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JOURNAL
OF
EDUCATION.
NOVA SCOTIA.

APRIL, 1895.



THIRD SERIES, Vol. I.....No. 5.—(Total No. 107.)

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

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

HALIFAX, N. S. :
PRINTED BY WILLIAM MACNAB, 3 PRINCE STREET.
1895.

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Journal of Education.

HALIFAX, NOVA SCOTIA, APRIL, 1895.

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

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

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

Government Grants,

In aid of Public Schools, paid to Teachers,
for the half year ended Feb. 1st, 1895.

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

	Number of Teaching Days employed.	Am't paid to Teach- ers from Provincial Treasury.			
ANNAPOLIS.					
McVicar, Will	108		Davidson, Jennie B	107	44 58
Dunlop, Allen E	108	110 00	Delamere, Maria J	102	42 50
Shaffner, S C	108	110 00	Durling, Bertha A	88	36 66
Atwood, Alice J	87	48 33	Durling, Winifred	108	45 00
Banks, B S	108	60 00	Elliott, Annie B	99	41 25
Behner, R S	22	12 22	Elliott, Etta M	108	45 00
Brown, A D	108	60 00	Henshaw, Edith E	108	45 00
Congdon, Hattie	108	60 00	Hindon, Orilla E	106	44 16
Denton, Lyman M	107	59 44	Homer, Agnes W	108	45 00
Goucher, O P	108	60 00	Hunt, R Leigh	107	44 58
Hall, Jennie A	108	60 00	Inglis, Susie O	105	43 75
Hall, Jessie B	84	46 66	James, Willis G	105	45 00
Harris, C Louise	108	60 00	Jones, Watson C	108	45 00
Kinley, Thos J	106	58 88	Longley, Robt S	108	45 00
Manthorne, S L	108	60 00	McCormick, A E	107	44 58
Marshall, Wm A	108	60 00	McKay, Cassie M	108	45 00
McCullough, Alma	108	60 00	Messenger, F R	104½	43 54
McVicar, Maggie M	83	46 11	Messenger, H W	108	45 00
Morehouse, Bertha E	106	58 88	Morse, Susie L	103	42 91
Parker, Wm C	96½	53 60	Newcombe, Dena M	106	44 16
Redding, Margaret B	108	60 00	Newcombe, Ida M	108	45 00
Richardson, R A	108	60 00	Nichols, Clarence A	78	32 50
Saunders, W E	108	60 00	Parker, Abbie E	103	42 91
Shaw, Arthur M	108	60 00	Parker, Lizzie A	93	40 83
Shields, Wm J	108	60 00	Phinney, Nina A	108	45 00
Starratt, Ellen M	108	60 00	Randall, Agnes C	108	45 00
Troop, Wilhelmina A	92	51 10	Reagh, Lela B	107	44 58
VanBuskirk, J L	108	60 00	Spinney, Helena A	101	42 08
Vidito, Helen A	108	60 00	Spinney, Mary J	102	42 50
Whitman, Phineas	68	37 77	Spinney, Norval B	24	9 99
Armstrong, Elma	108	45 00	Starratt, Mildred M	108	45 00
Baird, Etta Z	59	24 58	Whitman, Ella M	98	40 83
Baird, Ira M	108	45 00	Williams, Annie M	69	28 74
Banks, Eva O	98	40 83	Williams, Augusta	108	45 00
Banks, Mary E	108	45 00	*Banks, Ameda M	73	27 03
Barclay, Jemima C	108	45 00	*Bartheaux, Maggie E	108	40 00
Barss, Nellie M	108	45 00	*Berry, Ella M	107	39 62
Benson, Ida M	108	45 00	Bishop, Iola M	60	16 66
Bishop, Avarid L	108	45 00	*Brown, Bertie J	54	20 00
Behner, Chas F	108	45 00	Burney, Lizzie	107	29 72
Behner, R S	86	35 83	Daniels, Cassie M	104	28 88
Brennen, Jessie J C	83	34 58	Delaney, Annie E	89	24 72
Brown, Lillian E	108	45 00	*Dunn, Bessie M	76	28 14
Bruce, Geo D	108	45 00	Elliott, Ritchie	105	29 16
Clarke, J Allison	108	45 00	*Fancy, Susie	107	39 62
Crouss, Agnes M	108	45 00	Fleet, Gertrude L	105	29 16
Crowe, Joseph	108	45 00	Goodwin, Geo L	108	30 00
Daniels, Carrie	108	45 00	*Guest, Anzonetta M	88	32 58
			*Harlow, Edith L	102	37 77
			Harris, L Jean	108	30 00
			Hendry, Edwd S	108	30 00
			Hill, Hannah L	107	29 72
			Hindon, Oressa N	107	29 72
			Jackson, Eva B	108	30 00
			Jones, Alice G	108	30 00
			*Mack, Ella M	108	40 00
			*McGregor, Ella	108	40 00
			*Minard, Abbie K	53	19 62
			Morse, H Rosamond	107	29 72
			Munro, Helen H	108	30 00
			Roy, Eva M	107	29 72
			Runsey, Clara I	106	29 44
			Saunders, Alice M	14	3 88
			Saunders, Hannah	108	30 00
			Saunders, Ruth	108	30 00
			Sproule, Laura M	106	29 44
			Stailing, Maggie	106	29 44
			*Thomas, Mabel L	48	17 77
			Whitman, Millie	106	29 44

Williams, Florence	19	5 27
Welton, Jennie	106	29 44
Craig, Lizzie A	5	1 38

ANTIGONISH.

Chisholm, D A	103	
Boyd, A J	108	60 00
Cameron, H D	105	58 32
McGillivray, A A	88	48 88
McKenna, J A	108	60 00
Patton, W P	108	60 00
Sr Mary Ann	108	60 00
Sr St Margaret	103	57 21
Barry, H D	108	45 00
Bonin, J B	108	45 00
Boyd, H D	108	45 00
Boyd, A A	108	45 00
Cameron, H D	107	44 58
Cameron, Geo H	75	31 25
Cameron, Alice	108	45 00
Chisholm, M A	107	44 58
Chisholm, J W	108	45 00
Chisholm, Mary	108	45 00
Devar, Anna	108	45 00
Floyd, D P	108	45 00
Fraser, Wm	108	45 00
Fraser, Cassie	108	45 00
Germain, Addie	103	42 91
Grant, Mary	108	45 00
Keating, W E	108	45 00
Locke, Mabel	105	43 75
MacDonald, A G	108	45 00
MacDonald, A A	108	45 00
MacDonald, M F	108	45 00
MacDonald, Cath	103	42 91
MacDonald, Mary	103	42 91
MacDonell, John	108	45 00
MacDonell, D R	108	45 00
McGillivray, M B	108	45 00
McGarry, Mary	91	37 91
McKenzie, Gertie	107½	44 79
McLean, Maggie	98	40 83
McMaster, Jessie	107	44 58
McNeil, Dan	103	42 91
McNeil, Florence	108	45 00
Manson, M L	108	45 00
O'Brien, Angeline	108	45 00
Rogers, W J	108	45 00
Sr St Maurice	108	45 00
Sr St Martin	108	45 00
*Borden, Minnie	87½	32 39
Chisholm, H A	108	30 00
*Chisholm, Anna B	108	40 00
Chisholm, Kate	100½	27 91
DeLaurier, Ada	108	30 00
DeLaurier, Cath	108	30 00
DeLaurier, Maggie	48½	13 47
DeLaurier, Lizzie	59½	16 52
*Gillis, Mary	87	32 21
Gorun, Cassie	108	30 00
MacDonald, Allan	108	30 00
MacDonald, J C	108	30 00
MacDonald, John	103	28 60
*MacDonald, Donald	105	38 88
*MacDonald, D	108	40 00
*MacDonald, Mary A	108	40 00
MacDonald, Jeanie	108	30 00

MacDonald, Sadie	103	28 60
*MacDonald, A J	108	40 00
*MacDonald, Mary A	99	36 65
MacDonald, Mary E	102	28 33
MacDonell, Annie	49	13 60
MacDougall, John	108	30 00
MacEachern, Kate	89	24 72
MacEachern, John	102	28 33
*MacGillivray, M B	103½	38 32
*MacGillivray, Mary	83	30 73
*MacGillivray, Maggie L	91	33 69
MacKenzie, Mary A	106	29 44
MacKeough, Katie	108	30 00
*MacLean, Maggie	54	20 00
*MacNeil, Mary	108	40 00
*MacPherson, H A	108	40 00
Sr St Boniface	108	30 00
Sr Mary Imelda	108	30 00
Sr St Helen	108	30 00
Sherman, Mary A	108	30 00
Stewart, R A	108	30 00
*Stewart, Cecilia M	108	40 00
Stewart, M P	104	28 88
Tramble, Jane	108	30 00
Tupper, Jean	108	30 00
Wall, James	106	29 44
Webb, Peter J	108	30 00
Gillis, John R	43	11 94
McDonald, Nellie	9	2 50

Assistants.

MacAdam, D M	102
MacDonald, A R	103

CAPE BRETON.

Mackeen, E T	108	
Stewart, Frank I	108	
Creelman, Wm A	108	110 00
Herdman, A W	108	60 00
Bates, Mark	108	60 00
Beaton, A L	108	60 00
Bigney, Arthur O	108	60 00
Bigney, Annie	108	60 00
Edwards, Jas W	108	110 00
Gillis, D McK	108	60 00
Gillis, Ronald	108	60 00
Haggerty, Wm	108	60 00
Herdman, Wm C	103	57 21
Hynes, James	108	60 00
McAdam, Michl A	108	60 00
Macaskill, J J	108	60 00
McKenzie, Kate A	108	60 00
McKinnon, Hector	86	47 77
McKinnon, Jos D	97	98 79
McNeil, John D	103	60 00
Matheson, Murd	108	60 00
Matheson, Duncan M	108	60 00
Morrison, Elizabeth	108	60 00
Patridge, Eleanor E	108	60 00
Sr St Leonard	108	60 00
" Mary Regis	108	50 00
" Mary Josita	108	60 00
Woodill, Arthur	108	60 00
Young, William	108	60 00
Armstrong, T E	108	45 00
Bates, Lawrence D	108	45 00

Bert, Victoria M	108	45 00	Johnson, Kato	108	30 00
Bert, Augusta	108	45 00	Lockman, Annie	66	18 33
Boyd, Annie L	108	45 00	Macadam, Isabelle	108	30 00
Butts, Adrian	108	45 00	McAdam, Dan C	108	30 00
Currie, M D	95	39 58	McAulay, Christie	108	30 00
Dunlop, Kate M	92	38 33	McDonald, John	64	17 77
Egan, Annie W	108	45 00	McDonald, John	102	28 33
Eagen, Susan	108	45 00	McDougall, Duncan	91	25 27
Gillis, John T	108	45 00	McIntyre, John	108	30 00
Hannah, Mary	108	45 00	McKenzie, Ronald	79	21 94
Harrington, Annie E	108	45 00	McKinnon, Neil	103	28 60
Holmes, Kate M	108	45 00	McKinnon, M L	107	29 72
Lewis, Ann	108	45 00	McLean Neil	108	30 00
Lewis, Louisa A	103	45 00	McLellan, Ertie B	108	30 00
Macadam, May	92	38 33	McLeod, Agnes C	93	25 83
McAulay, Norman	108	45 00	McMillan, R D	104	28 88
McCormick, Matilda	103	45 00	McMillan, Fanny	101	28 05
Macdonald, Mary	108	45 00	McMillan, Maggie G	99	27 49
McDonald, Norman	108	45 00	McNeil Annie	108	30 00
McDonald, Mary E	108	45 00	McNeil, James	108	30 00
McDonald, Joseph	95	39 58	McNeil, Joseph	25	6 94
McDonald, A J	104	43 33	McPhee, Isabel	104	28 88
Macdougall, A B	9	3 74	McVarish, Mary L	108	30 00
McDougall, D J	108	45 00	Martell, Ida J	108	30 00
McGillivray, Mary J	108	45 00	Martyn, Maggie	108	30 00
McIntyre, Jos H	107	44 58	Morrison, Donald	102	28 33
MacKay, Rose	108	45 00	Mullins, Michael	108	30 00
McKenzie, Rachel C	108	45 00	Nicolson, Maggie F	108	30 00
McKenzie, Archie J	107	44 58	O'Handley, Maggie A	108	30 00
McLean, M T	108	45 00	O'Neill, Maggie	108	30 00
McLean, James	102	42 50	Pendergast, Sara	109	30 00
McLean, Neal	79	32 92	Roche, Mary L	23	6 38
McLellan, Alexes	108	45 00	Roche, Felicity L	99	27 49
McMillan, John	88	36 66	Sr St Clementine	108	30 00
McNeil, Miriam	82	34 17	Smith, Daisy	108	30 00
McVicar, Margt A	108	45 00	Spencer, Ida	108	30 00
Martell, Emily A	108	45 00	Stubbert, Jemima	69	19 16
Moffatt, Clara L	108	45 00	Townsend, Annie E	108	30 00
Moffatt, Mary E	108	45 00	*Saffire, Bridget	108	40 00
Moffatt, Annie M	108	45 00	*McCuish, Maggie	54	20 00
Moore, Kate C	108	45 00	*McDonald, Angus	108	40 00
Morrison, Maggie	105	43 75	*McInnis, Mary A	75	27 77
Muggah, Maggie	108	45 00	*McInnis, Eliza M	90	33 32
Muggah, Kate A	108	45 00	*McLeod, Maggie S	108	40 00
Mullins, Bridget	108	45 00	*McNeil, Katie J	108	40 00
Murrant, Annie W	108	45 00	*McPhee, Dan S	108	40 00
Ormond, B M	108	45 00	*Munroe, Sarah E	88	32 58
Partridge, Amelia	108	45 00	*Nearing, Mary	103	38 14
Phoran, Alice	108	45 00	*Nicholson, John H	64	23 70
Robinson, Hattie L	108	45 00	*Ryan, Maggie	108	40 00
Scott, Henry	108	45 00			
Shanahan, Maggie	108	45 00			
Sr St Camillus	108	45 00			
" M Leonard	101	42 08			
" Miriam	101	42 08			
" Rose Stanislaus	101	42 08			
" M Veronica	108	45 00			
" M. Rita	108	45 00			
Smith, Minnie	108	45 00			
Spencer, Marion V	108	45 00			
Spencer, Ester J	107	44 58			
Ball, Hattie B	102	28 33			
Boyd, Mary W	105	29 16			
Butler, Libbie	68	18 88			
Butler, Sarah	108	30 00			
Fahey, Annie	108	30 00			
Farrell, Hugh	92	25 55			
Gillis, Hugh	101	28 05			
Graham, Maggie M	108	30 00			

COLCHESTER.

SOUTH.

Campbell, W. B	104	
Hemeon, W. D.	104	
MacKenzie, Ellen M	104	
Davidson, Clara E.	107	59 44
Dickson, Hattie	107	59 44
Grant, A. M.	107	59 44
Guild, Adah	108	60 00
Hamilton, Agnes	107	59 44
Johnson, Harriet	108	60 00
Little, James	104	
McCallum, Mvrtle	107	59 44
McKay, Jessie G.	108	60 00
Porter, B. F.	107	59 44

CUMBERLAND.			
Lay, E J	107	McLeod, Janie	105 43 75
McTavish, N D	105	McTavish, Jessie	108 45 00
Toroy, N W	108 110 60	Miller, Alice	107½ 44 79
Archibald, Clara	107 59 44	Miller, Estella	108 45 00
Capp, Edith	108 60 00	Moore, Georgina	102 42 50
Dickson, Ida	88 48 88	Moore, Lizzie	108 45 00
Fellmore, Ada	107 59 44	Moore, Laura	108 45 00
Lewis, Bessie	108 60 00	Morenash, Clara	106 44 16
McInnis, Lenora	108 60 00	Nicholson, Jennie	108 45 00
Murray, Archibald	107 59 44	O'Brien, R B	53 22 08
Peppard, Naomi	108 60 00	Oulton, L R	108 45 00
Peppard, Sophie	108 60 00	Oxley, Priscilla	108 45 00
Slade, W R	108 60 00	Patterson, Sara	108 45 00
Angus, Julia	108 45 00	Perrin, Minnie A M	108 45 00
Angus, Marietta	105½ 48 96	Pipes, Adg	108 45 00
Archibald, Josephine	20 8 33	Proctor, Louisa	108 45 00
Barnes, Lillian	108 45 00	Purdy, Annie	108 45 00
Baruhill, Ida	20 8 33	Richardson, Ida	104½ 43 54
Bent, Maud	97 40 41	Robb, Sadie	108 45 00
Black, Florence	107 44 58	Ross, Sara C	105½ 43 96
Black, Annabel	20 8 33	Scott, Alice A	108 45 00
Blakney, Lizzie	108 45 00	Scott, Helen	84 34 99
Carter, Amelia	108 45 00	Shiple, Clara	106 44 16
Carter, Clara	108 45 00	Simpson, Lyda	108 45 00
Carter, Ida	108 45 00	Smith, Grace V	108 45 00
Chambers, Mary	108 45 00	Spencer, Belle	108 45 00
Charman, Mary	108 45 00	Stewart, Hattie	107 44 58
Chisholm, Annie	108 45 00	Swift, Sara	108 45 00
Clarke, Martha	104 48 33	Tuttle, Ethel	106 44 16
Coates, Clara	78 32 50	Vance, S C	107½ 44 79
Colborne, A G	19 7 91	Wadman, Alfrèta	30 12 50
Creelman, Jean	102 42 50	Webster, Bertha	79 32 92
Davison, Lizzie	108 45 00	West, Jessie	107 44 58
Doyle, Alice	108 45 00	Wilson, Bessie	30 12 50
Doyle, Edith	108 45 00	Acorn, Mabel	108 30 00
Drysdale, Annie	108 45 00	Archibald, Susie	108 31 79
Eagan, Samphard	108 45 00	Armstrong, L J	52 14 44
Fail, Jennie	108 45 00	Atkinson, Janie	92 25 55
Ford, Carrie	108 45 00	Bacon, Cora	41 11 38
Frame, Laura	108 45 00	Baird, Sara	108 30 00
Gillis, Renà	108 45 00	Brenton, Alice	30 8 33
Gelderson, Annie	108 45 00	Brown, Sadie	108 30 00
Goodwin, Henry	104 43 33	Brown, Elida	103 28 60
Graham, Margaret	103 42 91	Brownell, Edna	62 17 22
Graham, Lois	103 42 91	Bourke, Louisa	108 30 00
Grant, Margaret	108 45 00	*Campbell, Bertha	106 39 25
Hanway, Josephine	108 45 00	Carmichael, Jessie	104 28 88
Halfeld, Carrie	34 22 50	Crowley, Cassie	37 24 16
Healey, A W	97 40 41	Duncan, Maud	107 29 72
Henderson, Bella	108 45 00	Dunn, Mary	78 21 66
Hennesey, Bessie	103 42 91	Embree, Flora	35 9 72
Hockin, Leah	108 45 00	Embree, Lucia	108 30 00
Hunter, Endora	108 45 00	Embree, Amy	54 15 00
Ibbittson, Celia	64 26 66	Farnham, Orilla	54 15 00
Johnson, Jennie	108 45 00	Fulton, Jessie	94 26 10
Lawson, Wm	108 45 00	Fullmore, Della	14 3 88
Lodge, Grace	91 37 91	*Gass, Sara	83 30 73
Logan, Lav E	108 45 00	*Gilray, J R	53 19 63
Lynds, Laura	108 45 00	Goodwin, Bessie	59½ 16 52
MacAulay, Esther	108 45 00	Harpell, Mary	107 29 72
Mason, Jessie	108 45 00	Heatherly, Rose	93 25 83
McDonald, Annie	108 45 00	Henderson, Jessie	108 30 00
McKinlay, Oressa	108 45 00	Henderson, Eleanor	57 15 82
McKenzie, Cassie	108 45 00	*Howard, Eliza	105 38 88
McLean, Ida	103 42 91	Huston, Sara	107½ 29 86
McLellan, Bessie	104 43 33	*Knight, Ellen	108 40 00
McLeod, Annie	108 45 00	King, Mary	61 16 94
		Lodge, Emma	108 30 00
		McAloney, Maggie	107½ 29 66

McDonald, Tena	108	30 00
McKay, W G A	105½	29 58
*McKay, Lena	79	29 25
McKim, Mary	94	26 10
McKinnon, Alice	83	23 05
McLean, Janet	107	29 72
*McLean, Maggie	108	40 00
McNutt, Olivia	108	30 00
Murray, Georgia	89	24 72
Nicholson, Kate	107	29 72
Nicholson, Mary	108	30 00
Parker, Bertha	104	28 88
Patterson, Daisy	108	30 00
Purdy, J A	108	30 00
Robinson, Ethel	108	30 00
*Rushton, Hattie	68	25 18
Shipley, Laura	108	30 00
Shipley, Lillie	89	24 72
Sutcliffe, Georgia	66	18 33
Soy, Mary	108	30 00
Teed, Ida	108	30 00
Treen, Daisy	108	30 00
*Treice, Maud	108	40 00
*Wier, Minnie	108	40 00
*Wilson, Theresa	99	36 65

PARRSBORO.

McKay, T C	104	105 92
Kirkpatrick, L R	99	54 99
McCulloch, Maggie	108	60 00
McIntosh, Beachell	108	60 00
Walton, Lillian K	108	60 00
Scanlan, Martin	108	60 00
Sproul, Mary J	108	60 00
Treen, Clarissa	108	60 00
Borden, Naomi	108	45 00
Cameron, Bertha	108	45 00
Croye, Ida	104	43 33
Dickinson, Maud G	107	44 58
Hatfield, Effie	105	43 75
Jeffers, Annie	108	45 00
Leitch, Fannie	108	45 00
Mason, Isabella	108	45 00
McKim, J J	105	43 75
Munroe, J A	104	43 33
O'Mullin, Mary	108	45 00
Sproul, Sara	108	45 00
Walton, Ethel	108	45 00
*Doyle, Inez	86	31 84
*Fowler, Edith	58	21 48
Hatfield, Hallie	85	23 61
*Howard, Lizzie	86	31 84
Keith, Ethel	108	30 00
*Mason, Janet	102	37 77
McLeod, Sara	106	29 44
Newcomb, Lulu	108	30 00
*Pierce, Celesta	108	40 00
Scott, Mary	103	30 00
*Sutcliffe, Georgia	43	15 92
Wilson, Ella	103	28 60

DIGBY.

Longley, I M	108	
Phalen, T M	97	
Alexius, Sister M	106	60 00
Bacon, Emma J	108	60 00
Bailey, Lloyd S	108	60 00

Carmelita, Sister M	108	60 00
Churchill, Nelson	108	60 00
Gates, Eunice R	103	57 21
Hogg, Nathaniel W	178	60 00
Huggins, Geo M	108	60 00
Kinney, Julia	52	28 88
Lent, C Bernard	108	60 00
McCarthy, Jos B	108	60 00
Messenger, R J	18	9 99
Robbins, Welton H	108	60 00
Taylor, James A	103	57 21
Woodman, W Y	108	60 00
Ambrose, Sister M	108	45 00
Amiraullt, Ellen	108	45 00
Bingay, Bessie M	106½	44 37
Calnek Emma	29	12 08
Challen, Minnie	108	45 00
Crowell, Mabel M	15	6 24
Cossett, Ethel J	108	45 00
Crocker, Georgia E	18	7 49
Davidson, M D	108	45 00
DeWolfe, Loran A	89	37 08
Fraser, Christina	108	45 00
Gates, Maria F	108	45 00
Haines, Lottie E	21	8 74
Hill, Albert S	11	4 57
Johnson, Edith M	108	45 00
Longley, Charlotte E	43	17 91
McNeill, Annie A	50	20 83
McNeill, Bessie J	108	45 00
Munro, Mary A	108	45 00
Sanders, Arthur W	69	28 74
Scott, Hannah	108	45 00
Soucic, Olive A	105	43 75
Timpany, Augustine	108	45 00
Titus, Minnie A	108	45 00
Ursula, Sister M	108	45 00
Warner, Ethel M	45	18 75
Webber, Bessie A	63	26 24
Baird, Jeanette E	108	30 00
Belliveau, Amelia	108	30 00
Belliveau, Christine	108	30 00
Belliveau, Edwd M	108	30 00
Belliveau, Moses	102½	28 47
Beveridge, Pauline R	108	30 00
Blackford, Lillie D	106	29 44
Bowles, Jennie B	108	30 00
Comeau, Adaline	108	30 00
Comeau, Annie E	108	30 00
Cornwell, Mary	94	26 10
Cowan, Jennie E	107½	29 86
Crowley, Beatrice	108	30 00
*Deveau, Neomise	101	37 40
Doucet, Edith	108	30 00
*Doucet, Kate	106	39 25
Doucet, Peter	108	30 00
Douglas, Elvie	108	30 00
Dykeman, A L	108	30 00
*Frost, Myrtie B	103	38 14
*Gates, Nettie B	79	29 25
Gaudet, Beatrice	108	30 00
Hache, Augustin	108	30 00
*Hill, Dorcas A	102	37 77
*Hinsman, Maud S	107	39 62
Hörner, Ella E	108	30 00
Israel, Lillian B	108	30 00
LeBlanc, Delina	108	30 00
LeBlanc, Isaac	108	30 00
LeBlanc, S	108	30 00

Lonegan, Margaret	108	30 00
Lucilla, Sister M	108	30 00
*Mallett, Hattie M	42	15 55
*Marshall, Alpheus	44	16 29
McGregor, Arthur	32	8 88
McGregor, Laura B	123	28 60
Melancon, Eugenie C	104	28 88
*Melancon, Josephine	96	35 54
*Morehouse, Sophia	108	40 00
Morrissey, Mary S	108	30 00
Morse, Hattie S	106	29 44
Mullane, Nellie C	108	30 00
*Nichols, Enola W	107	39 62
Parker, Hattie B	56	15 55
Pothier, Nemerise	108	30 00
Potter, Evangeline	108	30 00
Prime, Lenetta	108	30 00
Randall, O M	107	29 72
*Ruggles, Alicia C	87½	32 39
*Shampier, Maud	108	40 00
Smallic, Mary	108	30 00
Soucie, Hermelina	106	29 44
Therault, S	108	30 00
Thurber, Bessie G	18	4 99
*Tibert, Lillie M	53	19 63
*Trask, Lizzie M	53	19 63
Walsh, Mary C	108	30 00
Warne, Janet L	101	28 05
Welch, Fannie A	108	30 00
Wilson, Alice E	108	30 00
*Wilson, Attie M	108	40 00
*Wright, Laura A	108	40 00
Wyman, Effie D	103	28 60

Assistants.

Barbara, Sister M	108	20 00
Saulnier, Frances	48	8 89

GUYSBOROUGH.

Mack, F E	108	110 00
Smith, E B	108	
Bently, Jennie	107	59 44
Elderkin, E C	106	58 88
Giffin, A H	108	60 00
Hattie, Minnie	108	60 00
MacKenzie, D J	108	60 00
Anderson, Bessie	107	44 58
Bixby, B W	60	25 00
Bruce, Liela	47	19 58
Chisholm, S J	108	45 00
Crandall, E D	106	44 16
Cruikshank, A	108	45 00
Ferguson, M B	108	45 00
Ferguson, D J	108	45 00
Jackson, Mary	108	45 00
Jacques, F B	108	45 00
Keating, Ella	108	45 00
MacIsaac, W M	108	45 00
MacMillan, M J	108	45 00
MacPherson, Alex	54	22 50
O'Brien, Effie M	108	45 00
Sherman, M A	108	45 00
Ryan, Mary F	108	45 00
Sinclair, Libbie	108	45 00
Skinner, Mary J	107	44 58

Sullivan, E C	107	44 58
Sullivan, L J	107	44 58
*Cameron, Mary J	72	26 66
Carr, Ada S	108	30 00
Carritt, Maria	108	30 00
*Carroll, Mary A	98	36 28
Chisholm, J J	75	20 82
Cross, Clara	103	28 60
Cunningham, L B	108	30 00
Cunningham, L M	108	30 00
DeLaurier, Cath	55	15 27
Dunphy, Kate	73	20 27
Gillis, Cath	108	30 00
Hannifan, Katie	19	5 27
*Hannifan, Maggie	20	7 40
*Jones, Josie M	108	40 00
Keating, Katie C	108	30 00
Kennedy, Katie	108	30 00
Lipsett, May	108	30 00
Martin, Ellen	79	21 94
Munroe, H C	69	19 16
MacDonald, W J	50	13 88
MacDonald, Johanna	103	28 60
MacDonald, Jennet	99	27 49
*MacFarlane, Alex	9	3 33
MacPherson, L	103	28 60
*MacNeil, Eva	91	33 69
O'Brien, Hattie E	108	30 00
O Connor, Monica	108	30 00
O'Neil, A S	108	30 00
Peart, G Pearl	108	30 00
Sherman, L H	108	30 00
Simpson, Carrie	103	28 60
Taylor, Anne	103	28 60
Toney, Anna E	108	30 00
Wells, Mary A	108	30 00
Wheaton, Effie L	54	15 00

ST. MARY'S.

Fraser, A. W.	108	60 00
MacLean, Emma	103	57 21
MacAmis, Katie	100½	41 87
Cameron, Jessie A.	108	45 60
Grant, Minnie	15	6 24
Hall, Sadie	92	38 38
MacDonald, Annie	104	43 33
MacDonald, Bella	58	24 16
MacGillivray, A. L.	93	38 75
Patterson, Geo. H.	18	7 49
Pye, Hannah	71	29 58
Stewart, Annie	79	32 92
Sutherland, A. Rose	108	45 00
Williams, Annie	105	43 75
Chisholm, Nellie	108	30 00
Friend, Harriet L.	99	27 49
*Gunn, Sara J.	96	35 54
Haully, Mary	108	30 00
Hewitt, Lydia R.	90	25 00
*MacEachern, Bella	108	40 00
MacKay, Cassie	108	30 00
McPhee, Ada L.	104	28 88
Redmond, Rose	56	15 55
Sinclair, B. C. H.	107	29 72
*Taylor, Adelia	108	40 00

HALIFAX.

CITY.

Kennedy, W T		
Morton, G A		
Mackintosh, K		
Groeben, Von der		
Plotton, Victor		
Hill, K F		
Logan, J W		
Peters, F A		
Marshall, G A	101	110 00
O'Hearn, P.	101	60 00
Angela, Sr	101	60 00
Bowden, L J	101	60 00
Bowden, J M	101	60 00
Brims, M C	101	60 00
Brodie, I	101	60 00
Bruce, Jane	101	60 00
Cameron, E	101	60 00
Chamberlain, L	23	13 66
Cecilia, Sr	101	60 00
Congdon, H S	101	60 00
Creighton, I M	101	60 00
Cunningham, A M	38	22 57
De Chantal, Sr	101	60 00
Dolorosa, Sr	101	60 00
Donohoe, Mme	101	60 00
Dwyer, M T	101	60 00
Evaristus, Sr	101	60 00
Florence, Sr	101	60 00
Flowers, E M	101	60 00
Flowers, H L	101	60 00
Gaul, R E	101	60 00
Hart, Grace	93	55 24
Holloway, M A S	101	60 00
Laracy, A X	101	60 00
Metzler, N	101	60 00
Miller, C I	101	60 00
Moody, M	101	60 00
Moseley, M I	101	60 00
McCurdy, M R	101	60 00
McGregor, H	101	60 00
Outhit, W E	101	60 00
Philp, M A L	101	60 00
Pitts, A	101	60 00
Pius, Sr	101	60 00
Ross, E J	101	60 00
Ross, G.	101	60 00
Ryan, A F	101	60 00
Saunders, A C	101	60 00
Shields, S W	101	60 00
Shine, M	101	60 00
Somers, B B	101	60 00
Theakston, F	101	60 00
Walsh, J L	101	60 00
Wiswell, I M	101	60 00
Ackhurst, M L	101	45 00
Adams, E	101	45 00
Ahern, M	101	45 00
Aloysia, Sr	101	45 00
Bayer, A L	101	45 00
Bernadette, Sr	101	45 00
Bond, E	101	45 00
Borgia, Sr M	101	45 00
Borgia, Sr F	101	45 00
Broadhurst, M E	101	45 00
Bütler, E	101	45 00

Caecelia, Sr	101	45 00
Caldwell, K S	27	12 03
Catherine, Sr	101	45 00
Christina, Sr	101	45 00
Coleman, H E	101	45 00
Curren, E M	101	45 00
Cyril, Sr	101	45 00
DePazzie, Sr	101	45 00
Devine, M-E	101	45 00
DeWolfe, H E	101	45 00
Dominic, Sr	101	45 00
Donovan, M	101	45 00
Elsdon, E W	101	45 00
Felix, Sr	101	45 00
Flavin, M	101	45 00
Francis, Sr	101	45 00
Gardner, N	101	45 00
Greerson, F	101	45 00
Greerson, M H	101	45 00
Gualbert, Sr	101	45 00
Hamilton, H	101	45 00
Hartigan, Sr	101	45 00
Hills, F N	101	45 00
James, C A	101	45 00
Jamieson, H	63	26 09
J Baptist, Sr	101	45 00
Johns, M A	101	45 00
Johnson, A M	101	45 00
Kierstead, M	101	45 00
Kennedy, M E	101	45 00
Lawrence, B M	101	45 00
Leo, Sr	101	45 00
Leocadia, Sr	101	45 00
Logan, A	101	45 00
Mary, Sr	101	45 00
Mitchell, A J	101	45 00
McArthur, J R	101	45 00
McCurdy, J A	101	45 00
McDonald, L M	101	45 00
McGregor, A	101	45 00
Muldowney, M	101	45 00
Murphy, M J	101	45 00
O'Donoghue, M T T	101	45 00
Perpetua, Sr	101	45 00
Philp, M E	101	45 00
Putnam, A. F	101	45 00
Raphael, Sr	101	45 00
Rodriguez, Sr	101	45 00
Sheehan, J	101	45 00
Strattan, E	101	45 00
Sullivan, M	101	45 00
Sullivan, M T	101	45 00
Sullivan, M T R	101	45 00
Sullivan, Mme F	101	45 00
Sullivan, S J A	101	45 00
Theakston, S E	101	45 00
Torrey, E C	101	45 00
Townsend, C F	78	84 75
Vincentia, Sr	101	45 00
Walsh, A M	101	45 00
Warner, M F	101	45 00
Wier, A	82	36 53
Willis, E J	101	45 00
Gossip, C M	101	30 00
Keating, T J	101	30 00
Noble, T E	101	30 00
Share, G.	101	30 00

HALIFAX COUNTY.

Miller, Geo. J.	100	110 00	Osburne, Melissa
Allen, Olga F.	100	60 00	Partridge, Ethel	107	44 58
Andrews, Henry W.	104	57 77	Pender, A M	100	45 00
Beattie, Frank H.	108	60 00	Philpott, Ella	108	45 00
Calloway, Nellie F.	108	60 00	Regina, Sister M.	108	45 00
Delahanty, Kath.	108	60 00	Reid, Abbie J.	56	23 33
Ellis, Emma	100	60 00	Reid, Nancy A.	108	45 00
Ford, Susie B.	106	58 88	Roche, Charles	98	40 83
Fultz, Geo. Wm.	103	57 21	Ryan, Maggie E.	103	45 00
Hopkins, Seddie M.	100	60 00	Scarfe, Marian	100	45 00
Ives, Fannie J.	108	60 00	Shankle, Bolton M.	103	45 00
McColough, Agnes	104	57 77	Shire, Lizzie	42	17 50
Moody, Ada Grace	108	60 00	Shute, Jessie T. }	99 { 67	30 15
O'Brien, Charlotte	108	60 00	Shute, Jessie T. }	99 { 32	14 40
Rathborn, Florence	99	54 99	Sibley, Lon	108	45 00
Sommerville, Jennie	82	45 55	Smith, Isabella	84	34 99
Woolrich, Mary E.	68	37 77	Stuart, May Ethel	106	44 16
Allen, Elizabeth G.	100	45 00	Taylor, Lily J.	74	30 83
Annina, Sister M.	108	45 00	Thomas, Bessie	100	45 00
Archibald, Maggie M.	107	44 58	Whidden, Effie S.	108	45 00
Banks, Arthur W.	107	44 58	Wier, Lewis	108	45 00
Borne, Louisa	107	44 58	Williams, Martha	108	45 00
Brown, Mary M.	108	45 00	McNeil, Helen	39	16 25
Bruce, Christina	108	45 00	*Archibald, Janet	108	40 00
Butler, Bertha	108	45 00	Anderson, Jennie	105	29 16
Church, Lottie Z.	108	45 00	Annand, M Laura	108	30 00
Claney, Beaurice M.	100	41 66	Archibald, Maud	28½ } 80½	22 36
Clark, Helen T.	107	44 58	Archibald, Maud	52 }	
Cooke, Mary A. L.	93	38 75	Auld Louise Lill	68	18 18
Cox, Jane E.	108	45 00	Rehrendt, May F	44	12 12
Creighton, Margaret A.	108	45 00	Brennan, Elizabeth	51	15 00
Currie, Minnie T.	100	45 00	Blakely, Mary	107	29 72
Cook, Clara C.	108	45 00	Burris, Mary	106	29 44
Dechman, Clara E.	108	45 00	Campbell, Elizabeth	108	30 00
Deller, Samuel W.	108	45 00	Cox, Bessie	107	29 72
Dowell, Jessie L.	108	45 00	Cox, Maggie M	108	30 00
Downey, Alice M.	100	45 00	Croucher, Minnie	108	30 00
Downey, Margaret M.	100	45 00	*Daly, Lucy	74	27 40
Findlay, Jessie M.	100	45 00	Dean, Martha J	76	21 10
Fulton, Susie D.	107	44 58	Dickey, Sophie E	108	30 00
Fultz, Emily J.	108	45 00	Dionysia, Sister M	108	30 00
Fultz, Florence M.	108	45 00	Dunbrack, Maggie C	108	30 00
Gaetz, Ella M.	108	45 00	Dunlap, Jennie	107	29 72
Garnell, Nessie	108	45 00	Ervin, Annette	79	21 94
Gardner, William M.	108	45 00	Fultz, Mary	106½	29 58
Hamilton, Mary A	99	44 55	Fultz, Nettie E.	100	30 00
Harris, Minnie	100	45 00	*Geddes, William	81	29 99
Haverstock, Alice M	108	45 00	Graham, Louise J.	108	30 00
Hay, Minnie	108	45 00	Grant, Alex. Wm.	107	29 72
Healy, Katie E	67	27 91	Hay, Harry F. G.	75	20 82
Hennigar, Edith	100	45 00	Henry, Alice	107	29 72
Henry, Libbie G	108	45 00	*Hilchey, Mabel A.	94	34 80
Higgins, Hattie J	108	45 00	Huble, Winifred G.	107	29 72
Higgins, Roxanna	107	44 58	Hutchinson, Lydia	108	30 00
Hume, Bessie W	100	45 00	*Langley, Cath. F.	105	30 07
Hume, Emma	100	45 00	*Leslie, Lillian A.	66	24 25
Jackson, Minnie H	81	36 45	McGunnigle, Janie	95	26 38
Kaulbeck, Tena	104	43 33	McIsaac, Effie C.	97	26 94
Kaye, Hattie A	107	44 58	McNutt, Aggie	53	41 71
Lamey, Ora P	108	45 00	Marryatt, Martha E.	108	30 00
Leary, Katie E	108	42 91	Miller Maggie M.	87	24 16
Mabee, Ella A	108	45 00	Miller, Mary	80	22 21
McHaffey, Alice S	107	44 58	Murray, Sadie M.	108	30 00
MacKay, Belle C	100	45 00	Oland, Bessie	98	27 21
Mooney, Ethel	106	44 16	Power, Catherine	20	5 55
Murray, Mary	99½	44 67	Prest, Nancy J.	108	30 00
O'Donnell, Minnie E	108	45 00	Robertson, Mary E.	108	30 00
			*Seaton, Hattie	93	34 43
			Shaw, Bertha B.	108	30 00

*Sibley, Florence N.	108	40 00
*Skerrett, Mary F.	108	40 00
Stephenson, Raudolph	100½	27 91
Stoddard, Blanch	106	29 44
Stoddard, Mary J.	108	40 00
Tait, Laura M.	103	28 60
Walsh, Katherine	108	30 00
Warner, Della M.	105	29 16
Warner, Lavinia	108	30 00
*Williams, Selena	69	25 55
*Wilson, Florence B.	105	38 88
Woodworth, Jessie E.	102	28 33
Mitchell, Alice	52	14 44

Assistants.

Findlay, Sadie	100	45 00
Smith, Alice	65	12 03

HANTS.

WEST.

Smith, J H	104	
Begg, Ellen C	105½	58 60
Brooks, Ethel G	53½	29 71
Burton, Maggie	108	60 00
Crombie, Isaac	108	60 00
Dimock, Maggie J	108	60 00
Ferguson, Annie	108	60 00
McLatchey, Blanche	105½	58 60
McLatchey, Kate	105½	58 60
Murphy, Harry W	108	60 00
Smith, Letson M.	108	60 00
Vaughan, H M	108	60 00
McNealy, C A	108	60 00
Annand, Alice S	108	45 00
Archibald, R D W	104½	43 54
Armstrong, Julia M	108	45 00
Armstrong, Sadie F	108	45 00
Bennett, Hanna	104	43 33
Burgoyne, N A	105	43 75
Caldwell, Winnie B	108	45 00
Dexter, Sadie F.	108	45 00
Dimock, Annie	105½	43 96
Duncanson, Grace	108	45 00
Fuller, Alice M.	108	45 00
Goudey, E F	105½	43 96
Hamilton, Helena H	108	45 00
Kerr, Bessie	105½	43 96
King, Lillian L	108	45 00
Lawrence Lydia	84	34 9
Logan, Bessie P	108	45 00
Lynch, Jessie A	108	45 00
Maritte, Emma	107	44 58
McCulloch Irene R	67	27 91
McHarric, Agnes	108	45 00
Miller, Florence M	108	45 00
Miller, Georgetta	108	45 00
Mumford, Charlotte	108	45 00
Pineo, Alice H	108	45 00
Salter, Orland R	108	45 00
Saunders, M E	108	45 00
Skaling, Ethel M	108	45 00
Stephens, Laura	107½	44 79
Sweinmer, Ellie	108	45 00
West, Acel	108	45 00
Wilson, A Lawrie	43	17 91
Woodroffe, Laura	108	45 00

Woodroffe, Mable	104	43 83
Zwicker, Ada H	108	45 00
Etter, Norman C	108	40 00
Hopkins, Florence	108	30 00
Mosher, Edna	66	18 33
*Parsons Hattie	104	38 51
Reid, Daisy	107½	29 86
*Sanford, Annie L	105	38 88
Smith, Flora C	108	30 00
*Thompson, M Rena	108	40 00
*Webber, Hattie C	108	40 00
*Williams, Annie	59	21 85
Wilson, Lizzie F	108	30 00

EAST HANTS.

Hebb, Bertha B	106	107 96
McIntosh, Finlay H	108	60 00
Bell, Mary F	108	60 00
Bigney, Annie L	103	57 21
Fisher, L Louise	108	60 00
McLean, J J	97	53 88
Sterling, Annie	49	27 21
Davidson, Geo W	108	45 00
Hennigar, Annie	108	45 00
Hutchinson, L Grace	107	44 58
Logan, Robt J	43	17 91
Maine, Eliza J	107	44 58
McDonald Etta	108	45 00
McDougall, Lois L	103	42 91
McLellan, Mary	103	42 91
Murdock, Selina	32	13 33
O'Brien, Mary L	108	45 00
Parker, Adelia M	108	45 00
Pratt, Nelson	102	42 50
Rines, Leonard D	108	45 00
Robinson, Earnest	107	44 58
Roy, Alice G	108	45 00
Roy, Bessie	108	45 00
Walker, Annie H	97	40 41
Walker, Helen G	88½	36 87
Weatherhead, Isabel	108	45 00
Wilmot, Laura A	108	45 00
Zwicker, Louise	89	37 08
*Anthony, Josephine E	108	40 00
Dimock, Effie	108	30 00
Douglas, Sadie	98	27 21
Drinnem, Isabel	108	30 00
Eaton, Annie C	108	30 00
Ettee, A Gordon	104½	29 02
*Ettinger, Eunice	107	39 62
Fenton, Mabelle	102	28 33
Forbes, Libbie J	108	30 00
Grant, Stella	88	24 44
Holesworth, Mable C	108	30 00
*Horne, Annie E	104	38 51
Horne, Lizzie A	108	30 00
Horne, May E	108	30 00
*Huntly, H B	107½	39 81
*Layton, Mary	65½	24 25
McDougall, Edwin	99	27 49
*McMullin, Annie	104	38 51
Meehan, Annie M	104	28 88
Murdoch, Selina	76	21 10
Nelson, Georgina	108	30 00
O'Brien, Helen G	107	29 72
Rose, J Adams	108	30 00
Shea, Georgie E	107	29 72
Terhune, Lillie May	103	28 60

*Thomson, Minnie	108	40 00
Smith, Edith L	108	30 00
Wallace, Nellie P	108	30 00
Withrow, Mattie J	101	28 05
Wright, Lilah J	108	30 00

INVERNESS.

SOUTH.

McIntosh, D S	108	
McMillan, C E	105	106 94
Blue, Malcolm	106	58 88
Chisholm, Duncan	82	45 55
Creed, John A	107	59 44
Cameron, Janet E	108	60 00
McDonald, A D	108	60 00
McEachen, F A	108	60 00
McLellan, Andrew	108	60 00
*McLeod, Malcolm	102	60 00
Morrison, A W	109	60 00
Murphy, Mary	108	60 00
Black, Jessie F	80	33 33
Campbell, Alex R	108	45 00
Cameron, Maggie L	108	45 00
Cameron, Cath A	108	45 00
Doyle, Macy A	108	45 00
Duff, Bertha	105	43 75
Fraser, W P	108	45 00
Gillis, John A	94	39 16
Hunt, Henry J	106	44 16
McGregor, Jessie J	106	44 16
McDonald, Dan C	108	45 00
McDonald, C J	108	45 00
McDonald, Alex D	97	40 41
McDougall, John A	96	40 00
McDonald, Theresa	54	22 50
McDonald, John A	109	45 00
Matheson, Frank	100	41 66
Matheson, Joseph D	108	44 16
Murphy, P A	108	45 00
Murphy, Raymond	108	45 00
*McMaster, D B	108	45 00
McInnes, Barbara	105	43 75
McPhail, Lizzie E	39	16 25
McIver, Angus I	108	45 00
Nicholson, A G	106	44 16
Reeves, Lizzie I	105	43 75
Skinner, Henrie H A	108	45 00
Ross, Annie	88	36 66
Sister St. Francis	108	45 00
" Joseph	108	45 00
" Susan	108	45 00
Beaton, Kate	88	24 44
Beaton, H R	108	30 00
Campbell, Janet	101	28 05
Campbell, Flora A	107	29 72
*Chisholm, Dan	108	40 00
Coudy, Michael E	108	30 00
Doyle, David	107	29 72
Chisholm, Mrs A	73	20 27
Hawley, Maud	109	30 00
Matheson, Donald I	108	30 00
McDonald, Alex	98	27 21
McNeil, Maggie	54	15 00
McIver, Almino	107	29 72

McPhee, Neil	108	30 00
McDonald, Flora A	102	28 33
McDonald, Stephen A	14	3 88
McMaster, Mame C	99	27 49
*McDougall, Angus R	94	34 80
McRae, Marie	108	30 00
McDonald, Christy A	108	30 00
McLean, Charles A	100	27 77
McLellan, Mary D	91	25 27
McEachern, Mrs J	107	29 72
McNeil, Mary	107	29 72
McLellan, Maggie A	34	9 44
McQuarrie, Jessie A	94	26 10
McDonald, Maria	79	21 94
McNeil, Flora	14	3 88
McPhail, Mal M L	108	30 00
McQuarrie, Angus	107	29 72
Pringle, Christy A	79	21 94
Smith, Jennie M	35	9 72
Sister St Mary	108	30 00
Beaton, Dan C	108	30 00
*Dowling, Kate A B	12	4 44
McMaster, Mary C	89	24 72
*McIntosh, Jessie A	83	30 73
McEachen, Dan J	71½	15 55
McDonald, Maggie	99	27 49
*McDonald, Catherine M	15	5 55
McDonald, Sarah	101	28 05
McKinnon, John L	107	29 72
McMaster, Fldra M	99	27 49
McDonald, John M	78	21 66
McDonald, James F	104	28 88
McEachen, Rebecca	43	11 94
McDonald, Agnes	108	30 00
Rankin, Ronald	94	26 10
McRae, Mary	50	13 88

NORTH.

Cornier, William E	108	60 00
Frizzle, W H	108	60 00
Gillis, Mal N	108	60 00
Ingraham, Marmer J	108	60 00
McLean, D E	94	52 21
McMillan, Neil	80	44 44
AuCoin, Chas E	108	45 00
Cameron, Archd	55	22 91
Carrol, James H	10	4 16
Chisholm, Christy W	109	45 00
Chisholm, Archd A	108	45 00
Doyle, Annie L	108	45 00
*Dunn, Mary A	108	45 00
Doucet, Joseph D	108	45 00
Hillis, Michael	108	45 00
McRae, Colin	109	45 00
McLean, Jessie A	109	45 00
McDougall, A S	107	44 58
*McLellan, James A	108	45 00
McDonald, Stewart	109	45 00
McDonald, James M	107	44 58
McKinnon, M A	23	11 66
McPharlane, D D	108	45 00
McLellan, Archd N	108	45 00
McKinnon, Dan	48	20 00
McFarlane, James	10	4 16
Tompkins, Rebecca	108	45 00
Tompkins, Maggie C	108	45 00
*Arsenaux, Lucy	105	38 88
AuCoin, Placide J	108	30 00

AuCoin, Charles J	108	30 00
AuCoin, Paul J	108	30 00
AuCoin, James H	108	30 00
Bishop, Emma E	109	30 00
Boudreau, Placide	108	30 00
Burns, Arsen	108	30 00
Crispo, Michael	108	30 00
Chiasson, Ephraim	109	30 00
*Coady, Mary I	78	28 88
Coady, Rebecca J	108	30 00
Coady, Ellen J	108	28 60
Doucet, Paul	108	30 00
*Gillis, James P	108	40 00
Ingraham, Walter W	108	30 00
Lawrence, G C	54	15 00
LeBlanc, Peter	108	30 00
LeBlanc, John P	109	30 00
*Munroe, George	108	40 00
Maillet, Eliza	108	30 00
McKay, Lauchlin	20	5 55
McMullin, Murdoch	106	29 44
McRae, John A	90	25 00
*McDonald, Angus A	1074	39 81
*McDonald, William A	102	37 77
McLellan, Alex J	108	30 00
*McKenzie, Rodk	108	40 00
McDonald, Murd	70	19 44
McLellan, Mary C	108	30 00
*McMillan, Flora	108	40 00
*McLellan, Alex	105	38 88
McMillan, M R	54	15 00
McLellan, Agnes	108	30 00
Smith, Hugh A	103	28 60
Tompkins, Katie	105	29 16
Cameron, Katie	93	25 88
Coady, John I	90	25 00
*Chasson, Aorie	100	37 03
*McDonald, Jessie	108	40 00
McIntosh, Euph A	78	21 66
McLennan, Daniel	105	29 16

Assistants.

AuCoin, Napoleon	108	20 00
Campbell, Lizzie A	108	20 00
LeBlanc, Philomene	107	19 81
LaVert, John	108	20 00

KINGS.

Godfrey, John F	108	110 00
McLeod, Angus	108	
Nichols, E H	108	
Banks, James A	108	60 00
Best, Elsie M	107	59 44
Best, Lillian G	108	60 00
Borden, Carrie F	108	60 00
Burgoyne, J M	108	60 00
Bustin, Harry L	108	60 00
Carter, Bessie	79	43 88
Coffin, Geo W	103	57 21
Hamilton, Bessie	108	60 00
*Horner, Anthony	103	57 21
Lee, Brenton H	108	60 00
McMahon, Hattie	102	56 66

Messenger, Laura	99	54 99
Power, Geo W	108	60 00
Reid, Chas E	108	60 00
Robinson, J D	59	32 77
Saunders, W U	108	60 00
Scott, Lily A	107	59 44
Wallace, Burpee	108	60 00
Webster, Winifred M	15	8 32
West, Susie B	108	60 00
Willet, Clara	108	60 00
Bacon, Bessie-M	108	45 00
Best, Maude	103	42 91
Bishop, Hattie A	108	45 00
Borden, Lucy B	108	45 00
Bowles, Addie	106	44 16
*Burgess, Fannie	108	45 00
Burgess, Lillian	107	44 58
Burgess, Olie B	108	45 00
Cahill, Cassie L	101	42 08
Caldwell, Eunie E	108	45 00
Caldwell, Myrtle	108	45 00
Calneck, Matilda	108	45 00
Challen, Bessie	103	42 91
Coleman, Edna F	102	42 50
Cox, Ethel L	108	45 00
Craig, James	54	22 50
Craig, Jennie N	107	44 58
Craig, Katie M	108	45 00
Davis, T M	108	45 00
Dorman, Jeannie H	106	44 16
Evans, Florence M	74	30 83
Farrell, Theresa	108	45 00
Foot, Cora A	108	45 00
Godfrey, Fannie	108	45 00
Hall, Bertie M	108	45 00
Harvey, Annie	108	45 00
Johnson, Minnie G	108	45 00
Kelly, Minnie A	106	44 16
Killam, Millicent	106	44 16
*Kirkpatrick, Lottie B	108	45 00
Magee, Georgie P	108	45 00
Mason, Ernest S	108	45 00
*Mahaney, Laliah	83	35 58
Marchant, Abbie	108	45 00
Marchant, Ethybart	103	42 91
Marchant, Laura L	108	45 00
McBride, Hattie	107	44 58
McDougall, Marion	102	42 50
McLaughlen, Minnie	108	45 00
McLean, Lena	108	45 00
McWilliam, Alice	108	45 00
Miller, M M	81	38 75
Morton, Angus McD	108	45 00
Mosher, Maggie	107	44 58
Palmer, Charlotte	108	45 00
Parker, Ida A	108	45 00
Patterson, Samuel A	99	41 25
*Pearson Kate E	108	45 00
Reid, D E	98	40 83
Robinson, Clara	108	45 00
Robinson, Julia A	108	45 00
Salter, Hattie M	108	45 00
Sanford, Grace E	102	42 50
Shaw, Alice M	107	44 58
Spicer, Eva M	103	45 00
Spinney, Fred H	108	45 00
Sutherland, Marion	96	40 00
Sturk, John N	108	45 00
Tobin, Gertrude	108	45 00

Vaughan, Henrietta	106	44 16	Himmelman, Gertrude	107	44 58
Weaver, Sadie A	108	45 00	Hirtle, Ananda	108	45 00
Webster, Genevive	107	44 58	Hopkins, Evelyn	47	19 58
Webster, Winifred M	93	38 75	Keddy, Beatrice	108	45 00
*West, Hattie M	97½	40 62	Keddy, Bessie	108	45 00
*Wood, Berton	106	44 16	Keddy, Louise	108	45 00
Woodbury, Lama B	102	42 50	Kepton, Enos	108	45 00
Balcon, Hattie L	108	30 00	Leary, Mary	108	45 00
*Balsor, Wildred	102	37 77	Mack, Etta	107	44 58
Beattie, Alma F	106½	29 58	Maiden, Ina R	108	45 00
*Brinnen, Martha	108	40 00	Mehlman, Ada A	108	45 00
*Brown, Marion C	103	38 14	Milbury, Laurella	108	45 00
*Costley, Lizzie G	106	39 25	Morash, Jessie	107	44 58
Craig, Sadie N	107	29 72	Mullock, Annie	108	45 00
*Fales, Annie B	108	40 00	McAdams, Sophia	104	43 33
Frauks, Blanche M	108	30 00	McDouell, Agnes B	108	45 00
Fuller, Eva E	108	30 00	McLachlan, Ethel	108	45 00
Harris, Lavenia J	105	29 16	McLachlan, Lelia	108	45 00
*Howell, J Alonzo	106	39 25	Payzant, Annie	108	45 00
Lake, Nellie E	108	30 00	Sarty, Hannah	108	45 00
*Loomer, Minnie A	108	38 14	Scott, Annie	108	45 00
King, Florrie J	107	29 72	Smith, Laura	107	44 58
McAulay, Ella	105	29 16	Stoddart, Marie	108	45 00
Messenger, Milledge	102	37 77	Strum, Ettie	108	45 00
Parsons, Anna B	108	40 00	Strum, Mary	108	45 00
Powell, Teresa J	96	35 54	Tobin, Ellen	108	45 00
Roscoe, Josephine O	107	29 72	Tobin, Mary	108	45 00
Schofield, Florence	89	24 72	Trethewey, Ida	89	37 08
*Simpson, Ruth B	88	32 58	Walters, Ella M	108	45 00
Sommerville, L S	43	11 95	Webber, Bessie A	20	8 33
*Spinney, Rowena	65	24 07	Webber, Emily	20	8 33
Stark, Annie J	102	28 33	Wentzell, Annie	108	45 00
*Wheaton, Eliza J	88	32 58	Wentzell, Laura	108	45 00
Woodroff, Lena	108	30 00	Westhaver, Edna	108	45 00
Reid, Prim G	101	42 08	Wile, Fannie	108	45 00
			Wynacht, Agnes	108	45 00
			Young, Effie	108	45 00
			Young, Fannie	107	44 58
			Zwick, Harriet	108	45 00
			Zwick, Lilla	108	45 00
			Zwicker, C L	108	45 00
			Baker, Addie	107	29 72
			Baker, Mary A H	25	6 94
			Barry, Ida	78	21 66
			*Caldwell, Hannah	49	18 14
			Conrad, Stella	53	14 71
			*DeLong, Lillie	108	40 00
			Dunn, Ina E	108	30 00
			*Eisenhauer, Annie	56	20 74
			Eisenhauer, Iona	108	30 00
			*Ernst, Bessie	108	40 00
			*Fancy, Bessie	108	40 00
			Fancy, Sadie	79	21 94
			Fitch, Clara	108	30 00
			Fuller, Bessie	108	30 00
			Haines, Ada	108	30 00
			*Haines, Taphenas	108	40 00
			Hebb, Carmina	108	30 00
			Hebb, Lena S	107	29 72
			Hebb, Lois A	108	30 00
			*Heckman, A D	108	40 00
			Herman, Bessie	108	30 00
			Herman, Letitia	108	30 00
			Herman, Lottie	108	30 00
			Herman, Naomi	108	30 00
			Himmelman, Addie	108	30 00
			Hume, May	54	15 00
			Hutt, E E	79½	22 08
			James, Ellen K	108	30 00

LUNENBURG AND NEW DUBLIN.

Hogg, H B	108	110 00			
McKittrick, B	108				
Durland, Huldah	108	60 00			
Ernst, Victoria	108	60 00			
Gordon, Helen	108	60 00			
Gow, John M	108	60 00			
Hewitt, Minnie	108	60 00			
Kaulback, Mary	101	56 10			
Morton, Flora	108	60 00			
McDormand, R M	108	60 00			
Quinlan, I T	108	60 00			
Selig, Louise J	88	48 88			
Smith, Pearl B	108	60 00			
Veinotte, A M	108	60 00			
Lewis, Kate A	108	45 00			
Begin, Thirston	108	45 00			
Bowers, Mary	108	45 00			
Burnaby, Minnie	20	8 33			
Card, Hattie	108	45 00			
Cossmann, Minnie	108	45 00			
Corkum, Elmore	108	45 00			
Crawford, Florence	108	45 00			
DeLong, Maud	100½	41 87			
Eisenhauer, Mary	108	45 00			
Ement, Mary	108	45 00			
Eminot, Ethel	108	45 00			
Faulkner, James	90	37 50			
Freeman, Winnie	108	45 00			
Harlow, Susie	108	45 00			
Herman, Maggie	105	43 75			

Johnson, Mary	106	29 44
Joudrey Mary	108	30 00
*Joudrey, Missday	54	20 00
Kaulback, Laura	108	30 00
Kennedy, Lois	108	30 00
*Langille, Amy	108	40 00
Langille, Zilpah	108	30 00
*Leary, Elfreda	103	38 14
Leary, Cora	108	30 00
Lohnes, Rosena	108	30 00
Miles, Jennie	108	30 00
Mills, Ethel	34	9 44
Morash, Carrie	108	30 00
Mossnann, Ida	12	3 33
Mullock, Adelaide	88½	24 58
*McMillan, Nellie	20	7 40
*Nargler, Lucretia	108	40 00
Newcomb, Bessie	108	30 00
Newcomb, Mabel	108	29 44
Peters, Alina	108	30 00
Powers, Millie	103	28 60
Ramey, Ada	104	28 88
Richardson, Emily	108	30 00
*Sarty, Eva	108	40 00
Schnare, Clara	108	30 00
*Shoop, Nora	54	20 00
Silver, Josephine	98	27 21
Smith, Ada	108	30 00
Spidle, Laura	108	30 00
Strum, Laura	108	30 00
Taylor, Annie	79	21 94
Taylor, Louise	108	30 00
Taylor, Lucy	108	30 00
Weagle, James A	108	30 00
Wentzell, Jemima	108	30 00
Westhaver, Carrie	78	21 66
Wile, Annie C	106	24 14
Wile, Laura	108	30 00
Zinck, Etta M	108	30 00
Zwicker, James	108	30 00
Zinc, Ellie	108	45 00

CHESTER.

Williams, C E	108.	60 00
Bell, Diadem	108	45 00
Butler, Mary	108	45 01
Fleet, L. M	98	40 83
Hebb, Elsie	108	45 00
Hennigar, Beatrice	108	45 00
Hiltz, Jessie	180	45 00
Hyson, Reg	108	45 00
Hogan, Hanna	108	45 00
Lantz, Jessie	108	45 00
Schnare, Jessie	108	45 00
Shatford, Maud	89	37 08
Skerry, Ellen	84	34 99
Sweinimer, Susie	108	45 00
Milner, Maud	98	40 83
Webber, Ernest	103	42 91
Wile, Maude	83	34 58
Woodworth, B	108	45 00
Duncan, Francis	108	30 00
Dader, Blanche	103	28 60
Fancy, Lois	105	29 16
Frail, Laura	94	26 10
*Franev, Cassie	108	40 00
Greenlead, Hattie	107	29 72
*Hennigar, Grace	89	32 95

*Hiford, Susie	103	38 14
*Ross, Emily	102	37 77
Webber, Bessie	108	30

PICTOU.

NORTH.

McLellan, Robert	108	
McPhee, Margaret J	108	110 0
Moore, C L	108	
Oliver, A C L	108	
Robinson, C B	108	
Armstrong, E L	108	60 00
Logan, Sarah	108	60 00
McArthur, A	108	60 00
McDonald, D W	108	60 00
McKenzie, A H	108	60 00
McLeod, Henrietta	108	60 00
Moore, Warren I	108	60 00
Tattrie, G Sr	102	56 66
Boggs, Jessie E	108	45 00
Campbell, Mary D	108	45 00
Chisholm, Viola	104	43 33
Chisholm, Christine	108	45 00
Clarke, Mary G	107	44 58
Cruikshank, Jessie J	108	45 00
Douglas, Christie B	108	45 00
Elliot, H A	108	45 00
Forbes, Mary A	108	45 00
Fraser, Minnie McK	108	45 00
Grant, Isaac E	108	45 00
Grant, Minnie K	108	45 00
King, Ida M	96½	40 21
McDonald, Annie M	108	45 00
McDonald, Susan	108	45 00
McDonald, Jessie B	108	45 00
McKay, William M	102	42 50
McKay, Anna B	105	43 75
Maclean, Adelaide	108	45 00
Maclean, Mary L	108	45 00
Maclean, Minnie	108	45 00
McLeod, Jeanette R	108	45 00
McMillan, Annabelle E	108	45 00
Mingo, Nellie	108	45 00
Rose, Jessie F	108	45 00
Ross, Marion	108	45 00
Simpson, Maggie	108	45 00
Thompson, Isa	108	45 00
Arbuckle, Ella D	107	39 62
Bigney, Elizabeth E	108	30 00
Cameron, Eva M	108	30 00
Cameron, Mary B	108	30 00
Carmichael, Oliver H	108	30 00
Davidson, Anna I	55	15 27
Douglas, Josephine	103	28 60
*Elliot, Marion	108	40 00
*Grant, Ella	103	40 00
Grant, Etta W	108	30 00
Irving, Annie W	108	30 00
McCunn, Elizabeth J	108	30 00
McDonald, Annie C	91	25 27
McKay, Marian	108	30 00
*McKay, William A	55	20 37
McKenzie, Elizabeth	105	29 44
McKenzie, Mary C	108	30 00
*McKenzie, Marion J	108	40 00
McKenzie, Jemima	108	30 00

McLeod, George R	108	30 00
McLeod, Barbara	89	24 72
Murray, Williamina J	95	26 38
Rose, Mary M	95	26 38
Sutherland, Annie	88	24 44
Sutherland, Lizzie	108	30 00
Sutherland, Lena B	108	30 00
Tattrie, Florence	107	29 72
Taylor, Annie W	108	30 50

SOUTH.

Macrae, A O	104	86 65
Magee, W H	104	86 65
Solvan, David	104	105 92
Cameron, Maggie S	108*	60 00
Forbes, John W	107	59 44
Fraser, Attie A	108	60 00
Johnson, Isabel	108	60 00
McKaracher, Dolly	108	60 00
McKaracher, Mary	108	60 00
McKay, Anna C	108	60 00
McKenzie, A S	108	60 00
Macleod, Mary E	108	60 00
Mitchell, Fred W	108	60 00
Muir, Michael	108	60 00
Munro, Janie	108	60 00
Ross, Christina May	108	60 00
Thompson, D R	107	59 44
Thompson, Lizzie	108	60 00
Wilson, Mary	108	60 00
Baillie, Bessie M	106	44 16
Barclay, Della	108	45 00
Cameron, Margaret	108	45 00
*Cameron, Mary M	55	22 91
Cameron, Lizzie M	108	45 00
Carroll, Katie J	108	45 00
Chisholm, Mary M	105	43 75
Chisholm, Dan M	106	44 16
Copeland, Agnes W	108	45 00
Creighton, Eliza B	108	45 00
Cunningham, Mary B	108	45 00
Cunningham, Annie M	108	45 00
Cunningham, Ada S	104	43 33
Cavanagh, Maria	108	45 00
Douglas, Murray	108	45 00
Douglas, John C	25	10 41
Dunbar, Eliza	108	45 00
Falconer, Mary C	108	45 00
Forbes, G E	108	45 00
Fraser, Tena K	108	45 00
Fraser, Maggie T	108	45 00
Grant, Jessie E	108	45 00
Grant, Christiana	108	45 00
Gunn, Annie C	99	41 25
Hamilton, Lena	108	45 00
Henderson, J W	108	45 00
Huggan, Jessie Ella	108	45 00
Johnston, Janet C	108	45 00
Lays, Melissa	108	45 00
McDonald, Mary	108	45 00
McDougall, Janet	106	44 16
McGregor, Ellen	108	45 00
McIntosh, Isabella	108	45 00
McKenzie, Hannah	108	45 00
McLaren, Bessie G	108	45 00
McLaren, Lottie M	89	37 08
McLean, Jessie	108	45 00
McLean, Cassie	108	45 00

McLean, Minnie	108	45 00
McLeod, Albert M	108	45 00
McLeod, Annie	108	45 00
McLeod, D F	105½	43 96
McLeod, Kate	108	45 00
Manning, Tilly A	108	45 00
Maxwell, Bessie B	108	45 00
Munro, Mary E	108	45 00
Munro, Esther M	108	45 00
Ross, Etta	104	43 33
*Ross, Maggie	108	45 00
*Roy, Sadie D	99	41 25
*Russell, Martha C	55	22 91
Sutherland, Jessie L	108	45 00
Sutherland, Lettie E	107	44 78
Wilson, Joseph N	108	45 00
Wilson, Annie	108	45 00
Ballentine, Agnes W	108	30 00
*Boomer, Cordelia	87	32 21
*Browning, Hannah J	108	40 00
*Cameron, Colena C	53	19 63
Cameron, Hannah	108	30 00
Copeland, Adelaide	108	30 00
Douglas, Florence N	5	1 38
Dunbar, Euphemia	108	30 00
Finlayson, Amy	108	30 00
*Fraser, Cassie	108	40 00
Grant, Florence	108	30 00
Hamilton, Olive U	108	30 00
McArthur, Jessie	107	29 72
McDonald, Mary M	108	30 00
McKay, Lillie	54	15 00
McKenzie, Annie C	71	19 71
*McLeod, Joanna	83	32 58
Kennedy, Mary	100	27 77
*McLean, Christina L	67½	25 00
McLeod, Duncan D	108	30 00
McMillan, Isabella	108	30 00
Matheson, Maud	108	30 00
Porter, Lizzie A	108	30 00
*Ross, Maggie B	108	40 00
Simpson, Bessie S	79	21 94
Sivright, William	107	29 72
Sutherland, Annie B	108	30 00
Stewart, Annie	107	29 72

QUEENS.

Sprague, J D	108	
Bingay, Jennie	107	59 44
Dauphinee, Josie	108	60 00
Harrington, Ceorgie	108	60 00
Annis, Edith	107	44 58
Collie, Zelia	108	45 00
Cullinen, Jennie	108	45 00
Daniels, Lavenia	107	44 58
Daniels, Teresa	108	45 00
Dunlop, Fanny	108	45 00
Ford, Annie E	106	44 16
Ford, Minnie	108	45 00
Gardner, Rose	108	45 00
Godfrey, Irene	108	45 00
Hagan, Lillian	108	45 00
Hebb, A M	108	45 00
Hemeon, Nettie	108	45 00
Kempton, Ross	106½	44 37
Marshall, Emily	108	45 00
Minard, Clara	94	39 16

Ross, Susie	108	45 00
Spurr, Blanche	104	43 33
Taylor, Belle	88	36 66
Wentzell, Annie	108	45 00
Woodbury, Lillie	105	48 75
Christopher, M	108	30 00
*Decker, Vary	108	40 00
Donnellan, C C	105	29 16
*Feener, Rosena	102	37 77
*Frellick, A	108	40 00
*Frellick, Eleanor	107	39 62
Gardner, Nora	20	5 55
Godfrey, Essie	108	30 00
Harlow, Flora	108	29 44
*Harlow, John	67	24 81
*Hutt, Maulie	89	32 95
McGowan, Susie	108	30 00
*Nangler, Esther	97	35 91
Taylor, Emma	108	30 00
Verge, Sarah	108	30 00

NORTH.

McInnis, A D	108	60 00
McLeod, A C	106	58 88
Bell, Rose	108	45 00
Bent, Minnie	108	45 00
Boyle, Rose A	49	20 41
Dexter, Lena M	85	35 41
Douglas, Abbie	104	43 33
Frank, Bessie	20	8 33
Freeman, Jessie	108	45 00
McLeod, Lizzie	108	45 00
Risser, Susie F	59	24 58
Thompson, Eva	98	40 83
Whitman, Blanche	108	45 00
Waterman, Stella	89	37 08
*Boyle, Mary G	107	39 62
Brown, Frank	108	30 00
*Fancy, Clara	54	20 00
*Hunt, Minnie	108	40 00
*Hunt, Sophia	108	40 00
*Merley, Edith	108	40 00
*Ward, Jessie M	105	38 88

RICHMOND.

Campbell, D H	108	60 00
Gillis, Angus	108	60 00
McGarry, P A	95	52 77
McIntyre, A A	13	7 21
McLean, Donald	104	57 77
Macneill, Alex D	88	48 88
Morrison, Alex E	107	59 44
Morrison, Norman	46	25 55
Bejin, Mary A	108	45 00
Cameron, Emma M	108	45 00
Campbell, Danl A	103	42 91
Embree, Luella	108	45 00
Ferguson, John A	108	45 00
LeBlanc, Patrick	108	45 00
McDonald, John II	108	45 00
McDonald, A J	99	41 25
Macdonald, Jas R	108	45 00
McDougall, Peter	108	45 00
McIntosh, C C	90	37 50
McIsaac, John W	108	45 00
McKillop, Ewen D	105	43 75

McLeod, Hu A	108	45 00
McLeod, Hanna M	79	33 92
Macrae, Christa A	108	45 00
Nelson, J Scott	108	45 00
Sr St Pelagia	108	45 00
" Antonia	108	45 00
" Margaret	108	45 00
" Dominic	108	45 00
" Mary	108	45 00
" Mary of C	107	44 58
Sutherland, Jos D	107	44 58
Philpott, Mary	12	
Ballam, Sydney E	98	27 21
Benoit, Marie L	108	30 00
Boudrot, Sabina H	108	30 00
Boyd, Christina	108	30 00
Boyd, Sarah E	108	30 00
Campbell, Jos R	106	29 44
Ferguson, Male J	35	9 72
Foret, Maria R	108	30 00
Forot, Minnie	106	29 44
Grant, Cassie J	79	21 94
Johnston, Dau J	107	29 72
Johnston, Colin F	79	21 94
Joyce, Simon E	106	29 44
Langley, Etta	108	30 00
LeBlanc, Hyacinth	108	30 00
McDonald, Peter	107	29 72
McLellan, K J	102	28 33
MacNeil, Peter D	104	28 38
Martel, Eliza J	108	30 00
Morrison, W E	108	30 00
Morrison, Eliza A	108	30 00
Nelson, Cyrus E	108	30 00
Nelson, Gustave A	108	30 00
Poirier, Jeff H	106	29 44
Thibeau, Peter	108	30 00
Urquhart, Geo W	108	30 00
*Cameron, Purcy P	104	38 51
*Ferguson, Annie	108	40 00
*McLellan, J Archy	107	39 62
*McLeod, Male A	108	40 00
*Sampson, Dennis J	102	37 77
*Urquhart, Christie A	88	32 58
*Urquhart, Dolina	108	40 00
*White, Sarah C	73	27 03
*White, Lizzie A	108	40 00
*Wilson, Mary B	19	7 03

Assistants.

Macneil, Minnie	95	17 59
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BARRINGTON.

Brown, Gertrude	107½	59 72
Crosby, F R	108	60 00
Huestis, A B	108	60 00
Martin, Oscar	108	60 00
Parker, W B	20	11 11
Taylor, F W	107½	59 72
Allen, M V	108	45 00
Bain, Mary P	108	45 00
Bingay, A A	103	42 91
Backadar, G D	80	33 33
Coffin, M H	108	45 00
Crowell, A L	108	45 00
Davis, Minnie	26	10 83
Freeman, M	106	44 16
*Gardner, C H	105	43 75

Harding, E J	107	44 58
Larkin, Etha	106½	44 37
McAlpin, L	108	45 00
Murphy, Mary	107½	44 79
Nickerson, E N	105	43 75
Nickerson, M	108	45 00
Smith, Lizzie	108	45 00
Sutherland, B B	108	45 00
Swim, B H	108	45 00
Wilson, L L	108	45 00
Crowell, E D	107	29 72
Crowell, C	108	30 00
Davies, A L	27	7 50
Gibbons, Miles	107	29 72
Gough, Mary	105½	29 30
Harlow, A M	103	28 60
Huestis, M B	106½	29 58
Matheson, A A	97	26 94
Nickerson, H	108	30 00
*Soley, Blanche	108	40 00
*Swain, F C	105½	39 06

SHELBURNE.

Bruce, C S	107	
Gray, W S	108	110 00
Hogg, Maggie	108	60 00
Hogg, A A	64	35 55
Best, Linda	108	45 00
Bower, Eliza	108	45 00
*Bower, L M	108	45 00
Bower, Helen	92½	38 54
Brown, H G	108	45 00
Burnaby, E	107	44 58
Copeland, L V	108	45 00
Cox, Ella K	7	2 91
Crowell, Lizzie	108	45 00
Dall, Carrie	99	41 25
Doleman, T	107	44 58
Doleman, E P	108	45 00
Enslow, L D	106	44 16
Etherington, A E	96	40 00
Etherington, L	108	45 00
Giffin, C B	108	45 00
Holden, A P	44	18 33
Holden, L T	108	45 00
Jorgan, M T	101	42 08
Kean, Minnie	108	45 00
Kempton, S	108	45 00
Leslie, Sadie	108	45 00
Lyle, E R	108	45 00
Martin, Kate	108	45 00
MacAlpin, F	108	45 00
MacAlpin, E	108	45 00
McMillan, L	101	42 08
Nickerson, L J	63	26 24
Ryer, Nellie	93	38 75
Sutherland, A	108	45 00
Sutherland, E	108	45 00
Swim, Lina	108	45 00
West, H H	108	45 00
*Freeman, C	108	40 00
Giffin, Nettie	108	30 00
Harding, Janie	103	28 60
Hogg, A C	108	30 00
Hupman, E	108	30 00
Kendrick, B	108	30 00
Stephen, Alice	100	27 77
Turner, Flora	108	40 00

VICTORIA.

Campbell, Robert S	103	
Bentley, Libbie	103	57 21
Gillis, Ewen T	109	60 00
Miller, Bessie	103	57 21
McRitchie, I M	108	60 00
Foyle, Lizzie H	108	45 00
Howatson, Jessie	108	45 00
McLeod, John D	98	40 83
McEachen, Mary Ann	108	45 00
McAulay, M S	74	30 83
McLennan, Agnes I	108	45 00
McLeod, Lizzie	98	40 83
McKenzie, M J	108	45 00
McInnes, W C	108	45 00
McLean, Isabella	108	45 00
McSwain, D A	104	43 33
McLeod, Christence	87	36 28
McDonald, Hector T	108	45 00
*McMillan, Allan	108	45 00
McNeil, Alex J	105	43 75
McRae, Minnie R	54	22 50
McDonald, Hanna	107	44 58
McInnes, K J	107½	44 79
McDonald, Theresa	35	
McIver, Ida C	90	37 50
*Campbella, Bella M	108	40 00
Crowdis, Chas I	108	30 00
Hartigan, Lizzie	108	30 00
Kiley, Mary A	105	29 16
McDonald, Mary A	89	24 72
Murphy, Moses M	84	23 33
McLeod, Mary	97	26 94
McKay, Georgina M	108	30 00
McLeod, Christina C	109	30 00
Montgomery, Jessie B	107	29 72
*McRitchie, Henry D	108	40 00
McDonald, Malcolm	90	25 06
McLeod, A G	8	2 22
McLellan, Murdoch	54	15 00
McIntosh, Christy	51	14 16
McRae, Jessie P	108	30 00
McAulay, Alex M	109	30 00
McNeill, Elizabeth	47	13 05
*Morrison, Joanna	79	29 25
*McAulay, Marie A	108	40 00
McDonald, Christina	48	13 33
*McKenzie, John	69	25 55
McKenzie, Angus D	108	30 00
*Smith, Annie	109	40 00
*Cavendish, Jane	79	29 25
McNeil, Katie	94	26 10
McKay, Jessie Ann	104	28 88
McDonald, Lyla	74	20 55
McKinnon, John D	64	17 77
McDonald, Nathaniel	49	13 60
McRitchie, Sarah Annie	56	15 55
McDonald, Katie A	89	24 72

YARMOUTH.

Cameron, A	102	
Forbes, A	103	
Kempton, W F	101	56 10
McLeod, G P	108	110 00
Archibald, M	107	59 44
Barteaux, J E	103	60 00

Blackadar, R L	107	59 44
Cameron, E H	107	59 44
Goudey, Theo	107	59 44
Grierson, Jean	87	48 33
Hibbert, Lizzie	107	59 44
Hilton, Amy	106	58 88
Huestis, H A	107	59 44
Irwin, Harry	108	60 00
Munro, Ada	100	55 55
Rogers, Benj	107	53 44
Starratt, S A	107	59 44
Trefry, A G	108	60 00
Webster, Belle	105	58 32
Abbott, Cora	108	45 00
Allan, F L	106	44 16
Bingay, Louise	107	44 58
Carty, M E	108	45 00
Chipman, A	105	43 75
Christie, C B	105	43 75
Cook, B E	108	45 00
Crosby, J H	107	44 58
Crosby, Jennie	7	2 91
Crowell, B F	108	45 00
Delamere, S P	107	44 58
*D'Entremont, G	94	39 16
Doane, Maggie	107	44 58
Goodwin, E M	104½	43 54
Goodwin, Sadie	107	44 58
Goudey, Alice	81	33 75
Goudey, L A	107	44 58
Grant, E W	107	44 58
Harris, Grace	108	45 00
Hopkins, B L	98	40 83
Horner, A W	106	44 16
Jack, Maggie	105½	43 96
MacKay, Janet	107	44 58
Metzke, Olivia	106	44 16
Morse, E P	108	45 00
Moses, Winifred	108	45 00
Parker, S H	108	45 00
Rogers, Nellie	37	15 41
Rogers, R G	89	37 08
*Sims, Winifred	108	45 00
Tedford, L M	108	45 00
Tedford, J H	108	45 00
Trask, A E	108	45 00
Hamilton, L G	90½	25 14
Morehouse, L G	107	29 72
Parker, F A	108	30 00
Pennington, K E	96	26 66
*Porter, Mary E.	107	39 62
*Porter, H L	108	40 00
Purdy, Maud	108	30 00
Purney, M G	104	28 88
*Sims, Teresa	108	40 00
Smith, Ada	106	29 44
*Tobin, Minnie	79	29 25

Assistant.

Tooker, Beatrice 96½ 35 72

ARGYLE.

Cullinen, K	107	59 44
Dill, Daniel	108	60 00
Fox, A D	107	59 44
Skinner, M L	17	9 43
Trask, I L	104	57 77
Doucet, Emily	108	45 00
Harris, Viola	108	45 00
Heany, Lizzie	108	45 00
Hemeon, C B	68	28 33
Hilton, M M	108	45 00
Hopkins, J	108	45 00
Knowles, Ina	108	45 00
LeBlanc, Emily	108	45 00
Lloyd, Annabel	107	44 58
MacCarthy, E	20	8 33
MacCarthy, E	20	8 33
MacCarthy, Emma	108	45 00
MacKay, M F	99	41 25
MacKay, G G	107½	44 79
Pennington, I W	107	44-58
Scott, J-L	97	40 41
Sister John	89	37 08
Sister Eulalia	108	45 00
Sister Stanislaus	108	45 00
Taylor, M L	108	45 00
Aniro, Dorothy	107	29 72
Amiro, Emily	107	29 72
D'Entremont S M	93	25 83
D'Entremont G H	108	30 00
Duncanson, L L	79	21 94
Firth, Geo F	68	25 18
Gavel, I I	54	20 00
Gosbel, A B	101½	28 19
*Hamilton W	108	40 00
*Johnston, L	54	20 00
Johnston, L	49	13 60
LeBlanc, J B	108	30 00
Lyons, E I	108	30 00
*Meuse, Eliz	79	29 25
Nickerson, E	108	30 00
Pothier, L A	100	27 77
Pothier, Annie	108	30 00
Richard, A.	106	29 44
Sister Gonzaka	89	24 72
Surette, Emily	106	29 44
Surette, Fanny	108	30 00
Suret, Zach	102	28 33

FORMS.

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

TEACHER'S NOTICE TO INSPECTOR.

To
Inspector of School.

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

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

TRUSTEES' FORMS.

No. 1.

Minutes of Annual Meeting.

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

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

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

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

No. 2.

RATE ROLL.

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

No. 3.

FORM OF SECRETARY'S ACCOUNTS.

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

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

No. 4.

ACCOUNT.

John Smith, Esq.,189..

To School Section, Dr.

To School Tax Current Year, viz :

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

Immediate payment is requested.

.....
Sec. to Trustees.

No. 5.

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

Date. } Trustees.

No. 6.

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

Date } Trustees.

TEACHER'S AGREEMENT.

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

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

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

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

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

Witness, [Name of Witness.]

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

* COMMENT: or quarterly.

THE PROVINCIAL BOARD OF EXAMINERS OF HIGH SCHOOL STUDENTS, NOVA SCOTIA.

- Greek and Latin..... David Allison, LL. D.
English Language Rev. C. E. Willets, D. C. L.
English Grammar J. B. Currie, Esq.
French and German James Leichti, M. A.
Geography and History Rev. T. J. Daly, M. A.
The Natural Sciences..... James G. MacGregor, D.Sc.
Drawing and Book-keeping Alex. McKay, Esq.
The Practical Math. and Psych..... Rev. Neil McNeil, D. D.
Algebra ... D. F. Higgins, Ph. D.
Geometry I. B. Oakes, M. A.

[TEACHERS' MINIMUM PROFESSIONAL QUALIFICATION.]

- School Law and Management A. G. McDonald, M. A.
Teaching J. B. Hall, Ph. D.
Hygiene and Temperance..... Rev. John Currie, D. D.

PROVINCIAL NORMAL SCHOOL.

TRURO, NOVA SCOTIA.

(OPEN 16TH OCTOBER.)

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

[Affiliated with the School of Agriculture for Advanced Chemistry, Natural History and General Biology].

MODEL SCHOOL.

ALFRED L. MATHERSON, (Senior Department).
 JULIA KINNEY, (Junior Department).
 MRS. SARA B. PATTERSON, (Kindergarten).
 Librarian—OTTIE A. SMITH.
 Janitor—HUGH LANE.

Tuition is free to all who intend to teach within the Province of Nova Scotia.

Board can be obtained at prices varying from \$2.25 to \$3 per week.

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

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

PROVINCIAL SCHOOL OF AGRICULTURE.

TRURO, NOVA SCOTIA.

The next term for Normal School students will begin October 17th, 1895, in the New Building. This Institution possesses complete sets of apparatus to study the NATURAL SCIENCES and their relation to AGRICULTURE.

COURSE OF STUDY.

There are three major or principal subjects taught: Agriculture, Horticulture, and Dairying. In order to understand these and the principles upon which they rest a knowledge of the following sciences is necessary: Chemistry, Botany and Entomology. Dairying and Agriculture require also a knowledge of veterinary science. Some Geology and Zoology are also desirable.

Special Courses for farmers or others who cannot take the full Course.

NO FEES FOR ADMISSION. By working on the farm students can earn enough to pay part of their expenses. Ladies admitted as well as gentlemen. Agricultural students can obtain further information by applying to

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

SUMMER SCHOOL OF SCIENCE FOR THE ATLANTIC PROVINCES OF CANADA.

NINTH SESSION, JULY 3RD TO JULY 18TH, 1895.

AMHERST, NOVA SCOTIA.

PATRONS.

For Nova Scotia.....GENERAL MONTGOMERY MOORE, Commander-in-Chief of the Forces, British North America.
For New BrunswickSIR S. L. TILLEY.
For P. E. Island.....HON. T. HEATH HAYLAND.

OFFICERS.

President.

REV. W. W. ANDREWS, M. A.....Mt. Allison University, Sackville.

Vice-Presidents.

PRINCIPAL A. CAMERON.County Academy, Yarmouth.
PROF. J. BRITTAINNormal School, Fredericton.
E. STEWART, ESQ.....Supervisor Schools, Charlottetown.

Secretary-Treasurer.

PRINCIPAL J. D. SEAMANPrince St. School, Charlottetown.

Executive Committee.

J. K. DORSEY, M. D.,MRS. S. B. PATTERSON,
PRIN. G. J. OULTON, B. A.,INSPECTOR CRAIG,
THE PRESIDENT, AND SECRETARY-TREASURER.

FACULTY.

Astronomy.

PRINCIPAL A. CAMERON.....County Academy, Yarmouth

Botany.

ANTOINETTE FORBES, B. A.....County Academy, Yarmouth.
N. D. MACFAYISH " Amherst.

Chemistry.

PROF. BRITTAINNormal School, Fredericton.

Civics.

PRINCIPAL W. T. KENNEDYCounty Academy, Halifax.

Elocution.

MRS. L. J. LANDERS.Mt. Allison University, Sackville.

English Literature.

PRINCIPAL A. CAMERON.....County Academy, Yarmouth.

Geology and Mineralogy.

PROF. A. E. COLDWELLAcadia College, Wolfville.

Kindergarten.

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

Music (Tonic Sol-Fa).

REV. JAMES ANDERSON, M. A. Toronto.

Pedagogics and Psychology.

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

Physics.

PROF. W. W. ANDREWS, M. A. Mt. Allison University, Sackville.

Physiology and Hygiene.

PRINCIPAL E. J. LAY ... County Academy, Amherst.

Zoology and Entomology.

PRINCIPAL G. J. OULTON, B. A. High School, Dorchester.

REVISED REGULATIONS.

LICENSING OF TEACHERS.

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

This License for teaching requires,

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

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

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

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

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

REG. 3. The certificate of professional qualification or skill shall be (a) the *normal*, first second, or third RANK classification by the Provincial Normal School, or (b) the *minimum* (which shall rank one degree lower than the *normal*), and shall be the first, second, or third rank pass on the following papers written on the Saturday of the Provincial Examination week : (1) School Law and Management, value 100; (2) Theory and Practice of Teaching, value 100; and (3) Hygiene and Temperance, value 100. First rank pass: an aggregate of 200 with no paper below 30. Second rank pass: 150 with no paper below 20. Third rank pass: 100 with no paper below 15.

REG. 4. The Provincial Normal School at Truro is recognized as the appropriate source of certificates of professional qualification for public school teachers; but the certificates of other Normal or teachers' training schools whose *curricula* may be satisfactorily shown to the Council to be at least the equivalent of those of the Provincial Normal School, may be accepted when qualified by the addition of the two following conditions: (a) a pass certificate of the Provincial "minimum" professional qualification examination of the corresponding rank, and (b) a certificate of a Public School Inspector, before whom or under whose supervision the candidate has demonstrated his or her qualifications for the Class of License sought by the test of actual teaching for a sufficient period.

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

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

To.....

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

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

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

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

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

(Name in full)

(Post Office Address)

(County)

CERTIFICATES.

I.—AGE AND CHARACTER.

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

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

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

..... (Name and Title).

..... (Church or Parish).

..... (P. O. Address).

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

II.—HIGH SCHOOL GRADE.

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

III.—PROFESSIONAL QUALIFICATION.

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

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

FURTHER INFORMATION FROM APPLICANT.

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

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

.....

.....

.....

Place and Date : Inspector.

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

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

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

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

TEMPORARY LICENSE.

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

SYLLABUS OF M. P. Q. EXAMINATION.

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

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

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

(c) To be familiar with the history of leading Educational Reformers and their systems. *Theory and Practice of Teaching.* (a) To have an understanding of the fundamental laws of the human mind in their relation to the science and art of education generally, including the principles of vocal music.

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

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

PROVINCIAL EXAMINATION OF HIGH SCHOOL STUDENTS.

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

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

REG. 3. The examination sessions shall commence each day at nine o'clock a. m., for Grade A on the first Monday of July, (in shire town stations only), for Grade B on the following Wednesday, for Grades C and D on the following Thursday, and for "minimum professional qualification" of Public School Teachers on Saturday following; and shall be conducted under a Deputy Examiner, appointed by the Superintendent of Education, according to instructions, at each of the following stations, viz. :—1, Amherst; 2, Annapolis; 3, Antigonish; 4, Arichat; 5, Baddeck; 6, Barrington; 7, Bridgetown; 8, Canso; 9, Cheticamp; 10, Clare; 11, Digby; 12, Guysboro'; 13, Halifax; 14, Kenville; 15, Liverpool; 16, Lockeport; 17, Lunenburg; 18, Maitland; 19, Margaree Forks; 20, New Glasgow; 21, Parrsboro; 22, Pictou; 23, Port Hawkesbury; 24, Port Hood; 25, Sherbrooke; 26, Shelburne; 27, Springhill; 28, Sydney; 29, Tatamagouche; 30, Truro; 31, Windsor; 32, Yarmouth.

REG. 4. Applications for admission to the examination must be made to the Inspector of the district in which the Examination Station is situated, not later than the 24th of May, and must contain (1) The name of the Station at which the candidate desires to present himself; (2) the School from which he comes; (3) the name of the candidate in full; (4) Grade of Provincial certificate already held; (5) Age; (6) Post Office address; (7) Grade applied for; (8) the fee of two dollars if a candidate also for the Teachers' M. P. Q., Examination; and (9) the prescribed certificate of High School standing. Forms of application will be provided by the Education Department through the Inspectors.

APPLICATIONS FOR HIGH SCHOOL AND TEACHERS' EXAMINATIONS.

At..... Station..... 189

To....., Inspector of Schools:

I,, a duly licensed teacher of Class do hereby certify that the candidates whose names are given below from No. 1 to No. inclusive, will, to the best of my knowledge, have completed, before the date of next examination, the full imperative Course of Study up to and including the Grade for which they hereby respectively apply. Herewith I also forward dollars, being the amount of fees for the (here give the number) candidates also applying for the Teachers' "minimum professional qualification."

(Signed)
Principal of School,

No.	NAMES OF CANDIDATES (in full.) [This forms part of the permanent and official record of the Educational Department. The names must therefore be written herein distinctly, correctly and without contraction.]	Prov. Grade now held.	AGE.		Post Office Address of Candidates.	Grade applied for.	Fees for Teachers' Minimum Professional Qualification Examination.
			Yrs.	Mos.			
1
2
3
4
5

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

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

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

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

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

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

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

and as making a pass on the grade second below, provided 50 per cent. of the *minima* be made.

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

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

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

PROVINCIAL EXAMINATION RULES.

COMMENT.

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

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

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

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

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

5. Each such paper must be exactly folded, 1st by doubling bottom to top of page, pressing the fold, (paper now $6\frac{1}{2}$ x 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 endorsed as follows: A neat line should be drawn across the end of the folded paper one-half an inch from its upper margin. Within this space, $3\frac{1}{2}$ 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:—

B. 18 ()	Algebra.
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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 the 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 cancellings of errors will allow a paper to stand as high in the estimation of the examiner as if half the time were lost in copying it. Answers or results without the written work necessary to find them will be assumed to be only guesses and will be valued accordingly.

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

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

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

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

CERTIFICATE.

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

Candidate's No. ()

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

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

Name in full. }
(Without contraction in any of its parts.) }

P. O. to which memo. or certificates are to be sent.

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

TIME TABLE.

PROVINCIAL EXAMINATION, BEGINNING FIRST MONDAY OF JULY.

TIME.	GRADE A.	COUNTY ACADEMY ENTRANCE.				
MONDAY.	a. m. 9.00 to 10.00 10.05 " 11.05 11.10 " 12.10	Chemistry. Cæsar. Botany.	English.			
	p. m. 2.00 to 3.00 3.05 " 4.05 4.10 " 5.10	Cicero, &c. Zoology. Virgil.	Mathematics.			
TUESDAY.	a. m. 9.00 to 10.00 10.05 " 11.05 11.10 " 12.10	Horace. Geology. Xenophon.	Drawing, &c. Geography and History.			
	p. m. 2.00 to 3.00 3.05 " 4.05 4.10 " 5.10	Astronomy. Demosthenes. Navigation.	Useful Knowledge.			
WEDNESDAY.	a. m. 9.00 to 10.00 10.05 " 11.05 11.10 " 12.10	French Authors. Euripides, or Homer. German Authors.	GRADE B.			
	p. m. 2.00 to 3.00 3.05 " 4.00 4.10 " 5.10	Psychology. Roman History. Greek History.	Greek Authors. Greek Gram. & Comp.	GRADE C.	GRADE D.	
THURSDAY.	a. m. 8.30 to 9.00	Presentation of remainder of B, and of all C and D Candidates.				
	a. m. 9.00 to 10.00 10.05 " 11.05 11.10 " 12.10	Geometry. Algebra. Trigonometry.	Geometry. Algebra. Pract. Mathematics.	Geometry. Algebra. Arithmetic.	Geometry. Algebra. Arithmetic.	
FRIDAY.	p. m. 2.00 to 3.00 3.05 " 4.05 4.10 " 5.10	Sanitary Science. Physics. British History.	Physiology. Physics. History and Geog.	Drawing and B. K. Science. History and Geog.	Drawing & B. K. Science. Hist. and Geog.	
	a. m. 9.00 to 10.00 10.05 " 11.05 11.10 " 12.10	English Language. English Literature. Latin Gram. & Comp.	English Language. English Grammar. Latin Gr. & Comp.	English Language. English Grammar. Latin.	Eng. Language. Eng. Grammar. Latin.	
SATURDAY.	p. m. 2.00 to 3.00 3.05 " 4.05 4.10 " 5.10	French Gram. & Comp. German " " Greek " "	French. German. Latin Authors.	French. German. Greek.	French.	
	a. m. 9.00 to 10.00 10.05 " 11.05 11.10 " 12.10	Hygiene & Temperance. School Management. Teaching.	Hygiene and Temp. School Management. Teaching.	Hygiene and Temp. School Managem't. Teaching.	Hygiene & Temp. Sch'l Managem't. Teaching.	

VACATIONS AND HOLIDAYS.

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

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

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

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

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

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

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

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

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

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

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

REG. 11. ANNOR DAY.—To encourage the proper adornment of school grounds, and thereby the cultivation of a taste for the beautiful in nature on the part of the pupils, the Council of Public Instruction has ordered the publication of the following regulation:—
“ On such day of May as according to season, weather, or other circumstances may be

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

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

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

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

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

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

EDUCATIONAL ASSOCIATIONS AND INSTITUTES.

PROVINCIAL EDUCATIONAL ASSOCIATION.

REG. 1. The Superintendent of Education shall have authority to assemble annually if desirable in either Truro or any other place which may be approved by two-thirds of the Executive Committee hereinafter provided for, an 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.

REG. 2. The membership shall be, (a) *ex officio*, the Superintendent of Education, the Principal and Professors of the Normal School, the Provincial Examiners, the Inspectors of Schools, the Presidents of Colleges within the provinces, and one representative, chosen annually by each district institute for every twenty five enrolled members present at the annual meeting of each institute; and (b) *ordinary*, all licensed teachers, professors and instructors in colleges and seminaries, trustees and commissioners of schools by enrolment and the payment of such fee (not exceeding one dollar) as the Association itself may determine.

REG. 3. The Superintendent of Education, the Principal of Normal School, and nine persons chosen annually by the Association from among its members, 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.

REG. 4. The Association shall appoint a secretary, and, if necessary, an assistant secretary, who shall keep a record of the proceedings of the meeting, and forward a written report of the same to the Superintendent of Education.

REG. 5. The Superintendent of Education shall preside at the meetings of the Association and of the Executive Committee. At his request another member may preside. In his absence the Principal of the Normal School or the senior inspector present shall take his place.

REG. 6. The Superintendent of Education is authorized to use the Normal School building and appliances for the meeting of the Association when held in Truro, and the Principal and Professors will aid to the extent of their power in promoting the success of such meeting. The Normal School students will be admitted to the exercises, but not as members of the Association except when enrolled under Reg. 2 (b).

DISTRICT INSTITUTES.

REG. 7. Whenever ten or more duly licensed teachers within an inspectorate shall in writing request the Inspector to this effect, a Teachers' Institute for such district shall be formed, the exclusive object of which shall be to promote the efficiency of the teaching service within the limits of the inspectorate. The means to be employed for securing this object shall be conversation and discussion of educational methods, the preparation and reading of papers on special subjects, and illustrative exercises. All questions and discussions foreign to the practical work of teaching are to be strictly avoided.

REG. 8. The members shall be the Inspector and all duly licensed teachers within his inspectorate on enrolment, and the annual payment of such fee (not exceeding one dollar) as the Institute may determine.

REG. 9. The Inspector shall be *ex-officio* President of the Institute, which shall elect annually from its members a Vice-President (who shall preside in the absence of the President), a Secretary-Treasurer (who shall send a report of the Institute in writing to the Superintendent of Education), and four other persons to form with the foregoing officers a Committee of Management, which shall have direction of the affairs of the Institute, especially in respect to the fixing of the times of meeting and the programme of exercises, subject to the approval of the Inspector.

GENERAL.

REG. 10. The meetings of the Association shall occupy three days and of Institutes two days, always ending when practicable and convenient on the Friday of the week.

REG. 11. On giving a week's notice to trustees and pupils, teachers will have the liberty of closing their schools for the purpose of attending the meeting of the Association or the Institute, and on the attachment of the certificate of regular attendance during the days specified in the preceding regulation from the Secretary of the Association or Institute to the teacher's "Return," the Inspector is authorized to credit the same as teaching days in the apportionment of the Provincial Grant and the County Fund.

REG. 12. When teachers, after having received permission from their trustees, attend "Summer Schools" or other Institutes (during regular teaching days), which are recommended by the Superintendent for the improvement of teachers in the exercise of their profession, allowance will be made by inspectors, as indicated in the preceding regulation; always provided, however, that in any school year no more than five days shall be credited under all the foregoing regulations to any one teacher or school section.

PUBLIC SCHOOL COURSE OF STUDY.

COMMENTS.

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

2. These courses are to be followed in all schools, particularly with reference to (1) the

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

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

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

CONSPECTUS OF PUBLIC SCHOOL COURSE OF STUDY,

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

SUBJECTS.	PERCENTAGE OF TIME IN EACH GRADE.								High School	EXAMINATION VALUES FOR PROVINCIAL CERTIFICATES.		
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.		IX.	X.	XI.
English	40	40	40	40	40	40	35	30	20	Lang. 100. Gram. 100.	Lang. 100. Gram. 100.	Lit. 100. Gram. 100.
Mathematics	20	20	20	20	20	20	25	30	20	Arith. 100. Alg. 100. Geom. 100.	Arith. 100. Alg. 100. Geom. 100.	P Mat. 100. Alg. 100. Geom. 100.
Science and Manual Art.....	20	20	20	20	20	20	20	20	20	Dr. &c. 100. Botany 100.	Dr. &c. 100. Chem. 100.	Ph'siol. 100. Ph'sics 100.
Geography & History					5	10	10	10	10	G. & H. 100.	G. & H. 100.	G. & H. 100.
Music, Calisthenics, Moral and Patriotic Duties	20	20	20	15	10	10	10	10	5			
Optional.	Languages, Latin and Greek								25	Latin 100.	Latin 100. Greek 100.	Latin 200. Greek 200.
	Or, French and German								25	Frnch. 100.	Frnch. 100. Germ. 100.	Frnch. 100. Germ. 100.

GENERAL DIRECTIONS.

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

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

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

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

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

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

70. *Spelling and Dictation*.—It should be strictly insisted upon that, from the very commencement in the first grade, the pupil should spell every word read in lessons, and common words of similar difficulty used in his conversation. Writing words in the lower grades. Transcription and dictation in the higher grades should be utilized more and more as facility in writing increases.

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

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

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

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

75. *Arithmetic*.—It is of the highest importance to secure the habit of obtaining accurate answers at the first attempt. Every slip in mental or written arithmetical work is not only

unnecessary, but is a positive education in a habit which will tend to render useless the most strenuous efforts afterwards to become accurate or even to make satisfactory progress in mathematics. Accuracy is of supreme importance from the first. Rapidity may then be neglected to look after itself.

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

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

SPECIAL DIRECTIONS FOR COMMON SCHOOLS.

GRADE I.

Reading.—Primer with Wall Cards or Blackboard work.

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

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

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

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

Music, &c.—As under general directions.

GRADE II.

Reading.—Reader No. 1.

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

Writing and Drawing.—Script letters on slate and in copy book. Angles, triangles, squares, rectangles, plans of platform and of school room, or as in *Manual Training*, No. 1, to end of Section IV. with *Public School Drawing Course*, No. 1.

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

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

Music, &c.—As under general directions.

GRADE III.

Reading.—Reader No. 2.

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

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

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

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

Music, &c.—As under general directions.

GRADE IV.

Reading.—Reader No. 3.

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

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

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

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

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

Music, &c.—As under general directions.

GRADE V.

Reading.—Reader No. 4, Part I.

Language.—As in Grade 4 and general directions. All parts of speech and of sentences with inflections of noun, adjective and pronoun,—orally. Composition practice increasing.

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

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

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

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

Music, &c.—As under general directions.

GRADE VI.

Reading.—Reader No. 4 completed.

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

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

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

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

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

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

Music, &c.—As under general directions.

GRADE VII.

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

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

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

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

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

History.—British American History completed.

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

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

Music, &c.—As under general directions.

GRADE VIII.

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

Spelling.—Prescribed Speller in addition to general directions.

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

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

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

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

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

Arithmetic.—Common School Arithmetic completed.

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

Book-keeping.—A simple set.

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

Music, &c.—As under general directions.

SPECIAL DIRECTIONS FOR HIGH SCHOOLS.

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

GRADE IX.

1. ENGLISH LANGUAGE—100: [a] 6th Reader. Part I., (no imperative question on pages 109 to 169), and *Evangeline*, with critical study, word analysis, prosody and recitations; [b] Text Book on English Composition, with essays, abstracts and general correspondence.

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

3. LATIN—100: As in *Collar and Daniell*, to end of Chapter LIII., or any equivalent grammar with very easy translation and composition exercises. [To secure uniformity in pronunciation the Roman (or Phonetic) pronunciation of Latin is recommended to be used in all grades.]

4. FRENCH—100: As in *French Principia*, Part I, or any equivalent with easy translation and composition exercises.

5. HISTORY AND GEOGRAPHY.—100: [a] Text book of British History up to the House of Tudor, and Review of British American History. [b] Geography of North America and Europe as in Text Book.

6. SCIENCE—100: [a=30] Physics as in *Balfour Stewart's Primer*. [b=70] Botany as in *Gray's How Plants Grow*, substituting for the details of "Flora," Part II, common or prescribed native plants. Drawing of parts of plants.

7. DRAWING AND BOOK-KEEPING—100: [a=20] Construction of geometrical figures and solution of mensuration and trigonometrical problems by mathematical instruments. [b=30] High School Drawing Course, No. 1, with model and object drawing, and *Manual Training*, No. 2 completed. [c=50] Commercial forms and writing with Single Entry Book-keeping problems.

8. ARITHMETIC—100: As in *Hamblin Smith* to end of Section 21, (with a practical knowledge of the metric system, which will be required in all grades).

9. ALGEBRA—100: As in *Hall & Knight's Elementary Algebra* to end of Chap. XIV.]

10. GEOMETRY.—100: Euclid I, with very easy exercises, as in *Hall & Stevens* to page 86.

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

GRADE X.

1. ENGLISH LANGUAGE—100 : [a] 6th Reader, Part II., (no imperative question on pages 340 to 390), and an author prescribed from year to year, with critical study, &c., as in previous grade for more advanced. [b] Advanced Text Book of English Composition with practical work. (1896, [a], 6th Reader, Part II, and Goldsmith's *Deserted Village*).
2. ENGLISH GRAMMAR—100 : [a] Text book [excepting "appendix."] completed with exercises in parsing and analysis.
3. LATIN—100 : As in *Collar and Daniell*, complete, and "*Cæsar's Invasion of Britain*," by Welch and Duffield, (MacMillan & Co., London).
4. GREEK—100 : As in *Frost's Greek Primer* (Allyn & Bacon, Boston) to end of Part III, or *India Græca*, Part I.
5. FRENCH—100 : As in *French Principia*, Part I. and Part II., to end of page 108.
6. GERMAN—100 : As in *German Principia*, Part I, or any equivalent.
7. HISTORY AND GEOGRAPHY—100 : [a] Text Book of British History from the House of Tudor to present time. [b] Text book of Geography, excepting North America and Europe.
8. SCIENCE—100 : [a=70] Chemistry as in *Williams*. [b=30] Mineralogy as in *Crosby's Common Rocks*, or Agricultural Chemistry as in *Tanner*.
9. DRAWING AND BOOK-KEEPING—100 : [a] Mathematical drawing as in previous grade, but more advanced. High School Drawing Course, No. 2, and model and object drawing, with simple drawing from Nature." [b] Book-keeping: Double Entry forms and problems.
10. ARITHMETIC—100 : Text book complete without appendix.
11. ALGEBRA—100 : As in *Hall & Knight's Elementary* to end of Chapter XXVII.
12. GEOMETRY—100 : Text book, with exercises to Prop. 20, Book III, as in *Hall & Stevens*.

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

GRADE XI.

1. ENGLISH LITERATURE—100 : [a] Prose authors prescribed from year to year, with critical study. [b] Poetical authors prescribed as above. (1896, [a] Irving's *Sketch Book* [Effingham, Maynard & Co., New York], [b] Scott's *Lady of the Lake*).
2. ENGLISH GRAMMAR—100 : [a] History of English Language and Text book completed with difficult exercises. [b] History of English Literature: As in *Meiklejohn*.
3. LATIN—100 : Grammar and easy composition partly based on Prose author read.
4. LATIN—100 : [a] *Cæsar*, one book; [b] *Virgil*, one book, as prescribed from year to year, with grammatical and critical questions. (1896, [a] *De Bell. Gall.*, Book I., and *Æneid*, Book I).
5. GREEK—100 : Grammar and easy composition based partly on author read and *Frost's Primer* completed.
6. GREEK—100 : *Xenophon*, one book, as prescribed from year to year with grammatical and critical questions. (1896, *Anabasis*, Book III.)
7. FRENCH—100 : *Brachet's Public School Elementary French Grammar*, or an equivalent, and composition with author prescribed from year to year. (1896, DeVigny's *Le Cachet Rouge*, and Daudet's *La Belle Nivernaise* [D. C. Heath & Co.])
8. GERMAN—100 : *German Principia*, Parts I and II, or any equivalent.
9. HISTORY AND GEOGRAPHY—100 : General History and Geography as in *Swinton*.
10. PHYSIOLOGY—100 : As in prescribed text, "*Martin's Human Body and the Effects of Narcotics*."
11. PHYSICS—100 : As in *Gage's Introduction to Physical Science*.
12. PRACTICAL MATHEMATICS—100 : As in *Eaton*.
13. ALGEBRA AND ARITHMETIC—100 : As in *Hall & Knight's Elementary Algebra*, and *Hamblin Smith's Arithmetic*.
14. GEOMETRY—100 : Euclid I to IV with: exercises, definitions and algebraic demonstrations of Euclid V, and Euclid VI (text), as in *Hall and Stevens*.

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

GRADE XII.

The examination on this syllabus may be known as the Senior Leaving Examination of the High School. This portion of the course of study may be profitably undertaken in the lines best adapted to the staff of instructors or the demands of students

in the larger High Schools or County Academies. There is in this grade a bifurcation of the course into a classical side and a scientific side, with minor options leading to the certificates of "A" (classical) and "A" (scientific) respectively.

(A). IMPERATIVE FOR BOTH SIDES.

1. ENGLISH LANGUAGE—100: As in *Lounsbury's English Language*, with prescribed authors. (1896, Shakespeare's *Othello* or *Coriolanus*).
2. ENGLISH LITERATURE—100: *Stopford Brooke's Primer*, with prescribed authors. (1896, Scott's *Waverley*, with Hutton's *Scott*).
3. BRITISH HISTORY—100: As in *Green's Short History of the English People*, with the Canadian Constitution.
4. PSYCHOLOGY—100: As in James's Text Book of Psychology (MacMillan & Co., London), or Maher's (Stoneyhurst Series).
5. SANITARY SCIENCE—100: As in the Ontario Manual of Hygiene.

(B). IMPERATIVE FOR CLASSICAL SIDE (Subjects for 1896.)

1. LATIN GRAMMAR AND COMPOSITION—100: Grammar as in *Allen and Greenough*, and Composition as in *Bradley's Arnold* or equivalents.
2. CÆSAR—100: *De Bell. Gall.* Books I. and VI.
3. CICERO AND SALLUST—100: (a) CICERO.—*First Oration against Catiline*. (b) SALLUST.—*Conspiracy of Catiline*.
4. VIRGIL—100: *Æneid*, Book I.
5. HORACE—100: *Odes*, Book III.
6. ROMAN HIST. and GEOG.—100: As in *Liddell's*.
7. GREEK GRAMMAR AND COMPOSITION—100: Grammar as in *Goodwin* and Composition as in *Fletcher & Nicholson*, or equivalents.
8. XENOPHON—100: *Anabasis*, Books III. and IV.
9. DEMOSTHENES—100: *Philippics I., II. and III.* (Rivington's, London).
10. HOMER—100: *Iliad*, Books I., II., and III., omitting Catalogue of Ships in Book II.
11. GRECIAN HIST. and GEOG.—100: As in *Smith's*.

(C). IMPERATIVE FOR SCIENTIFIC SIDE.

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

(D). OPTIONAL FOR EITHER SIDE.

1. FRENCH GRAMMAR AND COMPOSITION—100.
2. FRENCH AUTHORS—100: (1896, Prosper Merimée's *Colomba* and Racine's *Æther*.)
3. GERMAN GRAMMAR AND COMPOSITION—100.
4. GERMAN AUTHORS—100: [1896, Hauff's *Das Kalte Herz*, (Heath & Co., Boston)].

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

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

For Grade A (classical and scientific), all the subjects in group (D) must have been taken as well those in (A), (B) and (C).

GRADE "A" BY PARTIAL EXAMINATIONS.

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

UNIVERSITY MATRICULATION.

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

COURSES OF STUDY.

CONDENSED COMMON SCHOOL COURSES.

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

FOR A COMMON SCHOOL WITH FOUR TEACHERS.

PRIMARY.

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

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

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

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

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

ADVANCED PRIMARY.

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

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

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

Arithmetic.—As in Common School Arithmetic, Part 1.

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

INTERMEDIATE.

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

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

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

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

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

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

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

PREPARATORY.

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

Spelling.—Readers and prescribed Spelling Book, etc.

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

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

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

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

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

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

Book-keeping.—A simple set.

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

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

FOR A COMMON SCHOOL WITH THREE TEACHERS.

LOWER.

- Reading.*—Primer and Readers, Nos. 1 and 2, with spelling.
Language.—Story-telling by pupil. Printing or writing simple words and thoughts.
Writing and Drawing.—Script letters, &c., on slate, paper or blackboard and copy-book. Drawing from objects, and of easy interesting figures, plans of school grounds, or as in *Manual Training*, No. 1 to end of Section VI., with Drawing Books, Nos. 1 and 2.
Arithmetic.—As in Common School Arithmetic, Part I., first half.
Lessons on Nature.—Power of accurate observation developed by exercising each of the senses on simple and appropriate objects, geography of neighborhood and local map. Estimation of direction, magnitude, distance, weight, measure, &c., begun. Colors. Objective study of at least a few of each class of the natural history objects in the locality.
Music.—At least three simple songs (tonic sol-fa notation).

MIDDLE.

- Reading.*—Readers Nos. 3 and 4, with spelling. Health Reader, No. 1.
Language.—Oral statement of matter of reading lessons and oral lessons. Simple narrative and letter writing. Parts of speech and sentences with the easier inflections and rules of syntax. Parsing and analysis of simple passages in reading lessons begun.
Writing and Drawing.—Copy books. Drawing, as in *Manual Training* No. 1, complete, with Drawing Books Nos. 3, 4 and 5, and outline drawing from objects.
Arithmetic.—As in Common School Arithmetic, Parts I. and II.
Geography and History.—Drill on the Hemisphere maps and elementary text-book to end of Canada. Oral lessons on the leading incidents of the history of Nova Scotia.
Music.—Five or six songs (tonic sol-fa notation).
Lessons on Nature.—Estimation of weights, measures, distances, &c., in connection with reduction exercises; six or seven each of every class of natural history objects (mineral, vegetable and animal) in the neighborhood, examined and classified. Common physical phenomena observed and studied.

HIGHER.

- Reading.*—Reader No. 5 and Health Reader No. 2, with spelling and prescribed spelling book, elements of prosody and plain figures of speech in passages read observed.
Grammar.—Text-book (omitting notes and more difficult parts in medium print), parsing, analysis of simple and easy complex sentences, corrections of false syntax.
Composition.—Oral and written abstracts of interesting lessons. Fortnightly essays, including narrative, description, and general letter writing, with special attention to punctuation, paragraphing and form generally.
Writing and Drawing.—Copy Books. Drawing, as in *Manual Training* No. 2 to end of Section V. with Drawing Book, No. 6, Model and Object drawing with simple drawing from nature. The construction and measurement of angles and mathematical figures.
Geography.—Elementary Geography complete with latest corrections, and general map drill on the Hemisphere maps.
History.—As in "British American," and the "Brief History of England."
Arithmetic and Algebra.—Common School Arithmetic; and evaluation of algebraic expressions and four fundamental rules.
Book-keeping.—One simple set with commercial forms.
Music.—At least eight songs and the tonic-sol-fa notation.
Lessons on Nature.—The study objectively of a number of the typical natural history objects of the locality, their distribution, value and bearing on native industries in the Province. The observation and explanation of common physical phenomena, oral lessons and experiments as in the Introductory Science Primer.

FOR A COMMON SCHOOL WITH TWO TEACHERS.

JUNIOR (at least two divisions).

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

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

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

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

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

SENIOR (at least two divisions).

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

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

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

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

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

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

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

Book-keeping.—Simple set for advanced division.

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

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

FOR A COMMON SCHOOL WITH ONE TEACHER.

(UNGRADED OR "MISCELLANEOUS" SCHOOL.)

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

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

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

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

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

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

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

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

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

LESSONS ON NATURE.

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

TEXT BOOKS.

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

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

Inspectors and teachers are reminded:

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

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

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

COMMON SCHOOLS.

- *Royal Readers, Nos. 1 to 5. (Thomas Nelson & Sons, Edinburg and London). French-English Editions in French sections.
 Maritime Readers. (Collins, Sons & Co., Glasgow and London).
 Spelling Book superseded—*English Edition*. (Sullivan Bros.)
 Health Readers, Nos. 1 and 2. (T. C. Allen & Co., Halifax).
 Introductory Science Primer—Huxley; Chemistry Primer—Roscoe. (Macmillan & Co., London).
 Calkin's Elementary Geography. (A. & W. Mackinlay, Halifax).
 Calkin's History of British America. (A. & W. Mackinlay, Halifax).
 Brief History of England. (Thomas Nelson & Sons, Edinburg).
 *English Grammar. (A. & W. Mackinlay, Halifax).
 Common School Arithmetic, (Allen & Co., Halifax).
 National and Vacation Songs, (Grafton & Sons, Montreal).
 Writing Copy Books—*Vertical*; as in Jackson's New Style—twelve Nos. (Sampson Low, Marston & Co., London). *Sloping*; Royal, and Beattie's.
 [The Council does not think it necessary to *prescribe* a single series of Copy Books, but only to require that *one* series shall be used exclusively in each School.]
 *Drawing Books: Langdon S. Thompson's (D. C. Heath & Co., Boston).
 Or Public School Drawing Course, (Canada Pub. Co., Toronto).
 (Those marked with an asterisk* are also used in High School grades.)

HIGH SCHOOLS (ONLY).

- Martin's "The Human Body and the effects of Narcotics," (Henry Holt & Co., New York).
 Calkin's Geography of the World (Mackinlay).
 Outlines of British History (Thos. Nelson & Sons, Edin.)
 Hall & Stevens' Euclid.
 Hall & Knight's *Elementary Algebra*.
 NOTE.—The character of the High School work in its various subjects is further indicated by the books referred to in the High School Course of Study.

MAPS.

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

[A Geological map of Nova Scotia is being prepared by Mr. Church.]

LIST OF BOOKS RECOMMENDED FOR THE USE OF TEACHERS.

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

N. A. Calkin's Primary Object Lessons (Harper Bros., New York).

J. B. Calkin's Notes on Education.

Applied Psychology, McLellan's (Copp, Clarke & Co., Toronto).

Educational Reformer's, Quick's, (Appleton & Co., New York).

The Tonic Sol-fa Music Reader.

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

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

[I. About Pebbles; II. Common Plants; III. Sponges; IV. Natural History, Lessons at Sea Shore; V. Common Hydroids, Corals, etc.; VI. Oyster, Clam, etc.; VII. Worms and Crustacea; VIII. Insects; XII. Common Minerals and Rocks; XIII. First Lessons on Minerals; XIV. Hints for teachers of Physiology; XV. Thirty-six Observation Lessons on Common Minerals.]

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

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

OFFICIAL NOTICES. (Appendix.)

County Academy Entrance Examination.

1894-5.

(Supplementary.)

Inverness.

6. Hugh B. Tremain.
7. Peter Smyth Campbell.
8. A. Sinclair Fraser.

GOVERNMENT GRANTS OMITTED FROM PREVIOUS LIST.

Victoria.

	Days.	
McLeod, Mary	89	\$24 72
Livingston, Florence J.	97	26 94
Morrison, Dan. B.	48	13 33

Inverness.

Smith, Mary J.	54	15 00
*Coady, Rebecca J.	108	10 00
	<small>(additional poor grant.</small>	
McDonald, Jessie (1894).....	80	20 00
Cameron, Kate (1893).....	54	13 77



JOURNAL OF EDUCATION.

30TH APRIL, 1895.

OFFICIAL NOTICES.

The full number of legal teaching days in the half year begun 20th August last and ended 1st February was 108; in the second half year ending July 5th, 108. Total days for year, 216.

CALENDAR, SUMMER, 1895.

- Apr. 22. Fourth Quarter begins.
- May 10. Arbor Day (or any other date appointed by trustees for local reasons.)
- " 24. Holiday. Last day of application for High School Examination at Inspectors'.
- June 1. Inspectors' report on Applications sent to Education Office.
- " 24. Annual Meeting of School Sections.
- " 27. Provincial Normal School closes.
- July 1. Grade A and Co. Acad. Ent. Exams. begin.
- " 2. Last day for reception of minutes of annual meeting of School Section at Inspector's office.
- " 3. Grade B Examination begins.
- " 4. Grade C and D Examinations begin.
- " 5. Public Schools close for Midsummer holidays.
- " 6. Teachers' Min. Prof. Qual. Examination.
- " 13. Last day for reception of School Returns at Inspector's Office.
- " 20. Last day for reception of Inspectors' Govt. Grant and Co. Fund sheets at Education Office.
- Aug. 19. Public Schools open. First Monday of First Quarter.
- Oct. 16. Provincial Normal School opens.
- Nov. 4. First Monday of Second Quarter.

THE NEW MANUAL.—The attention of trustees, teachers and candidates for teachers' Licenses is directed to the Manual of the consolidated and revised educational Statutes and Regulations. One copy by order of the Council of Public Instruction will be sent free to each board of trustees and school commissioners in the province, it is hoped, before the end of April if not with this issue of the JOURNAL. Other copies can be had from the booksellers as usual.

COMPULSORY ATTENDANCE.—The Legislature, it will be seen from the revised Act, has materially changed the character of the general law to secure attendance in sections outside of incorporated towns. A majority vote will make the law operative, and once it is made operative it will not be necessary to vote each year for the continuation of the law. The days' attendance has been raised from the minimum of eighty to that of one hundred and twenty days in the year. The old law was as a rule inoperative. With the present modification it will be more powerful when brought into operation.

THE TOWNS' COMPULSORY ATTENDANCE ACT.—This section of the consolidated Act will enable any incorporated town to adopt when desired such a law as has already to a fair extent been tested in Halifax City and Dartmouth with very satisfactory results.

ANNUAL VOTE ON COMPULSORY ATTENDANCE LAW.—From the regulations of the Council of Public Instruction it will be found that every board of trustees and school commissioners is required to report that such vote has been taken as required by law, and the result of the vote.

REVISED REGULATIONS.—Some of the more important revised regulations are published in this issue of the JOURNAL for the convenience of teachers. Candidates for the teaching profession should notice the change made in the ages required for the different classes of license, etc.

ANNUAL RETURNS.—The attention of trustees and teachers is called to the fact, that the Education Department can not even commence to divide the provincial grant until all the returns are sent in properly made out, at the end of the year. The action of this department may seem to be unnecessarily severe to some person who may send a return in one day too late, or may have accidentally misdirected it, or may have sealed the envelope with

the postage required for an open communication only, and thereby find it transmitted to the dead letter office instead of to the Inspector. But every one of the two thousand three hundred and odd teachers of the province must wait for the last return to be received. The last instalment of the grant must be divided according to the returns. It will therefore be seen that at the end of the year Inspectors can not wait beyond the date fixed without delaying the payment of every teacher in the province. And the whole grant of a tardy teacher would not pay the interest of a few days' delay of this grant. In summer time, the returns can be sent in from the most remote section, if due precautions are taken, on the date specified in the foregoing calendar. After this caution, which goes to every school section in the province, those who are late will see that they are to blame themselves if the Education Department has no money for them.

OPENING DAY.—There is no exception made in favor of one teacher as compared with another. See regulation 7 under the heading **TEACHERS.**

ANNUAL MEETINGS.—See the duties of chairman, secretary, and trustees to give prompt and full notice within **ONE** week to the inspector of the proceedings of the meeting.

NEW REGISTER.—For the year beginning next August, the Register used should be that one which has the date "**SEPTEMBER, 1894,**" on the tenth page over the Course of Study. And the returns for the same year should be the new forms corresponding to it. It differs from the older registers in several respects, including the manner of finding the specified annual attendance when there are transfers, and in the items 41, 133, 134, etc., of the statistical page 9. The explanations on the last page are changed to correspond, and the directions must be exactly carried out in every respect. For the present year the returns will be on the old forms corresponding to the old registers.

DATES OF MEETINGS OF BOARDS OF DISTRICT SCHOOL COMMISSIONERS.

Cape Breton, May 29th.
 Richmond, July 16th.
 S. Inverness, May 21st.
 N. Inverness, May 28th.
 Victoria, May 31st.
 Antigonish, May 23rd.
 Guysboro', June 1st.
 St. Mary's, June 19th.
 N. Pictou, May 13th.
 S. Pictou, May 14th,
 S. Colchester, May 27th.
 W. Colchester, April 19th.
 Sterling, April 26th,
 Cumberland, May 10th.
 Parrsboro', May 29th.
 Halifax West, June 7th.
 Halifax Rural, May 23rd.

Halifax Shore, May 17th.
 West Hants, May 17th.
 East Hants, June 12th.
 Kings, May 21st.
 Annapolis West, May 7th.
 Annapolis East, May 8th.
 Digby, May 13th.
 Clare, May 14th.
 Shelburne, June 13th.
 Barrington, April 26th.
 Argyle, May 22nd.
 Yarmouth, May 25th.
 S. Queens, June 8th.
 N. Queens, May 11th.
 *Lun. and New Dublin, May 4th.
 Chester, June 1st.

*At Lunenburg.

EDITORIAL COMMENTS.

OLD AND NEW BOOKS.—In the case of old books replaced by newer ones on the course of study, it may be useful to note, that in order to simplify the course the old books are not mentioned with the new. But in order to give as much elasticity as possible to schools under different circumstances, the old books such as Todhunter's Algebra, Hamblin Smith's Geometry, Kirkland and Scott's Arithmetic, etc., are allowed to remain on the course for two years longer in exactly the same position, unless otherwise specified, as when last on the syllabus. The accommodation to the two virtual prescriptions is perfectly made by the expedient of optional questions which will place students following the one author on exactly the same vantage ground as those following the other. The new series prescribed in drawing has the advantage of great cheapness, but while it is mentioned alone in the Course of Study, those preferring Thompson's series, which remains on the prescribed list, and which in some respects excels the new, may continue its use.

EXAMINATIONS.—In many cases there are pupils and even teachers who think that the best way to prepare for examination is to memorize all the minutiae in the texts prescribed, and they attempt to do so although feeling that it is profitable for nothing except for "passing" the examination. To these it may be well to repeat again, that the object of those who

set the questions, is to select such as will give the advantage to the candidate who understands the general principles and seems to know how to put them to use. A great deal of minutiae in some texts are only of use as illustrations, or for reference, or to aid in giving a fuller view of a principle in its various relations. The person who slavishly memorizes everything without distinction of its relative value, does very much more mental work of a purely laborious kind than a student of another type, and has less for it. There are some points which a good memory can make at an examination, but the object is to make the examination as much as possible a measure of the good sense of the candidate. In some papers, such as history, memory is all important. But even in history, there is a world of difference between the memory which reproduces a paragraph and that which collects and sums up all the relevant points of a question in the compass of the average answer.

MUSIC, &c.—It is very gratifying to observe the heartiness with which many of our teachers who formerly neglected these subjects turned to them after their attention had been called to it. True, the law remains the same as it had been for many years. "When possible" these subjects were to be taught according to the Course of Study for the last ten years. Now the word is only changed into "should" which some read as "shall" or "must." But both "should" and "when possible" equally require teachers not to "neglect" to qualify themselves one way or another for giving such instruction, more especially now when the new teachers entering the profession are required to have some knowledge of vocal music, &c. But there are several excellent teachers in the service who, owing to the lack of opportunity in their youth more, perhaps, than to any organic defect, are unable to qualify themselves. But none of these can be said to have "neglected" qualifying themselves. They tried honestly and earnestly but failed. They are entitled under the present law to as high a consideration as the successful, so far as the effort to do their duty is concerned. But even these can uphold the discipline of the school while some young singer leads in a school song. And in such circumstances it is possible sometimes to have better training in music from rote singing than under other teachers from all the paraphernalia of theory and personal leading.

The hearty effort made by teachers throughout the province, according to the monthly reports of most of our Inspectors, shows that it will not be necessary to cancel old licenses even should the power of conducting singing exercises in the near future be required of all teachers of the lower grades. But the experience of the past has proven most emphatically that it will not do to allow some teachers to be the sole judge of

the fact whether they have done all that was "possible" in this direction. The Inspector is also necessary. And there is little danger that he will refuse to give credit wherever credit is due.

This question of music is a most important one, especially in the common schools. We are at this moment far behind countries with a good system of education in this respect, and the effect is more wide-reaching than those who have not studied the subject are aware of. In a future report the state of these subjects in the various counties of the province, as revealed by the Inspectors' monthly reports, may be shown.

SCHOOL ACCOMMODATION.—These regulations have been revised with the object of suggesting rather than fully describing what should be done in a section where only one school room is necessary. The allusions to the accommodations necessary in the larger buildings are only occasional, for in such sections it has been the fortunate experience of the Council to find both people and trustees, as a rule, actively alive to the advantages of health-giving, beautiful, and convenient surroundings and apparatus. If the school authorities should allow careless sections to drift along pleasantly (?) while ignoring the well-known laws of health and successful work, the indulgence will be found ultimately to injure mostly those who mistakenly thought they were favored. Whatever injures one section of the country injures the whole country. Thus he who does his duty firmly, though always courteously and considerately, will receive the reward of public or historical acknowledgment that his services were of some benefit to his country, and were not simply exercises designed for his own comfort.

STATISTICS.—The statistics of the last school year appear to be more accurate than those of the previous year. But it is very humiliating to every educational officer and to every teacher who has the honor of his profession at heart, to find that the county and provincial statistics must show the effects of a few careless or ignorant teachers. It is to be hoped that this present year will eliminate from our records the discrepancies alluded to. In many counties the Inspectors were able to present a sheet which stood all the checking devices, and there are many such in our system. But one wrong county will spoil the figures of the province, and one wrong section will spoil the figures of a county if the errors cannot be corrected.

As the register is the basis of the return, and the return the basis of all other statistics, the following notes are made to suggest thought on the matter.

NOTES ON REGISTERS AND RETURNS FOR 1895.

1. In the cases of School Sections to which extra holidays have been granted under any of the Regulations, and of teachers applying for the extra Class A or Agricultural Grants, the facts should be plainly endorsed on the margin of the Return or otherwise inseparably attached to it.

2. For sex write down only the letter, not the whole word, for which there is neither necessity nor space.

3. For class also use the proper symbols.

4. Nos. 1 to 8 are supposed to be filled in on the day on which the school opened, as is plainly indicated. It is to be copied exactly as in the Register into the Annual Return at the end of the year.

5. No. 13 is the product of the number of feet the school room is in height, breadth and length. Never mind the fractions of feet.

6. No. 14 means the "number of pupils for whom seats and desks are provided."

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

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

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

8. *How to fill in Tables 65 to 90*. (1) Suppose book-keeping to be taken up in an ungraded school for only six weeks, the teacher giving his attention to the class for an average of 15 minutes every day. That would be 75 minutes per week for 6 weeks, or 450 minutes altogether for the year. But as there are 44 weeks in the year, that would give an average of 10 minutes and a fraction per week for the year. When the fraction is less than $\frac{1}{2}$ it must be rejected. When $\frac{1}{2}$ or greater than $\frac{1}{2}$, the next integer above should be taken, as there is no room for fractions. (2) Suppose a "ten minute" oral lesson on Patriotic and Moral Duties is given, say on the first Monday of each month. This gives 100 minutes per year. Divided by the number of weeks, 44, it gives an average of 2 minutes per week for the year, during which the teacher is employed in giving lessons under (69).

The table is checked for correctness in this way. If there are five hours and thirty minutes each day on an average during which the teacher is engaged in teaching some subject in this table, that is 330

minutes per day or 1,650 minutes per week, the sum of the minutes in the table should approximate 1,650. It should never be *made* exactly equal to the total figured from (12), because fractions are not directed to be taken into account. Exact equality therefore is not likely to occur without a tampering with some figures after they had been calculated previously from the teacher's best memory and judgment.


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

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

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

11. The exact age of pupils on the first day of August is asked for with several objects in view. (1) It is good to cultivate the habit of accuracy. (2) It will make the register valuable as a record of ages should other records be lost—valuable as an exact historical record from which the birth days of those enrolled can at any time be calculated. (3) By having the exact age at the beginning of the school year (a fixed date) the age of each at the end of the year or at any specified period can be found by adding a year or the specific time. (4) It is the intention of the department occasionally, perhaps every five or ten years, to find the average age of pupils in the different grades in each county and in the province for the purpose of studying certain problems. If ages are not registered exactly they are perfectly useless for the purpose of indicating, minute secular variations.

12. Any teacher who neglects the posting up of the Register promptly from quarter to quarter, as indicated in the Register itself; or who at the end of his or her service does not complete the Register as indicated definitely at the bottom of page *nine*; and then makes the prescribed oath containing the words "the prescribed Register has been *faithfully* and *correctly* kept by me," shall have his or her license cancelled by the Council of Public Instruction on the receipt of the proof of such false swearing. Before the oath is taken to the Annual Return both the Teacher and Secretary of the Trustees must have signed the certificate at the bottom of the said page *nine*.

 Remember that the Returns are *copies* of specified portions of the Register which must be filled in *exactly* according to the *directions*; otherwise the prescribed oath cannot be taken.

13. *Assistants.*—It must be remembered that assistant teachers cannot draw any Provincial Grants without making oath in statutory form, as in the case of principal teachers. Such affidavits must be attached to the returns in the blank space provided for the oaths of substitute teachers.

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

PROVINCIAL EDUCATIONAL ASSOCIATION.—From the revised regulations it will be seen that the range of membership has been increased in the *ex officio* division by the admission of delegates from the District Institutes, and in the ordinary division by the admission of trustees and commissioners as well as of all teachers.

It is expected that the next meeting will be held in Truro at the opening of the Normal School, about the middle of October, due notice of which will be given in the press.