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JOURNAL
OF
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NOVA SCOTIA.

APRIL, 1900.



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HALIFAX, N. S. :
PRINTED BY WM. MACNAB, 3 PRINCE ST.
1900.

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HALIFAX, NOVA SCOTIA, APRIL, 1900.

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

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GOVERNMENT GRANT,

In Aid of Public Schools, paid to Teachers,
for the half year ended Feb. 2nd, 1900.

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

	Number of Teaching Days employed.	Am't paid to Teach- ers from Provincial Treasury.			
ANNAPOLIS.					
Creed, John N	107		Clarke, J Allison	106	41 95
Longley, I M	108	\$104 50	Crowe, Joseph	106	41 95
Ruggles, Lenfest	108	104 50	Dunn, Harry L	108	42 75
Shaffner, S C	108	104 50	Elliott, S E Primrose	108	42 75
Balcom, Edith M	86	45 39	Fitch, Azuba M	108	42 75
Banks, Aurelia B	108	57 00	Forster, Bertha E	108	42 75
Banks, Beriah S	108	57 00	Gilliatt, Mary L	108	42 75
Banks, J Alonzo	46	24 27	Jackson, Eva B	108	42 75
Bishop, Annie M	108	57 00	Longley, Annie G	65	25 72
Bishop, Ida M	108	57 00	Magee, Rena M	104	41 16
Boehner, Chas F	108	57 00	Mason, Ernest S	107	42 35
Brown, A D	108	57 00	McCormick, A E	108	42 75
Clarke, M H	108	57 00	Messenger, H W	108	42 75
Cossett, Ethel J	103	54 36	Morse, Ellen M	108	42 75
Crisp, Wm K	50	26 38	Munro, Mary A	108	42 75
Dimock, Margaret J	108	57 00	Parker, Elizabeth A	106	41 95
Durling, Ruby E	108	57 00	Parker, Grace D	105	41 55
Freeman, Frank E	108	57 00	Phinney, Lulu M	108	42 75
Goucher, O P	106	55 94	Reagh, Lela B	106	41 95
Hamilton, Helena H	108	57 00	Rumsey, Clara I	105	41 55
Harris, C Louise	108	57 00	Ruggles, Bertha	108	42 75
Jack, Martha	108	57 00	Simpson, Lizzie M	53	20 98
Jamieson, Ida B	108	57 00	Spinney, Fred H	107	42 35
Lee, Angie M	108	57 00	Stephens, Hattie S	108	42 75
Leonard, Susan A	104	54 89	Ward, Lavinia O	107	42 35
Marshall, Wm A	108	57 00	Wheelock, Etta M	108	42 75
Milner, Lillias A	108	57 00	Williams, Mary L	108	42 75
Morse, Carrie A	108	57 00	Wiswall, Lavinia I	94	37 20
Spurr, Margaret C	108	57 00	Young, Lottie M	19	7 52
Starratt, Helen M	22	11 60	Anthony, Harry H	106	27 97
VanBuskirk, J L	108	57 00	Bailey, Georgina M	37	9 75
Vidito, Helen A	108	57 00	Balsler, Lilla B	108	28 50
Wheelock, Frank E	108	57 00	Banks, Estella M	104	27 44
Armstrong, A H	108	42 75	Banks, I Mabel	89	23 47
Atchison, Jennie E	108	42 75	*Barteaux, Lizzie A	107	37 65
Baird, Ira M	17	6 73	*Barteaux, Maggie E	53	18 64
Baker, Laura C	108	42 75	Berry, Ella M	101	26 65
Banks, Almeda M	108	42 75	Berry, Ruperta L	108	28 50
Banks, Mary E	108	42 75	Bruce, Minnie V	108	28 50
Banks, Wilford E	108	42 75	Cowan, Jennie E	108	28 50
Boehner, Eliza D	108	42 75	Durling, Bessie E	108	28 50
Bogart, Clara C	108	42 75	Durling, Cora E	107	28 23
Bowlby, Florence E	60	23 74	Fennerty, Annie B	108	28 50
Brown, Ada B	107	42 35	*Fitz Randolph, Mary F	108	38 00
Brown, Lillian E	108	42 75	Fleet, Gertrude L	108	28 50
			*Freeman, Florence V	108	38 00
			Freeman, Jessie M	106	27 97
			Gilliatt, Evelyn R	106	27 97
			Gilliatt, Rhoda C	108	28 50
			*Gillis, Eliza A	53	18 64
			Harlow, Ada M	81	21 36
			Harris, Laura J	108	28 50
			Hunt, Estella M	104	27 44
			Jackson, M Ellen	107½	28 36
			Longley, I Fletcher	107	28 23
			*McCloskey, Margaret I	97	34 12
			McKay, Millidge H	108	28 50
			Messenger, M W	29	7 64
			Miller, Bessie G	83	21 89
			Moody, Arthur G	62	16 35
			Morgan, Lizzie	107	28 23
			*Morse, Annie M	108	38 00
			Morse, Jennie B	108	28 50
			Morse, Winnifred E	108	28 50
			*Nowcombe, Bertha E	106	37 29
			*Phinney, Flora A	108	38 00
			Phinney, Hettie I	108	28 50
			Porter, Ethel G	108	28 50
			*Rosengren, Lulu	107	37 65

*Sabeau, Alma	87	30 59
*Sproule, Laura M	105	36 94
Stronach, Harvey N	105	27 70
Stuart, Catharine A	108	28 50
*Sulis, Bessie J	108	38 00
Taucn, Jos W	108	28 50
Taylor, Annie M	108	28 50
*Thompson, Susie M	108	38 00
Tupper, Forbes	108	28 50
*Tupper, Alice	107	37 65
*Veinotte, May Z	108	38 00

Assistants.

McLean, Margaret	35	6 15
Sproule, Abbie V	70	12 31

ANTIGONISH.

McKimmie, A A	108	\$ 57 90
Thompson, A	108	
Boyd, A J	108	57 00
Cameron, Hugh D	85	44 86
Chisholm Wm J	108	57 00
Gillis Angus	108	57 00
McIntyre, A A	108	57 00
Sister Mary Ann,	108	57 00
Sister St. Leonard,	103	54 36
Boyd A A	108	42 75
Chisholm Christina,	108	42 75
Chisholm, Dan M	108	42 75
Chisholm, Jean	108	42 75
Crispo, Mary A	100	39 58
Crowdis, Charles J	108	42 75
Finlayson, G D	11	4 35
Fraser, Cassie	108	42 75
Gillis Angus D	108	42 75
Grant Mary	108	42 75
Gunn, Mary A	107	42 35
Landry, Rose	108	42 75
McDonald, D D	108	42 75
McDonald, M A	108	42 75
McDonald, Marcella T	103	40 76
McDonnell, D R	108	42 75
McDonnell, John	106	41 95
McDougald, Janet	104	41 16
McIntosh, Florence	108	42 75
McIsaac, Mary J	87	34 44
McKenzie, Gertrude	108	42 75
McLean, Maggie	108	42 75
McLellan, Mary Ag.	108	42 75
McPherson, John A	108	42 75
Mitchell, Jean	87	34 44
Munro, Lillian P	108	42 75
O'Brien, Angela	107½	42 55
Patterson, G E	108	42 75
Rogers, Wm. J	108	42 75
Smyth, Wm. J	100	39 58
Sister Canillus	107	42 35
Sister M. Leonard,	108	42 75
Sister Margarite,	108	42 75
Tompkins, Rebecca	108	42 75
Anderson, Ursula	86	22 68
Buckles, Sara A	76	20 05
Chisholm, Katie	108	28 50
Chisholm, Mary A	107	28 23
Chisholm, Wm. R	108	28 50

Dooley, Bridget	108	28 50
Fitzgerald, Annie	105	28 50
Grant, Cassie	97	25 59
*Grant, Catharine	108	38 00
*Gillis, Stephen	108	38 00
Gunn, Sarah J	85	22 41
*Martin, Ellen	102	35 88
McDonald, Allan	108	28 50
McDonald, Annie J	108	28 50
McDonald, Archie J	108	28 50
McDonald, Cassie	108	28 50
McDonald, Harris	107	28 23
McDonald Janet	87	22 94
McDonald, Martha	108	28 50
*McDonald, Mary E	107	37 65
*McDonald, Mary E	108	38 00
*McEachren, John	106	37 29
*McFarlane, Lauchlan	107½	37 82
*McGillvray, Allena	88	30 94
McGillvray, Andrew	108	28 50
McGillvray, Jno S	105½	27 83
*McGillivray, Mary	103	36 23
McInnis, Anastasia	101	27 44
McInnis, Mary J	104	27 44
McIsaac R. A. J	108	28 50
McKenna, Mary A G	107	28 23
McKinnon, Andrew	107	28 23
McNeil, Mary	108	38 00
O'Brien, Symph	103	27 18
Sister St. Gregory	107	28 23
Sistar St. Helen	108	28 50
Sister Mary Imelda	108	28 50
Stewart, Robt A	108	28 50
Tremble, Jane	108	28 50
Wall, Gorman	108	28 50

CAPE BRETON.

Stewart, F I	108	
McIntosh, D S	108	
Bigney, Arthur O	108	\$ 85 50
Cameron, Chas E	103	54 36
Creelman, Wm A	108	104 50
Crombie, Isaac	108	104 50
Bates, Mark	108	57 00
Beaton, A L	108	57 00
Bentley, Elizabeth	108	57 00
Crowe, Winifred	106	55 94
Cunningham, Geo D	88	46 44
Dowling, Thos C	106	55 94
Edwards, Jas W	108	104 50
Gillis, Simon P	92	48 55
*Gillis, Ronald	103	54 36
McDougall, John	86	45 39
McKenzie, Kate A	108	57 00
McKinnou, Hector	94	49 61
McKinnon, Joseph	84	81 24
McLean, John R	20	10 55
MacLeunan, Alex	108	57 00
MacLeod, Alice	108	57 00
Martin, O McN	108	57 00
Partridge, Eleanor E	108	57 00
Sister M Pegio	108	57 00
M Josita	108	57 00
Fr's Xavier	108	57 00
St Margaret	108	57 00
Woodill, A W	108	57 00
Young, William	108	57 00

Baker, Elma	108	42 75	Fahie, Annie	107	28 23
Bates, Lawrence D	108	42 75	Farrell, Hugh	108	28 50
Bonner, James	75	29 67	Fraser, Eliza	102	26 92
Burke, E Chas	68	26 90	Gillis, Hugh	30	7 91
Clarke, Nepean C	103	40 76	Giovanetti, Loretto	108	28 50
Crosby, Emma	108	42 75	Graham, Maggie	108	28 50
Currie, Donald J	105	41 55	Grant, Hector A	88	23 20
Dunlop, Katie M	18	7 12	Hillier, Ida	108	28 50
Egan, Susan	108	42 75	Holmes, Caroline	108	28 50
Ferguson, J A	35	13 84	Johnston, Colin F	107	28 23
Gillis, John T	108	42 75	Kelley, Amy R	108	28 50
Hanrahan, Mary	108	42 75	Laffin, Bridget	108	28 50
Harrington, Annie E	108	42 75	McAulay, Christie	108	28 50
Holmes, Katie M	107	42 35	McCuish, Maggie	108	28 50
Lewis, Anna	106	41 95	Macdonald, Annie K	104	27 44
Macadam, May	108	42 75	McDonald, Nellie	19	4 99
Macaulay, Jean C	108	42 75	Macdonald, John L	105	27 70
McCormick, Matilda	106	41 95	Macdonald, John	107	28 23
McDonald, Flora	108	42 75	Macdonald, Nathaniel	17	4 47
McDonald, Norman	61	24 14	Macdonald, N W H	108	28 50
McDonald, Alex J	103	40 76	McDonald, Margaret	42	11 08
McDonald, Joseph	89	35 23	Macdonald Minnie	106	27 97
Macdonald, Mary	104	41 16	*McDougall, Duncan	107	37 65
McDougall, D J	108	42 75	McIsaac, Dan J	100	26 39
McGillvray, Mary J	108	42 75	McKinnon, Annie	108	28 50
McIsaac, Mary J	15	5 94	Mackinnon, Florence	106	27 97
McKenzie, Archy J	86	34 05	McLean, Annie	108	28 50
McKinnon, Katie	108	42 75	McLean, Neil	108	28 50
McLean, Neil	108	42 75	McLean, Mary C	106	27 97
McLeod, Katie J	108	42 75	McLellan, Ettie B	103	27 18
Macneil, Alexander F	106	41 95	MacLeod, Mary	55	14 51
Maeneil, Katie	52	20 58	McLeod, Maggie J	106	27 97
MacVicar, Margaret A	108	42 75	McMillan, R D	107	28 23
MacVicar, Edith J	108	42 75	McMillan, Fannie	108	28 50
Martell, Emily A	108	42 75	McMullin, Stephen	96	23 33
Morrison, Maggie	101	39 97	McNeil, James F	65	17 14
Muggah, Maggie	107	42 35	McNeill, Katie J	108	28 50
Muggah, Hester L	102	40 37	Macneil, Mary M	108	28 50
Mullins, Bridget	108	42 75	McNeill, Elizabeth	64	16 88
O'Connell, J I	39	15 43	McNeil, Annie	102	26 92
Orman, B M	108	42 75	Macneil, P D	106	27 97
Partridge, Amelia	108	42 75	McPhee, Isabel	107	28 23
Phelan, Michael A	108	42 75	McQuien, Florrie	103	27 18
Phoran, Alice	108	42 75	MacVicar, Bessie A	108	28 50
Robinson, Hattie L	108	42 75	Martell Phoebe	104	27 44
Ross, Maggie	73	28 88	Matheson, Mary L	69	18 20
Scott, Henry	51	20 18	Miller, Mary E	105	27 70
Sister St Camillus	15	5 94	Morrison, W E	99	26 12
St Francis	15	5 94	Mullins, Michael	108	28 50
St Mary	88	34 84	Nearing, Mary	94	24 80
M Modesta	108	42 75	Nickerson, Margaret	108	28 50
M Wilfrid	108	42 75	O'Neill, Maggie	108	28 50
M Ambrose	108	42 75	Phelan, Maurice F	108	28 50
M Veronica	108	42 75	Phelan, Arthur	84	22 15
M Anthony	108	42 75	Plant, Thos W	82	21 62
M Francisca	108	42 75	Ratchford, Winnie	106	27 97
Mary	108	42 75	Roche, Felicity	101	26 65
M Ernestine	108	42 75	Sister St Clementine	107	28 23
M Crescensia	108	42 75	Thompson, Bella	108	28 50
Smith, Minnie K	108	42 75	Tobin, Millie M	107	28 23
West, Jessie E	108	42 75	Towsend, Annie E	103	27 18
Barrington, H H	108	28 50	*Boyd, Mary W	108	38 00
Bert, Augusta	108	42 75	*Macadam, Dan A	108	38 00
Broderick, Win	108	28 50	*McDonald, Isabelle	101	35 53
Burchell, Sarah A	108	28 50	*McGillvray, Leonora	88	30 94
Butler, Sarah	108	28 50	*McInnis, Eliza M	108	38 00
Campbell, Mary A	108	28 50	*McKenzie, Ronald	59	20 75
Coady, Peter W	108	28 50	*McLennan, John	64	22 51
Cox, Mary A	46	12 13	*Smith, Jessie E	108	38 00

COLCHESTER

STIRLING.

McBane, Alex	108	\$57 00
Donovan, Florence	108	57 00
Graham, Lois	108	42 75
Ferguson, Margaret	108	42 75
Fraser, A G	105	42 75
McKay, Marian	107	42 35
McKay, Isabella	108	42 75
McLeod, J W	108.	42 75
Nelson, Nancy	108	42 75
Paterson, Maggie	108	42 75
Sutherland, Mary	108	42 75
*Barclay, Winnifred	108	36 64
Bryden, Maggie	107½	28 36
Cameron, Annie	107	28 23
Campbell, Lily	85	22 41
*Langille, Elizabeth	107	36 30
McEachren, Janie	108	28 50
McKenzie, Minnie	107	28 23
McConnell, Maggie	103	27 18
McLeod, Jessie	108	28 50
*McLeod, Maggie	108	36 64
Murray, Ella	108	28 50
Oliver, Gertrude	108	28 50
Ross, Jessie	108	28 50
Ross, Belle	103	27 18
Sutherland, Bessie	108	28 50
*Sutherland, Jessie	86	29 17
Sutherland Alex.	108	28 50
Treen Margaret	97	25 59
*Urquhart, Margaret	108	36 64

WEST COLCHESTER.

Craig, N R	107	56 47
Crowe, J A	106	55 94
Crowe, Clara	15	7 91
Foster, F O	17	8 97
McDonald, J C	108	57 00
Peppard, Sophia	88	46 44
Porter, B F	85	44 86
Spencer, Linnie	103	54 36
Sutherland, Lena	108	57 00
Archibald, Minnie M	38	15 03
Archibald, Minnie J	108	42 75
Bond, Mary	104	41 16
Fulmore, Della	108	42 75
Graham, M A	108	42 75
Hamilton Isabella	57	22 56
Lank, Annie	108	42 75
Lynds, Allie E	108	42 75
Morrison Ida	108	42 75
McComber, Alice	5	1 97
McKenzie, Jane	15	5 94
McLeod, M A	108	42 75
McNutt Jannie	108	42 75
Murray, Georgie	21	8 31
Purdy, Janie	108	42 75
Putnam, Mary	108	42 75
Roy, Bessie	108	42 75
Semple, W H	107	42 35
Vance, S C	108	42 75
Boomer, Gertrude	104	27 44
Borden, Minnie	108	28 50
Carter, Georgie	103	27 18
Chisholm, Ethel	103	27 18
*Christie, Ethel	108	36 64
Crowe, Annie G	107	28 23

Davison, Stella	108	28 50
*Fulton, Annie	98	33 24
Gould, Annie	108	28 50
Harris, Alice	108	28 50
Higgins, Alberta	108	28 50
*Jobb, Ethel	66	22 39
Keith, Ethel	79	20 83
Lightbody, Susie	106	27 97
McDonald, Ella	39	10 28
*Morrison, Martha	52	17 65
*Sproule, Mabel	98	33 24
Taylor, Edith	108	28 50
Vance, Ruby	87	22 94
West, A C	108	28 50
Wilson, Ruth	108	28 50

SOUTH COLCHESTER.

Campbell, W R	101	
Hemeon, M D	101	
Archibald, G Grassie	101	\$ 53 30
Barteaux, J E	101	53 30
Bool, Evelyn	101	53 30
Brennan, Dan S	108	57 00
Burris, Grace D	103	54 36
Chisholm, Maude	107	56 47
Crowe, Margaret	108	57 00
Crowe, H S	101	53 30
Davidson, Clara E	101	53 30
Dickson, Ethel	108	57 00
Dickson, Hattie	101	53 30
Holesworth, Mabel C	108	57 00
Logan, Maggie	108	57 00
Linton, O H	101	53 30
Little, James	101	.....
McCallum, M D	101	53 30
McDonald, Juanita	88	46 44
McInnes, Lenora A	101	53 30
McKay, Ena G	101	53 30
Mack, Annie L	101	53 30
Moxon, Arthur	108	57 00
Richardson, Tophemia	101	53 30
Archibald, Jessie	108	42 75
Archibald, Janet	101	39 97
Barnhill, Emma M	101	39 97
Blake, E A	108	42 75
Chisholm, Annie L	108	42 75
Cox, Jeannette	108	42 75
Creelman, Minnie	108	42 75
Forbes, Arthur G E	108	42 75
Graham, Jean	107	42 35
Johnson, Grace	107	42 35
Johnson, Kate B	108	42 75
Douglas, Janetta M	108	42 75
Hattie, Belle	101	39 97
Heney, Libbie G	108	42 75
McDonald, A H	101	39 97
Higgs, Bessie R	107	42 35
McLeod, Lizzie H	107	42 35
McLeod, M Jean	101	39 97
McRae, Alice A	88	34 84
Matheson, Maggie E	108	42 75
Murphy, Bella P	108	42 75
Roode, Annie H	108	42 75
Rose, Clarence A	108	42 75
Ryan, Margaret	105	41 55
Sill, Christy	29	11 47
Smith, Janie	108	42 75

Suckling, Annie C T	108	42 75	Ross, A D	107	56 47
Archibald, Willanna	108	28 50	Ross, N H	108	57 00
*Bradley, Mary	69	23 41	Ray, Hattie	107	56 47
*Brenton, Maude	108	36 64	Slade, W R	108	57 00
Christie, Gertrude L	87	22 94	Sommerville, Jennie	108	57 00
Creelman, Maude	108	28 50	Spencer, Aggie	108	57 00
Dartt, Adelaide	88	23 20	Spurr, E Blanche	107	56 47
Erskine, Carrie M	98	25 86	Anderson, Perl	108	42 75
Etter, A Gordon	107	28 23	Baillie, Mary	103	40 76
Fisher, Ethel	63	17 93	Baird, Sara	108	42 75
*Fulton, Hattie	65	22 05	Baker, Lyde	108	42 75
Gay, Mabel Lauraine	98	25 86	Bent, Maud	20	7 91
Grant, Lottie K	78	20 57	Bently, Florence	107	42 35
*Grant, Edward	87	29 50	Beharrel Mary	108	42 75
*Gratto, Janie	97	32 41	Brundage, Kate	106	41 95
*Hamilton, Alma L	92	31 22	Burke, Annie C	105	41 55
Henry, Alice M	84	22 15	Caldwell, Elsie	108	42 75
Hull, Jessie	58	15 30	Carter, Ida	107	42 33
Johnson, Melissa	48	12 66	Carter, Amelia	103	40 76
*Johnson, Susan H	88	29 83	Chambers Bessie	73	28 85
Kellough, Emma M	107	23 23	Charman, Eliza	108	42 75
Longhead, Josephine	85	22 41	Charman, Harry	108	42 75
Lowden, Jennie C	40	10 55	Coates, Clara	108	42 75
*McCallum, Christina C	108	36 64	Coffin, Sophia	108	42 75
*McCallum, Lily H	88	29 83	Cook, Clara C	108	42 75
McCully, Eva	108	28 50	Cruickshanks, Annie	108	42 75
McDonald, Laura	108	28 50	Currie, G Blanche	103	40 76
McKenzie, Bertha M	46	12 13	Downey, Margaret	108	42 75
McKenzie Maud E	73	19 26	Eagan, Samphard	108	42 75
McNutt, Eressa Bella	83	21 89	Flemming, Harry	52	20 58
*Smith, Esther	88	29 83	Fraser, Lillian	105	41 55
Sutherland, Janet C	59	15 56	Gould, Alberta	106	41 95
*Sutherland, Jean	94	31 89	Grant, Margaret	104½	41 36
*Roode, Homer	66	22 39	Henley, Mary T	107	42 35
Suckling, William	101	26 65	Hennessey, Bessie	26	10 28
Wilson, Maggie N	60	15 82	Hunter, Lillian	108	42 75
			Kerr, Minnie	103	40 76
			Knight, Mark	108	42 75
			Lanner, Margaret	108	42 75
			Logan, Lou E	108	42 75
			Lyons, Mamie	20	7 91
			Maxwell, Martha	106	41 95
			McArthur, Ethel	108	42 75
			McAulay, Etta	108	42 75
			McCulloch, Essie	108	42 75
			McDonald, D C	40	15 83
			McEachren, Maggie	104½	41 36
			McKenzie, Libbie	88	34 84
			McKenzie, Georgie	108	42 75
			McKinlay, Oressa	108	42 75
			McLeod, Bessie	84	33 26
			Mills, J E	108	42 75
			Mitchell, Pauline	108	42 75
			Moore, Irwin	94	37 20
			Moore, Lizzie	108	42 75
			Munroe, J A	108	42 75
			Nicholson, Kate	108	42 75
			Nicholson, Mary	108	42 75
			Oulton, Lizzie	108	42 75
			Oxley, Priscilla	108	42 75
			Partridge, Ethel	107	42 35
			Patterson, Sara	108	42 75
			Patterson, Harry	108	42 75
			Patton, Alberta	108	42 75
			Putnam, Ethel	107	42 35
			Putnam, Charlotte	108	42 75
			Robb, Sadie	107	42 35
			Scrimgeour, Jas	104½	41 36
			Simpson, Lydia	108	42 75

CUMBERLAND.

Dukeshire, Stanley	108	\$ 57 00
Hepburn, Wm A	108	
Lay, E J	108	
McDougall, E M	103	57 00
McNealy, Murray	108	104 50
McTavish, N D	108	
Tuttle, M R	108	57 00
Archibald, Susie	108	57 00
Armstrong, Arthur	108	57 00
Barnes Lilah	108	57 00
Baxter, Agnes	108	57 00
Beaton, Katherine	108	57 00
Conway, Isabella	108	57 00
Campbell, Annie	108	57 00
Gillis, Maude	108	57 00
Gilray, J R	108	57 00
Love, Rachel	108	57 00
McCart, Agnos	108	57 00
McKay, Katherine	59	31 14
McKay, Anna	108	57 00
McKenzie, Annie	107	56 47
McKinnon, Alice	108	57 00
McNeil, Bessie	108	57 00
McPherson, Margaret	108	57 00
McWilliams, Janie	108	57 00
Peppard, Sadie	108	57 00
Peppy, Fred	108	57 00
Pugh, Ethel	108	57 00

Slade, Hattie	108	42 75
Spencer, Marion	38	15 03
Thompson, Mary	102	40 37
Vance, Stiles	107	42 35
Angus, Wilson	108	28 50
*Atkinson, Janie	98	32 22
*Baird, Vesta	106	34 85
Baird, Ethel	47	12 40
Baird, Edna	108	28 50
Baxter, Alice	108	28 50
Beattie, Laura	108	23 50
*Benjamin, May	99	32 55
Bigney, Mabel	108	28 50
Bowser, Annie	108	28 50
Carter, Florence	118	28 50
Chisholm, Elnerva	106	27 97
Chisholm, Alice	92½	24 40
Colborn, Nellie	53	13 98
Daniel, Jane C	107	28 23
Dixon, Annie	103	27 18
Deuch, Mabel	106½	28 10
*Dobson, Lizzie	88	28 92
*Duncan, Maud	54	17 76
Ferguson, Janie	108	28 50
Forest, Lily	108	28 50
Fraser, J H	107½	28 36
*Fulton, Ella	108	35 52
Goodwin, Bessie	107	28 23
Goodwin, Burton	59	15 56
*Grant, Lena	89	29 25
Henderson, Emma	107	28 23
Henderson, Minnie	104	27 44
*Henderson, Janetta	108	35 52
*Hue, Alice	103	33 87
Hurd, Clara	89	23 47
Johnson, Clara	98	25 36
Keillor, Emma	108	28 50
Keiver, Mary	108	28 50
MacKay, W G A	72½	19 13
McCallum, Kate	100	26 39
McDonald, Emma	108	28 50
McDonald, Annie	108	28 50
McDonald, Ethel	108	28 50
*McGregor, Maggie	108	35 52
McIntosh, Elsie	108	28 50
*McKay, Myria	108	35 52
McKenzie, Maggie	108	28 50
McKim, Lizzie	108	28 50
McLeod, Lilas	20	5 26
McLeod, Jessie	108	28 50
*McNab, Kliz .h	53	17 42
Moore, Irvine	14	3 63
Oulton, Millage	97	25 59
Oxley, Ethel	108	28 50
Patterson, Marlin	105	27 70
*Piers, Maud	107	35 17
*Piers, Mary	88	28 92
Porteus, Gordon	108	28 50
Purdy, Maggie	108	28 50
Redmond, Annie	108	28 50
*Reid, Beruice C	108	35 52
*Ross, Maggie	107	35 17
Rutherford, Ada	108	25 50
Shipley, Laura	108	25 50
Shipley, Lily	108	28 50
Simpson, Elizabeth	108	28 50
Smith, Ina	103	27 18
Soy, Mary	106½	28 10
Sucliffe, Jean	108	28 50

Tait, Lillian	108	28 50
Trenholm, Ruth	106½	28 10
Webb, Truman	107	28 23
Wier, Minnie	108	28 50
Wood, Emma	108	28 50

PARRSBORO.

Magee, W H	108	104 50
Baird, J W A	108	57 00
Brayley, G G	103	57 00
Chute, L Maud	20	10 55
Carter, Fred	97	51 19
Kirkpatrick, Lizzie	108	57 00
Leitch, Holly	104	54 89
Moore, Clara	108	57 00
O'Mullon, Mary	108	57 00
Sprout, Mary	108	57 00
Spinney, C C	108	57 00
Watton, Lillian	108	57 00
Brisson, Mary	108	42 75
Cameron, Bertha	108	42 75
Carter, Clara	107	42 35
Jeffers, Annie	108	42 75
Johnson, J B	107	42 35
Kirke, Helen	103	40 76
Leitch, Fannie	80	31 66
Murray, Georgie	15	5 94
Pierce, Lessie	108	42 75
Spicer, Mabel	108	42 75
Sprout, Hester	108	42 75
Steck, H J	98	38 78
Walton, Ethel	108	42 75
Ward, Cora	108	42 75
*Campbell, Mary	72	23 69
Dickson, Ida	106	27 97
Fulton, Lettie	108	28 50
Fulton, Annie	108	28 50
Howard, Lizzie	108	28 50
*Jenk, Winnifred	108	35 52
*Marsh, Leta	108	35 52
*McCabe, Alice	106	34 85
McCabe, Maud	96	25 38
*McAloney, Maggie	108	35 52
*McKenzie, Christie	82	26 95
*McLeod, Sara	88	28 92
Morris, Emily	107	28 23
Phalen, Althea	108	28 50
*Robson, Norman	105	34 51
Rutherford, Maggie	73	19 26

DIGBY.

Connolley, J P	97	
Hogg, Henry B	108	
Logan, Bessie M	107	\$ 56 47
Alexius, Sister M	108	57 00
Bishop, Mina A	108	57 00
Crisp, Wm. K	53	27 97
DeLancey, Jas A	108	57 00
Dunn, Mary H	108	57 00
Ellenwood, Bertha D	40	21 10
Frost, Myrtle B	108	57 00
Harlow, Arthur C	105	55 41
Hogg, Nathaniel W	107	56 47
Hunt, May D	98	51 72
James, Beryl G	108	57 00
Louis, Sister M	108	57 00

Richardson, R G D	108	57 00	McNeill, Lennie D	103	27 18
Saunders, W W	108	57 00	*Melancon, Josephine M	108	37 82
Scott, Agnes B	108	57 00	*Mullen, Annie L	98	34 33
Taylor, Jas A	108	57 00	*Mussels, Maud A	106	37 12
Vroom, Carrie E	107	56 47	O'Connor, E Gertrude	108	28 50
Wade, Louisa M	107	56 47	Parker, Lottie M H	108	28 50
Ahern, Mary E	104	41 16	Pettit, Annie M	98	25 86
Amirault, Ellen	108	42 75	*Porter, Kate L	98	34 33
Baker, Ermina M	108	42 75	Prime, Lenetta	105	27 70
Cornwell, Janct M	93	36 81	Robichau, Lucie	82	21 62
Challen, Miunie	103	40 76	Saulnier, Zelic	108	28 50
Cowan, Janet A	107	42 35	Smallic, Mary	108	28 50
Crousse, Agnes M	108	42 75	Soucie, Hermeline	98	25 86
Crowell, Mabel M	83	32 86	Surette, Mary F	108	28 50
Daniels, Lavinia	108	42 75	Suthern, Lois B	108	28 50
Harris, Maggie M	108	42 75	Theriault, Adèle	108	28 50
John, Sister M	108	42 75	Theriault, Adolphe	108	28 50
Johnson, Edith M	108	42 75	Thibault, Alma	105	27 70
Jones, Watson C	89	35 23	*Thibault, Evelyn	103	36 06
McVicar, John E	14	5 54	Thibodeau, Rose Ann	46	12 13
Morse, Egbert P	55	21 71	Tibert, Walton K	108	28 50
Perry, Mattie M	108	42 75	Thurber, Bessie G	108	28 50
Sabeau, Wm H	108	42 75	Tinkham, Jessie E	108	28 50
Sanders, Arthur W	94	37 20	Walsh, Mary C	104	27 44
Soucie, Oliver A	108	42 75	Warne, Janet L	108	28 50
Stanislaus, Sister M	88	34 84	Welch, Fannie A	108	28 50
Stanislaus, Sister R	108	42 75	Wilson, Attie M	108	28 50
Thibodeau, Rose Ann	62	24 53	Wright, Laura A	108	28 50
Turnbull, Lizzie B	108	42 75	Wyman, Effie D	64	16 88
Virginia, Sister M	20	7 91			
Whitman, Elbert J	108	42 75			
Winchester, Etta J	74	29 27			
Belliveau, Amelia A	108	28 50			
Belliveau, Emile	108	28 50			
Pelliveau, Edward M	108	28 50			
Belliveau, Esther	104	27 44			
Belliveau, Grace	103	27 18			
Blackford, Lillie D	108	28 50			
*Brooks, Edith A	102	35 73			
Chipman, Nellie	108	28 50			
Comcau, Adaline	108	28 50			
Comeau, Adolphe	94	24 80			
Comeau, Camille	108	28 50			
Comeau, Geo P	107	28 23			
Comeau, J Ulysse	106	27 97			
Cossaboon, Annie F	107½	28 36			
*Cossaboon, Clarissa I	104	36 42			
Cossaboon, Mamie L	106	27 97			
Crousse, Josephine P	108	28 50			
*Denton, E May	108	37 82			
*Denton, Flora B	107	37 46			
*Denton, Laura B	88	39 81			
Deveau, Ann Lea	108	28 50			
*Doucet, Edith	94	32 92			
*Douglas, Elvie	45	15 76			
Gaudet, Beatrice	108	28 50			
*Gormley, Augusta M	89	31 16			
*Gosby, Althea B	108	37 82			
*Goucher, Grace A	78	27 32			
*Goucher, Mary D	108	28 50			
Haché, Augustin F	108	28 50			
*Haines, Eva E	108	37 82			
*Hill, Dorcas A	85	29 76			
Hines, Bertha M	108	28 50			
Hinxman, Maud S	107	28 23			
Johnson, Ethel B	108	28 50			
LeBlanc, Symphorien	108	28 50			
Loneragan, Margaret L	108	28 50			
*McLeod, Jessie	108	37 82			
			Assistant.		
			Ursula, Sister M	108	28 50
			GUYSBORO.		
			Butler, G K	108	
			Richards, T R	108	\$104 50
			Crowe, Annie F	18	9 49
			Corbin, Maud E	104	54 89
			Cullinen, Kate M	108	57 00
			Cunningham, J H	107	56 47
			McAmis, Kate	79	41 69
			McDonald, Mary C	108	57 00
			Murphy, May J	108	57 00
			Sangster, Osborne	108	57 00
			Cameron, Edith	107½	42 55
			Hockin, Mabel L	108	42 75
			Keating, Ella	108	42 75
			McDonald, E M	108	42 75
			McDonald, James	103	40 76
			McGuire, Fereby	108	42 75
			McIntosh, Jessie M	108	42 75
			McLean, T O	102	40 37
			McNaughton, Dan P	108	42 75
			McPherson, Maggie B	108	42 75
			Pulsifer, Bessie M	108	42 75
			Sherman, Maud	108	42 75
			Smith, Helen	108	42 75
			Stephens, Laura	108	42 75
			Sutherland, Minnie	108	42 75
			Wheaton, E L	108	42 75
			Baker, Neil S	70	18 47
			*Bowie, Blanche	108	36 94
			Bowie, R J	88	23 20
			Boyd, Mary J	108	28 50
			Carr, Adeline	108	28 50
			Carroll, Mary A	106	27 97

Chisholm, Cassie	68	17 93
Cook, Edna C	108	28 50
Cook, Ethel A	108	28 50
Cousins, W S	104	27 44
Cresine, Mabel	98	25 86
Grant, Jennette M	96	25 33
Hadly, Cornelia	108	28 50
Hamilton, Mabel F	108	28 50
Hanifen, Maggie	55	14 51
Hart, Gertrude R	103	27 18
Jamieson, Bessie G	89	23 47
*Jones, Josie M	108	38 00
*Kelly, Minnie	69	24 26
Langley, Harriet E	108	28 50
Langley, Etta	108	28 50
McDonald, D	108	28 50
McGillivray, Angus	94	24 30
McKeough, Annie J	108	28 50
McLellan, Lucille J	108	28 50
McIhee, Ada L	103	27 18
Martyn, Evangeline	108	28 50
Moran, Mary E	108	28 50
Morgan, Esther	106	27 97
Ross, E M	108	28 50
Sceles, Annie C	89	23 47
Scout, Hattie L	103	27 18
Sherman, Lucy F	108	28 50
Sherman, Mary A	105	27 70
Sullivan, Mary	108	28 50
Sutherland, Ellen B	98	25 86
Wells, Annie B	107	28 23
Wheaton, Emma M	108	28 50

ST. MARY'S.

Macdonald, J D	74	\$ 71 60
Macdonald, Ida G	14	13 55
Cameron, M G	108	57 00
Fraser, Alfred W	20	10 55
Harding, Henry F	44	23 22
Kinley, Thomas J	68	35 89
Bent, Laura F	108	42 75
Cameron, Thomas G	107	42 35
Dechman, Clara E	108	42 75
Dickson, Margaret	108	42 75
Eadie, Laura	107	42 35
Fraser, Mabel	108	42 75
Gunn, Angus C	56	22 17
Kinley, Mary T	107	42 35
Maxwell, Bessie B	105	41 55
McLean, Annie	107	42 35
McNutt, Elizabeth	107	42 35
McPherson, A	108	42 75
Purcell, Margt L	86	34 05
Stewart, Celia L	108	42 75
*Grant, Lina	107	37 65
Hattie, Edith	85	22 41
Hattie, John D	89	23 47
*Hattie, Louise J	87	30 59
Hines, Laura B	107	28 23
*Nelson, Alice	98	34 47
Suttis, Laura E	78	20 57

HALIFAX.

CITY.

Kennedy, W T		
Morton, S A		
Mackintosh, K		
Logan, J W		
Peters F A		
Lanos, J		
Hill, K T		
Doherty, D. P	98	\$ 57 00
Evaristus, Sister	98	57 00
Kennedy, L E	58	33 73
Marshall, G R	98	57 00
O'Hearn, P	98	57 00
Trefry, P H	98	57 00
Wilkie, F S	98	57 00
Ambrosia, Sister	98	57 00
Anderson, F	98	57 00
Boreham, E M	98	57 00
Bowden, I M	98	57 00
Bowden, L J	98	57 00
Brims, M C	98	57 00
Brodie, I	98	57 00
Brown, C W	98	57 00
Bruce, J	98	57 00
Cameron, E	98	57 00
Cecilia, Sister	98	57 00
Creighton, I M	40	23 27
Cunningham, A M	98	57 00
DeChantal Sister	98	57 00
Delahanty, K	98	57 00
Dickey, S	98	57 00
Dolorosa, Sister	98	57 00
Donohue, Mmc.	98	57 00
Dwyer, M T	98	57 00
Electa, Sister	98	57 00
Florence, Sister	98	57 00
Flowers, E M	98	57 00
Flowers, H. L	98	57 00
Gaul, R E	98	57 00
Genevieve, Sister	98	57 00
Haverstock, A M	98	57 00
Hart, G	98	57 00
Hamilton, A H	98	57 00
Kelly, P M	98	57 00
Laracy, A X	98	57 00
Marshall, L E	98	57 00
Miller, C I	98	57 00
Mosley, M I	98	57 00
McColough, A M	98	57 00
McCurdy, E R	98	57 00
McGregor, H	98	57 00
Phelan, M. T.	98	57 00
Pius, Sister	98	57 00
Ross, E P	98	57 00
Ross, Geo	98	57 00
Saunders A C	98	57 00
Shields S W	98	57 00
Shine, M	98	57 00
Sims, S A	98	57 00
Theakston H S F	98	57 00
Wakeley, A C	98	57 00
Walsh, P L	98	57 00
Whalen, A	98	57 00
Wiswell J M	98	57 00
Ackhurst, M L	98	42 75
Adams, E	98	42 75

Aloysia, Sister	98	42 75	Torrey, E C	98	42 75
Ancient, C F	98	42 75	Travis, A A	98	42 75
Bayer, A L	98	42 75	Vincent, Sister	98	42 75
Berchman Sister	98	42 75	Walsh, A M	98	42 75
Bond, E	98	42 75	Warner, M F	98	42 75
Borgia Sister F	98	42 75	Wells, M H	98	42 75
Borgia, Sister M	98	42 75	Willis, E J	98	42 75
Broadburst, M E	98	42 76	Aloysius, Bro	98	28 50
Butler, E R	98	42 75	Campbell, J B	98	28 50
Caccilia, Sister	98	42 75	Davis, A A	98	28 50
Catherine, Sister	98	42 75	Gossip, C M	98	28 50
Christina, Sister	98	42 75	Keating, T M	98	28 50
Clancy, B M	98	42 75	Share, C	98	28 50
Clarke, J W	98	42 75			
Cunningham, E S	98	42 75			
Curren, E M	98	42 75			
DePazzi, Sister	98	42 75	Kennedy, Elizabeth E	20	\$ 11 63
Devine, M E	98	42 75	Miller, Geo J	98	104 50
DeWolfe, M W	98	42 75	Mackay, Mary A	108	57 00
DeWolfe, H E	98	42 75	Andrews, H W	87	45 92
Dionysia, Sister	98	42 75	Archibald, Nettie B	107	56 47
Dominic, Sister	98	42 75	Bell, Mary T	98	57 00
Donovan, M J	98	42 75	Doody, Kate	107	56 47
Etter, E P	98	42 75	Egan, Jean G	107	56 47
Eugenie, Sister	98	42 75	Ellis, Emma	108	57 00
Eusebia, Sister	98	42 75	Mills, Hattie	20	10 55
Felix, Sister	98	42 75	Moody, Grace	98	57 00
Flavin, M M	98	42 75	Mosely, Ethel	98	57 00
Francis, Sister	98	42 75	McDougall, Ethel	108	57 00
Gardner, N H	98	42 75	MacCurdy, Tena	108	57 00
Grierson, F	98	42 75	Thomas, Alice	98	57 00
Grierson, M H	98	42 75	Thompson, Mary I	107	57 00
Hamilton, H H	98	42 75	Tupper, Mary	98	57 00
Hartigan, Sister	98	42 75	Woolrich, Mary E	108	57 00
Healey, K E	98	42 75	Allen, Elizabeth G	98	42 75
James, C A	98	42 75	Annina, Sister	20	7 91
Jamieson, H I	98	42 75	Archibald, Maggie K	108	42 75
J Baptist, Sister	98	42 75	Bayers, Lelia A	88	34 84
Johnson, A M	98	42 75	Borne, Louise	20	7 91
Johns, M A	98	42 75	Browne, Mary M	106	41 95
Joseph, Sister	98	42 75	Baker, May	106½	42 15
Josephine, Sister	98	42 75	Burriss, Estella	108	42 75
Kierstead, M	98	42 75	Boak, Lillie May	107	42 35
Kennedy, M C	98	42 75	Blois, Ernest H	108	42 75
Lawrence, B M	98	42 75	Brunt, H D	102	40 37
Leo, Sister	98	42 75	Coleman, Hannah E	108	42 75
Leocadia, Sister	98	42 75	Coyle, Eleanor	108	42 75
Logan, A M	98	42 75	Cox, Jane R	108	42 75
Lyall, B H	98	42 75	Clark, Frances G	85	33 65
Mitchell, A J	32	13 96	Creighton, Alice	106	41 95
McArthur, J R	98	42 75	Creighton, Laura	108	42 75
McDonald, L M	98	42 75	Currie, Minnie	98	42 75
McGregor, A	98	42 75	Dickey, Elizabeth	107	42 35
Mooney, E M	98	42 75	Diller, S M	78	30 86
Murphy, Mme	98	42 75	Dickey, Amelia	108	42 75
O'Donnell, M E	98	42 75	Dominey, Maud W	108	42 75
O'Donoghue, M T T	98	42 75	Edgecombe, Ethel	108	42 75
Perpetua, Sister	98	42 75	Ervin, Edna	79	31 26
Putnam, A F	98	42 75	Ellis, Russell	108	42 75
Raphael, Sister	98	42 75	Fisher, Edna M	108	42 75
Rita, Sister	98	42 75	Fultz, Florence M	108	42 75
Rodriguez, Sister	98	42 75	Fultz, Antoinette	20	7 91
Strattan, E	98	42 75	Forbes, Libbie J	108	42 75
Sullivan, E	98	42 75	Gaetz, Ella M	107	42 35
Sullivan, M	98	42 75	Gray, Annie G	101	39 97
Sullivan, M T	98	42 75	Gates, Gertrude	53	20 98
Sullivan, M T R	98	42 75	Gaetz, Ida M	108	42 75
Sullivan, S J A	98	42 75	Gualbert, Sister	88	34 84
Theakston, S E	98	42 75	Huestis, Ada B	106½	42 15
			Haverstock, Ernest	97	38 39

COUNTY.

Hallamore, Della	107	42 35	*Hutchinson, Janet P	92	32 35
Henrion, Currie E	108	42 75	*Hutchinson, Ella	80	28 14
Hazle, Edith	103	40 76	Hall, Ralph	108	28 50
Hart, Frank C	107	42 35	Hay, Harry	108	28 50
Harris, Minnie M	98	42 75	Hamilton, Gayton	64½	17 01
Hennigar, Edith	98	42 75	Hewitt, H W	107	28 23
Hamilton, Mary A	98	42 75	Hamilton, Dorothy	107	28 23
Hume, Bessie	98	42 75	Hartling, Ella	106	27 97
Hume, Emma	98	42 75	Johnson, Martha E	108	28 50
Joy, Helen J	108	42 75	*Jones, Martha E	97	34 12
Jackson, Eleanor	108	42 75	*Jennott, Fitzgerald	103	36 23
Johnson, Josie S	56	22 17	Lucilla, Sister	88	23 20
Kaye, Hattie A	108	42 75	*Murphy, James W	108	38 00
Laidlaw, Eliz	98	42 75	Marryatt, Martha E	108	28 50
Leary, Kate E	65	25 72	Mumford, Mabel	107	28 23
Lewis, Lizzie L	92	36 41	Mitchell, Guy	107	28 23
Morrison, Kenneth	107	42 35	*Miller, Liliat	108	38 00
McDonald, Allen	107	42 35	Mitchell, Alice	98	28 50
McDonald, W L	108	42 75	*McGuire, Annie B	82	28 83
McDonald, Thos G	104	41 16	MacMillan, Jennie B	108	28 50
McDonald, Tena S	91	36 02	MacDonald, Susan	108	28 50
McDonald, Etta	107	42 25	Mackassey, W P	103½	27 31
McDougall, John C	105	41 55	Macdonald, Christine	106	27 97
McKay, Belle C	98	42 75	Patterson, Mabel G	108	28 50
McKenzie, Margaret A	108	42 75	*Rankine, James M	72½	25 50
McMullin, Annie O	108	42 75	Ross, Ellen D	108	28 50
Osborne, Melissa	20	7 91	Sanford, Annie L	107	28 23
O'Brien, James R	106	41 95	Sutherland, Grace	108	28 50
Oland, Bessie	108	42 75	Sibley, Matte A	107	28 23
Pender, A M	98	42 75	*Stoddard, Beatrice	108	38 00
Povoas, Minnie	73	28 88	Tait, Laura M	108	28 50
Rockett, Margaret	108	42 75	Tulloch, Bertha R	108	28 50
Richardson, Ralph	108	42 75	Taylor, Carrie R	108	28 50
Smith, Isabella	107	42 35	Williams, Florence	108	28 50
Sheehan, Daisy	108	42 75	White, Mary B	108	28 50
Shaw, Alice	107	42 35	*Williams, Selena	74	26 02
Sibley, Lou	102	40 37			
Stevens, Thaddeus	107	42 35	<i>Assistant.</i>		
Shute, Jessie T	98	42 75	Findlay, Sarah	98	28 50
Thompson, Eliza	103	40 76			
Totten, Annie	106	41 95	<i>HANTS.</i>		
Tobin, Gertrude	106	41 95	<i>WEST.</i>		
Thomas, Bessie	98	42 75	Forbes, Antoinette	104	51 59
Woollard, Ethel B	104	41 16	Layton, J S	92	
Wells, Clara B	108	42 75	Shields, Wm J	108	104 50
Wier, Lewis	108	42 75	Smith, John A	107	
White, Annie G	108	42 75	Bigney, Anna L	108	57 00
Wier, Amelia	108	42 75	Bigney, Annie	108	57 00
Woodroffe, Laura L	98	42 75	Brooks, Ethel G	42	22 16
Stanislaus, Sister	20	7 91	Burgoyne, Mary	106	57 00
Annard, Laura	107	28 23	Dill, Ethel E	108	57 00
Annard, Maggie	108	28 50	Harvie, Alice B	108	57 00
Bruce, Mary Helen	108	28 50	Hennigar, Annie	108	57 00
Crowell, Ida M	108	28 50	Marsters, Eva M	106	55 94
Cox, Maggie M	107½	28 36	McLellan, Mary	108	57 00
*Covey, Effie	92	32 35	Meck, Lena R P	108	57 00
Cooper, Edith Alice	106	27 97	Miller, Bessie	108	57 00
*Dooks, Mary I	89	31 29	Rathbun, Florence	108	57 00
Deane, Robt S	108	28 50	Sanford, Mattie V	108	57 00
Dunlap, Jennie	104	27 44	Smith, Letson M	108	57 00
*English, A B	106½	37 47	Sterling, Annie L	108	57 00
*Flemming, Nancy B	108	38 00	Archibald, R D W	108	42 75
Gaetz, Minia A	108	28 50	Bennett, Hanna	104½	41 36
Giles, Agnes	108	28 50	Bowles, Royd F	108	42 75
Greenough, Arabella	106½	28 10	Burgoyne, N A	105	41 55
*Giles, Hattie S M	108	38 00	Caldwell, Winnie	108	42 75
Gibbons, John	103	27 18			
*Henley, Elsie D	106	37 29			
Higgins, Arabella	163	27 18			

Canavan, Annie E	108	42 75	McHarrie, Agnes	108	42 75
Carmichael, Thos H	108	42 75	O'Brien, Laura M	108	42 75
Cogswell, Addie M	68	26 90	O'Brien, N Edith	63	24 93
Davison, George W	104	41 16	O'Brien, Mary L	108	42 75
Dimock, Annie	108	42 75	Peppard, Margaret A	108	42 75
Goudy, Emily F	87	34 44	Peterson, Lizzie M	103	40 76
Goudy, Leila A	81	32 47	Rines, Leonard D	107	42 35
Kerr, Bessie	88	34 84	Sutherland, Elizabeth	107	42 35
Lynch, Jessie A	108	42 75	Wallace, Effie B	108	42 75
Mariette, Emma M	108	42 75	Webber, Annie E	108	42 75
McCurdy, Helen	105	41 55	Woodroffe, Mabel	19	7 52
Miller, Mary M	108	42 75	Bell, Mary J	108	28 50
*Putnam, Clara A	108	42 75	*Bond, Bessie F	62	21 81
Salter, Hattie M	101	39 97	Brechin, Maggie	108	28 50
Sturk, John N	106	41 95	*Coldwell, Justin	108	36 90
*Sweet, Annie E	99	39 18	Cole, Lydia M	108	28 50
*Wile, Maude L	108	42 75	Demmons, Leila L	108	28 50
Walker, Annie H	107	42 35	Densmore, Laura B	107	28 23
Allison, Jessie M	108	28 50	Dodd, Florence E	108	28 50
*Bond, Sadie E	91½	32 17	Drinnen, Isabelle	108	28 50
*Dimock, Laura A	99	34 83	*Dymond, Clara	48	16 88
Dickson, Lulu L	108	28 50	*Fenton, Eva Idella	76	26 73
Etter, Norma C	108	28 50	Johnson, Florence E	101	26 65
Farquhar, George	108	28 50	Logan, Gertrude	105	27 70
Hopkins, Florence	107	28 23	Lynch, Marion E	101	26 65
Lake, Cora A M	108	28 50	*Maxwell, Alice	93	32 70
Laws, Sophia L	107	28 23	*MacKay, Janie E	108	38 00
Lindsay, Cora M	107	28 23	Nelson, Georgina	108	28 50
McCulloch, Maggie J	104	27 44	*O'Brien, Janie L	107	37 65
McDougall, Emma L	107½	28 36	O'Brien, Leonard	108	28 50
*Mosher, Ruth E	104	36 59	O'Brien, Mabel	102	26 92
Northup, Jerry	108	28 50	*Rose, J Adams	108	38 00
Parker, Alice B	53	13 98	*Terhuzze, Lily May	107	37 65
*Sweet, Emma C	108	38 00	*Waddell, Gertrude	98	34 47
*Weathers, Alice E	108	38 00	Wallace, Euphemia	108	28 50
Wilson, Lizzie F	94	24 80	Wallace, Flora B	105½	27 83
Wilson, Margaret H	108	28 50	Webb, Effie P	108	28 50
Woolaver, Fannie	108	28 50			
Wilson, A Laurie	14	5 54			
Archibald, Rosamond	21	5 52			
Mosher, Sara G	20	7 91			

INVERNESS.

SOUTH.

EAST.		SOUTH.			
Boal, Annie A	108	§ 57 00	Beattie, F H	108	\$104 50
Brodie, W S	106½	56 20	Smyth, P Somers	107	
Carter, Harriet	108	57 00	Calder, Robert L	66½	35 09
Creelman, Jean	108	57 30	McDonnell, Beatrice	107	56 47
Johnson, Harriet	108	57 00	*Chisholm, Duncan	75	39 58
McDougall, John	107	56 47	Herdman, W C	108	57 00
O'Brien, Katie E	45	23 74	Finlayson, J N	108	57 00
Richardson, Louise	100	52 77	McLean, J J	106	55 94
Roy, Mary D	108	57 00	McLellan, Andrew	108	57 00
Barnhill, Ida	108	42 75	McLeod, Malcolm	55	29 02
Barnhill, Lizzie	108	42 75	McDonald, A D	108	57 00
Devine, Matthew E	108	42 75	Beaton, Angus D	105	41 55
Eaton, Edwin S L	104	41 16	Gillis, John A	55	21 77
Frame, Stanley H	108	42 75	McGregor, Jessie J	108	42 75
Fraser, Emily H	88	34 84	Sister St Frances	103	40 76
Fulton, Jessie	108	42 75	Sister St Prisca	108	42 75
Gammell, Jeanette	108	42 75	McDougall, I A	102	40 37
Grant, Stella	84	33 26	*McMillan, Sarah	108	42 75
Grant, W M	108	42 75	McMaster, D B	108	42 75
Hiltz, Ethel G	100	39 58	McInnes, W C	108	42 75
Hines, Mary G	108	42 75	McLellan, Margaret	108	42 75
Hutchinson, Grace	108	42 75	McDonald, Alex D	98	38 78
Gordon, Margaret	108	42 75	McEachen, A D	54	21 37
Logan, Bessie P	108	42 75	McInnes, Barbara	108	42 75
Logan, Robert J	108	42 75	McDonald, N M	108	42 75
McDougall, Clarence H	103	40 76	Skinner, Neuviatta	108	42 75
			Reeves, Lizzie	108	42 75

Archibald, Emma	107	56 47
Best, Elsie M	12	6 33
Best, Emma J	106	55 94
Bruce, Charles J	108	104 50
Bigney, Ella	92	48 55
Caldwell, Myrtle	108	57 00
Cutten, Nella F	104	54 89
Davidson, Milton	108	57 00
Eaton, Grace I	52	27 44
Ferguson, Annie	105	55 41
Foote, C Perry	107½	56 73
Ford, Robie W	106	55 94
Hamilton, Bessie	105	55 41
Hendry, Edward S	108	57 00
Huggins, George M	108	57 00
Killam, Harold E	108	57 00
Lloyd, Kate A	108	57 00
Marchant, Laura L	35	18 45
Margeson, P Willis	105	55 41
McLean, Alma	108	57 00
Palmer, Myrtle M	108	57 00
Patterson, Annie M	108	57 00
Pearsons, Kate E	108	57 00
Reid, Charles E	108	57 00
Redding, Belle	10	5 27
Robinson, Ernest	107	56 47
Robinson, L D	108	57 00
Schnare, Lillie A	107	56 47
Stapleton, D C	20	10 55
Stephens, Emma L	108	57 00
Strange, Gertrude	108	57 00
Webster, Eugene V	108	57 00
Woodworth, D H	107	56 47
Yull, Etta J	108	57 00
Banks, Kezzie	105	41 55
Benjamin, Lena M	108	42 75
Bent, Lillie M	108	42 75
Bigney, Bessie	107½	42 55
Bishop, Hattie L	108	42 75
*Borden, Ida C	103	40 76
Burgess, Fannie A	108	42 75
Cahill, Cassie L	108	42 75
Challen, Bessie	108	42 75
Chase, Mellicent S	105	41 55
Chesley, Sadie B	96	37 99
Chipman, Alice R	108	42 75
*Crossley, Nellie	104	41 16
Crowe, Fannie B	108	42 75
Emeno, Ethel	98	38 78
Foster, Laurie E	108	42 75
Gummon, Minerva	108	42 75
Godfrey, Annie A	108	42 75
Hird, Cassie B	108	42 75
Hodges, Laura	108	42 75
Jordan, Jennie	108	42 75
Kelly, Minnie A	108	42 75
King, Alberta L	108	42 75
Lutwence, Lydia	94	37 20
Marchant, Abbie J	108	42 75
McMillan, Altec M	108	42 75
*Mosher, A S	54	21 37
Mosher, Maggie E	108	42 75
Nicolson, Jean	106	41 95
*Palmer, Charlotte	108	42 75
Palmeter, Eloise N	108	42 75
Parker, Ida A	108	42 75
Pineo, Alice H	97	38 39
Plumb, Bessie	108	42 75
Rand, Addie J	108	42 75

Reid, Daisy	108	42 75
Reid, Prim G	108	42 75
Rohinson, Clara	89	35 23
Saunders, Mabel C	108	42 75
Shaw, Nina V	108	42 75
Smith, J F	108	42 75
Weaver, Sadie A	104	41 16
Webster, Alberta	108	42 75
Webster, Leora C	108	42 75
West, Acel D	108	42 75
*West, Hattie D	87	34 44
*Withrow, Mary L	73	28 88
Vaughan, Rettie	94	27 20
Bishop, Ida May	93	24 53
Bowles, Laura B	107	28 23
*Brennen, Maud A	101	33 93
*Burns, L Mabel	108	36 29
*Cameron, Hattie B	108	36 29
Chesley, Isabel	89	23 47
*Chisholm, John E	20	6 80
Chute, Elizabeth B	108	28 50
*Congdon, Mary R	83	27 87
*Cox, Sadie E	105	35 28
*Dennison, Minnie H	103	34 61
*DeAddier, Lutzard L	108	36 29
Eaton, Harold S	108	28 50
Fales, Annie B	107	28 23
*Francy, Bertha M	87	29 21
Gates, Lilla L	104	27 44
Healy, Lidy A	108	28 50
*Jones, Estella A	84	28 20
*Lawrence, Kate C	108	36 29
Long, Gertrude	108	28 50
*McGregor, Ella M	79	26 52
McIntosh, Bessie M	108	28 50
Nichols, Elva	108	28 50
*Nichols, Sola M	108	36 29
Nichols, Naomi E	108	28 50
*Palmer, Beulah M	108	36 29
*Parker, Grace L	87	29 21
*Parker, Maud S	60	20 15
*Parker, Nellie A	103	34 61
Parrish, Cora B	108	28 50
Patterson, Florence	108	28 50
*Patterson, Ruth A	82	27 53
*Pineo, Mildred	107	35 95
Roscoe, Josephine O	88	23 20
Robinson, Mabel L	107	28 23
Shaw, Vangie O	42	11 08
*Sullivan, Winifred	86	28 88
*Thorpe, Edith G	42½	14 28
Toye, Mary B	108	28 50
*West, Nettie R	102½	34 45
*Whynot, Ernest	99	33 25
Woodroffe, Lena	108	28 50
Young, Jessie	108	28 50

Assistant.

Brown, Marion C	108	19 00
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LUNENBURG AND NEW DUBLIN.

McKittrick, B	108	
Roop, Agnes H	108	
Morton, R F	108	\$104 50
Smith, A W L	108	104 50
Hewitt, Minnie	108	57 00
Crouse, Annie	108	57 00

Durland, H A	108	57 00	Corkum, Beatrice	46	12 13
Gow, John M	51	26 91	Curl, Willietta	107	28 23
Lewis, Kate W	108	57 00	*Davis, May	102	34 39
McKean, Helena	108	57 00	DeLong, Jessie	108	28 50
Smeltzer, H R	108	57 00	Denmons, Lillian	108	28 50
Tobin, S G	108	57 00	Eisenhauer, Alice	106	27 97
Veinotte, A M	108	57 00	Eisenhauer, Annie	108	28 50
Young, Helen	108	57 00	Ernst, Adelaide	108	28 50
Begin, Thurston	108	42 75	Ernst, Ella E	108	28 50
Bell, Marie	108	42 75	Ernst, Ida V	108	28 50
Card, Harriet	102	40 37	*Fancy, Bessie	107	36 05
Crandall, Ella	108	42 75	Feener, Nora	108	28 50
Cossmann, Minnie	108	42 75	Feindell, Theresa	108	28 50
Daniels, Teresa	108	42 75	Fitch, Clara	15	3 94
DeLong, Maud	108	42 75	Forbes, Stella	105	27 70
Ernst, Phebe	108	42 75	Freeman, Maud	103½	27 31
Faulkner, Beatrice	108	42 75	Greenland, Marion	108	28 50
Ford, Roselle	108	42 75	Haines, Taphenas	55	14 51
Hamm, Erena	108	42 75	Hallamore, Elsie	108	28 50
Hebb, Elsie	95	38 78	Haughn, Lottie	108	28 50
Hemeon, Fanny	81	32 07	Hebb, Bessie	108	28 50
Herman, Eldridge	108	42 75	Hebb, Carmina	53	13 98
Hirtle, Amanda	108	42 75	Hebb, Lena S	108	28 50
Hirtle, Beatrice	108	42 75	Hebb, Lois A	108	28 50
Hunt, Mabel	108	42 75	Herman, Bessie	108	28 50
Hyson, R E	108	42 75	Herman, Letitia	108	28 50
Keddy, Beatrice	108	42 75	Herman, Naomi	108	28 50
Keddy, Bessie	108	42 75	Johnson, Mary E	108	28 50
Kempton, Enos	106	41 95	Kaulback, Cora	108	28 50
Knock, Laura	93	36 81	Kaulback, Laura	108	28 50
Lantz, Teresa	108	42 75	Kaulback, Lenora	108	28 50
Mattson, Nellie	108	42 75	Kennedy, Lois	108	28 50
Meldrum, Ina	108	42 75	*Langille, Rebecca	108	36 40
Morash, Jessie	108	42 75	Langille, Zilpah	108	28 50
Mullock, Annie	108	42 75	*Lohnes, Eva M	108	36 40
McKean, Geo R	108	42 75	*Lohnes, Harold	108	36 40
McLachlan, Ethel	108	42 75	Lohnes, Lydia	106	27 97
McLaughlin, Lilla	108	42 75	*Lohnes, Mary	108	36 40
Newcomb, Mabel	108	42 75	*Mack, M Emily	108	36 40
Rafuse, Edith	103	40 76	Manning, Myra	108	28 50
Rafuse, Gertrude	98	38 78	Morash, Carrie	108	28 50
Ramey, Rebecca	108	42 75	*Morrison, Laura	108	36 40
Ritcey, Maggie	108	42 75	Mossmann, Eva	98	26 86
Scott, Ethel	108	42 75	Mullock, Adelaide	108	28 50
Smith, Ella	108	42 75	McDougald, Cecil	108	28 50
Smith, Laura	107	42 35	McGregor, Ethel	108	28 50
Spidle, Hattie	108	42 75	McLaughlan, Perlette	34	8 96
Thompson, Mabel	108	42 75	Neiley, Mary	107	28 23
Tobin, Ellen M	103	40 76	Oakes, Ginevra	108	28 50
Tobin, Mary E	108	42 75	Parker, Carrie	108	28 50
Warner, Emma	98	38 78	Ramey, Ada	108	28 50
Wcagle, James A	108	42 75	*Ramey, Grace	56	18 53
Wentzell, Hattie	108	42 75	Rafuse, Maggie	108	28 50
West, Ella L	108	42 75	Rhuland, Ethel	108	28 50
Westhaver, Edna	108	42 75	Richardson, Emily	108	28 50
Whitman, Blanche	108	42 75	Rodeniser, Effie	108	28 50
Wynacht, Agnes	108	42 75	Sarby, Eva L	108	28 50
Zinck, Ellie	108	42 75	Seldon, Clementine	107½	28 36
Zwicker, Nettie	108	42 75	Seldon, Nora	108	28 50
Zwicker, Carrie	106	41 95	*Selig, Stafford	55	18 53
Allen, Jane R	108	28 50	*Silver, Phebe	103	36 40
Bailey, Ruey	107	28 23	Smith, Ada	108	28 50
Barry, Ida C	108	28 50	Smith, Bessie	106	27 97
Barry, Luella	106	27 97	Smith, Chas D	108	28 50
Barss, M J	103	27 18	Strum, Harris	108	28 50
*Bolivar, Lucrotia	108	36 40	Weagle, Laura	108	28 50
Bolivar, Stella	108	28 50	*Wilson, Eva	108	36 40
*Brown, Beruice	107	36 05	Walker, Mary	107	28 23
Chandler, Sadie	108	28 50	*Waterman, Alma	103	34 71

*Wentzell, Cora	108	36 40
Wentzell, Jennima	108	28 50
*Zwicker, Bessie	104	35 04
Zwicker, J W	53	13 98
Neal, Ella E	108	28 50

CHESTER.

Lawson, Thomas	103	\$104 50
Fultz, Emily	108	57 00
Fultz, Geo W	108	57 00
Boyle, Rose	108	42 75
Butler, Mary	108	42 75
Carder, A G	108	42 75
Hennigar, Beatrice	108	42 75
Lewis, Sarah F	55	21 77
Mullock, Florence	108	42 75
Ritecy, Norman	108	42 75
Sanford, Maggie	102	40 37
Webber, Eva	108	42 75
Zinck, Etta	108	42 75
Zinck, Lilla R	108	42 75
Boyle, Mary G	106	27 97
Corkum, Inez	108	28 50
*Duncan, Jessie	94	31 67
Hatchard, C G	106	27 97
Hennigar, Grace	108	28 50
Hume, Etta M	103	27 18
Hyson, Ada	108	28 50
Niford, Susie	108	28 50
Peters, Alina	108	28 50
Quigley, Mary	103	27 18
*Shatford, Ethel	64	21 57
*Tretthewey, Jessie	94	31 67
Veinot, Flora	108	28 50
*Walker, Bertie	86	28 97
Webber, Hattie	107	28 23

PICTOU.

NORTH.

Duchemin, H P	102	
Godfrey, John F	19	18 38
McDonald, Alex. D	108	57 00
McLellan, R	102	
Moore, C L	102	
Robinson, C B	102	
Armstrong, E L	102	53 83
McArthur, A	102	53 83
McArthur, Olive E	102	53 83
Macgillivray, Annie L	107	56 47
McRae, Muriel H	107	56 47
Munro, Jane	108	57 00
Chisholm, Viola	107	42 35
Creighton, Eliza B	108	42 75
Crockett, Annie C	108	42 75
Cruikshank, J J	102	40 37
Cunningham, Ada S	83	32 86
Downing, Frances M	108	42 75
Dunn, Geo A	108	42 75
Grant, Ella J	108	42 75
Herdman, William W	104	41 16
Langille, Gilbert	108	42 75
McDonald, Dan R	108	42 75
McDonald, Susan I	108	40 76
McDonald, Jessie B	102	40 37
McKay, John M	108	40 76

MacKay, Willina M	106	41 95
McKay, Kate	108	42 75
McKenzie, James A	108	42 75
MacKenzie, T G	108	42 75
McLenn, Minnie	108	42 75
Maclean, Jennie R	102	40 37
Macmillan, Arrabelle	108	42 75
Macmillan, Catherine C	108	42 75
Mitchell, Jessie M	107	42 35
Patterson, Edith C	108	42 75
Perrin, Elva E	106	41 95
Rose, Jessie F	102	40 37
Ross, M Odessa	102	40 37
Stramberg, C W	108	42 75
Sutherland, A A	108	42 75
Thompson, Isa	102	40 37
Young, Luther L	108	42 75
*Cameron, Margaret D	53	18 64
Carmichael, Olive H	108	28 50
Connolly, Nelly E	94	24 80
Creelman, Estella M	108	28 50
*Elliot, Marion	108	38 00
Grant, Etta W	108	28 50
*Kennedy, Mary M	108	38 00
*Langille, Edith C E	108	38 00
Langille, Emma	108	28 50
Logan, Nellie P	53	13 98
MacAuley, Elva	108	28 50
McCarthy, Ida J	55	14 51
MacKay, Annie	108	28 50
Macdonald, Ada S	14	3 68
*McIvor, Nettie	108	38 00
*McKay, Annie	80½	28 31
McLean, Laura J	108	28 50
Matheson, Robert	108	28 50
Matheson, Maud	108	28 50
Matheson, C Edna	108	28 50
Maxwell, Annie R	107	23 23
Maxwell, Lizzie A	108	28 50
Munro, Emma M	108	28 50
Murray, Angus A	108	28 50
*Ross, Margaret	108	38 00
*Ross, Robert	104	36 59
Ryan, Bessie	108	28 50
Schultz, Sadie J	108	28 50
Stramberg, Vida M	108	28 50
Sutherland, Georgianna	108	28 50
Sutherland, Lizzie M	108	28 50
Whidden, Mary A	108	28 50
Young, Nettie B	108	28 50
Mitchell, Geo A	52	20 58

SOUTH.

Grant, Milton D	82	\$ 64 91
McLean, S C	20	15 83
McLeod, John T	108	104 50
Simpson, F S	102	98 69
Smith, E B	102	80 74
Ballantyne, Janet	107	56 47
Cameron, Maggie S	102	53 83
Creighton, W O	108	104 50
Cummings, Isabel	108	57 00
Cunningham, Alex F	107	56 47
Fraser, Wellesley	107	56 47
Fraser, Attie A	102	53 83
Gillis, Dougald McC	83	43 80
Johnston, Isabel	97	51 19

Johnston, Isabel	11	5 80
McKaracher, Mary	102	53 83
McKay, Elizabeth S	108	57 00
McDonald, Christina S	102	53 83
MacKenzie, A S	102	53 83
McKenzie, Annie H	102	53 83
McLean, Cassie E	102	53 83
Rogers, Alvah B	107	56 47
Sproull, Katie F	103	54 36
Thompson, Lizzie	102	53 83
Black, Jessie F	108	42 75
Cameron, Lizzie M	108	42 75
Cameron, Mary M	108	42 75
Cameron, Margaret	108	42 75
Cavanagh, Maria	102	40 37
Chisholm, Mary M	106	41 95
Copeland, Adelaide	108	42 75
Douglas, J Maude	108	42 75
Doyle, —	41	16 22
Grant, Helen	107	42 35
Grant, Jessie E	108	42 75
Grant, Minnie	108	42 75
Grant, Ada	108	42 75
Hamilton, Lena	108	42 75
Henderson, J W	108	42 75
Johnson, Janet C	11	4 35
Kerr, Pearl	108	42 75
King, Ida	107	42 35
McDonald, Mary M	107	42 35
McDonald, Mary	102	40 37
McIntosh, Isabelle M	108	42 75
McKay, Katherine D	107	42 35
McKinnon, John J	99	39 18
McKinnon, Flora	108	42 75
McLaren, Lottie M	108	42 75
McLean, Cassie	108	42 75
McLean, Minnie	102	40 37
McLeod, Janet R	108	42 75
McLeod, Bessie J	106	41 95
McPherson, Margaret	108	42 75
McPhe, Maude	108	42 75
Manning, Tilly A	88	34 84
Maxwell, Ella	108	42 75
Miller, Clarence	108	42 75
Miller, Hugh	108	42 75
Munro, Mary E	108	42 75
Murray, James A	107	42 35
Oliver, C W	97	38 39
O'Neil, Annie H	108	42 75
Roy, Sadie D	107	42 35
Russell, Martha C	107½	42 55
Sivright, William	108	42 75
Sutherland, Jessie L	107	42 35
Thompson, Mary	108	42 75
Wilson, Annie	102	40 37
Young, Martha	107	42 35
Bannerman, Elspeth	107	28 23
*Cameron, Mary	87	30 59
*Cameron, Ethel B	86	30 24
Cameron, Hannah	45	11 87
*Campbell, Peter	53	18 64
*Campbell, Mary F	73	25 67
Chisholm, Nellie	108	28 50
Crockett, Eva F	53	13 98
Cumming, Melissa K	108	28 50
Cumming, Hugh P	108	28 50
Cunningham, Leah	108	28 50
Dewar, Bertha R	108	28 50
Douglas, Florence W	108	28 50

Duff, Catherine I	108	28 50
Grant, Tena	108	28 50
Grant, Julia	108	28 50
Harivel, Sophie L	108	28 50
Jackson, Annie	108	28 50
Kennedy, Jennie M	107	28 23
*M. Donald, Sadie J	106	37 29
McDonald, Alex M	98	25 86
McDonald, Geo F	108	28 50
McDonald, Florence M	19	4 99
McDonald, Lina	108	28 50
*McPhillivray, Jessie	88	30 94
*McKay, Mary J	53	18 64
McKenzie, Catherine C	103	27 18
McLean, Christina L	108	28 50
McLeod, Angeline	108	28 50
McLeod, Johnanna	108	28 50
McLeod, Frank T	108	28 50
McPherson, Mary	63	16 61
*McPhe, Christina J	108	38 00
Mitchell, Kenneth J	108	28 50
Murray, Mary E	107	28 23
Murray, Annie M	63	16 61
*Porter, Lizzie A	108	38 00
*Ross, Mary Anne	86	30 24
*Skinner, Elizabeth C	88	30 94
Weir, Isabel D	107	28 23

QUEENS.

Sprague, J D	108	
Bethel, Clarence	108	57 00
Dauphinee, Josie	108	57 00
Dexter, Sadie	108	57 00
Freeman, Willard	68	35 89
Harrington, B	108	57 00
Harrington, G	108	57 00
Hemeon, M E	108	57 00
Kempton, May	108	57 00
Mullins, Jennie	108	57 00
Bell, Diadem	103	40 76
Christopher, M	106	41 95
Collie, Zelia	108	42 75
Daniels, Hesse	82	32 47
Eldridge, Grace	108	42 75
Forbes, Addie	108	42 75
Ford, Carrie	108	42 75
Gardner, Rose	108	42 75
Harlow, R L	40	15 83
Hemeon, Nettie	108	42 75
Kempton, Ellie	108	42 75
Marshall, E M	108	42 75
McAdams, Sophia	108	42 75
*Arthur, Linnie	108	38 00
Cushing, Alice	108	28 50
*Decker, M E	107½	37 82
Forbes, Gertie	108	28 50
Ford, L McD	106½	28 10
Frude, Iona	108	28 50
*Gardner, Clayton	108	38 00
Gardner, Clyde	108	28 50
*Gardner, Nettie	108	38 00
Gardner, Ralph	108	28 50
Griffin Nettie	106	27 97
*Hapman, Ella	107	37 65
*Mack, Thomas	108	38 00
Mauthorne, Lennie	108	28 50

Mitchell, Lena	108	28 50	Fougere, Chas C	108	28 50
Parke, Robena	98	25 86	Giroir, Eva B	94	24 80
Phelan, Axie	40	10 55	Grant, Cassie A	108	28 50
Richardson, Bertha	55	14 51	Harris, Gladys E	106	27 97
Smith, Jennie	108	28 50	Hattie, James B	54	14 25
*Whitmore, Jessie	107	37 65	Hureau, Helen	108	28 50
Freeman, Jessie	108	5 00	Joyce, Simon E	108	28 50
Barss, Nellie	106	41 95	Kemp, Hector F	20	5 26
Bent, Minnie	94	37 20	McDonald, Norman	101	26 65
Freeman, Janet	108	42 75	McDonald, Maggie	108	28 50
Telfer, Ada C	108	42 75	McGrath, James	108	28 50
Waterman, Stella	88	34 84	McIntyre, Mary I	108	28 50
Wile, Fanny J	104	41 16	McNeil, James	108	28 50
*Christopher, Winnie	104	36 59	Macneil, Malc A	105	27 70
*Chesley, Jessie	108	38 00	Macneil, Helena J	107	28 23
Cushing, Lena	108	28 50	Macneil, Minnie V	108	28 50
*Freeman, Bernice	108	38 00	Monhourquette, S	105	28 50
Freeman, Frank	10	2 63	Morrison, John L	108	28 50
*Harlow, Edith	59	20 75	Morrison, Flora	108	28 50
*Hunt, Minnie	64	22 51	O'Toole, Henrietta	99	26 12
Mager, Ella	106½	28 10	Poirier, Jeffrey	108	28 50
*Miles, Jennie	87	30 59	Ross, W Frank	107	28 23
Minard, Abbie	108	28 50	Samson, Martha S	108	28 50
Patterson, Maud	103	27 18	Scott, Jessie	91	24 00
*Quinn, Mary	108	38 00	Shannon, Ellen J	86	22 68
Shea, Minnie	105	27 70	Thibeau, Peter	101	26 65
Taylor, Emma	93	24 53	Walker, Annie	108	28 50
			White, Sarah C	108	28 50
			*Barrett, Kath F	108	38 00
			*Boudrot, Edwd D	108	38 00
			*Boyle, Mary I	108	38 00
			*DesLauriers, M H	108	38 00
			*Ferguson, Ken A	108	38 00
			*Ferguson, Wm N	108	38 00
			*Langley, John	104	36 59
			*Morrison, Adel S	108	38 00
			*McAskil, John	108	38 00
			*McLean, D E	96	33 76
			*Nelson, Gust A	100	35 18
			*Sinclair, Alex	83	29 18

RICHMOND.

Urquhart, H D	107	104 50
Boyd, Christina	108	57 00
Campbell, D H	108	57 00
Hynes, James	108	57 00
Madden, Annie	108	57 00
Boucher, Eug J	108	42 75
Cameron, Allan J	108	42 75
DeCosta Stephen	108	42 75
Doyle, John O'N	60	23 74
Doyle, Emma M	45	17 80
Embree, Luella A	107	42 35
Finlayson, D K	107	42 35
Lattimore, L F	108	42 75
LeBlanc, Patk A	100	39 58
Murphy, John	108	42 75
McDougall, Peter	108	42 75
MacInnis, Mary	108	42 75
McInnis, Duncan	108	42 75
McKay, John	94	37 20
McKillop, Ewen D	107	42 35
McLean, Neil J	108	42 75
McLellan, J Arch	108	42 75
McRae, Dan K	108	42 75
Major, William	108	42 75
Sister St Antonio	108	42 75
“ St Mary	108	42 75
“ Pelagia	108	42 75
Sutherland, Cec	97	38 39
Berranger, Eliz	108	28 50
Bonin, Mary E	108	28 50
Boyd, Sarah E	108	28 50
Boyle, Katie A	108	28 50
Brundige, Ethel	70	18 47
Brymer, Emma M	108	28 50
Chiasson, Adelard	54	14 25
Deagle, Joseph	108	28 50
Foret, Minnie A	106	27 97

SHELBURNE.

Bruce, C S	108	
Blackadar, G D	103	99 66
Bruce, W A	107	56 47
Capstick, Grace	103	54 36
Hardy, A N	108	57 00
Hogg, Maggie	55	29 02
Hogg, Augusta	53	27 97
McDonald, W W	108	57 00
Abbott, Cora	108	42 75
Allen, Charlotte S	83	32 86
Bethel, Allie S	108	42 75
Bowen, Frederick A	108	42 75
Bruce, Flo I	108	42 75
Copeland, L W	103	40 76
*Dall, Mary	107	42 35
Downie, Henry	108	42 75
Ellis, Nellie T	106	41 95
Goodick, I D	108	42 75
Hockman, B	103	40 76
Homer, A W	108	42 75
*Jordan, M T	108	42 75
Lyle, E R	108	42 75
MacAlpine, E	108	42 75
MacDonald, M	103	40 76

MacMillan, L	108	42	75
Martin, Bell	103	40	76
Swanburg, M M	108	42	75
Thorburne, L M	108	42	75
Walsh, C E	108	42	75
West, Henry H	108	42	75
Day, Laura	108	28	50
Firth, Geo T	108	28	50
Frellick A	108	28	50
Frude, E G	102	26	92
Geddes, C D	108	28	50
Giffin, G M	108	28	50
Giffin, A D	106	27	97
Harding, Janie	108	28	50
Hayden, Maud V	108	28	50
MacGill, C P	108	28	50
Pennington, K A	88	23	20
Robertson, B	108	28	50
Swanburg, A	5	1	31
*Swim, C M	105½	37	11
Tobin, Minnie	103	27	18
Thorburn, M A	108	28	50
Thomson, Helena	108	28	50

BARRINGTON.

MacLeod, D F	108	\$	57	00
Knowles, Bessie	107		56	47
MacInnis, A D	108		57	00
Martin, M L	102		53	83
Purney, John	108		57	00
Keil, Ada M	108		57	00
Smith, Lizzie	107		56	47
Wyman, Jessie	108		57	00
Brannen, L D	108		42	75
Backman, A R	6		2	37
Brown, A D	108		42	75
Brown, S R	100		39	58
Heaney, Lizzie	103		40	76
Hogg, Garnet W	92		36	41
Hopkins, Belle	29		11	47
Hopkins, L W	79		31	26
Knowles, Ina	108		42	75
Martin, Kate	108		42	75
Murphy, Mary	108		42	75
Morrison, Ida M	108		42	75
Nickerson, L J	108		42	75
Nickerson, C N	107½		42	55
Stevens, John S	108		42	75
Sutherland, B	108		42	75
Black, Lamote	55		14	51
*Crowell, M E	88		30	94
Crowell, C	101		26	65
Cunningham, C J	108		28	50
Gibbons, Miles	101		26	65
Hines, Nora G	108		28	50
Hogg, A C	107		28	23
*Kean, Evelyn S	108		38	00
*MacGowan, Flo	87		30	59
*MacKay, G A	105		36	94
Morrison, Lizzie	108		28	50
Otto, Anna A	53		13	98
Smith, Annie S	55		14	51
Smith, Lorena J	108		28	50
Snow, Cassie E	101		26	65
Stephens, Alice	108		28	50
Sutherland, Rose	108		28	50
Thomas, Eva D	108		28	50

VICTORIA.

McPhee, I McDonald	108			
Grant, Florence	107		56	47
Gillis, Ewen T	108		57	00
Lamey, Bessie	108		57	00
McKenzie, Sophia J	108		57	00
McCurdy, H Gertude	108		57	00
McIntosh, Anna B	84		44	33
McKenzie, Geo W	11		5	80
McDonald, M B	108		57	00
Rice, Hattie A	98		51	72
Buckles, Daniel	108		42	75
Foyle, Lizzie A	108		42	75
Howatson, Jessie	107		42	35
McLennan, Agnes J	108		42	75
McDonald, Margaret I	96		37	99
McDonald, Catherine A	108		42	75
*McLeod, John D	76		30	07
McLeod, Kenneth	89		35	23
McAulay, Alex M	108		42	75
McIver, Angus I	82		32	47
McDougall, Alex	108		42	75
McKay, I H	49		19	39
McAulay, M I	73		28	88
Atwater, Harold E	71		18	73
Campbell, Tena	108		28	50
Campbell, Belle M	108		28	50
Cameron, John J	108		28	50
Fader, Ellen C	107		28	23
Hertigan, Elizabeth	108		28	50
Munro, Lillian	103		27	18
McInnis, Margaret	108		28	50
Matheson, Sarah	102		26	92
Morrison, Jessie C	100		26	39
Munro, Catharine W	104		27	44
*Morrison Joanna B	22		7	73
McAdam, R I	95		25	06
McLeod, Maggie	107		28	23
McKenzie, John	108		28	50
McDonald, John A	108		28	50
McNeil, Annie	93		24	53
McDonald, Margaret	97		25	59
McNeil, Maggie	89		23	47
McIver, Tena	107½		28	36
McKenzie, Hugh	108		28	50
McKay, Murdo A	106		27	97
Munro, Alex	108		28	50
McIntyre, John	89		23	47
McIver, Almira	108		28	50
McRitchie, Dan J	108		28	50
McRitchie, Sarah	108		28	50
*McKenzie, Eliza A	107		37	65
McIver, Dolina	103		27	18
McDonald, Angus D	106		27	97
McRae, John P	108		28	50
McLeod, Angus	103		27	18
McGarry, M E	107		28	23
McRae, Dan M	92		24	27
McIver, Iver J	108		28	50
McLean, John B	108		28	50
*McAdam, Hugh	105		36	94
McAulay, Dan A	44		11	61
McLellan, John N	86		22	68
Nicholson, Agnes F	102		26	92
Nicholson, John H	108		28	50
Philips, Gideon	107		28	23
Roper, Hattie L	103		27	18
Sutherland, Annie	108		28	50

*Watson Isabel	108	38	00
Watson, Daniel	108	28	50

YARMOUTH.

Cameron, A	96		
Kempton, W F	99½		
Wyman, H J	102	53	83
Archibald, M A	103	54	36
Bingay, N B	108	57	00
Cameron, E H	6	3	16
MacGray, M W	108	57	00
Allen, S B	103	54	36
Beveridge, W R	108	57	00
Cain, George H	102	53	83
Churchill, N	108	57	00
D'Entremont, G	108	57	00
Denton, H C	66	34	83
Goudey, Theo	108	57	00
Goudey, Alice A	108	57	00
Grierson, Jean	108	57	00
Hibbert, Lizzie	89	46	97
Horner, A W	107	103	53
Huestis, H A	98	51	72
Hunt, R Leigh	107½	56	73
Johnson, Carrie	108	57	00
Kinney, Laura	23	12	13
MacKay, M F	6	3	16
Moses, Winnifred	103	57	00
Murray, Grace	102	53	83
Newcomb, D	108	57	00
Nickerson, A W	108	57	00
Raymond, Luella	108	57	00
Rogers, Ben	108	57	00
Skinner, Mabel	108	57	00
Starratt, S A	108	57	00
Swain, Malcolm	60	31	66
Trask, J Logan	40½	21	36
Trefry, Amy G	109	57	00
Webster, Belle	108	57	00
Allen, F L	102	40	37
*Bain, Ethel M	108	42	75
Bingay, Sarah T	107	42	35
Brown, Maud S	95	37	30
Bryant, Aletta	105	41	55
Chipman, A	107	42	35
Christie, C B	106	41	95
Cossitt, Otto V B	108	42	75
Crosby, Jessie H	106	41	95
Crowell, Rosa C	107½	42	55
Doleman, T	102	40	37
Delamere, S P	108	42	75
Harris, Grace	7	2	76
Harris, Viola	107	42	35
Hilton, W E	7	2	76
Hopkins, Jerusha	108	42	75
Knowles, Ida F	108	42	75
MacDonald, N	108	42	75
MacKay, Janet	108	42	75
Moffatt, A M	108	42	75
Palmer, V E	108	42	75
Patten, Lou C	101	39	97
Pierce, Mabel E	108	42	75
Platt, Ada M	99	39	18
*Roach, Grace D	108	42	75
Scott, Hannah P	107	42	35
Trask, Annie E	108	42	75

Weston, Mary L	108	42	75
Wyman, Nellie M	108	42	75
*Baker, Jenie	98	34	47
*Duncanson, L H	98	34	47
*Goudey, Mary G	103	36	23
*Hamilton, G W	102	36	88
Hatfield, Lela	108	28	50
Locke, Lillian S	107	28	23
Locke, N E	55	14	51
Morse, L M	107	28	23
*Moses, Agnes	108	38	00
Mullan Nellie	98	25	86
Purney, M G	108	28	50
*Wyman, Winnifred	88	30	94
Wyman, Winnifred	10	2	63

ARGYLE.

Hopkins, M J	88	\$	46	44
MacCarthy, M W	106		55	94
Pothier, Andre G	108		57	00
Amiro M Adeline	107		42	35
Bond, Anna B	108		42	75
Cushing, E Stan	100		39	58
Davis, Minnie	108		42	75
D'Entremont, Ray	103		40	76
Doucet, Emily	108		42	75
Etherington, Lily	108		42	75
Goodwin, E M	107		42	35
Harding, E J	107		42	35
Hilton, Mary	107		42	35
Kavanagh, L M	74		29	27
LeBlanc, Emily	108		42	75
MacAlpine, F D	20		7	91
Mack, Robert T	108		42	75
MacKay, Jessie G	108		42	75
Palmer, Bessie	108		42	75
Pothier, Maggie	108		42	75
Purdy, Lennie S	108		42	75
Ryer, Nellie A	107		42	35
Sister Miriam	108		42	75
Sister Eulalia	104		41	16
Sister Seraphia	104		41	16
Turner, Flora A	108		42	75
Amiro, Dorothy	107		28	23
Amiro, Emily	107		28	23
Amiro, Estelle	99		26	12
Amiro, C B	108		28	50
*Baker, A O	103		36	23
Bourque, M M	107		28	23
Bourque, Mary N	108		28	50
Burns, Lottie	108		28	50
Cotreau, Constance	108		28	50
D'Entremont, G H	107		28	22
Frost, C W	108		28	50
Gavel, J J	79		20	83
LeBlanc, J B	108		28	50
*Locke, N E	53		18	64
Mense, Elizabeth	98		25	86
Nickerson, L A	108		28	50
Pothier, Nemerise	108		28	50
Pothier, Annie	108		28	50
Richard, Angle	79		20	83
Sister Gonzaga	108		28	50
Surette, Zacharie	90		23	74

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, 1898 AND 1899.

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, 1898 and 1899), 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 14th day of February, 1900. }*

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

DISTRICT OF ARGYLE.

No. 4. Upper West Pubnico.

DISTRICT OF SHELburnE.

No. 6. Little Harbor.

DISTRICT OF LUNENBURG AND
NEW DUBLIN.

No. 62. Big Lots.

DISTRICT OF HALIFAX WEST.

No. 67. Hope Ridge-

DISTRICT OF HALIFAX EAST.

No. 29. West Quoddy.

“ 18. Spry Bay.

DISTRICT OF RICHMOND.

No. 4. Arichat.

“ 31½. St. Esprit.

“ 55. Peter's Mountain.

DISTRICT OF CAPE BRETON.

No. 83½. Victoria Bridge.

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

LOCAL "NATURE" OBSERVATIONS.

This sheet is provided for the purpose of aiding teachers to interest their pupils in observing the times of the regular procession of natural phenomena each season. First, it may help the teacher in doing some of the "Nature" lesson work 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.

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

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

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

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

PHENOLOGICAL OBSERVATIONS, CANADA.

For the year ending July, 190 .

Province County..... District
 Locality or School Section..... No.....

[The estimated length and breadth of the locality within which the following observations were made X miles. Estimated distance from the sea coast..... miles. Estimated altitude above the sea level..... feet.
 Slope or general exposure of the region.....
 General character of the soil and surface.....
 Proportion of forest and its character.....
 Does the region include lowlands or intervalles? and if so name the main river or stream..... Or is it all substantially highlands?.....
 Any other peculiarity tending to affect vegetation?.....]

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

NAME AND ADDRESS OF THE TEACHER OR OTHER COMPILER OF THE OBSERVATIONS, RESPONSIBLE FOR THEIR ACCURACY.	When First Seen.	When becoming common.
(WILD PLANTS, ETC.)		
1. Alder (<i>Alnus incana</i>), catkins shedding pollen.....		
2. Aspen (<i>Populus tremuloides</i>), ".....		
3. Mayflower (<i>Epigaea 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 Pennsylvania</i>), flowering.....		
16. " " " fruit ripe.....		
17. Blueberry (<i>Vaccinium</i> , Can. and Penn.), flowering.....		
18. " " " fruit ripe.....		
19. Tail 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.....		
30. High Blackberry (<i>Rubus villosus</i>), flowering.....		
31. " " " fruit ripe.....		

PHENOLOGICAL OBSERVATIONS—(Continued.)

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

PHENOLOGICAL OBSERVATIONS—(Continued.)

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

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

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

(METEOROLOGICAL PHENOMENA)	(a)	(b)
73. Opening of (a) Rivers, (b) Lakes without currents.....		
74. Last Snow (a) to whiten ground, (b) to fly in air.....		
75. Last Spring Frost (a) "hard," (b) "hoar".....		
76. Water in Streams, Rivers, &c., (a) highest, (b) lowest.....		
77. First Autumn Frosts, (a) "hoar," (b) "hard".....		
78. First Snow (a) to fly in air, (b) to whiten ground.....		
79. Closing of (a) Lakes without currents, (b) Rivers.....		
80. Number of Thunder Storms (with dates of each).....		
Jan....., Feb....., Mar....., Apr....., May.....		
....., June.....		
July....., Aug.....		
Sept....., Oct....., Nov....., Dec.....		

(MIGRATION OF BIRDS, ETC.)	(Going North or coming in Spring.)	(Going South or leaving in Fall.)
81. Wild Duck migrating.....		
82. Wild Geese migrating.....		
83. Song Sparrow (<i>Melospiza fasciata</i>).....		
84. American Robin (<i>Turdus migratorius</i>).....		
85. Slate colored Snow Bird (<i>Junco hiemalis</i>).....		
87. Meadow Lark (<i>Sturnella magna</i>).....		
88. Kingfisher (<i>Ceryle Aleyon</i>).....		
89. Yellow Crowned Warbler (<i>Dendroeca coronata</i>).....		
90. Summer Yellow Bird (<i>Dendroeca aestiva</i>).....		
91. White Throated Sparrow (<i>Zonotrichia alba</i>).....		
92. Humming Bird (<i>Trochilus Colubris</i>).....		
93. King Bird (<i>Tyrannus Carolinensis</i>).....		
94. Bobolink (<i>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.)

No. 2.

RATE ROLL.

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

No. 3.

FORM OF SECRETARY'S ACCOUNTS.

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

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

No. 4.

ACCOUNT.

.....190..

John Smith, Esq.,

To.....School Section, Dr.

To School 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 theon the
..day of June, 190., 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. 190. between (name of teacher) a duly licensed Teacher of the Class, of the one part, and (names of trustees) Trustees of School Section No. in the district of of the second part.

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

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

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

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

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

*COMMENT: or quarterly.

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 nine hundred and

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

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

Signed, sealed and delivered } in the presence of } [Name of Witness.] [Name of Secretary.] (Seal.) [Names of Sureties.] (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. Cornus 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. Epigæarepens. | 46. Aspidium spinulosum. |
| 22. C. ultheria procumbens. | 47. Dicksonia punctilobula. |
| 23. Plantago major. | 48. Onoclea sensibilis. |
| 24. Lysimachia strieta. | 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 the Provincial Examination in Botany of grade D—as well also, as far as it goes, for grade A Botany. The last edition of the Ontario text-book (Spotton's) is the better 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, 10; for "Elementary" certificate, 15; and for "Intermediate" certificate, 20—the last two for M. P. Q. only.

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

3. The certificates will be received by the deputy examiner, compared with his list to verify the correctness of the endorsement 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 examiner's report and on the candidate's paper below the general valuation number, and add the two together for the total value of the paper.

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 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 April, 1900.)

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) <i>Scholarship.</i>	(2) <i>Normal Prof. Skill.</i>	(3) <i>Age & Character.</i>
Class A (cl & sc) requires....	Grade XII (cl & sc)....	Academic Rank.....	20 years, &c.
Class A (cl) " "....	Grade XII (cl).....	Academic Rank.....	20 years, &c.
Class A (sc) " "....	Grade XII (sc).....	Academic Rank.....	20 years, &c.
Class B " "....	Grade XI.....	First Rank.....	19 years, &c.
Class C " "....	Grade X.....	Second Rank.....	18 years, &c.
Class D " "....	Grade IX.....	Third Rank.....	17 years, &c.
Class D (Prov.) " "....	Grade IX.....	" M. P. Q.....	16 years, &c.

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 1900 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-five* 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-five 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 IX; "Chemistry, Drawing and Bookkeeping" of Grade X. They are represented

in and will be covered by the "teachers pass" of thirty-five per cent. on the corresponding subjects of Grade XII, except "Drawing and Bookkeeping."

Comment.—For the convenience of those who have not passed grades IX and X or who having taken or passed either of them may not have made 35% on the Science paper of IX or the Science and Drawing paper of X, 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 recognised 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 Provincial 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).....

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

CERTIFICATE OF AGE AND CHARACTER.

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

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

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

.....(Name and title.)

.....(Church or Parish).

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

Date.....

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

The correct *quotation* of the High School certificate 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 XII syllabus at Examination Station....., No....., year.....
" XI " " " " " " "
" X " " " " " " "
" IX " " " " " " "

(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 XII. (3) A certificate of Academic first rank professional qualification from a Normal School [for which may be substituted a Provincial Grade XII (cl & sc), with a first rank M. P. Q. (with no paper below 50), and at least two years' successful teaching, one of which at least must be 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 nineteen years and moral character as in the foregoing Regulation. (2.) A pass certificate of Grade XI. (3.) A Certificate of first rank professional qualification from a Normal School, or a "Teachers' pass" certificate of the Grade XII 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 eighteen years and moral character as in the foregoing Regulation. (2) A pass certificate of the Grade X. (3) A certificate of second rank professional qualification from a Normal School, or a "Teachers' pass" certificate of the Grade XI 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 seventeen years and moral character as in the foregoing regulation. (2) A pass certificate of the Grade IX. (3) A certificate of third rank professional qualification from a Normal School, or a "Teachers' pass" certificate of the Grade X 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 the full age of sixteen and moral character as in the foregoing Regulation. (2) A pass certificate of Grade IX as in the foregoing Regulation. (3) The third rank minimum professional qualification. Such a License can be reissued for another year if 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 with amendments 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.

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. Where the schools within a section are so numerous as to require the full time of the Principal for supervision, he shall be known as the Supervisor of the schools of the section. 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.

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 the Course of Study up to Grade IX.

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, Mabou; 21, Maitland; 22, Margaree Forks; 23, Middle Musquodoboit; 24, Middleton; 25, New Glasgow; 26, North Sydney; 27, Oxford; 28, Parrsboro; 29, Pictou; 30, Port Hawkesbury; 31, Port Hood; 32, River John; 33, Sheet Harbor; 34, Shelburne; 35, Sherbrooke; 36, Springhill; 37, Stellarton; 38, St. Peter's; 39, Sydney; 40, Tatamagouche; 41, Truro; 42, Upper Stewiacke; 43, Windsor; 44, Wolfville; 45, Yarmouth.

REG. 4. (a) Application 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 IX 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 IX must have his application for X accompanied by a fee of one dollar; if he has passed neither IX nor X the application for XI must be accompanied by two dollars; and if he has passed neither IX, X, nor XI the application for XII must be accompanied by three dollars. 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 may be intercepted at the Education Office. (*Continued on next page.*)

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 fulness and in good form will be 20, no matter whether it should be easier or more difficult than its fellow-questions.

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

10. To make a "High School Pass" in Grades IX, X and XI, the candidate must make, at least, *the minimum aggregate* (400 or more) of the grade on any eight papers with no subject below 25.

(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 the Deputy's report to the Superintendent; and if such candidate's statement is correct, the payment of one dollar, which are to be transmitted with the Deputy's report to the Superintendent; and if such candidate's statement is correct, the error being due to causes beyond his control, the dollar shall be returned. Providing there is sufficient accommodation, the Deputy Examiner may admit any candidate, waiving all irregularities, on the payment of two dollars for Grades IX., X. and XI, and of four dollars for Grade XII.

(f) For the convenience of those who have not passed (grades IX or X, or who having taken or passed either of them may not have made 35% on the Science paper of IX or the Science and Drawing papers of X, supplementary question papers on these subjects will be given as per time table on Saturday afternoon of Examination week. Candidates intending to take any of these papers should indicate the intention in the column of "remarks" in their application. The fee of one dollar for each such "supplementary" paper shall be paid the Deputy-Examiner with each answer paper as it is handed in to him at the end of the hour, for transmission to the Education Office.

(g) Prescribed form of Application.

PREScribed FORM OF APPLICATION FOR PROVINCIAL HIGH SCHOOL EXAMINATION.

At.....Station

May, 190.....

To.....Inspector of Schools:

I,....., a duly licensed teacher of Class....., do hereby certify that the candidates whose names are given below from No. 1 to No..... inclusive, will, to the best of my knowledge, have completed, before the date of next examination, the full imperative Course of Study up to and including the Grade for which they hereby respectively apply; 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 IX, the "Science, and Bookkeeping and Drawing" of Grade X, and the imperatives of Grade XI. I also forward herewith on behalf of these candidates.....dollars, being the amount of fees required under sub-section (f) 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.....

No.	NAMES OF CANDIDATES (in full). (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.)	Age		Post Office Address of each Candidate.	Grade applied for.	PROVINCIAL GRADE NOW HELD.			REMARKS.
		1st August next.	next.			Grade No.	Station.	Year.	
		Yrs.	Mos.						Fee under Reg 4 (f).

*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.
 †Titles of Supplementary papers to be written by candidates should be indicated here.

To make a "Teachers' Pass" the candidate must, in addition, have made, at least, 35 on each "imperative" subject in the course up to and including that of the grade next below.

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

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

A candidate who makes an aggregate of 600 on any ten papers of Grade XII, and an aggregate of 500 on a set of ten different 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).

REG. 12. 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. 13. Each candidate, providing no irregularity has been reported, shall receive from the Superintendent of Education a certificate containing the examination record in each subject. If the candidate has made a "high school pass" the certificate will bear the head title "HIGH SCHOOL CERTIFICATE" with the arms of the Education Department; but the other certificates with examination records, even should they refer to but one subject, shall be equally valid for such facts as they show.

REG. 14. Candidates who have passed the various grades in consecutive order, shall be admitted free to the regular Provincial High School Examination, providing their application and procedure have been regular. In all other cases a scale of fees shall be provided to cover the cost of examination and extra labor likely to be incurred.

REG. 15. The subjects, number and values of the papers for the different examinations, and the general scope of examination questions, are indicated generally by the texts named in the prescribed High School curriculum. Examination may demand description by drawing as well as by writing in all grades.

PROVINCIAL EXAMINATION RULES.

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. Candidates for "Supplementary" papers need not be present at the opening session if they have sent in their applications the titles of the papers on which they intend to write.

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

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

4. Each candidate's paper must consist of one sheet of such foolscap, which may be written on both sides, and must contain no separate sheets or portions of sheets unless inseparably attached so as to form one paper. Neat writing, and clear, concise answers are much more likely to secure high 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 eight inches); 2nd by doubling again in the same direction pressing the fold flat so as to give the size of $3\frac{1}{4}$ x 8 inches.

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

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

B 18 ()	Algebra.
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7. The subject title, grade and candidate's No. may be written within over the commencement of the paper also ; but any sign or writing meant to indicate the candidate's name, station or personality may cause the rejection of the paper before it is even sent to the examiners.

8. Any attempt to give or receive information, even should it be unsuccessful, the presence of books or notes on the person of 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, 190..

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 held the blank is to be filled in with a dash.

TIME TABLE.

PROVINCIAL EXAMINATIONS, BEGINNING FIRST MONDAY IN JULY, 1900.

	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	Thucydid. Sanitary Science. Astronomy.	Useful Knowledge.			
	A. M. 8.30 to 9.00	Seating of Grades B, C and D.				
WEDNESDAY.	A. M. 9.00 to 10.00 10.10 " 11.10 11.15 " 12.15	Algebra. Latin Composition. French Authors.	Algebra. Latin Composition.	Algebra. Latin.	Algebra. Latin.	
	P. M. 2.00 to 3.00 3.10 " 4.10 4.15 " 5.15	English Language. French Composition. Geology.	English Language. French. Greek Authors.	English Language. French.	English Lang. French.	
THURSDAY.	A. M. 9.00 to 10.00 10.10 " 11.10 11.15 " 12.15	Geometry. Greek Composition. 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. 9.00 to 10.00 10.10 " 11.10 11.15 " 12.15	Trigonometry. Psychology. Horace.	Prac. Math. Physiology.	Arithmetic. Drawing and B. K.	Arithmetic. Drawing & B. K.	
	P. M. 2.00 to 3.00 3.10 " 4.10 4.15 " 5.15	British History. English Literature. German Authors.	Geo. and History. English Grammar.	Geo. and History. Eng. Grammar.	Geo. and Hist. Eng. Grammar.	
SATURDAY.	A. M. 9.00 to 10.00 10.10 " 11.10 11.15 " 12.15	M. P. Q. EXAMINATION.		SUPPLEMENTARY EXAM.		
		Hygiene and Temperance. School Law and Management. Theory and Practice of Teaching.		P. M. 2.00 to 3.00 3.10 " 4.10 4.15 " 5.15	"C" Drawing and B. K. "D" Science. "C" Science.	

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 a vigorous growth as before. This is a mistake. Great care should be taken in digging up the trees to preserve the fibrous roots; long runners should be cut across with a sharp knife, and not torn. All trees thrive best in well-drained soil, varying from sandy loam to clay. A clay loam suits all descriptions. The holes for the trees should always be made before the trees are brought to the ground. 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.

THE PROVINCIAL NORMAL SCHOOL.

The calendar of this institution containing the regulations and a full sketch of the Course of Study and Training for the next school year will be published in June, and can be had on application to the principal.

Candidates attending the Normal School who have fallen below 35 on any imperative subject of the High School Course, are required to pass a special examination in

each such subject, under the Normal School faculty, in addition to the regular professional work, before the diploma of the corresponding rank will be given.

THE PROVINCIAL SCHOOL OF AGRICULTURE.

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.

SUMMER COURSE FOR TEACHERS.

Regulation of Council of Public Instruction.

"If a teacher of the class A, B or C who is engaged in a section for the year shall have taken a 'mid-summer vacation' course of at least five full weeks (thirty days) at the Provincial School of Agriculture, and shall have received a certificate of satisfactory department and proficiency for the said term, from the Principal, he shall on the written recommendation of the trustees of his school section, be allowed to take one or two weeks of the first 'quarter' of the school year without prejudice to his provincial grant or to the county grant to the section; provided, a memorandum from the Superintendent of Education specifying the facts and approving of the said two certificates is attached to his return at the end of the first 'half year.'"

This course will extend through July and August.

Teachers should enter as early as possible, although they will be admitted up to but not later than four weeks preceding the beginning of the next school year. All the subjects offered in the course for July and August will be open for the teacher to select those best suited to his or her needs, this selection to be approved of by the Principal.

Any person may select, with the advice and approval of the Principal, such special subjects as he or she may desire to study, without being required to take the entire course. On completing such special course he will be entitled to a certificate of such work.

Such certificate will count towards a diploma, and work which has been completed in this way will not have to be repeated in order to obtain a diploma.

Laboratory or field work accompanies the lectures or recitations in nearly all subjects in the Course of Study, and the number of hours for Laboratory work in each season is approximately given in that table. This practical work must be taken in connection with the lectures, if not taken previously.

A student who upon entering satisfies the Principal that he is already familiar with any portion of the work will be excused from taking such work, and, unless afterwards found deficient, will stand as if he had taken the work and passed it satisfactorily.

Any person may study any subject for which he is prepared, taking either a full course or a partial course, according to his needs. The main object is to offer an opportunity for anyone to improve his mind and at the same time acquire useful knowledge in the direction of the science and practice of Agriculture.

EXPENSES.

Board may be had near the School for from two dollars and seventy-five cents to three dollars and fifty cents per week, including washing.

The cost for books depends upon the subjects studied, and varies from ten to twenty dollars per year.

The student must deposit at least two dollars before beginning any study in which laboratory work is required. At the end of the term, whatever remains, which is not required to cover breakages and chemicals used, will be returned to the student.

Tuition is Free.

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

Changes in these courses of study must always be expected from year to year, but to a very small extent it is hoped, except in the prescription of certain texts in the high school course. These will be published from time to time in the 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 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., 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. Writing 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 philosophical direction of the teacher in the school room, at least until the pupils are trained how to study aright. The home work would then be only the review and perfecting of the lessons by the pupils in the proper manner by reference to the several items in the text. Local or current events, historical, economic or scientific, should be 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, woodwork, 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 homemade handiwork or apparatus, in scientific experiments at home, and in the formation of collection 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. Mat. 100 Alg. 100 Geom. 100	
Science and Manual Art	20	20	20	20	20	20	20	20	20	Dr. &c. 100 Botany 100	Dr. &c. 100 Chem. 100	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 lines. Simple observations on a few common minerals, stones, plants and animals.

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

GRADE II.

Reading.—Reader No. 1.

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. I. 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 page 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. *General 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 sentences^s 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 metre 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 instruction as in "Lessons in English."

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

Bookkeeping.—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. 1. 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. 1, to end of Section VIII., and Drawing Books Nos. 2 and 3, or representative selections from them, with outline drawing 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 composition (simple essays twice a month), short descriptions of "Nature lesson" observations, etc., and letters as well as oral abstracts. Simple parsing and analysis begun, with the application of the more important rules of syntax, exercises selected from reading lessons. (No text book in the hands of pupils.)

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

Bookkeeping.—A simple set.

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

Lessons on Nature.—The study by examination of the minerals, stones, earths, &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.—Primer 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 grounds, or as in *Manual Training* No. 1 to end of Section VI., with Drawing Books, Nos. 1 and 2, (or representative selections from them by the teacher).

Arithmetic.—As in Common School Arithmetic, Part 1., 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 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. I, 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 to end of Canada. Oral lessons on the leading incidents of the history of Nova Scotia.

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

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

HIGHER.

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

Language.—Leading principles of Etymology and Syntax. Parsing, analysis of simple and easy complex sentences, correction of false syntax, oral and written abstracts of

interesting lessons. Essays, including narrative, description of "nature lesson" observations, &c., and general letter writing with special attention to punctuation paragraphing, and form generally. All oral, including matter of "Lessons in English."

Writing and Drawing.—Copy Books. Drawing as in *Manual Training* No. 2, to end of Section V. with Drawing book No 6. Model and Object drawing with simple drawing from nature. The construction and measurements of angles and mathematical figures. The use of scales, as on 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.

Bookkeeping.—One simple set with commercial forms.

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

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

Writing and Drawing.—Letters, words, geometrical figures, 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 1.

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 alternative divisions

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

Bookkeeping.—Simple set for advanced division.

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

Lessons on Nature.—One daily to all pupils on 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 here the leisure of a graded school.]

Reading.—(d) Four lessons a day, very short, with spelling, grammar and composition questions on them; (c) three short lessons in like manner; (b) two short lessons, one from Health Reader No. 1, with the full range of questions 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 lessons 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 given are more useful for many purposes than exercises long and seldom.

Lessons on Nature.—Once every day so as to select during the year the most important points specified in the uncontracted course. Oral lessons on subject matter of *James'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 BEGUN	Duration (Minutes.)	RECITATION TO TEACHER.		SILENT WORK OF THE FOUR CLASSES AT DESKS.			
		Monday, Wednesday, Friday,	Tuesday, Thursday.	(a)	(b)	(c)	(d) †
9 : 00	15	Opening song, and Roll-call.					
9 : 15	15	(d) Reading, Spelling, etc.		Arith.	Arith.	Spelling.	.....
9 : 30	15	(c) " "		Arith.	Spelling.	.....	Spelling.
9 : 45	15	(b) " "		Spelling.	.....	Spelling.	Drawing.
10 : 00	15	(a) " "		.....	Spelling.	Drawing.	Arith.
10 : 15	5	Song and Calisthenics.					
10 : 20	30	(a), (b), (c) and (d), Arithmetic, etc.					
10 : 50	10	RECESS.					
11 : 00	15	(a) Gram. and Anal.	(a) Language.	.....	Arith.	Arith.	Arith.
11 : 15	15	(d) Reading, Spelling, etc.	Mental Arithmetic.	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+) Hist.	Arith.	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., R. K., or Math., Drawing					
2 : 30	10	RECESS.					
2 : 40	15	"Nature" and Science lesson from objects.					
2 : 55	10	Writing or Drawing notes on lessons.					
3 : 05	15	(d) Reading, Spelling, etc.	(a), (b), (c) and (d) Re-	Math.	Math.	Arith.	.....
3 : 20	15	(c) " "	citations. (Elocution-	Math.	Spelling.	.....	Spelling.
3 : 35	15	(b) " "	ary on Fridays.)	Math.	.....	Spelling.	Arith.
3 : 50	10	Announcements, 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 class (a) and (b) should be working on a written description of a plant, an insect, or other phenomena observed, or experiments in physics, etc., with drawings. And *vice versa*.

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

Reading should include, where 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" 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 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 of 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 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 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, 1901.

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. The text books named indicate in a general manner the character of work expected on each subject. 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) Dickens' *Christmas Carol* (Riverside series), and Scott's *The Lady of the Lake* (T. C. Allen & Co.'s selections sufficient), 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 Daniell'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*. Drawing of parts of plants. (40% optional.)

7. DRAWING AND BOOKKEEPING—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 and Stevens* to page 56. (*Exam. Quest*: Prop=40%, prop. modified=20%, exercises=30%, i. e., 40% optional).

NOTE.—Latin and French are optional, all other subjects imperative for "Teachers' pass" The minimum aggregate for a "High School pass" is 40) on any eight papers, 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 Daniell's Beginner's Latin Book* complete, and "*Cæsar's Invasion of Great Britain*," by Walsh and Duffield.

4. GREEK—100: As in *Frost's Greek Primer* to end of Part III., or *Whit's First Greek Book*, lessons I. to LIX.

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% optional).

8. SCIENCE—100: (a=70) Chemistry as in *Williams*, (40% optional). (b=30) Agriculture as in *James*: or Mineralogy as in *Crosby*.

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." 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% optional).

12. GEOMETRY—100: Euclid I., II. and III. to Prop. 20, with the easier exercises in *Hall and Stevens*. (p.=40% p. m.=20%, ex.=30%.)

NOTE.—Latin, Greek, French and German optional, all others imperative for "Teachers' pass." The minimum for a "High School pass" 400 on any eight papers, with no subject below 25.

GRADE XI.

1. ENGLISH LITERATURE—100: [a=80] De Quincy's *Joan of Arc* and Tennyson's *The Princess*. [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 complete 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 II; with grammatical and critical questions.

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

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

7. FRENCH—100: As in Fasnacht's *Progressive Course, Third Year*. About's *Les Rois Des Montagnes* (Siepmann's Series, MacMillan & Co.)

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

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

10. PHYSIOLOGY—108: As in prescribed text, "*Martin's Human Body and the Effects of Narcotics*."

11. PHYSICS—: As in *Gage's Introduction to Physical Science*, (40% opt.).

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

13. ALGEBRA AND ARITHMETIC—100: As in *Hall and Knight's Elementary Algebra* (40% 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. m.=20%, ex.=30%).

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

GRADE XII.

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

(A.) IMPERATIVE FOR BOTH SIDES.

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

2. ENGLISH LITERATURE—100: *Stopford Brook's* (3/6 edition) for reference. Prescribed authors: Shakespeare's *Macbeth*, Dryden's *Absalom and Achitophel*. Thackeray's *Henry Esmond*.

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: Annals, Book I.
3. CICERO.*—100: *In Catilinam*, I. to IV.
4. VIRGIL.—100: *Aeneid*, Books IV. and VI.
5. HORACE.*—100: *Satires*, Book I. (omitting 2nd and 5th). 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 *Wetcher and Nicholson*, or equivalents. Greek translation at sight.
8. XENOPHON.—100: *Hellenica*, Books I. and II.
9. THUCYDIDES.—100: Book VII.
10. EURIPIDES.—100: *Medea*.
11. GREEK HISTORY AND GEOGRAPHY.—100: As in *Smiths*.

(C) IMPERATIVE FOR SCIENTIFIC SIDE.

1. PHYSICS.—100: As in *Gage's Principles of Physics*.
2. CHEMISTRY.—100: As in *Storer & Lindsay's Elementary*.
3. BOTANY.—100: As in *The Essentials of Botany* by Bessey (latest addition); with a practical knowledge of representative species of the Nova Scotia flora.
4. ZOOLOGY.—100: As in *Ontario High School Zoology (Ramsay Wright)* with dissection of typical Nova Scotian species as in list specified in editorial notes.
5. GEOLOGY.—100: As in Sir William Dawson's *Land Book of Canadian Geology* (excepting the details relating to other provinces from pages 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 and 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 specimens of modern French verse by *Berthon*. (Macmillan & Co.)
3. GERMAN GRAMMAR AND COMPOSITION.—100: as in *Joynes-Meissner* or equivalent.
4. GERMAN AUTHORS.—100: *Unter dem Christbaum* by Helene Stürkel, (D. C. Heath & Co., Boston), substituting for the first two stories *Balladen und Romanzen* by Buckheim. (Macmillan & Co.)

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 to fall below 25.

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 set of ten different 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 1902, CICERO.—100: *De Senectute* and *De Amicitia*.

" " HORACE.—100: *Epistles*, Books I. and II., and *Ars Poetica*.

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 Grande. Inventions Modernes*, par Louis Figuier, 50 cts.

Spelling book superseded—*English Edition*. (Sullivan Bros.) 25 cts.

Health Readers Nos. 1 and 2. (T. C. Allen & Co., Halifax.) 20 and 30 cts.

Calkin's Introductory Geography. (A. & W. Mackinlay, Halifax.) 60 cts.

Calkin's History of Canada. (A. & W. Mackinlay, Halifax.) 50 cts.

Brief History of England. (Thomas Nelson & Sons, Edinburgh.) 17 cts.

Lessons in English. (A. & W. Mackinlay, Halifax.) 30 cts. [Grammaire Francaise

Elementaire, for the use of teachers in French sections]. 30 cts.

Common School Arithmetic. (T. C. Allen & Co., Halifax.) 15 cents each part; 40 cents

three parts bound in one.

National and Vacation Songs. (Grafton & Sons, Montreal.) 8 cents. or Young Voices.

(Curwen, London.) 5 cents.

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

Royal, 7 cents each.

Drawing Books: Public School Drawing Course, (Canada Pub. Co., Toronto), 5 cents

each; or Langdon S. Thompson's, 10 cents each.

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.
 James's *Agriculture*, (Morang, Toronto). 25 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 Veneribus*.

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

The "Standard Dictionary" (Funk and Wagnalls; New York, London and Toronto), is recommended.

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), and 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.

Notes on Education, by Principal J. B. Calkin

School-Day Melodies, by Ada F. Ryan, Parts I and II. 10 cents each.

Song-Teacher's Guide, by the same, 30 cents. (T. C. Allen & Co.)

How Canada is Governed, by Sir J. G. Bourinot.

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"* (Kellogg, New York); *Object Lessons* for Standards I., II., and III., (England) by Garlick and Dexter (Longmans, Green & Co.)

In the Acadian Land. Nature Studies, by R. R. McLeod. Pages 166, 7x5 inches.

Needlework, Knitting and Cutting Out, by Elizabeth Rosevear, (MacMillan & Co.) Pages, 136, 5x7 inches.

Handbook of Household Management and Cookery, by Tegetmeier, (MacMillan & Co.) Pages, 132, 4x6 inches.

Ontario Public School Domestic Science, by J. Woodless. (Copp, Clark Co.) 196 pages, 5x7 inches, 50 cents.

Elementary Text-Book of Cookery, by Helen N. Bell, 25 cents. (T. C. Allen & Co.)

Public School Agriculture, (Ontario.) Pages 250, 4x6½ inches.

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 W. Wing. Pages XIII+280. (MacMillan & Co.)

School Hygiene, by W. Jenkinson Abel, 53 pages, 5 x 7 inches; (Longman, 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, Frogs and Snakes. Each oblong paper, 6 x 8 inches, 50 cents. (Bradlee Whidden, 18 Arch St., Boston.)

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

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

Practical Botany for Beginners, by Bower, [Histology of type plants, with microscope and reagents]. (McMillan & 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.) \$3.000.

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 WORK.

(SCHOOL YEAR ENDED JULY, 1899.) FROM ANNUAL REPORT.

The number of schools increased from 2,385 to 2,390. The sections without schools were 146, as against 124 last year, which was the best on record. The increase of sections without school was confined mainly to the counties of Inverness and Cape Breton, and was due entirely, probably, to the cessation of the granting of "permissive" licenses. That this most desirable change has been effected without any more serious consequences is very satisfactory; especially when it is known that in 1897 and 1896 the sections without school were respectively 153 and 171, although "permissive" licenses were then being granted.

To the same cause the decrease in the annual enrolment from 101,203 to 100,617 may be due. The decreased attendance is confined to the first seven grades, as the attendance in the eighth grade increased by 301, and in the high school grades (IX to XII) by 451.

While the number of schools increased by 5, the average time of session of all the schools rose from 199.9 to 202.3 days during the year. This indicates that schools open for only a short period of the year are becoming very few,

The number of teachers employed in these 2,390 schools diminished from 2,510 to 2,494, as compared with the previous year, which means that the schools are improving with respect to the number of changes in the teaching staff made within the school year.

The number of Normal School trained teachers employed rose from 798 to 840, which shows that the legislation of 1893 is still active in evolving a trained profession. The annual numbers from this date are as follows: 403, 499, 616, 690, 752, 798, and 840. One-third of our teachers have now passed through the Normal School.

The standard of scholarship for untrained teachers has also been definitely raised from the first day of 1899, as was foreshadowed in my previous report, without any injury to the supply of teachers, which might have been expected during the first year of its action.

The amount of money raised by assessment on the school sections was less than the previous year by about \$25,000. Over \$16,000 less was required for building and repairs. It is a good sign to find that this economy did not affect injuriously the salaries of the teachers, for which over \$15,000 more was voted than last year.

The number of low class teachers diminished. There were 26 less male and 40 less female teachers of class D (provisional). As a consequence the average salary of class D teachers, both male and female, increased, the former by nearly \$9.00.

The average salary of class A teachers diminished on account of their increase in number, and the necessity of their accepting positions in the more elementary schools.

The average salary of class B male teachers remains nearly as last year, while that of female teachers increased by nearly \$17.00.

Class C male fell \$25 on the average, while class C female rose \$5.49.

The Teachers' Licenses granted each year, from 1893 to 1899, were as follows:—218, 250, 365, 513, 571, 753, and 796.

The advance in High School work for the series of eight years beginning 1892, as indicated by the number passing the grade applied for at the Provincial examinations, is shown in the following table:—

YEARS.	1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.
Examined.	1432	1506	1922	2399	2517	2917	3304	3377
Passed.....	175	598	760	684	1313	957	1229	1571

The Provincial Normal School continues to improve in efficiency, although the accommodation for practical scientific training has become altogether too narrow. The science building, the plans and specifications of which are now ready, will give the desired accommodation, and will make, it is hoped, this the most necessary of our public institutions, one of the most appreciated.

AMBIDEXTERITY, BIMANUAL TRAINING, OR THE EQUAL, INTERCHANGEABLE USE OF BOTH HANDS.

1. One of the evils of present-day education is to suppress and prevent Left-Hand Training.
2. Both hands are equally fitted to perform all and every function.
3. There is no reason why both hands should not be equally dextrous.
4. Both hands *do* become equally skilful in piano-playing, juggling, &c.
5. Sir Edwin Landseer, Sir D. Wilson, Professor Morse, and many others possessed absolute ambidexterity.
6. *It is quite possible, therefore, to become truly ambidextrous.*
7. The Philadelphia Education Department has prescribed Bimanual Training in all its schools.
8. The School of Art, Philadelphia (2,000 pupils), has practised it for years with astonishing success.
9. Several schools in England have adopted it with unexpected and uniformly gratifying results. "In the teaching of Handwriting an experiment in Bimanual Training has met with marked success." Government Report, Westminster Jews' Free School, Hanway Place, W., April, 1899.
10. The advantages of ambidexterity are invaluable and unique, viz.:

(A) MEDICAL:—

- Aphasia, that afflicts large numbers, is prevented.
- Writer's and other cramps, which afflict tens of thousands, are avoided.
- Pulmonary and other diseases are sensibly diminished in numbers.

The brain speech-area is doubled.
 The intellectual powers are materially strengthened.
 The entire physique is considerably improved.
 The right hand is rendered more dexterous than it could, or ever does, otherwise become.
 The child secures what is otherwise unobtainable, viz., the *maximum* benefit of his school life and training.

(B) MECHANICAL :—

Surgery and music are wonderfully advantaged.
 Nearly 300 handicrafts are greatly benefited.
 Games and recreations reap an equal advantage.
 Home and personal duties become less exacting.

(C) MONETARY :—

Time and labor will be universally economised in ordinary life.
 The time devoted to teaching all subjects will be shortened, especially in manual occupations.
 The labor, both in teaching and learning, is also lessened.
 Simultaneous work with both hands is made possible and also very profitable.

(D) MANIFOLD :—

Any one can teach ambidexterity. It requires no special qualification.
 It needs no additional apparatus.
 Every parent can assist in its promotion.
 Ambidexterity does not involve one single disadvantage.
 It quickens the entire being of the child.
It demands the most natural and hygienic style of writing.
 Our army would be tremendously improved all round, but more particularly in the use of arms in actual warfare.
 The entire nation would benefit generally, by the introduction of ambidexterity, to a surprising extent. *Selected.*

SCHOOL GARDENS.

(*Nature*, London, March 8, 1900).

As attention is being given to the question as to the subjects which should be taught in rural primary schools, and as the observation of living things under natural conditions is slowly coming to be regarded as an essential part of the education of a child in the country, a description of a course of instruction of this kind, given in a German Elementary school, is of interest at the present time. Such an account, by Mr. C. B. Smith, has been published by the U. S. Department of Agriculture as Circular No 42, and is here summarised.

The school is situated at Alfter, a village of some 2000 inhabitants, in the German Rhine Province, between Bonn and Cologne, and is what is known as a "people's school," which is equivalent to our public elementary school. Only the fundamental branches are taught in these schools, and the whole course is completed in eight years.

The Alfter common school contains 400 pupils and six teachers. In this school, as in all others in this province, two hours' instruction weekly in fruit culture, gardening and general farming during the last two years of the course is required. This has been compulsory by law since 1895. Outline suggestions for this work are sent the principal of the school by the Provincial Government, as follows :

OUTLINE OF AGRICULTURAL COURSE IN THE HIGHER GRADES OF RURAL SCHOOLS IN THE GERMAN RHINE PROVINCE.

First Year.

April and May.—(1) Inner structure of plants ; plant cells and tissues and their functions. (2) Outer divisions of plants : (a) The roots—their function in the nourishment of plants by the absorption of mineral matter, as phosphorus, potassium, sodium, iron, chlorine

and water ; (b) the trunk—its branches and buds, the structure of the cambium, and the occurrence of ring growths.

June.—(1) The leaf ; the nature and function of chlorophyll in the life of the plant and the effect of light on chlorophyll development ; breathing of plants ; nourishment of plants from atmospheric constituents—carbon, nitrogen, oxygen. (2) The blossom and its fertilisation. (3) The fruit ; seeds ; reproduction of plants by seeds and by division of members.

July.—(1) The soil and its improvement—lime soil, clay soil, loams, sand. (2) The using up of plant food and its replacement by barnyard manure, compost, wood ashes, and indirect manures, as lime and gypsum. (3) Influence of the climate on plants.

August.—(a) Fruit culture. (1) Planting and nursery management of seedlings. (2) The most important methods of fruit improvement—root and stem grafting and budding with active and dormant buds. (3) Management of improved seedlings in the nursery—formation of the trunk and top ; transplanting ; handling of trained trees, especially espalier forms, with reference to their training against school-house walls. (4) Culture of small fruits—gooseberries, currants, raspberries, strawberries and blackberries ; setting grape-vines and their afterculture.

September.—(b) Fruit utilization. (1) Ripening of the fruit ; gathering and storing winter fruits. (2) Fruit varieties—selection of the more commendable sorts with regard to their suitability to different climates and soils and at varying altitudes. (3) Drying fruits ; preserving ; making fruit syrups ; wine-making. This work is planned especially for the girls.

October and November.—(c) Fruit tree management. (1) Planting trees ; pruning the roots and branches ; watering newly-set trees and tying to stakes. (2) Care during the first year ; top pruning. (3) Management of old trees—rejuvenating by pruning, grafting and scraping the bark. (4) Diseases of fruit trees and their prevention—knot-growths, blights, gum excrescences, and frost injuries.

December.—(1) Enemies of fruit trees in the vegetable kingdom—mistletoe, mildew, lichens and moss. (2) Animal enemies of fruit trees—rabbit, mole, marmot.

January.—June bug ; plum, apple and pear curculios ; wasps ; white butterfly ; woolly aphid ; and winter cankerworm.

February.—Minerals : soft coal ; stove coal ; petroleum ; clay and its application in the manufacture of pottery and bricks ; table salt.

March.—Iron, lead, copper, nickel, gold, silver ; German coins.

April and May.—(1) Garden work—laying out plats, spading, manuring, sowing seed, watering plants, hoeing. (2) Vegetables—White and red cabbage, savoy cabbage, lettuce, spinach, carrots and onions.

June.—(1) Legumes—beans, peas. (2) Asparagus, cucumbers. (3) Utilization of Vegetables—drying, pickling, making into Kraut and preserving. (4) Field work—plowing, harrowing, rolling.

July.—Field crops : (1) Cereals—rye, wheat, oats. (2) Potatoes, beets. (3) Fodder crops—clovers, grasses.

August.—(1) Necessity of crop rotation and consequent methods of manuring. (2) Weeds in garden and field and their eradication. (3) Animal enemies of plants and their control, field mice, phylloxera, asparagus fly, ground flea.

September.—Cabbage butterfly, gooseberry measuring worm, pea weevil, army worm. (2) Useful insects ; bees, ichneumon fly ; useful mammals—mole, hedgehog.

October and November.—Plant enemies among the birds—swallow, nightingale, lark robin, owls.

December.—Domestic animals,—dogs, cattle, horses, chicken, doves.

January, February, March.—Physiology of Man.

The whole work of spading the soil, planting, seeding cultivating, pruning and harvesting the crop in this garden, is done entirely by the boys of the sixth, seventh and eighth grades under the direction of the principal, who always works with them. Two hours a week are given to this work during the growing season and at such times as the conditions of the garden may require. About twenty boys work in the garden at one time, while the remainder of the pupils of the principal's room are having exercises in gymnastics. At the time of Mr. Smith's visit to this school a part of the pupils were sowing seed, others were covering them with soil to the required depth, while still others were laying out paths, picking off the dead leaves from flower stems, replanting beds, watering seeds already sown, etc. A few days later the fruits required attention ; wall, espalier, and dwarf fruits require to be summer pruned, the fruits to be thinned, insects to be gathered and destroyed.

The children use the pruning shears and do the actual pruning, each pupil being given an opportunity to trim some portion of a tree ; but no twig was allowed to be pruned until

it was perfectly clear that that particular twig required pruning, and, indeed, to be pruned in a particular place which the pupil himself first determined upon. When it comes time for budding each pupil buds trees in the nursery. The fall pruning is always done by children, and small fruits, vines and shrubs put in order for the winter by wrapping some with straw, laying others on the earth and covering, and the like.

The garden is intensively farmed and made a source of revenue. The same soil is utilized for two or three crops during the growing season and the produce sold. This gives the pupils the opportunity to learn what crops best form a succession with each other during the season, and also gives them practice in a limited way in preparing and putting up fruits, flowers and vegetables for the market.

The principal is accustomed to walk through the garden each morning before school. Should he discover a harmful insect or disease, a specimen is immediately taken to the schoolroom and the nature and work of the injurious agent shown to the pupil and discussed. This enemy is especially hunted for during the following work hour, and the children are asked to search the gardens at home for similar insects or diseases. Thus by daily association with the garden, daily watching for every new development and daily discussions and explanations, all the phenomena of the garden are encountered and brought to the attention of the pupils before the year's cycle is at an end.

Occasionally the bees are made the subject of a special lesson in agriculture. One morning a hive swarmed and flew by the school window, alighting on a small tree. The school was taken to observe this phenomenon. The queen was found among the mass of clustering bees and was placed in the hive, the workers were gathered and placed with her, and a new colony was formed. Work in the apiary is incidental, but no opportunity is lost to make available anything of an especially instructive nature concerned therewith, and in the nature work the history of bees is considered.

So likewise flowering plants in the school windows are incidentally made a means of instruction. The principal's room contains three windows. These are filled with potted plants. The children (boys) are allowed to tend these flowers, to water them, guard them from insects, remove dead leaves and blossoms, and are permitted to have all the cuttings from the plants, either to take home for themselves or to plant in the school garden.

Very few of the schools in the Rhine province have such a practical course of agricultural instruction, the tendency being to confine the work to the school-room. This is the usual case in British schools, and only in a few districts is the school garden used as a means to interest pupils in nature and instruct them in some of the principles of husbandry.

AN ACT TO AMEND CHAPTER I OF ACTS 1895, ENTITLED, "AN ACT TO AMEND AND CONSOLIDATE THE ACTS RELATING TO PUBLIC INSTRUCTION."

(Passed the 30th Day of March, 1900.)

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

1. Section 37 of said Act is hereby repealed and the following substituted therefor:

"The sum of one hundred and ninety thousand dollars each school year shall be paid semi-annually as the Council may prescribe, out of the provincial treasury, to the legally qualified teachers employed in the public schools conducted according to law, to be distributed to each teacher in conjoint proportion to the number of authorized days taught and to the following scale for the respective classes of license and status of schools employed in, as may from time to time be defined by the Council, namely:

For Class D in any public school.....	\$ 60
" " C " " "	90
" " B " " "	120
" " A " a superior common school of prescribed status	150
" " A " a high school department of prescribed status	180
" " A when principal of the high school of prescribed status in a section having at least four departments	210"

2. Section 38 is hereby repealed and the following substituted therefor:

"Any teacher of class A or B who shall have graduated regularly from the School of Agriculture in the course of instruction prescribed for the purpose by the Council, and shall be regularly employed in a public school with the appropriate equipment giving a special course of instruction in agriculture, as prescribed by the Council, shall in the distribution of the provincial grant referred to in the preceding section, be ranked on the pay list of the said grant as, respectively, of the lower, higher or highest rank of class A teachers according to the equipment of the school and agricultural instruction therein as reported by the principal of the School of Agriculture, whose duty it shall be to inspect such schools and classify the same as "fair," "good," or superior."

3. Section 39 is hereby repealed.
4. Strike out the word "grade" in the last line of section 40 and substitute therefor the word "class."
5. Section 41 is hereby repealed and the following substituted therefor :
 "Nothing in this chapter shall be construed to authorize the payment of any public funds to any unlicensed teacher or to any school on account of the services of an unlicensed teacher."
6. Strike out sub-section 2 of section 61 and substitute the following therefor :
 "(2) The trustees of a county academy conducted in accordance with the provisions of this Chapter and the regulations of the Council framed thereunder, shall be entitled to participate in the academic grant from the provincial treasury, which shall in no year exceed ten thousand dollars, in conjoint proportion to the number of authorized days taught by the teachers of the academic class (providing the salaries of the said staff, inclusive of the regular provincial grant, shall average not less than seven hundred and fifty dollars each per annum), and to the following scale :
 (a) For one academic teacher, three hundred dollars, provided there is an average annual attendance of at least fifteen regularly qualified high school students pursuing a full course.
 (b) For the second teacher, three hundred dollars, provided there is an average annual attendance of at least forty regularly qualified high school students pursuing a full course.
 (c) For the third teacher, three hundred dollars, provided there is an average annual attendance of at least eighty regularly qualified high school students pursuing a full course.
 (d) For the fourth teacher, two hundred dollars, provided there is an average annual attendance of at least one hundred and twenty regularly qualified high school students pursuing a full course.
7. Sub-section 3 of section 61 is hereby repealed.
8. Section 62 is hereby repealed.
9. Sub-section 2 of section 72 is hereby amended by striking out the word "double" in the first line thereof.
10. That sub-section (1) of section 113 of Chapter 1 of the Acts of 1895 be amended by the substitution of the word "six" for the word "eight" in the second line.
11. That sub-section (2) of the said section 113 of Chapter 1 of the Acts of 1895 be amended by the substitution of the word "ten" for the word "eight" in the seventh line, by the substitution of the word "eight" for the word "six" in the eighth line, and by the substitution of the word "six" for "four" in the ninth line.
12. When the trustees or commissioners of any school section shall provide a department for manual training in any department of the mechanical or domestic arts, with adequate equipment for at least twelve pupils at the same time, and shall have employed a teacher certified by the Council to be competent to give such practical instruction, and shall cause such instruction to be given free for one session of two hours each week to the residents of the section, more particularly the pupils of the Provincial Grades VI, VII and VIII, and shall in these and in all other respects efficiently accommodate and conduct the public schools of the section, in accordance with the statutes and regulations of the Council, then the Council may pay out of the provincial treasury to such trustees or commissioners, in semi-annual instalments, or as determined by the Council, a sum not exceeding six hundred dollars, at the rate of fifteen cents for each two-hour lesson to each pupil.

AN ACT TO AMEND CHAPTER 1 OF THE ACTS OF 1895, ENTITLED, "AN ACT TO AMEND AND CONSOLIDATE THE ACTS RELATING TO PUBLIC INSTRUCTION."

(Passed the 30th day of March, 1900.)

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

Section 29 of Chapter 1 of the Acts of 1895, is hereby repealed and the following section substituted therefor :—

29. (1) The trustees may suspend or dismiss from their employ any teacher for gross neglect of duty or immorality, and upon any such suspension or dismissal they shall immediately forward a written statement of the facts to the inspector for the district and to the Superintendent.

(2) The trustees by their unanimous resolution, approved by the inspector for the district, may dismiss from their employ any teacher for incompetency, and upon any such dismissal, a statement of the facts shall immediately be forwarded by the trustees to the Superintendent.

(3) Any suspension or dismissal under this section shall be subject to an appeal by the teacher to the Council of Public Instruction, which may reverse or vary the action of the trustees.

(4) In the event of any teacher being suspended or dismissed under this section, the pay of such teacher shall thereupon cease, unless it is otherwise ordered upon an appeal by the Council of Public Instruction, but the teacher shall be paid ratably up to the time of the suspension or dismissal.

2. The Act of the present session of the Legislature in reference to the distribution of the Provincial grant to teachers and other subjects entitled, "An Act to amend Chapter 1 of the Acts of 1895, entitled, An Act to amend and consolidate the Acts relating to Public Instruction" shall not go into operation until the first day of August, 1900.

3. The provisions of section forty-five of said Chapter One of the Acts of 1895, hereby amended, shall apply to all school sections mentioned in Schedule E to said Act, notwithstanding the provisions of any Acts specially referring to any such school section may contain different or inconsistent provisions, and all such provisions of any special Acts are hereby repealed.

AN ACT TO AMEND CHAPTER 1 OF THE ACTS OF 1895 ENTITLED, "AN ACT TO AMEND AND CONSOLIDATE THE ACTS RELATING TO PUBLIC INSTRUCTION."

(Passed the 30th day of March, 1900.)

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

1. Section 45 of Chapter 1 of the Acts of 1895 is hereby amended, by inserting between the words "sections" and "named" in the fourth line of said section, the words "in the municipality of the county of Halifax, and those."

NEW REGULATIONS UNDER THE AMENDMENTS OF THE EDUCATION ACT OF 1900.

F.—SCHOOL ACCOMMODATION.

(See Manual of School Law, 1895, pages X to XVII.)

REG. 2. F. A superior common school under the charge of a Class "A" teacher entitled to draw Provincial Grant at the rate of \$150 per annum, must be reported by the Inspector as having its buildings, grounds and general equipment fully up to the standard indicated in the foregoing comments on School Accommodation. At the opening of the school for the year, the Inspector must be notified of the intention of the teacher to compete for this status, which will not be awarded unless the school is in every respect a superior one.

REG. 3.—F. A High School department under the charge of a class "A" teacher entitled to draw Provincial Grant at the rate of \$180 per annum, shall be (a) a subordinate department of a regular high school with an average of at least twenty high school pupils not counted to qualify any other department for a public grant; and (b) the principal department of a mixed common and high school of three departments maintaining an average of at least ten regular high school pupils. In case of special excellence in all respects, the principal department of a school of two regular departments may be admitted to this status. Notice of competition for this status must be given to the Inspector at the opening of the school, and the grounds, buildings, general equipment and management of all the school departments must be reported by the Inspector as superior, and fully up to the standard indicated in the foregoing comments on School Accommodation. If in any respects this superior standard is not maintained, the Inspector shall give the department a status of lower rank.

REG. 4.—F. The principal department of a school of four or more regular departments under the charge of a class "A" teacher entitled to draw Provincial Grant at the rate of \$210 per annum, shall be one maintaining at least an average of fifteen regular high school pupils, with the grounds, buildings, general equipment and management of all its departments fully up to the standard indicated in the foregoing comments and regulations. If this standard is not fully maintained in all respects, the Inspector shall give the department a status of lower rank.

MANUAL TRAINING IN THE MECHANICAL AND DOMESTIC ARTS.

Comment: The Council feeling the desirability of giving equal opportunities to boys and girls, recommend the establishment of Manual Training Schools with two departments, one more especially adapted to boys for training in wood-work, the other more especially adapted to girls for training in cookery and other domestic arts.

With a view to this the minimum equipment for each department was placed in the Act as low as twelve stands for as many pupils in each department, thus allowing a maximum grant of \$300 for each. As there are about 40 teaching weeks in the year, and 15 cents are allowed for each pupil per week, it follows that \$6.00 may be obtained for each pupil in attendance for the whole year. Therefore 50 pupils in wood-work and 50 in the domestic arts will enable a section to draw the maximum grant.

But if the trustees should start only one branch of Manual Training, the minimum equipment should have stands for sixteen pupils.

The qualifications of teachers will be specified particularly after further study of the working of the system. In the meantime, before opening any department of Manual Training under the Act of 1900, boards of trustees of schools should present to the Council evidence of the training in institutions of recognized merit of the teachers desired to be employed, and their other qualifications. The Council, if satisfied with the evidence presented, may then grant a Provincial Certificate or License to the teacher, good for one year in the said school section.

REG. 1. The teacher of any Manual Training Department of the public schools shall be required to hold a certificate or provisional license for the year and for the school section in which the school will be conducted.

REG. 2. For work in wood or iron, the equipment must include at least 12 or 16 benches according as the department is one branch or the sole manual training department in the school section. The benches must be substantial and equipped with the necessary tools of the pattern of those in the Provincial Normal School, or must be approved by the Council as equally serviceable. The equipment shall also include one turning lathe and grindstone, and must be housed in a room in all respects subject to the same sanitary conditions required of other school rooms.

REG. 3. For Domestic Arts, the equipment must include provision for 12 or 16 pupils under the same conditions specified in the previous regulations, so that there shall be at least one table to each four pupils, one stove for the general heating of water, and at least one good large cooking stove, and an "oil cooking stove," the sanitary and other conditions of the room to be same as required in other school rooms.

REG. 4. The course of work and study in those departments shall be outlined by their respective teachers and approved or modified by the Council as experience and other information may suggest.

The mechanical training at first may be reasonably restricted to work in wood, illustrating as many of the typical and educative operations as possible in connection with the principles of draughting.

The Domestic Arts course should include principally, plain cooking, demonstrating the best and most economical methods of cooking the staple foods of the poorer classes, cooking for the sick, household sanitation, laundry and plain needle work.

REG. 5. Special returns shall be made semi-annually by the teachers as directed by the Council, showing the number of pupils and their attendance, distinguishing between those in attendance at the public schools and others.

CLASSIFICATION OF LOCAL AGRICULTURAL SCHOOLS.

One of the four following conditions is required in order to classify an Agricultural School as "Superior."

I. Where a special class of pupils (preferably including some who attend chiefly on account of this work) can be formed to study the following subjects, in which they shall receive proper instruction, including demonstrations in a school garden or on neighboring farms:

- (a) Agriculture.
- (b) Agricultural Chemistry.
- (c) " Botany.
- (d) Anatomy and Physiology of Farm Animals.
- (e) Care and feeding of " "

II. In graded schools, where pupils from rural sections attend, a course shall be given including (a), (b) and (c) above to the eighth and higher grades, with demonstrations in a school garden or on neighboring farms.

III. In graded schools of more than four departments where the agricultural teacher can superintend and conduct the Nature lessons and Science classes and conduct classes in any three of the above subjects, with demonstrations in a school garden or on neighboring farms.

IV. In miscellaneous schools maintaining a school garden or its equivalent and conducting a proper course of lessons in Nature and the Sciences and with a class in (a), (b) and (c) above.

The following conditions are required in order to classify an Agricultural School as "Good."

I. Where the conditions are similar to those for a "Superior" school but only a major portion of the work is carried out satisfactorily.

II. Where only a course in Agriculture or Agricultural Chemistry can be given in the school, but where this is supplemented with evening classes, public addresses upon agriculture or active support in the local agricultural society in promoting the agriculture of the section.

NOTE The teacher must hold the regular Diploma from the Provincial School of Agriculture; but where suitable equipment is not provided, or where teachers fail to inform the Principal of the Provincial School of Agriculture, whose duty it is to inspect these local schools, of their intention to apply for the grant when they commence teaching, or where they neglect to make quarterly reports of the work, the school shall not be classified at all under the amendment of 1900, and the teacher will draw only such Provincial grant as his Public School License may entitle him to.

THE SUMMER SCHOOL OF SCIENCE.

SESSION OF 1900.

The Summer School of Science for the Atlantic Provinces of Canada will be held in 1900 at Bear River, N. S., an ideal spot for combined study and recreation.

The opening exercises of the school will be held on Thursday, July 26th, at 8 o'clock, p. m., the programme for which will consist of addresses, music, etc.

OFFICERS FOR 1900.

PRESIDENT.—W. R. Campbell, M. A., County Academy, Truro, N. S.

VICE-PRESIDENTS.—S. A. Starratt, Yarmouth, N. S.; G. U. Hay, M. A., St. John, N. B.; James Landrigan, Charlottetown, P. E. I.

SECRETARY-TREASURER.—J. D. Seaman, Prince Street School, Charlottetown, P. E. I.

LOCAL SECRETARY.—W. E. Reid, Bear River, N. S.

BOARD OF DIRECTORS.—President; Secretary-Treasurer; Prof. W. L. Bailey, LL. D., University of New Brunswick, Fredericton; George J. Oulton, M. A., High School, Moncton, N. B.; John Brittain, Normal School, Fredericton, N. B.; A. Cameron, County Academy, Yarmouth, N. S.

FACULTY.

BOTANY.—G. U. Hay, St. John, N. B.; J. Vroom, St. Stephen, N. B.

ANHYDROUS CHEMISTRY.—W. W. Andrews, Mount Allison University, Sackville, N. B.

CHEMISTRY.—W. H. Magee, Ph. D., High School, Parrshoro, N. S.

EDUCATION.—J. B. Hall, Ph. D., Normal School, Truro, N. S.

ELOCUTION.—Ina S. Brown, St. John, N. B.

ENGLISH LITERATURE.—A. Cameron, Yarmouth, N. S.

GEOLOGY.—L. W. Bailey, LL. D., University of New Brunswick, Fredericton, N. B.

KINDERGARTEN.—Mrs. S. B. Patterson, Normal School, Truro, N. S.

MUSIC (Tonic Sol-fa).*—Ada F. Ryan, Halifax, N. S.

PHYSICS AND METEOROLOGY.—W. R. Campbell, M. A., County Academy, Truro, N. S.

PHYSIOLOGY AND HYGIENE.—S. A. Starratt, Yarmouth, N. S.

ZOOLOGY AND ENTOMOLOGY.—G. J. Oulton, M. A., High School, Moncton, N. B.; F.

A. Dixon, M. A., Sackville, N. B.

*Certificates of the Tonic Sol-fa College of London are accepted by the Education Department in lieu of a portion of the County Academy Entrance and the M. P. Q. Examinations. See regulations published on another page.



JOURNAL OF EDUCATION.

APRIL, 1900.

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, 6th July, next, there will be 108 days. Total days for year, 216.

CALENDAR, SUMMER, 1900.

- April 13. Good Friday.
- “ 23. Fourth Quarter begins.
- May 4. 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,
- “ 25. Annual Meeting of School Sections.
- “ 28. Provincial Normal School closes.
- July 1. Dominion Day.
- “ 2. Grade A and County Acad. Ent. Exam. begin.
- “ 2. Last day for reception at Inspector's Office of minutes of Annual Meetings of School Sections.
- “ 4. Grades B, C and D Examinations begin.
- “ 6. Public Schools close for mid-summer holidays.
- “ 7. M. P. Q. and Supplementary Examinations.
- “ “ Convention of American Institute opens at Halifax.
- “ 14. Last day for reception of School Returns at Inspector's Office.
- “ 16. Agricultural Summer School opens at Truro.
- “ 21. Last day for reception of Inspectors' sheets at Education Office.
- “ 26. Summer Science School opens at Bear River, Digby.
- Aug. 20. Public Schools open. First Monday of the First Quarter of school year.
- Oct. 17. Provincial Normal School opens at Truro.
- Nov. 5. First Monday of Second Quarter.

DISTRICT SCHOOL COMMISSIONERS.*(Appointed 12th January, 1900.)*

West Hants.—William O'Brien, Esq., Windsor.

Halifax Rural.—Rev. Edwin Smith, Middle Musquodoboit; Robert McFtridge, Esq., Middle Musquodoboit; Daniel Reid, Esq., Middle Musquodoboit; Frank Reynolds, Esq., Upper Musquodoboit; Edgar Hill, Esq., Upper Musquodoboit.

Cape Breton.—Rev. Ronald McDonald, Glace Bay.

(Appointed 3rd April, 1900.)

Cape Breton.—Rev. A. Gale, Sydney Mines.

Richmond.—Jas. D. Power, Esq., Arichat; William C. McLeod, Esq., Loch Lomond, East.

Antigonish.—Rev. John C. Chisholm, P. P., St. Joseph's; Rev. Joseph McDonald, P. P., Antigonish.

Halifax East.—Rev. W. W. McNairn, Sheet Harbor; Rev. C. J. MacManus, P. P., Sheet Harbor; Henry Hall, Esq., Sheet Harbor; Rev. R. Atkinson Smith, Port Dufferin.

Halifax West.—John Strachan, Esq., Rockingham; C. H. Harvey, Esq., Dartmouth.

Argyle.—Damien H. Potier, Esq., Belleville.

Yarmouth.—Benjamin Annis, Esq., Carleton; John A. Tilley, Esq., Yarmouth; Amos B. Brown, Esq., Yarmouth; Henry Burrill, Esq., Yarmouth; Samuel A. Bain, Esq., Yarmouth.

DATES OF MEETINGS OF BOARDS OF DISTRICT SCHOOL COMMISSIONERS.

Cape Breton.....	June 6th.	Halifax East.....	May 16th.
*Richmond.....	July 12th.	West Hants.....	May 11th.
S. Inverness.....	July 3rd.	East Hants.....	June 20th.
N. Inverness.....	June 12th.	Kings.....	May 8th.
Victoria.....	June 19th.	Annapolis East.....	May 30th.
Antigonish.....	May 23rd.	Annapolis West.....	May 28th.
Guysboro.....	June 7th.	Digby.....	May 21st.
St. Mary's.....	June 27th.	Clare.....	May 23rd.
N. Pictou.....	May 29th.	Shelburne.....	April 30th.
S. Pictou.....	May 28th.	Barrington.....	June 9th.
S. Colchester.....	May 21st.	Yarmouth.....	May 23rd.
W. Colchester.....	April 24th.	Argyle.....	May 31st.
Stirling.....	April 19th.	*Lun. & New Dublin.....	May 4th.
Parrsboro.....	May 11th.	Chester.....	June 2nd.
Cumberland.....	May 25th.	North Queens.....	May 10th.
Halifax West.....	June 20th.	South Queens.....	June 9th.
Halifax Rural.....	May 23rd.		

*At Arichat.

*At Bridgewater.

CORRECTIONS.

JOURNAL, 1899, October, page 78, 2nd column :—Between the 17th and 18th lines, insert the words and figures, Laura Alice Newcombe, 414B, instead of the same words in the 29th line.

JOURNAL, 1899, October, page 87, 1st column :—Omit the words on 49th line, Hattie Josephine Baker.

JOURNAL, 1899, October, page 107, 3rd column :—Digby, on 35th line, should be Yarmouth.

The following *errata* were noticed in some of the foregoing pages after they were printed :—

Page 56, line 8, after “Tennyson’s *The Princess*” should follow: (For the latter see editorial note.)

Page 56, line 23, after “10, *PHYSIOLOGY*,” “108,” should be “100.”

Page 56, line 25, after “11, *PHYSICS*,” should be “100.”

Page 57, line 23, after “8, *TRIGONOMETRY*—100,” “*Locke’s Elementary Trigonometry*” should be “Murray’s *Plane Trigonometry*” (Longmans, Green & Co.).

Page 57, line 35, “Buckheim,” should be “Buchheim.”

INSPECTOR FOR ANTIGONISH AND GUYSBORO.

Since the second page of the JOURNAL with the names and addresses of the School Inspectors was printed, the Inspector for District Number *Six* resigned on account of ill-health. John D. Copeland, Esq., of Antigonish, has been appointed in his place.

TO THE SECRETARY OF TRUSTEES.

Please see that this JOURNAL is sent promptly to the teacher who is the party most concerned with its announcements. Later there will be time for its full examination by the Trustees.

TO THE TEACHER.

The Nova Scotia Society for the Prevention of Cruelty has supplied placards with this JOURNAL offering a reward for information leading to the conviction of any party for the breach of the statute law of the province in killing the native small birds of the country or destroying their nests. Teachers will aid in carrying out the law of the province by posting the placard in a place where it can be seen by the pupils of the public schools and the public generally.

THE BLIND AND THE DEAF AND DUMB.

Teachers should be careful in filling in their Registers and in making out their Returns, to be sure that there are no young people so afflicted with respect to sight or hearing as not to be able to make proper use of the day school, who are not included in their statistics. Their names and addresses should be promptly sent to the Inspector, who will transmit them to the principals of the appropriate institutions. The province provides for such children in a princely manner; so that it would be an unpardonable wrong were anyone through neglect to deprive a single child of advantages as valuable for them as life itself.

RETURNS AND REGISTERS.

The improvement in making out complete Returns and keeping the Registers properly has been so great under the continuous discipline of the Inspectors that the notes of previous April JOURNALS need not be repeated. Every blank in both *Return* and *Register* must be filled. If there is no fact to go in, the blank must be filled with a dash, which is taken to mean that to the best of the knowledge and belief of teachers and trustees all the information that can be obtained is entered. It has been suspected that when some items of information could not be conveniently obtained the space was left blank in order to protect the conscience of those making affidavit or signing the certificate. Such a subterfuge can avail the party nothing, for every item of information asked for in the form of the Register and Return must be obtained whether convenient or not, and must be properly entered. For the teacher or trustees to send in a Return without going to the trouble of obtaining as accurately as possible all the statistics required, is to attempt to obtain money to which they are not entitled, in addition to the deliberate falsehood involved, which affects the public statistics.

In all such cases the Inspectors are directed to return the documents for correction. And as the public money cannot be divided until every return is in, those coming in too late cannot participate in the division of the Provincial Grant.

TO TRUSTEES OF HIGH SCHOOLS.

It is important to remember at the time of the engagement of the principal of your school for next year, that the new Act of the Legislature when making provision for the payment of a class "A" grant to class "A" teachers engaged in superior common schools, at the same time reduced the scale of the grant to principals of high schools. In the case of the principals of high schools of four or more departments the reduction is from the scale of \$220 to \$210. On the other hand the law provides for an increase to the class "A" teacher in a superior common school from \$120 to \$150. The new law lays down a juster scale of distribution. But trustees, all the same, will not like to see their hard worked and popular principals paid less than formerly, even though the scale is fairer to the equally hard worked and equally useful teachers in the important department of common school work.

The new law grants the fixed sum of \$190,000 per annum for distribution to the teachers of the public schools, and the fixed sum of \$10,000 as the County Academy grant in addition. The total expenditure on all common, high and academic schools is therefore fixed at \$200,000 per annum.

The provincial grants to the new Manual Training Schools, the School for the Blind, the Institution for the Deaf and Dumb, the Normal School and the School of Agriculture, &c., are not limited, and are not included in this \$200,000.

SPHERE OF HIGH SCHOOLS.

In section 20 of the Educational Statutes it is intimated that "the trustees of any section, with the permission of the Inspector of Schools, may in their discretion, admit to school privileges pupils from other sections; and if the trustees shall deem it necessary they may exact from such pupils a reasonable tuition fee."

It appears that there are some High Schools into which pupils from other sections are being admitted without the permission of the Inspector being asked, that such pupils are admitted without paying any fees, and still more,

that the trustees of such High Schools have been making efforts to change the law so as to divert a portion of the County Academy grant to their institutions on account of such attendance. As the County Academies are the institutions provided by law for the free education of qualified High School students in their respective counties, and as the action of some High Schools having a lower standard of admission than the Academies, tends to draw away students from them, although expensive accommodations under the law had been provided for all, it is by no means clear that this action of such High Schools is in the interests of the higher education.

Inspectors are, therefore, requested to study the effect of the competition of the High Schools with the County Academies. One tendency alleged is, the prevention of the growth of large, well-officered and well-equipped Academies, for more numerous small High Schools without the possibility of the predominant influence for good which the one larger institution could wield. The principal defect in our present Academic system is considered to be the frittering away of money on so many small institutions which are practically only town High Schools. Any action tending to reduce the attendance of county students at Academies increases this defect. Were the attractions of these competing High Schools due to superior teachers, superior equipment and superior local environment, their action would be more justifiable. But if, as some allege, it is due to the admission of pupils to the quasi rank of High School students who could not have passed the regular County Academy Entrance Examination, then it may be necessary that Inspectors should exercise the prerogative given them under the law to refuse permission. This note is made to direct attention to the law, for there are two sides to the question, and some High Schools avail themselves of the regular County Academy Entrance Examinations as strictly as the Academies.

ZOOLOGY A, 1901.

The following types of the *fauna* of Nova Scotia are recommended for dissection and minute study of structure :

Amœba.	Land or Water Snail.
Paramœcium.	Crab or Lobster.
Vorticella.	House Fly or Mosquito.
A Fresh Water Sponge.	Butterfly or Moth.
Sertularia.	Grasshopper or Beetle.
Jelly Fish.	Herring, Trout or Smelt.
Star Fish.	Frog.
Sea-Urchin.	Snake.
Earth Worm.	Pigeon.
Clam, Oyster or Mussel.	Kat, Rabbit or Cat.

TENNISON'S PRINCESS, 1901.

TEXT VERSUS NOTES, &c.

In regard to the Literature prescription generally, but more particularly in regard to what is prescribed for Grades B, C and D, students and teachers should note that *the works themselves* are by far the most important matter to be attended to. There seems to be an impression prevailing in some quarters that the information given by editors in Notes and Prefaces and Introductions is of prime importance, especially to those who are preparing for examination. Perhaps

there may have been some questions given in the past which tended to create this impression, but for the future those who study Notes and Comments chiefly will be apt to be disappointed. In this connection special mention may be made at present of Tennyson's *Princess*, prescribed for Grade B next year. There are over 3,300 lines in the poem, and it is possible to buy an edition with two pages of editorial matter to one of Tennyson's poetry. However useful such an edition may be to a teacher who may happen to need it, it is not at all the sort of book which our pupils should be asked to buy. It is the poem itself which they are to read, and study, and enjoy. What difficulties they meet with they should be encouraged to try and overcome by their own research and thought, and when these fail, then the resources of the teacher may be drawn on. If there happen to be some puzzles so very hard that they cannot be solved by these means, they may well be left over for a future day, and then the pleasure of solving them, or of finding them solved, will be much greater than it would have been if the solution had been forced upon the attention by some editor at the first reading.

BAY OF FUNDY TIDES.

The following correction of text book and newspaper errors in reference to the Bay of Fundy Tides is issued by the Tidal Survey, Department of Marine, Ottawa :—

"In the Bay of Fundy the height of the tide, while quite exceptional, has been much exaggerated. From careful measurements made daily for four months by the engineers of the Chignecto Ship Railway, the extreme range in Cumberland Basin, at the head of the Bay, was 49 feet; and the average spring range was 42.21 feet. From the lowest level of low water then observed to the level of the highest tide ever known, which flooded the country in October, 1869, during a severe storm, the greatest range in Cumberland Basin is 53 feet. At Noel Bay, near the head of the other arm of the Bay of Fundy, the range of ordinary spring tides, as stated in the Admiralty charts, is 50½ feet. These measurements are re-published in "Report of Progress, Canadian Tidal Survey," for 1898. The noteworthy tidal bore, which occurs at Moncton, on the Petitcodiac River, at the head of the Bay of Fundy, is described and illustrated with diagrams in the Report for the same year."

SHORTHAND.

Shorthand will probably be added as an "optional" to the High School Course of Study next year. Possibly the Council may grant special licenses for those capable of teaching it, as it is proposed to do in the case of Manual work in wood and in the Domestic Arts. The certificates of trustworthy institutions may be accepted by the Council from year to year on the applications of Boards of Trustees, instead of those of a Provincial Examiner, in the meantime.

Now there is an endless variety of shorthand systems. It is desirable, *first*, to select the best, and *secondly*, and of greater importance, a system which even should its being the best be doubtful, gives promise of becoming universally used.

The Sir Isaac Pitman Phonography is undoubtedly, when all points are considered, the best system. Of this there are, unfortunately, two more important varieties, one an older form of Isaac Pitman's Phonography, generally known as the Benn Pitman system, largely used in the United States. The principal difference is simply the transposition of the position of the vowel sounds *ah* and *ee*. The reader of the one system can in a few minutes learn to read the other in a more or less halting fashion. But they are different; and an easy knowledge and use of the one does not imply the same with the other except after much practice, and even then there is danger of confusion.

The modern Isaac Pitman system is the predominant one in Great Britain and the Empire. It is the only form prescribed in Ontario, and it is used extensively in the United States and in the public schools of its largest cities.

To be of use for purposes of general correspondence, the system must be extensively used. The Nova Scotian system should therefore be the one which is most likely to become the universal one, when shorthand will take the place of longhand in the common school, and can be written and read as fluently, as plainly and as unconsciously as our longhand is now. What a gain there will be in the time of writing when the pen can trip as rapidly as the tongue! It must be remembered that now the reporter must use longhand for correspondence with the general public. But when the general public can read the *one* system all will write the *one* system, and rapidity will become easier to the ordinary correspondent than it is now to the occasional shorthand reporter.

There are various systems, the best of them on the Pitmanic principle, which will serve well enough for the taking of notes and their conversion into type-written or longhand copies by the stenographer. But the writer of each such system is writing in an unknown tongue for all the others. It is the Babel of modern times—the confusion of pens. There is positively *no* advantage in any of these systems over Pitman's. The most of them fall infinitely short of it. But a publisher who forms a system and secures a coterie of those who know no other system, creates a sort of self-perpetuating market for *his own* books. The inventors are numberless, sane and insane, and even the latter have their devoted followers.

It is the duty of the State to prevent as far as possible the gulling of its honest and knowledge-seeking citizens. It is also the duty of the State to foster that unity of system which will increase the utility of short-hand a thousand fold. The Isaac Pitman system, too, has a more extensive literature than all the other scores of systems combined.

It is therefore clear that the duty of the Council is to encourage the study and use of only one system; and as the Isaac Pitman system seems to have the fullest promise and potency of becoming universal, it is the system to be encouraged in the public schools of Nova Scotia.

Students can now prepare for examinations in Pitman's Phonography under regulations of the Institute in England. Third class, second class, and first class certificates can thus be secured, the latter requiring a time test. The "Teachers' Certificate" can also be acquired, by examination here under a certified teacher, the papers being sent to England for examination. When the demand for such teachers becomes greater, the Council of Public Instruction will arrange its own scheme of examination.

EMPIRE DAY.

Nova Scotia was the first Province to place Empire day among its legal institutions. Its first celebration, on the 23rd of May, 1899, was enthusiastically conducted in nearly every important school section in every quarter of the province.

School-house flags were bought by school effort and floated from the buildings. Lessons on the development of the British constitution and of the Empire filled one portion of the day, while the other portion was given over to public school exercises exhibiting those points of British laws and customs which give us at the same time the greatest liberty and the surest security of any people in the world.

In some cases biographical sketches of the men who secured reforms in our slowly growing constitution was the theme, in other cases it was

the soldiers ready to defend the constitution and the empire with their lives, the philanthropists, the inventors, and scholars.

Generally, in the afternoon, if not in the forenoon, there was a public meeting in which addresses were given by the leading men of the community, bearing on the development of the *imperial* as distinguished from the local or sectional patriotism, interspersed with patriotic songs generally conducted by the school children.

During the last *six* months the possibility of danger to a portion of the empire, has drawn thoughts of all our teachers and their pupils to the possible effects of injury to one portion of the empire on the prestige and priceless heritage of the whole. With breathless intensity the temporary success of hostile machinations were followed, prayers and pence were poured out in profusion for the men who went out like the heroes of old to fight for us, and when the tide turned, practical thanksgivings were poured out on another portion of the Empire — starving India — Indians, but fellow citizens of our Empire. Perhaps in no part of Canada have school children shown so deep an interest in these events, if we measure it by the money thus spontaneously offered by them. The only concern of the Education office, is that such phenomenal contributions should not be abused by the attempt to repeat them for other less worthy objects in future.

This being the state of feeling, Empire day for 1900 is sure to take care of itself even more effectually than in 1899. We are beginning the century well. But we must be careful how we celebrate the day.

It should not be done in the boastful spirit of brag. We are right to be proud, however, and we should be so proud as to be ready to make individual sacrifices to maintain the credit of the Empire. We are not proud simply because the Empire is the greatest and the strongest that has been,—rather because it has been the best; and because it has been the best it is the greatest and the strongest. Seeing this side clearly as the teaching of history, the result of our Empire Day studies and preparations should inspire us to endeavor to do, each his own share, to keep our Empire the best, to support the good and eliminate the evil whenever we have the opportunity, first in ourselves, then in our community, then in all the wider spheres of the Empire on which our action may have influence.

For the latter purpose we will have to study the growth and present character of each part of the Empire; think how Canada may help them and how they may help Canada; and endeavor to support and encourage all public men who are endeavoring to draw closer the bonds of fellowship, of mutual good feeling and of mutual aid. We have our Natal days, our Provincial and our Dominion days. On the 23rd of May let us prepare ourselves for the intelligent enjoyment of the anniversary of the birth of the best Queen of the best Empire, which we are determined to help all we can, like the great men whose Empire-building deeds we have been studying.

NEW REGULATIONS FOR NEXT SCHOOL YEAR.

The revised Regulations of the Council of Public Instruction will not be ready until after the completion of the revision of the Statutes, which may be next fall. On page 64 of this JOURNAL, however, there are to be found some changes introduced by the legislature last winter. The more important points are as follows:

THE PROVINCIAL GRANT to be distributed to all licensed teachers, including those in the County Academies as well as those in the other High Schools, and in Common Schools, has been increased from \$182,500 to \$190,000.

THE ACADEMIC GRANT, which had been increasing under the law since 1893, has been reduced from between \$17,000 and \$18,000 to the fixed annual amount of \$10,000.

This change amounts to little more than a simplification of the law. Teachers in County Academies will be treated in respect to the Provincial Grants as all other teachers, so that there may be no occasion for local devices to dodge the operation of the present law. \$7,500 have practically been taken off the Academic Grant and added to the Provincial Grant so as to leave the amount of the grant to each teacher the same as under the present conditions.

Trustees of County Academies are to observe henceforward in making salary contracts, that a portion of the old Academic Grant will be paid directly to their teachers, the amount paid to the trustees being correspondingly lessened.

Again, the total *Academic Grant* having been fixed at a maximum of \$10,000, as new departments are added to the Academies, the grant to each must in the future gradually diminish. The total grants to the County Academies will be about the same as at present, however, to start with; and as the advance of lower equipped Academies to higher rank will be very slow, if such an advance should continue, we may expect but little variation in the future total grants.

CLASS "A" TEACHERS under the present law receive no more Provincial Grant than class "B" teachers, unless they are doing High School work of a certain amount. The tendency of this is not entirely good, for it is found to produce pressure in rural districts in which there are no more than two departments to push a number of pupils into High School work, to the corresponding subtraction of attention from more important and fundamental Common School work. It was thus found that in schools which in Ontario and most foreign countries would not be allowed to attempt High School work for very obvious reasons, our law encouraged High School work to be taken up (if the teacher had a class "A") by an extra grant of \$100.

The new law tones down this unwise inducement to spend educational effort in attempting High School work, where, as a rule, proper conditions for High School work cannot exist. There are a few cases due to the extraordinary ability of the teachers, where good High School work is being done without complaint of neglecting elementary work. But the general tendency of the law is bad. The grotesque absurdity of the tendency is seen where teachers in rural schools having more than enough elementary work to do, attempt to do High School work, also—generally with pupils who have never had a thorough foundation laid in the elementary subjects. And some of these have been known so entirely devoid of an appreciation of the educational character of their position, as to think that the prescribed High School course of the province should be adapted to the High School work they can do in the odd portions of time devoted sometimes to several grades of High School work.

The new law, as said above, tones down the old grant a little, confining the highest rate of \$210 to the principal of a school with at least four departments, giving the usual rate of \$180 to subordinate High School teachers and principals of schools of three departments of prescribed status; while it distributes the saving at the rate of \$30 per annum to the class "A" teacher in a thoroughly equipped Common School, if it is doing thorough elementary work. It is hoped that this modification may have the effect of retaining more advanced teachers in the important work of elementary education, while it may stimulate trustees to equip such schools in a *superior* manner, without which no grants of class "A" can be allowed by the Inspector to either Academy, High School or Common School. If a class "A" school of any kind is defective in its equipment, it may not be entitled to draw for the teacher more than the rate for Class "B."

LOCAL AGRICULTURAL SCHOOLS under the present law are, in some cases, perilously near the position of drawing an extra \$100 simply because the teacher

holds an Agricultural diploma, for which diploma he was educated at the expense of the province, also. Now he will still be educated at the expense of the province, but in order to draw higher grants he will have to do special agricultural teaching with a more adequate equipment.

MANUAL TRAINING in two directions—mechanical work in wood or metal and in the Domestic Arts—is encouraged by an extraordinarily liberal grant, but the trustees have to go to a very considerable expense in obtaining and fitting up a proper room with the necessary equipment. Then again, qualified teachers cannot be obtained at present in the province, owing to the lack of training institutions.

True it is, that the Provincial Normal School has had the equipment for giving a special teachers' course were there a demand for it. But the solitary bookworm trail marked out by our old higher educational institutions appears to have been the only course beaten enough for the mass of our students to follow. Perhaps the distinct sign post of a \$600 grant to the school section may cause some eyes to be raised from off the well tramped trail to scan the offers of employment around the wide horizon.

ALL CLASS "A" SCHOOLS. Apart from these manual training departments, every County Academy will be expected hereafter to have as necessary for the lowest rank, a bench for wood work and simple metal work, with the appropriate tools—sufficient to enable students to make and repair apparatus for the scientific demonstrations of the Course of Study. The higher ranked Academies should have a corresponding fuller outfit. All other High Schools and class "A" schools should be provided with such a bench and the tools necessary, to be used under the guidance of the teacher by the pupils who may have a genius for mechanical work, in making and repairing apparatus for the use of the school.

THE STANDARD OF TEACHERS' LICENSES will again be raised by a perceptible point on and after the first day of January, 1901. No license of any class will be granted unless the candidate has made at least *thirty-five* on each "imperative" subject of the high school course of study up to and including the grade corresponding in scholarship to the class of license applied for—class D corresponding to grade IX, class C to grade X, class B to grade XI, etc., as under the present regulations. Candidates attending the Normal School have to pass the same scholarship test on subjects on which they may have fallen below 35%; but they will have the advantage of being examined on them by the faculty of the Normal School, and will not be awarded their professional certificate without the necessary advance in scholarship in any such subject.

At the same time, the ages for admission to classes D, C and B will be raised respectively to 17, 18 and 19 years. This will correct the now unnecessary evil of admitting candidates of immature age to the profession. The minimum age of class D (provisional) is still to be left at 16 years; but very shortly it is expected that this class may have its privileges curtailed to the extent of the obsolete "permissive" licenses, preliminary to its final extinction.

These changes which have been foreshadowed in the Education Reports for some years will tend not only to the elevation of the efficiency of the teaching staff of the province, but will prevent the fall of teachers' salaries threatened by the competition of the hosts of immature boys and girls who are now passing in greater numbers than ever before through our unusually active high school departments. The profession cannot be substantially elevated without raising salaries. Its abler members cannot be expected to remain in it otherwise.

THE FULL HIGH SCHOOL COURSE OF STUDY will next year become more elastic without any reduction of the standard. Any eight subjects (papers) will be considered sufficient to obtain a "High School pass" certificate. This modification is made in the interests of those students who wishing to take the optional subjects—one or more of the ancient or foreign languages—feel unable, also, to

take all those "imperative" for teachers. In Grade XI, for instance, a student who takes Latin and Greek can omit as many as four of the so-called "imperative" papers and still obtain a "high school pass" certificate. This certificate shows on its face what subjects he has taken, and means that his work has been a fair year's work, the equivalent in work of a "high school pass" on the eight "imperatives."

If at any time afterwards, a candidate who obtained such a "high school pass," in which one or more "imperatives" were omitted, wishes to become a teacher, he will have the privilege of taking a supplementary examination on such "imperatives," at the regular Provincial examination.

It will be seen that every one examined at the Provincial Examination obtains a certificate, and if it is not a "pass" of any kind, it may still be good to prove the candidate's scholarship in subjects in which he may have scored creditable marks. Such examination records may be utilized in many ways by the candidate as evidence of scholarship in special subjects and should not be stupidly destroyed by any honest person. The record always remains in the archives of the Education Office, however.

THE PUPIL'S COURSE OF STUDY.—The courses of study which it is thus possible to elect, are supposed to be determined in the case of conflict of desire, by the board of school commissioners or trustees. The principal and his staff are naturally the first parties to be consulted, as they are assumed to be experts in the study of educational progress, engaged as such by the trustees. Parents and pupils are therefore expected to consult with them in the election of a course of study. When both parties can agree, the conditions are satisfactory. When they cannot agree, the school board must exercise its authority according to its light.

A COLLEGE MATRICULATION COURSE of grade XI, which might be adopted with good effect when pupils are not found able to take all the "imperatives," would be (a) the "optionals" Latin and Greek and (b) the "imperatives," excepting, (1) Practical Mathematics and (2) Physics, both of which subjects we may assume to be taken up later in college, and even more effectively than in many of the high schools. By such judicious schemes of exemptions for the less able, over-pressure may be avoided in the case of the few, without retarding the fuller progress of the abler students. The "high school pass" certificate will not be lowered in value by selecting any other eight subjects than the generally more difficult "imperatives," for the minimum of 25 which will not be lowered on account of a high aggregate will be required henceforth on each of the eight subjects (papers).

OUR SUMMER SCHOOLS.

A detailed advertisement of the *Summer School of Science for the Atlantic Provinces*, which meets at *Bear River*, Digby County, on the 26th of July, is given on page 68.

The *Vacation Science School* in connection with the School of Agriculture at Truro, is referred to on page 43.

THE AMERICAN INSTITUTE OF INSTRUCTION.

This, the most venerable educational organization of the kind in America, after annual conventions for well on to three-quarters of a century, has decided to move out of the United States this year and meet in the city of Halifax. There are other locations in Nova Scotia as well suited for a summer outing as Halifax; but for a large convention it is necessary to have a city with hotels, large halls

and a population to share in the more popular evening lectures.

The Hon. Mason S. Stone, Superintendent of Education for the State of Vermont, is President this year, and on the programme will be found many of the most eloquent educationists of the United States, more especially from the Northern and Eastern States.

Such a gathering is just as likely to be of use to our teachers as our own Provincial or Dominion Conventions. But in many respects it will be more interesting, for it will be the first International Educational Convention held in the Province—an event which is not likely to recur for many years.

The opening and welcome meeting will be held on Saturday evening, 7th of July, in the Academy of Music. On Sunday addresses will be given in several of the largest churches. On Monday, Tuesday and the forenoon of Wednesday the Convention will meet as one body in Orpheus Hall during the day, and in the Academy of Music during the evening.

Railway fares will be obtained at specially reduced rates, possibly on the American plan; but that will be settled when the regular circulars of information are sent out.

The Council of Public Instruction will accord to the teachers of the public schools of Nova Scotia the same privileges granted to those attending our own institutes—not to exceed a credit of five teaching days. To obtain such credit the teacher must obtain a certificate from the Secretary of the Provincial Educational Association of Nova Scotia, with a statement of the number of days' attendance, to be attached to the semi-annual return in February. The substitute holidays should be taken in the first half of the school year; but Inspectors may consent to their being taken in the second half. Such substitute holidays will also require the concurrence of the trustees of the school section.

DOMINION EDUCATIONAL ASSOCIATION.

The volume of the Proceedings of the Halifax Convention of 1898 has not yet been issued. The index is being printed, and the whole will be in the hands of the binders directly, the Secretary reports.

It is evident that the next Convention, which is to be held at Ottawa, cannot take place until the regular year, 1901.

TEACHERS' INSTITUTES.

Our Teachers' Institutes have been unusually successful during the past half year. About 200 teachers from the counties of Cumberland and Colchester met at Oxford before Xmas vacation, and over 100 from Hants and Kings at Canning. Before the Easter vacation, the counties of Annapolis and Digby were joined by Lunenburg, Queens, Shelburne and Yarmouth in an enthusiastic Institute at Middleton. And after the middle of May an Institute of the French-speaking teachers of Western Nova Scotia will be held at Church Point, Digby County.

(Issued on the 3rd of May, 1900.)