

JOURNAL 95-72  
1200

OF

# EDUCATION,

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

## NOVA SCOTIA.

APRIL, 1905.



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# JOURNAL OF EDUCATION.



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HALIFAX, NOVA SCOTIA, APRIL, 1903.

## 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.

## PROVINCIAL AID,

To Teachers employed in the Public Schools,  
for the half year ended Jan. 27, 1905.

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

	Number of Teaching Days employed.	Am't paid to Teach- ers from Provincial Treasury.			
ANNAPOLIS.					
Barss, W R	108	\$85 50	Brown, Estella M	98	38 79
Fash, Mabelle	107	84 72	Cassidy, Bertha M	97	38 39
Ruggles, Lenfest	106½	98 35	Clarke, J Allison	105	41 56
Smith, A W L	108	99 75	Crowe, Bessie H	108	42 75
Stevens, Josephine	107	70 60	Deckman, Clara E	108	42 75
Atwood, Alice J	108	57 00	Durling, Bessie E	103	40 77
Balcom, Lewis S	108	57 00	Durling, Edna	108	42 75
Banks, Beriah S	107	56 47	Eaton, Bertha M L	108	42 75
Boehner, Chas F	108	57 00	Elliott, Etta M	107	42 35
Brinton, Effie S	108	57 00	Elliott, Sarah L	108	42 75
Bustin, Harry L	108	57 00	Faulkner, Hattie C	108	42 75
Chipman, Ella M	107	56 47	Foster, Arthur D	107	42 35
Chute, L Maude	103	54 35	Gates, Reginald C	102	40 37
Clarke, Hattie M	107	56 47	Gesner, Agnes	98	38 79
Cossett, Otto Von B	54	28 50	Grafton, Louise	85	33 64
Elliott, Primrose	10	5 27	Hall, Henry E	93	36 81
Fennerty, Annie B	108	57 00	Halliday, Frank N	108	42 75
FitzRandolph, M F	107½	56 73	Harding, Bernice A	71	28 11
Foote, C Perry	108	57 00	Harris, Mary H	108	42 75
Gesner, Chas L	108	57 00	Healy, Bertha A	108	42 75
Gilliatt, John B	108	57 00	Hiltz, Annie L	108	42 75
Graves, Eva M	107	56 47	Inghis, Carrie E	108	42 75
Hall, Carrie M	31	16 36	Kendall, Jessie E C	52	20 59
Harris, C Louise	108	57 00	Kinley, Mary T	100	39 58
Kinney, Annie M	108	57 00	Lambertson, Nora M	108	42 75
McGill, Geo B	107	98 84	Longley, Mabel F	106	41 96
Parker, Chas W	106	55 94	Longmire, Rosa T	108	42 75
Roy, Mary D	108	57 00	McCormick, A E	103	40 77
Spinney, Hattie S	108	57 00	McMillan, Nellie	108	42 75
Spurr, Alice M	68	35 88	McWhinnie, Lizzie	108	42 75
Spurr, Margaret C	39	20 58	Miner, Mildred E	106	41 96
Stevens, Iva M	106	55 94	Mussells, Howard H	29	11 48
VanBuskirk, J L	107	56 47	Newcombe, Bertha E	103	40 77
Vidito, Helen A	108	57 00	Phinney Jennie D	10	3 95
Wade, Lennie D	99	52 23	Phinney, Lulu M	108	42 75
Welton, Jennie	64	33 77	Porter, A Maude	107	42 35
Whitman, Cassie S	108	57 00	Purdy, Ethel	108	42 75
Willett, Clara E	76	40 10	Ramey, Rebecca J	108	42 75
Woodward, Grace L	101½	53 56	Sanders, Arthur W	103	40 77
Bacon, Agnos S	108	42 75	Spinney, Theo H	104	41 16
Baker, Laura C	108	42 75	Sproule, L May	106	41 96
Balcom, Irene C	59	23 36	Starratt, Georgie I	108	42 75
Baltzer, Annie M	108	42 75	Starratt, Mildred M	107	42 35
Banks, Almada M	108	42 75	Tedford, Effie A	83	32 85
Bishop, Annetta C	105	41 56	Teed, Genevra	98	38 79
			Tibert, Walton K	108	42 75
			Walker, Jean R	108	42 75
			Woodbury, Reg C	108	42 75
			* Adams, Lennie P	108	38 00
			Balcom, Irene C	49	12 92
			Banks, Estella M	104	27 44
			* Bartheaux, Amy E	108	38 00
			* Bartheaux, J Dudley	108	38 00
			Bartheaux, Lizzie A	108	28 50
			Bartheaux, Sophia N	93	24 53
			* Berry, Ella M	98	34 47
			Bezanson, Emma G	107½	28 37
			Blair, Caroline	54	14 25
			* Brooks, Grace D	96	33 76
			* Charlton, Elvida M	107	37 65
			Crisp, Lydia	54	14 25
			* Daniels, Ella M	98	34 47
			Denton E May	15	3 95
			Fader, Oscar M	108	28 50
			Fleet, Gertrude M	9	2 26
			* Gehue, Loretta	108	38 00
			Harding, Bernice A	35	9 23
			* Holdwright, Caro E	58	20 40
			Hunt, Edgar G	108	28 50

*McLannan, Alfaretta	69	24 26
*Messinger, Bernice M	108	38 00
Millner, Gratia J	74	19 52
*Moore, Eva B	88	30 95
Parker, Lottie M H	108	28 50
Perry, Dorothy B	107½	28 37
*Rice, Addie A	108	38 00
Robinson, Winnifred E	106	27 07
Saunders, Emelie A	108	28 50
Saunders, Reg M	108	28 50
Stark, Hattie L	52	13 71
Taylor, Gertrude E	65	17 15
*Thompson, Susie M	93	32 71
*White, Susie	102	35 88
Wilkins, Margaret	74	19 52
*Withrow, Jessie W	49	17 23
Withers, Lena M	102	26 91
Winchester, Ruth H	74	19 52
Woodbury, Mabel M	108	28 50

*Assistant.*

Boate, Gerald A	32	8 48
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ANTIGONISH.

McPherson, Hugh	98	\$77 58
Thompson, Alexander	96	88 65
Tompkins, James J	97	76 77
Madden, Annie E	64	33 77
Morehouse, F G	108	99 75
Macdougall, Marg F	108	57 00
McGillivray, Angus	108	57 00
Newcombe, Laura A	108	57 00
Somers, Alex M	98	51 70
Sister St Leonard	108	57 00
Sister St Thomas des Anges	98	51 70
Sister M Victoire	108	57 00
Barry Henry	98	38 79
Beaton, Annie	106	41 96
Boyd, Angus A	108	42 75
Cameron, William D	108	42 75
Chisholm, Bessie C	108	42 75
Chisholm, Cassie	108	42 75
Creelman, Minerva	108	42 75
DeCoste, Joseph	108	42 75
Fraser, Cassie	105	41 56
Gillis, Mary	105	41 56
Landry, Mary E	108	42 75
Macdonald, Marcella T	25	9 89
Macdonald, Anna	108	42 75
Macdonald, Angus G	79	31 27
McGillivray, Amelia	87	34 43
McKinnon, Margaret	107	42 35
McKeough, Anna	103	42 75
McKenzie, Gertrude	108	42 75
McLean, Maggie	107	42 35
McNeil, Mary Jane	102	40 37
McNaughton, Mrs Annie	76	30 09
O'Brien, Angela	107	42 35
Rogers, Win J	108	42 75
Sutherland, Minnie	84	33 24
Sister St Hugh	108	42 75
" St Camillus	108	42 75
" M Philippe	108	42 75
" Mary	108	42 75
Walsh, Mrs Mary	108	42 75

Boyd, Margaret J	108	28 50
*Boyle, Joseph A	108	38 00
Chisholm, Mary B	68	17 94
Chisholm, Catherine	103	27 18
*Chisholm, Dan W	73	25 67
*Dooley, Bridget	90	31 66
Dooley, Mary E	40	10 55
DesLauriers Cath L	102	26 91
Fitzgerald, Annie	108	28 50
Fraser, William	108	28 50
Gillis, Sarah B	105	27 71
Gorman, Mrs Cassie	108	28 50
Hannifen, Margaret	70	18 47
Martin, Ellen	108	28 60
*McArthur, Sarah C	74	26 02
Macdonald, Florence J	79	20 84
Macdonald, Eva	107	28 24
Macdonald, Mary C	90	23 74
Macdonald, Catherine	101	26 65
Macdonald, Mary E	77	20 81
Macdonald, Marcella	108	28 50
Macdonald, Bella	96	25 33
Macdonald, Mary A	73	19 26
Macdonald, Penelope	107	28 24
McEachern, Margaret	73	19 26
McGillivray, Mary A	107	28 24
McGillivray, Marcella	108	28 50
McGillivray, Mary	72	26 32
McGillivray, John D	67	17 67
McGillivray, Maggie	108	28 50
McInnis, Mrs Anastasia	70	24 62
McKinnon, Mary Agnes	105	27 71
McLean, Daniel A	15	3 95
McLellan, Annie	108	28 50
McPherson, Duncan	108	28 50
McPherson, Katie A	108	28 50
Stewart, Laura J	102	35 88
Sister St Helen	108	28 50
Wall, Gorman	108	28 50

*Assistants.*

Beaton, Ronald	98	34 46
McKenna, John A	97	34 11
Cameron, Allan	98	25 86
McIsaac, John W	96	25 33

CAPE BRETON.

Armstrong, J Arthur	108	\$99 75
Brodie, William S	108	99 75
Creelman, William A	108	99 75
DeWolfe, Loran A	108	85 50
England, Harry E	107	98 84
Matheson, Duncan M	108	85 50
McKenzie, George W	108	99 75
McLeod, Jeanette R	108	71 25
McLeod, Robert Hugh	108	67 96
Spinney, Frederick II	108	71 25
Stewart, Frank I	108	85 50
Bown, Eleanor F	108	57 00
Cameron, Lorrie J	108	57 00
Campbell, Jean	108	54 35
Chapman, Eleanor	107	56 47
Chisholm, Jennie	108	57 00
Connolly, Nelly E	88	46 43
Dowling, Thomas C	85	44 85

JOURNAL OF EDUCATION.

Doyle, Cecilia J M	103	54 35	McDougal, Peter	101	39 98
Edgecombe, Ethel L	103	54 35	McDougall, Phillip	108	42 75
Ellis, Jennie	106	55 94	McIntosh, Isabel	103	40 77
Fraser, Susie	99	52 23	McIsaac, Dan Joseph	76	30 09
Gillis, Maude	103	54 35	McIsaac, Mary Jane	105	41 56
Grant, Florence	103	54 35	McKay, Rudock	107	42 35
Grant, Lina	106	55 94	McKenzie, Christena	109	42 75
Hemway, James A	98	51 70	McKenzie, Rachel C	88	34 83
MacArthur, Bessie I	97½	51 43	McKinnon, Katie	103	40 77
McDougall, John	102	53 82	McKinnon, Minnie	106	41 96
MacIntosh, Anna B	108	57 00	McLean, Donald	105	41 56
McIsaac, James W	107	56 47	McLennan, John C	106	41 96
MacKenzie, Anna B	106	55 94	McLeod, Bessie J	34	13 46
McKenzie, Kate A	108	57 00	McLeod, Cecilia I	108	42 75
McKinnon, Joseph D	106	55 94	McLeod, Margaret J	108	42 75
McLean, Christena	107	56 47	McNeil, Alexandra	8	8 16
McLean, Ella J	102	53 82	McNeil, Katie	108	42 75
McLennan, Alexes	97	51 17	McNeil, Maria A	103	40 77
McLeod, Mary E	103	54 35	MacNutt, Lizzie J	108	42 75
MacMaster, Annie J	108	57 00	McPhee, Mary	106	41 96
Moore, Clara May	108	57 00	Martell, Mattie	108	42 75
Ross, Ellen D	108	57 00	Morrison, Adelaide S	108	42 75
Ross, K. Ida	108	57 00	Morrison, Margaret	100	39 58
Shaw, Vangie	108	57 00	Muggah, Margaret	103	40 77
Sister Francis Xavier	108	57 00	Munn, Mina A	107	42 85
Sister Maria Amabilis	103	54 35	Ormond, Bridget	103	40 77
Sister Mary Aquinas	108	57 00	Palmer, Gladys C	107	42 35
Sister Mary Clarissa	108	57 00	Philpott, Mary	107	42 35
Sister Mary Gerard	108	57 00	Phoran, Alice	108	42 75
Sister Mary Josita	108	57 00	Pierce, Celeste	106	41 96
Sister Mary Lawrence	108	57 00	Plant, Thos Warden	106½	42 16
Sister Mary Vincentine	108	57 00	Robinson, Hattie L	108	42 75
Sister St Francis	108	57 00	Schurman, Sadie	103	40 77
Sister St Margaret	103	54 25	Simpson, Margaret J	107	42 85
Sister Teresa Joseph	108	57 00	Sister Maria Angelorum	108	42 75
Thompson, Margaret	108	57 00	Sister Mary Ambrose	108	42 75
Watson, Margaret J	107	56 47	Sister Mary Andrea	108	42 75
Woodill, Arthur W	103	54 35	Sister Mary Annina	108	42 75
Young, Martha E	102	53 82	Sister Mary Anthony	108	42 75
Barclay, Winnifred	106	41 96	Sister Mary Bernardine	108	42 75
Barrington, Harriet	29	11 48	Sister Mary Dionysia	108	42 75
Boutillier, Theresa	54	21 88	Sister Mary Ethelberga	108	42 75
Boyle, Joseph Stephen E	106	41 96	Siser Mary Eulalia	108	42 75
Browne, Bernice V	84	33 24	Sister Mary Josephine	108	42 75
Brymer, Henry F	103	40 77	Sister Mary Louise	108	42 75
Campbell, Mildred A	108	42 75	Sister Mary Veronica	108	42 75
Canavan, Annie E	107	42 35	Sister Mary Wilfrid	108	42 75
Carmichael, Annie	93	36 81	Sister St Aldric	103	40 77
Chisholm, Christena A	108	42 75	Sister St Marcella	108	42 75
Coady, Moses J	108	42 75	Sister St Marie	103	40 77
Crosby, Emma	108	42 75	Sister St Martin	103	40 77
Currie, Donald J	106	41 96	Sister St Mary of the Ascension	108	42 75
Currie, Michael D	93	36 81	Sister St Roseline	103	40 77
Cusack, Mary Josephine	94	37 20	Spencer, Eva J	108	42 75
Embree, Luella A	103	40 77	Spencer, Louise	103	40 77
Fulton, Edith Irene	107	42 35	Sutherland, Mary	105	41 56
Giovannetti, Loretta Mary	13	5 14	Sylvester, Mary	102	40 37
Hanrahan, Mary	103	40 77	Wall, Martin	68	26 92
Harrington, Annie E	103	40 77	Carmichael, Jessie	108	28 50
Harris, Gladys E	103	40 77	*Carrigan, Wilhelmina	97	34 12
Higges, Bessie R	103	40 77	Carson, Teresa B	99	26 12
Hillier, Ida	108	42 75	Dillon, Agnes W	103	27 18
Kelley, Amy Rood	100	39 58	Downing, L Minnie	108	28 50
Kelley, Ella A	108	42 75	Fraser, Josephine	103	27 18
McCabe, Georgie	103	40 77	Fyfe Magdalen M	101	26 65
Macdonald, Catherine	108	42 75	Graham, Bessie F	60	15 83
Macdonald Flora	108	42 75	*Hopkins, Florence	89	31 30
Macdonald, Mary M	84	33 24	Kerr, Annie F	108	28 50
Macdonald, Norman	21	8 31	Ley, Susan L Nearing	98	25 86

Livingstone, Sarah M	71	18 73
*MacAdam, Dan A	97	34 12
MacAulay, Christie	103	27 18
Macdonald, Annie M	74	19 52
Macdonald, Effie Jane	102	26 91
Macdonald, Elizabeth S	108	28 50
McDonald, Ella M	102	26 91
Macdonald, Isabelle	108	28 50
Macdonald, Joanna	108	28 50
McDonald, John	54	14 25
McDougall, Duncan	88	23 21
McFarlane, Florence M	65	17 15
McInnis, Dorothea J	108	28 50
McIntyre, John	102	26 91
McIntyre, Matilda	108	27 18
MacKay, John Daniel	74	19 52
McKenzie, Ronald	39	10 28
MacKinnon, Mary Ann	106	27 97
MacKinnon, Mary Cassie	15	3 95
MacKinnon, Florence M	68	17 94
McLean, Annie	108	28 50
McLean, May A	108	28 50
*McLean, Myrtle Lenora	69	24 26
McLennan, Hannah	108	28 50
McMillan, Fanny	99	26 12
McNeil, James	93	24 53
MacNeil, Katie J	108	28 50
MacVicar, Bessie	108	28 50
Matheson, Mary Loretto	95	25 07
Morrison, Alex.	89	23 47
Munro, Katie	108	28 50
Munro, Martha	103	27 18
Nickerson, Margaret	108	28 50
McCull, Winifred	100	26 39
O'Handley, Joanna	103	27 18
Phelan, Rebecca S	108	28 50
Phillips, Katie E	106	27 97
Sampson, Martha Philomena	98	25 86
Sister M Anastasia	93	24 53
Sister M Imelda	108	28 50
Sister M Lucilla	108	28 50
Sister St Anne	103	27 18
Sister St John	108	28 50
Sister St Mary	103	27 18
Sister St Thomas	103	27 18
Slattery, Annie	59	15 56
Sutherland, Archibald	108	28 50
Wallace, Jean	107	28 24

COLCHESTER.

SOUTH.

Campbell, W R	107	98 84
Hemmeon, M D	102	80 73
Little, James	86	68 07
McDougall, Mary	107	84 72
Richardson, Lophemia	102	80 78
Allen, Annie H	106	55 94
Bartheaux, J E	107	84 72
Brennan, Maude A	39	20 58
Bool, Evelyn J	102	53 82
Burris, Estella M	108	57 00
Blair, Ina E	107	56 47
Creelman, Minnie M	108	85 50
Cox, Nellie	107	56 47
Coleman, Edna F	107	56 47

Carter, Harriet	69	36 41
Dickson, Hattie	107	56 47
Dickson, Ethel	72	37 99
Davidson, Clara E	107	56 47
Dickie, Martha E	108	57 00
Edwards, Elizabeth	107	56 47
Gould, Annie S	104	54 88
Holesworth, Mabel C	108	57 00
Kinney, Julia	102	53 82
Logan, Margaret B	102	58 82
Langille, Alberta	76	40 10
Logan, Sadie B	101	53 30
Lenton, Edith E	74	39 05
MacPherson, Margaret	107	56 47
McCurdy, Ruth	69	36 41
McKenzie, Minnie L	107	56 47
Moses, Winifred	34	31 36
Oxner, Bertha G	39	20 58
Schnare, Lillian A	108	57 00
Archibald, Janet	107	42 35
Archibald, Olive L	108	42 75
Banks, Mary E	108	42 75
Cameron, Sadie E	106	41 96
Creighton, Alice	107	42 35
Crowe, Flora L	29	11 48
Cotter, Susan E	100	39 58
Cox, Josie M	102	40 37
Davis, Percy D	91	36 02
Dairymple, Lucy M	102	40 37
Deckman, Edith	108	42 75
Gammell, Lillian M	108	42 75
Gordon, Jean A M	107	42 35
Loughead, Mary E	105	41 56
Logan, Hannah C	107	42 35
MacKay, Marion N	98	38 79
McKim, Agnes	106	41 96
McLeod, M Jean	107	42 35
McCurdy, Annie	103	40 77
McLern, Gertrude O	107	42 35
Prescott, Alice	108	42 75
Patterson, Sara B	102	40 37
Rutherford, Willa	107	42 35
Smith, Gertrude O	105	41 56
Sutherland, Mary M	108	42 75
Taylor, Alma F	107	42 35
Thompson, Mabel	107	42 35
Bell, Marie J	108	28 50
Brenton, Jessie	69	18 20
*Crowe, Carrie F	53	18 64
*Clarke, Bessie J	61	21 45
Creelman, Agnes	74	19 52
*Dewis, Leella	78	27 43
Fraser, Gracie	102	26 91
Fisher, Ethel	106	27 97
Finlay, Mary J	99	26 12
Flemming, Bessie M	102	26 91
Fox, Edith I	107	28 24
Gardner, Laura M	101	26 65
Gourley, Lizzie E	74	19 52
*Henry, Alice M	80	28 14
Harvey, Jessie L	108	28 50
Johnson, Belle	106	27 97
*Kennedy, Christy	108	38 00
Macdonald, Christine	107	28 24
*McCallum, Christina C	58	20 40
Murray, Ella	64	16 88
Ross, Myra	86	22 69
*Roode, Irene M	107	37 65
*Rutherford, Ada M	108	38 00

Sibley, Mary E	108	28 50
Stropel, F H	108	28 50
Sutherland, Tena	101	26 65
Totten, Bertha	105	27 71
Tays, Gertrude H	78	20 58
Taylor, Maggie C	107	28 24

## STIRLING.

Menzie, Harry	108	57 00
Bryden, Margaret	107	42 35
Cameron, Annie	90½	35 82
Cameron, Laura	102	40 37
Douglas, Janetta	107	42 35
Ferguson, Jane A	108	42 75
Jobb, Irene	101	39 98
Malcolm, M Agnes	108	42 75
McIntosh, Laura	97	38 39
McKay, Jessie C	88½	35 08
McKay, Anna B	108	42 75
McLandress, Elizabeth	108	42 75
O'Brien, R B	65	5 93
Ross, Sara C	81	32 06
*Baillie, Mary	47	16 53
*Campbell, Christena	54	19 00
Campbell, Mary	106	27 97
Clarke, Agnes A	108	28 50
Ferguson, Jessie C	107	28 24
Gunn, Jessie A	106	27 97
Langille, Geo C	106	27 97
McKay, Ida M	29	7 64
McLeod, Christena	105	27 71
McLeod, Jane E	92	32 36
Miller, Gertrude	100½	26 82
Ross, Jessie	107	28 24
Smith, Ada E	107	28 24
Sutherland, Bessie R	107	28 24
Sutherland, Bessie	105	27 71
Tattie, Edith	103	27 18
*Weatherby, Stella M	96	33 76

## WEST COLCHESTER.

Herdman, W W	108	71 25
Benzie, Jennie	108	57 00
Huggins, George	108	57 00
Lockhart, Lillian	108	57 00
McInnes, Lenora	105	55 41
McKenzie, Georgie	108	57 00
Peppard, Ruth R	108	57 00
Putnam, Walter	108	57 00
Spencer, Agnes	108	57 00
Beattie, Clara	108	42 75
Carrroll, Orilla	107	42 35
Chisholm, Ethel M	107	42 35
Chisholm, May	79	31 27
Corbett, Lena	108	42 75
Fulton, Susie	108	42 75
Fraser, Lulu	103	40 77
Graham, Sadie	108	42 75
Hill, Grace	103	40 77
Johnson, Viola	108	42 75
McCabe, Viola B	101	39 98
McDonald, D W	108	42 75
McKim, Tena	107	42 35
McLellan, Lucy	108	42 75
Moreash, Bella	108	42 75
Morrison, Ida M	104	41 16
Purdy, Julia	108	42 75

Smith, Emma	107	42 35
Taylor, Edith	103	40 77
Broderick, Jennie G	106	27 97
Callaghan, Lena	96	25 83
Chisholm, Mary	29	7 64
*Colter, Wm	64	22 51
Corbett, Mamie A	101	26 65
Fulton, Annie	106	27 97
Graham, Jessie M	101	26 65
Graham, Alice E	107	28 24
Henderson, Emma	108	28 50
*McCabe, Grace	99	34 82
McLauchlan, Ethel	92	24 27
McManaman, Flossie	96	25 83
Reid, Lula	102	26 91
Vance, Ruby	100	26 39

## CUMBERLAND.

Lay, F J	107	\$98 84
McNealy, Murray	107	98 84
McTavish, N D	107	84 72
Munroe, Ernest A	105	61 72
Smeltzer, H R	101	66 62
Anderson, Pearle	108	57 00
Barnes, Lelah J	106	55 94
Baxter, Agnes	107	56 47
Beaton, Katherine	108	57 00
Bigney, Anna L	72	37 99
Black, Sadie	107	56 47
Charman, Mary E	92	48 54
Conway, Isabella	108	57 00
Cooper, Ina	69	36 41
DeLancy, J A	108	99 75
Elliott, Jane	108	57 00
Hockin, E M	107	56 47
Hockin, M L	107	56 47
Hunter, Margaret	108	57 00
Lavers, Josephine	106	55 94
Lent, Frank I	107	56 47
Love, Rachel P	107	56 47
McCart, Agnes	107	56 47
McCulloch, L P	102	53 82
McDowell, Mabel	108	57 00
McKenzie, Anna	108	57 00
McKinnon, Alice	107	56 47
Mitchell, Jennie M	106	55 94
Parker, Lillie C	106	55 94
Pugh, Ethel M	108	57 00
Sedgewick, G G	107	56 47
Shepherdson, George	96	50 65
Swift, Alice	101	53 30
Urquhart, Alex J	108	57 00
Watt, Wedderburn	99½	52 49
Amos, Rena Maud	14	5 34
Atkinson, Bella J	108	42 75
Baird, Elizabeth	101	39 98
Baird, Edna	103	40 77
Bigney, Mabel	102	40 37
Beattie, Laura B	107	42 35
Boomer, Charlotte	107	42 35
Bow-er Lizzi	108	42 75
Brownell, Mamie	107	42 35
Brundage, Kate	105	41 56
Burke, Ethel	108	42 75
Burke, Annie C	64	25 33
Carter, Clara	107	42 35





Smith, Mamie K	107	56 47
Spencer, Mary	90	47 49
Watton, Lillian	107	56 47
Cameron, Bertha	107	42 35
Coulter, Christina	107	42 36
Dickinson, Maude	107	42 35
Fowler, Margaret	45	17 81
Joy, Helen	95	37 60
Kerr, Minnie	106½	42 16
Knowlton, Gertrude	79	31 27
Little, Charlotte A	101	39 98
Lynch, Marion	10	3 95
Lyons, Nellie B	107	42 35
McLauchlan, Margaret	97	38 39
Patton, Flora	106	41 96
Reid, Antoinette W	108	42 75
Smith, Alice	106	41 96
Ward, Cora	107	42 35
Cameron, Blanche	107	28 24
Fowler, Margaret	56	14 77
Fullerton, Minnie A	108	28 50
Howard, Lizzie	103	27 18
Lamb, Annie	108	28 50
Slater, Sadie	108	28 50
*Smith, Dora	104½	36 75
Spicer, Pearle	198	28 50
Wasson, Alphretta	20	5 27
Weir, Minnie	49	12 92

## DIGBY.

Amirault, A F	90	\$83 09
Morton, Rupert F	107	98 84
Alexius, Sister M	108	57 00
Banks, Wilford E	108	57 00
Berry, L Ruperta	106	55 94
Beat, Elsie A	87	45 91
Chesley, Carrie E	107	56 47
Denton, Kelsey C	108	57 00
D'Eon, Stillman L	108	57 00
Durling, Aubrey D	108	57 00
Frost, Myrtle G	106	55 94
Hennigar, Mabel B	106	55 94
Hogg, Augusta A	107	56 47
Hogg, Nathaniel W	108	57 00
Miller, Bessie G	58	30 60
Morse, Jennie B	108	57 00
Mullen, Alva E	108	54 35
O'Brien, Laura M	107½	56 73
Pothier, Andre G	108	57 00
Pothier, Roy H	107	56 47
Titus, Robie L	108	57 00
Walker, Charlotte E	108	57 00
Belliveau, Grace M	88½	35 03
Bent, Minnie S	89	35 23
Boudreau, Evangeline	102	40 37
Collie, Zela A	20	7 91
Comeau, Chas B	108	42 75
Cornwell, Janet M	104	41 16
Cowan, Mary C	107	42 35
Cox, Nettie B	108	42 75
Elise, Sister M	108	42 75
Eugenie, Sister M	108	42 75
Goodwin, Emma M	27	10 69
Gow, Isabel	15	5 93
Harris, Whyana I	105½	41 76
Lucina, Sister M	108	42 75

Marshall, Jessie G	108	42 75
Modesta, Sister M	108	42 75
Mussells, Maud A	105½	41 76
Perry, Lydee S	106	41 96
Pothier, Therese E	107	42 35
Rumsey, Clara I	106	41 96
Sabine, G Maude	92	36 41
Thibault, Alma	108	42 75
Thibodeau, Rose Ann	106	41 96
Virginia, Sister M	108	42 75
Walsh, Grace B	108	42 75
Amirault, Clara B	108	28 50
Amirault, Jeannie L	108	28 50
Bailey, Edna E	108	28 50
*Bather, Lilla B	106	37 29
Belliveau, Leah	107	28 24
Belliveau, Leonice	106	27 97
Blackford, Clara J	66	17 41
Campbell, Effie E	107	28 24
*Comeau, Mary Rose	108	38 00
Comeau, J Willie	101½	26 78
*Cossaboom, Annie F	52	18 29
*Cossaboom, Clarissa J	92	32 36
Cossaboom, Mamie L	108	28 50
*Denton, Flora B	105	36 93
Deveau, Beatrice M	108	28 50
Deveau, Louise	108	28 50
Deveau, Jos Edmund	108	28 50
Doucet, J Philip	106	27 97
Doucet, Nellie	107	28 24
Dugas, Beatrice	108	28 50
Dugas, Francoise	108	28 50
Durland, Bessie R	107	28 24
Durland, Henrietta G	107	28 24
*Gower, Ida M	80	28 14
Haines, Eva E	98	25 86
Hainey, Mary C	102	26 91
*Hamilton, Louis G	85½	30 06
Harris, Cora M	108	28 50
*Hassett, Helena	108	38 00
*Hill, Dorcas A	92	32 36
Hines, Bertha M	108	28 50
Johnson, Ethel B	105½	27 84
Kent, Bessie W	70	18 47
Kinney, Rowena J	98	25 86
LeBlanc, Symphorien	105	27 71
*Lewis, Jessie M	69	24 26
Manzar, Gladys R	108	28 50
McKay, Jennie L	105	27 71
Messinger, Pearl F	104	27 44
Mullen, Tracey H	108	28 50
*Mussells, Dora R	74	26 02
Nowlan, Bessie A	92	24 27
*Pettit, Annie M	98	34 47
Pothier, Lizer A	108	28 50
Prime, Lenetta	108	28 50
Robicheau, Isabella	108	28 50
Robicheau, Loretta	107	28 24
Robicheau Mary A	93	24 53
*Robicheau, Minnie T	91	32 01
Simpson, Ruth B	28	7 38
Smallie, Mary	104	27 44
Stevens, Eudora M	67½	17 80
Sulis, Bessie J	107	28 24
Taylor, Sophia M	104	27 44
Thibodeau, Beatrice	107½	28 37
Thurber, Bessie G	108	28 50
VanTassell, Bertha S	73	19 26
*Walker, Lottie E	108	38 00

Walsh, Chas O'C	68	17 94
Williams, Lulu C	108	28 50
Wilson, Lavinia E	107	28 24
<i>Assistants.</i>		
Ursula, Sister M	108	28 50
Baptista, Sister Maria	91	24 00

GUYSBORO.

Morse, Graham P	102	\$94 18
Chisholm, Maude	107	56 47
Dillon, Mary E	108	57 00
Ellis, Russell	108	57 00
Fultz, Emily	94	49 59
Gillis, Angus	108	57 00
Gaetz, Ida M	18	9 48
Thorburn, Louisa M	108	57 00
Baras, Clementine A	108	42 75
Chisholm, Mary A	102	40 37
Cameron, Thomas G	108	42 75
Cameron, Edith	108	42 75
Connolly, Cassie M	102	40 37
Giffin, Amy Clare	98	38 79
Hattie, Louise J	107	42 35
Matheson, C Edna	81	32 06
Mattatal, Daisy	108	42 75
Macdonald, Blanche	108	42 75
Macdonell, Theresa	107	42 35
McIntosh, Jessie	108	42 75
McMillan Mary J	108	42 75
McNaughton, D P	108	42 75
McPherson, Alex	64	25 33
Patterson, Edith C	108	42 75
Roy, Alex K	107	42 35
Ross, E May	108	42 75
Tobin, Gertrude	79	31 27
Walsh, Helen B	107	42 35
Barrigan, Lila	106	27 97
Bowie, Blanche	107	28 24
Balcombe, Lucy W	102	26 91
*Cousins, Leah	47	16 53
Carroll, Mary A N	108	28 50
Grant, Jennetta M	82	21 63
Howard, Mrs Sadie	54	14 25
Henry, Ethel M	98	25 86
Hanifen, Maggie	81	21 37
Jameson, Bessie G	107	28 24
Jameson, Roberta	10	2 63
Jameson, Roberta	74	19 52
Kelly, Mrs Minnie	103	27 18
*Kennedy, Annie M	99	34 82
Kennedy, Lena C	107	28 24
*Kennedy, Rose A	74	26 02
Langley, Harriett E	108	28 50
Martin, Mabel B	104	27 44
*Morgan, Emma	108	38 00
*Macdonald, Donald	67	28 56
Macdonald, John A	108	28 50
*McGillivray, Bessie A	108	38 00
McIntosh, Sophie	108	28 50
McKeough, Bella	108	28 50
McLellan, Anna	101	26 65
*McLean, Katherine	92	32 36
McMillan, Grace D	108	28 50
*O'Hara, Alice	70	24 62

Parks, Mary E	107	28 24
Peart, Arthur J	98	25 86
Peart, Lulu	64	16 88
Simpson, Edna M	79	20 84
Sullivan, James	101	26 65
*Torey, C Howard	72	25 32
*Taylor, Mabel	15	5 27
*Taylor, Mrs Anne	107	37 65
Walsh, Rosalie M	102	26 91
Wells, Johanna	69	18 20
*Wheaton, Emma M	103	36 23

ST. MARY'S.

Boyd, Angus J	108	57 00
Chisholm, Nellie	108	57 00
Fraser, A W	108	57 00
Bohaker, Karl A	101	39 98
Cornealy, Lottie	108	42 75
Cumming, Melissa K	108	42 75
Homans, Ethel L	103	40 77
Morgan, Edith	108	42 75
McBain, Lena	108	42 75
Macdonald, Effie G	108	42 75
McEachern, Ethel	106	41 96
Pye, Hannah	108	42 75
Reil, Mary H	108	40 77
Smith, Anna M E	98	38 79
*Cameron, Jessie M	101	35 53
Cumming, Bessie M	68	17 94
Durkee, Viola W	95	25 07
Graham, Ida M	108	28 50
Gunn, Alex Wm	108	28 50
Hartling, Nettie J	101	26 65
Hewitt, Martha	108	28 50
Hattie, John D	103	27 18
Kennedy, Mrs Miranda	86	22 69
Taylor, Marion J	105	27 71
Guild, Jean	77	30 48

HALIFAX.

CITY.

McKay, A	98	\$99 75
Kennedy, W T	93	81 14
Morton, S A	93	81 14
Mackintosh, K	93	81 14
Lozan, J W	93	81 14
McCarthy, J B	93	54 08
Peters, F A	93	54 08
Lanos, J	93	
Hill, K F	38	
Macdonald, E M	93	40 56
Butler, G K	98	85 50
Cummings, E	98	57 00
Doherty, D P	98	71 25
Evaristus, Sister	93	81 14
Marshall, G R	98	85 50
O'Hearn, P	98	85 50
Rosaire, Sister	98	71 25
Rosaria, Sister	93	81 14
Trefry, J H	98	71 25
Agnes, Sister	98	67 00
Allen, E	98	57 00
Alonzo, Sister	98	57 00
Ambrosia, Sister	75	43 62



COUNTY.

Miller, George J	98	99 75
Kennedy, Eliz J	98	71 25
McKay, Katie W	98	71 25
Allen, C A	98	57 00
Bell, Mary F	98	57 00
Corkum, Ethel	108	57 00
Creelman, Eliz	108	57 00
Crimp, Laura	98	57 00
Davidson, Lucretia	82	43 27
Eaton, Isabel J	98	57 00
Evans, Laura F	98	51 70
Gaetz, Ida M	98	57 00
Gay, Mabel L	15	7 90
Henry, Ella K	108	57 00
Hiltz, Ethel M	15	7 90
Manley, Clotilde	105	55 41
Miller, Florence M	98	57 00
Moseley, Ethel	98	57 00
MacKay, Nettie	107	56 47
McNutt, Annie	108	57 00
Richardson, Ruth	103	57 00
Saunders, Helen R	98	57 00
Shankel, Bolton M	84	44 33
Stirling, Annie L	106	55 94
Turner, Nellie F	60	31 66
Wisdom, Sadie	98	57 00
A'Hern, Mary E	93	36 81
Annard, Ethel	98	38 79
Archibald, Mabel	107½	42 55
Auld, Maggie E	108	42 75
Baillie, Alex G	107	42 35
Baker, Gertrude	98	42 75
Brown, Emma M	15	5 93
Borgia, Sister	103	40 77
Borne, Louise	108	42 75
Brown, Gertrude L	107	42 35
Chambers, Carrie W	105	41 56
Chambers, Carrie W	24	9 50
Chisholm, Isabel	107	42 35
Christie, Roberta H	107	42 35
Clark Ina J	107	42 35
Clark, Janet G	108	42 75
Conrod, Ethel M	108	42 75
Cook, Georgie E	107½	42 55
Cox, Jeannette	107	42 35
Cox, Nellie	103	40 77
Crockett, Eva F	103	40 77
Crowell, Edith	55	21 77
Deane, Mary S	108	42 75
DeVan, Eileen M	108	42 75
Dunbrack, Mary	103	42 75
Fraser, Reta M	89	35 23
Frye, Beatrice	107	42 35
Fultz, Antoinette	105	41 56
Fultz, Chester L	88	34 83
Gallagher, Adelaide	104	41 16
Graham, Myrtle E	108	42 75
Grant, Helen L	107	42 35
Hall, Walter E	108	42 75
Hamilton, Mary A	98	42 75
Henrion, Carrie E	98	38 79
Homans, Estella M	106	41 96
Hutchinson, Grace A	108	42 75
Hutchinson, L Grace	97	38 39
Hume, Mary E	98	42 75
Hume, Bessie	98	42 75
Laidlaw, Eliz	98	42 75

Lewis, Lizzie K	103	40 77
Little, Flora	63	24 94
Morrison, Maggie M	103	40 77
McFatrige, Emma J	108	42 75
MacKay, Belle C	98	42 75
Mackasey, W P	107	42 35
McKenzie, Margaret	98	42 75
MacMillan, Neil	106	41 96
Ogilvie, Estey M	106	41 96
Osborne, Melissa	108	42 75
Pender, A M	98	42 75
Settle, Gertrude	80	31 66
Shaw, Fenwick L	105	41 56
Shaw, Sarah E	106	41 96
Sheehan, Margaret	101	39 98
Shute, Jessie T	98	42 75
Smith, Isabella	103	40 77
Smith, Pearl M	98	38 79
Taylor, Carrie R	106	41 96
Thomas, Bessie	98	42 75
Thornton, Mary	105	41 56
Turner, Rebecca E	107	42 35
Vaughan, Ethel	107	42 35
Verge, Minnie I	9	3 56
Wier, Amelia	105	41 56
Wilson, Helen C	107	42 35
Withrow, M L	106	41 96
Blakeney, Eva M	95	26 07
Chisholm, Jessie L	108	28 50
Cooper, Edith	108	28 50
Cox, Bessie	25	6 59
Crook, Mabel	16	4 21
*Cruikshank, Jean H	14	4 92
Curry, Emma A	30	8 17
Curry, Emma A	108	28 50
Dauphinee, Elsie M	108	28 50
DeWolfe, George A	106	27 97
DeWolfe, W H	30	7 91
Dickie, Bessie S	102	26 91
*Dickie, Jessie	89	31 30
Dickie, Olive B	106	27 97
*Drake, Lydia J	108	38 00
*Ellis, Catherine Jean	104	36 58
*Erskine, Carrie M	89	30 86
*Feetham, Ann	56	19 70
Fisk, Mabel	103	27 18
Gates, Lena M	103	28 50
Gaetz, Florence E	97	25 59
Gillies, Margaret	107	28 24
Glawson, Maggie M	108	28 50
*Grant, Christine	69	24 26
*Guild, Libbie	83	29 19
Graham, Louise	108	28 50
Gray, Bessie C	106	27 97
Gunn, Ellen	108	28 50
Hall, Mabel E	106	27 97
Hall, Ray	108	28 50
*Hamilton, Janet	49	17 23
Hartling, Daisy	108	28 50
*Henderson, Henrietta	57	20 05
*Henderson, Mabel	61½	21 63
Hennigar, Grace D	107	28 24
*Henry, Leah	98	34 47
Higgins, Elsie G	106½	28 10
Higgins, Matilda J	94	24 80
Horne, Lillie A	108	28 50
Hume, Sadie M	108	28 50
Hutchinson, Esther M	107	28 24
Hutchinson, Janet P	108	28 50

*Irvine, John T	108	38 00
*Josey, Izetta B	73	25 87
Mitchell, Alice	98	28 50
Mitchell, Lucy V	108	28 50
*Moore, Eva M	91	32 01
Moser, Annie	95	25 07
*Murray, Lulu	40	14 85
Murphy, Mary F	103	27 18
*Myra, Blanche	89	31 30
McCurdy, Lillie A	106½	27 10
*McDonald, Annie J	108	38 00
MacGillivray, Mary	104	27 44
McGrath, Beatrice	104	27 44
McKiel, Lauretta	103	27 18
*McLean, Ivy	107	37 65
McMann, Carrie	106	27 97
Oswald, Sister	103	27 18
Richardson, Florence	107	28 24
*Robinson, Jennie	54	19 00
Rose, Lenora	103	27 18
Sibley, Harriet M	107	28 24
Sibley, Mattie A	102	26 91
Spinney, Jennie	106	27 97
Stoddard, Sabina	108	28 50
*Soy, Mary	106	37 29
Sutherland, Grace	102	26 91
*Thomas, Monica	91	32 01
*Thompson, Ray	108	38 00
Warner, Mary B	108	28 50
Williams, Joseph	88	23 21

*Assistants.*

Findlay, Sadie	98	28 50
Stewart, Minnie	44	11 60

## HANTS.

## WEST.

Forbes, Antoinette	107	\$84 72
Shields, William J	107	98 84
Smith, John A	108	99 75
Chute, Lottie D W	107	56 47
Crossley, Nellie B	108	57 00
Crowell, Louise B	108	57 00
Daniels, Ruth R	108	57 00
Dawson, Grace	108	57 00
Dill, Ethel E	108	57 00
Ellenwood, Margaret H	108	57 00
Grant, Ethel May	108	57 00
O'Brien, Katie E	108	57 00
Parker, Maude E	108	57 00
Pearsons, Kate E	103	54 35
Scott, Agnes B	102	53 82
Smith, Letson M	108	57 00
White, Jennie M	39	20 58
Young, Lottie May	67	35 35
Archibald, R DeW	100	89 58
Baizley, John	107	42 35
Bennett, Hanna	103	40 77
Brison, Eliza P	108	42 75
Burgoyne, Naomi A	103	40 77
Caldwell, M B	102	40 37
Card, Grace B	108	42 75
Dimock, Annie A	103	40 77
Dow, Jessie M	108	42 75

Ells, Edith R	59	23 36
Gates, Gertrude M	63	24 94
Goudy, Emily F	103	40 77
Grant, Stella	108	42 75
Harvey, Arabella E	103	40 77
Lightbody, Anna B	40	15 83
Lynch, Jessie A	107	42 35
King, Alberta L	108	42 75
McCurdy, Helen M	103	40 77
McCulloch, Irene	108	42 75
McHarrie, Agnes	108	42 75
Miller, A Blanche	108	42 75
Millett, Georgetta	108	42 75
Mosher, Ruth E	108	42 75
O'Brien, Maggie A	107	42 35
Rogers, Sadie	105	41 56
Salter, Hattie M	108	42 75
Sanford, Margaret	107	42 35
Skaling, Janie E	108	42 75
Soley, Elva P	106	41 96
Sweet, Annie E	93	36 81
Demmons, Leila L	107	28 24
Dickson, Lulu L	108	28 50
*Gormley, Henrietta A	68	23 91
Hanna, Ellen B	34	8 96
Harvey, Alice Augusta	93	24 53
Johnson, Lizzie M	105	27 71
*Jones, M Eleanor	102	35 88
*Knowlton, Lena	81	28 49
Lake, Cora A M	88	23 21
Laws, Lillian	103	27 18
Lynch, Emma L	15	3 95
*Miller, Margaret A	105	36 93
Parker, Alice B	108	28 50
Royles, Theresa	108	28 50
*Stevens, Martha R	107	37 65
*Wallace, Ada	98	34 47
*Wilson, Lizzie F	105	36 93
Withrow, Ethel A	107	28 24
*Vaughan, Alice G	106	37 29

## EAST.

Cottle, Pauline D	108	57 00
Creelman, Laura M	107	56 47
Douglas, Harriet K	108	57 00
Fulton, Anna Maud	102	53 82
Gould, M Maud	108	57 00
Harvie, Alice B	108	57 00
MacCallum, Mildred M	108	57 00
Oulton, Millage	108	57 00
Fowell, William H	107	56 47
Putnam, Clara A	108	57 00
Rines, Maggie L	106	55 94
Thompson, Mary I	54	28 50
Titus, Charles G	108	57 00
Anthony, Linden	95	37 60
Archibald, Ella S	108	40 77
Blake, Elizabeth A	108	42 75
Bradshaw, H Madge	107	42 35
Brison, Nellie G	55	21 77
Campbell, Lena B	107	42 35
Campbell, Primrose D	108	42 75
Cooke, M Logan	106	41 96
Cox, Jane R	106	41 96
Foley, Minnie G W	106	41 96
Fulmore, Bessie M	108	41 96
Gowe, Verna B	108	42 75
Kierstead, Flossie M	108	42 75

Lockhart, Bessie B	4	1 38
Logan, Robert J	101	39 98
Loomer, Gertrude M	108	42 75
McDougall, Lois A	108	42 75
Mosher, Idella Phebe	33	13 06
O'Brien, Mary L	15	5 93
Pentz, Bertha E	102½	40 57
Putnam, Mary D	93	36 81
Rines, Rossie A	108	42 75
Sanford, Alida R	101	39 98
Schultz, Sadie E	105	41 56
Stuart, Charles	108	42 75
Wallace, Ellen	108	42 75
Whidden, L Georgina	102	40 37
Wier, Annie C	104½	41 36
Underwood, Annie	108	42 75
Allison, Jessie M	93½	24 66
*Card, Mary E	108	38 00
Cottle, Hannah	64	16 88
*Crowell, Maude S	105½	37 11
Foley, Ethel May	107½	28 37
Graham, Julia	108	28 50
Gray, Gracie L	92	24 27
Hamilton, Mildred	108	28 50
Kent, Janie A	106	27 97
*Lawrence, Harriet E	103	36 23
*Logan, Jessie M	105	36 93
*Long, Gertrude	96	33 76
*Mosher, Idella P	73	25 67
Murdock, Jennie B	107	28 24
Oatley, Florence	106	27 97
*O'Brien, Jennie L	106	37 29
Parker, Lillian B	90	23 74
*Reid, Anna May	108	38 00
*Simpson, Ruth B	54	19 00
Weatherhead, Jessie E	100	26 39
Webb, Myrtle	108	28 50

Assistants.

Cooke, Eva	44	11 60
Grant, Rebekah	105	18 47

INVERNESS.

SOUTH.

Matheson, Donald J	107	\$98 84
Smith, Edmund V	108	99 75
Chisholm, Duncan	43	22 69
Macdonell, Beatrice	106	55 94
McLean, James J	100	52 77
Sister St. Mary	108	57 00
Sister St. Prisca	108	57 00
Black, Jessie F	14	5 54
Currie, Eva Emeline	108	42 75
Gillis, Christy Ann	54	21 38
Gillis, John A	51	20 19
Jamieson, Ronald J	98	38 79
Macdonald, Mary Belle	108	42 75
McDonald, Stewart J	108	42 75
McInnis, William C	108	42 75
MacKay, Neil W	102	40 37
McKinnon, Mary	79	31 27
MacKinnon, John Y	90	23 74
McLean, Edgar H	89	35 23
McLellan, Margaret M	108	42 75

McLennan, Joseph N	87	34 43
MacMaster, Christina	107	42 35
McTavish, Helena M	108	42 75
Sutherland, Cecilia	108	42 75
Beaton, Mary B	93	24 53
Chisholm, Mary K	108	28 50
Doyle, Ellen J	63	16 62
Gillis, Barbara H	103	27 18
Gillis, Mary Bell	108	28 50
Gillis, James D	108	28 50
McDonald, Christie A	89	23 47
McDonald, Mary Jane	108	28 50
McDonald, Mary B	108	28 50
MacDonald, Stephen A	88	23 21
MacDonald, Stanley P	90	23 74
MacDonald, Martha	103	27 18
McDougall, Jessie A	108	28 50
McFarlane, Mary C	108	28 50
McGregor, Robert J	108	28 50
McInnis, Jessie Margaret	108	28 50
MacIntyre, Mary M	93	24 53
MacIntyre, Catherine Isabel	99	26 12
MacIver, Novena	69	18 20
MacIver, Tena	69	18 20
McLean, Duncan	78	20 58
McLellan, Margaret A	108	28 50
McLennan, Mary A	84	22 16
McLennan, Flora	103	27 18
McLeod, Mary Margaret	108	28 50
McMaster, Mary Belle	86	22 69
MacMaster, Mamie C	68	17 94
McMillan, Katie	108	28 50
MacMillan, Victoria	102	26 91
MacNeill, Mary A	107	28 24
MacPhail, Cassie Mae	106	27 97
McQuarrie, Angus	93	24 53
MacRae, Florence C	108	28 50
MacRae, Tena Mae	88	23 21
Martin, Jennie	10	2 63
Martin, Peter J	108	28 50
Rose Lily	108	28 50
Ross, Katherine J	98	25 86
Sister St John	108	28 50
Smith, Cecilia M	108	28 50
Smyth, Margaret W	102	26 91
*Davis, Mary	98	34 47
*Forbes, Katie B	107	37 65
*Macdonald, J Gordon	98	34 47
*McIntosh, Jessie A	73	25 67
*McIsaac, Mary Agnes	74	26 02
*MacKenzie, John R	103	36 23

NORTH.

Ballantyne, Janet W	86	45 38
Cormier, William E	15	7 90
Gillis, Malcolm A	27	14 24
Herdman, William C	108	57 00
LeBlanc, Julian J	108	57 00
Munro, Malcolm Scott	102	53 82
McLean, Hattie A	108	57 00
McRae, Agnes	108	57 00
Arseneau, Minnie A	108	42 75
AnCoin, Hubert	108	42 75
AnCoin, James H	108	42 75
Buckles, Sarah	105	41 56
Boudreau, Joseph C	108	42 75
Boudreau, Placide C	108	42 75
Campbell, Katie Jane	108	42 75

Chiasson, Moses	106	41 96	Davidson, Edna B	108	57 00
Chiasson, Ephraim	103	40 77	Dewis, Martha E	88	46 43
Doyle, Agnes Clare	107	42 35	Durling, Ina	108	57 00
Gillis, Donald J	81	32 06	Etter, Jamesina	107	56 47
LeBlanc, John P	108	42 75	Etter, Margaret	108	57 00
MacKay, Margaret J	108	42 75	Ford, Robie W	107	53 47
Sister St John	30	11 87	Hamilton, Bessie	103	54 35
MacQueen, Catherine	108	42 75	Hamilton, Gertrude H	104	54 88
MacFarlane, James	39	15 44	Hamilton, Helena H	108	57 00
McKinnon, Alex E	104	41 16	Healy, Mildred	108	57 00
Nicholson, Daniel J	100	42 75	Hiltz, Flora A	108	57 00
Nicholson, Arch G	95	37 60	Hird, Cassie B	105	55 41
Tompkins, Mary E	107	42 35	Illsley, Nellie E	108	57 00
Tompkins, Rebecca	106	41 96	Kinsman, Lillian	39	20 58
Arseneau, Nellie	108	28 50	Leonard, Susie	10	5 27
AuCoin, Charles J	93	24 53	Loomer, Estella J	15	7 90
Austin, Kenneth	107	28 24	Marchant, Laura L	108	57 00
Borrgoise, Henry	108	28 50	McCurdy, Gertrude	10	5 27
Campbell, Annie B	103	27 18	McIntosh, Mary G	108	57 00
*Coady, Annie J	108	38 00	McIntosh, Mary G, for 1904		5 57
Chiasson, Peter	108	28 50	MacMahon, Laura,	108	57 00
Doyle, Mary J	108	28 50	McWilliam, Janie	108	57 00
Doyle, Matilda A	35	9 23	Miller, Flora M	108	57 00
*Hawley, Maud	84	29 54	Mitchell, Guy	98	51 70
Ingram, Effie M	90	23 74	Osborne, Norman A	106	55 94
Kennedy, Murdoch D	106	27 97	Porter, Ethel G	107	56 47
LeBlanc, Judith	108	28 50	Rockwell, Gladys H	107	56 47
LeBlanc, Lazare	108	28 50	Webster, Eugene	102	53 82
LeVert, John	99	26 12	Webster, Leora C	103	54 35
Macdonald, Maggie M	108	28 50	Webster, Ora L	108	57 00
*Macdaniel, Nellie J	74	28 02	Welton, Mildred	108	57 00
Macdougall, Mary Agnes	106	27 97	Yuill, Etta J	108	57 00
Macdonald, Mary J	108	28 50	Andrews, Etta B	108	42 75
MacKay, Rose	35	9 23	Bishop, Hattie L	108	42 75
McLellan, Marjorie A	97	25 59	Borden, Alice L	103	42 75
McLellan, Mary C	101	26 65	Bowlby, Hattie B	101	39 98
McDaniel, Jessie	98	25 88	Cahill, Cassie L	106	41 96
*McKenzie, Annie S	90	31 66	Challen, Bessie	98	38 79
Macdonald, Flora B	106	27 97	Chase, Millicent S	103	40 77
McLennan, Katie B	101	26 65	Chesley, Ethel M	107	42 35
McLennan, Henrietta	73	19 26	Clarke, Jennie M	108	42 75
McIntosh, A H	32	8 43	Corkum, David A	108	42 75
MacKinnon, Annie	29	7 64	Davison, Laura E	15	5 98
MacKinnon, Hugh N	108	28 50	Day, Nellie L	93	36 81
MacKenzie, James A	108	28 50	Dewis, Martha	20	7 91
*Macdonald, James	108	38 00	Fales, Annie B	103	40 77
McDonald, Dan M	74	19 52	Foster, Laurie E	107	42 35
MacKinnon, Robert H	108	28 50	Gammon, Minerva	108	42 75
MacMillan, Duncan A	106	27 97	Gaul, Ethel	107	42 35
McDonald, Angus A	103	27 18	Harrison, Erna M	106	41 96
Tompkins, Nicholas J	108	28 50	Harris, Ethel M	43	17 02
			King, Mildred E	106	41 96
			Lamont, Nancy C	108	42 75
			Lockhart, Annie	106	41 96
			Lockhart, Bessie B	9	3 56
			Lockhart, Lena M	108	42 75
			Logan, Margaret S	103	40 77
			Loomer, Rene S	98	38 79
			Macnutt, Marie	107	42 35
			Marchant, Abbie J	108	42 75
			Margeson, Susie M	108	42 75
			McDonnell, Margaret	108	42 75
			McFall, Mary J	108	42 75
			McMahon, Nellie B	28	11 08
			Morse, Lillian M	97	38 39
			Morse, Nellie E	108	42 75
			Moore, Elizabeth	108	42 75
			Mosher, Margaret E	108	42 75
			Mossman, Eva L	98	38 79

## KINGS.

Farrell, Theresa	103	81 54
Kaulback, Lenora	103	67 95
McDonell, A Pauline	103	81 54
McLeod, Angus H	108	93 75
Robinson, Ernest	108	99 75
Bent, Sarah R	108	57 00
Best, Ella May	108	57 00
Bishop, Mabel E	108	57 00
Bligh, Harriet Alice	108	57 00
Borden, Annie B	98	51 70
Burbidge, Josephine	106	55 94
Chute, Clyde	108	57 00
Comstock, Frank L	108	57 00



Nichols, Elva G	77	30 48
Nichols, Lola M	108	42 75
Nicholson, Euphemia	90	35 62
Parker, Grace D	107	42 35
Parker, Marion R	108	42 75
Parker, Pruie E	107	42 35
Parker, Sidney	106	41 96
Pentz, Edith M	104	41 16
Phinney, Flora	106	41 96
Rathbun, Edna W	108	42 75
Robinson, Mabel L	106	41 96
Saunders, Mabel C	108	42 75
Webster, Grace	107	42 35
Whalen, Carrie E	102	40 37
Woodman, Edith E	39	15 44
Barteaux, Myrtilia	106	27 97
*Burns, J Alberta	108	36 44
*Burns, L. Mabel	101	34 08
*Card, Elizabeth Jane	56	18 90
Chipman, Nellie	107	28 24
*Cochran, Madge Irene	101	34 08
*Costley, A M	72	24 29
*Etter, Norma C	107	86 11
Ewing, Gertrude Z	5	1 68
Gammon, Mildred	108	28 50
*Greenough, Jennie	103	34 76
Harris, Ethel M	65	17 15
Hawksworth, Bella B	102	26 91
*Hazel, Eliza J	93	31 37
Hiltz, Ethel V	92	24 27
*Hiltz, Laliah	97	32 72
Jenkins, Girelda H	93	24 53
*Jones, Pearl Annie	101	34 08
*Kinsman, Alice R	108	36 44
Kinsman, Lillian	69	18 20
*Lawrence, Alice R	104	35 09
*McBride, Victoria A	107	36 11
McMahon, Nellie B	56	14 77
*McMillan, Eva Maie	103	34 76
*Miner, Bertha	59	19 91
*Morehouse, Edna R	108	36 44
Newcomb, Erle V	14	3 69
*Parker, Bertha M	62	20 92
Parker, Grace L	98	25 86
*Parker, Lucia	68	22 95
*Parker, Maude S	107	36 11
Parrish, Cora B	108	28 50
Patterson, Flora S	99	26 12
Patterson, Ruth A	72	18 99
Roscoe, Josephine O	92	24 27
*Stronge, Mary S	87	29 35
Stronge, Eva M	92	24 27
Tobin, Jennie May	93	24 53
*Weeks, Margaret W	108	36 44
*Woodman, Edith E	69	23 28
Young, Jessie S	103	28 50
*Charlton, Kate E	5	1 68
Emeno, Ethel	103	40 77

*Assistant.*

Parker, Iva E	15	2 63
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LUNENBURG.

Crombie, Isaac	108	99 75
Hewitt, M C	108	85 50

McKittrick B	108	99 75
Messinger, Laura	108	71 25
Bowlby, Minnie	103	54 35
Coffin, Sophia	108	57 00
Hamm, Maggie	108	57 00
Jondrey, Edith	108	57 00
Kinley, Florence	103	54 35
Lantz, Theresa	108	57 00
Longley, W H	108	57 00
Mader, Flora	108	57 00
Mullock, Florence	108	57 00
McCully, Eva	103	54 35
McLaughlin, Lilla	108	57 00
McMillan, Maud	107	56 47
Prince, Ina B	108	57 00
Spurr, E Blanche	104	54 88
Veinotte, A M	103	54 35
Wentzell, Hattie	108	57 00
Williston, Jennie	106	55 94
Young, Helen	108	57 00
Young, Mary E	108	57 00
Bowers, Mary	107	42 35
Card, Hattie	107	42 35
Cossman, M	104	41 16
Crawford, Florence	98	38 79
Crofts, Margaret	108	42 75
Cushing, Alice	108	42 75
Duncan, Jessie	108	42 75
Eisenhauer, Alice	107	42 35
Ernst, Phebe	108	42 75
Fancy, Jennie	108	42 75
Feener, Agnes	101	39 98
Fralic, Elva	102	40 37
Getson, Grace	108	42 75
Hamm, Erema	103	40 77
Hawksworth, Eva	105	41 56
Hebb, Charles	108	42 75
Hebb, Elsie	108	42 75
Hebb, Florence	107	42 35
Hirtle, Ethel	107	42 35
Hume, Florence	103	40 77
Kaulback, Helen	108	42 75
Keddy, Bessie	108	42 75
Kuickle, Charles	108	42 75
Logan, M E	98	38 79
Lohnes, E M	105	41 76
Manning, Myra	108	42 75
Milletts, Sadie	38	15 04
Milletts, Nettie	24	9 50
Morton, Beatrice	30	11 87
McLachlan, Ethel	108	42 75
McLachlan, Lelia	103	40 77
Nauss, Ola G	108	42 75
Newcombe, Mabel	108	42 75
Parke, Ethel	103	40 77
Rhodenizer, V B	108	42 75
Scott, Ethel	108	42 75
Smith, Idella	108	42 75
Smith, Lola	101	39 98
Smith, Mary	105	41 56
Taylor, Grace	107	42 35
Tobin, Ellen	108	42 75
Tobin, Mary	108	42 75
Tretheway, Jessie	107	42 35
Warner, Emma	103	40 77
Wentzell Ida	105	41 56
West, Ella	108	42 75
Wilson, Eva	108	42 75
Zwicker, Nettie	108	42 75



Gould, Alberta	107	42 35
Henderson, C L	97	38 39
Irving, Eva C	103	40 77
MacAulay, Lorinda	92	36 41
MacDonald, Ada S	103	40 77
MacKenzie, Ethel	107	42 35
MacKinnon, George E	108	42 75
MacKenzie, Barbara A	108	42 75
MacCunn, Isabella M	105	41 56
MacKenzie, J Elizabeth	105	41 56
MacIntosh, D S	105	41 56
MacKay, Beatrice	107	42 35
McMillan, Anabelle	13	5 14
Munro, Maggie A	107	42 35
Parker, Essie	97	38 39
Reid, Marion J	107	42 35
Rose, Jessie F	97	38 39
Ross, Marion	92	36 41
Robinson, Emma C	14	5 54
Stewart, Martha	108	42 75
Tanch, Joseph H	97	38 39
Taylor, Arabelle	88	34 83
Armstrong, Edna V	86	22 69
Cameron, Ethel	106	27 97
Cameron, Bessie A	104	27 44
Craig, J Violet	107	28 24
Dewar, Effie M	103	27 18
Downing, Florence	106	27 97
Dwyer, Florence B	108	28 50
*Ferguson, Maria J	93	32 71
Grant, Anna	101	26 65
Gordon, Evelyn	63	16 62
Henderson, Bessie	108	28 50
Matheson, M Myrtle	97	25 59
Matheson, Annie A	95	25 07
MacKenzie, Marion J	108	28 50
MacKay, Annie	100	26 39
MacKay, Margaret	102	26 91
MacKay, Annie C	106	27 97
MacAulay, Elva	95	25 07
*McBain, Mary C	93	32 71
McKay, Christina B	88	23 21
McLeod, Jessie W	97	25 59
McLeod, Mabel H	106	27 97
MacTavish, Ella	103	37 18
MacDonald, Cassie	96	25 33
McCabe, Isabella W	93	24 53
*McLean, Grace C	91	32 01
Murdoch, Louisa M	108	28 50
*Maxwell, Margaret L	93	32 71
Reid, Edna E	54	14 25
*Ross, Blanche M	106	37 29
Ross, Bessie B	107	28 24
Stramberg, Vida	107	28 24
SOUTH.		
Finlayson, J N	105	\$96 98
Grant, Tena	108	71 25
Low, Lucy	108	85 50
McLeod, J T	108	99 75
Allen, Margaret E	108	57 00
Bishop, Emma E	14	7 38
Bruce, William	108	85 50
Cunning, Isabel K	92	48 54
Duff Catherine	107	56 47
Fraser, Mabel O	108	57 00
Fraser, M Louise	108	57 00
Fraser, Attie A	108	57 00

Grant, Clara A	108	57 00
Johnston, Isabel	106	55 94
Laurie, Elizabeth	108	57 00
MacPherson, Eliza	106	55 94
MacGillivray, Annie L	108	57 00
MacKenzie, A S	108	57 00
MacInnis, A D	106	55 94
McLean, Cassie E	108	57 00
McLeod, J W	104	54 88
MacKay, Mary	107	56 47
Mortimer, J Wallace	108	57 00
McInnis, Katherine	108	57 00
Robson, Norman	108	57 00
Russell, Elizabeth	108	57 00
Sutherland, Tena B	107	56 47
Sommerville, Josephine	108	57 00
Sproull, Kate F	99	52 23
Thompson, Elizabeth	108	57 00
Williams, Mildred	108	57 00
Young, Nettie B	108	57 00
Archibald, Lina C	42	16 63
Ballantyne, Susan M	108	42 75
Bryden, Myra J	108	42 75
Cameron, Anna B	39	15 44
Cameron, Mary M	108	42 75
Cunningham, Dolina	99	39 18
Chisholm, Marianne	98	38 79
Cameron, Lizzie M	93	36 81
Douglas, J Maude	107	42 35
Doyle, Emma	108	42 75
Fraser, Maggie T	108	42 75
Fraser, Emily M	104	41 16
Grant, Etta W	107	42 35
Grant, Katherine	88	34 83
Grant, Julia	107	42 35
Grant, Elia J	105	41 56
Gillis, Margaret	78	30 88
Gunn, Stirling	92	36 41
Henderson, J W	99	39 18
Macdonald, J R	84	33 24
Macdonald, Margaret N	108	42 75
Meikle, Christina E	107	42 35
MacLellan, Grace	108	42 75
MacKinnon, Ada K	108	42 75
MacKay, Jessie	106	41 96
Macleod, Florence J	108	42 75
Maxwell, Ella	106	41 96
Maxwell, Bessie B	106	41 96
McGluslan, Isabel	106	41 96
McIntosh, Miranda B	107	42 35
McDonald, Annie C	108	42 75
McLeod, Isabell J	108	42 75
Munro, Lily F	106	41 96
Munro, Alberta	104	41 16
MacIntosh Jennie F	107	42 35
Munro, Mary E	103	42 75
O'Neil, Annie H	106	41 96
Park, Marian	53	20 98
Reid, Lena	107	42 35
Robertson, Alex W	108	42 75
Russell, Martha C	101	39 98
Ross, Maggie	97	38 39
Sutherland, Lena E	108	40 77
Sutherland, Mary E	107	42 35
Stalker, Elizabeth J	35	13 86
Stewart, Jennie	104	41 16
Allen, Ethel M	56	14 77
*Bannerman, Margaret A	57	20 05
Boutillier, Eliza	107	28 24

*Cameron, Christy A	55	19 35
Cumming, J W	106	27 97
Cameron, Mary	81	21 37
*Campbell, Peter	78	27 43
Crowe, Janetta	105	27 71
Cameron, Hannah	99	26 12
Douglas, Florence N	99	26 12
Grant, Jessie M	91	24 00
Gunn, Helen	104	27 44
Harivel, Sophie	99	26 12
Jackson, Annie F	108	28 50
Kennedy, Jennie M	108	28 50
McEwan, Mary C	106	27 97
MacDonald, Margaret K	107	28 24
*MacDonald, Mary	100	35 18
Matheson, Maud	108	28 50
McDonald, Anna	107	28 24
*McGillivray, Jessie	93	32 71
*McMillan, Maggie J	91	32 01
McLean, Christina L	93	24 53
McPhie, Janie	107	28 24
McQueen, Emma H	37	9 75
Meikle, Duncan P	108	28 50
Patterson, Margaret B	106	27 97
*Ross, Maggie M	54	19 00
*Robertson, Edith	106	37 29
Sutherland, Elizabeth	107	28 24
Thompson, Mary A	107	28 24

## QUEENS.

Freeman, H S	108	\$99 75
Dauphinie, Josie	108	57 00
Fancy, Lydia	105½	55 67
Freeman, Florence	108	57 00
Forbes, Addie	107	56 47
Harding, M K	108	57 00
Harrington, E B	108	57 00
Kempton, Ellie	91	48 01
Mullins, Jennie	108	57 00
Smith, Lizzie	24	12 66
Smith, Sophia	108	57 00
Bell, Marie R	108	42 75
Eldridge, Grace	15	5 93
Freeman, Juna	107	42 35
Freeman, Margaret	108	42 75
Hemeon, Nettie	108	42 75
Kempton, Josie	108	42 75
Manthorne, Maud	108	42 75
Parke, Nellie	104	41 16
Swansburg, Mary	84	33 24
Zwicker, Carrie	103	40 77
Froude, Eudella	108	28 50
Forbes, Annie	108	28 50
Gardener, Estella	105	27 71
Gardener, Melbourne	106	27 97
Gardener, Nettie	108	28 50
*Gross, Beulah	98	34 47
Leaman, Dessie	93	24 53
Manthorne, L C	108	28 50
*Matthews, Myra	103	36 23
Munto Effie	107	28 24
Parke, Robina	106	27 97
Parnell, Alma	108	28 50
Purney, Helen	108	28 50
Smith, Allie	108	28 50
Walker, Nellie	108	28 50
Zwicker, Annie	106	27 97

## NORTH QUEENS.

Corkum, Inez	108	\$57 00
Freeman, Jessie E	108	57 00
Bolser, Frank	106	41 96
Hallamore, Elsie	103	40 77
Keddy, Beatrice	45	17 81
McGinty, Katherine	107	42 35
Parker, Carrie	107	42 35
Bertaux, Josephine	106	27 97
Chandler, Sadie	73	19 26
Cushing, Nina	107	28 24
*Dauphinie, Jessie	90	31 66
*Decker, Mary E	106	37 29
Freeman, Ada	107	28 24
*Freeman, Hilda	108	38 00
Freeman, Nellie	108	28 50
Harlow, Ada	86	22 69
Murley, Estella	108	28 50
*Webber, Olie B	64	22 51
*Wenzell, Lois	98	34 47
Wile, Susie	107	28 24

## RICHMOND.

Macdonald, Willie A	108	\$99 75
Boyd, Christina	108	57 00
Boyd, D D	106	55 94
Campbell, Dan H	108	57 00
Ferguson, Wm N	104	54 88
Gillis, D McK	102	53 82
McDaniel, Bernard J	108	57 00
MacDonald, Mary C	108	57 00
McLauchlan, Grace D	81	42 75
Boucher, Eugene J	92	36 41
Doucet, M C	108	42 75
Giroir, Eva Barbe	103	40 77
Johnson, Harriet J	107	42 35
Kemp, Hector F	108	42 75
Macdonald, Nellie	108	42 75
McKillop, Ewen D	107	42 35
MacLeod, Tena H	108	42 75
McLeod, Hugh A	89	35 23
MacLeod, John Rodk	108	42 75
Macneil, Minnie V	108	42 75
Martel, Melina	108	42 75
Nelson, J Scott	105	41 56
Ross, Annie J	108	42 75
Bonin, Mary E	107	28 24
Boudrot, Edward D	97	25 69
Boyd, Laura E	108	28 50
Boyle, Katie A	108	28 50
Brymer, Emma J	103	27 71
Burke, Eva M	108	28 50
Deagle, Joseph	108	28 50
Finlayson, Tena J	79	20 84
Hanway, Florence	108	28 50
Hynes, James Fraser	105	27 71
Johnston, Mary C	74	19 52
Laidlaw, Maud S	105	27 71
Langley, Jennie	107	28 24
Leslie, Alfreda M	106	27 97
McDonald, Harry	101	26 65
MacKay, John F	66	17 41
McKillop, Dan A	103	27 18
McKillop, Anderson B B	72	18 99
MacLachlan, Mary A	89	23 47

McLellan, Mary Agnes	100	26 39
MacLeod, Marie S	108	28 50
McLeod, Peter A	108	28 50
Macneil, Minnie A	106	27 97
Macneil, Margaret	99	26 12
Malcolm, Etta Jane	108	28 50
Matheson, Elsie	108	28 50
Monbourquette, Sarah P	103	27 18
Murphy, Minnie	108	28 50
Nelson, Gustave A	108	28 50
O'Toole, Sara E	108	28 50
O'Toole, Henrietta	105	27 71
Poirier, Alban	54	14 25
Sampson, Mary E	108	28 50
Sutherland, Dan A	74	19 52
Taylor, Emma	64	16 88
Walker, Wallace R	108	28 50
White, Laura M	107	28 24
Wilson, Mrs Julia	104	27 44
*Beaver, Mrs Susan	93	32 71
*Boyle, Cecilia M	15	5 27
*Cameron, Marion A	108	38 00
*Grant, Cassie J	64	22 51
*Langley, Susan P	91	32 01
*MacDonald, Alex R	108	38 00
*Morrison, Annie	108	38 00
*Morrison, Jessie A	74	26 02
*Morrison, John R	66	23 21
*Thibeau, Peter	108	38 00
*White, Minnie M	104	36 58

SHELBURNE.

Bruce, C S	108	\$99 75
Dill, Geo W	108	99 75
Allen, Janie K	108	57 00
Capstick, Grace	108	57 00
Downie, Henry A	108	57 00
Kirk, Helen M	108	57 00
Longhurst, Catherine	107½	56 73
MacGill, Lizzie P	97	51 17
Allen, Mary V	108	42 75
Batton, Viola M	108	42 75
Crowell, Solon	108	42 75
Doleman, Frank R	108	42 75
Etherington, A A	108	42 75
Findal, Adeline	108	42 75
Firth, Cora M	108	42 75
Freeman, Nellie B	108	42 75
Giffin, Grace M	107	42 35
Goodick, Jas D	108	42 75
Holden, Annie P	108	42 75
Kirk, Janet H	108	42 75
Lyle, Emily R	108	42 75
MacAlpine, F D	106	41 96
Macdonald, Mina	108	42 75
MacMillan, Lizzie	108	42 75
Martin, Kate L	108	42 75
Nickerson, Sadie B	96	38 00
Nickerson, Charlotte L	105	41 56
Sutherland, Bessie	108	42 75
Swanburg, A M	108	42 75
Wright, Ethel L	108	42 75
Clark, Bernice	108	28 50
Downie, Eula M	101	26 65
*Freeman, Lulu T	107	37 65
Giffin, Clifford	108	28 50

*Goodick, Jedidah	108	38 00
Hammond, H Glenn	108	28 50
Hardy, Bertha W	108	28 50
Hardy, Hilda M	107	28 24
Hayden, Helena E	108	28 50
Jones, Annie M	107	28 24
Jones, Sadie B	108	28 50
*Littlewood, Jean	15	5 27
Locke, Louisa M	101½	26 78
Mackay, Gertrude A	108	28 50
Ringer, Chas H	107	28 24
Swanburg, Maria L	108	28 50
Swimm, Clara M	99	26 12

BARRINGTON.

Craig, N R	108	57 00
Dorman, Robert	107	56 47
Fox, Arthur D	10	5 27
Larka, Bertha	103	54 35
Martin, M L	108	57 00
Nickerson, M A	108	57 00
Sears, L F	107	56 47
Thorburn, E M	106	55 94
Amiro, Olive M	88	34 83
Atwood, Maud L	105	41 56
Bower, Carrie E	108	42 75
Brannen, W E	103	40 77
Braunen, Lennie M	97½	38 59
Decker, Chas E	108	42 75
Ellis, Nellie F	107	42 85
Harding, Mary	108	42 75
Hogg, Garnet W	108	42 75
Hopkins, A M	108	42 75
Hopkins, Bella L	108	42 75
Kean, Evelyn S	108	42 75
Nickerson, S H	107	42 35
Swaine, Eva H	107	42 35
Thomson, C. Helena	10	3 95
Thorburn, Minnie B	107	42 35
Atkinson, M E	10	2 63
*Belliveau Benj	54	19 00
Brannen, Nellie R	106	27 97
*Devine, Harriet	92½	32 53
Giffin, Ida M	108	28 50
Hurlburt, C G	10	2 63
*Mackay, Maud A	108	38 00
Sholds, Edna L	108	28 50
Smith, Marjorie	105	27 71
Swaine, Mysie M	108	28 50
Smith, Elsie B	108	28 50
Trefry, Katie C	107	28 24
Trefry, A Pauline	105	27 71
Turpin, Bessie S	10	2 63

VICTORIA.

MacDonald, J Crerar	108	\$39 75
Campbell, Lizzie M	108	57 00
Hennesy, Margaret	108	54 35
Macdougall, Jean	108	57 00
McIntosh, Martha E	108	57 00
McDonald, Michael B	108	57 00
Douglas, Fred A	66	26 13
Hartigan, Elizabeth	108	42 75
Howatson, Jessie	107	42 35

Moffatt, Annie M	97	38 39	Martin, Oscar M	98	51 70
McLean, Tena O	108	42 75	Moses, Judson A	108	57 00
McRae, Bessie F	108	42 75	Murray, Grace E	108	57 00
Maddonald, Catherine A	108	42 75	Pierce, Mabel E	108	57 00
McKenzie, Agnes J	64	25 33	Phillips, E R	108	57 00
McLeod, Margaret	108	42 75	Raymond, L	108	57 00
McGillivray, Allena M	108	42 75	Smith, Lotta G	108	57 00
McCulloch, Marion	106	41 96	Trefry, Amy G	108	57 00
MacLeod, Mary	97	38 89	Wyman, Lizzie	108	57 00
McAulay, Jessie	108	42 75	Abbott, Estell M	103	40 77
McInnes, Angus J	108	42 75	Allen, Frances L	104	41 16
McLennan, Dan A	108	42 75	Bain, Ethel M	108	42 75
Rice, Robert A	108	42 75	Brown, Maud S	98	38 79
McLeod, John D	108	42 75	Bryant, Arletta	107	42 35
McPhee, Maud	84	33 24	Chipman, Agnes	106	41 96
McAskill, Florence J	108	42 75	Churchill, Gordon	108	42 75
Campbell, May A	108	28 50	Crosby, Jessie H	56	22 17
*Kennedy, Christy B	105	36 93	Crosby, Lennie M	106	41 96
Livingstone, Katherine	64	16 88	Delamere, Susan V	108	42 75
McCaskill, Jessie H	98	25 86	Dunn, Annie M	103½	40 97
MacKay, William	74	19 52	Frost, G B	98	38 79
*McKenzie, Eliza A	108	38 00	Frost, M A	108	42 75
McRitchie, Dan J	107	28 24	Goudey, L Ada	101	39 98
McIver, Iver John	107½	28 37	Hamilton, J W	108	42 75
*McRae, Mary Isabella	62	21 81	Huskins, A G	99½	39 38
McInnes, Mary M	65	17 15	Iram, Nellie M	108	42 75
McAulay, Christina	108	28 50	Killam, L E	108	42 75
McLeod, Daniel A	63	16 62	Knowles, M L	98	38 79
McMillan, Mary	100	26 39	Kempton, Enos	15	5 93
McLeod, Kenena	74	19 52	Mackay, Janet	108	42 75
*McRae, Margaret	91	32 01	MacLeod, Nelsie	66	28 13
McLeod, Bessie M	105	27 71	Parker, Venie W	103	40 77
*Morrison, Joanna	108	38 00	Patten, Lou C	103	40 77
Nicholson, Annie B	108	28 50	Perry, Hattie M	108	42 75
Watson, Ellie May	103	27 18	Platt, Ada M	108	42 75
Robert, A Rice (for 1904)	20	5 57	Titus, Lizzie T	105	41 56
Macdonald, Angus D	108	28 50	Turner, Flora A	52	20 59
Smith, Mary A	108	28 50	Weston, Mary L	107	42 35
Stewart, Robt A	108	28 50	Baker, Genie A	107	28 24
Dauphinee, George	93	24 53	Crosby, Mary E	107	28 24
McLeod, Tena Harriet	78	20 58	Crosby, Mildred	105	27 71
McDonald, Malcolm	48	12 66	Cunningham, Marie	93	24 53
Young, Edgar	63	16 62	Fleet, Sarah I	107	28 24
			*Kempton, Bessie H	96½	33 94
			Lamrock, Bessie	108	28 50
			*MacGray, Fannie E	107	37 65
			Moses, Etta F	108	28 50
			Pennington, Janet J	108	28 50
			Purney, Maria G	108	28 50
			Snow, Cassie	15	3 95
			*Stingel, Viva C	105½	37 11
			*Tinkham, Jessie E	107	87 65
			Wetmore, Flora E	108	28 50
			Wilson, Myrtle C	106	27 97
			Winter, Eva D	108	28 50

## YARMOUTH.

Kempton, W F	106	\$97 89
Bingay, Jas H	107½	84 81
Blackadar, G D	108	85 50
Wyman, H J	100	79 17
Bingay, N B	108	71 25
Horner, A W	108	85 50
MacGray, M W	108	71 25
Trask, J Logan	108	71 25
Allen, S B	108	57 00
Bond, Mary G	107½	56 73
Cann, Bell	108	57 00
Churchill, H W	108	99 75
Churchill, N	108	57 00
Crowell, Annie E	103	54 35
Goodwin, E B	108	57 00
Goudey, Theo B	108	57 00
Grierson, Jean	106	55 94
Huestis, H A	107	56 47
Jenkins, Emma J	108	57 00
McLeod, Arthur J	108	57 00
Mackay, Ethel W	108	57 00

## ARGYLE.

Belliveau, Catherine	107	\$56 47
Deansinore, Flo	108	57 00
LeBlanc, E M	108	57 00
Mack, R T	106	55 41
Smith, Annie S	105	55 41
Young, Lottie M	14	7 38
Amiro, Lena B	108	42 75
Amiro, Eva A	106	41 96
Brannen, Gertrude	107	42 35
D'Entremont, M, A	89	35 23
Doucet, Emily	15	5 93

Franey, B. M	108	42 75	Bourque, M M	108	28 50
Frost, C W	108	42 75	Bourque, Philo	106	27 97
Jordan, Minnie T	107	42 35	Bourque, Rosa	108	28 50
Knowles, Ina	105	41 56	D'Eon, Theresa A	107	28 24
Long, Agnes S	108	42 75	*Doane, Jennie	84	29 54
MacCarthy, E L	106	41 96	Duncanson, L L	107	28 24
McLeod, M A	108	42 75	*Hamilton, L B	108	38 00
Moses, Agnes	108	42 75	Hatfield, Mary	67 $\frac{1}{2}$	17 80
Pothier, Maggie A	48	19 00	Jeffrey, Mary B	108	28 50
Pothier, Martha A	108	42 75	LeBlanc, J E	108	28 50
Pothier, A C	107	42 35	MacGinnis, Annie	108	28 50
Purdy, L S	42	16 65	*Moses, Della B	93	32 71
Rawlings, M Adina	108	42 75	Moses, Minnie J	108	28 50
Shand, Carrie	108	42 75	*Perry, Verna L	74	26 02
Shields, B L	106	41 96	Pothier, Annie	108	28 50
Sister Seraphia	108	42 75	Reynolds, Avis	74	19 52
Sister M John	108	42 75	Richard, Angele	106	27 97
Sister Stanislaus	106	41 96	Scott, Anna	79	20 84
Thomas, Ida M	108	42 75	Sister Gonzaga	107	28 24
Amiro, Estelle	108	28 50	Suret, Emma	93	24 53
Baker, Annie	108	28 50	Suret, Elizabeth	106	27 97
*Bourque, M V	79	27 78	Thorburn, M A	108	28 50

**FORMS.**

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

**TEACHER'S NOTICE TO INSPECTORS.**

To.....  
 Inspector of Schools.

School opened to-day in..... Section No..... District of..... in  
 which Mr..... is Sec'y to Trustees. My engagement is for.....  
 Taught last in..... Section, Co. of..... My License is Class....  
 No..... Year, 19..... I intend to compete for.....  
 Date..... }  
 ..... } Teacher.  
 ..... } P. O. Address.

**TRUSTEES' FORMS.**

**No. 1.**

**MINUTES OF ANNUAL MEETING.**

The Annual School Meeting of..... Section, No..... District of.....  
 was held in....., on June....., 190.....

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

*Signed by*

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

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



No. 2.

RATE ROLL.

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

No. 3.

FORM OF SECRETARY'S ACCOUNTS.

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

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

No. 4.

ACCOUNT.

.....190

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

To School Rates Current Year, viz.:

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

Immediate payment is requested.

.....  
Sec. to Trustees.

No. 5.

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

Date.....

.....  
.....  
.....} Trustees.

No. 6.

SPECIAL ANNUAL SCHOOL MEETING.

..... School Section No....., District of.....  
having failed to hold the regular Annual School Meeting at the time required by law upon  
notice from the Trustees and in accordance with Chapter 52, Section 28(2), of the  
Education Act, I hereby fix....., the..... day of.....  
A. D., 190..., as the date for holding a Special Annual School Meeting for said Section.

..... }  
Date ..... } .....  
Inspector of Schools.

P. S.—Notice of such Special Annual Meeting shall be given in the manner provided in  
the case of the Regular Annual Meeting.

No. 7.

SPECIAL SCHOOL MEETING.

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

Date..... }  
Trustees.

No. 8.

APPLICATION FOR PROVISIONAL LICENSE BY THE TRUSTEES.

To.....  
Inspector of Schools.

We, the Trustees of..... Section No....., District of.....  
hereby assure you that although we have made reasonable effort to employ a regular teacher  
of permanent class, one could not be obtained; and we believe Miss.....  
who appears to have the legal qualifications specified in Regulation 114, would be acceptable  
to the School Section for the year. We therefore request you to recommend her to the  
Council of Public Instruction for a Provisional License for this Section so that we may  
have a School for the remainder of the term.

..... }  
Date ..... } Trustees.

P. S.—Application should not be made to the Inspector of Schools for such license till  
time has been taken to make sure that a licensed teacher cannot be obtained. No such  
license can be granted before 15th September.

TEACHER'S AGREEMENT.

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

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

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

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

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

Witness,  
[*Name of Witness.*]

[*Name of Teacher.*]  
[*Names of Trustees.*]

\*COMMENT: or quarterly.

BOND OF THE SECRETARY OF TRUSTEES.

PROVINCE OF NOVA SCOTIA,

KNOW ALL MEN BY THESE PRESENTS, THAT WE (*name of Secretary*) as principal, and (*names of sureties*) as sureties, are held and firmly bound unto our Sovereign Lord EDWARD VII, by the Grace of God, of the United Kingdom of Great Britain and Ireland, King, &c., in the sum of ..... dollars of lawful money of Canada, to be paid to our said Lord the King, his heirs and successors, for the true payment whereof we bind ourselves, and each of us by himself, for the whole and every part thereof, and the heirs, executors and administrators of us and each of us, firmly by these presents, sealed with our seals and dated this ..... day of ..... in the year of Our Lord one thousand nine hundred and .....

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

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

Signed, sealed and delivered }  
in the presence of }  
[*Name of Witness.*]

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

This bond should be promptly filed with the Inspector of Schools immediately after a new secretary is appointed. As soon as possible after the election of a new trustee, a meeting of the board of trustees should be held; and one of the first points to be attended to is the re-appointment of the old secretary or the appointment of a new one [who should send in his bond before receiving any school funds.

## Regulations of C. P. I. as amended up to date, April, 1905.

### 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 same grade written for unsuccessfully at previous examinations, 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, the error being due to causes beyond his control, the dollar shall be returned. Providing there is sufficient accommodation, the Deputy-Examiner may admit any candidate 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 or more) of the grade on any eight papers, with no subject below 25.

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

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

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

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

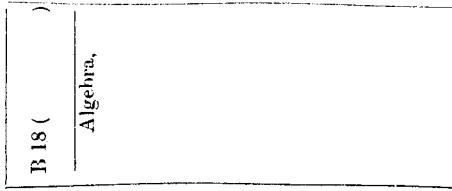
(3) Candidates shall provide themselves with (for their own exclusive use), pens, pencils, mathematical instruments, rulers, ink, blotting paper, and a supply of good, heavy foolscap paper of the size thirteen inches by eight.

(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  $6\frac{1}{2}$  by 8 inches); 2nd, by doubling again in the same direction, pressing the fold flat so as to give the size of  $3\frac{1}{2}$  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,  $3\frac{1}{2}$  inches by  $\frac{1}{2}$  inch, there must be written in very distinct characters, 1st, the letter indicating the grade; 2nd, the candidate's number, and 3rd, a vacant parenthesis of at least one inch, within which the deputy examiner shall afterwards place the private symbol indicating the station. Immediately underneath this space and close to it should be neatly written the title or subject of the paper.

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



(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 contraction in any of its parts.)

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



(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.....X.....miles. Estimated distance from the sea coast.....miles. Estimated altitude above the sea level.....feet.

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

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

Proportion of forest and its character.....

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

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

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

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

When First  
 Seen.

When  
 Becoming  
 Common.

(WILD PLANTS, ETC.—NOMENCLATURE as in "Spotton" or  
 "Gray's Manual"),

1. Alder (*Alnus incana*), catkins shedding pollen.....
2. Aspen (*Populus tremuloides*), ".....
3. Mayflower (*Epigaea 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*, *cuscutata*), 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.]					When First Seen.	When becoming Common.
Jan. 31.	April 120.	July 212.	Oct. 304.			
Feb. 59.	May 151.	Aug. 243.	Nov. 334.			
March 90.	June 181.	Sept. 273.	Dec. 365.			
(For LEAP years increase each number except that for January by 1.)						
28.	Pigeon Berry ( <i>Cornus Canadensis</i> ), fruit ripe					
29.	Star Flower ( <i>Trientalis Americana</i> ), flowering					
30.	Clintonia ( <i>Clintonia borealis</i> ), flowering					
31.	Marsh Calla ( <i>Calla palustris</i> ), flowering					
32.	Lady's Slipper ( <i>Cypripedium acaule</i> ), flowering					
33.	Blue-eyed Grass ( <i>Sisyrinchium ang.</i> ), flowering					
34.	Twinflower ( <i>Linnaea borealis</i> ),					
35.	Pale Laurel ( <i>Kalmia glauca</i> ), flowering					
36.	Lambkill ( <i>Kalmia angustifolia</i> ),					
37.	English Hawthorn ( <i>Crataegus oxyacantha</i> ), flowering					
38.	Scarlet-fruited Thorn ( <i>Crataegus coccinea</i> ),					
39.	Blue Flag ( <i>Iris versicolor</i> ), flowering					
40.	Ox-eye Daisy ( <i>Chrysanthemum Leucanthemum</i> ), flowering					
41.	Yellow Pond Lily ( <i>Nuphar advena</i> ), flowering					
42.	Raspberry ( <i>Rubus strigosus</i> ), flowering					
43.	" " " fruit ripe					
44.	Yellow Rattle ( <i>Rhinanthus Crista-galli</i> ), flowering					
45.	High Blackberry ( <i>Rubus villosus</i> ), flowering					
46.	" " " fruit ripe					
47.	Pitcher Plant ( <i>Sarracenia purpurea</i> ), flowering					
48.	Heal-All ( <i>Brunella vulgaris</i> ),					
49.	Common Wild Rose ( <i>Rosa lucida</i> ),					
50.	Fall Dandelion ( <i>Leontodon autumnale</i> ),					
51.	Butter-and-Eggs ( <i>Linaria vulgaris</i> ),					
52.	Expanding leaves in spring made trees appear green— (a) first tree, (b) leafing trees generally.					
(CULTIVATED PLANTS, ETC.)						
53.	Red Currant ( <i>Ribes rubrum</i> ), flowering					
54.	" " " fruit ripe					
55.	Black Currant ( <i>Ribes nigrum</i> ), flowering					
56.	" " " fruit ripe					
57.	Cherry ( <i>Prunus Cerasus</i> ), flowering					
58.	" " " fruit ripe					
59.	Plum ( <i>Prunus domestica</i> ) flowering					
60.	Apple ( <i>Pyrus Malus</i> ), flowering					
61.	Lilac ( <i>Syringa vulgaris</i> ), flowering					
62.	White Clover ( <i>Trifolium repens</i> ), flowering					
63.	Red Clover ( <i>Trifolium pratense</i> ),					
64.	Timothy ( <i>Phleum pratense</i> ),					
65.	Potato ( <i>Solanum tuberosum</i> ),					
(FARMING OPERATIONS, ETC.)						
66.	Plowing begun					
67.	Sowing "					
68.	Planting of Potatoes begun					

PHENOLOGICAL OBSERVATIONS—(Continued).

69. Shearing of Sheep.....		
70. Hay Cutting.....		
71. Grain Cutting.....		
72. Potato Digging.....		
(METEOROLOGICAL PHENOMENA.)		
73. Opening of (a) Rivers, (b) Lakes without currents.....	(a)	(b)
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.)	Going North or coming in Spring.	Going South or leaving in Fall.
(MIGRATION OF BIRDS, ETC.)		
81. Wild Duck migrating.....		
82. Wild Geese migrating.....		
83. Song Sparrow ( <i>Melospiza fasciata</i> ).....		
84. American Robin ( <i>Turdus migratorius</i> ).....		
85. Slate coloured Snow Bird ( <i>Junco hiemalis</i> ).....		
86. Spotted Sand Piper ( <i>Actitis macularia</i> ).....		
87. Meadow Lark ( <i>Sturnella magna</i> ).....		
88. Kingfisher ( <i>Ceryle Aleyon</i> ).....		
89. Yellow Crowned Warbler ( <i>Dendroeca coronata</i> ).....		
90. Summer Yellow Bird ( <i>Dendroeca aestiva</i> ).....		
91. White Throated Sparrow ( <i>Zonotrichia alba</i> ).....		
92. Humming Bird ( <i>Trochilus Colubris</i> ).....		
93. King Bird ( <i>Tyrannus Carolinensis</i> ).....		
94. Bobolink ( <i>Dolichonyx oryzivorus</i> ).....		
95. American Gold Finch ( <i>Spinus tristis</i> ).....		
96. American Redstart ( <i>Setophaga ruticilla</i> ).....		
97. Cedar Waxwing ( <i>Ampelis cedrorum</i> ).....		
98. Night Hawk ( <i>Chordeiles Virginianus</i> ).....		
99. Piping of Frogs.....		
100. Appearance of Snakes.....		

(OTHER OBSERVATIONS AND REMARKS.)

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 3RD JULY, 1905.

	TIME.	GRADE A.	COUNTY ACADEMY ENTRANCE. Beginning 29th June.			
MONDAY.	A. M. 9.00 to 10.00 10.10 " 11.10 11.15 " 12.15	Roman History. Chemistry. Plato.	TUESDAY, 29th 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. Zoology. Navigation.	FRIDAY, 30th 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.		SUPPLEMENTARY EXAM.		
		Hygiene and Temperance. School Law and Management. Theory and Practice of Teaching.	P. M. 2.00 to 3.00 3.10 " 4.10 4.15 " 5.15	"C" Drawing and B. K. "D" Science. "C" Science.		

99.

OPTIONAL EXAMINATION IN MUSIC, ETC.

- (a) At the County Academy Entrance Examination and the Teachers' Minimum Professional Qualification Examination, candidates who have taken London Tonic Sol-Fa certificates can for the question in music *substitute* their certificates for which values will be given as follows: For "Junior" certificate, 10; for "Elementary" certificate, 15; and for "Intermediate" certificate, 20—the last two for M. P. Q. only.
- (b) The candidate will enter in a parenthesis as an answer to the No. of the question on music in his examination paper, the words "Junior certificate," or "Elementary certificate," or "Intermediate certificate," as a reference to the fact that such a certificate has been handed to the deputy examiner, bearing on its back the name, and address, and examination number, and station of the candidate plainly indorsed upon it.
- (c) The certificates will be received by the deputy examiner, compared with his list to verify the correctness of the indorsation by the candidates, then enclosed in one envelope addressed, in the case of the Academy Entrance, to the Principal, and in the case of the M. P. Q. to the Superintendent of Education, who, after perusal, shall return them to the respective candidates.
- (d) The Principal or the Superintendent, as the case may be, shall then indorse 10, 15 or 20 points (according to a) on the examiner's report and on the candidate's paper below the general valuation number, and add the two together for the total value of the paper.
- (e) To prevent the possibility of two values being given to the question by accident, the examiner of 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 previously 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)	(2)	(3)
	"Teacher's Pass" Scholarship.	Normal Diploma.	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 a 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 programme of exercises, subject to the approval of the Superintendent of Education.

\* \* \* \* \*

#### 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 occasion a really profitable one.

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

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

(3) Our native trees grow so freely in the woods that we are apt to suppose they are merely to be taken up by the roots and transplanted, to start at once into a vigorous growth as before. This is a mistake. Great care should be taken in digging up the trees to preserve the fibrous roots; long runners should be cut across with a sharp knife, and not torn. All trees thrive best in well-drained soil, varying from sandy loam to clay. A clay loam suits all descriptions. The holes for the trees should always be made before the trees are brought to the ground, and should be too large rather than too small. In filling in, the better soil from near the surface should be returned first, so as to be nearer the roots, but where the soil is at all sterile, and generally, there should be put below and around the roots some well-rotted compost, mixed with sand, and sandy loam, in order to promote the growth of the rootlets. In setting the tree it should be placed a little deeper than it stood before, and the roots should be so spread out that none are doubled. When finally planted the tree should be tied to a stout stick in such a way as to prevent chafing 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.
- (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 healthy development of the physical, mental and moral powers of the pupil. The apparent multiplicity of the subjects is due to their sub-division for the purpose of emphasizing leading features of the main subjects which might otherwise be overlooked by inexperienced teachers. The courses have been demonstrated to be adapted to the average pupil under a teacher of average skill. The teacher is, however, cautioned to take special care that pupils (more especially any prematurely promoted or in feeble health) should not run any risk of "over-pressure" in attempting to follow the average class-work.

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

153

**GENERAL PRESCRIPTIONS.**

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 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.

156

**SPECIAL PRESCRIPTIONS FOR COMMON SCHOOLS.**

## GRADE 1.

(Amendments follow in later pages of this JOURNAL.)

*Reading*—Primer with Wall Cards or Blackboard Work.

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

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

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

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

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

## GRADE II.

*Reading.*—Reader No. 1.

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

*Writing and Drawing.*—As in Grade I, but more advanced. Angles, triangles, squares, rectangles, plans of platform and of school room (or as in *Manual Training* No. 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. 2. *See general prescriptions.*

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

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

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

*Lessons on Nature.*—Geography of neighborhood, use of local or county maps. Estimation of distances, measures, weights, 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. 3. *See general prescriptions.*

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

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

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

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

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

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

## GRADE V.

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

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

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

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

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

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



## GRADE VI.

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

*Language*.—Oral as in V. extended. Formal composition (simple essays) twice each month. Paradigm of regular verb. Simple parsing and analysis begun. More important rules of Syntax applied. Short descriptive sketches of 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 Canada.

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

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

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

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

*History*.—Leading features of History of Canada or Britain. *See general prescriptions.*

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

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

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

## GRADE VIII.

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

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

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

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

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

*History*.—Outline history of Britain and Canada, completed and reviewed. *See general prescriptions.*

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

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

*Bookkeeping*.—A simple set.

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

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

157.

## CONDENSED COMMON SCHOOL COURSES.

(Amendments follow in later pages of this JOURNAL.)

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

158.

## FOR A COMMON SCHOOL WITH FOUR TEACHERS.

## PRIMARY.

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

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

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

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

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

## ADVANCED PRIMARY.

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

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

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

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

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

## INTERMEDIATE.

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

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

*Writing and Drawing*.—Copy books. Drawing as in *Manual Training* No. 1 complete, and Drawing Books 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 Canada to 1756.

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

PREPARATORY.

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

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

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

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

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

*History*.—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.

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

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

*Writing and Drawing*.—Vertical letters, 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. 3 and 4, with spelling. Health Reader, No. I.

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

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

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

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

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

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

## HIGHER.

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

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

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

*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.

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

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

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

## 160.

## FOR A COMMON SCHOOL WITH TWO TEACHERS.

## JUNIOR (at least two divisions).

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

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

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

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

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

## SENIOR (at least two divisions).

*Reading*.—Readers, Nos. 4 and 5. Health Readers, Nos. 1 and 2. Spelling and definition. Oral abstracts of lessons. Elementary grammar and analysis drill on sentences in reading lessons. 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; and lessons in mathematical construction of figures in advanced division. The use of the "Universal Scale" (Or condensation of alternative Drawing Course recommended).

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

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

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

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

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

*Reading.*—(d) Four lessons a day, very short, with spelling, grammar and composition questions on them ; (c) three short lessons in like manner ; (b) two short lessons, one from Health Reader No. 1, with the full range of questions 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."

*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 subject matter of *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.		SILENT WORK OF THE FOUR CLASSES AT DESKS.			
		Monday, Wednesday, Friday,	Tuesday, Thursday.	(a)	(b)	(c)	(d) †
9 : 00	15	Opening song, and Roll-call.					
9 : 15	15	(d) Reading, Spelling, etc.		Arith.	Arith.	Spelling.	Spelling.
9 : 30	15	(c) " "		Arith.	Spelling.	Spelling.	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.	Mental Arithmetic.	Arith.	Arith.	Arith.	
11 : 30	5	Writing.	Drawing				
11 : 35	25						
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.	Arith.
1 : 35	15	(c) Language.	(d) Language.	Language	Language.	Language.	Language.
1 : 50	15	(b) " "	(b) Tues. } Health (b) Thurs. } Reader.	Arith.		Spelling.	Spelling.
2 : 05	5	Song and Calisthenics.					
2 : 10	20	Arith., Alg., E. 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.	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 pictures 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 card board. Paper cutting to produce forms of regular solids. Plan of the school section. Map of province. Working drawings for a bracket.

(d) *Formal Drawing Lessons.*—Studies of good copies of famous paintings. Exercises in 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 colour in design.

## GRADE VI.

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

(b) *As an aid to Nature Lessons.*—Organs of the human body—hands, feet, ears. Plants—lady's slipper, red maple. Animals—bear and fox, hawk and owl, insects in various stages of development. Study of 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 arrangements 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, 1906.)

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 59 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 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 1906 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 *two* questions equally distributed, of which *five* will make a full paper, two of which must be on one subject and three on the other. This is virtually easier than halving the whole practicable for a teacher under these circumstances to reduce the prescription to one-half of each, if he thinks he can do better work; but the memorization of details is never good except for those who can do it naturally and without effort.

## GRADE IX.

Subject.	Paper.
ENGLISH.	1: LITERATURE— <i>Kingsley's Heroes, and Macaulay's Lays</i> , with critical study, word analysis, prosody and recitations. [For 1907, <i>Dickens' A Christmas Carol</i> , (Riverside), and <i>Scott's, The Lady of the Lake</i> (T. C. Allen & Co.)] (b) English Composition as in <i>Sykes</i> , 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 <i>Collar and Daniell's First Latin Book</i> , to end of Chapter L., or any equivalent grammar, with easy translation and composition exercises. [The <i>Roman</i> (Phonetic) pronunciation of Latin to be used in all grades].
FRENCH.	4: As in Longman's French Course (Bertenshaw), <i>Grammar Part I.</i> , and <i>First Conversational Reader</i> to page 34.
HISTORY AND GEOGRAPHY.	5: (a) Review of Canadian History as in Calkin with oral lessons on civics as suggested in "How Canada is Governed" (b) Geography as in <i>advanced</i> text,—astronomical (the easier problems), physical, and the various portions of the British Empire. (Exam. questions one-half optional.)

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|-------------------------|----|---|
| 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. (b=30) High School Drawing Course No. 1, with model and object drawing and <i>Manual Training</i> , No. 2 completed. (c=50) Commercial forms and writing with Single Entry Book-keeping problems. |
| MATHEMATICS.            |    | 8: ARITHMETIC—As in the <i>Academic</i> to page 66.<br>9: ALGEBRA—As in <i>Hall &amp; Knight's Elementary</i> to end of Chapter XVI<br>10: GEOMETRY—Euclid I, with easier exercises in <i>Hall &amp; Stevens</i> to Prop. 48.   |

GRADE X.

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|--------------------------|----|--|
| ENGLISH.                 | }  | 1: (a) Same subjects as in previous grade but more advanced scholarship required. (b) Composition as in <i>Sykes</i> , 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 <i>Collar and Daniell's First Latin Book</i> complete, and " <i>Cesar's Invasion of Britain</i> ," by Welch and Duffield.  |
| GREEK.                   | 4: | As in <i>White's First Greek Book</i> , lessons I to L.  |
| FRENCH.                  | 5: | As in Longman's French Course (Bertenshaw), <i>Grammar, Part II</i> , and <i>First Conversational Reader</i> completed.  |
| GERMAN.                  | 6: | As in <i>Joyes-Meissner's Grammar</i> , first 18 lessons, with Buchheim's <i>Modern German Reader</i> , Part I, first division only.   |
| HIST. AND GEOG.          | 7: | Review of British History as in "Outlines." (b) Advanced text-book of Geography completed. (Exam. questions, one-half optional.)   |
| SCIENCE.                 | 8: | (a=70) Chemistry as in <i>Waddell</i> or <i>Williams</i> . (b=30) Agriculture as in <i>James</i> or Mineralogy as in <i>Crosby</i> .   |
| DRAWING AND BOOKKEEPING. | }  | 9: (a) Mathematical Drawing as in previous grade, but more advanced. High School Drawing Course, No. 2, and model and object drawing, with simple drawing from nature. (b) Book-keeping; Double Entry forms and problems.  |
| MATHEMATICS.             |    | 10: ARITHMETIC as in the <i>Academic</i> .<br>11: ALGEBRA as in <i>Hall &amp; Knight's Elementary</i> to end of Chapter XXVII.<br>12: GEOMETRY. Euclid I, II and III to Prop. 20, with the easier exercises in <i>Hall &amp; Stevens</i> .   |

GRADE XI.

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|----------|---|---|
| ENGLISH. | } | 1: LITERATURE—(a=80) Macaulay's <i>Essay on the Elder Pitt</i> , and Byron's <i>Child Harold, Canto I</i> . [For 1907, De Quincy's <i>Joan of Arc</i> , and Tennyson's <i>Princess</i> .] (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 <i>Meiklejohn</i> .   |
| LATIN.   | } | 3: Grammar and easy composition partly based on prose author read.  |
|          |   | 4: (a) <i>Cesar's De Bell. Gall.</i> , Book V. (For 1907, Book I), and (b) <i>Vergil's Aeneid</i> , Book II, (also for 1907), with grammatical and critical questions.  |
| GREEK.   | } | 5: Grammar and easy composition based partly on author read and <i>White's First Greek Book</i> completed.  |
|          |   | 6: <i>Xenophon's Anabasis</i> , Book IV (for 1907, Book I), with grammatical and critical questions.  |

- FRENCH. 7: *Grammar* as in text of previous grades, or Lanos' *Synoptical*, with composition exercises. *Authors: Scenes of Child Life*. Frazer, (MacMillan's); and *Le Chevrier*, 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 an equivalent.  
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 XII (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 Prestre's Tale*. (Skeat's 2/6 edition). (Also for 1907).  
2: *Stofford Brooke* (Copp Clark) for reference. Shakespeare's *Lear*, Tennyson's *In Memoriam*, Eliot's *Adam Bede* or *Selections* from Newman (Henry Holt & Co.) (For 1907, Carlyle's *Sartor Resartus*; Shakespeare's *Julius Caesar*; 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*.

## (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.—*Annals*, Book IV. (For 1907, *Agricola* and *Germania*).  
8: CICERO.—*In Catilinam*, I to IV. (Also for 1907).  
9: VERGIL.—*Æneid*, Books V and VI. (For 1907, *Georgics* I and IV).  
10: HORACE.—*Satires*, omitting I, 2 and 8; and II, 7. (Also for 1907).  
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 1907).  
14: DEMOSTHENES.—*Philippics*, I and III, and *On the Chersonese*. (Also for 1907).  
15: ÆSCHYLUS.—*Prometheus Vincetus* (For 1907, HOMER.—*Iliad*, Books I. to III, omitting the catalogue of the ships).  
16: GRECIAN HISTORY AND GEOGRAPHY.—As in *Smith's*.

(C) IMPERATIVE FOR SCIENTIFIC SIDE.

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|--------------|--|
| SCIENCE.     | 17: PHYSICS.—As in Gage's <i>Principles of Physics</i> .<br>18: CHEMISTRY.—As in Storer & Lindsay's <i>Elementary</i> .<br>19: BOTANY.—As in <i>The Essentials of Botany</i> by Bessey (latest edition); with a practical knowledge of representative species of the Nova Scotia flora.<br>20: ZOOLOGY.—As in <i>Ontario High School Zoology</i> , or equivalent with dissection of typical Nova Scotia species as in list specified in <i>Journal of Education</i> .<br>21: GEOLOGY.—As in Sir William Dawson's <i>Hand Book of Canadian Geology</i> (excepting the details relating to other provinces from pages 167 to 235 or an equivalent text). |
| MATHEMATICS. | 22: ASTRONOMY.—As in Young's <i>Elements of Astronomy</i> .<br>23: NAVIGATION.—As in Norie's <i>Epitome</i> or equivalent.<br>24: TRIGONOMETRY.—As in Murray's <i>Plane Trigonometry</i> .<br>25: ALGEBRA.—As in Hall & Knight's <i>Higher Algebra</i> , omitting "*" paragraphs and chapters XXIV to XXXI.<br>26: GEOMETRY.— <i>Euclid</i> , particularly VI and XI, as in <i>Hall and Stevens</i> , with exercises. "Loci and their equations," as in chapter 1, <i>Wentworth's Elements of Analytic Geometry</i> .  |

(D) OPTIONAL FOR EITHER SIDE.

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|---------|--|
| FRENCH. | 27: FRENCH GRAMMAR AND COMPOSITION.—As in <i>Brachet</i> or equivalent.<br>28: FRENCH AUTHORS.—(a) Berthon's <i>Specimens of Modern French Prose</i> , complete; <i>Le Bourgeois Gentilhomme</i> , by Molière, (b) Berthon's <i>Specimens of Modern French Verse</i> , 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 <i>Joynes-Meissner</i> or equivalent.<br>30: GERMAN AUTHORS.—As in Buchheim's <i>German Reader, Part II</i> .  |

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

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

No paper to fall below 25.

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

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

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 a subject not required for matriculation, yet make sufficiently high marks, as shown by his "examination record," on the subjects required to admit him to the university. This constitutes a practical affiliation of the Public High Schools with the Universities, which will save division of energy in many high schools, while it will place each of the Universities in the same relation to the public schools.

166.

TEXT BOOKS.

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

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.

- Royal Readers, Primer and Nos. 1 to 5. (Thomas Nelson & Sons, Edinburgh and London.) [3 cts., 10 cts., 17 cts., 30 cts., 45 cts. and 60 cts. respectively.] In French sections, French-English Royal Readers, Primer to No. 3. [8 cts., 20 cts., 30 cts., 45 cts., respectively.] *Les Grandes Inventions Modernes*, par Louis Figuier, 50 cents.  
 Spelling book superceded.—*English Edition*. (Sullivan Bros.) 25 cents.  
 Health Readers Nos. 1 and 2. (T. C. Allen & Co., Halifax.) 20 and 30 cents.  
 Calkin's Introductory Geography. (A. & W. MacKinlay, Halifax.) 60 cents.  
 History of England and Canada. (Copp, Clark & Co.) 30 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) 12 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 in last part of this JOURNAL; 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.

Bird and Nature-Study Chart with Manual by Schneider, as supplied by S. 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 issues of 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.

*Notes on Education*, by J. B. Calkin. \$1 00.

*Lectures on Teaching* by Sir Joshua Fitch (Cambridge Univ. Press.) \$1.25.

*Education Reformers*, by Quick (Appleton & Co.) \$1.00.

*Education*, by Herbert Spencer. 75 cents.

"Mechanical Drawing in Grades VII to X," expected by October JOURNAL—not to exceed 50 cents.

*Wood's Primer of Political Economy* (Copp, Clark Co.) 50 cents.

*Public School Bookkeeping*, by Maclean (Copp, Clark Co., Toronto). Authorized for New Brunswick. 45 cents

*Song-Teacher's Guide*, by Miss Ryan, 30 cents. (T. C. Allen & Co.)

*Augsburg's Drawing*, Book I, for grades 1, 2 and 3, Ed. Pub. Co. 90 cents.

*Augsburg's Drawing*, Book II, for grades 4 to 8, Ed. Pub. Co. 90 cents.

*Augsburg's Drawing*, Book III. Brush, Wash, Water-Color, Pen Drawing, etc. Ed. Pub. Co. 90 cents.

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

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

*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.) For Supplementary List see latter portion of this JOURNAL.

171.

### 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 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 published regulations and a provisional list of books in the JOURNAL OF EDUCATION, October, 1903, to which teachers and trustees are referred; and blank forms of returns have been prepared for *annual* reports from each library. Additional list in latter portion of this journal.

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

**LEGISLATION OF 1901.**

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

(Passed 4th April, 1901.)

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

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

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

"Except in the 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 according to the conditions prescribed by the Council."

**LEGISLATION OF 1902.**

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

(Passed March 27th, A. D. 1902.)

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

1. Section twenty-one (21), sub-section one (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 FOR 1903.

**An Act to Consolidate Certain School Sections in Annapolis County.**

WHEREAS, Middleton School Section Number 24, Spa Springs Number 21, East Brooklyn Number 20, Nictaux Number 36, Nictaux Falls Number 34, Wilmot Number 23, West Brooklyn Number 19, and South Farmington Number 22, have, by resolution of the ratepayers, determined to unite and form one Union Section for school purposes for a period of three years, and to maintain during that period one graded school with special branches in Manual Training, Domestic Economy, and Nature Study at Middleton;

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

1. The action of each of the federating sections, at a special meeting called for the adoption of said union, is ratified and confirmed.
2. Each of the said confederating sections shall retain its existence as a separate section during such period, and may transact its business at regularly called school meetings, but shall not maintain a separate school in the section.
3. Each of the federating sections shall be obliged to vote each year, collect and pay over to the board of trustees of the united sections for the support of said central school during the three years of said union, a sum not less than the average amount expended annually from sectional assessment for and in connection with the maintaining of the school in that district or section during the three years of 1899, 1900 and 1901.
4. The board of trustees of the said united section, which shall be known during its existence as Middleton Section, Number 24, Annapolis East, shall consist of a number equal to one member for each school or department supported during the year before the date of the union, the majority of whom shall form a quorum for the transaction of business.
5. The ratepayers of each of the confederating sections shall at the annual school meeting elect a trustee for each school department maintained in the section preceding the date of the union, and said representatives when so elected shall form a board of trustees of the union or federated sections, and said board of trustees when so formed shall possess the same powers and duties as regards said united section as those possessed by boards of trustees in other sections so far as practicable in this case.
6. In case the ratepayers of any of the school sections forming the united section fail to elect a trustee or trustees for the united board, the inspector of schools for the district shall appoint said trustee.
7. The school buildings used for the consolidated schools and the land on which they are situated at Middleton shall be vested in the trustees of the consolidated section and under their sole control. Any apparatus contributed by either of the contributing sections to the equipment of the united school shall, if desired, be returned or accounted for to the trustees of the section at the end of the three years in as good condition as when received, reasonable wear and tear and unavoidable casualties excepted.
8. The said united section shall come into existence on August 1st, 1903, but the money for the support of the united schools during the first year of its existence shall be voted at the annual meetings next preceding said date, and the board of trustees shall be appointed and report to the inspector within one week of said annual meeting, and when appointed shall convene as soon thereafter as practicable at the call of the trustees or a trustee representing the central section, or at the call of the inspector, for organization and business.
9. The said board of trustees shall among other duties arrange for the conveyance to and from school of pupils of the said united section residing beyond the limits of Middleton School Section, Number 24.

**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."

### **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.

### **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 3 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 muni-

cipal 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 guardian 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: "P. ymouth, 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 women 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 premises, 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."

(Passed 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 assessed for Town or Municipal purposes.

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

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

**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. 18.....	Norwood.
No. 17.....	Lake Annis.
No. 20.....	Brenton.
No. 21.....	Ohio.

No. 23.....	Hebron.
No. 24.....	Dayton.
No. 34.....	Carleton.

**ARGYLE.**

No. 35.....	Plymouth.
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**SHELBURNE.**

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

**INSPECTORIAL DIVISION, No. 4.**

**ANNAPOLIS, WEST.**

No. 45.....	Allen River.
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**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. 79.....	Grand Pre.
No. 37.....	Cold Brook.	No. 82.....	Middle Pereaux.
No. 45.....	Sheffield's Mills.	No. 83 and 39.....	Halfway River.
No. 52.....	Upper Pereaux.	No. 86.....	West Black Rock.
No. 54.....	Habitant.	No. 91.....	White Rock.
No. 56.....	Woodside.	No. 92.....	Rockland.
No. 60.....	Town Plot.	No. 96.....	South Tremont.
No. 73.....	Avonport.	No. 102.....	Kingsport.
No. 75.....	Islands.	No. 104.....	Garland.
No. 77.....	Prospect.	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. 48.....	Saltsprings.
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## GUYSBORO.

No. 19.....	Hazel Hill.
No. 38.....	Pirate Harbor.

## INSPECTORIAL DIVISION, No. 7.

## RICHMOND.

No. 18.....	Grandigue Ferry.	No. 32.....	Sea View.
No. 21.....	Basin.		

## INSPECTORIAL DIVISION, No. 8.

## VICTORIA.

No. 1.....	Baddeck.	No. 48.....	South Gut.
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## 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.....	Piedmont Valley.
No. 44.....	L. Barney's River.
No. 57.....	Meiklefield.
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. 75.....	Eureka.

## PICTOU, NORTH.

No. 2.....	Cariboo River.
No. 7.....	Poplar Hill.
No. 9.....	Marshville.
No. 15.....	Bigney.
No. 22.....	South Dalhousie.
No. 27.....	Scotsburn.
No. 30.....	Roger's Hill.
No. 37.....	West River Station.
No. 39.....	Lansdowne.
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.....	Riverdale.
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. 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. 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	Clarke's Road.	No. 72	Big Lorraine.
No. 71	Little Lorraine.	No. 74	West Louisburg.

**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.

**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 of 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 Municipal 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 being 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.

### 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 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."

### 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 Margartt.
- No. 11.....Indian Harbor.
- No. 13.....West Dover.
- 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. 76.....East "
- 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.....Tangler.
- No. 16.....Gerrard's Island.
- No. 17.....Spry Harbor.
- No. 18.....Spry Bay (Henley).
- No. 19.....Spry Bay (Leslie).
- No. 29.....Beaver Harbor.
- No. 32.....Quoddy.

**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. 60.....Clearland.
- No. 61.....Eastern Point.
- No. 62.....Big Lots.
- No. 63.....Conquerall Bank.
- No. 66.....Pleasantville.
- No. 67.....Fratig'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. 101.....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.....Cen'l Port Mouton.
- No. 4.....Port Mouton, N.
- No. 5.....Hunts' 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	Matthews' 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. 31	North East Harbor.
No. 32	Black Point.
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. 27	Stony Island.

## ARGYLE.

No. 3	East Pubnico.
No. 5	Up. West 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	Surette'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.

## 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
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## 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	Halt 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 Har.

## 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	Cheggogin.
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 August.
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	Hureauville.
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.
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No. 31	Estmere.
No. 34	Gillis Point.
No. 41	Sea View.
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. 42	Ball's Creek.
No. 65	Catalone.
No. 66	Bateston.
No. 67	Clark's Road.
No. 68	Mainadien.
No. 72	Big Lorraine.

No. 74	West Louisburg.
No. 77	Trout Brook.
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.

(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.....X.....miles. Estimated distance from the sea coast.....miles. Estimated altitude above the sea level.....feet.  
 Slope or general exposure of the region.....  
 General character of the soil and surface.....  
 Proportion of forest and its character.....  
 Does the region include lowlands or intervalles?.....and if so name the main river or stream.....Or is it all substantially highlands?.....  
 Any other peculiarity tending to affect vegetation?.....  
 The most central Post Office of the locality or region.....

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

When First Seen.  
 When Becoming Common.

(WILD PLANTS, ETC.—NOMENCLATURE as in "Spotton" or "Gray's Manual").

1. Alder (*Alnus incana*), catkins shedding pollen.....
2. Aspen (*Populus tremuloides*), ".....
3. Mayflower (*Epigaea 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 Trollium (*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.]	When First Seen.	When becoming Common.
Jan. 31.    April 120.    July 212.    Oct. 304. Feb. 59.    May 151.    Aug. 243.    Nov. 334. March 90.    June 181.    Sept. 273.    Dec. 365.		
(For LEAP years increase each number except that for January by 1.)		
28. Pigeon Berry ( <i>Cornus Canadensis</i> ), fruit ripe .....		
29. Star Flower ( <i>Trientalis Americana</i> ), flowering .....		
30. Clintonia ( <i>Clintonia borealis</i> ), flowering .....		
31. Marsh Calla ( <i>Calla palustris</i> ), flowering .....		
32. Lady's Slipper ( <i>Cypripedium acaule</i> ), flowering .....		
33. Blue-eyed Grass ( <i>Sisyrinchium ang.</i> ), flowering .....		
34. Twinflower ( <i>Linnæa borealis</i> ), " .....		
35. Pale Laurel ( <i>Kalmia glauca</i> ), flowering .....		
36. Lambkill ( <i>Kalmia angustifolia</i> ), " .....		
37. English Hawthorn ( <i>Cratægus oxyacantha</i> ), flowering .....		
38. Scarlet-fruited Thorn ( <i>Cratægus coccinea</i> ), " .....		
39. Blue Flag ( <i>Iris versicolor</i> ), flowering .....		
40. Ox-eye Daisy ( <i>Chrysanthemum Leucanthemum</i> ), flowering .....		
41. Yellow Pond Lily ( <i>Nuphar advena</i> ), flowering .....		
42. Raspberry ( <i>Rubus strigosus</i> ), flowering .....		
43. " " " fruit ripe .....		
44. Yellow Rattle ( <i>Rhinanthus Crista-galli</i> ), flowering .....		
45. High Blackberry ( <i>Rubus villosus</i> ), flowering .....		
46. " " " fruit ripe .....		
47. Pitcher Plant ( <i>Sarracenia purpurea</i> ), flowering .....		
48. Heal-All ( <i>Brunella vulgaris</i> ), " .....		
49. Common Wild Rose ( <i>Rosa lucida</i> ), " .....		
50. Fall Dandelion ( <i>Leontodon autumnale</i> ), " .....		
51. Butter-and-Eggs ( <i>Linaria vulgaris</i> ), " .....		
52. Expanding leaves in spring made trees appear green— (a) first tree, (b) leafing trees generally.		
(CULTIVATED PLANTS, ETC.)		
53. Red Currant ( <i>Ribes rubrum</i> ), flowering .....		
54. " " " fruit ripe .....		
55. Black Currant ( <i>Ribes nigrum</i> ), flowering .....		
56. " " " fruit ripe .....		
57. Cherry ( <i>Prunus Cerasus</i> ), flowering .....		
58. " " " fruit ripe .....		
59. Plum ( <i>Prunus domestica</i> ) flowering .....		
60. Apple ( <i>Pyrus Malus</i> ), flowering .....		
61. Lilac ( <i>Syringa vulgaris</i> ), flowering .....		
62. White Clover ( <i>Trifolium repens</i> ), flowering .....		
63. Red Clover ( <i>Trifolium pratense</i> ), " .....		
64. Timothy ( <i>Phleum pratense</i> ), " .....		
65. Potato ( <i>Solanum tuberosum</i> ), " .....		
(FARMING OPERATIONS, ETC.)		
66. Plowing begun .....		
67. Sowing " .....		
68. Planting of Potatoes begun .....		

PHENOLOGICAL OBSERVATIONS—(Continued).

69. Shearing of Sheep.....		
70. Hay Cutting.....		
71. Grain Cutting.....		
72. Potato Digging.....		
(METEOROLOGICAL PHENOMENA.)		
73. Opening of (a) Rivers, (b) Lakes without currents.....	(a)	(b)
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.)	Going North or coming in Spring.	Going South or leaving in Fall.
(MIGRATION OF BIRDS, ETC.)		
81. Wild Duck migrating.....		
82. Wild Geese migrating.....		
83. Song Sparrow ( <i>Melospiza fasciata</i> ).....		
84. American Robin ( <i>Turdus migratorius</i> ).....		
85. Slate coloured Snow Bird ( <i>Junco hiemalis</i> ).....		
86. Spotted Sand Piper ( <i>Actitis macularia</i> ).....		
87. Meadow Lark ( <i>Sturnella magna</i> ).....		
88. Kingfisher ( <i>Ceryle Alcyon</i> ).....		
89. Yellow Crowned Warbler ( <i>Dendroeca coronata</i> ).....		
90. Summer Yellow Bird ( <i>Dendroeca aestiva</i> ).....		
91. White Throated Sparrow ( <i>Zonotrichia alba</i> ).....		
92. Humming Bird ( <i>Trochilus Colubris</i> ).....		
93. King Bird ( <i>Tyrannus Carolinensis</i> ).....		
94. Bobolink ( <i>Dolychonyx oryzivorus</i> ).....		
95. American Gold Finch ( <i>Spinus tristis</i> ).....		
96. American Redstart ( <i>Setophaga ruticilla</i> ).....		
97. Cedar Waxwing ( <i>Ampelis cedrorum</i> ).....		
98. Night Hawk ( <i>Chordeiles Virginianus</i> ).....		
99. Piping of Frogs.....		
100. Appearance of Snakes.....		

(OTHER OBSERVATIONS AND REMARKS.)

### REPORTS ON PHENOLOGICAL OBSERVATIONS.

(Year Ended June 30th, 1904.)

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.

Schedules based on our form have been published and circulated in British Columbia by the Natural History Society of the Province, and in Denmark by school authorities. Botanical observations covering the principal quarters of Europe have been published for some years in the annual report of the "Gessellschaft fur Natur-und-Heilkunde" in Giessen, Germany,—for the last few years by Dr. E. Ihne of Darmstadt. Mr. Edward Hawley of the Meteorological Service in Great Britain has been doing similar work for the British Islands. Our schedule is used in a few stations in each Province of the Dominion, the central and western Provinces substituting the nearest allied western species for our exclusive eastern species.

The Province was divided into its main climatic slopes or regions not always coterminous with the boundaries of counties. Slopes, especially those to the coast, were 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.	Cobequid Slope (to the south),	" " " "
VII.	Northumberland Sts Slopes (to the N <sup>h</sup> )	" " " "
VIII.	Richmond and Cape Breton Counties,	" " " "
IX.	Bras d'Or Slope (to South East),	" " " "
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, worthy of the preservation and compilation of the observations.



CRITICAL NOTES BY THE STAFF OF PHENOLOGISTS.

REGION I—YARMOUTH AND DIGBY.

*Principal A. W. Horner, Yarmouth.*

There is a decrease in the number of schedules for A. D. 1904, compared with A. D. 1903—eight from Digby Co., and twenty-six from Yarmouth Co.

ERRORS AND SUGGESTIONS.

1. Reported as late as 147. The leaves of this plant appear much later than the Catkins. One cannot account for this error.
  2. Every observer should be able to note this flower during April. 140 must be a mistake in changing from the day of the month to the day of the year.
  4. 99 is too early and 151 too late for spores on this plant. Although common on many roadsides, it is reported by only a few observers. Possibly it is known to some as "Scouring Rush."
  6. White Violets found as early as 103 must be sports. However, one reliable observer at Plymouth reports it becoming common on 110. One improvement in the reports for this plant is that observers have found out that it is an earlier flower than No. 7.
  9. Evidently some are reporting the color of the buds, for Shedding Pollen.
  10. 102, 108, 110, 115 and 116, I consider very early dates for the strawberry, but as everyone must know this plant, it is probably found in some localities much earlier than in others.
  16. 172 is too late for this plant.
  - 17 & 19. 127 is too early for these.
  21. Blueberry blossoms are not found as early as 121.
  - 23 & 24. Many observe 24 at an earlier date than 23; while one observer did not see 24 until the last of June (181).
  25. Trilliums are generally found about May 24 (a holiday), instead of May 9.
  26. When the compiler finds 'when first seen,' 158; and 'when becoming common,' 153; on the same schedule—he is apt to think the rest of the information is not to be relied on.
  27. 136 is too early for this plant, and 172 too late.
  28. The fruit of the Pigeon Berry is not found as early as 144, as the plant does not blossom until 150.
  29. From the dates 125, 126, 127 and 134, this plant is still taken for Gold Thread. Gold Thread is about the 1st of May, and Star Flower the 1st of June. The roots are sufficient to distinguish one plant from the other.
  32. 174 is too late for 'when first seen.'
  33. 125 is too early for 'when first seen.'
  35. 135 is too early for 'when first seen.'
  36. Four observers were unable to distinguish Lambkill from Rhodora. The former, with its distinctly monopetalous corolla and found in June, should not be confounded with the latter, with a corolla almost divided into separate petals and found in May.
  40. The name is still misleading, as observers reported the Common Daisy as additional information. The Ox-eye Daisy is the Common Daisy.
  - 42 & 45. The dates given for these plants are contradictory.
  44. One of our most common plants, but reported by only a few observers.
  - 47 & 48. 130 and 134 are too early for these plants.
  51. This plant is not found in some sections of Region No. 1, while in other parts it is very common.
  53. 124 is too early, while 154 is too late.
  56. I have never seen ripe Black Currants the last of June.
  - 62 & 63. 162 is too late for the former, and 186 is too late for the latter.
  75. The dates reported vary from 103 to 161.
  98. Night Hawks are not seen the last of February.
  - 5, 8 & 35. These are rare in Yarmouth Co. Any observer will confer a favor by sending specimens to P. O. Box 101, Yarmouth, at my expense. If they are noted in Yarmouth Co., I shall come to see the plants myself, if notified. I shall also esteem it a pleasure to send specimens or give any information to any observer in Region No. 1.
- I am pleased to note a decided improvement in the neatness of the work in the schedules, but I am also sorry to note that some of the most accurate observers did not send any schedules for 1904. Could not the Superintendent offer some inducement to accurate observers?

The following observers have added some very interesting information in their schedules.

Florence Churchill (not a teacher).....	Leleah E Killam.
Stillman D'Eon.....	Roberta H. Christie.
Mary A. D'Entremont.....	Lennie S. Purdy.
Marie Cunningham.....	Annie B. Baker.
Mary L. Weston.....	George W. Allen.
Adeline C. Porter.....	Annie S. Cossaboom.
Minnie B. Thorburn.....	L. E. Melancon.
Evelyn S. Kean.....	Edna L. Sholds.
Charlotte B. Frost.....	

#### REGION II.—SHELBURNE COUNTY.

*Principal, C. Stanley Bruce, Shelburne Academy.*

I beg to submit the following notes on Phenological Schedules which I have just examined and compiled.

Seventeen Schedules were sent in from Coast Sections, one from Low Inland, and three from High Inland, making a total of 21, or a decrease of 4 from last year.

When we consider the very beneficial effect not only upon the school but upon the whole section as well, of the Nature Study "atmosphere," this falling off is much to be regretted.

In selecting the 10 schedules, preference is first given to the several teachers whom I know to be good Botanists and close observers of nature. The rest of the ten are next chosen not from the number of observations recorded, but for their general accuracy.

Then the remaining schedules are used to supply dates not recorded in the selected ten, or to supply correct dates for some that are plainly incorrect. Thus nearly all the schedules are used although ten only can be named in the report.

4. *Equisetum*, though every teacher must know it by this time, had only 3 observers.

5, 8, 13, 15, 31. *Sanguinaria*, *Hepatica*, *Erythronium*, *Claytonia*, and *Calla* have been searched for in Shelburne County so faithfully by several teachers who are enthusiastic botanists, and by myself, that I feel almost certain they do not grow here, and I would again suggest that other plants of more general distribution be substituted for these or some of them.

25. *Trillium*, though fairly common, was reported by only one teacher, Miss Martin of Hibbard's Brook. Other teachers should try to find it in moist woods about the last week in May. Its exceeding beauty makes it a plant worth looking for.

14, 29. It is gratifying to note that, at least, *Coptis* and *Trientalis* have been correctly reported in all the schedules.

35, 36. A few teachers still confuse the *Kalmias*. In this county the arrangement of the leaves is a sure mark to distinguish them by. In *K. glauca* the leaves are opposite, whereas in *K. angustifolia* they are arranged in whorls of three.

73, 76, 79. These are interesting records, and can be made by all the High Inland teachers and by nearly all the others with little or no inconvenience to themselves.

The number of bird observations was very small. The Kingfisher and the King Bird had only one observer.

The Peabody Bird, common as his song is, had only 2 observers.

One teacher reports "snakes going South." She no doubt meant that they were "becoming common."

In conclusion, I may say that an improvement from year to year both in the number and the accuracy of the observations is quite evident.

#### REGION II.—QUEENS COUNTY.

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

There were twenty two schedules of observations from Queens County; nine from the Coast Belt, two from Low Inlands, and eleven from High Inlands.

Some of these schedules were not very complete, but all showed evidence of careful observation.

*Sanguinaria Canadensis*, *Hepatica triloba*, *Claytonia Caroliniana* and *Linaria vulgaris* were not correctly reported by any of the observers.

Five reported *Erythronium Americanum*, but at such a late date that I am inclined to think it has been confused with *Clintonia Borealis*. The dates given are such as would answer for that plant and those reporting it have omitted *Clintonia* which is far more common.

Two have reported snow in August; one, as "first snow to whiten ground," and the other, as "first snow to fly in air."

In some cases there is a difference of forty days between the dates given for the last spring frost.

The dates given for the shearing of sheep range from April 9th to June 14th.

Mistakes also occur in connection with *Equisetum arvense*, *Alnus incana*, *Phleum pratense* and the *Kalmias*. If these mistakes are due to lack of knowledge would it not be advisable for the teachers either to study up these species from their botanies or send specimens to the compiler for the district who would gladly give the desired information.

REGION II—LUNENBURG COUNTY.

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

Fifty-one observation schedules were received from the three divisions of Lunenburg County; Coast (a) 19, Low Inlands (b) 6, High Inlands (c) 26. Many of these reports were evidently prepared with care and accuracy but others are open to the following criticisms:--

(1) Four gave the day of the month instead of the year day. The time has surely come when all should use the "year day."

(2) Nine teachers neglected to sign their names to the schedules and made them valueless for compilation.

(3) Two failed to fill in the name and number of the school section and district.

(4) Two filled in the column "when first seen" but left "becoming common" blank.

(5) Several only partially completed the blanks at the head of the schedule.

(6) Some teachers, while giving the year date correctly, did not place it exactly opposite the name of the plant, but about midway between two consecutive ones. In such cases the compiler can only guess the intention of the observer.

May we not hope that next year all these faults will disappear and the compiler may be able to record every schedule neatly, accurately and fully filled out.

With regard to the plants themselves some confusion of species is still noticeable.

(a) *Alnus incana* should be reported about 100 - 110. Those who give 130 - 150 have evidently mistaken it for *A. viride*, which is very common in this county.

(b) Very few report the aspen or poplar.

(c) Nobody has observed bloodroot (*S. Canadensis*).

(d) The *Kalmias* are more correctly reported than in other years.

(e) *Rhododendron Rhodora* or Swamp Azalea is not as fully observed as it should be.

Every one must surely notice these graceful purplish or rose colored plumes seen in our swamps about the middle of May. Nor should any one confuse it with laurel.

(f) There is often a difference of a day in the date of thunderstorms even in adjoining sections. As 1904 was a leap year, possibly some neglected to add one day to the number given at the top of each schedule, while others may have done so. This would account for the variations.

In looking over the observation schedules as a whole, I am glad to say the majority of the teachers of this county are good observers. Many of them deserve the highest praise for the neatness, accuracy and fullness of their reports.

REGION III.—ANNAPOLIS AND KINGS COUNTIES.

*Principal, Ernest Robinson, Academy, Kentville.*

Reports were received from 3d (North Mountain), 3a (South Mountain), and 3b (Annapolis Valley).

Only two reports were received from 3d. To a person living in the Valley, reports from this region are very interesting as they show the differences in climate due to the elevation of the mountain, and the northerly slope.

It is to be hoped that in the future a large number of sections from this region will send in a report.

Reports were received from many sections this year that also reported last year, but in every case the section had changed teachers. Probably the question of salary had something to do with the change.

It would be in the interest of science at least, to have the same teacher report the same section a number of years in succession.

Some teachers not being able to send in a full report do not send any. This is a mistake, as a partial report often affords data with which we may verify some otherwise doubtful observation.

The usual number of errors were found and I mention some not in a fault-finding way but as an aid to future observations.

1. Some of the most common plants are unknown to our teachers.
  - 2.- Such flowers as the common Rose, (*Rosa lucida*) should certainly, be correctly observed.
  3. A wrong observation concerning such a thing as 'Plowing begins' invalidates all other observations, especially those which require care.
  4. Always state clearly the slope of the section, and the proportion of it that is forest. These facts may explain some things that otherwise appear inconsistent.
  5. The directions say, "add one day to each month except January to get the day of the year, if it is leap year."
- By comparing neighboring sections in reference to thunderstorms it can be seen that some neglected this direction.
6. With one exception the best reports come from country sections, and small schools.

#### REGION IV.—HANTS COUNTY.

*Miss Antoinette Forbes, B. A., Science teacher, Academy, Windsor.*

While most of the observations scheduled are evidently correct, and the majority of the schedules are creditable to the teachers compiling them, there are in occasional ones evidences of mistakes such as the following: the confounding of *Rubus strigosus*, the common Raspberry, with *R. villosus*, the tall blackberry; of the two *Kalmias* and *Rhodora*; of the dates of the ripening of the fruit of the Blueberries; and of the Pidgeon Berry, *Cornus Canadensis*, with some other berry. I expect to publish more detailed criticism and fuller instructions to the Hants County observers in the *Windsor Tribune*.

#### REGION V.

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

The compiler is very grateful to the many who acted on the suggestion made last year and put dashes where no observation was recorded. The figures, too, were made plainer than before. In a few cases, however, it was difficult to decide whether a mark was intended to indicate a 4 or a 7.

All but five per cent. of the observers recorded their observations in the day of the year, as suggested. This is much better than last year. One, however, recorded an observation on the 411th day of the year, and another noticed that potato digging was becoming common on the 151st day of the year, or May 31st.

In several instances the observer gave the same date for when a flower was seen and when it was becoming common. This may not be incorrect, but it is not giving the information sought. The aim is to compare the seasons of different years and of different places. This is done by getting the date of when the last snow fell, when plowing began, when certain flowers began to appear, etc. Now it may be an interesting fact to know that a person did not notice that a flower was beginning to appear until he found that it was becoming common, but it will not help us to compare the climate of the locality in which he lives with that of any other place. We would therefore suggest that if no flowers were noticed until they were becoming common, that the date, "when first seen" be filled with a dash.

A good deal of valuable information which was not called for on the printed schedule was given by several observers. We are under special obligations to these persons and have placed the additional observations on record along with the regular schedules.

#### REGION VI.—COLCHESTER AND CUMBERLAND SLOPING TO COBEQUID BAY.

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

The usual number of schedules were sent in from this Region. They are on the whole very creditable. Several are very full and certainly represent much labor on the part of the observers as well as careful observation. While the sheets themselves are of value, of much greater value to the observer is the training in close and careful observation, gained in accurately answering the question found on one of these schedules.

There seems to be still much confusion respecting Lambkill (*Kalmia angustifolia*) and Wild honey-suckle, (*Rhodora Canadensis*.) Several reported the two on the same date, which date was always correct for *Rhodora*; more failed to report *Rhodora* but reported Lambkill under a date correct for *Rhodora*, showing clearly that they have the name of Lambkill attached to the wrong plant.

REGION VII.—NORTH CUMBERLAND COUNTY.

*Principal E. J. Lay, County Academy, Amherst.*

Shortly after the schedules were copied for 1903, I sent a circular letter to the Teachers through the Amherst and Truro papers, pointing out errors and suggesting the dates at which observations for certain plants should begin. I also gave as many local names as I could gather, and a short description of plants that were evidently mistaken for others.

The Coast Belt gave the best set of observations. The following are some of the errors noticed in that Belt.

Observations 1, 4 & 9, too late as 120, 140 and 138 respectively.

Observations 42, too early.

Observations 5, 15, 46, 47, 73b, 76a, 79a not noted at all.

So great a disparity in the arrivals of birds that they could not be averaged.

LOW INLAND BELT.

36 given a month too early by two thirds of observers,

42 and 45 too early.

Birds, especially 88, 94, 95 as in Coast Belt.

20, 28, 43, 47, 56, 58, not noted.

HIGH INLAND.

Only five schedules from this Belt.

1, 2, 42, too early by majority, there being in some instances a difference of 35 days in near sections.

5, 8, 18, 31, 37, 38, 46, not noted.

The schedules are, I think, improving. The year day is generally adopted, and there are not so many observers as usual who find "when becoming common" by the addition of a fixed number to "when first seen."

In addition to the observations asked for, the following gave additional ones:

Miss McIntosh, Port Howe, 33 additional.

Mr. Morehouse, Pugwash, 21 additional.

Miss Charman, local phenomena, as indicating temperature, etc.

Miss Baker, 26.

Miss Fisher, 20.

REGION VII.—PICTOU COUNTY.

*W. P. Fraser, Science Master, Academy, Pictou.*

The number of schedules from this county was 47, an increase of 5 over last year. Of these 40 were averaged. The schedules were more accurate and more complete than those of the preceding year. Several were excellent.

The following notes may be of some value to beginners.

No. 1, *Alder*. Correct species reported, but many observations too late. Usually sheds pollen about the first week of April.

2, *Field Horsetail*. Dates vary, generally too late. May be found shedding pollen about first weeks of May.

8, *Hepatica*. Correctly reported from Hopewell (The only place where it grows in this county according to local botanists.) Reported from another section, but three weeks late, record doubtful

14, 29, *Starflower and Goldthread*. Two observers confuse these.

35, *Pale Laurel*. Nearly all records are incorrect, probably *Rhodora* is reported.

36, *Lambkill*. 20 observations, 15 of them much too early, probably *Rhodora*.

Observers should be careful to distinguish between the *Pale Laurel*, *Rhodora* and *Lambkill*.

*Migration of Birds*. Much improvement over last year. More observations and generally accurate

81, 82. Few record the migration of the ducks and geese.

83, *Song Sparrow* 15 records, generally accurate, average 92. Average for the province given in the JOURNAL, April, 1904, is too early for this county.

85, *Junco*. 13 records, one rejected, much too late, average 87. This is one of our most common birds and can be easily recognized as follows: Upper parts and breast grayish slate color; belly white; outer tail feathers white, seen when flying.

86, *Spotted Sandpiper*. 11 observations, average 126.

- 87, *Meadowlark*. 4 records. By writing to the observers I learned that three of these records were pupils' observations and thus doubtful. The fourth was the teacher's observation. If the meadow lark is found in this county it is very rare.
- 88, *Kingfisher*. 18 records, 2 rejected, much too late, average 121.
- 89, *Yellow Crowned Warbler*, (*Myrtle Warbler*). 9 records, 6 rejected, late, average 126. Abundant last year in this vicinity by the first week of May.
- 90, *Summer Yellow Bird*, (*Yellow Warbler*). 19 records, 8 rejected, too late, average 127. Abundant last year by first week of May.
- 91, *White Throat*. 7 records, average 122.
- 92, *Humming Bird*. 36 records, 2 rejected, too early, error in changing dates, average 144.
- 93, *Kingbird*. 15 records, average 127.
- 94, *Bobolink*. 20 records, 3 rejected, too early, error changing dates, average 138.
- 95, *Goldfinch*. 6 observations, 1 rejected, average 143. The goldfinch is common and the male can be recognized by its bright yellow body, with the top of the head wings and the tail black.
- 96, *Redstart*. 5 observations, 2 rejected, much too late, average 135. The male of the redstart is black, with sides of breast, band in wings and in tail reddish salmon; common.
- 97, *Cedar-bird*. 3 records, one too late. Not very common in this county.
- 98, *Nighthawk*. 18 observations, 10 rejected, average 144. Eight records were between 93 and 116. Some observers have probably reported Wilson's snipe (*Gallinago delicata*), which comes early, and is sometimes mistaken for the nighthawk.

#### REGION VII.—ANTIGONISH COUNTY.

*Principal F. G. Morehouse, Public School, Antigonish.*

I beg to submit the following notes on the phenological observations for Antigonish County.

There were only ten schedules sent in but fortunately they were fairly distributed over the area represented. I have tabulated all of these, rejecting the particular observations which were obviously wrong. A few neglected to fill in the blanks at the top of the schedule. The proper filling of these blanks is often a great help to the compiler. Teachers should not forget to give the compiler their names, as well as the name and number of the school section.

As usual, some mistakes occur, which in the case of the rarer plants can readily be excused, but in the case of such common plants as *Viola blanda* and *Epigaea repens*, carelessness is the only cause one can ascribe. The observations on "when becoming common" show the lack of careful observation. Many teachers, in spite of all that has been said and written on this matter, simply add four or five days to the dates given in column "when first seen," instead of ascertaining the exact dates. This is carried on by one observer so far as to report all the birds going south only a few days after they came north. This was evidently intended for "when becoming common" but as no such column is found here, that was the way it read. Some of the common plants that may be seen by every roadside, have very few reports, and likewise, plants equally as common in the woods have not been reported. This, together with the inaccurate dates given in the observations of the birds, shows that many teachers have yet to learn what pleasure it is to take walks in the fields and woods and there observe the plants and birds. More will result from one well conducted excursion than from a dozen nature lessons taught in the school room. Can you not begin this year and plan excursions to the woods, lakes, rivers, fields and seaside? They all have points of interest.

The "just ripe" observations are few and nearly all astray. Blueberry is reported by one and that was first seen October 31. Some of the Meteorological phenomena show as conflicting results. First hard frost July 4, and first hoar frost November 18. Last hard frost March 27 and another June 27.

The following are some of the more common errors:

No. 1 has few observers and the dates are mostly late. Teachers should notice that we have two species of Alder, viz.: Speckled Alder (*Alnus incana*) in which catkins appear before the leaves, and Mountain Alder (*Alnus viridis*), in which catkins appear with the leaves.

No. 2 has only a few reports and all are wrong.

No. 6 is reported only a day or two ahead of 7.

No. 9 has only one correct date.

No. 26 is reported by four only.

No. 27 is reported as early as 129.

No. 35 is reported by two only and one is clearly an error.

No. 36 is still confused with 26. If teachers would consult their text books of botany they surely would not mistake *Rhodora* (*Rhododendron Rhodora*) for Lambkill (*Kalmia angustifolia*).

No. 42 reported as flowering from May 19th to June 29th.

No. 64 is too early in many cases, caused no doubt by heading not being taken for flowering.

No. 70 is reported as late as 248.

No. 71 is reported as early as 138.

Some of the schedules were quite complete and a number of additional observations were sent in. This should be encouraged.

Should teachers find difficulty in classifying the plants on the list, the compiler will be pleased to aid if plants be sent to him in such a condition that they can be identified.

#### REGION VIII.—RICHMOND COUNTY.

*Geo. W. McKenzie, B. A., Principal Public Schools, Sydney Mines, C. B.*

During the year the number of observers have but slightly increased, but the quality of the observations have improved.

Their dates do not so widely differ, hence a greater number could be accepted; still the tardy were too many.

No 1 was mistaken by a few for Mountain Alder. Watch for the catkins of 1 and 2 before the leaves of trees are out. They are often found in the same grove. When found, a tap on the hand with the catkin will determine whether it is holding pollen or not. There were but few observers of No. 4. It is a very common plant in the fields and can be easily recognized from its drawing in Spotton, page 267. Nos. 26, 35, 36 are not generally recognized apart. If observers would turn up the common name in their Botany they could easily detect if their common name for it was wrong. The name "Lambkill" in certain localities is applied to the three.

The birds do not seem to be generally observed, and I take it that they are not known. This is as one might expect; books on this subject are not as common in the hands of teachers as those on Botany, besides they are not as easy subjects to obtain for examination. From "The Perry Pictures Co., Malden, Mass," coloured plates of all the birds mentioned can be obtained for two cents each; or from A. W. Mumford, publisher, 378 Wabash Avenue, Chicago.

#### REGION VIII, IX, X.—CAPE BRETON, VICTORIA AND INVERNESS COUNTIES.

*Loran A. DeWolfe, M. Sc., Science Master, High School, North Sydney.*

Twenty-five schedules were sent in for these three counties, the same number as that of last year. I am sorry there are not more; but even from the small number at hand, one can get very good results. Out of this number, only three could be counted untrustworthy. Two of them were almost duplicates, even to the fifteen absurd mistakes that each contained; showing that one teacher had observed, or, perhaps guessed a number of dates, and then allowed his friend to copy the schedule. No honor is due the one sending in observations under such circumstances. And since there is no way of knowing which paper was the original, one must look with suspicion on both. The third bad sheet was so untidy, so mixed, and contained so many erasures and changes that it was scarcely legible. Accordingly, after vainly attempting to decipher its hieroglyphics, I had, at last, to abandon it. The remaining schedules, however, were fairly good; though several teachers recorded less than half the desired observations. Three or four reports were excellent.

Through ignorance or tardy observations, however, mistakes still occur. I should like to mention these somewhat in detail for the benefit of future observers. I must report the now almost stereotyped complaint concerning *Rhodora*, *Pale Laurel*, and *Sheep Laurel*. Strange as it may appear, *Pale Laurel*, the most inaccessible of the three, was correctly reported oftener than either of the others. Out of the twenty five schedules, there were eight correct reports for *Pale Laurel*, six for *Rhodora*, and three for *Lambkill*. Three observers called *Rhodora Lambkill*, while one mistook *Pale Laurel* for *Lambkill*. Or, to put these facts in another form. 36% of the observers reported *Pale Laurel*, 30% of which were correct; 33% reported *Rhodora*, 24% of which were correct; while only 12% reported *Lambkill* correctly.

Now no plants are more abundant than these, or more striking in their appearance. The only reason I can assign for their not being reported is that because of what has been said in recent numbers of the JOURNAL OF EDUCATION many teachers are afraid to report them lest they be wrong; therefore they omit them altogether. Still I cannot entirely believe this to be true; for any teacher who has energy enough to attempt the observations

would, I think, key out the plants for his own satisfaction. Ten minutes with specimens and text book would do the work. The Rhodora is easily distinguished from the others by its ragged corolla; while the Pale Laurel and Lambkill are best distinguished by their leaves. The time of flowering ought also to be a guide.

On the other hand, I am pleased to report that one of the persistent errors of the past has this year been avoided. Not a single observer this year confounded the Goldthread and Starflower. That is an improvement worth noting.

No correct reports were given for Hepatica or Adder's Tongue Lily. There was one incorrect report for the latter. Possibly Clintonia was mistaken for it.

Among other numbers on the schedule receiving scant observation were the following: Three reports for numbers 31, 64, 65; four for numbers 32, 47, 48, 49; five for 2, 4, 5, 30; six for 25, 34, 50. "Fruit ripe" was in no case generally reported.

Blue-eyed Grass, Alder, Field Horsetail and Yellow Rattle were in most cases reported too late. Forty per cent. of the reports for Fall Dandelion were two months too late. Brunella, on the other hand, was reported much too early. Perhaps Ground Ivy was mistaken for it. In one case the Daisy was too late. I think Mayweed (*Anthemis cotula*) must have been the plant observed.

Potato-digging, August 1st, must be the first "new potatoes" rather than the general fall digging.

In two cases Timothy was reported much too early. It must have been confounded with Meadow Foxtail (*Alopecūrus pratensis*). As a matter of fact, Timothy does not bloom in Cape Breton before vacation. Another paper reports Timothy and Potato flowering August 30th. The same paper reported hay-cutting three weeks before the Timothy flowered.

I scarcely know what plant was mistaken for twinflower, which was reported three weeks too early. Possibly it was Creeping Snowberry (*Chioenes, hispidula*). The Field Horsetail, reported June 15th, must have been another species of Equisetum.

One observer reports Scotch Thistle. While this may be correct, it is very liable to be Common Thistle, (*Cnicus lanceolatus*) which, I find, is very generally called Scotch Thistle throughout the Province.

Another observer entered Blue Flag in its proper place, and again as an extra observation twenty days earlier. In the extras, too, of one paper, Fly Honeysuckle was down twice under dates differing by twenty days.

A number forgot to add one day for leap year.

A few very glaring mistakes are scarcely worth pointing out, such as: First snow to fly in the air July 12th; first to whiten the ground August 17th; robins arriving June 1st; Blue Flag flowering April 1st, etc.

Notes of previous years on bird migrations truly record the still existing condition so far these observations are concerned. Some reports were very good. Taking different schedules, correct dates were obtained for nearly all the birds. A very small percentage, however, attempted to report them. The Song Sparrow seen in February was probably an English Sparrow, or some other winter resident. The Junco in February was, perhaps, a Chickadee; or possibly a mere creature of the imagination. The Kingfisher in March was no doubt some kind of a Gull or Fish Hawk. One very early report for the Redstart was possibly a Purple Finch.

It is rather surprising that so few report the Yellow Crowned Warbler; and even that few are generally too late. The average for the Province for the past years gives this bird too late. It is very common both in the woods and round buildings, on fences—in fact everywhere. The yellow rump is more conspicuous than the yellow crown, and should aid anyone in identifying it. Last spring they were in flocks in North Sydney, on May 7th, within fifty feet of the school building. For the next week they were lively everywhere. Their loud song could scarcely pass unnoticed by the least observing. Still only two teachers in these three counties reported this bird.

Extra observations included one hundred plants and thirty birds not on the list. Among plants very generally reported are Elder, Labrador Tea, Smilicina, Fly Honeysuckle, Shepherd's Purse, Twisted Stalk, Fetid Currant, Speedwell, Oxalis, Bake Apple, Dutchman's Breeches, and Small Evening Primrose. Three Inverness stations report Marsh Marigold and Downy Yellow Violet.

Some teachers have told me that it is useless to attempt a report for their sections because nothing grows there. This is a mistake. I believe no section in Cape Breton Island is so barren of vegetation or so unfrequented by birds as to hinder one from recording 90% of the observations asked. I do not think North Sydney has any very special advantages over other localities; and here it would be an easy matter to treble both the list of plants and of birds. Within a radius of four miles from town there are, I should say, a thousand acres of bog, in which Pale Laurel, Lady's Slipper, Sundew, Marsh Calla, Pitcher Plant, Orchids, and dozens of other plants grow abundantly. In woods or on shaded banks the Clintonia is nearly as common as the Dandelion in our hayfields. Rhodora and Lamb-



kill are in early moist pasture and elsewhere. Butter-and-Eggs, Fall Dandelion and Heal all are on every roadside. Yet comparatively few of these are reported from other localities.

On the other hand a few plants are scarce here. I have never seen the Spring Beauty, Bloodroot, Painted Trillium, Adder's Tongue Lily, or Hepatica. I do not know that the last two are found on the Island; but the first two are very generally reported from Inverness; and the Trillium was reported from two Cape Breton sections. Outside of one specimen of *Trillium cernuum*, I have never seen any species of Trillium here.

It will be seen, therefore, that there is a good opportunity for teachers to help work up the distribution of these plants that are not common in every section. If, after careful study of a plant, anyone should not be sure of its identity, I shall be very glad indeed to render any assistance I can, if plants are sent to me in good condition. It may aid someone to note that *Clintonia* is sometimes locally known as Bull's Tongue. Both it and *Smilacina bifolia* are also called Lily of the Valley. I find, too, that a few know Goldthread as Snake-root.

Perhaps the closing paragraph would be most helpful to younger teachers if I should give a few approximate dates for flowering plants. I shall give only those in which very many observers have been mistaken. Look for Alder shedding pollen the last part of April; Aspen and Field Horsetail the first of May; Ground Ivy May 10th; Rhodora the last week of May; Pale Laurel first week in June; Lambkill last week in June; *Clintonia* about May 25th; Fall Dandelion the middle of June; Pitcher Plant June 25th; Butter-and-Eggs July 8th. For the birds: look for Kingfisher May 1st; Kingbird May 20th; Redstart May 15th; Night-Hawk last of April; Yellow Crowned Warbler last of April. The Meadow Lark, Cedar Waxwing, and Bobolink are unknown to me in this region. Others report them in the Island however, and the dates should be the last of April for the first one, and the middle of May for the other two. These dates are only approximate, but I trust will guide some conscientious observer, and help him to avoid some of the errors of the past.

**LIST OF SCHOOLS REPORTING LOCAL PHENOLOGICAL OBSERVATIONS FOR THE  
YEAR ENDED JULY, 1904.**

REGION 1.  
YARMOUTH AND DIGBY COUNTIES.

REGION 2.

Section.	Teacher.	No. of Observations.	Section.	Teacher.	No. of Observations.
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*(a) Coast.*

Yarmouth.....	Florence Churchill.	54
Rockville.....	Annie H. Allen....	99
Argyle.....	Mary B. Jeffrey....	72
Central Chebogue.	Mary L. Weston....	141
“ Argyle.....	Charlotte W. Frost.	122
Cape Forchu.....	Laleah E. Killam....	47
Up. West Pubnico.	Stillman D'Eon....	74
Overton.....	Marie Cunningham.	168
Pubnico Head.....	Evelyn S. Kean....	106
Comeau's Hill....	Georgia P. Frost....	57
Argyle Head.....	Minnie B. Thorburn	98
Up Tusket Wedge.	Adeline C. Pothier.	121
Pinckney's Point.	L. L. Duncanson....	33

Fort Point.....	Gladys Manzar....	88
Weymouth.....	Clara Rumsey....	53
Cape St. Mary....	Jeanne Arnirault..	47
Mavillette.....	Mary D'Entremont.	68

*(b) Low Inlands.*

Wellington.....	Ethel M. Bain.....	58
Raynardton.....	Aimee O. Baker....	45
Chegoggin.....	Myrtle C. Wilson..	58
Plymouth.....	Lennie S. Purdy....	123
Belleville.....	Joseph J. Gavel....	147
Canaan.....	M. A. Frost.....	67
Springhaven.....	Geo. W. Allen.....	70
Pleasant Lake....	Roberta H. Christie	104
Chegoggin.....	Winnifred E Hilton	80

Danvers.....	Annie F. Cossaboom	66
Corberrie.....	F. E. Melancon....	180

*(c) High Inlands.*

North Kemptville.	Sarah Fleet.....	87
Rockingham.....	L. B. Hamilton....	130
“.....	Edna L. Sholds....	157
Kemptville West.	Maria Vurney....	139

North Range.....	Maude Mussells....	127
Hill Grove.....	Bessie Sulis.....	78

REGION 2,

SHELburne, QUEENS AND LUNENBURG  
COUNTIES.

*(a) Coast.*

Bayswater.....	Elsie M. Dauphinee	116
Chester Basin....	Minetta V. Crandall	38
Deep Cove.....	Florence Ernst....	62
Indian Point....	A E. Hyson.....	96
St. Matthews....	Florence Mullock..	258
2nd Peninsula, Up.	Ella West.....	72
E. of Lunenburg.	Ada Smith.....	41
Up. Kingsburg....	Lillian Adams....	82
Riverport.....	Lydia Dolliver....	127
Martin's River..	Mrs. B. Eisenhauer.	89
Garden Lots....	Ethel Scott.....	49
Broad Cove.....	Elsie Hebb.....	93
Bell's Island....	Rachie DeLong....	101
Tancook.....	Etta Zinck.....	79
Getson's Cove....	Myra Manning....	82
Black Rock.....	Floora Inglis....	112
Dublin Shore....	Josie Weagle....	108

St. Catherine's Rv.	Ethel Bower.....	124
Western Head....	Robina Parke....	99
Pt. Medway.....	L. C. Manthorne..	103
Port Joli.....	Clara Swim.....	70
Hunt's Point....	W. M. Huskins....	85
White Point....	Josephine Kempton	87
Gull Island....	Mollie Ford.....	88
E. Sd. Pt. L'Hebert	Effie R. Munroe....	84
E. Pt. Medway....	Jessie Vogler....	112

E. Green Harbor..	Lena Huskilson....	88
Hibbard's Brook..	Margaret Martin..	125
Black Point.....	Charles Decker....	122
Matthew's Point..	Estella Doane....	25
Blanche.....	H. Glenn Hammond	104
Charlesville....	Majorie Smith....	109
Jordan Bay.....	Pearle Black.....	58
Up Wood's Harbor.	Ethel Thorburn....	77
W. Green Harbor..	Henry C. Reynolds	60
Rockland.....	Bertha Hardy....	111
Allendale.....	E. G. Froude....	77
Port La Tour....	Mary Swanburg....	138
Clarke's Harbor..	Clara Hurlbert....	22
Port Saxon.....	Adeline Findal....	83
W. Middle Sable..	Helena Thompson..	113
Villagedale.....	M. A. Thorburn....	66

REGION 2—Continued.

REGION 2—Continued.

Section.	Teacher.	No. of Observations.	Section.	Teacher.	No. of Observations.
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(b) Low Inlands.

Snyder's LaHave	Wilbert Smith	152
Conquer-all Mills	Ella Neal	91
Hebb's Mills	Agnes Feener	122
W. Conquerall	Gertrude Feindel	99
New Italy	Nora Feener	35
Middleton	Margaret Croft	82

Greenfield	Jessie Freeman	110
Bang's Falls	Estella Gardiner	117

Shelburne	Janie Allen	77
Barrington Head	Edith Doane	61
Lower Ohio	Lena Davis	110
Middle Ohio	Effie McKay	84
Upp. West Jordan	Frank Bruce	74

(c) High Inlands.

Pine Plain	E. M. Hubley	85
Harriston	L. L. DeAdder	104
Pine Grove	Adelaide Mulock	110
Stanbourne		89
Upper Cornwall	Mary Smith	119
New Canada	Teresa Feindel	80
South Rosedale	Beatrice Keddy	73
Fancy's	Jessie Godfrey	143
Lakefield	Elizabeth Fancy	106
Crousetown	Annie M. Zinck	118
Camperdown	Elva Hebb	131
Centreville	Katie Morton	130
Branch LaHave	George Manning	97
Upp. Northfield	Minnie Veinot	58
Indian Reserve	M. A. Shea	96
W. Northfield	Jessie Chesley	101
Upper Branch	Helen Wilson	74
Lapland	Rebecca Ramey	114
Bushe's Island	Minnie Maud Bell	67
Mid. New Cornwall	Annie Keddy	95
Walford	Jessie Tretheway	129
Lower Northfield	Nellie Lohnes	130
Farmington	Ada Freeman	89
Meisner's	Minnie Lonness	110
Big Lots	Flora Bruhm	106
Fauxbourg	Manetta Reeves	102

Kempt	Linda Best	101
Central Caledonia	Jessie Freeman	111
Molega	Nellie Gardner	93
N. Brookfield	W. Christopher	118
	M. Hunt	

W. Caledonia	May Lacy	122
Caledonia	Edward Cushing	102
S. Brookfield	Jennie Fancy	116
La Belle	Mabel V. Freeman	83
Middledale	Allie Smith	132
New Grafton	Caro Holdright	67
Harmony	Alma Waterman	96
Upper Ohio	Sadie Jones	100
Upper Clyde	M. Annie McGinnis	124

REGION 3.

ANNAPOLIS AND KINGS COUNTIES.

(a) Coast.

Durling's Lake	Reginald Saunders	109
Lansdowne	Addie Rice	84
Albany Cross	Annie Fairn	45
Maitland	Lydia Fancy	106
Torbroke	Ella McGregor	129
Stoddartville	Nellie McMillan	125
Clementsvale	(A. O. Harlow	120
	(E. Mary Denton	
Victory	Lizzie Simpson	101
Lake May	Emi y Rowter	93
South Albany	Edna Durling	90

Blue Mountain	Christina McCallum	97
Davison Street	Jeanie White	91
Dalhousie	Ethel L. Wright	127
Tremont	Elsie Hallamore	55
Lockhartville	Elizabeth Forbes	127
Bishopville	Ellen Hanna	131
Harmony	Mary Ella Beals	56
Lake Paul	Alice Randall	79
Canaan	Jessie Marion Dow	140
Greenfield	Clara Martin	117

(b) Low Inlands.

Paradise	W. H. Longley	67
Middleton	Carrie Hall	156
Granville Centre	Cora Elliot	72
N. Williamstown	Etta Andrews	58
Lower Gaspereaux	Mildred M. West	90
Gaspereau	Gertrude Wallace	96
Lower Horton	Mildred Daniels	51
White Waters	Marian Parker	63
Greenwich	Minerva Gammon	115
Greenwood	Minnie M. Lee	92
Piedmont	Annie Fales	56
Long Island	Lena Lockhart	72

REGION 3—Continued.

REGION 4—Continued.

Section.	Teacher.	No. of Observations.
Medford .....	Jennie Clark .....	132
Waterville .....	Abbie J. Marchant .....	112
Sand Hill .....	Laura McMahon .....	107
New Minas .....	Mildred Gammon .....	100

(c) High Inlands.

Fairview .....		102
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(d) North Mountains.

Douglas .....	Lilla Baltzer .....	66
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REGION 4.

HANTS AND COLCHESTER COUNTIES.

(a) Coast.

Clifton .....	Mabel Ingram .....	101
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Cambridge .....	Alice Parker .....	74
Belmont .....	Hannah Cottle .....	92
E. Tenacape .....	Mildred Hamilton .....	11
Pembroke .....	E. M. Foley .....	97
Summersville .....	Alice Weathers .....	81
Summersville .....	Jessie Dickson .....	59
E. Noel .....	Maggie Morrison .....	95

(b) Low Inlands.

Pembroke .....	A. B. English .....	76
Riverside .....	Janet Sutherland .....	70
Shubenacadie .....	Gertrude Brunt .....	68
Hilden .....	Alberta Langille .....	47
Cross Roads .....	Laura Creelman .....	100
Brookfield .....	M. E. Banks .....	128
Coldstream .....	Alice Prescott .....	79
W. St. Andrews .....	Sadie Cameron .....	116
Beaver Brook .....	Ella Archibald .....	94
Otter Brook .....	Hannah Logan .....	132
Green Oak .....	Eva Crockett .....	111
N. Noel Road .....	Mary Card .....	89
Balnan .....	Eliza Brison .....	71
Scotch Village .....	Edna Reynolds .....	138
Shubenacadie .....	Ethel Porter .....	95
	Ethel Dill .....	
Upp. 9 Mile River .....	Eunice Faulkner .....	112
W. Indian Road .....	Florence Crombe .....	109
Newport Road .....	Jessie Lynch .....	62
Mill Village .....	Mabel Holesworth .....	92
New Dublin .....	Anna May Reid .....	125

Section.	Teacher.	No. of Observations.
E. Noel Road .....	Blanche Anthony .....	107
Enfield .....	Lillie Home .....	128
Elmsdale .....	Christine Shaw .....	53
Falmouth Village .....	Alberta King .....	126

(c) High Inlands.

South Branch .....	Stella Bates .....	196
Harmony .....	Martha Murray .....	91

Greenfield .....	Linden Anthony .....	110
S. Uniacke .....	Gertrude Long .....	73
Renfrew .....	Janie O'Brien .....	146
Gore .....	Hattie Cameron .....	132
Ardoise .....	Annie Sweet .....	121
Mill Brook .....	Ida Smith .....	72
Vaughan .....	K. F. Wilson .....	121

REGION 5.

HALIFAX AND GUYSBORO COUNTIES.

(a) Coast.

Steep Creek .....	Mary Emily Parks .....	101
Port Bickerton .....	Florence Hene .....	47
Sand Point .....	Wilhelm Carrigan .....	101
Oyster Ponds .....	Sarah Bruce .....	109
Lower Liscomb .....	Ethel Henry .....	108
Mid. Manchester .....	Annie Ross .....	93
Halfway Cove .....	Esther Morgan .....	92
Mid. Melford .....	Daisy Mattatall .....	80
Wine Harbor .....	E. L. Suttis .....	66
Port Felix W. .....	A. M. McPherson .....	40

Hubbard's Cove .....	Maude Dominey .....	95
East River .....	Ethel Mills .....	109
Tantallon .....	Ethel Messervey .....	104
Victoria .....	Edith Crowell .....	128
Ketch Harbor .....	Mary Ida Thompson .....	50
N. W. Arm .....	Mary Soy .....	88
S. E. Passage .....	Ethel Conrad .....	84
Glen Margaret .....	Winnie Fraser .....	93
W. Dover .....	Gertrude Settle .....	99
E. Dover .....	Beatrice McGrath .....	44
Upper Prospect .....	Sister Borgia .....	65
Herring Cove .....	Eleanor Jackson .....	40
Cow Bay .....	Susie Macdonald .....	34
Cole Harbor .....	Mae Davis .....	101
Mineville .....	Ethel Partridge .....	125
Seaforth .....	Edith Pentz .....	78
Grand Desert .....	Mary MacGillivray .....	149

REGION 5.—Continued.

REGION 6—Continued.

Section.	Teacher.	No. of Observations.	Section.	Teacher.	No. of Observations.
Grand Desert.....	Mary Ead.....	150	New Salem.....	Fannie Kent.....	77
Lr. E. Chezzetcook.	Amelia Wier.....	98	Cross Roads.....	Hester Sproule...	71
East Chezzetcook.	Daisy Sheehan....	123	Barronsfield.....	Ruth Trenholme...	102
Musquodoboit Har.	Jessie Chisholm...	103	Black Rock.....	Dora Smith.....	63
W. Jeddore.....	Viola Maskell....	91	Lower Maccan....		105
Spry Harbor.....	Lucy Mitchell....	92	Wharton.....	Ethel Oxley.....	53
Moser River.....	Rufus O'Brien....	63	Amherst Point...	Mabel Bigney....	115
			Brookville.....	Lizzie McNutt....	87
			W. Amherst.....	Mamie Smith.....	118

(b) Low Inlands.

Sherbrooke.....	A. W. Fraser.....	62
St. Mary's River...	Margaret Dickson..	72
Roachvale.....	Ethel G. Williams..	147
Stillwater.....	Blanche Macdonald	149

St. Andrews.....	Reta Fraser.....	99
Lucasville .....	Kathleen Webber ..	104
Midd. Sackville...	Lizzie Lewis.....	96
Maroon Hill.....	L. M. B. Thomas....	134
Lower Sackville...	Annie Underwood..	42
Preston Road.....	Margaret Auld....	114
Elmsvale.....	Mabel Archibald...	117
Midd Lake Porter.	Eva M. Moore.....	111
Arlington.....	Gertrude Higgins..	115
Up. Musquodoboit.	Emma Burris.....	65
Landells.....	Georgena Whidden	137
Cook's Brook.....	James Mitchell....	128
Henry.....	Jessie Archibald...	48
Moose River Mines.	Hattie Sibley.....	84
Oldham.....	Louise Borne.....	124
Glenmore.....	Jessie Dickey.....	85

(c) High Inlands.

New Town.....	John Archibald....	107
Aspen.....	Minnie Sutherland..	92
Argyle.....	Martha MacIntosh..	102
Country Har. Mines	S. H. MacIntosh....	80
Goshen.....	John Hattie.....	76
Cameron Sett....	Edith Hattie.....	130
Upr. Caledonia...	Bessie Cumming....	96

REGION 6.

COBEQUID SLOPE (TO THE SOUTH.)

(a) Coast.

Lower Onslow.....	Jane Cox.....	59
Masstown.....	Alice Creighton....	86
Portauipique.....	Della Pullmore....	72
Lower Five Islands.	Alice Smith.....	119
Lake Lands.....	Josie Lavers.....	144

(b) Low Inlands.

Belmont.....	M. Henley.....	50
Crowe's Mills.....	Nettie Young.....	98
Up. Belmont.....	Irene Rooda.....	62
North River.....	E. Fulton.....	87
W. Brook.....	Alice Thompson...	52
Maccan.....	L. J. Barnes.....	123
Amherst Head.....	Mary Alma Huston	102
East Amherst .....	Oressa McKinley...	73
Hastings.....	Charlotte Boomer..	117
Warren.....	Sarah Embree.....	92
Westchester Valley	Emma Glennie....	152
R. Hebert.....	J. D. McLeod.....	186
Halfway River....	Edna Harrison....	164

(c) High Inlands.

Up. North River...	Tena McKim.....	49
Folly Lake.....	Grace McLaughlin..	50
Castlereagh.....	Elva Dixon.....	132
Lornvale.....	Julia Purdy.....	87
Portauipique Mt...	Mildred Fulton...	48

Herret & Athol Rd.	H. G. Douglass....	112
Windham.....	Cynthia Chisholm..	88
Leamington.....	Violet Craig.....	73
East Mapleton....	Mabel Sproule....	89
South Brook.....	Winifred Lavers..	127
Wentworth Station	Minnie Kerr.....	90

REGION 7.

NORTHUMBERLAND STRAIT SLOPE,  
(to the North.)

(a) Coast.

Brule.....	Alice M. Fraser....	165
Pt. Brule.....	Katherine McKay..	87
Forest Section...	Elizb'th McLanders	122
Tarbet.....	Bessie Sutherland..	112
Tatamagouche...	Winifred Barclay..	94
Middleton.....	Jamie Ferguson...	72



REGION 7--Continued.

REGION 9.

Section.	Teacher.	No. of Observations.	Section.	Teacher.	No. of Observations.
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Woodfield.....	Peter Campbell.....	35
Blue Mountain.....	Jessie Ross.....	113
Marshdale.....	Annie Crockett.....	78
East River.....	Mary Thompson.....	162
Diamond.....	Edith Langille.....	86
Rocky Mountain.....	Anna Cameron.....	111
Avondale.....	Janie McPhee.....	117
Blanchard Road.....	Dan Hattie.....	89
Lorne.....	Melissa Lays.....	104
Garden of Eden.....	Jessie McGillivray.....	57
Fanuel Hall.....	Mabel McLeod.....	65
Linacy.....	Tena MacLean.....	96
Island E. R.....	Ada Grant.....	184
McLellan's Brook.....	D. W. McDonald.....	266
Glengarry.....	K. A. McLeod.....	98
Kirkmount.....	Margaret S. Grant.....	121

REGION 8.

RICHMOND AND CAPE BRETON COUNTIES.

(a) Coast.

Acadiaville.....	M. C. Doucet.....	102
Arichat.....	D. H. Campbell.....	79
Petit De Grat.....	Eva B. Girroir.....	38
Port Malcolm.....	Sarah C. White.....	127
MacDougall's.....	Gertrude Lawlor.....	58

North Sydney.....	L. A. DeWolfe.....	246
Bateston.....	Joseph Willett.....	106
Rockdale.....	Mary Tompkins.....	38

(b) Low Inlands.

Framboise.....	Peter McDougall.....	76
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(c) High Inlands.

Hureauville.....	Cassie Grant.....	117
Brae.....	Alex R McDonald.....	99
St. George's Chan.....	Lulu Lynds.....	96
Loch Lomond West.....	Mary Boyd.....	102
Grand River.....	D. K. Finlayson.....	91
Loch Lomond.....	Alex Baillie.....	124
Lewis Cove Road.....	John Murchison.....	137

Birch Grove.....	Annie Carmichael.....	68
Loch Lomond North.....	D. A. McKillop.....	64
Enon.....	Maggie McIntyre.....	67
Long Island Main.....	Nina Munn.....	130
Portage.....	Dan Macadam.....	82

REGION 9.  
BRAS D'OF SLOPE (TO SOUTH-EAST).

(a) Coast.

French River.....	Angus McDonald.....	67
Whycocomagh.....	James McKinnon.....	116
Big Harbor Island.....	Jessie MacIntosh.....	45
Nyanza.....	Lizzie Campbell.....	103
N. S. Whycocomagh.....	John D. Matheson.....	120
Inlet.....	Dan McLennan.....	121

(b) Low Inlands.

W. C. McInnes.....	North West Arm.....	303
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REGION 10.

INVERNESS SLOPE (TO GULF N. W.)

(a) Coast.

S. S. Mabou Har.....	Duncan Chisholm.....	16
Plateau.....	Wm. Cormier.....	61
Muise.....	Henry Bourgeoise.....	67
Belle Cote.....	Julian LeBlanc.....	91
Margaree Harbor.....	Thomas Gallant.....	52
Rocky Ridge.....	Mary B. McMaster.....	58

(b) Low Inlands.

Rossville.....	Marion Park.....	61
North Ainslee.....	C. J. McInnes.....	67
Leadbetter.....	Sarah Buckless.....	207
Munro.....	Ida Tompkins.....	131

(c) High Inlands.

Ainslee Glen.....	John McMillan.....	265
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### SCHOOL CONSOLIDATION IN NOVA SCOTIA.

The following extracts from the Educational Report of 1904, sum up the statutes and regulations for school consolidation, with some illustrations.

It can be seen that the Inspector is the individual charged with the chief responsibility and the initiatory and directive power. After the sections concerned have arranged with him, the consolidation agreements can be transmitted to the Superintendent for the final consideration of the Council.

The District School Board Commissioners constitute the next most important authority; for they have power to initiate the consolidation of school sections according to their judgment, whether the sections themselves are willing or not. The Council must finally ratify. The District Board can in like manner dissolve a consolidation which fails to carry out equitable arrangements made with the distant members of the consolidated section; or make any equitable settlement of differences arising between the constituent sections.

Full powers for the development, sustentation, and modification of such unions or consolidations are given by law to these local authorities who can easily make themselves fully acquainted with the local conditions; leaving merely the ratification of the arrangements to the C. P. I. The Council is likely to ratify all arrangements which are made on uniform principles for every section of the Province.

#### STRENGTHENING OF RURAL SCHOOL SECTIONS.

Owing to the continuance of industrial conditions creating an unusual demand for employment, and to the draft on Nova Scotian teachers from provinces where there is even a greater dearth of qualified teachers, the year ended July, 1904, shows our rural school sections in a few regions of decreasing population, at their worst. No less than 240 were vacant. This condition, although not so bad as in some other provinces and portions of States, has already shown signs of improvement. As this problem was discussed more fully than usual in my last report, and as the tables of statistics show practically the same state of stress, I shall not reiterate the discussion further than to call attention to the regulations passed on the 4th of March, 1904. These have already commenced to ameliorate the situation, in many other cases as well as in the consolidations involving conveyance, which have been alluded to. These regulations are supplementary to those of the corresponding numbers in the Manual of School Law, 1901.

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 Municipal 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 (c). 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 being 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.

The general principle limiting the amount of aid is indicated in the Act which reads as follows:—

2. Section 3 of said Education 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.”

It means that the aid given to the consolidation of school sections must not affect injuriously the grants to other sections from the Municipal School Fund, or to teachers from the Provincial Aid Fund. However, the consolidations may substantially be granted what they may be fairly assumed to have saved from these funds,—but nothing more, rather something less so as to satisfy the general public of the due protection of their interests, which always are in danger of invasion by those pressing for special aid.

THE FIRST CONSOLIDATIONS

without philanthropic aid (of which Middleton is the sole example) may be tabulated as follows:

	Building Grant.	Municipal Grant (Annual)	Prov. Aid Grant (Annual.)
East Bay, C. B. (4 sections) . . . . .	\$600	2 M	2 D
Big Bras. d'Or, Vic. Co. (2 sections) . . . . .	200	1 M	.....
Kempt Head, Vic. Co. (3 sections) . . . . .	.....	1 M	D
			<u>2</u>

The credit of these first regular consolidations with provision for some conveyance belongs to the counties of Cape Breton and Victoria, which were under the charge respectively of Inspectors Macneil and MacKinnon. Were all the sections consolidated of full normal size, and habitually having school, the grants could have been larger under the law. No aid can be given to the union of two sections which should never have existed separately; school boards are recommended to have such sections promptly united with or without the consent of ratepayers, especially if the sections do not maintain school regularly. The regulations published on page 65 and 66 of the last April *Journal* specify several ways in which Inspectors can lessen the number and increase the size and wealth of sections, which is the most fundamentally important improvement which can be made to secure good rural schools, and in many regions under the present conditions to secure any school at all.

## PROVINCIAL SCHOOL CONSOLIDATION AID.

1. This applies only to the union of school sections which are already of normal size—about four miles in diameter—and which when united will have pupils considerably further from the central school than two miles, and which will therefore require some arrangement for conveying the more distant a portion of the way to school.

2. When sections which are less than the normal size recommended by the Council of Public Instruction seek to unite under these regulations, they can be considered only as a fraction of a section, according to their size—the normal size section being taken as the unit.

3. A grant to aid the building or equipment of the central school of a consolidation, may be made to the *first* consolidations in each county, provided the total sum allowed to each county, not to exceed \$2,000 per county on the average, has not been exhausted. This grant is intended merely as a prize to stimulate the early testing of the practicability of consolidation, and shall not in any case be greater than \$200 or \$250 for each full size school section which is absorbed into the central one. Two school sections of half the normal size will count as only one section in determining such a grant.

4. An annual grant from the municipal school fund of less than \$25 may, on the arrangement and recommendation of the Inspector, be given to the school board of the consolidated section for every teacher which is saved by the consolidation.

5. An annual grant from the Provincial Aid may in like manner be given the school board, the amount arranged for and recommended by the Inspector to be something less than the Provincial Aid which may be assumed to be saved by the reduction in the number of teachers.

6. For convenience these arrangements may be quoted as multiples or sub-multiples of (a) the municipal allowance for a teacher, \$25; and (b) the Provincial Aid for a class D teacher. Thus a section may be classed as one receiving extra grants, M + D, (\$25 Municipal fund and \$55 + of Provincial Aid); or  $\frac{4M}{5} + 2D$  (\$20 and \$110 +); etc. If sections usually having "B" teachers are consolidated and reduce the whole staff by one, the saving will be one B grant, which is equal to 2 D grants. This nomenclature is used, because the Provincial Aid to teachers is not a definite sum to each. The sum total, \$190,000, is definite; but it must be divided among teachers in the conjoint ratio of their license scale and the number of days taught.

The chief advantage gained in the consolidation of sections is the union of the property of all the sections in the support of a central efficient school. The Provincial Aid and Municipal Fund are only the lesser advantages. The Province cannot afford to give any special aid, except the \$36,000 grant which will be used for prizes to the first consolidations in each county.

## AN ILLUSTRATION.

Let us suppose five weak school sections each with an average of \$20,000 property and an average of 20 pupils, and five second class-

teachers should consolidate. The sections would then have a valuation of \$100,000, and an attendance of 100 pupils. Instead of five second class teachers receiving from the sections the average salary of \$150 each, amounting to \$750, two first class teachers might be engaged at \$200 each, amounting to \$400 only. If we assume the attendance of pupils to remain the same, and the extra Provincial Aid and Municipal Fund to keep these grants practically the same, there will be a large saving in sectional taxation, if no "conveyance of pupils" is necessary.

There is also a gain in efficiency in addition to that resulting from more highly trained teachers. For each teacher under the former condition had, we may suppose, to teach eight grades in very small classes. Under the new conditions, each of the superior teachers would have only four grades; and could give therefore twice the time to each class.

In other words the school would become a graded school, with all the advantages of superior teachers and of increased attention to each class, with an actual diminution of section school taxes. Then conveyance should not be deemed necessary unless pupils should be considerably more than two miles from the central school; and the conveyance need not be anything more than sufficient to put such distant pupils on an equality with those from one to two miles distant.

Any further conveyance advantages, or any superior equipment of the central school, would be luxuries which the united section could enjoy according to the disposition of the ratepayers to raise local funds. They would certainly be more able to do so than formerly and would also have a very much greater return for their expenditure.

#### PUPIL'S COMPOSITION.

##### What We Learned from Our Little School Garden.

(Corkum's Island, Lunenburg Co., Autumn, 1902.)

This school set aside a little garden in the Spring of 1902, for 3 reasons;— (1) for pleasure, (2) to teach us that when we are men and women, it is worth much to adorn our properties, (3) to learn something of Nature. We had our garden plot about an old stump, where there was a great quantity of decayed wood, and the soil being loamy and black or rich looking; trusting there was enough natural food there, we used no plant food, *i. e.*, we used no manure. Everything grew luxuriantly. We think this proves that in the first cultivation of such soil, there is plenty of natural food. We planted sweet peas, nasturtiums, poppies, asters, sweet william roots, daffodil roots, other roots and lettuce. We find a raspberry stalk growing there. How did it get there? We think its seed is too heavy to be blown by the wind, for not another stalk is to be seen nearer than "head-piece." So we blame a little bird for it. We know these plants spread rapidly, so we will have to pull it out, root and all. Ferns flourish in our garden, pretty tender ferns. Outside the paling, there are only a few and these seem stunted in their growth. Most certainly we see that the poor ferns outside cannot be healthy, for we hurt them so much. For the same reason the violets in our garden are so big and so healthy. We find thistles an exceedingly troublesome weed, and have much labour in keeping our garden and yard free of them. They are common on the island, far too common. We enclosed within our garden a sickly young spruce tree, and our teacher and we are glad to see it sending out lots of tender new shoots, and looking fine and healthy. We think the spruce trees are pretty hardy, and yet we find we must not be rough to them, if we want them to grow. Our teacher wants us to be more careful of trees, and in future we are going to be good to them.



# JOURNAL OF EDUCATION.

APRIL, 1905.

## OFFICIAL NOTICES.

The full number of legal teaching days in the half year ended 27th January was 108 ; in the second half year, ending 30th June next, there will be 108 days. Total teaching days for the year, 216.

### CALENDAR, SUMMER, 1905.

- April 17. Fourth Quarter of school term begins.  
 " 21. Good Friday (holiday).  
 May 5. Arbor Day.  
 " 23. Empire Day.  
 " 24. Victoria Day (holiday), last day to apply for Provincial Examination.  
 " 31. Inspector's List, Candidates, Provincial Exam., sent to Education Office.
- June 26. Regular Annual Meeting of School Sections.  
 " 29. Provincial Normal School closing.  
 " 29. County Academy Entrance begins.  
 " 30. Public Schools close for Summer Vacation.
- July 1. Dominion Day.  
 " 3. Provincial examinations Grade XII, begin ; Last Day for Minutes of Annual Meeting sent to Inspector.  
 " 5. Provincial Examinations Grades XI, X, IX, begin.  
 " 8. Last Day for Annual "Returns" sent to Inspector.  
 " " M. P. Q and Supplementary Examinations.  
 " 11. Summer School of Science opens at Yarmouth.  
 " 18. Last Day for Inspectors' "Sheets" sent to Education Office.  
 " 28. Summer School of Science at Yarmouth closes
- Aug. 1. School Year begins.  
 " 14. Optional opening of Rural Schools.  
 " 21. Regular opening of Schools ; beginning of First Quarter of School Term.  
 " 22. Provincial Educational Association opens, Normal School, Truro.
- Sept. 4. Labor Day (holiday).  
 Oct. 5. Normal School opens at Truro.  
 Nov. 6. First Monday of Second Quarter.

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

Halifax, E. ....	Tuesday, May 16th.	Hants, East. ....	Wednesday, June 14th.
"    Rural ....	Thursday, June 15th.	Antigonish. ....	Thursday, May 25th.
"    W. ....	Tuesday, June 20th.	St. Mary's. ....	Tuesday, May 30th.
Chester. ....	Tuesday, May 2nd.	Guysboro. ....	Thursday, June 8th.
*Lunenburg. ....	Saturday, May 6th.	Richmond. ....	Wednesday, May 3rd.
North Queens. ....	Wednesday, May 10th.	Cape Breton. ....	Tuesday, May 16th.
South Queens. ....	Saturday, June 10th.	Victoria. ....	Tuesday, June 13th.
Barrington. ....	Saturday, May 6th.	Inverness, North. ....	Tuesday, June 20th.
Shelburne. ....	Wednesday, June 7th.	Inverness, South. ....	Thursday, June 8th.
Yarmouth. ....	Tuesday, June 20th.	Colchester, South. ....	Monday, May 1st.
Argyle. ....	Thursday, June 22nd.	Pictou, North. ....	Monday, May 8th.
Digby. ....	Monday, May 22nd.	Pictou, South. ....	Tuesday, May 9th.
Clare. ....	Tuesday, May 23rd.	Stirling. ....	Wednesday, April 26th.
Annapolis, West. ....	Tuesday, June 6th.	W. Colchester. ....	Thursday, May 4th.
Annapolis, East. ....	Wednesday, June 7th.	Parrsboro. ....	Tuesday, May 16th.
Kings. ....	Tuesday, May 9th.	Cumberland. ....	Thursday, May 25th.
Hants, West. ....	Friday, May 12th.		

\* At Lunenburg.

**DISTRICT SCHOOL COMMISSIONERS.**

*(Appointed 9th December, 1904.)*

Colchester South. John Cook, Jr., Gay's River.

*(Appointed 8th April, 1905.)*

Cape Breton.	Rev. Chas. D. Schofield, Sydney.
Stirling.	Robert Sutherland, Balmoral Mills.
Digby.	B. Havey, Digby.
Guysboro.	A. C. Jost, M. D., Guysboro.
	Rev. A. W. Nicholls, Guysboro.
	Rev. John Gee, Guysboro.
	D. P. Floyd, Guysboro.
	Rev. C. S. McLearn, Guysboro.
	Rev. D. K. Smith, Boylston.
	Rev. Geo. Howcroft, Mulgrave.
	P. A. McGarry, M. D., Canso.
	Rev. J. A. D'Ateuil, Larry's River.
Chester.	Rev. W. F. Miller, New Ross.
Pictou, South.	D. W. McDonald, Lansdowne.

**SPECIAL STATISTICS, Nos. 148, 149 and 150.**

The blank columns 148, 149 and 150 in the Register and Annual Returns are to be filled in *this* year as in 1902, as follows:—

- 148.—The total pupils enrolled who can sing.
- 149.—The total enrolled learning to play on some musical instrument
- 150.—The total enrolled learning to swim or able to swim.

**RURAL SCHOOL LIBRARIES, 1905.**

For the *five* dollar grant, the value of the books must be at least \$25.00 this year, the other conditions remaining the same as last year.

For the *ten* dollar grant, the value of the books must be at least \$60.00, other conditions as last year. See Regulation (2) for Rural Libraries, in October Journal, 1903.

### SUPERIOR SCHOOL LIBRARIES.

Every school section having a teacher qualified to draw Provincial grant greater than that of Class B, is required to have a Library, and must make a return of it on the blank provided, before the Principal of the schools will be entitled to any grant greater than that of Class B. The statistics of the libraries of these schools have to be summed for each county and for the province, and must therefore have every item answered—every blank filled.

### AN ALTERNATIVE DRAWING COURSE.

The following course is recommended by the Provincial Normal school Instructors. It is published here for the purpose of having it tested by as many as possible before incorporating it formally in the "Course of Study."

On page 59 preceding, the price of the Augsburg Drawing Books were accidentally left at the original price, 90 cents each. The price has now been reduced to 75 cents each.

(*Augsburg's Drawing Course.*)

FOR GRADES I TO IV—Manual No. 1 for the teacher, and Practice Tablets Nos. 1, 2, 3, 4, of "Shorter Course" for pupils.

FOR GRADES V TO VIII—Manual No. 2 for the teacher, and Practice Tablets Nos. 5, 6, 7, 8, of "Shorter Course" for pupils.

FOR HIGH SCHOOL GRADES—Manual No. 3 for the teacher. This provides for brush-work, pen-drawing, modeling, designing, isometric and easy orthographic projections, and working plans for cabinet work.

In introducing this Drawing Course into rural schools where drawing has not been systematically taught, it is advised to begin with Practice Tablet No. 1 ("Shorter Course") in Grades I, II, III, and with Practice Tablet No. 4 ("Shorter Course") in Grades IV and VIII, gradually introducing the remaining numbers as required.

### THE NEW READERS.

1. Before the end of July next the new Nova Scotia Readers, Nos. 1, 2, 3, 4, 5 and 6, should be in the hands of the booksellers, at the retail prices respectively of 15 cents or less, 20, 25, 25, 30 and 30 cents. Each represents the minimum reading required in each grade for one year. Should more reading be required in any school the School Board can apply to the C. P. I. for the use of supplementary readers, which should be the property of the School Board.

2. For grades VII and VIII, the Royal Reader No. 5 may continue to be used next year; but on the recommendation of the Advisory Committee the C. P. I. authorizes as optional, selections of two long pieces of Prose and two of Poetry, according to the usage in the High School grades—a three year rotation to be followed. For 1905-6, the Prose recommended is Washington Irving's *Rip Van Winkle*, *Christmas Eve* and *Sleepy Hollow*, and Lamb's *Adventures of Ulysses*. The Poetry, Goldsmith's *Deserted Village*, and Scott's *Lady of the Lake* as in Royal Reader No. VI.

An edition containing these four selections may be issued at a retail price not exceeding twenty five cents.

3. The use of all the old Royal Readers will be permitted for two years more.

4. Registered pupils having usable Royal Readers with the title page bearing the date, 1902, 1903 or 1904, shall have the privilege of exchanging them when endorsed as prescribed below by their teachers, according to the following plan:

<i>Royal Primer</i> for the new Nova Scotia Reader I.					
<i>Royal No.</i> 1	"	"	"	"	II.
" 2	"	"	"	"	III.
" 3	"	"	"	"	IV.
" 4	"	"	"	"	V. or VI.

5. The following is the prescribed endorsement to be written on the blank side of the title page, dated and signed by the pupil's teacher or the Principal of the schools of the section,

" This certifies that this book would be the regular Reader to be used by the bearer, (*name of pupil*) who is a pupil attending this school, were the new Readers not prescribed, and is therefore entitled under the arrangement made by the Education Department to the new Nova Scotia Reader No. . .

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

(Teacher or Principal.)

Without the title page and this endorsement no exchange can be fairly claimed or granted.

6. The privilege of exchange shall not continue beyond the last day of February, 1906; except where schools are unavoidably closed. In such cases the privilege shall continue for another year; but then the certificate must be endorsed by the Inspector in addition to the teacher.

7. Saleable copies of the Royal Reader shall be taken at cost price by the publishers of the new Readers from booksellers, in exchange.

8. If any copy of the new Readers should appear to be defective in any respect, such as binding, paper, print, it should be promptly reported to the Education Department, and returned to the bookseller.

9. Should any accident prevent the supply of the new readers before the middle of July, intimation may be given through the public press to continue the use of the Royal Readers for another year.

**GUELPH NATURE STUDY SCHOLARSHIPS.**

The following were appointed to the scholarships for attendance at the Macdonald Nature Study Institute at Guelph during the term 4th April to 26th June next, on the joint recommendations of Principal Soloan of the Normal School, and of Mr. Percy J. Shaw, Director of the Macdonald Nature Study Schools near Truro :

1. Mr. Louis D'Entremont, West Pubnico, Yarmouth County.
2. Mr. Duncan McInnis St. George's Channel Richmond County.
3. Mr. Mayhew C. Foster, Port Lorne, Annapolis County.
4. Miss Harriet Carter, Truro.
5. Miss Ethel Hiltz, Dartmouth.
6. Miss Cassie Whitman, East Inglisville, Annapolis County.
7. Miss Josephine H. Stevens, Middleton, Annapolis County.
8. Miss Sadie J. Gordon, Lansdowne, Pictou County.

**BOOK AND CHART AGENTS.**

Teachers and Trustees are cautioned against travelling agents who presume to quote the recommendations of school authorities in favor of what they have to sell. The material desired to be sold may be useful; but when useful is not often

the material most necessary. Its purchase in such cases interferes with the proper equipment of the school. Trustees should be careful to take their advice directly from the Inspector. Any agent going into a school during school hours to carry on his business should be promptly requested to leave the room.

#### LAW AMENDMENTS.

The changes in the law will be found in the usual place as shown in the index—page 63 &c. The following changes are among them. The Inspector of Schools has to classify the local agricultural schools strictly according to Regulation 36. Next school year school gardens may draw extra money from the Municipal Fund according to regulations to be framed by the Council. These regulations will require the garden to be neatly enclosed, effectively managed during vacation as well as in the teaching term, with an annual expenditure on it at least equal to the grant. There is also an amendment designed to protect the school from the exhibition of bad manners likely to injure the manners of the pupils or the influence of the teacher. Also one to equalize the cost of vacation to rural and city schools.

#### PROCRASTINATION IN MAKING THE SCHOOL RATES.

Attention has been called to several school sections during the past year, where the trustees, mainly influenced by the habit of procrastination persisted in for years by their predecessors, do not promptly make out the school rates during the first quarter of the school year.

The law contemplates the paying of salaries quarterly instead of half yearly when possible. In the City of Halifax and possibly in a few other school sections the payments are monthly. In the towns and other progressive sections they are now generally paid quarterly. It is really no more expensive; and the ratepayer feels that he is paying as he is receiving, and is not rolling up a debt as unpleasant to himself as it is unfair to the poorly paid teacher. But to pay quarterly means that the school rates must not only be made early in the school year, but must be partly collected before the end of the first quarter.

Both school trustees and ratepayers must feel the depressing effect of having to pay money for what has become a debt. The mental worry and moral degeneration caused by the consciousness of not being able to pay at the proper time is much greater than the interest saved. In some cases there is no money to be had, especially at certain seasons of the year. When ratepayers who are otherwise worthy people can not pay school taxes, it might be a generous and profitable act at the same time for the school section, at its annual meeting, to ask the School Board to remit their taxes for the past at the expense of the school section, in order to allow them to start square.

#### THE SECOND SCHEDULE.

The legislature has passed an Act giving the Council of Public Instruction the responsibility of placing school sections on the *Second Schedule*. The Superintendent has therefore been ordered to obtain for the Council full information bearing on each application before it is granted. There is more than a suspicion that in many cases the general law has been departed from on account of the trifling selfishness of some individual who simply had a desire to see some small piece of property taxed to support his own school, although the said property within the said school section called for no school privileges because the owner's children were residing in and being educated in another school, sometimes in an adjoining one in every way more entitled to the taxes imposed on the property in question.



The general law is generally the fair law. It requires a man's property to be taxed for the benefit of the school which is compelled to educate his children.

It is therefore unfair to transfer any portion of the property of such a man to another section which is being put to no expense for the education of his children, on account of the accidental location of a portion of the property within it. It can be defended only under peculiar and rare circumstances.

These are, *First*—The greater wealth of the section from which the property is asked to be transferred, providing there is an absolute necessity for the continued existence of such a poor section.

*Second*—If the property would otherwise escape taxation for the support of any school. Forest lands have thus been sought to be taxed, although such property involves no liability for educating children in the section. Selfish rate-payers often appear to forget that such property is already taxed for the support of schools under the provisions for raising the Municipal School fund.

The Council, therefore, before placing any section on the *Second Schedule* desires to know: (1) the valuation of property and the character of the school administration of each of the school sections to be affected by the proposed change; (2) the several properties to be transferred in exact detail; (3) the reasons why the transfer of such property is to be considered not only fair to all concerned, but of importance sufficient to justify the creating of another exception to the general law.

The Council deems it unfair as a rule to have school sections transferred to the *Second Schedule* later than the beginning of the school year; for the property is likely to be rated during the first quarter of the school year, where the owner had the right to take part in the annual meeting. To have it transferred after being thus rated would be of no advantage to the section seeking the change; for it would be eminently illegal to tax the same property for the annual support of schools in two sections.

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## COMMENTS, &c.

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To find anything in the JOURNAL look at the index which will show you the page near which each kind of information is grouped.

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### NATURE STUDY REVIEW.

The regular rate for trial half year for the new *Nature Study Review*, edited by Professor M. A. Bigelow, Teachers' College, Columbia University, New York City, is only 30 cents. Two numbers have been issued up to date.

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### 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.

An annual ten guinea prize (\$51.06) is offered through the League for the best design for the cover of the "*Federal Magazine*," size 11x9 inches. Two very superior designs were sent from Antigonish County, which this year leads the Province in this competition.

### LEAGUE OF THE EMPIRE.

#### Lord Meath Empire Day Challenge Cups and Prizes.

A.—Lord Meath Empire Day Prize (Secondary Schools). A Silver Challenge Cup, value £10 10s. Od., presented by the Right Hon. the Earl of Meath, K. P., to be held by the school and a personal prize of £5 5s. Od., given by the League of the Empire is offered for competition to all Secondary Schools throughout the Empire for an Empire Day Essay of not more than 2,000 words. The subject, which shall deal with a matter of imperial interest and import, to be announced not less than six months previous to the 24th of May.

B.—Lord Meath Empire Day Prize (Primary Schools). A Silver Challenge Cup, value £10 10s. Od., presented by the Right Hon. the Earl of Meath, K. P., and a personal prize of £3 3s. Od., given by the League of the Empire is offered for competition to all Primary Schools throughout the Empire, for an Empire Day Essay of not more than 1,000 words. The subject, which shall deal with some matter of imperial history, geography, agricultural or industrial condition to be announced not less than six months previous to the 24th May.

All essays must first be judged in the Schools and afterwards through representatives of the League in the different countries of the Empire. Those selected for final competition by judges appointed by the Federal Council in London.

The special subject for this year is, by request, "Empire Day, its foundation, purposes and modes of celebration."

### PENSIONING OF TEACHERS.

The Board of Commissioners of the city of Halifax has appointed a committee to formulate a scheme for the pensioning of its teachers when they become too aged to be effective. Already the city leads in making appointments to its staff permanent, except for misbehavior or special cause. The province as well as the larger towns will follow this action of the progressive educational authorities of the metropolis with the closest attention.

### TEACHERS' SALARIES.

The Superintendent of Education desires in behalf of all interested in education, to thank school trustees for the generous effort so many of them made to advance teachers' salaries. This helps to explain why only 240 of our schools were closed last year, while in New Brunswick over 400 were closed.

Still, however, teachers' salaries have not advanced so much as other wages and salaries in general; so that they are still lower, comparatively speaking, than they were a generation ago. All this is true although we have now in our high school a great number of able and scholarly teachers comparable to those in our universities then.

Even this year there still exists a strong current of able teachers preparing to leave the profession, or to enter the profession in the North West. It is therefore in the sole interest of education in the province, and the welfare of our schools and our children, that the appeal is made to all school boards to save our schools from being closed, or what is just as bad, from the inefficient teacher who is good for no other occupation.

## SECTIONS WITHOUT SCHOOLS.

Many sections profess to be too poor to vote enough money to open a school, in which the unnecessary expenditure on tobacco and whiskey for a year would of itself be a good supplement. And sometimes even good people join in the chorus and ask "why cannot the government do something more to open school."

These people have never looked into matters, and do not understand that the legislature has made most liberal provisions for aiding poor sections. They are authorized to draw a higher rate of provincial and municipal funds than the other schools; but in return many do just so much less than they ought to do. Many will fight day and night against the union of poor small sections which should never have been formed. There are noble exceptions, of course.

The educational authorities require the aid of all intelligent classes and especially of that most powerful of modern influences, the public press, in these cases. The selfish savage who tries to vote down a school to save a few cents of taxation which he sometimes spends in a single "time," or because he wishes to antagonise another neighbor; who opposes the strengthening of sections with the energy of some village Hampden—with an idea that he is defending his rights to do as he pleases,—takes additional fire from any word which can be twisted to aid him. The misplaced sympathy of a partially informed minister, or stranger, or politician, encourages him in his unwise course. That is why we ask the aid of the press and our intelligent classes.

The law now allows District School Commissioners to unite or otherwise consolidate or obliterate, *volens volens*, school corporations which exist for the purpose of doing nothing. Before acting thus, however, District Commissioners should give due notice of the changes proposed, so that the parties affected may have an opportunity to present their views. The District Commissioners, then, should act according to their own judgment of what is in the interests of public education.

## HOLIDAYS.

The reasons for the change made in the regulations affecting the mid-summer vacation and holidays in general may be partly made clear by the following extract from the last Education Report:

## ACCIDENTAL DISCRIMINATION.

Regulation 123 allows to County Academy sections, and those having at least four departments, one week more vacation than to rural schools, and the city of Halifax two weeks more, without loss of public funds. This was not so unfair when the regulation was originally passed, for each teacher was then paid a fixed sum. When the Provincial Aid was limited, and ordered to be divided among the teachers according to the number of days taught, the conditions were changed. When the 150 high class teachers of the City of Halifax are taking their extra two weeks vacation, the rural teachers are keeping school. But the Halifax School Board is paid as if the schools were open, out of the funds which are directed to be paid to those teaching. The city is substantially paid for two weeks of holidays, the equivalent of four or five weeks' grant of the average rural teacher, out of the funds which should be divided among those teaching in the country sections. As the City of Halifax, on account of its wealth, can afford to engage teachers who draw the largest grants out of this fund, and do not, as all other towns, balance this advantage by contributing to the municipal fund, the regulation is doubly inequitable,—one degree more so than in the case of the town sections. In order, therefore, to carry out the spirit of the Act, to distribute the Provincial Aid according to the days taught by each teacher, I recommend that six or seven weeks' vacation and no more, be allowed all school sections without discrimination, allowing sections desiring more holidays to take them freely, but at their own expense, instead of the expense of the rural teachers. This inequality is one element causing the lowering of the grants to teachers, and its removal will raise the grants payable to each teacher for each day actually taught.

From the new regulations published on page 68, it will be seen, that the C. P. I. has acted on the recommendation. We shall no longer have school boards obtaining through the Council an additional week of vacation (with full pay for it taken out of the grants to schools which are teaching) because the repairs to their school buildings, etc., were not completed in the proper time, and because a like privilege is being given to Halifax without any such excuse at all. Public funds can be paid to schools only for authorized teaching days according to the Act 67 A, see page 49 of the Manual of 1901. Holidays such as Easter Monday, indulged in by only few schools, will therefore in future draw no funds for their holiday work from those schools which are engaged in teaching.

Schools which apprehend broken time in winter can open a week earlier in August, but only to substitute such days for other days in the regular term. Towns which desire a longer vacation can have it without taking funds for the time from the schools which are teaching. As the Provincial Educational Association meets during the first week of the regular term it will enable towns and cities whose teachers attend, to have an additional week of vacation for their children without losing grants for the week—the teachers being engaged in educational work.

#### SCHOOL LIBRARY BOOKS.

A rather hurriedly compiled list of books, classified, is given in the *Journal* of October, 1903, to aid those forming libraries. A revised list may soon be published. But what would be found more useful for the majority of schools would probably be a list of sets of the best books worth about twenty-five, fifty, and a hundred dollars each, classified as required by the regulations.

The Superintendent of Education would be glad to have samples of such lists sent in by those who had successful experience in interesting children.

New books are being constantly published, some of which might be useful for young readers, such as "Builders of the Dominion—Men of the East," by Emily P. Weaver, 116, pages, 5x7½ inches, 35 cents, (Copp, Clark Co., Toronto); "The Canadian West," by McIntyre, 250 pages, 5x7½ inches; and the fifteen cent Literature Series so convenient for supplementary reading (Morang & Co., Toronto).

Or books for reference such as the "Manual of Trees of North America," by Professor Sargent, of Harvard University, pages 825, 6x9 inches, \$6.00, (Houghton, Mifflin & Co.) Sargent is the first authority in the world on trees. His "Silva of North America," with magnificent figures of each is sold at \$350 (three hundred and fifty dollars). The Manual has small figures of the leaves, flowers, fruits and branches of each tree.

The County Histories are all valuable. That of Annapolis County by Calnek and Savary, describing the history of the earliest settlements and the first capital and the later history, down to the tercentenary celebration of 1904, is especially valuable. As a rule all local books should be found in local libraries.

#### THE NATURAL HISTORY SURVEY OF NOVA SCOTIA.

Every County Academy and superior school should be a centre of the scientific study of the natural history of its own environment. The phenological observations show signs of developing the observant faculties of hundreds of those who in a few years will be in charge of the destinies of the Province. It is also accumulating very exact information with respect to the variability of the seasons. The schools of Nova Scotia are referred to abroad as the originator of this inex-

pensive and effective method of securing attention in a continuous and definite manner to the things along the school road; thus utilizing what is generally a monotonous tramp twice a day, into trips of discovery.

The comments and criticisms of our large and able phenological staff on pages 77 to 85 will be read with interest by all, and with profit by many, it is hoped.

But the museum should be developed in every school possible. Why should not all the different kinds of rock and minerals found in the school section be shown, labelled and arranged, in each school? The specimens most easily preserved might very well be shown in every school. In botany the hard fungi growing on trees and old wood could easily be kept on exhibition, and named by the first one visiting able to name them, if the teacher can not do so.

Here, it should be remembered, that no teacher is expected to know every thing the little boy picks up in the country. The most learned naturalist in the world will be found unable to give the correct name to something in every Nova Scotia school section. On the other hand an ignoramus might learn the names of many things without knowing much more about them.

The teacher and pupils should therefore be encouraged to observe, study, and give simple names of their own to every thing until they happen to discover the correct, common or scientific name. Observe, note, name, and find out all about how the object came to be where it was found, what it is doing, and what the end will be. A person can thus be a scientific authority before he knows the scientific tongue.

#### EXAMINATION GOSSIP.

Sometimes it has been noticed that teachers as well as candidates allow themselves to say semi-jocosely in explaining a failure at the examination: "The examiner must have overlooked some question," "He was probably suffering from indigestion, or heat and marked my paper low," etc.

Now it is very unsportsmanlike for either teacher or candidate to attempt to excuse failure in such a way. To those who know, it is at the same time a confession of failure, an exhibition of ignorance of the character of the examination and the examiners, and the revelation of a mean spirit likely to act in the manner imagined. Teachers would do well, therefore, to caution pupils who have a tendency to talk in such a manner; first, for their own sakes; second, for the sake of people who do not know better, and who may think that as "the whole world is rotten" it is no matter how they themselves may be; and lastly, because it is important that people should believe that those in authority are true, carefully honest and capable, when they are so.

The examination questions are a work of incredible care, patience and time to those who have never realized what their preparation from year to year means. Some questions more difficult than desirable, and others more easy than desirable are sure to be found by different candidates and by their teachers. But then, no one is required to make a perfect paper for a pass. The technical "pass" line is put down very low—down to fifty per cent. This provides for blunders in the setting of the questions, in the printing of the papers, in the reading of the candidate, for a large percentage of slips, for much lack of knowledge, and for the state of health of the candidate. If he has a passable knowledge of the subject, he has time enough and chances enough to show it.

But if the candidate is one point too low, some think, he should be examined again to see if he could not be passed. If that is a good principle, it is equally good to re-examine the paper when it is only one point above, in order to see whether he should not fail.

The fact of the matter is, that no one has any right to be near the passing point, if he thinks himself truly qualified. He should be away above it. Any rights near the "passing" limit are only technical rights; and for expedition in deciding what is only a technical point the council lays down the rule for the guidance of examiners, and has it published for the information of all as to the procedure thus promised to be followed. It will be therefore understood that if the Superintendent should allow himself or one of the examination officers to add even one point to any candidate's papers except according to the law published as the exact procedure in all cases, he would be untrue to the council, unfaithful to the general public, and unfit to be at the head of the administration.

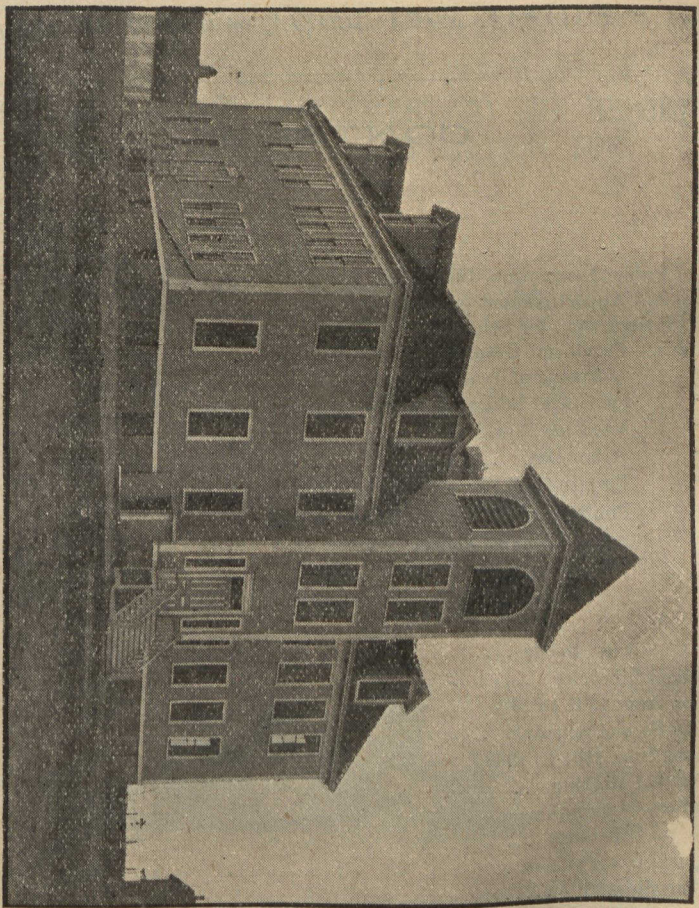
"But the examiner who marks hundreds of questions a day may make a slip," it may be said. But that is provided for by requiring the examiner to mark the value of each question in colored pencil on each question. These marks remain on the papers. If any reputable party thinks a question may have been omitted, the Superintendent, has it examined to see if each question is valued, and if the values are added correctly. If there should be a slip the examiner is caught; but some have never been caught even once. The Superintendent is as interested in finding that examiners do their work correctly as in seeing that the candidate does his duty according to the examination regulations. In other provinces a fee of from \$4 to \$5 is required for an investigation. In Nova Scotia, hitherto, the Superintendent has had all cases investigated free, partly with the object of testing the care of the examiners. The fact is that there has not been one slip found in a hundred cases of investigation, although one or two turn up in some years. Candidates are often unaware of the blunders they make; and some have so deficient a knowledge of the subject, that their confidence in their work is simply the measure of a profound ignorance of even the general principles.

So long as only a reasonable number of students ask for an investigation, the usual procedure can be followed. Should the requests become numerous, a fee (to be returned if a slip should be found) may be ordered by the Council. Under any circumstances, however, the youngest candidate from the most insignificant community in the province, cannot be imposed upon by the most distinguished examiner. Each individual is entitled to the true value of his paper.

Lastly, were a candidate to read his own answer, it is very likely he would in some cases think it worth more than the examiner, very likely in many cases. But if the examiner valued the question and marked it as required by law on the same scale as the other papers passing through his hands, the value must be accepted. It is the only legal value. The Superintendent has no more power to value differently any question than the candidate has. That is not his duty under the law. And rightly so; for the examiner's values are more likely to be uninfluenced by the knowledge of the personality of the candidate, and he marked the paper on the same plan as the other ones. The Superintendent therefore, can do nothing except see whether any point has been overlooked by the examiner; and if there is a slip he cannot even correct it, for that would be illegal. He has to send the paper back to the examiner, who is compelled to mark the value of any question not marked as valued and correct his previous report over his own signature, and this is kept on file in the archives of the office.

The Superintendent desires every candidate to pass, if qualified, and he is proud of all who do pass. He is sorry for those who do not pass—sorry on account of their own feelings, and on account of the "look" of the failure. But he must see that the rules of the great game are followed exactly by examiner as well as candidate; for any thing else would be unfair and false.





PUBLIC SCHOOL (AND COUNTY ACADEMY), SHELBURNE, NOVA SCOTIA, 1905.

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## CONTENTS.

	PAGE.
Council of Public Instruction, Inspectors, etc .....	2
Provincial Aid Apportionment to Teachers .....	4
Forms of Notices, etc., for School Meetings, etc .....	24
Regulations.—Provincial Examinations and Stations .....	28
“ Licensing of Teachers .....	34
“ Provincial Educational Association .....	39
“ Vacation Work .....	40
“ Arbor Day .....	40
“ Empire Day .....	42
“ Public School Course of Study .....	42
“ “ Common School Grades .....	43
“ “ Condensed Courses .....	46
“ “ Alternative Drawing Course .....	51 and 98
“ “ High School Grades .....	54
“ Text Books .....	57
Rural School Libraries .....	59
Legislation from 1901 to 1905 .....	63
Sections in Second Schedule .....	65
Regulations from 1901 to 1905 .....	67
March Annual Meeting .....	68
Local Nature Observations .....	72
Phenological Criticisms .....	77
Phenological Observations .....	86
School Consolidation .....	92
Calendar and Official Notices .....	96
Comments, etc .....	101-107