	91.7	110.2
74.	Last Snow (a) to whiten ground, (b) to fly in air	116.8	124.6
75.	Last Spring Frost (a) "hard" (b) "hoar"	145.5	162.2
76.	Water in Streams, Rivers, &c., (a) highest, (b) lowest	104.2	220.2
77.	First Autumn Frosts, (a) "hoar" (b) "hard"	253.7	282
78.	First Snow (a) to fly in air, (b) to whiten ground	294.8	310.1
79.	Closing of (a) Lakes without currents, (b) Rivers	336.3	346.2
80.	Number of Thunder Storms (with dates of each)		

Jan....., Feb....., Mar....., Apr....., May.....
..... June .....
July....., Aug.....
Sept....., Oct....., Nov....., Dec.....

[Day of year corresponding to the last day of each month.]	Going North or coming in Spring.	Going South or leaving in Fall.
Jan. 31. April 120. July 212. Oct. 304. Feb. 59. May 151. Aug. 243. Nov. 334. March 90. June 181. Sept. 273. Dec. 365. (For LEAP years increase each number except that for January by 1.)		
(MIGRATION OF BIRDS, ETC.)		
81. Wild Duck migrating	88.7 *	306.2 *
82. Wild Geese migrating	84.7	319.3
83. Song Sparrow (Melospiza fasciata)	88.4	
84. American Robin (Turdus migratorius)	84.4	
85. Slate coloured Snow Bird (Junco hiemalis)	87.5	
86. Spotted Sand Piper (Actitis macularia)	127.4	
87. Meadow Lark (Sturnella magna)	120.5	
88. Kingfisher (Ceryle Alcyon)	124.8	
89. Yellow Crowned Warbler (Dendrœca coronata)	130 9	
90. Summer Yellow Bird (Dendrœca aestiva)	137.3	
91. White Throated Sparrow (Zonotrichia alba)	119.4	
92. Humming Bird (Trochilus Colubris)	144.7	
93. King Bird (Tyrannus Carolinensis)	140.5	
94. Bobolink (Dolychonyx oryzivorus)	138.2	
95. American Gold Finch (Spinus tristis)	140.8	
96. American Redstart (Setophaga ruticilla)	134.6	
97. Cedar Waxwing (Ampelis cedrorum)	145.2	
98. Night Hawk (Chordeiles Virginianus)	129.5	
99. Piping of Frogs	110.5	
100. Appearance of Snakes	114.3	

(OTHER OBSERVATIONS AND REMARKS.

* These figures are the Provincial Phenochrons for 1905—the arithmetical means of the Phenochrons of each of the *ten* Regions of the Province of Nova Scotia. It will form an interesting standard of comparison for local observers Yarmouth observations, for instance, will generally be much earlier, while Inverness observations will be later.



PROVINCIAL NORMAL SCHOOL BUILDINGS, TRURO, N. S.

PROVINCIAL NORMAL SCHOOL, TRURO, N. S.

DAVID SOLOAN, B. A., LL. D., *Principal, Principles of Pedagogy, Language, History.*
JOHN B. CALKIN, A, M., *Emeritus Professor of Psychology and Pedagogy.*
JAMES B. HALL, PH. D., *Psychology, Civics, Method in Geography.*
OTTIE A. SMITH, *Drawing, Calisthenics.*
J. ALPHONSE BENOIT, B. A., *Method in Mathematics and Physics, French.*
EDWARD W. CONNOLLY, B. A., *Hygiene, Physiology, Math. Drawing, Commercial Branches.*
LESLIE C. HARLOW, B. Sc., B. S. A., *Method in Nature Study, Biology, Chemistry.*
ESTELLE A. COOK, B. A., *Elocution, Literature, Music.*

AFFILIATED INSTITUTIONS.

THE COLLEGE OF AGRICULTURE: *M. Cumming, B. A., B. S. A., Principal.*
THE TRURO SCHOOL OF MECHANIC SCIENCE: *F. G. Matthews, Principal.*
THE TRURO SCHOOL OF DOMESTIC SCIENCE: *Elizabeth P. McCall, Principal.*
THE TRURO KINDERGARTEN: *Mrs. S. B. Patterson, Principal.*

The Provincial Normal School provides, without charge for tuition, courses of training for teachers who signify their intention to practice their calling in the province of Nova Scotia.

Applicants for admission to the courses must present the High School pass certificate corresponding in grade to the diploma or license sought. License of class A, B, C, or D, is granted to holder of H. S. certificate of grade XII, XI, X, or IX who obtains the Normal School diploma of corresponding rank.

Travelling expenses are paid at the rate of five cents per mile, each way, to students who intend to teach in Nova Scotia.

Board and lodging in Truro cost from $2.50 to $3.00 a week.

For information concerning the courses in Kindergarten and Domestic Science, apply to the Principals of those departments, and concerning the regular Normal School courses and Mechanic Science courses, apply to the Principal of the Provincial Normal School.

SUMMER COURSES.

Summer Courses of five weeks commencing July eleventh, 1906, will be conducted in :

1. AGRICULTURE, BIOLOGY, CHEMISTRY, HORTICULTURE, NATURE STUDY AND SCHOOL GARDENING.

These courses lead to the *Rural Science Diploma* which is proposed to be granted hereafter in place of the "Agricultural" diploma, and which may entitle the holder to an extra provincial grant. The course of study for this diploma will extend through at least fourteen months, requiring the candidate's attendance, first, during the summer course above specified, and secondly, during a following term beginning the first week of March and ending with the following summer course in August. As an alternative, candidates shall be held qualified for the Rural Science Diploma who complete with credit four summer courses.

Teachers attending this course may obtain an extra week's vacation.--See Manual of School Law, Regulation 138.

2. LANGUAGE METHODS FOR TEACHERS IN ACADIAN SCHOOLS.

Should a sufficient number of students make application, a special summer course for bilingual teachers will be conducted during the five weeks beginning July eleventh, 1906. Applicants should apply as soon as possible to the Principal of the Provincial Normal School.

The aim of the course is, primarily, to impart effective methods of language-teaching in schools of French-speaking communities, and to encourage the use of spoken English in all grades of those schools. "Model" classes of French pupils will be conducted by pupil-teachers, under the direction of the Principal of the school.

Students in this department are free to enter, also, any of the classes in natural science mentioned above in (1.)

Travelling expenses at five cents a mile will be paid to students who are employed as teachers in French-speaking communities and who speak both languages with fair fluency.

Under Regulation 138 of the School Law Manual, an additional week of vacation may be obtained by teachers taking this course.

SUMMER SCHOOL OF SCIENCE FOR ATLANTIC PROVINCES OF CANADA

Will hold its 20th session at North Sydney, C. B., from July 4th to 20th, 1906.

The officers of the School are :—

President—J. P. Seaman, Esq., Charlottetown.
Vice-President for N. S.—W. F. Kempton, Esq., Yarmouth.
" *P. E. I.*—Theo. Ross, B. A., Charlottetown.
" *N. B.*—Thos. Stothart, Esq., St. John.
Secretary-Treaswrer—W. R. Campbell, M. A., Truro.

The Instructors of the School are :—

G. U. Hay, D. Sc., St. John, Botany.
Prof. L. W. Bailly, LL. D., Fredericton, Geology.
J. E Barteaux, Esq , Truro, Chemistry.
Miss E. Robinson, St. John, English Literature.
L. A. DeWolfe, M. Sc., Truro, Physics.
———— ————, one of the City Doctors, Physiology.
F. G. Matthews, Truro, Drawing and Manual Training.
Geo. Bailley, Esq., M. D., Fredericton, Zoology.
John Brittain, LL. D., Macdonald College, Montreal, Nature Study and Field Work.

Full courses will be given in the above subjects, including Field Work and Laboratory Practice.

A special feature of this year's work will be an extended course in NATURE STUDY by Dr. Brittain, head of the Nature Study Department at the Macdonald College, St. Anne de Bellevue, near Montreal.

North Sydney is one of the finest Summer resorts in Canada, and arrangements have been made for GOOD BOARD at REDUCED rates, provided early application is made to M. D. DAVIDSON, Local Secretary, North Sydney, C. B.

Arrangements will be made for excursions to Sydney Mines, Glace Bay, Louisburg, Baddeck, the Bras d'Or Lakes, George's River, works of the Dominion Iron and Steel Company and other places of interest. Excursion rates will be given to Sydney on Standard Certificate Plan to all who attend. The fee of $2.50 admits to all classes.

For calendar or further information apply to W. R. Campbell, Secretary, Truro, N. S.

THE PROVINCIAL EDUCATIONAL ASSOCIATION

Will Meet at the Halifax Academy, Halifax, September 25th, 26th, 27th.

There will be three morning sessions and one or two evening sessions. Much time will be devoted to

DISCUSSION

on the Adjustments of the Course of Study, demanded by modern conditions. The High School Course will receive special attention in discussing the Report of the COMMITTEE on HIGH SCHOOLS and COLLEGES.

There will be no afternoon sessions, so that members may be free to study the Natural History and Industrial Products of the Dominion at the Dominion Exhibition, which will be open at that time.

A. McKAY,
Secretary.

EXTRACTS FROM "CENTRALIZED SCHOOLS IN OHIO," U. S. A.

BY A. B. GRAHAM.

[Bulletin Agricultural College, State University, Columbus, Ohio, 1905.]

In 1821 the first law providing for free schools in Ohio was enacted by the General Assembly. A scattered population and comparatively little wealth prevented the organizing of many public schools during the following ten years. At the end of the next forty years the country contained many cities known for being little more than trade centers for a large rural population.

Now, at the close of forty years of peace since the Civil War, industrial conditions are found which have rendered necessary a greater amount of hand labor in manufacturing than in farming. Factories are filled with men from the farm and small villages. Owners of farms have many times sought for themselves and their children a better social atmosphere and higher educational advantages in villages of from five hundred to five thousand people. The farmer who retires usually purchases a small home in a village or city. On the farms are found renters or hired men who, as a rule, change their residence frequently enough to render more or less unstable conditions and interests in the little rural school. Of those who own and live on farms, some have no children and many have only one or two.

A rural population of 75 and 80 per cent. has rapidly decreased to 60 per cent. of the state's population. While there has been an increase of wealth, the rural districts have not kept pace with the villages and cities, which now represents 55 per cent. of the state's wealth.

The soil has been gradually losing its fertility; machinery has become necessary in extensive or intensive farming; no longer in small areas of territory are found the number of young or old entering into the social or religious life of the community; the introduction of machinery has made each farmer more independent of his neighbor in doing work which once required a number of helpers; the telephone and rural mail have come to make more rapid the transaction of business and to hasten the transmission of news.

The demand for factory help, the failure of the soil to respond as generously as it once did when there was not apparent the necessity for wisdom in the methods of farming, the fact that man is a gregarious animal and the inefficient school system have caused many to seek homes in villages and cities.

The annual decrease of about 4,000 children in the school enumeration in township districts of the state has left many sub-districts with a school enrollment of from three to fifteen where once were found from forty to seventy-five pupils. An examination of the enumerations in fifteen of the best farm counties shows an average to the county of nearly nine sub-districts, each of whose enumeration is fifteen children or less. The attendance in such sub-districts is rarely more than ten pupils. Counting the same average per county there are over 750 such small sub-districts in the state. This number is probably entirely too small. Because of reasons already stated, and the rapid organization of new sub-districts, there can be no hope that the sub-district school of to-day will ever be larger than it is now.

The fact that wages for rural school teachers are not equal in purchasing power to what they have been for thirty years, the age limit at which certificates may be granted, a better intellectual qualification, the short time positions may be retained, the increasing demands of public sentiment as to dress and social duties, the refusal of the law and medical colleges to accept teachers' certificates offered to meet entrance requirements, and the lack of proper organization and careful supervision have all had a tendency to lessen the number seeking position in rural schools. Not the raising of the standard of teachers' examinations and the increased demand for better training but small remuneration, insecurity of the positions, and the never-ending meddling of those not directly interested in the schools have rendered rural schools less desirable to those whose services should be commanded by such communities. A few rural schools in our state were unable to open last fall because no teachers could be secured.

* * * * * * * * * * *

There are now 92 centralized and consolidated schools, divided as follows: One or two schools suspended and children transported to another school, 35; about one-half or more of township schools suspended, 25; nearly or completely centralized, 32.

* * * * * * * * * * *

Each driver must furnish a team that is safe, yet strong and active enough to draw the load on a slow trot. Each driver must start from the farther terminus of his route at such time as will enable him to reach the school house, by driving directly and with due speed, not later than 8.05 a. m., Standard Time, making only such stops as are required for the pupils to enter the wagon. In case any pupil shall not have reached the road, the driver must wait a reasonable length of time.

Each driver must blow a horn to announce his coming in the morning, that the pupil may be ready, and in the evening, that the parents may know of their arrival at home.

Each driver must be at the school house at 3 p. m. with his wagon ready to receive his load, and shall drive thence to the farther terminus of his route as quickly as the condition of the roads and the welfare of his team will permit, making only such stops as are necessary for his pupils to leave the wagon at their respective homes. Each driver must make a full stop for each pupil to enter and leave the wagon.

* * * * * * * * * * *

Routes are let to the lowest responsible bidders; the amount paid varies from ninety cents to two dollars and twenty-five cents per day, varying with the number of miles and the number of children transported. The distances vary from two and one-half to eight miles, and the number per conveyance from six to twenty-seven. Average cost per day for conveyance is $1.50: average distance four and one-half miles; average number per conveyance twenty.

Wagons cost from $80 to $175. The cost of wagons used in Northeastern Ohio is seldom over $100. The wagons used at Lee's Creek and Selma cost from $150 to $175; these are very well finished wagons.

At the central school there is but one pump, one heating system, one set of charts or maps, one roof for repairs, few outside buildings, one fence and only one or two of any other things which under the old plan must be purchased in quantities or in as many sets as there ars schools.

The following table suggests the amounts paid for teams and drivers and the lengths of the routes:—

Route.	Amount.	Miles Travelled.
No. 1	$1.60 per day	5 miles.
No. 2	1.00 per day	3½ miles.
No. 3	.70 per day	2½ miles.
No. 4	1.60 per day	5 miles.
No. 5	1.25 per day	4 miles.
No. 6	1.50 per day	4¾ miles.
No. 7	1.45 per day	4½ miles.
No. 8	1.55 per day	5 miles.

In some parts of the State where the routes are long a little more is paid. Many take this work that teams may be used regularly through the winter. There has never been any trouble about securing bidders.

The little sub-district of three or four to twenty pupils and the central or consolidated school of one hundred or two hundred or more children may each pass by the name school. A twenty-dollar cow and a fifty-dollar cow may pass by the same name, but the blue milk and the thin cream of one and the rich milk and thick cream of the other make a great difference in the cows. So it is with the centralized or consolidated schools. the product is the gauge of efficiency.

Heating of Wagons.

Very few wagons in Northeastern Ohio are heated except in severe winter weather. Blankets and robes are usually provided. Oil stoves, lanterns, carbon brick heaters, soap stones, and three-foot boards made warm by placing in an oven, have all been used.

Routes.

In townships or special districts where there is nearly or quite complete centralization no attention has been given to the old sub-district boundary lines in planning the routes. It appears that every effort has been made to have the children at the farthest points reach the central school room in one hour, or in an hour and a quarter when the roads are in fair condition. Routes are from two and a half to eight miles long. The average is about four and one-half miles.

SCHOOL GARDEN HELPS.

Connecticut and California have just given us, nearly simultaneously, a small hand-book each for those interested in School Gardens, showing the work done in those pioneer locations on opposite sides of the continent, and giving very full lists of the books, articles and reference to school gardening up to date. They are as follows :—

Hints and Helps for Young Gardeners, by H. D. Hemenway, Director School of Horticulture, Hartford, Conn., U. S. A. An illustrated pamphlet, cloth cover, 60 pages, 7 by 9 inches, with ten chapters having the following titles, which show the range of the treatise: 1, Introduction. 2, How to Plan the Garden. 3, Soil Tilling. 4, How to Test Seeds. 5, How to Plant. 6, How to Dig and Set Trees. 7, How to make a Hotbed and care for the same. 8, Strawberry Culture. 9, Asparagus Culture. 10, Window Gardening. Price, 35 cents, or 100 for $20.

School Gardens for California Schools, A Manual for Teachers, by B. M. Davis, Department of Biology, Chico State Normal School, Cal, U. S. A. An illustrated pamphlet, 80 pages, 7 x 9 inches. It covers such subjects as History of School Gardens, sources of movement in U. S. A., their educational importance. The Plant and its needs. The Soil. Fertilizers. Temperature. Plant Enemies. Classification of Plants as to Soil. Soil Needs. Preparation of Ground and Seed-sowing. Cultivation. Irrigation. Tools. Plan of Garden. Plant Calendar for Vegetables and Flowers.

Illustration—Its Aim and Scope. Practical work: General Preparation, Plan of Garden, Tools, Time, Individual Gardens and Walks, Preparation of Garden for Planting, Seed-planting, Cultivation, Harvesting. Pupils' records. Teacher's hand-book.

Correlative subjects: Nature Study, Science, Mathematics, Language, History, Geography, Drawing, Manual Training, etc., etc., with a very complete Bibliography of the literature on school gardens. Price, 50 cents.

THE MORE IMPORTANT AMENDMENTS OF THE SCHOOL LAW SINCE THE CONSOLIDATION OF 1900.

LEGISLATION OF 1901.

CHAPTER 37.

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

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

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

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

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

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

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

LEGISLATION OF 1902.

CHAPTER 39.

An Act to Amend Chapter 52, Revised Statutes, 1900, "The Education Act."

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

1. Section twenty-one (21), sub-section (1), of Chapter fifty-two, Revised Statutes, 1900, is amended by striking out the following words in the last line thereof : "at the hour of eight o'clock in the evening."

2. Sub-section two of said section twenty-one (21) is amended by striking out the words "and another hour" in the second and third lines thereof.

3. Section seventy-seven of said Act is amended by adding to sub-section (*h*) of said section the following words : "the cost of conveying children to school, and"

LEGISLATION OF 1903.

CHAPTER 4.

An Act to Amend Chapter 52, Revised Statutes, 1900, "The Education Act."

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

1. Section 80, of Chapter 52 of the Revised Statutes, 1900, is repealed, and the following substituted therefor :

80. (1) Notwithstanding anything contained in the two preceding sections, all the real and personal property assessed according to the municipal assessment roll situated within the boundaries of school sections named in the second schedule to this Act, excepting dyke lands, shall be liable for sectional school rates for the support of schools in such sections without regard to the place where the owners of such property reside, and such property shall not be liable to sectional school rates for the support of any school or schools other than those of such school sections ; and property owned by persons residing within any of the said school sections and situate within the county, including cities and incorporated towns within the geographical limits of the county outside of such section, shall be ratable for school purposes in the section in which it is situate.

(2) In all the school sections in the county of Halifax (except the city of Halifax and the town of Dartmouth) all the real and personal property assessed according to the municipal rate roll situated within the boundaries of such school sections, excepting dyke lands, shall be liable for sectional school rates for the support of schools in such sections, without regard to the place where the owners of such reside, and such property shall not be liable to sectional school rates for the support of any school or schools other than those of such school sections; and property owned by persons residing within the limits of the school section and situated within the county of Halifax (including the city of Halifax and any incorporated town within the geographical limits of the county of Halifax) outside of such section, shall be ratable for school purposes in the section in which it is situate.

(3) Between the city of Halifax and any incorporated town located within the geographical limits of Halifax county the provisions of section 79 shall apply.

CHAPTER 6.

An Act to Amend Chapter 52, Revised Statutes, 1900, "The Education Act."

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

1. Sub-section (*b*) of section eleven of the Education Act is amended by adding thereto the following words, "and also any existing school section or part of a school section."

2. Section fourteen of said Act is amended by inserting after the word "determine" in the second line thereof the words, "subject to the recommendation of the inspector."

3. Sub-section two of section sixteen of said Act is amended by striking out the word "alteration" in the second line thereof.

4. Sub-section three of section twenty-eight of said Act is amended by inserting after the word "ratepayers" in the second line thereof, the words, "or in case there are less than fourteen ratepayers in the section, on the requisition of the majority of ratepayers."

5. Sub-section two of section thirty-seven of said Act is amended by striking out the words, "as soon as practicable," in the first and second lines thereof, and substituting the words, "if necessary, or if required by the inspector," in lieu thereof.

6. Section sixty-three of said Act is amended by striking out the words, "at a rate not exceeding five per cent," in lines five and six thereof.

7. Section seventy-two of said Act is repealed and the following substituted therefor:—

72. (1) The clerk of the municipality of every county or district shall annually add to the amount required for county purposes, but distinct from all other amounts required for such purposes, a sum sufficient, after deducting the estimated cost of collection and probable loss, to yield an amount equal to thirty-five cents for every inhabitant according to the last census of the municipality and of all incorporated towns which before incorporation territorially formed part of such county or district.

(2) The said sum shall be divided between and borne by the municipality and the incorporated towns in the same proportions as the county fund, under the provisions of The Towns' Incorporation Act and the Assessment Act and amendments thereto respectively, and shall be collected in the same manner as other rates and taxes.

(3) Notwithstanding the provisions of any statute of Nova Scotia, every incorporated town shall annually, on or before the thirtieth day of June, pay to the treasurer of the municipality of the county or district of which it before incorporation territorially formed part, its proportionate part of the said sum.

(4) The sum so raised by the municipality and incorporated towns shall be paid out annually for the support of schools by the treasurer of the municipality upon the order of the Superintendent, and shall be called the Municipal School Fund.

8. Section ninety-nine of said Act is amended by inserting after the word "section" in the sixth line thereof the words, "or in case of their refusal, the inspector."

CHAPTER 22.

An Act Relating to the Consolidation of School Sections.

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

1. The Council of Public Instruction is authorized to expend a sum not exceeding thirty-six thousand dollars for the purpose of assisting in consolidating school sections and the schools therein, and in arranging for the conveyance of pupils to and from such consolidated schools.

2. Such sum shall be expended in accordance with regulations to be made by the Council, and shall be paid out of the Provincial Treasury upon the order of the Secretary of the Council.

3. A copy of all regulations made under the provisions of this Act shall be laid before the House of Assembly and Legislative Council within the first ten days of the next session of the Legislature after the regulations are made.

CHAPTER 24.

An Act for the Encouragement of Rural School Libraries.

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

1. The Council of Public Instruction may pay annually out of the Provincial Treasury to any teacher acting as librarian of the school library of the school section the sum of five or ten dollars, according as the equipment of the school, the value and use of the library, and the general management of the school and library, attain the standards prescribed by regulations of the Council for the smaller or larger library grant respectively.

2. Nothing in this Act shall apply to the schools in any incorporated town or in any school section employing a Class A teacher drawing a superior school grant, or a teacher drawing an Agricultural or Manual Training grant.

LEGISLATION OF 1903-4.

CHAPTER 8.

An Act to Amend Chapter 52, Revised Statutes, 1900. "The Education Act."

(Passed the 3rd day of March, A. D., 1904.)

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

2. Section 5 of said Act is amended by adding thereto as sub-section 21 the following :

"On the recommendation of an inspector, supported by evidence, that the union of any two or more sections or parts of sections will effect a saving in the amounts to be paid out of the municipal school fund and the provincial aid grant, the council may, notwithstanding any provision of the Education Act, make regulations for the granting out of the said municipal and provincial grant such amounts as in the opinion of the inspector are necessary to maintain the said union by aiding the conveyance from beyond a distance of two miles from the school house, provided the respective amounts so required are less than the respective amounts which would otherwise be drawn from the same sources."

3. Section 42 of said Act is amended by striking out the words "from other sections" after the word "pupils" in the third line of said section, and substituting therefor the words "whose parents or guardians reside outside the section"

4. Section 72 of the said Act as amended by chapter 6 of the Acts of 1903, is further amended by adding thereto the following sub-section :

(5) The council of any municipality may, by resolution, increase the municipal school fund to any amount not exceeding sixty cents for every inhabitant according to the last census of the municipality and incorporated towns, provided that the council of every incorporated town affected by the increase concurs in such resolution, or if such concurrence cannot be obtained, that the Governor-in-Council upon application by the municipality concurs in such proposed increase.

5. Section 78 of said Education Act is amended by the addition thereto of the following as sub-section 3 :

"Sections maintaining an ungraded school with one teacher shall not participate in the distribution of said municipal school fund in regard to days' attendance made by the enrolled pupils for a greater number of days than eight thousand, except in cases in which an assistant teacher is employed by the trustees."

6. Section 76, sub-section 1, of said Act, is amended by substituting in the third line, for the words "one-third" the words "one-half."

CHAPTER 9.

An Act to Amend Chapter 52, Revised Statutes, 1900, "The Education Act."

(Passed the 3rd day of March, A. D. 1904.)

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

1. That the second schedule to Chapter 52 of the Revised Statutes, 1900, the Education Act, is amended by adding at the end of the paragraph referring to Yarmouth : "Plymouth, 35 " ; at the end of the paragraph referring to Lunenburg and New Dublin : "Stanburne, 38 ; East Dublin, 100 " ; at the end of the paragraph referring to Kings : "Islands, 75 ; West Black Rock, 86 ' ; at the end of the paragraph referring to Cumberland : "Warren, 39 " ; at the end of the paragraph referring to South Pictou : "Riverton, 9 " ; at the end of the paragraph referring to North Pictou : "Scotch Hill, 51 " ; at the end of the paragraph referring to Richmond : "Sea View, 19 ".

2. Section 80 of Chapter 52 of said Revised Statutes, is amended by adding thereto the following clause :

"The Council of Public Instruction may, upon the recommendation of the Superintendent, add to said second schedule the name of any school section which applies by petition of a majority of its ratepayers to be added thereto."

LEGISLATION OF 1905.

CHAPTER 19.

An Act to Amend Chapter 52, Revised Statutes, 1900, "The Education Act."

(Passed the 7th day of April, A. D. 1905.)

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

1. Section 69 of Chapter 52 of the Revised Statutes, 1900, "The Education Act," is amended by striking out the words, "Principal of the School of Agriculture," in line twelve and inserting in lieu thereof the words "Inspector of Schools."

2. Sub-section 2 of section 75 of said Act is amended by inserting after the word "employed" in line three thereof the words, "and a sum not exceeding twenty-five dollars, according to the recommendation of the Inspector for each school garden kept up to the standard of form and efficiency prescribed by the Council."

3. Section 85 of said Act is amended by adding thereto the words "Provided however, that the exemption allowed by this section shall not apply in cases where the rate is upon the real estate and there is a male relative capable of managing said property, of the age of twenty-one years, residing with the widow, unmarried woman or wife, upon the property so assessed."

4. Section 93 of said Act is amended by adding thereto the words, "And amounts so rated in respect to real property shall constitute a lien upon such property, which may be enforced under the provisions of the Assessment Act."

5. Said Chapter is amended by adding thereto after section 109 the following section :

109A. (1) Subject to the authority of the trustees, the teacher shall have a general oversight over the school premises during school hours, and may exclude therefrom all persons who disturb or attempt to disturb, the school work.

(2) Every person who in or upon any school premise and in the presence of a pupil or pupils attending such school, uses profane, threatening, abusive or improper language towards the teacher, or speaks or acts in such a way as to impair the maintaining of discipline by the teacher in such school, shall be liable to a penalty of not less than five dollars nor more than twenty dollars, and in default of payment to imprisonment for a period not exceeding thirty days.

CHAPTER 20.

An Act to Amend Chapter 54, Revised Statutes 1900, entitled, "Of the Education of the Blind."

(Passed the 7th day of April, A. D., 1905.)

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

1. Section 3 of Chapter 54 of the Revised Statutes of Nova Scotia 1900, is amended by striking out the words "seventy-five" in the seventh line thereof, and inserting in place of said words, the word "ninety," and by striking out the words "same sum" in the ninth line thereof, and inserting in place of said words, the words "sum of ninety dollars."

2. Section 4 of said Chapter is amended by striking out the words "seventy-five" in the twelfth line thereof, and inserting in place of said words, the word "ninety."

CHAPTER 45.

An Act to Amend Chapter 131, Revised Statutes, 1900, entitled, "Of Library Associations and Institutes."

(Pessed the 7th day of April, A. D. 1905.)

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

1. The following sections are hereby added to Chapter 131 of the Revised Statutes of 1900, entitled "Of Library Associations and Institutes."

14. Any Town Council of an Incorporated Town, and any Municipal Council of any Municipality, may vote and appropriate an annual sum, not exceeding Five Hundred Dollars per year, towards the support, purchase of books or other the purposes of any Library Association, incorporated under this Act, and whose Library is within the bounds of the county wherein said incorporated Town or Municipality is situated. Such sum when voted shall be included in the annual appropriations for the town or Municipality for the year, and shall be assessed and collected with other the rates and taxes required to be asssessed for Town or Municipal purposes

15. All property, real and personal, of any Library Association incorporated under this Act, shalll be exempt from taxation for Town, School, Road, Poor, Railway, Municipal, Civic, Provincial or other purposes.

SECOND SCHEDULE.

(Reg. passed by C. P. I. 8th April, 1905.)

When a school section is placed on the *Second Schedule* by the C. P. I., the law takes effect on the first day of the next school year following.

COMPLETE LIST OF SCHOOL SECTIONS NAMED IN SECOND SCHEDULE.

INSPECTORIAL DIVISION, NO. 1.

All sections in the Municipal District of Halifax.

INSPECTORIAL DIVISION, NO. 2.

LUNENBURG AND NEW DUBLIN.

No. 2 ..... First Peninsula.
No. 3½ ..... Centre Range.
No. 4 ..... Garden Lots.
No. 7 ..... Heckman's Island.
No. 16 ..... Lower La Have.
No. 22 ..... North West.
No. 25 ..... Mader's Cove
No. 26 ..... Mahone Bay.
No. 27 ..... Oakland.
No. 30 ..... Block House.
No. 35 ..... Parkdale.
No. 38 ..... Stanbourne.
No. 40 ..... Meisner's.
No. 44 ..... Oakhill.
No. 57 ..... Lr. Secd. Peninsula.
No. 60 ..... Clearland.
No. 80 ..... Hebb's Mills.
No. 86 ..... Wileville.
No. 97 ..... Pine Grove.
No. 100 ..... East Dublin.
No. 107 ..... Upper Woodstock.
No. 109 ..... Rosebud.
No. 111 ..... Lower Woodstock.

SOUTH QUEENS.

No. 9 ..... Milton.

INSPECTORIAL DIVISION, NO. 3.

YARMOUTH.

No. 2 ..... Little River.
No. 3 ..... Arcadia.
No. 8 ..... Overton.
No. 10 ..... South Chegoggin.
No. 12 ..... North Chegoggin.
No. 13 ..... Sanford.
No. 14 ..... Port Maitland.
No. 15 ..... Richmond.
No. 16 ..... Norwood.
No. 17 ..... Lake Annis.
No. 20 ..... Brenton.
No. 21 ..... Ohio.
No. 23 ..... Hebron.
No. 24 ..... Dayton.
No. 34 ..... Carleton.

ARGYLE.

No. 35 ..... Plymouth.

SHELBURNE.

No. 17 ..... East Jordan.
No. 18 ..... Jordan Falls.
No. 19 ..... Upper West Jordan.

INSPECTORIAL DIVISION, NO. 4.

ANNAPOLIS, WEST.

No. 45 ..... Allen River.

DIGBY.

No. 18 ..... Weymouth Bridge.
No. 19 ..... Weymouth Mills.
No. 22 ..... Sissiboo Falls.
No. 28 ..... Digby.

INSPECTORIAL DIVISION, NO. 5.

KINGS.

No. 24 ..... Waterville (C)
No. 37 ..... Cold Brook.
No. 41 ..... Canaan.
No. 45 ..... Sheffield's Mills.
No. 49 ..... Scott's Bay.
No. 52 ..... Upper Pereaux.
No. 54 ..... Habitant.
No. 56 ..... Woodside.
No. 60 ..... Town Plot.
No. 73 ..... Avonport.
No. 75 ..... Islands.
No. 77 ..... Prospect.
No. 79 ..... Grand Pre.
No. 82 ..... Middle Pereaux.
No. 83 and 39 ..... Halfway River.
No. 86 ..... West Black Rock.
No. 91 ..... White Rock.
No. 92 ..... Rockland.
No. 96 ..... South Tremont.
No. 102 ..... Kingsport.
No. 104 ..... Garland.
No. 110 ..... South Waterville.

HANTS, WEST.

No. 2	Wentworth.
No. 14	Belmont.
No. 15	Poplar Grove.
No. 17	Kennetcook Dyke.
No. 19	Summerville.
No. 23	Pembroke.
No. 35	St. Croix.
No. 38	Ellershouse.
No. 39 and 24	Walton.
No. 45	Mills.

HANTS, EAST.

No. 6	West Gore.
No. 27	Urbania.
No. 31	Upper Selma.
No. 33	Noel Shore.
No. 37	Moose Brook.
No. 42	Kennetcook Church.
No. 50	Gore.

INSPECTORIAL DIVISION, No. 6.

ANTIGONISH.

No. 33	E Har. au Bouché.
No. 48	Salt Springs.
No. 49	West River.

GUYSBORO.

No. 19	Hazel Hill.
No. 38	Pirate Harbor

INSPECTORIAL DIVISION, No. 7.

RICHMOND.

No. 11	D'Escousse.
No. 18	Grandique Ferry.
No. 21	Basin.
No. 32	Sea View.

INSPECTORIAL DIVISION, No. 8.

VICTORIA.

No. 1	Baddeck.
No. 48	South Gut.

INSPECTORIAL DIVISION, No. 9.

PICTOU, SOUTH.

No. 4	White Hill.
No. 5	Marshdale.
No. 9	Riverton.
No. 10	Fox Brook.
No. 14	Springville.
No. 15	Bridgeville.
No. 16	Glencoe.
No. 17	Sunny Brae.
No. 19	Blanchard.
No. 26	Kirk Mount.
No. 30	Linacy.
No. 31	Brookville.
No. 33	Trenton.
No. 34	Abercrombie.
No. 36	North Fraser's Mt.
No. 37	Little Harbor.
No. 38	Pine Tree.
No. 39	Sutherland's River,
No. 40	West Merigomish.
No. 41	Merigomish.
No. 42	Piedmond Valley.
No. 44	L. Barney's River.
No. 57	Mieklefield.
No. 59	S. McLellan's Mt.
No. 60	M. Little Harbor.
No. 63	Upper Hopewell.
No. 64	Wentworth Grant.
No. 71	Thorburn.
No. 74	Centredale.
No. 71	Eureka.

PICTOU, NORTH.

No. 2	Cariboo River.
No. 7	Poplar Hill.
No. 9	Marshville.
No. 15	Bigney.
No. 22	South Dalhousie.
No. 23	Millsville.
No. 27	Scotsburn.
No. 30	Roger's Hill.
No. 37	West River Station.
No. 39	Lansdowne.
No. 40	Millbrook.
No. 42	Pleasant Valley.
No. 48	Durham.
No. 51	Lower Scotch Hill.
No. 53	Fisher's Grant.
No. 56	Cariboo Island.

COLCHESTER, SOUTH.

No. 3	Upper Onslow.
No. 21	Riversdale.
No. 24	Camden.
No. 35	Brookfield.
No. 38	Alma.
No. 45	Coldstream.
No. 56	Cross Roads.

INSPECTORIAL DIVISION, NO. 10.

CUMBERLAND.

No. 27.....Roslin.
No. 29.....Victoria.
No. 39.....Warren.
No. 45.....Maccan.
No. 66.....Wyndham Hill.
No. 81.....River Philip.
No. 90.....Farmington.
No. 93.....Lake Road.
No. 107.....Clifton.
No. 115.....Black River.
No. 117.....Springhill Junction
No. 119.....Valley Road.
No. 123.....South Pugwash.

PARRSBORO.

No. 3.....New Prospect.
No. 4.....Green Hill.
No. 5.....Black Rock.
No. 6.....Cross Roads.
No. 17.....Lakelands.
No. 20.....Sugar Hill.

STIRLING.

No. 6.....French River.
No. 8.....Murphy's.
No. 21.....Brule.
No. 29.....Denmark.

COLCHESTER, WEST.

No. 10.....Castlereagh.
No. 15.....Acadia Mines.
No. 18.....Folly Village.
No. 20.....Masstown.
No. 23.....Folly Lake.
No. 24.....Londonderry Station.

INSPECTORIAL DIVISION, NO. 11.

CAPE BRETON.

No. 67.....Clark's Road.
No. 71.....Little Lorraine.
No. 72.....Big Lorraine.
No. 74.....West Louisburg.

LEGISLATION OF 1906.

An Act to Amend Chapter 52, Revised Statutes, 1900. "The Education Act."

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

Chapter 52 of the Revised Statutes, 1900, "The Education Act," is amended by adding thereto, after Section 6, the following section:

ADVISORY BOARD OF EDUCATION.

6A. (1) There shall be a Board consisting of seven persons, which shall be known as "The Advisory Board of Education," and shall perform the duties mentioned in this section.

(2) Two members of the Board shall be elected by the licensed teachers engaged in teaching in the public schools in attendance at the Provincial Educational Association and shall be licensed teachers actually engaged in teaching in Nova Scotia; five members of the said Board shall be appointed by the Governor-in-Council.

(3) The duties of said Board shall be to advise the Council and the Superintendent as to the following matters:

(a) Text books and apparatus for use in the schools, books for school libraries.

(b) Qualification and examination of teachers.

(c) Courses of study for the public schools and the standard for admission to County Academies and high schools.

(d) The classification, organization and discipline of the Normal School, County Academies and the public schools.

(e) Such other educational matters as may from time to time be referred to them by the Superintendent or the Council.

(4) Members of the Board shall hold office for two years, but shall be eligible for re-election or re-appointment.

(5) The Board may make regulations for the time, place and conduct of its meetings Four members of the Board shall constitute a quorum.

(6) The members of the Board shall receive from the Provincial Treasury such sums as will indemnify them for any expense incurred by them respectively by reason of attendance at the meeting of the Board.

An Act to amend Chapter 52, Revised Statutes, 1900, "The Education Act."

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

1. Section 68 of Chapter 52 of the Revised Statutes, 1900, "The Education Act," is repealed and the following substituted therefor:

68. Every legally qualified teacher employed in a public school conducted according to law, shall be entitled to receive annually from the Provincial Treasury, the following sums, or such proportion thereof as the number of days taught by such teacher bears to the prescribed number of teaching days in the school year. Said sum shall be paid in semi-annual instalments:

For class D, in any public school	$ 60 00
" " C, " " " "	90 00
" " B, " " " "	120 00
" " A, in a superior common school of prescribed status	150 00
" " A, in a high school of prescribed status	180 00
" " A, when principal of the high school of prescribed status in a section having at least three departments	210 00

2. This Act shall not come into force until proclaimed by the Governor-in-Council.

An Act to amend Chapter 52, Revised Statutes, 1906, "The Education Act."

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

1. Chapter 52 of the Revised Statutes, 1900, "The Education Act," is amended by adding thereto the following sections:

125. Teachers who have taught in the Public Schools of Nova Scotia for thirty-five years or who have attained the age of sixty years after thirty years of service, shall be entitled to retire with an annuity equal to the Provincial Aid granted to teachers of their respective classes of license, provided, however, that no teacher shall receive more than $150.00 per annum under the provisions of this section.

126. Teachers who, after twenty years service, become totally disabled or incapacitated from any cause may, on satisfactory proof of such total disability or incapacity, retire so long as the total disability or incapacity exists, and shall be entitled to receive the annuity mentioned in the next preceding section.

127. School Boards, Municipal Councils, and Trustees are hereby empowered to supplement such annuities under pension or superannuation systems approved by the Council, or regulations approved by the Council, and may also similarly provide for otherteachers or educational officers employed by them who may not be beneficiaries under the next two preceding sections.

2. Moneys payable under the provisions of this Act shall not be transferable and shall not be liable to be taken by legal process to satisfy any debt or judgment.

3. The Council may, from time to time, make regulations for carrying into effect the provisions of this Act. Such regulations shall be published in the JOURNAL OF EDUCATION.

4. This Act shall come into force upon the first day of September, A. D., 1906.

An Act to amend Chapter 52, Revised Statutes, 1900, "The Education Act."

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

1. Sub-section 2, of Section 16, of Chapter 52 of the Revised Statutes, 1900, "The Education Act," is repealed and the following substituted therefor:

"Notice of the next annual school meeting after any such alteration, sub-division or union, or of a special annual school meeting, if the date of the regular annual meeting is past or inconvenient, shall be given by the Inspector; and such meeting shall elect a board of three trustees and transact all the other business of the regular annual school meeting for the ensuing school year, for the new section or sections.

2 Sub-section 1, of Section 24, of said Act is amended by striking out the words "up to the close of the school year, which ended on the thirty-first of July last," in the eighth line thereof.

3. Section 69 of said Act is amended by striking out the words "School of Agriculture" in the second line thereof and substituting therefor the words "rural science course in affiliation with the Provincial Normal School."

4. Clause (g) of Section 77, of said Act is amended by adding thereto the words "and pensions."

5. Section 99 of said Act is amended by adding thereto the following sub-sections;

(2) If in any school section no provision or insufficient provision for the support of a school is made by the ratepayers or by the trustees under the foregoing provisions of this section, before the first day of October in any year, the committee of the District Board appointed under Section 13 of the Education Act, may fix the sum of money necessary to make adequate provision for such school for the current school year, and shall notify the Inspector of the fixing of such sum.

(3) The Inspector shall certify the sum to the Municipal Clerk, who shall levy the said sum so fixed upon the section in the same manner as if it had been voted for school purposes at a regular school meeting called for the purpose, and shall prepare a collectors' roll for the collection of the same. The regular municipal collectors shall collect rates and taxes in the same manner and with the same remedies and for the same remuneration as in the case of other municipal rates and taxes, and shall return the same to the Municipal Treasurer.

(4) The amount so collected shall be paid on the order of the Inspector to meet the necessary expenses for the support of a public school in the said section.

6. Section 120, Sub-section 1 of said Act is hereby amended by substituting for the word "forty" in the third line of clause (b) the words "thirty-five," and in the third line of clause (c) for the word "eighty" the word "seventy," and in the third line of clause (d) for the words "one hundred and twenty" the words "one hundred."

7. Section sixty-seven A, added to Chapter 52 of the Revised Statutes 1900 "The Education Act," by Chapter 37 of the Acts of 1901 is amended by adding after the word "schools" at the end of the first line of said section sixty-seven A, the words "or the supervisor of the schools."

8. Section forty-two of said Act is amended by adding thereto the following sub section:

(1) The School Board of the City of Halifax may by by-law to be approved by the Council of Public Instruction, fix a fee for the tuition of the children of the permanent militia forces, and such fee must be paid before any such child has the right to attend the public schools in the City of Halifax.

MORE IMPORTANT REGULATIONS OF C. P. I. SINCE THE CONSOLIDATION IN THE MANUAL OF 1901.

For the Provincial Normal School see the latest Calendar and the intimations in this issue of the JOURNAL.

For Teachers' Licenses, Provincial Examinations, Courses of Study, Vacations, Institutes, and the Provincial Educational Association, etc., see the regulations as republished in this issue of the JOURNAL.

For Rural School Libraries, their regulations, blank forms, returns, and list of prescribed books, etc., see the October JOURNAL OF EDUCATION for 1903, pages 152 to 165.

RURAL SCHOOL LIBRARIES OF NOVA SCOTIA.

Section 77 (e) of "The Education Act," Chapter 52, R. S., 1900, authorized the ratepayers to vote funds for "books for the school libraries" at any regularly called school meeting.

Prior to 1903 the Council of Public Instruction published (in the "Manual of School Law, 1901," and in the "Journal of Education," from year to year) the following Regulations which still continue to remain in force:

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

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

Regulations 51, 52, 53, 69 and 70, referring to the equipment of "Superior" Schools, High Schools and County Academies, make the school library an essential part of the legal equipment of these public schools which Inspectors can have enforced by the withholding of public funds under the conditions specified.

Chapter 24 of the Statutes of 1903, is as follows:

An Act for the Encouragement of Rural School Libraries.

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

1. The Council of Public Instruction may pay annually out of the Provincial Treasury to any teacher acting as the librarian of the school library of the school section the sum of five or ten dollars, according as the equipment of the school, the value and use of the library, and the general management of the school and library, attain the standards prescribed by regulations of the Council for the smaller or larger library grant respectively.

2. Nothing in this Act shall apply to the schools in any incorporated town, or in any school section employing a Class A teacher drawing a superior school grant, or a teacher drawing an Agricultural or Manual Training grant.

Under the authority of this Act the Council of Public Instruction has made the following

REGULATIONS FOR RURAL SCHOOL LIBRARIES.

(1) THE GRANTS.

The Rural School Library grants, authorized by statute (quoted above) are intended to stimulate the formation and use of libraries in school sections other than those in which Class "A," Agricultural or Manual Training grants are drawn—which grants are already conditioned to some extent by the existence of appropriate libraries.

For the *five* dollar grant the books belonging to the library in the year 1904 must be worth at least *twenty* dollars, and at least 150 issues of books must have been made during the year to readers.

For the *ten* dollar grant the books belonging to the library in 1904 must be worth at least *fifty* dollars, and at least 300 issues must have been made to readers during the year.

Each year subsequent to 1904 the minimum value of the smaller library must be *five* dollars greater than on the previous year until it becomes *fifty* dollars, when the minimum shall remain constant.

In like manner, each year subsequent to 1904 the minimum value of the larger library must be *ten* dollars greater than on the previous year until it becomes *one hundred* dollars, when the minimum shall remain constant.

(2) THE BOOKS.

The books reckoned as library books qualifying for the grant shall be as far as possible adapted to the wants (1) of the pupils, and (2) of the residents of the school section, and shall be selected from a catalogue recommended by the Council of Public Instruction. "Blue books," reports, and any documents published by the Dominion, Provincial or Municipal governments for the information of the public should also find a place in the library; but their value shall be reckoned at the price paid for them, and they should be numbered as the other volumes or pamphlets.

The books shall be the property of the school section, no matter whether the funds have been raised by sectional assessment by school entertainments, subscription or donation; and shall therefore be primarily in charge of the School Board and their secretary as an asset of which they shall present the inventory at each annual meeting: and for the loss or injury of which through lack of efficient management or care, they shall be personally liable to the section.

The prices given in the "catalogue" are taken from the publishers' lists and are subject to change from time to time. They are given merely as the probable approximate cost. Books may be purchased directly from the publishers or from local dealers, and as large discounts are often made, it is always advisable to ascertain their cost before purchasing.

Trustees are cautioned not to buy books from agents who may offer full set of books at a "bargain." Such sets, as a rule, are not the most useful selections for children or even adults. Nor should cheapness always determine what editions should be purchased for bad type, poor paper or defective binding should not be imposed upon children any more than on adults.

Books imported into Canada for school libraries are entered free of duty.

(3) THE BOOKS—HOW KEPT.

The books shall be kept (when not loaned to readers) in a proper book case under lock and key. Under the direction of the secretary of the school board the teacher acting as librarian shall be responsible for the loaning, collecting and safe keeping of the books to the school trustees. The librarian at the close of his period of service shall deliver up to the secretary the library and its whole equipment in good order and in good condition except for reasonable wear and tear or accidents not due to his lack of intelligence or care. The loss of any volume or material through the librarian's fault will be chargeable against his salary, and shall be replaced at his expense by the secretary. In the case of a conflict of opinion the secretary shall arbitrate the case.

The secretary shall on the retiring of any librarian acknowledge by his signature the correctness of the inventory of the library thus given up; and on the assumption of the duty of librarian by another teacher, the said teacher shall in like manner acknowledge the correctness of the inventory of the library handed over to him. If a book is lost or injured by any one to whom it has been issued, the secretary of the trustees shall promptly take the necessary legal action for its recovery or the cost of its restoration on the report of the librarian, who shall not be responsible for the loss, provided he has followed the instructions of the secretary in a reasonable manner, and reported the injury or loss promptly.

A book loaned to a member of a family in which infectious disease has broken out should not be returned to the library; but its value should be promptly paid and a new book obtained.

Local regulations not inconsistent with the regulations of the C. P. I. may be authorized by the school board, fixing the time of loan, fines for holding books overtime, methods of assessing and collecting damages to books, and all other local matters of management; but all books must be called in at the close of the school term. During the vacation period and the absence of the teacher, the secretary may on the written order of the school trustees issue books as librarian, all of which must be replaced by him when the library is handed over to the new librarian.

(4) THE SCHOOL DICTIONARY.

There must be an English dictionary in the school room ; and all pupils above Grade III must be taught how to use it, and must be accustomed to use it freely.

(5) THE LIBRARY CASE.

There must be a library case, under lock and key, for the safe keeping of the books.

(6) THE ACCESSION BOOK.

There must be an accession book kept, in which all the books of the library are entered as they are procured, so as to show all the details specified below.

This book should be not less than seven by nine inches (which is the size of the "return," a duplicate of which is to be annually pasted into it) with good stiff cover and well bound back, and at least 48 leaves. Books of 72 leaves are more common, and are a good size for even the smallest library ; for they will be large enough to keep the record of books added to the library for many years.

A uniform label for such book, somewhat as follows, will be supplied by the publisher of the other library blanks :

ACCESSION BOOK
of
RURAL SCHOOL LIBRARY,
..... School Section,
No....., District of.....
County of....., Nova Scotia.

The two pages will be used as a single folio, 14 inches wide and 9 inches deep, containing 20 or more horizontal blue lines ; and should be neatly ruled in red ink by the librarian as follows :

1st. A double horizontal line near the top of the page under which the titles of the vertical columns shall be neatly written. Underneath those titles rule a single red line.

2nd. Vertical lines in red from the double horizontal line to the bottom, forming columns of the following breadth under each of the following headings :

(Left Page.)

No. (¾ inch)	Class. (½ inch.	Author. (2 inches.	Title. (2½ inches.)	Date Received. (1¼ inches.)

(Right Page.)

Publisher. (2½ inches.)	Year Pub. (½ inch.)	Source. (1 inch.)	Cost. (½ inch.)	Remarks. (2½ inches.)

All the entries must be in ink. Books should be numbered consecutively from No. 1. The class indicated by a letter, should also for convenience be given near the number, which should be on the inside of the front cover. A general label may be provided for this purpose—somewhat as follows :

RURAL SCHOOL LIBRARY.
No. ..... Class.....
.....School Section,
.....Co., Nova Scotia.

Give surname of author first, followed by his initials if necessary.
Give short title sufficient to distinguish the book—omitting the article.
Give date when book is entered in the "Accession Book."
Give short title of publisher and place, thus: "Macmillan's, London."
Give date of publication—the year.
Under "Source," use any brief expression to indicate from whom the book was obtained. Put a letter "g" (gift) under the head of "cost," when necessary.
Under "Remarks," make such entries as the following: "Lost, 3 Jan, 1903"; "Missing 18 Apr., 1903"; "Given in exch. for No. 47"; "Rec'd in ex. for No. 12"; "Worn out and withdrawn (date)" "Replaced by No. 123," etc.

(7) THE CARD CATALOGUE AND LOAN RECORD.

There must be a record of the loans of books, and each book must be loaned by the librarian to a reader (not by one reader to another), so that the library may receive due credit for the number of readings or issues of the books.

The system of loan records prescribed is the "Card system," briefly described as follows:

There must be a card cut exactly three by five inches for each book in the library, having on the five inch top line a place for the "No." (½ inch), "Class" (¼ inch), "Author" (2 inches—surname first), "Title" (2¼ inches).

Under this line may be nine or ten horizontal lines, which should be divided into two equal parts by a strong vertical line, each part to be again divided into three columns under the following heads: "Date lent" (½ inch), "Borrower's name" (1½ inches), "Date returned" (½ inch). This will give room for 18 or 20 records of borrowing; and as the lines can be continued beyond the bottom of the card to the other side, it will contain space enough for about 40 borrowings of the books, one nearly for each week of the school year. In dating, the months should be indicated by only one or two letters, Ja.—January, Je.—June, Jl.—July, etc.

If the book is borrowed so seldom that the card will do for two school years a red line should be ruled to separate distinctly the record of the previous school year from that of the current year. This will enable the librarian to count up the number of the "issues" of each book for the yearly return, readily and accurately.

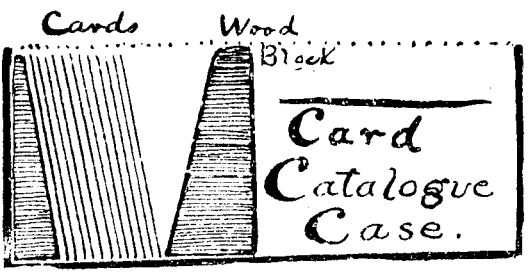
The card will look somewhat like this:—

Book. *47.*	Class. *E.*	Author: *Dickens, C.*		Title: *Christmas Carol.*	
Date lent.	Borrower's name.	Date returned.	Date lent.	Borrower's Name.	Date returned
1903.					
Jan. 18.	*John Smith*.....	*Jan. 25.*	.....	.....	.....
Feb. 3.	*Alice Jones*.....	*Feb. 10.*	.....	.....	.....
Mar. 1.	*Fred Adams*.	.....	.....	.....	.....
.....	*Jane Clark*.....	.....	.....	.....	.....

This card shows that Charles Dickens' "Christmas Carol" was issued to John Smith for a week, from January 18th to 25th, when it was returned; issued to Alice Jones from February 3rd to 10th: and to Fred Adams on March 10th not yet returned. Jane Clark's name is entered to show that the book was promised her when returned by Fred Adams, the "date lent" not to be filled in until it is issued to Jane Clark.

The cards should be kept in a neat wood or pasteboard box, five inches wide and about three inches deep, with the Author and Title uppermost, arranged always strictly in the alphabetical order of the names of the authors, and the books of each author likewise arranged in the alphabetical order of the Title.

While the breadth of the inside of the card box should be five inches, or just a little more, in order to allow the cards to be moved without friction, the length will depend on the number of cards which might in the future be expected to be required. It is recommended to have the card box several inches long, if a large library is expected in a few years, the vacant space of which can have a neat block of wood, which can be moved up to the cards so as to keep them standing. It will be an advantage to have the face of such block against the cards slightly sloping instead of vertical, so that when in contact with the base of the card, the finger can tilt the top of the card half an inch forward so as to expose the name of the author and title to view. It is also preferred to have a similar wedge-like block at the back of the cards so that they will not be resting vertically on edge, but tilted back slightly, thus making the "author and title" more easily visible when fingering for the required card. Side view of such a box :



Neat card catalogue boxes containing 100 cards and the prescribed labels are being prepared by a Halifax publisher at a retail cost not to exceed twenty-five cents.

Whenever a book is given out the entry is to be made on the card as already indicated ; and when it is returned care must be taken to mark the card before the book is placed in the case, where it should be arranged in the same alphabetical order as the card in its box.

An asterisk or star should be placed over the name of each adult borrower, so that the number of these may be readily picked up by running the eye over the cards. The teacher, parents and ratepayers of the section shall have the privilege of using the library ; and the number of issues of books to adults will therefore be an interesting and important item of information for the educational authorities as well as for the general public. This information has to be given in the "annual return."

(8) CLASSIFICATION.

The books shall be divided into the following twelve classes, the statistics of which must be given separately in the annual return. To make such a report possible and easy the letter indicating the class should be entered on each book and card near its number. :

Class A.—*Scientific* (including all books ranging from elementary nature study to the application of science to the arts and industries, such as Agriculture, Forestry, etc.)

B.—*Travel and Description.*

C.—*Biography.*

D.—*History.*

E.—*Fiction.*

F.—*Poetry.*

G.—*Fine Arts* (Music, Drawing, Painting, etc.)

H.—*Miscellaneous* (Literature which cannot come under the foregoing or following classes, such as Mythology, Children's Stories, etc.)

J.—*Books of Reference* (Dictionaries, Cyclopedias, Gazetteers, Atlases, Year Books, School Law, Journals and Reports on Education, etc.)

K.—*Blue Books* (all government and municipal reports, publications, etc., not in J.)

L.—*Periodicals.*

M.—*Readers for Supplementary Reading in School.*

(9)

ANNUAL RETURN.

Book and Circulation Statistics.

Class.	No. Books at beginning of school year.	No. Books added during school year.	No. Books lost or withdrawn during school year.	No. Books at end of school year.	Circulation (No. of issues) during school year.
A					
B					
C					
D					
E					
F					
G					
H					
J					
K					
L					
M					
Total					*

*No. of issues to others than pupils in this total.....
Books added during year, by purchase...., by gift...., by exchange.... Total.....
" withdrawn during year, by wear...., by loss...., " .... Total.....
Number of borrowers (readers), children...., adults.... Total.....

ANNUAL FINANCIAL STATEMENT.

Receipts.		*Expenditures.*	
Balance from last year.....	$.....	For Library, case and equipment.....	$.....
From School Funds.....	.....	For books	.....
" Donations	.....	Balance on hand unexpended, if any, at end of school year.	
" Contributions of pupils.	.....		
" School entertainments..	.....		
" Fines for damage to books	.....		
" Other sources.....	.....		
Total.....	$.....	Total.....	$.....

[It is recommended that no balance be left *unexpended* at the end of the school year. The *totals* will then show the exact expenditure on the Library during the school year.]

SUMMARY FINANCIAL STATISTICS.

Total expenditure on Library since year 1900 (from last Annual Return).....	$.....
Expended this school year on Library case and accessories.....	.....
" " year on Books	.....
Total expenditure to end of this school year.....	$.....
Estimated present value of Library case and accessories.....	$.....
" " Books.....	.....
Estimated present value of total Library equipment.....	$.....

CERTIFICATE.

This is to certify that to the best of our knowledge and belief the Library has been conducted during this school year as required by law; that all the blanks in this return are filled in correctly, and that an exact duplicate of this return over our signatures is fixed securely into the "Accession Book."

Signed this.....day of.....
A. D.....at.....
County of.....Nova Scotia

.....Teacher and Librarian.
.....Sec. School Trustees.

(10) HOW TO GET THE LIBRARY GRANT.

The teacher should give notice of the intention to compete for the larger or smaller Library grant when intimating the opening of the school to the Inspector. Where no library has yet been organized, such intimation should be given as early as possible; but the equipment should be complete at the end of January, and the facts fully stated and certified on the blank half sheet of the semi-annual return of the school in February. An informal statement of the competition for the smaller or larger grant should be made by *every teacher competing*, as a notification to the Inspector. Without such notice endorsed on the semi-annual return no claim for the grant can be maintained.

The Library grants shall be paid with, and in addition to, the regular Provincial Aid at the end of the school year, provided the regulations foregoing and the instructions issued from time to time from the Education Department have been fully complied with, provided the special Library Return accurately made out has been sent to the Inspector with the regular annual returns of the school; and provided the Inspector whose special duty it shall be to examine and vouch for the correctness of the returns and the deserving character of each school library in his jurisdiction, endorses the Library and other "returns" of the school with his approval and recommendation.

(11) **PROVISIONAL CATALOGUE.**

[The catalogue of October, 1903, is merely provisional. It contains the titles of books suitable for pupils, parents, teachers and students. The Superintendent of Education will be glad to receive suggestions from teachers, students, publishers, etc., as to *additional* books to be put on the list as well as to the *withdrawing* of those superceded by better publications; so that a more complete and better classified catalogue may be issued.

No *Supplementary Readers*—class M—are at present recommended. Regulation 173 will cover any possible demand for them, as Regulation 172 will cover any demand for other books not on this catalogue

Books recommended in the course of study, and to teachers in regulation 170, and in the JOURNAL OF EDUCATION specially, are also to be considered as authorized for school libraries.]

MANUAL TRAINING, 1903.

Ordered, that under section 71 of Chapter 52, of the Revised Statutes of 1900, no public money shall be paid to school boards for the instruction of pupils in Manual Training Schools, who have not advanced as far as Grade VI of the Public School Course; except when specially authorized by the Education Department, for pupils over thirteen years of age; and that the grants on account of the Domestic Science departments of such schools shall not exceed one-half of the maximum grant allowed under the law to the school board for Manual Training in the Mechanic and Domestic Sciences.

REGULATIONS FOR THE STRENGTHENING OF SCHOOL SECTIONS, &c.

(Passed the 4th March, 1904)

Reg. 10 (*a*). No school section, although regularly placed on the list of "poor sections" shall be deemed qualified to participate in the extra allowance provided for "poor sections," unless the sectional assessment voted, levied and collected, shall be at least equal to the average rate of sectional assessment in the county.

Reg. 10 (*b*.) Two adjacent school sections which cannot afford to employ a qualified teacher for the whole year, may arrange with the Inspector of schools, to be associated together as a "double-section," the teacher to be employed in the school house of one section for one half of the year, and in the other school house for the other half of the year.

Reg. 10 (*c*). When an enlarged school section has one or more settlements considerably beyond two miles from the school house, the Inspector may arrange with its Trustees to recommend to the Council of Public Instruction the granting of a portion of the Provincial Aid and Muncipal Fund, which can be assumed to be saved by the enlargement of the section and the reduction of the number of schools, to subsidize the conveyance of pupils from such settlements to the school house, say for instance, in the morning, allowing them under ordinary conditions to return to their homes without conveyance.

Reg. 15 (*e*). It shall be the duty of each Inspector to classify the school sections within his division into first, second and third class sections, which, in order to enjoy the full regular grants of public money, should employ respectively teachers having at least the corresponding classes of license. Such classification may be revised annually, any change been intimated to the secretary of the school board affected before the date of the regular annual meeting of the section. Any section shall be free to employ a teacher of higher class than its ranking, but not free to employ a teacher of lower class than its ranking except on the express authorization of the Inspector for sufficient reasons, such as the lack of teachers of the class required.

UNIVERSITY GRADUATES.

(Passed the 20th August, 1904.)

Ordered that regulation 23 (b) be amended by the addition of the following sentence:

In an emergency and on the special recommendation of the Inspector, a University graduate in Arts or Science, who holds a teacher's license of a class lower than First (class B) may be provisionally employed as a principal of any school for a period not exceeding one year, after which he will cease to be eligible for any such position without an advance in class of license, until he is regularly qualified.

CHANGE OF SUMMER VACATION REGULATIONS.

(Passed 8th April, 1905.)

116. For regulation 116 substitute the following:

"There shall be a summer vacation of seven weeks in all the public schools, except as hereinafter provided, commencing on the first Monday of July."

122. For regulation 122 substitute the following:

"Rural schools may open one week earlier than the regular date of opening which will be the Monday after the seventh week of the summer vacation; for which week no Provincial Aid will be payable to the teacher, but the days thus taught can be substitued as authorized teaching days for days lost during the rest of the term on account of inclement weather, bad roads, illness, or any other cause satisfactory to the Inspector."

123. For regulation 123 substitute the following:

"Cities and towns may extend the vacation period to eight weeks without losing credit for a complete term of teaching; but no Provincial Aid will be payable for days not authorized as teaching days by the Education Act, more particularly defined in section 67a, published on page 49 of the Manual School Law, Nova Scotia, 1901."

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 first Monday in March is selected 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 January*, 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 *February*, when it is probable action can be taken and due notice given in time for the holding of the meetings on the first Monday of March.

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

The following list of school sections includes those given in No. 42 of the Comments and Regulations of the Council of Public Instruction, "Manual of School Law Nova Scotia, 1901," pages 68 to 71, whose regular annual meetings were changed by the Council on the 11th September, 1903, from the last Monday in March to the *first* Monday in March of each year.

COMPLETE LIST OF SECTIONS

whose regular annual meetings have been fixed by the C. P. I., to be held on the *first Monday in March of each year.*

INSPECTORIAL DIVISION, No. 1.

HALIFAX, WEST.

No. 1	Hubbard's Cove.
No. 6	Head Harbor.
No. 9	Glen Margaret.
No. 11	Indian Harbor.
No. 13	West Dover.
No. 25	Sambro.
No. 28	Ketch Harbor.
No. 29	Portuguese.
No. 67	Seaforth.
No. 68	West Chezzetcook.
No. 69	Grand Desert.
No. 70	Head Chezzetcook.
No. 71	Hope Ridge.
No. 72	Lr. E. Chezzetcook.
No. 73	West Petpeswick.
No. 75	Bayer's.
No. 76	East Petpeswick.
No. 77	Stevens'.
No. 78	Bowser's.
No. 79	Pleasant Point.
No. 81	Head Jeddore.

HALIFAX, EAST.

No. 1	Oyster Pd., Jeddore.
No. 2	Lr. East Jeddore.
No. 4	Lower Lakeville.
No. 5	Clam Harbor.
No. 6	Owl's Head.
No. 7	South Ship Harbor.
No. 9	Newcombe's Brook.
No. 11	Murphy's Cove.
No. 12	Pleasant Harbor.
No. 13	Tangier.
No. 16	Gerrard's Island.
No. 17	Spry Harbor.
No. 18	Spry Bay (Henley).
No. 19	Spry Bay (Leslie).
No. 29	Beaver Harbor.
No. 30	Port Dufferin.
No. 32	Quoddy.
No. 33	Harrigan Cove.

INSPECTORIAL DIVISION, No. 2.

LUNENBURG AND NEW DUBLIN.

No. 3	2nd Peninsula, Upr.
No. 3½	Upper Centre.
No. 4	Garden Lots.
No. 5	Blue Rocks.
No. 6	Black Rocks.
No. 7	Heckman's Island.
No. 8	1st South.
No. 9	Middle South.
No. 10	Feltzen South.
No. 11	Upper Rose Bay.
No. 12	Lower Rose Bay.
No. 13	Upper Kingsburg.
No. 14	Lower Kingsburg,
No. 15	Ritcey's Cove.
No. 16	Lower LaHave.
No. 17	Park's Creek.
No. 18	Middle LaHave.
No. 19	St. Matthew's.
No. 20	Summerside.
No. 21	Snyder's.
No. 22	North West.
No. 23	Fauxbourg.
No. 25	Mader's Cove.
No. 26	Mahone Bay.
No. 27	Oakland.
No. 28	Indian Point.
No. 29	Martin's River.
No 57	2nd Peninsula, Lr.
No. 58	Tancook
No. 60	Clearland.
No. 61	Eastern Point.
No. 62	Big Lots.
No, 65	Conquerall Bank.
No. 66	Pleasantville.
No. 67	Fralig's.
No. 68	Pentz's.
No. 69	Getson's.
No. 70	West Dublin.
No. 72	New Cumberland.
No. 73	Mount Pleasant.
No. 74	Petite Riviere.
No. 75	Broad Cove.
No. 76	Cherry Hill.
No. 77	Vogler's Cove, W.
No. 78	Crousetown.
No. 100	East Dublin.
No. 101	Herman's Islands.
No. 103	Corkum's Islands.
No. 105	Vogler's Cove, E.

CHESTER.

No. 2	East Chester.
No. 3	Marriott's Cove.
No. 15	Gold River, N.
No. 15½	Gold River, S.
No. 16	Martin's Point.
No. 17	Indian Point.
No. 18	Blandford.
No. 19	Bayswater.
No. 20	Fox Point.
No. 23	North West Cove.
No. 24	Mill Cove.
No. 28	Pine Plain.
No. 29	Deep Cove.

SOUTH QUEENS.

No. 1	St. Catherine River.
No. 2	Port Jolie.
No. 3	Cent'l Port Mouton.
No. 4	Port Mouton, N.
No. 5	Hunt's Point.
No. 6	Western Head.
No. 7	Moose Harbor,
No. 11	Beach Meadow
No. 12	Eagle Head.
No. 13	West Berlin.
No. 18	Gull Island.
No. 19	White Point.

Inspectorial Division, No. 3.

SHELBURNE.

No. 5.....Middle West Sable.
No. 6.....Louis Head.
No. 7.....Little Harbor.
No. 8.....Matthew's Point.
No. 9.....Rockland.
No. 11.....Osborne.
No. 16.....West Green Harbor.
No. 19.....Upper West Jordan.
No. 20.....West Jordan Ferry.
No. 22.....Lower Sand Point.
No. 23.....Sand Point.
No. 30.....Port Saxon.
No. 31.....North East Harbor.
No. 32.....Black Point.
No. 33.....Roseway.
No. 35.....Churchover.
No. 36.....Birchtown.
No. 37.....McNutt's Island.

BARRINGTON.

No. 4.....Cape Negro.
No. 6.....Cape Negro Island.
No. 16.....Bear Point.
No. 17.....Shag Harbor.
No. 19.....Up. Wood's Harbor.
No. 27.....Stony Island.

ARGYLE.

No. 2.....Mid. East Pubnico.
No. 3.....East Pubnico.
No. 5.....Up. West Pubnico.
No. 6.....Middle W. Pubnico.
No. 8.....Argyle Sound.
No. 14.....West Glenwood.
No. 15.....Lower Eel Brook.
No. 16.....Eel Brook.
No. 17.....Abram's River.
No. 18.....Morris Island.
No. 19.....Surrette's Island.
No. 20.....Sluice Point.
No. 21.....Tusket Hill.
No. 22.....Hubbard's Point.
No. 25.....North Belleville.
No. 27.....South Belleville.
No. 28.....Bell Neck.
No. 30.....West Quinan.
No. 31.....East Quinan.

Inspectorial Division, No. 4.

DIGBY.

No. 14.....Port Gilbert.
No. 41.....East Ferry.
No. 42.....Tiverton.
No. 43.....Central Grove.

CLARE.

No. 31.....Cape St. Mary.

Inspectorial Division, No. 6.

ANTIGONISH.

No. 32.....Harbor Bouchie.
No. 33.....E. Harbor Bouchie.
No. 70.....Auld's Cove.
No. 76.....Frankville.
No. 77.....Cape Jack.

GUYSBORO.

No. 3.....Riverside.
No. 10.....Roachvale.
No. 13.....New Harbor, Upper.
No. 14.....Sandy Cove.
No. 15.....Halfway Cove.
No. 16.....Queensport.
No. 17.....Half Island Cove.
No. 18.....Black Point.
No. 21.....Up. White Head.
No. 22.....Lr. White Head.
No. 25.....Middle Melford.
No. 26.....Sand Point.
No. 31.....Port Shoreham.
No. 32.....St. Francis Harbor.
No. 39.....Steep Creek.
No. 40.....Oyster Ponds.
No. 47.....Seal Harbour.
No. 51.....Coddle's Harbor.
No. 53.....Dover.
No. 55.....Yankee Cove.
No. 58.....Port Felix, E.
No. 59.....Port Felix, W.
No. 60.....Cole Harbor.
No. 61.....Charlo's Cove.
No. 62.....Larry's River, W.
No. 63.....Larry's River, E.
No. 64.....Gammon Point.
No. 65.....Fisherman's Harbor.

ST. MARY'S.

No. 15.....Ecum Secum.
No. 16.....Marie Joseph.
No. 17.....Liscomb Mills.
No. 18.....Middle Liscomb.
No. 19.....Lower Liscomb.
No. 20.....Wine Harbour.
No. 21.....Port Hilford.
No. 23.....Sonora.
No. 27.....Port Bickerton.
No. 28.....Chegoggin.
No. 29.....West Liscomb.
No. 30.....Spanish Ship Bay.

Inspectorial Division, No. 7.

RICHMOND.

No. 1.....Acadiaville.
No. 2.....Port Royal.
No. 3.....Janvrin's Island.
No. 4.....Arichat.
No. 5.....Poulamond.
No. 6.....Martinique.
No. 8.....D'Escousse.
No. 9.....Poirierville.
No. 10.....Cape LaRonde.
No. 11.....Rocky Bay.
No. 12.....Edwards.
No. 13.....Petit de Grat.
No. 15.....Orange.
No. 16.....Point Marache.
No. 17.....Cape Auguet.
No. 18.....Grand Digue.
No. 19.....St. Louis.
No. 20.....East Basin.
No. 21.....Basin.
No. 22.....Richmond Mines.
No. 23.....Port Richmond.
No. 24.....Port Malcom.
No. 25.....Sunnyside.
No. 27.....Hureauviile.
No. 32.....Seaview.
No. 38.....Cape George.
No. 39.....Beaver's Cove.
No. 41.....River Bourgeois.
No. 42.....Cannes.
No. 43.....Lynch's River.
No. 44.....Salmon River.
No. 45.....Soldier's Cove.
No. 46.....Macnab.
No. 47.....Hay Cove.
No. 48.....Red Islands.
No. 50.....Peter's Mountain.
No. 52.....West Loch Lomond.
No. 53.....Aberdeen.
No. 55.....Stirling.
No. 56.....Cape Breton.
No. 57.....Fourche.
No. 58.....Framboise.
No. 59.....Intervale.
No. 60.....St. Esprit.
No. 61.....Archeveque.
No. 62.....Grand River.
No. 63.....Head Loch Lomond.
No. 64.....Lewis' Cove Road.
No. 65.....Point Micheau.
No. 66.....Grand River Road.
No. 67.....Brymer.
No. 68.....L'Ardoise
No. 69.....West L'Ardoise.
No. 70.....Rockdale.
No. 71.....Grand Greve.

SOUTH INVERNESS.

No. 3.....Low Point.
No. 6.....Albion.
No. 57.....North West Arm.

Inspectorial Division, No. 8.

NORTH INVERNESS.

No. 1.....Grantosh, Pl'sant Bay
No. 2.....Pleasant Bay.
No. 8.....Le Fort.

VICTORIA.

No. 26.....Upper Washabuck.
No. 31.....Estmere.
No. 34.....Gillis Point.
No. 38.....Clyburn Brook.
No. 41.....Sea View.
No. 43.....Middle Ridge.
No. 57.....Tarbert.
No. 59.....Indian Brook
No. 65.....South Ingonish.
No. 69.....Sugar Loaf, C. North.
No. 73.....Neil's Harbour.
No. 82.....West Ingonish.

Inspectorial Division, No. 11.

CAPE BRETON.

No. 20.....South Head.
No. 22.....Milton.
No. 23.....Round Island.
No. 25.....Horn's Road.
No. 30.....Caribou Marsh.
No. 32.....Marion Bridge.
No. 34.....Woodbine.
No. 39.....Edwardsville.
No. 42.....Ball's Creek.
No. 65.....Catalone.
No, 66.....Bateston.
No. 67.....Clark's Road.
No, 68.....Mainadieu.
No. 70.....Baleine.
No. 71.....Little Lorraine.
No. 72.....Big Lorraine.
No. 74.....West Louisburg.
No. 77.....Trout Brook.
No. 78.....Big Ridge.
No. 79.....French Road.
No. 80.....Ocean View.
No. 81.....Gabarus Bay.
No. 82.....Gabarus.
No. 83.....Gull Cove.
No. 84.....Gabarus Lake.
No. 85.....Belfry.
No. 86.....Canoe Lake.
No. 87.....Upper Grand Mira.
No. 88.....Grand Mira.
No. 89.....Victoria Bridge.
No. 90.....Grand Mira, N.
No. 91.....Caledonia.

REGULATIONS FOR THE CLASSIFICATION OF RURAL SCIENCE SCHOOLS AND GARDENS.

[*Passed by the C. P. I. 1st May, 1906.*]

1. That the 'Agricultural Diploma' be known hereafter under the name of 'Rural Science Diploma' and that this be awarded hereafter to First Rank graduates of the Provincial Normal School, who subsequently to graduation have completed with credit a prescribed course conducted by the science instructors of the affiliated institutions in Truro.

(a) The course of study for the Rural Science diploma shall extend through at least fourteen months, requiring the candidate's attendance during a summer term of six weeks (July and August) and a following term, beginning the first week of March and ending with the ensuing summer term, and requiring in addition, during the August to March interim, reading and practical investigation prescribed by the instructors of the affiliated institutions.

(b) As an alternative, candidates shall be held to be qualified for the diploma who have completed with credit four summer terms of at least six weeks as well as the prescribed interim work.

(c) In general, candidates shall not be admitted to the course in March unless they have already completed a summer term and the prescribed interim work.

(d) The course of study for the Rural Science diploma shall comprise :—

Applied Chemistry : especially laboratory investigation of the chemistry of the air, of the soil, of plants and of plant-food ; of the chemistry of household processes ; of physiological chemistry.

Applied Physics : especially weather phenomena and the phenomena of radiation, conduction, convection as bearing on ventilation, air-drainage and agriculture ; texture of soil, percolation, capillarity, and other problems of soil-physics ; transmission of fluid pressure, and problems of water supply ; simple astronomical phenomena.

Geology : field-work in the study of surface phenomena and of the dynamics of the earth ; minerals, their distribution, properties, uses, chemical composition.

Biology : plants and animals studied in the concrete, especially the ecology of those plants, animals, birds, insects and bacteria which play important parts in the economy of nature.

Horticulture : especially the management of school gardens, each student preparing, planting and caring for a plot of ground, making a hot-bed and a cold-frame, practising grafting, budding, layering and other methods of propagation.

2. Any such licensed teacher intending to compete for classification as "fair," "good," or "superior," under section 69 of the Education Act, must give notice of this intention at the opening of the school to the inspector, who has at the end of each half-year to rank the school ; and the lack of such notice shall be a disqualification even should all the other conditions be complied with.

3. For the lowest rank "fair," the school should have the equipment specified in Regulation 51 (a) and (b), must have a school garden of some kind, or effectively utilize adjacent grounds and plantations, and must be conducted in all respect as a first-class school with special excellence in nature-study.

4. For the rank "good," the school should in addition have the equipment specified in Reg. 51 (c) and (d), more than one teacher, and a well-conducted school garden of at least the "small" standard prescribed, with good demonstrations of the nature-study done by the individual pupils of the school generally.

5. For the rank "superior," the school should have in addition to the requirements of the previous ranks, the equipment specified in Reg. 53, and a special class of pupils doing advanced work in nature-study of such a kind as to be clearly advancing the industrial methods of the community in at least some department of agriculture, horticulture, forestry, etc. There should be a garden at least of the "medium" standard, and a graded school of at least three teachers.

6. The "small" standard school garden should not be less than one-eighth of an acre (54445 square feet), one-half of which might be set out as an arboretum and shrubbery, the remainder being plowed each spring, then worked up by the pupils into beds of four feet by ten, separated by walks three feet broad. This arrangement would give one bed to each of thirty pupils. The younger pupils might be assigned in twos to each bed. The grounds should be prettily fenced and kept in good order, even during holidays, when they should be visited by relays of pupils at least once a week. Such a school garden might be recommended by the inspector for ten, fifteen, twenty or twenty-five dollars per annum from the municipal fund, according to the excellence of the general condition of the school, provided the School Board spent at least as much on the plowing, fertilizing, etc., forming the annual current expense of maintaining the school in order, in addition to the labor of the pupils and teacher.

7. The "medium" standard school garden should be about one-quarter of an acre on the average, one-half of which might be set out as an arboretum and shrubbery, and the remainder divided into fifty or sixty "four by ten feet." beds separated by three feet walks, to be conditioned on the same general principles as the "small" standard. This would be the size of garden desired for the rank "good" where possible, drawing $15, $20 or $25, according to excellence, from the municipal fund.

8. The "large" standard school garden should be over a quarter of an acre, with at least three times the number of "four by ten feet" plots recommended for the "small" standard, say from 75 to 100 individual beds. This would be the size of garden desired for the rank "superior"; drawing under the same general principles $20 to $25 from the municipal fund.

9. A small shed for the garden tools, with a projection, glass-roofed, facing the sun, to serve as a miniature "hot-house" for forcing plants in spring, is a necessary part of any standard garden, a very cheap structure sufficing, especially for the "small" garden. The size, number and management of plots specified above are given merely as general directions when teachers or school boards have no other scheme which they deem superior. Any other arrangements approximating these conditions, but demonstrating novel, or special advantages, or improvements, are not only allowable, but will be specially commended after a successful test.

10. If the teacher or the secretary of the school board recorded under oath the attendance of pupils during the holidays in weeding and observing the beds, such time might be arranged through the Inspector to be substituted equitably, according to agreement, for an equivalent number of holidays during the winter or stormy weather of the school year following, or the "days attendance" added.

11. Inspectors may have to consult with each other, and perhaps exchange visits to the schools of each inspectorate, in order to be sure that the same standards of classification are maintained in each inspectorial division. The same conditions hold with respect to the inspection of Manual Training and Superior Schools generally. Notice of competition for inspection of Manual Training and Superior Schools generally. Notice of competition for school garden grants must be given to the Inspector at the opening of the school each year, and should be signed by the *Secretary* as well as the teacher.

LIST RECOMMENDED BY PERCY J. SHAW, B. A., FOR SMALL NOVA SCOTIA SCHOOL GARDENS.

VEGETABLES.

2 lbs. Beans, Dwarf Golden Wax.
½ lb. Beet, Early Egyptian.
¼ lb. Carrot, Chautenay.
2 Pkg. Cabbage, All Season, and Early Jersey Wakefield.
1 Pkg. Cauliflower, Early Erfurt.
1 lb. Corn, Cory.
1 oz. Cucumber, White Spine.
1 oz. Lettuce, White Tennis Ball.
1 oz. Parsnip, Hollow Crowned.
1 lb. Peas, American Wonder.
½ lb. Radish, Early Scarlet.
1 Pkg. Parsley, Moss Curled.
1 lb. Sunflower, Mammoth Russian.
1 oz. Squash, Hubbard.
1 oz. Pumpkin, Sugar.
1 oz. Turnip, Purple Top.

Cost (about) $2.50.

FLOWERS.

2 Pkg. Alyssum, Little Gem.
2 Pkg. Aster Queen of the market.
1 Pkg. Candy Tuft, Empress.
1 oz. Nasturtium, tall.
2 oz. Nasturtium, dwarf.
1 Pkg. Pansy, mixed.
2 Pkg. Phlox Drummondi.
2 Pkg. Poppy, Shirley.
1 Pkg. Petunia, mixed.
¼ lb. Sweet Peas.
1 Pkg. Verbenas, New Mammoth.
1 Pkg. Snapdragon, mixed.
1 Pkg. Mignonette.
1 Pkg. Stocks, ten weeks.

Cost About $1.58.

MACDONALD CONSOLIDATED SCHOOL.

MIDDLETON, ANNAPOLIS CO.

An Act has just been passed revising the size and constitution of this school section for the next three years. The more distant school sections are to be left out, thus lessening the heaviest expense for conveyance. The Act is not published here, as it is not applicable to other school sections which are better when consolidated absolutely by the District School Commissioners.

JOURNAL OF EDUCATION.

APRIL, 1906.

OFFICIAL NOTICES.

The full number of legal teaching days in the half year ended 2nd February was 108; in the second half year, ending 29th June next, there will be 103 days. Total teaching days for the year, 211.

CALENDAR, SUMMER, 1906.

April	13.	Good Friday (holiday).
"	23.	Fourth Quarter of school term begins.
May	4.	Arbor Day.
"	28.	Empire Day.
"	24.	Victoria Day (holiday), last day to apply for Provincial Examination.
"	31.	Inspector's List, Candidates, Prov. Exam., sent to Education Office.
June	25.	Regular Annual Meeting of School Sections.
"	28.	Provincial Normal School closing.
"	"	County Academy Entrance begins.
"	29.	Public Schools close for Summer Vacation.
July	1.	Dominion Day.
"	2.	Provincial examinations Grade XII, begin; Last Day for Minutes of Annual Meeting sent to Inspector.
"	4.	Provincial Examinations Grades XI, X, IX, begin.
"	"	Summer School of Science opens at Sydney.
"	7.	Last Day for Annual "Returns" sent to Inspector.
"	"	M. P. Q. and Supplementary Examinations.
"	11.	Summer Courses at Normal School and Agricultural College, Truro begin.
"	17.	Last day for Inspectors' "Sheets" sent to Education Office.
"	20.	Summer School of Science at Sydney closes.
Aug.	1.	School Year begins.
"	13.	Optional opening of Rural Schools.
"	20.	Regular opening of Schools; beginning of First Quarter of School Term.
Sept.	3.	Labor Day (holiday).
"	25.	Provincial Educational Association opens, Halifax.
Oct.	4.	Normal School opens at Truro.
Nov.	5.	First Monday of Second Quarter.

DATES OF MEETINGS OF BOARDS OF DISTRICT SCHOOL COMMISSIONERS.

*Halifax, E.	Tuesday, May 22nd.
" W.	Tuesday, June 19th.
† " Rural	Thursday, June 7th
Chester	Wednesday, May 30th.
‡ Lunenburg	Wednesday, May 2nd.
North Queens	Thursday, May 3rd.
South Queens	Wednesday, June 6th.
Shelburne	Thursday, Aug. 9th.
Yarmouth	Tuesday, May 22nd.
Argyle	Wednesday, May 23rd.
Barrington	Wednesday, Aug. 8th.
Clare	Tuesday, May 15th.
Annapolis, W	Monday, May 21st.
Annapolis, E.	Tuesday, May 22nd.
Digby	Saturday, May 26th.
Hants, West	Friday, May 11th.
Kings	Tuesday, May 8th.
Hants, East	Wednesday, June 20th.
Antigonish	Tuesday, May 22nd.
St. Mary	Tuesday, May 29th.
Guysboro	Thursday, June 7th.
Cape Breton	Tuesday, May 15th.
Inverness, N	Wednesday, June 27th.
Victoria	Tuesday, May 22nd.
Inverness, S	Wednesday, June 6th.
‡‡ Richmond	Wednesday, July 11th.
Colchester, S.	Monday, May 7th.
Pictou, N.	Monday, May 14th.
Pictou, S	Tuesday, May 15th.
Stirling	Tuesday, May 1st.
Colchester, W.	Thursday, April 26th.
Parrsboro	Thursday, May 10th.
Cumberland	Friday, May 25th.

*At Sheet Harbor. †At Middle Musquodoboit. ‡At Bridgewater. ‡‡ At St. Peter's.

DISTRICT SCHOOL COMMISSIONERS.

(Appointed 6th March, 1906.)

Cape Breton.	Rev. Jos. Macdonald, Boisdale.
	Rev. Donald McLeod, Albert Bridge.
Halifax, West.	Stewart W. Shankel, Hubbard's Cove.
	Rev. M. Kinsella, Sheet Harbor.
Argyle.	John W. Pennington, M. D., Tusket.

(Appointed 22nd March, 1906.)

Pictou, North.	Chas. R. B. Bryan, Durham.
	W. O. Creighton, West River.

(Appointed 27th April, 1906.)

Cape Breton.	Rev. Duncan J. Rankin, Grand Mira.
	Rev. Jos. Greenlees, Sydney.
	Rev. Chas. J. Brady, Port Morien.
Colchester South.	John W. McCurdy, Onslow.
	Jas. Moorman, Truro.
Colchester, West.	Dexter Hill, Economy.
Cumberland.	Chas. Bragg, Collingwood Corner.
	Gilbert A. Laurence, Southampton.
	Robt. A. Christie, River Hebert.
	Stanley P. Borden, Pugwash.
	Robt. McCloskey, Northport.
	Ira Drysdale, Wallace.
Pictou, North.	Roderick H. MacKay, Plainfield.
Richmond.	Rev. Geo. Backhurst, Arichat.
Barrington.	Robt. D. Doane, Barrington Head.
Victoria.	John W. Campbell, W. Side Middle River.

GUELPH NATURE STUDY SCHOLARSHIPS AWARDED MARCH, 1906.

1. Mr. Robt. Dorman, Barrington Passage, Shelburne County.
2. Mr. Louis Rens Skinner, Cold Brook, Kings County.
3. Miss Jeanette McLeod, Old Bridgeport Mines, Cape Breton.
4. Miss Jessie E. Freeman, Greenfield, Queens County.
5. Miss Annie J. MacMaster, Port Hood, Inverness County.
6. Miss Hattie Chisholm, Bear River, Digby County.
7. Miss Mary Spencer, Great Village, Colchester County.
8. Miss Ethel Cochrane, Windsor, Hants County.

The JOURNAL was delayed until the more important Education Acts were passed by the Legislature. Some new regulations have yet to be framed by the C. P. I.; but they can be published in the first issue thereafter of the *Educational Review.*

The Collector's Rate-Roll should be filed with the Inspector, instead of the Municipal Clerk, as it is sometimes reported to be done.

The Council at its meeting on the 26th April, established an examination station at Advocate Harbor. The consolidation of two, two-department school sections there, makes it a very appropriate examination centre for a large portion of Cumberland county which has hitherto been very remote from an examination station.

It is desirable that a report of the Empire Day exercises, no matter how simple or short, should be sent to the Inspector. In this connection, the Inspector would be glad to know what school sections have flags, what flag, and its size.

It is proposed to grant a special "Rural Science" diploma, which shall take the place, and be the equivalent of, the old "Agricultural" diploma, whose title and function have hitherto turned out to be misleading and inadequate. This arrangement may admit of an extra provincial grant to the teacher employed in a school having a standard garden. The regulations are published on page 96 preceding.

SPECIAL STATISTICS FOR 1906.

The *three* questions of 1904 are to be repeated in this year's Annual return Teachers are requested to read the definitions of *defectives*, *incorrigibles* and *criminals* as given in the next paragraph, with thoughtfulness. Inspectors are requested to specially report any case in which a teacher may have answered these or any other question without evidence of intelligent care.

The blank columns 148, 149 and 150 in the *Register* and *Annual Return* are to be filled in as follows:—

148.—No. of *Defectives* of school age in Section.
149.—No. of *Incorrigibles* of school age in Section.
150.—No. of *Criminals* of school age in Section.

"*Defectives*" are not meant to include the *blind* and *deaf*, which should be reported in the columns respectively provided for them *Defectives* are feeble-minded pupils, who have not wit enough to profit by ordinary school instruction; but who if educated might be able to earn a living in some capacity, and be saved from the helpless, if not vicious, condition which is likely to render them an expense to the public and a menace to the morals of the community. Some of this class may also be more or less defective in sight or hearing. But neither the School for the Blind nor the school for the Deaf have facilities for the education of any who are not of normal strength of intellect. In many countries a large proportion of such pupils are trained to considerable intelligence and self-control, and are able to fill useful positions and support themselves.

"*Incorrigibles*" mean persons of school age who cannot be effectively controlled by their parents or guardians, or the school authorities; but who have not yet become criminals. They are habitual truants as a rule, but presumably capable of being trained by a firm, kind and intelligent hand into self-respecting, self controlled and moral citzens. It is hoped that both teachers and trustees will be able to furnish an accurate estimate of the number of such pupils in their school section.

"*Criminals*" mean persons of school age who have been convicted of crime at some time. The figures, if based on sound judgment and careful observation, will be of great value to those endeavoring to aid these unfortunates.

THE NEW LEGISLATION.

PROVINCIAL AID.—It is a matter of great satisfaction to teachers to see, that although the Government increased the old grants from the scale of $120 up to $150, $180 and $210 for the higher class of teachers, that it is also proposed as soon as possible to make all the grants, from D up, conform to the full maximum. As a consequence of this, teachers must expect the higher classes of the profession to be kept in future up to a fairly rising standard of scholarship and efficiency.

PENSIONS.—The action of the government on this question has been very much more liberal than any teacher supporting the scheme developed at the Provincial Educational Association ventured to predict.

The government promises to contribute its share to each teacher qualified without any contribution in return. Under the best arrangement deemed possible by the Association scheme, the government was to be asked to contribute only $2,000 per annum to a scheme which, after all, might be feared in the course of time to prove inadequate to fulfil the expectations of its present promoters.

There is no risk in the present scheme—nothing to lose and much to gain. And its cost of administration is practically nothing. Power at the same time is given to School Boards to appropriate money for local pensions in addition; and the general arrangements indicate that this is deemed to be the duty of progressive and efficient School Boards.

The Act will be found on a previous page (83); but the regulations have yet to be framed and published. It may be taken for granted, that applicants should send in their claims about six months before the date of the first payment

of a pension, in order to give time for its complete verification. The full name, place and date of birth of the candidate should be given, the date of the first license to teach, and the date and school section of each term of service. This statement must be verified by the records in the Education Office So much, at least, may be taken for granted as some of the statements requiring to be made and verified under the proposed regulations.

THE PROVINCIAL EDUCATIONAL ASSOCIATION.—This organization will become more important on account of its every two years electing by the active teachers in attendance from among themselves, two out of the seven members of the proposed Advisory Board.

CLOSED SCHOOLS.—Provision has also been made to place school sections which make no provision, or insufficient provision, for school before the first day of October, under the administration of the District Boards and the Inspectors, who will hence forward be responsible for vacant schools in their respective inspectorates.

COURSES OF STUDY.—As the Provincial Educational Association appointed a committee on the relation of the High School Course of Study and College Entrance, it was not considered appropriate to make many of the suggested changes, until the whole question is considered by the Association which is substantially responsible for the Course since its inauguration.

EXHIBITION HOLIDAYS.—Three days of vacation are given to all schools by the C. P. I. during Exhibition week, between the 23rd and 29th September. This is done, partly with a view to giving an opportunity to all to study the productions, progress and potentiality of the Dominion, as illustrated at a Dominion Exhibition, and partly to co-operate with the Provincial Educational Association, attendance at which with the consent of trustees, will under the old regulations be taken as the equivalent of the remaining two teaching days of the week.

NOTES AND COMMENTS.

VACATION SCHOOLS.—As the Education Act requires the Provincial Aid to be paid in conjoint proportion to the class of license held by the teacher and the number of days taught, the C. P. I. has no power to give a holiday to any school or class of schools which can qualify the teacher to draw the Provincial Aid for such days, except as provided for in the Act.

Cities and towns, therefore, which are at liberty to take longer vacation than the rural schools, do so without drawing on the Provincial Aid for such time.

But while many city and town pupils can move into the country during the vacation season, a great number have not the means to leave, and live in portions of the city where they cannot enjoy holiday advantages under the supervision of any responsible parties.

There is, therefore, here, as well as in the United States, a desire to have vacation schools in session for such pupils as parents desire to have under supervision, where the most of the time in fine weather shall be spent in out door educational exercises, nature-study, physical training games and sports, etc. As such schools would be necessary only in cities and towns, it would be only fair, that any grants lost by taking an extra week in the general public schools, might be allowed to be earned by such special public schools in vacation time.

Should any city or town desire such aid to vacation schools, it is very probable the legislation would be promptly granted.

TEACHERS' MEETINGS IN GRADED SCHOOLS.—The Principal of a graded school should not only find it useful but necessary to have regular meetings with his staff, for the purpose of learning the exact character of the work, difficulties and peculiarities, in each school room; for articulating effectively the work of one room into that of another; and for the direction of the whole discipline and training so as to make all the departments function togetner as one school. The special duty of the principal is to develop a unity of purpose and an effectiveness of co-öperation in all the schools under him It is assumed in the law that the subordinate teachers are acting under the direction of the principal who is appointed as the expert adviser of the school board with such an end in view.

SANITARY CONDITIONS IN THE SCHOOL ROOM.

The attention of teachers and trustees is seriously directed to the instructions and rules published on pages 177 and 181 of the October JOURNAL OF EDUCATION, 1905. The non-observance of these instructions may result in calling in the local health officer on whose adverse report, as well as on the report of the Inspector, public funds may be withheld from the school. The possibility of being the cause, even remotely, of the infection of children with the germs of disease, is a load no conscience desires to bear. If public meetings are held in school houses, it should be carefully provided that the room should be cleaned as directed in some of the instructions referred to—especially if there is any spitting on the floor suspected.

THE CANADIAN BOTANICAL EXCHANGE BUREAU.

Geo. L. Fisher, Box 983, St. Thomas, Ontario, Herbarium Exchanger, desires to exchange and otherwise aid public schools, high schools and others interested in botany in making a collection of Canadian plants. Those desiring to know what he offers can learn by making the enquiry. Some of the leading Ontario botanists express approval of his idea.

THE LEAGUE OF THE EMPIRE.

Teachers who wish to have their pupils linked in correspondence with pupils in other parts of the Empire, can be put in the way of doing so by communicating with

MRS. ORD MARSHALL, Hon. Secretary "League of the Empire,"
Caxton Hall, Victoria St., Westminster, S. W.,
London, England.

The League of the Empire is the most convenient institution through which to get into touch with other schools for general school correspondence, nature study, correspondence, etc., as intimated in previous JOURNALS.

The *Monthly Record* of the League of the Empire can be had through the Hon. Secretary for *two shillings* per annum.

An annual ten guinea prize ($51.06), is offered through the League for the best design for the cover of the magazine, size, 11 x 9 inches One from Antigonish last year received honorable mention and was reproduced in miniature in one of the issues in common with others from various parts of the Empire.

An Empire Day lecture, describing a visit to the leading cities and points of interest in the Empire, to accompany a lantern demonstration with superior views, the slides costing only one shilling each in England, has been prepared. Lantern view lectures are now very generally used even under the direction of the state educational authorities in the United States and England. Teachers and trustees of schools are free to use them here, and in a few of the most progressive centres, occasionally do use them for educational purposes. The above address is given, so that those desiring to avail themselves of the information may be able to do so.

Mr. John Jenney of the Provincial Cashier's Office, Halifax, is, perhaps, our most expert authority on lantern projections, and on slides, of which he has many hundreds of the best in the world. Teachers desiring to utilize this form of demonstration may be able to obtain advice from him.

SIMPLIFIED SPELLING.

Very many of even our ablest newspaper writers are kept so busy in catching the flying gossip of the nations to pass it on, that they are often not the most trustworthy writers of editorial articles for the instruction of the public on important movements. This is mainly due to the increasing mass of reading necessary, especially in the case of the daily press with a small staff of editors.

Carnegie is not the originator of the simplified spelling movement. He is simply one of the latest converts, who has proved the genuineness of his convictions by a very much needed contribution to the funds of the movement.

In 1874, at the annual meeting of the American Philological Association, the president eloquently called attention to "the monstrous spelling of the English language." In 1875 a committee was appointed with Professor Whitney of Yale as president.

In 1876 an International Convention attended by representatives from England was held in Philadelphia for "the Amendment of English Orthography."

In 1880 the Philological Society of England undertook similar work.

In 1883 a joint scheme was set forth by the English and American Societies in the form of comments, on objectionable uses of the letters, running through the alphabet. They contain general rules of scientific change, and also limitations of the rules by considerations of etymology and practical difficulty, and a list of about three hundred amended words.

In 1892 the Modern Language Association of America, united with the American Philological Association, and the Philological Society of England, in recommending Rules and Lists of words, the larger numbering 3,500 simplified spellings.

The "Standard Dictionary," gives these amended spellings in their regular place with the authority for them. The later editions of the unabridged Webster's give these spellings in their newly written introductions. The editor-in-chief of the great historical, Oxford Dictionary, not yet completed after many years of labor on the part of a very large editorial staff, throws all his authority in favor of future reform, while presenting the past history of words. And the etymological editor of the Century Dictionary is the active Secretary of the "Simplified Spelling Board" of America, which has been so substantially aided by Carnegie.

It is a pity our newspapers were not able to give the public an idea of the changes proposed; for they are such as will infallibly commend themselves to scholars and those interested in simplifying our educational work, and improving the written language. The latter is accomplished by making the written language represent more accurately the spoken language, and by sweeping away the irregularities introduced ignorantly and carelessly by writers of a few generations back.

The ignorance of the history of the spelling of words shown by a few of the present popular English writers was shown by their remarks cabled to the press. They advertised to the whole world what they knew of the spelling of Shakespeare, by their hysterical shriek at the suggestion of a reform which would lead them back to many of the simpler and more correct spellings used in his first editions. These men are good word-painting laborers, some of them rising to be artists; but they don't know English as it was, nor as it should be.

The greatest reason of all for a regular spelling is the saving of at least two years' letter-cramming slavery in elementary schools, and the use of the time saved in developing the art of language with power. As compared with Germans, Italians, and even Welsh, the English child has a tremendous handicap against him, which can be easily seen if one simply looks into the matter. Both Germans and French have lately been following the Spanish and Italians in regularizing their spelling. Ours, the worst in the world, is only now coming into contact with the linguistic science of modern civilization, which, it is hoped, will soon begin to put it into the simplest, most correct and most beautiful form.

In the meantime, however, we must spell according to the present standard. We may enjoy the academic freedom of expressing our views and their reasons, and even of using this liberty in our writings. But in our educational work any spelling not expressly authorized as being in close touch with popular usage and scholarly toleration, is "marked down." And the only way to success in spelling in examination is to follow the "general prescriptions" on this point to be found on page 10 of the Register.

We must advocate—and, perhaps, no more than advocate—reform until the authorities of the English world are ready simultaneously to adopt it; for the practice of "reform" beliefs until that time may be a serious handicap. But as sure as any one can be got to look into the problem fully and think of the facts, if sane, he must become a spelling reformer, at least academically. Here is the possibility of the most valuable possible gain to public education and our language.

The philologists of Great Britain and the United States are practically a unit in favor of simplification. The literary laborers have had no time to think of the problem, since they were themselves so well drilled to repeat exactly all the spelling blunders their predecessors made carelessly or through ignorance.

THE METRIC SYSTEM.

No one need be afraid of the compulsory use of the Metric System in Nova Scotia or Canada until it becomes compulsory in Great Britain or the United States. In no part of Canada or of the United States are the people of a Province so ready to make use of the system when it becomes necessary. And every year its use is becoming more necessary, even in Nova Scotia.

This state of affairs imposes upon us a double load. We have to know two systems, and often to reduce one to another. It is only under such circumstances it is felt to be a nuisance. When the decimal world system comes solely into use our children will be astonished at the clumsy, primitive, time and patience wasting system their forefathers used—and which some of them hysterically struggled against giving up.

THE METRIC SYSTEM BEFORE CONGRESS.

[*An authoritative U. S. A. opinion*]

As most readers of Science know, a bill is now before congress which, if enacted, will require the use of the weights and measures of the metric system by the government after July 1, 1908. The committee on publicity of the American Metrological Society, of which Professor Simon Newcomb is chairman and Professor James H. Gore, secretary, have sent out the following letter:

"It is well known to those interested in the matter that certain persons have for the past three years been actively engaged in opposing the use of the metric system of weights and measures in the United States by all means in their power. In order to accomplish their purpose they have sent out a great deal of literature in which a distorted picture of the real state of the case is presented to their readers. By ignoring some facts, minimizing others, and by the exaggeration of the importance of the residual employment of the old weights and measures where such use still exists, they have striven to create the impression that the metric system has made but little progress among nations, and that the expense and difficulty of its introduction into this country are insurmountable obstacles to its employment.

"To support these contentions they are soliciting every one they can influence to write letters to their representatives in Congress, urging them to oppose the passage of any bill by Congress in favor of the metric system. They persistently endeavor to create the impression that the bills proposed are intended to forcibly compel the immediate use of said system, by imposing penalties on those engaged in ordinary trades and occupations, and they also exaggerated in every possible way the alleged prospective difficulties of a change from the customary system.

"Members of Congress who are acquainted with the subject, and who honestly are endeavoring to find some way by which our country can adopt and enjoy the benefits of the international system of weights and measures, in which all the real progress of the world is now made, find themselves handicapped in their efforts to make their fellow members of Congress see the subject in its proper light by the apparent lack of interest on the part of the friends of the metric system in our country. The opponents of the system though few in number, are creating as much noise as possible; while the friends of the system, confident of success, are doing little to convince Congress of its advantages. We, therefore, earnestly request you yourself, to write and also secure from other friends of the system as many letters to representatives in Congress as possible, so that they may see that public sentiment is not one-sided as might seem from the statements of the opponents of the system.

"Notwithstanding these misleading statements, the metric system during the past thirty years has made the most substantial and important progress of its history. By the establishment of the International Bureau of Weights and Measures in 1872, the metric system became in the fullest sense an international system. Its subsequent introduction into actual and general use in Germany and the neighboring countries have given it the character of a real international system, and secured for it a commanding position which neither the British nor any other system ever possessed, and which make it as near a permanent institution as any human arrangement can be. At the same time it is among English speaking people themselves the medium in which all scientific research is carried on, the system in which all electrical measurements are made, and in which all higher education is given, for which reason thousands of our young people are already acquainted with it.

"Under present conditions the British system is an ugly excrescence on the world's literature and practical arts which the general welfare requires we should abolish as speedily as possible. Already the conflict of two systems is a serious obstacle to international trade and a hindrance to international coöperation in every direction.

"For these reasons, among others, we earnestly request you to obtain the largest possible expression of opinion favorable to the introduction of the system into all government work by Act of Congress, by writing yourself and getting all friends of the system to write to members of Congress in both houses requesting them to pass the Act now pending, which

provides for the introduction of the metric system into government use. The sentiment in favor of the metric system is so far advanced in the British Empire that it is a question whether we will not be anticipated in its adoption.

"The expression of boards of trade, educational bodies and colonial governments leave no doubt but that England would immediately follow us in the adoption of the metric system should we be fortunate enough to first take the step.

"SCIENCE, 30th March, 1906."

Simon Newcomb, who is one of the leading mathematical scientific authorities of the world, and in this capacity has often represented the United States in international conferences, is a native of Nova Scotia.

THE WASTE OF ARITHMETIC.

ENORMOUS AMOUNT OF ENERGY CONSUMED IN UNNECESSARY CALCULATIONS.

[*An Authoritative and late Canadian Opinion.*]

Prof. McLennan shows business men the advantage of the Metric System.

'Two-thirds of a year in the life of every child would be saved by the adoption of the metric system of weights and measures.'

Such is the estimate made by committees of inquiry into the subject—an estimate endorsed by Professor J. C. McLennan, of the University of Toronto, in an address to a gathering of business men and others in the reading room of the Board of Trade yesterday afternoon—in Montreal.

The address, which was given at the instance of the Department of Inland Revenue, Ottawa, showed the advantage of the metric system over that of British weights and measures; the relationship which metric standards of weights, measures, length and capacity each bears to the other; the facility with which arithmetical calcalations can be made, and the comparative ease with which commercial transactions can be carried out.

The examples which Mr. McLennan gave in illustration of his argument were striking demonstrations of the utility of the metric system. For instance, he showed the difference in the two systems of reducing measures to a common demonstration, by the following calculations:—

Metric system—Reduce to millimetres following distances:—

8	kilometres	6	decimetres
7	hectometres	1	centimetre
8	decametres	2	millimetres,
9	metres.		

No calculation is necessary, the answer being 8,789,612 millimetres.

British system—Reduce to inches the following distance:—

5	miles	3	yards
4	furlongs	2	feet
7	rods	9	inches.

Quite an elaborate calculation was necessary before the answer of 350,007 inches was obtained. It was the same with calculations to find the contents of a tank, the weight of water in a tank, the pressure on the bottom of a tank when filled with water, the volume of water that would be displaced by such a tank if floated in a lake and so on.

Among the reasons which the lecturer advanced for the metric system in Canada and the British Empire generally were:—

The metric system of weights and measures, like our system of notation in arithmetic, which is universally adopted by civilized nations, is a decimal system and involves but the single ration '10.' For this reason, all reductions in the system are made with the minimum amount of labor, and with no more effect than that involved in the expression of a number. The advantages of the decimal system in the coinage and money of Canada are manifest, and it is claimed that it would be just as convenient to use a similar system in our weights and measures.

The metric system would materially assist education by facilitating the teaching of arithmetic and setting free a considerable amount of time which would be devoted to more useful subjects than the learning and practicing of our complicated and confused tables of weights and measures.

The universal adoption of the metric system of weights and measures by scientists has generally facilitated the development and spread of scientific knowledge.

The international system of electrical units is based upon the metric system. All British and American electrical engineers and workmen must, therefore, work with it, and as long as the British system of units is retained in machine construction, so long will those connected with enterprises involving a knowledge of electricity be put to the inconvenience and unnecessary labor of keeping in mind two systems of standards.

The metric system is exceedingly simple in calculation. As each measure of quantity can be written down at once as a decimal or multiple of ten of the standard metrical unit, tedious reductions are avoided and computations are confined to operations involving only the simple rules of arithmetic.

The supporters of the metric system also claim that its adoption by the British Empire, including its dependencies, would greatly assist in preserving our foreign trade, and also constitute a most valuable means of extending it. Our consuls have frequently reported that we lose trade in consequence of our weights and measures not being understood in other countries. At the present time forty-three of the countries of the world have adopted the metric system as their sole official and legal system of weights and measures. Among those are the republics of South America, Egypt and Mauritius, in America, Japan, Java and twenty-eight ports in China, in Asia, and in all the countries of Europe with the exception of Great Britain and Denmark. The metric system has been legalized in Great Britain and Ireland, and in most of the British dependencies, as well as in the United States, but it has not yet been exclusively adopted by these countries.

Prof. McLennan's address was most attentively listened to, and at the conclusion he was accorded a hearty vote of thanks on the motion of Mr. John Macfarlane, seconded by Dean Bovey, of McGill. Mr. F. H. Mathewson, president of the Board of Trade, was in the chair.—*Montreal Witness.*

April 27th, 1906.

THE SCHOOL GARDEN AND THE COUNTRY SCHOOL.

By GEO. D. FULLER, Director of School Gardens, Macdonald Rural Schools, Knowlton, Que.

[*From the Ottawa Naturalist, March, 1906.*]

The place the school garden is to occupy in connection with the country schools of Canada is yet an unsolved problem. We are told of its advantages and are beginning to realize something of its possibilities as a field for nature study, as the laboratory for the student of natural science, and as a training school for the progressive farmers of a coming generation. Certainly its advantages are great, but there are many difficulties to be surmounted before the school garden can become recognized as a necessary part of the equipment of every rural school.

The solution of this problem has been begun in a systematic way in the Macdonald Rural Schools, which have been endowed by Sir William C. Macdonald, and are being directed by Prof. Jas. W. Robertson, and perhaps there is no better way to indicate the progress made, to tell of the difficulties encountered, and to enlist the co-operation of others, than to describe one such school garden and tell what it has done for one country school. Such an account may point the way to teachers who wish to test the benefits of a school garden and may help them to surmount the difficulties and avoid some of the failures others have encountered.

In the spring of 1903, at Brome, Quebec, a little red school house, dull and dingy, seated with red plank benches, was occupied by a teacher and some 25 pupils Although in the country, surrounded by large farms and farm houses with attractive grounds, the school yard was only four rods square, so that the wood shed crowded the school house almost into the road. For play ground there was the smooth well travelled road. The poorest houses in the vicinity were less bare and uninviting. Fortunately the soil was fertile, well cultivated and with good natural drainage, so that the problem was not complicated by the question of moving to a locality where soil suitable for a garden could be obtained.

An acre of land immediately adjacent to the original school yard was bought and fenced by the Macdonald Rural School Fund, and plans for a suitable play ground and a school garden were begun. This aroused the people of the school district to action, and they determined that, as suitable grounds had been provided, they would not have the front door of the school house open into the street; so the school house was moved 100 feet back from the road and the wood shed placed behind it; both were painted and modern desks were placed in the school room.

These changed conditions made changes in the garden plan necessary, and an effort was made so to lay out the grounds that they might with advantage be copied by other rural schools in making the school environment a potent factor in promoting the refinement, courtesy and happiness of the pupils.

The trees fringing the banks of a stream made a good back ground for the whole. As one enters the gate a straight path leads directly to the door. On the left is the main play ground clear of trees except in the corners and along the sides, while on the right is a smooth lawn with trees which in a few years will make it cool and shady. Beginning towards the road, a border runs along the fence to the back of the garden, now well filled with perennials brought by the pupils and donated by friends. Beds of annual flowers front the garden and border the school house. Immediately back of the flower border come the vegetable plots, one for each pupil, while still farther in the rear are a few experimental plots, a few young fruit trees and extra space for coarse growing vegetables.

This arrangement provides a good open play ground, a pleasant bit of lawn and a garden convenient in size and design, the whole surrounding the school building so as to make an attractive picture. At a very small expenditure the school and its surroundings have been made cheerful and beautiful, in striking contrast to their former desolate condition.

The flower plots are under the charge of the older girls, but all the pupils join in caring for them. During the past season, from May till October, there was not a week but saw some bloom to delight the young gardeners, and often large bunches of flowers were picked every day. Pansies were the first to come and the last to go The crocus and tulip, too, were favorites on account of their early flowering. Sweet alyssum, sweet peas, Phlox Drummondi, balsams, asters, verbenas, nasturtiums, poppies and sunflowers have proved the most satisfactory of the annuals. A few of the plants were started in window boxes in the school, but most of the seed was sown in the open ground.

The coming of autumn frosts did not end the enjoyment of the flowers; as the heating did not permit window gardens at the school, the school flower garden was transferred to the pupils' homes. In October some of the more easily growing, winter-blooming bulbs, such as paper-white narcissus, Roman and Dutch hyacinths, and freesias, were potted at the school garden. These the pupils took home, and, treating them according to directions, they were soon able to report a fine lot of flowers. The pupil gardener was often so proud of his home-grown flowers that he would wrap up the pot and bring it to school to exhibit his success.

A most convenient size for the individual vegetable plots was found to be 4 x 10 feet for the younger pupils, and 8 x 10 feet for the older ones. Each pupil eight years old or over was given a plot and allowed much freedom in choosing what should be grown in it; but radishes, lettuce, carrots, beans, cabbages, cauliflowers, beets and turnips have been most satisfactory. At the back of the garden, in an extra space, larger and more ambitious pupils grow corn, potatoes, squashes and cucumbers. All the produce of the individual plots is the property of their pupil owners and is removed and disposed of as each particular boy or girl decides, a wise restriction being that it shall only be removed when the instructor is present.

"But how," you may say, "is the school garden work done?"

While it is still winter, plans are made for the spring planting. These plans may be drawn to scale by the older pupils, and will provide a good drawing lesson. Then, as warm days indicate the approach of spring, boxes of soil are placed in the windows and seeds are sown, so that the plants may be well grown when spring has really come. This is also the best time to study the germination of seed and the growth of young seedlings; for, when the time for planting out of doors arrives, with it will come a profusion of material and work to crowd the nature study hour to its utmost.

The garden is treated like the ordinary kitchen garden in the spring. It is fertilized with stable manure, ploughed, harrowed, and the services of a laborer are secured to assist in laying out the paths and removing a few inches of soil from them. Then the pupils assume ownership of their miniature gardens, level and rake their plots and sow them with the seed they have planned. Classes working together prepare the flower beds and sow the seed During the planting season an hour or two each day are spent in the garden; or, if rain prevents work for a couple of days, the greater part of the afternoon is devoted to the garden as soon as the soil is dry enough to work.

Garden work is the most popular thing at school and there is never any trouble in getting the garden planted and well cared for during the school session. The size of the plots is a troublesome question. Larger plots are more difficult to have kept clear of weeds during the summer months, but they promote interest on account of the larger material returns. The larger boys in particular wish to see a crop worth growing. Plots 10 x16 feet have been well cared for by boys and girls 13 or 14 years of age.

After the planting season a half hour twice or three times a week keeps the garden clean and free from weeds. This time may be taken so as to interrupt the regular work very little. A little longer intermission in the afternoon, or closing the school room classes half hour earlier, will provide plenty of time, and the book studies will not suffer; indeed where school gardens have been started, the teachers have nearly always reported more interested pupils and a greater regularity of attendance, while parents at first opposed to the garden idea admit that it has not made progress in other subjects less rapid.

As the seeds have sprouted and the young plants have increased in size, the pupils have learned the conditions necessary for plant life, and, as they have seen buds unfold and leaves expand, the garden has provided material to be used in the class room as the subject of drawing lessons or English composition work.

The school garden has taken advantage of the love of activity so prominent in child nature, and by providing a field for the exercise of these activities has afforded an excellent opportunity for training the hand and the eye, and thus reaching the mind.

The care of the garden during the summer holidays has proved the most troublesome of all the school garden problems, and the solution is yet incomplete. Last summer very satisfactory results were attained by having the instructor and pupils meet once each week at the garden and spend two or three hours in caring for plots. This vacation attendance was entirely voluntary; yet, so thoroughly were they interested in their work that there was a weekly attendance of 33 to 60 per cent. of the pupils enrolled. This was regarded very satisfactory and sufficed to keep nearly everything in good order. One or two of the larger boys were usually hired to do any further work required to keep the weeds in check. Should the teacher be absent during the holidays, a hired caretaker for the summer will be necessary.

While it will not be desirable to abolish the summer vacation, where school gardens are established it may with advantage be shortened. The school should not close before the end of June, nor open later than the middle of August.

The commercial side of the garden work has received no emphasis, although at one school a globe was purchased with money coming from the sale of vegetables, while many of the pupils have augmented their supply of pocket money by the sale of the produce of their plots.

The possibilities of the school garden as a field for nature study and as a treasury from which material may be drawn for class work in natural science, are as yet only touched upon. The drawing books contain representations of things from the garden, while diaries and reports of observations made, and experiments attempted, have given pupils practice in expressing their ideas in good English.

The experimental plots have done good work educationally. Plots of better varieties of vegetables and grain have attracted attention of both pupils and parents by the larger yields thus obtained. The crop resulting from good seed has been compared with the produce of poor seed of the same variety, but the most satisfactory experiments have been those made with potatoes, both in comparing the different varieties and in showing the advantages of using the Bordeaux mixture to keep the plants free from disease.

The effects of spraying with the Bordeaux mixture were eagerly watched by the surrounding farmers, and the results were considered remarkable. In 1904 the sprayed plots in two gardens yielded 30 per cent. more than the others while in one garden the sprayed potatoes produced more than twice the quantity of marketable tubers dug from plots which had received no Bordeaux mixture. In 1905 spraying added over 10 per cent. to the crop in three gardens, 25 per cent. increase in one garden and 50 per cent. in another being the best results obtained.

Seeing potatoes grown under scientific treatment, which when dug yield over 100 bushels per acre more than those grown as their fathers manage the crop, makes a more lasting impression on embryo farmers than any number of lectures or reports. This work in the school garden will bridge the chasm which has in the past existed between the experimentalist and the practical farmer, and, if these experiments with potatoes lead a fourth of the farmers in the district to adopt similar methods in their own fields, the community will be yearly enriched by cash returns many times greater than the cost of maintaining the school garden.

The aim of this part of the school garden work is not to teach technical agriculture, but to lead to such an appreciation of scientific methods that pupils will come to regard the work of the scientist with favor, and be ready to accept his improved methods to aid them in more successfully meeting the conditions of modern life, whether that life be spent in the office, the workshop or on the farm.

The teachers in the schools where the gardens have been maintained for two years have all declared that the results have surpassed their expectations, and they favor a continuance of the work. It is true that it has added to the teacher's cares and responsibilities; but this has been more than repaid by the added interest and enjoyment it has brought into the school life.

As the pupils have planned their plots, have measured and staked them out, planted the seed and cared for the plants, they have become more skilful of hand and more accurate of eye, while working from a definite plan has trained the judgment and taught them to foresee the future. All these results would warrant the existence of school gardens, but more noticeable has been the response to the appeal made to the higher nature of the child.

As the school environment has been improved there has been a marked change in the moral tone of the school. The pupils' attention has been turned to a consideration of the beautiful to the exclusion of many baser thoughts and the resulting moral culture has found expression in more orderly behavior. A smooth bit of lawn and a lawn mower have proved themselves aids to good discipline, for the play hours are more rationally enjoyed on well-kept grounds than on the old rubbish-littered premises, where the chief joy was often found in working greater destruction. In some schools there has been a very noticeable change in the attitude of the pupils towards the school room and grounds, and they now take pride in beautiful surroundings and care for them where formerly they sought but to make desolation more hideous. Some of the pupils have been led to attempt flower and vegetable plots at their own homes, and it seems hard to over-estimate the better training for good citizenship which pupils receive in such schools where school gardens have broadened the educational horizon and improved the school environment so greatly.

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