

Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming, are checked below.

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

- Coloured covers/
Couverture de couleur
- Covers damaged/
Couverture endommagée
- Covers restored and/or laminated/
Couverture restaurée et/ou pelliculée
- Cover title missing/
Le titre de couverture manque
- Coloured maps/
Cartes géographiques en couleur
- Coloured ink (i.e. other than blue or black)/
Encre de couleur (i.e. autre que bleue ou noire)
- Coloured plates and/or illustrations/
Planches et/ou illustrations en couleur
- Bound with other material/
Relié avec d'autres documents
- Tight binding may cause shadows or distortion along interior margin/
La reliure serrée peut causer de l'ombre ou de la distorsion le long de la marge intérieure
- Blank leaves added during restoration may appear within the text. Whenever possible, these have been omitted from filming/
Il se peut que certaines pages blanches ajoutées lors d'une restauration apparaissent dans le texte, mais, lorsque cela était possible, ces pages n'ont pas été filmées.
- Additional comments:/
Commentaires supplémentaires:

- Coloured pages/
Pages de couleur
- Pages damaged/
Pages endommagées
- Pages restored and/or laminated/
Pages restaurées et/ou pelliculées
- Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées
- Pages detached/
Pages détachées
- Showthrough/
Transparence
- Quality of print varies/
Qualité inégale de l'impression
- Continuous pagination/
Pagination continue
- Includes index(es)/
Comprend un (des) index
- Title on header taken from: /
Le titre de l'en-tête provient:
- Title page of issue/
Page de titre de la livraison
- Caption of issue/
Titre de départ de la livraison
- Masthead/
Générique (périodiques) de la livraison

This item is filmed at the reduction ratio checked below/
Ce document est filmé au taux de réduction indiqué ci-dessous.

10X	12X	14X	16X	18X	20X	22X	24X	26X	28X	30X	32X
						✓					

JOURNAL
OF
EDUCATION,
NOVA SCOTIA.

APRIL, 1899.



THIRD SERIES, Vol. III.....No. 1.—(Total No. 115.)

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

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

HALIFAX, N. S. :
PRINTED BY THE NOVA SCOTIA PRINTING COMPANY.
1899.

COUNCIL OF PUBLIC INSTRUCTION.

HON. G. H. MURRAY, *Premier and Provincial Secretary.*
HON. C. E. CHURCH, *Commissioner of Public Works and Mines.*
HON. J. W. LONGLEY, D. C. L., F. R. S. C., *Attorney-General.*
HON. THOMAS JOHNSON, M. P. P.
HON. A. H. COMEAU, M. P. P.
HON. ANGUS MACGILLIVRAY, M. P. P.
HON. T. R. BLACK, M. P. P.
HON. W. T. PIPES, M. L. C.
HON. DAVID MCPHERSON, M. P. P.

EDUCATION OFFICE.

A. H. MacKAY, B.A., B. Sc., LL. D., F. R. S. C., *Superintendent of Education and Secretary of Council of Public Instruction.*
GEO. W. T. IRVING, *Chief Clerk.*

INSPECTORAL DISTRICTS, WITH NAMES AND ADDRESSES OF INSPECTORS.

District No. 1, the City and County of Halifax—Graham Creighton, Halifax.
District No. 2, the Counties of Lunenburg and Queens—H. H. MacIntosh, Lunenburg.
District No. 3, the Counties of Shelburne and Yarmouth—James H. Munro, Yarmouth.
District No. 4, the Counties of Digby and Annapolis—Leander S. Morse, A. M., Digby.
District No. 5, the Counties of Kings and Hants—Colin W. Roscoe, A. M., Wolfville.
District No. 6, the Counties of Antigonish and Guysboro—Wm. MacIsaac, B. A., Antigonish.
District No. 7, the Counties of Cape Breton and Richmond—M. J. T. Macneil, B. A., River Bourgeois, C. B.
District No. 8, the Counties of Inverness and Victoria—John McKinnon, Whycomah, C. B.
District No. 9, the County of Pictou and that part of the County of Colchester not included in No. 10—W. E. Maclellan, LL. B., Pictou.
District No. 10, the County of Cumberland and that part of the County of Colchester comprised by the District of Stirling and the Townships of Economy and Londonderry—Inglis C. Craig, Amherst.

Journal of Education.

HALIFAX, NOVA SCOTIA, APRIL, 1899.

OFFICIAL.

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

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

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

GOVERNMENT GRANT,

In aid of Public Schools, paid to Teachers,
for the half year ended Feb. 3rd, 1899.

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

ANNAPOLIS.

	Number of Teaching Days employed.	Am't paid to Teach- ers from Provincial Treasury.
Layton, Jas S,	108	
Longley, I M	108	\$104 50
Shields, W J	108	104 50
Atwood, Alice J	107	56 47
Balcom, Edith M	108	57 00
Banks, Aurelia B	5	2 63
Banks, Beriah S	103	54 36
Begg, Ellen C	108	57 00
Bishop, Annie M	107	56 47
Bishop, Ida M	108	57 00
Brown, A D	108	57 00
Bruce, Chas J	108	57 00
Chute L Maude	108	104 50
Crombie, Isaac	108	57 00
Dimock, Margaret J	108	57 00
Fash, Mabelle	108	57 00
Foster, Fred O	108	57 00
Freeman, Frank E	108	57 00
Goucher, O P	108	57 00
Harris, C Louise.	108	57 00
Hogg, Augusta A	64	33 78
Leonard, Susan A	108	57 00
Longley, Robert S	108	57 00
Marshall, Wm A	108	57 00
Milner, Lillias A	108	57 00
Morse, Carrie A	108	57 00
Richardson, R G D	108	57 00
Rogers, Stephen H	108	57 00
Spurr, Margaret C	108	57 00
Spurr, Alice M	108	57 00
Van Buskirk, J L	108	57 00
Vidito, Helen A	108	57 00
Wheelock, Frank E	108	57 00
Amberman, E K	108	42 75
Armstrong, A H	108	42 75
Atchison, Jennie E	35	13 84
Banks, Almeda A	108	42 75
Banks, Wilford E	101	39 97
Bent, Lillie M	108	42 75
Bœhner, Eliza D	108	42 75
Brown, Lillian E	100	39 58
Brown, Ada B	108	42 75
Clarke, J Allison	108	42 75
Crombie, Minnie A	103	40 76
Crowe, Joseph	108	42 75
Elliott, Cora B	88	34 84

Elliott, S E Primrose	108	\$42 75
Goodwin, Geo L	107	42 35
Henshaw, Edith E	87	34 44
Jones, Watson C	97	38 39
Mason, Ernest S	103½	40 96
McCarthy, Fred	108	42 75
McCormick, A E	108	42 75
Messenger, E W	108	42 75
Morse, Ellen M	102	40 37
Morse, Minnie P	108	42 75
Morse, W Hermon	108	42 75
Parker, Elizabeth A	108	42 75
Pickels, Annie A D	108	42 75
Reagh, Lela B	103	42 75
Richardson, Ralph P	34	13 45
Rines, Alfred	63	24 93
Ruggles, Bertha	108	42 75
Rumsey, Clara I	108	42 75
Schaffner, Therza B	108	42 75
Stephens, Hattie S	108	42 75
Strothard, Josie M	106	41 95
Tingley, L J	18	7 12
Ward, Lavinia O	108	42 75
Williams, Mary L	108	42 75
Winchester, Etta A	54	21 37
Wiswall, Lavinia I	108	42 75
Young, Isabella H	57½	22 76
Young, Lottie M	108	42 75
*Bailey, Georgina M	53	18 64
Baird, Jeanette E	83	21 89
Banks, Estella M	108	28 50
*Barteaux, Lizzie A	107	37 65
Barteaux, Maggie E	52	13 72
Berry, Ella M	106	27 97
*Bruce, Minnie V	108	38 00
*Burns, Lottie A	93	32 70
*Chipman, Nellie	102	35 88
Corbitt, Annabel G	108	28 50
Cowan, Jennie E	108	28 50
*Cushing Lena E	83	29 18
Downie, Ethel B	108	28 50
Duncan, Maud A	108	28 50
Elliott, Guy R B	108	28 50
Fales, Annie B	108	28 50
Fennerty, Annie B	108	28 50
Freeman, Jessie M	105½	27 83
Gilliatt, John B	92	24 27
Gilliatt, Rhoda C	108	28 50
*Gormley, Augusta A	108	38 00
Goucher, Mary D	107	28 23
Harlow, Ada M	108	28 50
Harris, Laura J	198	28 50
*Hinzman, Maud S	88	30 94
Hunt, Estella M	108	28 50
*Inghis, Carrie E	77	27 08
Jackson, M Ellen	108	28 50
Jones, Alice G	108	28 50
Longley, Israel F	108	28 50
McLean, Margaret	108	28 50
McLeod, Jessie	108	28 50
Messenger, Wm S	108	28 50
*Morse, Annie M	108	38 00
Newcombe, Bertha E	107	28 23
*Nichols, Enola W	72	25 32
*Pettit, Annie M	108	38 00
*Phinney, Flora A	108	38 00
Phinney, Lulu M	103	27 18
Porter, Ethel G	163	28 50
Porter, Kate L	105	27 70

Rines, Alfred	44	\$11 61
Roney, Kettie C	108	28 50
Saunders, Hannah A	107	28 23
*Saunders, Ruth H	105	36 94
Sproule, Laura M	67	17 67
Stronach, Harvey N	108	28 50
Taylor, Annie M	108	28 50
*Wade, Lennie D	106	37 29
Williams, Florence	108	28 50

Assistant.

Sproule, Abbie V	69	12 13
------------------	----	-------

ANTIGONISH.

Cameron, H D	95	\$50 13
Chisholm, Emma B	107	56 47
Fultz, George W	105	55 41
Gillis, D McK	105	55 41
Gillis, Angus	108	57 00
Sister Mary Ann	108	57 00
Boyd, A A	108	42 75
Cameron, Thomas G	108	42 75
Cameron, W S	106	41 95
Chisholm, Christina A	107	42 35
Chisholm, D M	108	42 75
Fraser, Cassie	107	42 35
Fraser, Wm	108	42 75
Gillis, Angus D	45	17 80
Gillis, Andrew C	108	42 75
Grant, Mary	107	42 35
Landry, Rose	108	42 75
McDonald, Angus G	108	42 75
McDonald, Marcella T	107	42 35
McDonald, Dan D	108	42 75
McDonald, Mary A	101	39 97
McDonnell, John	107	42 35
McIsaac, Mary Jane	107	42 35
McKenzie, Gertrude	108	42 75
McIntosh, Florence	108	42 75
McKinnon, Margaret	108	42 75
McLean, Maggie	102	40 37
McLellan, Mary Agnes	108	42 75
McPherson, John A	108	42 75
McPherson, H A	108	42 75
Mitchell, Jean	84	33 26
Mitchell, Kenneth J	108	42 75
O'Brien, Angela	108	42 75
Patterson, George E	108	42 75
Rogers, Wm J	108	42 75
Sister St Margarita	108	42 75
" St Camillus	104	41 16
" Mary Leonard	108	42 75
Smith, Wm Jo	107	42 35
Spencer, Isabel	107	42 35
Tompkins, Rebecca	108	42 75
Wall, Martin	102	40 37
Anderson, Ursula	108	28 50
*Beaton, Katie	108	38 00
Cameron, Catherine	73	19 26
Carter, Peter	108	28 50
*Chisholm, W J	108	38 00
Chisholm, Wm G	108	28 50
DeLaurier, Cath F	108	28 50
Fitzgerald, Annie	108	28 50
*Gillis, Wm B	98	34 47
*Martin, Ellen	106	37 29

*McDonald, Charlotte C	99	\$34 83
McDonald, Cassie	108	28 50
McDonald, Archie J	20	5 26
*McDonald, Mary E	108	38 00
McDonald, Johanna	107	28 23
*McDonald, Martha	108	38 00
McDonald, Penelope	103	27 18
McDonald, Cath J	57	15 03
McDonald, Annie J	108	28 50
McDonald, Jno C	106	27 97
*McDonald, Anastasia	53	18 64
*McDonell, M T	81	28 49
McDougall, John H	108	28 50
McEachern, John	103	27 18
McGillivray, Angus	108	28 50
McGillivray, J D	108	28 50
McGillivray, Hugh A	110	26 39
McGillivray, Andrew	108	28 50
McGibbon, Mary E	108	28 50
McKinnon, Andrew	108	28 50
McNeil, Mary	108	28 50
O'Brien, Symph	107	28 23
*McPherson, Angus	107	37 65
McPherson, Lauchlin	108	28 50
McPhee, Winnifred F	99	26 12
Sister St Mary	108	28 50
" St Helen	104	27 44
" Mary Imelda	108	28 50
Tremble, Jane	108	28 50
Wall, Gorman	103	27 18
*McKinnon	108	38 00

CAPE BRETON.

Stewart, Frank I	108	
MacIntosh, Don S	108	
Bigney, Arthur O	108	\$ 85 50
Creelman, Wm A	108	104 50
Bates, Mark	108	57 00
Beaton, A L	108	57 00
Crowe, Winifred	105	55 41
Cunningham, Geo D	108	57 00
Dowling, Thos C	101	53 30
Edwards, Jas W	108	104 50
Gillis, Ronald	108	57 00
Haggerty, Wm	108	57 00
McKenzie, Kate A	108	57 00
McKinnon, Hector	104	54 89
McKinnon, Joseph	101	53 30
McKinnon, Sarah A	108	57 00
McLennan, Alexes	108	57 00
Martin, O McN	108	57 00
Nelson, Bessie	108	57 00
Partridge, Eleanor	108	57 00
Robinson, Wm C	108	57 00
Sister M Josita	108	57 00
Sister St Margaret	105	55 41
Sister M Regis	108	57 00
Woodill, A W	108	57 00
Young, William	108	57 00
Baker, Elma	108	42 75
Bates, Lawrence D	108	42 75
Bert, Augusta	108	42 75
Bert, Victoria M	108	42 75
Burke, E Chas	108	42 75
Chisholm, John F	107	42 35
Crosby, Emma	108	42 75
Currie, D J	105	41 55

Currie, M D	66	\$26 11	Hillier, Ida	108	\$28 50
Daly, Mary	108	42 75	Kelley, Amy R	108	28 50
Egan, Susan	108	42 75	Laffin, Bridget	108	28 50
Hanrahan, Mary	108	42 75	Livingstone, Sarah	108	28 50
Harrington, Annie E	108	42 75	Macadam, Isabel	107	28 23
Holmes, Katie M	108	42 75	Macadam, Hugh	108	28 50
Macadam, May	108	42 75	Macadam, Ron J	87	22 94
McAulay, Jean C	108	42 75	McAulay, Christie	103	27 18
McAulay, Norman	67	26 51	McCuish, Maggie	108	28 50
McCormick, Matilda	108	42 75	McDonald, Nathan	108	28 50
McDonald, Norman	108	42 75	McDonald, John	40	10 55
McDonald, Joseph	92	36 41	Macdonald, Minnie	108	28 50
McDonald, Angell H	108	42 75	Macdonald, Mary	106	41 95
Macdonald, Sarah	108	42 75	McDonald, John L	106	27 97
McDonald, Alex J	88	34 84	McDougall, Duncan	107	28 22
*McDougall, Peter	105	41 55	McKeigan, J A	107	28 23
McDougall, D J	108	42 75	McKenzie, Mary I	108	28 50
McDougall, Philip	79	31 26	MacKinnon, Flor M	107	28 23
McGillvray, Mary J	108	42 75	McLellan, Ettie B	108	28 50
McInnis, Barbara	108	42 75	McLennan, Ken J	102	26 92
McIntyre, Jos H	108	42 75	MacLeod, Mary	108	28 50
McKenzie, Rachel C	108	42 75	McLeod, Maggie J	108	28 50
MacKinnon, Katie	108	42 75	McMillan, R D	108	28 50
McLean, Neil	103	40 76	McMillan, Fannie	107	28 23
MacLeod, Alice	108	42 75	Macneil, Peter D	107	28 23
MacLeod, Katie J	108	42 75	McNeil, Malcolm A	106	27 97
Macvicar, Margaret A	108	42 75	McNeil, James	105	27 70
MacVicar, Edith J	108	42 75	McNeil, Annie	108	28 50
Martell, Emily A	108	42 75	McNeil, Mary M	108	28 50
Moffatt, Mary E	108	42 75	McPhee, Isabel	101	26 65
Morrison, Maggie	108	42 75	McPherson, Mary A	97	25 59
Muggah, Kate A	107	42 35	McRury, John N	108	28 50
Muggah, Maggie	107	42 35	MacVicar, Bessie A	108	28 50
Muggah, Hester L	108	42 75	Marcell, Phoebe	108	28 50
Mullins, Bridget	108	42 75	Matheson, Anselm	105	27 70
O'Connell, Annie	108	42 75	Matheson, Maggie	103	27 18
O'Connell, J Igna	107	42 35	Morrison, Ronald W	104	27 44
Ormond, B M	108	42 75	Mullins, Michael	108	28 50
Partridge, Amelia	108	42 75	Nearing, Mary	108	28 50
Peters, Annie M	108	42 75	Nickerson, Margaret	108	28 50
Phoran, Alice	108	42 75	O'Neill, Maggie	108	28 50
Robinson, Hattie L	108	42 75	Phalen, Maurice F	108	28 50
Ross, Maggie	108	42 75	Thompson, Bella	108	28 50
Scott, Henry	108	42 75	Trask, Lizzie M	107	28 23
Sister M Veronica	108	42 75	Willett, Joseph	91	24 00
“ M Ernestine	108	42 75	Sister St Clementine	107	28 23
“ M Modesta	108	42 75	“ Mary Wilfrid	108	28 50
“ M Francisca	108	42 75	Macneil, Katie J	108	28 50
“ M Anthony	108	42 75	*Burchell, Sarah A	103	36 23
“ Mary	108	42 75	*Gillis, Hugh	103	36 23
“ M Crescentia	108	42 75	*Macadam, Dan A	108	38 00
“ Francis Xavier	108	42 75	*McGillvray, Leonora	108	38 00
“ St Mary	107	42 35	*McIsaac, Michael F	97	34 12
Smith, Minnie K	108	42 75	*McKenzie, Ronald	79	27 78
Watson, Margaret J	108	42 75	*McKinnon, M Agnes	106	37 29
West, Jessie E	108	42 75	*Munro, Katie	106	37 29
Almon, Joseph	108	28 50	*Ratchford, Winnie	106	37 29
Barrington, Harriet	108	28 50			
Boutlier, Katie	108	28 50			
Butler, Sarah	108	28 50			
Campbell, Mary A	108	28 50			
Carmichael, Jessie A	108	28 50			
Clarke, Nepean C	108	28 50			
Coady, Peter W	108	28 50			
Currie, Mary E	102	26 92			
Fahie, Annie	83	21 89			
Farrell, Hugh	108	28 50			
Graham, Maggie M	108	28 50			
Grant, Hector A	108	28 50			

COLCHESTER.

SOUTH.

Campbell, W R	102	
Hemmeon, W D	102	
Little, James	102	
Bartaux, J E	100	\$ 96 76
Blanchard, Mollie	10	5 27
Boal, Evelyn J	20	10 55
Chisholm, Maude	108	57 00
Crowe, H S	98	51 72

Bezanson, Annie	108	\$28 50	Cook, Clara	108	\$42 75
Chisholm, Elnerva	108	28 50	Creelman, Laura	96	30 07
Crowe, Carrie	103	27 97	Currie, G Blanche	107	42 35
Davison, Lillian	107	28 23	Downey, Margaret	108	42 75
Davison, Stella	108	28 50	Eaton, Isabel	108	42 75
*Fulton, Annie	107	31 53	Fail, Jennie	108	42 75
*Harris, Alice	107	35 53	Ford, Carrie	107	42 35
Keith, Ethel	107	28 23	Fraser, Lillian	102	40 37
McCallum, Lily	104	27 44	Gillis, Maud	106	41 95
McKim, Bella	108	28 50	Grant, Margaret	163	42 75
Furdy, Fannie	108	28 50	Hamilton, Isabella	38	15 03
*Simpson, Elizabeth	88	29 19	Hemeon, Carrie	107	42 35
Thompson, Minnie	108	28 50	Henderson, Bella	108	42 75
Thompson, Alice	83	21 80	Hockin, Leah	107	42 35
*Urquhart, May	108	35 86	Johnson, Jennie	108	42 75
Waugh, Addie	79	20 83	Kerr, Minnie	35	13 84
Wilson, Ruth	108	28 50	Knight, Frank	102	40 37
Wilson, Eva J	108	28 50	Lanner, Margaret	108	42 75
*Withrow, Spencer	106	35 20	Lodge, Grace	34	21 37
			Lodge, Emma	108	42 75
			Logan, Lou Ella	108	42 75
			McCulloch, Essie	103	40 76
			McCurdy, Lily	106	41 95
			McDowell, Mabel	107	42 35
			McKay, Katharine	78	30 86
			McKenzie, Libble	107	42 35
			McLeod, Bessie	108	42 75
			McLeod, Annie	103	40 76
			Miller, Ruth E	108	42 75
			Mitchell, Jessie	105	41 55
			Mitchell Pauline	108	42 75
			Moore, Lizzie	168	42 75
			Munroe, J A	46	18 20
			Nicholson, Kate	107	42 35
			Nicholson, Jean	106	41 95
			Nicholson, Mary	108	42 75
			O'Brien, Hattie	108	42 75
			Oulton, Lizzie	108	42 75
			Oxley, Priscilla	108	42 75
			Patterson, Edith	108	42 75
			Patterson, Sara	108	42 75
			Patton, Alberta	108	42 75
			Purdy, Jas D	108	42 75
			Purdy, Annie	108	42 75
			Purdy, Janie	108	42 75
			Putman, Charlotte	104	41 16
			Robb, Sadie	108	42 75
			Simpson, Lydia	108	42 75
			Smallwood, Lizzie	108	42 75
			Thompson, Mary	54	21 37
			Totten, Annie	106	41 95
			Trenholm, Minnie	102	40 37
			Webb W S	85	33 85
			Baird, Ethel	107	28 23
			Baird, Edna	108	28 50
			*Baker, Annie	103	34 49
			Barnes, Nettie	106	27 97
			Baxter, Alice	108	28 50
			Beattie, Laura	108	28 50
			Bigney, Mabel	101	26 65
			Boomer, Gertrude	77	25 78
			Bowser, Annie	108	28 50
			Brander, Edith	108	28 50
			*Brown, Elida	87	29 12
			*Brown, Ella M	87½	29 27
			Burke, Annie	103	27 18
			Chisholm, Georgie	86	22 68
			Chisholm, Lena	108	28 50
			Creelman, Electa	95	25 06

CUMBERLAND.

Hepburn, Wm A	102	\$ 53 33
Lay, E J	107	
McDougall, E M	80	42 22
McLeod, A C	107	
McNealy, Murray	107½	104 01
McTavish, N D	107	
Tuttle, M R	108	57 00
Archibald, Susie	104	54 89
Ballantyne, Janet	54	28 49
Barnes, Lilah	108	57 00
Baxter, Agnes	108	57 00
Bernard, Kate	103	54 36
Black, Sadie	103	57 00
Caldwell, Leda	108	57 00
Campbell, Annie	108	57 00
Copp Edith	107	56 47
Crowe, Annie	108	57 00
Elliott, Jane	83	43 30
Finlayson, J N	104	54 89
Gilroy, J R	106	55 94
Love, Rachel P	107	56 47
McKay, Anna	108	57 00
MrKenzie, Anna	108	57 00
McKinnon, Alice	107	56 47
McNeil, Bessie	106½	56 20
McVicar, Maggie	108	57 00
Peppard, Sadie	108	57 00
Peppy, Fred	108	57 00
Pugh, Ethel	108	57 00
Ross, A D	106	55 94
Roy, Harriet	37	19 51
Slade, W R	108	57 00
Somerville, Jennie	108	57 00
Spencer, Aggie	108	57 00
Stapleton, Wm	102	53 83
Anderson, Pearl	25	9 86
Baker, Lyde	97½	38 59
Baird, Sara	108	42 75
Black, Florence	107	42 35
Boal, Annie	54	21 37
Caldwell, Elsie	108	42 75
Carter, Amelia	107	42 35
Charman, Eliza	108	42 75
Chisholm, Viola	108	42 75
Clark, Martha	107	42 35
Coutes, Clara	107	42 35

Davison, Bertha	108	\$28 50	Jeffers, Annie	108	\$42 75
Dickson, Ida	107½	28 36	Johnson, J B	108	42 75
*Dobson, Lizzie	108	36 16	Kerr, Minnie	7½	2 96
Fraser, Maud	108	28 50	Layton, Mary	108	42 75
Goodwin, Bessie	107	28 23	Leitch, Fannie	106	41 95
*Graham, Jean	108	36 16	Moore, Clara	107	42 35
Graham, Carrie	107	28 23	Munro, George L	8	3 16
Henderson, Emma	108	28 50	Perrin, Minnie	107	42 35
Henderson, Minnie	106	27 97	Sproul, Hester	107	42 35
*Henderson, Janetta	68½	22 93	Steck, H J	73½	29 08
Henley, Mary	108	28 50	Watton, Ethel	108	42 75
Hurd, Clara	106	27 97	Atkinson, Janie	107	28 23
Huscon, Sara	108	28 50	Embree, Flora	89	23 47
Huston, Mary	108	28 50	*Fulmer, Winnifred	108	36 16
*Johnson, Clara	06	35 49	Fulton, Lottie	105	27 70
Keillor, Emma	108	28 50	Fulton, Annie	107	28 23
*Lindsay, Cora	55	18 42	Howard, Lizzie	107	28 23
Lockhart, Laura	107	28 23	*Jenks, Winnifred	108	36 16
Mackay, W G A	106	27 97	McCabe, Alice	108	28 23
McCallum, Kate	106	27 97	*McCabe, Lottie	107	35 82
McDonald, Emma	107	28 23	*McAloney, Maggie	98	32 82
McEachren, Janie	108	28 50	*McLeod, Sara	108	36 16
*McGregor, Maggie	98	32 82	Messenger, M H	79	20 83
McKim, Lizzie	108	28 50	Phalen, Allie	108	28 50
McKenzie, Maggie	108	28 50	*Robertson, Alice	103	34 49
McKenzie, Bertha	107	28 23	Wilson, Ella B	106	27 97
*MaLauchlan, Estella	18	6 01			
McLeod, Anna	107	28 23			
*McLeod, Jessie	108	36 16			
Metcalf, Lila	108	28 50			
Myers, Annie	105½	27 83			
Patterson Marlin	108	28 50	Beattie, Frank H	108	\$104 50
*Piers, Maud	103	34 49	Benoit, J Alphonse	101	
Porteus, Gordon	108	28 50	Cummings, Edward	101	
Purdy, Maggie	108	28 50	Hogg, Henry B	105	
Ross, M E	108	28 50	Logan, Bessie M	105	
*Rushton, Battie	59½	17 92	Eaucroft, George R	108	57 00
Rutherford, Ada	108	28 50	Denton, Kelsey C	108	57 00
Shipley, Laura	108	28 50	Frost, Myrtle B	103	54 36
Smith, Mazie	108	28 50	Graham, Jessie E	108	57 00
Soy, Mary	108	28 50	Harlow, Arthur C	107½	56 73
*Stewart, Helena	104	34 82	Hogg, Nathaniel W	107	56 47
Stramberg, Vida	108	28 50	Hunt, May D	108	57 00
*Swan, Sadie	89	29 79	James, Beryl G	108	57 00
Tate, Lillian V	108	28 50	Louis, Sister M	108	57 00
Thompson, Jane	107	28 23	Redding, Margaret B	108	57 00
Treen, Margaret	96	25 33	Roop, Ernest P	108	57 00
Trenholm, Ruth	98½	25 99	Scott, Agnes B	108	57 00
Van Amburg, Jessie	107½	28 36	Skinner, Mabel L	107	56 47
Vance, Ruby	88	23 20	Taylor, James A	108	57 00
Hebb, Freeman	108	28 50	Vroom, Carrie E	108	57 00
Wier, Minnie	108	36 16	Wade, Louisa M	108	57 00
Wood, Emma	108	28 50	Amirault, Ellen	108	42 75
			Bacon, Agnes S	107	42 35
			Challen, Minnie	108	42 75
			Comeau, Jos Willie	108	42 75
			Copeland, Laura W	38	15 03
			Crousse, A May	108	42 75
			Crowell, Mabel M	108	42 75
			Dunn, Harry L	108	42 75
			Durkee, Pearl W	108	42 75
			Forster, Bertha E	107	42 35
			Harris, Maggie M	108	42 75
			Homer, Agnes W	25	9 89
			John, Sister M	108	42 75
			Johnson, Edith M	54	21 37
			Longley, Charlotte E	5	1 97
			Macaulay, Esther	108	42 75
			McBride, Hattie L	108	42 75
			Morse, Egbert P	103	40 76

DIGBY.

PARRSBOROUGH.

Munro, Mary A	105	\$41 55		
Parker, E Maude	98	38 78		
Phitney, Nina A	108	42 75		
Sabean, William H	101	39 97		
Sanders, Arthur W	83	32 86		
Soucie Olivier A	107	42 35		
Stanislaus, Sister M	108	42 75		
Stanislaus, Sister R	108	42 75		
Turnbull, Lizzie B	108	42 75		
West, Hattie W	101	39 97		
Adams, J Alvery	88	23 20		
Bacon, Edith M	107	28 23		
Balcom, Rubric G	108	28 50		
Belliveau, Edward M	108	28 50		
Beveridge, Pauline R	103	27 18		
*Blackford, Clara J	107	37 65		
Comeau, Adaline	108	28 50		
Comeau, Azéle	105	27 70		
*Comeau, Mary R	89	31 29		
Comeau, Pierre E	103	27 18		
Comeau, Siméon	108	28 50		
*Cornwell, Janet M	101	35 63		
*Cossaboom, Annie F	107	37 65		
Cotreau, Constance	98	25 86		
Crousse, Josephine P	108	28 50		
Denton, Flora B	79	20 83		
Deveau, Ann Lea	108	28 50		
Gaudet, Beatrice	108	28 50		
Haché, A F	107	28 23		
*Hill, Dorcas A	96	33 76		
Hindon, Oressa N	108	28 50		
Israel, Lillian B	103	28 50		
*Jones, Estella A	108	38 00		
Kinney, Gertie	95	25 06		
LeBlanc, Symphorien	108	28 50		
Lonergan, Margaret L	108	28 50		
Melançon, Eugenic C	84	22 15		
*Morehouse, Edna R	101	35 53		
*Morehouse, Sophia	108	38 00		
Morgan, Lizzie	102	26 92		
Morse, Mary S	108	28 50		
Morse, Winnifred E	99	26 12		
*Mullen, Annie L	78	27 43		
Prince, Lenetta	108	28 50		
Rosegren, Lulu	98	25 36		
Saulnier, Zélie	108	28 50		
Seraphia, Sister M	108	28 50		
Smallie, Mary	108	28 50		
Surette, Mary F	108	28 50		
Suthers, Lois B	108	28 50		
*Taylor, Sophia M	91	32 00		
Theriault, Adèle	108	28 50		
Theriault, Adolphe	108	28 50		
Theriault, Pierre A	108	28 50		
Theriault, Symphorien	108	28 50		
*Thibault, Evelyn	87	30 59		
Tibert, Walton R	107	28 23		
Tinkham, Jessie E	108	28 50		
Thurber, Bessie G	108	28 50		
*Walsh, Grace B	97	34 12		
Walsh, Mary C	108	28 50		
Warne, Janet L	108	28 50		
Welch, Fannie A	108	28 50		
*Wilson, Attie M	108	38 00		
*Woodworth, Maggie E	108	38 00		
Wright, Laura A	103	27 18		
*Wyman, Clara W	32	11 25		
<i>Assistant.</i>				
Ursula, Sister M	98	25 86		
			GUYSBORO.	
			Butler, G R	106
			Bentley, Elizabeth	105
			Bentley, Jennie	108
			Boyd, A J	108
			Chisholm, Wm J	52
			Cullinen, Kate	108
			Cunningham, J H	108
			McDonald, Mary C	108
			McKenna, J A	108
			Whitman, G W	108
			Cameron, Edith	108
			Chisholm, S Jean	108
			Hockins, Mab L	97
			Hocken, Arthur	108
			Keating, Ella	108
			McDonald, Daniel J	53
			McDonald, Ella	105
			McNaughton, Dan	96
			Miller, Flora	108
			Myers, Margery	95
			O'Brien, Effie M	108
			Reeves, Lizzie J	108
			Sherman, Maud	108
			Stephens, Laura	107
			Stewart, Celia M	106
			Wheaton, Effie L	108
			Boyle, Katie A	108
			Bowie, R J	108
			Carr, Adeline	108
			Chisholm, Catharine	54
			Connolly, Mary C	94
			Cousens, Wilfrid	67½
			Cunningham, L B	79
			Dunsworth, Minerva	102
			Gillis, Cassie A	108
			Hauifen, Maggie	54
			Hendsbee, Cynthia E	73
			Jamieson, Bessie G	105
			*Kelley, Minnie	44
			Kennedy, Katie J	103
			Kennedy, Janie S	96
			Langley, Etta	108
			McDonald, D	108
			McDonald, Dan J	55
			McDonald, Jennet	107
			McLellan, Lucilla J	108
			McMillan, Mary J	94
			McMillan, Ellen M	108
			McPhee, Ada L	103
			*McNeil, Maggie A	108
			Moran, Mary E	108
			Seeles, Annie C	79
			Sherman, Lucy H	54
			Sherman, Mary A	105
			Sinclair, L B C	108
			Sullivan, Mary	105
			Sutherland, Ellen B	108
			Stewart, Robert A	108
			*Taylor, Anne	74
			McEchen, L A	26
			*Jones, Josie M	54
			ST. MARY'S.	
			Fleming, E M	108
			Kinley, Thomas J	99
			Bent, Laura F	20
			Cameron, Jessie A	15
			Cruikshank, A C	59
			Cruikshank, Margaret	103
				\$104 50
				52 24
				7 91
				5 94
				23 35
				40 76

Deckman, Clara E	108	\$42 75	McCurdy, E R	98	\$57 00
Eadie, Laura	106½	42 15	McGregor, H	98	57 00
Friend, Harriet L P	93	36 81	Murphy, H E	98	57 00
Harding, Harry F	106	41 95	Phelan, M S	98	57 00
McDonald, Anna	18	7 12	Pius, Sister	98	57 00
McLean, A	107	42 35	Ross, E J	98	57 00
McPherson, A	58	22 96	Ross, George	98	57 00
Pye, Hannah	99½	39 38	Saunders, A C	98	57 00
Sutherland, Alma Rose	108	42 75	Sbields, S W	98	57 00
Archibald, John F	98	25 86	Shine, M	98	57 60
Cameron, Anna B	88	23 20	Theakston, H S F	98	57 00
*Cameron, Christie J	100	35 18	Wakeley, A C	98	57 00
Gunn, Angus C	97	25 59	Walsh, J L	98	57 00
Gunn, Sarah J	20½	5 39	Wiswell, I M	98	57 00
Hamilton, Alma L	102	26 92	Ackhurst, M L	98	42 75
*Hattie, Edith	105	36 94	Adams, E	98	42 75
Hines, Laura B	107	28 23	Aloysia, Sister	98	42 75
McDonald, Nellie	97	25 59	Ancient, F S	35	15 27
McLran, Helen G	88	23 20	Bayer, A L	98	42 75
*Sutherland, Minnie J	108	38 00	Berchman, Sister	98	42 75
Suttis, Laura E	78	20 57	Bond, E	98	42 75
			Borgia, Sister F	98	42 75
			Borgia, Sister M	98	42 75
			Broadhurst, M E	98	42 75
			Butler, E K	98	42 75
			Caecilia, Sister	98	42 75
			Catherine, Sister	98	42 75
			Christina, Sister	98	42 75
			Clancy, B M	98	42 75
			Cunningham, E S	98	42 75
			Curren, E M	98	42 75
			DePazzi, Sister	98	42 75
			Devine, M E	98	42 75
			De Wolfe, M W	98	42 75
			De Wolfe, H E	98	42 75
			Dionysia, Sister	98	42 75
			Dominic, Sister	98	42 75
			Donovan, M J	98	42 75
			Eugenie, Sister	98	42 75
			Eusebia, Sister	98	42 75
			Felix, Sister	98	42 75
			Flavin, M M	98	42 75
			Frances, Sister	98	42 75
			Gardner, N H	98	42 75
			Genevieve, Sister	98	42 75
			Grierson, F	98	42 75
			Grierson, M H	98	42 75
			Gualbert, Sister	98	42 75
			Hamilton, H H	94	41 00
			Hartigan, Sister	98	42 75
			Healey, K E	98	42 75
			Hills, F N	98	42 75
			Howell, L E	98	42 75
			James, C A	98	42 75
			Jamieson, H J	98	42 75
			J Baptist, Sister	98	42 75
			Johnston, A M.	98	42 75
			Johnston, I	94	41 00
			Johns, M A	98	42 75
			Josephine, Sister	98	42 75
			Kierstead, M	98	42 75
			Kennedy, M C	98	42 75
			Lawrence, B M	98	42 75
			Leo, Sister	69	30 09
			Leocadia, Sister	98	42 75
			Logan, A M	98	42 75
			Lyall, B H	94	41 00
			Mitchell, A J	98	42 75
			McArthur, J R	98	42 75

HALIFAX.

CITY.

Kennedy, W T		
Morton, S A		
Mackintosh, K		
Logan, J W		
Peters, F A		
Lanos, J		
Hill, K F		
Doherty, D P	98	\$57 00
Evaristus, Sister	98	57 00
O'Hearn, P	98	57 00
Trefry, J H	98	57 00
Wilkie, F A	98	57 00
Ambrosia, Sister	94	54 67
Anderson, T	98	57 00
Bowden, L J	98	57 00
Brimms, M C	98	57 00
Brodie, I	98	57 00
Brown, C W	94	54 67
Bruce, J	98	57 00
Cameron, E	98	57 00
Cecilia, Sister	98	57 00
Creighton, I M	98	57 00
Cunningham, A M	98	57 00
Dakin, Wm	20½	11 92
DeChantal, Sister	98	57 00
Delahanty, K.	98	57 00
Dickey, S	98	57 00
Dolorosa, Sister	98	57 00
Donohoe, Mme	98	57 00
Dwyer, M T	98	57 00
Florence, Sister	98	57 00
Flowers, E M	98	57 00
Fowers, H L	98	57 00
Gaul, R E	98	57 00
Haverstock, A M	98	57 00
Hart, G	98	57 00
Hamilton, A H	98	57 00
Kelly, J M	93	54 09
Laracy, A X	98	57 00
Marshall, L E	43	25 01
Miller, C I	98	57 00
Moody, M	98	57 00
Moseley, M I	98	57 00
McColough, A M	98	57 00

Frane, M Anna	98	\$38 78	Doyle, Mary A	108	\$42 75
Harv'e, Alice B	84	33 26	Hennessey, Bessie	108	42 75
Hutchinson, Grace	108	42 75	Lamey, Bessie	88	34 84
Jack, Martha	108	42 75	McDonnell, D F	103	40 76
Jordan, Margaret	108	42 75	Sister St Francis	103	40 76
Logan, Robert J	108	42 75	" St Mary Matilda	103	40 76
Macomber, Alice	107½	42 55	" St Prisca	108	42 75
McDugall, Frank E	106	41 95	McLellan, Margaret	108	42 75
McDougall, Lois A	78	30 86	McMillan, Sarah	108	42 75
McHarrie, Agnes	108	42 75	McDonald, Catherine	108	42 75
McIntosh, Cyrus	108	42 75	*McGregor, Jessie J	108	42 75
O'Brien, N Edith	108	42 75	Manning, Ralph	108	42 75
Rines, Leonard D	108	42 75	Murphy, P A	108	42 75
Robinson, Mary L	108	42 75	McDonald, H M	108	42 75
Roy, Alice G	108	42 75	*McDougall, John A	108	42 75
Ryan, Margaret	108	42 75	McInnes, W C	108	42 75
Scott, George H	103	40 76	McDonald Alex D	82	32 47
Spinney, N B	5	1 97	McDonald, James R	106	41 95
Wardrope, Mabel	108	42 75	McMaster, B D	106	41 95
Woodroffe, Mabel	108	42 75	Nicholson, A G	108	42 75
Bell, Mary J	107	28 23	Smyth, Katherine E	108	42 75
Brechlin, Maggie	108	28 50	Skinner, Henrietta	108	42 75
Coldwell, Justin	101	35 53	Rankin, Duncan J.	52	20 58
Cole, Lydia M	108	28 50	Beaton, Patrick F	108	28 50
*Dalrymple, Lucy M	107	37 65	*Campbell, Mary	108	38 00
Demmons, Leila L	108	28 50	Campbell, Mary J	108	28 50
Densmore, Laura B	103	27 18	Boyle, Mary Belle	101½	26 78
Densmore Lizzie L	106	27 97	Cameron Allan	53	13 98
*Dewis, Leela	108	38 00	Doyle, Ellen J	77	20 31
*Douglas, Havelock G	108	38 00	Doyle, Sarah Lucy	86	22 68
Drinnen, Isabe le	108	28 50	Gillis, Bridget Ann	97	25 59
English, Annetta B	98	25 86	Hawley, Maude	84	22 15
*Feetham, Annie S	105½	37 12	Kennedy, Maggie C	107	28 23
Fenton, Libbie A	77	20 31	Leadbetter, Eben O	108	28 50
Gould, Anna S	108	28 50	McDonald, Agnes	108	28 50
*Hiltz, Ethel M	55	19 35	McInnes, Euphemia	105	27 70
Hopkins, Florence	103	28 50	McLellan, Annie	103½	27 83
Kavanaugh, Annie	88	23 20	McDougall, Jessie A	108	28 50
Loughhead, George W	108	28 50	Sister St Gregory	108	28 50
McCully, Eva	108	28 50	McNeil, Catherine A	108	28 50
McLeod, Alexander G	103	27 18	McMaster, Jessie	103	27 18
McLearn, Ethel A	108	28 50	*McIntosh, Jessie A	103	36 23
*Miner, Myrtle	54	19 00	McRae, Margaret	108	28 50
*O'Brien, Janie S	108	38 00	McRitchie, Sadie A	103	27 11
O'Brien, Helen C	108	28 50	McAskill, Jessie	108	28 50
Thompson, Louise	108	28 50	McMillan, Catherine A	108	28 50
*Wallace, Lena	108	38 00	McDonald, Annie M	107	28 23
Webb, Effie P	108	28 50	*McMaster, Mame	108	38 00
Webber, Annie E	105	27 70	McLachlan, Mary A	108	28 50
*Wilson, Margaret	45	15 82	McKinnon, Mary	108	28 50
*Wright, Lilah J	98	34 47	McQuien, Catherine	79	20 83
			McAulay, Mary A	79	20 83
			McMaster, Katie A	108	28 50
			McLeod, Mary A	105	27 70
			McIver, Almira	69	18 20
			*McIsaac Flora	99	34 83
			McDonald, Mary J	108	28 50
			McNeil, Maggie	108	28 50
			Matheson, D J	108	28 50
			Murray, Norman D	93	24 54
			McPhee, Neil	108	28 50
			McDonald, Stephen A	93	24 53
			*McDougall, Angus R	108	38 00
			McLean, Charles	45	11 87
			McQuarry, Angus	108	28 50
			McDonald, James	58	15 30
			McDonald, Colin G	108	28 50
			McMillan, Hugh D	20	5 26
			Rankin, Donald B	108	28 50

INVERNESS.

SOUTH.

Fraser, W P	108	\$104 50
Smyth, P Somers	107	
Chisholm, Duncan	94	49 61
Lamey, Bessie	20	10 55
McPherson, Margaret.	107	56 47
Shaw, Emma T	108	57 00
McLean, James J	108	57 00
McLellan, Andrew	108	57 00
McLeod, Malcolm	108	57 00
McDonald, Alex D	108	57 00
Beaton, Angus D	103	40 76
Carroll, James H	108	42 75
Chisholm, Christy W	54	21 37

Rankin, Donald J	107½	\$28 37
Smyth, Eleanor T	99	26 12
McDonald, Mary	106	27 97
McDonald, Theresa	98	38 78
McKinnon, Miscey	69	18 20

NORTH.

Cornier, W E	108	\$ 57 00
Ingraham, M J	108	57 00
*Gillis, Mal H	108	57 00
Herdman, W C	108	57 00
McLean, D E	108	57 00
McLean, H K	108	57 00
McMillan, Neil	108	57 00
Tompkins, Morris F	108	57 00
AuCoin, Hubert	108	42 75
Boudreau, Joseph C	108	42 75
Buckles, David	108	42 75
Chisholm, Archd A	78	30 86
Crowdis, Chas J	108	42 75
Gallant, Thomas	108	42 75
LeBlanc, John P	108	42 75
McDonald, Annie M	79	31 26
MacIntosh, James H B	108	42 75
McRae, Colin	108	42 75
McLellan, A N	107	42 35
McEachern, Angus D	98	38 78
*McFarlan, James	108	42 75
McFarlane, D D	108	42 75
Tompkins, C J	108	42 75
Arseneau, Lucy	108	28 50
AuCoin, James H	108	28 50
AuCoin, Charles J	108	28 50
Bishop, Emma E	108	28 50
Boudreau, Placide C	108	28 50
Burns, Arsenius	108	28 50
Chiasson, Ephraim	108	28 50
Chiasson, Peter C	108	28 50
Chiasson, Nonie	108	28 50
*Coady, Ellen J	108	38 00
*Coady, Mary J	107	37 65
*Doyle, Sarah J	108	38 00
*Gillis, A J	108	38 00
*Gillis, James D	108	38 00
*Hart, Alberta B	104	36 59
LeBlanc, Athanase	108	28 50
Maillet, Eliza	108	28 50
McDonald, Maggie M	107	28 23
McIver, Dolina	107	28 23
McLennan, Maggie A	98	25 86
McLeod, Mary Belle	108	28 50
McDaniel, Annie E	108	28 50
McDonald, Willie A	104	27 44
*McLellan, James	108	38 00
McLellan, Alex	94	24 80
McDonald, Angus A	100½	26 52
McDonald, Stanley P	97	25 59
McKenzie, Rod T	108	28 50
McLellan, Alex J	108	28 50
McLellan, M H	108	28 50
McCormack, Michael H	98	25 86
McMillan, M R	54	14 25
*McMillan, Peter	108	38 00
Roach, Didace W	88	23 20
Tompkins, Mary E	108	28 50
Tompkins, Katie	108	28 50

KINGS.

Caldwell, Mabel E	38	\$ 20 04
Farrell, Theresa	108	57 00
Godfrey, John F	105	101 59
Hebb Bertha B	108	
Marchant, Ethylberta	108	57 00
McKay, Mary	108	
McLeod, Angus	108	
Alcorn, Emelie	103	54 36
Archibald, Emma	108	57 00
Banks, J Alonzo	108	57 00
Best, Elsie M	108	57 00
Best, Emma J	108	57 00
Bustin, Harry L	108	57 00
Chute, Flora M	102	53 83
Ferguson, Annie	108	57 00
Ford, Robie W	106	55 94
Hamilton, Bessie	103	54 36
Huggins, Geo M	103	54 36
Lee, Angie M	70	36 94
Lloyd, Katie A	97	51 19
Marchant, Laura L	108	57 00
Morse, Flora M	108	57 00
Pearsons, Katie E	108	57 00
Reid, Chas E	107½	56 73
Robinson, Ernest	107	56 47
Robinson, L D	108	57 00
Saunders, W W	108	57 00
Starratt, Helen M	108	57 00
Webster, Eugene V	108	57 00
Webster, Winifred	108	57 00
Welton, Jennie	108	57 00
White, Jennie M	108	57 00
Woodworth, W H	108	57 00
Yuill, Etta J	108	57 00
Banks, Kezzie	108	42 75
Benjamin, Lena M	103	40 76
Best Carrie L	108	42 75
Bishop, Hattie L	108	42 75
Bolser, Frank A	108	42 75
Bowles Addie	108	42 75
*Brown, Bessie M	93	36 81
Caldwell, Winnie	108	42 75
Carter, Clara R	108	42 75
Challen, Bessie	108	42 75
Chase, Millicent	108	42 75
Chesley, Sadie B	108	42 75
Chipman, Alice R	103	40 76
Chipman, Ina M	108	42 75
Chisholm, Maud	108	42 75
Cox, Sarah E	108	42 75
Craig, Jennie	108	42 75
Crowe, Fannie B	107½	42 55
Eaton, Leslie E	108	42 75
Ells, Edith R	108	42 75
Emeno, Ethel	108	42 75
Godfrey, Fannie A	108	42 75
Hird, Cassie B	108	42 75
Hodges, Laura	108	42 75
Junieson, Sadie	108	42 75
Jordan Jennie E	108	42 75
Kelly, Minnie A	108	42 75
King, Alberta L	108	42 75
Magee, Unity	104½	41 36
MacMillan, Altee	108	42 75
Marchant, Abbie J	108	42 75
Margeson, J Willis	108	42 75
McLean, Alena	5	1 97

Chesley, Isabel	108	\$28 50	Strum, Emma	108	\$28 50
Chesley, Jessie	108	28 50	*Tupper, Alice	100	35 18
Conrad, Stella	108	28 50	Weagle, Josie	105	27 70
Crandall, Minnetta	107	28 23	Weagle, Laura	108	28 50
Crouse, Letitia	104	27 44	Westhaver, Anice	54	14 25
Curl, Willietta	54	14 25	*Wilson, Eva	108	38 00
*Demmons, Lillian	108	38 00	Wilson, Helen	108	28 50
Douglas, Elvie	108	28 50	Veinot, Flora	107	28 23
Dunn, Ina E	108	28 50	*Zwicker, J W	108	38 00
Eisenhaner, Annie	108	28 50			
Eisenhaner, Iona	103	27 18	CHESTER.		
Ernst Adelalde	108	28 50	Lawson, Thomas	108	104 50
Ernst, Ella E	108	23 50	DeLancy, J A	108	57 00
Ernst, Ida V	108	28 50	Mills, Hattie	108	57 00
Fancy, Bessie	108	28 50	Smith, Pearl	46	24 27
Feener, Nora	102	26 92	Brennan, Jessie	108	42 75
*Feindell, Theresa	103	36 23	Butler, Mary	108	42 75
Fitch, Clara	108	28 50	Daniels, Mildred	106	41 95
*Fletcher, Mary	108	38 00	Dominey, Maud	54	21 37
Gardner, Nettie	98½	25 99	Hebb Elsie	50	19 79
Gow, Isabel	107	28 23	Hennigar, B	108	42 75
Haines, Taphenas	108	28 50	Hennigar, Effie	108	42 75
Hamilton, Dorothy	108	28 50	Kempton, Enos	104	41 16
*Harlow, Flora	108	38 00	Oland, Bessie	49	19 39
Haughn, Lottie	108	28 50	Sanford, Maggie	108	42 75
Hebb, Carmina	107	28 23	Webber, Eva A	108	42 75
Hebb, Lena	101	26 65	Zinck, Lilla	108	42 75
Herman, Bessie	108	28 50	Boyle, Mary G	102	26 92
Herman, Letitia	108	28 50	*Brennan, Maud	104	36 59
Herman, Lottie	103	27 18	Carew, Maud	108	28 50
Herman, Naomi	108	28 50	Christie, Gertrude	86	22 68
Heckman, A D	101	26 65	Frail, Laura	54	14 25
*Inglis, Flora	108	38 00	Hennigar, Grace	107	28 23
Johnson, Mary E	102	26 92	Hewitt, Harry	108	28 50
Joudrey, Mary	108	28 50	Keddy, Annie	102	26 92
Kaulback, Laura	108	28 50	Hyson, Ada	107	28 23
Kiser, Flora	108	28 50	Bume, Etta M	108	28 50
Kennedy, Lois	103	27 18	*Lockhart, Jessie	83	29 18
Langille, Rebecca	108	28 50	*Mills, Ethel	58	20 40
Langille, Zilpah	108	28 50	Peters, Alina	108	28 50
Manning, Myra	107	28 23	Webber, Hattie	108	28 50
Mason, Jessie	54	14 25	Williams, Percy	108	28 50
*Maxner, Ella	53	18 64			
Milberry, Myrtle	108	28 50	PICTOU.		
*Miles, Jennie	88	30 94	NORTH.		
Morash, Carrie	108	28 50	Duchemin, H P	102	
Mossmann, Ida	107	28 23	McKay, H M	102	
Mullock, Addie	108	28 50	McLellan, R	102	
Mullock, Clara	108	28 50	Moore, C L	102	
McCannell, M C	104	27 44	Armstrong, E L	103	\$ 54 36
McMillan, Nellie	107	28 23	Logan, Sarah	103	54 36
*Naugler, Lucretia	108	38 00	McArthur, Alex	103	54 36
Neal, Ella	108	25 50	McKenzie, Sophia	107	56 47
Niford, Susie	107	28 23	Munro, Jane	108	57 00
*Palmer, Etta	108	38 00	Scott, Lily A	102	53 83
Penny, Laurie	108	28 50	Stirling, John	108	57 99
*Publicover, Lida	107	37 65	Barclay, Jemima C	108	42 75
Ramey, Ada	107	28 23	Chisholm, Christina	108	42 75
Rafuse, Maggie	108	28 50	Cruikshank, Jessie J	103	40 76
Richardson, Emily	108	28 50	Cunningham, Ada S	108	42 75
Rodeniser, Effie	108	28 50	Ferguson, Margaret	107	42 35
Sarty, Eva	108	28 50	Forbes, Mary A	14	5 54
Seldon, Clementine	108	28 50	Gilchrist, Lexy R	108	42 75
*Silver, Phebe	103	36 23	Gordon, Sadie J	108	42 75
Shoop, Nora	108	28 50	Grant, Elle J	107	42 35
Smith, Ada	98	25 86	Grant, Emily C	87	34 44
Smith, Bessie	108	28 50	Grant, Isaac E	106½	42 15
Smith, Evangeline	100	26 39	Langille, Gilbert W	108	42 75
Smith, Myrer	49	12 93	McDonald, Susan I	108	42 75

McDonald, Flo M	108	\$23 50
McDonald, G F	107	23 23
McDonald, Harris	108	23 50
McKenzie, Kate C	108	28 50
McDonald, Lina J	108	28 50
*McDonald, Sadie J	87	30 59
McIntosh, A D	166	27 97
McKay, Nellie J	86	22 68
McKay, Rod G	106	27 97
McLeau, C L	108	28 50
McLeod, Joanna	108	28 50
*McLeod, Flo J	108	34 00
McPherson, Maggie	108	28 50
Matheson, Lottie L	108	28 50
Maxwell, Ella	108	28 50
Miller, Hugh	105	27 70
Murray, Mary E	108	28 50
Nelson, Nellie	24	6 32
*Porter, Lizzie M	108	38 00
Robertson, A W	108	28 50
*Rose, Elizabeth A	88	30 94
Sutherland, Annie	100	26 39
Sutherland, Annie B	108	28 50
*Young, Mary L	54	19 00

QUEENS.

Sprague, J D	108	
Dauphinee, Jessie	108	\$57 00
DeWolf Loran	108	57 00
Harrington, B	108	57 00
Harrington, G	108	57 00
Hemeon, M E	108	57 00
Mullins, Jennie	108	57 00
McLeod, J A	108	57 00
Christopher, M	108	42 75
Collie, Zelia	108	42 75
Daniels, Hessie	108	42 75
Forbes, Addie	108	42 75
Ford, Annie E	103	40 76
Ford, Minnie	108	42 75
Gardner, Rose	108	42 75
Hagan, Lillian	107½	42 55
Hemeon, Nettie	108	42 75
Kempton, Elkie	108	42 75
Marshall, E M	108	42 75
McAdams, Sophia	98	38 78
McKay, Nettie	108	42 75
McVicar, J E	108	42 75
Nickerson, Maggie	108	42 75
Telfer, Ada C	108	42 75
Wile, Fanny	108	42 75
Chandler, Sadie	108	28 50
Cushing, Alice	107	28 23
*Decker, Mary E	95	33 41
Dexter, Roger	108	28 50
Forbes, Gertie	108	28 50
*Godfrey, Maud	107	37 65
*Gosby, A B	106½	37 47
*Hupman, Ella	108	38 00
Huskilson, Lena	103	36 23
*Mack, Thomas	108	38 00
McLeod, Nelsie	107½	28 36
Parnell, Alma	108	28 50
Smith, Jennie	108	28 50
*Taylor, Emma	108	38 00

NORTH QUEENS.

Freeman, Jessie	108	57 00
Barss, Nellie	107	42 35

Bent, Minnie	108	\$42 75
Dexter, Lena	107½	42 55
Freeman, Janet	108	42 75
Freeman, Mary E	108	42 75
Harlow R L	108	42 75
Waterman, Stella	88	34 84
Whitman, Blanche	102	40 37
*Christopher, W	100	35 13
*Ellis, Frank	54	18 99
*Freeman, Mabel	108	38 00
Freeman, Maud	108	28 50
*Frude, Iona	88	30 94
*Hunt, Minnie	64	22 51
*Leary, Bernice	108	38 00
*Vinard, Abbie	93	32 70
*Seldon, Nora	104	36 59
Shea, Minnie	105½	27 83

RICHMOND.

Macritchie, J M	108	\$57 00
Boyd, Christina	107	56 47
Campbell, D H	108	57 00
*McIntosh, Kenneth	106	55 94
Cameron, Allan J	108	42 75
DeCoste, Stephen	108	42 75
Doyle, Emma M	108	42 75
Embree, Luella A	108	42 75
Finlayson, D K	107	42 35
Floyd, D P	108	42 75
Gillis, John T	108	42 75
LeBlanc, Patk A	108	42 75
McGuish, Ken A	108	42 75
Macdonald, Wm R	108	42 75
McInnis, Mary	107	42 35
McKay, John	74	29 27
McKillop, Ewen D	107	42 35
McKinnon, Dan	108	42 75
McLellan, J A	107	42 35
MacNeil, Katie	108	42 75
McKae, Dan K	108	42 75
Major, William	108	42 75
Nelson, J Scott	108	42 75
Sister St Antonia	108	42 75
" " Mary	108	42 75
" " Pe-agia	108	42 75
Barrett, Katharine F	108	28 50
Beranger, Mary E	108	28 50
Bonin, Mary E	108	28 50
Boyd, Sarah E	108	28 50
Boyd, Mary W	108	28 50
Cameron, Henrietta J	108	28 50
Chiason, Adeldard	105	27 70
Deagle, Joseph	108	28 50
Foret, Albert	108	28 50
Foret, Minnie A	108	28 50
Fougere, Charles C	99	26 12
Grant, Cassie J	108	28 50
Harris, Gladys	108	28 50
Joyce, Simon E	105	27 70
LeBlanc, Harriet A	86	22 68
MacAskill, John	108	28 50
McAskill, Sadie F	108	28 50
Macdonald, Norman	108	28 50
Macintosh, Annie M	107	28 23
McIntyre, Mary M	108	28 50
McLeod, Tena H	96	25 33
Macneil, Helena J	106	27 97
McPherson, E R	108	28 50

Martel, Eliza J	108	\$28 50	Hopkins, S M	108	\$57 00
Matheson, Katie M	108	28 50	Kempton, M L	108	57 00
Matheson, John A	104	27 44	Leslie, Josephine	108	57 00
Monbourquette, S P	108	28 50	MacInnis, A D	108	57 00
Morrison, W E	61	16 08	Parker, Fred A	108	57 00
Murray, Annie	108	28 50	Smith, Lizzie	108	57 00
Nelson, Cyrus E	108	28 50	Brannen L D	88	34 84
Poirier, Jeffrey H	108	28 50	Brown, A D	107	42 35
Redmond, Rosalinda	108	28 50	Durland, R K	69	27 30
Thibeau, Peter	101	26 65	Eldridge, Grace	108	42 75
White, Sarah C	108	28 50	Freeman, Margaret	108	42 75
*Des Lauriers, M H	108	38 00	Harris, Viola	107	42 35
*Hureau, Helen	108	38 00	Hopkins, Belle	93	36 81
*Langley, John	108	38 00	Hopkins, Jerusha	107	42 35
*MacDonald, Mary	108	38 00	Knowles, Ina	108	42 75
*Macleod, Malcom A	108	38 00	Knowles, Ida	106½	42 15
*O'Toole, Sara E	107	37 65	*L. n, Bertha	107	42 35
*Sinclair, Elizabeth	108	38 00	Larkin, E L	39	15 43
*Vigneau, George A	108	38 00	Martin, Kate	108	42 75
			Nickerson, C N	106	41 95
SHELburne.			Sutherland, B	108	42 75
Bruce, C S	98		Swanburg, M M	98	38 78
Mack, E E	108	\$104 50	Wilson, L L	108	42 75
Bruce, Walter A	108	57 00	Brown, Flo E	53	13 98
Capstick, G	103	54 36	Crowell, C	107	28 23
Creed, H M	108	57 00	Day, Laura	98	25 86
Hardy, A N	104	54 89	*Ensor, Biffie	53	18 64
Hogg, Maggie	103	54 36	Giffin, Grace M	20	5 26
Abbott, Cora	108	42 75	Hogg, A C	106	27 97
Backman, A R	108	42 75	Luestis, Maud	105	27 70
Bethel, A S	108	42 75	*Kean, E S	102	35 88
Bruce, Flo I	107	42 35	Lyons, Edna J	107	28 23
Doleman, T	107	42 35	Morrison, L	108	28 50
Downie, Henry	108	42 75	Smith, L J	107	28 23
Ellis, Nellie F	108	42 75	Stephens, Alice	107	28 23
Enslow, Lizzie D	108	42 75	*Swanburg, M L	91	32 00
Etherington, A A	108	42 75	Thomas, Ida M	108	28 50
Goodick, J D	108	42 75	Thomas Eva D	107	28 23
Hayden, Thos A	108	42 75	Whitemore, J E	102	26 92
Heckman, B	103	42 75			
Hogg, Fred W	107	42 35	VICTORIA.		
*Jordan, M T	108	42 75	McPhee, James	103	
Lyle, E R	103	40 76	Gillis, Ewen T	84	\$44 33
MacAlpine, E	103	40 76	McIntosh, Anna B	108	57 00
MacDonald, W W	108	42 75	Miller, Bessie	108	57 00
MacMillan L	167	42 35	Morrison, J Chas	108	57 00
Martin, Bell	103	40 76	McDonald, Murdo	108	57 00
Thorburn, L	107	42 35	McIver, John A	107	56 47
Walsh, C E	104	41 16	*McDonald, M B	108	57 00
West, Henry H	108	42 75	Gillis, Ewen T	20	10 55
Allen, Janie R	108	28 50	Foyle, Lizzie H	108	42 75
Densmore, Flo	108	28 50	Howatson, Jessie	108	42 75
*Ford, L MacD	102		McLennan, Agnes J	108	42 75
Frellick, A	108	28 50	McDonald, Hanna J	108	42 75
Geddes, C D	108	28 50	Miller, Alex W	108	42 75
Giffin, A D	102	26 92	McIver, Norman	27	10 68
Giffin, Nettie	108	28 50	McKay, Malcolm E	108	42 75
Harding, Jamie	108	28 50	McIver, Angus	108	42 75
Harlow, E L	106	27 97	*McLeod, D D	40	15 83
*Huskins, A G	98	34 47	McAulay, M S	74	29 27
Locke, Nellie E	108	25 50	McIver, Angus J	108	42 75
MacKay, G A	107½	23 36	McDougall, Alex	108	42 75
Robertson, B	97	25 59	Rice, Battie A	108	42 75
Stuart, C A	106	27 97	McLeod, Kenneth	78	30 86
Sutherland, Rosa	108	28 50	McIver, John W	108	42 75
Tobin, Minnie	108	28 50	*Simpson, W M	91	36 02
			Atwater, Harold E	99	26 12
BARRINGTON.			Austin, David C	93	24 53
Bethel, C G	106	55 94			
Dexter, Sadie F	106	55 94			

Campbell, Bella M	108	\$28 50	Johnson, C	108	\$57 00
Doyle, Maggie M	82	21 62	MacKay, M T	102½	54 09
Edwards, Katie	95	25 06	Moses, Winifred	108	57 00
Hertigan, Elizabeth	107	28 23	Newcombe, D	108	57 00
Munro, Lillian	108	28 50	Nickerson, A W	107	56 47
Munro, Catharine W	108	28 50	Raymond, Luella	108	57 00
*Morrison, Joanna B	99	34 83	Rogers, Benjamin	107	56 47
Morrison, Jessie C	108	28 50	Starratt, S A	103	54 36
*Morrison, Emma C	108	38 00	Swaine, Malcolm	97½	51 45
*McInnes, Eliza M	78	27 43	Trask, J Logan	107½	56 73
McIver, Norma	102	26 92	Trefry, Amy G	107	56 47
McIver, Tena	108	28 50	Webster, Bell	107	56 47
McRae, Annie M	108	28 50	Allan, F L	106	41 95
McNeil, Mary	108	28 50	Brown, M S	98	38 78
McNeil, Maggie	101	26 65	Chipman, A	105	41 55
McNeil, Elizabeth	76	20 05	Christie, C B	100	59 58
McLennan, Tena A	83	21 89	Churchill, H W	107½	42 55
McRae, Christina F	69	18 20	Crosby, Jessie H	107	42 35
McKay, Jessie A	108	28 50	Crowell, R C	108	42 75
McRae, Lexie	103	27 18	Davis, Minnie	107	42 35
McLean, John B	108	28 50	Delapere, S P	102	40 37
McDonald, Angus D	96	25 33	Harding, E I	107	42 35
McLeod, Margaret S	107	28 23	MacKay, Janet	102	40 37
McLeod, Annie	107	28 23	Metzke, Olivia	107	42 35
McDonald, Dan J	92	24 27	Moffat, A M	108	42 75
*McDonald, Malcolm	105	36 94	Murray, Grace E	107	42 35
McLean, Dan J	108	28 50	Palmer, Violet E	108	42 75
McRae, Hector F	103	27 18	Patten, L C	108	42 75
McRae, Dan Philip	103	27 18	Pierce, Mabel	106	41 95
Munro, Alex	108	28 50	Platt, Ada M	100	39 58
McKenzie, John	79	20 83	Rogers, Nellie	13	5 14
McIver, Henry A	105	27 70	Scott, Hannah	106	41 95
McRitchie, Dan J	107	28 23	Trask, Annie E	108	42 75
McKay, Murdoch A	106	27 97	Cann, Bell H	108	28 50
McKenzie, Hugh	108	28 50	*Crowell, C B	107	37 65
McRae, Duncan R	108	28 50	Devine, M E	9½	2 50
*McDonald, Angus	106	37 29	*Hamilton, I W	84	29 58
Ross, Minnie Blanche	108	28 50	Harris, Laura	93	24 53
Smith, Annie M	105	27 70	*Jones, Martha	93	32 70
Tompkins, Miles N	108	28 50	Mood, Lily B	103	27 18
Watson, Isabel	79	20 83	*Moses, Glendon	103	36 23
*Watson, Isabel	29	10 19	Morehouse, L G	108	28 50
McIver, Norman	80	21 10	Mullan, N C	106	27 97
Livingstone, Florence J	108	28 50	Porter, Mary E	105½	27 83
McLeod, Keimeth	5	2 07	Pennington, K A	79	20 83
			Purney, M G	102	26 92
			*Roche, Grace D	108	38 00
			Sanders, L	59	15 56
			*Sims, Teresa	108	38 00
			*Weston, Mary L	88	30 94
			Wyman, Winifred	4	1 05

YARMOUTH.

Archibald, M A	107	\$ 56 47
Cameron, A	104	
Kempton, W F	106	
MacGray, M W	107	56 47
Wyman, H J	102	53 83
Allen, S B	107	56 47
Archibald, M	106	55 94
Beveridge, W R	108	57 00
Cain, George H	98	51 72
Churchill, N	108	57 00
Crowe, Fred L	108	57 00
D'Entremont, G	107	56 47
Ellenwood, B D	89	46 97
Goudey, Theo	107	56 47
Goudey, Alice A	108	57 00
Grierson, Jean	107	56 47
Hibbert, Lizzie	107	56 47
Horner, A W	107	103 53
Huestis, H A	107	56 47
Hunt, R L	108	57 00

ARGYLE.

Bingay, James H	106	\$ 55 94
Cossitt, Ethel	108	57 00
Purney, John	82	43 27
Sister, Alexins	108	57 00
Ahern, M E	108	42 75
Allan, Mary	106	41 95
Bond, Mary G	108	42 75
Bond, Anna B	107	42 35
D'Entremont, R	108	42 75
Doucet, Emily	106	41 95
Etherington, L	106	41 95
Hilton, Mary M	108	42 75
LeBlanc, Emily	108	42 75
MacCarthy, E L	106	41 95
MacKay, J G	108	42 75

Manthorne, M	108	\$42 75	Gavell, J J	79	\$27 78
Morrison, I M	19	7 52	Hatfield, Leta	84	22 15
Palmer, Bessie	98	38 78	Hayden, M V	59	15 56
Pothier, M A	108	42 75	LeBlanc, J B	108	28 50
Ryer, Nellie A	107	42 35	LeBlanc, E M	108	28 50
Sister Miriam	108	42 75	Locke, L A	107	28 23
Sister Eulalia	108	42 75	Meuse, Elizabeth	108	28 50
Swein, Eva H	108	42 75	Nickerson, S	106	27 97
Amiro, Dorothy	105	27 70	*Porter, Helena	102	35.88
Amiro, Emily	107	28 23	Pothier, Nem	108	28 50
Amiro R A	85	22 41	Pothier, Annie	103	27 18
Bourque, M M	107	28 23	Pothier, Elizabeth A	108	28 50
Bourque, M N	108	28 50	Richard, Argy e	77	20 31
D'Entremont, A	108	28 50	Ridley, Grace L	79	20 83
D'Entremont, G H	107	28 23	Sister Gonzaga	108	28 50
Durkee, Mary A	56½	14 90	Suret, Emily	08	21 10
Frost, C W	108	28 50			

MARCH ANNUAL SCHOOL MEETING.

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

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

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

ADDITIONS TO LISTS OF 1896, 1897, AND 1898.

THIS IS TO CERTIFY that under the authority of section 63, chapter 1 of the Acts of 1895, (see Manual of the School Law, 1895, page 27), the Council of Public Instruction has fixed the date of the Annual Meeting of the following School Sections (in addition to those published in the JOURNALS of April 1896, 1897 and 1898), to be on the last Monday of March from year to year henceforward until the date is again lawfully changed.

Education Office, Halifax, Nova Scotia,
the 9th day of March, 1899.

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

DISTRICT OF ARGYLE.

No. 33.....Hubbard's Point.

RICHMOND.

No 30.....Grand River.
 " 31.....Archeveque.
 " 47.....Sunnyside.
 " 48.....Rocky Bay.
 " 63.....West Loch Lomond.

DISTRICT OF SHELburnE.

No. 12.....West Green Harbor.
 " 13.....Sand Point.

DISTRICT OF LUNENBURG AND
 NEW DUBLIN.

No. 3.....2nd Peninsula Upper.
 " 74.....Petite Riviere.

(For the Teacher in the School Section.)

LOCAL "NATURE" OBSERVATIONS.

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

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

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

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

After the trial of other plans it is now recommended that these schedules be sent in to the Inspector only once a year, and with the annual school returns in July, containing the observations made during the whole school year and back as far as the preceding July (if possible) when the schedule of the previous school year was necessarily completed and sent in.

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

Remember to fill in carefully and distinctly the date and locality in every blank at the head of the schedule on the next page; for if either the date or the locality or the name of the responsible compiler should be omitted (as in some cases it has been), the whole paper is worthless and will be burned instead of being bound up in the volume of The Phenological Observations of Nova Scotia.

The Post Office address to be filled in at the top of the schedule is meant to be that one nearest to the school house or the centre of the section or locality which the observations represent, for the postal maps of the Province indicate the exact geographical position of each Post Office, while the locations of many school sections are not indicated on any maps.

PHENOLOGICAL OBSERVATIONS, NOVA SCOTIA.

For the year ending July, 189 .

School Section No., District , County
 The Teacher, or the }
 Responsible Compiler, } , Post Office

	When First Seen.	When becoming common.
(WILD PLANTS, ETC.)		
1. Alder (<i>Alnus incana</i>), catkins shedding pollen		
2. Aspen (<i>Populus tremuloides</i>), " "		
3. Mayflower (<i>Epigæa repens</i>), flowering		
4. Violet, Blue (<i>Viola cucullata</i>), "		
5. Violet, White (<i>V. blanda</i>), "		
6. Red Maple (<i>Acer Rubrum</i>), "		
7. Bluets (<i>Houstonia caerulea</i>), "		
8. Field Horsetail (<i>Equisetum arvense</i>), shedding spores		
9. Dandelion (<i>Taraxacum officinale</i>) flowering		
10. Adder's Tongue Lily (<i>Erythronium</i>), "		
11. Hepatica (<i>H. triloba</i> , etc), "		
12. Gold Thread (<i>Coptis trifolia</i>) "		
13. Strawberry (<i>Fragaria Virginiana</i>), "		
14. " " " fruit ripe		
15. Wild Red Cherry (<i>Prunus Pennsylvanica</i>), flowering		
16. " " " fruit ripe		
17. Blueberry (<i>Vaccinium</i> , Can. and Penn.), flowering		
18. " " " fruit ripe		
19. Tall Buttercup (<i>Ranunculus acris</i>), flowering		
20. Creeping Buttercup (<i>R. repens</i>), "		
21. Clintonia (<i>Clintonia borealis</i>), "		
22. Painted Trilium (<i>Erythrocarpum</i>), "		
23. Star Flower (<i>Trientalis Americana</i>), "		
24. Lady's Slipper (<i>Cypripedium acaule</i>), "		
25. Marsh Calla (<i>Calla palustris</i>), "		
26. Indian Pear (<i>Amelanchier Canadensis</i>), "		
27. " " " fruit ripe		
28. Common Raspberry (<i>Rubus strigosus</i>), flowering		
29. " " " fruit ripe		
30. High Blackberry (<i>Rubus villosus</i>), flowering		
31. " " " fruit ripe		
32. Pale Laurel (<i>Kalmia glauca</i>), flowering		
33. Sheep Laurel (<i>K. angustifolia</i>), "		
34. Pigeon Berry (<i>Cornus Canadensis</i>), flowering		
35. " " " fruit ripe		
36. Blue-eyed Grass (<i>Sisyrinchium</i>), flowering		
37. Twinflower (<i>Linnaea borealis</i>), "		
38. Butter and Eggs (<i>Linaria Canadensis</i>), flowering		
39. Yellow Rattle (<i>Rhinanthus</i>), "		
40. Pitcher Plant (<i>Sarracenia</i>), "		
41. Heal-All (<i>Brunella Vulgaris</i>), "		
42. Great Willow-Herb (<i>Epilobium angustifolium</i>), flowering....		

PHENOLOGICAL OBSERVATIONS—(Continued).

	When First Seen.	When becoming common.
43. Common Wild Rose (<i>Rosa lucida</i>), flowering.....		
44. Common St John's Wort (<i>Hypericum perforatum</i>), flowering.		
45. Fall Dandelion (<i>Leontodon autumnale</i>), flowering.....		
(CULTIVATED PLANTS, ETC.)		
46. Cherry (<i>Prunus cerasus</i>), flowering		
47. " " fruit ripe		
48. English Hawthorn (<i>Crataegus oxyacantha</i>), flowering.....		
49. American Hawthorns (<i>Crataegus</i> —), "		
50. Plum (<i>Prunus domestica</i>), "		
51. Apple, early flowering, (<i>Pyrus</i>), "		
52. " late " " " " " "		
53. Red Currant (<i>Ribes rubrum</i>), "		
54. " " " fruit ripe		
55. Black Currant (<i>R. nigrum</i>), flowering.....		
56. " " " fruit ripe		
57. Lilac (<i>Syringa vulgaris</i>), flowering		
58. Potato (<i>Solanum tuberosum</i>), flowering		
59. Timothy (<i>Phleum pratense</i>), "		
60. White Clover (<i>Trifolium repens</i>); flowering		
61. Red Clover (<i>T. pratense</i>), "		
62. Wheat (<i>Triticum vulgare</i>), "		
63. Oats (<i>Avena sativa</i>), "		
64. Buckwheat (<i>Fagopyrum esculentum</i>), "		
65. (a) Earliest and (b) latest full leaving of Trees, &c., in Spring.	(a)	(b)
FARMING OPERATIONS, ETC		
66. Plowing begun		
67. Sowing		
68. Planting of Potatoes.....		
69. Shearing of Sheep.....		
70. Hay Cutting		
71. Grain Cutting		
72. Potato Digging		
(METEOROLOGICAL PHENOMENA.)		
73. Opening of (a) Rivers, (b) Lakes without currents.....	(a)	(b)
74. Last Snow (a) to whiten ground, (b) to fly in air		
75. Last Spring Frost (a) "hard," (b) "hoar".....		
76. Water in Streams, Rivers, &c , (a) highest, (b) lowest.		
77. First Autumn Frosts, (a) "hoar," (b) "hard".....		
78. First Snow (a) to fly in air, (b) to whiten ground.....		
79. Closing of (a) Lakes without currents, (b) Rivers.....		
80. Number of Thunder Storms (with dates of each)		
Jan....., Feb, Mar....., Apr....., May..		
July....., June....., Aug		
....., Oct....., Nov....., Dec.....		

PHENOLOGICAL OBSERVATIONS—(Continued).

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

(OTHER OBSERVATIONS AND REMARKS.)

[To be sent in to the Inspector in *July* with the "Annual Returns."]

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 Schools.

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..... My License is Class..... No....., Year, 18....

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

TRUSTEES' FORMS.

No. 1.

MINUTES OF ANNUAL MEETING.

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

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

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

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

JOURNAL OF EDUCATION.

No. 2.

RATE ROLL.

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

No. 3.

FORM OF SECRETARY'S ACCOUNTS.

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

By cash from Assessment Roll	Dr.	Cr.
To paid Teachers' Salaries.....		\$400 00
" for Fuel	\$200 00	
" Janitor's Services, &c.....	50 00	
"	25 00	
By cash from Co. Fund		75 00
" 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 account	5 00
	<u>\$16 00</u>

Immediate payment is requested.

.....
 Sec. to Trustees.

No. 5.

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

Date..... } Trustees.

No. 6.

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

Date..... Trustees.

TEACHER'S AGREEMENT.

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

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

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

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

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

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

* COMMENT: or quarterly.

BOND OF THE SECRETARY OF TRUSTEES.

REG. 6. The following shall be the proper form of Bond for Secretary of Trustees :-

PROVINCE OF NOVA SCOTIA.

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

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

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

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

BOTANICAL SPECIES.

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

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

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

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

OPTIONAL EXAMINATION IN MUSIC.

1. At the County Academy Entrance Examination and the Teachers' Minimum Professional Qualification Examination candidates who have taken London Tonic Sol-Fa certificates can for the question in music substitute their certificates, for which values will be given as follows: for "Junior" certificate, 16; for "Elementary" certificate, 15; and for "Intermediate" certificate 20;—the last two for M. P. Q. only.

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

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

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

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

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

Persons who have taken any certificate of the higher grades are eligible for appointment as local examiners of the London College for certificates of lower grades, subject to necessary restrictions. Such an appointment is made only by the College authorities in London. For information as to the procedure necessary to secure appointment, application should be made to Rev. James Anderson, M. A. (Knox College, Toronto, at present), or to Miss Ada F. Ryan, Convent of the Sacred Heart, Halifax. At Sydney, C. B., Miss Bridget Mary Ormond has the *Elementary* and *Intermediate* certificates of the London College.

SOME IMPORTANT REGULATIONS OF THE C. P. I.

(As amended March, 1898.)

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 used will help to explain their significance and relation:

Generally,

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

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

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

[After the year 1898 no License except that of Class D (provisional) shall be granted to any candidate without graduation of the required Rank from the Provincial Normal School, who has not made at least *thirty-three* per cent. on each imperative subject in the High School Course of Study up to and including the Grade corresponding to the Class applied for.

Thirty-three per cent. or more, on the subjects of a higher Grade will be taken as the equivalent of the "teachers' pass" on the same subject in any lower Grade. The following subjects are not repeated in the Grade next above: "Science" of Grade D; "Chemistry," "Drawing and Bookkeeping" of Grade C. They are represented in and will be covered by the "teachers' pass" of thirty-three per cent. on the corresponding subjects of Grade A, except "Drawing and Bookkeeping."]

Comment.—For the convenience of those who have not passed grades "D" and "C," or who having taken or passed either of them may not have made 33% on the Science paper of "D" or the Science and Drawing papers of "C," supplementary question papers on these subjects will be given as per time-table on Saturday afternoon of Examination week.

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

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

REG. 3. The certificate of professional qualification or skill shall be (a) the *normal*, academic, first, second or third RANK classification by the Normal School, or (b) the *minimum* (which shall rank one degree lower than the *normal*), and shall be the first, second, or third rank pass on the following papers written on the Saturday of the Provincial Examination week : (1) School Law and Management, value 100 ; (2) Theory and Practice of Teaching, value 100 ; and (3) Hygiene and Temperance, value 100. First rank pass : an aggregate of 200 with no paper below 40. Second rank pass : 150 with no paper below 30. Third rank pass : 100 with no paper below 20.

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 attached, which I affirm to be true.
- II. My High School certificate of grade.....obtained at..... Examination Station as No, in the year 189. (Further information below.)
- III. My certificate of professional qualification of..... Rank, No..... obtained at..... in the month of 189..
 (Name in full).....
 (Post Office Address).....
 (County).....

CERTIFICATE OF AGE AND CHARACTER.

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

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

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

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

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

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

The correct *quotation* of the Provincial M. P. Q. Certificate or the Provincial Normal School Diploma in the application form III., 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 :
.....
3. Provincial High School Examinations taken in addition to that specified in II. above :—
On Grade A syllabus at Examination Station....., No....., year.....
“ B “ “ “ “
“ C “ “ “ “
“ D “ “ “ “

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

.....
.....
....., Inspector.

Place and date.....

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 Academic first rank professional qualification from a Normal School [for which may be substituted a Provincial Grade A (cl & sc), with a first rank M. P. Q. (with no paper below 50), and at least one year's successful service as a *first* class teacher in a superior school, evidenced by the high testimonials of the Inspector and others having cognizance of the same, to the satisfaction of the Superintendent of Education].

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. (3.) A certificate of first rank professional qualification from a Normal School or a “Teachers' pass” certificate of the Grade A High School examination with the first rank minimum professional qualification.

REG. 8. For a Second Class or C License the three conditions are :—(1.) A certificate of the full age of seventeen years and moral character as in the foregoing Regulation. (2.) A pass certificate of the Grade C High School examination. (3.) A certificate of second rank professional qualification from a Normal School or a “Teachers' 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. (3.) A certificate of third rank professional qualification from a Normal School or a “Teachers' 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 Grade D as in the foregoing Regulation. (3.) The third rank minimum professional qualification. Such a License can be renewed for another year on condition that the candidate has demonstrated an advance in his qualifications by his record at a subsequent Provincial Examination.

SYLLABUS OF M. P. Q. EXAMINATION.

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

School Law and School Management (a) To be familiar with the Acts relating to Public Schools in Nova Scotia and Regulations of the Council of Public Instruction as appearing in the *Journal of Education* from time to time,—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 and practice of vocal music.

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

Hygiene and Temperance. (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.

REGULATIONS AMENDED, 1897.

REG. 5. (C.—Trustees) was amended to read as follows:

“In every section in which two or more teachers are employed it shall be the duty of the trustees to determine which shall be considered the principal, who should hold at least a first class license. In the case of a section with only two school rooms, a second class teacher may be engaged as principal on the special recommendation of the Inspector. While not holding the principal responsible for the control and management of the classes directly under the care of the other teachers, the trustees are to assign to him a general supervisory authority over all the schools. The principal shall always have power to visit the class rooms of his associate teachers to see that the law and the policy of the trustees are being carried out, and that satisfactory progress is being made.”

REG. 7. (H.—Teachers) was amended to read as follows:

“Every teacher, or assistant, or substitute (except a temporary substitute who must be reported with explanations by the teacher), when commencing to teach in any school must, on the first day of his or her teaching, mail or otherwise direct to the Inspector of the district, a notice in writing, stating the date of the opening of the school, the Class of License held, with its number and date, the department of the school, if there is more than one school in the section, the period of engagement, the address of the secretary of trustees, and the name of the school in which the teacher was previously engaged. This intimation will be placed on file in the Inspector's office; and any delay on the part of the teacher in giving such notice shall render him or her liable to the loss of provincial grant up to the date of proper notification. When there are more teachers than one in a section such intimation may come through the principal or the supervisor of the schools, who will also be held responsible for any neglect of such notification.

REGULATIONS AMENDED, 16th MARCH, 1898.

THE “TEACHERS' PASS.”

REG. 1. (I.—Licensing of Teachers) was amended by the addition of the following:

“After the year 1898 no License except that of Class D (provisional) shall be granted to any candidate, without graduation of the required Rank from the Provincial Normal School, who has not made at least thirty-three on each imperative subject of the High School Course of Study up to and including the Grade corresponding to the Class applied for.

"Thirty-three per cent or more on the subjects of a higher Grade will be taken as the equivalent of the 'teachers' pass' on the same subjects in any lower Grade. The following subjects are not repeated in the Grade next above: 'Science' of Grade D; 'Chemistry,' 'Drawing and Bookkeeping' of Grade C. They are represented in and are covered by the 'teachers' pass' of thirty-three per cent on the corresponding subjects of Grade A, except 'Drawing and Bookkeeping'."

EVENING SCHOOLS.

REG. 4. (M.—Evening Schools) was amended to read as follows:

"The Council would greatly prefer that the teachers of 'Evening Schools' should be other than teachers of day schools; but when in the opinion of the trustees a night school is desirable and no other teacher except that of the day school can be obtained, on the recommendation of the Inspector of schools the Council, through the Superintendent of Education, may authorize the day school teacher to conduct the 'Evening School' for no more than three nights each week during the term agreed upon."

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 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, at the following stations *only*:—Sydney, Antigonish, Pictou, Amherst, Truro, Halifax, Kentville, Liverpool and Yarmouth; for Grades B, C and D on the following Wednesday, and for "minimum professional qualification" and "supplementary" of Public School Teachers on Saturday following; and shall be conducted according to instructions, under a Deputy Examiner appointed by the Superintendent of Education, at each of the following stations, viz:—1, Amherst; 2, Annapolis; 3, Antigonish; 4, Arichat; 5, Baddeck; 6, Barrington; 7, Berwick; 8, Bridgetown; 9, Bridgewater; 10, Canso; 11, Cheticamp; 12, Church Point; 13, Digby; 14, Guysboro; 15, Halifax; 16, Kentville; 17, Liverpool; 18, Lockeport; 19, Lunenburg; 20, Maitland; 21, Margaree Forks; 22, Middleton; 23, New Glasgow; 24, North Sydney; 25, Oxford; 26, Parrsboro; 27, Pictou; 28, Port Hawkesbury; 29, Port Hood; 30, River John; 31, Sheet Harbor; 32, Shelburne; 33, Sherbrooke; 34, Springhill; 35, Stellarton; 36, St. Peter's; 37, Sydney; 38, Tatamagouche; 39, Truro; 40, Windsor; 41, Wolfville; 42, Yarmouth.

REG. 4. (a) Applications for admission to the Provincial High School Examination must be made on the prescribed form to the Inspector within whose district the examination station to be attended is situated, not later than the 24th day of May.

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

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

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

(e) When a candidate presents himself for examination and his name is not found on the official list as having made regular application in due time, the Deputy-Examiner may admit him to the examination provisionally on his written statement that application was regularly made in due time and on the payment of one dollar, which are to be transmitted with the Deputy's report to the Superintendent; and if such candidate's statement is correct, the error being due to causes beyond his control, the dollar shall be returned.

(f) For the convenience of those who have not passed Grades "D" or "C," or who having taken or passed either of them may not have made 33% on the Science paper of "D" or the Science and Drawing papers of "C," supplementary question papers on these subjects will be given as per time table on Saturday afternoon of Examination week. Candidates intending to take any of these papers should indicate the intention in the column of "remarks" in their application. The fee of one dollar for each such "supplementary" paper shall be paid the Deputy-Examiner with each such answer paper as it is handed in to him at the end of the hour, for transmission to the Education Office.

(g) Prescribed form of Application.

PRESCRIBED FORM OF APPLICATION FOR PROVINCIAL HIGH SCHOOL EXAMINATION.

To.....*May, 188*.....
Station.
Inspector of Schools:
 I, a duly licensed teacher of Class..... do hereby certify that the candidate, 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; that they are good *readers and writers*; and in case of those who have not "passed" the previous Grade or Grades, that they have specially proved their proficiency (equivalent to a 50% "pass") in each of the subjects of the said course of study not virtually covered in the Grade applied for, such as the "Science" of Grade D, the "Science, and Book-keeping and Drawing" of Grade C, and the imperatives of Grade B. I also forward herewith on behalf of these candidates.....dollars, being the amount of fees required under sub-section (b) of Regulation 4, "Provincial Examination of High School Students" as specified in the list below.
 Candidates intending to take the M. P. Q. Examination (fee \$2.00, payable to the Deputy Examiner at Examination) are indicated by the letters M. P. Q. in the column headed "remarks" below; or the "supplementary" (fee \$1.00), by the syllable "supp."

Signed.....*Principal of*.....*School,*.....*Co.*

No.	NAMES OF CANDIDATES (in full). <small>[This forms part of the permanent and official record of the Education Department. The names must therefore be written herein distinctly, correctly and without contraction.]</small>	Age		Post Office Address of each Candidate.	Grade applied for.	PROVINCIAL GRADE NOW HELD.			Remarks.	
		1st August next.	Yrs. Mos.			Grade No.	Station.	Year.		

*If a candidate has a physical defect preventing good reading or writing, application may be made if qualified by and accompanied with a particular and authentic description of the case for the consideration of the Education Department.

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, on a form to be supplied from the Education Office, transmitting therewith all moneys, having duly classified and checked the same in the form aforesaid.

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

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

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

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

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

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

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

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

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

PROVINCIAL EXAMINATION RULES.

COMMENT.

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

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

2. Candidates shall be seated before the instant at which the examination is fixed to begin. No candidate late by the fraction of a minute has the right to claim admission to the examination room, and any candidate leaving the room during the progress of any examination must first send 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 ly attached so as to form one paper. Neat writing, and clear, concise answers are

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

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

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

For example, candidate No. 13 writing for B (Grade XI.) on Algebra should endorse his paper as shown below:—

B 13 ()	Algebra.
----------	----------

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

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

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

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

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

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

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

CERTIFICATE.

Examination Station Date..... July, 189..
 Candidate's No. () .

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

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

Name in full. }

(Without contraction in any of its parts). }

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

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

TIME TABLE.

PROVINCIAL EXAMINATIONS, BEGINNING FIRST MONDAY IN JULY, 1899.

	TIME.	GRADE A.	COUNTY ACADEMY ENTRANCE.			
MONDAY.	A. M. 9.00 to 10.00 10.10 " 11.10 11.15 " 12.15	Roman History. Chemistry. Xenophon.	English.			
	P. M. 2.00 to 3.00 3.10 " 4.10 4.15 " 5.15	Greek History. Botany. Sophocles.	Mathematics.			
TUESDAY.	A. M. 9.00 to 10.00 10.10 " 11.10 11.15 " 12.15	Cicero. Zoology. Navigation.	Drawing, &c. Geography and History.			
	P. M. 2.00 to 3.00 3.10 " 4.10 4.15 " 5.15	Plato. Sanitary Science. Astronomy.	Useful Knowledge.			
	A. M. 8.30 to 9.00	Seating of Grade B, C and D.				
WEDNESDAY.	A. M. 9.00 to 10.00 10.10 " 11.20 11.15 " 12.15	Algebra. Latin Composition. French Authors.	Algebra. Latin Composition.	Algebra. Latin.	Algebra. Latin.	
	P. M. 2.00 to 3.00 3.10 " 4.10 4.15 " 5.15	English Language. French Composition. Geology.	English Language. French. Greek Authors.	English Language. French.	English Lang. French.	
THURSDAY.	A. M. 9.00 to 10.00 10.10 " 11.10 11.15 " 12.15	Geometry. Greek Composition. Tacitus.	Geometry. Latin Authors.	Geometry. Greek.	Geometry.	
	P. M. 2.00 to 3.00 3.10 " 4.10 4.15 " 5.15	Physics German Composition. Virgil.	Physics German. Greek Composition.	Science. German.	Science.	
FRIDAY.	A. M. 9.10 to 10.00 10.10 " 11.10 11.15 " 12.15	Trigonometry. Psychology. Horace.	Prac. Math. Physiology.	Arithmetic. Drawing and B. K.	Arithmetic. Drawing & B. K.	
	P. M. 2.00 to 3.00 3.10 " 4.10 4.15 " 5.15	British History. English Literature. German Authors.	Geog. and History. English Grammar.	Geog. and History. Eng. Grammar.	Geog. and Hist. Eng. Grammar.	
SATURDAY.	A. M. 9.00 to 10.00 10.10 " 11.10 11.15 " 12.15	M. P. Q. EXAMINATION.		SUPPLEMENTARY EXAM.		
		Hygiene and Temperance. School Law and Management. Theory and Practice of Teaching.		P. M. 2.00 to 3.00 3.10 " 4.10 4.15 " 5.15	"C" Drawing and B. K. "D" Science. "C" Science.	

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), Dominion 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.	Friday, Dec. 24.	" Jan. 10.

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

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

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

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

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

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

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

REG. 10. The hours of teaching shall not exceed six each day, exclusive of the hour allowed at noon for recreation. Trustees, however, may determine upon a less number of

hours. A short recess should be allowed about the middle of both morning and afternoon sessions. In elementary departments, especially, trustees should exercise special care that the children are not confined in the school room too long.

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

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

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

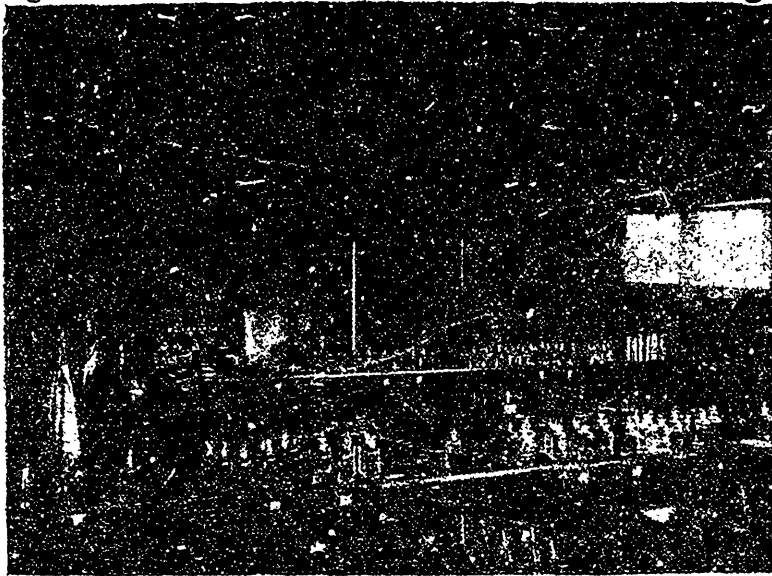
(1.) In selecting trees, it is well to avoid those that bear flowers or edible fruits, as such in the flowering and fruiting seasons are apt to meet with injury from ignorant or mischievous passers-by, and to offer temptation to the pupils. Butternuts and horse chestnuts are not to be commended as shade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

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

(3.) Our native trees grow so freely in the woods that we are apt to suppose 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 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 stick in such a way as to prevent chafing of the bark. Some mulch or stable litter should then be thrown around the stem to prevent the roots from drought. Stirring the ground is preferred by some cultivators to mulching. In transplanting evergreens, the roots should not be exposed to air or light—especially 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.

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



CORNER, CHEMICAL LABORATORY, NOVA SCOTIA NORMAL SCHOOL.

PROVINCIAL NORMAL SCHOOL.

The object of the Provincial Normal School is the professional training of teachers for service in the public schools of Nova Scotia. Attendance at the Normal School is not compulsory in order to obtain a Teacher's License; but the regulations of the Council of Public Instruction make the Normal School Diploma virtually the equivalent of the M. P. Q. and one grade of the Provincial High School scholarship.

The Institution is centrally located in the Town of Truro, and, in order to make it equally accessible from all points of the Province, students duly qualified for admission, whose homes are not less than ten miles from Truro, are allowed travelling expenses at the rate of five cents per mile going and returning.

The Provincial School of Agriculture is affiliated with the Normal School for the purpose of securing to Normal School students practical instruction in microscopy, chemistry, and biology.

TEACHING STAFF.

NORMAL SCHOOL.

- 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., (School of Agriculture), *Advanced Chemistry and Biology.*
 OTTIE A. SMITH *Drawing and Calisthenics.*
 MINA A. READE, *Elocution and Music.*
 LEE RUSSEL, B. Sc., *Manual Training, Elementary Science, and Chemistry.*
 MISS O. A. SMITH, *Librarian.*

MODEL SCHOOL.

- JULIA KINNEY (*Senior Department*).
 JANIE ALMYR HAMILTON (*Junior Department*)
 MRS. SARAH B. PATTERSON (*Kindergarten*).
 HUGH LANE, *Janitor.*

NORMAL SCHOOL REGULATIONS—1898-99.

1. The next session of the Normal School will begin on the third Wednesday in October, and close on the last Thursday in June.

2. Students will be classified according to the rank of diploma sought, into the following four classes: class A, class B, class C, and class D. Applicants will be admitted to the several classes without examination on the presentation of the Provincial High School certificate, corresponding to the class which they desire to enter.

3. Candidates for admission should give notice to the Principal at least one month before the beginning of the term, accompanied with certificate of age and character, and with a statement of the scholarship qualifications as indicated in the preceding regulation. The age for admission may be one year less than that required for the corresponding license.

4. The term for diploma of Academic rank shall be as follows.—

(a) For those holding certificate of grade A with college degree it shall be from the opening of the session in October to the last Thursday in February.

(b) For those holding certificate of grade A without college degree, it shall be from the opening of the session in October to the closing in June.

(c) For those holding certificate of grade A with Normal School diploma of second rank, it shall be from the opening of the School after Christmas holidays to the close of the session.

(d) For those holding certificate of grade A with Normal School diploma of first rank, it shall be from the first Wednesday of March to the close of the session in June; but, in the discretion of the Faculty, an Academic diploma may be awarded such candidates without further attendance, on satisfactory evidence of proficiency and successful teaching as a first-class teacher, certified to by an Inspector, the evidence to be presented for consideration of the Faculty at least two weeks before the close of the annual session. Successful work at a Teacher's Institute, Summer School, School of Agriculture, College, etc., after first rank graduation, will enhance the standing of the candidate.

5. The term for diploma of first rank shall begin at the opening of the session in October and close at the end of the session in June; but candidates who already hold a Normal School diploma of second rank may be admitted on the first Wednesday in March.

6. The term for diploma of second rank shall begin on the first Wednesday of February and close at the end of the session in June.

7. The term for diploma of third rank shall begin at the opening of the session October and end on the last Thursday of January.

8. Diplomas of Academic, first, second and third ranks shall be awarded to the students of the different classes respectively, on the completion, to the satisfaction of the Faculty, of the prescribed course.

9. In case the proficiency or skill of a candidate is not satisfactory in every respect, the Faculty may, at their discretion, award no diploma, or a diploma of a lower rank; or an interim diploma of lower rank than that applied for may be awarded, and the holder of such interim diploma may, after one year's successful teaching, duly and fully certified by an inspector to the satisfaction of the Faculty, be awarded a diploma of the higher rank, application for which, accompanied with the necessary evidence, being made not later than two weeks before the close of the annual session of the School in June.

10. Under exceptional circumstances the Faculty of the Normal School, with the concurrence of the Superintendent of Education, may classify for diplomas of the various ranks, according to scholarship and professional skill, students who have not made the full prescribed attendance.

11. Students shall lodge and board at such houses as are approved of by the principal. Ladies and gentlemen shall not be permitted to board at the same house. Before permitting students to board at any house, the Principal shall assure himself, by personal inspection or otherwise, as to the fitness of the accommodation to give physical comfort, to allow undisturbed study, and to contribute to the moral welfare of the students; and he shall, from time to time throughout the session, visit the boarding houses, maintaining such oversight as may be necessary to give him all reasonable assurance that good order and decorum are observed.

12. Students who are absent from the institution or from any class without permission or satisfactory explanation, may thereby forfeit their diplomas.

COURSES OF STUDY.

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

The courses modified in adaptation to the different classes, include the following :—

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

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

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

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

Board can be obtained at prices varying from \$2.25 to \$3.00 per week.

Travelling expenses, at the rate of five 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 10 miles.

The Calendar containing all the regulations and a fuller sketch of the Course of Study and Training, can be had on application to the Principal.

PROVINCIAL SCHOOL OF AGRICULTURE.

<i>Principal</i>	H. W. SMITH, B. Sc.
<i>Farm Manager</i>	F. L. FULLER.
<i>Janitor and Horticulturist</i>	WM. M. AYMAR.

This school is situated near the Provincial Normal School at Truro. The building is provided with a library and laboratories, for qualitative and quantitative chemistry, for dissection, and for microscopic work. On the farm is a dairy with modern appliances for butter and cheese making, model barns, etc. Opportunities for the practical study of Agriculture, Horticulture, and Arboriculture, and the natural sciences germane to them, are given not only to those in the several courses for farmers, but to those preparing for the teaching profession.

The school and laboratories will be open during the public school vacation for the convenience of teachers employed in the public schools.

No fees are charged for any of the courses.

For particulars as to the various courses and the times of admission, application may be made to the Principal for the Calendar of the School.

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

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 a majority without any mutual consultation for improvement. The successive progression of studies is intended to be adapted to the order of development of the powers of the child's mind, while their simultaneous progression is designed to prevent monotony and onesidedness, and to produce a harmonious and healthy development of the physical, mental and moral powers of the pupil. The apparent multiplicity of the subjects is due to their sub-division for the purpose of emphasizing leading features of the main subjects which might otherwise be overlooked by inexperienced teachers. The courses have been demonstrated to be adapted to the average pupil under a teacher of average skill. The teacher is, however, cautioned to take special care that pupils (more especially any prematurely promoted or in feeble health) should not run any risk of "over-pressure" in attempting to follow the average class-work.

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

GENERAL DIRECTIONS.

(FOR ALL PUBLIC SCHOOLS).

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

65. *Calisthenics and Military Drill*.—As often as found expedient; but, "physical exercises" should be given once in the middle of every session over one hour in length, and in the lower grades more frequently than in the higher. Correct position, etc., in sitting, standing and walking, polite behavior, and good manners generally, are most important, and should in every school be made habitual to each pupil. The more useful words of command and corresponding movements of "military 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. Some lessons in reader, in history, in biography, etc., as well as public anniversary days, may be utilized incidentally.

69. *Lessons on Nature*.—The noting, examination, and study of the common and more important natural objects and laws of nature, as they are exemplified within the range of the school section or of the pupils' observations. Under this head pupils should not be required to memorize notes or facts which they have not at least to some extent actually observed or verified for themselves. Brittain's "Nature Lessons," and Payne's "Nature Study," (U. S. A.), or Garlick and Dexter's "Object Lessons for Standards I., II. and III." (England), are useful guides to the teacher for portions of the work prescribed in some of the grades. There should be a short "Nature Lesson" given every day, as often as possible on the daily collections and observations of the pupils themselves instead of those of the teacher—the lesson always to be based on the objects or observations. These guide books are to be used only to show the teacher how to give such lessons; and they are

entirely prohibited as text books for either pupil or teacher, for under no circumstances should "notes" from the books be given to pupils. All such studies must be from the objects. Observations under this head form some of the best subjects for English Composition Exercises in all the grades.

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 the 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 a year at least for Grade I, twenty lines at least for Grade II, and a similar increase for each succeeding grade is prescribed. In the High School Grades the memorizing and effective recitation of choice extracts in *every language studied*, is also imperative on each pupil. Reading should be taught at first, partly at least, by word building from the phonic elements, occasional drills of this kind being continued in all the grades to obtain clear enunciation.

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

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

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

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

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 directions 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 skilfully used to interpret the remote in time and place.

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, wood-work, needle-work, cookery, school-plot farming or gardening, etc., as most appropriate or expedient, may be introduced with the consent of the Trustees. Teachers should at all times encourage the pupils in the production of any specimens of home-made handiwork or apparatus, in scientific experiments at home, and in the formation of collections of plants, minerals and other natural productions of their own part of the country.

CONSPECTUS OF PUBLIC SCHOOL COURSE OF STUDY TO GRADE XI,

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

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

SPECIAL DIRECTIONS FOR COMMON SCHOOLS.

GRADE I.

Reading —Primer with Wall Cards or Blackboard work.
Language —Story-telling by pupil. Writing easy vertical letters, words and sentences.
Writing and Drawing.—Writing on slate, paper or blackboard. Drawing of easy, interesting figures, as in *Manual Training*, to end of Section II.
Arithmetic — All fundamental arithmetical operations with numbers, the results of which do not exceed 20, to be done with concrete or abstract numbers, accurately and rapidly. See *general directions*, 78.
Lessons on Nature —Power of accurate observation developed by exercising each of the senses on simple or appropriate objects. Estimation of direction, distance, magnitude, weight, etc., begun. Common colors, simple regular solids, surfaces and l. es. Simple observations on a few common minerals, stones, plants and animals.
Music, etc.—As under *general directions*, 65, 66, 67 and 68.

GRADE II.

Reading.—Reader No. I
Language.—As in Grade I., but more advanced. See *general directions*, 70, 71 and 72.
Writing and Drawing.—As in Grade I., but more advanced. Angles, triangles, squares, rectangles, plans of platform and of school room (or as in *Manual Training* No. 1, to end of Section IV.); with *Public School Drawing Course*, No. I, (or representative selections from No. I by the teacher).
Arithmetic.—Numbers up to 100 on the same plan as in Grade I.
Lessons on Nature.—As in Grade I., but more extended. See *general directions*, 69.
Music, &c.—As under *general directions*, 65, 66, 67 and 68.

GRADE III.

Reading.—Reader No. 2. See *general directions*, 71.

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

Writing and Drawing.—Vertical letters on slate and in copy books. Freehand outlines on slate, blackboard, etc. Common geometrical lines and figures with their names. Map of school grounds and surroundings. As in *Manual Training*, No. 1, to end of Section VI.; with *Public School Drawing Course*, No. 2, or representative selections from the same by the teacher.

Arithmetic.—As in Common School Arithmetic, Part I., first half. *General directions*, 78.

Lessons on Nature.—Geography of neighborhood, use of local or county maps. Estimation of distances, measures, weights, &c., continued. Color. Study extended to three or four each of common metals, stones, earths, flowers, shrubs, trees, insects, birds and mammals. See *general directions*, 69.

Music, &c.—As under *general directions* 65, 66, 67 and 68.

GRADE IV.

Reading.—Reader No. 3. See *general directions*, 70 and 71.

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

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

Geography.—Oral lessons on Physiography as on pages 85 to 99, introductory Geography, with the general geography of the Province begun on the school map. See *general directions*, 75 and 76.

Arithmetic.—As in Common School Arithmetic, Part I., completed, *Gen directions*, 78.

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

Music, &c.—As under *general directions*, 65, 66, 67 and 68.

GRADE V.

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

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

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

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

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

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

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

GRADE VI.

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

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

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

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

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

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

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

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

GRADE VII.

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

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

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

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

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

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

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

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

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

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

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. T. C. Allen's Card Scale sufficient. See *general directions*.

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

History.—As in "Brief History of England," with Canada completed and reviewed. See *general directions*.

Arithmetic.—Common School Arithmetic Completed. See *general directions*.

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

Book-keeping.—A simple set.

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

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

CONDENSED COMMON SCHOOL COURSES.

[The following condensations of the Common School Course of Study are given here merely as suggestions for the benefit of untrained teachers who may require such aid. The Editor of the JOURNAL will be glad to have notes on the same from experienced teachers. In connection with the *special directions* given hereunder, the teacher should study thoroughly the meaning of the *general directions* given first under the various *subjects* numbered from 65 to 90. These *general* combined with the following *special directions* form the *prescribed Courses of Study*.]

FOR A COMMON SCHOOL WITH FOUR TEACHERS.

PRIMARY.

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

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

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

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

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

ADVANCED PRIMARY.

Reading—Readers Nos. 2 and 3 with spelling.

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

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

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

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

INTERMEDIATE.

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

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

Writing and Drawing.—Copy books. Drawing as in *Manual Training*, No. 1, complete and drawing books Nos. 4 and 5 (or representative selections from them). Model and object drawing.

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

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

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

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

PREPARATORY.

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

Spelling.—Readers and prescribed Spelling Book, etc.

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

Writing and Drawing.—Copy Books. Drawing as in *Manual Training* No. 2 to end of Section V., with Drawing Book No. 6. Model and Object drawing with simple drawing from nature. Construction of angles and simple geometrical figures to scale and their measurement. The use of scales as on T. C. Allen's Card Scale.

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

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

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

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 and *James's Agriculture*.

FOR A COMMON SCHOOL WITH THREE TEACHERS.

LOWER.

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

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

Writing and Drawing.—Vertical letters, &c. on slate, paper or blackboard and copy book. Drawing from objects, and of easy interesting figures, plans of school ground, or as in *Manual Training* No. 1, to end of Section VI., with Drawing Books, N. s. 1 and 2, (or representative selections from them by the teacher).

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 description of "nature lesson" observations, etc., narrative and letter writing. Parts of speech and sentences with the easier inflections and rules of syntax. Parsing and analysis of simple passages in reading lessons begun.

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

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

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

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

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

HIGHER.

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

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

Writing and Drawing.—Copy Books. Drawing as in *Manual Training* No. 2, to end of Section V. with Drawing Book No 6. Model and Object drawing with simple drawing from nature. The construction and measurement of angles and mathematical figures. The use of scales, as Allen's Card Scale.

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

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

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

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 Introductory Science Primer and *James's Agriculture*.

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 sentence, and descriptions of "nature" observations.

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

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

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

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

SENIOR (at least two divisions).

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

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

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

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

History.—"History of Canada" and "Brief History of England" in alternate divisions.

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

Book-keeping.—Simple set for advanced division.

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

Lessons on Nature.—One daily to all pupils on 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 and *James's Agriculture*.

FOR A COMMON SCHOOL WITH ONE TEACHER.

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

[As a general rule there should be at least four classes or divisions in such a school; (a) those in Reader No. 5, (b) Reader No. 4, (c) Reader No. 3, and (d) Readers Nos. 2 and 1 and Primer. The pupils in such a school must be drilled to move without the loss of an instant of time, if the teacher is to be successful. There cannot be 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 questions covering spelling, definitions, grammar, analysis, prosody and composition, more or less partially.

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

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

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

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

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

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

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

A specimen time table is given below for such schools.

SUGGESTIVE TIME TABLE.

(DESIGNED TO AID INEXPERIENCED TEACHERS AND TRUSTEES.)

This specimen is given here for a rural school in which it is assumed there is only common school work to be done—the work of the first eight "Provincial Grades." The editor of the JOURNAL would be glad to have actual time tables of such or other schools which, by the test of experiment, prove themselves good to trustees, teacher and inspector. Very few schools are exactly alike, so that with the time table should be given the number of pupils in each "Provincial Grade."

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

TIME TABLE.

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

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

NOTES ON TIME TABLE.

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

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

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

Reading should include when there is time, spelling, definition of words, grammatical peculiarities, etc., and the meaning of the literature and useful ideas in it should always be made clear to the pupil. See *general directions*, 70 and 71.

Language.—See *general directions*, 72. The "desk" work should require every day, if possible, the expression of the pupil's thoughts about something on which he can have clear ideas. To read a short story, or choice description once to the class, giving all, say, exactly five or ten minutes to write rapidly their remembrance of it substantially, is a good exercise; especially if the errors are corrected before the class or otherwise shortly after. Or to give them an object or a picture to "write up" rapidly in a limited time. This will develop facility of composition. Some grammar and analysis, of course, will be necessary in order to enable the pupils to understand the reasons why some methods of expression are better than others.

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

High School Work.—Where work of this kind has to be done, those studying the high school subjects might aid the teacher with some of the classes so as to obtain time for the high school studies, which might otherwise cut down too much the time given each class.

Lessons on Nature.—In many of these lessons the whole school may profitably engage. In nearly all either the whole senior or whole junior divisions of the school can take part. A skilful teacher can thus give profitable object lessons to several grades of scholars at once; at one time giving a Grade V lesson, at another time a Grade VI, or Grade VII, or Grade VIII lesson, which will also contain enough for the observation and interest of Grade I, Grade II., Grade III., and Grade IV. pupils. An object lesson given to the highest class can thus to a certain extent be made a good object lesson for all the lower classes. The older pupils will see more and think more. It must be remembered that the memorizing of notes or facts merely stated to pupils is strictly forbidden under this head. Such memorizing is pure cram, injurious instead of being useful. The teacher may not have time to take up in class every object indicated in the Nature Lessons of the Course. In such cases the pupils should be given, two or three objects nearly related to the typical specimen examined in school with 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 by his own more mature experience. They are intended to train the observing and inductive faculties, to show the true way of discovering something of the nature of the world which immediately surrounds us, and which is and will continue to be reacting upon us in one manner or another. This knowledge is so much power over nature from which we have to win our material existence. It is also the basis of any useful philosophy.

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

HIGH SCHOOL CURRICULUM.

SPECIAL DIRECTIONS, YEAR ENDING JULY, 1899.

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.

ENGLISH LANGUAGE—100: [a] *Goldsmith's Vicar of Wakefield* and *Macaulay's Lays**, with critical study, word analysis, prosody and recitations; (b) English Composition as in *Dalgleish's Introductory*, or an equivalent in the hands of the teacher only, with essays, abstracts and general correspondence, so as to develop the power of fluent and correct expression in writing.

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

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

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

5. HISTORY AND GEOGRAPHY—100: (a) Text Book of British History up to the House of Tudor, and oral lessons on "How Canada is Governed." (b) 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 *Spotton's High School Botany*, (last edition), or in *Gray's How Plants Grow*, substituting for the details of "Flora," Part II., common or prescribed native plants. Drawing of parts of plants (40% optional).

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 the *Academic Arithmetic* to page 77.

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

10. GEOMETRY—100: Euclid I., with the easier exercises in *Hall & Stevens* to page 86. (*Exam. Quest.* = 40%, Prop. modified = 20%, exercises = 80%, i. e., 40% optional).

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

GRADE X.

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

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

3. LATIN—100: As in *Collar and Daniel's Beginner's Latin Book* complete, and "*Cæsar's Invasion of Great Britain*," by Welch and Duffield.

4. GREEK—100: As in *Frost's Greek Primer* to end of Part III., or *Initia Græca*, Part I.

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

6. GERMAN—100: As in *Fasnacht's First Year*.

7. HISTORY AND GEOGRAPHY—100: [a] Text-book of British History from the House of Tudor to the present time. [b] Text book of Geography, excepting North America and Europe, (40 p. c. optional).

SCIENCE—100: [a=70] Chemistry as in *Williams*, (40 p. c. optional). [b=30] Agriculture as in *James*.

*1, Horatius; 2, Battle of Lake Regillus; 3, Virginia; 4, Prophecy of Capys; 5, The Armada.

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

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

11. ALGEBRA.—100: As in *Hall and Knight's Elementary* to end of Chapter XXVII. (40 p. c. optional).

12. GEOMETRY—100: Euclid I., II., and III. to Prop. 20, with the easier exercises in *Hall and Stevens*. (p.=40 p. c., p. m.=20 p. c., Ex.=80 p. c.).

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

GRADE XI.

1. ENGLISH LITERATURE—100: [a]=80] Byron's *Childe Harold, Canto I.*, and Macaulay's *Essay on Pitt*. [b]=20] A general acquaintance with the prescribed literature of the previous grade as above.

2. ENGLISH GRAMMAR—100: History of English Language and Text Book completed with difficult exercises. [b] History of English Literature: as in *Meiklejohn*.

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

4. LATIN—100: [a] *Cæsar's, De Bell. Gall.*, Book V., and [b] *Virgil's Æneid*, Book III.; with grammatical and critical questions.

5. GREEK—100: Grammar and easy composition based partly on author read and *Frost's Primer* completed.

6. GREEK—*Xenophon, Anabasis*, Book III., with grammatical and critical questions.

7. FRENCH—100: As in Fasnacht's *Progressive Course, Third Year*, Theuriet's *L'Abbé Daniel*.

8. GERMAN—100: As in Fasnacht's *Second Year*.

9. HISTORY AND GEOGRAPHY—100: General History and Geography as in *Swinton*, (40 p. c. optional).

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*, (40 p. c. opt.).

12. PRACTICAL MATHEMATICS—100: As in *Eaton*, (40 p. c. opt.).

13. ALGEBRA AND ARITHMETIC—100: As in *Hall and Knight's Elementary Algebra*, (40 p. c. opt.).

14. GEOMETRY—100: Euclid I to IV., with the easier exercises; the more important definitions and algebraic demonstrations of Euclid V., and Euclid VI. (text) to Prop. 19, as in *Hall and Stevens*, (p.=40 p. c., p. m.=20 p. c., Ex.=80 p. c.).

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

GRADE XII.

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

(A.) IMPERATIVE FOR BOTH SIDES.

1. ENGLISH LANGUAGE—100: As in *Lounsbury's English Language*, with prescribed author. Chaucer's *Canterbury Tales: The Prologue, The Knightes and The Nonne Preest's Tale*, (Skcat's 2/6 edition).

2. ENGLISH LITERATURE.—100: *Stopford Brooke's* (3/6 edition), for reference Prescribed authors: Shakespeare's *Lear*, Macanlay's *Essays on Bacon and Burleigh and his Times*, with Kingsley's *Westward Ho!* or *Selections from Newman*, (Henry Holt & Co.).

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

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

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

(B.) IMPERATIVE FOR CLASSICAL SIDE.

1. LATIN COMPOSITION.—100: Grammar as in *Bennett*, and Composition as in *Bradley's Arnold* or equivalents. Latin translation at sight.
2. TACITUS.—100: *Agricola and Germania*.*
3. CICERO.—100: *In Catilinam*, I. to IV.
4. VIRGIL.—100: *Æneid*, Books V. and VI.*
5. HORACE.—100: *Satires*, Book I. (omitting 2nd and 8th), and Book II.
6. ROMAN HISTORY AND GEOGRAPHY.—100: As in *Liddell's*.
7. GREEK COMPOSITION.—100: Grammar as in *Goodwin* and Composition as in *Fletcher & Nicholson*, or equivalents. Greek translation at sight.
8. XENOPHON.—100: *Hellenica*, Books I. and II.
9. THUCYDIDES.—100: Book VII.
10. SOPHOCLES.—100: *Ajax*.
11. GRECIAN HISTORY AND GEOGRAPHY.—100: As in *Smith's*.

(C.) IMPERATIVE FOR SCIENTIFIC SIDE.

1. PHYSICS.—100: As in *Gage's Principles of Physics*.
2. CHEMISTRY.—100: As in *Storr & Lindsay's Elementary*.
3. BOTANY.—100: As in *The Essentials of Botany* by Bessey (latest edition), with a practical knowledge of representative species of the Nova Scotia flora.
4. ZOOLOGY.—100: As in *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: *Locke's Elementary Trigonometry*.
9. ALGEBRA.—100: As in Hall & Knight's *Higher Algebra*, omitting "*" paragraphs and chapters xxiv to xxxi.
10. GEOMETRY.—100: *Euclid* particularly VI. and XI., as in *Hall and Stevens*, with exercises. "Loci and their equations," as in chapter I., *Wentworth's Elements of Analytic Geometry*.

(D.) OPTIONAL FOR EITHER SIDE.

1. FRENCH GRAMMAR AND COMPOSITION.—100.
2. FRENCH AUTHORS.—100: *Dumas's La Tulipe Noire*, and Victor Hugo's *Hernani*.
3. GERMAN GRAMMAR AND COMPOSITION.—100: As in *Joynes-Meissner* or equivalent.
4. GERMAN AUTHORS.—100: *Wildenbruch's Der Letzte*, and *Storm's Immensee*.

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

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

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

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

GRADE "A" BY PARTIAL EXAMINATIONS.

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

*For 1901, TACITUS.—*Annals*, Book I.
 " " VIRGIL.—*Æneid*, Books IV. and VI.

UNIVERSITY MATRICULATION.

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

TEXT BOOKS.

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

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

Inspectors and teachers are reminded:

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

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

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

COMMON SCHOOL GRADES.

- Royal Readers, Primer and Nos 1 to 5. (Thomas Nelson & Sons, Edinburgh and London). [3 cts., 10 cts., 17 cts., 30 cts., 45 cts., and 60 cts. respectively]. In French sections, French-English Royal Readers, Primer to No 3. [8 cts., 20 cts., 30 cts., 45 cts. respectively]. *Les Grandes Inventions Modernes*, par Louis Figuier, 50 cts.
- Spelling book superseded—*English Edition*. (Sullivan Bros.) 25 cents.
- Health Readers Nos. 1 and 2. (T. C. Allen & Co., Halifax). 20 and 30 cents.
- James's *Agriculture*, (Morang, Toronto) 25 cents.
- Calkin's Introductory Geography. (A. & W. Mackinlay, Halifax). 60 cents.
- Calkin's History of Canada. (A. & W. Mackinlay, Halifax). 50 cents.
- Brief History of England. (Thomas Nelson & Sons, Edinburgh). 17 cents.
- Lessons in English. (A. & W. Mackinlay, Halifax). 30 cents. [Grammaire Francaise Elementaire, for the use of teachers in French sections]. 30 cents
- Common School Arithmetic. (Allen & Co., Halifax) 15 cents each part; 40 cents three parts bound in one.
- National and Vacation Songs, (Grafton & Sons, Montreal). 8 cents. Young Voices, (Curwen, London), 5 cents.
- Writing Copy Books.—*Vertical*; as in Jackson's New Style, 5 cents each. *Sloping*, Royal, 7 cents each.
- Drawing Books: *Public School Drawing Course, (Canada Pub. Co., Toronto), 5 cents each; or Langdon S. Thompson's, 15 cents and 25 cents each.
- (Those marked with an asterisk* are also used in High School Grades).

HIGH SCHOOL GRADES.

- English Grammar, (Mackinlay). 30 cents
 Academic Arithmetic, (T. C. Allen & Co.) 40 cents.
 Martin's "The Human Body and the effects of Narcotics," (Henry Holt & Co.) \$1.65.
 Calkin's Geography of the World, (Mackinlay). \$1.25.
 Outlines of British History, (Thomas Nelson & Sons, Edinburgh). 45 cents.
 Hall & Stevens' Euclid, [I., 25 cents, I. to IV., 55 cents, I to XI., 80 cents.]
 Hall & Knight's *Elementary Algebra*. 75 cents

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

MAPS, CHARTS AND APPARATUS.

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

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

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

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

RECOMMENDED FOR THE USE OF TEACHERS.

The Educational Review for the Atlantic Provinces of Canada. Important on account of its references to local and current educational progress, and for urgent or special official notices to teachers between the semi-annual issue of this JOURNAL. Therefore it is also recommended to all Boards of School Trustees. \$1 00 per annum.

Psychology in the School Room, pages 413, 7½ x 5½ inches, 416, (Longmans & Green, London).

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

The Tonic Sol-fa Music Reader.

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

History of Canada, by Roberts.

Educational Reformers, by Quick (Appleton & Co.)

Education, by Herbert Spencer.

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

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

NATURE LESSONS.

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

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

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

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

Public School Agriculture, (Ontario). Pages 250. 4 x 6½ inches.

Agriculture, by James, Deputy Minister of Agriculture, Ontario. 200 pp., 5 x 7 inches, 25 cents. (Morang, Toronto) Recommended for Grades VII. and VIII specially.

The Soil, by F. H. King. Pages XV.+303 (MacMillan & Co.)

The Fertility of the Land, by Isaac Phillips Roberts. Pages XVII.+415. (MacMillan & Co.)

The Principles of Fruit Growing, by L. H. Bailey. Pages XI.+508. (MacMillan & Co.)

Milk and its Products, by Henry H. Wing. Pages XIII.+280. (MacMillan & Co.)

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

ELEMENTARY AIDS TO STUDY OF NATURAL SCIENCE.

The Science Primers. (MacMillan & Co., London).

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

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

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

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

Practical Botany for Beginners, by Bower, [Histology of type plants, with microscope and reagents]. (MacMillan & Co.) Pages 275; 5 x 7 inches.

HAND-BOOKS AND BOOKS OF REFERENCE FOR SCHOOL LIBRARIES.

BOTANY.

Gray's Manual, pp. 760, 8½ x 5½ inches, \$1 80.

Illustrated Flora of North Eastern America by Britton & Brown, 3 Volumes, each of about 600 pages, 11 x 7½ inches, \$3.00 (Scribner, New York).

ZOOLOGY.

Manual of the Vertebrates, by Jordan, pp. 375, 8 x 5 inches, (McClurg, Chicago), \$2.50.

Hand-book of Birds, (of North Eastern America), by Chapman, pp. 420, 5 x 7 inches. (Appleton, New York), \$3.00.

Key to North American Birds, by Cones, pages 900+, 10 x 7 inches, \$7.50, (Estes & Lauriat, Boston).

Manual for the Study of Insects, by Comstock, pages 700, 9½ x 6 inches, \$3.75. (Comstock Pub. Co., Ithaca, New York).

GENERAL SUMMARY OF EDUCATIONAL STATISTICS.

(SCHOOL YEAR ENDED JULY, 1898). FROM ANNUAL REPORT.

There was progress during the year in all departments.

Sections without schools were reduced from 153 to 124, which is a highly satisfactory continuation of the improvement of the previous year, when they were reduced from 171 to 153. The character and conditions of these 124 sections and the probabilities of improvement in the future are detailed in a special report, beginning at page 116 of the Appendix.

The schools increased from 2346 to 2385.

The annual enrolment of pupils increased from 100,847 to 101,203.

But what is of greater importance, the number of pupils daily present on an average increased from 54,922 to 57,771, being an additional attendance of 2,649 each day at school over that of the previous year. This is the best attendance in the history of the Province.

The number of teachers rose from 2485 to 2510; but much more important, the Normal School trained teachers increased from 752 to 798. That there is a steady gain in

the number of trained teachers remaining in the profession since 1893 is shown by the numbers employed each year since, which are as follows, 403, 499, 616, 690, 752, 798.

The male teachers increased from 576 to 614, while the female teachers diminished from 1909 to 1896. This change is quite phenomenal, although in keeping with the general trend since 1893.

The school sections increased their vote for buildings and repairs by \$22,481 over the previous year, and for teachers' salaries by \$11,139. The former indicates a growing appreciation of improved accommodation for the children; the latter, of the value of skilled teachers.

The average salaries of teachers has not increased, however. At least, the small increase in some classes is quite offset by a small decrease in the others.

The Teachers' Licenses granted each year from 1893 to 1898, were as follows:—218, 250, 365, 513, 571 and 753.

The improvement in high school work for the series of seven years ending with 1898, is shown in the following table:

YEARS.	1892.	1893.	1894.	1895.	1896.	1897.	1898.
Examined	1432	1506	1922	2399	2517	2917	3304
Passed.....	175	598	760	684	1313	957	1229

While the attendance at the Provincial Normal School remains the same, the efficiency of the institution has distinctly improved.

The School of Agriculture, affiliated to the Normal School, was making rapid advances in efficiency, when the building was destroyed by fire on the 21st of March. Temporary arrangements were promptly made, and the school was kept open during vacation time for the benefit of teachers employed during the school term.

The horticultural department was economically conducted, under the directions of Principal Smith, by one of the advanced students, who also acted in the capacity of Janitor without increase of expense.

Valuable as this department has been to such farmers as have attended it (and Nova Scotia has given about the same ratio of these to the institution as other countries have to theirs), its potential value to the farm, garden, and even orchard interests of the country, through the influence of over 100 of the trained teachers sent out from the Normal School every year, is believed to be great, and is already beginning to be felt in actual results, although such changes usually require long time to develop fully.

As the proportion of teachers who are competent to inspire pupils with true ideals of usefulness and sustained powers of application, who understand how to develop the industrial sentiment in the schools so as to reveal the possibilities of pleasure and dignity in the various forms of intelligent manual labor,—as this proportion is greater among our trained teachers than among our untrained, it can be seen how necessary it is in the interest of the country, that we should as soon as practicable take another step in restraining the more inefficient of the latter and encouraging the increase of the former. It is practicable already, as the supply of teachers is equal to the demand.

COMPULSORY ATTENDANCE LAWS IN OTHER COUNTRIES.

This summary, based mainly on the 1896-7 Report of the Commissioner of Education of the United States of America, pages 1525-6, may be of interest to those endeavoring to solve this problem for Nova Scotia.

ATTENDANCE COMPULSORY FOR PORTION OF YEAR.

COUNTRY.	AGE	ATTENDANCE REQUIRED.	PENALTY.
Hungary	a 6—12	8 mos., country; 10 mos., town.....	Fine 35 cts. to \$1.50 each offence.
Norway	b	12 weeks	Fines.
Sweden	7—14	34½ weeks	"
Berne.....	6—15	Five-sixths of possible time.	Fines and imprisonment.
Geneva.....	6—15	4 days a week, of 6 hours.	" "
Neuchatel.....	7—16	After 13 years, 10 hours a week.....	From 38 cts. fine to 30 days imprisonment.

ATTENDANCE COMPULSORY FOR PORTION OF YEAR.—Continued.

COUNTRY.	AGE.	ATTENDANCE REQUIRED.	PENALTY.
Tessin (Swz.).....	6—14	28 hours a week for 6 to 9 mos.....	2 to 3 cts. each and 4 hours imprisonment.
New Zealand.....	7—13	Half time.....	\$10 fine (maximum).
Ontario.....	7—13	100 days.....	\$1 per month per child.
P. E. Island.....	8—13	13 weeks.....	Fine.
Queensland.....	6—12	60 days each half year.....	Fine \$5 to \$25, or imprisonment.
S. Australia.....	7—13	35 days per quarter.....	\$1.25 to \$5.
Tasmania.....	7—13	3 days a week.....
Maine.....	8—15	16 weeks.....	Fine \$25 (maximum).
New Hampsh' re.....	6—16	12 ".....	Each offence \$10 (maximum).
Vermont.....	8—15	20 ".....	Fine \$10 to \$50
Massachusetts.....	8—14 or 15	30 ".....	Each offence, forfeit not exceeding \$20.
Rhode Island.....	7—15	12 weeks; 6 consecutive.....	Each offence, fine \$20 (max.)
Connecticut.....	8—14 or 15	8 to 13 years of age, 24 weeks; 13 to 14, 12 weeks.	For each week's neglect, fine \$5 (maximum.)
New Jersey.....	d 7—12	20 weeks; 8 consecutive.....	Each offence, \$10 to \$25, or imprisonment 1 to 3 mos.
Pennsylvania.....	c 8—13	70 p. c. of the entire term..	First offence \$2 (maximum), each subsequent offence, \$5 (maximum)
District of Columbia..	e 6—15	12 weeks; 6 consecutive.....	Fine, \$20 (maximum).
West Virginia.....	8—14	16 weeks.....	Fine, not exceeding \$5.
Kentucky.....	7—14	8 consecutive weeks.....	Fine \$5 to \$20, first offence; \$10 to \$50 each subsequent offence.
Ohio.....	c 8—14	20 weeks, city district; 16 weeks, village and township districts.....	Fine, \$5 to \$20.
Indiana.....	8—14	12 consecutive weeks.....	\$10 to 50; also, if court so orders, imprisonment 2 to 90 days
Illinois.....	7—14	16 weeks; 8 consecutive.....	Fine, \$3 to \$20.
Michigan.....	f 8—14	16 " 6 ".....	First offence, \$5 to \$10; each subsequent offence, \$10 (minimum)
Wisconsin.....	7—13	12 weeks.....	Fine, \$3 to \$20.
Minnesota.....	8—16	12 weeks; 6 consecutive.....	First offence, \$10 to \$25; each subsequent offence, \$25 to 50.
North Dakota.....	8—14	" ".....	First offence, \$5 to \$20; each subsequent offence, \$10 to \$50
South Dakota.....	8—14	" ".....	Fine, \$10 to \$20.
Nebraska.....	8—14	12 weeks.....	Each offence, \$10 to \$50.
Kansas.....	8—14	12 weeks; 6 consecutive.....	First offence, fine \$5 to 10; each subsequent offence, \$10 to 20.
Montana.....	8—14	" ".....	Each offence, \$5 to \$20, or 30 days' imprisonment.
Wyoming.....	g 6—21	12 weeks.....	Each offence, \$25 (maximum)
Colorado.....	8—14	12 weeks; 8 consecutive.....	Each offence, \$5 to \$25.
New Mexico.....	8—16	12 weeks.....	Fine \$1 to \$25, or imprisonment for not more than 10 days.
Utah.....	8—14	16 weeks; 10 consecutive.....	First offence, \$10 (maximum) each subsequent offence, \$30.

ATTENDANCE COMPULSORY FOR PORTION OF YEAR.—Continued.

COUNTRY.	AGE.	ATTENDANCE REQUIRED.	PENALTY.
Nevada	e 8—14	16 " 8 " ..	First offence, \$50 to \$100; each subsequent offence, \$100 to \$200.
Idaho	8—14	" " ..	First, \$5 to \$20; subsequent offences, \$10 to \$50.
Washington	8—15	12 weeks	Fine, \$10 to \$25.
Oregon	8—14	12 weeks; 8 consecutive ..	First offence, \$5 to \$25; subsequent offence, \$25 to \$50.
California	8—14	Two-thirds of school term; 12 week consecutive.	First offence \$20; each subsequent offence, \$20 to \$50.
Nova Scotia	h 7—14	120 days	1.7 cents for each day, when school section adopts, and enforces the law.

COMPULSORY ATTENDANCE EVERY DAY, (When there is no lawful excuse.)

New York	8—14	8 to 12 years of age, and unemployed youths 14 to 16, full term; for children 12 to 14, at least 80 days consecutive	First offence, fine \$5 (maximum); each subsequent offence, \$50 (maximum), or imprisonment 30 days.
Austria	6—14	Until pupil has attained prescribed grade	Fine, \$3 50 (max.), or imprisonment up to 2 days.
Bavaria	i 6—14	Same as Austria	Fine, \$11 (max.) or 8 days.
France	6—13	For 4 absences of half a day in a month parent is summoned before School Committee	1st and 2nd offence, warning; subsequent, fine \$3 (max.), or 5 days.
England	5—13	Full year, unless by special arrangement	Determined by local laws.
Scotland	5—13	Same as England	Fine, \$5, or 14 days.
Italy	6—9	No fixed rule.	10 cents to \$2.00.
Prussia	6—14	8 years, or until elementary education finished.	70 cents (max.) or 3 days for each absence.
Saxony	j 7—15	Same as Austria	\$1 50 to \$7.00, or from 1 day to 6 weeks.
Zurich	6—16	Every day; penalties for 10 absences	Warnings; then fines, 50c. to \$3.
Wurtemberg	6—14	Every school day	Fine or imprisonment.

- a. Age 12 to 15 in "Continuation" Schools.
- b. From 8 years until confirmation; in towns, 7 years until confirmation.
- c. To 16 years if unemployed in labor.
- d. From 12 to 16 years if discharged from employment to receive instruction.
- e. Law not enforced.
- f. In cities, 7 to 16 years.
- g. Penalty imposed only for children from 7 to 16.
- h. Law to be adopted by vote of school section, after which it remains in force without the option of repeal. In towns, the age is from 6 to 16 years; but pupils over 12, who have "passed" grade VII, or necessitous pupils over 13, who have attended 60 days within 14 consecutive weeks, are exempt.
- i. Bavaria, 13 to 16 years in secular Sunday Schools.
- j. Saxony, special dispensation after 7 years' attendance, and one year more for ignorance.

RATES OF TAXATION ON SCHOOL SECTIONS ACCORDING TO TRUSTEES' RETURNS IN THE VARIOUS COUNTIES.

COUNTY.	Sections having School.	Valuation of property in Sections.	Valuation of Average Section.	Average Assessment in each Section.	Rate per \$100, 1898.	Rate per \$100, 1897.
Guysboro	74	\$ 745,453	\$ 10,074	\$ 184	\$1.82	\$1.33
Victoria	66	512,185	7,760	108	1.39	1.03
Richmond	65	629,327	9,682	115	1.18	1.02
Pictou	124	4,751,616	38,319	405	1.05	.67
Inverness	151	1,245,265	8,247	82	.99	.95
Cape Breton	116	3,410,071	29,397	264	.89	.97
Shelburne	62	1,452,653	23,429	196	.83	.82
Halifax County	125	3,671,636	29,373	219	.74	.77
Digby	78	2,181,500	27,968	174	.62	.71
Hants	93	4,042,733	43,470	248	.57	.47
Lunenburg	138	4,151,576	30,084	152	.55	.51
Yarmouth	72	6,326,877	87,873	483	.55	.40
Colchester	122	5,041,406	41,325	223	.54	.53
Queens	45	1,048,742	23,305	117	.50	.73
Cumberland	149	7,217,646	48,440	237	.49	.60
Antigonish	72	1,813,314	25,184	113	.44	.44
Halifax City	1	24,260,962	106,550	.44	.45
Annapolis	99	4,161,894	42,030	180	.42	.42
Kings	98	5,061,485	51,648	191	.36	.23
Nova Scotia	1750	\$ 81,726,341	\$ 46,700	\$ 270	\$.57	\$.55
Nova Scotia without } Halifax City.	1749	\$ 57,459,379	\$ 32,852	\$ 209	\$.63	\$.60

(From the Journal of Education, Halifax, April, 1881.)

CORPORAL PUNISHMENT IN SCHOOLS.

We regret to notice that in some parts of the Province a disposition prevails to drag teachers into Magistrates' courts for alleged excesses in the exercise of their authority. We are informed that decisions have been given in such cases which virtually deny to the teacher the right of corporal correction in any form or under any circumstances. Our personal opinions on the general subject are, we believe, well known. The true teacher gives the rod but an insignificant place both in his theory and practice. The teacher being a man of like passions with his fellows is none the worse for the restraining influence of law. But what is complained of is that by the prevailing habit of magisterial interference he is stripped of the rights allowed him by both the statute and common law. Under the former it is made his duty to "enforce proper discipline." For the information of teachers, parents, and also Justices of the Peace who may be called on, to give decisions in relation to the subject, the following brief abstract of the common law relating to the infliction of corporal punishment by teachers is published by authority:—

"The law relating to this subject is well settled and clearly defined. The teacher has a legal right by the law of England and of this Province, to inflict upon any pupil under age, a moderate amount of corporal punishment, such as he may reasonably deem necessary for the correction and education of such pupil. Some of the most eminent writers on jurisprudence treat the question thus: "The power of a parent by our English laws, though much more moderate than by the Roman laws is still sufficient to keep the child in order and obedience; and it is laid down that a father may lawfully correct him, being under age, in a reasonable manner; for this is for the benefit of his education. He may also delegate part of his parental authority to the tutor or schoolmaster of his child, who is there in loco parentis, and has such portion of the power of the parent committed to his charge, and viz.: that of restraint and correction, as may be necessary to answer the purpose for which he is employed." For this doctrine the authorities are such as Hawkins (Pleas of Crown), Blackstone, Stephens and Kent. The latter, after quoting this passage, adds the following notes of decisions in American courts, which decisions are simply amplifications

of the doctrine thus prevailing both in England and America, and indeed where ever the English Common Law has obtained a footing :

"A schoolmaster, who also stands in that character *loco parentis*, may in proper cases inflict moderate and reasonable chastisement, even for acts done out of school, prejudicial to its order and discipline."—*Opinion of the late Sir J. S. D. Thompson, in 1881, Att. Gen. of Nova Scotia.*

CITY COURT, HALIFAX.

The Queen v. Ross, 1897.

A boy in Albro street school refused to take off his cap while marching from the hall to his class-room, as required by the rules of the school. A lady teacher present made him step from the ranks, whereupon he kicked her. For this offence he received three strokes on the hand with a rubber strap from the principal. He was then sent to his room upstairs in charge of a boy. Refusing to go, he received, on the legs two strokes which caused a discoloration of the skin for ten days.

The case was argued in court for two afternoons. Mr. Fielding's judgment explains the nature of the teacher's authority so clearly that it will form hereafter a determining precedent for magistrates in similar cases.

The following is a copy of the judgment rendered by Stipendiary Fielding in the case :

In the city of Halifax a school teacher has the power, and it is his duty, to act *in loco parentis* to the extent of maintaining and enforcing order and discipline. This authority and obligation cannot, in my opinion, be withdrawn or lessened by any notice from the parent. The teacher may be, and should be, informed of the scholar's peculiarities, etc., and take them into consideration; but it would be subversive of all discipline to declare that each parent has a right to determine just when his child should or should not be punished, or the mode or measure of punishment.

The ideas of the parent might be altogether different from those of the governing body. He might consider the use of the strap "brutality" and the school commissioners might hold an altogether different view. In that event a regulation of the school board directing or sanctioning its use would be rendered nugatory, if the authority could be considered only as delegated by the parent, and revokable at his pleasure.

I should prefer to adopt the view that, where there is a public school act and regulations made under it (which a teacher by his agreement in the form prescribed by law is bound to carry out), the power of control is not to be considered as presumably obtained from the parent so much as from the law, and especially so where there is a provision for compulsory attendance with penalties on the parent, or, in other words, the statute binding the parent gives to the teacher his authority, and prevents the parent revoking it.

Section 55 of the Canadian Criminal Code allows force to be used by way of correction of a pupil. Section 7 of the same, preserves all rights under the common law not altered by law. The school regulations for the city sanction and explicitly direct the use of the strap to punish. The teacher's agreement obliges him, at his peril of dismissal, to carry out the regulations. If he fails to enforce proper discipline in the schools his usefulness is gone. Possibly, being in receipt of public money to perform a duty, in a glaring case of inaction he would be liable to indictment.

When it comes to the infliction of punishment he should strive to act as the father should. Although he has not the affection of the parent, he has special training in discipline, the chance of dismissal, and the duty correctly rendering the punishment to keep him in check, and that he is enlightened by education does not detract from his sense of what in his special position is due to public opinion. These may go to make up for the lack in affection. At all events, courts regard it that he should stand in the same place as the parent when he is called upon to justify his conduct towards a scholar.

It seems to me, quite apart from decisions cited in the argument, that—subject of course, to the control of the school board and its action, if he is there impeached—it is only reasonable, under our system of education, that the school teacher should be considered, like the parent, *prima facie* to have acted without malice, and, unless the circumstances show facts from which malice can be gathered in relation to the correction or punishment of pupils, he should not be convicted of assault where the injuries are not of a permanent or lasting character.

Entertaining this view, I think, on the evidence produced, no such case has been made out by the prosecution as should result in conviction, and I accordingly dismiss the complaint."

COUNTY COURT, DISTRICT No. 4.

January Term at Kentville, 1899.

THE QUEEN V. ROBINSON. (APPEAL).

MR. COGSWELL, for the prosecution,

MR. SHAFNER, for the defendant.

This is an appeal by the defendant from a conviction, made in the Magistrate's Court, for an assault upon Noble Loomer.

The defendant is the principal of the public school, at Berwick, in this County, and the lad, Noble Loomer, of the age of fourteen, was at the time of the alleged assault a pupil in one of the departments of said school, of which Miss Alcorn was the teacher.

This pupil was punished by the defendant, on the seventeenth day of November last, for breaking or assisting in breaking steps attached to the school house, and for the alleged denial of the offence charged against him.

The defendant contends that he had the legal right to impose the punishment inflicted by him under the circumstances then existing, and that it was not excessive, nor injurious.

The prosecution disputes the contention of the defendant as to his legal right to impose corporal punishment, and also claims that it was excessive, and not warranted under the facts established by the evidence.

Two issues, therefore, are raised for adjudication, one being a question of law, and the other of fact :

Had the defendant the legal right to inflict the punishment in question, and was it excessive or not ?

To determine the first issue, I submit the following dicta laid down in the authorities cited :—

"The parent may lawfully correct his child, being under age, in a reasonable manner, for this is for the benefit of his education." "He may also delegate part of his parental authority during his life, to the tutor or schoolmaster of his child; who is then *in loco parentis*, and has as such a portion of the power of the parent committed to his charge, viz., that of restraint and correction, as may be necessary to answer the purposes for which he is employed." I. *Blackstone's Coms.*, 452 & 453.

"Where the alleged assault is by a parent on his child, or teacher on his pupil, or the like, in chastisement, it is probably the better doctrine, that if the relationship appears, the chastisement will be presumed to be reasonable, and for sufficient cause until the contrary is shewn. Said Carruthers J. in *Anderson v. State* 3 Head, (Tenn.), 455 & 457; 'To hold a parent bound to prove that he had good cause to whip his child or be subject to conviction upon indictment, would be monstrous.' The nature of the instrument used for correction will strongly influence the question of motive or intention." *Bishop's New Criminal Proceed.*, Vol. II., sec. 70.

"Force used upon the person is not unlawful, and does not amount to an assault and battery, in the exercise of the right of moderate restraint or correction given by law to the parent over the child, or to one standing *in loco parentis*, as the guardian over the ward, the master over his apprentice, or the teacher over the scholar. In all such cases the law presumes, from the relation of the parties, an entire absence of any criminal or unlawful intent to injure, and only the use of unnecessary force will render them liable." II. *Am. & Eng. Enc. Law*, 962 & 963.

"The law confides to school masters and teachers a discretionary power for the infliction of punishment upon their pupils, and will not hold them responsible criminally, unless the punishment be such as to occasion permanent injury to the child, or be inflicted merely to gratify their own evil passions." *State v. Pendergrass*, 2 Dev. & B., (N. Car.) 365, 31 *Am. Dec.*, 416.

"A teacher, in the exercise of the power of corporal punishment, must not make such power a pretext for cruelty and oppression; but the cause must be sufficient, the instrument suitable, and the manner and extent of the correction, the part of the person to which it is applied, and the temper in which it is inflicted, should be distinguished with the kindness, prudence, and propriety which becomes the station." *Cooper v. McJunkin*, 4 *Ind.*, 240.

"The question as to when a teacher exceeds his authority in the infliction of corporal punishment is discussed at length in *State v. Pendergrass* (previously cited), and Judge Gaston there lays down the general rule that teachers exceed the limits of their authority when they cause lasting mischief, but act within the limits of it when they inflict temporary pain."

"Whether a chastisement is moderate, or excessive, must necessarily depend upon the age, sex, condition, and disposition of the scholar, with all the attending and surrounding

circumstances to be judged by the jury, under the direction of the Court as to the law of the case." *Dowlen v. State*, 114 Tex. App. 61; *Stanfield v. State*, 43 Tex. 167.

"If the punishment is clearly excessive, then the master should be held liable for such excess, though he acted from good motives in inflicting the punishment, and, in his own judgment, considered it necessary and not excessive; but, if there is any reasonable doubt whether the punishment was excessive, the master should have the benefit of the doubt." *Lander v. Seaver*, 32 Vert. 114, 76 Am. Dec. 156.

"It is not easy to state with precision the powers which the law grants to school masters with respect to the correction of their pupils. It is analogous to that which belongs to parents, and the authority of the teacher is regarded as a delegation of parental authority. One of the most sacred duties of parents is to train up and qualify their children for becoming useful and virtuous members of society; this duty cannot be effectually performed without the ability to command obedience, to control stubbornness, to quicken diligence, to reform bad habits; and to enable him to exercise this salutary sway he is armed with the power to administer moderate correction, when he shall believe it to be just and necessary. The teacher, as the substitute of the parent, is charged in part with the performance of his duties, and in the exercise of these delegated duties is invested with his power. The law has not undertaken to prescribe stated punishments for particular offences, but has contented itself with the general grant of the power of moderate correction, and has confided the graduation of punishment within the limits of this grant to the discretion of the teacher. The line which separates moderate correction from immoderate punishment can only be ascertained by reference to general principles. The welfare of the child is the main purpose for which pain is permitted to be inflicted. Any punishment, therefore, which may seriously endanger life, limbs, or health, or shall disfigure the child, or cause any other permanent injury, may be pronounced in itself immoderate, as not only being unnecessary for, but inconsistent with the purpose for which correction is authorized. But any correction, however severe, which produces temporary pain and no permanent ill, cannot be so pronounced, since it may have been necessary for the reformation of the child, and does not injuriously affect its future welfare." *State v. Pendergrass*, (previously cited).

"There is no particular rule as to the nature of the punishment which may be inflicted, provided it is moderate, and reasonable, and not out of proportion to the offence." *Eng. Enc. of Law*, II, 394.

In *Gardner v. Bygrave*, (1889) 53 J. P. 743, "the master of a Board School was charged with assaulting a pupil by caning him on the hand, and the magistrate being of the opinion that the caning on the hand was attended by the risk of serious injury to the hand, convicted the defendant, although the punishment was not excessive and there was no evidence of any serious injury having resulted in the particular case. On appeal it was held that the reason given by the magistrate for convicting was insufficient, and the conviction was quashed."

"If the punishment be administered for the gratification of passion, or of rage, or if it be immoderate and excessive in its nature or degree, or if it be protracted beyond the child's power of endurance, or with an instrument unfitted for the purpose and calculated to produce danger to life or limb,—in all such cases the punishment is excessive and the violence is unlawful." *Cockburn, C. J.*, in *R. v. Hopley*, 2 F & F, 202, 6.

"It is lawful for every parent, or person in the place of a parent, schoolmaster or master, to use force by way of correction towards any child, pupil, or apprentice under his care, provided that such force is reasonable under the circumstances." *Crim. Code, Canada*, sec. 55.

The dictum of Blackstone has been approved and confirmed in the recent English case of *Cleary v. Booth*, L. R., 1 Q. B. D. (1893), 465. The head-note reads thus: "The authority delegated by the parent of a pupil to a schoolmaster to inflict reasonable personal chastisement upon him is not limited to offences committed by the pupil upon the premises of the school, but may extend to acts done while on the way to school."

Lawrence, J., in delivering judgment, said: "The question in this case is not an easy one; there is no authority, and it is a case of first impression. . . . The cases cited to us show that the schoolmaster is in the position of a parent. What is to become of a boy between his school and his home? Is he not under the authority of his parent? or of the schoolmaster? It cannot be doubted he is; and, in my opinion, among the powers delegated by the parent to the schoolmaster, such a power exercised by the appellant in this case would be freely delegated. . . . It is difficult to express in words the extent of the schoolmaster's authority in respect to the punishment of his pupils; but in my opinion his authority extends not only to acts done in the school, but also to cases where a complaint of acts done out of school, at any rate while going to and from school, is made to the schoolmaster."

Collins, J., also said: "I am of the same opinion. It is clear law that a father has the right to inflict reasonable personal chastisement on his son. It is equally the law, and it is in accordance with very ancient practice, that he may delegate this right to the schoolmaster. Such a right has always commended itself to the common sense of mankind. It is clear that the relation of master and pupil carries with it the right of reasonable corporal chastisement. As a matter of common sense, how far is this power delegated by the parent to the schoolmaster? Is it limited to the time during which the boy is within the four walls of the school, or does it extend in any sense beyond that limit? In my opinion, the purpose with which the parental authority is delegated to the schoolmaster who is entrusted with the bringing up and discipline of the child, must to some extent include an authority over the child while he is outside the four walls. It may be a question of fact in each case whether the conduct of the master in inflicting corporal punishment is right. Very grave consequences would result if it were held that the parents' authority was exclusive up to the door of the school, and that then, and only then, the master's authority commenced; it would be a most anomalous result to hold that in such a case as the present the boy who had been assaulted had no remedy by complaint to his master, who could punish his assailant by a thrashing, but must go before the magistrate to enforce a remedy between them as citizens. . . . In such a case as the present, it is obvious that the desired impression is best brought about by a summary and immediate punishment. In my opinion, parents do contemplate such an exercise of authority by the schoolmaster. I should be sorry if I felt myself driven to come to the opposite conclusion, and am glad to be able to say that the principle shews that the authority delegated to the schoolmaster is not limited to the four walls of the school. It is always a question of fact whether the act done was outside the delegated authority; but in the present case, I am satisfied, on the facts, that it was obviously within it."

It will be readily perceived from a perusal of the above authorities, cited at considerable length, that there is a consensus of opinion in the English and United States decisions, and I have no difficulty whatever in deciding the issue of law herein in favour of the defendant.

I am also satisfied that I should determine the issue of fact in defendant's favour as well.

The punishment, in my opinion, was not excessive. It is true that the pupil suffered some pain and inconvenience from the whipping he received on his hands, with the leather strap used for the purpose; but it caused no permanent injury, and all traces thereof soon disappeared.

Teachers imposing corporal punishment should be careful in all cases to bring themselves strictly within the rules of law so clearly and forcibly laid down in the cases referred to, and not to punish wilfully, maliciously, capriciously, or too severely. Each case must be decided according to the facts submitted, and it must always be borne in mind that it is a question of fact for determination, whether in the case at bar the punishment has or has not been excessive. Herein the difficulty lies, and the teacher who acts firmly, but kindly and mercifully, and inflicts punishment in moderation will, in most instances, and should in all, escape an investigation of his conduct in the courts.

I have no doubt that the defendant, as the principal of the school, and charged with its general supervision, both as to the technical duties of teaching, and discipline, had, and properly should have, the right to do what is necessary to enforce and maintain the discipline of the school.

The conviction must be quashed, and with costs.

(Sgd.) J. P. CHIPMAN.

THE SUMMER SCHOOL OF SCIENCE FOR THE ATLANTIC PROVINCES OF CANADA.

will be held at Campbellton, North New Brunswick, this summer, 1899, opening at 8 o'clock on Tuesday evening, 25th of July, and closing on the 9th of August.

Campbellton is on the banks of the Restigouche which forms the boundary line of the Province of Quebec. It is also on the Intercolonial Railway line, and is in one of the most picturesque and interesting portions of Eastern Canada.

Board can be secured at from \$2.50 to \$5.00 per week.

Those attending are recommended to write the local secretary, E. W. LEWIS, Esq., Campbellton, N. B.

For a copy of the Calendar giving a full account of the courses of study, of the excursions, &c., &c., application should be made to the Secretary, J. D. SEAMAN, Esq., Charlottetown, P. E. I., or to the President, GEO. U. HAY, M. A., Ph. B., F. R. S. C., St. John, N. B.



JOURNAL OF EDUCATION.

APRIL, 1899.

OFFICIAL NOTICES.

The full number of legal teaching days in the half year ended 3rd February, was 108; in the second half year, ending Friday, 7th July next, there will be 107 days. Total days for year, 215.

CALENDAR, SUMMER, 1899.

- March 31. Good Friday.
- April 24. Fourth Quarter begins.
- May 5. Arbor Day (if trustees have appointed no other date).
- “ 23. Empire Day.
- “ 24. Holiday. Last day of application to Inspectors for Prov. Exams.
- June 1. Inspectors' report on applications for Prov. Exam. to Education Office.
- “ 26. Annual Meeting of School Sections.
- “ 29. Provincial Normal School closes.
- July 1. Dominion Day.
- “ 3. Grade A and County Acad. Ent. Exam. begin.
- “ 3. Last day for reception at Inspector's Office of minutes of Annual Meeting of School Sections.
- “ 5. Grades B, C, and D, Examinations begin.
- “ 7. Public Schools close for mid-summer holidays.
- “ 8. M. P. Q. and Supplementary Examinations.
- “ 15. Last day for reception of School Returns at Inspector's Office.
- “ 22. Last day for reception of Inspectors' sheets at Education Office.
- Aug. 21. Public Schools open. First Monday of the First Quarter of school year.
- Oct. 18. Provincial Normal School opens at Truro.
- Nov. 6. First Monday of Second Quarter.

DISTRICT SCHOOL COMMISSIONERS.

(Appointed 18th March, 1899.)

South Inverness. James J. McLean, Long Point.

*(Appointed 4th April, 1899.)*Antigonish. Rev. Neil McDonald, Arisaig,
Rev. Angus McDonald, Georgeville.

DATES OF MEETINGS OF BOARDS OF DISTRICT SCHOOL COMMISSIONERS.

Cape Breton	June 7th.	Halifax, Shore	May 16th.
*Richmond	July 13th.	West Hants	May 12th.
S. Inverness	June 13th.	East Hants	June 21st.
N. Inverness	June 20th.	Kings	May 9th.
Victoria	June 27th.	*Annapolis, East	May 16th.
Antigonish	May 23rd.	†Annapolis, West	May 15th.
Guysboro	June 7th.	Digby	May 23rd.
St. Mary's	May 17th.	Clare	June 5th.
N. Pictou	May 22nd.	Shelburne	April 25th.
S. Pictou	May 23rd.	Barrington	June 10th.
S. Colchester	May 15th.	Argyle	March 3rd.
W. Colchester	April 12th.	Yarmouth	May 23rd.
Stirling	April 27th.	†Lun. & New Dublin	May 5th.
Parrsboro	May 12th.	North Queens	May 12th.
Cumberland	May 25th.	Chester	June 3rd.
Halifax, West	May 25th.	South Queens	June 10th.
Halifax, Rural	May 18th.		

* At Arichat.

* At Laurencetown.

† At Annapolis.

‡ At Lunenburg.

NOTES AND COMMENTS.

Teachers and Trustees should look over all the small print matter in the preceding pages, for even the regulations and course of study are reprinted, with here and there a few changes.

A series of legal opinions and decisions, bearing on corporal punishment, are published on pages 64 to 68. This alone will cause this No. of the JOURNAL to be of use for reference sometime in every section, possibly.

The accurate keeping of the Register, and the neat and complete filling in of the Returns, appear now to be so universal that the old time cautions and explanations, such as may be found in the April JOURNAL of 1896, pages 60 to 64, need no longer be repeated.

Trustees, according to law, can collect the money voted at the Annual Meeting on the old rate rolls in October, November, or December, or on the new rate rolls later. There are three reasons why it is better the money should be collected early in the school year. 1. It is only fair that the money should be paid on the valuations of property when

the money was voted. 2. Trustees would then be in a position to pay the half-year instalment of the teacher's salary on the day it becomes due. 3. The ratepayers would be called upon to pay their taxes in the fall when they are really due, and when they could be most easily paid once the custom is established.

The JOURNAL will be glad to have an engraving, made from the best photographic view of country schoolhouses and grounds, sent in to the Superintendent of Education each half-year, one to be published in each issue. Competing photographs should show school building with flag, and grounds well set off with ornamental fencing, or with shrubbery, trees, or school garden plot. Some country schools are already ahead of many village and town schools.

There are many large schools, and even some institutions drawing the Academic Grant, whose grounds and surroundings are a reproach to intelligent and spirited people. An end will probably soon come to such a state of things, or to a very considerable portion of the public grant to such institutions.

Teachers having "interim" diplomas from the Normal School should remember to notify the Inspector of the fact when intimating the opening of their schools. This is necessary in order to enable the Inspector to take his own time and way in forming a judgment on the skill of the teacher. If a teacher should neglect to give such information on the opening of the school, there should be no expectation that an Inspector would hold his recommendation so lightly as to give it without the full assurance that the teacher is deserving of the promotion. The Inspector must be fully satisfied, for the Education Department has to depend on his judgment in such cases.

EMPIRE DAY.

For general directions as to the proper celebration of Empire Day, see the last October JOURNAL, pages 165 to 167.

ARBOR DAY.

For general directions for Arbor Day, see Regulations on page 41 of this JOURNAL.

"40 PER CENT. OPTIONAL," ETC.

This and similar expressions are used in a contracted form in the Course of Study to indicate the principle on which the examination questions will be set, so that teachers may be able to count upon the method. In other cases optional questions may be given also, if the questions first set down appear to be more difficult than the normal standard. But when "(40% opt.)" is seen there will always be found *seven* questions evenly distributed over the course from which the candidate may select any *five* for a full paper worth 100. The two questions in excess would be worth 40 more were they allowed to be written and counted at full value. In Geometry, for instance, there

will always be set *two* propositions of Euclid, and at least *one* proposition modified in wording or practically a corollary. The text of Euclid will thus count 60. *Four* exercises shall be given of which only *two* will be required for a full paper. This, it is hoped, will tend to prevent "over-pressure" with weak students, while giving full scope to the mathematician.

33%.

Candidates for Teacher's Licenses who wish to be examined on subjects on which they fell below 33%, have the option of two courses. 1. To take the regular examination on the said subjects in the said grade, which can be done without taking any other of the subjects of the Grade, and without the payment of any fee. 2. To take the supplementary (equivalent) papers on Saturday afternoon, for which a fee is required.

OVER-PRESSURE.

A caution to teachers with reference to "over-pressure" in Schools, was published in the *Educational Review* of March, The ambition of parents or even of the pupils themselves, may induce over-study. The teacher should carefully watch for any symptoms of over-work; and should consult the parents, explaining the course which should be followed. The great worry of the average teacher is the overwhelming number of pupils whom he cannot get to work hard enough to preserve their intellectual and moral health. But the valuable few who are apt to work too hard, should not for that reason be over-looked.

By reference to the "Comments on the Course of Study," pages 44 and 45, it will be seen that while a course of study is laid down, the time in which any one is to complete any portion of that course is not fixed. And more than that, in 3, the teacher is specially cautioned to be on the guard against "over-pressure."

If a teacher should feel that he cannot follow the course as prescribed without causing "over-pressure," he neither understands the nature of the course nor the functions of the teacher, no matter what the qualifications may be of which he may boast. For the course is simply a coördination of the necessary subjects of an elementary education, the stages of the year's work of the average pupil being given as the general guide, the time to be determined by the conditions of the school and the capability of the particular pupil.

ABREAST versus TANDEM.

There are some teachers who have a high opinion of the value of the "tandem" course—that is, the taking of only *one* or a *few* subjects at a time; and there are some of these who do not seem to know that to a very large extent this system can be carried out under our general "breast" system.

Take the "D" course for example. There are *eight* papers in the comparative portion,—*two* on English, *three* on Mathematics, for instance.

According to the extreme "abreast" system, each of these subjects is taken up once, twice, or thrice each week in alternation. According to the "tandem" system, *two* subjects alone might be taken up daily for one quarter (three months), and finished for the year. Next quarter the pupils might study every day for three months another two subjects or sub-division of subjects, and complete them, and so on.

If each year's work is thus divided into four quarters,—the original and old-fashioned term—the pupils need study only two or three subjects each quarter, and in this manner complete the year's prescriptions of both imperative and optional subjects. Teachers have thus the fullest liberty of employing the "tandem" or "abreast" systems in any degree of separation or combination they choose within the compass of each grade of prescription. While teachers may try every method, they will generally settle down to the one they find most effective.

TOO MUCH EMULATION.

We have much to be pleased with in the fact that all our Academies and other High Schools are alive—perhaps, in some respects, too much alive. Prizes are still being offered in connection with Sunday School work, and it is still proper for good and philanthropic institutions to stir up the Christian heart and hand by emulation to works of benevolence and religion. This spirit has not yet been accused of exciting the public to efforts too strenuous; and no harm appears to have been done by over-exertion.

But the spirit of emulation awakened in our High Schools for distinction in the lists of the Provincial Examinations, appears to be reaching a state of intenseness in some places which may not altogether be good or even convenient.

It becomes inconvenient when local papers sounding the praises of their own institutions, accidentally or otherwise claim honors which are divided, and have to be fought for.

It is not good when the primary and fundamental object of education is lost sight of in the game for examination marks.

In order to check this, it has been proposed that the Education Department should not publish the "marks" made by the candidates at the Provincial Examinations. From the beginning of the century until to-day, it was right and proper that not only should the successes of students be published, but that prizes should be offered to still further stimulate competition. In every school and in every college in the province, it has been, and it may be said yet is, the custom thus to stimulate and thus to publish successful effort.

But to the credit (?) of the Provincial Examination System be it said, that it has thrown all other systems of stimulation into the shade without the expenditure of one cent for prizes, merely by the publication of some three figures or so after each name.

Now we are beginning to see that the whole congeries of systems of artificial stimulation to study is wrong; that it is not wholesome even to publish the sum of the values of work done under approximately similar conditions, by examiners uninfluenced by any other considerations than the work examined; that if there is to be a day of judgment, there should be no other distinction made than that the individual is either on

the right hand or on the left; that in fact there should be no reference to any except those on the right; and that no one should have the opportunity of saying that one man is better than another, or even discover how near or far from the critical line he might have been himself.

Because it may be inconvenient for some people that the truth should be known, it is proposed to obviate such inconvenience by not allowing the public to have the exact facts. To make the intelligent High School teachers more virtuous from a pedagogical point of view, shall we try to work on the better part of their natures, or simply blind them to these tempting, exhilarating figures? There will be no fighting then, no unworthy emulation. There will be the reign of peace. There are no high waves raised on the dead sea.

The subject is one worthy of consideration. But before the Education Department adopts the suggestion, it might be well to have teachers think over the prospective advantages and disadvantages of such a change.

FOR THE CONSIDERATION OF TEACHERS.

Unless the salaries of teachers are maintained or advanced the profession cannot be expected to substantially improve; for the abler members will naturally move into professions which will give them in return for their labor enough remuneration for the support of a family.

The changes made in the licensing regulations in 1893, raised the standard of Licenses so as to cause a slight stringency in the supply of teachers, with the result of causing a regular annual increase in salaries for the five years following.

But the vigorous development of high school education under the new regulations has been enabling larger numbers each year to pass the standards of scholarship. It is not desirable that these standards should be elevated, for they correspond to the standards representing the same stages of school work in all English speaking countries generally; and there is an average year's work represented between each standard.

Consequently we may expect the number of candidates for Provincial certification who will be successful in "passing" their respective grades, to increase annually in the future as it has increased each year since 1892. This series is, as can be seen from the education reports:

Years.	1892.	1893.	1894.	1895.	1896.	1897.	1898.
Examined.....	1432	1506	1922	2399	2517	2917	3304
Passed.....	175	598	760	684	1313	957	1229

As candidates for the teaching profession are not required to attend the Provincial or any other Normal or Training School for a teacher's license of any class, the number of new teachers qualifying each year for a license may be expected to increase in an approximately similar ratio. This is shown to be true for six years by the numbers of licenses granted annually since 1893, which are as follows:

Years.	1893.	1894.	1895.	1896.	1897.	1898.
Licenses granted.....	218	250	365	513	571	753

The last two years we had 564 and 563 new teachers employed,—a great many more than necessary. But even then, there was a number

of new teachers who were unable to obtain a school even by offering their services at lower salaries. Last year there were about 200 thus unemployed. This will sufficiently explain why the average salaries of teachers failed to increase during the past year as they did during the previous years.

Now, of these new and unnecessary teachers, there were quite a number who held scholarship certificates which showed that in fundamentally important subjects, they did not make more than from 20 to 25%; while others "skipped" such subjects altogether, with the result of obtaining, in some cases, "A" scholarship certificates, without being able to give good instruction in some of the important common school subjects.

A year ago, the Council of Public Instruction, in pursuance of a general intimation of educational policy given previously, made a regulation, which prevents the issue of licenses to candidates who have not made at least 33% on every subject of the grades corresponding to the licenses applied for, from the beginning of the present calendar year. Were this regulation in operation last year, there would not be an excess of 200 new teachers. And better than that, some of these 200 who had good all round scholarship, were good teachers, and who disdained to underbid other teachers, could have had the schools captured by teachers who were not able to make more than 20 or 25% on some of the most important subjects, such as English or Mathematics.

If this excess of teachers beyond our requirements continues, we may be able, as in the present instance, at a year's notice, to raise this minimum of 33% to 35%, then to 40%, and so on. In this manner the standard of the profession may be raised gradually, as our circumstances indicate the advantage of it, without affecting the standards of the Provincial High School examinations, which will be found to be high enough for general purposes, and which can be utilized for what they are worth wherever higher standards may be required.

On page xiv of the *Education Report* for 1898, the following comments were made:

Hitherto licenses have been granted to those who made the required general average of scholarship at the Provincial examinations, although they might fall extremely low on particular subjects, some of which might be the most important to be taught in the schools. This accounts to some extent for the weakness under the test of the Provincial examinations of candidates taught by such teachers.

There are high schools and even some county academies doing good work in some of the higher branches, which for years had been failing to do sound work in grades D and C, but were nevertheless promoting pupils not well grounded in such important subjects as science and drawing, into the advanced classes. When these became perhaps even high class teachers, it was not surprising to find their pupils unable to rise superior to their teachers in the improperly evaded subjects which are imperative in all the public schools. Attention was being called continuously in the JOURNAL OF EDUCATION to this tendency and the necessity of checking it; but without the full desired effect in some schools. Then, three years ago, intimation of such a regulation as the present one was given. The proposed regulation was rather more severe than the one eventually passed, and was also introduced a year later than proposed in order to give the fullest notice of the impending change to those who should never have placed

themselves in the position to be affected by the change. The following is the intimation alluded to (see report of 1896, page xxxvii.)

"During this present year I propose asking the Council to consider the proposition of slightly further elevating the standard of scholarship of the teacher without changing the character or difficulty of the examination, by requiring candidates for the teaching profession who do not graduate in the Normal School, before obtaining a license to have no "mark" on an imperative subject below 30 per cent., and to make an average of 50 per cent. at least on the English papers, in addition to the pass aggregate of "400." In the case of those receiving diplomas from the Normal School, the faculty would be required to feel satisfied that the deficiencies in any scholarship subjects were made up by the candidates."

"This measure will be unpopular for a year or two in the high schools and academies in proportion to the degree of their failure for the previous years in doing thorough elementary work in all the imperative subjects. And the greater its unpopularity the stronger is the evidence of the necessity of such a regulation for the particular locality. In a short time it will work the cure of an evil which official recommendation had only very partially remedied.

"Hereafter licenses will be granted to none who have not made at least 33 per cent. on each imperative subject. Those who fall below this mark are allowed the privilege of paying special attention to such subjects in the Normal School, and if they acquire a fair degree of efficiency in them while undergoing training, (as demonstrated by their class work or any other form of examination deemed desirable by the faculty), the diploma of professional classification will not be withheld on account of the original defect thus removed. It is probable that this minimum of 33 per cent. may be raised gradually as the law of supply and demand may allow without creating stringency, until a teacher's license will be a guarantee of fair scholarship in every subject required to be taught in the public schools. It will follow that old teachers should keep pace with this improvement in every subject. If there should appear to be evidence of their neglect to do so it will then be time enough to consider the necessity of legislation for the revision of their licenses. The most of our old teachers are continually improving themselves, so that the scholarship of some of them is much more complete than that of those who have passed the latest standards.

"As there will always be cases in which candidates for the teaching profession had no opportunity to qualify in the elementary grades, it is proposed to arrange for supplementary papers on such subjects as are not virtually covered in the higher grades, namely, Science of D and C, Drawing and Book-keeping of C,—to be written on Saturday afternoon of examination week, so as not conflict with any of the regular examinations."

ENGLISH OPINION.

The English "Saturday Review" of the 25th March, 1899, in commenting on the changes being made in the English school system at present, says:

"The principal changes in the new code of the Education Department are those which concern that hapless hybrid, the pupil teacher. We are glad to see many of the recommendations of Mr. Barnett's commission have been adopted in the direction of making this Educational apprentice more of a pupil and less of a teacher. He or (better and more usually) she is to have the blessings of Secondary Education brought within his reach. This is distinctly a change for the better. The more the traditions of the Secondary Education can filtrate down into Primary, the better for Primary. We want to see the Elementary schools of the country levelled up rather than the weaker Secondary dragged down to the Board School level."

"New blood is further to be introduced into Primary Education by the *limited admission of University graduates into training colleges*. They may be few at first; but we hope in the end they will leaven the whole lump, informing their fellow-students with the wider outlook and more balanced judgment that come from higher education. Both parties, in fact, have to gain from the feeling of common educational interests that follows on a closer intercourse. But the door is opened still further. Not only graduates of English but also of Colonial Universities are to be recognized as eligible, so that national education becomes in its turn imperial."

This is the manner in which the greatest general critical Magazine in the Empire discusses the problem of trained teachers. In our own Province, the Government within the next year or two will probably greatly increase the efficiency of our own training college—probably the most efficient in all British America as it stands—by the erection and full equipment of a science building on the grounds of the Normal School. The object of the scientific training will be to enable our teachers to practically apply the elements of the natural sciences to the formation of the habit of accurate observation and reasoning therefrom in our pupils from the earliest stages upwards, incidentally giving a knowledge of and awakening an interest in the development of as many as possible of the industrial arts capable of flourishing in the province.

WHAT SOME TEACHERS ARE DOING.

The following letter is given as a sample of the work some of our teachers are beginning to do. The letter, which is dated 3rd April, was not intended for publication, and therefore the name or section is not given. The school is a rural one in the western part of the province, and the teacher had the benefit of a course in the Normal School and School of Agriculture, as well as in one of our Universities:

One of the great drawbacks in science teaching in the rural schools is the lack of proper equipment. Country sections, as a rule, are too poor to afford a physical or chemical laboratory for the use of pupils.

There is, however, within the reach of the poorest section a natural laboratory provided free of cost, if only the people know how to use it. I refer to the experimental garden which you have been recommending since 1896. There is in this inexpensive addition to the school, an opportunity to teach the scientific method, to carry on investigations as truly as in the best equipped laboratory of Academy or College. Precisely the same chance for experimentation, observation and reasoning exists as in a \$4000 laboratory. And for the average pupil this kind of science work possesses the advantage that it shows him how he may make his vocation educative to himself as well as a benefit from a money point of view. Besides, the boy who stays at home during the summer may continue his education without that break which boys doing merely book work are subject to when they have to stay out to farm during the summer.

In our garden in connection with the school this summer, we propose to make the work experimental as far as possible, to see what can be learned from growing crops. I have procured from a reliable seedsman 31 packages of seeds, and shall give each pupil a plant to study. He is to plant the seeds with three objects in view. 1st. That of making an experiment on the growth of a crop. 2nd. That of studying the growth and structure of this particular plant. 3rd. That of studying its enemies, including insects and weeds.

The experiment will differ for each pupil. One may make a variety test of the onion to see what one of six varieties is best adapted to this locality. Another will study the effect of deep and shallow planting of seeds. Another the effect of frequent and rare cultivation. Another the effect of ashes on potatoes. Do they produce scab? Another the advantages of a new method of potato culture. Another the differences in fertility of soil at different depths--with the causes, including capillarity, solubility of plant food, and evaporation. All will be required to keep a careful record of their work from planting to harvesting, and be expected to add something to the stock of knowledge previously held.

The second division of the work will be botanical, the students studying the plant from seed to maturity.

The third will include the ordinary Nature work on insects, and a comparison of other plants (weeds) with the particular one studied.

Another serious defect in the country schools is the lack of libraries and scientific literature. Trustees haven't the money and do not appreciate the value of a good supply of reference books. Teachers, with salaries from \$200 to \$300 a year, cannot buy many Manuals of Botany or Entomology, however much they may want them.

Here too, there is provided an abundant supply of material free of cost. I refer to the productions of the Agricultural Colleges, Experiment Stations, and Government Departments of Agriculture. Many of these are the work of eminent scientists. Farmers have not yet learned how to make full use of this literature. The teacher will find it a good substitute for works he cannot afford. Thinking that, perhaps you may not have seen all of the publications, I am sending two or three samples which seem to me worthy of the perusal of teachers like myself who are too poor to supply themselves with better works.

My excuse for taking your time is, that, giving an outline of the intended work will benefit me, and anything wrong in it may be corrected by the Education Department."

The Department of Agriculture at Washington, the Department of Agriculture at Ottawa, and such Agricultural Colleges as those at Guelph, and Cornell, for instance, issue free or at cost price, bulletins, on nearly every phase of practical and scientific Agriculture. At Cornell a series of bulletins is being issued for the public schools, giving materials and directions for Nature lessons such as are required in the Nova Scotian Course of Study, specially for the schools of the State of New York, although they are now beginning to be used in other States.

EXAMINATIONS AND TEXT BOOKS.

One great evil of written examinations (which are as yet our only possible plan of testing scholarship) is the mistaken effort made to cram the pupils with facts which are supposed to be useful in scoring high marks. And perhaps a majority of teachers yet think that the memorization of the text-book is the most likely means of making a good score. They forget that it is not the text-book on which students are expected to be examined. The text-book is expressly stated in many places to indicate generally the character of the knowledge of the subject. All our text-books are defective in some respect even when they do not become partially out of date. The examiners are thoroughly posted in their several subjects, and are instructed to give highest values for the best evidence of sound modern scholarship, even should it not agree with the text-book. We cannot keep changing books constantly, and if

we did, the newer books would still be imperfect in some respects. Even our text of Euclid, with the experience of more than a millenium of scholars, and teachers, and editors, our best text on the subject yet prescribed, has numerous defects in form which affect the subject and retard the pupil's full perception of the logical character of the Euclidean system. For instance, if a pupil notices in the first proposition that a straight line cannot in plane geometry cut a "circle" in a "point," but that it can cut the "circumference" in a point all right, he is deserving of and will get a "mark" for it above the text-book boy. Or if he notices the care taken to quote certain axioms, while others are ignored in the special list, his criticism of or deviation from the text should and will place him higher than the other candidate, everything else being equal. In Botany, for instance, special care is taken in framing questions, so that there will be nothing to suggest the answer to one who has simply memorized the text-book mentioned as the standard, while the person who has studied practically the more common or interesting plants in his own section is given many chances for the display of what he knows about things.

In the list of prescribed text-books, it will be found, that it is the "character of the High School work in its various subjects" which is "indicated"—and indicated only—"by the books referred to in the high school course of study." Study the *subject* teach the *subject*. Use the book as an aid, and as an index of the degree of the detail expected.—*Journal of Education*, October, 1896.

The scientific subjects are those in which the written examinations are likely to be more particularly defective. It is expected that a practical form of examination may be introduced into at least some of them, especially those on which licenses to teach are granted, sometime in the future. It is difficult at present to devise a satisfactory scheme, and that is why none has yet been prescribed. In the English Literature texts no particular editions or notes are prescribed unless specially so stated. Any editions may be used.

SUBJECTS FOR CONSIDERATION.

A compulsory attendance law for the Province, which will be both fair and effective, is still wanted. A conspectus of the laws of other countries is given on pages 61, 62 and 63.

The Halifax law has been so amended that the school board does not need to wait a year to prosecute those who are delinquent. A pupil is expected to be in school every school day of the year if he has not a legal excuse. As soon as a pupil is five days absent without proper excuse, he must be reported by the teacher to the secretary. If the parent is responsible, he is only cautioned for the first offence. Subsequent offences are punishable by increasing fines. The advantage of the amendment is its enabling the authorities to check truancy when it commences, and in this manner spare useless fining, which under the old law would be imposed in the year following.

As the education laws in common with the other statutes are undergoing revision at present, suggestions presented to the education department will be in time (for a few weeks) to be considered.

NEW BOOK IN FRENCH.

Teachers and students of French are recommended to examine "French Language and Grammar by a topical system," by Jules M. Lanos, *Gradué de L'Université de France*, French Master and Examiner to Her Majesty's ships of the North Atlantic Squadron, Instructor in Modern Languages in the Halifax County Academy, &c. This book is Part I. and contains only 120 pages. It is certainly a most admirable method in the hands of one who knows much or even a little French, or who knowing nothing has the energy to try the system. The book should be a most useful supplement to the prescribed texts.

COST OF COMMON SCHOOL BOOKS.

Fifteen years ago a Parliamentary Committee investigated the cost and mechanical character of our school books, see Report of the Superintendent of Education for 1884, page xxviii. Their cheapness as compared with those of other countries at that time was indisputably established. As compared with the books used say, in the United States to-day, the case is even more distinctly in our favor. If some of our books are in general character not all they could be desired, it is due to the strong feeling on the part of the authorities against causing any financial inconvenience by changing them until improvement becomes urgent.

The Legislature—the most direct and authoritative representatives of the people—are responsible for the addition of the Health Readers, Nos. I. and II.—not the Council of Public Instruction. The Council is to be credited, however, with the providing of books at 20 and 30 cents respectively, about one-half the price of the United States books in existence at the time of the action of the Legislature. The Nova Scotian texts are intrinsically superior in matter also.

Two series of English Readers, the Royal and Maritime, were long ago prescribed; and until the latter was dropped a couple of years ago, schools and small book dealers were constantly being annoyed and put to unnecessary expense by their confusion with each other. At least one member of our Provincial press only a few weeks ago, charged the present administration with the peccadillo of prescribing these two series. They were prescribed over twenty-two years ago, and the present administration is responsible merely for reducing the two to one.

There are demands from various quarters for a new series of Readers, to replace our present ancient Royal. Perhaps no other country in the world can boast (?) of so enduring an attachment as ours of twenty-two years to a series of readers.

We have had our "Spelling Book Superseded" for thirty-three years.

The Advanced Geography, \$1.25, the most expensive book on the old list, was taken out of the Common School grades altogether, leaving the Introductory, seventeen years on the list, at 60 cents. This was an extensive reduction on the old time expense and the old time Geography cram.

Dalglish's Composition as a text book in the hands of the pupils has also been removed from the Common School as well as the High School grades.

Calkin's History of British America, put on in 1882 at 45 cents, is replaced by a modern book worth twice as much at only 50 cents.

For English History, Nelson's Outlines at 45 cents, has given place to the Brief History at 17 cents, with a corresponding diminution of historical cram.

The English Grammar text book has also been removed from the Common School grades as a text book in the hands of the pupils.

Kirkland and Scott's Elementary Arithmetic at 25 cents, cheap, but behind the times, was in 1895 replaced by a superior one at 40 cents but having the advantage of being obtainable in parts at 15 cents each.

Music books at 8 and 5 cents. Copy books reduced from 3 cents to 5 cents. Drawing books reduced from 15 cents to 5 cents.

Tanner's First Principles of Agriculture at 35 cents was replaced by a larger and modern one more applicable to our conditions, James's *Agriculture* at only 25 cents.

HIGH SCHOOL BOOKS.

In the High School grades, it is found necessary yet to have some foreign books which are more expensive than our own publications generally are.

But even in this department there has been a very considerable reduction. Such, for instance, as the modern Academic Arithmetic at 40 cents for Hamblin Smith at 60. The substitution of cheap fifteen cent text of the English Classics for the expensive Royal Readers Nos. 6 and 7 at 75 cents and 90 cents each. The books in the High School course are cheaper on the whole than in other countries. But it must be remembered that there is no royal road to learning; and no scholarship without some expense. The common school books, which have to be used by the 100,000 pupils at school, are clearly cheaper and better and fewer than in 1884.

THE RELATION OF AGRICULTURE TO OUR SCHOOL SYSTEM.

By C. C. James, M. A., Deputy Minister of Agriculture, Ontario.

* * * * *

2 *When and where should it be Taught?*

Most persons, I think, are of the opinion that some instruction in agriculture should be given to pupils in rural schools, since they assume that these pupils are to be the future farmers. They are not, in general, of the opinion that the teaching should be given in towns and city schools, because the pupils of such schools are likely to move out into professional pursuits, become school teachers, enter mercantile life, or follow some one of the many manufacturing lines of life. They are not quite sure that all pupils in rural schools even should be taught agriculture, as so many are yearly coming from the country to the town to reinforce the struggling city classes with new blood and new physique. Right here I would present a debatable statement. If agriculture can be taught in our schools in a manner such as I will suggest in my next division, I am of the opinion that it should be on the course of study for town and city pupils as well as on the course for rural pupils. Perhaps in city and town schools it might be made optional, but in rural schools it should be obligatory. The present situation is that, with very few exceptions, all town and city pupils will remain in city and town

pursuits, and the country schools are also being annually drained of the majority of the brightest and most promising. But this, I contend, is not a very promising feature of our country's growth. It may be due in some part to the very nature of our present system. That I shall not here discuss. If we can, by altering or rearranging our system, keep more of the best rural pupils in touch and work with agriculture, and if we can at the same time arouse in some of the town and city pupils a sympathy for agricultural methods and agricultural life, we shall be looking to the best interests of the pupils and the country as a whole. I am of the opinion that a course of agriculture can be given in town and city schools that will be interesting and beneficial, and that it will be in harmony with the best educational methods or system. I would put a course in the science of agriculture within the reach of every pupil in all of our schools, and I would therefore begin the work in the public schools, rural and urban alike. In the schools of France, where agricultural education has been most fully taught, instruction in this work begins in the primary schools in the elementary course, with pupils from seven to nine years old, and is followed out through the middle course, nine to eleven years, and the superior course, with pupils from eleven to thirteen years old. It might be best to begin the work here by making agriculture a compulsory subject in the 4th form of our Public Schools, and from this as a starting point work out in time a system of instruction adapted to our conditions, prefacing it first by a simpler course in the third form, and adding an advanced course to our High School work.

I believe that agriculture can be taught just as well to the Public School pupils as are some of the subjects at present on the course, and I believe that the pupils themselves will come to the subject with as much eagerness. I do not care to particularize or to make comparisons, but perhaps you will permit one remark, viz.: If Public School pupils can master the subjects of physiology, hygiene and temperance, they are well able to take hold of the subject of agriculture, and I think it can be made more intelligible to them.

3. *What can be Taught, and how can it be Taught?*

This is the most important of the three questions; it is that upon which the whole argument turns. I think that delay in introducing agriculture into our schools has occurred principally because of the difficulty, in fact, the present impossibility, of introducing into our schools instruction as how to farm. Our schools could not be equipped for training in the practice of agriculture except at an enormous cost, and our Public School teachers could not be expected to teach the young how to farm even in the crudest manner. Here is the point—any instruction now given in our schools should deal simply with the *science* of agriculture; the practical application of the scientific principles may be left to the Home training and to such specially equipped institutions as our Agricultural College. It is quite possible that in time something may be done for our rural schools, as has been done in France and other European countries in the way of adding small gardens and plots wherein some of the lessons of the schoolroom may be applied, and where illustrations may be found in the growing trees and shrubs and the development of seeds sown by the hands of the pupils themselves.

This mistake of confusing the science and the practice of agriculture is quite general, and some of the text-books placed in the hands of young pupils have no little responsibility for continuing the mistake.

I consider the science of agriculture eminently adapted for school instruction, and a future student of natural science could not lay a better foundation for his future work than by first mastering the general principles of the various sciences which together form what we call the science of agriculture. Let us note briefly what it includes.

Agriculture consists mainly in the growth of plants, the feeding of these plants to animals, and the working over of the animal products resulting.

First of all we have the air and the soil. A study of these gives us an introduction to chemistry, geology and meteorology.

The growth of plants brings in the study of botany, and closely follows an introduction to entomology.

The study of the animals at once calls for some of the simplest principles of zoology, anatomy and physiology.

Even bacteriology comes in when we study the diseases of the plants and animals and the making of cheese and butter.

And so we might sum up by saying that a study of the science of agriculture implies a beginning in the study of all the natural sciences that are afterwards found in our High Schools and colleges. The study of the science of agriculture is to a large extent a course in "nature study," and, since the illustrations are taken from plants, soils, insects and animals with which all boys and girls are more or less familiar, the subject may be made to appeal to the everyday observations of the pupils. What should be done, then, is to give the pupils an insight into the first principles of the various sciences, laying stress upon these laws and principles that have an application to the work of agriculture. Let me put it in the form of a few questions.

1. What is the atmosphere, and how does it affect the soil ?
2. What are causes and effects of rain ?
3. How is soil originated ?
4. What are the principles underlying tillage and drainage ?
5. What changes take place in the sprouting of seed ?
6. How do plants feed and grow and mature seed ?
7. How are new varieties of plants produced ?
8. How do animals digest food ?
9. What is the life history of a butterfly, a beetle, an aphid or a honey bee ?
10. What are the causes of fermentations in the soil, in the silo, and in milk and cream ?

A thousand and one other questions might be put, the answers to which would be given by a knowledge of the first principles of the sciences of chemistry, botany, entomology, geology, physics, physiology or bacteriology. An acquaintance with such would be useful and interesting to all classes of students, whether coming from the farm or not, and to all classes, whether going to the farm or not.

What I am trying to lay before you as my idea of how agriculture might and should be taught in our schools has been more clearly and forcibly put by that master teacher, Huxley, who, in addressing a farmer's club in England on this subject, spoke as follows :

"There are some general principles which apply to all technical training. The first of these, I think, is that practice is to be learned only by practice. The farmer must be made by thorough farm work. I think I might be able to give you a fair account of a bean plant, and of the manner and condition of its growth, but if I were to try to raise a crop of beans your club would laugh consumedly at the result. Nevertheless, I believe that practical people would be all the better for the scientific knowledge which does not enable me to grow beans. It would keep you from attempting hopeless experiments, and would enable you to take advantage of the innumerable hints which Dame Nature gives to people who live in direct contact with things.

"And this leads me to the general principle which I think applies to all technical training of all schoolboys and schoolgirls, and that is that they should be led from the observation of the commonest facts to general scientific truths. If I were called upon to frame a course of elementary instruction preparatory to agriculture, I am not sure that I would attempt chemistry, or botany, or physiology, or geology as such. It is a method fraught with the danger of spending too much time and attention on abstraction and theories, on words and notions instead of things. The history of a bean, of a grain of wheat, of a turnip, of a

sheep, of a pig, or of a cow, properly treated—with the introduction of the elements of chemistry, physiology, and so on as they come in—would give all the elementary science which is needed for the comprehension of the processes of agriculture, in a form easily assimilated by the youthful mind, which loathes anything in the shape of long words and abstract notions, and small blame to it.”

I have already mentioned one misconception that has retarded the introduction of agriculture as a permanent part of our school system, viz., the idea that it was intended to give some instruction in the practice of agriculture, whereas nothing should be attempted but the first principles of the various sciences that are connected with or underlie agriculture, taking up the application of these sciences to agriculture.

Another fault is the attempt on the part of some persons *to try to do too much*. We must not crowd too much on the young mind, or mental dyspepsia will result, followed by a loathing of all forms of mental food. The work, when first begun in the Public Schools, should be very simple, very restricted, and should call into activity the open eyes and open ears of the pupils.

Every rain that falls, every tiny stream by the roadside, the shooting of the green blade in the spring, the nodding buttercups, the goldenrod, the tall bull thistle, the early dropping apple with its worm-hole, the ball of black knot upon the cherry, the jumping grasshopper and the hundred of nature's children, should attract the attention of our children out of doors, and arouse in them a love that is not born of ignorance but of true knowledge. Nature in the country, in the village, in the town, and, to a limited sense, even in the city, lies before our children as a great unnoticed, unmeaning book. Our children by their natural sympathy with nature, and by their God-given faculties, appeal through us to the great Creator of nature. “Open thou mine eyes that I may behold wondrous things out of thy law.”

Another objection that comes up in the minds of some, and that even finds expression, is that agriculture is not on a high enough plane, that there is more dirt than diamonds in it, that there is lacking the æsthetic element. Those who think and speak thus have evidently not given an honest consideration to the subject or are not aware of the marvellous progress of agricultural science in the past fifty years. I have, I think, answered this by saying that the science of agriculture is nothing else than a comprehensive grouping and intermingling of the other sciences that are now studied in our schools and colleges.

I could, had I time, discuss the possibilities of increasing our agricultural wealth by a general dissemination of agricultural information among the rural classes. Our annual agricultural product is now about \$250,000,000 in the Province of Ontario alone. I could prove even to those of you who are not farmers that this can easily be increased by twenty-five per cent., and a sum added to our annual product that would cause the tales of the Yukon to sink into insignificance.

In 1892 I addressed the Provincial Teachers' Association upon this subject, and my opinions of that year are stronger and more decided in 1898. I shall close this paper with the concluding paragraph of that address :

“Instruction in agriculture in our schools may be very limited, but if nothing more be done than to start our rural pupils thinking, to give them an impetus or a turn in the right direction, to develop in them a taste for agricultural study and investigation, to arouse in them a desire to know more and to read more about agricultural affairs, and especially to increase in them a respect for their work and a pride in their calling, then the most important end of their education will have been attained.”